



The use and re-use of digital resources in language teaching – a case-study

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Outline

- Background
- Research questions
- Use and re-use of OERs
- Materials adaptation
- Methodology
- Findings
- Summary of findings
- Recommendations
- Further research

Languages at The Open University



- Distance learning : 7 languages
- Course developers
- Associate Lecturers
- Blended tuition (face-to-face/online tutorials)
- OERs for synchronous online tutorials



LORO – <http://loro.open.ac.uk>

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Welcome to LORO

LORO contains resources for language teaching available to download and reuse, including those used by the Department of Languages at the Open University, UK.

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Find Resources for Open University Modules

Peer review: adding a comment to a resource

Calling all users to review the resources in LORO.

The Featured Resources on the left are activities on the use of drama techniques for language teaching, and the colleagues who have written them would like to know what you think. Whether you try them out with your own students or simply have a look at them for inspiration, please leave a comment for the author with your feedback and suggestions.

Remember to log in to your LORO account so that you can access the comments feature. If you don't have a LORO account, [sign up for one here](#).

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If you have any questions, comments or suggestions about LORO, send them to FELS-Repository@open.ac.uk

Featured Resources



Three mouths and five legs (Resource)
Learning/Revising basic vocabulary related to parts of the body and numbers;
Introduction to plural forms

Added On: 05 May 2011 11:14
Added By: Ms Daniela Cesana
Tags: Performing Languages, Drama, Languages Through Drama, Featured
Language: Any Language
Course Code: Unspecified
Unit: Unspecified



The Readiness for learning (Resource)
To relax learners and make them feel at ease. To improve oral

Added On: 28 Apr 2011 17:08
Added By: Leire Payo Peña
Tags: Performing Languages, Drama, Body Language, Non Verbal



LORO – <http://loro.open.ac.uk>



The screenshot shows the LORO website homepage. At the top, there is a navigation menu with links for HOME, BROWSE, FAQs, ABOUT, and HELP. A search bar is located to the right of the menu. Below the navigation is a header section with the LORO logo and the text "Languages Open Resources Online". The main content area features a large image of a modern building with a curved glass facade. Below the image, there is a welcome message: "Welcome to LORO" followed by "LORO connects OU staff, including associate lecturers, to the wider community." and "You can store your own resources, share resources with the OU community or the external community." Below this is a table listing various language courses. At the bottom, there is a footer with a "Report a problem" link, a paragraph about the website's power by EPrints 3, and logos for JISC, The Open University, and eprints.

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LORO connects OU staff, including associate lecturers, to the wider community.

You can store your own resources, share resources with the OU community or the external community.

L192 - Beginners' French	L193 - Beginners' German
L194 - Beginners' Spanish	L195 - Beginners' Italian
L196 - Beginners' Welsh	L197 - Beginners' Chinese
L120 - Intermediate French	L130 - Intermediate German
L140 - Intermediate Spanish	L185 - English for Academic Purposes
L211 - Upper Intermediate French	L203 - Upper Intermediate German
L204 - Upper Intermediate Spanish	L310 - Advanced French
L313 - Advanced German	L314 - Advanced Spanish
LB160 - Professional Communication Skills for Business Studies	LB720 - English Communication Skills for Global Managers

Report a problem

LORO is powered by EPrints 3 which is developed by the School of Electronics and Computer Science at the University of Southampton. More information and software credits.

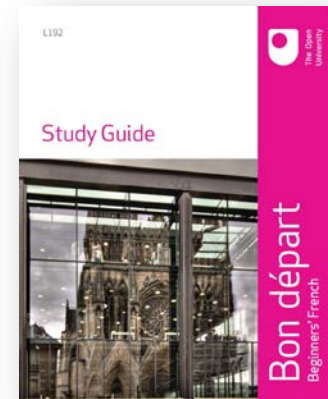
LORO users are subject to Terms and Conditions

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French beginners: *Bon départ*



- Second edition October 2012
- Reconstructed syllabus
- New materials to fit the new syllabus



Material design – our approach



- OERs for language teaching:
 - Accessible
 - Interactive
 - Adaptable
 - Reusable
 - Objective-based
 - Staged interactive activities
 - Teaching guidelines
 - Copyrights clear

Activating vocabulary



1/64 Food vocabulary Follow Moderator Roam

Visual by Juan de Vojnikov

le poisson
les poires
le poulet
les fraises
les frites

les oranges
le chou-fleur
les pommes de terre

l'huile
les oeufs
les tomates

les haricots
le pain
le beurre

les courgettes
les aubergines
le sucre

le fromage
le yaourt

le poisson
les amandes
les noix

les oignons
le chou

1/64 Drinks Follow Moderator Roam

lait

bière eau thé
vin café
jus d'orange

le le
le la
le le l'

Activating vocabulary and grammar



1/2 Food and articles Follow Moderator Roam

Les boissons **Les fruits** **Les légumes** **Autres nourritures**

eau poulet carottes pommes poisson jus de fruit
fraises bière oranges thé frites pizza viande
tomates pommes de terre lait fromage pain poires salade


le le le **la** **l'** **les les les les**
le le le le **la** **les les les les**
la la

Progression to controlled practice



1/2 Likes and dislikes Follow Moderator Roam

Tu aimes les huîtres?



Myrabella

☹️


J'adore...
J'ai horreur de...
Je n'aime pas...
J'aime
Je déteste

😊


beaucoup
beaucoup assez
du tout bien

1/64 Likes and dislikes- drinks Follow Moderator Roam


Tu aimes.....?
Vous aimez.....?




Shelun Khan



Shelun Khan





☕




David Leobon

Julie, tu aimes le vin?
Oui j'aime beaucoup le vin, et toi?
Moi, je préfère la bière. Et toi, Paul?
Moi, je n'aime pas le vin et la bière, je préfère l'eau



Elmagy



David Leobon

Freer practice



1/2 Likes and dislikes - food Follow Moderator Roam

J'aime...et toi?
Je n'aime pas...et toi?
Tu aimes...?

Juan de Vojnikov

Information gaps



Excusez-moi. Le lycée c'est où?

Restaurant? Théâtre?
Poste? Pâtisserie?
Lycée ?

