

# Integrating Information Technology in a TEFL Syllabus

A small-scale evaluation of how planned digital tools shape learner engagement, interaction, and perceived learning outcomes in an adult EFL/ESOL course.

**Module: English Language Teacher  
Education 7005**

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evaluation-for-improvement, technology

# Why this topic matters

**Digital tools are already routine in learners' lives — but routine use does not automatically become effective language learning.**

The proposal asks whether technology in the syllabus is genuinely aligned with interaction, noticing, feedback, and autonomy, or whether it simply substitutes older practices with little added value.

## Alignment over availability

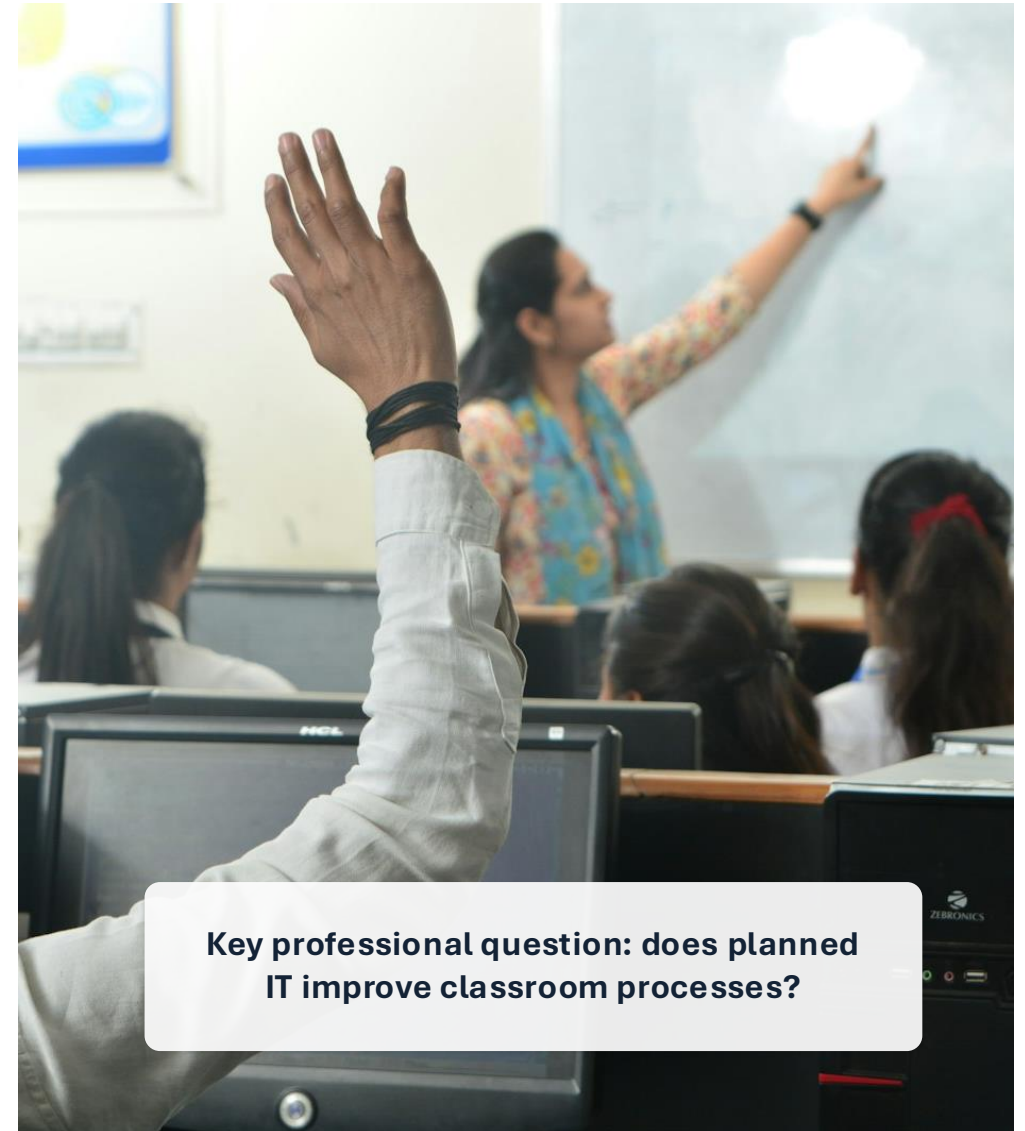
Use tools because they serve language-learning aims, not just because they are accessible.

