

基于信息技术的 英语教与学



陈正伦
汤平
著

ENGLISH TEACHING AND
LEARNING WITH
INFORMATION TECHNOLOGY



基于信息技术的 英语教与学



陈正伦 汤 平 著

ENGLISH TEACHING AND
LEARNING WITH
INFORMATION TECHNOLOGY

重庆大学出版社

图书在版编目(CIP)数据

基于信息技术的英语教与学 / 陈正伦, 汤平著. --
重庆: 重庆大学出版社, 2022.10
ISBN 978-7-5689-3449-7

I. ①基… II. ①陈… ②汤… III. ①信息技术—应
用—英语—教学研究—高等学校 IV. ①H319.3-39

中国版本图书馆 CIP 数据核字(2022)第 120470 号

基于信息技术的英语教与学

JIYU XINXIJIISHU DE YINGYU JIAO YU XUE

陈正伦 汤平 著

责任编辑:罗亚 版式设计:罗亚

责任校对:关德强 责任印制:赵晟

*

重庆大学出版社出版发行

出版人:饶帮华

社址:重庆市沙坪坝区大学城西路 21 号

邮编:401331

电话:(023)88617190 88617185(中小学)

传真:(023)88617186 88617166

网址: <http://www.cqup.com.cn>

邮箱: fxk@cqup.com.cn (营销中心)

全国新华书店经销

重庆升光电力印务有限公司印刷

*

开本:720mm×1020mm 1/16 印张:13.75 字数:256 千

2022 年 10 月第 1 版 2022 年 10 月第 1 次印刷

ISBN 978-7-5689-3449-7 定价:49.00 元

本书如有印刷、装订等质量问题,本社负责调换
版权所有,请勿擅自翻印和用本书
制作各类出版物及配套用书,违者必究

Serve Locally. Reach Globally.

The Virtual World of the English-speaking Countries

Is

An Effective Place

To Practise Authentic English Learning,

To Improve English Teaching,

And to Communicate with the Speakers of English Across the World.

However,

Without Necessary Knowledge and Critical Thinking,

We May Be a Victim of Various Propagandist Narratives,

Even if Well-intentioned and Well-educated in a Certain Area.

Foreword

Whichever contemporary syllabus for English we turn to, there must be guidelines on how to use technology in English learning and teaching. Similarly, whichever general educational policy we refer to, there must be paragraphs on integrating technology into all the subjects. TV sets, the Internet, electronic whiteboards, projectors, or computers have been successfully introduced into almost all the Chinese classrooms. This is what happens in China. This is also what happens in a bigger part of the world. A clear trend thus reveals itself to us that technology will be an integral part of learning and teaching.

Meanwhile, there have been some books on how to use technology to learn or teach English, for example, *How to Teach English with Technology* and *Transforming American Education Learning Powered by Technology* published in English in 2007 and 2010 respectively, and *Integration of Information Technology into English Teaching* published in Chinese in 2019. Besides, there have also been online courses on this topic, for example, *Teach English Now! Technology Enriched Teaching* offered by Arizona State University and *English Teaching and the Internet* provided by South China Normal University. The understanding of technology in learning and teaching has developed from an auxiliary role to an enabling or empowering role, a general literacy for all the subjects.

We agree. And we believe the role of technology in English learning and teaching is even bigger than a literacy. Most significantly, it has brought a virtual

world of the English societies and cultures, making possible immersive learning of English or a global reach at our fingertips. The English virtuality, which will be the more frequently used term in the book, aligns with the real English world, reorganises it, and expands it. To a large degree, it may be an enhanced version of the real English world as it can be accessed by anyone, anywhere and anytime.

Therefore, in this book, the main argument is that the technology-enabled English virtuality creates an opportunity for all the Chinese learners or teachers of English to pursue a self-directed cross-cultural social learning and experiment with citizen diplomacy. We have five assumptions not yet fully tested. First, a regular engagement with the English virtuality will largely reduce Chinglish and thus facilitate the acquisition of the English language. Second, a fuller exploration of the English virtuality will better familiarise us with their social practices, thus making better preparation for cross-cultural communication or citizen diplomacy. Third, a regular communication with the ESL/EFL professionals in the English virtuality will benefit the development of English teachers. Fourth, citizen diplomacy will in return keep learners or teachers of English engaged with the English virtuality. Fifth, responsible citizen diplomacy will help better tell Chinese stories, resist the anti-China narratives or improve the international image of China, securing peace for the world. So the purpose of using the English virtuality is not just about English learning or teaching; it is also about citizen diplomacy, making friends, defending China and maintaining peace.

