

Thematic Network Project in the area of Languages

Sub-project 3: New Technologies and Language Learning

TALLEN Teaching And Learning Languages Enhanced by New Technologies

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Introduction

TALLENT

Teaching and Learning Languages Enhanced by New Technologies.

This is a sixty-hour in-service module for teachers and trainers in European languages as a second/foreign language. It has been developed by experts in eleven European universities with funding from the European Commission under Lingua Action A.

Aims

1. To familiarise participants with the major applications in Information and Communications Technologies (ICT) and language learning.
2. To provide guidance in the use of the technologies in the light of recent theoretical and empirical research in the area.
3. To enable course participants to integrate Information and Communications Technologies (ICT) into their teaching.
4. Through the application of concepts such as learner autonomy and learning to learn, to provide course participants with transferable skills which they can subsequently apply in their own professional and personal development.

The course consists of seminars and workshops. The workshops in particular are designed to enable participants to practice using the applications introduced in the seminars, to reflect on how to integrate technology into their teaching and their students' learning, and to develop a pedagogical project in the area of their choice. The project will be chosen by the participant in consultation with a tutor and completed before the end of the course. A project report of approximately 3000 words will be submitted.

The course follows a negotiated syllabus, i.e. the syllabus will be finalised following an analysis of the needs and interests of the group. Topics include:

- Language learning and ICT.
- Reference tools: on-line dictionaries, data-bases and library resources.
- Using the Internet.
- Creating a webpage for language learning.
- Authoring tools: evaluating, selecting and using them.
- Concordancing: data-driven learning, using and creating corpora.
- The self-directed learning environment and ICT.

Course structure

DAY	Course content
1	Induction. Needs analysis
2	Language learning & ICT
3	Reference tools
4	Using the Internet in language learning and teaching
5	Creating a webpage for language learning
6	Authoring tools
7	Corpora and concordancing. Project work
8	Corpora and concordancing Project work
9	The self-directed learning environment & ICT
10	Project submission Course evaluation

Needs analysis questionnaire

Thomas Vogel

The questionnaire should be sent back before the beginning of the course to give course tutors a chance to adapt their materials and teaching to the needs of the course participants.

1. What language(s) do you teach?
2. Do you teach them as second or foreign language? (in or outside the country in which they are spoken?)
3. What levels do you teach?
4. Who are your learners?
5. What do you prepare your learners for? (degree, profession, tourism etc.)
6. At what institution do you teach?
7. Are you a native speaker teacher?
8. For how long have you been teaching?
9. What kind of materials do you use? Where do you find them mostly?
 - ready made textbooks
 - authentic materials
 - self-made materials
10. What kind of quality do you expect from good language teaching materials?
11. Describe your preferred style of teaching.
12. To which extent do you structure your lessons?
13. What techniques do you use to motivate your students?
14. How would you react if students criticised your lessons openly and asked for changes?

15. What role does the concept of learner autonomy play in your teaching?
16. Describe 3 of your favourite tasks in the classroom.
17. Describe 3 of your favourite homework assignments.
18. From your experience, where do you see major problems in the teaching of
 - speaking
 - reading
 - writing
 - listening
19. How do you teach grammar?
20. What role does culture play in your teaching?
21. To which extent do your students have the opportunity to use the foreign language in communicating with native speakers and/or non-native speakers?
22. What do you consider the ideal situation for language learning? How would you like to learn a foreign language?
23. Do you already use IT in the classroom? Of what type? (Internet, CD ROM etc.)
24. Do you already use IT in the preparation of your classes? How?
25. Do you give your students assignments in which they have to use IT? Describe.
26. Where do you see major problems in using IT in language teaching?
27. What would you expect from the TALLENT course ?
28. What kind of guidance would you expect from IT experts?
29. Do your students use IT outside language learning?

Module 1

Language learning and ICT

Peppi Taalas Thomas Vogel

“To many language teachers in the secondary sector in the early eighties, the arrival of computers in languages classrooms looked more like a solution looking for a problem, than a solution to the kind of problems that they were grappling with.” (Sue Hewer in Hawkins 1996: 229)

With the module Language Learning and ICT we will try to overcome the dilemma referred to above by tackling the discussion on ICT in language teaching from the starting point of the problems teachers face in their daily work.

Objectives

This module is intended to provide the theoretical background against which practical applications of information technology can be discussed and evaluated in modules 2-6. It will familiarise course participants with current theories on the cognitive basis of learning in L1 and L2 acquisition. Special emphasis will be given to the parameters of different acquisitional contexts. There seems to be an overall agreement that acquisition is easier and faster in so-called naturalistic, i.e. second language rather than foreign language, contexts. The question whether information technology can simulate acquisitional contexts that will have positive effects on the rate or quality of acquisition will be discussed.

