CAMBRIDGE

Language Learning with Technology

Ideas for integrating technology in the classroom

Cambridge Handbooks for Language Teachers

Series Editor Scott Thornbury

Graham Stanley

Language Learning with Technology

Cambridge Handbooks for Language Teachers

This series, now with over 40 titles, offers practical ideas, techniques and activities for the teaching of English and other languages providing inspiration for both teachers and trainers.

Recent titles in this series:

Personalizing Language Learning
GRIFF GRIFFITHS and KATHRYN KEOHANE

Teaching Adult Second Language Learners
HEATHER MCKAY and ABIGAIL TOM

Teach Business English
SYLVIE DONNA

Teaching English Spelling
A practical guide
RUTH SHEMESH and SHEILA WALLER

Using Folktales
ERIC K. TAYLOR

Learner English (Second edition)
A teacher's guide to interference and other problems
EDITED BY MICHAEL SWAN and BERNARD SMITH

Planning Lessons and Courses
Designing sequences of work for the language classroom
TESSA WOODWARD

Teaching Large Multilevel Classes
NATALIE HESS

Using the Board in the Language Classroom
JEANNINE DOBBS

Writing Simple Poems
Pattern Poetry for Language Acquisition
VICKI L. HOLMES and MARGARET R. MOULTON

Laughing Matters
Humour in the language classroom
PÉTER MEDGYES

Stories
Narrative activities in the language classroom
RUTH WAJNRYB

Using Authentic Video in the Language Classroom
JANE SHERMAN

Extensive Reading Activities for Teaching Language
EDITED BY JULIAN BAMFORD and RICHARD R. DAY

Language Activities for Teenagers
EDITED BY SETH LINDSTROMBERG

Pronunciation Practice Activities
A resource book for teaching English pronunciation
MARTIN HEWINGS

Drama Techniques (Third edition)
A resource book of communication activities for language teachers
ALAN MALEY and ALAN DUFF

Five-Minute Activities for Business English
PAUL EMMERSON and NICK HAMILTON

Games for Language Learning (Third edition)
ANDREW WRIGHT, DAVID BETTERIDGE and MICHAEL BUCKBY

Dictionary Activities
CINDY LEANEY

Dialogue Activities
Exploring spoken interaction in the language class
NICK BILBROUGH

Five-Minute Activities for Young Learners
PENNY MCKAY and JENNI GUSE

The Internet and the Language Classroom (Second edition)
A practical guide for teachers
GAVIN DUDENEY

Working with Images
A resource book for the language classroom
BEN GOLDSTEIN

Grammar Practice Activities (Second edition)
A practical guide for teachers
PENNY UR

Intercultural Language Activities
JOHN CORBETT

Learning One-to-One
INGRID WISNIEWSKA

Communicative Activities for EAP
JENNI GUSE

Memory Activities for Language Learning
NICK BILBROUGH

Vocabulary Activities
PENNY UR

Classroom Management Techniques
JIM SCRIVENER

CLIL Activities
A resource for subject and language teachers
LIZ DALE and ROSIE TANNER

Language Learning with Technology

Ideas for integrating technology in the language classroom

Graham Stanley

Consultant and editor: Scott Thornbury

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9781107628809

© Cambridge University Press 2013

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. Certain parts of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording © Cambridge University Press 2013 may be copied.

First published 2013

Printed and bound in the United Kingdom by the MPG Books Group

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data
Stanley, Graham. Language learning with technology: ideas for integrating technology in the language classroom /
Graham Stanley; Consultant and editor: Scott Thornbury.
pages cm. — (Cambridge Handbooks for Language Teachers)
ISBN 978-1-107-62880-9 (pbk. : alk. paper)
1. Language and languages—Computer-assisted instruction. 2. Language and languages—Study and teaching—Technological innovations.
3. Educational technology—Social aspects. I. Thornbury, Scott, 1950- editor of compilation. II. Title.

P53.28.S73 2013 418.0078—dc23 2012048680

ISBN 9781107628809 paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work are correct at time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

	Thanks		**ix**
	Acknowledgements		**x**
	Introduction		**1**
1	**Integrating technology**		**9**
	1.1	Getting to know you	12
	1.2	Technological survey	13
	1.3	Visual class list	14
	1.4	Favourite websites	15
	1.5	Plan B	16
	1.6	Our VLE	17
	1.7	Dictionary race	18
	1.8	Class audio recording	19
	1.9	Unlocked achievements	21
	1.10	Flip your classroom	23
2	**Building a learning community**		**25**
	2.1	Learning together online	27
	2.2	Who are my classmates?	29
	2.3	Personal learning online	30
	2.4	Class blog	32
	2.5	Mystery guest	33
	2.6	Blog exchange	34
	2.7	Language wiki	35
	2.8	What we need English for	36
	2.9	Safety online	37
3	**Vocabulary**		**39**
	3.1	In context	40
	3.2	Digital camera scavenger hunt	41
	3.3	Online word-game tournament	43
	3.4	Word puzzles	44
	3.5	Learner-generated quizzes	45
	3.6	Memory posters	46
	3.7	Alien vocabulary	48
	3.8	Word associations	50
	3.9	Making word games	52
	3.10	Words and phrases	53

