

Photographer: Richard Ryan - Stockholm Visitors Board

ICC – The European Language Network –Annual Conference in Stockholm 23-25 March 2007

Language – a Key Competence for Europe

The European Union has identified eight "key competencies" for lifelong learning. The conference will focus on those key competencies that are related to language teaching, language learning, and intercultural communication.

The aim of the conference is to show how language learning and teaching can contribute to the fulfilment of the key competencies in adult education, in the school system and in universities.

Programme

The conference programme is divided into four sections:

- (ICT) - 'Information and Communication Technologies in language learning and teaching',**
- (CEF) - 'The Common European Framework of Reference(CEFR) – its use and influence',**
- (ICC) - 'Intercultural Communication',**
- (OP) - 'New ways of Learning and Teaching Languages and other Presentations'.**

Each section highlights a variety of perspectives from a more general point of view to more specific issues of the overall topic.

The conference is held in English and includes plenary sessions with international experts, smaller presentation and special focus sessions, practical demonstrations and debates on specific topics, as well as various informal networking opportunities where practitioners share their experiences, ideas, new information and perspectives.

The following abstracts appear in the number of sequences and sections as in the programme.

Official Opening ICC Annual Conference 2007

Jack Lonergan, Chairperson ICC



Emeritus Professor of Applied Linguistics
President of the ICC European Language Network

Jack Lonergan served for several years on the ICC Executive Board, and chaired the first meetings of the ICC Committee for Quality Assurance. As Chairman of the Executive Board of the ICC e.V., he hopes to internationalise the involvement in the ICC; open up new areas for quality accreditation; and extend the ethos and values of the ICC European Language Network more deeply into Europe and beyond.

Christel Schneider, Director ICC



Christel Schneider, Dipl.-Päd., F.InstLM; Cert.OET, is the director of the ICC-The European Language Network www.icc-languages.eu. Until March 2006 she has worked as head of the language department for the "Landesverband der Volkshochschulen Schleswig-Holsteins e.V." (<http://www.vhs-sh.de>). Christel has been the local secretary for the Cambridge ESOL examinations. Further responsibilities included working as a co-ordinator and examiner for 'The European Language Certificates (TELC)' 'Cambridge' and 'Goethe' examinations. Her published works include a wide range of

materials on course design and teacher training, as well as several course books and various articles. She has also been part of a team of authors which has published English textbooks for adults.

Her knowledge of online training stretches over a period of more than eight years. Originally qualified as an Online Trainer with the Institute of Education at the University of London, she later went on to become a certified online trainer with ILM, UK. Further online experience includes working as an online tutor for the Institute of Education at the University of London and as a guest tutor on an online course (train the 'online' trainer) at the Northern Illinois University.

Ulla Nissen, SICC / Folkuniversitetet

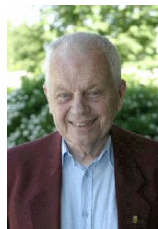


Ulla Nissen is chief co-ordinator of languages at the national office of Folkuniversitetet, Sweden and. Chairperson of the the Swedish ICC-Committee, SICC. SICC, the Swedish ICC member, consists of six adult education associations in Sweden, which cooperate in the field of language learning and teaching: Arbetarnas Bildningsförbund, ABF (The Educational Association of Workers), Folkuniversitetet, Medborgarskolan, Sensus Studieförbundet, (Sensus Study Association), Studieförbundet I Stockholm (Study Promotion Association in Stockholm) and studieförbundet Vuxenskolan.

Key 1 - Kristina Cunningham- European Commission

Key 2 - Foreign languages are foreign – Reflections on Language, Identity and Democracy / Bengt Göransson

Bengt Göransson



Bengt Göransson is the former Swedish minister of Education and Culture.

Key 3 - Key Competences for Lifelong Learning / Tapio Saavala

Access to information, rapid changes in the world of work and the increasing diversity of societies require different competences from all people – they need to be active, concerned, able to adapt and learn continuously. As a response to this challenge, the Council and the European Parliament adopted, in 2006, a recommendation on key competences for lifelong learning¹.

A European framework of basic skills to be provided through lifelong learning was originally requested in the Lisbon conclusions in 2000. The recommendation is one of the concrete outcomes of the 'Education and Training 2010' work programme and aims to encourage and facilitate national reforms by providing, for the first time at the European level, a framework of key competences that every European citizen should have in order to prosper in a knowledge-based society.

The recommendation calls for Member States to ensure that all young people are given the possibility to develop the package of 8 key competences by the end of initial education and training and that specific attention is paid to disadvantaged learners. It defines competence to comprise knowledge, skills and attitudes. Key competences are those that serve for personal fulfillment, social inclusion and active citizenship and employment. They are multifunctional, transferable and pre-requisites for successful life in a knowledge society.

The key competences include communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

Tapio Saavala (European Commission, Education and Culture)



Tapio Saavala works for the European Commission's Directorate General for Education and Culture in the area of school education policies and, recently, on a Recommendation of the European Parliament and of the Council on key competences for lifelong learning.

Key 4 - Lifelong learning and the role of adult and popular education in Sweden for language learning and teaching / Jan-Sture Karlsson

Internationalisation and globalisation are two key words, that turn up in almost any debate. To many people they represent both possibilities and threats. What is obvious, is that few people think that we can go back to an isolated and local community. Most people even welcome the present development in spite of problems with a rapidly changing labour market or concerns about the limited global resources.

We are obviously for better or worse linked together all over the world. It is essential that we must communicate if we are to both benefit from and engage in the shaping of the future. The knowledge of languages will thus be crucial. If we are to be able to understand and influence what is happening we must understand what other people say and other people must understand what we say. Of course interpreters and translators do a great job but it is even better if we can express our opinions or enjoy the original text in a play ourselves.

Learning languages is hard work and to a large extent never ending. You must practise all the time to be in shape for coming discussions or negotiations. That is one of reasons why foreign languages are an important part of the programs of most organisations working with voluntary adult education in Sweden. Language training should not be an isolated part of anyone's life. The other reason is of course the democratic perspective. From a democratic point of view it is essential that everyone has the opportunity to study languages to understand the world around us, to be able influence what is going on etc.

Jan-Sture Karlsson



Jan-Sture Karlsson is the former Secretary General of Folkuniversitetet Sweden

¹ http://ec.europa.eu/education/policies/2010/objectives_en.html#basic

Key 5 - Trends in language learning and teaching technologies / Prof. Dr. Kurt Kohn

The assumption underlying and guiding my lecture is that technology has a supporting and enhancing role, which can not be properly understood and exploited without understanding and taking into account the human nature of language learning and teaching.

With this in mind, I will first sketch out key principles and requirements of language learning and teaching, with a special focus on communicative and constructivist approaches. I will then trace the evolution of computer technologies – from multimedia to internet to human language processing - and analyse their potential for language learning and teaching purposes. Against this background, I will finally discuss issues of technological inclusion and implications for educational reform.

