University of Social Sciences in Warsaw
School of English

PL-CALL conference
9-10 May 2013

Programme

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Book of Abstracts

University of Social Sciences in Warsaw
School of English

PL-CALL conference
9-10 May 2013

	WEDNESDAY, 8 MAY 2013
16.00 – 18.00	Telecollaboration workshop in Polish (Warsztaty z telekolaboracji dla uczestników polskojęzycznych)
	THURSDAY, 9 MAY 2013
8.00 – 8.50	**Registration (Conference venue: University of Social Sciences, Łucka 11, Warsaw)**
9.00 – 11.00	**Room: 107** **Chair: Mirjam Hauck** **Opening speech:** prof. zw. dr hab. Jacek Fisiak **Plenary lectures:** Melinda Dooly: A critical approach to integrating technology in language education Włodzimierz Sobkowiak: Virtlantis, Facebook and Second Life: web2 scaffolding for virtual world language learning community of practice
11.00 – 11.30	COFFEE BREAK (Room 104)

	SESSION 1 A: The intercultural perspective / telecollaboration (Room 103) Chair: Andreas Müller-Hartman	SESSION 1 B: Game-based learning (Room 105) Chair: Michał Lisecki	SESSION 1 C: New challenges in online communication – new pedagogies (Room 107) Chair: Tomasz Walasek
11.30 – 12.00	'Not only inter-culturally but also intellectually challenging': Evaluating interactions in an online discussion forum – Marie-Thérèse Batardière	Teaching English articles to Polish students using Games Based Learning – Gillian Edward	Going multimodal – A design approach to writing essays – Anna Rolińska
12.00 – 12.30	E-LOCAL - new possibility in e-courses – Karolina Ruta	New technologies and classroom interaction. Computer-enhanced ludic techniques in language learning – Krzysztof Kotuła	The challenge of English for lingua-franca purposes – and blended learning solutions – Andreas Glombitza
12.30 – 13.00	Promoting Language and Intercultural Awareness through E-tandem Exchanges of Chinese and English: an Exploratory Study – Wei Tan	Developing plurilingualism – requirements for specific language learning materials – Antje Neuhoff, Karin Schöne	**Session 1D: Polish as a foreign language in CALL**
			Multimedia presentations on Polish language courses for foreigners – Emilia Danowska-Florczyk
13.00 – 13.30	Designing and sequencing tasks for socially-networked learners – Małgorzata Kurek	CALL vs. traditional grammar instruction – Mariusz Kruk (presentation in Polish)	Pronunciation training in Polish L2 using a CAPT system AzAR – Agnieszka Wagner

14.00 – 15.00	LUNCH (Room 104)		
	SESSION 2 A: Skill development: speaking (Room 103) **Chair: Krzysztof Kotula**	**SESSION 2 B: Skill development: translation and interpreting (Room 105)** **Chair: Milena Hebal-Jezierska**	**SESSION 2 D: The discourse perspective (Room 107)** **Chair: Agnieszka Leńko-Szymańska**
15.00 – 15.30	New ways of practicing and evaluating oral production – Dominika Bucko	IVY English Corpus – a tool supporting interpreter training – Daria Maria Domagała	Expanding the definition of confluence. A corpus-based study of advanced learners' spoken language – Marek Molenda, Piotr Pęzik
15.30 – 16.00	SpeakApps – new tools for teaching oral interaction in a foreign language – Prizel-Kania Adriana	**SESSION 2 C: The psychological perspective**	Using PoS-grams to discover phraseology in newspaper articles – Antonio Pinna, David Brett
		Learners' usability of Internet-augmented in-class learning – Maciej Pokornowski, Katarzyna Rogalska	
16.00 – 16.30	Dialogue activities for Computer-Assisted Language Learning – Magdalena Wolska, Andrea Horbach, Diana Steffen, Manfred Pinkal	The cyberspace as the new educational environment of contemporary young people – Anita Karyń	Discourse features in multimodal virtual language learning environments – Michał Lisecki
16.30 – 17.00	COFFEE BREAK (Room 104)		

	SESSION 3 A: The school practitioner's perspective (Room 103) Chair: Małgorzata Kurek	SESSION 3 B: Course design / material writing (Room 105) Chair: Dorota Walasek	SESSION 3 C: Language corpora in teacher training (Room 107) Chair: Anna Turula
17.00 – 17.30	E- material writing for Polish middle school learners of English – a case study – Agnieszka Gadomska	How to design e-learning courses– Elżbieta Koralewska	Collocational profiles as discovery learning – Milena Hebal-Jezierska
17.30 – 18.00	Implementations of ICTs in the English classrooms of Polish rural primary and junior secondary schools: a pilot study – Marcin Kleban	Quality in E-Language Teaching and Learning in the Polish Tertiary Education Context – Małgorzata Świerk	A teacher-training course on the use of corpora in language teaching and learning: Perspectives from the students – Agnieszka Leńko-Szymańska
18.00 – 18.30	Teacher of the new millennium – about innovations in ICT – Anna Kowalik	The e-learning component of a blended learning course – Edyta Olejarczuk	Corpus studies as a prerequisite to e-materials development for business English students – Elżbieta Jendrych
18.30 - 19.00	An E-learning Supplement to a Teacher Training Course: the Trainees' Perspective – Mariusz Marczak	Challenges and opportunities of designing a WebClass course in Irish – Wojciech Malec	**SESSION 3 D: Skill development: pronunciation**
			Computer-assisted awareness raising of L2 phonology: pronunciation in commercials – a pilot study – Hanna Dziczek-Karlikowska, Beata Mikołajewska
19.30+	Conference dinner (Room 104) and Warsaw by night		

	FRIDAY, 10 MAY 2013
9.00 – 11.00	**Room 107** **Chair: Włodzimierz Sobkowiak** **Plenary lectures** Mirjam Hauck: Empowering students in digital environments: promoting a critical use of online language learning tools and applications Andreas Müller-Hartman: A task is a task is a task? – designing and structuring telecollaborative learning environments
11.00 – 11.30	COFFEE BREAK (Room 104)

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	SESSION 4 A: The telecollaboration workshop (Rooms: 103, 9) by Małgorzata Kurek and Andreas Müller-Hartman	SESSION 4 B: Online classroom dynamics (Room 105) Chair: Melinda Dooly	SESSION 4 C: Testing and feedback tools (Room 107) Chair: Beata Mikołajewska
11.30 – 12.00	(registered participants only)	From an e-tutor's diary – Tomasz Andrzej Walasek, Dorota Morawska-Walasek	New technique, new context, new methodology in (language) learning – example of ARS multimedia methodology – Dorota Kozakiewicz
12.00 – 12.30		Using Facebook in an educational context: key factors to the building of communities – Catherine Jeanneau	Solutions from within: a "grassroots" perspective on creating e-learning tools at a university – Michał Remiszewski
12.30 - 13.00		ACQUAINTANCE – MEMBERSHIP – CAMERADERIE Online group dynamics vis à vis the Five Factor Model of personality – Anna Turula	**SESSION 4 D: Learning strategies in CALL** Developing university students' learning strategies in CALL environments – Kamila Burzyńska, Jarosław Krajka
13.00 - 13.30		Developing Learner Autonomy through an ESP Hybrid Course – Anna Stefanowicz-Kocoł	Computer mediated training of learner strategies – Rafał Bzdak
14.00 – 15.00	LUNCH (Room 104)		
15.00 – 18.00	The English telecollaboration workshop (cont.), Room 9		

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GUEST SPEAKERS

Melinda Dooly, A critical approach to integrating technology in language education
Universitat Autònoma de Barcelona, Spain

There is ample evidence that a shift towards more integration of web 2.0 in education is taking place. Surveys indicate that a growing number of schools in primary, secondary and higher education have access to web 2.0 tools, although how they are used to technologically-enhance the language learning process is a question that needs to be addressed. Quite often discussion of integration of technology focuses on specific practices, rather than focusing on the importance of teachers developing technology literacy themselves, as well as the need for teachers to be able to critically assess the potential that technology holds for them to improve and innovate the language learning process of their pupils. This talk aims to open the debate on how language teaching approaches can really integrate technology and language learning as part of a continual social process of shared knowledge-building and communication.

