

Annual Seminar 14 December 2012

British Council, 10 Spring Gardens : 10.00 - 16.00

Agenda and speakers' details (5) :

- 10.00 - 10.30 : Refreshments
- 10.30 - 10.50 : Overview of QuiTE activities during 2012 (QuiTE committee members)
- 10.50 - 11.20 : Tim Francis, University of Bath (25 minutes)
- 11.20 - 11.50 : Dr Li Li, University of Exeter (25 minutes)
- 11.50 - 12.20 : Dr Rosemary Westwell, independent (25 minutes)
- 12.30 - 13.30 : Lunch
- 13.30 - 14.00 : Dr Claire Whittaker, Bell (25 minutes)
- 14.00 - 14.30 : Group discussions - groups of four or five depending on size of audience

Suggested topics for discussion based on speakers' and participants' experience :

- What are the challenges ("difficulties") that face online learners / students?
 - What are some of the most successful strategies used to help students?
 - Which features of online learning / training have you personally found most enjoyable and most productive?
 - In your view, are the learners / students who are most successful in a F2F situation also those who are successful in online learning? Or not?
- 14.30 - 14.45 : Brief report back on the above
- 14.45 - 15.15 : Panel of speakers to respond to questions from the audience
- 15.15 - 15.30 : Close followed by brief AGM

Tim Francis, English Language Centre, University of Bath : Abstract for QuiTE seminar 14.12.2012

Professional interests and experience : TESOL (British Council, Bell Institute), online learning, self-access.

Abstract : Stand-alone or blended? What use are computer mediated language programs?

The EFL world is awash with "e-tivities" nowadays and we may feel overwhelmed by all the possibilities. But perhaps it is time to stand back and take stock. In this presentation I will focus on computer mediated language learning programs and attempt to assess their potential and particular value both from the point of view of the learner and the course provider. What should we look for in a good language learning program? In this presentation I will propose a set of criteria which are straightforward, but at times paradoxical.

Dr Li Li, Programme Director of the Med TESOL, University of Exeter, and designer of the Med module on "New Technologies for Language Teaching"

Research interests :

Teacher cognition, CALL, social interaction, thinking skills, sociocultural theory, identity, culture, research methodology, technology, language learning, teacher education and development, collaborative learning.

When language teachers are in a blended learning TESOL course...

Abstract : New technologies are playing a significant role in improving education yet language teachers appear to be portraying pessimistic attitudes towards the use of technology in their classroom teaching. (see e.g. Lam, 2000; Abdullah, et al., 2006; Yang & Huang, 2008; Li & Walsh, 2011). In this talk, I will be examining language teachers' own experiences of learning *with and through* technology in a TESOL course. By presenting how a blended model of learning is implemented, I present teachers' new learning experiences and highlight issues and challenges for both teachers and teacher educators. The implications of the study suggest that if we want to encourage teachers to use technology in their teaching, they must be able to see and experience its 'usefulness' (Davies 1989), they must be competent in electronic literacy, and they need to be able to contextualize what they learn in a teacher education programme in their own context.

Dr Rosemary Westwell, teacher, writer and educational consultant with reference to online study

Abstract : Experiences from the learner's perspective when completing an MA TESOL online with the Institute of Education in London (1995 - 1998), and when learning a language from scratch for a PhD on 'The development of language acquisition in a mature learner'. As a result of this study, I changed my approach to teaching English as a Foreign Language and ESOL realizing how essential it is to take into account a large number of influential factors and how important it is to encourage the learners to take the initiative – ingredients that have a lot of implications for online and blended learning.

Dr Claire Whittaker, Head of Learning and Teaching at Bell

"Blended Learning in ELT: Course Design and Implementation

Edited by Brian Tomlinson and Claire Whittaker, published by the British Council"

Abstract : Blended learning remains an area of interest to ELT practitioners and this seems set to continue with the emergence of mobile or m-learning. Despite its continued popularity little can be found in the literature on the principles of blended learning course design, or descriptions given of blends employed in the ELT sector. To address this deficit this publication provides detailed descriptions of twenty blends from a range of ELT courses and contexts. It is hoped that these blends can be replicated or adapted by other practitioners to suit their particular teaching and learning contexts. In addition, a summary of the guiding principles and practical considerations that shaped the blends is given that will provide practitioners with guidelines for achieving a principled approach to blended learning course design in their contexts. It is also believed that this publication will add to the current rather limited knowledge base on blended learning course design in ELT.