COURSE TITLE	IT in EFL
COURSE CODE	
COURSE TYPE	Full attendance
COURSE LEVEL	2nd cycle (MA degree)
YEAR OF STUDY, SEMESTER	1st year of study, 2nd semester
NUMBER OF ECTS CREDITS	6
NUMBER OF HOURS PER WEEK	2 (1 lecture hour + 1 seminar hour)
NAME OF LECTURE HOLDER	Assoc.Prof.Dr. Oana Macari
NAME OF SEMINAR HOLDER	Assoc.Prof.Dr. Oana Macari
PREREQUISITES	> B2 level of English;

A	GENERAL AND COURSE-SPECIFIC COMPETENCES

General competences:
→ identification and use of effective learning methods and techniques;
→ efficient and responsible management of academic tasks

Course-specific competences:
→ understanding the role of instructional technologies in EFL
→ applying the basic skills needed to use the computer and the internet in the classroom
→ acquiring the skills needed to evaluate and select the most suitable technological innovations (software, computers, online resources, etc.) for teaching English
→ using acquired knowledge to develop critical reflection skills, to assess the quality, merits and limitations of programs, projects, concepts, methods and theories in teaching English as a foreign language.

B	LEARNING OUTCOMES

Non-native English speakers need to communicate effectively, collaborate in real situations, have access to information, be guided in developing their study or professional goals, and receive stimulating and relevant tasks. Computer resources can help teachers cover the needs of students in all these areas. The course is designed to make students:
- understand the role of technology in classes with non-native English speakers
- demonstrate the basic skills needed to use instructional technology in class
- acquire the skills needed to evaluate the technological innovations best suited for teaching and promoting learning.

C	LECTURE CONTENT

The Romanian speaker of English, features and particularities. The process of learning English and the opportunities offered to the student by current technology for developing reading, listening, writing and speaking skills in English. Differentiated teaching; project learning and constructivist pedagogical principles. Introducing technology in class time; preparing students for participation in technology-based activities. Principles of the use of technology in the educational environment. Choice of materials. Students and technology. Challenges of using technology in the classroom. Creating and adapting their own computer instructional resources and using them in teaching. E-tools that facilitate communication. Ways to encourage language productivity (Email, Listservs, Discussion Boards, Instant Messaging, etc.). Ways to encourage the production of written text and reading (Writeboard, Wikis, Blogs, Webquests). E-tools that facilitate the comprehension of the oral text. Improvement of listening skills. (Vodcasts, Audioblogs, Video Sharing Libraries). E-evaluation: portfolios, tests, and tables. Strategies for performance-based assessment. Use of multimedia technology and tools to evaluate ELLs.

D	RECOMMENDED READING FOR LECTURES

Blaz, D. (2006). *Differentiated instruction*. New York: Eye on Education Press.
Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge: Cambridge University Press.
Erben, Tony, Ban, R. and Castaneda, M. (2009) *Teaching English language learners through technology*. Routledge.
Jonassen, D. H . (1994). Thinking technology: Toward a constructivist design model. *Educational Technology*, 34 (4): 34–37.
Recesso, A. and Orrill, C. (2008). *Integrating technology into teaching: The technology and*

	learning continuum. Boston: Houghton Mifflin.
E	**SEMINAR CONTENT**
	The use of current technology for developing English reading, listening, writing and speaking skills. Differentiated teaching; learning through projects. Selecting materials. Creating and adapting instructional resources and using them in teaching. E-tools that facilitate communication. The use of multimedia technology and tools for evaluation.
F	**RECOMMENDED READING FOR SEMINARS**
	Gamble, Nikki & Nick Easingwood, (2000) ICT and literacy: information and communications technology, media, reading and writing, Cassell Education Series, Continuum
	Jin, L. and Erben, T. (2007) Intercultural learning via instant messenger interaction. *CALICO*, 24 (2): 291–311
	Macari, Ileana Oana, (2017), *Developing student-teachers' positive attitudes towards ICTs in teaching EFL - A case study in a Romanian university*, pp 336-343, Balkan Eğitim Araştırmaları 2017 / Balkan Educational Studies, Trakya University Press
	Marcelino, Maria José, Mendes, Antonió José, Gomes, Maria Cristina Azevedo (Eds.), 2016, ICT in Education, Multiple and Inclusive Perspectives, Springer
G	**EDUCATION STYLE**
LEARNING AND TEACHING METHODS	Flipped class, discussions, presentations, explanations provided by the instructor
ASSESSMENT METHODS	assessment of student's portfolio.
LANGUAGE OF INSTRUCTION	English