



USING DIFFERENT TECHNOLOGY- ENHANCED APPROACHES TO SATISFY THE NEEDS OF LEARNERS OF LANGUAGES FOR SPECIFIC PURPOSES

Prof. Ana Gimeno-Sanz
CAMILLE Research Group
Departament of Applied Linguistics
Universitat Politècnica de València, Spain

Conference on Language Learning for Professional
Purposes in Hospitality and Tourism
15-16 November 2019 – Nicosia, Cyprus

CONTENT

- Web 2.0 resources for language learning
- Atomised CALL
- Clilstore
- MOOCs
- Learner expectations and satisfaction in:
 - Mobile-Assisted Language Learning (MALL)
 - Digital Storytelling project
 - Telecollaborative project
- Concluding remarks

EARLY STAGES OF WEB DEVELOPMENT

- Not until web 2.0 and the wealth of possibilities opened up by...
 - social networks
 - cloud computing
 - high quality streaming video and crowd computing systems (including collaboration packages)
 - crowdsourcing platforms
 - information sharing software
 - wikis
 - blogs
 - alerting systems
 - social networks (FB, Twitter, Flickr...) and even mashups

CURRENTLY...

- ...no end to the things we can do in computing to enhance language learning and make it **motivating** and **attractive** to the learner as long as there is a very large dose of **imagination** and **creativity** mixed into the formula. Another basic ingredient is being bold enough to try to **foresee** what may lie ahead in the future
- Nicolas Negroponte, *Being Digital* (1995) → envisaged a completely **wireless world**
- We are nearing his prediction with the recently born era of tablets and apps
- Things I do with my iPad...

watching live TV and streamed videos	delivering audiovisuals in live theatre productions
playing games	writing and making both text and oral notes
looking-up information on the internet	taking pictures and storing them in albums
listening to my discography	listening to the radio & podcasts
reading newspapers, fiction, academic papers...	writing and making both text and oral notes
practising my French	online banking
communicating with friends and colleagues through Skype	keeping in touch with family, friends and colleagues on social networks...
organising trips, booking restaurants	online shopping

But, how do all of these advancements fit into language learning?

Aren't we all a bit overwhelmed by the number of technologies and applications or apps that are currently at our fingertips?

THE NEXT MOVE... “ATOMISED CALL”

- Currently moving away from structured “all-in-one” contents such as those typically found in textbooks, CD-ROMs or online courseware to **unstructured yet meaningful bits (resources)**
- These **didactically meaningful resources** are assembled together and integrated into the language curriculum by teachers or tutors who are in charge of implementing them into their everyday teaching practice
- New phase “**atomised CALL**” (Gimeno, 2015) → from 2010 onwards as a continuation of Mark Warschauer’s definition of “integrative CALL”
- Reaching Bax’s concept of “**normalisation**” of CALL
- Constant evolving of technology & emergence of new gadgets → new challenges for CALL developers & authors to find the optimum way of pedagogically exploiting those forever emerging technological developments

ATOMISED CALL

- The atom (each individual resource) is the basic unit that makes up all matter (teacher-led or self-access activities) that in turn come together to build larger particles (a combination of exercises, activities or tasks that are coherently scaffolded in accordance with a particular learning methodology and teaching approach).

(Gimeno, 2015)

TODAY'S TECHNOLOGIES...

By didactically meaningful resources, I include the actual technologies themselves...



...as well as the various skills that can be exploited with them...

RESOURCES AND SKILLS...

- Using the web as a source of information → **task-based and project-based learning**
 - WebQuests <http://webquest.org>
 - Digital storytelling <http://digitalstorytelling.coe.uh.edu/index.cfm>
- Using the web as a translation tool → **translation or writing tasks**
 - *Multidict & Wordlink* <http://multidict.net>
 - Google translate <https://translate.google.com>
- Using collaboration tools for communication purposes → **creative writing tasks**
 - Wikis <http://revistas.um.es/redu/article/view/92751>
 - Blogs <http://www.lexiophiles.com/language-blog-toplist/top-100-language-blogs-nominated-language-learning>
 - *GoogleDocs* <https://www.google.es/intl/es/docs/about>

RESOURCES AND SKILLS...

- Using communities of practice to mark and correct learner input → **reinforcement activities**
 - *Tandem* <https://www.tandem.net/es>
 - *HelloTalk* <https://www.hellotalk.com>
- Using virtual worlds for instructional and communication purposes → **reinforcement activities through oral & written interaction**
 - *Second Life* <https://secondlife.com>
 - *OpenSim* <http://opensimulator.org>
- Using word games for vocabulary acquisition → **practising new vocabulary & communicating**
 - *Aworded* <http://www.aworded.com>
 - *Words with friends* <http://www.wordswithfriends.com>

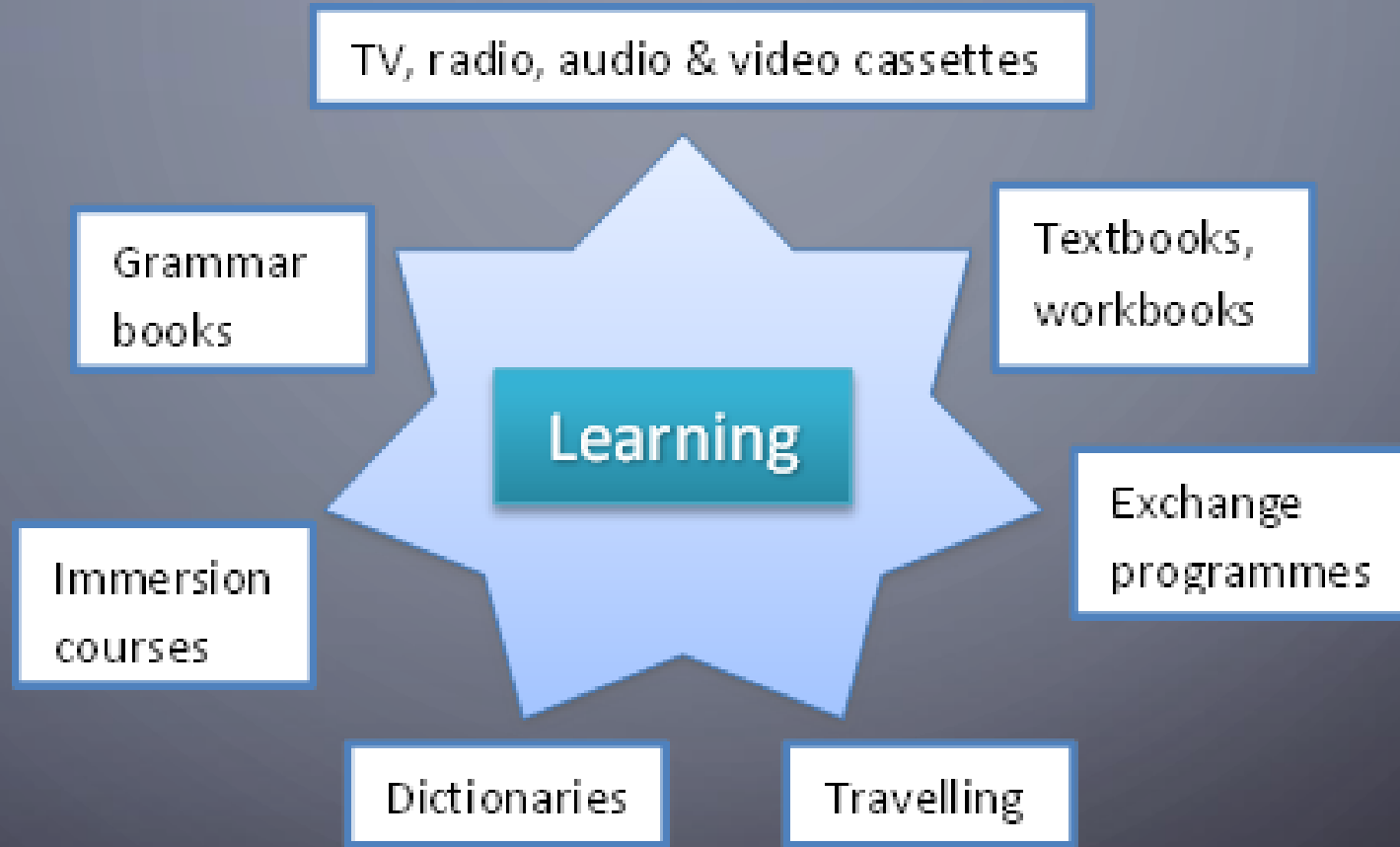
RESOURCES AND SKILLS...

