

# ReCALL

## Newsletter

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## Project MERLIN - a Learning Environment of the Future

In September 1995 the Language Institute at the University of Hull and British Telecommunications plc began working together on a major research project with the aim of developing an environment to support distance teaching and learning. Project MERLIN (Multimedia Educational Research into Learning via an Information Network) is exploring the latest communications technologies to support interaction and collaboration between groups of remote learners, and between these learners and their tutor. These technologies include: computer conferencing, dynamic HTML and the integration of specifically designed database and telephone-conferencing facilities with the World Wide Web interface.

The first fully operational version of MERLIN was released at the end of September 1996. There are three basic technical requirements: a networked personal computer, a connection to the Internet and a separate voice telephone line (i.e. in addition to a modem line) adjacent to the computer. The system is cross-platform but requires a multimedia PC running Windows 95 or a PowerPC based Apple Macintosh.

MERLIN is currently being developed to support an intermediate level English as a Foreign Language course. MERLIN Intermediate English was first trialled with a group of non-native speakers from September to November 1996. A virtual class of 17 EFL learners and one tutor followed the initial six weeks of a complete 15-week course. Participants in the trial

were based in one of two locations in the UK. The purpose of this trial was to gather information on: the system's reliability and capacity; the usability of the system and its components; and the appropriacy of the design and content for implementation of the pedagogy behind MERLIN.

MERLIN Intermediate English is a task-based 'Pathway'. This Pathway has been designed to involve the learners themselves in making independent choices about their learning, using on-line and off-line practice material, and collaborating with peers. Language development is supported by the use of computer based and more traditional resources which feed into a series of communication tasks involving meaningful interaction between the learners. The course is underpinned by on-going learner training which encourages the learner to work independently of the tutor and in collaboration with his or her virtual class peers. MERLIN Intermediate English encourages students to take an independent approach to their language learning. Although adequate learning support is a key feature of the methodology, the role of the tutor becomes more that of a facilitator, with the learner and the learner's interaction with peers taking a more central place in the learning process.

Results of the Beta trial indicated that MERLIN had the potential to support the distance learning and teaching of EFL. The next trial is due to begin on March 26 1997. This Gamma trial will constitute the first 15-week MERLIN Intermediate English course. There will be one tutor based in the UK, and 40 students will be recruited world-wide. By creating the same conditions as those which will exist when MERLIN is widely available, it will be possible to evaluate more comprehensively the efficacy of MERLIN for: effective language learning and teaching; promoting and developing learner independence; and enabling collaboration and interaction between a tutor and learners who are physically remote from one another.

The Gamma trial ends on July 4 1997 and we hope to have initial trial analyses ready for the end of July. The Gamma trial with its class of 40 remote students from all over the world will provide important data on which further research and development of this innovative learning environment can be based.

**Project Development Team:**

Debra Marsh, Imogen Arnold, Nicolette Ellis,  
Julian Halliwell, Clare Hodgins, Steve Malcolm

A more extensive version of this report will appear in the Update section of *ReCALL* volume 9 number 1. Further details also available on the Project MERLIN World Wide Web site:

**<http://www.hull.ac.uk/langinst/merlin>**

## **The Language Adviser: a New Type of Teacher**

**Bridging the gap between teaching,  
learning and resources**

**7-9 July 1997, University of Hull,  
Language Institute**

This workshop intends to highlight key issues in language advising and the links with teaching, learning and resources. It will include presentations, discussions and 'hands-on' sessions.

**Book early - limited number of places!**

Further information and booking form from:

**Marina Mozzon-McPherson  
Language Institute  
University of Hull  
Hull HU6 7RX**

**Tel +44 - (0) 1482- 465862/465900**

**Fax: +44- (0) 1482- 466180**

**Email: [M.Mozzon-McPherson@langc.hull.ac.uk](mailto:M.Mozzon-McPherson@langc.hull.ac.uk)**

# English for Business

## a series of CD-ROMs for learners of Business English

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The *English for Business* series of six interactive CD-ROMs has been launched world-wide by Philips in collaboration with the University of Wolverhampton. This article briefly describes the production of the series which is a result of co-operation between industry and higher education.

