Using Etherpad for Online Collaborative Writing Activities and Learners with Different Language Learning Strategies

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GlobELT

Agenda

- Introduction
- Literature Review
- Hypothesis & Research Questions
- Methodology
  - Participants
  - Instruments
  - Instructional Design
  - Procedures & Data Collection
- Findings
- Conclusion

Introduction

Introduction

☐ Technology integrated blended learning …

☐ Huge amount of on-line support

   ◻ MOOCs, Publishers, News Agencies

   ◻ "on-line students (are) more independent..." (Lynch, 2004)

☐ Critics: no radical change in traditional habits of the learners

Introduction (2)

- [ ] Very little interest to learning strategies of the learners …
- [ ] Purpose: efficacy of on-line materials and Etherpad platform on the learners with different learning strategies …

Literature Review (1)

- Exam & certificate based online platforms
  - Coursera, edX, Udacity, etc.
  - 2500 courses & millions of users worldwide (Shah, 2014)
- New studies on efficacy
  - "blended learning is more effective (Al-Qahtani & Higgins, 2013)
  - "no change in traditional learning strategies" (Seaton, et.al., 2014)

Literature Review (2)

☐ Non-stop increasing interest to online learning environments (Bartholet, 2013)

☐ Critics:

  ◻ "not caused by real needs of the learners (Vardi, 2012)

  ◻ Focus on test results, certificates

  ◻ Learning strategies are disregarded

  ◻ Intrinsic & extrinsic motivations are not taken into consideration

Literature Review (3)

□ Changes in ELT methodology → from grammar translation, audio-lingual method to communicative language teaching (Griffiths & Parr, 2001)

□ Changes in the positions of the teachers and learners → teachers as facilitators and learners as active participants (LessarClouston, 1997; Lynch, 2004)

Literature Review (4)

☐ Advantage & expectation → know how to integrate technology into classes

- Build up learner-centered educational atmospheres

- Find ways to collaborate & cooperate

- Differentiated & individualized teaching methods & curriculum

- Take language learning strategies (LLS) & learning styles (LS) into account

Literature Review (5)

- LLS → "specific actions, behaviors, steps or techniques (…) used by students to enhance their own learning" (Oxford, 1999, 109-110)

- LS → choosing a specific way to learn

  - Visual, auditory, kinesthetic & tactile (Lynch, 2004; Pashler, McDaniel, Rohrer & Bjork, 2008; Reid, 1987)

Literature Review (6)

	Types of LLS
Cognitive strategies	to analyze, synthesize and evaluate to make connections between old and new information
Mnemonic/memory strategies	to use visuals (e.g. formula, imagery, acronyms, etc.) to make associations between old and new information and record in the long-term memory
Meta-cognitive strategies	to plan, guide, monitor, organize and evaluate on new information
Compensatory strategies	to guess from the context, to find out missing information
Affective strategies	to decrease anxiety, motivate for further learning by means of rewarding for succession of task
Social strategies	to ask questions and help collaborate with others to perform better (Oxford, 1999, 2003)

Literature Review (7)

- ☐ Strategies → take responsibility and appropriate position in problem solving

- ☐ Not easy or simple to observe

- ☐ Challenges in integrating themselves to novel conditions such as online environments

Hypothesis

- H1: encouraging learners with different LLS for online collaborative learning over Etherpad may come up with more positive results in term of producing sentences and paragraphs in English.

- H1: There could be differences among the learners with different LLS in terms of production of sentences, paragraphs and time spent.

Research Questions

- ☐ Could the learners build up a collaborative language while writing in English in an online platform?

- ☐ How efficient are online materials on language learning processes of the students having different LLS?

- ☐ Could learners use their superior LLS for specific collaborative writing tasks in an online environment?

- ☐ Could learners with different LLS transfer knowledge over different tasks and skills?

- ☐ Is there prominent difference among the participants with different LLS in terms of their SOCW performance?

