

EUROPEAN CENTRE FOR MODERN LANGUAGES

CENTRE EUROPEEN POUR LES LANGUES VIVANTES

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## FULL WORKSHOP REPORT

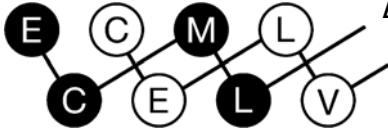
Workshop No. 4/2002 (Project 1.3.2)

# 'The educational use of ICT in teacher education and distance language learning - opportunities, challenges and ways forward'

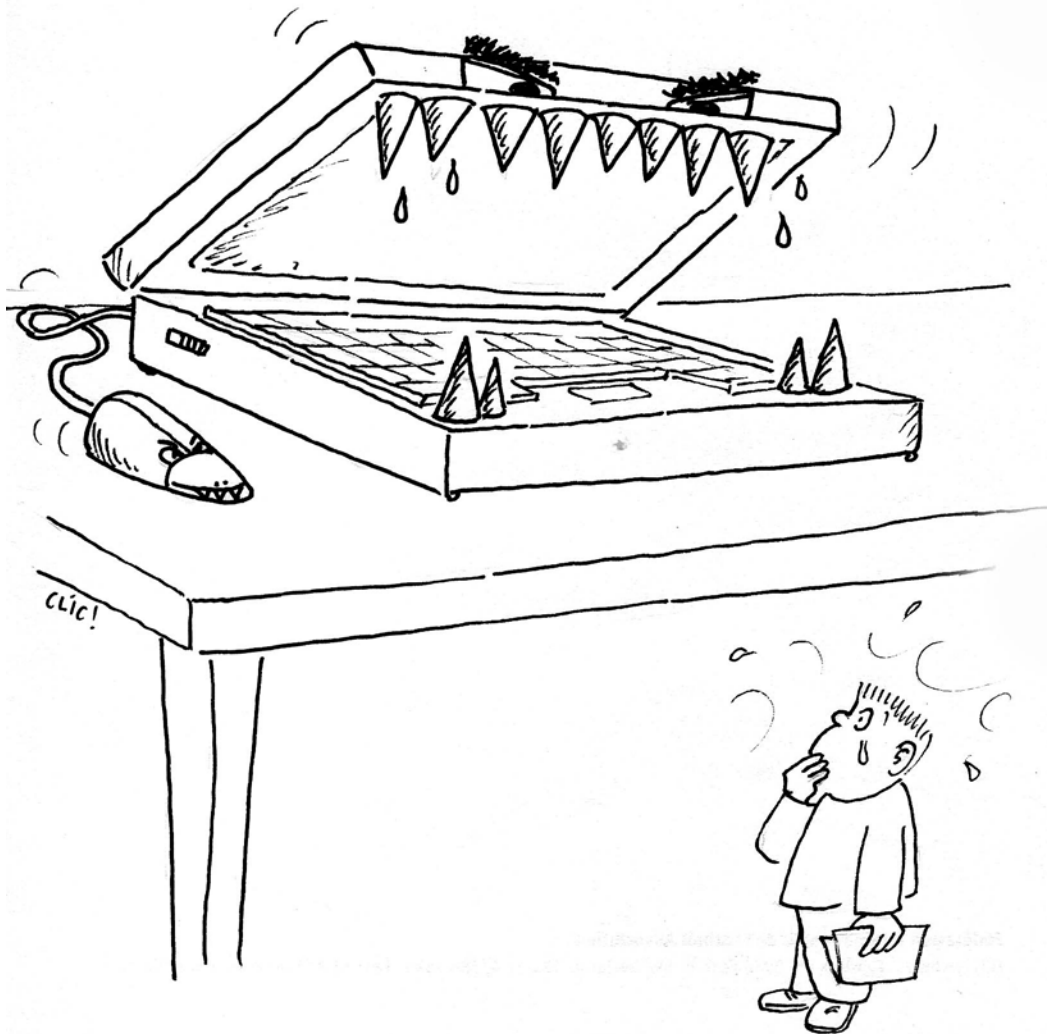
Graz, June 4 to June 8, 2002

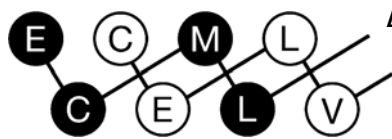
Coordinator: Daphne GOODFELLOW  
Co-aminators: Gunther ABUJA  
Anne Brit FENNER  
Cecilia GARRIDO  
Seppo TELLA





*The formidable task of  
starting to use ICTs...*





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### **Annex**

- 1. List of workshop participants.
- 2. List of participants in each Strand project.

