

EuroCALL 2003



EuroCall 2003 blev indledt på bedste måde med en præsentation af **Brian Farrington** med titlen "Words alone are certain good..." (W.B. Yeats). Brian fortalte spændende anekdoter om den irske national poet Yeats og kommenterede og læste fra hans værker. Brian satte også stemningen med flere sange, på denne måde fik en teknologitung konference et litterært startskud.



Vi var rigtig mange der nød denne stemningsfulde indledning og lokalet var fyldt til sidste plads. På billedet ses i midten Helle Lykke Nielsen, en anden repræsentant fra den danske delegation ved EuroCall 2003.

Efter denne dejlige indledning kunne konferencen starte næste morgen med en sal fyldt af forventningsfulde kolleger fra hele verden. EuroCall har udviklet sig fra at være en

næsten ren europæisk forening til at dække det meste af verden, en rolle som tidligere tilhørte CALICO (www.calico.org).



Som det kun kan anses af billedet var tilmeldingen til EuroCall dette år meget stor. Dette kan også ses af det store antal aktiviteter blandt andet med mere end 150 præsentationer, workshops, taler m.m.



Efter velkomsttalerne overtog første hovedtaler Michael McCarthy med en både humoristisk og indholdsrig tale om forskellene mellem skriftsprog og talt sprog. Som et lille kuriosum viser en undersøgelse at den irske vending som oftest siges er "Go away!" her følger Michael McCarthy's egen tekst:

As spoken corpora become increasingly feasible and accessible for different languages, insights emerge about important differences between writing and conversational speech, especially in the areas of grammar and lexis. In this talk I exemplify some of those

differences, drawing on spoken British and American English corpora, along with brief references to spoken corpora in other languages. The demands of face-to-face conversation in real time result in a grammar and vocabulary which is often different in a variety of ways. In the case of spoken grammar we find, in comparison with traditional written norms, (a) forms that appear ungrammatical and controversial, (b) forms that appear ungrammatical but not controversial, (c) forms that appear perfectly grammatical but have simply not been noticed or codified, and (d) forms that are rare in written language but very common in spoken, and vice-versa. What are language teachers to make of such phenomena, and can we/should we attempt to teach them? I argue that if we do accept the challenge we need to move away from presentational modes of teaching the language system towards new paradigms rooted more firmly in awareness-raising and induction. In addition, we will need to re-define skills teaching, especially speaking skills, where the notion of listenership will become a significant element of 'listening skills'.



Jeg benyttede EuroCall konferencen til at skabe interesse for en af mine store passioner, nemlig sprogundervisningsmetoder. Jeg havde straks da jeg fik midler til at deltage i EuroCall indsendt et forslag til at holde en workshop om sprogmetodik, jeg var heldig og fik accept på mit forslag og det lykkedes mig derefter at overtale to projektpartnere (Klaus Leonhardt, Tyskland og Fran van Schaik, Holland) til at blive medlemmer af EuroCall og hjælpe mig med workshoppen. På billedet ses i midten Frans van Schaik med vores projekt T-shirt.

Efter første hovedtale var der parallelle workshops som regelen med 11 samtidige valgmuligheder, så en masse tid forud for konferencen var anvendt til at lægge et skema for dagene. Men valgene var meget svære.

Første workshop jeg gik til var Wai Meng Chan's (fra National University of Singapore) som præsenterede: "Interactive learning aids and metacognition in network-based language learning".



Her følger Wai Meng's abstract:

Recent literature in the area of computer-assisted language learning has pointed to the distinct advantage of interactive electronic media in intensifying the learners' perceptions, cognitions, experiences and learning processes (e.g. Issing, 1998; Rüschoff/Wolff, 1999; Chun/Plass, 2000). This in turn results in an increase in their learning motivation and emotional involvement and leads to a deeper level of elaboration than if they were mere passive recipients. Moreover, suitably designed computer-assisted tasks enable greater individualization and make it possible to cater more fully to learners' individual needs and learning styles (Brett, 1995; Chan/Kim 2002).

From these discussions, it appears obvious that interactive computer-assisted learning holds much potential in enhancing learners' cognitive and metacognitive processing. Though interactive aids in various forms are not uncommon among CD ROM-based learning materials, little has been done to harness this potential in network-based language teaching practice, particularly in non-English foreign language instruction. There may be two reasons for this. First, popular and commonly available authoring programmes for Web exercises do not as yet provide sufficient support for the inclusion of interactive aids. Second, thus far hardly any notable empirical work has been carried out to ascertain the effects of interactive computer- or network-based language learning on the metacognition of learners.

