

eLearning Symposium 2020

Education 4.0 revolution:
transformative approaches to
language teaching and learning,
assessment and campus design

24 January 2020

University of Southampton, UK



Website: <https://generic.wordpress.soton.ac.uk/elearningsymposium2020/>
Email: elearnsymp@soton.ac.uk

Image SiberianArt/istockphoto.com

Conference Programme & Abstracts

2020 eLearning Symposium, 24th January 2020
Avenue Campus, University of Southampton

Plenary Sessions

Education 4.0 – JISC’s vision for transforming teaching, at last!

Paul Feldman (CEO, JISC UK)

The technologies that underpin the fourth industrial revolution have the potential to fundamentally change the way we teach students in HE, and how they learn. It should also change what we teach. This presentation covers JISC’s view of what is driving this change, why it is so fundamental and what you should think about today to embrace the opportunities it presents.

Disruptive technologies and the language classroom: a complex systems theory approach

Professor Regine Hampel (The Open University, UK)

This presentation uses a complex systems theory approach alongside sociocultural understandings of learning and the theory of multimodal communication to explore the potential of new technologies to transform education (Säljö 1999; Wertsch 2002), particularly in the context of language learning and teaching.

Although technology is embedded in students’ lives today, there is an assumption by many teachers and researchers that its use is inconsequential, an assumption that has been critiqued (e.g. Levy 2000; Hampel 2003; Thorne 2003) but that persists. So how can we ensure that educators understand how these new digital technologies are impacting on communication and meaning-making and align our language learning and teaching practices so they realize the potential that the online media offer and encourage a new learning ecology? To attempt an answer to this question, I will be using complex systems theory (Larsen-Freeman and Cameron 2008) as a useful heuristic for framing my argument, conceptualizing the language classroom (in the widest sense) as an ecosystem consisting of different interacting parts and thus allowing for a focus on the changes that language education has undergone over the past decades as a result of the introduction of new technologies.

Focusing on communication modes, interaction patterns, and the positioning of the language learner in relation to the world I provide evidence for the disruptive effect of the new media on traditional language learning approaches and settings and for a resulting phase shift that is reshaping language education today. I highlight the implications of this phase shift for language teachers, for institutions and policy makers, and for research.

Conference Papers

Introducing corpus linguistic tools to EFL undergraduates and teacher trainees

Maria Adorjan (Karoli Gaspar University, Budapest)

Many language teachers use ICT in their classrooms to create tasks, quizzes or polls with general learning platforms such as Kahoot or Quizlet quite regularly. Few know, however, how to incorporate online corpus tools in their teaching or assessment practices. This talk will show how autonomous learning can be fostered by gradually introducing freely available lexical databases, online collocation dictionaries, pronunciation guides, concordancers, N-gram extractors and other text analysis tools for vocabulary building, skills practice or self-check. Tasks used with EFL undergraduates and teacher trainees on the MA TEFL course will be presented. I will also explain why being familiar with linguistics research is necessary to use these applications meaningfully.

Multiple Linguacultures in Skype Tandem Interactions: transformative approaches to language teaching and recommendations for teachers

Amira Benabdelkader (University of Southampton, UK)

It has been a few decades since intercultural communication has gained the attention of many scholars, practitioners and stakeholders especially in the field of ELT. Within the context of digital communication and Education 4.0, establishing intercultural understanding between culturally and linguistically diverse interlocutors has become more complex. However, despite the huge interest in intercultural communication, the voice of language learners, particularly in online interactions has been ignored.

This study was set up in order to analyse in more depth the voice of language learners in virtual intercultural tandem/exchange. Pairs of learners of English and/or French languages engaged in synchronous communication using Skype over a period of four months. They were given culture-related topics along with some guidelines in order to mitigate and encourage one-hour long conversations for each language. All conversations were video-recorded, transcribed, and analysed using thematic analysis and principles of conversations analysis.

The findings suggest that via virtual intercultural tandem/exchange language learners draw from seemingly contradictory notions of culture and portray and negotiate multiple linguacultures. Surprisingly, the contradictions did not hinder communication and negotiation of differences. For the language teacher, this implies that communication across cultures in virtual contexts can be a powerful source for helping learners develop intercultural skills, reflexivity and criticality. Practical suggestions on navigating the intercultural in digital settings in wider contexts will be discussed.

Creating Lifelong Learners - Why 'How?' is more important than 'What?'