## I. Context

The central workshop was the 2<sup>nd</sup> event in this three-year project. During the “Think Tank” that was held in Graz from May 31 to June 2, 2001, six main areas were identified that merited further consideration (see General Project Description in the Annex). Five of these areas subsequently became the Strands of activities that provided the framework for the workshop and of the Strand projects that are scheduled to begin after the workshop.

### The main objectives of the project and consequently also of the workshop are:

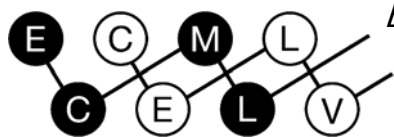
- 1) The collection of selected bibliography and webography on ICT in distance language learning, (Strand 1 - coordinator: Cecilia Garrido).
- 2) The collection and presentation of case studies on the integration of ICT in distance and other types of language learning and in teacher education, (Strand 2 - coordinator: Gunther Abuja).
- 3) The evaluation of existing tools for ICT in distance language learning, (Strand 3 - coordinator: Daphne Goodfellow).
- 4) The design, development and piloting of a teacher education course module in ICT in (distance) language learning, (Strand 4 - coordinator: Anne-Brit Fenner).
- 5) The use of an interactive platform (Basic Support for Collaborative Work) for the exchange of ideas and experience between teacher educators in different countries, (Strand 5 - coordinator Seppo Tella).

### The topics of interest of the workshop participants expressed in a pre-workshop questionnaire were:

- General information about ICT (video conferencing, online courses, bibliography, webography).
- The practical use and efficiency of ICT.
- ICT tools as a support for foreign language learning, especially in a project-based approach.
- The use of ICT for distance language learning in the open university context.
- The way in which ICT and modern languages can contribute to vocational training.
- Teacher education and distance learning.
- Evaluation of ICT tools for distance teacher training and language teaching.
- The use of an interactive platform for distance students to exchange ideas.
- The potential of collaborative environments in in-service teacher education.
- Design and development of a teacher education course module.
- Online training modules for teachers.
- Teaching, tutorials and “coaching” through online courses.
- Design and development of materials for distance language learning.
- Methodological aspects of electronic teaching activities.

### Omissions

Out of a total of 17 questionnaires submitted before the workshop, 2 people did not answer this question.



## II. Organisation of the workshop and participants' evaluation of the workshop content

The approach used was based on "learning by doing" and the exchange of ideas and experience.

Participants from 25 different countries (more than one third of whom had previously attended the Think Tank) were offered presentations by each Strand coordinator which included an outline of the type of work envisaged for the follow-up projects. These presentations were followed by hands-on sessions related to the content of each Strand and included trying ICT tools, especially the BSCW platform, which is to be used for ongoing communication between the project participants and the coordinating team as well as a repository for documents to be discussed, useful Internet links, and reports to be submitted. Discussion sessions for the exchange of ideas and experience between workshop participants were also a feature of the workshop, (for details of workshop content, see 'III Reports by Strand coordinators' below).

On the last day of the workshop, participants were requested to sign up for one or more of the Strand projects (for the names of participants involved in each Strand project, see the annex at the end of this report).

### Participants' evaluation of the workshop

24 participants filled in the workshop content evaluation sheet at the end of the week (one participant left the workshop one day before the end). The completed questionnaires are available for inspection with the printed version of this report.

#### Question 1.

**On a scale of 1 – 5 (1 =not at all, 5 = very), how far did the workshop meet your expectations?**

5: 8    4: 11    3: 3    2: 2    1: none

#### Question 2.

**On a scale of 1 – 5 (1 =not at all, 5 = very), how relevant was the content of the workshop to your particular needs?**

5: 7    4: 9    3: 5    2: 3    1: none

#### Question 3.

*9 participants agreed the length of the 5-day workshop was just right. Two participants said 5 days was too long.*

Omissions

Other participants did not answer this question.

