

# 琉球大学学術リポジトリ

## iPad Usage at the Foreign Language Center

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## **iPad Usage at the Foreign Language Center**

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This report is divided into three sections and is based on the iPad usage experiences of three professors: Mitsuyo Toya, Hideki Goya, and myself. The first section (A) will outline basic usage information, advantages and disadvantages associated with iPad usage as well as recent developments and activities. One of the most useful iPad features, text to speech (TTS) will be discussed in some detail. Finally, this section will conclude with recommendations for the future. The next section (B) is a report by professor Goya about his experiences using iPads in graduate and undergraduate classes. The final section (C) is a similar report by professor Toya.

### **A) Reflections on the Use of iPads for Modern Foreign Language Instruction (professor George MacLean - [george.university@gmail.com](mailto:george.university@gmail.com))**

#### 1) Background

The Foreign Language Center now has 40 iPads at its disposal. Several teachers have used them, and we hope more teachers will use them in the future. I used them to various degrees in several of my classes, and students reported an interest in the various applications and features we reviewed. One of the greatest advantages to using iPads is that their operating system is virtually the same as that of the iPhone, and close to two thirds of students have iPhones. Thus, trialing applications and explaining learning tools available on iPads and iPhones can encourage students to better undertake independent learning.

#### 2) Usage

iPads can be used for the instruction and practice of all four of the traditional language skills: reading, writing, listening, speaking. Where reading and writing are concerned, iPads are useful because numerous apps are available that can help learners to develop their reading skills and vocabulary development. For example, there are numerous free crossword puzzle, timed reading, and word search apps that help learners to improve their command of bottom up reading processes and to build their vocabulary. As for opportunities available using iPads for writing, basic information communications (ICT) functions such as email are possible, as well as dictation based exercises based on listening materials previously loaded on the iPads. Extensive writing can be frustrating and slow using iPads (see below) but iPads nevertheless offer better facility in this domain than phones or nothing at all.

There are many different possibilities available for language learning when practicing listening and speaking using iPads, such as watching instructional videos and listening to podcasts. Further opportunities exist for using iPads for speaking exercises, such as recording text to speech using applications such as Dragon Dictate. Perhaps even more exciting is the potential to use iPads for Skype, Facetime or similar SMS communications portholes.

Fundamentally, the iPads allow students to experience language learning at the same time that they are building critical digital literacy skills, for example, cloud computing and, in the case of PDF files, how to search, look up words in a dictionary, highlight new words, check pronunciation, make comments and so on.

### 3) The Use of Text to Speech With iPads

An exciting feature for iPads is the text to speech (TTS) function/extension. I used it with my students and I could easily see that they were awed by this feature. Without overstating the case, TTS is an extremely useful tool for teachers of foreign languages (FL) and primary reading<sup>1</sup>. This section of the report will explain how to activate TTS on iPads and iPhones.

Shadowing and oral reading are frequently used tools in many FL classrooms, and most teachers would immediately and intuitively agree that such activities are very useful for language learning and beginning readers. Oral reading is when students read out loud i.e. vocalize what they are reading. Shadowing is when students imitate a teacher or an audio recording of a conversation or a text by repeating what they hear. Numerous teachers of English as a foreign language (EFL) have published studies showing improvements in students' listening abilities attributable to shadowing and oral reading (e.g. Mochizuki & Kiritani, 1991). These activities have also been reported to improve students' prosody and pronunciation (e.g. Mori, 2011), and even reading skills (Kadota & Tamai, 2004; Kuramoto, Shiki, Nishida, & Ito, 2007).

Tim Murphey suggested in his 2001 study that shadowing may lengthen a student's short-term auditory memory. John Wiltshier's 2007 article about shadowing is a good brief explanation about shadowing and oral reading in their various forms. Wiltshier also summarizes research that indicates such activities require learners to attend to the information they are repeating or reading such that it enters their working memory and the chances of it being retained in long-term memory increase (See Figure 1).

