

Paired Reading with iPads in the Grade 6 French Immersion Classroom

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B.A, Leicester, UK, 1990
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This project was prompted by observed difficulties in L2 reading and comprehension for grade 6 French Immersion students. The literature on L2 reading was reviewed, and evidence was found for a threshold of vocabulary and of competence in language below which students may not benefit from silent reading. A review of the literature on reading aloud with a partner suggested that it may increase comprehension, and the literature on iPads suggested that they may be a useful tool for increasing engagement in reading. Based on these findings, friendship-based pairs read aloud to one another and recorded a response to what they had read on an iPad on a weekly basis for a school year. This paired reading activity seemed to lead to elevated levels of motivation and engagement evidenced by the students' increased comprehension and spontaneous use of play and role play.

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Chapter 1, Introduction

I teach grade 6 French Immersion in British Columbia, Canada. When I began teaching this age group, I assumed that silent reading in French was broadly similar to silent reading in English; the children simply needed access to interesting books and adequate time to read them. In my experience, this was not the case; children who would happily and avidly read in English were distracted and disengaged while reading in French. I increased the range of books available, favouring high interest, attractive reading materials such as current magazines for young teenagers and graphic novels but engagement did not seem to significantly improve. Below I outline my journey of discovery aimed at ameliorating this situation. I start with describing the research and papers I undertook in my Master's degree which led me to consider the ineffectiveness of silent reading in the French immersion context and the critical role of oracy in comprehension. I will then discuss how I concurrently discovered a teaching approach with the iPads that supported literacy, but also drew me to consider new affordances in motivation, discourse and learning.

In the first summer of my Master's degree, I wrote a research paper exploring the nature of silent reading and its potential as a tool for language acquisition in the French Immersion classroom. My conclusions were that the practice of silent reading in a second language may not be helpful for the majority of students of the age that I teach, based on Waring and Takaki's (2003) claims that the gains in vocabulary made in reading in a second language are minimal. I took these results in tandem with Pichette's (2005) conclusion that, if the reader does not have a critical threshold of language comprehension overall, time spent reading in a second language

has no correlation to increased reading comprehension. I will discuss both of these studies in more depth in my literature review.

One way of addressing these problems involves the use of a technique known as paired reading, whereby 2 students read aloud to each other. This technique came to my attention through the work of Griffith and Rasinski (2004), in which they focused on techniques for helping struggling grade 4 readers in their first language. During the course of that academic year I explored this approach in my own teaching. Once a week the students read their selected book with their partner, taking turns to read it aloud. Then they made a short video on an iPad of 3 to 5 minutes in length, where they talked about what they had read. They had to give a summary of their reading and some opinions about the book, at that point the videos were just a way to check that they had done the reading. The videos were uploaded to my YouTube account and I gave them formative feedback. The students seemed to enjoy the task, but some partnerships broke down because of students not feeling comfortable working together. Furthermore, the videos showed that some students were not thinking critically about what they had read; they would just summarize the story but not go any further.

As part of my graduate course on oracy, I chose to research and write a paper exploring the conditions conducive to exploratory talk, and the barriers encountered by some students. My goal was to better understand how to best help my students work together more effectively. After a comprehensive review of the literature in this area, I concluded that students need to be taught to engage in dialogue with one another about text (Berne & Clark, 2006); that students need to be held accountable for participating in discussions (Berne & Clark, 2006); and that students

perceived the gender make-up of groups as influential in their participation and experience; (Evans, 2002). Based on Evans' (2002) findings about the importance of gender and friendship in effective groupings, I allowed the students to list three others they wanted to work with and I paired them up by prioritizing friendship and gender above reading levels. In order to focus their discussions after the reading and help them to engage in constructive dialogue, I set up the parameters of what I wanted them to discuss about their paired reading sessions by introducing the idea of marking pages, words or illustrations with sticky notes as they were reading, to mark areas of interest or surprise or words they had had to look up.

I asked the students to use the iPads to video their discussions about the books and I commented on the videos, I found this a helpful tool for formative assessment and I was able to see the development in the children's comprehension of the reading. It also allowed me to formatively assess specific problems such as pronunciation or difficulty with inference. I discovered that because the children knew that they had to make a video I was able to give them the freedom to find little hiding spots around the classroom (under desks and in corners) and I chose to trust them to work in the corridor or the library. This increased their engagement, as they enjoyed the freedom to cuddle up in a corner with their friend and saw paired reading as a fun activity. Even after months of paired reading every Tuesday morning, the children would greet the announcement of the activity with considerable enthusiasm and would rush to get their books and find a reading spot.

The use of video on the iPads also seemed to increase their engagement, for students of this age the camera as confessional is a cultural meme and they seemed to speak with more

freedom and intimacy to the camera than they would to me. Although they would often address me directly through the camera, they would also often speak as though they were addressing an unknown audience who only knew them through their videos, for example, they would say things like “my name is ... and this is, as you remember from last week’s video we are reading....”. Obviously, I know their names, so the need to introduce themselves did not feel like it was for me. As well as increased engagement, another advantage of using video was that I could have the entire class reporting out at the same time, and I found that having their weekly videos archived on my YouTube channel gave me a permanent record of their progress that was not possible for paired reading without the iPad. The videoing with the iPads thus appeared to afford several benefits; it allowed me to give the children more freedom and opportunities for self-regulation, it gave me a powerful tool to formatively assess their development and it seemed to increase the students’ engagement and motivation.

In my Grade 6 classroom I changed my instructional practice by replacing silent reading with paired reading, and as I changed my practice, my research focus changed. The children’s engagement that I witnessed as they created their videos on the iPads, and the seeming importance of shared dialogue, led me to examine the research literature further in order to more fully understand my first hand experience in the classroom using iPads and paired reading. I pursued two research questions; my first retains my early and initial interest in helping children to read more effectively in their L2:

1) Does reading aloud in a second language affect fluency and aid comprehension? If so, in what ways?

2) How does the role of video recording using iPads affect engagement in students?

The following literature review aims to provide a theoretical platform on which to consider my discoveries as I observe my students.

Chapter 2, Literature review

My research questions came from questioning why my students were unable to settle into reading in their L2, and why they appeared to not be comprehending texts or learning vocabulary from reading them. Therefore I begin this literature review by presenting the challenges and potential barriers to reading in a second language. I will make particular reference to the vocabulary threshold work of Hu and Nation, (2000), the proficiency threshold work of Pichette, (2005), and Waring and Takaki's (2003) study on retention of new words from silent reading. I will also present Nation's foundational work on the importance of extended L2 reading, sustained over time, to the development of L2 reading skills. I will then examine the different theories of how learners transfer reading skills from their first language to their second through the work of Yildiz-Gene (2009), with reference to Cummins' foundational work in this area.

Given the limitations and complexities involved in silent reading in a second language, and the seeming benefits that my students have experienced in moving from silent reading to paired reading, I will subsequently examine the literature on oral reading and working with a partner. I will explore Nation's (2001) work on fluency and the work of Walter (2007 and 2008) on phonological loop and verbal working memory capacity, I will also consider the work of Khun, Schwanenflugel and Meisinger (2010) on fluency and prosody. I will then examine Rosenthal and Ehri's (2010) study on using oral reading to increase retention of new vocabulary.

In considering the role of a peer, I will interrogate Sanden's (2012) study of eight highly effective reading teachers.

The role of the iPad in my paired reading classroom has led me to question its effect on the engagement of my students; in seeking to answer this question I will consider the work of Li, Pow, Wong and Fung, (2009) on the use of technology to enhance motivation and autonomy. Other relevant work is conducted by Melhuish and Falloon (2010), who focus on the particular affordances of the iPad and how they affect the way that children interact with it. I will interrogate some foundational work on the use of technology in classrooms (Wegerif, Mercer and Dawes, 1998).

In my examination of the literature, I hope to be able to bring together these strands of research into a coherent narrative that explains why I believe that paired reading with an iPad can be an effective way to teach the complex skill of reading in a second language, while maintaining the motivation and engagement of the students.

Challenges of Reading in a Second Language

The literature suggests that there are several barriers to successfully reading in a second language, particularly the role of a 'threshold' of vocabulary knowledge and of reading proficiency, below which reading in a second language is too taxing in terms of decoding to allow comprehension. (Hu and Nation, 2000; Pichette, 2005). Furthermore, Waring and Takaki's (2003) study suggests that even if the threshold is reached and ideal conditions for comprehension are met, the gains made in terms of vocabulary retention are discouragingly low. Not only do readers need to reach a threshold of proficiency and vocabulary to gain from L2

reading, but reading gains are fragile; Nation (2001) stressed the need for L2 reading to be extensive and practised over several years to be effective, which would suggest that it is particularly important to find motivating and engaging ways to teach it if we expect students to be able to maintain it over such a long period of time.