Mirjam Hauck, Empowering students in digital environments: promoting a critical use of online language learning tools and applications
Department of Languages, Open University, United Kingdom

The development of digital media and online technologies continues to challenge scholars and teachers to conceive of pedagogical approaches which make best possible use of online tools and applications for (language) learning and teaching purposes.
While digital environments offer ample opportunity for participation and collaboration both in online only and in blended contexts, they also tend to reproduce power structures known from more traditional classroom settings as a result of the hierarchical and prescriptive use of technology which is still prevailing.
Drawing on two recent studies I will discuss the challenge of creating effective participatory online environments for learning and teaching in general, and language acquisition in particular.
The first (Fuchs et al. 2012) followed a task-based telecollaborative learning format with student teacher trainees, tutors and language learners from colleges/universities in Germany, Poland, the United Kingdom, and the United States. Its aim was to promote learner autonomy through awareness raising of modes and meaning-making online and multiliteracy skills development based on hands-on analysis of web resources and social networking tools. The second (Hauck & Warnecke, 2012) is based on a training programme for pre- and in-service teachers designed to develop effective learner-centred online moderation skills focussing on learner identity, creative agency and participatory literacy as represented in Galley et al.'s (2011) community indicators framework (CIF).
Both studies highlight the need to teach students to approach the use of digital technologies from a more critical perspective.

Andreas Müller-Hartman, A task is a task is a task? – designing and structuring telecollaborative learning environments
Pädagogische Hochschule, Heidelberg, Germany

Telecollaborative projects are very productive but complex learning environments which allow students to develop a large number of competences, from foreign language competences, to intercultural communicative competences to multiliteracies. How can we structure such blended learning environments? We will look at the role of different task formats that help structure such projects. Since the demands on the teacher grow when

designing and teaching telecollaborative projects we will especially focus on the challenges teachers face and how teacher education can train teachers to develop the necessary competences to turn the challenges into affordances.

Włodzimierz Sobkowiak, Virtlantis, Facebook and Second Life: web2 scaffolding for virtual world language learning community of practice
Adam Mickiewicz University, Poznań, Poland

In my PL-CALL presentation I will talk about the community of Virtlantis, of which I have been a member now for more than five years. Virtlantis "is a free language learning resource and community of practice in the virtual world of Second Life" (virtlantis.com). The focus of my contribution will be on how Facebook, as the group's main web2 social networking venue, functions as a scaffolding for the many foreign language (FL) learning activities offered by Virtlantis members in Second Life (SL) on the two islands occupied by the community: Knowingly and Paradise. In brief: members of the group use Facebook for a variety of affordances, such as (a) asking for and offering help: both FL- and SL-related, (b) informing the community about current logistics, event venue and timing changes, new activity offers, etc., (c) blogging about SL activities: both from the point of view of their mentors/organizers and learners/participants, (d) providing rudimentary FL e-teaching/learning opportunities in the form of short instructional passages and/or links to selected resources on web2, (e) welcoming new members, integrating the community, socializing and making friends, (f) advertising Virtlantis existence to the virtual and physical worlds, promotion and fund-raising.
On a more general level, I hope to be able to demonstrate that such web2 existence, whether on Facebook or other social networking venues, is a sine-qua-non condition for virtual world communities of (educational) practice to thrive in both worlds: the three-dimensional environment, where the main activities are going on, and the 'flat' environment of web2, which functions as community support.

CONFERENCE SPEAKERS

Yuliya Asotska-Wierzba, An e-reading course for the development of specific academic skills. How can students of geography benefit?
Wyższa Szkoła Europejska, Kraków, Poland

Reading for academic and specific purposes is an important skill for students. It involves many cognitive abilities like drawing conclusions, distinguishing between important and less important facts, critical thinking, understanding graphs or diagrams, and many others. The development of all these skills is also required by the National Qualifications Framework (NQF) and the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). At Polish universities, students are usually taught general English and there is no provision for the specific language or academic skills which students need for their studies or future careers. In reality, however, students need carefully tailored training to develop it.

To help students we have prepared an e-reading course that gives them the opportunity to develop these cognitive skills, studying not only specialised language but also allowing them to develop reading strategies. The course is aimed at students of geography at the Pedagogical University of Krakow. It is intended to provide students with the opportunity for autonomous study, self assessment, visual thinking and allows us to observe how efficient students' work is in a virtual learning environment (VLE).

We will present the preliminary results of this research and reflections concerning VLE in language learning in English for Academic Purposes.

Marie-Thérèse Batardière, 'Not only inter-culturally but also intellectually challenging': evaluating interactions in an online discussion forum
University of Limerick, Ireland

This paper aims to enhance our understanding of intercultural learning in an online environment. To do this, it focuses on the type of cognitive and social processes that learners experienced during a computer mediated collaborative task. Exploiting the model of content analysis proposed in the Practical Inquiry Model by Garrison, Anderson, and Archer (2001), this case-study investigates interactions between Irish undergraduate students and French Erasmus students who participated in an asynchronous threaded discussion forum to develop their intercultural competence. It then scrutinizes the linguistic markers and paralinguistic cues used in students' messages.

The qualitative analysis of students' postings, reflective reports and post-task questionnaires shows that the online dialogues afforded both groups of students a unique opportunity to share and expand their intercultural knowledge, to practise their higher-order thinking skills, and to reflect on their own (language and cultural) learning. In addition, the detailed examination of messages highlights how, for some dyads, the inclusion of linguistic and paralinguistic cues helped to accentuate meaning and to promote cross-cultural communication. The study concludes that deep learning would appear to be associated with the design of the online task and the level of student engagement.

Dominika Bucko, New ways of practising and evaluating oral production
Jagiellonian University, Kraków, Poland

Speaking is one of the hardest skills to put into practice when learning a foreign language. Formal second or foreign language acquisition settings do not provide enough room for everyone in the classroom to practise the language. Additionally, fear of speaking in a foreign language and lack of skills needed for correct accent and pronunciation may result in even a more difficult and stressful experience. Acquiring basic grammar/vocabulary skills and gaining knowledge about culture is not enough to speak fluently. That is why there is a need for creating software which would help to acquire oral skills in a friendly environment.

A response to teachers' and learners' needs are new technological solutions created within the framework of the SpeakApps project. One of the created and tested tools within the project is LangBlog. It is based on a blogging idea and principles of social media functioning. This tool is adapted for educational purposes: students can record their speeches in a form of video or audio and share them on the platform. LangBlog, as a supporting tool, can be used during online, complementary and traditional courses (e.g. for homework). While planning activities with the use of LangBlog teachers can prepare activities with the use of pictures, drawings, audio and video files and text documents. Learners have an opportunity to directly record their speeches or share materials recorded with other tools. Additionally, students can comment on the materials shared by their friends in a written or oral form and share links to interesting materials available online. The teacher offers preliminary verification before the students' materials are published and has time to analyze the speeches and provide adequate feedback. Preparing activities based on LangBlog requires applying several principles that can improve the implementation and assessment.

Kamila Burzyńska, Jarosław Krajka, Developing university students' learning strategies in CALL environments
Uniwersytet Technologiczno-Humanistyczny, Radom, Poland

Learning a foreign language requires developing a range of strategies for learners to deal with problems and to oversee their learning process. Those specific behaviours used to achieve a particular learning goal will vary depending on an individual's learning style, proficiency and language awareness, and are likely to change with time. Since the Internet constitutes a highly versatile digital learning environment, it seems reasonable to equip students with a number of strategies - contextualised "battle plans" - for computer-assisted language noticing. The implementation of challenging tasks which can be solved by exploring the Internet may result in achieving the aforementioned goal.

