



Conference announcement: October 15th - 17th 2004 in Odense, Denmark.

Networking - Language Teachers – Methodologies - Computer Assisted Language Learning

The conference is jointly organized by EuroCall members, EfVET (www.efvet.org), and "The Best Practice - Best Language Teaching Methods" project teams (www.languages.dk/methods). The conference focuses on language teaching methodologies with an emphasis on ICT and communicative skills.

Conference background

For several years language teachers interested in ICT have discussed the possibility of a Nordic conference. With the collaboration of the EU-project BP-BLTM (Best Practice - Best Language Teaching Methods) such a conference has now become a reality.

The conference is open for language teachers coming from the whole world, but we also hope that many Nordic language teachers will take the opportunity to hear and exchange new ideas and teaching methodologies with colleagues from the other Nordic countries.

The BP-BLTM project has described five language teaching methods and has developed materials to use with these methods complete with DVDs showing how to teach lesser taught languages. The teams will present their results and all conference delegates will receive the full package of the BP-BLTM products including T-shirts, DVD library, and CD-ROMs.

Price: The conference is priced at Euro 225. The price includes two nights stay in single rooms with all meals etc. included, see program below:

The content of the conference will include demonstrations of language teaching methods at concurrent workshops. The participants will experience the strengths of different teaching methodologies by personally experiencing these while learning Basque, Danish, Dutch, Gaelic, and Romanian

Registration: To register for the project go to this address:
<http://www.efvet.org/conferences/BPBLTMRegistration.html>

N.B. The total number attendees at the conference is limited to 60.

Conference programme - still subject to changes

Friday October 15th.

15.00 to 16.00	Check-in Participants arriving later can check in upon arrival
16.00 to 17.00	Round tables and coffee/tea Participants alternate between tables to present themselves and learn about the other participants, Please prepare a short presentation covering (among other items); profession (are you a teacher / researcher / student / publisher / etc.), your views on language teaching, ongoing or past projects, future project ideas, personal experiences with language teaching / learning
17.00 to 18.00	Kick-off Welcome by Lis Ramberg Beyer (EuroCall representative) and Kent Andersen (BP-BLTM coordinator) Overview of conference aims, activities, and expected results by Lis Ramberg Beyer and Kent Andersen
18.00 to 19.00	Dinner
19.00 to 21.30	Edutainment 1. The “Tortila pintxo bat” lesson by Maite Garicano and María José Irastorza 2. “A Gaelic game” by Sean O Miadhachain Participants alternate between the two activities The edutainment activities serve as get together activities; during these activities the participants learn some useful Basque and Scottish Gaelic while enjoying the open bar.
21.30 to ??	Networking and open bar

Saturday October 16th

08.00 to 09.00	Breakfast
09.00 to 10.00	Keynote speech

Strategic and Pedagogic Challenges of Technology Integration in the Emerging Language Teaching Cultures by Peppi Taalas

10.00 to 11.00

Parallel sessions: 30 minutes workshop, 15 minutes question and answer, 15 minutes for networking and changing rooms, coffee, tea and fruit available

Room A

The c-test revisited. Presenter: Lut Baten

Room B

Clusters/pre-fabs in Danish lower intermediate/intermediate literary essays. Presenter: Hans Jørgen Klarskov Mortensen

Room C

The PhyEmoc method – learn Romanian the Dracula way. Presenter Bogdan Georgescu
N.B. repeated at 16.00

11.00 to 12.00

Parallel sessions: 30 minutes workshop, 15 minutes question and answer, 15 minutes for networking and changing rooms

Room A

Creating Dialogue in webbased courses for training foreign language teachers. Presenters: Ninian Millar and Kathryn Hermansen

Room B

eCOLE – Internetbased Collaborative Learning in Adult Education. Presenter: Aase Steinmetz

Room C

Tandem Learning. By Heidi van den Tillaar and Frans van Schaik
N.B. repeated at 17.00

13.00 to 14.00

Lunch buffet

14.00 to 15.00

Parallel sessions: 30 minutes workshop, 15 minutes question and answer, 15 minutes for networking and changing rooms

Room A

Emerging Communication Situations: Online Communication in Context. Presenter: Therese Örnberg

Room B

Frequency as a Criterion in LSP - On the Use of the WordClassifier for Business English. Presenter: Lut Baten

