

Technology in the language classroom: does the rhetoric match the reality?

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1983 – 2013: What has Changed?

Technologies moving very fast

Learners use different media / technologies in school and at home

Teaching methods often driven by external imperatives: Ofsted, GCSE, standards, but what has changed in L2 pedagogy?

What do we see in some schools?

- On-line resources linked to course materials, e.g. *Vocab express, Kerboodle, Linguascope*
- On-line resources: MYLO – “A new way to learn languages...”
- Multimedia courses, e.g. Rigolo, Tout le Monde; Rosetta Stone
- Text manipulation packages, e.g. Task Magic
- Applications for tablets, mobile phones
- Visualisers
- Interactive whiteboards.....
- Lots of PowerPoint and clipart
- Use of technology not always efficient or effective

Multimedia: theory and practice

The screenshot shows a French language learning interface. The main window displays a cartoon illustration of a boy on a beach. To the right, a question box asks "Qu'est-ce que c'est?" and a video window shows a woman with the answer "C'est un garçon". Below the main window is a color palette with buttons for Marron, Rouge, Orange, Jaune, Vert, Vert clair, Bleu, Bleu clair, Violet, and Rose. At the bottom, there are sections for "Pose une question" and "Réponds à une question" with checkboxes for "Qu'est-ce que c'est?", "C'est de quelle couleur?", "C'est où?", "Dis-moi la couleur.", and "Colorie.". A "Palette" button is also visible. In the bottom right corner, there is a small graphic of a dolphin and the text "La Plage" and "Menu Principal".

Primary Letter Box: McElwee (2004)

Voki, Wiki and Blog: how do the learners acquire the linguistic competence necessary in order to use them?

Year 8 describe their house and daily routine in Spanish

Posted on 14. Dec, 2012 by [Mr Picardo](#) in [Español](#), [Year 8](#)

The boys in Year 8 have recently completed the topic "En casa". They have learnt to describe where they live and their daily routine. You can hear what they said below!

Further task for the boys: Please pick and listen to at least one of the Vokis below and leave a comment on the side bar to the right. Say what two things were very good (give examples and explain why – remember it's the quality of the language, not the look of the Voki we are judging!) and one thing that could be improved, with helpful suggestion. Remember to be nice!

Samir S



What do you think? Please leave a comment

To comment, follow these three simple steps:

1.- Tell us your name

Name and first letter of your surname

Always remember to leave your name but not your surname. For example, if your name is *John Smith* then your name should be displayed as *John S*.

2.- Fill in the box with the code below



CAPTCHA Code *

Notify me of follow-up comments by email.

Notify me of new posts by email.

This is to prove that you are indeed a person and not an automated spamming script

3.- Leave us your comment

The problem of translation: the google in the room

Disruptive Technologies



What do learners want?



Interactive Whiteboards + Touch Screens

- Ubiquitous in primary schools
- Not present in every specialist language classroom.
- Smart and Promethean boards predominant, but little evidence of use for modelling, promoting reflection and evaluating.
- Mostly used as projection screens: some schools have decided not to use them at all

Modelling speaking and grammar



« Elle m'a offert une glace à la menthe mais je ne les aime pas. »

Modelling speaking and grammar



What happened to drills ?

What has become of the Cloze procedure?

Modelling speaking

Tu veux du ketchup sur tes cornflakes ?



