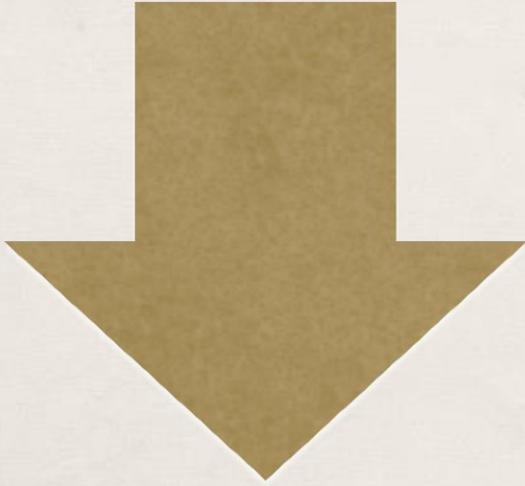


Piecemeal but Promising:
Technology Integration in Secondary
Language Classrooms

Paige Ware
Berkeley Language Center
October 18, 2013



Cuban, L. (1993). *How teachers taught: Constancy and change in American classrooms*. New York: Teachers College Press.



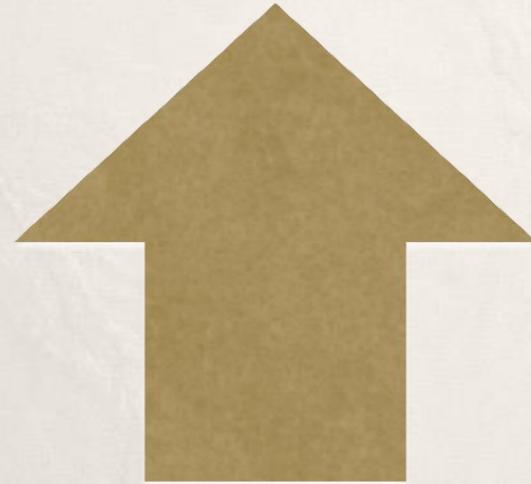
Change

- Computer as tool
- Interactive learning paradigm
- Linking of people



Constancy

- Computer as tutor & tutee (Kern & Warschauer, 2000)
- Curricular learning paradigm (Lemke, 1998)
- Linking of information (Wesch, 2007)



shifts in writing research

- * Static to interactive views of writing
- * Single authorship to multi-vocal texts
- * Essay writing to multimodal textual production

2 case studies of constancy & change

Macro-analysis of governmental and professional organizational reports and position statements

Meso-analysis of school and institutional factors

Micro-analysis of study findings and implications

Pedagogical Option

Educational Culture

Trait Feedback Analysis Menu

Revise Essay | Printer-Friendly Version | Writer's Handbook | Help

Grammar | Usage | Mechanics | **Style** | Organization & Development

Roll over the highlighted text in your passage to display comments specific to your writing.

Click on each bolded item below to see the corresponding feedback.

Summary of Style Comments

- ▶ **Repetition of Words**
- Inappropriate Words or Phrases
- Sentences Beginning with Coordinating Conjunctions
- Too Many Short Sentences
- Too Many Long Sentences
- Passive Voice

Number of Words: 186
Number of Sentences: 10
Average number of words per sentence: 17.3

[View Score Analysis](#)

[Print Expanded Performance Summary Report](#)

[Print Combined Feedback Report...](#)

[Close Report](#)

[View Question](#)

Repetition of Words

Dear **School** Board:

I am writing you this letter concerning the issue of **school** length. I am against taking away **students** vacation. If **students** are not learning it is because either they **don't** want to or because they **don't** understand. Those who **don't** want to you can **do** nothing about. But those who **don't** understand there are plenty of opportunities to go in after **school** to catch up and get help.

I think that lengthening the **school** year will raise the drop out rate, lower test scores and make **students** less cooperate. By the **time** **school** gets to about the third quarter **students** get really tired & bored. If you go an longer **students** won't care any more.

I feel that **students** need vacations to relax and to release stress and just to have some free **time**. Students also to have time just to themselves to do what ever they want with out having to worry about home work, or to do what they are told to do all of the time.

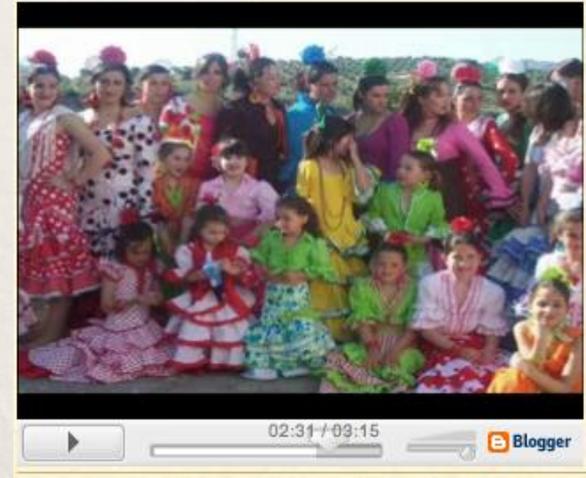
Thank you for your time and conideration.

Sincerely,

Danielle Cameron

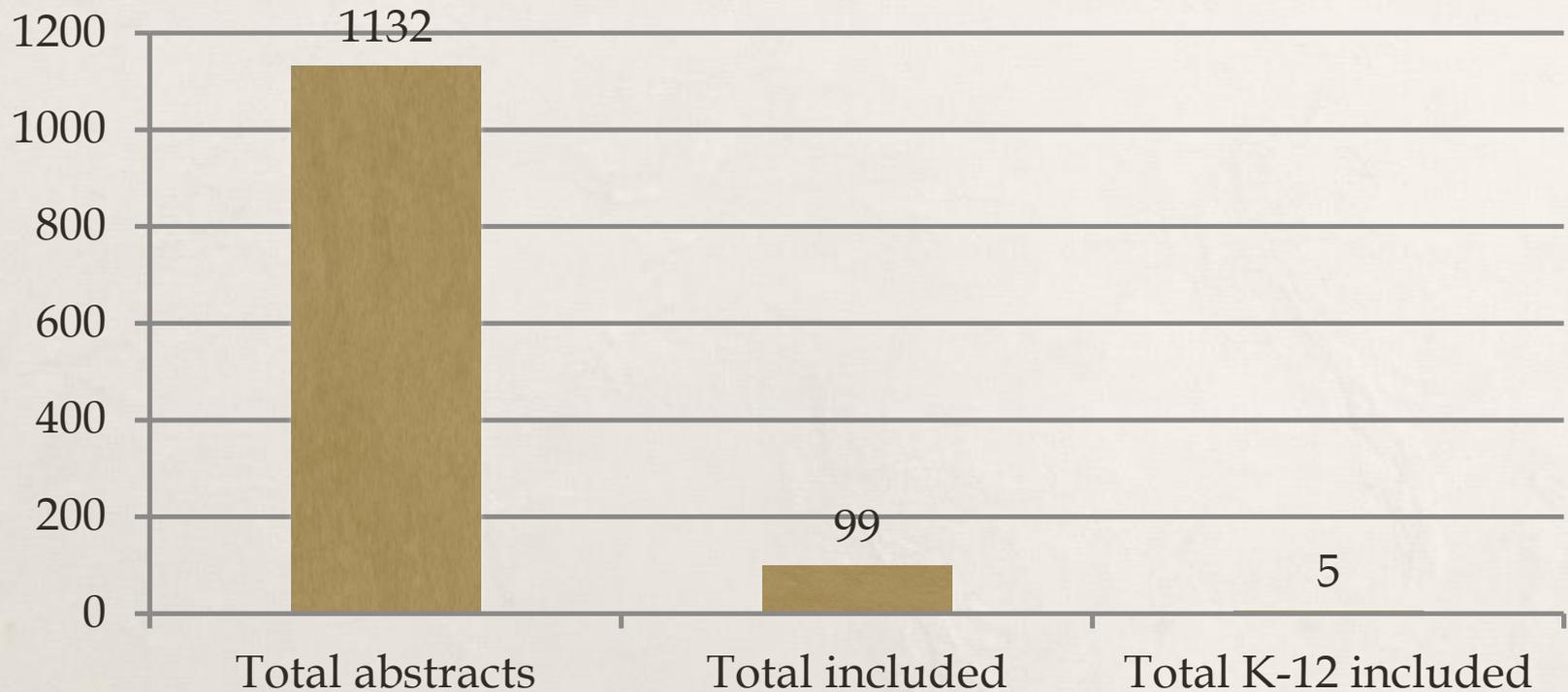
Remember, for more information, click on the Writer's Handbook link for each feedback message.

