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DigiLang Project

Inside the digital language exercises

With

Overview on means for digital exercises

Creation of scenarios for exercises

Developed within the project:

**“Digital technologies in language training of students
with different mother tongue: Skilled teachers
wanted”**

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room for learning



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Chapter 1. Overview on means for digital exercises

1.1. Introduction

As communication between people from different countries increases, learning the languages of different nations is inevitable. To be able to communicate or interact with a foreigner, speaking one or more foreign languages is a significant privilege. Through each language learned, it is also possible to experience diverse cultures and think differently. In short, knowing one or more foreign languages is a good way to understand the world and develop oneself. However, learning a foreign language is not so easy. It is clear that the majority of learners do not have a good command of the foreign language at school.

Foreign language teaching at school with one or two hours of remedial tuition is not necessarily enough, and many young people cannot afford private lessons. Furthermore, most young people are bored in classes that are taught in a monotonous manner using traditional but sometimes outdated materials and activities, and they desire more variety and interactive activities in teaching/learning. Online tutorials provide knowledge and transfer applications without teacher assistance. Many studies show that digital resources, with their new forms of applications such as game animations or videos, offer greater influence and appeal to young people, and that the knowledge acquired through these new resources remains in the memory longer than knowledge in printed textbooks.

The rapid development of information and communication technologies is causing major changes in individuals and society. Therefore, it is important to keep up with technological advances and integrate digital media into teaching, as digital technologies and resources are developing daily and occupying an increasing role in our daily lives. So, if the opportunity to travel to the target language country does not present itself, it seems highly appropriate to train using a tool that is practically available at any time and in any place: the internet and digital resources.

Because many teachers criticize the use of digital resources in teaching or are unaware of what digital resources are available and how to use them effectively, three examples of using digital resources in foreign language teaching/learning will be analysed and the benefits of their use will be presented. Our goal is to promote the use of these tools and materials.

Digital technology presents a definite benefit in the language classroom and contributes to certain language-related activities. While digital technology offers some added value in written language activities, it also has a significant role to play in oral language activities. These are the areas that the CEFR (Common European Framework of Reference for Languages) has been promoting since 1998. Here, we will present some of the possibilities offered by digital technology in the language classroom that are of considerable interest.

Digital technology offers a considerable advantage in listening comprehension, as it is the only means (apart from understanding the teacher's words) to expose students to a language. Digital audio or audiovisual materials allow learners to immerse themselves in a language and an authentic and motivating context. This authenticity can also be disconcerting if the student lacks the necessary tools to cope with it, and the importance of the pedagogical scenario must be built around these resources.

Listening comprehension in language classes can be practiced on two levels: collective listening as a whole class or individualized listening using MP3 players, tablets, or mobile phones. Individualized listening produces better results than collective listening, as students are able to regulate their listening on their own. The most proficient learners are therefore able to plan their tasks by first listening to the document in its entirety, then listening to it again, pausing and rewinding at strategic moments. However, these generally good results mask the major difficulties encountered by learners with more difficulties. Indeed, these learners have difficulty segmenting the sound flow, recognizing sounds and words, and therefore tend to frequently stop the audio document. These inappropriate and too frequent stops therefore prevent them from understanding the document in its entirety. There is a double penalty for these students who must therefore control their listening pace in addition to their difficulties with oral comprehension in the target language. However, the use of devices allowing individualized listening must be the subject of pedagogical differentiation, allowing the most comfortable learners to benefit from these advantages and guiding the less comfortable learners towards autonomy in the use of portable music players.

The CEFR companion volume published in 2018 introduces a language activity not yet addressed in language skills because it was of little significance in 2001, the year the CEFR was published: written interaction. The companion volume devotes a section specifically to online interaction. This language skill, used to work with students, demonstrates that language courses must be based on learners' needs in relation to real-life situations. The CEFR companion volume distinguishes two learner needs regarding this online written interaction: simple discussion in chat rooms, social networks, or by email, and written interaction as an intermediary for completing a project using tools such as Framapad or Padlet (collaborative work platforms). This type of online interaction can be carried out using collaborative writing software. Digital technology therefore has its place within this language activity.

Digital technology also makes it possible to diversify, increase, and improve the quality of speaking situations.

For example, podcasting allows for individual and group training in oral skills, thanks to digital tools. Students have direct and personal access to audio and/or video files, can record themselves, and then share and broadcast their work with their teacher, classmates, or any other interlocutor i.e. foreign correspondent, eTwinning partner. The use of digital devices allows for a greater use of time because podcasting can take place in class, where all students can record simultaneously, or outside of class, where students can record themselves at home.



Furthermore, podcasting allows students to practice the language at their own pace and make progress, particularly by listening to themselves.

Teachers can also better assess students' oral communication skills by mastering this speaking. Finally, certain social networks, such as Skype or WhatsApp, allow learners to communicate orally with correspondents around the world, thus enabling oral interaction between a learner and a native speaker of the target language, for example.

Finally, digital technology and its interactivity allow learners to develop the learning strategies necessary for acquiring the linguistic, cultural, and pragmatic skills needed to develop discourse and understanding of the target language. Learners can find a large amount of content online, including interactive digital exercises that allow them to self-assess topics covered in class or that they deem necessary. However, teachers can also create these exercises for their students or advise them on the choice of activities to guide them toward the desired goal.

Nowadays digital technologies offer a new perspective on learning of languages. The digital tools transform learning of a new language. The key words become customization, adaptation and gamification.

Talking a foreign language can strongly help develop professional career. For some, the course of languages of the school have leave alone a bitter memory. They had to learn a list of words of vocabulary by heart, peel all their conjugation of a verb, train alone at the pronunciation of some words.

Development of new digital tools and of web applications and mobile have upset this vision. In effect, the digital innovations years offer a learning experience radically different of that of the past. Today, the platforms in line and applications strive to introduce gamification in the educational process. The learner won of the points bonus for each exercise or challenge carried out. It is about of a true lever for energize training in language and encourage users to move forward in their learning.

There customization of the experience offered by the digital technologies transforms also the experience of the learner. Some platforms propose even of blended learning, which consists of alternating between course individuals and work in autonomy. Blended learning allows learners to alternate between individuals of the course with an experienced teacher, and autonomy of the course in on an e-learning platform.

The learning digital tools are also very popular in reason of their flexibility that they offer. Since at the house of them, between two appointments or to the other end of the world, the learner can complete a lesson or learn a few words of vocabulary.

1.2. Exercise: Psychological and pedagogical background

Learning a foreign language, as a particular form of human activity, is marked by a general alignment with a child's acquisition of their mother tongue, as it involves the process of

knowledge gathering and the development of skills to be used in various communicative contexts. The acquisition of knowledge and the application of skills ultimately manifest in an individual's linguistic experience. With the acquisition of the mother tongue, such an experience is cultivated during the child's growth. This outcome is a product of non-directive, spontaneous influences from the environment, especially social contexts. In contrast, foreign language learning results in an individual's experience being effectively and systematically shaped only through various intentional structured exercises.

We can characterize an exercise as the repeated execution of specific operations or types of language activities (skills) aimed at mastery, which is grounded in an understanding of this goal and the overall plan of action, accompanied by conscious oversight and adjustment.

The language exercise serves as a component of foreign language instruction. This exercise pertains not only to practice but also encompasses any form of engagement between the teacher and students based on the instructional material. In the case of independent work, it represents a form of interaction between students. An exercise, as a mode of interaction, consists of the following components: 1) establishing a task; 2) suggesting methods for accomplishing the task, with or without reference points, and its execution (*modus operandi*); 3) oversight or self-assessment.

A grammatical structure is a framework that illustrates the relationships among the elements of a speech unit (such as a sentence or phrase) that is no smaller than a syntagm. A speech pattern is the standard unit of speech, by analogy to which additional speech units of the same form can be generated. A speech pattern is the verbal expression of a language model in a specific communicative context. Consequently, a speech pattern serves as a specific variant, whereas a language model (S + P + O + AM) functions as an invariant. The language model transforms into a speech pattern only within a particular communicative context or situation.

