

DIGITAL TOOLS FOR EAP

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Skills Gap: EAP class vs. Students' Reality

- Academic skills being taught alongside EAP reading and listening: text annotation, note-taking, note-making
- In many EAP courses these skills are taught “analog” → on pen and paper
- However, much academic reading and note-taking/making is now performed digitally: laptops, iPads, e-readers
 - ▶ Academic journal articles
 - ▶ Electronic textbooks
 - ▶ Professors' lecture notes (.pdf or .ppt)
 - ▶ Pirated textbooks

Skills Gap: EAP class vs. Students' Reality

- **Result: Skills taught in EAP classes are not getting transferred to the classroom**
 - ▶ **Students don't make the connection between EAP class and their academic reality**
 - ▶ **Unsure of how to transfer the skills they've learned**
 - ▶ **Lack of practice in the digital application of these skills means they perform them ineffectively or revert to old habits**
 - **I've seen this in my own classes!**

Closing the Skills Gap

- **For the most relevant EAP course content:**
- **Present both analog AND digital versions of essential academic skills for reading and listening**
 - ▶ **Multiple literacies needs accompanying multiple skills**
- **Allow students ample practice time in both**
- **Include both skill sets in assessments**

Today's Presentation

- **Today I'm not speaking about changing the skills you teach, but how they are taught, carried out and practised**
- **Software and Apps for performing these skills on different devices and platforms**
- **Ideas for how to use these in the classroom**

Annotation

- **“Marking up” a text**
 - **Highlighting or underlining key words or passages**
 - **Marginal notes**
 - **Short paraphrases or summaries of key paragraphs**
 - **Identifying examples of concepts**
 - **Marking of puzzling passages or vocabulary using symbols**
 - **Enumeration of steps in a process**
 - **ETC.**
-
- **Simpson, M., & Nist, S. L. (1990). Textbook Annotation: An Effective and Efficient Study Strategy for College Students. *Journal of Reading*, 34(2), 122–29.**

Chapter 5 Inequality Among Nations: Perspectives on Development

How many does he give?

INTRODUCTION

Human history is long; individual lives are short. The Second World War (1939–45) truly ended only when the Berlin Wall fell in 1989 and the Soviet Union collapsed two years later. The period up to the final end of the war and of the partition of Europe was a short time in human history, but it was the majority of the lifetime of those who lived through it.

When we think of **development**, we must think in terms of the time span of human history rather than that of individual lives. Not that much has changed in the economic-development rankings of nations since I was born in 1944. The countries that were more “developed” in the 1940s are by and large the ones that are more “developed” now. Only a few countries, such as South Korea and Taiwan, have moved “up” from low to middle levels, and only a few, such as Argentina and the countries of eastern Europe, have moved “down” from middle to somewhat lower levels. Japan was already the sixth-largest industrial economy, a strength reflected in its sustained military challenge to the United States during the Second World War.

Economic development is usually portrayed as involving anonymous processes and inevitable movement in one direction. “Urbanization,” “industrialization,” “technological progress,” “rising standards of living”—all imply unstoppable processes. Are there human decision-makers behind these changes, or are we captives of nonhuman forces?

I will argue in this chapter that the anonymous phrases connected with development hide the major actors of the past two centuries: business in its pursuit of profits, and the most powerful states. Since the Second World War, supranational agencies and associations closely connected to business, such as the International Monetary Fund (IMF), the International Bank for Reconstruction and Development (IBRD), also known as the World Bank, the G-7, and the European Union (EU), emerged as a third set of actors to take centre stage. As communications technologies evolved, corporations could move around more, as if location did not matter. States were less mobile, tied as they were to political territories and to gaining political legitimacy from immobile labour—that is, the citizens of a country. But the most powerful states could extend their influence over weaker states by formal colonization, the older means, or, more recently, by exercising influence over supranational agencies and nationally controlled transnational corporations, by

using diplomacy or applying trade and investment sanctions, or by virtue of the sheer fact of their superior military strength. The world's sole remaining superpower, the United States, has exercised considerable influence over other countries, largely by the newer means.

