

Exploring the Effects of Interactive Response System (IRS) in an EFL Grammar Class

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Abstract

Digital interactive language learning has become increasingly prevalent and significant in educational settings. It is challenging to apply collaborative learning methods because students tend to engage passively with traditional methods of lectures. Several studies have suggested that digital interactive technologies such as Zuvio Interactive Response System (IRS) have been applied to increase learning motivation. However, related studies on using IRS in English a foreign language (EFL) classrooms are limited in Taiwan, especially from learners' perspectives. The aim of this study was to integrate an interactive response system into an English grammar course and to explore whether the assistance of this digital tool could promote students' learning motivation and whether it could facilitate a student learning environment. Based on the research background and rationale, the following research questions were investigated: (1) How does the use of the IRS influence students' perceptions toward their learning attitudes? (2) How does the use of the IRS influence students' perceptions toward learning contents? (3) How does the use of the IRS influence students' perceptions toward classroom interaction? An experimental design was employed. This research was conducted in this one-semester project to uncover 49 EFL learners' views of IRS in a grammar class. Zuvio IRS and the British Council Grammar Snacks videos were utilized in this experimental instruction. A questionnaire was administered and consisted of demographic information, Likert scale questions, and open-ended short-answer questions. The results showed positive attitudes for learning with Zuvio IRS and videos, and the interactions between students and the teacher that mediated by Zuvio IRS. Future studies might explore learning outcomes of students from different majors, implement results of IRS studies into curriculum and instruction, and create more appropriate questions into IRS.

Keywords: EFL in Taiwanese context, grammar videos, interaction, interactive response system, motivation

Cite as: Wu, C. P. (2019). Exploring the Effects of Interactive Response System (IRS) in an EFL Grammar Class. *Arab World English Journal (AWEJ) Special Issue on CALL (5)*. 3-17
DOI: <https://dx.doi.org/10.24093/awej/call5.1>