As we hope our readers are mostly college students who are intensively learning English and pre-service or in-service teachers of English, we decide to write it in a narrative form, mainly sharing the authors' personal experiences in the past twenty years of how we have grown up to be teachers of English who use technology to simulate a life of English speakers living in an English-speaking

country, who can use technology seamlessly in the class, who can take advantage of the available or affordable technologies to suit our purposes of teaching, and who understand, as responsible citizens and educators, for the welfare of ourselves, the Chinese and even all humanity, what we need do to meet the challenges of complicated international affairs. The technology experiences of two of Chen's former students were also best recalled and included in the end of the book. Some of the experiences, if not all, may be good examples for our readers to model, or may serve as their inspiration to become technology-equipped learners or teachers of English.

There are six chapters. In Chapter 1, Chen introduces the background and topic of this book. In Chapter 2, he explains his early experience as a doubter and an explorer of technology. Chapter 3 summarises his later use and research of technology in English learning and teaching, including his experiences of confusion and excitement. Chapter 4 unfolds his understanding of the English virtuality, the institutions, language resources and social activities in the English societies that are represented online. Chapter 5 focuses on his personal experience of integrating technologies into listening, reading, speaking, writing and viewing. Tang contributes to the second part of Chapter 6. Besides, this chapter highlights self-directed social learning in the English virtuality, citizen diplomacy and two students' affirmative experiences of the effectiveness of using technology or the English virtuality for English learning, teaching and teacher development.

Chen Zhenglun and Tang Ping
Nanchong, Sichuan
China West Normal University
March 2022

How to Use This Book

The narrative inquiry approach of the book is intended for a possible personal connection in the discussion of technology and the technology-enabled world, and for a possible pleasant reading for our expected regular readers of English majors and pre-service or in-service teachers of English. But how can a book of personal stories have the knowledge on English informatics, the science that explains the integration of technology into English learning and teaching, especially the English learning and teaching in China? The short answer is that the knowledge of English informatics has been indeed weaved into the stories.

The key terms will be printed in bold type. For instance, when English informatics appears the first time in the book's body part, not in the headings, it will be **English informatics** instead. This is one way to indicate that these personal stories are academic, unlike popular stories. You are encouraged to pay more attention when this happens. You may learn more of these terms from reading the proper website pages or searching for articles and books in the digital library. When you do this, we expect you would mostly read in English, so that your understanding of this course can be combined with your English learning: one stone for several birds.

Sometimes, the knowledge is not self-evident. But if you know about

motivation, attitude, learning strategies, learning methods, learning process and evaluation, for example, you probably would find that our stories have covered all of them as well. Then you would also find that the book includes four major parts: information technology (or information and communication technology), the English virtuality, the learning and teaching of English in the virtual English context and citizen diplomacy in the English virtuality. Information technology discusses hardware and software, especially how they have affected English learning and teaching. The English virtuality mainly says that the online English world is not just a web of sites or information, but a virtual community, where the English social institutions are replicated, reorganised and improved, where people across the world gather for activities in virtual groups, where real and virtual properties are distributed and redistributed, and where online events affect people in real life as well.

Then, how can English learners or teachers in China take advantage of this situation? You would find that we propose an online immersive self-directed social learning of English and a professional development in the global context, together with citizen diplomacy. You are encouraged to take the initiative to use the virtual English world as a social support for your English learning or teaching. Besides, we actually argue that whether you like it or not, citizen diplomacy happens when you identify yourselves or are identified as Chinese. What you say, how you behave in the English virtuality will have an impact on how China is believed to be in the English world. This is, therefore, both an opportunity and a challenge. It requires responsibility and wisdom that can be empowered by multidisciplinary knowledge.

