



Exploring Digital Literacy in the ESL Classroom

Technology in Adult Education Conference
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Objectives

1. History - What do past methods tell us about where we are today?
2. Today's Demands - What challenges do today's language learners face?
3. Building Digital Literacy - How can we build language and digital literacy skills simultaneously?

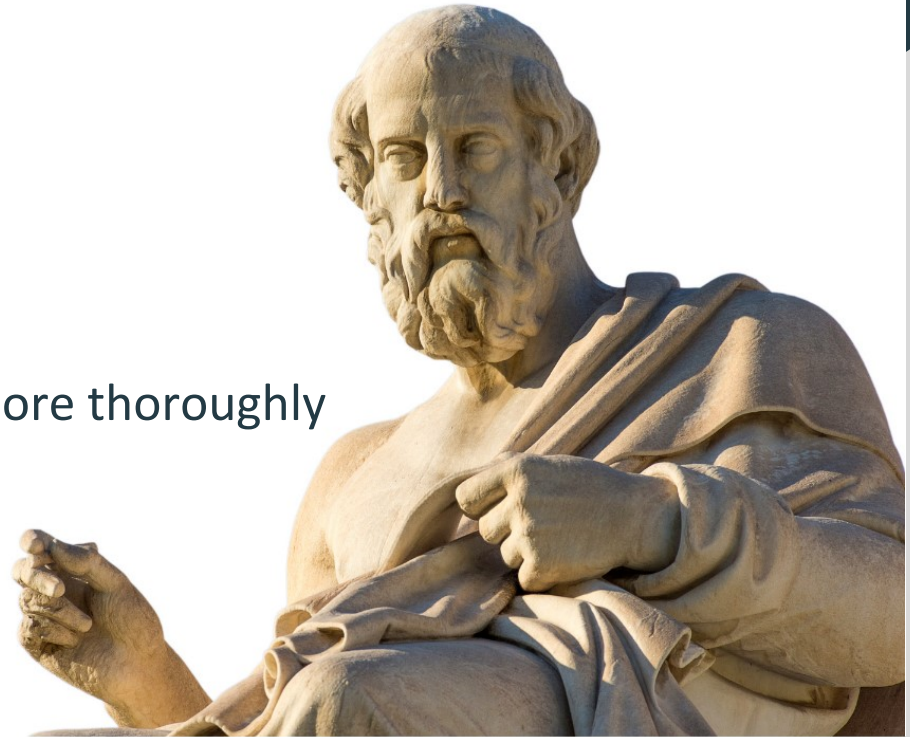


A Bit of History

Grammar Translati

1. Student Demands

- a. Learn a classic language
- b. Read classic literature
- c. Understand NL grammar more thoroughly



Audiolingual Method (1940s)

1. Student Demands
 - a. Deployment overseas

1. Influences
 - a. Skinner - Behaviorism
 - b. Conditioning
 - c. Oral drills

Communicative Language Teaching (70s-80s)