	Room C Computer Assisted Language Learning In Context. Presenter: Lone Olsen
15.00 to 16.00	Keynote speech The lifespan of the BP-BLTM project. Presenter: Kent Andersen
16.00 to 17.00	Parallel sessions: 30 minutes workshop, 15 minutes question and answer, 15 minutes for networking and changing rooms, coffee, tea and cake available
	Room A Integrating Storytelling for Young Learners with ICT. Presenter: Yetis Ozkan
	Room B Language Courses Taught through LMS Moodle. Presenter: Tamara Vanova
	Room C The PhyEmoc method – learn Romanian the Dracula way by: Bogdan Georgescu
17.00 to 18.00	Parallel sessions: 30 minutes workshop, 15 minutes question and answer, 15 minutes for networking and changing rooms
	Room A TellRight - Learning online how to create online language courses for specific vocational fields. Presenter: Arne Oehlsen
	Room B The Witzbold Project: A Call for Collaboration. Presenter: Thom Thibeault
	Room C Quality Assurance in Language Teaching. Presenter: Katrin Sune
19.30	Departure for the Restaurant “Den Grimme Ælling” (The Ugly Duckling)
22.10	Return from the restaurant
22.30 to ??	Open bar, networking and entertainment

Sunday October 17th

8.30 to 9.30	Check-out of rooms and Breakfast
9.30 to 10.30	Round table sessions I. and II The presenters from the Saturday Room A workshops present the highlights of their presentations. This enables everyone to catch up some of the content missed in parallel sessions
10.30 to 11.30	Round table sessions III and IV. The presenters from the Saturday Room B workshops present the highlights of their presentations. This enables everyone to catch up some of the content missed in parallel sessions
11.30 to 12.00	Summing up and au revoir

Meals etc. included in the conference fee

Friday:

Afternoon tea and coffee

Evening menu:

- Sandwiches with egg salad, tuna salad, chicken, ham, and cheese
- Pizza slices with pepperoni, ham and chicken
- Salad bar with tomatoes, cucumber, corn, Olives, peppers, feta cheese, Iceberg salad, and bread croutons.
- Coffee with cookies
- Beer, water, and wine included

Open bar with beer, wine, water

Saturday:

Breakfast with coffee, tea, juice, yoghurt, cereals, cheese, jam, ham, salami, bread etc.

During the morning session: Coffee, tea and fruit

Lunch buffet with three types of herring, eggs with shrimps, fish filet (plaice), roast beef, ham, chicken salad with bacon, two types of warm side meals, salad and a cheese buffet with fruit. One beer or water.

Afternoon: Coffee tea and cake

Dinner at Restaurant “Den Grimme Ælling” The Ugly Duckling in the centre of Odense:
The dinner comprises:

- Adventure buffet, a large buffet with different roasts like beef, lamb, pork, turkey, calf. Large salad bar with 15 different items. Warm vegetables, three types of potatoes, three sauces, homemade bread etc.
- Dessert
- Coffee

The dinner includes wine or beer, however, only one choice per table so we need to organize!

After the restaurant visit we return to the conference venue to the Open bar with beer, wine, water

Sunday

Breakfast with coffee, tea, juice, yoghurt, cereals, cheese, jam, ham, salami, bread etc.

N.B. departure around 12.00 so no lunch included.

Abstracts

The c-test revisited

Presenter: Lut Baten

A freeware product for placing EFL students of Business English in the new Bachelor-Master structure

This presentation will discuss the issue of placement testing for large groups of students at university who have to take up a specific purpose language course and who may not be helped with a standard proficiency test. In the 1980s the c-test, a good tool for placement testing, was introduced. Although well-known, it is not widely applied. Whilst the administration of the c-test may play a role, its validity depends on the text used. It will be argued that different types of texts and better control of lexical difficulty of these texts are the basic requirements for building a c-test database for students of Business English. We have developed an authoring tool to facilitate test administration and reporting. This tool, which is freely available on the web, will be explained briefly. It was tested with teachers and students for test design, administration, correction, reporting and for use in an e-learning environment (Blackboard). The c-test was used in combination with WordClassifier, a freeware program to determine the lexical difficulty of an English text on the basis of lexical frequency analysis. On the basis of this experience, recommendations were derived for the implementation of c-testing in an academic environment.

Computer assisted language learning in context.

Presented by Lone Olsen

Computer assisted language learning in context means electronically supported task based teaching within a certain context. Here the context is technical Danish from the world of electricians. A presentation of the method will be given in this workshop together with a demonstration of the exercises. The teaching material is a web based multimedia program with a video on how to wire an electric plug followed by exercises like vocabulary training etc. The teaching material was tested in an authentic classroom situation with a group of adult students learning Danish as a foreign language. (The experiences and evaluation of these students will be part of the presentation of the workshop.)

Clusters/pre-fabs in Danish lower intermediate/intermediate literary essays.

Presenter: Hans Jørgen Klarskov Mortensen

In a corpus of 111 literary essays written by Danish 2g (17-18 years, A-level students) it is striking that the number of recurring identical patterns of words (clusters) is on a level with or above that of other corpora such as a very specialised corpus of scientific articles about cardio-vascular diseased and other extremely specialised genres of written English. Furthermore, the number and nature of these patterns differ remarkably from those of native British A-level students and university students.

The paper presents an outline of the corpus data and methodology - and it addresses some of the pedagogical and learner language issues that these findings raise.

