Curriculum Development for Distance Learning at the Hawai‘i English Language Program

Michael Bischoff & Richard Schoonmaker

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Introduction

Early in their academic career, engineering students at San Jose State University in California must pass a notoriously difficult circuits course in order to continue their studies in the major. Regularly, almost half perform so poorly that they need to take the class again, or they drop the major (Lewin, 2013). As a result, last fall, the university decided to offer two choices for students taking the circuits course: they could take the traditional course, or they could take a new course that blended traditional classroom instruction with online materials from a massive open online course (MOOC) at edX, a not-for-profit organization created by Harvard University and the Massachusetts Institute of Technology. According to an article in *The New York Times*, only 61% of the students in the traditional class passed, while 91% of the those in the blended class passed (Lewin, 2013).

As this article illustrates, many universities are using blended learning to develop and improve their courses, and these changes are part of a larger and growing movement in online learning and distance learning. Indeed, MOOCs are designed primarily to bring high-quality education to anyone in the world who has a connection to the Internet, especially students who lack the means to attend an expensive university and students who live in distant countries. In the near future, college students will likely perform more work online, and perhaps, many companies will be hiring people with skills that were acquired from MOOCs.

Online distance language learning is a growing part of this movement, and schools like the Hawaii English Language Program (HELP) will likely benefit from a curriculum development initiative that includes more blended learning and distance learning. As more

universities in North America seek to attract students from foreign countries, programs like HELP that specialize in teaching English for academic purposes (EAP) will need to incorporate more online learning curricula in order to prepare students for an education that mixes online and face-to-face learning. These online learning tools should improve the quality of instruction of English at HELP, and at the same time, blended and distance learning will give students the technological literacies needed to succeed in a modern university. Finally, a distance language learning program will open doors for students in distant countries who cannot afford to study abroad in preparation for studies at an English-speaking university.

What is Distance Learning?

Distance learning (DL) began long before the Internet was born. Originating in 19th century Europe, in its earliest forms DL was limited to correspondence courses (Holmberg, 1995). Printed materials were mailed to students, the students completed the assigned studies and work, and finally, the completed work was mailed back to a university or other institution for grading. With the rise of modern computers and the World Wide Web at the end of the 20th century, distance learning changed dramatically.

Currently, DL can refer to several types of instruction or education. Blake (2009) argues, “It's not just videoconferencing or an asynchronous online course. The DL label can be applied to online learning, e-learning, open learning, blended learning, life-long learning, or independent study outside of the class” (2009). When DL involves a student and a teacher, there must be a difference in time and/or space between them (Kraemer, 2008).

DL can be categorized as synchronous or asynchronous. Technologies that facilitate synchronous DL can include various video conferencing and audio conferencing

applications (such as *Skype* or *Google Hangout*), chat rooms, *Google Drive*, social media applications (e.g. *Facebook*), and 3D virtual spaces (Second Life, Quest Atlantis). As for asynchronous DL, e-mail, discussion forums, blogs, wikis, and social media applications are all popular technologies, and of course correspondence courses comprise the earliest form of asynchronous DL.

DL in language teaching

The first efforts to apply DL principles to language teaching curriculum began in the early 1990s with Garrett (1991), who set out a research agenda and emphasized learner-centered classes where computers and technology play an important role in supporting both teachers and learners. Blake (2009) correctly identifies that good language teachers can leverage the technologies we listed in the previous section to provide ample opportunities for learners to interact and collaborate with one another, however he cautions that research in this area has been extremely difficult to do and even harder to generalize. Some research has been done (Cziko & Park, 2003; Chenoweth & Murday, 2003; Volle, 2005; Blake, Wilson, Pardo Ballester, & Cetto., 2008), but a paucity of research overall seems to stem from a lack of DL language courses in institutions around the world, which in turn leads to a lack of DL students to serve as research participants (Blake, 2009). Also, among the few researchers who are studying DL for second languages, White (2009) points out that rapid improvements in technology over the past decade are influencing research to take a technology-driven approach rather than a theory-driven approach. This may also be holding back research, though White herself has proposed a theory of distance language learning.

Definitions of relevant terminology

In addition to our definitions of DL above, there are other terms that we will use throughout this proposal that we feel deserve clarification at this point. Some of these terms are well-defined in literature, but for the purpose of this project we have come up with our own terms as well.

Social media: Social media is defined in the Oxford English Dictionary as "websites and applications that enable users to create and share content or to participate in social networking," ("Social, " 2013). We believe this is a useful enough definition for our purposes.

Blended learning: This term refers to the use of face-to-face instruction and interaction in combination with online learning tools to supplement or augment the traditional learning.

Hybrid learning: The term refers to a form of distance learning that includes occasional face-to-face meetings among students and their teacher. Often, hybrid learning is popular for students who need to work during the day, or work during much of the week, and can only meet with other students or teachers occasionally. Hybrid learners are also students who live distant, but not too distant from the institution where they are studying.

Local learning/local learners: In positing that there are distance learners, it becomes necessary to be able to easily refer to learners who are engaged in face-to-face study. We do not feel that referring to these learners as "traditional" accurately portrays them, and "face-to-face learner" feels like an awkward turn of phrase. For this reason, we will refer to learners who are engaged in face-to-face study as "local learners".

Communities of practice: According to Wenger, communities of practice are "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (2006).

Background of HELP

HELP is an English for academic purposes (EAP) program begun in 1971 at the University of Hawaii at Manoa that is designed to help young adult students acquire the necessary language proficiency for undergraduate and graduate studies at North American universities. Students at HELP are divided into four levels. Each student is required to take skills-based courses in reading, writing, listening/speaking, and grammar for eight-week terms. There are also elective courses available in other academic topics such as Test of English as a Foreign Language (TOEFL) preparation courses or classes that assist in developing study strategies (e.g. making graphic organizers). This EAP focus of HELP is clearly outlined in the first part of its official mission statement:

> The mission of HELP is to empower our students to succeed at the University of HawaiÊ»i-MÄÅ noa and other higher educational institutions, as well as in their personal and professional lives, by providing exceptional English as a Second Language instruction. As a unit of the renowned Department of Second Language Studies, HELP also advances understanding of language learning by promoting second-language research and professional development for members of the Department and other researchers.

Students at HELP enter the program knowing full well that they will be preparing for a future academic career either at UH Manoa or another North American university. Presently, students at

HELP take their courses in a traditional face-to-face manner as local learners. Distance learning is not a part of the current curriculum. Some teachers have implemented online components into their individual courses, and some have implemented blended learning techniques, but no official guidelines or rules exist to aid these teachers. They are entirely free to use as much or as little online technology as they desire.

Of particular note is the second part of the mission statement, which also situates HELP within the UH Manoa Department of Second Language Studies (DSLS). Thus, HELP also strives for professional and academic development of its teachers by not only providing teaching assistantships and casual hire jobs, but also serving as a fertile ground for research in the field of applied linguistics. As current teachers at HELP and current students in the DSLS, we believe that the creation of a systematically organized distance learning component to the HELP curriculum will be of great benefit to HELP students and teachers.

