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Introduction to Computer Assisted Language Learning

CALL (Computer Assisted Language Learning) is often considered a language teaching method, however, this is not really the case. In traditional CALL the methodology was often claimed to be based on a behaviouristic approach as in “programmable teaching” where the computer checked the student input and gave feedback (reward?) / moved on to an appropriate activity exercise. In modern CALL the emphasis is on communication and tasks.

The role of the computer in CALL has moved from the “input – control – feedback” sequence to management of communication, text, audio, and video. Few people may realise that a DVD player in reality is a computer. Future domestic appliances will integrate and merge video, television, audio, telephone, graphics, text, and Internet into one unit as can in 2007 be seen on newer generations of “mobile telephones / communicators”.



How do we use CALL for teaching e.g. the less widely used and taught languages? The starting point should not be that students sit at computers to learn a language. The starting point should rather be that students are learning a language and as part of that process sometimes sit at computers¹.

When planning to use CALL it is important to understand how a language is learned; language learning is a cognitive process, i.e. it is the result of the student’s own processing of language inputs. What is learned is mainly the result of this process and not just explanations, rules, and questions presented by a teacher or a computer. Based on his/her existing knowledge on the topic being worked on, language, and language acquisition the student processes the input and fits it into the language system he/she possesses. Language knowledge is not just recorded, but rather constructed by the student².

One of the worst fears when dealing with CALL and distance / online learning has always been the social aspect. It has been believed that the computer mediated community would imply some lack

¹ Hvad venter vi på? - om it i fremmedsprogundervisningen p. 15

² Hvad venter vi på? - om it i fremmedsprogundervisningen p. 44



Leonardo da Vinci
Language competences



of social relations. However, several presentations at EUROCALL3 conventions have revealed that distance learning classes using audio conferencing actually developed a strong sense of social community. (E.g. "The Loneliness of the Long-Distance Teacher: The Role of Social Presence in the Online Classroom." by Tammelin Maija from the Helsinki School of Economics, Helsinki, Finland and another presentation "Fostering (pro)active language learning through MOO" by Lesley Shield, Open University, Milton Keynes, United Kingdom).

CALL offers the language teacher and learner a number of activities that when carefully planned as part of the pedagogical room will help the learner learn a language. The following pages present an alphabetically ordered list of sample activities.

³ <http://www.eurocall-languages.org/> a European language teachers' organisation dealing with ICT and language teaching

eLearning courses for teachers

CALL (Computer Assisted Language Learning) is a great possibility to make language classes more engaging and lively but it requires the language teachers to become computer literates. In 1993 at the CALICO Annual Symposium, which took place on the campus of the College of William and Mary in Williamsburg, the Provost welcomed the participants with the words: “Computers shall never replace teachers, but teachers using computers shall replace those that don’t”

Below you can find some of the many institutions that offer teachers help with becoming computer literates:

ECDL-F Ltd. (European Computer Driving Foundation) is the organization that develops and provides a range of different certification programmes for all interested in computers.

One of the basic and most important certification programmes is the ECDL/ICDL. It is the course that covers the main aspects of IT and concentrates on development of the core IT skills as well as confidence in their application in different software environments.

ECDL-F is the organization that is ready to meet everyone’s needs. If you are a beginner, choose a course at the Foundation level (Equalskills or e-Citizen). If you want to improve your skills, look at the list of more sophisticated and/or specialized courses (ECDL Advanced, ECDL for Computer Aided Design (ECDL CAD), ECDL Certified Training Professionals (ECDL CTP)). If you have or know someone who has some special needs, visit ECDL <http://www.ecdl.com/main/index.php> and study information about ECDL for People with Disabilities (ECDL PD).

Another recommendable possibility to acquire or improve ICT skills as well as get some useful guidance on using Information and Communication Technology in the language classroom is your visit to <http://www.languages-ict.org.uk> website. Here you will find information and advice on how to integrate desktop publishing, digital audio, digital still camera, digital video, email communication, multimedia, power point, excel and other aspects of IT in your language lessons.

www.ict4lt.org/en/index.htm provides 4 modules aimed to different needs of language teachers who are going to use or are already using ICT with their language learners.

The first module, which is focused on the knowledge and skills at the basic level, introduces its users to the new technologies, their advantages to language learning and teaching, computer hardware and software which the language teacher has to be familiar with, text tools and how to use them, Internet and CALL (Computer Assisted Language Learning).

Module 2 (intermediate level) provides information on CALL methodology (how to use multimedia, www resources online and offline) and introduction of concordance programmes in modern foreign language classroom.

For the advanced language teachers there is Module 3. It covers such aspects like CALL software design, creation of www site, human language technology, and gives possibility to develop specific management skills needed for managing a multimedia language centre.

Module 4 – Computer Aided Assessment (CAA) – is both a challenge and a great possibility to make the teacher’s life more interesting and easier.

If you are interested in in-service training possibilities for teachers and trainers in European languages as a second/foreign language, www.solki.iyu.fi/talent is right for you. The module, which has been developed by experts from eleven European universities, supplies the basic knowledge and guidance on ICT and language learning as well as advice on how to integrate ICT into language teaching process.

<http://www.well.ac.uk> is known as a great place for those language teachers who are keen to learn more about World Wide Web and employ its advantages into language learning and teaching process.

It is also recommended that you have a visit to the LANCELOT project website:
<http://www.lancelotschool.com> LANCELOT School GmbH– LANguage learning by CERTified Live Online Teachers - is a virtual training centre for language teachers and is part of the EU-funded project which bears its name.

The school aims to both professionalize and revolutionize language learning in virtual classrooms by providing the following main three services:

Training Centre - European Certificate for live online language teacher from 9/2007
Recruitment Centre
Provider of Virtual Classroom Technology

In addition, LANCELOT School GmbH will facilitate the growth of an online knowledge pool, where educators can share their techniques, resources, and expertise.

Types of call related materials / activities

Adventure games.

Adventure games are computer managed role plays where the user is presented with a situation that he/she has to deal with. The user has to choose what to do and input the result as text, speech (speech recognition software), or by clicking on options. Based on the input the program branches to resulting situations / gives feed-back.

Adventure games can be very entertaining when constructed for language learners, unfortunately only very few have been designed for the less taught languages. An entertaining Portuguese example, Uma Aventura na União Europeia, by Mrs Teresa Pacheco, a teacher in the ESES - Escola Superior de Educação de Santarém can be found here: <http://nonio.eses.pt/asp/europa/index.htm>

If you want to create your own adventure games we suggest you try the Quandary software which is shareware: <http://www.halfbakedsoftware.com/>

Blogs (weB LOGS)

The term **blog** is derived from **weblog** and refers to a website that is regularly updated with new posts. They are arranged in reverse chronological order so that the newest post is always at the top of the blog. People who make use of blogs, are called **bloggers**, writing for blogs is referred to as **blogging**.

Blogs have a number of typical features that make online publishing extremely effective and versatile.

Blogs are hosted by weblog providers such as www.blogger.com , www.blog.de, <http://int.blog.com> etc. for free. You create a blog with a few steps by just following the provider's instructions and decide whether there shall be single or multiple authoring.

Each blog can contain various categories which can be opened by a simple mouse click.

Each post has a title and a time stamp so that the reader gets an idea of what it is about and when exactly it was posted. It is also automatically archived. Retrieval is possible through the search feature or by browsing the calendar, which is another frequent feature of blogs.

Publishing is easy as blogs provide templates which do not require any technical skills from the blogger. By clicking on the word 'comment' below the post, the reader can type their opinion on a post into another template.

Blogs are not only about text files, they may contain virtually all kinds of data such as hyperlinks, graphics, presentations, spreadsheets and – which makes them especially interesting for language teachers – audio and video files.

If the RSS feature is available, readers can subscribe to a blog, i.e. they will automatically be notified whenever a change has been made.

If the blog disposes of a Permalink feature, the permanent URL that leads to a specific entry which is no longer on the front page but in the archive can be saved as a favourite.

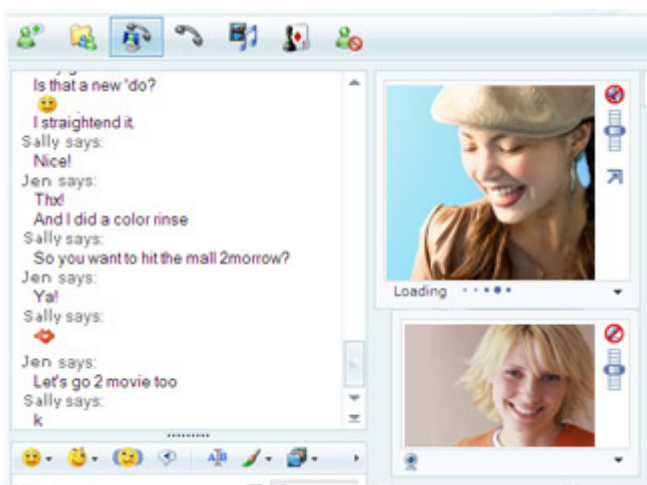
All these features illustrate the usefulness of blogs in a language teaching environment as a medium that develops reading, writing and communication skills.

As a language teacher you might want to start a class blog which enables you to

- provide online reading texts for your students
- provide additional materials like audio or video clips, images, charts etc.
- organise Internet resources for the class by providing useful links
- give instructions, assign tasks
- make the students practice writing (for an audience)
- give teacher feedback
- entice student discussion
- encourage peer evaluation and peer support
- carry out project work and make students document their progress
- experiment to find still more uses of blogs...

Chat online

Chat centres can be a rewarding experience for the language learner. The user meets other learners online and can communicate with these through text, speech, and video. It is easy to set up a chat server, but difficult to gain users, it is a very lonely feeling to be the only visitor in a chat room;-) The main problems with chats are the lack of content and difficulties in organising and arranging chats using the less taught languages. However, when combined with tasks and suitable groups of students (age groups, interests etc.) chats can lead to real communication and when followed by post task work - language learning.



One of the most used chat programs is the Microsoft Messenger to download and read more information go to <http://get.live.com/messenger/overview> Microsoft Messenger includes many useful features like:

- PC-to-PC Calling
- Video conversations
- Sharing Folders
- Address book

Another platform for online chats is Skype www.skype.com where a feature named Skypecasts allow the user to participate in online community chats with up to 100 participants. Skype has a directory where it is possible to locate language learning chats or to host one yourself. Read more about Skypecasts here: <http://www.skype.com/download/features/skypecasts/>



Friends Abroad is a service that assists language learners finding other learners to chat with: <http://www.friendsabroad.com/>

Cloze exercises.

Cloze exercises are similar to the fill-in the blank exercise. This is an activity that can easily and in a few minutes be created with the software “Hot Potatoes”⁴.

Commenting / correcting electronic texts / essays/ exercises.

When a student has handed in a text in an electronic form it is bad practice just to print it out and to comment on it with the old fashioned red ink. It works much better when the teacher inserts suggestions in the text using the word processor or dedicated programs to do so. An example of a

⁴ A software which is free when used for online exercises: www.halfbaked.com

program for commenting texts can be found at <http://www.cict.co.uk/software/markin/index.htm> the program can be adapted to different languages.

Cross Words

Cross words are often very popular with students, and when created from the vocabulary that the students have just been working on it is a good tool for post task exercises. This is an activity that can easily and in a few minutes be created with the software “Hot Potatoes”⁵. And with Hot Potatoes students may even create the exercises for one another.

Drills

Drill are often referred to as “Drill and Kill” exercises. A computer can do anything that the old fashioned language laboratories could do; Model: “He has one car”, Response “No, he has two cars”. “He has one computer”, “No, he has two computers” ... The user input can be either text or speech through the computer microphone.

Electronic dictionaries

Electronic dictionaries are very useful for the learners of the less taught languages. Through the Internet there are several examples of dictionaries that are either free or shareware. Try the address <http://www.dictionaries.com> or perhaps better search the web for online dictionaries with Google (better because new services appear frequently).

Electronic Portfolios.

An electronic portfolio, also known as an e-portfolio, e-folio, or digital portfolio can be a simple collection of work on a diskette or in the more advanced version a student website where the student presents selected pieces of work. some of the work may still be in progress thus demonstrating the learning process.

In education, portfolio refers to a personal collection of information describing and documenting a person’s achievements and learning. There is a variety of portfolios ranging from learning logs to extended collections of achievement evidence. Portfolios are used for many different purposes such as accreditation of prior experience, job search, continuing professional development, certification of competences.

The pedagogical idea is that the student becomes aware of his/her learning styles, this helps the student choose the right activities thus increasing learning. Portfolios can also be used for assessing students. Read an article by TIM Caudery on portfolio assessment here:
<http://inet.dpb.dpu.dk/infodok/sprogforum/spr11/caudery.html>

⁵ A software which is free when used for online exercises: www.halfbaked.com

Blogs (see the blogs heading) may also serve as portfolios.

There is even free software that can serve as base for electronic portfolios, e.g. the OSP <http://www.osportfolio.org/> and Confolio: <http://www.confolio.org/wiki/Introduction/Main>

A collection of portfolio templates can be downloaded from:

<http://www.coe.iup.edu/ptut/Portfolios.html>

Also Moodle Course Management System <http://moodle.org/> can be used for portfolios

Fill-in the blank.

