

Transforming ESL Teaching and Learning with ICT

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Abstract : Developing skills in using ICT in the language classroom has been discussed at all educational levels. Digital tools and learning management systems enable teachers to transform their instructional activities while giving learners the opportunity to engage with virtual communities. In the field of English as a second language (ESL) teaching and learning, the use of technology-enhanced learning and diverse pedagogical practices continues to grow. Whilst technology and multimodal learning is a way of the future for education, second language teachers now face the predicament as to whether implementing these newer ways of learning is, in fact, beneficial or disadvantageous to learners. Research has shown that integrating multimodality and technology can improve students' engagement and participation in their English language learning. However, students can experience anxiety or misunderstanding when engaging with E-learning or digital-mediated learning. This paper aims to explore how ESL teaching and learning are transformed via the use of educational technology and what impact it has had on student teachers. Case study is employed in this research. The study reviews the growing presence of technology and multimodality in university language classrooms, discusses their impact on teachers' pedagogical practices, and proposes scaffolding strategies to help design effective English language courses in the Australian education context. The study sheds light on how pedagogical integration today may offer a way forward for language teachers of tomorrow and provides implications to implement an evidence-informed approach that blends knowledge from research, practice and people experiencing the practice in the digital era.

Keywords : educational technology, ICT in higher education, curriculum design and innovation, teacher education, multiliteracies pedagogy

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