As such, using iPads for TTS teaching exercises could promote transition from bottom-up to top-down reading skills and it may also be useful for effective retention of vocabulary for language learners.

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<sup>1</sup> Part of this section of the report also appears as a technology tip in *Outside the Box: A Multilingual Forum* 7(1), 88-92.

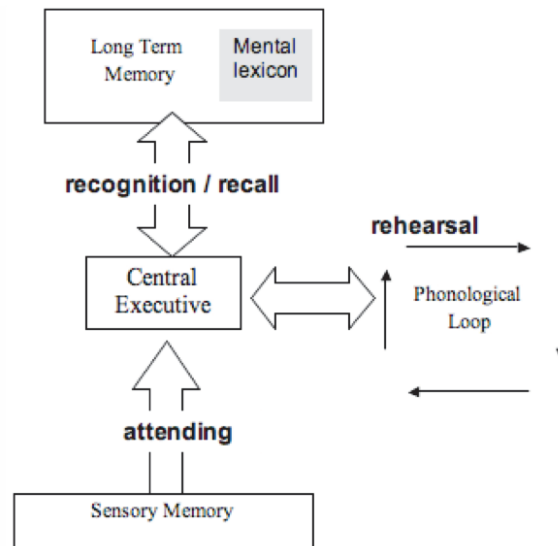


Figure 1. Memory  
 Reprinted with permission from Wiltshier (2007, p.500)

Until fairly recently, beginning readers were stuck if they didn't know how to read a word, unless they had someone to help them. Furthermore, TTS and oral reading required someone to do a model reading of target text, such as a teacher or an assistant language teacher (ALT). The alternative was often a bulky device such as a cassette/CD radio player where there was one device for all learners, thus precluding learners being able to go at their own pace. This is no longer the case since the acquisition of iPads at the FLC. Gone are the days when students attend language labs to get individualized opportunities for shadowing and oral reading.

### Overview

As far as native TTS functions go, Apple is far ahead of both Google and Microsoft, although the most impressive app that I have used works with Google's Chromebooks (Read&Write). Apple computers have used synthesized speech since their inception. TTS is automatically enabled for HTML websites and in iBooks. It is also possible to control speaking rate and to choose between different voices by going to System Preferences > Dictation & Speech (See Figure 2).



Figure 2: Options for TTS with Apple Computers.

Apple's TTS is easy to use. Simply highlight a section of text, right click, and choose Speech > Start Speaking (See Figure 3).

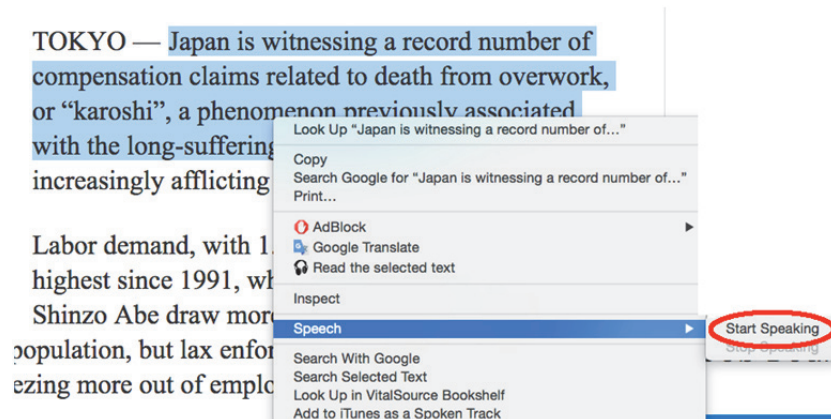


Figure 3: TTS with iPads.

TTS is not automatically enabled for iPads or iPhones, but this is very easy to do. Open settings > General > Accessibility > Speech > Speak Selection, and a number of options will appear that allow users to control features such as speaking rate, language, and voices (See Figure 4).

