

EFFICACY RESULTS

Studies illustrating the efficacy, impact
and motivation of MyEnglishLab for
Secondary school learners of English



“I review the MyEnglishLab gradebook almost daily. I look for students who are struggling on the activities I have assigned. MyEnglishLab is especially helpful for me to intervene and help those students who are shy or who don’t raise their hand in class.”

Edward Duval,
Koninklijk Lyceum,
Belgium

“I see English as a tool, a medium through which I convey other aspects of knowledge: Culture and CLIL [Content and Language Integrated Learning] are very close to my heart.... I believe in the power of technology to teach English and all subjects. Hence, I try to use MyEnglishLab as much as possible.”

Joanna Grajecka,
ZSO nr 5 w Gliwicach,
Poland

“Students try harder in MyEnglishLab. Receiving an instant grade is motivating and makes them really think hard about their work before hitting the ‘submit’ button.”

Viviana Valenti, Let’s Go
English Institute, Argentina

“Even when I used MyEnglishLab in the last period before the weekend, not one student packed up early.”

Bridin Harnett, Al Nahda School
for Girls, United Arab Emirates

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Welcome

Dear Colleagues and Parents,

We are delighted to present this MyEnglishLab efficacy report to you. In these pages you will find quantitative and qualitative results and observations from English classes around the world.

We invite you to see how teachers like you are successfully tackling some of the most common English language teaching challenges with the help of a MyEnglishLab - providing a more communicative learning space, giving students adequate language practice opportunities, managing classes of mixed ability, and motivating students to be more autonomous in their learning.

We would like to thank all the teachers who have generously shared their results so that we can, in turn, share them with you. Each study was submitted voluntarily and without compensation. The experiences from each teacher in this collection of studies are invaluable.

Please contact us with any questions about the studies in this report, or to find out how you can partner with Pearson with your own Efficacy Study. Our Efficacy Team is happy to provide consultation and data collection tools and services to help you measure the impact of your MyEnglishLab on your class.

We look forward to hearing from you!

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About Pearson

Pearson's purpose is to help people make progress in their lives through learning. To deliver on this ambition, we have increasingly recognized that we need to do more to understand, prove and increase the impact of what we do to support learner outcomes. Efficacy is the approach we take to understand how well we are doing and we have put this at the center of our education strategy. Through efficacy, we are able to measure and improve our likelihood of improving outcomes, and ensure that we are doing all we can to equip learners to achieve what they need to make progress.

Pearson's focus on efficacy is the reason for this collection of Efficacy Studies. We are committed to measuring the impact of our products and services with teachers and learners.

We invite you to learn more at www.efficacy.pearson.com

Pearson Defines Efficacy As:

“A measurable impact on improving someone's life through learning.”

ef·fi·ca·cy

/ˈefɪkəsi/

noun **efficacy**

1. the ability to produce a desired or intended result.

synonyms: effectiveness, success, productiveness, potency, power



Blended-Learning

A discussion about its benefits.

There is an abundance of information about blended-learning – what it is and what its benefits are. We'd like to share some insights about the topic from an experienced English teacher and blended-learning advocate: Professor Cristina M. Cavage, SCAD Language Studios (Savannah College of Art and Design), USA.

Over the past several years Cristina has presented dozens of blended-learning sessions, based on her own teaching experiences and research, at conferences and professional development events. The following are some practical ideas and areas to consider about the blended-learning model from Cristina.



Blended-Learning - Known by Many Names

- ✓ The hybrid classroom
 - ✓ A flipped classroom
 - ✓ Computer-assisted learning
 - ✓ Integrated learning
 - ✓ Flexible learning
-

What is blended-learning?

By definition 'blended-learning' is face-to-face learning combined with online instruction, but there is more to it than this simplified definition implies.



FACE-TO-FACE INSTRUCTION

Students engage in a social, co-operative, communicative face-to-face classroom.



EXTENDED INSTRUCTION, OUTSIDE THE CLASSROOM

Students interact with course content in an active way outside of the classroom through a multi-dimensional and multi-modal approach.

What do we know about language acquisition and learning theories?

The more a student is engaged in the content, the more the student will learn.

The more motivating the content is, the more the student will engage.

The more opportunities a student has to practice, the more the student will learn.

How does the blended-learning model support language learning?

Face-to-face instruction + access to online content outside of class = **higher frequency** of exposure to English.

Students interact in interesting and various ways online = **increased engagement**

Students engage in online practices as digital natives. It is their learning medium of choice = **increased motivation.**

Blended-Learning Benefits

- ✓ Reinforces course content
- ✓ Allows practice anytime, at own pace
- ✓ Appeals to a wide variety of learning styles and modalities
- ✓ Tailors learning to individual needs
- ✓ Is customizable to meet programmatic outcomes
- ✓ Provides a record of practice results and assessments

MyEnglishLab and Blended-Learning

All of the studies you will read in this report illustrate English language teachers using MyEnglishLab in blended-learning environments around the globe. MyEnglishLab supports a blended-learning model in several ways:

- Provides thousands of English language learning activities in a wide variety of formats
- Provides individualized feedback and instruction – students can continue making progress
- Enables 24/7 access
- Supports a variety of learning styles
- Give teachers detailed information and reports about each student's engagement and learning progress
- Enables teachers to extend your instruction outside classroom time

