

DRAFT

Learning English with Modern Technology

Student Survey Results

P. Fahy, M. Sturm

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Background

In early 2012, ESL lessons were conducted with students by Carolyn and Mary Ellen. The lessons were based on lesson plans specifically designed for engaging students in understanding the context of learning English in an online environment, and included completing an online survey investigating students' use of technologies. The quantitative data gathered through the online surveys were complemented by qualitative information provided by the teachers using an open-ended questionnaire. The sources and dates of the data used to produce the results in this report are:

- Carolyn: *OCISO, 28 March 2012; OCISO, 10 April 2012; Algonquin 4-A, 2 May 2012; Algonquin LINC 5-A, 1 May 2012; Algonquin LINC 7, 2 May 2012; Algonquin LINC 5-B, 7 May 2012; Algonquin LINC 4-A, 7 May 2012; Algonquin Pre-bridging, 7 May 2012.*
- Mary Ellen: *LINC 3-4, 20 March 2012; LINC 3, 27 March 2012; LINC 4, 27 March 2012; LINC 4-5, 27 March 2012.*

In this report, the replies to the student online surveys and the notes of the teachers' questionnaire are shown, followed by a discussion of the implications for the project.

Research methodology

Following a carefully designed lesson plan (see Attachment 2), that included providing a background and introducing a glossary of terms used in the online survey, students were asked to complete the survey and were then interviewed in groups.

The quantitative data obtained through the online survey tool *SurveyMonkey* was compiled and charts were created. After compilation of the qualitative data obtained through the teacher questionnaires, the notes were entered into *ATLAS.ti* for analysis. *ATLAS.ti* is a qualitative analysis software package that permits coding of replies for accurate counts, and for later tracking. The *implications* and *discussion* sections of this report are based on output from *ATLAS.ti*. (Attachment 5 shows the codes used, and the total occurrence in each document. Note that the *LINC 4-5* group, interviewed by Mary Ellen on 27 March 2012, is not included in the *ATLAS.ti* report).

Results

Student Survey

The online survey contained 19 multiple choice questions and a final comment; there were also opportunities for students to submit additional information on some of the questions. Overall, 176 students participated in the survey. The following is a summary of the responses, including charts for most questions.

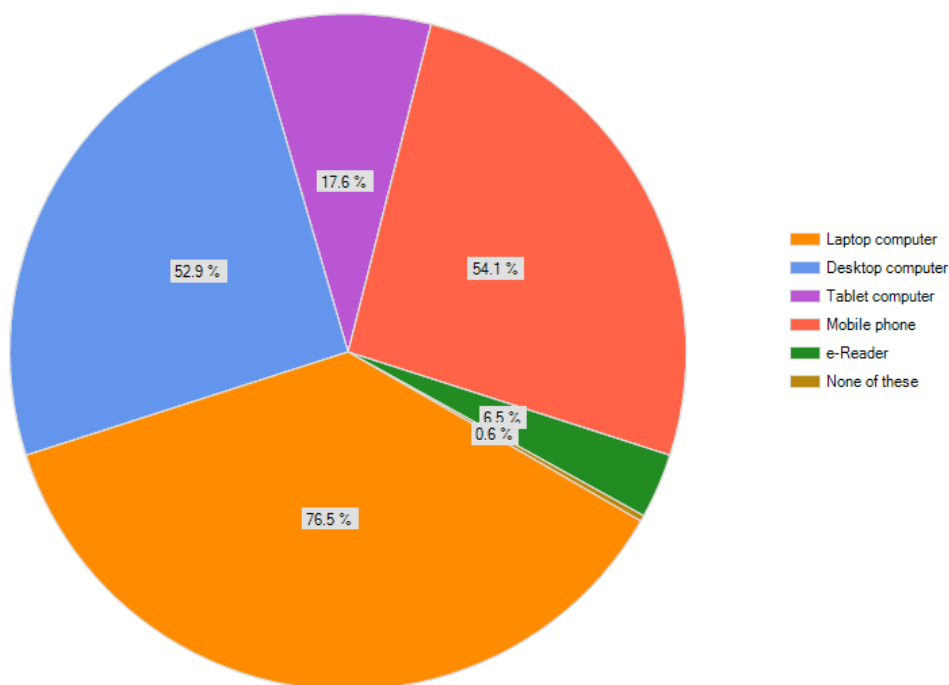
English language students

All students were asked if they were students in a LINC (Language Instruction for Newcomers to Canada) program or an ESL (English as a Second Language) program. 98.8 % of the respondents were LINC students, while the remaining 1.2 % were in ESL.

Use of mobile communications and computing devices

Students were asked about their use of mobile communications and computing devices. Laptop computers (76.5%), mobile phones (54.1%), and desktop computers (52.9%) ranked among the highest. Tablet computers (17.6%) already seem to play a considerable role, maybe increasingly so given their novelty. The use of e-Readers (6.5%) may be negligible, given the multi-purpose use of tablet computers.

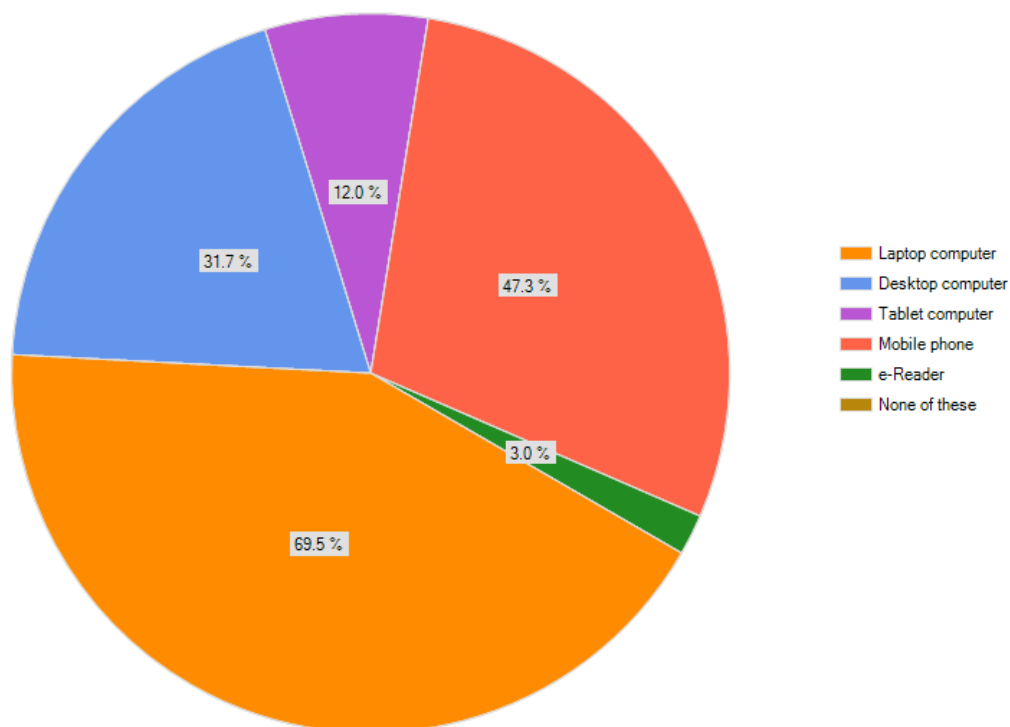
What kind of mobile communications and computing devices do you use? Click on all that you use.



Frequency of use

Students were asked which technology devices they used most often. Laptop computers were used 69.5% of the time, mobile phones 47.3% of the time, and desktop computers 31.7% of the time. Tablet computers were only used 12% of the time and e-Readers 3% of the time. Given that these statistics are below the numbers for the kinds of devices used, it can be assumed that students do not use technology devices every day or on most days. A large number of students does not use desktop computers as often as mobile devices.