Therefore, customizing the idea of a WebQuest for academic language learning specifically is liable to have great educational value. Students need to go to a number of websites in order to collect information, and therefore broaden their knowledge on a certain topic. Besides, an adapted activity format, termed EAPQuest, may become a motivating tool to enhance language learning and train web-related skills. This is so because learners analyse authentic language samples to see how words work. Likewise, they are trained on how to take advantage of the richness of sources the Internet offers in a wise and conscious way.

The paper presents an overview of a pilot study aiming at developing students' writing skills with the use of the EAPQuest. Fifteen students of Teaching Training College in Radom, Poland, took part in a quasi-experiment. They needed to go through the stages of a few EAPQuest projects to produce for and against essays, which served as tests to measure their language and strategic development. Furthermore, a questionnaire on CALL learning strategies and a semi-structured interview were conducted in order to find out what learners believed they gained from the experience and to investigate their attitudes towards Web-mediated instruction.

Rafał Bzdak, Computer mediated training of learner strategies
University of Warsaw, Poland

The computer has become an everyday tool in teaching and learning languages. Nowadays students alongside teachers use it for a variety of reasons: to access real texts in a foreign language – both written and spoken, to search for information on grammar and lexis (e.g. in corpora), or simply to chat with people from all over the world. Rarely, however, does it seem to have any measurable influence on the progress of individual students. This is especially visible in the case of extramural students, who have limited access to English in the class (on average 2 to 3 class hours per fortnight) and hardly ever use the Internet to learn English. As a result it is quite rare that weekend students make significant progress in English. a survey made by the author showed that this is coupled with a small range of learner strategies adopted while learning English. These findings prompted a project on computer mediated training of learner strategies. Teaching a foreign language in the extramural context imposes strict limitations on how much can be taught during contact hours. Thus a necessity to extend this amount by the use of the Internet. Using the Moodle environment, the author designed a set of activities aimed at teaching students to use learner strategies in a blended context (i.e. using the mediation of the Internet and in class). The presentation will comprise both the discussion of methods used in blended teaching and the description of the experiment which showed the feasibility of computer mediated learner strategy training. It will also include examples of blended activities aimed at more autonomous language learning.

Emilia Danowska-Florczyk, Multimedia presentations on Polish language courses for foreigners
University of Warsaw, Poland

Polish as one of 5 the most difficult languages in the world demands applying various teaching methods. It is evident that for students computers are everyday tools of work and play. Can they also be used so effectively by teachers? Multimedia presentations are a great example of implementations which give a wide range of possibilities for the learning process and at the same time are quite easy to be prepared.
The speech will describe some innovative ways of teaching Polish as a foreign language, considering the use of presentations made in PowerPoint and Prezi. There will be presented different types of exercises that can be done in these programs as well as various attractive ideas for Polish lessons using such way of Computer Assisted Language Learning. It may be a new dimension of learning which on the one hand allows teachers to explain abstract concepts, and on the other hand makes it possible to accommodate various learning styles. Presentations can be successfully employed not only for lexical or grammar practice (by showing vocabulary more vividly and the grammar system in a visually interesting way), but also for communicative activities. What is more, adding sound effects and audio recordings enables to teach listening, speaking and pronunciation easier than in traditional classes. Finally, thanks to using presentations in a classroom, students remain focused, entertained and involved in a lesson.

Daria Maria Domagała, IVY English Corpus – a tool supporting interpreter training
Eberhard-Karls Universität Tübingen, Germany

The need for highly-qualified interpreters working with extensive language combinations challenges interpreter education programmes. These challenges concern also availability and diversity of training materials and modes. New technologies, e-learning or CAIT respond to these needs. The EU LLP project „IVY – Interpreting in Virtual Reality" contributes to these solutions.
In my presentation, I will provide insights into IVY English Corpus, an element supporting learning activities from the EU LLP IVY. The corpus deploys corpus tools and contents from an earlier LLP project - "BACKBONE – Corpora for Content and Language Integrated Learning".
IVY English Corpus content consists of video-recorded and transcribed interviews. They cover a wide range of speakers, accents and topics. The interviews were annotated for topic-based categories and interpreting

challenges. The corpus search tool allows users to access the data as co-occurrences, concordances, lexical lists or longer passages of an interview - sections. The sections can be viewed as transcripts and played as audio or video files. I will demonstrate how to combine topic-based queries with interpreting challenges queries. The obtained search results can be used for a number of teaching purposes including vocabulary preparation, comprehension and interpreting practice.

Hanna Dziczek-Karlikowska & Beata Mikołajewska, Computer-assisted awareness raising of L2 phonology: pronunciation in commercials – a pilot study
University of Social Sciences, University of Warsaw, Poland

The introduction of English lexemes into the language of Polish commercials and mass media has triggered a number of interesting discussions on the purity of the Polish language and indispensability of the English items altogether. Linguists agree that TV and Internet are now the sources of the influx of English-originating phrases in today's Polish, and that commercials, in particular, may influence the respondents' vocabulary quite significantly. However simple the language of commercials is from the linguistic point of view, it is used to make the potential customer buy the product, which guarantees the company's commercial success.
Copywriters resort to the use of various linguistic devices such as homophones or homographs – many of them of English origin – in order to meet the demands of the brand. They seem to overlook, however, the role that their English lexemes play in the process of English language learning in Poland, especially with respect to the accuracy of pronunciation of language thus conveyed. Using erroneous pronunciation to achieve marketing goals may have a negative effect on the perception of the lexeme and its performance by Polish learners of English (on different levels of advancement), which this paper will try to analyse and comment on.
Following these deliberations, the paper will go on to present a computer-aided pronunciation class (employing such services as youtube and facebook), the intricacies of its design and some ready-made tasks. It will close with the feedback obtained from participants (students of English Studies and Open University students) in the course of the pilot study.

Agnieszka Gadomska, Jarosław Krajka, E-material writing for Polish middle school learners of English – a case study
Szkoła Wyższa Psychologii Społecznej, Warsaw, Poland

Although using e-learning as self-study materials for the development of key competences in foreign language education is a relatively new issue, it is gaining considerable awareness not only among policy makers but also educators. This paper aims at showing this demanding task taken on by the authors of the English e-learning units in the e-Academy of the Future project. The project is one the newest and most comprehensive programs of this kind aimed at Polish middle-school learners. The authors share their three year experience in the design of language materials for e-Academy of the Future, the process that not only involved specifying competence objectives, language content, matching Core Curriculum objectives, designing storyline and activities, but also entailed the role of a teacher as a motivator and facilitator and considered the needs and expectations of learners.

Edward Gillian, Teaching English articles to Polish students using Games Based Learning
Adam Mickiewicz University, Poznań, Poland

Teaching the use of the English articles 'a', 'an' and 'the' in written sentences to teenage Polish students is a very difficult teaching task as the Polish language expresses these concepts in very different ways to English (Arabski, 1979; Ekiert, 2005; Zabor, 2011). The aims of current research is to employ the Games Based Learning (GBL) approach combined with a cognitive based approach, scaffolding (Vygtosky, 1978), to ameliorate these difficulties and aid the students' learning of these concepts. The GBL and scaffolding will be expressed

practically through these game design components: initializations and adaptations for games, scenarios, storylines, and rules (Zarraonandia et al., 2012) and also the use of StoryTec, a web authoring tool, (Mehm et al., 2012) to reduce the complexity of the authoring process. Through the use of these components and this tool, a more individualised, effective, and motivating game experience will be designed for a wider range of Polish learners.

