

The presentation that was dress-rehearsed on Sun Aug 4, 2019 as Learning2gether episode 417 with Vance Stevens presenting at MMVC19 <https://learning2gether.net/2019/08/04/learning2gether-with-vance-stevens-at-mmvc19-supporting-student-writing-with-the-help-of-voice-to-text/> Is being presented on-site Fri Aug 9 10:50 to 11:50 in Da Nang, Vietnam at the **GLoCALL Conference in Danang Vietnam Aug 8 - Aug 10, 2019**

<https://glocal.org/course/view.php?id=31>

This document has a TinyURL: <https://tinyurl.com/glocal2019vance>

Slides

<https://docs.google.com/presentation/d/1DU67TWYqF2MxW0h36Js23upkTZKlw7oLsmVoi5nEUH8/edit?usp=sharing>

Vance Stevens workshop on Supporting Student Writing with the Help of Voice-to-Text

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[Sun Aug 4, 2019 - The presentation was rehearsed at a distance at MMVC19 and recorded as Learning2gether episode #417](#)

Abstract

In this workshop, the presenter demonstrates techniques that streamline error correction and global feedback on student writing utilizing Google Docs and voice input features native to tablet and mobile devices.

Audience participation is invited and will greatly enhance the demo.

How YOU can participate actively in this workshop

If you can manage this, please ...

1. Create a document in Google Docs
2. Title it GLoCALL and your name
3. Briefly, in two or three sentences
 - a. introduce yourself
 - b. tell me why you are here, and
 - c. what you hope to learn in this workshop
4. Share your document, for editing, with vancestev@gmail.com

Here is what it looked like in my Google Docs for MMVC19 on Aug 4, 2019:

<https://www.screencast.com/t/qHNQUgZ2GeeT>

Overview of the workshop

On the use of Google Docs by educators

Picture yourself as a teacher more than a decade ago, when some teachers were only just becoming aware that there might be viable alternatives to have students write digitally using proprietary products such as MS Word. You might not have noticed Aune's (2007) blog post about Live Documents, one of the competitors along with Zoho, Open Office, and Google, who were trying to develop free alternatives to Microsoft Office back then. Aune says that Live Documents "will also work with Open Office for those who have already tried to escape the boot heel of Bill Gates. Online alternatives seem to be popping up like weeds in a garden as of late, but can any of them take hold? Google has been trying for quite awhile now, and if that ubiquitous company can't wrest control away, what hope does anyone else?"

How long, at that point, had Google been trying? Google Docs had only just emerged from a product called Writely created by Upstartle which Google acquired in 2006. According to Arrington (2006) Google Spreadsheets bundled with Writely was announced, renamed as Google Docs, in October of that year, though Gilbert and Rosenthal (2016) say that after Google Spreadsheets was launched earlier that year, "Writely was acquired in March 2006. Shortly thereafter, in the beginning of 2007, Google Docs, based on Writely, was released publicly." [Wikipedia's article on Google Docs](#) pointed me to a Google blog post where Google (2009) announced that its Google Apps suite for businesses had finally dropped its 'beta' designation after its launch "two years ago". The precise launch date might have been some time in October, 2006,

http://googlepress.blogspot.com/2006/10/google-announces-google-docs_11.html?m=1.

I think we've drilled in close enough here for our purposes. Google Docs would have appeared in the tool boxes of early adaptor ed techies early in the year 2007. In the message history of the community of practice Webheads in Action which I founded in 2002, <http://webheads.info>, Google Docs was first mentioned in a message from Nelba Quintana in Dec 2006, https://groups.yahoo.com/neo/groups/evonline2002_webheads/conversations/messages/14389. Subsequent to that, it became a frequent topic of Webheads in Action discussions (as you can see from the extensive message history posted by participants following the posting in the link above).

I had become a rabid listener of educational podcasts by that then, which is where I was becoming aware of how teachers were starting to use Google Docs in their classes. I followed such developments closely as coordinator of Webheads in Action, but I had also been teaching

a course on Multiliteracies since 2004, which was a more formal way I was staying on top of current developments in educational technologies. The Multiliteracies course archives its syllabi from year to year at <http://goodbyegutenberg.pbworks.com/>. Google tools don't seem to be mentioned in the 2004-2007 renditions of that course (though they had become a fixture in 2009 and beyond; e.g. <http://goodbyegutenberg.pbworks.com/w/page/10972815/Week4>).

Meanwhile, I had started using Google Docs to teach my own students writing. I was invited to teach a short course entitled Writing in a Multiliterate Flat World July 11-13, 2007 during the XXVI Summer Courses of the University of the Basque Country in San Sebastian, Spain. My abstract to my third lecture in that series, <http://prosites-vstevens.homestead.com/files/efi/papers/tesol/ppot/2007/basque3.htm>, asserted that “technology affords powerful resources to help us teach writing, as with collaboration projects involving blogs, wikis, Google docs and mapping tools perhaps in convergence with online writing labs or multi-user virtual environments.”

