

IV Valencian Workshop on Computer-Assisted Language Learning:  
**USING TECHNOLOGY TO PREPARE  
LIFELONG LANGUAGE LEARNERS**

IV Jornadas Valencianas en torno al aprendizaje  
de lenguas asistido por ordenador:  
**EL USO DE LA TECNOLOGÍA PARA IMPULSAR  
EL APRENDIZAJE PERMANENTE DE LENGUAS**

Estas jornadas<sup>1</sup>, organizadas por el Grupo de Investigación CAMILLE del Departamento de Lingüística Aplicada de la Universidad Politécnica de Valencia, se celebran en la Escuela Técnica Superior de Ingeniería del Diseño (ETSID), durante los días 15 y 16 de noviembre de 2013, y representan una iniciativa dentro del marco de encuentros regionales de EUROCALL (European Association for Computer-Assisted Language Learning [www.eurocall-languages.org](http://www.eurocall-languages.org)).

Las jornadas están planteadas como una reunión internacional de expertos con una doble vertiente, teórica y práctica, en la que los participantes puedan debatir e intercambiar de forma dinámica e interactiva experiencias en torno a las posibilidades que ofrecen las tecnologías de la información y de las comunicaciones (TIC) en el aprendizaje permanente de una lengua extranjera.

Cada conferenciante invitado llevará a cabo una triple presentación: (1) exposición de los fundamentos teóricos; (2) taller práctico; y (3) puesta en común y debate entre los participantes

<sup>1</sup> Se expedirá un certificado de asistencia a cada participante.

### Comité organizador

Presidente:

Dra. Ana Gimeno Sanz

Secretario:

Dr. Rafael Seiz Ortiz

Vocales:

Dra. Brisa Gómez Ángel

Dra. Mercedes López Santiago

D.ª Cristina Navarro Laboulais

Dr. David Perry

Dra. Francesca Romero Forteza

### Inscripción

La inscripción se realiza online a través del Centro de Formación Permanente de la Universidad Politécnica de Valencia: <http://eurocall.upv.es>

### Tasa de inscripción: 40 €

(34 € de tasa de inscripción + 5 € recargo UPV por inscripción  
+ 0.5% recargo UPV bolsa de contingencias + 1% comisión banco)

### Lugar de celebración:

Edificio 7B de la Universitat Politècnica de València  
(Puedes consultar el plano en <http://www.upv.es/plano/plano-2d-es.html>)

### Con el patrocinio de Macmillan ELT



### Con la colaboración de

Richmond Santillana, Pearson España, Burlington Books,  
Express Publishing, Cambridge University Press, Oxford University Press,  
SGEL, CAMPUSPDI SL



### Información y contacto

Grupo CAMILLE

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## IV Valencian Workshop on Computer-Assisted Language Learning: **USING TECHNOLOGY TO PREPARE LIFELONG LANGUAGE LEARNERS**

IV Jornadas Valencianas  
en torno al aprendizaje de lenguas asistido por ordenador:

## **EL USO DE LA TECNOLOGÍA PARA IMPULSAR EL APRENDIZAJE PERMANENTE DE LENGUAS**

**Viernes, 15 y Sábado, 16  
Noviembre de 2013**

*Escuela Técnica Superior  
de Ingeniería del Diseño (Edificio 7B)*  
Universidad Politécnica de Valencia  
Camino de Vera S/N, Valencia

# CONFERENCIANTES INVITADOS

**Mike Levy** (The University of Queensland, Australia)

## *Design issues and options for lifelong learning with technology*

Lifelong learning with technology requires a deep understanding of the resources required for sustained and motivated language learning and the strategies and techniques required to make use of them effectively. This presentation, therefore, is divided into two main parts with a third concluding section that brings them together in the light of rapid technology evolution and change. It should be said at the outset that the perspective presented here is one of many, it is not definitive because designs are inevitably circumscribed by the constraints and affordances of specific contexts and the particular needs of users. The first section looks at the kinds of language learning resources that might be made available, both online and offline. Questions of organisation, systematisation and access are considered including the role of such traditional resources as the Self-Access Centre. The second section considers how the materials might be accessed and used. Here relevant theory is explored with student motivation and proficiency level linked to task design as some of the key concerns. Also the learner disposition required to confidently progress in the longer term will be considered, following Rost (2011, p. 181): “What is essential for development is a process of engaging with input and interlocutors attempting to understand new—and relevant—texts and striving to connect more deeply and for more sustained periods with target language speakers.” (Rost, M. (2011) *Teaching and researching listening*. Longman, UK: Pearson.)