	3.11	Synonym swap	54
	3.12	Experimenting with antonyms	55
	3.13	Slang, register and style	56
	3.14	Multiple-meaning presentations	57
	3.15	Noticing collocations	58
4	**Grammar**		**61**
	4.1	Audio gap-fills	63
	4.2	Grammar check	64
	4.3	Automatic cloze tests	65
	4.4	Questioning infographics	66
	4.5	Grammar fight	68
	4.6	Grammar-reference sites	70
	4.7	Common grammatical errors	71
	4.8	Real-world grammar	72
	4.9	Grammar safari	74
	4.10	Authentic word clouds	75
	4.11	If only …	77
	4.12	Grammar in context	79
5	**Listening**		**81**
	5.1	Guess what I'm talking about	83
	5.2	Other people's interests	84
	5.3	Search the tube	86
	5.4	Reordered video story	87
	5.5	Talk-radio listening	88
	5.6	Guided tours	89
	5.7	Recorded poetry	90
	5.8	Online classroom guest	91
	5.9	Recorded stories	92
	5.10	Voice-recorder dictation	93
	5.11	Interview bingo	94
	5.12	Someone I know	95
	5.13	Altered interviews	96
6	**Reading**		**99**
	6.1	Word-cloud warmer	101
	6.2	Video pre-reading warmer	102
	6.3	Quick-response reading race	103
	6.4	IWB skimming and scanning	104
	6.5	Pre-reading presentation	105
	6.6	Readathon	106
	6.7	Comparative texts	107
	6.8	Reviewer role play	109
	6.9	Coded message trail	110
	6.10	Ask the Internet	112

6.11 Identifying text-types 113
6.12 Big events 114
6.13 Kids' storytelling 116
6.14 Interactive fiction 117
6.15 Fan fiction 119

7 **Writing** **121**
7.1 Social-networking writing group 123
7.2 Writing on a class wiki 125
7.3 Using learner blogs 126
7.4 Blogging summary 127
7.5 Myths and legends 128
7.6 Five-sentence photo story 129
7.7 Speed writing 130
7.8 Interactive story 131
7.9 Developing a story 133
7.10 Crazy stories or poems 134
7.11 Art stories 136
7.12 Do you dream? 137
7.13 Message from the past 138
7.14 Report writing 139
7.15 Sensationalist reporting 140
7.16 Biographies 141
7.17 Translate to SMS 143
7.18 Pros and cons 144
7.19 Social network CVs 145
7.20 Academic writing 146

8 **Speaking** **147**
8.1 Spoken journals 149
8.2 Speaking pictures 151
8.3 Reading aloud 153
8.4 Unscripted and scripted dialogues 154
8.5 Mobile circle game 155
8.6 Guided tour 156
8.7 Virtual-world tourists 158
8.8 Talk-radio speaking 160
8.9 Current affairs 161
8.10 Train or coach? 163
8.11 Discussions of interest 165
8.12 Animated film 167
8.13 World issues 168

9 **Pronunciation** **171**
9.1 Class-vocabulary audio notebook 173
9.2 Phonemic dialogues 174

9.3 Howdjasayit? 175
9.4 Schwa what? 176
9.5 Phonetic games 177
9.6 Minimal-pair poems 178
9.7 Newsreader 179
9.8 Tongue twisters 181
9.9 Voice recognition 182
9.10 Smartphone app 183
9.11 What's the intonation? 184
9.12 Different accents 185
9.13 Guess the language 186
9.14 Re-recording speeches and scenes 187

10 **Project work** **189**
10.1 Our e-book 191
10.2 Class magazine 192
10.3 Culture capsule 193
10.4 Class weekly learning podcast 194
10.5 TV magazine programme 195
10.6 Short film 196
10.7 Film festival 197
10.8 Our cookbook 198
10.9 Make your own webquest 199
10.10 IWB island 201

11 **Assessment and evaluation** **203**
11.1 E-portfolio archive and showcase 205
11.2 Awarding badges 206
11.3 Comparing placement tests 207
11.4 Testing you 208
11.5 Testing me 209
11.6 Screen-capture video feedback 210
11.7 Self-assessing presentations 211
11.8 Evaluating classroom activities 212
11.9 Levelling up 213

Appendix A: Learning technologies guide **217**

Appendix B: Technical notes and suggested software/websites by chapter **221**

Index **239**

Thanks

The author would like to thank Scott for initiating this journey, and for all his helpful advice and ideas. A big thank you to Karen and Debbie, and everyone else at Cambridge University Press for their hard work on this project. Thanks also to Farruca and Nano for keeping me company during those early morning writing sessions, and to Isabel de la Granja – I couldn't have written this without you by my side.

