Four ESOL Graduate Students' Hybrid Learning Through a Reflective Project: A Qualitative Case Study

Ho-Ryong Park
Murray State University

Follow this and additional works at: https://ro.ecu.edu.au/ajte

Part of the Bilingual, Multilingual, and Multicultural Education Commons, and the Curriculum and Instruction Commons

Four ESOL Graduate Students' Hybrid Learning Through a Reflective Project: A Qualitative Case Study

Ho-Ryong Park
Murray State University

Abstract: This is a qualitative case study to investigate English for Speakers of Other Languages (ESOL) graduate students' learning experiences when completing a reflective project. Four graduate students in the United States participated in this study and completed the project to share their linguistic and cultural stories in a traditional paper-based essay format and in a multimedia format. The data consisted of a reflection paper, digital storytelling (DST), a project report, an oral presentation, and an interview, which were analysed through content analysis. The findings included participants' learning of (a) language and culture, (b) language teaching, (c) language teachers' responsibilities, and (d) technology. These showed that ESOL graduate students' dialogues with preceding, current, and future utterances indicated their hybrid learning experiences through traditional and technology-mediated reflective tasks. The author discussed the influences of dialogues within their hybrid learning. In addition, pedagogical implications of a combined project between a reflection paper and DST and the instructional elements of DST that teachers need to consider were suggested.

Keywords: teacher education; reflective tasks; hybrid learning; digital storytelling

Introduction

Due to changing environments and values of education, students are expected to become more active, autonomous, and culturally sensitive learners in diverse educational contexts, including technology-mediated learning (Brown & Lee, 2015). To enhance their active learning, it is helpful to offer well-designed tasks that can activate students' prior knowledge and experiences. Reflective practice is an important component that can facilitate students' self-regulated or collaborative learning. Reflection is "a tool or vehicle used in the transformation of raw experience into meaning-filled theory that is grounded in experiences, informed by existing theory, and serves the larger purpose of the moral growth of the individual and society" (Rodgers, 2002, p. 863). Dewey (1933) conceptualises reflection as a form of problem solving and states that it "involves not simply a sequence of ideas, but a consequence—a consecutive ordering," which will determine the proper outcome (p. 3). He also emphasises that reflective thought consists of any belief or form of knowledge that would support it. Based on Dewey's foundational theory, Schön (1987) developed a categorical scheme consisting of reflection-in-

action and reflection-on-action. Reflection-in-action is the thought process about an action in progress, serving to reshape what people are doing in the midst of the action. Reflection-on-action is a thought process of thinking back on past experiences as "knowing-in-action" to discover how they may have contributed to an outcome (p. 26).

Reflective practice influences teachers' teaching and learning (Behizadeh, 2019; Feiman-Nemser, 2001; Schön, 1987), so it is important to understand graduate students' reflective learning. However, research about English for Speakers of Other Languages (ESOL) graduate students' reflective learning experiences in both traditional and technology-mediated learning contexts is scarce (Park, 2019). The current study aims to fill this gap and show how a reflection paper and DST facilitate ESOL graduate students' learning. Based on the understanding of reflection, I designed a reflective project for an ESOL teacher education course to support students' learning. This paper focused on understanding four ESOL graduate students' learning experiences when completing the project in both traditional and technology-assisted learning contexts. The research question is "What are four ESOL graduate students' learning experiences when they complete a reflection paper and DST?"

Theoretical Framework and Literature Review
Dialogism

I used Bakhtin's (1986) dialogism to understand graduate students' learning experiences while they communicated with themselves to complete reflective literacy tasks. Based on sociocultural perspectives, dialogue is an essential concept in literacy for which a reader interacts with a writer and the text within a particular social context (Rosenblatt, 1986). Dialogue means "Two speech works, utterances, juxtaposed to one another, enter into a special kind of semantic relationship that we call dialogic" (Bakhtin, 1986, p. 118). Bakhtin (1981, 1986) also discusses that every utterance has a dialogic relationship with preceding and future utterances, which enhances dynamic interactions. Since the participants of this study accessed and recalled their knowledge and experiences as preceding utterances, dialogic interactions played a significant role in their performances in completing the reflective tasks. Therefore, dialogism enabled me to view the participants' dynamic and interactive reflections effectively. With this dialogic lens, I regarded the ESOL graduate students as active participants in reflective learning environments and focused on their learning experiences when interacting with their preceding, current, and future utterances.

Reflective Journals in Education

Schön (1987) values reflection because it makes the expectations of future behaviours possible based on the understanding of the results of behaviours in the past. He also states that:

> *Each person carries out his own evolving role in the collective performance,*
> *"listens" to the surprises—or, as I shall say, "back talk"—that result from*
> *earlier moves, and responds through on-line production of new moves that give*
> *new meanings and directions to the development of the artifact… (p. 31)*

Therefore, individuals' dialogue with themselves plays a critical role in the reflective processes. Researchers emphasise that reflective practice is important for a novice to become an expert (Feiman-Nemser, 2001; Schön, 1987). This transformation is significant for teachers, so when

novice teachers learn more about their own teaching, they can develop new understandings about teaching and learning (Körkkö et al., 2016; Liu, 2015).

Reflective practice is applicable in different contexts, such as practicum experiences (Pence & Macgillivray, 2008; Ulusoy, 2016), cohort activities (Farr Darling, 2000), and professional development works (Bassot, 2016). It can also incorporate diverse types of tasks, such as reflective journals, portfolios, etc., which are key tools to cultivate reflective processes in teacher education (Craig, 2010). Based on their review about the positive and negative aspects of reflective journal writing, O'Connell and Dyment (2011) emphasise that reflective journals provide data as a starting point for students' learning, centre the students in the learning process, promote creativity, and encourage critical reflection. Writing reflective journals is beneficial for teachers because it provides diverse pedagogical methods, supports various instructor roles, and helps them develop better relationships with students. However, there are challenges, including a lack of training or structure for students, an overuse of journaling, a negative perception of journaling, an issue over gender and ethnic differences, and journal quality. This journaling practice can have technology-supported formats, such as online discussions (Craig, 2010), weblogs (Wopereis et al., 2010), and digital stories (Shelton et al., 2017).

