

**CALL****Using Blogs to enhance the Literacy Skills of English Foreign Language Learners of a B1 level: A case study****Stella Spanou & Makrina-Nina Zafiri**

Hellenic Open University, Greece

[stellakingly@hotmail.com](mailto:stellakingly@hotmail.com); [m\\_nzafiri@yahoo.gr](mailto:m_nzafiri@yahoo.gr)

This study focused on the development of writing and reading skills of B1 level learners of English in a private language institute in Athens, Greece with the aid of blogs (a web tool), since Computer Assisted Language Learning (CALL) enhances foreign language learning. To this end, two groups of young learners were formed; the control group which was taught through the traditional coursebook whereas the experimental group was taught through a differentiated approach to language teaching. The differentiated instruction which was applied involved eight teaching sessions in the private language institute. Pre-tests and post-test were administered to both groups in order to evaluate the use of CALL in the improvement of literacy skills. Pre- and post- semi-structured interviews were also conducted with the students of the experimental group to evaluate their attitudes and feelings before and after the instruction. The aim of using blogs, as a web tool, was to enhance collaborative learning and social interaction, since a blogosphere was created. For the purposes of this research, students were involved in process writing by making drafts and writing their posts and in active reading when they read other posts and texts from other web sites.

**Key words:** Computer Assisted Language Learning, blogs, literacy skills, differentiated instruction, action research, foreign language teaching

**Enhancing Learning Autonomy in an ESP class by using LMS Google classroom****Neda Radosavlevikj**

South East European University. Macedonia

[n.radosavleviq@seeu.edu.mk](mailto:n.radosavleviq@seeu.edu.mk)

Software management systems are very important technological resources that support learning in Higher Educational institutions. It's very important to find the balance between teaching, learning and management. At South East European University different digital systems were being implemented for over 10 years. Introducing Learner Management Systems (LMS) helps students' improve learning and it makes possible for the teachers to create and deliver course resources and activities so that students can have an access to the course and participate in the online environment using the computer at any time or place. This paper describes the implementation of online teaching resources in two different English for Specific Purposes courses (Public administration and International Communication) by using the software management system Google classroom. The study was conducted with 30 students studying in an ESP course and the aim was to help students develop critical thinking skills, use online resources for class debates, discussions in and outside the classroom by using the (LMS)-Google classroom.

**Key words:** E-learning, ESP courses, (LMS) - Google classroom, learner autonomy, flipped classroom, online learners.

## **CALL and the Study of Literature**

**Anton Pokrivcak**

University of Trnava, Slovakia

[anton.pokrivcak@truni.sk](mailto:anton.pokrivcak@truni.sk)

The paper is an attempt to theoretically grasp the problems, as well as necessity, of combining the theory and practice of teaching literature at higher education institutions with new the new trends occurring in digital humanities. The author implies that contemporary new in-formation-communication technologies provide almost innumerable possibilities for the studying of as well as teaching of literature. The author's main interest is to concentrate on the ontological aspects of literary - through the concept of electronic being. Key words: literature, CALL, ontology, electronic being, literary theory, criticism, the literariness

## **Impact of Information and Communication Technology on Developing Quality of Teaching**

**Avan Kamal Aziz, Jiří Dostál, Xiaojun Wang**

Palacký University in Olomouc, Czech Republic

[avan.aziz01@upol.cz](mailto:avan.aziz01@upol.cz); [j.dostal@upol.cz](mailto:j.dostal@upol.cz); [xiaojun.wang02@upol.cz](mailto:xiaojun.wang02@upol.cz)

Information and Communication Technology (ICT) brings about magnificent improvement in the field of education. It also provides opportunities for making innovations in the process of teaching and learning for the sake of achieving the desired learning in students. The approaches of teaching mainly transformed from the teacher-centered class into the student-centered one, with students actively engaging in learning. The teachers who use ICT are expected to effectively make use of ICT in teaching and learning processes to formulate not only the student's learning performance but also their teaching proficiency. This study aims at, first, demonstrating the effects of ICT on teaching quality development that could enable teachers to improve their pedagogical beliefs and practices. Second, it suggests the factors that result in progressing ICT teacher's teaching quality in educational settings. Qualitative methodology is adopted in this study, the adopted analysis procedure includes a description of Information and Communication Technology, ICT and quality of teaching, the impacts of ICT to improve teaching quality (Benefits of ICT in Teaching Context), factors that result in progressing ICT teaching quality in the educational settings, and conclusions.