In preparation for that talk, I had presented a workshop at the fifth TESOL Arabia Abu Dhabi chapter even “Tactile Tasks and Technical Tips” at the Petroleum Institute, Abu Dhabi on April 21, 2007 where I happened to be teaching at the time. In my slide deck I introduced Google docs & spreadsheets as examples of tools for collaboration in online spaces (Stevens, 2007). Detailed write-ups of these talks and lectures were eventually published in Stevens (2010) and (2011).



Collaboration in online spaces

- Wikis e.g.
 - <http://www.wikispaces.com>
 - <http://www.pbwiki.com>
- Google docs & spreadsheets
 - <http://docs.google.com>

According to https://en.wikipedia.org/wiki/Google_Drive Google Drive launched Apr. 24, 2012. This puzzles me because my first record (in Google drive) of my extensive use of Google apps in my workplace was in 2011, where I had become a coordinator of English teachers at a language school in UAE and I saw Google Docs as an excellent way in meetings for us to collaborate on course documents we needed to hammer out. I also started using Google Docs extensively with students at the college there in giving them feedback on their writing (which created a huge database of all my interaction details with students that remain to this day, private only to me, archived in my Google Drive).

How the techniques presented in this workshop came about

Here I want to explain why I developed these particular techniques for using the voice (speech to text) capabilities of Google Docs to improve efficiency when giving feedback to students on their writing. In my most recent teaching job I taught writing to multiple classes simultaneously, each averaging around 20 students (more or less). Necessity being the mother of invention, I needed to find a way to give feedback quickly but effectively to the large number of students whose writing I was dealing with on a daily basis. Furthermore, these students were military cadets, kept awake nights for reasons known only to their drill sergeants, and with ramifications

on their ability to stay awake in class, and on their focus on classwork there no matter what their state of consciousness. It was hard to keep their attention, let alone keep them on task, so I needed to be able to work with them individually in class in a productive manner, as well as after class to quickly give them feedback on their work so each student would be able to continue to develop his or her writing in the following class period.

To cope with these significant challenges, I thought to use the voice tools inherent in mobile devices to develop two techniques which would allow me to work with the students more effectively and more efficiently than in other ways I had tried before.

The first technique I will show in this workshop allowed me to circulate among the students in the classroom and give them comments which I could speak into my iPad, and which they would see immediately on their computers (it works with Android devices such as mobile phones as well).

The second technique was designed to work with particularly demotivated and poorly performing students with low self-esteem regarding their writing, and who were unfortunately not very motivated to improve it. This technique had them begin writing on paper. I would voice what they started on paper into Google Docs in correct English, with everything spelled correctly, to give them something to revise into a more developed composition without having to work out what was wrong with the first draft, which I found often prevented them from making much progress in moving their writing forward. I was able to show some limited success with many of these students using this technique..

Accordingly ...

The workshop is in three parts

- **PART 1** demonstrates giving feedback using Google Docs and shows video evidence of its effectiveness.
- **PART 2** shows how the same feedback can be given using voice tools, freeing the teacher to move among the students, speak into a handheld device, and have the spoken feedback appear as comments in the student's Google Doc.
- **PART 3** shows how teachers can encourage writing fluency by speaking what students have written on paper into Google Docs, thus creating a digital version of the original on paper.

It works like this:

- The teacher collects the papers and later returns both
 - the original paper (unmarked)
 - along with printouts of what the students wrote expressed in correct language.

- On the printouts are written suggestions for development of their ideas.
- The students revise in Google Docs from these suggestions.
 - Subsequent revision cycles address both accuracy and fluency, but in this technique, start with a version of the student's work which is not bogged down in errors from the outset.
 - Evidence of success with improving writing fluency are presented

Participants will come away from the workshop able to apply these techniques as options among the many tools available to them for providing feedback to students in their own writing classes.

Part 1 shows evidence of effectiveness of use of Google Docs in providing feedback on student writing

We'll watch this video on YouTube <https://youtu.be/bH1p86lXD40>

I (Vance, the teacher/presenter) recorded this when the student was in another class following one I had just had with him. I was in my office, where I noticed he was working on this document from wherever he happened to be at that moment. I joined him in the shared Google Doc workspace, where we interacted in feedback loops, and I recorded the interaction using Jing screen capture from Techsmith.

The video shows how the student was able to work with a teacher in real time, making changes to his work as the teacher suggested them, quickly and effectively, improving his work in the process.

Part 2 shows how to provide just-in-time feedback using voice to activate the comments feature in Google Docs

The second part of the workshop shows how the same kind of feedback can be given in class using voice tools, freeing the teacher to move among the students, speak into a handheld device, and have the spoken feedback appear as comments in the student's Google Doc.