Special thanks to the committee and members of the IATEFL Learning Technologies Special Interest Group (http://ltsig.org.uk), my colleagues on the aPLaNet (http://aplanet-project.org) and iTILT (http://itilt.eu) EU projects, the terrific team of teachers I work with at the British Council in Barcelona. Last, but not least, thanks to all of you webheads out there who are part of my PLN – I couldn't have done this without your help.

This book is dedicated to my mother and father, for leading me nearer to the river's trembling edge.

Acknowledgements

Text

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

Screenshot on p. 40 by permission from Merriam-Webster's Learners Dictionary, copyright © 2012 (www.learnersdictionary.com) by Merriam-Webster, Inc. (www.merriam-webster.com);
Screenshot on p. 47 from Glogster EDU, www.glogster.com. Reproduced with permission;
Screenshot on p. 50 from Visuwords, www.visuwords.com. Reproduced with permission;
Education Games Network Ltd for the Game Builder screenshot on p. 52 from Wordia, www.wordia.com. Reproduced with permission;
Screenshot on p. 56 from Urban Dictionary, www.urbandictionary.com. Reproduced with permission;
Screenshot on p. 57 from Just the Word, www.just-the-word.com. Copyright © Sharp Laboratories of Europe Limited;
Screenshot on p. 58 from Compleat Lexical Tutor, www.lextutor.ca. Reproduced with permission;
Screenshot on p. 78 created using Popplet, http://popplet.com. Reproduced with permission;
Screenshot on p. 116 from LearnEnglish Kids. This story appears at www.britishcouncil.org/learnenglishkids and is reprinted with the permission of the British Council;
Adam Cadre for the IF game '9:05' on p. 117 from http://adamcadre.ac/if/905.html. Reproduced with permission;
Screenshot on p. 123 from Edmodo, www.edmodo.com. Copyright © 2012 Edmodo, Inc;
Screenshot on p. 132 from Carnegie Library of Pittsburgh. Image used with permission from Carnegie Library of Pittsburgh, www.carnegielibrary.org;
Screenshot on p. 133 from http://teacher.scholastic.com/activities/storystarters. Reprinted by permission of Scholastic Inc;
Screenshot on p. 134 from Mad Takes, www.madtakes.com. Reproduced with permission;
Screenshot on p. 141 from Timeglider, www.timeglider.com;
Screenshot on p. 151 from Blabberize, www.blabberize.com;
Screenshot on p. 152 from VoiceThread, www.voicethread.com. Reproduced with permission;
Screenshot on p. 157 from Woices, www.woices.com. Reproduced with permission;
Screenshot on p. 163 from National Express, www.nationalexpress.com. Reproduced with permission;
Screenshot on p. 165 from Voxopop, www.voxopop.com. Reproduced with permission;
Screenshot on p. 169 from Stop Disasters, www.stopdisastersgame.org. Copyright © Playerthree and UN/ISDR, www.playerthree.com.

Photos

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

p. 73 (TL): Kenneth Benjamin Reed/Shutterstock; p. 73 (TC): Jurgen & Christine Sohns/FLPA; p. 73 (TR): Vladimir Koletic/Shutterstock; p. 73 (BL): David Noton Photography/Alamy; p. 73 (BC): Comstock/Thinkstock; p. 73 (BR): Khoroshunova Olga Underwater/Alamy; p. 158: Carol and Mike Werner/Alamy; p. 123: Isabel de la Granja; Front cover photograph by © John Rensten/Corbis.
T = Top, C = Centre, B = Below, L = Left, R = Right.

Review Copy - Cambridge University Press - Review Copy

Introduction

Overview

Language Learning with Technology is a handbook for teachers interested in integrating technology into their classroom practice. The book makes a point of putting pedagogy at the forefront of the lesson, which is why content has been organised around specific learning content goals rather than specific technologies.

Each chapter deals with a different aspect of language learning, and use of technology is suggested only when it adds significant value to the learning. With over 130 activities to choose from, this book can be used by the teacher, as a classroom resource, to supplement an existing language course.

Who is this book for?

This book has been designed to be used by teachers who want to improve their own knowledge of how best to integrate a variety of learning technologies into their classroom practice.

It has been written to appeal to language teachers who are both new and experienced. Teachers may have had years of practice in using technology with their learners, or be looking to take their first steps in using it with a class.

A wide variety of activities has been provided for use with learners from beginner to advanced levels of proficiency. Although most activities have been written with the adult learner of general English in mind, many should be equally as effective when used with teenagers, or adapted for children, as well as for the teaching of any other foreign or second language.

