



PL-CALL 2016  
CALL FOR MOBILITY

**BOOK OF ABSTRACTS**



Jacek Krupa  
The Marshal of the  
Małopolska Region

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# KEYNOTE SPEAKERS

Shannon Sauro

Malmö University, Sweden

## **Fan fiction and fan practices: Integrating the digital wilds and the language classroom**

Online fan communities and fan sites are home to many different kinds of fandom tasks and projects, perhaps the best known of which is fan fiction. These are stories that reinterpret and remix the events, characters and settings found in fiction and popular media. Other online fandom tasks include translation projects such as fan-subbing, amateur subtitling of movies and television series carried out online by teams of fans in different countries, and spoiling, in which fan networks track down and share information via social media for the purpose of speculating about a television show or movie's plotline before it is released (Duffet, 2013).

Research in applied linguistics on fandom practices has explored how youth have used fan fiction, in particular, to foster identity and second language development in the digital wilds (see for example Leppänen, 2008 and Thorne & Black, 2011). However, less attention has been paid to the older language learners in online media fandoms who also represent a type of language learner engaged in autonomous and long-term extramural language learning (Sundqvist, 2009) in the digital wilds. Moving from the wilds to the classroom, more recent research has begun to explore the domestication of fan fiction tasks in formal classroom contexts (Sauro & Sundmark, in press 2016) and which also holds promise for the design of technology-mediated tasks to support the learning of both language and literature.

This talk, therefore, discusses findings from case-study research with older fans as well as classroom-based research to explore how these fandom tasks and fan practices are used to facilitate the development of linguistic, literary, and digital competences both in the wilds and in the classroom.

Lechosław Hojnacki

RODN Bielsko-Biała, Poland

## **Edukacja musi być mobilna**

Mobilne technologie weszły w fazę rozwojową dojrzałości technologicznej. Są powszechne, proste w obsłudze, niezawodne i uniwersalne. Pozwalają realizować szerszy zakres złożonych aktywności informacyjno-komunikacyjnych, niż jakiegokolwiek wcześniej dostępne technologie. W efekcie mają ogromny potencjał wspomaganie edukacji. Jednocześnie do szkół wchodzi pokolenie uczniów, dla których mobilne technologie są od urodzenia naturalną częścią środowiska informacyjnego.

Podczas wystąpienia zostaną pokazane także inne elementy zmieniającego się środowiska wychowawczego i ich wpływ na zmianę potrzeb, preferencji i możliwości edukacyjnych tej generacji uczniów. Okaze się, że są na tyle odmienne, iż zachodzi potrzeba dokonania istotnych i wieloaspektowych modyfikacji warsztatu dydaktycznego nauczycieli. To wymaga stosownych kompetencji technicznych i metodycznych od nauczycieli, a zatem stawia nowe wyzwania wobec adekwatnego ich kształcenia i doskonalenia. Zostaną także zaproponowane przykłady praktycznych rozwiązań metodycznych, wykorzystujących mobilne technologie.

Małgorzata Kurek

Jan Długosz University, Częstochowa, Poland

## **Virtual nomads? - multiple insights into mobility**

Mobility has always been linked to the conquering of time and space and, following, also to individualisation of experience (Cresswell, 2006; Nicholson, 2007). At present, these are digital technologies that transform the ways in which we experience the world, create social networks and accumulate information. As I will argue, due to technology penetration the current understanding of mobility extends beyond its original meaning of physical movement and embraces also or, perhaps, above all various aspects of social, mental and cultural agility.

In this keynote I will look at mobility through a metaphorical lens, investigating it in the context of Intercultural Online Exchanges (IOE), also known as telecollaboration. They are usually defined as “internet-based intercultural exchanges between groups of learners of different cultural/national backgrounds set up in an institutional blended- learning context” (Guth & Helm 2011:273). Such exchanges currently appear as the most complex and unpredictable CALL environments (O’Dowd, 2015), in which learners are immersed in authentic, multilingual, multicultural and technology-rich contexts. As I will show, such exchanges engage participants in dynamic social interactions in which their traditional beliefs, values and identities shift and evolve. As I will argue, that multi-dimensional process of becoming should be integral to contemporary academic education.

Michał Mochocki

Kazimierz Wielki University, Bydgoszcz, Poland

## **CALL-to-GALL: Gamification-Assisted Language Learning**

The big picture will come first, namely a brief overview of the history and theory of gamification in education: where it came from > what it brought > where it is going > how it may be framed within CALL. Then, we will move on to case studies from Kazimierz Wielki University. We have had four years with gamification at the Department of English Studies, with three teachers implementing games, game elements and gamified assessment in a variety of classes, from Practical English labs to lectures in American Literature. Two of our ex-students, who are teachers themselves, now successfully use gamification in their own practice. Collectively, the case studies tell a story of success, but also of failures, and of struggles with systemic obstacles, all of which translates into experience and informs improvement. We will conclude with a set of practical guidelines for would-be GALL practitioners.