Creating Dialogue in webbased courses for training foreign language teachers.

Presenters: Ninian Millar and Kathryn Hermansen

During the past two years we have received funds from the Norwegian Ministry of Education to create a national resource and in-service courses for qualified teachers who need an additional qualification in teaching English to Norwegian pupils in the primary and lower secondary sectors. This has resulted in the creation of three websites, one mainly aimed at teachers at primary level and one aimed at teachers in the lower secondary school and a third Aspects of English Teaching which provides materials for the other two.

Our major concern in making these materials has been to create active dialogue, reflection and discussion between the participants themselves and between them and course moderators (tutors) based partly on the materials on the web pages, and also through the use of dialogue journals (Warschauer 1999), forum discussions in the LMS which was used on the course (Luvit).

We have also created web based materials using video clips of what we have defined as good practice to provide useful discussion materials illustrating a variety of teachers at work in the classroom. This material may be viewed on Aspects of English Teaching

<http://www.lu.hio.no/ENGELSK/videoproject/>

This material is still under development.

Our current development work is concerned with further extending the dialogic aspects of these materials with reference to the work done on establishing effective online communities described by Gilly Salmon in (Salmon 2002, 2003).

eCOLE – Internetbased Collaborative Learning in Adult Education

Presenter: Aase Steinmetz

The eCOLE project's objective has been to investigate the potential of Internet-based Collaborative Learning and evaluate different scripts. We have tried out

- ACROSS - a model for cross-curricula problem solving activities.
- WebSiteStory - a model for creative writing in foreign language learning.

According to the Commission's paper on adult education the European public needs to be educated in the new basic skills, which involve familiarity with technology, use of Internet, foreign languages and soft skills (team-working, communication, collaboration, etc.). The two pedagogical models that have been tested in this project are ideal to encourage adult students to increase their competence in these areas. Fantasy, humour and creative abilities can also be said to be part of these soft skills that need to be promoted in adult students. These aspects formed the core of the WebSiteStory activity.

Because of the international dimension of the eCOLE partnership, the two sets of activities have contributed to an enhancement of adult learning by combining the use of ICT with communicative and social skills and foreign language learning in a collaborative learning environment. The communication took place via the TELSI platform, which was developed and designed by the

University of Oulu, Finland. This software is very flexible and allows any teacher to create a pedagogic platform and it worked extremely well for both ACROSS and the WebSiteStory.

The project was based on collaborative learning as a pedagogical approach involving

- learning through group interaction
- learning from discussion with your peers
- student autonomy
- communicative skills.

In order to motivate students to get to know the language of the countries participating in the project, it was decided to introduce a min-dictionary. During the first week the students were asked to produce this dictionary, and the students were encouraged to try to include a few words of the target language when contacting the other students. To some extent it was a success, whenever the teacher reminded the students of this.

Emerging Communication Situations: Online Communication in Context

Presenter: Therese Örnberg

Learning foreign languages at a distance is not a simple task. Grammar and vocabulary exercises can be transferred relatively easily and effectively into a computer-mediated setting, but for oral communicative exercises the scenario is quite different. Even though technological development has made it possible for people to interact at a distance in real-time, these communication events often still deviate from the prototypical face-to-face communication situation in many respects.

In this paper I will present my research project “Emerging Communication Situations: Online Communication in Context”, and in doing so I will focus on the first part of the project which deals with prototypical communication situations and online communication. The general aim of my project is to investigate how online communication differs from communication in a face-to-face setting. This will be done through an examination of how prerequisites for communication change as conversations are mediated, and of how these changes are reflected in interaction patterns, discourse structures and language.

I will start by presenting a model of what constitutes a prototypical face-to-face communication situation. This model contains hypotheses concerning the factors that generally influence communication situations, and how this under normal circumstances can be seen in discourse structures and language. Relevant concepts are for instance presence, embodiment and common ground. I will then present the design of my case study, which will consist of material from three different virtual environments, all desktop solutions with audio communication. The material will be collected during three gatherings with the Swedish national network for ICT in academic language education (ITAS), which are all taking place this fall semester: one teleconferencing meeting, one videoconferencing meeting, and one meeting in a graphical 3D environment. By comparing the factual settings, the interaction and the discourse in these environments, both with each other and with the prototypical communication situation, I will attempt to show how these environments allow for communication that is consistent with and/or deviates from the prototypical communication situation. The methods used will include discourse analysis, participatory observations and questionnaires. Since not all gatherings will have taken place at the time of the conference, I will also refer to material from some of my previous studies with similar rationales.

The results of my research should provide suggestions for future development of these technologies as to what features are the most crucial ones to improve in order to allow for rich communication to take place.

More information is available at <http://blog.humlab.umu.se/therese/research>.

