

UNIVERSITY OF
Southampton

eLearning Symposium 2019

New perspectives: language
learning and technology in
new educational landscapes

25 January 2019

University of Southampton, UK



Website: <https://bit.ly/2KGcAEo>
Email: elern19@southampton.ac.uk

Image Sergey Nivens/Shutterstock.com

Programme and Conference Abstracts

2019 eLearning Symposium, 25th January 2019

Avenue Campus, University of Southampton

09:10	Registration and refreshments - Reception and Avenue Café					
09:30	Welcome and housekeeping - Professor Vicky Wright and Professor Sarah Pearce, University of Southampton - Room 1133 (Lecture Theatre A)					
09:40	<u>Opening keynote - Is all learning play? What can we learn from games and gamification in higher education: a retrospective on the research so far</u> Professor Sara de Freitas, University of Cumbria					
10:25	Parallel session 1	<u>21. Extending a community of practice into the digital</u> Adam Procter, University of Southampton <i>Room 1173, Chair: Jayne Whistance</i>	<u>19. Mission Berlin - A mobile gamified exploration of a new educational landscape</u> Bart Pardoel, Cyprus University of Technology <i>Room 1163, Chair: Charlotte Everitt</i>	<u>3. Vocabulary Kingdom: Gamified EAP Vocabulary Acquisition Using Blended Learning</u> Christina Markanastasakis, Independent International Instructor of EAP <i>Room 1177, Chair: Erika Corradini</i>	<u>36. EdShare - creating digital spaces for open education</u> Kelly Terrell, University of Southampton <i>Room 1167, Chair: Andrew Davey</i>	
10:55	Refreshment break - Avenue Café					
11:15	Parallel session 2	<u>20. Language professionals evolving to increase international understanding. EVOLVE: Evidence-Validated Online Learning through Virtual Exchange</u> - <i>Virtual presentation</i> Teresa MacKinnon, University of Warwick <i>Room 1173, Chair: Sarah Winspear</i>	<u>22. Multilingual Immersive Communication Technology: Using Virtual Reality for Italian Teaching</u> Billy Brick and Tiziana Cervi-Wilson, Coventry University <i>Room 1163, Chair: Kate Borthwick</i>	<u>7. Who Can Speak Better?: A Critical Perspective On Technology-Based Speech Assistants</u> - <i>Virtual presentation</i> Serpil Meri Yilan, Ibrahim Cecen University of Agri <i>Room 1177, Chair: Vicky Wright</i>	<u>43. Design Recommendations To Address Cultural Issues In Multicultural MOOCs</u> Rana Shahini, University of Southampton <i>Room 1167, Chair: Mary Page</i>	<u>25. Using Open Online Communities For Language Learning</u> Anna Comas-Quinn, The Open University <i>Room 1157, Chair: Chris Lewis</i>
11:45	Parallel session 3	<u>31. All Together Now: Communities of Disruptive Practices</u> Marion Sadoux, University of Oxford <i>Room 1173, Chair: Sarah Winspear</i>	<u>16. Prepare a little, Succeed a lot!</u> Andrew Davey, University of Southampton <i>Room 1163, Chair: Kate Borthwick</i>	<u>30. Gif us the learning!</u> Elena Polisca and Dale Munday, Lancaster University <i>Room 1177, Chair: Vicky Wright</i>	<u>23. Exploring Self-Regulated Learning In An Academic English Course Using MOOCs</u> Barbara Conde Gafaro, The Open University <i>Room 1167, Chair: Mary Page</i>	<u>33. What I did on my holidays: digital fieldtrips and digital literacies</u> Sarah Fielding, University of Southampton <i>Room 1157, Chair: Chris Lewis</i>
12:15	Parallel session 4	<u>18. Exploring E-tandems as Intercultural Language Learning Encounters: the Expert/Novice Roles' Negotiation</u> Amira Benabdelkader, University of Southampton <i>Room 1173, Chair: Sarah Winspear</i>	<u>12. WhatsApp and the Teaching of English as a Second Language: Bridging the void between virtual and classroom Education</u> Francisco José Francisco Carrera, Universidad de Valladolid, Spain <i>Room 1163, Chair: Kate Borthwick</i>	<u>44. uTalk: a workshop on how tech can engage both learners and assist instructors by teaching essential, basic language skills from scratch</u> Steve Eatock, uTalk <i>Room 1177, Chair: Vicky Wright</i>	<u>14. BMELTET: Blending MOOCs for English Language Teacher Education with Telecollaboration</u> Marina Orsini-Jones, Coventry University and Abraham Cervero Carrascosa, Florida Universitária <i>Room 1167, Chair: Mary Page</i>	<u>15. New campus, new technology, new educational landscapes - changes and constants in user perspectives</u> Ruth Trinder and Katia Carraro, WU Vienna University of Economics and Business <i>Room 1157, Chair: Chris Lewis</i>
12:45	Lunch plus demonstrations and posters - Avenue Café and North Corridor					

2019 eLearning Symposium, 25th January 2019, Avenue Campus, University of Southampton

13:50	Parallel session 5	<u>8. The Lights And Shadows Of Intercultural Exchange Projects For 21st Century Skills Development: Analysis And Comparison Of Two Online Case Studies</u> Marta Fondo and Pedro Jacobetty, Universitat Oberta de Catalunya <i>Room 1173, Chair: Jayne Whistance</i>	<u>42. Blended EAP: maintaining success and evolving to meet the future</u> Sarah Winspear, University of Southampton <i>Room 1163, Chair: Charlotte Everitt</i>	<u>10. Crossing Borders: Using technological approaches to 'live' teach diverse student cohorts across different countries</u> Ian Jackson and Jodie Silsby, University of Southampton <i>Room 1177, Chair: Erika Corradini</i>	<u>32. Design Led Learning Environments - Spatial Hypertext</u> Adam Procter, University of Southampton <i>Room 1167, Chair: Andrew Davey</i>
14:20	Parallel session 6	<u>34. The 'Global Student Collective': A Telecollaboration Project in the International Foundation Year Classroom</u> Lucy Watson, University of Southampton <i>Room 1173, Chair: Jayne Whistance</i>	<u>17. Online Language Exam Preparation Course Design: Challenges And Solutions</u> Jackie Robbins, Universitat Oberta de Catalunya <i>Room 1163, Chair: Charlotte Everitt</i>	<u>29. Addressing different learning processes in the development of online courses to learn Japanese Kana scripts</u> Sibyelle Nalezinski, University College London <i>Room 1177, Chair: Erika Corradini</i>	<u>2. "What is this place?" - using screencasts to guide international students around the VLE</u> Michael Salmon, University of Liverpool in London <i>Room 1167, Chair: Andrew Davey</i>
14:50	Refreshment break - Avenue Café				
15:10	Parallel session 7	<u>6. Discussion Boards Assessment In CLIL: Prioritising Language Assessment in the Advanced Business Russian Course at Regent's University London</u> Olga Helly, Regent's University London <i>Room 1173, Chair: Sarah Winspear</i>	<u>28. Digital challenges in teaching and assessing advanced European languages students</u> Emmanuelle Lacore-Martin and Carlos Soler Montes, University of Edinburgh <i>Room 1163, Chair: Kate Borthwick</i>	<u>27. The Year Abroad Project at the University of Exeter: Technology at the Service of Interculturalism, Employability and Solidary Independent Learning</u> Juan Garcia-Precedo and Jordina Sala-Branchadell, University of Exeter <i>Room 1177, Chair: Vicky Wright</i>	<u>38. Challenges and opportunities - migrating an online course from Moodle to Blackboard</u> Tamsyn Smith and Charlotte Everitt, University of Southampton <i>Room 1167, Chair: Mary Page</i>
15:40	<u>Closing keynote - Can Google make us Smarter?</u> Professor Les Carr, University of Southampton - Room 1133 (Lecture Theatre A) Closing remarks				
16:30	End of the day				

Posters:

- [4. The Role of L2 Self-Regulation in Massively Multiplayer Online Role-Playing Games \(MMORPGs\)](#), Ziyad Alsaleh, University of Southampton
- [5. Using virtual assistants for language learning: A case study for Alexa](#), Lucy Skidmore, University of Sheffield
- [9. Student-generated digital content: The use of posters for scaffolding](#), Esther Lecumberri and Victoria Pastor-Gonzalez, Regent's University London
- [26. A Deep Linguistic Computer-Assisted Language Learning Game for Italian](#), Jessica Zipf, University of Konstanz
- [35. Exploring the effectiveness of technology-enhanced self-access language learning amongst primary level EFL learners](#), Fahad Alghamdi, University of Southampton
- [39. Shaping the future of an online MA in ELT through research: what helps students study effectively online?](#), Charlotte Everitt, Teresa Castineira, Patricia Grounds and Caroline Moore, University of Southampton
- [40. Elementary my dear Watson: when Sherlock, Wallander, Colombo and Carvalho meet at our language lessons to solve grammar](#), Ester Borin Bonillo, Cardiff University
- [41. Tráete el móvil: cómo aprovechar las destrezas tecnológicas de nuestros estudiantes para la evaluación del aprendizaje continuo en el aula de ELE. Bring your mobile: how to take advantage of our students' technological skills for a continuous evaluation at the ELE \(Spanish as foreign language\) classroom](#), Ester Borin Bonillo and Jesus Santos, Cardiff University

The eLearning Symposium 2019 was made possible with support from the following sponsors:



Plenary Sessions

Is all learning play? What can we learn from games and gamification in higher education: a retrospective on the research so far

Professor Sara de Freitas (University of Cumbria)

This presentation outlines a research journey of the last twenty years or so to understand the efficacy of game-based learning and understand why games are effective for learning. Questioning: what is learning at a basic level, the presentation aims to provoke the audience into thinking about how play and games can inform learning design and allow us to co-construct the design of learning experiences with our students. Exploring the links between play, learning and design, the presentation reviews the impact of the four dimensional framework and the diegetic (representational) dimension with the audience and trying to understand more about how it has been applied in practice and how it could shape teaching practices in the future.