As a follow-up, those interested in hands-on practice are invited to a GALL design workshop.

# WORKSHOPS

David Brett

University of Sassari, Italy

## **Left to your own devices: materials creation by mobiles for mobiles**

- Got 10 minutes left till your next class and haven't had time to prepare anything?
- Spend hours every day on the bus/train or in traffic jams and want to use it to write tests?
- Waste too much time waiting in the car for your teenage children, and want to use it productively?

This workshop will show you how to create interactive exercises on-the-fly with your mobile device. These exercises are specifically formatted for use with mobile devices.

Zero technical knowledge is required, just bring a smartphone/tablet with a working Internet connection, and you'll leave the workshop as a seasoned materials writer with a series of exercises under your belt!

Michał Mochocki

Kazimierz Wielki University, Bydgoszcz, Poland

## **CALL-to-GALL: Do-It-Yourself Workshop (2 h)**

In teams, you will design a gamified language course for one semester. The design will cover:

- expected learning outcomes
- target group analysis
- list of their current and desired behaviours
- game- and story-based mechanics (actions)
- gamified assessment and feedback system

Hopefully, the two hours will be enough not only to create an early draft of the course, but also to discuss ideas for its implementation in the institutional and technological environment.

Tomasz Walasek

Czestochowa University of Technology, Poland

## **Z pamiętnika (nie)młodego Moodlera**

Warsztat dla nauczycieli, którzy już uczą, chcą uczyć lub będą musieli uczyć online, w tym z wykorzystaniem platformy Moodle. Spróbujemy zastanowić się jak uczyć, żeby robić to najlepiej, najefektywniej i najskuteczniej. Określimy dobre praktyki nauczyciela-moodlera (choć nie tylko). Mam nadzieję, że wypracujemy wspólnie narzędzie – zbiór dobrych praktyk, które będziemy mogli wykorzystać w codziennym nauczaniu.

# PAPERS

David Brett

University of Sassari, Italy

## **Design issues in materials production for mobile devices**

The huge developments that have taken place over the last ten years in the field of mobile devices highlight how difficult it is to create technology-enhanced materials today and be sure that they will be usable in years to come. This paper will attempt to document some of the changes that have taken place and identify those areas that have shown themselves to be the most (HTML, PHP, JAVA) and the least (Flash, mobile operating systems) stable, the aim being that of proposing the most and least promising formats in which materials with a long shelf-life are to be produced. This paper will discuss some technical aspects, but no prior knowledge is assumed.

Agnieszka Bryła-Cruz

Maria Curie-Skłodowska University, Lublin, Poland

## **Authentic podcasts in foreign language teaching. and content-based instruction**

Even though podcasting was originally meant for spreading information and entertainment, its potential for teaching and learning languages was recognized very quickly by educators and learners alike. The paper argues that authentic podcasts constitute a useful resource to implement a truly integrated approach to foreign language teaching, i.e. the one where linguistic knowledge and skills are not separated from other types of knowledge and skills. Apart from developing receptive and productive skills, they expand learners' knowledge related to a particular content (content based instruction – CBI). It is presented how the audio material is employed to enhance listening and speaking skills, provide opportunities to focus on vocabulary as well as to expand the students' extralinguistic knowledge. The last goal is considered particularly relevant by the author as she has taught practical English to the students of Applied Linguistics. As potential translators they need to develop their language skills and also constantly expand their general knowledge about the world in order to be able to comprehend and translate various types of texts. Translation didactics underlie the importance of “cognitive complements” and insist that broad general knowledge is essential to understand contexts and utterance circumstances.

Dominika Bucko

Centrum Języka i Kultury Polskiej w Świecie UJ, Kraków, Poland

## **Wpływ zastosowania technologii mobilnej na rozszerzenie przestrzeni dydaktycznej.**

Wraz z rozwojem nowych technologii wzrasta zakres użycia spersonalizowanych urządzeń przenośnych – tabletów, smartphonów. Coraz więcej mówi się o potrzebie wykorzystania tego trendu także w glottodydaktyce. Wśród korzyści płynących z zastosowania technologii mobilnych w procesie przyswajania języków obcych istotnym aspektem jest rozszerzenie czasu i przestrzeni edukacyjnej dzięki możliwości swobodnego dostępu do materiałów oraz wykorzystania bezproduktywnego czasu (np. podczas pobytu w środkach transportu) na naukę. Dodatkowo właściwości urządzeń pozwalają na personalizację narzędzi i materiałów, indywidualizację strategii uczenia się oraz interaktywne poznawanie języka.