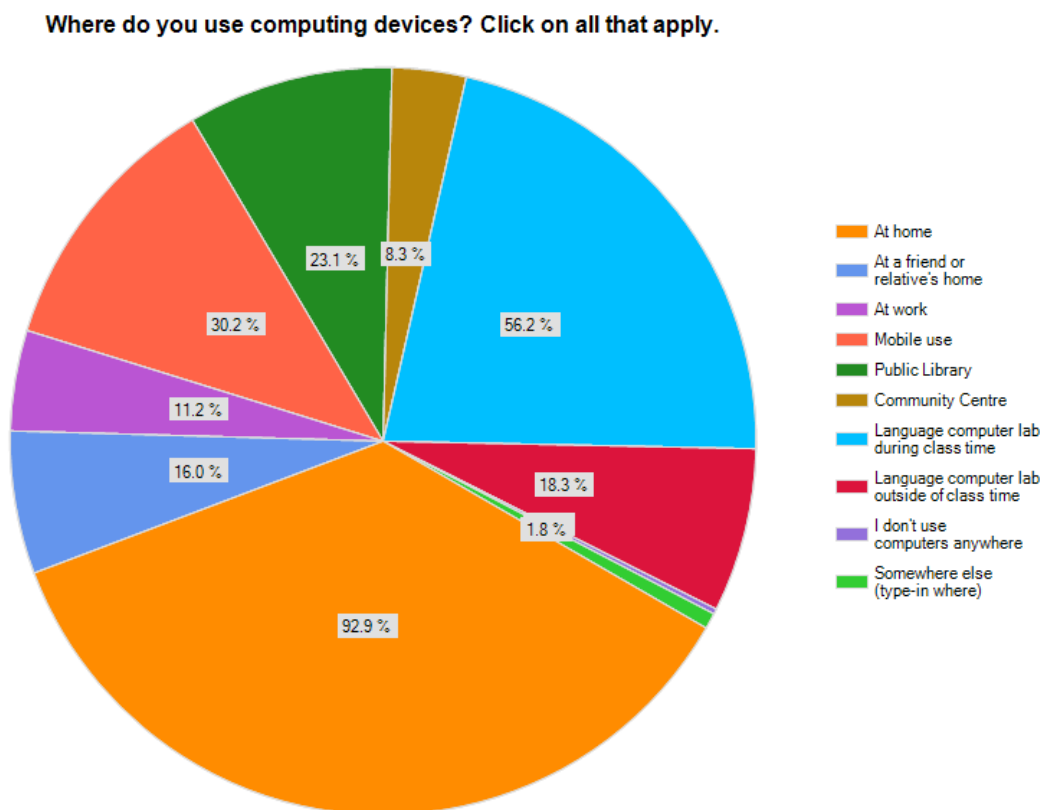
Which devices do you use most often? Click on those that you use either every day or on most days.



Access to technology devices

Students were asked to identify the points of access from where they use technology devices. Most students accessed from home (92.9%) and the language computer lab during class time (56.2%). Mobile access (30.2%) and access at public

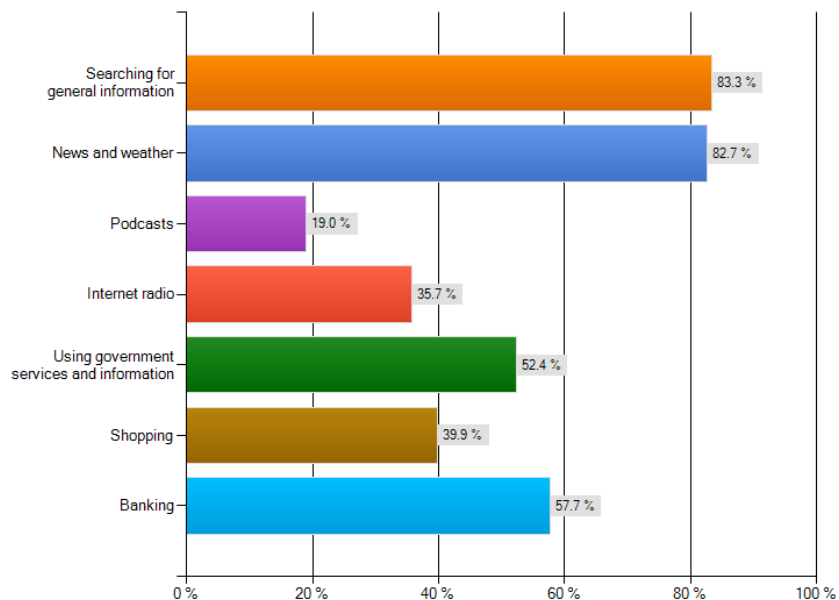
libraries (23.1%) was also important to students. Also, 18.3% of students said they accessed computing devices from the language lab outside of class time, and 16% said they used a friend's or relative's access. It seems safe to say that a large variety of access points to technology are important in the lives of language students. [the percentages below don't add up to 100%]



Reason for the use of technology devices

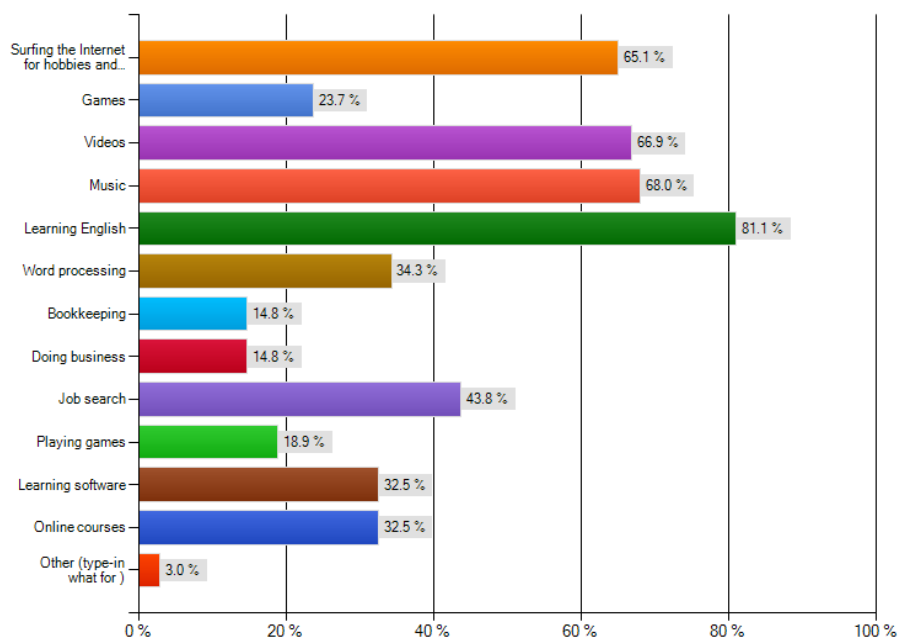
Students had the following reasons to use computing devices. Two multiple choice lists were available to select items from. In the first list, *Searching for information* (83.3%) and *News and weather* (82.7%) were most important but *Banking* (57.7%) and *Using government resources* (54.4%) ranked also high. *Internet radio* (35.7%) and *Podcasts* (19%) represent good resources for language learners, but do not yet receive as much attention by students as read-only web sites.

Do you use computing devices for any of the following reasons? Click on all that apply.



