

# LinguaBuddy

Language Teaching Solution

## PROBLEM

The lack of student-to-student and student-to-teacher interactions during online language teaching.

### Teacher Side

- The complexity of designing activities makes many teachers give up.
- They do not know how to design effective online activities by using digital tools.

### Student Side

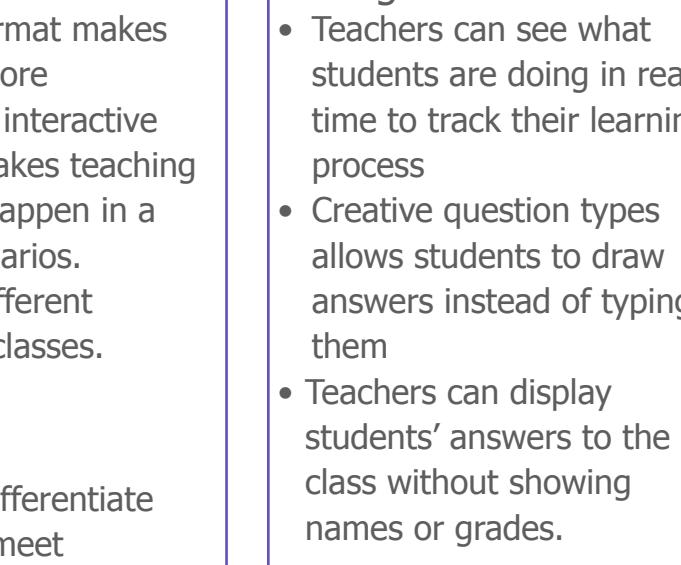
- They are anxious about having online learning activities.

## GOAL

- Help language teachers prepare different class activities in a virtual learning environment.
- Create a virtual activity space to engage students.
- Help students alleviate learning anxiety during activities.

## USER

Our target audiences are language teachers working in public schools or private schools.



## COMPETITION

### Kahoot!

#### Strength:

- Game-based activities are engaging for students.
- Different templates make the preparation stage easier for teachers.
- An online community where people share their questions with different topics.

#### Weakness:

- Activities are more suitable for testing language knowledge.
- Students do not use target language for interactions

### nearpod

#### Strength:

- Multimedia format makes the content more engaging and interactive
- Beyond 1:1 makes teaching and learning happen in a variety of scenarios.
- Incorporate different activities into classes.

#### Weakness:

- They do not differentiate task levels to meet students' various needs

### formative

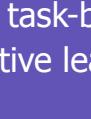
#### Strength:

- Teachers can see what students are doing in real time to track their learning process
- Creative question types allow students to draw answers instead of typing them
- Teachers can display students' answers to the class without showing names or grades.

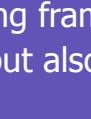
#### Weakness:

- There is no function facilitating group activities.

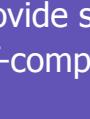
## Competitive Advantages



Assign activities matching students' language levels



More opportunities to communicate in target language to complete activities



More activities tailored for language learning

## RATIONALE

Through the research and design process, we leveraged the following learning theories as structural bases for our learning concepts and to inform the design of their facets. One of our goals is to help teachers reduce the complexity of planning and implementing online activities through templates and resource libraries; while the other goal is to help students reduce learning anxieties through system facilitation and peer sharing whiteboard.

### Activity Planner & Library

- **Research** A task-based language learning framework can not only provide students with a more supportive learning environment, but also minimize learner's self-comparison and anxiety.

- **Design** We used the task-based language learning framework as the guiding principle for designing activity planner to provide activity template and resources.

### System Facilitation & Peer Sharing Whiteboard & Teacher Tracking Bar

- **Research** Language guidance, systematic and explicit instruction can help students be more confident in language expressions. In addition, peer-assessment-based approach had significantly lower English learning anxiety. Teachers' feedback timing is also important in helping students learn language.

- **Design** We used these learning theories as our design guidance, provided students with system facilitation to guide them during activities, peer sharing whiteboard to give feedback with each other; and provide teachers teacher tracking bar to know students' activity process and give them feedback at the right time.