Prowadzone dotychczas badania pokazują, że studenci języka polskiego jako obcego pozytywnie odnoszą się do wykorzystania zarówno zasobów internetowych, jak i urządzeń mobilnych podczas nauki języka polskiego jako obcego. Celem niniejszego referatu jest prezentacja rezultatów badań prowadzonych wśród uczących się języka polskiego jako obcego na poziomie A1, podczas semestralnego intensywnego kursu. Badania miały przynieść odpowiedź na pytanie, w jaki sposób regularnie przesyłane materiały interaktywne dostępne online są wykorzystywane przez uczących się. Jak często, w jakich miejscach i sytuacjach studenci korzystają z proponowanych ćwiczeń? Czy ograniczają się tylko do przesyłanych linków, czy samodzielnie zgłębiają dostępny materiał językowy. I jak oceniają taki sposób nauki.

Anita Buczek-Zawiła

Pedagogical University, Kraków, Poland

## **Verifying the Usefulness of Mobile Dictionaries for Developing English Pronunciation Skills - Users' Reports.**

Among the plethora of online dictionaries available, some have acquired the status of clear favourites among users. Many of those online resources incorporate some information on the pronunciation of the listed items, most often in the form of a recording made available for users to listen to and emulate. Others, additionally, offer the IPA transcription. While both types of hints are undoubtedly useful for learning the spoken form of individual words, they do not assist in developing fluent pronunciation as well as effortless comprehension of longer stretches of spoken text. To achieve that, a working knowledge of and substantial practice in the reduced variants of a number of grammatical words is needed. These simplifications, characteristically known as weak forms, are, arguably, one of the most important elements in the English spoken discourse. One mobile dictionary, the Oxford Advanced Learners Dictionary (<http://www.oxfordlearnersdictionaries.com/>) actually introduces users to this aspect of speech. It not only lists the reduced variant alongside the regular, strong pronunciation in the form of recording and transcription, but classifies the weak form as the major variant in the first place. This way, users immediately see the specificity of such items and recognize their contribution to communication. An attempt to verify the usefulness and efficiency of such dictionary use for developing students' passive and active English pronunciation skills is reported on in this paper. Two groups of advanced EFL speakers of English received instruction in pronunciation. Part of this training involved acquiring the skill of transcribing longer stretches of speech and, as a result, being able to pronounce them accordingly. One group was instructed in the form and use of the strong and weak forms in class, the other group had no such training, but was advised to use the dictionary specified above. Over the period of two and a half months the two groups then performed similar tasks focused on producing connected speech. The results achieved by students indicate that a good mobile dictionary may be an asset when trying to develop one's oral skills wholistically and satisfactorily.

Megan Case

Dalarna University/Örebro University, Sweden

## **Narratives on Language Learning in the 21st Century**

This study examines what the personal learning environments and learning trajectories of adults acquiring new foreign languages can look like. It consists of case-study narratives of eight adults who took a beginner-level university foreign language course via distance sometime between 2011 and 2014 and follows their learning trajectories through to spring 2016. Using an activity-theory model for understanding the personal learning environment and a phenomenological approach to data collection and analysis, the relationships, activities and resources students have found useful in setting and achieving their own goals for language use are examined. The study addresses the following research questions: 1) How do adult learners of foreign languages describe their personal learning environments and learning trajectories? 2) What kinds of tools do adult students of foreign languages find useful in their learning processes? 3) How do developments in ICT that have taken place in recent decades afford learners opportunities to make use of the target languages in real-life situations? The results of the empirical study are used to discuss the affordances and constraints of different aspects of the personal learning environment, as well as the changing role of formal, institutional education in a context where students can find resources for language study in non-institutional settings more readily than ever before.

Elzbieta Gajek

University of Warsaw, Poland

### **Two sides of a mobile device – two patterns of its use**

Mobile devices are possessed by the majority of students and students at school. However, there are a lot of controversies over the use of such devices in school and academia. On the one hand some educational authorities and faculty members are against their use in school and university. So mobile technology (MT) is forbidden in many language classrooms. Opponents raise arguments concerning digital device, discrimination, student's distraction, e.t.c. On the other hand, some teachers pioneers find MT useful in a language class, and break the rules against its usage. What is more, some learners find the restriction on the availability of their own devices in a classroom as blocking their language development, because they are used to constant access to dictionaries, translators, and browsers. In the presentation some myths built around educational use of MT will be deconstructed based on the results of the research carried on school learners, students and academic teachers. For example, students use their mobile devices in a different way and for different purposes in campus and outside of campus. Academic teachers notice that students use their mobile devices in class. Some of them apply MT for class activities. Almost all academic teachers investigated perceive the educational potential of MT in language learning.