#### Question 4

**How good was time management? (the main ideas expressed):**

*Fine; Great; OK; For a week it was OK; Everything was on time, participants and organisers respected the timing; The proportion of time spent on sessions and discussion was just right; Too little time to think; Time management was very successful, however for the tasks that demanded deeper analysis or the exploration of resource materials, more time could be given; Sometimes the time for group work was too short, the plenary sessions could have been more focussed, with the possibility to discuss questions at the end; Strand 3 plenary and group work were too late, I was already so empty; Bonne alternance entre travail en groupe et séances plénières, mais certaines séances étaient trop courtes et certaines trop longues; Des fois on se sentait 'jetés' dans les travaux en groupe sans avoir l'esprit encore*



*tout à fait ouverte, préparée à la tâche, c'est difficile de réfléchir sur commande; La participation aux séances plénières a été mince... ceci a fait que les séances se faisaient trop longues.*

### Question 5

#### What did you particularly like about the workshop? (the main ideas expressed:)

*It was a goal-oriented workshop; Input and information on the topic; Good focussing on the theme of the workshop, well balanced 'theory' and tasks, good guidance to the follow-up; Contact with people; Interaction with people from different areas with different contexts; The working atmosphere was great; The pleasant working environment on both sides (organisers, participants); I learned a lot of things that will be useful for my teaching; The exchange of information, support from team and workshop participants, relaxed atmosphere; The atmosphere, people's willingness to participate and share; The fact that the BSCW platform made all of us start working from an equal status, to work in a group with participants from different countries, to have to contribute to all the documents presented; Work on the BSCW of course, and the expertise of the team; Excellent selection of the participants, the organisation in Graz, ideas, exchanging experiences, people were very unselfish; Information about the use of new technologies and their advantages; The trust animators have shown in participants' work all the time; The fact that the content was clearly divided into strands; It's being process- and goal oriented at the same time; The map with the photos, nice to have an afternoon off, the film; La rencontre, la discussion avec les gens mais surtout le suivi; Les TICs sont un outil avec un grand potentiel, le résultat du travail de cet atelier pourra se voir à long terme; Le travail collaboratif, la confrontation d'expériences; Les démonstrations et les échanges entre collègues.*

### Question 6

#### Was there anything that could have been different? (the main points expressed:)

*I would have enjoyed to go deeper into one strand earlier, up to Thursday night it wasn't clear which were the expectations of the strand leaders; I wonder if the BSCW platform didn't hinder interaction to some extent, it might be better to get people to work face-to-face first and once groups are formed, move to the platform; Perhaps we could have got a pre-reading task to get started before the workshop; I think that the people who had not attended the Think Tank were a bit confused, this suggests inviting the same people; Internet bandwidth (sometimes); Task completion was often too vague; Technical glitches; Maybe the team could have summed up to work done in groups and given some feedback on the basis of our comments on the BSCW; More specific aims of each strand, the expected outcome; Maybe too many issues were crammed into one workshop; Perhaps a little bit more time given to hands-on; More usable input, examples of ICT programs, software programs; Le problème de l'enseignement à distance a été très peu abordé en elle-même. L'atelier était centré davantage sur les outils que sur les pratiques pédagogiques.*

### III. Reports by strand coordinators

#### Strand 1 – coordinator Cecilia Garrido

##### **A collection of selected bibliography and webography on ICT in (distance) language learning.**

###### **What Strand 1 is about:**

- A database to search for literature in the field of DLL.
- A database to search for useful web links also in the field of DLL.

###### **Activities during the workshop**

After the initial demonstration, participants had the opportunity of searching through what was already in the databases, analysing how such resources would be useful within their own context, submitting new resources if they so wished and giving feedback to the workshop team and the ECML webmaster. The general view was these would be very useful resources and maintaining their currency in the long term is very important. Participants were able to see the different features available on the preliminary version of the databases. After the workshop ECML's webmaster will use the feedback received to enhance its features where possible.

###### **Activities after the workshop**

All the workshop participants were asked to contribute to the development of the bibliography and webography by reviewing existing resources and adding comments and/or adding new resources using the submission screen that appears in the project portal. Each participant committed him/herself to giving input on at least three items by the end of December 2002. Contributions in languages other than English are essential for the databases to be useful to as many language speakers as possible.