- Using mobile devices to deliver micro-lessons → reinforcement activities through mobile interaction
 - WhatsApp
 - Line
- Using video recordings as a source of information → reinforcement comprehension activities
 - Videocasts
 - Screencasts
 - Streamed video
- Using the web as a massive reference source → broadening knowledge
 - Ready-made online exercises
 - Grammar explanations
 - Online dictionaries
 - Encyclopaedias

AND MORE RESOURCES AND SKILLS...

- Using audio recordings as a source of information → **listening comprehension activities**
 - Podcasts
- Using computer-based language tests (exams) → **learner assessment**
 - Diagnostic tests
 - Placement tests
 - Achievements tests
- Using gamified tutorial apps → **supplementary materials**
 - *Memrise* (<https://www.memrise.com>)
 - *Duolingo* (<https://www.duolingo.com>)
 - *Busuu* (<https://www.busuu.com/es>)
 - *Babbel* (<https://uk.babbel.com>)

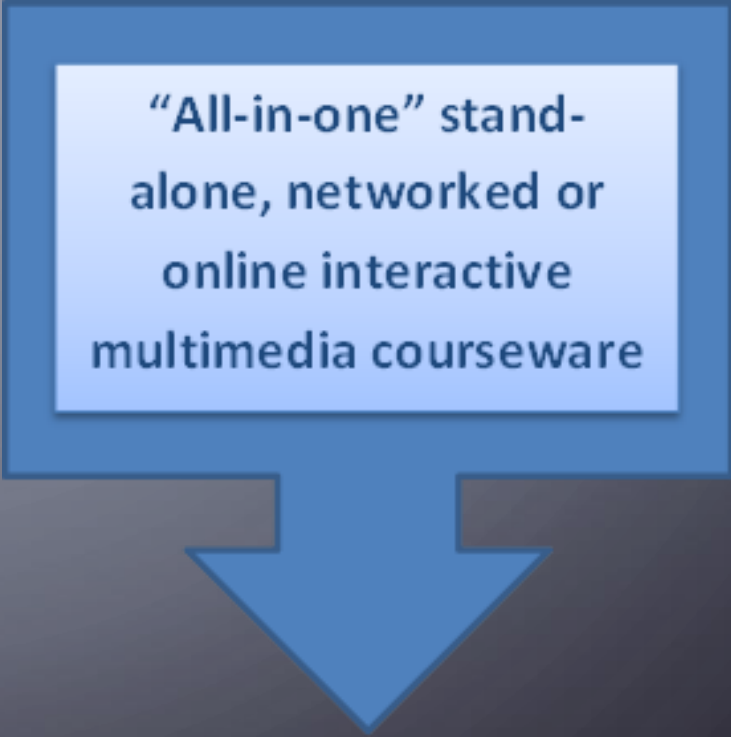
INTEGRATING ISOLATED RESOURCES



We have moved from integrating isolated resources...

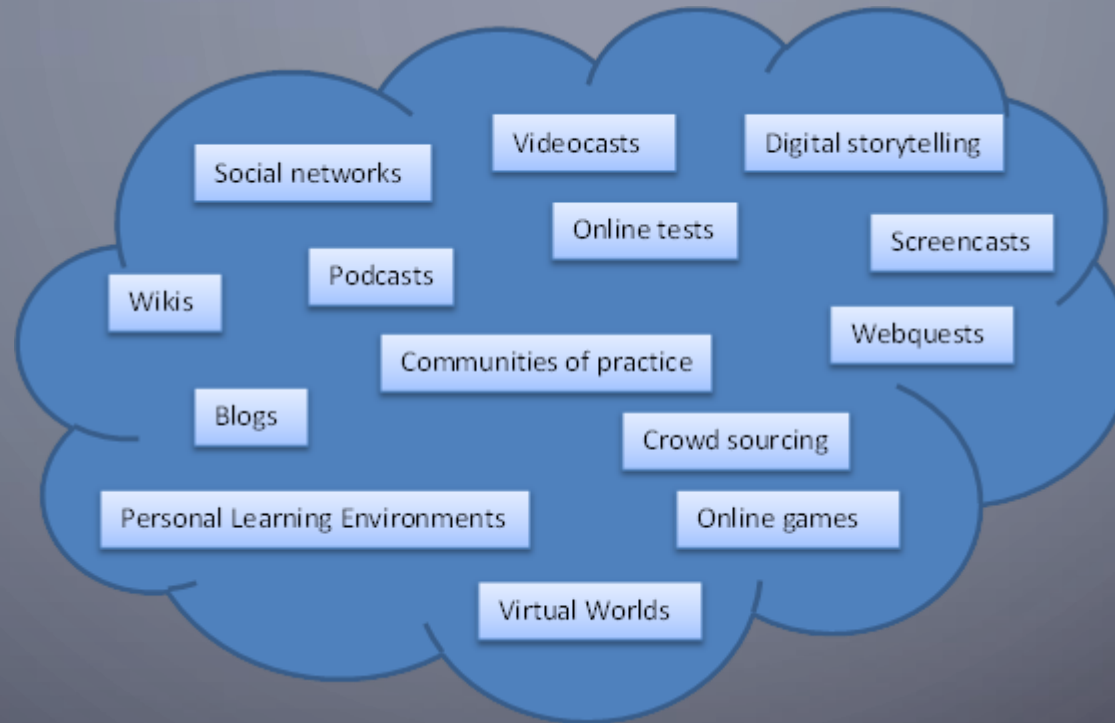
INTEGRATIVE CALL (WARSCHAUER, 1996)

...to “all-in-one” stand-alone courseware



“All-in-one” stand-alone, networked or online interactive multimedia courseware

“ATOMISED CALL” (GIMENO, 2015)



...and back to technology-based isolated tools and resources like the ones in this cloud, on which we are still conducting research aimed at finding the best route to [integration](#).

ATOMISED CALL

- In atomised CALL, learning is no longer technology-driven but **needs-driven**, i.e. driven by the pedagogical need it is going to serve.
- Likewise, the device that is used to deliver the resource(s) is no longer the protagonist since choice will depend on other driving factors such as mobility requirements, connectivity capabilities, etc.

