Introduction

• Action-research based investigation into providing learner training to a small CALL class

• Outline
  - Background
  - Rationale
  - Investigation
  - Results
  - Conclusion
Background - Program

- Core English
  - CALL
  - Listening & Speaking
  - Reading & Writing
- Small classes of 10 – 12 learners
- 2 classes / week for 90 minutes each
- Team taught (NESTs & JaSTs)
Background - Class

- 10 learners
- Wide range of TOEIC scores (400 – 760)
- Activities
  - Longman English Interactive (LEI) 2
  - Supplementary materials
  - Intercultural exchange
  - Typing skills
Background - Class

- Supplementary materials – listening
  - Elllo - www.elllo.org
  - Randal's ESL Cyber Listening Lab - www.esl-lab.com

- Supplementary materials – grammar
  - Activities for ESL students - http://a4esl.org
  - BBC Skillswise - www.bbc.co.uk/skillswise/words/grammar
Background - Class

Intercultural exchange (Project Ibunka)

- Forum based exchanges
- Topics (school life, culture & social issues)
- Schools – Asia, Africa, Europe, & U.S.
4 level 4 skills web-based courseware by PearsonLongman
Three modules divided into 5 units
Unit quizzes, module tests & level test
Activities include MC, drag & drop, fill-in, or listen & repeat
Background - LEI

My Study Plan
Welcome to your Study Plan. Click on any section to begin.

Course Outline

Meet the Characters

Orientation

Module A

Module B

Module C

C.1 Welcome Pack
C.2 A Better Place
C.3 Somewhere Around Here
C.4 It's Spicy!
C.5 You Gotta Do It!

Module C Test
1. What does the woman say about the location?
   - a. It’s a perfect location. It’s near the schools and the parks.
   - b. It’s a convenient location. It’s near the shopping center.
   - c. It’s a great location. It’s close to the subway station and a bus stop.

2. What does Kate say about the size of the apartment?
   - a. It’s smaller than my place.
   - b. It’s the same size as my place.
   - c. It’s bigger than my place.
Do you want to be Landlady?
Click on Landlady.
Do you want to be Kate?
Click on Kate.
1. When we have two people, places, or things, we can compare them. We can compare them by using comparative adjectives.

**Kate:** This apartment is bigger than my place.

**Landlady:** It has two bedrooms. A large bedroom... and a smaller one.
C.2 Grammar
1.1: Comparative Adjectives

Read each question and click on the answer.

1. **Rich:** Dave, taste this. How do you like my vegetable soup?
   **Dave:** It's good, Rich. It's ______ your bean soup.
   - a. more good
   - b. better
   - c. better than

2. **Kate:** The weather today is really hot!
   **Luis:** I know. But yesterday ______.
   - a. is hotter
   - b. was hotter
   - c. hotter
Background - LEI

Vocabulary
1: Renting an Apartment

Click on each word. Listen to the word and its example sentence. Choose the matching definition and drag it to the word. If the answer is correct, it will stay. If the answer is incorrect, it will snap back.

- **near and easy to get to**
- **the area that you can see from somewhere**
- **having furniture, such as beds, tables, and chairs**
- **a legal agreement that lets you live in an apartment or house**
- **utilities**
  - The **utilities** are included in the rent, so we don't have to pay for our gas and electricity.
- **furnished**
  - I'm looking for a **furnished** apartment because I don't have any furniture now.
- **lease**
  - The landlady gave Ana the **lease** for her new apartment.
- **view**
  - Our apartment is on the 25th floor. It has a beautiful **view** of the ocean.
C.2 Pronunciation
1: Noun, Adverb, and Adjective Stress

Click on each button below. Listen to and read the text.

Listen to the stress in these sentences.

Landlady: This is a GREAT LOCATION. It's REALLY CLOSE to the SUBWAY station, and there's a BUS stop right across the STREET.