Digital Storytelling in Education

Digital storytelling (DST) refers to both an act and a technology tool. It is an act of telling a story in a digital format (Kobayashi, 2012). Through a form of short personal narrative, digital storytellers share personal stories, histories, and voices based on their thoughts, opinions, experiences, values, and imagination (Price et al., 2015; Shelton et al., 2017). DST contains diverse resources, such as narrative scripts, images, video clips, and audio (Castañeda, 2013), and storytellers collect, create, analyse, and combine these resources (Robin, 2008). In this paper, I used the term, DST, to refer to the reflective task of telling stories by using digital technology.

Researchers have conducted numerous studies about integrating DST into teacher education, and preservice teachers have been found to use it as a positive instructional tool for their future classes (Kobayashi, 2012). When they develop digital stories more often, their roles change from passive recipients to active producers of media content (Istenic Starčič et al., 2016). Teacher educators adopt DST to support their students' learning through reflections on diverse content topics (Park, 2019). By creating digital stories, the students understand their personal experiences, the images of ideal teachers, and the coursework (Coggin et al., 2019). DST helps students transfer their individual knowledge and skills about technology to educational contexts and become self-confident in using educational technology (Heo, 2009; Kobayashi, 2012). DST and multimodal design can also facilitate their pedagogical competencies and content knowledge (Istenic Starčič et al., 2016).

Research Methodology

To answer the research question, "What are four ESOL graduate students' learning experiences when they complete a reflection paper and DST?" I conducted a qualitative case study (Merriam, 1998; Yin, 2014). Since it refers to "the primary instrument for gathering and

analysing opportunities for collecting and producing meaningful information" (Merriam, 1998, p. 20), this research design met the purposes of this study. I treated all the participants as a case.

Participants and Their Stories

After securing Institutional Review Board (IRB) approval from my university in the southeastern US, I contacted ESOL graduate students who recently completed a graduate-level course, *Language and Culture*. They understood that this research participation would be on a voluntary basis and would not influence their grade. Four students agreed to share their course assignments and participate in an interview. They were Saad, Myriam, Silvia, and Betty, and all the names are pseudonyms. Table 1 presents the participants' demographic information and the titles of their reflection paper and DST.

	Name	Gender	Age	Country of Origin	Reflection Paper Title	DST Title
1	Saad Abadi	Male	27	Saudi Arabia	Politeness	Men's and Women's Communication Styles
2	Myriam Antar	Female	24	Saudi Arabia	Linguistic Relativity	Cultural Adaptation
3	Silvia Pérez	Female	32	Venezuela	Overcoming My Prejudices and Biases about Diversity, Language, and Cultural Models	Which Generation Do I Belong to?
4	Betty Taylor	Female	24	America	The Devil in Stilettos: Language Differences between Men and Women	Intelligence vs. Dialect

Table 1 Participants' Information and Task Titles

After graduating from a university, Saad got an administrative job in the Ministry of Education and taught English as a foreign language (EFL) to university students in Saudi Arabia. He came to the US to work towards a Master's degree after this 4-year teaching experience. Saad did not have experience in creating video content. After completing the reflective project, he stated that he learned specific issues about language and culture while exploring the topics for reflective tasks and appreciated the instructional values of both tasks.

Myriam had taught EFL at a university in Saudi Arabia for two years, but she took English as a second language (ESL) classes before starting her graduate study in the US. She was not knowledgeable about technology and had never created video content, so she worried about completing DST. Myriam was a quiet student; she neither actively participated in class discussions nor shared her opinions with others in class. However, she was a critical thinker in her reflective project and appreciated that she could share her opinions in the project.

Silvia had taught Spanish to university students in the US for seven years. She was an active student in class and used technology often. Although educational technology was still new to her, Silvia was willing to try it for her teaching and believed both reflective tasks were helpful to express her world views. In the project report, Silvia mentioned that she could identify her own biased views about language and culture due to these tasks. She considered her reflective performances as dialogic because she interacted with her own feelings, experiences, and beliefs.

Betty was born in a rural area of the US and had helped her family's farm business before coming into the graduate program. She was the first-generation student completing a Master's

degree in her family and did not have any teaching experience. Betty was not familiar with using technology, so she was concerned about DST. Betty was a quiet student; she rarely shared her opinions in class and usually avoided participating in controversial discussions. However, in each reflective task, she actively and critically described her experiences and identities as a marginalised individual in her family and community because of her gender and strong southern accent.

