

### Concordancing

Concordancing programs, for example the *Longmans Mini Concordancer* or *WordCruncher*, make it easy for the teacher to develop an exploratory, inductive approach to grammar and literary and stylistic analyses. These analyses are based on authentic language materials in the form of various corpora. By using well chosen contexts for search functions, students can be given the chance to practice rule- or feature-extraction, which can lead to more efficient learning and longer retention through the motivating process of actively acquiring knowledge instead of receiving it. Thus IT seems to be extremely useful in EFL grammar teaching from intermediate levels onwards and at all levels of L1 teaching for raising language awareness, especially for stimulating text-based literary and stylistic analysis.

### Thesauri, Spell-, Grammar- and Style Checkers

Thesauri and spellers have been incorporated in much of the better word processing software and are being widely used. There are several programs available now that allow the user to improve a written text orthographically or stylistically, for example by making synonyms available or by pointing out possible spelling errors, repetitions, dangling participles, split infinitives or sentence-final prepositions. 'Is this something up with which we must put?' would be one of the programs' more bizarre preferred readings. Thus a highly critical approach to the actual output suggestions of some of the more prescriptive programs should be adopted and taught. They should not be ignored, though, as they are real-life tools used by an increasing number of professional writers. Since the pupils will be exposed to them later, they should already have acquired a critical attitude towards their use in school.

### General Conclusions: the Austrian Perspective

Adequate in-service teacher training at regular intervals seems to be extremely important for a didactically successful implementation of IT in language teaching. Program information, teaching ideas, human support and expert advice must be provided constantly to every CALL user. This has been, and still is, the main concern of a number of initiatives taken and projects run in Austria by individuals, working groups, by the CALL Austria Association, the Ministry of Education etc. These initiatives need backing, coordination and expanding. In doing so, the emphasis, no doubt, will have to be on the appropriate integration of the computer into communicative language teaching.

Pre-service familiarisation with CALL in all its aspects should be accomplished at university or college of education levels. At present this seems to be generally missing from Austrian universities, apart from a regular course on the use of CALL in communicative language teaching at the English Department in Graz.

Sound evaluation of programs and research into the effectiveness of CALL in relation to overall curricular

goals seem to be prerequisites for further advances in software development, program conception and teaching application. This, too, should be of genuine concern to our universities and other teacher training institutions. Sadly, cooperational research projects between the school authorities, in-service teacher training institutions and the universities are utterly lacking at the moment of writing.

The English departments of the Universities of Graz, Innsbruck and Vienna are reporting on concordancing work with various corpora. A research project into the effectiveness of concordance-generated inductive grammar teaching is being planned at the English Department in Graz. At the English Department in Innsbruck there are important developments under way concerning Hypertext uses. Experiments with self-access CALL for ESP students have been carried out at the English Department in Klagenfurt. There is no doubt that the potential is there. Let's tap it!

*Charlotte Grätze, Franz Mittendorfer and  
Bernhard Kettemann  
University of Graz, Austria*

---

## EUROCALL ' 91 Conference

*Helsinki, Finland, 21-23 August 1991*

### Two Perspectives

The dates of 21-23 August 1991 will go down in history as the dramatic days of the failed coup in the USSR. Those who attended the EUROCALL conference in Helsinki over this period will remember the sombre mood on arrival, the question on everyone's lips "Where is Gorbachev?", the shots of tanks moving in Red Square seen on the TV in the foyer of the Summerhotel Dipoli, and the frustration of not understanding either the Finnish commentary or the Swedish sub-titles; then the pictures of a tired and emotional Gorbachev, and straining our ears to catch the CNN overvoice to his live press conference.

Against this backdrop, the efficiency and hospitality of the conference organisers at the Helsinki School of Economics and the Helsinki University of Technology was almost overwhelming. No detail had been forgotten, and the largest EUROCALL conference to date, with almost 200 delegates, will indeed be remembered with gratitude by all who attended. English was spoken throughout, and I found that I had to remind myself from time to time that British delegates were very much in the minority, and that organisers and presenters alike were communicating, at a very sophisticated level, in a language that was foreign to them.