(Gimeno, 2015)

CLIL OPEN ONLINE LEARNING PROJECT

Clilstore

- Students: Find language videos at your level on various topics, with transcripts where every word is linked to a choice of online dictionaries in your own language
- Teachers: Create, store and organise multimedia wordlinked learning units for use by students

Wordlink

- Link (mostly) any webpage automatically word-by-word to online dictionaries in a choice of languages

Multidict

- Find and switch easily between online dictionaries in many languages

Co-funded by the
Erasmus+ Programme
of the European Union



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CLILSTORE

- Authoring tool → units and activities created within Clilstore become part of a growing repository, freely available for learners and teachers
- Currently → 3680 units, covering all 6 levels (A1 to C2) in 47 different languages
- 2 complementary tools
 - **Multidict** → dictionary interface allowing quick monolingual or bilingual searches in over 100 language combinations
 - **Wordlink** → interface that can link most webpages word-by-word to free online dictionaries
- Examples:
 - <http://multidict.net/cs/1683>
 - <http://multidict.net/cs/1560>

CLILSTORE

The screenshot displays the CLILSTORE interface. On the left, a news article titled "The art of enduring a grilling" features a video of Boris Johnson. The article text includes: "Eddie: The Times let you go after you made up a quote, why did you make up a quote?" and "Boris: Well, ah, phew, this, this, again, you know, these are, these are, these are big terms for, what happened was, I can tell you the whole thing I mean, I think I was...I think it". A red circle highlights the word "quote" in the text. On the right, a "Multidict navigation frame" shows a dictionary search for "quote" from English (en) to Spanish (es) using the WordReference dictionary. Three red arrows labeled 1, 2, and 3 point from the dictionary interface to the word "quote" in the article text. Arrow 1 points to the search input field, arrow 2 points to the language selection dropdowns, and arrow 3 points to the selected dictionary.

- 1) the source language
- 2) the target language for our translation
- 3) selected dictionary

XMOOCS



The screenshot shows the edX website interface. At the top left is the edX logo. To its right are navigation links: 'Courses', 'Programs', 'Schools & Partners', and 'About'. A search bar is located on the top right. Below the navigation is a breadcrumb trail: 'Home > All Subjects > Education & Teacher Training > Learn Spanish: Basic Spanish for English Speakers'. The main content area features a video player thumbnail on the left showing a modern building with a play button icon. To the right of the thumbnail is the course title 'Learn Spanish: Basic Spanish for English Speakers' in bold black text. Below the title is a descriptive paragraph: 'Learn Spanish and explore Spanish culture in this introductory language course, designed for English speakers.' At the bottom right of the content area is the logo of the Universitat Politècnica de València.

edX Courses ▾ Programs ▾ Schools & Partners About ▾ Search:

Home > All Subjects > Education & Teacher Training > Learn Spanish: Basic Spanish for English Speakers

Learn Spanish: Basic Spanish for English Speakers

Learn Spanish and explore Spanish culture in this introductory language course, designed for English speakers.

 UNIVERSITAT POLITÈCNICA DE VALÈNCIA

<https://www.edx.org/course/learn-spanish-basic-spanish-english-upvalenciavax-bsp101x>

PROFESSIONAL CERTIFICATE PROGRAM

- “Professional Certificate programs are series of courses designed by industry leaders and top universities to build and enhance critical professional skills needed to succeed in today's most in-demand fields.”
- <https://www.edx.org/es/professional-certificate/upvalenciax-upper-intermediate-english>
- 40000 registered users



[Upper-Intermediate English: Business](#)

Take your English language skills to the next level. Learn how to write letters, use appropriate verbal tenses and enhance your vocabulary and grammar, all within the context of business.

[View the Upper-Intermediate English: Business course](#)



[Upper-Intermediate English: Modern Life](#)

Advance your English language skills as you learn how to rephrase sentences and prepare for an interview. Topics such as films, sports, and natural resources will also be discussed.

[View the Upper-Intermediate English: Modern Life course](#)



[Upper-Intermediate English: Globalization](#)

Learn how to write letters, use appropriate verbal tenses and enhance your English vocabulary and grammar, all within the context of globalization.

[View the Upper-Intermediate English: Globalization course](#)



[Upper-Intermediate English: Technology Today](#)

Take your English language skills to the next level. We will discuss technological innovations as you enhance your English vocabulary and grammar and learn how to write a business plan.

[View the Upper-Intermediate English: Technology Today course](#)

ADD-ONS

1. Videos with captions in Spanish and translations into English (*Translectures**)
2. Reducing playback rate in audio files
3. Glossaries (linked to Multidict.net)
4. External resources
5. Voice-recording tool (Language lab)
6. *Duolingo*
7. Google hangouts with course instructors
8. *Talkabout* discussion planner

* <https://www.translectures.eu>

MOBILE-ASSISTED LANGUAGE LEARNING (MALL)

Research questions:

RQ1: How do HE learners/teachers use mobile devices for language learning?

RQ2: What are HE learners/teachers' attitudes towards the use of mobile devices for language learning?



Teachers (n=127)

Learners (n=512 Japan + 236 Europe)

TEACHERS' PRACTICES IN THE CLASSROOM

Q12. If you ask your students to use mobile devices for language learning, which **linguistic aspect(s)** do you target?

Summary

Speaking (55.11)
Listening (45.67%)
Reading (43.3%)
Writing (27.55%)

Vocabulary (71.66)
Grammar (35.43%)

Categorised responses and no. of items identified	(%)
Vocabulary (90)	70,87
Listening (57)	44,88
Reading (49)	38,58
Grammar (45)	35,43
Pronunciation (41)	32,28
Writing (29)	22,83
Speaking (24)	18,90
Testing/quizzes (7)	5,51
Searching for information (5)	3,93
Translating (3)	2,36
Interaction (3)	2,36
Note-taking (2)	1,57
Recordings/dictations (2)	1,57
Voting/polls (1)	0,79
Non-linguistic content (1)	0,79
Surveys (1)	0,79
Taking pictures (1)	0,79
Video clips (1)	0,79
Dictionaries (1)	0,79



Q13. If you ask your students to use mobile devices for language learning, could you name some **apps/resources** you use and the linguistic aspect(s) targeted?

Skill	
Reading	16
Writing	9
Listening	23
Speaking	19
Vocabulary	45
Grammar	9

No linguistic skill: 79

No. of respondents	Categorised responses & no. of items identified (219)	% of respondents
40	Dictionaries / Encyclopedias	31,50
62	Quizzes (formative assessment)	48,82
12	Gamified tutorial apps	9,45
5	LMS	3,94
5	Social media	3,94
9	Grammar apps	7,09
4	Search engines	3,15
9	News sites	7,09
5	Radio/stations / Podcasts	3,94
9	Pronunciation apps	7,09
16	Streamed video	12,60
7	Voice/video recording	5,51
1	Word games	0,79
1	Video games	0,79
1	Lyrics	0,79
1	Flashcards	0,79
1	Terminology databases	0,79
1	Dictation	0,79
2	Text-to-speech	1,57
3	Multimedia presentations	2,36
7	Collaborative tasks	5,51
2	Extensive reading apps	1,57
1	Word clouds	0,79
2	Translation tools	1,57
1	Mind maps	0,79
4	Academic writing tools	3,15
6	Resources / varied exercises	4,72
1	Peer-evaluation tools	0,79
1	QR codes	0,79

STUDENTS' PRACTICES

Q23 What tools (apps or other software) do you use for language learning, what do you use them for?

