

IATEFL LTSIG PCE Belfast 2022
Navigating hybrid learning:
challenges and opportunities



Participants Guide

Hybrid teaching and learning has become one of the many options for remote teaching. In this event we will look at what it means and involves from different perspectives. We expect to gain knowledge about challenges and opportunities in order to be able to make informed decisions regarding hybrid models.



PCE 2022
May 16th



**Navigating hybrid
learning: challenges and
opportunities**

Programme at a glance

Time	Session
9.30	<i>Welcoming delegates</i>
10.00	Opening remarks
10.15 to 11	Plenary 1 Hybrid Language Teaching and Learning: key challenges and considerations: a UK case study Professor David Barr
	Mini-break
11.05 to 11.50	Plenary 2 Developing socially just hybrid learning for language teacher education Gary Motteram
	Mini-break
11.55 to 12.40	Plenary 3 Can Virtual Reality (VR) be a hybrid option? David Read
12.40 to 14.00	Lunch break
14.00	Intro to afternoon sessions
14.05 to 14.30	Session 1 Promoting agency: challenges and opportunities. Abeer Okaz
14.30 to 14.55	Session 2 Affordances and Constraints of Mobile Devices used in Teaching Adult Refugees, Asylum-seekers and Immigrants. Caterina Skiniotou
14.55 to 15.05	break
15.05 to 15.30	Session 3 Experiences of delivering hybrid classes: Instructing remote and in-person students in the same synchronous session. Gemma Peacock
15.30 to 15.55	Session 4 From emergency online teaching to hybrid and the future of ELT Joanna Paolinelli
15.55 to 16.05	break
16.05 to 16.35	Q&A (speakers at different tables)
16.35 to 17	Delegates feedback and closing remarks

Full programme

10.15 - 11.00

Hybrid Language Teaching and Learning: key challenges and considerations: a UK case study

Professor David Barr

Head of the School of Education: Ulster University, United Kingdom

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Abstract:

This paper considers the key approaches towards the integration of technology in language learning in the United Kingdom. Using evidence from a longitudinal UK-wide study, it discusses the main characteristics of such an environment, including technical and physical resources, training and cultural contexts. This paper highlights some of the most innovative, collaborative and communicative approaches that have been adopted and the differences in the hybrid use of digital technologies across the UK. It discusses the general trend towards quite an enthusiastic adoption of technology in language teaching in the British Higher Education sector. The comparative study assesses the impact of technology in a number of areas of the teaching and learning environment. It explores the reasons that explain their level of integration into language and wider higher education pedagogy. The presentation outlines the key attitudinal factors that influence the use of technology in hybrid delivery and considers their impact in the context of COVID-19. The paper concludes with key considerations and recommendations about the integration of digital technology in higher education learning and teaching environments.

David Barr is Professor of Technology-Enhanced Learning at Ulster University.

He wrote his PhD on the role of computer technology in language learning and teaching, which has since been published as a research monograph. As part of this project, he carried out work at the Universities of Cambridge and Toronto.

David is currently Head of the School of Education, having previously served as the Head of the School of Languages and Cultures and then Modern Languages, as well as Faculty Learning and Teaching Coordinator.

He has significant experience of working with a range of employers, public and government bodies to promote awareness of the importance of subject development for the local economy and has led significant developments in the modern languages and teacher education, serving as a member of the Department of Education's Initial Teacher Education Working Group. He is also a leading expert in computer-assisted language learning, serving as an associate editor for two leading international journals in the area, Treasurer of EUROCALL (the European Association for Computer-Assisted Language Learning) and is a member of the WorldCALL steering committee (World Association for Computer-Assisted Language Learning) and chair of the WorldCALL international scientific committee.

11.05 – 11.50

Developing socially just hybrid learning for language teacher education

Gary Motteram

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Manchester Institute of Education

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Abstract:

Whilst teaching languages at a distance has been less prominent in the field of ELT, teacher education has for many years been offered at a distance. Its history and current use shows the diversity of what can be achieved, and it has always made use of a diverse range of technologies.

This session will then include some history, but with present relevance. It will show how hybridity has always been a necessary part of what we do as teacher educators. The need to bridge gaps between theory and practice, to bring what happens in live classrooms into the discussion and the need to meet the needs of a wide range of teachers has been at the heart of teacher educators' creativity in making use of technology. From asynchronous courses making use of online content and discussion forums, through the blended solutions of flying tutors, to our abilities now to use synchronous and asynchronous tools together, as well as linking face-to-face and online. The session will show how this can be achieved in both the global north and the global south and how we should see this kind of provision as the gold standard to meet the needs of English language teacher development as we need to take account of the climate crisis and accept we have to travel less to take up teacher education opportunities.

