Purpose

The purpose of this course is to discuss the use of technology as a tool to enhance language acquisition. First, we will examine technological literacy. What is it and why should teachers know about it? We will take part in a needs assessment survey to express our attitudes about using technology in the classroom as well as to uncover our own levels of proficiency. Next, we review a variety of technology that can be used to support language development. Our approach shall be that of participant-observer, allowing us to gain experience as we experiment with the technology we examine.

Objectives

This class will explore how a variety of technological tools including video, multimedia, the Internet, computer assisted, and computer mediated learning may be used to promote and support effective student-centered language acquisition. Instructors in language learning settings will learn how to use different technologies to provide models of second language use in context, increase comprehensible input, facilitate oral and written production and provide opportunities for authentic interaction. Students will also learn to use varying technological resources for their own professional development.

At the end of the semester students will be able to do the following:

- Identify and use a minimum of three technology tools (one to be the Internet) relevant to their teaching needs.
- Identify the skills needed to use technology resources for continuing professional development.
- Analyze teaching situations where the use of technology is and is not appropriate.
- Evaluate different forms of media, including commercial and non-commercial software, Internet resources, etc.
- Discuss how pedagogical approaches and theories such as the communicative approach, constructivism, and other theories help to inform us about the usefulness of technology for second language acquisition.

Academic Integrity

We will reviewing academic integrity in class, please refer to the Steinhardt School of Education's Statement on Academic Integrity (www.steinhardt.nyu.edu/policies/academic_integrity).

Accommodations for NYU Students with Disabilities:

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

Required Text:

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>READING/NOTES</th>
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<tbody>
<tr>
<td>Jan 27th</td>
<td>Introductions</td>
<td>Reading: <strong>Web 2.0</strong> (Homework), Warschauer Syllabus, survey—Blogs—Ice breaker—Symbaloo—Teacher Portfolio—Blogger—</td>
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<tr>
<td>Feb 3rd</td>
<td>Review of Reading <strong>Web 2.0</strong> and Constructivism and Behaviorism/</td>
<td>ePortfolio Your blog (about me) — Presentation tools — PowerPoint, Voicethread, Prezi, Google Docs, Research an article about blogs in the EFL/ESL classroom and post to the discussion board — must be a different article than your classmate Using presentations in language classrooms — article posting</td>
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<tr>
<td>Feb 17th</td>
<td>Review Reading</td>
<td>Podcasts, Videos, YouTube, and Language Based vs Authentic materials, communicative approach, constructivism Reading: <strong>Six Big Ideas</strong> HWK</td>
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<tr>
<td>Feb 24th</td>
<td>Review Reading</td>
<td>Audacity, speech technology, skype Rosetta Stone &amp; Live Mocha Second Language Teaching and Learning for the Net Generation Chapt 3 HWK</td>
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<tr>
<td>Mar 3rd</td>
<td>Review Reading</td>
<td>Evaluating websites—Introduction to Web Quest Second Language Teaching and Learning for the Net Generation Chapt 7 HWK</td>
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<tr>
<td>Mar 17</td>
<td>NO CLASS</td>
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<tr>
<td>Mar 24</td>
<td>Review Reading</td>
<td>Mini-demo—presentation ---3 minutes each/ one page handout—level/pre-activity and/or follow-up activity Second Language Teaching and Learning for the Net Generation Chapt 11 &amp; 12 HWK</td>
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<tr>
<td>Mar 31st</td>
<td>Review Reading</td>
<td>Learning management Systems—Moodle, BlackBoard, Schooology authoring tools, MS Publisher</td>
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<td>Apr 7th</td>
<td>Mini demo—lesson 3 minutes each/ one page handout level/pre-activity and/or follow-up activity</td>
<td>Critical review/evaluation of websites or multimedia tool—due</td>
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<tr>
<td>Apr 14th</td>
<td>MOOCs, inquiry projects—Digital Stories</td>
<td>Second Language Teaching and Learning for the Net Generation Chapt 13 HWK</td>
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<td>Apr 21st</td>
<td>Review Reading Comic Strip, Games (SIMS Second Life) Reading: <strong>Online and hybrid classes</strong></td>
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<td>Apr 28th</td>
<td>New York State Common Core Standards/International Standards</td>
<td>Readings Review (Guide questions and discussion—in class)</td>
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<td>May 5th</td>
<td>Web Quest Presentations / Last day of classes</td>
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<td>May 19th</td>
<td>Final</td>
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Evaluation – Midterm grades will be based on Blog entries
Class Participation, 5% - includes attendance and class discussion
Blog, 20%
Teacher Portfolio, 5%
Demonstration lessons, 15% (7.5% each)
Critical review/evaluation of websites or multimedia tool, 10%
Web Quest, 20%
Final, 25%

Guide Questions for the class.

1. What does it mean to be technologically literate?
2. How can a teacher use technology that is beneficial for learning?
   What does it mean to integrate technology into instruction?
   How can a teacher avoid using technology in a fragmented fashion?
   Why use learning projects with students?
   How sh teachers use technology in group work? Why?
3. What is Web 2.0? What are its implications for the language classroom?
4. Can distance learning be used in the language classroom? When? How?
5. What are the six big ideas?
6. How can a teacher evaluate a site/application?
7. How can a teacher link technology to the appropriate language proficiency?
8. What is the connection between constructivism and using technology to learn?
9. What is the distinction between language-based materials and authentic materials? Is this an important distinction? Why?
10. What does it mean that language instruction should be "meaningful?" What are the implications for using technology?
11. Give some examples of when you would not use technology to help your students learn the target language you are teaching.
12. Talk about professional development. What is the relationship between new technologies and professional development?
13. What does it mean to minimize teacher talk? How can you help your students learn new technology and minimize teacher talk?
14. What does it mean to be a "participant-observer?"

Explain the advantages (at least two) and disadvantages (at least two) of using these technologies with students: Blackboard YouTube Authentic online newspaper PowerPoint Audacity MS Publisher Podcasts Blogs Lesson Writer, ePortfolio, etc.
## BLOGs

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<th>Writing your blog: The blog should serve as a record for the applications you review. At least 25 reviews should be posted. Grades will be based on the quality (mostly) and quantity of your entries.</th>
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</thead>
</table>
| 1. Who is the student population that will use this software?  
2. What are the instructional goals you will employ?  
3. Did you try out the software? What did you find?  
4. Will you need tech support to use this application?  
5. Give your general assessment/opinion of the application. |
| Post 2-3 entries each week  
Required: Each week students should select 2-3 software applications that are introduced in class to discuss. All five questions should be addressed for each software application.  
Optional: Students may also select to post additional information about software they have reviewed. |

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