



Teaching Techniques for Multimedia Language Labs

Final Report

by

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Summary

This report is a description and discussion of a project that was run at Queen Mary University of London, to explore approaches to language teaching using computer-based multimedia language laboratories. The exploration was carried out by collaborative lesson planning and preparation of digital lesson materials. The lessons were then observed with a view to identifying the effectiveness of a variety of activities and media, as well as the key technical skills that are needed by both teachers and students in order to carry out such lessons effectively. In total, approximately 15 hours of lessons were observed and documented. The languages covered were English, French and German, with a range of ability levels and lesson themes. The lessons focused on a range of language skills, including listening, reading, writing, speaking, and vocabulary and grammar development. This necessitated the use of a range of technologies, including generic computer applications and specialized software. One of the central focuses of the project was on how particular features of the available software could be best exploited to enhance the effectiveness of language learning in the contexts under discussion.

Keywords

Multimedia, C.A.L.L., computers, languages, technology, language labs, pedagogy, materials, T.E.L.L.

1.1. Background

1.1.1. Introduction

Salaberry (2001, 51) argues that, "adequate exploration of the pedagogical possibilities that new technologies provide can proceed only through careful scrutiny of potentially useful, inherent attributes of technological tools." At the institution where this project was carried out the multimedia lab system is a relatively new facility, having been installed in 2007, just one year prior to the start of the project. It therefore seemed appropriate to explore ways in which the affordances offered by the new lab system might be most effectively exploited to enhance and facilitate language learning in the given context. The project also aimed to identify the key skills that are needed by teachers in order to effectively use multimedia language laboratories for teaching and learning. As the multimedia labs were a relatively new facility, it was felt that an exploratory and experimental approach to teaching practice in this new environment was most appropriate.

1.1.2. Aims & Objectives

Broadly speaking, the project was conceived with the following aims and objectives in mind:

- to provide an opportunity for language teachers to try out new ideas for language teaching in the labs;
 - to provide a forum for structured feedback and appraisal in a non-threatening and non-evaluative context;
 - to enable teachers to develop their technical competencies in using multimedia labs;
 - to deepen teachers' understanding of the methodological implications of using language labs;
 - to enhance the student experience of technology-based language teaching;
 - to equip teachers with enhanced skills in selecting and developing pedagogical materials for lab-based teaching;
 - to provide the basis for a teacher-training program and the creation of a handbook of lab-based teaching ideas.
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1.2. Implementation

1.2.1. Design / Methodology

To begin with, the project team met in the Spring of 2008 in order to discuss working arrangements, outputs, participants, class levels, activities, materials and technologies to use and how the project would be documented. The teachers involved in the project were originally drawn from the German, French and Hispanic Studies departments. However, a teacher from the English language unit, who had been engaged on a separate multimedia materials' project, also offered to take part in this project. The English, German and French teachers all participated in the observation process, thereby providing valuable insights into the processes and procedures involved in multimedia lab-based teaching. In addition to this, the teacher of Hispanic Studies provided three lesson outlines, but was not observed. The observation programme ran throughout the course of the first semester (September-December 2008) and the lessons observed covered a wide range of topics, language points, class levels and technologies. A descriptive report of the observations will be outlined in section 1.3.2.

1.2.2. Setting / Multimedia Environment

In 2007 Queen Mary acquired a new suite of digital language laboratories, to serve the School of Languages, Linguistics and Film and the Language and Learning Unit. The facility comprises three large labs that can hold approximately twenty students each, plus two smaller labs for small groups and for teacher preparation. The lab system itself is the Televic AVIDAnet® 350 system, which consists of a dedicated audio-visual network linking the

student and teacher workstations, which can be controlled through a software console (the Teacher Control Centre or T.C.C.), enabling the teacher to access and control the learners' computers and to manage the transfer and manipulation of digital content. The Televic system is installed on top of the generic MS Windows XP installation on the university teaching service. This provides access to general applications (such as office and multimedia applications) as well as specialized applications (such as Hauppauge satellite TV, the 'VACS' audio recorder and some C.A.L.L. programs). The multimedia labs are used on a regular basis by all language departments throughout the term and by the English language support unit during the summer. There is also some self-access provision for students as required.