Gary Motteram: is an Honorary Senior Research Fellow in Education at the Manchester Institute of Education where he taught for thirty plus on MAs in TESOL, Digital Technology in Education and the PGCert in Higher Education. His research interests lie in the area of language teacher education at a distance, with a more recent focus on using mobiles to support teacher education in low-resourced contexts. His most recent projects are a GCRF funded project on teacher professional development through practitioner research: <https://tateproject.wordpress.com/> and a project work with Adult ESOL teachers developing materials for online delivery during the pandemic: <https://refugeeducationtoolkit.org/>. For more detail and publications, look here: <https://www.research.manchester.ac.uk/portal/gary.motteram.html>

11:55 – 12:40

Can Virtual Reality (VR) be a hybrid option?

David Read

Director of Technology-Enhanced Learning at the ELTC, University of Sheffield.

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Abstract:

When we think of hybrid teaching we generally think of a combination of online and face-to-face teaching with students having the option to access a lesson in two different ways. But what if other options exist, particularly where face-to-face isn't an option. In this presentation, I'll explore whether Virtual Reality (VR) can supplement the traditional online lessons to provide the authentic practice and interaction normally offered by face-to-face classes.

Over the last year, I've been running a series of English courses in VR using a platform called Immerse to explore the possibilities and challenges that this new technology can offer. The courses experimented with different input combinations to determine which worked most effectively and for what kinds of contexts. Some lessons were delivered purely in VR, some purely via video conferencing (Zoom) and others a combination of the two.

This presentation will report back on the experience of teaching these courses and provide extensive feedback from the students on how it felt to study in these different modes. I'll also show some clips from the lessons to give some idea of what a hybrid VR class looks like. I'll also explore the future possibilities that VR might offer for both face-to-face and online learning and discuss some of the barriers to its wider adoption.

David Read is Director of Technology-Enhanced Learning at the ELTC, University of Sheffield. He has worked in EFL for over twenty-eight years as a teacher, teacher trainer and educational technologist, working in countries such as Greece, Morocco, Serbia, Korea and Kyrgyzstan. His research interests include technology education, instructional design and virtual reality.

14.05 to 14.30

Promoting agency: challenges and opportunities.

Abeer Okaz

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Abstract:

Since March 2020 and particularly during remote teaching, most language teachers felt anxious and outside their comfort zone; and thus, sought continuous support and sympathy. Similarly, many undergraduate students were lost and built an attitude towards self-directed instruction. They were simply unable to learn L2 remotely. As a result, there were significant dropouts. Others rarely attended classes or acted passively when they attended. These, among many more, were post-pandemic challenges that Pharos University English Language Centre's educational team had to think about. Now, and after almost a year and a half now, it is evident that going back 100% to F2F teaching will not be happening soon and blended learning is here to stay. Ironically, the pandemic was a catalyst and wake-up call. For these reasons, the English Language Centre's educational team felt it was high time they built up their resilience, equipped teachers with survival skills and got their students engaged. This presentation will briefly highlight the challenges faced by the ELC, mainly focusing on changes adopted to encourage more engagement and inclusion, and to provide an opportunity for students to be more agentive.

Abeer Okaz is Pharos University in Alexandria Director of Studies. She is a teacher, teacher trainer, CELTA tutor, NILE DELTA Module 2 TP tutor, and freelance Educational and Training Development Consultant at IH Cairo. She has 23 years of experience, ten of which involved strategic and organizational management, and training in higher education. She has published in international journals and done training in Ireland, the USA, Saudi Arabia, Kyiv, South Africa and Egypt. Abeer has been presenting in international conferences since 2007. Her professional special interests are teacher training, materials development, strategic and organizational management, ICT and working closely with teachers. Abeer was a guest speaker in the 4th International Conference on Advanced Research in Teaching and Education, Budapest, Hungary, 2021.

14.30 to 14.55

Affordances and Constraints of Mobile Devices used in Teaching Adult Refugees, Asylum-seekers and Immigrants.

Caterina Skiniotou

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Abstract:

In this session, I would like to share my experience teaching adults who have been forcibly displaced before and during the Covid-19 pandemic.

