



Taking it from task: determining learners' technological needs

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Task-based Language Teaching (TBLT)

Ellis (2009) defines a task as:

1. Having a primary focus on meaning
2. The task should have knowledge gap
3. Require that learners rely on their own linguistic and non-linguistic resources to complete the task
4. Have a defined outcome other than language

Needs Analysis

Even in TENOR classes, students have needs

Ideas of needs (Norris 2009)

- Needs are the goals of the course
- Do not rely solely on the learner
- Tasks might be from the institution what is valuable based off NA and educators
- Any valued task with the language can be the needs of the language program

Table 2.1 Stages of Two NA Models

<i>Witking and Altschuld (1995)</i>	<i>Brown (2009)</i>
Phase 1 <ul style="list-style-type: none">• Development of a plan,• Definition of a purpose,• Identification of needs and issues,• Decisions about data to collect, and potential uses of the data.	Stage 1: NA preparation <ul style="list-style-type: none">• Purpose is defined.• Population is delimited.• Approach(es) and syllabi are chosen.• Collection procedures are selected.
Phase 2 <ul style="list-style-type: none">• Gathering,• Analysis, and• Synthesis of the data.	Stage 2: NA execution <ul style="list-style-type: none">• Data collection.• Analyses and interpretation of results.
Phase 3 <ul style="list-style-type: none">• Prioritization of needs,• Consideration of alternative solutions,• Development of action plans,• Evaluation of the NA in itself.	Stage 3: Use of results <ul style="list-style-type: none">• Determine objectives.• Make decisions.• Evaluation and report on the NA itself.

from González-Lloret (2015, p 77)

Technology-mediated TBLT

González-Lloret & Ortega (2014)

- New technologies have implications on education design
- Not neutral – technologies have created new tasks
- Focus on programmatic tasks and technology

Technology becomes as important as the task

Needs analysis should address (González-Lloret 2014):

- Linguistic needs
- Information needs
- Technological needs

Participants

N=159

8 different course

- 2 classes designed for 2nd year students (some outliers)
- 6 classes designed for 1st year students (some outliers)

2 academic departments

- Gastronomy Management – 1 Class
- Economics – 7 Classes

Most students are Japanese nationals with some non-Japanese students(China and South Korea)



Second week of classes



Bilingual Questionnaire



Google form linked in the LMS



6 main question related to
technology use and needs

Questionnaire

Question 1

What technology (websites, applications, etc.) have you used to learn English in the past?

None	26
Google Translate	22
mikan	21
スタディサプリ	16
English Central	11
TEDTalks	11
ターゲットの友	10
Google	8
Zoom	7
英語の友	7

English Learning/Practice	42
Vocabulary Study	35
None/No Answer	27
Translation	24
Videos	16
Conferencing	10
News	9
Search Engine	8
Textbook Relation	6
Online Dictionaries	5
Online Juku	5
Quizzes	3
Online Eikaiwa	3
Listening	3
Radio/Podcasts/Music	3
LMS	3
Communication	3
Speaking/Video Creation App	2
Not Sure	2
Reference Search	2
Other	7
Total	218

Question 2

What technology (websites, applications, etc.) have you heard about for learning English?

スタディサプリ	33
None	29
No Answer (Blank)	28
Duolingo	11
mikan	7
TED	3
Podcast	2
Quizlet	2
HelloTalk	2
Cambly	2
スピークバディ	2
LingoDeer	2
ぎゅっとe	2
NHK語学	2

None/No Answer	57
English Learning/Practice	57
Vocabulary Study	11
Videos	6
Online Eikaiwa	6
General Tech	4
Communication	4
Translations	3
Quizzes	3
Online Dictionaries	3
Radio/Podcasts/Music	2
News	2
Listening	1
Corrections	1
Other	5
Total	165

Question 3

What kind of technology (websites, applications, etc.) do you think might help with your English language classes?

