

The



*Technology Enhanced Learning
in Research-led Institutions*

Project

CASE STUDY

French language learning

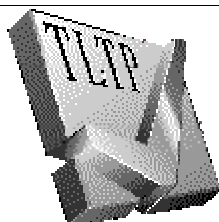
Evaluation from implementation in courses

The TELRI Project

Centre for Academic Practice
University of Warwick
Coventry CV4 7AL

Email: telri@warwick.ac.uk

Web site: www.telri.ac.uk



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CASE STUDY

French language learning

Title	
FRENCH LANGUAGE LEARNING	
Department	The Language Centre
Institution	University of Warwick
Description of the course	Course details
<p>The course aims to build up linguistic knowledge and understanding of meaning through creative use of the target language using student-centred learning approaches.</p> <p>The objectives are to conduct background study through research and to use these materials as the basis for presentation and discussion work.</p> <p>In the first term, group tutors described the project timetable for work and submission. The two classes were divided in to project teams, asked to choose an image and conduct some background research. During the second term, the students gave a presentation, discussion and analysis of their chosen image to the tutor and class peers. After each presentation, they participated in the formulation of 'follow-up' research questions as suggested by their peers and in negotiation with their tutor. In the third term, the students submitted the results of their further research to tutors who then marked the projects using an encoded marking scheme and returned them to students. Following any corrections to their work, the students published their projects directly to the Web site.</p>	<p>One year undergraduate course for French language learning Lower-intermediate level Non-specialist language learners Two tutor groups of 20 students ~50 hours total learning hours per group</p> <p>One of the tutors was an experienced web user while the other was relatively inexperienced in the use of technology.</p>
Details of the TELRI intervention and how it aimed to enhance the learning and course activities?	Other teaching methods used to support activity (e.g. tutorials, lectures, oral presentations, lab classes)
<p>TELRI approaches were embedded in the research-based approach to learning used. C&IT tools were implemented that provided the ability for students to submit work to the web and to view and comment on each other's contributions. A CGI script developed by the TELRI Project was used since it offered</p>	<ul style="list-style-type: none"> ▪ Presentations ▪ Question and answer sessions ▪ Group work was encouraged and some students did work in pairs.

<p>a simple interface to suit the technical abilities of the student group.</p> <p>The integration of student web publishing aimed to enhance learning and the development of research-based approaches by providing an additional or alternative means for students to express themselves</p> <p>The evaluation focused on:</p> <ul style="list-style-type: none"> ▪ Student attitudes to the web, before and after their completion of a short project ▪ The roles played by choice and responsibility in relation to the use of images during the project, and their effect on motivation to use the target language. 	<p>Other technologies used to support activity (e.g. CD-ROM, web resources, lecture notes, references, online tests)</p> <ul style="list-style-type: none"> ▪ Web resources (provided by the students)
<p>How the course was previously run (if applicable)</p> <p>The topic for project work, discussions and presentations was chosen by the tutor.</p> <p>Final work submitted was marked and returned to the individual students at the end of the course.</p>	<p>Problems with previous teaching methods</p> <p>Class sizes were too big to allow students to see and discuss contributions from the whole group.</p> <p>Students were often not motivated to express themselves in the target language and discussions were slow and arduous for both tutors and students.</p>
<p>Intended capabilities to be developed</p> <p>The formation and generation in the target language of:</p> <ul style="list-style-type: none"> • personal interpretation, meaning and expression • arguments, reasoning and explanations <p>The ability to:</p> <ul style="list-style-type: none"> • be original, creative and innovative • deal with (evaluate and synthesise) complex concepts 	<p>Methods of assessment</p> <ul style="list-style-type: none"> ▪ Presentation work ▪ Final project work
<p>Problems in setting up the course or technology</p> <p>Technical: Despite a wide differentiation in the technical expertise of both the students and tutors, very few technology related difficulties were encountered.</p> <p>Group working: with students coming from different degree disciplines, it is not recommended to have groups with more than 2 people, due to reported problems with students' time management and organising face-to-face project meetings with their peers.</p>	<p>How these were solved</p> <p>One solution may be active encouragement in the use of e-mail.</p>