Join the blended-learning conversation with colleagues around the world: www.eltcommunity.com

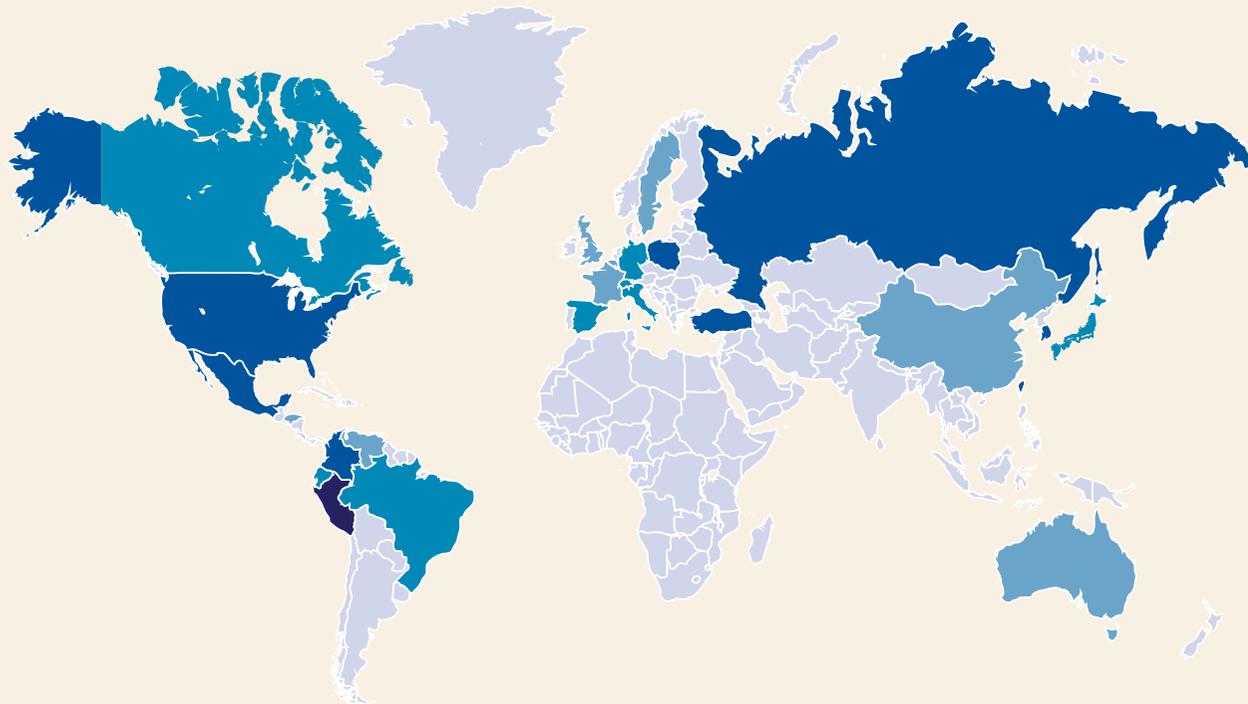
Results when blended-learning combines with language learning:

more frequent and varied practice + anytime learning + greater autonomy

=

Greater Learner Gains

Who's using MyEnglishLab around the world?



 MORE THAN 50,000 USERS

 10-50,000 USERS

 5-10,000 USERS

 1-5000 USERS

 LESS THAN A 1000 USERS



MORE THAN
50%
usage
increase in
2013

Millions of MyEnglishLab student submissions

IN 2013, LEARNERS
MADE NEARLY **20,000,000**
PRACTICE ACTIVITY AND TEST SUBMISSIONS



*Did you know there are
8760 hours in a year?*

This means that learners are making more than 2200 submissions every hour of every day in MyEnglishLab.

Pearson analyzes big data to create an individualized learning experience

Below you see a sequence of submissions by a real student. Every time the student makes an error, MyEnglishLab responds with feedback specific to that student's error and encourages the student to learn from their mistakes and try again.

The screenshots show a student's progress through a grammar exercise. The exercise is titled "Exercise 3 Grammar - present perfect/past simple" and asks the student to rewrite the second sentence so that it means the same as the first, using the correct form of the words in brackets. The student's score is 6/12 (50%). The feedback provided is: "Look at for ten years. Does it refer to a specific event in the past or one that lasts up to the present moment?"

The table below shows an analysis of the most-common errors made by students around the world (a few are reflected in the activity shown on the left), how frequently they occur, and the feedback MyEnglishLab provides. In this case, MyEnglishLab recognizes and responds with feedback specific to the top 30 errors which comprise more than 98% of errors that real students make.



Pearson analyzes hundreds of millions of student answers every year to identify errors real learners are making. Pedagogical experts develop coaching feedback specific to these errors. The end result is that students receive targeted and individualized feedback just when they need it - when they are practicing in their MyEnglishLab.

Individualized learning experiences coming to MyEnglishLab for Choices and Next Move in Fall of 2014.

