

Resource use when searching for information online

Agency in the foreign language classroom

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Language teachers and ICTs in Sweden

1-1 investment

Pedagogical forces?

What is done in the language classroom with ICTs?

Aim and research questions

...” to study how some upper secondary students of Spanish choose to use different resources when faced with an information searching group task aimed at reading authentic web sites”.

- -What resources does the teacher express as important and what resources do the interacting students use?
- What is detectable concerning students’ agency as seen through their resource usage?
- What do the students and the teacher express about this way of working?

Background

- Design for Learning (DFL) and design in learning
- Information searching online – new reading

Background

- Design for learners, design in learning; agency
- Information searching online – new reading – difficult to scaffold (PISA, CEFR, Curriculum):

To be at a level B1 the students should be able to: “scan quickly through long and complex texts, locating relevant details”

Definition of terms

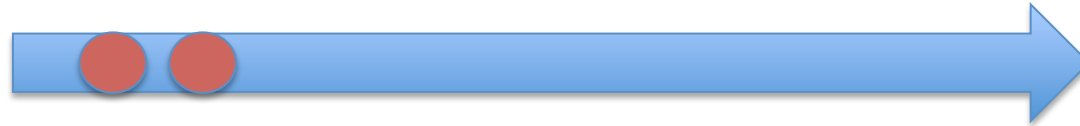
- Resource – tools - examples
- Student Agency (group, individual)

Student's task and data gathering

Teachers' conf.

Interviews

End products: individual
letter and group
presentation



Research
lesson

12 lessons

Purposeful sampling (Digital natives):

1-1 solution

6+ h.

Worked in separate group rooms

Shared group document on *Google Drive*

- Screen recordings
- Video
- Audio
- Prompted Interviews

“The conscious traveler”

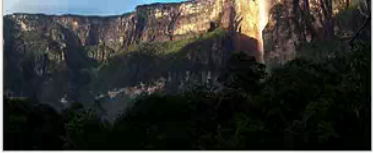
- To search among and read on websites in Spanish; select and learn about a specific country and some humanitarian rights issue in this (group)
- Oral class presentation (group)
- Obligatory titles (interesting sites, famous people, how to travel “green”, ...)(group)

Data collection, example

es.wikipedia.org/wiki/Salto_Ángel

Mest besökta Kom igång Facebook

- 日本語
- Basa Jawa
- ಕನ್ನಡ
- Қазақша
- ភាសាខ្មែរ
- 한국어
- Lietuvių
- Latviešu
- Македонски
- മലയാളം
- Bahasa Melayu
- Plattdüütsch
- Nederlands
- Norsk nynorsk
- Norsk bokmål
- Occitan
- ଓଡ଼ିଆ
- Polski
- پښتو
- Português
- Română
- Русский
- Scots
- Srpskohrvatski / српскохрватски
- Simple English
- Slovenčina
- Српски / srpski
- Basa Sunda
- Svenska
- தமிழ்
- ไทย
- Türkçe
- Українська
- اردو
- Қазақша




Vista del Salto Ángel cayendo del Auyantepuy.

llegar a la base del salto.

El Salto Ángel también es conocido erróneamente como *Churún-Merú* (cuando debería ser Kerepakupai Vená), nombre que corresponde en realidad a otra catarata que se encuentra en el mismo Tepuy, de unos 400 m de altura.

En Santa Elena de Uairén, Ciudad Guayana y Ciudad Bolívar hay operadores turísticos que realizan excursiones por tierra, agua y aire (en avioneta o helicóptero), para observar el Auyantepuy y sus numerosos saltos de agua. Las excursiones por tierra y agua se realizan desde el campamento Canaima y duran unas 13 horas.



Salto Ángel (Venezuela)

Geolocalización en un mapa de Venezuela


Coordenadas 5°58′03″N 62°32′08″O﻿ / ﻿5.9675°N 62.5356°O﻿ / 5.9675; -62.5356

Los viajes al Salto Ángel tienen lugar de junio a diciembre, cuando los ríos tienen la profundidad suficiente para soportar las curiaras de madera (canoas) utilizadas por los indígenas de etnia pemón. Durante la estación seca (de diciembre a marzo) hay menos caudal de agua que lo que se aprecia en algunas fotos. El escurridizo salto no puede ser visto en días nublados, por lo que los visitantes no tienen ninguna garantía de poder verlo en su plenitud.