1.2.3. Demographics

As outlined above, four teachers were involved in this project, of whom three took part in the observation programme. The teachers are all experienced language teachers and experts in their fields. They have varying degrees of confidence and competence with using computers for language teaching, and indeed have varying levels of experience in this field. For example, the English language teacher had more than one year's previous experience in using Interactive Whiteboards, whereas for the French language teacher this was a relatively new technology. The only other member of staff involved was the Technical Director of the Language Centre, the author of this report. (See Appendix 1, pages 15-16, for a profile of the members of staff involved).

The cohort of students involved in the project varied depending on the class being observed, with class sizes ranging from very small (4 students) to relatively large (20 students). The students were all undergraduates. Like the teachers involved in this project, the students had relatively limited experience of using the labs in their classroom studies and for self-access. Although the purpose of this project was not to ascertain students' experience or expertise with computer-assisted language learning, it was apparent from the observations that the students in general were comfortable using computers in their studies. It was also observed that students appeared to enjoy the multimedia lessons, as was evidenced by their engagement with the content.

1.3. Evaluation and findings

1.3.1. Evaluation Approach

The evaluation approach took the following form: first the lesson ideas were discussed on a one-to-one level between the teacher and the Technical Director (the observer); the teacher produced a lesson plan (see Appendix 2, page 17, for a copy of the lesson planning template). A time was then agreed for the lesson to be taught and observed, within the constraints of the term's timetable and the broader course content. The lesson was then executed by the teacher and observed by the Technical Director as agreed.

During the observation, the Technical Director made detailed notes of each stage of the lesson, paying particular attention to the ways various technologies were used, the types

of classroom interaction taking place and any technical issues that arose (see Appendix 3, page 18, for a sample of the lesson observation sheet). After the observation, the teacher and Technical Director met to discuss the lessons.

1.3.2. Findings

As stated earlier in this report, three language teachers from three language departments participated in the observation programme. In addition to this, one teacher submitted lesson ideas, which were then discussed and elaborated on, but for practical reasons it was not possible to observe the lessons in action. The following sections provide a summary description of the observations and lesson outlines.

1.3.2.(i) English language

The English Language and Study Skills section of the Language and Learning Unit at Queen Mary had been running a separate project on multimedia materials for use in language labs to develop English for Academic Purposes (EAP). One of the teachers in the Language and Learning Unit trialled these materials on pre-sessional and in-sessional courses in the summer and autumn of 2008, and six lessons were observed and documented as part of this project. The focus of the lessons was academic writing and lecture comprehension and seminar skills in English. The teacher developed materials and activities that utilized the Smartboard interactive whiteboards, word processors, the VACS audio recorder and the Televic lab system. The ways in which these technologies were used is as follows:

- **Smartboard:** to present graphical materials (for example, to stimulate discussion, to present topics and vocabulary); to present multimedia content (for example, to play embedded audio/video files); to display written text (for example, highlighting, annotating, providing feedback); to demonstrate technical activity (for example, how to operate the audio recorder and chat application); and to display a timer for timed activities (for example, timed writing).
- **Word processors:** to provide students with a range of writing-based language practice, including micro-level activities such as text editing (punctuating, ordering, re-wording); co-operative activities (for example, stem sentences); writing storms (ten-minutes on a topic); and extensive writing (30 minutes based on lesson input).
- **Televic system:** to monitor and control classroom CALL activity (for example, remote access to student desktops, blanking student desktops); to send and collect documents (for example, .doc for word processing; .pdf for discussion/pairwork; .html for Hot Potatoes activities, .wav audio); the in-built chat application (for example, for pairwork 'information gap' activity); and screen to all for large classes (for example, to display language points, on-going annotations and discussion questions).

One of the most interesting aspects of the lessons was the way in which the teacher integrated the various technologies and harnessed their potential for language learning. Also, the teacher used the lab space very effectively as a classroom environment, with a variety of pace and interaction patterns.

1.3.2.(ii) German Language

The German language teacher prepared five detailed lesson plans for 5 hours of German language lessons that formed part of the range of language courses run by the department. The levels of classes taught ranged from level 4, year 1 (B1 of the Common European Framework) to level 1, year 4 (C1 of the CEF). The topics covered ranged from fairly basic areas such as food and drink, through intermediate topics such as fashion trends, to more advanced topics, such as contemporary German culture, German history and the German education system.

