digital language learning roundtable

Exploring
the interface
of technology,
cognition,
and
classroom
ecologies

October 27-28 2005
305 Russell Hall

Teachers College
525 W. 120th Street
New York, NY 10027
In the summer of 2004, a group of educators, scholars, and education administrators from Taiwan visited Teachers College, Columbia University in the city of New York. The delegation, led by the Principal of Taipei First Girls Senior High School (TFG), was hosted at Columbia by Professor Jo Anne Kleifgen, co-director of the Center for Multiple Languages and Literacies (CMLL) at TC. The purpose of this visit was to exchange ideas and share experiences and philosophies concerning e-learning, specifically on the uses of digital technologies in second and foreign language learning. Professor Kleifgen hosted the visitors in an afternoon of presentations and discussions with her graduate students studying computers, language learning, and literacy.

Though brief, this visit was a remarkable success. This was due in part to the fact that the members from both groups had engaged in two weeks of discussions online prior to the face-to-face meeting in New York. This established a rich background for the face-to-face meeting.

The purpose of the roundtable is to deepen and strengthen the dialogue that was initiated during the summer of 2004. The roundtable differs in scope and nature. Specifically, this roundtable focuses on research. This time, the members of the Taiwan delegation consists mainly of senior scholars currently engaged in designing and implementing digital technology applications for English language learning in Taiwan. The TC group consists of both senior faculty and doctoral students involved in research on technology and language/literacy education. The motivation for bringing these two groups together for the roundtable is the important complementarity of the research and expertise of these two groups. The group from Taiwan is involved in the design of particular digital tools and platforms for language learning and in investigating the effects of such tools on individual learners. The TC scholars are renowned experts on the ecologies of classroom learning and technology use, that is, on social and cultural aspects of language education. In short words, there is a rare and valuable complementarity to the two groups, and this roundtable aims to engender future research collaboration.
The Center for Multiple Languages and Literacies (CMLL) at Teachers College, Columbia University, focuses on the challenges occasioned by the multiplicity of languages and literacies in the 21st century. CMLL conducts and disseminates research on how different languages and literacies can be used as resources to advance human development, education, and intercultural understanding. CMLL also promotes dialogue across societies and groups through lectures, conferences, and the Internet. In addition, it supports educators in using research to inform practice. CMLL’s work is elaborated in the context of a world characterized by greater flows of people, information, goods and services within and across national boundaries.

Website: http://www.tc.edu/centers/cmll

Tamkang University was established in 1950 as a Junior College of English, Tamkang first offered a two-year program and then a three-year program. It was not until 1958 that Tamkang, after reinstituted as a College of Arts and Sciences, awarded bachelor’s degrees to its graduates. In 1980, Tamkang elevated its status to a university. After more than fifty years of growth, Tamkang University has developed from a Junior College of English into a comprehensive university. Today, Tamkang University is consisted of 11 colleges, comprising 43 departments and divisions, 43 master’s degrees, and 16 doctoral degrees. By using information technology and the Internet, Tamkang University’s Cyber Campus sets up various learning environments; not only are courses exchanged with other universities in Taiwan, there are also online cooperation programs with universities abroad.

Website http://www.tku.edu.tw

The Cultural Division of the Taipei Economic & Cultural Office in New York aims to promote the cultural and educational relationships between Taiwan and the states of New York, New Jersey, Pennsylvania and Connecticut. The staff of the Division, under the supervision of Director General of TECO in New York, are committed to rendering the best possible assistance and services to the students, academics, educators and government officials in the region. Ever since its inception in 1992, this Division has been providing Taiwan’s education information to American individuals and organizations, helping institutes of higher learning build up academic linkages and cooperative programs, assisting Taiwanese self-funded as well as government-sponsored students pursuing studies in the region, facilitating exchange visits of officials, scholars and teachers, administering Taiwan scholarships to American students, and sponsoring various cultural activities.