METHOD

Participants

- Students (N=42) enrolled at Osmancık Ömer Derindere Vocational School

- Voluntary participants (N=20, females=16, males=4)

- Age of the participants: 18-26

- The level of their language knowledge → beginner

Instruments

- ☐ Questionnaire for profile description (Google Drive)

- ☐ Strategy Inventory for Language Learning (SILL) (Oxford, 1990)

- ☐ Quick Placement Test-Version 1, Part 1

- ☐ Online Courses over Hitit.Moodle

- ☐ Teaching (reading, listening) materials from Breaking News English

- ☐ Collaborative writing activities over Etherpad

Instruments (2)

☐ **Etherpad**: An open source project

    ❑ Real-time collaborative editor for multi-users

    ❑ Advantages: highlighting items, time sliding, chatbox, user friendly interface, secure system, integrate into learning management systems (moodle, sakai, etc.) as plug-in, easy install into any servers, free of charge :)

    ❑ Missing features: no image/video/sound embed, slows down, etc.

Instructional Design

- Synchronous blended/hybrid learning
  - Contextually, grammatically parallel contents
- Encouraging making mistakes (!!)…
- Online tools: forum, chat, lesson, quiz

Instructional Design (2)

- Content of the online courses

  - a) warming activities with 3 or 5 individual writing questions,

  - b) listening activities with 4 or 5 multiple choice questions,

  - c) reading activities with comprehension questions,

- Essay questions based on the contexts represented in the reading part.

Procedure & Data Collection

- ☐ Pen-paper level test → 30 min

- ☐ SILL both in Turkish & English → online

- ☐ Only voluntary participants → homogeneous in terms of language knowledge

- ☐ Place of the research: Computer laboratory at the Vocational School

- ☐ Duration: 4 Weeks

Procedure & Data Collection (2)

- ☐ Duration of the online courses: Around 1 hour and a half

- ☐ Randomly grouped peers (2 participants) for collaborative writing activity

- ☐ 45 minutes for collaborated activities

- ☐ Feedback and corrections sent back to the groups

Findings

Findings (1)

- [ ] Strategies
  - Social strategies (N=7), affective strategies (N=5) compensatory strategies (N=3), memory & social strategies (N=3) and memory strategies (N=2)
- [ ] Level of language knowledge
  - A1 (N=13) and A2 (N=7)

Findings (2)

- Analyses on
    - a) grammatical correctness,
    - b) vocabulary usage,
    - c) organization,
    - d) using correct context,
    - e) language transfer from Turkish
    - f) information transfer from reading passages.

Findings (3)

Week -4

Think about the following questions and points, and write a paragraph with examples and at least 10 sentences. You have 45 min..

Do you think on-line materials are really useful for students and teachers? Why?
- What type of web-site do you use most to learn something?
- What topics do you frequently search on web-sites?
- Do you know any useful web-sites to recommend your friends?

Name & Surname:P12
Name & Surname:P1
Date: 39.05.2015

(: MOBILE INTERNET :)

I think applying the teory also allows the rest of the information allows the pratice becomes easier and quicker pouring education.This enables quick access and benefits due to the convenience.

I use to be aware of current evens.I benefit I used to follow the blog author.Watch the volleyball match. Investigate my homework , keep track of school sites, watch movies, listen to music as I do many things.Research is done on the news on the Internet.History to access information about.Folow the course Artistic utilized to read articles from blogs.

Investigate the area of the city, investigate issues related to the Project are available to do research on health issues .

Social internet networks can suggest; Facebook, Twitter, Oyyla, Messenger, Digg, Myspace.tumblr, sour dictionary, Moodle , oxford İngilizce testing, gmail, yahoo, skype, instagram, whatsaPp of such pages and applications can be provided with the necessary surveys and communications.

Findings (4)

□ RQ-1: Could the learners build up a collaborative language while writing in English in an online platform?