Much of the motivation for changing the world's economy derives from periodic crises of profitability for the major businesses and corporations. These crises have affected the location of economic development. In the early phases of industrialization (1760–1960), modern industry and infrastructure developed in a few countries that were to become the advanced capitalist economies. Increasingly, profits were made by continuously expanding production and consumption in the economically advanced countries. The leading businesses and the states in which they were located saw the rest of the world as a source of cheap raw materials and as a captive market for their products. Colonization of much of the world ensured that businesses in the economically advanced countries held monopoly positions over the resources and markets of the colonies. For the most part, little interest was shown in locating manufacturing or services in the colonies.

From the late 1960s, capitalist strategy changed. In the few developed countries, wage-earners had gained increased economic and political power. Democratic electorates demanded that generous social services be provided and that businesses be regulated to serve the interests of the wider community. These political gains led to one of capitalism's periodic profitability crises. In response, the new corporate strategy was to escape the “pay explosion” in the rich countries and restore profit rates by shifting production to some of the poor countries (Arrighi, 1993).

Early capitalists reaped high profits by exploiting workers. Later, leading transnationals, such as Reebok, General Electric, and McDonald's, copied their predecessors. Some hired young women at subsistence wages, especially in Asia, because they expected them to be docile. The Philippines' export processing zones (EPZs) were typical. Young women slept in shifts in the factory (in bunks stacked in fives), worked throughout most of their nonsleeping hours, and shared two bathrooms among 150 people. The women were treated like machines, but in the Philippines' hot climate they enjoyed no air conditioning—in the semiconductor industry, air conditioning is reserved for the upkeep of real machines (Angeles, 1993).

Q:
How did US gain such power?

1st growth in West → exploitation of south materials; 2 market

labour demands in West
∴
move factories

cheap, “docile” workforce

Example of Text Annotation

(Source: eXcel Course Pack, St. Francis Xavier University)

Look at change over long span – not lifetime

3 major actors

supra v. super?

*

* \$ = power

influence over business → New form of colonization

Digital Text Annotation: PDF

- **Essential Tool: PDF Reader, on laptops or iPads**
- **Challenges : Some PDF Readers don't support annotation**
- **Solution (all free): [Adobe X Reader](#); [Foxit Reader](#) ; [Skim](#) (Mac); **Preview** (Built-in on Mac)**

Useful Features of PDF Readers for Annotation

- **Highlight or underline text**
- **Draw freeform shapes**
- **Notes/comments can be inserted**
- **Text of notes/comments fully searchable**
- **Spell checker plugin for any entered text**
- **Foxit Reader and Skim allow compilation and manipulation of user-entered comments**

chinese students lit review.pdf - Foxit Reader

File Edit View Tools **Comments** Forms Help

- Note
- Highlight Text
- Underline Text
- Strikeout Text
- Squiggly Text
- Replace Text
- Insert Text
- Drawing
- Measure
- Typewriter
- Attach a File on Page
- Export Comments Data
- Import Comments Data ...
- Summarize Comments
- Hide All Comments Ctrl+Shift+8
- Show All Comments Ctrl+8

process.

Literature Review

▶ important part of undertaking research for a higher
▶ the literature can serve numerous functions. It can
▶ ground or rationale for the study ... a demonstration of
is related to the study ... and a framework for view-
1988, p. 46). An LR also helps to avoid repetition and
▶ dens a researcher's perspective on the research, nar-
d formulates and clarifies questions that need further
There is considerable disciplinary variation in LR
Even in one discipline, the criteria used to evaluate
ffer slightly from researcher to researcher (Boote &
ell, 2006). However, there is agreement that an LR is
not just a summary of previous work, but a synthesis or a critical evaluation
of relevant research organized around and related directly to the guiding
concept of a specific thesis or research question (Gall, Borg, & Gall, 1996).

Graduate students are also found to hold varied perceptions of an LR: list,
search, survey, vehicle for learning, research facilitator, and report (Bruce,
1994). Although often viewed as boring (Swales & Feak, 2000), it is one of the
most difficult tasks encountered by graduate students in the process of
writing theses or dissertations (Melov, 2002). However, research on LR writ-

chinese students lit review.pdf * - Foxit Reader

File Edit View Tools Comments Forms Help

used in the composing process.