Can Google make us Smarter?

Professor Leslie Carr (University of Southampton)

Artificial Intelligence has a very high profile over the last few years, as huge quantities of data from the Web have given computers new kinds of capability. But what about Human Intelligence? Google is building smart cars that understand the roads, but can Google make smart humans that understand the world? In this talk I will look at some of the ways that we have tried to make computers help us to be more intelligent, from Indexing the Internet, to Webs of Semantics, to Data Storytelling.

Conference Papers

Extending a community of practice into the digital

Adam Procter (University of Southampton)

The LMS tools Blackboard et al by default offer one-way communication. Top down communication from tutor to student, a way to deliver teaching and learning materials. There are add-ons but none of these solutions are great at supporting student to tutor conversations, student to student conversations or enabling students to share materials. These types of conversations and sharing is happening but often outside institutional learning systems. Students will defer to their own networks to discuss and share ideas, inevitably via Facebook. While Facebook offers an easy place to discuss and share research it is a silo for a select closed group of friends, friends who use Facebook and due to the nature of this being a personal social network, tutors are either not connected or students do not favour occupying a tutor created Facebook space. Yet as with the physical studio-based conversations these digital conversations and resources are very useful, insightful and informative. If everyone can participate this could help unlock the potential of networked learning. Learning is not a one-way flow but a co-determining situation between tutors and students. Over the last four years we have used one such tool, Slack, as the digital space to house sharing and associated conversations. Slack is a digital platform for messaging, sharing, working as a team and has emerged as a leading tool within design studios. When students are undertaking project research there is a lot of value in being able to share. Slack offers a highly intuitive way to share the research, ideas, visuals and engage in conversations around projects as they happen. This ability to share ephemeral materials, links and events as they happen provides for a rich and vibrant digital space. The breadth and depth of a project no longer relies on the tutor as author but embraces the network. The projects are enhanced with time sensitive materials and the direction and conversations are visible giving opportunities to provide agile learning. The timeline also provides a collection of resources that can potentially enhance future versions of the project itself. This digital sharing enriches each student project and enhances our teaching. The network of knowledge is wider utilising both tutor and student discovery. Student feedback has been excellent. Students feel more connected to the physical studio, their course of study, the projects and each other, the sense of community is enhanced and enriched.

Mission Berlin - A mobile gamified exploration of a new educational landscape

Bart Pardoel (Cyprus University of Technology)

In the last few decades, the use of games for more purposes than pure entertainment has been studied in several academic fields, and from various angles. However, even though the application of Gamification in the area of education has a high prospective, studies on completely gamified courses for Foreign Language Learning (FLL) in secondary schools are scarce. Both Gamification and Mobile Assisted Language Learning (MALL) share a strong expectation to intensify students' language learning experience. This paper contributes to a better understanding of the affordances of mobile Gamification in FL/L2 education, specifically in the context of a secondary school. An Exploratory Research (ER) was conducted, aiming to find out which playing patterns appear in a mobile gamified language programme at CEFR-A1 level. Therefore, a technology-assisted mobile gamified language course for German as a Foreign Language (GFL), called MISSION BERLIN, was developed, implemented and evaluated. A total number of 39 Dutch secondary school students assumed the role of secret agents on a six-week mission to Germany's capital, using the official Moodle App on their own mobile devices to embark on a journey per train. Data collection methods include semi-structured focus group interviews with all students, an online survey and Moodle logs. In order to identify students' playing patterns, the number of coins collected throughout the game is combined with other game elements, such as levels, items or cooperative challenges. Additionally, the students' activity is measured by recording and analysing students' interaction with Moodle. By combining the playing patterns with the low-/average-/high-activity-students, it is possible to explore and explain different student actions. The two extremes on either side of the activity-scale provide more in-depth information in the survey and interview on why they were active -or not. Results indicate that high-activity-students show a diverse playing activity and always tend to access the game in their free time, unlike the low-activity-students. In terms of intensity of students' interaction with Moodle, four playing patterns are found. The paper concludes with suggested improvements and final considerations for the implementation of a gamified mobile course for FL/L2 learning.

Vocabulary Kingdom: Gamified EAP Vocabulary Acquisition Using Blended Learning

Christina Markanastasakis (Independent International Instructor of EAP)

Vocabulary Kingdom is a game that has been designed and piloted to help students learn EAP Vocabulary. Students tend to think that they can study vocabulary in their free time, especially on weekends. However, designating one day of the week for this type of language acquisition is not ideal because learning vocabulary should be carried out incrementally, on a daily basis; review and consolidation should occur continuously and consistently. Therefore, the purpose in the design of this game is to motivate students to make time to learn academic vocabulary every day. The significance of this type of language acquisition is pervasive; students must develop excellent vocabulary to succeed in all areas of their academic programme. In the pilot version of this game, a class of 15 students was divided into 5 groups of 3 students. In order to enhance positive relatedness and group identity, group members then decided on a name for their tribe and a symbol or image that represented them: a group avatar. The technology used for this game was Padlet, which the teacher set up and invited students to join. Each group had to make the required new vocabulary entries on the Padlet weekly, in order to expand their territory in the Vocabulary Kingdom. New entries were entered according to criteria that had been set in terms of format and information that had to be provided; points were assigned for each groups' efforts. Each week culminated in a competition which was designed to motivate students to learn not only their own groups' words, but also the words entered by other groups. During the "weekly showdown," images associated with new words were shown to students, who then had to work in teams to guess the words; the first team to give a correct response was awarded points. The structured weekly format for learning vocabulary created a "check-point" every Friday and enabled students to receive a reminder of their progress. Extrinsic motivation was highlighted through the points system; intrinsic motivation was engendered through the feeling of competence and autonomy from students' individual success at acquiring new vocabulary, and the relatedness that came from working in a team.

EdShare - creating digital spaces for open education

Kelly Terrell (University of Southampton)

EdShare was created by the University of Southampton (UoS) as part of the Jisc funded institutional exemplars programme back in 2008. The aim of this project was to facilitate an ethos of sharing and reuse of teaching and learning resources across the institution. The focus was very much on institutional sharing, yet the software and design choices made with EdShare resulted in the potential to go much further by providing an open digital content platform with flexibility for resources to be shared locally or openly with the world.

Following on from this project the solution was repurposed to create a number of open community sharing sites including Humbox and LanguageBox which are still available today for sharing and repurposing humanities and languages related open educational resources (OERs) respectively.

Ten years on and under the management of an enterprise team at the University of Southampton the EdShare offering is now a mature well-supported solution with a distributed source of investment and development influences to facilitate its long-term sustainability. A key motivation for continuing with the development of EdShare is the space it provides for innovation, the flexibility to support educators needs, its adaptability as well as the focus it has on openness. In the context of working with open content, Weller (2015) describes one of the dangers of relying on third party vendors is that the scope for experimentation becomes limited and compromises often have to be made.

This presentation will look at the recent growth and development of the EdShare platform and the associated community which now includes a number of large scale institutional sites. This will highlight some of the specific feature improvements as well as future plans for extensions and planned community sites which will harness the collective set of open educational content to aid discoverability of these resources. This is also now being taken full circle to benefit the early repositories used by the humanities and language communities by enhancing HumBox and LanguageBox.

Attendees will be encouraged to take part in and join discussions on the future direction of EdShare during and after this session as part of an open user group.

***Language professionals evolving to increase international understanding.
EVOLVE: Evidence-Validated Online Learning through Virtual Exchange.***

Teresa MacKinnon (University of Warwick)

EVOLVE (an EU funded project) is set to mainstream Virtual Exchange (VE) in HE by developing and upscaling it as a collaborative international form of learning. The project engages university networks in setting up new VEs, training educators and other facilitators for running exchanges by using an innovative online "Co-Laboratory" approach. The pillars of the Co-Laboratory are an educator training package and a platform where the training and the materials used will be hosted.