Frequency as a Criterion in LSP

On the Use of the WordClassifier for Business English

Presenter: Lut Baten

To be fluent in a language means to have the right words available at the right time. How can students get access to these words in their domain and how can they make them readily available? How do they acquire these competencies in autonomous language learning situations?

We believe that a controlled selection based on frequency, collocational use and active practice in a systematic way are the proven records. Moreover, to obtain a better grip on fluency, they should be provided with automated tools as one of the major assets of a computer is the speed by which it can search and sort.

Controlled selection of input can be gained by means of a freeware, the WordClassifier.

Collocational use and active practice will be illustrated by examples of student work, on computer, in a self-study programme for Business English at advanced level. In an e-learning situation, more tools should be available to students in this realm as well.

A Gaelic game / Simulations

Presenter: Sean O Miadhachain

A presentation of an ab initio language lesson developed during the BPBLTM project will given. The presentation is geared towards developing simple vocabulary, including greetings, colours, items of clothing, greetings and simple conversational phrases. The lesson employs a number of methods and is ideal for absolute beginners from a range of ages.

Integrating Storytelling for Young Learners with ICT

Presenter: Yetis Ozkan

Storytelling is a vital component to any language learning programme for young learners, serving to stimulate both their enthusiasm for learning a foreign language, as well as to bring great benefits in their general educational development. Primary-age children, who may find it problematic in learning through traditional structural and grammar-based methods, are able to assimilate and employ language far more easily and quickly through the presentation of language in a form that is more natural and accessible. Moreover, as is the case with the way they become acquainted with stories at a young age in their mother tongue, students learning a foreign language through the storytelling approach learn a whole range of other personal skills. Among other things, they learn to empathise with characters in a story, they are trained to widen the power of their imagination, they learn to co-operate with their classmates in thinking up new scenarios and situations for the characters involved in the stories. During the presentation we will learn storytelling is a two-way process in which the student is involved in dictating the pace and direction of the lesson, and in

which the teacher learns from the student. Indeed, many of the most effective lessons using the storytelling approach, as we will discover, are those in which as little text is used as possible.

Teachers are often daunted when confronted by the myriad of components that constitute the typical storytelling course. Participants will be shown how to adapt stories and supplementary materials designed primarily for use in English native-speaking classrooms to their own cultural environment. Materials demonstrated will include: 'big books', content cards, flashcards, sequencing cards, art and craft activities., and music and video materials. At the end of the demonstrations, participants should be able to put the materials together into a coherent whole for the benefit and enjoyment of their students. The final part of the presentation will be dedicated to showing how to integrate existing storytelling programmes with the latest C.A.L.L. applications in order to increase the motivation of young learners.

Throughout the presentation art and craft work from students as well as videos of real-class situations filmed at the various schools that have kindly acted as pilot institutions for storytelling programmes will be shown, both to highlight the successes and possible pitfalls of employing these approaches in their initial stages.

Language Courses Taught through LMS Moodle

Presenter: Tamara Vanova

The presentation focuses on a handful of burning issues accompanying the introduction of e-learning into standard teaching methods in one of the Czech public universities in general and specifically in the case of teaching foreign languages. It summarizes the rapid, at times perhaps too spontaneous development of various means and tools and gives an overview of sometimes painful efforts to implement new ways of teaching. It discusses some of the problems that a university has to overcome in order to push through an Open Source LMS (advantages and disadvantages of Open Sources, resistance on the part of the teachers, possible solutions, tension between ICT developers and the community of teachers, and the compromise that must be reached in order to establish a balance between the official e-learning policy of the university as a whole on the one hand and individual faculties with specific needs on the other). The presentation suggests ways of overcoming the drawbacks that a non-technical faculty faces in case we want to remain independent of commercial LMSes as well as of the dominance of ICT professional who still try to keep the upper hand. I would also like to describe our attempt at drawing in motivated students from the Faculty of Informatics in order to develop new modules to suit specific purposes of language teaching, while offering them and other students of the university in exchange an experimental tutored language course in which not only the students of Pedagogical Faculty, but their teacher as well, gain a unique experience as e-tutors.

The PhyEmoC (Physical – Emotional – Cultural) Method Applied to Language Learning

Presenters: Mihai Braslasu and Bogdan Georgescu

The method is based on a combination of principles included both in the Audio – Lingual and Cognitive –Code Learning Approaches. These principles are combined with methods and strategies

developed and applied within a period of twenty-five years of teaching English as a foreign language to students in primary school, gymnasium, high school and college.