[14:24] P5: kanka ne yazalım [buddy, what shall we write?]
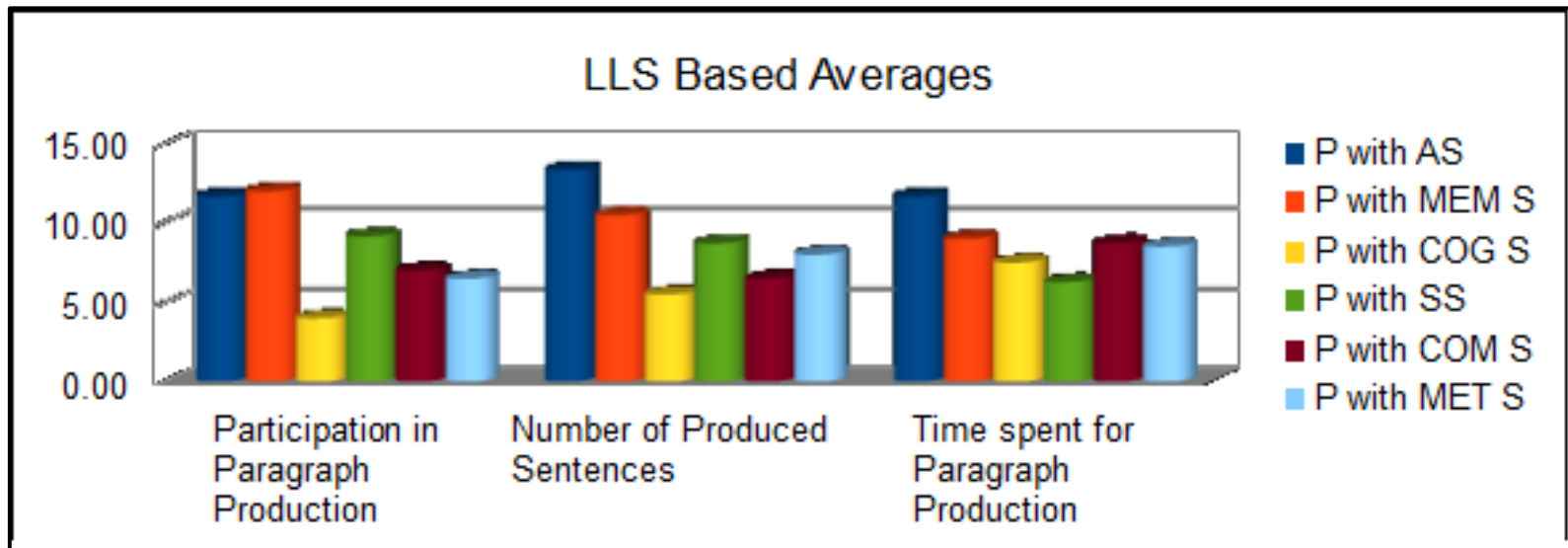*[14:24] P5: I think diye başlayalım [let's begin with "I think"]*
[14:24] P10: okey :)
[14:24] P5: dezavantajlarını soruyor [it is asking for the disadvantages]
[14:25] P10: elektronik aletlerin [of the electronic devices]
[14:25] P10: o zaman biz de yazarız [then we can write]
[14:27] P5: damage to the brain

Findings (5)

LLS Based Averages

- □ P → Participant,
- □ MEM S → Memory Strategies,
- □ SS → Social Strategies,
- □ MET S → Meta-cognitive Strategies
- AS → Affective Strategies,
- COG S → Cognitive Strategies,
- COM S → Compensatory Strategies,

Findings (6)

□ RQ-3: Could learners use their superior LLS for specific collaborative writing tasks in an online environment?

□ *[14:23] P15: nasıl yapıcaz fatih [how shall we do that fatih]*

□ *[14:24] P20: ben sen cumlelere a baktım yanlıs bıse yok kı [I have checked your sentences, there is nothing wrong]*

□ *[14:25] P15: dur anladım 1 dakika biz cevapları kendimiz sıra halinde yazmışız ya öyle olmuycak senin 1. Sorunla benim 1.Sorumu birleştiricez galiba [stop I got it, a minute we wrote the sentences in an order, it is not like that, apparently we should combine your and my responses for the first question]*

☐ RQ-4: Could learners with different LLS transfer knowledge over different tasks and skills?

[15:07] P18: Başlığın Türkçesi nedir ? [What does that title mean in Turkish?]

[15:07] P6: Nesliniz tükenmesin gibi birşey :) [something like "no extinction"]

[15:07] P18: Hayvanlanların nesli tükenmesin diye gibi birşey . [something like "no extinction of animals]

[15:18] P18: Bazı hayvan türlerinin insanların ihtiyaçlarını giderdiği için biz insanlar bu hayvanların nesillerini tüketiyoruz diye bir cümle. [A sentence like this; we cause animal extinction because some of animal kinds meet the needs of human beings]

[15:20] P6: bn de şimdi şey yazdım nedenleri arasında hem doğa hem insane yer alıyor örngn anadolu kplanı dddim [I also wrote something for the causes, both nature and human take place, for example I wrote Anatolian tiger]

[15:23] P6: ?

