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## **TEAM 6**

### **RESEARCH REPORT**

**02.07.2018**

**Title:** Technology and participation in EFL classrooms

**Authors:** Sena ARMAN, Ayşenur AYDIN, Yakup UZUN

**Research Question:** Does use of technology in the classroom increase students' participation?

#### **Context**

This research took place at the University of Turkish Aeronautical Association, Department of Foreign Languages in Ankara in 2017-2018 Academic Year spring semester. It was conducted with two different preparatory class students; Alpha 2 and Alpha 6. The research lasted for 5 weeks from May 9, 2018 to June 5, 2018.

In 2017-2018 Academic Year, there were 8 Alpha classes starting the spring semester as pre-intermediate, so their English proficiency level was very close to each other. Out of these sections, two of them were chosen and in these classes, Alpha 2 had 26, and Alpha 6 had 24 students. The students were 18-19 years old averagely.

In the research team, there were 3 instructors of English and a facilitator working together at UTAA, Department of Foreign Languages. 2 instructors were partners (teaching for the same class, Alpha 2). The instructors took role of Teacher 1, Teacher 2, and Observer in rotation except for the one facilitator of the research.

## Objectives

To begin with, in order to detect problems, some observations were made and teachers' opinion were discussed and analyzed. It was seen that there was a lack of motivation and a decrease in students' participation level. Some students revealed that they were really unmotivated and bored so they would like to have some different and colorful lessons involving web tools in the classroom, especially something which requires them to use their mobile phones during the lessons.

In the light of teachers' teaching philosophies and the requests of the students, and instructors' opinions and enthusiasm for using technology, the team decided to investigate on the ways of integrating web 2.0 tools into the lessons and the outcomes of this tendency. As a result, the research question was formed: *Does use of technology in the classroom increase students participation?* We researched into how the teachers can integrate technology into the lessons by means of web 2.0 tools

The main purpose of this research was to increase the students' participation level and motivation with the help of technology through web 2.0 tools. With the intention of achieving this goal, the instructors collaborated in the process of preparation, planning, implementation and evaluation in harmony. At the end of this research, it was intended to share the experience obtained and the results with the other instructors for the next academic period so as to create an awareness of different web 2.0 tools and thus to integrate the technology into the lessons in an efficient way.

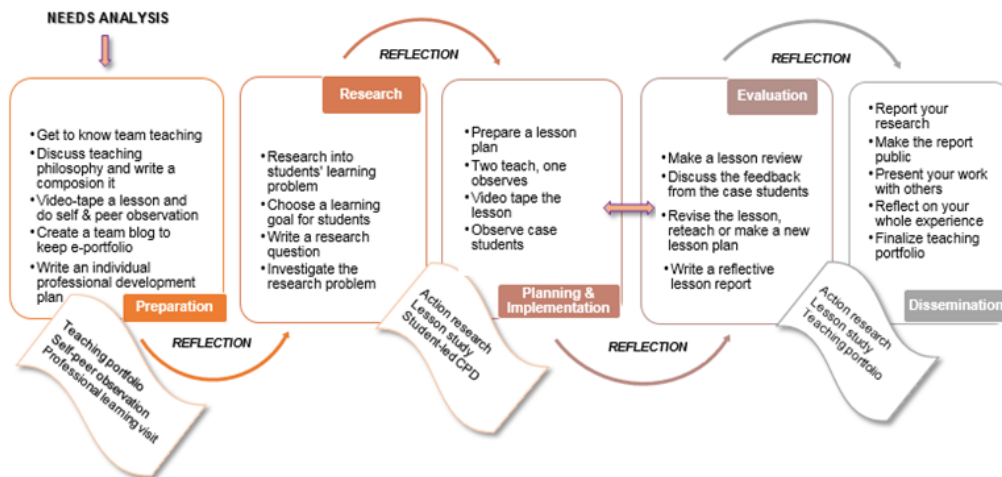
## Approach

With the scope of Team Teaching, five stages are followed by the members of the team.