Ged Benn (Studiosity)

It's a new decade and Education 4.0 is a reality. Typical new graduates will have 7 different careers during their working years. What they study will be less pertinent than how they prepare for the next challenge. This discussion will focus on ideas and ways to provide students with the support and skills required to become genuine lifelong learners.

Web-based and interactive Italian at Maastricht University

Laura Capitani (Maastricht University Language Centre, The Netherlands)

In 2013 the Language Centre of Maastricht University in The Netherlands introduced a web-based and interactive course in Italian. This course, developed by the Italian language tutor Laura Capitani, is a structured progressive program that brings together elements from a blended learning and a flipped classroom approach.

The course, uploaded on Google Classroom, uses a combination of individual tuition via Skype (eight 30-minutes lessons), online learning using www.babbel.com , www.quizlet.com and extra training material. In addition, each of the course levels requires 80 hours of self-study.

The course is structured in 3 phases.

Students start their learning in the first phase, using selected parts of the www.babbel.com courses (for A1 and A2 levels), or selected parts of the course manual (for B1 and B2 levels). The first 2 levels need more repetition and intensification. For this www.babbel.com offers a very well-structured course with relevant topics that can be used in real life situations. It also offers the opportunity to go through the grammar, the vocabulary and the cultural aspects.

After the completion of this part, the students can move on to the second phase, in which the learning so far is being reinforced. It uses various extra material, designed based on the content of phase 1, such as www.quizlet.com training sets, task-based assignments, information sources available on the internet, like newspaper articles, interviews, video's.

In this way, at the start of phase three, the students have everything at hand for an intensive 30 minutes oral Skype lesson with the tutor. They receive personal feedback to their oral performance and homework. This feedback is also typed out in the chat space of Skype and the students can use the possibility to record the Skype lessons.

The pace of the entire course is agreed between the teacher and the individual student, dependent on the needs of the latter. As these lessons are one-to-one, learners can focus on areas they find difficult or can deepen specific vocabulary areas.

At the end of each course the participants must pass an oral and written exam covering all four skills, for obtaining 3 credits for their study programme.

Feedback tells us that students appreciate the flexibility that results from an online flipped classroom and the personalized approach of the course.

Integrating MOOCs into Traditional UK Higher Education: lessons learnt from MOOC-blend practitioners.

Karla De Lima Guedes (University of Southampton, UK)

The web has revolutionised many areas of society, including education. The web has changed how many students in higher education study and carry out research. UK tertiary teaching is also going through transformations due to current web affordances and open access. Online learning platforms, such as MOOCs (Massive Open Online Courses), could have a major role to play in the education 4.0 revolution. Such online learning platforms continue to expand with MOOCs now having over 100 million learners and 11 thousand courses throughout the world; and some academics are taking advantage of these resources by integrating them into their face-to-face lecture-based teaching. This study investigates why some academics in the UK are blending MOOCs into their face-to-face teaching practice, how they are using them, and what benefits and obstacles they have faced with the MOOC-based blend. Semi-structured interviews were conducted with six lecturers from three UK universities who had the experience of integrating MOOCs into at least one of their traditional modules at their respective institutions. Data was analysed using an inductive approach to Thematic Analysis. Analysis of the responses shows that academics had a wide range of reasons for adopting this practice, with the most common ones being giving students a platform to engage in global communities and international conversations and exposing them to different views and experts in the field. Data shows that a range of blending approaches were used, and these integrations varied from what was used from the MOOC to how and where these resources were used. Responses to the benefits and obstacles lecturers faced with the blend were rich and varied, which represented the different reasons, levels of support and difficulties they had when integrating the MOOC(s). Results from this study generated i) an understanding of why academics are using MOOCs in their teaching practice, what parts of MOOCs they are using and how these resources are being blended into their face-to-face courses, ii) an overview of the benefits and difficulties lecturers have faced with this practice, and iii) a list of practical advice to MOOC-based blending novices.

A Demonstration - Utalk

Charlotte Donnelly (Utalk Campus)

This demonstration will present uTalk Campus, explaining what it is and how it works; how it benefits educators; and how it supports students, no matter their chosen discipline, to become engaged in another language and, as a result, be a more global citizen.

Transforming Learning Spaces for Multilingual Interaction

Cecilia Gorla (University of Nottingham, UK)

Lea Guetta (University of Nottingham,UK)

The design of innovative learning spaces currently affects different educational sectors, including university teaching and learning.