The user works with a text where some of the words are missing, the user has to find suitable words to solve the exercise. This is an activity that can easily and in a few minutes be created with the software “Hot Potatoes”⁶.

Find the answers.

The student is given a question and looks for the answer in documents, video, or audio using the Internet, CD-ROM, DVD or similar storage. The answers can then be presented to the teacher / class in different forms. When the “find the answer” exercise becomes more elaborate it actually becomes a webquest (read more in the WebQuest entry)

Find the right sequence (or jumbled sentences).

In this activity a sentence or a story is cut into pieces that the user has to reorder to reconstruct the sentence or the story. This is an activity that can easily be created with the software “Hot Potatoes”.

Grammar.

There are only few grammar programs for the less taught languages and often they are only transferring book style exercises to a computer with similar lack of success. However, there is at present one recommendable grammar website: The VISL site <http://visl.hum.sdu.dk/visl/> VISL stands for "Visual Interactive Syntax Learning", it is a research and development project at the Institute of Language and Communication (ISK), University of Southern Denmark (SDU) - Odense Campus. Since September 1996, staff and students at ISK have been designing and implementing Internet-based grammar tools for education and research.

At the start of the project, four languages were involved: English, French, German, and Portuguese. Since then, many additional languages have joined the project - as evidenced by the growing number of entries in the language list.

⁶ A software which is free when used for online exercises: www.halfbaked.com

From the VISL site the following "tools" are available for you:

Grammatical Analyses (pre-analyzed sentences and automatic machine parsing)

Games & Quizzes (testing of word classes and other grammatical topics)

Corpus Search (access to the BNC and other language corpora)

Machine Translation

If you access one of the VISL languages through the entry page, you will be asked the question "Which VISL tool do you want to use?". Within each language you will find various options available to you. In the table below, we have provided an overview of what is currently available for each language.

Languages	VISL Tools					
	Pre-analyzed sentences	Automatic analyses	Games	Quizzes	Corpus Search	Machine Translation
Arabic	X	-	-	-	-	-
Bosnian	X	-	X	-	-	-
Danish	X	X	X	-	X	X
Dutch	X	-	-	-	-	-
English	X	X	X	X	X	-
Esperanto	X	X	X	-	-	-
Finnish	X	-	X	-	-	-
French	X	X	X	-	-	-
German	X	X	X	-	X	-
Greek (Anc)	X	-	X	-	-	-
Greek (Mod)	X	-	X	-	-	-
Italian	X	X	X	-	-	-
Japanese	X	-	-	-	-	-
Japanese Roman-ji	X	-	X	-	-	-
Latin	X	-	X	-	-	-
Latvian	X	-	X	-	-	-
Norwegian (bok)	X	-	X	-	-	-
Norwegian (Ny)	X	-	-	-	-	-
Portuguese	X	X	X	-	X	X
Russian	X	-	-	-	-	-

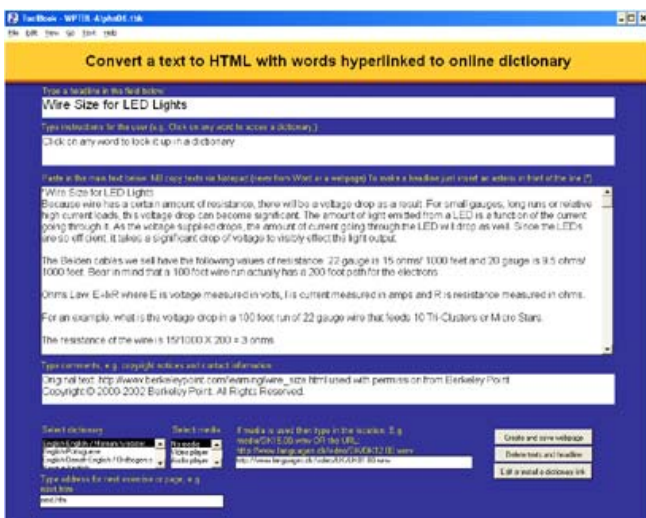
Spanish	X	X	X	-	X	-
Swedish	X	-	X	-	-	-

Hotwords.

This is not really an exercise or activity, but still very useful for the language learner. In a text important words and cultural notes can be linked to suitable explanations and translations. Hotwords can be made with most word processors.

One type of hotwords are webpages where all words are linked word by word to online dictionaries. To create such webpages you can use the Web Page Text Blender which is a program that can convert any text into an HTML document where all words are automatically linked to an online dictionary, this means that students just have to click on a word to get help.

All which is needed to convert a text is to type in a headline, then a short instruction for the end user, and finally to paste in the text in the text window followed by clicking "Create Webpage". The program is available from <http://www.languages.dk/materials.htm>



Listening exercises.

In this activity the computer replaces a tape recorder. Often the activity is combined with other activities like multiple choice exercises to control if the student has understood the content.

Matching words, sentences, or pictures

This activity can be very useful for several purposes even for vocabulary training where a student drags words to corresponding pictures. This activity can easily and in a few minutes be created with the software “Hot Potatoes”⁷.

Multiple Choice.

This type of exercise is very useful for a quick control of a student’s understanding the content of information given through audio, text, video etc. This is an activity that can easily be created with the software “Hot Potatoes”.

Podcasts

Podcasting is a method of distributing multimedia files across the internet using “RSS” or “Atom syndication” formats. This allows a user to playback these files on any personal computer or mobile device, like Apple’s iPods (<http://www.apple.com>). If you make a podcast, you are the podcaster. There are other ways to distribute multimedia on the internet, but there are special characteristics about podcasting. One is its use of syndication, which means that people can subscribe to a site that produces podcasts, and they will be informed automatically when there is a new podcast available.

Another useful characteristic of podcasts is that they use open standards, like MPEG3, which means that there are many types of devices that can play them. There is both free and commercial software available to build podcasts and to play them, so you have a choice of how to make the technology work in your teaching environment.

The model for pushing the multimedia has moved from only audio to video as well, which is called Vodcasting. This is slightly more complex to build than the podcast, but still easy enough.

There are many people who are using podcasts and vodcasts in their teaching environments. Because of the multimedia aspect, there is an obvious CALL application. And with the use of simple mp3 players that also allow you to record, like the iPod with a Griffin iTalk microphone, you can easily have your students record their speech and turn in digital audio for assessment or for group work with other students.

The BBC does two "podcasts" specifically for Gaelic learners on:
http://www.bbc.co.uk/scotland/alba/foghlam/learn_gaelic/an_litir_bheag/index.shtml and
http://www.bbc.co.uk/scotland/alba/foghlam/learn_gaelic/litir/index.shtml These are MP3 downloads of the radio programs plus a pdf transcript of the show with notes and comments.

You can find some links to podcasts and articles on podcasts by going to the pools website www.languages.dk or the pools BLOG: <http://www.weblogs.uhi.ac.uk/pools/?p=59>

See also <http://en.wikipedia.org/wiki/Podcasting>

⁷ A software which is free when used for online exercises: www.halfbaked.com

Role plays / MUD and MOO.

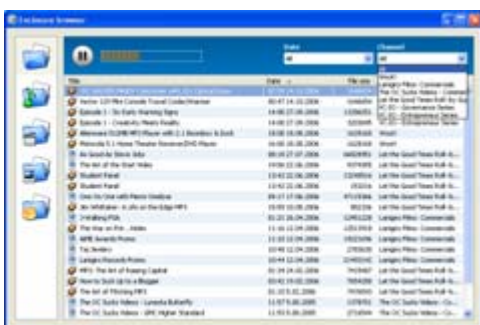
On the Internet it is possible to take part in role plays with participants from all over the world. The activity is often called MUD; Multi User Dungeons. In some cases the activities have been made explicitly for language teaching and class room use, try these two addresses: <http://moo.du.org> and www.du.org

Examples of MUDs for different languages can be found at these addresses:
<http://moolist.yeahaw.com/edu.html> and
<http://home.gno-fn.org/whs1/education/subjects/langmoos.html>

RSS

RSS is a family of web feed formats used to publish frequently updated digital content, such as blogs, news feeds or podcasts.

Users of RSS content use programs called feed 'readers' or 'aggregators': the user 'subscribes' to a feed by supplying to their reader a link to the feed; the reader can then check the user's subscribed feeds to see if any of those feeds have new content since the last time it checked, and if so, retrieve that content and present it to the user. An example of a recommendable feedreader is the "Feedreader 3.07" which can be downloaded for free from: <http://www.feedreader.com>



Programs known as feed readers or aggregators can check a list of feeds on behalf of a user and display any updated articles that they find. It is common to find web feeds on major websites and many smaller ones. Some websites let people choose between RSS or Atom formatted web feeds; others offer only RSS or only Atom.

RSS-aware programs are available for various operating systems. Client-side readers and aggregators are typically constructed as standalone programs or extensions to existing programs such as web browsers and Email readers. Many browsers have integrated support for RSS feeds. There also are other applications that can convert an RSS feed into several usenet articles, viewable through the major newsreader software such as Mozilla Thunderbird or Forté Agent.

Web-based feed readers and news aggregators such as NewsGator Online require no software installation and make the user's "feeds" available on any computer with Web access. Some aggregators combine existing web feeds into new feeds, e.g., taking all football related items from

several sports feeds and providing a new football feed. There are also search engines for content published via web feeds like Bloglines.

On Web pages, web feeds (RSS or Atom) are typically linked with the word "Subscribe", an orange rectangle, , or with the letters or . Many news aggregators such as My Yahoo![1] publish subscription buttons for use on Web pages to simplify the process of adding news feeds.

Excerpts from Wikipedia <http://en.wikipedia.org/wiki/RSS>

Simulations.

Electronic or online simulations are different from role plays because the activities undertaken in a simulation are real and not just acting. The tools for electronic simulations can be plain e-mails, mobile phone SMS, chat boards etc. The advantage of an electronic simulation is the possibility of having participants from different countries. The disadvantage in advanced simulations is the high level of computer skills that is often involved.

An example: Strike is an example of a simulation suitable for intermediate or advanced students. In the Strike simulation the students have individual "roles". The simulation takes place at ADAMENT (a machine works) where a clash of opinions causes a strike.

The scenario is: One of the electricians who is always late for work is sacked after an argument with the foreman. The shop steward summons a meeting where the employees decide to strike. They claim the machine works is a nineteenth century sweatshop with a very bad working environment.

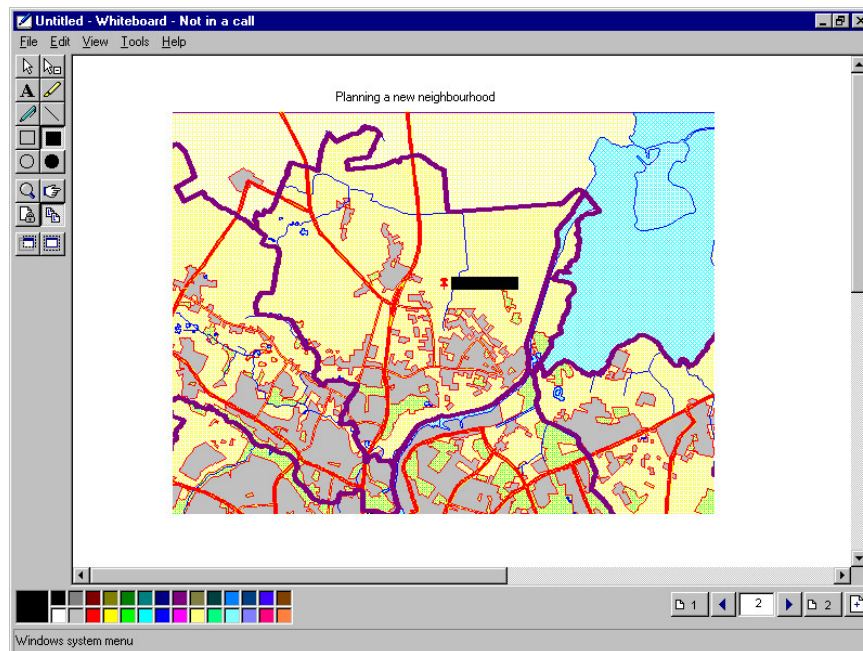


They also claim the electrician has been victimised by the foreman due to the many conflicts in the machine works. None of the parties seems willing to budge an inch, however, ADAMENT is pressed by one of the customers who is in urgent need of a specific supply. The customer threatens to take the order elsewhere ...

The students are placed in two main groups according to their roles. Group one - Employer, managers, foreman etc. Group B - The shop steward, the electrician, different workers. Each group

can meet online to prepare for meetings between the two groups. The teacher's / organizer's role is to ensure that the simulation stays "alive", i.e. if needed he/she can send the managers an e-mail from their costumer, or send the employees an e-mail from the trade union stating that the strike is illegal and must come to an end. The simulation is finished when the two parts come to an agreement.

Town Planning: Another online simulation is called Town Planning. In this simulation the class is divided into two groups. The students in group A are town planners who have the task to prepare a suggestion for building a new neighbourhood at the Odense Fjord. Group B are ecologists who prefer the area preserved as a natural reserve, however, they have to accept that there is a need for a new neighbourhood. Each group have their own online sessions with the teacher where they start preparing their suggestions to the other group. When ready they invite the other group to an online conference, during that conference (which probably will be a number of conferences) the students negotiate and give suggestions using both online audio and an electronic whiteboard system (part of the free Microsoft NetMeeting).