### About the CDs

The series consists of six CD-ROMs and each focuses on a specific Business English topic. The titles available are "Introduction to a British Company", "Managing Quality", (reviewed in *ReCall* volume 8 no. 1) "International Marketing", "Negotiating", "Organising Change" and "International Sales". Each of the titles contains between 25-40 minutes of authentic non-scripted video, shot on location in British companies, featuring real business persons talking about their business situations. Wedgwood Waterford, ICL and Ricoh are all companies featured in the various titles. The CDs are designed to develop listening comprehension skills and also to increase the language awareness of business English learners. The core learning material consists of authentic non-scripted video around which the comprehension and awareness raising tasks are based. The development of listening comprehension skills follows a 'before, while and after watching' sequence of tasks (Underwood, 1989) and the language awareness activities focus on the three areas of business grammar, vocabulary and functions. In all there are around 400 interactive learning screens per title and near to 2000 individual questions. Immediate feedback on learner success with the tasks is provided on screen. The video can be watched with or without full subtitles and the subtitles are hotspotted to provide definitions of the vocabulary which appears. The CDs have 3 levels of difficulty built-in and are appropriate for intermediate, upper intermediate and advanced learners. There is only one interface and set of buttons that learners have to use and this avoids any getting lost in hyperspace.

There is also on-line language learning strategy advice, indications as to what might be done next and a workplan that gives an overview of the work completed. The pedagogic design has been described more formally elsewhere (Brett, 1995).

### Production history

The project began with the title "Introduction to a British Company" which was released in summer 1994. This was made by the University in conjunction with a private multimedia production company who organised the technical side of programming, video compression, bug testing etc. The original titles were created to be used as supplementary material to back up the University's taught final year modules in Business English. The second title "Managing Quality", about Japanese management practices in the British environment, incorporated a change in interface, was produced using entirely in-house expertise to cover all aspects of the production process and was released in late 1995. Both titles have sold very well and have more than covered the production costs. In April 1996 with production of the third title well underway, Philips approached the University with an offer to market and distribute the full suite of 6 titles around the world.

### Enter Philips ...

At the time of Philips interest only two and half titles were finished and Philips needed the set completed by the end of 1996. The production team needed to work very quickly to complete the suite. In order to speed up the production time, most of which was taken up by the subject expert writing the learning materials and then passing these on to the programmer, programming revisions to the package were introduced. These consisted of programming for a 'player' which would be standard for all 6 CDs and consists of the interface and instructions for the display and manipulation of the learning tasks. The player is linked to a different set of databases containing the individual materials for each of the

CDs - .avi, tasks, bitmaps etc. In conjunction with this time was saved for the writing and programming personnel through use of a user friendly template system which allowed the subject matter expert to enter the material for the learning tasks directly into databases that would be read by the player. This is described in more detail in Brett and Nash (forthcoming). Using such a system the final 3 CDs were produced in a little under 6 months. On the advice of Philips who were looking to distribute world-wide the programming language was changed from Toolbook to Visual Basic. A surprise which was waiting for us was the rigour of the extensive Philips de-bugging system which involved meticulous proof-reading and the testing of the CDs on a very wide range of platforms and configurations - the original program did not do too well under Japanese Windows! This system of production using the authoring templates is now being used to create similar language learning packages for French, German and Spanish.

The interesting questions about the application of multimedia for language learning, though, remain to be answered. We are confident we have an interesting, motivating and pedagogically sound product but it remains to be fully investigated as to whether the learning effects of such a delivery are indeed more effective than traditional approaches, although there are some indications (Brett, 1997) that learning gains are indeed achieved. The CDs are available as a set or individually, from the usual language learning stockists.