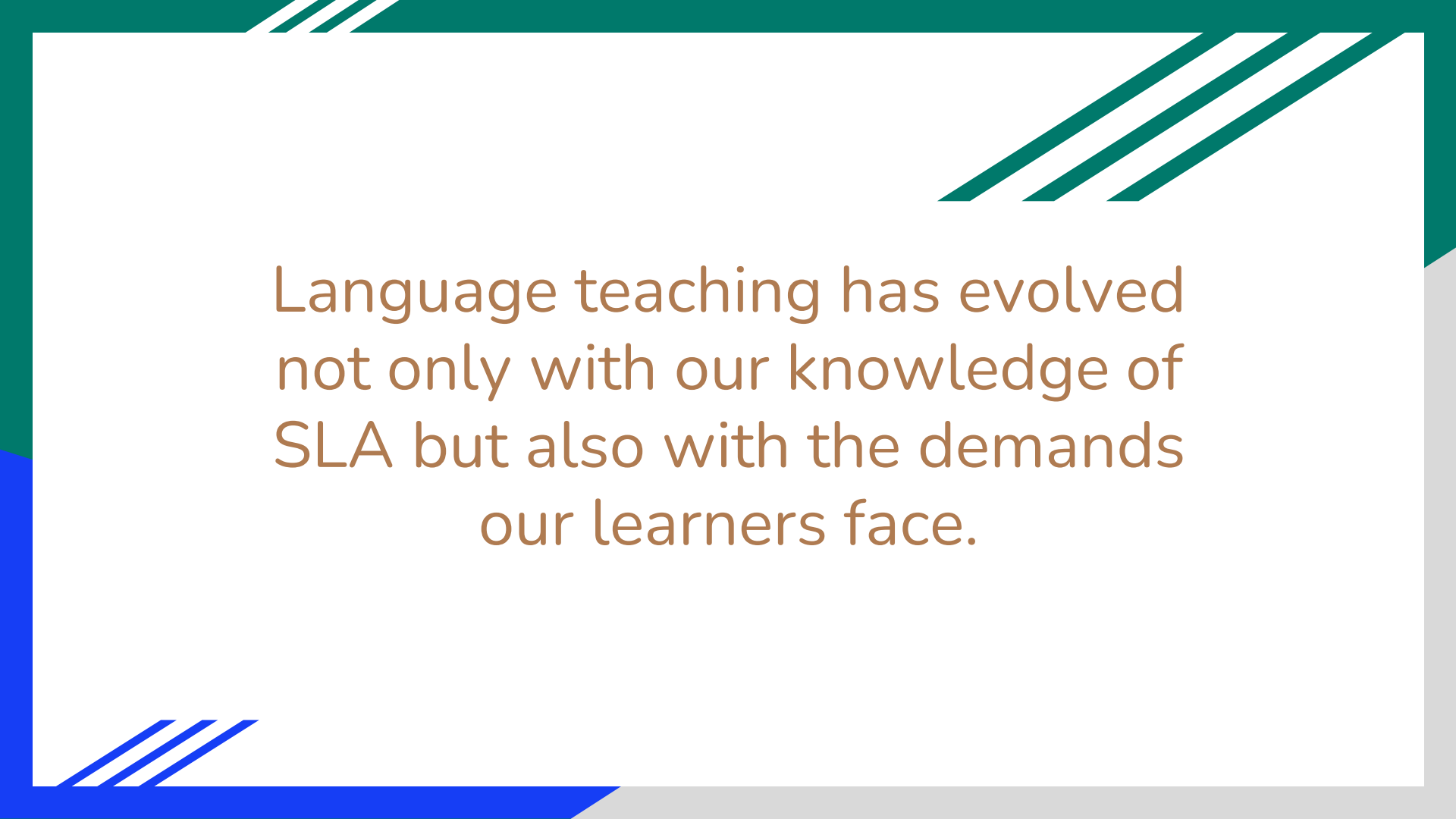
1. Student Demands

- a. Communicative Competence
- b. Ability to complete language functions



Post-Methods Era


Focus on strong learning principles to meet the students' needs and goals (Celce-Murcia, 2014).




Language teaching has evolved not only with our knowledge of SLA but also with the demands our learners face.



