



# EXTEND

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MAY

## MAIN ARTICLE: ANTALYA MEETING



The work meeting was attended by Mats Landgren, Linnea Jaenichen, Altug Erbil, Francesco Majorana, Mikko Turunen, Tarja Manner, Pirkko Karvonen, Maria Marinoso, Hele Liiv-Tellmann, Anne Mae, Kaido Tiits, Guy Pacouill, Harry Noordhof and Eveline van der Most. After presenting all members and with welcoming words from Altug Erbil and Mats Landgren, Mikko Turunen presented the results from meeting with

a possible subcontractor. Francesco Majorana and Mikko Turunen then presented the new learning path-concept upon which the modified site will be build upon. The use of a visual guidance (map) of the learning areas will be developed in order for the user to navigate. The use of a very basic English navigation language is needed. Linnea Jaenichen presented the main features and regulations concerning finances and reporting modalities. After

THIRD BECULT EXTENDED MEETING GATHERED TOGETHER ALL PARTNERS. THIS RESULTED TO A SUCCESSFUL AND RELAXED TWO DAYS OF WORK AND FUN UNDER THE TURKISH SUN. OVERALL THE EXPECTED OUTCOMES WERE MET AND ALL PARTICIPANTS LEFT ANTALYA WITH INCREASED KNOWLEDGE ABOUT THE AWAITING WORK AHEAD. THIS MEETING SHOWED AGAIN THAT THE GROUP IS VERY UNIFIED AND MOTIVATED.

this, Eveline van der Most and Guy Pacouill presented the English master versions of the retailer and tourism videos and described the work and background on this subject. Following day saw presentations and discussion on new English Quandary-games. After this, the group discussed about detailed production planning with deadlines. The next meeting in September will show how the production has worked. All partners declared that they know what to do and how to do it. Finally, the valorisation plan and production of dissemination products and activities were covered so that the following material should be ready until September 2009 meeting in Italy: New Logo suggestions, Booklet, Newsletter, Poster, Mouse pads, flash-intro and finally, the first-page-teaser-content.

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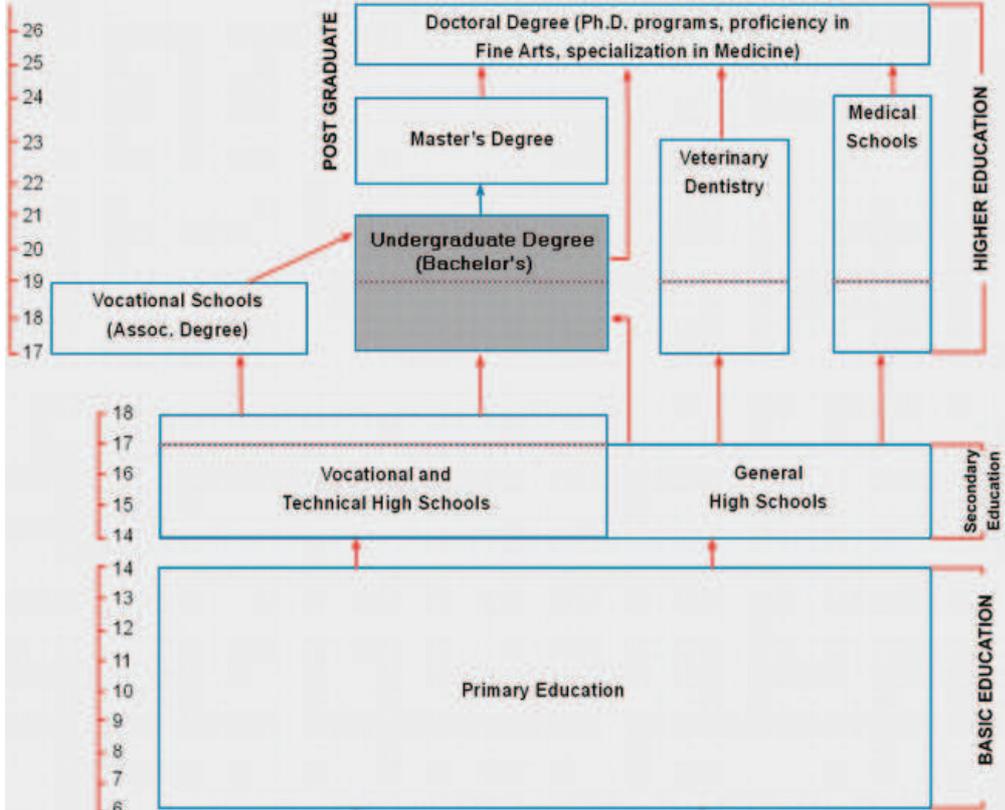
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*Martin Holmes and Stewart Arneil are among the most well-known persons within the e-learning community.*

## COMPANY PROFILE: HALF-BAKED SOFTWARE

Half-Baked Software is an independent company, set up with support of the University of Victoria and the UVic Innovation and Development Corporation. The shareholders are Stewart Arneil, Martin Holmes, and the University. Stewart and Martin also work at the Humanities Computing and Media Centre (HCMC, formerly the Language Centre). The company was set up in order to handle the commercial aspects of the software (such as Hot Potatoes and Quandary) that the HCMC produces, and potentially to market other software produced within the Humanities at the University.

Profits from this will be fed back into the University and the HCMC to help us with future software development. They are also able to make a few extra bucks themselves, doing contract programming work. Their philosophy is close to that of the nanocorp, although they are not committed to staying small; their intention is to make money doing what they like doing, and to feed some that money back into their own workplace.

# TURKISH EDUCATIONAL SYSTEM

The Turkish National Educational System is composed of two main sections, formal and non-formal education. Formal Education means the school system and comprises the institutions of preschool education, primary education, secondary education and higher education. Non-formal education includes all the activities organized outside or alongside the school.