The hypothesis of an L2 vocabulary threshold below which comprehension cannot occur has been explored by several researchers; Hu and Nation's study (2000) addressed the question of whether there is a vocabulary coverage level which acts as a threshold for understanding when reading in a second language. Sixty-six adult learners of English at an English speaking university participated. They were given a story well within their comprehension range, with low frequency words converted to nonsense words. Texts were tested at 80%, 90%, 95% or 100% (with 100% representing no words changed to nonsense words and 80% representing 20% of the running words changed to nonsense words). Nonsense words were used to overcome the problem encountered in previous tests, where students marked unknown words themselves but in fact, when tested with a translation test, had not marked many words as unknown that were unknown. This discrepancy was found to be too high to be reliable. (Hu and Nation, 2000, p. 408). The use of nonsense words in the design of the study could be problematic in that children were not encountering meaningful words. The authors concluded that with a reasonably easy to follow text, learners needed a vocabulary coverage of 98% to adequately comprehend the text. The findings agreed closely with that of Holley (1973) and Carver (1994) (as cited in Hu and Nation, 2000, p. 406). The authors acknowledge several difficulties with their study; for example, the relationship between text comprehension and vocabulary size is strongly affected by the type of

text and by the density of unknown words. They also discuss two ways to see a threshold, either as an “all-or-nothing phenomenon” or as a “probabilistic boundary” (Hu and Nation, 2000, p. 407), which recognises the considerable grey areas involved in the complex skills they are discussing. In their conclusion they state that “this study has taken a somewhat extreme position” (Hu and Nation, 2000, p. 423) in that the students didn’t have access to a dictionary or glossary. Despite these caveats, this concept of a vocabulary threshold is pivotal, as so many texts in the second language classroom have large percentages of unfamiliar vocabulary and it is not therefore reasonable to expect students to comprehend them without scaffolded support.

Further studies have suggested that not only is a vocabulary threshold necessary for comprehension, but that silent reading in a second language may require a language proficiency threshold, below which it is not an effective means of improving students’ vocabulary or comprehension. Pichette’s (2005) study to examine the correlation between readers’ language proficiency and the comprehension gains they made from reading was of 81 adult learners of English enrolled in English classes at a university in Quebec City. Information was gathered about reading times and habits by means of a questionnaire and was judged plausible by the students’ respective teachers. The English competence tests and reading comprehension tests were conducted in the classroom. Pichette eliminated the middle range of 10% above and 10% below the mean in order to obtain two distinct ‘ability’ groups, then he compared the correlation between time spent reading in the second language and reading comprehension between the two groups. Pichette claimed that the low proficiency group showed no significant correlation between time spent reading and reading comprehension. He suggested that, for readers below a

certain threshold of competence in the second language, reading ‘may not be useful’ (Pichette, 2005, p. 254) for the purposes of reading development. He posited that this is because the working memory is too taxed by the decoding process to allow for higher level reading strategies. Many grade 6 students would fall below this proficiency threshold, therefore these findings are of relevance when considering whether silent reading in a second language is an effective strategy for language learning for this age group.

In addition to the problem of a language or vocabulary threshold, some researchers have found a discouragingly low rate of retention of new words from silent reading. Waring and Takaki’s (2003) quantitative study was to ascertain how many new words are learned from reading and retained over time. The subjects were a group of fifteen 19-21 year old Japanese students learning English at a Japanese university. They were told to read a graded reader, for which they knew there would be a test. Waring and Takaki (2003) changed the words that they wished to test to *substitute words*, invented words that conformed to normal spelling conventions and were chosen to ‘look like plausible English words’ (p.136). Three tests (word recognition, multiple choice and translation) were each administered immediately post-test, after 7-10 days and after 3 months. The text was not reread after the first encounter and the words were not provided in context in the tests, because the researchers wanted to establish what meaning had been learned during the reading of the text. The results suggested that the subjects learned (defined as three months retention of the unprompted meaning) just one new word per hour of reading. It can be seen as problematic to present readers with words out of context in a test, particularly invented words, but the point of the delayed tests was to establish which words had

been retained from the original reading and this could only be done with invented words as otherwise there is no way to know whether or not the students had learned the words elsewhere in the intervening time. Notwithstanding, the presentation of decontextualised words in a test is likely to lead to lower recognition scores and this weakness should be acknowledged. This study suggests that, even in ideal conditions, silent reading in a second language may not be an effective use of class time as a medium to learn new vocabulary.

A further potential barrier to the effectiveness of second language reading in schools is the importance of extensive reading practice to the development of L2 reading skills. This was first emphasised by Nation (2001), who posited that L2 reading gains are fragile and incremental and need constant reinforcement over time. He stressed the need to keep L2 readers “excited about reading and wanting to read more” (p. 5). This need for an extensive and long term approach to reading in the second language classroom runs counter to what many teachers do. In my experience, specific reading instruction and time for reading is often an early casualty when pushed for time in a crowded curriculum, particularly in the older grades when the assumption is made that reading skills are in place and the content becomes paramount. It is important to remember that “millions of L2 readers actually develop reading fluency after many years of reading L2 texts” (Grabe, 2010, p.73) and not to assume fluency in older second language readers simply because of their age. To become effective readers in a second language, Nation (2001) asserted, students need to read extensively in the language over a period of many years, something that is very difficult to facilitate as students progress through the educational system. This necessity makes it all the more important to develop effective ways to help students to read

in a second language that are motivating and enjoyable, as students are unlikely to maintain an activity they find frustrating over a long period of time.

A particularly important point of difference between the studies on threshold and my experience in the classroom is that the subjects of Pichette's (2005) study, and Hu and Nation's (2000) study were adults, who were all able to read fluently in their first language. Research shows that there is significant crossover between skills used in reading one's first language and those that support reading in a second language (Enright et al., 2000, cited in Pichette, 2005, p. 246). I feel that this aspect of the studies means that these findings may have even further reaching implications for those Middle School students who are not yet fully fluent when reading in their first language, as it would suggest that an even larger proportion of them would fall below the threshold at which reading in a second language 'may not be useful' (Pichette, 2005, p. 254) for the purposes of reading development.

These challenges taken together suggest that there are significant hurdles of vocabulary and proficiency thresholds, which when considered in tandem with the necessity for L2 reading to be extensive and maintained over a significant period of time, as well as the small gains made, merit the questioning of whether silent reading in a second language is the best approach for the grade 6 classroom. My interpretation of these findings was that I needed to explore other methods, such as paired reading, to teach comprehension and encourage language acquisition.

Transfer of Reading Skills from L1 to L2

Learning to read in a second language is a different skill from learning to read in one's first language, the reader does not, for example, have to relearn how to read in order to read in a

second language; they are already aware that symbols on a page represent words and meaning. One of the most important early thinkers in this field of reading in a second language was Cummins (1979), who proposed the Interdependence Hypothesis. Cummins hypothesised that there is an interaction between a learner's level of competence in academic skills in their native language (L1) and their competence in the same skills in their second language (L2). Cummins' work showed moderate to strong correlations between competence in academic skills in L1 and L2. This would suggest that students who have difficulty reading in their first language will be doubly handicapped when working in their second; i.e., not only will they have the challenges of the vocabulary and language proficiency thresholds, but their lack of skill as readers in L1 will further hamper their performance in L2. In contrast to this stance, Walter (2007), argues that comprehension is a modal skill, part of general cognition and independent of language (e.g. the ability to comprehend a silent film) which develops at the same time as L1 but independently of it, so L2 comprehension is accessing rather than transferring that skill (p. 20). If Walter's stance is correct, then there may be ways to help students to access their comprehension skills despite their difficulties with decoding, for example, by focussing on activities which emphasize the need for comprehension, such as oral reading with a partner. Baker, Stoolmiller, Good and Baker, (2011), remind us that "No study has examined the cross-linguistic transfer of passage fluency, nor how reading comprehension affects passage fluency within and across languages" (p. 334). This suggests that this is a field where there is still much work to be done to help us to understand how to best help our students comprehend when reading in L2.