Today's Demands: Communicating in Digital Spheres

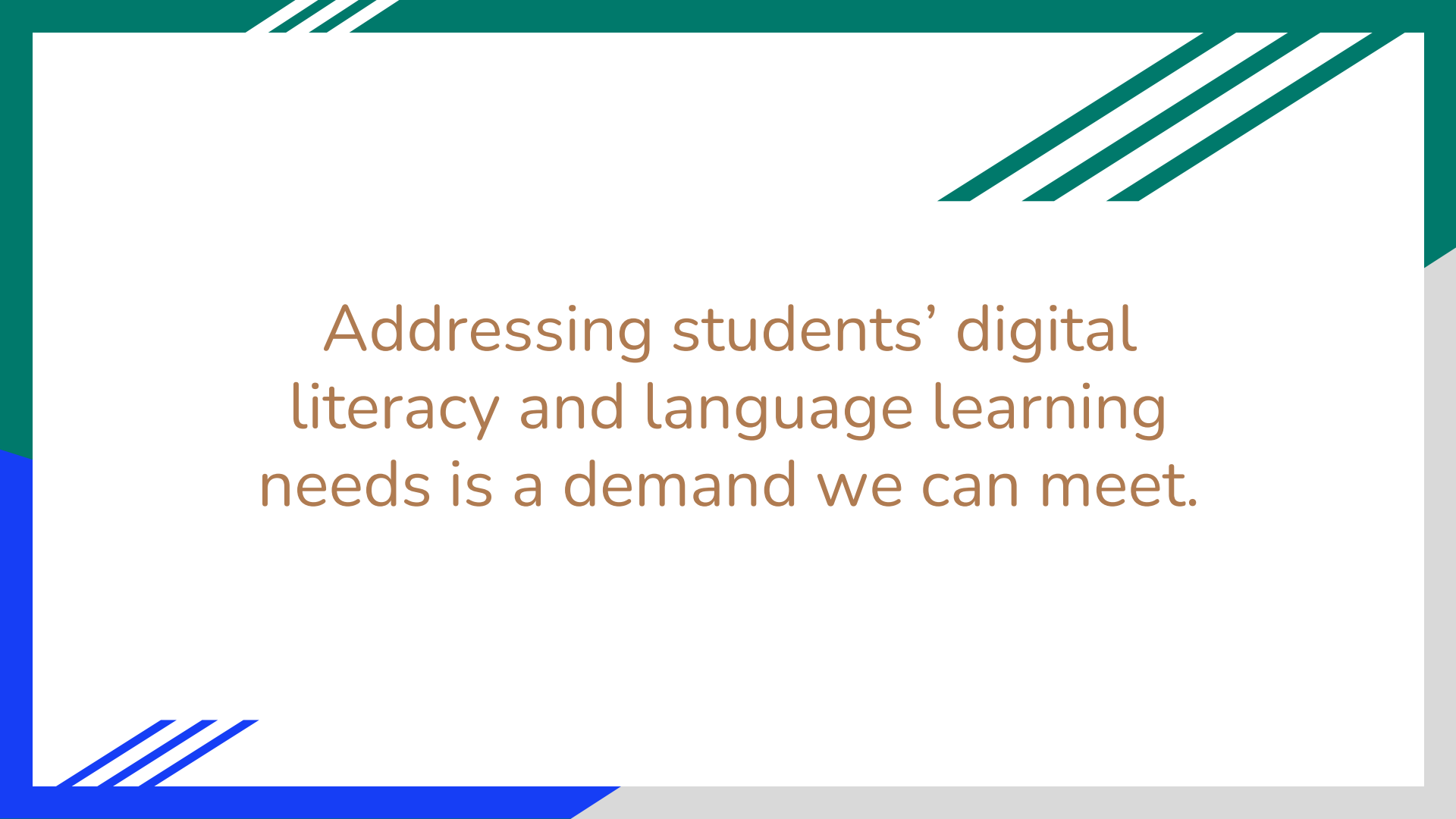


What language demands do
our students face as they
attempt to communicate in a
digital setting?



Practical Demands





Addressing students' digital literacy and language learning needs is a demand we can meet.

Digital Literacy - Some Definitions

American Library Association

“The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

ISTE Standards for Students

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Collaborative Problem Solver
5. Creative Communicator
6. Global Learner and Leader
7. Global Collaborator

Similar, Complementary Goals

1. Language learning is social (Vygotsky, 1978)
2. Students need communicative competence (Canale & Swain, 1980)
3. Interaction encourages language acquisition (Long, 1983)
4. Creation is the highest level in the taxonomy (Bloom, 1956)





Building Digital Literacy: Pre-Existing Lessons

Sample Lesson

Topic: Cover Letters

Function: Constructive Criticism

Grammar Form: Second Conditional

Tool: Google Doc Comments

Job	Grade	Comments	Feedback
		Hi, I want a job I cook at m I went to s lets have a	<p>Anonymous 7:57 PM May 6 you need to be more formal</p> <p>Anonymous 7:45 PM May 6 you</p> <p>Anonymous 7:43 PM May 6 house</p> <p>Anonymous 7:44 PM May 6 school</p>
		Bye, Sarah whitesel	<p>Sarah Whitesel 8:33 PM May 6 ormal</p> <p>Sarah Whitesel 8:34 PM May 6</p> <p>Anonymous 8:57 PM May 6 to be more formal</p> <p>Anonymous 8:45 PM May 6</p> <p>Anonymous 8:43 PM May 6</p> <p>Anonymous 8:44 PM May 6</p>
		When Spelling = delete Schedule/Calendar Not enough detail Informal	<p>Say goodbye: Sincerely,</p>