Summary

Speaking (5.93%)

Writing (5.5%)

Listening (3.39%)

Reading (0.42%)

Vocabulary (47.88%)

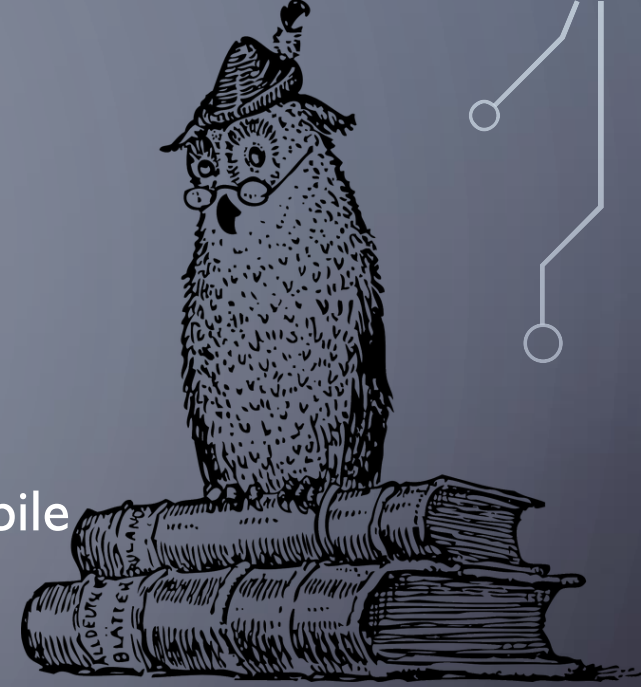
Grammar (2.54%)

Categorised responses & no. of items identified (213)	% of respondents
Dictionaries (113)	47,88
Translation tools (12)	5,08
Vocabulary practice (10)	4,24
Pronunciation (7)	2,97
Grammar (6)	2,54
Newspapers (1)	0,42
Radio stations (2)	0,85
Audio editing (1)	0,42
Podcasts (3)	1,27
Videos (3)	1,27
Telecollaboration (6)	2,54
Gamified tutorial apps (48)	20,34
Text-to-speech (1)	0,42

SOME RECOMMENDATIONS

FOR TEACHERS

- Raising awareness on existing practices
- Insisting on the potential for variety in technology-mediated tasks
- More communication between teachers and learners on their mobile practices and the underlying rationale
- Training teachers to use mobile devices for language learning



FOR LEARNERS

- Curate apps & other resources so that learners can make informed choices
- Take advantage of learners' favourable attitude toward MALL and increase no. of apps/resources integrated into curriculum
- Planning technology-mediated tasks
- Train teachers and students on how to use mobile devices for language learning

DIGITAL STORYTELLING PROJECT

- Digital Storytelling (DS)
 - educational tool that plays an important role in stimulating students' creativity → combining the art of telling a story and multimedia technology
 - helps them to “learn by doing”
- Definition: short form of digital film-making that allows students to create a story relating to their field of study.
 - 4-year Aerospace Engineering degree
 - Technical English (1st year, 6 ECTS)

CHARACTERISTICS

- Advantages:
 - stories help **build connections** with the students' prior knowledge and
 - **improve memory**,
 - resulting in an easier and more enjoyable way to **recall information** and to **comprehend the content** and the **message** being transmitted by the story
- Teacher
 - facilitator, providing students with the information they need in order to reflect and develop their own ideas and perceptions about what creating a digital story involves

STAGES

1. completing a pre- and a post-project survey
2. learning about digital storytelling by completing a WebQuest specifically designed to this end
3. making decisions about the digital stories (topic, plot, software and media)
4. scriptwriting
5. sharing the resulting stories with fellow classmates through the University's LMS
6. watching fellow classmates' digital stories
7. using the forum to initiate discussions and write comments about their own digital stories and those created by their classmates
8. keeping a log and preparing and delivering a “making-of” presentation to the whole class
9. assessing both the digital stories and the oral presentations

TASK DESIGN

- Tasks in each stage designed to be
 - authentic
 - meaningful and enjoyable
 - challenging
- The **high level of complexity** of the different tasks of the project derives from the fact that they require a multiple focus on input processing, content selection, organisation and production, together with mastery in the usage of ICT and competence to convey messages in a multimodal format.
- These include researching, scriptwriting, self-correction, selecting and assembling audio-visual resources, recording of voice-over narrations, drawing on collaborative skills, critical analysis and peer assessment, and

