<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnes Kriz</td>
<td>AUSTRIA</td>
<td>Jose Luis Bernat</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Agustín López</td>
<td>SPAIN</td>
<td>Josephine Desouza</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Aislinn Joy</td>
<td>IRELAND</td>
<td>Karen Stansberry Beard</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Alan Garfield</td>
<td>UNITED STATES</td>
<td>Kari Björn</td>
<td>FINLAND</td>
</tr>
<tr>
<td>Aleksandra Kulpa-Puczynska</td>
<td>POLAND</td>
<td>Katy Salisbury</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Amparo Girós</td>
<td>SPAIN</td>
<td>Lorena López</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Ana Mouta Costa</td>
<td>PORTUGAL</td>
<td>Luis Gómez Chova</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Ana Paula Lopes</td>
<td>PORTUGAL</td>
<td>Mª Jesús Suesta</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Ana Tomás</td>
<td>SPAIN</td>
<td>Marco Ronchetti</td>
<td>ITALY</td>
</tr>
<tr>
<td>Ann Cotton</td>
<td>UNITED KINGDOM</td>
<td>Marek Nałęcz</td>
<td>POLAND</td>
</tr>
<tr>
<td>Antonio García</td>
<td>SPAIN</td>
<td>Margaret Mackay</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Beata Godejord</td>
<td>NORWAY</td>
<td>Marge Táks</td>
<td>ESTONIA</td>
</tr>
<tr>
<td>Béatrice Arend</td>
<td>LUXEMBOURG</td>
<td>Maria Porcel</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Bernadette Musetti</td>
<td>UNITED STATES</td>
<td>Maria ReGester</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Bob Ives</td>
<td>UNITED STATES</td>
<td>Martha Ioannidou</td>
<td>GREECE</td>
</tr>
<tr>
<td>Brad Curabba</td>
<td>UNITED ARAB EMIRATES</td>
<td>Michael Cronin</td>
<td>ITALY</td>
</tr>
<tr>
<td>Chelo González</td>
<td>SPAIN</td>
<td>Michal Palko</td>
<td>SLOVAKIA</td>
</tr>
<tr>
<td>Chinonye Moses</td>
<td>NIGERIA</td>
<td>Miltiadis Lytras</td>
<td>GREECE</td>
</tr>
<tr>
<td>Chris Schaben</td>
<td>UNITED STATES</td>
<td>Mónica Fernández</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Cristina Lozano</td>
<td>SPAIN</td>
<td>Norma Barrachina</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Dace Namson</td>
<td>LATVIA</td>
<td>Olga Teruel</td>
<td>SPAIN</td>
</tr>
<tr>
<td>David Dennison</td>
<td>UNITED KINGDOM</td>
<td>Olyesya Razdorskaya</td>
<td>RUSSIAN FEDERATION</td>
</tr>
<tr>
<td>David Martí</td>
<td>SPAIN</td>
<td>Panagiotis Fotaris</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Dragos Tataru</td>
<td>ROMANIA</td>
<td>Patricia Hind</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Eladio Duque</td>
<td>SPAIN</td>
<td>Paula Cordeiro</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Emine Kuluşakli</td>
<td>TURKEY</td>
<td>Peter Haber</td>
<td>AUSTRIA</td>
</tr>
<tr>
<td>Fatema Hussain</td>
<td>SINGAPORE</td>
<td>Piotr Berkowski</td>
<td>POLAND</td>
</tr>
<tr>
<td>Garold Zborovsky</td>
<td>RUSSIAN FEDERATION</td>
<td>Robert Gable</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Graham Lowe</td>
<td>UNITED KINGDOM</td>
<td>Robert Workman</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Helen Osieja</td>
<td>SWEDEN</td>
<td>Sabina Maraffi</td>
<td>ITALY</td>
</tr>
<tr>
<td>Helena Germano</td>
<td>PORTUGAL</td>
<td>Sebastian Hober</td>
<td>GERMANY</td>
</tr>
<tr>
<td>Hen Friman</td>
<td>ISRAEL</td>
<td>Sergio Pérez</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Ignacio Ballester</td>
<td>SPAIN</td>
<td>Shaun Speed</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Ignacio Candel</td>
<td>SPAIN</td>
<td>Sophie Hollows</td>
<td>PAKISTAN</td>
</tr>
<tr>
<td>Ilmars Kreituss</td>
<td>LATVIA</td>
<td>Sotirios Skevoulis</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>IngoWaldmann</td>
<td>GERMANY</td>
<td>Stephen Cheskiewicz</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Isabel Huet</td>
<td>UNITED KINGDOM</td>
<td>Syed Munib Hadi</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Iván Martínez</td>
<td>SPAIN</td>
<td>Thomas Rachfall</td>
<td>GERMANY</td>
</tr>
<tr>
<td>Javier Domenech</td>
<td>SPAIN</td>
<td>Victor Fester</td>
<td>NEW ZEALAND</td>
</tr>
<tr>
<td>Javier Martí</td>
<td>SPAIN</td>
<td>Vidar Gynild</td>
<td>NORWAY</td>
</tr>
<tr>
<td>Joanna Lees</td>
<td>FRANCE</td>
<td>Wendy Gorton</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Jose F. Cabeza</td>
<td>SPAIN</td>
<td>Xavier Lefranc</td>
<td>FRANCE</td>
</tr>
</tbody>
</table>
CONFERENCE SESSIONS