The speech pattern is always logically and prosodically constructed and defined. This is why the speech pattern diverges from the language model in the following ways:

- situationally specific and contextually defined lexical meaning
- logical emphasis (which is dictated by the communicative goal and content of the utterance), rhythm, and intonation contour (determined by the type of sentence – a statement, question, etc.)
- specific morphological shaping of the parts of the sentence according to the language standards.

All efforts to connect structural models or speech patterns with teaching items are theoretically flawed. This is because it involves transferring components from one system (the language system) into another system (the teaching system). The exercise constitutes a teaching item of a foreign language, as it serves as an indivisible unit in the teaching process. This unit is understood as specifically organized and purposefully interconnected learning operations of students, which are confined to the language material.



The efficacy of teaching reached through exercise performance is influenced by the following primary factors:

- the teacher's proper sequencing of exercises over time;
- comprehension of the fundamental principle or main framework of action execution;
- the learner's recognition of the outcomes from the completed actions;
- the impact of previously learned knowledge and established skills at that moment in teaching;
- the logical relation between reproduction and production.

The overall teaching process is characterized by both progressive qualitative and quantitative shifts in acquired knowledge, formed habits, and developed skills, along with their application in diverse situations. This process is visually represented as the teaching curve, or the curve of exercises.

We can identify the following two types of teaching curves: curves with negative acceleration and curves with positive acceleration.

1. Curves with negative acceleration are characterized by rapid habit formation in the early stages, followed by a gradual deceleration until a certain limitation in development is achieved.

2. Curves with positive acceleration are characterized by a progressive increase in the rate of habit formation throughout the teaching process.

During the process of habit formation, there may occasionally be a phase of relative stability in progress. In this phase, a learner remains stagnant, meaning they are neither advancing nor retreating. This scenario in the teaching process is termed a plateau. This phenomenon suggests that the content, teaching techniques, or perhaps the nature of seatwork, or possibly all of these together, have become ineffective. The achievement of habit formation, meaning the automation of actions and their fluid application, cannot be accomplished during a plateau phase. The teacher must implement a new, varied approach or a different system of exercises to furnish the learners with a fresh operational orientation foundation for effective habit formation.

At the same time, a new basis of operational orientation serves the function of habit transfer. The transfer of a habit occurs based on generalisation and forms the inner mechanism of teaching. It implies the teacher's intentional effort not only in organising the order of exercises but also in choosing the language input to be practiced.

The general composition of the learner's knowledge, habits, and skills transforms during the teaching process. They become more generalised, condensed, and less conscious while executed. This alteration in the structure of the learner's activity results from the changes in the teaching methods utilized in the exercises. The change happens: a) in the subjective aspect of the activity, meaning how operations are performed, b) in the controlling aspect, referring to

the methods of control, and c) in the evaluative aspect, which is related to how activities are regulated.

Regarding the method of operation performance, previously separate operations gradually blend into a more intricate action. Throughout this process, unnecessary and redundant elements of the operations are eliminated. This leads to an increase in tempo and an improvement in the quality of operation execution.

Concurrently, the control transitions from external visual (or aural) to internal muscle, kinaesthetic, referred to as the inner muscle feeling.

At the same time, the nature of central regulation of operations evolves. Attention is released from the reception of operation technique and primarily shifts towards the situation and outcome of operations.

Therefore, we can state that the alteration of the operation itself during the teaching process signifies a qualitative progressive change of the entire activity as a whole. This is why the teacher should consistently concentrate on all three aspects of the teaching activity while students are executing operations.

1.3. Structure of an exercise

Acquiring language material for its subsequent use in any linguistic activity necessitates the performance of exercises. Exercises are targeted interdependent operations conducted in a sequence of increasing linguistic and operational complexity. The progression of speech habit and skill development must be considered, along with the nature of real-life speech acts. We view an exercise as a purposeful, specifically organised repetition of operations aimed at mastering these operations and enhancing their execution technique.

The three main phases in the structure of an exercise are as follows:

- phase of receiving the instruction
- phase of adhering to the instruction with or without the model and its execution (performance)
- phase of controlling or self-monitoring its accurate execution (monitoring)

I. Exercise

It is noteworthy that the second and the third phases (performance and monitoring) take place simultaneously, as illustrated below.

1. Instruction

Task

2. Model

Fulfilment

3. Control

Self-control

One of the significant issues in the methodological theory of TEFL is the identification of principles or criteria for classifying exercises, which may provide the foundation for developing various exercise systems. The issue of exercise typology is closely connected with such methodological concerns as:

- populating exercises with language material, which must form their foundation. The latter is linked to the selection of language material and the level of difficulty of the language input being practised;
- identification of the nature of exercises based on language input and specifics of developed habits and skills;
- selection of the most effective method that aligns with the methodological aim of the task;
- consideration of the teaching stage, organizational form, and context of the task performance;
- allocation of exercises according to the phase of speech habits and skill formation;
- ideal balance of exercises in speaking, reading, writing, and listening comprehension, in addition to a variety of other issues.

Many perspectives from methodologists on these matters lead to diverse approaches regarding the classification of exercises. This scenario results in the separation of distinct fundamental criteria when creating the typology of exercises. Concurrently, it contributes to variability in terminology for defining types and categories of exercises.

1.4. Criteria of classification of exercises: Types and kinds

Thus, we can state that the majority of methodologists operate based on the following premise. Although an individual's speech activity encompasses the activation of a comprehensive array of knowledge, habits, and skills, he cannot grasp this array instantaneously. He must gradually learn one habit after another. This is why it is thought that the phase of exercises focused on the application of language material in speech should be preceded by the phase focusing on practicing the individual elements of the language material. On this basis, all exercises are categorized into three main types: language exercises (training, preparatory, analytical, elementary, primary, non-communicative, aspect drills, etc.); simulative communicative exercises (conditional, operational, training communicative) and communicative exercises (synthetical, speech, genuinely communicative, situational, creative,

motivational, and similar types). This classification highlights the communicative nature of speech acts in exercises.

In language exercises, a student is engaging with language input detached from a communicative context, focusing his attention on the language form itself.

In simulative communicative exercises, a student is executing speech actions within specified situational contexts. The main distinguishing characteristics of this category of exercises are the presence of a communicative task (to provide advice, to convey interest, gratitude, or admiration, to agree, to refuse, etc.) and a communicative situation. If either of these two characteristics is absent, the exercise cannot be classified as simulative communicative. Instead, it aligns more with a formalized language type.

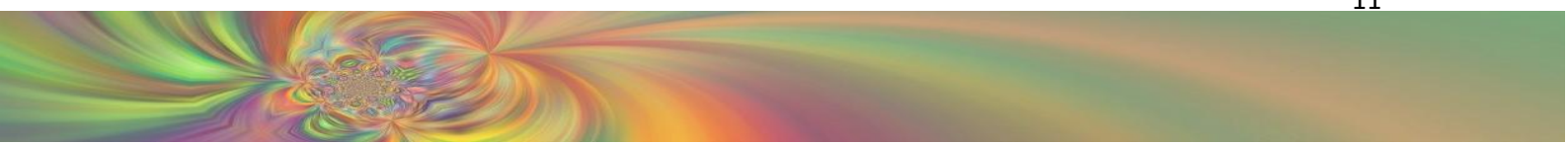
Language and simulative communicative exercises are frequently grouped together under the category of ‘preparatory’. They actually constitute the foundational layer in the hierarchy of exercises compared to communicative exercises. It is important to recognize the fundamental difference between language and simulative communicative exercises. Language exercises do not adequately serve the purpose of developing speech habits and skills. Therefore, language exercises should be minimized, as simulative communicative exercises tend to be more effective in most situations.