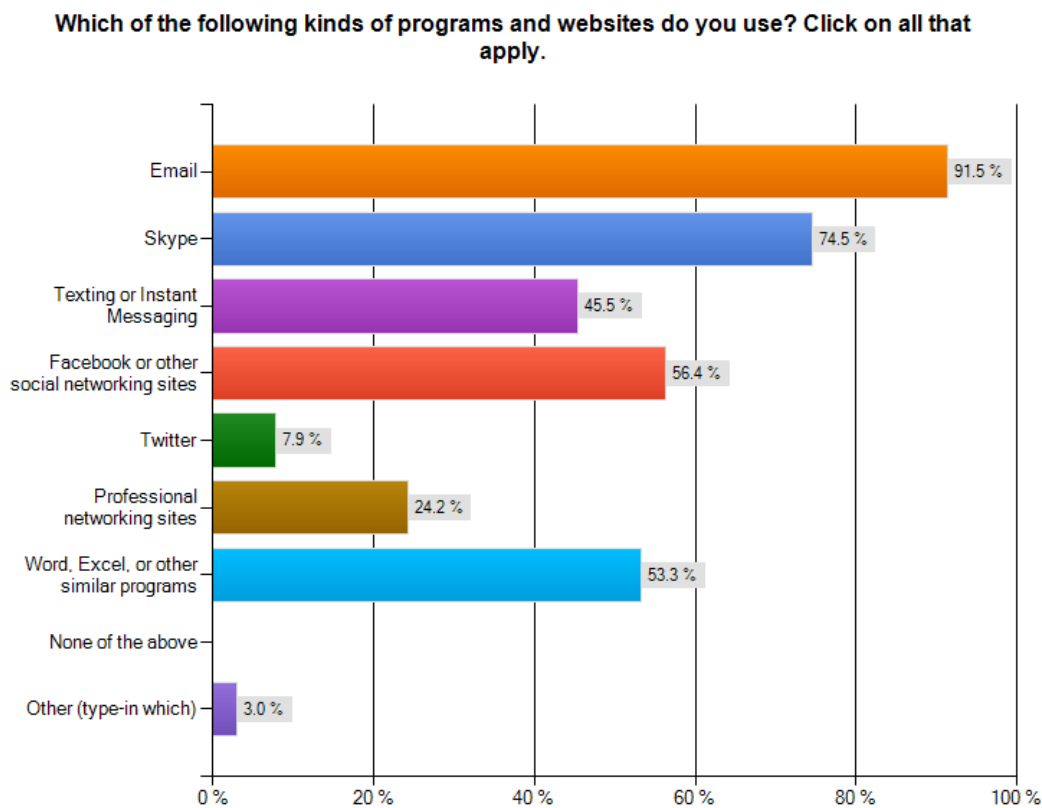
In the second list, *Learning English* rated highest at 81.1% but *Music* (68%), *Videos* (66.9%), and *Surfing the internet for hobbies and personal interest* (65.1%) received high responses. It can be argued that auditory and visual learning styles, as well as content that is personally interesting to students, may prove to be most effective.

Do you use computing devices for any of the following reasons? Click on all that apply.



Use of programs and web sites

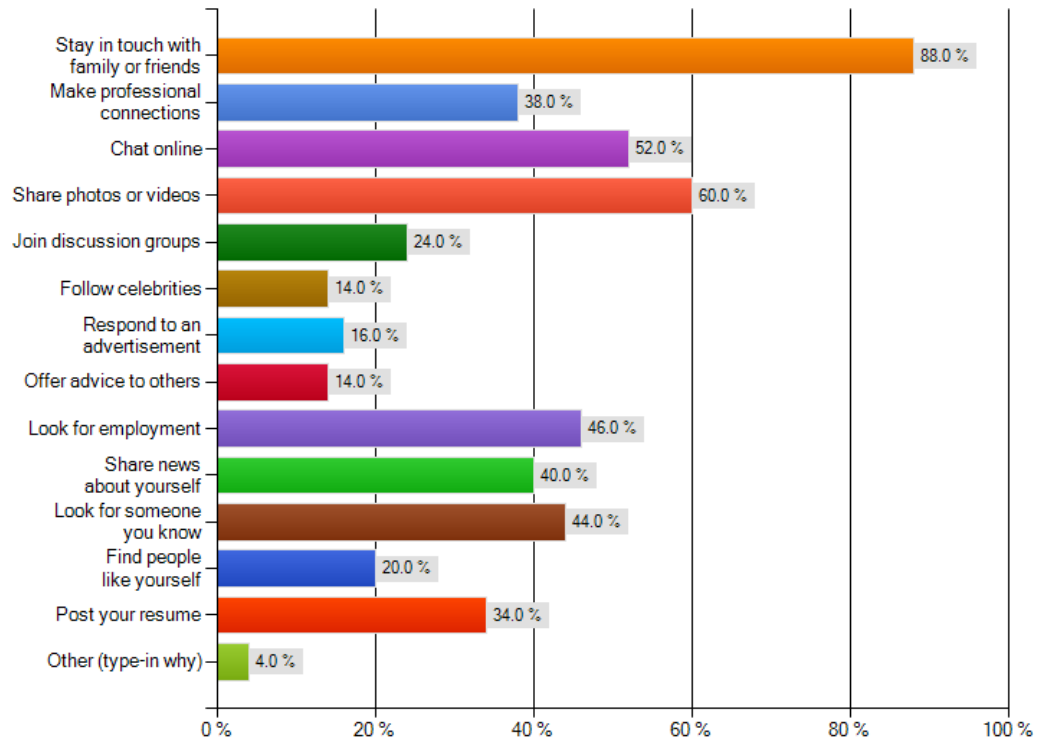
Students were asked what kind of programs and web sites they used. Most use email (91.5%) and *Skype* (74.5%) the most, with *Facebook* and other social networking sites (56.4%), *Word/Excel* and similar programs (53.3%), and *Texting* or *instant messaging* (45.5%) used by half of the respondents.



Social networking sites

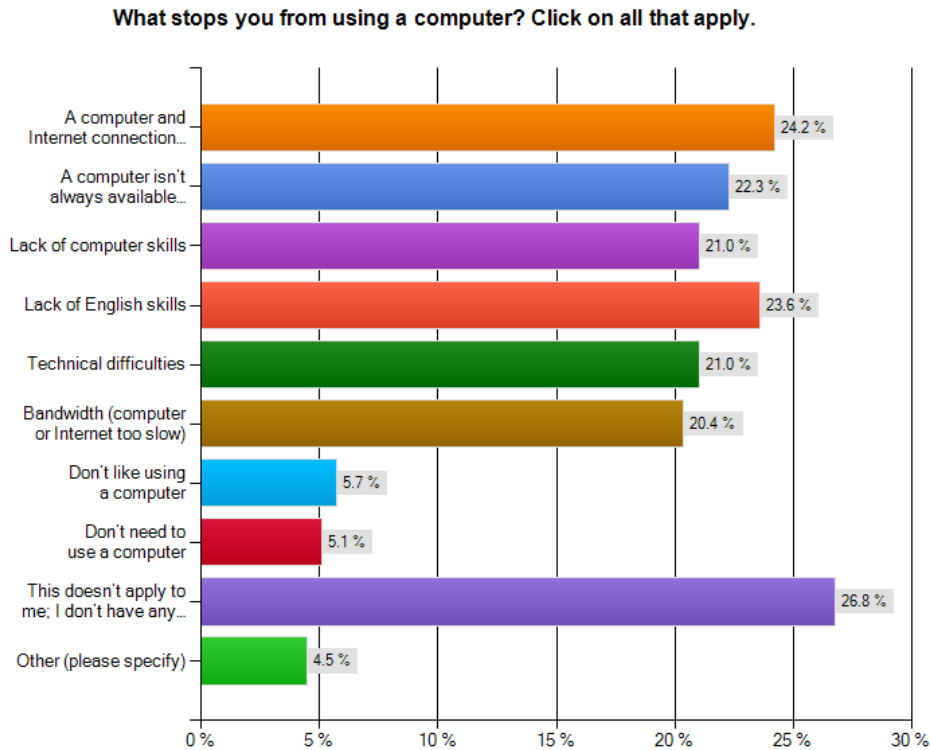
Intrigued by the results above, and given the project's interest in using social networking, the last 50 students participating in the survey were also asked about their reasons for using social networking sites. Most said that they used them to *Stay in touch with family and friends* (88%), *Share photos and videos* (60%), and *Chat online* (52%). One respondent remarked that "I do not use networking sites and I think it wasting time [is this verbatim? Not grammatical.]. It is better to use special sites like *Gmail* or *Skype* software."

If you are using networking sites, why do you use them? Click on all that apply.



