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The CALL Triangle: Student, Teacher and Institution

The University of Nottingham, 31st August to 3rd September 2011

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Foreword

For the third time in its history, the annual conference of the European Association for Computer-Assisted Language Learning (EuroCALL) took place on British soil. After Hull in 1993 and Dundee in 2000, the School of Cultures, Languages and Area Studies at the University of Nottingham was delighted to welcome EuroCALL to the East Midlands. The conference took place on our Jubilee campus, a multi-award winning development just one mile from our main campus, University Park.

EuroCALL 2011 introduced two new innovations to the academic programme. For the first time, the workshops became an integral part of the conference, and were offered free of charge. This was very well received, as the 7 workshops covering areas such as OERs, corpora, Second Life and the use of language labs were attended by a total of 114 delegates.

The Nottingham conference also offered the presenters for the first time the choice of submitting a 30-minute or a 45-minute paper. This proved to be a popular decision as more than half of the 114 papers fell into the first category, providing an opportunity to include an even richer and varied programme across the 3 days. The papers were categorised into research, research & development, and reflective practice papers. To round off the academic programme, there were also courseware exhibitions, symposia and in excess of 60 poster presentations.

The theme of this year's conference "The CALL Triangle: student, teacher and institution" sought to explore the interplay between student expectations of the role of technology in their learning, how the teaching profession embraces new developments and the significant part played by the learning institution in providing a rich learning and teaching environment for students and staff. The conference theme was subdivided into the following stands:

- Recent developments in mobile learning
- Language learning in virtual environments
- Synchronous communication in language learning
- European Language Portfolio, self-assessment and ICT
- Challenges of e-learning: the role of the institution
- E-learning: student expectations and experience
- Successes of e-learning through the eyes of the student
- The use of new technologies for language teaching in schools
- Promoting the use of new technologies amongst language teaching professionals
- Developments in the pedagogy of online learning
- Corpora and language learning
- Courseware design
- Cross-sector collaboration through e-learning
- Supporting less widely taught languages through CALL
- Improving intercultural competence through language learning
- Managing multimedia environments
- Distance and collaborative learning
- Self access and learner autonomy

Looking at the distribution of papers across the various strands, three clear favourites emerge: Language Learning in Virtual Environments, Promoting the Use of New Technologies amongst Language Teaching Professionals and the Use of New Technologies

for Language Teaching in Schools. The first is a reflection of the continued and growing exploitation of the potential that virtual environments, such as social networking sites, afford the learner and the teacher, while the second seems to suggest that despite the proliferation of CALL since the inception of EuroCALL, work still remains to be done before normalisation of the use of CALL can be achieved amongst the teaching profession. Finally, the third is testament to the very fertile CALL ground that schools in both the primary and the secondary sector represent for embedding new technologies into language teaching and learning.

Out of all the papers presented, a relatively small number related explicitly to two of the points in the CALL triangle, namely the student's expectations and the role of the institution. This seems to be evidence of the challenges that still exists in trying to create an active and above all productive interplay between the triangle points.

EuroCALL 2011 continued the excellent tradition of extending the conference experience to the virtual community. The opening ceremony, all three keynote speeches as well as the round table on the last conference day were streamed live via the Virtual Strand. The VS also had a very active blog with delegates commenting live on the parallel sessions they were attending, as well as plenty of tweets via EuroCALL's own Twitter account. The VS team would like to thank everyone for their contributions to the conference.

The conference team would like to express their gratitude once more to the excellent keynote speakers, Mike Sharples, Gary Motteram and Gillian McLaughlin, for their insightful presentations which have been archived in EuroCALL's member area (<http://www.eurocall-languages.org/login/>). Likewise, our thanks go to all those many presenters who kindly gave their permission to have their talks recorded. Those presentations, too, can be found on the above website.

Finally, thank you to those presenters who submitted their paper to these proceedings, and last but by no means least, to all the presenters and delegates for making EuroCALL 2011 the success it was. We couldn't have done it without you!

Oranna Speicher
The University of Nottingham
Chair, EuroCALL 2011

Papers

[*Learning Register Variation. A Web-based Platform for Developing Diaphasic Skills*](#)

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