

Friend or Foe?

Technology in the Language Classroom

"Remember, high-tech means breaks down next week, while cutting edge means breaks down this afternoon."

Randall S. Davis

English Language Institute
University of Utah

Randall's ESL Cyber Listening Lab
www.esl-lab.com



Objectives:

- Discuss key challenges and possible solutions in integrating technology more successfully in the language classroom.



Audience:

- End users, or those who draw on existing technologies, like the Internet;
- Materials developers who create materials for these end users (Web authors creating online materials);
- Program or lab administrators who are responsible for planning technology for their schools.





Initial Assessment

- What are the overall attitudes among staff and students towards technology?
- How is technology being integrated into the curriculum to achieve learning goals and desired outcomes?

Technology in the Classroom: Utopia or Chaos?

utopia

noun

(the idea of) a perfect society in which everyone works well with each other and is happy

What has your experience been like?

chaos

noun

a state of total confusion and lack of order





Keys to Successful Integration

1. Have realistic expectations on how technology can help you
2. Define your objectives and perform a needs analysis - “Less is More” Principle
3. Don’t underestimate the complexity of technology
4. Create engaging, critically-thinking (problem-solving) learning tasks that go beyond simple drill and practice
5. Provide sufficient training to teachers (time off, funding to conferences, etc.) and students
6. Recognize that content integration takes time to see results



1. Realistic Expectations: Technology as a Tool to Support Instruction

"We're all familiar with the extravagant promises of technology: It will make our students smarter -- and it will do it faster and cheaper than ever before.

Moreover, the promise suggests, this miracle will occur almost by osmosis. We need only place a computer in a room, stand back, and watch the magic take place. If only life were that simple and learning that easy!"

Lynne Schrum,
Past president of the International Society for Technology in Education (ISTE)



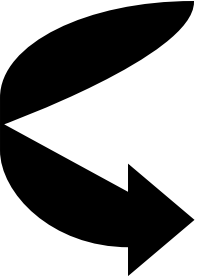
Technology: Medium, Not Method

"The use of the computer does not constitute a method" and it is only a "medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented."

Garret, N. (1991). Technology in the service of language learning: Trends and issues, *Modern Language Journal*.

2. Define Your Objectives and Perform a Needs Analysis

How will different technologies enhance your teaching and help you achieve your classroom objectives?



Most attempts to integrate technology fail because efforts often attempt to impose a technologist's or administrator's vision of what they consider appropriate use of technology. Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia.*



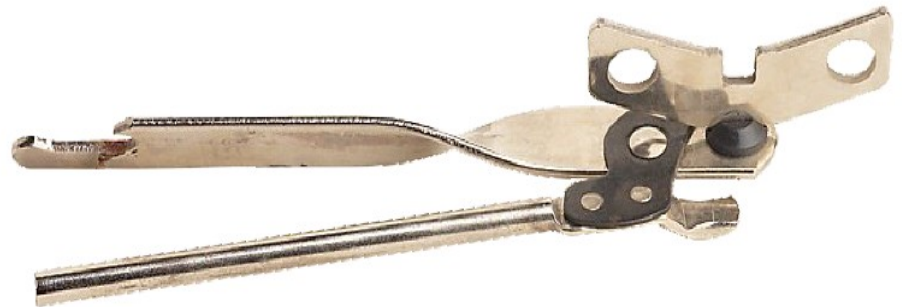
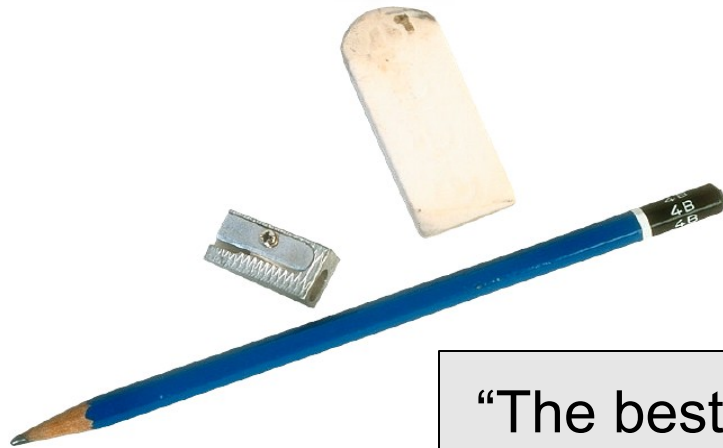
Andy Rooney once noted:

"Computers make it easier to do a lot of things, but most of thing things they make easier to do don't need to be done."