Barriers to using technology devices

There are barriers of many types when it comes to using technology devices. The results from this survey show an even spread between difficulties with *A computer and Internet connection* (24.5%), *Lack of English skills* (23.6%), *A computer isn't always available* (22.3%), *Lack of computer skills* (21%), *Technical difficulties* (21%), and *Bandwidth (computer or Internet too slow)* (20.4%). A similar number of respondents (26.8%) indicated that they didn't have any problems at all. Only a small number of students didn't like using computers (5.7%), and/or didn't see the need to use one (5.1%).



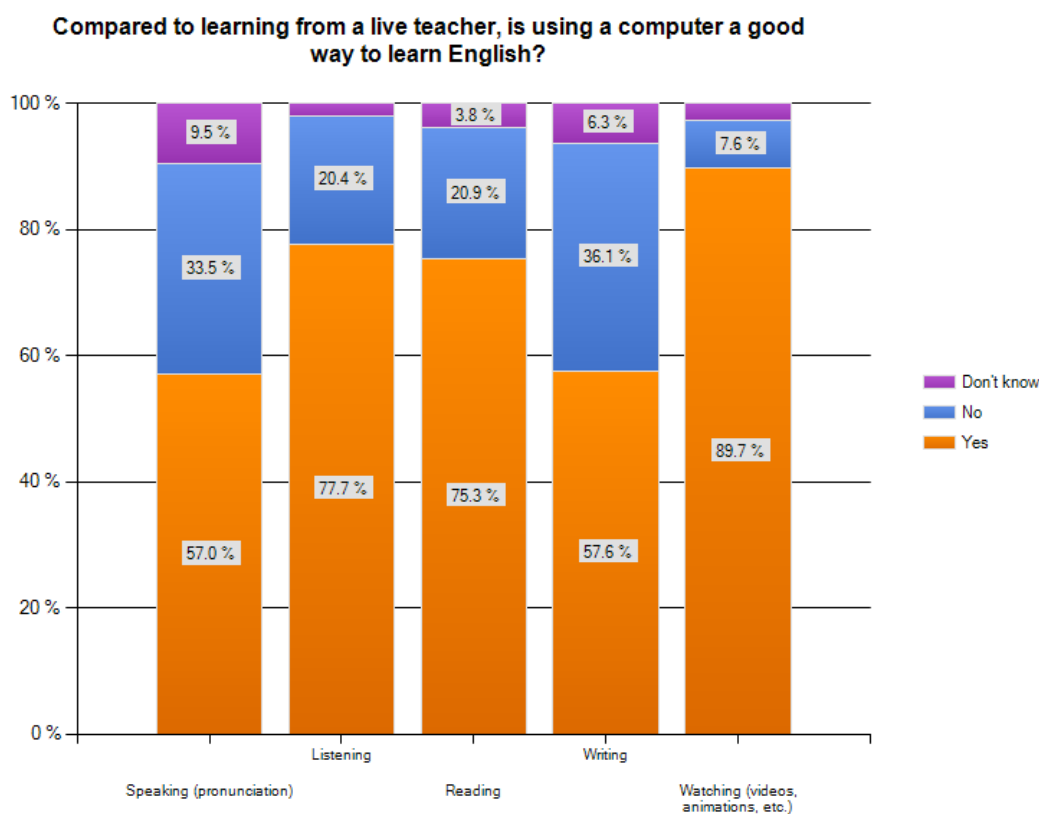
Cell phones

About eighty-two percent (81.6%) of students participating in this survey have a cell phone. 51.1% have a regular cell phone, 30.9% a SmartPhone, and 23% an iPhone. Among other devices (5%) used by students as a phone are *Blackberries*, *Android*-driven phones, and tablet computers.

The reasons to use of cell phones and similar devices among students are mainly *Speaking to people* (98.6%), *Texting or instant messaging* (67.6%), and *Taking pictures* (62.6%). *Using phones to play Audi/video* (42.4%) and *Checking email* (37.4%) also rate high. About a quarter of respondents also used their phones to *Play games* (25.9%) and *Surf the Internet* (25.9%). Other respondents added that they used their phone as an *English to Arabic translator*, to *Remember things to do*, to *Use social networking sites*, and to *Read novels*.

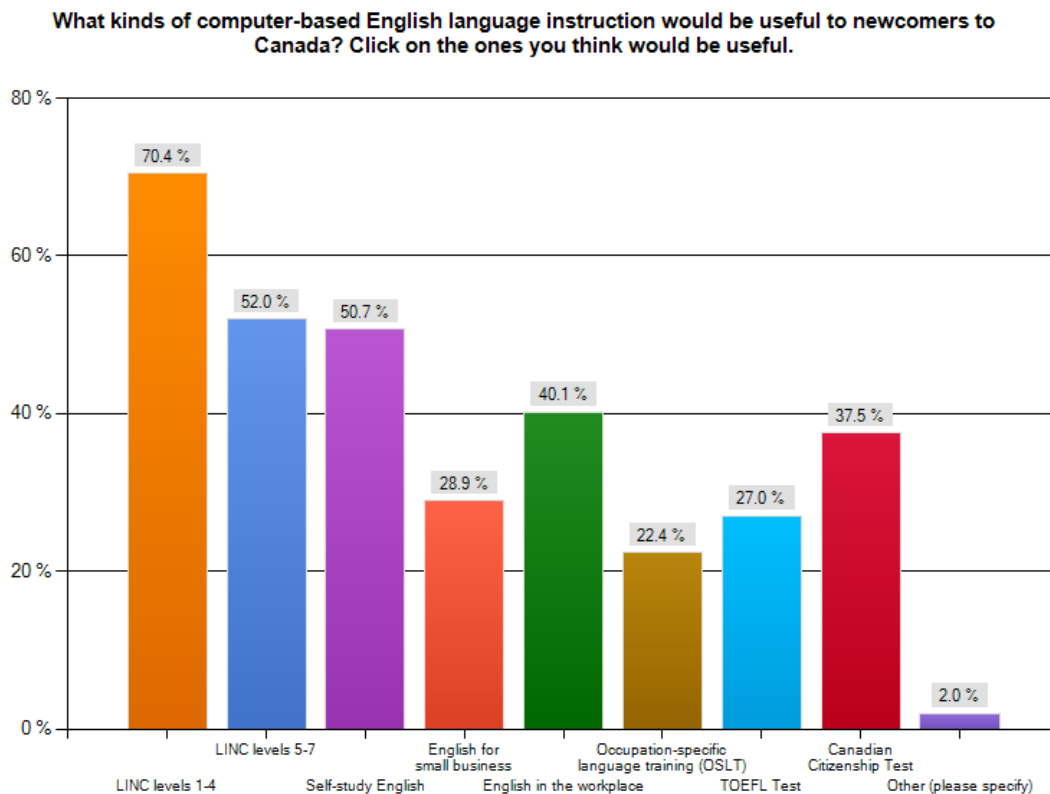
Computers and learning English

Eighty-five percent of students participating in this survey indicated that they had used English language learning materials that are online or on a computer; 98.6% of students found these materials either very helpful or helpful. Having been asked to compare using a computer with learning from a live teacher, students responded that using a computer was a good way when being engaged in *Watching* (videos, animations, etc.) (89.7%), *Listening* (77.7%), *Reading* (75.3%), *Writing* (57.6%), and *Speaking* (57%) activities. With a third of students stating that *Speaking* and *Writing* are best done with a live teacher present, teachers may choose to spend most of their face-to-face time in these areas to best meet these needs and interests.