This paper will describe the background, methodology and results of a qualitative empirical study in Singapore on the effects of interactive online learning aids on the metacognition of beginning learners performing a networked multimedia exercise for German as a Foreign Language. It will further discuss the implications of this study for the design of network-based tasks and exercises and for future research.

Jeg har været heldig at kunne følge EuroCall gennem en årrække, en af de kolleger som jeg altid vælger at være tilhører hos, når hun har et foredrag er Tricia Coverdale-Jones. Hun har gennem mange år arbejdet med de kulturelle faktorer i elektronisk

kommunikation. I år var hendes emne: Cultural effects in the use of discussion lists for language learning.



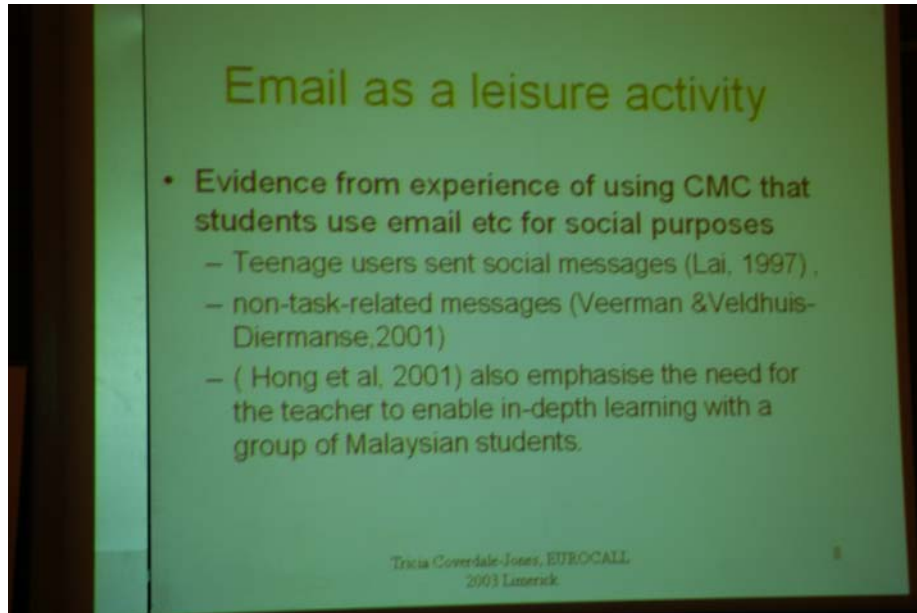
Her følger Tricia's egen tekst:

This paper looks at the effects of culture and learning style on the use of discussion lists on a university learning environment (The Virtual Campus).

The aim of the research is to consider whether cultural assumptions about the role of the learner and the teacher will affect the nature and content of the students' contributions and participation. Comparisons will be made between Chinese and Swedish learners, among others. Messages will be analysed in terms of content analysis and choice of language; a combination of positivist and interpretive analyses may contribute to this.

The question will be addressed of whether basic assumptions about the construction of knowledge as a collaborative process or an expert delivery may have an effect on the use of discussion lists. An alternative explanation may be that the use of email as a leisure activity has changed expectations about the use of communications technology which have a direct bearing in classroom use or use for self-study.

There will be reference to research on learning style and culture, as well as to the author's previous research on CMC and culture. Conclusions are tentative at present, but differences in approach to learning and expectations can be found.



Et af de helt store tilløbsstykker ved enhver EuroCall conference har altid været indlæg af Uschi Felix, fra Monash University, Australien.