Here's how the teacher uses voice to make corrections in Google Docs to compositions which the students are in the process of revising on their own devices.

- The teacher logs on to Google Docs and puts a student's work on a data show connected to the device projecting there.
- The teacher logs on to Google Docs on his mobile device and circulates in the space where the students are writing (as opposed to teaching from the front of the class), and advises them individually about revisions needed.
- While advising, the teacher creates comments dialogs in the students' papers and speaks the comments into his/her device
- The comments appear in the composition the student is working on in Google Docs, and also on the data show at the front of the room where other students can see it
- Each student acts on those revisions while the teacher works with them, or if the student needs more time, the teacher moves on to other students, repeating the process with each.

In order to demonstrate this, we need to simulate a class where workshop participants play the role of students, and like my students, create Google Documents and share them with me.

Create a document in Google Docs

Title it GLoCALL and your name

In the Google Doc, briefly, in two or three sentences

- 1. introduce yourself**
- 2. tell me why you are here, and**
- 3. what you hope to learn in this workshop**

Share your document with me, for editing, at vancestev@gmail.com

I should be able to

- Find your document in my Google Drive
- Display your document from my device onto room projection system, or Zoom screenshare
- Open the same document on my mobile device
- Make a comment using the voice feature on my device

You should be able to see the comment in your document

If you want to practice, share your document with someone else in the room

- Comment using voice on one another's documents

Part 2 of this workshop is derived in part from

Stevens, V. (2015). Finding Your Voice: Teaching Writing Using Tablets with Voice Capability. TESL-EJ, 19(3), 1-11. Retrieved from <http://tesl-ej.org/pdf/ej75/int.pdf>; also available at <http://www.tesl-ej.org/wordpress/issues/volume19/ej75/ej75int/>

Part 3 shows a technique for using voice to encourage revision from student writing begun on paper

The third part of the workshop shows how teachers can encourage writing fluency by speaking what students write on paper into Google Docs.

I have found that my weakest students (using iPads) prefer to begin on paper rather than have to compose using the soft keyboards on their iPads. Once they were over that initial hurdle, revision was easier for them, and they were able to increase fluency and possibly accuracy, according to these caveats:

- That improvement in accuracy accrues in part from receiving constructive feedback on mistakes made during writing practice; in which case,
 - improved fluency, if followed up by feedback addressing accuracy, should lead to greater accuracy in a student's subsequent writing.
- That accuracy in writing cannot improve without practice actually writing; because
 - Training in just accuracy, disembodied from actual practice writing, is often seen to have negligible carry-over into writing when the focus is on composition, not on accuracy.

However, the data collected in this study show only increases in fluency as measured by increases in word counts of revisions. Accuracy was not addressed since the only reliable measure would be to look at improved accuracy over a series of compositions, which was not in the scope of this study.

Part 3 of this workshop is derived in part from this publication

Stevens, V. (2019). Teaching writing to students with tablets using voice to overcome keyboard shortcomings. In W. Zoghbor, S. Al Alami, & T. Alexiou (Eds.). *Proceedings of the 1st Applied Linguistics and Language Teaching Conference: Teaching and Learning in a Globalized World*. Dubai: Zayed University Press, pp.22-47. Retrieved from

<https://www.zu.ac.ae/main/en/research/publications/ books reports/2018/ALLT2018Proceedings.pdf>

The technique is in two phases

Phase 1: The students start their writing on paper in class

1. They create and share a blank Google Doc with me.
2. The teacher then
 - a. Speaks what they wrote on paper into their shared Google Docs.
 - i. The teacher speaks in correct English what the students intended to say, correcting for them, and without further comment, their spelling, grammar, and punctuation.
 - ii. This allows them to focus on substance when revising their work in a follow-up class, after which these errors can be addressed using the digital tools available in Google Docs.
 - b. Prints out a hard copy of the student's work,
 - i. Makes corrections and suggestions written on the hard copy, in particular addressing more global issues that the students might then work on.

Phase 2: The teacher returns the original paper (as it was handed in by the student) with printouts of what the students wrote expressed in correct language.

3. On the printouts are written suggestions for development of their ideas.
4. The students revise their work in Google Docs from these suggestions.
5. The teacher addresses errors in each digital version, and the process repeats from step 3 for as long as time allows.

Subsequent revision cycles address both accuracy and fluency, but the process starts with a digital version of the student's work which is not bogged down in errors from the outset.

Evidence of effectiveness of the technique

I'm not sure how many of these examples I can show in my demonstration, but we can start with the case of Student 2, where I describe the procedure in my blog post ...

The following is taken, with minor edits, from Stevens (2018)

<http://toolkit4learning.blogspot.com/2018/03/teaching-writing-to-students-with.html>

Below find examples of what the technique looks like in practice.

