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ICTs as Catalysts for General Curricular Revamps and Its Application to English Language Instructions

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Abstract

Primarily, this features surveyed several countries' educational institutions' approaches in adopting instructive reforms attuned with their available Information and Communication Technology (ICT) resources. Furthermore, it highlights several researchers' findings regarding these tools' breakthroughs such as original multi-media tools and forms as additionally incorporated inputs. Likewise, this reveals studies that emphasize on these resources' multiple significance towards general areas of disciplines represented specifically by English language education, Moreover, this elaborates simplified activities that educators can resourcefully frame or pattern when forms of these contemporary materials are integrated in English language teaching associating digital taxonomy with students' real-life environmental involvement for the enhancement of order thinking skills. In conjunction with this concept, it is observed that ICTs tend to effectively propel viewing, listening, speaking, reading and writing skills in which appropriate language elements are functionally manipulated. Finally as an overall context, this paper highlights curricular changes through their proliferation to reflect how course developers' innovative concepts refurbish further guidelines or standards adhering to the fact that they tend to be valuable facilitators of global education.

Keywords: ICT, ICT Educational Reforms, ICT English Language, Multi-media Instructions, Mass media and Technology, Digital Taxonomy, Educational Innovation in ICT

1. Introduction

This paper entrenches five (5) significant fundamental factors that reinforce the relevance of contemporary technological pedagogy alluding to McKenzie (2012) who articulates that technologies fortify students' knowledge acquisition and multiple intelligences. Said principle is also advocated by Anderson and Krathwohl (2001) and Churches (2008) through their Bloom's taxonomy revisions.

The sturdy interlinkages of time, innovation and technologies form interconnecting elements of proliferating changes, ceaselessly interact in the world's modern-day education. As consequences, curricula are being refurbished into learner centered-styles matching with the emerging changes that they yield as facilitators for innovative learning guidelines. Highly industrialized nations methodically update their educational systems while developing countries struggle to find ways to cope with the current developments for their populace' global competitiveness. Every education-adhering nation considers that technical fusion of today renders substantial roles as promoters of auspicious societal changes. Educational policies are being renovated by change-vigilant countries mandating and yielding academic developers to generate transformational approaches for learners' timely needs. Thus, the curricula integrating their utilization are generally advocated by educational organizations for the attainment of Outcome-Based Education (OBE).

1.1 Survey of Remarkable Global ICT-related Educational Transformations

According to Kenya's Ministry of Education (MoE) Guidelines (2006), Kenya's National Information and Communication Technology's Strategy for Education and Training (SET) strove to achieve the following goals and objectives to promote the enhancement of e-learning resources, facilitate public-private partnership in order to activate resources for the advocacy of e-learning innovation, uphold an integrated- learning curriculum to back Information & Communications technology (ICT), advance distance education and virtual institutions for higher education and training, launch a national center for Excellence in ICTs as educational tools and procure structures in order to smoothen the transmission of knowledge and skills through the framing of an E-learning panel to aid the primary, secondary and tertiary organizations in the country. In Tanzania, the national ICT policy of the country's Ministry of Communications and Transport (2003), focused more on the nation's socio-economic development through ICT. The nation's awareness of the strong advantages of ICT shaped chances for intensifying its quality education in all levels. To provide further standing of ICT, its Ministry of Education framed a more specific policy which serves as a foundational blueprint in their basic education as indicated by the nation's MoEVT (2007). Before the beginning of 21st century, overseas societies from the USA, Norway, Germany, Ireland and Sweden drafted an agreement with the Uganda