*Paul Brett,  
University of Wolverhampton*

#### References

- Brett P (1995), 'Multimedia for listening comprehension:- the design of a multimedia system' in *System* 23:1
- Brett P and Nash M, 'Multimedia Language Learning Courseware:- A design solution to the production of a series of CD-ROMs' (forthcoming)
- Brett P (1997) 'A comparative study of the effects of the use of multimedia on listening comprehension' in *System* 25:1
- Underwood M (1989), *Teaching Listening*, Longman

### Recent software donations to CTI Modern Languages

*Asterix & Ecoutez Bien* upgrades (Eurotalk)  
*Carrera* (The Usable Software Company)  
*Friendly Spanish* (Lively Learning)  
*Gender in French* (The Usable Software Company)  
*Gender in Spanish* (The Usable Software Company)  
*Interact* (ErgoSystems)  
*L'Acte de Vente* (CAMILLE)  
*Oxford 3-in-1 Bilingual Dictionary* (OUP)  
*Oxymoron's Guide* (The Usable Software Company)  
*Placing Accents in French* (The Usable Software Company)  
*Phonetic Finder* (WriteExpress)  
*P.R.O.F.* (BUDS)  
*Richmond Electronic Spanish Dictionary* (Santillana, s.a)  
*Ruslan Russian 1 & 2* (Ruslan Ltd)  
*Talk Now* various languages (Eurotalk)  
*Tapas* (The Usable Software Company)  
*Who is Oscar Lake?* (Talkfast)

### Recent software reviews available from CTI Modern Languages

- ✧ *MacLearn & MacLearn Compiler*  
An authoring program for creating custom discrete item test files
- ✧ *Practice Makes Perfect German*  
Beginners/Intermediate CD-ROM with speech recognition
- ✧ *Russian Vocabulary Tester*  
Windows program for all levels
- ✧ *Talk Now* (Russian, Greek and Irish versions reviewed)  
Beginners CD-ROMs available in many languages

*Contact the CTICML office for copies of these and other software reviews or email:  
j.v.porrirt@langc.hull.ac.uk*

# PROF ('Practical Revision of French'):

## a new Apple Macintosh computer program for the revision of French grammar

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### Introduction

*PROF* - 'Practical Revision of French' -, a new French grammar program on computer, was introduced at Level One (first year) in 1995-96 in French Studies at Queen's University at Belfast in order to provide students with a means to revise and consolidate their knowledge of French grammar. The program was fully integrated into the existing modular curriculum, being used in class for one hour per week over a total of ten weeks in the first semester (October-December 1995), with regular grammar testing continuing to take place, as previously.

*PROF* is intended to provide students who have A-level French with an opportunity to revise and consolidate their knowledge of French grammar in an active, lively and interesting way. It was designed as one of the institutional projects funded by TLTP (the Teaching and Learning Technology Programme) in 1992-95. *PROF*'s French grammar program was designed and implemented by the author of this article in collaboration with Queen's University's ICBL (Institute for Computer-Based Learning). The title 'Practical Revision of French' was selected because users will find a strong practical element in the program, particularly in the gap-filling exercises, and because most of the grammar topics will already have been introduced or covered in some form by users elsewhere.

### The program

*PROF*'s methodology is based on a traditional and morphological approach to grammar. The various aspects of grammar are presented clearly and in a structured manner. Explanations are given in English that is simple, easily intelligible and jargon-free. Partly for reasons of consistency, *PROF*'s twelve-part structure follows that of the textbook used previously in French Studies at Queen's University Belfast, *Le Français en faculté: cours de base* by Adamson *et al*, in which each chapter

features an important topic, such as tenses of verbs, pronouns, adjectival position and agreements, prepositions, and so on. Some chapters carry two topics where they have something in common or where it seems logical and efficient to link them. The total number of hours represented in *PROF* amounts to approximately 24-30, that is two or three hours per chapter, depending on the user's level of linguistic knowledge and competence.

Each chapter contains an overview, a description and/or definition of the grammar topic, followed by a dialogue which illustrates the grammar point(s) in a form that reproduces authentic conversational situations. There follows a grammar presentation, and exercises, of which most are cloze exercises, although there are also some transformation and substitution exercises and multiple-choice questions, as well as exercises of the 'true or false?' variety. A Revision Exercise module, which contains all the program's exercises, together with grammar tests for the user's self-assessment, accompanies the program.

The dialogues take the form of a detective story in episodes which was conceived with the intention of sustaining the user's interest and curiosity to follow the story-line in order to find out what happens next. Words or phrases that are considered likely to provide difficulties are explained or translated by means of a windows-based hypertext system, since one of the aims of the program is to prepare students for the Translation classes of the following semester (Semester II of the first year).