As is evidenced by the conflicting theories on the subject, reading in a second language is a complex skill that does not appear to develop neatly in tandem with oral competence in a second language, Yildez-Gene (2009) argues that models of reading in a first language cannot be directly applied to reading in a second language (Ormaggio Hadley, 1993, as cited in Yildez-Gene, p. 407). Important differences have been observed between the processes of reading in L1 and L2 (Singhal, 1998, as cited in Yildez-Gene, 2009, p. 407). There are two schools of thought on the relationship between L1 and L2 reading; the “Linguistic Threshold Hypothesis” (Clark, 1980, as cited in Yildez-Gene, 2009, p. 408) where proficient L1 readers do not use the effective strategies that they use for L1 reading when confronted with an L2 text, instead they switch to bottom-up processing; and the “Linguistic Interdependence Hypothesis” (Lee, 1991, as cited in Yildez-Gene, 2009, p. 409) which suggests that readers can be “bi-oriented”, i.e. they can transfer their effective reading processes into L2 reading and employ both top-down and bottom-up strategies. In both hypotheses, proficiency in L2 is a strong predictor of success in L2 reading; and although there is ambiguity in current research, it supports the second hypothesis that there is some transfer of strategies between reading in L1 and L2. These studies are of interest because they show the complexities of L2 reading, and therefore the unlikelihood of success if you simply give students books in the L2 and expect them to read and understand them.

Cummins’ (1979) hypothesis of transfer of academic skills from one language to another, and both of the hypotheses that Yildez-Gene (2009) considers in her research, suggest that there is an inherent paradox in the use of silent reading in L2 to improve students’ vocabulary and comprehension, because students need to be able to read proficiently in order to be able to make

meaning from reading silently. Clearly, this paradox is not as clear-cut as it might seem or no reader would ever advance their skills. This concept, taken with Walter's (2007) assertion that comprehension is a distinct skill that can be accessed independently of language, would seem to indicate that it is important to find ways to allow students to engage in reading activities where the making of meaning is the focus rather than the words themselves. This led me to consider the role of oral reading as an activity that might provide a cognitive bridge between the act of decoding and the understanding of text.

Oral Reading

In contrast to work on reading in a second language, there is considerable research on oral reading fluency, which is of relevance because it is a skill that can transfer cross-linguistically. Definitions vary, but it generally has been defined as the ability to read text quickly, accurately, with proper phrasing and expression, thereby reflecting the ability to simultaneously decode and comprehend (Dowhower, 1987; Fuchs et al., 2001; Khun & Stahl, 2003, NICHD, 2000; Rasinski & Hoffman, 2003, as cited in Valencia et al., 2010, p. 271). Of interest in this critical area of oracy in relation to reading in L2 is Nation's work on automatic word recognition skills, Nation (2001) posited that automatic word recognition skills need to be developed gradually through fluency-oriented activities. Grabe (2010), in his discussion article on fluency, cites Lems' (2005) study which investigated the relationship between oral passage fluency and reading comprehension for 232 L2 adult-education students. Lems' findings were that passage reading fluency correlated significantly with reading comprehension (Grabe, 2010). It would seem that encouraging fluency through oral reading, can play an important role in building comprehension;

in order to read aloud with fluency and prosody, the reader has to make the effort to comprehend the text in a way that they would not be obliged to do when reading silently. This connection between oral reading and comprehension suggests that it might be helpful in the classroom to help students to comprehend texts that they cannot access when reading silently.

Fluency and prosody can be developed through oral reading, (Meisinger & Bradley, 2008, Schwanenflugel et al., 2008, as cited in Khun et al., 2010, p. 237). It is widely recognized that fluent readers not only decode text but simultaneously comprehend it. Inefficient word recognition hampers comprehension and takes up precious cognitive resources that should be used for understanding. Disfluent readers are unable to integrate higher level comprehension skills with lower level word recognition skills because of the effort they need to expend on word recognition (Khun et al., 2010, p. 231). Khun et al. (2010) further pointed out that, a ‘critical component’ of reading fluency is the ability to read with prosody and that “it is possible that the construction of a good prosodic reading (compared with an inappropriate rendering) might improve comprehension” (p. 235). Khun et al (2010) recommended that students are provided with opportunities for paired reading or ‘other forms of assisted reading’ in order to develop prosody, they argued that silent reading “will not provide learners with sufficient practice to develop their fluency” (p. 248). Khun et al. further hypothesized that the development of oral reading prosody is related to implicit prosody during silent reading (p. 237) and that as children become more fluent readers their prosody improves. Fluency’s role in the literacy curriculum has seen a distinct shift in the last fifteen years following its identification as one of the areas reviewed by the National Reading Panel (NICHD, 2000). This shift was based on research

findings that fluency positively affected comprehension in reading (Khun et al., 2010). If oral reading can improve fluency and prosody, and fluency is an essential component of comprehension, then it would seem that class time devoted to oral reading can be beneficial to L2 students in order to strengthen their comprehension skills.

The links between oral reading and reading comprehension in a second language were explored in a study carried out by Walter (2008), who built on her earlier work, where she theorised that comprehension is a cognitive skill which is not linguistic but modal. Walter (2008) argued that readers do not transfer comprehension from their L1 to their L2; rather, if they are able to comprehend it is because they have reached a point where they can access, from their L2, their existing skill in building mental structures (p. 456). Walter's (2008) study set out to examine one of the possible sources of the problems that good L1 comprehenders have in comprehending in L2, despite being good L2 decoders. She argued that the limited capacity of L2 based verbal working memory constrains access to text comprehension. Her study consisted of 44 adolescent French learners of English and a control group of 21 adolescent L1 English speakers. Walter's (2008) findings suggested that the problem that the poor comprehenders had was not to do with their global comprehension abilities but with their problems 'mentally representing spoken language' which hindered their recognition of words (p.459). She called for more L2 class time to be spent "increasing proficiency and exposure to spoken language" (p. 470). This study is relevant because it provides further evidence that oral reading can help L2 readers to comprehend texts by helping them to create verbal memories of words.

Students learning a second language need to constantly reinforce the vocabulary they have and to learn new words in order to become more proficient, therefore most L2 reading programs will have vocabulary learning amongst their aims. Rosenthal and Ehri's (2010) study sought to examine whether oral reading was an effective way to increase students' vocabularies and improve retention of new words encountered in reading. Their participants were 62 fifth graders in 3 public school classrooms in a city in north-eastern US. Members of pairs were randomly assigned to an oral or a silent word decoding condition involving encountering new words. The authors hypothesised that when readers encounter an unfamiliar word when reading silently, they may not feel the need to pronounce it completely, with avoidance being especially common in those with the weakest skills. Their study set out to discover if the pronunciation of unfamiliar words in a read-aloud situation, led to better retention. Their conclusions suggested that poorer readers particularly benefitted from oral reading, they theorised that, when silent reading, these students skipped over difficult new words and relied on context for meaning. Their findings suggested that "the oral decoding strategy enhanced students' memory for meanings of vocabulary words" (Rosenthal and Ehri, 2010, p. 937). This study is of significance because Rosenthal and Ehri's findings would seem to provide support for the role of oral reading in the second language classroom as a means to strengthen vocabulary learning.

In conclusion, oral reading is a way for the L2 reader to focus on and improve fluency, and thereby comprehension. Walter (2007) argued that "reading comprehension is not the additive result of understanding one sentence after another; readers can understand each sentence without understanding the text" (p. 15). If we accept that, for at least some of our students, the

simultaneous acts of decoding and comprehending will be too much, it is important, to keep our focus on activities such as oral reading which prioritise comprehension above decoding. The pronunciation of words aloud has been shown to help retention of their meaning, and the fact that the reader cannot skip words that they do not understand when reading aloud means that they have to bring their attention to the very words that they are finding difficult. Oral reading needs an audience in order to maximise its positive effects, so I decided to pair my students up to read to one another when trying this strategy in my classroom.

Oral Reading with the Support of a Peer

Oral reading with the support of a peer has been suggested as an important support for improving fluency in poor readers, which is also applicable to second language readers. A peer can provide a genuine audience which gives a strong reason to read with fluency and comprehension, as well as being able to provide support in comprehension and pronunciation, (Nation, 2008; Sanden, 2012). The presence of a peer as audience gives a point to oral reading, without which there would be no necessity to read with fluency and prosody.