The teacher developed a range of lesson activities and materials that made use of the technologies available, including the Televic system, the Audacity audio recorder, word processors, the Smartboard Interactive Whiteboard and WebCT CE6. These are outlined in more detail below.

- **Smartboard:** this was used to present graphical input (for example, visual stills for students to discuss); video clips (for example, as discussion stimulus or as a framework for creative language practice); and to build up language during the lesson (for example, to extend vocabulary in-situ and to annotate texts and graphics).
- **Audacity:** this was used in place of the in-built lab recorder (VACS), primarily because the teacher and students were more familiar with the application and because of its post-editing functionality. Audacity was used in conjunction with the Televic pairing/conference functions to enable students to record scripted and improvised dialogues and discussions (for example, on the topic of clothes and as a voice-over for a video clip).
- **Televic software:** this was used for classroom and task management (for example, blanking screens during certain phases of the lesson; creating group configurations); to open up audio connections between students and students-teacher (for example, to play student's audio work back to the class through the Smartboard); and to send-collect documents.
- **Word processor:** this was used for scripting activities, in which students worked in groups to compose dialogues for recording.
- **WebCT CE6:** this was used for accessing video clips that had been previously edited and uploaded by the teacher. At times the students were directed to the relevant links in CE6, at others the teacher accessed the clips for display on the Smartboard.

One of the most interesting aspects of the German lessons was the way in which the teacher integrated the different technologies into her lessons, and the skill with which she seamlessly switched between technologies throughout.

1.3.2.(iii) French Language

The French teacher taught introductory French. The language areas and topics included likes and dislikes, food, parts of the body and quantifiers. In discussions the teacher decided that she wanted to develop her skills with the Smartboard, so we put an emphasis on this technology in the preparation of materials and the observations themselves. However, the teacher also made use of some of the in-built features of the Televic software itself.

- **Televic:** the teacher used the following functions: 'screen to all' in conjunction with her Smartboard pages so that students had a clear view of the content displayed. This also locked down the keyboards and mice, thus ensuring that students paid greater attention to lesson content without access to other applications (for example, Facebook); and pairing and conference groups for information gap activities (for example, when completing a table of likes and dislikes for given characters).
- **Audacity:** this was used during a conference group activity where students shared information about fictional characters and completed a table of information. The resulting audio files were used for post-analysis by the class and for self-correction and peer correction.
- **Smartboard:** this was used both for displaying input materials (text and graphics) as well as interactively by the students. We decided to create some 'drag and drop' labelling activities (for example parts of the body; items of food) that the teacher asked students to match at the board itself. We later discovered that there is a notebook viewer available for free download, which we then installed on the lab network. So notebook pages can be sent to the students, who then do the drag and drop labelling at their terminals before the teacher goes through the solution at the board.

An interesting feature of this teacher's lessons was the way in which she integrated her computer-based teaching with the course book, by linking the topics and language points of the course book to the supplementary digital content she had created.

1.3.2.(iv) Spanish Language

As previously mentioned the teacher of Spanish created three activities for use in her multimedia classes. Although these were not observed as part of this project, a summary of each activity has been provided here.



- The first activity, “*Me llamo, Se llama*”, is designed for post-‘A’ Level students (Spanish I) to provide oral language practice, with an opportunity for students to record themselves for self- and peer-review of their oral performance. The students are provided with input questions on a document, sent via the Televic file transfer function. They are then shown how to record themselves using the VACS audio recorder. The saved audio files are then used for self-assessment and peer-review. The rationales for this activity are that it provides spoken language practice, familiarizes students with recording themselves using the lab software (which they need to do as part of their final year exams), and enables students to save their work for the teacher to collect for evaluation, for self-evaluation and comparison later on in the course of their studies.

- The second activity, “*Radio Programme*”, is designed for second year students (Spanish II). This is an integrated skills’ activity that culminates in the creation of a radio discussion programme. During the term the students work collaboratively, under teacher guidance, on planning and preparing their radio programmes. Students then record the radio programme in groups using the Televic conference group function and the VACS recorder. The rationales for this activity are that it provides a rare opportunity for students to work collaboratively on assessed coursework, provides further practice in using a range of technologies (including the Internet, email, WebCT, word processors and the lab system), and also promotes a range of language skills (reading, writing, speaking and listening). It should be noted at this point that, although this lesson was not formally observed in this project, the Technical Director did assist with the lesson in the previous term and noted how motivating and enjoyable the students found the task; and also that the activity ran smoothly despite the technical complexity involved.