The map shows a city grid with the following streets and buildings:

- Rue Carnot:** Gare, Banque
- Place Jeanne D'Arc:** Librairie, Université, Piscine
- Avenue Victor Hugo:** Église, Cinéma, Parc, Rue Jules Verne (with traffic light), Cathédrale
- Cours Guy de Maupassant:** Bibliothèque, Hôpital, Supermarché, Hôtel, Office de tourisme, Café
- Boulevard Honoré De Balzac:** École, Gendarmerie, Mairie, Musée, Tribunal

Bonjour, je cherche la banque. C'est où?

Supermarché Banque
Librairie Cinéma Mairie

The map shows the same city grid with the following streets and buildings:

- Rue Carnot:** Gare
- Place Jeanne D'Arc:** Université, Piscine
- Avenue Victor Hugo:** Église, Parc, Rue Jules Verne (with traffic light), Cathédrale
- Cours Guy de Maupassant:** Théâtre, Bibliothèque, Hôpital, Hôtel, Office de tourisme, Lycée, Café
- Boulevard Honoré De Balzac:** Poste, École, Gendarmerie, Mairie, Musée, Tribunal, Restaurant

Games



1/1 Sounds [y] and [u] Follow Moderator Roam

Tu -tout. Correct!
Tu-vous. Non!

tu			
		tout	

Research questions



- What proportion of the new resources was used/re-used?
- Which criteria did tutors apply when selecting a resource?
- Were the resources used in their original form or adapted?
- If they were adapted, how and why?



Use and re-use of OERs

- OERs in language teaching
- Recent research and surveys show that OERs are used but what is difficult to assess is how
- 'Invisible re-use and sharing' (Beaven, 2013)

Materials evaluation



‘... the starting point for any evaluation should be the reflection on the evaluator’s practice leading to articulation of the evaluator’s theories of learning and teaching’.

Tomlinson (2003, p.18)

Materials adaptation



“Effective adaptation is a matter of achieving ‘congruence’... The good teacher is ... constantly striving for congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context, and the teacher’s own personality and teaching style”.

Madsen and Bowen (1978) in Tomlinson (2012)

Materials adaptation



Four selective processes:

- Selection
- Rejection
- Adding
- Changing

(McGrath, 2002)



Material adaptation

- McGrath focuses on the two main categories of adaptation:
 - Adaptation as **addition** (teachers provide additional examples, additional explanations, additional exercises = more of the same; further exploitation of materials)
 - Adaptation as **change** (it is a recognition that an activity does not do what it was intended to do, or does not do it as effectively or as efficiently or as interestingly as it might)

Techniques for adaptation



Ellis (1986) suggested that: “Every teacher is in a very real sense an adapter of the material he/she uses’, employing ‘one or more of a number of techniques: supplementing, editing, expanding, personalising, simplifying, modernising, localising, or modifying cultural/situational content”.

McDonough and Shaw (1993) and Cunningsworth (1995) talk about *techniques* that may be used when adapting materials:

- Adding: extending and expanding
- Deleting: subtracting and abridging
- Simplifying
- Reordering
- Replacing



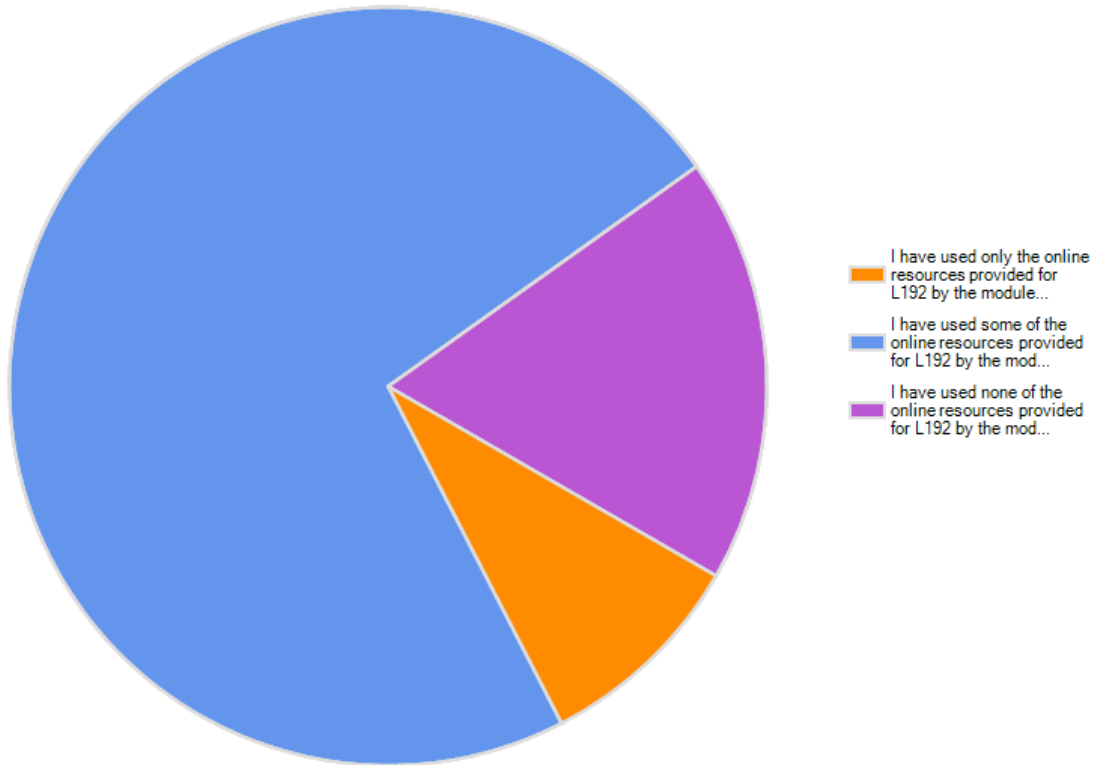
Methodology

- Online questionnaire to 32 tutors (new course)
 - 11 respondents
 - use and reuse of new materials
 - reasons for using/criteria
 - whether they used as is or adapted
 - seeking volunteers for interviews
- Semi-structured interviews online (Elluminate)
 - 7 volunteers at the end of questionnaire
 - 4 made themselves known
 - general use of resources/LORO
 - language teaching approach
 - examples of resources used/adapted



