

## FACILITATING INFORMAL LANGUAGE LEARNING: GOOGLE MAPS

Kiyomi Fujii, Jim Elwood, Barron Orr  
Kanazawa Institute of Technology, Tsukuba University,  
University of Arizona

ACTFL, Boston, Massachusetts

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## Google Maps



## Preview of today's talk...

- The Rationale (or, Why We Did This Project)
- The Projects (or, What and How We Did Them)
- The Results (or, What Everyone Said Later)

## The Rationale (or, Why?)

### Why a map project? (1)

Downsizing in foreign language (FL) classrooms

- # of undergraduates studying FL rising, but proportion of the total students declining: 16.5% in 1965 to 8.6% in 2006
- Financial concerns → increased class sizes and/or decreased in-class contact hours

Necessity of capitalizing on all / more aspects of SLA

One such aspect is *informal learning*—voluntary, self-directed learning outside the classroom (e.g., Connor, 1997-2009)

Major locus of learning — 75% (Falk & Dierking, 2002)

### Why a map project? (2)

Lafford (2009) suggestions for further CALL research:

1. “Explore the attitudes and abilities [of] learners who participate in virtual environments ...”
2. “Explore the relative *affordances*<sup>1</sup> of different authoring tools to create task-based activities ...” (p. 692)

In more discrete terms, to try these cloud apps in our respective and shared contexts

To further investigate *informal learning*

<sup>1</sup>affordance = opportunities and constraints provided by a technology in a specific context for L2 learning (Levy, 2009)

### Why a map project? (3)

Hope to blur boundary between in-class and out-of-class activities

Longitudinal examination of extent to which participants continue using these tools (future study)

Thus, today we'll talk about:

- (1) The **in-class** map activities, which lead to...
- (2) **Informal, out-of-class** activities (we hope ☺)

### The Project (or, What and How?)

### Purposes of Map-Making

- To practice typing Japanese (Arizona students)
- To use learned structures to describe a place students want to introduce.
- To create the opportunity for exchange with FL students by contributing to a collaborative map and sharing it
- To introduce Japanese students to U of Arizona and American students to Japanese universities
- To familiarize students with another cloud application (Google Maps)

### Participants

University JFL students in Arizona, USA ( $n = 182$ )

- 1<sup>st</sup>-year students
- 3<sup>rd</sup>-year students

University EFL students in Ibaraki, Japan ( $n = 129$ )

- 1<sup>st</sup>-years (3 groups: low-, mid-, high-level)
- Three different universities

Over 2-year period (2009-2010)

### The Tool (the app)

Used Google Maps (free, of course)

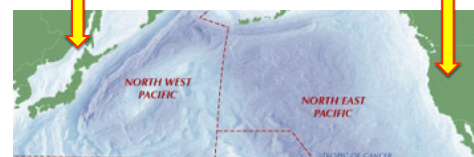
Students created a class map written in their L2

- Arizona students wrote in Japanese, Japan students wrote in English
- Collaborated on map of campus and surrounding area
- Extension of class material (forms) and lesson on word processing in Japanese
- Used photos to enhance

### Languages of Communication

Written in English  
here...

Written in Japanese  
here...



### An example from a Japan map

This is a monument called "Natto Monument of Mito", in Japanese "Mito no Natto Kinennhi". This monument was set up July 10, 2008. Height 2.4m, Width 2.5m, Depth 1.8m. It tried to make it though it had been destroyed before. It is familiar not the symbol of Mito Station.

### An example from an Arizona map...

### Procedure

- Step 1. Setting Up a "My Maps" Google Account
- Step 2. Accepting the invitation to Collaborate
- Step 3. Opening the Collaborative Map
- Step 4. Open "My Maps"
- Step 5. Navigating
- Step 6. Editing: Creating Map Content Manually
  - Describing the building
    - Type in the name of your building under "Title" in katakana
    - In the text box, type your section number and your last name first
    - Then type the building description. See the review sheet.
- Step 7. Enhancing your map
  - Adding and Formatting Attributes
  - Adding a Web Link and a Photo

### Procedure, Part 1 (Teacher)

- Step 1. Open a google account
- Step 2. Go to **Maps** and then **My Maps**
- Step 3. Click **Create new map**

### Teacher Procedure, Part 2

You'll see this screen...

