

Use of Technology to Enhance Language Teaching

1 What is it?

Instructors are now highly encouraged to use technology in their classes, and language instructors are not an exception. Effective language teaching typically requires significant interaction with and engagement from students, and creating such an environment using technology may be challenging for instructors (Gonzalez-Lloret, 2020). Using the [TESOL Technology Standards Framework](#) (Healey et al., 2008), this resource provides the foundation for incorporating technology into language teaching and a primer on tools to maintain these standards. This framework is applicable to a wide range of language learning contexts and also allows learners to grow their digital literacy skills (Healey et al., 2008).

2 Why is it important?

Research has demonstrated the benefits for students using technology in their language learning. It provides students opportunities to learn a language at their own time, pace, and place (Miyamoto et al., 2017). It also adds value by creating an authentic, collaborative, nonthreatening, and situated learning environment, which may not be possible without the use of technology (Chapelle & Sauro, 2017; Kessler, 2018)

3 How to do it?

Acquire and maintain foundational knowledge and skills in technology for professional purposes: It is expected that language instructors have at least basic skills on the use of technology for teaching purposes. Basic skills encompass, but are not limited to, having a grasp on word processing and presentation software,

browsing and finding web resources, sending emails, and utilizing educational sites and software.

Tips and Tricks

- Apply the foundational knowledge and skills in teaching practices regularly.
- Seek feedback from colleagues on the effectiveness of using technology.

Integrate pedagogical knowledge and skills with technology to enhance language teaching and learning:

The selection of technology should be based on the learning objectives of a given lesson or class and grounded in pedagogical knowledge. Before creating a lesson plan, determining the appropriate online learning environment, platform, or tool is crucial to delivering the lesson effectively. It is also important to consider students' technological contexts and constraints.

Tips and Tricks

- Listening & Speaking: [TED talks](#), [Randall's ESL Cyber Listening Lab](#), [Many Things](#)
- Pronunciation: [YouGlish](#), [Google Translate](#), [Forvo](#), [Merriam-Webster](#)
- Reading, Writing & Grammar: [Grammarly](#), [Google docs](#), [Project Gunterberg](#)
- Vocabulary: [Voice of America](#), [Lingro](#), [Corpus of Contemporary American English](#)

Apply technology in record-keeping, feedback, and assessment:

Effective language instructors are familiar with online tools that can be used for providing feedback and assessing students. This can also include providing tools through which students

can do self-assessment. The use of these tools also lessens the burden on instructors, as students can take on much of the responsibility of their own learning.

Tips and Tricks

- Incorporate retrieval practice opportunities when and where possible (Karpicke et al., 2008). It can be done through creating games and quizzes using online platforms (e.g., [Quizlet](#), [Kahoot](#))
- Encourage students to use digital writing tools to receive feedback on their use of language (e.g., [Grammarly](#), [Readable.com](#))
- Inspire students to utilize language learning websites to refine their language skills on their own (e.g., [Duolingo](#), [Babble](#))
- Consult electronic databases of written or spoken languages to learn authentic language use (e.g., [Corpus of Contemporary American English](#))

Use technology to improve communication, collaboration, and efficiency: Technology has enormous power to enhance communication among students, strengthen professional networks for instructors, and improve the overall effectiveness of the learning environment. Again, the right platform for the right purpose can make a difference.

Tips and Tricks

- Use and/or promote synchronous video conferencing tools (e.g., [Zoom](#), [Webex](#), [Skype](#), [Google Meet](#), [FaceTime](#))
- Use social media groups (e.g., [Slack](#), [GroupMe](#), [What'sApp](#)) and create suitable activities for enhancing communication beyond class time
- Encourage students to visit English learning sites (e.g., [Voice of America: Learning English](#) site, [American English website](#), [Project Gutenberg](#))

- Inspire students to create blogs to share their work in the target language (e.g., [Wordpress](#), [Padlet](#))

4 Additional Resources

- [Online Teaching Tools and Resources](#): List of free tools and resources for language instructors
- [ACTFL Resources](#): A variety of resources to help language instructors transition to online teaching
- [An Invitation to CALL by Stanford University](#): an open website providing information to the field of Computer-Assisted Language Learning.

5 References

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