While developing their own intercultural communicative competence and the ability to design tasks to foster the development of such competence in their students, the participating educators also improve digital literacy skills as VE are - by default - mediated by technology. Skills recognition for educators is implemented through an Open Badges system using the Open Badge Factory platform. The Co-Laboratory is open to educators in institutions and university associations belonging to the consortium, and will be opened up to the public at large at the end of the project. The impact of the VEs implemented by trainees who have completed the Co-Laboratory will be measured through research targeting outcomes at both educator and student level. Close collaboration with policy and decision makers in universities, university associations and national and European policy networks will raise awareness of VE and contribute to establishing VE as an innovative educational practice underpinned by academic research. This, in turn, will contribute to the European agenda for implementing VE on a larger scale by creating a safe online space where young people can meet to exchange views and ideas with the aim to increase intercultural awareness and social cohesion and in the process enhance their digital literacy skills, their social presence online in particular.

This initiative was borne of the languages community who have practiced, researched and innovated in VE (known also as telecollaboration, Online Intercultural Exchange) for many years as part of the field of computer-mediated communication (CMC) within computer-assisted language learning (CAL) and this experiential approach to interdisciplinary collaboration is benefitting from our international expertise. This session offers an opportunity to sample the VE experience and find out how to get involved in professional development for VE.

Multilingual Immersive Communication Technology: Using Virtual Reality for Italian Teaching

Billy Brick (Coventry University)

Tiziana Cervi-Wilson (Coventry University)

This paper will report on a pilot Virtual Reality (VR) project which repurposes an existing scenario-based VR project for health sciences. The original scenario aims to prepare health care students for home visits by allowing them to experience a semi-linear conversation with a virtual character. This provides a safe, non-threatening environment for students to hone the necessary skills they will need once they begin their professional careers. The virtual character's simulated emotional state and reactions are changing based on the student choice of responses. The original scenario was written in English but the opportunity to convert it into an Italian language learning resource by changing the audio files was identified and implemented. The scenario involves learners to be recurrently selecting from a number of possible responses in order to help the virtual character with his grievances regarding his father's care package. Learners can observe how the virtual character responds to their interactions teaching them skills such as how to reason with an irate client, how to deal with complaints and how to think and react in a foreign language in stressful situations. Student responses are sequentially plotted on a multi-polar coordinate system that records the virtual characters emotional state based on the choice. The student can then reflect on their choices using a replay system that is viewed through the eyes of the virtual character. The exercise can also be repeated as often as the student wants which would help build confidence. Students could be encouraged to write down any new vocabulary they encounter during the session providing contextualised learning opportunities in the field of Learning Languages for specific Purposes. This would also teach students important employability skills and could potentially be translated into any language. This would also teach students important employability skills and could potentially be translated into any language.

Who can speak better?: A critical perspective on technology-based speech assistants

Serpil Meri Yilan (Ibrahim Cecen University of Agri)

This study aims to look at students' views on two technology-based speech programmes, such as ImmerseMe and ELSA, both of which are based on the speech recognition system. ImmerseMe is a virtual reality-based language learning program which has over 500 scenarios in 9 different languages and makes a user speak in the dialogue perfectly to further in scenarios, which is a kind of feedback. It gives a chance to users to travel through a 3D environment using a target language. However, ELSA Speak is a technology-based speech assistant which focuses and gives an assessment and feedback on users' pronunciation and intonation. When they succeed in speaking, the program writes 'excellent'. In the contrary case, it provides feedback on the errors they make, by giving suggestion on what to consider and examples of similar sounds of different words and showing both what the user has said and the correct sound in the phonemic transcription and audio form. Considering these two programs' features and potential effects on speaking skill, this study drew on them to explore students' perspectives of learning and improving speaking via these programs. 5 university level students at the Preparatory class first undertook learning activities in ImmerseMe for a half of an hour twice in two weeks and then pronounced words or sentences in ELSA for ten minutes once. Each of them was observed during the learning process by the researcher. After each observation, they were asked questions about their experience in and beliefs about performing the activities. Data from observations show that the more they used ImmerseMe, the more they became comfortable, had fun with the activities and focused on not only speaking perfectly but also travelling in a real-like 3D environment. However, in ELSA, they just focused on their pronunciation and making stress. Data from interviews present that they had contrast views on the programs drawing the attention to their benefits and potential improvements in different angles. Still, they stated that these programs fostered and made them aware of learning on their own. Ultimately, this research contributes to the users to improve and think about their speaking skill autonomously, teachers to apply technology-based approaches to facilitate their students' speaking, institutions to adapt these approaches into their learning strategies and programs, and designers to reconsider the suggested benefits and drawbacks to create an ideal learning program.

Design Recommendations To Address Cultural Issues In Multicultural MOOCs

Rana Shahini (University of Southampton)

One of the goals of Massive Open Online Courses is to democratise education. With their unique openness feature, high-quality courses are offered to global learners with diverse backgrounds and different cultures. This research has conducted a systematic literature review to identify the cultural aspects of multicultural online learning environments and MOOCs, and what strategies, approaches and dimensions have been implemented to deal with cultural challenges in relation to learning and teaching. The results showed how cultural differences on many levels are an influential factor on learning and teaching. Several pedagogical, contextual and behavioural strategies have been implemented to overcome cultural differences in learning. In conclusion, this report presents two recommendations; the first makes recommendations for researchers about possible areas for consideration when they conduct future research into MOOCs; the second recommendation is in the form of an inventory of suggestions for the MOOC developing team to consider when they are designing and delivering MOOC courses for the multicultural audience.

Using open online communities for language learning

Anna Comas-Quinn (The Open University)

This paper examines the potential of using TED Translators for language learning in formal and informal educational contexts. TED Translators is an open community of amateur translators that subtitle TED Talks in over 100 languages to help disseminate ideas across languages. Through taking part in transcription, translation and reviewing tasks, volunteers can develop many important skills, including digital, participatory and information literacy, alongside improving their language skills, and acquiring knowledge of translation and subtitling practices. For some learners, contributing to TED Translators might be an enjoyable way of keeping up their language skills, whilst for others it is a key step in a path towards professional translation. For teachers, harnessing the potential of open communities and open tools and resources is not without challenges, notably the difficulty of marrying informal, voluntary activities with the strict schedules that constrain formal education. Despite the challenges, an open pedagogy (Beetham et al, 2012) that connects learners with communities outside the classroom offers valuable opportunities to engage learners in meaningful tasks that add value to society, and relates well to the project-based, situated and experiential approaches to learning that are becoming increasingly prevalent in translation education (Király et al, 2015; González Davies & Enríquez Raído, 2016). In this paper I describe several experimental activity designs for using TED Translators in language and translation education (Cámara & Comas-Quinn, 2016). Through an action research process, the activity designs have been implemented, evaluated and refined to offer learners and teachers effective ways of engaging with this rich resource, minimizing where possible the difficulties posed by timings and technology. The paper concludes with an overview of the opportunities and challenges, including ethical considerations, of using open online communities in language teaching, and the potential for learning of new technology-enabled volunteer practices that have come to enrich the landscape of practice of translation.

All together now: Communities of disruptive Practices

Marion Sadoux (University of Oxford)

The Language Centre at the University of Oxford has been selected as one of 25 groups across the University to use the University's new VLE Canvas as part of an Early Adopters phase of implementation. The heads of Academic English and Modern Language programmes were involved in high level design and implementation workshops, modern languages tutors across the twelve languages being taught were invited to express an interest to join the early adopters' phase which also coincided with a radical redesign and implementation of new courses. A high level of frustration and refusal of many to engage with the previous VLE implementation, as well as limitations and complexities of scheduling and planning inspired a very different approach to the project than the one recommended by the University. This presentation will focus on the vicissitudes of implementing change - arguably much too much change - in a Language Centre context and on the strategic choice to opt for large common containers rather than bespoke course platforms to empower early adopters to develop multiple design approaches and hybrid practices in semipublic spaces disrupting both current practice at Centre level and best practice guidance in the field.

Prepare a little, Succeed a lot!

Andrew Davey (University of Southampton)

Prepare for Success is a long-running project, developed by eLanguages at the University of Southampton. The website, which provides a wide range of pre-arrival activities and resources for international students, was launched in July 2008 and is supported by UKCISA, the UK Council for International Student Affairs. We are now celebrating both the site's tenth anniversary and having received over 2 million visits.

In this presentation I will chart the history of the project, describing how we have developed and improved the site over the past decade to reach and help international students coming from over 230 different countries and territories to be better prepared for studying in the UK. I will detail how the use of social media, a blog and adaptations for mobile users have helped to increase the popularity of the site. I will also demonstrate how we integrate the site into our own 'Get Ready for Southampton' pre-arrival course for international students, and suggest ways in which you can use the free resources with your own students.