Tu veux de l'huile d'olive



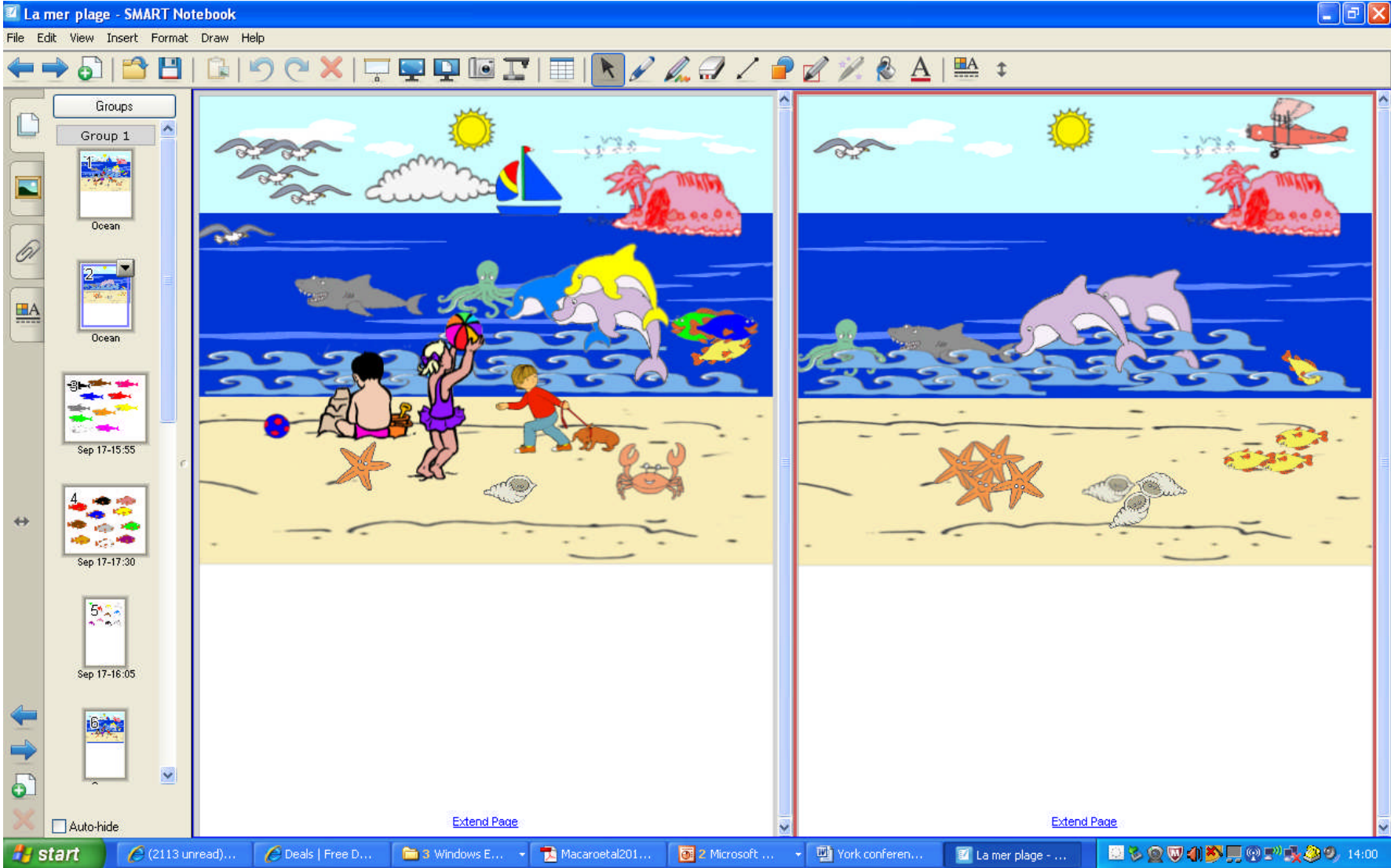
dans ton thé ?

Exploiting all the features of the interactive whiteboard



Pierre
est
très
Surpris.

Exploiting all the features of the interactive whiteboard



Evaluation and assessment: attitudes to error



Primary Letter Box: McElwee (2004)

Pupil Achievement Tracker (PAT)

	C	D	E	FGH	I	J	K	L	M	NO	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AC	AAEA	AG	AAIA	AK	AAA	AO	AACA	AS	AALA	AW	AAVA	BA	BB	CC	BE	BB	BB
3		name planets			pronounce y				yes no answer			colours in sentences								days of the week			cardinal numbers		ask questions		respond to questions		connective											
4		SS1			SS2				SS3			SS4			SS5					SS6			SS7		SS8		SS9		SS10			SS11		SS12		SS13		SS14		
5	Katie	Green			Yellow				Green			Green								Green			Yellow					Yellow												
6	Daniel	Red			Red				Yellow			Red								Red			Red																	
7	Byron	Green			Yellow				Green			Green								Green			Green				Yellow													
8	Charlotte	Yellow			Red				Green			Yellow								Yellow			Yellow					Red												
9	Kane	Green			Green				Green			Green								Green			Green					Yellow												
10	Adam	Green			Green				Green			Green								Green			Green				Red													
11	Chantelle	Green			Green				Green			Green								Green			Green					Yellow												
12	Danielle	Green			Green				Green			Green								Green			Green				Yellow													
13	Eileen	Green			Green				Green			Green								Green			Green				Yellow													
14	Cameron	Red			Red				Yellow			Red								Red			Red																	
15	Hassan	Green			Green				Green			Green								Green			Green				Red													
16	Ellis	Green			Green				Green			Green								Green			Green				Red													
17	Jodie	Green			Green				Green			Green								Green			Green				Red													
18	Jake	Yellow			Red				Yellow			Yellow								Yellow			Red																	
19	Bethany	Yellow			Yellow				Green			Green								Yellow			Yellow				Red													
20	Liam	Green			Green				Green			Green								Green			Green				Red													
21	Tommylee	Green			Green				Green			Green								Green			Green					Yellow												
22	Shannon	Yellow			Yellow				Green			Yellow								Green			Green				Red													
23	Patsy	Green			Green				Green			Green								Green			Green				Red													
24	Callum	Red			Red				Yellow											Red																				
25	Naeve	Green			Green				Green			Green								Green			Green				Yellow													
26																																								
27		53			49				59			53			0					51			43		0		13		31		0		0		0		0			
28																																								