#### Strand 2 – coordinator Gunther Abuja

##### **A collection of case studies on the integration of ICT in distance and other types of language learning and in teacher education.**

###### **What Strand 2 is about:**

- A data base with case studies giving examples of good and bad practice:
  - To give insights into current practice.
  - To show the benefits and drawbacks of ICT in the context of language learning or teacher training.
  - To show different experiences in the field of ICT & DLL and teacher training.
  - To stimulate expert discussions.

###### **Activities during the workshop**

After the presentation explaining the strand and describing an example of the kind of template that could be used to collect information in a format common to all case studies, groups of participants were asked to access the BSCW and download the sample template. They were then asked to try and imagine a case study and fill in the template with the aim of evaluating its suitability. The final step in the hands-on session was a group discussion culminating in suggestions for possible changes in the design of the template.

### Activities after the workshop

The revised version of the template will be put on the BSCW and those who signed up for this Strand as well as all other workshop participants will have the opportunity to comment and give further suggestions for revision.

The final version will then be transferred to the database, which will be available online. Follow-up procedures remain to be defined with the ECML.

## Strand 3 – coordinator Daphne Goodfellow

### The evaluation of existing technologies for ICT in (distance) language learning.

#### What Strand 3 is about

The aim of Strand 3 is to produce a tool (or two separate tools, one for the technology and one for the pedagogical content) that can be used to evaluate information and communication technologies with respect to desired learning objective(s).

#### Activities during the workshop

One of the first presentation sessions of the workshop was a review of a range of ICT technologies from the most simple to the more complex:

- Audio conferencing: conversation practice by phone & presentation practice using the phone, a computer and PowerPoint;
- Desk top: improving written English by e-mail, E-desktop (a virtual environment for students of languages at a distance), Lyceum (bringing together students working at a distance and often not available to attend conventional face-to-face tutorials);
- Video conferencing: iVisit (linking individuals or small groups via Internet), classroom conferencing, streaming video;
- Teaching and learning materials available on/via the Internet: New York Times Learning Network, Multifunctional Teaching Material.

Handouts described some sample sessions using the above technologies.

In the corresponding hands-on session, groups of participants were invited to try out a Web Cam, inspect suggested on-line courses, practise using the BSCW, visit web sites recommended for improving English, discover search engines and meta search engines.

In the second hands-on session, participants were invited to discover a selection of existing tools designed by others to classify and/or evaluate tools and products: Lingua Evaluation Grid, Evaluation of Software for Technology Enhanced Vocationally Oriented Language Learning (TELL/VOLL), “Toward Integrated learning and Teaching Environmenys (position paper for the WWW 6 Workshop “Teaching and Learning with the WWW: Learning from the past”), Sample list of facilities provided by virtual learning environments (Source: University of Wichita Media Resources Center), etc. In groups participants were asked to discuss which criteria they considered relevant for the evaluation of ICT. Unfortunately this session took place late on Friday afternoon and many participants felt they did not have adequate time to review the input provided on existing evaluation criteria on the BSCW, nor to have a satisfactory discussion on which criteria should be considered for the tool(s) we plan to create.



### Activities after the workshop

Participants were asked to continue thinking about evaluation criteria for both the technologies and the pedagogical content, and about the form the evaluation tool(s) might take. They were asked to write up their ideas in the appropriate discussion forum on the BSCW, to reply to other comments and/or start a new discussion thread.

The strand coordinator will gather together and consolidate this information and produce a useable version (or versions of the two tools) by the end of September.

Between October and January 2003, participants are requested to try out the tools and keep a record of its/their strengths and weaknesses and write up their suggestions for improvement on the BSCW.

The results of the ongoing improvements will then be made available on the BSCW for the final stage of piloting, after which all Strand 3 project participants will be asked to test the tool(s) and submit their final suggestions by the end of April 2003.

The resulting evaluation tool will form an integral part of the final project outcomes to be delivered to the EMCL in the autumn, 2003.

## Strand 4 – coordinator Anne Brit Fenner

### Design, development and piloting of a teacher education course module for the use of ICT in teacher education and (distance) language learning.

