

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

**Module Notes**

Make sure that once downloaded to your computer, you **re-name** this module document, by **adding your full name** at the end of the file name. **For example**: if your name is Jane Turner, change the file name to:

ma\_tefl\_module6\_tefl\_554\_tech\_Jane\_Turner

To do this, simply right-click on the file after it has been downloaded, and select ‘RENAME’, then click at the end of the existing file name to un-highlight it, then ‘backspace’ until the words ‘Student\_Name’ are removed, then add your first name, followed by an underscore, the your last name. Once done, click off the file, and it will save itself to the new file name.

**Essay Assignment Notes**

All assignment work must be completed **DIRECTLY** onto each module, below the **RED** markers (unless directed otherwise). We strongly suggest that you **SAVE** your work, as you move through each assignment.

**Essay Assignments Bibliography, and Other Info**

You should provide a list of 'resources' (bibliography) and hyperlinks, for any material (books, web pages, video's etc.), at the bottom of **EACH** essay assignment topic, but only those links that refer specifically to the topic, and only those links you used to gather information on that specific topic, should be placed below the assignment topic. This assists our grading teams, and shows where you found the exact material relevant to the specific assignment topic, whilst also providing recognition for those authors that wrote or recorded it.

Our essay grading 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!

We fully support the use of the internet for research, however, when you find something on the web or from a book, that closely answers the essay assignment, don’t just copy and paste it, read the articles fully, then put them into your own words (you will most certainly learn a lot more this way!). Google is a useful tool for student research but refining your keyword or sentence search is important in order to target exactly what you are looking for.

**Submitting your completed modules**

Once you have completed a module, you may use the link below to re-visit the course download/upload area, where you will find the **drop-box** to send your completed work back to us. Please note that grading will not commence until all modules are completed (except for module exemptions in the case of students that were awarded fast-track credits). Students may also wait until all modules have been completed, before using the drop-box to return them.

<https://www.thetefluniversity.com/ma-course-download.html>

**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%