Andreas Glombitza, The challenge of English for lingua-franca purposes – and blended learning solutions
Universität Tübingen, Germany

Increasing numbers of students of English as a foreign language face a future in which they will not primarily use their English to communicate with native speakers of English, but will increasingly need it for lingua-franca purposes, e.g. when doing business with other non-native speakers from all over the world and heterogeneous cultural backgrounds. Acknowledging this fact entails new challenges in English teaching, as norms for correctness or appropriateness are being questioned, become blurred, or seem to dissolve entirely in the light of critical research. The task of the English teacher in a globalized world is certainly becoming more complex (cp. Kohn 2007) and it is not surprising that "many teachers [...] are responding to ELF proposals with a certain degree of reservation" (Jenkins, 2005, p. 153).
The use of new media in teaching and learning – the more recent increase in possibilities offered by the social web as well as more established web-based tools such as the Moodle – provides promising answers to some of these challenges, e.g. by allowing for communicative output-orientation via transnational web-collaboration, real communicative interaction, and easy access to authentic and complex enrichment resources from the cornucopia of the world wide web sites.
However, there is often a gap between the general acknowledgement of the changing situation, the desire for state-of-the-art pedagogy, and the expectations and preferences of different stakeholders (students, employers, teacher trainers) towards English teachers and the English classroom in detail. My talk will take the example of the EU-project PELLIC, which focused on creating a task-based, international blended learning scenario for business English, and highlight some of the pedagogic challenges, as well as opportunities, involved in implementing such a scenario as a piloting teacher in an international teaching team.

Milena Hebal-Jezierska, Collocational profiles as discovery learning
University of Warsaw, Poland

The aim of the article is to present one of the (method) corpus-driven research, called collocational profiles, in the teaching and learning of foreign languages. Collocational profiles are the grouping of lexical connections of a similar meaning (McEnery T, Wilson A., Corpus Linguistics, Edinburgh 1996). The presentation shows that learning collocational profiles could be an important and interesting part of modern glottodidactic process.
The matter is presented on the example of Slavonic languages, especially Czech language (the research is carried out on Czech National Corpus). The main part of the talk is devoted to discovery feature of collocational profiles in the learning of foreign languages (with examples from the classes). This corpus approach is not only very helpful in enlarging the lexical base, but also allows the word to be seen in many contexts with various aspects. The method enables, for example, to introduce the students into the culture of the country whose language is learnt. They can also get to know the opinions of the people living in the country etc.
In the article, we will also touch on the advantages and disadvantages of using collocational profiles in the teaching of foreign languages.

Catherine Jeanneau, Using Facebook in an educational context: key factors to the building of communities
University of Limerick, Ireland

This paper investigates whether social networking sites can really contribute to connecting people and facilitating community creation and development in an educational context.

In an attempt to address this issue, we will observe and analyse online practices of staff and students on Facebook pages in two different language learning contexts at the University of Limerick, Ireland. The first one is in the context of a language learning resource and support centre. The social networking site was introduced by staff in an attempt to increase participation of the Irish students learning languages by using a media which is popular amongst them. The second Facebook page which is the object of our study is in the context of the learning and teaching of French at the University. It was set-up by one member of the teaching staff of the French section. The social networking site was introduced to reinforce ties amongst the learners of French, to promote the use of the language and to disseminate the knowledge of the French culture.

After briefly describing the context of the study, the paper will compare and analyse participatory and use patterns on both Facebook pages over an academic year.

The general quantitative data will be collected from the statistical tools on the platform. a qualitative study of the content of the sites will then be carried out. The results from two online surveys conducted to get feedback from students will complement the data analysis. The questionnaires focus on students' perception of the platforms and more specifically on their feeling of the pedagogical values of the sites and of their sense of 'community belonging'.

The findings will highlight key factors contributing to the building and development of communities.

These findings and the ensuing conclusions will also form the basis for recommendations for further applications of social networking sites in an educational context.

Elżbieta Jendrych, Corpus studies as a prerequisite to e-materials development for business English students
Koźminski University, Warsaw, Poland

The content of an e-learning business English course needs to be judiciously selected. Students need to be exposed to the highest-frequency language elements very early in the course as it will give them a sense of achievement and improve their motivation. The didactic value of a course prioritizing such elements will increase significantly – time will be used more effectively and learning efforts will be more streamlined and focused. This holds true not only to business English courses but also refers to other ESP courses offered to adults. High-frequency language elements: core vocabulary (both business terms and business lexis items), specific collocations and phrases used in the language of business communication need to be identified in corpus studies carried out for teaching purposes. They are a prerequisite for authors of e-courses of business English; intuition and experience of e-course writers do not give the hard evidence that is provided by means of corpus studies into authentic spoken and written texts. They give an objective quantitative measure of what language elements to prioritize in e-courses.

The aim of the paper is to present the importance of corpus studies for teaching purposes. Firstly, it discusses the role of language input with high didactic relevance. Then, it highlights the significance of corpus studies and presents the results of a corpus study into business terminology. Finally, it offers some recommendations for the authors of e-courses. It is written from a pragmatic perspective of a language teacher who has done some research into corpus studies, has written an e-course of business English and has evaluated several online courses written by other authors.

Anita Karyń, The cyberspace as the new educational environment of contemporary young people
University of Szczecin, Poland

Cyberspace is a new social space but also a new educational environment of contemporary young people. In cyberspace we have means of exerting both direct and indirect, planned and unintentional influences. It seems that we should made attempts of analysis of these influences on human development and upbringing. Szmigielska notes that "the Internet, which is utilised for stimulating the development and the planned education ... is also a huge space in which chaos rules and the individual does not have an awareness of and the control over certain factors. And as everybody knows the unintentional influence of the environment has a very significant impact on the said development ". This influence is sometimes greater than the deliberate action. The paper is going to discuss these issues.

Marcin Kleban, Implementations of ICTs in the English classrooms of Polish rural primary and junior secondary schools: a pilot study
Jagiellonian University, Kraków, Poland

This presentation reports on a pilot study which aims to map the terrain of using information and communication technologies for English language teaching purposes in selected Polish primary and lower secondary schools situated in small towns and rural areas.
More specifically, the goals of this study are two-fold and include the identification of the factors which contribute to ICT adoption in the aforementioned settings and a critical evaluation of the computer tools used in these schools.
Previous research suggested that the technology implementation process is more effective when approached from the bottom-up perspective that is initiated by teachers, rather than imposed in the top-down fashion, that is by education authorities. Also, its success hinges on both teacher and structural factors.
Additionally, in order to apply IT solutions with confidence, teachers need to be provided with reliable evidence of the outcomes of CALL initiatives. However, in the context of Polish schools, it seems that studies which critically evaluate implementations of technological solutions are lacking.
Recent educational reports indicate that, due to a number of social disadvantages, small town and especially rural school students' English language achievements differ markedly from those of the urban populations to the disadvantage of the former group. Therefore, implementing effective pedagogical solutions potentially capable of affecting students' social environment and increasing their exposure to the target language, such as those offered by CALL, can contribute to narrowing this gap.
By investigating the schools' environments and the roles of the key stakeholders in the educational process this study offers 1) an outline of the factors which impact the implementation of ICTs in English language classrooms and 2) a critical examination of the CALL practices observed in the selected schools.

Elżbieta Koralewska, How to design e-learning courses
Wyższa Szkoła Języków Obcych im. Samuela Bogumiła Lindego, Poznań, Poland

Due to the economic and social changes which are taking place, participation in contemporary society requires different knowledge and skills from individuals, among which the ability to use Information and Communications Technology (ICT) is one of the most important. Therefore, ICT is gradually being introduced in educational institutions. As a new field of study, the issue of ICT use in education still lacks theoretical foundations and research in the area is also insufficient. In order to answer the question of how to use ICT to make learning and teaching more effective it is essential to investigate the role of various factors which exert an influence on the quality of online instruction. In the reported study concerning the relationship between motivational factors, attitudinal factors and achievement in an online EFL methodology course for trainee teachers, it was discovered that the participants were ready and willing to learn to use e-learning and that they

believed that ICT has already become their natural working environment. On the basis of the tutor's experience with the course and trainee teachers' ensuing reflections, many implications for designing online courses for trainee teachers, which can also be generalized for other contexts, were formulated. The most important suggestions which might be a source of inspiration for course designers are going to be outlined during the following presentation.