A parallel can be identified between the blurring of the boundaries between work/learning and social engagement, and the weakening of the specialisation of spaces for formal, informal, life-long learning, social interaction, and leisure; witness the emergence of flexible spaces able to cope with different types of activities at once. This view is inspired by the Oodi Central Library in Helsinki, in which space adapts to users' needs and little distinction is made between spaces for learning, socialising and entertainment.

Such a user-centred approach to space design mirrors the ongoing development towards student-centred education and the emphasis on making these spaces digitally competitive equally reflects the increasing integration of technologies in teaching and learning. In other words, the need is felt for highlighting the relation between student-centred digitally enhanced pedagogies and learning spaces which adequately support such pedagogies.

Building on the notion of “sticky campus” ([JISC](#)), the purpose of this workshop is to explore possible designs for a learning space conducive of multilingual communication, collaboration and creativity. While working on a concrete case study, the participants will be guided to reflecting in more general terms on the design of learning spaces and the activities that they support.

The tangible context is the Self Access Centre (SAC) of the University of Nottingham, a space that provides access to multimedia language resources to staff and students. Triggered by the need to transform the SAC, this workshop will elicit innovative suggestions from the participants around the design of learning spaces, with a focus on language learning and teaching.

Structure:

- 1) Introduction to some models of learning spaces and their impact on learning – 5 minutes
- 2) Presentation of the case study to build the tangible context on which to work – 5 minutes
- 3) Utilizing concrete examples participants will – 30 mins:
 - Reflect on the meaning of services like the SAC in the digital era;
 - Share experiences from their institutions;
 - Think of language learning activities to take place in a transformed SAC;
 - Advance considerations on equipment necessary to support those activities;
 - Using a floor plan, design an optimal space for the realisation of those activities;
- 4) The workshop will conclude with a game-like activity in which the participants advance suggestions for a catching name and acronym that reflect the purpose of the space – 5 minutes.

The life of an open course for Spanish Language and Culture

Cecilia Gorla, Eduardo Guevarra, Rocio Martinez-Espada (University of Nottingham, UK)

The purpose of this contribution is to reflect on the life-cycle of an open online language course, from creation to resurrection.

The empirical context is provided by a course in Spanish Language and Culture offered by the University of Nottingham, which, although confined within the boundaries of the institution, is open in its recruitment strategy and especially in its pedagogy. Thus, on analogy with MOOCs the Spanish course presented here takes the shape of a Moodle based NOOC, the registered trademark for Nottingham Open Online Course(s).

The Spanish NOOC puts strong emphasis on cultural content ensuring that the language learning activities are enriched and complemented by informed exchanges on a wide variety of topics related to the Spanish speaking world. It engages the participants in a multi-level structure conceived to foster peer collaboration and feedback across three broadly defined levels of language proficiency, namely beginners, intermediate, advance. All resources are adapted to cater for the three language levels, thus supporting mixed abilities, facilitating mobility across the levels and capitalising on peer interaction as a tool for coping with unpredictable numbers of participants.

For the next phase of the project, we intend to integrate the cultural content of the course into the oral classes for final year Modern Languages students. This approach has already been piloted for an oral exercise that forms part of their continuous assessment and student engagement with the materials was excellent. The Spanish NOOC videos (by specialists from the Spanish, Portuguese and Latin American Studies section) feed from, and connect with, other history, politics, visual and literature courses that the students are already taking.

Although not purely a CLIL approach, we intend to explore how to best utilize these materials and connections to support language learning at final year level, to advance cognitive skills, to reinforce cultural awareness and to improve student engagement.

This contribution is a reflection on the challenges faced when designing, building, delivering and repurposing the cultural content and language activities of the Spanish NOOC. In particular, emphasis will be placed on the impact of technological, pedagogical and institutional factors on the course, and solutions for further developments will be advanced.

Engaging students by using wikis in teaching intermediate-level Russian

Olga Helly (Regent's University Institute of Languages and Culture, London, UK)

My paper will address the way in which wikis can engage students by improving their writing skills and encouraging autonomous learning. At the same time, I will also examine the intended outcomes for languages for the Intermediate Level module and analyse the gap between these outcomes and the students' real achievement, suggesting possible reasons for underperformance.