%	Student submission	MyEnglishLab response	MyEnglishLab coaching feedback
14.73	knew	INCORRECT	Look for <i>ten years</i> . Does it refer to a specific event in the past or one that lasts up to the present moment?
11.23	have knew	INCORRECT	Make sure you use the correct form of the verb. What is the past participle form of <i>know</i> ?
9.30	had been	INCORRECT	This is past perfect tense. Make sure you use the correct form of the auxiliary verb <i>have</i> .
8.48	have been	INCORRECT	Make sure you use the correct form of the verb <i>have</i> . Which form do we use with the pronoun <i>she</i> ?
7.20	know	INCORRECT	This is present simple tense. Look at <i>for ten years</i> . Which tense can we use with it?

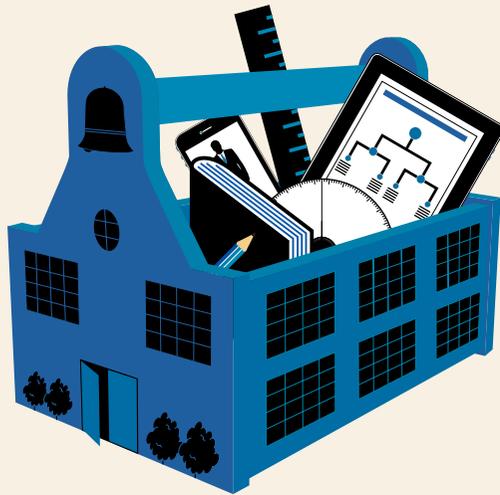
Best Practices

We know it is important to have a plan when adding a digital product to your course. Based on conversations with Pearson ELT customers around the globe, we have found that if you identify your goals upfront and follow a few effective strategies, you are likely to achieve very positive results with your students using MyEnglishLab. In the pages that follow, you will find proven Best Practices that come from fellow English teachers and students who are using MyEnglishLab to great success.

I. IDENTIFY YOUR GOALS AND CHALLENGES

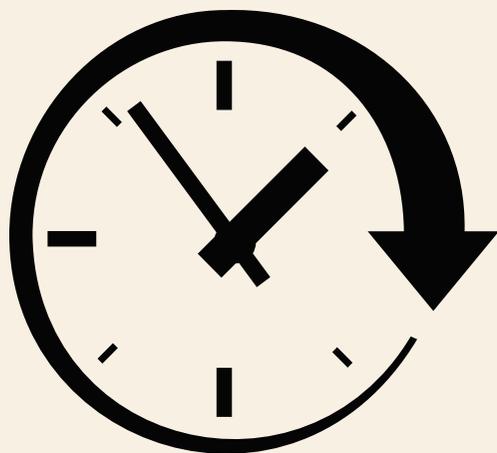
- What challenges do you face in your classroom? Do you feel you don't have enough contact hours with your students? Would you like to give your students more practice opportunities but don't have the extra time to grade more homework?
- What goals do you want to achieve with your class? Are you looking for ways to help your students become more confident speakers? Or increasing the number of students who successfully pass a national exam?

Having this information will help you and your local Pearson representative identify the specific ways MyEnglishLab can help you achieve your course goals.



2. MAKE TIME FOR TRAINING

Nobody expects you to just to read 'know' how to use a technology. It is a skill you acquire. MyEnglishLab is easy to use and intuitive, but we recommend you take advantage of training opportunities offered by your local Pearson team so you become familiar with all of MyEnglishLab's features. Check the www.MyEnglishLab.com website for training videos, an extensive 'Help' section, and online training session schedules. There are additional training resources offered the www.PearsonELT.com.



3. STUDENTS NEED TRAINING TOO

Use some class time to help your students get comfortable registering, joining your course and navigating MyEnglishLab. Show them the various activity types. Outline if you will be assigning activities or tests and what they will be expected to do. Show them where they can go for help. By devoting class time to this initial training process you are also showing your students how important you feel MyEnglishLab is to their class work and success. We also encourage you to take advantage of First Day of Class tools offered by your sales representative.

4. BUILD A PLAN

Design your plan in advance: Which activities do you want to assign to your students? How regularly – twice a week, weekly or twice a month? When – after class for practice, or just before, to get your students prepared? Knowing these details early will make it easy to integrate MyEnglishLab into your curriculum and course calendar.

After completing a section in the book, Joanna assigns 5-10 exercises in MyEnglishLab to further support what students are learning in the classroom.

Joanna Grajecka,
English Teacher, Poland

5. START SMALL

Choose a few MyEnglishLab activities to assign to your students; gradually familiarize yourself with the course content and increase what you ask your students to do in MyEnglishLab over time.