Alba: final video



a case of constancy:
macro-level lens

Focus on learning *outcomes*



**Evaluation of Evidence-Based Practices in
Online Learning (DOE, 2010)**

meta-analysis

--empiricists

--teachers

--students

--humanists

Grgurović, M., Chapelle, C.A., & Shelley, M.C. (2013). A meta-analysis of effectiveness studies on computer technology-supported language learning. *ReCALL*, 25(2), 165-198. doi: 10.1017/S0958344013000013

Funding streams

OPE

- Higher Education Programs
- Policy, Planning, and Innovation
- International and Foreign Language Education

OESE

- 26 programs, one of which is
- “Technology”
- None of which involves foreign languages

OELA

- National Professional Development Program
- Native American and Alaska Native Children
- Foreign Language Assistance Program (FLAP) *



“(PLEASE NOTE: FUNDING FOR THE FOREIGN LANGUAGE ASSISTANCE PROGRAM WAS ELIMINATED IN THE FINAL FISCAL YEAR 2012 BUDGET ENACTED BY CONGRESS. THERE IS NO CONTINUED FUNDING FOR CURRENT GRANTEES.)”

piecemeal

meso-level lens

Genres: persuasion, description, open-ended response

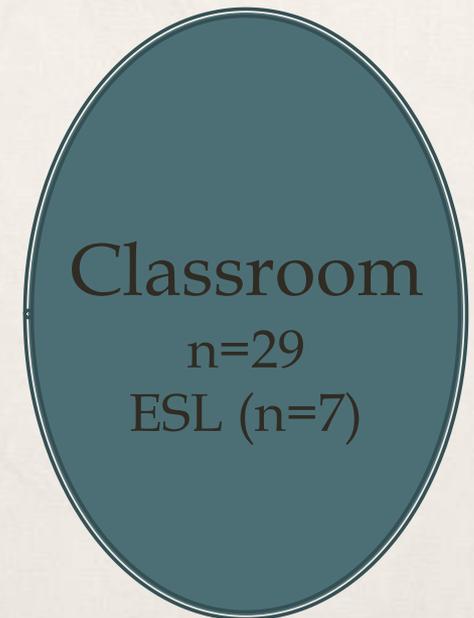
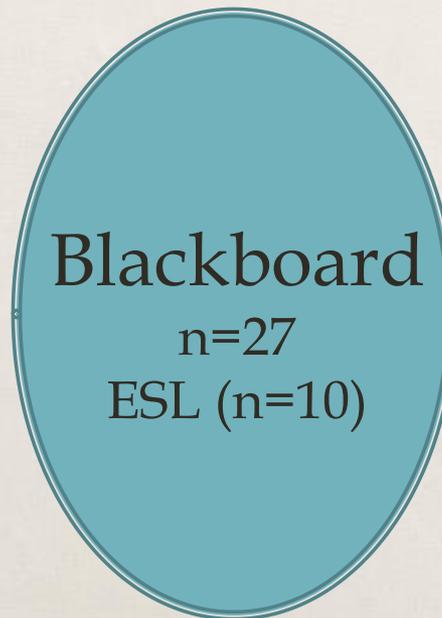
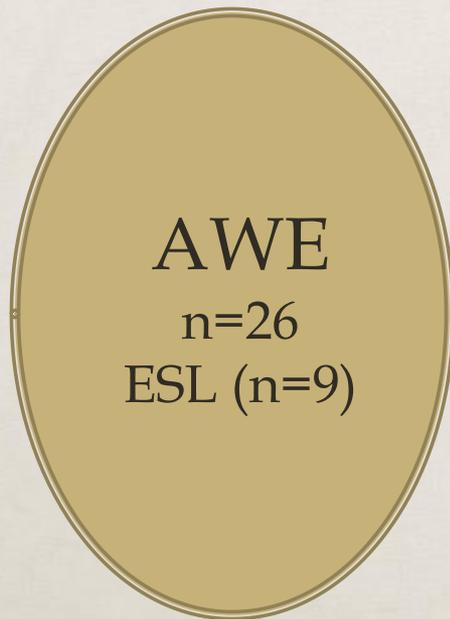
Class divisions: reading skills, literature, grammar and writing

Teacher : student ratio = 1 : 125

Assessment: state-level; hand-written; 4th, 7th, and 9th grades, rubrics

micro-level lens:

Which form of feedback impacts growth on which features of student writing?



Automated Writing Evaluation

Roll over the highlighted text in your passage to display comments specific to your writing.

[View Question](#)

Confused Words

The essence of an old proverb are Monkey see, Monkey do. All **to** often many feel the necessity to do what others do, be it choosing cars, clothes, colors, restaurants, refreshments, and recreation The most obtrusive, obnoxious, and environmentally destructive of Americas many recent fads is the obsession with Urban assault vehicles[sport utility vehicles(SUVs)

This fad is obtrusive because the SUVs are so large that they pose a limitation to the view of all other drivers on the road. As a driver of a normal car. your visibility is blocked by these monstrosities. the othr obtrusive factor is that the driver of the SUV can not see smaller cars well out the back and they have many mor blind spots. This poses a safety hazard to all others on the road. Another point is that they do not handle as well as smaller passenger cars that can be corrected in **a** emergency situation faster without the risk of rolling over this is obtrusive of the drivers of them to endanger passengers of smaller cars as well as pedestrians the stopping capabilities of these vehicles has been proven to be longer **then** passenger cars.

The SUV **then** atmosphere more **then** smaller cars. A second reason is **then** This makes other drivers mad and wastes the earth's lir **may need to use than** ute is that everyone is always talking about them. This is very bothersome to ones ears to always near about the fad that we all know will pass eventually. SUVs are destructive the earth in a few ways. One is that they pollute a lot. Another

Blackboard



Hi Angelica,

Thank you so much for your WONDERFUL essay about earthquakes! I hope that you enjoyed the "ice days" and that you stayed safe.

Good start on your essay about Chinese immigrants and the building of the railroad. It is hard to tell in the first sentence if you are writing the title of the text or if you are writing a quote. When you write the title of the text, it is always in quotes and is capitalized. For example . . . In the text, "Chinese Immigrants and the Building of the Transcontinental Railroad," the Chinese immigrants were treated poorly by the company. The text supports this by saying . . . (quote). Also, be careful, we always capitalize Chinese.

I have made a video for you to watch. The video today talks about writing a good topic sentence. I hope that you get a chance to watch it and to write back about the building of the railroad.

Video: <http://www.youtube.com/watch?v=WSUeUqm93IM>

Study design

- * 6 weeks of intervention (2 full write-and-revise cycles each week)
- * Random assignment
- * Pre- and post-testing
- * Blinded scoring with interrater reliability over 80%
- * Follow-up interviews