ORAL SESSIONS, 3rd July 2017

MOOCs: Massive Open Online Courses (1)
Online Assessment (1)
Serious and Educational Games (1)
Augmented Reality & 3D Experiences
University-Industry Cooperation (1)
Distance Learning
STEM in Primary and Secondary Education
Professional Development of Teachers (1)
Coding & Programming in Schools
Technology Enhanced Health Sciences Education

MOOCs: Massive Open Online Courses (2)
Online Assessment (2)
Serious and Educational Games (2)
Virtual Reality Experiences
University-Industry Cooperation (2)
Personal Learning Environments
STEM in Higher Education
21st Century Skills
New Platforms to Teach Coding Skills
Experiences in Engineering Education

Learning Analytics
Quality Assurance & Evaluation
Game-based Learning & Gamification (1)
Videos for Learning
Entrepreneurship
Educational Trends & Best Practices (1)
Technology Enhanced Maths Learning
ICT Skills and Competences among Teachers (1)
Computer Science Education
CLIL Experiences in Foreign Languages

Open Educational Resources
Quality Assurance in Higher Education
Game-based Learning & Gamification (2)
Educational Software and Videos
Employability & Workplace Training
Technology Enhanced Learning (1)
Maths in Primary & Secondary Education
ICT Skills and Digital Literacy
Leading Institutional Change
New Trends in Health Sciences Education

POSTER SESSIONS, 3rd July 2017

Emerging Technologies in Education and e-Learning
Experiences in Education
ORAL SESSIONS, 4th July 2017

e-Learning & b-Learning Experiences
Assessment of Student Learning (1)
Online Collaborative Learning
Technology Enhanced Learning (2)
Exchange & International Programmes
Gender Issues
Links between Education and Research
Student Support in Education
Professional Development of Teachers (2)
New Trends in Post-graduate Education

Blended Learning
Assessment of Student Learning (2)
Project Based Learning
Web Technologies in Education
International Projects
Multicultural Education
Tutoring and Coaching
Special Education (1)
Pre-service and In-service Teacher Experiences (1)
New Trends and Experiences in Business Education

Flipped Learning
Assessment of Student Learning (3)
Collaborative Learning Technologies
Apps & Mobile Technologies
Pedagogical Innovations (1)
Intercultural Competences
Curriculum Design
Special Education (2)
Pre-service and In-service Teacher Experiences (2)
Museums & Cultural Heritage Learning

e-Learning Projects and Experiences (1)
Learning Management Systems
Collaborative Learning Experiences
Emerging Technologies in Education (1)
Pedagogical Innovations (2)
Language Learning Innovations
New Trends and Experiences in Physics Education
ICT Skills and Competences among Teachers (2)
Pre-service and In-service Teacher Experiences (3)
Architecture and Design Educational Experiences

e-Content Management and Development
e-Learning Projects and Experiences (2)
Collaborative Learning Environments
Emerging Technologies in Education (2)
Educational Trends & Best Practices (2)
Technology in EFL Learning
Educational Management
Teacher Training
Career Development of Educational Staff
Sustainability Education