Website: http://www.edutwny.org/
Thursday, October 27

9:00  Breakfast

9:45  Welcome

Hervé Varenne, Chair, Department of International and Transcultural Studies, Teachers College

Jo Anne Kleifgen, Co-director, Center for Multiple Languages and Literacies

David Wible, Co-convenor, Roundtable

Tung-jung Chen, Director, Cultural Division, Taipei Economic & Cultural Office

10:00  Some observations at the intersection of classroom practice and digital technology

Hwawei Ko

10:45  Learning outside the box: Supporting language learning in noisy digital environments

David Wible

11:30  A syntax-based video retrieval system for English learning

Chin-Hwa Kuo

12:15  Lunch in the neighborhood

1:45  Technology for enhancing literacy learning of middle-school children and literacy professionals: Developing and analyzing multimedia, anchored, case-based instruction

Charles K. Kinzer

2:40  Finding supportive environments for ELL writers: The STEPS to Literacy project

Matt Curinga, Karen Kaun, Jo Anne Kleifgen

3:20  Multimedia storytelling across educational spaces

Lalitha Vasudevan

4:00  Campus tour

5:00  Panel discussion: Multimodal literacies

Patrizia Magni, Moderator

Trends in the multimodal landscape

Aaron Hung

Creative literacies in collaborative environments

Jessica Hammer
Strip search: Readers, causal relatedness, and event structure clues in scrambled comic strips  
Jonathan Bresman

Ubiquitous foreign language learning, vocabulary acquisition, and eye movement research  
Alan Ping-yu Huang

6:00  Agenda-setting for day two
6:30-8:30 Reception and greetings  
Ofelia Garcia, Co-Director, Center for Multiple Languages and Literacies

Friday, October 28

9:30  Breakfast
10:00  Panel discussion: Local and global e-communication  
Patrizia Magni, Moderator

Negotiating with (cyber)texts in chat rooms: Classroom applications and beyond  
Katalin Kabát

Karaoke for learning and empowerment  
Payal Arora

Using the spatial turn to explore undergraduate technology-related literacy practices  
Sarah Lohnes

“It’s more than just the language”: Content-based EFL instruction using scaffolding and computer-mediated communication  
Warren Chung

11:00  Panel discussion: Common ground  
IWILL and STEPS/CTELL technologies interchange

12:30  Box Lunch
1:30  Open forum—Research action plan  
David Wible and Jo Anne Kleifgen, Moderators

4:00  Wrap-up

We would like to thank Dr. Tung-jung Chen and the Taipei Economic and Cultural Office in New York for their generous contribution to this Roundtable.
Some observations at the intersection of classroom practice and digital technology
Hwawei Ko

The development of digital technology is drastically outpacing the application of such technologies in actual classroom practice. This talk provides a particular perspective on this phenomenon gleaned from a range of recent experiments in digital learning in Taiwan. Some observations concerning relevant aspects of the culture of classroom practice in Taiwan will be offered as points for cross-cultural comparison and contrast.

Learning outside the box: Supporting language learning in noisy digital environments
David Wible

Unrestricted digital environments such as the World Wide Web offer language learners a source of exposure to authentic uses of the target language. In contrast to packaged digital learning content, however, the Web is noisy and the behavior of learners within it, correspondingly unpredictable. This talk sketches how our research group has framed this challenge specifically for vocabulary learning. Our approach entails novel digital tools and a particular view of lexical acquisition.

A syntax-based video retrieval system for English learning
Chin-Hwa Kuo

Video has been recommended as a rich resource for language learning. The tools for exploiting video offer little control over the language, however. This talk describes a retrieval system designed for identifying within a large video database particular linguistic features such as word forms, lexemes, or patterns of word usage. Tokens of these can be retrieved and played to learners. An automatic video segmentation algorithm presents complete events or actions as final results.

Technology for enhancing literacy learning of middle-school children and literacy professionals: Developing and analyzing multimedia, anchored, case-based Instruction
Charles K. Kinzer

This presentation will discuss issues of anchored instruction related to children's literacy development in middle schools as well as anchored, case-based methods to enhance preservice literacy education. Both the development of projects in elementary grades and higher education, as well as issues of research to evaluate learning using technology to deliver theoretically-grounded instruction in literacy education and teacher training will be presented and discussed using examples from two federally-funded research projects.

Finding supportive environments for ELL writers: The STEPS to Literacy project
Matt Curinga, Karen Kaun, Jo Anne Kleifgen

We describe an 8-month pilot study to develop curricula and computer technologies that support Latino middle school students' writing. We review current research on writing for English language learners and describe existent open source and commercial software
that might support student writers. The immediate goal is to customize the software, select students, and pilot test the materials. The long-term goal is to produce a program and software that can be utilized in classrooms nationally and internationally.