Landlady: High CEILINGS, large WINDOWS, VERY SPACIOUS.

Landlady: AND it has TWO BEDROOMS. A LARGE bedroom, and a SMALLER one.

Landlady: It's a GREAT PLACE. And the rent is ONLY SIXTEEN HUNDRED DOLLARS a MONTH!
C.2 Pronunciation

1.1: Noun, Adverb, and Adjective Stress

Click here: 🔊 Listen to the stress. Compare your recording to the model.

Click on 🎧 below to listen to the model.
Click on 🎙️ below to record your voice. Click again to stop the recording.
Click on 🎧 below to listen to your recording.
Click on 🎧 below to listen to the model again.

Play the Model

1. a GREAT LOCATION

2. LARGE WINDOWS

Record/Play Your Recording
Read the ads. Guess the meaning of the words in the list below. Then drag and drop the answers into the blanks.

1. Tina’s apartment is in a quiet ____________ in the south end of the city.
2. Grace has a large family, so she always has a lot of ____________ to do.
3. In the winter, we put all our summer clothes in a room in the _____________.
4. Their front yard was _____________.
C.2: A Better Place: Writing

Question: Compare Two Apartments

Imagine that your friend is moving to your city soon. He needs your help to find an apartment.

- Write an email to your friend. Compare two apartments you saw.
- Use the model.
- Click on Save and Submit when you are finished.

Writing Model:

Alfred.

I saw two great apartments today. One is on Stinson Street, and the other is on Cole Street.

- 244 Stinson, Apartment 204: $750/month, 1 bedroom, pets OK, quiet neighborhood, near bus line.
- 1155 Cole, Apartment 801: $850/month, 1 bedroom, no pets, convenient, good view, a little noisy, health club in the building.

The apartment on Stinson Street is cheaper than the apartment on Cole Street, but the rooms are a little smaller. Pets are allowed, so you can bring your cat! It’s also in a nice, quiet neighborhood.

The apartment on Cole Street is great, too. It has a beautiful view of the city. It has large bedrooms and a big kitchen. It even has a health club.

You can check out the apartments online at citysearch.com.

Spence
Rationale - Observations

- Students tended to move quickly through the materials to reach the quizzes and tests.
- Students' approach to the materials was "Just do it."
- Students who kept learning notebooks reported that they were helpful and helped their understanding.
Rationale - Research

- Hubbard (2004) argues that CALL learners are unprepared to fully and effectively make use of the choices CALL activities offer and thus need training.
- O'Bryan (2008) argues that learning training is essential for CALL learners to take control of and maximize their benefit from CALL activities.
Rationale - Goals

- Slow students down
- Make students' use of material more effective
- Provide students with strategies that they can use in all of their learning
Investigation

- October 2008 – January 2009: 12 classes
- Training between October & January
- Questionnaires given in October & January
- Post-interview at last class in January
Investigation - 1\textsuperscript{st} Questionnaire

- Goals (and an example)
- Learning objectives
- Repeat exercises (and when)
- Use transcripts (and when)
- Review quizzes (and when)
- Unit summaries
Investigation - Training

- Model
- Practice
- Recycle

- Murphy (2008) points out that awareness of strategies is insufficient; practice is essential
- Recycling is a key component of Hubbard's (2004) model of learner training
Investigation - Training

- Planning – looking at what will be learned
- Example from LEI
  - Learning objectives
  - You will use the vocabulary and grammar of this unit to: ask about and talk about past events: Kate lost her suitcase.
Investigation - Training

• Reviewing – deepening what has been learned
• Learning journals
  • Vocabulary
  • Word, part of speech, definition (English and/or Japanese), and example sentence
  • Listening summaries
  • Grammar rules (English or Japanese)
Investigation - Training

- Redoing – deepening what has been learned
- Resizing browser to make activity more challenging
Investigation - Training

- Normal view
Investigation - Training

• Browser resized to hide possible answers

Ana: Kate! Welcome back.
Kate: Thanks.
Ana: You look .
Kate: AHHH . . . I'm exhausted . . .
Ana: What ?
Kate: What didn't happen?? First, I __________ my hotel in New York at 6:00 this morning. But I __________ my briefcase, so I had to __________ and get it.
Ana: Oh, Kate . . .
Kate: And then I __________ my flight . . .
Ana: OHHH . . .
Kate: So I had to __________ two hours for the next flight.
Investigation - Training

- Normal view

C.2 Grammar
2.2: Similarities and Differences: As . As

Read each question and click on the answer.

