

**Introduction to using
technology in the language
classroom**

Lesson summary

Learners will :

- Become familiar with the main technologies of ICT Learning,
- Discuss the advantages and disadvantages of using ones,
- Master them by means of their implementation on practice,
- Be able to choose the most appropriate technologies depending on the given goals.

Lesson learning outcomes

Learners will be able to:

- Gain competences / skills for implementing technologies into the classroom;
- Create tasks and activities with the help of technologies;
- Evaluate activities and exercises with the help of technologies.

English

Period 1

Joe Davey



THIS WEEK

Group Gatsby projects: Social life in the jazz age

Final Gatsby essay



Science

Period 2

Richard Taft



THIS WEEK

Take home quiz on muscular and skeletal systems

Science fair project



History

Period 3

Lisa Ferda



THIS WEEK

Europe Middle Ages Benchmark Review

Worksheet on 7 Big Ideas of Middle Eastern History



Music

Period 4

Roy Johnson



THIS WEEK

No assignments



Math

Period 5

Matt Wren



THIS WEEK

Problem set: Understanding and modeling integers; integers operations



Art

Period 6

Pat Smith



THIS WEEK

Still life drawing

Self portrait



Content of the lesson

Spark

- Getting information from the Internet is like trying to get a glass of water from Niagara Falls. (Arthur Clark).
- ICT Learning, technophobe, digital native, CALL (Computer Assisted Language Learning), digital immigrants, technogeek.
- Watch the video about ICT Learning

Input short information

- Word processing
- Email
- Search engines
- Chat
- Blog
- Wiki
- Web quest

Classroom exercises

Making the mind-map of ICT learning methods

The screenshot displays the Mindjet MindManager 9 software interface. The main window is titled "Start a New Map" and features a "New Blank Map" button (a yellow square with a white document icon) and a "New from existing" button (a white square with a document icon and a yellow star). Below these are several pre-defined templates: "Team Productivity", "Define Process", "Manage Project", and "Organize Meeting". Each template is represented by a small mind map diagram. To the right of the "Start a New Map" dialog is a "New Blank Map" section, which shows the default template structure: a central blue box labeled "Central Topic" connected to four white boxes labeled "Main Topic", each of which is further connected to two smaller white boxes labeled "Subtopic". A "Create" button is located at the bottom of this section. The software's menu bar includes "File", "Home", "Insert", "Review", "View", and "Extras". The "File" menu is open, showing options like "Save", "Save As...", "Open", "Close", "Info", "Recent", "New", "Import", "Print", "Save & Send", "Export", "Mindjet Catalyst", "Help", and "Options". The "New" menu item is highlighted in red. The top right corner of the window shows a search bar and window control buttons.

Discussion

What is the most effective way of ICT learning?

Online exercises

how to..

teach english with technology

with CD-R

TASK FILE

Chapter 7: Blogs, wikis and podcasts

A Terminology: blogs, wikis and podcasts (pages 86–102)

Match the terminology to the definition.

1 social software	a The lack of enthusiasm one feels for one's blog, after a time.
2 blogroll	b A well-known collaborative encyclopedia on the Internet.
3 edublog	c An audio or video file which can be downloaded to a personal computer or to a mobile device such as an MP3 player.
4 blogfate	d ICT tools which encourage users to collaborate and communicate online. Typically they allow multiple authorship, and content is generated by the users.
5 Blogger.com	e A collaborative webspace consisting of several linked web pages, that can be edited by several people.
6 vlog	f A blog used in education.
7 wiki	g A video blog.
8 Wikipedia	h A user-friendly site where one can easily create and record a podcast.
9 pbwiki	i A podcast in the form of a video.
10 podcast	j The software needed to download a podcast.
11 podcatching software	k Course lectures delivered in podcast format – increasingly popular in tertiary education.
12 Vodcast	l A list of links to other blogs.
13 coursecasting	m A well-known site where one can easily set up a blog.
14 podomatic	n A user-friendly site where one can easily set up a wiki.

B Blogs (pages 87–90)

What kind of blog would be most suitable for the following activities: a tutor blog (T), a student blog (S) or a class blog (C)?

- a blog with personal information, such as hobbies and interests, family or home.
- a blog with links to further explore topics covered in a speaking class.
- a blog setting extra homework activities for learners.
- a blog of class project work (posters produced, texts written, photographs).
- a blog describing learners' summer holidays.
- a blog describing different festival days in the learners' country/countries.

C Wikis (pages 93–98)

- What is the essential difference between a blog and a wiki?
- Which of the activities described in Activity B above could also work well in a wiki?

D Podcasts (pages 98–102)

What are the advantages and disadvantages of listening to/creating podcasts?