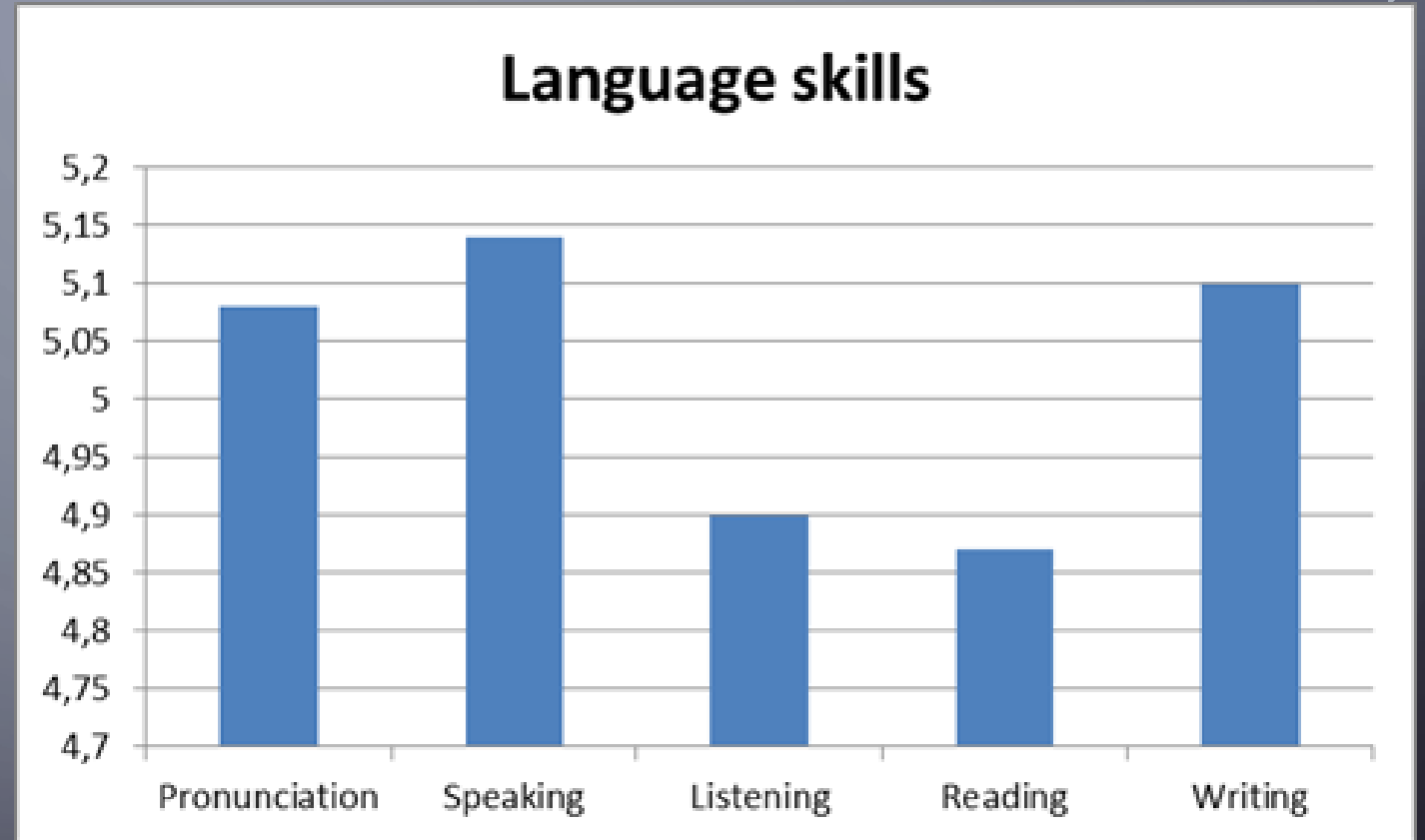
RESULTS

Learner satisfaction responses

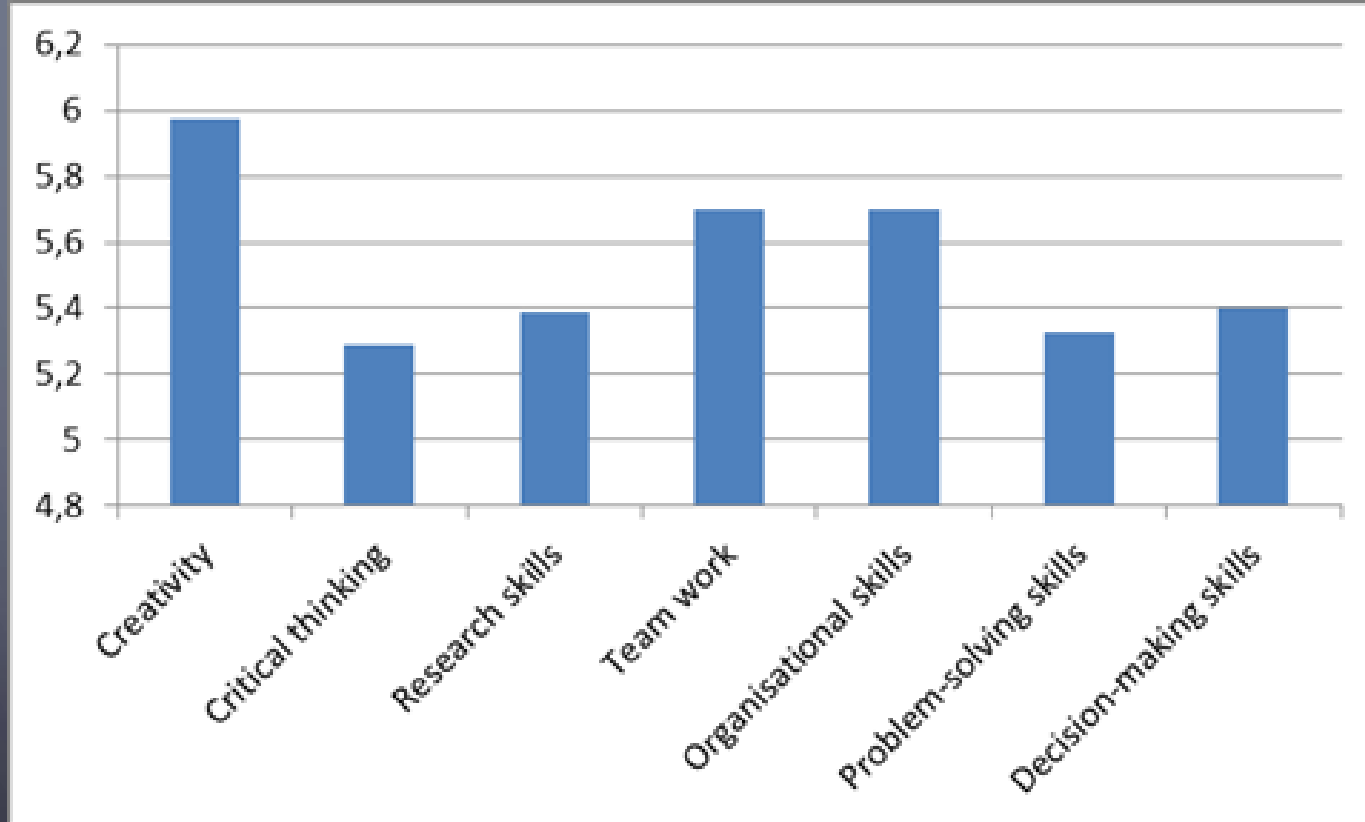
→ clear evidence that students perceived the experience as being beneficial toward improving their knowledge of English as a foreign language.

→ N=48

→ 7-point Likert scale



RESULTS



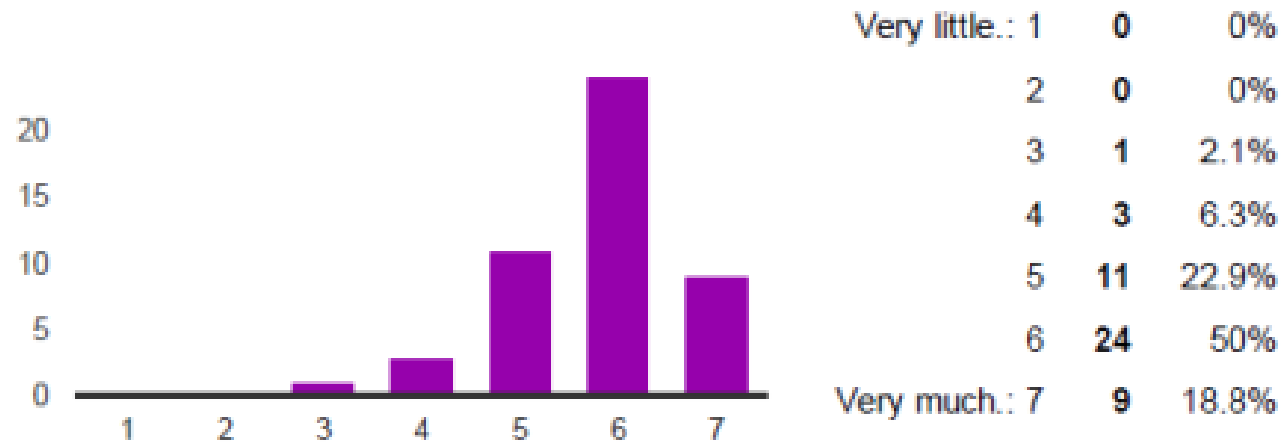
These results provided sound evidence regarding our students' overall satisfaction in terms of non-linguistic skills. Balanced perception of improvement and a high degree of satisfaction. 7-point Likert scale.

→ N=48

→ 7-point Likert scale

CONCLUDING REMARKS

18- Did you enjoy creating a digital story more than doing traditional activities?



This graph shows the extent to which students enjoyed creating the digital stories compared to more traditional classroom activities. This variable obtained an average of **5.77** out of 7.



SAMPLE DS – “VOYAGER”

<http://politube.upv.es/play.php?vid=65592>

TELECOLLABORATION



“Internet-based intercultural exchange between people of different cultural/national backgrounds set up in an institutional context with the aim of developing both language skills and intercultural communicative competence through structured tasks” (Guth & Helm, 2010, p. 14).

CHALLENGES & GAINS

➤ Challenges

- differing interactional styles
- incompatibilities in world interpretations
- socio-institutional constraints



➤ Gains

- language development
- learner autonomy
- intercultural communicative development