Needs Analysis

As with any curriculum development endeavor, conducting a thorough and proper needs analysis is the logical and best starting point (Brown, 1995). In many ways, we are greatly advantaged in that we are not developing an entire curriculum from scratch; HELP has a fully developed face-to-face curriculum in place with superb students, talented teachers, and awesome administrators. At the same time, of course, we are in a sense proposing the development of a brand new curriculum from the ground up. However, because a curriculum does exist the potential exists for us to simply modify and transplant it into an online distance learning

environment. Whichever direction we choose to go, gathering as much data from multiple sources in our needs analysis is key (Brown, 1995). Thus, we will be examining the current HELP curriculum as well as identifying the key stakeholders such as students, teachers, and administrators and surveying and interviewing them. By involving as many stakeholders as possible and presenting our findings to them, we hope to engage in a democratic process (Stufflebeam et al. 1985, cited in Brown, 1995, pp. 38-39) of needs assessment.

Goals and Objectives

The first step we took was to take a look at the present HELP curriculum, beginning with its goals and objectives. HELP has six clearly defined learning outcomes for students who complete the entire course of study in Table 1 below.

Table 1
Program-level learning outcomes for HELP students

1. Effective Written Communications Skills	**2. Active Reading Skills**	**3. Active Listening Skills**	**4. Effective Oral Communication Skills**	**5. Grammar Competency**	**6. Personal and Social Responsibility**
Students demonstrate the ability to write well-organized, well-developed, and well-supported paragraphs and essays of varying lengths and rhetorical styles at each level of the program.	Students demonstrate the application of reading strategies to extract meaning and ideas from a variety of texts in different genres and at different levels of complexity as experienced at each level of the program.	Students demonstrate the ability to apply listening strategies to comprehend, interpret, and respond to discourse that is either non-participative or participative in developing stages at each level of the program.	Students produce spoken language to express themselves and their relationship with others and the world in a variety of activities, such as conversations, discussions, presentations and debates, each of which demands increasing fluency at each level of the program.	Students demonstrate a solid foundation in the form, meaning, and use of grammatical structures in speaking, reading, and writing.	Students demonstrate personal development in becoming autonomous lifelong learners who engage in self-assessment, critical thinking, ethical reflection, cooperative and collaborative teamwork, and participation in activities with the larger community both on and off campus.

Using Brown's (1995) definitions of goals and objectives, it's clear that the above learning outcomes more closely match goals. Generally, we find these goals to be relevant to an EAP program and not in need of serious revision. However, in terms of developing a DL program and forming a more formal blended learning curriculum at HELP, we may need to modify the sixth learning outcome to better reflect the values of communities of practice (Wenger, 2006) that will help to prepare students for the transition from distance learning at home to face-to-face learning at HELP, and eventually to study at an English-speaking university. Also, these outcomes should reflect the kinds of technological literacies we hope for our students to gain.

In addition to the program-level learning outcomes, HELP also defines what is expected of students at each of the four proficiency levels. These would more closely match a definition of objectives as defined by Brown (1995) and are listed below in Table 2.

Table 2
Individual level learning outcomes for HELP students

100 Level	200 Level	300 Level	400 Level
• Identify main ideas and details in simple listening/speaking materials • Express yourself and your opinions at a basic level of speaking and writing • Make complete sentences and ask questions using correct grammar • Show knowledge of the parts of speech; how and when to use them • Demonstrative understanding of the use of the simple present, simple past, future 'will', and 'BE going to', the zero conditional and first conditional in speaking and writing	• Identify main ideas and key supporting details in modified audio and reading passages • Express and supporting your opinions on various topics in writing • Make generalizations, distinguish between facts and opinions, draw conclusions and make inferences • Demonstrate a solid knowledge of the parts of speech; how and when to use them • Distinguish the difference between the 3 usages of the present, past, and future progressives, second conditional, basic modals, and present perfect in reading, and accurately use in speaking and writing	• Identify main ideas and key supporting details in authentic aural materials. • Express a clear opinion supported by details in a group discussion or oral presentation. • Identify main ideas, major supporting ideas and text organization in various types of authentic readings. • Write multi-paragraph essays that are well developed and well organized. • Distinguish the difference between the present perfect, past perfect, and future perfect tenses, the passives and modals in reading, and accurately use in speaking and writing	• Identify main ideas and key details of academic aural materials such as lectures and academic discussions. • Express opinions and provide detailed support in speaking. • Apply strategies for getting the main idea and key details from complex reading materials. • Write a four to six-page research paper with appropriate style, organization, and discourse conventions. • Distinguish the difference between the present perfect usages, past perfect, and future perfect tenses, modals and passives in reading, and accurately use in speaking and writing

There are a few problems with the current objectives for each level. A few of them are vague and difficult to measure, especially in terms of words like "show knowledge" or

"demonstrate understanding". Yet, in many cases they are clearly defined, especially the outcomes that outline which discrete grammatical features we expect students to learn. However, there does appear to be a gap between the sixth program-level objective and the proficiency level learning objectives; a clear connection does not seem to exist. Additional objectives should be written, and we will propose some further on.

Testing

Before students arrive at HELP, they are not required to submit standardized test scores. TOEFL scores may be taken into account in placement, but ultimately HELP makes use of its own test instruments when placing incoming students.

Writing placement test. Students are given a choice of three topics and they have 30 minutes to handwrite an essay about one of these topics. Using a rubric, student essays are then evaluated by pairs of teachers who decide the most appropriate level for the student. If there is disagreement between the two teachers, a third reader is assigned to rate the essay and a consensus is reached. Students are seldom placed in the wrong level; subsequent adjustments to level placements are quite rare. With the use of online tools like Classmarker and ProProfs, we do not see a need to modify the writing assessment procedures at HELP.

Reading comprehension and listening placement test. HELP uses the Cambridge Michigan Language Assessment (CaMLA) English Placement Test (EPT) in order to place students into its 4 levels for reading ability and listening ability. This EPT includes a 10-minute listening comprehension section and a 50-minute section for measuring vocabulary, grammar knowledge, and reading comprehension. Unfortunately, the University of Michigan does not

allow for its EPT to be digitized in any way. Therefore, we cannot use the EPT to assess student abilities at a distance. At present, CaMLA is developing a new EPT, and once this new version is published, HELP may be able to digitize an older version of the EPT for assessing distance learners, but the University of Michigan has not yet given permission for this. If we are not able to digitize an older test for assessing distance learners, we will need to adapt or create a new assessment test that measures students as similarly as possible to the CaMLA EPT. This test will need to be developed in preparation for a DL program.

Oral fluency placement test. Administered as an interview between teacher and student. The teacher asks a few general warm-up questions and then presents the student with a photograph. The teacher first asks the student about the photo and then modifies subsequent questions based on the student's language output. The teacher evaluates the student based on a standard rubric. No additional raters are used. Again, students are seldom placed in the wrong level; subsequent adjustments to level placements are quite rare. The HELP program's assessment procedures have shown reliability for many years.

