Apr 11th, 6:00 PM - 7:00 PM

Tech-Talk: Using Technology to Teach Bilingual Students

Erica Vrkljan
*Illinois Wesleyan University*

Leah Nillas, Faculty Advisor
*Illinois Wesleyan University*

Follow this and additional works at: [https://digitalcommons.iwu.edu/jwprc](https://digitalcommons.iwu.edu/jwprc)

Part of the Education Commons

[https://digitalcommons.iwu.edu/jwprc/2014/ESposters/14](https://digitalcommons.iwu.edu/jwprc/2014/ESposters/14)

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.

©Copyright is owned by the author of this document.
Research Question

How can technology be used to teach language arts skills in a bilingual setting?

Literature Review

- **SMARTboard**: Hur and Suh (2012) noted that students’ second-language vocabulary acquisition improved significantly after using SMARTboard.
- **iPad**: Kucirkova, Messer, Shechy, and Panadero (2013) found that the use of iPad applications encouraged student collaborative skill building and increased engagement with language arts content.
- **Internet**: Yunus, Nordin, Selehi, Embi, and Salehi (2013) discussed how the Internet provided students with practical applications of the target language, such as online newspapers.

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.

Literature Review

- **SMARTboard**: Hur and Suh (2012) noted that students’ second-language vocabulary acquisition improved significantly after using SMARTboard.
- **iPad**: Kucirkova, Messer, Shechy, and Panadero (2013) found that the use of iPad applications encouraged student collaborative skill building and increased engagement with language arts content.
- **Internet**: Yunus, Nordin, Selehi, Embi, and Salehi (2013) discussed how the Internet provided students with practical applications of the target language, such as online newspapers.

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.

Research Question

How can technology be used to teach language arts skills in a bilingual setting?

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.

Literature Review

- **SMARTboard**: Hur and Suh (2012) noted that students’ second-language vocabulary acquisition improved significantly after using SMARTboard.
- **iPad**: Kucirkova, Messer, Shechy, and Panadero (2013) found that the use of iPad applications encouraged student collaborative skill building and increased engagement with language arts content.
- **Internet**: Yunus, Nordin, Selehi, Embi, and Salehi (2013) discussed how the Internet provided students with practical applications of the target language, such as online newspapers.

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.

Research Question

How can technology be used to teach language arts skills in a bilingual setting?

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.

Literature Review

- **SMARTboard**: Hur and Suh (2012) noted that students’ second-language vocabulary acquisition improved significantly after using SMARTboard.
- **iPad**: Kucirkova, Messer, Shechy, and Panadero (2013) found that the use of iPad applications encouraged student collaborative skill building and increased engagement with language arts content.
- **Internet**: Yunus, Nordin, Selehi, Embi, and Salehi (2013) discussed how the Internet provided students with practical applications of the target language, such as online newspapers.

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.

Literature Review

- **SMARTboard**: Hur and Suh (2012) noted that students’ second-language vocabulary acquisition improved significantly after using SMARTboard.
- **iPad**: Kucirkova, Messer, Shechy, and Panadero (2013) found that the use of iPad applications encouraged student collaborative skill building and increased engagement with language arts content.
- **Internet**: Yunus, Nordin, Selehi, Embi, and Salehi (2013) discussed how the Internet provided students with practical applications of the target language, such as online newspapers.

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.

Literature Review

- **SMARTboard**: Hur and Suh (2012) noted that students’ second-language vocabulary acquisition improved significantly after using SMARTboard.
- **iPad**: Kucirkova, Messer, Shechy, and Panadero (2013) found that the use of iPad applications encouraged student collaborative skill building and increased engagement with language arts content.
- **Internet**: Yunus, Nordin, Selehi, Embi, and Salehi (2013) discussed how the Internet provided students with practical applications of the target language, such as online newspapers.

Methodology

- Bilingual kindergarten classroom
- Technology center utilizing SMARTboard, iPad, and Internet.
- Skills: setting, visualization, sequence of events, and phonemic awareness
- Qualitative analysis of field notes, student assessments, and questionnaires.