- Step 4. Add a title
- Step 5. Add a map description
- Step 6. Choose the privacy setting

Privacy and sharing settings [Learn more](#)

- Public** - Shared with everyone. This map will be published in search results and user profiles.
- Unlisted** - Shared only with selected people who have this map's URL.

### Teacher Procedure, Part 3

You'll see this screen...

- Step 7. Invite students to collaborate
- Step 8. Save when finished

Privacy and sharing settings [Learn more](#)

- Public** - Shared with everyone. This map will be published in search results and user profiles.
- Unlisted** - Shared only with selected people who have this map's URL.

### Student Procedure, Part 1

Step 1. Have an e-mail account (e.g., Yahoo, Hotmail, gmail)  
 Step 2. Accept the invitation to collaborate

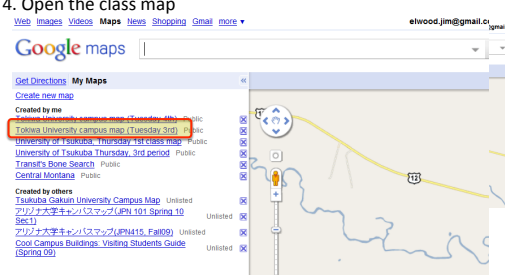
Kiyomi: I used school accounts

Jim: I set up 20 gmail accounts for groups of 3-4 students to speed up this process...

login: [tgaku.student.01@gmail.com](mailto:tgaku.student.01@gmail.com)  
 pass: map4everybody

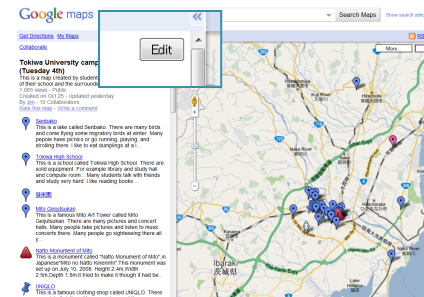
### Student Procedure, Part 2

Step 3. Open "My Maps"  
 Step 4. Open the class map



### Student Procedure, Part 2

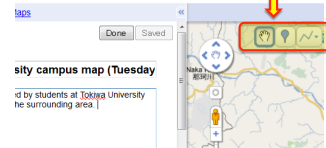
Step 5. Navigating around the class map ( to "Edit")



### Student Procedure, Part 2

Step 5. Navigating around the class map... the Edit button magically becomes this arrangement...

Then your happy mapmakers can edit using these tools... ☺




### Student Procedure, Part 2

Step 5. Navigating around the class map... when your mapmaker clicks the blue balloon, he/she can drag & drop it on the map...

Then when your mapmaker clicks the blue balloon this pop-up appears...

...and your happy mapmaker adds a title

...and a description for this special location or thing.



### Student Procedure, Part 2

Step 6. Editing (creating map content manually)

- ▣ Describing the building
- ▣ Type in the name of your building under "Title" in katakana
- ▣ In the text box, type your section number and your last name first
- ▣ Then type the building description. See the review sheet.

### Student Procedure, Part 3

6.d. Describing the building

- Type in the name of your building under "Title" in katakana
- In the text box, type your section number and your last name first
- Then, type the building description. See the review sheet.
- Save your work by clicking "save"

□ Step 6. Describing the building

Title: building name  
Your section # and last name

Please DO NOT click "OK" until you finish all work. When you are done editing, click the "DONE" button.

### Student Procedure, Part 3

Step 7. Enhancing your map using [Rich Text](#)

- Adding and Formatting Attributes
- Adding a Web Link and a Photo

### Student Procedure, Part 3

□ Step 7. Enhancing your map

- Go back to the tab with your Google MyMap.
- Double-click on the point on the building you where you would like to add the photo to your building description.
- Select "Rich Text" on the information bubble
- Click on the picture icon as seen in the image below.
- In the URL box paste the website location of your photo by right-clicking on the box and selecting Paste
- Click OK
- Click Save in the TOC to Save your attributes

### Student Procedure, Part 3

Step 7. Enhancing your map using [Rich Text](#), ...which shows this toolbar

- Adding and Formatting Attributes
- Adding a Web Link and a Photo

### Student Procedure, Part 3

Step 7. Enhancing your map using the [Rich Text toolbar](#)

- Adding and Formatting Attributes (text effects)

### Student Procedure, Part 3

Step 7. Enhancing your map using the [Rich Text toolbar](#)

- Adding a hyperlink or a photo

Jim: I have students send photos to me (e-mail practice); I then resize and upload the photos to my webpage and students link to a photo folder there.