[15:23] P18: Güzel cümle olmuş :) [it is a nice sentence]

[15:29] P6: başlıkta of animals var ya sil sen yaz o kısmını ortak olsun :) [There is "of animals" in the title, delete it and write again and then it becomes mutual]
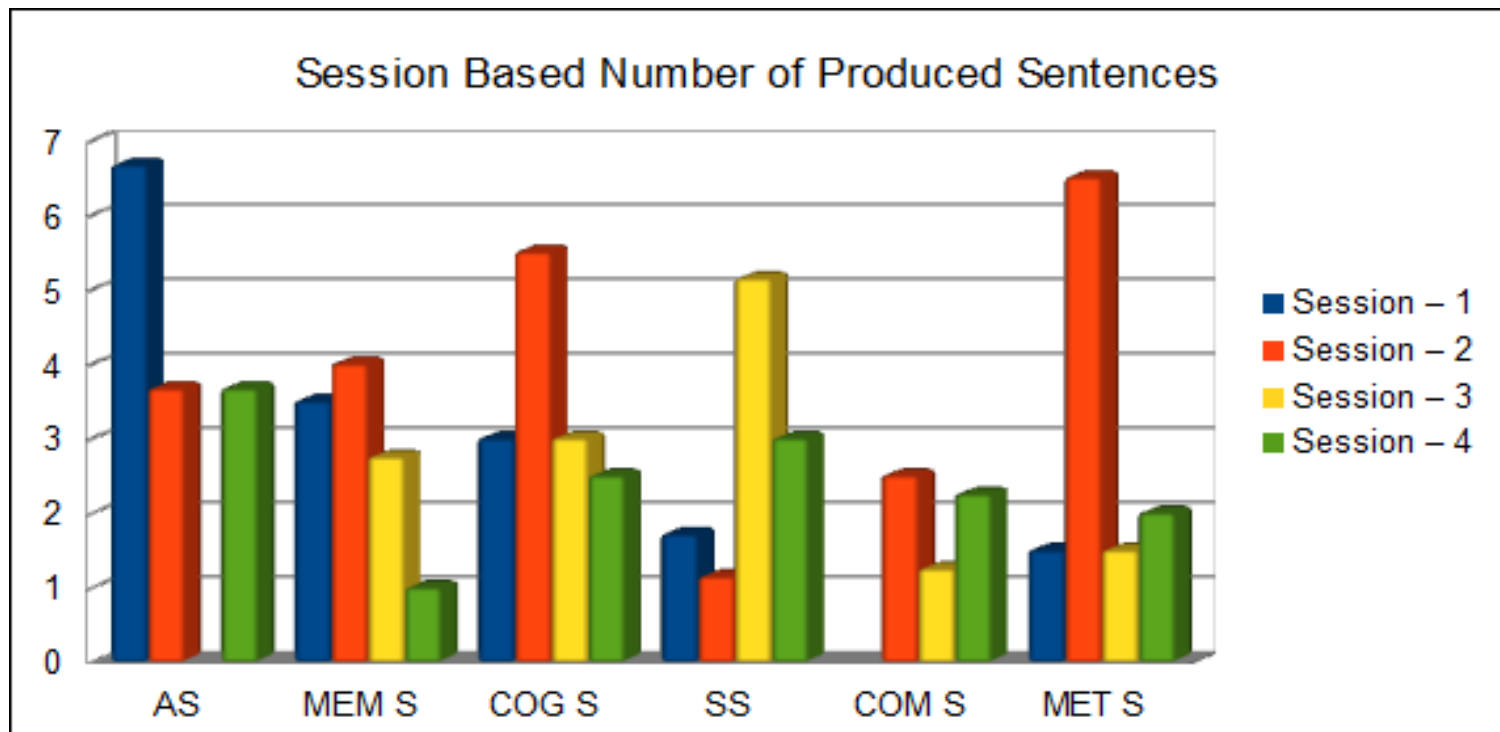
[15:30] P6: :))

[15:30] P18: :)

