Enhancing Interactions with Mobile Devices in Language Classrooms

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AGENDA

Project Overview

Theories

Project Review

Questions?
Project Overview
# Our Project

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Enhancing Task-Based Language Learning and Teaching with Mobile Devices</th>
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<tbody>
<tr>
<td>Funded by</td>
<td>Teaching Development Grant, CELT</td>
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<tr>
<td>Project Team:</td>
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<tr>
<td>Project Leader</td>
<td>Sean McMinn</td>
</tr>
<tr>
<td>Members</td>
<td>Jan Pople</td>
</tr>
<tr>
<td></td>
<td>Brenda Yuen, Graham England, Kin Tang</td>
</tr>
<tr>
<td></td>
<td>Yanlin Li</td>
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</tbody>
</table>
| Target population | • 3 LANG 1001 Classes  
                         | • Number of students: 52                                               |
| Method        | • In-class Observations  
                         | • Survey  
                         | • Interview  
                         | • (Pre/Post Test)                                                     |
| Potential outcomes | • Enhanced teaching materials  
                          | • Trained staff in using mobile devices for teaching  
                          | • A mobile learning(TBLT) library for the 6-credit English Course     |
| Limitations   | • All participants major in Engineering  
                         | • Classroom settings                                                   |
Our Action Plan

- This figure outlines the action plan for successfully meeting the objective and producing the deliverables.
Method

- In-class Observations
- Survey
- Interview

- Classroom observation
- Online survey for student participants
- Focus group interview for instructor participants
Theories
Content, Pedagogy, and Technology Knowledge

A teacher’s knowledge of the content to be taught

A teacher’s knowledge of pedagogy

A teacher’s knowledge of technology
Pedagogy can influence how content is delivered and created – so can technology. Content can influence pedagogy – so can technology. We may want to consider all three – as equal elements – during the process of curriculum design and material writing.

Our E-learning vision

ICT integration and curriculum design
ICT integration and curriculum design

- Practice 1: Provide Activities
- Practice 2: Encourage Processes
- Practice 3: Encourage Perspectives
- Practice 4: Situate Learning Experiences
- Practice 5: Encourage Reflection/Metacognition
- Practice 6: Develop Cognitive Apprenticeship
- Practice 7: Provide Process-based evaluation

Content

Pedagogy

Technology

Pedagogical Content Knowledge

Technological Content Knowledge

Technological Pedagogical Content Knowledge
Task-Based Language Learning and Teaching

**Pre-Task**
Introduction to topic and task
Teacher explores topic with the class, helps students to understand instructions and prepare

**Task Cycle**

**Task**
Students do the task in pairs or small groups while teacher monitors

**Planning**
Students prepare to report to the whole class (oral or written) how they did the task, and/or what they decided or discovered.

**Report**
Some groups present their reports to the class, or exchange written reports and compare results

**Language Focus**

**Analysis**
Students examine and discuss specific features

**Practice**
Teacher conducts practice of new words, phrases, and patterns that occur in the data.
Lit. Review

• Task-Based Language Learning and Teaching (TBLT)

“Meaning-based activities closely related to learners’ actual communicative needs and with some real-world relationship, in which learners have to achieve a genuine outcome (solve a problem, reach a consensus, complete a puzzle, play a game, etc.) and in which effective completion of the task is accorded priority.”


“rich but comprehensible input of real spoken and written language in use, use of the language to do things (i.e. exchange meaning), motivation to listen and read language and to speak and write it, and instruction in language; less emphasis is placed in the instruction”

### A TBLT Framework by Willis, J. (1996)

<table>
<thead>
<tr>
<th>Pre-task</th>
<th>topic and task are introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>The task cycle</td>
<td>the task itself followed by a planning and reporting stage to reflection on the completion of the task.</td>
</tr>
<tr>
<td>The language focus</td>
<td>students analyse and practice the language used during the task</td>
</tr>
</tbody>
</table>

### Seven TBLT Principles by Nunan, D. (2005)

<table>
<thead>
<tr>
<th>Scaffolding</th>
<th>activities and material provide supporting framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task dependency</td>
<td>each activity in the task cycle builds upon the next</td>
</tr>
<tr>
<td>Recycling</td>
<td>students are given a chance to repeat language meaning and form</td>
</tr>
<tr>
<td>Active learning</td>
<td>students are actively using the language they are learning</td>
</tr>
<tr>
<td>Integration</td>
<td>students are encouraged to see relationships between linguistic form, communicative purpose, and semantic meaning</td>
</tr>
<tr>
<td>Reproduction to creation</td>
<td>students are encouraged towards creative use of the language in blog, wiki, or with mobile devices</td>
</tr>
<tr>
<td>Reflection</td>
<td>students are given a chance to reflect on what and how they learn</td>
</tr>
</tbody>
</table>
An example of a speaking task enhanced with mobile devices