Subtitles

Subtitles is a very useful tool for more purposes than most people think, e.g. for assisting deaf students working with a video. Subtitles also serve as an extra aid for language learning students who can both listen to a commentary and simultaneously read the words as well.

It is not at all complicated to make subtitles for a video and some tools are even free. An example is the Divxland Media Subtitler <http://www.divxland.org/> which allows the user to prepare subtitles for videos. The subtitles can then be played back with the assistance of a "filter" (small program that makes your usual media player attach / play the subtitles), an example of such a filter "VobSub" can be downloaded from:

<http://www.softpedia.com/get/Multimedia/Video/Codec-Packs-Video-Codecs/VobSub.shtml> It is also possible to add subtitles on a permanent basis to videofiles like .avi files, please see a tutorial here: <http://www.divxland.org/permanentsubtitling.php>

Students usually love preparing subtitles for small videos or excerpts from videos, to do so is a very rewarding task 😊

Tandem.

The best way of learning a foreign language is communication with a native speaker who wants to learn your language. It is a give and take solution where you are the teacher (of your own language) AND the student (of a foreign language).

Read more about Tandem Learning and watch videos with examples here:
http://www.languages.dk/methods/methods.html#Tandem_learning

To look for other tandem partners you can visit the European Tandem Network at this address:
<http://www2.tcd.ie/CLCS/tandem/> or here: <http://www.slf.ruhr-uni-bochum.de/> also the website: <http://www.friendsabroad.com/> is a good place to start

Help and tips on how to learn as a tandem partner can be found here:
<http://www2.tcd.ie/CLCS/tandem/email/help/helpeng01.html>

E-mail tandems differ from face to face tandems (or online audio tandems like Netmeeting) because an e-mail tandem has to concentrate on written communication skills. Read about e-mail tandems at this address: <http://inet.dpb.dpu.dk/infodok/sprogforum/Espr13/pors.html>

Task based learning

Task based learning can easily benefit from online resources. Read a quick introduction to task based learning in Michael Svendsen Pedersen's article "What does you have in your "Task" today?" <http://inet.dpb.dpu.dk/infodok/sprogforum/Espr4/msp.html>

Another interesting article (in English) from Sprogforum on task-based learning which is the result of an in-service course for language teachers who teach adult immigrants and refugees Danish at the country's language centres can be found here:
<http://inet.dpb.dpu.dk/infodok/sprogforum/Espr20/msp.html>

Vodcast

Video podcast (sometimes shortened to vidcast or vodcast) is a term used for the online delivery of video on demand video clip content via Atom or RSS enclosures. The term is an evolution specialized for video, coming from the generally audio-based podcast and referring to the distribution of video where the RSS feed is used as a non-linear TV channel to which consumers can subscribe using a PC, TV, set-top box, media center or mobile multimedia device).

From a web server, a video podcast can be distributed as a file or as a stream. Both methods have their advantages and disadvantages. Downloading complete video podcasts in advance gives the user the ability to play the video podcasts offline on, for example, a portable media player. Streaming allows seeking (skipping portions of the file) without downloading the full video podcast, better statistics and lower bandwidth costs for the servers; however, users may have to face pauses in playback caused by slow transfer speeds.

A podcasting client may work with a separate, or integrated player. One such example of the latter is iTunes, which is an unusual case of a web feed aggregator being added to a media player rather than vice versa.

Source Wikipedia: <http://en.wikipedia.org/wiki/Vodcast>

Vocabulary training.

This is one of the oldest exercise types for computers. The computer asks a word and the student



has to answer with a correct response. The student input can be through text or speech. This exercise type can be very fruitful, but only when the words trained are placed in a context. It can be very useful if the student can choose words he/she wants to train and build up his/her own exercises, this way the student creates a personal vocabulary portfolio.

Voicemail

Voicemail (or voice mail, vmail or VMS, sometimes called messagebank) is a centralized system of managing telephone messages for a large group of people. In its simplest form it mimics the functions of an answering machine, uses a standard telephone handset for the user interface, and uses a centralized, computerized system rather than equipment at the individual telephone.

Voicemail systems are much more sophisticated than answering machines in that they can:

- answer many phones at the same time
- store incoming voice messages in personalized mailboxes associated with the user's phone number
- enable users to forward received messages to another voice mailbox
- send messages to one or more other user voice mailboxes

- add a voice introduction to a forwarded message
- store voice messages for future delivery
- make calls to a telephone or paging service to notify the user a message has arrived in his/her mailbox
- transfer callers to another phone number for personal assistance
- play different message greetings to different callers.

Voicemail messages are stored on hard disk drives, media generally used by computers to store other forms of data. Messages are recorded in digitized natural human voice similar to how music is stored on a CD. To retrieve messages, a user calls the system from any phone, logs on using Touch-tones (clearing security), and his/her messages can be retrieved immediately. Many users can retrieve or store messages at the same time on the same voicemail system.

Many voicemail systems also offer an automated attendant facility. Automated attendants enable callers to a "main" business number to access directory service or self-route the call to various places such as a specific department, an extension number, or to an informational recording in a voice mailbox, etc.

By the turn of the century (2000), voicemail had become a ubiquitous feature on phone systems serving companies, cellular and residential subscribers. Cellular and residential voicemail continue today in their previous form, primarily simple telephone answering. Email became the prevalent messaging system, email servers and software became quite reliable, and virtually all office workers were equipped with multimedia desktop PCs.

Instant messaging in voice: The next development in messaging was in making text messaging real-time, rather than just asynchronous store-and-forward delivery into a mailbox. It started with Internet service provider America Online (AOL) as a public Internet-based free text "chat" service for consumers, but soon was being used by business people as well. It introduced the concept of Internet-Protocol "presence management" or being able to detect device connectivity to the Internet and contact recipient "availability" status to exchange real-time messages, as well as personalized "Buddy list" directories to allow only people you knew to find out your status and initiate a real-time text messaging exchange with you. Presence and Instant Messaging (Instant Messaging) has since evolved into more than short text messages, but now can include the exchange of data files (documents, pictures) and the escalation of the contact into a voice conversational connection.

Excerpts from Wikipedia

Webcams

A web camera (or webcam, real camera) is a real-time camera (usually, though not always, a video camera) whose images can be accessed using the World Wide Web, instant messaging, or a PC video calling application.

Web-accessible cameras typically involve a digital camera which uploads images to a web server, either continuously or at regular intervals. This may be achieved by a camera attached to a PC, or by dedicated hardware. Videoconferencing cameras typically take the form of a small camera connected directly to a PC. Analog cameras are also sometimes used (often of the sort used for closed-circuit television), connected to a video capture card and then directly or indirectly to the internet.



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Excerpts from Wikipedia

Webcams are frequently used during online chats using Microsoft Messenger, Skype or similar online services

WebQuests.

A WebQuest is an activity where the student answers questions / compiles information mostly found on the web. WebQuests are designed to focus on using and analysing information rather than looking for it. This means the teacher / constructor provides the student with the needed links.

The best place on the web to learn about WebQuests is: <http://webquest.sdsu.edu/webquest.html>

The WebQuest model was developed in early 1995 at San Diego State University by Bernie Dodge with Tom March, and was outlined then in *Some Thoughts About WebQuests*.

The main problems using the WebQuest method for the less taught languages are the language level of the websites (usually very high) and also for some of the languages there is still (2003) only little content available on the web.

To create webquests you may use InstantWebquest, which is a web based software for creating WebQuests in a short time: <http://instantprojects.org/webquest/main.php>

More information: <http://webquest.org/> and <http://bestwebquests.com/> which gives an excellent introduction to WebQuests and contains a large archive of ready to use materials,

How to transfer analogue materials to digital materials

Copyrights

This unit is not supposed to cover all aspects of copyrights, but more to be a rule of the thumb.

First of all copying for private use of materials that you own (legally bought materials) is now generally legal. There may, however, be problems with educational materials, but it seems fair use to make a backup copy to store away with the purpose to protect the investment.

The idea behind copyright is to ensure that the producer gets her pay / reward for the work done. Copyrights expire after some years, the problem is that the expiration period is constantly changed, e.g. in 1998 The Sonny Bono Copyright Term Extension Act extended the term from the end of the author's life plus 50 to life plus 70 years. The works made for hire term was extended from 75 to 95 years.

Copyright issues are still being investigated, one of the pioneers to challenge the courts is Lawrence Lessig who may find it acceptable that e.g. Disney has to earn money from producing Snow White, but find it beyond reason that Disney due to the Sonny Bono Act in 1998 is protected for decades while Disney without paying anything based the work on the adventure from the Brothers Grimm

A general trap is to use background music in videos. Only music which has been bought with a license to be used as background music in videos and film may be used for this purpose. So unless you yourself have composed the music then avoid using music in videos. It is legal, however, to make video recordings where music is part of the natural background and has not been inserted as part of the editing, e.g. in a disco, but take care!

Excerpts from Wikipedia about copyrights: Copyright is a set of exclusive rights regulating the use of a particular expression of an idea or information. At its most general, it is literally "the right to copy" an original creation. In most cases, these rights are of limited duration. The symbol for copyright is ©, and in some jurisdictions may alternatively be written as either (c) or (C).

Copyright law covers only the particular form or manner in which ideas or information have been manifested, the "form of material expression". It is not designed or intended to cover the actual idea, concepts, facts, styles, or techniques which may be embodied in or represented by the copyright work. In some jurisdictions, copyright law provides scope for satirical or interpretive works which themselves may be copyrighted. For example, the copyright which subsists in relation to a Mickey Mouse cartoon prohibits unauthorized parties from distributing copies of the cartoon or creating derivative works which copy or mimic Disney's particular anthropomorphic mouse, but does not prohibit the creation of artistic works about anthropomorphic mice in general, so long as they are sufficiently different to not be imitative of the original. Other laws may impose legal restrictions on reproduction or use where copyright does not - such as trademarks and patents.

Copyright laws are standardized through international conventions such as the Berne Convention in some countries and are required by international organizations such as European Union or World Trade Organization from their member states.

Obtaining and enforcing copyright

Typically, a work must meet minimal standards of originality in order to qualify for copyright, and the copyright expires after a set period of time (some jurisdictions may allow this to be extended). Different countries impose different tests, although generally the requirements are low; in the United Kingdom there has to be some 'skill, originality and work' which has gone into it. However, even fairly trivial amounts of these qualities are sufficient for determining whether a particular act of copying constitutes an infringement of the author's original expression. In Australia, it has been held that a single word is insufficient to comprise a copyright work.

In the United States, copyright has been made automatic (in the style of the Berne Convention) since March 1, 1989, which has had the effect of making it appear to be more like a property right. Thus, as with property, a copyright need not be granted or obtained through official registration with any government office. Once an idea has been reduced to tangible form, for example by securing it in a fixed medium (such as a drawing, sheet music, photograph, a videotape or a letter), the copyright holder is entitled to enforce his or her exclusive rights. However, while a copyright need not be officially registered for the copyright owner to begin exercising his exclusive rights, registration of works (where the laws of that jurisdiction provide for registration) does have benefits; it serves as prima facie evidence of a valid copyright and enables the copyright holder to seek statutory damages and attorney's fees (whereas in the USA, for instance, registering after an infringement only enables one to receive actual damages and lost profits). The original holder of the copyright may be the employer of the actual author rather than the author himself if the work is a "work for hire". Again, this principle is widespread; in English law the Copyright Designs and Patents Act 1988 provides that where a work in which copyright subsists is made by an employee in the course of that employment, the copyright is automatically assigned to the employer.

Copyrights are generally enforced by the holder in a civil law court, but there are also criminal infringement statutes. Criminal sanctions are generally aimed at serious counterfeiting activity, but are now becoming more commonplace as copyright collectives such as the RIAA are, more and more, targeting the file sharing home Internet user. Thus far however, these cases have usually been settled outside of court, with demands of payment of several thousand dollars accompanied by nothing more than a threat to sue the file sharer, which will be ruinous to many defendants in practice, thus such cases rarely make their way to civil law courts.

It is important to understand that absence of the copyright symbol does not mean that the work is not covered by copyright. The work once created from originality through 'mental labor' is instantaneously considered copyrighted to that person.

Copyright notices

Use of a copyright notice — consisting of the letter C inside of a circle (that is, "©"), the abbreviation "Copr.", or the word "Copyright", followed by the year of the first publication of the work and the name of the copyright holder — was part of previous United States statutory requirements. (Note that the letter C inside of parentheses ("c") has never been an officially recognized designator.) But since 1976, when the U.S. passed a new Copyright Act that followed

the model of the Berne Convention, the use of copyright notices has become optional to claim copyright, as the Berne Convention makes copyright automatic.[8] However, notice of copyright (using these marks) does have consequences in terms of allowable damages in an infringement lawsuit in some places.

