Filling the Gap

Noticing: ELL Use of MALL for

Noticing

ELL
Use
MALL
What everyday activities help learners to notice the gap?

<table>
<thead>
<tr>
<th>Facilitates Learning (Schmidt, 2001)</th>
<th>Enables learning through the identification of differences and linguistic features</th>
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</thead>
<tbody>
<tr>
<td>Noticing</td>
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<td></td>
<td>Support later processing of language</td>
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<td>Enables language to be stored in memory</td>
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<td>Attending to language (Schmidt, 1990, 1995)</td>
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Attention, Awareness, & Identifying the Gap
Language Use & Identifying the Gap

Enables Gap Identification

Production allows learners to notice the “gap between what they want to say and what they can say” (Swain, 1995, p. 126)

Once learners notice a Gap, what do they do?

Can they use mobile tools to support their noticing or their learning?

<table>
<thead>
<tr>
<th>Enables Gap Identification</th>
<th>Allows Hypothesis Testing</th>
<th>Draws Attention to Form and Meaning</th>
<th>Greater Depth of Processing</th>
</tr>
</thead>
</table>

Language Use & Identifying the Gap
Does MALL Use Support Noticing & Gap Filling?

- Argued to support noticing (Robinson, Mackey, Gass, Schmidt, 2012)
- How MALL used poorly understood (Burston, 2014; Kukulska-Hulme, 2013)
- Instructor led
- Learner led
- Targeted scaffolding of text
- Recording novel language use (Kukulska-Hulme & Bull, 2009)
- Support production (Demmans Epp, 2013)
- Argued to support noticing (Robinson, Mackey, Gass, Schmidt, 2012)
Exploring ELL Use of MALL

• Series of 3 studies
  • Fall 2011 – Spring 2012
  • Fall 2013
  • Fall 2014

• Objectives
  • Tool design and evaluation
  • Understand ELL needs

• Methods
  • Tool deployment
  • Interview
Interviews: ELL Experiences

• Semi-structured interviews
• Language-learning experiences
• Communication experiences
• Technology use
• Use of a specific MALL tool

Interviews: ELL Experiences
Interviews: Analysis

• Inductive coding and thematic analysis
• 2-3 coders per study
• Later deductive coding by one person
• Peer review
• Gap filling
• Noticing
• Consensus-based

Inductive coding and thematic analysis
### ELL Recruitment & Demographics

- Language training programs
- Postings
- Social media
- Public spaces
- Postings
- Language training programs

#### Study 1
- Home Plurilingual: 5
- Female: 6
- No: 5
- M: 23
- SD: 14
- Age (years): 14
- ELLs: 12

#### Study 2
- Home Plurilingual: 8
- Female: 5
- No: 2
- M: 23
- SD: 5
- Age (years): 8
- ELLs: 12

#### Study 3
- Home Plurilingual: 12
- Female: 14
- No: 6
- M: 44
- SD: 12
- Age (years): 44
- ELLs: 12
Participating ELLs' Home Languages Varied
ELLs used MALL to support various tasks:

- Vocabulary building
- Testing
- Listening
- Speaking
- Word meanings
- Homework
- Studying
- Communication
Noticing – Identified Gaps
<table>
<thead>
<tr>
<th>Artur_S3</th>
<th>Bento_S3</th>
<th>Edu_S3</th>
<th>Raul_S3</th>
<th>Edite_S3</th>
<th>Lena_S3</th>
<th>Ida_S3</th>
<th>Nuria_S3</th>
<th>Inzhu_S3</th>
<th>Abu_S3</th>
<th>Ivo_S3</th>
<th>Inkar_S3</th>
<th>Alda_S2</th>
<th>Ya_S2</th>
<th>Pio_S2</th>
<th>Zhen_S2</th>
<th>Gil_S2</th>
<th>Mao_S2</th>
<th>Ana_S2</th>
<th>Davi_S2</th>
<th>Jian_S1</th>
<th>Arash_S1</th>
<th>Ju_S1</th>
<th>Luis_S1</th>
<th>Dima_S1</th>
<th>Adora_S1</th>
<th>Mei_S1</th>
<th>Fan_S1</th>
<th>Shu_S1</th>
</tr>
</thead>
</table>

**MALL for Vocabulary**
Dictionary & Thesaurus Use

“Sometimes when I read I do not know. Sometimes I use like Dictionary.com.”

– Abu

“They usually provide... noun and meanings. They also...”

– Lena

“...and if you write it wrong they provide several options...”

– Lena

“can find.”

– Lena

“Sometimes when I read I do not know. Sometimes I use like...”

– Abu

Dictionary & Thesaurus Use
Alda

“Something in the contract I don’t understand, the guy helped me he was like the Google translator. Sometimes I need to know what is noun, what is verb, what is adverb, but they don’t have…”

– Alda

Pio

“When I write, I use it to translate a lot of words.”

– Pio
Web search used to support vocabulary, grammar, and usage.

“Word definition and then it brings the definition of the word... I like Google definition because they like put the past tense, the past...” Artur
"Very good picture. Study there." - Mei!

Nuria: read the definition. "If it's abstract it's better to understand seeing the image. Or if it's an object, I think it's easier to... For example, if it's an adjective, I think it's easier to depending on the vocabulary I will prefer Google for image or..."
Dedicated-MAAL Tools Used to Rehearse, Scaffold Production, & Study

"I try to use to check spelling" – Ida
"I was using it to vocabulary to – to write my story." – Edite
"uh reading... If I don't know a word, just look." – Inkar
"it shows different connotations of the word and example for each meaning. It shows different connotations of the word and example for each meaning." – Artur

"looking, speak, speak, listen" – Jian
and compare. It was the best part." – Davi

"Yes, when you hear the pronunciation, you can hear your voice
could figure out the nature of something by listening to the
sounds." – Abu

"Write down the thing after you listen." – Ya

"My voice like recorder for pronunciation" – Fan

"Some words because they are new for me. I need to listen ... I

Listening, Testing, & Self-Monitoring
Text-to-Speech Used to Practice
Vocabulary Development

Music Use to Support Listening and Vocabulary Development

You will find that you’re using the same sentences. “Abu

“mostly it’s listening to music,” when you listen to the music,

I like repeating after the song, when you listen to the music,

times blood, blood, blood, blood that it got stuck in my head.” - Ida

because I was listening to a song... it repeated so many

“to learn vocabulary,” uh I remember the word blood. I learn

movies” - Edite

“mostly it’s listening to music, but also watching TV or
I like to watch it again.

― Raul

Practice & Vocabulary

Video & Captions for Listening
E-Mail Use – Avoiding Listening

“We mostly talk for e-mail. But it’s not frustrating but it’s also not so nice” – Alda
Games Used to Obtain Interaction

“I like to play some games because I can interact with English speakers.” - Raul

“It’s multiplayer game... and I talk to the - the other players there the same thing as I - as I am.” - Bento

“It’s hard to understand ... to listen when trying to talk ... I need to tell them some answer I just don’t know how to say. Like sometimes I just turn off my microphone and said that I’m not there.” - Bento
What would you tell your learners to do?

Suggests strategies for ELLs

- Enabling interaction
- Modelling pronunciation & training decoding
- Modelling & rehearsing usage
- Vocabulary
- Filling specific information needs

MALL Enables ELLs to Fill the Noticing Gap
• Internet search by Ed Piel from the Noun Project
• iPhone by Lee Mette from the Noun Project
• Email by Lorena Salager from the Noun Project
• Creative commons by Austin Conditt from the Noun Project
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• Mobile video camera by Aldric Rodríguez Iborra from the Noun Project
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