Students were also asked if they thought that newcomers to Canada needed more opportunities to learn English using computers; 93% said yes. When asked what

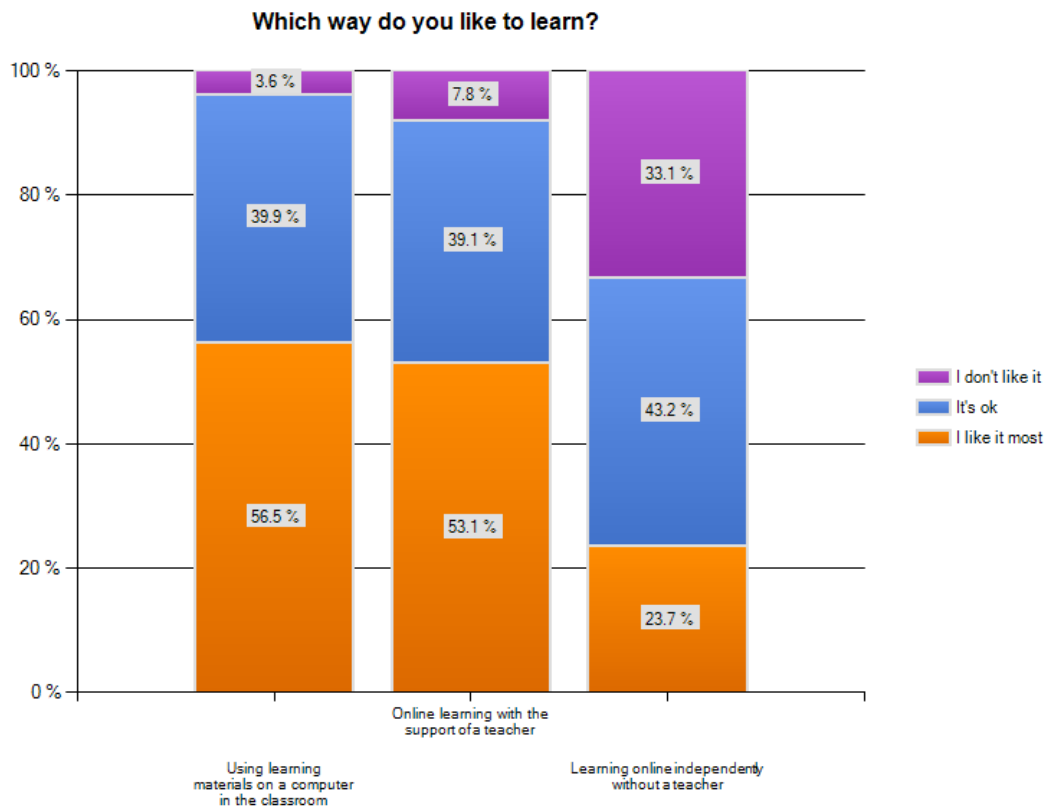
kinds of computer-based English language instruction would be useful to them, they indicated that LINC levels 1-4 were a priority (70.4%). LINC levels 5-7 were also on top of the list, at 52%, as was materials for Self-study (50.7%). English in the workplace (40.1%) and the Canadian Citizenship test (37.5%) was also important to students participating in this survey. The more than a quarter of respondents choosing English for small businesses (28.9%) , the TOEFL Test (27%), and Occupation-specific language training (OSLT) (22.4%) give evidence of the varied but specific needs of newcomers.



Learning preferences

In adult learning, and especially with students with a variety of educational experiences, considering learning preferences in the design of language instruction can go a long way to contribute to successful learning opportunities. Students in this survey were simply asked which way they like to learn.

About half of the respondents said that they like most *Using learning materials on a computer in a classroom* (56.5%) and/or *Online learning with the support of a teacher* (53.1%). Only 23.7% said that they liked *Learning independently without a teacher* most, while 33.1% didn't like it at all. Around 40% were OK with any of the three choices presented. These results underline the important role of a teacher, even when students are engaged in learning on a computer in a classroom or online. One student aptly put it: "I recommend using computer for learning English, but we still need a teacher."



For this question, many students offered additional comments. They said that what was important to them as well was:

- providing books to use outside of class to do more exercises;
- having more practice through phones to help quickly developing listening skills;
- providing web sites with grammar exercises for self-study;
- practicing English speaking online, chatting with someone, using the phone;

- using web sites to do many exercises and exams at the same time;
- listening to exercises, then reading exercises, then learning vocabulary and grammar;
- learning through movies and music;
- using hard copies of materials;
- testing students' knowledge and giving standards after each topic, rather than evaluating at the end of the course;
- talking with Canadian people;
- learning English by watching TV, listening to the radio, watching computer videos, etc.;
- watching news on TV, movies, shows, and series;
- reading books.

When asked what made learning English using computers interesting and useful, students indicated that *Videos* (83%), *Audio* (58.5%), and *Linked resources* (49.7%) were most important. *User interactivity* (39.5%), *Games* (30.6%), and *Graphics* (29.3%) are also important elements to consider when designing computer-based language instruction that aims to be interesting and useful for students by taking their learning preferences into account.

Conclusions

From the student survey, the following conclusions emerged:

1. The most common devices available to and used by students were laptop and desktop computers, and mobile phones.
2. Most frequently used devices were laptops, mobile phones, and desktops. It appears from these two points that students were more likely to use portable devices than fixed devices.
3. Students most often made use of these devices at home, in the language lab, when on their mobile devices, or from libraries. This indicates that having a conducive place (the home and school, the library) were important to usage.

4. When asked about their uses of technologies, students listed learning English, accessing music and videos, and surfing the web; least common was using technology for business purposes.
5. Most common uses of technology were for e-mail (over 90%), *Skype*, *Facebook*, and *Microsoft Office* (all of the latter scored more than 50%); least used was *Twitter*.
6. The uses that students most commonly made of technology were decidedly social: staying in touch, sharing, and chatting were the uses mentioned by more than 50% of the respondents.
7. Barriers to technology use included lack of an adequate Internet connection, lack of sufficient English skills, a computer not available, or personally deficient computer skills. (Each of these was cited by between 20 and 25% of respondents.) Between 27% and 51% of responses cited computer or Internet related barriers (lack of access; unreliable). Only 5% of respondents said that they had no need to use technology to communicate.
8. Within this group, a vast majority (82%) had a cell phone, 31% a smart-phone, and 23% an iPhone. Uses of these devices were games (about 25%), e-mail (37%), and surfing (26%).
9. In relation to learning, 85% of these respondents claimed that they had use technology for that purpose; 99% said that the technologies they had used had been helpful. In regard to their preferences, they cited speaking, listening, animations, video, and reading as activities they found useful for learning the language on technologies.
10. Ninety-three percent of the respondents said that newcomers should use technologies to help them learn English.
11. Seventy percent of these respondents thought that LINC levels 1 through 4 could be supplemented by online technologies; 52% thought LINC levels 5 through 7 could be; 40% thought workplace English skills could be enhanced

by technologies. About a third (30%) thought individuals could prepare for the citizenship test with technologies.

12. Finally, 57% of the respondents preferred the classroom; 53% thought a combination of a teacher and online technologies would work for them; and about a quarter (24%) felt they could learn independently. Thirty-three percent did not like independent learning at all, while 40% were open to all three of these options.

From the above it is clear that students were highly technology-oriented, and that they felt technologies could supplement, or perhaps even constitute, a primary learning resource for acquiring English skills. This is an important finding of the survey.

Teacher Questionnaires

The findings of the surveys were as follows for each of the questions posed to the students as shown below. Results are reported as recorded by the investigators (instructors) using the Discussion Questions handout (Appendix 4); the number of mentions noted in students' replies is shown in parentheses.

