CLA Online
Collaborative Language Learning Communities

Linda Mesh

2° Seminario del Centro Linguistico di Ateneo
E-Learning 2008
Nuovi percorsi: Sperimentazione e sviluppo
New learning paths: experimentation and development
Collaboration between the CLA Siena and the Ufficio Formazione del Personale

Corsi di lingua inglese
Formazione del personale

- a flexible and accessible means for lifelong learning for university technical and administrative personnel;

- courses are offered in *easily digestible*, eight-week modules from zero beginner to CEFR B1*;

- the program offers more than simply filling short-term skills gaps;

- instead adults are actively engaged in learning to learn a language in innovative ways aimed at more active learning.

*Common European Framework of Reference for Languages*
The role of the CLA

What is a learning organisation?

- One where training and personal development are an integral part of the organisation
- Where learning is a continuous process, rather than being an added-on activity at various points in an individual’s career.
- Where there is a coherent strategy which centres on exploring and facilitating a link between the development of the organisation and the personal development of the staff.
As new technologies for instant messaging, blogs, wikis, conferencing, podcasts, and m-learning develop, have we really reflected on what works and what doesn’t work for learning?
The nature of adult learners

What affects their success?

- While children trust the teacher to define course content, adults need to define it for themselves, or at least to be persuaded that it is relevant to their needs.
- While children accept a dependent relationship with a teacher, adults have a sense of self-direction and personal responsibility.
- Adults have a wide range of personal experiences to draw on, which they appreciate being used as a learning resource, and resent being ignored in favour of other peoples’ experiences.
- For adults the future is now; they have a basis of information and see learning as necessary for solving problems in the present.
- Children may need external motivation to make them learn; adults volunteer to learn because of their intrinsic motivation.

Knowles theory of andragogy, 1978
I like both cinema and theatre.

I like historical films and crime story.

My favourite actor is Charlton Heston.

In my city there aren't a lot of theatres, but sometimes I go to see comedies and shows, at the theatre "Rinnovati".

In the summer I like to ask the concerts of the "Chigiana Academy".

Dear Chiara, in the multiscreen cinema of (at) Sinalunga, there are two beautiful films: "Goofy and Mickey Mouse in the Middle Age" and "Star Wars and Gozzilla".

You live in Sinalunga near the cinema.

Can you say me the price of tiket for the evening spectacle?

Where the cinema is located?

What time we can go to the cinema?

If you want, we can to see "Star Wars and Gozzilla" at ten o'clock p.m.

See you soon!

---

Re: Forum Activity 3 & 4  
Chiara Frati - Wednesday, 13 February 2008, 10:22

Dear Caterina, I like to go to the cinema.

I do not live in Sinalunga but San Rocco a Pilli. I often go to the multiscreen cinema of Sinalunga. The price of the ticket is seven euro. Cinema is next to the shopping mall. The show starts at nine o'clock p.m. We see in front of the station of Sinalunga at twenty past eight.
Learner attitudes and learner support

- Adults experience anxiety about learning, about the ability to meet expectations, both external and self-expectations. Otherwise known as the fear of failure.
- Inexperienced learners may have a high degree of anxiety when using new technologies, which may become apparent when they have to turn in the first written assignment or forum message.

Support strategies:

- **Risk-taking should be approved**
- **The workload and goals of the course should be realistic**

*Adults who learn enjoy learning; adults who enjoy learning learn.*

*Enjoyment is a sign of high motivation.*
Flexible learning: to meet a variety of learning styles and needs
Language learning support: learning to learn

A blended course should provide:

- information that is up-to-date and well organised
- clear learning objectives for each element of the ‘blend’ with advice on how to be successful
- courses that are flexible and accommodate different learning styles
- guidance on time management and study skills
- opportunities to do something with what they learn (e.g., assignments, projects)
- feedback on their work and progress
- support for resolving administrative or technical problems
Course Organisation

Level A  *blended*  96 ore
- Modulo A-zero (*40 ore, lezioni in aula + 4 forum online*)
  - esame scritto del modulo A0
- Modulo A1 *blended* (*32 ore = 16 ore f2f + 16 ore online*)
  - esame scritto del modulo A1
- Modulo A2 *blended* (*32 ore, 8 settimane*)  *CEFR* *A2*
  - esame scritto ed orale del Livello A: (A0 + A1 + A2)

