EBERHARD KARLS UNIVERSITÄT TÜBINGEN

e-learning for languages

the human dimension

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Robo-teacher?

- **The threat of the 1990s**
  - Teachers will soon be replaced by the multimedia PC
- **The comforting message**
  - Teachers will NOT be replaced by computers – however, teachers who are not able to use computers for pedagogical purposes will be replaced by those who can
- **What are teachers afraid of today?**
  - That they might not be able to keep up with the speed and diversification of technological development? - YES
  - Since the mid-1990s, the technological options and challenges have changed and multiplied with dazzling acceleration: from multimedia (texts, images, podcasts) to communication and interaction with social media and in social communities
    [> Nik Peachy, Russell Stannard]
- **Does knowing all the educational gadgets make you a successful technology-enhanced language teacher?**
  - NO, it doesn't
- **What is the magic ingredient?**

Getting your priorities right

- CAN e-learning play an innovative and enhancing role in foreign language learning and teaching?
- YES – provided pedagogic exploitation proceeds from a sound understanding of the HUMAN NATURE of the needs, conditions and processes involved
- Just throwing computers and technological "solutions" at teachers and learners is a huge waste of money and pedagogical energies
- There is clearly a need for technological language teacher education
- However, technological education must proceed from what human language learning and teaching is all about
- It is a lot more challenging for teachers to understand the human dimension of language learning and teaching then to understand (as an informed user!) the secrets of educational computer technology

We need to get our priorities right: Who is in the driving seat?

Pedagogy over Technology!

The human dimension

- The way we think and talk about language influences the way we think and talk about language learning and teaching
  - Language as a system of structures or rules
  - Language as use
  - Language as communication
- Language learning as individual and social construction
  - Autonomy, authenticity, collaboration
  - Ownership and agency: helping learners develop the kind of English they feel comfortable with
- Language learning for and through communication
  - Look at how little children acquire their first language
  - Look at natural language second acquisition:
    Lexis over grammar – Communication first
    - → The lexical approach [Lewis 1983]
    - → Task-based learning approaches > CLIL
    - → The "dogme" approach [> Scott Thornbury's blog]

Pedagogical affordances of e-learning technologies

Contributions of e-learning in an overall social constructivist and communicative approach

- Multimedia communicative practice & authoring
  - Skills: reading, listening, writing, speaking
  - Knowledge: lexis, grammar, pragmatics

e.g. Telos Language Partner

- Pedagogic corpus explorations of (real) communication
  - Noticing, awareness raising
  - Skills practice and lexical searches
  - Moodle integration

e.g. BACKBONE

- Intercultural communication
  - From classroom simulations to REAL-LIFE contact and communication in the web