Communicative exercises are regarded as a specifically structured form of verbal interaction. In these exercises, students participate in interaction as communicative activity in the target language. This can occur either with the assistance of various verbal and non-verbal cues (communicative exercises of the lower, first layer) or without such cues (communicative exercises of the higher, second layer). The variability of situational contexts, new communicative tasks, and their evocative nature often transform these exercises into role play activities by their nature.

Simultaneously, the nature of exercise execution is significantly influenced by the receptive-reproductive aspect of communication. This is why the second essential principle of categorizing exercises is their division into receptive, reproductive, and productive exercises. This classification reflects the receptive-productive nature of the activities conducted in exercises.

In receptive exercises, a student is receiving verbal information either audibly or visually, subsequently demonstrating in various ways that he can recognize, differentiate sounds, graphemes, structures, etc., and is capable of understanding oral or written expressions.

In reproductive exercises, a student reproduces the language input received either in full or with specific modifications (a sound, a word, a sentence, a text). All reproductive exercises are inherently receptive-reproductive in nature. This occurs because the student first receives the necessary verbal input from the teacher or from an audio source, or from a printed text, and only afterward does he reproduce it either in part or entirely.



In productive exercises, a student is generating utterances of various levels (ranging from a single sentence to a text) either verbally or in written form.

When discussing the typology of exercises, it is important to point out that in addition to the two main criteria of 1) the communicative nature of speech acts and 2) the receptive-productive nature of the activity conducted in exercises, there are additional criteria. We can identify: 3) the modality of exercise performance (oral or written); 4) the involvement of the mother tongue (monolingual or bilingual); 5) the role of exercises in the teaching process (training or testing); 6) the location of performance (classroom, home, or laboratory).

Within these categories of exercises, there are numerous types of exercises that are categorized based on the following criteria: 1) alignment with a specific type of speech activity; 2) the stage of development of a speech habit or skill being practiced; 3) the level of operations being conducted.

1. Therefore, in alignment with the first criterion, exercises are categorized into reading, speaking, listening, and writing as forms of speech activity.

2. Considering the second criterion, the exercises may focus on developing one of the three components (phonetic, lexical, grammatical) of a speech habit or on the growth of a speech habit. When it comes to enhancing skills, exercises pertain to a specific type of speech activity, for instance, refining the skill of close reading or acquiring a general understanding while listening, etc.

3. The third criterion refers to the classification of exercises into various types based on the operations, actions, or activities undertaken. For example, if exercises relate to an individual language element, they may consist of imitation, substitution, transformation, or reproduction exercises. Actions and activities involve a broader scope of language input, ranging from a supra-phrasal unit to a complete text. They can be categorized into the following types of operations and activities: transformation, combination, paraphrasing, and reproduction in their many forms dictated by diverse situations and communicative tasks. For example, it might be an exercise in retelling or conveying the essence of a previously read or heard text to someone unfamiliar with it. It could also involve describing or articulating one's feelings or impressions, persuasion, discussion, etc.

Thus, the classification of exercises in teaching a foreign language may be represented as follows:



T Y P E S ▼	Preparatory		Communicative
	Language	Simulative communicative	
	K i n d s o f e x e r c i s e s		
RECEPTIVE	Reception, recognition or distinction of a sound, a terminal tone, a grammar form, a lexical item, a grapheme, an orthogram, etc.	Listening to or reading reports, questions, instructions, etc. at the level of a phrase (a sentence) or a group of sentences	Listening to or reading a text with an aim of receiving information
REPRODUCTIVE	Learning by heart (lexical items, sentences, texts); repeating (sounds, lexical items, sentences); substituting or filling in lexical items; changing a gram-mar form, translation; contraction and extension of sentences, combining simple sentences into a complex/compound sentence; making up sentences; retelling a text known to listeners	Imitation of a speech pat-tern; substitution into a speech pattern; transformation of a speech pat-tern; extension of a speech pattern; completion of a speech pattern; answering questions of different types; retelling a text known to listeners but as its character	Retelling a text unknown to listeners

 PRODUCTIVE		Combining speech pat-terns (of the same or different structures) into a supraphrasal unit; combining speech patterns into dialogical units: • question/answer; • question/ counter question; • information/question; • inducement/ agreement or refusal; • inducement/question, etc.	Reporting some fact or facts; description (of weather, a flat, appearance, etc.); narration (about some events/facts); proving (some statements, facts, etc.); conversation (between a teacher and students; between two pupils; in group); writing a note, letter, plan, thesis, annotation, composition, etc.; discussion
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1.5. System of exercises

Creating a logically structured system of exercises is essential for effectively teaching a foreign language. The significance of the exercise system lies in its intended role to organize both the learning process and the teaching process.

Regarding the organization of the learning process, the exercise system should ensure:

- selection of the essential activities that correspond to the nature of a specific speech habit or skill;
- identification of the required sequence of exercises;
- allocation of language input and correlation of its elements;
- consistent and methodical execution of specific activities;
- interrelation of various types of speech activities.

In terms of organizing the teaching process, the exercise system necessitates material manifestation in the printed materials of a textbook.

Any system is perceived as a cohesive entity, which, in turn, represents the unity of systematically arranged and interconnected components. Therefore, the exercise system is an arrangement of interconnected actions, organized in the sequence of gradual increases in language and operational complexities while taking into account the formation and development of speech habits and skills with respect to the nature of real-life speech acts.

Methodology typically differentiates between two categories of exercise systems: a general exercise system and a special or particular exercise system.

The general exercise system focuses on language acquisition as a complete concept. This system represents a collective necessity of various types, kinds, and forms of exercises, which are executed in a specific quantity and order while considering the natural development of skills and habits across different forms of language activity. Language activity is the expression of personal communicative skills for interaction in a given communicative scenario. Skill refers to an individual's ability to communicate within specific situational contexts. The general exercise system facilitates the highest level of mastering a foreign language under specified conditions.

The special system concentrates on the acquisition of a specific type of language activity. Consequently, we can identify four special exercise systems: the listening exercise system, the speaking exercise system, the reading exercise system, and the writing exercise system. Occasionally, special systems are referred to as sub-systems of exercises.

In their turn, each of the four sub-systems may encompass several complexes of exercises aimed at teaching particular skills, for instance, a dialogical skill, which refers to dialogical speech, or a set of exercises designed for teaching a monological skill.

Each complex consists of three series of exercises for imparting speech and technical habits. In the context of teaching speaking, these include:

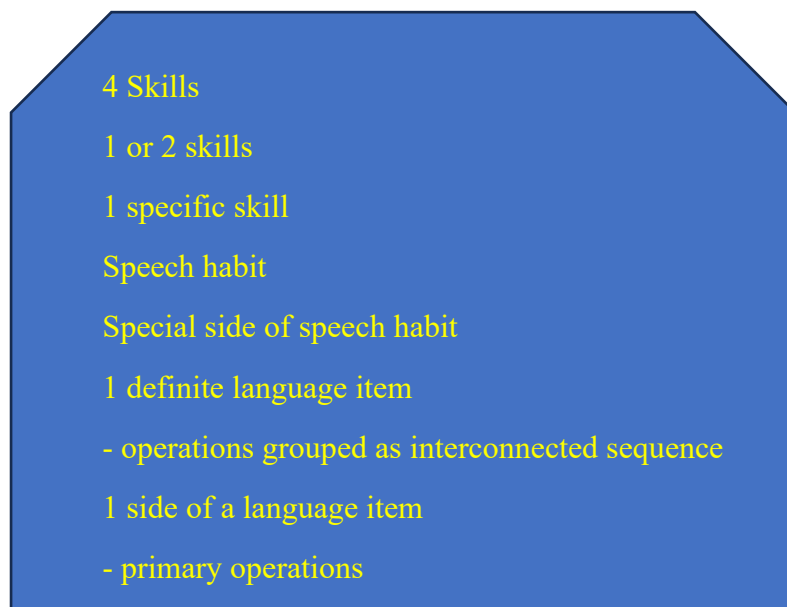
- exercises intended to teach pronunciation habits;
- exercises aimed at developing lexical habits;
- exercises focused on teaching grammatical habits of speaking.

