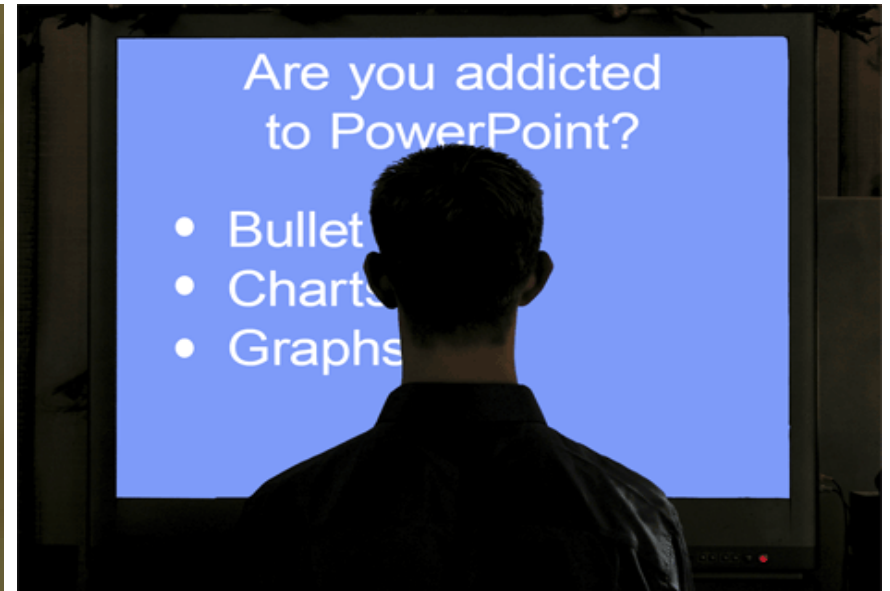
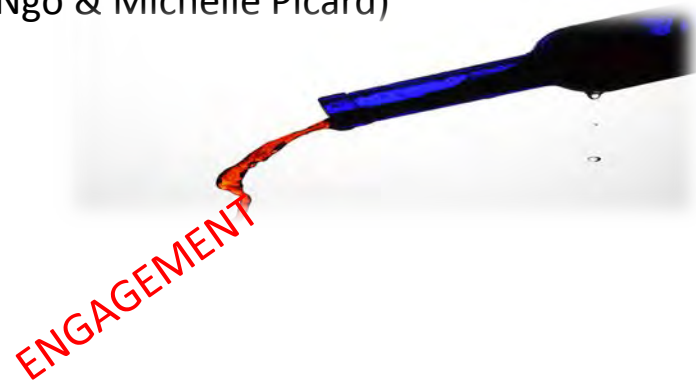


Maximising EFL student engagement in a higher education setting via ICT integration: Old wine, new bottle, new consumers

A Vietnamese case study

(Van Giang Ngo & Michelle Picard)