My intention is to share my experience of using wikis in teaching Russian at intermediate level at Regent's University London as a means of engaging students and to discuss issues around their use and solutions to make these tools more effective in a mixed class environment. I will be presenting concrete examples of wikis created by my students, analyse their attitude to this VLE tool and address the question as to why wikis have not, so far, produced the desired result. One reason for the relative low level

of wiki use among students is the undeniable fact that wiki usage gains no separate credit or percentage points for their users, making this useful learning tool unattractive to students despite the obvious and measurable benefit to their Russian literacy. I will, therefore, conclude my paper by addressing this problem and suggesting ways of raising the students' interest in this highly beneficial online activity.

Embedding long-term change in a relatively short time scale. An exploratory review of student transition across a large-scale summer Pre-sessional programme

Chris Lewis (University of Southampton, UK)

Each summer, the University of Southampton welcomes large numbers of language learners to its Pre-sessional programmes. Designed to help international students prepare for life at a British, English-speaking university, in addition to language-orientated modules in reading, writing, listening, and speaking, the programme aims to scaffold student transition to new educational environments. This aspect is explored through dedicated independent learning classes.

Drawing upon recent experiences (2018 and 19), this paper will explore the challenges faced in both curriculum design and delivery. Crucially, it will examine student engagement and adoption. The paper will also consider student experience and uptake in extra-curricular opportunities. In the time-pressured climate of the summer it can be hard for students to recognise the value of less-formal language activities (such as Conversation Café) however, the adoption of a proactive, immersive approach to language and socialization regularly reaps positive results.

Change, especially in situations like the Pre-sessional is inevitable but with careful planning, thoughtful module design and delivery, this paper hopes to demonstrate that successful student transition is possible within tight timescales.

From Delight to Disgust or vice versa: Chinese Parents' Perceptions of Children's EFL Technology Use

Stella Lui Xing (University of Southampton, UK)

This research investigates how Chinese parents view and support their children's use of EFL technologies and the reasons behind these perspectives and practices. Based on Theory of Planned Behavior (TPB) and Technology Acceptance Model (TAM), we report a study in which 8 parents were interviewed to explore their mixed experiences and challenges in children's exposure to digital EFL applications. We examine the range and variety of EFL technologies their children encounter at home, the forms and time of the learning takes, adults' roles and support for the learning, and whether and why these beliefs and practices change overtime. It is found that that the participants' views and practices were shaped by their expectation for children's academic success and social mobility, family SES background, parenting concept and in particular, parents personal technology acceptability.

Task-based language learning through digital storytelling in a blended learning environment

Serpil Meri Yilan (Agri Ibrahim Cecen University, Turkey)

Task-based language learning (TBLL) has been a crucial approach to second language learning. As a student-centred approach, TBLL lets students perform tasks for rewards or for their own selves freely. The common definition of task in learning is regarded as an activity with which learners interact and comprises the meaningful use of language (Bygate, Skehan & Swain, 2002; Long, 1985; Van den Branden, 2006). Since speaking proficiency is directly proportionate to the performance of tasks, TBLL has attracted attention of, especially language teachers of speaking. Therefore, the present study investigates TBLL to teach speaking through digital storytelling in a blended learning environment. 26 university level students whose English language level is intermediate participated in the study compulsorily, as they were taking a course on speaking. In order to be graded, each of them prepared digital stories individually and posted their recorded videos on the class group via Google Classroom, which is the first task. Along with their lecturer, their peers evaluated their speaking on four assessment criteria, about which students were informed in advance. The difference in the assessment between their lecturer and peers is that their peers wrote their assessment and grade as a comment, whereas the lecturer was not interfered within this dialogue. The second task was carried out inside the classroom. Each student showed their performance in front of their peers and lecturer. In the same way, they assessed and gave their grade to them. After these two tasks, students were asked for writing their views about two learning environments and learning with TBLL approach. Findings from students' digital stories and classroom performance as well as their views reveal interesting data about the importance of TBLL for speaking proficiency. However, it extends the knowledge of TBLL and draws researchers' attention to the design of blended learning environments, not just online learning environments. Hence, it sets the ground for teachers, administrators, institutions and policy makers to rethink TBLL in language learning.

Flipping Communities with Technology: foreign languages through Flipgrid videos

Elena Polisca, Dale Munday (Lancaster University, UK)

This paper explores an innovative use of the Flipgrid software within an e-portfolio on the OneNote platform in the Department of Languages and Cultures at Lancaster University. In particular, this paper proposes an innovative solution to supplement the lack of oral practice in the study of a foreign language beyond the classroom environment. In order to offer additional opportunities to practise the spoken language and potentially avoid in-between classes hiatuses in which students may lack the motivation to practise orally, to bridge such gap, a new activity was created for the OneNote e-portfolio used by students. The portfolio forms an integral part of the assessment for this course unit and its rationale is to reacquaint students with the foreign language after the summer break by stimulating a reflection on their perceived strengths and weaknesses followed by the creation of a number of self-directed linguistics tasks aimed at correcting the latter.