- The third activity, “*Can you subtitle?*”, is designed for final year students (Spanish III). The activity requires students to translate a 10-15 minute section of film (taken from DVD). Next, students investigate the conventions used in subtitling (for example, spatial and temporal parameters), and then plan how they would add subtitles to the clip. Finally, students add the subtitles using Windows Movie Maker®. The rationale for this activity is that it provides linguistic practice in translation, and also a range of technical skills required for effective subtitling. A variation on this activity is for students to dub the clip or add captions to a cartoon.

1.4. Discussion

Three key areas for discussion that have emerged from the observation programme are: i) materials - how these were created and used and issues arising from this aspect of lab-

based C.A.L.L.; ii) technologies - how these were used and issues arising from their use; and iii) pedagogy, with specific attention to teacher activity and student activity. Each of these areas will be discussed below.

1.4.1. Materials

Although materials' development was not a primary aim of this project, the teachers inevitably created a range of digital materials to use in the lessons observed. Levy (1997, 106) argues convincingly that, "the role of the language teacher as materials writer is an established one, and it is not surprising that language teachers have wanted to create materials in the context of CALL." The materials created in this project include Notebook pages for Smartboards, word documents, .pdf documents, video clips, Hot Potatoes exercises, paper-based task sheets and web links. These materials have proved useful for exemplifying the range of language learning activities that the labs can facilitate. The following table provides a brief overview of the materials created, the software used for this purpose and examples of how those materials were used.

Material (file types)	Software used	Examples of use
'Notebook' files (.nbk, .notebook)	Smartboard Notebook software (installed on teacher's own machines)	<ul style="list-style-type: none"> • visual input for discussion • drag and drop labelling tasks
Documents (.doc, .rtf, .pdf)	word processors and document converters	<ul style="list-style-type: none"> • lesson handouts • digital documents for students to edit and save • lesson plans
Video clips (.mp4, .wmv, .flv)	iMovie Voobys and Firefox	<ul style="list-style-type: none"> • discussion stimulus • dialogue creation • comprehension
Audio clips (.wav, .mp3)	Audacity Televic conversion wizard	<ul style="list-style-type: none"> • listening comprehension
Web pages (.htm, .html)	Hot Potatoes	<ul style="list-style-type: none"> • self-paced individual language work

Table 1. Lesson materials created.

1.4.2. Materials' discussion

The range of file and media types used for the lesson materials created a stimulating learning environment, with plenty of variety, interest and pace. However, one of the key issues with lab materials' creation is that it is time-consuming. This is, of course, true of all materials' creation. However, in the case of digital materials it requires an additional level of technical expertise on the part of the teacher. Not only this, but the materials also have to be

portable to other platforms and applications. For example, material that is specifically created for the Smartboard is, to a large extent, constrained to the software itself. A related problem is that of file compatibility. A teacher has to be sure that the file they create on their own machine will function or perform as expected on the lab machines. This is particularly true of digital video, due to the wide range of codecs available for the creation and viewing of digital video file types. The solution to this problem is teacher education and training, as well as the provision of sufficient academic support, to ensure that the lab supports as wide a range of file type as possible.

1.4.3. Technology used in class

Salaberry (2001), citing Pederson (1986), argues that, “the effectiveness of computer technology is directly related to the extent that it allows L2 teachers to implement effectively specific pedagogical tasks that may be difficult to achieve in other environments.” The following table provides a summary of the computer applications that were used in this project and the main pedagogic tasks they were used for.

