

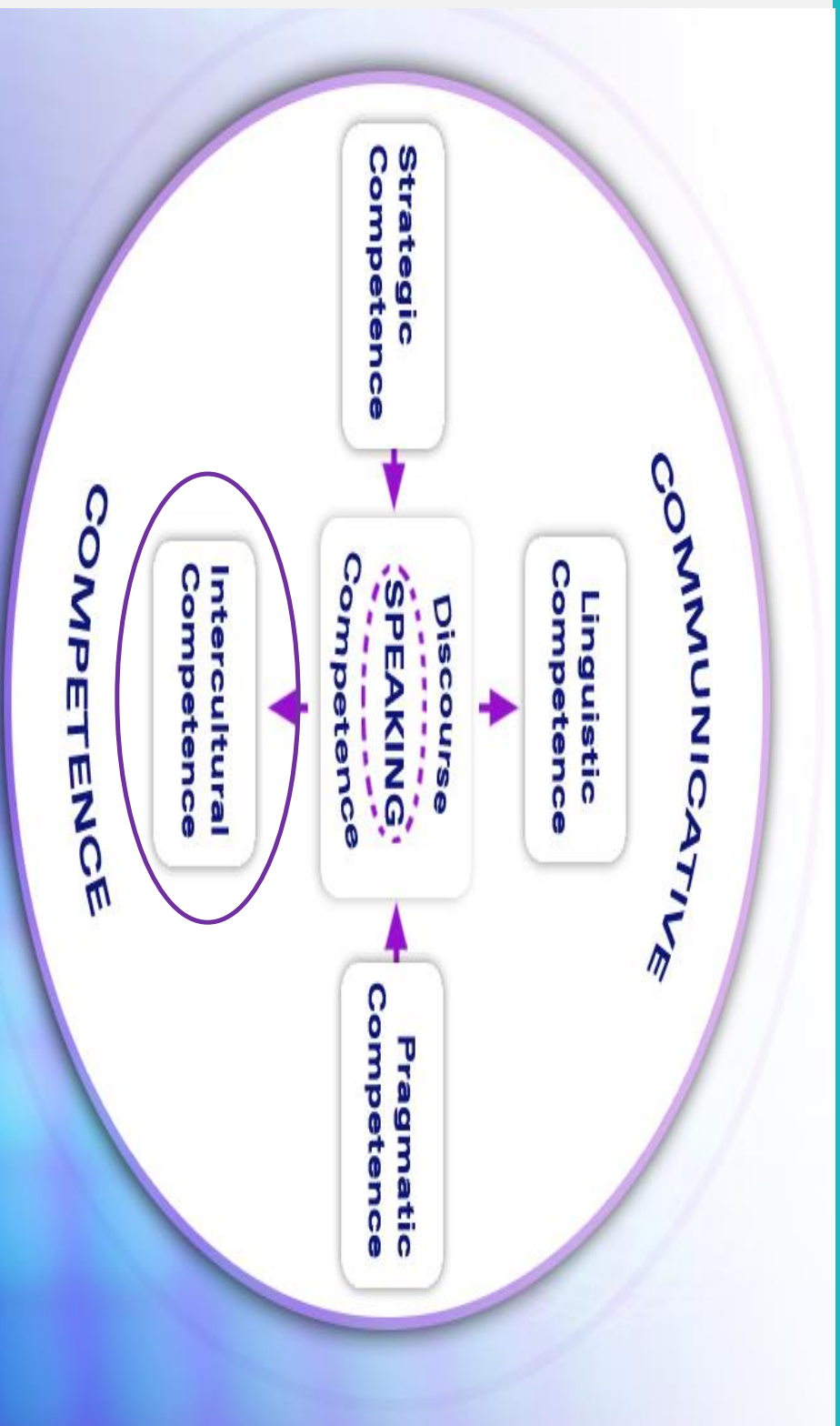
# Dimensions characterising the UdeC English Online B-Learning Environment and the EdX Upper-intermediate English MOOC