Whatever your teaching context, we hope you will find this handbook an invaluable classroom guide to using learning technologies.

Why technology?

We now live in a world in which technology permeates every aspect of our lives. Apart from its time- and labour-saving function, technology can also inspire creativity and bring new opportunities to people, connecting them to new ideas and people they otherwise might not have met.

In language teaching and learning, technology can be used for:

- accessing information, including information about language
- exposure to the target language
- entertainment (i.e. reading/listening for pleasure)
- creating text
- publishing learner work
- communicating and interacting with other language users/learners
- creating community
- managing and organising learning (e.g. learning management systems, online vocabulary notebooks, etc.).

Benefits of learning technology

Many classroom teachers using technology have anecdotal evidence of their learners being motivated and engaged, and this is often a major reason for using learning technologies. There is also evidence that the use of technological tools empowers learners to transcend the traditional concept of the classroom (Drexler, 2010) and can lead to learners taking greater ownership of their learning (Terrell, 2011), especially through being actively involved together outside the classroom.

Technology can be a highly engaging and interactive tool, providing a source of real language, both written and spoken, in the classroom, and motivating learners to produce more language than they otherwise might have done.

Instant information

The Internet, in particular, has become a social phenomenon which 'pervades work, education, interpersonal communication' (Thorne & Black, 2008), and having internet access in the classroom opens up learning to the real world, beyond the confines of the classroom.

For instance, the Web can be an instant provider of information for the teacher, as it has fast become in the world outside the classroom. Rather than telling learners you will give them the answer to a question later, you can look it up there and then. You can also show the learners how to use reference tools, such as dictionaries, concordancers, a thesaurus and phonemic charts. By helping them help themselves, you are promoting their autonomy, as learners and users. A teacher also has more choice with the Web – more ways to answer vocabulary questions, for example. As well as explaining something or providing a definition or translation, you can look for example sentences, or show your learners a picture. I remember one class when a learner asked me the difference between the words *geek* and *nerd*. Rather than attempt a clumsy explanation, I turned to *Google Images*, and the learners were able to see the differences *and similarities* for themselves.

The Web is, of course, also a great source of listening. You can find video clips of people speaking countless varieties of English, as well as have access to songs, through sites such as *YouTube*. Apart from providing a large bank of authentic recordings, the Web allows you to personalise listening tasks and choose a video clip to complement something in the syllabus. You can also use the Web when your learners are particularly interested in a specific topic, or as a stimulus for speaking about a subject.

Real communication

There has also been a clear shift in the role of the Internet, away from it being a huge resource library towards what has been called *Web 2.0*, where communication takes the lead, which has led to an increase in internet use. A Web 2.0 site allows users to interact and collaborate with each other, as creators of user-generated content in a virtual community, in contrast to websites where users are limited to the passive viewing of content that was created for them. Examples of Web 2.0 include social-networking sites, blogs, wikis and video-sharing sites.

New studies show a growing interest in using these emerging web tools in language learning (Thomas, 2009), which shows promise for their role in the future, not only as learning tools, but also when used as authentic means of communication and relation building (Sykes et al., 2008).

Your learners can connect to other learners, or users of English, in real time (*synchronously*), or at different times (*asynchronously*), thereby providing opportunities for authentic language practice (i.e. real communication), rather than the practice for practice's sake that usually takes place in the classroom.

Publishing learners' work

Publication of learners' work online (e.g. via blogs, wikis, class webpages, etc.) is just one application that can have a positive effect on the quality and quantity of written work that learners produce. The fact that their work is being offered for reading to an audience beyond that of the teacher and the class can also be used to encourage process writing, and a focus on error correction, that would otherwise be difficult to achieve.

Even if you don't have internet access in your classroom, you can publish learners' work online and provide an audience that may include parents, other learners, etc.

A variety of different tools

Of course, it's not just about the Internet. The proliferation of hand-held devices, such as mobile phones, digital cameras, tablets, mp3 players and voice recorders, has led to what, for some teachers, is a sometimes bewildering choice of potential activities and resources. Even if mobile phones are banned in your classroom or institution, you can use your own (most mobile phones support this) to record learners (using the voice recorder or video recorder), and if it is a smartphone, there is a rapidly increasing number of applications to be made use of to help you in class.

As the potential of these devices is realised, and more and more learners have access to them, teachers are beginning to experiment with using these tools. The use of mobile devices is expected to lead to language learning becoming more informal and personal (Chinnery, 2006; Kukulska-Hulme & Shield, 2008), with many more learners studying or practising with manageable chunks of language wherever they are, and in their own time. This revolution in mobile learning is happening both inside and outside the classroom.

Pedagogy vs technology

This increase in the availability of technology has led to an explosion of interest in its use in the language classroom. Despite the potential for new ways of learning, the trap that teachers can fall into is one of being seduced by the 'wow factor' of new technology, with pedagogy being pushed to the sidelines.