☐ RQ-5: Is there prominent difference among the participants with different LLS in terms of their SOCW performance?
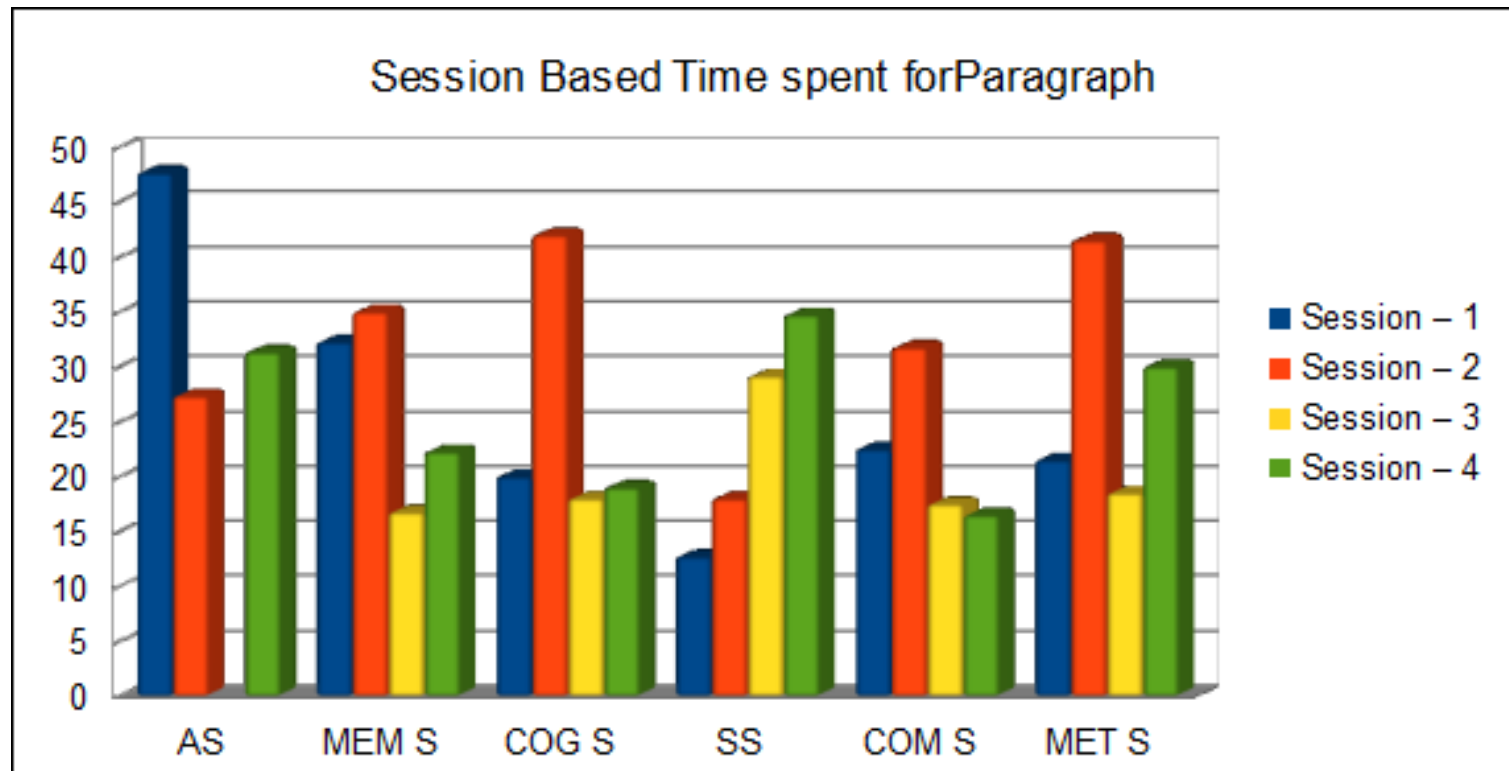

