Using Technology

2nd Learning and Teaching Languages Symposium

2015

Programme and Abstracts

College of Education, Health, and Human Development
University of Canterbury
21 October, 1pm – 5:30pm
Ahlan wa sahlan, aloha, afio mai, bienvenidos, bienvenue, haere mai, huānyíng guānglín, kyaosopartaal, nau mai, selamat datang, shagotom, talitali fiefia, välkomna, welkom, willkommen, yin dee dtôn ráp, yōkoso, welcome!

It is our pleasure to welcome you to the second Learning and Teaching Languages Symposium. This year the focus is on using technology. It seems every day we are introduced to new technology to assist with many aspects of our daily lives; including home and work, teaching and learning, and considerably further beyond. Making sense of this plethora of information can be rather daunting so hearing the experiences of others can sometimes make our own journey just that little bit easier. We hope today is a bit like updating your Google Maps app and you find new some roads that you can explore.

After the first set of paper sessions, we have our unique take on speed dating with Tip ’n Take, where short, one-on-one exchanges will give you the opportunity to share an experience and learn from other attendee’s use (or perhaps disastrous misuse!) of technology. Before afternoon tea break, there will be short presentations from those who have prepared posters for the symposium, giving you the opportunity during the break to view and discuss the posters, and network with your colleagues. Following this, Language Perfect will be providing an update on their new Languages in Action modules and will have you all up and out of your seats hoping to win the prize draw. The final round of presentations will take us through to a quick Kahoot! quiz (get your smartphone or tablet ready) and the conclusion of the symposium.

We would like to thank our presenters for their willingness to share their research and classroom practices in using technology in teaching and learning languages. We are also grateful to Professor Letitia Fickel and the Teacher Learning and Innovations in Practice Research Hub for hosting this event, and to Education Perfect for co-sponsoring the afternoon tea.

Finally, thanks to you, the symposium attendees. We wish you an enjoyable, fulfilling, and stimulating afternoon.

Una Cunningham & Jocelyn Howard
Symposium Co-Convenors
Programme

1:00 - 1.10pm  Welcome and Housekeeping

Paper Sessions
1.10 - 1.25pm  Getting it Write - Using Technology (Google Slides and Blogger) to Help Engage Reluctant Writers: Navjot McCormack
1.25 - 1.40pm  Task Based Learning for Promoting Independent Learning Skills: Glenys Bagnall & Gareth Williams
1.40 - 1.55pm  Eslnews.org.nz - A Resource for ESOL Teachers: Pat Syme

1.55pm - 2:15pm  Tip ‘n take: Rapid Fire Exchange of Technology Ideas that ‘Worked Well’, ‘Kinda Worked’, and ‘Didn’t Work’

Paper Sessions
2:15 - 2.30pm  Podcasts: Having the German language right at your fingertips: Vera Leier
2.30 - 2:45pm  Framework to Integrate Smartphones for Effective M-Learning in a College of Education using a Technology Acceptance Model: Mazhar Syed Ahmed
2.45 - 3.00pm  Standard Maritime Communication Phrases - Is this Language Learning in a Multi-User Virtual Environment?: Todd Cochrane, Niki Davis, & Julie Mackey

3.00 - 3.20pm  Poster Presentations
Social Networking Sites in Teaching and Learning English at High Schools in Vietnam: Thinh Le
Impact of Training on Mobile Assisted Language Learning Practices of Tertiary Students in Pakistan: Shaista Rashid
Learning and Teaching Languages with Technology: Courses and programmes at UC: Una Cunningham

3.20 - 3.50pm  Afternoon Tea

3.50 - 4.20pm  Language Perfect - New ‘Languages in Action’ Modules and Prize Draw: John Brent

Paper Sessions
4.20 - 4.35pm  Intercultural and Collaborative Research Project using Social Media in Japanese Language Learning - Benefits and Challenges: Masa Ogino
4.35 - 4.50pm  Get Cracking - Get Your Smartphone Working for your Students: Sue Sullivan
4.50 - 5.05pm  Te tangināe a Pōtaka Tawhiti: Teaching an old dog new tricks: Te Hurinui Clarke
5.05 - 5.20pm  Windows into Other Worlds - Using Technology to Increase Intercultural Awareness in Primary School Language Programmes: Jocelyn Howard, Martin East, & Adèle Scott
5.20 - 5.30pm  Feedback using Kahoot and Conclusion

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Abstracts for all Papers and Posters
(in alphabetical order)

Glenys Bagnall and Gareth Williams

Paper: Task Based Learning for promoting Independent Learning skills
In 2014 CCEL (Christchurch College of English Ltd) reviewed its Independent Learning Programme and with input from students, teachers, and UC colleagues, put in place a programme that shifted from gaining Independent Learning skills to using them through a programme of weekly tasks.