Numerous research shows that computer mediated communication (CMC) does not produce the same results as face-to-face encounters in education, business, and other contexts. Many researchers argue that CMC is a weaker substitute for face-to-face encounters for many endeavors. However, these problems are likely to matter less for instruction in the lowest levels of speaking ability as expected from the 100 level and 200 level students that would comprise HELP‘s DL program. These students may receive a lesser instruction in speaking and listening skills, but they only need enough skills to manage the transfer form DL student to LL student. The difference in quality can possibly be remedied by offering more hours of instruction to DL

students. Our DL program will not allow 300 or 400 level speaking and listening DL students, only 100 level and 200 level students. For reading and writing skills, a future iteration of the HELP DL program may consider reading and writing courses for all levels.

Materials

The HELP program currently makes use of a diverse array of materials across all four levels of instruction. In general, course textbooks and materials are of very high quality and are sourced from well-regarded publishers. The materials are also regularly evaluated by all of the stakeholders. Changes in course materials are implemented as needed. Individual teachers are also free to adapt course textbooks as they see fit in their courses, or in some extreme cases toss the materials out altogether if they don't fit the needs of their students. In either case, teachers are given the freedom to encouraged to develop and pilot their own materials.

At the end of each term, teachers are required to submit all of the materials they develop and use in their courses to the assistant director. The materials are kept in a binder for each course and stored in the assistant director's office so that future teachers may be able to make use of them in their own classes.

By many standards, HELP does well in obtaining and maintaining a collection of materials, but there are still serious problems we have identified. First, materials generally do not maintain consistency across proficiency levels: textbooks for writing at each level may use an entirely different publisher, or even within each level sometimes textbooks change from season to season. Second, materials are generally inconsistent across the courses in each proficiency level. Thus,

the linguistic elements or course content being covered in a reading class may not necessarily recycle into a writing or grammar course.

Teaching

Teachers at HELP are considered vital stakeholders in the curriculum development process, and the administrators treat them as such. New teachers are well oriented to the goals and mission of the program and are provided with a great deal of information regarding their potential students and resources that are available to them. One such resource is the HELP faculty intranet, which allows teachers access to information on course design and assessment, important internal documents, and some teaching resources. New and established teachers alike are encouraged to develop materials and design their courses in a way they see fit to achieve each course's objectives. This allows teachers, many of whom who are graduate students in the DSLS, to explore and experiment in teaching methodologies, theories, and development of curriculum. In terms of improving teaching practices, administrators are available to observe classes, and other teachers are encouraged to observe classes as well. Finally, student evaluations play a role in giving teachers information they need to improve their pedagogy.

To illustrate the kind of freedom HELP teachers are given in course and curriculum design, we would like to present two examples of our own teaching. Although they are both very much set in the regular face-to-face context at HELP, the distance learning technologies and principles we piloted served as a vital testbed for much of what we hope to achieve in a more ambitious project. For each class, we will describe the course design from our own individual perspectives.

Richard's course. Blended learning tools can be evaluated for their use as distance learning tools, and recently at HELP, I created two websites for blended learning for both of my reading classes. The design, creation, and use of these websites provide ample material for analysis in helping to understand the situational needs of a distance learning program.

For example, the websites required far too many hours to construct; a teacher would not be able to create and manage these websites from scratch at the beginning of a DL class. In order to use websites like these for a DL class, the websites would need to be constructed and prepared before the beginning of the term. Furthermore, the technological literacies necessary to manage websites like these will likely necessitate a thorough orientation for teachers and students. Indeed, a technology survey (see Appendix B and C) for one of the classes revealed that most students wanted more instruction about how to use the various technologies that were part of the course. These orientation materials must be developed in preparation for a DL program.

In addition to the surprising difficulties and time-consumption in creating, using, and maintaining these websites, many other situational needs were discovered. For example, a technology survey for one of the classes revealed that half of the students prefer reading materials that are printed rather than digital. Perhaps, a DL program should provide printable materials on its websites or send printed materials to the DL students. Also, links to other websites often caused confusion. When possible, teachers should embed all tests and study materials into the website. Third party websites were distracting and confusing at times. Some students completed work that was not assigned because they continued to work on a third party website beyond the assigned task.

Students liked the online study materials, the ability to use digital tools to analyze texts, the availability of the website and its resources at all hours, the online communication amongst classmates, the feedback from their instructor, audio and multimedia resources, the embedded *Google* calendar, and even online tests.

Michael's course. Another class that made use of distance learning technologies was in my 200 level writing course. Two of the course learning objectives were for students to "write complete paragraphs in both formal and informal writing" and to "increase writing fluency". To help meet both of those objectives, I made use of a Facebook group to allow my students a place where they would not only feel comfortable writing informally. Literature in constructivist learning theory shows that when students create an "artifact or shareable product," (Hay & Barab, 2001, p. 283) they invest more energy, care, and thought into its design and final form.This also gives their writing a real purpose outside of scoring participation points; they were writing to communicate with their classmates their interests and experiences just as much as they were writing to please their teacher. This component made up only ten percent of the final course grade, but the reaction to the Facebook group was generally positive. One student wrote at the end of the term during in her course evaluation:

> I like share classmate's writings on Facebook because it helps me that I feel more comfortable and not much afraid when I'm wring. Also, I could read my friends stories, it was fun. it made me enjoy to writing and reading. I was enjoyed share with my classmates' writings.

In addition to the affective benefits, the Facebook group also allowed me to post lecture slides, supplemental materials, instructional YouTube videos, and other course materials. Although the course was conducted face-to-face and physical attendance was mandatory, students who were

absent were able to see what had been covered in class and any materials I had posted. In effect, some of my students were distance learners, if only for a day at a time.

Technology Orientation needs

As suggested above, students and teachers will need a thorough orientation for the technologies that will be used in a DL program, and if HELP is going to use more blended learning at the same time that it begins a DL program, an orientation for technologies will be an indispensable part of the new curriculum. A technology questionnaire (see Appendix A) will assess the needed technological literacies for faculty and staff, and an orientation will ensure that all staff and teachers have the necessary technological skills for implementing a DL program. Similarly, a questionnaire will be used to assess the technological literacy needs of potential DL students before giving them an orientation for technology. Both questionnaires will assess all aspects of using technologies, including affect, and all training orientations will cover the tools used in the DL program.

Technology orientation needs can be divided into three levels, and each deserves attention in a DL program. In addition to the competency necessary for using the primary technologies of a DL program, such as *Wordpress* websites, *Skype*, and *Google Drive*, students and teachers will need to acquire competency in using secondary digital tools to facilitate the communication amongst the community, including screenshots, screen videos, Jing, and audio recordings. Finally, students and teachers need to acquire a working knowledge of digital tools that facilitate online language learning in general. These tertiary tools are not used for online communication with others, but are used to help the language learner while studying online

materials. These tools include various text-to-speech software programs, various hypertext glossing methods, and many others. (For more examples of these kinds of tools, see Appendix D). Orientation materials must cover as many of these needs as possible; however, some synchronous or asynchronous class time can be used for these orientations for students.

In addition to the initial orientation materials that are used when training teachers and students, a DL program will need to create permanent online training and orientation materials that students and teachers can access at anytime. These materials will ensure that students and teachers will always have access to instructional materials should they forget something. These permanent materials will likely take the form of instructional screen recordings with voice-overs, showing each step in the process for completing a task with an online digital tool.