All three series are intricately related and interconnected.

Each series is made up of a series of cycles designed for teaching specific habits, for instance, a cycle of exercises focused on developing articulation habits and intonation habits of speaking; a cycle of exercises concentrated on the syntactical aspect of speaking; a cycle of exercises dedicated to teaching the morphological habits of oral speech. A cycle can be divided into smaller sets of exercises aimed at teaching particular language elements. A set of exercises allows for carrying out operations with a single language item in a connected sequence. Each exercise included in the set targets the lexical, grammatical, pronunciation, or intonation aspect of one language item. The goal of an exercise is to conduct fundamental operations with the four aspects of the language item. This helps establish an operational orientation foundation for

later speech habit formation. A similar arrangement of the exercise system can be found in the teaching of other types of language activities or communicative skills.

The structure of the system of exercises may be represented as follows:



Thus, a general system of exercises is structurally arranged into subsystems that consist of complexes, which in turn include series. A series is made up of several cycles that contain groups of exercises. Any proper system of exercises is defined by several features: scientific character, interdependence, consistency and simplicity, recurrence of speech operations and language material, and communicative character.

The scientific character of the system implies that it adheres to a specific methodological concept. The feature of interdependence indicates that each preceding exercise lays the foundation for the successful completion of the subsequent exercise. The latter includes language or speech material that has already been practiced and mastered in earlier exercises. All exercises in the system should logically follow one another in sequence.

The feature of consistency and simplicity indicates that the learning process should advance from the specific to the general. Initially, learners work on exercises designed to develop individual habits, followed by multiple groups of habits, and finally, they engage with exercises that focus on developing a specific skill. If it is an imitative system, the progression moves from imitation through reproduction to production, transitioning from habits to skills. Additionally, each exercise in the system should be comprehensible to the learners. This requirement can sometimes be quite challenging to meet. If the difficulty is too low for the learners, they lose interest in engaging with the activity, quickly becoming bored and reluctant to undertake repetitive tasks. Conversely, if the difficulty is too high, the learners merely 'switch off' because they cannot achieve the task. The primary rule in this regard is to tackle one difficulty at a time.

Reoccurrence of speech operations and language material implies that what exists in a specific speech habit must be reiterated in skills that facilitate speech activity. The communicative character of the exercise system. In the context of foreign language teaching, exercises function to reinforce speech habits and skills. The exercise system constitutes the totality of speech habits and skills for one or multiple forms of language activity. It should be noted that if any one of the five characteristics mentioned above is absent, then it does not qualify as a system yet but rather as a complex or a series of exercises.

1.6. Basic methodological principles of constructing the system of exercises.

There are two fundamental methodological principles for developing any specific exercise system. The first principle is the adequacy of the primary types and kinds of exercises to the linguistic-psychological characteristics of a certain type of speech activity and, accordingly, to a specific category of communicative skills. According to this principle, the primary focus in the exercise system for teaching speaking should be on communicative exercises in speaking, while exercises in reading should dominate in the system for teaching reading, and so on.

The second principle involves giving due consideration to the positive impact different forms of speech activity have on one another during the teaching process. This principle focuses on the interaction and connection between the various types of speech activities in teaching, such as: speaking ↔ listening; speaking ↔ reading; speaking ↔ writing; reading ↔ writing; listening ↔ reading. Each specific system of exercises should incorporate activities from other specialized systems to leverage the positive effects of diverse language activities. For instance, a system designed for teaching speaking should include exercises focused on reading texts or those related to previously read texts. This particular system can also be augmented with exercises that involve listening to a text or discussing a text that was previously heard.

Within each skill, three categories of speech habits can be identified: lexical, grammatical, and the so-called technical, which encompasses pronunciation and intonation. Therefore, each collection of exercises will feature three sets of exercises targeting the three dimensions of speech habits. Each set of exercises may consist of cycles of tasks that vary in quantity and complexity. These exercises are designed to either establish or enhance more specific habits and are classified into language, simulative communicative, and communicative types.

The goal of language and simulative communicative exercises is to prepare students for speech activities. Speech activity is carried out through purely communicative exercises. Language exercises focus on the conscious mastery of different aspects of speech habits. Simulative communicative exercises contribute to the formation and development of speech habits across all forms of communicative skills. Communicative exercises aim to develop and refine these communicative abilities.



1.7. Creating an effective digital language exercise

Creating an effective digital language exercise requires a combination of pedagogical and technical components. Here are the key building blocks:

1. Content Elements

Vocabulary & Grammar Focus: Define the linguistic topic (e.g., verb conjugations, sentence structure).

Contextualization: Use real-world examples (e.g., dialogues, short texts).

Multimedia: Include images, audio, or video for pronunciation and comprehension.

2. Interactive Components

Multiple Choice Questions (MCQs): Test comprehension and vocabulary.

Fill-in-the-Blanks: Reinforce grammar and syntax.

Drag-and-Drop Exercises: Match words to definitions or reorder sentences.

Speaking & Listening Tasks: Include voice recognition for pronunciation practice.

Typing Exercises: Require users to construct sentences.

3. Feedback Mechanisms

Instant Feedback: Provide correct/incorrect indicators with explanations.

Hints & Tips: Offer clues for challenging questions.

Scoring & Progress Tracking: Display performance analytics.

4. Gamification & Engagement

Points & Badges: Reward achievements.

Time Challenges: Encourage quick thinking.

Leaderboards & Competitions: Foster motivation through social features.

5. Adaptability & Personalization

Adaptive Learning Paths: Adjust difficulty based on user performance.

User-Generated Content: Allow learners to create their own exercises.

6. Technical Aspects

Responsive Design: Ensure usability on different devices.

Speech Recognition & AI Assistance: Provide natural language interaction.

Data Storage & Progress Syncing: Enable users to resume learning across devices.

Chapter 2. Creation of scenarios for exercises

2.1. Language activities to strengthen a strong vocabulary

An expansive vocabulary not only improves your capacity to articulate thoughts and concepts but also enhances understanding and overall communication abilities — in summary, you won't need to spend the remainder of your life gesturing or indicating objects to convey your meaning.

Let's explore three effective language activities that can greatly enhance your vocabulary: flashcards, word association games, and context-based learning.

Flashcards

Flashcards generally feature a word on one side of a card and its definition, translation, or an image on the reverse side. They utilize the spacing effect and active recall: by consistently reviewing the cards over spaced intervals, you bolster the memory, making it more robust with each review.

This activity is well-liked for a reason — it's enjoyable! And we all learn more effectively when we derive pleasure from the experience. Studies also validate the efficiency of flashcards in memorizing vocabulary and discovering the origins of characters in languages like Chinese, making it beneficial all around.

How you can include this language activity in your study:

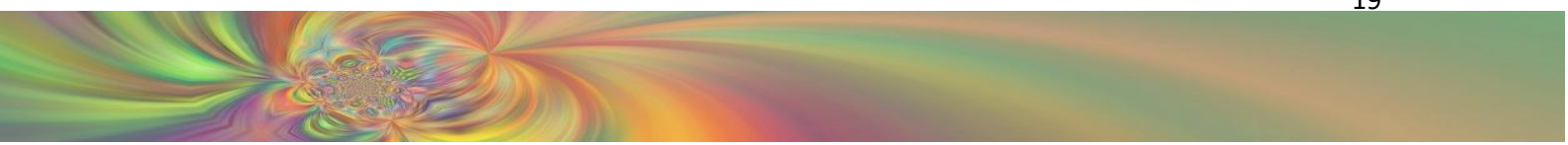
Generate your own set: Create flashcards for new terms you come across. On one side, write the term, and on the other side, its definition, along with an example sentence.

