



How Can Technology Help Enhance the Second Language Learning Experience?



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Cześć

Bonjour

Introduction

Today in the digital world multicultural interaction is inevitable. As stated by the Committee for Economic Development (CED) "America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders." With this in mind, the United States educational system not only needs to be an advocate for second language acquisition, but also adapt and enforce foreign language standards that instill technological and 21st century skills. "We need language policy that reflects 21st century life and reality," said Shuhan Wang, executive director of Chinese Language Initiatives at the Asia Society. The purpose of this study is to provide a pedagogical approach in how to integrate technology in order to support second language acquisition that reflects 21st century teaching and learning.

Background & Need

There have always been methodologies in how to teach second language acquisition and experts in the field that share their theories in how to best facilitate language teaching. However, despite the resources of information about second language acquisition, the district's support and goals, and the school's transformation into a 21st century teaching model, many of world language teachers are continuing to follow traditional forms of instruction. This may be due to various circumstances. For example, lack of professional development, lack of planning with professional learning communities, or inadequate student-teaching preparation. Equally important, the fear of change or taking the risks, and many cases, are unfamiliar to the modern ways of teaching foreign languages. With the school transitioning into an IB World School, the school district's goals and vision, and technological resources has opened new opportunities to deliver and receive information. However, without models or professional development in how to effectively use these resources to teach a foreign language classroom has been challenging. Moreover, leaves the instructor to pilot tasks that may fail and affect the student's performance.

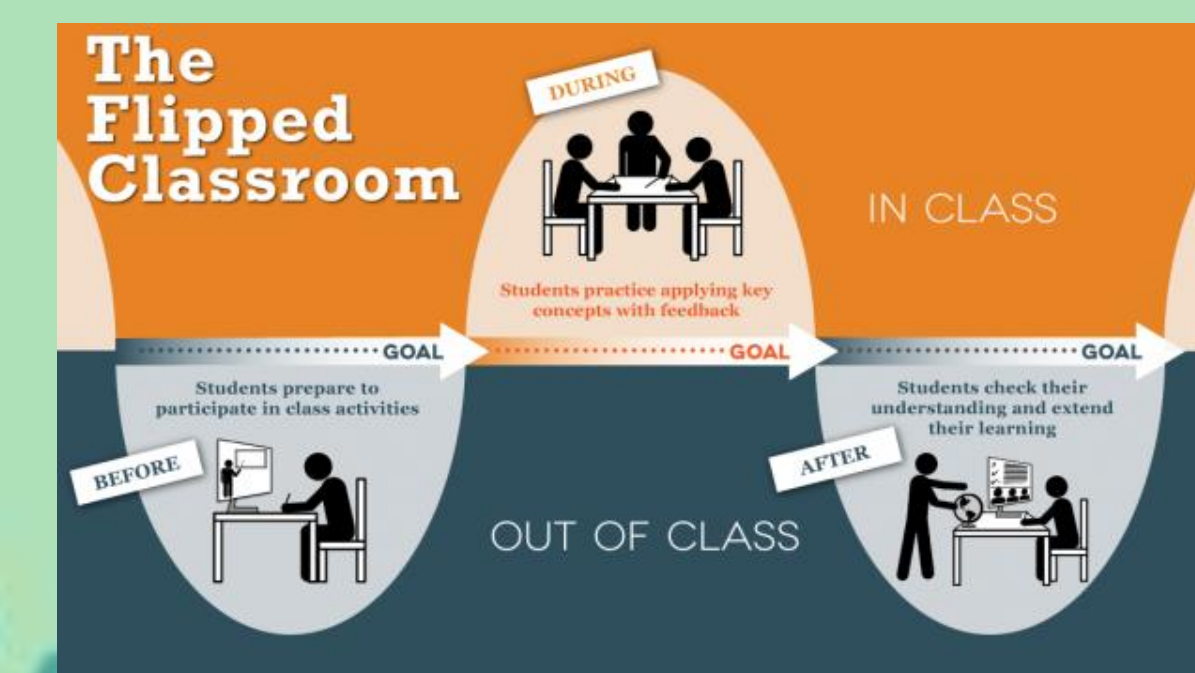
Methodology

Standards & Skill Maps

Partnership for 21st Century Learning and the American Council on the Teaching of Foreign Languages (ACTFL) designed a 21st century skills map for world languages to demonstrate the integration and learning outcomes of World Languages and 21st century skills. "The language teaching community has reached strong consensus regarding the goals of a language program: to develop students' language proficiency around modes of communicative competence reflecting real life communication." (P21.org, 2011)

The "Flipped Classroom"

A flipped or inverted instruction is a teaching method where the teacher provides content for the students to review before class such as a recorded presentation or lecture. This allows students to have more time to engage actively with the target language by applying newly learned information on tasks. This concept is something that can be beneficial in a world language classroom. If the instructor plans and organizes in how present the information well it can be a powerful tool for language learning. For instance, it can support students who are low level or absent while you are teaching a concept. Students can review content anytime and go at their own pace if needed. Also, it will provide more time for oral language application, review material instead of introducing it, and provide more quality student-teacher time which is essential for all teachers.

