

Student Name

Annotated Bibliography

1. Clausen, J. M. (2007). Beginning teachers' technology use: First-year teacher development and the institutional context's affect on new teachers' instructional technology use with students. *Journal of Research on Technology in Education (International Society for Technology in Education)*, 39(3), 245-261.

This research study focuses on new teachers' use of technology in the classroom and how the institutional situation affects this technology use and is aimed at informing researchers and administrators in the field. Findings in this case study, which took place over an entire school year, emphasize the critical role an institution plays in how and how much new teachers use technology in their classrooms. Opportunities to meet with other teachers who use technology effectively were also found to be important in shaping a new teacher's use of technology in the classroom.

The author, an assistant professor at Ball State University, has a research interest in teacher development and technology integration in the classroom. This article is cited often in the field and will be useful in providing evidence to the as to the importance of utilizing technology in the classroom. It may provide support for developing an effective teacher professional development program in the utilization of technology for ESL teachers.

2. Dunn, K. E., & Rakes, G. C. (2010). Producing caring qualified teachers: An exploration of the influence of pre-service teacher concerns on learner-centeredness. *Teaching & Teacher Education*, 26(3), 516-521.

The study investigates the relationship of the attitudes of pre-service teachers towards learner-centered instruction and their concerns about how teaching in a learner-centered way affects the students through the use of questionnaires. The findings indicate that as pre-service teachers became more aware of learner centeredness, they also became more concerned with the effect that teaching with a focus on the learner has on students. The researchers indicate that this is a promising finding in that it has implications for teacher training programs to produce teachers who are more concerned about the effects of their teaching practices on students by facilitating the development of learner-centered teachers.

The researchers, professors at the Universities of Arkansas and Tennessee, employed a correlational research design to examine results of a Teacher Beliefs Survey and found the results through the analysis of 188 returned questionnaires from teacher education students. The findings of this study have implications in the development of teacher training resources at to introduce ESL teachers to online instructional technologies. When developing teacher training resources, it is important to focus on how these technologies impact students, which was discussed in this study, in order to be effective as well as to get teacher buy-in. ESL teachers at are generally learner-centered and very concerned with the well-being of their students and thus need to be assured that any technologies incorporated into the classrooms are done so with a focus on learner-centeredness.

3. Egbert, J., Herman, D., & Lee, H. (2015). Flipped instruction in English language teacher education: A design-based study in a complex, open-ended learning environment. *TESL-EJ*, 19(2), 1-23.

This research study explores the process and success of flipping an ESL teacher education course through conducting design-based research. The author states that her purpose for the study is to fill a gap in the literature by developing a set of design principles for a teacher education course offered in a flipped class style while looking at how students react to the change in instructional design and also how the students perceive the implementation of a flipped classroom. The audience of this paper is both ESL administrators and practitioners particularly those involved with ESL teacher-training.

The author is a Professor of ESL and Education Technology at Washington State University, Pullman. The study uses both numerical and self-reporting measures although the author does not provide statistical analysis of the data. Instead, the data is presented through narrative. Having statistical measurements would have been beneficial in presenting the findings. However, the study is still useful and provides evidence that flipping a class such as an ESL teacher education course is an effective way of conveying information. However, the authors point out that it must be done with care to address issues such as technical difficulties and providing clear instructional goals so that teachers and students don't get frustrated. The research presented is practical and useful in addressing issues related specifically to effectively utilizing online content in the classroom, something which both the teachers and students must have the tools to deal with successfully. Understanding how

teachers may react to and perceive the implementation of online technologies in their classes is critical and any implementation must be done with careful consideration of the backgrounds and beliefs of students and teachers.

4. Graff, M. (2003). Cognitive style and attitudes towards using online learning and assessment methods. *Electronic Journal of e-Learning*, 1(1), 21-28.

The research study investigated attitudes of students towards online learning methods in three areas, online literature search, online discussion, and online assessment. The study also sought to find relationships between cognitive style and online learning and assessment. The study found that none of the areas investigated correlated significantly with attitudes of learners. However, there was a correlation between cognitive style and some of the areas of investigation. In addition, the study found that because students were more used to face-to-face interactions, it took them a while to get used to holding discussions online. However, a benefit of online discussions was that all students were encouraged to participate.

The author is a Professor at the School of Humanities and Social Sciences at the University of Glamorgan. The audience of this often cited study is researchers and practitioners in the field. Although the study found that attitudes towards online learning were not related to performance on the methods studied, the relationship of cognitive style to online learning method is of interest and may help provide guidance for incorporating online components into ESL courses. In addition, the insight into practical applications and implementation of online discussions and other techniques that the study outlined may prove useful in introducing teachers to the benefits that certain online learning technologies may bring.