Tasks and Data Collection

As one of the course requirements, the participants completed a reflective project consisting of four tasks: (a) a reflection paper, (b) DST, (c) a project report, and (d) an oral presentation. These were used as existing data. The participants chose one topic about language and culture for each of the first two tasks and shared their thoughts and experiences. For the reflection paper, the participants wrote their stories in a traditional paper-based essay format, which was 4-5 pages long. For DST, they told their stories in a multimedia format, which was 2-3 minutes long. I introduced several software applications to create and edit multimedia, such as *PowerPoint, Gimp, IrfanView, Audacity, Windows Movie Maker, iMovie,* and *Avidemux*, but the participants were allowed to use different applications if they wanted. Since the main course content was language and culture, the quality of technology in DST was not critically assessed. Figure 1 shows a screenshot of Silvia's digital story.
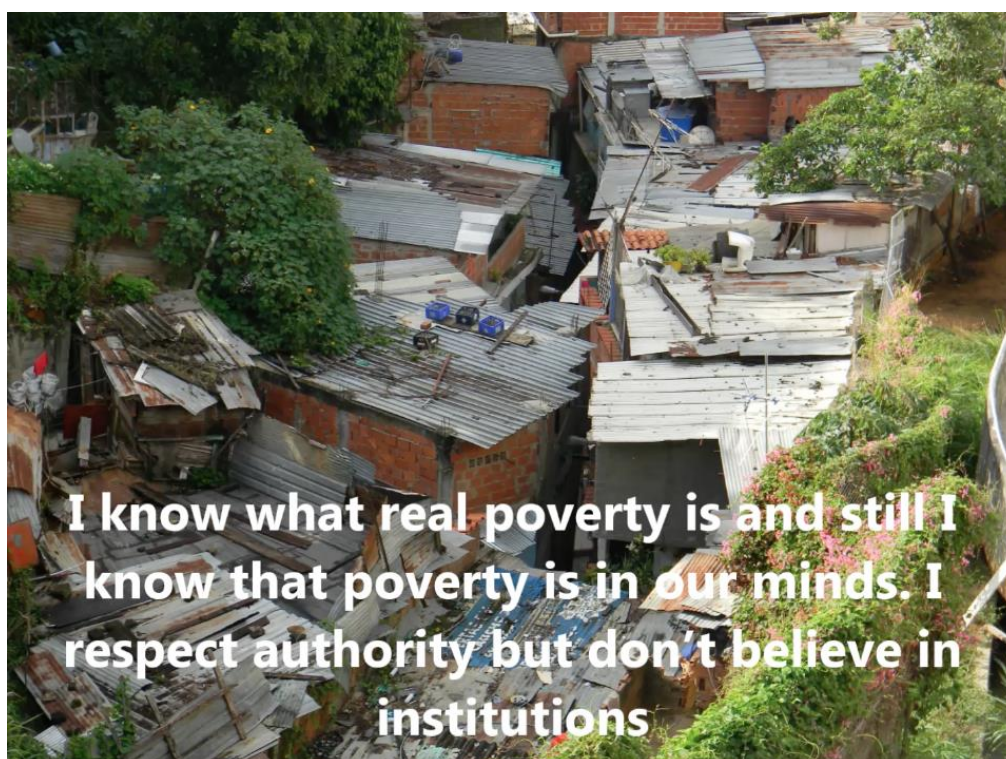

Figure 1: A Screenshot of Silvia's Digital Story

After completing the reflection paper and DST, the participants submitted a 2-3-page project report describing their experiences in completing the first two tasks. In addition, they shared these experiences and discussed the linguistic and cultural topics during a 10-minute oral presentation in class. I also conducted and recorded a 25-30-minute semi-structured interview to understand more about the participants' learning experiences. DST and the interviews were transcribed for further analysis.

Data Analysis

I adopted qualitative content analysis, the research technique used to categorise multiple words and expressions into meaningful themes through a systematic coding process (Hsieh & Shannon, 2005; Stemler, 2001). I modified the suggestions of data analysis procedures by Miles et al. (2013) and went through three steps. The first step was reviewing the data and deciding on the criteria to code based on the research question. The criteria were the participants' learning experiences. For the second step, I coded all the data, revised the codes, and developed categories and subcategories based on semantic relationships and thematic patterns. I repeated these procedures until meaningful codes and categories were identified. During this step, I invited a colleague to code the whole data sets of one participant and to discuss if the codes were valid and reasonable (Rossman & Rallis, 2012). The colleague was familiar with teacher education and qualitative research analysis. If we did not agree with a code, it was modified until we found a solution. The third step included revising, renaming, and relocating categories and subcategories to make more meaningful connections among the codes, categories, and the participants' actual utterances. In total, there were initially 47 codes, but I only selected 37, and developed 1 category and 4 subcategories. Table 2 shows the relevant codes and themes, and irrelevant codes were not listed.

	Codes	Subcategories	Category
1-11	Accent; Communication/Conversation; Dialects, Genres; Organisations; Pronunciation; Relativity; Tone; Typing; Vocabulary; Writing	Learning-Language	Learning
12-19	Acculturation; Age; Assimilation; Gender; Greeting; Politeness; Adjustment; Identity	Learning-Culture	
20-24	Activity/Task; Material; Teaching-Culture; Teaching-Language; Teaching-Technology	Learning-Teaching	
25-28	Advocacy; Diversity; Technology; Understanding	Learning-Teachers' Responsibilities	
29-37	Audio; Computer; Image; Multimedia; Internet Search; Software Application; Technology-Activity; Text; Video	Learning-Technology	

Table 2: A Codebook

I also interacted with the participants for member checks. In order to make the study trustworthy, I used multiple data sources and interacted with the colleague for the data and investigator triangulation (Merriam, 1998).

Findings
ESOL Graduate Students' Learning Through the Reflective Project

The participants' reflective project showed their learning experiences. Among others, their learning of diverse issues about (a) language and culture, (b) language teaching, (c) language teachers' responsibilities, and (d) technology were noticeable. The learning was not limited to these four categories; however, these were more meaningful for the participants as ESOL graduate students in a teacher education program.

Learning of Language and Culture

The reflective project showed the participants' knowledge and learning of diverse linguistic and cultural issues. Since language and culture were the major content for the course that they were taking, the participants already had opportunities to discuss most of the main topics and concepts in class. However, they emphasised that their learning of these issues was in-depth, as Myriam discussed below:

> *Being an ESL learner in the U.S.A. did not only give me the chance to speak or study the surface level of their language, but most importantly gave me a deeper insight into the culture of the people and how their language had shaped their ways of thinking ... I could understand what Charlemagne declared, "To have a second language is to have a second soul." (Reflection Paper)*

Myriam, as an English teacher in Saudi Arabia, reflected on her experience as an ESL learner in the US and shared her learning and perspectives about language and culture. She concluded, "language is the reflective tool of people's cultures and thoughts. Language provides abstract concepts for objects or events in our worlds in the way people operationalise these words," and believed that her learning was in depth in the reflective project.