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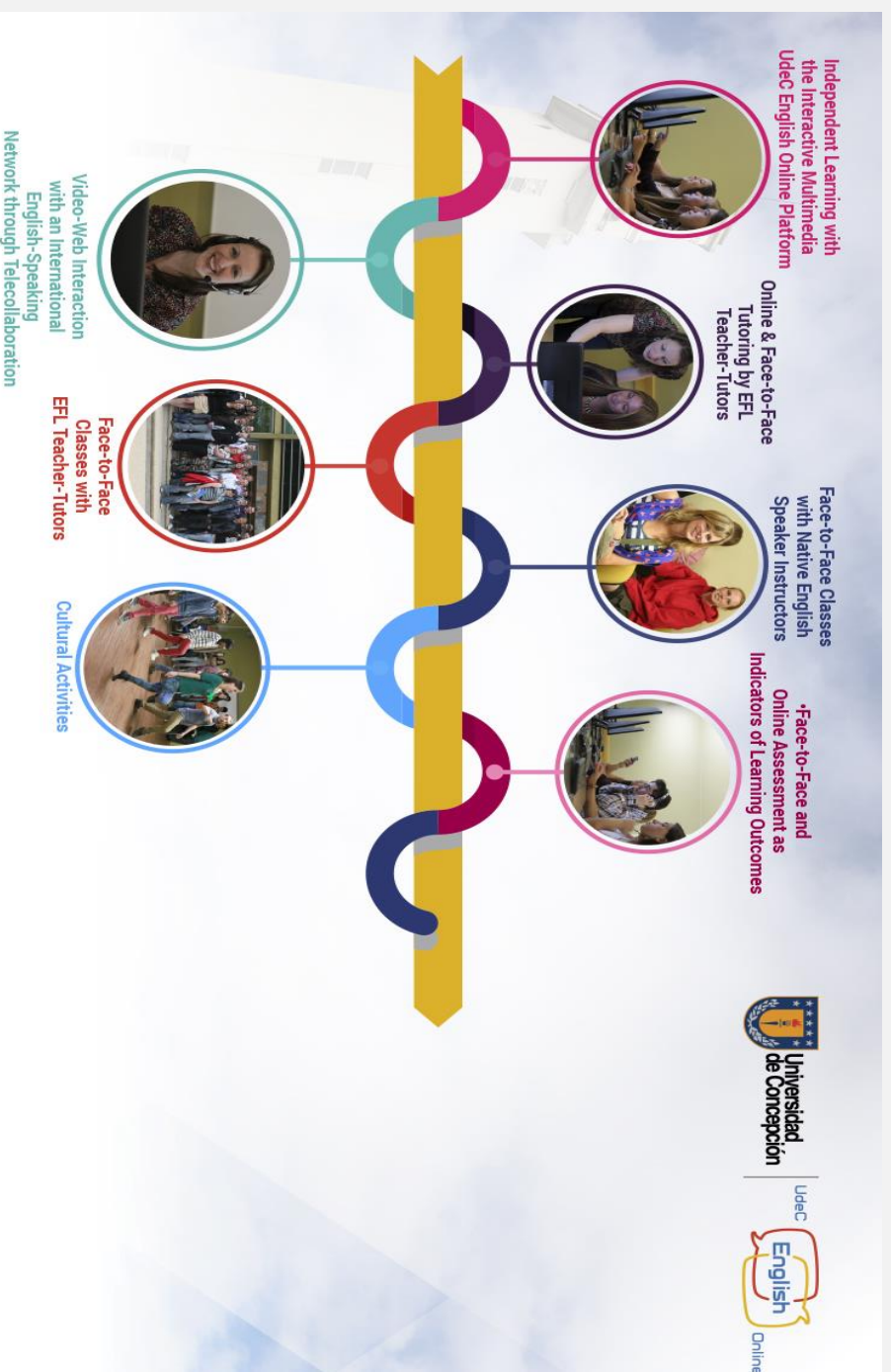
Challenge: a learning environment to meet Chilean learners' needs