Learning *outcomes*

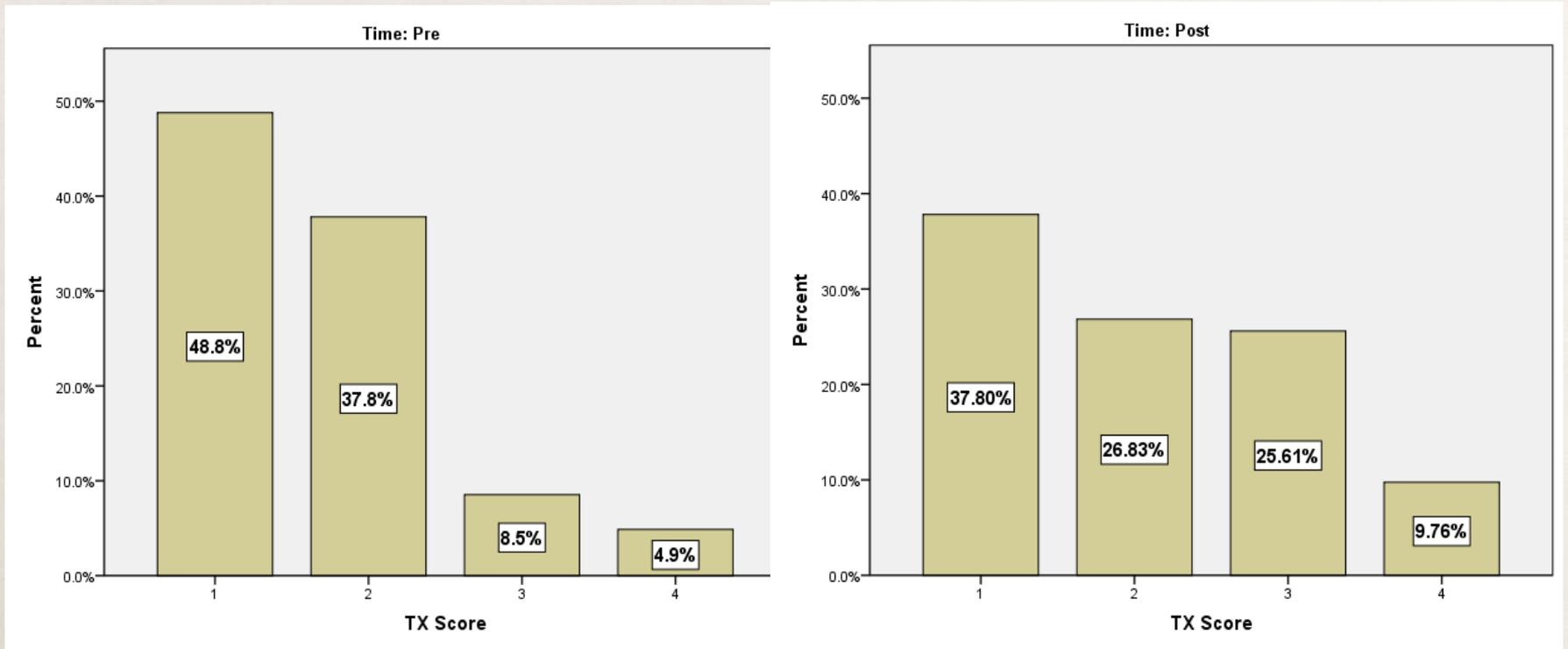
1. Holistic rubric

~~2. Composite scores~~

3. Genre elements

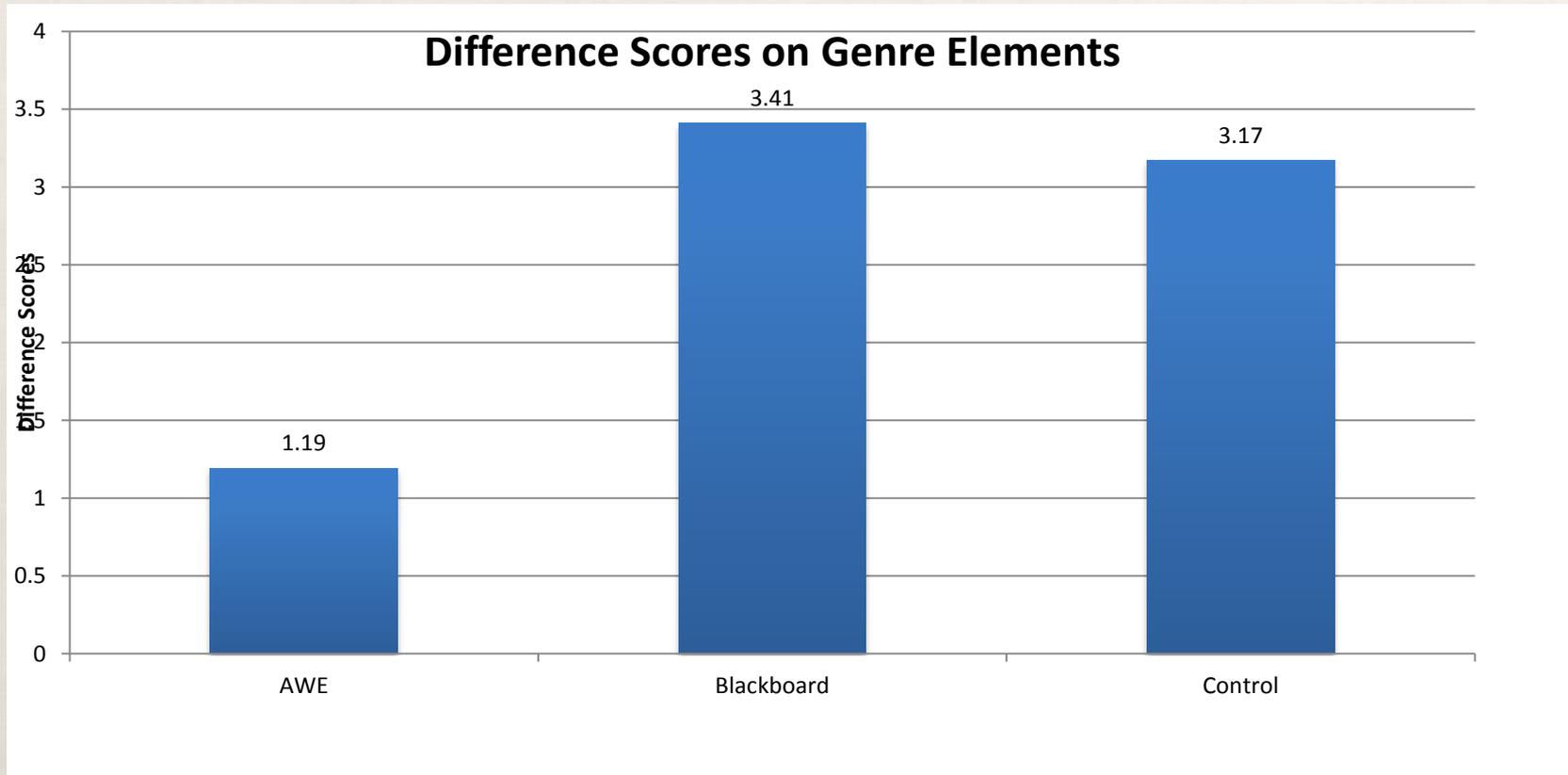
4. Length

holistic rubric



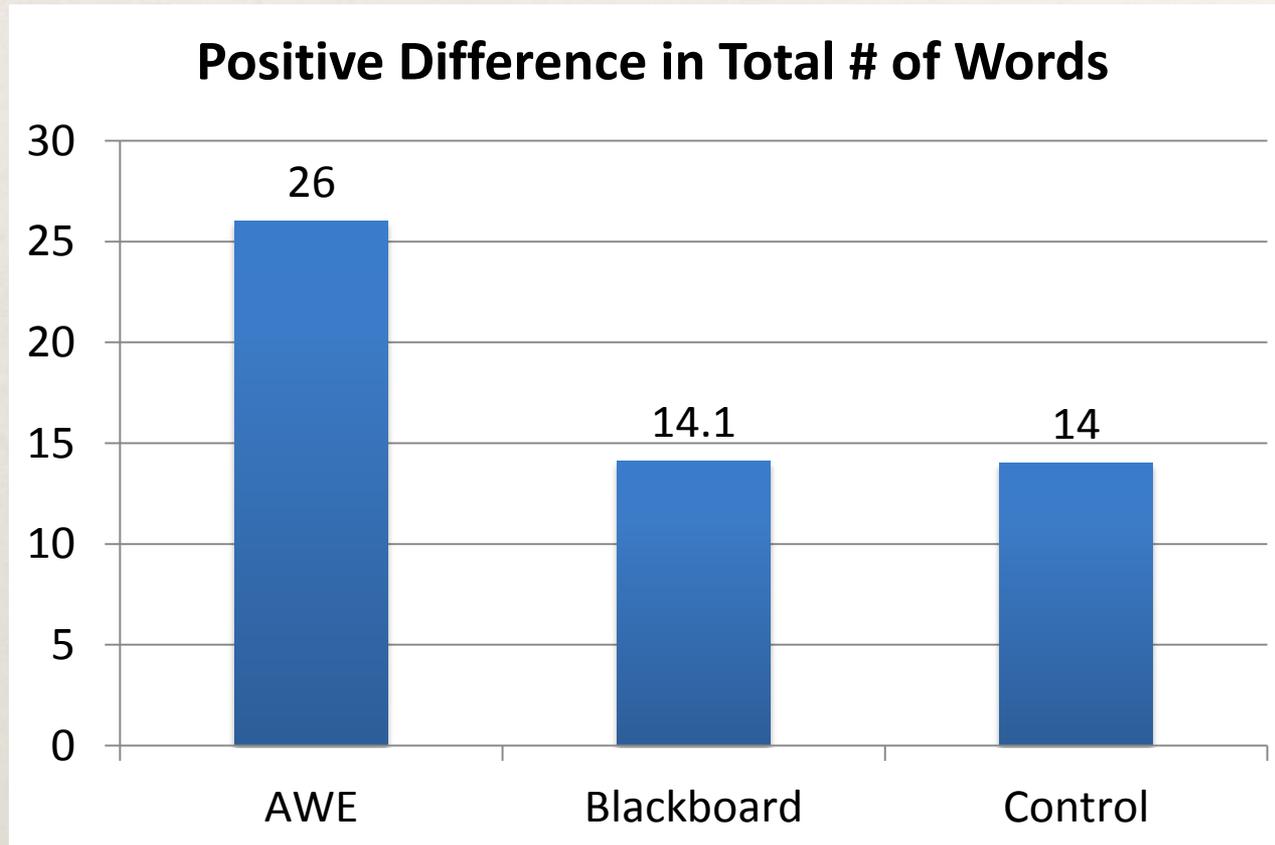
$n=82$, $m=2.07$ ($sd=1.02$), $p. <.001$

genre elements



n= 82 (26, 27, 29) p<.01

length



$n=26$ (9, 10, 7), $p < .05$

Both computer groups were higher than the control

- ★ In student enjoyment of the project
- ★ In student reporting that they would stay in the same group again

Blackboard group was higher than the others

- ★ In reporting that they learned a lot
- ★ In reporting that their writing was better than before

“When writing a response you have to stick with what you’re talking about.”

“I learned that after you are done writing an essay you need to reread it.”

“I learned how to add evidence to the text and come out of the evidence.”

