

Technology-enhanced curriculum development in a coursebook-based learning culture: the ESP tertiary context

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What the presentation will entail

- ❖ **Background information: who are we?**
- ❖ **The study and outcome: what happened?**
- ❖ **The purpose: so what?**
- ❖ **Reflections: did it help?**
- ❖ **Conclusions**





Introduction to a Technology-enhanced Curriculum

ESP in HE

**English for Chemical Engineering:
Research Project, Spring 2018**

Background Review: Integrating technology in ESP

- ❖ Expecting students to develop into autonomous learners is not feasible in a teacher-centred context (Hedge, 2000)
- ❖ In order to improve learning, the students' needs must be considered (Lekatompey, 2010)
- ❖ New technologies have offered new ways of visualising and capturing curriculum designs, bringing authenticity and collaboration to what has been a risk-averse process (Giannikas, forthcoming)

The Participants

- ❖ 20 First-year university students
- ❖ 5 male 15 female
- ❖ Male → 20yrs Female → 18yrs
- ❖ L1 Greek/D1 Greek Cypriot
- ❖ L2 learning in middle school

The Pilot Study

- ❖ *Tailor-made curriculum*
- ❖ *From a coursebook-based approach to a Technology-enhanced curriculum*
- ❖ **Adopt a similar curriculum in the years to come based on the results of the pilot study**

The Objective of the Study

- Stress the fusion of *interactive tools*
- Enhance *students' autonomy*
- Resource and content *management*
- Communal and individual *content production*
- Presentation and sharing



Students' Transformational Period

- ❖ Progress 
- ❖ Impact 
- ❖ Cognitive interactivity 
- ❖ Instrumental interactivity 

The Curriculum Design

- ❖ L2 development, past and future
- ❖ Content introduced across other modules
- ❖ L2 for academic and professional context
- ❖ Authentic material

The Curriculum Content

- ❖ Academic Journals (analysis and comprehension)
- ❖ Academic Writing
- ❖ Communication skills expected in academic contexts
- ❖ Presentations and responding to questions
- ❖ Lab communication
- ❖ Research Skills

Tools as Facilitators

- ❖ Google Scholar
- ❖ Google Drive/Docs/Forms/Slides
- ❖ Prezi
- ❖ Canvas
- ❖ YouTube
- ❖ Social Media
- ❖ PCs
- ❖ Mobile Devices
- ❖ Projector



Research Methodology

- ❖ Students' reflections
- ❖ Online questionnaires



Purpose for Reflections

- ❖ **To include their needs and thoughts of any potential changes made to the curriculum**
- ❖ **Encourage students to share their opinions and input freely**
- ❖ **Identify what the students found most useful and exciting**

Purpose for Questionnaires

- ❖ Demographic information
- ❖ Past Experience with language learning
- ❖ Past experience with technology in their education
- ❖ Insights on their perspective of technology-enhanced ESP course

The Demographics

- ❖ 56,9% ➔ Learning English for 9-12 years
- ❖ 43,1% ➔ Learning English for 6-8 years
- ❖ 64,3% ➔ Never used technology in their language learning
- ❖ 50% ➔ Used technology in other subjects from time to time
- ❖ 92,9% ➔ Language lessons were based on course-books
- ❖ 57,1% ➔ Would have preferred the use of technology in their past L2 learning

What the students had to say:

Student 4: Technology can be *more vivid and interesting*, but it is trickier to use.

Student 1: You can access more information.

Student 11: I prefer technology because it is easy to use, and you can find more things which can help you in your subjects.

Student 19: I cannot concentrate on a screen for long.

Student 15: Books can be really interesting sometimes, but working on the internet can be fun and entertaining.

Questionnaire Outcomes

- ❖ **Autonomy**
- ❖ **Professional Growth**
- ❖ **Critical thinking**

Student 2: I enjoy using technology in my English classes because I use critical thinking rather than just accepting everything I see or hear.

Student 7: I can use the internet and answer my own questions. I don't need to ask my professor for answers all the time.

Students 20: This kind of learning and using technology in my lessons helps me become more mature as a student. |

Facebook to Deliver Content

- ❖ Facebook group: 'English for Chemical Engineering'
- ❖ None had used Facebook for educational purposes
- ❖ 71.4% stated that it was very practical

