

Mantra Lingua - RecorderPEN Trial

Case Study Form



Name of establishment: Travellers and English as an Additional Language Service E. Sussex
Name of Practitioner: Kathy Kromm

In what context did you trial this resource? KS3

Give further details (if necessary) : Working with EAL pupils in secondary schools

Please give a synopsis of the focus pupils/students or family involved in the trial: I worked with Polish and Philippino pupils in KS3 who have recently arrived in the country and were either anxious and insecure about speaking, or lacking in motivation due to their resentment at moving to this country and having to learn a new language to cope with lessons.

How did you use this resource? E.g. What activities did you undertake? Was this resource used in group work, pairs or individuals? Was the pen used with its own internal speaker, headphones/splitter headphones or external speakers? Please include as much detail as possible:

- I used the pen to record a shy Philippino student with limited English talking about what she had done in a Food Technology class. She had prepared various dishes (pasta salad, fruit salad) and had been given a picture sheet with the vocabulary on it, showing the equipment and the specialist verbs needed, eg. rinsing, chopping, mixing etc. She is reluctant to write and never volunteers spoken answers in class. She also hates 1:1 withdrawal support in any subject, as she becomes very anxious, so I use in-class support. The student enjoyed the novelty of using the pen and seemed to overcome her nerves. She gave a full response, which she would not have managed had she needed to write it all down in the time. I just used the pen with its own internal speaker to play it back to her, and this meant that the Food Technology teacher could also listen after the lesson. Her confidence has definitely improved in this subject.

- I also used the pen for recording speaking tasks on an assessment basis for a Humanities topic on Civil Rights. The student used her bilingual dictionary and writing frames or matching exercises to prepare the topic, and while the rest of the class had to give a talk up at the front this Polish student recorded her answer on the RecorderPen in a separate room, so the teacher could then give her a grade. She was unwilling to do the activity in front of the class, which is understandable. In order to help her I gave her simple questions and she gave short spoken answers. This allowed her to manage the assignment which she would otherwise have missed. She is becoming very much more confident and chatty in small group situations now.

- I used the pen to record individual EAL students practising for their mother tongue speaking tests; I asked them questions in English based on the set topics and they responded in their own language, listening to themselves and then timing their talks. This helped them prepare for the minute-long talk.

- I recorded a student who had composed his own song; when played back he felt really proud.

Please summarise any positive benefits for those individuals taking part in the trial. E.g for mainstream learners, pupils learning EAL or those with SEN. Try to include quotes from the

‘target group’ where possible:

Please comment on any of the following aspects of the resource – both positive and negative:

Aspect	Comment
RecorderPEN Functionality – simplicity of use etc.	Much easier to use than a cassette recorder because it is so light.
How to use the pen – was the accompanying information useful?	Some of the instructions took me a while to work out and I had to keep rereading them.
Accessibility – hearing/visual impairment, colour contrast issues	n/a
Quality of audio recording	The recording was of good quality, although the fact that I used it in some classes meant there was a lot of background noise. The students enjoyed listening to themselves. They said it was "fun". Some students refused to record themselves. However, these same pupils were interested in the idea of "talking wordmats"

Please rate the success of using the resource with this ‘target group’ in your chosen context:

Very successful Quite successful Unsuccessful

Please add any further comments e.g. improvements, additions, ideas for spin-off resources etc...I think the most enjoyable activity for the students is to use the pen to access information without the teacher being present. Wordmats with photos taken from Google Images and sticky labels with the new words on help new arrivals with the pronunciation especially. They can listen to these as many times as they like, reinforcing vocabulary and learning through more than one stimulus to the memory.

One problem in secondary schools is that I like to take the Recorder Pen with me, rather than leaving it in one school. Resources are much easier to keep track of in a primary school. On the other hand, I enjoy the fact that it is so light as I have damaged my arm carrying heavy bags full of bilingual dictionaries and folders. I no longer use a laptop or cassette recorder for this reason.

Date: 2009-06-30