ET9C2-10 Information and Communication Technology in Teaching English to Speakers of Other Languages (ICT in TESOL)

21/22

Department
> Applied Linguistics

Level
> Taught Postgraduate Level

Module leader
> Tilly Harrison

Credit value
> 10

Module duration
> 8 weeks

Assessment
> 100% coursework

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

Information and Communication Technologies (ICT) pervade our lives and increasingly are transforming classrooms and the way teachers teach and students learn. This module aims to increase awareness of and confidence in the use of a wide range of current learning technologies. The focus is firmly on the theoretical underpinning and pedagogic effectiveness of the technologies that are reviewed. Students will gain hands-on experience of material creation and lesson planning involving technology. They will also develop skills in online communication (particularly blogging) and networking in a TESOL community of practice.

Module aims

This module aims to provide a balance of practical experience and theoretical understanding of the principles guiding the effective use of learning technologies in English Language Teaching.

Students will critically evaluate existing tools while learning to use them to create teaching activities and materials. Students will consider how learning technologies relate to a range of pedagogic issues such as reflection, motivation, collaboration, autonomy and so on. They will individually reflect on the use of specific tools for their own context in a weekly blog, while creating and contributing to both an electronic and a face to face community.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will focus on theoretical principles to guide the choice and use of learning technologies. The technologies themselves will naturally change over time and thus are not named specifically here.
Broad Areas

- Reflection - the importance of a space for self-expression; advantages and disadvantages of publishing online; types self-publishing for pedagogic purposes
- Motivation - the nature of the relationship between learner motivation and technology, multimodality, game-based learning
- Task-based Learning - activity-based learning, constructivist principles for online tasks
- Collaboration - peer-to-peer learning, group dynamics, peer support, networking, working towards consensus
- Autonomy - self-directed learning, the flipped classroom, learner choice,
- Ubiquitous Learning - authenticity, personalisation, smart technologies
- Skills - focus on practising in context, online tools for listening, speaking, reading and writing
- Focus on form - teacher-authored materials, textbook support, student-created materials

Learning outcomes

By the end of the module, students should be able to:

- Critically evaluate the effectiveness of a range of learning technologies to teach English in a specific context
- Demonstrate understanding of the pedagogic principles underlying the use of ICT in TESOL
- Communicate effectively in an electronic medium by designing, publishing and responding to comments on their blog
- Develop a deeper understanding of the importance of communities of practice in TESOL by networking and participating in online collaborations

Indicative reading list

Bax, S. (2003). CALL—past, present and future. System, 31(1), 13-28.
Cornelius, S., Gordon, C., & Schyma, J. (2014). Live online learning. Basingstoke, Hampshire: Palgrave Macmillan.
Dudeney, G., & Hockly, N. (2012). ICT in ELT: how did we get here and where are we going?. ELT Journal, 66(4), 533-542.
Hockly, N., & Clandfield, L. (2010). Teaching Online: Tools and Techniques, Options and

Opportunities (Delta Teacher Development Series). Peaslake, UK: Delta Publishing.

Hockly, N., Dudeney, G., & Pegrum, M. (2014). Digital Literacies. Harlow: Pearson Education.

Hu, Z., & McGrath, I. (2011). Innovation in higher education in China: are teachers ready to integrate ICT in English language teaching?. Technology, Pedagogy And Education, 20(1), 41-59.

Jarvis, M. (2015). Brilliant ideas for using ICT in the classroom. Abingdon: Routledge.

Li, Li. (2017) New Technologies for Language Learning Basingstoke: Palgrave Macmillan.

Lamy, M., & Hampel, R. (2007). Online communication in language learning and teaching. Basingstoke: Palgrave Macmillan.

Livingstone, S. (2012). Critical reflections on the benefits of ICT in education. Oxford Review Of Education, 38(1), 9-24.

Meskill, C., & Anthony, N. (2015). Teaching languages online (2nd ed.). Bristol: Multilingual Matters.

Millum, T., & Warren, C. (2014). Sharing not staring (2nd ed.). Abingdon: Routledge.

Reinders, H. (2012). Digital games in language learning and teaching. Basingstoke: Palgrave Macmillan.

Somekh, B. (2007). Pedagogy and learning with ICT: Researching the Art of Innovation. Abingdon: Routledge.

Stanley, G. (2013). Language learning with technology: Ideas for integrating technology in the classroom. Cambridge: Cambridge University Press.

Stockwell, G. (2009). Teacher education in CALL: teaching teachers to educate themselves. Innovation In Language Learning And Teaching, 3(1), 99-112.

Walker, A., & White, G. (2013). Technology enhanced language learning: Connecting theory and practice. Oxford: Oxford University Press.

[View reading list on Talis Aspire](#)

Research element

Students are required to research the affordances of a particular learning technology for a given context each week and summarise their evaluation of the tool in a blog post. This will give them (in addition to the skills of an ELT practitioner) the skills of a curriculum planner and technology adviser who may need to recommend tools for a particular context. The students will also develop the skill of conveying their findings in clear language that does not assume prior knowledge and which is adapted to the relevant target audience.

International

The students on this module come from a variety of backgrounds, countries and ethnicities. These are a rich resource for module discussion on questions of how technology is used differently in different contexts. Students thus gain a better appreciation of their own position in the world as a user of learning technologies and that of their peers.

Subject specific skills

- Create a blog for TESOL purposes
- Develop principled approaches to the creation of TESOL materials and activities using relevant learning technologies

- Reflect on the use of ICT in TESOL and communicate these reflections effectively
- Network with peers in the online TESOL community

Transferable skills

- Critically evaluate the use of learning technologies in TESOL, applying appropriate pedagogic criteria to their adoption
- Synthesise information from a range of sources
- Reflect critically on online material and relate it to relevant research
- Structure and communicate ideas effectively in writing
- Plan and manage time and workload to meet deadlines

Study

Study time

Type	Required
Lectures	8 sessions of 2 hours (16%)
Private study	84 hours (84%)
Total	100 hours

Private study description

Each week the student will be required to spend about 9 hours doing the set readings and researching and writing their blog post. They will need about 12 hours to research and write the essay.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
Blog with at least 8 posts	50%	
1000 word written assignment	50%	

Feedback on assessment

Feedback on the essay will be given using the departmental feedback sheet with comments for areas to improve and an explanation of the mark. The blog will receive screencast feedback with audio comments by the marker detailing strengths, weaknesses and explaining why the student received the mark given.\r\n

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Availability

Courses

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- TETS-X9PR Postgraduate Taught TESOL
    - Year 1 of X9PR TESOL
    - Year 1 of X9PR TESOL
- TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)
    - Year 1 of X9PS TESOL (Part-time - 2 years)
    - Year 2 of X9PS TESOL (Part-time - 2 years)