National Council for Science and Technology (UNCST) to advance ICT policies in the country through the integration of technology to the nation's socio economic field principally using higher education for its realization. Particularly, Makerere University was identified by the Swedish and Norwegian organizations to pilot the use of ICT in human resource expansion based on the principle that ICT performs a chief role for the enhancement of fast-increasing jobs among young graduates. Rwanda government perceives ICT as its main focus in achieving Vision 2020. Wamocote et. al (2010) articulate that the government of Rwanda way back in 2001 released the first National Information and Communications Infrastructure (NICI) plan that integrated ICT-led socio-economic development policy which regarded ICT in education as one of its strong foundational supports. Similarly, Argentina's Quilmes Virtual University Program (2013) emphasizes the crucial need of technology in learning. As a consequence, it opened virtual education at all learning levels. The Ministry of Education department for quality assurance continuously operate virtual campus for internal training in evaluating educational policy, training education managers and teachers to ensure society's access to varied information and facilitating public access to information promoting the Federal Network of Educational Information (FNDI). Moreover, North America's Oriley (1996) reveals that British Columbia has integrated ICT in its curricula interlinked with international trends in technological instructions. The country's technology curriculum comprises four areas which are focusing on communication technology, production, energy and power and self and society. The province's effort to integrate technology in the curriculum is marked through the science curriculum. Secondary students are being prepared by exposing them to technology education similar to the curricula of the UK. Comparable to what Bruniges (2005) narrates that in Australia, ICT in 2005 has been in rapid progression from teaching students how to use computers to using computers as powerful tools in everyday learning activities. This has implications not only on how students learn, but also for the method of instructions. The adoption of these new learning environments signaled possibilities for broadening curricula to the present day learning depending on the onset of advanced technologies. To give emphasis to this national project, the Intel Corporation (2010) provides Australian education training on technology through a movement called, a Digital Education Revolution (DER) for Australian students to be able to survive in the digital world. The European Union (EU) members have earlier stipulated their dedicated engagements to realize educational reforms on incorporating technology in pedagogy. Likewise, Motimer (2015) releases that in the UK, the government in higher education proposed designed and technology. According to her, the Department of Education eyes on the reformation of the Design and Technology system which will stress on the processes of design with the Department of Education (DoE) demonstrating that the country's curricula are primarily geared towards learning and applying technology. Equally, OECD (2015) divulges that Poland

introduced a modification of its national core curriculum for general education and school vocational training programs which were implemented from 2012 till 2015. It was designed to aid learners acquire and develop concrete skills during their upper secondary education. The new curriculum includes reading, mathematical thinking, scientific thinking, communication skills, use of ICT, critical thinking, problem-solving skills, self-assessment and teamwork. OECD additionally states that two of the strategic measures proposed under Estonia's Lifelong Learning Strategy for 2014 through 2020 which are redirecting the pedagogical methods and applying modern digital technology in knowledge and in skills acquisition. In the Philippines, the importance of technology in the foundational levels of learning has been integrated in many varied fields. These moves of other nations connect to what Bonifacio (2013) expresses about what the Philippines' DepEd regards on computer skills' application to other learning areas. It perceives it as a curriculum policy that stems from the principle articulating teaching and learning which must not be textbooks driven and that educational processes should take advantage of technological developments including the application of ICT. This country's educational agency advocates that an education modernization program furnishes schools with facilities, equipment, materials and skills to introduce new learning and delivery systems in order to capitalize on recent technological developments to revolutionize the country's educational standards to be at par with global curricula offered by international colleges and universities for global competitiveness and a means for the country to achieve the ASEAN vision 2020. On the other hand, the Gulf Cooperating Countries (GCC) has joined the race on education evolution through ICTs. The Kingdom of Qatar according to www.qatarisbooming.com (2011) reveals that almost all primary and secondary schools in Qatar have access to Internet. Almost all teachers and students in universities and primarily grade learners have access to PCs for educational purposes marking the integration of ICT into Qatar's educational and community system. The government has outlined e-Education initiatives including the deployment of advanced learning management systems that allow students, teachers, administrators and parents to share information, communicate online, and create national e-library for digitized books and other digital learning resources as well as infrastructure for the sustenance of formulated educational goals stipulated in Qatar's National Vision 2030.The Kingdom of Kuwait to oxfordbusinessgroup.com (2013) possesses a new national curriculum for possible regulations among private and government sectors' educational knowledge and skills providers to benchmark relevant ideas for applicable educational reforms. To oxfordbusinessgroup.com, the country's education improvements are parts of the mandates to all government and private educational organizations to focus on creating contemporary learning environment in supporting economic augmentation. Based from www.mofa.gov(2015), Bahrain's education system and economic development strategies are built around six sectors. Among these six