The participants' discussions about linguistic and cultural topics were easily beyond the scope of class conversations due to their willingness to share their personal and culturally sensitive dialogues with their prior knowledge and experiences, as preceding utterances. This was relevant to several components, such as what topics and issues they selected, how to tell their stories, how much detail they discussed in their topics, and what types of experiences or supporting details they shared. For instance, Saad and Myriam chose both topics that were discussed in class, but one of Betty's topics was not included in class discussions. Silvia selected both topics that were not discussed in class. Although Saad, Myriam, and Betty selected the topics that were included in the class discussions, their stories and reflections navigated more personal, argumentative, and critical issues. Betty, for example, discussed dialects in her digital story, and her insider's voice and identities based on her critical considerations and experiences were obvious as the following:

> *I have a thick southern or country accent, and these accents are often associated with being uneducated, which could lead people to believe I am uneducated and make fun of me because of this. I come from a working-class community that*

>*does not put a lot of emphasis on higher education, and because I am a semester away from getting a master's degree, the community sees me as no longer a member. The community could also see higher education as a threat because it is unfamiliar. (DST)*

Her perceptions and arguments were clear, but she did not share any of these during the class discussions because she was not willing to share these personal issues. However, she voluntarily shared and discussed these stories in her reflective project, as 'a secure space.'

The participants' reflections were associated with their dialogues with themselves, which made a connection between the topics and themselves. During these reflections, the participants referred to their thoughts, experiences, and cultural norms and showed their inner self to continue more complicated discussions. These reflective dialogues made their learning of the content knowledge active and meaningful. In Silvia's case, she recognised her cultural bias and said, "I [saw] myself through a biased lens in the past. [The reflections] led me to understand that I am not wrong but different, and [I] found that this should be happening to us as students." Through her reflective thinking, Silvia autonomously learned that sociocultural difference should not be the same as wrongness and believed that people should be cautious to understand linguistic and cultural diversity. Betty also shared her stories and learning as the first-generation student from a rural community to reveal her identity as a marginalised individual and how language and culture indicated her stories. She discussed the unfair treatment based on gender and said, "I looked at how men and women were viewed differently [when they] used the same language. I found that everyone recognised this difference but dealt with it in different ways."

Among others, Silvia's and Betty's cases indicated that the participants became aware of their improper personal beliefs and social injustice through the reflective processes. These dialogues with their preceding and current utterances facilitated their autonomous and critical learning through their reflective project. In addition, the reflective dialogues empowered the participants to become active writers and storytellers to share their insiders' voice.

Learning of Language Teaching

Language teaching was not one of the primary course contents, but the participants as ESOL graduate students discussed diverse instructional issues and indicated their learning of language teaching. While reflecting on language and culture, the participants considered how to apply what they learned from their reflective thinking to their future language classes. They learned that integrating diverse linguistic or cultural contents, topics, and vocabulary into their future classes would be important. This obviously occurred when they identified themselves as current or future language teachers. Regarding these instructional applications and needs, Saad discussed:

>*The [linguistic and cultural] concepts ... can be used to teach English language learners (ELLs) about intercultural communication. If ELLs are taught cultural meanings, silence, linguistic relativity, kinship terms, terms of address, and turn taking, they will be better placed to communicate effectively with individuals from different cultures. (Project Report)*

He emphasised that teaching how to understand and use culturally relevant linguistic components would help ELLs to communicate with others in the target language. Betty also shared her opinion about teaching linguistic and cultural topics to ELLs and said, "I feel that [gender and dialect] are important to them because of many gender issues and many different dialects [that

they would] encounter in an ESL classroom." While telling her stories about the gender and dialect issues, Betty emphasised that teaching the culturally relevant language use would help ELLs grow in the US.

Learning of instructional issues expanded to the task types, and the participants valued the dialogic elements of reflective tasks. During the interview, Silvia said, "I have a voice talking in my head … and try to think of past experiences and my life … [The reflection] really puts me in a position of questioning myself and my belief." Silvia emphasised that it was important to dialogue with her preceding utterances for the reflection processes, which helped her learn more about herself and consider diverse topics critically. During these reflection procedures, the participants were empowered because their own voices became valuable resources. The participants also thought highly of DST as an instructional task. As other participants did, Myriam believed that diverse technology-mediated tasks would facilitate ELLs' language learning. She in particular emphasised its impact on learners with different personalities and learning styles and added, "Many learners feel shy or hesitant in participating in class . . . by using technology I can help them explore various information and produce what they have to do effectively and enthusiastically." The participants also noted that using technology might enhance student engagement and motivation when learning a language.

The participants' connections between what they learned about language and culture from the reflective tasks and their future teaching, as future utterances, were vital. Through the dialogic reflections, the participants became aware of effective language teaching and shared several pedagogical suggestions as well. Based on these perceptions and values, the participants planned to integrate linguistic and cultural topics, as well as reflective tasks, into their future classes.

Learning of Language Teachers' Responsibilities

The reflective project was an opportunity for the participants to think and learn about language teachers' responsibilities as well. This referred to teacher identity as their understanding, knowledge, and beliefs about themselves as teachers and their teaching (Buchanan, 2015; Bukor, 2015; Pennington & Richards, 2016). The participants indicated that diverse sociocultural topics, understanding, and advocacy would be ESL teachers' critical responsibilities.

