Integrating English Learning Activities Into Campus Culture

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Self-Introduction

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Abstract

With the diversity of mobile devices, learning is no longer confined to the classroom. Mobile devices can seamlessly link formal and informal learning and provide a learning environment for teaching and learning that could improve students’ learning achievement. Also, in recent years, foreign education experts who come to China for visiting primary and middle schools and studying campus culture have increased dramatically.

Studying and living in campus, students are beneficiaries of campus culture. They are enthusiastic about expressing their feelings to the campus. As a member of the group to grow up through the communication and cooperation with others, students can cooperate to create and share what they want to talk about related to the campus in the way of role-play performance by using the words and sentences they have learnt in the English class.

Therefore, from the perspective of combining formal and informal learning environments, this paper proposes a new approach to building a seamless learning environment by role-play performance in campus. By using the context-awareness function of tablet PCs, students can get the learning materials from the seamless learning space and create a new seamless learning space to build a campus culture including the videos of English role-play performance which taken place in the campus characteristic spots. This research applied both quantitative and qualitative analysis to investigate the impact of a seamless learning environment on the interest in learning English, English learning achievement, campus identity, campus awareness, collaborative knowledge-building methods, and technology acceptance of primary school students.
Formal + Informal learning

The government attaches great importance to and schools promote the integration of information technology and education.

Seamless learning refers to learners in seamless learning environment that links the formal learning and informal learning, by using mobile devices, learn in the form of individual and learning in kinds of scenarios.
Context-awareness in the seamless learning environment

constructivism: Leaning happens in certain scenario

In science class, students visited and learnt in the science park in seamless environment that improved the students' learning achievements.

In biology, Gwo-Jen Hwang built the seamless learning space in butterfly ecology garden which improved the students' mastery of the basic knowledge about butterfly ecology.

T.-Y. Liu built the seamless learning environment in campus that improved students' English achievement of listening, speaking and writing.
Context-awareness in the seamless learning environment

Constructivism: Learning happens in certain scenario

**Interests**

- **English teacher**: Students lack interests in English
- **Researches**: Interests in English declined along with the learning time

Seamless learning environment

English learning interests
English Learning in the Seamless Learning Environment

- The assisted language learning environment which combined the TVs and mobile phones allows the learners to do the informal language learning. This system can support the learners' language learning effectively and let learners obtain the cultural knowledge as well.

- In order to perceive the position of the learners constantly, Ogata Hiroaki and Yoneo Yano designed knowledge perception map system that could perceive the position of the learners and provide corresponding learning content to learners while learners could go to many places on the system to learn different kind of English knowledge according to the different places. They also design a seamless learning space that can sense surroundings' position by scanning RFID tag to learn the location in English.

- Tsung-Yu Liu designed an English learning system which using handheld devices to improve the English enthusiasm and learning achievement in different situation in campus.

Those researchers had focused on the advantages of inter-scenario and learners’ real situations perception in the seamless learning space that provide the informal learning opportunities to learners in scenarios. However, characteristics of the seamless combination of formal and informal learning and the learning community are ignored in the seamless learning.
Campus culture

foreign education experts who come to China for visiting schools and see campus culture have increased dramatically.

- School will arrange an English teacher to lead foreign guests to visit the campus, explain campus culture.
- The teacher cannot consider each visitor’s preference to the campus culture.
- Students also want to express and share their feeling to the campus.

Campus culture means Substance system and the information and campus spirits behind the Substance.

Utilize the campus resources to build the seamless learning environment Generate the campus culture English tour, improve the students’ interest in the English learning.
Seamless learning space is built by the researchers in advance, students only need learning in the seamless environment.

Students participate building the seamless environment.

As a part of campus, students participate building the seamless environment. Thus, degree of participation and learning interests are improved.

investigate the impact of a seamless learning environment on the interest in learning English, English learning achievement, campus identity, campus awareness, and technology acceptance of primary school students.
Mobile assisted language learning (MALL)

- The acquisition of a foreign language: input in the class learning and output outside the classroom practice to the target language.
- Students can use mobile devices which provides language learning environment to practice language after class to make up for the deficiency of formal learning in the classroom teaching.
Concern: context awareness
To be concerned: **Formal + informal learning**

**Background**

**Question**

**Theory**

**Summary**

**Environment**

Seamless learning space

Theory

Mobile assisted language learning

Campus Culture

Campus: students living and studying
Campus culture influence the English teaching and learning

Role-play performance

Role-play performance enhanced the English interests

Method

Learning community

**Introduction**

Research Design

Findings

Conclusion

Intro

Summary
• **Participants**
  students in Grade 4 in a primary school

• **Period**

1 Experience

2 Building

3 Application
The composition of seamless learning space

Seamless learning server

Seamless learning space

Seamless learning device

Introduction | Research Design | Findings | Conclusion

Devices

Participants

Period

Process

Instruments

Data
Building the campus culture collaboratively

Building the campus culture spots in seamless learning environment
Pretest intervention Posttest Experiment group 
Quasi-experimental research methods
Questionnaire and interview
Questionnaire: the impact of a seamless learning environment on the interest in learning English, campus identity, campus awareness and technology acceptance.
Interview: deeper feeling from the participants

### Design
- **Participants**: 3
- **Period**: Week 1, Week 2, Week 3
- **Devices**: 
  - Experiment
  - Building
- **Instruments**: 
  - Data
- **Process**
  - Pretest
  - Play with QR code
  - Get the script
  - Look up new words, read and learn the script
  - Read in roles
  - Getting the feedback
  - Group show
  - Perform group discussion
  - Script improvement
  - Performing practice
Week 2

Under implementation
### Instruments

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<th>Amount of the questions</th>
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<td>Post-test</td>
<td>53</td>
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<tr>
<td>Interview</td>
<td>post -test</td>
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#### Pre/post test

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Key sentences in Grade 4

✓ There is/are...in/on...
✓ Can...?
✓ Be going to do
✓ Be doing
✓ Up, into, from, to, in, behind ,at
✓ What do you do when you are...?
✓ Sb. live(s) in the countryside/city/forest/...
✓ Can you tell me how to get to the bookstore/ bank/ library...
✓ What do you want to be when you grow up?
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Under implementation


Thanks