Masters in Foreign language Teaching and Learning

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Integration of ICT in Foreign Language Teaching and Learning

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Introduction

The advent of the web 2.0 with resources such as blogs, sites, wikis and social networks has revolutionized the way people Communicate on daily basis. In fact, the World Wide Web is now a social milieu that pervades all aspects of our daily lives and facilitates the access to and exchange of information.

The rapid development of free authoring tools for the creation of media content such as videos and podcasts has allowed any user of the internet to become an information producer. This boom of inexpensive, easy to use information and communication technologies (ICT) offers many potential uses for learning and teaching an L2.

This course will provide our TEFL masters students with the pedagogical and technological training that will help them gain informed awareness about different ways to integrate and exploit ICT as teaching strategies to support foreign language learning processes. Through pedagogical discussions and reflections, online tutorials, in-class demonstrations and the accompanying hands on activities, our student teachers will learn how to use web 2.0 tools that will enable them to create and share their own teaching and learning materials.

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Course objective

To provide students with some basic technological and pedagogical knowledge for the integration of ICT into their teaching practices

Specific objectives

At the end of the course, students will be able to:

* Identify some pedagogical and technological approaches to L2 learning and teaching.
* Make informed decisions about when and how to use technology as a supporting tool for L2 learning, putting pedagogy at the forefront of the lesson.
* Structure digital learning units to support L2learning and teaching processes
* Use different web 2.0authoring tools to create different kinds of digital learning objects.
* Make pedagogically founded proposals for the integration and utilization of ICT in the language-learning curriculum.

Methodology

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|This course embraces a blended methodology. In-class Friday sessions will be mainly devoted to practical demonstrations of the creation and use of different web 2.0 tools and digital learning objects. On Saturdays, students will carry out independent practice activities, supported by step-by-step tutorials and the moderator’s virtual assistance via WhatsApp or Google chat. The discussions and reflections about some theoretical and social issues involved in the integration of ICT into the language curriculum will be held through an online forum in which students will participate weekly.

Course contents

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| Week | Topics and activities | Readings |
| Week 1 | ICT in L2 learning and teaching: introduction and discussion  Blogging and blogs in L2 learning and teaching: introduction and practical demonstration. | Criteria for the implementation of learning technologies |
| Friday |
| Saturday | Personal and theme blogs: creation and application  Exploring popular L2 learning blogs. | Complementary reading:  Voice blog: an exploratory study of language learning |
| Week 2  Friday | Vodcasts and other audiovisual materials  Practical demonstration on how to use Movie Maker.  The technological, pedagogical and content knowledge framework for the integration of ICT into L2 teaching and learning: discussion and reflection | The TPACK framework |
| Saturday | Vodkas creation activity using movie maker |  |
| Week 3  Friday | The podcast: uses in L2 learning and teaching  Practical demonstration of the use and pedagogical applications of podcasts. | Creating digital learning units |
| Saturday | Podcast creation activity  Exploring podcast sources online. | Complementary reading:  Using podcasts to hone student’s pronunciation in an L2. |
| Week 4  Friday | Learning management systems: introduction and uses for language learning.  Getting acquainted with Edmodo and MOODLE | Complementary reading  Web 2.0 and course management systems |
| Saturday | Online course implementation practice. |  |
| Week 5  Friday | Online collaboration tools.  Introduction to Google Drive and Hangouts |  |
| Saturday | Online practice: Collaborative writing activity using google Drive.  The creation of a face-to-face discussion forum, using Hangouts. |  |
| Week 6  Friday | Presentation of the final projects to the group |  |
| Saturday | Students will make the final corrections and send the projects to the moderator. |  |

* Topics for reflection and discussion in the forum
* Criteria for the implementation of technology.
* The TPACK: a framework for the integration of ICT into the language curriculum
* Creating digital teaching / learning units.
* The role of the teacher in ICT mediated instruction
* National policies for the integration of ICT in the curriculum
* Access and equality; barriers for the integration of ICT into education

Evaluation

Students’ performance will be evaluated upon the following criteria

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| --- | --- | --- |
| Task | Description | Value |
| The creation of 1 learning object | Digital learning objects (DLO) are small, independent multimedia pieces, that can be electronically delivered and that may be used as instructional strategies to facilitate learning. Examples of DLO are videos, vodcasts, podcasts, blogs etc.  Each student will create a DLO to teach a specific language aspect and will present it to the moderator.  Further instructions and guidelines will be timely provided. | 30% |
| Structuring of a digital learning unit. | A digital learning unit may be defined as a set of strategies, learning objects and tasks, designed to teach a specific content in a given period.  Students may work in pairs to create one of such learning units. Further instructions and guidelines will be timely provided. | 40% |
| Presentation of the digital learning unit. | Students will demonstrate their digital learning units in front of the group, explaining their purposes, teaching and learning goals, and tasks. Further instructions and guidelines will be provided in class. | 15% |
| Participation in the forum | Students will weekly participate in the discussion forum. Grading criteria will be discussed the first day of class | 15% |