English Boost Live - EBL

Scalable, Customizable Language Training within the Moodle Ecosystem

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Presentation Outline

- Context & Overview
- English Boost Live – Specs “with question n 1 ”
- Learning Journey “with question n 2”
- Weekly Learning Cycle
- A Learner Card
- Pilot Results - Quantitative Learning Outcomes
- Qualitative Feedback - Post-Course Survey (in %)
- Learning Journey … after the end of the course and key to the questions
- EBL for Teacher Development - Questionnaire Takeaways
- Lessons Learned
- Conclusions & Future Development

Context & Overview

CHALLENGE!

!!!Providing live speaking practice with time constraint!!!

Scuola Lingue Estere Esercito 'Portale delle Lingue' (Moodle + BigBlueButton - BBB)

- **Blended**
- **Micro-Teaching/Micro-Learning**
- **Task-Based Language Teaching (TBLT)**

Learner Autonomy, Engagement and Collaboration

Portale delle Lingue (Moodle) + BigBlueButton - *BBB* + XERTE

Corso di Mantenimento di inglese
Focus
Receptive Skills
(integrated-skills – self-study mode)

SELF-PACED LEARNING PATHS with Granular LOs + Listening/Reading Comprehension&Vocab Quizzes

ENGLISH BOOST LIVE
Focus
Enhancement of productive skills through live practice
(integrated-skills)

English Boost Live - Specs

Course format:
blended micro-teaching
micro-learning model
Participants:
two groups of six learners

Levels

- **Functional Level:**
  STANAG 6001 SLP 2
  CEFR B1 - B1+
- **Professional Level**
  STANAG 6001 SLP 2+ - 3
  CEFR B2 - B2+ - C1

Duration:
eight weeks
Delivery period:
May-June 2025

Official achievement test:
not foreseen

N. 1 ?

English Boost Live

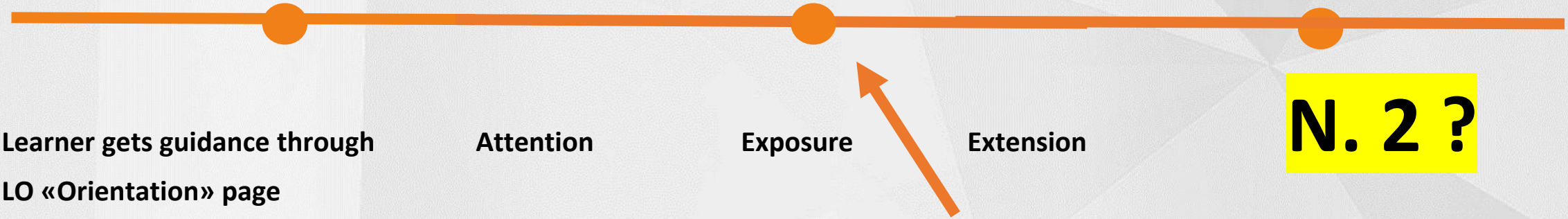
GENERAL INFORMATION ABOUT THE COURSE

Target Users: 6 participants of the "Corso di mantenimento di inglese"
Platform: Live sessions on BBB
Start Date: Tuesday, 6 May 2025
End Date: Tuesday, 24 June 2025
Time: Tuesdays, 14:30 – 15:10

Learning Journey

Corso di Mantenimento di inglese/ self-study mode	**ENGLISH BOOST LIVE**	Corso di Mantenimento di inglese/self-study mode
Before the Course	Throughout the Course	After the Course

Asynch Self-study learning with LOs **Asynch Preparation/Live Session/Asynch Consolidation**