Primary education provides children with basic knowledge and ensures their physical, mental and moral development in accordance with national objectives. Secondary education is classified in two categories of educational institutions, namely general high schools and vocational and technical high schools (lycées) where a minimum of three years of schooling is implemented after primary

education. General high schools are educational institutions that prepare students for institutions of higher learning.

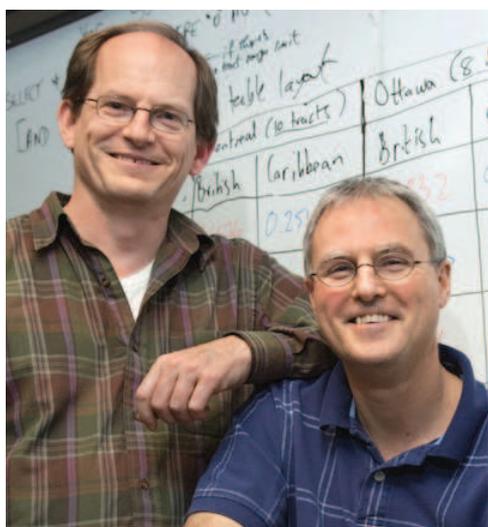
Vocational and technical high schools provide specialized instruction with the aim of training qualified personnel. The organization and periods of instruction of these schools are different. Some of them have a four-year program in which case the schooling age is 15-18. The objective of secondary education is to provide the students with a common general culture at a minimum level and to prepare them to be ready for taking responsibility for the democratic society, to make them respectful of human rights and to prepare them for higher education or business life in the direction of their interests, abilities and capabilities.



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## HOT POTATOES SUITE

**THIS ARTICLE EXPLAINS MAJOR FEATURES AND THEIR USE IN A VERY SUCCESSFUL WEB TOOL FOR LANGUAGE TEACHERS - HOT POTATOES SUITE**



Hot Potatoes Educational Software  
From Left to Right: Stewart Arneil and Martin Holmes

The program Hot Potatoes, currently produced by Half-Baked Software was designed to allow teachers to make interactive, Web-based exercises that can be accessed by students at any Internet-capable computer terminal with a standard Web browser. Teachers use the program's exercise templates to create exercises on Web pages which then can be uploaded to a server where students access them.

Hot Potatoes can create six different types of Web-based

exercises which can stand alone or be linked to other exercises to form a sequence of tasks. Students can correct their own work based on the clues and feedback set up in advance by the teacher. Hot Potatoes also allows the teacher to specify an email address to which scores are sent. Although no knowledge of Web design is necessary to create the Web page exercises, teachers with such knowledge can customize the materials to a greater degree by manipulating the program code. Hot Potatoes is actually a software suite comprised of six different programs, referred to as modules in this review.

Each module can be used to create a different type of interactive, Web-based exercise. The six different modules are referred to as "potatoes," and consist of JBC, JQuiz, JMix, JCross, JCloze, and JMatch, with each name referring to the type of task the module creates.

The effectiveness of the tasks, however, depends on the use the teacher makes of the program. Research suggests that learners benefit from task-based instruction, in which they are engaged in tasks with a primary focus on content rather than language. Some of the characteristics of good task-based activities are that they focus on meaning, provide a communication problem to solve, have a relationship to real-world activities, and are not concerned with language display.

The Hot Potatoes program, which consists of modules for creating six different types of exercises, is an excellent resource for creating on-line, interactive language learning exercises that can be used in or out of the classroom.

These types of exercises can be especially useful in language learning laboratories with Internet access, or for remote learning. When matched with both appropriate content and motivated students, Hot Potatoes exercises seem likely to promote second language acquisition. Hot Potatoes' user-friendly modules also allow more adept teachers to create complex, interactive exercises.

*"BeCult is one of the best looking site that uses our Hot Potatoes products that I have ever seen made in the Internet e-learning community. I sincerely recommend, that you take a closer look at it"* (Martin Holmes, 2007)



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## ELP AND CAN-DO-STATEMENTS

The European Language Portfolio (ELP) is a collection of instruments for documenting and assessing a person's language skills in a manner which is consistent and comparable throughout Europe. In addition to permitting its owner to maintain a lifelong record of his or her language learning and practice – both language study and time spent in countries where the target language is spoken –, the European Language Portfolio includes Self-Assessment Grids for evaluating one's own listening, speaking, reading and writing skills and for setting personal learning goals.

In order to have a clear understanding on one's language skills, a system of so called can-do-statements was created. The Can-do system comprises approximately 400 statements, subdivided into 40 categories, which describe what typical language users

can do in a particular language, at a particular level (A1 which is an entrance level to C2) in one of the skill areas (Listening/Speaking, Writing, Reading). The Can-do statements exist in 13 languages including French, German, Spanish, Dutch, English, Italian and Finnish. Nowadays there are also can-do-statements for vocational field. For example and A1 -level can-do is "CAN take and pass on simple messages of a routine kind, such as 'Friday meeting 10 am'". The corresponding C2 statements is "Can handle complex delicate or contentious issues, such as legal or financial matters, to the extent that he/she has the necessary specialist knowledge." One of the main actor in this field is the Association of Language Testers in Europe, ALTE.

ALTE is an association of institutions within Europe, each of which produces examinations and certification for

language learners. Each member provides examinations of the language which is spoken as a mother tongue in their own country or region. The concept of ALTE was initially formed by the Universities of Cambridge and Salamanca late in 1989, and at the first meeting of the association in 1990 there were eight founder members. Since then membership has grown so that there are now 31 members, representing 26 European languages.

With the breaking down of international barriers between European states and increasing opportunities for the members of the workforce to move from one country to another, the need for transferability of qualifications is clear.

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