## Interaction over substitution

Look for richer learner–learner and learner–teacher exchange, not just digital delivery.

## Improvement over hype

The project evaluates what to keep, change, or remove in a realistic TEFL context.



**Key professional question: does planned IT improve classroom processes?**

Impact is treated as a chain: what the syllabus intends, what teachers implement, what learners experience, and what can be observed in engagement and interaction.



## Aims

- 1** Map the kinds of IT already embedded in the syllabus.
- 2** Evaluate effects on engagement, participation, and classroom interaction.
- 3** Explore learners' perceptions of progress, confidence, and usefulness.
- 4** Identify realistic syllabus improvements for a low-resource TEFL setting.

## Research questions

- RQ1** What technologies are embedded, and for what stated learning purposes?
- RQ2** How useful do learners find syllabus-integrated IT for language learning?
- RQ3** What differences appear in engagement and interaction in tech vs low-tech lessons?
- RQ4** How do teachers justify their choices, and what barriers or enablers matter?

# Conceptual framework

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Four lenses organise the evaluation of syllabus-integrated technology.

The point is not the presence of digital tools, but the quality of their pedagogic integration.





## Small-scale mixed-methods evaluation

4 evidence streams  
2 tech lessons + 2 low-tech  
lessons

Each method answers a different part of the problem.



### Document analysis

Map tools, where they appear, their learning purposes, and resource demands.



### Observations

Compare engagement, interaction type, talk time, transitions, and technical issues.



### Learner questionnaire

Capture usefulness, motivation, confidence, ease of use, access, and preferences.



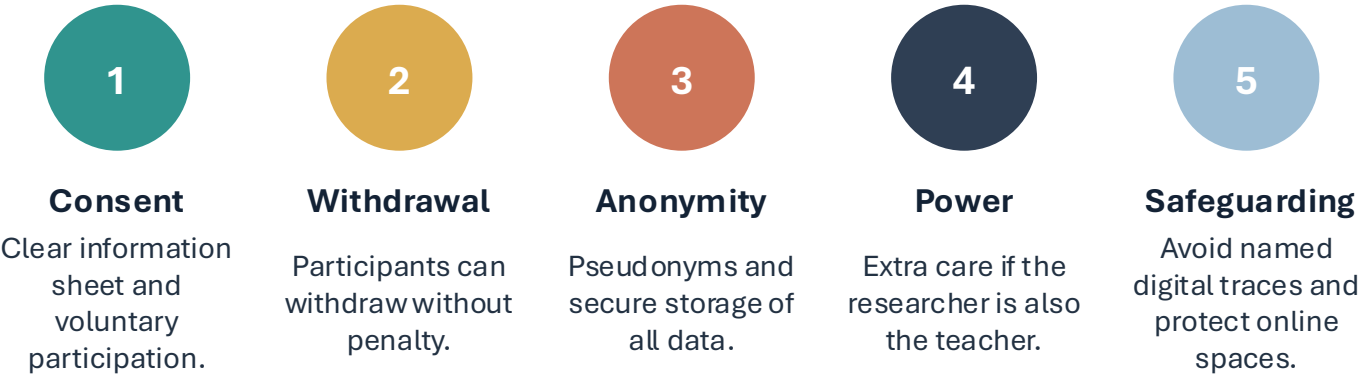
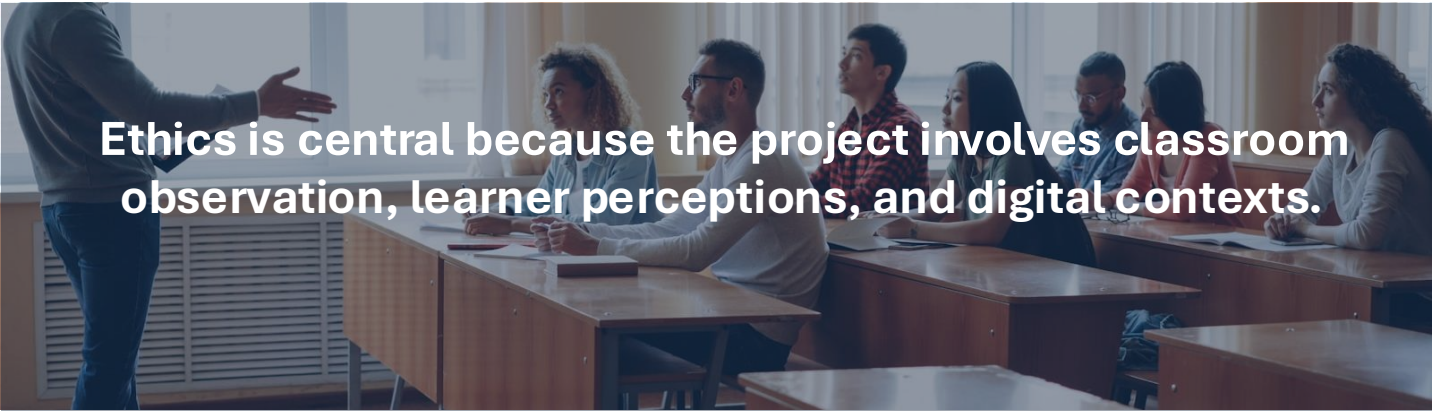
### Teacher interview