5. Hedayati, M., & Foomani, E. M. (2015). Learning style and task performance in synchronous computer-mediated communication: A case study of Iranian EFL learners. *Journal of Educational Technology & Society*, 18(4), 344-356.

This research study examined whether an EFL learners' learning style impacted their task performance on computer-mediated communication. The researchers grouped participants into eight groups with four dimensions of learning styles and found that reflective and visual learners produced more advanced grammatical and lexical structures than the other groups produced. These findings suggest that when developing classes focused around computer mediated communication, developers and teachers must take student learning styles into consideration and should not expect all students to perform equally on such tasks.

The researchers, faculty of foreign languages at the University of Tehran, utilized a learning style questionnaire and an online chat tool to gather their research from 60 advanced-level Iranian EFL learners. When analyzing the data, they looked specifically at grammatical and lexical structures of the various groups. These findings are a useful reminder that developing online materials must be done so with a focus on student learning styles. This information is useful in addressing ESL teacher concerns by stressing the importance providing additional means of relaying content, such as through incorporating online technologies, to address students of varying learning styles. Adding online technologies to tradition teaching methods will potentially allow more students to thrive in their ESL classes.

6. Hong, K. S., Chai, M. L., Tan, K. W., Hasbee, U., & Ting, L. N. (2014). ESL teachers' computer self-efficacy, attitudes toward computer and classroom computer use. *Pertanika Journal of Social Sciences & Humanities*, 22(2), 369-385.

The study incorporates a qualitative survey method to investigate the computer self-efficacy, attitudes towards computers, and classroom computer use among ESL teachers in Malaysia. It also looks at gender differences amongst ESL teachers in relation to computer use. This audience of this paper is school administrators and policy makers who design computer training courses for teachers to promote computer use and confidence. The study finds that ESL teachers in general have a moderate level of self-efficacy and attitudes towards computer use in the classroom. It also finds that there is no significant difference between genders in the area of attitude towards computers in the classroom, but there is a significant difference in computer self-efficacy. In addition, the author found a positive relationship between self-efficacy as well as attitude towards computers and classroom computer use, thus implying that as these variables increase, teachers will be more likely to incorporate computer use into the class.

The authors are faculty members in the Department of Cognitive Sciences and Human Development at the University of Malaysia Sarawak. This study provides insight into how teacher attitudes towards computers relates to usage in the classroom and emphasizes the importance of designing courses that not only promote student learning, but enhance teacher confidence. This is very pertinent and addresses reasons for and possible solutions to teacher reluctance to incorporating online technologies in their ESL classrooms.

7. Hoskins, S. L., & Van Hooff, J. C. (2005). Motivation and ability: Which students use online learning and what influence does it have on their achievement? *British Journal of Educational Technology*, 36(2), 177-192.

This commonly cited study investigates what type of students use Web-based learning technologies and whether or not this utilization influences their academic achievement. 110 undergraduates pursuing a psychology degree at the University of Portsmouth were studied in an effort to determine what factors, including age, ability, and gender, affected use of online learning strategies. The researchers found that age was a factor in the amount of Web-based learning strategies used, with older students using more Web tools. In addition, students who posted messages on an online bulletin board proved to be higher achievers than those not posting or only passively posting on the bulletin boards. The audience for the study is researchers of online methodologies as well as course designers and teachers.

The authors, researchers from the University of Portsmouth, utilize a social cognitive approach to investigating online learning. Their findings are contrary to other studies in the field, particularly in their finding that older students utilized more web-technologies. However, this may be explained by what “older” meant. In this study, it was older undergraduate students, while in other studies cited by the authors it was participants over 75 years of age. This study is interesting in that it discusses aspects of constructivism to explain the findings related to learner cognitive function and the social nature of learning. This study may be beneficial in addressing teacher concerns about the usefulness of employing online technologies, stressing the importance of providing various methods of input for students to engage in the material, online being one of these methods. Another factor which might

address teacher concerns is the ability to appeal to a greater range of student personalities and learning styles through the use of online technologies.

8. Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, 40(1), 183-210. doi:10.2307/40264516

This frequently cited paper takes an in-depth historical view of computer-assisted language learning (CALL) and the issues impacting the incorporation of technology in the classroom. The author also synthesizes research findings from the area of CALL and offers implications for teaching and research going forward. The author states that teachers are the major factor that goes into providing a successful technology-integrated classroom. The technology alone does not produce effective instruction but rather it is how that technology is used by the teacher in the classroom that determines successful integration.