In a second step, teaching methods will be discussed and evaluated. Course participants will share their experience. The use of information technology is not a method in itself. It merely offers tools which can be applied to presumably all methods, from grammar translation to community language learning. Participants should develop criteria for evaluating IT tools on the basis of their teaching experience.

This module will also give participants the opportunity to exchange their experience with IT in teaching and to find reasons for success and/or failure. Parts of the discussion will focus on the role of learning cultures and IT. It may well be that it will not be the teachers but rather the learners who will resist the introduction of IT into the language classroom because it clashes with their perception of the teacher's role.

Syllabus

The module will consist of four parts:

1. The parameters of language learning
2. Teaching methodologies and ICT
3. IT in language learning and teaching
4. ICT and the implementation of changes

1. The parameters of language learning

This part will start with a poster session in which participants will react to the following questions:

What do you consider the ideal language learning environment?

What do you think is the difference between L1 and L2 learning?

Name different types of learning? What is the difference between learning mathematics and learning languages?

Why is it for some people easier to acquire languages than for others?

What could you do to help students with obvious learning difficulties?

In the discussion following the poster session the following issues will be addressed:

Types of learning

L1 vs. L2 acquisition: the basic differences

Psychological factors in language learning

Proficiency in language learning

Learning environments

Participants will develop the “ideal learning environment” and discuss the role of IT in creating such environment.

2. Teaching methodologies and ICT

Participants will be asked to design a short exercise which demonstrates their favourite teaching method. They will then be confronted with excerpts from textbooks which show different approaches. Participants will be asked to evaluate approaches. They will then search for websites especially designed for language learning with the aim to describe and evaluate the methodological approaches behind those sites. They will try to find out in which way an evaluation has to differentiate between the usefulness for the four skills (reading, writing, speaking, listening). The widely discussed issues of authenticity and realism in the language classroom will form the basic focus of web evaluation.

The discussion will focus on the following issues:

Current teaching methodologies and the theories of learning
Eclecticism in language teaching: personal experiences
The role of authenticity and realism in language teaching
The concept of autonomous learning: idealism and reality
The role of teaching materials
The project approach to language teaching

Participants will be able to name essential conditions for realistic web-learning.

3. IT and language learning and teaching

This part will start off with a discussion of the pros and cons of “traditional materials”: books, videos, cassettes, OHTs, language laboratories, other media.

The traditional media will then be compared to features of IT that will replace and/or enhance the traditional media. Participants will report on their experiences. They will also try out different materials for languages that they have not learnt previously.

The discussion will focus on the following issues:

The use of traditional media
Experience with the „new media“: problems
Guiding the learning process in an electronic environment
The virtual classroom, the ultimate solution?
Guidelines for the evaluation of teaching contexts and teaching materials

4. IT and the implementation of changes

At the end of the module, participants will discuss to which extent it will be possible to implement changes through the use of IT in the contexts in which they teach. They will share their experiences with institutional parameters, psychological inhibitions, students' attitudes which could in future present an obstacle to the implementation of the ideas presented in the course. They will then discuss possible strategies on how those obstacles could be overcome.

Further reading

Ellis, R. (1985) *Understanding Second Language Acquisition*. Oxford: OUP.

Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: OUP.

Harmer, J. (1991) *The Practice of English Language Teaching*. London: Longman.

Hawkins, E. (ed.) (1996) *30 Years of Language Teaching*. London: CILT.

Larsen-Freeman, D. (1991) *An Introduction to Second Language Acquisition*. London: Longman.

Little, D. (1991) *Learner Autonomy: Definitions, Issues and Problems*. Dublin: Authentik.

McLaughlin, B. (1987) *Theories of Second Language Learning*. London: Edward Arnold.

Rüschhoff, B., Wolff, D. (1999) *Fremdsprachenlernen in der Informationsgesellschaft*. Ismaning: Hueber.

Module 2

Reference tools in language teaching and learning

Sake Jager

Objectives

- To familiarise course participants with the use of electronic reference tools (dictionaries, encyclopaedias, spelling and grammar checking) in language learning.
- To inform course participants about the weaknesses and strengths of using electronic reference works in the classroom.

Syllabus

1. Survey of types of electronic reference tools
2. Advantages and disadvantages of electronic reference tools
3. The use of electronic reference tools as resources of information
4. The use of electronic reference tools for error diagnosis and correction
5. Introduction to the reference tools available for the course
6. Hands-on session
7. Discussion

Sample project

Reference tools and writing

You are going to prepare a writing lesson for L2 learners of your target language involving the use of on-line resources for researching the topic, dictionaries for finding appropriate words and expressions, and the spelling, grammar and thesaurus tools of MS Word for revision.