1. *How do you keep in touch with your friends and family?*
 - i. E-mail (x13); regarded as "old-fashioned" by some; for business, or when there isn't a lot of time for chatting; cell phone with family ("don't have e-mail"), texting in N. America; e-mail on smartphone; sometimes cheaper.
 - i. "70% use email."
 - ii. "90% do use email, especially for letters, longer communication."
 - ii. *Skype* (x17) (free; easy; reliable; convenient; video available (x2); use with e-mail; connection to cell phone is not free, but is inexpensive; person on other end must be able to use (x2); *MSN* (x2); others; *YAHOO* (x3); *YAHOO* news; *What's up*; *Team Viewer*; *Viper*, *Tango* (some say easier than *Skype*); like face-to-face.
 - i. Seventy percent use a webcam to see those at other end.
 - ii. "90% of the students prefer to use Skype because they enjoy virtual f2f and it's cheap and easy."
 - iii. "70% prefer using Skype because of virtual f2f time with family."
 - iii. *Facebook* (younger people more likely to use this) (x8).
 - iv. Text (x7); especially good when they have a short question; when the other is busy; easy (x2), fast to get a reply (x2); works especially well with Canadians; can use any time.
 - i. Texting is relatively rare.
 - ii. 20% are texting, for example to husband for quick communication.
 - v. Cellphone (relatively cheap and easy; portable; can be expensive, but is convenient) (x12); cheaper if multiple phone cards are bought at once; only ¼ of the group has a cellphone.
 - i. "90% have cell phones. Several students text in their first languages."
 - vi. Various websites for video or chat (x2); *Skype*, *Oovoo* (better connection than *Skype*) (x2), or *Messenger*. (Chat not as convenient as calling, as you need to make an appointment with other party.)

- vii. Watching movies (x6).
- viii. Listening to music, audio, lyrics.
- ix. *Google search* for various websites (x2).
- x. *QA* (Chinese networking site).
- xi. One student uses *MSN*.
- xii. *Oovoo*, *Skype* are most convenient.

2. *How do you use the Internet to improve your English?*

- i. *Dictionary.com* (teacher referred them during vocabulary lesson); other online dictionaries (x10);
 - i. www.dict.com.
 - ii. www.starfall.com
- ii. Movies (x4).
- iii. English newspapers; news sites (x4).
- iv. Sport sites.
- v. *Google Translate* (x5) (for homework; search for information in their native language, then use *Google translate*); *Alta Vista* also has translation capability. [*Google translate* (x2) ("When I asked how they used it, there was some back and forth that involved the teacher, who claims the students hand in Google translated materials. Although *Google Translate* was mentioned often, this was the first and only time that a participant mentioned that *Google Translate* is bad.")]
- vi. *Google.com*.
- vii. *Google maps* (x2).
- viii. *YouTube* (x20) (with songs, lyrics, subtitles, videos, cartoons; about 50%).
 - i. Especially good for learning idioms;
 - ii. 80% of the class uses, especially "how to" videos in English (x4): driving, fishing, cooking, and dancing, and fashion, Canadian culture, and singing songs in English;
 - iii. Some watch self-published videos;
 - iv. Small business topics.
- ix. Wiki (posted by teacher, include songs, news articles, links, etc.).
- x. Studying history and geography for citizenship test.
- xi. *Anglais facile* (French is first language).
- xii. English grammar help.
- xiii. *Algonquin Edulinc* (x4); supplemented by teacher.
- xiv. *Ask.com*.
- xv. Recipes found through *Google*.

- xvi. *Randall's ESL Cyber Listening Lab* (referred by teacher).
- xvii. Googling "how to write" or other learning English web sites (x3).
- xviii. Write-in comment: Kids webs for learning English, Spanish and French.
- xix. *Native English Room*.
- xx. TOEFL sites (but costly).
- xxi. A couple of students said there are many, many sites for learning English (so one person was pondering about how to answer the question about whether "more" are needed). However, quality varies greatly: they haven't found one site that is uniformly good for all their needs. They would like a site that leads them through a progressive program of learning.
- xxii. *E-books*, or online reading (5).
 - i. About 50%.
 - ii. E-books with children.
- xxiii. *www.ESL-Lab.com*

3. *What are your favourite websites? Why?*

- i. News websites in first language (such as *PLD*, *SINA*, *Al Jazeera*) (x4); native sites used because students don't know anything about Canada yet.
 - i. All are native language sites; students are not familiar with English language websites (x2).
 - ii. *51.ca* (x3)
 - iii. www.qq.com
 - iv. *sina.cn*
 - v. *sow.cn*
 - vi. *G-mail*.
 - vii. *Badoo*.
 - viii. *Netflix*.
 - ix. *Government of Canada* (citizenship and immigration).
 - x. Job search sites.
 - xi. www.nate.com
 - xii. www.google.ca
 - xiii. *Randall's listening lab*
 - xiv. Japanese anime site
 - xv. Arabic social networking site.
 - xvi. News
- ii. English websites (*BBC*, *CBC* (x5))

- iii. *Google maps*
- iv. *OC Transpo* (route planner)
- v. Job search sites
- vi. Encyclopedia sites for homework
- vii. *YouTube* (especially for songs) (x3).
- viii. Internet TV (x2).
- ix. *Facebook* (x7); depends on the languages of the other person.
- x. News programs (especially about country of origin) (x2).
- xi. *Wikipedia*.
- xii. University of Victoria (x2) – free ESL materials.
- xiii. Sites to learn about Canadian life.
- xiv. *Google.ca* (x4).
- xv. *Firefox*.
- xvi. *New York Times*.
- xvii. *TedTV* - videos, transcripts and translation.
- xviii. *National Geographic*.
- xix. Videos about listening activities and entertainment
- xx. www.esl.lab
- xxi. *Toronto.com*
- xxii. *211.Canada*

4. *Do you use your mobile phone to access the Internet?*

- i. Rarely (x4); 2 of 16; 2 of 12; 3 of 8.
- ii. Only a small number (those who own smartphones) (x2).
- iii. Most do this.... I'm pretty sure these learners would say they can imagine using their phones to learn English. One student uses his phone to access an online dictionary during class.
- iv. About half of the class own cell phones; about half of those access the Internet.
- v. Sometimes use mobile phone.
- vi. Prefer cell phone.
- vii. Only for texting.
- viii. "10 out of 12 learners said *yes*."
- ix. *Google*.

5. *Could you imagine using your cell phone to improve your reading?*

- i. Initially, students confused by this question, then still unsure. A couple said “maybe,” and referred to texting. Most said text area is too small to do much reading.
- ii. Relatively few have phones or smart phones and they clearly could not imagine this (x2); free apps only.
- iii. Write-in: e-book.
- iv. Write-in: *It will be amazing for me and my kids.*
- v. Write-in: *Yes, there are some apps that help you to improve your new language.*
- vi. One person said yes, everyone else had no ideas on this, and apparently no interest in discussing it.
- vii. One person spoke about how convenient this is – listening to the radio on the bus, for example – and the rest seemed to agree. However, because of the size of the screen, they would prefer listening rather than learning activities.
- viii. Eighty percent said they would use their phone.
- ix. No = 7; yes = 4.
- x. “100% said yes.”
- xi. “70% said yes.”
- xii. *Rosetta Stone* software.

6. *Could you imagine using your cell phone to improve your listening?*

- i. Half said yes. No time to discuss, but we had talked about Podcasts earlier. Their teacher uses one regularly in class.
- ii. Most could not, at least partially because they do not have smartphones.
- iii. At most half of the students own a cell phone or smart phone. One person listens to audio books, while looking at a PDF file of the content. Another person subscribes to an ESL podcast. There was some polite interest from the group in using phones in this way, but a strong consensus that you can't do much reading on a cell phone, as the screen is too small.
- iv. Agreement (individual).
- v. Write-in: *With audio boo.*
- vi. Write in: *It will be easy way, because I'm always busy as a mom.*
- vii. Write-in: *That would be perfect.*
- viii. Only about 6 students have any kind of mobile phone. 3-4 of those people actively use them to learn English: accessing the Internet, reading news, *Facebook* pages about learning English. One person has installed apps: *Test Your English*, *Wordnet*. Other students didn't react to this, or contribute anything they might be able to imagine.

- ix. Eighty percent said they would.
- x. Yes = 12; want/willing to try = 2.
- xi. "100% said *yes*."
- xii. "60% said *yes*."
 - i. One was familiar with MP3 files for downloading conversations and listening on phone.