The exercises are designed with the aim of establishing an interactive relationship between user and computer. They are user-friendly, allowing the learner to proceed at his/her own pace, and providing the necessary feedback throughout the program. In classes, our students prefer to work on the exercises, often in pairs, because the activity is rendered thereby more lively and interesting; they

tend to leave the perusal of the dialogues and grammar presentations to their private study periods (strongly recommended) during which they are more likely to work in an 'autonomous learner' situation.

### **Integration of *PROF***

In Semester I of Level 1, a series of ten one-hour 'Practical Language' classes takes place in parallel with *PROF*. One of the main aims of the new computer grammar program is to improve students' knowledge of the rules of French grammar in order to perfect their written communicative skills in this type of exercise which includes written comprehension, *précis*-writing and oral presentation from written notes.

Consolidation of basic grammar using *PROF* at this initial stage is also useful in order to prepare students for the Translation classes (mainly English to French) that follow in the second semester of their first year at University, as well as for the literature seminars which run throughout the first year.

*PROF* also improves the grammatical accuracy of students' input in their oral/conversation classes which, in Semester I, feature the media and draw largely on material from French television.

Since grammatical accuracy constitutes the basis of knowledge of a language, university and college students at all levels can clearly benefit from *PROF* in order to revise, consolidate and improve their linguistic competence. Moreover, *PROF* is strongly recommended to students from disciplines other than the Humanities (e.g. science, engineering, etc.), since there is often a gap of several years between their most recent study of French (usually at school) and picking up the language again at university.

### **Conclusions**

Recent research into the marks obtained in the different components of the first-year French course encourages the belief that the students' marks in grammar tests in particular have greatly improved thanks to the introduction of *PROF*. The program was used again successfully for a second time this academic year (1996-97) with staff supervision.

Next year, Queen's French Studies hopes to replace full-time staff members with part-time teaching assistants and/or post-graduate student supervisors. Moreover, close monitoring of students' work habits on the grammar revision package, together with a more detailed and methodical analysis of the whole process of grammar testing, will inform the further implementation of *PROF* in French Studies at Queen's University Belfast.

*Peter Tame*  
*The Queen's University of Belfast*

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## **Results of the *ReCALL* Newsletter Questionnaire**

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Thanks are due to all those who completed our questionnaire last year. We attempted to obtain feedback from readers on various aspects of the Newsletter, as part of our ongoing self-evaluation procedure, and also in order to find out where improvements could be made. Respondents were asked to rate various items on a scale of 1 (poor) to 5 (excellent), and we are pleased to report that the ratings were mostly towards the top of the scale. Software reviews came out top of the list: thanks are due here to Jo Porritt for organising these, and to our panel of reviewers. Readers in general would like more articles: the current issue includes three which, though necessarily brief, we hope will be of interest: please keep sending us information about how you are using computers in language learning at your institution. For anyone who is interested, a copy of the questionnaire and summarised results are available from Kylie Baxter at the address on page 1.

# Guía del ocio: cines

This module, produced at Strathclyde University as part of TLTP Project No. 36, will be ready for UK HE Institutions to download free of charge at the end of April 1997. Please contact tell-support@langc.hull.ac.uk for details of how to download.

## Aims and objectives

*Cines* is designed to be used in self-access by students of Spanish who have partially completed a beginners course in the language and also by intermediate students for revision purposes. The module aims to help learners consolidate and extend their understanding of authentic spoken and written Spanish within a realistic social context. The language and the methodology employed are communicative in nature and the programme is interactive without requiring any entry of text on the part of the student. The more precise objectives of the module are to develop the skills of listening and reading in Spanish with a particular focus on the function of expressing likes and dislikes and on two key areas of related grammar: use of the verb *gustar* and the agreement and position of adjectives.

## Description

The module consists of a diagnostic test (pre-test) which allows students to determine whether they have covered sufficient Spanish to benefit from the

module and, if they have, whether or not they should access the revision section before embarking on the language task which is the focus of the module.

