**LQuest Workshop Report**

## <u>Introduction</u>

Twenty-three participants from 21 countries attended the Central Workshop on LanguageQuests in Graz in April 2006. The main objectives of this 4-day workshop were to introduce the LQuest concept and develop a common frame of reference of the underpinnings based on Second Language Acquisition (SLA) theoretical concepts. As the workshop also aimed to develop practical skills and competencies in the area of assessment and production of educational materials the schedule predominantly involved hands-on activities and opportunities for small group discussion and collaborative learning. Participants were trained in the use of the LanguageQuest Assessment Tool with the help of which the potential for SLA of a particular WebQuest can be assessed.

Furthermore participants were challenged to apply their understanding of the principles and related features that contribute to the instructional effectiveness for language learning by suggesting improvements for a number of the quests that they had assessed. This sequence from assessing to improving existing materials then led to the actual creation of a LanguageQuest product by nine teams after participants had been briefed on the availability of and differences between a number of templates. The resulting products were then evaluated with the help of a peer feedback procedure.

On the final day special interest group sessions were organised on a variety of themes such as the opportunities and constraints of the LQuest concept for young learners and beginners, technical aspects and issues related to student evaluation and the development of learning strategies and linguistic accuracy.

The afternoon was dedicated to the development of individual plans for national dissemination activities. The participants shared the intention to keep in touch and attempt to develop a community of practice by interesting other language professionals in their respective countries. The LQuest team committed itself to provide a web platform to support this initiative. Next to offering communication facilities the ambition is to provide possibilities for hosting, online editing and collaborative development of LQuests and to support the assessment process of newly developed products.

The evaluation results showed that participants were very positive about the quality of the workshop. Many of them indicated that they had learned a lot and had enjoyed the atmosphere in the group.

To support the collective dissemination efforts and to enable the development of a European LQuest network of practitioners the team launched a first version of a community site early July 2006 at: http://www.LQuest.net.

## 1. Participants´ preparatory activities

In order to promote a shared frame of reference among participants at the start of the workshop and facilitate a straight launch into the actual work the participants were requested to assess 2 WebQuests (appendix 1) on the Internet using the LQuest Assessment Tool (LQAT) and send in results. Concretely they were asked to briefly report their views with regard to
- the clarity of the task
- contribution towards foreign language acquisition and

- authenticity or functionality of the final product.

A choice was offered from a set of 6 ==different WebQuests (appendix 2).== Criteria used for this selection of WebQuests were:

- variety in quality to optimize discussion on essential characteristics and with that
- stimulation of reflection on the features and functionality of the assessment tool.

# 2. The four day workshop in Graz

## 2.1 Personal goals and expectations

After a brief Introduction of the LQ-team and ECML Staff participants were asked to pool their individual questions about and expectations for the workshop. This resulted in the following collection of points that were shared:

- Why LQuest in the first place? There are also other activities one can do using the Internet.
- Is it flexible enough to serve a variety of target groups?
- How can LQuests be used for validation of CEFR levels of students?
- How can one LQuest cater for enough differentiation to serve heteregenous groups?
- (How) Does LQuest support CLIL?
- How to involve students in LQuest? (use or create their own)
- How to create criteria for specific activities (e.g. listening)?
- Can we as teachers get technical tips on how to create Quests so we can also pass them on to our students?
- How does LQuest use affect the role of the teacher?
- How can we pre-test students so we have more information on their skills and content levels before actually starting a Quest?
- Questions from a developers' perspective:
  - What is specific for LQuests?
  - What subjects lend themselves to quest based activities?
  - How to mobilize a group's collective knowledge?
  - Are there tools to support the design process?
- Questions from a teacher's perspective:
  - What are the implications for classroom management?
  - Are Quests implementable given specific conditions in schools (facilities, curriculum)?
- Questions from a workshop participant's perspective:
  - How to find a way to disseminate taking into account the differences between schooltypes and agegroups so as to avoid isolation of individual teachers that work with LQuest?
- What skills will students need to do LQuests?
- What teacher competences are needed to assess student output and products?

