

Appendix 3: theories' handout

As you are reading this, thousands, if not millions of students of all ages, are in language classrooms all over the world. All these students and teachers are engaging in lessons for different purposes and because of different reasons. What all these have in common, other than the fact that they are learning a second or foreign language, is that they are trying to figure out the best way to teach/learn so that they can reach their specific learning objectives. Apart from considering the students' cognitive style, learning style, motivation, aptitude, attitude, tolerance towards ambiguity, type of work preferences, recently, another component has been added to the language learning equation and that is the *technological* one.

Children and teenagers aged between 8 and 18 years old spend an average of 7 hours and 38 minutes a day online; this means that they are connected to the internet for whatever the reason, over 53 hours a week. If millions of people (many, students) are already spending many hours a day online, it seems insensitive to not take advantage of them and use them for more than just conversation and networking. Many internet sites offer valuable opportunities to engage students, to promote participation, enhance motivation and improve language skills.

Nowadays language learners and teachers are surrounded by the innovative, versatile and varied learning opportunities that the web provides. Many teachers like you, are facing the everyday task of keeping up with technology and finding a way to integrate some of the available tools into their language classes. The tools available online are changing constantly, although there are many that remain accessible over a significant period of time; others evolve, disappear or are out of service regularly. This handout provides the theoretical basis to choose and implement the best and most appropriate web tools for your language classroom.

Before we get to the point of the actual theories and principles to consider when selecting a Web 2.0 tool, I would like to answer two questions that you might be thinking: Why use technology to teach? Why merge teaching with computers or mobile phones?

Reich & Daccord (2008) offer four simple reasons to answer this complex question:

- Whoever is doing most of the talking/typing is doing most of the learning. Computers and what they offer enable the students to be **responsible for their own learning**.
- The more input channels we use to put things in our brain, the more likely we are to learn and remember what we learned. Students can access/manipulate/interact with information in different ways, **catering to the dissimilar learning needs** in a classroom.
- We can **bring the world into our classrooms** if we can't take our student out into the world. By using the internet, our students can be in contact with material that is authentic and culturally diverse.
- Technology can make **things easier... sometimes**. If the tools in our classrooms work properly, the class can run smoothly and things work out, however a simple thunderstorm can make the internet fail and the lesson plan come down tumbling down. Backup options are recommended when weaving technology in lesson plans.

Overall, Reich & Daccord (2008) point out that the best uses for technology come when “teachers are doing less of the teaching and students do more of the learning” (p. xvii). Activities and assignments that are student-centered with a technological component, empower them, foster creativity and let them take charge in their own learning. In the e-learning model students not only work individually, but can take part in a collaborative learning to gather information, resolve issues and create a final product that has the possibility of being published online, with the chance of reaching a wide public.

Now let’s get down to business!

In the next two pages you will find a chart that contains some of the relevant theories, hypothesis and principals relevant to language teaching and technology. This information will provide you a theoretical framework to base your selection of a Web 2.0 tool. Take some time to read them and while you pick the tool you will use for your class, keep them in mind.