Professor Dr. Kurt Kohn



Professor Kurt Kohn holds the Chair of Applied English Linguistics at the University of Tübingen and is Director of the Steinbeis Transfer Centre Sprachlernmedien / Language Learning Media. Since the early 1990s, he has been involved in European projects on technology-enhanced language learning and teaching, with a special focus on issues of authoring in relation to learner and teacher autonomy, authentication, blended learning and testing. He is co-developer (with Petra Hoffstaedter) of the template-based language learning and authoring software Telos Language Partner and has co-authored offline and online multimedia language learning packages

(<http://www.sprachlernmedien.de>).

ICT 1- The new technologies and how they can be used / Arthur McKeown (Sa 10.15-11.15)

This talk describes an ongoing review of some innovative methods and approaches used in the teaching of seven languages other than English, with particular attention to the use of the internet (blogs, podcasting, skype, etc.).

It identifies some examples of good practice that can be considered by course designers, materials writers and teachers of English.

This talk will be of interest to course designers, materials writers and teachers of English. It describes an ongoing review of some innovative methods and approaches used in the teaching of seven languages other than English.

It begins with an overview of some current practice in the use of exercises, tasks and activities in some popular English language courses; eg, General English, Business English. This includes listening, speaking, reading and writing tasks, plus activities which focus on grammar, vocabulary, pronunciation and language functions. The history and role of 'pedagogical fashion' are briefly considered.

A simple matrix is then introduced to identify the use of similar exercises, tasks and activities in language courses for seven other languages. The matrix is further developed by the inclusion new types of activity. Particular attention is given, with brief commentary, to the use of the internet (blogs, podcasting, skype, etc.) in language teaching and the use of computer-generated exercises available for language teachers.

The merits and problems underlying each type of activity are briefly considered, with some practical examples to show how they are being used in practice. Where possible, this is related to the design and development of English language teaching material for adult students in Ireland (mainly from Eastern Europe).

The talk concludes with some sign posting towards opportunities for some new activities which can be considered for inclusion in courses, depending on learners' preferred learning styles and the availability of suitable resources.

Arthur McKeown



Arthur McKeown works for the University of Ulster. He teaches eBusiness, Enterprise and Small Business Management on several undergraduate and postgraduate courses. He is involved in a range of virtual learning and ecommerce projects. He has developed and implemented a wide range of training courses in business and management communication skills. Much of this work has been with leading European companies in the oil, pharmaceutical, IT, engineering and automotive sectors.

ICT 2 - Information and Communication Technology - a Challenge for students or teachers? / Mikael Andersson and Kerstin Namuth (Sa 11.45-12.30)

In the new knowledge society ICT is going to be the main technological production factor. We can already see that the "Homo Zappiens"-generation, young people born in the late 80:s, show a higher ICT-proficiency than previous generations. How can the teacher deal with this situation - when the abilities regarding a future key competence are on the wrong side of the lecturer's desk?

This challenge is likely to be limited in time. Yet, it is a major concern for currently active teachers, the bridge-generation who have been trained in and for the face-to-face classroom and now find themselves confronted with demands to go with the flow.

How can organisations support teachers in their development not only of technical competence, but also of new teaching skills and attitudes towards their own and their students' roles? The answer is to be found in slightly changed organisational routines and structures as well as in adequate teacher training.

Is it possible to pinpoint critical success factors on the way towards ICT-aided language learning and teaching?

Mikael Andersson



Mikael Andersson is Head of Development at the Swedish Agency for Flexible Learning (Centrum för flexibelt lärande, CFL). Mikael Andersson has a background in journalism, and has worked as Head of Programming at the Swedish Educational Broadcasting Company. He has also a previous employment as an expert on ICT and distance education at the Ministry of Education and Culture in Sweden.

Kerstin Namuth



Kerstin Namuth has worked for Folkuniversitetet in Gothenburg, Sweden, one of the chief providers of foreign language teaching to adults, for a number of years. Her specialisations are: the teaching of German as a foreign language, the training of foreign language teachers, open and distance learning (online). She has published widely in these areas, and was one of the main authors of the Euroлта materials produced by the ICC within the context of Socrates and Leonardo programmes of the European Commission. The Euroлта materials define contents and standards for teacher training courses for those involved in a language teaching to adults. The Euroлта scheme also includes a system of teacher certification for foreign language teachers in adult and continuing education.

In the past, she has been chosen to represent Swedish adult education at Council of Europe workshops, where she has been one of the main contributors to workshop documentation.

ICT 3 - The e-learning challenge of blended language learning // Prof. Dr. Kurt Kohn (Sa 12.45-13.45)

According to an appealing vision, the concept of blended language learning - i.e. the seamless pedagogical integration of e-learning with traditional learning and teaching approaches - marks a turning point in language pedagogy. It is promoted with high hopes and great expectations, and is generally met with applause and enthusiasm. But what about reality? Has the vision come true over the past few years? The sobering answer is no. So far, uptake has been disappointingly slow. Blended language learning has not had an easy time of it.

In his presentation, Kurt Kohn will analyse some of the factors that work against success in blended language learning. Special focus will be on the e-learning part of blended language learning, in particular with regard to the fulfilment of key requirements such as autonomy, authenticity and collaboration. The open source e-learning platform Moodle and the free-of-charge authoring software Telos Language Partner will be used to demonstrate e-learning solutions for blended language learning and testing scenarios. Concepts for language teacher training and support will be discussed.

Prof. Dr. Kurt Kohn >> see bio data under KEY 5 – Trends in Language learning and teaching technologies

ICT 4 – LANCELOT (Language Learning with Certified Live Online Teachers) Project Presentations / Rosa Johanna Schultz (Sa 14.45-15.45)

LANCELOT is a development project in the framework of LEONARDO DA VINCI, Language Competence II which aims to promote the professional development of teaching languages live online.

Live online language teaching is language tuition held in virtual classrooms via the internet, 'face-to-face' with a teacher. This teaching approach enables language learners to learn from the comfort of their homes or offices without the loss of time incurred in cost-intensive travelling to a traditional classroom. Access to language tuition is facilitated and language learning by qualified online native speakers is enhanced through learner orientated, communicative, 'live' lessons.

Integrating the three main strands of intercultural communication, technological expertise and teaching methodology, the LANCELOT project develops a training course for teachers, a manual for the teacher trainers, as well as a certificate allowing for the documentation of the qualifications acquired through the training course.

In this talk, Rosa Schulz will present an overview of the LANCELOT project, focussing on course design and the integration of the three strands of expertise.

Rosa Johanna Schulz



Rosa Johana Schultz is LANCELOT project assistant at the University of Vienna (coordinating institution), PhD student and free-lance translator. Magister Degree in Translation (A-German, B-English, C-Portuguese) at the University of Vienna in 2005, Magister thesis on the terminology of Gender Mainstreaming.