Some of its basic principles are:

- use of imitation and analogy in the language-learning process
- fluency seen as more important than minor language mistakes; the student's creative involvement in the learning process - more important than the avoiding of errors
- listening and speaking seen as primary activities; reading and writing as secondary
- practice of the basic patterns of the new language through intensive drills such as dialogues, repetition, substitution, transformation, etc.
- association of words with thought and action to avoid possible dependence on pre-fabricated language material
- use of mastered patterns in conversation sessions.
- advanced students used as group leaders and encouraged to develop activities according to the instructions and under the constant supervision of the teacher
- use of the student's native language - completely avoided;
- training and encouragement of active listening through eye contact, facial expression, posture and occasional rejoinders
- stimulation of dialogues about the student's language, culture and civilization
- stress upon learning the common idioms of the new language;
- use of the normal speed of speech;
- encouragement of competition.

The four major phases in the language learning process are also taken into consideration:

1. the completely manipulative phase;
2. the predominantly manipulative phase;
3. the predominantly communicative phase;
4. the completely communicative phase.

Physical, emotional and cultural interaction in the process of learning a foreign language is considered essential since the method is based upon the natural process of acquiring the knowledge and skills that enable a two or three year old child to interact linguistically first of all with his/her parents and other members of the family, and with members of the community later on.

Creating the appropriate linguistic environment and selecting active ways of teacher-student, student-teacher and student-student interaction are, therefore, the main and permanent tasks of the teacher who chooses to use such a method.

Dramatic techniques, debates and role-playing activities are combined with games, songs, poems, proverbs and sayings. Competition is constantly encouraged because it adds physical, emotional and intellectual challenge to the process of learning the foreign language and prepares students for real life competition.

Learning the most important elements of the culture and civilization of the country whose language is learned are also seen not only as necessary but also as essential for the students of a foreign language. Intercultural exchange and use of information in groups formed of students belonging to various cultures broaden the horizon of general knowledge of the students and become an important part of their intellectual background.

The choice of suggested activities is up to each teacher and it must take into consideration the level of linguistic competence of his/her students, the four phases of the foreign language learning process, as well as the rich material provided by the suggested links.

The individual experience of the teacher, no less than the characteristics of each group of students involved in the process of learning a new language are important elements, which can contribute to the success of the PhyEmoC Method.

Quality Assurance in Language Teaching

Presenter: Katrin Sune, Tallinn University of Technology, Estonia

The presentation is basically about the QALSPELL project. This is a Leonardo da Vinci project – Quality Assurance in Language for Specific Purposes in Estonia, Latvia and Lithuania. Its objective is, first and foremost, to establish unified skills-based tertiary level LSP examination requirements and assessment criteria (for all the three Baltic states) and to provide employers with the tools for identifying the employees' specific language needs and assess their foreign language knowledge and skills.

As an outcome, a handbook of LSP examinations for students, teachers and educational decision-makers has been compiled (will be published by November). The latter includes sample papers in the four skills (reading, writing, speaking, listening).

The presenter will deal at greater length on testing the spoken language as took part in working out namely that part.

Tandem Learning

Presenters: Heidi van den Tillaar and Frans van Schaik

Presentation of the Tandem Learning method, how to get started, pitfalls, and benefits

Task based learning demonstration (Tortilla pintxo bat)

Presenters: Maite Garicano and María José Irastorza

This workshop will demonstrate the concept of task based learning, otherwise known as experiential learning. You will learn, and indeed practice how to order a “tortilla pintxo bat”. You will of course have the opportunity to taste the Basque tortilla and wine.

TellRight - Learning online how to create online language courses for specific vocational fields

Presenter: Arne Oehlsen

The presentation will describe aims and outcomes as well as further ideas from and for the TellRight project funded within the LEONARDO Language Competences program from 2002 to 2005.

The aim of TellRight is to promote the training, support and tutoring of online language learning in specific vocational fields on the background of an increasing European mobility in areas like health care. Twelve European Institutions participate in the project with Charité International Cooperation (Charité – Higher Education Medicine Berlin, Germany) as the project coordinator. Within 2.5

years (project started in November 2002) seven work packages will provide different products focusing on this aim.

The online course "TellRight.Trainer" was developed within the first stage of the project and is designed to train teams of language trainers and vocational experts in the development of compact internet based language and communication courses for continuing vocational training.

TellRight.Trainer pilot course users will develop online courses (TellRight.Courses) like English for Medics and Swedish for Medics as part of the evaluation process. Furthermore there will be initiated an online community (Tellright.Net) to promote these courses and products.

The TellRight.Trainer course prototype tested in September and October 2003 served as "real life" evaluation and should meet the existing and increasing demand for vocational language training in the framework of the European exchange programs for students and researchers in various vocational and scientific fields.

The presentation will provide evaluation details and the resulting outcomes for the redesign of this Train-the-Trainer course moving the course structure from a linear module structure to a open process oriented laboratory that both motivates and empowers the interdisciplinary target groups in the learning and design process.

Future developments like online course editors based on graphic tools for a fast process oriented course design will be discussed as well as advantages and disadvantages of sound support in web based language trainings.

