



This course, shall use as its blueprint, the work of Mary Ellen Butler-Pascoe ([Alliant International University](#)) and Karin M. Wiburg ([New Mexico State University](#)). Their text, *Technology and Teaching English Language Learners* is by no means seminal; however, it does provide us with a comprehensive overview of the role of technology in the ESL classroom as it relates to CLT, and thoroughly examines how we might integrate web technology and content so as to address learners' needs in the areas of reading and writing in addition to oral communication skills.

From our technical-needs perspective, we will borrow from [Jesse Jame Garret](#) in his highly informative and insightful text, [The Elements of the User Experience](#). This will enable us to grasp the essential concepts along with the building blocks of practical web design. And to this extent, we will explore critical, fundamental, and universal facets of web design as highlighted by Garret, such as, (1), the Surface Plane, (2) Skeleton Plane, (3) Structure Plane, (4) Scope Plane and (5) the Strategy Plane.

Our web editor – Web Page Maker™ – although not the premier tool in the marketplace (Dreamweaver™), will fulfill our needs and enable us to accomplish our goals of web design, delivery, and interaction. In order to view a sample web site created with Web Page Maker, please visit [CAU E-Publishing](#).

In our mid-week class on Wednesdays, we will cover the theoretical aspects of the course by studying design principles as outlined by Jesse Garrett, et al., and explore applications and theory in the utilization of technology for ESL classrooms. On Fridays, we will take a hands-on approach and apply these principles thru engagement with our user-friendly web editor, Web Page Maker™.

Essentially, from day one we will investigate sound principles in the design and delivery of online content for the ESL classroom, and by the end of the semester will have created a web site in which to showcase those principles in action.

## **Chapter Overview: *Technology and Teaching English Language Learners***

### **Chapter 1: Introduction**

This chapter provides an historical overview of the uses of technology in second language teaching. It then describes the current status of technology use in programs serving English language learners (ELL) from elementary school through college; considers the problems of the misuses of technology with this population, and looks at the promise of technology for supporting the multiple dimensions of rich language learning environments.

### **Chapter 2: Communicative Language Teaching**

This chapter discusses the theoretical construct of communicative competence, investigates various interpretations and principles of communicative language teaching as contrasted with the structural methods that preceded it, and considers ways in which technology, ranging from tape-recorders to web sites, can be used to support this highly interactive approach to language teaching. Numerous classroom applications are provided along with an in-depth description of the use of technology to support the communicative elementary schools in the U.S. and the Netherlands.

### **Chapter 3: Content-Based Instruction for English Language Learners**

This chapter describes four different types of content-based instruction for ELLs, their underlying principles, and the use of technology to strengthen these approaches. Examples of content-based instruction as it is utilized in ESL, sheltered instruction, the adjunct model, and mainstream classrooms are presented. The chapter focuses on sheltered instruction as a means of making subject matter content accessible to ESL learners. Technology-enhanced sheltered instruction (TESI) is presented in detail and organized around the use of technology for instruction, classroom discourse and interaction, and assessment.

### **Chapter 4: Using Technology to Teach Oral Communication Skills**

This first part of this chapter focuses on listening with attention directed to two approaches to second language teaching that place a strong emphasis on listening; the natural approach and the total physical response (TPR), and the theories that support these approaches. It concludes with an examination of the processes involved in listening and the role that the learner's purpose for listening plays. Numerous examples of computers uses to support the development of listening skills are presented.

The second section looks at speaking skills, beginning with a brief historical overview of the treatment of speaking in various methods and approaches over the past 50 years, and culminates with current views on learning to speak a second language and ways in which technology can facilitate the process. The last section focuses on pronunciation, a sub-skill of listening and speaking.

## **Chapter 5: Using Technology to Teach Reading and Writing**

This chapter looks at issues involved in teaching reading and writing to ESL learners and examines ways in which technology can facilitate this process. The first section presents models of the reading process and then discusses the use of technology to promote characteristics associated with fluent reading. The chapter then identifies component skills and knowledge areas related to fluent reading and examines the role that technology can play in assisting English language learners (ELLs) to acquire these skills and knowledge.