	Advantages	Disadvantages
Learners listen to podcasts		
Learners create podcasts		

Pros and Cons of Using ICT in Teaching ESL Reading and Writing

Melor Md Yunus¹, Norazah Nordin¹, Hadi Salehi^{1,2}, Choo Hui Sun¹ & Mohamed Amin Embi¹

¹ Faculty of Education, Universiti Kebangsaan Malaysia (UKM), 43600 Bangi, Malaysia

² Faculty of Literature and Humanities, Najafabad Branch, Islamic Azad University, Najafabad, Isfahan, Iran

Correspondence: Hadi Salehi, Faculty of Literature and Humanities, Najafabad Branch, Islamic Azad University, Najafabad, Isfahan, Iran. Tel: 98-601-7653-8260. E-mail: hadisalehi1358@yahoo.com

Received: March 25, 2013 Accepted: April 17, 2013 Online Published: June 24, 2013

doi:10.5539/ies.v6n7p119

URL: <http://dx.doi.org/10.5539/ies.v6n7p119>

Abstract

Information and Communication Technologies (ICTs) play a major role in creating a new and improved model of teaching and learning. A great number of studies have been conducted to examine the advantages of integrating ICT in language education in general and English as a Second Language (ESL) teaching and learning in particular. However, there is a need for more studies on the disadvantages of using ICT in language education. This study aims to identify both advantages and disadvantages of using ICT in teaching ESL reading and writing. To achieve the aim of the study, a total of 23 secondary school English teachers were interviewed. The teachers were pragmatically and purposively selected from three different areas of Malaysia, 7 teachers from Alor Setar, 8 teachers from Tawau and 8 teachers from Johor Bahru, respectively. This study is a qualitative research in nature because a semi-structured interview was used to examine the teachers' perceptions of pros and cons of using ICT in teaching ESL reading and writing. The findings of the study revealed that attracting students' attention, facilitating students' learning process, helping to improve students' vocabulary knowledge and promoting meaningful learning were regarded as the most important advantages of using ICT in teaching ESL reading and writing. Moreover, disadvantages found included the difficulty in classroom control and students' distraction as well as their tendency to use short forms in writing tasks. The findings of the study are hoped to provide the teachers and policymakers with a better and more accurate picture of advantages and disadvantages

Group work



WIKIPEDIA
The Free Encyclopedia

- Main page
- Contents
- Featured content
- Current events
- Random article
- Donate to Wikipedia
- Wikipedia store
- Interaction
 - Help
 - About Wikipedia
 - Community portal
 - Recent changes
 - Contact page

- Tools
 - What links here
 - Related changes
 - Upload file
 - Special pages
 - Permanent link
 - Page information
 - Wikidata item
 - Cite this page

- Print/export
 - Create a book
 - Download as PDF
 - Printable version

Languages

Create account

Article Talk

Read Edit View history Search

Blended learning

From Wikipedia, the free encyclopedia

Blended learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, path, or pace.^{[1][2][3]} While still attending a "brick-and-mortar" school structure, face-to-face classroom methods are combined with computer-mediated activities.^[4] A lack of consensus on a definition of blended learning has led to difficulties in research about its effectiveness in the classroom.^[5]

Proponents of blended learning cite the opportunity for data collection and customization of instruction and assessment as two major benefits of this approach.^[6] Schools with blended learning models may also choose to reallocate resources to boost student achievement outcomes.^[7]

WIKI

Basic project work

Web quest

- 1 Terminology
- 2 History
- 3 Models
- 4 Advantages
- 5 Disadvantages
- 6 Community
- 7 Digital Natives
- 8 21st Century Literacies
- 9 See also
- 10 References

Terminology [edit]

The terms "blended," "hybrid," "technology-mediated instruction," "web-enhanced instruction," and "mixed-mode instruction" are often used interchangeably in current research literature.^[8] The concept of blended learning has been around for a long time, but its terminology was not firmly established until around the beginning of the 21st century. One of the earliest references to the term appears in a press release in 1999 when the Interactive Learning Centers, an Atlanta-based education business, announced its change of name to EPIC learning. The article mentions that "The Company currently operates 220 on-line courses, but begin offering its Internet courseware using the company's Blended Learning methodology."^[9] The meaning of blended learning widely diverged to encompass a wide variety of synthesis in learning methods until 2006, when the first *Handbook of Blended Learning* by Bonk and Graham was published. Graham challenged the breadth and ambiguity of the term's definition, and defined 'blended learning systems' as learning

Project

In their report they must mention

- What methods did they use;
- How many stages were held in the project;
- What are its weak points;
- What did they learn about the topics they researched ;
- How did their English improve during the project;
- What was the learner's contribution for the project;
- What conclusion can the group make.

The second discussion

“What is the most effective way of ICT learning?”

References

<http://www.mindjet.com/mindmanager/>

<http://www.ccsenet.org/journal/index.php/ies/article/viewFile/28477/17033>

<http://questgarden.com/>

<https://www.youtube.com/watch?v=-SumC2O5OX4>

<https://www.youtube.com/watch?v=reBo-09stPY>

https://www.youtube.com/watch?v=K26iyyQMp_g

www.pbwiki.com

www.blogger.com

http://en.wikipedia.org/wiki/Google_Classroom

https://en.wikipedia.org/wiki/Google_Apps_for_Work

https://www.google.com/intl/en_uk/edu/classroom/

Nicky Hockly, Gavin Dudeney - How to... Teach English with Technology – 2008

THANK YOU FOR ATTENTION!