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SUSTAINABILITY OF PANDEMIC DISRUPTION IN CALL: THE CASE OF ENGLISH STUDIES

INTRODUCTION

In the spring of 2020 all the world went online because of the pandemic. Every sphere of life had its digital manifestation with education going online entirely and for a considerably long time. This created a disruption—an unexpected rapid change which forever alters the way things are perceived—with a potential for adaptation and normalisation. In other words, the disruption was potentially sustainable.

Now, two years on and back at school, the question worth looking into is the one about the lessons learned during the pandemic disruption. There is definitely evidence for such learning in business. 3.8% of employees now work from home, and the percentage of those blending online labour with duties performed on the premises of their company is much bigger.¹ It would be interesting to see if schools have also learnt a similar lesson.

The answer to this question is very difficult as the sustainability of the pandemic ICT disruption in education is not certain at all. To my knowledge, there is no systematic research on the status quo in our country. Główny Urząd Statystyczny (GUS/Statistics Poland) does not offer any data as to the scope of online/blended education in the post-pandemic Polish school. Based only on reg-

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¹ Główny Urząd Statystyczny (GUS), https://stat.gov.pl/files/gfx/portal_informacyjny/pl/default_aktualnosci/5820/4/10/1/wplyw_epidemii_covid-19_na_wybrane_elementy_ryнку_pracy_w_polsce_w_drugim_kwartale_2022_r.pdf

ulations issued by the Ministry of Education and Science one can state that there are currently no online classes in primary or secondary education, and that the minister sees such a possibility only in three crisis situations: when there are student safety concerns, in view of the organisation of national or international events, if the temperature presents a health hazard, and during a pandemic.²

As for tertiary education, which is of particular interest to the present paper with its focus on CALL sustainability in English Studies, it has to be stated that most universities in Poland have allowed the e-learning component of various classes for decades now. As for the post-pandemic changes in this area, Statistics Poland does not offer any direct insights. Based on *Informacje sygnalne* published in September 2022 (GUS, 2022) we can learn that when it comes to online work, it is done by less than 20% of employees from the sector jointly described as “professional, scientific and technical activities”. This can lead to a very tentative conclusion that academics occasionally (the actual popularity of this mode being unclear) work online but there are no data on distance teaching. In spite of this we have anecdotal evidence³ of the fact that online education is generally considered an unwanted option, to be implemented only in crisis situations, the most probable of all being high heating costs in winter. This hardly offers a serious insight into the actual status quo of online university learning.

At this point it needs to be made clear that the present paper does not understand the post-pandemic sustainability of ICT (in general and CALL in English Studies, in particular) as necessarily manifested by schools and universities going permanently—or significantly—online. What is of importance is rather how the pandemic digital/distance disruption has changed the way we teach (and learn). And how resilient and ready for normalisation the changes are.

The paper starts with a literature review defining sustainable CALL (section 1.1) and clarifying in what way sustaining the post-pandemic change can help re-imagine education (1.2). Then it presents the results of two studies seeking to find the answer to the question of how sustainable CALL-based education in English Studies can be.

² Dz.U. [Journal of Laws] 2022, item 1903.

³ There has been a surge of newspaper articles on the possibility of Polish universities going online due to increasing heating costs, see e.g. Klimek, 2022; Kozakiewicz, 2022; Olejnik, 2022; or video material at <https://krakow.tvp.pl/63793332/powrot-do-nauki-zdalnej> (retrieved February 10, 2023).

1. LITERATURE REVIEW

1.1 CALL SUSTAINABILITY. DELINEATING THE TERRITORY

Blin et al. (2016) propose the environmental/ecological perspective on sustainability/sustainable development in general and sustainability in CALL in particular. They treat the Brundtland Commission report (Brundtland, 1987) as a point of departure. Its importance is based on the fact that it introduced the concept of sustainable development, defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (chap. 2, item 1). Such development relies on the three pillars: economy, ecology and society, which are represented either as hierarchical or interacting, depending on the model adopted (Lehtonen, 2004, as cited in Blin et al., 2016, p. 224).

How is sustainable development important to/incorporated into education? Some universities offer flagship courses on the three pillars. They also demonstrate eagerness to open sustainable programmes defined in terms of their “capacity to respond to present and future societal or economic needs within the limitations imposed” (Blin et al., 2016, p. 225). However, as the authors claim, the definition most frequently applied in education refers to courses/programmes with “the capacity to be maintained or prolonged” (*ibid.*). The last two interpretations—the capacity “to respond to current needs” and “to be maintained and prolonged”—together with the primacy of the ecological pillar in sustainable development—provide the angle for the present paper, allowing it to look at CALL education from the ecological perspective.