These are the followings;

- 1.) Preparation phase
- 2.) Research phase
- 3.) Planning & Implementation phase
- 4.) Evaluation phase
- 5.) Dissemination

**Figure 1: Team Teaching Procedure in the research**



As the name suggests, we started with the preparation part. All the members of the Team Teaching- Ayşenur Aydın, Yakup Uzun, Sena Arman had participated in different CPD activities and experienced them before, but they were new in Team Teaching. Hence, we met with the mentor- Firat Akdoğan and were given general information and readings about Team Teaching and we had some concepts regarding the Team Teaching. For the next meeting, we shared our ideas and concerns about it such as “Is it difficult to follow two teachers for the students or enjoyable?”, “As teachers and members of the team, how should we share the roles?” Our mentor showed us the Team Teaching blog that was created by the collaborative works of previous members and teachers and we could find everything we need in here. Next,

each of us wrote our professional development plans and teaching philosophy for this research. We shared our philosophy with each other and read it, then, we discussed the similarities and differences among them. Each teaching philosophy included that the teacher integrated technology or had desire to integrate it into the lesson. Therefore, we focused on this area that was common and wanted to elaborate it. “What do we really mean by integrating the technology into lesson?” That was the question in our minds in this stage. Team Teaching was still abstract way of teaching for us and our mentor prepared a demo lesson with the help of another Team Teaching member and we had a chance to observe the lesson and get a more concrete idea about it. We were lucky that they also used one of the Web 2.0 tools, *Socrative* – Space Race. As a result, we killed two birds with one stone in a way that we both observed the lesson and had an idea to use technology in the lesson.

When it comes to research part, as it is mentioned above, our plan is to integrate technology into lessons but we have not known how to do it in a more effective way and students’ opinions about it. Therefore, we asked some questions to students regarding the use of technology in the class and received the answers which were very positive. Another problem was that we were towards the end of the semester and students looked quite unmotivated, they were reluctant to participate in the lessons and had tendency to use their mobile phones mostly. We speculated that the use of technology could increase their motivation in the class and also we were very eager to integrate it into the lessons. Then we started to read more and more, searched for the related activities. At that time, we discovered very useful blogs and websites on which there were some web 2.0 tools that we found quite effective:

- *Storybird*
- *VoiceThread*
- *Socrative*
- *Padlet*
- *Edpuzzle*
- *Mentimeter*

The most important part was to choose the appropriate and the effective ones according to needs of the students and along with the lesson plan.

In the planning part, we postulated that through the effective choice of web 2.0 tools we could have more motivated group of students in the classroom where the lessons were more student oriented and the participation rate was very high. After arranging the timetable and the schedule for the Team Teaching Lessons with the help of our mentor, we started to plan our

first lesson which was called “Mock Teaching”. It was for getting familiar with the process and experience the Team Teaching for the first time.

After the Mock Teaching, we started to plan our first lesson which was called 1A and the revision of it was going to be called 1B and the followings were 2A and 2B. At total, we had 5 Team Teaching lessons including the Mock Teaching. We had meeting each week on Wednesday and shared our ideas, discussed and designed our lessons together. Since each of us had a very different schedule we sometimes shared the roles for the purpose of practicality.

For the lesson 1A, we checked which units we could use from the NLL course book. It was not necessary to follow the book code on code. However, the education unit took our attention in terms of including controversial statements which were potentially interesting and motivating for students to talk. As students, they had always something to say about education.

In this lesson, we aimed to have students discuss and make an online comment one of the current issues in education, single-sex vs mixed Schools, by giving prompts to them. We started the lesson some general statements about education and show related photos about these statements on a PPT then Yakup continued on showing the other statements. After eliciting the answers from the students, we moved on the next stage which was vocabulary teaching. This part was designed to teach students words that they would listen in expert video prepared by teachers. Next, students were shown the video which they watched their teachers as an expert and giving opinions on single-sex vs mixed schools and they completed the worksheet accordingly. For the purpose of seeing the linguistic output from the students and integrating the technology in our lesson, we used *Padlet*, which is an online wall. Students went to *Padlet* link and wrote their comments about the topic on the online wall by writing their names, as well. As a closure, they read all the comments and selected the best one and explained why.

We did not experience a major problem during the lesson- actually we were worried about timing and use of *Padlet* in the class, however; the warm-up part was not as smooth as it was supposed to be. Students had difficulties in understanding the statements even they were taken from their book. They were a bit nervous to raise their hands and talk about the statements, and Yakup and Sena spent more time for this part than it was needed in order to elicit students’ answers. They were supposed to ask just statements but they asked some related questions to encourage students, but it led to time management problem.