This presentation is an update on our progress to date. We'll show some fantastic student outcomes, and outline our processes and thoughts as we’ve developed the programme - including the choice and design of tasks, the role of IT, and the new role of the teacher in making the programme work well.

Bio’s
Glenys has been involved in English language teaching, teacher training, and management since 1978 as well as 20 years at the CCEL (Christchurch College of English Ltd), and has experience in Australia, Japan, Indonesia, Greece, and the UK. She has a strong interest in enabling students to meet their goals, and independent learning and thinking skills are a core part of this.
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Gareth has been involved in English language teaching since 1990 in Singapore, Hong Kong, and New Zealand. While in Hong Kong he based his Masters’ Thesis around independent learning. He’s currently Academic Manager at CCEL and a prime driver of CCEL’s Independent Learning Programme.
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Jocelyn Howard, Martin East, and Adèle Scott

Paper: Windows into Other Worlds: Using Technology to Increase Intercultural Awareness in Primary School Language Programmes
Intercultural competence is an increasingly important skill that all New Zealanders need in order to interact successfully across cultures, within and beyond our shores. The Learning Languages learning area in the revised New Zealand Curriculum offers an ideal vehicle for developing this capability. This presentation reports how one primary school has used easily accessible low level technology to facilitate noticing opportunities within their three-strand language programme in order to increase their young learners’ intercultural awareness.

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goal is to begin a discussion that explores the affordances and challenges of using technology for this purpose, and selection criteria that may need to be considered.

**Bio’s**

Jocelyn Howard is a lecturer in the School of Teacher Education at the University of Canterbury where she lectures in cultural studies, second language pedagogy, materials design, and the use of multimedia in education.  

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Dr Martin East is Associate Professor in the School of Curriculum and Pedagogy at the University of Auckland and editor of the professional journal of the New Zealand Association of Language Teachers. Prior to tertiary teaching, Martin was head of department for languages at secondary schools in England and New Zealand.  

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Dr Adèle Scott has been a languages teacher in secondary schools in New Zealand and Melbourne and a senior lecturer at Massey University. She is now Kaihautu Mātauranga, Curriculum Leader for Learning Languages at Te Kura, The Correspondence School.  

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**Masa Ogino**


This presentation shares an intercultural research project between Japanese learners at a university in New Zealand and students enrolled in a course for teaching Japanese as a foreign language at a university in Japan.  

The students of each institution engaged in a project in which social networking services such as Facebook and Skype were employed as the major tools for communication. The project aimed to develop research and communication skills in Japanese, as well as providing a learning environment where the target language is essential for the completion of the project. The project involved surveys using Facebook and Skype interviews on a Japan-related topic, making PowerPoint presentations in Japanese, and making a spoken presentation in Japanese.  

The benefits and challenges will be discussed, along with how social media can accommodate such a collaborative project and the development of key competencies in the social networking era. In addition, strategies to maximize project-based language learning involving speakers of the target language will be explored in terms of authentic interaction, community building, and adding new values to language learning.
Bio
Dr Masayoshi Ogino has extensive experience in language teaching in both New Zealand and overseas at secondary and tertiary levels. He obtained both his M.Phil in Japanese Language Education and PhD in Applied Linguistics at the University of Waikato. He is a vice president of Japanese Studies Aotearoa New Zealand (JSANZ), a new advocacy network for Japanese language education and Japanese studies at tertiary level in New Zealand. Dr Ogino has been working on collaboration, connectivity and articulation between secondary and tertiary levels for the development and promotion of Japanese language education in New Zealand.
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Mazharuddin Syed Ahmed

Paper: Framework to Integrate Smartphones for Effective M-Learning in a College of Education using a Technology Acceptance Model
Smartphones today are ubiquitous and are influencing our everyday life, and have disrupted many age-old tasks, activities, devices, tools, and technologies with their redefined usage. They are multipurpose devices that act as prompt communicators and productivity agents, and allow instant access to learning content. The understanding of the parameters which govern their customised and personalised integration is the key to the successful acceptance and assimilation of these devices as learning tools. This research reports the findings of a study which focused on analysing the acceptance of smartphones as learning tools for College of Education students at the University of Canterbury. This study was guided by the Unified Theory of Acceptance and Use of Technology model.