Blin (2016, p. 39) notes:

CALL ecosystems consist of interacting components including language learners, teachers and other users of the target language, technological devices, applications and platforms, and multimodal material/semiotic artefacts and resources, all of which participate in a language learning/use activity, as well as the social processes and semiotic practices that characterise the way the human actors interact with one another and with other components of the system.

Here, Blin refers to a much earlier ecological metaphor proposed by Kramsch (2002) for second language acquisition in general, emphasising the interconnectedness and interrelationship of psychological, social, and environmental factors in language education. The psychological sphere includes individual learner and teacher differences: learning styles, language aptitude for the former, teaching style for the latter, personality and motivation for both. The social domain boils

down to teacher and learner roles, classroom dynamics; and, in macroscale, to social relations—including attitudes to language learning—on the regional, national and international levels. The environment, in turn, is described as the physical conditions of learning: in the classroom, at home and in general. Within the metaphor, the languages, native and target, are considered from a dialogic perspective (van Lier, among many sources on topic). In light of all this, the ecological metaphor can easily be accommodated within the sociocultural theory of learning (cf. Vygostky, 1978; Vygotsky, 1986; Tomasello, 2005; Tomasello, 2009).

In order to understand the ecology (= interconnectedness) of the three factors in digital language education, we need to look at CALL as a complex ecosystem. Blin summarises its characteristics (Blin, 2016, pp. 40–41; emphasis mine):

A complex system is a set of interacting and interdependent components, which forms an integrated whole, bigger than its parts, closed or open, as well as self-organised and *self-sustainable*. Complex systems are dynamic and *adaptive*. They continuously *change over time, through internal reorganisation and interaction* with the environment in which they operate, often with unpredictable and unintended consequences, sometimes with a “high risk for damage and harm”.

This quote is used in the present paper with the intention of showing two aspects of sustainability which the author intends to emphasise: the adaptability and resilience of the system.

Blin (2016) claims that there are a number of different theories which lay the foundations for the investigation of complex CALL ecosystems. They include: the dynamic systems theory (DST)/complexity theory (CT), the ecological systems theory, as well as the cultural historical activity theory (CHAT), and the theory of expansive learning. There are numerous CALL studies using one of the three theories as the research background. They include (i) language learning through computer games (for example Thorn et al., 2012), Massive Open Online Courses (McAuley et al., 2010), the digital wilds (Godwin-Jones, 2019), Second Life (Kruk, 2022), or gamification (Shortt, 2023) studied within the DTS/CT paradigm; (ii) technology-enhanced project-based language learning and teaching (for example, Van Lier, 2008) as well as the ecological perspective on mobile-assisted vocabulary learning (Lin & Lin, 2019), the already noted digital wilds (Godwin-Jones, 2019) or virtual reality (Tai & Todd, 2022) in language learning; and (iii) virtual exchanges (for example Engeström & Sannino, 2017; Blin, 2012; Thorne, 2009) or intelligent language tutoring systems (Balantyne et al., 2021) examined with the use of CHAT methodology. All the studies cited refer to CALL areas which show considerable sustainability understood (cf. earlier in this

section) as resilience, adaptability and evolution overtime. “[Computer] game as method” (cf. Reinhardt & Thorne, 2016) is an ever strong research focus owing to it being continuous practice. MOOCs have been around for two decades now, subject to evolution (Stewart, 2013) from the so-called “the cMOOCs” (connectivist MOOCs: experimental, non-linear, and deeply dialogic and participatory) to the present day MOOCs—the xMOOCs (elitist and formalized, focusing predominantly on the delivery of course content); and subject to multiple studies. Technology enhanced project-based learning, as shown by Lai and Li (2011), has been practised in different forms and studied from a number of perspectives for decades. Finally, virtual exchanges (previously known as telecollaboration) have been subject to growing popularity and scope as well as change of format and focus for many years now (Sadler & Dooly, 2016; Helm & Guth, 2016) up to being institutionalised (O’Dowd, 2018). And these are just a few examples from the huge body of literature to date.

All this goes hand in hand with the definition of CALL sustainability as proposed by Blin et al. (2016, p. 226), who note:

The sustainable embedding of an e-learning initiative or innovation is normally defined in terms of its diffusion within an institutional (or cross-institutional) context, and of its adoption by a wider community, beyond the immediate context of its development, leading to its sustainable embedding.