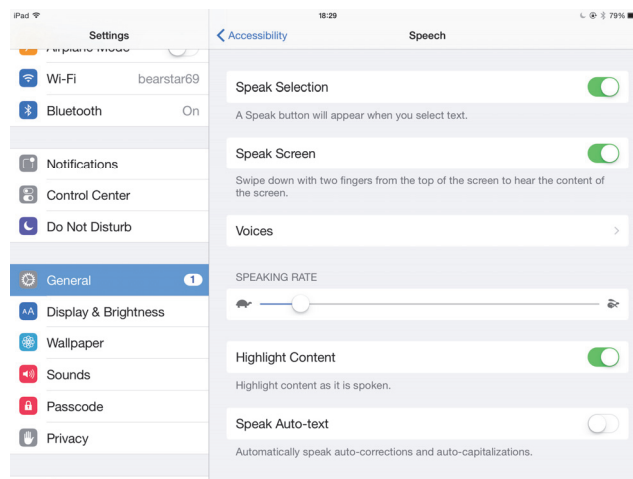


Figure 4: Enabling TTS for iPads and iPhones.

Be sure to activate Speak Screen on iPhones and iPads. It will then be possible to have any pages read to you by swiping down from the top of the screen with two fingers. After swiping down once with two fingers a dialog box will appear thereafter on any screen (See Figure 5). The dialog box allows readers to play, pause, and speed up or slow down TTS. Click “X” to exit TTS mode.



Figure 5: TTS Speak Screen for iPads and iPhones

#### 4) Advantages and Disadvantages

Acquiring the iPads has essentially enabled us to build a powerful multimedia listening & speaking computer lab. It has been very useful for allowing the students to learn ICT skills with iPads. Some students have reported that they were able to transfer skills learned on an iPad to their iPhones based on what they learned in class. Although there is a certain novelty effect, all activities using iPads were very well received by most students. There is a very small minority of students who are averse to using technology generally, and activities where they had to use iPads was occasionally frustrating for them. At such times, peers and their instructor were able to help them enough that they could succeed at all tasks.

Apple has increasingly considered iPads along the same lines that they view computers installed in computer laboratories at educational institutions. Notably, with the release of operating system OS 9.3, Apple has made provisions for multiple students using the same device. Furthermore, OS 9.3 features a new Classroom App that enables teachers to monitor students' activities on their iPads inside the classroom, remotely launch and lock apps, and share student work via a classroom display that is connected to an Apple TV (Faas, 2016).

Despite the largely positive impact of the acquisition of iPads, there were nonetheless challenging limitations and disadvantages when using iPads. Foremost was the lack of a keyboard. This limitation was discussed during the purchasing process and discounted because the order was in its final stages, nevertheless keyboards for the iPads would be highly desirable. Another significant limitation when using iPads is that many apps require users to register and share personal information that they might not want to make 'public'. This is a major concern that we have tried to address by assigning IDs to each iPad and registering for various apps accordingly, eg. iPad #1 would be registered with a Skype ID along the lines of "FLC1." This has only been somewhat effective, and we hope that the release of OS9.3 will better facilitate multiple users sharing one device. A final disadvantage regarding iPads is that students lacked knowledge about many basic functions that exist on both their phone and on iPads. Teaching iPad skills

required time that I would have rather used elsewhere, but I think it gives students a valuable skill they can use hereafter and once they graduate. Moreover language teaching and instruction about using technology have long been associated as a type of content based instructional context.

## 5) Future Directions

There are many promising uses for the iPads we have acquired, but it is urgent to realize that the hardware and free applications alone are not enough to fully implement the potential these devices make possible.

It would be highly advisable to purchase keyboards for the iPads. It would vastly increase what is now a limited number of possibilities given the limited text input capabilities of touch screens.

To effectively use the potential of the iPads, we also need more applications and resources. iPads are fantastic for reading, however a lack of free resources prevents their more extensive use. It would be desirable to acquire graded readers, however they are not free and would require additional funding. Towards that end, we have investigated the use of a graded reader space known as xreading.com, as well as inquiring in to the price of a set of electronic graded readers from Maruzen.

