

**Master of Arts TESOL Degree - Module 6**

**Module Notes:**

Make sure that you save your course-work by adding your full name to the end of the file name of this document, for example, with this module you would save it as:

ma-module6-tefl-554-tech-yourname

**We suggest that you do this now!** as you may complete Module 6 by adding your essays to this document, as you proceed through the module. To do this, go to File, Save As, then change the name of the file by simply adding your name to the end of the existing file name and save to a folder on your computer.

On completion of the module, simply return to the web page you downloaded it from, and use the ‘drop box’ to return it to us (page link below). Marking is done on an ongoing basis, but results will not be published until the end of the course.

<http://www.thetesoluniversity.com/ma-course-download.html>

Our essay marking of course work is based on many different points. These also include; originality of essay, sentence structure, punctuation, grammar and spelling. Take your time, and get it right!

While we fully support the use of the internet for research, when you find something on the internet or from a book, that fits the question for the essay, don’t just copy and paste it, read the article fully, then put it into your own words (you will most certainly learn a lot more this way!). Google.com is an amazing tool for all students, and you are sure to learn a lot along the way. Remember, our aim is to get you ‘classroom ready’

**TEFL 554 - Technology in the ESL/EFL Classroom**



**Course Description**

Language educators today have at their disposal an ever-increasing variety of technologies that can be harnessed to increase student motivation and learning both inside and outside of the language classroom. In this class, students will first explore what technologies are available to them as ESL/EFL teachers, understand the challenges for teachers and students in both high- and low- technology teaching contexts, and will become critical consumers of commercial language learning products. Next, students will experience new media technologies such as wikis and digital stories for language learning and will thus theorize what it means to have digital literacy in the early 21st century. Finally, students will plan to teach using CALL, Internet resources, and new media technologies for various teaching contexts.

**Course Goals**

By the end of this course, students will be able to:

• explain the digital divide, its relevance for ESL/EFL students, and how to teach in high- and low-technology contexts.

• define and critically examine digital literacy and multi-literacies.

• relate current SLA theories to teaching through technology.

• identify and critically analyze software, websites, and other technologies for a variety of teaching contexts.

• evaluate the usefulness of software, websites, and other technologies.

• create and implement communicative lesson plans utilizing a variety of technologies to develop student accuracy, fluency, and cross-cultural awareness in the L2 classroom.

**Required reading can be accessed at:**

Textbook:

<http://vikaspublishing.net/guwahati/MA/MA-Educational%20Technology%20%28EDU-103%20SEM-1%29/index.html>

Articles:

**Bridging the Digital Divide in Classrooms**

<http://www.edweek.org/tm/articles/2014/07/02/ctq-harvey-digital.html>

Alternatively download here:

<https://drive.google.com/open?id=1VfYeRwPi_z6NsFf5uuoBMmlqnJUbXZCE>

**A Teachers Place in the Digital Divide**

<http://www.education.uci.edu/person/warschauer_m/docs/tpdd.pdf>

Alternatively download here:

<https://drive.google.com/open?id=1hlb5q8d2fPrJqDEcZ5l-fMkrMagLfPnU>

**How to Narrow the Digital Divide in Your School**

http://www.lehigh.edu/~inexlife/papers/principal.pdf

Alternatively download here:

<https://drive.google.com/open?id=1xX76rajAVB-Num9G8FdzjCz3LucPkIUc>

Videos:

Web 2.0 The Machine is Using Us

<http://www.youtube.com/watch?v=6gmP4nk0EOE>

Alternatively download here:

<https://drive.google.com/open?id=1SOjvwUL3LrTlGqV0Fq4Z-_znnIT_3hk4>

Video Games and Learning

<http://www.youtube.com/watch?v=rN0qRKjfX3s&feature>

Alternatively download here:

<https://drive.google.com/open?id=1C1YmFsSXpMK3Qt1Mzt_-w2hHERR7n1Tf>

**Academic Integrity**

All work submitted must be your own or must be properly documented. Collaborative work and work previously submitted in another class must be approved in advance.

**Assignment Descriptions**

**Digital Divide Essay** (10%) Students are to read the articles provided above and write an essay on the digital divide and how it can be addressed within the classroom. The essay should be 1-2 pages.

**You may start your essay below**

**Online Participant** (10%) Students are to participate in an online forum/discussion group related to ESL teaching (such as Dave’s ESL Café, BusyTeachers, ExPat Blog, LinkedIn, etc.) and submit the URL which links to their participation. To do this successfully, two to three important questions/points/issues from the reading should be identified and posted. This is an opportunity to build your online brand, learn from your contemporaries, share ideas, and explore various online tools for extended discussions.

**You may place your blog links below**

**Technology Critique** (15%) Students must identify one software program (i.e. Rosetta Stone) or web-based application (i.e. Dave’s ESL Cafe) that can be used for L2 teaching and learning. Students will evaluate and write a formal review of the program. The review will be 1-2 pages.

**You may write your review below**

**Technology Demonstration** (15%) Each student will identify a technological tool that can be used for L2 teaching and learning. Students will explore and evaluate the tool, and then create a short video presentation to teach other ESL teachers how to use it successfully with L2 students. Special emphasis should be given to how to teach students to use the technological tool and ways the tool can be used in a variety of ESL/EFL teaching contexts. A handout with highlights of the demonstration should be submitted along with the video.

**You may place your review and video/handout download/viewing links below**

**Digital Story** (20%) Each student will produce a digital story and share it with the class. The choice of software to use (i.e. iMovie, Windows MovieMaker, Final Cut Express) will be up to the individual student.

**You place your download/viewing links below**

**Teaching Plan** (25%) Students will create a plan for teaching with technology. The plan should cover a minimum of 3 hours of instruction and may focus on any teaching/learning context. In addition to turning in the plan, each student will submit a video demonstration in which they micro-teach 15-20 minutes of the plan, demonstrating how technology will be incorporated.

**You submit your plan and video download/viewing link below**

**Evaluation**

Online participation 10%

Online facilitator 15%

Technology critique 15%

Technology demonstration 15%

Digital story 20%

Teaching plan 25%

Total 100%