The next thing you can do with this book is to experiment with

technologies, those I will mention and those that are not mentioned or even those that are not yet created at the time of my writing this book. You can try them with English learning, English teaching and the English virtuality. If you relate the functionalities of a certain programme or a device to the needs of learning, teaching or engagement with the English virtuality, you will find and develop your creativity.

When you have observed and modelled a certain section of the English virtuality, you may even move forward to imitate the language and behaviours of the English speakers, starting to have a conversation or write some comment with your Chinese wisdom from a Chinese perspective. Language is for use. If English is not learnt to listen to, to read, to speak, to write in, most of its use has already lost.

The English virtuality at least has all the complexities of the real world. You have to learn more than just your area of knowledge to survive, to live responsibly and free from criminal activities. Take the opportunity to use the virtual social support, to learn from the English world, and to tell your stories from the Chinese perspective, while trying to avoid the threats, ideological, psychological, financial, or even physical. When you reach globally, you should remember your primary purpose is to serve locally.

Contents

Chapter 1	Introduction	001
Chapter 2	Early Experiences with Educational Technologies	011
1	My College Education on Information Technology	011
2	My First Encounters with Computers	013
3	Teaching English with Recorders	016
4	Experimenting with My First Computer	019
Chapter 3	Further Adventure into Educational Technologies	023
1	Teaching with Technology at CWNU	023
2	Experimenting with Technology in Virginia	028
3	My Readings on Technology	035
4	Educational Technologies: My Fuller Knowledge Map	043
5	My Research on Information and Communication Technology	049
Chapter 4	Exploring the Online World of English Countries	054
1	Online Governments	056
2	Social Networking Sites	060
3	Media Conglomerates	069

• English Teaching and Learning with Information Technology •

4	School and Church	080
5	Language Resources for English Language Educators and Students ...	086
6	Family and Local Community	096
7	Other Social Institutions	100
8	Principles of Learning in the English Social Virtuality	104

Chapter 5 Learning and Teaching English with Technology 120

1	Listening with Technology	120
2	Reading with Technology	126
3	Speaking with Technology	137
4	Writing with Technology	143
5	Viewing with Technology	152
6	Principles of Learning and Teaching English with Technology	158

Chapter 6 On the Road to the Future 171

1	Students with Technology Savvy	171
2	Tang's Experience with Technology	180
3	Self-directed Learning in the English Virtual World	185
4	Measuring the Achievements	192
5	Reflection on Cross-Cultural Communication	196

References 203

Chapter 1

Introduction

I understand the doubts of many people about the effectiveness of **educational technologies**. After many years of practice, I still cannot explain with complete certainty that using technologies in English teaching has significantly improved the learning efficiency of my students, or their listening comprehension, or their reading comprehension, or their writing literacy, or their oral competence, or my teaching effectiveness. Learning and teaching are an interrelated, sophisticated system that is composed of the teacher, the school, and many individual students who are often both autonomous and likely to be influenced by an array of physical, social and emotional factors. Besides, what is to be taught, how the teaching design is created, how it is executed in a real class, who teaches, all this still matters. Possibly, this sophistication can explain why there has been so much suspicion of attributing any learning effectiveness to the use of technology in English learning or teaching, and why I, a long-time practitioner of educational technologies, also find it difficult to give irrefutable

proof of technology effectiveness.

However, we changed from the time of writing with a brush or a quill to the age of writing with a fountain pen or a ballpen. There may not have been substantial evidence that writing with a ballpen, for example, has significantly improved students' learning effectiveness. Similarly, it might be rather difficult to prove that writing with chalk has obviously improved education than the practices in the older times. Learning at school is different from using a certain innovative machine to plant crops or to produce something, which is usually standardized, observable and controllable.

Therefore, using technology in English teaching, where human beings, instead of things, are the participants, can be simply considered as a need of time. Even though the effectiveness of using educational technologies is still undergoing research and debates, there may be little possibility of reversing the trend of modernising education. Technology has been deeply characteristic of our experience. The sizable number of outstanding educators in the past centuries might not be a good reason to reject technology; time has been calling for modern teachers who can experiment with the new inventions to explore their potentials in daily teaching practices. Without full participation in such experiments, students could hardly be well prepared for their future work. Anyway, their years of most intensive learning happens at school.