sectors, education and training are the most dominant foundations being advocated in insuring academic and technological education. www.mofa.gov further relates that Bahrain has one of the most developed education systems in the Gulf and has recently made remarkable advances on the employment of ICT in numerous schools. As a result of the advanced educational system, King Hamad bin Khalifa Al Khalifa introduced a new project named as King Hamad Schools of Future which aims to link all schools within the kingdom through the internet. The Sultanate of Oman back in 2003 has embarked upon its plans in the digital transformation by empowering its people through the e-Oman initiative aside from opening up thousands of job opportunities for nationals in ICT sector. Conferring to www.virtualschoolsandcolleges.eu (2003), the goal includes a significant upgrading quality services which the government provides to its citizens through the enactment of strategy and these are creating and nurturing knowledge-based industries, developing a local ICT sector and enhancing social development through IT. Digital Oman (2005) enunciates that in this country, ICT literacy initiatives within the education and government systems have been supported by Oman's Ministry of National Economy. It also propelled a national creativity in 2004 with Oman's Ministry of Education achieving accreditation for its schools to provide ICDL training and testing. This was the chief stage of a determined project which is envisioned to back in shaping Oman's digital society attuned to the 21st century technological evolution. Sivy (2014) adjoins Oman educators' arguments by conveying that a well-educated populace is relevant for the enrichment of national prosperity and efficacy to attain a high level of worldwide economy sturdily advocated by Omani academicians. The United Arab Emirates (UAE) through the Ministry of Education (MOE) and the government has focused on improving the standards of education in the public schools across the emirates over the last ten years. Additionally, Tabari (2014) narrates that the government's aim was for schools to yield students who are skillful in English and Arabic, fully aware, dedicated and viable in any part of the world. To Tabari, the government of the UAE upholds the value of education and believes that education is the main means for human expansion. UAE Interact (2015) declares that it offers a free comprehensive education to all students across the country from kindergarten to university which manifest that the government prioritizes on UAE Vision 2021 for expanded knowledge-based economy through the creation of an incorporated e-learning systems. The Kingdom of Saudi Arabia has been through educational policies over the years with all its attempts in building the best educational atmosphere with the latest learning trends. To supplement other country's assertions, Saudi Arabia's educational reforms through its Ministry of Higher Education (MoHE) (2011) has several points to highlight. The MoHE has provided five (5) methods of education in Saudi Arabia. These are fulltime education, part-time education, distance education, E-learning and parallel education in which all these types of education needed technological instructions under the curricula involved. It has

also established the National Center for E- learning and Distance learning with the goals that will serve the useful functions of technology among its populace. These accomplishments are to institute the application of e-learning and distance instructions in higher educational organizations based from standardized quality, contribute to the expansion by the capacity of higher education through the application of E –Learning and distance education, promote technological awareness of e-learning and to the construction of a society of information, back the assessment of e-learning and distance instruction project, support the research and studies that deal with e-learning and distance instruction, and to set high quality criteria for design, production and exchange of digital learning materials.

1.2 ICTs as Resilient Tools for International Education Curricula

Scholars ascertain that instructional technologies and multi-media in general education positively facilitate Instructions.

Lee (2010) articulates that the relevance of instructional technology in education continues to expand as teachers seek to take advantage of available technology in the classrooms for the enhancement of learning opportunities which means that virtual learning environment benefits from these various forms of style. Also, Carlson (2000) cites the issue of assimilating technology with instruction as the single most important issue facing higher education. The study conducted came out with findings such as outmoded hardware or software were replaced by relevant ones, user support were provided, online distance education is enabled and integration of technology to college and university Websites including other institutional services. Additionally, contemporary innovators have come up with teaching devices that can be possibly applied in almost all areas of learners. Quito (2010) enumerates some of these current technologies available to assist learning environment-Virtual Learning Environment (VLE), software such as Moodle, WebCT or Blackboard, ATutor, Web based resources, Blog, Vodcast, Wiki, photo sharing website (flicker), MP3, YouTube and Podcast, among others. Moreover, Pearsonhighered.com (2015) suggests some forms of technologies that can be employed in the classrooms. These are Podcasts, blogs, and Wikis, Interactive Software, Web Quests, Intelligent Tutoring Systems, digital cameras and movie-making software. Similarly, Brighthub.com (2015) claims that virtual or e-learning environment includes computer-based courses, online databases and online learning such as synchronous and asynchronous. Synchronous learning entails participation in events such as live discussions, chat sessions, or real-time lectures while asynchronous learning are done online at the learner's convenience inclusive of modules, assignments, discussion boards and previously recorded lectures or presentations. Likewise, Bothum (2015) elucidates the use of instructional technology as a classroom tool for improving curriculum and instructions and further commends that effective instructional technology in the classrooms should be embodied in the curricular program for faculty incentives by the development of

