



THE STERLING HALL SCHOOL

Where boys belong.

iPad Motivation

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mindful connections • innovative practice • collective research



Introduction

Student motivation and engagement are integral to the learning process. Engagement has been shown to be poor in the language classroom, particularly among male students. "There has been growing concern over the past decade amongst second language educators across Canada about the lack of male

participation in French as a second language (FSL) programs across the country." (Kissau & Turnbull, 2008) "A recent study conducted by Carr and Pauwels (2006) involving over 200 boys aged 12-18 in Australia, New Zealand, England, Wales and Scotland clearly established that male disinterest in learning languages is not a uniquely Canadian problem." (Kissau & Turnbull, 2008)

Technology is a large part of students' lives in the 21st century. It offers teachers many different learning opportunities to reach students of various abilities and interests. In order to create an environment in which student learning can thrive, educators must incorporate teaching practices that meet the needs of today's learners. As students are becoming increasingly dependent on technology, we believe that it is valuable to incorporate technology in the classroom in order to keep students motivated and engaged.

- "Based upon the results of [an] action research project, the teacher researchers concluded that students were more motivated and actively engaged in learning when using technology. Overall, the students' behaviour was more animated towards the learning objectives when technology was used. The technology-supported learning environment improved student motivation and engagement by 9% after the intervention period." (Godzicki, Godzicki, Krofel & Michaels, 2013)
- "Mobile devices such as the iPad hold the potential to promote student engagement in the form of active and collaborative learning." (Diemer, Fernandez & Streepey, 2012)

Teachers looking to enhance student engagement and motivation in their classrooms should strongly consider implementing technology as a means to connect with their learners.

Rationale



It is hoped, through the integration of iPads in the French language classroom, that teachers will be able to provide a rich learning environment that will positively influence students' engagement and motivation.

Question

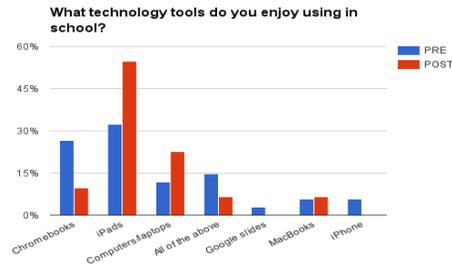
How do iPads impact engagement in the French language classroom?

Methods

- Grade 6 students worked on a French literacy unit for two weeks without using iPads.
- They were given a survey that questioned their level of engagement in the French language classroom (PRE iPad use).
- A unit was then introduced for two weeks using iPads as a learning tool.
- A second survey was given to the students that contained the same questions as the first survey (POST iPad use).
- Survey results were collected and analyzed.

Results and Conclusions

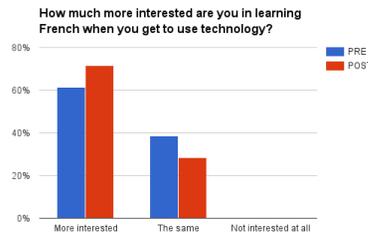
Question 1



Question 2

How often do activities in French class interest you?	Percentage of Responses		Conclusions
	PRE	POST	
Often		↑	Students are more interested in French class after the unit using iPads. Some students who answered sometimes or rarely changed to often after using iPads.
Sometimes		↓	
Rarely		↓	

Question 3



Conclusions

Students are consistently more interested in learning French when using technology. In addition, after the students had an opportunity to complete a unit using iPads, they were even more engaged in the learning process when it included some form of technology.

Student Responses

"I think we should use [the iPads] more because people like [me] learn French better when it is more fun, and iPads are fun!"

"I really enjoy using technology in French class."

"Using technology in French class is more fun because your answers are right in front of you, and you can work faster."

"I think [iPads] are great in French class [when] used to their full potential as learning tools."

Implications

- We will continue to use iPads in the French classroom as they have been proven to increase the interest and engagement of our students.
- Students were most engaged by the following three activities: Kahoot (a game-based digital learning platform), playing games (iPad apps) and watching videos. These activities will continue to be used as part of our French lessons in order to motivate our students.
- One trend discovered in the student responses was that the novelty of an activity increases engagement levels. Therefore, we will continue to expand our program to include new and exciting apps and activities on the iPads.
- Based on student responses, we have learned that the most engaging activity, Kahoot, consistently motivated students but did not offer much instructional value. Therefore, we will continue to use this program as a method of reviewing concepts and not as a primary teaching tool.
- We will work to establish a balanced learning environment where technology is a component of our program to keep students interested in learning French, while continuing to use traditional teaching tools as well.



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