POSTER SESSIONS, 4th July 2017

Global Issues in Education and Research
Pedagogical Innovations and New Educational Trends
VIRTUAL SESSIONS

Academic Research Projects
Barriers to Learning
Blended Learning
Collaborative and Problem-based Learning
Computer Software on Education
Computer Supported Collaborative Work
Curriculum Design and Development
Distance Learning
E-content Management and Development
e-Learning, Training, Evaluation and Assessment
e-Learning Projects and Experiences
Education and Globalization
Educational Management
Educational Software Experiences
Educational Trends and Best Practice Contributions
Educational/Serious Games
Emerging Technologies in Education
Enhancing Learning and the Undergraduate Experience
Entrepreneurship curriculum
Evaluation and Assessment of Student Learning
Experiences in Game Based Learning
Flipped Learning
Gamification
General Issues in Education
Impact of Education on Development
International Projects
Language Learning Innovations
Leadership in 21st Century Education
Learning and Teaching Methodologies
Learning Experiences in Higher and Further Education
Learning Experiences in Preschool Education
Learning Experiences in Primary and Secondary Education
Lifelong Learning
Links between Education and Research
Massive Open Online Courses (MOOCs)
Mobile and Tablet Technologies
Multicultural Education
New Learning/Teaching Models
New projects and Innovations
Online/Virtual Laboratories
Pedagogical Innovations in Education
Pre-service and In-service Teacher Experiences
Research Methodologies
Special Education
STEM in Education
Student Support in Education
Technology-Enhanced Learning
The Bologna Declaration and ECTS Experiences
Training educational staff
Transferring Skills and Disciplines
University-Industry Cooperation
Videos for Learning
Virtual Learning Environments (VLEs)
Vocational Training
Workplace Training and Employability Issues
ABOUT EDULEARN17 Proceedings

HTML Interface: Navigating with the Web browser

This USB Flash drive includes all presented papers at EDULEARN17 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "EDULEARN17.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected paper in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

Full Text Search: Searching EDULEARN17 index file of cataloged PDFs

If you have Adobe Acrobat Reader version 6 or later (www.adobe.com), you can perform a full-text search for terms found in EDULEARN17 proceedings papers.

Important: To search the PDF index, you must open Acrobat as a stand-alone application, not within your web browser, i.e. you should open directly the file "EDULEARN17.pdf" with your Adobe Acrobat or Acrobat Reader application.

This PDF file is attached to an Adobe PDF index that allows text search in all PDF papers by using the Acrobat search tool (not the same as the find tool). The full-text index is an alphabetized list of all the words used in the collection of conference papers. Searching an index is much faster than searching all the text in the documents.

To search the EDULEARN17 Proceedings index:

1. Open the Search PDF pane through the menu "Edit > Advanced Search" or click in the PDF bookmark titled "SEARCH PAPERS CONTENT".
2. The "EDULEARN17_index.pdx" should be the currently selected index in the Search window (if the index is not listed, click Add, locate the index file .pdx, and then click Open).
3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 9 and later:

1. In the “Edit” menu, choose “Search”. You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click “Load”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:

1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:

1. In the “Edit” menu, choose “Full Text Search”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
INTEGRATION OF LANGUAGE SKILLS THROUGH INTERACTIVE STORYTELLING

Lilit Bekaryan, Anush Ayunts
Yerevan State University (ARMENIA)

Abstract
The present research addresses ways of helping English language learners on the tertiary level in Armenia develop their receptive and productive skills through interactive storytelling sessions. The authors have chosen the term "interactive" to refer to a storytelling session that is administered both through technological tools and face-to-face classroom interaction and involves the use of visual and auditory stimuli, participants’ creative input based on prediction activities, jigsaw reading and text reconstruction exercises.

The paper outlines the main techniques and activities used in interactive storytelling and identifies their relevance in relation to adult learners.