Researching the topic

1. Find a topic that would be of interest to your students, for which background information can be found in encyclopaedias, such as MS Encarta or Encyclopaedia Britannica. (Depending on your native and target languages other encyclopaedias may be used.)
2. Research the topic yourself to see what's available. Use MS Encarta (or another encyclopaedia that's available) and Britannica on-line (**Error! Reference source not found.**) to see what information can be found on the topic. Write down how you found the necessary information (which searches yielded useful results, etc.), and which related articles and web links proved most useful in researching the topic. Both Encarta and Britannica have links to the web.
3. As an alternative you could use one of the many search engines on the web to find more information on your topic of choice. No further attention is paid to this here, since this is the subject of one of the later modules.

Finding translations for words and phrases

1. Next consider which words and expressions would be needed for the topic. Start the bilingual dictionaries available for the course and take down the translations for essential vocabulary. Do the same exercise once more, using translation dictionaries on the web. A good starting point to use is the University of Paderborn's dictionaries page: **Error! Reference source not found.** Write down a brief comment on the quality of the translations offered and a list of Dictionary web pages that you could recommend to your students.
2. If the topic requires the translation of specialist terms (law, government, agriculture, education, etc.) from one European language into another check out the European Commission Translation Service Eurodicautom, which is available at **Error! Reference source not found.**

Writing in the target language using your word processor

1. Preliminaries: choosing the appropriate language

As a language teacher you will be writing a lot in the target language, and so will your students. You will be instructed how to adjust the settings of your word processing program (we shall use MS Word) to be able to use the multi-language features effectively.

2. Using the thesaurus, spelling and grammar checkers

Most word processing programs have standard features for spelling checking and the use of synonyms. Some also include grammar and style checkers. The use of these tools in language learning is a moot issue. A common argument is that students should know how to spell correctly and write grammatically accurate sentences by themselves. Moreover these tools are not infallible (far from it, some would argue). An acute awareness of the possibilities and limitations of these tools is therefore essential before they can be applied in the classroom. This part of the course demonstrates how these functions work when applied to a set of essays written by advanced students of English.

Putting it all together

On the basis of what you have learnt today, plan a writing exercise involving the use of the reference tools described above. Provide hints as to where students should go to find the information they need and how to use the word processing tools described above.

Further reading and websites

There is not much literature on the actual use of CD-Rom-based reference tools in the classroom (unlike the use of such references from the Internet).

A good introduction to the use of word processors is:

Pennington, M.C. (1993), "Exploring the Potential of Word Processing for Non-Native Writers", *Computers and the Humanities* 27: 149-163.

CTI Centre for Modern Languages Hull | Internet Resources | General Language Resources | Dictionaries: **Error! Reference source not found.**

Encyclopedia Britannica: **Error! Reference source not found.**

European Commission Translation Service Eurodicautom, which is available at **Error! Reference source not found..**

Microsoft in Education: In and Out of the Classroom Tutorials: **Error! Reference source not found.**

University of Paderborn's dictionaries page: **Error! Reference source not found..**

Module 3

Using the Internet in language learning and teaching

Graham Davies and Josephine Dolan

Objectives

- To introduce participants to using the Internet as a language teaching tool.
- To familiarize participants with Internet services which are of particular interest to language teachers and learners.
- To consider some of the obstacles to the use of World Wide Web (WWW) as a language teaching and learning tool and how these obstacles may be overcome.

Syllabus

1. Defining the Internet and how it may be accessed.
2. A brief history.
3. Services available on the Internet - such as e-mail, discussion lists and the World Wide Web which are of particular interest to language teachers.
4. Using e-mail as a language teacher and learner.
5. Discussion lists (such as *WELL* and *EUROCALL*) which are of interest to language teachers and how they may be accessed.
6. The World Wide Web. Areas covered will include a brief history of the WWW, the value of the WWW to the language teacher, including useful websites for language teachers and learners and using the Web as a basis from which language exercises can be created. (Using an authoring package to create exercises is included in Section 5.)
7. The disadvantages of using the Web. Areas considered are the difficulties of carrying out a successful search, considering the Web as the only way to deliver CALL, accessing the Web at peak times.
8. Exploiting Internet resources off-line as a means of combating some of the disadvantages outlined in the previous section. This section will outline how to download websites at off peak times, create exercises off-line and use the Web to create a corpus of authentic texts.

Sample projects

1: Evaluation of a website

1. Visit one of the sample websites mentioned earlier.
2. Consider the pedagogical advantages which would accrue from using such a website.
3. Prepare a series of lessons on the basis of the advantages discussed in Step 2.

4. Consider the practical implications of using the Internet to achieve such pedagogical outcomes, for instance the need to adapt current classroom practice, syllabus and timetabling constraints.
5. Evaluate the advantages and disadvantages of using such material in the language classroom. Outline possible means of overcoming such disadvantages.