Application used	Pedagogic function
Televic system	<ul style="list-style-type: none"> • classroom management (blanking screens, configuring groups, distributing files, monitoring desktops, intercom to interrupt) • language work (remote access for written feedback and comment; pair and conference groups for audio work, recorded and unrecorded; chat application for text-based student interaction) • linguistic data collection (audio and text files collected; chat logs saved)
Word processors	<ul style="list-style-type: none"> • collaborative and individual writing work • peer and self-correction
Audio recorders (Audacity and VACS)	<ul style="list-style-type: none"> • collaborative and individual audio work (role-play dialogues, 'information gap' oral work, individual practice of presentations) • peer and self-correction
Smartboard	<ul style="list-style-type: none"> • presentation of input materials (text, graphic, video) • annotation and extension of material (annotation/labelling of visuals and text) • 'interactive' work (such as drag and drop matching) • in conjunction with the Smartboard viewer to enable students to work on tasks prior to 'front of class work'
WebCT CE6	<ul style="list-style-type: none"> • to access pre-prepared materials (for example uploaded texts, video and audio clips) • to follow up classroom work (additional practice activities in Hot Potatoes, or Smartboard pages converted to .pdf or .ppt for self-access)

Windows Movie Maker	<ul style="list-style-type: none"> • for dubbing/subtitling video clips
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Table 2. Applications used for classroom teaching.

1.4.4. Technical discussion

In general the teachers effectively exploited the range of technologies at their disposal, using them to enhance and facilitate the learning process. The teachers were ambitious in their use of the technology to create a fun and engaging learning environment. The key technical issues encountered tended to occur when the teacher required complex or multiple class configurations (for example, where the students were required to communicate in pairs or small groups through headphones and microphones, whilst recording their audio output). In many such cases the teacher needed technical assistance to set up the pairs electronically, whilst the students needed guidance in setting up and using the voice recorders. The recommended solution to this problem is to provide 'how to' guides for teachers and students to carry out these technical tasks.

Another issue encountered was that teachers had problems writing by hand on the Smartboard. This is caused by the frequent loss of calibration between the pen and board and could also be attributed to the design of the pens themselves as they are rather thick and awkward to use. One teacher reported that in his experience the Promethean board is superior in this respect. The teachers tended to solve this problem by writing on the ordinary whiteboard and using the Smartboards for content presentation/data projection. We did notice however that some of the students were able to write effectively and clearly on the board. So, this could be due to the idiosyncrasies of the writer.

1.4.5. Pedagogical factors

This project found that teachers tend to use established, tried and tested approaches to their teaching. For instance, by presenting new material to the class at the start of the lesson, then creating opportunities for students to practise the language in controlled and free contexts (such as through pair work and group work), followed by opportunities for review and revision. To this end, however, the teachers effectively harnessed the affordances of the multimedia labs, embedding them into their teaching practice in order to enhance the learning experience for their students. An example of this was where teachers combined traditional monitoring procedures (i.e. walking round to the students' desks to check their progress during tasks) with electronic monitoring (i.e. using the software to monitor students' screen activity and taking over the keyboard & mouse to provide help and support).

Another example of ways in which use of the technology was combined with more traditional classroom approaches was where the teacher encouraged students to discuss content on the computer screen face-to-face in pairs or small groups, or to move from computer to computer to read or listen to each others' digital work. Such lab-based classroom activity would appear to exemplify the 'dual interaction view' of C.A.L.L. practice, as outlined by Noss & Pachler (1999), that,



“the computer is used to provide a context for meaningful learning to take place; teachers in this model have a crucial role to play, for instance, in providing lead-in, interaction and exploitation tasks to render ICT-based stimulus material effective.” (Noss & Pachler, 1999, 205)

One of the key pedagogical tools that the lab software provides is the 'blank screen' function, enabling the teacher effectively to lock the students' workstations and draw their attention to the front of the class and away from their own P.C. monitors. This is a highly effective classroom management tool and, as such, plays an integral part in pacing and staging lesson activity.

In the current project it is apparent that in order to accomplish the effective integration of new technology into established teaching procedure, the teachers have had to acquire a new set of technical skills. In particular, within the context of multimedia lab-based teaching, teachers need to become accomplished at using the various functions of the particular lab system that they are using, which, in the context of this study, is the Televic system.