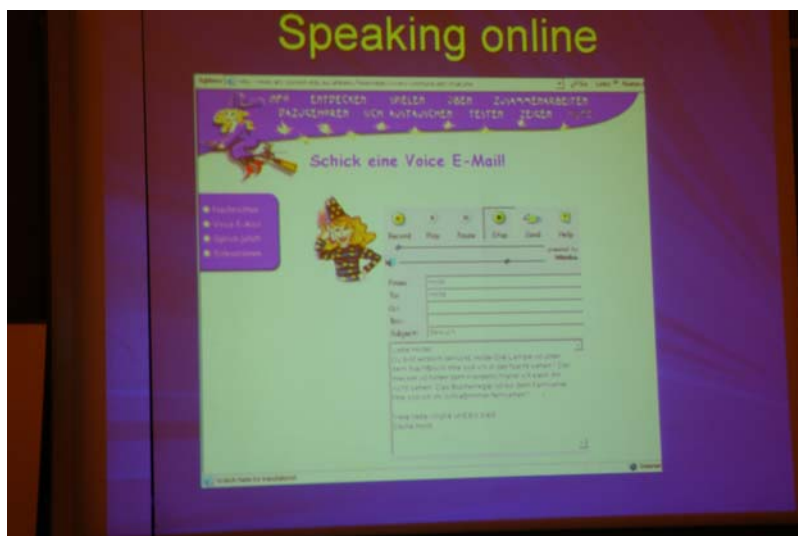


Uschi har simpelthen gennem årene været den som kunne sammendrage tendenser og mulighederne i den teknologiske udvikling og ofte med den nødvendige distance til fascinationen over teknikken.



Uschi's emne i år var ” Pedagogy on the line: identifying and closing the missing links”
Læs selv hendes eget abstract:

There has been a perceivable paradigm shift in online pedagogy towards constructivist approaches over the last two decades. While most of the literature so far is speculative in terms of learning outcomes that can be achieved, rigorous studies are beginning to emerge, not only looking at differential outcomes (Warschauer 1996, Ortega 1997, Erben 1999) and interactivity (Labour 2001), but also at how constructivist principles are realised (Weasenforth et al 2002). Positive effects of socially oriented factors in Web-based instruction are also outlined by Jung (2001).



In the context of this work our paper discusses three important elements currently still ill provided for in most online offerings. These are: (1) creating a sense of community, (2) providing opportunities for speaking activities, and (3) including meaningful feedback structures. We present a review of current Intelligent Language Tutoring projects and

consider the role of graphics in personalising feedback. We also propose how a sense of community might be created through the use of innovative collaborative projects, using voice applications and discuss the important concepts of social dilemma, learner versus instructor control, time management and authentic assessment which arise in this context.

Om eftermiddagen var første indlæg jeg havde valgt at følge John Gillespie med titlen ” Teaching strategies in multimedia language learning” Dette indlæg ville nemlig kunne supplere min egen interesse i sprogundervisningsmetodik.



Mine to projektpartnere havde valgt samme præsentation, på billedet ses de med vores projekt T-shirts.

Her følger John Gillespie's abstract til hans foredrag:

This paper will be based on the results of a pilot study of language classes taught in our multimedia language learning labs. It will investigate the teaching strategies to be adopted using local and distance learning technology to develop key language skills. A range of functions and their interaction - CALL programs; video material; WebCT; internet and e-mail in both independent and taught mode inter alia - will be studied to enable the teaching strategies to be employed to be identified. The dynamics of the relationship between teacher and student, student and student, and student and workstation will be studied. In particular the teaching of language skills to students on two sites simultaneously will be examined and an evaluation of the effectiveness of the strategies developed will be conducted.



Using these results, the paper will also consider the key research questions that will enable further, more extensive quantitative evaluation of such developments to be undertaken including the effectiveness of student use of these facilities, the changes in teaching strategy required by a range of staff, and so on. Finally, this study will raise the generic question of research methodology and the robustness of the kind of research that it represents in the context of EUROCALL's ongoing concern with the recognition of CALL research in the wider academic world. This investigation will be considered in relation to the generic research criteria used in other academic disciplines. It will be argued that CALL research, properly conducted, is no less robust and reliable than many more traditional, long-standing and prestigious areas of research, and can often be better.

Eftermiddagens sidste foredragsholder blev for mit vedkommende Marie Myer fra Canada. Jeg delte lejlighed med Marie, så det var selvfølgelig oplagt at følge hendes indlæg. Desuden har jeg i mit eget projekt nu fordel af at kunne trække på Marie's

forskning indenfor sprogmetodik, hun har blandt andet forestået en sammenligning af styrker og svagheder i 100 sprogundervisningsmetoder!



Marie's emne var "More dictionaries for special purposes: results of a 5 year study of ESL students using electronic dictionaries" Her følger hendes egen tekst:

The results of our five-year study of the evaluation of computer technologies in language learning, subsidized by the Social Sciences and Humanities Research Council of Canada show new literacies emerging (Warschauer 2000, Chapelle 2001), and the requirement for more varied, learner centred dictionaries (Myers 2002), especially for post-secondary ESL learners. If available, such tools would enable learners to get on with their learning instead of being often interrupted searching for meaning in more general types of lexicons.