The Witzbold Project: A Call for Collaboration

Presenter: Thom Thibeault

The Witzbold project is a collaborative approach for developing hypermedia reading materials for learners of foreign languages. Reading materials consist of jokes collected in different languages on the World Wide Web. Jokes make clever use of the language, are short and easy to digest, often contain cultural references and are free from copyright restrictions. The hypermedia format helps students to understand the jokes by allowing them to access context-sensitive definitions and grammar references, hear the jokes read by native speakers, and link to other Web sites dealing with the topic of the joke. Some student-generated hypermedia jokes will be shown. The presenter will discuss the logistics and pedagogical benefits of working with students on this project. The presentation will also serve as a call for global collaboration, now possible through the Web.

A Web site with details about the Witzbold Project can be found at <http://colanmc.siu.edu/witzbold>.

Keynote speeches

The lifespan of the BP-BLTM project.

Speaker: Kent Andersen

The presentation will summarize the project results and also reveal the work “behind the scene”, e.g. how to write an EU application with a good likelihood for approval, project coordination and how we “kept the snowball rolling”.

Strategic and Pedagogic Challenges of Technology Integration in the Emerging Language Teaching Cultures

Speaker: Peppi Taalas

The study is divided into two parts. Part I is a macro level view on 7-year survey study on English teachers' technology use. Part II is a micro level systemic study, a window into the real life context of language teaching work and the assumed change in the teaching culture.

This is an explorative study which is supported by descriptive statistical data, the aim of the study is to outline the context and mechanisms within which technology-integration takes place. This is not a theory-validation study as the focus is on the actual practices of teachers, first examined at a distance in Part I and then close-up in Part II.

Research Objectives

On theoretical level the objectives are to

- " view the impact of the current information strategies and implementation policies on the schools in the area of language teaching
- " present an example of a professional development process where systems thinking is the fundamental basis for action
- " examine the available research methods, consider their suitability for this type of research and make recommendations for further inquiry

On practical level the objectives are to

- " produce useful information about the current situation in information technology implementation in schools
- " present a design model for technology integrated language learning
- " propose a development framework within which sustainable change in learning cultures could be promoted
- " examine change as a top-down vs. bottom up process

Presenters bio data:

Arne Oehlsen

Arne Oehlsen, *born 1973, M.A. in Information Science from Humboldt-University Berlin, was a Freelancer for Webdesign before he started working with SMGL/XML, Electronic Publishing and finally E-Learning in 1996. Since 2000 he works at Charité International Cooperaton in various international E-Learning projects, e.g. RUBIS (6th Framework Programme), Medvoice and TellRight (LEONARDO) with a focus on vocational language training for medics. In addition 2001 to 2003 he had a teaching position at University of Applied Sciences in Potsdam for computer science. Beside coordinating the TellRight project he recently organised the Charité Summer School on Emergency Medicine that included a brief online registration and preparation phase.

Arne works and lives in Berlin, where he enjoys the cultural life and the stimulating atmosphere of a city on the move.

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Bogdan Georgescu,

Education: B.A., currently develops the PhD studies from the University of Pitesti.

He is an assistant lecturer at the University of Pitesti (<http://www.upit.ro>), the Philological Department of Foreign Language Teaching. He has also collaborated as a teacher with Oxford Lexis Schools in Bucharest and Pitesti. Has some research activity with Oxford University Press. Extended experience in adult teaching. EFL Methodology seminars at the University College for Teachers in Pitesti. Passionate about the latest teaching methodologies and the new technological devices that can be used / adapted to language learning. Besides teaching English as a foreign language to the native Romanian students, he also teaches Romanian for the foreign scholar students. He is presently involved in teaching activities that use the PhyEmoC and the E-learning methodologies.

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Hans Jørgen Klarskov Mortensen

M.A. (Danish and English language and literature)

Ph.d. (Romanticist literature)

Lecturer at Vordingborg Gymnasium & HF.

Co-author of "Using Concordances in the Modern Foreign Language Classroom" (www.ict4.lt.org) and various other teaching related material – both on-line and paper.

External examiner at the universities in DK in English.

Author of PhraseContext, a fast text analysis tool and other CALL stuff

Programming language: Delphi/Object Pascal

Current research: Learner English. Corpus linguistic studies of Danish intermediate/lower intermediate English essays.

Web: Computer stuff: <http://www.hjkm.dk>

Personal and teaching: <http://www.vordingbg-gym.dk/km/>

e-mail : h@hjkm.dk or km@vordingborg-gym.dk

Kathryn Hermansen, Assistant professor in the Faculty of Teacher Education at Oslo University College.

Education:

Has worked in teacher education in Norway since 1971, most of the time training teachers of English for the Norwegian compulsory school. Specialist areas are language teaching methodology and culture with particular emphasis on cross cultural communication.

Has worked with the use of ICT in the training of language teachers since 1993.

Since 2001 has worked together with colleague Ninian Millar on developing websites and course materials for the training of teachers of English. This work has been financed by the Norwegian Ministry of Education.