In Lesson 1B, since we experienced a problem in the warm-up, we worked on it. We added a cartoon to intrigue them more and deleted some education statements and simplified some of them. This time it worked out well, yet, there was a time management problem. Students did not quite understand how to go to link and what to do on online wall, therefore; teachers had to give instructions over and over, waited for some students to get the *Padlet* link. As a closure, they really loved to see their friends and even teachers' comments on *Padlet*, and after the class they came to us and said "Teacher I liked most your comment, what did you like most? And was that your real idea? " We thought that our lesson with *Padlet* was very intriguing for the students.

For the lesson 2A, the aim was to have students to practice and produce the forms of Reported Speech through a dialogue and interviews. We used the application *Socrative* for the practice part of the Reported Speech instead of on-paper tasks. We presented Reported Speech in the form of dialogue in which Sena was the person who was gossiping about Ayşenur private and office life. While she was transferring the sentences from Ayşenur to Yakup, She used indirect speech such as "Ayşenur told me that he had not finished her work because he could not concentrate on her job." After the role play, we asked students comprehensive questions about the role play then the structure that is used in the gossip part. Students were successful at guessing the target structure. Students were given the transcripts and asked to highlight the target structure. Next, Yakup and Sena presented the rule for the Reported Speech by using the PowerPoint and animations on it. Students practiced the forms on *Socrative* platform on which there were transformation activities. For the production part of the lesson, students were distributed to celebrity interviews and they are required to work in groups and transform them to reported speech, and present it in front of the class as a reporter.

*Socrative*, the online platform, was a bit problematic in terms of giving feedback to students and eliciting the answers. First of all, there were a set of correct answers for the each question. Any spelling, capitalization or punctuation mistake yielded to an incorrect answer and it was appeared on the students' screen s incorrect, but students were not able to see the correct answer at that time, they had to wait until the feedback time. Some students were discouraged and felt unmotivated because of getting "incorrect answer" from the *Socrative* and they did not understand why their answers were incorrect at that time. Especially the students who gave the grammatical answers but unable to give the correct punctuation were really disappointed.

For the Lesson 2B, from the previous class, we had seen that we should have added more alternative answers and the correct answer with feedback to *Socratic* and we did it. Students were able to see the correct answer immediately and understood the reason why their answers were counted as incorrect from the system. Another observation was about the layout of dialogue worksheet. We added the University logo with more clear instructions such as who are the people in the dialogue. We had observed that the microphone or some images related to interview part could have boosted students' performance, for that reason, we added fake microphones and the images of celebrities on PowerPoint while they were presenting their interviews and it was really very effective. We could understand it from the students' performance. They really enjoyed more.

The lesson served for its function which was presenting the Reported Speech in an authentic context and creating an online platform where students could practice the target forms there and finally hearing their productions by presenting those authentic materials in which they would create their own sentences - not a simple transformation sentence. Almost all of the students indicated that they liked the role play part a lot. It was very memorable.

Regarding the implementation part, two of us were equal teachers in the classroom, and the other member was the observer. The roles were changed throughout the Team Teaching lessons. The observer took notes both about the lesson and the case students regarding their behavior, participation and responses during the lessons. There were some questions and statements on the observation worksheet to guide observer and facilitate the note taking. Three case students were chosen by the instructor of the class according to their English levels such as high, medium and low. They were observed and interviewed carefully because they were representatives of three levels. They were asked certain questions by the instructor of the class;

- What did you like most in this lesson?
- What did you learn in this lesson?
- How do you understand what you learned in this lesson?
- Which activity did you like most in this lesson?
- Which activity helped you learn the subject more effectively?
- Do you think team-teaching helped you learn more effectively?
- What are your suggestions?



We recorded the students' answers and discussed on them in meetings. We looked the lessons from the points of students and tried to design our lessons accordingly.

Evaluation part was the indispensable part of our lessons, after each lesson, we watched our videos and evaluated together and individually. We met and went over our lessons based on the discussions, student interviews, today's lesson worksheet, and the notes taken by the observer. We wrote an individual reflection report on each lesson. We wrote our reflections with the light of the following statements;

- the aspects which worked well and did not go well,
- the aspects that should be done differently,
- the differences between the main and the revised lesson and the reasons behind these changes
- the things we learned from the Team Teaching experience.