Moreover, as language classrooms become more technologised, there is a real danger of teachers developing *Everest syndrome* (Maddux, cited in Gallo & Horton, 1994). Named after George Mallory's reason for wanting to climb Mount Everest, this refers to a situation where teachers can be tempted to use a specific technology just 'because it's there'. Care has to be taken, therefore, to make use of what we have available only when it serves the language aims of the lesson, and to avoid any use of 'technology for technology's sake'.

For this reason, the organisation of this book avoids prioritising technology over language learning. Many other handbooks for teachers, from the first guides to using the Internet

(Dudeney, 2000; Sperling, 1999; Teeler & Gray, 2000; Windeatt et al., 2000), through the second wave (Barrett & Sharma, 2003; Lewis, 2004), to the newer ones (Dudeney & Hockly, 2007; Hockly & Clandfield, 2010), are organised around different technologies, rather than the uses to which they can be put.

That is not to say, however, that an organisation around technology wasn't necessary when the first handbooks were written. Quite the opposite is true. Computer-assisted language learning (CALL) had just started to attract mainstream interest, marked by the emergence of the Internet, and there was a need to introduce language teachers to how it could be used, especially as CALL was still 'a peripheral interest in the language teaching community as a whole' (Levy, 1997).

Normalisation

At the turn of the century, the idea of there being a new generation gap of *digital immigrants* and *digital natives* (Prensky, 2001) struck a chord with many educators and seemed to describe a new technological landscape which educators needed to start exploring. However, this distinction no longer seems helpful as we move to a place where we are used to technology being in 'a state of perpetual beta' (Pegrum, 2009). In other words, technology is in a state of constant development, and it seems as if new tools and innovations emerge every day. It can be argued that learning technologies are now being used by many language teachers as a matter of course. This shows a move towards *normalisation*.

Normalisation (Bax, 2003) occurs in language education when technology is used without teachers being consciously aware of its role as technology. Few teachers consider dry-wipe board pens to be technology, for example, but the same cannot be said of the interactive whiteboard (IWB) and the electronic pens that go with it.

The concept was revisited by Bax (2011), and although the conclusion was that most technology, as other research indicates, is 'not yet normalised in language education' (Thomas, 2009), there are definite 'signs of a more fully integrated approach to CALL emerging because of Web 2.0' (Motteram & Stanley, 2011). With the danger of teachers using technology 'because it's there' forever lurking in the sidelines, it is clear that a new approach is required.

A principled approach

What is needed is an approach to using technology that has learning at its heart, where teachers question how and when to integrate technology into the classroom. A call for a more 'principled approach' has recently been made, with Hockly (2011) and Lyon-Jones (2011) both producing guidelines and checklists for teachers, which I have expanded upon here.

- *Why use the technology?* In other words, don't just use it because it is there. Are you trying to do something with the technology that can be better done without it? If learning is not enhanced by using the technology, then don't use it.
- *Who is the technology best for?* Is the technology appropriate for your learners? What age group is it suitable for, and what language level is required to use it? How much teaching / technical experience / training is required to use it effectively?

- *What is the technology best used for?* It is worth considering whether there is another technology that can be used instead that may better suit the learning objectives.
- *Where should it be used?* Is it more suitable for the classroom / connected classroom (i.e. with one computer and the Internet) / computer room / at home? Think also about classroom management issues here. Where in the classroom is the technology to be used and, if appropriate, what will the other learners be doing when one, or some, of them is using the technology (i.e. will they be engaged)?
- *When should the technology be used?* Not only when is the best moment during the class to use the technology (at the beginning/end, etc.), but also when in the term/syllabus? (It is best if used to enhance, and complement, what you are already doing with the learners, rather than as an added extra.)
- *How should the technology be used?* This shouldn't just be about what to do, but also how best to incorporate the technology into your class. Will using the technology be a more efficient use of a teacher's, or the learners', time?

This principled approach can do much to address the criticism of the use of technology in the language classroom, much of which tends to focus on time spent getting things to work – time which could have otherwise been spent practising language.

One example of this is the use of *clickers*, which are hand-held devices that work in combination with an IWB, and use infra-red signals to offer basic multiple-choice and polling options. Although they are popular with some subjects, and can be useful for concept testing in maths or physics, I am not yet convinced there is a place for them in the language classroom. First of all, I think the teacher would have to spend a large amount of time preparing an activity which might probably last only a few minutes in class, and which could be equally accomplished in most cases by asking the learners to raise their hands.

The IWB itself seems to have provoked a lot of criticism. One of the major reasons why this is so is misuse of the technology. Although the IWB looks like a standard whiteboard, this is deceptive, and teachers limiting themselves to using it to show *YouTube* videos, or simply picking up the electronic pen and writing on it, shows a misunderstanding of the affordances of this technology. In the hands of a teacher who knows how to use it well, the IWB can be a tool that encourages learner collaboration, is perfect for revision and helps with lesson organisation, as well as saving the teacher a lot of time.