Sanden (2012) found that many highly effective teachers encourage buddy reading as one of a series of strategies to encourage fluency and increase comprehension. Sanden's (2012) qualitative study of eight highly effective teachers, set out to investigate the impact on independent reading in US classrooms caused by the National Reading Panel report published in 2000, which failed to find conclusive evidence that increased reading significantly impacted reading ability. Her sample comprised of elementary teachers nominated by principals and demonstrating characteristics of highly effective teachers as recognized in education scholarship,

from an assortment of urban, suburban and rural districts in the north-western United States. Sanden spent a six month period observing how these teachers' students engaged in independent reading, talking to the teachers about their beliefs around independent reading and asking the students about their perceptions of independent reading. One of her findings was that many highly effective literacy teachers encouraged buddy reading, sub vocalising and oral reading to engage and support young readers, and "allowed students' social interactions to support their engagement with text" (Sanden, 2012, p. 171). This suggests that students can gain from the social interaction, the audience and the support of reading with a peer.

Reading with a partner not only provides an audience during the reading, but also provides someone with whom to discuss the reading, both during and after the event, in order to clarify meaning and deepen understanding of the text. Cumming-Potvin, Renshaw and van Kraayenoord's (2003) qualitative case-study on scaffolding and bilingual shared reading experiences, pointed out that the shared reading experience offers a flexible arrangement that "enables learners to approach literacy through discussion and meaning-centred activities tailored to their needs" (p. 54). The same authors also posited that "purposeful, child-directed tasks with peer partners" could blur the boundaries between teachers and students by dispersing social control which, they claimed, strengthened the students' abilities to co-construct knowledge and led the students to take more responsibility for their learning. (Cumming-Potvin et al., 2003, p. 66). This socio-cultural Vygotskyian approach to teaching, particularly the use of paired work, reminds us of the possibilities of the wider cognitive advantages of working with a peer, such as the co-construction of meaning through dialogue that can take place when the teacher is able to

stand back from traditional instruction and encourage scaffolded work with peers. I found that giving my students guidance and scaffolding for their dialogue increased the complexities of their discussions, and that by allowing my students more choice of partner, their enthusiasm for and apparent enjoyment of paired reading increased, which would seem to indicate that the social interaction of partner work is important.

The presence of a reading partner would seem therefore to confer many benefits in a successful oral reading program. Oral reading with a partner has been shown to help to provide the motivation to read with prosody and fluency, because meaning is emphasised when reading to an audience. In addition, with careful scaffolding, the opportunity to work away from the direction of the teacher can lead to gains in autonomy and to opportunities for co-construction of meaning for the students.

The Affordances of iPads in the Classroom

In my classroom, I chose to use iPads to record the students' responses to their paired reading, because it was too noisy to have all of my class reading aloud to one another at the same time and I was unable to provide them all with feedback during the course of one lesson. The iPads allowed them to go and work in other areas, knowing that they were accountable for their reading and that I would give them feedback, because they would have to make and upload a short video on the iPad about what they had read before the end of the lesson. Due to the pace of change in technology and the fact that iPads have only been available for the last few years, there is a paucity of research on their use in classrooms. I have, however, found research on the use of tablet technology to enhance motivation and autonomy. Li, Pow, Wong, and Fung (2009) claim

that multiple benefits of collaborative learning, increased engagement, autonomy and increased meta-cognitive skills can be delivered by the constructive and purposeful use of educational technology (p. 173). They cite studies done on the use of technologies in school and their role on affect and peer interaction (Pelgum & Anderson, 1999; Scardamalia & Berietter, 1991, as cited in Li et al., 2010, p. 172) and also on the ways technology has been shown to improve students' self-concept and motivation (Sivin-Kachala & Bialo, 2000, as cited in Li et al., 2010, p. 172).

Li, Pow, Wong, and Fung (2009) point out that the use of technology is not an end in itself or a magic wand, but that used in an "active, constructive, intentional, authentic and collaborative process" (p. 172) it can be a vehicle for developing students' technological literacy and growth into citizens with skills in self-directed and life-long learning. The particular affordances of the iPad make it a powerful tool in the classroom. Its portability and flexibility can lead to it being seen as 'invisible' (Learning and Skills Improvement service, 2010, cited in Melhuish & Falloon, 2010, p. 6). It is this aspect which allows the iPad to be carried into various spaces and therefore gives the children a feeling of freedom and encourages self-regulation, both of these seem to be important motivating factors for the students. Another aspect of the iPad that makes it a particularly useful tool in the classroom is its child-centric nature and children's tendency to treat it as a toy, (Li et al, 2010, p.178). In my experience, children embrace the medium of videoing themselves with an intimacy and a comfort level that leads them to engage in spontaneous role play and other play behaviours. For example, in my class, many of them choreographed amusing beginnings to their videos or cultivated a consistent catchphrase or action from week to week. It is these affordances that spring from its portability, combined with

the ease of videoing, uploading and sharing work instantly that, in my experience, make it a particularly powerful tool in the language classroom.

I originally started using the iPads with my paired reading programme so that I could build accountability into the process, as Sanden (2012) asserts, “Reutzel et al (2010) point out that failing to have some sort of accountability requirements may result in students who don’t maintain active engagement in reading” (p. 228). By tasking the children with making a short video on the iPad about their reading and uploading it before the end of the lesson, I was able to let them choose where to work, because they knew that I would watch the videos. This new experience of being able to ensure the children were on task even though they were out of my sight and earshot allowed me to experiment with giving them greater freedom and opportunities for self-regulation, which proved to be powerful tools for increasing their engagement and motivation. As I became more adept at helping the students to structure their videos, the videos increasingly became more than simply a means to make sure that the children had done the reading but also allowed me to formatively assess problems with pronunciation and comprehension.

Many of the advantages of the iPad come from its small size which means that the children can carry it to where they want to work, rather than being constrained to work at a desk or in a lab. This flexibility and portability of the iPads stands in juxtaposition to desktop technology which, as Traxler (2010) points out, takes place “in dedicated times and places where the user has his or her back on the rest of the world for a substantial and probably premeditated episode” (cited in Melhuish and Falloon, 2010, p. 3). Mobile technologies such as the iPad can

be ‘woven into’ the students’ lives in a much more fluid and seamless way than desktop technologies, their “very ubiquity and mobility make [them] a discrete learning form” (Peng et al., 2009, cited in Melhuish and Falloon, 2010, p. 4). It is this affordance of the iPad, to be taken away to private spots away from the teacher, while still allowing the teacher access to the work because it is uploaded and available instantly, which is one of its major advantages. This relative privacy within the school environment is a factor that I have found to be motivating for students, who enjoy the choice and freedom that they feel in being able to choose where they work and respond with enthusiasm. In my experience, the work that they produce under these circumstances is stronger than the work that many of them produce under ‘normal’ class conditions, particularly for those children who do not do their best work in a traditional classroom environment.

The use of iPads to make videos is an open-ended task, although I provide the students with a structure to talk about their reading, the only real constraint is that the video has to be made in one ‘take’ as they cannot edit it. Wegerif, Mercer and Dawes (1998) claimed that software of an open design, requiring students to generate their own content, prompted the most exploratory discussion in their inquiry as to whether computer supported activities enhanced exploratory talk and critical thinking in the classroom (p. 204). The study analysed over 50 hours of talk between children aged 9 and 10 around computers and one of their key findings was that “the educational activity is not defined by the software alone but by the software in pedagogic context” (Wegerif et al., 1998, p. 210). They stressed the importance of explicitly teaching collaborative talk and using computer software that required and encouraged critical thinking, in

order for students to gain the most benefit from computer use in the classroom. This is of application to how I use the iPads, videoing is an open-ended task and requires discussion, and the framework that I have given the students to discuss their reading is designed to prompt critical thinking. Kucirkova, Messer, Sheehy and Panadero (2014) and Falloon and Khoo (2014) also theorised that it was open ended tasks on the iPad that led to higher levels of engagement, Kucirkova et al. (2014) posited that apps with “bounded or specified success criteria” would produce lower levels of engagement (p. 182). The use of iPads to do video work allows the focus to be on the students’ ideas rather than the technology.