Level B  *blended*  64 ore
- Modulo B1  (*32 ore, 8 settimane*)
  - esame scritto del modulo B1
- Modulo B2  (*32 ore, 8 settimane*)
  - esame scritto ed orale del Livello B: (B1 + B2)

Level C  *blended*  64 ore
- Modulo C1  (*32 ore, 8 settimane*)
  - esame scritto del modulo C1
- Modulo C2  (*32 ore, 8 settimane*)  *CEFR*  *B1*
  - esame scritto ed orale del Livello C: (C1 + C2)

Level D – Intermedio  *blended*  40 ore
- Modulo D,  *12 settimane*
  - esame orale, electronic portfolio (*e-portfolio*)

*Common European Framework of Reference for Languages*
### WebLingua
- WebLingua WOW forum - livello A
- WebLingua WOW forum - livello B
- WebLingua WOW forum - livello C
- WebLingua Self-access Liv. A
- WebLingua Self-access Liv. B
- WebLingua Self-access Liv. C
- WebLingua FCE

### Laboratorio Self-access
- CLA Self Access
- Laboratorio Self Access. Cdli " Chimica e Tecnologia dei Materiali"

### Formazione del Personale
- Inglese - Modulo A2, gennaio - marzo 2007
- Inglese - Modulo A2 - marzo-giugno 2007
- Inglese - Modulo B1
- Inglese - Modulo B2
- Inglese - Modulo C1 - 2007
- Inglese - Modulo C2, gennaio - marzo 2007
- Inglese - Modulo C2, aprile - giugno 2007
- Intermediate English - Modulo D
- D1 - Workplace
- D2 - Health Professions
Beginner to level CEFR A2

Livello A

Modulo A zero
40 ore f2f

Aula 40 ore
20 lezioni di 2 ore
4 forum

Modulo A1
blended

Aula - 16 ore
8 lezioni di 2 ore

Online - 16 ore
8 lezioni
2 ore per settimana

Modulo A2
blended

Aula - 15 ore
8 lezioni di 2 ore

Online - 16 ore
8 lezioni
2 ore per settimana

8° lezione
esame scritto
del modulo A zero
Reading, Writing, Listening

8° lezione
esame scritto
del modulo A1
Reading, Writing, Listening

8° lezione
esame scritto ed orale
del livello A (A0, A1 e A2)
Reading, Writing, Listening, Speaking

Orientamento
1° accesso

Aula - 16 ore
8 lezioni di 2 ore

Online - 16 ore
8 lezioni
2 ore per settimana

8° lezione
esame scritto
del modulo A zero
Reading, Writing, Listening
Modules B1 and B2, C1 and C2

Livello B
2 moduli = 64 ore

Orientamento
aula informatica
1° accesso

Modulo B1
32 ore
- aula
  16 ore
- 8 lezioni di 2 ore
- 8° lezione esame scritto del modulo B1
  Reading, Writing, Listening

Modulo B2
32 ore
- online
  16 ore
- 8 lezioni online
  2 ore per settimana
- 8° lezione esame scritto ed orale del livello B (B1 e B2)
  Reading, Writing, Listening, Speaking
Learning Expectations

Many students have misconceptions about online learning that should be adjusted. For example …

- ‘Online courses are easier than conventional classes and require less work.’ When they discover that this is not the case and that the opposite is true, they may become discouraged.
- ‘An online course will be of lesser quality than a classroom offering.’
- Students frequently do not understand that they must take more responsibility for their learning in a blended course and not wait for the instructor or tutor to take the lead.

For these reasons it is very useful to include an orientation workshop at the beginning of a blended course.
Beginners: Module A0 - f2f, Modules - A1, A2 blended

Inglese - Modulo A1 - 2007

Benvenuti al Modulo A1
How to Start: Please read the following documents below about the course. Just click on the title next to the icon. Come cominciare: Leggi i documenti sul corso, cliccando sulle icone vicino al titolo.