Lack of training

Research suggests that the pedagogical exploitation of IWBs depends as much on the availability of teaching resources as it does on teachers' understanding of how best to use the technology (Cutrim Schmid & van Hazebrouck, 2010). This tends to indicate that training, therefore, is the key to effective use of the IWB or, indeed, of any technology.

The IWB is not the only example of a technology whose usefulness has been reduced by a lack of training. Training teachers how to use new technology is often a hidden cost that is not factored in when technology is introduced into an institution, which leads to a mismatch between what the institution expects teachers to know, in order to effectively use technology, and what their actual knowledge is. One of the aims of this book is to help teachers bridge this gap.

What technology?

This book draws upon a wide range of technologies for its activities, which many teachers have easy access to. The learning technologies used in the book are:

The Internet
automatic translators
blogs
comic-creator websites
image-creation software
instant messaging
news websites
online games
podcasts
poster websites
social networks
survey websites
text and voice chat
text and voice forums
video-sharing websites
wikis

Software
apps
authoring software
concordancers
ebooks
electronic dictionaries
email
interactive fiction
mind-mapping software
music software
presentation software
quiz-making software
screen-capture tools
social bookmarking
sound-editing software
word processors

Hardware
CD-ROMs
computer room
data projectors
digital cameras
DVDs
interactive whiteboards (IWBs)
laptops
mobile phones
mp3 players
netbooks
pen/flash drives
tablets
video cameras
voice recorders
webcams

Summary of aims

1. To provide a wide range of interesting and useful activities, where technology has been used only when there is clearly added value to language learning and practice.
2. To show how any teacher can use technology, alongside an existing language course, to enhance language learning.
3. To offer a reserve of activities which are suitable for all levels of proficiency, from beginner to advanced, and which include ideas for listening comprehension, grammar practice, oral production and fluency practice, amongst others.

How to use this book

The activities presented in this book have been divided according to learning focus, or language learning goals, rather than by tool. The outline of each activity begins with the following:

Main goals: the purpose of doing the activity.

Level: an indication of the proficiency level for which the activity is likely to be suitable.

Time: a rough guide to the time the activity is likely to take.

Learning focus: an indication of the specific language practised by doing the activity.

Preparation: what needs to be done before you do the activity with learners.

Technical requirements: the equipment and any special knowledge you, and your learners, need in order to do the activity.

In addition, many activities end with:

Variation: ideas on how to adapt the activity so that it practises another aspect of language, makes use of different technology, etc.

At the end of the book, Appendix A: *Learning technologies guide* is designed to help teachers by providing specific details about some of the software and hardware used in various activities. Appendix B: *Technical notes and suggested software/websites by chapter* will enable teachers to better understand what technology is required for each activity. Finally, look in the *Index* to see which activities focus on a specific language item or function. This book is also accompanied by a website (http://www.languagelearningtechnology.com) which is updated and maintained by the author. There are notes within the text which indicate for certain tasks that using this website would be helpful but it is not essential.

References

Barrett, B. and Sharma, P. (2003) *The Internet and Business English*, Andover: Summertown Publishing.

Bax, S. (2003) 'CALL past, present and future', *System*, 31 (1), 13–28.

Bax, S. (2011) 'Normalisation revisited: the effective use of technology in language education', *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 1 (2), 1–15. Available online at: http://www.igi-global.com/article/normalisation-revisited-effective-use-technology/53797.

Chinnery, G. (2006) 'Going to the MALL: mobile assisted language learning', *Language Learning & Technology*, 10 (1), 9–16.

Cutrim Schmid, E. and van Hazebrouck, S. (2010) 'Using the interactive whiteboard as a "digital hub"', *Praxis Fremdsprachenunterricht*, 4 (10), 12–15.

Drexler, W. (2010) 'The networked student model for construction of personal learning environments', *Australasian Journal of Educational Technology*, 26 (3), 369–85.

Dudeney, G. (2000) *The Internet and the Language Classroom*, Cambridge: Cambridge University Press.

Dudeney, G. and Hockly, N. (2007) *How to Teach English with Technology*, Harlow: Pearson Longman.

Gallo, M. A. and Horton, P. B. (1994) 'Assessing the effect on high school teachers of direct and unrestricted access to the Internet: a case study of an east central Florida high school', *Educational Technology Research and Development*, 42 (4), 17–39.

Hockly, N. (2011) 'The principled approach', *E-Moderation Station*. Available online at: http://www.emoderationskills.com/?p=551.

Hockly, N. and Clandfield, L. (2010) *Teaching Online: Tools and Techniques, Options and Opportunities*, Surrey: Delta Publishing.