I have found the iPads to increase affect and motivation amongst my students, as evidenced by their undiminished pleasure in shared reading activities involving iPads after a number of months, and by the aspects of play and choreography that they use in the videos that they upload. In Li et al.’s (2009) qualitative case study of 2 grade 5 classes in Hong Kong, where students were each given their own tablet computer, the authors reported findings that the tablet PC implementation had positive effects on the students’ cognitive, metacognitive, affective and socio-cultural learning. They particularly noted stronger skills in collaboration and sharing among the students and claimed that the tablets “enhanced students’ motivation and efficacy in learning” (p. 179). A total of 12 lesson observations were conducted covering a wide range of subject areas, focus group discussions and in-depth interviews were also conducted. The fact that the authors used tablet PCs in the study is of interest to me because of their similarity to iPads in many important ways. They chose tablet PCs because of the size of the screen, which was well

adapted to students of this age, their networking and sharing capabilities, their audio capabilities and their ease of use, all of these affordances are mirrored in iPads.

The literature suggests that mobile technologies, when used purposefully and collaboratively, can lead to increased motivation and engagement in children. Further research is needed as to whether the particular affordances of iPads, such as allowing the children to work in different physical spaces and giving them the ability to express themselves through a medium that they associate with play and free time, can also lead to gains in motivation and cognition.

Conclusion

The threshold hypotheses presented by Pichette (2005) and Hu and Nation (2000) would suggest that silent reading in a second language is going to be a considerable challenge for grade 6 students, particularly when Cummins' Interdependence hypothesis is taken into consideration, because many of them are not yet proficient readers in their first language. The findings of Rosenthal and Ehri (2010) on the benefits of oral reading, particularly for poorer readers, would suggest that oral reading could be a critical component in addressing this problem. Oral reading can be enhanced when done in pairs, because of the acknowledged benefits of a genuine audience and the support of a peer, as discussed by Sanden (2012). The use of technology to enhance motivation and increase critical thinking has been widely accepted (Li et al., 2009; Wegerif et al., 1998; Kurcikova et al., 2014) and the particular affordances of the iPad can increase motivation and engagement still further because they allow more self regulation and freedom than older technologies which are fixed in place (Li et al., 2009).

Paired Reading with the iPad in the Grade 6 French Immersion Classroom.**Chapter 3, Professional Development Presentation**

The research that I have done during the course of my Masters degree has impacted my practice enormously, my growing understanding from the research on reading in a second language made me completely re-evaluate an important aspect of what I was teaching. My search for alternative ways to teach reading in my classroom has led me in many interesting directions. In creating this professional development presentation, I hope to explain to colleagues my journey as a teacher and the development of my ideas and practice, and to encourage others to consider alternative ways of increasing children's vocabulary and building their comprehension.

My Pro-D presentation is aimed at fellow French Immersion teachers, particularly at Middle School level. The research is relevant and the techniques may be reproducible for a wide range of levels, from about grade 4 to at least grade 10. Also, the further uses of the iPad that I discuss at the end of the presentation are applicable to almost all teachers. The shared reading technique is mainly of relevance to those teaching Immersion or English language learners, but could also be very helpful for students who wish to become more fluent in reading their first language

The professional development presentation is built around video and photographic examples from my classroom. Most of the examples are taken from the paired reading programme that I developed in my French Language Arts lessons. I paired students with a peer and gave them as much choice as possible over books that they wished to read in French. For one lesson a week they would read aloud to one another in French for about 25 minutes, and then

they would make a short video on the iPad explaining what they had read that day. While reading, they would mark points of interest in the book with sticky notes and they would structure their conversation on the video around these points of interest, as well as giving a summary of their reading and making predictions about the book. The videos were then uploaded to my YouTube account by the end of the lesson.

I start my presentation by explaining the problem that I had in the classroom that led to my initial research. Despite extensive investment in providing interesting and varied reading materials, my students who were keen to read in English, were fidgety, unsettled and lacking focus whenever I expected them to read in French.

I explain the findings that I focussed on when doing my initial research into this topic that drove me to re-evaluate the way I was teaching reading in a second language in my classroom, notably that a reader needs to understand 96-99% of the words in a text in order to comprehend, rather than simply decode it (Hu and Nation, 2000). This widely accepted finding, taken into consideration with Waring and Takaki's (2003) findings that gains in vocabulary made in reading in a second language are minimal, prompted me to look more closely at the practice of silent reading in French in my classroom. Furthermore, I took into account Pichette's (2005) suggestion that if the reader does not have a critical threshold of language comprehension overall, time spent reading in a second language has no correlation to increased reading comprehension. For me, the effect of these three findings taken together justified seeking a completely different approach to reading in L2, as there was evidence that expecting children to gain vocabulary and comprehension from reading silently in French was neither reasonable or

effective. This resonated strongly with my own experience of the children's lack of focus and comprehension when reading.

I discuss paired reading, one of the Reading Recovery techniques of Griffith and Rasinski (2004) which I used as a basis for new ideas as to how I might teach reading in L2 in a more effective way. I chose paired reading as the technique that had the most relevance to my situation and seemed the most likely to be both effective and enjoyable for the students based on my classroom experience and the research literature. I particularly liked the fact that paired reading prioritises choice, allowing the students choice of the book and of their partner, as well as choice of the space where they work (as facilitated by the iPad). Choice is an important motivating force for students in my experience.

Paired reading involves reading aloud and there are findings that reading aloud helps to build fluency, which is an important aspect of comprehension (Khun et al., 2010). I will also discuss Rosenthal and Ehri's (2010) findings at this point, particularly their conclusion that when silent reading, many students skip new and difficult words and therefore learn less new vocabulary than students who read aloud.

Reading to a partner is an essential aspect of paired reading. Comprehension is necessary to read to a partner with meaning. Furthermore, the presence of a peer can provide support, as the students can help one another build understanding of the text. I provide an excerpt from a video in slide 8 (see appendix: Ppt.Slides) where two girls are discussing their confusion over part of the story together. It is clear from the discussion that they are working on a mutually agreed understanding of the text, although at this particular point they have not yet reached it. A

student reading alone may well have simply skipped the part that they didn't understand, thus losing the opportunity to interrogate the text for clues and to discuss their understanding together that is afforded by working with a partner.



Figure 1 slide 8, girls working on mutual understanding of the text

Furthermore, I discuss the use of the iPads in enhancing paired reading. Initially, I was simply seeking an accountability tool that would allow me to let the students work away from their desks, because it was too noisy in the classroom when all the students were reading aloud to one another at the same time. I quickly found that by giving the students an iPad and tasking them to make and upload a short video discussing what they had read together, some other positive aspects of learning that I had not anticipated were happening.

Firstly, and very importantly, the iPad allowed me to expand the classroom. For example, students could work in dens under tables, in corners, out in the hallways, and in corners of the library. In good weather some of them chose to work outside. This freedom proved an important motivating factor for the students since they liked being able to find a quiet spot, but were nonetheless accountable for their work because they had to create and upload a video for every reading lesson.



Figure 2, slide 11, showing students working in different spaces with the iPads

The second advantage in making a video was in critical thinking. The students wouldn't just summarise what they had read but would often talk about it, make predictions and engage in some critical reflection about the story. This enabled me to see that their comprehension and meta-cognitive skills were improving. In the professional development workshop, I show a video of two boys discussing the book that they had read which shows an example of them talking 'beyond the story'. In later slides, notably 32 and 33, I show further video examples of these meta-cognitive skills.



Figure 3, slide 13, showing evidence of critical thinking skills in discussion of book

The iPads also introduced an important element of fun, rehearsal and role-play into the classroom. The video extracts that I show in slides 15, 16 and 17 are examples of students playing with the iPads, in the first the boys introduce their ‘show’ and they initially appear to be just playing, but they then continue on to discuss the work that they have done. In the second the boys again have play elements, such as throwing the book to one another at the beginning and end of the video. Nonetheless, these boys, working alone in the hallway, stay on task throughout their video and discuss various aspects of the book. In the video clip on slide 16, the girls slide into view and, despite their noisy environment, stay on task for the whole time. I was surprised to see elements of choreography and rehearsal crop up regularly in the short videos that the children made each week. Talking to an iPad seemed a very natural and enjoyable activity for the students, one to which they were able to relate as avid consumers of homemade YouTube videos. Although they often directly addressed me through the video, they also often spoke as though addressing the general public, despite knowing that the videos were being uploaded to my private YouTube channel. This child-centric aspect of play in learning was not something that I had anticipated and it certainly seemed to add considerably to the students’ enjoyment of the activity, and at the same time their motivation to work.