Such groups of students are highly motivated to develop 21st Century skills, primarily collaboration, communication, information and media literacies, as well as social skills in multicultural societies while, at the same time, acquiring English as a Foreign Language. However, their progress and achievement are negatively impacted not only by the displacement trauma, but also by the lack of resources and familiarity with synchronous and asynchronous online modalities, which resulted from the Covid-19 pandemic.

Before the pandemic, I followed a multi-access model where some students attended synchronous classes face-to-face, while others interacted with their peers via web conferencing (synchronous online). All students have had access to a LMS that serves as an open-access materials repository and communication-collaboration platform. The 2020-21 lockdown deprived us of the face-to-face modality. Moreover, most students can only rely on mobile devices to access materials, collaborate on projects, present their work in documents, slide shows and videos.

After a brief description of my student population and the learning/teaching situation, I will present the issues I have had to deal with while transitioning from the four-level to the three-level model and the solutions my students, peers and I came up with. These solutions are based on pedagogical adaptations to the three-level modality using mobile devices. They include, but are not limited to, free resources for designing mobile-friendly interactive materials, planning and implementing synchronous and asynchronous pair and group interaction and collaboration, and developing information and media skills while building learning portfolios.

Caterina Skiniotou has served, since 1981, the field of Education as a teacher, teacher educator, curriculum designer and developer, materials developer, teacher education program director and Foundation program director.

Her interests include technology-assisted learning and teaching, innovation in instructional design, content-based language instruction, English-Medium instruction (EMI) and lifelong learning.

15.05 to 15.30

Experiences of delivering hybrid classes: Instructing remote and in-person students in the same synchronous session.

Gemma Peacock

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Abstract:

Small cohort numbers for the autumn 2021 Pre-session English course at the International Study and Language Institute (ISLI) at the University of Reading meant that it was not feasible to run two separate classes: one fully online with remote students and one blended with on-campus students. As a result, teachers in ISLI ran a pilot of hybrid teaching, where in-person students and remote students studied together in the same synchronous session for both Reading and Writing classes, and Listening and Speaking classes. These classes took place in a campus classroom, with an in-person teacher and students joining remote students via a Teams meeting.

In this interactive session I will share my teaching experiences in this style, from both pedagogical and technological perspectives, to include information about the different tools and technology that can be used in the classroom and online to achieve effective hybrid teaching. Suggestions on good practice for ensuring that remote students and in-person students can communicate together in the same class during a variety of different tasks to facilitate language learning and skills development will also be discussed.

Activities trialed using this hybrid teaching method include:

- Pair-work and plenary
- Group discussions
- Presentations (individual and group)
- Teacher-fronted activities (lecture-style)
- Collaborative group-work activities

This session will also touch on some perceived limitations and successes of hybrid teaching from our perspective. Finally, teacher experiences of practically managing hybrid classes, and student experiences (both remote and in-person) will also be discussed.

Gemma Peacock received her MA in TESOL and Applied Linguistics from the University of Portsmouth in 2021 and is currently studying for an EdD (Doctor of Education). She has lectured in English for Academic Purposes at the University of Reading since 2019. She previously taught at BPP University and Durham University, both in the UK. She is currently the Reading component coordinator of the Pre-session English year-round course at the University of Reading. Gemma has a keen interest in pedagogical and technological innovation with international students, particularly in the field of EAP. Her research interests include teacher-student rapport in online learning environments, and hybrid teaching and learning.

15.30 to 15.55

From emergency online teaching to hybrid and the future of ELT

Joanna Paolinelli

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Abstract:

I would like to share my experience of both hybrid, synchronous, or asynchronous online teaching over the past two years. Although I have faced many challenges, I believe that the future will bring more use of hybrid teaching and we must be prepared. I would like to show my best practices and where I think the future of language learning is taking us. Our students want flexibility and choice. Covid has taught us new ways of adapting and students now accept that it is possible to learn online and are more capable of taking responsibility for their learning. This includes learning from e-learning platforms, video lessons in addition to online lessons with a teacher. I am excited to share what I have learnt over the past few years and what I think the future will hold!