A new section in the collaborative area of the portfolio was created using Flipgrid, a piece of software that allows participants to share 90-seconds video recordings within

a selected group of users. Through this new activity, scheduled for three days after the last oral class, students select a film, book, TV series or item of news they watched and would like to recommend for viewing or reading. Students can interact with posted videos in similar fashion to more conventional social media by liking posts, replying to them through another video, and personalising thumbnails and profile pictures.

Through short questionnaires interspersed at regular intervals throughout the semester, this study maps the students' progression in the spoken language with emphasis on perceived confidence and issues that may affect such confidence. Initial results show that the semi-guided, built-in approach of Flipgrid within the virtual classroom yields positive, transformational results in terms of increased confidence in speaking in a foreign language, in doing so in front of an audience, and in incorporating new technologies outside the conventional classroom setting.

This project aims to continue past the portfolio deadline and to the end of the academic year in order to gain a fuller picture on the impact interactive platforms may have on language learning on a longitudinal basis. Its ease of use and replicability has the potential to be applied cross-discipline tackling the challenges of the current technological revolution head on.

Towards Ecologies of (online) Language Teaching

Marion Sadoux (University of Oxford - Language Centre, UK)

At a time of unprecedented crisis locally and globally, one often hears “sure, the future is online”. Ubiquitous, accessible, recyclable: clean and fair? CALL is now a well-established and rich field of research, and yet, few of us, individually or institutionally, have delivered our language courses online, too many of us know that e-learning is often reduced to its lowest possible common denominator –I use PPT- and, according to a recently published review of technology use in language teaching in Higher education in the USA (Lomicka & Lord, 2019) a survey of the sector reaps results which they find at once disappointing and surprising – where preferred practice (teachers and learners) remains strongly anchored on what one can best describe as face to face models of delivery in which technology plays a very limited role . And yet – we are supposed to be on the rising cusp of web 3.0! How are we as educators, as institutions of Higher Education fulfilling our role in supporting the development of competent and engaged citizens who will be able to navigate and learn in the networked environments of the future? This question is not only intended here towards learners, but perhaps more importantly towards teachers.

This paper will explore, through the common metaphor of ecologies of learning, the way in which the design and implementation of an online variant of a face to face course may contribute to positive washback in unlocking a set of autonomy and agency skills and attitudes (towards hybrid forms of learning and self-directed learning) that may enable us to progress beyond the “they don't want it”, “it doesn't work”and “give me some training”.

Elicitation feedback through screencasts: impact on linguistic accuracy and complexity, and role of the feedback language

Sascha Stollhans, Dale Munday (Lancaster University, UK)

A number of studies have argued that screencast feedback in the context of language teaching and learning is received positively by students and encourages deeper engagement with the feedback (inter alia Abdous & Yoshimura, 2010; Brick & Holmes, 2008; Cann, 2007; Elola & Oskoz, 2016; Fernández-Toro & Furnborough, 2014; Stannard, 2007). Following on from previous research (Speicher & Stollhans, 2015, also presented at EUROCALL 2015), which suggests “that students perceive screencast feedback to be more personal and that it encourages students to work more actively with the feedback” (p. 510), the present study further investigates the degree of engagement with screencast feedback, the role of the language in which the feedback is given, and its potential benefits on linguistic accuracy and complexity.

18 first-year students studying German at a UK university (CEFR level B1) have received elicitation feedback on a written essay consisting of metalinguistic explanations and prompts (see e.g. Lyster & Ranta, 1997) through the medium of screencasts. No explicit corrections were made; rather feedback was phrased in such a way that it encourages students to reflect on their own linguistic output and improve their work independently. Half of the cohort was given screencast feedback in English, the other half received the feedback in the target language.

After having received the screencast feedback, students were asked to revise their essays and submit an annotated version, outlining the changes they have made. This is currently being analysed qualitatively and quantitatively to measure students’ uptake and engagement with the feedback.