Finally, for the dissemination part, we gathered everything that we did before, during and after Team Teaching, and formed them into a very detailed report. We will also put the materials and the report on our Team Teaching website blog so that next Team Teachers can read and get informed about the process and technology integrated lessons as we did.

Here is our schedule;

<b>Table 1: Schedule for team-teaching process</b>						
<b>Lesson</b>	<b>Date</b>	<b>Class</b>	<b>Duration</b>	<b>Team Teacher</b>	<b>Team Teacher</b>	<b>Team Observer</b>
1A	09.05.18	Alpha 6	Approx. 45'	Sena Arman	Yakup Uzun	Ayşenur Aydın
1B	15.05.18	Alpha 2	Approx. 45'	Ayşenur Aydın	Yakup Uzun	Sena Arman
2A	31.05.18	Alpha 6	Approx. 90'	Ayşenur Aydın	Sena Arman	Yakup Uzun
2B	05.06.18	Alpha 2	Approx. 90'	Sena Arman	Yakup Uzun	Ayşenur Aydın

## Findings

The findings of the research were obtained by the team observers and analysis of the students' worksheets, and written and oral feedback from the students (see Appendix). Below are the observers' notes about the case students in each team teaching lesson:

### Observer comments on case students' attitudes, responses and participation:

<b>Table 2: Alpha 6 - 09.05.2018 Lesson 1A</b>			
<b>Case Students &amp; Evidence of Behavior</b>	<b>Attitudes</b>	<b>Responses</b>	<b>Participation</b>
B.E. (high)	<p>He was interested and attentive.</p> <p>He nods his head.</p> <p>He is willing to talk all the time.</p>	<p>He did the tasks and activities.</p> <p>He nods while listening which shows approval.</p> <p>He gives clear answers with reasons.</p>	<p>He watched the video carefully and took notes.</p> <p>He participated into all the activities.</p>
B.Ç. (mid)	<p>He was active.</p> <p>He needs translation/extra explanation.</p> <p>He interacts with his friend next to him.</p>	<p>He was interested in his phone in the beginning.</p> <p>He chose Burak's comment.</p>	<p>He took notes while watching the video.</p> <p>He tried to answer when he was addressed.</p>
R.K. (low)	<p>She was passive.</p> <p>She worked silent.</p> <p>She was not so willing.</p> <p>She followed the lesson.</p>	<p>There was no interaction with her peer.</p> <p>She was not particularly interested.</p> <p>She was interested in her phone from time to time.</p>	<p>She worked alone.</p> <p>She lost her attention through the end.</p> <p>She didn't give any answer until she is asked. (I agree with Barış.)</p>

<b>Table 3: Alpha 2 - 15.05.2018 Lesson 1B</b>			
<b>Case Students &amp; Evidence of Behavior</b>	<b>Attitudes</b>	<b>Responses</b>	<b>Participation</b>
S.G. (high)	<p>She was engaged.</p> <p>She was always on task.</p> <p>She seems reserved but she is willing to answer when a question is directed.</p>	<p>She provided answers when she is addressed.</p>	<p>She voluntarily participated into all the activities during the lesson.</p>
O.C. (mid)	<p>His interest was aroused by the Teachers' video and Padlet.</p>	<p>He tried to answer the questions.</p>	<p>He voluntarily participated into all the activities during the lesson.</p>

A.Z.Y. (low)	<p>She was silent and passive.</p> <p>She was not interested in Padlet.</p> <p>She checked her mobile phone all the time.</p> <p>She was a bit interested in Teachers' video.</p>	<p>She did not give a meaningful response.</p> <p>She remained silent.</p>	<p>There was no participation despite teacher's encouragement.</p>
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**Table 4: Alpha 6 - 31.05.2018 Lesson 2A**

<b>Case Students &amp; Evidence of Behavior</b>	<b>Attitudes</b>	<b>Responses</b>	<b>Participation</b>
B.E. (high)	<p>He was engaged.</p> <p>He is willing to talk all the time.</p>	<p>He provided answers.</p> <p>He shared his ideas during the group work.</p>	<p>He participated into all the activities.</p> <p>He helped his friends during the group work.</p>
B.Ç. (mid)	<p>He was active.</p> <p>He was interested in the lesson.</p> <p>He needs extra explanation.</p>	<p>He asked a question during the group work.</p> <p>He shared his ideas with his friends.</p> <p>He helped the group work.</p>	<p>He participated into the group work.</p>
R.K. (low)	<p>She was passive.</p> <p>She was silent.</p> <p>She was interested in the group work.</p>	<p>She was playing with the mobile phone. Ayşenur warned her.</p> <p>At the beginning of group work, she just watched group members. Later, she participated into the activity and tried to help her friends.</p>	<p>She was not interested and engaged at first.</p> <p>She participated into the group work. She tried to report the interview.</p>