Digital flashcards: Utilize apps such as Anki or Quizlet to develop digital flashcard sets. These apps feature spaced repetition algorithms to enhance your learning.

Vary it: Incorporate synonyms, antonyms, and visuals on your flashcards to enrich your comprehension of each term.

Word association games

Word association games entail linking a word with other corresponding words or ideas, which can occur either individually or in groups. These games activate neural pathways in your brain, associating new vocabulary with prior knowledge and facilitating easier recall of words and their definitions.



How you can integrate this language activity into your study:

Word chains: Begin with any word, then each individual (or you, when playing alone) states the first word that comes to mind. For instance, "apple" could lead to "fruit," which might then lead to "banana. "

Mind maps: Develop a mind map with a new word at the center. Extend out with related words, synonyms, antonyms, or phrases that include the word.

Language activities to enhance your grammar skills

If vocabulary supplies you with the pieces of a puzzle, grammar is what enables you to piece it together. It's not merely about adhering to a set of guidelines, but rather about providing clarity, precision, and subtlety to your communication.

Three stimulating language activities that can assist you in refining your grammar skills are sentence restructuring, error correction exercises, and creative writing challenges.

Sentence restructuring

Sentence restructuring is focused on rearranging the words or phrases within a sentence to form a new structure and assess your grasp of syntax, word order, and grammatical connections. It encourages you to critically analyze how sentences are formulated and improves your capability to construct sentences accurately.

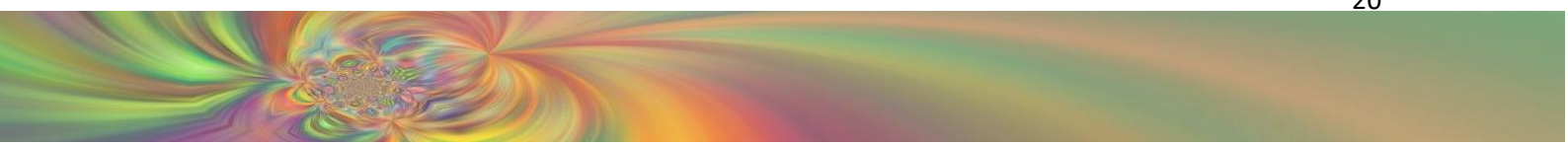
In fact, a research study involving Chinese students studying English and English students studying Chinese discovered that rearranging word orders and reconfiguring sentence structures notably improved language acquisition.

How you can integrate this language exercise into your study:

Scrambled sentences: Take a sentence, mix up the words, and then attempt to rearrange them into the correct sequence.

Translation rebuilding: Translate a sentence from your first language into your target language, then modify it to ensure it is grammatically accurate.

Peer review: Share sentences with a study partner and challenge one another to reorganize them for clarity or style.



Error correction exercises

This exercise entails recognizing and amending grammatical mistakes in sentences or paragraphs (errors in punctuation, verb tense, prepositions, or sentence structure). Error correction enhances your ability to identify and correct mistakes, which is essential for accurate writing and speaking, as well as for strengthening your understanding of grammar rules.

How you can include this language exercise in your study:

Daily journals: Write a brief journal entry without considering grammar rules or logical coherence (also referred to as a word dump). Then, revisit it to correct any grammatical mistakes and prepare it as if for a potential publication.

Edit a blog post: Locate a blog post, news article, or another type of written content in your target language and attempt to identify and rectify any grammatical errors.

Creative writing challenges

Through creative writing challenges, you craft original writings, like stories, poems, or essays, while employing specific grammatical structures. This exercise encourages you to apply grammar rules in a flexible and expressive manner, and research indicates its effectiveness in assisting second language learners on their journey.

How you can add this language exercise to your study:

Story prompts: Use a prompt to write a short story, concentrating on utilizing a specific tense or set of grammatical structures.

Grammar-based poetry: Compose a poem that follows particular grammatical rules, such as exclusively using the past tense or conditional mood.

Weekly blogging: Initiate a blog in your target language, with each post focusing on employing different grammatical concepts.

Language exercises to enhance pronunciation and speaking

Understanding the correct words is a victory in itself, but the subsequent step involves learning to articulate them in a manner that is clear and comprehensible. Pronunciation and speaking are essential skills that enrich your language experience, and you can achieve proficiency via classic tongue twisters and role-playing activities.

Tongue Twisters

You know the ones — you likely encountered them during your childhood! Tongue twisters are phrases or sentences meant to be challenging to pronounce, often due to alliteration or a series of nearly identical sounds.

Practicing tongue twisters helps in developing and strengthening the muscles used for speaking. It also sharpens your listening skills and enhances your ability to differentiate between similar sounds in your target language.

How you can incorporate this language exercise into your study:

Daily twister practice: Start your day with a new tongue twister. Say it slowly at first, then gradually increase your speed while maintaining clarity.

Tongue twister challenge: Compete with friends or language partners in a tongue twister challenge. See who can say the twister fastest without stumbling.

Record and playback: Record yourself saying tongue twisters. Listen to the playback to identify areas for improvement.

Role-playing scenarios

Role-playing consists of devising situations where you and a partner perform various roles using your target language. It might be a dialogue at a restaurant, a job interview, or a friendly conversation.

Role-playing engages your language abilities in a simulated real-world setting. It enhances your speaking confidence, aids in practicing various conversational styles, and improves your capability to respond spontaneously.

How you can implement this language exercise into your study:

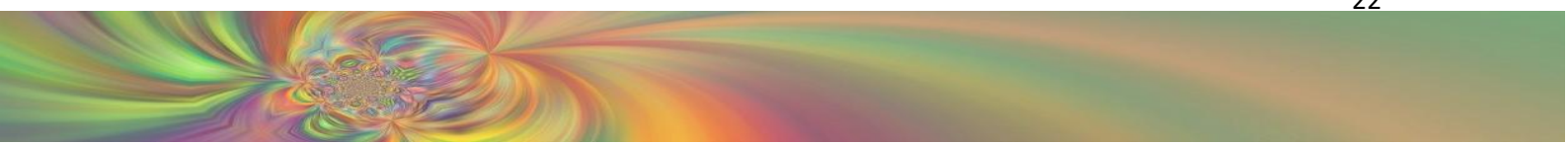
Daily life situations: With a partner, reenact common situations such as ordering food, asking for directions, or shopping. Exchange roles to practice distinct dialogues.

Scripted role-play: Create scripts for various scenarios and perform them. This aids in practicing particular vocabulary and phrases.

Virtual role-play: If you lack a practice partner, utilize language learning applications or online platforms to participate in virtual role-playing with other learners or native speakers.

Language exercises to enhance listening and comprehension skills

Listening and understanding are essential skills in language acquisition. They enable you to immerse yourself in a new language and culture, making real-life conversations easier and more enjoyable.



To enhance these skills, let's concentrate on two engaging language exercises: podcasts and audiobooks, and movies, shows, and other videos in your target language.

Podcasts and audiobooks

Listening to podcasts and audiobooks in your target language exposes you to a variety of subjects, accents, and speaking tempos. It's a method of learning by listening to natural, conversational language.

This exercise refines your listening skills and helps you get used to the rhythm and flow of the language. It also improves vocabulary and comprehension, as you discover new words within context.

How you can integrate this language exercise into your study:

Daily podcasts: Subscribe to daily news or culture podcasts in your target language (explore directories like Spotify or Apple Podcasts to find the perfect podcast for you) and listen to them during your commute or while working out.

Audiobook series: Choose an audiobook series in your target language and listen to a chapter each night. Select books that correspond to your current language level. Audiobooks.com and Audible are excellent resources for discovering your next audio adventure.

Summaries: After listening to a podcast episode or an audiobook chapter, write or record a summary of what you understood to reinforce comprehension and retention.

Movies, shows, and other videos in your target language

Watching movies, television shows, and videos in your target language is an enjoyable approach to enhance listening skills. It provides visual context, which aids in the understanding of spoken language.