6. GIVE YOURSELF TIME

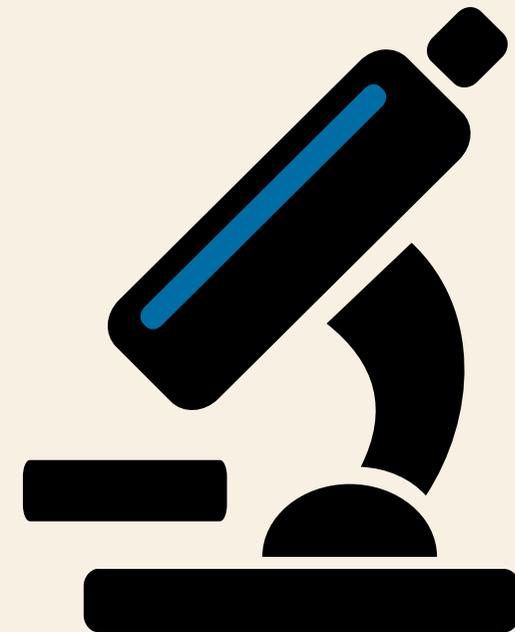
Experienced users find that it's important to use MyEnglishLab for a long enough period of time to become comfortable with the content offerings and functionality, and to identify the best ways for them and their students to use MyEnglishLab. In fact, many of our customers say that after about three months they evolve from an initial period of experimenting and adjusting their use of MyEnglishLab to being able to leverage MyEnglishLab to full effect. Committing to this learning and experimental period will pay dividends!

7. KEEP A DIARY

Keep a diary early on – record your observations, ideas and evaluations about MyEnglishLab. Then, simply refer to your notes when planning your next class. This way you are sure to integrate your best ideas and you will have great feedback and best practices to share with your colleagues.

8. MAKE IT WORK FOR YOU

There are a lot of ways you can use MyEnglishLab. Every teacher and learner has different goals. Your objective is to find how MyEnglishLab can best support your goals, your curriculum, and your students – for example, more regular, or less regular assignments, or unlimited activity attempts or limited activity attempts.



9. MYENGLISHLAB = INFORMED TEACHING

GRADEBOOK



- **Early intervention –**

Review activity scores to identify students who are struggling. Just click at the top of the column ‘Scores’ to instantly order your class by performance to identify students who need help. Recommend or assign additional MyEnglishLab activities for them to practice. The earlier you can help them in your course the more likely they are to succeed.

- **Monitor work completed –**

Know which of your students is completing activities. This information can identify potential engagement issues or call out which of your students are really struggling. Click on the small arrow next to the Data tab to expand your gradebook. See how many activities your students have completed by viewing the total number of activities in your course and the number of activities each of your students has completed by looking at the ‘Completed’ column in the gradebook.

- **Monitor time on task and student performance –**

Keep an eye on how well students are doing on activities. How many attempts does it take them to reach a successful level? This is another opportunity to personalize student learning and identify challenges your students may have. Click on the small arrow next to the data tab to expand your gradebook and see how much time students are spending on activities and how many attempts they have had on each activity. The ‘Diagnostic’ tab also shows this information in a more visual format.

- **Export your grades –**

There is a simple export button to make it easy for you to share students’ results. This will also give you an archive of student performance and engagement.

“I look at my MyEnglishLab gradebook almost daily. I look for students who are struggling on the activities I have assigned. It’s especially helpful for those students who are shy or who don’t raise their hand in class.”

Edward Duval,
English Teacher, Belgium

Student	Tests			Assignments		
	Completed	Score	Grade	Completed	Score	Grade
Berk, Trinity	3/50	38%	E	3/50	58%	E
Alan Cathrine	3/50	45%	D	3/50	45%	D
Hicks, Shira	4/50	75%	D	4/50	75%	D
Porras, Laci	3/50	100%	F	3/50	100%	F
Ahoy, Nellie	3/50	12%	A	3/50	12%	A
John Smith	3/50	17%	A	3/50	17%	A
Kyle Johnson	3/50	33%	B	3/50	33%	B
Jade Law	4/50	33%	E	4/50	33%	E
Berk, Trinity	2/50	45%	D	2/50	45%	D
Alan Cathrine	3/50	75%	D	3/50	75%	D
Hicks, Shira	3/50	80%	F	3/50	80%	F
Porras, Laci	3/50	42%	A	3/50	42%	A
Ahoy, Nellie	4/50	100%	A	4/50	100%	A
Average	3/50	33%	B	3/50	33%	B

DIAGNOSTICS

Diagnostics give you a quick visual snapshot of your students' performance, with one simple click of a button.



- **Time / Student**

Being able to see how long each student is spending on tests, practice activities and assignments will help you encourage individual students to use MyEnglishLab more, increasing their chances of success.

- **Score / Skill**

For each group of students, you can identify areas to focus your teaching. Do you need to spend more time on grammar, vocabulary, speaking, listening reading or writing? Make your lesson plans even more effective!

- **Time / Sub-section**

As you progress through the course, an overview of time spent on tests, practice activities and assignments will allow you to proactively keep the class engaged.

- **Score / Student**

Within each of the skills, for any individual student, you can instantly identify areas they need to work on and assign extra practice material accordingly. This personalized learning is likely to help each student advance faster.

COMMON ERROR REPORT

For any assigned activity or test, this report analyzes the errors your students have made and orders the questions according to those that most students had difficulty with. Using this, you can instantly identify a particular point to focus on in the following class or assign more practice activities to reinforce the learning.

