CMC Technologies and Tasks for Teaching Foreign Languages:

*The Shape of Things to come*

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NEALLT
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April 8, 2006
Introduction

- CMC technologies
  - Connectivity (wired vs. wireless)
  - Asynchronous & Synchronous CMC
- Task-based instruction
- Challenges to implementation
- The shape of things to come…
Use of the Internet

Percent of American Adults Online, 1995-2004

Source: Pew Internet and American Life Project surveys (2000 - 2004)

Pew Internet & American Life Project
www.pewinternet.org
Use of the Internet

- High school & college students have embraced the Internet, e-mail and instant messaging (IM) more than population at large
    - 78% of 12-17 year olds go online vs. 63% of Americans as a whole
    - 92% of online teens use e-mail
    - 74% of online teens use IM to communicate not only with friends, but also with their teachers
  - Thorne (2003)
    - E-mail used for vertical communication across power and generation lines; IM more suitable for mediating interpersonal age-peer relationship building.
Connectivity

- Wired
  - Ethernet
    - 10 MB, 100 MB, 1 GB

- Wireless
  - Wi-Fi
  - WiMAX
  - GSM & cell phones
  - Infrared & Bluetooth
Connectivity: 802.xx

- Wi-Fi
  - Wi-Fi Alliance: [www.wi-fi.org](http://www.wi-fi.org)
  - WiMAX (802.16)

Connectivity: Cell phones

- GSM (Global System for Mobile Communication) and Cellular telephones
- G3 Video available on Sprint & Verizon
  - http://www1.sprintpcs.com/explore/ueContent.jsp?scTopic=pcsVision

Entertainment at your fingertips.
Connectivity: Close range

- Infrared and Bluetooth
Asynchronous CMC

- E-mail
- Threaded Discussion Boards
  - Virtual Team-Teaching
- Threaded Discussion Boards with Audio and Video (www.horizonwimba.com)
  - Audio now exportable as .mp3 for repurposing
- Wikis and Blogs
- More integration of such tools in CMS
Horizon Wimba’s Voice Boards

Subject: Good Morning from Philadelphia
Date: 3/6/06 8:31 AM
From: Mike Scheuermann

Mike Scheuermann here, in Philadelphia, PA, USA - with Drexel University - WebCT Support Team leader.
Horizon Wimba’s Voice Boards

Subject: Re: Good Morning from Philadelphia

Good Morning from Phoenix to the NEALLT attendees in Philadelphia!

> Mike Scheuermann here, in Philadelphia, PA, USA - wth
> Drexel University - WebCT Support Team leader.
YackPack
audio messaging groups
Blogs: My Album/My Journal

- Automatic Photo/Journal/Blog Website
- Send photos and videos from phone
- Upload photos, videos, audio files via web interface
Blogs: My Album/My Journal

- Automatic Photo/Journal/Blog Website
- Send photos and videos from phone
- Upload photos, videos, audio files via web interface
- Invite visitors
- Comments allowed
- T-Mobile includes 25 MB online
Board-, Blog- & Podcast fodder

Audio and Video Sources
- SCOLA
- Yabla

News outlets
- Newseum.org
- Yahoo!

Other Podcasts
- If not too fast…
**SCOLA.org Insta-Class Webpages**

*SCOLA* *INSTA-CLASS*

**JAPAN**

**Fujiei Sankei Super Time News from Tokyo**

**Original Broadcast in Japan**

**Date:** Mar. 20, 2006

**Day of Week:** Monday

**Broadcast on SCOLASatellite:** SCOLA News

**Date:** Mar. 20, 2006

**Day of Week:** Monday

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**Translation**

**Fujiei Sankei News from Tokyo**

**Original Broadcast in Tokyo ON:**

**Date:** Mar. 20, 2006

**Day of Week:** Monday

**Broadcast on SCOLASatellite:** SCOLA News

**Date:** Mar. 20, 2006

**Day of Week:** Monday

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Five million yen in cash with bank wrap still attached was

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SCOLA.org Insta-Class converted to in-house podcast
Comprehensible Video, “Yabla” for French, Spanish, ESL

- Current Authentic Video
- Dual Language Captions
- Click-on Word Dictionary
- Normal and Slow Audio
Any of Yahoo!’s 30+ sites

http://world.yahoo.com
Foreign Language Podcasts

- Either Educational, or for the Native Speaker
- Slow down with Windows Media Player 10
Synchronous CMC

- Instant Messaging
- SMS/Text Messaging
- Chat
Synchronous CMC

- Instant Messaging
Yahoo! Messenger “Launch” site in Foreign Languages
Cell Phone-based CMC

- Cell Phones, IM, and SMS Text Messaging
  - Multiple User Text Chat
  - Chat Rooms
Upoc SMS Messaging Groups

What kind of group do you want to create?