2- Using e-mail

1. Select an aspect of the target language culture that you would like your students to study.
2. Design a plan for this project which incorporates the use of e-mail. Suggested headings would include:
 - Level/Abilities of students
 - Timeframe for project
 - Syllabus/timetabling requirements
3. Explore and evaluate the pedagogical and practical implications of such a project.

Further reading

Burston J. (1998) "From CR-ROM to the WWW: coming full circle", *CALICO Journal* 15, 1-3: 67-74.

Bush M. (1996) "Internet Mania", *Multimedia Monitor*. Philips Business Information Inc., February 1996. Also on the Web at:

Error! Reference source not found..

Davies G. (1997) "Lessons from the past, lessons for the future: 20 years of CALL", in Korsvold A-K. & Rüschoff B. (eds.) *New technologies in language learning and teaching*, Strasbourg, Council of Europe: 27-51.

Davies G., Hickman P. & Hewer S. (1994) *Style guidelines for developers*, TELL Consortium, University of Hull, p.5.

Felix U. (1998) *Virtual language learning: finding the gems among the pebbles*, Language Australia, Melbourne. A book and accompanying CD-ROM - available in the UK from Camsoft: **Error! Reference source not found..**

Wolff D. (1997) "Computers and new technologies: will they change language learning and teaching?". In Kohn J., Rüschoff B. and Wolff D. (eds.) *New horizons in CALL: proceedings of EUROCALL 96*, Dániel Berzsenyi College, Szombathely, Hungary: 65-82.

Websites

<http://www.bris.ac.uk/Depts/LangCent/links/weblink.html>

<http://www.hedvista.com/claire/darkweb/index.html>

Bradin, C. (1997) "The Dark Side of the Web" (summary only)

<http://www.hull.ac.uk/cti/langsite.htm>

<http://www.hut.fi/~rvilmi/Project>

Vilmi, R. (1999) "Collaborative writing projects on the Internet"

<http://www.ict4lt.org>

<http://languagecenter.cla.umn.edu/teachtech>

<http://lrs.edu.uiuc.edu/Mining>

<http://member.aol.com/Scheffner/Email.html>

Scheffner, T. (1999) "Der Effektive Einsatz von Emails" (translation of Sherwood (1998))

<http://polyglot.cal.msu.edu/lt/vol3num1/onthenet/index.html>

LeLoup, J. & R. Ponterio (1999) "On the Net. Interactive Language Exercises on the Web: An Exemplar"

<http://polyglot.cal.msu.edu/lt/vol2mun1/onthenet/index.html>

LeLoup, J. & R. Ponterio (1998) "Using WWW multimedia in the foreign language classroom: Is this for me?"

<http://ourworld.compuserve.com/homepages/GrahamDavies1/webintro.htm>

<http://www.slf.ruhr-uni-bochum.de/email/idxengoo.html>

<http://www.tcd.ie/CLCS/tandem>

<http://weber.u.washington.edu/~trans/da.html>

Lepeintre, S. (1995) "E-mail: Planned or unplanned speech"

<http://www.webfoot.com/advice/email.top.html>

Sherwood, K. (1998) "A beginner's guide to effective e-mail"

Error! Reference source not found..

Berners -Lee T. (1998) "A one-page personal history of the Web"

Module 4

Creating web pages for language learning and teaching

Kathryn Allen and Graham Davies

Objectives

- To familiarise participants with the concept of self-created web pages for language learning and teaching, with specific emphasis on the reasons for creating language related web pages.
- To consider the types of language learning activities web pages can support, specifically, learner directed tasks and sources of cultural information for language learning.
- To investigate and evaluate currently available language learning web pages with specific reference to how these pages either fulfil or do not fulfil participants' needs.

Syllabus

Based on the previous computer experience and the first five units of the ICT4LT, participants will be introduced to the concept behind self-created web pages for language learning, discussing the following issues:

Why Create Web Pages?

1. What is a web page?
2. The role of web pages in language learning and teaching
3. Why create web pages for your language programme?
4. What is involved in creating web pages? (Web page design will not be covered as part of this module but this discussion will give participants the necessary information they need to find out more about web creation training in their own institutions.)

Using Web Pages in Language Teaching and Learning

5. What types of learning tasks could be included in web pages? *e.g.*, Hot Potatoes
6. Using web pages to teach target culture.
7. Teacher/learner interaction through web pages (independent learning)
8. Creating web pages as a language learning task

Investigating Web Pages

9. What makes a good web page?
10. Questions of design
11. Questions of task choice
12. What types of web pages does your language programme need?

