Educating for change: innovative foreign language learning approaches

Recent years have seen a transformation in language learning methodologies. Reasons for this include developments in human sciences, social changes, globalisation, the spectacular growth of intercultural relationships, different ideologies in teaching, the various needs of individuals and societies, and emergent and powerful technology, to name just a few. These factors accompany new styles of learning and teaching languages which we need to adopt, not only to shape these new societal features but also to respond to the needs of today's fast-changing world.

All these changes impact the teacher-learner relationship, where the teacher one-sidedly transmits his or her knowledge to the learners. Different resources are at the disposal of learners, mainly as a result of technology, such as new digital learning tools, which make it possible for them to take charge of their own learning (for instance, flipped learning). Learners can also acquire content and language in more than one language (CLIL, multilingualism) and become active members of new scenarios (task-based methodology).

These changes will undoubtedly affect teachers, students and other individuals involved in the learning and teaching of foreign languages. This symposium provides an opportunity to advance their knowledge in this area.

Michael Thomas
University of Central Lancashire, UK

The use of technologies in foreign language learning: Learning from the past and educating for change and innovation

Abstract
During the last four decades computer-assisted language learning (CALL) has steadily developed as a field of enquiry in second and foreign language education. From its beginnings with mainframe computers in the late 1950s through developments with personal computing in the 1980s, the Internet in the 1990s to mobile learning and Web 2.0 in the first decade of the new Millennium, research has grown and is now supported by regional, national and international teacher associations, peer reviewed journals, annual conferences and regular opportunities for networking and sharing of practice. The one constant throughout these four decades has been change. The transition from large mainframes that would fill a sports hall to microcomputers that fit on a desk or mobile phones that fit in a pocket has been significant in shaping the way technology is perceived and used in
teaching and learning contexts. From the pedagogical perspective it has added dynamism to the field of enquiry, but from the research perspective it has meant that researchers are continually faced with trying to investigate a constantly moving target. This presentation aims to present an overview of some of the key developments in CALL technology and pedagogy and through the use of examples of applications and technologies indicate how practitioners can learn from the past and apply them in classroom and autonomous language learning contexts.

Biodata
Michael Thomas holds PhDs from Newcastle University and Lancaster University in the UK and is a Reader and Associate Professor in Digital Education and Learning in the School Language and Global Studies at the University of Central Lancashire, UK. His research interests are in online and distance learning, with specific interest in learner collaboration and multimodal and digital research methods, as well as the role of technology in the neoliberal university. He is the lead and founding editor of two book series, Advances in Digital Language Learning and Teaching (Bloomsbury Academic) and Digital Education and Learning (Palgrave Macmillan US) and has authored or edited over 20 books in the field.

Gary Motteran
University of Manchester, UK

*Mobiles, language teaching and learning. Why is there so much interest in the idea of mobile learning?*

Abstract
The basic arguments go:
- There are a lot of mobile phones out there -- according to the GSMA Intelligence unit <https://gsmaintelligence.com> over 7.4 million and counting, so now more mobile phones than people in the world;
- Mobile phones are more generally available than other forms of digital technology, even if we are only talking about basic phones with few features;
- We are mostly dealing with learners who have access to these devices and it seems natural to use a platform that learners have access to and are familiar with.
- If we are talking about feature and especially 'smart phones', then these phones are massively powerful and if connected via a reliable wifi system, then they can immediately take over most of the function in education that
traditional digital technologies would offer. Because they are also mobile they can do considerably more. If we add tablets to this new technological ecology, then there is almost nothing that these can't do, especially in a school context.

This talk will explore some of the background considerations for using mobiles in language education, some of the issues that teachers and learners face, will offer some concrete examples and places to start. This talk will involve some interactivity, so turned on mobile devices will feature.

Biodata
Dr Gary Motteram is a Senior Lecturer in Education at the University of Manchester where he teaches on MA programmes with a particular focus on technology supported language learning. He has an MEd in Teaching English Overseas and an EdD in e-learning. He has presented at conferences and published regularly in the fields of technology in language learning and technology supported distance teacher education. He has recently managed a number of international projects for the University of Manchester including: eChinaUK (www.echinauk.org) and AVALON (avalonlearning.eu), and ran a two year research project for Cambridge University Press exploring what teachers do with technology. He was the Editor of Innovations in learning technologies for English language teaching, produced for the British Council (2013). His latest publication is: Teaching and technology: case studies from India. New Delhi: The British Council (2017). His latest research project is exploring mobile language teacher development with refugees in Jordan.

Robert Talbert
Grand Valley State University, USA

*Flipped Learning. A gateway to learning for life*

Abstract
Flipped learning is a pedagogical approach in which the roles of the group learning space and the individual learning space are reversed: First contact with new concepts moves from the group learning space to the individual learning space in the form of structured activity, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Flipped learning is rapidly gaining wide acceptance as a way to build highly effective learning environments, bolstered by a growing body of scholarly research and a widening community of practitioners. In this talk, we will explore the concepts behind flipped learning, its benefits for learners and
instructors, examples of its use in language instruction, and practical issues for planning and implementing a flipped learning environment.

Biodata
Robert Talbert is an Associate Professor in the Mathematics Department at Grand Valley State University in Allendale, Michigan USA. He holds a B.S. degree in Mathematics from Tennessee Technological University and M.S. and Ph.D. degrees in Mathematics from Vanderbilt University. Robert's scholarly pursuits are in the area of the scholarship of teaching and learning, with an emphasis on flipped learning and the use of technology in teaching and learning. He has published several research articles on flipped learning environments and is the author of Flipped Learning: A Guide for Higher Education Faculty (Stylus Publications, 2017). He is also active as a speaker, having given talks and facilitated workshops in Canada, Jamaica, and the United Kingdom as well as dozens of locations in the United States. In 2016, Robert was named one of thirteen Flipped Learning Global Initiative Research Fellows, consisting of flipped learning experts from around the world. During the 2017-2018 academic year, Robert will be on sabbatical from GVSU to serve as scholar-in-residence at Steelcase Education in Grand Rapids, Michigan. Robert writes on flipped learning and other topics at http://rtalbert.org.