Such “sustainable embedding” can be understood as yet another aspect of CALL sustainability mentioned by Blin et al., namely normalisation. Following Bax (2003, p. 23), normalisation “refers to the stage when the technology becomes invisible, embedded in everyday practice and hence “normalised”. In other words, a certain digital practice, once innovative, becomes popular enough to stop being seen as original. A number of studies to date have looked at CALL sustainability/normalisation on macro and micro levels (cf. Blin et al., 2016). Their conclusions point to factors which influence—positively or negatively—the longevity of innovation embedding. Such factors include: (i) institutional support, (ii) tool development and maintenance, (iii) teacher and learner training and development, and (iv) the building of a community of teachers and/or learners collectively contributing to the establishment of new language teaching and learning practices. All innovations discussed above—such as game as method, MOOCs or virtual exchanges—have become norm owing to factors i–iv.

The post-pandemic reality—or interacting ecosystems—seem particularly suitable for consideration vis à vis such CALL sustainability in the sense of resilience, adaptability and dynamic development as well as the “capacity to respond to present and future societal or economic needs” mediated by contradic-

tions or—better—disruptions. The latter term is borrowed from the concept of *disruptive innovation* coined by Clayton Christensen (claytonchristensen.com/key-concepts), referring to technology in view of their critical importance and transformative power in many spheres of life. We saw the power of the disruption in spring 2020 when the whole pandemic-stricken world moved most spheres of life, including education, online. Today, two and a half years later, most of the world is back to the *status quo ante bellum*. In the context of sustainability/normalisation it would be interesting to see if education in 2022 benefitted in any way from the universal pandemic digitalisation. What have we learned from the 2020 disruption? And how what we have learned affects the 2022 reality?

1.2 REIMAGINING EDUCATION. ARE WE READY?

The questions closing the previous section were asked in the Microsoft paper created in collaboration with New Pedagogies for Deep Learning. The authors start by delineating the chronology of system transformation they envision for school as a result of the pandemic. Their strategy for re-imagining education is divided into three stages (Fullan et al. 2020, p. 3):

Phase 1 Disruption identifies initial responses and the lessons learned during the first months of the pandemic.

Phase 2 Transition outlines how to navigate planning for reopening, when the pandemic is still creating uncertainty.

Phase 3 Reimagining lays out a vision for an educational approach that enables all students to thrive and prepares them with skills to navigate ambiguity and change.

The world experienced Phase 1 as it shifted from traditional to online learning in the spring of 2020. Fullan and co-authors claim that, navigating the disruption, schools went through three zones: the Unsettled Zone, the Learning Zone and the Growth Zone. The authors examine each zone on two levels: individual and systemic. In the Unsettled Zone, individual teachers struggled with issues whose nature was technical (getting online, choice of tools) and pedagogical (what content to teach, how to select resources). In turn, systems (schooling institutions and decision makers) dealt with problems of general connectivity as well as providing content and managing the process, including communication. In the Learning Zone, teachers addressed everyday schooling issues (connecting with students, creating and maintaining motivation, online assessment, balancing

screen and AFK time). Systems took care of providing continuity of learning and assessment, assisting students in need, taking care of well-being of all. Finally, in the Growth Zone, both individual teachers and institutions looked critically at what is happening in all the areas defined in the previous two zones. Reflecting on the importance of this zone, Fullan et al. propose (2020, p. 9) that “[w]hat emerges is a recognition that it is time to move beyond a blend of traditional teaching and online instruction... to something more.... It is a way to enhance and accelerate learning by providing student centered approaches to meet diverse learners needs.” They conclude that the results of such growth are:

- acknowledgement that well-being was a critical pre-condition for learning;
- technology shifting from being a vehicle for delivery/transmission to a mechanism for collaboration, social connectedness and culture building;
- self-regulation and learning to learn being key determinants of student motivation, engagement and success;
- students who found themselves with more choice and voice exceeding expectations and finding ways to help themselves and collaborate with others;
- collaboration among teachers and leaders emerging because of a clear focus
- in the absence of high stakes testing, systems relying on teacher and leader professional judgements.

The results are what individual teachers and educational systems take with them when moving to the Transition Phase. Fullan et al. (2020) see it as parallel to the post-pandemic (mid-pandemic) opening of schools. They describe three areas of concern: (i) being mindful of the well-being of the teachers and students (physical, socio-emotional, readiness to learn); (ii) quality learning (needs analysis, identifying post-pandemic gaps, competence development, more attention to the students’ voices); and (iii) safety and operation management (like developing a tailored plan for school re-opening—Fullan et al. 2020 propose a toolkit for this).