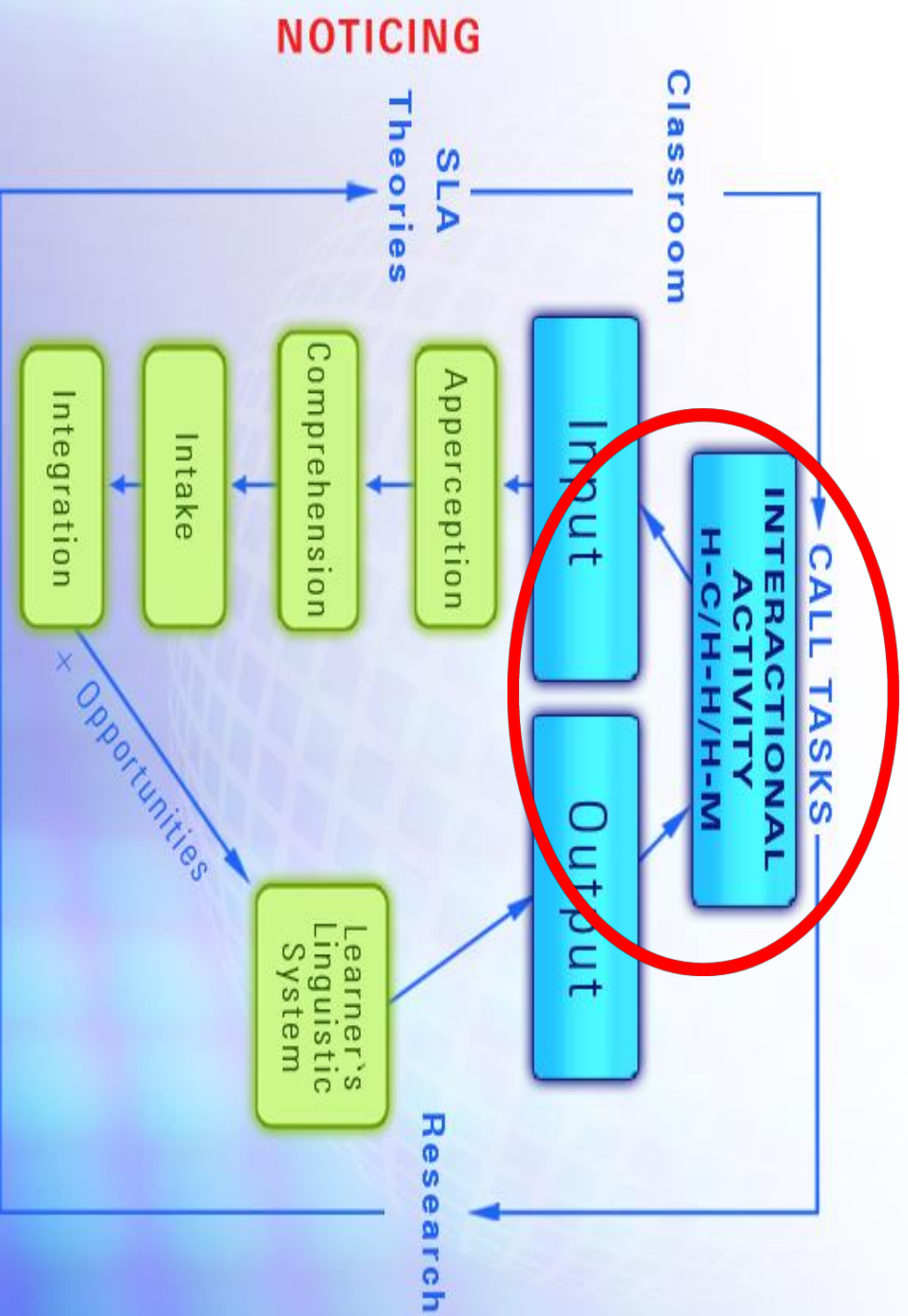
# Our b-learning environment concept

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).

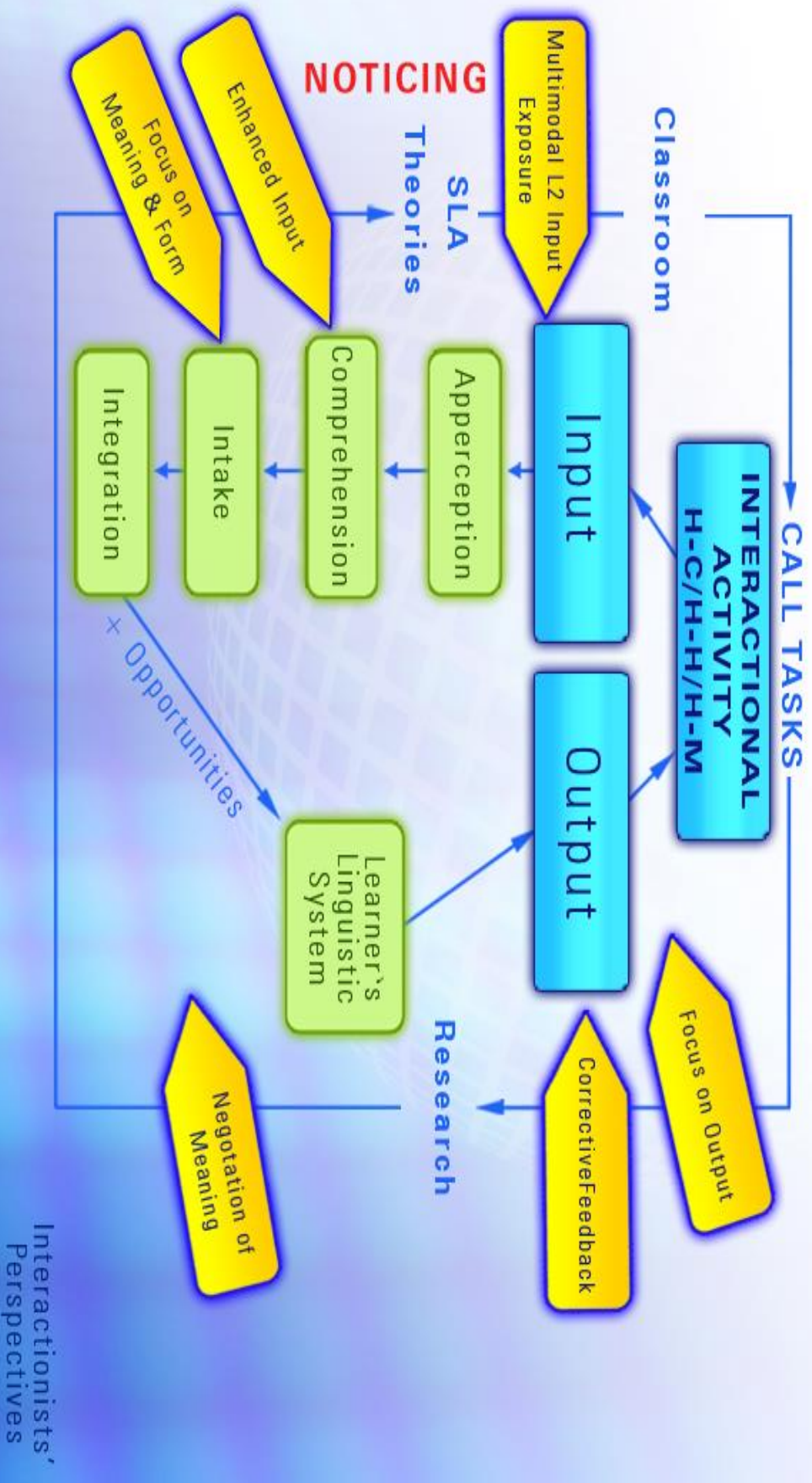
Bañados, E. (2018). *Combining Theory, Practice and Technology in a CALL B-learning Environment for EFL Learners*. Special Issue of The European Journal of Applied Linguistics and TEFL, Vol.7, Number 2, (2018) 228 pp, pp. 53-84. Eds. Adrzej Cirocki, Mike Levy. LinguaBooks Academic Publishing, UK. ISSN 2192-1032 E/JALTEFL ISBN 978-1-911369-17-2.



