

Editorial

TELL and CALL in the Third Millenium: Pegagogical Approaches in a Growing EU-Community

Selected papers from EUROCALL 2004, University of Vienna, Austria, 1–4 September 2004

CHRISTIAN HOLZMANN
University of Vienna, Austria

INGE-ANNA KOLEFF
Verband Wiener Volksbildung, Vienna, Austria

KLAUS PETERS
CALL, Austria

Contained within this special issue is a selection of papers presented at the 2004 annual EUROCALL conference, hosted in early September in Vienna, Austria. CALL Austria, which is part of the great EUROCALL family, has played a major role in disseminating pedagogical approaches towards TELL and CALL within Europe since the early 1980s. It has always been a grass-roots movement, and its work has always reflected that fact that CALL Austria is run by active teachers, many of them teaching at secondary level. Thus the application of new ideas in the language classroom was a major consideration in the preparation of the 2004 Conference. In this context welcoming Eurocallers to Vienna in 2004 has been a crowning achievement and a reward for our attempts to promote the meaningful use of computer technologies in language learning. “TELL and CALL in the Third Millenium: Pegagogical Approaches in a Growing EU-Community”, focussed on the great variety of concepts, applications and best-practice models concerning pedagogy and methodology supported by technological developments, particularly in relation to language learning and teaching. As in previous conferences sub-themes focussed on the changes in practices involving literacy brought about by the World Wide Web; the need to re-interpret current teaching paradigms; the relationship between the more ‘traditional’ language skills and the ‘new literacies’; interactivity, learner interaction and feedback; and spoken and written corpora in language teaching and learning.

This publication begins with an extended version of the first keynote speech given by Professor Udo Jung (University of Bayreuth), who may rightfully be called one of the

founding fathers of the European CALL movement. Already the title of his paper “CALL past, present and future: A bibliometric approach” reflects the wide scope of Professor Jung’s approach. In his keynote he analysed the changing contents of CALL publications, including 25,000 descriptors (target language; institution; skills taught; level; type of programme; methodology employed; subjects, and many more). Together they form a mosaic of CALL, informing us about where we have come from in technology-enhanced pedagogy and also about the directions in which we are developing.

Although the other keynotes are not included in the publication, it is important to mention their topics, because they cast a different light on pedagogical CALL concepts. “E-Education: Educational scenarios, standards and tools” was the title of the plenary lecture by Peter Baumgartner, Department of Educational Science and Media Research, University of Hagen, Germany. In his talk he discussed the consequences of a holistic view of e-learning, outlining the intrinsic characteristics of different learning modes, such as presentation, problem solving, exploration and informal learning. He then proposed different learning environments to support these aims adequately.

The third keynote speaker, Professor Maria Kostelnikova from Comenius University, Bratislava, chose the topic “On-line tutoring – training teachers for teaching in virtual learning environments”, giving an insight into pedagogical approaches as they are practised in a new member-state of the EU.

The crowning finale of the keynotes was Norbert Pachler’s “Technology-enhanced language (teacher) learning: Doing old things in new ways or doing new things?” Norbert Pachler, by birth an Austrian and now at the Institute of Education, University of London, surveyed recent trends and developments in technology-enhanced language teaching and learning, and reflected on the pedagogical perspectives that derive from them as well as their implications and possibilities for foreign language teachers’ professional development and learning.

This issue of *ReCALL* then turns to Jim Coleman’s “CALL from the margins: towards effective dissemination of CALL research and good practices”. He recalls the UK’s predominant role both in shaping CALL (especially in Europe), and more particularly in leading the move towards Quality Assurance (QA) in higher education teaching and research. In the second paper, Trude Heift reflects on a study conducted in the autumn semester 2003, with 87 learners of German to investigate how learners’ study habits are affected by an inspectable learner model. Her “Inspectable Learner Models for Web-based Instruction” clearly proves how innovative technologies can serve the purpose of more effective foreign language learning. Sabine Braun, in her paper “From pedagogically relevant corpora to authentic language learning contents”, shows us research based on use of corpora in the language learning context, and raises the question of how we can obtain such corpora and how they can be exploited by both learners and teachers. She also shows how an English video corpus can be used for the creation of learning materials. In the fifth paper, Gunter Kaltenböck and Barbara Mehlmauer focus on the potential and limitations of computer corpora in language teaching. The examples given show the use of the corpus as a tool of reference for queries on the level of the lexicon

(e.g. collocations), the grammatical level (e.g. colligation) and on the textual level (e.g. moves). Uschi Felix, another celebrity in the CALL world, takes a broad look at e-learning pedagogy in the third millennium. The paper argues that in order to free up time we need to combine social constructivist activities with cognitive constructivist ones, incorporating ICALL systems.

These selected papers from last year's conference are followed by regular papers, covering a broad range of issues within CALL such as e-mail (Paul Knight), and the design of CALL material by using Macromedia's Dreamweaver/Coursebuilder as an authoring tool (Pamela Rogerson-Revell). With the last article in this issue Vahid Mirzaiean and Allan Ramsey look beyond our EU-community by reporting on content-based support for Persian learners of English

Finally we would like to thank the EUROCALL Executive Committee for their invaluable advice and assistance, especially former conference organiser Angela Chambers and EUROCALL Secretary Margaret Gammell for their patient and always responsive attitudes towards our organisational challenges.

We sincerely hope that the conference in Cracow in August this year will pave the way for even more new developments in a growing EU community in which the diversity of teaching and learning approaches will guarantee success as we work towards a common goal: to create learning environments that benefit both students and teachers.