- **CHAT**: In chat groups, any member can send a message to the group, and replies are sent to all members. These groups usually generate lots of messages.
- **CONNECTION**: In connection groups, any member can send messages to the group, but replies to each message go to the sender, allowing members to exchange messages on a one-to-one basis. These groups generate a moderate number of messages.
- **BROADCAST**: In broadcast groups, only the group owner can send messages, and replies go to back to the owner. These one-way groups allow the owner to have total control over the amount of messages.

Name and describe your group

- **group name** (20 characters max)
- **description** (500 characters max)
  
  Experimental Group for CMC activities.

Is your group public, private or secret?

- **public**: anyone can join
- **private**: new members require my approval
- **secret**: will not appear in searches. I will add the members myself

Who can invite members to the group?

- **anyone in the group can invite**
- **only I can invite**

Multimedia:

- allow voice messages in this group? **Yes** **No**
- allow picture messages (MMS) in this group? **Yes** **No**
- allow polls in this group? **Yes** **No**

Display member list?

- **Yes** **No**
Upoc SMS Messaging Groups

Congratulations on creating your group!

The best way to get people into your group is to invite friends outside of Upoc. Do this by:

- Invite your friends now

Another way to get members into your group is to:

- Promote your group now

Remember you are in control of your group.

You decide whether to allow pictures of the group, and whether to make the group public.

Promote your group now

Remember you can always invite your friends later.

Just click OK and you will be taken to a page to do all this and more!

add people to my group

Now that you have created a group, you can invite friends outside of Upoc, or invite friends online.

- Invite a member
- Invite a group

Or skip this step.

- Promote your group

Promote your group now

Remember you are in control of your group.

You decide whether to allow pictures of the group, and whether to make the group public.

- Invite a member
- Invite a group

Or skip this step.

promote your group

Upoc provides you with several ways to promote your group. Choose the methods that suit you best. Or, just do this for now.

1. Catalog your group in Upoc’s Group Directory, so other members can find it.

2. Print out a card and hand it to people. Anyone with text messaging can sign up right from their phone.

- cat-cmc
  - Experimental group for CMC activities.

  - It’s a mobile text message group for your phone.
  - Send JOIN cat-cmc to the number below.
  - To exit, send QUIT cat-cmc.

  - Verizon Wireless: 6762
  - Cingular Wireless: 6762
  - T-Mobile: 6762

3. Or just send out the group URL:

   http://upoc.com/group.jsp?group=cat-cmc

   Click here for a printable version

Thousands more mobile groups at upoc.com
Task-based instruction

In the 1970’s task-based instruction (TBI) grew out of communicative language teaching (CLT) which “makes use of real-life situations that necessitate communication” (Galloway, 1993, p. 2).

- Hymes (1972): communicative competence
- Austin (1962), Searle (1969) & Grice (1975): pragmatics & maxims of linguistic behavior
Task-based instruction

- CLT: language learning should be driven by communicative ends and through exposure to authentic and purposeful uses of language.
- TBI focuses on purposeful language use through the use of content-driven tasks within a communicative context (Doughty & Long, 2003)
**Task-based instruction**

- Willis (2004): many definitions of task
  - Mention need to arrive at outcome or attain a goal or objective
  - Tasks are meaning-focused
  - Imply the use of more than one skill to complete a given task
  - Resemble real-world problem-solving activities
**Task-based instruction**

- Types of tasks (Pica, Kanagy and Falodun, 1993)
  - Information gap tasks
    - Students exchange information (one- or two-way)
  - Jigsaw tasks (also Blake, 2000)
    - Students possess different pieces of information and must collaborate in order to come to a common solution; most effective for promoting interaction
Task-based instruction

- TBI interfaces well with the implementation of the National Standards for Foreign Language Teaching (National Standards, 1999)

  - Five C’s: communication (interpretative, presentational and interpersonal modes), cultures, connections, comparisons, communities.
Task: Cultural Heritage Activity (Int./Adv.)

- Small group (Cultural Heritage Committee) creates website on cultural products and practices of a minority ethnic community (e.g., comparing Cinco de Mayo celebration in US and Mexico)
  http://www.cch.unam.mx/videoconferencias/conferencias/5mayo.htm

- Students plan activity using asynchronous Wimba voice boards or YackPack, or synchronously chat using laptops, PDAs or cell phones (e.g., SMS UPOC groups).
Task: Cultural Heritage Activity (Int./Adv.)