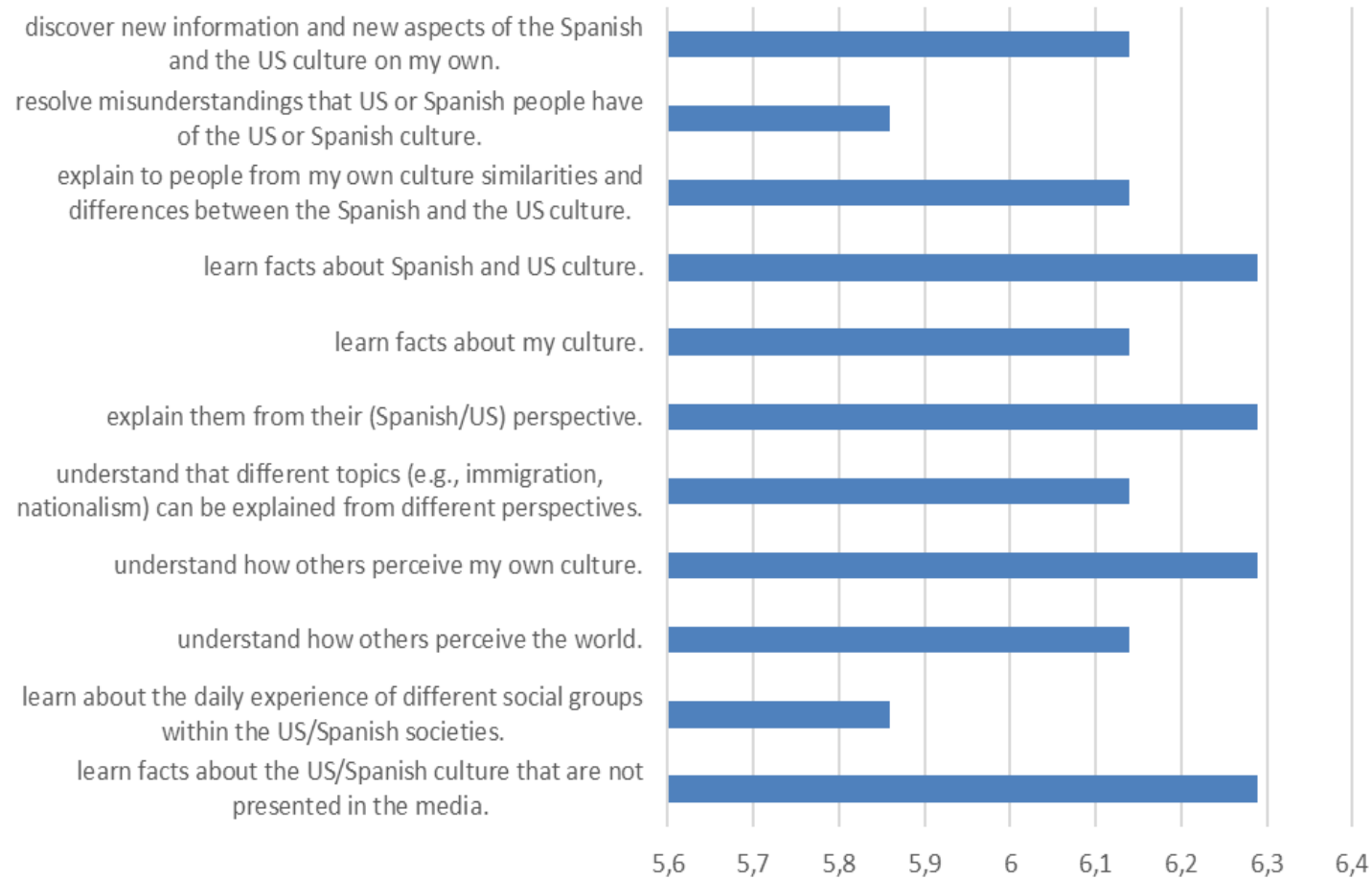
RESEARCH QUESTIONS

Aimed at determining areas of improvement:

1. What are the learners' general **expectations** toward the project?
 2. What are the perceived **benefits** and **challenges**?
 3. Have the learners' **expectations been met**?
- 12 3rd year US learners of higher intermediate Spanish
 - 12 3rd year Spanish students of higher intermediate English

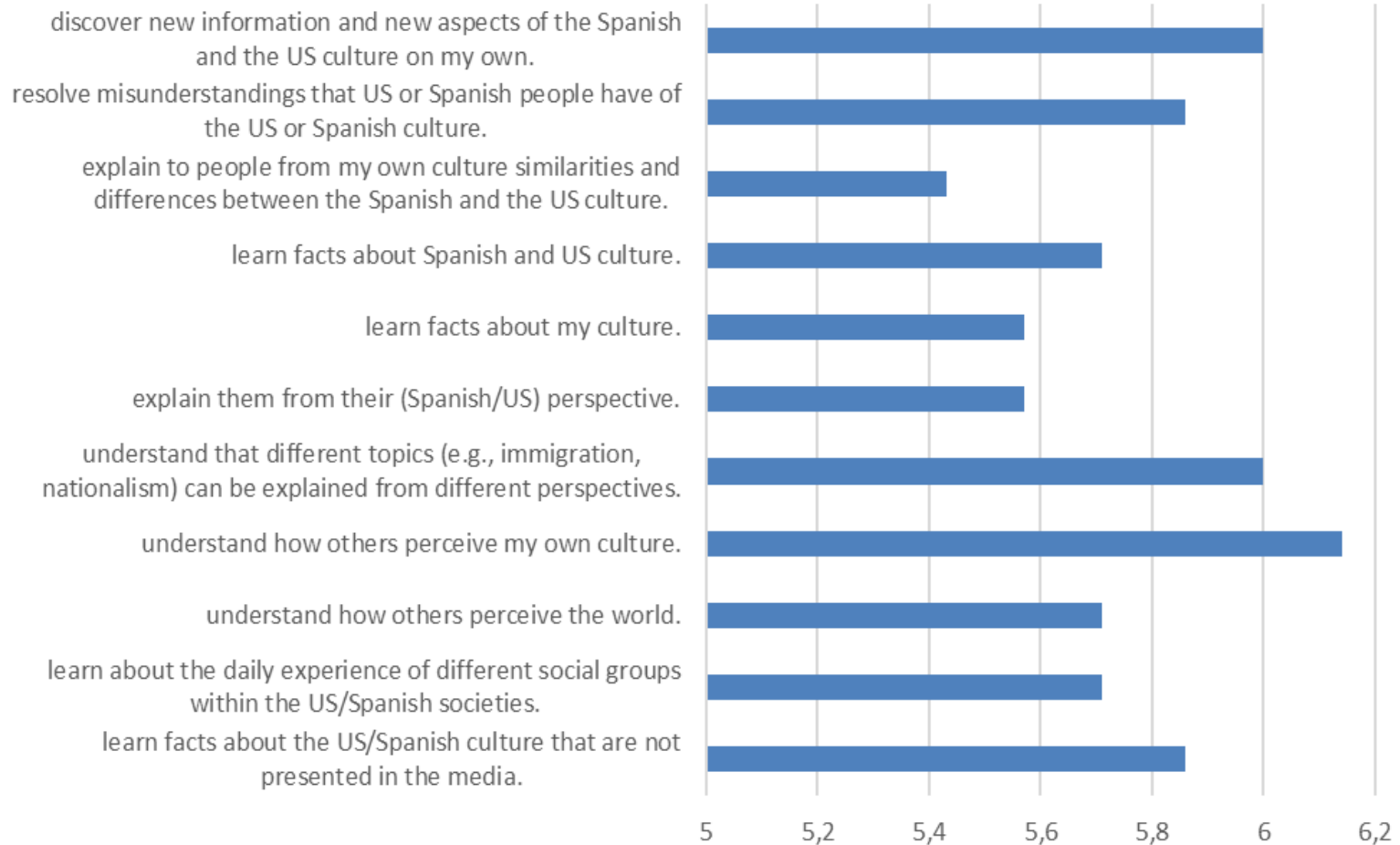
BENEFITS OF PARTICIPATING IN THE ONLINE FORUMS (US)

Participating in the forums with the Valencia/Baltimore students to discuss cultural issues helped me...

