



EXHAUSTING POSSIBILITIES OF VLE: LEARNER-CENTRED APPROACH IN LANGUAGE TEACHING TO TECHNICIANS

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General introduction

- E-learning – a powerful tool in educational processes, improving the quality of teaching and learning.
- The transfer of traditional learning into virtual learning environments due to advantages of the latter.
- However, the possibilities and advantages of VLE are not completely exhausted.

Key concepts

- Development of Virtual Universities
- E – learning
- Virtual Learning Environments

Possibilities of VLE

- VLE defines technology supported learning and a mechanism of knowledge, skills and attitude rendering with a help of technical tools for teaching of students in different places and times.
- The survey “Possibilities of Applying E-learning, Promoting the Development of Continuous Vocational Education”, 2008 (156 teachers) enumerated:
 - the increased accessibility to education
 - possibility to choose the place and time of learning
 - possibility to learn in a workplace
 - possibility to access learning resources immediately
 - possibility to save financial resources and time.

- Increased mobility of the labour force
- High practical skills but low language skills
- Traditional learning environments do not address the needs of constantly moving labour force

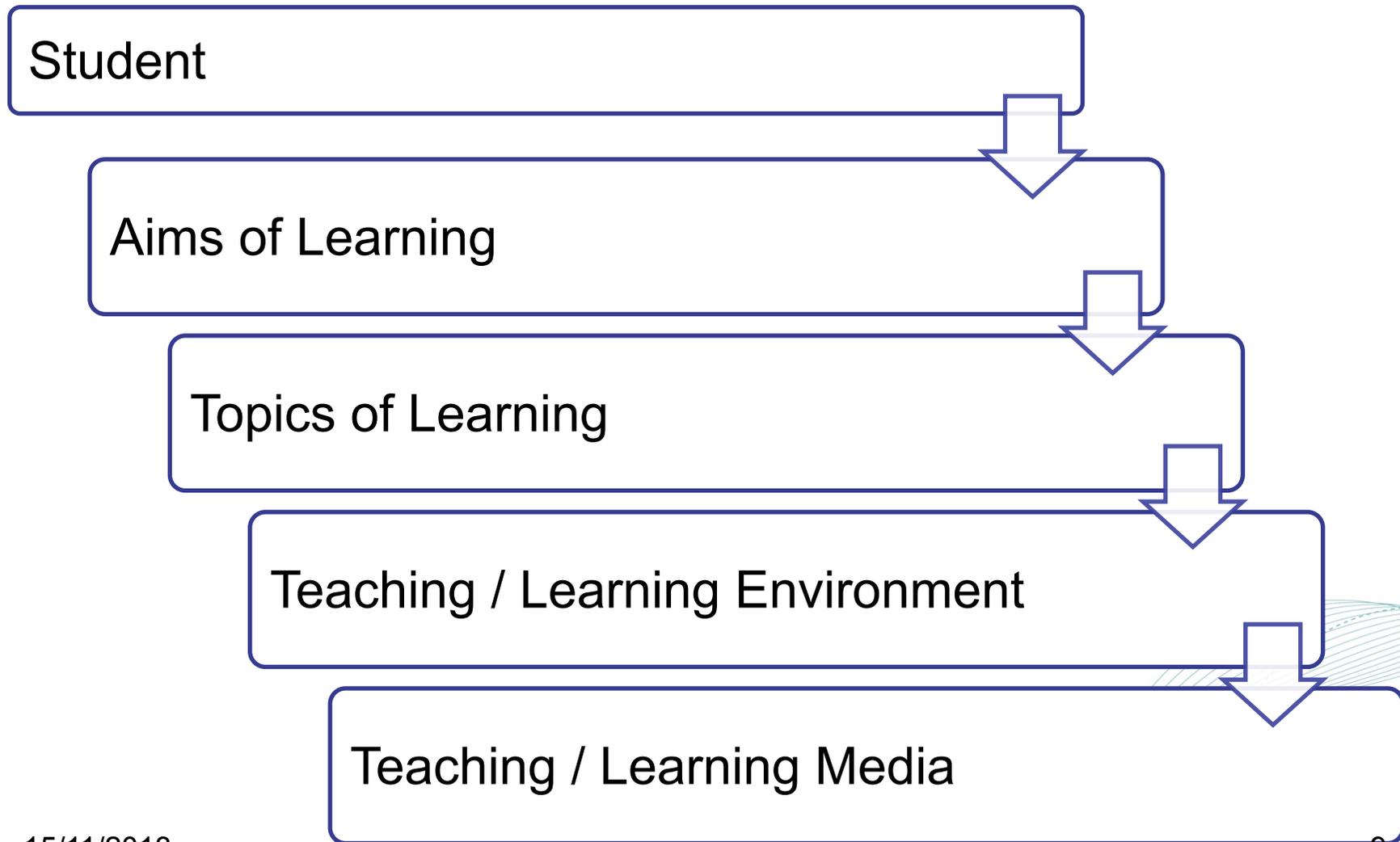
Urgency of the problem

- Developers of learning/teaching environments do not always think about wider ways of product application.
- Environments and syllabi do not always encourage and motivate the learners to learn.