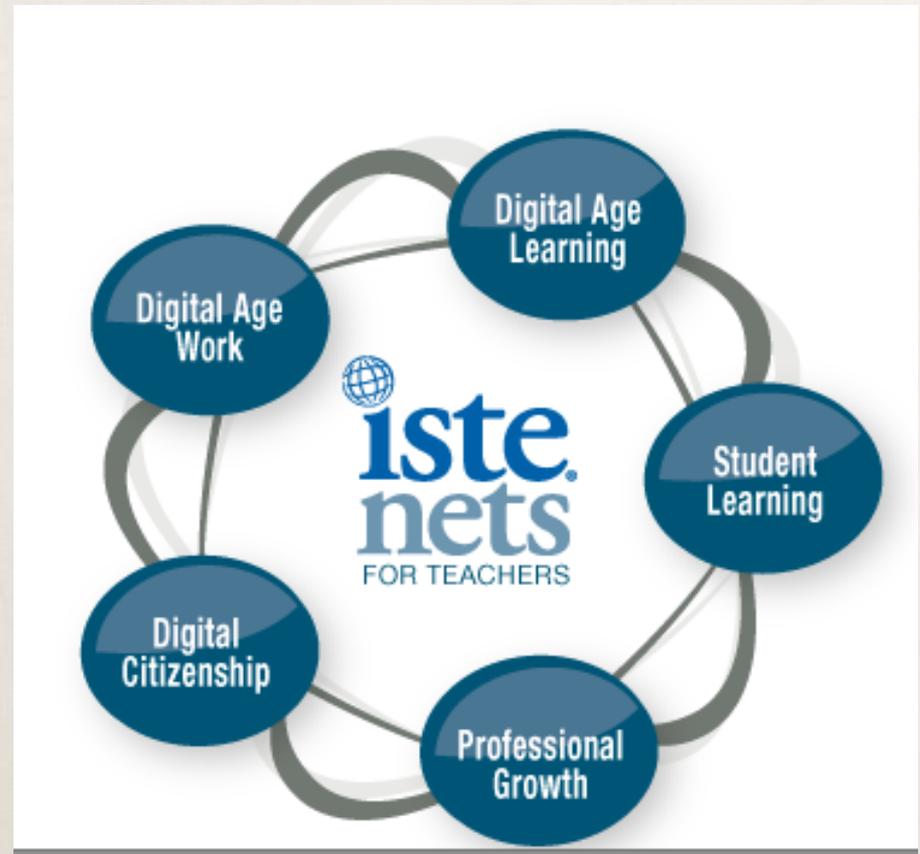
“I didn't like how if we got good feedback, you would still have to make corrections to your response.”

implications in the case of constancy

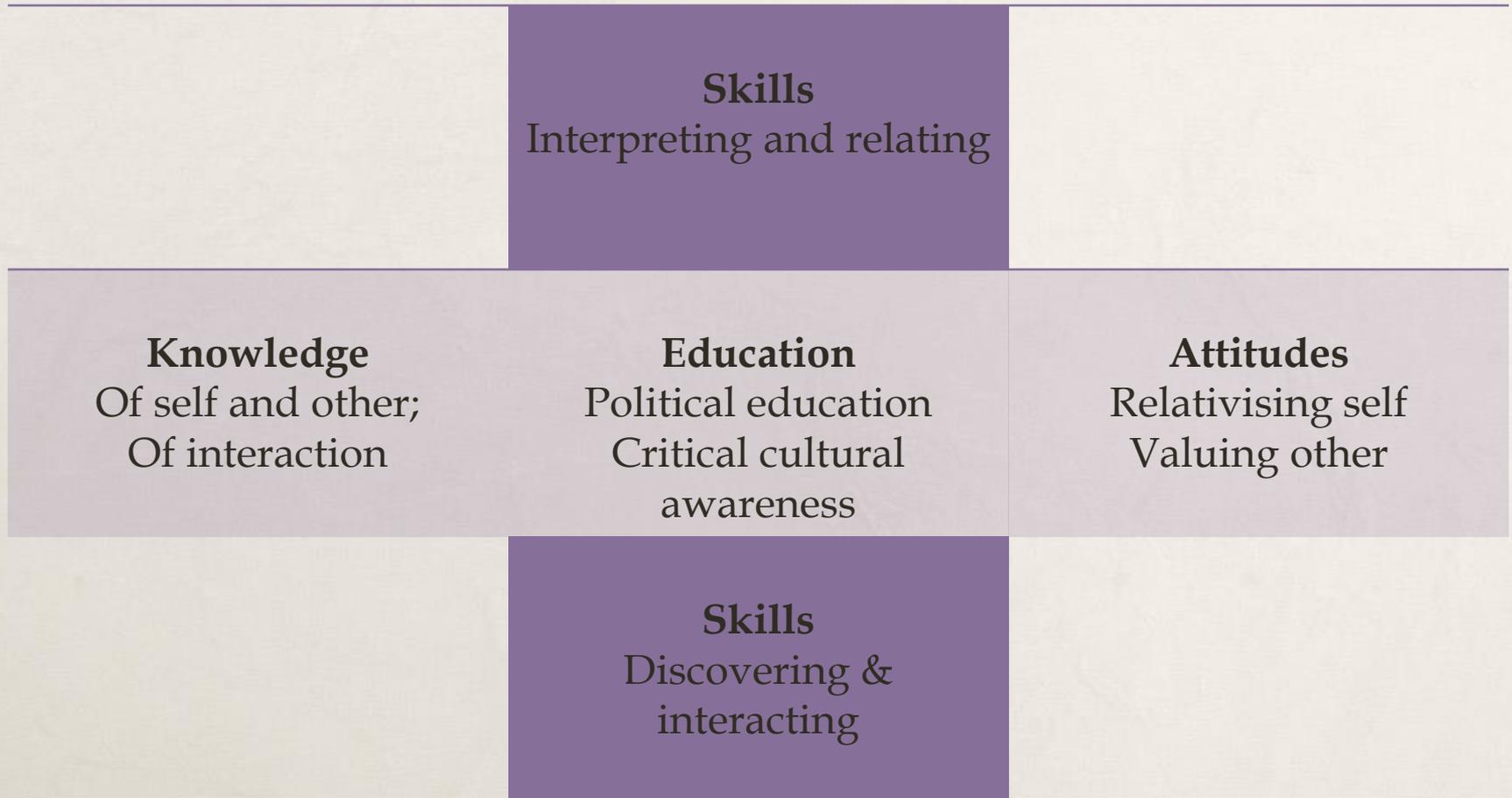
- * Constancy frame determines *what counts* in claiming *what works*
- * Typically relies on cognitivist and behaviorist frameworks & causal research designs
- * Has a paucity of proximal measures
- * Aims at particular audience
- * Shapes classroom micro-context

a case of change:
promising

Focus on learning *opportunities*



conceptual models



Byram's Model of Intercultural
Communicative Competence (1997)

syntheses

Information Exchange

Autobiographies, Interviews, Informal Discussion



Comparison & Analysis

Parallel texts, Questionnaires, Translating



Product Creation & Collaboration

Genre transformation, Product-oriented discussion, Adapting texts

research in secondary classrooms

- * use of graphic novels (Hughes, King, Perkins, & Fuke, 2011)
- * instant messaging (Lee, 2007; Sweeny, 2010),
- * wikis and digital talk books (Tarasiuk, 2010)
- * hypermedia authoring (Chang, Sung, & Zheng, 2006)
- * blogging (West, 2008; Witte, 2007; Zawilinski, 2009)
- * hybridity – bridging out- and in-school (Ware & Warschauer, 2006)

