THE MULTIMODAL AFFORDANCES OF EXPLORATORY PRACTICE

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BALEAP PIM: Multimodality in EAP

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Aims of this presentation

- Introduce the concept of Exploratory Practice (EP) as a pedagogic approach

- Contextualise EP as a pedagogic choice at Leeds

- Evidence the multimodality inherent in EP

- Invite EAP professionals to consider EP as a framework for inclusive multimodal teaching and learning

Overview

- Multimodality in UK HE
- Challenges of intermediate multidisciplinary EAP
- The multimodality of EP
- EP in practice, with examples of posters
- Implications and application

Defining multimodality

"[...] the ability to successfully engage with texts that integrate different semiotic resources."

(Crawford Camiciottoli and Campoy-Cubillo, 2018, p.1)

"Multimodal pedagogies [in EAP] encourage the use of a range of modes (such as talk, writing, music, images) and a range of resources (including multilingual, experiential, embodied, and technologically-driven)."

(Archer, 2022, p.545)

Multimodality in (UK) HE

- Ubiquitous

    (Archer and Breuer, 2016)

- Result of 'digital revolution'

    (Trimbur and Press, 2015)

- Cross- and inter-disciplinary

    (Bezemer and Kress, 2016)

The University of Leeds context

- ELU0101 Academic English for Postgraduate Studies (AEPS) Level 1

- Year round PGT (University of Leeds, 2023)

- IELTS entry level 5.0, spikey profiles

- Multidisciplinary

Challenges for AEPS Level 1

- Tension between disciplinary expertise, linguistic competence and contextual familiarity
- Disciplinary representation (Swales, 2009)
- Time constraints of pre-sessional courses
- Uptake of extracurricular opportunities
- Competing external demands*

*See recent changes to visa regulations for PGT students

EP as a pedagogic approach

- 7 principles (Allwright, 2003)
- Potential Exploitable Pedagogic Activities (Hanks, 2017)
- Sociomaterial endeavour (Lacković and Popova, 2021)
- Consensus and cooperation building (Hanks, 2021)
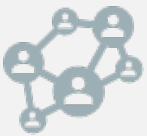- Practitioner motivation (Consoli, 2021)

The multimodality of EP

"[...] using multimodal methods to explore their puzzles, and posters or 'sticky objects', to disseminate their work, learners are potent agenda-setters, investigators and theorisers [...]"

(Hanks, 2021, p.463)

EP in practice

Collaborating

Navigating and selecting appropriate communicative modes and social settings

Puzzling

Considering experience of language learning including interaction with texts

Planning

Using graphic tools to visualise and plan the project; working with timelines and dates

Investigating

Collecting primary and secondary data; exploring findings through varies textual methods

Presenting

Selecting and presenting data in a poster presentation and report.

Reflecting

Reflecting on the EP process as a screencast*

* New addition

WHY DO INTERNATIONAL STUDENTS ENCOUNTER DIFFICULTIES IN ENGLISH SPEAKING?

Introduction

- The ability to speak English is essential for international students' success (Richard and Renandya, 2002).
- Many International students face difficulties speaking English (Maher and Al Nakhalah, 2016).
- **The purpose:** to understand the puzzle of why International students encounter difficulties in English speaking ?

Methodology

- A qualitative approach was used via individual online interviews.
- Two pre-sessional postgraduate students IELTS score (5 -5.5).
- Two PhD students IELTS score (7-7.5) Two teachers in the Language Center at Leeds University.

Results & Discussion

(Category A) PhD Students	English Speaking Difficulties	Fundamental Influential Factor That Cause English Speaking Difficulties
IELTS 7 – 7.5	most difficulties **category A** encounter while speaking English: fear of mistake, shyness, lack of confidence, and anxiety.	All fall under the name **psychological factors** or psychological obstacles English (Maher and Al Nakhalah, 2016).

