Table of Contents

How technology supports Linguavision: A singing contest for language students ........................................... 1
Pedagogical implementation of multimodal teaching in college English audio-video speaking class .......... 2
The individual innovativeness theory: a framework for CALL research .......................................................... 3
A preliminary analysis of Australia’s readiness for large-scale E-learning adoption .................................. 4
The impact of blended professional development on rethinking teaching practices .................................... 5
The learning potential of podcasting in a mobile world ................................................................................... 6
Tapping the potential of digital technology to transform posters! ................................................................. 7
A computer-adaptive training mobile application to enhance independent and continuous vocabulary learning in English .......................................................................................................................................... 8
Content and Language Integrated Learning (CLIL) Open Online Learning ...................................................... 9
How technology supports Liguavision:
A singing contest for language students

What is Liguavision?
- performers sing in language they are learning in front of judges & audience
- can be karaoke or with instruments
- performers are judged on music, performance & language
- judges are native speakers & often have a musical background

I thought Mandarin was a very annoying language at first, but then this changed. I was marvelled by the beauty and complexity of Chinese characters, as well as its efficiency to communicate ideas.
- Omar (Mandarin Chinese)

Why is it on the wall at a CALL conference?
- technology doesn't have to be front & centre when used in language learning. Free tools used in the background can greatly enable & enhance the student experience.
- also fosters self-directed learning & creates positive memories for performers & audience

Her ultimate goal is to become a polyglot and draw the world. She has been performing in her shower for quite some time, and hopes the musical skills she has acquired there will translate well on stage.
- Martina (Italian & Spanish)

Music quiz uses Kahoot!
- Kahoot is a free platform to create interactive quizzes
- audience use own devices to play musical quiz while judges deliberate
- simple editor interface allows for text, photo, & YouTube clues

Two Korean girls who can't speak Korean have joined together to sing a song in French!
- Kristina & Rebeka (French)

Other technology used
- student volunteers take photos and shoot/edit video for the website
- Gravity forms plugin accepts registrations
- social media used to promote

carleton.ca/slals/linguavision/
Pedagogical Implementation of Multimodal Teaching in College English Audio-Video Speaking Class

Li, Shan  (lism713@163.com)
Lu, Zhihong  (luzhihong@bupt.edu.cn)

**Background**

- **College English Curriculum Requirements**
  (issued by China’s Department of Higher Education in 2007)

- **ROFALL: a self-developed multimedia English skills learning system (2009~)**

  - Screenshots of ROFALL system (students’ interface)
  - Screenshots of ROFALL system (teachers’ interface)

**Theoretical framework**

- **Communicative Language Ability Model**

  - Output Hypothesis
    - Three functions of output:
      1) Noticing function: learners encounter and notice the gaps between what they want to say and what they can say.
      2) Hypothesis-testing function: a learner tests the tacit hypothesis underlying his or her utterance and receives feedback from an interlocutor. This feedback enables reprocessing of the hypothesis if necessary.
      3) Metalinguistic function: learners reflect on the language they learn, and thereby the output enables them to control and internalize linguistic knowledge.

  - Components of CLA in communicative language use (Bachman, 1990, p.85)

**Research design**

- **Course**: English Audio-Video Speaking Course (EAVSC)
- **Instruments**: Pre- and post-tests, and follow-up questionnaires

**Input**

- Role play
- Group discussion
- Personal statement
- Pair work
- Summary writing

**Output**

**Feedback from learners**

- Q: What do you expect the most out of this course? (from pre-test questionnaire) (number of learners)
- Q: What is your major gain in this course? (from post-test questionnaire) (number of learners)

- Q: Using computers, microphones, headphones and other equipments helps to improve your speaking (from post-test questionnaire)
- Q: The activities in EAVSC help to improve your listening and speaking ability (from post-test questionnaire)

**Conclusion**

1. Multimodal teaching method has a positive effect on promoting EFL learners’ communicative language ability.
2. Learners in general have a positive attitude toward multimodal teaching method.
The Individual Innovativeness Theory: a framework for CALL research

Despite the ubiquity of technology in educational institutions, CALL is still considered an innovation in the language area in several contexts and for several language teachers in several parts of the world.