High tech
Low
engagement

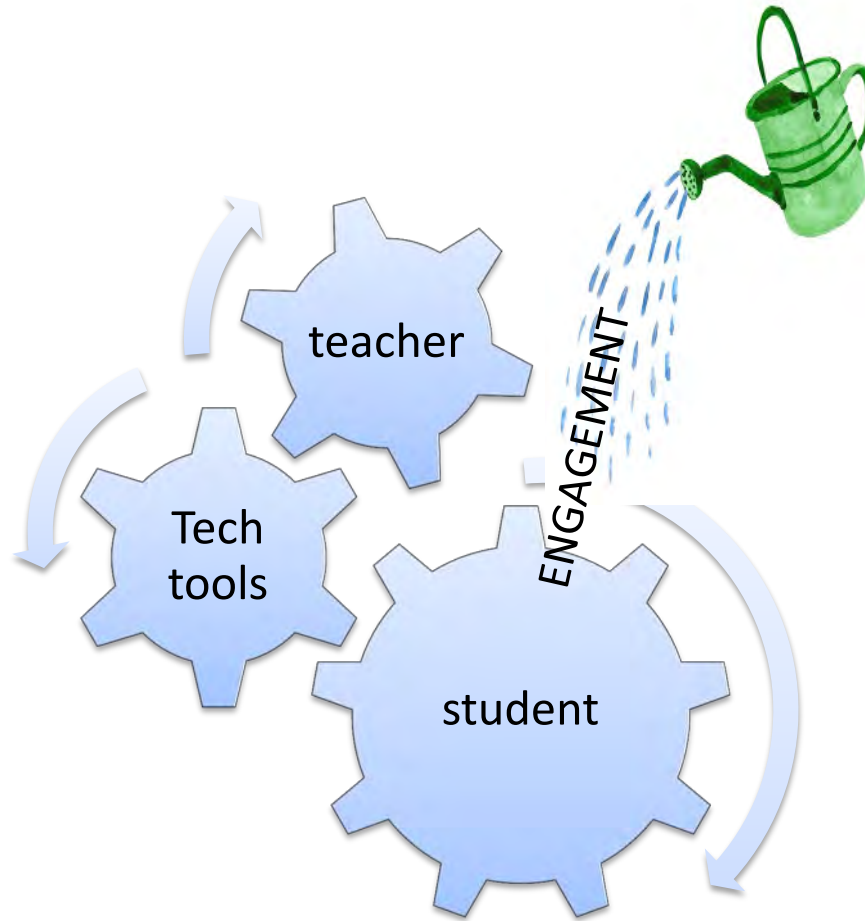


TECHNOLOGY FLEXIBILITY?
LEARNING ANYTIME, ANYWHERE & ON ANY DEVICE



High
participation
Low
engagement

Is it
engaging?



flexible integration of ICT to lubricate the interaction: Teacher-
Student-Learning environment

What enables and disables flexibility in ICT integration?

Classroom observation	Follow-up interviews
How is ICT integrated?	What drives or hampers flexible integration?

ICT Flexibility - What dimensions?

(Collis, Moonen, and Vingerhoets, 1997)

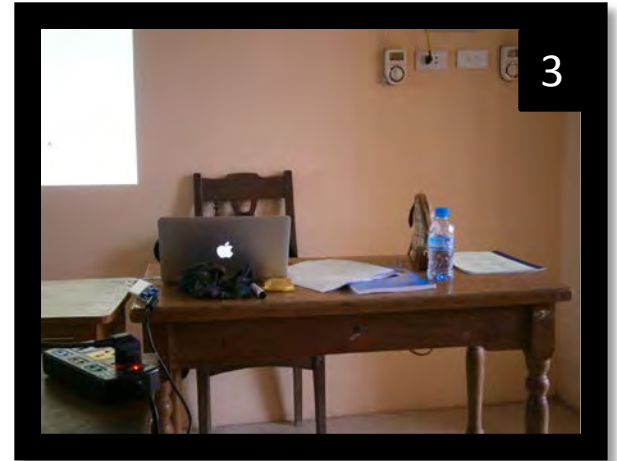
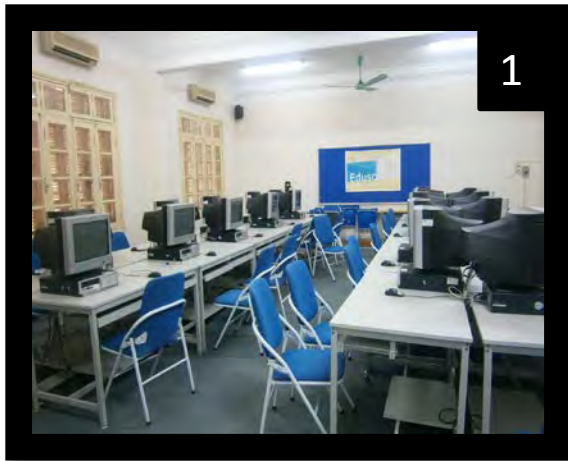
Timely

