

CALL, WELL and TELL: Fostering Autonomy

Selected Papers from EUROCALL 2005

Kraków, Jagiellonian University, Poland

GRAŻYNA STUDZIŃSKA-CAVOUR*

*Accredited national EUROCALL representative for Poland and conference organiser
(email: info@eurocall-languages.org.pl)*

We felt honoured to have met our friends and colleagues from all around the world in Krakow at the EUROCALL 2005 Conference. The organisers aimed to focus attention on the changing concepts and practices concerning autonomy in learning and teaching brought about by technological developments. This year's programme promised to actively promote the awareness, availability and practical benefits of autonomous learning using CALL, WELL & TELL at all levels of education, with a view to enhancing educational effectiveness, as measured by student success, both academically and personally. The organisers hoped to bring a rich and interesting variety of perspectives to the conference via a very complex programme.

It is hard to overestimate the opportunity offered to the EUROCALL Association by Jagiellonian University in allowing the use of 600 Anniversary Campus at Gronostajowa street as a conference venue. This provided an ideal academic environment and atmosphere for professional delegates from all around the world. Having honoured the conference with Professor Karol Musioł's and Professor Władysław Miodunka's Honorary Patronage as well as with their speeches at the conference opening ceremony, EUROCALL 2005 participants were made aware that Jagiellonian University is not only a great monument to Polish academia but also the oldest university in the country and one of the oldest educational establishments in Europe.

The Organizing Committee and the supporting staff, Grażyna Studzińska-Cavour, Marcin Gołaszewski, Jolanta Pałubiak, Anna Rut, Rafał Piłat and Maciej Petrykowski, made immense efforts to ensure the success of the conference in every respect. Preceded by one-day pre-conference workshops, the conference venue provided an ideal environment for sightseeing in Krakow and included social events in the charming district of Zalesie as well as the famous Wieliczka Salt Mine.

Opening speeches by EUROCALL President Bernd Rueschoff, Paul Fairclough, The British Council Poland ELT Director, Karolina Kulicka from The Ministry of Scientific Research and Information Society Technologies and Grażyna Studzińska-Cavour were

*Assisted by June Thompson

followed by a lecture by Rector Prof. Karol Musioł entitled “e-University – what it means” and by opening remarks from Honorary Patron Professor Władysław Miodunka. Important differences in research approaches were identified, and speakers charted relationships between research questions, methods, and interpretations of results and argued the need for second language acquisition theory in some types of research.

Three plenary sessions – Dorota Ilczuk: “Concept of eCulture: The European Perspective”, Majid Bouziane: “CALL: Implementation Challenges” and Włodzimierz Sobkowiak: “Hitler, Macbeth, Apfelstrudel und Lieber-Gedichte: my experiences with technologically supported learner autonomy” – informed us that CALL is in principle more diverse than language learning itself. It is influenced by constantly evolving technology but despite this diversity progress has been and continues to be made.

In preparing the programme, the organisers sought to bring a rich and interesting variety of perspectives to the conference within the following sub-themes: Assessment/Testing, CALL and Language for Specific Purposes, CALL and the Four Skills, Computer Mediated Communication, Corpora and Language Learning, E-Learning, Collaborative Learning, Blended Learning, Language Teacher Education and Professional Development, Learning with the Web, Motivation Styles and Strategies, Speech Analysis, NLP, Virtual Learning Environments. There were eight parallel sessions including both academic papers and Show & Tell presentations, and involving a total of 220 presenters.

The conference topics most important to my field of interest as a teacher and teacher trainer were: how teachers use the Web as a resource for enhancing their English language courses in a computerless classroom; how they prepare their students for using English websites outside the classroom, and what the students do with the information they find on the Web; descriptions of sample activities and presentation of the examples of students’ projects. Especially interesting were the results of studies and the assessment of students’ attitudes towards the use of the internet as a language learning tool outside the classroom. The conclusion was that the traditional CALL lab is no longer the only place where students can access and utilize online resources for language learning.

Of the academic papers presented at EUROCALL 2005 some twenty-four were submitted for consideration for publication in *ReCALL*. A number of these remain in the review process and will appear in subsequent issues. The papers in this issue provide an indication of the wide diversity of topics discussed at the conference, as well as the countries represented. Angela Chambers and colleagues from Limerick focus on the use of discourse markers when integrating a corpus of classroom discourse in language teacher education. Another paper, by Birgit Ziegenmeyer and Rita Kupetz from the University of Hannover, Germany, also concerns teacher training, this time looking at flexible learning activities to foster learner (ie trainee teacher) autonomy. Dominique Hémard from London Metropolitan University concentrates on the evaluation of hypermedia structures as a means of improving language learning strategies and motivation. Anna Vetter and Thierry Chanier from the University of Franche-Comté, Besançon describe an experiment based on synchronous audio-conferencing to support oral production, whilst Mercedes Rico and colleagues from the University of Extremadura, Spain look at adaptive systems for very young foreign language learners.

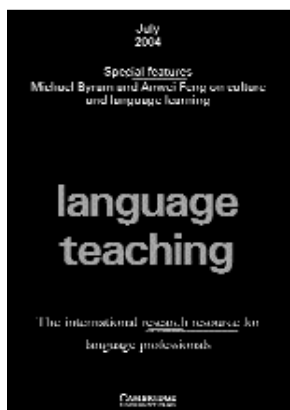
In accordance with EUROCALL’s wish to encourage links with new EU member

countries, and thanks to the help of many partners and sponsors, the conference provided financial assistance towards conference attendance for thirty Polish academics and secondary school teachers. Another extremely important benefit resulting from the conference was the implementation of a EUROCALL Poland section open to Polish teachers and academics interested in the field: an ongoing tribute to a most enjoyable and worthwhile conference.

EUROCALL 2005 PARTICIPATION


Australia	2
Austria	4
Belgium	6
Canada	7
Chile	1
China	1
Czechs	2
Denmark	3
Egypt	1
Finland	19
France	5
Germany	18
Greece	8
Holland	3
Hungary	1
Ireland	12
Israel	4
Italy	1
Japan	51
Korea	2
Morocco	1
New Zealand	1
Norway	4
Poland	34
Russia	3
Spain	17
Sweden	1
Swiss	5
Taiwan	5
United Kingdom	40
USA	8
Total:	270

CAMBRIDGE



Language Teaching

The international research resource for language professionals

 **Language Teaching**
is available online at:
www.journals.cambridge.org/jid_LTA

Editor

Ewa Jaworska, University of Essex, UK
Graeme Porte, University of Granada, Spain

To subscribe contact Customer Services

in Cambridge:
Phone +44 (0)1223 326070
Fax +44 (0)1223 325150
Email journals@cambridge.org

in New York:
Phone (845) 353 7500
Fax (845) 353 4141
Email
journals_subscriptions@cup.org

Language Teaching provides professionals and academics with an up-to-date and convenient source of references on research in second and foreign language learning and teaching. Each four-part volume includes about 700 abstracts based on research articles reporting the latest developments in language education. The abstracts are selected from some 200 key international periodicals surveyed regularly upon their publication.



Price information is available at:
www.journals.cambridge.org/jid_LTA

Free email alerts!
Keep up-to-date with new material -
sign up at www.journals.cambridge.org/register



For a free online sample visit:
www.journals.cambridge.org/jid_LTA



CAMBRIDGE
UNIVERSITY PRESS