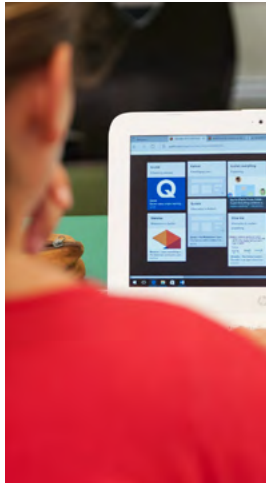


## Technology Assisted Language Learning



### Overview and Outcomes

This course develops participants' awareness of the various uses of technology in language education. It will include practical applications as well as theoretical perspectives and will offer opportunities for hands-on practical experience.

Upon completion, participants will be more aware of the principles underlying practice in language education, having explored ways of applying these principles to their own professional contexts.

### Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

### Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

### Certification

- Your end-of-course NILE certificate details the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- The course can be extended to include [The Trinity Certificate for Practising Teachers](#) (CertPT) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

### Who should apply?

- Teachers on all levels
- Participants need only basic computer skills
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.

### Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further two months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

### Content

*Technology Assisted Language Learning* covers the following areas:

- History of educational technologies in the language classroom; advantages and disadvantages of ICT in education; challenges and alternatives
- Core Internet skills and literacies: search, evaluation and tagging; strategic integration in the classroom and the curriculum
- The use of Web 2.0 tools for creating teaching resources that encourage creative language practice and production; multimedia
- The use of corpora and text analysis software for both research and classroom applications
- The impact of technology on methodology and the long-term and short-term implications for teachers and learners
- The use of learning management systems (especially Moodle) primarily for blended learning situations; syllabus and course design
- The use of mobile and handheld learning in and out of the class
- The use of technologies for teacher development and CPD

The programme also includes a complementary English language development course for your individual CEFR level to be completed through the learning platform Macmillan English Campus.

Each course has a maximum of 16 participants and consists of 8 units, each introduced and completed over two days, Monday to Friday, with an optional 4-week NILE Online assignment or 8-week Trinity College London assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.



## Schedule

Each course consists of 45 hours' tuition over three weeks, plus 5 hours of social and professional interaction. Each unit requires approx. 3 hours work per day. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Course Structure				
Day 1	Day 2	Day 3	Day 4	Day 5
LIVE SESSION Introduction Unit 1 start	Unit 1 completion	LIVE SESSION Unit 2 start <i>School social activity</i>	Unit 2 completion	LIVE SESSION Week 1 Roundup Unit 3 start
Day 6	Day 7	Day 8	Day 9	Day 10
Unit 3 completion	LIVE SESSION Unit 4 start	Unit 4 completion <i>School social activity</i>	LIVE SESSION Unit 5 start	Unit 5 completion <i>School social activity</i>
Day 11	Day 12	Day 13	Day 14	Day 15
LIVE SESSION Unit 6 start	Unit 6 completion	LIVE SESSION Unit 7 start	Unit 7 completion Unit 8 start  LIVE SESSION Whole-school teacher research toolkit workshop	Unit 8 completion LIVE SESSION Course roundup LIVE SESSION Whole-school graduation ceremony

Technology Assisted Language Learning	
Unit 1: An Introduction to TALL	Unit 2: An Introduction to Learning Technologies
In this unit we will explore the learning platform, introduce ourselves and start moving forward with a general overview of content, your experiences with learning technologies and discussions centred around core EdTech skills for the teacher.	In this unit we look at the history of learning technologies and core concepts, including the progression from Web 1.0 through 2.0 and beyond. We examine the current status of learning technologies and also look at voices of dissent.
Unit 3: Working with the web	Unit 4: Working with Media
In this unit we look at various digital literacies: search, information, tagging literacies as cores skills for the teacher wishing to implement learning technologies in their teaching. We look at lesson and activity planning using Internet resources, and (optionally) at key online tools and utilities for language teachers. Also in the optional activities, we consider webquests (for those considering this option in Unit 8).	In this unit we look at more digital literacies (multimedia and remix) and we consider tools that promote language practice and production through the use of media including images, video and audio. We also consider issues of copyright and plagiarism.
Unit 5: Mobile Learning	Unit 6: Syllabus and Course Design
In this unit we look at developments in mobile and handheld technologies that have led to mobile learning opportunities across a range of disciplines. We start by examining the concept of mobile learning before moving on to look at devices and contexts, case studies and strategies for implementation.	In this unit we look at principled implementation of learning technologies and consider syllabus and course design as well as overall strategic planning for EdTech implementation. We look at blended learning and consider workable blends for various scenarios.
Unit 7: Teacher Development Online	Unit 8: Project Work
In this unit we look at technology from the point of view of the teacher – opportunities for teacher development and CPD, including the use of blogs, Twitter, Facebook and other social media platforms to build a PLN (Personal Learning Network). This serves as a springboard for you to extend your learning opportunities in the EdTech area by identifying online development opportunities to follow.	This unit serves as preparation time / tutorial time for the self-study work, comprising the research article and the portfolio. Here we review the course materials and prepare for the assignment.
Assignment	
Option A	Option B
Choose a digital tool, website or application which you have covered in this course. Produce a plan for using this tool in a principled way in a lesson or series of lessons for a context of your choice.	Design a webpage or series of webpages using one of the platforms presented in the course, for a context of your choice.