PLENARY TALKS

Monday 6th June

Gráinne Conole, Open University, UK
Promoting open educational practices through social and participatory media
This presentation will consider the implications of new social and participatory media on educational practices and in particular how they can be used to promote more open educational practices. Key questions that will be addressed include: how can we more effectively harness the increasing range of high quality Open Educational Resources (OER) that are now available to support both individual and collaborative learning and to provide teachers with enables of good practice that they can use and repurpose? What are the implications of free Open Courses, where both resources and expertise is free, on traditional educational institutions? How can we encourage teachers to adopt more open and explicit approaches to their design of learning interventions? How are open practices in research (such as making research publications and even data) freely available changing the nature of how we carry out, communicate and disseminate research? The talk will provide examples across these different open practices (Resources, Courses, Design and Research) and will suggest some strategies for enabling them, as well as considering some of the implications for learners, teachers and institutions.

Tuesday 7th June

Constant Leung, King's College, UK
Participatory competence in content-oriented language and literacy practices in linguistically diverse classrooms
The notions of additional/second language proficiency and language development in applied linguistics and language education research (published in the English language) have been strongly influenced by the concept of communicative competence (e.g. Hymes, 1972, 1974 1994; Canale and Swain, 1980). Over time this ethnographically inspired concept has been transformed into a set of metropolitan native-speaker based norms (Leung, 2005). Recent research has shown that such native-speaker norms and conventions are not necessarily observed in a variety of contexts where English is used as a preferred medium of communication by speakers from diverse ethnic and language backgrounds (e.g. Dewey, 2007; Jenkins, 2007).

In this talk I will discuss the ways in which the 'bedrock' assumptions underpinning the concept of communicative competence may not still hold in social interaction. In many contemporary ethno-linguistically diverse contexts, speakers are not beholden to particular native-speaker norms and conventions. Research in the field of English as lingua franca, for instance, suggests that there is evidence that some aspects of native-speaker-normed grammar and pragmatic rules are shifting. The basic tenets of communicative competence, as embodied in syllabus specifications, textbook contents, and influential assessment frameworks such as the Common European Framework of Reference for Languages (CEFR) may need to be reconsidered and new concepts may be needed. Drawing on data collected in a recent research project investigating language and literacy practices in linguistically diverse content-subject classrooms (Leung and Street, ESRC RES-062-23-1666), I will explore the importance of paying attention to subject content and agentive participation in conceptualising 'competence'.

Zoltán Dörnyei, University of Nottingham, UK

Instructed second language acquisition from a complex dynamic systems perspective
While looking at the world – and especially the language classroom and the learners in it – through a dynamic systems lens makes a lot of intuitive sense, it is not easy to operationalise such a dynamic approach in research terms, particularly because the most common research paradigms in the social sciences tend to examine variables in relative isolation (rather than as part of a system or network), and most established statistical procedures (e.g. correlation analysis or SEM) are based on linear relationships. In this paper I will first discuss the challenges of dynamic systems research in general and then present a concrete research template to investigate instructed second language acquisition. This approach involves a special type of qualitative system modelling – "retrodictive qualitative modelling" – that reverses the usual research direction by starting at the end – the system outcomes – and then tracing back the reasons why certain components of the system ended up with one outcome option and not another.

I will illustrate the process by looking at classroom-oriented research. In this case, the dynamic system is the language classroom, and the system outcome options are the various learner prototypes (e.g. motivated, laid back, passive, etc.) observed in the classroom. By conducting in-depth qualitative interviews with selected students representing each prototype, we might be able to understand what conglomeration of learner factors and classroom processes "pushed" a learner into the particular prototype he/she embodies. Put it in dynamic systems terms, by considering the learner prototypes as semi-static attractor states, the interview study can assemble a qualitative model of how the learner prototypes develop in relation to their specific attractor basins. Eventually, such a study might provide the answer to the question of whether the system can be manipulated by the artificial introduction of new attractors – e.g. certain motivational strategies or conditions – thereby shifting a person's behaviour from one attractor basin to another.

Further reading (downloadable from:
http://www.nottingham.ac.uk/~aezweb/research/cral/doku.php?id=people:zoltan):

Dörnyei, Z. (2009). Individual differences: Interplay of learner characteristics and learning environment. In N. C. Ellis & D. Larsen-Freeman (Eds.), Language as a complex adaptive system (pp. 230-248). Oxford: Wiley- Blackwell.

Dörnyei, Z. (2010). The relationship between language aptitude and language learning motivation:

Individual differences from a dynamic systems perspective. In E. Macaro (Ed.), Continuum companion to second language acquisition (pp. 247-267). London: Continuum.

WORKSHOPS

Monday 6th June

Gráinne Conole, Open University, UK
Learning design: a new approach to designing effective learning interventions
The workshop will provide hands on experience of using the tools and approaches that the Open University Learning Design Initiative (http://open.ouldi.ac.uk) have produced. These include a range of conceptual designs tools, visual tools for creating designs (CompendiumLD) and a social networking site (Cloudworks.ac.uk) where teachers can share and discuss learning and teaching ideas. The workshop will enable participants to rethink their design practice and help them assess how to use technologies effectively in their teaching. It will also provide them with links to a range of useful learning design resources and references which they can explore after the workshop.