# PROCEEDINGS OF THE EUROCALL CONFERENCE

HELSINKI, 21-23 AUGUST 1991

## List of papers

- Alida Bedford**, Portsmouth Polytechnic, UK:  
ANALYSING THE LEARNING ENVIRONMENT
- Monica Bouman & Pieter Uit den Boogaart**,  
Eindhoven University of Technology,  
The Netherlands:  
PRAGMA-CALL FOR INTERCULTURAL COMMUNICA-  
TION IN COMPANY
- Edith Buchholz**, Rostock University, Germany:  
CALLWARE EVALUATION BY ADULT LEARNERS
- Gordon Burgess**, University of Aberdeen, Scotland:  
HYPERTEXT CALL: NAVIGARE EST DISCERE (TO  
NAVIGATE IS TO LEARN)
- Marcella Chartrand, Beverly Rising & Alexandra  
Robison**, Universidad Pontificia Comillas,  
Madrid, Spain:  
ORAL COMMUNICATION THROUGH THE INTERPRETA-  
TION OF GRAPHS IN COMPUTER ROLE SIMULATIONS
- Peter Claydon, Pentti Hietala & Kimmo Nissilä**,  
University of Tampere, Finland:  
DEVELOPING KNOWLEDGE-BASED LEARNING  
SUPPORT FOR A COURSE ON ACADEMIC WRITING
- Dick Davies**, CECOMM, Southampton Institute, UK:  
ELNET, THE EUROPEAN LEARNING NETWORK
- Graham Davies**, Ealing College, UK:  
EXPDISC, AN INTERACTIVE VIDEODISC PACKAGE  
FOR LEARNERS OF SPANISH
- Kurt van Deun, Edwig van Elsen & Evelien de  
Heus**, Antwerp University, The Netherlands:  
LEARNING A FOREIGN LANGUAGE BIT BY BIT -  
A COMPUTER ASSISTED AND SYSTEMATIC BUILD-UP  
OF FOREIGN LANGUAGE PROFICIENCY
- John Dickey**, Virginia Polytechnic Institute, USA:  
NEW APPROACHES TO COMPUTER ASSISTED LANG-  
UAGE LEARNING WITH AN INNOVATION SUPPORT  
SYSTEM
- Marina Dodigovic**, University of Osijek, Yugoslavia:  
PP - A FLEXIBLE PRAGMALINGUISTIC PROGRAM
- Brian Downey & Eef Jansen**, Rotterdam School of  
Economics (HES), The Netherlands:  
ENID - A COMPLETE CALL SYSTEM FOR LEARNING  
ENGLISH IDIOMS
- Manuel Fernández, Alexandra Robison & Beverly  
Rising**, Universidad Pontificia Comillas,  
Madrid, Spain:  
A COMPUTERISED SYSTEM FOR LANGUAGE  
EVALUATION

Both Graham Chesters and I represented the CTI Centre for Modern Languages, and between us managed to cover a large proportion of the papers presented. One unusual and impressive aspect of the conference was that the proceedings were published simultaneously. As readers will see from the list of papers opposite, almost all were relevant to our own interests, and the conference organisers have kindly allowed us to select and reprint some of the papers for the benefit of *ReCALL* readers.

As often happens at such conferences, certain presentations stand out in the memory. My own paper describing the work of the CTI Centre was rewarded by very positive feedback in the form of offers of information, software donations and general support and encouragement. No one who saw it will forget Judith Hatula's session on videoconferencing, with a live two-way audio and video link between Finland and Virginia Polytechnic Institute in the USA. From the comments I heard, this technological miracle was so far removed from the experience of teachers that they found it difficult to conceive of its application in language learning. Only time will tell. Graham Davies's presentation of Expodisc Spanish was extremely well received, in spite of his misgivings about running it on unfamiliar equipment. Perhaps he pushed his luck too far, forgetting the restrictions surrounding the purchase of alcohol in Finland: as we watched the last moments of the final video sequence, covering how to order drinks from the bar, all electrical power suddenly failed, plunging the auditorium into total darkness. At this point we could only marvel once again at the thoroughness and attention to detail displayed by our Finnish hosts: the souvenir gift included in the conference pack of every delegate was a decorative candle!