Kukulska-Hulme, A. and Shield, L. (2008) 'An overview of mobile-assisted language learning: from content delivery to supported collaboration and interaction', *ReCALL*, 20 (3), 271–89.
Levy, M. (1997) *CALL: Context and Conceptualisation*, Oxford: Oxford University Press.
Lewis, G. (2004) *The Internet and Young Learners*, Oxford: Oxford University Press.
Lyon-Jones, S. (2011) 'Teaching with technology – a basic checklist', *The Edtech Hub*. Available online at: http://www.edtech-hub.com/resources/techteachchecklist.html.
Motteram, G. and Stanley, G. (2011) 'Preface: special issue on Web 2.0 and the normalisation of CALL', *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 1 (2), 1–15. Available online at: http://www.igi-global.com/Files/Ancillary/3b91f667-1863-46da-86c5-b262b319bafc_2155-7098_1_2_Preface.pdf.
Pegrum, M. (2009) *From Blogs to Bombs: The Future of Digital Technologies in Education*, Crawley, Australia: UWA Publishing.
Prensky, M. (2001) 'Digital natives, digital immigrants', *On the Horizon*, 9 (5), 1–6. Available online at: http://www.marcprensky.com/writing.
Sperling, D. (1999) *Dave Sperling's Internet Activity Workbook*, New York: Prentice Hall.
Sykes, J., Oskoz, A. and Thorme, S. L. (2008) 'Web 2.0, synthetic immersive environments, and mobile resources for language education', *CALICO Journal*, 25 (3), 528–46.
Teeler, D. with Gray, P. (2000) *How To Use the Internet in ELT*, Harlow: Longman.
Terrell, S. (2011) 'Integrating online tools to motivate young English language learners to practice English outside the classroom', *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 1 (2), 16–22. Available online at: http://www.igi-global.com/article/integrating-online-tools-motivate-young/53798.
Thomas, M. (ed.) (2009) *Handbook of Research on Web 2.0 and Second Language Learning*, Hershey, PA: IGI Global.
Thorne, S. L. and Black, R. W. (2008) 'Language and literacy development in computer-mediated contexts and communities', *Annual Review of Applied Linguistics*, 27, 133–60.
Windeatt, S., Hardisty, D. and Eastment, D. (2000) *The Internet*, Oxford: Oxford University Press.

1 Integrating technology

I am a firm believer that in order for learning technology to be successful, it should be integrated into the curriculum. According to a report published by the educational community Edutopia, this must happen 'in ways that research shows deepen and enhance the learning process', and 'in particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts' (Edutopia, 2008).

Technology should always be part of what a teacher is currently doing with a class, and only be used to promote and extend learning. It shouldn't be something special, done as a break from regular classroom learning or as a reward for good behaviour. For this reason, whenever colleagues ask me for ideas on what to do in the computer room of our school, my first question to them is always, 'What are you doing with the class at the moment?' Once I have the answer to this question, then I can help them.

Of course, it's not always clear that incorporating technology into the pedagogical goal is the right way of doing things. I would hazard a guess that every teacher attracted to using technology in the classroom has been tempted to try using a new tool they have come across, even if the added value of using that tool was dubious. This urge to experiment is understandable, given we live in an age where technological change is happening at breakneck speed. Son (2011) calls for teachers to 'develop and implement CALL widely by exploring, selecting, using and evaluating the tools in a variety of contexts', and perhaps it is the *evaluating* aspect that teachers need to concentrate more on, in order to ensure that technology is not used for technology's sake.

So what comes first? Technology or learning objectives? The answer is, neither. The learners come first, and this is why one of the best ways of knowing if, and how much, technology should play a part in your class is by finding out from your learners their attitudes to using technology for language learning.

There are a couple of information-gathering activities in this chapter, but before you do these, you can simply ask your learners what they think of the idea of using more technology in class. If they are adults, perhaps the last thing they want to do after a long day sitting in front of screens at work is come to class and do the same! On the other hand, they may all have smartphones, and may appreciate their English teacher showing them how best to use them to practise English when they are commuting. Or you may teach teenagers who are bored with more traditional ways of learning English and who would be highly motivated by your spicing up your lesson with computers. What technology you use will also depend on what resources you, and your learners, have available. You may have an interactive whiteboard in the classroom, or a computer and a projector. If you are very lucky, you may have a class set of laptops, netbooks or tablets. In both of these cases, you will probably find yourself using technology in every class. You may have access to a computer room you need to book, or for which there is a sign-up sheet determining access. Your learners could all have smartphones, or other mobile devices, you can use. For this reason, determining what technology is at your disposal, and how you can make use of it (should you choose to do so), will be an important factor in deciding how to use technology in class.

Whatever your access to technology, one of the obvious choices of tools a teacher has is of electronic dictionaries, as well as other tools specifically designed to support language learning, such as the thesaurus. Introducing learners to these tools, and showing them when and how to use them, can help them help themselves at a later date. There is a suggestion in this chapter for how to introduce learners to electronic dictionaries.