## Value of ICT in SLA Processes: Opportunities for beneficial interactional activity

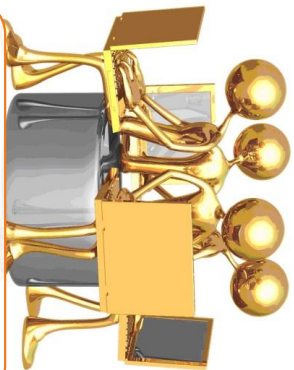






# CALL TASKS

## Interpersonal



- Obtaining enhanced input
- Obtaining help for using the language
- Prompting attention to language

Learner -  
Computer

Learner -  
Human

- Negotiating meaning
- Co-constructing meaning
- Prompting attention to language
- CMC & Face2Face



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

Within the  
Learner's mind

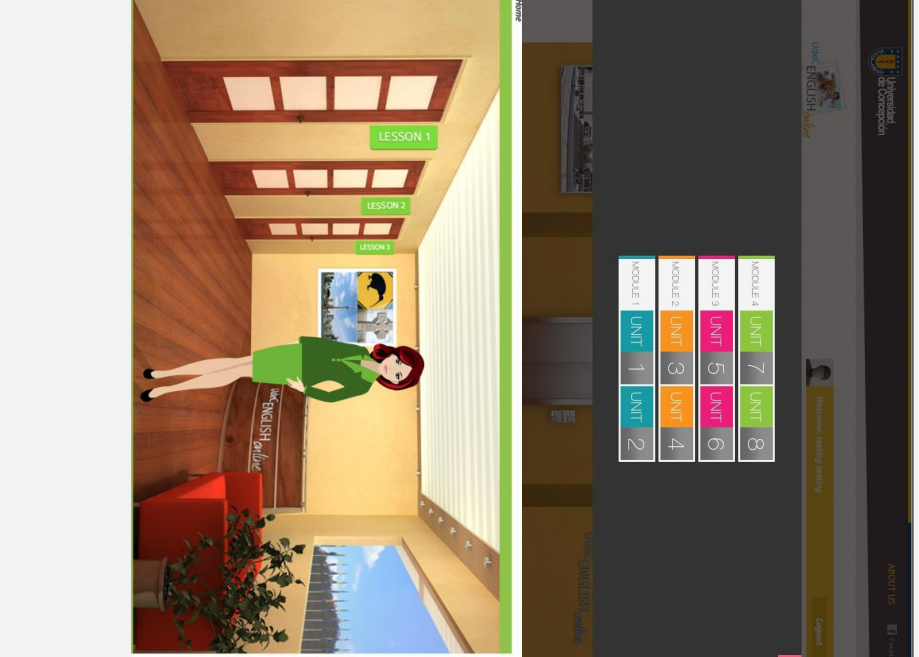


Intrapersonal

(Adapted from Chapelle, 2003)

# Autonomous learning with the English Online Platform

## Learner – computer interaction



# Topic-Based Contextualized Syllabus Design

- CEF Standard Levels:  
**A1-A2-B1-B2**
- 76% autonomous work online
- 24% work in face-to-face classes







### Video 1 / While listening Activity 1

Watch the video and click on the picture that best describes the answer to each question.

You can click on the vocabtool for help with words you may not know.