The screenshot shows the MyEnglishLab interface for a 'Common error report'. At the top, there's a navigation bar with 'HOME', 'COURSE', 'GRADEBOOK', 'MESSAGES', and 'SETTINGS'. Below that, the breadcrumb trail reads 'Home -> Dashboard -> MyEnghLab2 -> Course -> TEST 1, Test 1'. The main heading is 'Common error report'. Below this, there's a summary section with fields for 'Assignment: TEST 1, Test 1, Black Hole 2 - Course', 'Date assigned: 18 Nov 2015, 11:19 AM', 'Course: Black Hole 2 - Course', and 'Assigned by: Mack, admin'. There are 'Preview activity' and 'Show filter' buttons. The main part of the report is a table with columns: 'Exercise no.', 'Correct answer', 'Error', 'No. students', and 'Student(s)'. The table lists five exercises with their respective correct answers, common errors, and the number of students who made that error.

Exercise no.	Correct answer	Error	No. students	Student(s)
Exercise 5 - Dictation	Why don't we go snowboarding this weekend	Why don't we go snowboarding this weekend Accept	9	Tannerh, Belinda, FL - Show more
Exercise 1 - Grammar	working	work Accept	7	Hosovick, Hattie, FL - Show more
Exercise 5 - Dictation	I don't enjoy horror films because they are scary	I don't enjoy horror films because they are scary Accept	7	Tannerh, Belinda, FL - Show more
Exercise 2 - Grammar	were'n't weren't	were'n't Accept	7	Tannerh, Belinda, FL - Show more
Exercise 3 - Vocabulary	pitch	cast Accept	4	Hosovick, Hattie, FL - Show more

At the bottom of the page, there is a footer with 'COPYRIGHT © 2012 | PEARSON EDUCATION | LINK TO WEBSITE' and the PEARSON logo with the tagline 'ALWAYS LEARNING'.

10. REQUIRE MYENGLISHLAB

Students usually do not do 'optional' work. Assigning activities and tests is a great way to encourage student engagement. Going further, consider making MyEnglishLab a contribution to the course score. Other teachers tell us these two steps significantly increase student engagement with the learning activities and tests.

11. CONSISTENCY AND VARIETY MATTER

Assigning activities regularly will help your students get into the habit of frequently using their MyEnglishLab. Giving students a variety of activities will keep them interested and engaged. We know regular practice and engagement lead to progress!



Tip: Some teachers set time limits on homework activities or even introduce a little competition by turning the completion of some homework activities into a race.

12. TEACH STUDENTS TO EXPECT THE UNEXPECTED

Connectivity can be interrupted and glitches occur. That's the reality of using any technology. Talk with your students about this possibility so they do not get discouraged if something happens while they are doing homework in MyEnglishLab.

13. APPLY FREQUENT ASSESSMENTS

Assessing students helps you monitor performance and target your instruction. The more frequent the assessment the more information you have to evaluate student learning. MyEnglishLab facilitates frequent quizzes and tests without adding the burden of grading students' work. Use these frequent results to offer personalized instruction.

14. ENGAGE WITH STUDENTS AND KEEP STUDENTS ENGAGED

Be sure to interact with students regularly during your course about their use of MyEnglishLab. Ask students about their favorite activities. Message your students through MyEnglishLab – your engagement with MyEnglishLab will shape their behaviors.

15. TALK WITH YOUR COLLEAGUES

Be sure to speak with other teachers in your school about how they use MyEnglishLab. Ask them to share their experiences and whether they have advice for how you can successfully get started and get your students excited about MyEnglishLab.

16. SHARE WITH PARENTS

Talk with parents about the work you are asking their children to do in MyEnglishLab and share their child's progress with them. Helping parents understand the importance of MyEnglishLab to their child's class work will encourage parents to monitor their child's work at home and to encourage their child to log in regularly to practice their English.

17. GET PARENTS ENGAGED IN THE TECHNOLOGY

Encourage parents to log in to their child's MyEnglishLab account to watch their child's performance. This sense of control will help parents feel comfortable and seeing the actual platform activities will get them excited about the technologies, too.



18. BUILD A COMMUNITY

Work with your students in the technology if possible. Share experiences you have had with the technology. Perhaps you can talk about the training you had or the learning curve you experienced. Students are likely to be experiencing a similar learning curve. These shared experiences will help build a technology community between you and your students.

19. TALK WITH STUDENTS ABOUT LEARNING AUTONOMY

MyEnglishLab gives students a sense of ownership and control over their learning. They can decide when and for how long they interact with the technology and, in many instances, they can decide which activities they do. This 'independence' is usually a new concept for students so talk with them about the responsibilities, and benefits, that come along with independent learning.