Elżbieta Gajewska

Pedagogical University, Krakow, Poland

## **Zamiast ryby, wędka. LSP a CALL**

Z perspektywy unijnej, „mobilność” ma ekonomiczne konotacje i kojarzy się ze swobodnym przepływem pracowników w obrębie UE. Podjęcie pracy poza granicami kraju jest warunkowane znajomością języka w stopniu umożliwiającym komunikowanie się w nim dla potrzeb wykonywanego zajęcia. Za sprawą rozporządzenia MEN z dn. 7 lutego 2012, nauczanie JO w szkołach zawodowych przestało być częścią kształcenia ogólnego i weszło w skład przygotowania do przyszłego zawodu. Niemala liczba nauczycieli musiała nagle przestawić się na odmienny, specjalistyczny sposób kształcenia.

Współczesne szkoły zawodowe starają się podążać za rynkiem pracy, co przekłada się na przygotowywanie w jednej placówce do wielu – nieraz nader odmiennych – profesji. Dodatkowo nie dla każdego profilu kształcenia istnieją stosowne materiały dydaktyczne. Doświadczenia wyniesione ze szkolenia dla nauczycieli JO ze szkół zawodowych wykazują, że najmilej widzieliby oni dostarczenie im gotowych materiałów, czyli wspomnianej w tytule „ryby”. Niestety, nie zawsze jest to możliwe. Nawet projekty dysponujące dużym budżetem, takie jak „Małopolska Chmura Edukacyjna”, nie są w stanie precyzyjnie zaspokoić wszystkich potrzeb swoich odbiorców. Stąd też realistycznie traktowane kształcenie lub doksztalcenie nauczycieli tzw. „języków specjalistycznych” powinno polegać na raczej na dostarczeniu im solidnej wędki, czyli metodologii umożliwiającej samodzielne dostosowywanie kursu do oczekiwań i profilu danych uczniów. Rozwijając tytułową przenośnię, współczesna wędka winna być wędką cyfrową. Nowe technologie nadały LSP nową jakość, znacznie ułatwiając pracę dydaktykom zajmującym się nietypowymi grupami docelowymi. Wystąpienie przedstawia zalety CALL w kształceniu językowym dla celów zawodowych [i próbę ich praktycznego zastosowania w projekcie zaproponowanym w ramach MChE].

Bartłomiej Janiak

Pearson Central Europe

## **Learning Catalytics - new way of class interaction**

Learning Catalytics to międzyplatformowy system służący do angażowania uczniów, dokonywania ich oceny i budowania interakcji w klasie. Narzędzie to stanowi owoc doświadczeń Gary'ego Kinga, Briana Lukoffa i Erica Mazura, wykładowców Uniwersytetu Harvarda. Learning Catalytics umożliwia korzystanie z plików multimedialnych, tworzenie wykresów i budowanie interaktywnych pytań. Pozwala na konstruowanie szerokiej gamy ćwiczeń w ramach dostępnych 18 typów zadań, które angażują uczniów i wspierają krytyczne myślenie. Lekcje można przygotowywać samodzielnie lub skorzystać z dostępnych zasobów.

System oferuje pięć trybów interakcji określających, w jaki sposób uczniowie odpowiadają na pytania zawarte w danym module. Tryb można zdefiniować podczas tworzenia modułu, mając do wyboru pracę z uczniami w czasie rzeczywistym podczas zajęć lub wspieranie procesu kształcenia poza klasą.

Sukces kształcenie rówieśniczego leży w jego zastosowaniu w szerokiej gamie dyscyplin od fizyki do filozofii. Learning Catalytics wykorzystuje inteligentne grupowanie w celu ułatwienia pracy wspólnej uczniów nawet w dużych klasach. Uczniowie są dobierani na podstawie wyznaczonych przez nauczyciela kryteriów dotyczących odpowiedzi np. dobierając tych uczniów, którzy udzielili różne odpowiedzi lub takie same odpowiedzi. Kształcenie rówieśnicze pomaga uczniom uczyć się poprzez zachęcanie ich do wyrażania swoich myśli. Dyskusja pomaga zarówno lepszym jak i słabszym uczniom. Badania wykazały, że kształcenie rówieśnicze przynosi znaczne korzyści w pojmowaniu nowych zagadnień, umiejętności rozwiązywania problemów i długoterminowym zapamiętywaniu.

Marcin Kleban

Jagiellonian University, Krakow, Poland

## **Evaluating students' digital literacies in discourse skills development tasks.**

This study aims to examine the digital literacies of a group of advanced EFL learners which they demonstrated while completing two tasks related to developing aspects of spoken discourse competence.

Digital literacies, which refer to attitudes, awareness and abilities of learners to use digital tools and facilities (Martin, 2005), have been argued (e.g. Guikema and Williams 2014; Hafner, Chick & Jones, 2015) to constitute an integral part of what we understand today as communicative competence. While there is some evidence that a degree of digital literacy contributes to the development of language skills and knowledge (e.g. Benson, 2015), there is still a shortage of studies which report on how digital competences might support learning a foreign language.