Four groups of learners were given paper copies and electronic versions of English-Mandarin, Mandarin-English dictionaries:

1. A hand held translation machine with a built-in Oxford dictionary was given to Chinese engineering students. They had just arrived from China and needed to improve upon their English.
2. A more sophisticated electronic dictionary with a specialized computer programming vocabulary card was given to another group of Chinese students studying to be engineers at a community college.
3. A CD ROM dictionary was given to university educated Chinese students who had great difficulties with conversational English.
- 4) A CD ROM dictionary was given to a Chinese student who is an English specialist taking courses at the Masters' level.

Students were free to access the electronic dictionaries whenever they felt a need for clarification while doing their coursework. All such uses were entered into a table with participants' comments on various points including their perceived need for using the instrument and whether their search was successful. A number of very interesting strategies was uncovered in meaning-making. Not only did students use decoding strategies, self-directed encoding also showed creative use of language.

We will give examples showing advantages and disadvantages of the use of computer technologies in learner language development especially in a collaborative setting where two people work together.

For at EuroCall 2003 kunne blive en succes måtte en lang række studerende bruge en stor del af deres tid med at hjælpe os med at finde rundt på konferencen. På billedet herunder ses en dansk pige som læser sprog på Limerick University. Læg mærke til DVD'en som hun har i hånden, den er et af mit projekts mange produkter som vi uddelte på konferencen til interesserede deltagere.



Aftenen blev tilbragt med en reception med et bidrag af klassisk musik, suk! Hvorfor dog ikke irsk folkemusik?



For at tiltrække opmærksomhed omkring vores projekt havde Klaus Leonhardt, Frans van Schaik og jeg selv valgt at bære vores projekt T-shirts under hele EuroCall konferencen. Som det ses på nedenstående billede var vores projekt T-shirts meget iøjnefaldende og medførte utroligt mange kontakter:



En vigtig finesse i mit eget projekt om sprogmetodik er at vi fokuserer på metoder og materialer som kan anvendes til de mindre udbredte europæiske sprog, i vores projekt drejer det sig om baskisk, dansk, gælisk, hollandsk og rumænsk. Det var derfor oplagt at jeg også fokuserede på foredrag med relevans for netop mindre udbredte sprog. Et sådant stod Seosamh MacMuirí for med titlen: "CALLing and a lesser-used language image, Irish", det ville også være interessant at møde "søsteren" til vores eget projektsprog (skotsk gælisk).



Her følger Seosamh MacMuirí's abstract:

The presentation shall be from sites online and shall finish with a sparing use of overheads in dealing with feedback from some of the students involved.

It is intended to show :

- (i) the positive impact on first year Irish language students by their introduction to CALL in their second week at UL;
- (ii) their early introduction to online facilities pertinent to their courses in Irish, e.g.. spell check, dictionary, grammar and literature;
- (iii) their being encouraged to produce some sentences, no matter how few or meagre, on international forums.

Student feedback comes in their remarking with pride, in their essays and in tutorials, on the relative abundance of Irish language sites on the Web. From the academic year 2001-2002 to the present, CALL affecting Irish language students at the University of Limerick has evolved from the initial idea of trying to improve the view of students who come to Irish at UL thinking along the lines of meeting the oldest written European literature north of the Alps. The idea that they are 'doing a subject' rather than embracing a language is quite common, particularly among non-native speakers who have not been schooled in an all-Irish immersion system.

Faced with a socio-linguistic situation which has coined for linguistics internationally the non-laudatory term 'irelandization', students views have to be dealt with if they are to adopt a healthy attitude to their own semi-public usage and commitment to their language. The earlier that they feel it necessary to progress behaviourally is imperative if they are to attain a

degree-standard command of the language. It is apparent from the essay feedback that the CALL sessions are having a positive effect on the students affirmation in having chosen Irish as their subject and on their pride in the respectable presence of Irish on the net. It may be added that there are now 88,000,000 words of Irish on the net (Nic Eoin, Máirín 2003).