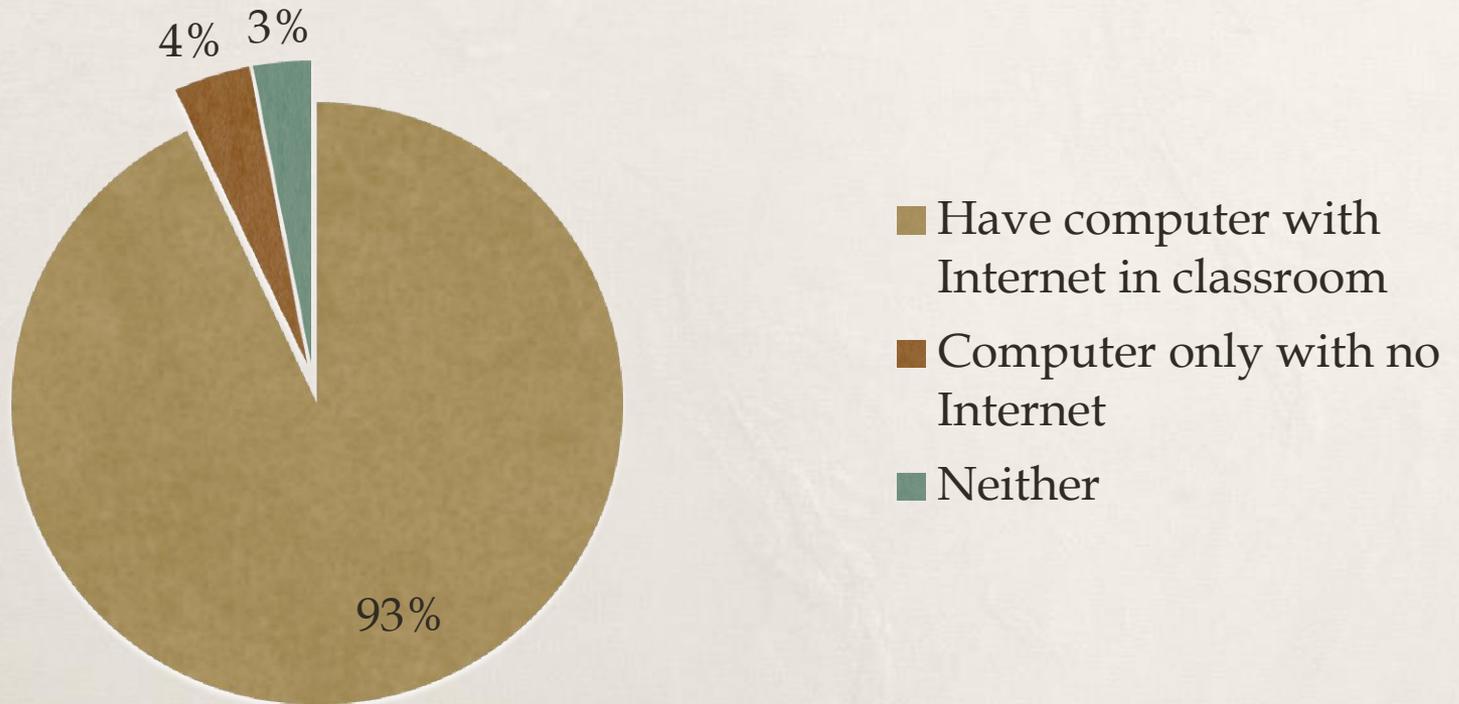
research in secondary *language* classrooms

- Academic language (*Gebhard, Shin, & Seger, 2011; Hill, 2010; Luck, 2008; Sox & Rubinstein-Avila, 2009)
- Digital storytelling (Castaneda, 2013; Ware, 2006, 2008)
- Multimodality (Ajayi, 2009)
- Tools for authenticity (Mitchell, 2009)
- Teacher perceptions and integration (Fisher, 2009; Hamilton, 2009; Hawkes, 2009; Meskill et al, 2006; Moore, 2006)
- Intercultural learning (Evans, 2009; Savignon & Roithmeier, 2004; Ware, 2013)

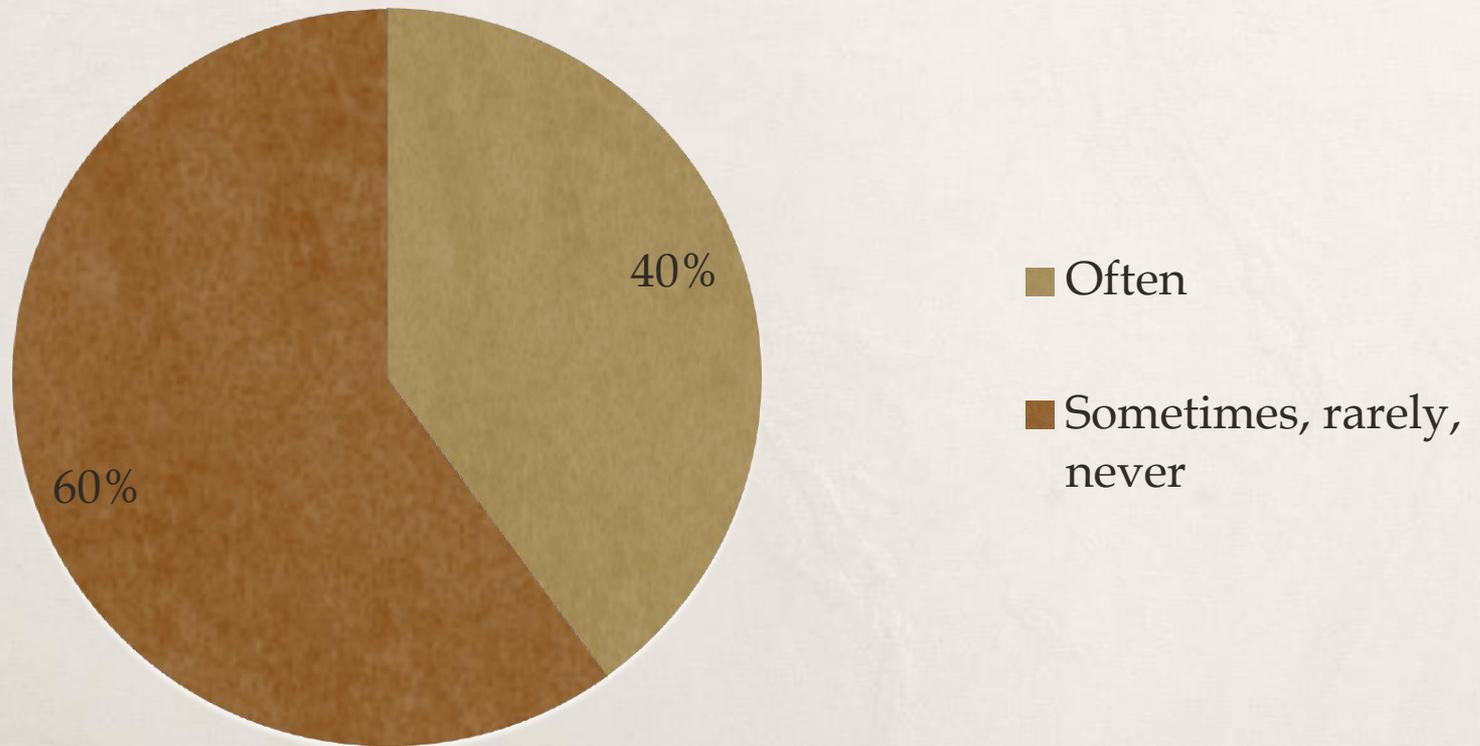
meso-level:

school and institutional levers of change

Access to computers in the classroom (NCES, 2010)



Frequency of use of computers in the classroom (NCES, 2010)



Type of use of computers in the classroom (NCES, 2010)

- * Over 60% primarily use **presentation software** for preparation, instruction, and administrative tasks
- * 9% use **innovative technologies** such as blogs or wikis for classroom writing and interaction

Type of use of computers in the language classroom (ACTFL, 2008,p .18)

2,236 teachers of foreign languages in the survey data

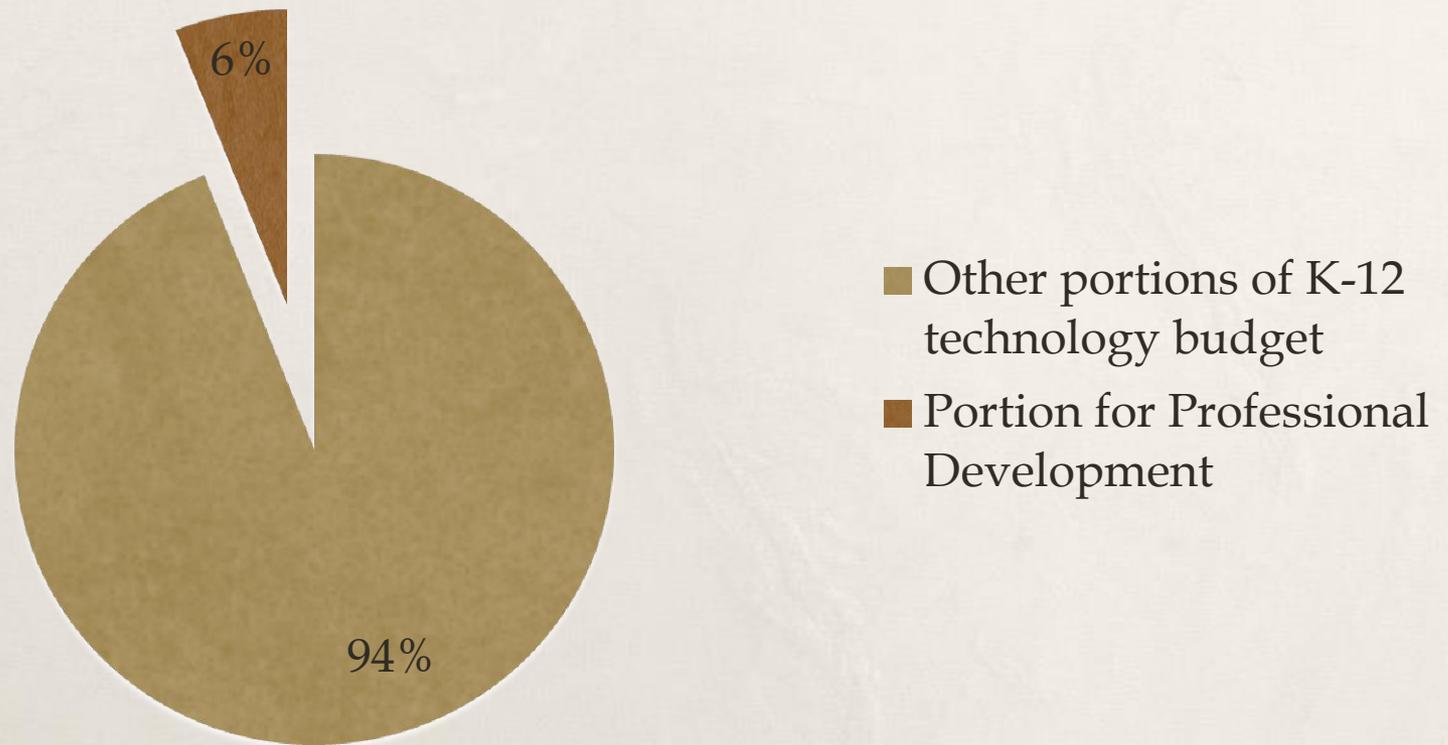
82% grades/attendance

66% language instruction

38% proficiency assessment

22% classroom management

Training to use computers in the classroom (NCES, 2010)