**Multimedia storytelling across educational spaces**
*Lalitha Vasudevan*

New media and technologies make it more possible now than ever before to compose texts using a variety of representational modes. This presentation focuses on stories that were created by youth in various educational settings who orchestrated images, music, narration and print in order to create new multimodal texts. These multimedia stories allow youth to create a composing space that brings together multiple dimensions of their lives and has significance for how we conceive of literacy teaching and learning within and beyond the classroom.

**Trends in the multimodal landscape**
*Aaron Hung*

Many educators are interested in exploring the potential of multimodal environments to foster learning. However, the effective construction of these spaces requires an understanding of how people relate to different representational modes in creating meaning. It is therefore crucial to understand the shifting trends that affect the way students read and learn by studying the literacy practices they engage in outside the school setting. This presentation will outline some of these trends to further the discussion on learning through multimodality.

**Creative literacies in collaborative environments**
*Jessica Hammer*

While much has been said about traditional forms of composition particularly written composition today’s media environment provides people with new kinds of creative opportunities. Rather than (relatively) solitary, planned, analytical processes, these new forms are improvisational, collaborative and highly narrative. Participants must develop new literacy practices for creating in these new forms. I describe some of the new social and narrative practices developed by on-line and off-line role-players to help them navigate improvisational, collaborative, narrative environments.

**Strip search: Readers, causal relatedness, and event structure clues in scrambled comic strips**
*Jonathan Bresman*

This presentation discusses narrative sequencing and comprehension in comics, which merge visual, representational and text literacies, through a study where 17 subjects were presented with an out-of-order story arc from the Calvin and Hobbes comic strip, and sorted the comic panels into their proper sequence. Panels scoring above the median presented informative text and/or the visual depiction of an action event, and were essential to the story. This is consistent with causal relatedness and event structure research; differences and similarities between comics, text and picture books will be noted.
Ubiquitous foreign language learning, vocabulary acquisition, and eye movement research
Alan Ping-yu Huang

This presentation describes a ubiquitous approach to foreign language learning in digital environments. The advantage of this approach is the limitless content. The problem is how to help learners process the Internet’s “noisy” linguistic data. We have designed a lexical clustering tool for automatic generation of a list of lexical chunks on the Web suitable for English learners. In addition, we propose an eye movement study to observe differences between NS and NNS reading of chunks.

Negotiating with (cyber)texts in chat rooms: Classroom applications and beyond
Katalin Kabát

Within the last decade many institutions adopted asynchronous and synchronous chats as tools to facilitate discussion and cooperation among members of a community, academic or otherwise. This presentation discusses chat room usage, its successes and shortcomings applied in the classroom at high school and college levels. Suggestions for restructuring design of the activities are provided to better suit the electronic environment. I will explore the notion of fluid identities and power as participants move across both types of multimodal spaces.

Karaoke for learning and empowerment
Payal Arora

I discuss the design and implementation of an information and communication technology product in rural India. This entails the digitalizing of folksongs with social awareness themes for engagement and empowerment. This product utilizes the Same Language Subtitling (SLS) feature accompanying visual stills and audio files of folksongs in DVD format. The SLS feature won the World Bank Development Marketplace award in 2002 and the Tech Laureate award in 2003.

Using the spatial turn to explore undergraduate technology-related literacy practices
Sarah Lohnes

Although familiar with the idea of the digitally-immersed “NetGen” student, there is a dearth of research that provides a rich description of the complex ways in which technology-related literacy practices are situated within the lives of undergraduates. Framed by the recent spatial turn in the New Literacy Studies, this presentation describes the methods, and results in progress, for a study that explores how 9 liberal arts college students interact with technology across the geography of their daily, academic and non-academic lives.