Insights from the Literature

Writing a Literature Review

Writing an LR is an important part of undertaking research for a higher degree. A review of the literature can serve numerous functions. It can "provide the ... background or rationale for the study ... a demonstration of how previous research is related to the study ... and a framework for viewing the study" (Brown, 1988, p. 46). An LR also helps to avoid repetition and unnecessary work, broadens a researcher's perspective on the research, narrows down the topic, and formulates and clarifies questions that need further inquiry (Railey, 1997). There is considerable disciplinary variation in LR writing (Hyland, 1999). Even in one discipline, the criteria used to evaluate the quality of an LR differ slightly from researcher to researcher (Boote & Beile, 2005, 2006; Maxwell, 2006). However, there is agreement that an LR is not just a summary of previous work, but a synthesis or a critical evaluation of relevant research organized around and related directly to the guiding concept of a specific thesis or research question (Gall, Borg, & Gall, 1996).

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Very interesting point



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Note 10/10/12 12:08:33
CTE Options -
Key vocabulary from paragraph 1:
literature review
rationale
dissertation

Automatic Compilation of Comments

Performing a lit review

Page: 2

Page: 2 Author: CTE Subject: Note Date: 2012-10-10 12:09:17-04

Key vocabulary from paragraph 1:

literature review

rationale

dissertation

Page: 2 Author: CTE Subject: Note Date: 2012-10-10 12:10:40-04

Key vocabulary from paragraph 2:

studies

composing processes

structural

Page: 3

Page: 3 Author: CTE Subject: Note Date: 2012-10-10 12:11:10-04

Key vocabulary paragraph 3:

linguistic problems

cultural obstacle

language proficiency

PDF Annotation on iPad

- iPad allows for “handwritten” notes in addition to type-written notes
 - ▶ Finger or stylus; More intuitive transition to digital annotation

Challenge:

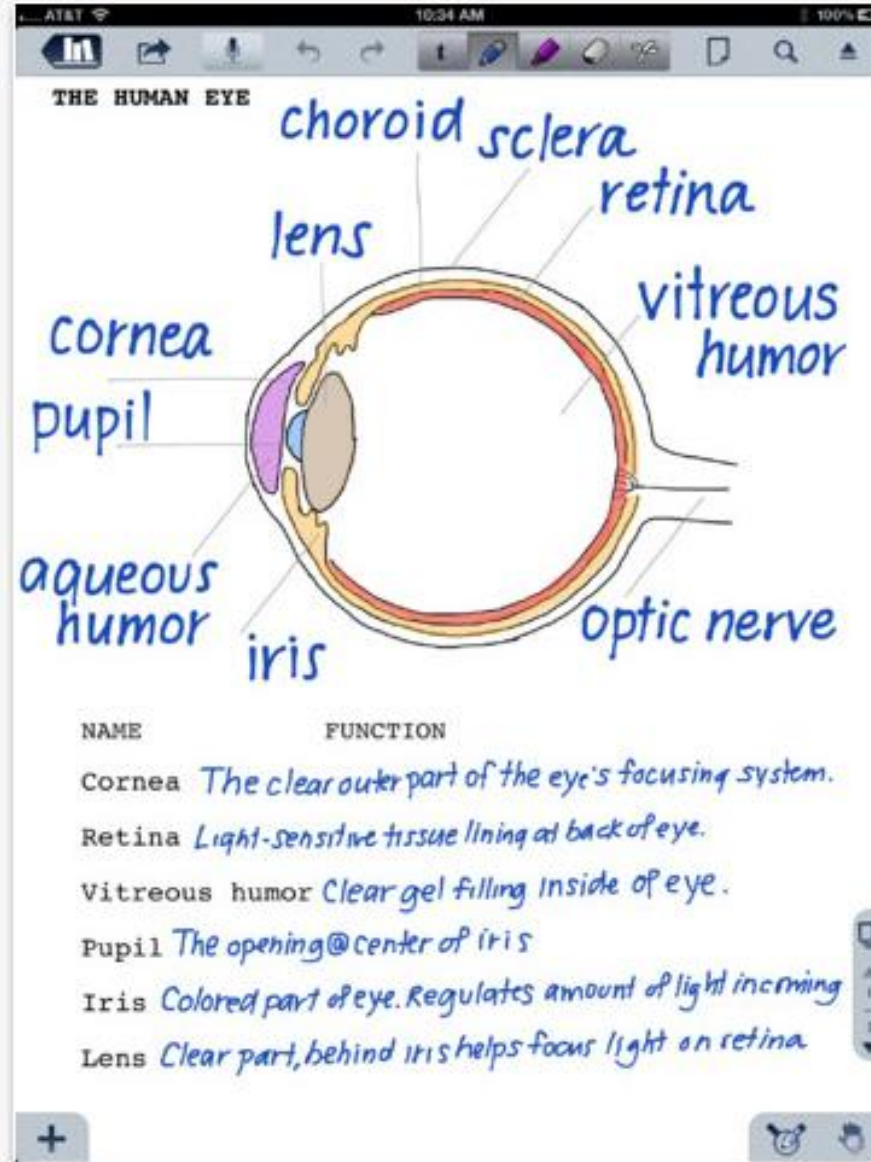
Not all PDF readers for the iPad allow handwritten notes