Has also worked together with Ninian Millar on the development of a web site with video-based materials for the training of language teachers.

<http://www.lu.hio.no/ENGELSK/videoprojekt/>

Currently working on the development of web-based materials in which dialogue with the learners based on dialogue journals, use of forum discussions in LMS's is emphasised. Particularly interested in developing the ideas of Gilly Salmon (2002, 2003) in creating materials for language teachers.

Katrin Sune

born in Tallinn, Estonia in 1961

Lecturer of English at Tallinn University of Technology since 1987

has compiled teaching materials "Environmental English" (Tallinn 1997), "Texts for Students of Civil and Highway" (Tallinn 1992)

At present involved in the following projects:

- 1) the QALSPELL project (will be dealt with in the presentation)
- 2) the ESP-C project – English for Specific Purposes – Chemistry (a Leonardo-da-Vinci Project)

Kent Andersen

Has worked as a language teacher since 1979. Became a "computer nerd" in the early eighties and has produced numerous multimedia languages teaching applications since then.

Has been the BP-BLTM project promoter and coordinator.

Has for some years worked for the EU Commission as an "external academic expert" evaluating eLearning and Leonardo applications and also for the Technical Assistance Office in Brussels as an "external expert" evaluating Comenius and Minerva applications, progress reports and final reports.

Would like to take part in future projects and can offer assistance with content production, programming, website, DVD authoring & production, and dissemination

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Lis Ramberg Beyer

Has been responsible for projects on languages, media and information technology for the EU, the Council of Europe and the Danish Ministry of Education.

Member of the editorial board for SPROGFORUM, the Danish national journal for culture and language teaching.

Author of::

- PUT IKKE FODEN I MUNDEN, A book about problematic words and expressions in English. Gads Forlag, Copenhagen, Denmark, 2002.
- UN MENU FRANCAIS and APERITIF, two software packages for French teaching, combining software and books.
- OUT OF BATTLE, an interactive video package for English and history.
- HENRY V, a book based on Laurence Olivier's filmversion of Shakespeare's drama, containing film analysis, historical and literary references.
- Manuals for language learning.
- Articles in English, French and Danish on languages, information technology and multimedia in education published in a number of international journals.

Lis Ramberg Beyer , Lektor cand.mag. Modern languages.

Christianshavns Gymnasium, Copenhagen.

Lone Olsen

MA (English and German language and literature)

Has been teaching English and German since 1992. Has been involved in language courses for adults.

Has been a teacher of English and German at Odense Technical College since 1996 and through that post been involved in several national projects in relation to language teaching at technical colleges in Denmark. At the moment she is working in a project group funded by the ministry of Education in Denmark, where the task is to produce a book of examples and good ideas for the language teachers at the technical colleges. She is presently involved in two Leonardo projects; "Best Practice- Best Language Teaching Method project" and "Career counselling, computer based language programme for career counsellors".

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Lut Baten

Lut Baten is a professor (<http://www.kuleuven.ac.be/ilt>) of Business English at the Faculty of Economics at the KULeuven, Belgium and she also teaches EFLMethodology seminars at the Teacher Training Center of the Faculty of Arts. She has widely published in FL skill development (PhD on text difficulty and reading skills) and courseware development and methodology (Dutch FL, Afrikaans, English, see website <http://www.multitaal.com>). She is presently involved in blended e- learning.

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Maite Garicano

Language Specialist . Maite brings some 25 years teaching experience in the field of Languages in a wide range of vocational areas such as Informatics, Tourism and Business. She formally held positions within the faculty of Chemistry in the Universidad del País Vasco (Basque University). She has been involved in the development of innovative learning methodologies associated with language development and has participated in a number of European Language projects over the years. Maite is a firm believer in the need to promote the use of minority languages in an age of globalisation.

María José Irastorza

Co-ordinator for the normalisation of the Basque Language in Education for Cebanc-Cdea
María José is a language specialist in French and Basque with some 20 years teaching experience in vocational education and training. She represents her institution on the Basque Normalisation Committee seeking to reinforce the use of the Basque language in a bi-lingual learning environment. In addition she brings many years experience of working in partnership and collaboration across Europe through a number of EC Community Action programmes.

Mihai Braslasu, Lecturer at the University of Pitesti

Education: B.A., PhD studies from the University of Craiova.

He is an lecturer at the University of Pitesti (<http://www.upit.ro>), the Philological Department of Foreign Languages Teaching. He has had a wide teaching experience in teaching English and literature. He was a Deputy General Inspector for the Arges county. Participated at various projects, like for example: Gruntwig, Socrates, Leonardo. Having 25 years of teaching experience in primary, lower and upper-secondary level and 5 years of university teaching experience. He coordinated the Peace Corps in the Arges county. Interested in teaching English and Romanian as foreign languages. Published a series of specialty articles.