Some of the questions we are exploring include: what percentage of feedback prompts were implemented? In which ways have accuracy and complexity of the written work improved? What do students’ annotations reveal about the way in which they engaged with the feedback? Does the language in which the feedback is given make a difference? How could we improve feedback quality to increase students’ engagement with it and improve effects on accuracy and complexity?

Our data will be complemented by a student survey, in which the students will be asked to self-evaluate and reflect on this feedback activity. The presentation will contain a detailed analysis of the results as well as concrete suggestions for maximising the potential of (screencast) feedback in empowering students to become self-reflective learners.

Setting up your own online course using Moodle with the help of free hosting site Gnomio.com

Ha Thi Diem Nguyen (University of Southampton, UK)

This workshop is a hands-on session where participants can start building their own website for their courses, in which they can easily interact with their learners via different tools.

The example is my own website which I used for my undergraduate students at Foreign Trade University, Vietnam.

Procedure	Time	Purpose
-----------	------	---------

Overview of gnomio.com with the example from my own site diemha.gnomio.com	5 minutes	Get participants familiar with what the site can do for an online course.
Creating your own website	5 minutes	Participants create their own website on gnomio.
Creating your course	5 minutes	Participants add a course to their newly created website with basic information about the course.
Adding lessons to your course	5 minutes	Participants add tabs for the number of lessons to their course design.
Uploading documents and content of each lesson.	5 minutes	Participants practise adding details to their lessons.
Discovering different tools on gnomio.	10 minutes	Introduce other useful tools on gnomio: adding learners, assigning co-instructor(s) or teaching assistant(s), managing students' assignment submission, marking, feedback, grading, creating forums.
Wrap-up	10 minutes	Get some participants show their newly created website.

Technical requirements: each participant will have access to a computer or bring their own laptop to the workshop, if they can.

Blended learning to optimise second language learning

Ha Thi Diem Nguyen (University of Southampton, UK)

There are a number of factors that affect the outcome of second language learning. They are age (Johnson & Newport 1989; DeKeyser 2000; Cenoz 2005), aptitude (Dornyei and Skehan 2003), intelligence (Armstrong 2009), motivation, personality (Gardner and Lambert 1972), anxiety (Loganatha 2016), cognitive styles, learning strategies and social interaction or the exposure to the environment of the target language (Krashen 1981).

The last factor, exposure to the target language, is composed of two types, instructed and naturalistic setting. Naturalistic exposure refers to the way learners acquire a second language “naturally as a result of living in a country where it is spoken”, while instructed exposure is the result of “learning it in a classroom through instruction” (Ellis, 1997:3).

In this discussion, I would like to look at the way to get my students in Vietnam (particularly, the students of Patronus English Classes that I myself founded, for learners of different age groups, ranging from pre-schoolers to adults) benefit the most from both types. The challenge is how to get them exposed to naturalistic environment, i.e. “living in a country where the country where it is spoken”. The solution is, therefore, blended learning. I combined traditional classroom setting and online interaction with native speakers and other speakers of different cultures via the

English language as an intermediary.

All Patronus English Classes are run twice a week in a traditional classroom setting. In the first lesson of the week, students learn a particular topic with their main instructor. The second lesson is for them to revise what they have learned earlier in the week before having a chat with native speakers of English or those of another language who is fluent in English (who are called teaching assistants - TA) via video call. The content of the chat is carefully planned and monitored by the instructor of the lesson. The chat is divided into three main parts, TA's talk, one-to-one conversation and class activity.

Students' performance is noted to track the progress and there have been significant changes since week 1 to week 5 (at the time of writing this abstract) because not only the factor of exposure to the target language but also other factors like motivation, anxiety etc. are enhanced.

References:

- Armstrong, Thomas. (2009). *Multiple Intelligences in the Classroom*, 3rd ed. Alexandria, VA: Association for Supervision and Curriculum Development
- Cenoz, J. 2005. English in bilingual programmes in the Basque country. *International Journal of the Sociology of Language* 171, 41-56.

Changing learning environments: Interplay between settings and individual learner attributes!

Ruth Trinder (Institute for English Business Communication Vienna University of Economics and Business, Austria)

The purpose of this talk is threefold: to present constants and changes in Austrian business students' informal learning practices over a period of seven years, to establish links between frequency/perceptions of informal activities and individual differences, and to explore the impact of increased out-of-class language use on perceptions on instructed settings.