1. Luis isn’t as old as Xiao.
   What does this mean?
   - a. Luis is older than Xiao.
   - b. Xiao is older than Luis.
   - c. Xiao isn’t as old as Luis.

2. Luis’s office isn’t as big as Susan’s new office.
   What does this mean?
   - a. Luis’s new office is bigger than Susan’s office.
   - b. Susan’s new office isn’t as big as Luis’s office.
Investigation - Training

- Browser resized to hide possible answers
Investigation - Training

- Evaluation – Confirming what was learned
- Example from LEI
- Unit summaries
  - GRAMMAR
  - Past continuous: Sam was waiting for Kate at the airport.
  - Review of past tense: Kate lost her suitcase.
  - Past tense sequences: Kate was running through the airport when she lost her shoe.
Investigation - 2nd Questionnaire

- Goals (and an example)
- Learning objectives
- Repeat exercises (and when)
- Resizing browser
- Use transcripts (and when)
- Review quizzes (and when)
- Effectiveness of resizing
- Unit summaries
- Review learning journal entries
Investigation - Interview

- Group interview
- Ways learners make computer learning more effective
- Resizing
- Learning journals
Goals

• Learn new vocabulary (2)
• Learn vocabulary and grammar (2)
• Improve skills
• Finish module
• Get a high score
Results – Jan. Questionnaire

Goals

• Get a high score (5)
• Learn new vocabulary (3)
• Be a good English speaker
Repeat exercises

• Before a quiz & when there is time (4)
• When I make mistakes or don't understand (2)
• When the teacher says to redo
Results – Jan. Questionnaire

Repeat exercises

• Before a quiz (4)
• When I make mistakes (2)
• Before writing in learning journal
• Correct writing mistakes
• Don't understand grammar
Review quizzes

• Make mistakes (4)
• When I don't understand
Results – Jan. Questionnaire

Review quizzes
- Make a lot of mistakes (3)
- Before module test (3)
Results – Jan. Questionnaire

• Resizing exercises
  - Almost never (4)
  - Occasionally (4)
  - Sometimes (1)
  - Usually (1)

• Resizing effective way to review
  - Maybe (3)
  - Yes (4)
  - Yes, definitely (3)
Results - Interview

Ways to make computers more effective for language learning

• Just do it!
• Listen three times
  ♦ First, listen and answer questions
  ♦ Second, check unfamiliar words
  ♦ Third, repeat
Results - Interview

Learning Journals

• Most find the vocabulary entries beneficial
• Most find the listening summaries beneficial
  ❖ Not necessary for tests so not so valuable (1)
• Most find writing grammar rules beneficial
  ❖ Not so beneficial because already know the grammar feature (1)
Results - Summary

- Most students did not look at the learning objectives or unit summaries
- Most said that resizing browser is useful, but did not do it
- Most said that the learning journals were valuable
Conclusion - Limits

Time constraints
• Period of training: 12 weeks
• Each strategy: only 3 or 4 times

Maintaining a balance between:
• Learner training
• Requirements of the class
Conclusion – Implementing LT

- Learner training takes time
- Learner training needs to be incorporated into the curriculum to provide a balance between training and language learning (Murphy 2008)
- Provide opportunities for debriefings (Hubbard 2004) to heighten learners' awareness of learner training's purpose
References


Thank you!

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