The author, an associate professor at UC Berkeley, has a research interest in the interaction between language and technology. The author makes the assertion that CALL is not a method of language teaching by itself but that it can be integrated into many different pedagogical approaches to teaching language. This insight, as well as the assertion that teachers are the key to a successful classroom, may help allay fears that some teachers have that incorporating online technologies may somehow be seen as taking precedence over the benefits that an experienced teacher brings to the classroom. It will help to reinforce that technology is not a replacement for an experienced teacher but a means to enhance the classroom experience of their students.

9. Kim, M., & Lee, H. (2010). Linguistic and nonlinguistic factors determining proficiency of

English as a foreign language: A cross-country analysis. *Applied Economics*, 42(16-18), 2347-2364. <http://www.tandfonline.com/doi/abs/10.1080/00036840701857960>

This article utilizes econometric techniques to investigate the factors that influence English language proficiency in 60 non-English speaking countries. The researchers utilize TOEFL test scores as a means of assessing language ability and correlated those scores across a wide array of linguistic and non-linguistic variables. The results found a positive correlation between test scores within a given country and certain linguistic variables (language similarity, word order) as well as non-linguistic variables (GDP, number of internet users). The results offer interesting insight into a wide variety of variables that may impact the English proficiency of second language learners from a numerous countries around the world.

The authors are researchers from Hanyang and Kangwon Universities in South Korea and base their research off of previous research by Marcellus Snow (1998). This may provide insight into the strengths and weaknesses of students from various countries in learning English as a second language. It also has implications in how the use of technology may be introduced into the ESL classroom and how that might impact students from various countries differently. Through looking at variables investigated by the study such as number of internet users, implications can be made as to which students may be more comfortable with the use of online learning technologies. In addition, this study may provide information that will resonate with teachers and encourage them to be open to incorporating the use of technology in their classrooms.

10. Lam, Y. (2000). Technophilia vs. technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms. *Canadian Modern Language*

Review, 56(3), 389-420.

This study, which was geared toward institutional administrators, investigated the reasons why second language teachers choose to use technology in their teaching as well as what factors influence their decision whether or not to use computers as part of their teaching. The author found that the main reason for teachers to choose whether to incorporate computer use into their teaching or not was not based on fear of computer use, which is a common perception, but was based on personal conviction as to the benefits to their students of using computers in the classroom. The author notes that teachers would be willing to use technology more if they felt it would be beneficial to their students.

The author was a PhD student at the University of Toronto whose research interests include the use of the Web and other multimedia technology in second-language teaching. This study is cited often in the field and provides interesting insight into the second language teachers' point of view about technology use, something that is often not investigated in such studies. One limitation of this study is the small sample size. However, the study provides insight into how important it is to get teacher buy-in when introducing technology to the language classroom. It is not enough to simply provide equipment and train teachers to use the technology. Instead, teachers must be convinced of the benefits of the technology to their students, such as providing motivation or utilizing a different mode of presenting content.

11. Mouza, C. (2002). Learning to teach with new technology: Implications for professional development. *Journal of Research on Technology in Education (International Society for Technology in Education)*, 35(2), 272-289.

This research study examines the effectiveness of a five-year project, the Eiffel Project, funded by the US Department of Education through Teachers College, Columbia University. The researcher investigated fifteen teachers who had gone through the Eiffel professional development program. She found that the program was an effective tool in helping teachers improve their technological skills as well as to become more mindful of new technology-based teaching strategies. In addition, she points out that several factors led to greater teacher efficacy and technology use within a school environment. These included administrative support, student need, teacher collaboration, and technological resources. The audience for this study is school administrators desiring to develop teacher development programs aimed at encouraging use of technology in the classroom.

The author, an adjunct assistant professor at Teachers College, Columbia University, used an interpretive case study design to conduct the study through observation, interviews, and document analysis. One limitation of the study is that only a small number of K-12 teachers were investigated over a short period of time. However, the findings provide insight into what factors encourage teachers to utilize more technology in their classrooms. Through better understanding what factors play a role in teacher desire to utilize technology in the classroom, this article may be able to provide useful information for creating an effective teacher development program.

12. Tai, Y. (2012). Contextualizing a MALL: Practice design and evaluation. *Educational Technology & Society*, 15(2), 220-230.

