

# ENGLISH LEARNING DYNAMICS IN A BLENDED ENVIRONMENT DESIGNED FOR AND BY PROFESSIONAL ADULT LEARNERS

## OBJECTIVES

Explore the dynamics of learning English for professional purposes in this blended learning environment  
& map out the emerging interactions

Question the concept of design of English learning environments

## CONTEXT

le **cnam**

- Professional adult learners
- Lifelong-learning
- "Globalization, technologization and mobility" (Douglas Fir Group, 2016)
- English language proficiency & employability Report (Chancelade et al. , 2015)



Blended English learning environment at the Cnam:  
presence & distance,  
individual & collective,  
formal & informal,  
"open" (Jézégou, 2013)

Flexible and non-linear  
in interaction with the other "organizing circumstances" (Spear & Mocker, 1984)  
in the environment of the learner who organizes his/her learning process as a co-designer



## REFERENCES

### EMERGENTISM

Ellis, N. (1998, 2008, 2019) ; Hilton, H. (2017) ;  
Narcy-Combes, J.P. (2018)

### COMPLEX DYNAMIC SYSTEMS

Ellis, N. & Larsen Freeman, D. (2006) ; Mercer, S. (2011) ;  
Freeman, D. L., & Cameron, L. (2008) ; Morin, E. (2015)

### CONCEPT OF "APPREANCE"

Carré, P., & Lebel, M. (2005) ; Carré, P. (2020)

### CAPABILITY APPROACH

Sen, A. (1999) ; Oudet, S. (2012, 2016)

### APPLIED LINGUISTICS & DIGITAL ENVIRONMENTS

Grosbois, M. (2018) ; Toffoli, D. (2020) ;  
Douglas Fir Group (2016)

## RESEARCH QUESTIONS

What triggers and drives the English learning process in this blended environment?

What are the potential traces of learning?

What does mentoring support mean in this context?

## METHODS

- Action research & Integrative approach
- Questionnaire surveys & Needs' analysis
- Language learning narratives  
Dornyei, Z. & Ryan, S. (2015) & logbooks
- Learners' productions
- Semi-structured interviews

It raises the question of "adult learners as course designers"  
presented by Dupuy & Grosbois (2020) as an avenue for future research.