June Thompson

CTI Centre for Modern Languages, University of Hull,  
UK

The 7th International Conference on Computer-Assisted Language Learning, jointly organised by the Language Departments of the Helsinki School of Economics (HES) and the University of Technology, took place in Helsinki from August 21-23.

The organising committee had prepared a high-quality programme for the 200 participants from Europe and as far as Japan. The first outstanding feature was the publication in book form of the texts of all the lectures. Here are some highlights.

In her keynote address Nina Garrett from the George Mason University, Fairfax, VA, outlined the development from technology-led CALL via the language teaching era to the learner-centred golden age of CALL, which should also be the object of future research.

The 44 lectures were grouped under the headings:

### Types of Learner Programs

Anne Kankaanranta, Erja Backstrom and Juhani Pappila of the HES showed how an economist, a language teacher and a programmer cooperated to produce 'EUROPEAN COMMUNITIES', a 50-card stack with political and economic information and a Finnish-English-French terminology bank.

Werner Stiers of Wuppertal, FRG, introduced concept and implementation of 'TEACHWARE', an MS-DOS package which comprises the modules:

- Wordtest identifying unknown words below a range of 2000 and of 5000.
- Wordfinder and Wordconcord producing texts according to user-defined criteria for worksheets.
- Wordbank with 6000 words in semantic fields.

### Learning Environments

Alida Bedford of Portsmouth Polytechnic, UK, analysed the highly complex perceptions of teachers and students leading to 'microworlds' which call for evaluation, identification of the teaching approach and the learners' needs and interests.

'Learning hard, working smart or avoiding work' by Robert Hoffmann of the Hong Kong City Polytechnic reported on the adventures and misadventures of electronic editing to improve student writing. It started with the problem of setting up a CALL Centre (The ETAS CALL Editor believes in integrating a few PCs into the classroom to avoid the language lab disaster). The project itself aims at using word processing, on-line spelling checkers, thesauri, text/style checkers, concordancers and desk-top publishing to produce 'correct and powerful' English texts.

June Thompson described the services and activities of the CTI Centre (The Computers in Teaching Initiative) for Modern Languages at Hull University, UK: Courseware evaluation, collection and distribution of information, management issues involving CALL. For anyone wanting to follow up the development of CALL the half-yearly CTI publication *ReCALL*, the *NewsSheets*, and the *ReCALL Software Guide* with over 300 items are musts.

### Conferencing

More and more modern communication technologies are used to link up students from various countries for meaningful learning.

Dick Davies of Southampton Institute of Higher Education, UK, reported on his involvement in CECOMM, a European College with a clear commitment to business and language study, put into practice with the help of ELNET, the European Learning Network. The technical infrastructure, the pedagogical and organisational issues, and the learning strategies were outlined in detail.

The international equivalent, ICONS, the International Communications and Negotiations Simulations, a multi-