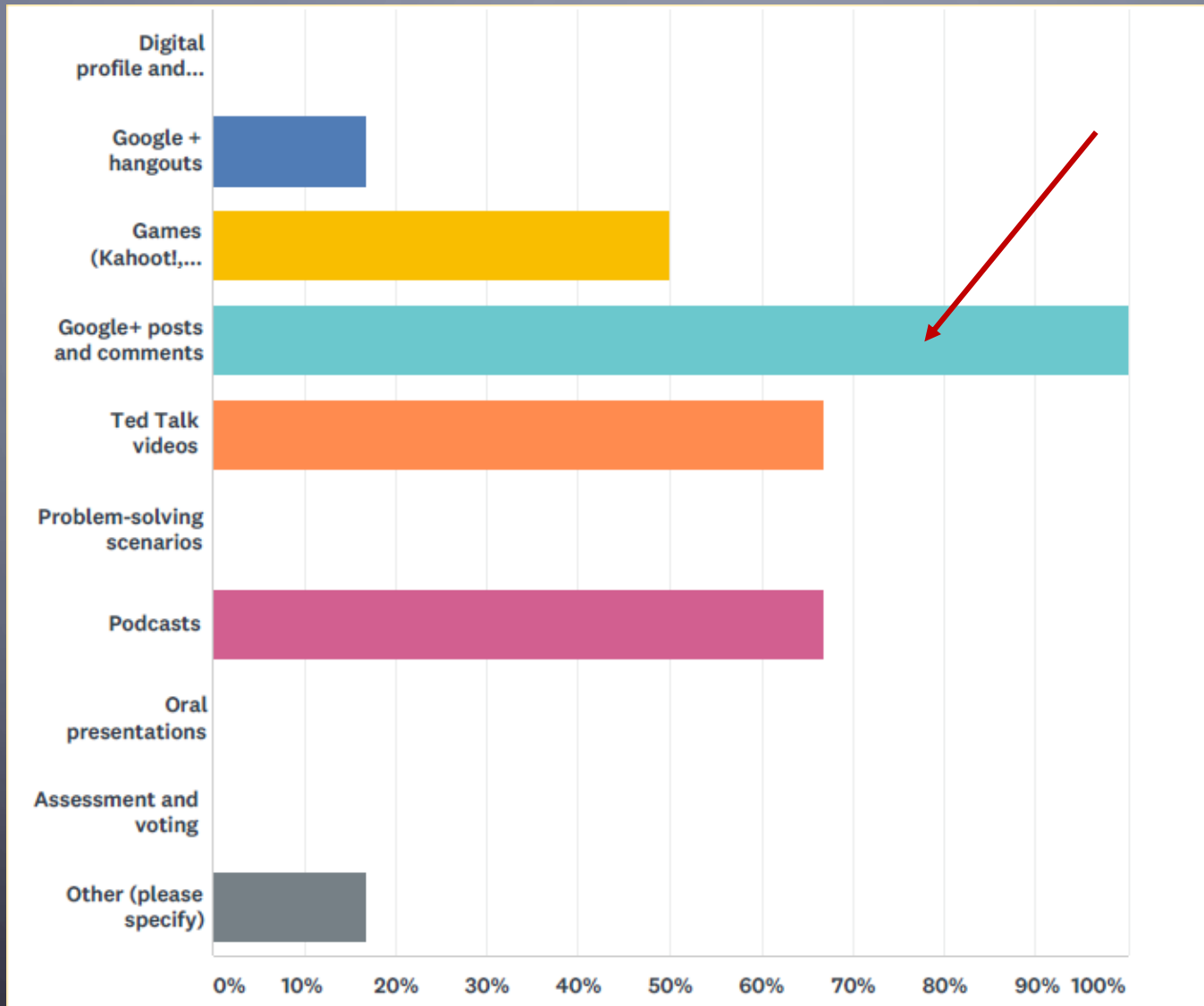


BENEFITS OF PARTICIPATING IN THE ONLINE FORUMS (SPAIN)

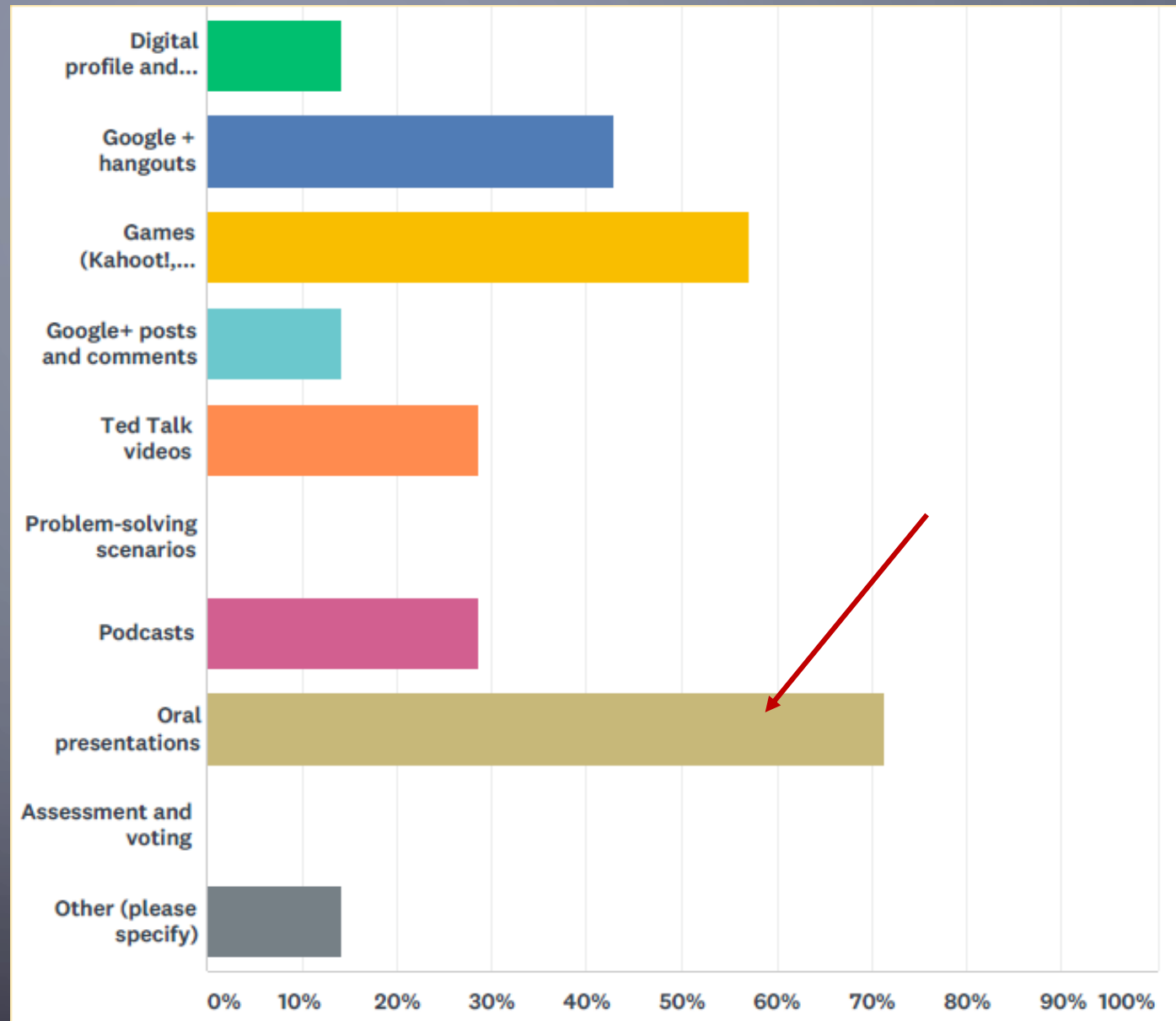
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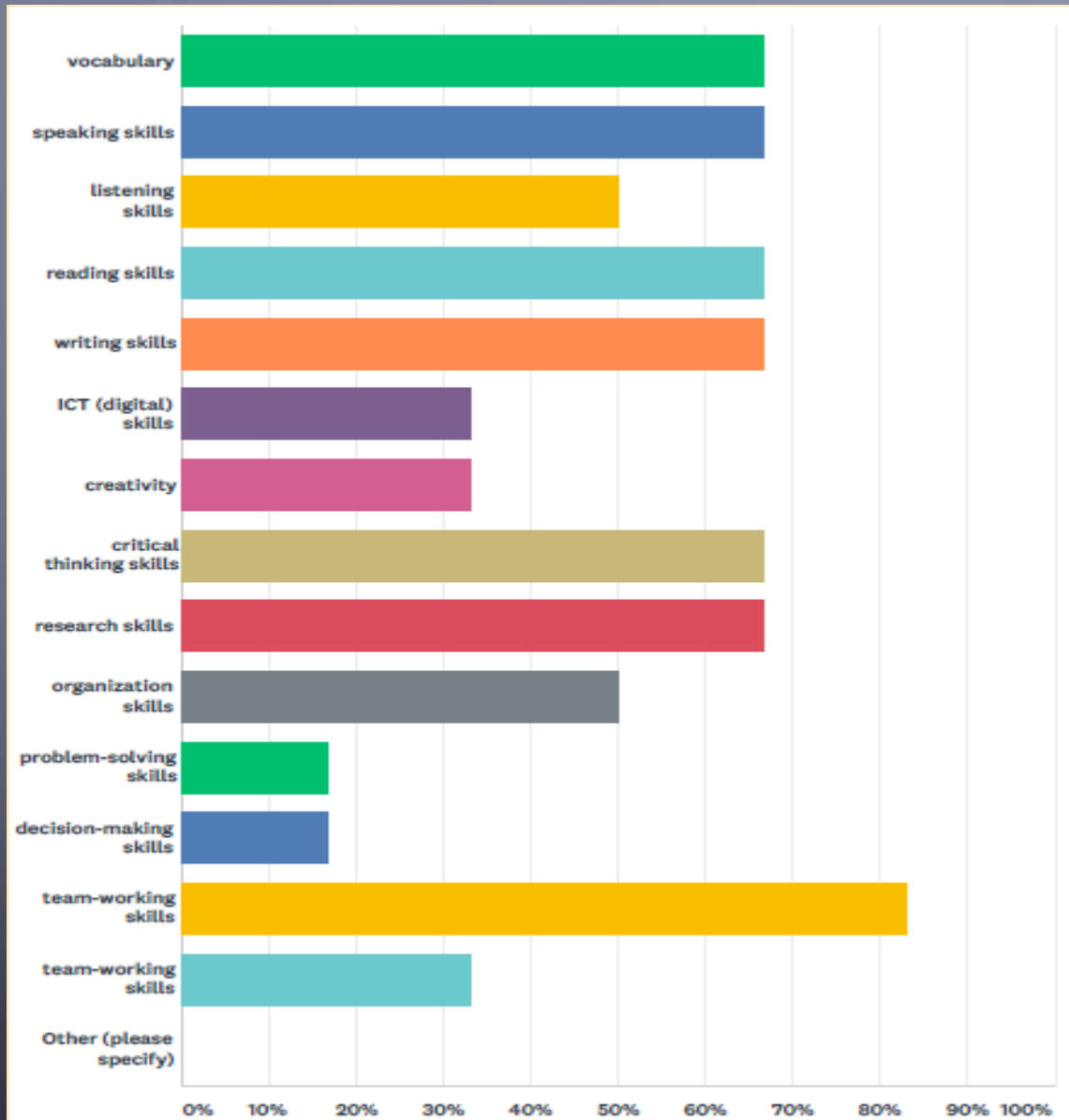


