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
Adriano Allora, Elisa Corino and Cristina Onesti.

Designing for Online Interaction: Scaffolded and Collaborative Interventions in a Graduate-level Blended Course
Claudia Álvarez and Liliana Cuesta

Task Design for L2 Oral Practice in Audioblogs
Christine Appel and Federico Borges

A Cell Phone in the Classroom: A Friend or a Foe?
Inna Averianova

Assessing Oral Proficiency for Intercultural Professional Communication: the CEFcult Project
Ana Beaven and Antje Neuhoff

Combining Face-to-Face Learning with Online Learning in Virtual Worlds
Anke Berms, Antonio González-Pardo and David Camacho

What Data for Data-Driven Learning?
Alex Boulton

Towards New Roles for Learners and Teachers in a Language Learning System?
Anne Chateau and Hélène Zumbihl

Application of Gender Difference and Topic Preference to Promote Students’ Motivation for Online EFL Learning
Anna Chen

I’m* two rabbits / J’ai un rouge pullover*. How Corrective Feedback is Handled in Collaborative Exchange Programmes between Early Language Learners
Anne Choffat-Dürr and Dominique Macaire

An in-depth Exploration of the Effects of the Webcam on Multimodal Interactive Learning
Tatiana Codreanu and Christelle Combe Celik

Identifying Identity – Using Second Life in the Teaching of Sociolinguistics for the Raising of Gender Awareness
Mats Deutschmann and Anders Steinvall

The VoiceForum Platform for Spoken Interaction
Fohn Fynn and Chiara R. Wigham

Correcting Erroneous N+N Structures in the Productions of French users of English
Marie Garnier

What is the Impact of Video-Conferencing on the Teaching and Learning of a Foreign Language in Primary Education?
Brigitte Gruson and Françoise Barnes

One Quiz File, Several Modes of Delivery
John C. Herbert

Design Perspectives on Technology, Language Teaching and Language Teacher Education
Juha Jalkanena and Ilona Laakkonenb

Integrating Cross-Cultural Interaction through Video-Communication and Virtual Worlds in Foreign Language Teaching Programs: Burden or Added Value?
Kristi Jauregi, Rick de Graaff and Silvia Canto
Using a Quest in a 3D Virtual Environment for Student Interaction and Vocabulary Acquisition in Foreign Language Learning
Denise Kastoudi

On Experience of Integrating CALL in Everyday Practice of Language Teaching
Marina Kogan

Facebook used in a German Film Project
Vera Leier

Changing Teachers’ Attitudes towards ICT-based Language Learning Tasks: the ETALAGE Comenius Project (the Portuguese case)
António Lopes

An Evaluation of an Automated Approach to Concept-based Grammar Instruction
Paul A. Lyddon

Supporting Low Ability Learners in a Tertiary Level Compulsory English Programme using CEFR-based Online Language Software
Gavin Lynch and Maureen McKeurtan

Building up an Equilateral Language Learning Triangle through Innovation and Pedagogic Improvement: the Example of an Educational Innovation Project
António Martínez Sáez, Ana Sevilla Pavón and Ana Gimeno Sanz

CALL: A Triangle of Triangles
Carlos Montoro and Regine Hampel

Revising Writing in an Online Learning Environment
Eleni Nikiforou

Come si fa? Can Virtual Worlds Help us Promote Intercultural Awareness?
Susanna Nocchi

An Electronic Dictionary and Translation System for Murrinh-Patha
Melanie Seissa and Rachel Nordlingerb

Digital Literature: Finding New Ways to Motivate Students Reading Brazilian Literature Books
Vânia Soares Barbosa, Vera Lima, Rejane Silva, Willy Silva, Ana Carolina Soares and Aline de Sousa

The Learner, the Media and the Community: How Does Learning Take Place in the other CALL Triangle?
Geoffrey Sockett

Students as Doers: Examples of Successful e-Learning Activities
Maja Tammelin, Berit Peltonen, Pasi Puranen and Lis Auvinen

"...then click on the correct answer": Which way Ahead for the Field of CALL?
Cornelia Tschichold

Enhancing Writing Skills through Blogs in an EFL Class
Ruby Vurdien

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