The participants emphasised that ESL teachers should integrate diverse topics into their classes, and this belief in the need for diversity in teaching was one of the foundational elements of their identity as preservice or novice teachers. In addition to teaching different language skills, grammar, and vocabulary, they argued that teaching diverse linguistics issues in diverse social and cultural contexts would be critical. For example, through the reflective project, Silvia reached a practical conclusion about her future teaching and said, "Teachers should help students build a second language identity through teaching socio-pragmatic knowledge." She also mentioned, "introducing topics related to cultural differences will help [students] challenge their assumptions. . . It's not simple to change that mindset; that's crucial knowledge." These comments indicated her awareness of teachers' responsibility to teach students how to use a second language properly in a new culture and society. Likewise, the participants emphasised integrating cultural topics into classes as Saad mentioned, "I would ask my future students to read more about others' cultures in order to understand how to deal with them, as well as learning their language appropriately." He valued the integration of linguistic and cultural topics

in language education.

The participants also stressed that ESL teachers should try to understand students' linguistic and sociocultural backgrounds to teach them effectively. From this perspective, they valued teachers' awareness of linguistic and sociocultural diversity. In her Project Report, Myriam discussed, "ESL teachers should be patient and open-minded. They have to be assistants of their students rather than being rebukers." Based on her own experiences as an international student, Myriam perceived that ELLs' difficulties in a host country were mainly due to the linguistic barriers and sociocultural differences. Therefore, she emphasised that teachers' roles to understand and support students were vital. Likewise, other participants considered sympathising with ELLs to understand their situations, learning styles, and challenges as teachers' responsibility to make their teaching successful.

The participants believed that ESL teachers should advocate for ELLs and help them to overcome the difficulties caused by linguistic and cultural differences as Wright (2019) described. Although teaching English in class was the teachers' primary responsibility to support ELLs, the participants also valued extracurricular consulting sessions and out-of-class activities. In her digital story, Myriam discussed the challenge—the uncertainty and lack of knowledge in the new environments—that she had to experience when she first came to the US and mentioned, "At first, [the challenge] was one of the most [serious] obstacles and fears I have experienced, but actually it was one of the most important benefits I gained." Based on these experiences, she gave the following advice to international students:

> You may experience some discomfort before you are able to function well in your new setting. This discomfort is a natural stage in the adaptation process. Be patient, it takes time to adapt to new surroundings, a new culture, and a new lifestyle. Understanding your new environment and its culture will help you to have a more fulfiling experience both academically and personally. (DST)

All the participants thought that ESL teachers' role as advocates would be important for ELLs' adaptation and success in their host country, and they were willing to support the students as well.

Learning of Technology

In addition to the contents, teaching, and teacher identity, the participants' learning experiences and understanding about technology was obvious, and they indicated that completing DST improved their knowledge and skills about technology. The participants highly regarded ESL teachers' ability to utilise technology tools and technology-based tasks for their classes. They also valued teaching students how to use diverse technology. Myriam believed that ELLs' lack of confidence about their language proficiency would make them less active, so she suggested, "if [teachers] give students some chances to talk about what they know by using technology like digital storytelling . . . they can be active students in the class." Myriam considered that technology-based tasks would help students to overcome their linguistic and emotional barriers to some extent. Saad also indicated that using technology-mediated materials and tasks would be important in recent educational contexts because they played positive roles in language teaching and learning. Based on these understandings, the participants were willing to integrate technology tools and technology-based tasks into their future classes.

Although basic instructions about technology and DST were provided, the participants still searched for additional public video instructions about how to develop digital stories. These

independent efforts to dialogue with those visual texts helped the participants to overcome their limited digital literacy skills. Myriam was most reluctant to use technology for the reflective project, but her attitude toward the technology dramatically changed after completing her digital story as follows:

> *I liked that experience because when I taught myself new programs by myself, I felt proud that [I] could understand the program and how to use technology. And by the end of the project, I could have my voice … [and learned] how to make digital storytelling. I showed my husband and told him, "I'm very proud of myself." (Interview)*

Myriam's case showed her autonomous learning procedures and the ownership of her learning. Silvia also appreciated her learning about how to use technology and emphasised, "Using technological tools was challenging too … [but it] is important knowledge we must improve/acquire in order to meet the needs of students and make our teaching/scholar job more meaningful, interesting, and complete for new audiences." The participants trusted that learning of technology would facilitate ESL teachers' innovative teaching.

Learning of technology through a DST task was stressful to the participants due to their limited digital literacy skills and experiences. In addition, developing a digital story required diverse knowledge and skills other than technology, such as critical thinking, and storytelling (Robin, 2008; Shelton et al., 2017), so the mastery of one of these skills did not suffice to develop a complete digital story. However, it was notable that the participants autonomously practised using technologies and synthesised diverse skills and knowledge to overcome the challenges.

Discussion: Hybrid Learning Through Reflective Dialogues

Four ESOL graduate students in this study learned about language, culture, language teaching, language teachers' responsibilities, and technology when reflecting on diverse linguistic and cultural issues. During these procedures, all the participants dialogued with themselves and made meaningful connections between what they had already known or done—their preceding utterances—and what they think, do, and will do—their current and future utterances (Park, 2019; Bakhtin, 1981, 1986). Since these reflective dialogues were the major sources to complete their project, the participants' preceding and current utterances were critical elements, which included their prior or current knowledge, perceptions, feelings, beliefs, and experiences about language and culture. Furthermore, the connections played a significant role in reflective learning as shown in other research (Anderson, 1994; van Kesteren et al., 2018). As the cases in this study showed, the participants' learning through the reflective project was meaningful for diverse linguistic, cultural, instructional, and technological issues.