Conclusions

The following conclusions are derived from the teacher questionnaire:

1. The most commonly used technologies (utilities and apps; see Attachment 5) are (ranked):
 - i. *Youtube*
 - ii. News
 - iii. *Skype*
 - iv. E-mail, texting
 - v. *Facebook*
 - vi. Online dictionaries
 - vii. *Google, Google translate, movies, songs*
 - viii. Cellphone
 - ix. CBC
2. Instructors should be aware that students may not own cellphones or smart-phones.
3. E-mail, though considered "old-fashioned" by some, is used by most students. *Facebook* and *YouTube* are very popular.
4. Students may not think of learning English on their digital devices.

Implications and Recommendations

Assure comfort and portability

The student survey showed that students are more likely to use portable devices and that the quality of the environment where learning takes place via technologies is of high importance.

- Portable devices, including laptops and smartphones, need to be readily available to students, either supplied by the program or by the students themselves (“Bring Your Own Device”).
- A conducive place (at home, at the program, and/or at the library) is essential to take advantage of technologies for learning; programs need to create conducive spaces for students to access computers and mobile devices.

Leverage the use of existing tools

The student survey indicates that e-mail, *Skype*, and *Facebook* were the most used communication technologies. From the teacher questionnaires, the most commonly used technologies were *Youtube*, News web sites, *Skype*, E-mail, texting, and *Facebook*.

- When using communication technologies, including social media, for learning programs should use the technologies that students are already familiar with
- Students should be surveyed about their use of communication technologies to identify appropriate tools to be used for learning.
- Applications that are used should be available across multiple platforms and devices.

Integrate social elements

Many students in the survey said that staying in touch, sharing, and chatting were important uses of technologies for them.

- Communication technologies, including social media, should be used to enhance the learning experiences of students with social elements.
- Technologies can provide social spaces for collaborative learning outside the classroom and thus extend learning opportunities beyond the program.

Remove common barriers

Barriers to technology use included lack of an adequate Internet connection, lack of sufficient English skills, unavailability of computers, or personally deficient computer skills.

- Programs and funders have to collaborate on identifying strategies to assist students in accessing technologies for learning consistently and effectively.

Use technologies for learning English

Almost all survey respondents said that newcomers should use technologies to help them learn English. Many of these thought that LINC levels 1 through 4 could be supplemented by online technologies. However, students may not think of learning English on their own digital devices.

- Students at LINC levels 1-4 can benefit from the use of technologies; learning resources and learning objects should be developed and made available to programs.
- Program need to integrate the use of personal mobile devices and find ways to demonstrate to students how they can use them for learning English.

Use blended learning options

More than half of students in the survey preferred the classroom and about the same amount thought a combination of a teacher and online technologies would work for them. About a quarter felt they could learn independently and a third did not like independent learning at all, while many students said they were open to all three of

these options. However, blended learning environments and e-learning options are still new to many teachers and students.

- Programs need to provide students with a variety of options to engage with learning content; technologies can make it easier to provide a variety of options to students with varying needs.
- The benefits and implications of e-learning need to be described and demonstrated to teachers and students. Teachers need to be assured that using blended learning strategies is beneficial to their teaching practice.

Attachments

Attachment 1: Student Survey

Learning English with Modern Technology
<p>LearnIT2Teach develops learning materials for English teachers and students.</p> <p>We want to know what you think about using computers and mobile phones to learn English.</p> <p>This survey will take about 15 minutes to complete, and the whole thing can be done on the computer.</p> <p>Thank you for your time.</p>
<p>Are you currently an English language student? (Click on one only)</p> <p><input type="radio"/> Yes, LINC student</p> <p><input type="radio"/> Yes, ESL student</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Other (please specify)</p> <p><input type="text"/></p>
<p>Part One: How You Use Computers and Mobile Phones</p>
<p>What kind of mobile communications and computing devices do you use? Click on all that you use.</p> <p><input type="checkbox"/> Laptop computer</p> <p><input type="checkbox"/> Desktop computer</p> <p><input type="checkbox"/> Tablet computer</p> <p><input type="checkbox"/> Mobile phone</p> <p><input type="checkbox"/> e-Reader</p> <p><input type="checkbox"/> None of these</p>
<p>Part One: How You Use Computers and Mobile Phones</p>

Learning English with Modern Technology

Which devices do you use most often? Click on those that you use either every day or on most days.

- ☐ Laptop computer
- ☐ Desktop computer
- ☐ Tablet computer
- ☐ Mobile phone
- ☐ e-Reader
- ☐ None of these

Part One: How You Use Computers and Mobile Phones

Where do you use computing devices? Click on all that apply.

- ☐ At home
- ☐ At a friend or relative's home
- ☐ At work
- ☐ Mobile use
- ☐ Public Library
- ☐ Community Centre
- ☐ Language computer lab during class time
- ☐ Language computer lab outside of class time
- ☐ I don't use computers anywhere
- ☐ Somewhere else (type-in where)

Part One: How You Use Computers and Mobile Phones

Internet Information

Learning English with Modern Technology

Do you use computing devices for any of the following reasons? Click on all that apply.

- ☐ Searching for general information
- ☐ News and weather
- ☐ Podcasts
- ☐ Internet radio
- ☐ Using government services and information
- ☐ Shopping
- ☐ Banking

Part One: How You Use Computers and Mobile Phones

Personal Interests, Learning and Work

Do you use computing devices for any of the following reasons? Click on all that apply.

- ☐ Surfing the Internet for hobbies and personal interest
- ☐ Games
- ☐ Videos
- ☐ Music
- ☐ Learning English
- ☐ Word processing
- ☐ Bookkeeping
- ☐ Doing business
- ☐ Job search
- ☐ Playing games
- ☐ Learning software
- ☐ Online courses
- ☐ Other (type-in what for)

Part One: How You Use Computers and Mobile Phones

Learning English with Modern Technology

Which of the following kinds of programs and websites do you use? Click on all that apply.

- ☐ Email
- ☐ Skype
- ☐ Texting or Instant Messaging
- ☐ Facebook or other social networking sites
- ☐ Twitter
- ☐ Professional networking sites
- ☐ Word, Excel, or other similar programs
- ☐ None of the above
- ☐ Other (type-in which)

Part One: How You Use Computers and Mobile Phones

If you are using networking sites, why do you use them? Click on all that apply.

- ☐ Stay in touch with family or friends
- ☐ Make professional connections
- ☐ Chat online
- ☐ Share photos or videos
- ☐ Join discussion groups
- ☐ Follow celebrities
- ☐ Respond to an advertisement
- ☐ Offer advice to others
- ☐ Look for employment
- ☐ Share news about yourself
- ☐ Look for someone you know
- ☐ Find people like yourself
- ☐ Post your resume
- ☐ Other (type-in why)

Part One: How You Use Computers and Mobile Phones

Learning English with Modern Technology

What stops you from using a computer? Click on all that apply.

- ☐ A computer and Internet connection are too expensive
- ☐ A computer isn't always available when I need one.
- ☐ Lack of computer skills
- ☐ Lack of English skills
- ☐ Technical difficulties
- ☐ Bandwidth (computer or Internet too slow)
- ☐ Don't like using a computer
- ☐ Don't need to use a computer
- ☐ This doesn't apply to me; I don't have any problems using computers.
- ☐ Other (please specify)

Part One: How You Use Computers and Mobile Phones

***Do you have a mobile phone?**

- ☐ Yes
- ☐ No

Part One: How You Use Computers and Mobile Phones

You answered Yes.

Do you have a

- ☐ Regular cell phone?
- ☐ Smart Phone?
- ☐ iPhone?
- ☐ Other (please specify)

Part One: How You Use Computers and Mobile Phones

Learning English with Modern Technology

What do you use your cell phone for? Click on all that apply.

- ☐ Speaking to people
- ☐ Texting or Instant Messaging
- ☐ Checking email
- ☐ Surfing on the Internet
- ☐ Playing games
- ☐ Audio/video
- ☐ Taking pictures
- ☐ Other (please specify)

Part Two: Using Computers and Mobile Phones to Learn English

*Have you used English language learning materials that are online or on a computer?

