

THE EFFECTS OF TECHNOLOGY-INTEGRATED CLASSROOM INSTRUCTION ON K-12 ENGLISH LANGUAGE LEARNERS' LITERACY DEVELOPMENT: A META-ANALYSIS

AUTHORS

Sungyoon Lee
Li-Jen Kuo
Zhihong Xu
Xueyan Hu

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Technology-integrated Instruction

It refers to the use of technology in the classroom to support and enhance teaching and learning.

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How effective is technology-integrated instruction for English language learners (ELLs) in Grades K-12?



WHAT DOES IT FIND?

- In comparison to traditional teaching methods (without technology), technology-integrated instruction can have more effects on ELL's literacy learning
- The effectiveness of technology-integrated instruction comes from the interaction between technology and other instructional factors (not from the technology itself)
- Technology-integrated instruction is more effective in the foreign language setting than the second language context
- Interpersonal communication is beneficial in developing literacy
- Communication support has a role in improving meaningful use of instructed literacy
- Technology-integrated instruction is effective in developing ELLs' writing, vocabulary, and reading

WHAT EVIDENCE IS SUMMARISED?

33 primary studies

published between

2005 and **2018**

which focus on the use of mobile technologies and L2 word retention

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers should provide adequate scaffolding to increase collaborative and interactive learning when implementing technology-integrated instruction
- Teachers should design their technological-integrated tasks carefully to take into consideration the fact that some ELLs may not be very proficient in English, resulting in heavy cognitive load
- Technology itself does not improve learners' literacies, but what teachers do with technology does