Krzysztof Kotuła, New technologies and classroom interaction: computer-enhanced ludic techniques in language learning
Maria Curie-Skłodowska University, Lublin, Poland

The starting point of our reflection is Allwright's (1984, p. 158) claim on the importance of classroom interaction in language learning, which is "inherent in the very notion of classroom pedagogy itself". In the same vein, Hall and Verplaetse state (2000, p. 10) that the role of interaction "in additional language learning is especially important. It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development". From this perspective, language learning can be seen as a dynamic process involving constant interaction of various elements.

In our paper, we will focus on one of the IT tools which has the potential to enrich the classroom interaction by adding a new dimension to the bipolar teacher-student communicative model. The tool we speak of are video games. Traditional communication in foreign language classes, even if varied by the use of diverse games and simulations, takes place in a sterile classroom environment and, therefore, is rarely stimulating. In this context, the dynamically changing virtual world of video games, functioning as a semi-autonomous element as well as a background of any FL interaction, may become a perfect tool enabling a creation of a multidimensional environment enriching the glottodidactic process. Apart from presenting various aspects of integrating computer-enhanced ludic techniques into language teaching, we will also reflect upon factors which cause that electronic gaming in education still remains a theoretical or at best a marginal issue, even though it is one of the most valuable incentive providing resources available to language teachers.

Anna Kowalik, Teacher of the new millennium – about innovations in ICT
University of Szczecin, Poland

ICT contributes to the creation of new, open learning environments. In spite of schools being well provided for with multimedia equipment, i.e. computers and the Internet, they are unable to cope with the expectations of present pupils, since even the best tool doesn't have a value alone. The tool gains in value only in the hands of the user (Radziewicz J., 1992, p. 13). Therefore, it would be best if the tool were most advanced and, more significantly, it would be used by the modern man – the teacher.

Eternal questions about the teacher - his role in the community of children and teenagers, the meaning in the culture - are subject to evolution. Today the context of pedagogic action is widening radically (Kwiatkowska H., 2008, p. 24). At present the combination of expertise, digital skills of the pupil and potentiality of digital devices enables the teacher to co-create the modern education and bring up a generation which would more consciously and responsibly be able to change the real synergy of the world (Kołodziejczyk J., Polak M., 2011).

Attitudes and activity of many teachers in ICT prove that the innovative movement in education has not disappeared, only the character of the innovation has changed. Teachers have long dealt with improving forms, methodologies and the methods of their work. The contemporary world demands that the pace of positive changes in education be faster than at any time in the past. What are these changes and what kind of activities do they require from the teacher? The author will attempt to answer these questions taking into account the findings of an international research.

Dorota Kozakiewicz, New technique, new context, new methodology in (language) learning – example of ARS multimedia methodology
University of Warsaw, Poland

The paper is focused on the presentation of a modern and innovative tool which is based on a sophisticated system of integrated and interactive communication, called ARS (Audience Response System). The aim is to present a new method of teaching (especially languages), verification of knowledge level and progress in learning that could be applied in higher, secondary and primary education. It allows the transmission of information from the speaker (teacher) to the audience (students) and vice versa, in real time, thanks to an integrated software-hardware.

The speaker (teacher) uses a computer and a projector to show a previously prepared presentation with a series of questions and response options. The audience (students) participates by selecting the response that they consider most appropriate by pressing a button on a voting device (remote control). The responses are then sent through a receiver to the teacher's computer. The system software collects and analyzes the data provided by the students and instantly shows the results through graphs or tables. Depending on the needs of the teacher/professor/lecturer and the type of presentation, the data can be collected anonymously or the system can identify every given response to a specific question (e.g. exercises targeted to verify learning results of each student).

Responses to individual or collective tests are immediate and involve students in a particular didactic moment with digital instruments (usually alphanumeric panels), inviting them to actively participate through interactive remote controls. After each test, the system provides a detailed statistical report, covering either individual responses of each person or giving an overall picture of the whole class. Therefore, a teacher/lecturer has the possibility to verify general and/or individual level of knowledge in the classroom through an instant analysis of the answers given by the students. This type of verification can help to immediately discover and eventually solve problems or cover some gaps in the students' knowledge. a kind of report is then being published online and can be viewed only after authenticated access, with the username and password, and therefore it is accessible for students from home or from any other place.

With this kind of an integrated multimedia system one can carry out tests or quizzes, appreciated by students, thanks to the diversity and its apparently entertaining nature, which reinforce their desire to actively participate in in-class tests and exercises. This kind of system does not interfere with traditional methods of teaching; on the contrary, it can constitute a valuable support and an additional tool for lecturers.

The paper presents some examples of a multiple choice test, photo-video questions, arcade games, etc., which can easily engage students boosting their will to win a competition, like in the greatest and well known TV game shows.

The future and progress in learning methods means facing new innovative digital tools that are being developed and spread all over the world. In Poland, there is still much to do not only in the field of teachers' training, but also in the field of selection and implementation of new methodologies.

Mariusz Kruk, CALL vs. traditional grammar instruction
University of Zielona Góra, Poland

The paper presents the results of a quasi-experimental study whose aim was to investigate the effectiveness of using the Internet resources and browser-based virtual worlds in teaching the past simple tense. The sample consisted of 51 Polish grade three senior high school students who were randomly divided into three groups. The students in the experimental group 1 (n = 13) used online resources and a browser-based virtual world, the learners in the experimental group 2 (n = 14) were taught by means of the course book materials, while the subjects in the control group (n = 24) did not receive any instruction related to the item in question. These students were following consecutive units in their coursebook. The data were obtained by means of grammar tests administered before (pre-test) and after the intervention (immediate and delayed post-tests) as well as

a group and individual interviews. The data were analyzed quantitatively and qualitatively. The results show that the learners in the experimental group 1 benefited from the instruction, which provides a rationale for using computer technology as a tool for enhancing grammar instruction.

Yukteshwar Kumar, New techniques – new contexts – new methodologies? Computer-aided learning in Chinese-English conference interpreting
University of Bath, United Kingdom

Interpreting is a very old profession—much before the advent of computers. However, conference and particularly simultaneous interpreting started after the First World War. Of course, during those days, there were no any computers and in fact there was no any particular course on interpreting being offered by any universities. Noted interpreters of those times like the historian Paul Monteux, linguist Antonia Velleman and philosopher Jean Herbert were mainly distinguished scholars in different fields. However, as they knew several languages, they started working as a simultaneous interpreter.

After the advent of computer and ubiquitous fast Internet, learning interpreting skills became easier and the advent of new devices and gadgets like iPhones and new applications has been considerably helpful in learning interpreting techniques. Interpreting requires considerably vast and different kinds of skills and techniques and the recent gadgets and computers are a great boon for the aspirants. For improving the linguistic proficiency, encyclopaedic knowledge and polishing diction, articulation and pronunciation these devices are of immense help.

Students who are learning Chinese-English conference interpreting in Europe are thousands of miles away from the countries where Chinese is spoken. However, in this age of computers and fast internet, we can record the Chinese speeches through various web-sites and computer-aided program likes 'Audacity' and play and practise through them. Computers are also of great help for shadowing and paraphrasing activities and in the process improve interpreting skills.

Proper names are spoken quite differently in Chinese and English and the Internet and computer are of great help in understanding and making out who is who and what place the speaker is actually mentioning. We all know about various computer programs like deja-vu, fluency etc., which enhance our translation abilities and some Chinese companies are now trying to come out with some software which could help improve interpreting skills.

In this paper, Dr. Kumar, who has been teaching translation and interpreting for several years, would point out the use of computer in enhancing interpreting skills, particularly in the field of Chinese to English interpreting.

