

# **Measuring the impact of Xeropan on the English as foreign language learning process amongst a large sample of primary school students**

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# Paradigm shift in language education

- We are stepping into a knowledge society that is characteristic of an open, flexible, non-linear, and collaborative way of learning. It is assisted by various new technologies, particularly mobile technologies (Lankshear, & Knobel, 2011).
- SLA: the investigation into mobile-assisted language learning (MALL) has gained ground recently (Jensen, 2019).

How often do LLs use learning apps?  
/on a scale from 1-5, how often do you know these apps?  
1=never 5=very often

Duolingo	M=4.45; SD=1.26
busuu	M=1.26; SD=1.12
Xeropan	M=2.64; SD=2.88
Babbel	M=1.98; SD=1.34
other	M=1.11; SD=.96
none	M=.48, SD=.88

# Review of literature (1)

- There is a paradigm shift in language education from the conventional teacher-centered, and face-to-face instruction to open, learner-centred learning approaches assisted by mobile phones (Le Nghi Tran, 2019)
- Learning Beyond the Classroom (LBC, Benson, 2011) has been gaining momentum and popularity among language teachers
- mobile learning is a student-centered approach, which also includes the theory of constructivism and cognitive theory in multimedia learning (CTML) (Wang, 2017)

# Review of literature (2)

- teachers' new understanding (Wu, 2019)

About the

- Location (When and where),
- Formality (Formal and informal),
- Pedagogy (The role of instruction), and
- Locus of control (Decision maker) of student learning languages

# Literature review (3)

- learners often anecdotally report preferring live instructors to videotaped lectures (Caldwell-Harris et al., 2014)
- potential advantage for English language learners to increase their comprehension of video through the use of captions (Rogers & Webb, 2017)
- the advancement of cell phone technology has enabled language learning to become more interactive and interesting amongst Chinese Language major students at a Thai university (Accomac Report, 2017)

# Literature review (4)

- the success of any mobile learning project could be limited unless some types of criteria are applied



- It includes 1) providing engaging learning materials that are neither too long nor demanding; 2) a proper degree of teacher monitoring; 3) student involvement; 4) the need for incentives; and 5) a respect for privacy; and 6) a safe and secure mobile-learning technical environment (Wang, 2019)

# Busuu, Xeropan



# Research focusing on Xeropan

- Research commenced in the first week of October 2020.
- Research question:
  - 1) How efficiently does Xeropan app impact EFL students' language development?
  - 2) How can learners' attitudes be defined towards the application of Xeropan?
  - 3) How do teachers find Xeropan in terms of efficiency?

# Methodology

We applied a control-group treatment with the participation of more than 312 Hungarian native 6th- and 7th-graders. A 75-item diagnostic pre-test ( $\alpha=.84$ ) was administered at beginning of the pedagogical intervention. In mid-December, a post-test was administered to both the control and treatment group.

# Results (1)

- It was found the treatment group achieved significantly better than the control on the post-test (M control=35.7; SD=4.78; M treatment=57.2; SD=8.91;  $t=4.87$ ;  $p<.05$ ).

# Results (2)

- we also found a significant difference between the attitudes of learners towards the use of Xeropan after the intervention and those before the intervention ( $t=2.78$ ;  $p<.05$ ).

## Results (3)

- Plus, teachers think highly of Xeropan app and Xeropan Classroom. A major part of the language educators found the Xeropan package very useful ( $M=4.21$ ,  $SD=.69$ ).

# Conclusion

- Xeropan is an efficient tool
- Xeropan enhances attitude towards  
MALL

Thank you for your attention!