The participants' learning experiences in this study were unique because their dialogic reflections occurred in both traditional and technology-mediated tasks, which made their learning hybrid (Park, 2012; Park & Kim, 2011, 2016). For both types of tasks, a reflection paper and DST, the participants activated their prior knowledge and experiences by asking questions and referring to their preceding utterances. These tasks enabled them to contemplate and discuss diverse linguistic and sociocultural topics critically (Farmer, 2004). In addition, the participants as preservice or novice teachers could think about and learn more about teaching and learning (Körkkö et al., 2016; Liu, 2015). The technology-mediated reflective task also helped them to

consider additional components, such as when and how to utilise multimodal resources—images, audio, and videos—effectively when telling their stories. However, they needed to follow extra steps, including searching for, analysing, evaluating, choosing, modifying, or creating multimodal resources or information based on their needs. Therefore, the participants could develop digital literacy skills as well.

The participants' hybrid learning through the reflection paper and DST indicated that combining traditional and technology-mediated reflective tasks was effective to facilitate ESOL graduate students' learning in new educational contexts. Combined reflective tasks enabled them to make their learning more meaningful, dynamic, and multifaceted because they should access and utilise more resources to make their stories personalised, comprehensible, and powerful. In addition, with diverse methods to approach and scrutinise critical topics, the reflective tasks could get the future teachers ready for teaching and learning in new hybrid contexts.

Moreover, the participants' dialogues and reflections enhanced their autonomous learning and the ownership of this learning. As all the cases showed, the participants decided on their own topics and storylines for the tasks, so they selected the most meaningful and interesting issues. This might be helpful for their autonomous and critical learning of language and culture. They also referred to and shared the supporting details, which would be most relevant to themselves personally or professionally. In this hybrid learning context, the participants could independently reflect on their knowledge and experiences as their preceding utterances. The reflective tasks thus helped the participants become aware of the importance of their experiences and make use of these more meaningfully (Brewer & Jozefowicz, 2006), which eventually facilitated the ownership of their learning and empowered them as well.

Implications
Instructional Benefits of Hybrid Reflective Learning Environments

Reflective tasks have shown instructional benefits (Park, 2019; Bassot, 2016; Craig, 2010; Ulusoy, 2016). The findings in this study also indicate the effects of combining the traditional task (the reflection paper) and the technology-assisted task (DST) on the graduate students' learning in a teacher education course. This combination creates the hybrid reflective learning environment and reveals potential instructional benefits, which include hybridity, dialogic reflections, and readiness for new teaching and learning contexts.

The hybrid reflective learning environment can be effective in teacher education due to its hybridity. Students can learn about diverse course contents and topics, such as language, culture, teaching methods, and assessments, through the procedures of writing a traditional reflective journal and developing a digital story. For the reflection paper, students use texts to share their stories and thoughts, so their traditional literacy skills and composing knowledge are important. Therefore, teacher educators can focus on diverse writing processes and elements, such as planning, drafting, evaluating, revising, editing, and critical thinking skills. For DST, on the other hand, students can utilise multimodal resources, such as images, audio, videos, and traditional texts, to make their stories comprehensible and effective. Thus, their digital literacy skills play a substantial role in these digital composition and reflection processes. Teacher educators will also need to pay attention to students' development and use of these skills. However, this hybridity does not simply mean that students need to use different resources and skills. Instead, it provides students multiple methods, media, and platforms to show their capacities and achieve their learning goals as well. Due to this multiplicity, students can

maximise their performances regarding their autonomy by adopting their preferred semiotic resources and channels. Therefore, the combination between traditional and technology-mediated tasks can meet students' diverse educational needs and enhance their learning more effectively.

The hybrid reflective learning environment is also beneficial due to its dialogic reflections. While completing both traditional and technology-mediated tasks, students actively engaged in dialogues with themselves and contemplated what they knew and experienced and what they would do in the future. This engagement is important for the students' autonomous learning and critical thinking skills. These dialogues can also empower the students because their knowledge and experiences are fundamental resources for their stories. Moreover, since the students use both traditional writing skills and digital literacy skills, their dialogic patterns and scopes can vary. For example, the students consider that the reflection journals are more formal tasks than DST, so they may tend to discuss their topics more seriously and use general and objective examples in the traditional assignment. On the other hand, they may discuss topics casually with personal examples in their digital stories (Park, 2019). Therefore, for the instructional purpose, teacher educators can strategically integrate traditional and technology-mediated tasks into their classes depending on their instructional goals and plans. In addition, they can expand the scope of these dialogues to make the class discussions and conversations more active.

Learning in the hybrid reflective learning environment is also helpful for ESOL graduate students to be ready for new teaching and learning contexts. Since the participants are expected to teach the students who are familiar with technology tools and multimodal texts for learning, they need to understand and practise both traditional and technology-assisted teaching methods, including the materials, tasks, techniques, and assessments. DST in particular gives the preservice or novice teachers chances to learn how to use diverse technologies and multimodal texts to develop their stories effectively. Through this experience, they become aware of different modes of texts and the value of digital literacy in new educational contexts. Thus, the combination of the traditional and technology-assisted tasks is meaningful to increase readiness of the graduate students' teaching in linguistically, culturally, and technologically diverse educational contexts.

Instructional Elements That Teachers Need to Consider When Using DST in Education

Although DST can be an effective reflective task, a proper design of the task is critical when it is integrated into teacher education. There are several instructional elements that teachers need to consider to use DST in education. These include (a) the selection of topics, (b) meaningful task goals, (c) active and self-regulated learning, and (d) digital literacy skills.

Regarding the selection of topics for DST, teachers can select the themes, such as language and culture, and students can choose their specific topics. In this case, students have various options to choose for their DST titles based on the course goals. Teachers can also assign students a particular topic or multiple topics, such as "What are the relationships between socioeconomic status and language use?" In this case, students' topic selection is limited, but teachers can assess and understand the students' knowledge and learning effectively. If students are allowed to select their own topics, they will be able to tell intriguing stories for their tasks; however, it may challenge less autonomous learners. In every case, the themes or topics must be relevant to the course goals, which will be significant for students' learning.

