Impact of Technology Infused Instruction on Project ACE (Accelerated Content-Based English) Students

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Impact of Technology Infused Instruction on Project ACE (Accelerated Content-Based English) Students
Students in English as a Second Language for Academic Purposes (EAP) programs benefit when language faculty collaborate with general education content-area faculty to develop curricular connections and facilitate student articulation into degree programs.
When students know their learning is meaningful, valuable and enjoyable, they persist.

Collaborative corpus-informed, content-based instruction can increase authenticity of input in language classes.
Participants of this workshop will become familiar with the concept of technology integration in a language-learning context.

Attendees will see the value of interdisciplinary collaboration when working with students. They will also be able to identify technological tools that can be useful for EAP students.
ACE stands for Accelerated Content-based English for Academic Purposes (EAP) at Miami Dade College.

Year 4 of $1.9 million dollar Title V grant from the US Department of Education.

Three activities:
- Create accelerated curriculum
- Infuse technology in the classroom
- Document outcomes
Help students with strong academic backgrounds to learn English for Academic Purposes (EAP) in an efficient and effective way

Increase retention and matriculation rates of EAP students

Enhance collaboration

Disseminate research findings and curricular practices to other campuses and colleges
Review of the Literature

- High level of literacy in Level 1 predicts ease of learning in Level 2.

- Programmatic isolation and unrelated coursework decrease motivation.

- Content-based instruction promotes efficient language learning.

- Immigration trends indicate need.
Student Profile

- There have been 526 ACE students from 2009-1 (inception) to current semester (Fall 2012)
- 69.9% of ACE students have been females.
- 42.7% of ACE students have been from Cuba.
- 76.7% of ACE students claim Spanish as their Native Language
Students by Gender

Project ACE - Fall 2012
Percentage of Students by Gender

Total number of Students = 103
Students by Nationality

Project ACE 2012-1 Percentage of Students by Nationality

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Percentage</th>
<th>Number</th>
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<tbody>
<tr>
<td>Cuban</td>
<td>42.7%</td>
<td>44</td>
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<tr>
<td>Haitian</td>
<td>15.5%</td>
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</tr>
<tr>
<td>Colombian</td>
<td>5.8%</td>
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</tr>
<tr>
<td>Nicaraguan</td>
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<td>2</td>
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<tr>
<td>Venezuelan</td>
<td>1.9%</td>
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<tr>
<td>Other</td>
<td>14.6%</td>
<td>15</td>
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</table>

Total Number of Students=103
Students by Native Language

Project ACE 2012-1 Percentage of Students by Native Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>76.7% (79)</td>
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<tr>
<td>Creole</td>
<td>16.5% (17)</td>
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<tr>
<td>Russian</td>
<td>1.9% (2)</td>
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<tr>
<td>Arabic</td>
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<tr>
<td>Bulgarian</td>
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<tr>
<td>French</td>
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<tr>
<td>Polish</td>
<td>1.0% (1)</td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1.0% (1)</td>
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</table>

Total Number of Students = 103
Infusing Technology

Infusion of Technology into Content-Based Learning Activities

Key Applications

Learning Object Repositories
ANGEL (Blackboard)
Corpus Repositories

Learning Communities

Assessment
A learning community is a group of two or more classes linked together so that the same students are enrolled for the same set of classes in conjunction with professors that have a special curriculum to address particular subject matters, topics and/or themes.
Advanced courses offered under the auspices of Project ACE form a learning community with two additional academic classes, a three credit psychology course required in all associate degrees at Miami Dade College, and a one-credit elective in library internet research.
The learning community allows ACE students to earn 4 credits toward their degree while receiving support for those classes from a 6 credit EAP course in reading and writing and a 6 credit course in speaking, listening, and grammar.
What is content-based instruction?
- Learning about something, while learning a language.

Why use content-based instruction?
- Language teaching and learning has no natural content.
- Research shows that learning through sustained content helps students by recycling vocabulary and ideas.
- Students are better able to expand on the content and negotiate meaning when the context is consistent.
Content-based instruction and EAP are natural partners.

Students are preparing for academic careers.

Teaching language through content gives students repeated exposure to academic topics and language.
Corpus-Informed

- What is corpus-informed instruction?
  - Teaching with authentic language selected from a large corpus
- Corpus = “body”
  - Written materials (textbook chapters, syllabi, handouts, web-sites)
  - Transcriptions of class discourse (lectures, questions, discussions)
- Corpus linguistics
  - Step 1: Using computers to analyze the “body of materials”
  - Step 2: Analyzing the results to see language frequency patterns
Corpus-Informed

- Why use corpus-based instruction?
- To design a syllabus based on word frequencies and student needs
- To create materials and activities based on real examples of language as it is used in different contexts
- To teach students to conduct their own investigations based on specific language needs, purposes, or problems
The course focuses on methods of accessing information resources available through the internet. Students will learn how to design effective search strategies, retrieve, evaluate and cite internet resources.
As graduates of Miami Dade College, students will be able to:

- Communicate effectively using listening, speaking, reading, and writing skills.
- Use quantitative analytical skills to evaluate and process numerical data.
- Solve problems using critical and creative thinking and scientific reasoning.
- **Formulate strategies to locate, evaluate, and apply information.**
- Demonstrate knowledge of diverse cultures, including global and historical perspectives.
10 Learning Outcomes

As graduates of Miami Dade College, students will be able to:

▸ Create strategies that can be used to fulfill personal, civic, and social responsibilities.

▸ Demonstrate knowledge of ethical thinking and its application to issues in society.

▸ Use computer and emerging technologies effectively.

▸ Demonstrate an appreciation for aesthetics and creative activities.

▸ Describe how natural systems function and recognize the impact of humans on the environment.
Library databases and reliable online resources:
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http://www.techsmith.com/jing.html
Tango

http://www.tango.me/
Learn English from the world around you.

http://voxy.com/
Center for Advanced Research on Language Acquisition

http://www.carla.umn.edu/index.html
COCA

Corpus of Contemporary American English

http://corpus.byu.edu/coca/x.asp?w=1152&h=720
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<tr>
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<th>language learning potential</th>
<th>learner fit</th>
<th>meaning focus</th>
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<th>positive impact</th>
<th>practicality</th>
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</tr>
</tbody>
</table>
Applying Technology

- STRATEGIES FOR STUDENTS
  - Relevance
  - Engagement
  - Feedback

- STRATEGIES FOR FACULTY
  - Assess
  - Evaluate
  - Collaborate
Questions