OP 4 – EUROVOLT - European Vocational Language Teacher Training via Virtual Learning Environments, supported by LEONARDO DA VINCI (2005-2007 Eurovolt / ICC and partners (Sa 14.45-15.45)

The project aims to increase competence in the new literacies for language teachers/trainers, enabling them to use with ease virtual learning environments in a variety of language learning contexts and for a wide range of vocational sectors.

The major aim of this project is to familiarise teachers/trainers and learners with virtual learning environments to such an extent that they feel comfortable adopting them and proficient in their everyday use. The use of the new media in vocationally oriented language learning (VOLL) can contribute significantly to the efficiency of learning in this area.

The specific aspect of innovation which this project offers is the full integration of ICT and the new media in different vocational language teaching and learning contexts. The project is developing a new language teacher training course (online/blended) consisting of different contents modules (at two different levels) targeting the full integration of ICT and the new media in different vocational language teaching, learning scenarios and cultures. The first pilot course started on 6 November 2006.

The presentation will give an overview of the project and its implications on future vocationally oriented teacher training in virtual learning environments.

OP 4 - E-TOL.COM / Jan Groppe (Sa. 14.45-15.45)

E-TOL is the first ENGLISH LANGUAGE ONLINE JOB ENTRY TEST designed to help HR departments in Non English speaking countries choose the right person for the bilingual job. E-TOL is also a UNIVERSITY EXIT TEST for those universities in Non English speaking countries, that have English proficiency as a graduation requirement

Jan Groppe



Jan Groppe, EFL professional since 1978, specialized in ESP, business and job related English. Jan founded the "Groppe School of English" in Celaya, Mexico in 1982 www.gentegroppe.com His school provides teaching and testing services to corporations and universities in Central Mexico. Jan had also served as Director of the "Colegio Alemán" in Querétaro, Mexico and is co-author of 2 English language integrated text/workbook series together with his wife Marina. Both are co-developers of E-TOL English testing online.

OP 4 - Aula Virtual de Español / Anna Sanvisens (Sa. 14.45-15.45)

The Aula Virtual de Español project was developed by the Department of Technology and Language Projects of the Instituto Cervantes, and the Centro Virtual Cervantes. Founded in 1991 under the auspices of the Spanish Foreign Ministry, the Instituto Cervantes is a public institution dedicated to the teaching of Spanish and to bringing knowledge of the culture of Spanish-speaking countries to the rest of the world. Its Virtual Centre (www.cvc.cervantes.de) is a reference flagship on the internet for information about language and culture, for a wide variety of activities and reference works for the teaching and learning of Spanish.

The Instituto Cervantes' Spanish Virtual Classroom is a virtual environment set up to provide courses of Spanish as a foreign language. Through online activities and with the tutors support, students:

- Learn to express themselves properly in Spanish in a variety of situations
- Study all aspects of the Spanish language: grammar, vocabulary, phonetics, spelling...
- Discover the broad, sociocultural reality of the Spanish-speaking world in all its richness and diversity

The Spanish Virtual Classroom exploits Internet resources for educational ends to put fast, innovative and easily accessible courses at students' fingertips. Students are also free to choose the time, pace and place of study. The Internet also allows language students to access real materials and to get in touch with students from all over the world through e-mail, chats, forums and collaborative activities. On the other hand, the availability of text, sound and images in multimedia products provides students with examples of language in real contexts. Course materials are also designed in order to include linguistic varieties of Spanish and to represent the cultural diversity of Spanish-speaking countries. This has made it an ideal backdrop against which to design courses on an eclectic approach, mostly based on a communicative focus, a task-based focus and a systematic grammar programme. Constructivism has a great influence on the AVE materials.

The Instituto Cervantes has set up joint agreements with a number of institutions interested in adding Spanish courses on the Internet to their own academic services. Institutions offering Spanish will therefore adopt the course options that best suit their own requirements and student profiles. The AVE can also be viewed as a supplementary add-on to the courses already being taught by institutions offering Spanish. In this way, these centres make use of the latest methodological and technological developments and adapt their courses to meet the needs of students who are unable to attend classes in person.

Anna Sanvisens



Anna Sanvisens is since 2003 Spanish Teacher and Responsible for the Spanish on-line Courses in the Instituto Cervantes in Berlin. Moderator in presentations dealing with on-line learning, and has moderated and organised a number of teachers trainings.

CEF 1 - Basic introduction to the Common European Framework of Reference (CEFR) / Prof. Mag. Belinda Steinhuber (Sa 10.15-11.15)

This presentation will give an overview of the origin and structure of the CEFR and outline its main ideas and objectives. Long awaited, it is available now as a commonly agreed guideline and basis for the development and design of programmes, materials and instruments of quality assurance.

However, while opening up new possibilities it also raises a number of questions and confronts us with several challenges. First and foremost, it is asking us to "(re)consider" established views, beliefs and practice, to "use" it as the tool it is meant to be, to "implement" it into national and institutional contexts and policies as well as into classroom practice without changing its functions and particular scope.

Using Austria as an example, I will attempt to demonstrate how the CEFR may be introduced to a particular educational establishment and, from a teacher trainer's perspective, I will clearly focus on the teaching community. How to approach the teachers? What needs to be considered in order to motivate teachers to "consider", "use" and "implement" the CEFR? How can such a development process be successfully initiated, guided and monitored? Which results can be achieved? Which problems and dangerous corners should we be aware of?

Prof. Mag. Belinda Steinhuber

Prof. Mag. Belinda Steinhuber is teacher of English, French and International Communication in Business at HLW Steyr, Austria (an Upper Secondary College for Occupations in the Service Industry)

Examiner for Cambridge ESOL (BEC, CAE) and Chambre de Commerce et d'Industrie de Paris (CFTH, CFS, DFA).

Since 1996 also member of staff of CEBS (Center for business-oriented language teaching); main fields of interest: development and implementation of educational concepts; integration of international examinations into state school teaching; national and international educational standards; implementation of the CEFR; curriculum development and design of teacher development programmes; evaluation and assessment of language competence; plurilingualism, intercultural competence.

Currently member of two project teams: national version of the European Language Portfolio (age group 15 +); national educational standards for English in vocational colleges at final exam level (school year 13).

CEF 2 - What Marketing can teach us teachers. Key competences from a fresh perspective / Mike Makosch (Sa 11.45-12.30)

The pressure is on us in the language teaching profession to promote efficiency and effectiveness in language learning, teaching and evaluation. In further or adult education contexts our tasks are to persuade people to learn languages, keep them at it once they enrol and help them be successful in acquiring new competences. In its essence this description reflects the classic definition of Marketing competence: Acquire customers and keep 'em!

The Council of Europe's Common European Framework of Reference (CEFR) has given us a number of helpful tools with which we can analyse, describe, plan and evaluate language competences. In this talk I would like to go beyond the CEFR and take a look at our field through the perspective of a couple of other frameworks and explore language teaching practice from a non language teaching perspective.