**Table 5: Alpha 2 - 05.06.2018 Lesson 2B**

<b>Case Students &amp; Evidence of Behavior</b>	<b>Attitudes</b>	<b>Responses</b>	<b>Participation</b>
S.G. (high)	<p>She was active</p> <p>She was engaged.</p> <p>She was always on task.</p>	<p>She took notes.</p> <p>She did the Socratic quiz by herself.</p> <p>She gave correct answers in English.</p>	<p>She participated into all the activities during the lesson.</p>
O.C. (mid)	<p>He was active.</p> <p>He was engaged.</p> <p>He was enthusiastic.</p>	<p>He was the 1<sup>st</sup> one to raise his hand.</p> <p>He explained what they would do to his friends.</p>	<p>He participated into all the activities during the lesson.</p> <p>He volunteered to take part and he was willing</p>

	He might need extra help/explanation.	He asked for help from the teacher. He was like a leader in the group work.	to report the interview.
A.Z.Y. (low)	She was passive. She seems distracted. She was unenthusiastic. She was interested in the Socrative quiz. She left the class after the 1 <sup>st</sup> hour.	She didn't provide any answers. She didn't even look at the board. She had a problem in connecting Socrative. She got some help from her friends during the Socrative quiz.	She only participated into the Socrative quiz. She didn't volunteer to answer the questions. She lost her attention. She didn't attend the 2 <sup>nd</sup> lesson.

This research showed that team teaching can help students become more motivated and engaged during the lessons and it is useful for the students in general based on our observations, analysis of students' worksheets and feedback we get from students. The results show that using technology properly and appropriately definitely increases students' motivation and engagement. If the use of technology makes the lesson complicated and the students' have difficulty in using the Web 2.0 tools, it can result in disappointment on the part of the students.

In 4 different team teaching lessons, we tried to integrate technology in different parts of our lessons and we made use of different Web 2.0 tools such as *Padlet*, *Socrative*, *PowToon* as well as the video prepared by the team teachers and PowerPoint presentations in every lesson. The findings indicate that a great majority of learners are more motivated and engaged, especially when we use the technology appropriately not for the sake of using technology. The students we interviewed reported that they enjoyed watching their teachers' commenting on a topic through a video and sharing their opinions and reading their peers' comments on the platform 'Padlet'. Most of them also reported that they liked doing exercises through 'Socrative'. However, some students reported that they hadn't enjoyed 'Socrative quiz', especially after Lesson 2A. It was the first time for us to try that activity in class and some students were really demotivated because their answers were regarded as incorrect by the program due to some minor spelling, capitalization or punctuation mistakes. When we used *Socrative* quiz in Lesson 2B for the second time, we demonstrated how to use the program to get correct answers and it was more fruitful. Therefore, we got more positive feedback about *Socrative* from students after the Lesson 2B. It is also observed that the students were not so impressed with the PowToon video. We gave the instructions for the group work with an

animated video created with *PowToon*, however, we couldn't get the desired impact from this application.

After each lesson, a survey was conducted to receive feedback students. The questions focused on the subjects that they had learned, and the strong and weak parts of the lesson. Most of the students stated that they liked having 2 teachers in the classroom and they wanted to have more team-teaching lessons. They think that team-teaching lessons help them learn better. Some even suggested that there should one team-teaching lesson every week. The students were satisfied with the team-teaching lessons because of the following common reasons:

- Team teaching lessons are fruitful, entertaining, interesting, fun, funny, effective and interactive etc.
- Teachers gave me good energy.
- There was no time to be disengaged because of activities and tasks and everything was organized.
- Everybody participated into the lesson and this is motivating.
- The integration of technology is good for learning. (Socratic, PowerPoint, Padlet,)
- Teachers' role play is enjoyable.
- Watching a video about our teacher's ideas about a controversial topic is good.
- Reading everyone's comments on a controversial topic on a platform is nice.
- Doing group work is useful and I can ask questions to both teachers. When one of them is helping others, I don't have to wait.
- They liked team teaching lessons because they learned new vocabulary, grammar rules and new information about celebrities.
- Some students stated that the lessons were great and they liked everything.