Learner gets guidance through LO «Orientation» page

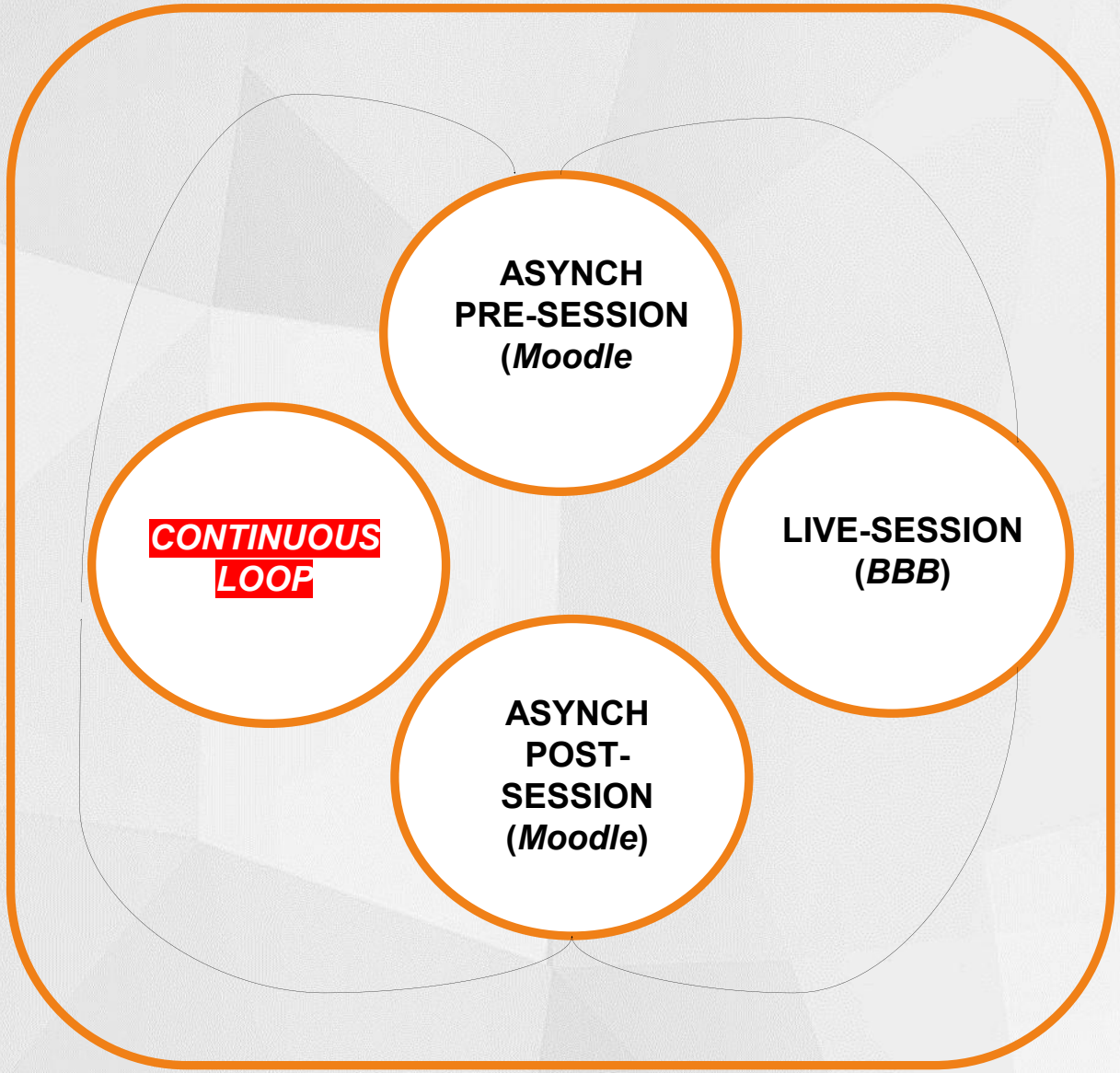
Attention

Exposure

Extension

N. 2 ?

Weekly Learning Cycle



1. PRE-LIVE SESSION TASKS (*Moodle*)
Video input - quiz, vocabulary - reflection prompts - collaborative glossary - forum posts
Learner workload - approx. 2 hours

AIM
Activate learning cycle/Build thematic readiness for live session

2. LIVE SESSION TASKS - 1 hour *(BBB)* -
Micro-speeches, debates - games - feedback
(*BBB polling tool)*
Learners take turns to act as facilitators

AIM
Boost interaction and real-time language use

3. POST-LIVE SESSION TASKS (*Moodle*):
Writing tasks, vocabulary quizzes, micro-speech recordings, collaborative glossary - forum posts
Learner workload - approx. 3 hours

AIM
Deepen engagement

A Learner Card Excerpt & An Example Of Glocal Language Learning*

* Global Vision & Local Action

2 COMPULSORY WRITING TASK

Write a short essay (100–150 words):

"Should digital access be considered a basic right in today's world? Why or why not?"