The phrase All rights reserved was once a necessary formal notice that all rights granted under existing copyright law are retained by the copyright holder and that legal action may be taken against copyright infringement. It was provided as a result of the Buenos Aires Convention of 1910, which required some statement of reservation of rights to grant international coverage in all the countries that were signatory to that convention. While it is commonplace to see it, this notice is now superfluous, as every country that is a member of the Buenos Aires Convention is also a member of the Berne Convention, which hold a copyright to be valid in all signatory states without any formality of notice.

This phrase is sometimes still used even on some documents to which the original author does not retain all rights granted by copyright law, such as works released under a copyleft license. It is, however, only a habitual formality and is unlikely to have legal consequences.

The exclusive rights of the copyright holder

Several exclusive rights typically attach to the holder of a copyright:

- to produce copies or reproductions of the work and to sell those copies (including, typically, electronic copies)
- to import or export the work
- to create derivative works (works that adapt the original work)
- to perform or display the work publicly
- to sell or assign these rights to others

The phrase "exclusive right" means that only the copyright holder is free to exercise the attendant rights, and others are prohibited using the work without the consent of the copyright holder. Copyright is often called a "negative right", as it serves to prohibit people (e.g. readers, viewers, or listeners, and primarily publishers and would be publishers) from doing something, rather than permitting people (e.g. authors) to do something. In this way it is similar to the unregistered design right in English law and European law. The rights of the copyright holder also permit him/her to not use or exploit their copyright for its duration. This means an author can choose to exploit their copyright for some of the duration and then not for the rest, vice versa, or entirely one or the other.

There is however a critique which rejects this assertion as being based on a philosophical interpretation of copyright law as an entity, and is not universally shared. There is also debate on whether copyright should be considered a property right or a moral right. Many argue that copyright does not exist merely to restrict third parties from publishing ideas and information, and that defining copyright purely as a negative right is incompatible with the public policy objective of encouraging authors to create new works and enrich the public domain.

The right to adapt a work means to transform the way in which the work is expressed. Examples include developing a stage play or film script from a novel; translating a short story; and making a new arrangement of a musical work.

Fair use and fair dealing

Copyright does not prohibit all copying or replication. In the United States, the fair use doctrine, codified by the Copyright Act of 1976 as 17 U.S.C. Section 107, permits some copying and distribution without permission of the copyright holder or payment to same. The statute does not clearly define fair use, but instead gives four non-exclusive factors to consider in a fair use analysis. Those factors are:

Those factors are:

- the purpose and character of your use
- the nature of the copyrighted work
- what amount and proportion of the whole work was taken, and
- the effect of the use upon the potential market for or value of the copyrighted work.

In the United Kingdom and many other Commonwealth countries, a similar notion of fair dealing was established by the courts or through legislation. The concept is sometimes not well defined; however in Canada, private copying for personal use has been expressly permitted by statute since 1999. In Australia, the fair dealing exceptions under the Copyright Act 1968 (Cth) are a limited set of circumstances under which copyright material can be legally copied or adapted without the copyright holder's consent. Fair dealing uses are research and study; review and critique; news reportage and the giving of professional advice (ie legal advice). Under current Australian law it is still a breach of copyright to copy, reproduce or adapt copyright material for personal or private use without permission from the copyright owner. Other technical exemptions from infringement may also apply, such as the temporary reproduction of a work in machine readable form (eg, in an information technology storage system).

In the United States the AHRA (Audio Home Recording Act Codified in Section 10, 1992) prohibits action against consumers making noncommercial recordings of music, in return for royalties on both media and devices plus mandatory copy-control mechanisms on recorders.

Section 1008. Prohibition on certain infringement actions

No action may be brought under this title alleging infringement of copyright based on the manufacture, importation, or distribution of a digital audio recording device, a digital audio recording medium, an analog recording device, or an analog recording medium, or based on the noncommercial use by a consumer of such a device or medium for making digital musical recordings or analog musical recordings.

Later acts amended US Copyright law so that for certain purposes making 10 copies or more is construed to be commercial, but there is no general rule permitting such copying. Indeed making one complete copy of a work, or in many cases using a portion of it, for commercial purposes will not be considered fair use. The Digital Millennium Copyright Act prohibits the manufacture, importation, or distribution of devices whose intended use, or only significant commercial use, is to bypass an access or copy control put in place by a copyright owner. An appellate court has held that fair use is not a defense to engaging in such distribution.

It is absolutely vital to remember that copyright regimes can and do differ between countries, even countries which both adhere to the same copyright Convention. It would be dangerous to assume that an activity permitted by the laws of one country is necessarily permitted elsewhere.

Read about EU copyrights: http://en.wikipedia.org/wiki/EU_Copyright_directive

Copying and recording audio

Most sound cards have at the back of the computer four 1/8" jacks- two outputs and two inputs. One of the inputs will be marked as the microphone input by the word "Mic" or by an icon of a microphone. Don't use that one!

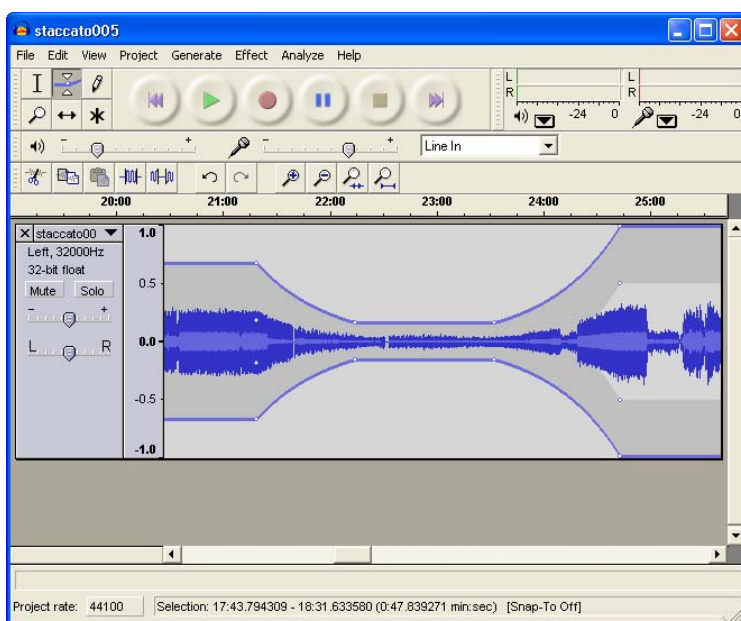
Instead, find the Line input. Check the markings on the back of your sound card to determine which one it is - there are usually either symbols or text labels back there to help you out. If the labels are not clear, refer to your manual. Make sure that the plug you use going into your sound card is a 1/8" stereo connector.

Next step is to start the recording / editing software. The POOLS teams can recommend Audacity: Audacity is free, open source software for recording and editing sounds. It is available for Mac OS X, Microsoft Windows, GNU/Linux, and other operating systems.

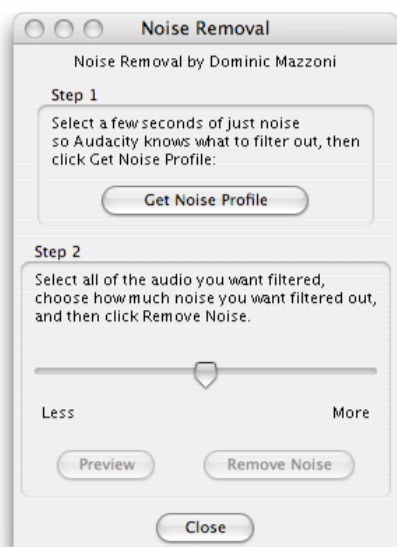
To download the software go to <http://audacity.sourceforge.net/>

The Audacity software allows you to

- Record live audio.
- Convert tapes and records into digital recordings or CDs.
- Edit Ogg Vorbis, MP3, and WAV sound files.
- Cut, copy, splice, and mix sounds together.
- Change the speed or pitch of a recording.
- and much more!



After recording it is possible to fine tune the results with e.g. a noise filter



The resulting files can then be written to different file formats e.g. mp3 files that can be distributed online and podcast.

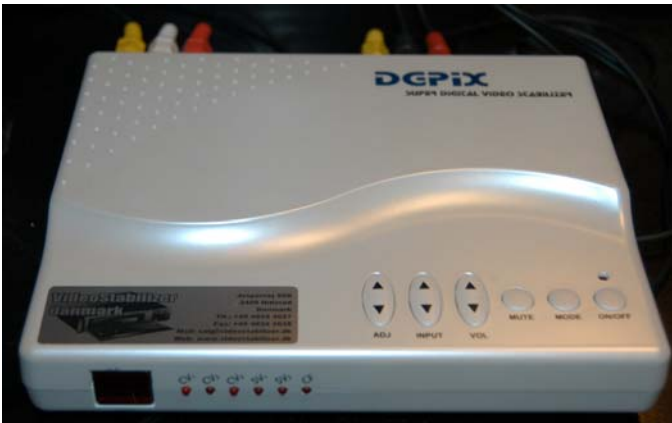
Best of all Audacity has excellent documentation and step by step tutorials, please go to <http://audacity.sourceforge.net/help/tutorials>

How to copy VHS to DVD

The simple way is to use a DVD stand alone recorder and then connect a VHS player to that recorder.



If the result is not acceptable due to noise or bad quality tapes then the result can be enhanced with a video stabiliser, an apparatus which in some cases also makes it possible to copy copy-protected commercial tapes, BUT in many countries such a procedure is illegal!



VideoStabilizer

Copying VHS and other video recordings to a computer

To copy from a video player (and some older cameras) it is needed to buy some hardware. A recommendable solution is to purchase a Plextor “Digital Video Converter” the small device comes complete with all the needed software for recording and copying. It is attached to a computer through the USB port.



The “Digital Video Converter” is connected to the computer through a USB cable



The Plextor ConvertX “Digital Video Converter” has input for audio, video and also S-video

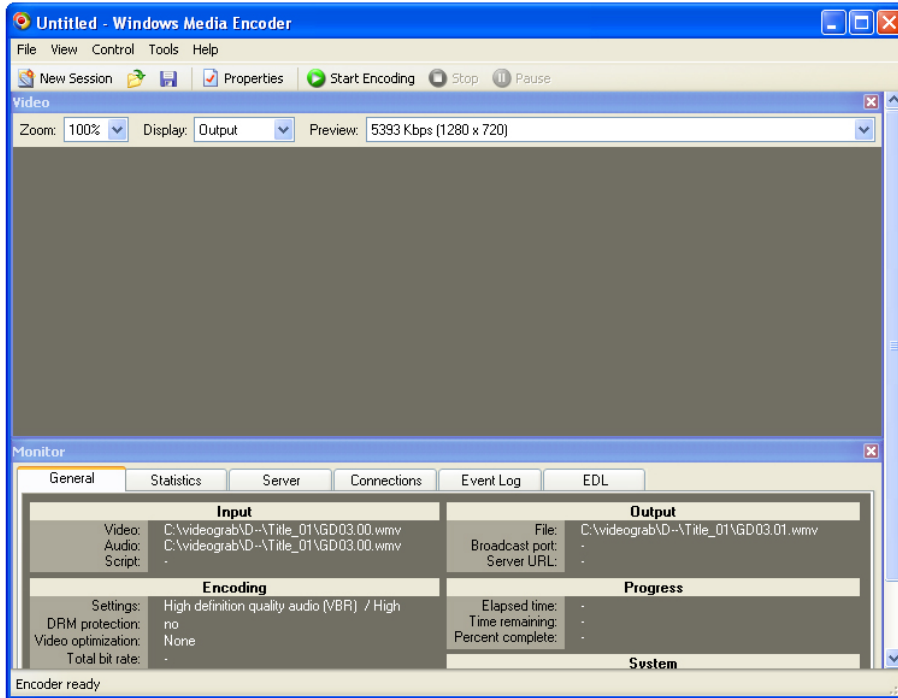
VHS to files suitable for websites e.g. wmv files

The first step is to get the video into the computer, please read “Copying VHS and other video recordings to a computer” when the video has been grabbed there are several ways of converting it into a web based format like .wmv Most of the devices (e.g. The Plextor ConvertX “Digital Video Converter”) that can be purchased come complete with all the software which is needed to save as .wmv files.

Another option is the free Microsoft Windows Media Encoder which can record, broadcast live events, and convert video files. To download and read more about the software go to:



www.microsoft.com/windows/windowsmedia/9series/encoder/default.aspx



Microsoft Media Encoder

Teaching Foreign Language to Students with Hearing Disabilities

Learning about deaf and hearing impaired students:

SIGNALL is a transnational language competency and training project which aims to increase awareness of Deaf culture and sign languages amongst organisations, employers and hearing people. It aims to cultivate a behavioural change and commitment from organisations, employer bodies, educational establishments, public authorities and society as a whole in the way people who are deaf are perceived and treated.

Participant countries include the Czech Republic, Finland, Ireland, Spain and the UK.

SIGNALL's awareness information pack will aim to provide a mechanism that will witness a change in the way society in general will behave towards Deaf people - not by being tolerant as in the past, but through social integration, access and understanding.

Products include a book, a DVD documentary, a CD-ROM and a website.

For more information please visit www.signallproject.com

Sign language is not international. For instance, the sign language for Spain will be different from the one for Costa Rica even though the spoken language is the same. So deaf people who are internationally mobile feel encouraged to learn lip-reading and possibly even pronouncing a foreign language.