Så blev det endelig min egen tur til at stå for en workshop:



Vi havde valgt at vi ville prøve at tage vores publikum med storm, vi indledte derfor med at præsentere os på vores eget sprog efterfulgt af en hæsblæsende gennemgang af vore projektresultater hvor vi blandt andet hørte en baskisksproget DVD med gæliske undertekster. (Vi har lavet en DVD med otte sprog samt otte sæt undertekster til hvert sprog).



Næste indslag i vores workshop var en lille konkurrence om T-shirts (vi udloddede tre T-shirts), alle deltagerne fik desuden en DVD og en CD-ROM og vi har efterfølgende fået en fantastisk anmeldelse for vores projekt.



Vores workshop havde titlen: ” Best practice – best language-teaching methods”. Her følger vores abstract:

In November 2002 a group of technical colleges across Europe started an EU-funded project with the aim of transferring the best practice of language teaching methods to the teaching of less taught languages like Basque, Danish, Dutch, Gaelic and Romanian.

The project team has selected some of the best methods for teaching communicative skills in the less taught languages in technical colleges. The methods are: Computer assisted language learning in context, Simulations, The Physical-Emotional and Cultural approach (PhyEmoC), Task Based Teaching, and Tandem Learning.



The project team will develop sets of materials and instructions for exemplary lessons for each method. The materials will be ready for use in Basque, Danish, Dutch, Gaelic, Romanian, English, German, and Spanish. To assist and inspire language teachers the use of the methods and materials will be demonstrated through instructional video recordings of exemplary lessons.

The final products will contain:

§ A DVD video library with commented recordings of the methods used in classes.

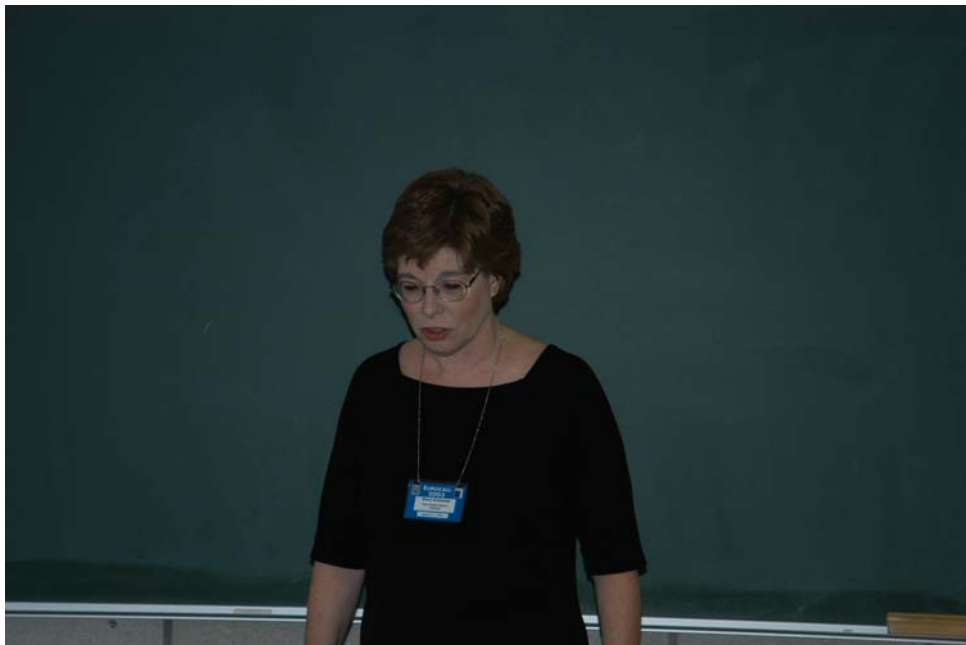
§ A manual with method descriptions, instructions and ready to copy and use materials.

§ A website containing all the developed materials for download, i.e. manual, lesson materials, videos and also a communication centre with discussion areas where teachers can comment and share advice on the different methods and also share materials and propose new methods and ideas.

The products are Copyleft (a copyright notice that permits unrestricted redistribution and modification, provided that all copies and derivatives retain the same permissions).