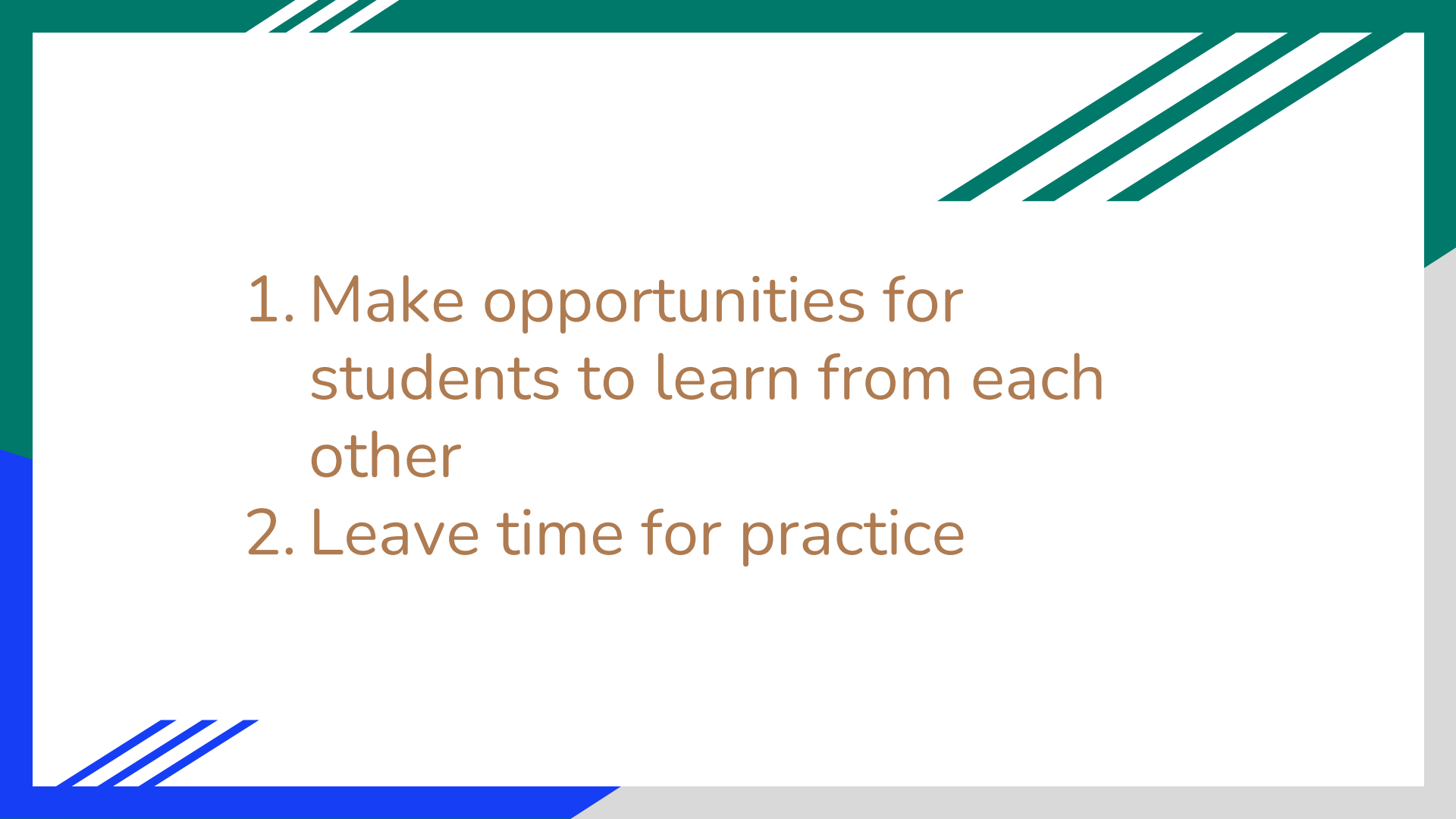
Alignments

Language Instruction

1. Interaction
2. Social learning

Digital Literacy

Global Collaborator (7b) -
“Students use collaborative technologies to work with others [...] to examine issues and problems from multiple viewpoints.”

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1. Make opportunities for students to learn from each other
 2. Leave time for practice