3 OPTIONAL MICRO-SPEECH

Record a 2-minute response on one of the following:

- **What digital habit would you like to change and why?**
- **How does the digital divide affect countries?**

4 FORUM TOPICS

- A Topic of your choice is compulsory, the two others are optional

1. **Share one digital tool that helps your productivity.**
2. **What is one action schools or communities can take to reduce the digital divide?**

Professional level
Digital Addiction/ Digital Divide
Post-session card
Exs 2 - 4
(…)

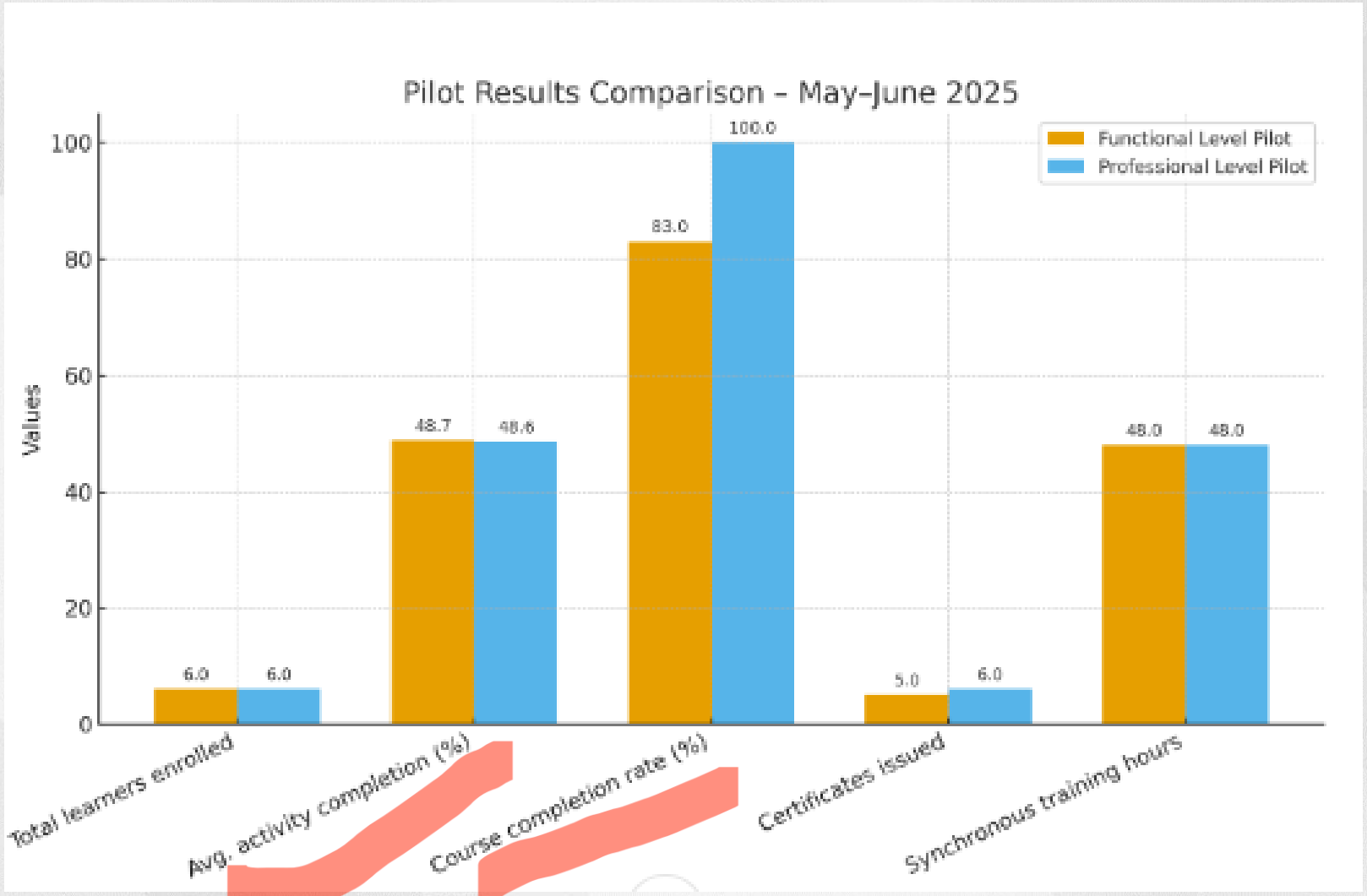
Layout&Cognitive Scaffolding

TOOLS	INTEGRATED TOOLS	ACTIVITIES
Folder **Forum** **Lesson** **Page**	***XERTE***	**Assignment** **BigBlueButton** **Quiz** **Feedback**