#### What Strand 3 is about

#### The aims of Strand 4 are to:

- Exchange and use the BSCW platform to discuss experience using ICT in teacher education.
- Set up partnerships.
- Organise pilot projects using ICT in teacher education and (distance) language learning.
- Collect case studies.
- Develop a teacher education course module for the use of ICT.

#### Activities during the workshop

The plenary presentation of Strand 4 consisted of examples based on the project *ICT Innovation in Teacher Training for Language Teachers* at the Department of Education, University of Bergen, Norway. The aims of this project are to:

- develop ICT skills,
- implement aspects of autonomous learning,
- integrate individual learning – adaptation to needs,
- integrate collaborative learning – socialisation,
- develop reflection through writing and discussion,
- improve communication between students,
- improve communication between students – tutors/lecturers,
- learn through personal experience,

- bridge gaps between mentors in schools – teacher trainees – educational institution,
- evaluate what can be achieved by using ICT.

The examples focussed on three main areas of study:

1. Intercultural awareness.
2. Theoretical concepts.
3. Text competence.

(<http://kaljaasi.it.helsinki.fi/bscw/bscw.cgi/0/37454>)

After the presentation, the participants were given the following tasks to be performed and discussed on the BSCW platform:

1. Discuss the relevance of the examples in the presentation to your own teacher training course.
2. Make a list of aspects/topics in your own teacher training course which you think could benefit by using ICT.
3. Focus on one of these aspects/topics and describe it, considering these points:
  - What is the topic?
  - Why is ICT important for this topic?
  - What material would you present to the students?
  - What would you ask the students to do (virtually/face-to-face)?
  - What part would mediation play in their task(s)?
  - What would be the outcome of the project?
  - How would it be assessed, if at all, and why?

The participants worked with the tasks individually or in small groups and identified areas where they regarded ICT as beneficial to their own FL teacher education courses. Comments were also made in the discussion forum on the examples from the presentation.

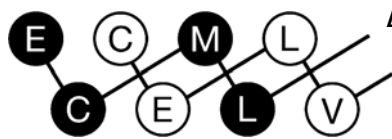
### Activities after the workshop

At the end of the workshop participants worked on the initial planning of their projects, focussing on areas where they felt ICT could improve their courses, with the following instructions as starting points:

- Focus on a (small) project where you want to try out ICTs to improve your teacher education course.
- Exchange ideas with other workshop participants on the BSCW.

You might find these ideas useful:

- Exchanges with students at other teacher education institutions at home or abroad.  
(The workshop itself provides an opportunity to set up exchanges.)
- Working on a specific topic through a discussion forum.
- Discussing classroom experience during teaching practice periods.



- Feedback on students' work, e.g. planning language lessons, students' written work, etc., through e-mail and/or a virtual discussion forum.

One of the aims of the whole project is to develop a module for ICT in teacher education. The examples tried out, discussed, and selected will form part of this module. Some of the participants' projects might be suitable as case studies for the Strand 2 data base.

There are close links between the various strands of the project, especially between Strands 2 and 4 and between Strands 4 and 5. These links will be explored as the participants' projects develop.

#### **Provisional time table:**

- Until the beginning of September 2002: Participants' projects are to be published on the BSCW platform.
- Until the beginning of November 2002: Projects are commented on and discussed in a BSCW discussion. forum
- Until the beginning of March 2003: Projects are piloted and assessed.
- Until the beginning of April 2003: Discussion of outcomes on the BSCW platform.

### **Strand 5 – coordinator Seppo Tella**

#### **BSCW as a Teaching–Studying–Learning Environment. IDLEs and their use in the language specific teaching-studying-learning process.**

##### **What Strand 5 is about**

##### **The aims of Strand 5 are:**

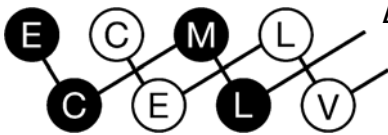
1. to become familiar with the technical use of the BSCW (Basic Support for Collaborative Work) groupware program (version 4.0.6) as an integrated distributed learning environment (IDLE)
2. to start thinking of the BSCW as a teaching–studying–learning (TSL) environment, i.e., thinking of its educational uses.