Web-based course materials. www.slpschools.org (2015) further declares that the present –day classroom is a term given to instructional environments that have introduced and used different technologies which offers a critical tool for students to develop their recent century skills. These skills include critical thinking, communications, creativity, information and media literacy, social responsibility, problem solving, collaboration, self-directed learning coupled with accountability and adaptability. Equally important, newtech.coe.uh.edu (2015) promotes that one can easily become overwhelmed by the variety of Web 2.0 tools that are available online today. In order to effectively choose the appropriate tool, it advises that teachers must be aware of their objectives in teaching. Educationally relevant Web 2.0 tools have been designed attuned with the 21st century skills which enhance collaboration, communication, innovation, logical and evaluative thinking, demonstration, problem solving, efficiency and social networking. Furthermore, Nomass (2013) reveals in a conducted research to Iraqi teachers that there was infrequent use of higher order instructional technologies such as overhead projectors, videos and computers due to lack of training among them as users, scarcity of appropriate instructional technologies and absence of full maintenance of available technologies. The failure to use the locally available resources by some teachers was also an influential factor because educators lack creative thinking as well as initiative to use the local environment in their teaching process. Using Domasi College of Education as a respondent, the study suggested a process on how the government and teachers' training institutions can work collaboratively to maximize the use of instructional technologies in the teaching and learning process for prospective teachers. To add, Kadzera (2006) conducted a study in Malawi in which shares a research with two themes. The first is on the reasons why they used technology wherein responses were taken from the participants' reasons like the accessibility of facility, access to online teaching resources, communication with students, and building network with peers. The second theme is on the barriers of not using technology such as lack of computer skills, lack of technical support and lack of incentives. The research's discoveries discloses that the majority of participants are aware of the benefits of teaching with technology and that they believe in the integration of technology in education. Correspondingly, Idri et.al (2015)'s studies in Algeria divulges that it is necessary to plan on how to employ technological tools in Algerian universities because students and teachers luck information literacy and readiness to use technology in classrooms. Congruently, to www2.ed.gov (2015), expresses that students are involved in the use of technology as a tool or a support for communicating process. They are in an active role as recipients of information transmitted by a teacher. At this point, teachers must be equipped with the appropriate knowledge of these types of instructions. Motteram (2013) elaborates further that the benefits of technology in language learning are attained through collaborative project assignments. Engaging learners to do work about topics that interest them is possible wherever they are. Teachers and learners

can go online to read or listen to materials on different areas of interest to explore ideas that they have discovered. Finally, Honey et.al (2003) adheres to the ideas that learning theories related with technology can be situated, distributed and shared which rope the very skills needed by present-day learners. Learners who are placed under a technologically- equipped learning environment obtain knowledge and skills to think critically, apply knowledge to new situations, analyze information, comprehend new ideas, communicate, collaborate, solve problems and make decisions of which others are influenced relating to Dal (2010)'s concept asserting today's video digital technology has simplified the production and edition of video in a classroom setting because it is accessible, low-cost activity and technologies needed already exist such as mobile phones, iPods wherein they use these gadgets to download related applications from the Internet to socially share their projects. Video cameras are now more affordable and are often a part of the technological set-ups. Digital technology simplifies the production process and aids students to share their productions on social media such as YouTube, Facebook, and Vimeo among other trending social media today.

2. Review of Related Literature

Common interactive relationships between technology and media in the field of English language Instruction are manifested in these reviews.

2.1 Mass Media and Technology Interplaying in English Pedagogy

Language educators have discovered approaches creatively in which technologies are manipulated as authentic instructional materials and springboards to revolutionize traditional into contemporary methodologies. First, Canada's curricular framework stipulated its innovation in the Ontario Curriculum Grades 1-8 Language (2006) in the Atlantic Provinces of the country. This curricular framework showed that media literacy, critical literacy and visual literacy are learned by grades 1-8. As essential components of the English Language Arts, students are made to understand mass media forms, how mass media produce meanings, how mass media elucidate significant impact to their educational, cultural and social knowledge, and how the mass media images are organized to yield meanings importantly. Secondly, a study conducted by Modupelola, et.al. (2015), examines how well media have been employed in promoting the learning of English among Nigerian students and the efficiency of these tools in the performance of the students. Findings relay that other media tools such as internet, television, radio, tapes and other cable stations including books that afford the learners opportunity of direct contact with native speakers of the language are either unbuildable, and where available not accessible as well as expensive to acquire. This research establishes that the utilization of media tools for learning are relevant and that the need to know how effective they are in a specific educational setting is

remarkable. Thirdly, in films, Wood (1995) discloses that film communication offers links between classrooms and society. To Woods, motion pictures can help explore cultural context which can be easily integrated into the curriculum, they are entertaining, allow flexibility of materials and teaching techniques, can also be related to students' personal experiences which trigger their interests to be involved, act as a focus for teacher-student interaction and used to promote awareness of the interrelationship between modes that include picture, movement, language, sound and captions. All these require the aid of technologies to enhance presentations through clear directives for learners. To sum up, Aixe (1999) enthuses that film communication offers links between classrooms and society. Moving pictures can help explore cultural context, worth-integrating into the curriculum, allow flexibility of materials and teaching techniques, related to students' personal experiences, act as a focus for teacher-student interaction and manipulated to promote awareness of the interrelationship between approaches. Aixie's concept is supported by the study of School Uses of Television and Video (1997) which regards that TVs and videos are also highly effective for teaching visual and audio learners.

