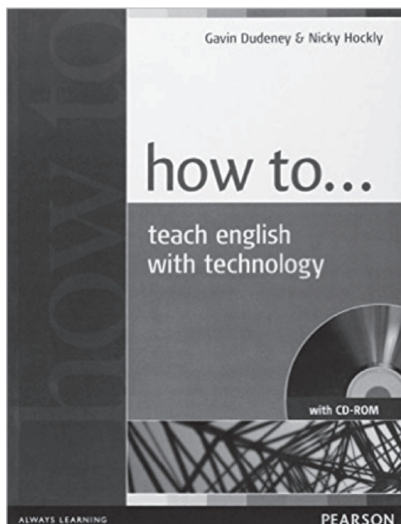


Book Review



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| Title | How to teach English with technology (new edition) |
| Author | Gavin Dudeney & Nicky Hockly |
| Publisher | Pearson Education Limited |
| No. of pages | 192 pages |
| ISBN | 978 1 40584773 5 |
| Reviewer | Assistant Professor Dr. Wannapa Trakulkasemsuk King Mongkut's University of Technology of Thonburi |

In this 21st century, technology has become a part of life. Not only for personal reasons, but also most professions commonly involve the use of technology. Since learning and teaching of English has never lost its high demand, new effective ways to teach English are being explored. An integration of technology in English teaching is one of the most common practices. When talking about the use of technology in English classroom these days, one may normally think of computers and the internet and this is what 'technology' refers to in this book.

The book starts off with the development of technology in language teaching. Since the early 1980s, CALL (Computer Assisted Language Learning) has been introduced to the English classroom. CALL mostly covers the use of computer programs that enable learners to learn and practice their English. Then with advanced internet technology, ICT (Information and Communications Technology) has been integrated. The new term TELL (Technology Enhanced Language Learning) was first introduced, around the 1990s, with its main incorporation of ICT to deal with English learning and teaching.

People of different ages might have different attitudes towards technology. The book presents two interesting terms to describe two groups of technology users: 'digital native' and 'digital immigrant'. Digital natives are those who grow up with the use of digital technology. In other words, they are familiar and feel comfortable with technology. On the other hand, digital immigrants are those who start learning to use technology in their adulthood. Comparing this to the present classroom situations, young students can be

considered digital natives while teachers are digital immigrants. This piece of information makes it sound challenging to see how teachers prepare the lessons that include the use of technology to teach their students. Teachers might not feel that comfortable to use technology in their English class but students might expect or enjoy it. The book presents some negative feedback from English teachers with some suggested solutions. Therefore, readers of this book, presumably English teachers, might gain some useful ideas of how to get themselves prepared.

The following chapters of the book deal with different kind of computer technology that can be useful for English teachers in their classroom. Chapter 2 starts with a discussion of a very basic application which is a word processor or, to be more specific, Microsoft Word. This chapter shows how Microsoft Word can facilitate teachers in their teaching for example to create class materials and activities. Readers who are familiar with Microsoft Word might find this chapter flat. Nevertheless, for those who regularly use Microsoft Word just as a replacement of the traditional typewriter, techniques presented in this chapter can be fruitful. In Chapter 3, ideas on how to use websites in English teaching are introduced. It discusses both the use of ELT and non-ELT websites with their pros and cons. Then how to search websites and common search engines are presented. An example lesson plan is provided in the chapter so teachers who want to try using websites in the classroom can gain some ideas. The chapter ends with dos and don'ts about web teaching. This is interesting as it can raise the awareness of teachers, even experienced ones.

Chapter 4 illustrates lesson plans of internet-based project work for students of different levels of English proficiency. The lesson plans provide great details of how to teach. Thus, teachers interested in this method of teaching can grasp it easily. Chapter 5 deals with how to use email. It begins with basic email skills: communication and technical. Then, inside and outside class email activities are presented. In Chapter 6, the use of chat programs to facilitate English teaching and learning is discussed. Many types of chat and their applications to classroom activities are shown. One important point that the authors bring out is the difference between text-based chat and face-to-face chat in that text-based chat can be disjointed and English in text-based chat can be very distinct e.g. commonly used chat abbreviations and symbols. This can be another skill that students should learn in order to make sense of text-based chat. However, the authors have not mentioned clearly enough how students can apply these things in their real English use outside the chat rooms nor if this helps or destroys the standard use of English.

Chapter 7 deals with Blogs, Wikis and Podcasts. In each section of the chapter, the set up procedures are presented. Then example use, projects and lesson topics are demonstrated. I feel that the activities mentioned in this chapter can be especially beneficial for students

with a high level of English proficiency. If teachers can plan the projects really authentically, students can then experience the real use of English in global communication. In Chapter 8, online reference tools are presented. It demonstrates how teachers can train their students to improve their language product by using online tools like dictionaries, corpus and concordance. This can facilitate students in their self-study and proper language use outside class. Chapters 9 and 10 deal with class materials. While Chapter 9 mainly discusses commercial technology-based courseware especially how to choose and evaluate them, Chapter 10 shows how teachers can apply technology to produce their own electronic materials.

Chapter 11 is about e-learning. This chapter is interesting since it seems to be a current or very-near-future trend for English classroom. One main aim of e-learning is to promote learner autonomy and e-learning can hugely change the role of English teachers and traditional classroom teaching. English teachers, instead of being trained on how to teach, may need to learn more about course design and online technology or computer literacy. With hi-speed internet technology, advanced mobile devices and English everywhere, English learning is or (soon) will not only be limited to the classroom. Young English teachers who aim to continue in this career may find this chapter a nice initiation. The last chapter, Chapter 12, discusses how to prepare for the future. Since this book was first published in 2007 and revised in 2011, what was mentioned as ‘future’ might not be in the future anymore. However, this helps us bear in mind of how fast technology can change. In this digital era, English teachers cannot easily avoid using technology in their English class. It is time for English teachers to be aware of the change in ELT. This book can be useful for both technology-novice and technology-experienced English teachers. Novice teachers who wish to start using technology in their English classroom can just try following the lesson plans and activities provided. The experienced ones may see the suggested plans or examples as shared knowledge, and thus they can be inspired and/or adjust them to best suit their situations.

Reviewer:

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