### Job interview: Answering interview questions Activity 4

- Watch the video.
- Start your "Voice" recorder and follow the instructions.
- Repeat and record the dialog line by line.
- Play the roles of the different characters in the dialog and record your interaction with them.
- Send the recording of one of your interactions with the characters to your portfolio.



If you prefer  
to see the script, click here

### vocabtool

## While listening

1- What kind of position is Mackenzie looking for at the bank?



### vocabtool

advertised  
asset

bank teller

bowling alley

fit

handle (money)

struggle with

weakness



Example:  
I, Mackenzie, is applying for a position as a bank teller.

the



### Job Interview Vocabulary

I also think it's really important to know if a company offers you **advancement potential**. Do they sometimes give people promotions? Do they have a policy about giving a **raise** after a certain number of years?

**Advancement potential:** the possibility of getting a promotion or moving to a higher level job within a company.  
**A raise:** an increase in salary.

Beverly gave me an **angry** look.

Beverly looked at me **angrily**.

### Interview at a Temp Agency

**Rebecca :** Hi ! Welcome to Boodie MaGoo's agency for temporary employment. Before I can get you placed at a temporary job, I will need to start by asking a few questions. As you may know, Boodie MaGoo's has placed people from anywhere from reception, all the way to consulting positions. What is the career that interests you, and why?

**You :**

**Rebecca :** I see. I think we can work with you on that. As you might imagine, the job history that you have

back

### Collaborative Task Task 1

- Find a partner to form a group of 2 people.
- You will be helping a friend who recently graduated from college find a job.
- One of you will be in charge of talking to your friend and finding out what type of job she thinks she would be good at and enjoy (student A). The other student will need to look at various sources to find possible job options (student B).
- Once you have decided, click on either A or B to continue with your individual tasks.

# Autonomous learning with the English Online Platform *Learner – computer interaction*

## FOCUS ON L2 INPUT & OUTPUT

**Salient feature devices** have been built into the tasks for input enhancement to make key linguistic characteristics salient:

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

The screenshot displays the UdeC English Online platform interface. At the top, the university logo and navigation links (Home, Lesson 23 - Professional scenarios, Pronunciation, Focus: The sounds /dʒ/, /j/ and /ʒ/) are visible. A sidebar on the right contains links for 'Welcome: testing testing', 'My stuff', 'Community', 'Communication tools', 'Resources', and 'Log out'. The main content area features a lesson titled 'Consonant sound' with three sub-sections: 'Consonant sound /dʒ/', 'Consonant sound /ʒ/', and 'Semi vowel sound /j/'. Each section includes a small image of a mouth showing the articulation of the sound. A text box states: 'It is very important to practice making the different consonant sounds'. At the bottom, a progress bar shows the current position in the lesson, with a 'Play audio' button.