The second part of the chapter discusses four major focuses of second language writing instruction over the last few decades that impact writing instruction today and looks at the support technology offers to each of these areas.

## **Chapter 6: Teaching Thinking and Inquiry-Based Learning with ELLs**

In this chapter, the authors argue that students who are learning English must be provided with opportunities to engage in high-level thinking and problem solving. They discuss the use of inquiry and problem-based learning as appropriate strategies for ELL students to use when learning content, and they provide examples of these instructional strategies in different classroom contexts. An extensive discussion of information processing theory as well as CALLA (Cognitive Academic Language Learning Approach) provides the foundation for teaching thinking in the ELL classroom. The use of technology is tied to strategies for teaching thinking and shown in terms of practical examples of teacher work in TESOL or bilingual classrooms.

## **Chapter 7: Culture, Community, and Diverse Learners**

This chapter explores the importance of culture and community for second language learning. Current theories of learning, such as social constructivism, recognize that learning is influenced by the social and cultural context in which it occurs. The communities in which students live and have lived, play a critical role in how these students make meaning out of the world around them. In addition, understanding language in terms of its cultural context is essential. Through the use of technology, students in diverse classrooms can come to know each other's culture while also practicing the target language. There is also an in-depth discussion of learning styles and uses of technology to support multiple ways of learning. The chapter concludes with suggestions for creating classroom communities supported by appropriate uses of cooperative learning.

## **Chapter 8: Assessment and Second Language Teaching**

The purpose of this chapter is to suggest ways to assess student learning in alignment with the teaching methodologies described in the text book. The different strategies for teaching ELLs are reviewed and tied to appropriate assessment strategies. It should be noted that the authors' philosophy of teaching assumes that classroom assessment is most appropriate when it is embedded in instruction, and therefore references to evaluating learning are also found within other chapters. However, this final chapter summarizes the authors' approach to the assessment of ELLs and provides additional background on assessment. It is grounded in a short discussion on the changing nature of assessment and the influence of technology on the teaching, learning, and assessment process. Assessment is then reviewed in relationship to the attributes for successful technology-enhanced language learning environments that were introduced in the first chapter.

## ASSESSMENT

Assessment for this course will cover four sections, one of which will be a group mark based on a collaborative effort. The collaborative effort shall encompass the design of an instructional web page, which will be integrated into an educational web site developed by the entire class based on knowledge accrued from *The Element of User Experience & Technology and Teaching English Language Learners*. The various pages of the web site will cover our areas of study, such as technology and reading, writing, oral communication skills (pronunciation), and listening. The number of students participating within each group for web page development will be based on the total number of students in the class.

Both the midterm and final written exams will be content-based with the focus derived entirely from our textbook, *Technology and Teaching English Language Learners*. Class work will be based on assignments throughout the semester and your level of engagement with your peers, professor, and resource materials.

Web Page (Collaboration)	___ 25%
Midterm Exam	___ 25%
Final Exam	___ 25%
Class Work	___ 25%
TOTAL	___ 100%

## Textbook

### **Technology and Teaching English Language Learners**

Mary Ellen Butler-Pascoe & Karin M. Wiburg

© 2003 Pearson Education Inc.

75 Arlington St., Boston, Mass., U.S.A.

## Excerpts from

### **The Elements of User Experience**

Jesse James Garrett

© 2003 AIGA New Riders

210 West 103<sup>rd</sup> St., Indianapolis, Indiana, U.S.A.

Assistant Professor: ***Cameron M. Wood***, M.Ed.

Department of English Education

Email: [profCMWood@gmail.com](mailto:profCMWood@gmail.com)

[global@cau.ac.kr](mailto:global@cau.ac.kr)

Office: Room 409

Tel: 820-5396