2.2 Comparing Assessment Results

Participants were then grouped on the basis of the Quests that they had evaluated as part of the preparatory tasks. The activity aimed to result in:
  a) discussion and clarification of the LQAT principles
  b) identification of problematic assessment issues



Pooling the results in a plenary session afterwards then allowed the animators to come up with a number of conclusions:

Conclusions from the assessment of 6 WebQuests

1. 'Being open' is a characteristic of an assignment that is mentioned as a positive and as a negative feature as well. I appears to be difficult to do two things at the same time: at one hand being so open that the assignment leaves the students enough room to find their own ways, procedures and solutions and ways to implement and present them and on the other hand providing sufficient structure to prevent them from getting lost in an open space where they do not know where to go or how to proceed.

2. Compared to more traditional tasks and assignments in LQs heterogeneity is less a problem because differences can be made fruitful and functional more easily and participants can mutually compensate for each others' deficiencies. On the other hand it would be useful if LQs would give teachers more clues how to deal with differences between learners in proficiency level, interest and talents and how to organize co-operation in such a way that the learners profit maximally from each other's contributions.

3. It seems to be easier to define different roles in a functional way, than to organize shared learning experiences and to elicit a co-operation between these roles that yields learning from each other and to integration of the contributions in such a way that the result is more than sum of the parts.

4. There seems to be a conflict of interests between the constraints and needs of e.g. relative beginners for whom emphasis on receptive skills might be favourable and the insight from SLA theory that 'pushed output' contributes substantially to SLA development. Or to put it simply: should all four skills really be addressed always? And is it always just to give a low score to an LQ which does not?

5. Assuming that performing the task should be based on processing (rich) input, and that this input should not be too far beyond I + 1 level, it seems to be extremely difficult to design LQs for beginners. They will need relatively much help, clues, explanations, scaffolding, etc. which might be in conflict with the principal openness of the TBA and collaborative learning. Anyway, the assessment tool seems to be the less valid the lower the proficiency level of the learners is.

6. Working with LQs does not automatically imply 'online learning'. On the contrary the main learning processes take place in interaction between learners, about what they have found in the internet. The search on internet is rather a prerequisite for this mostly face to face learning activity. However, online working makes it possible to organize co-operation between schools in different language areas. Then LQs are constructed by learners with different language backgrounds. In that case the target language quite naturally functions as the means of communication between the learners working on a particular LQ, which gives the project an additional value.

7. Working with LQ's requires a different way of looking at assessment. Being Task-based, LQ learning results cannot be measured in terms of testing discrete language items. Teacher probably would be helped by instruments to estimate the effect of the learning activities in terms of increased proficiency (like CEFR, Dialang, Phonepass and the like). Special attention is probably needed for instruments that can be used to give students some information about what they have learned (like the European language portfolio or the scaffolding of reflection activities)

8. In the assessed LQs very little attention was paid to organize form awareness. Task Based leaning clearly seems to result in a strong and almost exclusive emphasis on content and meaning. However, according to current insights from SLA theory, 'Focus on Form' can contribute significantly to the development of FL proficiency. For many teachers it is an unsolved problem how to incorporate such Focussing on Form in a Task Based Approach. Special attention might be needed in developing procedures that can help teachers to implement this part of the process.

9. Technical design aspects like the user friendliness of the navigation are a neglected issue in assessing the quality of an LQ. There should be attention for that in the assessment                                                                            tool.

2.3 Theoretical grounding

To further substantiate the relation between SLA research findings and the structure and specific features of the LQ Assessment Tool theoretical input was provided by Gerard Westhoff in his presentation of ´The Penta Pie for nutritious SLA activities´. Central to this presentation was the definition of criteria for learning activities as a result of the main conclusions that can be drawn from research on issues such as ´Limitations of input alone´, ´Advantages of focus on form´ and ´Advantages of output production´.  The PowerPoint file and the paper describing the principles presented are available at the LQuest project site.