En el cine [editar · editar código]

Este salto fue la inspiración (junto al Auyantepuy y demás Tepuis y sitios del Parque Nacional Canaima) de la ficticia selva en la película animada del año 2009 de Disney Pixar galardonada con dos premios Oscar, llamada *Up* (en español *Up: Una aventura de altura*), cuando se menciona que la casa debe ponerse en este lugar; que en la película es llamado «Paradise Falls» (en español «Salto Paraíso» o «Catarata Paraíso») en clara alusión o referencia al Salto Ángel.

Igualmente gran parte de los paisajes de la ficticia luna Pandora en la película de ciencia ficción del año 2009 *Avatar* de James Cameron (premiada con varios Óscar), fueron inspirados en el Salto Ángel, el Auyantepuy y en los paisajes del Parque Nacional Canaima en general.



Vista panorámica del Salto Ángel, por la mañana.

De la misma manera, en la película del año 1998 *Más allá de los sueños* (en inglés *What dreams may come*) protagonizada por Robin Williams (también ganadora de un Óscar), el Salto Ángel es explícitamente mencionado y mostrado en ella como un sitio único y espectacular, casi de fantasía; donde su protagonista (Robin Williams), ya muerto y estando en un hermoso y colorido «más allá» (que muy bien podría ser el «cielo»), salta desde su cima sin hacerse ningún daño.

Más información...

Methods for data analysis

MIA – mediated action – (use of resource) (Norris)

IAP – constructing parallel data

Time on resource + frequency

Interview transcriptions – themes

Data driven categories – some discarded

Some results – what did the teacher express as important but was not used?

- Time
- Teacher
- Choice
- Web site list (only very limited)
- Images, image banks
- (Other digital resources - Dictionary, paper, pen, eraser)

Some results: what do students express? (Gains)

- Authentic, hyperlinks, tabs, images, sound, speed, easy access, flexibility, code switching, individual responsibility, group as resource, efficient problem solving, choice and agency, solving task in spite of low level language
- Practise finding information, scan it, decipher it, connect + interpret it, assess its value (?), cooperate w. others, manage time and layout
- Gaining active collaborative authorship (?)

Results: what do they express? (Losses)

- Source quality? Content privileged over quality
- Work position
- Select/copy/paste; GT: less sense of learning
- Speed and presentation focus at the cost of process focus

Implications

Task construction: producer vs. Consumer (CEFR?)

Speed: Fast medium to do slow work

In stead of focus on the end result –

Scaffold through tasks where the process is the end result

Skilled teachers – pedagogues, designers

SL/FL

Thank you!

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Transcription - example

00: 19: 36	Lingro.com	Spa, En	E: Mhmm well that's <i>profound</i> What's <i>profound</i> ... Right, yeah you did talk about that...	Checks a word with 'Lingro'	Exchanges looks with I, then A, then looks down Turns to the researcher/ Talks to the researcher
00: 19: 59	Virtual classroom	Spa; backgroun d info in Swe, En	E: Well it would be good if we... but where is it ... THERE OK found it...	Finds document, scrolls down, up, clicks the teacher's link, called "países y enlaces"	Position 1
00: 20: 09	Teacher's web document with the different countries and their web addresses	Spa	(I,A: unable to hear) E: Yea, I think so.... If you say <i>fue</i> then it is <i>became</i> ... I: But <i>fue</i> is also <i>was</i> ... E: but <i>fue</i> is <i>more</i> it <i>happened</i> , since it is more like something sudden...	Scrolls down to 'Venezuela'	Looks at A, then I. Indicates <i>sudden</i> with her fingers
00: 21: 00				Scrolls down. Clicks a link in the middle of the document called 'ecoturismo'	Position 1