Title of Project:
Exploring teachers' use of computer-based activities in ESL/EFL contexts and their impact on L2 learning

Researchers:

Dr. Kim McDonough
Assistant Professor
Division of English as an International Language
University of Illinois at Urbana Champaign
wichian.sunitham@gmail.com

Wichian Sunitham
Assistant Professor
Chiang Mai University, Chiang Mai, Thailand
swichian@chiangmai.ac.th

Summary Statement:

This project explores two research issues which are crucial for understanding the role of computer-based technology in L2 teaching and learning in both English-dominant and non-dominant contexts. The first research issue concerns differences in access to and effective use of technology in ESL and EFL contexts, which will be explored through the framework of teacher cognition (Borg, 2003). This project will identify the factors that influence English teachers' use of computer-based technology in the U.S. and Thailand, and investigate the relationship between the teachers' cognitions and their classroom practices. The second research issue concerns the role of computer-based activities in promoting L2 learning through collaborative dialogue (Swain, 1998, 2001). This project also will explore how EFL and ESL learners reflect on language when carrying out collaborative computer-based activities, and will use tailor-made post-tests to determine whether the linguistic knowledge targeted in their language-related episodes is retained. The proposed project will employ a mixed methods design (Caracelli & Greene, 1997) based primarily on a qualitative case study carried out in each context, but supplemented by survey research that will help contextualize each case within its broader sociopolitical and institutional framework.

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