Using practical tools from Marketing and other related areas, I would like to shed fresh light on and discuss which competences we actually teach and how we teach them.

Mike Makosch



Mike Makosch is Head of the Languages Department Coordination Office of the Club Schools Federation of Migros Cooperatives in Switzerland. The Club Schools cooperate at a national level through their Coordination Office in developing and running language courses. Mike Makosch has represented Switzerland in the Council of Europe's modern languages projects and in a number of further international projects.

CEF 3 - The Introduction and the Role of the European Language Portfolio (ELP) for Adults in Life-long Learning / Silvija Karklina (Sa 12.45-13.45)

(an Abstract for a Talk)

Learner autonomy is of great importance for all learners. It applies specifically to adult learners who are not passive individuals, and helping adult learners to become autonomous learners is a way that teachers can efficiently employ in order to satisfy an adult's wish to participate actively in the process of learning. For this reason, it is an ELT manager's task to organize the learning environment in such a way that the teacher can introduce the tools that facilitate learner autonomy and increased responsibility for their own learning.

In the Memorandum on Life-long Learning (2000) foreign language skills have been identified as one of the basic skills to be obtained. Within the employment context a foreign language knowledge is a vital instrument for the increase of employability within the processes of globalization. The European Language Portfolio for Adults as developed by a team of language researchers and teachers in Latvia is a tool to increase learner autonomy in adult education. The new instrument in language learning emphasises a learner-centred approach, which involves learners as far as feasibly possible in developing, implementing and evaluating a course. A general ELP for Adults is not enough and the PSLC (Public Service Language Centre) has developed the ELP for Nurses and has introduced this product in teaching health care professional in clinics and hospitals. Currently, the PSLC has committed itself to the development of a ELP for Railway Employees. The experience gained in introducing different ELPs in a foreign language classroom will be dealt with in the workshop proposed to this conference.

Silvia Karklina

Silvija Karklina is currently director of a language school – The Public Service Language Centre - which was founded in 1994 (“a great experience to develop a school from scratch”) and an English language teacher. Prior to that, she taught at Riga Technical University, with some exchange teaching in Wisconsin University La Crosse.

The Public Service Language Centre is a partner in several Leonardo, Lingua, Grundtvig and Erasmus projects. It also initiated the development of the first ELP courses in Latvian for Adults. In a Lingua project *Join the Club*, strategies for developing cross-cultural awareness were elaborated, and four different language clubs were (and are) functioning in different cities in Latvia.

The *ELP for Nurses* is their initiative in a Leonardo project where they are co-ordinators with medical and language institutions from four other countries: Spain, Italy, the UK, Finland and two medical institutions in Latvia. It has been challenging to design the ELP materials and Silvija would like to share the experience with conference delegates. The *ELP for Nurses* project partners still need to incorporate the cross-cultural competence scale in their portfolio. They have started piloting the *ELP for Nurses* materials this year and she hopes to give some feedback from practising nurses in five different countries.

CEF 4 - Using the Language Portfolio in the classroom - a hands-on session / Myriam Fischer Callus (Sa 14.45-15.45)

The European Language Portfolio, devised by the Council of Europe's Modern Languages Division and piloted in 15 Council of Europe member states between 1998 and 2000, was launched throughout Europe during 2001, the European Year of Languages.

With the help of a portfolio, a clear description can be made of how well somebody can speak a foreign language. It can be used as a means of assessing language competence and it supports the learner in the process of language learning.

In this practical hand-on workshop we will look at how the portfolio learning and learner autonomy and how it can be implemented in the classroom.

Myriam Fischer Callus



Myriam Fischer Callus is the Director of English Studies at the Volkshochschule in Aschaffenburg, Germany. She is an active teacher trainer and is Head of the Bavarian EUROLTA project (European Certificate for language teaching to adults). She has been responsible for the introduction of the Cambridge Exams in many adult institutions in Bavaria. She is an examiner for all the Cambridge main suite exams and the Business English Certificates. She was part of the German work group that developed a language portfolio for adults which was accredited in July 2006. She is a consultant for various publishing companies and is author of NEXT, Hueber's new course book series.

TL 1 – Swedish for beginners – Taster lesson / N.N (Sa 16.15-17.15)

ICC 1 - Working with other cultures, A Framework for Adaptation” / Barry Tomalin (Sa 10.15-11.15)

Academics, administrators and business people are all working with other cultures both in Europe and beyond. When you deal with other cultures, do you have to hold enormous amounts of information in your head (and heart) or are there general principles of cultural understanding you can apply? This presentation explores how experts have categorised cultural issues and offers frameworks for personal development and improving intercultural awareness.

Barry Tomalin



Barry Tomalin is Director of Cultural Training at International House, London and visiting lecturer in cross cultural communication at the University of Westminster. He is co-author of 'Cultural Awareness' and 'Flim' (OUP 1995 and of the forthcoming 'The World's Business Cultures: How to Unlock them' (Thorogoods 2007).

ICC 2 - Implementing proteophilia in language learning and teaching: some examples / Fred Dervin (Sa 11.45-12.30)

Implementing proteophilia in language learning and teaching: some examples My contribution defines a competence for intercultural communication in language learning and teaching. The first part of my talk concentrates on distinguishing diverse approaches to intercultural communication in language learning and teaching and definitions of intercultural competence, which have developed over the last decades. Using several documents taken from one of these approaches, which I define as culturalist, I will demonstrate how such an approach to Self and Otherness (based on solidification and otherization) serves wrong purposes. The second part of my paper presents a definition of a competence – proteophilic competence – whose rationale derives from theories of linguistic interaction and enunciation, dissociation in psychology, as well as the paradigm of liquid modernity, as defined by Zygmunt Bauman. The last part of my talk suggests ways of helping language learners to reflect on the competence.

Fred Dervin



Fred Dervin is Senior Lecturer in French Studies at the University of Turku, Finland and course director of Approaches to intercultural communication (Department of Baltic Sea Region Studies, university of Turku). He specializes in the Didactics of French as a Foreign language, Intercultural communication and Education and Linguistics (Pragmatics and Discourse Analysis). He has worked and lectured in Scandinavia, the Baltic countries, China, Great Britain and France. His current research interests are the expression, construction and enactment of identity and alterity in discourse and interaction among mobile academic

ICC 3 - Training Intercultural Communication Skills through DVD/Video: Recognizing Cultural Differences – Creating Rapport over Cultural Borders / Ulla Ladau-Harjulin (Sa 12.45-13.45)

This presentation offers a theoretical framework with which to examine various areas of intercultural communication. Particular emphasis is placed on cultural awareness, intercultural communication and cross-cultural adjustment, highlighted by video/dvd clips.

Ulla Ladau-Harjulin

Ulla Ladau-Harjulin is Principal Lecturer at the Swedish School of Economics and Business Administration (HANKEN), Helsinki, Finland. She has specialized in cross-cultural training and research and is a frequent visiting lecturer at universities in Europe and the US. She has been granted the academic distinction of FRSA (UK).