2.2 Media Forms' Relevance to Technology-Assisted English Instructions

In the English language program, the proliferations of media forms could be ideal toolkits to introduce contemporary English language teaching and learning in universities and colleges of Asia to non-native speakers. With the kind of learners we have in educational organizations, it is essential to create or innovate. One relevant factor that thrives in the real world environment nowadays is the presence of the varied media forms. Donaghy (2014) explains that film is an excellent teaching and learning tool. To the writer, learning from films is motivating and entertaining and that they provide authentic and varied language while they offer visual contexts, varieties and flexibilities. Films and Television programs target and motivate writing skills. As Jeremiah (1987) outlines an instructional model for using television news and documentaries for writing instructions in the secondary and higher education classrooms. He believes that the structure and content of news presentations mirror the best practices to perform essay writing and therefore can assist as a writing project that effectively serves instruction. To relate other significance, Cunninghum (n.d) conveys that using television (TV) advertisements involving well-known brand names and products can motivate and engage English language learners collaboratively. The said writer continued that the strategy in teaching English can be in two styles which are using English actively to deconstruct advertisements and incorporating advertising techniques into self-made digital commercials which reflect the importance of the language in the construction process.

2.3 Studies Manifesting Effectiveness and Importance of Technologically-facilitated English Language Instructions

Kent, (2015) shares that wherever we are, technology play incessantly important roles in the lives of our English learners. To Kent, engagement of the mobile phones in the classroom serves to create digitally literate and linguistically competent learners. Additionally, Jayaron & Abidin (2015) articulates initially that ICT can be used for entertainment, work and learning purposes in which varied macro skills are being enhanced. It also drives the interests of learners to perform satisfactorily in knowledge acquisition. They added that exposures to the real world situations while language contents are manipulated could be ways of attuning the learners into the contemporary styles. In here, students' competence such as digital and language are attained. Furthermore, Karnedi (2015)'s research reveals that online writing course tutorial software produces favorable prospects in the collaboration of participants which enable them to share awareness and discuss ideas employing collaborative learning. Moreover, Abu (2015) assesses that the availability and use of technologies and learning resources in undergraduate translation programs in Saudi Arabia pointed out that there is a clear benefit to the increased usage of technology within translational studies classes. Her findings highlighted that translation courses are suffering from a lack of these tools and learning resources, such as translation labs, machine translation, translation software, printed media, and audio and visual materials in Saudi universities. In relation to El Dali (2015)'s research results, it was manifested that the respondents advocated technology as a relevant instrument in foreign language education and teaching. Secondly, the research revealed that some did not inhibit satisfaction. As a recommendation, the writer argues that they should be provided with equipment, training, and an encouraging atmosphere for students to display their real abilities and talents. Furthermore, in his inquisition, many subjects chose computers, including internet and multi-media. In connection to that concept, Elbelazi, (2015) suggests that using digital materials in second language literacy classes depends on various factors. First, teachers should be well trained to establish accurate use of technologies in their classes. Second, teachers and students should have a computer competence to benefit from these which means that both teachers and students should have computer skills such as typing, searching, and responding to online web-pages in order to collaborate educationally and technically. On the other hand, Mervat et.al. (2015) express that they have investigated the effect of twitter on EFL writing and whether it has an effect on ideas and content, organization, voice and style. Their study indicated that it could be used to develop students' writing skill. As a consequence, the research allowed the university EFL instructors of writing to understand its effects as a tool to teach writing. In connection with that finding, Al Khayat (2015) focuses on the impact of (Computer-assisted Language Learning) CALL program on the Iraqi students' achievement in English. In his study, the results also revealed that there was a significant correlation among the four macro skills. Al Khayyat elaborated that presentation of the materials in an integrative way via this approach has