Feasey and McElwee (2012)

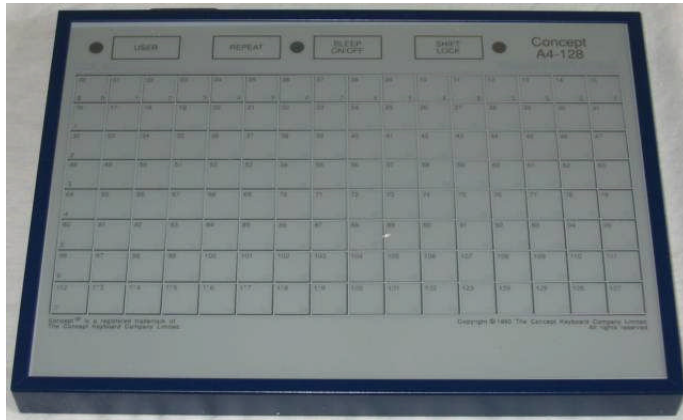


Virtual learning environments, learning platforms: haven't taken off

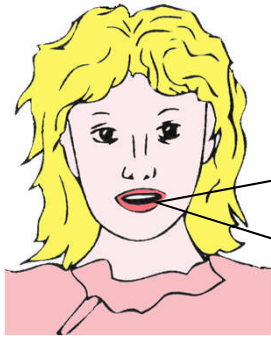
Enabling environments



Collaborative learning: enabling environments

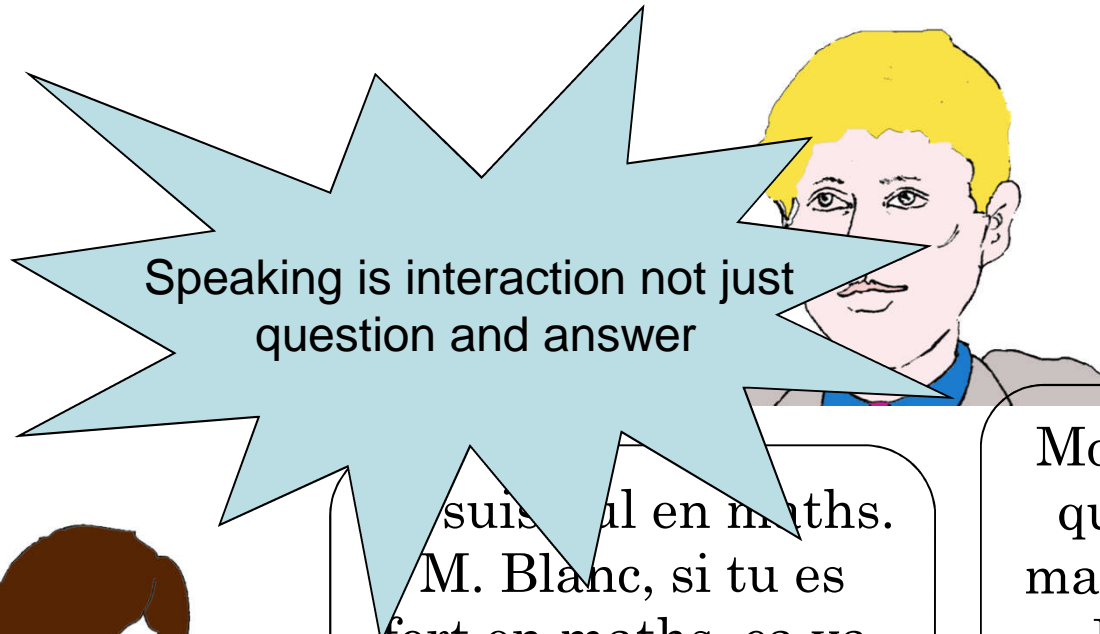


Kharrufa and Olivier (2012) Learning Through Reflection at the Tabletop: A Case Study with Digital Mysteries



J'aime M. Blanc. Même si on n'est pas fort en maths, il nous encourage.