**INNOVATION** — an idea, practise, or object that is perceived as new by an individual (Rogers, 1995, p.11)

One of the main theories that explains the process of change & Rogers’ (1995) Diffusion of Innovations theory.

- Recognized as the most comprehensive work in the area
- Has been widely used as a theoretical framework in studies on the diffusion and adoption of innovations
- Applied linguistics is not among the major diffusion research disciplines, but the CALL field has used it as its theoretical framework in a small number of studies

**THE DIFFUSION OF INNOVATIONS THEORY**

- Consists of several sub-theories or interrelated theories:
  - The Innovation Decision Process Theory
  - The Individual Innovativeness Theory
  - The Rate of Adopter theory
  - The Perceived Attributes theory

**THE INDIVIDUAL INNOVATIVENESS THEORY**

- Some individuals are more innovative than others and will adopt an innovation earlier than the majority of the group. In other words, some individuals have more or less innovativeness than others.
- It is a continuous variable that is separated into categories, essentially a conceptual design:

  **Adopter categories**
  
  Innovators - venturesome
  
  Early adopters - respect
  
  Early majority - deliberate
  
  Late majority - sceptical
  
  Laggards - traditional

How can the Individual Innovativeness Theory be applied in CALL research, mainly to investigate teachers and their relationship and view of technology? Two studies:

**STUDY 1:** It used the theory to select participants for the qualitative phase of a mixed methods study that analyzed the factors that determine CALL integration in foreign language (FL) university classrooms in Brazil.

**STUDY 2:** It described the technological profile of FL teachers from Modern Languages university courses of the state of Paraná, Brazil.

**STUDY 1**

- In order to classify respondents into the five categories, the individual innovativeness scoring procedure developed by Anderson, c.1996 was used. A composite score was answered for Innovativeness by summing the several self-reported scores. Each of the five statements of part 3 (of the quantitative questionnaire phase 1).
- 15 teachers were selected to participate in phase 2 of the research, the qualitative phase (previously similar to that of the innovativeness, the focus was to listen to the voices of the majority of the mainstream faculty.

**RESULTS**

- It was possible to perceive the presence of some dominant characteristics of the adopter categories in the participants. Differences from each category were different characteristics and different views when integrating technology. The biggest differences are noticed in the extremes of the innovativeness scale, which is not surprising if we consider the diffusion of technology. In addition, it is possible to anticipate and focus on specific groups.
- The individual characteristics of the adopter categories were used to develop strategies to improve and integrate the use of the four dimensions of technology.
- The individual Innovativeness Theory is a good starting point to understand teachers and their relationships with technology.
- Future research must focus in the development of a specific instrument that could be used to measure individual Innovativeness, one that could be adopted in different contexts.

**STUDY 2**

- The aim of Rogers’ (1995) individual Innovativeness Theory was an attempt to see if there were relationships between teachers’ personal characteristics, beliefs and attitudes towards the use of technology and prior technology education and the adopter categories.

**RESULTS**

- Results were noncompliance due to the sample of the present study, the sample was very small and when divided in the five categories produced very small figures.
- The relationship with the different categories was not established but there is enough information for the collections of the categories. Call integration.
- In light of the findings and results of this study, it is necessary to adopt a different approach and try to collect data from larger samples to guarantee the reliability of the results.
- The use of a mixed methods study can include an alternative since it is a more robust to the results obtained in the quantitative phase by conducting a qualitative phase.
- However, on the five-adopter categories it is possible to identify new strategies to improve CALL integration and long-term planning. Nevertheless, other factors have also been taken into account, for example, the research.
- Future research also needs to address if there are differences in the use of CALL by the five adopter categories.
- More importantly, the voices of mainstream faculty need to be heard so that technology becomes an ally in the language classroom.

The use of Rogers’ (1995) Individual Innovativeness Theory to investigate individual differences within the CALL field can broaden perspectives and further the understanding of the field.