Most importantly, however, the authors of the paper see beyond the getting-back-to-school phase, prognosticating changes likely to happen as a result of the disruption, once aspects of the forced innovation become the norm. Echoes of these prognoses can be seen in the observations made in the Growth Zone, as well as in the back-to-school learning phase. The normalisation process means entering a phase in which we return to school but never actually return to the school as it was because of our flexibility and willingness for adaptation of what we have learned. This is what the Reimagining Phase relies on: the sustainability of the disruption. Sustained and normalised, the disruption becomes a new type of education called Deep Learning (Fullan et al., 2020, p. 18) , which (i) is student-led, teacher-framed; (ii) connects to real-world, authentic problem solving as well

as student interests and voice; (iii) builds new relationships between and among learners, teachers, families, and community; (iv) allows students to enquire and build knowledge; (v) deepens human desire to connect and do good; (vi) uses technology as a connector and amplifier.

This vision of school reimagined is both attractive and potentially implementable. Its attractiveness is related to the mainstays of humanistic, constructivist education which have been around for decades. Now we have learned technologies which help enhance the strategies of such education. This contributes to the implementability of the school reimagined: over two years of online education the digital literacy of teachers and students has had a chance to be increased and reinforced to a degree sufficient for reimagining education based on the lessons learned.

However, while there are studies into the sustainability of CALL (cf. earlier in this section), little is known about the adaptability and normalisation of the pandemic disruption, especially in CALL at the level of English studies at universities. This is why this paper is going to investigate one microsystem, seeking to answer the question of how fertile a ground it is for the prospective education reimagining. In other words, if the teacher and student attitudes show readiness for growth and adaptation; if university practice reflects the lessons learned during the pandemic; and if there are signs of normalisation of the pandemic disruption.

2. REIMAGINING EDUCATION. TWO STUDIES

Taking into consideration both the desirability to reimagine education in the post-pandemic world as well as the scarcity of research into the perspectives of doing so in Poland, the paper sets out to look into the problem in a microsystem of one English Studies department in Poland. In doing so, it aims to answer the following questions:

RQ1: How sustainable is the in-pandemic disruption? Is it in the process of becoming a norm? What are teacher and student attitudes to it?

RQ2: Is there teacher and student readiness to normalise the disruption beyond what already is an institutional norm?

2.1 RESEARCH METHODOLOGY

In search of the answers to these two questions, two studies were carried out. Study 1 is a diagnosis made post-pandemically in 2022. It was based on an online

survey (Google Forms) sent to teachers ($N_1 = 21$) and MA⁴ students ($N_2 = 50$) at the university. The survey contained two close-ended questions, in which the respondents were asked to evaluate, on a 1–6 scale, the utility of the online (Q1) and blended (Q3) format of the university teaching for a number of classes of varying content (literature, linguistics, translation, didactics, practical language teaching) and form (lecture, class, seminar). Each of these two questions had an open-ended follow-up in which the respondents were asked to comment on their ranking.

Study 2, carried out in November 2022, was design-based and implemented in the course of two classes facilitated by the researcher (purposeful sampling). The students (MA teacher training programme) were subject to a number of teaching strategies (all in line with the pandemic disruption, with special regard to the growth areas characteristic of reimagined education—cf. Fullan et al. 2020). These strategies (and growth areas—in brackets) included:

1. Modifications to an online lecture. Instead of the synchronous, MSTeams-hosted mode (recommended at the institution), an alternative course design was proposed. The lectures were recorded in the form of tutorials and made available on the university e-learning platform with the use of the Moodle lesson function (interactive, with comprehension questions in the lecture). All students were required to watch the lectures at their preferred time, before the end of the term, with one exception: each student was asked to choose two lecture topics for extended study. The time scheduled for the synchronous class was reallocated: instead of a lecture, it was used for individual real-time meetings with pairs/small groups of students who volunteered for particular lectures (areas of growth, based on Fullan et al.: acknowledgement of student well-being, choice and voice offered to students).
2. Flipped university technique used in the class course. Students were asked to spend the pre-class time online watching tutorials, embarking on webquests and reading. In class, collaboratively, they completed projects related to material studied at home (areas of growth: acknowledgement of student well-being, choice and voice offered to students, self-regulation as a determinant of student motivation and engagement, collaborating with others).
3. HyFlex attendance system for the flipped course. Students worked on their projects in groups of three. Each time one group member was allowed to join

⁴ The MA students were chosen because of their study experience: pre-pandemic traditional followed by pandemic online and finished with the post-pandemic (partly) disruptive. Their younger fellows' (BA programme) missing the pre-pandemic experience was seen as undesirable in the context of the study.