MOST USEFUL ACTIVITIES (US)



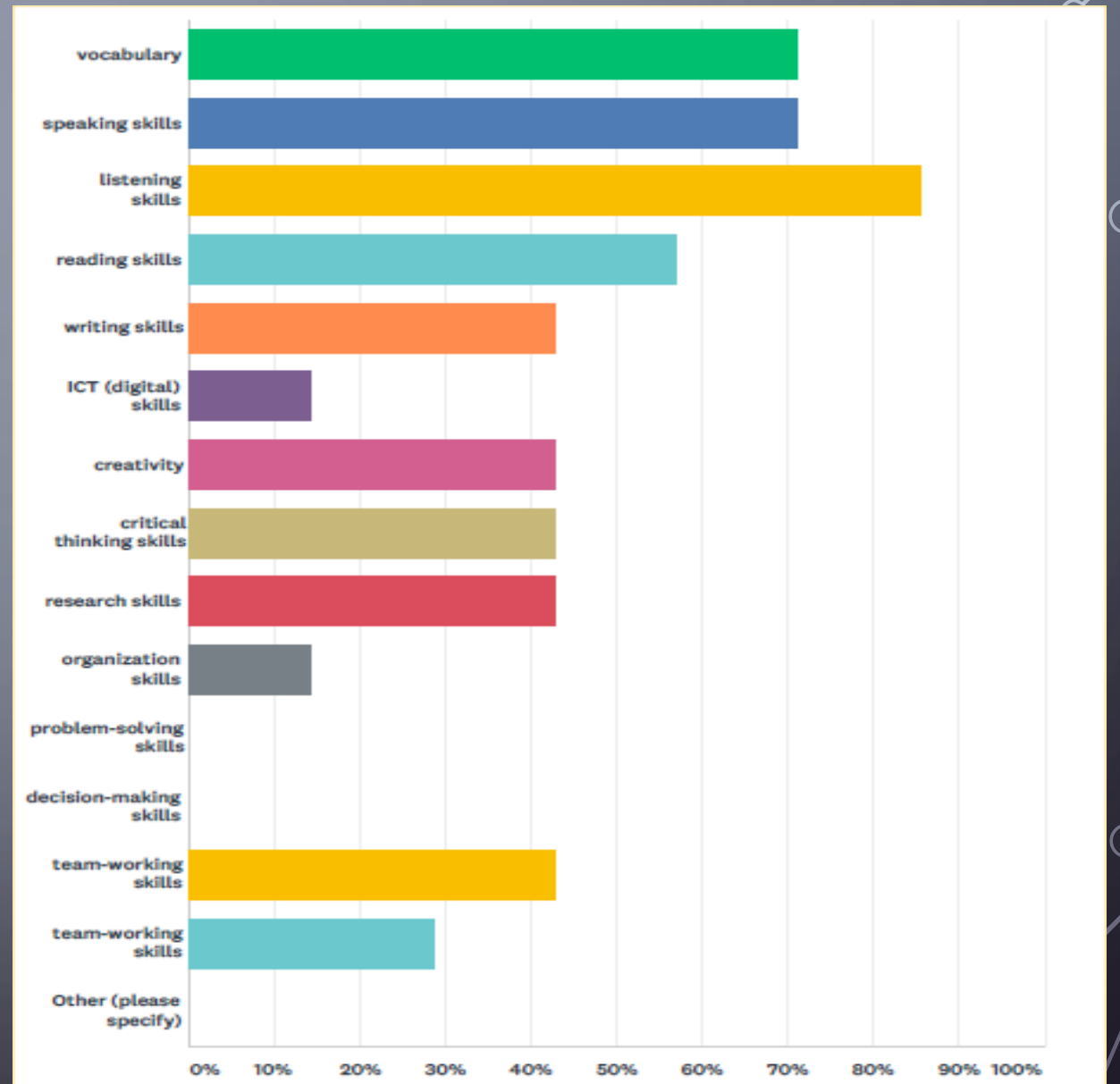
MOST USEFUL ACTIVITIES (SPAIN)





DEVELOPMENT OF SKILLS (US)

DEVELOPMENT OF SKILLS (SPAIN)



CONCLUSIONS

- Highly motivated learners
- High expectations about the telecollaboration project
- Favourable to using ICT for language learning
- Very positive toward collaborating with fellow students from a different cultural background
- Expected benefits correlated with their stated benefits after carrying out the project
- UPV students in particular saw the project as being beneficial for their EFL improvement

FINAL REMARK

The atom (each individual resource) is the basic unit that makes up all matter (teacher-led or self-access activities) that in turn come together to build larger particles (a combination of exercises, activities or tasks that are coherently scaffolded in accordance with a particular learning methodology and teaching approach).

(Gimeno, 2015)

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The background is a dark blue gradient. In the four corners, there are white, stylized circuit board traces with small circles at the end of the lines, resembling a network or data flow diagram.

THANK YOU FOR YOUR
ATTENTION!

ANA GIMENO-SANZ
agimeno@upvnet.upv.es