Les maths ? C'est dur, ça, M. Blanc n'explique pas. Si tu ne comprends pas, tant pis.

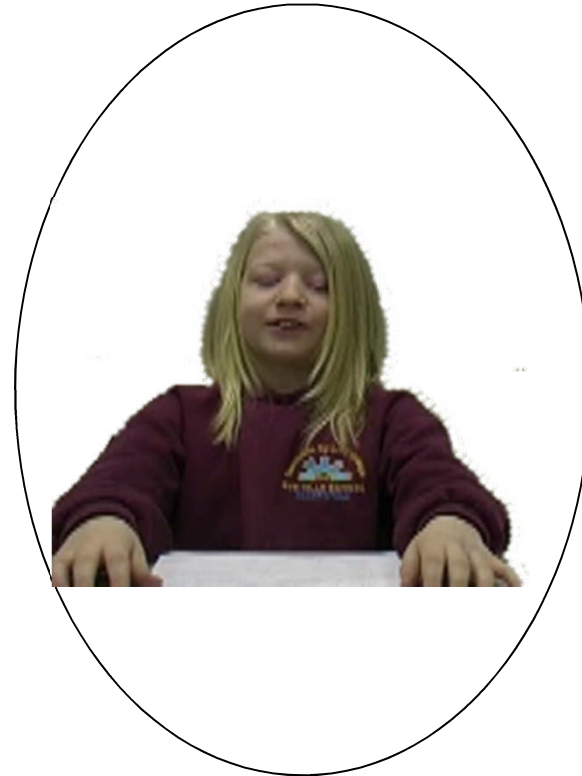
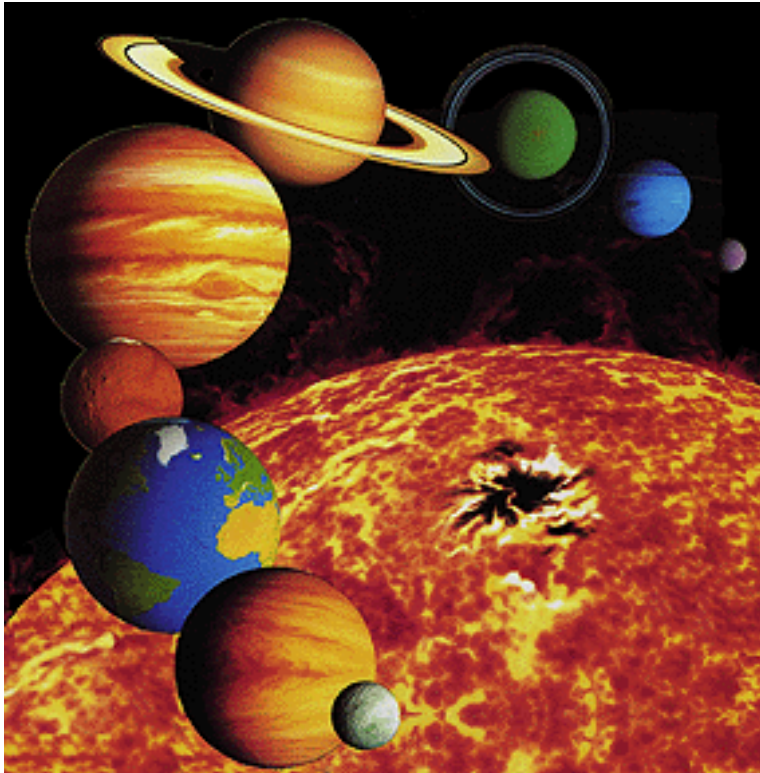


Speaking is interaction not just question and answer

Je suis nul en maths. M. Blanc, si tu es fort en maths, ça va, sinon, il ne s'occupe pas des élèves qui sont nuls.

Moi aussi, je pense que c'est difficile, mais j'ai demandé à M. Blanc et il m'a expliqué.





Exploiting children's interest and using technology to challenge and create: balancing input and output

Thank you

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