Some of the students expressed that they were not satisfied with the following issues:

- Classroom atmosphere was tense and some students felt stressed because of little participation. (Lesson 1A)
- Some students didn't like warm-up part where we ask students their opinions about education issues. (Lesson 1A)
- Some students didn't like *Socratic* because making lots of mistakes, especially in Lesson 2A.

- Some students stated the interview part was too long and boring.(Lesson 2A&B)
- Some of them found grammar rules difficult.

The findings above are also supported by the comments and answers of the case students from three different levels (high achiever, middle achiever, low achiever).

It can be inferred from the surveys, case student interviews and teacher observations, all of the students from all levels stated that they were happy to have the opportunity to have 2 teachers teaching at the same time in class. They particularly enjoyed group activities and found them useful because they learned from each other. Moreover, they liked group activities due to the fact that they could get enough guidance and support from one of the teachers even when the other one was busy helping other students. They were pretty aware of the effort and planning behind the lessons and they expressed that they felt themselves special and good. They liked the sequence of activities and the fact that they were on task most of the time thanks to good planning and minimum transition time between the activities. Another important component students liked was role plays by the teachers. The students were really intrigued when they saw their teachers acting in classroom.

All in all, it is evident that team teaching is a fruitful and enjoyable for the students, especially with high and middle-achievers. In our process, team teaching lessons had almost no impact on low-achiever students in both classes. They were mainly silent and passive in all the lessons and they were only interested in specific parts of the lessons for a short time.

## Discussion

Teaching is a never-ending journey as most teachers agree on. As we are moving on in this profession, new technological developments are coming to the stage to be discovered and then used as a material/tool by teachers. In this wide field of knowledge, there is a variety of tools, however; it is a significant step to work with colleagues and collaborate on how to integrate technology into the lessons. With the help of team-teaching, all team members shared their knowledge and ideas on this issue, and we had the opportunity to see various teaching ideas from different perspectives which enables us to improve professionally. We believe that team teaching during the preparation stage has become a sharing platform of our experiences and ideas which makes it more colorful. Moreover, apart from its active role in preparation stage, team teaching has also contributed us a lot in implementation stage, too. Working with your team member made our lessons easier and smoother to conduct. For example, in group work activities, it enables to monitor and guide the groups with less confusion.

When we take a look at our team teaching experience in detail, we worked hard and collaborated to have technology-integrated lessons in order to motivate the students and increase the participation level. While preparing the lesson plans for our aim, we read some articles about this issue and researched on the Internet which has a lot of resources in terms of web 2.0 tools and educational technology. The most important factor while preparing is to choose a tool which should enable the students to be active and attracted in the lessons. In addition, this tool or online platform should be user friendly for both teachers and students. Thus, after some research, we chose to use some online platforms such as *Padlet*, *Socrative*, and *Powtoon*. Apart from these platforms, we also made a video including ourselves as an educator to show it in the class. There was a reading text about an education issue: single sex schools vs. mixed sex school. Rather than reading this text, we benefited from this video recording which includes our thoughts and feelings about this issue.

Preparing different activities involving group work and use of technology for students enabled a fun and active lesson, which indeed provides a better and a colorful learning environment. In addition, group work activities especially in the production part make students more active and enthusiastic to participate in the lesson. However, the most noticeable thing to consider is that use of technology is effective in motivating the students and increasing their participation level on the condition that teachers should be competent in using it and the choice of the web tools and the way of integrating it into the lesson should be planned and organized well beforehand.

From the students' points of view, the lessons were more engaging and attracting, and they got more fun and more on the task than they usually had because of role-play performed by their teachers and the number of the teachers in the classroom. Having two teachers in the class was very beneficial for the students since they had the chance to get feedback from different teachers and in a short time. .

In summary; team teaching is a collaborative professional practice in which both students and teachers have benefited from and worked together to create a richer and colourful learning environment. The boredom and the routine of constantly following course books have been broken thanks to the collaboration of team teaching and technology.



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