Sample projects

1. Web pages and learners' needs

Find and then compare two web pages based on the following criteria:

1. Design – Is the page easy to use? Do the links between sections, other pages work properly? What is your opinion about the general layout of information? How might you improve this for your learners?
2. Purpose of the web page – What is the overall purpose of the web page? Does it fulfil that purpose? How current is the information?
3. Tasks – What type of tasks does the page contain? What type of language learning does this promote?
4. Cultural Information – Alternatively, what type of cultural information does the page contain? How does this support language learning?
5. Overall – How would evaluate the two pages overall?

2. Virtual page design

Looking at various language learning web pages, 'design' your own pages for your language programme. Consider the following criteria:

1. Purpose
2. Task Type
3. Design and Ease of Use
4. Use of graphics/pictures
5. Learner participation in Web Page Creation

3. Designing a web page as a language learning task

Consider how creating a web page could be used as a language learning project.

Further reading

Atkinson T. (1998) *WWW: the Internet* CILT (Infotech Series No. 3) London: CILT.

Davies, G., Hickman, P. and Hewer, S. (1994) *Style guidelines for developers* TELL Consortium, University of Hull.

Felix, U. (1998) *Virtual Language Learning: finding the gems amongst the pebbles* Melbourne: Language Australia.

Websites

<http://www.sussex.ac.uk/langc/CALL.html>

The Virtual CALL library offers links to other language web pages. A good place to begin.

Error! Reference source not found.

Yokota High School Japanese culture website. Created by American students living in Japan.

Error! Reference source not found.

Teacher-created website with a variety of language tasks in French, Spanish, German, Italian and Japanese.

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Module 5

Authoring tools

Graham Davies and Freda Mishan

Objectives

- To encourage course participants to produce own learning courseware;
- To familiarise course participants with using authoring courseware, through use of a selection of commercially available authoring tools;
- To raise awareness of pedagogical issues involved in design and use of language learning courseware.

Syllabus

- Overview of CALL courseware: authorable vs. non-authorable
- Why author? Advantages of authoring (tailor to own learners' needs, interests, apply own pedagogical approach etc.)
- Does authoring = programming? The user-friendly interface.
- Samples of (5) authoring programs: range of exercises types offered etc.: hands-on session.*
- Experimentation – constraints and possibilities (versatility of the ranges of exercise types)
- Content: use and sources of authentic materials;
 - (a) Text-based packages. Sources: the Internet, language corpora
 - (b) Exercises. Sources: language corpora; concordances.
- Pedagogical considerations:
 - Pedagogical approaches: e.g. inductive vs. explicit
 - How do learners learn through this medium? (e.g. through self-direction, cf. Section 8)
 - Suitability to different learning styles
 - Constraints on learner levels

***Authoring packages suggested:**

Camsoft: *Fun with Texts, GapKit*

Wida: *Wida's Authoring Suite*

Clarity Language Consultants Ltd: *Author Plus*

Question Mark Computing: *Question Mark Designer*

Sample projects

1. *Experimenting with using authoring tools to produce a “mini-unit”*

- Working in pairs, choose a language area to work on e.g. a common “problem area” for own students - syntactical, lexical, semantic, discourse structure etc.
- Decide which learner level to cater to.
- Decide on the pedagogical approach: e.g. inductive or explicit?
- Decide on/source the materials to be used – authentic (e.g. downloaded from the Web, concordance etc.) or purpose-written?
- Select a suitable authoring package to use, based on experience in hands-on session.
- Create minimum of 1 exercise within each exercise type using authentic/purpose-written texts as decided, to produce a mini-unit on the selected language area.

2. *Raising awareness of problems/issues involved in authoring through assessment of materials prepared by other course participants*

- Participants do units prepared by peers.
- Assess units *vis à vis*:
 - Content? Accessibility? Challenge?
 - Application of pedagogical approach?
- *Discussion*: keeping the pedagogical focus while authoring.

Further reading

Blin F., Chénik N. & Thompson J. (eds.) (1998) *CALL Courseware Development: a Handbook*, Hull, EUROCALL

Cameron K. (ed.) (1998) *Multimedia CALL: Theory and Practice*, Exeter: Elm Bank Publications

Dunkel, P. (Ed.) (1990) *Computer-assisted Language Learning and Testing: Research Issues and Practice*. New York: Newbury House.

Johns, T. (1997) The Background, Development and Trialling of a Concordance-based CALL Program, in Wichmann, A., Fligelstone, S., McEnery, T., Knowles, G. (1997) *Teaching and Language Corpora*, Harlow: Longman: 100-115.

Jones, C. (1986) It's not so much the program: more what you do with it: the importance of methodology in CALL, *System* 14, 2: 171-178

Tippet, S and Cook, B (1998) Authoring tools: a comparative study, *ReCALL Journal* 10:2 (1998): 12-17.