Programma: Modulo A1
Orologi e Aule
Calendario - lezioni in aula
Guida - lezioni online
Online learning: consigli utili
My e-notebook (download)

Bi-lingual online dictionary

9 January
Orientamento Lezioni Online
Welcome to our Orientation period. During this period you will explore and learn to use Moodle, our Virtual Classroom and meet the other students in the course. The first thing to do is click on "Where to begin". Have fun 😊
Benvenuto all'orientamento!
Durante questo settimana esplorerai e imparerai ad usare Moodle, il nostro corso virtuale, e conoscere i tuoi compagni. La prima cosa da fare è cliccare su "Where to begin". Buon divertimento 😊
cheerful
(Last edited: Monday, 16 April 2007, 02:07 AM)
di buon umore, allegro; sereno, ridente: he always keeps cheerful, è sempre di buon umore; to look cheerful, aver l'aria allegra

comely
(Last edited: Monday, 16 April 2007, 02:07 AM)
comely

'kamli] agg. (antiq.) 1 avvenente, grazioso (di persona), bello 2 decoroso, conveniente (di comportamento) [

easygoing
(Last edited: Monday, 16 April 2007, 02:07 AM)
compiacente, accomodante.

Es. an easygoing man, un uomo che se la prende comoda; un uomo con cui è facile andare d'accordo

education
(Last edited: Monday, 16 April 2007, 02:07 AM)
istruzione, apprendimento

Keyword(s): learning

fortnight
(Last edited: Monday, 16 April 2007, 02:07 AM)
quindicina

My sister will go to the sea for a fortnight
Lesson 2
Focus - I can:
- talk about work and free time activities
- ask and answer questions about travel
- talk about how often I do things

Lesson 2 instructions
- Forum Activity 1 & 2 - PENGUINS
- Forum Activity 1 & 2 - PANDAS

WebLingu@ online lessons:
1. Grammar: Adverbs
2. Frequency Adverb Quiz
3. Reading: A cafe' for Kids / Biosphere

Module B2 Lesson Map

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Face 2 Face Pre-intermediate textbook</th>
<th>Online lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. New book: Face to Face pre-intermediate, Unit 1A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Life Stories, everyday experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• review verb forms and questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Progress: I can:</td>
<td></td>
</tr>
<tr>
<td>• ask people general questions about their lives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• answer questions about my day-to-day life.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Forum Activity 1 & 2: do Part 1 this week. |
• Part 1: Ask questions about everyday life. |
• Part 2: Read the other messages and respond to 5 questions. |

Homework: Write your first message in the forum.

Lesson 2 |
1. Units 1B and 1C |
• travel questions |
• Grammar: Interrogative forms – who, what, where |
• Vocabulary: free time activities |
2 | Progress: I can: |
| • talk about work and free time activities |
| • ask and answer questions about travel |
| • talk about how often I do things |

Start Talking: Frequency adverbs and everyday life. |
• Complete the interrogative sentences with the missing words. |
• Answer some of the questions. Use frequency adverbs. |

Forum Activity 1 & 2: Part 2, read the other messages and write a response to some of the questions. |

WebLingu@: |
• Grammar: Adverbs
### Lesson 6

**Focus - I can:**
- apologise to people and give reasons
- promise to do things
- talk about my experiences and give details about when they happened
- ask other people about their experiences

#### Lesson 6 Instructions
- Forum Activity 5 & 6: 24 messaggi non letti

#### WebLingu@ online lessons:
- 1. Reading: Uncertain Job Market
- 2. Grammar: Interrogatives
- 3. Listening exercises

#### Progress:
- I can:
  - apologise to people and give reasons
  - promise to do things
  - talk about my experiences and give details about when they happened
  - ask other people about their experiences

**Start Talking:** Learn the useful phrases and write a short practice exercise to prepare for conversation in class, p. 109, 117

**Forum activity 5 & 6:** Discuss unemployment. Then find a new, strange job that you would like for a change of pace. Do part 2 this week.