Ninian Millar. Associate professor in the Faculty of Teacher Education at Oslo University College.

Education: B.A., M.A from University of Cambridge. Postgraduate Diploma in Applied Linguistics, University of Leeds.

Has worked in adult education and teacher education in Norway since 1968, most of the time training teachers of English for the Norwegian compulsory school. Specialist areas are language teaching methodology and culture with particular emphasis on cross cultural communication.

Has worked with the use of ICT in the training of language teachers since 1993.

Since 2001 has worked together with colleague Kathryn Hermansen on developing websites and course materials for the training of teachers of English. This work has been financed by the Norwegian Ministry of Education.

Has also worked together with Kathryn Hermansen on the development of a web site with video-based materials for the training of language teachers.

<http://www.lu.hio.no/ENGELSK/videoproject/>

Author of a number of books, the latest of which is a handbook for teachers on the use of ICT in language teaching, IKT – også DET.

Currently working on the development of web-based materials in which dialogue with the learners based on dialogue journals, use of forum discussions in LMS's is emphasised. Particularly

interested in developing the ideas of Gilly Salmon (2002, 2003) in creating materials for language teachers.

Peppi Taalas

Peppi Taalas works as a researcher at the Centre for Applied Language Studies at the University of Jyväskylä, Finland. She is involved in the development of the Finnish virtual university and various staff development programmes.

Her current research interests are learning interaction in virtual environments, change in learning and teaching cultures, teacher roles and attitudes in technology enhanced language learning settings.

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Sean O Míadhachain

Sean O Míadhachain is the Scottish Project Manager for the BPBLTM project and is the Sabhal Mòr Ostaig [SMO] representative. SMO is Scotland's Gaelic College, located in the heart of the Scottish Gaidhealtachd in the Isle of Skye, where tertiary level education is provided to co-located and distance students through the medium of Scottish Gaelic.

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Tamara Vanova

Born in 1954, a mother of four daughters, translator and teacher of English at Brno Masaryk University, Czech Republic. For many years she focused her teaching on enhancing translation skills of students of English, but lately her main interest has been gradually shifted towards introducing e-learning methods into both practice and university curricula. At present, her main aim is to mobilize teachers in an attempt to take over the e-learning initiative from computer specialists and start carrying research in wider pedagogical implications not only on the university but also primary and secondary school levels. Her so far greatest achievement is

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Therese Örnberg

Therese Örnberg is a doctoral student at Umeå University, Sweden, affiliated with both the Department of Modern Languages/English (<http://www.eng.umu.se>) and the humanities computer lab HUMlab (<http://www.humlab.umu.se>). She began her doctoral studies in June 2003, and her research project deals with emerging communication patterns.

For the last couple of years, Therese has been working part time in HUMlab, where one of her main tasks is to coordinate the activities for a Swedish national network for ICT in academic language education, ITAS (<http://www.humlab.umu.se/itas>). She also has a teacher's degree in German and English for upper secondary school.

Visit Therese's blog, *Emerging Communications*, for more information:
<http://blog.humlab.umu.se/therese>.

Thom Thibeault

Thom Thibeault received his doctorate in 1989 from the Universität Salzburg (Austria) in the area of computer-assisted language learning.

He has since been director of the Language Media Center and New Media Center at Southern Illinois University (USA). He is a member of CALICO

(www.calico.org) and works primarily as a specialist in instructional technology in the College of Liberal Arts. He has developed several foreign language programs tailored to language courses offered at Southern Illinois University. He has worked as a consultant and workshop presenter in foreign language technology for several universities and professional language organizations. He has also given conference presentations throughout the the USA as well as in Austria, Spain, and Japan. His on-line curriculum vitae can be found at <http://colanmc.siu.edu/thibeault>.

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Yetis Ozkan

Mr Yetis Ozkan has a degree both in primary teaching and E.L.T. He has worked as an E.F.L teacher for ten years and he is currently employed as an Educational Consultant in the field of E.L.T. He is about to complete a masters degree in Curriculum Design and Theories of Instruction. His main interests are CALL, syllabus design, skills development, storytelling and testing strategies. He has given seminars and workshops on these and other subjects at various schools and institutions the length and breadth of Turkey.

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Aase Steinmetz

I am employed part time by VUC - an adult education institution - and part time by The Ministry of Education.

For the past 10 years I have worked in projects dealing with internet-based collaborative learning in foreign languages. These projects have been supported by the Nordic Council of Ministers and by the European Union.

I have coordinated the nordic projects: DaSveNo 1, 2 and 3, been a partner in a Socrates project called Simulab, a telematics project called Simulab - collaborative tasks for language learning in the Web, projects in connection with the European Year of Languages and lately coordinated the eCOLE project, which I am presenting at this conference.

Aase Steinmetz, VUC Vestsjælland Syd, Slagelse, DK