Explore rationale, constraints, alignment with learning aims, and changes needed.

**Reason for mixing methods: document analysis gives the plan, observations show enactment, and learner/teacher voices reveal experience.**

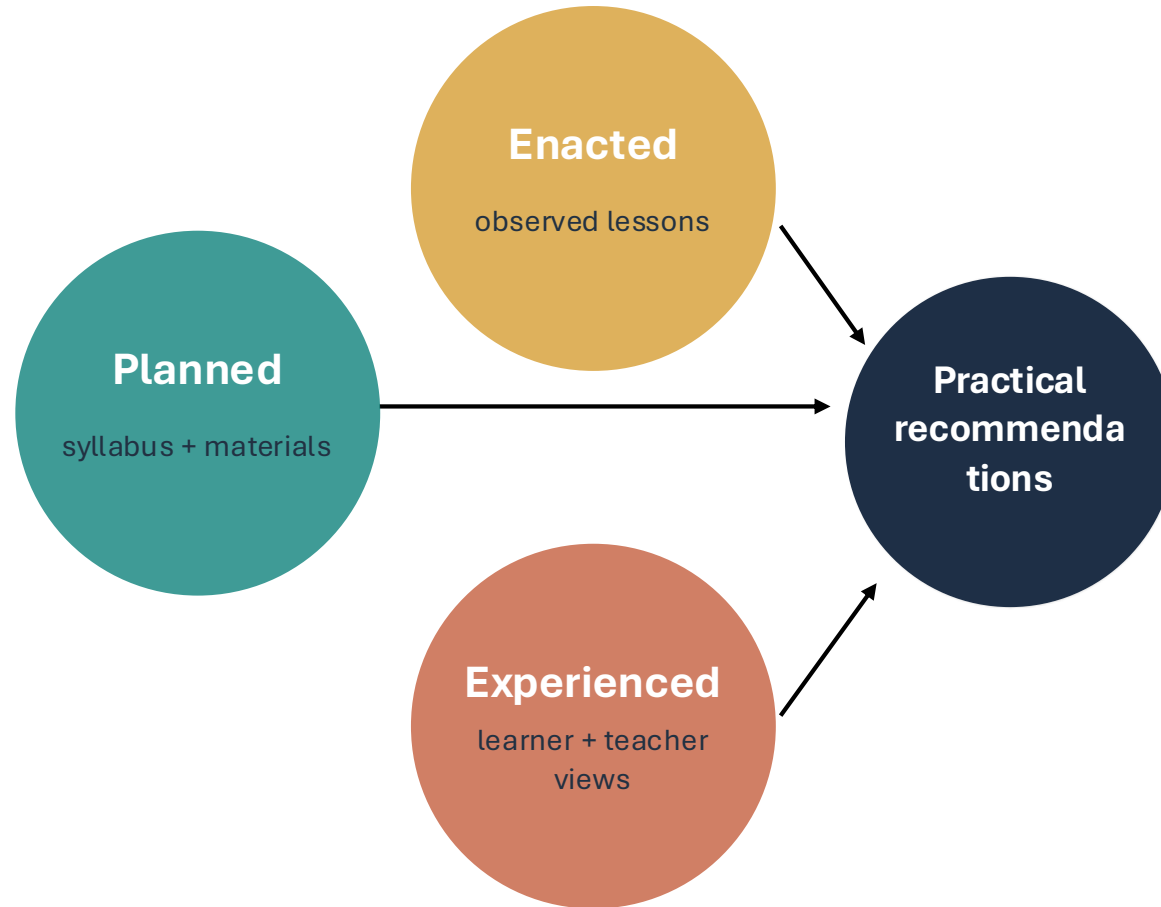
## Planned setting

|                      |                                                                |
|----------------------|----------------------------------------------------------------|
| Learners             | Adults, mixed proficiency (roughly A2–B1)                      |
| Class size           | Typical TEFL/ESOL group of 8–16 learners                       |
| Course               | Short 4–8 week segment or module                               |
| Available tech       | Teacher laptop, projector/screen, learner phones, possible VLE |
| Built-in flexibility | Still workable even in limited-tech settings                   |



# Analysis and triangulation

The project compares three views of the same syllabus elements so that conclusions are credible even with a small dataset.