**Philip Hubbard** (Stanford University, USA)

## *Three paths to using technology for lifelong language learning*

Lifelong learning is a wonderful ideal, but how can we help our students realize it in the domain of foreign language learning? In this talk, I begin with the assumptions that 1) lifelong learning requires developing greater autonomy, and 2) technology will play an ever-increasing role in language learning and use. Drawing on a combination of theory, research, and classroom experiences, I discuss three convergent paths to developing autonomy in support of lifelong language learning: 1) The integration of *learner training* to use technology efficiently and effectively; 2) The incorporation of *reflection* across the learning dimensions of content, task, process, and technology use; 3) The promotion of the teacher as a *behavioral model* in the process of learning with technology. These points are not entirely new to language learning, but their particular implementation here is influenced by an overarching realization: thriving as a teacher or learner in the digital age means embedding oneself in a culture of continuous change—changing content, devices, applications, networks, and patterns of use. This is captured in Goal 1, Standard 3 of the TESOL Technology Standards for Teachers: “Language teachers actively strive to expand their skill and knowledge base to evaluate, adopt, and adapt emerging technologies throughout their careers.” To bring these general observations into the realm of classroom reality, throughout the talk I include examples from an ESL course in advanced listening and vocabulary development.

**Christine Appel** (Universitat Oberta de Catalunya, Spain)

## *SpeakApps: resources and applications for developing oral skills online.*

Speaking remains one of the main challenges for language students. Very often formal foreign language learning settings do not provide enough time for everyone in the classroom to practice the language. SpeakApps seeks to support the development of oral skills by developing free ICT-based tools and resources, enabling learners and teachers to practice and evaluate speaking skills at a distance or beyond the physical classroom. In this presentation we will show the project tools and resources, we will discuss examples of tasks for each tool and demonstrate how to access the platform. The project online platform is divided into three sections: 1) the learning activities and materials, 2) the learning tools: video/audioblog, videoconferencing, and a content management tool for synchronous tasks, and 3) Moodle classrooms for teachers who want their students to use these activities, materials and tools

# CONFERENCIANTES INVITADOS

but do not have or wish to set up the required technological infrastructure and support. The activities and tools provided in SpeakApps are designed to be used both in a face-to-face classroom setting and as the main speaking activities for online courses. SpeakApps is a European project funded with support from the Lifelong Learning Programme of the European Commission ([www.speakapps.eu](http://www.speakapps.eu)).

**Joseph Hopkins** (Universitat Oberta de Catalunya, Spain)

## *Developing online teaching skills for the 21st century classroom*

*Developing Online Teaching Skills* (DOTS, <http://dots.ecml.at/>) is a project supported by the European Centre for Modern Languages ([www.ecml.at](http://www.ecml.at)). Its initial aim was to create an online toolkit and an online training space for language professionals who want to engage with online teaching. The DOTS toolkit consists of activities based on an analysis of the needs of language teachers faced with an increasing requirement to move teaching and learning online, keep abreast with latest technological developments, and apply those that are most suitable in their teaching. In the second phase, DOTS and its follow-up project *More DOTS* are providing training and consultancy activities. This workshop is aimed at language teachers and teacher trainers, and is designed to raise their awareness of the need for an approach to online language teaching that integrates pedagogy with technology. It will give participants an overview of the resources that DOTS offers and engage them in a discussion of the skills and training needs of their own contexts. Participants will have the opportunity to explore the online training space, try out some of the tools, and share their experiences with online teaching.

**Mar Gutiérrez-Colon** (Universitat Rovira I Virgili, Spain)

## *Using mobile phones to enhance the learner's lifelong learning experience*

With the need to succeed in a rapidly changing world, the educational approach of lifelong language learning has gained great importance since it meets both the needs of people to acquire more knowledge and the fact that this is done at any moment throughout our lives. With the advent of MALL (Mobile-Assisted Language Learning) a new methodological space is opening, since learning can take place on the move and the way in which people learn acquires a special dimension, since it becomes more personal and also more informal and thus the “learning moments” become part of our daily lives. The use of mobile phones has become part of our everyday activities, and these devices have also started to change the way in which we learn and process new information. The boundaries of learning a language have widened as well. Nowadays mobile phone devices are used in language learning, ranging from improving our vocabulary, grammar, reading, writing and listening skills and they are even helping us to improve our oral skills. During this session we will introduce MALL from a theoretical perspective, followed by an overview of the main successful projects that have been developed with the use of mobile phones as a main or support tool. The hands-on session will be devoted to exploring ways of integrating mobile phones into the language curriculum.

