

Handbook of Research on Web 2.0 and Second Language Learning

Michael Thomas

Nagoya University of Commerce and Business, Japan

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Section I **Network Communities and Second Language Learning**

This section establishes a context for the collection, with a series of chapters touching on policy issues related to the successful use of Web 2.0 and the implications for establishing learning communities in the new environment. Further chapters explore the challenges posed by ubiquitous networks and online communities for teaching and learning in an environment that is based on the easy access of information.

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<i>Michael Vallance, Future University Hakodate, Japan</i>	
<i>Kay Vallance, Brynteg Comprehensive School, UK</i>	
<i>Masahiro Matsui, Toshiba TEC, Japan</i>	

This chapter introduces criteria for successful implementation of ICT-enabled tasks. It argues that integration of ICT is best supported by a pedagogy that facilitates experiential learning and a development of academic competencies. The context for demonstrating the importance of informed use of ICT is the “iPod therefore iWrite” research project where multiple-media content was developed by students in Japan and the United Kingdom.

Chapter II

Communicative Networking and Linguistic Mashups on Web 2.0	20
<i>Mark Pegrum, University of Western Australia, Australia</i>	

The chapter examines current and potential uses of Web 2.0 tools in language education. Web 2.0 is principally about social networking and community building, activities which, because of the textual nature of the Web, are very much dependent on the medium of language. As a result, Web 2.0 tools can

greatly enhance the teaching of language and literacy, particularly if educators operate within a broadly social constructivist pedagogical paradigm and are prepared to work with linguistic mashups, the fluid blends of languages, codes, and media typical of Web 2.0.

Chapter III

Output-Oriented Language Learning With Digital Media..... 42

Bernd Rüschoff, Universität Duisburg-Essen, Germany

This chapter discusses the principle of output orientation in language learning and considers the implications of using Web 2.0 tools in this context. It will also present an overview of a number of new pedagogical ideas indicating how the use of digital media can contribute both to the quality and quantity of learning materials. Based on Swain's output hypothesis, it will be argued that learners engaged in negotiating meaningful and comprehensible output are very much engaged in learning experiences which foster language learners' cognitive and linguistic growth by means of processes of reflective and collaborative learning.

Chapter IV

Infoxication 2.0..... 60

Elena Benito-Ruiz, Universidad Politécnica de Valencia, Spain

The chapter explains the issue of information overload, introducing the concept of "infoxication 2.0" as one of the main disadvantages in the use of Web 2.0 tools in the language learning and teaching process. The chapter claims that the barrage of Web 2.0 information and communication resources for language learning might become an obstacle in the cognitive processing of such resources. Thus, in order to deal with this problem, two kinds of solutions are identified, those based on time management and those based on Web 2.0 technology agents such as RSS readers and RSS mash-up tools.

Chapter V

The Role of Community Formation in Learning Processes..... 80

Margaret Rasulo, University of Naples L'Orientale, Italy

This chapter discusses the concept of online community and its development through the use of Computer Mediated Communication as part of the social software that makes up the architecture of Web 2.0 technologies. By providing a set of lenses to observe community members through their discourse behaviours, the chapter provides insight into the broader use of these technologies and their role in supporting learning processes through such practices as knowledge sharing, friendship building, community identity, and self representation in order to reduce the feeling of isolation that is often in the foreground when involved in online learning.

Chapter VI

Skype-Based Tandem Language Learning and Web 2.0..... 101

Tony Mullen, Tsuda College, Japan

Christine Appel, Universitat Oberta de Catalunya, Spain

Trevor Shanklin, San Diego State University, USA

This chapter analyzes the strengths and weaknesses of the Skype service as a tool for tandem language learning and presents a variety of ways in which its strengths can be enhanced and its weaknesses overcome by incorporating the exchange into a wider Web 2.0 environment, based on insights we have gained over the course of an ongoing study. Preliminary qualitative results are reported for two years of ongoing Skype-based tandem exchanges between Japanese students of English at Tsuda College, Tokyo, and American students of Japanese at San Diego State University. Finally, a prototype is presented for a new dedicated Web 2.0 environment designed to optimize the Skype tandem learning experience and to facilitate further research in the field.