helped students to develop their proficiency in the four skills. Similarly, with technical instruction-related researches, Hamidi, et.al (2011) articulate the effects of e-learning and other related tools such as Web-based English Learning and CALL. They found out that the main advantage of e-learning is the increase of learning engagement. With the advent of Web and Internet, English learning improved due to the presence of the Internet. They further shared that learning English via cyberspace challenges traditional forms of learning adding that it is a virtual English environment wherein people become autonomous. Moreover, the group added the use of mass media such as books, manuscripts and Internet media to provide teachers and students' creative and practical ideas in the academic setting. Also, a case study conducted by Lachheb (2013) relates that it aimed at investigating technology situation in Tunisia's higher educational system. This yielded that Tunisian English language majors have positive attitudes toward information technology, despite the limited resources being used at the university. Besides, Tunisian students studied possess a high literacy level of it which impacted positively their motivation, performance and interest in learning. Findings of this study provided beneficial depiction of IT presence in public Tunisian higher Education institutions. The article by Popovic (2010) further raises interesting issues related to this in the context of foreign language education in Serbia. The researcher explored how engagement strategies in ITC- rich environment can inform pedagogically framed instructional design. Popovic's research manifested promising roles of technology incorporation in foreign language education. Similarly, Quito Et.al (2010) in their inquiry conducted in Brunei express that globalization and technological changes have increased over the years resulted to countries' favorable economy by mentioning the significance of computers, Internet, and broadcasting inputs such as radio, television, and telephony. Latif (2012) too reveals that through virtual resources like virtual libraries, learners have more opportunity to explore and keep their knowledge updated while experiencing worthwhile exposures to the target language. Finally, in Nigeria, Adebayo (2014) examines the impact of ICT in English language pedagogy on the country's development through students from six Nigerian federal government. The findings revealed that ICTs' usages in Nigerian education are reducing illiteracy and poverty and are similarly improving the nation's technology. The research releases further that there is a significant relation between ICTs in education and national development since ICTs assist the development of Nigeria's economy.

2.4 Applied Digital Taxonomy's thinking Skills for English Language Instructions' Patterns

These suggested language learning tasks practically integrate the utilization of the newly formulated Bloom's Taxonomy of Objectives by Anderson and Krathwohl (2001) and Churches (2008) to develop

learners' critical thinking skills through the exploration of suggested cyberspace authentic materials which are live advertisement and a five (5) - minute short silent film alongside with relevant technological tools to integrate the viewing, listening, speaking, reading and writing skills. The tasks illustrate how English language pedagogy are to be facilitated through simple and common ICT tools. Technology–related tools such as computers, projectors, microphones, speakers, players, recorders, camera, scanners and external discs with the aid of technical applications and other materials from the Internet are possible tools to convert a traditional classroom into a digital learning environment besides some instructional materials that are specified by edorigami.wikispaces.com (2016) such as word processing, presentation, desktop publishing, geographical information systems, instant messaging, audio, video, mind-mapping, graphic, project, modeling, timeline, data processing and spread sheets tools. These suggested tasks adheres to the belief that performance of these modern trends doesn't necessarily need complicated technologies in adhering to what ICTs can effectively perform in the classrooms. To achieve the intended purposes, digital taxonomy will be incorporated through the materials as inputs to process the lessons with the aid of technology, multi-media and media forms. The six (6) order thinking skills will be integrated together with their specific sub-skills where learning objectives can be formulated. Among the tasks that follow, the digital order thinking skills from LOTS (lower level order thinking skills) through HOTS (higher order thinking skills) contain distributed possible students' activities which demand suitable macro skills. It is believe that there is a need for students to remember a given information before thorough understanding can surface. If they are able to comprehend, application of that what they have learned are displayed which is going to extend into their ability to analyze which enable them to evaluate concepts' significance. If learners possess the aptitude to remember, understand, apply, analyze and evaluate accumulated perceptions, they can independently recreate knowledge in various ways. The activities that follow are not limited but can serve as patterns to realize mentioned principles.

A. Technology –related authentic material: Live bank advertisement in poetry

Input Source: https://www.youtube.com/watch?v=5pJcwnS1c0I

Possible students' activities integrating the digital order thinking skills and subskills

1. **Remembering**

Searching or surfing the URL of a live advertisement through the YouTube

Googling to obtain prior knowledge of the passage after the teacher provides the title

Downloading or copying the passage for easy access and reference

Bookmarking the URL for future search access

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Recording the downloaded files into an external disc or compact disc

Recognizing by listening and listing the content words of every line delivered by the speaker after saving a file in one's computer from Blackboard LMS

Recognizing the patterns of sounds to form a rhyme scheme

Defining the meaning of content words uttered by the speaker through matching a diagram projected on the board.

Memorizing and reciting the literary piece after completing the text from a Microsoft word soft copy.

