

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

26/27

Department

Applied Linguistics

Level

Taught Postgraduate Level

Module leader

Andrew Davidson

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

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

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
- Plan and manage group working to collaborate on the blog

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 6 hours doing the set readings and researching and 6 hours to network with their group and write their blog posts. They will need about 6 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 A2

	Weighting	Study time	Eligible for self-certification
Assessment component			
Blog with at least 8 posts	50%		Yes (extension)
This is a Group Project requiring the equivalent of 1000 words effort per group member.			

Reassessment component is the same

Assessment component			
1000 word written assignment	50%		Yes (extension)
This is an individual assignment.			

Reassessment component is the same

Feedback on assessment

Feedback on the essay and blog will be given using the departmental feedback sheet with comments for areas to improve and an explanation of the mark.

Availability

Courses

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- TETS-X10A Postgraduate Taught TESOL
 - Year 1 of X10A TESOL
 - Year 2 of X10A TESOL
- Year 1 of TETS-X9PR Postgraduate Taught 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)