It is also important for teachers to set up proper task goals, which can facilitate students' meaningful educational achievement. For example, as in this study, understanding of language and culture is critical to ESOL graduate students, so the opportunities to consider and discuss relevant issues will help them become ready for future teaching. Thus, teachers need to develop meaningful task goals by choosing proper themes and formats for DST. Teachers need to explicitly or implicitly target instructional themes that are relevant to students' current and future lives. They should also decide on the formats of writing and technology. Although DST adopts the narrative format, teachers can emphasise descriptions, viewpoints, history, etc. Technology formats for DST can vary from videos, PPTs, web-based documents, etc. Since more meaningful learning may occur if the tasks are authentic and relevant to their career, teachers need to develop the task goals of DST carefully.

Teachers should focus on students' active and self-regulated performances and learning through DST. To achieve this, teachers should balance their control and students' choices. Teachers need to provide the guideline of DST based on the task goals and requirements and offer necessary support. Assigning preliminary activities, such as a digital storyboard, a technology instruction, etc., will be helpful for students to plan and design their stories systematically. However, students should also be able to manage and monitor their performances and learning independently. Teachers have to encourage students to choose proper storylines and modes of texts to make the stories comprehensible and monitor students' progress. In these ways, the students can develop or improve their digital literacy skills, critical thinking, and creativity.

Since students may have different digital literacy skills, teachers need to consider how to manage the diversity. They should plan how they will instruct the students in digital literacy skills. This instruction can include how to create and comprehend multimodal texts (Park, 2017, 2019; Park & Kim, 2016; Livingstone, 2004) and how to access, analyse, create, reflect on, and use diverse digital tools and forms of expressions (Hobbs, 2017) based on students' needs. Otherwise, teachers should think about how to support students and resolve technical and compositional issues about their DST.

Conclusion

This study showed that ESOL graduate students played active roles when completing the reflection paper and DST. The findings indicated that they autonomously learned and critically discussed diverse issues about language, culture, language teaching, language teachers' responsibilities, and technology through their dialogic reflections. ESOL graduate students' hybrid learning through the reflective project occurred while dialoguing with their preceding, current, and future utterances, and they reflected on their own self and experiences for their learning. These findings revealed that combining traditional and technology-mediated tasks would provide the graduate students significant opportunities to scrutinise diverse linguistic, cultural, instructional, and technological phenomena in hybrid educational contexts. The hybrid learning through dialogues in these combined reflective tasks was meaningful and multifaceted. In addition, the graduate students could be ready for teaching and learning in new hybrid contexts.

This study is meaningful to confirm that hybrid tasks will be beneficial in the teacher education curriculum, and these will help ESOL graduate students become ready for the new and innovative educational contexts. However, this study has a potential limitation. Due to the small number of participants in a particular teacher education program and their unique knowledge and experiences, the findings cannot be generalised in broader educational contexts. Therefore, more research investigating the different performances and contents depending on participants' different linguistic and sociocultural backgrounds will still be necessary. In addition, more empirical research with a large number of participants based on diverse research methods will contribute to the research area as well.

n and methods (5th ed.). SAGE.

References

Anderson, R. C. (1994). Role of reader's schemata in comprehension, learning and memory. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed., pp. 469-482). International Reading Association.

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays by M. M. Bakhtin* (C. Emerson & M. Holquist, Trans.). University of Texas Press.

Bakhtin, M. M. (1986). *Speech genres and other late essays* (V. W. McGee, Trans.). University of Texas Press. (Original work published 1979)

Bassot, B. (2016). *The reflective practice guide: An interdisciplinary approach to critical reflection.* Routledge. https://doi.org/10.4324/9781315768298

Behizadeh, N., Thomas, C., & Cross, S. B. (2019). Reframing for social justice: The influence of critical friendship groups on preservice teachers' reflective practice. *Journal of Teacher Education, 70*(3), 280-296. https://doi.org/10.1177/0022487117737306

Brewer, S. M., & Jozefowicz, J. J. (2006). Making economic principles personal: Student journals and reflection papers. *The Journal of Economic Education, 37*(2), 202-216. https://doi.org/10.3200/JECE.37.2.202-216

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.

Buchanan, R. (2015). Teacher identity and agency in an era of accountability. *Teachers and Teaching, 21*(6), 700-719. https://doi.org/10.1080/13540602.2015.1044329

Bukor, E. (2015). Exploring teacher identity from a holistic perspective: Reconstructing and reconnecting personal and professional selves. *Teacher and Teaching, 21*(3), 305-327. https://doi.org/10.1080/13540602.2014.953818

Castañeda, M. E. (2013). "I am proud that I did it and it's a piece of me": Digital storytelling in the foreign language classroom. *CALICO Journal, 30*(1), 44-62. https://doi.org/10.11139/cj.30.1.44-62

Coggin, L. S., Daley, S., Sydnor, J., & Davis, T. R. (2019). Imagining my ideal: A critical case study of digital storytelling as reflective practice. *Reflective Practice, 20*(2), 143-159. https://doi.org/10.1080/14623943.2018.1538949

Craig, C. J. (2010). Reflective practice in the professions: Teaching. In N. Lyons (Ed.), *Handbook of reflection and reflective inquiry: Mapping a way of knowing for professional reflective inquiry* (pp. 189-214). Springer. https://doi.org/10.1007/978-0-387-85744-2_10

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Heath.