**WebLingu@:**
- Reading
- Grammar: present perfect
- Vocabulary: Entertainment

**Homework:** Start Talking, forum, Study Language Summary 3, p. 123-124.

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>1. Units 3D, 4A, 4B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>modal: have to / had to = must</td>
</tr>
<tr>
<td></td>
<td>Vocabulary: types of film, music</td>
</tr>
<tr>
<td></td>
<td>Grammar: present perfect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Listening and Speaking practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>apologise reasons, promises, p. 25</td>
</tr>
<tr>
<td>Have you ever...?, p. 30-31</td>
</tr>
<tr>
<td>Get ready, p. 109, 117</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>1. Units 4C, 4D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TV nouns and verbs</td>
</tr>
<tr>
<td></td>
<td>a newspaper article</td>
</tr>
<tr>
<td></td>
<td>Vocabulary: Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>6</th>
</tr>
</thead>
</table>
|          | Progress: I can:
|          | apologise to people and give reasons
|          | promise to do things
|          | talk about my experiences and give details about when they happened
|          | ask other people about their experiences

<table>
<thead>
<tr>
<th></th>
<th>7</th>
</tr>
</thead>
</table>
|          | Progress: I can:
|          | ask for and give opinions
|          | agree and disagree with other people
Willingness to communicate

- The concept of ‘willingness to communicate was developed from research on individual differences in SLA.
- Social, psychological and situational factors seem to enter into willingness to communicate.
- Situation specific anxiety and lack of self-confidence diminishes opportunities for participating in beneficial interaction.
- Asynchronous forum discussion activities may provide opportunities for discourse development in L2 and also increase willingness to communicate in normally timid students, due to the relatively anonymous feeling of online identity and the extended time available for expressing ideas.
Hi Mimi,
and excuse me for my late… but I don’t have much free time and I study English on Saturday or on Sunday 😊! This isn’t the first time that I study English on-line! Last year I have studied English with Ralph… I believe that I don’t remember nothing!! The English is very difficult for me 😞, I have studied it at the school… but I don’t know it! I able to understand English if you speak it very slow, I able to translate the English written… with the help of dictionary and I don’t able to speak… because I think in Italian and I translate my thought word for word… so I do many errors 😞!!! When I don’t remember the English word, I say it in Spanish, so I’m very confused 😞!!

Hallo, I'm Angela and I'm here to write something about my first week online. It's the first time I study english online, and I think it's fun, interesting and difficult in the same time; fun because the forum is a wonderful place to know new colleagues, interesting because writing one to each other we can test our confidence with english, difficult because I'm not very able with internet and I find navigating in moodle not so simple.

Bye!
Hi Francesca,

uhmmm... I think you are the great Alfred Hitchcock. I like very much his films particularly “Caccia al ladro” where the principal actors were Grace Kelly and Cary Grant.

Few days ago, I saw “La donna che visse due volte” where there is the famous scene with the winding staircase... great! 😊

Have I guess who are you???

See youooooo

---

Re: Forum Activity 5 & 6
by Gabriella Iacovelli - Wednesday, 16 May 2007, 07:48 AM

Hi Francesca,

uhmmm 😊. I think you are the great Alfred Hitchcock. I like very much his films particularly "Caccia al ladro" where the principal actors were Grace Kelly and Cary Grant.

Few days ago, I saw "La donna che visse due volte" where there is the famous scene with the winding staircase... great! 😊

Have I guess who are you???

See youooooo

---

Re: Forum Activity 5 & 6
by Alessandro Marchini - Wednesday, 16 May 2007, 08:14 AM

Maybe... (see the photo)

Bye, Ale
Course Overview

- CLA blended English courses offered from January 2006 to March 2008 for university personnel
- Age group: 25 to 55 years, average age: 35-45
- A total of 32 modules have been completed for approximately 600 total participants
- CLA certificate for successful course completion
End of course feedback

Through a questionnaire we have collected a variety of responses from Modules A2, B2 and C2 which are finishing lessons in June.

Cosa ti ha aiutato di più nell’apprendimento?
- Sforzarmi di scrivere ed esprimermi in inglese
- scrivere nel forum
- conversazione in classe e Londra!
- il confronto con gli altri e l’essere costretta a ‘osare’ senza vergogna
- organizzazione degli argomenti trattati
- lavoro di gruppo
- la costanza
- il mio tutor
- la varietà
- sia le lezioni frontali che quelle online

Quali difficoltà comportava il blended learning?
- mancanza di tempo
- l’ascolto e la comprensione
- non sempre sono riuscita a fare gli esercizi online
- tenere il passo con gli altri
- no pc at work or home
- nulla in particolare
Creating a professional learning community

See you online!
References


Links

» CLA Siena Online: http://moodle.lett.unisi.it/
» Moodle: http://moodle.org/
» e-mail: mesh@unisi.it