

teachSTEP

2nd Anniversary Web Conference



Cambridge English
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Ed Tech: More hype than hope?



Scott Thornbury

 #teachSTEP

radio

....will revolutionize
language learning!!!!

television

language
laboratories

Second Life

microcomputers

This cycle of *hype, hope* and *disappointment* is perhaps the biggest lesson to be learned from the 20th century.

Selwyn, N. (2011) *Education and Technology: Key Issues and Debates*, London: Continuum, p. 59.

Techno-fundamentalism: 'a straightforward enchantment with technology and desire to benefit from continued technological progress.'

Selwyn, N. (2014) *Distrusting educational technology: Critical questions for changing times*, London: Routledge, p. 37.

The use of mechanical aids in the classroom is justified only if they can do something which the teacher unaided cannot do, or can do less effectively.

Pit Corder, S. 1966. *The Visual Element in Language Teaching*. London: Longman, p. 69.

“What is the problem to which this technology is the solution?”

Neil Postman

1. The input problem
2. The output problem
3. The interaction problem
4. The feedback problem
5. The motivation problem
6. The data problem

Digital technologies are perhaps more commonly used as an “information tool” than as a “learning tool”.

Selwyn, N. (2011) *Education and Technology: Key Issues and Debates*, London: Continuum, p. 80.

Education is not the transmission of information or ideas. Education is the *training needed to make use of information and ideas.*

Hieronymi, P. (2012) Don't Confuse Technology With College Teaching, *The Chronicle of Higher Education*, Aug 13, 2012.

Language learning is intrinsically related to face-to-face communication and immersion in the target culture, in 'real' (physical) rather than 'virtual' settings...

Study on the Impact of Information and Communications Technology (ICT) and New Media on Language Learning. EACEA 2007/09. European Commission.

While other classes in the curriculum activate mostly the brain, the language class engages the whole body, its emotions, feelings, desires, and projections.

Kramersch, C. 2009. *The Multilingual Subject*, Oxford: Oxford University Press, p. 191 and p. 210.



Photograph by Graham Stanley

Interestingly, on our project in Uruguay, the one thing we hear time and time again from the students when we ask them if there's anything we can do to make the experience better, they always say the same thing: they would prefer the teacher in the room with them physically.

Graham Stanley, British Council (blog comment).

5 inspiring polyglots share their language learning secrets

<http://spanishobsessed.com/blog/language-learning-secrets/>

What is one thing you wish you had known/done when you started out learning languages?

I wish I had known that language learning happens for real when emotions and people are involved. [...] People who reach genuine fluency in any language have had life experiences, have lived it through and with other people.

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Questions?

Thanks for joining. You'll receive your **certificate** and **recording** in a few days.