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics, 19*(3), 221-246 https://doi.org/10.1111/j.1473-4192.2009.00231.x

Farmer, L. (2004). Using technology for storytelling: Tools for children. *New Review of Children's Literature and Librarianship, 10*(2), 155-168. https://doi.org/10.1080/1361454042000312275

Farr Darling, L. (2000). Communities, cohorts and contradictions: Some unanswered questions in teacher education. *Journal of Professional Studies, 7*(2), 18-27.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record, 103*(6), 1013-1055. https://doi.org/10.1111/0161-4681.00141

Heo, M. (2009). Digital storytelling: An empirical study of the impact of digital storytelling on pre-service teachers' self-efficacy and dispositions towards educational technology. *Journal of Educational Multimedia and Hypermedia, 18*(4), 405-428.

Hobbs, R. (2017). *Create to learn: Introduction to digital literacy*. John Wiley & Sons, Inc.

Hsieh, H-.F., & Shannon, E. S. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277-1288. https://doi.org/10.1177/1049732305276687

Istenic Starčič, A., Cotic, M., Solomonides, I., & Volk, M. (2016). Engaging preservice primary and preprimary school teachers in digital storytelling for the teaching and learning of mathematics. *British Journal of Educational Technology, 47*(1), 29-50. https://doi.org/10.1177/1049732305276687

Kobayashi, M. (2012). A digital storytelling project in a multicultural education class for pre-service teachers. *Journal of Education for Teaching, 38*(2), 215-219. https://doi.org/10.1080/02607476.2012.656470

Körkkö, M., Kyrö-Ämmälä, O., & Turunen, T. (2016). Professional development through reflection in teacher education. *Teaching and Teacher Education, 55*, 198-206. https://doi.org/10.1016/j.tate.2016.01.014

Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. *Educational Review, 67*(2), 135-157. https://doi.org/10.1080/00131911.2013.839546

Livingstone, S. (2004). What is media literacy? *Intermedia, 32*(3), 18-20. http://eprints.lse.ac.uk/1027/

Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research in education*. Jossey-Bass.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE.

O'Connell, T. S., & Dyment, J. E. (2011). The case of reflective journals: Is the jury still out? *Reflective Practice, 12*(1), 47-59 https://doi.org/10.1080/14623943.2011.541093

Park, H.-R. (2012). *Four English language learners' experiences and strategy use in learning environments of multiliteracies* (Unpublished doctoral dissertation). University of South Florida, FL.

Park, H.-R. (2017). Influences of reading online texts in Korean English language learners' cultural identities. *The Journal of Educational Research*, *111*(4), 385-397. https://doi.org/10.1080/00220671.2017.1284038

Park, H.-R. (2019). ESOL pre-service teachers' experiences and learning in completing a reflection paper and digital storytelling. *Australasian Journal of Educational Technology, 35*(4), 63-77. https://doi.org/10.14742/ajet.4117

Park, H.-R., & Kim, D. (2011). Reading-strategy use by English as a second language learners in online reading tasks. *Computers & Education*, *57*(3), 2156-2166. https://doi.org/10.1016/j.compedu.2011.05.014

Park, H.-R., & Kim, D. (2016). English language learners' strategies for reading computer-based texts at home and in school. *CALICO Journal*, *33*(3), 380-409. http://dx.doi.org/10.1558/cj.v33i3.26552

Pence, H. M., & Macgillivray, I. K. (2008). The impact of an international field experience on preservice teachers. *Teaching and Teacher Education, 24*(1), 14-25. https://doi.org/10.1016/j.tate.2007.01.003

Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC Journal, 47*(1), 5-23. https://doi.org/10.1177/0033688216631219

Price, D. M., Strodtman, L., Brough, E., Lonn, S., & Luo, A. (2015). Digital storytelling: An innovative technological approach to nursing education. *Nurse Educator, 40*(2), 66-70. https://doi.org/10.1097/NNE.0000000000000094

Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory Into Practice, 47*, 220-228. https://doi.org/10.1080/00405840802153916

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record, 104*(4), 842-866. https://doi.org/10.1111/1467-9620.00181

Rosenblatt, L. M. (1986). The aesthetic transaction. *Journal of Aesthetic Education, 20*(4), 122-128. https://doi.org/10.2307/3332615

Schön, D. A. (1987). *Educating the reflective practitioner*. Jossey-Bass Publishers.

Shelton, C. C., Archambault, L. M., & Hale, A. E. (2017). Bringing digital storytelling to the elementary classroom: Video production for preservice teachers. *Journal of Digital Learning in Teacher Education, 33*(2), 58-68. https://doi.org/10.1080/21532974.2016.1276871

Stemler, S. (2001). An overview of content analysis. *Practical Assessment, Research & Evaluation, 7*(17). http://pareonline.net/getvn.asp?v=7&n=17

Ulusoy, M. (2016). Field experiences in teacher education: The perceptions and qualities of written reflections. *Teaching in Higher Education, 21*(5), 532-544. https://doi.org/10.1080/13562517.2016.1160215

van Kesteren, M. T. R., Krabbendam, L., & Meeter, M. (2018). Integrating educational knowledge: Reactivation of prior knowledge during educational learning enhances memory integration. *npj Science of Learning, 3*(11), 1-8. https://www.nature.com/articles/s41539-018-0027-8 https://doi.org/10.1038/s41539-018-0027-8

Vieira, F. (2017). Task-based instruction for autonomy: Connections with contexts of practice, conceptions of teaching, and professional development strategies. *TESOL Quarterly, 51*(3), 693-715. https://doi.org/10.1002/tesq.384

Wopereis, I. G. J. H., Sloep, P. B., & Poortman, S. H. (2010). Weblogs as instruments for reflection on action in teacher education. *Interactive Learning Environments, 18*(3), 245-261. https://doi.org/10.1080/10494820.2010.500530

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd ed.). Caslon.

Yin, R. K. (2014). *Case study research: Design*