- his/her peers from home, via MSTeams. This was an option some groups used every time, some—occasionally and one—never (areas of growth: acknowledgement of student well-being, choice and voice offered to students, self-regulation as a determinant of student motivation and engagement).
4. Post-class feedback, from student to teacher, in the flipped course. After each class every student was asked to comment on the class. It was also an opportunity to ask the teacher questions. The comments were submitted online, via Moodle (function: Assignment) and the teacher responded online as well, with her comments and/or answering the questions. As a result, online dialogic spaces for each student were created (areas of growth: acknowledgement of student well-being, technology used as a mechanism for collaboration, social connectedness and culture building).
 5. On-project feedback, from teacher to students, in the flipped course. Each completed task was submitted via Moodle and got, via Moodle, the teacher's comments and grading. Both were purely informatory, aimed at enabling the students to improve their product before the final submission for grading (absence of high stakes testing, technology used a mechanism for collaboration, social connectedness and culture building).
 6. Class credit earned through collaborative presentation of the project collaboratively completed (absence of high stakes testing, collaborating with others).

Students' attitudes to the design of both courses were solicited in a survey, in which the respondents ($N_3 = 23$) were asked to evaluate the design, on a 1–10 scale, as regards its pedagogical usefulness (Q1 and 2) as well as how well it satisfied their own personal needs (Q 3 and 4).

2.2 THE CONTEXT OF THE STUDIES

As for the context, or the exosystem incorporating the microsystem studied, it seems important to point out that the university at which the research was carried out has sustained the pandemic disruption in the following ways: online lectures are allowed; Doctoral School leaves it up to the teachers to choose the form of class (online, blended, traditional); extramural classes on Sundays are held online; for a good reason and with the authorities' consent some/part of the intramural courses may also be taught online. Source: a regulation issued by university authorities.⁵

⁵ Zarządzenie nr RKR.Z0211.28.2022 Prorektora ds. Kształcenia i Rozwoju Uczelni z dnia 25 lipca 2022 roku.

The research participants were (i) 21 (out of 48 employed) academic teachers, 50 MA students (Study 1); and (ii) 23 out of 27 participants of the two courses (Study 2).

2.3 RESEARCH RESULTS

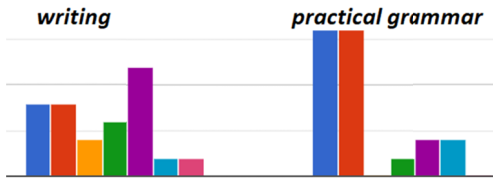
2.3.1 Study 1

In this study the teachers (21) and the MA students (50) evaluated the effectiveness of online and blended formats for various classes (cf. Tables 1 and 2).

Table 1
Which Classes Work Best Online or Blended (Teachers)

	ONLINE		BLENDED	
Type of class	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
lectures	4	1.85	2.8	1.6
classes (translation, literature, linguistics, TEFL)	1.86	1.1	3.5	1.5
reading, lexis, discussion	2.4	1.3	3	1.6
listening	2.8	1.6	3.2	1.7
writing	3	2.1	3.3	1.7
practical grammar	3	2.1	2.5	2.1
phonetics	2	1.7	2.5	2.1
translation	3	1.4	3	2
comprehension and lexis (MA)	3	1.4	2.7	1.5
discussion and writing (MA)	2	1.2	2.3	1.2
seminars	3.4	2.1	2	1.4
seminars, last term	4.7	2	2.6	1.7

Considering the fact that the scale ranged from 1 (*not at all*) to 6 (*very much so*), it can be noted that the teachers are only moderately—and rather unanimously—in favour of online lectures ($M = 4$, $SD = 1.85$) as well as seminars in the last term of the MA programme ($M = 4.7$, $SD = 2$). As for the blended mode, there are no subjects the teachers as a whole group would indicate as particularly suitable for this format.

Figure 1*Teachers' Scores for the Online Mode*

Note. Blue = don't know (0), red = not at all (1), pink = very much so (6).

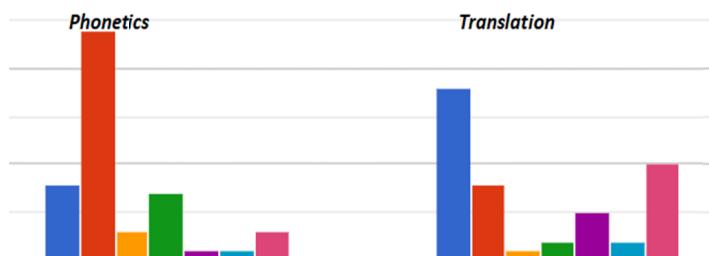
However, if some mean scores—low as they are—are considered vis à vis their standard deviation, it can be seen that in many cases there is a discrepancy between the answers. A more fine-grained analysis shows that for some subjects there are a few very strong opponents (rank 1 on the scale) as well as one or two enthusiasts (rank 6). This is the case for writing, practical grammar or seminars (the online format) and practical grammar and phonetics (the blended format). A typical answers profile for such questions is presented below (Figure 1).

