



Technology & Teaching English Language Learners

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Chapter 1: Introduction

Pg. 3

The authors claim that (a) “...For more than a decade beginning in the mid-1960s, computer assisted instruction (CAI) designed for use in language teaching structured learning according to the behaviorist model (Stevens, 1989). This stimulus-response provided sequential instruction with feedback, frequent reinforcement, branching, and self-pacing.” They go on further to say on Pg. 4 that (b) “...Students were taught in isolated skill sequences and seldom assisted in synthesizing these pieces of learning.”

Please explain in your own words, and give examples of what exactly the authors mean by both (a) & (b).

What are the authors’ opinions about such an approach, as identified above?

On the bottom of Pg. 4 and top of Pg. 5, the authors suggest that this drill-and-practice approach can be useful if _____

What major shift in the teaching-learning model took place in the 1970s that reframed the approach that educators took with technology in the classroom? (Pg.5)

On Pg. 6 the authors maintain that in the U.S., research would suggest that there is a discrepancy in both type of computer usage and opportunity for access to computers based on socio-economic status. Do you perceive this to be an issue of concern in Korea?

On Pg. 7 under the heading, *The Power of Multimedia and the Internet*, this writer claims that the most important part of the learning equation is the _____.

Also on Pg. 7, the authors claim that “...*Research by Falk and Carlson (1991) indicates that the use of computer-based multimedia leads to enhanced learning on criteria such as (a) acquisition of content, (b) development of skills, (c) efficiency of learning, and (d) satisfaction with instruction.*” Please speculate as to why this may be the case for each of the identified areas and write your answers below.

(a)

(b)

(c)

(d)

In reference to the case study on Pg. 13, the teacher, Ms. Mercado “...*realizes that her students write more clearly and in more detail when communicating with a real audience of their Mexican peers than when they are just doing a writing assignment to turn into her...*” Would this be the same case for my MM students in Korea, and if so would it be for the same reasons as identified by Ms. Mercado?