20. WHAT CAN YOU SEE?

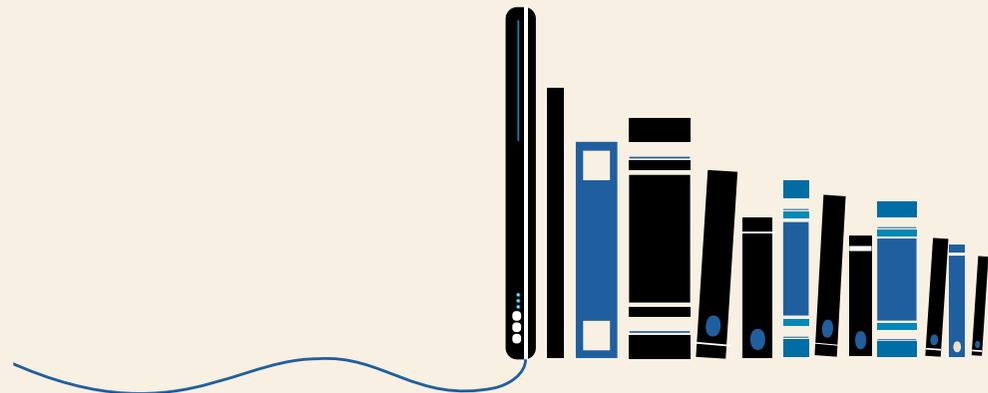
Let your students know what you are able to see regarding their work in MyEnglishLab; and let them know how often you are looking and what you plan to do with this information. This will give your students a sense of accountability to the work you have assigned and, by being transparent with your students you build a trust.

21. MAKE IT FUN

They will want to use technology! If age appropriate, create a "Reward Board" to display in your classroom to show off students' technology accomplishments. For example, students may receive credits for completing a certain number of activities in MyEnglishLab. Consider giving students a special credit for helping their fellow students navigate technology or answering a question they have. You might even give students a credit for showing their parents MyEnglishLab.

22. LET STUDENTS EVALUATE MYENGLISHLAB

Do you give your students writing assignments? One suggestion is to ask your students to write a letter to Pearson and talk about what they like and dislike about MyEnglishLab. They are practicing their English writing skills and getting to participate in product development. While they may not understand the full concept of product development they will understand they can contribute their opinions. Note: If you do this assignment and would like to share responses with Pearson, please remove all student names.



EFFICACY STUDIES

MyEnglishLab

.....
NorthStar

INSTITUTION NAME

Al Nahda School
for Girls

TEACHER NAME

Bridin Harnett

COUNTRY

United Arab Emirates

KEY TAKEAWAY

Students learn best and are motivated when they feel they can incorporate their learning in their real-life experience.

IMPLEMENTATION:

The Al Nahda School for Girls originally followed a skills-based approach to teaching English but, over time and with research, adopted a sociolinguistic, or whole language, approach to teaching English. Bridin says, *“At the end of the day students need to be able to communicate in a global community... This understanding must be reflected in our English language teaching.”*

Since moving to a sociolinguistic approach seven years ago, Bridin has used various versions of NorthStar and integrated the MyEnglishLab for NorthStar when it was launched.

The combination of the NorthStar coursebook and MyEnglishLab provides students the opportunity to learn English language skills while applying these skills to their everyday lives.

“Students are happy with MyEnglishLab. Even when I used it in the last period before the weekend, not one student packed up early. This tells me MyEnglishLab is a very effective programme.”

BENEFITS:

MyEnglishLab is motivational. The opportunity for frequent practice, assessment and feedback helps students to feel they are making progress - this creates a strong motivation to continue to move forward..

Bridin feels the vocabulary assessments are particularly valuable. *“The vocabulary exercises with automatic scoring and feedback are very motivational for students. For one weak student, after repeated practice, she achieved a score of 97%. She was so excited and so delighted - she felt really empowered!”*

CONCLUSION:

MyEnglishLab for NorthStar has contributed to supporting an autonomous learning environment. Students leave their English course with a broader perspective and an understanding that there is more than one way to think about things. English helps expand this thinking process. *“At the end of the course, I feel that most of our students feel confident about their English language ability. When language becomes internalized it becomes autonomous,”* says Bridin.

MyEnglishLab

Choices

INSTITUTION NAME

Let's Go English Institute

TEACHER NAME

Viviana Valenti

COUNTRY

Argentina

KEY TAKEAWAY

MyEnglishLab motivates students to engage with activities and practice more.

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.

CHALLENGE AND SOLUTION:

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?



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

BENEFITS AND RESULTS:

Viviana's comparative observational study yielded positive results.

Students engage more deeply.	<i>"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.</i>
Students appreciate the autonomy that MyEnglishLab gives them.	<i>"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," Viviana.</i>
MyEnglishLab eliminates the grading and learning 'gap'.	<i>"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."</i>
MyEnglishLab helps teachers 'find' time.	<i>"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."</i>

CONCLUSION:

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.