As a matter of fact deaf people have to decide on their goals for a foreign language class: e.g. learning to pronounce, speech-read or read/write. Furthermore they have to discuss with their teacher how they plan to recite the lessons: e.g. using voice, finger-spelling everything, mixed signing/finger-spelling, cued speech⁸.

However, no matter how deep deaf students want to delve into a foreign language, audio-visual materials are helpful no matter whether the goal of foreign language learning is merely a perceptive or also productive one.

Tips for Teaching Deaf Students by means of Audio-Visual Materials

- Take advantage of a variety of assistive listening devices (e.g. amplifiers) for watching foreign TV or foreign language movies.
- Use more reading/writing activities such as with transcribed audiocassette activities or computer assisted language learning software.
- Use video-clips or movies that have subtitles in the foreign language whenever possible.

⁸ Cued speech = Visual representation of sounds

Subtitling Audio-Visual Materials

The decision to subtitle audio-visual language learning materials implies further decisions, for instance:

- Should you offer full transcriptions of the text spoken in a foreign language or merely the gist of it?
- Should you offer foreign language transcriptions with or without translation into the mother tongue of the student?
- Should you straighten out flaws in the spoken original when subtitling or stick to the original (even linguistically faulty) version?

Research:

- A transnational language competency and training project which aims to increase awareness of Deaf culture and sign languages amongst organisations, employers and hearing people.
<http://www.signallproject.com>
- A postgraduate project, looking at how children understand and take in information through subtitling.
http://www.ndcs.org.uk/news_media/news/subtitling_for.html
- Educational subtitling for deaf children
Damper, R. I., Baker, R. G., Lambourne, A. D., Downton, A. C., King, R. W. and Newell, A. F. (1984) Educational subtitling for deaf children. In Proceedings of Proceedings of Second International Conference on Rehabilitation Engineering, pp. 304-305.
- Teaching English to Deaf Learners in China
<http://www.eslcafe.com/forums/teacher/viewtopic.php?t=1056>
- Creating an Online English Course for Deaf by Elina McCambridge emccambr@sun3.oulu.fi
first results expected to be published online in spring 2007
- An English link list on forums and research institutions serving the needs of deaf people
<http://www.deafblind.com/deafness.html>

Visually impaired students and accessibility of materials

When developing audiovisual materials that may be used by visually impaired students it is needed to rethink e.g. the video materials and include voice over with additional information e.g. the man left the room + general descriptions

The article below is mainly based on articles from Wikipedia, the free encyclopedia.

Web accessibility refers to the practice of making Web pages accessible to people using a wide range of user agent software and devices, not just standard Web browsers. This is especially important for people with disabilities such as visual impairment. In order to access the Web, some users require special software or devices in addition to a standard web browser, or specially designed web browsers. Design for accessibility is a sub-category of good design for usability.

Accessibility is the practice of making web pages easier to navigate and read. It is intended to assist those with disabilities, but it can be helpful to all readers. Articles adhering to the following guidelines are easier to read and edit by those wikipedians.

Benefits of Web accessibility

Designing websites with accessibility in mind can often enhance usability for all users. Good design can also deliver easier access for automated software programs that read website content, such as search engines.

One important aspect of accessibility is to let people access content in their preferred way. This can also benefit all users not just those with disabilities: for example, some users may wish to adjust text sizes because they are using a very small display on a mobile phone, or may need to use keystrokes to control their computer because they do not have a mouse or prefer not to use one. Search engines generally cannot make much use of graphics.

For example, hyperlinks that can only be followed by clicking on them with a mouse are impossible to use for those who can only use a keyboard or screen reader to interact with their computer. Information provided only in audio format cannot be accessed by people who are deaf, and if provided only in graphic format information is invisible to people who are blind.

Designing sites in accordance with Web accessibility principles is necessary to enable access for all users.

A set of guidelines and two accessible web portals designed for people developing reading skills are peepo.com and peepo.co.uk with enhanced graphics, unique style controls and improved interactivity (requires SVG supported browser).

User agent devices

Most people access the Web using a Web browser on a computer. Other ways of accessing the Web include a Personal Digital Assistant (PDA) or a mobile phone. Search engines accessing Web content via a web spider are also common.

A wide range of techniques and technologies are available to facilitate Web access for people with disabilities, or for users in general. These can be divided into two (non-exclusive) classes: enabling technologies, which circumvent a major disability such as blindness; and assistive technologies for lesser impairments.

Enabling technologies include:

-speech or voice browsers to read textual content aloud.

-speech-recognition software that can accept spoken commands to the computer, or turn dictation into grammatically correct text.

-The Braille terminal, consisting of a Refreshable Braille display which renders text as Braille characters (usually by means of raising pegs through holes in a flat surface) and a Braille keyboard (either a conventional "QWERTY" type or one designed for the Braille system).



Assistive technologies

In addition to dedicated Web content user agents, a wide range of assistive technologies is available to help people with computer accessibility. These technologies can greatly assist access to Web content for people with disabilities. Examples include:

Speech recognition software, which can be useful for those who have difficulty using a mouse or a keyboard.

Screen magnification software, which enlarges what is displayed on the computer monitor, making it easier to read for vision impaired users.

Keyboard overlays which can make typing easier and more accurate for those who have motor control difficulties.

Screen reader software, which can read out, using synthesised speech, either selected elements of what is being displayed on the monitor (helpful for users with reading or learning difficulties), or which can read out everything that is happening on the PC (used by blind and vision impaired users).

Translation software to allow reading of websites in foreign languages especially for those who had been diagnosed to have a learning disability.

General advice and guidelines for accessible web page creation

(source Wikipedia accessibility guidelines <http://en.wikipedia.org/wiki/Wikipedia:Accessibility>)

Article structure

Avoid floating the table of contents if possible, as it breaks the standard look of pages. If you must use a floated TOC, put it below the lead section for consistency. Users of screen readers expect the table of contents to follow the introductory text; they will also miss any text placed between the TOC and the first heading.

Headings should be descriptive and in a consistent order (See also — References — Further reading — External links).

Avoid using heading titles with the same name as one of the form names on the page, like "search" or "go".

Disambiguation links should be the first elements of the page, before any image or infobox. A text only browser or screen reader present the page sequentially, and otherwise the dablink will be read between the image and the lead section

Text

When editing, never break up a line unless absolutely necessary, as the easiest way to edit with a screen reader is to navigate line by line.

Spelling and grammar errors can dramatically affect the sound of the text ("initative" instead of "initiative"), which can make the text more difficult to read.

Provide a transliteration for all text in a non Latin writing system. Screen readers without Unicode support will read a character outside Latin-1 as a question mark, and even in the latest version of JAWS, the most popular screen reader, Unicode characters are very difficult to read.

Don't use techniques that require physical action to provide information, such as tooltips or other "hover" text.

Links

Do not overlink. Screen readers put each link on its own line.

Create good link descriptions, especially for external links. (avoid "click here!" or "this" kinds of links)

Avoid putting links in section headings, unless the link text is the only text in the title. Screen readers will stop reading the heading title when they encounter a link, and if the link is the first part of the heading title, they will only read the link text. For example, a heading title of "The Simpsons" will be read as "The", and a heading title of "hackers in popular culture" will be read as "hackers".

Use as little code as possible, so the text in the edit window is easier to read (for example: don't use `[[clock|clocks]]` when `[[clock]]s` will work).

Color

Ensure that color is not the only way used to convey important information. Especially, do not use colored text unless its status is also indicated using another method such as italic emphasis or footnote labels. Otherwise blind users or readers accessing Wikipedia through a device without a color screen will not receive that information.

Many readers of Wikipedia may be partially or fully color blind. Ensure that the color combinations used in Wikipedia (infoboxes, navigational boxes, graphs, etc.) have an adequate contrast. Use a color scheme generator to select the colors, and tools for simulating colorblind vision (colorfilter.wickline.org or vischeck.com) to check the result.

Web pages can be checked on-line by the developers with AccessColor, which analysis the HTML source for a web page and the Cascading Style Sheets associated, and then calculates the colour contrast and color brightness between the text and background colours conform WCAG 1.0 Suitable colour contrast for people with vision impairments, including colour blindness, can be tested with the Colour Contrast Analyser that uses the draft algorithms from the W3C

Tables

Screen readers and other web browsing tools make use of specific table tags to help users navigate the data contained within them.

Caption (|+)

A caption is a table's title, describing its nature

Summary (summary="...")

The summary can provide a longer description of the table's purpose and structure for non-visual browsers.

Row & column headers (!)

Like the caption, these help present the information in a logical structure to visitors. They can have the headers read first, and then navigate the related data.

Voice browsers might read aloud a data table in the following order:

Caption: [caption text]

Summary: [summary text]

[column header 1]: [row header 1], [column header 2]: [cell 1,2], [column header 3]: [cell 1,3]

[column header 1]: [row header 2], [column header 2]: [cell 2,2], [column header 3]: [cell 2,3]

Layout tables

Some navigation, series, and info boxes are made using tables.

Avoid using tables for layout purposes only. The best option is to use HTML's <div> blocks and style attributes because they provide flexibility.

For simple layouts tables can be an option. Especially if the only point of the table is to get a floating effect, then align="right" etc. will work with some browsers not supporting CSS at all. This is in fact a verbose approximation of <div> plus CSS, and not the design sin known as (nested) "table layout".

However, to avoid accessibility barriers, when using tables for layout purposes don't use any caption, row, or column headers, and also no summary attribute. These structural table elements should be used only for data tables. Don't use structural elements for presentation purposes, use style sheets.

Images

Images should contain a caption, either using the built in image syntax or a secondary line of text. The caption should concisely describe any information contained in the image.

Where possible, any charts or diagrams should have a text equivalent, or should be well-described so that users who can't see the image can gain some understanding of the concept.

Detailed image descriptions, where not appropriate for an article, should be placed on the image description page, with a note saying that activating the image link will lead to a more detailed description.

Style and markup

Avoid inline CSS style= attributes where a similar common class is available, e.g. class="wikitable".

Avoid inline CSS if simple legacy markup has the same effect for more browsers, e.g. align="right".

Test inline CSS effects with disabled CSS. Inline CSS isn't supported by several browsers, media, and XHTML versions.

Don't use tags or inline CSS to play with font sizes. If really necessary use <small> or <big> also supported by Lynx to a certain degree (even nested).

Don't use tags to manipulate foreground colors, unless you also use legacy bgcolor= markup to set the background color. Better use simple logical style tags like , <code>, or for semantical differences.

Inline CSS is ideal for decorative purposes including decorative colors, but then don't mix CSS with legacy markup: Old browsers respect the legacy markup and ignore the CSS.

Combining logical style tags with CSS colors is a good idea (of course depending on the colors for browsers supporting CSS).

Don't use the physical style tags `<u>`, `<i>`, or ``, better use Wiki markup " or '" , or logical style tags.

Above all use common sense, a deprecated `<u>` could be perfectly okay if it's used to indicate something like an un-clickable link.

Website accessibility audits

A growing number of organisations, companies and consultants offer website accessibility audits. These audits, a type of system testing, identify accessibility problems that exist within a website, and provide advice and guidance on the steps that need to be taken to correct these problems.

A range of methods are used to audit websites for accessibility:

Automated tools are available which can identify some of the problems that are present. Expert technical reviewers, knowledgeable in web design technologies and accessibility, can review a representative selection of pages and provide detailed feedback and advice based on their findings.

User testing, usually overseen by technical experts, involves setting tasks for ordinary users to carry out on the website, and reviewing the problems these users encounter as they try to carry out the tasks.

Each of these methods has its strengths and weaknesses:

Automated tools can process many pages in a relatively short length of time, but can only identify some of the accessibility problems that might be present in the website.

Technical expert review will identify many of the problems that exist, but the process is time consuming, and many websites are too large to make it possible for a person to review every page. User testing combines elements of usability and accessibility testing, and is valuable for identifying problems that might otherwise be overlooked, but needs to be used knowledgeably to avoid the risk of basing design decisions on one user's preferences.

Ideally, a combination of methods should be used to assess the accessibility of a website.

Standards and guidelines

The main page for the W3C's Web Accessibility Initiative (WAI) <http://www.w3.org/WAI/>

WCAG Overview <http://www.w3.org/WAI/intro/wcag.php>

The W3C's WAI Web Content Accessibility Guidelines 1.0, <http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/>

Resources for users

American Foundation for the Blind - Web Accessibility:

<http://www.afb.org/Section.asp?SectionID=57&TopicID=167>

Royal National Institute of the Blind: Technology:

http://www.rnib.org.uk/xpedio/groups/public/documents/code/public_rnib001974.hcsp

My Web My Way from the BBC: <http://www.bbc.co.uk/accessibility/>

Resources for designers

Accessibility101 – UK Web Accessibility FAQ:

<http://www.accessibility101.org.uk/web-accessibility-facts.htm>

Accessibility Advice from The National Library for the Blind (NLB):

http://www.nlb-online.org/mod.php?mod=userpage&menu=61&page_id=371#content

Accessibility at Web Design Reference - A large online reference dedicated web design and development

<http://www.d.umn.edu/itss/support/Training/Online/webdesign/accessibility.html>

National Disability Authority (Ireland) - ICT Accessibility

<http://www.nda.ie/cntmgmtnew.nsf/0/34774EDB9EDC2A1E80256F8600431030?OpenDocument>

RNIB Web Access Centre

http://www.rnib.org.uk/xpedio/groups/public/documents/code/public_rnib008789.hcsp

Why W3C Compliant? The Importance of Valid Web Codes by Mihaela Lica

<http://www.pamil-visions.com/W3C-compliance.php>

Unified Web Evaluation Methodology

<http://www.wabcluster.org/uwem1/>

Just Ask: Integrating Accessibility Throughout Design from Shawn Lawton Henry

<http://www.uiaccess.com/accessucd/overview.html>

Section 508 Training Courses (free!)

