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how to

teach english with technology

series editor:
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Introduction

Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more. Yet teacher training programmes often ignore training in the use of Information and Communications Technology (ICT), and teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology. This book bridges that gap by providing clear, non-technical descriptions of new technology tools, and by showing how teachers can use these new tools in the classroom. As such, it is about the practical application of technology to teaching languages.

How to Teach English with Technology has been written for teachers, teacher trainers, course designers and directors of studies involved in teaching English as a foreign language, although it will also be very useful for those involved in the teaching of other languages. The book is for those who have little or no experience of ICT tools or how to use them in the classroom, and also for those with more experience in the application of ICT to teaching, who will find fresh ideas for using ICT tools, as well as references to new developments in the field. Teacher trainers and directors of studies may take the contents of the book as a guide to areas to cover in implementing ICT training with their trainees or staff.

The book is organised into 12 chapters, with Task Files at the end of the book for each chapter, and covers a very broad range of technological applications, from using a word processor to looking at Second Life. The websites referred to in the book were all live at the time of going to press, but remember that websites do disappear, and links do break. We have tried to counter this by only choosing reliable websites that are likely to have a long 'shelf life', both for the book, and in the extensive Webliography, which is on the CD-ROM at the back of this book.

If you are a less confident user of technology, we would recommend that you read Chapter 1 first to get an overview of the book and to help you decide which of the subsequent chapters to focus on. The book is organised in such a way that simpler technologies and technological applications are covered first, but you may prefer to dip into the chapters which seem most relevant to your teaching or training situation.

While having access to the Internet as you read the book or look at the CD-ROM is not essential, it certainly is an advantage. The Webliography on the CD-ROM provides you with a launch pad to a huge range of content, ideas and information.

On the CD-ROM you can hear real teachers from around the world talking about their experience of using new technology in their teaching. In addition to these recordings, there are nine video tutorials on using various pieces of software. And you can go on a tour of a dictionary and see a short video of an interactive whiteboard (IWB) in action in a classroom.

Throughout the book we mention proprietorial software programs and operating systems by name, for example Microsoft Word, Skype and Blogger. We do this to provide concrete examples of tools that teachers can use in their classrooms, and not because we are specifically endorsing these products.

We are also aware that referring to PCs (personal computers) but not to Macs (Macintosh computers) will mean some slight differences for Mac users reading this book. For example, Mac users will often have Firefox or Safari as a browser and not Internet Explorer. PC users can right click the mouse to shortcut to a context sensitive menu for an object on the screen, while Mac users need to hold down the control (or apple) key and click at the same time to access this function. However, apart from Chapter 2 where we look specifically at Microsoft Word, Mac users will find that all the other tools referred to in this book can easily be used on a Mac.

If you are using content such as photos from the Internet for your worksheets, or plan to use audio or video files from the Internet with your learners, you need to ensure that copyright is respected. The Webliography contains a link to advice on Internet copyright, and it is worth knowing that you can freely use any content which is Creative Commons licensed. The Glossary on page 183 contains all the information technology terms highlighted in bold within the twelve chapters.

Finally, we would welcome feedback on this book, and to hear about any ICT projects that you implement with your learners – let us know how it went, and what you think! Contact us at www.longman.com/methodology/.

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