# 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.

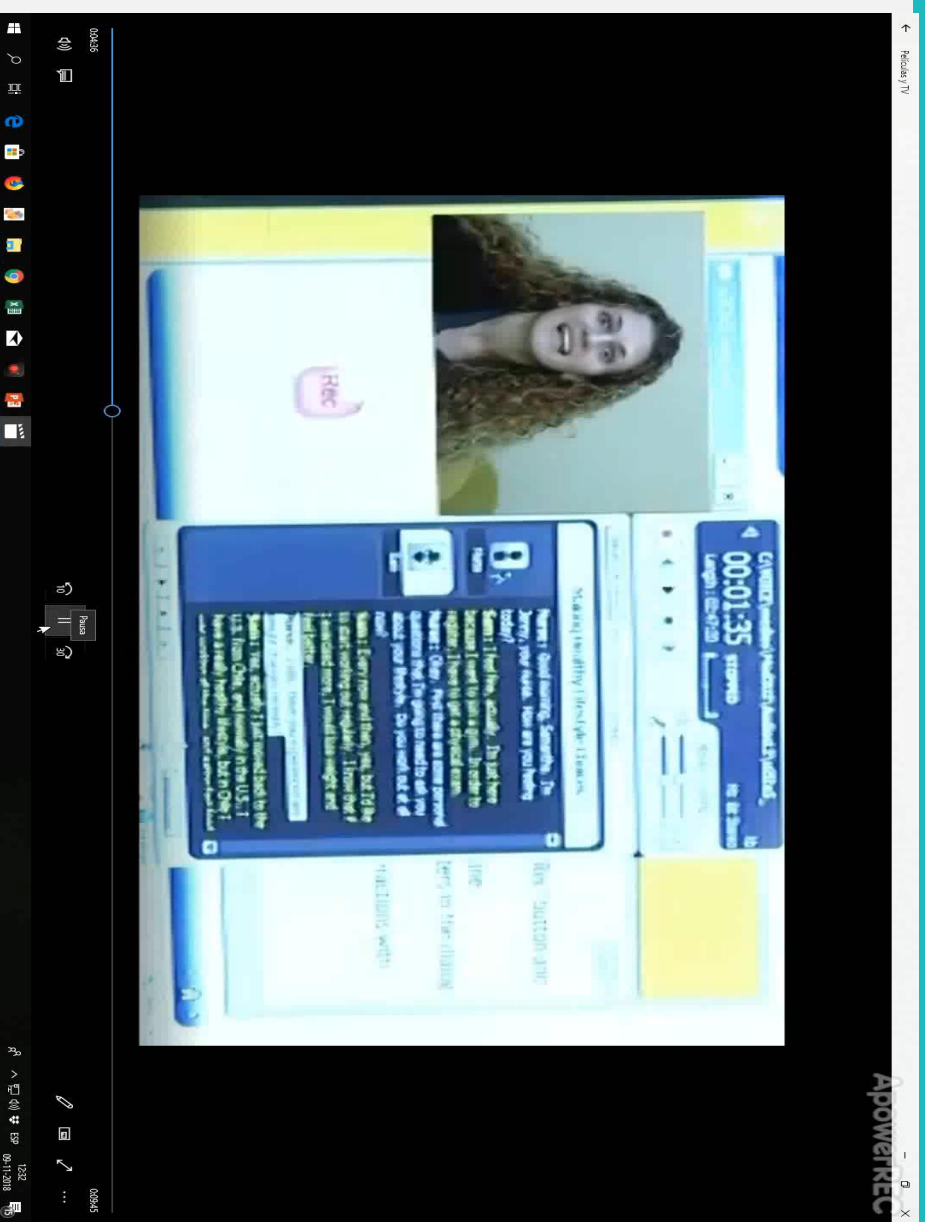
The screenshot displays the UCL English Online platform interface. At the top, the UCL logo and 'UCL English Online' text are visible. Below this, a navigation bar includes links for 'Home', 'Lesson 13 - Your place in the global community', 'Speaking', 'Activity 10b: Talking about graduate study programs', 'My stuff', 'Community', 'Communication tools', 'Resources', 'Evaluations', 'Logout', and 'ABOUT US'. The main content area features a yellow box titled 'Talking about graduate study programs Activity 10b' with a 'Start' button. Below this, a list of instructions is provided: '-Listen to Ali talking about future graduate study plans.', '-Start your "Voice" recorder and follow the instructions.', '-Record your interaction with Ali.', and '-Send your recording to your portfolio'. A video player shows a woman with curly hair. At the bottom, a progress bar indicates the current position in the activity, with a 'Start' button and a '13' icon. A video player control bar at the very bottom shows a play button, a progress bar, and a timestamp of 00:00:00.

# 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.





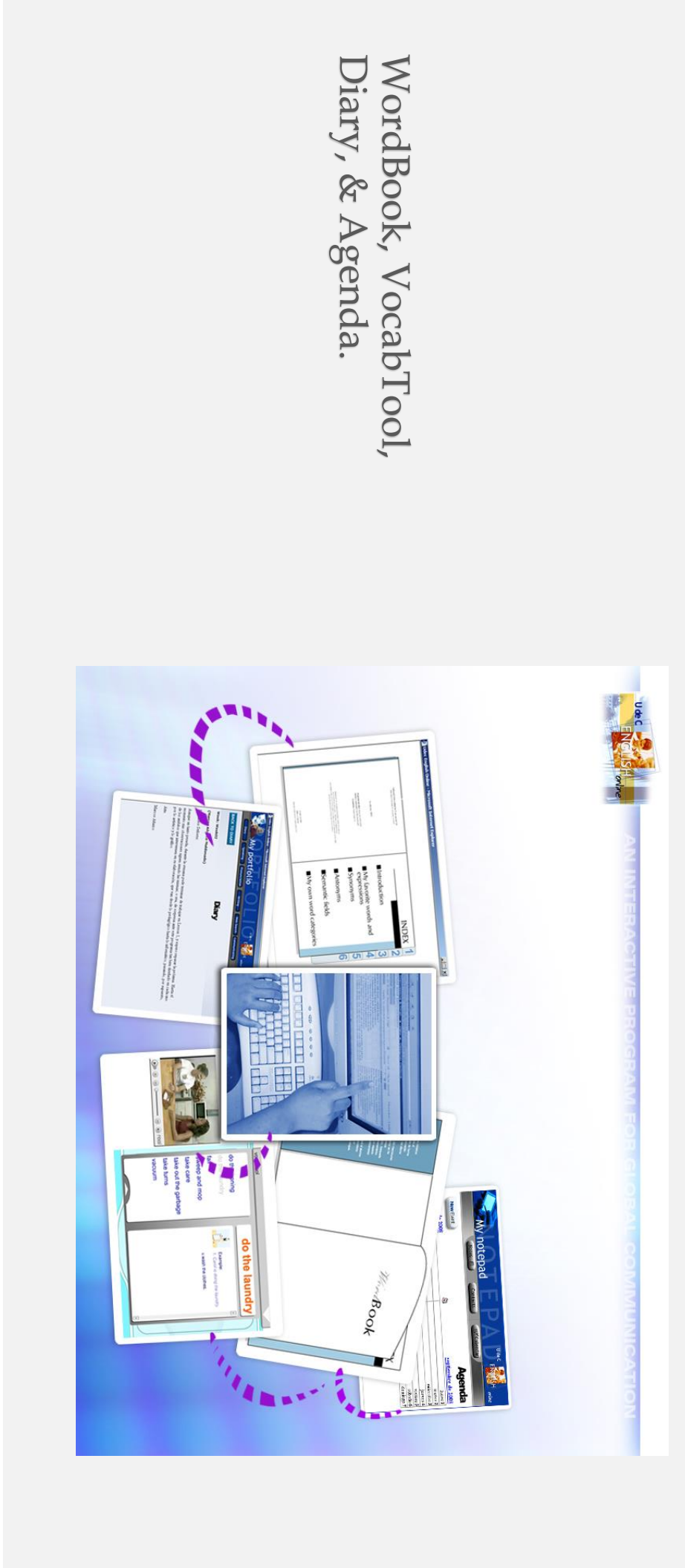
# Virtual Exchanges with an international English-speaking network through telecollaboration