Gif us the learning!

Elena Polisca (Lancaster University)

Dale Munday (Lancaster University)

In an attempt to facilitate independent, on-the-go, and fully accessible student-oriented learning, this study seeks to explore the advantages and disadvantages of an integrated online portfolio within an intermediate-level Italian language course for undergraduate students at Lancaster University. This project is based on the creation of an individual and highly personalised student e-portfolio to support the learning of Italian for a cohort of students who study the language as a minor subject of their degree and whose Residence Abroad period does not include a stay in Italy. Through a novel form in the presentation of the portfolio (Office 365), the project aims at presenting students with as many possibilities of interaction in the target language as possible - within and outside the classroom. The portfolio comprises of an individual and a collaborative area. While the former is only visible to the individual student and the tutor, the latter is open to the whole group and, according to a set of instructions, every student gets the chance to contribute to it by developing targeted skills according to suggested exercises. Some of these activities include the use of gifs and flipgrid to increase student engagement and motivation by bringing the target language and culture together. The research questions for this project are dictated by the desire to provide students with innovative and portable modes of learning whilst investigating, and reflecting on, the potential impact these may have on learner motivation and engagement when students learn by using, potentially, new and unfamiliar software (in our case, OneNote). The level of interaction between students will also be monitored; it is expected that this study will show that the relationship between the latter, the medium through which students engage and a combination of individual and collective learning, all contribute to an increased engagement with the target language and an improved experience for the learner.

Exploring self-regulated learning in an academic English course using MOOCs

Barbara Conde Gafaro (The Open University)

Self-regulated learning (SRL) involves the use of metacognitive, cognitive and social strategies whereby students plan, monitor and evaluate their performance to facilitate their learning process. In the language learning field, there is little research that examines the self-regulated learning behaviour of foreign language students, covering alternative educational landscapes that differ from classroom learning environments. Therefore, this case study investigated the self-regulatory learning strategies that students adopt while engaging with Massive Open Online Courses (MOOCs) as part of an English for Academic Purposes (EAP) course at university level. MOOCs, which have their roots in distance learning technologies, open educational resources and connectivist pedagogy, represent the development of online learning at a massive scale. Students in content- and task-based MOOCs can choose what course content they engage with and how and when to do so. Although these courses adopt different pedagogical approaches, their flexibility in learning combined with the option of navigating through the course in a non-linear way, as well as the lack of group tuition from an instructor require that students regulate their learning, seek feedback from others and assess their progress. Learning in MOOCs not only demands the use of self-regulatory strategies, but also offers opportunities to EAP students to engage with well-structured and attractive academic material week by week. Some MOOCs are designed around the presentation of video lectures, subject-specific articles, written assignments, discussion forums and other social networking tools, which students can use to practise their receptive and productive (mainly writing) language skills. Hence, MOOCs afford EAP students opportunities to practise or improve their target language for academic or professional purposes while accessing knowledge that may be relevant to their disciplinary specialisms. Altogether, this study aimed to provide a comprehensive picture of the self-regulatory strategies that EAP students use while using MOOCs as supplementary learning material for a face-to-face academic English course. The investigation reports on the data gathered from two online questionnaires and four voluntary semi-structured interviews administered to identify the SRL strategies that participants used while working with MOOCs for five weeks. Data analysis outline the use of strategic planning and metacognitive monitoring strategies during their MOOC engagement. Findings also highlight participants' positive attitudes towards the integration of MOOCs within their academic English course.

What I did on my holidays: digital fieldtrips and digital literacies

Sarah Fielding (University of Southampton)

If a picture says a thousand words...how much can a 360 image say? How can experiencing (or understanding) other languages and cultures be conveyed in a more holistic and immersive experience? The Digital Learning Team at the University of Southampton has been developing innovative resources whilst piloting the use of Thinglink, a subscription- and browser-based software. Thinglink allows educators and students to create interactive 360 tours embedded with rich media tags and online forms. Usually it takes months of training to develop a virtual world but Thinglink allows this to be done in a short space of time by users with no previous experience. Students could develop digital literacies and skills by creating immersive narratives of their experiences beyond the university environment. In exploring one, easy to apply production process, we are at an early stage of innovative practice which has applications for many disciplines. The presentation will include a demonstration of projects in development as well as reporting on progress, feedback and workflows for student-created materials. It will also include top tips when designing for 360 resources (regardless of the software used) and signpost existing 'off-the-shelf' resources that educators can make use of. There will be an opportunity for the audience to explore potential for developing bespoke University of Southampton experiences in their own disciplines.

Exploring E-tandems as Intercultural Language Learning Encounters: the Expert/Novice Roles' Negotiation

Amira Benabdelkader (University of Southampton)

Computer-mediated communication (CMC) and e-communication tools have introduced new pedagogical tools and activities that contribute to the development of language learners' academic, multilingual, and intercultural skills and competencies. In addition, in this globalised world, CMC has not only reinforced communication and collaboration between individuals across borders but also between educational institutions through projects of intercultural language tandems (ILTs). The one-to-one synchronous ILT that I designed as part of my ongoing PhD project took place on Skype between language learners of English and/or French over a period of four months. The pairs comprise the following speakers' constellations: a L1 speaker of French learning English with a L1 speaker of English learning French, and a L1 speaker of English learning French with an Algerian learner of L2/LF of French and English. To assure equity in the use of languages, I scheduled two sessions every week, one in English and the second in French. Following a qualitative comparative framework between a pair of each speakers' combination, this paper investigates how learning opportunities are created. It also focuses on the learning mediators utilised with respect to the specificities of the online learning environment and the communicative strategies involved in making the created opportunities successful. Thematic and conversation analyses of the video-recorded interactions have uncovered that these language(s) learners use communicative and learning strategies (such as hesitation and repetition) along with some nonverbal cues (sharp gazes, for instance) to seek help or check correctness. They also repeat the items they learnt and immediately employ them in their utterances. Moreover, the novice/expert roles are not fixed but rather negotiated between the speakers during those learning instances. That is, neither of the speakers claim themselves as the only "legitimate experts" nor their partners as "passive novices". In sum, they challenged the traditional belief that supports the idea of that's my L1, so I know better and replaced it by let's communicate and learn collaboratively, we'll all be better.

WhatsApp and the Teaching of English as a Second Language: Bridging the void between virtual and classroom Education

Francisco José Francisco Carrera (Universidad de Valladolid)

The present paper reflects on the use of WhatsApp as a tool to reach our students in formal 2nd Language Teaching courses. Our concerns will deal mainly with the ontological issues that are related to mobile devices (especially mobile phones), how it can help our teaching processes with our students and also what kind of dangers we may face to "carefully and gently trespass" some individual frontiers since mobile technology tends to be associated to intimacy and intimate realms. We shall consider how the classic concept of *phronesis*, taken from Aristotle and later developed by Gadamer, as an intellectual virtue can help us to bridge the dangerous gap between "too close" and "too far" as well as "too much" and "not enough", some of the key issues to be discussed these days in which we are co-existing with virtual and classroom education more and more often. More concretely we will discuss some of the experiences we have had in the process of teaching "English as a Second Language" in higher education for the last three years. We shall pay attention to the problems we have been facing and how we have tried to solve them. We hope to offer some room to gather new ideas for educators to keep on improving in the rapidly changing world of technology as far as Formal Education is concerned.

uTalk: a workshop on how tech can engage both learners and assist instructors by teaching essential, basic language skills from scratch

Steve Eatock (uTalk)

BMELTET: Blending MOOCs for English Language Teacher Education with Telecollaboration

Marina Orsini-Jones (Coventry University)

Abraham Cervero Carrascosa (Florida Universitària, Valencia)

Based on the outcomes of a MOOC (Massive Open Online Course)-blend project that received an English Language Teaching Research Award from the British Council in 2016-2017, this presentation reports on how the FutureLearn MOOC *Becoming a Better Teacher* was blended into English Language Teaching (ELT) university programmes in conjunction with telecollaboration. It discusses how the addition of a MOOC blend can enhance an online intercultural exchange by adding to it increased opportunities for social collaborative interaction on a global scale, while at the same time fostering the students' reflection on online language learning and teaching to support their future teaching practice. It illustrates how participating students - 12 third year undergraduate student from Florida Universitària in Spain studying module *Didàctica de la Llengua Estrangera I: anglés* and 25 MA in English Language Teaching and Applied Linguistics students from Coventry University studying module *Theories, Methods and Approaches of Language Learning and Teaching* - participated in both synchronous and asynchronous exchanges on the MOOC content. The paper reports on the results of the project, that included a pre- and post-MOOC survey and compares its outcomes to those of related 'distributed flip' MOOC blend projects for ELT. The discussion will focus in particular on how a holistic approach to the integration of technology into language teacher education programmes with a blend of formal and informal platforms can support students in reflecting on their beliefs on both technology and autonomy in language learning.