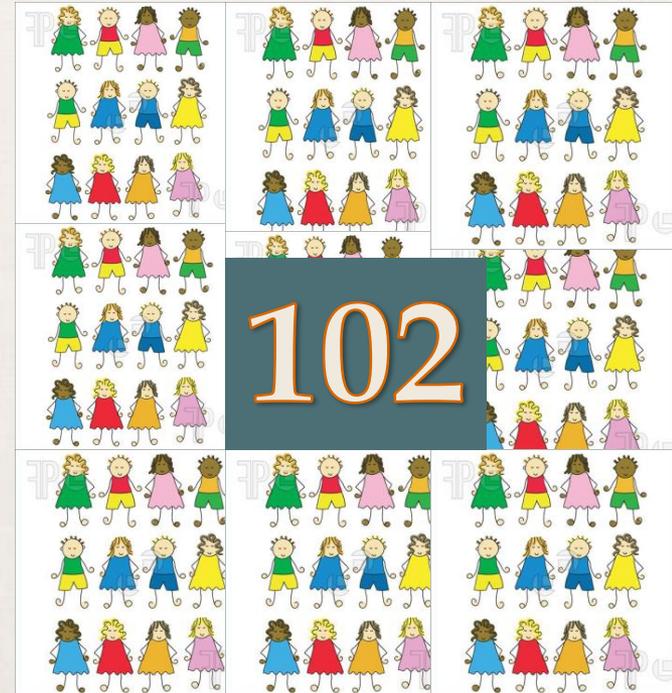
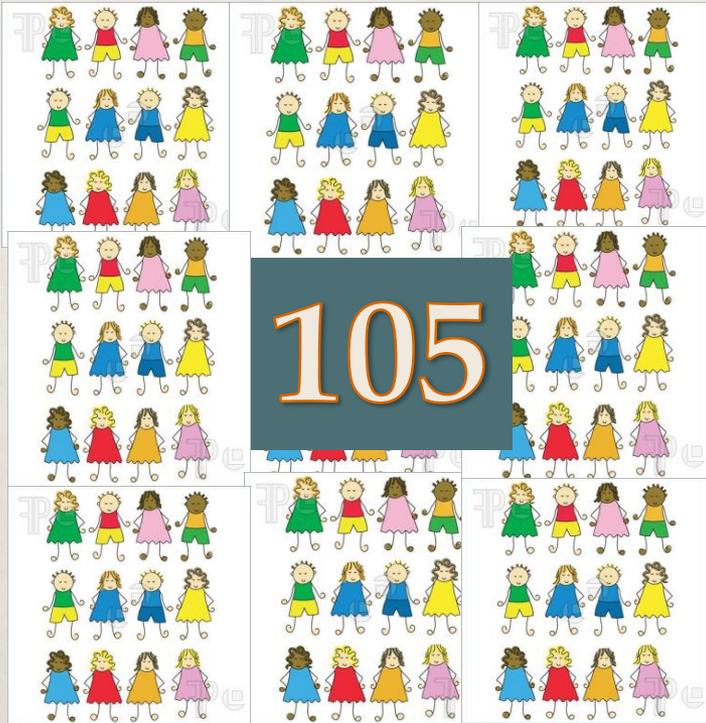


=
majority of public school teachers spend *fewer than 8 hours* on
technology training each year

Quality of training to use computers in the classroom

- * 7 research-suggested characteristics for quality professional development were identified
- * 20 percent of teachers indicated that their professional development did not include *any* of the 7.

Evaluation of the Enhancing Education Through Technology
Program (DOE, 2009)



U.S. public schools

Spanish private school

What roles do youth take up in a telecollaborative project?

Might such participation “matter”?

FRIDAY, FEBRUARY 20, 2009

" He is my dad in my brother so my dad is very good dad my brother is very funny because he tell me can I play with me in said O.K and them he tell me hay i need talk to you

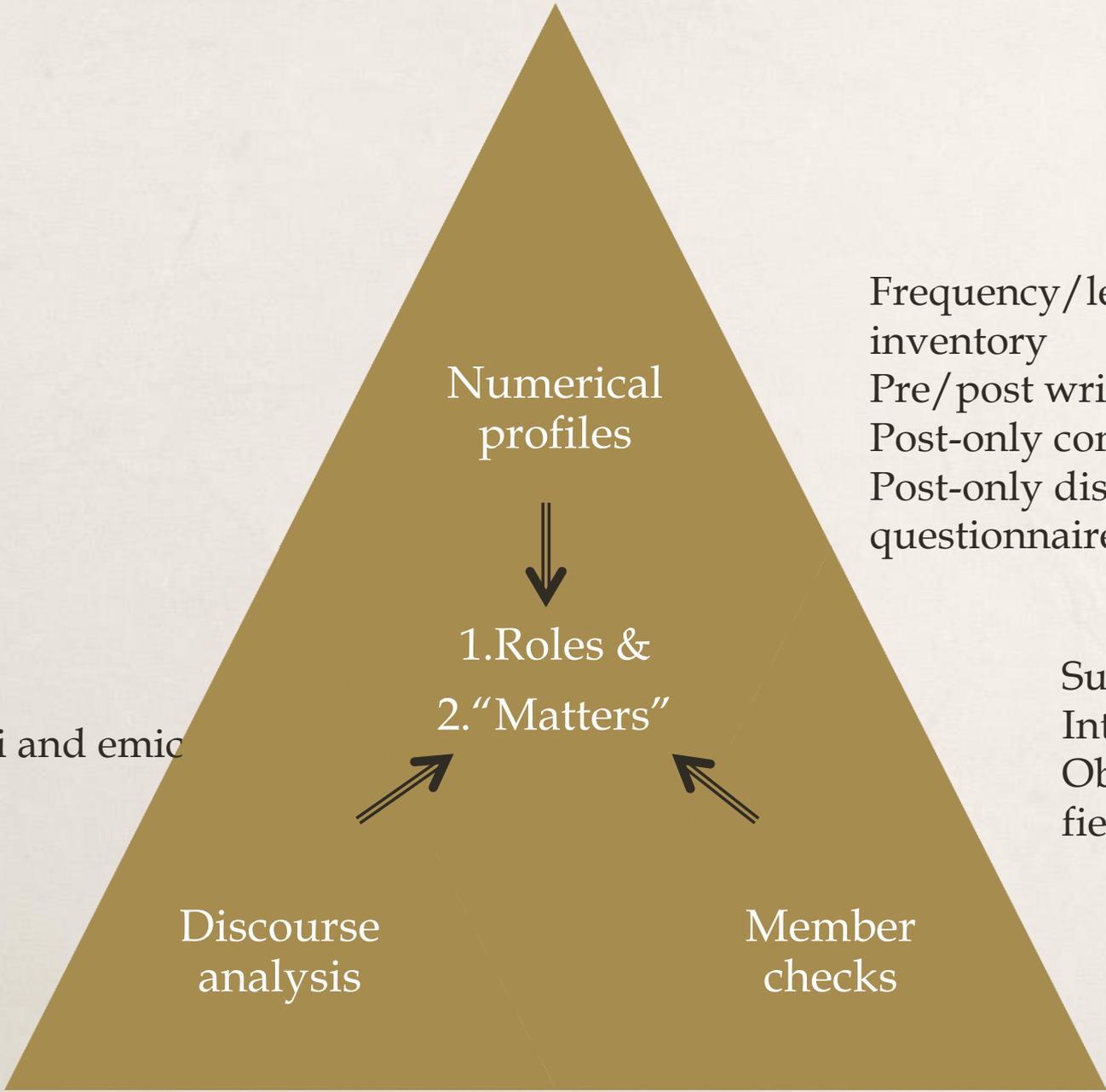


This is virgin of my religion with my family too so i I belive in she because that you said that you need help she can do a miracles and i belive and she because is my religion so much person to belive in she and so much virgin too but in Mexico the person to belive in she in south america too belive in she because lam from Guatemala and belive she and so much more " I belive in" LA VIRGEN DE GUADALUPE:



Spanish Culture to me represents the first picture because what they were doing to me represents how they got their union and the hard work that they put in to get their culture and their way of life established.