Not all handwriting apps allow for PDF annotation

Digital Annotation on the iPad

- All these apps are available in the iTunes store (varying prices):
 - ▶ Remarks
 - ▶ Notability
 - ▶ Pen for iPad
 - ▶ Pen and Paper
 - ▶ GoodNotes
 - ▶ NoteTaker HD

iPad Screenshots



Annotation on E-Readers

- **Most newer e-reading devices (Kindle, Kobo, Sony, etc.) have some sort of annotation tool built-in**

Digital Annotation: HTML/Web

- **Some readings are delivered in HTML format or are web-based**
- **How to annotate a web page without copying/pasting it elsewhere or printing it out?**

Annotating Web Pages

● Scribble

- ▶ Annotate web pages, right in the browser
- ▶ Organize, tag, colour-code annotations
- ▶ Store and share notes and annotations on-line

2009-2010 Toyota vehicle recalls - Wikipedia, the free encyclopedia - Windows Internet Explorer

W http://en.wikipedia.org/wiki/2009%E2%80%9C2010_Toyota_vehicle_recalls

File Edit View Favorites Tools Help

scribble · · · · **T** · **B** U / · · · · ·

W 2009-2010 Toyota vehicle recalls - wikipedia, the fre...

new features Log in / create account

Article Discussion Read Edit View history Search

2009–2010 Toyota vehicle recalls

From Wikipedia, the free encyclopedia

Three separate but related recalls of automobiles by Toyota Motor Corporation occurred at the end of 2009 and start of 2010. Toyota initiated the recalls, the first two with the assistance of the U.S. National Highway Traffic Safety Administration (NHTSA), after several vehicles experienced unintended acceleration. The first recall, on November 2, 2009, was to correct a possible incursion of an incorrect or out-of-place front driver's side floor mat into the foot pedal well, which can cause pedal entrapment. The second recall, on January 21, 2010, was begun after some crashes were shown not to have been caused by floor mat incursion. This latter defect was identified as a possible mechanical sticking of the accelerator pedal causing unintended acceleration, referred to as Sticking Accelerator Pedal by Toyota. The original action was initiated by Toyota in their Defect Information Report, dated October 5, 2009, amended January 27, 2010.^[1] Following the floor mat and accelerator pedal recalls, Toyota also issued a separate recall for hybrid anti-lock brake software in February 2010.^[2]

As of January 28, 2010, Toyota had announced recalls of approximately 5.2 million vehicles for the pedal entrapment/floor mat problem, and an additional 2.3 million vehicles for the accelerator pedal. Approximately 1.7 million vehicles are subject to both.^{[3][4]} Certain related Lexus and Pontiac models were also affected.^[5]

^[6] The next day, Toyota widened the recall to include 1.8 million vehicles in Europe and 75,000 in China.^[7] By then, the worldwide total number of cars recalled by Toyota stood at 9 million.^[8] Sales of multiple recalled models were suspended for several weeks as a result of the accelerator pedal recall,^[9] with the vehicles awaiting replacement parts. **As of January 2010, 21 deaths were alleged due to the pedal problem since 2009, but following the January 28 recall, additional NHTSA complaints brought the alleged total to 37.**^{[10][11]} The number of alleged victims and reported problems sharply increased following the recall announcements,^{[12][13]} which were heavily covered by U.S. media,^[14] although the causes of individual reports were difficult to verify.^{[14][15][16]} Government officials, automotive experts, Toyota, and members of the general public contested

Toyota Camry (top) and the Corolla.