<http://www.section508.gov/index.cfm?FuseAction=Content&ID=5>

Web accessibility checkers

W3C's database of Web Accessibility Evaluation Tools - revitalised in early 2006 and regularly updated : <http://www.w3.org/WAI/ER/tools/Overview.html>

How to make your own CALL exercises.

If you know how to use a word processor and know how to store your work in different places on your hard disk or even better on the net then you have all the basics needed for making CALL exercises.

There are many authoring systems offering an easy way to create exercises, however, many of these are complicated to learn and to use (despite what is promised on the cover!). Many authoring systems are expensive and some even ask a license fee for each end user. But do not despair; there is also free software which is easy to use. We recommend you to try out the free⁹ software called Hot Potatoes, made by “Half Baked Software”. You can download “Hot Potatoes” from <http://www.halfbakedsoftware.com> or visit the Hot Potatoes homepage: <http://hotpot.uvic.ca/>

When you have installed the program you should register, this is free, after registration you receive a password which is needed when you start making your exercises.

The Hot Potatoes suite offers a wide range of exercises. From the welcome screen you click on the type you want:



The best way to learn to use Hot Potatoes is to work through the on-line Tutorial provided with the program, by doing so you actually work your way through the different types of exercises you can make with the program.

Hot Potatoes can be adapted / translated into any language so all instructions and feed-backs are given in the target language.

If you want to try what other teachers have created using Hot Potatoes you can visit this web address: <http://web.uvic.ca/hrd/hotpot/sites6.htm> where you can work with many different languages like Arabic, English, Finnish, French, English, Galician, Latin, Indonesian, Italian, Jersey, German, Italian, Maori, Portuguese, Salish, Spanish, and Swedish.

⁹ Free, but only if the exercises you make are placed on the Internet without any charge from the end user

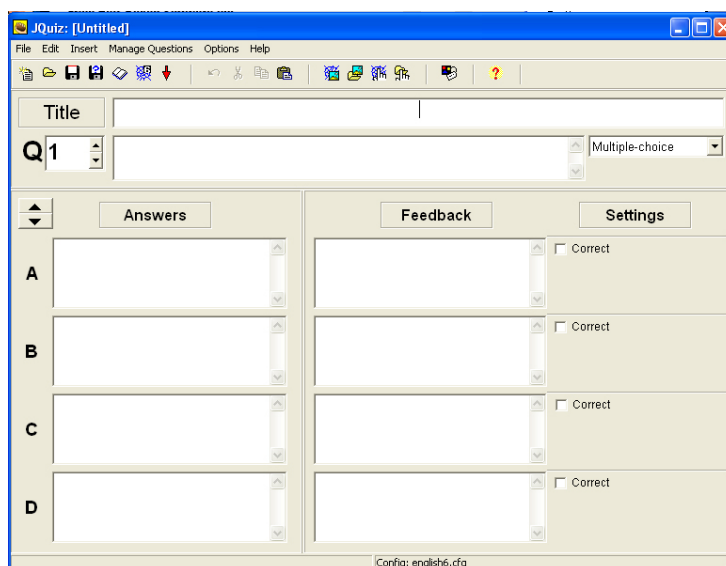
An example of the resources available from these links are “Video on Demand Resources” from the Ashcombe School, UK :

http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/shared/vod_sp.htm The site offered in mid 2006 for free a total of 35 French Videos, 23 German Videos, 16 Spanish Videos, and 8 Italian Videos. Each video is accompanied with exercises made in Hot Potatoes. The video cover topics like: Self, Family & Friends, Leisure/Entertainment, Free Time, Pocket Money, Local Environment, My house and home, Home and Home Life, Daily Routine, Education, School subjects, Travel and Transport, Holidays and Tourism, Food and Drink, Shopping & Services, Healthy Living, Healthy lifestyle, Work, and Career & Plans

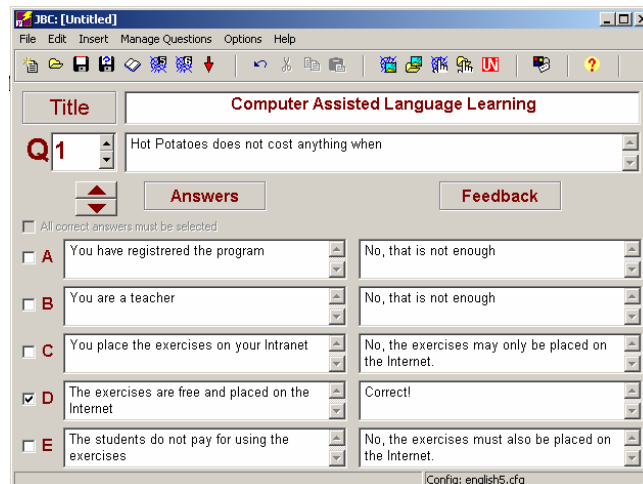
Below you find a very simple walk through of the exercise types that you can create with Hot Potatoes

A multiple choice quiz

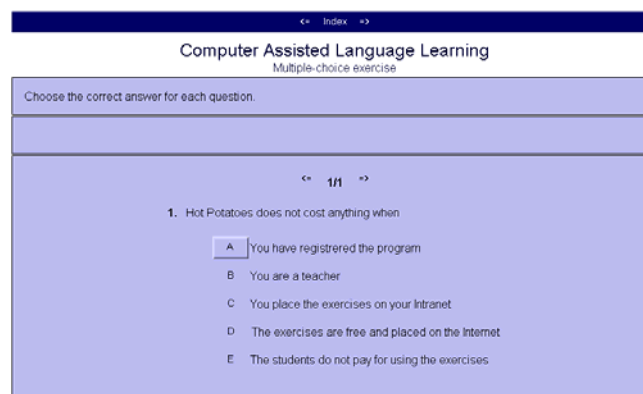
JBC is for making a multiple choice quiz. In the quiz you can make as many questions you want, each with up to five optional answers.



You simply type in a number of choices, for each choice you have to choose a feedback and decide if it is correct, if more than one answer is correct you can decide that the student must click on all correct answers.

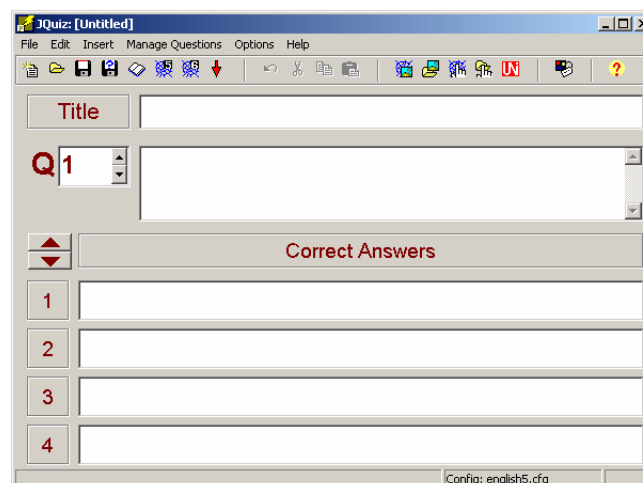


The resulting exercises look like this:



A Quiz program

JQuiz is the Quiz program which lets you ask questions and provide answers. It is more demanding on you because you must imagine all the possible correct answers that a student could write otherwise the student may be told that a correct answer is wrong!



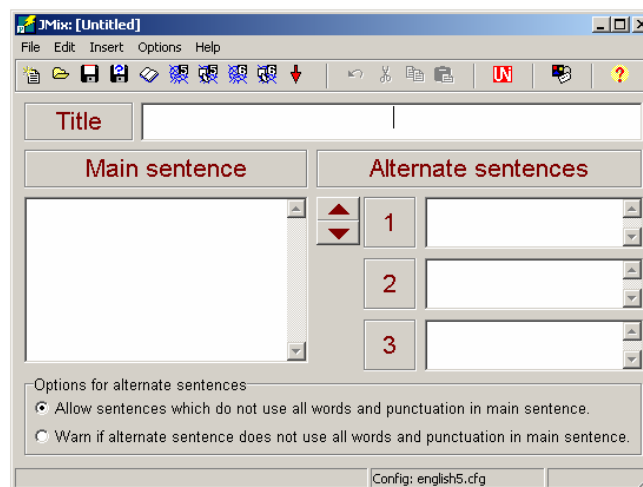
After having given the exercise a title and asked the question you simply fill in up to four possible correct answers. The generated result looks like this:



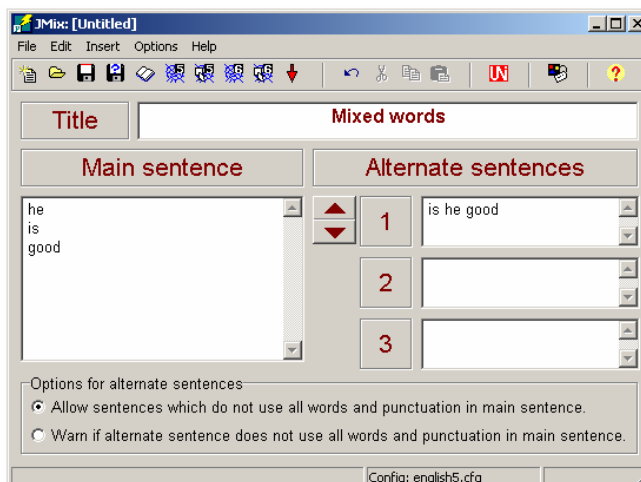
The student can ask for a hint and will then be given the next correct letter.

Jumbled sentence exercises

JMix is for making Jumbled sentence exercises that are very good for language beginners. The student is presented with a number of words that he/she will have to place in a correct sequence.



To make an exercise you have to type in a sentence in the “Main sentence” window, but with the “Main sentence” you must press Enter after each word. You may also create alternative correct sentences, e.g. the words “he is good” should also be accepted as “is he good”.



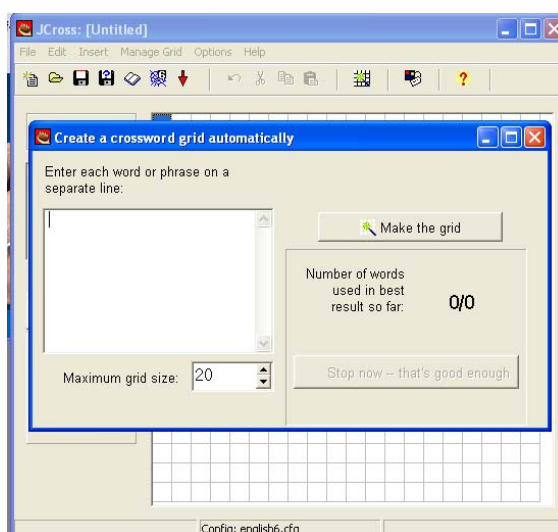
The resulting exercise may look like this:



The user drags the words and places them in the correct sequence.

Cross word exercise

JCross is for making a cross word exercise which is a very rewarding exercise for beginners. It is also a very easy exercise to construct when using Hot Potatoes. You simply type in the words you want and let the program create the grid for you.



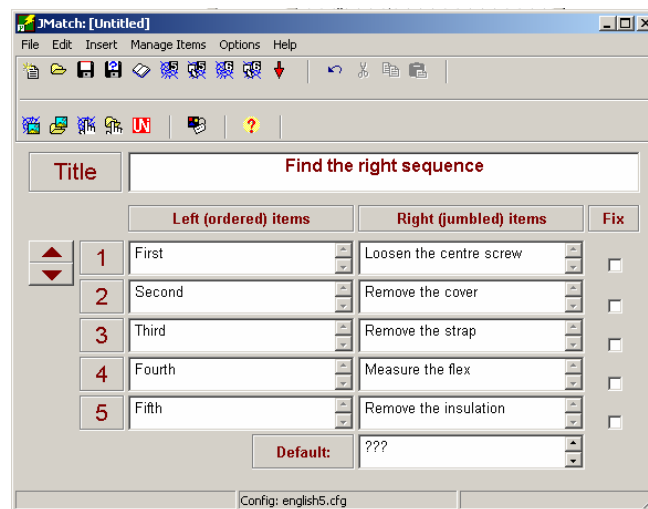
The result of two minutes work may look like this:



Matching exercise (Drag and drop)

JMatch is the matching exercise type which is another very good exercise for all levels of students. You can have up to five items with matching items. Items can be words OR pictures, this mean you can easily create a picture based vocabulary trainer!