<p>Student preconceptions: as this was the first year of implementation, some teething problems had to be overcome. For example, students often asked for "previous models to follow"; there was a disappointing level of research carried out by some students as they believed that they had finished the bulk of the project workload by the presentation stage.</p>	<p>Examples of previous cohorts of students on the course are now being used in response to the need for models of good practice.</p> <p>Clarification is now given in the structure of the course and the rationale and requirement to conduct research both prior to the presentation and in preparation for publishing work.</p>
<p>Extent of development of intended outcomes</p> <p>TELRI evaluation</p> <p>It was clear that the transparent use of technology was a success factor. The design of the Web environment was purposely kept as simple as possible to avoid distraction from the main process of language learning.</p> <p>The students undertook the research work with more enthusiasm in combination with the opportunities for publishing work and expression of ideas – as in the research process. This increased motivation clearly played a role in improving the quality of the course, both in terms of the students' learning experience and their overall performance and achievement.</p>	<p>Academic tutor evaluation</p> <p>Both the presentations and the written work were of a consistently high quality with respect to the generation of meaning, interpretation and creative use of the language.</p> <p>The technology-based approaches allowed scope within the course schedule for students to reflect more deeply than was previously possible in solely timetabled groups. A higher degree of focus in face-to-face seminars was also apparent.</p> <p>Linguistic knowledge and fluency of expression in a wider range of communication areas (listening, reading, speaking and writing) were also enhanced.</p> <p>Students evaluation</p> <p>The students responded well to the opportunity for self-expression and creative use of images and the target language. They were in the main part excited by the new teaching and learning approach.</p> <p>Despite some technical phobias, the students were surprised at the ease with which they could submit their work and comments to the web.</p> <p>The students remarked that they were stimulated to take risks in their use of French language, which they felt contributed to improved performance in the presentation and final work.</p>
<p>Unintended benefits or costs</p> <p>TELRI evaluation</p> <p>Although this was something entirely new to</p>	<p>Academic tutor evaluation</p> <p>Motivation: a definite increase was perceived</p>

<p>the tutors, they noted that the pedagogical methodology and ideas suggested themselves quite readily. The project highlighted the importance of tightly integrating any novel activities with the course structure. The biggest problems were essentially in overcoming anxieties in implementing something innovative into a predefined curriculum and attaching a value (i.e. assessment mark) to it.</p>	<p>after the early presentations; the questionnaires and focus group identified that the Web as a publishing medium in combination with the presentation did act as an incentive for a large proportion of the students. A minority remained who were indifferent to the publication of their project.</p> <p>Students evaluation</p> <p>Use of images: the free choice of image formed the focal point of the project and was linked to motivational factors identified by the students: pursuing enjoyable background research; self-expression; advanced use of language; participation during the presentation and question and answer session; producing a Web-publishable document.</p> <p>Effect on language learning: according to student ratings, the skills most practised were speaking and writing followed by listening and reading.</p>
<p>Cost-effectiveness analysis (e.g. factors such as learning quality, staff time, ease of transfer to other courses)</p> <p>The low-cost technology proved effective in achieving its objectives and being easy to manage by students with low levels of IT ability (at least at the onset of the course). The educational benefits, however, were highly significant. The implementation of the technology enhanced learning approach in this course was therefore justified in terms of cost-benefits.</p> <p>The use of such approaches in subsequent runs of the course and in other language learning courses offered by the Language Centre makes the initial investment in staff time highly cost-effective in the longer term.</p>	<p>To what extent can the course design approach support higher student numbers?</p> <p>Dependent on whether individual or group presentations remain part of the course and if these still form part of the overall course assessment.</p>
<p>Further developments planned for this or other courses</p> <p>The intention is to extend the project next year. This will include vocabulary lists, better integration of the research element of the project, expansion of the Web-site and possibly the use of a discussion board.</p>	

Web publishing submission area: Student work is listed by tutor group (top) and a calendar of the course structure and assignments is available (bottom).

Gallery '98-'99

Submissions:

F. Mathers
Group:

R. Amato

L. Murray
Group:

S. Robinson

[Home](#)

Présentation:

Cette photo représente ma maison de vacances en Toscane, plus précisément près de Volterra. Pendant l'année ma famille habite à Arese, près de Milan mais nous profitons de chaque occasion pour nous y rendre.

Avant de l'acheter, la maison est restée inhabitée pendant plusieurs années. Précédant notre entrée dans la maison, nous avons dû la rénover, parce qu'elle était inhabitée depuis une cinquantaine d'années, et nous avons dû effacer des graffitis des murs de la

Calendar of Events - Project 99/00

Week	Date	Events	Notes
3-5	.	Introduction to the project	.
6	.	Choose group working or working alone	.
9	.	Choice of image from the Web	Need to determine copyright if possible
15-17	.	Presentations in class (based on chosen image/s) and assignment of further research questions	This needs to include a specialist vocabulary list
19	.	All projects need to be handed in for marking	.
21	.	Marked projects returned	.
22 onwards	.	Submission of work directly to the Web site gallery	See "instructions" for help

Galleries:

['98-'99](#)

['99-'00](#)
(open for submissions)

[Instructions](#)

[Calendar](#)