
New Learning Identities

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Abstract: The objectives of our study are, firstly, to identify different learner identities and typologies within Portuguese higher education context and, secondly, to assess the relevance of online contents and resources for these students by means of a specially designed survey. This survey will be applied to students with different educational backgrounds, learning profiles and motivations. To narrow the scope of our research, we will concentrate our study on second language learner experience at Universidade Autónoma de Lisboa. At UAL, English as a Second Language became a compulsory course unit for all first cycle students with the implementation of the Bologna Process. In order to optimize learning, the English Department resorted to the use of the Moodle platform as a complement for EFL classes. Today, three years later, the platform is also a pivotal tool for language learning and teaching within different contexts: at EILC (Erasmus Intensive Language Courses), at open language courses, specifically-tailored courses (for examples, courses of English for Academic Purposes) and at post-graduate level. By identifying learner typologies and specific problems/obstacles experienced by these learners we aim to raise awareness of these issues and provide sustainable solutions for different learner needs. At the same time, it is our intention to disseminate this case study and its results with other institutions at a national and international level.

Keywords: blended-learning, identity, technology enhanced learning, EFL