Findings – use of materials

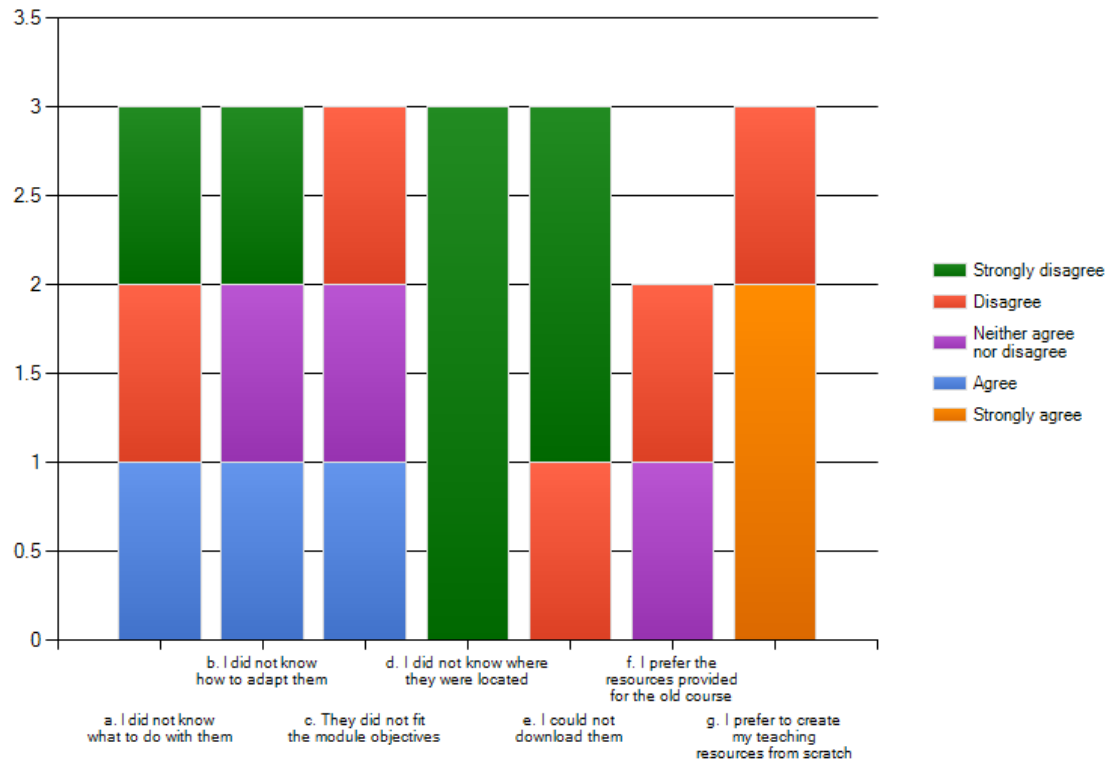
1. Which of the following best describes your choices of resources at this stage of the module? In the tutorials I have run so far:





Findings – use of materials

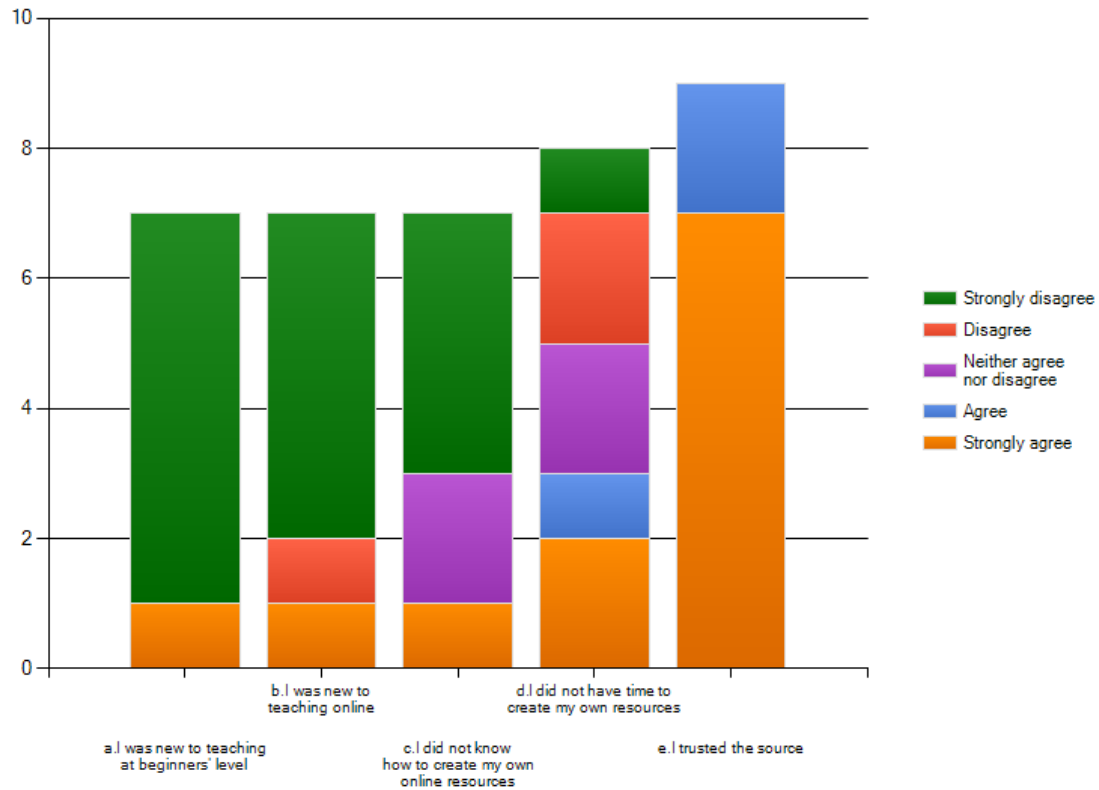
2. I used none of the online resources provided for L192 by the module team because:





Findings – use of materials

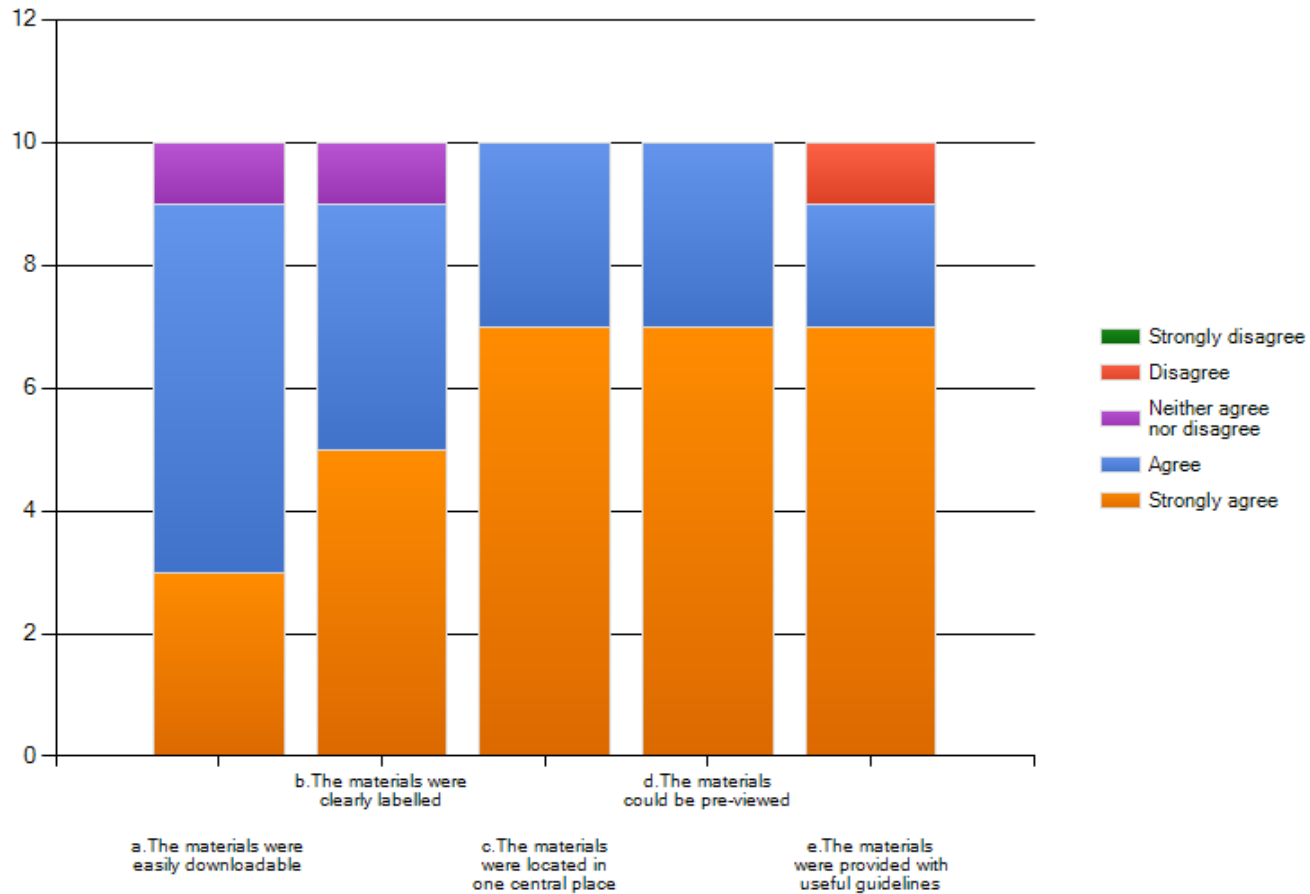
3a. I used the resources because: General reasons