<p><b>Andreas Fleissner, Wolfgang Mischke, Heike Rautenhaus, Jens Rettig &amp; Friederike Sattler</b>, University of Oldenburg, Germany: HOW TO TEACH A LANGUAGE BY COMPUTER AND YET PROMOTE THE USE OF LEARNING STRATEGIES</p> <p><b>Otmar Foelsche</b>, Dartmouth College, Hanover, USA: TEXTRA - CASUAL MULTIMEDIA IN LANGUAGE TEACHING AND LANGUAGE LEARNING</p> <p><b>Jeremy Fox &amp; Clive Matthews</b>, University of East Anglia, UK: LEARNER STRATEGIES AND LEARNER NEEDS IN THE DESIGN OF CALL HELP SYSTEMS</p> <p><b>Nina Garrett</b>, George Mason University, Fairfax, USA: WHERE DO WE GO FROM HERE - AND WHO IS LEADING THE WAY?</p> <p><b>Anthony Hall</b>, University of Klagenfurt, Austria: A COMPARISON OF NATIVE AND NON-NATIVE SPEAKER LANGUAGE USE DURING A NUMBERS-BASED BUSINESS SIMULATION</p> <p><b>Judith Hatula</b>, Telecom Finland: VIDEOCONFERENCING POSSIBILITIES FOR THE PRESENTATION OF COMPUTER-AIDED LANGUAGE LEARNING SERVICES</p> <p><b>Olaf Heuer</b>, University of Leipzig, Germany: DRILL-AND-PRACTICE - A NECESSARY PREREQUISITE FOR COMMUNICATIVE COMPETENCE OF LEARNERS OF RUSSIAN</p> <p><b>Robert Hoffman</b>, City Polytechnic of Hong Kong: WORKING HARD, WORKING SMART, OR AVOIDING WORK? REFLECTIONS ON ELECTRONIC EDITING AS A LEARNING ENVIRONMENT</p> <p><b>Tim Johns</b>, University of Birmingham, UK: DATA DRIVEN LEARNING AND THE REVIVAL OF GRAMMAR</p> <p><b>Marja Kalaja, Tuuli Lehtisalo, Sven Hult &amp; Ora Lassila</b>, Helsinki University of Technology, Finland: IMPLEMENTING AN AUTHORING TOOL FOR EDUCATIONAL SOFTWARE - THE HYPERREADER EXPERIENCE</p> <p><b>Paula Kalaja &amp; Sirpa Leppänen</b>, University of Jyväskylä, Finland: 'HELLO, IT'S ME AGAIN' - PROCESS WRITING AND COMPUTER CONFERENCING IN EFL</p> <p><b>Anne Kankaanranta, Erja Bäckström &amp; Juhani Pappila</b>, Helsinki School of Economics, Finland: COOPERATION IN THE CREATION OF A CA(L)L PROGRAMME</p> <p><b>Lis Kornum</b>, Christianshavns Gymnasium, Copenhagen, Denmark: A MULTIMEDIA LEARNING ENVIRONMENT - EXPERIENCES AND EVALUATION</p> <p><b>Ilona Koutny</b>, Eötvös University, Budapest, Hungary: PAROLERN - A SPEAKING AUTHORING PROGRAM PACKAGE</p> <p><b>Jaakko Kujala</b>, Helsinki University of Technology, Finland: THE INGENIOUS LINGUIST</p> <p><b>Diana Laurillard</b>, The Open University, UK: PRINCIPLES FOR COMPUTER-BASED SOFTWARE DESIGN FOR LANGUAGE LEARNING</p>
---