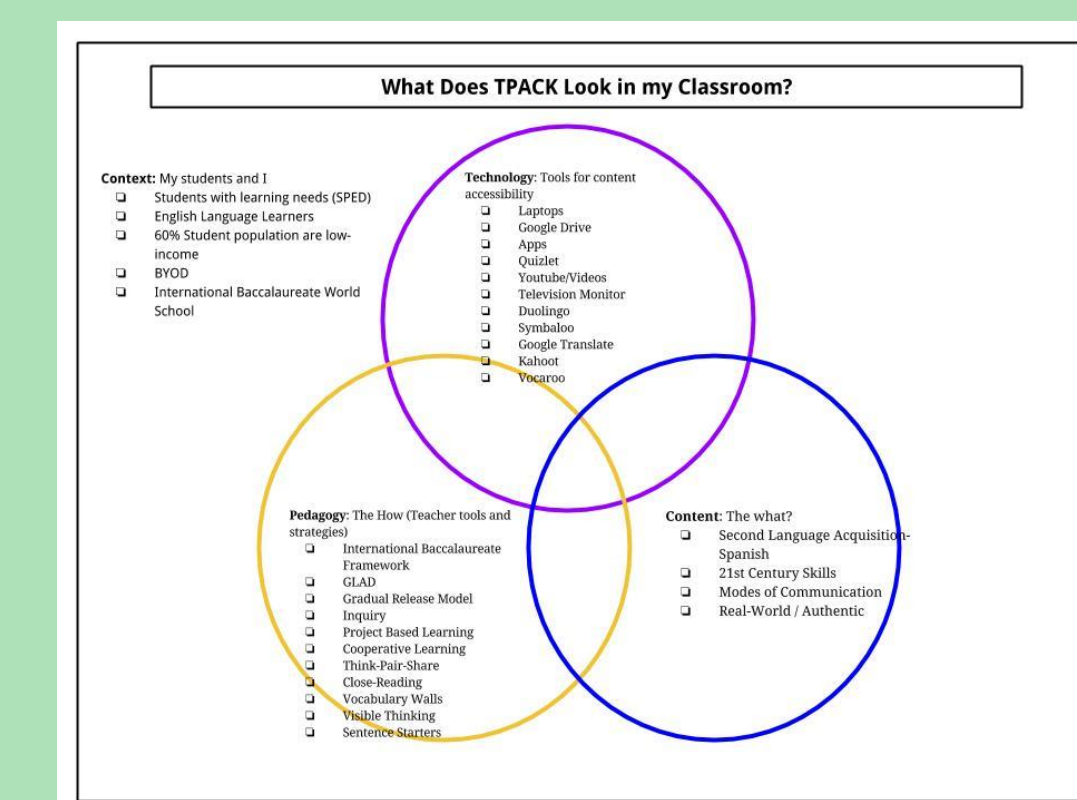


Thoughts about the "Flipped Model"

My goal is for my students to be able to converse and interpret in the target language (focusing on the three modes of communication), and teaching grammar can often take a lot of time and consequently affect time for my students applying new information. I believe grammar is important, but not at the cost of exposure to the target language. I believe creating some form of accountability and brief review of lesson that was learned at home will be a support and really make the "Flipped Classroom" effective so that my students can be engaged applying new information on tasks than listening to lectures.

TPACK: Before you Begin

"Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology" (tpack.org, 2016). The TPACK Model will help instructor not only understand students' backgrounds and needs, but also understand the school in context in order to effectively integrate technology around the specific subject matter. Thus, will guide the instructor to select the best technologies and strategies that tailor to the students. Understanding TPACK before beginning transformation to a language learning classroom that reflects students' needs, interests, and 21st century learning is important.



Tools for Second Language Acquisition Support

Web Tools, applications, and devices need to be used for purposeful uses; a learning outcome. They need to focus on how it will help support acquiring the language efficiently, engage students, and instill 21st century skills.



Resources for Implementation



Literature Cited

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What is TPACK? (n.d.). Retrieved July 22, 2016, from <http://www.matt-koehler.com/tpack/what-is-tpack/>
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Conclusion & Thoughts

The purpose of the study was to examine the implementation of technology and 21st century pedagogy in a world language classroom. The study was informative and beneficial for the instructor and the students. Students were engaged and interacted a lot with their peers and with the language. However, due to few variables, the teacher could not maximize the learning experience despite the effectiveness. It is important to focus on quality and not quantity. Work with other foreign language teachers for support and develop meaningful curriculum that will benefit the students' communicative competence and technological skills. As a final point, educators need to recognize the impact of technology that it has on education, especially the impact on student interactions. For this reason, it is imperative for foreign language teachers to adapt to the world of tomorrow. Educators need to integrate technology, and shift to 21st century foreign language teaching, and most importantly, develop students that are globally aware and can interact with different communities around the world. In other words, college and career ready.

For further information

Please contact pjimenez@pusdk12.org. More information on this and related projects can be obtained at www.learnovationlab.org/lori-project.html <http://www.tilt.net.org/>