Numerical profiles



1.Roles &
2. "Matters"



Discourse analysis

Member checks

Frequency/length inventory
Pre/post writing
Post-only computer exam
Post-only discourse questionnaire

Surveys
Interviews
Observational fieldnotes

NVivo a priori and emic coding

roles youth took

- * socializers
- * techies
- * performers
- * the less engaged

socializers

Deb! I love so much music! is my passion too! I like so much chocolate!, but i don't know what is: Chocolate Hershey's!
Well, i like so much vegetables and fruit! Oh! yes, i ate a wooper burger before! and yes, they are so good! Did you eat steakhouse, or steakburguer? i can't remember the name! but is with "stake"! hahaha! They're so good also! :) Normally, . . . , and if is summer we go to the swimming pool or we can go to see some film to the cinema and i invite them!! Do you want to be a photographer? that's great! I want to be a fashion designer! and... yes! i was thinking that some stereotype of Texas are cowboys! but now, i know that that's not true! :)
Deb, to your question: I normally sleep at eleven o'clock, that i think is something medium! REALLY? THAT YOUR BIRTHDAY ON 13TH FRIDAY! WOOW! that's so amazing! :)

socializers

Emotive words / phrases abundant

Personal forms of address used

Topic development initiated by students

Questions posed in variety of ways

Displays of alignment were mirrored

Un/conventional punctuation used

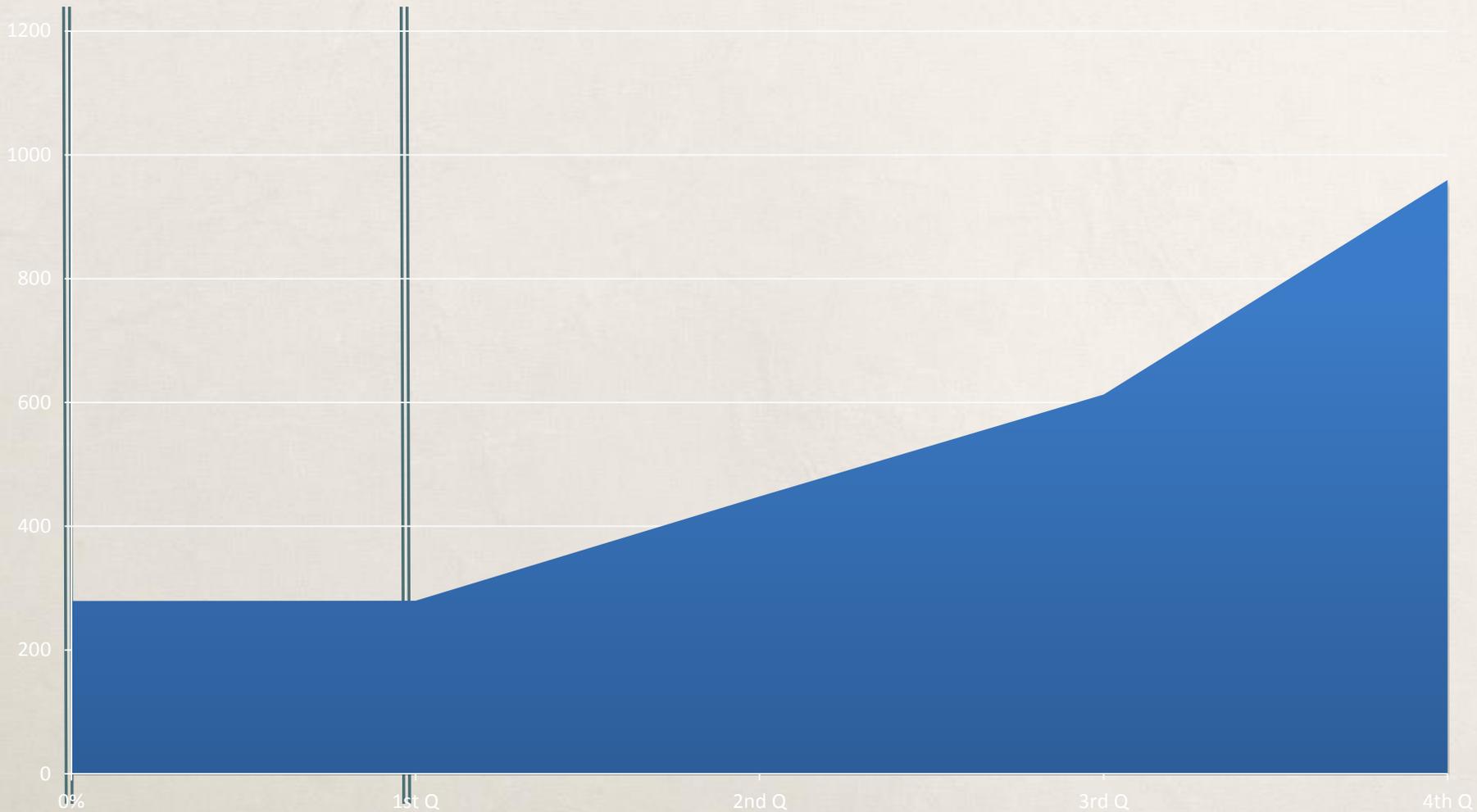
techies

“The thing I loved most in this project was when we had to do some projects with the camera.”

“What I liked best is to use computers and to make a digital movie.”

“The digital movie, as it was fun to go around the school recording everything and making videos. I also enjoyed editing the video and making comments.”

the less engaged



the less engaged

“And I think the kids that were dedicated to it and dedicated to school did a great job in it. I think **those that are skating by, skated by.** And I feel that while I tried to pump them up and explain the situation, it **just didn't matter to them.** They **weren't, they didn't have that buy-in.** And I tried showing them pictures. I tried showing them even other people's blogs. And I would say, okay here is what another group is doing and they would see the names, but kind of just show them in essence, what the project was supposed to be. To try and get buy-in, but mainly it was some boys. . .**The boys that didn't have the buy-in didn't have the buy-in for anything else all year for anything I did.**”

Might such participation “matter”?

- * To students
- * To teachers
- * To empiricists

student views

“Knowing someone, even if we can’t see them, we can talk to someone we don’t see or talk to everyday. **To see their point of views on things**, we already know everyone has their own point of views, we already know who they are, but to see someone from another country, to see what they think about us, **I like that.**”

[In regular class time] we've just done PowerPoint and try to make work documents. So [this project] was **different, like way, because [regular class] is all school-based**. This is actually like interesting because we **got to learn about other people** instead of just writing a boring document about someone who died a long time ago.”

teacher views

“She came and talked to me, yesterday was her last day, and said, **I'll never forget your class because of what you allowed us to do. . .** So yeah, I think that they did a lot of buy-in. I would definitely say **it was about building relationships.** And I would like to focus, if we do the project again, on that aspect of it.”