Responsive

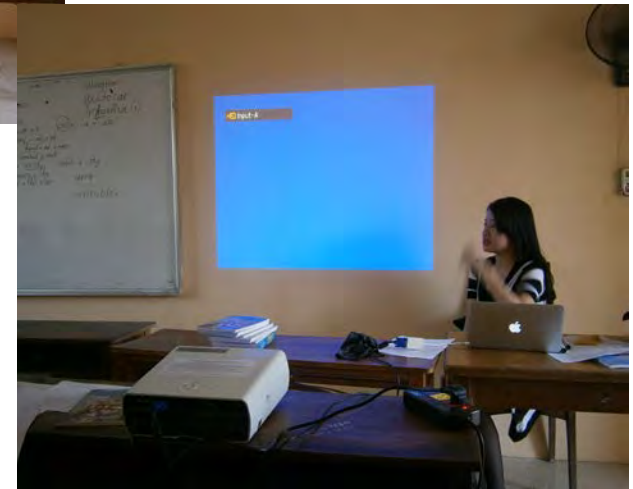
Adaptive

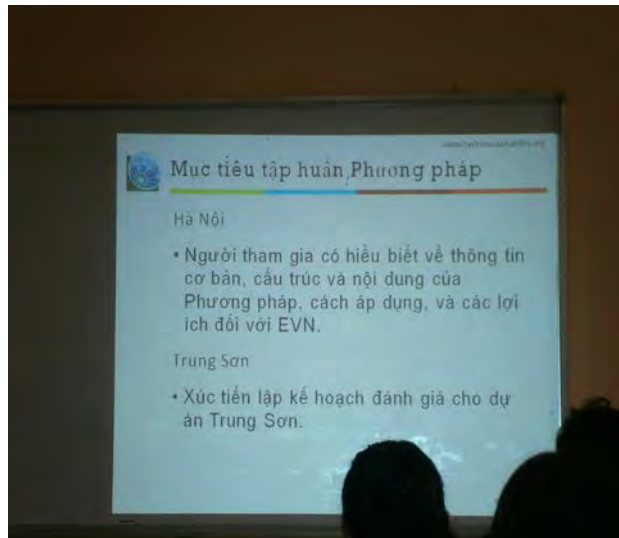
FLEXIBILITY DIMENSION GROUPS

Time	Course start/finish	Expectation within a course	Timing of assessments		
Course content	Range of topics covered	The sequence of topics covered	Amount & scope of content	Level: basic, intermediate advanced	Assessment of criteria
Entry requirement	Pre-test	Predetermined certificates	Usefulness of the course		
Instructional approach & resources	Social or individual learning activities	Language used by teachers/chosen by learners	Study materials	Pedagogic approach	
Course delivery & logistics	Time & space where help can be obtained	Way of obtaining help	Types of help	Location for course participation	Delivery channels: F2F Tech-mediated varieties
Implicit dimensions	Expected role of instructor	Expected role of student	Role of the course in a larger context (e.g., part of a degree program, required by employer, informal learning)		



Classroom observation – thick description approach





Attributes	Thuy class	Dang class
Adaptive	-finding alternative (wall screen)	Co-creating resources with sts
Responsive	Fixing technical breakdown	Applying scaffolding techniques
Timely	Using different sources (Handouts)	Instant support inside and outside class
Flexibility drivers	Alternatives: if one tech device fails, look for others	Digital literacy Teaching passion

OLD WINE: simple technologies

Presentation software
Hardware
Mobile devices

NEW CONSUMERS:
modern/digital/Net students
Cyber teachers

NEW BOTTLES:
pedagogical implications

Issue of pedagogy-before-technology
Issue of value-laden technology
(Feenberg, 1991; Watson, 2001)

Web 2.0/3.0 learners: learning environment changed over time towards digital classroom
(Morgan, 2012; Venkatesh, Croteau, & Rabah, 2014)