**Key words:** education palacky university olomouc (60), palacky university olomouc (47), republic e mail (47), teaching quality (40)

## **Student Wikipedias: New Information Paradigms for Traditional Disciplines**

**Jana Javorčíková and Martina Šipošová**

Matej Bel University in Banská Bystrica; Comenius University in Bratislava

[jana.javorcikova@umb.sk](mailto:jana.javorcikova@umb.sk); [martina.siposova@uniba.sk](mailto:martina.siposova@uniba.sk)

Teaching “classic” disciplines such as literature and humanities (e.g. cultural studies) in the new millennium inevitably requires new forms and methods since the role and value of information dramatically changed in the last 30 years. Among many, computer assisted learning plays a vital role as students, in the new globalized times of information era, except for contents of learning also need new skills, i.e. metaliteracy and information literacy. The aim of this study is to describe the case study of Wikipedia-inspired collaborative learning used in cultural studies classes at university level in Slovakia. Wikipedia (introduced by Ward Cunningham in mid 1990s) is a modern “encyclopedia of all human knowledge“. It represents a project engaging global learning community in a unique learning experience integrating the writer(s) of encyclopedia entries and the complex process of gaining, evaluating and presenting information. Inspired by the collaborative writing-centered philosophy of Wikipedia, a similar project was developed and carried out at a university level. In 2018, 24 B2 bachelor students majoring in English (translation and teaching programs) were co-writing dictionary entries on selected cultural studies phenomena, such as Human rights in the USA, Historical roots for the Affirmative Action, Republican vs. Democratic platforms, Differences in migration waves in the USA, The American Dream in selected literary works, etc. Via university supported web-page (allowing co-editing), 6 groups of pre-instructed students in the course of 3 months created a fully functional and reliable course-materials getting them ready for the final exam. Their product (well-evidenced entries) were no more teacher-centered but had a real-life impact. Moreover, it cultivated students’ information literacy and presenting skills. The study analyses the role of new media in teaching traditional disciplines in humanities, such as literature and culture. The research analyses productivity, effectivity and hurdles to the effective use of wiki-inspired activities.

**Key words:** CALL, collaborative learning, group work, information literacy, metaliteracy, Wikipedia

## **Test banking in English for Medical Purposes (ESP)**

**Ilina Doykova**

Medical University in Varna, Bulgaria

[ilina.doykova@abv.bg](mailto:ilina.doykova@abv.bg)

Activities and questions to assess knowledge in English for medical purposes were designed to incorporate specific terminology, core vocabulary and grammar items in a computer-based test for bachelor students at Medical University - Varna. During the two-semester study course identification of key lexical patterns, collocations and emphasis on their frequency were the selected strategies for improving student retention and learning outcomes. Medical terms as single-word lexical units with straightforward definitions are easy to learn compared to multi-word terms including a polysemous adjective. In the present paper we concentrate on the process of formation of structures containing attributive adjectives which can be quite a problematic and error-generating area for second language learners. The aim of the present study is to establish a list of terminological units and to incorporate them into testing materials that build up specialized test banks for assessment of language proficiency in English for medical purposes.

Besides specific nouns and verbs, adjectives used in medical texts are not arbitrary. By implementing corpus linguistic tools into test design, the teacher aims at providing an authentic learning environment based on the idea of key words in context, medical collocations and clusters. The analysis highlights some strategic facts about creating teaching resources in ESP such as the adherence to a set of linguistic patterns.