Visual cues from videos assist you in grasping the language more effectively. It also introduces you to various dialects and cultural subtleties, improving your overall language proficiency.

How you can incorporate this language exercise into your study:

Movie nights: Organize regular movie nights where you view films in your target language. Use subtitles at first, then gradually attempt to watch without them.

TV show binges: Select a television show in your target language and binge-watch it. Concentrate on understanding the dialogue and storyline.



YouTube channels: Subscribe to YouTube channels that concentrate on subjects you're passionate about, but in your preferred language. This merges language acquisition with your pastimes or passions.

2.2. Types of test questions

Online quizzes are among the primary digital resources for assessing knowledge. Each type of test questions is tailored for learners.

Type of quiz #1 – Multiple-Choice

Multiple-choice questions rank among the most effective methods to evaluate learners concerning the content of an online course. Such quizzes offer several possible answers to a question, with several being incorrect and only one correct.

While it may appear straightforward to simply generate multiple-choice questions, if you aren't attentive, you may end up evaluating the user's deductive reasoning skills instead of their actual knowledge of the subject material. Although it is advantageous for learners to have deductive reasoning abilities, this does not relate directly to the material being assessed.

Type of quiz #2 – Multiple Response

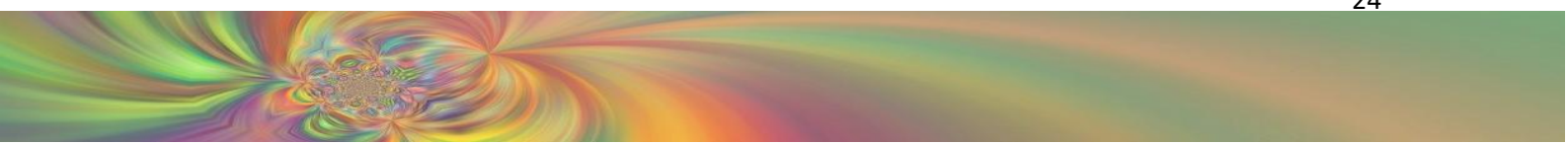
A multiple response question resembles a multiple-choice question, but users must select all correct answers from various options. Questions of this nature are more challenging than multiple-choice because learners are uncertain how many answers to select.

To effectively create multiple response questions and assess knowledge, adhere to these tips:

- Randomize the correct responses
- Avoid having an excessive number of responses
- Don't assist learners in identifying correct responses through analyzing the question's structure and organization
- Avoid misleading users in your quiz

Type of quiz #3 – True or False

One of the simplest approaches to framing questions in quizzes is to utilize a true or false format. In essence, this consists of making a statement to which the learner decides whether it is true or false. True or false quizzes are frequently used in educational environments



to evaluate knowledge on a specific topic and can serve as an enjoyable way to engage and challenge participants.

Type of quiz #4 – Short Answer

In this question format, quiz participants provide answers on their own. This quiz style is preferable if you aim for proficiency without suggesting answer choices and necessitates that learners genuinely know the one correct answer.

Remember to include answer options that account for typos, abbreviations, and other spelling variations that quiz participants might use.

Type of quiz #5 – Fill-in-the-Blanks

Fill-in-the-blank questions (also known as completion questions) require learners to know the correct answer. In this quiz format, use fill-in-the-blank questions without offering hints, and assess the user's actual knowledge. Construct this type of question if you need to verify an employee's understanding of a specific rule or simple procedure, for instance.

Type of quiz #6 – Matching

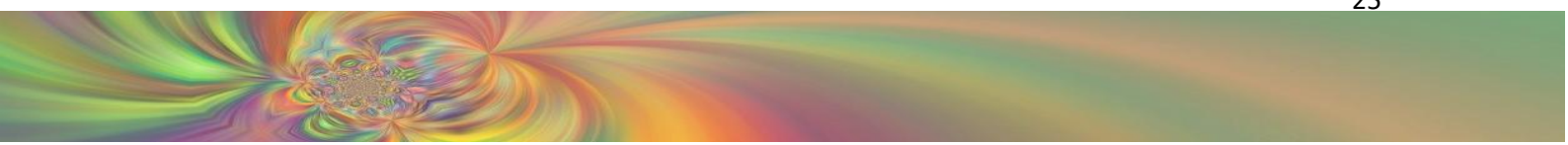
A matching question can encompass a vast amount of content and is also one of the most engaging question types for learners. In matching questions, you provide several phrases or concepts alongside several words, and the quiz participant must match each word with the corresponding phrase or concept. You can include additional matches to increase the difficulty of the quiz.

Type of quiz #7 – Sequence

Sequence quizzes serve as the optimal choice for creating a timeline, organizing several items in ascending/descending order, or depicting a step-by-step procedure. You can compile several events or statements and provide learners with the chance to arrange them in the correct sequence. These inquiries prove effective when users need to recall pieces of information collectively, rather than individually. Additionally, this format can be applied to quizzes focused on historical and chronological topics.

Type of quiz #8 – Hotspot

The hotspot quiz represents a visual question format that enables learners to choose a specific area of an image as their response. Quizzes designed in this way involve users more



than regular quiz questions and allow you to assess how they visually identify information, beyond simply theoretical understanding.

Type of quiz #9 – Drag-and-Drop

This question type adds an element of fun, as it enhances the interactivity of your quiz and boosts learner engagement. Simply specify which items are to be dragged and which are the target areas for dropping them. This question format permits users to drag items and place them into designated gaps on a base image.

Type of quiz #10 – Drag the Words

In this quiz format, learners must take words from the provided word bank and place them into the blanks in the specified text. Formulate sentences with missing sections, and users will drag words to the correct locations to complete the sentence.

Type of quiz #11 – Drop-down

Here, the user is required to choose the correct answer from a dropdown list. This quiz type resembles fill-in-the-blanks, but it allows you to display a set of possible answers within the list. While it may not be the best method for assessing actual knowledge, it could be initially beneficial in a quiz context. It can also serve to confuse learners with answers that are similar in nature.

Type of quiz #12 – Numeric

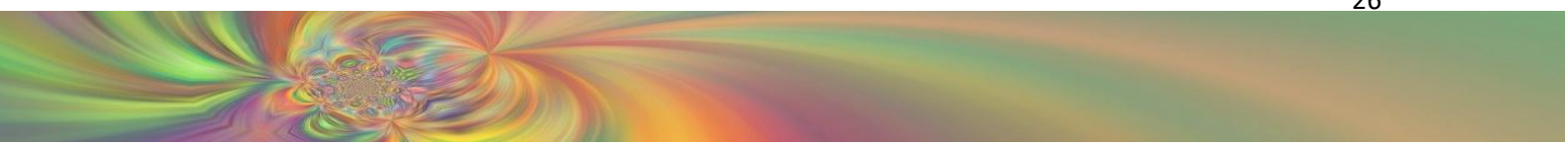
The numeric quiz question is akin to the short answer quiz, with learners expected to input the correct number in response. Guessing the right answer is nearly impossible with this type of question. Thus, it challenges your learners to showcase their precise understanding.

Type of quiz #13 – Likert Scale

The Likert scale format is primarily suited for surveys – respondents can convey their opinions regarding specific statements by using this question type on a five-point scale. You have the flexibility to establish various answer scales for the Likert scale quiz.

Type of quiz #14 – Essay

The essay question employs a free-response approach in your quiz. In eLearning, this question type is ideal when you require a detailed response to the query, comprehensive



feedback, or a case description. For these essay questions, users can provide answers in an unrestricted format.

2.3. Techniques about the language and structure

Language (words and phrases) and structure (the order of ideas in a text) are the methods used to create effective characters, setting, narratives and themes.