We must get this report from October of 2009. We should also get other related technical documents from Toyota. Do you know where to search for them?

With this many deaths, there may be a class action lawsuit. We should research the history of class action suits tied to vehicle safety issues.

Legend

- Overview
- T** Technical problems
- U** Recall numbers
- Fatalities & injuries
- Legal implications
- Critical documents

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Classroom ideas

- **Very easy to integrate into the classroom**
 - ▶ **Distribute an article in PDF**
 - ▶ **Mark it up digitally, save and submit**
 - ▶ **Encourage use of different colours or symbols for thesis statement, discipline-specific vocabulary, academic vocabulary, etc.**
 - ▶ **Use Foxit's comment compilation tool to have students automatically extract their comments and generate vocab lists, etc.**

Classroom Ideas : Digital Annotation

- **Caveat: Many students find digitally annotating a text slow going**
- **Stress the importance and purpose of text annotation: increased comprehension at the time of reading, better recall, notes serve for future studying and writing purposes**

Note-Making

- Annotation activity that happens outside of the margins of a text
- generating charts, or other diagrams using the information from the passage
- predicting exam or research questions
- compiling lists of key terms
- generating article summaries making lateral connections with other course readings
- Making “study sheets” or “cheat sheets”

Simpson, M., & Nist, S. L. (1990). Textbook Annotation: An Effective and Efficient Study Strategy for College Students. *Journal of Reading*, 34(2), 122–29.

Digital Note-Making

- Microsoft Word or any text editor
- The above-mentioned iPad apps that allow handwriting, typed text
- MindMapping software: [Freemind](#); [Xmind](#)
- Note-Taking software

Digital Note-Making : Note-Taking Software

- **Microsoft OneNote**

- ▶ **Bundled with Microsoft Office**

- **Evernote**

- ▶ **“Freemium”**
- ▶ **Allow for freeform notes, typed notes, highlighting, photos, graphics, sound files, integration of PDFs**
- ▶ **Data can be tagged, sorted, manipulated**
- ▶ **Bonus: allows for editing of “locked” PDFs**

Biology - Microsoft OneNote

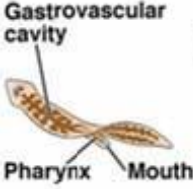
File Edit View Insert Format Tools Notes Window Help

Student Biology Calculus English Spanish Lit

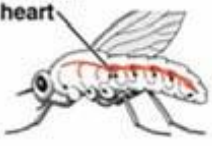
Cardiovascular Systems

9/18/2002 Page Group: 1 of 2
11:11 AM

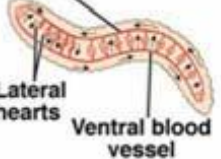
Circulatory System Variations



Planaria:
gastrovascular cavity



Insect:
open circulation




Earthworm:
closed circulation

This will be on the test!

Human Heart

- Primordium forms in cardiogenic plate at cranial end of embryo
- Angiogenic cell clusters lie in horseshoe shape
- Tube can be subdivided into