e.g. icEurope
e.g. PELLIC

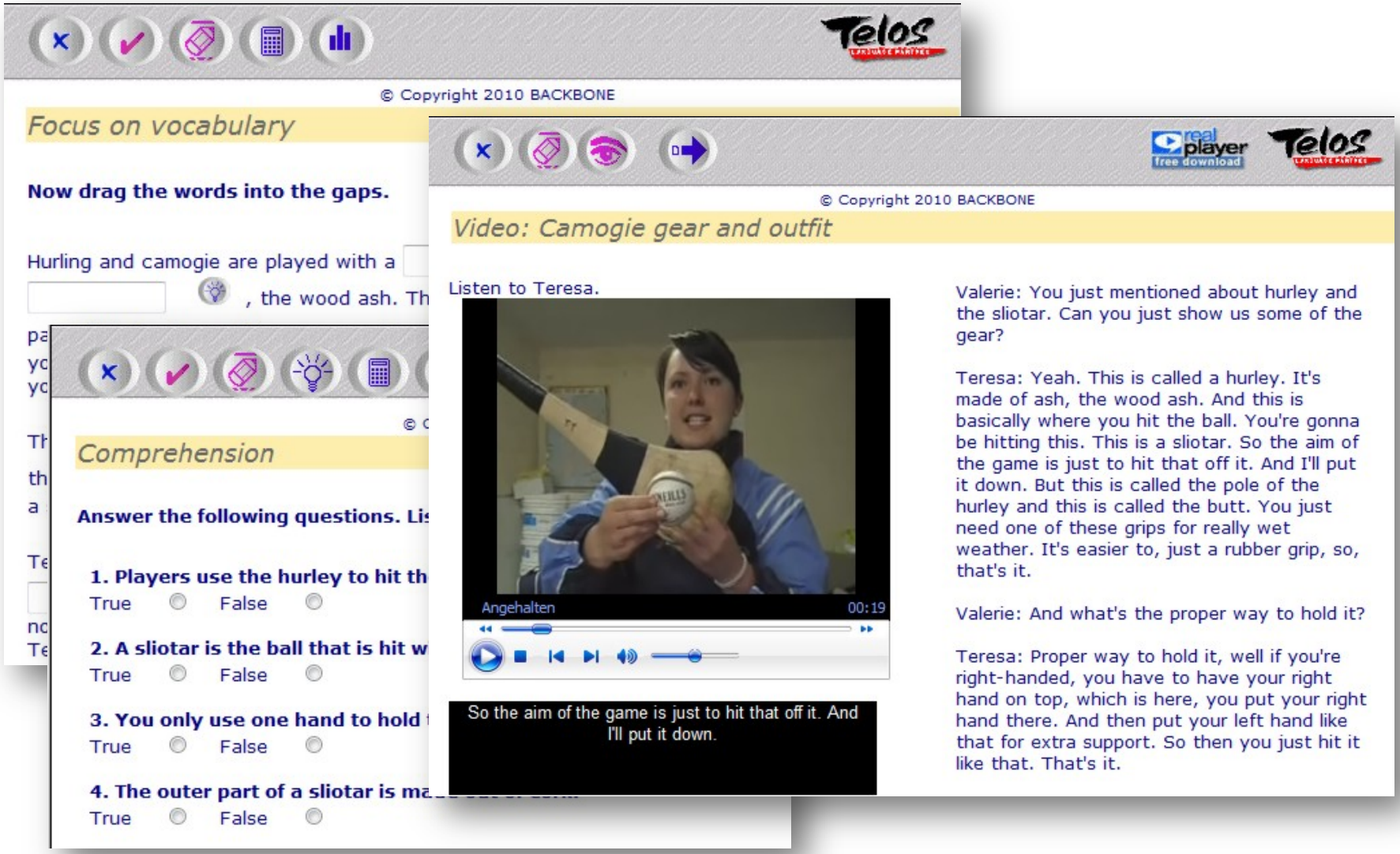
- Collaborative interaction
  - Networking, sharing, community building
  - From learning to teaching to teacher education

e.g. TILA

TELOS Language Partner –

Multimedia learning & authoring

www.sprachlernmedien.de
> Learning Modules



BACKBONE –

Pedagogic Corpora for Content and Language Integrated Learning

A European LLP (KA2) project with 8 partners from 7 European countries: France, Germany, Ireland, Poland, Spain, Turkey and UK (Jan 2009 – Dec 2010)

Coordinator: University of Tübingen, Applied English Linguistics (Germany)

http://projects.ael.uni-tuebingen.de/backbone/moodle

http://purl.org/backbone/searchtool

[Kohn 2012]

Authentic language support for CLIL settings

- Creation of **7 corpora** of video-recorded spoken interviews for CLIL secondary, higher and vocational education:
  - lesser taught languages: Polish and Turkish
  - regional & socio-cultural varieties of German, French, Spanish and English
  - European manifestations of English as a lingua franca (ELF)
- Pedagogic **design** with regard to topics, annotation & enrichment, and online search modes
- Pedagogically designed **'do-it-yourself'** tools for corpus management, annotation, enrichment, and search

icEurope –

Intercultural Foreign Language Communication and Learning

A European Comenius project with 6 partners from 5 European countries: Bulgaria, Germany, Hungary, Italy, and Turkey (Dec 2009 – Nov 2011)

Coordinator: University of Tübingen, Applied English Linguistics, (Germany)

http://projects.ael.uni-tuebingen.de/iceurope/moodle

http://www.iceurope-project.eu

[Kohn & Warth 2011]