It would be encouraging to see more teachers attempting activities that use iPads and similar devices that improve students' digital literacy skills and foster independent learning behavior, for example using Skype, or iMovie, an app that allows students to produce short videos. This is likely a push and pull endeavor: notably we can pull teachers toward this by acquiring enticing resources like graded readers and we can push by holding professional development seminars and workshops. Toward that end, on March 29 we welcomed Professor Joe Dobson as part of a professional development event co-hosted with Okinawa JALT. Professor Dobson is a Senior Lecturer and the TESL Program Coordinator at Thompson Rivers University in BC, Canada. The title of his workshop was " Practical and Accessible Technology for Interaction, Collaboration and Engagement." The workshop provided a pedagogical foundation through demonstration and guided hands-on practice for select applications of relevance for language educators. It focused on free and easily accessible applications for writing, interaction and collaboration, feedback and communication.

There are many other ideas that I would like to discuss here but, in the interest of concision and brevity, I will finish now. I am more than happy to make time to further talk about iPads and other instructional technologies. Anyone interested can please contact me at the email address listed in the title of this section of the report.

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## **B) iPad Educational Encounters in Undergraduate and Graduate Classes (associate professor Hideki Goya)**

In 2016, I used iPads in an undergraduate reading class as part the course several times, and in applied linguistics class as part a graduate course about six times. The following are my comments and reflections about the use of iPads in these settings.

In the reading class, I had about 35 students, so I allowed some of the students to use their own tablets and/or cell phones since the number of iPads available were insufficient for that class. I have my own educational portal site in which I give reading assignments and requests for class reflection at each session. For the first couple of weeks, I had to demonstrate how to use the site such as where to find class information, how to post their assignments and reflection, and whether any change had been made in our class schedule. During that period, iPads were very helpful for that purpose. After the students became comfortable with the site by themselves, I no longer needed to demonstrate it in class; therefore, iPad use gradually became a less important part of the course. As for the iPad use for English learning purposes, some students were not adept at technology (believe or not...), and they seemed to be frustrated just because, simply speaking, iPads are a type of ICT available in English class, but they can be a totally different devices as compared to regular computers, even from laptop computers. I allowed students to use their own cellphones and tablets as a replacement towards the end of the course because what we needed to do with the iPads could be completed with their cellphones and/or tablets instead.

In my graduate class, the students used iPhones not only for the portal site demonstration and training, but also for content learning, especially, as related to some topics in applied linguistics. In that class, we compiled lexical data and created a corpus of English course books used in Junior high school. In order to build the corpus, we needed to type words in a website, copy and paste them there, and repeat the above tasks for several times. iPads have a limited space on their screen for multiple functions which hindered smooth task completion. Specifically, students had to input text, check what was typed, and run some system to get a result of the analysis. If there was a



keyboard attached to the iPad, those tasks could have been completed smoothly and less stressfully. So if the budget allows, I hope we can obtain an iPad with such an attached keyboard, so that they can use it as if it were just a type of laptop computer.

Nonetheless, it was good to focus students' attention and enhance motivation since they use iPads as a means of communication especially during ice-breaking activities. All of my students were definitely excited and glad when I brought iPads into classes and it is true that some of the students were well engaged in the task, especially those who might have lost interest in a traditional reading class. I am Thankful for the opportunity to use such devices in my classes.

