

When language teachers are in a blended learning TESOL course...
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New technologies are playing a significant role in improving education yet language teachers appear to be portraying pessimistic attitudes towards the use of technology in their classroom teaching. (see e.g. Lam, 2000; Abdullah, et al., 2006; Yang & Huang, 2008; Li & Walsh, 2011). In this talk, I will be examining language teachers' own experiences of learning *with and through* technology in a TESOL course. By presenting how a blended model of learning is implemented, I present teachers' new learning experiences and highlight issues and challenges for both teachers and teacher educators. The implications of the study suggest that if we want to encourage teachers to use technology in their teaching, they must be able to see and experience its 'usefulness' (Davies 1989), they must be competent in electronic literacy, and they need to be able to contextualize what they learn in a teacher education programme in their own context.