Chapter VII

A Context-Based Approach to Web 2.0 and Language Education 119

Gary Motteram, University of Manchester, UK

Susan Brown, University of Manchester, UK

The chapter describes the introduction of social software into a master's level teacher education program at the University of Manchester, UK. It explores the potential roles that such social software play in the development of language skills and provides a rationale for why such software fits into the context-based approach that are espoused on the degree. The student perspective is represented via two case studies.

Chapter VIII

The Use of Communities in a Virtual Learning Environment..... 137

Lut Baten, K.U.Leuven, Belgium

Nicolas Bouckaert, K.U.Leuven, Belgium

Kan Yingli, K.U.Leuven, Belgium

A project with graduate students of Business English was set up to develop a learning environment in a Google community. Google and Web 2.0 applications were used to publish content in a student driven way. A qualitative results survey reports on the satisfaction of the Google community compared to Blackboard.

Chapter IX

Digital Natives, Learner Perceptions and the Use of ICT 156

George R. MacLean, Tsukuba University, Japan

James A. Elwood, Tsukuba University, Japan

Prezky (2001) posited the emergence of a new generation of “digital natives” fluent in the language of cyberspace and familiar with the tools of user-generated content. If correct, the existence of this group would necessitate a thorough reconsideration of pedagogy to meet their radically different learning needs, which dovetail with the nascent Web 2.0 and its communities of users. The study examined in this chapter addressed a series of questions about the implications of digital natives in Japan, and found contemporary users of technology to be in firm control of only a limited number of skills. Learner use and perception of technology appeared to be mediated by several variables: technological proficiency or the lack thereof, tradition, willingness to use technology (WUT), and gender. The research instruments utilized in this chapter were analyzed and found to be psychometrically adequate. It is argued that these

categories and scales will provide a useful resource for further attempts to understand the potential of Web 2.0 and the concept of the digital native in other educational traditions and contexts.

Section II

The Read/Write Web and Second Language Learning

This section provides a series of chapters examining social networking sites, podcasting, and blogging in more detail. All three areas help to define and clarify the shift from Web 1.0 (the read-only Web) to the second generation or read/write Web. Chapters examine such sites as Mixi in Japan and MySpace, as well as a number of prominent podcasting and blogging sites, and the challenges and opportunities they present to students and teachers.

Chapter X

Social Networking Behind Student Lines in Japan 181
Steve McCarty, Osaka Jogakuin College, Japan

Through the Japanese social networking service Mixi, the author opened up a supplementary online dimension with the potential to motivate EFL language learners from before admission to after graduation. With explanatory frameworks including Japanese socioculture and metaphors of lines in crossing cultures, this chapter shows how and why students responded in ways that were complex, in terms of peer group dynamics, yet indicative of enhanced integrative motivation toward the target language community. Authentic Web 2.0 CALL classroom activities are described along with Mixi functions that can be utilized to go behind student lines for educational purposes.

Chapter XI

Blogging for Self-Determination with L2 Learner Journals..... 202
Antonie Alm, University of Otago, New Zealand

This chapter discusses the use of language learner blogs with reference to self-determination theory. It argues that blogging needs to be modelled on real-life blogging practices in order to support the learner's need for autonomy. The chapter provides insights into L2 learners' perceptions of blogging and highlights the value of blog-based reflective writing for language learning.

Chapter XII

Using Mobile Technology and Podcasts to Teach Soft Skills 223
Revathi Viswanathan, ICFAI National College Chennai, India

The chapter introduces mobile technology and podcasts, the two Web 2.0 technological tools that enable ESL teachers to train students in Soft skills and Employability Skills. It discusses the procedure by which these tools could be effectively used in the classroom. By highlighting the research studies conducted in a tertiary level classroom using mobile technology and podcasts, it further shows the need for training students in communication skills for facing the corporate world with confidence.

Chapter XIII

Social Networking Sites and Critical Language Learning	237
<i>Andy Halvorsen, Nagoua University of Commerce & Business, Japan</i>	

This chapter explores the potential relationship between critical language learning and the use of social networking sites by second language learners. Through the examination of a case study in which Japanese university students made use of the MySpace social networking site, this chapter argues that the use of social networking sites by second language learners of English can have a beneficial impact on critical language learning. Particular attention is paid to the issues of identity formation online, learner autonomy, critical literacy, and empowerment as they relate to second language learners and their use of social networking sites.

Chapter XIV

Producing Cell Phone Video Diaries	259
<i>Nicolas Gromik, Tohoku University, Japan</i>	

Web 2.0 is concerned with making users the creator of online content. This chapter documents how advanced English as a Foreign Language (EFL) students created cell phone video diaries which were delivered over the Internet. It reflects on the development of this project and the implications for second language learning in a Web 2.0 context.