Findings – use of materials

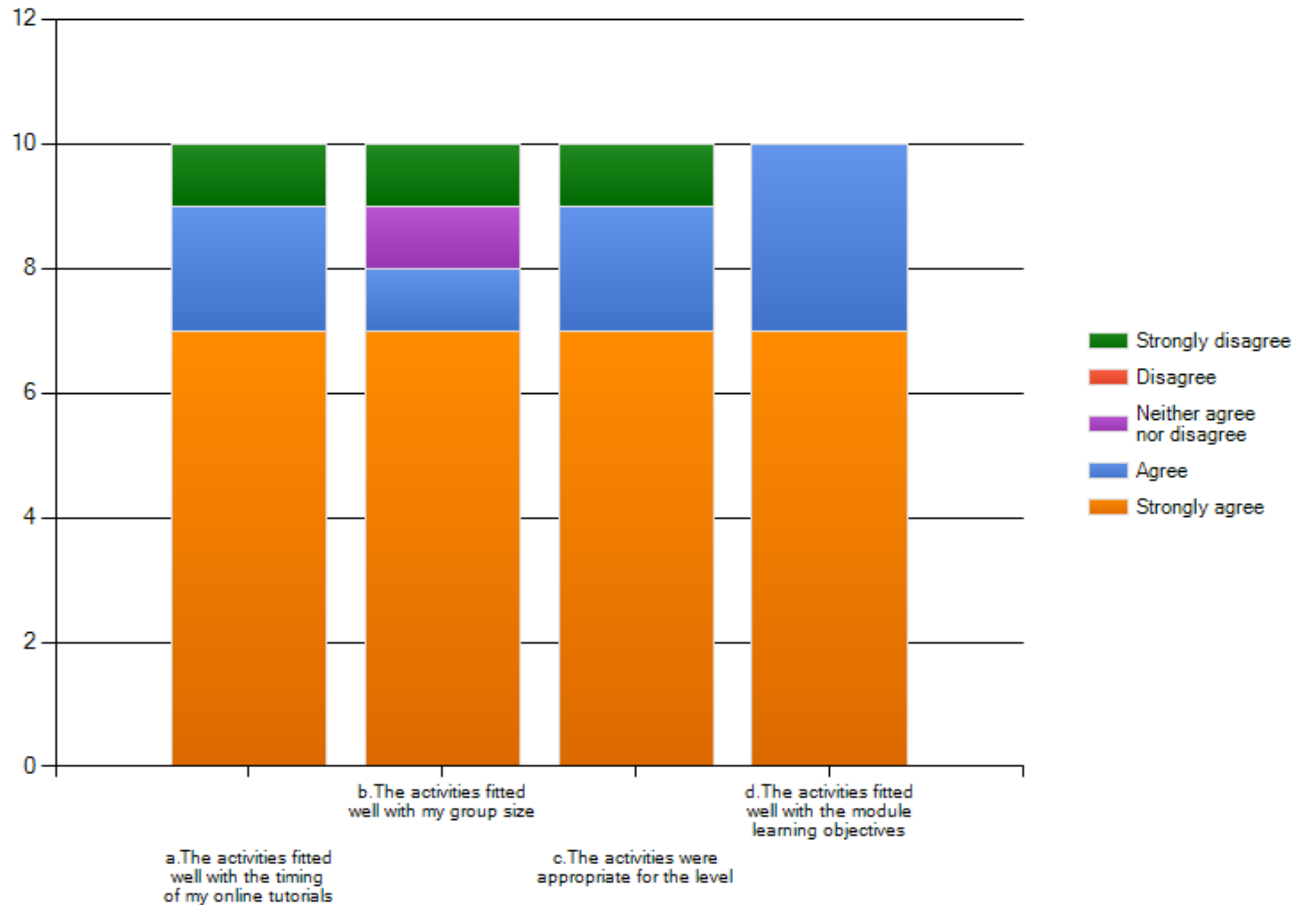
3b. Accessibility





Findings – use of materials

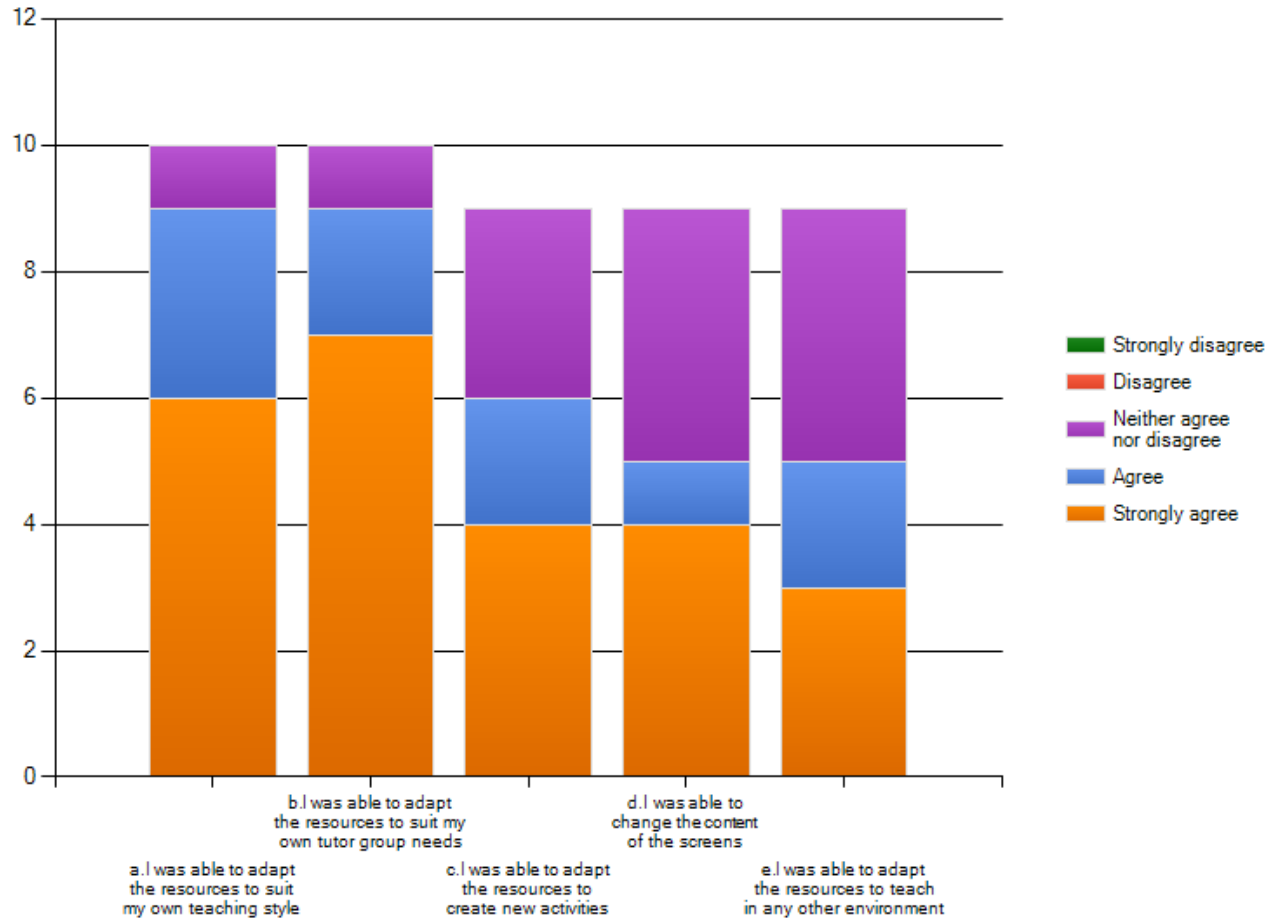
3c. Appropriacy





Findings – use of materials

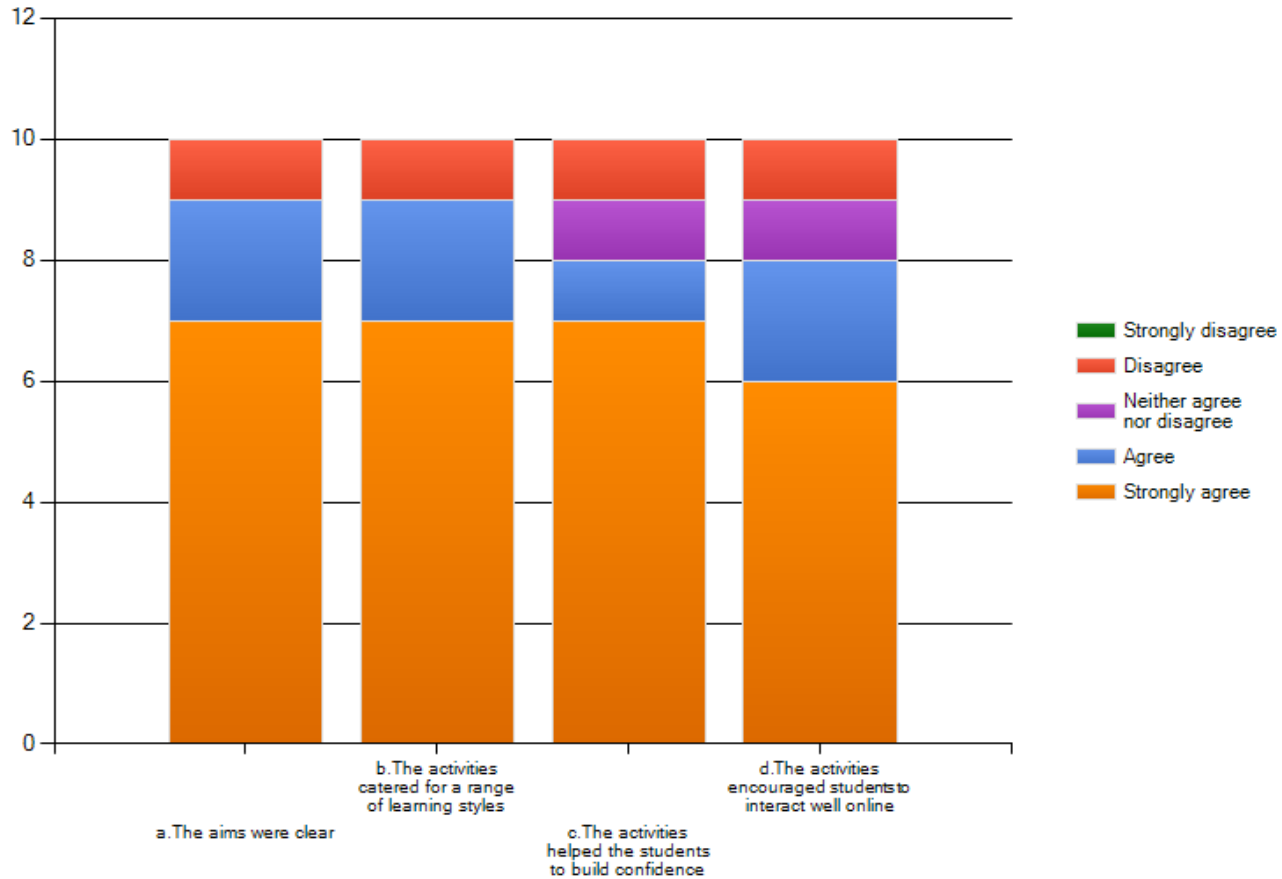
3d. Adaptability





Findings – use of materials

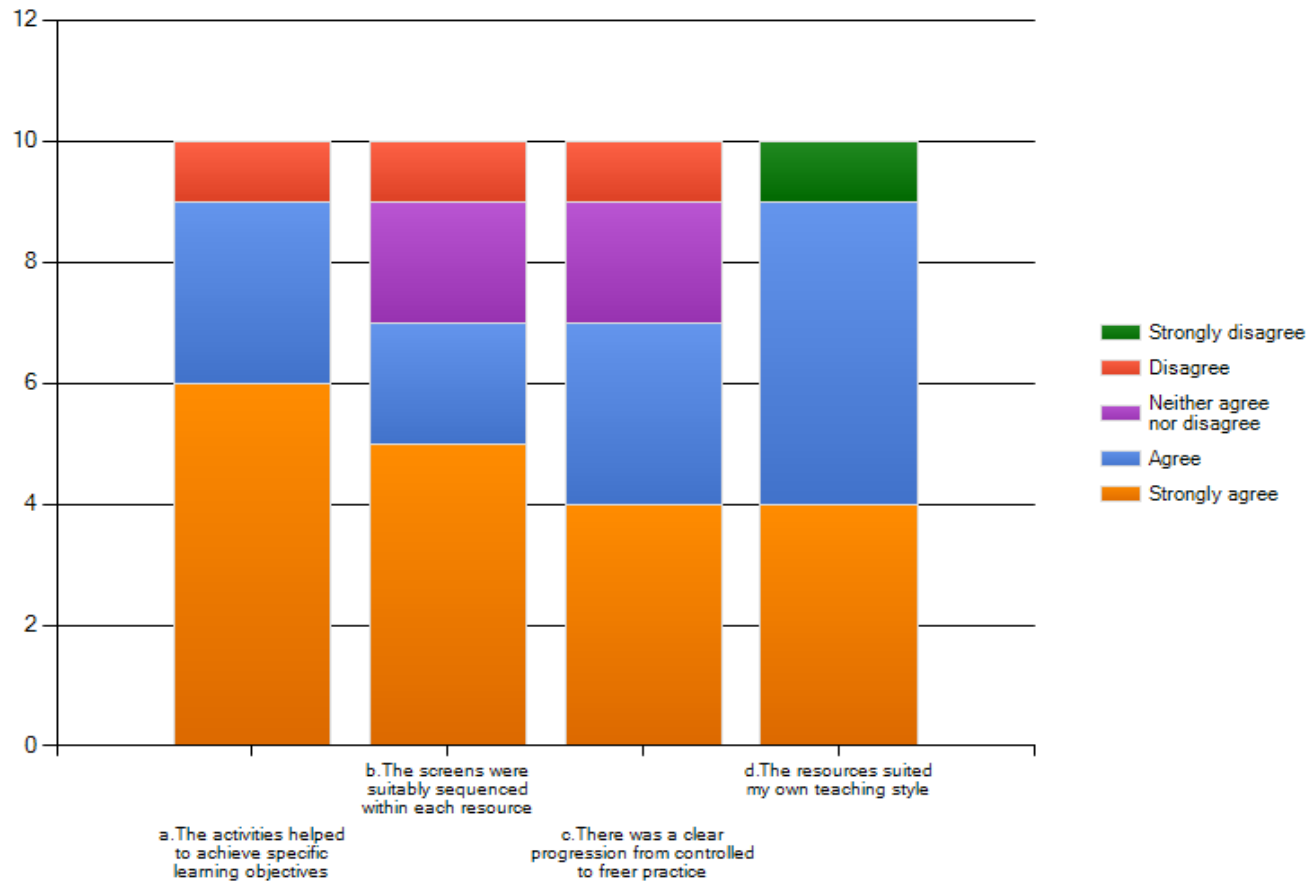
3e. Learner needs





Findings – use of materials

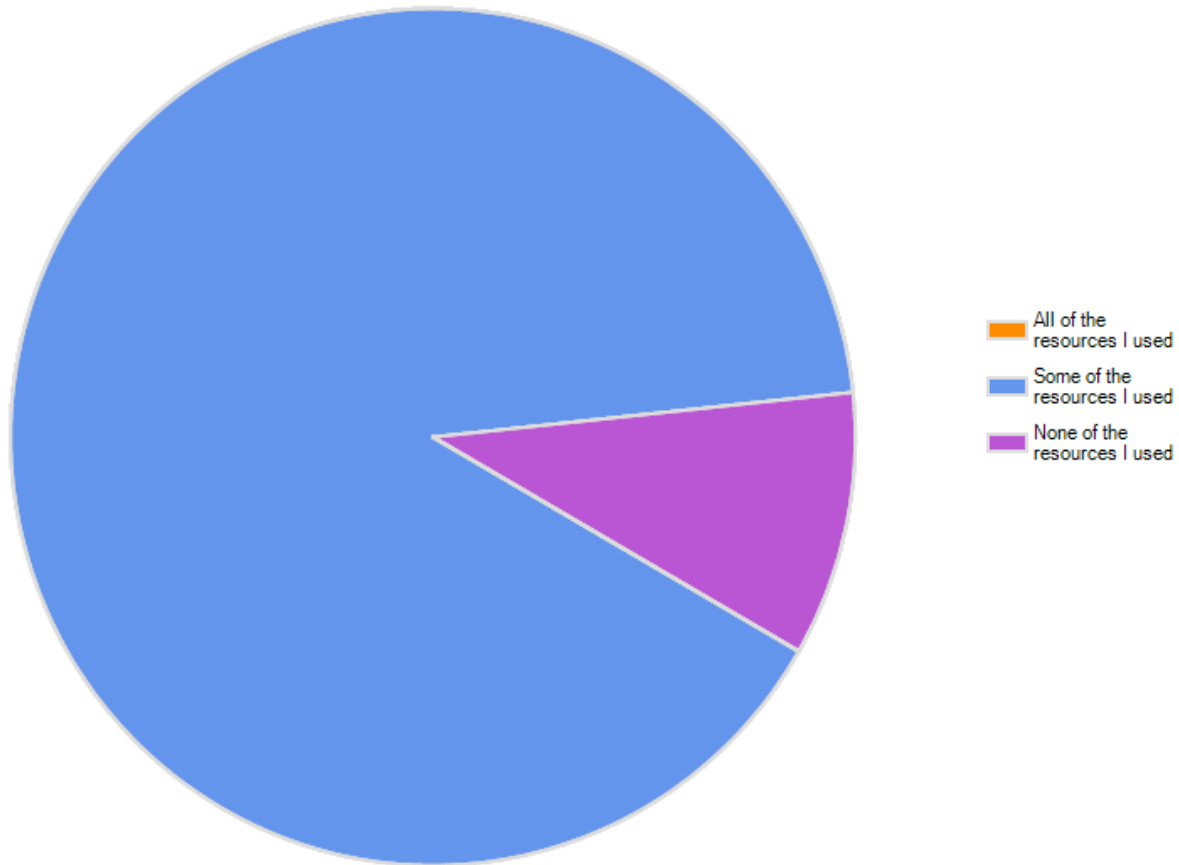
3f. Pedagogy/methodology





Findings – use of materials

5. In the tutorials I have run so far, I have adapted the whiteboards in: (please tick the statement which best applies)





Findings – interviews

- All tutors are regular users of LORO
- Mainly to download resources for their course
- They sometimes browse in other OU resources
- They do not upload their own resources (IRP/time)
- They all adapt some of the resources they use
- They all seem to use a communicative approach in their tutorials
- They all agree that the resources are fit for purpose
- The guidelines for tutors were useful but not essential



Techniques for adaptation

Mainly, the tutors:

- Added slides (supplementation/personalising)