- ☐ Yes
- ☐ No

Part Two: Using Computers and Mobile Phones to Learn English

You answered Yes.

Did you find these materials helpful? Click on one only.

- ☐ Very helpful
- ☐ Helpful sometimes
- ☐ Not helpful

Part Two: Using Computers and Mobile Phones to Learn English

Compared to learning from a live teacher, is using a computer a good way to learn English?

	Yes	No	Don't know
Speaking (pronunciation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching (videos, animations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning English with Modern Technology

Part Two: Using Computers and Mobile Phones to Learn English

*Do newcomers to Canada need more opportunities to learn English using computers?

☐ Yes

☐ No

Part Two: Using Computers and Mobile Phones to Learn English

You answered yes.

What kinds of computer-based English language instruction would be useful to newcomers to Canada? Click on the ones you think would be useful.

☐ LINC levels 1-4

☐ LINC levels 5-7

☐ Self-study English

☐ English for small business

☐ English in the workplace

☐ Occupation-specific language training (OSLT)

☐ TOEFL Test

☐ Canadian Citizenship Test

☐ Other (please specify)

Part Two: Using Computers and Mobile Phones to Learn English

Learning English with Modern Technology

Which way do you like to learn?

I like it most

It's ok

I don't like it

Using learning materials on a computer in the classroom

☐
☐
☐

Online learning with the support of a teacher

☐
☐
☐

Learning online independently without a teacher

☐
☐
☐

Do you like learning another way? Please explain.

Part Two: Using Computers and Mobile Phones to Learn English

What makes learning English using computers interesting and useful for you? Click on all that apply.

☐ Audio

☐ Videos

☐ Graphics

☐ Games

☐ Linked resources

☐ User interactivity

Thank you

Thank you for answering all these questions.

If you have a comment you want to share, please type it in the box below.

Don't forget to click on the DONE button.

Comments

Attachment 2: Lesson Plan

Theme: Education	
Topic: Learning English with Modern Technology	CLB Outcome Level(s): 7
Stage: 2	Estimated Time: 60 minutes
Task: Students learn technology terminology and how to complete a survey, provide feedback in group discussion	Materials: A computer lab with Internet access, terminology activities and discussion questions handouts

Canadian Language Benchmarks (CLB) outcomes:

By the end of this topic, learners will be able to ...

Speaking

- Interaction in a group, participates in a small group discussion. (7)
- Expresses opinions, feelings and reservations. (7)
- Qualifies own opinion. (7)

Listening

- Understand sets of instructions related to simple technical and no-technical tasks (7)
- Follows clear spoken instructions as required. (7)
- Follows sequence markers and other linguistic clues in the text to comprehend the order of steps. (7)
- Seeks clarification and confirmation where possible. (7)
- Completes instruction/direction task. (7)

Reading

- Identifies specific factual details and inferred meanings in the texts. (7)
- Follow a set of written instructions on 10- to 13-step everyday procedures related to simple technical tasks. (7)
- Guesses meanings of words. Distinguishes facts from opinions. (7)

Writing

- Fills all form sections with required information. (7)
- Demonstrates adequate vocabulary for the topic. (7)

Language and culture focus for the learning activities: (Language focus should include vocabulary range in general terms i.e. polite interrupters, requests for clarification, sequential markers, giving explanations).

Grammar: Yes/No questions, Wh-questions, structures for giving an opinion, transitional devices for ordering a sequence

Vocabulary: terms related to technology, names of devices, terms related to surveys

Culture: learning English online, skills training online, technology survey

Suggested teacher resources and classroom materials needed:

<https://www.surveymonkey.com/s/LIT2Tlearnersurvey>

Learner Profile:

LINC 3+

Learning activities:

1. Warm-up – Learners (10 minutes):

- brainstorm about mobile communications and computing devices used by learners
- introduce the following list: device, laptop computer, desktop computer, tablet computer, mobile computer, i-phone, smartphone, e-reader

2. Writing Task – Learners (15 minutes):

- learners review the new vocabulary in handout supplied by the teacher: a glossary of modern technology terms and related survey terms
- follow the teacher's instructions and work in pairs to complete the terminology matching activity and crossword handout

3. Speaking Task – Learners (20 minutes):

- in small groups, learners discuss their technology habits (handout)

Complete the survey!

4. Reading and Writing Task – Learners (15 minutes):

- learners login to <https://www.surveymonkey.com/s/LIT2Tlearnersurvey> and complete the survey online.
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Attachment 3: Terminology Activities

Modern Technology

Instructions: Match the words with the pictures.

cell phone, texting, e-Reader, smart phone, Skype, desktop computer, iPhone, surfing, tablet computer, social networking, software



1. laptop computer



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Attachment 4: Discussion Questions

Using Computers to Learn English

Place:

Teacher:

Date:

Participants:

- 1. How do you keep in touch with your friends and family?*
- 2. How do you use the Internet to improve your English?*
- 3. What are your favourite websites? Why?*
- 4. Do you use your mobile phone to access the Internet?*
- 5. Could you imagine using your cell phone to improve your reading?*
- 6. Could you imagine using your cell phone to improve your listening?*

Attachment 5: ATLAS.ti codes and occurrences

CODES	PRIMARY DOCS											Totals
	1	2	3	4	5	6	7	8	9	10	11	
1. Ask.com	0	0	0	0	1	0	0	0	0	0	0	1
2. Audio	1	0	2	0	1	0	0	0	0	0	0	4
3. BBC	0	0	0	0	0	0	1	0	0	0	0	1
4. Cartoons	0	0	0	0	0	0	0	0	1	0	0	1
5. CBC	0	0	1	0	1	1	1	0	0	1	1	6
6. Cellphone	1	1	0	1	0	1	0	1	0	0	2	7
7. Dictionary	0	0	1	0	1	1	1	1	1	1	2	9
8. E-book	0	0	0	0	1	0	0	0	0	1	1	3
9. E-mail	1	1	1	1	1	1	1	1	2	2	1	13
10. Edulinc	1	1	2	1	0	0	0	0	0	0	0	5
11. Facebook	2	0	1	3	1	1	1	1	0	0	1	11
12. Firefox	0	0	0	0	1	0	0	0	0	0	0	1
13. Google	1	1	1	1	2	0	0	1	0	1	0	8
14. Google maps	0	0	0	0	0	0	0	0	0	0	1	1
15. Google translate	0	0	0	1	1	1	1	1	1	1	1	8
16. Home country/lang	0	0	1	0	0	1	0	0	0	0	0	2
17. Messenger	0	0	0	0	0	0	0	1	0	0	0	1
18. Movies	1	0	1	2	0	1	1	0	1	1	0	8
19. MSN	0	0	1	0	1	1	0	0	0	0	1	4
20. Music	1	0	0	0	0	0	0	0	0	0	0	1
21. News	1	1	2	2	1	1	2	1	2	2	1	16
22. NY Times	0	0	0	0	1	0	0	0	0	0	0	1
23. Oovoo	0	0	1	0	0	0	0	1	0	0	0	2
24. Skype	1	1	1	1	1	1	1	2	2	2	2	15
25. Smart phones	2	0	1	1	0	0	0	0	0	0	0	4
26. Songs	1	0	0	1	1	0	0	2	1	1	1	8
27. Sports	0	1	0	0	0	0	0	0	0	0	0	1
28. Texting	1	1	1	0	1	1	2	1	2	2	1	13
29. TV	1	0	0	0	1	0	0	0	1	0	0	3
30. Wikis/Wikipedia	0	0	1	0	0	0	0	1	0	0	0	2
31. Writing	0	0	0	0	1	0	0	0	0	0	0	1
32. Yahoo	0	1	0	0	2	0	0	0	0	0	0	3
33. Youtube	1	1	1	2	2	1	1	1	3	2	2	17
Totals	18	11	21	18	25	14	14	17	18	18	18	192