### Icons Map-Making (1<sup>st</sup>-year JPN)

**ILCのコンピュータラボ**  
Last Updated by [user] on Dec 1, 2009

この建物は、ILCのコンピュータラボです。このラボはあまり大きくありませんが小さくありません。この建物は図書館の下にあります。コンピュータの部屋はたくさんあります。ここにコンピュータがたくさんあります。このビルにも大学生がいて、います。このコンピュータが新しく、きれいで、いいです。ぜんぶのコンピュータが、ILCのコンピュータが図書館の下にあって、学生が勉強して、たいてい静かなところです。

### Arizona Students' Maps Map-Making

**アリゾナ大学キャンパスマップ(JPN101, Fall09)**  
4,274 views · Limited  
Created on Nov 20, 2009 · Updated Apr 9  
By [user] · Open Collaboration  
This data may vary as it is updated.

- ランニング・サークル (Example: マラソン) ハートこのためのもは、サー
- とよみ (Example: マラソン) このためのもは、とよみ
- オールド (Example: マラソン) このためのもは、オールド
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### Japanese Students' Maps Map-Making

The Tsukuba map...  
Students selected locations and added them to the map...

The pink rectangle shows the university, meaning about half the locations were outside campus.

For example...

### Japanese Students' Maps Map-Making

- University things...  
  
**Library**  
Last Updated by [user] on Jul 27, 2009  
This is the Tsukuba Gakuen University Library. There are many books and CDs. Students often study there.
- Or things outside  
  
**park**  
Last Updated by [user] on Jul 13, 2009  
Look! A big owl figure! There is a park called Chuoobori. There are many other owl figures, so please search for them. The park is next to a police box. We can play with children and events take place in the park.

### Japanese Students' Maps Map-Making

**Statue of Imo-Jii**  
Last Updated by Student\_12 on Nov 8

This is Imo-Jii. He is a potato. He lives in front of Tokai Station. He is holding a stick.

### Japanese Students' Maps Map-Making

**Kodokan**  
Last Updated by Student\_11 on Nov 8

This is a park called Kodokan. There are a lot of cherry blossoms in April. Many people take pictures. I like cherry blossoms.

### Japanese Students' Maps Map-Making

### The Results (or, What Everyone Said)

### Data: Method

Questionnaire

Quantitative

- ✓ 4 Likert-scale items
- ✓ 5-point semantic-differentiation scale
- ✓ anchored by “strongly disagree” (1) and “strongly agree” (5)
- ✓ neutral midpoint = 3

Qualitative

- ✓ 4 open-ended questions
- ✓ Good pts. / bad pts. / other pts. / suggestions

### Data: Timing

Survey data collected ...

- Dec-Jan, 2009-2010
- At end of first term in Arizona
- At end of school year in Tsukuba
- Basically after mapmaking finished

### Data Analysis

- Descriptive statistics
- T-tests for group differences with FDR correction (Benjamini & Hochberg, 1995)
- Qualitative data

### Quantitative Results (US-Japan)

All positive numbers

Fairly strong support for *enjoyable* (stat-sig difference)

Modest endorsement of *helped L2, motivation, use again*

Table 1  
*Perceived Usefulness of Mapmaking*

Item	Arizona	Sig.	Japan
Enjoyable	3.82	*	4.12
Helped learning L2	3.54	-	3.44
Increased motivation	3.43	-	3.60
Want to use again	3.45	-	3.68

Note. \* $p < .05$  after FDR correction.

## Quantitative Results (US-US)

Stat-sig improvement for three items  
Fairly strong support for *enjoyable, helped learning*  
Modest endorsement of *motivation, use again*

Table 2  
*Perceived Usefulness of Mapmaking, Arizona Students*

Item	2009	Sig.	2010
Enjoyable	3.59	**	4.10
Helped learning L2	3.32	**	3.81
Increased motivation	3.27	*	3.63
Want to use again	3.32	-	3.62

Note. \*\* $p < .01$  after FDR correction, \* $p < .05$  after FDR correction.

## Qualitative Results for mapmaking

### Good points

- ✓ Enjoyable
  - “Fun, new way to use what we learned”
  - “Really cool teamwork”
- ✓ Language skill improvement
  - “It’s very simple, but it gets me thinking in Japanese.”
  - “It made me more comfortable with my Japanese.”