**REFERENCES:**


Claudia Beatriz M. J. Martins
UTFPR / DALEM – Brazil
claudiab@utfpr.edu.br
A Preliminary Analysis of Australia’s Readiness for Large-scale E-learning Adoption
Siamak Mirzei, Adam James Wilden, Dr Anna Shillabeer

BACKGROUND

Islander (2006) defines e-learning as a term covering a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration. According to Islander, e-learning includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio and video multicast broadcast, interactive TV/On-demand TV. E-learning can occur in different settings such as higher education in universities; Barrios et al. (2008) and Rosenkrantz (2001) considered determining the organizational level of readiness as important but to be considered before exploring e-learning. Australian organizations such as universities need to determine the viability of e-learning advances.

The purpose of this research was to determine whether Australia is ready for e-learning with the summit setting.

E-LEARNING READINESS MODELS

There are many models to analyze e-learning readiness. Firstly, individual component of e-learning are identified in readiness models to analyze e-learning readiness (Bouton et al., 2006). In our study, we examined the requirements for e-learning readiness models from Andri et al. (2006), Chong (2003) and Pijchanuchit (2003) to evaluate Australia’s readiness for e-learning adoption in education. Chong (2003), Ajzen et al. (2005) and Pijchanuchit (2003) introduced a learning readiness model with different requirements for e-learning readiness. However, they all tried to analyze learner characteristics and circumstances, organizational characteristics and attitudes and resource considerations. The component with which we are interested in this research is the “technological readiness” (Ajzen et al., 2005) defined “technological readiness” as access to computer and the internet. As far as we are aware, there is no research that could indicate satisfactory levels with respect to computer and internet access.

TECHNOLOGICAL READINESS

JamesSpringer (2016) stated that Chong (2003), Ajzen et al. (2005) and Pijchanuchit (2005)’s e-learning readiness models considered technology as the infrastructure. JamesSpringer further categorized technological infrastructure and accessibility and considered connectivity (this is where we are interested) as one of the factors for technology readiness. Rosenkrantz (2001) indicated that “No learning strategy will be viable if people can’t get to the Web. At its basic level, access simply means everyone (or at least most people) can get online. If people do not have basic services, nothing else matters” (p. 120) “access” in Rosenkrantz’s work referred to the internet. Harry (2001) indicated the following questions need to be considered when identifying the requirements:

- What are the user requirements?
- What are remote access requirements?
- What are attention requirements?
- What are the service requirements?

As far as we are aware, there is no research that could indicate satisfactory levels with respect to computer and internet access.

INTERNET ACCESS IN AUSTRALIA

With the announcement of the Australian Government’s intention to provide a National Broadband Network (NBN) in April 2009 (the National Broadband Network, 2009), the intention has been to provide 98% of Australian homes with broadband internet access.

However, since the announcement, there has been various changes in the level of infrastructure rollout (NBN, 2013). Thus, it is important to outline the current population (total and current definition) of the NBN, as well as defining what exactly is on offer to the Australian public.

The three main types of consumer NBN connections available are: fixed line, fixed wireless, and Sky Muster (NBN, 2013).

The rollout of the Regional Fixed Wireless Infrastructure (RFWI) that is not able to be provided by the NBN’s Fixed line infrastructure (estimated at eight percent of rural premises) will be used to provide wireless, and those premises the NBN Sky Muster (Regional Telecommunications Review Committee, 2010) (RFWR) (long term satellite service) (NBN, 2013) coverage map is shown in fig. 1.

As far as we are aware, there is no research that could indicate satisfactory levels with respect to computer and internet access.

IS AUSTRALIA READY?

Aside from the technological, market demand, and environmental variables, there are also market supply economics, and cultural issues to take into consideration. These issues affect whether host are on the remote areas can be provided NBN infrastructure is available at all.