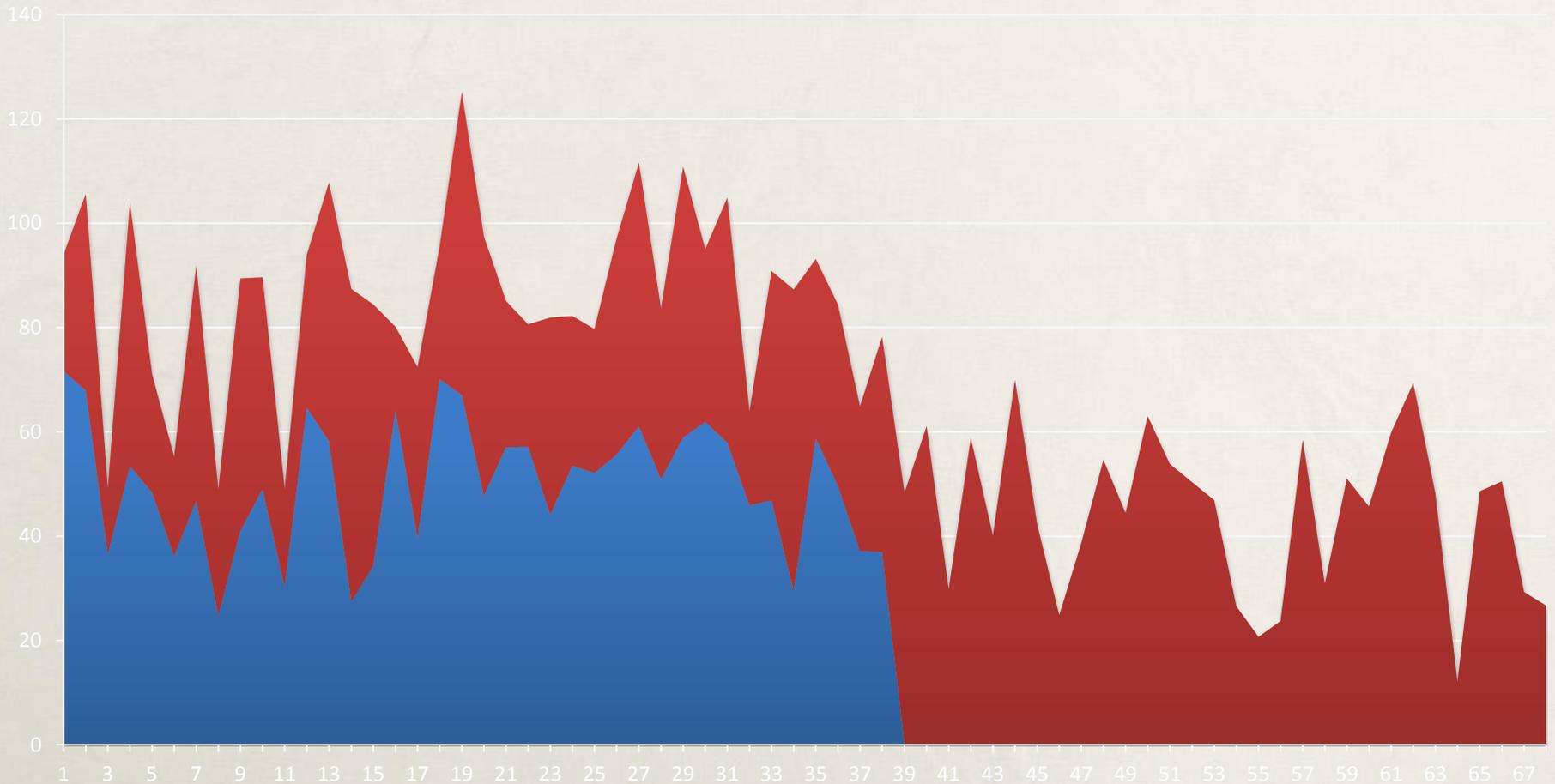
“But I think that they **gained self-confidence.** Completely 100% that they were able to be themselves. Because it was, like while I was grading for writing, I was grading more on efforts and ‘were you being real?’ And I think **my kids were real** across-the-board. And their excitement level that you didn't always get to see was--they would fight over cameras to go and take pictures because they would tell their friends, ‘hey I get to do this really cool project and I'm talking with kids in Spain.’”

teacher views

“Kids can look at a website and comment on it. Or look at a product and comment on it, or we can do movie trailers and comment on them. **I think you can teach comments.** It's just like you teach open ended response. Here's the format you do. And they will look formulaic at first, like that will be an issue we will have to deal with but I think we can deal with that before the project. So by the time we get to the project in comments they're not as formulaic as a whole. You will still have those kids that are struggling with it and **they will be formulaic, which isn't what you want either, but I think it will come.** But I've never taught comments because I haven't had the need arise. But now...

... I don't hinder my students by teaching a different writing medium, and that's all I'm doing. And I think that having a **technology class that doesn't have a writing component isn't a technology class because so much technology is writing and communicating** and getting that through. So I think that it could work both ways.

empiricists



$F(1, 90) = 12.99, p < .001$

Participant mean: 49.58; Control group mean: 39.16, effect size 0.15



<https://www.flickr.com/photos/569638/australia-ey-opera-house.jpg>

ITEM 3: Imagine that your partner asks you about some of the stereotypes of the United States. She or he wants to know if it is true, for example, that all Texans are cowboys, like they have seen in the movies. What would you write?

ITEM 4: Your partner in Australia found this image on the Internet and has asked your opinion about what this image means to you and to people in the United States. What would you write?



Refutation

“Not all the Texans are cowboys in Texas. That is just a stereotype, which means something isn't true, or isn't necessarily true. They show these stereotypes because some people are cowboys and the theme is common.”

Reframes the
response

“Not all the Texans are cowboys
Texas. That is just a stereotype, which
means something isn't true, or isn't
necessarily true. They show these
stereotypes because some people are
cowboys and the theme is common.”

“Not all the Texans are cowboys; Texas. That is just a stereotype means something isn’t true, and not necessarily true. They show these stereotypes because some people are cowboys and the theme is common.”

Offers
interpretation

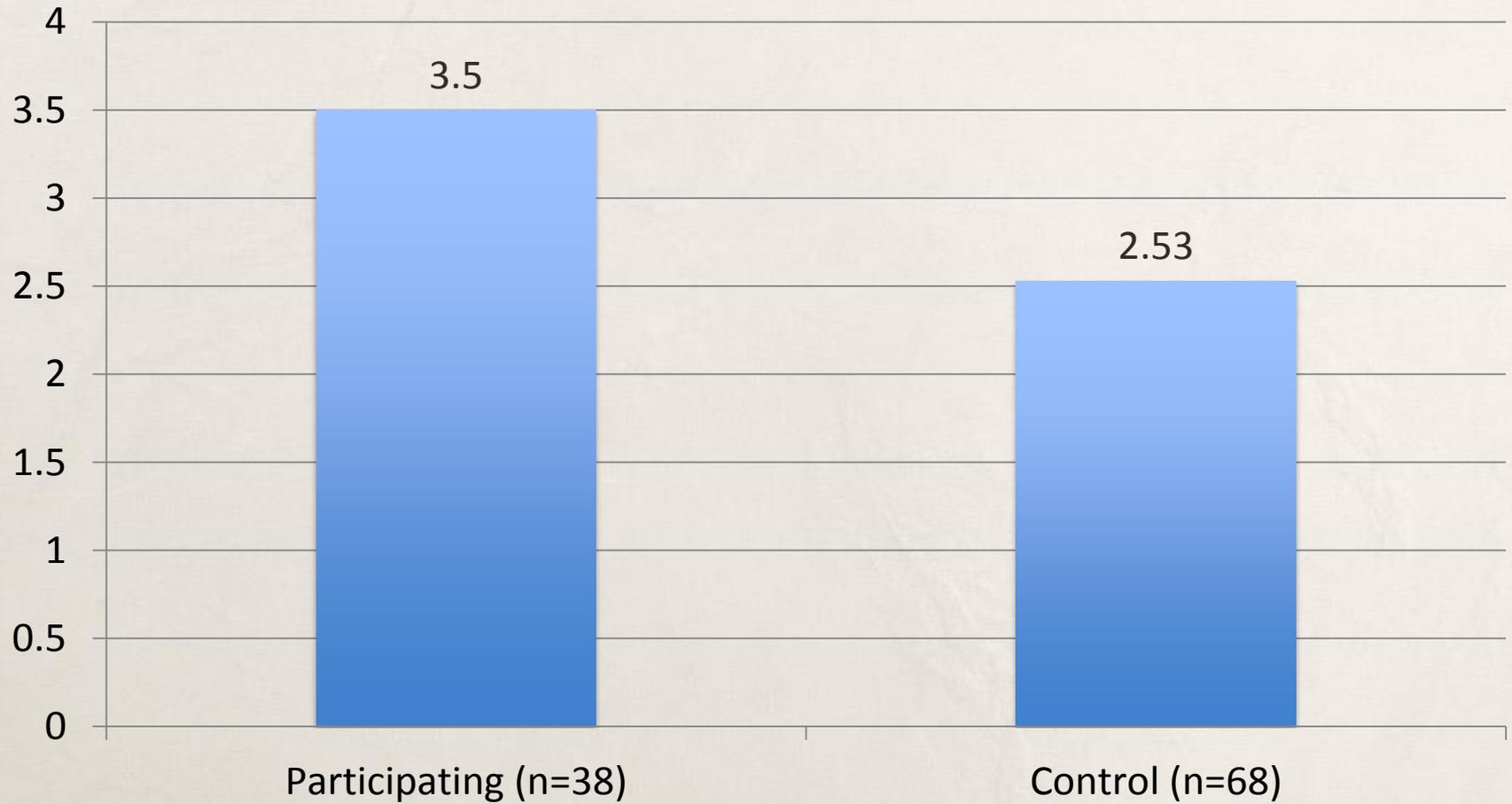
“No
Texas
means something, or isn't
necessarily true. They show these
stereotypes because some people are
cowboys and the theme is common.”

Refutation

“No not everyone is a cowboy.”

Participants

Non-participants



$p < .001$, effect size = 0.97

implications in the case of change

- * Uniform learning vs. customization
- * Teacher as expert vs. diverse knowledge sources
- * Standardized high-stakes assessment vs. specialization
- * Owning knowledge versus mobilizing outside resources
- * Coverage vs. the knowledge explosion
- * Learning by assimilation vs. learning by doing

Collins, A. & Halverson, R. (2009). *Rethinking education in the age of technology*. New York: Teachers College Press.

