Technology-Enhanced Learning Environments

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TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS. Elizabeth Hanson-Smith, Editor. Alexandria, VA: Teachers of English to Speakers of Other Languages, 2000. $29.95 (TESOL member $25.95)

Although the development of technology continues to present new opportunities for learning and teaching, program administrators and educators sometimes find it difficult to understand the technical jargon and logistics of implementing computers in their programs and individual classrooms. Furthermore, those creating educational hardware and software often underestimate the complexity and limitations learners and teachers encounter in using computers, particularly in a foreign language (LeLoup & Ponterio, 1995; Warschauer & Whittaker, 1997).

Technology-Enhanced Learning Environments is one text which seeks to fill this void and present practical case studies within the reach of its readers. This book is part of *Case Studies in TESOL Practice,* which aims to highlight "innovative and effective examples of practice from the point of view of the practitioner (Editor's Preface, v). This particular text focuses on the role of technology within the framework of language learning and teaching and is divided into four parts: (1) Building a Computer Learning Center, (2) Organizing the Curriculum, (3) Engaging Students, and (4) Training Teachers.

Part One outlines two contrasting examples of setting up computer facilities: one in which the educator uses what he terms "guerrilla tactics," or creating a lab from the grass roots up, to build his program's facilities. Such an example will appeal to readers who have no idea where to start planning a computer lab.

Parts Two and Three give informative examples of how to organize materials and student activities around an established computer facility or technology. The examples range from detailing the creation of student activity sheets to be used in the lab to a sample project in which students developed video clips on CD-ROM. One of the challenges after setting up a lab is to fully utilize its capabilities within the logistical framework of the program or class. Each chapter in this section gives practical examples on how to accomplish this.

Finally, Part Four explains examples of teacher-training projects/courses which can help educators develop their own technical skills in the changing world of technology.

Technology-Enhanced Learning Environments is definitely a valuable volume for teachers and program administrators. Its easy-to-read style and the practical example of technology will make an influential contribution to the TESOL community.

References

LeLoup, J. W., & Ponterio, R. (1995). Addressing the need for electronic communication in foreign language teaching. In R. Steinfeldt (Ed.), *Educational Technologies*, monograph of the New York State Council of Educational Associations, 39-54.

Warschauer, M., & Whittaker, P. F. (1997). The Internet for English teaching: Guidelines for teachers. *TESL Reporter, 30*(1), 27-33. Retrieved March 26, 2001, from the World Wide Web: http://www.aitech.ac.jp/~iteslj/Articles/Warschauer-Internet.html.

About the Reviewer

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