Using Web 2.0 technology for task-based learning

From theory to practice

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The Cambridge Teaching Knowledge Test (TKT)
Theory – for students

- Moving from the 3 Rs to the 3 Cs – communication, collaboration, creativity
- Students can access these tools anytime and anywhere. Ubiquitous learning – on the bus, train or at home (Park & Slater, 2014; Wang & Smith, 2013)
- Can collaborate and help each other improve their English output – computer supported collaborative learning or CSCL (Yang, 2013)
- Can practise all 4 macroskills
- Language is natural English (Tai, 2012)
- They can find plenty of practice activities as well if they need to focus on form.
- It can be very creative – co-creating new artefacts
- Useful for their future careers – learning for the 21st century. Can develop analytical and critical thinking skills (Noytim, 2012)
- Helps the shyer, less able students (Warschauer, 1996)
Theory – for teachers

- TPACK – it is easier for teachers who have pedagogical and content knowledge to add technological knowledge (Coryell & Chlup, 2007)
- TAM – ease of use vs perceived usefulness (Davis, 1989)
- Be wary of the ‘Wow’ factor – are the students learning language effectively? (Coryell & Chlup, 2007)
- Keep it student-centred
- A blended approach needs careful scaffolding
- Teachers can learn with and from students (Kim & Jang, 2014)
- Competent teachers need to keep up with technology (Kim & Jang, 2014)
- Technology can be time-consuming. Be prepared for problems
My presentation

- Lingttlanguage  [http://lingttlanguage.com/editor/2368747104373486](http://lingttlanguage.com/editor/2368747104373486)
- Padlet  [https://padlet.com/linda_rob/xupvmubyi8og](https://padlet.com/linda_rob/xupvmubyi8og)  CCELLed
Practice – how did the teachers use these tools?

• **Lingtlanguage**
  1. To compare school lunches in Japan and NZ. Collaboration between Japanese and NZ students
  2. A lesson about NZ

• **Blendspace**
  1. Global warming
  2. Christchurch – things to see and do

• **Padlet**
  1. Introduce Tokyo to visitors (Olympics). Negotiating skills
  2. What’s the best food in Japan? Telecollaboration
The teachers’ reflections

Positive

- It was my first time to use it. However it was not difficult to create a class
- It would be great for students to learn outside the class. They can do homework at their own pace. Students can become independent learners. We teachers should believe in students’ curiosity and creativity more
- Could get passive students much more involved in the task. It is useful for slow learners
- I recorded my voice many times because I thought I could pronounce better. Then I noticed this is good practice for students. I thought the interaction was really important
- It can enable students to connect with overseas students
- I can give my students homework easily using it. Teachers can assess their students more deeply and appropriately. Teacher can give feedback out of class
- Because it is enjoyable for students, teachers should be aware of the lessons’ aims so that students can learn something

Negative

- I am not confident but teachers have to learn every day and we need to up-date ourselves. I only use Powerpoint as a one-way teaching. We aren’t used to interactive ways
- Some students don’t have computers at home. If I use the computer room, I need to ask the teacher who manages the room. We are not allowed to use You Tube in our school
- It is sometimes difficult to control my students using computers. I worried whether they may put bad words on the screen. I am afraid some students may put their friends’ pictures maliciously
- Many students fail to control their desire to do netsurfing. But we have to think about a symbiotic relationship with technology
- Padlet is like communicating with social networking – it is too much fun. Students will get excited and enjoy the activities at first but they will find it boring to deal with the same material
I am determined to continue to learn types of upcoming E platforms and create student-centred lessons which enable them to gratify their intellectual curiosities. In addition, I would like to help other teachers make the most of CALL by sharing my knowledge (Takeshi).

When I enter a classroom I always see students using their smartphones… I have got a new point of view, that is teachers can take advantage of students’ addiction to smartphones or the Internet for studying (Natsuko).

We often have mechanical problems …so I’d rather use an old-fashioned pen and paper method than top notch 21st century technologies (Mihoko).

Final word – it would be good to follow up and survey this group in a year’s time to see if any of them had introduced technology.