As a study by Tai et al. (2006) pointing out areas such as the Western Glenn Region (WGR) of Queensland, Australia, it is common to see the issue mentioned above can affect remote users differently than those users from urban cities. The first issue brought up by Tai et al. is that of market penetration in remote areas; in the study it was shown that in small towns in the WGR, a single provider (Telstra) was responsible for nearly 80% of all broadband connections. Market penetration was not the most relevant issue for remote users, as users often prefer not to use the satellite infrastructure. A study by Reeves et al. (2014) showed that there is a large preference for paid-availability, most preferring to go without rather than signing up to a satellite contract. This then makes residents rely for communication services, which is a common approach, more often not available from a single provider only.

This is an issue considering that outside the perimeter of a large town in such remote areas, the mobile coverage degrades significantly (Tai et al., 2015).

A variety of other factors we should consider in a region’s technology requirements for e-learning. However, at the most basic level, consistent and uninterrupted access to the internet would appear to be the first factor everyone in the Internet world would consider before considering other issues.

In other words, we believe that access to e-learning environment should be the first factor considered.

To this end, our preliminary analysis suggests that Australia is not quite ready for e-learning as internet access is not provided in all areas of Australia, especially remote areas, where access to e-learning resources would be unnecessary.

REFERENCES


Fodor, P., Technology and e-learning: Beyond the hype, IBM Global Services, 2005.

The impact of blended professional development on rethinking teaching practices (*)

Dr. María Carolina Orgnero
Academic Coordinator
AREA TED, Facultad de Lenguas, UNC, Argentina
Carolina.Orgnero@unc.edu.ar ted@lenguas.unc.edu.ar

Situation

- Traditional professional development is characterized by short sessions in which the trainer, rather than the participants, is usually active during the presentations (Borko, 2004).
- When the trainer is active, participants may not benefit from hands-on activities that contribute to long lasting learning.
- This may explain why many educators that participate in these trainings do not show significant changes in their teaching practices (Cardetti & Orgnero, 2013).

Proposal to address the issue

A departure from the traditional model was introduced:

Blended professional development trainings lasted 6 weeks with an initial face-to-face meeting followed by four asynchronous meetings that ended with another face-to-face encounter.

Model:

Face to face Virtual Virtual Virtual Virtual Face to face

Content:
Training content combined a literacy approach (Leu, et al 2009) and an instrumental perspective (Area & Pessca, 2012). This meant that the integration of technology fostered the development of digital literacies (Dudenev, Hockly, & Pegrum, 2013) and the so-called 21st century skills through the exploration of different applications. A list of categories of the apps used is mentioned: timelines, posters, audios, concept mapping, infographics, activities with videos, to mention a few.

Context & Participants

Undergraduate and graduate professors from Facultad de Lenguas at Universidad Nacional de Córdoba (Argentina).
Two editions of PD: 32 out of 44 professors finished: 73%

(*) This is an ongoing professional development initiative carried out by the TED team at Facultad de Lenguas, UNC.

Examples of activities and their association with concepts discussed

Activity #1: My relationship with technology (search of online pictures)
Activity #2: Resource analysis (Creative Commons and Copyright)
Activity #3: Analyzing my own activities (Digital literacies, 21st Century skills)
Activity #4: App exploration
Final activity: Integration of prior activities

Data collection
At present: Pre and post surveys

Preliminary findings

Professors gained an awareness that their focus had been primarily on the use of application. Current training helped them bridge the gap and connect the use of apps with skill development (macroskills and 21st century skills).

Conclusions

The current model needs edits that could impact participants’ retention. Final activities need to be socialized through social media and digital publications so professors can share their work with colleagues (real audiences).

References

The Learning Potential of Podcasting in a Mobile World

This Poster is Interactive. Scan the QR Code for Access...And Give it a Whirl!

I am a big fan of poster presentations, but I also believe they are underused and under-appreciated. At conferences they are often like the slightly odd uncle that is shoved in the corner or parties and ignored... Additionally, poster presentations don't have to be just a 20, top - down experience for the viewer. This is, after all, a techie language conference! With this in mind this poster has a digital twin sibling where you can access extra information about the presentation - if you want to!

