Faculty of Arts, Design and Humanities

Using New Technology in ELT

Website Rationale

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Teaching English has never been so simple, and yet so complex. I remember when I was young and learning was all about what was written on the board, rubbed, and the amount we managed to transfer to our books, especially in my country (Sudan) we had poor technology and less IT tutors long time ago not similar to nowadays. However, in this era technology is a core part of the teaching process. "Using technology in the classroom is not a choice anymore, it's a necessity", but most significant as Lewis states a decade ago (2009). "Technology is nothing without a teacher and a plan, Lewis (2009, p.10). I am not a technology expert, neither highly familiar with it, such claims would be preposterous, but I have certainly made some progress towards adopting technology in teaching the English language. Namely, at De Montfort university, Leicester/ England. I have learned a lot. However, I find that learning each new technology skill may prove challenging. With my students being rather technology savvy, the learning process is as intense for me as it is for them too.

According to Mahroogi and Troudi (2014, p. 1), the use of technology in teaching foreign language has been in existence for decades, but the advancement of technology has introduced many other devices into the field. As such, teaching with technology is not a new concept; it is the specifics of the technology application within the pedagogy that vary. This aspect was critical in the development of the ESOL classes, (English for speakers of other languages). Learner's website for webhome as I had to consider its capacity to address all the aspects of the curriculum like in the previous technologies. Each technology introduction should be an improvement of the capacity to deliver the elements of learning that form the subject framework (Chuang, 2013, p. 77). Therefore, despite the appeal of creating a glamorous ESOL website, practicality had to be the top priority in this case.

The choice content on the blog contained on the website blog for that reason, is also a deliberate attempt to address the pedagogical requirements as well as some shortcomings that may accompany technology use in ELT, mobilepedagogy Teachers` blog. Another blog discusses Teded, Kahoot and Padlet activities and embedded with lesson plans, in addition to

teaching language in student's _blog_ . Moreover, featuring ESOL _Youtube_ and _Facebook_ as platforms. It also addresses the role of test creation applications like _webquest_ intended for students to access sample study and practice questions. The website provides resources to guide learning while also offering the opportunity for students to begin learning on the site. Most of the applications addressed on the blog are available on mobile devices. The current literature emphasizes the importance of teachers learning how to teach using mobile devices while also teaching their students how to make use of these in the educational context (Yang, 2012). As such, the blog addresses how these applications advance the capacity for sharing learning materials. While also preserving the integrity of the learning process. I have designed teaching receptive and productive skills unit in the students' blog including learning of four skills writing, reading, speaking and listening, it's believed to be very useful for ESOL/ ESL learners.

Task-based learning to me, an essential to the achievement of success in any context. Students get a hands-on approach to the learning process and access to opportunities to continuously assess their own progress (Yang, 2012). This was the motivation behind the inclusion of webquest (introduction, evaluation, process - resources and conclusion)   as part of the website design. In order to facilitate more opportunities for learning, I also featured the links to other learning practice material websites, such as pdfs, English grammar and students' corner. These include as stated grammar for students and useful website links for teacher's material and lesson plan, both addressing English language learning and avoid errors as well as opportunities to practice continuously while identifying these problems for the students.

The ESOL website also featured a podcast, with the intention being to regularly update it in an effort to improve the grammar grammar focus among the learners. According to Echevarría, et al (2013), differentiated learning created by technology ensures that the students own the learning process. Therefore, the development of the podcast not only ensured that students make deliberate effort to listen to it when it is available, but they also get the opportunity to listen together and engage in discussions of the same. At the same time, even

though there is an inclination towards the adoption of technology-driven pedagogy, teachers remain slightly more comfortable with the status quo (Mahrooqi & Troudi, 2014). Paradoxically, "Challenges of technology use in classrooms, whenever one is working with ITs one need to be aware of the potential frustrations and how to avoid them, at the most basic level are the technical difficulties, which serve to frustrate teachers more than anything else (Erben, Ban, Castaneda, 2009, p. 81"). The use of the podcast presents the opportunity to integrate the typical grammar lessons with the listening podcast, supplementing the grammar points through some of the practical activities in it.

There were some challenges to the completion of these features. These challenges included the identification of the length of the podcast that was sufficient to administer proper lessons while also being brief enough to prevent boredom. The assistance of new technology ELT, tutors and my peers was instrumental in achieving the final website creation, I was struggle to navigate and manage my website blog. I have developed lesson plans before as well as planned entire courses, right now I am so enthusiasm to carry on website design. However, it was a new experience for me. I think I did very well, in retrospect, even though I had severe doubts about my capacity to accomplish this feat. I feel that the process was much like the development of the regular website design curriculum, only this time it was digital and I felt extremely accomplished at the end of it.

In conclusion, I loved using new technology in ELT and website design and so proud of it what I have learned so far, my next plan is I will continue to learn and teach my students.

The author`s website, http://dmu17elt.weebly.com/

Sudan Knowledge website, https://www.sudanknowledge.org/

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