As President of the Association Monaco-Finlande she has organized international business, cultural and academic events in Monaco and in Finland.

ICC 4 - Informalisering, politisk korrekthet och skitsnack: om några aktuella utvecklingstendenser I svenskan / Hans Landqvist (Sa 14.45-15.45)

Språklig informalisering utifrån tilltalsskick och myndighetstexter: är medborgare och myndigheter kompisar med varandra?

Benämningar för etniska grupper samt olika familjemönster: vilka benämningar bör man välja för att använda språket på ett politiskt korrekt sätt?

S.k. skitsnack i företagsvärlden samt i politik och förvaltning: vad är egentligen norrmalm Morgska, rosenbadiska och ambitionstillägg?

Hans Landqvist



Docent i nordiska språk och universitetslektor i svenska vid Göteborgs universitet
Hans forskning gäller främst fackspråk, ordbildning och ordböcker samt översättning.

TL 2 – Chinese for beginners – Taster lesson / N.N (Sa 16.15-17.15)

OP 1 - How Business English has moved and will move beyond language and communication into the domain of soft management skills / Gabriele Eiler-Ebke, Bob Dignen (Sa 10.15-11.15)

'Gabriele Eilert-Ebke, in charge of international communication and business languages at Henkel in Düsseldorf and chairperson of the German training manager network ERFA sprache+ wirtschaft, will look at language training in a corporate context. As language training manager, she will present the company's view of the language requirements - for managers and for the average employee in a globally operating company with worldwide affiliates.

In particular she will address the question of how these requirements can be specified and met.'

Gabriele Eiler-Ebke



Gabriele Eilert-Ebke, born 1953, studied English and History at the Universities of Cologne and Canterbury, UK; qualified secondary school teacher; employed at Henkel, Düsseldorf, first as vocational trainer and later as training manager in charge of business communication, which includes communication skills training, intercultural and language training; at present chairperson of ERFA-wirtschaft sprache (network of language training managers in industry), member of the IHK examination board, Düsseldorf.

Bob Dignen

Bob Dignen is director of York Associates. He is an experienced intercultural trainer and has worked in Germany and Sweden over the last five years running a series of seminars aimed at developing international effectiveness, particularly for project teams. Bob has recently published an international communication title, *50 Ways To Improve Your Presentation Skills*. He is currently preparing an intercultural title in the same series.

OP 2 - Testing language competences in vocational education / Marianne Driessen (Sa 11.45-12.30)

Since 2005 new qualification profiles have been designed for the vocational sector in the Netherlands (upper secondary vocational education). These qualification profiles also contain language competency profiles, in line with the level descriptions of the Common European Framework of Reference. In two expert meetings (one Dutch and one European) we discussed how language competences can be tested. Is there a role for the European Language Portfolio or should we aim for national or international standardized language tests for various vocational fields?

In this presentation I will show you the results of the two expert meetings and the discussion topics that were dealt with. In our (CINOP and ICC) publication on language testing in vocational education we put up 10 recommendations for schools and teachers that I would like to share with you.

Marianne Driessen



Marianne Driessen has worked for CINOP (Centre for the innovation of vocational training and adult education) for more than seven years as a consultant for languages and ICT.

Her expertise lies mainly in the field of innovation in language learning: foreign languages as well as Dutch as a second language. Main topics are the use of ICT and E-learning, the design and implementation of new language learning systems, national and European developments within the framework of life-long learning and European citizenship, in which the Language Portfolio occupies an important place. Her key roles in these projects are mainly project manager, designer, expert, trainer/coach, process leader and critical thinker. Marianne Driessen started her career a teacher in secondary education, adult education and vocational training. She then studied ICT and worked for more than eight years as a designer, consultant and project manager of various multimedia language learning systems (IJSbreker, Flexibel Nederlands, AlfaBeter, Babylon, CVT), often in co-operation with publishers.

At CINOP she was project manager of the nationwide project 'Quality Improvement Modern Languages' (various products and services related to innovations in language learning and teaching) and designed the first version of a digital language portfolio.

At the moment she is working together with the National Bureau for Modern Foreign Languages on various projects for innovation in vocationally oriented language learning. She trains language teachers, consults educational managers, and is a partner in the Leonardo da Vinci project DILAPORT (Digital Language Portfolio).

OP 3 - A Nordic resource centre for languages on the web / Stig Myklebust and Ulrika Taylor (Sa 12.45-13.45)

The Language Resource Centre on the web is intended for the use of language learners and language teachers. It consists of thousands of links to servers with language content, which all have been evaluated and categorised. Short texts describe contents, levels and types of resources. Language learners can access the Resource Centre from home or in the classroom and can find material suitable for their needs and can also expand their knowledge within their personal fields of interest. Teachers can use it to open the classroom to other cultures and the world, to find interactive exercises and to give individual tasks. The Resource centre is also an aid for the teacher's professional development and constitutes a rich resource of methodological tips and practical teaching ideas.

The Resource Centre provides linked materials to English, German, French, Italian, Spanish, Portuguese, Swedish, Norwegian and Finnish languages resources. Recently Russian and the Sami language have also been added.

The Language Resource Centre on the web has been created and developed as a joint venture by Folkuniversitetet in Sweden, Folkeuniversitetet in Norway and FAMI in Finland.

Stig Myklebust



Stig Myklebust will be returning to his job as the national coordinator of foreign languages at Norwegian's Folkuniversitetet in summer 2007. He currently works as an editor with the Norwegian publishing house Aschehoug.

Ulrika Taylor

Ulrika Taylor is project and information secretary of FAMI (Association of Swedish-speaking adult education centres in Finland) and Bildningsforum (an umbrella organization for liberal adult education).

Bulgarian for Foreigners / Nadya Furnazhieva (Sa 12.45-13.45)

Nadya Furnazhieva

OP 4 - Even tests can be nice! On student contribution to the development of valid assessment. / Gudrun Erickson (Sa 14.45-15.45)

In this lecture a recent survey of young students' views on language assessment in ten European countries will be presented. Also more general questions of valid assessment and the relationship between assessment and learning will be addressed.

Gudrun Erickson



Gudrun Erickson is a senior lecturer of language didactics at Göteborg University; Project leader for the development of national assessment materials for foreign languages in Sweden (commissioned by The Swedish National Agency for Education); Engaged in various international projects on Language assessment; Secretary / Treasurer of EALTA (European Association for Language Testing and Assessment.)

OP 5 - Fit in Deutsch 1 and Fit in Deutsch 2: Stimulating assessments for young learners / Johannes Gerbes (Sa. 16.15 – 17.15)

In this workshop the new German exams for young learners "Fit in Deutsch1" and "Fit in Deutsch 2" of the Goethe-Institut will be presented in detail as a good example of how to assess two of the six skills levels described in the Common European Framework for Languages (A1 and A2) in a stimulating and enjoyable way. 'A' designates the ability to use language at a basic level.