Bio
Mazharuddin is a current PhD student with the University of Canterbury. He holds a MS in Architectural Engineering (Saudi Arabia), Postgraduate Diploma in Architecture (India), and BE in Civil Engineering (India). Mazhar’s publications include: Potential use of Smartphones for Teaching, Communicating and Monitoring Physical Education; Smartphones to Measure Physical Fitness Components; and Mobile Learning Roadmap: m-Learning: acceptance and implementation.
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Navjot McCormack

Paper: Getting it Write: Using Technology (Google Slides and Blogger) to Help Engage Reluctant Writers
This study was conducted in a low ability multi-cultural English Language Learning (ELL) classroom made up of Year 10 to Year 13 students. The study examined whether the use of
technology influenced students’ level of interest and engagement in writing. Conducted over a four-week period, the study also evaluated whether the use of Web 2.0 tools facilitated group work and enhanced collaborative learning. Participants were responsible for creating a Google Slides presentation in groups and then present their report to the class. Next, students wrote blogs to share their personal reflections. Classroom observations and informal interviews with participants, and their written reflections provided evidence that the use of technology in the writing process was associated with increased student engagement and motivation to write. The study also demonstrated that the use of technology facilitated student communication and interaction, and classroom observations provided evidence of students working collaboratively. The participants maintained positive writing attitudes throughout the project and reported that they enjoyed using technology instead of writing with pen and paper.

**Bio**

Navjot McCormack is the Head of English Language Learning at Linwood College. Prior to this she worked at Hagley Community College. Navjot’s other professional passion is journalism and she has worked in senior editorial roles with English language newspapers around the world for some 26 years. Along the way, she has learned a great deal about different cultures and has picked up a few languages, too. Navjot sees teaching as a rewarding change from the daily news grind and says the greatest rewards are being able to incorporate things she loved about her old profession into the current role. In the newsroom her responsibilities included giving aspiring journalists their first taste of the profession and schooling them on the finer points of journalism. In the classroom, Navjot’s constantly looking for new and creative ways to inspire a love of writing in her students. Navjot lives in Christchurch with her kiwi husband and their 15-year-old son.

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**Pat Syme**

**Paper: Eslnews.org.nz – A Resource for ESOL Teachers**

Eslnews is a podcast with the written text. Each podcast is a current New Zealand news item but in easy English and spoken slowly, aimed at students with an intermediate level of English. Podcasts are usually 2½ to 3 minutes long. A new post is added every two or three days and there is an extensive archive.

I originally established this website in 2008 so that students could learn more about NZ news and society. TV, radio, and newspapers are not easily accessible for learners of English, yet for many, it’s of great interest to learn more about how NZ functions and compare it with their own country. For migrants, it’s important to know about the country they are going to live and vote in. With this in mind, I choose useful NZ news items, trying to focus on the positives. The presentation will show a few posts and suggest how teachers can use both the audio and the written text.
Bio
Pat Syme, MA in English, Dip Second Language Teaching (Massey). Teacher of English and ESOL for many years, now retired but still actively interested in supporting learners of English and their teachers.
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Shaista Rashid
Poster: Impact of Training on Mobile Assisted Language Learning Practices of Tertiary Students in Pakistan
Mobile phone penetration is increasing in developing countries such as Pakistan at an enormous rate, which is leading towards more and more adoption of the m-Learning model of education rather than e-Learning. The use of digital devices by tertiary students in Pakistan for educational and non-educational purposes, specifically the use of mobile phones for English language learning, has been recorded by many researchers (Ahmed & Qazi, 2011; Siddiqui, Sabeen, & Mumtaz, 2014). Jarvis (2014) argues that the Mobile Assisted Language Learning (MALL) practices of Asian non-native speakers of English are based on their individual expertise in using mobile devices for general purposes, which may not be sufficient to gain maximum benefit from their MALL practices. The present study aims to investigate the influence of training in the use of MALL on the attitudes, beliefs, and practices of undergraduate students at a public university in Pakistan. The results of this study will be beneficial for English language teachers, educational policy makers, material developers, and individual learners of English language in the developing countries.