Peppi Taalas ja Mirja Tarnanen, Jyväskylän yliopisto
Opettamista muuttuvassa maailmassa – oppiminen 3.0?
Pohdimme tässä työpajassa muuttuvan maailman ja kielikoulutuksen välistä suhdetta. Miten ne tukevat toisiaan, vai tukevatko ne? Nykyisen koulun haasteena on kehittää oppilaiden taitoja tiedon hakijoina, tuottajina, käyttäjinä ja rakentajina. Myös erilaisten teknologian käyttöön liittyvien akateemisten taitojen (oppimisen taitojen) kehittäminen oppijoiden arjen teknologiakäytön rinnalle on tärkeää. Se, mitä luokassa tehdään, määrittää vahvasti sitä, kenen ääni eri oppimisen vaiheissa kuuluu ja kenen äänellä on merkitystä. Oppimislähtöinen oppimisprojektien ja -aktiviteettien suunnittelu, designing for learning, on tärkeä näkökulma luokkahuonetyöskentelyn suunnitteluun. Siinä yhdistyvät oppimisen tavoitteet, toiminta ja oppimisen arviointi osaksi kokonaisuutta, jossa oppijoiden on mahdollista löytää itselleen merkityksellisiä oppimisen polkuja. Erilaisten oppimista tukevien aktiviteettien tekeminen on lähes jokaisen opettajan arkipäivää.
Haasteena on kuitenkin päästä kiinni siihen, miten oppimista tuetaan, miten oppilaille mahdollistetaan merkityksellistä omistajuutta toimintaan ja miten oppilaiden ääni otetaan oikeaksi osaksi yhteistä oppimisen tapahtumaa. Valotamme työapajassa näitä haasteita tutkimusmateriaalin (mm. luokkahuoneaineisto ja opettajahaastattelut) sekä siitä nousevien kysymysten kautta.

Tuesday 7th June

Constant Leung, King's College, UK
Everyday language in subject lessons: help or hindrance?
The main purpose of this workshop is to explore the importance of understanding the complex nature of spoken language used in classroom activities. I will use a segment of an audio-recording (and transcript) of a Mathematics lesson (Yr 9, 14-year-olds) to draw attention to the complex ways in which apparently easy-to-understand teacher-pupil talk can both promote communication and hinder content learning. I will also discuss some of the long-standing pedagogic/professional misconceptions regarding additional/second language proficiency and development in terms of informal everyday language and formal academic language. The workshop participants will be invited to make an active contribution to the discussion.

Riikka Alanen ja Hannele Dufva, Jyväskylän yliopisto
Voiko toimijuutta opettaa kielenoppijoille?
Viime vuosina on kielentutkimuksessa yhä enemmän keskusteltu toimijuudesta, ihmisen kyvystä toimia. Toimijuus on sukua oppimaan oppimisen, itsesäätelyn ja oppija-autonomian käsitteille. Sosiokulttuurisena käsitteenä toimijuus on aina välittynyttä, sillä esimerkiksi erilaiset käsitteet, asenteet, puhetavat, opetuksen käytänteet toisaalta rajoittavat, toisaalta edistävät oppilaiden kykyä toimia kielenoppijoina. Mutta voiko toimijuutta opettaa? Työpajassa pohditaan käytännön esimerkkien valossa erilaisia mahdollisuuksia vaikuttaa oppijoiden toimijuuteen koulussa ja koulun ulkopuolella.

Wednesday 8th June

Anne Pitkänen-Huhta and Laura McCambridge, University of Jyväskylä
Researching norms and values in academic and everyday literacies
This workshop will focus on the norms, values and ideologies that are related to literacy practices and on the methods that can be used in examining these. The data to be examined come from two projects. The first one studied Finnish young people's everyday language and literacy practices in English and the second one focused on academic literacies on an English medium Master's program in Finland. The first set of data includes photographs, visual tasks, literacy diaries and group discussions and the second set of data will be drawn from interviews with students and teachers, along with extracts from students' texts and teachers' feedback on those texts. Discussion will focus on, on the one hand, on the values young people place on their English language literacy practices and how they relate these practices to those in their native language, and on the other hand, on how norms of English academic writing are adapted to Lingua Franca contexts and how the ideologies of academic English within the local community under scrutiny may relate to ideologies on a global scale.

Paula Kalaja and Teija Kyllönen, University of Jyväskylä
Motivation: an attempt at taming the beast?
This workshop will address motivation as an important learner characteristic/contribution in learning and teaching second or foreign languages by discussing it from a number of perspectives (definitions, related terms, nature, ways of doing research), by considering ways that teachers can motivate their students or have their students motivate themselves (self-motivation) and while doing this, sharing with the audience some recent research findings (in the context of Finland: demotivating factors, attributions, motivational self-system). The workshop will be interactive in nature – and will proceed by attempting to pool answers to a set of questions – jointly with the audience.

Kurt Kohn and Petra Hoffstaedter, University of Tübingen, Germany
BACKBONE – pedagogic corpora for content and language integrated learning
The BACKBONE project www.uni-tuebingen.de/backbone has developed a pedagogic corpus approach with a special focus on CLIL support and blended learning integration based on Moodle. Its main outcomes and results include (a) seven corpora of video-recorded spoken interviews in English, English as a Lingua Franca, French, German, Polish, Spanish and Turkish with an emphasis on socio-cultural and regional topics, (b) a web-based corpus search interface with pedagogically motivated search modes, (c) tools for transcription and pedagogic corpus

annotation, and (d) pedagogic evaluation insights from pilot courses in secondary, tertiary and vocational education settings.

Based on these outcomes and results, the workshop will proceed in four thematic steps. The first step opens the workshop with a brief introduction and discussion of the pedagogic corpus approach adopted. In the second step, participants will be introduced to the BACKBONE interview corpora, using and exploring the BACKBONE online search interface at the same time. Step 3 is concerned with the pedagogic exploitation of the BACKBONE corpora in CLIL-oriented learning activities supported with Moodle. In this connection, particular emphasis will be on ready-made language learning modules and individual or collaborative corpus explorations. The fourth step concludes the workshop with a brief demonstration of how the BACKBONE Annotator can be used for pedagogic corpus creation.