At the cross-roads of telecollaboration, communication across cultures, foreign learning, and English as a lingua franca

- A blended learning classroom/Moodle approach:
  - → secondary school students from Bulgaria, Hungary, Italy, and Turkey collaborate online in Moodle
- Learners negotiate intercultural topics & contents with their peers and thereby
  - → raise their awareness & tolerance for intercultural differences
  - → explore and co-develop their own English (ELF)
  - → develop communicative-strategic competence
  - → acquire media literacy

PELLIC –

Practice Enterprise for Language Learning & Intercultural Communication

A European LLP (KA 3) project with 6 partners from 5 European countries: Bulgaria, Germany, Hungary, Italy, and Turkey (Dec 2008 – Nov 2010)

Coordinator: Turku University of Applied Science (Finland)

[Glombitza 2012]

http://projects.ael.uni-tuebingen.de/pellic

Authentic English business communication & collaboration in a 'practice enterprise' approach

- Content and language integrated learning (CLIL)
- The lingua franca and target language of the project is English, as is commonly the case in real-life international business encounters
- A virtual learning environment (VLE) based on Moodle, Google Apps and Skype
- The PELLIC VLE enables learners to develop their business English skills by setting up and running virtual companies, interacting and trading with other PE companies
- The PELLIC VLE integrates audiovisual resources from real-life business situations, thereby enhancing the authenticity of the PE learning experience
- The materials, once piloted, can be adapted to other European languages

TILA –

Telecollaboration for Intercultural Language Learning

A European LLP (KA 2) project with 12 partners from 6 European countries: Czech Republic, France, Germany, Netherlands, Spain, UK (Jan 2013 – June 2015)

Coordinator: Utrecht University (Netherlands)

www.tilaproject.eu

Teacher education - intercultural communication & learning - telecollaboration

- to develop teachers' pedagogical competences in relation to telecollaboration and intercultural communication through experiential learning
- to explore the added value of telecollaboration for language learning and intercultural communication among secondary school pupils (aged 13-16)
- to offer hands-on experiences in telecollaboration using video conferencing tools (e.g. Skype or BigBlueButton) and virtual worlds in OpenSim as well as asynchronous tools like blogs and wikis
- to address technological, intercultural, pedagogical and organizational concerns for the successful integration of telecollaboration practices in language education
- Target languages: English, French, German and Spanish

Continuity of change

- **The holy grail syndrome**
  - Intelligent tutoring systems – early and mid 1990s
  - Multimedia – mid and late 1990s
  - E-learning – late 1990s and early 2000s
  - Blended learning – early 2000s [> to enhance e-learning!]
  - Flipped classroom – today [> to enhance the classroom!]

[Kohn 2009]

- **Technological cherry picking**
  - Web 2 media > creation and exchange of user-generated content, e.g. forum, conferencing, blogging, podcasting and wiki collaboration
  - Communication > Skype, BigBlueButton, 3D virtual environments
  - Community building > e.g. facebook, twitter, second life, serious games
  - Latest technologies: Interactive whiteboard learning - tablet learning - smartphone learning - cloud learning - mobile learning

- **Horses for courses**
  - Consider ALL options – pick a few! Create your own pedagogical BLEND!

Use the human dimension for pedagogical orientation!

References

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Lewis, M. (1993). *The Lexical Approach. The State of ELT and the Way Forward*. Hove: Language Teaching Publications.

Useful blogs and resources

Scott Thornbury's Blog "An A-Z of ELT" [http://scottthornbury.wordpress.com]

Nik Peachy's Learning Technology Blog [http://nikpeachey.blogspot.de]

Russel Stannard's Teacher Training Videos [http://www.teachertrainingvideos.com]

Chia Suan Chong's Blog [http://chiasuanchong.com]

ELT Knowledge [http://www.eltknowledge.com]

Over to you

Now think of your own preferences.

But never think of technological solutions in isolation – always think of what you want to do in pedagogical terms.

Technologies can be successfully used for pedagogical purposes. They should, however, never replace pedagogical purposes and reasoning.

Technologies have an enabling function – they should not be allowed to assume control.

Never forget the human dimension of e-learning and e-teaching.

Thank you