In this study a cohort of university students worked on two tasks enhancing their spoken discourse skills linked to an interactive speaking task. The goal was to widen their active repertoire of phrases expressing communicative functions such as agreeing, disagreeing or commenting. For the purpose of collecting, processing and practicing the target language the learners were encouraged to use desktop and mobile devices, and create multimedia: videos, images and memes.

The study reports on 1) what kind of specific digital literacy skills are used by these learners in the context of the assigned tasks and 2) how these digital skills contributed to harnessing the language skills and knowledge.

Małgorzata Kodura

Pedagogical University, Kraków, Poland

### **E-learning activities in translator education**

The aim of the paper is to answer the question whether remote learning courses, without the physical presence of the instructor in the classroom, can replace regular translator training classes at the university level. The starting point for the discussion is the role of a translator trainer in the process of translator education and the nature of translating activities involving students' participation in the classroom. Theoretical reflections and personal observations are supported by results of the survey conducted among translation students of the Pedagogical University in Kraków on their expectations concerning practical translation classes and their form. The survey proves that students highly value the e-learning mode for receiving and submitting their translation assignments, as they are reluctant to show the teacher their work in progress, treating the translation process as an intimate activity. On the other hand, students expect and appreciate active presence of a teacher ready to provide practical advice and show the path leading to the choice of the appropriate translation strategy. The main conclusion that can be drawn from the study is that although e-learning activities provide a very useful and practical dimension of translator education curriculum, they should be supplemented by activities conducted in the classroom setting, both as regards instruction and feedback.

Krzysztof Kotuła

Maria Curie-Skłodowska University, Lublin, Poland

**“Since we need to be able to get up and move around a lot why don’t we go to a different spot?”. Learner mobility in virtual environments.**

The physical classroom setting is frequently perceived as an inhibitor to genuine language communication. The interaction suffers from the fact that both learners and the teacher are confined to a sterile environment in which they are deprived of sensory stimulation. Virtual worlds and video games allow educators to create learning spaces having the potential to enrich the communication between individuals taking part in the pedagogical process. In the present paper, we will analyse fragments of language lessons conducted both in Second Life and in digital games environments. We will try to define their characteristic features and reflect on the optimal way of incorporating virtual reality into classroom practice. We will pay particular attention to the issue of learner and teacher status in the computer-enhanced environments, focusing on the users’ mobility in an artificially created tridimensional space.

Jarosław Krajka

Maria Curie-Skłodowska University, Lublin, Poland

## **Digital Materials Authoring in ESP Teacher Training - a Case for Teaching Technologies to Teach with Technologies**

Much research has been done to date on introducing information and communication technologies into the foreign language teacher's skillset. Various technology integration models have been proposed as well, to make sure that technology adoption is as high as possible and that graduates of teacher training programmes can actually teach foreign languages with technology.

However, the education of Languages for Specific Purposes teachers receives much less attention, even though ESP teacher training is becoming a more and more prominent area of modern philological study programs, given an increasing role of in-house language trainings. The purpose of the presentation will be to provide the outline of an ESP teacher training module, aiming at combining LSP education, multimedia authoring development and field work in an attempt to author Moodle-based e-learning courses for different specialisms.

Przemysław Krakowian  
University of Łódź, Poland

## **Issues in Deploying Low Stakes Mobile Assessment**

Various forms of technology-based tools in language learning and teaching have been available for a number of years now, and with the advent of mobile formulas of work and study, attempts to deploy instances of mobile assessment systems are becoming more common. While employment of digital assessment provisions in language evaluation is not all that different from paper and pen based assessment, mobile arrangements involve a number of issues that need to be considered before making them available to the end users. This paper looks at some existing attempts at mobile assessment to discuss some persistent logistical issues they imply.

Mariusz Kruk

University of Zielona Góra, Poland

## **Autonomy held in the hand or the use of mobile devices by advanced learners of English**

Mobile-Assisted Language Learning (MALL) provides language learners with the opportunity to experience new learning modes that exceed the typical language classroom environment. MALL offers language learners more flexibility and learning choices in terms of language content, ways of its delivery, learning space and time. By means of mobile devices such as smartphones or tablet computers, students have a quick access to the Internet, language learning materials, language applications and they are able to communicate with their peers and teachers anywhere and at any time. The question is, however, how do advanced English language learners use their mobile devices in order to learn English? Are there differences in the use of mobile devices between students manifesting different levels of autonomy? What are the most frequently practiced language components? What is the participants of the study opinion about the use of mobile devices for the purpose of studying English? In the attempt to answer these, and other questions, a questionnaire was carried out with a sample of adult advanced learners of English as a foreign language.

Barbara Loranc-Paszylk

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## **On advantages and disadvantages of incorporating peer assessment into cross-cultural telecollaboration projects**

The aim of this presentation is to discuss some aspects of a telecollaboration project organized as a result of international collaboration between two universities: University of León, Spain and University of Bielsko-Biała, Poland and to contribute to the growing body of research that aims at helping maximize the benefits of cross-cultural telecollaboration projects.