Slides 18-27 concern the practical aspect of how to make a YouTube channel and upload the videos. For some audiences this will not be necessary, but these are questions that I am continually asked by other teachers when I talk about this project so I felt that they were important to address. When I started using iPads I had to experiment for a considerable time to find the best way to upload quickly and easily. I hope to spare other teachers from the same long,

and often frustrating, learning curve.

Subsequently, I discuss some further uses of the iPad in the classroom that are not directly related to paired reading and that have wider application. In addition to my iPad activity in the French Immersion classroom, I also elected to use iPads to record the conversations that the students were having about their 'literature circle' books in my English Language Arts class. Initially, I did this so that I didn't have to have so many noisy groups all working in my classroom, but I soon I noticed a big improvement in the depth and complexity of conversations that the students were having with the iPad in comparison to a more traditional literature circle set up. I was impressed by the fact that, because of the 'one take' aspect of the video that had to be uploaded, they would stay on task despite interruptions, distractions and the fact that they were working autonomously away from the classroom. The video on slide 32 shows a group of boys who are easily distracted, maintaining an excellent discussion about the book they had read, despite the fact that they are working alone in a back room off the library and probably would not have been on task without the presence of the iPad,.

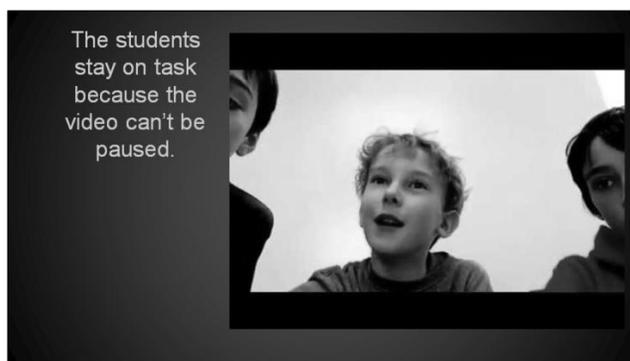


Figure 4, slide 32, showing boys staying on task and talking critically about the book, despite being in an isolated spot away from the teacher

A further use that I have made of the iPads is to help students who struggle to get their ideas down in writing, show their learning. For some of my students, writing about complex ideas, particularly in French, is so difficult and slow that they are often unable to express what they want to. In some circumstances, I give these students an iPad to record their ideas. I have found that they are able to express their learning really well through this medium and, unhampered by needing to write down their ideas, can show me their understanding with much more clarity. This does not mean that they do not also have ample opportunities to write, but rather that their thinking and knowledge are clearer in this form which would likely lead clearer writing.



Figure 5, slide 35, boy explaining complicated idea in French for Socials project

Reflection

In creating a Pro-D presentation, I have had to go back and re-examine what started me in this direction in order to be able to explain it clearly to colleagues. I have had to remind myself of the dramatic effect that my research had on me, leaving me thinking that I was ‘doing it all wrong’, and I am very aware that in presenting this to colleagues some will feel threatened rather than motivated to discover other ways to teach reading. To allay this feeling, I have included many video clips as I feel that they illustrate my points more strongly to fellow teachers, who will recognise the situations and identify with the students. I will also emphasize that this process of discovery took place after much reading and reflecting.

One of the benefits of children uploading their work to my YouTube channel is that I have an extensive archive from which to choose video clips to illustrate my points. I think that the work that the children create speaks more eloquently to fellow teachers than I can. The clips show the children’s enjoyment at working with the medium of video as well as the quality of the work that they produce. I have deliberately chosen many examples from students who are not outstanding or unusually well behaved; in fact the majority of my clips are of children who are easily distracted or who often struggle with more conventional classroom activities, as the impact on their learning has been the most dramatic.

I have sought to include practical advice in my presentation because I find that this is the aspect that I am asked about most frequently. It has taken me a lot of time and experimentation to find the most effective and efficient way of carrying out this instructional practice, I am keen to pass on this practical knowledge because it is very easy for busy teachers to be overwhelmed

by how difficult doing something new is at first.

Implications for Future Research

Further research is needed into how iPads can be used in the classroom to enhance learning. I have seen how the iPad's flexibility, portability and accessibility can allow the classroom to open up, and can further allow the teacher to give the children more freedom and choice and encourage self regulation. I think it is important to research extensively on whether this enhances learning.

I also would like to see further research done into the particular benefits of the use of video in the French Immersion or second language classroom in relation to oral and reading fluency. Since language is about communication, having the ability to capture communication in its oral form can be a liberating and enabling tool for many students and I think that interesting and informative research could be done in this area.

I am interested in the way that children interact with the medium of video, their level of comfort and intimacy talking to a screen rather than a teacher, and their tendency to employ role play and play when videoing themselves. I think that research into the use of iPads in the classroom could very usefully examine the role of this interaction in motivation and engagement in learning tasks.

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Appendix

Powerpoint Presentation for Professional Development Presentation

The problem:



Students could never settle to reading silently in French.

Despite a complete overhaul of the reading materials available, the problem persisted.

Research into reading in a second language

A reader needs to understand 96 - 98% of the words in a text in order to comprehend rather than simply decode. (Hu and Nation, 2000)

The gains in vocabulary made by reading in a second language are minimal when the comprehensions of 90% are not understood. (Waring and Takaki, 2005)

If the reader does not have a critical threshold of language comprehension overall, time spent reading in a second language has no correlation to increased reading comprehension. (Pichette, 2005)

Research into Reading Recovery techniques

Griffiths and Rasinski (2004) suggest that fluency techniques to help struggling readers, include paired reading, time reading and readers' theatre

In paired reading, students read a book aloud to one another



Advantages of Oral Reading

Reading aloud with fluency and meaning recovers comprehension of the text.

Disfluent readers spend so much cognitive energy decoding that there is no space for comprehension. Reading aloud can improve fluency.

Research suggests that poor readers skip difficult words when reading silently, this is not possible when reading aloud.

Advantages of working with a partner

Genuine audience

Reading aloud with fluency and comprehension,

Support





Figure 6, girls working on a mutual understanding of the text

In this video two girls are trying to make sense of a section of the 'Bone' graphic novel that they are reading in French. Talking in French, they explain that the character appears to be chasing someone, but on the next page the chasing seems to be reversed with no explanation. They hold the book up to the camera to show the illustrations and express their confusion. My point in showing this video is to illustrate that the presence of a partner seems to encourage this joint interrogation of the clues to reach an understanding of the text, where a single reader may just have moved on.

Importance of choice in partner reading

Choose partner

Choose

Choose space



Accountability? Where the iPads come in

Too noisy with them all reading aloud in class

iPads meant they could work elsewhere



Flexibility of spaces

Accountable to the video
Self regulate
Free



What do they talk about in their short films?

Summarize, predict, discuss





Figure 7, boys showing evidence of their understanding of the book

In this video, two boys are summarising in French the book that they have read, they discuss one of the characters using interesting adjectives that are clearly not drawn directly from the text. They also use gesture and sound. I have included this video because it shows students moving beyond just what they are reading; they are using complex language to explain their thoughts. The use of gesture and sound effects suggests that the medium of video allows students to use a wider range of strategies to express meaning than other media, such as writing, would allow.

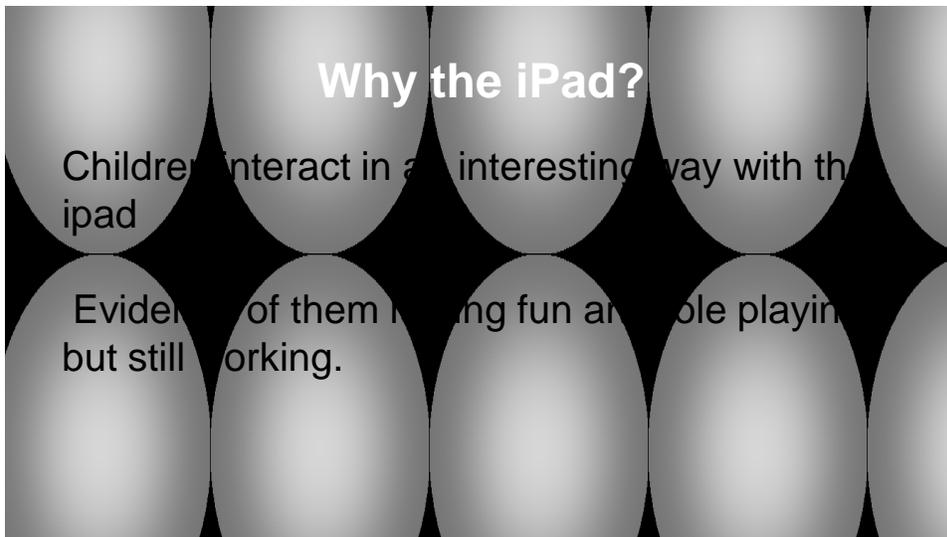


Figure 8, boys appearing to be playing, but showing evidence of good work

In this video, the two boys present the “Jack and Misha Show” at the beginning of their video. Their body language and actions seem to express delight and enjoyment at filming themselves.