Jaime Selwood | Hiroshima University

Abstract

The poster will provide detailed analysis of ongoing research into the practical benefits and drawbacks of using podcasts as an educational language learning tool.

Podcast...?

1. Use CerebralApp - is free on iOS.
2. iTunes 599.9 ThemeLite $189 per 12 months.
3. Dropbox will allow you to reach free sounds.
4. Easy to upload audio direct to iTunes account.
5. A homepage is highly useful - keep it simple.
6. Social media accounts will help you connect with your podcasts, but not essential.
7. Quality headphones speakers will work great.

Some Extra Advice

7. Aim for around 15 minutes of audio.
8. An accompanying PDF / script is essential.
9. Podcast needs to have a linear theme.
10. Who is your audience? What language level?
11. It will take time - 8 - 12 hours per week.

3 Subjective Conclusions

1. It is time consuming to create podcasts.
2. The ability for students to link their own podcasts to interactive posters provides a positive climate for student learning autonomy.
3. Can be a simple, easy access resource.

How to Create a Podcast

Podcast Bits & Bobs

Launched April 2011
359 Podcasts
15-17 mins audio
50 Special Editions

Did Students Like Using Podcasts?

#1 2013-18
16 25 1 &
#2 2015-17
16 60 1 &
#3 2018-19
16 30 1 &

Taught Podcast Courses

The podcast courses have evolved since 2013. The first course was taught in a normal classroom, but utilising students' mobile devices. The aim of the course was to initially improve language skills. The main aims: 1) To improve English language skills. 2) To empower with learning freedom. 3) To engage and motivate.

Student Digital Poster Examples

iPodagogy!

Podcasts have the power to focus attention and assist language learning to acquire essential language content.

Research, Assessment & Crem, 2003

Podcasting in a Mobile World

The world now usually logs on via a smartphone or tablet. With the explosion in true public WiFi hotspots, access to podcasts has never been easier!
As fans of poster presentations, we believe that mobile technology is still a largely untapped resource in the language-learning process. With this in mind, this presentation aims to firstly offer insight into an ongoing project to incorporate digital posters into the classroom and secondly to showcase how interactive posters can evolve the traditional poster presentation to create a more immersive experience.

COMPANY
ThingLink is a Finnish-American provider of interactive tools that allow you to create digital posters can be embedded with interactive elements such as videos, audio, photos, links, documents, questionnaires, texts...

SOFTWARE
With ThingLink you have an account page & a free app where you can keep all your posters. If you are a teacher, you can access all your students’ pages. You can create closed class pages too.

COST
Option 1
US$300 per year. This includes free access for 200 students.

Option 2
Students pay for individual access - US$5 per year; Teacher pays US$35 per year for individual access plus 35 students

FREE PODCAST
English News Weekly

DOWNLOAD THIS POSTER | www.jaimeselwood.com/digital-poster
A Computer-Adaptive Training Mobile Application to Enhance Independent and Continuous Vocabulary Learning in English

Hiroya TANAKA (Hokkai-Gakuen University), Akio OHNISHI (VERSION2. Inc.), Atsushi MIZUMOTO (Kansai University)

**Aims of the mobile application, DoraCAT**

- Assist independent and continuous vocabulary learning from elementary to advanced levels
- Use example sentences for interpersonal communication informed by TV drama corpus (still in preparation)
- Develop a mobile application to realize mobility of learning
- Integrate learning logs with those on a web application, Lexnote, to customize learning for learners’ needs

**DoraCAT has …**

- 7,120 headwords in 7 grades of Eiken* test with 19 frequency levels
  - Number of Words
  - Grade
  - 1st (3 levels) 1,918
  - Pre-1st (3 levels) 1,508
  - 2nd (3 levels) 921
  - Pre-2nd (3 levels) 847
  - 3rd (3 levels) 852
  - 4th (2 levels) 541
  - 5th (2 levels) 538

- One example sentence per headword
- Audio for headwords and example sentences*

**Learning Cycle on DoraCAT**

- Computer-Adaptive Diagnostic Test
- Test Feedback & Word Suggestion
- Training Mode
- Learning Record

- Take a 15-item computer-adaptive diagnostic test. Item difficulty levels are adjusted according to test-takers response by frequency levels in Eiken.
- Choose words to study for the test result and suggested words.
- Learn 7 words at a time.
  - (1) Word cards
  - (2) Yes / No question
  - (3) Choose L1 equivalent
  - (4) Fill-in-the-blank question
- Check the records and choose words to learn, when necessary. Records are shown in either (1) chronological order, or (2) grade level order.

