Implementation

As the Director of the Let's Go English Institute Viviana is responsible for selecting learning materials, developing the curriculum and syllabi, and, guiding and training her teachers. Viviana is a teacher-trainer at a local university, mentoring future English teachers, and she has studied the use of technology in the language-learning classroom - so she is committed to using current techniques.

Viviana introduced MyEnglishLab to her course last year and immediately saw its potential. Students were accustomed to completing homework in their Choices print workbook, but Viviana felt that students may be more excited about practicing if they could work in a format they are familiar with – online.

To test her ‘instinct’ that students would be more eager to engage with technology than a print workbook, Viviana conducted a comparative observational study. One section of students continued with the Choices print workbook and a second section was given access to MyEnglishLab.

Teacher and Student Experience

All of Viviana's students use technology for personal use so students were eager to try MyEnglishLab. In a poll of Viviana's students, all of them indicated they were accustomed to using technology, mentioning activities such as gaming, social media, and music.

“Students try harder in MyEnglishLab. Receiving an instant grade is motivating and makes students really focus on the work, before hitting the ‘submit’ button.”

Viviana Valenti
Viviana is a technology advocate and she understood it was imperative that she gain buy-in from teachers and parents to successfully move from print to digital. Running this comparison and finding positive results would help her to ‘sell’ MyEnglishLab.

**Viviana’s Research Questions**

- Does using MyEnglishLab enable teachers to spend more time on other class activities, such as writing projects?
- Does using MyEnglishLab free teachers to provide more constructive feedback on homework activities that cannot be computer graded?
- Do students prefer using MyEnglishLab to paper and pencil?

**Benefits and Results**

Viviana’s comparative observational study yielded positive results.

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<td>Students engage more deeply.</td>
<td>“I notice my students are a bit hesitant to hit the ‘Submit’ button in MyEnglishLab. It feels more permanent than writing in a workbook so they take more time to think about their responses,” says Viviana.</td>
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<td>Students appreciate the autonomy that MyEnglishLab gives them.</td>
<td>“Students said they have found the format appealing. They have profited from having listening, reading and writing skills in one place and they like being able to complete practice activities whenever they want,” says Viviana.</td>
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<td>MyEnglishLab eliminates the grading and learning ‘gap’.</td>
<td>“There is a lag time between completing an activity in the print workbook and receiving a grade and there is limited opportunity to provide feedback. MyEnglishLab provides an instant score and, more importantly, instant feedback when students need it so they can reflect on incorrect items,” says Viviana. “Additionally teachers can spend more time offering feedback on work the computer cannot automatically grade.”</td>
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<td>MyEnglishLab helps teachers ‘find’ time.</td>
<td>“With the extra time, I assign additional writing activities (which I manually grade) and I am able to spend more time providing feedback to my students on these writing samples.”</td>
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The results of Viviana’s comparative study reflect what she already suspected - students like using technology and as a result appear to engage more deeply and for longer periods while working on practice activities in MyEnglishLab compared with a print workbook. In an end-of-semester poll that Viviana conducted with parents, 100% indicated they were happy their children had access to MyEnglishLab. Viviana will continue using MyEnglishLab with her students.

The Argentinian government distributes computers to all school-aged children. Teachers are sure students have access.