

International outreach via 2-way technology

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Faculty-Student project

Funding requested: \$1,678

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Pursuant to continuing calls on campus to internationalize Eastern, the English as a second language and teaching English to speakers of other languages (ESL & TESOL) faculty have been working to create international study options for our teaching candidates at both the undergraduate and graduate levels. This year we are implementing a graduate level international practicum class, the Peace Corps' Masters International (PCMI) in TESOL, an undergraduate internship, and a departmental TESOL Honors program at the undergraduate level that will require students to complete their internship teaching English abroad. Key to these efforts is establishing that we can properly mentor and monitor our students at a distance using technology. (Note that some of our students might be in China, the Czech Republic, Korea, Spain, or elsewhere in the world during the same semester.) My request is for a pair of ipads that will allow me to maintain contact with our first PCMI teaching candidate, who will be entering the Peace Corps in July.

Course Description

MA-TESOL students are required to take a practicum teaching ESL for one semester under the mentorship of an ESL & TESOL professor. At the undergraduate level, there is no practicum requirement at this time. The TESOL international practicum (at the graduate level) and Internship (for PCMI or undergraduate students) is a course designed to provide teaching candidates with faculty support and mentoring as they teach abroad. The TESOL Internship requires that a teaching candidate secure a position teaching English in another country. (We are currently working on placements in Argentina, China, the Czech Republic, France, Korea, Spain, and Vietnam.) Candidates must have completed at least 12 credit hours of TESOL coursework on

campus prior to travel. While abroad, candidates submit weekly assignments online, including lesson plans, teaching reflections, and other papers as negotiated with the instructor based on the candidate's interests and the site placement. For practicum on campus, there are cross observations, lesson planning discussions, and other face-to-face communications. Our challenge is to use technology to make the international internships and practica as supportive for our candidates as the campus placements.

As a kind of capstone course, these internships/practica are intended to provide students with practical application of their coursework. Students on campus plan, teach, and assess their ESL classes in a safe environment where they can learn from their mistakes. While on site abroad, we need to find appropriate ways to encourage risk taking while maintaining teaching quality. Learning outcomes for an on-site international placement include various aspects of teacher development such as lesson planning and delivery, assessment, classroom management as well as aspects of cultural awareness. (e.g., How do schools in your target country differ from those in the US? How are the roles of teacher and student different? What are the benefits and drawbacks of being "the foreign English teacher" in your context?)

The ipads will allow the integration of technology in several ways. First, with "FaceTime", the EMU internship student can directly connect in real time to his or her classmates at EMU or in other countries to discuss the course in a meaningful way. Second, the ipad allows for teachers to videoconference between two classes of ESL students, so that a group of Vietnamese university students could see English presentations by a group of Chinese students, or Argentine students might interact with American students, bringing the world into the classroom. The ipad can be mirrored to a

projector or monitor, allowing two classes to see and interact with each other in real time (though time zones have to be considered). Free apps for the ipad allow the internship candidate to experiment with technology in the classroom as well, demonstrating grammar games or vocabulary activities, using video presentations, or accessing web sites anywhere in the world where they can get cell phone reception (thanks to Apple's new international 3G capability on the new Verizon LTE models).

Assessment for the course is built on portfolios that include lesson plans, academic reports, video observations, and samples of the candidate's testing and grading procedures as well as reflections on all aspects of their teaching experience. With the ipad, all of these documents can be uploaded to the cloud (icloud or dropbox) more easily than creating a web page, and accessed by the EMU faculty member or shared with the EMU campus. The ipad allows capture of text, images, audio, and video.

Project Outcomes

My belief is that this technology will benefit the teaching candidate, her classmates, her students, and EMU faculty. The benefit of having students in the field practicing teaching internationally can provide the connection between culture and pedagogy while working with students in the host country. The requested technology is expected to provide an educational safety net for our candidates as they explore the world

While the plan is to fully integrate the technology into our new international courses, there may be some bugs to work out. We are not sure how the technology will

work in every country, because international 3G is new. Also, though I have had little trouble mirroring the ipad 2 to my Optima projector, the Optima is HDMI, and I need to test the capacity of a variety of projectors/monitors with the new ipad. I project a time when every internship candidate will learn to use a tablet (of which the ipad is simply the most advanced at this time) for all of these teaching learning purposes, so that EMU Ypsilanti is connected with EMU Abroad in an ongoing manner.

With learner-centered uses of the technology, the primary difficulty with ipads is their expense. We cannot buy a class set of tablets. The next best thing is to have student teachers using tablets to help their students interact with their colleagues' students in real time. Experimenting with a pair of ipads will allow us to work out the kinks and develop support protocols to empower our international internship candidates to engage in learning wherever they may roam.

TESOL is an international field, but teaching candidates who are educated in the US may not have a sense of culture and context that prepares them for long-term teaching assignments abroad. Providing EMU TESOL students with the opportunity to gain international teaching experience as an integral part of their education will add to the scholarship of teaching and learning in our field. Moreover, as many of our students are seeking K-12 endorsement to teach in the state of Michigan, this educational opportunity will allow them to bring the world back to their own classrooms.

Assessment for the impact of this project include keeping a record of the number of EMU teaching candidates and the number of their students who benefit from the technology. The internship candidate and I will both write a report on the stages of adoption and the relative benefits of the technology here on campus. The project is

intended to continue for 2 years during the internship candidate's tenure in the Peace Corps, but because she will be taking classes in May, results will be shared immediately with Dr. Perren's Technology in the Foreign Language Classroom (FLAN 613) class in Summer session 1. We will submit an abstract to present our findings at the March 2013 TESOL International conference, the October Michigan state MITESOL conference, and during International Week on campus in November. I will apply to present at the campus SOTL conference, and although the student will still be abroad in Winter 2013, she may be able to work with a classmate to present at the Graduate Research Fair in March, using the ipad Facetime app.

This is an action research project that is part of an ongoing series of technology projects currently under way. I will be presenting a demonstration of English language learning apps with three graduate students at TESOL International in Philadelphia in March. We plan to submit an abstract to publish a volume on using apps in ESL teaching in a teacher development textbook series for TESOL International. (Abstracts are due May 1.) If funded, this project might be included as a chapter in that volume, or I may submit a second abstract based on the process of creating an international internship program.

Ipad 32 with Verizon LTE (\$729.00 x 2)	\$1458.00
HMI cords 2 x \$29.00	\$58.00
SDI card cord 2 x \$29.00	\$58.00
Utility Apps \$50.00 x 2	\$100.00
Total	\$1674.00

Table 1: Budget