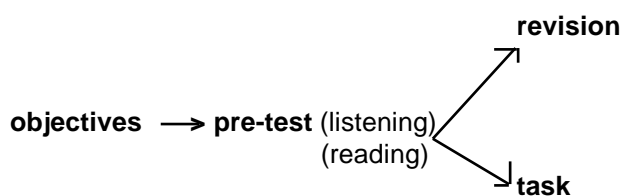
## The pre-test

This consists of two parts, a listening and a reading test which test these two skills in addition to the learner's familiarity with basic grammar and vocabulary related to the aims of the module. On completion of the test learners will only be allowed to proceed to the language task if they have attained a sufficiently high score, and may be strongly encouraged to revise before attempting the task. The rationale for this approach lies in the aim of developing the learner's ability to understand naturally-occurring Spanish in real-time; for students to use the materials before being prepared would not only be discouraging but would prevent them from deriving full benefit from them.

## Task

The language task is a problem-solving activity where students listen to and read authentic texts in Spanish in order to take a decision. In the *cines* module the task is to select a film for the learner and two friends to go and see. The activities which make up this task include listening to the two friends to try and find out what kind of films they like; listening to other people to find out what they think of the films currently showing; and reading to find out more about the films being shown. When

## Module outline



1. (presentation, explanation, practice)
2. (presentation, explanation, practice)
3. (presentation, explanation, practice)

1. listening → **post-task** 1. speaking
2. reading
3. listening

Module	grammar	function	vocabulary	task
<i>Cines</i>	<i>gustar</i> adjectives	expression of likes and dislikes	cinema: films, actors, directors	select a film to view with friends

learners complete the activity they will receive feedback on their choice. As a follow-up activity there is the opportunity to record oneself (giving an opinion about a film recently seen). Use of materials can be linked to the language class and learners may, for example, write a short text (e.g. a synopsis or a review of a film) and obtain feedback from a class tutor or from fellow students.

## Revision

The revision section may be accessed before or after the language task and will provide a menu displaying the different grammar points and functions covered in the module. Each grammar point is covered as follows:

- **presentation** (providing spoken examples of the grammar point used in a natural spoken context -learners can also choose to see the written text and record their own voices)
- **explanation** (providing a basic explanation of the grammar point - learners who want a fuller explanation are recommended to consult a normal paper-based or on-line grammar)
- **practice** (providing the opportunity to practise the grammar point as well as the skills of listening and reading and to receive feedback on performance)

The vocabulary included in the revision material will also support preparation for the language task (a glossary is included for quick access to unfamiliar vocabulary).

## Learning outcomes

### *Listening skills*

One of the aims of the package is to help students to listen to and understand naturally-occurring (i.e. unscripted) spoken Spanish. This can be very different from scripted speech, with hesitations, repetitions, false starts, etc.. Ideally, learners should aim at understanding the recordings in real-time, that is hearing them once only in their entirety.

There are pre-listening exercises which expose learners to new vocabulary and enable them to set up a predictive framework before listening. learners are encouraged to develop the skills of listening for gist and discrete point comprehension and only to use the written transcripts once they are sure that they have understood as much as they can of the listening text. All the listening texts are short and do not place too much strain on short-term memory. The revision exercises can provide good pre-listening practice by allowing learners to anticipate the type of language which they will encounter in the task.

Some listening exercises are designed for two levels of learner - learners may try the exercise with help or without help. If they ask for help, they may be given access to some relevant vocabulary before listening; they may also find that the question to be answered is broken down into its component parts.

Learners who have successfully completed the task will have the opportunity to complete a post-listening exercise - a short recording giving an opinion about a film. Here there is the opportunity to listen to selected recordings again to find and reuse appropriate forms of expression.

### *Reading skills*

All the texts included in this package are short as it places a strain on the reader to process longer texts on a computer screen. As with the listening exercises, learners can provide themselves with pre-reading practice by completing the revision section before the task. Learners are encouraged to guess the meaning of new vocabulary from its context and only use the glossary to check whether they have understood a new word or phrase.

The materials can provide several hours of practice for those learners willing to exploit them intensively in order to consolidate the skills and the grammatical areas they develop.

*Miranda Stewart*  
*University of Strathclyde*

Jo Porritt playing a key role. The two other main partners are Université Paris Dauphine (Nicole Chénik) and Dublin City University (Françoise Blin).