Chapter XV

The Use of Weblogs in Language Education.....	274
<i>Thomas Raith, The University of Education Heidelberg, Germany</i>	

The chapter discusses the question in how far Weblogs as a Web 2.0 tool have changed foreign language learning. It argues that through the Web 2.0, new genres have emerged which learners need new literacies for. The findings of a qualitative comparative case study in a German secondary school, between one student group with Weblogs and one with paper journals, imply that Weblog students write to a much higher degree to interact with an audience. This supports the assumption that Weblogs have created a new genre of social interaction in new communities of practice.

Chapter XVI

Blogging in Foreign Language Education.....	292
<i>Nat Carney, Kwansei Gakuin University, Japan</i>	

This chapter offers a detailed description and overview of the use of blogs in foreign language education. The chapter describes how blogs are an important communication hub on the Internet and are a useful tool for foreign language education that merit more thorough research. Through analysis of current research and the promise and concerns about blogging in foreign language education, the chapter suggests future trends and research areas.

Chapter XVII

Improving Learners' Speaking Skills with Podcasts..... 313

Pete Travis, ICT Consultant, UK

Fiona Joseph, ICT Consultant, UK

This chapter explores the role of podcasting to improve the speaking skills of advanced level English language students. Recent research in education has highlighted the transformational possibilities of Web 2.0 tools such as podcasting, especially with regard to user-generated content and mass participation. The authors will show that the creation of podcasts in an English Language Teaching context demands little in terms of technical expertise, and is a Web 2.0 tool that learners are eager to adopt as consumers of listening content.

Chapter XVIII

Mobile Technologies, Podcasting and Language Education 331

Volker Hegelheimer, Iowa State University, USA

Anne O'Bryan, Iowa State University, USA

The main point of this chapter is to discuss various areas of research relevant to the use of podcasting in language learning. In doing so, the authors first review the concepts of podcasts, address practicality issues, and outline how podcasts are currently being used for self study, test preparation, and as part of the intact classroom. The authors then suggest fruitful avenues for future research in terms of podcast content, interaction, and integration. They then conclude by highlighting possible research methodologies ideally suited to continue and deepen the principled investigation of podcasts in the area of language learning.

Chapter XIX

Podcasting as a Next Generation Teaching Resource..... 350

Jenny Ang Lu, National Taiwan Normal University, Taiwan

The chapter introduces podcasting, the distribution of audio content through the Internet. It claims that podcasting is a valuable resource in augmenting classroom instruction, especially language education in a foreign context. The chapter further proceeds to dissipate the prevailing misconception that creating and accessing podcasts is a daunting process.

Section III

Pedagogy 2.0 and Second Language Learning

The final section of the collection examines a broad range of themes related to the pedagogical implications of Web 2.0. Chapters focus on reading strategies in an online environment; developing an online corpus; the use of Web 2.0 for professional development; interactive whiteboard technology; mobile learning; course management systems; and social networking sites aimed specifically at language learners.

Chapter XX

The Pedagogical Implications of Web 2.0 367

Matthias Sturm, ICT Consultant, Canada

Trudy Kennell, ICT Consultant, Canada

Rob McBride, ICT Consultant, Canada

Mike Kelly, ICT Consultant, Canada

This chapter aims to bring perspectives rooted in educational theory to a domain too often dominated by the technological implications of its tools and argues that social constructivism is the pedagogical paradigm for learning and teaching facilitated by the next generation of Web technology. It reviews basic theoretical tenets and discusses their implications. Teachers and students who take full advantage of these emerging tools will participate in more dynamic, immediate, and communicative environments that provide opportunities for meaningful experiences through social constructivist learning.

Chapter XXI

Improving Online Readability in a Web 2.0 Context..... 385

John Paul Loucky, Seinan Jogakuin University, Japan

This chapter describes a task-based assessment (TBA) approach to teaching reading and writing online, and analyzes key factors emerging from results of implementing such a course with graduate Japanese engineering students in Tobata, Kitakyushu. It is hoped that this course can serve as a model of what can be done to enhance online EAP/ESP/ETP courses, as well as any other online reading or writing course being designed for speakers and readers of languages other than English. This chapter's goal is to summarize research that aimed to integrate some of the most useful Web sites for English language learning, into a user-friendly system for optimal online vocabulary development, which could also be self-monitored by students as well as tracked by teachers via a course management system.