Małgorzata Kurek, Designing and sequencing tasks for socially-networked learners
Wyższa Szkoła Lingwistyczna, Częstochowa, Poland

The continued advancement of social media has created a vibrant and powerful language learning environment which enhances learners' opportunities for creativity, communication and collaboration. This rich environment, however, can benefit the user in language learning on at least two conditions: one's continual progress in the attainment of new literacy skills and one's purposeful and meaningful engagement in the cognitively rich content and communication. Both can be prompted by contextually relevant tasks, which would guide the learner through the stages of reception, participation and creative contribution. Apart from examples of relevant tasks and task sequences, I will also suggest guidelines for enhancing task performance in online environment.

Agnieszka Leńko-Szymańska, A teacher-training course on the use of corpora in language teaching and learning: perspectives from the students
University of Warsaw, Poland

The presentation will describe a 30-hour teacher training course on the use of corpora in language education offered to graduate students at the Institute of Applied Linguistics, University of Warsaw. It will also present the results of a questionnaire distributed to the students after the training. The main aims of the course are to introduce students to the concept of a corpus and its analysis, to familiarize them with a range of available corpora, corpus-based resources and tools, and to demonstrate various applications of corpora in language education, with special emphasis placed on the in-house preparation of courses, teaching materials and class activities.
In the first part of the presentation, the design, the syllabus, the progression and the outcomes of the course will be analyzed. In the second part, the responses of 16 students who participated in the training are analyzed. The analysis indicates that, on the whole, the students reacted positively to the course and they saw the benefits of corpus-based materials and tools in language teaching. Yet, the students also reported that they needed more time to get a full command of the presented resources and software and more guidance on the pedagogical issues related to the use of a corpus. The research has led to a conclusion that a 30-hour course is not sufficient to encourage teacher trainees to use corpora in their future work if they have no contact with these resources and tools in other classes. Only future teachers' extensive exposure to corpora coupled with proper teacher training in the applications of corpora in language education may bring a substantial change in the scope of corpus use in language classrooms in the wide educational context.

Michał Lisecki, Discourse features in multimodal virtual language learning environments
Akademia Techniczno-Humanistyczna, Bielsko-Biała, Poland

This paper aims at exploring how the affordances of modern virtual learning environments have allowed for a considerable freedom in the way learners choose, adapt, and switch between communication tools, thus forcing them to devise new forms of interaction with instructors, peers, and the interface.
Drawing on the experience of more than two decades of studies of computer-mediated communication we are still striving for a proper description of linguistic presence in the new learning environments of computer networks. The uniqueness of the discursive practices in VLEs often results from the fact that learners and teachers are no longer faced with a simple input/output model of linear progression of the learning process. Rather than that, modern VLEs offer tools and even entire worlds to interact with, where language learning becomes a multimodal experience. Within these environments, discourse is not just mediated but enters a new paradigm of its own kind which serves a basis for this study.

Wojciech Malec, Challenges and opportunities of designing a WebClass course in Irish
John Paul II Catholic University of Lublin, Poland

The purpose of this presentation is to discuss the design of an online crash course in Irish, which was originally planned as a follow-up to an Irish lesson given as part of St. Patrick's Day celebrations held in Zamość in March 2013. The course is based on a conventional Irish textbook by Aidan Doyle and Edmund Gussmann and enriched with interactive materials. It has been created using, and made available at, WebClass, the author's own online learning management system. The presentation will focus primarily on the authoring of materials at WebClass, but it will also address some other aspects of e-course design such as testing, self-assessment, and the provision of feedback. In its final part, a brief report will be given on how the course was used in a blended-learning environment to teach basic Irish to students of a high school in Lublin.

Mariusz Marczak, An e-learning supplement to a teacher training course: the trainees' perspective
Teacher Training College, Sieradz, Poland

The rapid development of information and communication technologies has created opportunities for didactic innovation in the foreign language classroom. At the same time, it has assigned a new function to teacher education, which – amongst its numerous other roles – is currently supposed to prepare teachers to cope with the challenges of Computer-Assisted Language Learning (CALL). In order to be effective, CALL training must be extensive and systematic; ideally, it should exceed the limits of an ICT course and be integrated with the teaching of the content.

The present paper investigates whether an e-learning supplement to a face-to-face course in glottodidactics can facilitate the learning of the content and, simultaneously, foster the future teachers' positive attitude towards technology-enhanced education. It also presents teacher trainees' resulting perspectives on the benefits of e-learning, as well as its declared impact on classroom practices in the future.

The theoretical part of the paper outlines the rationale for the implementation of e-learning in contemporary teacher education, in-training and post-training factors which affect teachers' use of technology in the classroom, as well as possible modes of blended learning.

The practical part of the paper is an account of a research study in which the participants of an e-learning supplement to a course in The Theory of Glottodidactics were surveyed on: the work modes which they used while learning online; the problems which they faced while utilising technology, and their attitudes towards CALL in the light of the course experience.

Marek Molenda & Piotr Pęzik, Expanding the definition of confluence: a corpus-based study of advanced learners' spoken language
University of Łódź, Poland

The notion of confluence, defined as a component of oral fluency (McCarthy, 2006), has thus far been considered chiefly in relation to certain linguistic phenomena (known as confluence markers) such as back-channelling or completing conversational turns. However, following their initial study of advanced learners' confluence, the authors of this paper would like to propose a new definition of this phenomenon, extending beyond the original research framework.

In order to achieve this goal, linguistic data from the original confluence-annotated component of the Polish Learner English Corpus (transcribed audio files) were combined with those from the recently added examination sub-corpus, which comprises of video recordings (Pęzik, 2012). This paper describes how the non-linguistic devices might contribute to "the cooperative construction of meaning across speaker turns in dialogue" (McCarthy, 2006, p. 1). In the course of the research, special attention was paid to the features of the language which is used during exam-like situations. It is hoped that the results will contribute to a better understanding of learners' discourse, especially in the context of testing and assessing oral proficiency.

Antje Neuhoff, Developing plurilingualism – requirements for specific language learning materials
Technische Universität Dresden, Germany

Academic research on bilingualism and plurilingualism shows that children who are bilingually raised possess improved cognitive skills and enhanced memory. Bilingualism also provides them with a better capacity to acquire more languages.

The EU-funded project "Heuropa!", co-ordinated at the Multimedia Language Centre of TU Dresden, aims at developing an online platform with language learning materials that support language acquisition by children in a bi- or multilingual environment. The children will improve their language competence in their language of origin, which includes the ability to express themselves appropriately in daily life as well as the ability to

compose written texts on various topics. The online platform offers appealing learning materials for bilingual children with the target languages being Polish, Czech and Lithuanian.

The presentation will focus on the pedagogic concept which was developed for bilingual children of various age groups and of various preconditions. It considers the particular learning scenarios in bilingual families and in Saturday Schools which were earlier surveyed amongst Polish, Czech and Lithuanian families and teachers all over Europe.

In the second part of the presentation, the implementation of the goals will be discussed and examples of the game-based, narrative approach will be demonstrated. The didactic role of the game design will be explained as well as how the differentiation according to age and target groups works. The structure of the platform and the annotation of the learning games will be shown. Using these annotations, teachers and parents can compile individual curricula making use of the learning games and work sheets according to their own pedagogic and topic criteria.

The game-based approach manifests itself in interactive language learning games, elaborate graphics and imaginative stories. HEUROPA! offers useful learning tips, further ideas and many printable work sheets for teachers and parents to support informal learning at home as well as learning in formal contexts such as Saturday Schools. The project helps to raise awareness of the special requirements and learning conditions of plurilingual children, thus promoting the many advantages of bilingualism and plurilingualism.

Edyta Olejarczuk, The e-learning component of a blended learning course
Poznań University of Technology, Poland

Using new technologies in the academic field has become more and more visible in Poland in recent years. In the past, digital learning resources were used as supplementary materials helping to support face-to-face instruction. Nowadays, we have the possibility not only to learn and teach through traditional methods but also use more sophisticated approaches such as e-learning and blended learning to provide more effective and flexible ways of learning. Online learning can become a very effective part of "blended learning", where a part of the material or preparation for a face to face session is done online. This article provides a brief overview of the basic issues that need to be taken into consideration while designing a blended learning course. More precisely, it focuses on the e-learning aspect of a blended learning course. It also concentrates on the issue of using an e-learning platform, the Moodle, which is widely used in the academic field. Furthermore, it focuses on the use of resources, activities and online tools that can be useful in creating interactive exercises.