Patrizia Cugusi
IIS "C. Beccaria", Carbonia (CI) - Italy

*CLIL meets Flipped Learning: a successful couple of teaching and learning approaches. Good practice examples*

**Abstract**
The CLIL approach was supposed to become an institutional practice in Italian schools since 2010 but putting into action an effective CLIL module, namely succeeding in conveying and implementing CLIL theories in good practice still seems to be the main issue to face in the standardised Italian teaching-learning environment. The presenter will introduce the main features of the 'CLIL approach' and will also give a faithful description of a real experience in a secondary school with some practical examples, an attempt of introducing the CLIL approach, and the presentation of its best outcomes, thanks to the synergy between the English language and the ICT teacher. Taking advantage of technology, Flipped Learning approach and activities such as the selection and use of multimedia, thought-provoking materials and contents, available on the Net and ready to be used for the reference pre-activity, the learners (as digital natives) benefited from a reliable framework to refer to 'anywhere & anytime' thanks to their Internet devices, helping them understand the contents later dealt with the teacher(s) in the classroom. Personalising material consulting moments, ways and places has proved to be the key strategy to propose accessible tasks to 'each and every' student. Focusing attention on the students' research, selection and creation of contents to develop
autonomously, together with student-friendly face-to-face specific CLIL activities, has resulted in good learning outcomes. Participants will see how the teachers devised activity timetables and lesson plans to manage time and make the most of the available resources, materials, collaborations. Participants will also have an opportunity to share and discuss some general (although still in need of improvement) criteria of the global activity evaluation (Content and Language Integrated Evaluation).

Biodata
Teacher of English as a Foreign Language in Secondary schools (General English and English for Special Purposes - age level 14-19); Cambridge Examination course planner, supervisor and teacher (KET-PET); Cambridge Speaking Examiner (YLE-KET-PET); Teacher trainer; Membership of Lifelong Learning Programme project work groups as translator, interpreter and national coordinator (Comenius, Leonardo da Vinci, Erasmus plus)

In-service training courses: European Workshop Education for all: Building inclusive and supportive school environments in contexts of change - The PESTALOZZI Programme : Council of Europe's programme for the professional development of teachers and education actors. University College of Southeast Norway – Campus Drammen -Norway (19/09/2016 – 23/09/2016) Training courses : INTERAZIONI 2.0 - Actions for migrants & multicultural inclusion _ a 40-hour course aimed at fostering school inclusion of young students-coming from different countries- in their new social and cultural environment: being well aware that schools represent the first place where new generations of students -and future citizens - meet and compare themselves, teachers need to be well trained or retrained for dealing with intercultural matters and working in/with multi-ethnic and multicultural classrooms, European Union-Ministero dell'Interno-FEI, Cagliari, Italy (2015); RI-COMINCIAMO DAL CLIL - a 20-hour course for trainers and teachers to monitor existing CLIL projects and revise/update theories and practices for planning and delivering effective lessons, ANILS, Cagliari-Italy (2015) Teacher training courses: TEA 2013 - Testing, Evaluation and Assessment (NILE-Norwich Institute for Language Education, Norwich-UK); Methodology, teaching for receptive and productive skill and further specialist options (The Oxford English Centre, Oxford-UK); Teacher training course: Creative Methodology for Teachers (IPC Exeter, ExeterUK).

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Roger Gilabert
University of Barcelona

Task design for L2 production, interaction, and development: research and pedagogic innovations

Abstract
The last few decades have seen a growing interest in task design for L2 production, interaction and development coming from both research and pedagogy. The goal of this
talk will be to, first, define the concept of task and point out the main arguments for the
use of pedagogic tasks in task-based language teaching (TBLT), project work, and
content-and-language integrated learning (CLIL) programs. Secondly, the main and
most up-to-date task design features that are being manipulated in both research and
pedagogic contexts will be outlined and discussed. Thirdly, the talk will focus on the
research and pedagogical work that is currently being carried out in different contexts
(face-to-face, online, gamification, among others). Finally, a number of arguments for
fostering a strong focus on task and syllabus design will be advanced. This presentation
is addressed to both applied linguistics researchers and teachers who wish to know more
about how task design may be transformed in order to impact their leaners’ second and
foreign language production, interaction, and development.

Biodata
Roger Gilabert is currently an assistant professor and researcher at the University of
Barcelona. His research interests include second and foreign language production and
acquisition, task and syllabus design, and individual differences and L2 production and
acquisition.
Roger Gilabert belongs to the language acquisition research group (GRAL) where he is
currently involved in two major projects: as a PI in a European project (iRead) coordinated by Asamina Vasalou (UCL, UK), which aims at motivating and
understanding reading through technology and games among primary school children in
which 17 European institutions are involved; a Spanish Ministry project on subtitling,
led and coordinated by Dr. Carmen Muñoz, which investigates the effects subtitling and
captioning of series and films have on second language learning. He is a member of
various editorial and executive boards (Eurosla, International Association for Task-
based Language Learning IATBLT). He has published extensively in the areas of task
design, task complexity, individual differences, and fluency, complexity and accuracy
of L2 speech. His most recent publications include research on writing tasks and their
potential for second language learning.