Online dictionary	14
Listening materials	12
Zoom	12
YouTube	9
Pronunciation Apps	8
Conversation apps	8
Google Translate	5
Simultaneous Translation	5
Writing analyzation apps	5
Vocabulary learning apps	4
No answer	4

Conversation	15
Online Dictionaries	15
Conferencing	14
Listening	13
Translation	13
Videos	13
English Learning/Practice	10
Vocabulary/Phrase Study	10
Pronunciation	8
Corrections	6
Quizzes	5
General Tech	4
None/No Answer	4
SNS	4
Communication	3
Microsoft Office	3
News	3
Reading	3
Testing	3
Radio/Podcasts/Music	2
Transcription	2
Other	11
Total	164

Question 4

What kind of technology (websites, applications, etc.) do you think might help with your non-English classes?

Zoom	23
I don't know	17
No answer	14
PowerPoint	7
Google	6
Excel	6
スタディサプリ	5
Calculation app	4
Video distribution application	3
Translation app	3
Transcription service	3
Online dictionary	3
Online lectures	3

None/No Answer	31
Conferencing	26
Microsoft Office	14
Calculation	9
Videos	7
Class Relation	6
News	6
Search Engine	6
English Learning/Practice	5
Online Dictionaries	5
Translation	5
Communication	4
Evaluation	4
Transcription	4
Vocabulary/Phrase Study	4
Management	3
Quizzes	3
General Tech	2
Not Sure	2
Reference Search/Library	2
Other	18
Total	166

Question 5

What technology (websites, applications, etc.) do you think you will need for your job in the future?

Zoom	27
PowerPoint	15
Word	15
Excel	14
Other conferencing tools	9
No answer	8
Simultaneous translation app	6
Translation App	6
I don't know	5
Google	5

Microsoft Office	44
Conferencing	38
General Tech	15
Translation	15
None/No Answer	14
Management	11
Work-related	8
Communication	7
Not Sure	5
Google	5
Collaborative work	3
English	3
Office Alternatives	3
Health	2
Other Presentation Tools	2
SNS	2
Other	20
Total	197

Question 6

What technology (websites, applications, etc.) do you think you will need for your general life in the future?

No answer	13
Zoom	10
I don't know	7
Google	7
Simultaneous translation	5
Translation Apps	5
PC	3
Twitter	3
App to stop the spread of corona	2
Schedule management apps	2
Word	2
Household budgeting apps	2
Self-driving cars	2
Train timetable applications	2
Enhancement of online shops	2
App to connect with people	2
LINE	2
YouTube	2

General Tech	20
None/No Answer	20
Other	20
Shopping	13
Translation	12
Conferencing	11
SNS	11
Health	9
Search Engine	9
Not Sure	8
Management	7
Communication	5
Cooking	4
Home-related	4
Conversation	3
Microsoft Office	3
Money	3
Online Security	3
Videos	3
Creative	2
English	2
Work-related	2
Total	174

Discussion



Wide variety of apps deemed necessary



Conferencing Apps are popular



Apps for autonomous learning



Translation and Transcription inside and outside language learning



Microsoft Office tools important

What we can do

Promote Autonomous Learning

- Promote use of video services (Youtube, Netflix, etc.)
- Recommend Apps and practicing using them in class
- Integrate the use of translation websites and online dictionaries

Implement group-based conferencing technology

- Provide activities that promote the use of conferencing software
- Group Projects, Presentation making, Other groupwork outside the classroom

Microsoft Office and Similar Software

- Use these in class for different tasks
- Provide examples
- Teach how to collaborate and provide time for this inside and outside class

My Personal Changes

Implemented This Term

- Zoom Transcription Services
- Office 365 Collaborative Work
- Google Forms
- Use of videos inside and outside class

For the Future

- Provide video descriptions and how-to for different English learning Apps
- Incentive Autonomous Learning
- Promote more online collaboration with conferencing and office apps

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Thank you for
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