**Key words:** academic discourse, second language assessment, medical terminology, computer-based tests

## Online Educational Platforms and European Languages

**Michal Bodorík**

University of Trnava, Slovakia

[michal.bodorik@truni.sk](mailto:michal.bodorik@truni.sk)

In Europe foreign languages are a key feature to success either in job seeking, in business, in various study options, or simply for travelling and leisure time. Computer assisted language learning and teaching is therefore a relevant and popular way to master communicative skills in order to become a fluent speaker. This technology-based access plays a crucial role in the field of foreign education. Many schools and language teaching facilities incorporate modern electronic devices in the foreign language acquisition process. In this regard numerous internet providers have designed handy websites, applications and other online resources that support teachers with valuable materials and tips for teaching. These existing language platforms can at the same time be a profitable component of autonomous learning.

This piece of writing focuses on a survey that was carried out with an intention to reveal what options learners and teachers of European languages have when considering online resources. This particular scope was to analyse those language platforms that are freely accessible on the internet and to research what their content grants to users. One of the inspected features among the online websites was the implementation of the well-known crowdsourcing for educational purposes. The outcomes present the specificities of analysed content from selected websites.

**Keywords:** Applications, Crowdsourcing, Language Learning, Language Platforms, Language Teaching, Study Materials, Technology

To discuss the papers/presentations/video presentations in the session, the audience can contact authors via chat during the appointed conference slot or via e-mail anytime.

**When Learners Become Teachers: a vertical CLIL project based on Peer Teaching****Francesca Ripamonti**

University of Milan

[fripamonti5@gmail.com](mailto:fripamonti5@gmail.com)

Recent language curriculum reforms in the Italian education policy have focused on CLIL methodology. However the shortage of qualified subject-area teachers with CLIL prerequisites has frequently impeded the innovation required by the Ministry. Determined to overcome the obstacle we thus oriented towards a CLIL project of peer teaching with students involved in giving lectures on assigned topics and providing support in the form of tutoring.

This study aims at presenting a two years' vertical project where senior students of a scientific high school became content-instructors of junior mentees who, in turn, taught last-year students from nearby middle schools after some disciplinary topics (Art, History, Science, Technology, Social Studies) had been vertically agreed with the students who played the role of novice educators. Constant monitoring and supervision were assured in the different phases of the project by both language and content teachers who cooperated as facilitators, too. Technology played a complementary role, serving as an additional resource for teachers and students.

By swapping roles our objectives were both linguistic and pedagogical since we wanted to investigate how students' attitudes towards English communication could improve in this new and reversed CLIL environment. Quantitative analyses and questionnaires all valued the vertical implementation as a powerful way of promoting interaction and motivation.

**Key words:** CLIL, Technology, peer Teaching, Communication

**CLIL: Conceptual Differences in Teaching “Realia“ to Philological and Non-philological Students****Anna Zelenková and Jana Javorčíková**

Matej Bel University in Banská Bystrica

[anna.zelenkova@umb.sk](mailto:anna.zelenkova@umb.sk); [jana.javorcikova@umb.sk](mailto:jana.javorcikova@umb.sk)

In Slovakia, modern Cultural Studies of English-speaking countries have been integrated into university curricula since the 1990s. However, there is a fundamental difference in teaching “realia“ (i. e. cultural studies, country studies) for philological students via CLIL method and teaching realia for students of business at non-philological (e.g. economic) faculties. While philological students study realia with primary linguistic and cultural goals (i.e. to learn new words, terminology and its context and comparative cultural aspects), business students' goals are market-oriented (that is, they allow successful graduates to function effectively in a culturally-new business environment). This study analyses the theoretical framework and practical implications stemming from differences between the role of the cultural studies phenomenon and its effect upon methodology of all three disciplines in debate – general English for Specific Purposes (ESP), Business English (BE) and Cultural Studies for philological students.

**Key words:** Business English (BE), Cultural Studies, Culture-wise level, English for Specific Purposes (ESP), Language-wise level