**Ana Gimeno Sanz** (Universidad Politécnica de Valencia, Spain)

## *Supporting lifelong language learning through Clilstore*

This presentation will introduce language teachers to a new free online authoring tool which allows for the creation and sharing of media-rich webpages incorporating audio, video, images and text. It will also demonstrate how the resulting materials can be shared with learners via VLEs, wikis, blogs, email or social media platforms. The unique feature of this free online tool is the way it treats embedded texts; at the touch of a button all words are automatically linked to a bespoke dictionary interface Multidict, which places online dictionaries in over 100 languages at the user's disposal, thereby enabling them to interrogate texts at their own pace and according to their own learning requirements. The fully online tool has also been optimised for mobile devices (e.g. iPads, smartphones, etc.) thereby ensuring that content can be created and enjoyed on the move.

# PROGRAMA

Viernes, 15 de noviembre de 2013

9.00 – 9.30	<b>Recogida de documentación.</b>	Vestíbulo
9.30 – 10.00	<b>APERTURA DE LAS JORNADAS</b> <i>Francisco Mora Mas</i> (Rector de la UPV) <i>Enrique Ballester Sarrias</i> (Director de la ETSID) <i>Ana M<sup>º</sup> Gimeno Sanz</i> (Directora del Grupo de Investigación CAMILLE)	Salón de Actos
10.00 – 10.30	<b>Novedades presentadas por las editoriales y café.</b>	Vestíbulo
10.30 – 13.30	<b>PRESENTACIONES TEÓRICAS.</b> <b>Mike Levy.</b> <i>Design issues and options for lifelong learning with technology</i> <b>Phil Hubbard.</b> <i>Three paths to using technology for lifelong language learning</i> <b>Christine Appel.</b> <i>SpeakApps: resources and applications for developing oral skills online</i>	Salón de Actos
13.30 – 14.00	<b>Pascual Pérez Paredes.</b> <i>Presentación del EUROCALL Special Interest Group on CorpusCALL: Corpora &amp; CALL</i>	
14.00 – 16.00	<b>Descanso para comer.</b>	
16.00 – 17.00	<b>TALLER PRÁCTICO impartido por Mike Levy</b>	
17.10 – 18.10	<b>TALLER PRÁCTICO impartido por Phil Hubbard</b>	
18.20 – 19.20	<b>TALLER PRÁCTICO impartido por Christine Appel</b>	

Sábado, 16 de noviembre de 2013

10.00 – 12.00	<b>PRESENTACIONES TEÓRICAS.</b> <b>Joe Hopkins.</b> <i>Developing online teaching skills for the 21st century classroom</i> <b>Mar Gutiérrez-Colon.</b> <i>Using mobile phones to enhance the learner's lifelong learning experience</i> <b>Ana Gimeno Sanz.</b> <i>Supporting lifelong language learning through Clilstore</i>	Salón de Actos
12.00 – 12.30	<b>Novedades presentadas por las editoriales y café.</b>	Vestíbulo
12.30 – 13.30	<b>PRESENTACIONES EDITORIALES:</b> <i>Teaching Digital natives.</i> <b>Liam Fitzpatrick, Express Publishing</b> <i>Adding value to ELT through educational technologies.</i> <b>Macmillan ELT</b>	Salón de Actos
14.00 – 16.00	<b>Descanso para comer.</b>	
16.00 – 17.00	<b>TALLER PRÁCTICO impartido por Joe Hopkins</b>	
17.10 – 18.10	<b>TALLER PRÁCTICO impartido por Mar Gutiérrez-Colon</b>	
18.20 – 19.20	<b>TALLER PRÁCTICO impartido por Ana Gimeno</b>	
19.30	<b>Conclusiones. Puesta en común y clausura de las Jornadas.</b>	

*Escuela Técnica Superior de Ingeniería del Diseño (edificio 7B), UPV*