### C) iPad を活用した講義を実施して

法文学部 教授  
東矢光代

外国語センターでは、大学教育等改善経費により、共通教育棟の教室で iPad を活用した授業が実施できるよう、平成 26 年度から環境整備を行なっている。平成 27 年度の活用事例を報告する。

1. 講義名：応用言語学演習 I（平成 27 年前期開講・2 単位）  
対象（受講生）：法文学部国際言語文化学科英語文化専攻夜間主 2～4 年次（17 名登録）
2. 授業内容と iPad の活用状況：
  - ・今回の実践は「英語による授業」と「ICT 利用の授業」を掛け合わせたもので、授業は全て英語で行なった。
  - ・15 回の講義のうち、前半は自らの英語の Learning History を考える Reflection を行ない、それを口頭と文書でシェアする活動を行なった。後半は、前半の内容を元に、応用言語学分野で興味のあるトピックについて文献を 4 本読み、内容のシェアを行なった。最終的に、調べた内容をスライドにしてナレーションを付け、動画作成を行なった。
  - ・iPad は主に、Google Drive を利用しての端末として以下のように活用した。内容はすべて英語で行なった。
  - (1) 毎回のクラス概要の確認（Agenda を Google Doc で作成し提示）
  - (2) Google Doc, Slides で作成した文書を元に、ペアでのシェアリング
  - (3) Google Forms によるアンケート形式の授業フィードバック及び課題提出
  - (4) 学内 LAN からの文献検索、論文ダウンロード及び Google Drive への保存
  - (5) Slide の作成とナレーションを動画として完成させ、YouTube で限定公開・コメントの記入
3. 授業の様子と学生の反応  
最後の講義で学生に記入してもらったアンケートによると、ICT は苦手だったので最初は苦労した、という学生が多かった。思ったより順調に講義が進んだ、と自己評価していた自分にとっては、少し意外だった。英語による授業、Reflection など多くの試みを含んでいたため、アンケート結果では iPad に限定したコメントは少なかったが、授業の様子から見た限りでは、iPad を端末として使うことで、シェアリングがスムーズに行われ、英語でのペア・スピーキングが極めてスムーズに、楽しそうに行われていた。特に、自分で作成して Google Drive に保存してきた文書やスライド、文献 PDFなどを、ペアの相手と、iPad をその場で交換してアドレスを打ち込んでもらいシェアする光景などが、インタラクティブで印象に残った。前半の Learning History のシェアリングにおいては、机を取り払い、椅子のみで円陣に座るなど、アクティヴな配置を試みた効果もあったと思うが、90 分授業の中で、iPad を持ち歩きながら、1 回目、2 回目、3 回目と相手を変えながらのシェアリングで、なぜか 3 回目には非常に活発でクラス全体が盛り上げている雰囲気があり、この効果が 2 回のシェアリングで出せたらいいの、と何度も思った（今後の課題である）。

その場で入力して何かを作成する、という活動の場合は、キーボードのない iPad はやや不慣れた感がある。また学生アンケートの回答の中には、Windows, Androidの方が慣れているので、iPadは使いづらかったという声もあった。しかし、Google Driveと組み合わせることで、教員の資料を教室前のプロジェクタに映し出しつつも、学生は各自のiPadで同じ画面を呼び出して見る、などの使い方もしていた。何より、iPadで資料を見せ合いながら、英語でペアとなって話している姿は、ノートパソコンを持ち歩くより、ずっと手軽で、コミュニケーションの妨げになりにくいと感じた。

#### 4. 今後の展開と課題

今回、Wi-Fi設定がある教室として共通3-205を利用した。大学院生のTAが毎回、重量級のiPadカートを4階から移動してくれたおかげで、私でも利用できたが、実際には女性教員の方でこのカートの移動を毎授業行なうのは困難だと感じた。また17名という比較的少人数のクラスであっても、慣れていないiPadの操作を行なう際の、受講生の支援については、TAがいたことが大きな助けになった。

iPadとGoogle Driveの組合せで、今回様々な教育技術に挑戦できたことは、大きな収穫であった。受講生の座る配置や席移動も考えながら活動を組み立てていくには、今回の実践のように、一般教室とiPadの組合せは理想的だったように思う。平成28年度は、後期に同じ科目の担当を予定している。今回の実践を踏まえて、さらに改善を重ねていきたい。