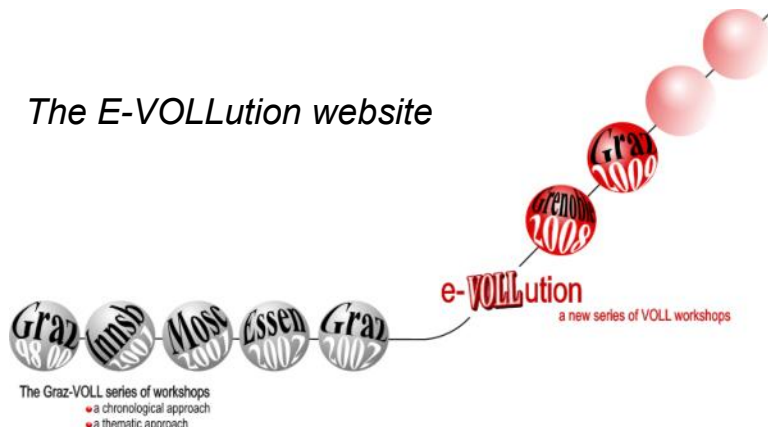


The E-VOLLution website



Empowering Amateur Bloggers

by **Bernard Moro**,
Université Pierre Mendès France,
Grenoble, France

For years, those in the educational community interested in using the Web in teaching have been constrained because they had to have their ideas mediated, edited and floated online by a webmaster.

Web2 technology has changed this, allowing anyone to directly exist on the web, upload any content for anyone to see, tremendously empowering amateur webbers. This "deprofessionalization", of which blogging is the most visible aspect, is a double-edged sword. During the workshop we will discover together its various advantages, but what I would like to point at here are its drawbacks.

Whether paper- or web-based, the press and the media are mostly created by highly-trained professionals. Granted, we teachers are supposed to be good writers and speakers, but we are usually not illustrators, layout specialists or web designers. The consequence is that our online production risks either being too loud graphically, or too dull. In the one case it will be so close to our target audience's usual output as to be invisible amidst the background noise; in the other case our interface will deter visitors -obviously a counter-productive scenario. Here, as in an increasing number of situations, form, paradoxically is also content.

These are the issues we intend to address during the workshop, as you will be building interactive environments for your students.

Data Driven Learning

by **Irina Smoliannikova**,
**Moscow State
Linguistics
University, Russia**



Online research means more than merely searching the web, although search strategies and search logic are obviously of great importance. But, in terms of VOLL, the first priority is to find an enabling tool which allows for "researching the company that words keep" (Tim Johns) and for the acquisition of language material in an exploratory, discovery-based mode. This approach helps learners to deduce the exact difference in meaning, connotation, and grammatical features of words autonomously. After mastering this skill, the learner is prepared and ready for life-long learning. Constructing one's own knowledge is an essential, primary skill contributing to learner independence and autonomy in the (overloaded) information/knowledge society. The key mode is a constructivist paradigm which enables learners not only to develop language awareness in addition to structural knowledge of sets of meanings, but also to facilitate culture acquisition. And it is what Tim Johns (1994) refers to as data-driven learning that will help here.

Data-Driven Learning is learning

- by using digital material related to the respective area of interest,
- from real tasks which encourage exploration & discovery by doing and reflecting,

and can be practised in a classroom or distance learning environment, individually or within a group, with or without support of traditional face-to-face interaction.

We will explore the principles and different aspects of Data Driven Learning, examine how constructivism works in the language classroom, and study examples of how data driven learning works.

December 2008

Guest Speakers at the E-VOLLution Central Workshop in Graz, 26 - 28 February, 2009

We are delighted to inform participants and interested colleagues in the Graz area that, thanks to the generous support of the ECML, we will have the privilege of listening to Bernd Rüschoff and Andreas Lund on the eve of our central workshop in Graz.

Both speakers were amongst the pioneers of the series of ICT in VOLL workshops run by the ECML from the mid-nineties on, and are recognised authorities in the use of the new media in training and education.