Student 2 uses the technique to go from 50 to 179 words in one revision

Student 2 responded to the writing prompt by writing the following in class, on paper

STUDENT 2

ID _____ Name: _____ Section: _____ Date 24/6/2017

FND 3016 – Week 3 - Start writing about an EXTREME SPORT

You should spend 30 minutes on this task.

Use as much vocabulary as you can from the Level 3 Quiz 1-2 Wordlists →
Describe an EXTREME SPORT that you have done or would like to do.
 Tell what the sport is about. What equipment do you need? What do you
 do when you play this sport? Why is it dangerous? How can you prevent
 accident or injury when doing it? Why do you enjoy it, or why do you do it?

Write at least 100 words.

In all my life. The extreme sport
 which I love in the earth and
 the most popular is Soccer. When
 you go to the goal you will
 to attack to anyone to come
 in front of you. But if the ball
 to other said you will hunt
 to get it.

#	Quiz 1	Quiz 2
1	accurate	abroad
2	alarm	accept
3	alive	acceptable
4	attack	achieve
5	awful	advantage
6	benefit	afford
7	birth	ancient
8	bone	approve (of)
9	certain	ashamed
10	common	avoid
11	communicate	basic
12	crime	behave
13	destroy	bury
14	disappear	celebrate
15	earth	celebration
16	emergency	challenge
17	enormous	continent
18	environment	customs
19	familiar	design
20	female	differently
21	frightening	discover
22	guard	divorce
23	hunt	divorced
24	invention	elderly
25	involve	experience
26	killing	flag
27	laboratory, lab	method
28	mainly	neighbourhood
29	painful	object
30	perform	occasion
31	pollution	period
32	professional	prevent
33	protect	proud
34	remain	relative
35	sight	require
36	tent	respect
37	tiny	similar
38	trend	skill
39	warning	take part (in)
40	weigh	traditional

As we can see, the student did not appear to address the task very seriously. He wrote 50 words in the 30 minutes assigned to the project (not even two words a minute; what can he

have been doing during that time?). This was half the number of words the teacher was expecting from the weakest students in the class. Yet this student is not weak. He makes interesting analogies with attacking and hunting regarding the pursuit of balls controlled by opponents while passionately engaged in the 'extreme sport' of soccer.

Teachers are often at a loss as to how to respond to student writing on paper in an effective way. All manner of markups have been proposed in the decades I have been teaching. One thing that does not appear to work well is decorating the paper in red squiggles and expecting the student to respond thoughtfully to each squiggle. This is a shame because teachers pour heart and soul, and copious amounts of time, into those squiggles, often with relatively dismissive acknowledgement from the students.

In Student 2's case, teacher takes 5 minutes to read the student's work into Google Docs. Here is what the teacher read into Google Docs

From Sunday September 24

Start writing about extreme sports

in all my life the extreme sport which I love most on earth and which is the most popular is soccer. When you approach the goal you will attack anyone who gets in your way. But if the ball goes to the other side you will hunt to get it.

50 words

Now that there is a soft-copy version of the student's initial stab at the assignment, the teacher prints it out, and marks it up with suggestions for revision and improvement

Student 2

From Sunday September 24
Start writing about extreme sports

In all my life the extreme sport which I love most on earth and which is the most popular is soccer. When you approach the goal you will attack anyone who gets in your way. But if the ball goes to the other side you will hunt to get it.

50 words

50% of 100

Good beginning

the first sentence is a good start to an introduction paragraph. complete the introduction, telling more about the sport.

Second paragraph - what do you do when you play the sport? write a good first sentence for this paragraph, then add more details.

Third paragraph

Conclusion

In this technique, just the act of reading it into Google Docs is perhaps an effective feedback for the student. The teacher has obviously taken time to literally read the student's work. Students may or may not notice the spelling and grammatical changes, but they are just as likely to not notice them even if they are highlighted in red.

Feedback here is focused on what the student should do next. This is designed to keep the student writing. And the time it takes to make suggestions on a printout of a paper that has been "corrected" though voice rendition into text is a fraction of the time it takes to address errors one by one; whereas the time required to provide that valuable holistic feedback is negligible by comparison.

Below, we can see that the student took some of that “valuable holistic feedback” on board to add more substance to two of the paragraphs, bringing his work much nearer to standard, and addressing the task with more thoughtfulness than before.

STUDENT 2

From Sunday September 24
Start writing about extreme sports

In all my life the extreme sport which I love most on earth and which is the most popular is soccer. Soccer is a game that is important for all humans. When you approach the goal you will attack anyone who gets in your way. But if the ball goes to the other side you will hunt to get it.

First of all, Football is the world's most popular ball game in numbers of participants and spectators. There are also many people who are encouraging this game. **Before you start playing** this game ~~when start in a beginning~~ you should doing warm-ups, so as not to get into pain in the joints and tension in the muscles. After warm-ups we will be two teams of friends to play a friendly match. **It is always amusing** to see errors between the two teams or friends.