The encouraging paper and pencil tests can act as a stepping stone to other exams of the Goethe-Institut and consist in the test parts of reading, writing, listening and speaking.

Some examples of oral exams in groups and two-by-two will be presented by video. You are invited to discuss them.



Johannes Gerbes

Johannes Gerbes was born in 1955. His university studies comprises German philology and Romance studies in Heidelberg (Germany) and Aix en Provence (France)

Since 1989 he is employed by the Goethe-Institut in Italy. Gerbes is a Co-author of the basic level tests (A1/A2)"Fit in Deutsch 1, Fit in Deutsch 2" for young learners. At present he is responsible for examinations and tests of the Goethe-Institut in Italian schools and universities

Key 6 - Call for Proposals for the ECML's third medium term programme / Adrian Butler

Adrian Butler



ICT 5 - How the End Justifies the Means in Interdisciplinary Course Development: Online Delivery. / Elaine Hays (Su 10.00-10.45)

Course development for online delivery provides course developers with many challenges. When the course is for language learners, the challenges increase, and these challenges double when the course is an interdisciplinary course for language learners as is the case of the Introduction to Information Technology English course. This English for Special Purposes course was developed in tandem by two programmatic units in the Division of Continuing Studies, University of Victoria: English Language Programs and Technology Programs.

The presentation will be an open discussion of the challenges of developing online courses for language learners. We will discuss the development cycle in general and also the specific challenges we faced during the development of the Introduction to Introduction Technology course when working with two vastly different content areas. The presentation will conclude with a demonstration of the course

Background: Introduction to Information Technology English covers elementary computer technology concepts in everyday life situations. It will introduce technology-related terminology in situational conversation, helping students to increase their fluency in listening comprehension and writing skills. The activities in this course will make use of interactive technologies such as audio, video, and animation to further illustrate the concepts and lessons. The IT topics covered will include basic hardware and software knowledge including use of e-mail, internet searches, word processing, and use of database terminology. Sample Lesson: web2.uvcs.uvic.ca/courses/elc/sample/ite

Delivery Options: Our courses are offered by the University of Victoria in two ways. The first, and initially intended delivery method is distance to individual learners. Each learner is assigned a tutor and together they work through the units of each course. The second delivery model is classroom, where the students work through the units together with their instructor, using the course as a textbook and workbook. In both instances we have had successes and failures, and we are constantly looking for ways to improve both delivery models.

Elaine Hays



Elaine Hays has been involved in Adult Education and English Language Training for fourteen years.

Elaine has taught English in Spain, the Czech Republic, and in Canada. Her teaching experience at the University of Victoria led Elaine to join an ESL online course development team during which time she was Content Developer on a team that has now developed three writing courses, two listening courses, and a specialized English course in Information Technology for English language students.

Elaine is currently Senior Program Coordinator of International Initiatives in the Division of Continuing Studies at the University of Victoria, Canada and project manager for ESL online and CD-ROM materials development.

ICT 6 - Using ICT to strategically position the development of language competence within organizations / Tim Phillips (Su 11.15-12.00)

It is a sad but unfortunately true fact that in many organizations, especially in industry, that the "Language Department" is often fairly low in the overall pecking order, especially whenever it comes to budgets, status, or political influence.

In this presentation, Tim Phillips will describe how the development and use of IT systems to support specific processes, for example, the analysis of the foreign language learning needs of staff, can dramatically improve the outside image and influence of the "Language Department". Furthermore, Tim

will describe how the skills profiling and goal-setting that such a needs analysis system can provide can cause organizations to consider more carefully their recruitment and training policies.

Take one step further, namely through the need to define foreign language and intercultural competencies within overall talent management procedures, the once lonely "Language Department" can in future find itself securing a more influential role in the organization.

With a view to talent management and talent acquisition, the presentation and ensuing discussion will also embrace the idea of using the development of competence in foreign languages to establish closer links between academic organizations and industry. In this way the "Language Department" can secure its new-found self-confidence.

Tim Phillips



Timothy Phillips is founder and Managing Director of SKYLIGHT GmbH, a consultancy based in Cologne which advises companies in developing the foreign language, intercultural and further communication competencies of their staff. Tim's training career started as a language trainer in the late 80's with organizations such as the European Business School, Deutsche Bank, Proctor & Gamble etc. In the mid-nineties he developed one of the first network-based eLearning systems on the market – C.A.T.S. Corporate English - designed to support corporate staff in developing their Business English skills. He then moved into management consultancy, working for Deloitte Consulting before joining the internet agency, Pixelpark, as a Key Account Director during the eBusiness boom years. In 2002 he founded Phillips Learning GmbH which specialized in developing blended learning concepts for the training of foreign languages. In 2004, this was transformed into SKYLIGHT GmbH with a broader range of services, particularly in the areas of skills profiling, certified train-the-trainer programs (including the ICC accredited CLTC) and quality assurance.

ICT 7 - Organising Online Collaborative Learning in your Area of expertise / Gerard A. Prendergast (Su. 12.15-13.00)

This session is designed to give participants an insight into the benefits and drawbacks of employing and using various forms of online learning in their areas of learning.

Gerard Prendergast will look at the issues relating to different forms of online learning, blending online learning with existing forms of training and education, ways of successfully implementing E-learning and the training necessary to deliver effective online courses.

This session is designed to give participants the information they need to have in order to make informed decisions about the use of online learning. It will be useful for people who have either little knowledge on the subject or those who are at the early stages of using the e-learning medium. Participants will not be expected to have much practical experience of the subject.

Gerard A. Prendergast

Gerard Prendergast works as the Managing Director for **ABACUS LEARNING SYSTEMS**.



He has been concentrating on the open and flexible learning aspects of education and training, especially the delivery of training using Computer Mediated Communication and Blended Cooperative Learning (using the FirstClass software communications package). He has written both paper-based and computer based packages (using Authorware).

He is an Open University Technology Honours Graduate and he has completed the 'Online Education and Training' Course run by the Institute of Education, London University. He has been a visiting tutor on that course and has also been a visiting tutor for the Open University's 'Teaching & Learning On-Line' course, for a number of years. He has also been a contributor to an Online Trainers course run by the Northern Illinois University, USA, He has been an Advisor to the Business Institute, University of Ulster on Online Learning, and carried out consultancy for the British Inland Revenue service, in ways to deliver training by Computer Mediated Communication. He is working together with John M. Campbell & Company, Norman Oklahoma, USA training their trainers in Online Training techniques and helping them to deliver online courses in the Oil and Gas Industry worldwide.

He has run a number of workshops on Blended Collaborative Learning at the **'ONLINE EDUCATION CONFERENCE'** at the 2nd International Networked Learning Conference at Lancaster University and has conducted a number of Online Workshops in Australia and the United States.

