

Article Presentation

Jessica Hatfield

Concordia University

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For my article presentation, I wanted to find an article that combined linguistics and technology. I found an article about podcasting in an ELL classroom with 6th and 7th graders. Neufeld and Smythe state that scholars are asking for research on strategies that support ELL's literacy development in middle school (pg. 488), and this article specifically looks at how podcasting can assist educators when working with ELL students' literacy.

For the podcasting project, students wrote a story and then recorded themselves reading it in Garageband. The podcast would then be shared on the class website and possibly also shared with one of the elementary schools they were partnering with. The students would usually work together while recording. One student who was familiar with the software would help with the technology piece while the other student read the story and made the final decisions about sounds effects, pacing, etc. One of the researchers was observing two students working together on this. From her perspective, she saw many spelling and punctuation errors in the story, but she also saw the student fix those as they read the story. There are sound effects that students can use. This researcher watched the students working with the sound effects and noticed that the student was rewriting the story using paragraphs this time. He was organizing the story based on where it made sense to change the sound effects. Another student reported that they had changed the story over and over and over and over again to make it perfect before recording. They usually would not put that kind of time into a story, but since they were podcasting it out to everyone, they wanted to make sure it was perfect.

The podcast project did not turn out the way the researchers had hoped. They had hoped that the project would transform the view of teaching. While it did not transform the view of teaching, the project definitely enriched the classroom (Neufeld & Smith, pg. 495). I really thought that this article identified some great points that we have talked about during this class. It is so important for students to read and to be engaged in what they are reading. I liked that for this project, students wrote their own stories. The stories could be about whatever they wanted, and they got to add cool sound effects while recording. Students also had the opportunity to take pride in their stories when they were shared on the class website. You could tell by reading the article that students were really engaged in this lesson. I liked that students worked together on the project as well. It sounded as though students were helping each other through the project by encouraging a faster pace when reading or helping with organizing the story to make it more understandable. This lesson worked on so many skills. I would really like to try a version of this lesson with future ELL students. This would be a great way to get students excited about reading.

A discussion question for the group would be: How do you/would you use technology to increase the literacy development of your ELL students? What benefits does technology add?

Bibliography

Smythe, S., & Neufeld, P. (2010). "Podcast Time": Negotiating Digital Literacies and Communities of Learning in a Middle Years ELL Classroom. *Journal of Adolescent & Adult Literacy, March*, 488-496.