- Blends both traditional and virtual learning environments
- Focuses on learner's motivation and self-awareness to study
- Applies student/learner-centred approach

Learner-centred approach

Syllabus planning scheme according A. Karpati:



Project lifecycle

Technicians' Language Needs Analysis

Adaptation of VLE - PebblePad

Development of 10 learning scenarios (based on the needs analysis)

Piloting of the scenarios face-to-face and online;
Cross moderation of the competence achieved

Quality assurance and end of the project

Piloting (1)

- **Aim** - to prove the validity of the Lang2Tech route to second-language competency for technicians in industry, and test the use of the Lang2Tech e-portfolio tool and materials (Tutor's Manual and Language Learner's Handbook)
- **Duration:** September 2012 – July 2013

Piloting (2)

Stage I: recruitment of tutors and learners in each project partner country and actual piloting (testing) of materials designed.

Number of students enrolled by partner:

- 12 students at Erbek.EU (Germany);
- 7 students at Europe Aries (Italy);
- 11 students and Kaunas University of Technology (Lithuania);
- 7 students at ONECO (Spain);
- 12 students at the University of Edinburgh (Scotland).

Course duration: 10 weeks (50 contact hours X 10 learning scenarios)

Stage II

Getting feedback from tutors and learners

Stage III

Cross-moderation of learner's assessment;
preparation of the final report on piloting

Piloting (3)

- Learner's feedback forms:

1. Questions about the structure of learning scenarios:

1.	Learning scenarios are coherently designed.
2.	The structure of the scenarios allows for flexibility (scenarios can be used both in a successive order and separately).
3.	Every scenario has clearly indicated aims and learning outcomes.
4.	The materials are presented in a clear manner that facilitates understanding.
5.	Scenarios cover the main learning activities (listening, speaking, reading and writing).
6.	Key answers are attached to every scenario.
7.	The structure of the scenarios allows them to be used with other learning materials.
8.	The structure of the scenarios leaves room for tutor's creativity.
9.	The structure of the scenarios allows using blended learning/ teaching techniques.

Piloting (4)

2. Questions about the content of learning scenarios:

1.	The content is up-to-date and interesting.
2.	The content of the scenarios reflects activities that are performed by technicians.
3.	The content is flexible and other topics can be easily integrated.
4.	The content can be easily used both as online and hardcopy material.
5.	The content is interactive.
6.	The content is boring.
7.	I can apply the knowledge and skills gained during the studies of a scenario (scenarios) in everyday activities and routines.
8.	Activities allow practicing all the main skills (listening, reading, writing and speaking).
9.	The content is user friendly.
10.	The scenario does not offer sufficient amount of activities.
11.	The scenarios are overloaded with materials.
12.	(Other remarks, comments) filled in by learners.

Piloting (5)

- Tutor's feedback forms:
 1. Questions about the structure of learning scenarios – *the same as for learners.*
 2. Questions about the content of learning scenarios:

Piloting (6)

1. The content is up-to-date and interesting.
2. The content of the scenarios reflects activities that are performed by technicians.
3. The content is flexible and other topics can be easily integrated
4. The content can be easily used both as online and hardcopy material.
5. The content is interactive.
6. The content is boring.
7. The content meets expectations of learners.
8. The content meets expectations of tutors.
9. Activities allow practicing all the main skills (listening, reading, writing and speaking).
10. The content is user friendly.
11. The scenario does not offer sufficient amount of activities.
12. The scenarios are overloaded with materials.
13. One learning scenario can be mastered during four academic hours
14. The content corresponds to CEFR levels (A1-B2)
15. Learning scenarios can be easily adapted to the needs of learners.

Piloting results (1)

- Tutors' feedback was collected in February – April, 2013.
- The opinion of tutors about the structure and content of scenarios was positive.
- In many cases tutors developed and adapted the learning scenarios themselves with their target learners (needs and expectations) in mind.

Piloting results (2)

- Learners' feedback is also positive and favourable
- The opinion of learners' does not differ much across the project partners
- Learners liked the content and structure of the learning scenarios

Some examples of opinions

“The mixture between reading and speaking in the person related scenarios is very effective.”

“The content of the latest term has improved with more listening and reading tasks. Satisfied with it!”

Cross-moderation

- **The aim** of cross-moderation was to compare how the tutor and cross-moderator assess the achieved level of CEFR.
- Two universities responsible for the procedure – University of Edinburgh and Kaunas University of Technology.
- In all the cases the cross-moderators agreed with the CEFR levels, suggested by the tutors.

Conclusions (1)

- The piloting demonstrates that the pilots in all partner institutions went smoothly.
- The materials designed can be used as online and hardcopy materials to improve the language competence of learners.
- Scenarios can be easily adapted and integrated with other materials and teaching curriculum.
- New media (blogs, self-records) can be effectively used to learn/teach languages.

Conclusions (2)

- Both tutors and cross-moderators agree on the target level of the learners.
- The e-portfolio evidence does not allow for a full moderation of all language skills, the tutor is in a better position to accurately assess learner's abilities.
- The replication of work between different students might be a result of group work and the same exercises completed by the learners.
- There is always some room for improvements.



Thank you for the attention!