New campus, new technology, new educational landscapes - changes and constants in user perspectives

Ruth Trinder (WU Vienna University of Economics and Business)

Katia Carraro (University of Fribourg)

Digitalisation and globalisation have transformed how we acquire foreign languages, not least by extending learning environments far beyond classroom walls. As today so much of L2 English learning and use takes place outside formal learning spaces, it seemed timely to investigate stakeholders' take on the facilities provided by our (Austrian) university on campus: lecture halls equipped with the latest technology as well as a state-of-the-art self-access Language Learning Centre (LLC). Research has shown that the mere provision of technology does not guarantee its utilisation by stakeholders, particularly since English and, to a lesser degree, other languages have become constantly available via online media. The emergence of new research areas such as OILE (Online Informal Learning of English) and MALU (Mobile-Assisted Language Use) indicates that, through the internet, learners are likely to spend much more time using English for their daily activities related to leisure and work than in institutional settings.

In this presentation, we will first discuss to what extent the available classroom facilities (PC and projector, internet and smart boards) are actually used by teachers, and will focus on the rationale governing uptake or rejection of the tools. Drawing on interviews conducted with teachers, we will pinpoint similarities and differences in use according to variables such as age, language taught, and individual teacher beliefs. Second, we explore the question as to whether students' everyday access to authentic language resources influences their views of teacher-controlled technology in class or their motivation to visit the LLC. Based on surveys and the results of the annual LLC monitoring, we will juxtapose students' perceptions of the benefits of technology use in formal spaces with their informal, independent practices, thus presenting data from three interlinked learning environments as well as from the perspectives of both teachers and students.

Jarvis, H. (2015). From PPP and CALL/MALL to a Praxis of Task-Based Teaching and Mobile Assisted Language Use, *TESL-EJ*, 19(1), pp.1-9.

Sockett, G. (2014). *The Online Informal Learning of English*. Basingstoke: Palgrave Macmillan.

The lights and shadows of intercultural exchange projects for 21st Century skills development: Analysis and comparison of two online case studies

Marta Fondo (Universitat Oberta de Catalunya)

Pedro Jacobetty (Universitat Oberta de Catalunya)

Since pedagogy tacked from teacher-centred to learner-centred approaches, learning has been seen as a process facilitated by the teacher and carried out by the learner (Lynch, 2010). Information and Communication Technology (ICT), in this regard, has also contributed to the new vision of the teaching/learning binomial. Undoubtedly, the possibilities brought by the development of web 2.0 information and communication tools are nowadays playing a key role supporting innovative teaching and learning practices (Lillejord Børte, Nesje & Ruud, 2018). Information is increasingly accessible on the internet so teachers are not the sage on the stage anymore; they are not knowledge containers but learning facilitators, guides and curators. Learners, on the other hand, are not passive elements waiting to be taught in front of the stage. They take an active role as searchers, sharers, creators and co-creators working in community. In the process, students learn with and from each other. Aligned with these pedagogical principles, telecollaboration practices aim to foster autonomy and transversal skills development in learners through online collaboration. According to Dooly (2017, p. 170), Telecollaboration in education is the use of computer and/or digital communication tools to promote learning through social interaction and collaboration. However, as Jager, Kurek & O'Rourke (2016, p. 5) state, summarising Little's (2016) remarks, "telecollaboration cannot by itself be an agent of fundamental change: it can only ever be as effective as the pedagogical environment it is embedded in". Therefore, there is still work to do in order to spread and develop meaningful online intercultural exchange projects. This study analyses the results of two parallel two-month online intercultural exchange projects the authors designed and implemented during the spring semester of 2018. The first project was a bilingual one-on-one English/Spanish exchange project for undergraduate Business students (n=91). The second one was a monolingual one-to-many intercultural practice in English between native and non-native undergraduate Business/Economics students (n=171). Whereas both projects followed a similar structure, they differed in many aspects. Following a mixed-methods approach, our objective is to analyse and identify what elements have led to positive and negative outcomes. The focus is placed on student profile, type of task, project design, implementation and coordination effect, in relation to students' participation, performance, and their evaluation of the project. Our contribution is to provide the community of telecollaboration practitioners with a collection of project design recommendations.

Blended EAP: maintaining success and evolving to meet the future

Sarah Winspear (University of Southampton)

This presentation reflects on the development of the blended year-round course 'Academic and Professional Skills for Business' (Skills for Business / S4B, for short), which is designed to help students succeed in their studies and prepare them for future employment. It will describe the decisions affecting the evolution of the course, comment on how challenges were met and outline the future development of the course to meet an increasing and expanding student cohort.

S4B is an optional blended 'English for Academic Purposes' (EAP) and 'Professional Skills' course for international (and home) post-graduate taught (PGT) and under-graduate (UG) students at the University of Southampton Business School.

As Southampton Business School attracts a large number of international postgraduate students, a new approach was needed for the effective delivery of EAP support that provides increased flexibility in learning.

After considerable research on possible delivery platforms and learning tools, a decision was made to launch S4B in 2015/16 on Blackboard, the main University Virtual Learning Environment, and to experiment with using Articulate Storyline to create interactive self-study resources.

S4B was promoted in the 2015 PGT induction and after this successful pilot year, first year UG EAP support classes were supplemented with S4B online learning resources and tutorials and 'repackaged' under the Blackboard course USB ('Undergraduate Skills for Business').

For the current academic year (2017/18), PGT and UG support is combined into the one course 'S4B', and hosted on a different platform (eFolio). The course has also been also opened up to PGRs.

Combining support in the one S4B course means that Business School students can participate in any S4B session, so sessions such as campus-based lectures and workshops that were previously only for PGTs can now be attended by UGs and vice-versa. In fact, it is not uncommon to find students from other faculties participating in S4B, as it is now 'open' within the University (although primarily used by Business School students).

This presentation will thus outline the development of S4B, and explain the rationale behind changes made to the learning design and the delivery platform, decisions made in conjunction with staff in the Business School and the English Language development team. The effectiveness of this latter collaboration was extremely important in ensuring the needs of students and staff were met at every point in the development and delivery process.

The presentation will be of interest to those considering setting up blended courses, and in particular, how changes were made in response to student usage and feedback. It will conclude with comments on how ongoing feedback is informing the next development cycle of the course. This is of critical importance as we strive to further improve the student experience, increase participation, and update and develop content. We hope to ensure that the course is fit for our future students and that it helps them in tangible ways to be successful in their studies and their future lives beyond their time at university.

Crossing Borders: Using technological approaches to 'live' teach diverse student cohorts across different countries.

Ian Jackson (University of Southampton)

Jodie Silsby (University of Southampton)

This oral presentation focuses on a collaborative, trans-disciplinary project entitled 'Crossing Borders' undertaken by students on two different courses, BA (Hons) Graphic Arts and (BA Hons) Industrial Design, within two Higher Education Institutions based in different countries. Crossing Borders was designed to allow students the opportunity to become informed and responsive to the unprecedented and growing global immigration crisis through a two-day workshop, which was held simultaneously at Winchester School of Art, University of Southampton and Bilgi Üniversitesi, Turkey. A key part of the project involved students investigating and challenging the language used within traditional print media in reporting upon the crisis as well as comparing the experiences and perceptions around immigration within each locale. The project utilised innovative and contemporary communication technologies to simultaneously live stream the workshops via the student designed and coded crossing-borders website, as well as on the Youtube live platform. This allowed students the opportunity to access existing media platforms but also to be authors in designing and creating content online. Alongside this, in the workshops, students subverted social media to use it as a learning tool to constructively communicate and critique each other's ideas whilst in progress and at final outcome stage. Students were also able to utilise these social media technologies to disseminate personal and regional stories and reflections on the topic of immigration. The project therefore liberated educational learning from its native geo-political location through the use of collaborative teaching and learning that extends beyond the traditional confines of institutional teaching space, place and conventions. The project also offered cross-cultural, collaborative, multi-platform student engagement, whilst also acting as a template for institutional sharing of pedagogical good practice. After the event lecturers involved in the project compared similarities and differences of their own pedagogy practice, but also in real time connected and participated in active live reflection. Crossing Borders is now being expanded into a larger version involving more HEI's but also will be part of a book on Design Agitation. Crossing Borders acts as a template for collaborative teaching and learning that is transferrable across subject areas beyond the Creative Arts.

