Interdisciplinary Digital Approaches
to the Teaching of Online Languages for Specific Purposes Courses

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Section I: Overview & Intro
Language for Specific Purposes

- Languages for Specific Purposes (LSP)
  - Räisänen and Fortanet-Gómez’s (2008) characterization of the teaching of English for Specific Purposes (ESP) may be extended to LSP pedagogy in general:

  “ESP [LSP] teaching uses the methodologies and activities of the various disciplines it is designed to serve, and it focuses on the language, lexis, grammar, discourses and genres of those disciplines rather than using the general grammar, learners’ dictionaries and general public genres and discourses.” (p. 12)
National Standards

- Goals for Foreign/Second Language Classes
  - National Standards (1996)
    - Five C’s: traditional order of importance (Magnan, Murphy, and Sahakyan, forthcoming)
      - Communication
      - Culture
      - Comparisons
      - Connections
      - Communities
National Standards and LSP

- Change in prioritization of the 5 Cs
  - Magnan, Murphy, and Sahakyan (forthcoming): student survey showed new order of importance of standards
    - Communication
    - Communities (Lave & Wenger [1991]): communities of practice
  - Community Service Learning (often a component of LSP programs) leads to student gains in the National Standard’s (2006) 5 C’s, especially *communities* and *connections* (Abbott & Lear, 2010; Lear, 2012; Lear & Abbott, 2008)
Benefits of LSP

- LSP responds to students’ demands and interests and need to interact constructively in a globalized world
- LSP also supports MLA (2007) report’s suggestions to diversify and innovate the foreign language curriculum
  - Modern Language Association (2007) pointed out the importance of foreign language curricular innovation to demonstrate the relevance of the humanities and ID work in a “changed world” to institutions of higher education as well as the community at large so they will support funding for education. (Abbott, 2011)
Languages for Specific Purposes

- LSP in the world (Lafford, 2012, *MLJ Focus Issue*)
  - Focus on English for Specific/Academic Purposes (ESP/EAP)
  - Research focused on genre-based analyses of language in professional contexts; lack of research on L2 acquisition in LSP contexts or in experiential settings (internships).
  - The role of technology in teaching LSP courses (Arno, 2012; González-Pueyo et al., 2009; Luzón, 2009)
Languages for Specific Purposes

- LSP in the United States (Long & Uscinski, 2012)
  - Survey of 183 institutions of higher learning in the U.S. showed that 59% have LSP offerings
  - Most LSP courses are focused on Spanish for Business, followed by Spanish for Medical Personnel
  - Non-English LSP research has traditionally had a pedagogical focus, without genre-based research on language used in professional contexts or L2 acquisition in LSP contexts or experiential settings (internships).
Spanish for the Professions

U.S. Census American Community Survey (2008)
- 34.5 million U.S. residents age 5 and older currently speak Spanish at home.

Pew Hispanic Center (2010)
- 44.4% of Hispanics over the age of 18 speak English “less than very well”; 72.2% among the foreign born.

Business Week (March 15)
- “The steady stream of newcomers will likely keep the foreign-born, who typically speak mostly or only Spanish, at one-third of the U.S. Hispanic population for several decades” (p. 58).

- Our nation’s capacity to serve the needs of this population is strained, especially because of the shortage of Spanish-speaking helping professionals in fields like education, social work, and health care.
Section II: Spanish for the Professions
## Spanish for the Professions
### Minor & Certificate

<table>
<thead>
<tr>
<th>Courses</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Spanish for the Professions</td>
<td>135 hours of service</td>
</tr>
<tr>
<td>Latin@ Cultural Perspectives</td>
<td>Completion of professional skill-building workshops</td>
</tr>
<tr>
<td>Spanish in US Communities</td>
<td>Bi-monthly reflections</td>
</tr>
<tr>
<td>Advanced Spanish Grammar for the Professions</td>
<td>Monthly mentor evaluations</td>
</tr>
<tr>
<td>*Written Spanish for the Professions</td>
<td>Month meeting with coordinator</td>
</tr>
<tr>
<td>*Introduction to Interpretation</td>
<td></td>
</tr>
<tr>
<td>*Advanced Spanish for Health Care</td>
<td></td>
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</tbody>
</table>
Spanish for Health Care

Courses: Introductory, Intermediate, Advanced

Course Objectives:
1) Communicate effectively orally
2) Master specialized vocabulary
3) Navigate cultural encounters
Spanish for Healthcare (2)

Each course has **three main components**

1. **Grammar**: advanced grammar forms
2. **Oral dialogues**: pragmatic competence, appropriate vocabulary
3. **Culture**: patient backgrounds, home remedies, social protocol
Oral Dialogues

- Students must record oral dialogues based on a medical situation each week. They can choose from several platforms that record the oral interactions:
  - Blackboard, Voice Direct
  - Skype (pamela, skype recorder, wiretap studio)
  - Google Hangout (choose record option)

- Example: Blackboard- Voice Direct
Oral Exams: Adobe Connect

- Each semester students have an oral midterm and final exam with the professor.