CEF 5 - Teacher training for the CEFR. CEFTRAIN / Dolors Solé I Vilanova (Su. 10.00-10.45)

Training materials for teachers CEFTrain is a transnational initiative aiming to promote common European principles and standards in teacher education, as expressed in the Council of Europe's document /"Common European Framework of Reference for languages: Learning, teaching, Assessment"(CEF).

/The design and content of the website have been informed by a survey carried out among teachers, teacher educators and student teachers in the participating countries/.

Dolors Solé i Vilanova



Dolors Solé I Vilanova, teacher of English from 1972 until 1986 at the Escola Oficial d'Idiomes Barcelona-Drassanes (State School of Languages for adults). Since 1986, founding director of the Resources Centre for Foreign Language Teachers of the Ministry of Education of Catalonia and as such, involved in setting up a documentation centre, in developing and monitoring innovation projects at schools at different educational levels, in providing advice services for teachers of foreign languages, in setting up immersion teaching programmes for students and teachers, in implementing teacher training programmes for the integration of information and communication technologies in the foreign language classroom. Co-author of published material for teaching and learning English and research co-ordinator for Spain of international studies on the effectiveness of the teaching of English, and co-ordinator of the year 2000 and the year 2004 studies on the effectiveness of the teaching of English at the end on post-compulsory education in Catalonia.

CEF 6 - English profile / Heather Daldry (Su. 11.15-12.00)

The English Profile project aims to provide tools which will give learners, teachers and other language teaching professionals a detailed picture of what Common European Framework of Reference levels mean in terms of the specific features of English. This presentation describes the research programme at the heart of the project.

English Profile is a collaborative project, run jointly by a group of organisations with unrivalled knowledge and expertise in language education and assessment worldwide. The group comprises British Council, Cambridge University Press, English UK, Research Centre for English and Applied Linguistics (University of Cambridge), University of Cambridge ESOL Examinations and the University of Bedfordshire.

Over a period of several years, the English Profile project will produce a set of Reference Level Descriptions for English, a ground-breaking research programme which will use the levels of the Common European Framework of Reference to define levels of proficiency in English more precisely and comprehensively than has been achieved before. The Profile will be a fundamental tool for language teaching, material development, assessment and research for many years to come.

Heather Daldry



Heather Daldry works as a teacher trainer and consultant and has worked with teachers and organisations in Europe, South America and Asia. She works closely with Cambridge ESOL as an exam writer, a Principal Examiner for BEC Vantage Writing and FCE Writing and senior seminar presenter

CEF 7 - Language examinations and the Common European Framework of Reference in adult education / Geoff Tranter (Su. 12.15-13.00)

Geoff Tranter

ICC 5 - Much more than just language in the language classroom / Franz Mittendorfer (Su 10.00-10.45)

With „citizenship“ and „employability“ in a fast growing European if not global society being among the core educational objectives, the challenge is very much on a genuine reorientation of teaching programmes and on the development of adequate methodological concepts and of valid strategies and instruments of quality assurance. An approach to language teaching as “just one in a series of (school) subjects”, with a clear-cut objective of developing linguistic skills but with little if any cross-curricular and general educational implication seems unlikely to meet present and future demands.

Language education, as all education, needs to support learners in the development of their talents and potential with the aim of enabling them to cope successfully with a maximum of the demanding and stimulating situations they are likely to meet. This entails, among other issues, the provision of (language) learning environments and programmes that are truly supportive to the development of overall cognitive skills, multilingual and intercultural competences, genuine learner awareness, autonomy and responsibility - a rich bundle of social, individual, communicative and, yes, professional clusters of skills, abilities and knowledge.

The ball clearly is in our court, no matter if we operate in international, national or institutional educational departments or if we open and close classroom doors. Perhaps we should keep those doors open, to start with

Franz Mittendorfer



Franz Mittendorfer is a Board Member of the ICC and teacher of English. As Head of the English Department at the CEBS (Center für berufsbezogene Sprachen) he is responsible for maintaining and enhancing the quality of teacher education and of developing a course portfolio based on teacher demand and institutional development.

Priority areas include

- harmonising national educational initiatives with European standards and concepts
- establishing and maintaining educational projects with national and international partners
- integrating content and language learning (CLIL)
- applying ICT to language learning
- evaluating student performance through external/international examinations

He has co-authored a textbook series and a multi-media program for teachers and learners of languages for professional purposes.

ICC 6 - Integrating cultural awareness within language teaching / Steve Hailstone (Su 11.15-12.00)

A short workshop designed to enable participants consider the following questions:

- Is it necessary when teaching a second language to develop awareness of the culture of the country/countries where the language is spoken?
- What is cultural awareness and how will language learners benefit from an understanding of the culture of the country where the second language is used?
- How can language teachers develop the intercultural competence of their students?

The workshop would be practical and interactive with full participation from those attending.

Steve Hailstone



Steve Hailstone is Principal of Lancashire College, an adult education provider in Chorley in the north west of England. Prior to taking up this post in 2001, he worked in large further education college in a number of roles including Lecturer in English and Head of Division. His specialist areas include quality assurance and improvement in post - 16 education, promoting equality and diversity, and English language teaching.

Lancashire College provides a wide range of adult learning opportunities both at the main centre and in over 150 community venues across Lancashire. The college's wide curriculum offer includes modern languages for which it has a high reputation. Another important and growing area of provision is English for speakers of other languages (ESOL), targeted at learners who have recently arrived in the country.

ICC 7 - SPIK – Sprachhandeln in Konfliktsituationen / Claudia Halikainen (Su 12.15-13.00)*(The contribution will be in English)*

In my presentation I would like to introduce a new language course on DVD: "SPIK – Sprachhandeln in Konfliktsituationen".

The name SPIK stands for a Lingua2 project (Partner: Finland, Belgium, Germany) as well as for the product: a DVD containing 12 modules. Language learning is more than just learning words and sentence structures. It is also learning about a new culture. This DVD should/could help students to achieve the linguistic competence to avoid, steer and resolve conflicts. Master these strategies in a foreign language (here German), is of great importance to any student and is at the same time a goal of the EU.

Why German?

In Belgium German is one of the three official languages, moreover Germany is the most important trading partner of this country. Germany is also Finland's first trading partner and therefore German is one of the most important foreign languages in the country.

It is our aim to diminish the students' fear and/or their insecurity to react properly. The language material prepares the student for a longer stay in a German speaking country; the ultimate target is to improve the social awareness and living and working together of citizens with a different cultural background.

The target groups are students and all other learners of German who plan to stay in a German speaking country for a longer period (for study, practical training, work, traveling, ...) The teaching material should help them recognize and overcome difficulties in understanding the other person, manage linguistic, social and cultural conflicts in daily life and react properly in any difficult situation. In this respect the DVD differs from most textbooks that deal with simple daily situations without inner or outer conflicts.