It is widely accepted that successful language learning is rarely the product of classroom instruction alone, but needs to be supported by independent language use and practice. Due to advances in technology and the ensuing mobile learning revolution, learners nowadays accumulate learning experiences in a multiplicity of out-of-class settings that go far beyond classroom contact hours. In the particular university context I am reporting on, the exponential growth in informal learning opportunities characterizing the past decade coincided with a move to a new campus (with up-to-date technological infrastructure) six years ago.

These fundamental changes in our students' formal and informal learning environments prompted me to explore what, if anything, remains constant. Learners are still at the centre of their learning environment, with learner attributes and cognitions determining approaches, behaviours, and choice of learning resources and strategies. Research has shown that learners differ in their awareness of what available resources offer in terms of language learning potential. Attempting to pinpoint individual learner factors that may account for such divergent perceptions appears to be a logical next step.

To this end, and to establish changes and constants in beliefs and practices over a period of seven years, I will compare the results of two earlier studies (2012 & 2013, on students' language learning beliefs and views on formal/informal learning, respectively) with fresh data on beliefs and preferences, and their impact on behaviours in informal and instructed environments. The presentation furthermore addresses the issue of whether students' everyday digital practices affect their views on the role and importance of formal teaching. Based on questionnaires and focus group interviews, I will trace changes and constants in students' beliefs and behaviours, and identify factors responsible for how they construct their personal learning spaces.

Applying Unipus Learning App in China's College English Class: From Local to Global

Craig (Yu) Zhang (Beijing Foreign Studies University, China/Guizhou Education University)

This research, based in China's Guizhou Education University, discusses the construction of a blended online and offline English class at local colleges with the effective use of *Unipus Learning App* (ULA) designed and developed by Foreign Language Teaching and Research Press, the most prominent and biggest academic publishing group in the area of foreign studies in mainland China. We propose that an effective language class should be a place where teachers and students make best use of this multifaceted app to co-explore the text content to develop not only language proficiency but also a keen awareness of text genres. To achieve this, three steps are to be conducted in their fluid and practical ways: offline autonomous learning, online supplementation and consolidation plus vis-à-vis class seminars. Blending class of this kind explores first and foremost the "Life-First" value set in a language class, then welcomes variegated technology-supported teaching practices and perceives language as a cognitive tool to mediate humans and the outside world to which we are so tightly connected. A one-term (18 weeks) teaching experiment in two classes shows that students with proper guidance in the use of ULA made fast progress in English and achieved high degree in autonomous learning, which greatly galvanizes them to hold further interest in the English language. We teachers are also more certain in the blended English class about the rightness of the ultimate goals of teaching and learning any foreign language, which are, namely, exposing to global cultures, growing in overall intelligence and achieving to be a glocalized man.

Conference Posters

Transforming English for Academic Purposes to meet the evolving needs and expectations of digital students

Andrew Davey (eLanguages, University of Southampton, UK)

Simone Marx (eLanguages, University of Southampton, UK)

Poster presentation

The EAP (English for Academic Purposes) Toolkit has been licensed since 2004. Developed by eLanguages at the University of Southampton, we have undertaken a major refreshment project over the past year, to improve both the functionality and appearance of the Toolkit.

The EAP Toolkit provides a wide range of online learning resources which are used in a mixture of self-study, blended and classroom settings, primarily by students whose first language is not English. With the latest set of updates, we have aimed to increase the appeal of the resources to students to encourage greater autonomous usage, and to improve the ease with which staff can recommend and use the Toolkit resources with their students.

Our poster will highlight the content of the EAP Toolkit as well as how it is used by institutions. We will also introduce the key updates to the resources and new features we have added.

We will present a range of the new functionality we have been adding over the past few months, including expanding the Toolkit with additional resources, a new visual approach, responsive feedback, accessibility upgrades and strategies for increasing student usage.

Do Blogs as a Virtual Space Foster Pre-Sessional Students' learner Autonomy?

Georgie Hannam (MAALLT graduate)

Over the previous decades there has been an increased interest in improving students' Learner Autonomy in Higher Education due to learning theories which suggest that autonomous learners are more successful learners. However, due to the complex nature of Learner Autonomy, educators and academics continue to strive for an adequate definition of the concept and how it can best be fostered in educational institutions. This research investigates how one learning space seeks to foster Learner Autonomy.

Research shows that how learners view learning spaces has a crucial impact on how they act in said spaces. This qualitative case study was driven by a lack of empirical research which explores both perceptions *and* practices in social learning spaces. Investigations into both these elements help to gain a deeper understanding on how learning spaces function, which is essential to recognising how they can meet their

pedagogical goals. The study was motivated by three research questions to gain a better understanding of how the virtual blogging space on the Independent Learning (IL) Pre-sessional module at the University of Southampton cultivates Learner Autonomy.