Stakeholder Data

In addition to analysis of the present HELP curriculum, we also met with administrators at HELP. Both the director and assistant director were receptive to the idea of implementing a DL component to the HELP curriculum. They felt that it would be of particular value to the current learners at HELP to help improve their technological literacies, and they mentioned that it could very well be a project that would aid in setting the program apart from other EAP programs around the world. Neither the director or assistant director wished to see us eliminate local learners from the curriculum entirely, especially because an EAP program designed to send students to a North American university should at the very least have students spend two terms as local learners before they move on.

A faculty meeting held earlier during this semester also provided some insights for our project. There, some of the teachers indicated a desire for materials to be stored online. What was

meant by this was for HELP to develop a kind of retrieval system for organizing and saving materials that teachers develop as they teach their courses. As mentioned in the previous section, materials for each class are accumulated at the end of each term kept in binders for future teachers to use. However, for a DL curriculum making and storing hard copies of materials makes little sense. The fact that current teachers want an online system indicates to us that there is already a sense of buy-in for digitizing at least part of the HELP curriculum. In order to create an effective DL program, such an online materials storage/retrieval system would need to be created anyway, so this would also benefit teachers who are teaching local learners.

Finally, our final source of data in conducting our needs analysis will be the results of various surveys and questionnaires we send out to both current teachers and students, as well as prospective students of our future DL curriculum. The surveys instruments we will be using in the future can be found in the appendices.

How we propose to implement a DL program

Based upon our needs analysis, HELP's own mission, and relevant literature detailing the potential for DL in language curricula, it's clear to us that we can and should implement a DL program at HELP. However, we have decided that it would be best to implement this DL program for our 100 and 200 levels only.

First, it's more likely that we can retain students by taking care of their basic communicative needs before their arrival in Hawaii. So when they do come, they will have more comfort in basic communication and have a more fruitful face-to-face learning experience here.

Second, on a more practical level, requiring students to attend HELP in person at the 300 and 400 level serves as a safeguard against cheating. A student who had cheated through the online 100 and 200 level curriculum would quickly find themselves overwhelmed at the 300 level. Our local teachers would certainly recommend them return to 200 or 100 level study. However, to head off potential complaints and administrative headaches, all students who enter the DL program must agree to be evaluated using our standard local placement tests upon arriving in Hawaii and that if found to be deficient in certain skills that they accept being moved down from 300 level study. However, we do not anticipate this being a huge problem, because academic dishonesty in asynchronous DL does not appear to be a large problem (Stuber-McEwen, Wisely, & Hoggatt, 2009), and furthermore synchronous DL can itself prevent cheating.

Third, we propose to incorporate Lave and Wenger's ideas about communities of practice into the curriculum at HELP. By cultivating a community of practice at HELP, distance learners may be less likely to drop their studies, more likely to continue their education as local learners at HELP, and all students may be more likely to enter a university in the United States. At the same time, all students will improve their communication skills and use of new technologies for communication and education. Also, cultivating a functional community of practice for students will dovetail nicely with the community of practice that HELP has already cultivated for its often transient teaching and administrative staff.

Finally, the reason we choose not to develop an online curriculum for 300 and 400 level students at HELP is because it is necessary for students who are about to transition to study in North America to gain valuable pragmatic and sociolinguistic competencies in face-to-face

interaction. Although we can reasonably hope to develop all of our students' linguistic competencies online, Blake argues that "...in order to reach advanced proficiency levels, L2 students need to interact face-to-face with native speakers, preferably in a country where the language is spoken" (2009, pp. 103). Also, we want to stress that the DL program will not replace our 100 and 200 level local face-to-face courses, so those distance students could still attend HELP in person if they wish to develop paralinguistic skills.

Updated Goals and Objectives

As we identified in the previous section, HELP requires an update to its program learning outcomes and individual level outcomes to accommodate a DL program. Returning to the program goals in Table 1, we propose a modification to goal six.

Table 3
Updated HELP program learning outcome #6

6. Personal and Social Responsibility: **In both asynchronous and synchronous online settings, and in local settings,** students demonstrate personal development in becoming autonomous lifelong learners who engage in self-assessment, critical thinking, ethical reflection, cooperative and collaborative teamwork, and participation in activities with the larger community both on and off campus **with the goal of cultivating a functional community of practice.**

We opted not to excise anything out of this goal, but felt that the emboldened additions made above were necessary to round out this learning outcome in terms of communities of practice. Also, we wanted to include something in this goal that would make our DL component a real part of the curriculum.

Table 4
Additional HELP individual level learning outcomes

100 Level	200 Level	300 Level	400 Level
6. Distance learners will be able to communicate synchronously and asynchronously with local learners.	6. Distance learners will collaborate and complete a project consisting of multiple steps with local learners.	6. Local learners will be able to offer different kinds of assistance and advice to distance learners at the 100 and 200 levels.	6. Local learners will be able to use a variety of online tools for the blended learning that is typical of modern US colleges.

Each of these objectives are intended to build a community of practice of language learners and do so in what we hope is a measurable way. At the 100 level, we would like to see distance and local learners be able to simply communicate with one another using a variety of synchronous and asynchronous tools. 200 level students will take the step of doing project work in a collaborative fashion using those tools. For our 300 level students, we have decided that they should be able to take on more of a mentoring role for 100 and 200 level students in the use of blended learning tools. Finally, the 400 level students will demonstrate a mastery of a variety of digital tools that will prepare them for the blended learning environments typical of modern universities. Meanwhile, faculty and staff at HELP will work to cultivate additional aspects of communities of practice to ensure that all members of the community contribute to the sustained interaction that produces shared knowledge and resources that promote success for all members of the community.

Materials Proposal

We propose to use *Wordpress* to create websites for all DL courses. All assignments will be posted to these websites, all work will be submitted to them, all group work will take place in them, and all feedback will be published to them. In essence, these websites will be the

classrooms for the DL courses; however, much like a regular classroom course, many activities and communication will take place outside of the classroom, using different means, as long as these means promote the community of practice. We propose to use *Google Drive* tools and other web tools that can be embedded into these *Wordpress* websites, and propose to use *Skype* for synchronous audio and visual communication. These tools are free, reliable around the world, widely used, widely known, and all have support services available in many languages. Also, we estimate that these tools can be mastered, even by technologically illiterate teachers, after a few hours of instruction and practice.

Adoption, adaptation, and creation of all digital materials will be carried out according to Wenger, White, and Smith's understanding of digital habitats for communities of practice (2009). According to Wenger, White, and Smith, "a digital habitat is first and foremost an experience of place enabled by technology," and they use four perspectives to define "the ways in which technology can be experienced as a habitat by a community" (2009, Kindle Location 1070):

- The **tools** that support specific community activities
- The **platforms** into which vendors and developers package tools
- The **features** that help make tools and platforms usable and "livable"
- The full **configuration** of technologies that sustains the habitat

The tools, platforms, features, and configuration must all work together to give the students a feeling of place, a feeling of community, and a feeling that the habitat serves their needs. These perspectives help to ensure that an analysis of materials will place a new tool in the larger context of the habitat that supports the community of practice. Distance learners need one and only one place or habitat where they interact with other distance learners and local learners online.