- Students go into community (US or abroad) to gather information on cultural products and practices using digital cameras or cell phones to capture audio and video digital files (e.g., clips of the celebrations, spontaneous interviews with NSs on Cinco de Mayo celebrations)

- http://www.t-mobilepictures.com/3141321
**Task: Cultural Heritage Activity (Int./Adv.)**

- Audio and video files captured by digital camera or cell phone are uploaded
  - from cell phone to a wiki website or e-mail (or another cell phone) as MMS
  - via Web interface from a laptop or PDA after transfer using Bluetooth, IR, or memory card.
- Students could meet to transfer files using IR to each other’s phones, PDAs, or laptops (with IR port).
Task: Cultural Heritage Activity (Int./Adv.)

- Students link to other Cinco de Mayo websites to enhance their wiki project.
  
  http://sepiensa.org.mx/contenidos/h_mexicanas/s.xix/intro.htm

- Students can also use cultural material from Scola, Yabla, Newseum, Yahoo Messenger Launch and podcasts to add to their wiki.
Task: Cultural Heritage Activity (Int./Adv.)

- After Wiki is set up students can communicate in the target language
  - asynchronously in TL via Wimba Voice Boards or Yackpack or
  - synchronously via ICQ chat or wireless technology (e.g., cell phones [or PDAs with Wi-Fi] to send SMS [UPOC] or IM [Yahoo groups]) messages to negotiate the content of the website and/or comment on the celebration taking place at that time.
Task: Cultural Heritage Activity (Int./Adv.)

- Students present their website to other students in computer lab or computer-equipped classroom with wireless internet access.
Task: Cultural Heritage Activity (Int./Adv.)

- Advantages of using wireless technology
  - Gets students out into the field to gather spontaneous cultural data in the target culture community (Communities standard) without having to carry around expensive bulky equipment.
  - Flexibility of wireless technology saves time and effort when uploading digital files; students can communicate via SMS or IM from “the field” with fellow members of group.
  - Piques students’ interest in using the TL to communicate and collaborate to produce a common product (jigsaw activity) via cutting-edge technology with which they are already enamored; this interest may foster greater NNS-NNS or NNS-NS interaction.
Task: Cultural Heritage Activity (Int./Adv.)

- Disadvantages of wireless task
  - not all students may have personal access to the wireless technologies; institutions would have to provide the hardware (e.g., cell phones, PDAs, laptops)
  - video clips taken with still cameras or cell phones do not have the capacity or resolution of video camera recordings
Challenges to implementation of new CMC technologies

- Cost of the Technology
  - Hardware, Software
  - Communication Services

- Can equipment be shared?
  - Mobile Cart of laptops
  - Collaborative Grants
  - Share cost of Distance Learning hardware with Athletics

- Incorporation of Student-owned Technology
  - Cell-phone-based CMC (SMS and Instant Messaging)
  - Wireless communications between laptops and/or handheld computers.
Challenges to implementation of new CMC technologies

- Accessibility
  - Can the students (and the Instructor) manipulate the Technology?
  - Will the tool *enhance* (or *frustrate*) learning?
  - Distribute the Tech-savvy among the teams

- Matching the task/activity to the situation
  - Students, Goals, Available Technology
  - Primary, Secondary, Post-secondary
  - Beginning, Intermediate, Advanced
  - So many possibilities …so little time!
Where is...

“The information highway”

- “The information highway” will be “one generalized digital-information utility” (Bill Gates, *The Road Ahead*, 1995)
  - TV, Internet, Telephone on one line
    - With VoIP, it’s here!
  - The Internet provides the language student not only international websites and culture, but high-quality real-time audio/video communication with native speakers.
On the horizon

*The Walls are Watching…*

*And You are Watching the Walls*

- Radio Frequency ID (RFID) Student ID cards
  - ID’d as a language major, the touch-screens offer menus in your target language
    - Union Café, Library Checkout, etc.
  - In a campus coffee house, morphing virtual reality walls would define language & context
    - Italian Gelato Caffè/French Sidewalk Café/ Spanish Flamenco bar
    - Café, Travel Agency, Museum
On the horizon
Convergent “Communicators”

Late 20th century  Early 21st century

Back to the Future...

www.StarTrekToys.com
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- My Album: www.t-mobilepictures.com/3141321/fleat-cmc1 Password: fleat5
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