"It’s more than just the language": Content-based EFL instruction using scaffolding and computer-mediated communication
Warren Chung

This case study explored the potential for implementing content-based English as a Foreign Language (EFL) instruction in a Korean middle school facilitated by computer-mediated communication (CMC). While experimental social studies lessons on the topic of stereotyping were taught, data were collected on one student’s online exchanges with a student from Iran about their respective cultures. Findings show that the student from Korea was able to better understand her own culture as a result of the classroom and online experience.
Payal Arora holds a MA in International Education Policy from Harvard University and is a doctoral candidate in Language, Literacy and Technology at Teachers College, Columbia University. She is also an online media specialist at the Center of International Learning where she designs, evaluates and leads online dialogue with youth and adult groups worldwide using iEARN technology. Prior to this, she led a research team for a Hewlett Packard-Andhra Pradesh Government project on technology content production and deployment in schools in rural India. This content involved the usage of the Same Language Subtitling (SLS) Feature which won the Worldbank Development Marketplace award in 2002. Email: pa2177@columbia.edu

Jonathan Bresman lives a double life as a Senior Editor at MAD Magazine and a graduate student in the Communication and Education program at Teachers College, Columbia University. He has previous experience in a variety of media and media-related projects: as a conceptual researcher on The Phantom Menace, the first of the Star Wars prequels; as www.starwars.com’s production correspondent; as the author of The Art of Star Wars: Episode I—The Phantom Menace; and as the Creative Director of Vis-a-vis/Kerplink (an animation/design firm where he co-created several cartoon properties, two of which won 1st prize at the 2001 World Animation Celebration). In addition, he supervised concept design projects and e-learning animations. While an undergraduate at Harvard, Jon interned for The Late Show with David Letterman, Marvel Comics, and Valiant Comics, and later studied animation writing at the Television Writers Workshop. His interests include narrative, multiple media effects, and inference-making, as well as the design of educational entertainment. Email: jab2139@columbia.edu

Warren Chung is a middle school teacher in Seoul, Korea and a doctoral candidate in Instructional Technology and Media at Teachers College, Columbia University. He received his Ed.M. in International Educational Development from TC, concentrating in Language, Literacy, and Technology. Warren’s interests are in using technology to teach content-based language, scaffolded learning, and EFL learners’ better understanding and appreciation of their own cultures. Email: euwon@yahoo.com

Matthew Curinga is a doctoral student in Instructional Technology and Media at Teachers College, Columbia University. Before joining the doctoral program, he took courses in bilingual education and TESOL at the State University of New York, New Paltz. He has work experience in education as well as technology. As a member of the Teach for America Program, he taught Spanish-speaking immigrants in Grady, Arkansas. His technological experience includes working in the technology office in Brooklyn, New York, where he implemented software from Computer Curriculum Corporation (now Pearson Digital). He has been a software developer for 3 different companies in New York City. Most recently, he has been the lead web developer for IAG Research, building research survey authoring-tools and data visualization tools. Matt speaks and writes in Spanish as well as English. Email: mxc1@columbia.edu
**Ofelia García** is Professor at Columbia University’s Teachers College and co-directs the Center for Multiple Languages and Literacies. García was Dean of the School of Education at Long Island University and professor of bilingual education at The City College of New York. She is co-editor of *Spanish in Context* and was the editor of *Educators for Urban Minorities*. Among her co-edited books are: *The Multilingual Apple* (Mouton, 2nd edition 2001), *Policy and Practice in Bilingual Education* (Multilingual Matters, 1995); *English Across Cultures: Cultures Across English* (Mouton, 1989); *U.S. Spanish: The Language of Latinos* (Mouton, 1989). In addition, she has academic publications in the areas of bilingualism, sociology of language, U.S. Spanish, the education of language minorities and bilingual education. She was a Fulbright Scholar at the Universidad de la República, Montevideo (1996) and a Spencer Fellow of the National Academy of Education (1985-88). Presently, she has three co-edited books in press: Imagining Multilingual Schools: Languages in Education and Globalization; Language Loyalty, Continuity, and Change: Joshua A. Fishman’s Contributions to International Sociolinguistics, and Bilingual Education: A Reader. Email: ogarcia@exchange.tc.columbia.edu