The material is based on the following methodical and didactical reflections:

1. Most traditional teaching materials deal with friendly, conflict-free situations. Whenever the learner of foreign languages is confronted with a conflict situation (mostly in a foreign country) he does not know how to react properly because he lacks the linguistic abilities and the cultural knowledge. That is the reason why our starting point is a conflict. We also let Belgian and Finish students, managers and tourists fill in a questionnaire about their experiences in German speaking countries. We then picked out typical situations and wrote dialogues and exercises.

2. Our aim is not to help the student master a specific thematic Situation but offer him linguistic tools to manage any such problem/situation. We therefore focus on topics of conversation. (cf. Module) We stimulate the student not only to learn the language but at the same time to learn about cultural differences. We help him see how and when a conflict arises and how he can either avoid getting involved in it or control/solve it.

3. The structure of a module intends to be a round off unit. It starts with an introductory discussion into the problem which is an inherent part of video A. Further on it consists of two videos, which provide the basis of the unit. In video A the student witnesses how the conflict escalates quite rapidly. In a series of exercises the events are being elaborated and the characters analyzed. In video B on the contrary the student sees and hears how a conflict can be avoided or solved. Sometimes only a compromise is possible and in some cases one has to accept a defeat, but here we try to make clear that this does not automatically have to lead to frustration. This video is followed by exercises in which both dialogues are compared (f.i. the way feelings are expressed, ideas formulated). Then come typical phrases and idioms. In the following exercises on selected grammatical topics and vocabulary the student can practise linguistic structures, phrases etc. These are followed by a wide range of listening comprehension and oral exercises. Finally the student can practice the newly acquired knowledge in role plays. To complete a unit we offer supplementary authentic reading texts.

We also offer a short grammar and a vocabulary list in four languages (German, Finish, Dutch, English), a list of phrases and idioms and a language laboratory.

Acts of speaking

- request information on the telephone
- express irritation
- complain about things in the restaurant
- insist on correction of the bill in the hotel
- present oneself in a job interview
- rise to speak in a meeting
- avert accusations during a ticket control
- respond to the criticism of a reproachful caretaker
- gather information at the health insurance company
- enforce a claim on a cost free repair
- respond to a scolding for a car accident
- avoid putting one's foot in it

This material is suited for both classroom teaching and self study for intermediate and advanced German (B1/B2).

Claudia Hallikainen



Claudia Hallikainen is a lecturer at the Tampere Polytechnic, Finland. She has been teaching German at this institute since 1992. Besides regular and evening classes she develops multimedia language material for German as a foreign language.

She participated as an author in following European projects:

- Lingua D: *Dema-Deutsch mal anders* (a German course for exchange students)

- Leonardo: *Protocall* (language learning material for Engineering in English, German and Swedish)

- Lingua 2: *SPIK: Sprachhandeln in Konfliktsituationen* (a DVD for advanced learners of German).

She also managed this project. Together with partners from Finland, Germany, Sweden, France and Estonia she is working on a Leonardo project called *Just in time* which focuses on the use of computers, mobile phones, communicators in language learning. Ms. Hallikainen graduated from the University of Leipzig (Germany) in 1981 and started her career as a teacher of German and history in Leipzig and Berlin. In 1988 she moved to Finland where she has been teaching German ever since in several firms, at the Goethe Institute, the University of Tampere and Tampere Polytechnic.

OP 6 - Valorisation: a buzzword or just another buzz?

Some practical aspects of dissemination and exploitation of project results / Boian Savtchev (Su 10.00-10.45)

The presentation aims at presenting the relatively new concept re valorisation of European projects' results. The presenter will deal with the main prerequisites for an effective valorisation all successful European project promoters and partners should be aware of how to develop their valorisation strategy and plan, as well as how to ensure a wider application of the project results in response to a real demand for innovative materials and best practice. Special attention will be paid to the practical aspects of valorisation, such as activities and tools; good practice and tips.

Boian Savtchev

Boian Savtchev, MA, MBA



Boian Savtchev is Director of Studies, International Projects Manager with the European Centre for Education and Training, Sofia, Bulgaria
Promotor and coordinator of European projects under Leonardo da Vinci, Socrates, Youth, Phare.

Experience as project evaluator and independent expert.

Producer of the Lingua Consult TV series, awarded a European Language label in 2003.

Developer of the Bulgarian Junior European Language Portfolio, accredited by the Council of Europe.

Member of:

- IATEFL-Bulgaria Board;
- Bulgarian Association of Information Technologies (BAIT) Educational Committee;
- Bulgarian International Business Association (BIBA) HRD Committee;
- Representative of Assessment and Qualifications Alliance (UK) for Bulgaria.
- Treasurer of ICC – the European Language Network.

OP 7 - Tandem Learning in a Bilingual Society / Katri Karjalainen (Su 11.15-12.00)

Tandem means that you learn language in communication with a native speaker and in exchange help your partner to learn your mother tongue. You get to decide yourself when, where and how you study.

This kind of language learning was started in Vaasa in 2002. Vasa arbis has, in cooperation with its partners, developed FinTandem, a model for tandem course, to meet the need for language learning and exchange over the language borders. In order to support studies and make them more effective, there are five gatherings where you get more information and material about learning language through tandem. Since 2006, Vasa arbis and the Adult Education Centre of Korsholm have worked together on a model that can be used to start new FinTandems in other regions or countries. The Finnish National Board of Education finances the project. This model gives arrangers practical and theoretical information about FinTandem. This is possible due to the fact that there is both practical experience of and research about FinTandem in Vaasa.

The main languages in the area of Vaasa are Finnish and Swedish, but there is no need to limit the languages since this method can be used for all languages depending on the participants.

Katri Karjalainen



Katri Karjalainen works as a researcher at the University of Vaasa and as a coordinator for the FinTandem course at Vasa arbis and the Adult Education Centre of Korsholm. Her interest in FinTandem as a learning method began in 2003 while participating in this course and collecting material for her Master thesis about tandem. Now she is writing my PhD thesis about the use of communication and learning strategies in FinTandem. She comes from a Finnish speaking area of Finland but also teaches Swedish at the university. The Swedish language is nowadays an essential part of her everyday life and she feels that the bilingualism in Vaasa is a great richness.

OP 8 - TalkIT. Open the doors to language learning and other projects / Anna Kristina Topalov and Beate Blüggel (Su 12.15-13.00)

A workshop on new trends in language teaching. Bring you own ideas.

Anna Kristina Topalov



Anna Kristina Topalov is currently head of department of Swedish for Immigrants, Folkuniversitetet Göteborg. A long experience in adult education as a teacher, study rector and rector.

Beate Blüggel



Dr Beate Blüggel is currently working as head of the language department for Deutscher Volkshochschulverband, the German Association of communal adult education centres in Bonn, Germany. She is involved in a project 'Teaching Culture' on intercultural issues in teacher development. An area Beate Blüggel has great expertise is German as a foreign language and working with migrants.