Virtual exchanges with international university partners.



# Tools for personal input salience

A collage of various digital applications including a dictionary, a notebook, an agenda, a diary, and a word book, all featuring a blue and white color scheme and a purple dashed line graphic. The applications are arranged in a cluster, with some overlapping others. The dictionary shows an 'INDEX' page with categories like 'Introduction', 'My favorite words and expressions', 'Synonyms', 'Antonyms', 'Grammatical fields', and 'My own word categories'. The notebook shows a 'My notepad' page with a list of tasks. The agenda shows a calendar for the month of June. The diary shows a 'My portfolio' page with a list of tasks. The word book shows a 'Word Book' page with a list of words. The applications are all designed with a clean, modern look and a consistent color palette of blue, white, and purple.



# Online and face-to-face evaluation

Learners upload their oral production and writing tasks to their online portfolios, to be assessed by their EFL teacher tutors.

They take online tests after each lesson.

They 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.”

<https://www.edx.org/es/professional-certificate/upvalenciac-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](#)



# 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 (Transllectures) 👍
- 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 exercises).
- 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.

\* <https://www.naturalreaders.com/online>

# 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

<http://multidict.net/>




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



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



Find and switch easily between online dictionaries in many languages



Education and Culture DG

This project has been funded with support from the European Commission. Disclaimer: This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Lifelong Learning Programme

# Pronunciation practice

- **Voice recording tool** (Language Lab) → students compare their utterances to the models provided by native speakers

[Outline](#) > Semana 1. Presentarse > Saludar > Bienvenido a España. Pronunciación

[Previous](#) [Table of Contents](#) [Download](#) [Print](#) [Fullscreen](#) [Share](#) [Feedback](#)

## Bienvenido a España. Pronunciación

[Bookmark this page](#)

-¡Buenos días! Yo soy Nacho.

Pronunciation exercise ([Click here for instructions](#))

1 ▶ 0:00 🔊

2 ●

3 ▶ 0:00 🔊

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-¿Eres el estudiante nuevo?

Pronunciation exercise ([Click here for instructions](#))