Table 2*Which Classes Work Best Online or Blended (Students)—Same Scale*

	ONLINE		BLENDED	
Type of class	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
lectures	5.6	0.9	2.7	2.4
classes (translation, literature, linguistics, TEFL)	4	1.9	4.6	1.5
reading, lexis, discussion	3.6	2.3	4.4	1.8
listening	3.2	2.5	3.6	1.8
writing	4	2.7	3.6	1.8
practical grammar	4.5	1.7	3.8	1.6
phonetics	3.4	2.5	3.4	2
translation	2.7	2.9	4.2	1.5
comprehension and lexis (MA)	4.2	1.9	3.6	1.9
discussion and writing (MA)	3.6	2.3	3.4	2.1
seminars	5.6	0.5	5.2	0.5
seminars, last term	4.2	2	5.2	0.5

When it comes to students and their ranking, they are either moderately (writing, comprehension, practical grammar) or decidedly (lectures, seminars) in favour of the online class. The ranking is inconclusive for the practical English class (scores slightly above or slightly below 3) but, as in the case of teachers, high *SD* scores show that the number of respondents contains both enthusiasts (rank 6) and opponents (rank) of the distance class (cf. Figure 2).

Figure 2
Students' Scores on the Online Mode

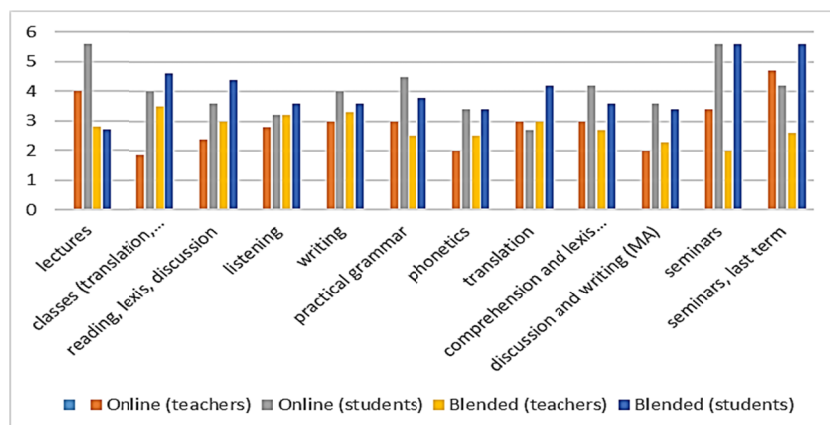


Note. Blue = don't know (0), red = not at all (1), pink = very much so (6).

As for the blended format, compared to online one, the scores are higher for content classes, reading, lexis and discussion and almost equally high for seminars. For the practical English class the answers are similar to those about the online format but there is less disagreement among the respondents—the *SD* scores are lower.

A general comparison between the teacher and student respondents shows that both scores—online and blended—are overall higher for the latter group (Figure 3).

Figure 3
Teachers and Students on Online and Blended Learning



In both surveys the respondents were offered the opportunity to comment on their ranking.

The 14 comments offered by the teachers revolve around: the understanding of “blended” as partly online, partly on the premises; beliefs that classes requiring interaction (practical English), including teacher-student interaction, are better suited for the traditional mode while those based on self-study/individual work — for the online mode; claims that lectures and seminars fare well online (one person is of the opposite opinion as regards thesis supervision—they believe online classes are detrimental to the students’ motivation).

In their 12 comments the students: argue in favour of online education for classes which, in the respondents’ opinion, are based on solitary work (translation, writing); express the view that the mode does not really matter for a truly autonomous student; define blended as “classes partly online, partly on the premises” and express their dissatisfaction with such a learning mode. One person states they hate distance education and are happy to be back to normal.

2.3.2 Study 2

Individual aspects of both courses (see Table 3) were evaluated by the student participants on a 1–10 scale. A more fine-grained ranking system was chosen (cf. 1–6 scale for the teacher and student surveys in Study 1) to better assess how much in favour of an individual solution the students were.