- Pirkko Lindqvist**, University of Turku, Finland:  
LABLIB - FAST AND EXACT INFORMATION ABOUT  
TEACHING MATERIALS
- Patricia Manning**, The Open University, UK:  
COMPUTERS, LEARNERS AND TEACHING STRATEGIES
- Zdenek Martinek & Eva Valentova**, Pilsen,  
Czechoslovakia:  
AUTHORING SYSTEM SOPHIA
- Giorgio Marullo**, The Open University, UK:  
AN ADAPTIVE TUTORING SYSTEM FOR SECOND  
LANGUAGE LEARNING
- Clive Matthews & Jeremy Fox**, University of  
East Anglia, UK:  
FOUNDATIONS OF ICALL - AN OVERVIEW OF  
STUDENT MODELLING
- José Noijons**, Dutch National Institute for Educational  
Measurement, Arnhem, The Netherlands:  
THE DEVELOPMENT OF THE C<sub>2</sub>TO INTERACTIVE  
TEST OF LISTENING COMPREHENSION: CL<sub>2</sub>P.
- Walter Peeters**, Institut Sainte-Marie, Brussels,  
Belgium:  
MANAGING THE CLASS WITH A COMPUTER
- Stephan Pohlmann**, University of Rostock, Germany:  
LETTER TUTOR - A COMPUTER PROGRAM FOR  
LEARNING, PRACTISING AND WRITING ENGLISH  
BUSINESS LETTERS
- Heather Rendall**, Hereford & Worcester Education  
Authority, UK:  
CAN THE MICROCOMPUTER COMPENSATE FOR  
THE DISADVANTAGES OF ENGLISH AS A MOTHER  
TONGUE?
- Werner Stiers**, Wuppertal, Germany:  
TEACHWARE - TEXT ANALYSIS AND PROCESSING  
SOFTWARE FOR IMPROVING EFL TEACHING MATERIAL
- Maija Tammelin**, Helsinki School of  
Economics, Finland:  
PROJECT ICONS - USING A MULTINATIONAL  
COMPUTER-ASSISTED SIMULATION IN A  
LANGUAGE CLASS
- June Thompson**, CTI Centre for Modern Languages,  
University of Hull, UK:  
THE COMPUTERS IN TEACHING INITIATIVE -  
PROVIDING A SERVICE FOR LANGUAGE TEACHERS
- Jarek Wolczyn** (in memory of), University of the  
South Pacific, Suva, Fiji Islands:  
THE E-MAIL ALTERNATIVE - TEACHING WRITING  
OFF-LINE
- Christoph Zähler**, UMIST, Manchester, UK:  
WORD GRAMMARS IN ICALL

*Copies of the Proceedings are available, price including postage FIM 130 in Europe, or FIM 180 elsewhere. Please send cheques with orders to:*

**KY-PALVELU OY/KIRJAKAUPPA (Bookshop),  
Helsinki School of Economics,  
Runeberginkatu  
14-16, 00100 Helsinki, Finland**

institutional, computer-assisted scheme, is conducted by the University of Maryland, USA. Maija Tammelin of Helsinki School of Economics gave an overview of its concept, the technical requirements, the implementation and evaluation. The detailed study of both lectures in the Conference Proceedings will be especially rewarding for all those CALL users who seek the link to the wide world.

A highlight of its own was a live 30 minute video-conference (cost: about US \$2000 an hour) between Helsinki and the Virginia Polytechnic Institute, Blacksburg, VA (it was a 4-am job for them!). First, Judith Hatula of TELECOM Finland described the advantages of one- and two-way videoconferencing for business and educational purposes, and then visualised this with J.W. Dickey's presentation of CREATIR, a hypermedia hardware/software system for problem solving, strategic planning and innovation support.

Looking back, the conference was an extremely successful event because of its competent lecturers, its perfect technical and administrative organisation and the friendly atmosphere the Finnish hosts created.

*Robert Keiser  
Lucerne School of Economics and Business  
Administration, Switzerland*

---

## Interactive Learning '91: The Multimedia Wave

*Heriot-Watt University, Edinburgh,  
13-15 September, 1991*

This third IL conference brought together some 300 people, about half from the world of education and training and the other half from the multimedia industry. It was a forum for displaying and reporting on a splendid array of electronic wizardry, from Commodore's CDTV to Apple's QuickTime, from DVI and CD-I authoring to Barcoded Laserdisc and the Multimedia PC. It would have taken someone more attuned to the hardware development to follow all the subtleties of many of the issues raised by both emerging and current technology. In general terms, it seems clear that multimedia - or 'integrated media', as the Apple people in particular appear to prefer - is the shape of things to come, with so-called 'major announcements' imminent on the matter of rewritable optical discs. (I'm not sure if they meant the Pioneer 12-inch and Laser-recorder announced on 16 September.) It is certainly becoming increasingly and, as proved by several presentations, demonstrably easier (not necessarily cheaper) to combine and manipulate on a single screen a high quality of convergence of text, graphics, sound and images (still, moving, or