Building Digital Literacy: New Lessons and Units

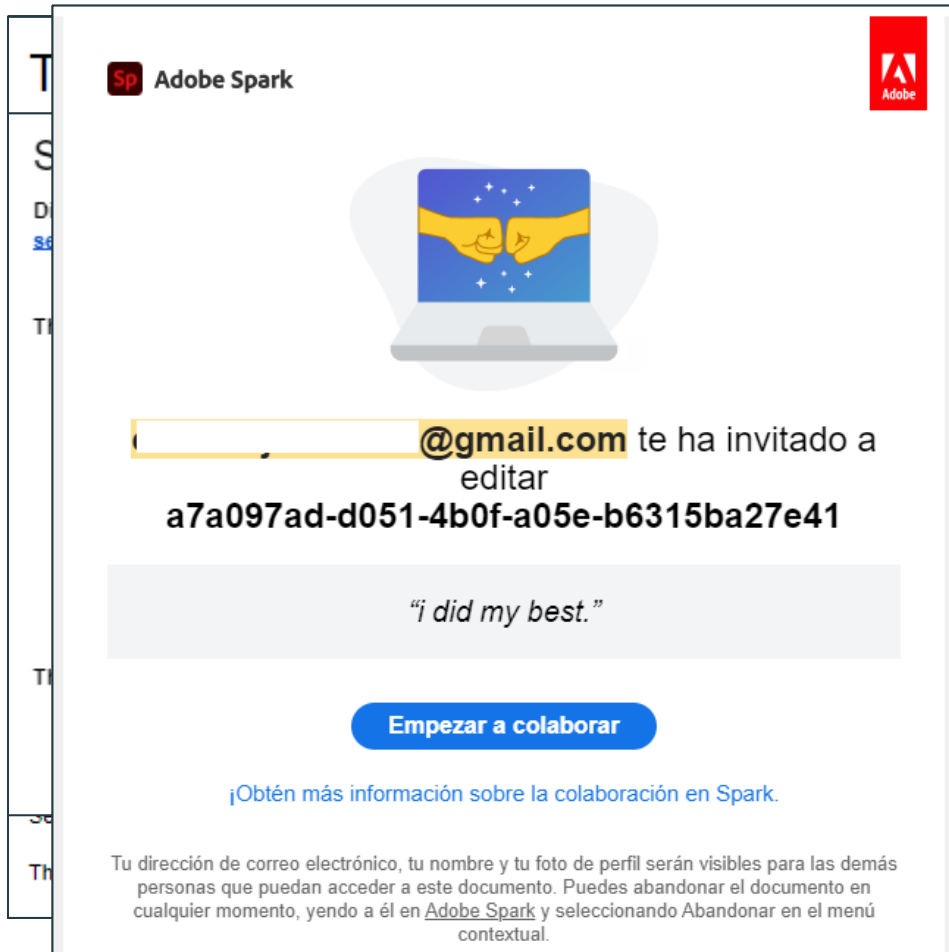
Sample Lesson

Topic: Personal Goals

Function: Teaching Each Other

Grammar Form: Ordinal Numbers

Tool: Adobe Spark



The screenshot shows an email invitation from Adobe Spark. At the top left is the Adobe Spark logo (Sp Adobe Spark) and at the top right is the Adobe logo. The main content features a laptop icon with a blue screen showing two hands shaking in front of a starry night sky. Below this, the text reads: "[Redacted]@gmail.com te ha invitado a editar a7a097ad-d051-4b0f-a05e-b6315ba27e41". A light gray box contains the quote "i did my best." in italics. Below that is a blue button with the text "Empezar a colaborar". Underneath the button is a link: "¡Obtén más información sobre la colaboración en Spark." At the bottom, there is a disclaimer: "Tu dirección de correo electrónico, tu nombre y tu foto de perfil serán visibles para las demás personas que puedan acceder a este documento. Puedes abandonar el documento en cualquier momento, yendo a él en [Adobe Spark](#) y seleccionando Abandonar en el menú contextual."

Alignments

Language Instruction

1. Creation with language
2. Communicative Competence

Digital Literacy

Creative Communicator (6c) -
“Students publish or present content that customizes the complex ideas clearly and message and medium for their effectively by creating or using intended audiences.”
a variety of digital objects such as visualizations, models, or simulations.



Teach digital literacy skills that help your students create more meaning with their language.

Sample Lesson

Topic: Community Maps

Function: Collaboration

Grammar Form: Prepositional Phrases

Tool: Nearpod, Ethermap

The screenshot shows a lesson slide with a yellow background. At the top right, it says "Slide 13 / 14". The main title is "Make a map of our town" in large red letters. Below the title is a map of a town with two blue location pins. A white pop-up text box is overlaid on the map, containing the text "pool is between the park and baseball park too". Below the text are two buttons: a blue "Edit" button and a red "Delete" button. On the left side of the map, there is a list of instructions: "1. Go to t", "2. Find a l", "3. Click th", "4. Write y", "5. Write c", "6. Repeat", "7. Use a c". There are also blue navigation arrows on the left and right sides of the map area.

Alignments

Language Instruction

1. Language is social
2. Culturally Responsive Pedagogy (Ladson-Billings, 1995)

Digital Literacy

Global Collaborator (7a) -
“Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.”



Building digital literacy is also
an opportunity to build
classroom community.

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Q&A

References

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