Design Led Learning Environments - Spatial Hypertext

Adam Procter (University of Southampton)

Working within the creative industries knowledge economy you cannot work within a niche closed process but instead you must have the ability to engage and address complex and diverse problems. This process is supported by networking and combining knowledge. Current managed learning environments (think Blackboard) are silos that as evidence suggests provides nothing more than a digital repository. Many are closed, off the shelf products that are inherently inflexible and not adaptable to the needs of future knowledge workers. This presentation will showcase an early prototype platform of a new type of virtual learning environment as part of my practice based web science PhD. This platform has been designed to be open, delightful and built around open sharing and collaborative working practice. The platform is being designed specifically to extend the design thinking processes and knowledge production across both the physical and digital spaces in a collaborative manner. Both the platform and interface will be native to digital culture built on the open web, democratic, human driven, iterative and adaptable. Knowledge production has shifted from being framed as a closed system to being an open system, one that is networked, responsive and expanding. (Vaughan, 2017) An open platform to extend and augment physical design studio practices and enhance this network of creative investigation. This collaborative digital platform is not concerned with data mining and learning analytics but truly extends a network of learning and could provide an excellent digital space for knowledge building. The platform is a visualised and spatial user interface to allow the creation of visible connections, clusters, taxonomy and even serendipity to provide an uniquely innovative, accessible and delightful way to create and decode the wealth of knowledge we now have, this type of intuitive representation of knowledge will empower individuals to connect ideas and build new knowledge within their own communities of practice and move seamlessly from the physical design studio to the digital network. The barrier between physical and digital is disappearing as we become augmented humans, cyborgs, the transformative nature of this augmentation is only just starting. "As knowledge increases amongst mankind, and transactions multiply, it becomes more and more desirable to abbreviate and facilitate the modes of conveying information from one person to another, and from one individual to many." (Playfair, 1786)

The 'Global Student Collective': A Telecollaboration Project in the International Foundation Year Classroom

Lucy Watson (University of Southampton)

Telecollaboration is a method of connecting people in different locations using digital technology to work on a project collectively (O'Dowd, 2015). Task-based teaching for language learning, using authentic texts and contexts and providing multiple opportunities for language practise is recommended by many (Willis and Willis, 2007). This paper focuses on a task-based telecollaboration project which I introduced in my multi-national Foundation Year classroom this year. I present my preliminary findings from a digital ethnographic perspective, exploring the complex dynamics which emerged within the online community 'hubs' and identifying the ways in which the students navigated the multiple challenges the project presented. The 'Global Student Collective' formed the basis for a group presentation on global citizenship for a core module called 'Global Society'. This module introduces students to key concepts such as the nation state system, global capitalism and human rights, and addresses a range of contemporary global issues such as inequality and climate change. I connected my students with their peers in Brazil, India, Hungary and Italy via a closed Facebook group, and set them the task of finding out about the country they were assigned. My students were free to choose the most appropriate method of communication for their group; WhatsApp, messenger, Instagram or Skype, and used those channels to gather their views on the challenges facing their countries and their understanding of what global citizenship means. The project was designed to address a knowledge gap identified in a report by the Universities Pathways Alliance (UPA), of which Southampton is a member, which suggested that global citizenship was an unexplored aspect of our foundation programmes (UPA, 2018). In developing the project, I adopted an 'exploratory practice' (EP) approach (Allwright, 2003; Allwright & Hanks, 2009). My aim was for all members of the community, myself included, to learn collectively and co-construct knowledge, solving problems together as they arose. The project proved very challenging for the students, requiring them to exercise multiple transferrable skills, including teamwork, intercultural awareness, decision-making, planning and time management. They also developed vital oral, written and digital skills. My paper proposes that further research into the online communities which formed during this project will make a valuable contribution to the burgeoning field of digital ethnography, as well as helping other practitioners interested in telecollaboration organise and implement their own projects.

Online language exam preparation course design: Challenges and solutions

Jackie Robbins (Universitat Oberta de Catalunya)

Students need to demonstrate the level of their language competences with officially recognised exams and while there are numerous face-to-face exam preparation courses and resources available, designing and implementing a fully online exam preparation course poses new challenges. At the Centre for Modern Languages at the Universitat Oberta de Catalunya, where we've been designing and implementing fully online language courses for 25 years, we applied our pedagogical approach to exam preparation courses and are currently offering courses for English, French, German, Japanese, Chinese and Catalan exams. For English, we carried out an exhaustive analysis of the Cambridge B2 First and C1 Advanced exams and have designed courses which specifically prepare students for all parts of the exam, including the speaking tests, providing them with a wide range of opportunities to practise and improve all of the skills required and work on specific exam strategies for each paper. We designed self-correcting online exercises for learners to work on independently which provide learners with input as well as production tasks for them to boost their confidence and enhance their writing and speaking abilities, all of which take place in the online classroom. Among the challenges we faced were devising a sustainable approach to giving enough feedback and selecting appropriate online tools for learners to work on the different skills of the exam. In this paper, we present the key features of our Cambridge B2 First preparation course, from the perspective of the challenges faced during the course and task design stage and the solutions adopted. The principles discussed will be relevant for any online or blended language exam preparation courses.

Addressing different learning processes in the development of online courses to learn Japanese Kana scripts

Sibyelle Nalezinski (University College London)

Where I work, at the UCL Centre for Languages and International Education, CLIE, beginners of Japanese are advised to start learning two syllabic scripts, Hiragana and Katakana - together referred to as Kana - before their language classes start. Students continue learning, once classes have started, but are expected to know the complete Kana early on in the course. Each Kana script consists of 46 characters with additional modifications. Learning such a large number of characters within a relatively short time is challenging. A search through the App Store or Google Play on a mobile device will show a number of apps available for supporting the learning of Kana scripts. While they are certainly useful, their function is mainly to test recognition of script, and any support in terms of memorising is only incidental. Students are effectively left to their own devices (literally!) regarding how to memorise and gain a certain degree of automaticity in recognising the characters. To meet the need of students to learn the Kana scripts within a short period of time, I developed two self-study script learning programmes by addressing key learning processes such as memorisation, instruction, deduction and consolidation with suitable exercises, by using colour-coded mnemonic images to create visual anchors for the characters' shapes and supplying the additional sensory connection of hearing the pronunciation when seeing a character. The programmes have web browser and mobile app components and use established platforms such as Memrise and Quizlet. The programmes are a free resource but student registration in Memrise is required. Ideally, all components would be part of a mobile app and I am looking at ways to achieve this. The approach provides a learning pathway with varied and targeted exercises and it brings together different ways of learning. This makes the programmes very compact with maximum exposure and effectiveness.

"What is this place?" - using screencasts to guide international students around the VLE.

Michael Salmon (University of Liverpool in London)

Research has suggested that VLEs are often 'doubly foreign' for international students, both in terms of language and format. That is to say, there is a language barrier present that can impede access, but the layout, teacher expectations and even purpose of these sites can be unclear to new arrivals in UKHE. This presentation will explore how screencast videos with commentary were used on a pre-sessional English language course to help international students navigate an unfamiliar VLE. These narrated videos allowed students to visualise movement through the online space without the frustration or misunderstanding that might otherwise result - an especially important outcome in light of the fact that a pre-sessional VLE is likely to be new students' first exposure to their new university's online learning approach, and thus serves an introductory role. An additional benefit was a tie-in with the course's use of screencasting for *feedback*. The success of this approach can be measured through an analysis of how often the videos were viewed, and by comparison with areas of the VLE where this approach was not present. The presentation will offer suggestions on how this kind of video guidance can be set up, and invite discussion of potential improvements in future iterations of the course.

Discussion Boards Assessment In CLIL: Prioritising Language Assessment in the Advanced Business Russian Course at Regent's University London

Olga Helly (Regent's University London)

My paper will address the question of language assessment in the CLIL Advanced Business Russian course at Regent's University London, drawing on my experience of teaching CLIL Advanced Business Russian at university level. Given the relatively recent adoption of CLIL practices, assessment in CLIL, and particularly, assessment of language in CLIL are yet to be comprehensively researched and discussed. This paper which focuses on language assessment in the CLIL Advanced Business Russian course is an attempt to contribute to the debate by emphasising the importance of language assessment in a CLIL classroom and of its alignment with learning, teaching and the course ILOs. I would also like to share my experience of using an assessment method based on Biggs and Collis' SOLO taxonomy for analysing students' language learning outcomes in relation to the SOLO taxonomy levels of understanding and the rubric scores of the Discussion Boards Assessment. My data suggests that the language learning outcomes may be directly connected with the levels of students' thinking and their ability to construct content. In this paper I will also analyse the ways in which the CLIL Advanced Business Russian teaching methods differ from other methodologies, the main difference being the fact that business Russian is a specialised academic language which differs greatly from everyday language discourse. I will also analyse the data obtained from two questionnaires offered to the students before and after their participation in the Discussion Boards Assessment. The students had a positive perception of the changes in their learning outcomes as a result of their collective work. This further supports the view that placing the learner at the heart of the learning process enhances outcomes and allows the learner construct his or her own knowledge.