Second of all, now I will talk about the ball in general. approximately 250 million football players and over 1.3 billion people **are** “interested” in football; in 2010 “a combined television audience of more than 26 billion watched football’s premier tournament, the quadrennial month-long world cup finals.” (Britannica.com)

You should cite the quote taken from here
<https://www.britannica.com/sports/football-soccer>

179 words

You have made good progress on your revision. You wrote 72% of the requested 250 words. I have corrected all your grammar and spelling errors. Next week you can improve your paper and bring it up to 250 words.

on second draft

To do this do NOT DELETE what you have done so far. Revise and improve it.

To improve the paper,

- 1. make sure the introduction paragraph explains what you will write about**
- 2. Add some detail to your paragraphs.**
- 3. Write a conclusion to tell the reader what the essay was about.**

Please complete your 250-word essay by the end of our first class period next week.

In practice some of my students simply ignore the feedback the teacher has provided and might change the topic or start over using one of the counterproductive strategies mentioned earlier (in Stevens, 2018 and 2019), in which case they waste their time and that of the teacher. But those who carry forward with the process can usually improve their work more effectively than if they were revising by hand. For those who follow the process the results have exceeded methods I have tried in the past.”

Student 3 used an Essay Planner to produce 168 words, revised to 233

Here is the work of Student 3 to show how he responded to the technique. This task began with an "essay planner" where the students completed reasons and examples for an advantages / disadvantages essay:

ID _____ Name: _____ Section: _____ Date _____

Four Paragraph Essay Planner

Fill in the information below to make an outline for the essay you are planning to write

Paragraph 1 introduces the topic. Here you need to say ^{ADVANTAGES AND DISADVANTAGES of}

- What the topic is iPads in the class.
- Why is it important?
more disadvantages about iPad in the class.

- What you will write about in paragraph ...
 1. I will write about some good things about it
 2. some bad things about iPad in the class.

Paragraph 2 is about advantages / or arguments FOR

- 1st advantage or reason for iPad in the class
 - Example(s) You can see help your self and can research some hard things.
- 2nd advantage or reason for Students can write
 - Example(s) they can write many things about their subjects.

Paragraph 3 is about disadvantages / or arguments AGAINST

- 1st disadvantage or reason against _____
 - Example(s) Student will play all the time in iPad
they will play lobster.
- 2nd disadvantage or reason against _____
 - Example(s) student will see movie and some funny video
and they will fail.

Paragraph 4 is your conclusion. Here you need to say ...

- Which position do you most agree with? _____
- Why? (explain from what you wrote in paragraphs 2 and 3 how you reached your conclusion)

Here the student has converted these points into an essay on paper using a reasonably coherent structure.

ID _____ Name: _____ Section: _____ Date _____

FND 3016 – Final exam writing preparation

Many people think that iPads can help students learn more effectively, but many students use them to waste time in class. What are the advantages and disadvantages of students having iPads in class, and (in your conclusion) what should be done about the disadvantages?

Write a FIRST DRAFT of 100 words

Write at least 200 words in your REVISED essay

Many People think that iPads can help students learn more effectively, but many students use them to waste time in class, I will write some People advantages and some People disadvantages.

Firstly, some People think the iPad is good and they have some advantages Point.

You can help Your self to resarch some hard things, also students can write many Things about thim Subject and the iPad is more easy ~~to use~~ for students to use. This is advantages point about the iPad.

Secondly Some People have other things about ~~the~~ iPad bad and disadvantage things. So, student will play all the time in iPad, ~~the~~ they will play like star or another Games. and students will see more or some funny videos and they will fail in the exam. This is disadvantage things about iPad.

Finally, The iPad have ~~a~~ good things and bad things, but in my opinion I'm with ~~a~~ some people with advantage iPad because ~~I~~ iPad have more good things. Example you can help your self and can research some hard things after that you will pass ~~a~~ in the exams.

The teacher reads this into Google Docs and notes (from Google's word count of 168 words) that the work is well crafted but short of the 200 word target, and returns it to the student with comments made in the Google Docs version of the paper, as shown below.

October 9, 2017

Try to begin with different words from those given on the exam script

Many people think that iPads can help students learn more effectively, but many students to use them to waste time in class. I will write what some people think are advantages and disadvantages of having iPads in class.

First, some people think that iPads are good and they have some advantageous points. For example, you can help yourself to research about hard things. Also students can write many things about their subject and iPad is easy for students to use. This is one advantage about the iPad.

However, some people have other opinions about the iPad's bad disadvantages. For example, students will play all the time on their iPad and they will play Lodestar or other games. And many students will watch movies or some funny videos and they will fail in the exam. These are some disadvantages of iPad.