- Added text on slides (supplementation/expanding)
- Changed the look (change/personalising/modifying culture)
- Changed the text (change/expanding)
- Changed the approach/the activities (expanding/personalising)



Examples of adaptation

New slides

Whiteboard - Main Room (Scaled 117%)

3/26 Ma photo



**Bonsoir
et
bienvenus**

Moi, c'est Anne.

Et vous?

Before the start of the tutorial, check your audio by going into 'Tools' (on the toolbar at the top of the screen above the names of the participants).

Tools --> Audio --> Audio set up wizard and do the tests.


Whiteboard - Main Room (Scaled 132%)

3/15 Public Screen 2

Bienvenue!
Welcome to Elluminate!

Sound check: prononciation practice
l'hôtel - les hôtels
anglais - anglaise - français - française - écossais
- écossaise - américain - américaine
canadien - canadienne - gallois - galloise


Moi, c'est Anne. Et vous ?



Coquelicots - poppies in the South of France, near Béziers

20/22 Public Screen 2

Bonjour
Bienvenue à notre session sur Elluminate
du 8 décembre
Nous allons commencer à 10h30
Merci
Evy



Samuel



Examples of adaptation

Used, added text and extended

3/47 Drinks

Follow Moderator

le le
le la
le le l'

lait

bière eau thé
vin café
jus d'orange

David LeGosse

Etienne

David Rogivo

Etienne

David Rogivo

Etienne

15/26 Drinks

J'aime le / la / l'.....mais
je préfère le / la / l'.....

Je n'aime pas le / la / l'.....
je préfère le / la / l'.....

le le
le la
le le l'

lait

bière eau thé
vin café
jus d'orange

David LeGosse

Etienne

David Rogivo

Etienne

17/32 Occupations

Follow Moderator

serveuse fleuriste
cuisinier serveur
médecin cuisinière
fleuriste
médecin

FreeDigitalPhotos.net

FreeDigitalPhotos.net

FreeDigitalPhotos.net

FreeDigitalPhotos.net

FreeDigitalPhotos.net

12/26 Occupations

Il est..... // Elle est.....

serveuse fleuriste
cuisinier serveur
médecin cuisinière
fleuriste
médecin

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FreeDigitalPhotos.net

FreeDigitalPhotos.net



Examples of adaptation

Used and extended

44/48 Restaurant dialogue

Bien cuit, s'il vous plaît.
Deux glaces à la vanille.
Une bouteille de vin rouge et une carafe d'eau.
Nous prenons un steak frites et un saumon grillé.
Un pâté de campagne et pour madame, une salade, s'il vous plaît.