Antonio Pinna, David Brett, Using PoS-grams to discover phraseology in newspaper articles
Università degli Studi di Sassari, Italy

This paper describes the use of the Corpus Linguistics technique, which is extremely effective for the discovery of phraseologies typical of a particular genre.

The technique can be considered an even more flexible query type than that of the n-gram, skip-gram or conc-gram (Cheng et al, 2009). The Part-of-Speech-gram (usually abbreviated to PoS-gram) is a string of Part-of-Speech categories (Stubbs, 2007, p. 91), the tokens of which are strings of words that have been annotated with these PoS tags. Hence, in each slot of the PoS-gram, any word can occur as long as it belongs to the PoS category of that particular position. By casting a considerably looser net than that of the n-gram and the skip-gram, PoS-grams are potentially very effective in the discovery of relatively long sequences which fly below the statistical radar of the former techniques.

This paper will illustrate the utility of PoS-grams from both a didactic and research point of view, by way of analysis of a 1M token corpus composed of texts from ten subsections of the British newspaper The Guardian. The PoS-grams extracted from the different sections are compared with a database of PoS-grams obtained from the 100M token BNC. Those that are statistically significant are then analysed from a lexical point of view: very often the same slot is found to be occupied by the same word form, a synonym, or one from the same

semantic field. When this occurs over several adjacent slots, it may be suggestive of a phraseology typical of the genre.

The methodology will be illustrated with examples of the analyses conducted by the researchers and also by students of a Master's program in English Language and Linguistics.

Maciej Pokornowski, Katarzyna Rogalska, Learners' usability of Internet-augmented in-class learning
Nicolaus Copernicus University, Toruń, Poland

Internet-augmented learning (blended or hybrid learning environment) is becoming a common and natural phenomenon in the in-class academic context due to the developments in mobile technology (smartphones, tablets, netbooks). In our opinion, the precise effectiveness and usability of Internet as a learning aid in in-class context requires more extensive research. The aim of this paper is to use both behavioural and self-report data to investigate whether there are individual differences in students' use of optional Web-augmented learning and which factors are crucial in determining these differences.

A study was conducted among first year BA students of English (representing the so called "Net Generation") to investigate their in-class comprehension of the course content in both Internet-augmented learning and traditional teacher-assisted context. The results indicate that there are a number of factors influencing students' usability of Internet-augmented learning as well as their performance resulting from in-class Web-use: optionality, type of assessment, information literacy level, gender, and LS preferences.

Adriana Prizel-Kania, SpeakApps – new tools for teaching oral interaction in a foreign language
Jagiellonian University, Kraków, Poland

In the first part of the paper, I would like to present the results of the survey concerning students' needs and attitudes to learning foreign languages through online tools. The research was conducted on the group of students of Polish as a foreign Language. The research was a part of the SpeakApps project. "SpeakApps: Production and Interaction in a Foreign Language through Online ICT Tools" is funded by the European Commission within the Lifelong Learning Programme. The main purpose of the SpeakApps project is to provide ICT-based services and pedagogies to practise oral competencies online: speaking production and interaction in the CEFR. The project seeks to offer all foreign language learners and teachers a way to practise and evaluate speaking skills at a distance or beyond the physical classroom, because the activities and tools can be used both during face-to-face courses and/or as the main speaking activities in online courses. The main tools for oral interaction are a videoconferencing tool with follow-up functionalities for teachers and a Tandem tool for oral interaction through the display of visual elements to guide the dialogue.

The second part of presentation deals with the application of these tools in teaching Polish as a foreign language.

Anna Rolińska, Going multimodal – a design approach to writing essays
Poland

Learning to write a composition in English involves familiarising oneself with typical structural features, patterns and vocabulary. Because of that, writing can be prescriptive, particularly in higher education contexts. Constructing academic discourse is subject to rigid conventions, whereby students' creativity, sense of ownership over the text as well as expression of identity can be compromised.

This issue can be at least partly addressed by trying to look at texts as dynamic processes rather than static entities. This might be facilitated by actively harnessing technologies, in particular multimedia, which might liberate the text out of its linear and rigid structure and so result in deeper engagement with both the content and form of the composition.

The talk draws on the presenter's personal experience of constructing multimodal artefacts and assignments during her post-graduate study. It will argue that academic conventions of a scholarly and logically argued analysis might be successfully realised through multimedia which interweave text with seemingly more playful image, audio and video. Examples of thus designed compositions will illustrate how multimodality might present a new take on writing process.

Apart from structural issues, multimodal assignment design also seems to stimulate processes of critical thinking, decision-making and creative production, thus engaging the writer and, hopefully the reader, not only with the structural and the epistemological (the content presented in the essay) but also the ontological (What does it mean to write an essay? What does it mean to be an academic? What does it mean to be a writer?).

Karolina Ruta, E-LOCAL – new possibility in e-courses
Adam Mickiewicz University, Poznań, Poland

I would like to present new e-learning materials which have been prepared by partners from six different countries cooperating in the EU-funded project called E-LOCAL (Electronically Learning Other Cultures and Languages).

The EU's language policy recognizes the promotion of less widely used European languages as an important contribution to multilingualism and invites the Member States to broaden the selection of languages taught at different levels of education.

The aim of the E-LOCAL project is to promote multilingualism by developing original learning tools and materials for 6 languages: Dutch, Finnish, Hungarian, Italian, Polish and Portuguese.

This objective was achieved through the preliminary definition of an innovative methodology in which:

1. the gradual acquisition of linguistic skills combines with the attendant acquisition of cultural competence;

2. the combined use of local and vehicular language (English) makes it possible to introduce cultural contents in a way that will be both effective (i.e. understandable, which explains the intermediation role of English) and linguistically useful (i.e. strictly connected with the acquisition of communicative skills in local language).

A common framework of topics to be developed for each language is also defined, so as to ensure the homogeneity of the products. Final outputs are multimedia courses for each language involved. The leitmotif of each course is an English-speaking foreigner who comes to a given country: initially, he does not speak a word of that country's language, but later, going to school and living in the local environment, he gradually gets to know both the language and cultural realia. The aim is to offer courses with authentic language, situations, and cultural material, thus motivating the learner who can identify him- or herself with that foreigner. The final level of language proficiency for each course is A1.

The target users are students from schools and universities. The replicability of the courses ensures a long-lasting impact on the promotion of these languages in the institutions involved as well as, through dissemination and exploitation activities, beyond the E-LOCAL partnership.

Anna Stefanowicz-Kocoł, Developing learner autonomy through an ESP hybrid course
Państwowa Wyższa Szkoła Zawodowa, Tarnów, Poland

The concept of learner autonomy has been rapidly gaining popularity in various language learning contexts. The environment of English for Specific Purposes, focused on the learners' needs, with clear goals, seems more than right a place to develop an autonomy supportive approach to course design and delivery. While it may be a challenge in a face-to-face classroom, a flexible e-learning environment such as the Moodle helps each learner succeed in both the short and long run: they effectively learn the language they need and gain the skills and the self-confidence to continue using and developing the target language throughout their professional career.

The paper investigates the affordances of a Moodle based component of a hybrid ESP course (English in Chemistry) for promoting learner autonomy among the third year students of Chemistry at PWSZ in Tarnów. It

looks at the process of e-course design, e-materials preparation, and focuses on the types of tasks within the e-learning course that have the potential to be most empowering. Finally, using the data from the statistical module of the platform, the frequency of use of selected task types is analysed. Conclusions and recommendations for possible future amendments are supported by students' comments drawn from their reflections submitted after the course.