Finally, the iPad has both good and bad aspects, but in my opinion I agree with people who think the iPad has more advantages, because iPad has many good features. For example you can help yourself and you can research hard things and after that you will pass your exams.

168 original words

Revise your essay on the advantages and disadvantages of using iPads in the classroom. Try to write MORE than 200 words.

Do not copy many words together from the exam script. For example, if the script says *Many people think that iPads can help students learn more effectively, but many students use them to waste time in class.*

Try to think of different words, for example, "In this essay, I will write about effective use of iPads in classrooms." Instead of advantages and disadvantages, write "pros and cons" (etc.)

You should have at least 4 paragraphs:

Introduction, advantages, disadvantages, conclusion

Add wording similar to that given below to make clear how your essay is organized

(Be sure to introduce the issue or problem in general) ... **In this essay, I will write about** (be sure and mention advantages and disadvantages)

First, I'll write about / explain / tell you about (make it clear that this paragraph is about the advantages. Use wording similar to that given here). **One advantage of using iPads in the classroom is Another important advantage is ...**

Next, I'll tell you / However / On the other hand (make it clear that this paragraph is about the disadvantages. Use wording similar to that given here). **There are several disadvantages / One disadvantage of using iPads in the classroom is Yet another disadvantage is ...**

In conclusion / In summary / As we can see (write a sentence in general about using iPads in class, based on what you said in your essay) **In this essay, I've explained briefly ...** (remind the reader about the advantages and disadvantage) ... **In my opinion** (write a sentence giving *your* opinion)

Marking: Word count 75% _____ Coherence 15% _____ Revision 10% _____

The student does not respond to the suggestion (in red) that he rephrase the introduction to avoid "lifting" words from the prompt that will not figure into his final word count, but he does add additional information to two paragraphs that significantly improve the paper, highlighted in yellow below.

October 10, 2017

*Try to begin with different words from those given on the exam script
The words in red below are not part of your word count.*

Many people think that iPads can help students learn more effectively, but many students to use them to waste time in class. I will write what some people think are advantages and disadvantages of having iPads in class.

First, some people think that iPads are good and they have some advantageous points. For example, you can help yourself to research about hard things. Also students can write many things about their subject and iPad is easy for students to use. This is one advantage about the iPad, and another advantage about the iPad is that it is better because the students can see many answers for many questions about any subject.

However, some people have other opinions about the iPad's bad disadvantages. For example, students will play all the time on their iPad and they will play Lodestar or other games. And many students will watch movies or some funny videos and they will fail in the exam. These are some disadvantages of iPad and another disadvantage about the iPad is that it is not good for eyes and if you use it all of the time your eyes will be broken and your body will become fat, which is another disadvantage about the iPad.

Finally, the iPad has both good and bad aspects, but in my opinion I agree with people who think the iPad has more advantages, because iPad has many good features. For example you can help yourself and you can research hard things and after that you will pass your exams.

233 original words

This is 100% of the required 200 words

These small revisions might seem trivial to teachers of students of strong writers who faithfully engage with a writing program, but small victories are significant with students whose English is so weak that their writer's block is rooted in deeply negative attitudes toward something they feel they will never do well.

Student 1 initially attempted plagiarism but finally settled into following the prescribed technique

Student 1 was in a class of the weakest students in the institute, and when I started working with them, they would tell me, as if it were all the explanation needed, "We are level 1, teacher." Student 1's first attempts at writing in my class were plagiarized (for details on how this was dealt with, see Stevens, 2018 and 2019). Finally, on the third try, he produced this:

STUDENT 1

ID 46374 Name: _____ Section: 10 Date 28

FND 3016 – Week 3 - Start writing about an EXTREME SPORT

You should spend 30 minutes on this task.
Use as much vocabulary as you can from the Level 3 Quiz 1-2 Wordlists →

Describe an **EXTREME SPORT** that you have done or would like to do.

1. Tell what the sport is about.
2. What equipment do you need?
3. What do you do when you play this sport?
4. Why is it dangerous?
5. How can you prevent accident or injury when doing it?
6. Why do you enjoy it, or why do you do it?

Write at least 100 words.

#	Quiz 1	Quiz 2
1	accurate	abroad
2	alarm	accept
3	alive	acceptable
4	attack	achieve
5	awful	advantage
6	benefit	afford
7	birth	ancient
8	bone	approve (of)
9	certain	claimed
10	common	avoid
11	communicate	basic
12	crime	behave
13	destroy	bury
14	disappear	celebrate
15	earth	celebration
16	emergency	challenge
17	enormous	content
18	environment	customs
19	familiar	design
20	female	differently
21	frightening	discover
22	guard	divorce
23	hunt	divorced
24	invention	endure
25	involve	experience
26	killing	flag
27	laboratory, lab	method
28	mainly	neighbourhood
29	painful	object
30	perform	occasion
31	pollution	period
32	professional	prevent
33	protect	proud
34	remain	relative
35	sign	require
36	test	respect
37	tiny	similar
38	tread	skill
39	warning	take part (in)
40	weigh	traditional

My name is _____ and my favorite sport is football and I like it because ~~when~~ When I am children I play ~~with~~ with my friend and with my brothers and my favorite club is UAE and the football is the good sport because he make the accident and we make fail and will be sport man and will be fast and ~~when~~ when play football while another team you will win because you sport more and I like UAE club because these the good team and I want to be good player and I want play with UAE club.