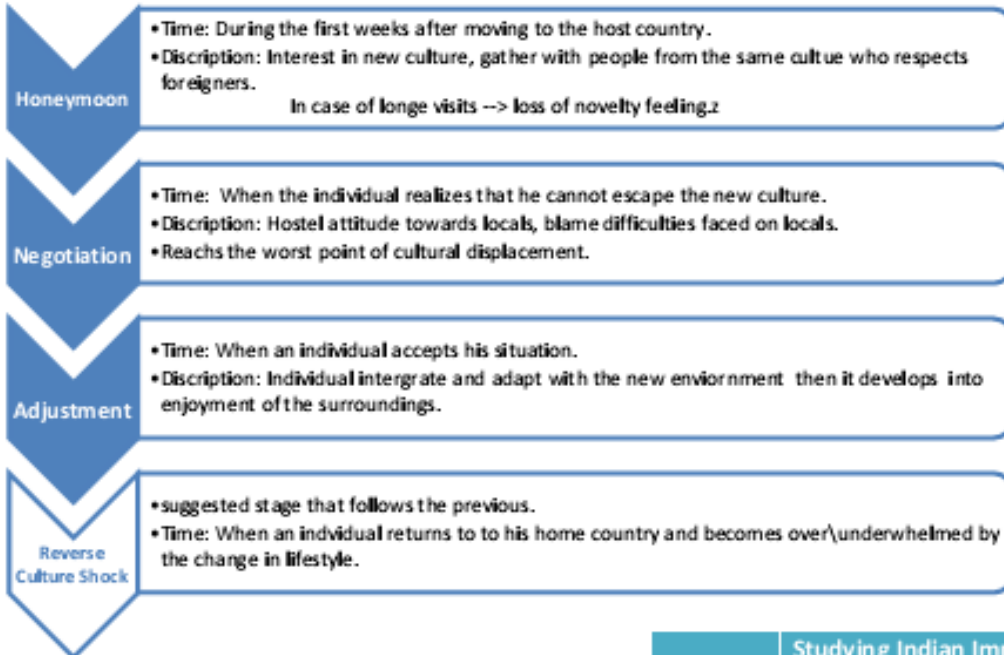


start Microsoft PowerPoint ... Biology - Microsoft Sc... 5:03 PM

Note-Making in the Classroom

- **Post-Reading Task:**
- **Make a digital “study sheet”**
 - ▶ **Include main points, charts, graphs, vocab lists, short summary**
 - ▶ **A very effective way to gauge students’ comprehension**
 - ▶ **Doing this digitally is actually faster than doing it by hand**

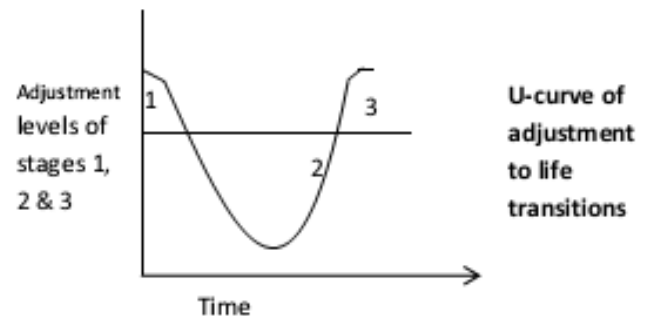
Stages of Culture Shock:



Definitions

Culture Shock: The process of adjusting to an unfamiliar environment.

Reverse culture shock: The process of readjusting to the original environment.



Summary:

Culture Shock experience is different depending on the situation. Therefore, adapting to a culture use different strategies. However, it usually follows the 3 stages mentioned, and it might include the 4th stage. and the curve model.

	Studying Indian Immigration to the US	Studying Americans Travelling to India
Study	<p>1st stage: Try to maintain their cultural identity by transporting certain objects. because their society is more traditional rather than American materialistic society.</p> <p>2nd & 3rd stage: Adopt American cultural objects in addition to maintaining Indian objects</p>	<p>1st stage: To keep in touch with something from their past that is unaffected by the trip, they dreamt about memories from the past.</p> <p>2st stage: Family and friends made appearance in their dreams.</p> <p>3rs stage: began to make divisions between the two cultures.</p> <p>4th stage: They miss India and felt that they need to go back there.</p>
Religion Influence	<p>Religion: Mainly Hinduism.</p> <p>Language: Primary Hindi.</p> <p>Holidays: Religious elaborated festivals.</p>	<p>Religion: Mainly Jewish or Christian.</p> <p>Language: Primary English.</p> <p>Holidays: Religious holidays reflected on closing instructions.</p>
Cuisine	Limited to Indian food	Many options of International food available.

Conclusion

- The goal of EAP courses: Preparing our students for academic success
- We prepare them for *their* reality, not the one we may have had; if not, we are failing them
- Give them the tools to accompany their multiple literacies
- Slides available at: www.dal.ca/ESL or jennifermacdonald.ca