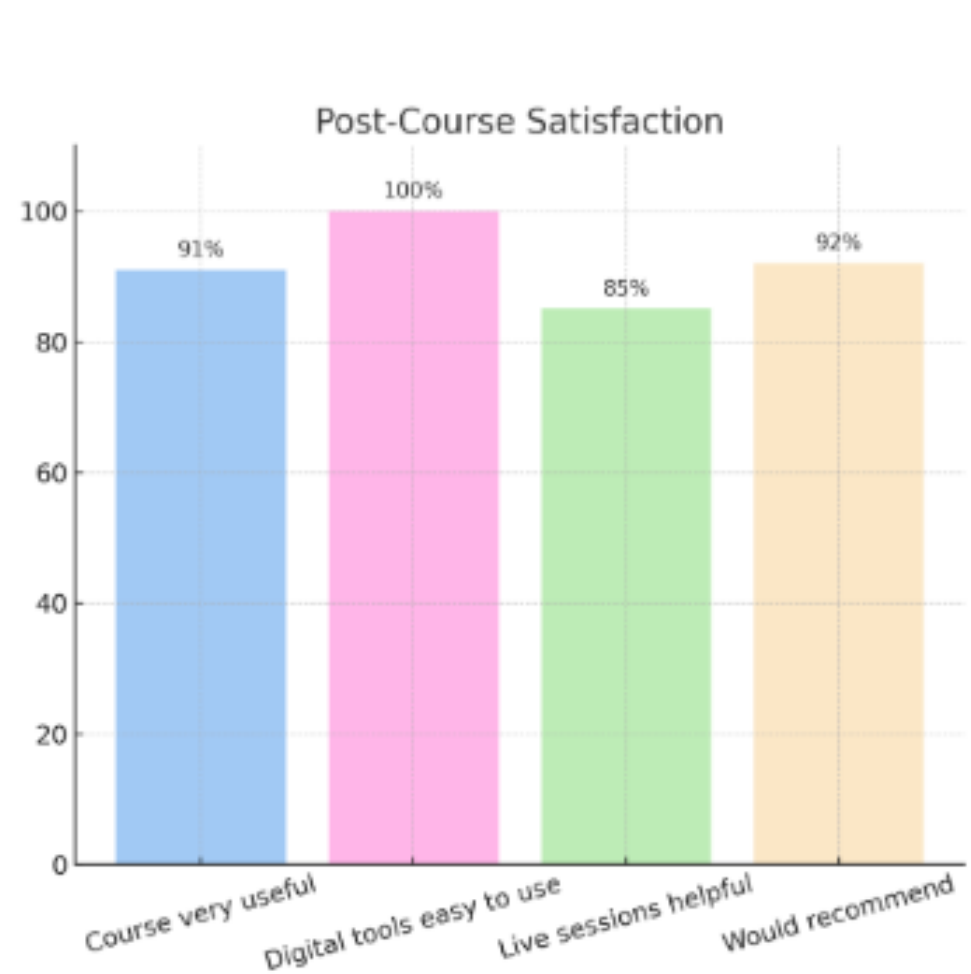
Bloom - Anderson - Krathwohl Taxonomy

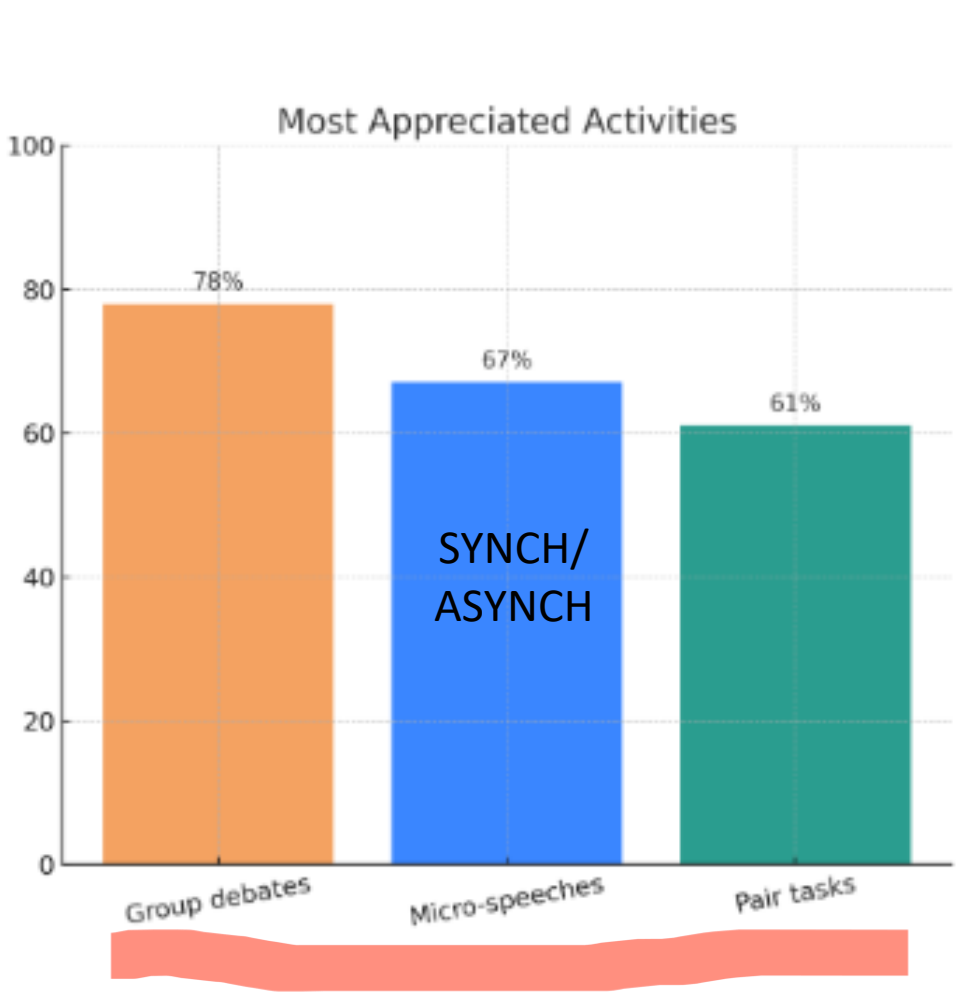
WHEN	WHAT	WHY
PRE-SESSION	1. Prelistening with linked videos	Understanding/Remembering
PRE-SESSION	2. Vocabulary building	Understanding/Remembering
LIVE-SESSION	**3. Icebreaking activities**	Understanding/Remembering
PRE-SESSION/**LIVE-SESSION**	4. Gapfill tasks	Understanding/Remembering
LIVE-SESSION POST-SESSION	**5. Individual micro-speeches**	Applying/Creating
LIVE-SESSION	**6. Pair speaking tasks**	Applying/Analyzing/Evaluating/Creating
LIVE-SESSION	**7. Group speaking tasks**	Applying/Analyzing/Evaluating/Creating
LIVE-SESSION	**8. Quick debates**	Applying/Analyzing/Evaluating/Creating
LIVE-SESSION	**9. Games**	All levels of the scale according to prompt
ALL 3 SESSIONS	**10. Forum prompts/discussions**	**Applying/Creating e.g. role-playing**
ALL 3 SESSIONS	**11. Reflection points**	**Analyzing/Evaluating**
POST-SESSION	12. Consolidation – writing	Analyzing/Evaluating
POST-SESSION	13. Consolidation – speaking prompts	Analyzing/Evaluating
ALL 3 SESSIONS	**14. Collaborative glossary**	**Remembering/Understanding**