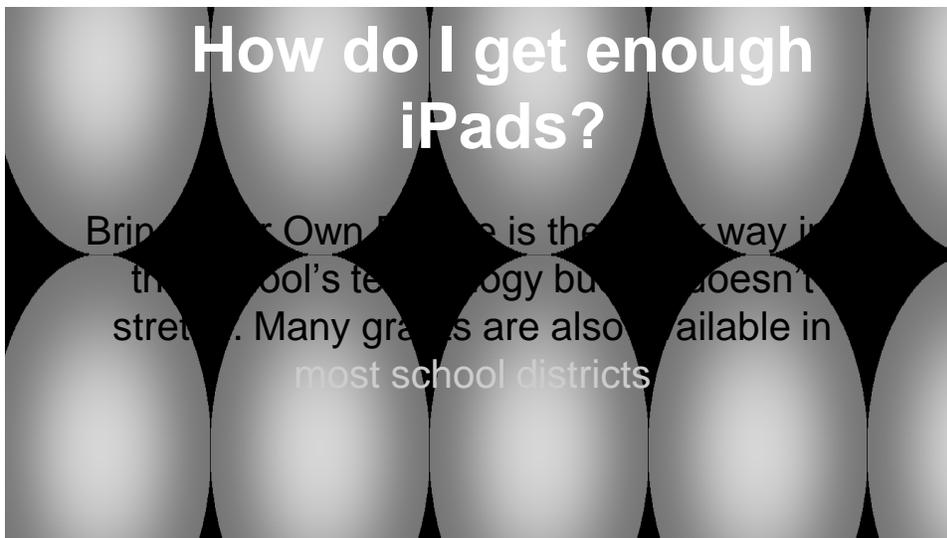
Figure 9, boys working unsupervised using play elements and interrogating the text

In this video, two boys are working alone in the hallway. They start and end their video with a clearly choreographed action where one boy throws the book from behind the camera to the other who confidently catches it and presents it to the screen. Despite working in an unsupervised environment, these two twelve year-olds maintain an interesting and sustained conversation about their book in French. They interact with the screen naturally, showing the pages of the book to the camera as they talk about them and staying focussed and on task in its presence.



Figure 10, girls staying focussed in a noisy environment

In this video, the two girls are working in a noisy hallway and they are interrupted more than once. Despite the interruptions and the background noise, they focus on the screen and carry out a lively and sustained conversation in French about the two books that they have read that morning.



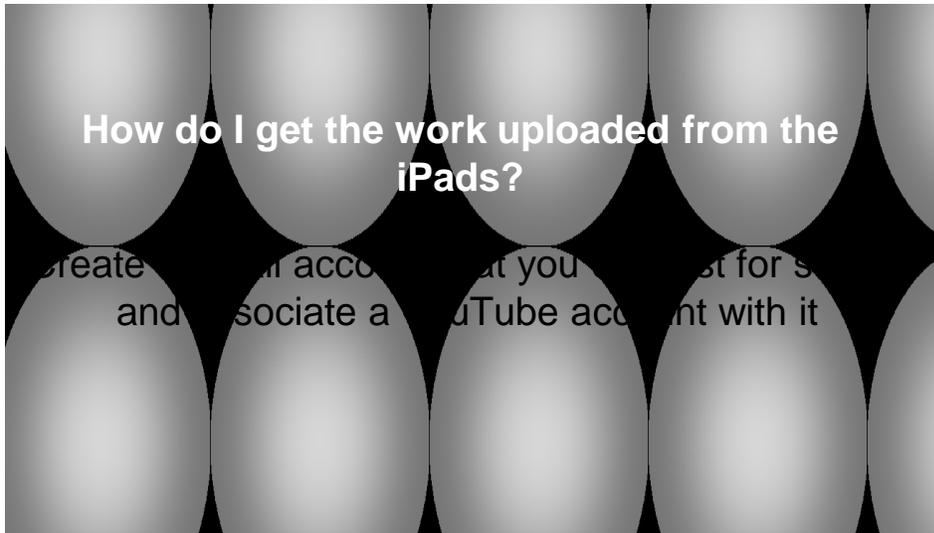
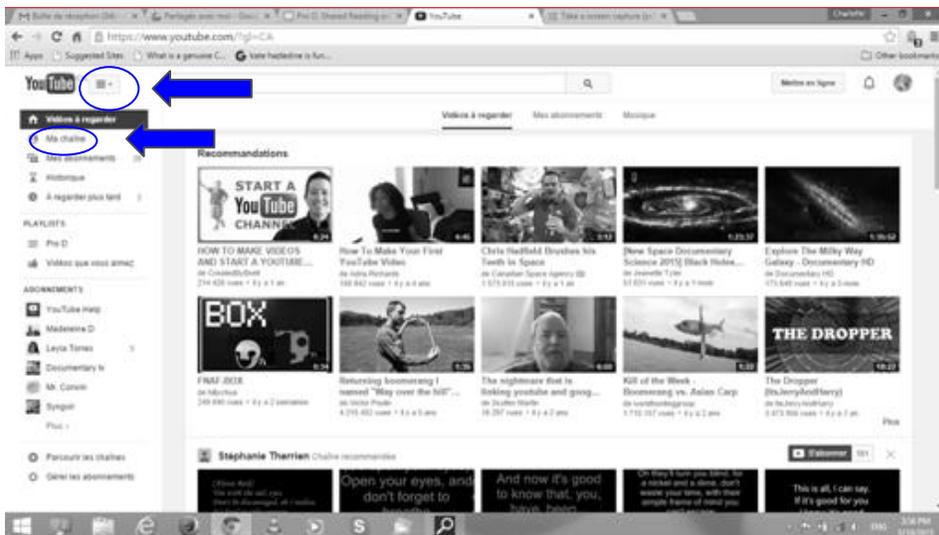
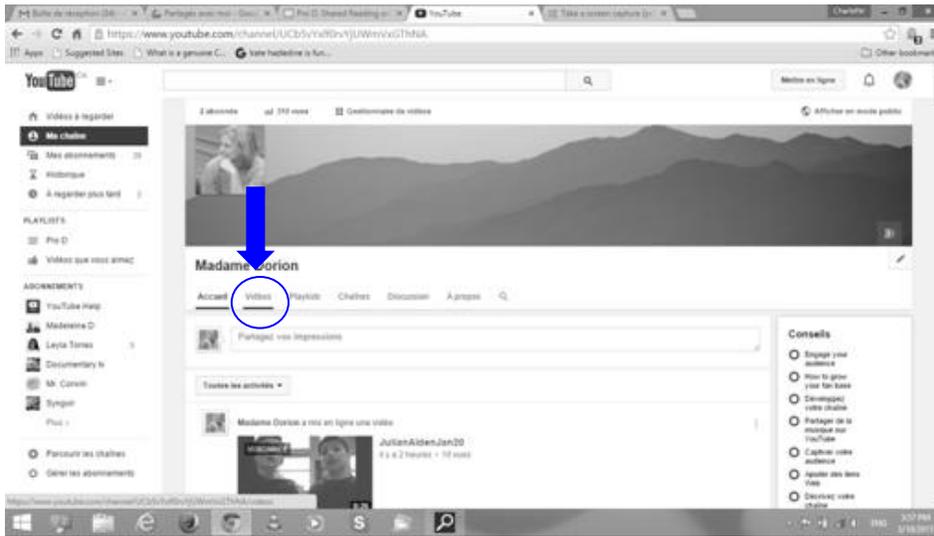