Facebook Training for Course Use

- ❖ Time limits
- ❖ Plagiarism
- ❖ Interactive features



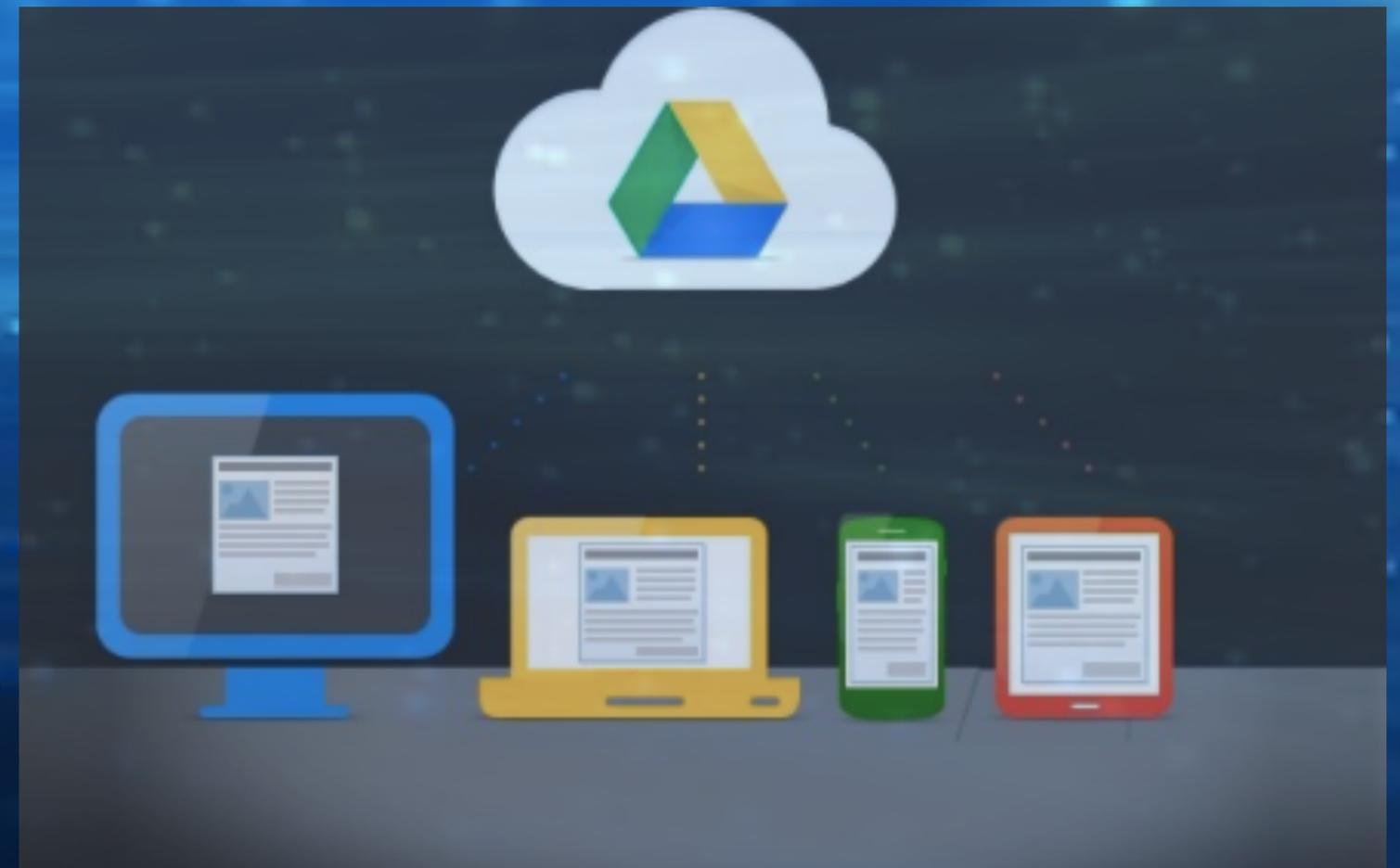
YouTube to Deliver Content

- ❖ **57.1%** Preferred YouTube because their listening tasks had a visual
- ❖ **71.4%** Enjoyed using subtitles
- ❖ **21.4%** Stated that YouTube added more variety
- ❖ **100%** Stated that YouTube use in ESP helped with other courses