For giving tests, we propose to use *Classmarker* or *ProProfs*. Both of these online tools are inexpensive, easy to use, and allow for tests to be embedded into websites. The tests can be protected by passwords so that only DL students can use them, and so that DL students can only take a test once, and they offer a variety of tools for analyzing and storing test results and other useful data. These test-making tools have been used by HELP teachers recently, and these teachers support the use of these tools for blended or distance learning, and students have given positive reviews for these materials.

For the teaching of writing, *Grammerly* may serve as a useful tool for providing feedback, especially for 100 and 200 level writing students; however, teachers will need to explain the limitations of *Grammerly*, and help the students learn to self-edit their papers. Also, for the teaching of writing, *Wordpress* blogs and websites have a feedback button that students can use to manage the seeking and receiving of feedback from peers or teachers. Finally, *Google Drive*, in combination with *Skype*, will allow teachers to annotate student papers in real time while giving them feedback and instruction. A reading class will use many of the tools found on the website that Rick created for his reading class (see Appendix F). Meanwhile, a speaking and listening class will likely use a tool like *Voicethread*, for asynchronous communications, in addition to the use of *Skype* for synchronous communications.

Technology Infrastructure and Administration

It ought to be clear by now that running a DL program at HELP will require a significant investment in both human and technical resources outside of the usual curricular elements. In order to integrate local and distance learners in the same class, it would be necessary to do one of

two things. First, HELP could equip each local, physical classroom with networked computers. The advantage of this would be strict control over what software applications can be installed on the machines and ease of technical support. A major disadvantage would be cost. Alternatively, HELP could require student ownership and use of a personal computer as a precondition to admission to the program. The advantage to this is it obviates a need for HELP to make a significant monetary investment in computers. However, a major disadvantage lies in potential technical support headaches in having to ensure each student is able to install and use necessary software. It might be difficult to maintain network security as students could unwittingly install malware on their own machines. Finally, the requirement to bring one's own computer may deter some potential students from applying to the program. However, the HELP director has said that since our program's purpose is preparing ESL students for university study, it should not be unreasonable to expect them to own a computer.

Network infrastructure itself will require an upgrade regardless of which option above is chosen. As it currently stands, reliable access to the HELP's wireless network is spotty, because too many users connected to a particular wireless access point can result in connection failure. This issue would need to be eradicated entirely. In addition, server hardware used to house our internal faculty intranet, learning management systems, *Wordpress* blogs, materials databases, and so forth would need to be acquired. These servers could either be purchased or leased and either kept and maintained on-site by HELP, or kept in an off-site location. There are advantages and disadvantages to these options that are too numerous to list here, but we may suggest leasing remote servers through services such as Dreamhost, Rackspace, or even *Google Sites*. First, servers can be administered remotely with ease, and leasing may give HELP more flexibility to

upgrade to newer platforms as technology matures as well as provide us with additional technical support on the off chance there is any server downtime.

Furthermore, basic administration of these new technical resources would likely require an investment in human resources as well. We therefore propose that HELP create a new assistant director who would be responsible for administration of the DL program. This would show a clear commitment to this side of the curriculum and free up the current assistant director to focus their energies toward the local learners. In addition to their curricular duties, the DL assistant director would also be responsible for overseeing the computer and network infrastructure we've outlined. However, this could prove overwhelming, so we also propose that the DSLS provide for a graduate assistant with requisite skill set in information technology and software development.

Conclusion

A DL program at HELP is justifiable and it may serve several helpful purposes at once. If HELP, as an English for academic purposes program, wishes to prepare students for the language needs, cultural needs, and other communicative needs of university study, it will need to incorporate more blended learning and distance learning in order to reflect the growing popularity of these mediums in universities in the United States and elsewhere. Also, it should offer a DL program in order to further its goals and reach more students. More blended learning at HELP, combined with a new distance learning program, and shaped by the framework of communities of practice, will not only improve instruction, but will give students the new literacy skills in technologies that are needed for success in modern higher education.

Luckily, HELP will not need to spend much more money in order to support a DL program and more blended learning. Indeed, one of the authors of this paper was able to create a fully functioning website with numerous useful tools for only twenty dollars. We have chosen resources and technologies that are mostly free, widely used, easily learned, and engaging tools that work to promote the values of communities of practice. If implemented with care, HELP will soon be teaching students at a distance who are communicating with local learners in Hawaii, and these local learners will be in contact with former students who have entered college, and all will be using online resources and blended learning tools to improve their skills.

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Appendix A

Last Updated on May 9th, 2010

HELP Technology Questionnaire for Teachers

Are you confident, knowledgable, and skilled in using Windows operating systems?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Are you confident, knowledgable, and skilled in using Macintosh operating systems?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Are you confident, knowledgable, and skilled in using Wordpress blog and website software?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Are you confident, knowledgable, and skilled in using Google Drive for collaborative learning?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Are you confident, knowledgable, and skilled in using Skype for synchronous communication?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Are you confident, knowledgable, and skilled in using basic HTML coding?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Are you confident, knowledgable, and skilled at locating information online?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Are you confident, knowledgable, and skilled at using mobile technologies?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Last Updated on May 9th, 2010

Are you confident, knowledgable, and skilled at using online social networking tools?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Are you confident, knowledgable, and skilled at using Prezi presentation software?

Completely Unskilled 1 2 3 4 5 6 7 Highly Skilled

Would you feel comfortable to teach an online distance class?

Completely Uncomfortable 1 2 3 4 5 6 7 Highly Comfortable

Would you feel comfortable to teach a blended curriculum?

Completely Uncomfortable 1 2 3 4 5 6 7 Highly Comfortable

Are you comfortable when using advanced technologies?

