Using computers in the learning process helps with computer literacy, which is almost ubiquitously necessary in employment and life in general nowadays. Computers and the internet...
offer a vast range of resources and expedite the process of informing students. Computer technology brings a wealth of instructional resources into the classroom through the internet. Teachers can locate excellent materials on the internet and add them to their lessons by using a computer projector in class. We also in this “tech age” need to teach computer literacy and internet research skills. We need to teach our students appropriate behavior using technology and how to appropriately communicate online. Language teachers are interested in using computer-based technologies both to facilitate language learning and to help their learners acquire the new literacies of the digital age (see, for example, Snyder 2002). In English language education in particular, teachers of immigrants and refugees realise they need to help their learners acquire computer skills since students are likely to take jobs that require familiarity with a range of digital literacies. The aim of this book is to help language instructors teach computer literacy skills. Within the context of teaching English as a second language (ESL) in adult immigrant learning centres, we focus on the ways instructors can define, use and integrate computer literacy skills in their own techniques and sequences. This is not even a rough draft as of Dec 2011. A few questions: In what respect is “computer literacy” part of “digital literacy”? What computer literacy skills do learners and teachers need to learn/teach better? What computer literacy skills do all (most) people need? What computer literacy skills do people in ICT-intensive jobs need? What computer literacy skills do people have today, in particular the younger generation.