Further information about the project, and a pro forma for entries in the Directory, will be disseminated via *ReCALL*, the EUROCALL members' discussion list, and World Wide Web. In the meantime, the contact address is

**EUROCALL@hull.ac.uk**

## **The EUROCALL Directory of Courseware Development Projects**

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We are pleased to announce that the CTI Centre for Modern Languages at the University of Hull has been granted a LINGUA (Complementary Measures) award of ECU 27,000 for this project, for one year from January 1997.

The aim of the project is to provide language teachers in higher education with up-to-date information on current projects, funded from European Union and other sources, which involve the development of language learning courseware employing computer-based technologies. By utilising the expertise available within EUROCALL, the project will also endeavour to identify good practice and attempt to minimise the duplication of effort which currently exists in this field.

The EUROCALL Directory will establish a database of projects, searchable under a variety of relevant fields (e.g. country, target languages, technological and pedagogical focus, etc.) Information extracted from the database will be supplied to teachers, potential developers and researchers electronically or in printed form and it is hoped that the Directory will eventually become searchable online.

The project will emphasise the importance of the relation between pedagogy and courseware design, and developers whose work is considered representative of good practice will be invited to attend a Developers' Forum at the end of the year.

The EUROCALL Directory project will be co-ordinated from the EUROCALL office in Hull, with

### **EUROCALL '97 11-13 September Dublin City University**

The deadline for early registration for EUROCALL 97 is **31 May**. Places are limited to 300, so please book early to avoid disappointment. Registration form and full details from

**Jane Fahy**

**EUROCALL 97**

**Dublin City University**

**Dublin 9**

**Ireland**

Tel +353 1 704 5809 or +353 1 704 5196

Fax +353 1 704 5527

Email [eurocall@dcu.ie](mailto:eurocall@dcu.ie)

# Conference reports . . . . .

## Les nouvelles technologies et l'apprentissage du français: Napier Business School, 31 January 1997

Building on the commercial success of Negoworld, a multimedia CD-ROM for students of Business English, the Department of Languages at Napier Business School held a well-attended conference on 31 January on the subject of 'Nouvelles technologies et l'apprentissage du français' ('New technologies and the learning of French'). Organised in collaboration with the Bureau de Coopération Linguistique et Educative of the Institut Français d'Ecosse, it attracted some 40 participants from all over the UK, coming to hear an international forum of speakers and gain some hands-on experience of the latest learning technology.

Speakers included Anne Tangy of the Association Nationale pour la Formation Professionnelle des Adultes; Pierrette Grellet, Professor of Marketing at the Université de Lyon I; Geoff Hare of Newcastle University; Rémy Grenier, manager of 'France à la carte', the Web site of the French Embassy's Cultural Services in London, and Bénédicte Cebrian of the Department of Languages at Napier. In the afternoon, participants moved between the different workshops to sample new approaches to language learning, including *Négosphère*, the French-language successor to *Negoworld*.

Participants expressed their appreciation of the topics covered and of the format chosen for the conference, which allowed both experienced technology users and relative 'novices' to learn about a wide range of new approaches to language teaching and learning. One of the achievements of this conference was undoubtedly to have brought training providers in contact with one another and given them a further impetus for the continued exchange of information and the strengthening of mutual support.

*Carla Visser*  
*Napier University*

## ETLL7: Using Corpora for Language Learning and Teaching

The seventh in the series of Expert Seminars on Educational Technology in Language Learning was held at the Royal Angus hotel, Birmingham, on 5/6 February 1997. On this occasion the event was co-organised by Frank Knowles of Aston University, whose role in selecting appropriate speakers was invaluable.

Tony McEnery's very useful overview entitled 'Corpora and Language Teaching - from Creation to Exploitation', which will be published in a future issue of *ReCALL*, set the scene for a series of more closely-focused presentations from Peter Roe (Aston University), Tim Johns and colleagues (Birmingham University), Patrick Hanks (Oxford University Press), Claire Warwick (Oxford University Computing Services) and Khurshid Ahmad (University of Surrey). In addition, participants were given a demonstration of the kinds of searches possible in the British National Corpus, using *Sara*, developed by OUCS.

As is usual at ETLL seminars, plenty of time was allowed for discussion, which proved both fruitful and entertaining. The general feeling amongst participants was that the use of corpora in language teaching has enormous potential, but obstacles remain - not least the lack of availability of foreign language corpora - before this potential can be exploited fully.