Bio
Shaista completed her MA in Language Teaching Specialization at the University of Oregon, USA as a Fulbright scholar. She has taught English to postgraduate and junior students for more than 5 years and is currently working with Dr. Una Cunningham, Dr. Kevin Watson, and Dr. Jocelyn Howard for her PhD. Her research is in the field of Mobile Assisted Language Learning (MALL) with focus on investigating the impact of training in MALL on attitudes, beliefs, and practices of tertiary students in Pakistan.
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Sue Sullivan
Paper: Get Cracking - Get your Smartphone Working for your Students
Smartphones are busting with stuff for language learners that we've never had access to before. It is the language databases sitting behind our keyboards that give us the greatest opportunity to start creating new pathways and exercises for second language learners. Come and bring your smartphone - or your friends’.
Bio
Sue was a lecturer at Regensburg University Germany and the Université d'Orléans France before meeting Asian adult learners in NZ. Her focus has been on facilitating listening through intensive exercises for these. Technology in the last few years has become a powerful language tool. In particular, the advent of databases on smartphones has revolutionized our learning opportunities for the future.
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Thinh Le

Poster: Social Networking Sites in Teaching and Learning English at High Schools in Vietnam
Technology, especially social networking sites (SNSs) such as Facebook, Skype, and YouTube, play a crucial role in teaching and learning English nowadays because students and teachers can access unlimited authentic materials, create a learning platform for interaction, and produce different types of language output. Further, technology fosters learners’ autonomy and eases the classroom time constraint in the class. However, there has been little research in this field in Vietnam. The purpose of the study is to find out about teachers’ and students’ use and beliefs about technology in their teaching and learning. The study will explore students’ experiences learning on SNSs and show the empirical data for teachers to employ technology in their teaching, educational administrators for making technology-related policy, and textbook designers for creating digital materials in teaching land learning English.

Bio
Thinh Le Van is from Vietnam. He has taught business English at Banking Academy, Phu Yen branch and is currently doing his Phd at the University of Canterbury in social networking sites in teaching and learning English in high schools in Vietnam. His research interest is in computer-assisted language learning (CALL).

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Te Hurinui Clarke

Paper: Te tangiauē a Pōtaka Tawhiti: Teaching an old dog new tricks
This oral tradition is set in Hawaiki prior to the migration of Te Arawa to Aotearoa. It was during this period of time that overpopulation and dwindling resources on the island made migration a very strong prospect. Pōtaka Tawhiti was the pet dog of a powerful chief named Houmaaitawhiti. Houmaaitawhiti had two sons, Tamatekapua and Whakaturia. One day Pōtaka Tawhiti went missing and the boys searched high and low for him. They could hear Pōtaka Tawhiti baying but were unable to find him. Eventually they discovered that their pet was baying from the stomach of a man named Toi. They realised he had been consumed
by Toi and others. In order to extract revenge for the death of their pet Tamatekapua and Whakaturia devised a plan. On their side of the island food resources were depleted, yet on the side where Toi and his tribe lived breadfruit grew in abundance. They decided to steal the breadfruit from the trees but there was a problem. The breadfruit was high up in the trees and could not be obtained from the ground, nor could the trees be climbed. So they constructed two pairs of stilts in order to reach the breadfruit. The ploy worked initially but eventually the Whakaturia was caught and war erupted on the island.

In this presentation I use Tamatekapua as a metaphor for myself, the breadfruit and the baying of Pōtaka Tawhiti as metaphors for our distance students and the stilts as a metaphor for technology such as Adobe Connect. In order to reach out to our distance students and have a more engaging interaction I have had to embrace technology. I am the old dog learning new tricks.

Bio
Te Hurinui holds a BA(Hons), Post Graduate Diploma in Teaching and Learning, Graduate Diploma in Bilingual and Immersion Teaching (for which he was lucky enough to receive a study award), Masters of Teaching and Learning, and is currently studying for his Doctor of Education. He taught Te Reo Māori, Year 12 Legal Studies, and Transition at Ashburton College from 2001 till 2005 and also taught at Ashburton Intermediate for some of this period. Te Hurinui began lecturing at the University of Canterbury in 2007 and is the Course Co-ordinator of Hōaka Pounamu, the Post Graduate Diploma in Bilingual and Immersion Teaching, lectures in the Te Reo Māori Curriculum area for the Graduate Diploma in Teaching and Learning (Secondary), and lectures in the Masters of Teaching and Learning programme and the Third Year Primary te reo Māori option course.