Małgorzata Świerk, Quality in e-language teaching and learning in the Polish tertiary education context
University of Warsaw, Poland

To evaluate the quality of blended and online language courses at higher education institutions in Poland, the researcher conducted fifteen interviews with university teachers and the coordinators of online endeavours at five higher education institutions in Warsaw, Poland. The researcher wanted to examine if e-language education offered to students at HEIs in Poland follows best practices and complies with the quality guidelines prepared for technology-enhanced programmes. Additionally, she wanted to explore the process of online/ blended language course design. The researcher also wanted to determine if e-language education should be offered on a large scale. The research questions covered the following issues: course design & delivery expertise, course content materials, administrative competence, facilitation, instructional design, technical, evaluation.
Three hundred students who attended online or blended language courses for at least one term participated in the research as well. This part of the research was conducted at a private higher education institution and a state university. The respondents were given a course evaluation questionnaire. It examined the following aspects of online/hybrid language courses: course start up information, course design, course results, instructor characteristics, self-paced delivery & technical issues, and program management & coordination.
The researcher will present the results of her empirical study and recommendations for further research.

Wei Tan, Promoting language and intercultural awareness through e-tandem exchanges of Chinese and English: an exploratory study
Waterford Institute of Technology, Ireland

Online Tandem language learning (e-tandem) is one of the models of telecollaboration, which is being used widely in European foreign language education. However, tandem exchange of Chinese and English language has not yet been conducted in Europe. On the other hand, more and more European schools and universities have been setting up Chinese language classes and courses. Considering this situation, this study examines an e-mail tandem project between Ireland and China with the purpose of exploring the potential of tandem exchanges in Chinese and English by focusing on students' development of language and intercultural awareness.
In terms of methodology, this study relies on the task-based approach. EFL students in China are paired up with university students who are Chinese learners in Ireland. The data collected from different sources comprises the participants' e-mail messages, online forum entries written by the participants from both sides following task completion, learning diaries containing participants' reflection on this experience, and the end-of-project questionnaire so far completed by the Chinese participants.
The data analysis reveals that students' attitude towards tandem language learning is positive. In addition, their language and intercultural awareness appears to develop during tandem exchanges through the completion of specific tasks. However, this study also points out the challenge of promoting students' motivation during tandem exchanges, in order to improve the effectiveness of this approach in language learning.

Anna Turula, ACQUAINTANCE – MEMBERSHIP – CAMERADERIE: online group dynamics vis à vis the Five Factor Model of personality
University of Social Sciences, Warsaw, Poland

Virtual learning environments (VLEs) are, first and foremost, learning environments (LEs), in which education is strongly influenced by what goes on in and between people (Stevick, 1980). These processes, many of which are affectively motivated, are labelled group / classroom dynamics; they are believed to create a blueprint for whatever pedagogical action is undertaken, in traditional and – as I believe, equally importantly – virtual learning milieus.
The present paper looks at classroom dynamics of an online course in language as a social semiotic, taught to 11 volunteers between October 2012 and March 2013. The interaction between the course participants – in whole-class, small-group and pair settings while on 11 different tasks – is examined based on self-report feedback questionnaires administered after each task and various ethnographic observations (discourse analysis) of work-on-task in progress. These data are confronted with the participants' results on a FFM personality test taken during the course. It is argued here that taking care of classroom dynamics – on- and offline – the teacher needs to take individual differences – such as personality – into consideration.

Agnieszka Wagner, Pronunciation training in Polish L2 using a CAPT system AzAR
Adam Mickiewicz University, Poznań, Poland

Computer-assisted language learning (CALL) plays an increasing role in second language education. Language learners have to acquire various skills to function properly in the foreign language, but since time is limited in the language classroom, some skills are not practised sufficiently. CALL systems can offer extra learning time and material, provide corrective feedback on specific errors and store user's profile in order to monitor the progress. They also give possibility to work at the user's own pace and in a private, stress-free environment. The role of CALL and CAPT systems (computer-assisted pronunciation training) in particular, can be especially important in the practice of speaking skills. Oral proficiency is fundamental for all language learners, but it requires more time than a traditional language classroom can offer. The progress in ASR (automatic speech recognition) has brought new opportunities for applying this technology in CALL and CAPT. Although some limitations are still present, a number of studies have shown that corrective feedback provided by ASR can be effective in improving pronunciation skills.
This presentation describes a CAPT system AzAR 3.0 designed for pronunciation and prosody training in the second language (Polish, German, Russian and Slovak). The system performs speech signal analysis on users' speech input, which allows for comparison of the user's and tutor's pronunciation, detects and evaluates mispronunciations using confidence measures from a HMMbased speech recognizer and provides multimodal feedback.
This presentation concentrates on the development of AzAR 3.0 for Polish as the target language. It describes the linguistic content (native and non-native speech corpora, curriculum, and tutorial), the results of linguistic and statistical analyses and their application, and the functionalities of the software. In the end, the application of AzAR 3.0 to individual pronunciation training by foreign students attending Polish Phonetics course at the Institute of Linguistics (AMU) is discussed.

Tomasz Andrzej Walasek & Dorota Morawska-Walasek, From e-tutor's diary
Politechnika Częstochowska, Wyższa Szkoła Lingwistyczna, Częstochowa, Poland

E-learning has often been present at universities only when the enthusiasts of e-education worked there and insisted on conducting their courses in that way. But presently, more and more often, it is the university authorities who impose running online classes on tutors. How are they going to find themselves in the new environment? What kind of challenges and problems are ahead of them?

PL-CALL conference
9-10 May 2013

The purpose of this article is to introduce potential e-tutors to the best practices of distance teaching and, hopefully, facilitate their future work. The authors have long taught in the traditional way and have many years of experience in e-education as well. They are also e-teacher trainers.

In the paper, they try to compare and analyse their experience resulting from their work in both systems of education. Their observations touch, among others, on:
• the new role of the teacher - facilitator, guide, co-participant of the course and, to some extent, student
• the new role of the student - active co-author, critical reviewer, efficient searcher
• new methodological solutions - different ways of motivation, new tools
• differences in communication between the teacher and the student / group - interaction, immediate or delayed communication?
• workload for the e-teacher and time management - time required to design and teach an e-course, assessment of online tasks, tests, and assignments
The observations are supported by examples from the courses that the authors have run.

**Magdalena Wolska, Dialogue activities for computer-assisted language learning
Universität des Saarlandes, Germany**

It has been long recognized that verbal interaction is not only the goal, but also core means of language learning [5, 6]. Various interactive activities - role plays, tasks and focused tasks [2,7] - have been devised for the classroom setting, however, CALL systems offering dialogic practice are rare or they are pre-programmed for a single scenario (e.g. Herr Kommissar [1] or FLUENT [3]). While state-of-the-art commercial systems do offer dialogues, conversations are typically pre-scripted; TLTCS, developed for the US Military [4], is a notable exception.

In this paper, we present exemplary pedagogically-motivated type-written free-form activities for practising dialogues in everyday scenarios and in the context of form-focused tasks. The activities have been implemented based on an extensible platform for modelling and executing dialogues whose architecture enables shareability of internal representations across modules and reusability of resources across scenarios. The platform itself is language-independent. External language-specific tools (parsers, taggers) can be used to ensure robustness and support error diagnosis. Activity specification includes a dialogue script, interpretation and generation resources, scenario's domain representation, and specification of error diagnosis and feedback options. A simplified context-free grammar notation is used to interpret learners' and generate system turns. Keyword-spotting rules can be defined for shallow analysis triggered when grammar-based analysis fails. We show how we encode resources for typical text-book scenarios, such as "In a supermarket" or "Giving directions", for German and their counterparts in Polish.

While in its present state our system requires computational skills to encode the knowledge needed for dialogue execution, our long-term goal is to offer language teachers tools which will allow them to modify/add dialogue resources and to share these within teachers' and learners' community. We show how by modularising the system's design and simplifying knowledge encoding formats, we attempt to reach non-technically skilled dialogue authors.