Dimensions characterising the UdeC English Online B-Learning Environment and the EdX Upper-intermediate English MOOC

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Challenge: a learning environment to meet Chilean learners’ needs

Communicative Competence

Intercultural Competence

Pragmatic Competence

Strategic Competence

Discourse Competence

Linguistic Competence

Speaking
Our learning environment concept

A formal English learning programme that combines the benefits of e-learning, using the potential of digital multimedia to deliver multimodal L2 enhanced input, with the advantages of face-to-face instruction, seeking a balance between flexibility and quality (Bañados, 2018).

Value of ICT in SLA: Processes

Opportunities for beneficial interactional activity

Perspectives

Interactionalists
Value of ICT in SLA Processes: Opportunities for beneficial interactional activity.
CALL TASKS

Intrapersonal

Learner's mind
Within the

- Cognitive processing of input
- Stimulating internal voice
- Attending to linguistic form

Interpersonal

Human
Learner

- Negotiating meaning
- Co-constructing meaning
- Prompting attention to language

Computer
Learner

- Obtaining help for input
- Using the language
- Promoting enhanced CMC as Face2Face

Adapted from Chapelle, 2003
Autonomous Learning with the English Online Platform

Learner – computer interaction
• CEF Standard Levels:
  A1-A2-B1-B2

• 76% autonomous work online
• 24% work in face-to-face classes
FOCUS ON L2 INPUT & OUTPUT

- L2 definitions
- Glosses with L1
- Use of images
- Repetition of L2 input
- Input Modification
- Marked L2 input

Linguistic characteristics salient:

Salient feature devices have been built into the tasks for input enhancement to make key

Learner-computer Interaction

Autonomous Learning with the English Online Platform
Autonomous learning with the English Online Platform

FOCUS ON L2 ORAL OUTPUT

Listening section.

Dialogues worked in the listening section to plan, revise and record the speaking section practice.

A roleplay recorder built for

Learner – computer interaction.

Autonomous learning with the English Online Platform.
Autonomous learning with the English Online Platform

Learner–computer interaction

Focus on L2 Oral Output

A roleplay recorder built for the speaking section practice to plan, revise and record the dialogues worked in the listening section.
Virtual exchanges with international university partners through telecollaboration with an international English-speaking network.
Tools for personal input salience

Diary, & Agenda,
VocabTool, WordBook, Tool.
Leaners upload their oral production and writing tasks to their online portfolios, to be assessed by their EFL teacher and tutors. They take online tests after each lesson and have periodical oral interviews. They take online tests after each lesson and have periodical oral interviews.
Professional Certificate program

MOOC Oct 2018

"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."
Language MOOCs

1) Help files describing how the online system works
2) Self-explanatory reference materials (grammar, use of language, glossaries, etc.)
3) Text-embedded hints to aid exercise completion
4) Immediate and delayed feedback
5) Audio enhancement of written text to simulate an immersion scenario
6) Self-assessment tools and exercises with limitation in number of attempts and time control
7) Performance and progress reports, as well as automatic scores
8) Video lessons with automatically generated captions (Translectures)
9) Access to glossaries and dictionaries
10) Voice recording and playback
11) Additional (curated) external resources
Online tutoring in MOOC

• Specially designed rubrics are provided to aid in self- and peer-assessment of learner-generated open text (writing practice).

• Pronunciation and fluency practice is catered for by prompting learners to transcribe their oral production, requesting them to access external free text-to-speech software and, ultimately, have the software reproduce the written transcription of their oral text. Correct oral reproduction of the written input is interpreted as a positive indicator.

http://www.naturalreaders.com/online

• Specifically designed rubrics are provided to aid in self- and peer-assessment of learner-generated open text (writing practice).
Vocabulary acquisition support

- 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
- Automatically created wordlists
- Language combinations
  - bilingual searches in over 100 language combinations
  - allowing quick monolingual or dictionary interface

Visit: http://multidict.net
Pronunciation practice

• Voice recording tool (Language Lab)

Students compare their utterances to the models provided by native speakers.
• Organising scheduled instructor-led Google Hangouts to support synchronous oral interaction with MA student teachers to support synchronous oral interaction and practice the foreign language

• Organising learner-driven speaking practice sessions using the 

**TALKABOUT discussion planner**, a tool that serves the purpose of organizing speaking practice encounters so that students can interact live among themselves and practise the foreign language together through a Google Hangouts video conference.

* No longer available from Stanford University
Google Hangouts on air
Conclusion

• To gain sustainability due to funding limitations to maintain & update dedicated CALL platforms

• MOOC implications in Writing & Speaking practice

• Trying not to “reinvent the wheel” – ensuring lessons learnt in the past are taken into account in present day CALL software development and implementation.

• To gain sustainability due to funding limitations.
Latin American Association for Computer-Assisted Language Learning

Official Launching

Nov 16, 2018

Concepción, Chile

#LatinCALL
Mission

LatinCALL is an international association that fosters the effective teaching and learning of languages assisted by technologies in diverse and multilingual contexts of Latin America. LatinCALL seeks to empower educators, stakeholders and the educational community in general, to engage meaningfully with technologies and promote excellence in language learning, research, and teaching.

LatinCALL is an international association

Missión
LatinCALL envisions to lead and promote the effective teaching and learning of languages assisted by technologies in the region, by building liaisons among those involved in education both nationally and internationally, by creating opportunities for professional development of language teachers and practitioners that use technologies in Latin America, and to facilitate the exchange of knowledge and networking among professionals.

LatinCALL expects to be recognized as an authoritative connection with sister CALL organizations in the world, by establishing professional development and by establishing connections with sisterCALL organizations in the region, by building liaisons effective teaching and learning of languages assisted by technologies in Latin America, and to facilitate the exchange of knowledge and networking among professionals.
Strategic Goals

• To establish LatinCALL as one of the leading authorities in computer-assisted language learning in the region.
• To gather CALL practitioners and researchers in the region.
• To provide professional development for CALL practitioners.
• To lead and advocate for good and ethical CALL practices.
• To partner and collaborate with other entities to further the CALL mission.
• To gather CALL practitioners and language learning in the region.
• To establish LatinCALL as one of the leading authorities in computer-assisted language learning.
• To increase membership value.
• To attain and maintain financial stability.
Action Plan

LatinCALL intends to:

- Organize an annual conference in Latin America
- Encourage smaller regional events
- Publish an online journal accepting papers in any of the languages spoken in Latin America
- Disseminate CALL practices from Latin America through social networks and social media
- Devote 1 issue per year in the CALL Research Journal (Taylor & Francis) edited by a guest editor from within the LatinCALL
- Seek funding to set up transnational cooperation projects
- Organize an annual conference in Latin America
Founding LatinCALL Steering Committee

President: Emerita Bañados, Universidad de Concepción, Chile
Vice-President: Liliana Cuesta Medina, Universidad de La Sabana, Colombia
General Secretary: Monica Stella Cárdenas, Pontificia Universidad Católica de Valparaíso, Chile
Social Media and Website Officer: Patricia Vasconcelos Almeida, Universidade Federal de Lavras, Brazil & Ana Carolina de Laurentiis Brandão, Universidade Estadual de Mato Grosso, Brazil
Outreach Officer: Carolina Orgnero, Facultad de Lenguas, Universidad Nacional de Córdoba, Argentina
Treasurer: to be appointed

Journal Editor & Communications Officer: Ana Fernández Peraza, Universidad de Costa Rica
LatinCALL 2020,
Universidad de La Sabana,
Colombia