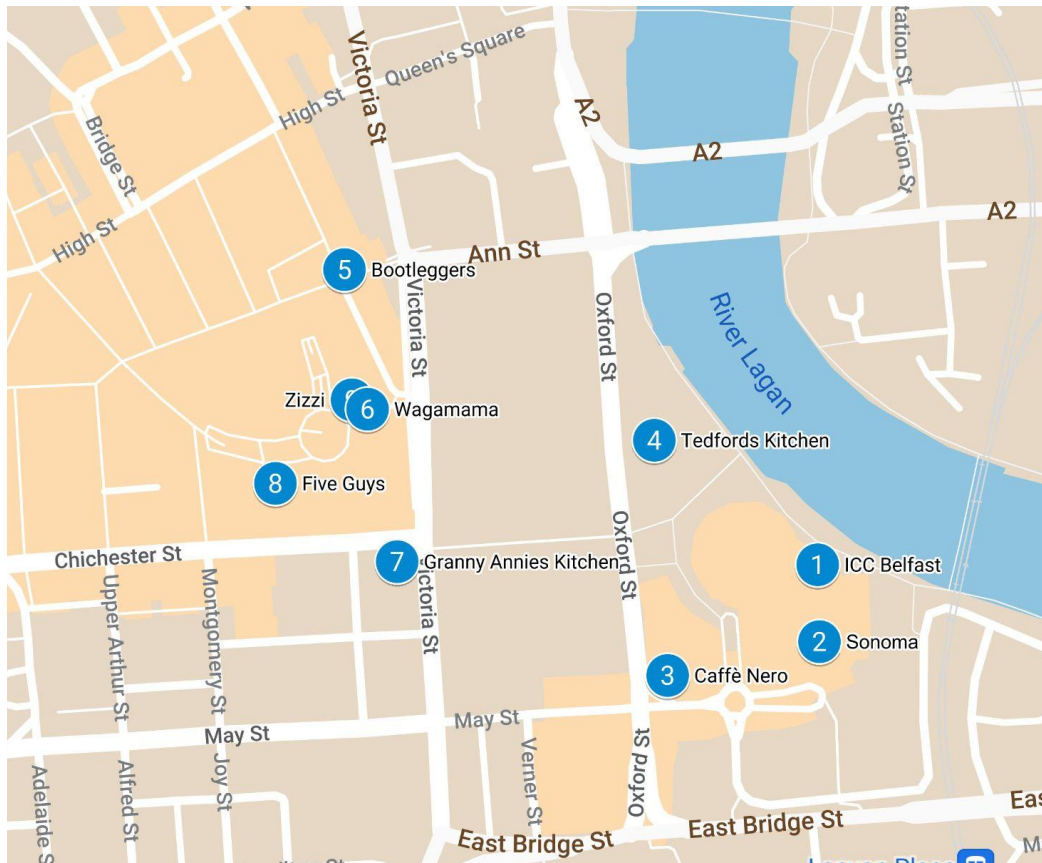
Joanna Paolinelli is the Director of economic growth and innovation at the British School Pisa. In addition, she is the Director of the Online Division of the company. In this role, she has introduced into the company the management platform Amber, a booking system and shop online, and the hybrid teaching system, which has been vital during the pandemic. During lockdown, she administered the teaching online of over 2,000 students every week. She is also the AISLi academic coordinator.

Joanna has an MSC in psychological research methods and a Masters in Educational Psychology. She is a teacher trainer and speaker on inclusive teaching. She regularly collaborates with book publishers and exam boards on the problems that dyslexia can cause in language learning and, in 2019, was invited to speak at the ADRIES conference in Croatia.

At present Joanna is also project manager for 2 important Erasmus projects, one of which involves creating a digital placement test in 5 different languages.

Lunch options

https://www.google.com/maps/d/viewer?mid=16BqyWoVtLMKwBBik1V1L33B_u7bT493c&ll=54.598007674680375%2C-5.922434050000009&z=17



Closer to the venue

- **Sonoma \$\$\$**
4 Lanyon Pl, Belfast BT1 3LP, United Kingdom
- **Caffè Nero \$\$**
The Soloist Building, Lanyon Pl, Belfast BT1 3LP, United Kingdom
- **Tedfords Kitchen \$\$**
D 1, Lanyon Quay, Belfast BT1 3LG, United Kingdom

Belfast's Cathedral Quarter (about 10 mins on foot) where there are lots of restaurants.

- **Bootleggers \$\$**
46 Church Ln, Belfast BT1 4QN, United Kingdom
- **Wagamama \$\$**
1 Victoria Square, Belfast BT1 4QG, United Kingdom
- **Granny Annies Kitchen SS**
81 Chichester St, Belfast BT1 4JE, UK
- **Five Guys SS**
1, 1 Victoria Square Unit UFFC, Belfast BT1 4QG, United Kingdom
- **Zizzi \$\$**
Shopping Centre, Victoria Square, Belfast BT1 4QG, United Kingdom