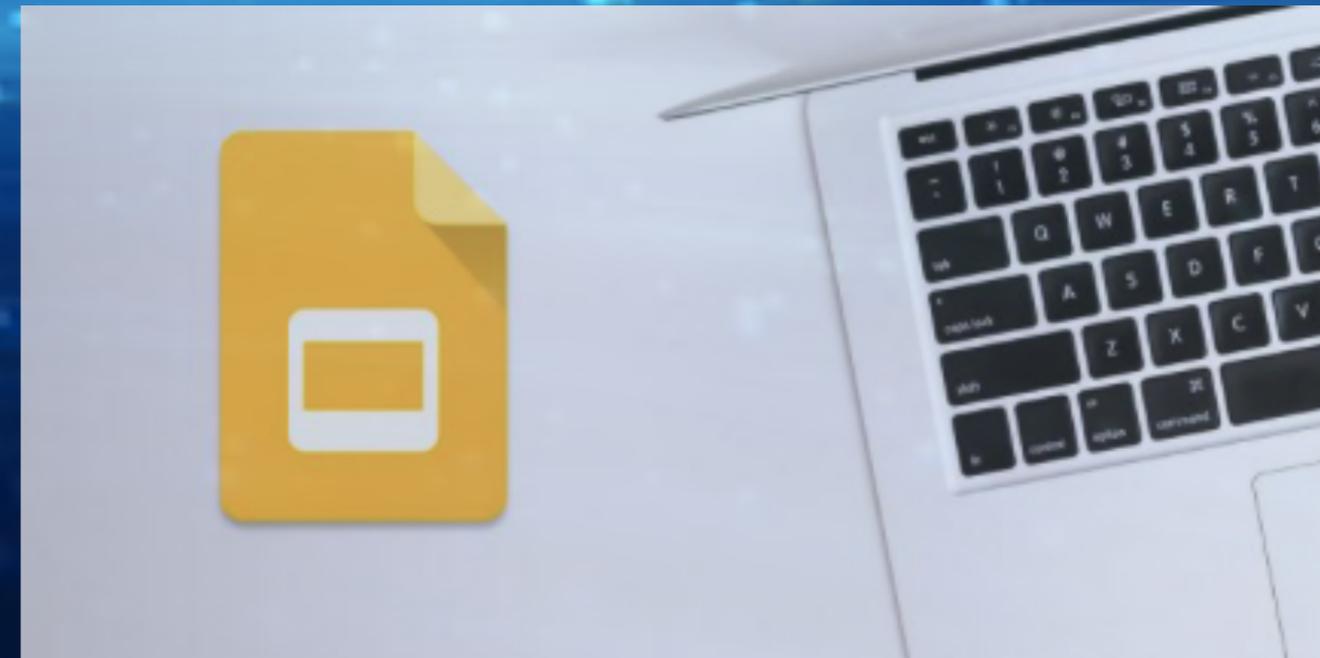
Google Drive/Doc to Deliver Content

- ❖ 100% found it practical and easy to use
- ❖ 64,3% appreciated that they did not need to save their work
- ❖ 28,6% found Google Docs easier to use than Microsoft Word



Google Slides Delivery Content

- ❖ **93% felt comfortable working on slides**
- ❖ **50% had issues with delivering a presentation in the L2 than the tool itself**
- ❖ **14,1% stated that the entire process makes them very nervous**



Students' Reflections

- ❖ **Intrigued by the use of technology**
- ❖ **Increased confidence by the end of the course**
- ❖ **Learned how to work autonomously**
- ❖ **The process encouraged student interaction**

Student 15: Looking back at the beginning of the first semester, and the beginning of the ESP lessons, I have concluded that it was going to be an awesome course throughout the whole semester due to the expansion of the usage of technology during classes. Now that we are nearly at the end of the second semester I feel more confident about myself speaking English in front of other people. Moreover, using technology helped me to emphasise more on researching the web and finding the answers for questions that nobody could give me answers to. Also I've also learned how to cooperate with other people in the making of a project or a presentation. I found this very interesting because during the preparation we all shared our thoughts about a specific subject and exchanged different ideas. In conclusion, this second semester of English taught me how to be more independent and more competitive in my life.

Students' Reflections

- ❖ **A new world of rich resources**
- ❖ **Learned more about their own field**
- ❖ **Beyond their expectations**

Student 4: During the second semester, we have learned a lot of things in our English course that helped us, not only with our studies, but also with other courses. We watched videos, lectures from chemical engineers talking about their experiments, the solution of their experiments and their plans for the future about chemical engineering. We had so many resources because we were working online. I learned more than I had ever expected from an English class. It was all very helpful.

Final Results

- ❖ **64,3% Working in groups were effective**
- ❖ **70% Asked the instructor less questions**
- ❖ **0% Wanted to work on coursebooks individually**
- ❖ **72% Were more confident English users by the end of the semester**

Limitations of the Study

- ❖ **The sample**
- ❖ **The time available**
- ❖ **The lack of additional sources of data collection**

Conclusion

- ❖ **Insights on the level of intensity of cognitive and instrumental interactivity**
- ❖ **A coursebook, teacher-centred approach can be overcome with ease**
- ❖ **Feel more confident when presented with resources they use in their daily lives**
- ❖ **Learner autonomy is as important to the learner as the instructor**
- ❖ **Students embrace a wider variety of content and resources**

References

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END

Thank you for your attention

Any Questions ?



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HOME

BIO

PUBLICATIONS

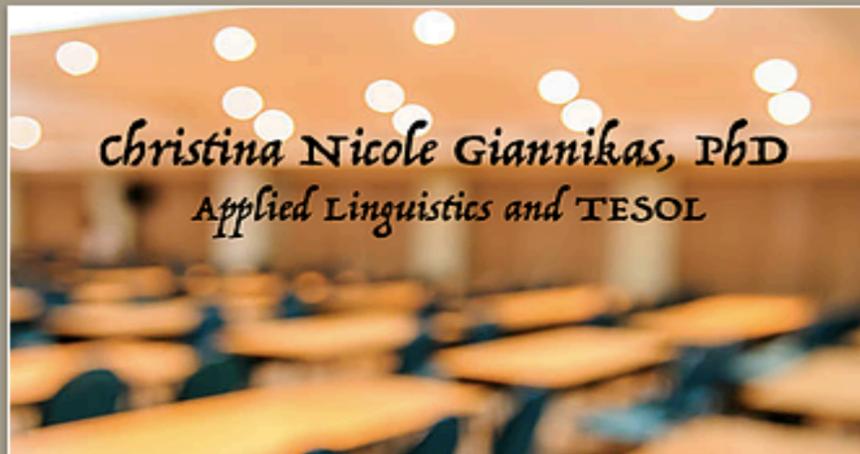
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