(Category B) pre-sessional postgraduate students	English Speaking Difficulties	Fundamental Influential Factor That Cause English Speaking Difficulties
IELTS 5 – 5.5	The difficulties **category B** faced wide speaking English fell under problems in Verbal fluency, grammatical accuracy, and lack of vocabulary.	The main factor for speaking problems in this category due to **lack of English-speaking skills** (AlQassas, 2019).
English tutors	Considered that difficulties experienced by international students who did not pass the English language requirement are due to lack of English-speaking skills	• Acquiring English speaking skills through Immersion in different language activities • The learner should be Autonomy and out Class Learning)Chan ,2011; Zarei and Zarei,2015).
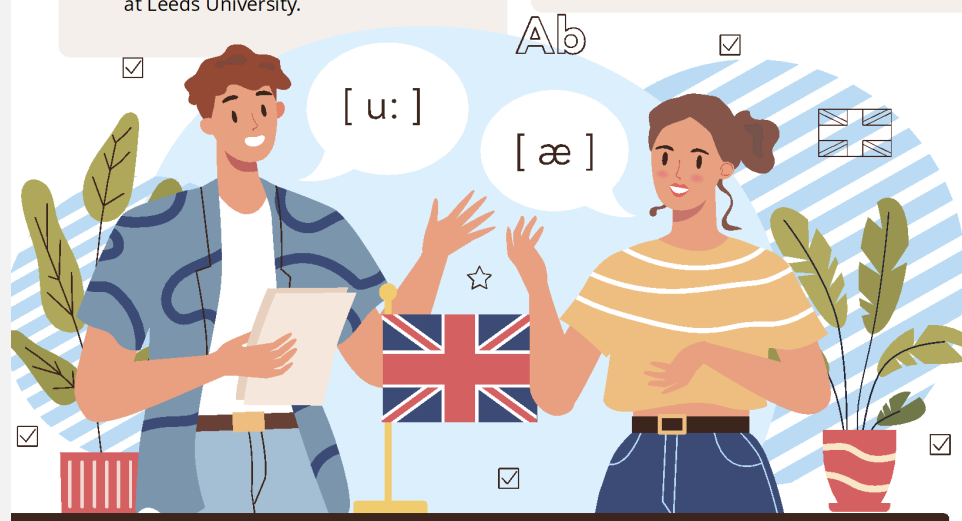
Conclusion

- The contribution of this study to finding difficulties in speaking English for international students.
- International students encounter English speaking difficulties because of two main factors are psychological factor and the lack of English-speaking skills .
- In the future, the research should be expanded with on increase in the sample size and be in different nationalities.
- Finally, this study's results cannot be generalized due to the small sample.

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Chan, Wing H. W.2011.Learner Autonomy and the Out-of-Class English Learning of Proficient Students in Hong Kong. International Journal of Learning .17(11), pp45-62. 18p.

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Ab

How can listening boost your language learning process?

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INTRODUCTION

- 70% of people's day is engaged in various forms of communication, 45% of this time is devoted to listening *(Adler et al., 2001)*.

- Listening is the first skill that develops in human being and when we became able to understand spoken language, improving the other skills will be easier for us(Renukadevi,2014) .

- Aim of study : addressing the puzzle of how can listening boost your language learning process.
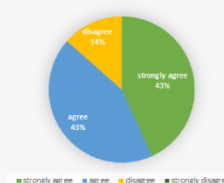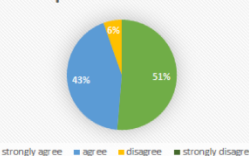
METHODOLOGY

- online survey using Google forms
- Microsoft Excel for analysis
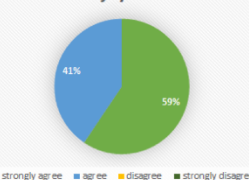- 37 responses
- students are from different levels

listening score in IELTS

3-3.5 3% | 4 8% | 4.5 14% | 5 16% | 5.5 5% | 6 or more 19% | unknown 35%
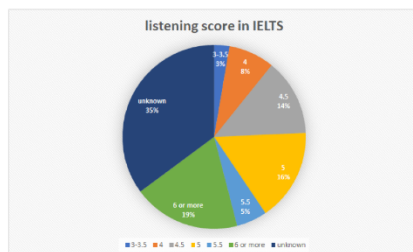
listening is the most important skill as that it helps improving the other language learning skills

strongly agree 43% | agree 43% | disagree 14% | strongly disagree

Listening to native speakers can help improve my speaking skill incl. pronounciation

strongly agree 51% | agree 43% | disagree 6% | strongly disagree

Improving my listening skill can be enjoyable

strongly agree 59% | agree 41% | disagree | strongly disagree

RESULTS & DISCUSSION

Listening can improve the other language learning skills:

- Listening is the input that we need, to produce speaking which is the output (Hidajat, 2019).