This project's general aims were to create a collaborative learning environment where culturally heterogeneous students, EFL teacher trainees studying at the Polish and the Spanish university respectively could engage in peer assessment tasks as a part of their regular EFL methodology classes.

The results of this project, illustrated through students' evaluation questionnaires suggest that although some of the project's aspects did not seem to meet participants' expectations, the students of both partner universities had overwhelmingly positive perceptions of the collaboration that involved peer assessment tasks. They valued the opportunity to interact with foreign students whose profile of studies and area of expertise was similar and indicated such benefits of the project as: enhancing professional expertise in teaching material development, gaining some intercultural perspectives on teaching, they also appreciated the reflection on their own and others strengths and weaknesses as a result of assessment procedures.

Maria de Lurdes Correia Martins  
Polytechnic Institute of Viseu, Portugal

## **Exploring collaborative Web 2.0 mediated EFL learning across cultures**

The challenges of multiculturalism and multimodal forms of communication have brought to the fore the need to (re)examine the way English as Foreign Language (EFL) is taught and learned. This is no longer seen as the sole responsibility of educational institutions but as a life-long process arising from learning through personal and professional experience and through various channels.

This article reports on a telecollaboration project - European Dialogue Project (EDP) - and examines mutual contributions of Web 2.0 technologies and EFL to each other, and the challenges in designing and implementing collaboration projects across cultures.

In order to become competent communicators in collaborative technology mediated projects, students need not only to develop some technical skills, allowing them to know how to use the different tools, but also be familiar with a range of social practices and behaviours associated with collaborating online. The challenge is, undoubtedly, to promote these skills and attitudes in parallel with teaching EFL.

In the EDP, students, working in international teams, had to discuss and compare the values shared by young people in Italy, Portugal, Germany and France, being in charge of designing and carrying out a collaborative survey to assess students' views on specific topics. The aim of the project was encouraging autonomous communication in English, also sensitising them towards digital global communication practices in real-life scenarios.

Data analysis highlights learner-centeredness, and the fact that the learning environment encouraged students to negotiate meaning, collaborate, solve problems or improve understanding of intercultural communication, thus playing a role as active stakeholders in today's globalised world.

Sylvia Maciaszczyk

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## **Not-so-formal Mobile Applications in English Language Learning**

Mobile language learning applications, due to their flexibility, universality and fun factor, are said to have great potential for language learning, especially in informal learning events. Informal learning, by definition, often remains invisible to teachers. Therefore, attempts are often made at including mobile applications into formal education practices. History has shown, however, that when fun or leisure-time tools (such as blogs or social networking sites) are brought to the classroom and become embraced in the syllabus, they often lose their appeal and the learning potential for which they had been praised.

In the view of the above, the author of this presentation undertook research with the aim of checking whether it would be possible to find a method of effectively including mobile applications into a university course without fully formalizing the mobile learning and yet in ways that would correspond to the course syllabus and bring course-related learning gain to students.

Mariusz Marczak

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## **Translation on the Go - Cloud Computing as a Vehicle for, and Outcome of, Translator Education 2.0**

The ever-increasing volume of documents being translated in the contemporary world has generated a heavy demand for the automation of the translation process among translators, translation agencies and content producers (TAUS, 2013). Coupled with the need for: speedy and low cost language service delivery; easy access to mobile translation technology; and effective collaboration between translators, reviewers, project managers and other parties involved (Choudhury and McConnell, 2013; Roland, 2014), it has reinforced the trend towards the implementation of both machine translation (Mrochen 2015) and cloud computing technology in the professional industry (Cearley, 2010). As a result, the profile of a prospective translator has undergone changes with regard to the competences which they are currently expected to be quipped with. In response to that - and among calls for enhancing modern-day education with digital humanistic pedagogy (Hirsh, 2012), which brings human mental powers and technological resources together - what seems desirable is to use of telecollaborative methodologies in translator education. This paper presents the results of a survey study conducted on translation students at university level which examined to what extent a terminology telecollaboration project involving cloud computing services can be the means of translator education and what outcomes it is likely to generate.

Marek Molenda, Paulina Rybińska, Michał Adamczyk  
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## **Beyond the CAPT: Automatic Speech Recognition in Pronunciation Training**

The use of the Automatic Speech Recognition (ASR) techniques in pronunciation training have been advocated as early as 1998 (Kim, 2006). Studies by Aist, 1999; Eskenazi, 1999; Hincks, 2003b; Kim, 2006; Neri, Mich, Gerosa and Giuliani, 2008 (as described in Liakin, Cardoso & Liakina, 2013, p. 85) have shown the usefulness of this approach. However, as it was pointed by Kim (2006), the limitations of the Computer-Assisted Pronunciation Training (CAPT) based on the ASR have long been a concern for the foreign language teachers, and the technology might still fail to be “as accurate as human analysis” (ibid, p. 322).