##### **Activities during the workshop**

Aim 1 was achieved through an introductory presentation of the BSCW's main features in a plenary PowerPoint presentation, followed by several hands-on sessions supported by written instructions and exercises (designed by Seppo Tella).

The technical command of the BSCW was further strengthened by linking its use to all the other Strands of the workshop. This combination proved successful.

Quite a few participants spoke favourably of this kind of working mode. The technical side was further corroborated by a question-and-answer session on the last day of the workshop all the questions raised during the workshop were answered by the Strand coordinator.



Aim 2 was discussed first through examples given in the plenary and in many informal discussions between the participants and the Strand coordinator. The corresponding folders on the BSCW include a number of articles to provide the participants with more theoretical background to the topic.

Based on what participants wrote in the BSCW discussion forums, the Strand coordinator concludes that introducing and adopting the BSCW was a success. Its educational potential was also clearly understood and recognized.

### Activities after the workshop

One main aim of the Strand 5 project will be to develop pedagogical uses of IDLEs as exemplified by the BSCW. This implies, among other things, dealing with the Teaching–Studying–Learning (TSL) process as an educational starting point (educational rationale). Another major aim is to compare and develop the working modes, teaching practices and methodological approaches that might profit from the use of an IDLE.

On the last day of the workshop, the participants were given a number of approaches to reflect upon:

1. Choose one or several components of the following model of media education.

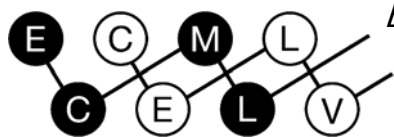
<http://www.helsinki.fi/~tella/mep8tella.html>



2. Consider the following questions that serve as the research focus in the follow-up work:

- What salient features are still missing that educationalists would like to see in any IDLE?
- What sort of thinking, working, communication & studying paradigms do IDLEs support (e.g., decision making, tutoring & guidance, “business” models)?





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- Which are the larger media-educational contexts that should be researched or focused on?
- How do we incorporate asynchronous work (telework) with different teaching and studying environments?
- How do IDLEs support collaborative & communal studying and working?
- How do IDLEs support the teaching-studying-learning (TSL) process? (cf. virtuality, virtual school)
- How do IDLEs support dialogic and cross-cultural communication?
- How do we balance openness and “discipline” (digital/online/electronic leadership)?
- Are IDLEs scalable according to the number of users?
- How user-friendly is the use of text, graphics, audio, data?
- What kind of (virtual) communities are IDLEs intended for?
- What criteria should be used when adopting and assessing IDLEs?

### **Provisional timetable**

- Until the end of August 2002: Discussing individual interests, preferences, options, wishes in the appropriate BSCW discussion forum.
- Suggesting paths to follow, based on each participant’s particular expertise.
- Uploading relevant articles and web links to the BSCW Strand 5 folder to be shared with those interested.
- In September 2002: drawing conclusions from the exchange of ideas and suggestions, and gearing them towards small-scale focused projects
- By early November 2002: an interim framework of joint projects, with links to other strands
- By February 2003: consolidated project work
- By April 2003: integrated outcomes

The framework will be adjusted according to the participants’ needs and the general objectives of the Project as time goes by.



