ICT and Blended Learning: Challenges and Opportunities

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This paper discusses ways in which ICT is challenging established notions of teaching and studying, and aims to show how blended learning in educational settings is increasingly connecting online environments with face-to-face (F2F) instruction. It emphasizes the relevance to ELT of blended learning, and in identifying the challenge of providing effective language learning for new generations of students its hypothesis situates the solution in a mutually supportive whole embracing online and in-class. University students grew up with the Internet, thus it is an inseparable part of their lives and should no longer be viewed as ‘technology’ but as one component of everything else. Blended learning facilitates greater opportunities for participation among these learners, empowering them as the agents of what to study, when to study, where to study and how much to study. At the same time, ICT has to confront the challenge of ensuring quality education through building deeper understanding and more effective language learning. Fully integrated print-digital courses, with an instructional design that builds in support, consolidation, recycling and review across different media, offer exciting opportunities to bring this about.

The presenter discusses materials he helped develop for an online lab that combine F2F instruction with the power of ICT to offer technologically-enhanced learning. Online environments put learners in control of a rich and varied menu of study options, encouraging learner autonomy and offering instant feedback on progress, helping to stimulate and maintain motivation. Blended learning looks ahead towards the future of tertiary education, allowing for a range of learning styles to blossom under in-class directed learning in tandem with autonomous networked learning. It is intended that participants in the session will be able to apply the cutting-edge pedagogical tools introduced here in their own teaching situations.

Analysis of Rhetorical Strategies to Identify Moves in English Research Presentations in Science and Engineering Fields

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Research presentations in English compose one of the most important and problematic genres for science and engineering students who are not native English speakers. Much effort has been expended in teaching how to give effective presentations. However, the teaching usually focuses on the surface linguistic and organizational dimensions without a genre-based viewpoint for observing and controlling discourse-community patterns. The present research analyzed a corpus of novice (student) American researchers in various engineering fields included in JECPRESE, the Japanese-English Corpus of Presentations in Science and Engineering (http://www.jecprese.sci.waseda.ac.jp/). JECPRESE offers a bilingual corpus aiming to help non-native speakers of Japanese and English prepare presentations on their research. The present study examined how rhetorical strategies contribute to effectively construct moves in research presentations. The rhetorical strategies dealt with here are clefting (eg. What we wanted