Literacy Teaching with Tablets in Bilingual Primary Classrooms: The Malta TabList Study

# Details

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## Language

English

## Editors

Kucirkova N;Falloon G

## Authors

Mifsud C.;Grech L

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Book chapter

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Apps, Technology and Younger Learners: International evidence for teaching

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## Topics

* Literacy and skills
* Learning
* Internet usage, practices and engagement

## Sample

5 teachers who teach 7-8 year-old's from 4 Maltese primary schools

## Implications For Educators About

# Abstract

This chapter outlines the ways in which teachers in five primary classrooms in Malta used tablets over the course of six months for the teaching of bilingual literacy. The official policy, as outlined in the National Literacy Strategy for Malta, is of balanced literacy teaching and learning in the two languages of schooling in Malta: Maltese and English. Teachers' planning and preparation, the classroom environment. instruction and pedagogy were
documented using a focus group, classroom observations, teacher interviews and reflective diaries and student questionnaires. Findings showed that the teachers integrated the use of tablets in their reaching for a number of creative literacy activities in the two languages, including reading comprehension, and guided and creative writing. The chapter concludes with recommendations for teachers' professional development, including school-based professional and technological support and ways to strengthen school-home links with the use of tablets.

# Outcome

"The tablets helped the students to improve their reading skills in both Maltese and English." (Mifsud Grech, 2017; p. 167).
Students showed increased motivation, confidence and engagement towards literacy learning since the introduction of the tablets. The use of the tablet allowed differentiated teaching and learning. "Differentiated teaching and learning were particularly salient for children with special educational needs who seemed to adopt a more positive approach to learning when using the tablets." (Mifsud Grech, 2017; p. 169).
The tablet was viewed as an "effective tool for increasing collaboration and teamwork among students." (Mifsud Grech, 2017; p. 170).
"The teachers felt that the tablets continued and reinforced learning happening in the classroom while students were at home. This seemed to be both teacher- and student-mediated." (Mifsud Grech, 2017; p. 170).
Tablets also allowed more involvement by parents. "Carefully planned activities with tablets have the potential to bring about a dramatic and positive change in classrooms." (Mifsud Grech, 2017; p. 172).