Technologies that Work!



Don't abandon what
already works for
you.



“The best education is to be found in gaining the
utmost information from the simplest apparatus.”
- *Alfred Whitehead, mathematician, 1922*

Develop a Curriculum and Instructional Integration Plan

- What are the learning goals in the program that could benefit from technology?
- Are teachers involved in the selection of technologies that will best support their teaching?
- Do teachers feel they are required to “create a need” for technology in the lessons and add it as an after-thought?

Less is More.

Goals should dictate what technology is used, not the other way around.



3. Don't Underestimate the Complexity of Technology



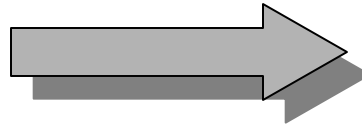
1. PIP
2. OFF-T/OTR
3. QV
4. EXCH

- ❑ Technology is light-years ahead of finding sound pedagogical use for it.
- ❑ Negative backwash can result, jeopardizing future work with technology.

The One-Breath Test

4. Create Engaging Learning Activities

- *Blend technology with sound pedagogy.*



Without integration, we relegate our labs, for example, to a secondary role of souped-up typewriter center.

- Randall's ESL Cyber Listening Lab – reaching learners in 150 countries
- Independent project
- Integrate the benefits of technology with sound pedagogical practice
- Teaches, not just tests, listening comprehension and speaking skills



Randall's ESL Cyber Listening Lab

- Pre-listening activity to stimulate background knowledge
- Idiomatic expressions to improve comprehension and fluency

Internet Explorer

Help

.htm

[Quiz Script | Text Completion Quiz]

Home

Ads by Google [DVDs Rentals](#) [CD Rentals](#) [Clean Movie](#) [Online Movie](#)

DVD Movie Rentals

- I. Pre-Listening Exercises
- II. Listening Exercises
- III. Post-Listening Exercises

Level:	Topic:	Type:	Speakers:	Length:
easy	preferences	conversation	man - woman	00:30

I. Pre-Listening Exercises [Top]

Many people like to rent DVDs or videos for entertainment. Others like to buy DVDs either at a store or online. Write down as many types of movies that you can. Discuss your preferences for each type of movie (e.g., *love, like don't like, can't stand, hate*).

HELPFUL TIP: Try renting a movie and watching the captions on movie DVDs as a way of helping you improve your listening skills. There are some great Websites where you can find DVDs.

redbox \$1 DVD rentals
All new releases-No late fees ever. Rent at one, return to any other!

All the movies you want
\$9.99 with no late fees or s/h. Start with 14 day Free Trial.

Ads by Google

IDIOMS!

"movie buff" = someone who knows a lot about movies

"If you want to anything about the movie industry, ask Phil. He's a real movie buff."

"chick-flick" = a movie that appeal to women, often about love and romance

"Can we please watch something else besides a chick-flick? I really prefer something with a little action and less drama."