1 INTRODUCTION

Stories are an inextricable part of any culture and as language learners, our exposure to stories starts in early childhood. Psychologists believe that one of the reasons for telling each other stories is that our brain mostly thinks in narration and enjoys listening to stories, as in the process of the storytelling the speakers’ and the listeners’ brains synchronise and start thinking in the same way. [1]

Though there is no universally accepted definition of a story, researchers agree on the following: stories touch a specific topic, can last a few minutes and can have various formats, ranging from personal narratives to instructional materials in diverse content areas. [2]

Stories are set in a particular setting, which is also known as the context of the story and they should have at least one character. Traditional stories should comprise a conflict or an obstacle which can help the story develop further. Conflicts usually lead to a climax, which is the turning point in the story and describes what happens when the characters face the conflict and try to solve it. Closure, also known as conflict resolution, follows the climax and tells the audience how the characters in the story have solved the conflict. The final stage in the story is conclusion, the stage when the story characters return to their regular life.

In the classroom, stories can be an excellent source of language input, as they expose the learners to the target language in context, provide authentic material and encourage the learners to integrate both receptive and productive skills when they do not just passively read the story or listen to it but respond to it with their own narration and input.

2 CONTEXT

The present piece of research is based on the joint experimental project that was hosted in the Department of English Philology, at Yerevan State University. A subject known as ‘analytical reading’ has been on the curriculum of the department since the Soviet era and the teachers teaching the subject follow the standards that were set by the professors and curriculum designers back in the mid 1960s of the past century. It is worth mentioning that in the countries of the Former Soviet Union, the term ‘analytical reading’ is defined as an approach that probes more deeply to understand the message and goal of the piece the students read. The main objective of this course is to enhance the learners’ English language skills by introducing them to the stories in English.

Despite the increasing popularity of learner-centred methodology in Armenia, a lesson of analytical reading at the University follows a typical teacher-centred format with the teacher leading the activity and providing the required information and the class being in an open arrangement. Students are usually assigned to read the story at home, while in the classroom they answer comprehension questions, translate some passages from the story and then have to re-tell the story and answer discussion questions open class. As we can see, with larger groups the sequence of the aforementioned activities might imply having the story retold several times, given the fact that every
learner should have their contribution in this and answering the questions individually and not in pairs or groups, which can affect the learners’ motivation and raise their affective filters due to insecurity and boredom. Very often the learners signal their lack of confidence when assigned individual tasks and frustration over having to listen to the same story retold by their peers for more than five times. They get easily distracted, do not listen to their peers or the teacher and play with their gadgets.

Having seen that the course was gradually losing its relevance for the learners, we decided to administer an informal survey among the students engaged in the course trying to identify the problems they experienced in the classroom during the sessions of analytical reading.

3 METHODOLOGY

The course evaluation was approached from qualitative and quantitative perspectives. The main evaluation tools included informal interviews with 40 learners engaged in the course and a post-experiment poll completed by the same learners. During the interviews, the learners cited the main reasons for their loss of interest in the course, among which they mentioned boredom, the feeling that the course was not consistent with their needs, the fatigue caused by translating lengthy story segments from English into Armenian, the complexity of the texts, etc. Two learners confided about their feeling of being ignored as a learner, as very often the teacher would not even have the time to address them any questions because of time constraints. Very few learners expressed their content with the course and wished it had been more learner-oriented. As we can see, the problems experienced by the learners can be arranged in two categories: affective factors and factors related to the learners’ insufficient systemic or language knowledge.

The data collected from the interviews aimed to help the teams of teachers and syllabus designers to recognize the problems the learners experienced and hence make a shift towards a personalized learning paradigm.

4 EXPERIMENT

The 21st century is apparently the age of “Homo Zappiens” learners, people who learn things differently than the older generation. Research suggests that Homo Zappiens learners tend to develop their meta-cognitive skills by inquiry-based approaches and collaborative learning. [3] For Homo Zappiens learners, learning compares to playing and they would rather think in images than words. Hence, as language teachers, we should acknowledge this need by fashioning our teaching with new media tools and gadgets.

With this in mind, we tried to design a sequence of teaching activities that would address the problems mentioned above and help us the teachers generate the learners’ interest in the course. All of these activities were integrated into the experimental “Analytical Reading” sessions that we hosted for the senior students. It is important to mention that the learners were not familiar with any of the stories covered through this period, nor were they assigned to read them in advance. Hence, every session was designed in line with the learners’ needs and with the objective to address the problems identified through interviews.

As it helped us to think of these activities in terms of stages in the lesson, with each stage guiding the learners to the actual story, we developed a storytelling lesson template broken down into three steps: predicting, storytelling and sharing.