Enjoyablity:

- Students are not limited to use academic resources to improve their listening skills.
- Listening can be enhanced through watching movies, listening to songs and podcasts.

CONCLUSION

As what our results suggested, improving the listening skill can be enjoyable.

which means that it is easier for students to improve thier other skills through something they enjoy doing. At the same time, our results also suggested that developing listening skill helps improving the other language learning skills. Therefore, this study has answered our puzzle of how can listening boost language learning process.

RECOMMENDATIONS

- Larger sample of participants is recommended.
  Audible book websites to improve language learning skills through listening:
- Audible.co.uk
- Audiobooks.co.uk

- Adler, R., Rosenfeld, L. and Proctor, R. (2001) *Interplay: the process of interpersonal communicating.* 8th ed. Fort Worth: Harcourt.
- Hidajat, Y. 2019. *Interview with J. Song.* 26 November, Leeds
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Why is language learning progress not linear (plateau)?

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Introduction

- Facing a learning plateau encouraged us to explore why language learning progress is not linear. Second Language (L2) learners might face a plateau (**Richards, 2008**).
- Motivation level affects L2 learning (**Dörnyei, 2001**).
- Language learners avoid difficult language (**Hummel, 2014**).
- Learners' language may be Fossilized in some contexts (**Selinker, 1989, cited in Hummel, 2014**).

Aim

To get a better understanding of whether language learning is non-linear or not focusing on three contributing causes.

Methodology

Method: quantitative approach; an online questionnaire which was closed questions with the option of other
Participants: 28 international students studying at The Language Centre of Leeds University.

Results

14% No
86% Yes

No / always / often / Sometimes / occasionally

Figure 1: The percentages of students who have experienced a learning plateau

42% Demotivation
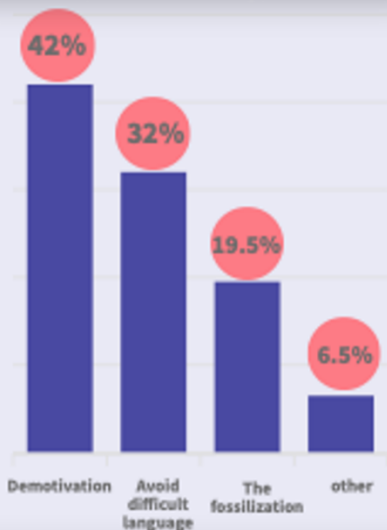32% Avoid difficult language
19.5% The fossilization
6.5% other

Figure 2: The factors considered by students as the most important causes of experiencing a learning plateau

Discussion

- Our research showed that most students seem to go through a learning plateau this supporting Richards (2008).
- Demotivation has the most significant impact on the L2 learning progress close to what Dörnyei (2001) explained. It was suggested that raising the level of motivation may contribute to the continuity of progress.
- The avoidance of difficult language prevents learners' ability to correct mistakes which seems to be consistent with Hummel (2014).

Conclusion

- This study confirmed that language learning progress seems non-linear.
- Language learners are exposed to go through the learning plateau.
- The study presented reasons that could contribute to the plateau; demotivation, avoiding difficult language and fossilization.

Implications

The study suggests language learners and teachers should be knowledgeable about the learning plateau in addition to how to overcome it.

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Implications and application

- The journey versus the destination

- Agency and autonomy (Allwright, 2003;Hanks, 2015; Hanks 2021)

- Relevance to learners

- The digital dimension (Kim et al. 2023)

- Flexibility and adaptability

Thank you

Thank you for listening.

There will be an opportunity to ask questions in the live Q & A during the PIM.

Alternatively, you are welcome to email me.

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