Table 3

Pedagogical Utility and Personal Comfort of Different Course Aspects

	PEDAGOGICAL UTILITY		PERSONAL COMFORT	
The lecture course	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
The possibility to watch the lecture online with no time constraints	8.9	1.4	9.3	0.9
The possibility to watch the lecture and read additional materials	8.7	1.5	9	1.1
The possibility to choose two lectures of interest	8.2	2.4	8.7	1.5
The flipped class system for the individual meetings (watch and read before class)	8.2	2	8.4	1.8
The possibility to dialogue with fellow students in the individual meetings	8.4	2	8.7	1.7

The possibility to dialogue with the teacher in the individual meetings	8.3	2.1	8.8	1.5
The class course	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
The flipped class organisation of class	7.9	2	8.1	2.5
The fact that it's project-based	7.1	2.1	7.7	1.9
The fact that both project and credit are collaborative	7.7	2.3	7.7	2.7
Weekly class feedback as an opportunity for reflection	7.3	2.6	7.6	2.7
Weekly class feedback as an opportunity for individual interaction with the teacher	8.1	1.9	8.5	1.7
The fact that the project is divided into portions and each portion is subject to intermediate feedback	8.6	1.7	8.9	1.5
The HyFlex attendance system	8.1	2.7	8.5	2.6

Note. 1 = *not at all*, 10 = *extremely so*.

When asked to evaluate the pedagogical utility of different aspects of the two courses taught, the students showed the strongest appreciation of: (i) the freedom and lack of time constraints for the lectures allowing, among others, for an in-depth study (additional materials); (ii) the opportunity for intermediate, ongoing feedback on the class project. Low SD scores show that the preference shown is typical of the majority of respondents. Ranking lower—but still high (means of 7.1–8.4)—are all other course modifications. Students appreciate the opportunities for interaction, the flipped-class format, collaboration and HyFlex attendance, with varying SD scores showing differences in answer, especially for the rankings below 8.

When it comes to how students evaluate both courses vis à vis their personal comfort, the aspects ranking the highest are then ones indicated before. The scores are higher, showing that the students see introduced modifications as catering to the personal expectations slightly better than to their academic needs.

3. DISCUSSION

RQ1: How sustainable is the in-pandemic disruption? Is it in the process of becoming a norm? What are teacher and student attitudes to it?

When it comes to the sustainability of the pandemic-incurred changes to the educational model, the only candidate for normalisation at the university studied are online lectures. It can be stated that they are in the process of successfully becoming the norm in view of the approval they get from both teachers and students. While it is true that teachers are only moderately enthusiastic about the possibility (mean 4, on a 1–6 scale), it is the strong students' almost unanimous approbation (mean 5.6) that augurs well for the disruption to stay at an increasingly student-centred institution that the university described is.

Among the factors auguring well for this sustainability (cf. Blin, 2016), there is institutional support (the online lectures have been decreed in an official regulation) and tool maintenance (they rely on the systemic availability of the already well-known tool—the MSTeams). And while it would be a bit far-fetched to talk about “a community of teachers and/or learners collectively contributing to the establishment of new language teaching and learning practices”, it seems reassuring that both groups are in favour of the solution.

However, what seems to be missing here is the last element of sustainability listed by Blin: the dynamicity of the development mediated by contradiction/disruption as well as its capacity to respond to present and future societal or economic needs. What is meant here is that even though the lectures are given online, it is only the medium that has changed as a result of the pandemic disruptions. The other elements of the lecture—the form of a 90-minute monologue by the teacher, its purely transmissive pedagogy—remain unchanged. In view of this, we have to honestly admit that what is sustainable here is far from what we would call education re-imagined.

It seems important in this context to look at the answer we are getting to the second research question to decide if there is a promise in the disruption initiated during the pandemic.

RQ2: Is there teacher and student readiness to normalise the disruption beyond what already is an institutional norm?

When it comes to the readiness to go beyond the current norm (lectures online), the present study offers a few answers. The first one pertains to the teachers' readiness and it is affirmative for the last term of MA seminars. As for the

other classes, the low rank of the online and, particularly, blended formats does not augur well for re-imagining education. The unwillingness to go hybrid is emphasised here for a reason. We can see reasons for resistance against the purely online mode, especially in view of teaching practical language classes as well as for a number of social and psychological reasons. Yet, the lack of enthusiasm for the blended format can be surprising. One of the possible reasons for the lack of teacher readiness here may be the fact that hybrid is (wrongly) understood (by teachers, but also by students—cf. comments offered by both groups of respondents) as a schooling system in which classes are held interchangeably or complementarily online and on the premises. As proposed in the design presented in Study 2, there are various forms of blending, ranging from the flipped class, through classes taught in the traditional setting enhanced online for on-task feedback or individualised post-class dialogue between the teacher and the students to the HyFlex model. There are also other attitudes (cf. teachers' comments) that affect the teachers' readiness, for example the belief that online precludes authentic contact and interaction. A belief proved wrong in Study 2.