Wilson, E (1997) The Automatic Generation of CALL exercises from general corpora, in Wichmann, A., Fligelstone, S., McEnery, T., Knowles, G. (1997) *Teaching and Language Corpora*, Harlow: Longman: 116-130.

+ see *CTICML CALL Bibliography below.*

Websites

CTI Centre for Modern Languages (CTICML):

<http://www.hull.ac.uk/cti/index.htm>

CTICML's CALL Bibliography:

<http://www.hull.ac.uk/cti/resources/reading/callbib.htm>

CTICML's database of CALL software:

<http://www.hull.ac.uk/cti/resources/searchdb.htm>

ReCALL journal: refereed on-line journal published jointly with the CTI Centre for Modern Languages. containing articles relating to theoretical debate on language learning strategies and their influence on practical courseware design and integration, includes regular software reviews.

<http://www.hull.ac.uk/cti/eurocall/recall.htm>

Language Learning & Technology: a refereed on-line journal for the dissemination of research to foreign and second language educators on issues related to technology and language education. <http://polyglot.cal.msu.edu/llt/>

Mark Warschauer's Home page. Mark Warschauer is Educational Technology Specialist, and editor of *Language Learning & Technology* (see below). Home page contains to links to Warschauer's publications in the area of LLT.

<http://www.lll.hawaii.edu/web/faculty/markw/default.html>

Multimedia authoring:

Multimedia ToolBook 4.0. information:

<http://www.micromail.com/titles/7126.html>

on-line tutorial:

<http://www.scism.sbu.ac.uk/inmandw/tutorials/hmtools/toolbook/index.htm>

Macromedia: *Director* <http://www.macromedia.com/software/director/>

Authoring software used in the course:

Camsoft: *Fun with Texts*, *GapKit* <http://www.camsoftpartners.co.uk>

Wida: *Wida's Authoring Suite* <http://www.wida.co.uk>

Question Mark Computing: *Question Mark Designer* <http://www.qmark.com>

Clarity Language Consultants Ltd: *Author Plus* <http://www.clarity.com.hk>

Module 6

Corpora and concordancing

Angela Chambers, Victoria Kelly and Ole Lauridsen

Objectives

- To familiarise course participants with the use of corpora and concordances in language learning.
- To encourage reflection on the use of the computer in general, and the concordancer in particular, as a cognitive tool in language learning;

Syllabus

Corpora

1. What is a text corpus? General definition
2. History (brief)
3. The problem of representativity and the exemplary text corpus
4. The size and the structure of a text corpus; the tagged and the untagged text corpus; the Internet as a virtual text corpus
5. A survey of existing text corpora
6. The linguistic use of text corpora (English: CoBuild etc.)
7. Creating and using small corpora in language learning

Concordancing

8. Concordancing: definition
9. Availability of concordancing software
10. History (brief)
11. Using corpora and the concordancer in language learning
12. Using corpora and the concordancer in text analysis
13. Corpora and the concordancer as an aid in translation
14. Corpora and the concordancer as an aid in developing writing skills.

Sample projects

1. Concordancing and language learning.

1. Choose an aspect of language learning where you consider that the use of a corpus and a concordancer will be of use, e.g. phrasal verbs in English, negation in French.
2. Select an existing corpus or create a small corpus of relevant texts.
3. Choose your search words and print the occurrences of the term.

4. Indicate how these lists could be used in the language classroom (theory, methodology, evaluation of results).
5. Compare and contrast this method with the presentation of the same aspect of the language in a published grammar or course book.

2. Concordancing and text analysis.

This is a project which the teachers/course participants could undertake at their own level of interest during the course and modify later for use with their students.

1. Choose a topic which interests you and select a number of articles on it from one or two newspapers or magazines available in electronic form to create a small corpus.
2. Select an aspect of the corpus to study, e.g. the presentation of an important person in the articles, or a comparative study of the presentation of two people.
3. Choose your keywords and print the occurrences of the term.
4. Analyse your results.
5. Evaluate the use of the concordancer in this type of textual analysis.

Further reading

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- Tribble, C. et Jones, G. (1990) *Concordances in the Classroom*. London: Longman.
- Wilson, J. D. (1981) *Student Learning in Higher Education*. London: Croom Helm.

Websites

<http://sun1.bham.ac.uk/johnstf/timconc.htm>

This is the web site of Tim Johns, one of the pioneers of concordance-based research and teaching. This 'data-driven learning page' contains an excellent bibliography of work in concordancing and brings together references to the direct use of data from linguistic corpora for language teaching and language learning. It also contains information on and demos of many concordance programs and provides a set of links to many other useful web sites on concordancing.