WEB 2.0: New Perspectives for Digital Media in Language Learning **Bernd Rüschoff, University of Essen- Duisberg, German**



Knowledge construction, rather than simple instructivist learning, provides an appropriate paradigm for language learning, where we see project-based and task-oriented scenarios as the real forte of digital media and technology-enhanced tools. The "output hypothesis" argues that learners should actively engage themselves in the creation of 'comprehensible output' in order to develop linguistically and cognitively. With the advent of "Web 2.0", expectations are running high as to the innovative potential of this (supposedly) new platform for TELL (Technology Enhanced Language Learning). My presentation will discuss the principle of output orientation in language learning and consider some of the tools the "new" Internet has to offer, together with ideas for learning projects and samples of best practice to show how using digital media can contribute both to the quality and quantity of product.

A special focus of my talk will be on new platforms and tools for social networking which promote collaborative knowledge construction and knowledge sharing and where learners can engage in negotiating meaningful and comprehensible output as part of their language learning. I will show how social platforms such as wiki-spaces and podcasting provide an appropriate framework for more authentic and more real-life-like learning experiences than in the past with examples from school and university contexts.

Transition: from mass production to mass collaboration **Andreas Lund, University of Oslo, Norway**



One of the more profound changes in the wake of social software and web 2.0 is the shift from 20th century mass production to 21st century mass collaboration. Wikipedia is, of course, the prime example, but we see a similar trend towards joint production and development in a series of online collective think tanks. Also, business enterprises increasingly let their employees work independent of time and location and also engage customers and external experts in joint thinking.

The implications for communication and language use are interesting, promising, and challenging. But how does education cope with this situation? In this talk I will use the above trend as a backdrop for shifting the focus from the individual language learner to the online speech community as a linguistic activity unit. Empirically, I will use examples from research on language learners' use of wikis. Findings suggest that we have to re-think task designs, the role of the teacher, and assessment criteria. Finally, I will seek to theorize the relationship between the language learner, the technological resources available, and the conditions under which collective language production takes place.

2/3



VOLL Testing & Assessment

Tony Fitzpatrick

More and more sectors of society are having to plan or make decisions about the foreign language proficiency required for different occupational areas, either as learners or as 'consumers' or users of such qualifications. The Common European Framework of Reference now provides a point of departure for commonly accepted standards or terms of reference to help them with these decisions.

This strand of the workshop will explore recent developments in testing and assessment and make proposals to show how competence in VOLL can be related to an overall framework of language competence.

We will look at a number of descriptions of foreign language competence for specific vocational areas, together with means of assessing performance in these areas, and will suggest general descriptive criteria for an overall framework, pointing at examples of good practice in this field.

Computer adaptive testing and the portfolio approach are two means of testing and assessing language knowledge and skill which seem most promising in this field. The examples of different models of evaluation mentioned in the introduction to the E-VOLLution project will provide a useful background for discussion and research.



CMC and technology- mediated learning



Martina Möllering
Macquarie University,
Sydney,
Australia

For the past 15 years, one key theme in the area of CALL or TELL, as it is now most often referred to, has been the potential of Computer-Mediated Communication (CMC) for the language learning process. CMC stands for communication by means of computers connected to one another in local or global networks. It can be either synchronous (e.g. chat, audio- or videoconferencing) or asynchronous (e.g. email, threaded discussion lists). In the context of second language acquisition, projects in this area are highly topical and there is an increasing number of publications on CMC in international journals such as *Language Learning and Technology*, *ReCALL* and *CALL*.

Whereas early projects in the field were focused on synchronous, written communication in the language teaching classroom, a more recent definition of the concept includes synchronous as well as asynchronous - written as well as spoken - communication mediated via computer. One area of CMC which has generated great interest in the context of language education is asynchronous electronic communication between language learners in different locations in a so-called virtual classroom. The exploration of CMC has moved from the actual to the virtual - in many cases transnational - classroom, hence the terminology: 'email-tandem', 'network-based language teaching/learning', 'tele-collaboration'.

In the on-line module on computer-mediated communication we will explore the use of CMC in language learning settings.

