



Is Technology a Modern Blessing or a 21st-Century Curse?

Learning How to Integrate Technology and Pedagogy to Support Teaching

The immense development of technology in recent years has spawned new tools and approaches to enhancing language learning and teaching. However, one of the perennial challenges facing teachers and language programs has been the chore of sifting through the newest gadgets, software, and Web-based applications to find the right tools to meet specific needs in the classroom. Consequently, many teachers question, "Does newer mean better?" In keeping with the conference theme, *Re-imagining TESOL*, Randall will lead a discussion on this topic, taking a renewed look at blending technology and sound pedagogy in the language classroom

1. Have realistic expectations on how technology can help you.
2. Define your objectives and needs, and then buy technologies---not the other way around.
3. Don't underestimate the complexity of technology.
4. Create tasks with technology that are specific and have measurable outcomes.
5. Provide sufficient training and financial resources.

References:

- ◆ Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, Mass: Harvard University Press.
- ◆ Oppenheimer, T. (2003). *The flickering mind: The false promise of technology in the classroom and how learning can be saved*. New York: Random House.
- ◆ Solomon, G., & Schrum, L. (2007). *Web 2.0: New tools, new schools*. Washington DC: International Society for Technology in Education.

Realistic Expectations: Technology as a Tool to Support Instruction

"We're all familiar with the extravagant promises of technology: It will make our students smarter -- and it will do it faster and cheaper than ever before.

Moreover, the promise suggests, this miracle will occur almost by osmosis. We need only place a computer in a room, stand back, and watch the magic take place. If only life were that simple and learning that easy!"

Lynne Schrum,
Past president of the International Society for Technology in Education (ISTE)

Provide Sufficient Teacher Training

- "Teachers need to be directly involved in the implementing of new technology so that they do not feel they are being forced to 'create a need' for technology in their classrooms."

Lam, Y. (2000). *Technophilia vs Technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms*. *Canadian Modern Language Review*, 56, (3) .