*June Thompson*  
*University of Hull*

A more extensive report of ETLL7 will appear in *ReCALL* vol. 9 no. 1.

## CTI Modern Languages Forthcoming Workshops and Open Days at the University of Hull

**CTICML Workshop**  
**Question Mark Designer for CALL**  
**Wednesday 18 June 1997**

*Question Designer* is a multimedia CAL software program for computerised assessment. It allows the teacher to build exercises and tests, deliver them to their users and collate and analyse the user responses. The workshop will focus on the use of *Question Designer* in language teaching and learning. Hands-on sessions will include:

**Introduction to Question Designer**

**Setting controls**

**Question types**

**Customising questions**

**Multimedia**

**Delivering tests**

**Analysis of results**

**Feedback and advance features**

Cost: £65.00 including lunch and refreshments

**CTI Modern Languages**  
**Open Days**

**Wednesday 25 June 1997**

**Wednesday 23 July 1997**

**Wednesday 3 September 1997**

This is the first series of Open Days offered by CTI Modern Languages. They are designed to enable you to visit the Centre and provide you with hands-on experience of relevant CALL software. Staff will be available for discussions and to offer advice.

There is no charge for attending the open days but the number of participants that we can accommodate at any one time is limited. Please contact Jo Porritt at CTICML to reserve a place. Visitors may attend at any time between 1000am and 1600pm.

Lunch and refreshments are not provided, but may be purchased on-campus.

*To register for the Workshop and Open Days please contact Jo Porritt at the CTICML Office*  
*Email: [j.v.porritt@langc.hull.ac.uk](mailto:j.v.porritt@langc.hull.ac.uk)*



*The DfEE funded network to promote excellence in vocational language learning in higher education*

There is now an HEVOCAL electronic discussion list, open to all those in the UK higher education sector who share the aim of the network, which is to promote good practice in the field of vocational modern languages.

To join the discussion list, send the message: **join hevocal name** (e.g. join hevocal John Smith) to **mailbase@mailbase.ac.uk**

Once you have joined the list you will receive

email messages from other members of the list, and can send messages to everyone on the list at **hevocal@mailbase.ac.uk**

The HEVOCAL project team received an encouraging number of responses to its call for participation in the project, and the key issues identified by the team served as the basis for discussion at a seminar, held at CILT on 13 November 1996. Copies of the Seminar Report are available from Gill Tench, CILT, 20 Bedfordbury, London WC2N 4LB, or via the HEVOCAL web page at

**<http://www.hull.ac.uk/cti/hevocal>**

# Forthcoming Events . . . . .

## **23-26 March 1997, Exeter, UK: CAL'97**

*Information:* CAL'97, School of Education, University of Exeter, Exeter EX1 2LU, UK  
Tel +44 (0)1392 264913, Fax +44 (0)1392 493761,  
Email: CAL97@exeter.ac.uk

## **24-26 March 1997, Stockton-on-Tees, UK:**

Insitution Wide Language Programme, 6th National Conference

*Information:* Petra Points, Language Centre, University College Stockton, University Boulevard, Thornaby, Stockton-on-Tees TS17 6BH, UK  
Tel +44 (0)1642 335334, Fax +44 (0)1642 335360,  
Email: petra.points@durham.ac.uk,

## **8 April 1997, Newcastle, UK:**

ALT Workshop: Authoring on the World Wide Web  
*Information:* ALT Administration, University of Oxford, 1 Wellington Square, Oxford OX1 2JA, UK  
Tel: 01865 270290, Fax 01865 270309  
Email: ALT@conted.ox.ac.uk

## **10-11 April 1997, University of Warwick, Coventry, UK:**

New Century, New Technology  
*Information:* NIACE Conference Office, 21 De Montfort Street, Leicester LE1 7GE, UK  
Tel +44 (0) 116 204 4223, Fax +44 (0)116 285 4514

## **11-13 April 1997, Keele, UK:**

Language World  
*Information:* Association for Language Learning, 150 Railway Terrace, Rugby CV21 3HN, UK  
Tel +44 (0)1788 546443, Fax +44 (0)1788 5441489