The prediction stage of a storytelling session prepares the learners for the story and can comprise a prediction or activating schemata stage, during which the teacher generates the learners’ interest in the topic and activates their schematic knowledge.

It is in this stage that the learners are encouraged to make a lot of guesses and inferences. Through this stage, we decided to address the problems related to the affective factors listed above.

As it has already been mentioned, learners find it hard to concentrate on the story because they are not interested in the setting, its characters and thus do not feel motivated enough to complete any comprehension or production tasks related to it.

To address this problem, it was decided to activate the learners’ schemata of the type of the story or the topics discussed in the story through visual or auditory stimuli. For instance, one of the stories presented in an experimental session was “A very old man with enormous wings” by Gabriel Garcia Marquez and before presenting the story to our learners, we played a piece of music asking the
learners to close their eyes and to visualize the characters in the story. Though all the learners had diverse answers, this activity encouraged them to imagine the possible setting of the story and its characters. They also demonstrated willingness to contribute actively to the session trying to predict how the events would further unfold in the story.

Our teaching experience shows that the learners’ inability to understand the message is often caused by their unfamiliarity with the context. In this respect, we decided to provide the learners with some support to help them concentrate on what they were going to read about or hear. This entails outlining the setting and giving background information but not telling the students too much otherwise the whole storytelling session will be spoiled.

For our session featuring the story by Marquez, we designed 8 questions related to the events and characters in the story. During the session, following the initial prediction activity and before sharing the story with the learners, we screened every question for 30 seconds only, allowing them to write their own answer to the story. We encouraged them to be as creative as possible, as they were not familiar with the story and its characters and had to rely heavily on their imagination. After they answered all the questions, we asked them to share their answers with their partners and to decide whose answers were more interesting.

Questions preceding reading a story can activate the learners’ prior knowledge about the events discussed in the story and help the learners build up their own expectations about the information they are going to find out. The gained knowledge gives the learners confidence required for the successful comprehension of the story.

To tackle the problem with insufficient systemic knowledge and to provide them with more content, we selected ten most challenging vocabulary items from the story, screened them for the learners asking them to think of a context in the story where these words would be used. When in doubt about the meaning or the use of the respective items, we encouraged them to use an interactive visual thesaurus on their mobiles or tablets or ask their friends. This activity did not only expose the learners to the vocabulary introduced in the story but also helped them place the vocabulary in the correct context.

It is interesting to note that though all the aforementioned activities relate to the first stage, they tend to address almost all the learner issues that we have identified above. At the same time, due to the versatile format of the activities the learners develop their receptive and productive skills when completing them. Thus, for instance, they start the session with a visualization task that helps them more receptive by relaxing them and preparing for the following activity, during which they will have to both listen to their partners and speak to them.

During the third activity, the learners are extended an opportunity to combine their receptive skills with productive ones, when reading the questions and writing the answers. In the slot that follows this stage, they are again encouraged to speak to each other and listen.

In the second stage, the learners finally have the chance to read the story but not in its full version. In this stage, we arranged the class into two groups, and gave each group the first and the second part of the story respectively. In case of longer stories, we arranged the class into three groups and divided the story into three parts. The learners then were given 5 minutes to read their part of the story, after which they had to pair up with someone from the other group to share what they had read. They could not show their part of the story to their partner. Neither were they allowed to read it to them. With this strategy each student in the class served as a storyteller and had their own contribution to the story.

Every storytelling session was concluded with a sharing stage when the learners were asked to share their answers to the questions related to the story. For instance, during the session on ‘A very old man with enormous wings’, the learners said what they would do if they were in Pelayo’s shoes or if they met an angel.

5 RESULTS

The results of the post-experiment poll administered among the learners of the course verified that about 80 percent of the learners found the course extremely effective and engaging and would recommend it to their peers whereas 20 percent of the respondents claimed they would rather have the past format of the course as they felt shy to be engaged in so many speaking activities with their peers.
6 CONCLUSIONS

The results of this study provide some important insights into the cognitive and didactic effects of storytelling sessions.

It has been observed that students at Yerevan State University in Armenia get more engaged and interested in the classes of analytical reading when a storytelling session is built on the creative input of students, integrates both receptive and productive skills and involves the use of visual and auditory stimuli.

REFERENCES