1.4.6. Pedagogical issues encountered

It is difficult to separate pedagogical issues from technical issues in a context such as this. However, one of the key issues faced by all teachers was the time taken at the start of lessons for the students to log in and for applications to load. This has become a routine anticipated problem in lesson planning. The teaching strategy, developed by teachers to deal with this problem, has been to plan in a non-computer based 'warmer' or revision activity for students to do while their machines are starting up. This also gives the teacher time to set up their C.A.L.L. materials and activities and to configure the lab as they wish in readiness for the main body of the lesson. This finding is consonant with Brosnan's contention that,

“New technologies do not require teachers to change the basic principles of good pedagogy...but...they do require changes to classroom practice in order to enable full use of the opportunities now available.”
(Brosnan, 2001)

A further issue encountered was that the layout of the labs (rows) does not easily facilitate 'mingle' types of language practice activity, and hinders the movement of students around the room. This raises interesting questions about the optimal layout of labs designed for computer-assisted language learning.

1.4.7. Summary

In summary, then, four broad findings have emerged from this project: i) the Televic system is an ideal tool for C.A.L.L. classroom management; ii) teachers and students have access to a range of generic and specialist software applications (for example, text, graphics, audio and video tools) to use in the preparation of materials and the execution of C.A.L.L. activity; iii) traditional good pedagogical practice plays a fundamental role in the effective

delivery of multimedia lab-based language teaching and learning; and iv) in order to be effective practitioners in multimedia lab-based teaching environments, teachers need a high degree of both technical and pedagogical competence.

1.5. Conclusion

1.5.1. Recommendations

The key factor that has contributed to the success of this project is the willingness, creativity and motivation of the staff who participated. This project has provided a rather broad picture of the key issues involved in the development of multimedia lab-based pedagogy and highlights, in particular, the considerable technical and pedagogic skills that teachers already possess, whilst also delineating the further training and development required to build on this existing skills' base. This study also shows that in order to become fully effective users of multimedia language labs, language teachers need to be both technically and pedagogically proficient. It is therefore incumbent on institutions and managers to provide sufficient teacher training and development to meet this complex need.

1.5.2. Future Development

Now that we have collected and collated the data for this study, the findings of this project will feed into teacher training and development programmes, with shared practice seminars planned for the autumn and spring terms of the academic year 2009-2010. The project findings will form the basis for the production of lab-based teaching ideas in the form of a booklet of lesson suggestions along with appropriate technical guidelines on how to accomplish the stages of each lesson. In addition to this, it would be useful to create a shared resources bank of ready-made digital materials for use on the language courses provided at Queen Mary.

Possible topics for further research might include: students' reactions to and perceptions of lab-based language learning; a survey of the technologies that students use in their language studies; the correlation between lab-based language teaching and students' use of labs for self-study; the integration of classroom based C.A.L.L. provision and online self-access provision in blended learning; and the impact of multimedia language labs on the student experience in higher education.

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Appendices

Appendix 1: Participant profiles

Dr Susanne Frane

Dr Frane was educated at Friedrich-Alexander-Universität Erlangen-Nürnberg, at the University of Reading (UK) and Ludwig-Maximilian-Universität Munich, where she read German Literature and English and American Studies. She completed her PhD on *Man-made Women: A Paradigmatic Pattern in English and American Literature in the 19th and 20th centuries* in 2007. She is currently working on a new monograph on acts of reading in English literature from 1800 to the present. Prior to that she worked for a news magazine in Munich, then for the arts programme at the head office of the Goethe-Institut in Munich (Media Art and Film and Television) and taught English literature at the University of Erlangen. She has also been working as a freelance journalist for several newspapers such as the *Nürnberger Zeitung* and the *Nürnberger Nachrichten*. Before her appointment as DAAD (German Academic Exchange Service) Lektorin at Queen Mary in 2005, Susanne acted as head of the English Department at the Volkshochschule Reutlingen.

Susanne's appointment to Queen Mary is her first post as a full-time language teacher and she started using the AVIDAnet® and language lab facilities when they were introduced at the university. Her experience with CALL so far are extremely positive as a tool for language teaching and she is making use of these facilities for other extracurricular projects such as the German podcast radio station 'Campus Soundscapes' (<http://www.slif.qmul.ac.uk/german/podcasts/index.html>).

Dr Elina Vilar Beltrán

Dr Vilar Beltrán, Spanish Language Instructor at Queen Mary University of London, has been teaching foreign languages (English, Catalan and Spanish) for ten years in primary, secondary and higher education. She has worked at the School of Languages, Linguistics and Film for 4 academic years.