In this example we have taken a sequence of five instructions from how to wire an electric plug



The student will be presented with the five items and will then have to drag the matching items to the correct places:

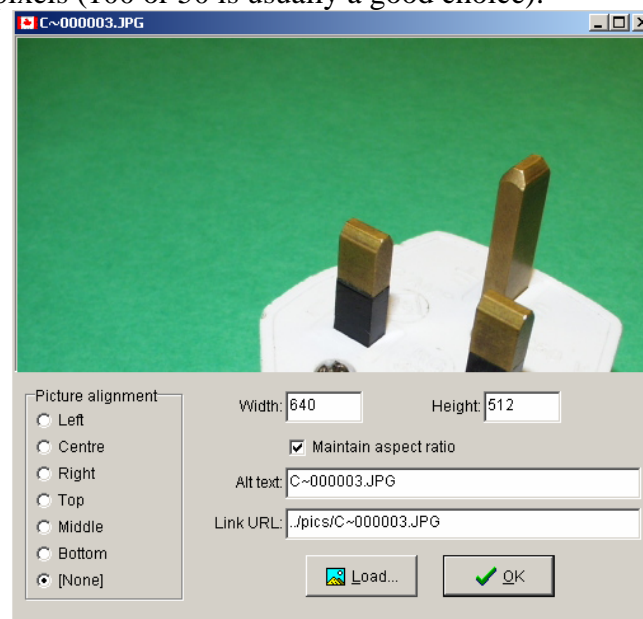
Find the right sequence
Matching exercise

Match the items on the right with the items on the left.

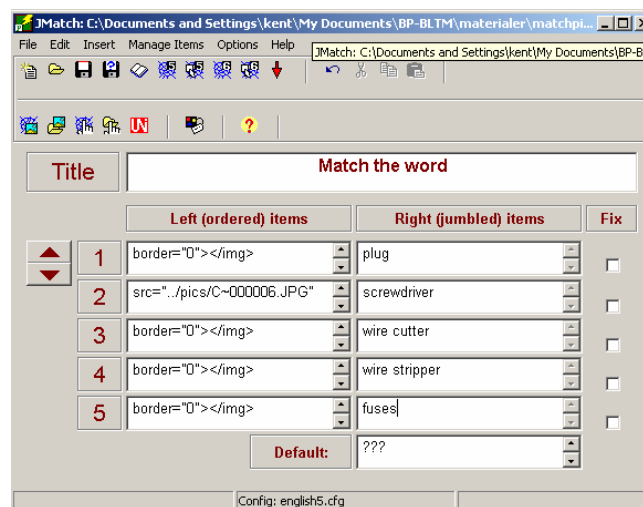
Check

<p>First</p> <p>Second</p> <p>Third</p> <p>Fourth</p> <p>Fifth</p>	<p>Measure the flex</p> <p>Loosen the centre screw</p> <p>Remove the strap</p> <p>Remove the insulation</p> <p>Remove the cover</p>
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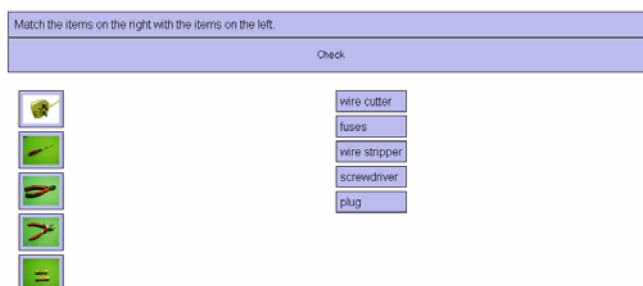
To insert pictures is a little more difficult. First you need to have the pictures ready in the same folder as the resulting exercises, next you need to insert them instead of text, to do so you select Insert in the top menu and then select "Picture from local file". You then choose the picture, after choosing a picture you need to decide the size of the picture, it should be the same size for all pictures, e.g. Width 50 pixels (100 or 50 is usually a good choice):



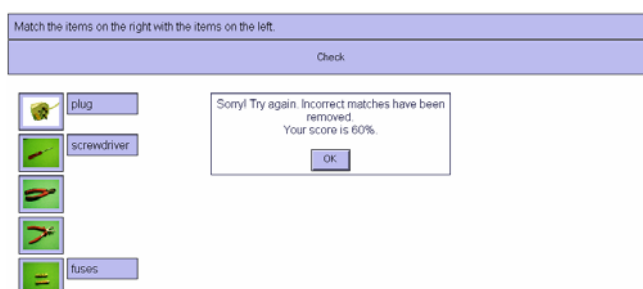
The program then automatically creates the needed html code and puts it in the item box:



The resulting exercise may look like this:

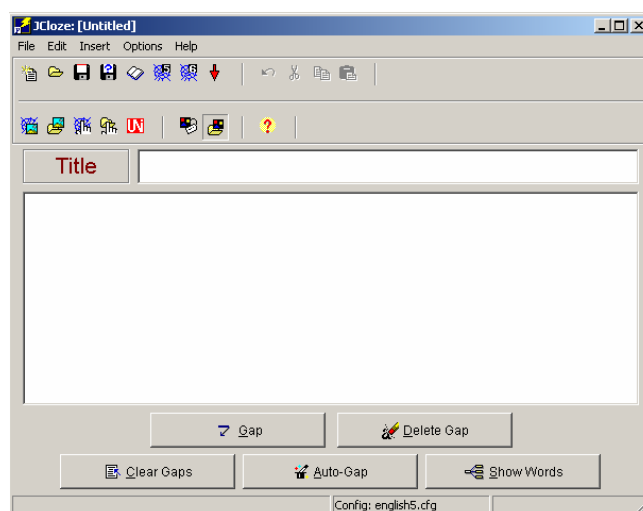


The student has to drag the text to the correct picture. In this example the student has made some errors:

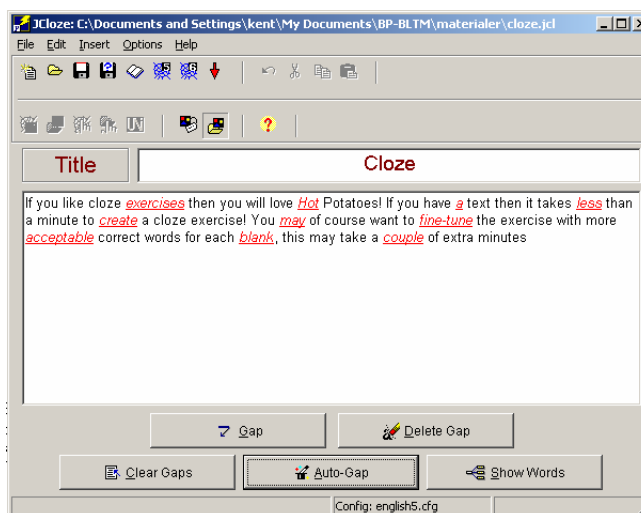


Fill in the blank or Cloze exercise

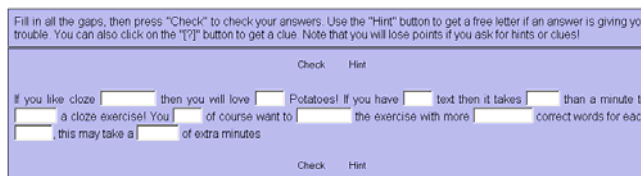
JCloze is for Cloze exercises: If you like cloze exercises then you will love Hot Potatoes! If you have a text then it takes less than a minute to create a cloze exercise! You may of course want to fine-tune the exercise with more acceptable correct words for each blank, this may take a couple of extra minutes...



First you give your exercise a title and then you are ready for pasting in the text, when you have done that click on “Clear Gaps” this is needed to remove hidden information produced by some word processors. Now all you have to do is click on “Auto-Gap” and choose e.g. to remove every fifth word.



After 30 seconds work from the teacher the students can “enjoy” many minutes work:



How to make your own paper based exercises

There are several tools available for the teacher who wants to produce paper based exercises, e.g. many of the online exercise types produced with Hot Potatoes also have the option of print out (e.g. the cross words).

Another suite of exercises can be found at <http://www.thelanguagemenu.com> Several of the tools found there can be used for free, there is also a free trial week in case you want to have a feel of the advanced facilities / tools

Some example outputs from the Web Project

Go to the project website to download / work through the exercise types below:
<http://www.thelanguagemenu.com>

Board game generator

Choose between 3 sizes, add pictures from the clipart gallery or write your own texts, questions or grammar exercises, and let your students work on their grammar or vocabulary through playing a game. You can also make up your own flash card questions for the board games with the flash-card generator, laminate and use together.

The Bingo maker has 3 possibilities, make your bingo boards with pictures, mix pictures and words or just use words, and choose your bingo board size according to your own needs. Our clipart gallery gives you hundreds of possibilities for this tool. Choose or randomise. Just create, generate a pdf-file and print. With the refresh button you can change the pictures in seconds.

Crossword maker

Create two types of crosswords in no time. Crossword puzzles are an easy way to practice vocabulary. Use the vocabulary from our clipart gallery to create bilingual crosswords in a several categories.

Word search

Just enter the words you wish to have hidden, with or without clues. The tool creates a worksheet with answers quickly and ready to print. Use it with the multilingual clipart gallery.

Fill in the blank

Create your own worksheets. In a hurry? Use our database with hundreds of sentences to choose from.

Make your own flashcards

Just add a sentence you wish to have on the flashcard, generate a pdf document and print. For longer lasting material to be reused, laminate the cards. Use this tool to make up discussion themes for your class, bilingual word drills or informative cards. You may also choose a picture from the clip-art card gallery and add your own text next to the picture, and print.

Label the pictures

It works with pictures, with or without hints and/or answers. Perfect for bilingual use as well. Just choose the native language and let the students write the vocabulary in the target language.

Matching exercise generator

Use the generator to make up your own worksheets with pictures, add your own text or just a word for your students to match the picture with the text.

Multiple choice

Make your multiple choices worksheet quickly with the worksheet generator. Write your question and give some alternatives and create a pdf document. It only takes a minute. Use for vocabulary drills, bilingual exercises, explanations, maths, questions and answers worksheets etc.

Missing words

Add a text to the missing words generator, choose the interval of the words to be missing, decide on the fontsize and print your pdf file and the worksheet is ready to use. Now you have a text with missing words and a small word bank to choose the right word from.

Split words

Split the words in two, let your students put them together, with or without hints. Excellent to practice suffixes and prefixes with, or just to work on vocabulary. Write the word in two parts, add a hint if you wish, and print your pdf file. Easy to make.

Framework

Choose this tool when you want your students to fill in words in the framework, pictures or words chosen from our clipart gallery write the words yourself. Can also be used for bilingual students to translate the "hint" words. Choose between the normal setting or black background. You may also print answers.

Scrambled sentences

Write a sentence and print a pdf document. The generator scrambles the sentence and you have a ready work sheet for your students to practice word order with. Easy as one, two, three.

Word spiral

The word spiral works in the same way as the crossword, but the program generates the squares in a spiral. You may also make up a spiral that has the first and last letter intertwined. A tool for bilingual use as well.

Lined

A tool to make written exercises for your students. Use your own words, choose words or pictures from our clipart gallery and ask your students to explain what these items are used for, how to use them, write a sentence about the word, add synonyms for the word. Quick and easy for all levels.

To experience the resources above go to: <http://www.thelanguagemenu.com>

Computer Assisted Language Learning within the framework of Task Based Learning.

Why Task Based Learning?

The TBL methodology has gained many devoted supporters within the last decade. The methodology can be described as a complete change of paradigm within the world of language teaching, a change away from the behaviouristic PPP paradigm (present, practice and produce) and into a learner centred approach- the TBL paradigm. In the PPP method the aim is to present a certain form or structure, make the learners practice this form and afterwards produce a number of sentences within the specific form. With this approach language teaching first of all becomes a very closed and rigid process, where the teacher is constantly in control of what the learners work with, do and say. Here the teacher works within a framework where answers from learners are ruled incorrect or correct in relation to the taught form. I.e. if the answers from learners do not match the taught form, which was presented by the teacher, the answers will be listed as incorrect, despite the fact that the answer was a correct English sentence, only not using the right form or word.

Now you might ask yourself why it is important to know about the PPP method. By comparing the two methods, we can emphasize the many advantages of TBL. Basically, it is a question of belief and if you believe in TBL, you believe in the idea that language learning is a natural and uncontrollable process. Peter Skehan, who teaches on the MA and MPhil/PhD programmes at Thames Valley University, London, says this:

Teaching does not and cannot determine the way the learner's language will develop. The processes by which the learner operates are "natural" processes. Teachers and learners cannot simply 'choose' what is to be learned. To a large extent the syllabus is 'built in' to the learner.¹⁰

Many books and articles have been written about both TBL and the PPP method. Here is what Michael Lewis, author of several source books, says about the PPP method:

A paradigm based on, or remotely resembling, Present-Practice-Produce (PPP) is wholly unsatisfactory, failing as it does to reflect either the nature of language or the nature of learning.