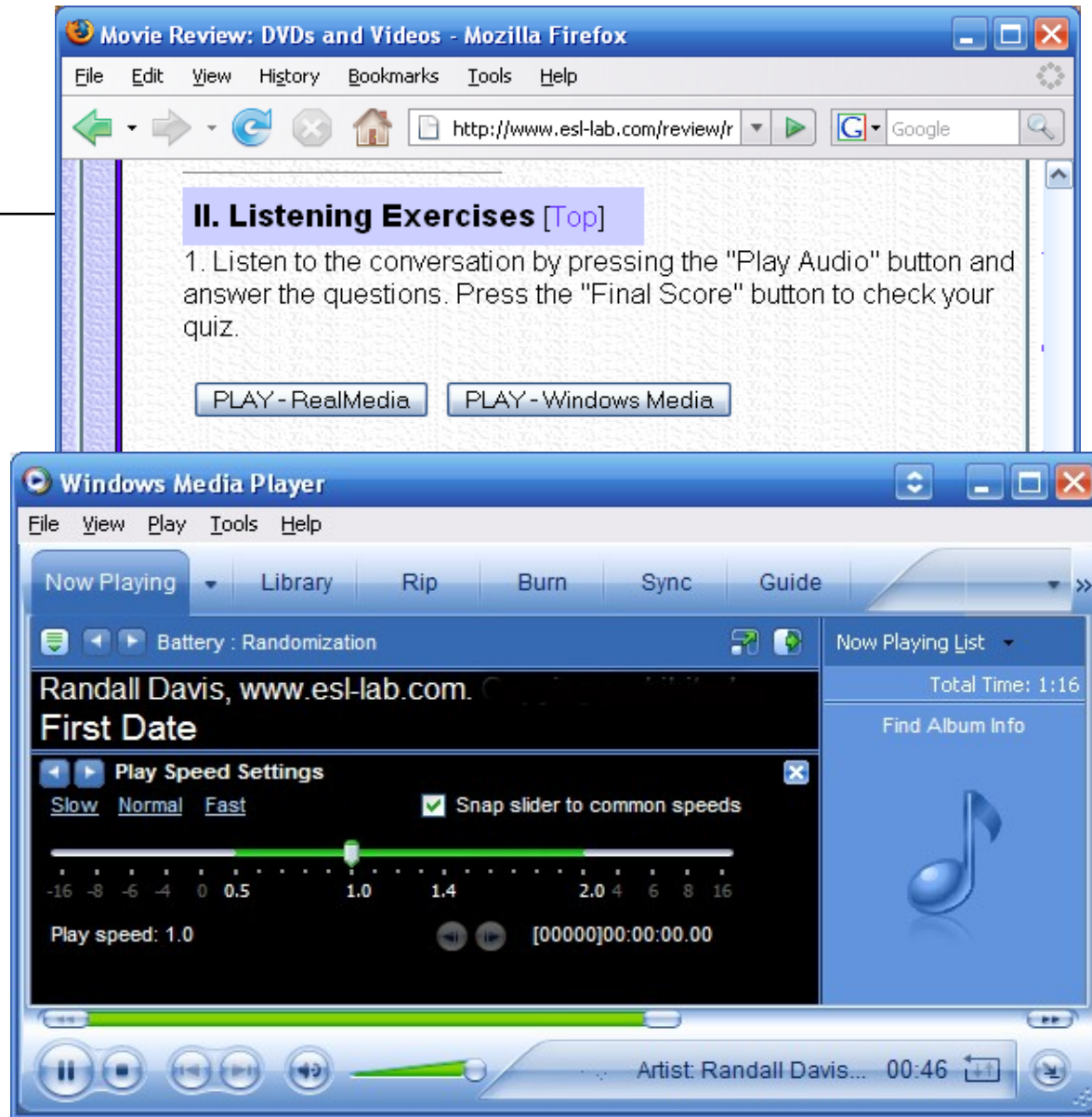
Ads by Goooooogle

Clean Films not running?
Come to FamilySafe Movies for your edited dvd rentals.
www.familysafemovies.com

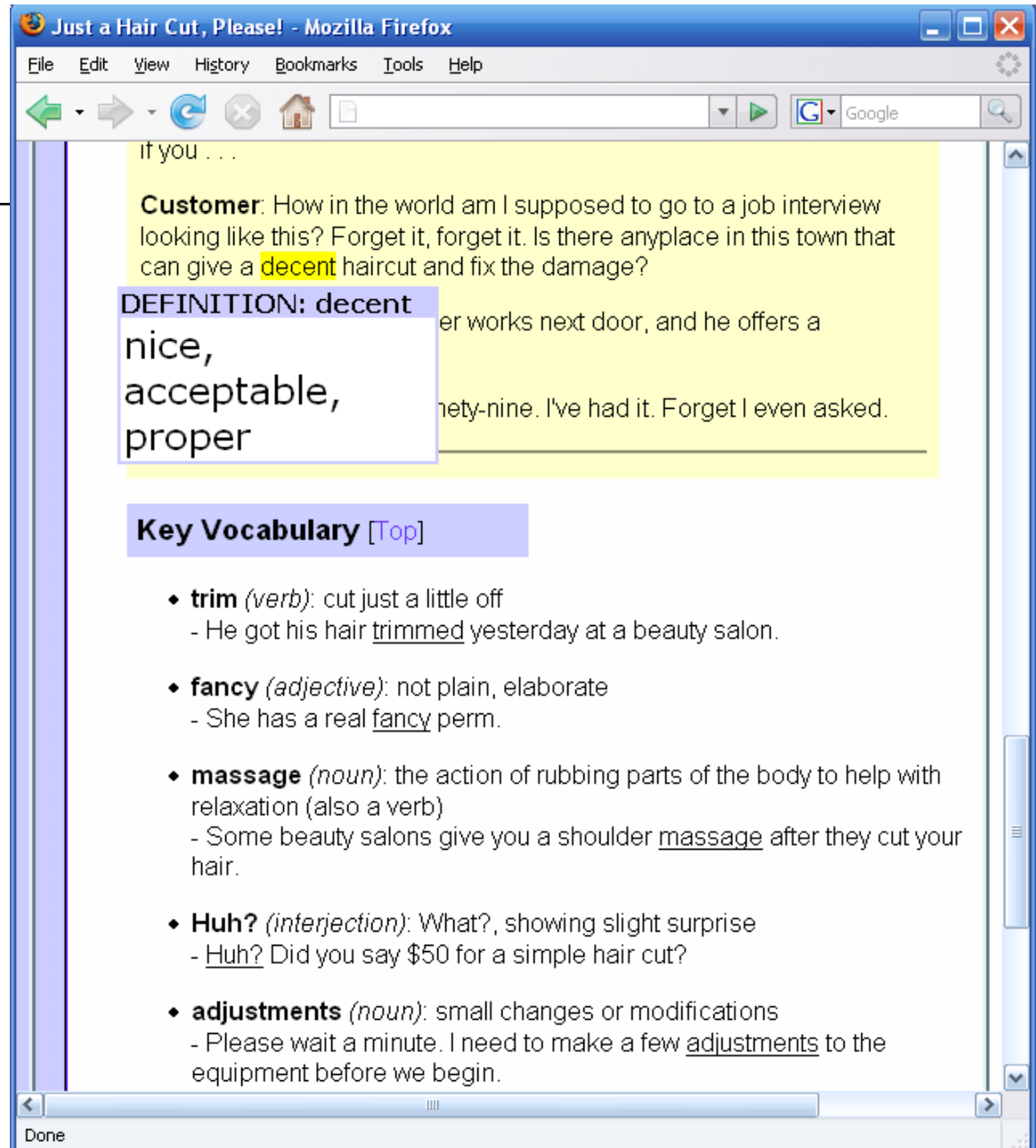
Net flick movie
Netflix DVD Rentals Free

