

EUROCALL2015 Padova, 26-29 August

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# Critical CALL

## *Book of Abstracts*

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 **Centro Linguistico di Ateneo**



**22nd International Conference**  
European Association of  
Computer Assisted Language Learning  
Padova, 26-29 August



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**PETER LANG**  
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## **Session 4-3H**

Time: 3:00 - 3:30

Room: Room 3I

# **Social media as an alternative to Moodle in EFL teaching practice forums**

Christopher Allen and David Richardson, Linnaeus University, Sweden

In recent years, virtual learning environments (VLEs) or learning management systems (LMSs) such as Moodle, It's Learning and Blackboard etc have become ubiquitous in higher education. However it is not necessarily the case that institutionally-administered learning platforms can satisfy not only the cognitive and administrative demands of students but more importantly their social/ collaborative requirements entailed by Web2.0. This point is especially pertinent with regards to vocationally-orientated degree programmes involving periods of professional practice away from the campus environment of the training institution. Student teachers on teaching practice internships for example are often widely distributed geographically in their practice schools, necessitating the establishment of an informal virtual network or forum for peer support. This paper reports on the preferences among a group of pre-service EFL teacher trainees for social media rather than the institutional platform Moodle as a forum for support during a recent five week teaching practice at upper secondary school level in southern Sweden. The teacher trainees were interviewed with regards to their preferences for their own FaceBook group as opposed to the Moodle forum set up specifically by the course tutor for the purpose of sharing observations, discussing lesson planning, aspects of reflective practice and resources while on teaching practice. Their reflections shed interesting light on the importance of student EFL teacher ownership and 'student centricity' in the learning space. These concepts emerge from a consideration of the learning space at the intersection of pedagogical, technological and content knowledge and the nature of forum discussions when faced with the alternative between social media and institutionalized learning platforms under the direction of teacher trainers and course managers.

## **Session 4-4A**

Time: 3:30 - 4:00

Room: Room 2D

# **Web-based boost in lexical creativity: new ways to shape language**

Yulia Sergaeva, Herzen State Pedagogical university of Russia, Russian Federation

Lexical innovation is an object of interest for interdisciplinary studies exploring cognitive, linguistic, pragmatic, cultural and didactic aspects of creative word-building. ICT can provide another valuable source for lexical creativity studies: 2.0 web-based, or e-lexicography, an area where

interaction and collaboration boost Internet-users' creative involvement in compiling a corpus of new words (neologisms) with their definitions and illustrations of usage. Being a new type of database, these linguistic resources do not just register novel lexemes which have been in use for a while; moreover, they encourage users to create words of their own to fill blank spaces in a vocabulary. Not only does this web-based boost in creativity enrich the language, but it also promptly reveals the modern speaker's perception of the fast-changing reality. The talk focuses on the contribution of web resources featuring new words and online create-a-word contests to language and culture studies. The speaker will demonstrate how web-based resources such as Urban Dictionary, Word Spy, Unword Dictionary, Wordoid, Verbotomy and the like shape the language of the future by encouraging Internet-users to submit new words emerging almost every day. Modern technology enables the process of word creation to become even more entertaining, interactive and rewarding due to the fact that a coinage submitted by any individual will be known to the whole on-line community in a split second and can be even included in printed versions of new word compilations and dictionaries. Moreover, the participants get credit for creativity as their submissions are commented on, assessed, voted for or against and ranked by peer reviewers. Special attention in the talk will be paid to the following issues: 1) ELT and CMC potential of lexical innovation studies; 2) ambiguity and duality of feelings, as one of the main voids to verbalize; 3) the productive means of word-building; 4) the factors determining a nominator's choice; 5) the criteria for an optimal nomination which will soon become a frequently used word. With regard to classroom activities enhancing language skills and facilitating intercultural communication, web-based interactive resources featuring new words can be used for: • identifying and trying different ways of word-building (affixation, compounding, blending, semantic derivation, etc.) for creating new words, • assessing coinages in terms of their morphemic and semantic transparency, readability, and communicative effectiveness, • identifying newly introduced objects or phenomena, • submitting descriptions of some situations, feelings and habits that should be verbalized, • eliciting cultural values, bias and prejudices embedded in the definitions suggested by PC users, • setting up follow-up discussions on likes and dislikes, pet hates and idiosyncrasies, • collaboratively compiling electronic dictionaries or other resources containing new words. The participation in web-based projects on lexical innovation is not just fun. It helps learners and teachers to boost their ICT skills, explore cognitive, lexical and pragmatic aspects of categorizing reality, aiming at deeper understanding of cultural similarities and differences. More importantly, it helps to be a part of the global community shaping the language we use and realizing a person's creative potential.

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