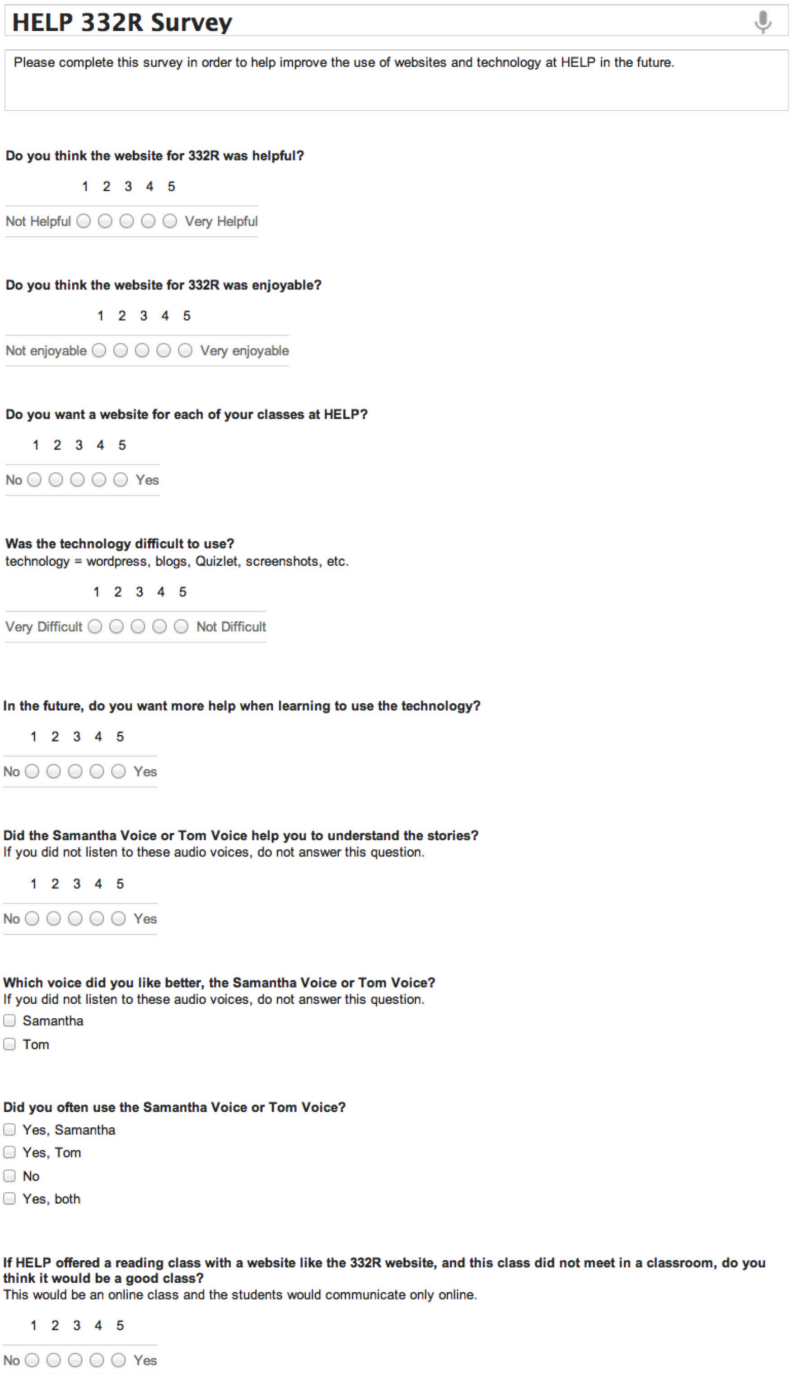
Completely Uncomfortable 1 2 3 4 5 6 7 Highly Comfortable

Please list the technologies for which you have the most knowledge, experience, and confidence.

Please list the technologies that you enjoy using.

Please list the technologies that you do not enjoy using.

Appendix B



HELP 332R Survey

Please complete this survey in order to help improve the use of websites and technology at HELP in the future.

Do you think the website for 332R was helpful?

1 2 3 4 5

Not Helpful ○ ○ ○ ○ ○ Very Helpful

Do you think the website for 332R was enjoyable?

1 2 3 4 5

Not enjoyable ○ ○ ○ ○ ○ Very enjoyable

Do you want a website for each of your classes at HELP?

1 2 3 4 5

No ○ ○ ○ ○ ○ Yes

Was the technology difficult to use?
technology = wordpress, blogs, Quizlet, screenshots, etc.

1 2 3 4 5

Very Difficult ○ ○ ○ ○ ○ Not Difficult

In the future, do you want more help when learning to use the technology?

1 2 3 4 5

No ○ ○ ○ ○ ○ Yes

Did the Samantha Voice or Tom Voice help you to understand the stories?
If you did not listen to these audio voices, do not answer this question.

1 2 3 4 5

No ○ ○ ○ ○ ○ Yes

Which voice did you like better, the Samantha Voice or Tom Voice?
If you did not listen to these audio voices, do not answer this question.

- ☐ Samantha
- ☐ Tom

Did you often use the Samantha Voice or Tom Voice?

- ☐ Yes, Samantha
- ☐ Yes, Tom
- ☐ No
- ☐ Yes, both

If HELP offered a reading class with a website like the 332R website, and this class did not meet in a classroom, do you think it would be a good class?
This would be an online class and the students would communicate only online.

1 2 3 4 5

No ○ ○ ○ ○ ○ Yes

Will you do online reading at the websites you found for Online Extensive Reading (OER)?

1 2 3 4 5

No ○ ○ ○ ○ ○ Yes

Do you feel that you understand Online Extensive Reading (OER) and its value for studying English?

1 2 3 4 5

No ○ ○ ○ ○ ○ Yes

Which do you prefer, reading a digital text or reading a paper text?
Digital Text = an electronic text; a text on the Internet, etc.

- ☐ Digital Text
- ☐ Paper Text

Why do you prefer a digital text? Why do you prefer a paper text?

What do you like about the 332R website?

What do you not like about the 332R website?

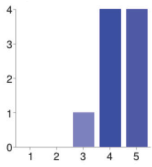
How can we improve websites like the 332R website?

Which of the technologies helped you the most?

	Not Helpful	A Little Helpful	Helpful	Very Helpful
Audio Versions	○	○	○	○
Calendar	○	○	○	○
Word Clouds	○	○	○	○
Reading Comprehension Exercises	○	○	○	○
Scanning and Skimming Exercises	○	○	○	○
Student Vocabulary Blogs	○	○	○	○
Quizlet	○	○	○	○
Online Extensive Reading Project	○	○	○	○

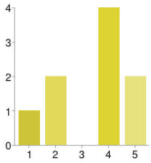
Appendix C

Do you think the website for 332R was helpful?



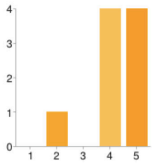
1	0	0%
2	0	0%
3	1	11%
4	4	44%
5	4	44%

Was the technology difficult to use?



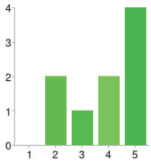
1	1	11%
2	2	22%
3	0	0%
4	4	44%
5	2	22%

Do you think the website for 332R was enjoyable?



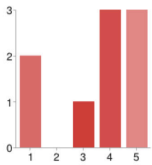
1	0	0%
2	1	11%
3	0	0%
4	4	44%
5	4	44%

In the future, do you want more help when learning to use the technology?



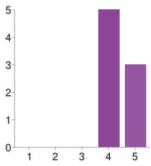
1	0	0%
2	2	22%
3	1	11%
4	2	22%
5	4	44%

Do you want a website for each of your classes at HELP?



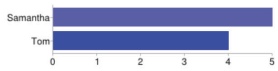
1	2	22%
2	0	0%
3	1	11%
4	3	33%
5	3	33%

Did the Samantha Voice or Tom Voice help you to understand the stories?



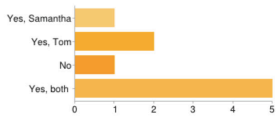
1	0	0%
2	0	0%
3	0	0%
4	5	63%
5	3	38%

Which voice did you like better, the Samantha Voice or Tom Voice?



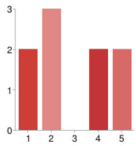
Samantha	5	56%
Tom	4	44%

Did you often use the Samantha Voice or Tom Voice?