Internet

- Semi-scripted conversations targeting both accuracy and fluency
- Low-bandwidth media files that play on all connections
- Variable-speed control for improved comprehension



- Key vocabulary highlighted for focused practice
- Definitions and sample sentences to see words used in context



Just a Hair Cut, Please! - Mozilla Firefox

File Edit View History Bookmarks Tools Help

if you ...

Customer: How in the world am I supposed to go to a job interview looking like this? Forget it, forget it. Is there anyplace in this town that can give a **decent** haircut and fix the damage?

DEFINITION: decent
nice,
acceptable,
proper

Key Vocabulary [Top]

- ♦ **trim** (*verb*): cut just a little off
- He got his hair trimmed yesterday at a beauty salon.
- ♦ **fancy** (*adjective*): not plain, elaborate
- She has a real fancy perm.
- ♦ **massage** (*noun*): the action of rubbing parts of the body to help with relaxation (also a verb)
- Some beauty salons give you a shoulder massage after they cut your hair.
- ♦ **Huh?** (*interjection*): What?, showing slight surprise
- Huh? Did you say \$50 for a simple hair cut?
- ♦ **adjustments** (*noun*): small changes or modifications
- Please wait a minute. I need to make a few adjustments to the equipment before we begin.

Done

- Self-scoring quizzes testing discrete point and inferencing skills
- Post-Listening speaking or Web Quest activity for building critical- and problem-solving skills

Great Apartment Living - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.esl-lab.com/apart/ap

5. What kind of pet is a tenant allowed to keep in the apartment?

- A. a dog
- B. a cat
- C. a rat

Final Score Reset

Score = 60%

Correct answers:

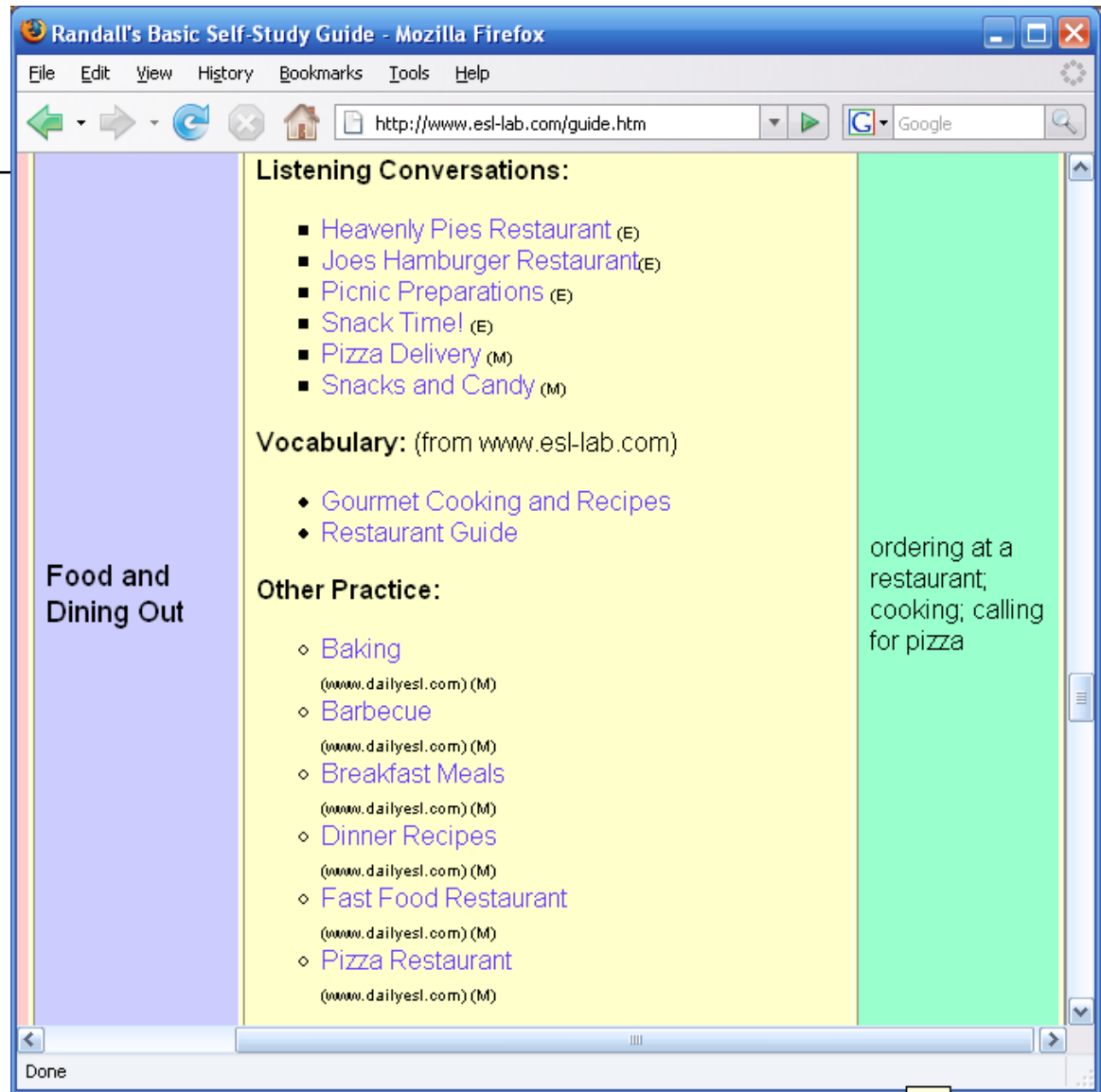
1. It includes a washer and dryer.
2. gas and electricity
3. You cause damage beyond normal use of the apartment.
4. The woman can catch a bus to school in front of her apartment.
5. a rat

2. Listen to the conversation again as you read the [Quiz Script](#).

III. Post-Listening Exercises [\[Top\]](#)

Assume that you are moving to the United States, and you are looking for new two-bedroom apartment. First, decide on a city of your choice, and then search the Internet to find the best place for you based on location, price, convenience, and amenities. Discuss your findings with others.

- Listening activities from five Web Sites organized by topic on one page
- Handouts and teacher tips on how to maximize learning and teaching from the Site



5. Provide Sufficient Teacher Training

- “Teachers need to be directly involved in the implementing of new technology so that they do not feel they are being forced to ‘create a need’ for technology in their classrooms.”

Lam, Y. (2000). Technophilia vs Technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56, (3) .

<http://www.unb.ca/slec/Publications/Lam.html>



5. Provide Sufficient Teacher Training

- Listen!!! Find out what training is really needed. Put people before technology!
- Don't just talk about how it works; have teachers work with it.
- Serve as a role model of the principles you advocate.
- Provide regular in-service training courses on different computer applications, techniques, and tips.





Conclusion

-- "Those who expect to get magnificent results simply from the purchase of expensive and elaborate systems will likely be disappointed. But those who put computer technology to use in the service of good pedagogy will undoubtedly find ways to enrich their educational program and the learning opportunities of their students."

Warchauer, M. (1996), Computer-assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp. 3-20).



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