## **28-29 April 1997, Groningen, The Netherlands:**

Language Teaching and Technology  
*Information:* Email: call-conf@let.ruf.nl

## **5-7 June 1997, Germany: Media - Multimedia - Omnimedia:**

5th Man & the Media Symposium  
*Information:* Dr Udo O H Jung, Universität Bayreuth, Sprachenzentrum, D-95440 Bayreuth, Germany, Tel +49 (0)921 553595, Fax +49 (0)921 553694  
Email: udo.jung@uni-bayreuth.de

## **14 June 1997, Leeds, UK: CILT Conference: Open and distance approaches to language learning**

*Information:* CILT 20 Bedfordbury, London WC2N 4LB, UK  
Tel: +44 (0)171 379 5101, Fax: +44 (0)171 379 5082

## **18 June 1997, Hull, UK: CTICML CALL Workshop: Question Mark for Language Learning**

*Information:* Jo Porritt, CTI Modern Languages, University of Hull (see address inside)

## **18 June 1997, Loughborough, UK: Ist Annual Computer Assisted Assessment Conference**

*Information:* Janine Mascia, Project Officer, CAA Support, Flexible Learning Initiative, Loughborough University, Loughborough LE11 3TU, UK  
Tel: +44 (0)1509 223765, Email: caa@lboro.ac.uk

## **23-28 June 1997, USA: CALICO'97**

*Information:* CALICO, Tel 919 660 3180, Fax 919 660 3183, Email calico@acpub.duke.edu

## **7-9 July 1997, Hull, UK: The Language Adviser: A new type of teacher**

*Information:* Marina Mozzon-McPherson, Language Institute, University of Hull, Hull HU6 7RX, UK  
Tel: +44 (0)1482 465862, Fax +44 (0)1482 466180  
Email: M.Mozzon-McPherson@langc.hull.ac.uk

## **7-9 July 1997, Pietermaritzburg, South Africa:**

The South African Association for Language Teaching 25th Annual Conference

*Information:* Prof D Z van der Berg, SAALT Conference, Dept of Afrikaans, Private Bag X01, Scottsville 3209, South Africa  
Tel (0331) 2605562, Fax (0331) 2605576,  
Email: secret@afrik.unp.ac.za

## **12-16 August 1997, Canada: FLEAT III at UVIC**

*Information:* The University of Victoria  
Tel (604) 721 8291, Fax (604) 721 8778  
Email: FLEATIII@CALL.UVIC.CA

## **11-13 September 1997, Dublin, Ireland: EUROCALL 97**

*Information:* Françoise Blin or Jane Fahy, SALIS, Dublin City University, Dublin 9, Tel +353 1 704 5809, Fax +353 1 704 5527, Email: eurocall@dcu.ie

## **15-17 September 1997, Telford, UK: ALT-C 97**

Vital Campus, Real Learning  
*Information:* John O'Donoghue, ALT-C 97, University of Wolverhampton, Shropshire Campus, Telford TF2 9NT, UK  
Tel +44 (0)1902 323854, Fax +44 (0)1902 323690,  
Email: j.odonoghue@wlv.ac.uk

## **21-23 September 1997, Exeter, UK: CALL'97 Theory and Practice of Multimedia in CALL**

*Information:* Mrs Daphne Morton, CALL'97 Conference, Dept of French, The University, Exeter EX4 4QH, UK  
Tel/Fax +44 (0)1392 264222

## **13-17 July 1998, Melbourne, Australia: WORLDCALL Conference**

*Information:* June Gassin, Horwood Language Centre, University of Melbourne, Parkville, Victoria 3052, Australia  
Email: June\_Gassin@muwayF.unimelb.edu.au

## **10-12 September 1998, Leuven, Belgium: EUROCALL 98**

*Information:* CTI Centre for Modern Languages, University of Hull (address on front cover),  
Email: EUROCALL@hull.ac.uk

## **17-19 September 1998, Italy: 5th CercleS International Conference**

*Information:* CercleS Secretariat, Centre for Modern Languages, University of Plymouth, Drake Circus, Plymouth PL4 8AA, UK, Tel/Fax +44 1752 232249, Email: cercles@plym.ac.uk,  
URL <http://www.cml.plym.ac.uk/CERCLES/CERCINTRO.HTML>