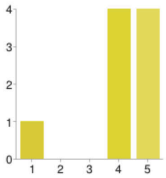
Yes, Samantha	1	11%
Yes, Tom	2	22%
No	1	11%
Yes, both	5	56%

If HELP offered a reading class with a website like the 332R website, and this class did not meet in a classroom, do you think it would be a good class?



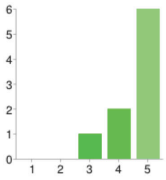
1	2	22%
2	3	33%
3	0	0%
4	2	22%
5	2	22%

Will you do online reading at the websites you found for Online Extensive Reading (OER)?



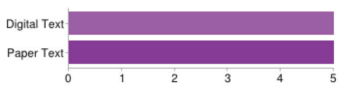
1	1	11%
2	0	0%
3	0	0%
4	4	44%
5	4	44%

Do you feel that you understand Online Extensive Reading (OER) and its value for studying English?



1	0	0%
2	0	0%
3	1	11%
4	2	22%
5	6	67%

Which do you prefer, reading a digital text or reading a paper text?



Digital Text	5	50%
Paper Text	5	50%

Why do you prefer a digital text? Why do you prefer a paper text?

Digital text is faster to reach and easier to use. Its free. Paper you have nice paper like a magazine, nice pictures and it is when the magazine come out once a month something to look for. I like the felling of paper. And I don't have to worry about the battery in reading paper text. Because i can write down the meaning of the word next to it. I can more enjoy reading and studying from a digital text than a paper text book because it is convenient, has a lot of information. I like to read Paper Text but, I used Digital Text not bed. Digital Text is more ECO and light. Nowadays, we use more Digital Text at school and working. Because digital text will make your eye tired, but paper text won't. And when you want to compare the first page and second you just need to take two paper beside it, but digital text can't, you need to scroll up scroll down. I like paper more, because I would feel tired if I used websites too much, and opened the websites that it is easy to look other things to forget study, so I do not think websites that are good for me. Because digital test is more useful. I can read many article with audio anytime. It is good reading and listening practice. If I don't know the word I can look up the dictionary immediately. We can do much more with digital texts.

What do you like about the 332R website?

Check the Hw. And i can read everything later when i got time. I don't need to memorize what to do after the class with paper. And I can do anything online almost everywhere. vocabulary blog I like 332r website. I can share teacher and my classmates' opinions and answers. Also, I don't need organized handout papers because sometime I losts and organized so difficults and it is heavy too. (we have 4 classes, so we should organized handout papers 4 sections or 4 forder files) I could hear audio, take text. the most good thing is i did not worry about for get homework and answers. I could visit this website and do homework. I hope all HELP classes have this kind websites for students. I think it is very usefull. First time, I don't like this website but, i like it now. We can learn a lot here vocabulary, OER, Reading and etc. is very easy to check homework. Skimming and Scanning exercise. It's help me a lot of my reading skill. Thank you Rick:) There are many fun activities. Also, technology motivates me to practice because it's fun.

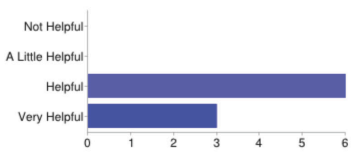
What do you not like about the 332R website?

Sometimes I forgot to click the link. Imp Scanning & Skimming and OER I wana try more Scanning & Skimming. Can i use after ending of class it or Not?? Nothing. None of them I think.... All the exercise work were helpful to me. I wish the syllabus had more details about the expectations for the term. I wish the syllabus was more complete.

How can we improve websites like the 332R website?

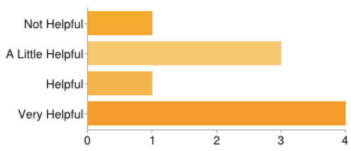
When it is entertaint by peoples. That means many updates. I think it is good enough. I enjoyed this website with technology. I hear native speaking, share answers with classmates, read various of metaials. It was fun. I think this website for reading class, but I feel I Improve my all English skills like listen, vocaburary, reading, and writing. The 332R website is too classic and too boring. Not just check HW. I wana use more communication and post our picture. I wana check or see another level website. I don't know. Read more ER a lot!!! Many time and over and over! More online activities!

Audio Versions [Which of the technologies helped you the most?]



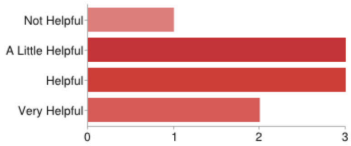
Not Helpful	0	0%
A Little Helpful	0	0%
Helpful	6	67%
Very Helpful	3	33%

Calendar [Which of the technologies helped you the most?]



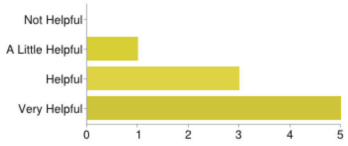
Not Helpful	1	11%
A Little Helpful	3	33%
Helpful	1	11%
Very Helpful	4	44%

Word Clouds [Which of the technologies helped you the most?]



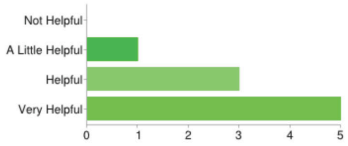
Not Helpful	1	11%
A Little Helpful	3	33%
Helpful	3	33%
Very Helpful	2	22%

Reading Comprehension Exercises [Which of the technologies helped you the most?]



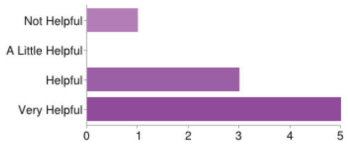
Not Helpful	0	0%
A Little Helpful	1	11%
Helpful	3	33%
Very Helpful	5	56%

Scanning and Skimming Exercises [Which of the technologies helped you the most?]



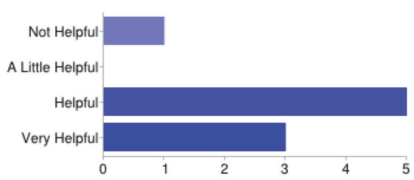
Not Helpful	0	0%
A Little Helpful	1	11%
Helpful	3	33%
Very Helpful	5	56%

Student Vocabulary Blogs [Which of the technologies helped you the most?]



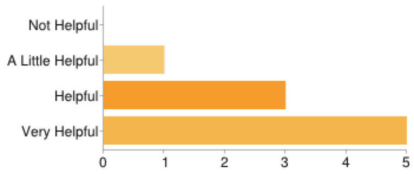
Not Helpful	1	11%
A Little Helpful	0	0%
Helpful	3	33%
Very Helpful	5	56%

Quizlet [Which of the technologies helped you the most?]



Not Helpful	1	11%
A Little Helpful	0	0%
Helpful	5	56%
Very Helpful	3	33%

Online Extensive Reading Project [Which of the technologies helped you the most?]