Figure 11, video explaining how to set up a YouTube account

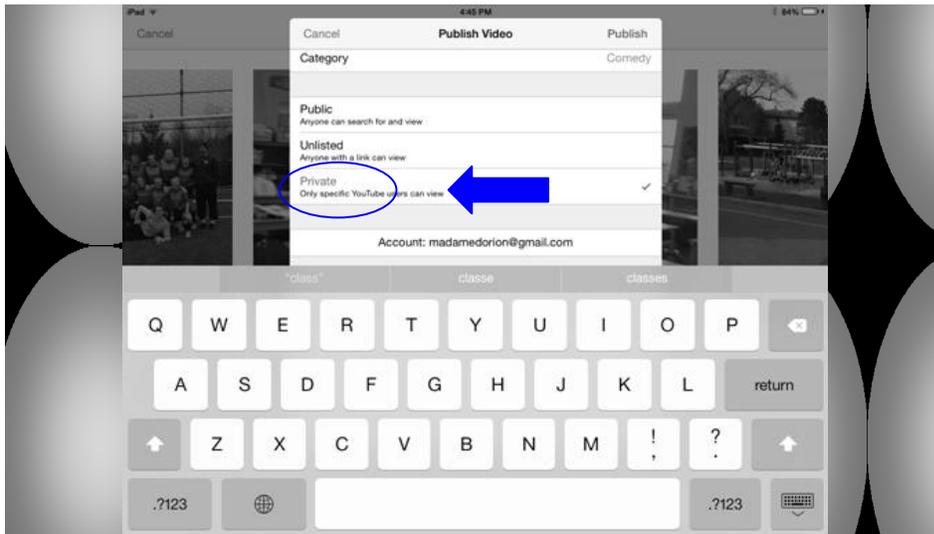
**When you go to YouTube
the videos you or your
students upload will be
saved in 'my channel' and
'my videos'**







**Make sure the students
title videos with their
names for ease of marking, and that
they select the 'private'
option when uploading**



Other classroom activities where I have found iPads useful

1. Lit 'triangles' or circles
2. Alternative to written explanation for students who struggle to write

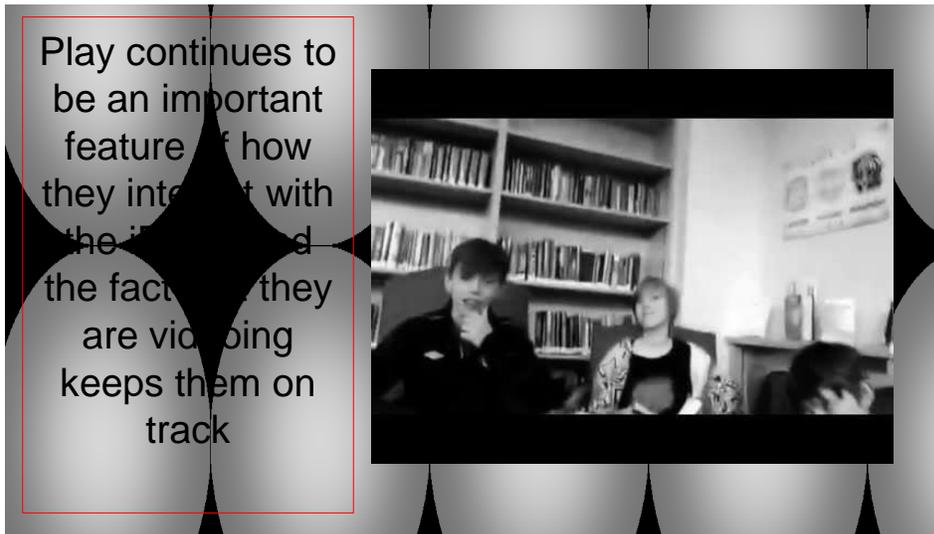


Figure 12, showing boys who have choreographed an elaborate beginning to their video
 In this video the camera pans in slowly and comes through a door to ‘find’ a group of boys looking serious and reading; they look up and act as if they are surprised to see a camera. They then invite the videographer to join them, explaining that they are reading ‘this exciting book’. Their deliberate play acting seems to show an enjoyment and playful attitude towards videoing.

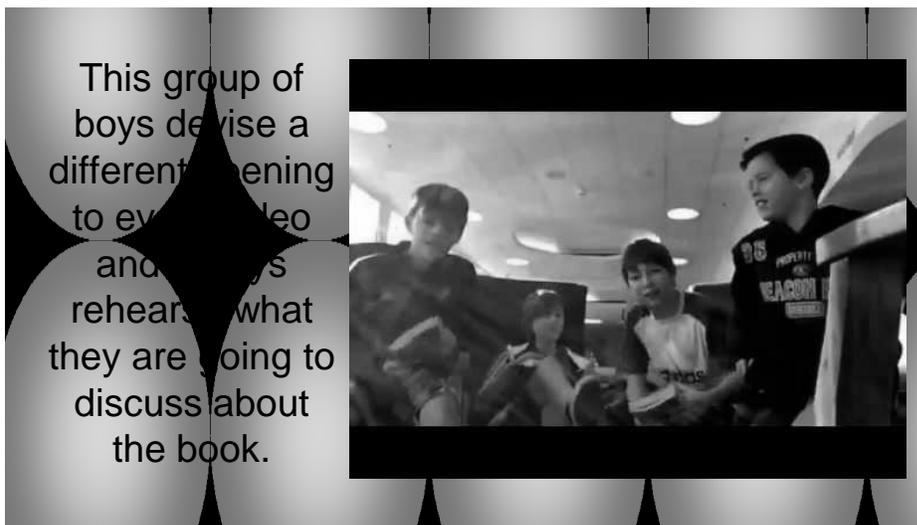


Figure 13, the same boys with a different opening sequence

In this video, the same boys have choreographed a different opening sequence that employs similar techniques of the camera panning in to ‘find’ them.



Figure 14, boys staying on task despite working unsupervised

This is a video of three boys working unsupervised in a back room. This extract shows them having a discussion about the book and analysing the possible motives of one of the characters: “maybe he is so mean because he has been bullied”. I have included this extract because the children are clearly reacting to the screen, they move it to face each child as he speaks, and I feel that they would be most unlikely to have had a similar discussion in an unsupervised area without the knowledge that they needed to make a video and upload it in the time that they were allotted.



Figure 15, boys staying on task for 15 minutes despite numerous distractions

In this video three boys are working outside. There are several distractions, a fire truck goes by, they are cold and they are very far from the classroom. Nonetheless, the boys discuss their book for a full 15 minutes, constantly coming back to the task in hand because the video cannot be paused. I feel that this video shows that the students' awareness that they only have a certain amount of time to make their video keeps them on task. These students often have difficulty sitting still in a classroom and the fact that the screen allows them to be outside seems to help them as they are able to move around.

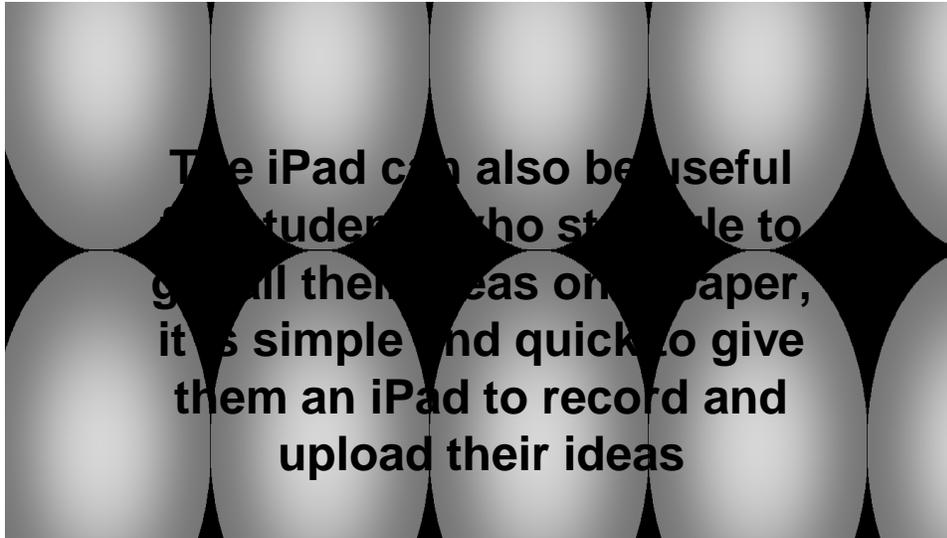


Figure 16, boy explaining complex idea in French

In this video a boy explains why he would choose a democracy rather than a dictatorship for the civilization he is building in Socials. Speaking in French, he is able to articulate complex ideas and show his understanding of the subject. For this child, writing down ideas this complex would have been very time-consuming and frustrating, and he would have probably given up before he was able to really explain them in depth.