Chapter XXII

Concordancing 2.0: On Custom-Made Corpora in the Classroom..... 411

Jarosław Krajka, Warsaw School of Social Psychology, Poland

The chapter introduces and explains some of the crucial notions of corpus linguistics in the Web 2.0 era. The philosophy of custom-made (or “do-it-yourself”) concordancing is elaborated upon, together with the reflection on the procedure of compiling a custom-made corpus and the discussion of freeware text analysis and the Web as a Corpus tool. It is hoped that given careful selection of relevant sources, the learning process will become significantly enhanced thanks to more authentic and relevant language data, promoting teacher autonomy and discovery-based procedures.

Chapter XXIII

Internet Technologies and Language Teacher Education 432

Darren Elliott, Nanzan University, Japan

This chapter looks at the ways in which teacher training and teacher development are taking place online. It seeks to address the ways in which teachers learn to teach and considers how “Web 2.0” applications

and other collaborative, interactive technologies may transform teacher education. The author concludes that, although the pace and nature of change does not appear to be uniform, there are indicators which suggest a need for further research into teacher cognition and digital technologies.

Chapter XXIV

Personal Learning Environments for Language Learning	451
<i>Sarah Guth, University of Padova, Italy</i>	

This chapter discusses the potential of social software and Web 2.0 tools to enhance language learning in a blended learning context. It describes an English as a Foreign Language course that introduces students to several Web 2.0 tools with the aim of helping them develop their own Personal Learning Environment. The chapter argues that accompanied with the right pedagogical approach, these tools transform learning by allowing students to engage in self-directed learning in a social context. Working together, students gain skills and resources that are transferable to their informal, lifelong language learning.

Chapter XXV

Mobile 2.0 and Mobile Language Learning	472
<i>Shudong Wang, Hiroshima Shudo University, Japan</i>	
<i>Neil Heffernan, Ehime University, Japan</i>	

This chapter introduces Mobile 2.0 applications, which essentially are applications that stem from Web 2.0 and are integrated with the unique features of mobile devices. The primary focus of the chapter is how these applications can be used for language learning purposes, while highlighting both the empirical and proposed usages of Mobile 2.0, including timely teaching feedback, real-time email alerts, registered or un-registered Mobile 2.0 sites, GPS for context aware learning, SMS integrated with instant messengers, foreign language acquisition through mobile blogs, SNS, games, and mobile search. The chapter aims to view mobile assisted language learning in the era of Web 2.0.

Chapter XXVI

The Pedagogical Potential of Interactive Whiteboards 2.0.....	491
<i>Euline Cutrim Schmid, University of Education Heidelberg, Germany</i>	

The first part of this chapter discusses the transformative potential of Interactive Whiteboards (IWB), by analyzing the opportunities of using this technology in conjunction with Web 2.0 tools to support constructivist practice in the language classroom. The second part draws upon research data and literature review results to examine the role played by teachers in the realization of this potential. A special focus has been placed on the various evolutionary stages that teachers go through as they integrate IWB technology into their teaching. The research data derives from a case study conducted with nine English teachers from a secondary school in German.

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Interactive Whiteboards in the Web 2.0 Classroom	506
<i>David Miller, Keele University, UK</i>	
<i>Derek Glover, Keele University, UK</i>	

In this chapter we explore the impact of new classroom technologies on the pedagogy of modern language teaching. The link to Web 2.0 is through the development of interactivity as teachers develop confidence in the technology and develop understanding so that there is a move from enhanced presentation, through strategies for motivation, to pedagogic change. As the technology becomes the spur to re-thinking of conceptual and cognitive development through interactivity there are signs that teachers explore links between interactive whiteboards and other learning and multimedia technologies.

Chapter XXVIII

Web 2.0 and CMS for Second Language Learning	526
<i>Samuel Holtzman, Nagoya University of Commerce & Business, Japan</i>	

This chapter introduces and explains the composition of Web 2.0 courseware management systems (CMS), and the functions and features that are relevant to second language written acquisition. These are powerful tools with embedded assumptions about teaching and learning. Therefore, special attention must be paid to the process of inclusion and the need to evaluate existing curricula to ensure instructors' pedagogy remains the central concept to classroom design and management.

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