- The exam is based on a dialogue they have already practiced during the semester.

- Adobe Connect can be used for this activity.

Example: http://connect.asu.edu/drking
Grammar/Culture Videos

- Camtasia Relay/Studio (must be bought)

- Jing (free- screen capture)

- Educreations.com (free- can write on screen like whiteboard)

- Brainshark.com (free- can upload powerpoints and prezis)
2012/13 Student Survey

Question 5:
I am the following academic year:

Survey percentages based on 44 participants
2012/13 Student Survey (2)

Question 6:
I'm in the following age range

Survey percentages based on 44 participants
2012/13 Student Survey (3)

Question 10: How many online classes have you taken?

Survey percentages based on 44 participants
## 2012/13 Student Survey (4)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other online classes have required me to work virtually with a partner</td>
<td>4/44 (9%)</td>
</tr>
<tr>
<td></td>
<td>(20% first online class)</td>
</tr>
<tr>
<td>This class offered more tools/activities than other online classes I have taken</td>
<td>29/44 (66%)</td>
</tr>
<tr>
<td></td>
<td>16%-first online class</td>
</tr>
<tr>
<td>The instructional videos made by the professor are helpful</td>
<td>40/44 (91%)</td>
</tr>
<tr>
<td>The professor/student oral exams were helpful</td>
<td>39/44 (88%)</td>
</tr>
<tr>
<td>I appreciated the opportunity to speak one-on-one with my online professor during oral exams</td>
<td>39/44 (89%)</td>
</tr>
</tbody>
</table>

Survey percentages based on 44 participants
### 2012/13 Student Survey (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral dialogues with a partner were helpful for practicing Spanish</td>
<td>37/44 (84%)</td>
</tr>
<tr>
<td>Oral presentations helped me practice Spanish</td>
<td>35/44 (80%)</td>
</tr>
<tr>
<td>My Spanish improved this semester</td>
<td>37/44 (84%)</td>
</tr>
<tr>
<td>This class was as effective as an in-person class.</td>
<td>29/44 (66%)</td>
</tr>
<tr>
<td>This class has helped me become prepared for my career.</td>
<td>41/44 (93%)</td>
</tr>
</tbody>
</table>

Survey percentages based on 44 participants
Section III: Interdisciplinary Pedagogy
The rise of digital pedagogies like those employed on our campus has prompted a turn towards an interdisciplinary understanding of how technology and pedagogy inform one another.

As Mishra and Koehler (2006) argue, there is a growing need for educators not only to have an understanding of pedagogy and content, but also of technology and of the interplay between pedagogy, content, and technology.

Archambault & Crippen (2009) have observed, understanding these complex relationships between pedagogy, content, and technology is especially important as we move towards more hybrid and online teaching.

Finally, as Arno (2012) has noted, this is particularly important in LSP courses.
Interdisciplinary Digital Pedagogy

- As Foshay (2012) has both noted, the turn towards interdisciplinary digital pedagogies is potentially powerful and problematic.
- As Gonzalez-Pueyo, et. al. (2009) have noted, the potential problems of the shift towards online learning are particularly pointed in language pedagogy.
- To maximize the former and minimize the latter, it is important to bear in mind that the move to digital spaces presents numerous new problems (e.g., cognitive load, the focus on process over content).
- The technologies we are demonstrating in this presentation were selected and employed with these considerations in mind.
Section IV: Tools & Hands On

Part A: Camtasia
Camtasia Suite

- One of the best available tools for DLC is the Camtasia Suite from TechSmith.
- Camtasia provides us the ability to easily capture, manipulate, and post content as streaming video files.
Camtasia Relay

- For users just beginning with digital pedagogy, Camtasia Relay provides the most efficient route to DLC.
- Relay is "screen capture" software that allows users to turn what is happening on their monitor into a video.
- This allows you to quickly capture .PPT or Prezi lectures, and share them with students.
Fuse for Camtasia

- While Relay is only available for laptop and desktop computers, Camtasia Fuse is available for mobile devices (e.g., iPads).
- Fuse is a video recorder (similar to the camera app on most mobile devices) that uses the built in camera on mobile devices to record material for upload to web.
Camtasia Studio

- While most DLC can be accomplished using just Relay or Fuse, Camtasia Studio can help you take DLC to the next level.
- Camtasia Studio is software that allows you to edit (combine, add special effects, etc.) any videos you made in Relay or Fuse.
Section IV: Tools & Hands On

Part B: Adobe Connect
Adobe Connect

CALICO 2013

Enter as a Student or Guest
Name Peter Guest
Enter Room

Enter as an Instructor or Meeting Host

NORMAL MAINTENANCE OUTAGE FRIDAY FROM 9:00 PM TO 12:00 MIDNIGHT MST.