Recording the poem recitals to be played in the classroom

Identifying the advertised product after viewing the video in the classroom

Identifying advertisement's purposes by playback technique

Identifying the appropriate cyber reference formats through APA bibliographic entry's elements

2. **Understanding**

Identifying the words with similar sounds after note-taking by using the alphabets to indicate the patterns of sounds and to be presented through a soft copy projected onscreen

Demonstrating the patterns of sounds onscreen by assigning varied colors or fonts

Expressing ideas about one's understanding of the poem's lines as a pre-discussion activity through an onscreen-projected graphic organizer

Explaining the patterns of sounds through displaying the whole text in a PowerPoint by presentation or projecting a complete soft copy of the passage onscreen

Discussing the content of the poem advertisement through a recorded copy for on-the-spot reference

Summarizing ideas through a semantic web/graphic organizer displayed onscreen

3. **Applying**

Constructing the complete text of the passage through filling the gaps of the missing words

Changing the words to represent similar meanings of the vocabularies through a soft copy displayed onscreen processed by PowerPoint or Microsoft word

Constructing a power point presentation of the ideas found in the adverts.

Sharing presentations through social media

Charting the last word of every line and substituting similar words through color coding

Using microphones and speakers to deliver the poem

Interviewing classmates to collect ideas where results will be charted for presentation

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Using a background music to signify or to back the theme

Using a scanner to be able to present picture- presentation project to express information relayed by the poem

4. Analyzing

Illustrating and correlating obtained meanings of the poem in relation to the bank's purpose

Questioning the relationship of the poem's meanings to the advertised bank's objectives

Linking the objectives of the bank to the message projected by an essay

Illustrating the meaning of the passage through captioned pictures

Mind mapping the ideas through color-coded content words

Correlating abstract ideas with specific ideas to infer messages

Correlate the passage with the vision of the bank through a designed schema

Illustrating meanings through symbolisms found in the poem through any forms of graphic organizers

Outlining ideas through a semantic web processed by a Microsoft word

Completing a flow chart displayed on the board to relay messages expressed by every stanza

Presenting flashed or scanned pictures per stanza to signify meanings

Classifying vocabularies per stanza to distinguish common ideas by computer-designed diagrams

5. Evaluating

Justifying the meanings by choosing the words flashed on screen to represent the whole passage

Convincing classmates to agree or disagree with ideas projected by the poem's lines through formulated statements

Checking or validating appropriate ideas by constructing true or false statements

Commenting by mentioning supporting lines from the piece

Editorializing by sketching ideas for class deliberation

Editorializing ideas through the support of visual aids

Reviewing the poem's elements such as conflicts, themes, point of view, characterization among others, aided by film-presented images

Debating on the topic, "that man is the director of his life" with the use of audio-visual tools and materials

Posting an illustration or collage that support deliberated ideas about the passage

6. **Creating**

Composing a poem with similar themes to be presented as a form of advertisement for any conceptualized product

Producing a photo essay that relates to the theme of the poem through a PowerPoint presentation

Animating cartoons to project the meaning from the poem

Design a video of a poem recital/a photo essay that expresses themes from the poem

Filming a short scene that relates with the poem through a script made

Directing classmates for the role-play of the recital's theme

Planning a script that gives a story alluding to the recital's theme and the bank's purpose

Integrating the poem's theme into an originally composed poem

Mixing music with a monologue alluding to the meaning projected by the recital

Publishing an essay that relates with the poem

Modifying and alluding the poem through a role play presentation

Creating another advertisement to represent the advertised bank's vision

B. Technology –related authentic Material: 5- minute silent short film

Input Source: https://www.youtube.com/watch?v=EIIqMsRjYII

Possible students' activities integrating the digital order thinking skills and subskills

1. **Remembering**

Listening and viewing the short film to obtain information

Listing some details through the use of a guide chart provided by the teacher

Visualizing the events by retelling the details while the film is seen onscreen

Numbering the sequence of events according to how they occur in the film

Copying the file and saving it in your computer for easy access

Downloading the file and saving it in any external disc

Downloading a Download Manager from the internet to be able to obtain the file

Locating the site of the passage to view the film directly from its source.