Our study examines the pedagogical potential of the non-CAPT solutions, i.e. the ASR systems aimed at native speakers. While the latter might be more inclusive in terms of the reception and transcription of various phonetic realizations, they are based on a larger number of samples than the CAPT suites (Kim, 2006, p. 323) and they might offer more accurate analysis of the student-generated output. Moreover, the usability and accessibility of the most popular online and mobile tools might help reduce the negative impact of the GUI, as described by Precoda, Halverson, and Franco (2000).

The research is based on a two-pronged approach, i.e. data collection, where the accuracy of the tools was examined (cf. Jurafsky & Martin, 2000), and the investigation of students' attitudes towards the technology-enhanced pronunciation training. We hope that the results contribute to the ongoing discussion on the use of new media in EFL pronunciation instruction.

Łukasz Olesiak

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## **Affordances of Synchronous Multi-Group Videoconferencing-Based Language Education**

Advances in information and communication technology have made it possible to conduct multi-group videoconferencing-based language lessons where teachers and learners interact using videoconferencing equipment. This paper investigates affordances of synchronous multi-group videoconferencing-based language education delivered within the Małopolska Educational Cloud Project. Research data has been collected during 30 hours of instruction delivered synchronously to 4 groups of ca. 60 secondary school learners between November 2014 and April 2015. The results indicate that language instruction in such educational environment is possible and its effect promising, however new techniques and methods need to be employed and the roles of teachers and learners require rethinking. Following that, the papers offers suggestions for further research of the problem issues that the teacher and students faced and of the teaching methods employed during the project. Findings of this research contribute to the discussion concerning the new approaches to distant language education.

Robert Oliwa

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## **Beyond the Classroom - Hand-held Language Instruction for Business Learners**

The aim is to provide an insight into what hand-held language learning implies as well as look at a model of its implementation in business groups. Traditional foreign language classroom may be considered a place to learn a language whereas an online mobile language classroom can be thought of as a platform where a language is acquired and practised. The bridging between the two is evident with the distance between them becoming increasingly shorter along with the development of computer technologies and introduction of mobile tools and applications. Despite numerous hurdles which hand-held or virtual learning must overcome and despite still effectively functioning traditional language classroom the move towards virtual environments has already taken place.

The limitless choice of online teaching resources and learners' reliance on Internet-based mobile tools have led to a point where language teachers are expected to answer the question how to blend what we have in schools with what learners already massively use outside.

A model will be presented to help implement hand-held learning in business students groups as well as a method of its evaluation.

Joanna Pitura

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## **Design narrative – the case of an academic e-textbook**

Learning design (or designing for learning) aims at, among others, supporting teachers and/or designers in innovating in the area of education, in particular at inventing tools and activities that facilitate and enhance learning by the use of technology (Conole, 2012). In order “to help make the design process more explicit and shareable” (Conole, 2012, p. 8), a need to describe the design experience has been indicated (e.g. Mor, 2011).

Accordingly, the paper sets out to present the process of an academic e-textbook design. In order to report on this process, the framework of a design narrative proposed by Yishay Mor (2011) is employed. The narrative follows the STARR model, i.e. it describes (1) the Situation, i.e. the context for the e-textbook design in terms of available resources, social make-up, etc., (2) the Task, i.e. the educational problem that was addressed, the goals and objectives set in the e-textbook design, (3) the Actions, i.e. steps undertaken in order to meet the set goals and objectives, (4) the Results, where the outcomes are presented and evaluated, and (4) the Reflections, i.e. providing the analysis and interpretation of the design narrative (<https://docs.google.com/document/d/1VTt1yQn6TdUSVVHkIJHVQqOVU91WyfU0sroBH6Tzuj4/edit>).

It is hoped that this first-hand account of the design experience, given from the perspective of an academic teacher-designer, will provide insight into the process, problems and frustrations that an e-textbook design entails.

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## **Język polski w przestrzeni cyfrowej - analiza potrzeb nauczycieli**