One way of integrating technology into a course is to adopt a blended-learning approach.

Blended learning here 'refers to a language course which combines a face-to-face classroom component with an appropriate use of technology' (Sharma & Barrett, 2007: 7), and this definition implies the learners use technology at home. Although many teachers will believe that blended learning refers to when a face-to-face component has been added to an online course (i.e. 90% online; 10% face-to-face), the term can refer to the opposite: an online component is added to a face-to-face course.

One of the best ways teachers can adopt this type of blended-learning approach, and ensure technology is integrated into a course, is by using a *Virtual Learning Environment (VLE)*. VLEs come in various shapes and forms. Another term for a VLE is *Learning Management System (LMS)*. The most popular ones are currently *Moodle* and *Blackboard*, and larger institutions will often have available a VLE that teachers and learners can use. If this is the case in your situation, and you have been avoiding the VLE, now may be the time to start using it. If you don't have access to a VLE, then you can always set up your own for your learners to use, or (even better) talk to other teachers at your institution and set up one that can be used by a number of classes.

VLEs usually have tools that make it easy for teachers to see how often, and when, learners have accessed the system, and will let you set tests and record learner marks. Therefore, VLEs can be useful for assessment and evaluation.

VLEs, however, are very teacher-centric tools and don't encourage lifelong learning or learner autonomy. Usually, once a learner has stopped studying a course, or attending a particular institution, he/she will no longer have access to the VLE. For this reason, a popular alternative to the VLE is the *Personal Learning Environment (PLE)*. Rather than asking learners to join an institution-owned platform, they can be encouraged to set up a number of tools of their own. You can find out more about the PLE in Chapter 2 *Building a learning community.*

One activity in this chapter looks at the *flipped classroom*, which is an interesting approach to classroom practice that suggests teachers reverse the usual teaching model by delivering instruction at home (often by using teacher-created videos) – allowing them to spend more time in class for practice, with the idea of creating a more collaborative learning environment. Although perhaps best suited to content subjects, the flipped classroom can be used by language teachers as an alternative, for occasional use.

Finally, a common obstacle to integrating technology into a language course can be a teacher's fear of what to do if something goes wrong. A teacher using technology always needs to have a *Plan B* (i.e. a back-up plan). For this reason, an activity in this chapter looks at how best a teacher can prepare for the eventuality that the technology may not work as planned. Above all, this chapter is meant to be an introduction to integrating technology into the curriculum. Throughout the rest of the book, you will come across many more ideas for integrating technology, and for making teaching and learning English more meaningful and fun.

References

Edutopia (2008) 'Why integrate technology into the curriculum?: The reasons are many', *Edutopia*. Available online at: http://www.edutopia.org/technology-integration-introduction [accessed March 2012].

Sharma, P. and Barrett, B. (2007) *Blended Learning: Using Technology in and Beyond the Language Classroom*, Oxford: Macmillan Education.

Son, J. B. (2011) 'Online tools for language teaching', *TESL-EJ,* 15 (1). Available online at: http://www.tesl-ej.org/wordpress/issues/volume15/ej57/ej57int [accessed March 2012].

1.1 Getting to know you

Main goals	Ice-breaking
Level	All levels
Time	10 minutes
Learning focus	Review of question forms; basic structures
Preparation	Make sure all of the learners have mobile phones they can use in class. Write the names of everyone in the class on separate small pieces of paper.
Technical requirements	Mobile phones (one per learner) with voice recorders

Procedure

1. Hand out the pieces of paper with the learner names on them, one to each learner, and make sure nobody has their own name. Tell the learners that they are going to role play the part of a journalist and write a profile of the learner they have been assigned.
2. Ask the learners to take out their mobile phones and locate the voice recorder. Tell them that the first part of the profile is a description of the person, based on information they already have (this could be a physical description). Then ask the learners to record a description of their assigned learner, using the voice recorder.
3. Next, have the learners interview their assigned classmates. Tell them they can ask any questions they like, but they should find out as much as possible about the classmate, and record both the questions and answers on the voice recorder of their phone.
4. If learners find that the person they are going to interview is interviewing someone else, tell them they should wait their turn, listening to the interview.
5. When all of the interviews are finished, ask the learners to write the profiles of their classmates, starting with the description of the person, and then adding other information. They should aim to write about a paragraph.
6. Ask the learners not to transcribe the interview verbatim, but to use the answers to the questions to build a narrative (e.g. *Ruth lives in a small village, outside the city*, etc.).
7. When the profiles are finished, make a wall display in the classroom.

Variation

If the learners have applications for drawing on their phones, you can ask them to draw a quick sketch of their partner to go with the profile. Alternatively, you can ask the learners to take photographs with the mobile phones and print these out to go with the descriptions.