**Jessica Hammer** is a doctoral candidate in Communication and Education at Teachers College, Columbia University, and a member of the EGGPLANT games research group. Her work focuses on collaborative creativity, on decoding narrative and literacy practices in games, and on understanding how to support learners as storytellers and collaborators. Before joining TC, she worked as a writer, consultant and game designer with an emphasis on researching new forms of storytelling. She has taught at New York University’s Interactive Telecommunications Program, consulted for Nokia and the BBC, and lectured internationally on her theories of interactive narrative. She received an MPS in Interactive Telecommunications from NYU and her BA in Computer Science from Harvard. In her free time, she runs an experimental storytelling group in New York City. Email: hammer@kleene-star.net

**Alan Ping-Yu Huang** is a Ph.D. student in the English Department of Tamkang University. His MA thesis was a critique of the Aspect Hypothesis, which he based on data from a 2-million-word corpus of learner writings. He presented the results at the Corpus Linguistics conference in Lancaster, UK in 2003. His current research interests are in second language learners’ acquisition of multiword lexical units and eye movement research. In addition to studying as a Ph.D. student, he also teaches at Tamkang University and St. John’s University in Taiwan as a part-time lecturer. Email: alanhuang25@hotmail.com

**Aaron Hung** is a doctoral candidate in Language, Literacy, and Technology at Teachers College, Columbia University. He received his undergraduate degree in Business Administration at the University of Michigan at Ann Arbor, and his MA and EdM at Teachers College in Teaching of English and International Education Development, respectively. His research interests include studying the literacy practices associated with digital environments, in particular the educational potential of video games. He is also interested in looking at the effects that new media have minority populations and has worked on designing and studying digital assessment tools on the Pacesetter project with the College Board. His dissertation focuses on strategies that English language learners use while playing video games. Aaron has worked with elementary, middle, and high school, as well as special education students. Email: ch406@columbia.edu
Katalin Kabát is a doctoral student specializing in Language, Literacy and Technology at Teachers College, Columbia University. Katalin holds masters degrees in International Educational Development concentrating on families and communities and in French Literature and Culture at Boston College. She is interested in multimodal electronic communication among teenagers. Her dissertation concentrates on communicative practices on the screen, the interplay of speech/written narrative and visual display in synchronous and asynchronous chat rooms in the classroom and beyond. Before joining the doctoral program, she taught extensively in preschool, elementary, high school and college in United States and abroad. Katalin has also served on the editorial board of Romance Review. She is fluent in Hungarian, Romanian, French, English, and has a working knowledge of Spanish and Latin. Email: kjk2010@columbia.edu

Karen Kaun holds an M.A. from Teachers College and is currently a doctoral student in Language, Literacy and Technology. In January 2001, Karen, with industry colleagues founded Knowledge iTrust to engage corporations and non-profit institutions in research and development initiatives for k-12 school districts. In the course of her work, she has conducted extensive research on education reform, educational technology, state standards, assessments, and best practices. She has actively contributed to the US Open e-Learning consortium - a collaborative initiative of 14 states, which exchanges information and developing standards for large Web-based education initiatives. She has participated with the New York City Board of Education schools Steering Committee for Career and Technical Education (CTE) reform, the Advisory Council for Occupational Education and The Technology Advisory Commission. Email: karen@knowledgeitrust.org

Charles K. Kinzer is Professor of Communication and Technology, Program Coordinator of the program in Communication, Computing and Technology in Education at Teachers College, Columbia University and Co-Director of a National project to improve preservice literacy education through online, multimedia case-based approaches. His work centers around technology as it relates to literacy instruction in schools and to the applications of technology to reconceptualize literacy teacher education. His research includes reading comprehension, vocabulary acquisition, teacher cognition, and the application of technology to literacy education. He has published in journals such as The Journal of Reading Behavior, The Journal of Reading, Reading Research and Instruction, Instructional Science, Applied Cognitive Psychology and Reading Research Quarterly. He edits the education division of the Journal of Written Language and Literacy and is the coauthor of a college textbook in reading education. He has received awards from the Johns Hopkins University for "enhancing the quality of life for people with disabilities through the use of technology," and the Computers in Reading Research Award from the International Reading Association. His work currently is funded by the National Science Foundation, the U.S. Dept of Education, and the Office of Special Education Projects. Email: Kinzer@exchange.tc.columbia.edu