I read this into Google Docs and was finally able to give him some meaningful feedback.

STUDENT 1

On September 28, you wrote an original first draft in class

My name is XXXXX and my favorite sport is football. I like it because when I was a child I played with my friends and with my brothers. ~~and the~~

Football is a good sport because when someone makes an accident, we make fight and we will be sportsmen. And you will be fast and when you play football with another team you will win because you are a sportsman

My favorite club is UAE. I like to clap for UAE because these are good teams. And I want to be a good player and I want to play with the UAE. Clap!

106 words

Well done on your **first draft**.

I have corrected all your grammar and spelling errors.

Now improve your paper and bring it up to 250 words in a SECOND DRAFT in Word

To do this do NOT DELETE what you have done so far. Revise and improve it.

You have made good points about football. You have these main ideas

1. You have written about your experience playing football
2. You have a paragraph about why football is a good sport
3. You have a paragraph about clubs in UAE

To improve the paper, you need to write 100 more words

1. make the introduction paragraph explain what you will write about
2. Add some detail to the other paragraphs.
3. In your conclusion tell the reader what the essay was about.

I have put your essay into the Word document you shared with me.

Please complete your 250-word essay in that document

Or on the paper I give you Sunday Oct 1

When the student seemed to still be struggling, I have him an essay planner handout and had him complete it with ideas that would help him organize an acceptable essay. Here is what he did with it:

ID _____ Name: STUDENT 1 Section: _____ Date _____

Now put your essay on Extreme Sports into this Great Essay Template (on paper or WORD app)

My favorite extreme sport is foot ball. This is a sport where fitness
focus, and running are very important!

In this essay, I will write about Two things about fitness and
the best team in team in terms of team
Success

First, I'll write about fitness if you want to play
foot ball you must ~~be~~ have a good body
and muscles and High Fitness and you will
eat good food like Healthy food such as
Vegetables

Next, I'll tell you about best team in team in terms
Success if the team wants to be successful you
Should work with one hand and cooperate
with each other and you must do good exercise.

In conclusion I hope everyone loves playing sports
and practicing sports and he love fitness.

In this essay, I've explained briefly about foot ball and its benefits
and the rheumatis.

I recorded this into Google Docs so that he would see that, with guidance, he had written an essay.

Section 10 writing from Mon Oct 2, 2017

My favorite sport is football. This is a sport where fitness, focus, and running are very important. In this essay, I will write about two things. First I'll write about fitness and then I'll write about the best team in terms of team success.

The first thing I'll write about his fitness. If you want to play football you must have a good body and strong muscles and a high degree of fitness. And you should eat good, healthy food such as vegetables.

Next, I will give you my opinion about the best team in terms of team success. If the team wants to be successful they should work with one hand and cooperate with each other, and they must do good exercise.

In conclusion, I hope everyone loves playing sports and practicing sports, especially if they love fitness. In this essay, I've explained briefly about football and its benefits and ... (something... rheumatis?? I don't understand this word).

152 words

As we see, the student was making progress. I'm not sure what kind of help he was getting from classmates, but as I pointed out earlier, I counted success in the fact that the technique employed got the student to persist in his writing and follow a process which he might be starting to internalize. I believe he also benefited from this modicum of success he may not have thought possible as an individual who saw himself as a self-defeated level one student.

In conclusion

The students I work with are challenging. Class sizes are large, and many of our students use that to hide out in class and avoid work while the teacher focuses on the more responsive students. Teachers need a technique that will enable them to address the initial efforts of all students quickly and draw them out the way that Student 2 was encouraged to make meaningful revisions in his paper. Having students start the writing process on paper usually gets them to write something, and putting that into Google Docs gives them something to take to the next level without having to re-write anything from scratch.

I find the technique described here to be an effective way of dealing with several classes which collectively produce several dozen short essays in a day. I can usually address the work of a class of up to 20 students in about an hour, and return them something next class that will get them moving into the next phase of the writing process. The technique seems to work well with some of my students.