Language	Structure
Noun: a person, place, thing, idea	Simple sentence: contains one clause with a subject and verb
Verb: an action or state	Compound sentence: contains two independent clauses that are related and joined with a conjunction
Modal Verb: expresses necessity or possibility	Complex sentence: contains one or more subordinate clause
Imperative: gives an order or command	Impact sentence or Fragment: contains three or less words
Adverb: modifies a verb, adjective, adverb or phrase	Repetition: a word or phrase that is used more than once
Adjective: describes a noun	Triple: three adjectives or phrases used to describe something
Pronoun: used in place of a noun	Juxtaposition: two things placed together to highlight the contrast between them
Superlative: an adjective showing the highest quality or degree	Anaphora: the repetition of a word or phrase at the beginning of successive clauses
Symbolism: the use of symbols to represent ideas or qualities	Listing: a number of connected items written one after the other to emphasise a particular quality
Alliteration: the same letter or sound at the start of adjacent words	Links between paragraphs: a recurring idea, character or object in two or more paragraphs to foreground the importance
Metaphor: direct comparison of two things without using 'like' or 'as'	Shifts in focus: the change of focus in or between paragraphs
Simile: comparing two things using 'like' or 'as'	Zooming in and out: the narrowing or widening of the narrative focus.
Personification: the giving of human characteristics to a non-human object	Chronological structure: arranged in the order of time
Semantic field: the use of a group of words that all link to the same topic	Flashback / Flashforward: set earlier or later than the main narrative
Hyperbole: exaggeration that should not be taken literally	Links between the beginning and ending: a narrative link between the start and end of a text

Language	Structure
Imagery: vivid description of a particular scene	Exposition: introduction of background information on characters, events or settings to help anchor the reader
Auditory imagery: vivid description of sounds	Climax: the most intense point in the development of the narrative
Tactile imagery: vivid description of physical sensation	Narrative voice: 1st / 2nd / 3rd person
Olfactory imagery: vivid description of smell	Direct speech: the speech of a character in “”
Gustatory imagery: vivid description of taste / flavour	Tense: past, present, future
Kinesthetic imagery: vivid description of movement or body position	Foreshadow: an advance hint of what is to come later

Useful phrases when discussing structural techniques:

The writer / author...

builds...

develops...

contrasts...

intensifies...

reinforces...

highlights...

foregrounds...

isolates...

layers...

begins...

maintains...

juxtaposes...

sequences...

shifts...

introduces...

emphasises...

constructs...

organises...

guides...

anchors...

2.4. Creating a scenario

Creating scenario for a digital language exercise entails several essential steps to make it captivating, effective, and connected to learning goals. Here's a possible method:

1. Define Learning Objectives

Establish what skills the exercise should cultivate (e. g., listening, speaking, reading, writing).

Determine the level of proficiency (beginner, intermediate, advanced).

Align with curriculum standards or exam prerequisites if applicable.

2. Choose a Realistic Context

Select a scenario pertinent to learners (e. g., ordering food, job interview, travel).

Ensure cultural appropriateness and authenticity.

3. Select the Exercise Format

Choose the type of activity (e. g., multiple choice, fill-in-the-blanks, role-play, dialogue simulation).

Consider whether it will be interactive (e. g., chatbot conversation, speech recognition).

4. Develop the Content

Compose dialogues, prompts, or narratives in the target language.

Integrate common phrases, vocabulary, and grammar structures.

Include both formal and informal language when relevant.

5. Create Challenges and Variations

Add comprehension questions or follow-up activities.

Incorporate adaptive difficulty levels.

Provide feedback and hints to assist learners.

6. Incorporate Multimedia Elements

Utilize audio recordings for pronunciation practice.

Include images or videos for context.

Add interactive elements (drag-and-drop, speech input).

7. Test and Refine

Pilot the exercise with a small group.

Gather feedback on clarity, difficulty, and engagement.

Make necessary modifications.

8. Integrate with a Learning Platform

Ensure compatibility with digital learning systems (LMS, apps).

Monitor user progress and supply analytics if required.

Digital language exercises are available in a multitude of formats, each aimed at enhancing various language skills. Below are several prevalent types:

1. Vocabulary-Based Exercises

Flashcards – Interactive cards containing words, definitions, images, or audio.

Word Matching – Pair words with their meanings, synonyms, antonyms, or images.

Fill-in-the-Blanks – Complete sentences by utilizing the appropriate vocabulary word.

Spelling Practice – Input or select the correct spelling in response to an audio prompt.

2. Grammar Exercises

Multiple Choice – Choose the correct grammar rule or structure.

Sentence Reordering – Rearrange jumbled words into a grammatically accurate sentence.

Error Correction – Detect and rectify grammatical errors within sentences.

Drag-and-Drop – Arrange words or phrases in the correct grammatical sequence.

3. Listening Exercises

Audio Comprehension – Listen to dialogues and respond to comprehension questions.

Dictation – Transcribe what you hear to enhance spelling and listening proficiency.

Sound Recognition – Recognize words based on differences in pronunciation.

4. Speaking Exercises

Pronunciation Practice – Utilize speech recognition to evaluate pronunciation accuracy.

Role-Playing – Participate in simulated dialogues with AI chatbots.

Speaking Prompts – Record responses to open-ended inquiries.

5. Reading Exercises

Reading Comprehension – Read excerpts and respond to multiple-choice or short-answer inquiries.

Cloze Test – Fill in omitted words in a passage.

Keyword Highlighting – Identify essential words or phrases within a text.

6. Writing Exercises

Sentence Construction – Compose sentences based on given prompts or images.

Essay Writing – Address prompts with structured written responses.

Dialogue Completion – Fill in the missing elements of a conversation.

7. Interactive and Game-Based Exercises

Quizzes and Challenges – Interactive questions based on time or score.

Story-Based Adventures – Make decisions within a branching storyline.

Word Puzzles – Engage in crosswords, word searches, or anagrams.

8. AI-Powered and Adaptive Exercises

Chatbot Conversations – Practice dialogues with an AI tutor.

Adaptive Learning – Exercises that modify difficulty according to performance.

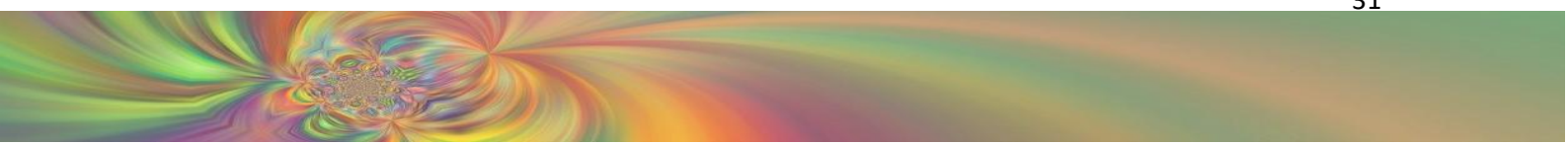
Personalized Feedback – AI-generated corrections and suggestions.

The creation of digital language exercises involves a systematic process adapted to each activity type. Below is an elaborated development process for each of the eight categories of digital language exercises.

1. Vocabulary-Based Exercises

Objective: To solidify word meanings, spelling, and application.

Development Process:



Define Learning Goals: Ascertain if the emphasis is on synonyms, collocations, or thematic vocabulary (e. g., travel, business).

Create Word Lists: Select vocabulary based on proficiency level and contextual relevance.

Design Exercise Format: Optimal for flashcards, matching activities, or word association challenges.

Enhance Interactivity: Incorporate visuals, audio pronunciation, and context sentences.

Include Reinforcement: Offer hints, spaced repetition, and elements of gamification (e. g., points, badges).

Test and Iterate: Confirm that the difficulty levels are suitable and that the chosen words are relevant.

2. Grammar Exercises

Objective: To enhance understanding of grammatical rules and structures.

Development Process:

Identify Key Grammar Topics: Select specific rules (e. g., verb tenses, prepositions, sentence structure).

Select Exercise Types: Choose from multiple-choice, fill-in-the-blanks, or sentence reordering formats.

Write Example Sentences: Utilize real-life contexts to facilitate better comprehension.