This study investigates the viability of utilizing easily-available mobile devices to create mobile assisted language learning (MALL) practice for EFL students. The researcher

provided 35 sixth-grade students mobile devices on which to learn English lessons. The results of the research showed that utilizing MALL practice improved student language ability significantly and also increased their attitudes towards language learning. In addition, the author proposes three major MALL designs which are affordable for a language teacher to utilize in the development of authentic materials for their students. The study is geared towards language teachers but is also relevant to school administrators who are looking for economically viable means of implementing online learning technologies in their classes.

The author, a professor at National Taipei University of Education, is interested in providing affordable means for teachers to utilize online and mobile technologies in the language classroom. Although the sample size of the students participating in the study is relatively small, the findings show that mobile learning is a viable means of engaging students and teaching language. The findings will be useful in addressing teacher concerns about the usefulness of on-line technologies in learning language. In addition, the paper also addresses teacher concerns that mobile or online technology is too expensive or requires too much technical skill to develop and incorporate into classes.

13. Warschauer, M. (1998). Online learning in sociocultural context. *Anthropology & Education Quarterly*, 29(1), 68-88.

This ethnographic study investigates the sociocultural factors that helped develop an ESL writing course at a college in Hawaii. The researcher followed 12 ESL students through a semester-long advanced ESL writing course. The course met four times a week, twice in a computer lab and twice in a classroom. As a result of his investigation, the author argues that in order for online learning to successfully occur, the teacher and the students must have

some amount of critical awareness of the sociocultural impacts on the learning environment. He went on to note that although the students were excited about working with computers at the beginning of the class, as the semester progressed, students became frustrated at the number of assignments, many of which seemed unrelated to the writing process. Thus, the researcher argues that in order to implement a successful online component into a class, the online components must not be implemented in a restrictive, teacher-centered manner, but must be student focused and take into account students' sociocultural factors.

The author, at the time a researcher at the University of Hawaii at Manoa, focuses his paper towards researchers as well as practitioners in the field of ESL education. Through weekly meetings, interviews, review of all online communications, etc. the author was able to get a good understanding of the process of implementing online components into an on-ground course. One drawback of the study is that he only investigated one class taught by one teacher. In addition, the researcher notes that he was a biased observer, entering this study with preconceived ideas about online learning. However, regardless of these flaws, this paper is well cited by other researchers and provides important insight into creating online learning opportunities for ESL students.

14. Watson-Gegeo, K. A. (1988). Ethnography in ESL: Defining the essentials. *TESOL Quarterly*, 22(4), 575-592. doi:10.2307/3587257

This influential paper takes a historical look at ethnographic research in the area of ESL and sets out to define what ethnography is and identify what utilizing ethnographic research methodologies can provide to the field of ESL. Through her review of research in the field and through her own experience conducting ethnographic studies, the author lays out

principles of what quality ethnographic work in the area of ESL should include. She argues that the use of ethnographic studies in the area of ESL research is promising to both researchers as well as teachers in the field. In addition, she states that ethnographic techniques can be applied to teacher training endeavors for administrators as well as to classroom utilization by teachers.

The author, an anthropologist and sociolinguist, is an associate professor in the Department of ESL at the University of Hawaii at Manoa and is an experienced ethnographic researcher on first and second language learning. This paper has become very influential in the area of ESL research and is extremely well cited. The principles outlined and the examples provided will prove helpful in determining the underlying drivers of why teachers at UC Irvine's ESL program are hesitant to utilize online technologies in their classes. It is possible that through conducting an ethnographic study such as is outlined in this paper underlying causes may appear which help to shed light on the problem.

15. Wu, J., & Liu, W. (2013). An empirical investigation of the critical factors affecting students' satisfaction in EFL blended learning. *Journal of Language Teaching and Research*, 4(1), 176-185.

This research paper examines the level of satisfaction of English as a Foreign Language (EFL) students in blended learning courses and seeks to identify what factors affect this satisfaction. The research found that students expressed positive attitudes towards blended learning opportunities in their EFL classes. In addition, the authors found that many factors led to student satisfaction such as the learning climate, perceived usefulness, and social interaction.

The paper is addressed to teachers and administrators and makes several suggestions for successfully implementing blended learning classes in an EFL environment.

The researchers, a professor and graduate student at Dalian University of Technology in China, are interested in the areas of ESL and computer assisted language learning. For this paper, they utilized an SPSS analysis of questionnaire results of EFL students at Dalian University. Although the research focused exclusively on one set of students, the results are applicable many ESL situations. This study will be helpful in addressing concerns that some ESL teachers may have regarding the practicality of utilizing online technologies in the ESL classroom and will give valuable insight into what factors might determine teacher and student satisfaction with implementing such a methodology.