

Case Study: Top Notch and MyEnglishLab

KEY TAKEAWAY

Integrating MyEnglishLab in a 'flipped' or 'blended' classroom format promotes learner autonomy and improved outcomes.



Secondary Instructor:
Dianna Lippincott



Institution:
Arizona State University



Country:
USA

Implementation

Dianna Lippincott was inspired to try MyEnglishLab with her Intensive English class (elective course, met 2 times per week for 75 minutes per session) after seeing the successful results the Arizona State University Math Department had with Pearson's MyMathLab in an accelerated course. She also liked the data the Math teachers were able to access in MyMathLab and felt this same type of data would be beneficial in her English courses.

To test her idea that MyEnglishLab would be a valuable tool in her Intensive English Class she ran a comparative study between January and March 2013.

Comparative Study Overview:

- ▶ 3 sections, 60 students, used Top Notch 2 + MyEnglishLab (flipped or blended class format)
- ▶ 2 sections, 40 students, used Top Notch 2 student's book only
- ▶ Students in all 5 sections completed the same pre and post diagnostic tests

Experience

Dianna had been hearing about the 'flipped classroom' or 'blended-model' for some time and thought it had potential for her English students. Introducing technology, as a primary resource, to the language classroom opened all sorts of possibilities for teaching and learning. She wanted to know more which lead her to conduct research into the concept of technology in the English classroom and to run her comparative study. What she learned changed the way she teaches English.

Benefits / Results

Dianna presented her MyEnglishLab Intensive English Comparative Study findings at the Arizona TESOL conference (AZ_TESOL) in October 2013.

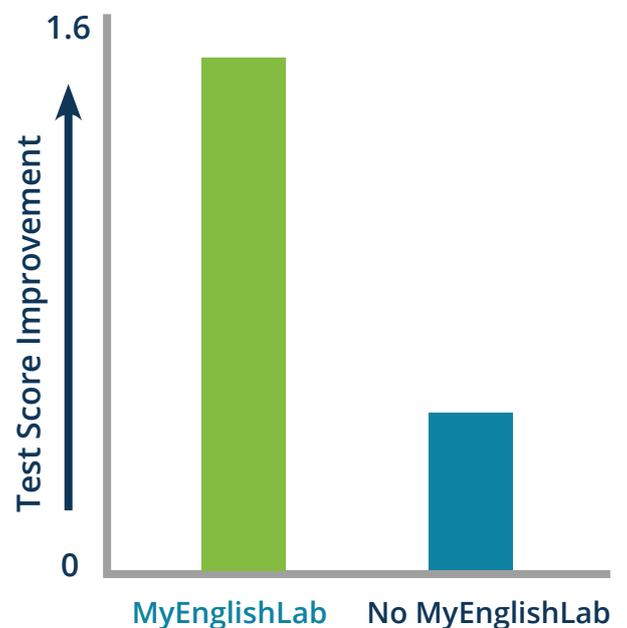
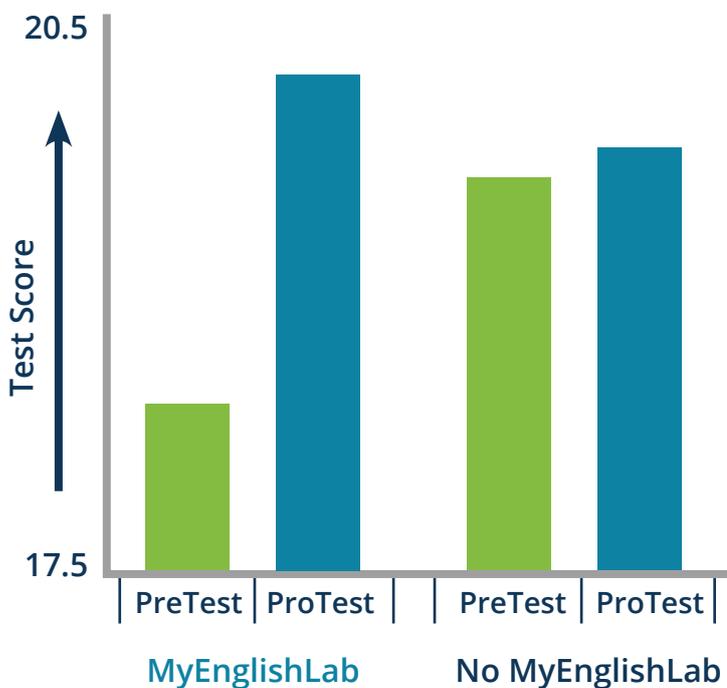
As we see in the graphs to the right, students who were assigned to the MyEnglishLab group outperformed students who didn't use the program despite the fact that the MyEnglishLab students had lower pre-test scores at the start of the course.

Flipped Classroom (with MyEnglishLab)

Average pre-test score	18.84%
Average post-test score	20.26%
Average improvement	1.44%

Control Group (no MyEnglishLab)

Average pre-test score	19.64%
Average post-test score	19.67%
Average Improvement	0.38%



Lippincott's Definition of A Flipped Classroom

- ▶ Control of class time 'flipped' from teacher to student
- ▶ Teacher sets objectives, facilitates individualized work, answers questions
- ▶ Students choose how to learn material and work collaboratively

Conclusion

The results of Dianna's comparative study convinced her to institute a 'flipped' model in her Intensive English course and make MyEnglishLab a significant part of the class. Today, students still meet twice per week but the class content is different:

▶ **Session #1 -**

Students work in MyEnglishLab for 75 minutes in a lab on campus. Dianna senses a sort of 'community' is built in this shared technology experience.

▶ **Session #2 -**

Students work on collaborative communication activities in the classroom.

Dianna suspected that introducing MyEnglishLab and instituting a 'flipped' or 'blended' model to her Intensive English class would be beneficial, but she needed to research and conduct the comparative study to help her feel comfortable to permanently change her course format.

Today, Dianna plans to continue studying and learning about the benefits of the blended-model for English language classes. She and her fellow English teaching colleagues from Arizona State University have begun establishing partnerships with English language programs around the world as a way to share ideas and best practices for teaching English, including using MyEnglishLab. In fact, Dianna and several of her English colleagues traveled to Brazil in late October last year to meet with Brazilian English teachers and share ideas.

MyEnglishLab & Top Notch

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