

Digitalizing English Language Teaching

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*This book is dedicated to the memories of those who passed away in
Kahramanmaraş Earthquakes on February 6, 2023.*

PREFACE

The aim of this book is to substantiate the need for online/technological/digital pedagogical knowledge and skills for teaching English. This addresses a wide variety of stakeholders who can benefit from this book. To list, they are pre-service English language teachers, the academic teachers working at the Department of English Language Teaching at the Faculty of Education at universities and colleges, the English language teachers working across K-12 level of education and researchers, practitioners, material developers and others who are interested in learning more about on how to teach English in online education.

The focus was on developing learners' grammar knowledge in the past, so the approaches to language teaching were mainly grammar-teaching oriented. Since mastering a language requires communication, the shift has been more communication-oriented approaches to language teaching for almost a quarter century. At present time, this tendency seems to be replaced by the first full-fledged users of the results of the Fourth Industrial Revolution; namely, Generation Z and Millennials, who use BYOD (bring your own device) fashion in face-to-face classrooms or use technologies of virtual, augmented and mixed reality (VR/AR/MR) in online classes. They are learning to manage their own language learning journeys and building the pathways to individual education thanks to the availability of a plethora of digital tools, software, applications, web sources and others. Although this is the case and participants in the educational process are no longer satisfied with the traditional approaches, language teachers should still be called as the unique ones accommodating their teaching to the use of digital tools and networks. We do strongly believe this book serves this purpose accordingly because the editors first present an outline of digitalization and language teaching by showing the latest studies. This allows the readers to get insights into the phenomenon in general at first sight. Following this, there are seven chapters each starting with introductory information about the main concern of the chapter and then providing information about the revolving studies, current web sources, online platforms, software programs, mobile applications and offering lesson plans serving three age groups: Young Learners, Adolescents and (Young) Adults. Namely, the chapters are on Digitalizing Teaching Reading by Hacer Kaçar & Hasan Bedir; Digitalizing Teaching Listening by Şeyma Doğan & Işıl Günseli Kaçar; Digitalizing Teaching Writing by Ömer Faruk Kadan & Sevda Dolapçioğlu; Digitalizing Teaching Speaking by Stefan Rathert and Gözde Balıkçı; Digitalizing Teaching Grammar by Ali Erarslan & Abdullah Arslan; Digitalizing Teaching Vocabulary by Mehmet Altay; and Digitalizing Teaching Pronunciation by Reyhan Ağçam.

Happy reading!

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CHAPTER 1

THE SUBSTANTIAL NEED FOR DIGITALIZING LANGUAGE TEACHING METHODS AND MATERIALS

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Lead-in questions

1. Think of Digitization and Digitalization.
 2. Guess the countries which publish more on digitalization of language teaching or education.
 3. Comment on any experience from yours or others in digitalizing teaching.
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Objectives of the Chapter

By the end of the chapter, readers will be able to:

- overview studies conducted around the scope of digitalization in language teaching.
 - contextualize those studies with their (future) experience.
 - reflect upon the place of digitalization in teaching with a pedagogic view.
 - notice the significance of the emerging and evolving field of digitalizing language teaching.
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Chapter Outline

1. Introduction
 2. Digitization versus Digitalization
 3. Language Teaching in the 21st Century
 4. Web of Knowledge Data on Digitalization and Language Teaching
 5. Conclusions
 6. Recommendations and Implications for Teachers and Policy Makers
 7. Summary of the Chapter
 8. Task Questions
 9. References
-

Key Terms: Digitalization, Digitization, Digital Teaching Skills, English Language Teaching, Online Education, Technological Pedagogical Knowledge.

1. INTRODUCTION

This chapter focuses on the difference between digitization and digitalization, which are closely related to each other. It also presents a variety of pedagogies for teaching language and illustrates the publications focusing on the three terms by using Web of Knowledge database: digitalization, language education and language teaching. By doing so, this chapter offers information on the field of research categories, year, scope and authors' affiliated countries in the publications available between 2010 and 2023. This chapter ultimately discusses and contextualizes the accessed results.

2. Digitization versus Digitalization

Digital sources were once transformed by digitizing content with the onset of computers in the 1950s. The term digitization refers to converting analog materials and sources into virtual modalities considering the bits of 1 and 0 of the computer language, meaning existential and non-existential concepts in terms of educational computer meta-data. By digitizing such materials, put in hardcopy or analog forms, they were transferred into digital disks, which allowed the technology to run over computers initially and now over other devices such as mobile phones, tablets and smartwatches and so on. Simply put, digitizing refers to the technical process of converting analog information into digital data. On the other hand, digitalizing is the process of adopting or promoting the use of digital technology by a specific society - be it an organization, an educational institution, an industry, a country and so on. Digitalization, therefore, refers to the way that various domains of social life are reshaped on the basis of digital communication and other media infrastructures (Brennen & Kreiss, 2016).

The difference between these two concepts is slight and they are interrelated to each other because digitizing makes a material become digital and digitalization makes it public for different uses in the world of technology. In this book, we feel free to use 'digitalizing' in order for referring to digitalizing the methods and materials in language teaching and education in general. In a narrower sense, we discuss the importance of digitalization in language teaching and education.

The social activities are shaped by the education given at schools. Language plays a leading role in shaping the skills of students by which they can build on their career development with high qualifications that the 21st-century professions require them to have. Those who invest in their career development engage in artificial intelligence, robotization, virtual reality technologies, digital services and other innovations because the rapid development of technology has taken its

place in many fields. Such a development has also paved the way for the emerging need for language education programs to equip pre-service language teachers with digital pedagogical skills for teaching English to their prospective students. This is still a need for those who work at the K-16 level of education because face to face pedagogical skills have been shaped by the new modality of teaching, remote teaching. The enormous potential of face-to-face teaching has been challenged by remote teaching channels through digital media tools. This shift has been favored because it accelerates the pace of teaching and learning, where both students and teachers manage their time over synchronous or asynchronous modes of online teaching (Ferri et al., 2020; Kokoreva et al., 2021, Kovalev, 2021, Robinson et al., 2020, Whittle et al., 2020).

The aim of digitalization in language education should be understood by attaching importance to improving the changing and distinctive nature of language teaching. To achieve this, approaches to language teaching should employ digital educational sources. In classroom teaching, both students and teachers opt for using information and communication technologies. Although this trend dates back to the 1990s in the field of language teaching, it has evolved into a wide experience through online courses in the emergency remote teaching (ERT) with Covid-19's effect on education (Hedges, 2020). This has truly led language teachers, language education programs, in-service professional development programs and policymakers to consider the ways to help language teachers develop their technological pedagogical knowledge, skills and digital competences (Figueira & Dorotea, 2022; Tseng et al., 2022).

The ultimate aim of language teaching for educators or teachers which is to enable learners to master the target language via improving the quality of their teaching through digitalizing the content or using the digital content in the proper ways remains as the topic of continuous professional development. In this regard, Carrillo and Flores (2020) pinpoint the need for new pedagogical conceptualizations that welcome the implementation of digital tools through the integration of technology into language teaching or language learning practices. For example, in the modern world, students have been teaching themselves through the self-education concept. To illustrate a perspective from the Russian context, according to a survey (Kokoreva et al., 2021), students use YouTube (60%), Wikipedia (27%), Instagram (10%) and Yandex Zen for learning. They also favor blended learning at the university level and find classes using digital technologies more appealing, high-quality, time-saving and broadening their horizons. To serve K-12 education language teaching classes, first, faculties of education are responsible for giving pedagogical education on how to teach English through digitalizing the content.