<http://www.georgetown.edu/cball/corpora/tutorial.html>

This tutorial surveys free and commercial sources for electronic text corpora, and provides a critical review of concordancers as tools for discovering facts about language. The tutorial includes a demonstration of a popular scanner (HP Scanjet IIp) and OCR package (TypeReader) for creating electronic text, and uses Internet resources to find and retrieve free texts in various languages.

<http://www-rali.iro.umontreal.ca/TransSearch/TS-simple-uen.cgi>

TransSearch is an online concordancing program which allows you to search the parallel bilingual English-French Canadian Hansard corpus.

<http://www.ruf.rice.edu/%7Ebarlow/corpus.html>

This web site is maintained by Michael Barlow at Rice University. It provides links to electronic text corpora in different languages, allows you to carry out searches on various corpora, presents a number of different concordancers and taggers and boasts an extensive bibliography and links to other corpus linguistics and concordancing web sites.

<http://www.students.uiuc.edu/~jc-lai/concordances.html>

This simple web site simply provides links to other web sites whose sole focus is concordancing. There are also links to collocational resources for researchers and teachers.

<http://info.ox.ac.uk/bnc/corpora.html>

This page lists centres and projects from which language corpora (chiefly English language) are readily available. It also includes excellent links to resources of general interest for those working on corpus linguistics.

<http://www.hit.uib.no/text.htm>

This web site is maintained by ICAME (International Computer Archive of Modern and Medieval English). This link provides information on texts, text centres, resources and concordance programs on the web amongst other things.

<http://cedric.cnam.fr/ABU/>

This is the web site of the Association des Bibliophiles Universels. It contains mainly literary texts and allows you to carry out concordances on the corpus.

<http://www.cltr.uq.oz.au:8000/~richardc/concord.html#>

sites related to concordancing This is a wonderful web site with a mine of information on lessons, activities and ideas for using concordancing in the classroom; articles books and bibliographies about concordancing; concordancing software, corpora and sources of text for concordancing.

<http://www.ruf.rice.edu/~barlow/stevens.html>

This is an actual article that is available on-line at Michael barlow's web site and written by Vance Stevens called Concordancing with Language Learners. Why? When? What? It is an excellent article which begins with a brief introduction to the history of concordancing. It then focuses in on the use of concordancing as a tool for language learning and his paper argues for the use of concordancing in the classroom.

<http://www.dundee.ac.uk/english/wics/wics.htm>

This web site offers web concordances on the poetry of Shelley, Coleridge, Blake, Keats and Hopkins amongst others and even workbooks and study guides to be used alongside the web concordances.

<http://www.sussex.ac.uk/langc/CALL.html>

The Virtual CALL Library aims to be a central point of access to the diverse collection of Computer Assisted Language Learning (CALL) software scattered across the Internet and available for downloading.

Module 7

The self-directed language-learning environment and ICT

(Learner autonomy and collaborative learning)

Peppi Taalas and Jean Conacher

Objectives

- To introduce and explore concepts related to the creation of a self-directed language-learning environment (SDLL environment), e.g. learner autonomy, collaborative learning, self-access learning, task-based learning.
- To consider the implications of creating an SDLL environment, with regard to issues such as the changing role of student/teacher, syllabus design, materials development and assessment.
- To investigate the role of ICT in enhancing the SDLL environment.

Syllabus

Through short pre-readings, participants will be introduced to the concepts of task-based learning and learner autonomy. Within the seminar, participants will be encouraged to define concepts such as self-directed learning, collaborative learning and task-based learning through an exploration of what factors may affect the effectiveness of introducing such learning approaches (existing learning environment, learner/teacher expectations, materials, etc.). Consideration will also be given to pedagogical reasons behind the current emphasis on the promotion of SDL.

Through discussions of their own language syllabi and examples of learning materials, participants will then be introduced to issues related to responsibility and ownership within the learning process. Areas covered will include negotiated learning, materials development and assessment. This section will provide participants with the opportunity to explore learning materials currently available on the WWW, CD-ROM, etc. and provide them with the means to assess critically their value in relation to the development of an SDLL environment.

In the process of adapting and developing short examples of learning materials and/or assessment tools, students will be encouraged to consider the development of an SDLL environment in terms of the integration of inter-related components, such as student, teacher, situation, learning theory, pedagogy and materials and to explore how each of these factors impacts on the others.

Participants might be asked to evaluate critically existing pieces of software or web materials in relation to their promotion of an SDLL environment and explore how such materials might be more closely integrated into their current teaching practice. From that basis, participants might either adapt existing materials to promote increased self-direction or develop their own web-based learning materials.