IMPORTANT: IF YOUR SESSIONS AND RECORDINGS INCLUDE SCREEN SHARING, DO NOT USE FLASH 11.4 OR 11.6. It may crash. FLASH 11.5 WILL WORK. See links.asu.edu/ACflash for more information.

Avoid Google CHROME with Adobe Connect;
See links.asu.edu/ACchrome for more information.

Useful Links: Troubleshooting: http://links.asu.edu/ACtest
ASU Connect Practice and Audio Test Session (Enter as a GUEST)
ASU HELP Center for Adobe Connect;
Enter as Guest

[Image of Adobe Connect interface for entering as a guest or instructor/meeting host]
Discussion Layout
Collaboration Layout
Main (Sharing) Layout

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Barbara A. Lafford
James Werners
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Peter Lafford
Share Another Document
Upload a New .PPT
Main (Sharing) Layout
Drawing Tools

Interdisciplinary Digital Approaches
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Main (Sharing) Layout

Drawing Tools

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Video (.FLV)
ConvertFiles.com
ConvertFiles.com
Polls Layout
File Share Pod
Breakout Rooms Layout

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CALICO ASU School of Letters & Sciences
Breakout Rooms Assignment
Breakout Rooms Broadcast

Digital Approaches

Message From Host - James Wermers
We will resume in two (2) minutes.
Breakout Rooms Chat Collection
Manage Meeting Information
Edit Meeting Information
Recording Info
Recording Info (2)
Recording Playback
Section IV: Tools & Hands On
Part C: iAnnotate
Audio Feedback

- Providing students with audio feedback in place of, or as a supplement to, traditional writing comments has been a hot topic lately.
- This has produced numerous studies on the value of audio feedback for students (it even spawned a "Prof Hacker" piece in the Chronicle last summer).
- Audio feedback can be especially powerful in an LSP course (or any language course) as it allows for detailed feedback and increased exposure to spoken language.
- We have found that providing audio feedback using an app called iAnnotate makes the process simple.
iAnnotate

- Grading with iAnnotate is a simple process that opens up doors to providing multiple layers of feedback to your student.
- Once you have opened a document in iAnnotate you will see it in the “PDF Display,” and you will be able to edit the document using a wide array of tools.
- Documents marked up in iAnnotate can be returned to students in a variety of ways, including through email and via LMS upload.
Some iAnnotate Tools

- The Pencil Tool: The pencil tool allows you to write/draw freehand on a document using either your finger or a compatible stylus. This allows you to recreate much of the marking and commenting you would normally do on a student assignment.

- The Note Tool: The note tool allows you to add a sticky note anywhere in the student’s assignment (this is very similar to MS Word’s note feature). The note provides a useful way to type a comment for a student that applies to a specific passage of their assignment.
Some iAnnotate Tools

- The Stamp Tool: The stamp tool allows you to insert a predesigned stamp into the student’s paper (e.g., an “A” or “B”). This tool will also allow you to make custom stamps for annotations that you find yourself making on a regular basis.

- The Sound Clip Tool: The sound clip tool allows you to record voice comments on a particular part of a student paper. Each clip (and you can have several in a document) will allow you to record up to 1 minute of audio. The sound clip tool is a useful replacement for marginal and end comments on students’ work.
Helpful iAnnotate Suggestions

● Be specific. If it's easier for you to work with .PDF files (and it is), then tell students nothing else will be accepted and stick to it.
● Use rubrics! The more you embrace rubrics, the easier things will be in the long run.
● Ask questions. If something confuses you, ask someone else working with these technologies.
● Share your insights. This is all easier if we share our expertise freely.
Section V: Closing Concerns
Institutional Buy-In?

- While the technology we have been looking at today is wonderful, it is not free.
- However, there are a few things you might do to increase the odds of institutional buy-in.
"On the Cheap?"

- What do you do if you can't get institutional support for the technologies we have discussed in the workshop?
- While these technologies are ideal for the kinds of materials we have been discussing, there are alternatives.
- It is possible to create high-quality DLC for little or no money with a little creativity and drive.
References


References (2)


References (3)


References (4)