Et après?
Qu'est-ce que vous prenez comme dessert?
Monsieur/madame... qu'est-ce que je vous sers en entrée ?
Quelle cuisson pour le steak ?
Très bien, et comme boisson?

not used

Whiteboard - Main Room (Scaled 107%)

45/48 Ordering at the restaurant

Diner

Entrées

- Salade de gésiers
- Ficelle picarde
- Cuisses de grenouille
- Foie gras
- Feuille de brick à l'œuf
- Gratin de fruits de mer
- Salade au saumon fumé

Plats

- Gambas flambées
- Bar au vin blanc
- Faux filet à la bordelaise
- Brochette de bœuf
- Escalope de veau
- Entrecôte au Porto

Desserts

- Crème brûlée
- Tarte au chocolat
- Café liégeois
- Salade de fruits frais

Et avec ça ?
Vous désirez?
Ce sera tout?
Et comme dessert?
Qu'est-ce que vous prenez?

l' l' le le la la
le le la la
les le la la

Examples of adaptation



Practice: possessives

Les membres de la famille
GODART

... père s'appelle Bernard.
...mère s'appelle Marie.

mon
ma
mes
son
sa
ses

Bernard Marie

Louise Daniel Stéphanie Marc

Paul Marianne Hélène Laurent

Practice: possessives

Les membres de la famille
GODART

... fille s'appelle Marie
... père s'appelle Bernard
...mère s'appelle Marie
...soeur s'appelle Marie
...femme s'appelle Marie
... fils s'appelle Marie

mon
ma
mon
ma
ma
ma

Bernard Marie

Louise Daniel Stéphanie Marc

Paul Marianne Hélène Laurent

Talking about one's own family

Tu as des frères et des sœurs?
J'ai un frère et une soeur.
Comment s'appelle ton frère?

Ma soeur MOI Mon frère

Nom? Nationalité? Age? Ville? Profession?

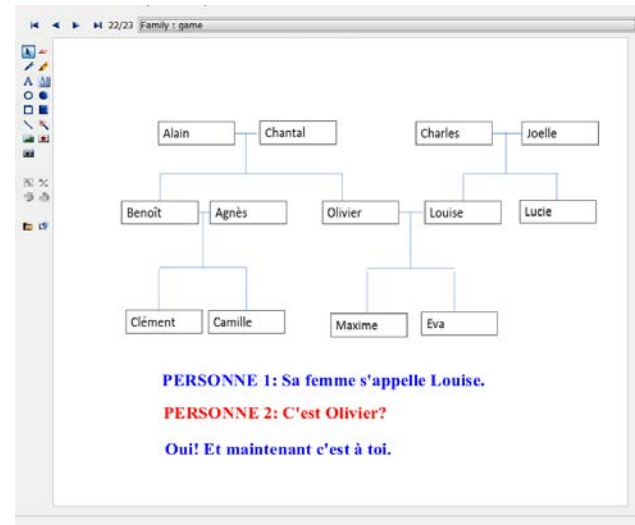
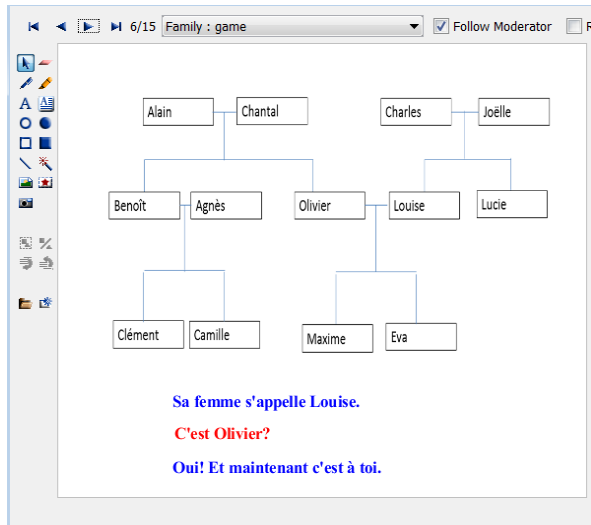
Talking about one's own family

Tu as des frères et des sœurs? Il s'appelle Gerard.
Comment s'appelle ton frère? J'ai un frère et une soeur.
Et maintenant, c'est a toi!

Ma soeur MOI Mon frère

Nom? Nationalité? Age? Ville? Profession?

Examples of adaptation





Examples of adaptation

New slide

Quelques vœux de NOËL pour vous et vos proches

JOYEUX NOËL et Bonne Année

écrivons une carte de vœux

Cher Thierry, Chère Marguerite,

Je vous

et j'espère.....

A vous,
votre amie d'enfance,
Evy

je vous souhaite
je te souhaite

je vous envoie

vous revoir

santé, bonheur, amour

bisous
bien cordialement
à très bientôt

votre nièce; votre neveu
votre soeur

Used and extended

Elle porte un pull vert clair...

C'est correct. / Ce n'est pas correct.



Examples of adaptation

Not used

10/26 Nationalities

Ils sont d'où?

Marc est...
Christina est...

Marc Christina

irlandais gallois
italienne anglais allemand
galloise français italien
japonaise irlandaise
japonais allemande
écossais américaine
canadien française
américain écossaise
canadienne

New slide

5/15 L192_Bonjour

Moi, c'est Tom Jones.
Je suis gallois, et vous ?

Tom Jones

Other portraits: Nicolas Sarkozy, James Franco, Judi Dench, James Bond, Cameron Diaz, Halle Berry, Brigitte Bardot



Reasons for adaptation

- Interview 1: To create more interaction between students
- Interview 2: To give more support to students
- Interview 3: To emphasise on grammar structures/to practise language not taught in course
- Interview 4: To elicit vocabulary from students rather than giving it to them

These changes reflect each tutors' beliefs that they had described when asked to talk about their teaching approach.

They agree with the principles but they want to do it in their own way during the tutorials.



Summary of findings

- Tutors use the L192 resources because they trust them
- The resources are fit for purpose
- The teaching guidelines are not always followed
- Tutors all seem to follow a communicative approach in their tutorials
- They adapt most resources using different techniques
- They adapt to suit learners' needs and teaching styles
- They may adapt the resources even if they think they fit with course objectives, methods and content
- Tutors have strong beliefs in their teaching approach

Recommendations to course developers/creators of OERs



- Expect most practitioners to change resources
- Acknowledge all teaching styles
- Explain teaching suggestions clearly



Further research

- To look into the reasons for changing in more depth: is it because they do not understand how the resource work or is it because they have their own interpretation of what communicative approach means online?
- To fill a gap in the literature about online materials adaptation
- To look into implications for OERs sharing and collaboration

Any questions?



Thank you for your attention.
Do not hesitate to contact us.

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