MyEnglishLab

Next Move

INSTITUTION NAME

ZSO nr 5 w Gliwicach

TEACHER NAME

Joanna Grajecka

COUNTRY

Poland

KEY TAKEAWAY

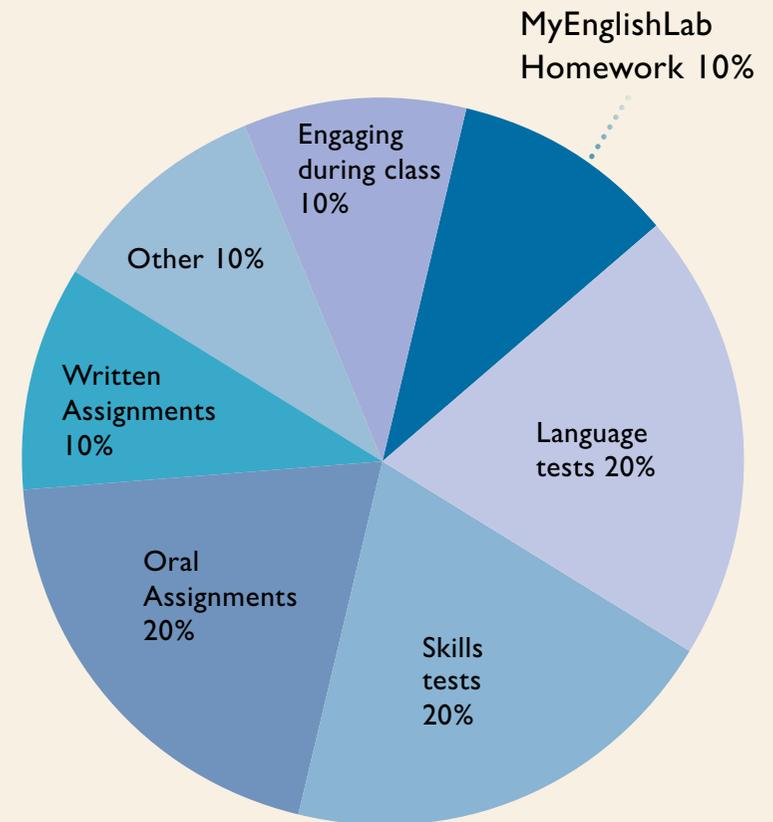
MyEnglishLab not only helps students learn English effectively, but helps them learn digital literacy skills.

IMPLEMENTATION:

Joanna began using MyEnglishLab for Next Move in the fall of 2010, teaching 5 – 6 classes of up to 15 students per section. The pie chart shows how her English classes are assessed as in the pie chart.

After completing a section in the book Joanna assigns 5-10 exercises in MyEnglishLab to further support what students are learning in the classroom. She also gives her students evaluation tests, prior to her actual tests, so students know what to expect. It helps them get in the habit of logging in to MyEnglishLab regularly to see if Joanna has assigned some homework.

JOANNA'S COURSE ASSESSMENT PLAN:



CHALLENGE/SOLUTION:

The Polish national curriculum outlines exam standards that our students are expected to achieve in English. Joanna is also focused on teaching her students to be able to use English in all kinds of situations, not just standard assessments.

“I see English as a tool, a medium through which I convey other aspects of knowledge: Culture and CLIL (Content and Language Integrated Learning) are very close to my heart.... I believe in the power of technology to teach English and all subjects,” Joanna says, *“hence, I try to use it as much as possible.”*

TEACHER AND STUDENT EXPERIENCE:

Students are motivated to use MyEnglishLab because they know it can help them improve their mark and they appreciate they can work on MyEnglishLab wherever and whenever. Joanna also feels giving students ample time to complete MyEnglishLab assignments helps them learn to organize their time.

BENEFITS AND RESULTS:

CONVENIENCE: “Honestly, the system does the job for me as far as homework grading goes!”

CONCLUSION:

Joanna plans to continue using MyEnglishLab with her English students. *“It’s easy, efficient and convenient.”* Her recommendation to other English teachers: *“The sooner you start using it the better– all students in class should be using it.”*

“If my students can watch a film, enjoy a book and laugh at a joke in English I feel I have done my job. I believe in the power of technology and its use in the classroom, hence I try to use it as much as possible.”

Six Reasons Why Joanna Recommends MyEnglishLab

1 Students must learn to operate any kind of educational platform as early as possible; MyEnglishLab helps provide this digital literacy.

2 Students become accustomed to being machine graded; this helps them become diligent about the answers they input.

3 The ease with which homework can be assigned and automatically graded – all records are available for teacher and students, helping to guide classes and individual conversations with students.

4 One less book to carry and not having to collect piles of printed workbooks each day to make corrections.

5 Students must purchase new, unmarked, course books in order to gain access to MyEnglishLab. This blank slate is an advantage and encourages students to complete their own work.

6 MyEnglishLab is environmentally friendly – less paper printed and thrown away.

MyEnglishLab

NATIONAL ASSESSMENT

Polish National Exam

COUNTRY

Poland

KEY TAKEAWAY

Students using MyEnglishLab achieved higher national exam results compared to those not using MyEnglishLab.

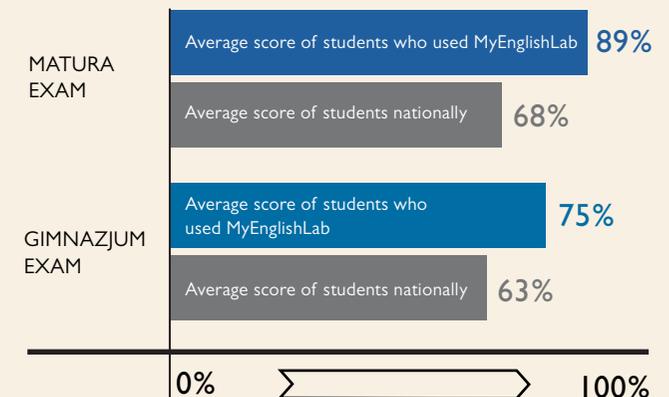
IMPLEMENTATION:

In the spring semester of 2013, Pearson Poland conducted a study of MyEnglishLab in secondary schools around Poland. The goal was to look at how students who had been using MyEnglishLab performed on two different national exams (Matura Exam and Gimnazium Exam), compared with those who had not been using MyEnglishLab.