Jo Anne Kleifgen is Associate Professor of Linguistics and Education at Teachers College, Columbia University and a founding member and co-director of the Center for Multiple Languages and Literacies. She teaches courses in linguistics, bilingualism, discourse analysis, and new media for language and literacy. She completed her Ph.D. in Linguistics and Education at the University of
Illinois. She has conducted research on language use in multilingual classrooms, the language of the Internet, and the use of technologies to strengthen bilingualism and biliteracy of Haitian and Latino students. She has also studied language and literacy practices in a high-tech, multilingual workplace in California’s Silicon Valley; a book on this research, *Assembling talk: Multilingual communication in a high-tech firm*, is in preparation. Her articles have been published in *Anthropology and Education Quarterly, Language in Society, Reading Research Quarterly, Research on Language and Social Interaction*, and *Text*, among others. Email: jk217@columbia.edu

Hwawei Ko is professor in the Graduate Institute of Learning and Instruction, National Central University. She also serves as the director of Center for Teacher Education. Dr. Ko received her doctorate in Educational Psychology from University of Washington. Her current research is reading Chinese and the diagnosis of learning disabilities. Some of her more recent publications have appeared in *Educational Technology & Society, Journal of Special Education*, and *Chinese Journal of Psychology*. This year she presented a paper on eye movement in reading Chinese text at the 13th European Conference on Eye Movements held in Switzerland. Email: hwawei@cc.ncu.edu.tw

Chin-Hwa Kuo received his B.S. degree in mechanical engineering from Chung-Yuan University in 1980, a M.S. in electrical engineering from Marquette University, in 1989, and a Ph.D. in electrical engineering from University of Notre Dame in 1994. Currently, he is a professor in the Department of Computer Science and Information Engineering and the director of the Center for Distance Education at Tamkang University, Taiwan, ROC. His research interests include multimedia processing and applications, computer assisted language learning, and adaptive systems. Email: chkuo@mail.tku.edu.tw

Sarah Lohnes is a doctoral student in Communication and Education at Teachers College, Columbia University, where her interests range from the literacy and technology practices of undergraduate students, to classroom blogging. Sarah worked for several years at the Center for Educational Technology at Middlebury College, a regional center of the National Institute for Technology in Liberal Education (NITLE); she currently serves NITLE as a consultant, teaching workshops on social software, computer-mediated communication, and new media. In addition, Sarah is a research assistant for the Case Technologies to Enhance Literacy Learning (CTELL) project, under the direction of Dr. Charles Kinzer (co-PI). Email: scl2103@columbia.edu

Patrizia Magni is a Teachers College, Columbia University alumna with an extensive background in media technology and online education. She earned her Ed. D. Degree in Applied Linguistics in 1995. Her dissertation research resulted in the development of a hypertext environment for adult language learners of Italian. The study, based on principles of participatory design and learner-centered
pedagogy, described the process of developing a software prototype which integrated language resources in the form of digitized audio and video. She currently works as adjunct assistant professor and educational technologist at Teachers College. For more information go to http://www.patriziamagni.com. Email: Magni@exchange.tc.columbia.edu

**David Wible**, associate professor in the English Department at Tamkang University, received his Ph.D. in Linguistics from the University of Illinois at Urbana-Champaign. He has been a visiting scholar in the Linguistics Department at Stanford University and at the Institute of Information Science at Academia Sinica. He has taught on the graduate faculty of the Linguistics Programs at Penn State University and the University of Florida at Gainesville. His research interests include lexical acquisition, comparative syntax, and computational linguistics for language learning applications. He has recently published a book titled *Language Learning and Language Technology* (2005, Crane, Taipei). Email: wible45@yahoo.com

**Lalitha Vasudevan** joined the Program in Communication, Computing, and Technology in Education at Teachers College following a year of research and teaching as a postdoctoral fellow in the Curriculum and Teaching Department. Prior to coming to TC, Lalitha completed her Ph.D. in Education at the University of Pennsylvania. Her research explores the role of media, literacy and technology in the lives of youth across formal and informal educational settings. She has taught at the University of Pennsylvania in both the Reading/Writing/Literacy Program, and the Penn Teacher Certification Program. Lalitha is currently co-editing a volume titled *Media, Learning, and Sites of Possibility* with Marc L. Hill, which critically examines the integration of media/technologies in teaching/learning spaces with youth. Email: lsv2105@columbia.edu