REPORT

HyperCard: Using Imagination and Creativity to Enhance Learning

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This study was conducted with a sample population of newly-arrived Japanese students of low level English proficiency enrolled in an ESL program at a small private university in the eastern United States. HyperCard was chosen to be used as an adjunct to classroom instruction, and the students developed their own CALLware using HyperCard. As an instructional approach to aid ESL students in learning English, the HyperCard project proved to be highly worthwhile. In addition to the enhanced acquisition of English structures, grammar, and vocabulary learned in class, the students acquired technical vocabulary as well as procedural knowledge. Furthermore, working collaboratively on their own HyperCard projects not only required the students to think on multi-levels in order to link together pieces of work, but it also provided a stimulating environment for them to share and discuss in English problems they encountered.