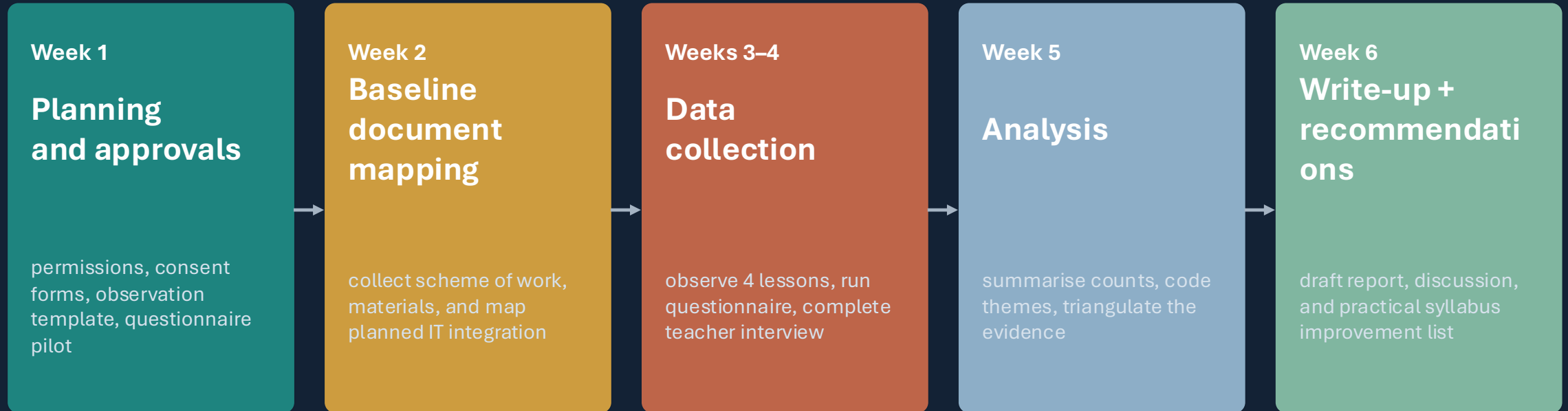
## How the evidence is analysed

- **Coding table**  
Classify each IT element by tool, skill focus, pedagogic purpose, interaction pattern, and depth of integration.
- **Observation metrics**  
Count interaction episodes, participation turns, approximate learner talk time, and time lost in transitions.
- **Thematic notes**  
Track where technology supports or blocks interaction, feedback, noticing, and communicative outcomes.
- **Questionnaire trends**  
Use simple frequencies for Likert items and light coding for open comments.
- **TPACK-informed interview coding**  
Organise teacher comments by pedagogic intention, content focus, constraints, impact, and suggested change.

# Six-week project timetable

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A realistic module schedule: short, manageable, and focused on producing an improvement-oriented report.



**Final output: a concise evidence-based recommendation set on what to keep, modify, remove, and support in the TEFL syllabus.**

# References

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