Theory or principal	Basic ideas	Relevant authors	The activity with the web tool considers this?
The role of interaction/ The interaction hypothesis	<ul style="list-style-type: none"> Human learning is mediated through interaction with others. Oral interactions in authentic situations are crucial to language development. Conversational interaction is the basis of the development of language; this means that conversations are more than means to practice language, but a way in which learning takes place. 	Vygostky (1934/1962) Wagner-Gough & Hatch (1975) Long (1996)	YES NO
Negotiation of meaning	<ul style="list-style-type: none"> In conversations with more fluent or native speakers, the learner has to negotiate meaning. This means that the learner's attention is focused on an incongruity between what s/he knows about the target language, and what actually is happening in the second language. During interaction, both the learner and the fluent or native speaker can check comprehensibility of their own messages and request clarification/confirmation/reiteration. They can both repair or modify their messages until their point is across. 	Schwartz(1980) Garfinkle (1967)	YES NO
Comprehensible input	<ul style="list-style-type: none"> Students must understand the message that is being conveyed, but this utterance must be <i>one step beyond</i> the learner's current linguistic competence (i). The learner is faced with new information (i + 1) that leads to the construction of new knowledge, based on prior one. 	Krashen (1981)	YES NO
Comprehensible output hypothesis	<ul style="list-style-type: none"> Comprehensible output is another factor/requirement that is important when learning a second or foreign language. It is not enough for learners to comprehend input, as they may have understood the message but did not pay attention to form. Students who have the opportunity of modifying their output during spoken interactions with feedback from native speakers, teachers or other fluent speakers, a more likely to produce more comprehensible utterances. 	Swain (1985)	YES NO
Affective filter	<ul style="list-style-type: none"> Motivation, self-confidence and anxiety are three variables that can affect learning. If a student has high motivations, is confident with what s/he knows and has low anxiety, s/he lowers the affective filter and is likely to succeed in foreign language learning. If the three variables are against him/her, learners raise the filter which acts as a barrier between the speaker and the listener, reducing the amount of comprehensible input received. Positive affect is necessary but not enough for language learning to happen and the affective filter can be lowered if teachers can provide a low anxiety environment, create interest in what is being studied and to boost learner's self-confidence/esteem 	Krashen (1981)	YES NO
Ego permeability Hypothesis	<ul style="list-style-type: none"> It is based on the understanding that people project different aspects of themselves according to how the person wishes others to perceive the interaction. This hypothesis argues that adults find it hard to learn a foreign language because they are unwilling to give up control over their self-presentation. Ego boundaries (as well as motivation and attitude) can place constraints on the cognitive processes entailed in language learning. Since individuals do not have the same control over the foreign language as over their native languages, they become inhibited about using the new language. This hypothesis suggests that improved linguistic performance can be obtained in a foreign language through situations that lower inhibitions. Language production in a low-inhibition environment, likely contributes toward deeper and meaningful learning. 	Guiora (1972) Shumman (1975) Goffman, (1963, 1967) Ornstein & Ehrlich (1989) Joinson (1998)	YES NO
The importance of audience/ Speech accommodation theory	<ul style="list-style-type: none"> With language, the intended audience is very important, particularly the relation between the learner and the audience because this determines the forms of language to be used. Linguistic messages are heavily influenced by addressees: the variation in audience 	Park (1982) Johnston	

	<p>accounts for a great deal of the social and stylistic choices.</p> <ul style="list-style-type: none"> • This theory is based on the premise that speakers adjust their language according to who they are talking or writing to. A speaker either converges to (moves towards) or diverges (moves away) from the addressee's style. • Research in this area is founded in the belief that audience is a <i>crucial factor</i> in foreign language learning, and that whether learner's have a real audience available or not, affecting the rate and extent of language learning. 	(1999) Giles (1970)	<p>YES</p> <p>NO</p>
Authentic audience	<ul style="list-style-type: none"> • It is concerned exclusively with the meaning of the speaker's message. • The language teachers is not considered to be authentic audience because, s/he is more interested in the form, as opposed to what is conveyed. • When you design an activity, in addition to instructions, create a situation in which you explicitly state the intended audience, and at best, be able to provide that audience to your students. 	Johnston (1999)	<p>YES</p> <p>NO</p>
Meaningful learning model	<ul style="list-style-type: none"> • To learn something, students need to be able to relate new knowledge with what they already know (information, events, objects etc.). • If they understand something, they can use what they have acquired to work out problems in which that knowledge is relevant. • Teachers should create an environment where learners can acquire new knowledge and continually, be given the opportunity to solve problems with their new and "old" information. 	Ausubel (1970)	<p>YES</p> <p>NO</p>

The International Society for Technology in Education (ISTE) is an organization that is dedicated to educators who wish to improve learning and teaching through the effective use of technology. The following standards comprise what is expected of students when it comes to the use of critically using technology and to become productive in our global society.

<p>Creativity and Innovation</p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>Students apply existing knowledge to generate new ideas, products, or processes; create original works as a means of personal or group expression</p>	<p>Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. They also develop cultural understanding and global awareness by engaging with learners of other cultures and contribute to project teams to produce original works or solve problems</p>
<p>Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>Students plan strategies to guide inquiry, locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. They also evaluate and select information sources and digital tools based on the appropriateness to specific tasks and process data and report results</p>	<p>Critical Thinking, Problem Solving, and Decision Making</p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>Students:</p> <ol style="list-style-type: none"> a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
<p>Digital Citizenship</p> <p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Technology Operations and Concepts</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations. They can understand and use technology systems, select and use applications effectively and productively and transfer current knowledge to learning of new technologies</p>

Copyright © 2007, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), iste@iste.org, www.iste.org. All rights reserved