

Introduction



Our 21st century needs independent language learners. How can we teach our students the collaborative and risk-taking skills they need to become independent learners? Can technology help, or will it build a wall between language learners and the language they need to master?

The Research Question

How does the use of *Go!Animate* in a digital audio story foster boys' creative collaboration and risk-taking in a Spanish language class?



¡Me gusta todo!

Research Context

- St George's School, Vancouver, Canada
- "Building fine young men. One boy at a time"
- 782 boys selected for their academic, athletic and leadership potential
- We recognize that boys learn best in an experiential classroom

Participants and the Action Research

- 18 Grade 10 boys
- Many struggling with learning another language
- All were determined language learners



Si, se puede!

- 5 classes of house hunting "en español"
- Spanish scripts uploaded to the original animations of *Go!Animate*. ...
- Students kept a daily blog on their project progress, how well they collaborated as a group, and how well they manipulated the new language structures
- I kept a daily field log
- Pre and post project surveys written and collected

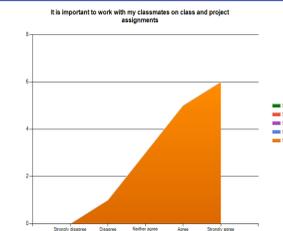


I've got the mouth, do you have the words?

Data Collection

- Pre-project survey to check levels of student engagement in language learning and willingness to collaborate
- Boys make animated movies with original Spanish language sound track and comment on each other's work
- Daily student blogs and teacher field journal
- Post-project survey rubric and pen and pencil Spanish test

Data Analysis



Daily blogs were transcribed and coded to reflect "low, medium and high" levels of student collaboration. Pre-project survey results on levels of student engagement and language learning compared to results from post-project rubric survey. Spanish language mastery of material from this project was collected on a pen and paper test and compared to results of the unit studied immediately before this project.

Key Findings and Discussion

Students loved the project! Beautiful animations were created...however we were all seduced by the "bells and whistles of technology" (Herrington, 2007), and more time was spent playing with the digital program than in engaging With the Spanish language or with each other.



"I think that we spent too much time today playing with our entrances and exits...not a lot of Spanish got used today."
"Spanish rocks!" "I love this program!"
"My partner is working on the Spanish and I am playing with the animation."

Conclusions

Boys were engaged and took more risks in this Spanish classroom.

Boys learned from reflecting as much as I did.

Technology has a place our language classroom, however safeguards must be in place to guarantee that all students learn to manipulate the technology and... practice the Spanish we are learning.

Beautiful animated movies were made, but the process must be as important as the product to ensure technology is helping my students learn.

In the future I will design digital class projects with a narrower scope and embed safeguards to protect the learning in the process of the project.

I am sharing this technology with my department as increased student engagement and willingness to take risks are key to creative and independent language learning.



I can learn it if you let me do it!

Key Readings

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

Davidson, C. N. (2011). *Now you see it: How the brain science of attention will transform the way we live, work, and learn*. New York: Viking.

MacDonald, B. (2005). *Boy smarts: Mentoring boys for success at school*. Surrey, BC, Canada: Mentoring Press.

Ray, B., & Seely, C. (2008). *Fluency through TPR storytelling: Achieving real language acquisition in school*. Eagle Mountain: Blaine Ray Workshops.

Wallis, C. (2006, December 06). How to Bring Our Schools Out of the 20th Century. *Time Magazine*.

Further Information

The full report of this project and an online copy of this poster are available at <http://www.theibsc.org/>.
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