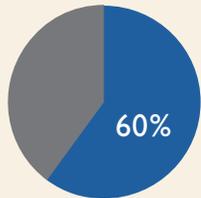
During this national study, Pearson Poland also took the opportunity to ask teachers to share their experiences relating to MyEnglishLab. The results on test scores and teacher polls are superior for those who used MyEnglishLab.

Students using MyEnglishLab achieved higher national exam results in 2013

BETTER GRADES ↑



Secondary school teachers in Poland using MyEnglishLab report high ratings for student satisfaction and increased student motivation



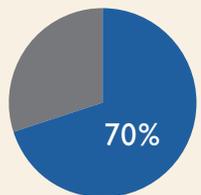
GREATER STUDENT COMMITMENT

60% of teachers agree: "It is easier for me to execute homework using MyEnglishLab compared with a paper workbook."

GREATER MOTIVATION

According to more than **70%** of the teachers, "the instant homework grades that students get in MyEnglishLab are motivating."

MyEnglishLab gives students immediate feedback when completing exercises; this instant resource boosts student progress.



CONSCIOUS PROGRESS

Over **70%** of the teachers say that insights from the gradebook are very useful.

MyEnglishLab saves teachers time and allows them to spend class time on more communicative activities

The more practice opportunities that students have to develop their English-language skills, the more progress they make. We also know that grading student work is the most time consuming task for a teacher. MyEnglishLab's automated grading feature allows teachers to focus their time on creating interesting and skill building activities for their students, rather than marking students exercises and tests.



TIME SAVING

Nearly **90%** of teachers say that checking student homework is less consuming for them because of MyEnglishLab.

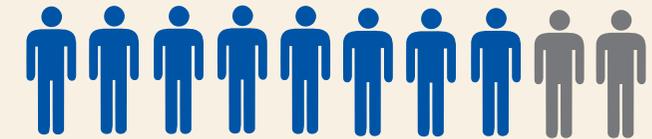


Over **80%** noticed that, since they introduced MyEnglishLab, they have more time to focus on improving communication skills during their class.

Teachers report high confidence levels in MyEnglishLab



90% of teachers assign MyEnglishLab as part of course credit.



80% of teachers would recommend MyEnglishLab to other teachers.

MyEnglishLab

Choices, Elementary and Pre-intermediate

INSTITUTION NAME

Koninklijk Lyceum Antwerpen

TEACHER NAME

Edward Duval

COUNTRY

Belgium

KEY TAKEAWAY

MyEnglishLab boosts student confidence and reinforces what students learn in class.

IMPLEMENTATION:

Edward first piloted MyEnglishLab three years ago. Since then he has continually used MyEnglishLab with his 2nd and 3rd year students.

Edward says it typically takes his students about 2-3 weeks to fully catch on to MyEnglishLab, but once they understand the concept and become comfortable navigating the software the students like the tool. Students learn quickly that MyEnglishLab gives them autonomy over their studies, *“They learn about self-study and self-teaching,”* Edward says.

MyEnglishLab is used primarily for homework assignments and, while Edward does not set a mastery score for MyEnglishLab activities, he says most students try to achieve 80%-85% score. Edward also assigns unit tests after completing a module.

“Using MyEnglishLab has not changed my way of teaching or interaction with my students. It has given me new means to enhance the complete teaching experience for myself, and my students.”

BENEFITS:

Edward includes the following among the benefits of MyEnglishLab:

- MyEnglishLab boosts student confidence; they are more interested in participating in class activities.
- MyEnglishLab reinforces what students learn in class; students retain the knowledge more easily.
- MyEnglishLab is helping students gain higher levels and they can see their progress. Before, they often did not realize how much better they were getting.
- MyEnglishLab's automated grading system gives Edward time to create other activities for his students.

CONCLUSION:

Edward feels everyone is happy using MyEnglishLab, including his students' parents who appreciate their children having the opportunity to practice their English skills at home. Several of Edward's colleagues noticed the success he is having using MyEnglishLab and have begun integrating MyEnglishLab into their courses, too.

How to Participate in Your Own MyEnglishLab Study

Would you be interested in learning how your Pearson English digital materials impact your students?



Partner with us and receive a customized report unique to your research needs.

All of the studies you have read in this efficacy report come from teachers just like yourself - each was interested in knowing more about how MyEnglishLab is impacting their teaching and their students' learning.

Partnering with Pearson in an efficacy study is a straightforward process. In fact, we estimate it takes only a few hours over your entire course.

Teacher Viviana Valenti, Argentina:

“Participating in an efficacy study has proven to be useful in many senses. Being able to follow a group of students and analyze the results changes the perception of the teaching-learning process. Even early results identify what may be going on with students’ learning. I would say this ‘healthy curiosity’ is what may drive any teacher to be happy having participated in an efficacy study.”

If you are interested in learning more, please contact

colleen.kochannek@pearson.com
or nicola.ripley@pearson.com

ALWAYS LEARNING

www.myenglishlab.com
www.pearsonelt.com

Secondary efficacy report July 2014



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