Session Based Time spent forParagraph
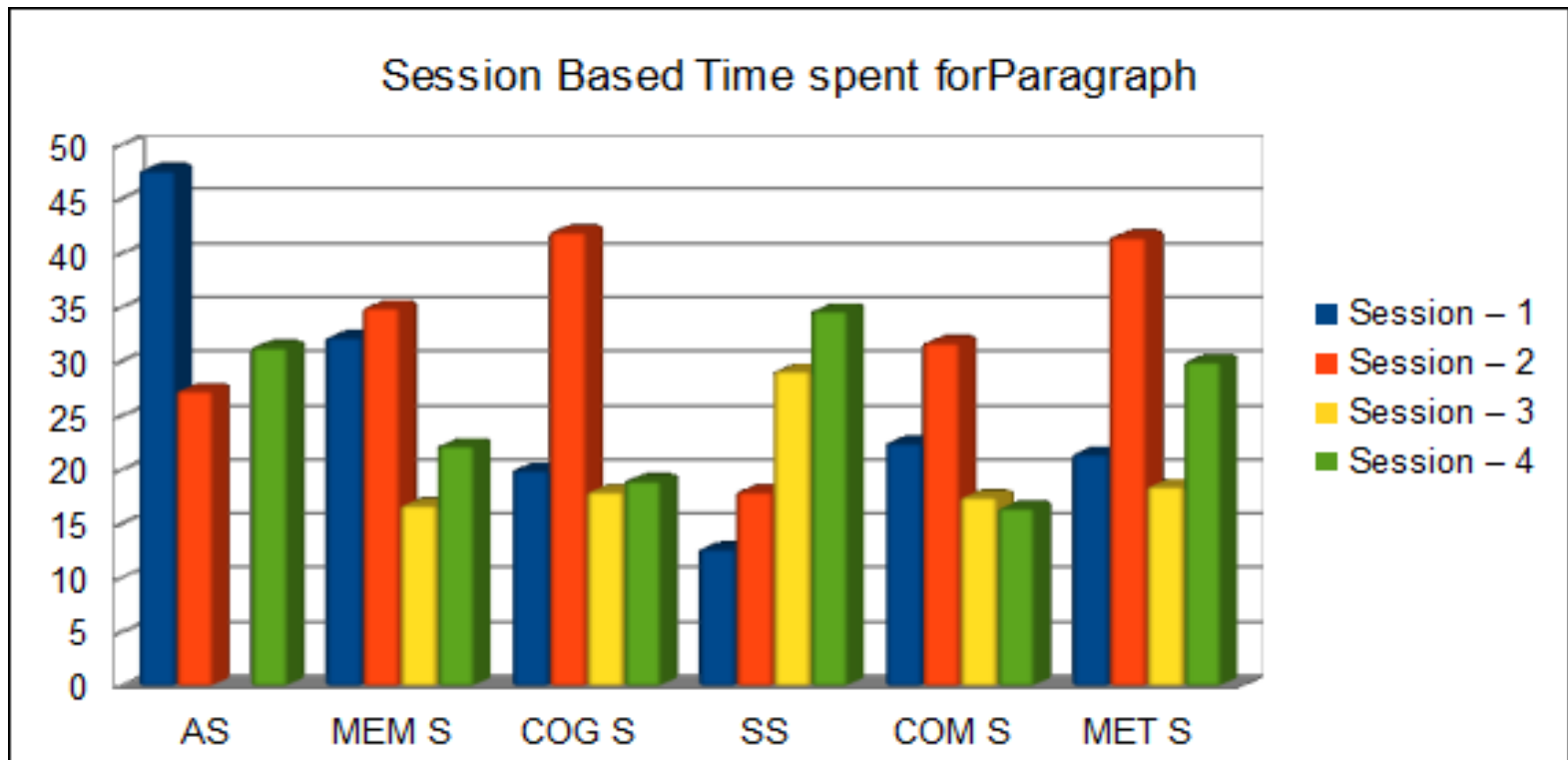
☐ RQ-5: Is there prominent difference among the participants with different LLS in terms of their SOCW performance?

Findings (10)

☐ RQ-5: Is there prominent difference among the participants with different LLS in terms of their SOCW performance?

Session Based Time spent for Paragraph

Findings (11)

- a) they can get additional ideas from their peers,

- b) they can identify their mistakes

- c) they can encourage each other to do better

- d) they can share the work and complete the task more quickly

- e) they can share their thoughts and feelings with lower anxiety,

- f) they can take advantage of team work and (different) experience with unique brainstorming and thinking processes to deal with learning difficulties (Lynch, 2004)

Conclusion

Conclusion

- ☐ Participants with different LLS positively contribute learning processes of other learners

- ☐ Encourage each other to take turns and responsibility to cooperate

- ☐ Enjoy each others' knowledge and abilities

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Thank You for Your Participation!

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