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Tech-Talk: Using Technology to Teach Bilingual Students

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TECH-TALK: USING TECHNOLOGY TO TEACH BILINGUAL LANGUAGE ARTS

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Research Question

How can technology be used to teach language arts skills in a bilingual setting?

Literature Review

❑ **SMARTboard**: Hur and Suh (2012) noted that students' second-language vocabulary acquisition improved significantly after using SMARTboard.

❑ **iPad**: Kucirkova, Messer, Shechy, and Panadero (2013) found that the use of iPad applications encouraged student collaborative skill building and increased engagement with language arts content.

❑ **Internet**: Yunus, Nordin, Selehi, Embi, and Salehi (2013) discussed how the Internet provided students with practical applications of the target language, such as online newspapers.

Methodology

❑ Bilingual kindergarten classroom

❑ Technology center utilizing SMARTboard, IPad, and Internet.

❑ Skills: setting, visualization, sequence of events, and phonemic awareness

❑ Qualitative analysis of field notes, student assessments, and questionnaires.

Figure 1: Student uses SMARTboard to sort animals in appropriate settings.

iPad Storytelling

❑ Analysis of assessments and field notes showed that the iPad encouraged hands-on application of learned content, addressed multiple learning styles, and presented opportunities for student engagement.

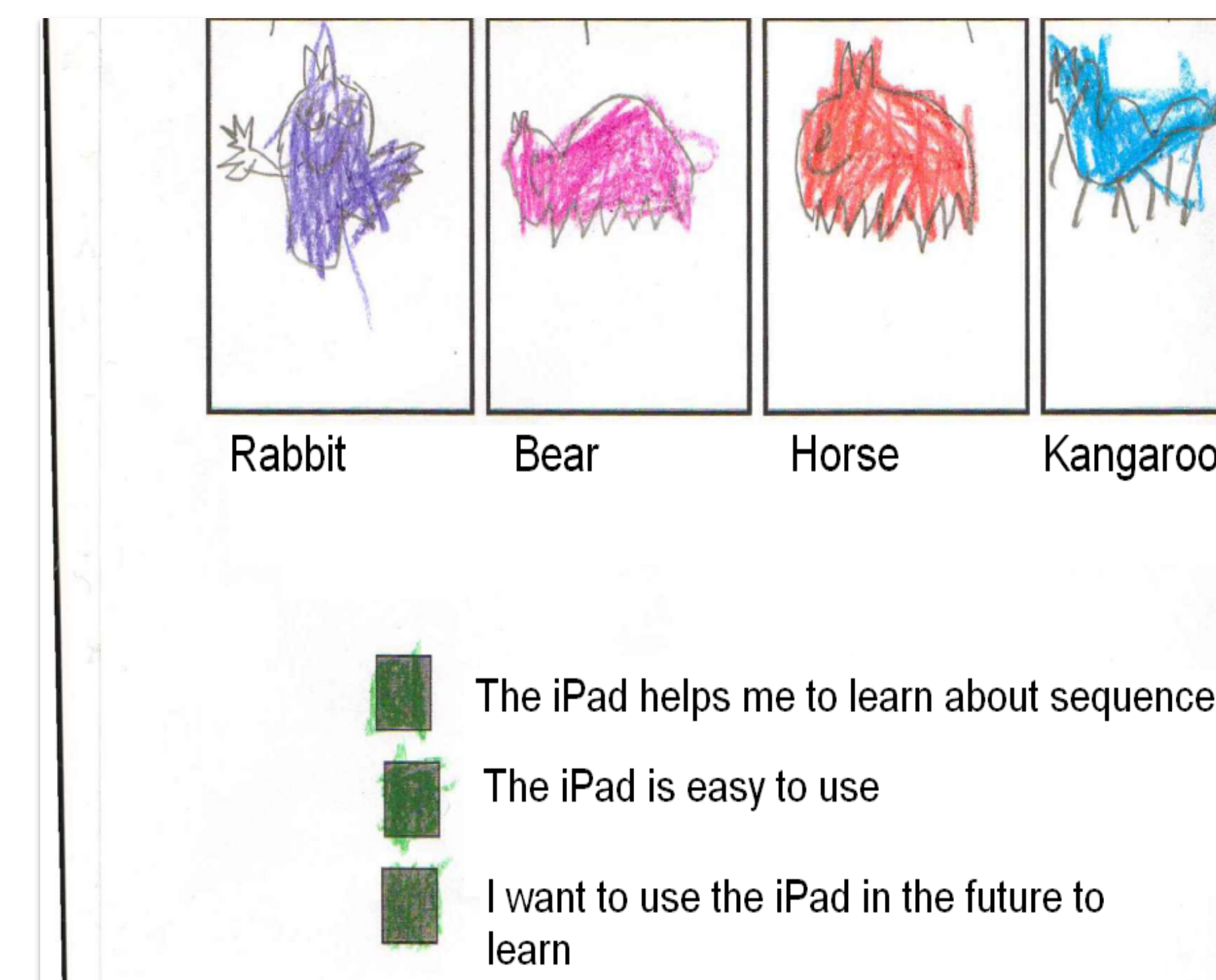❑ 3 out of 4 students used the iPad activity to successfully recall the storybook's sequence of events .

Internet Collaboration

❑ Internet use provided situational examples of the second language, encouraged collaboration among peers, and invited students to apply own knowledge of learned content.

SMARTboard Interactivity

❑ Analysis of assessments and field notes showed that SMARTboard use encouraged student interactivity, presented opportunities for group discussion, and increased students' self-confidence in expressing original ideas.

❑ All students indicated in questionnaires that they would prefer to use SMARTboard in place of traditional classroom materials.

Rabbit   Bear   Horse   Kangaroo

■ The iPad helps me to learn about sequences

■ The iPad is easy to use

■ I want to use the iPad in the future to learn

Figure 2: Student illustrates sequence of events from iPad storybook.

Internet Collaboration

❑ Internet provided students with examples of words beginning with learned letters (ex. Beluga for B).

❑ 3/4 students indicated a desire to use the computer for future phonemic awareness lessons.

Conclusion

❑ The technology increased students' interaction with new content and aided in comprehension of target skills.

❑ I wish to further investigate how prior exposure to technology impacts students' perspectives of its instructional use.

❑ Teachers can effectively use technology to meet the learning needs of bilingual students.