Eli's experience with CALL started when, in 2004, she completed a Postgraduate Certificate in Humanities Computing for Languages, in the Faculty for Modern and Medieval Languages at Cambridge University. Since then she has put into practice and developed everything that she learned on the course. She started using the Multimedia Labs at Queen Mary when they opened in January 2007 and does all her language teaching there, along with a new course for undergraduates in 'Computers and Languages' developed together with Mr Martin Barge. Her interests regarding this topic are how new technologies can contribute to improve language teaching and learning.

Dr Elsa Petit

Dr Petit works as French Language Studies Coordinator at Queen Mary. In the course of her degree in English and Linguistics, Elsa took several modules in Teaching French as a Foreign Language and since starting work in Higher Education Institutions in the United Kingdom, she has also trained extensively in Information Technology, General Teaching Skills, Academic Practice and e-learning. She also has a Masters and PhD in Sociolinguistics. She has a high level of competence in both French and English and, being a native speaker of French, is a great asset, since it ensures

authenticity in the classroom. She has a wide knowledge of the English education system as a whole, having taught French as a foreign language on non-degree programmes to a wide variety of learners from young children to adult learners.

For the past 16 years, Elsa has been designing and teaching interesting and challenging language and content courses (in translation, linguistics and film studies) both at undergraduate and postgraduate levels and in a variety of settings (from tutorials, small group seminars to lectures). She has developed a range of interactive materials for French language teaching & learning and for approaching French history, culture and identity by using a mix of written, aural, video and online media; she also uses innovative teaching methods, communicative approaches and stimulating learning strategies, keeping up-to-date with the latest technological developments (for example WebCT and Wimba) and pedagogical trends (Computer Assisted Learning, e-Learning and Virtual Learning Environments), while not losing sight of the importance of combining these with more traditional delivery methods (Blended Learning). She has been working at Queen Mary since 1999.

Mr William Tweddle

William is a Teaching Fellow with the Language and Learning Unit at Queen Mary, having joined the university in 2008. He trained as a teacher of English as a Foreign Language in 1992 and has worked in Turkey, Spain and the UK. In 1996 he gained his Master's in TESOL from the Institute of Education and he has qualifications in teaching English for Business and English for Academic Purposes.

William's key interests are multimedia materials' development and English for Specific Academic Purposes. In 2009 he presented a conference paper on the use of multimedia language labs for EAP. And in 2007 he co-presented an IATEFL paper on technology-enhanced language learning for African air traffic controllers. He has also co-authored, with Mr Barge, a CD-Rom of multimedia self-study materials for aviation professionals and a teacher's book for business English, both published by Macmillan. He is currently working on the development of a bank of on-line self-study resources for academic English.

Mr Martin Barge

Martin has worked as Technical Director of the Language Centre at Queen Mary since September 2007. He initially trained as a teacher of English as a foreign language (E.F.L.) and taught English in Turkey, Spain and London. During his teaching career he began to develop an interest in computer-assisted language learning (CALL) and, in 2006, graduated from the University of Manchester with a Masters in Educational Technology and English Language Teaching.

His interests include the use of multimedia computer assisted language learning, computer mediated communication and the inter-relationship between technology, learner, teacher and pedagogy. He is also interested in materials' authoring and software authoring. In 2007 he co-presented an IATEFL paper on technology-enhanced language learning for African air traffic controllers. He has also co-authored, with Mr Tweddle, a CD-Rom of multimedia self-study materials for aviation professionals and a teacher's book for business English, both published by Macmillan.



Appendix 2: Lesson planning sheet

Lesson Outline

Teacher: _____ Language: _____

Course title: _____ Level/year: _____

Number of students: _____ Lab number: _____ Date: _____

Lesson duration: _____ Lesson topic(s): _____

Materials: _____

Main aims(s): _____

Time (from-to)	Teacher Activity	Student Activity	Aim

Additional notes:

Appendix 3: Lesson observation sheet

Lesson Observation:

Time (from-to)	Teacher Activity	Student Activity	Notes

Additional notes:

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Lesson Evaluation:

<p>What worked well & why:</p>
<p>Areas to review/revise & why:</p>
<p>Other comments:</p>