The fact is the PPP paradigm is, and always was, nonsense.¹¹

There are many other arguments from different scholars and language teachers against the use of the PPP method. Some of the most striking ones are arguments like the following from Peter Skehan, who says

¹⁰ Jane and Dave Willis, eds. , Challenge and Change in Language Teaching (Hong Kong: Macmillan Publishers Limited, 1998), p. 19

¹¹ Jane and Dave Willis, eds. , Challenge and Change in Language Teaching (Hong Kong: Macmillan Publishers Limited, 1998), p. 17

the PPP method enables the teacher to orchestrate classroom behaviour, ie to use a maintaining authority, ie by using the bundled techniques to show to students exactly who is in charge.

a belief that learners will learn what is taught in the order in which it is taught¹²

PPP has served to perpetuate a comfortable position for teachers and for teacher trainers³

Another reason for keeping the PPP method in mind, is that the method probably has been the most globally used language teaching methodology within the last fifty years; and it is still used by many language teachers and text book writers.

But let us have a look at some of the arguments in favour of TBL. As the name of the method indicates, the methodology is based on learning language by the use of different tasks in order to bring life, spontaneity and individuality into the classroom – in short learning by doing. The aim with the TBL method is that each learner, by working with different tasks and primarily with other learners, goes through an individual internal learning process. The most important job for the teacher is to supply the teaching material, the tasks and to help build up a relaxed atmosphere in the classroom.

A TBL sequence could for example be based on building up a timetable, a timetable for a week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Midday					
Afternoon					
Evening					

Introductory tasks, written and oral ones, could easily be made, introducing names of days, day times, specific expressions, etc. etc. The introductory tasks will give the learner a basis of words and expressions to use as he or she pleases before moving on to other tasks. In this case, the introductory tasks could be followed by a task where the learner must fill in the timetable according to his or her own life. This personal timetable will then form the basis of an oral task, where two learners ask each other questions in relation to the timetables. For example: “what do you do on Tuesday afternoon” and so on.

¹² ibid, p. 17

The teacher is not supposed to interfere in the communication between two learners in a task, unless they ask or a natural opening for teacher commentary occurs. The teacher must listen and observe and wait with language commentaries and focus points until all learners in the classroom have worked through the tasks. This is a very important phase. Here the teacher must be the catalyst for a language focus process, with the aim to make the learners aware of and conscious of their own learning abilities as well as different language complexities – a consciousness raising or clarification process based on the different observations and questions from all learners. Clearly, this leaves the teacher in a completely new role, where he or she cannot plan a language teaching sequence beforehand. Here is what Michael Lewis says about language teaching and TBL:

Language is successfully acquired only when it is available for spontaneous, personal use with other people¹³

The teacher helps students make explicit their perceptions of similarity and differencehelps them to correct, clarify and deepen those perceptions¹⁴

The teacher's primary role is the selection of materials and tasks and the creation of an appropriate atmosphere¹⁵

It is very important not to forget or skip the consciousness raising process, a process which should lie at the end of either every task or a full task sequence. It is here that the learner can ask questions or make different observations in relation to the work with the tasks. It is here that the teacher must help students to reflect on their own work with the language, which the individual learner used in the tasks. The teacher must monitor and correct language mistakes and direct attention towards language complexities. The most important thing to remember at this point is that the clarification process must be based on the observations and reflections made by the learners.

Another important job for the teacher, if he or she wants the tasks to work well, is to properly describe how a task is meant to work. If this is not done with enough focus and detail, there might be learners who will spend more energy on figuring out how the task is meant to work, rather than on the language learning activity itself. This is especially the case with beginners or learners who are not familiar with the TBL method.

It is not difficult to use TBL with learners on a beginner's level, however, one must be aware that it is necessary to give beginners many examples of the new language, in different media, including text, sound and pictures, as long as the examples are always understandable. Crucially, the tasks must not be overcomplicated and they must be simple in structure. In addition, the tasks should focus on things and topics which are familiar and recognisable to

¹³ Jane and Dave Willis, eds., Challenge and Change in Language Teaching (Hong Kong: Macmillan Publishers Limited, 1998), p. 13

¹⁴ *ibid* p.15

¹⁵ *ibid* p. 15

the new learners. Jane Willis has made a handy list of priorities for the teacher. The priorities are as follows:

- establishing a relaxed, anxiety-free atmosphere in the classroom;
- providing a lot of exposure that learners can make approximate sense of;
- building on what they know, but without expecting perfection;
- not forcing them to speak at first if they prefer not to;
- reassuring them of their progress, and generally boosting their confidence.¹⁶

Jane Willis has written a book of her own about Task Based Learning and she operates with terms like “pre-task, task cycle and language focus”.¹⁷ In the chapter about Task Based Learning the Jane Willis model is described in full detail.

In the following example we will present a learning sequence where we try to integrate the ideas of TBL with the ideas of CALL. The CALL exercises will function as introductory tasks, which aim to build up a vocabulary for the following oral and written tasks.

A task based example “The Wired Plug”



In this lesson Computer Assisted Language Learning is used to give students a vocabulary based on technical phrases, and the students will learn about instructions. Important skills in vocational training include being able to give and receive instructions..

The materials and videos for this lesson are available in Basque, Danish, Dutch, English, Gaelic, German, Romanian, and Spanish

The following outlined lesson can be used for most students disregarding their specialities because many of the instructions can be used in different crafts.

¹⁶ Jane Willis, A Framework for Task-Based Learning (Malaysia: Longman, 2000), p. 118

¹⁷ *ibid*, p. 52

The electronic lesson materials support two levels, elementary and intermediate. By using the multimedia materials it is possible to have different learner levels in the same class.

List of materials:

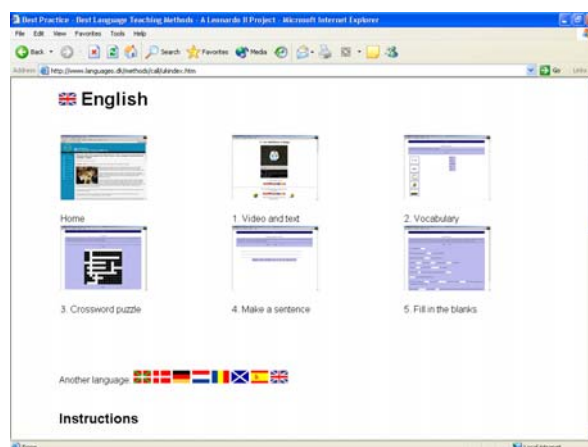
- a. Electric plugs; it is best if British plugs are available because these are more “complicated”, but other plugs may be used.
- b. Flexible wire
- c. Screwdrivers
- d. Wire cutters
- e. Wire strippers (but wire cutters can be used if these are not available)

Lesson outline

1. The students are introduced to the CALL materials, in this case a web based application with video and text, followed by exercises. Additionally, a supporting translation of lesson words and phrases is available. <http://www.languages.dk/methods/call/index.htm>



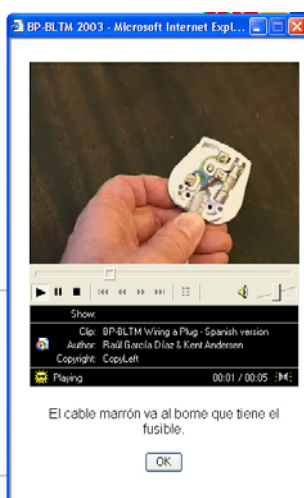
2. The students work through the web based multimedia material through doing the following activities:



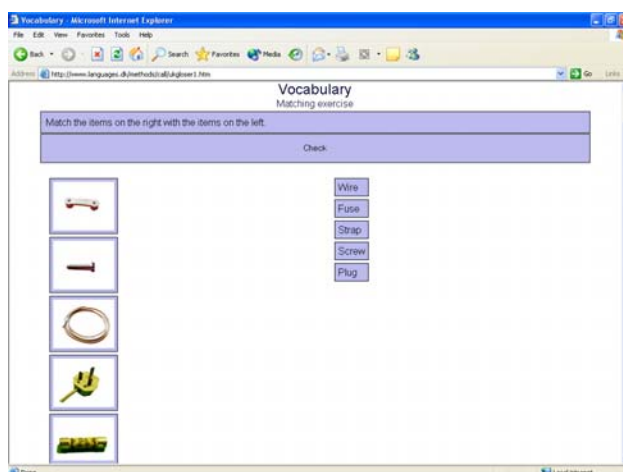
- a. Watch the video giving instructions on how to wire a British plug



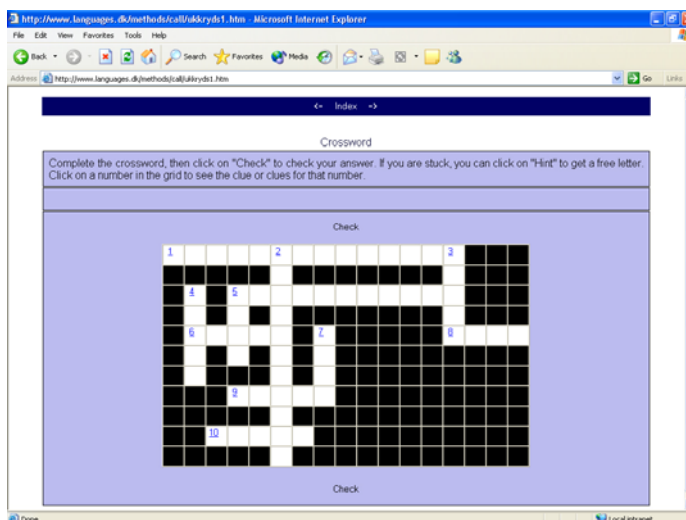
Read the text while listening to the video.



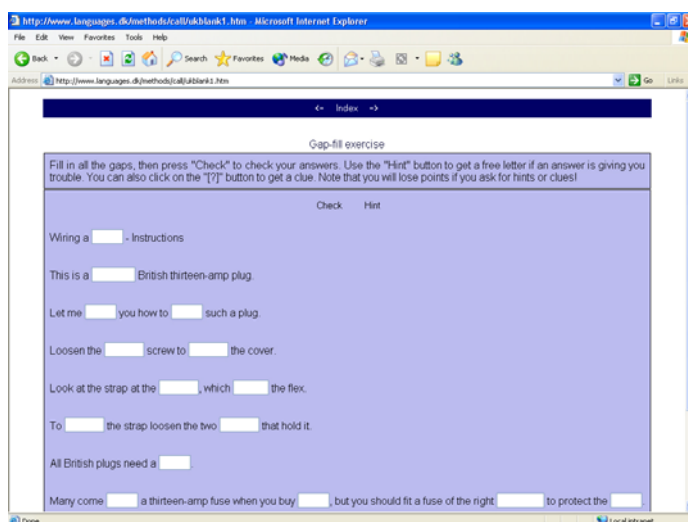
b. An option is to test the understanding of the content by clicking on a flag (with translation)



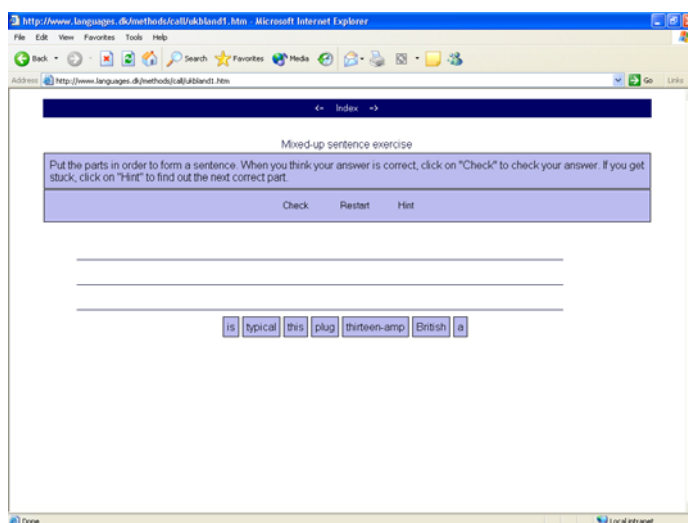
Place words next to photos of tools to learn the technical vocabulary.



c. Work with a word puzzle containing the technical vocabulary



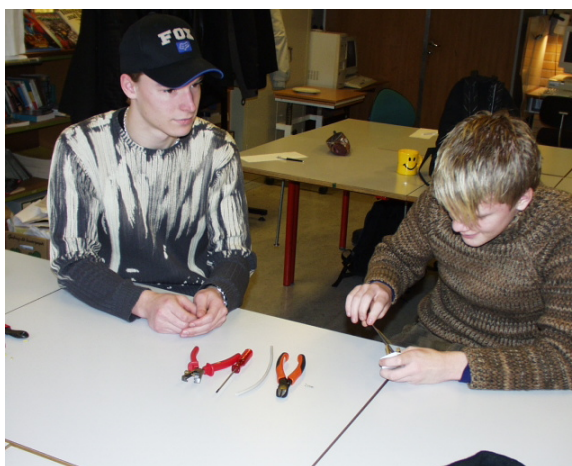
d. Work with a “fill in the missing words” exercise from the video text



e. Work with ordering a “jumbled words” exercise to make instructions

3. When the students have finished the work at the computers, remembering that students need not finish simultaneously, they receive a text version of the same instructions. The texts can be downloaded from <http://www.languages.dk/methods/materials.html>

4. The students work in pairs; student A instructs student B to wire a British plug, student B may help student A with the language, but she must not do anything that student A does not instruct her to do. The text may be used as supplementary help, but the students should try to avoid this.



5. The students change roles and repeat the activity above

End of pre-task