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Todd Cochrane, Niki Davis, and Julie Mackey

Paper and Poster: *Standard Maritime Communication Phrases – Is this Language Learning in a Multi-User Virtual Environment?*

The Standard Maritime Communication Phrases (SMCP) are expressed in a simple subset of English for use by international mariners, who require certification in the SMCP on ships of 500 gross tonnage and above. The SMCP has been described as a “sort of survival kit” through which officers are trained in language protocols so that they encounter less communication difficulties in their duties on ships (Claudia & Alexandru-Florin, 2013, p. 45). As part of a larger PhD research project, learning scenarios have been identified with masters of maritime ships (Captains) who train personnel for watch duties on the deck of merchant ships (Cochrane, Davis & Mackey, 2015). These scenarios are being designed for more authentic training in a Multi-User Virtual Environment (MUVE). In this presentation and poster we present the technical characteristics and preliminary outcomes from SMCP practise in a MUVE. In one prototype environment a voice active character (or robot) is
used to set the scene within a learning scenario in the MUVE. We ask, is this language learning in a Multi-User Virtual Environment?

Bio’s
Todd Cochrane is a senior academic member of Nelson Marlborough Institute of Technology in Digital Technologies. As a developer and writer in the Second Life Education New Zealand project he developed interface components of a role playing simulation of the normal birth process. Over several years he has collaborated in the development of technology as used by artists. He has worked on “border crossing” between virtual and real worlds and has applied these practices in degree courses and researches virtual worlds in vocational education in association with the University of Canterbury e-Learning Lab. In 2012 he was the first NEC Fellow at the Wellington Institute of Technology.

Niki Davis is the University of Canterbury Professor of e-Learning and Director of the University of Canterbury e-Learning Lab. She is recognised internationally as a leading expert in information and communication technologies in teacher education and e-learning in all sectors of education. Sought by UNESCO, European Commission, national agencies, companies, scholarly societies, and institutions for her expertise; she has over 200 publications including books and scholarly papers. Niki is Editor in Chief of the Journal of Open, Flexible and Distance Learning. In 2010 she was recognised as the first SITE Outstanding Global Educator.

Julie Mackey is Dean of the College of Education in the University of Canterbury and Senior Research Fellow with the University of Canterbury e-Learning Lab. Her dual research focus on blended e-learning and leadership of future focussed schooling.

Una Cunningham

Poster: Learning and Teaching Languages with Technology: Courses and programmes at UC

Bio
Una Cunningham is originally from Northern Ireland and studied at the University of Nottingham in the UK, but came to New Zealand and the University of Canterbury in 2013 as Associate Professor in Teaching and Learning Languages after more than 30 years in Sweden as a language and linguistics teacher and lecturer. Her research interests are in digitally-enhanced language learning and language teacher education and in second language pronunciation.
Vera Leier

**Paper: Podcasts: Having the German language right at your fingertips**

In search of a way to make German more relevant and step out of classic classroom settings, I have been working with podcasts in my intermediate German language class. The podcast assignment is part of the overall assessment of the course.

The podcast exercise is based on commercially available podcasts in iTunes. The students are asked to choose out of a given selection one video or audio podcast episode in German. They have to watch or listen to the podcast and comment on a class blog about their podcast once a week. At the end of the semester they have to hand in a 200 word report about their chosen podcast. The blog entries and the report are 6% of the overall mark for the course.

At the end of the exercise the students completed a survey on their use of podcasts, their blog, and listening strategies. They also participated in focus interviews (n=9) about their podcast experiences. Study findings suggest that listening to podcasts in combination with a blogging activity is providing language learners with strategies and structures to improve the listening ability in their target language German. Participants enjoyed the opportunity to choose their own listening materials and were able to align them with their personal learning style and individual listening goals.

**Bio**

Vera is working as a senior tutor in German at University of Canterbury, teaching on-campus and distant classes and is very interested in using technology. She is currently working on her PhD in Education researching the effect of social media in foreign language learning.

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