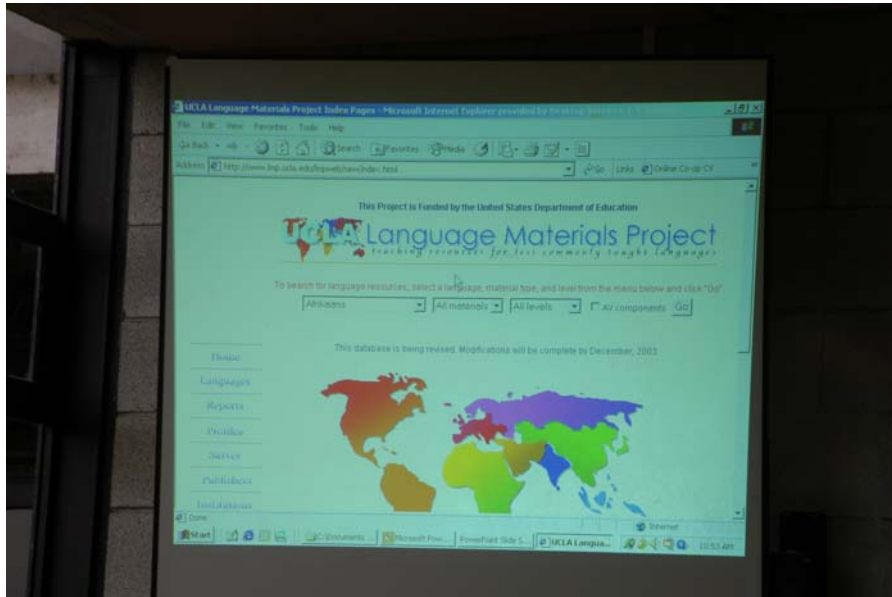
This demonstration will give a brief overview of the project and present the video, software, manual and exemplary lesson developed for “Computer assisted language learning in context”. For more information please visit the project website www.languages.dk/methods

Efter vores workshop har vi ekstraordinært fået godt 40 nye abonnemeter på vores projektnyhedsbrev. Dette var en ekstra ”benefit”!



Vores workshop blev meget passende efterfulgt af en workshop met titlen: “Evaluating online resources for learning less frequently taught languages”. Det var Sharon Scinicariello fra University of Richmond, Virginia der stod for denne workshop. Det var

interessant at høre om amerikanernes opdeling af sprog med overskriften ”critical languages” underforstået sprog som efterretningsvæsenet og militæret kunne få brug for!



Sharon Scinicariello gav mange gode referencer til ressourcer. Her følger hendes abstract:

A growing body of evidence suggests that Web-based language learning is unique in its ability to serve the needs of learners of less frequently taught languages (LFTLs). Where the 'critical mass' of learners necessary to run a post-secondary course or programme in one physical site may be difficult to assemble, the Web provides both the forum and the materials to bring learners together. Web-based learning is particularly valuable for independent learners with specific professional, often short-notice, needs. Whether combining online work with a local or remote tutor, or aspiring to provide a stand-alone, self-contained course, these materials are an important asset without parallel in other media.

The focus of this joint presentation is twofold: to establish the role and methodology of Web-based learning as it affects the LFTLs, and then to discuss evaluation criteria for assessing the effectiveness of these sites.

Part 1 includes an analysis of exemplary websites, with particular attention to the target audience, the learning objectives, the materials, the activities, and the availability/techniques of assessment. Part 2 continues this analysis by discussing criteria for evaluating Web-based LFTL sites. The presenters will demonstrate the use of a template which is intended for use by teachers and learners alike. The template addresses not only methodology and content but also such topics as site design and usability.

Eftermiddagens første workshop blev Ton Konrads præsentation af TalenQuests, en slags webquests. Jeg havde valgt dette indlæg, da vi også i mit eget projekt har en gennemgang af fordelene ved webquests.



Ton Konrad havde givet sin workshop titlen: ” How can you tell a TalenQuest when you see one?” Hans abstract kan ses herunder:

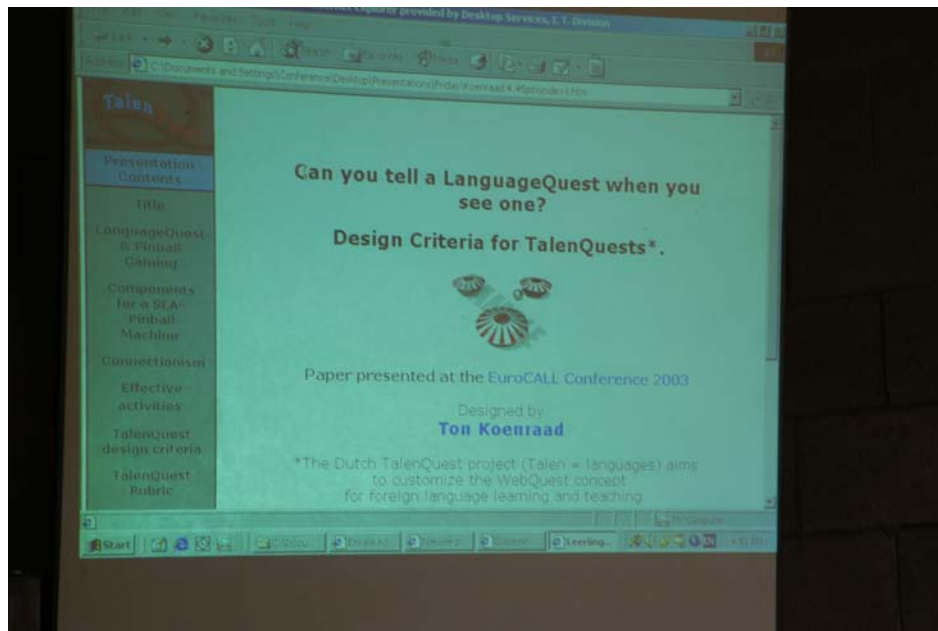
This paper reports on the objectives, results and deliverables of the 'TalenQuest' project (Talen = languages). This project, subsidised by the Dutch Ministry of Education, Culture and Science, aims to customize the WebQuest concept for foreign language learning and teaching. As it was felt that discipline-specific, theoretical underpinnings for the WebQuest model were needed to realise the project's main objective, viz. national dissemination of improved taskdesign and methodology for realistic, content oriented, task-based foreign language learning, several instruments have been developed since the start of the project.

Results and deliverables realised in the first phase of project (2000-2002) such as the website, lesson template, database with quality-assured TalenQuests, the theoretical basis for the project work and design support for TalenQuest authors have been described in previous publications. To highlight the essential features of the pedagogic model underlying the TalenQuest concept and to differentiate it from other, possibly attractive webbased activities a rubric has also been made available. It currently is a list of characteristics describing 2 extreme positions: a ‘traditional’ activity (using WWW) on the one hand and an ideal TalenQuest on the other.

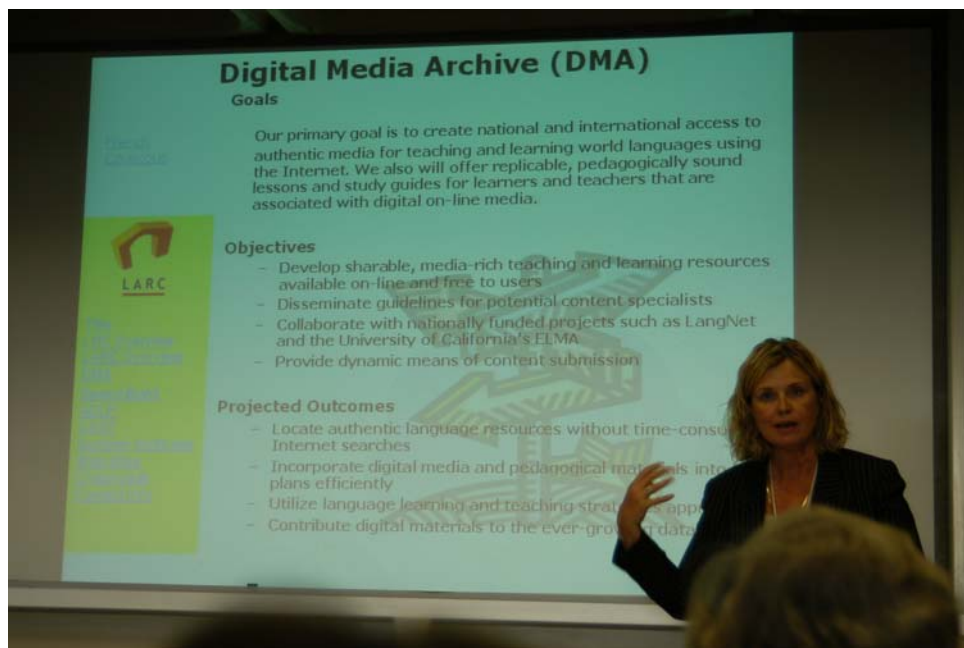
In this paper we enlarge on the development of this rubric. Arguments for the rationale behind its features on the basis of a selection from the three sets of criteria mentioned below will be put forward:

- § the critical attributes of the WebQuest Page Model
- § criteria based on communicative language teaching approaches
- § principles of taskbased language learning.