- Pre-Tasks
  - gather information to prepare for task
  - to assist with
  - Recording a speaking task (video/audio)
  - to access
  - to use

- The Task
  - identify need for
  - Language resources
  - to

- Language Focus
  - helping

- Post-Task
  - Repeat the task
  - can be
  - Used for future tasks, assessment and portfolio building
  - Instantly shared among peers and instructor
Project Review
Project Review

• Project objectives
• Skills to be improved
• Project progress
• Our findings
• What’s next?
Project Objectives

• To develop, implement and test task-based language learning and teaching (TBLT) methodology with mobile devices connected to the HKUST wireless network and classroom computer terminals.

• To enhance student-student and student-teacher collaboration and communication throughout various stages in the TBLT methodology (pre-task, task, language focus, and post-task).

• To enable teachers to give prompt and appropriate feedback based on students’ immediate needs.
Mobile Devices in the Classroom

- Three main functions:
  - Teachers and students have access to multimedia content to assist with pre-task and language focus activities.
  - Students have mobile devices to collaborate and create content to complete tasks.
  - Students and teachers have the capability to share their creations for review and revision during post-task phases.
Mobile Devices Beyond the Classroom

• Two ways to extend learning:
  
  o By providing access to information, online communities, and resources for students normally inaccessible without the devices.
  
  o By creating opportunities for students to participate in out-of-classroom tasks, either with the device or through the artifacts created by the device.
We Aim to Reach:

- Collaboration
- Connectivity
- Interactivity
- Motivation
- Flexibility
- Efficiency

Diagram:
- Collaboration
  - Connectivity
  - Mobile Devices
  - Interactivity
  - Motivation
  - Flexibility
  - Efficiency
Skills to Be Improved

iPad usage of improving language skills

- Speaking
- Listening
- Reading
- Writing
# Project Progress: App Library

## A Sample Folder of App Library

<table>
<thead>
<tr>
<th>Folders</th>
<th>App Name</th>
<th>App Description</th>
<th>Class Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactivity</td>
<td>Educreations</td>
<td>Educreations is a recordable interactive whiteboard which allow you to capture voice and handwriting and to produce video lessons that you can share online. Students and colleagues can replay the lessons in any web browser, or from within the app on iPads.</td>
<td>Unit1 Task Cycle 4: The Task Students use Educreations to record their group discussion; Students use the annotation tools to show the parts of paragraph they think need revising during their discussions.</td>
</tr>
<tr>
<td></td>
<td>Scan</td>
<td>Scan is a simple QR code scanner. A QR code is linked to a website URL, texts, pictures, phone number or email address. Simply point the code with the scanner open, it will show you the contents linked.</td>
<td>Unit1 Task Cycle 4: Pre-task Students use the QR scanner on the iPad to access info about the persons listed on the textbook.</td>
</tr>
<tr>
<td></td>
<td>Explain Everything</td>
<td>Explain Everything is a recordable interactive whiteboard which allows you to capture everything you create, narrate, annotate and animate; you can import and work with images, PDF, PPT, and Keynote files; you can convert the projects you created into videos files and share them through YouTube, Dropbox, Evernote, Email, Facebook, and Twitter.</td>
<td>Unit1 Task Cycle 6: The Task Students use iPad-based interactive whiteboard “Explain Everything” with its annotation functions to make 2-3 minutes video to clarify ideas.</td>
</tr>
</tbody>
</table>
Project Progress: Tailored User Guides

• A Sample User Guide (iMovie App)

1. Open the “Multi-media” folder on the desktop of your iPad and launch the “iMovie” app.
2. Tap + to start a new project.
3. Tap the iMovie video clip to add to your project.
4. You may want to insert titles as short descriptions in your documentary. Please follow the steps below to input titles.
   - Double tap the chosen video clip.
   - Tap “Title Style” in the Photo Setting.
   - Choose the title style: opening/middle/ending
   - Tap to input text in the textbox
5. When you finish recording, tap to go back to iMovie homepage
6. Tap to review your video.
7. Tap the area pointed out in the picture to insert your project name in the following format:
   - Course number + group number + members’ names
   - For example: T21 Group1 Anne, Susan
8. Tap to save your project in your course youtube account.
   (You do not need to sign in to YouTube. If your iPad is not linked to your course youtube account automatically, ask your teacher for help)
   - Insert the same project name in the format introduced in step 7.
   - Choose the Video Size as Medium.
   - Choose the Video Privacy as Unlisted.
Project Progress: Student-Centered Learning Projects

- **Project Sample 1:**
  A group of students comment on their peer’s work.
  (Educreations App)