Besides, this may be an English education issue more than whether technology should be used or not. The English virtuality is there and will have a stronger presence as China opens up more to the West, giving the younger generations not much choice; for in computer games, online shopping experiences or any consultation on the English world, it is there to have

influence. The Internet is the media, the resource pool and the new social centre. How can Chinese students and teachers of English maintain their cultural and national identity in the English virtuality? What English resources should be included in the English education of our younger generations? Which techniques are more effective to tell Chinese stories from our perspective? How can teachers of English resist and deconstruct the anti-China narratives?

My stories with technology may be one of the typical examples of what might happen when English teachers integrate technology into their career development. I have not been a quick learner; but I have always been a learner, learning at my pace, especially when technology has been often overwhelming to me. When I recall my early years of experiences with camera films, dark rooms and MS-DOS computers, I see there was always much hidden fear mixed with secret admiration. The miracles of these technologies were amazing, while the complexities of them were rather a puzzle. Fortunately, I soon found that, to take advantage of the wisdom in them, I need not understand most of the complexities. Things have become easier.

Even so, I seem to have another problem: Technology changes at lightning speed, much faster and with more novelties emerging. Something bought this month may be replaced by several others better next month. Products of similar functions may offer me over tens or even hundreds of choices. Having too many new technologies twinkling before the eyes can sometimes create an unhealthy desire to own many or a psychological fatigue to fight off. I am guilty of both. For example, although I have had **AntConc**, which has offered a satisfying experience, I still bought **WordSmith**. Whenever I search for **best audio or video editing software** or anything similar, the ranking sites always offer me a list of

programmes, explaining them tirelessly on a lengthy page, which often consumes up my patience quickly.

Besides the psychological challenge, all the hardware or software often requires a payment. Sometimes the price can be frustrating. It seemed reasonable if dollars or pounds were not translated into RMB. Yet considering how much my teaching or my students might benefit from them, new educational technologies are often worth a try.

Handling the information related to technology and English subject matters was also a headache before I discovered **information literacy**. In the early 2000s, I was exploring the social, business and government websites of the USA, the UK, Australia, Canada, and New Zealand. Days and nights were spent trying to absorb the information obtained. Most times, the information was consistent and supplementary. Other times, it could contradict with what I had read earlier in books or learnt from classes. In the beginning, I thought this was just because of the change of time. But around 2005, I came across information literacy and began to see a larger issue about information. I practised with the standards published by the American Library Association, the British SCOUNL and UNESCO, while identifying, searching, evaluating and processing the online information.

During all these years of online adventure, there have been many moments of doubts, anger and frustration. I even tried to give up understanding **information technology** and turned to American Studies or English language teaching. But after a while I always found that technology was nowhere to avoid. I resumed my engagement. So after about twenty years, I find this testing experience has not been in vain. It has developed me into a modern Chinese teacher of English, enabled with technological skills, language skills, pedagogical

knowledge, an international outlook and the capability to engage with the virtual overspreading English-speaking world, which is possibly quite a full interpretation of **TPACK** (Technological Pedagogical Content Knowledge) in the area of English learning and teaching in China.

I have not been using a blackboard for over ten years. During these years, I have been trying to persuade my students and many teachers in primary or secondary schools to use technology in their English learning or teaching as I do. Mostly, I have failed. They have different reasons for their neglect or refusal. But one shared reason is that they are forced to engage themselves in daily routines that they have to go through. Students have to finish assignments given by teachers or the school. In-service teachers have to finish their everyday teaching, students' schoolwork reading and very often extra-work assigned by various school authorities, not to mention the fact that many of them also have to manage students' affairs or attend meetings at different levels. Basically, everybody is busy finishing their assignments or fulfilling their given responsibilities. There is, therefore, rarely any time left for **self-directed learning** or professional development, especially when people also have a life to live. Besides, if college students still have the motivation to learn some technologies so that they can be better prepared, as is told, for their future job, teachers in primary and secondary schools do not seem to have any good reason to make any extra effort to learn any technology. After all, who really needs technology when teaching achievement is mainly measured by the number of students a teacher can send to the key upper schools? The older generation has been established without using any technology but chalk and papers, while no evidence has strongly indicated that using modern technology can make a teacher more