## IV. Future outlook

### 1. The opinions of participants on whether their work will change as a result of attending the workshop.

- *I will concentrate more on ICT in my teacher training planning.*
- *It is hard to say. It will depend on how we cooperate after the workshop.*
- *I have definitely decided to install the BSCW platform on our server.*
- *No, except for the final products.*
- *I will try out the BSCW and involve colleagues.*
- *Perhaps become a bit more focussed.*
- *Certainly. The perspective will be trying to find a balance between ICT tools and the pedagogical content.*
- *Yes of course, new tools will be tried out, new contacts, some new discussion forums started, etc.*
- *Yes, I am working on several projects and every idea I got here will have influence.*
- *Of course, it's a good start for me to apply what I learned here and to disseminate the knowledge to my colleagues*
- *I hope the results of the projects will be used in TT action plans.*
- *I will try to integrate the BSCW gradually into most of my work.*
- *Yes, mainly thanks to being acquainted with the BSCW which opens a whole range of new possibilities in my teaching practice as well as in communication with my colleagues in my own country and abroad.*
- *As a result of the workshop, I have a better understanding and a vision of the possibilities ICT offer.*
- *Definitely. I'll try to find out about feasibility and then use some of the tools and techniques to enhance quality.*
- *I am sure that using BSCW and the database will help me in my work, and I welcome the possibility to continue the exchange of ideas on BSCW.*
- *I hope to stay in contact with several of the participants. New ideas will be tried out.*
- *Yes, I'll be able to share the experience gained with colleagues, and I'm quite convinced we'll use some of the experience in the next academic year. When the projects are finished, we'll benefit from the outcome.*
- *Yes, feeling more confident in using ICT technologies, integrating ICT in my teaching.*
- *J'entègre les travaux que j'ai déjà faits et cela amène, je l'espère, du feedback là-dessus et aussi mes réflexions personnelles évoluent dans un autre contexte.*
- *Je pense pour le moment il n'y aura aucune influence. C'est difficile pour moi, en ce moment, d'imaginer une application dans mon école, mais je vais réfléchir.*
- *Contacte à développer. Exploration du site du CELV afin de récupérer des informations.*
- *Il va élargir certainement l'horizon de mes intérêts professionnels et va peut-être déboucher sur des activités menant à la création d'un produit concret.*

#### Omissions

One participant did not answer this question.

## 2. How the participants intend to disseminate the results of their work.

- *I will report to my department and I will spend some of my official time on Strand 4 and BSCW work.*
- *I will include the findings in different workshops I will be giving in the fall. I already have a formal presentation to give at the end of June.*
- *I'll have a presentation at a conference this September.*
- *Via a seminar to colleagues and co-workers.*
- *Introduce BSCW in our department and perhaps other departments.*
- *Internally at my faculty.*
- *Organising a meeting with representatives at different levels: department/faculty/Ministry of Education.*
- *Workshop or a seminar (in my educational establishments, in the British Council if possible), an article if possible.*
- *The time and the results of my projects will show that soon.*
- *Most probably I will organise a workshop with my colleagues.*
- *In-service training, directly to language teachers, suggestions to central authorities.*
- *As a leader of the CALL development group I will first pass it all on to them as well as to my colleagues at the school where I work. Each of them will then take care of the further dissemination in their own environment (all parts of the country).*
- *Concerning my work, I can be a consultant in ICT and provide my countrymen with some information in that field.*
- *Organise a small-scale conference in October. Through publications (articles).*
- *Write a report and prepare a lecture/workshop for the DL centre. I will apply some things learned here to the curriculum of a new course.*
- *Promote the ECML website. Report on the workshop to authorities and colleagues.*
- *I share with colleagues. Share at LATE (the teacher's association of my country).*
- *Writing a report, presentation of the outcome.*
- *Bref compte-rendu sur notre page web. Information passée aux collègues de l'université. Article, si le temps le permet, dans le bulletin des professeurs des langues vivantes. Bouche à bouche aux collègues d'autres universités.*
- *Dès mon arrivée en Andorre, j'aurai une réunion avec la personne qui m'a délégué cette tâche pour trouver ensemble la façon de diffuser les objectifs de l'atelier et pour trouver des collaborateurs qui puissent faire des apports sur la plateforme.*
- *Rapport à ma direction et à un groupe de travail interne au CNED sur la FAD et les langues.*
- *Lors des réunions avec des collègues. Dans mon travail avec les étudiants en tant que professeur d'application. Ecrire un article pour partager les informations acquises.*

### Omissions

Two participants did not answer this question.

## Innovations expected as a result of this project

The educational use of ICT in teacher education and distance language learning resulting in:

- Intercultural exchanges.
- The use of virtual forums to discuss theory and practice (theoretical concepts related to teaching practice).
- The use of virtual forums to discuss lesson plans.
- The use of virtual forums to present and discuss learner's texts.
- Investigation of autonomous learning combining distance learning and new technologies.
- Investigation of new didactic approaches for use in contexts where the teacher and learner are not face-to-face.
- Investigation of new set-ups (organisational formats) for courses, tutorials etc.
- The creation of a forum for discussion and sharing of experience in the integration of ICT in distance language learning
- The use of an integrated distributed learning environment as the main means of communication for project participants.