2. **Understanding**

Describing the characters through words and phrases through column charts

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Expressing ideas about the film through real events' pictures downloaded from the Internet

Identifying some symbolisms in the film as the silent film clip is replayed

Summarizing the story to be reproduced for discussion while displaying a softcopy onscreen

Explaining wings as a thematic symbol through a PowerPoint presentation

Explaining ideas through scanned pictures shown onscreen

Discussing the ideas found in the story with the copy of the film for review

Gathering details to support the theme of the story through a graphic organizer

Relating the film's theme by referring to another film and obtaining an excerpt to prove

3. Applying

Completing the script provided by the teacher using a formatted soft copy

Sharing the said film in the social media with a thematic caption

Replaying the film and explaining the theme of the story

Editing the film through concentrating on the theme it projects

Presenting ideas of the story through pictures

Integrating cartoons to deliver the message of the film

Comparing the themes of two short films by a Microsftword –processed Venn diagram

Constructing titles for the films to be judged by classmates

Displaying the film's message through an excerpt from the film

Explaining the message of the story by the use of computerized images for symbolisms

Constructing a diagram that shows the advantages and disadvantages of using drugs

Sketching a scene and captioning it to relay the film's message

Interviewing classmates and recording the process through structured questions about drugs

4. Analyzing

Outlining or structuring the sequences of events in the film through chosen organizers

Linking themes to some news stories obtained from Internet

Organizing ideas through a tree diagram that represents the whole message of the film

Mind mapping the messages delivered by the story through graphic organizers

Integrating the film's theme to societal issues by surfing real events from the Web

Inferring on what happened to the character at the end of the story through images

Advertising the adverse effects of drugs to students through posters or media-related forms

Illustrate the film's messages through sequenced pictures or sketched symbols

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Breaking down the elements of the film from the beginning to end –title, character, plot, setting, point of view conflicts and technical features through a PowerPoint presentations

5. **Evaluating**

Revising the story's form through a recorded dialogue with a Microsoft word-processed script

Revising the story's form through animation technique embedding the exact message

Critiquing the positive value of the film through a column chart with given criteria

Editorializing the theme of the film through cartoons and text

Commenting by expressing reactions regarding the film in the YouTube

Review the film through its narrative elements and technical features and how these factors add to the theme conveyed with the use of organized and classified criteria

Reviewing the film by pointing out its weaknesses and strengths through a designed guide questions

Posting pictures associated with the message of the film with attached relevant captions

Convincing classmates to agree through enumerated disadvantages of drugs

Defending the message of the story by creating a PowerPoint presentation of numerous destructive effects of drugs to global society

Predicting what will happen at the end of the story

Recommending the film through a feature story or through a film review

6. **Creating**

Animating the film by providing sounds to illustrate the projected message/s

Constructing a script that synchronized with the film events

Role playing and filming the story found in the film to be guided by innovated scripts

Mixing dialogues and sounds of a video patterning similar themes

Creating a speech that contains the message and orating the piece before the class

Modifying the film's dialogue, characters, setting, but projecting similar conflicts conveyed

Publishing an essay regarding the effects of drugs in everyone's life through a blog

Animating some characters to convey similar themes projected in the film

Subtitling or captioning every image presented to project the general theme of the film

Devising symbols to allude with the theme of the story

Creating a short film that features the message of the silent film

Constructing the silent film's musical background related with its over-all theme

Constructing varied titles in different fonts and be able to display and relate in class their

relevance to the message

The activities mentioned herein can be performed sequentially or independently depending on the approaches employed by initiative teachers. Sequential activities connect activities from the LOTS ascending to HOTS in which their subskills guide students' interrelated activities and imply teachers' learning objectives. Independent activities are taken without necessarily sequencing the LOTS to HOTS. Instead, they are to be accomplished individually base on teachers' chosen objectives from the subskills. Furthermore, these enumerated activities are not limited to these activities alone. Teachers' innovation are boundless and they can extend beyond or below the levels of these activities dependent upon the levels of learners. These activities were cited at random to elucidate order thinking skills' applications through specific subskills. Generally in these activities, the learning objectives implied by the subskills will further indicate the macro skills with corresponding varying language focuses that are to be appropriately incorporated in the tasks. Majority of the tasks commands technological tools to facilitate learning. At this juncture, teachers are advised to accustom themselves with the digital taxonomy list to tailor activities catering to each order thinking skills.

3. Conclusion

Teaching trends in all areas of specializations tend to have reached necessities for revamps to situate learning base on the factual factors existing around global learners' environment. One among the distinctively occurring components in the learners' world tending to serve as catalyst for educational evolution today is the development of instructional technologies that defines the digital age. In the field of English language teaching and learning to be specific, academic developments are being dictated by these advances. As consequences, familiar movements from educators globally orchestrate varied changes in the curricula. These shifts serve as wakeup calls for educators' consistency to sustain and reinforce educational institutions' mandates on technological facilitation of instructions which are expected to continuously proliferate in educational systems. Curricular refurbishments are merely facades when educational decrees are ignored and unpracticed. As David Warlick accentuates, *"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world."*

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