Od lat jednym z priorytetów edukacyjnych jest wprowadzanie nowoczesnych rozwiązań technologicznych i wykorzystanie nowych mediów w celu wsparcia i uatrakcyjnienia procesu kształcenia językowego. Coraz częściej także zwraca się uwagę na dostosowanie programu i metod nauczania do nowego typu odbiorców określanych jako „rodzimi użytkownicy komputera”, „cyfrowi tubylcy” lub „pokolenie C”. Referat jest próbą określenia, w jakim stopniu wymienione postulaty są realizowane na gruncie glottodydaktyki polonistycznej. Tłem dla prowadzonych rozważań jest analiza potrzeb nauczycieli języka polskiego jako obcego pracujących w kraju i za granicą. Podstawą do analizy są wyniki badań ankietowych dotyczących zakresu i sposobów wykorzystania rozwiązań technologicznych w nauczaniu cudzoziemców polszczyzny w różnych kontekstach edukacyjnych. Według przyjętej hipotezy, aby dydaktycy systemowo wykorzystywali nowe technologie w codziennej praktyce nauczycielskiej, potrzebny jest dostęp do konkretnych i odpowiednio przygotowanych materiałów online. W referacie przedstawione zostanie rozpoznanie typologiczne zasobów internetowych przeznaczonych do nauczania języka polskiego jako obcego z omówieniem wybranych ogólnodostępnych zasobów sieciowych, które mogą stanowić realne wsparcie dla nauczycieli. Podsumowanie referatu będzie stanowiła diagnoza prognostyczna wskazująca możliwe i pożądane kierunki rozwoju e-edukacji polonistycznej.

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## **Prezentacja projektu "Po polsku po Polsce"**

Projekt "Po polsku po Polsce" to zintegrowany kurs języka i kultury polskiej przygotowany z myślą o obcokrajowcach rozpoczynających naukę polszczyzny. Kurs zaplanowany został jako wirtualna podróż po Polsce i jej regionach. Poszczególne jednostki lekcyjne, z których każda związana jest z określonym tematem, zlokalizowane są w 16 województwach. Razem z bohaterami kursu, polsko-włoską rodziną na stałe zamieszkałą w Nowym Jorku, uczący się poznaje wartości kulturowe danego regionu, które stanowią tło dla prezentowanych działań i treści językowych oraz rozwija umiejętność praktycznego posługiwania się językiem polskim w codziennych sytuacjach komunikacyjnych.

Ania Rolinska

University of Glasgow, United Kingdom

## **Designing Educational Experiences**

The presentation reports on the process of designing a telecollaboration between students located in Gaza and UK. The collaborative element was introduced to address the increasing expectations of university graduates to become not only subject specialists but also lifelong learners and global citizens, able to function in professional settings characterised by mobility, agility and flexibility. This requires that the academic study mimics the challenges related to working and communicating with distributed networks of colleagues. However, every context is different and the context-related factors, including social and material ones, have to be considered when designing educational experiences. The learning design framework of ‘initiate, investigate, inspire, ideate, prototype, evaluate and reflect’ puts an educator into the designer’s seat and provides a handy toolkit with which she can create a project driven by her students’ needs in alignment with institutional constraints and the expectations of a broader professional community the students aim to become part of. In this particular case, the Gazan students were asked to take on a mentor’s role by providing content-related feedback, thus developing a set of academic and professional attributes. Thanks to the Gazan involvement, the UK-based students researched authentic scenarios and were able to hone in on their analytical thinking and evaluation skills. Both groups could develop a range of transferrable attributes, such as teamwork, problem solving, communication, and intercultural awareness. The application of the learning design proved useful in carefully scaffolding the learning process and integrating technology in a purposeful way.

When telling the story of students learning with, from and about each other in technology enhanced environments, the presentation also aims to provide an insight into working with the learning design approach to integrating technology into the classroom so that the attendees can use it to design experiences in their own contexts.

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Maïke Grau  
Pädagogische Hochschule, Freiburg, Germany

## **Distributed Teaching Presence in a Telecollaborative Project**

This paper presents the results from a study of a telecollaborative project in language teacher pre-service education, involving two groups of students at a Polish and a German university, respectively. After an introduction phase, in small international groups, the participants created a short video clip. In regular oral debriefings, reflection papers, as well as a post-project survey, students were asked to evaluate the process, the role of the facilitators and their own group dynamics. The anonymous post-project survey placed a specific focus on aspects of teaching presence (TP), using categories from the Community of Inquiry Framework (Garrison, Anderson & Archer, 2010). Since the focus was upon distributed teaching presence, the respondents were asked to evaluate how the requirements described in different categories of TP were fulfilled by both their teachers and their fellow students.

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## **Gamifying teachers and gamified courses: in the search for the answer why some teachers want to... want**

Gamification is not a very new concept. It is the use of game elements and game design techniques in non-game context. It is being used by a growing number of teachers who want to go beyond the borders of a traditional teaching model. There is a great number of evidence that teachers may implement numerous strategies to motivate students and at the same time may wonder if they have used enough of them. There is also some evidence that shows what internal and external motivating factors can drive teachers in their work. But what exactly makes some teachers want to do more than it is expected from them and go as far as to gamify their courses?

The paper outlines some of the theories naming the factors mostly motivating but also demotivating teachers in their everyday practice. It also presents a number of the gamified courses at Polish universities, and investigates why their creators decided to use them rather than opt for the usual classes. The main objective of the research paper is to observe, describe, and assess elements which create and shape challenged and challenging teachers. It also presents the teachers' evaluation of the gamified courses design process, implementation of them and recommendations for their further use.