Sample projects

1. (“Theoretical level” approach)

Participants to

1. explore critically the parameters of what the 'ideal' SDL- supporting software/site/reference tool might offer
2. select an example of software/site/reference tool which might (aim/purport to) support SDL
3. analyse the extent to which this example meets the parameters set out under 1
4. consider how the software/materials might be adapted to meet the parameters
5. examine critically, on the basis of 4, to what extent these parameters can indeed be considered universal or require modification in relation to target learner, language level, etc.

2. (“Applying theory into practice” approach)

Participants to

1. select 2-3 examples of existing pieces of software or web materials;
2. evaluate critically how these materials might be integrated into their current teaching practice;
3. explore how their current teaching practice might be adapted to create a more self-directed learning environment;
4. analyse the impact of such a development on the teacher-student-materials/task paradigm;
5. explore and evaluate what changes in task-setting, learning support, etc. would need to be made to integrate the same materials into an environment promoting increased self-direction.

Further reading

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(to be expanded)

Websites

Language Resource Area
University of Limerick
Siobhan Murphy

Materials and facilities available

LRA MAIN OFFICE	ROOM A1077
COMPUTER AIDED LANGUAGE LEARNING LAB.	ROOM A1062
SELF-ACCESS CENTRE	ROOM A1062
LANGUAGE LABORATORY (AUDIO)	ROOM A1063
LANGUAGE LABORATORY (AUDIO-VISUAL)	ROOM A1065

The Language Resource Area (LRA) is a central component in the provision of resources to the teachers of the Dept. of Languages and Cultural Studies (LCS) in their teaching and research. In addition to this, the LRA provides resources and facilities for the Graduate Diploma/Masters in TEFL which is run by LCS. As a result, the LRA library houses significant material (audio, video, paper, CD-ROM) in the areas of second language acquisition, linguistics, ICT for language teachers, corpus analysis, learner strategies, etc., which is useful to teachers of all languages.

In addition to the full-time students of the University, the LRA is used extensively by ERASMUS/SOCRATES students learning English at the University of Limerick and by students from Japan, China, South America etc., who are in Ireland to improve their knowledge of the English language. Students are provided with an array of course books, documentaries, films, learning material and software which can be used to compliment their class work. Teachers and students are encouraged to incorporate all aspects of the LRA into their course preparation and study. Teachers often find that a browse through the material of the LRA is a good start in the preparation of any class!"

An introduction to self-access study

The purpose of the Language Resource Area is to give you, as a language learner, the opportunity to develop your own learning methods and approaches. The Self-Access Centre provides you with a wide range of activities and material. Here you can improve your second or third language skills and your knowledge of your chosen culture in your own time and out of classroom context. You can browse through the material and try out whatever interests you.

In the Self-Access Centre you will find a large range of written, audio and video material. Material is colour coded according to language; at a glance you can see

where everything is situated. The written material here ranges from foreign magazines to information on studying and working abroad. You can use audio cassettes relating to your formal language labs. You are encouraged to work at your own pace, on lab. assignments that you may have found difficult in class. The video material covers a broad range of subjects from films and documentaries to political debates and language courses. This material is available in Spanish, Irish, German, Japanese, English, French, Welsh, Thai, Swedish, Polish, Dutch, Italian and Portuguese.

You can also watch satellite TV in your chosen second or third language. This is a most effective way of developing your aural skills and your comprehension ability. Watching programmes that were made for native speakers can prove to be quite challenging but do persevere. You will encounter new vocabulary and different accents. You will also learn much about the country and you can keep up to date on current affairs by watching the news. The Self-Access Centre is open from 9am to 5pm from Monday to Late opening can be arranged if required.

In the Computer-Aided Language Learning Laboratory (CALL Lab.) you will use the latest in language learning technology. You can access the software yourself and work on whatever aspects of the language you feel you need to practice. The language packages here include Educa, TUCO, and Fun with Texts. You can choose the level of difficulty and check you score at the end.

You can also improve your language skills by using E-mail and the Internet. You will be provided with addresses which may be helpful for essay and project work. There are also CD-ROM facilities which you can use to interact with the software. Some of the CD-ROM material is specifically designed for the language learner while some is designed for native-speakers. You can use CD-ROM to explore your second/third language in different ways.

The CALL lab is open from 9am to 5pm from Monday to Friday. Late opening can be arranged if required.

The Audio and Video Language Laboratories are for formal language classes and may also be used by language learners for individual work.

The Language Resource Area specialises in language learning for practical purposes and its facilities are available to any student who is enrolled on a formal language module. The staff of the LRA are more than willing to provide students with guidelines for making the most of the available material and will recommend publications and provide handouts to those learners interested in improving their independent study skills.

The important thing for you now, is to make sure you set aside regular periods of time to use the facilities of the LRA. Your own effort will be reflected very quickly in the improvement in your language ability.

If you require further information or if you would like an introductory tour of the Language Resource Area, please contact:

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