Pilot Results - Quantitative Learning Outcomes



Qualitative Feedback – Overall Post-Course Survey (in %)





Learning Journey

KEY TO QUESTION N. 1 - LEARNERS ARE OFTEN ON THE GO - **FAVOURITE DEVICE - SMARTPHONE**

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Asynch Self-study learning with LOs	Asynch Preparation/Live Session/Asynch Consolidation	Asynch Consolidation&Extension LOs + Forum/Wiki

Learner gets guidance through LO «Orientation» page

Attention

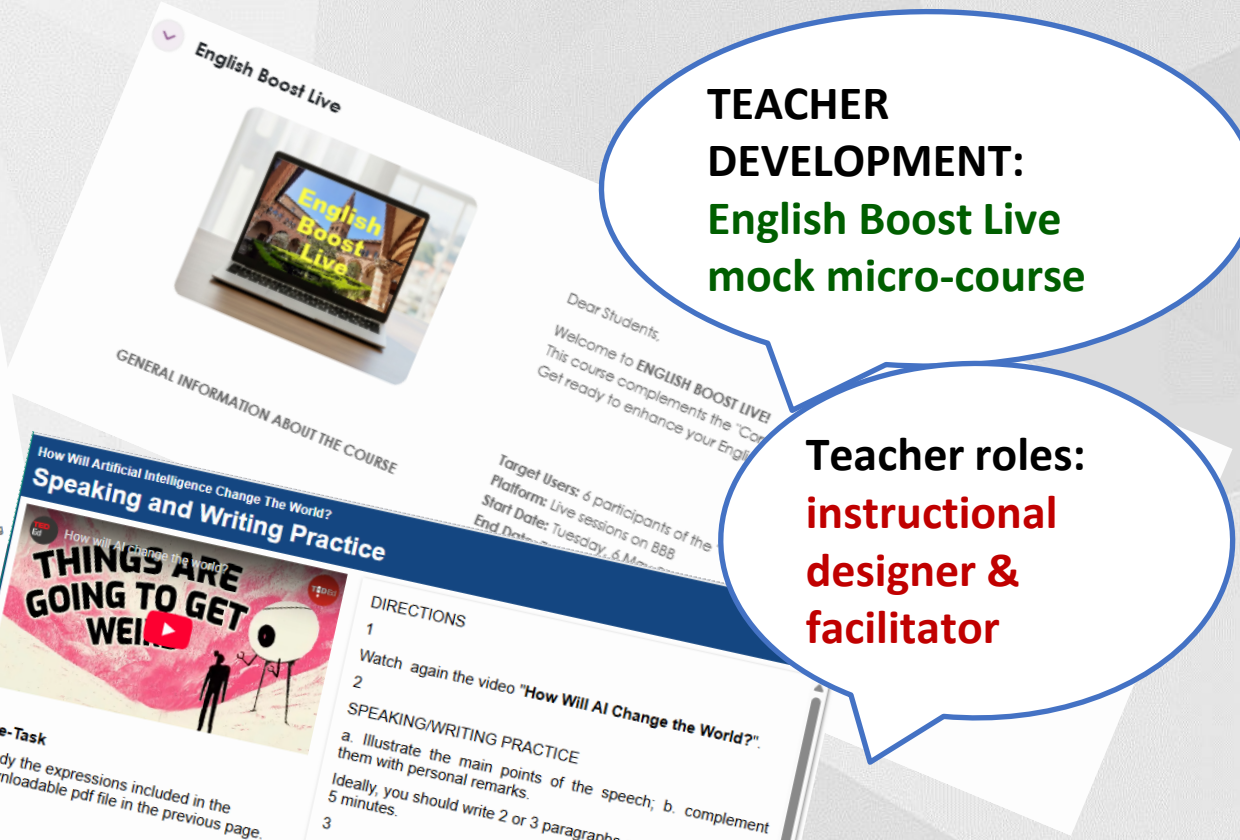
Exposure

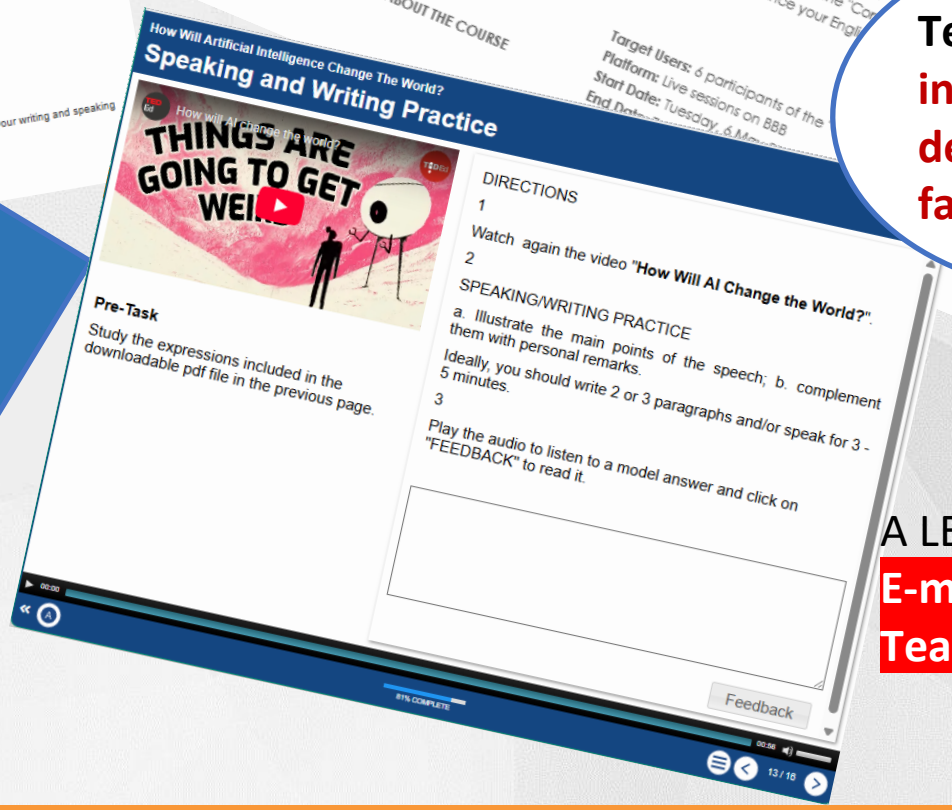
Extension

Learner as self-coach

KEY TO QUESTION N. 2

EBL for Teacher Development Questionnaire Takeaways





- Adaptivity without AI
- Flexibility
- Sustainable scalability across contexts
- Blended rhythm enhances learner consistency
- Digital pedagogy: reflection

TEACHER DEVELOPMENT:
English Boost Live mock micro-course

Teacher roles:
instructional designer & facilitator

A LESSON LEARNED
E-moderation develops Teacher digital fluency

Lessons Learned about EBL & Approaches to Material Design When Time Is a Constraint

EBL SPECS

Short synch sessions

Longer course

EBL LAYOUT

Brick by brick redesign

Do your best with the time you have but continue to improve: it's a time investment to enhance educational effectiveness

e.g. from Folder/Page to LESSON etc.

EBL PEDAGOGY – A Teacher

Study Tips section across and ALSO after course:

learner can steer their practice after blended course is over and asynch materials gain new focus

Guided Learner self-assessment over teacher marking

EBL PEDAGOGY – B Learner

LEARNERS AS DESIGNERS/DOERS

CREATE

mind maps - images - audio notes – video presentations - recorded speeches for excellent consolidation

Activation of metacognitive level

Conclusions & Future Development

English Boost Live shows that **Moodle** can deliver
adaptive, scalable language training
even without AI

Next Steps

Replicate *course model for English language*
Expand *to other languages*
Integrate AI *support tools*
with ***"human in the loop"*** *ethical approach*
Continue evidence-based educational design

Thank you for your attention.

Any questions and suggestions?