L'ús de les tecnologies mòbils a l'aula d'anglès de l'escola andorrana. Un cas d'èxit?

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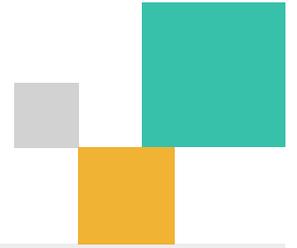
15ns Debats de recerca
14 i 15 de Novembre, 2022
Andorra la Vella

Background

- PERMSEA

- Context

- Significance of the study

Statement of the problem

- Limited number of well-designed experimental studies

- Fewer studies on primary and secondary education students

- Attitudes and perceptions are underexplored

Theoretical framework

- Integration of Technology

- Access, skill and usage (Warschauer, 2003)

- Learner autonomy

- Normalization (Bax, 2003)

- Linguistic policy, beliefs and practices (Spolsky, 2008)

Goals

1. To observe and analyze the teachers' and students' perceptions on the effectiveness of using the iPad in the EFL classroom

2. To observe and analyze the teaching strategies employed by the teachers using the iPads and the learning practices of the students using the iPad

3. To determine the attitudes of teachers and students regarding the use of iPads

4. To analyze the reasons why iPads are used in the manner they are used in the classroom

Research questions

Perceptions, practices, and attitudes on the use of technology in the English as a Foreign Language classroom: The iPad in the Andorran school system

1. How do students and teachers **perceive** the use of iPads?

2. What are the specific **practices** of students and teachers regarding the use of iPads?

3. What are the **attitudes** of teachers and students regarding the use of iPads?

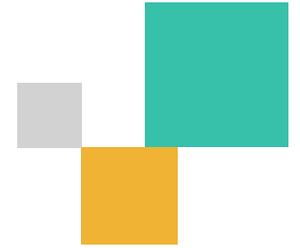4. Why is the iPad **used** in the manner it is used in the EFL classroom?

Methodology

- Ethnography

- Data gathering

- Access

- Sampling criteria

- Triangulation

Data collection

Class observations

Semi-structured interviews

Questionnaires

Research instruments

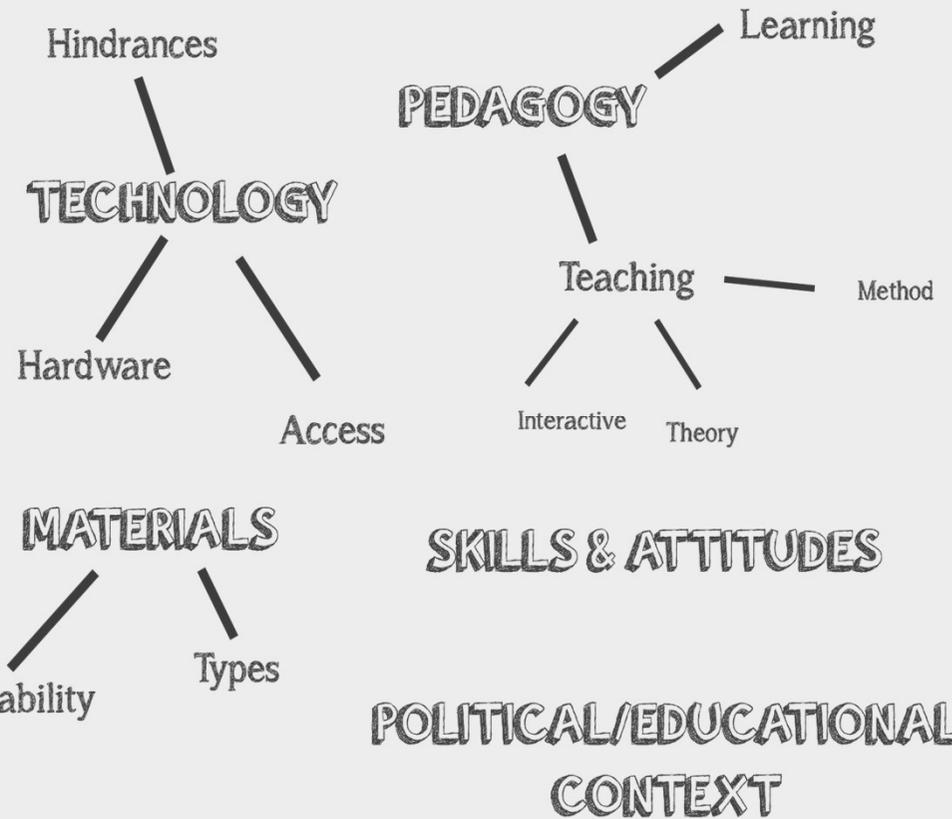| Research Instrument	Teachers	Students
Classroom Observations	3 classroom sessions	
Focus Group Interviews	6 participants (2 groups of 3)	12 participants (2 groups of 6)
Questionnaires	6 respondents	220 respondents

Data analysis

- Interpretation of data

  Coding and Tagging

  Categories, Topics, Subtopics

  Inductive process

- Validity and reliability

- Ethical considerations

Hindrances

PEDAGOGY

Learning

TECHNOLOGY

Teaching

Method

Hardware

Interactive

Theory

Access

MATERIALS

SKILLS & ATTITUDES

Availability

Types

POLITICAL/EDUCATIONAL CONTEXT

Findings from class observations

- Developing of learner's individual agency

- Degree of normalization

- Monitoring

- Hardware issues

- Omnipresence

Findings from interviews: Advantages (teachers)

- Availability

- Type of materials

- Motivation

- Inclusivity

- Affordances

Findings from interviews: Disadvantages (teachers)

- Hardware / software issues

- Distraction

- Automatization

- Added pressure

- Students issues

Findings from interviews: Advantages (students)

- Normalization

- Affordances

- Inclusivity

- Indispensable

Findings from interviews: Disadvantages (students)

- Distraction

- Hardware / software issues

- Effort required

- Printed books

Findings from questionnaires

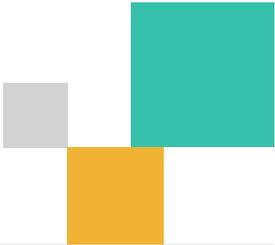- Affordances

- Drawbacks

Triangulation

- Acceptance of technology

- Inclusivity

- Outputs

- Exposure

- Facilitator

- Hardware / software issues

- Dependance

Conclusion

- Potential benefits

- Limitations

- Future Research

Gràcies