**Cloud-based Educreations Course Website:**
http://www.educreations.com/course/lessons/526067/
Project Sample 2:
An instructor gives feedback on a student’s work. (Explain Everything App)

Language Center online Learning Platform:
Teachers posted feedback on Buddy Press Class Blog
http://discuss.ust.hk/bp/lang1001t14/2012/03/08/feedback-on-paragraphs-from-unit-1-task-5/
Project Sample 3:
A group of students compare and contrast different generations in their own documentary. (iMovie App)

Language Center online Learning Platform:
BuddyPress Class Blog linked to students’ projects
http://discuss.ust.hk/bp/lang1001t21/
Our Findings:

<table>
<thead>
<tr>
<th>What works well?</th>
<th>What does not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Sound Quality Issue</td>
</tr>
<tr>
<td>Connectivity</td>
<td>Time Management</td>
</tr>
<tr>
<td>Interactivity</td>
<td>Language Switch</td>
</tr>
<tr>
<td>Motivation</td>
<td>Other temporary tech issues</td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
</tr>
<tr>
<td>Efficiency</td>
<td></td>
</tr>
</tbody>
</table>
### Findings:

<table>
<thead>
<tr>
<th>What works well?</th>
<th>What does not?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Observation</strong></td>
<td><strong>Sound Quality Issue</strong></td>
</tr>
<tr>
<td>• Instructional methods</td>
<td>• Time Management</td>
</tr>
<tr>
<td>• Classroom environment</td>
<td>• Language Switch</td>
</tr>
<tr>
<td>• Information accessibility</td>
<td>• Other temporary tech issues</td>
</tr>
<tr>
<td>• Creativity</td>
<td></td>
</tr>
<tr>
<td>• Interactivity</td>
<td></td>
</tr>
<tr>
<td>• Student-student interaction</td>
<td></td>
</tr>
<tr>
<td>• Student-teacher interaction</td>
<td></td>
</tr>
<tr>
<td>• Student-content interaction</td>
<td></td>
</tr>
<tr>
<td><strong>Online Survey</strong></td>
<td><strong>Problem to manipulate annotation tool</strong></td>
</tr>
<tr>
<td>• Useful and interactive</td>
<td>• learning curve</td>
</tr>
<tr>
<td>• Provide better feedback</td>
<td></td>
</tr>
<tr>
<td>• Most useful app: iMovie</td>
<td></td>
</tr>
<tr>
<td>• Review and reflection</td>
<td></td>
</tr>
<tr>
<td><strong>Interview</strong></td>
<td><strong>Uncertainty about the impact iPads have on learning outcomes</strong></td>
</tr>
<tr>
<td>• Positive implementation</td>
<td>• Assistance from a second person</td>
</tr>
<tr>
<td>• Stimulating and interactive</td>
<td>• Logistic problems: iPads maintenance, information transfer, iPads allocation</td>
</tr>
<tr>
<td>learning environment</td>
<td></td>
</tr>
<tr>
<td>• Most useful apps: Explain</td>
<td></td>
</tr>
<tr>
<td>Everything, iMovie</td>
<td></td>
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</tbody>
</table>
Findings

- The use of iPads prompts collaborative peer feedback.

- The use of iPads enriches the effective negotiation of meaning.

- The use of iPads provides teachers with more options to give feedback to students.
Findings

- The use of iPads prompts collaborative peer feedback.

“It makes the whole learning environment more stimulating and more interactive. Of course, students have to interact with the iPads, and also there were a lot of interactions among themselves. “

–Instructor participant
The use of iPads enriches the effective negotiation of meaning.

They were relatively more conscious about the language they used; because they know what they are going to produce will be viewed by others.

–Instructor participant
Findings

- The use of iPads provides teachers with more options to give feedback to students.

In terms of giving feedback, it was good to be able to screen one or two of theirs [students’ videos], actually have the class help you to give feedback. So that was more about collaborative effort in feedback. You could set it up so that they had to give feedback. And it is collaborative with you. So maybe it opens up different possibilities.

–Instructor participant
Conclusion

- Collaborative learning environments
- Active peer feedback
- Extended group collaboration
- More careful teaching plans
Implication

- Learning assistant tool ≠ the center of class

- Further research should be conducted
  - Language productions
  - Communicative fluency, accuracy and complexity

- The integration of mobile devices should be further expanded
What’s next

• To expend app library.

• To experiment more on utilizing iPad to improve listening, reading and writing skills.

• To focus more on finding out, in a long term, whether students get motivated to learn with iPads after the novelty period at the beginning of this project.
Reference


Questions?
FAQ

• Is iPad a DISTRACTION or not?

• Is using iPad in class a WASTE OF TIME or not?

• Why should I use it for my class?
Thank You!

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