1 ▶ 0:00 🔊

2 ●

3 ▶ 0:00 🔊

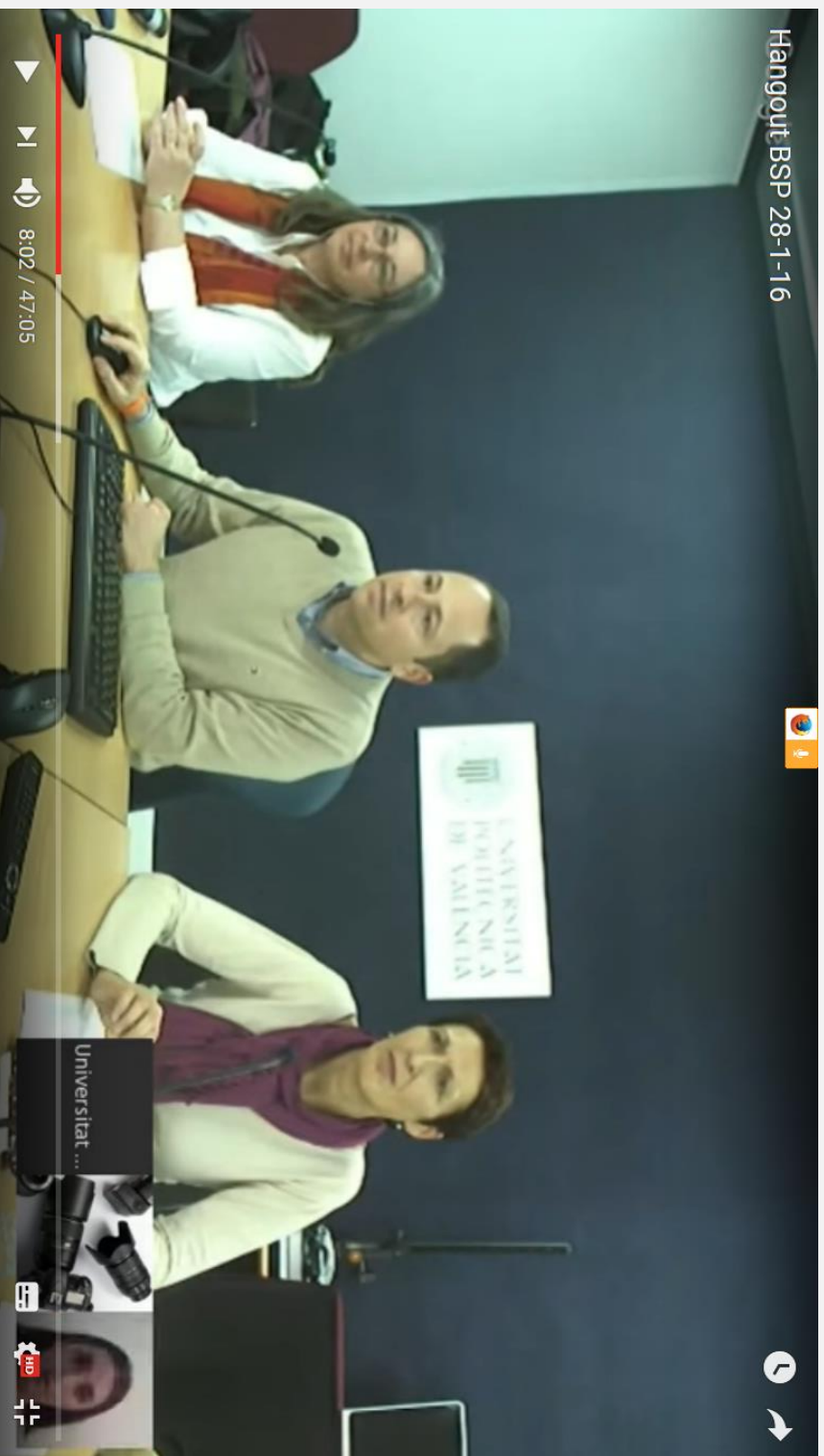


# Speaking practice

- Organising scheduled instructor-led **Google Hangouts** to support synchronous oral interaction → guided activities
- Organising scheduled Google Hangouts to support synchronous oral interaction with MA student teachers → guided activities
- Organising learner-driven speaking practice sessions using the **Talkabout** discussion planner\*, a tool that serves the purpose of organising 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

► Pre-Course Survey

► Course unit 1

Paper 1 - READING

Paper 2 - WRITING

Paper 3 - USE OF ENGLISH

Paper 4 - LISTENING

Paper 5 - SPEAKING

► Tester unit 1

► Course unit 2

► Tester unit 2

► Course unit 3

► Tester unit 3

► Course unit 4

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VER LA UNIDAD EN STUDIO

WRITING AN INFORMAL LETTER OR EMAIL (PART 1)

UNIVERSITAT POLITÈCNICA DE VALÈNCIA

English language

Pay attention to

- The greeting
- The topics included
- The closing or farewell
- The name at the end

poliMedia

0:14 / 4:01

▶ Velocidad 1.0x

▶ HD off

YouTube

# LatinCALL

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 practice.



# Vision

**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 and by establishing connections with sister CALL organizations in the world.

**LatinCALL** expects to be recognized as an authority for continuous professional development of language teachers and practitioners that use 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 external stakeholders.
- To partner and collaborate with other entities to further the CALL mission.
- 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
- Devote 1 issue per year in the **CALL Research Journal** (Taylor & Francis) edited by a guest editor from within the LatinCALL
- 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**
- Seek funding to set up **transnational cooperation projects**



# Founding LatinCALL Steering Committee

- President: **Emerita Bañados**, Universidad de Concepción, Chile
- Vice-President: **Liliana Cuesta Medina**, Universidad de La Sabana, Colombia
- General Secretary: **Mónica Stella Cárdenas**, Pontificia Universidad Católica de Valparaíso, Chile
- Treasurer: to be appointed
- Social Media and Website Officer: **Patricia Vasconcelos Almeida**, Universidade Federal de Lavras, Brazil & **Ana Carolina de Laurentiis Brandão**, Universidade Estatal de Mato Grosso, Brazil
- Outreach Officer: **Carolina Orgero**, Facultad de Lenguas, Universidad Nacional de Córdoba
- Journal Editor & Communications Officer: **Ana Fernández Peraza**, Universidad de Costa Rica

LatinCALL 2020,  
Universidad de La Sabana,  
Colombia

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