Implement Interactivity: Introduce drag-and-drop components, color-coded hints, or interactive explanations.

Provide Instant Feedback: Deliver elucidations for incorrect responses.

Adapt to Difficulty Levels: Facilitate progressive learning with escalating complexity.

3. Listening Exercises

Objective: To enhance comprehension and pronunciation.

Development Process:

Select Content Type: Determine if the focus will be on conversations, news reports, or narratives.

Record or Source High-Quality Audio: Ensure clarity in pronunciation and accents.

Choose Exercise Format:

Audio Comprehension: Develop multiple-choice questions derived from the recording.

Dictation: Require users to transcribe what they hear.

Sound Recognition: Identify minimal pairs or word differences.

Incorporate Speed Adjustments: Facilitate learners in slowing down or repeating the audio.

Include Transcripts: Provide text support for review following completion.

4. Speaking Exercises

Objective: Cultivate pronunciation and conversational fluency.

Development Process:

Define Learning Context: Identify whether it is casual dialogue, business conversation, or pronunciation drills.

Use Speech Recognition Technology: Employ AI to evaluate pronunciation accuracy.

Develop Speaking Prompts: Incorporate open-ended questions or role-play scenarios.

Create Realistic Conversations: Simulate chatbot dialogues with branching responses.

Provide Real-Time Feedback: Generate AI-driven pronunciation scores and corrections.

Enable Peer Review or Instructor Feedback: Allow users to record and compare their speech with native speakers.

5. Reading Exercises

Objective: Improve comprehension and vocabulary acquisition.

Development Process:

Select Text Materials: Choose from articles, short stories, dialogues, or interactive fiction.

Adjust for Reading Level: Utilize CEFR guidelines (A1-C2) to modify text complexity.

Incorporate Comprehension Questions:

Multiple-choice or short-answer questions.

True/false statements based on the passage.

Add Interactive Elements: Include clickable definitions, pop-up translations, and text-to-speech options.

Introduce Adaptive Reading Paths: Provide an opportunity for learners to select topics of interest.

Provide Summarization Tasks: Motivate learners to rewrite key points.

6. Writing Exercises

Objective: Foster sentence structure, coherence, and fluency.

Development Process:

Identify Target Writing Skill: Focus on sentence formation, essay writing, or creative storytelling.

Choose Exercise Type:

Sentence Completion: Require filling in missing words.

Guided Writing: Instruct to write a paragraph with specified prompts.

Error Correction: Request a rewrite of incorrect sentences.

Provide Real-Time AI Feedback: Perform grammar checks, offer style suggestions, and execute auto-corrections.

Use Model Responses: Present example answers for comparison purposes.

Enable Peer or Instructor Review: Promote collaborative feedback among users.

7. Interactive and Game-Based Exercises

Objective: Enhance learning through enjoyable competition and storytelling.

Development Process:

Select Game Type:

Word puzzles (crosswords, anagrams).

Quizzes and challenges featuring a point system.

Interactive storytelling in which choices influence outcomes.

Create Dynamic Content: Ensure variability in questions and levels.

Incorporate Gamification: Introduce achievements, rewards, and leaderboards.

Develop Adaptive Challenges: Adjust difficulty based on individual performance.

Use Timed or Multiplayer Modes: Include elements of competition and collaboration.

8. AI-Powered and Adaptive Exercises

Objective: Personalize learning according to user performance.

Development Process:

Integrate AI Chatbots: Facilitate simulated conversations with automated feedback.

Implement Adaptive Learning Algorithms: Modify difficulty in real time.

Use Machine Learning for Error Analysis: Identify prevalent mistakes and recommend improvements.

Develop Personalized Study Plans: AI to suggest subsequent steps based on user progress.

Provide Instant Feedback with Explanations: Give hints and examples that address user errors.

Enable Speech-to-Text and Text-to-Speech: Enhance engagement in speaking and listening.

Final Steps in the Development Process

Irrespective of the exercise type, the following final steps are applicable:

Pilot Testing – Conduct tests with a small group to identify usability challenges.

User Experience Optimization – Ensure smooth navigation, accessibility, and engagement.

Data Analytics and Tracking – Implement systems to track learner progress.

Content Updates and Expansion – Regularly incorporate new materials based on user feedback.

EXAMPLE:

Developing a Drag-and-Drop Digital Language Exercise

Drag-and-drop exercises are an excellent way to reinforce vocabulary, grammar, and sentence structure in an interactive way. Below is a step-by-step development process for creating a digital drag-and-drop language exercise.

1. Define the Learning Objective

- **Grammar Focus** – Example: Matching verb tenses to sentences.
 - **Vocabulary Focus** – Example: Dragging words to correct image definitions.
 - **Sentence Structure** – Example: Reordering jumbled sentences.
 - **Reading Comprehension** – Example: Matching paragraphs with their main ideas.
-

2. Choose the Drag-and-Drop Format

A. Word Matching

✓ **Example:** Drag the correct adjective to describe a picture.

👤 **Learner Task:** Match "tall" to a picture of a skyscraper.

B. Sentence Reordering

✓ **Example:** Drag words to form a correct sentence.

👤 **Learner Task:** Arrange "I / to / school / go / every day" into a correct sentence.

C. Categorization

✓ **Example:** Drag words into correct categories (e.g., verbs vs. nouns).

👤 **Learner Task:** Place "run" under "Verbs" and "table" under "Nouns."

D. Image Association

✓ **Example:** Drag the correct word to an image.

👤 **Learner Task:** Match "apple" to a picture of an apple.

3. Design the Exercise Content

- **Decide the number of draggable items** (3-10 items per exercise).
- **Use real-world language contexts** (e.g., shopping, travel, business).
- **Ensure the exercise is level-appropriate** (beginner vs. advanced).

💡 **Example for Grammar Exercise:**

Learners see a sentence with a missing verb tense and must drag the correct verb form to the blank space.

4. Develop the User Interface (UI)

- **Drag Elements (Draggables):** Words, phrases, or images.
- **Drop Zones:** Boxes where learners place the correct choices.
- **Feedback Section:** Instant validation with correct/incorrect responses.
- **Hints & Instructions:** Clear guidance on how to complete the task.

✍️ **UI Example:**

A sentence like:

👉 Yesterday, she _____ (go) to the park.

📄 **Draggables:** went, goes, going.

🎯 **Drop Zone:** (Learner drags "went" to complete the sentence).

5. Implement Interactive Features

- **Correct/Incorrect Indicators** (✓ / ✗)
 - **Sound Effects** (Optional – a "click" sound when dragging an item).
 - **Timed Mode** (Add a countdown for challenge-based learning).
 - **Adaptive Learning** (Increase difficulty as learners progress).
-

6. Develop the Code for the Drag-and-Drop Functionality

This can be implemented using **JavaScript, HTML, and CSS**, or **e-learning platforms (Moodle, H5P, Articulate)**.

7. Add Feedback & Scoring Mechanism

- **Instant Feedback:** "Correct! ✓" or "Try Again! ✗"

- **Score Tracking:** Display points or progress bars.
 - **Explanation Section:** Give learners reasons why an answer is correct or incorrect.
-

8. Test and Refine

- **User Testing:** Try it on different devices (desktop, tablet, mobile).
 - **Analyse Learner Performance:** Identify common mistakes.
 - **Optimize User Experience:** Improve UI/UX based on feedback.
-

9. Deploy on an E-Learning Platform

- **Standalone Web App** – Host it online as an independent exercise.
 - **LMS Integration** – Embed it in platforms like Moodle, Canvas, or Google Classroom.
 - **Mobile-Friendly Version** – Ensure it works well on smaller screens.
-

Drag-and-drop exercises make language learning more **engaging and interactive**. By integrating real-world **contexts, adaptive difficulty, and feedback mechanisms**, learners can actively **practice vocabulary, grammar, and sentence structure** in an intuitive way.

The same steps are applicable to the rest of the exercise types listed above.