1. How do pre-sessional students and Independent Learning Facilitators (ILFs) perceive, define and articulate their understandings of the virtual blogging space?
2. What social and educational practices take place in the virtual blogging space?
3. To what extent does the above possibly influence students' learner autonomy practices?

Data collected from semi-structured interviews, students' blogs and course documents illustrated that there were some conflicts in how the students, ILFs, and curriculum designers perceived the blogging space, particularly in relation to its educational purpose. It was also found that students did display Learner Autonomy practices, notably reflection, though this was limited in some cases. Reflection, being one of the key goals of the IL syllabus, was predominantly prompted by the weekly topic questions as well as the guidance of the ILF through comments on the blog. Recommendations are made for more investment in the time conveying the rationale of the blogging space to the ILFs and subsequently the students. However, more importantly it sheds light on some issues that require further research in order to deepen an understanding of the practices within the space, such as how the blogging topics could be improved to promote deeper reflection, and what is the most effective ways that the ILFs can engage with the students on the blog to maximise the effectiveness of the scaffolding purpose.

The Impact of Flipped Mobile Learning on the Development of E-Lectures Skills among University Teachers

Dalya Osama Khayat (University of Southampton, UK)

Over the last few decades, there have been rapid developments in mobile technology, which have led to rapid changes in all aspects of human life. The education sector has been affected by this technology including mobile technology, the use of which has increased in the classroom. This has influenced the teachers and students. In the education field, the flipped classroom has been recognised as an innovative and effective instructional approach and it has recently gained prominence. In an attempt to take advantages of the flipped learning (FL) in the face of mobile learning (ML) drawbacks, as well as vice versa, this research suggests integrating flipped learning (FL) and mobile learning (ML) in one environment, which called Flipped Mobile Learning (FML). The underpinning theoretical framework for this thesis is based on Technology, Pedagogy, and Content Knowledge (TPACK), which is expressed through three groups for FL, ML, and FML.

This research aims to gain a better understanding of the impact upon university tutors of the FML approach and in creating electronic lecture (e-lecture) skills by investigating whether FML could improve the creation of e-lecture skills among faculty members in a leading university in Saudi Arabia. Additionally, this research seeks through exploring university tutors' opinion (concerns, challenges, and affordances) of using an FML.

A pragmatic research paradigm and a mixed research approach are employed with a quasi-experimental and multiple interventions approach. The participants are Saudi female university teachers regardless of their academic positions and disciplines. The

participants are assigned into three groups; the first group trains through FL, the second group trains through ML, the third group trains through FML. This research uses multiple methods to achieve the research aims. The analysis compares the perceived outcomes of FL, ML, and FML CPD on university tutors e-lecture skills through questionnaires before and after the experiment. An evaluation product card is used by the researcher before and after the CPD to identify the actual outcomes of FL, ML, and FML CPD on university tutors e-lecture skills. This is followed by semi-structured interviews to record rich data about the university tutors' opinion of FML CPD. This research will be presented in a poster.

Forming a Blended Community Practice

Christina Markanastasaki (Maastricht University, the Netherlands)

How do teachers keep up with technological developments which impact on pedagogical design? Furthermore, what support do universities offer to teachers who have been mandated to use virtual learning environments (VLEs)? A Community of Practice (CoP) could support teachers as they endeavour to adapt their materials and teaching approach to new online teaching spaces. Research on CoPs indicates that the most productive knowledge sharing often occurs in informal face-to-face settings, such as in the office kitchen or in teacher's lounges, and usually near the coffee machine. Such frequent yet spontaneous opportunities for knowledge sharing and mutual engagement may, however, be impeded in a university campus with dispersed geographical arrangement and disparate inter-faculty organisation. Nonetheless, teachers could gain tremendous insight by sharing experiences with colleagues from other faculties and establishing common challenges and opportunities. This presentation will pose the question of how to motivate teachers to meet with one another across longer distances in a disparate organisational setting, in order to mutually engage and participate in shared inquiry about blended learning. The author will discuss how a blended learning Community of Practice (CoP) could provide a supportive network to teachers adapting to changes brought about by technological innovation, as well as a framework in which they could mutually engage and share their knowledge, experience and resources.