**A few more things about Doracat**

- Resource available on DoraCat website: https://sites.google.com/view/doracat/home/
- Example sentence informed by TV drama corpus being prepared: https://sites.google.com/view/doracat/home
- Learning records shared with an e-portolio, Lexnote, to customize learning for learners’ needs: https://app.lexnote.com
- Formulaic sequence dictionary to be added to DoraCAT and Lexnote

DoraCAT is open to all school leaders who want to help their students’ vocabulary learning.
For further information, please contact Taka Tanimura through dora@kouen.pi
Content and Language Integrated Learning (CLIL) Open Online Learning

Ana Gimeno
CAMILLE Research Group, Department of Applied Linguistics, Universitat Politècnica de València, Spain

Introduction

CLIL Open Online Learning (Ref.: 2018-1-ES01-KA203-059474 Project).

Aim of the project: to develop a web service where a teacher can post a text into our dedicated web interface, select the language of the text, add graphics and video, relate or attach language exercises/assignments and then automatically create an online webpage with all the words linked to free dictionaries in over 100 languages.

Two approaches to language learning:
- Content and Language Integrated Learning (CLIL)
- Computer-Assisted Language Learning (CALL)

Method

CLIL involves teaching a curricular subject through the medium of a foreign language. Teachers working with CLIL are specialists in their own discipline rather than language teachers. They are usually fluent speakers of the target language and in many cases, bilingual or native speakers. The key issue is that the learner is gaining new knowledge about the subject matter while encountering, using and learning the foreign language.

Procedure

The COOL project will last for 3 years and its outputs will include software solutions, training materials and case studies:

1. COOL will focus on providing Continuing Professional Development (CPD) training to pre-service and practising teachers in Secondary and Higher Education. It will develop a training framework in the area of CLIL and disseminate this directly to groups of teachers in each of the partner countries' practitioner networks.

2. COOL will assist pre-service and practising teachers, especially in Secondary and Higher Education, to achieve better outcomes for their learners by upselling them in multimedia learning materials. This will enable them to produce and share tailor-made materials that meet the needs of their students with greater ease.

3. Each of the consortium partners has a strong track record in collaborating with individuals and institutions in other EU countries. Through the COOL project, the partners will learn of the issues educators are facing in other contexts within Europe and share good practices to help each other overcome methodological and resource difficulties. The expertise gained through this collaboration will enable the partners to plan their educational programmes with both local and wider European concerns in mind and therefore contribute to EU integration.

4. In the final project year, the consortium will run a transnational training course for two teachers from each of the partner countries. These teachers will become ambassadors for CLIL and the ICT resources produced by the project consortium will provide one-on-one helpdesk support to teachers who have been newly trained in the use of the Cilinks platform. This support will be facilitated via an online user hub that will enable the exchange of good practice and resources within the wider network established by the consortium and ensure that the COOL project has a long legacy period.

Results

Sample unit: Design Methods
http://cool videotrack.com/s2123

Conclusions

Evidence drawn from the past teacher training course questionnaire leads us to believe that a) teachers are willing to adopt CLIL in their classes and to collaborate with language specialists to put this dual-focus methodology into practice; and b) Clinkstore is perceived as a useful tool in order to create, publish and deliver learning materials that aid in conducting dual-focused teaching by supporting content learning as well as foreign language learning (Gimeno et al., 2014).

References


Acknowledgements

The author wishes to thank the European Commission for co-funding the CLIL Open Online Learning (Ref.: 2018-1-ES01-KA203-059474 Project).

Clinkstore

Wordlink

Multidict