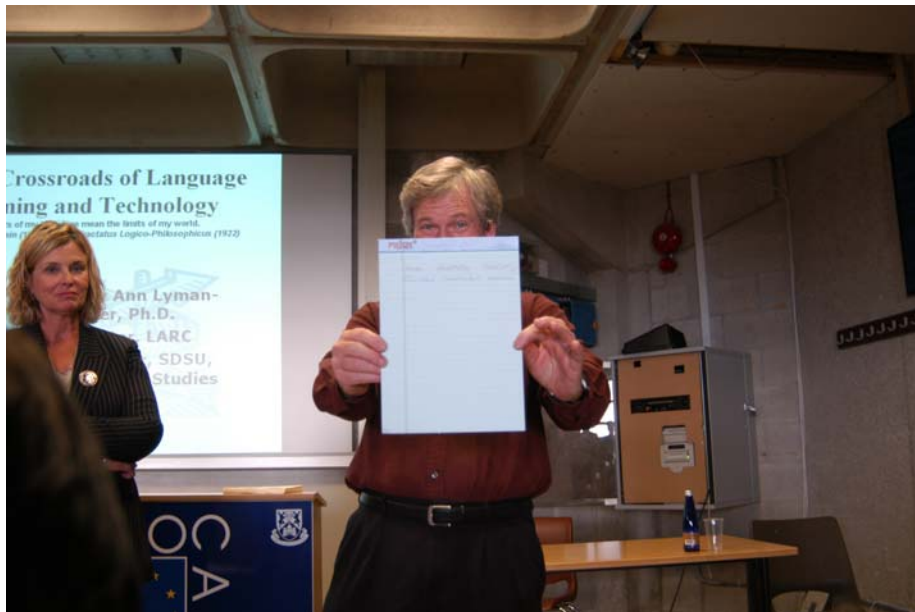
The online version of the present paper, previous publications referred to and an international forum on the design and implementation of TalenQuests can be accessed at: <http://www.koenraad.info/CALL>.



Et af de mest interessante indslag var af Mary Ann Lyman-Hager fra Californien. Mary Ann arbejder med et projekt med titlen LARC the Language Acquisition Resource Center). Formålet er at dele ressourcer til sprogundervisning på nettet i form af video og lydoptagelser på mange sprog. Mary Ann har derfor oprettet en stor database med link til disse ressourcer.



Mary Ann's foredrag havde titlen: " Digital media archiving: access, content, collaboration".



Her følger Mary Ann's eget abstract:

LARC (the Language Acquisition Resource Center) at San Diego State University is one of fourteen national centers sponsored by the U.S. Department of Education to promote research, teacher training, and materials development/dissemination in the field of foreign languages and cultures. LARC has developed an internet-based Digital Media Archive (DMA) to disseminate teacher-created, learner-friendly authentic media and print in foreign languages. Selections housed in the archive include authentic literary works with annotations (glosses) in print or audio/video formats that are "webbable", as well as sections for teachers and independent learners, categorized by language, then by theme.

Currently fourteen languages are represented in the archive, with such themes as "Human Rights in Latin America" and "The Literature of Baja California." The DMA also contains practice items for oral testing, annotated regional and national literature, and discourse samples. A new online submission protocol enables collaborators world wide to share their work freely with others. Should the archive expand to e-commerce, authors or publishers who seek additional venues for distributing their materials might receive royalties or payments.

This presentation will review the DMA and other concurrent efforts in the U.S. to create and disseminate "webbable" digital media, incorporation of teaching and learning strategies as an integral part of the DMA project, issues of distribution of royalties in a digital environment, securing copyright-free materials, and tenure and promotion decisions related to digital scholarship. Documents shared as handouts include the Modern Language Association's Guidelines on Evaluating Dossiers for Tenure and

selected publications of NINCH (National Initiative for a Networked Cultural Heritage). Both organizations actively investigate the creation, preservation, evaluation, and distribution of digital media in the U.S.

EuroCall havde foruden workshops og forelæsninger også en række “poster sessions” hvor kolleger fra hele verden kunne dele deres viden med hinanden.

