Recreating the Language Lab using Moodle

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Director of Lab Operations
LARC/ SDSU

Calico 2011: 5/19 2 p.m.
Moodle in the Classroom –
Fall 2010

1) Korean: Wona Lee
2) Translation and Interpretation: Degueldre
3) Student Feedback: Julie
4) Every Week in the Lab: Gabon
5) Generic Tests: Spanish
6) Chinese: weekly tests - writing, listening and speaking – Zhang
7) Portuguese: Sharing student presentations
8) Italian: Student DVD’s
9) Pashto and Persian: quizzes
10) Japanese: Skyping with native speakers

--- and Outreach ---
Lab 410
Recording in 419
Functions

- Oral Testing
- Placement Testing
- Simultaneous Translation (*Elluminate*)
- Recording from master tape (*Garage Band*)
- Conversation (*Skype*)
Yanguas, Íñigo

(to appear) Task-based oral computer-mediated communications and L2 vocabulary acquisition *The Calico Journal*, 29 (3)

Spanish 301
Research Question

Does interacting in any of the groups have a significant effect on participants’ learning of L2 target vocabulary words as measured through... b) recognition...?
Results

Results…suggest a positive answer to research question 1b), that is, interacting CMC utilized in this study appeared to have a differential effect on learners’ ability to recognize the target vocabulary words; these differential effects tended to be maintained over a period of two weeks.
A: ¿qué es eso?
B: uhm una...una malla
A: no sé...
A: es para...
B: es para mosquitos
en. . .uh. . .camping. . .
A: ¡Oh! Comprendo ...uhm...
¿cuando dormir?
B: sí, sí
A: ¿Cómo se dice otra vez?
B: una malla
“Only in between 11% and 15% of the negotiation routines [sic] they seemed not to be able to succeed in reaching the correct meaning of the target word. This however led to longer conversational routines that inevitably provided them with more practice, which made the conversations all the more valid in terms of Swain’s output hypothesis…we can safely state that the task-based Skype design utilized in this study provided students with ample opportunities to negotiate meaning and practice meaningfully in the L2, which is what many teachers aim for in their classrooms.”
“The provision of output probably leads to deeper processing than input alone and addressing their own problems might make learners attend much more closely to form, which seems to result in an increasing ability to recognize vocabulary words by the learners.”
“First and foremost, it appears that task-based OCMC fosters the recognition of L2 vocabulary words while promoting vocabulary practice and positive attitudes toward L2 oral practice.
“Finally, this study is tangible proof that the implementation of Skype activities in the L2 classroom is possible and not a very complex endeavor. Nevertheless, two points should be made: on the one hand proper facilities and proper training on the part of the instructor are essential components of success of such implementation. On the other hand. . .technology is a neutral tool and, as such, the pedagogical standpoint under which activities are implemented will for the most part determine the outcome and the L2 skills practiced.”
Microphones and someone there to help
Recording Skype Conversations
Types of feedback and the improvement of students’ oral communication skills
Research Questions

--How can we help students improve their speaking skills from Intermediate level towards more Advanced level?

--Does feedback help students improve their speaking skills?

--If so, what types of feedback ensure effects on students’ speaking skills?
Research Design

Participants:
3rd year students of Japanese who were enrolled in a conversation course

(1) practice listening comprehensions, using authentic and semi-authentic video materials.

(2) practice speaking skills, by interviewing and discussing topics with native speakers of Japanese.

(3) practice speaking skills through role-playing tasks.
Individual Interview

Students had four individual interviews with the instructor at her office.

They were asked to talk about a topic in 5 minutes, followed by the interactive question/answer session.

Students were given an assigned topic at least one week ahead of each interview to prepare for the talk.
Pre- and Post-Test

Pre-test

Students’ 5 minute talk for the first interview administered at the beginning of the semester. They were asked to talk about their weekends. Students were given an assigned topic at least one week ahead of each interview to prepare for the talk.
Pre- and Post-Test

Post-test

One of the Final Exams:

*Unplanned speech* – students were not given any information about what kind of questions they would be asked.
Procedures

1. Their talks were recorded and uploaded on the Moodle site.

2. Their recorded talks were transcribed and students given feedback on them.

3. The three types of feedback were also uploaded on the Moodle site, so that students could hear their talk and analyze the problems, by looking at the feedback given to them.
Three types of feedback

(1) Feedback, focusing on elaboration with logical bridges

(2) Feedback, focusing on grammar errors with recast

(3) Feedback, focusing on organization with verbal bridges
And, for next Halloween I’ve decided to wear a Dark Alice costume.

For Halloween I go to Party City, Spirit Ruin, and Halloween Space.

(You) can buy all sorts of things at those shops.

Please elaborate more! What kind of clothes are you talking about?

• What kind of costume is it? Tell me in detail.
• What kind of shoes are you going to put on?
• Will you wear a hat?

Example:

“I’ll wear a dress with black frills and slip on black boots and a pair of black gloves.”
Example:

「２月に私の彼女日本からアメリカに来ます･･･ 心待ちにしています。」

Ni-gatsu ni watashi no kanojo nihon kara Amerika ni kimasu... Kokoro-machi ni shite imasu.

“In February, my girlfriend will come from Japan to America... I am looking forward to it.”

Please pay attention to grammar!

1. The form should be [S V=dictionary form] のを心待ちにしている

アメリカに来ます  アメリカに来るの
Amerika ni kimasu  Amerika ni kuru no
“come to America”  “coming to America”

2. Don’t forget the subject marker が

/ga/

２月に私の彼女が日本からアメリカに来るのを心待ちにしています。

Ni-gatsu ni watashi no kanojo ga nihon kara Amerika ni kuru no o kokoro-machi ni shite imasu.

Lit.: “I am looking forward to my girlfriend’s coming from Japan to America this February.”
Example:
「2月に私の彼女日本からアメリカに来ます・・・心待ちにしています。
“In February, my girlfriend will come from Japan to America... I am looking forward to it.
彼女の名前は山崎ひとみさんのですね。留学したら、山崎に会いました。」
Her name is Hitomi Yama[s/z]aki. When I studied abroad, I met Yama[s/z]aki.”

→ You need to reorganize this section.
Please use a relative clause to modify a person,
so that the information becomes more coherent.

私が日本に留学したとき知り合った山崎ひとみさんという人が2月にアメリカに
Green = lengthy relative clause: “A person named Hitomi Yama[s/z]aki, whom I met when I studied abroad in Japan”

来るのを心待ちにしています。
Green = Gerund: “come (to America)”  → “coming (to America)”

“I’m looking forward to my friend’s coming to America in February. Her name is Hitomi Yama[s/z]aki and I met her when studying abroad in Japan.”
## Size of Relevant development analyzed by T-units

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Number of complex sentence structures used in the talk

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Number of compound sentence structures used in the talk

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From the Back-End

Discussion forum at Moodle.org + e-mail response

We're using the latest 1.9.X branch, and the server is on line 39. I changed the line from:

```php
define("RECAPTCHA_API_SECURE_SERVER", "https://api-secure.recaptcha.net");
```

to:

```php
define("RECAPTCHA_API_SECURE_SERVER", "https://www.google.com/recaptcha/api");
```
Testing and Assessment

Casting for Meaningful Feedback

Past  Present  Future
Welcome,

LARC’s Multimedia Computer Labs provide SDSU world language students and faculty rich, engaging media to support and enhance language learning. LARC labs offer an extensive set of materials and facilities, extended open hours, one-on-one assistance and a comfortable environment to support the acquisition and study of language.