As regards students' readiness to uphold and normalise the disruption beyond the current norm, Study 1 offers a moderately optimistic answer: they definitely show more approval than their teachers, and the range of subjects they are ready to re-imagine based on their pandemic experience goes beyond lectures and seminars. There is more promise in Study 2, in which the students go beyond the labels of online/blended, and rank—highly or very highly—various teaching strategies which capitalise on the digital realm.

Based on the analysis above it can be proposed that the readiness of both groups could be increased by raising their awareness of online/blended learning forms and strategies going beyond the well-known pandemic option of the synchronous class (lecture) offered via teams. In other words, in addition to the (i) institutional support, (ii) tools development and maintenance already offered at the university, it could use the other two mainstays of sustainability defined by Blin et al. (2016): (iii) teacher and learner training and development, and (iv) the building of a community of teachers and/or learners collectively contributing to the establishment of new language teaching and learning practices.

However, when answering the question about teacher and student readiness for normalising the disruption, it is good to go beyond the overall analysis of the mean scores for both groups. The author of this paper claims there is a promise of sustainability of CALL in Language Studies in the high *SD* scores; or rather in what they mean: different attitudes to teaching and learning online. As shown in Figures 1 and 2, with the overall ranking (= appreciation and readiness to uphold)

on a moderate level, there will be strong opponents as well as enthusiasts of the question surveyed. Such selective sustainability of various aspects of the digital disruption, depending on individual needs and competences of both teachers and students, may be the strongest hope for education re-imagined.

CONCLUSIONS

As shown in Studies 1 and 2, the sustainability of the post-pandemic CALL in the microsystem studied is stronger if offered institutional, top-down support. This support could additionally be strengthened by other factors. What seems necessary is an increase in the bottom-up movement boiling down to micro-innovation in the form of the design described in Study 2 followed by peer-to-peer sharing of ideas. There are also two other strategies that systems may undertake. One is selective sustainability described in the article. It would mean upholding the disruption on the classroom rather than the institutional level, allowing teachers and students to choose their educational paths based on individual needs and competences. The other strategy to be implemented at universities is increasing the readiness for education re-imagined through learner and teacher training understood as raising ICT awareness, clarifying concepts as well as popularising examples of good pedagogy and laying foundations for communities of practice. This is a way to education re-imagined (Fullen et al., 2020) based on sustaining and normalisation of the pandemic disruption in the post-pandemic educational world.

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SUSTAINABILITY OF PANDEMIC DISRUPTION IN CALL: THE CASE OF ENGLISH STUDIES

S u m m a r y

The paper looks at CALL sustainability in English Studies examined from the ecological perspective, following Blin (2016) and Blin et al. (2016). The investigation is based on two small-scale studies. Study 1 is a diagnosis of teacher ($N_1 = 21$) and student ($N_2 = 50$) attitudes to online and blended classes at one Polish university. Study 2 is design-based. It describes several micro-innovations following the guidelines for education re-imagined (Fullan et al., 2020) and presents student ($N_3 = 23$) attitudes to it.

Keywords: sustainable CALL; ecological perspective; education re-imagined: COVID-19 distance education

TRWAŁOŚĆ PANDEMICZNYCH ZAKŁÓCEŃ
W OBSZARZE EDUKACJI JEZYKOWEJ WSPOMAGANEJ KOMPUTEROWO
NA PRZYKŁADZIE STUDIÓW ANGLISTYCZNYCH

Streszczenie

Artykuł bada trwałość zmian technologicznych wśród nauczycieli i studentów filologii angielskiej. Czyni to z perspektywy ekologicznej według definicji Blin (2016) i Blin i in. (2016). Badanie obejmuje dwa studia. Pierwsze z nich jest diagnozą postaw i nastawienia nauczycieli akademickich ($N_1 = 21$) i studentów ($N_2 = 50$) do zdalnego i hybrydowego formatu zajęć prowadzonych na jednej z polskich uczelni. Drugie stosuje metodologię badania nad projektowaniem procesu dydaktycznego i opisuje mikroinnowacje wprowadzone w dydaktyce akademickiej inspirowane raportem Fullana i in. (2020) i opisuje postawy studentów ($N_3 = 23$) wobec tych zmian.

Słowa kluczowe: trwałość edukacji językowej wspomaganej komputerowo; perspektywa ekologiczna; edukacja wyobrażona na nowo; zdalna edukacja pandemiczna