

**Title:** Technology-enhanced Second Language Teaching

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**Abstract:** *Technology-enhanced Language Learning Environments*

Research in second language acquisition has clearly suggested the need of comprehensible input in order for second language learning to take place. Perhaps the single most important role of the second language teacher is to act as a facilitator in providing this intensive input. Traditionally, teachers have relied heavily on the use of pictures, realia, and gestures to convey meaning to beginning language learners. The computer with its Internet and hypermedia capabilities is a powerful addition to second language teachers' resources. Computers utilize a multi-sensory collection of text, sound, pictures, video, animation, and hypermedia to provide meaningful contexts to facilitate comprehension. Technology is equally important in the sheltered, academic-area k-12 and university classrooms where its ability to provide comprehensible input serves as a scaffold to support students as they study academically challenging subject matter

Using multimedia, students can, for instance, read and listen to a story before writing and recording their own versions of a similar story. Programs with theme-based vocabulary embedded in context assist the learner in focusing on meaning before

practicing form. Multimedia provides the multiple modalities needed to meet the needs of students with different learning styles and strategies. The aural, visual, tactile and kinesthetic learners have access to a variety of computer-based activities that are well suited to their preferred learning styles. As students perform diverse tasks with the computer, they broaden their repertoire of metacognitive, cognitive, and affective learning strategies.

This presentation explores twelve attributes of rich second language learning environments and discusses ways in which technology can enhance each characteristic. The presenter will demonstrate how technology can be integrated into language learning environments in order to:

1. Provide interaction, communicative activities and real audience
2. Supply comprehensible input
3. Support development of cognitive abilities
4. Utilize task-based and problem-solving activities
5. Provide sheltering techniques to support language and academic development
6. Are student-centered and promote students autonomy
7. Facilitate focused development of English language skills
8. Use multiple modalities to support various learning styles and strategies
9. Support collaborative learning
10. Meet affective needs of students
11. Foster understanding and appreciation of the target and native cultures
12. Provide appropriate feedback and assessment

These attributes will be further examined within the context of communicative language teaching, content-area instruction, teaching language skills (listening, speaking, reading, and writing), inquiry-based learning, meeting needs of different learning styles, and assessing language and academic development of second language learners.