Digital challenges in teaching and assessing advanced European languages students

Emmanuelle Lacore-Martin (University of Edinburgh)

Carlos Soler Montes (University of Edinburgh)

As e-learning coordinators for the Department of European Literatures, Languages and Cultures at the University of X, we have been facing exciting new opportunities but also digital and pedagogical challenges in the context of a vast project for the development of innovative digital approaches to language teaching and learning. We would like to propose a Work in Progress presentation on the specific challenges we are facing in the context of Higher Education and more particularly in the development of innovative teaching and assessment solutions for Year 3 undergraduates (here in Edinburgh, final year undergraduates are expected to reach a C2 level of proficiency). The presentation will concentrate on the written language component of our courses, and the development of advanced writing skills for our students.

In our work both as e-learning coordinators and as language tutors (in Spanish and French respectively), we have been striving to combine precise and informed linguistic approaches with cutting-edge digital solutions for teaching and assessing students at an advanced level. We aim to present a number of digital solutions that are provided for us by our VLE (Blackboard) and a dedicated team of Learning technologists and support technicians at the University, and to analyse the way we are adapting them to our particular needs on French and Spanish courses, while encountering particular challenges in the devising of new digital forms of assessment. In particular, we wish present our findings following months of research into the suitability and effectiveness of the use of collaborative tools for online teaching and assessment (Discussion Boards, Wikis, etc.), with a view to starting a discussion with colleagues on the broader aspects of collaborative teaching and learning in the digital era, and the creation of trustworthy and suitable assessment tools at advanced level.

The Year Abroad Project at the University of Exeter: Technology at the Service of Interculturalism, Employability and Solidary Independent Learning

Juan Garcia-Precedo (University of Exeter)

Jordina Sala-Branchadell

The use of the Internet as a learning resource has influenced teaching practices, and modelled the way in which students access knowledge today. In language learning, the resources available online have fostered a solid sense of autonomy and self-sufficiency in our students, leading to the reconsideration of the role of the tutor. In a similar vein, the current socioeconomic intricacies derived from the consolidation of a self-aware 9k generation have also contributed to reshape the role of the language tutor not just as a classroom practitioner, but also as a guided independent learning facilitator in the digital era. In this context, the massive amount of resources online may become unmanageable at times, and consequently tutors have increasingly adopted a more active role in filtering, or even fostering suitable online tools, yet addressing students' learning autonomy. ML at Exeter has built up on these aspects by piloting an online initiative called The Year Abroad Project. This initiative provides a virtual space for UG students to develop their linguistic competences, acquire relevant employability skills and raise intercultural awareness. In the Year Abroad Project, students engage in the elaboration of a series of websites collaboratively, by using their independent learning time more efficiently. In so doing, students remain proactive, and closely engaged with their core modules. Tutors, on the other hand, respond to an increasing request for further guidance on how to develop students' language skills and intercultural awareness online. In the Year Abroad Project, students populate a student-led network of virtual spaces with a repository of self-produced learning materials which can be accessed by their classmates in a solidary aim to share and foster mutual intercultural awareness. With this initiative, students also assimilate and implement valuable transferable competences by working on their ability to develop web-editing skills, and effective language learning tools.

Challenges and opportunities - migrating an online course from Moodle to Blackboard

Tamsyn Smith and Charlotte Everitt (University of Southampton)

In 2017 the University of Southampton committed to improving administrative processes by streamlining the number of applications used across the institution, with staff being urged to move to University-supported solutions where possible. At the same time, discussions were taking place in Modern Languages and Linguistics about potentially developing new modules for the Online MA in English Language teaching. This Online MA, which is aimed at practising English teachers located in 25 countries around the world, was delivered via a bespoke installation of Moodle, rather than the University's main supported Virtual Learning Environment (VLE) Blackboard. The situation presented a good opportunity to evaluate the online provision and assess whether there was a suitable University-supported alternative. This was also a chance to revise the structure of resources and improve the accessibility of materials to enhance the student experience. The team wanted to give the course a fresh modern look whilst also linking students more directly with additional resources such as study skills support. A chat facility had been available in Moodle, however, this could not be replicated in Blackboard, so course communication channels were carefully considered. It was agreed that Blackboard could meet the main needs of the team, but that some enhancements were required, so the team decided to trial Microsoft Teams. An 'arbitrary' Blackboard course was created as a 'home site' to house course information that was not module-specific. The team had a tight time frame for the migration with initial demonstrations taking place just 6 months before the start of the academic year. It was decided that wholesale migration would be preferable to a staggered move. Over a dozen people were involved in discussions to ensure that the migration was as seamless as possible for academic staff and students who were already part-way through this part-time course. This presentation will outline the approach taken and discuss challenges we have encountered, as well as drawing out aspects from the project to make recommendations for courses seeking to undertake similar migrations. We are still in the first year of delivery, so full evaluation of the project has not been completed yet.

Conference Posters

The Role of L2 Self-Regulation in Massively Multiplayer Online Role-Playing Games (MMORPGs)

Ziyad Alsaleh (University of Southampton)

Massively multiplayer online role-playing games (MMORPGs) are predominately English games with millions of active players worldwide. Although they are not designed for second language acquisition, they have many opportunities for non-native speakers of English to improve their second language: 1) Benefits of anonymity provided by personal avatars lowers language anxiety and other affective barriers to learning; 2) They are highly motivating venues for learner-centred autonomous learning; 3) They require communication in English in order to advance in the game; 4) They offer exposure to rich sources of written and oral target language input; 5) They offer a collaborative environment leading to the possibility of co-construction of knowledge; and 6) They provide access to contexts supporting peer-based learning (ZPD). This poster will report on the affordances offered by MMORPGs in learning a second language by using self-regulation theories. Specifically, it aims to examine how these self-regulated language learning strategies happen while playing online. A small-scale pilot study was done on non-native speakers of English to see the effect of playing MMORPGs on their language learning. This poster will highlight the findings that all participants expressed that MMORPGs improved their second language. The predominate reason is to understand the game's culture. Furthermore, one participant's reason for playing MMORPGs is to learn a second language; while other participants played MMORPGs for entertainment but they learned L2 coincidentally. Finally, all participants expressed that MMORPGs improved their L2 more than traditional methods (e.g. schools). This poster will outline the plans for the next research phase. In the next research phase, I intend to interview experienced MMORPG gamers who have learned a second language through gaming. In addition, observe a number of participants, with low second language proficiency, (who still play MMORPGs) to see how their second language improves. With a focus on what self-regulated language learning strategies they use. My hypothesis is that non-native speakers of English who play MMORPGs unconsciously self-regulate their language learning.

Using virtual assistants for language learning: A case study for Alexa

Lucy Skidmore (University of Sheffield)

What if Alexa could teach you a foreign language? Virtual assistants (VAs) such as Alexa, Siri and Google Assistant have the potential to be used as effective tools for language learning, but little is known about the extent to which this is possible. This project investigated the feasibility of using Amazon's VA Alexa for language learning. Alexa's capacity for accommodating language learning features was analysed through the development of an Alexa skill called 'Japanese Vocabulary'. This was followed by a user study (N = 10) which gathered feedback on 'Japanese Vocabulary' through user testing and a questionnaire. Findings from the development stage showed that Alexa skills can facilitate common features found in language learning apps such as personalisation, gamification and spaced repetition. In contrast, there is limited scope to facilitate meaningful target-language speaking practice due to Alexa's lack of integrated multilingual ASR and TTS technologies. Findings from the user study showed that the participants expressed an overall positive response to 'Japanese Vocabulary', with all participants either agreeing or strongly agreeing that they enjoyed using the skill. The skill's capacity for personalisation and adaptability was rated highly, and the lack of in-depth pronunciation feedback was reported as a negative feature. Overall, the findings from the project indicated that Alexa can be used as a simple but effective supplementary language learning tool for beginners, and it is best suited to the practice of small language units such as vocabulary through cue-recall tasks and quizzes. The results provide an insight into how VAs can be best used for language learning and can be used as a starting point for further studies in 'voice-assisted language learning', a potential avenue of interest within the field of Intelligent CALL.

Student-generated digital content: The use of posters for scaffolding

Esther Lecumberri (Regent's University London)

Victoria Pastor-González (Regent's University London)

Our poster addresses the pedagogical challenges of content knowledge acquisition in the context of a Final Year Spanish Language class for students on a BA in international Business. Demonstrating knowledge of socioeconomic aspects of the Hispanic world is one of the learning outcomes of the module and students are assessed on it. In the past, preparation for this element was based on simulations, individual oral presentations and in class debates. However this made difficult for students to have access to these materials at a later stage for revision. Born out of previous successful learning experiences in the context of classroom exercises, we decided to use a new approach with our current cohort: poster presentations. The activity involves providing students with digital poster templates that they need to complete with relevant information about randomly chosen Latin American countries. Students will then upload this anonymous posters onto a module blog hosted on the University's VLE. During the following session, lecturers set up a poster fair that students attend. The aim of the exercise is to identify correctly the country using the country's flag. Posters will be used as source material to complete further exercises in that lesson and beyond, and they provide students with a scaffold to develop their own learning materials to prepare for their formative and summative assessments. The process of students creating individual posters that are first shared in class and then stored in a permanent and easily accessible space encourages individual creativity and also facilitates mutual learning and exchange. This exercise in student-generated digital content incorporates elements of blended learning, collaborative learning and gamification.