Not Helpful	0	0%
A Little Helpful	1	11%
Helpful	3	33%
Very Helpful	5	56%

Appendix D

L2 Reading Teachers Should Know About These Things:

(***etc.*** means that there are other types of this example, often numerous other types)

Audio

- **Text to Speech** (System Pref –> Dictation & Speech –> Text to Speech –> System Voice –> Customize)

(Text to Speech software has greatly improved in the past year; L2 Reading Students should use these software programs, but they need to be careful to use only the most recent and best software)

  - *Samantha* and *Tom* are currently the best voices. (You need the latest OS)
  - Speeds and Voices and Accents and Highlighting = Many Options
    - (System Pref –> Dictation & Speech –> Text to Speech)
  - Mobile, Tablet, Laptop, Desktop (Settings –> General –> **Accessibility** –> Speak Selection)
    - Mobile T-to-S softwares offer a highlighting option that highlights words as they are read. e.g. iPad; iPod Touch
  - *Speakit* Extension for Chrome (Chrome -> Pref -> Extensions -> SpeakIt -> Options)
    - (https://chrome.google.com/webstore/detail/speakit/pgeolalililfpodheeocdmbhehgnkkbak?hl=en)
- Economist Audio, **etc.** (http://www.economist.com/digital/apps) Free Audio versions of articles, etc.
- Add to iTunes as a Spoken Track (Select Text –> secondary click –> Add to iTunes as a Spoken Track)
  - Use this to turn lengthy texts into audio versions that can be saved and used when reading longer texts.

Hyperglossing

- 3-Finger Tap **HyperGloss; etc.** (system pref –> TrackPad –> Point & Click –> Look Up)
  - Dictionary Preferences for different glosses (Dictionary –> Preferences)
- 日本語 *Rikaichan* Extension for Firefox, **etc**.
  - (https://addons.mozilla.org/en-us/firefox/addon/rikaichan/)
- *Secondary Clicks* on a word = gloss for most digital texts.
- **Kindle & iBooks, etc.** ; touch and hold for a second = gloss
  - Touch and Hold should not be the default method for glossing; this may change soon. It should be a *tap gloss.*

Dictionaries

- Longmans Dictionary is good for ELL. (http://www.ldoceonline.com)
- Google (www.google.com)
  - Google Image Search; etc.
  - Second Click on a word -> Search with Google = a good general dictionary gloss
- *Visuwords*, ***Visual Thesaurus***, & *Wordflex* – Visual Dictionaries
    - *(visuwords.com ; http://www.visualthesaurus.com/ ; http://schematix.com/wordflex/)*

Reading Materials & Online Extensive Reading

- Killing Cookies

(Cookies are used by The New York Times and other .COMs to remember your computer and its activities on their websites)

  - The New York Times
    - (Keep an extra web browser and "clear browsing data" to maintain free access to the news)
    - For example, students may want continuous access to this:
    - http://www.nytimes.com -> http://learning.blogs.nytimes.com -> Times Fill-In
  - Latest Firefox Update
    - (Firefox –> Preferences –> Privacy –> √ Accept Cookies… –> √ Clear History when Firefox Closes)
- Digital Oxford Bookworms (http://elt.oup.com/feature/global/apps/?cc=global&selLanguage=en&mode=hub)
  - Level Testing
    - (http://elt.oup.com/student/bookwormsleveltest/?cc=global&selLanguage=en)
    - (https://itunes.apple.com/app/id553156246)
  - *Owl Hall* ER + Internet = The Future? (http://owlhall.macmillanreaders.com/)
  - Other Digital Graded Readers (http://www.amazon.com/s/ref=sr_st?keywords=Graded+Readers&qid=1366597487&rh=n%3A133140011%2Ck%3AGraded+Readers&sort=reviewrank_authority)
- iBooks & iBooks Author (http://www.apple.com/ipad/built-in-apps/) (http://www.apple.com/ibooks-author/)
- Google ***What do you Love*** for OER (http://www.wdyl.com/#)
- **Kindle** X-ray, Text-to-Speech, Annotations, Public Libraries, etc.
    - (http://www.amazon.com/gp/help/customer/display.html?nodeId=200934760)
    - (http://www.amazon.com/gp/help/customer/display.html/ref=hp_left_sib?ie=UTF8&nodeId=200747550)
    - For Example: Hawaii State Library System E-Book Lending
    - (http://hawaii.lib.overdrive.com/C46913FD-6B1E-48D4-AF04-9A9DCDE45326/10/50/en/Default.htm)
- RSSs ; Google Reader, etc. (www.google.com/reader/)
    - Google Reader is being shut down; so, we mention this also as a cautionary tell. Online tech is not mutable.

Academic Reading

- Tools for **Academic Reading** (Citation Builders, etc.)
  - **Evernote** (https://evernote.com)
  - **Endnote** (http://guides.library.manoa.hawaii.edu/endnote)
  - **Google Scholar** (**http://scholar.google.com/**) (Great for searching; Great for citations)
  - UNC Citation Builder**, etc.** (**http://www.lib.unc.edu/house/citationbuilder/**)

Other Tools

- Classmarker, ProProf, etc. (http://www.classmarker.com/)
  - Both of the above are free (with paid upgrades); Create online quizzes and tests for readings
- Wordpress.com Blogs & Websites (http://wordpress.com/)
  - These blogs/websites are easy to create and a great place for managing online work/activities for reading classes.
- **Readability** (http://www.readability.com)]
  - Make reading more comfortable online; Save texts for mobile and offline reading (sends texts to Kindle, etc).
- Chrome's *Reading Level Extension* (gives an estimate for a selected text's reading level)
  - (https://chrome.google.com/webstore/detail/reading-level/gfkoomolojabhimencanoanmmabfopi?hl=en)
- **Wordclouds** - Tagxedo, etc. (http://www.tagxedo.com) Multiple uses for reading activities.
  - http://www.wordcounter.net/ counts words and ranks the words in a selected text by frequency of occurrence.
- **Quizlet** (quizlet.com) A great way to study vocabulary. It's free.
- University of Victoria's **Study Zone**, etc. (http://web2.uvcs.uvic.ca/elc/studyzone/)
- Anki flashcard software (http://ankisrs.net/)
- The Online Graded Reader Text-Editor (http://er-central.com/ogte/)
  - Useful for not only writing your own original graded reader texts, but also gives you an objective look at the reading level of any text you copy and paste into it.

Questions?
Richard G Schoonmaker
rschoonmaker@gmail.com
University of Hawaii at Manoa
Second Language Studies
Hawaii English Language Program

Appendix E

3 Levels of Technology Orientation for a Distance Language Program
(For Teachers and Students)

Level One	Level Two	Level Three
Primary Technological Needs	Secondary Technological Needs	Tertiary Technological Needs
Knowledge needed to navigate and manipulate the website and other platforms that make up the primary infrastructure for an online course	Digital tools that facilitate communication in online environments; these can be features of the primary platforms, but can be separate too	Tools that aid the learning of a second language online, but not tools that are used for communication with others
Wordpress Blogs Google Drive Blogger Basic HTML coding Skype also: Prezi, etc. Microsoft Office Mac OSX Windows Operating Systems Macintosh Operating Systems	taking screenshots using Jing taking screen recordings annotating various files making audio recordings keyboard shortcuts	text-to-speech software hypertext glosses page searches Boolean Operators text-to-recording software adjusting font size

Appendix F

help332r.wordpress.com