## The aims of the innovations

To use ICT in DLL in a way that

- is didactically and pedagogically meaningful,
- provides an approach that gives added value to traditional teaching.

To initiate true sharing of experience in the integration of ICT in language learning.

To develop good practice from knowledge of what is going on in the field.

To create a virtual community of language practitioners.

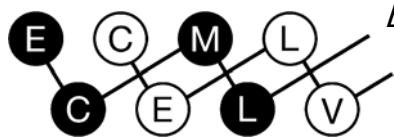
To complement the reservoir of existing teaching approaches.

To improve language learning under special circumstances (distance learning)

Strand 4 (teacher education)

- To improve the link between theory and practice in teacher education by the use of ICT
- To create a module on reflected educational use of ICT which is helpful in teacher education





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## ANNEX 1

### LIST OF WORKSHOP PARTICIPANTS (updated 28.8.02)

**List of participants of Workshop 4/2002, 04-08 June 2002**  
**European Centre for Modern Languages, Graz, Austria**

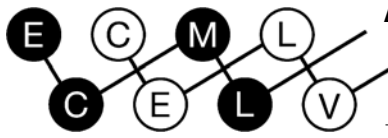
**Liste des participants de l'atelier 4/2002, 04-08 juin 2002**  
**Centre européen pour les langues vivantes, Graz, Autriche**

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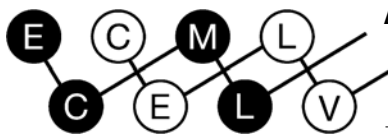
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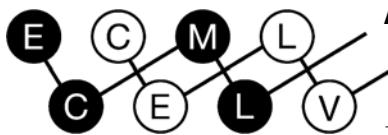
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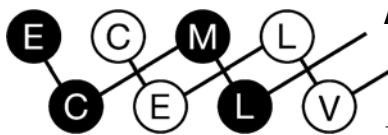
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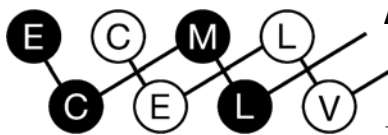
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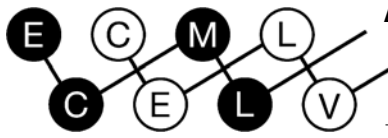
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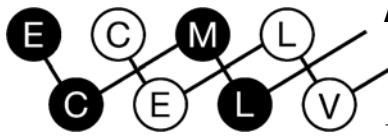
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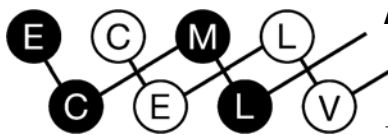
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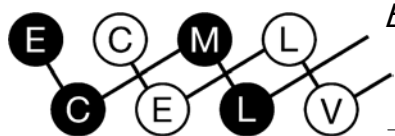
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## ANNEX 2

### LIST OF STRAND PROJECT PARTICIPANTS

**The original plan for a Strand 1 future project was transformed into the contribution by all workshop participants of a minimum of 3 titles (with comments) to the on-going bibliography/webography database.**

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Sylvie Baudequn (France)

Meritxell Blasi (Andoora)

Francesca Vidal (Spain)

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Stephanie Burton Money (Switzerland)

Tatiana Gantcheva Slavova (Bulgaria)

Ilia Milerezi (Albania)

Karin Muther (Lichtenstein)

Veronika Pragerova (Czech Republic)

Katri Sirkel (Estonia)

Judit Szucs (Hungary)

Emile Vassalo (Malta)

Dejan Zlatkovski (FYR of Macedonia)

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Stephanie Burton Money (Switzerland)

Klaus Thomas Frick (Germany)

Cecilia Garrido (United Kingdom)

Diana Ionita (Romania)

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Barbara Mehlmauer-Larcher (Austria)

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Zigrida Vincela (Latvia)

#### Strand 5 (coordinator Seppa Tella)

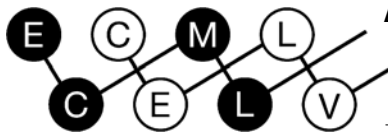
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