At this stage and based on informal comments from the students and the classroom dynamics we could argue that this new approach to content acquisition is more effective and promotes a more dynamic and interactive way of learning, whilst nurturing learner autonomy.

As Wallengren Lynch concludes in his exploration of poster presentations in the context of Social Sciences 'poster presentations are a creative way to helping students crystallise their own arguments and help scaffold knowledge in preparation for final submissions.' Within the context of language modules, we find that posters are also an engaging space to develop and polish all linguistic skills.

Michael Wallengren Lynch (2018) Using conferences poster presentations as a tool for student learning and development, *Innovations in Education and Teaching International*, 55:6, 633-639, DOI: 10.1080/14703297.2017.1286999

A Deep Linguistic Computer-Assisted Language Learning Game for Italian

Jessica Zipf (University of Konstanz)

This project develops a language learning game for Italian running a deep-linguistic grammar at its back-end. The grammar is designed within the framework of Lexical-Functional Grammar (LFG) and implemented using the Xerox Linguistic Environment (XLE, Crouch et. al, 2011). Linked to the grammar is a lexicon covering a wide range of Italian vocabulary. The lexicon was created by converting the *Morph-it!* lexicon (Zanchetta and Baroni, 2005) into a finite-state morphological analyzer. To deal with ambiguous and ungrammatical user input the grammar incorporates concepts from Optimality Theory (OT, e.g. Prince and Smolensky, 1993; Frank et al., 1998). OT-marks are used to mark erroneous syntactic rules that parse ungrammatical structures. These marks are the fundamental building block for the system's linguistically sophisticated feedback system: instead of simply returning an error message, the system provides linguistic explanation as to why a certain structure or word was wrong. Picking up the topic of subject-verb-agreement, the system is capable of returning the entire inflectional paradigm of a verb. The project brings together work from different fields by combining strategies from computational linguistics with theoretical insights from Second Language Acquisition and components from computer gaming. While the computational grammar allows the tool to detect and correct errors in the user input, the learning progress and exercises are guided by insights from *Processability Theory* (e.g. Pienemann, 2005; Bettoni and Di Biase, 2015). Processability Theory is a theory of second and foreign language acquisition that is concerned with language development over time. It is mainly focusing on the order in which the structures of a foreign language are acquired. As such, the research and its results allow fundamental insights into *how* a certain language should be taught: the way the exercises should be build and the ordering in which certain language phenomena should be instructed. As a last building block, the learning software will be realised as a game to make the learning experience more attractive and to sustain the learner's interest and motivation. That is, the grammar component and theoretical insights from processability theory come together to create a language learning game for Italian.

Exploring the effectiveness of technology-enhanced self-access language learning amongst primary level EFL learners

Fahad Alghamdi (University of Southampton)

English language is considered as one of the most dominant and global language throughout the world. It has been spoken and learned formally in many Arabic countries. In Saudi Arabia, English is widely spread in learning and using in many public and private sectors. It has been taught to Saudi primary level in public schools since 2004 after restricting to intermediate and secondary levels. Although the Saudi government spends a huge budget to develop teaching and learning English, there are still some problems of learning the language; such as the traditional style of English language teaching in Saudi schools which is teacher-centred. Therefore, lack of autonomous learning approaches and limited potential for self-access language learning (SALL) in Saudi school context are remarkable. In addition, little awareness (by teachers and learners) of the use of technology to develop English in most of Saudi schools. The research aims to explore the young learners' perceptions of SALL, including the use of technology in Saudi Arabia and examine the degree to which SALL succeeds, or otherwise, in promoting self-access / increased awareness of learning opportunities outside the classroom. For the theoretical background, the researcher used Socio-cultural theory in terms of self/other-regulation. Ten young learners' participants will be observed in choosing and using given resources in SALL. Multi resources will be available to the participants such as; computers, iPad, traditional story and digital story. To conclude this, the significance of the study is to get insight into how young learners acquire and develop their English through self-access, especially through technology and raise awareness amongst teachers and policy makers in relation to the potential influence of self-access and technology on learning English.

Shaping the future of an online MA in ELT through research: what helps students study effectively online?

Charlotte Everitt (University of Southampton)

Teresa Castineira (University of Southampton/British Council)

Patricia Grounds (University of Southampton/British Council)

Caroline Moore (University of Southampton/British Council)

Designing an effective, international online MA in ELT, and ensuring its longevity and continued relevance, requires *thinking out of the box*. Our presentation reports on a specific group of online MA students' perceptions of what helps them study online, and explores possible implications of these findings for future innovation in the learning design of the course. Our findings may be relevant to other online course designers, tutors and/or potential online postgraduate students.

We describe a study carried out with recent graduates of an online MA programme, working in different international educational contexts. The research team includes three online course tutors, the course convenor and the principal personal academic tutor. We posed the overarching question: 'what helps you to study effectively online?' and the following specific research questions:

1. How important do students perceive *tutor-led*, on-platform community building activities to be to their individual learning process?
2. How important do students perceive *peer-led*, on-platform community building activities to be to their individual learning process?

To date, several volunteers have formally consented to participate and initial data collection/analysis has begun. We have gathered and collated written responses to open-ended questions from a questionnaire sent to participants via email. We have begun to implement inductive data analysis strategies, using Miles & Hübemann's (1984) interactive model, as a point of departure. We have already identified data related to key themes derived from previous related research (e.g. Ravenscroft, 2004a) and, furthermore, to perceive further, unpredicted themes, emerging.

After this stage, we will organise individual Skype interviews, transcribe and analyze relevant extracts, first, on the basis of concepts/categories which emerge from the first stage of the study. We also hope that additional themes may emerge from close analysis of the second data set. Finally, we will triangulate findings from both data sets, to assess how far they yield similar/related findings.

Taking student perspectives as our starting point (Howland & Moore, 2002; Lumbreras Jr & Rupley, 2017) whilst complementing work such as Telmesani's (2010) study of *instructors'* perspectives of the online learning experience, we aim to add to existing understanding of online pedagogies, tutoring skills and strategies (Salmon, 2002; Keeton, 2004; Kim & Bonk, 2006) also building on Grounds & Moore's (2017) study of core skills acquired on such courses.

In sum, our research aims to inform future developments in learning design for the online MA programme and provide insight into how its diverse and geographically spread team of online tutors, learning designers and learning technologists can increasingly effectively collaborate into the future, to consolidate and enhance the learning experience for current and new cohorts. The presentation concludes by reflecting on possible implications of our research and inviting discussion from other colleagues.

Elementary my dear Watson: when Sherlock, Wallander, Colombo and Carvalho meet at our language lessons to solve grammar.

Ester Borin Bonillo (Cardiff University)

Who doesn't know Sherlock, Wallander, Colombo or Carvalho? Elementary my dear Watson, is a practical case used at Spanish lessons, at Cardiff University through the Languages for All (LfA) programme. This practical case wants to show how using the previous cultural knowledge of our students in 'Scandinoir' could help us to cross conceptual and grammar frameworks, and the development of a Xerte resource that engages the ability of using eLearning tools that our students are familiar with. It allows our students to learn inside and outside the classroom while they can solve "the mystery of the use" of Complemento Directo and Complemento Indirecto (Direct and Indirect Object Complement). The game is afoot.

Tráete el móvil: cómo aprovechar las destrezas tecnológicas de nuestros estudiantes para la evaluación del aprendizaje continuo en el aula de ELE. Bring your mobile: how to take advantage of our students' technological skills for a continuous evaluation at the ELE (Spanish as foreign language) classroom.

Ester Borin Bonillo (Cardiff University)

Jesús Santos (Cardiff University)

How many times we didn't see our students looking at a small flashing screen? And how many times we wondered why don't invite this small screen to our classroom and be part of the lesson?

From our teaching experience we want to share the use of students' smart phones through the Poll Everywhere application in the ELE classroom. The combined introduction of these two technological tools in the ELE classroom allowed us to take advantage of our students' technological skills in their learning process; integrating Assessment for Learning (AfL) in the classroom. The AfL is a teaching and learning approach that creates feedback. Students are proactive agents in the classroom. They are more involved in their learning process. Students gain skills and during this process they oversee their continuous learning: the students are starting to think about it through a teacher perspective. Without the stress of a formal assessment students are continuously evaluate as well as it's a valuable feedback for every teacher at the end of each lesson.

In this poster we want to show different where we have applied the AfL with the Poll Everywhere tool, its pros and cons, as well as the statistical results of a sample of about 100 students.