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Google Slides link to the slides used in this presentation

<https://docs.google.com/presentation/d/1DU67TWYqF2MxW0h36Js23upkTZKlw7oLsmVoi5nEUH8/edit?usp=sharing>

This presentation as it appears in the GLoCALL conference schedule

For latest updates, see <https://glocall.org/mod/page/view.php?id=696>

GloCALL 2019				
	Aug 8th (Thu)	Aug 9th (Fri)	Aug 10th (Sat)	Virtual Presentations
08: 00 - 09: 00 (60 mins)	Day 2: Registration <i>Conference presentations start today, so please come early to meet your fellow conference-goers and make the most of the exciting ...</i>			
09: 00 - 09: 20 (20 mins)	Day 2: Opening ceremony <i>The conference will officially declared open by local and dignitaries and distinguished guests.</i>			
09: 20 - 09: 40 (20 mins)	Day 2: Photo session <i>Please congregate in the main hall for the official conference photograph.</i>			
09: 40 - 10: 30 (50 mins)	Technology and the development of learners' communicative repertoire [204-S] <i>Bao Kham</i> Keynote (50 minutes) <i>This paper aims at deconstructing the newly discovered concept of communicative repertoire and explores the role of technology in t...</i>			
	A201 (40 seats)	A202 (40 seats)	A203 (40 seats)	B202 (30 seats)
10: 50 - 11: 15 (25 mins)	Supporting Student Writing with the Help of Voice-to-Text [205-W] <i>Vance Stevens</i> Workshop (60 minutes)	Purposeful use of technology: projects that motivate [206-W] <i>Jonny Western</i> Workshop (60 minutes)	A Pilot Study on Using Eye Tracking Technology to Understand Reading Behaviour of 12-Year-Old Average Readers [207-P] <i>Ward Mihai et al.</i> Paper (25 minutes)	Using Google Classroom to Increase Students' Autonomy in Completing Homework of Speaking Lessons [208-S] <i>Ha Nguyen</i> Poster (60 mins)
11: 25 - 11: 50 (25 mins)			Construction of roles and identities in a new teaching and learning space: A case study of tertiary wiki writing class at Hue University [217-P] <i>Pham Hong-Anh</i> Paper (25 minutes)	EFL Undergraduates' Perceptions of Blended Learning : Van Lang University, Vietnam [209-S] <i>Le Thuy Linh</i> Poster (60 mins)
12: 00 - 12: 25	Fostering Critical Thinking Skills	A look at Extensive Reading with	Collecting data for research in	How does the use of a self-regulated mobile vocabulary learning app motivate EFL learners?

Time 10:50 to 11:50 in Da Nang wherever you happen to be

- <https://www.timeanddate.com/worldclock/fixedtime.html?msg=Vance+Stevens+on+using+voice+to+give+feedback+on+writing+10%3A50+in+Danang+Aug+9&iso=20190809T1050&p1=3711&ah=1>
- **Countdown to the event**
<https://www.timeanddate.com/countdown/generic?p0=3711&iso=20190809T1050&msg=Vance%20Stevens%20on%20using%20voice%20to%20give%20feedback%20on%20writing%2010%3a50%20in%20Danang%20Aug%209>

Previous versions of this presentation

March 17, 2019 - These techniques were demonstrated at a distance and recorded as Learning2gether Episode #403

- Blogged as Learning2gether Episode 403
<https://learning2gether.net/2019/03/07/vance-stevens-presents-on-supporting-student-writing-with-the-help-of-voice-to-text/>
- Slide presentation here: <https://tinyurl.com/squvance>
- Recorded on YouTube <https://youtu.be/5i7oNjDpEoY>
- Hashtag #squvance

March 9, 2018 - Presentation delivered at the ALLT conference in Dubai

- Slides:
https://docs.google.com/presentation/d/1bkQ5nSomTxR-BILmXqgkdnBr2aRZGCWtRBqL2_H5l/edit?usp=sharing
- Blogged here:
<http://toolkit4learning.blogspot.com/2018/03/teaching-writing-to-students-with.html>
- Subsequently published in proceedings as
Stevens, V. (2019). Teaching writing to students with tablets using voice to overcome keyboard shortcomings. In W. Zoghbor, S. Al Alami, & T. Alexiou (Eds.). *Proceedings of the 1st Applied Linguistics and Language Teaching Conference: Teaching and Learning in a Globalized World*. Dubai: Zayed University Press, pp.22-47. Retrieved from
https://www.zu.ac.ae/main/en/research/publications/_books_reports/2018/ALLT2018Proceedings.pdf

Sun Aug 4, 2019 - The presentation was rehearsed at a distance at MMVC19 and recorded as Learning2gether episode #417

You can find the complete show notes: link to this write-up, link to the slides, read the chat logs, and replay the video, which is embedded where I blogged the event as Learning2gether episode 417 at

<https://learning2gether.net/2019/08/04/learning2gether-with-vance-stevens-at-mmvc19-supporting-student-writing-with-the-help-of-voice-to-text/>.

The video of the presentation can be found on YouTube at
https://youtu.be/6QnTds_hf0