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JALT 2013 PanSIG Blended Benefits: Computer to Classroom to Cambodia
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The following is an abbreviated version of the presenter's PowerPoint used to explain his research to the Lifelong Language Learning SIG during JALT's PanSIG Conference held in May, 2013 in Nagoya. The presenter described the training process for a "blended" course in Khmer with an initial online training component followed by classroom training, as well as subsequent onsite testing in Cambodia. The goal of the research was to confirm the participants' ability to apply the target language in situ after a limited amount of training, as well as identify possible benefits derived from this type of blended training. One of the course participants, Yoh, a Chinese systems engineer and absolute beginner in the target language, also joined the presentation. He demonstrated the training approach using his dialect of Sechuanese then answered audience questions concerning his own experiences as a learner in the Khmer program.

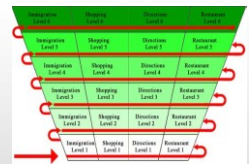
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Action-Based Language Empowerment (ABLE)

- classroom course
- develop basic communication skills
- limited time
- functional focus
- "horizontal" vs. "vertical" progression
- spiraling format > automatic recycling
- developed from classroom > online
- blended courses: online > classroom



Online Version

- www.sulantra.com
- "the Mesh": each new L2 entered as a > target language > user language
- immediate access in L1 (Japanese, Chinese, Italian, English > Khmer)

Target Language(L2) → ↓ Instructional Language(L1)	English	Chinese	Turkish	Spanish	New language
English	↕	Eng>Chin	Eng>Tur	Eng>Span	Eng>NL
Chinese	Chin>Eng	↕	Chin>Tur	Chin>Span	Chin>NL
Turkish	Tur>Eng	Tur>Chin	↕	Tur>Span	Tur>NL
Spanish	Span>Eng	Span>Chin	Span>Tur	↕	Span>NL
New language	NL>Eng	NL>Chin	NL>Tur	NL>Span	↕

Khmer blended course: Participants

- 8 participants: 7 subjects + Don (presenter)
- 5 Japanese, 1 Chinese, 1 Italian, 1 Canadian
- 5 male (M); 3 female (F)
- 1 - 4th year SIT student (M)
- 1 - 3rd year SIT student (M)
- 1 - 1st year SIT student (F)
- Other:
 - 3 - SIT staff (1 M, 2 F)
 - 2 - non-SIT (1 Chinese M, 1 Italian M)
 - age range: 19 - 65
- 6 subjects + 1 travelled to Cambodia
 - 3rd year male student, 1 female staffperson unable to go
 - 1 "outsider" joined onsite program (Don's department head!?)



Schedule

- 2013/2/18-25 online (www.sulantra.com): Starter Course (about 3 hours)
 - 2013/2/26-3/09 classroom: 11 sessions (*15 hours)/ Total: 18 hours of training
 - 2013/3/10(11)-18 Cambodia
 - 2013/3/12 Onsite Test 1 (pairs, Siem Reap)
 - 2013/3/16 Onsite Test 2 (village)
- (* standard sessions 90-minutes but time changes due to participant schedules)



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Training Demonstration

- Yoh
 - systems engineer
 - 1st time to take an course and test onsite
- demo lesson: Sechuan dialect (Leshan)
- orientation
 - target language only
 - spoken at normal speed
 - listen, don't repeat
 - T with S's / items in order (3 times)
 - S's without T / items in order (3 times?)
 - items at random embedded in a high frequency phrase
 - [limited speaking?]
 - short Q&A about training session



"Guinea Pig Q&A"

- Yoh's impressions for each stage
- audience questions (English? Japanese?)
- Stage 1: online study
- Stage 2: classroom study
- Stage 3: Onsite Test 1
- Stage 4: Onsite Test 2
- Stage 5: Post-course motivation



Blended Courses: Benefits for all ages

Online

- comfort with target language
 - familiarize with L2 sound (unlimited, user-controlled repetition)
- more appropriate speech model
 - gender, regional variations (PQ vs. France)
- motivation?
 - Tailoring 1 (electives)
- conversation management training
 - mastery of key phrases (formulaic)
- preparation for class
 - "leveling" > same skills set for all learners

Classroom

- increased motivation?
 - expectation of interaction more obvious
 - Tailoring 2 (personalized content)
- conversation management application
 - authentic context, real people
 - interaction expected, need is obvious
- Psychological preparation for onsite use