## Qualitative Results for mapmaking

### Good points

- ✓ International exchange
  - “It’s fun that students in Japan can see our school.”
  - “Cool seeing the Japanese students making English maps”
  - “I really like the idea of sharing with a school in Japan.”
  - “It is good for both people in two countries to know each other.”

## Qualitative Results for mapmaking

### Good points

- ✓ Learned more about own area
  - 様々な場所を知ることができた。
  - 自分の学校のまわりについて良く分かるし。。。
  - “Interesting, learned more about U of Arizona”
  - “Could learn more about my own city”
- ✓ Cross-Cultural
  - “Great way to actually see Japan and show others.”
- ✓ Usable beyond class
  - “Real world appliance to things learned in class.”

## Qualitative Results for mapmaking

### Bad points

- ✓ Technical difficulties
  - “A little confusing figuring out the technology.”
  - “Google was rather inconvenient.”
- ✓ Negative reactions
- ✓ Not useful, not effective
- ✓ Time, timing
  - “More than one class would be more helpful”
  - “Took too much time”

## Qualitative Results: Suggestions

- ✓ Add more appropriate vocabulary
- ✓ Timing: earlier / later
- ✓ Check student work before posting
- ✓ More iterations of map-making
- ✓ Publish results (hard copy):
  - せっかく授業でやったのでグーグルマップを使って、パンフレットのような物を作ってみては？（印刷するなど）
- ✓ Make a “tour plan”
  - ツアープランを作ってみる。学校、駅、百貨店等の目的地まで行くのに、何がどこにあるのか書く



## Qualitative Results for mapmaking

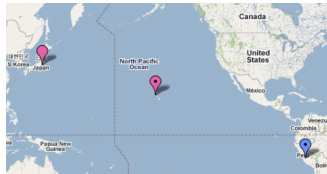
### Suggestions

- ✓ Expand beyond assigned places
- “How about a map of our hometown?”
- “How about favorite places outside of campus?”
- 先生、世界の地図を作ってもいいですか？

#### Tokiva 4th World Map

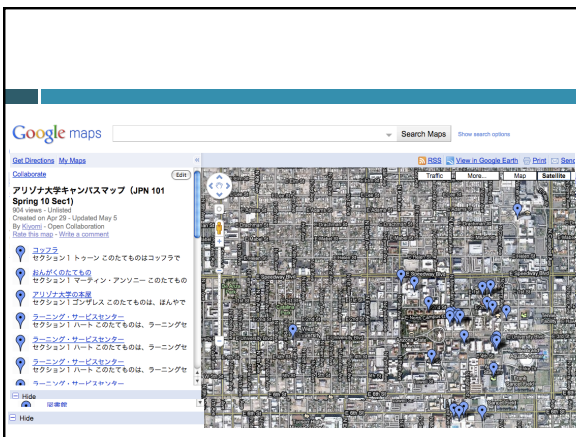
59 views - Public  
Created on Nov 8 - Updated 4 days ago  
By jim - 3 Collaborators  
[Rate this map](#) - [Write a comment](#)

- Chiba Marine Stadium**  
This is a stronghold of a Chiba Lotte Marine Stadium. Here you can watch people support Lotte here and help conquered the Japan series in this.
- Koga Kamehamaba**  
This is a statue of King Kamehameha. There is near the Iorani Palace. He Kamehameha Diao. People see hi
- Field art in Nasuku**



## Challenges

- Different academic calendars (U.S.A. and Japan)
- Those pesky Google accounts
  - set up accounts beforehand
- Typing difficult (1<sup>st</sup>-year JFL students)
- Technology difficult, Google Maps “confusing”
  - polish explanation, allow more time
- Overlap (students choosing the same thing)
  - teacher makes list
- Time-consuming
- Make section maps
  - 23 students per map rather 100+ students



## Conclusion

### Students:

1. activity enjoyable and motivating
2. effective vis-à-vis language learning
3. want to expand activities

### Teachers:

1. encourage cross-cultural exchange
2. captivating activity

## (Post-) Conclusion

If you'd like to have a look at some of our student maps, the handouts for students we've mentioned today, or today's PowerPoint, we invite you to visit:

[http://www.jimelwood.net/maps/maps\\_index.html](http://www.jimelwood.net/maps/maps_index.html)

We also welcome correspondence via e-mail (on the conference webpage)

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