2.4. Suggestions for improvements of the assessed Quests and the Assessment Tool

The participants were then challenged to come up with ideas on how to improve the Quests they had assessed in the light of the SLA-research based LQAT principles and criteria.

For an overview of suggestions for improvement of the assessed WebQuests see appendix 3 and for comments on and suggestions for improvement of the assessment tool see appendix 4.

## 3. Experiencing the student role in a WebQuest

As members of the animating team shared the observation in their in-service training experiences that going through the motions of actually doing a WebQuest oneself in a student role has a positive effect on the efficiency and results of the designing phase participants were challenged to do a WebQuest task themselves.

3.1. Instructions

Participants were grouped on the basis of their working language preferences and briefed on how to set about the various tasks leading to the production of a Japanese poem advertising a tourist visit to a specific region in Japan.


3.2 Presentation of results

As this particular WebQuest task had a rigid time schedule (there were time limits for specific phases and the related interim products and for the production of the final result) most teams found it very difficult to meet the deadlines for the allocated timeslots.
This also convincingly demonstrated the natural urge of educators to try and show their best and produce quality educational materials.

The results were then presented in a plenary session. Some teams presented their product as a group as can be seen below.



# 4. Designing LanguageQuests

### 4.1 Plenary briefing

The objective of this session was to put into practice what the participants had learned about LQuest and design one from scratch. The first 45 minutes were spent in a plenary where Isabel Perez presented a summary of those aspects that should be taken into account when designing an WebQuest, that is:

- The students' age, grade and language command.
- The availability of resources, their appropriateness, usability, etc.
- The curricular contents that are to be fulfilled and therefore the didactic unit in which the WebQuest will be integrated, etc.
- And finally, the linguistic objectives in relation to: vocabulary, form, use of language, etc. and other non-linguistic objectives such as collaboration skills, time organisation, social values, etc.

Then, we went through a list of steps that could be useful to follow when creating an LQuest. In summary, the suggestion was to start by writing down a list of topics and by checking the resources available on that topic on the Web. The next step should be to define the setting and the "task", always considering the linguistic interaction and the final output and being sure that the "Task" would trigger L2 use. The next recommendation was to define the transformation of the information that will take place by doing the task contemplating the type of cognitive activity that the students will go through to ensure that the task represents the result of higher level thinking. Finally, another important part was to define the roles that the students will play, being careful with the workload involved in each of them. Apart from these considerations, the final step commented on was to write down the whole Quest paying special attention to the part of the "process" including some "scaffolding" when necessary.

During the Special Interest Group session more time was reserved to brief the participants on how to use templates for putting their LQuest online. Some of the more popular templates used for WebQuest publication were shown, especially those developed by Bernie Dodge, including the latest online version in the Quest Garden portal at: http://webquest.org/



## 4.2 Designing Issues

Following this plenary session the participants teamed up to develop their own Quests. They met in groups of different sizes from 3 to 6 partners and started the design process. The animating team shared this part with them, taking turns through the different groups, checking if there were any doubts about any aspects in the process of designing. This involvement was particularly important in the first steps as the definition of the topic and the task is always a difficult part of an LQuest. Through the process of designing we observed some points that could be of interest:

- The pace at which each group work varied greatly; some decided on the topic quite in the beginning, but for them it was difficult to decide on the task, especially in the case of one group made up of 6 people. The solution was to split up in smaller groups and, even using the same general topic, they proposed a different task.
- Once the topic and the task were clearly outlined each group concentrated in designing the process and the scaffolding activities they could include.
- The "language input" aspect, one of the requirements in an LQuest, provoked quite some discussion.
- For the actual creation of the web page most of them chose the simplest template by Bernie Dodge. However, the main concern at this stage of the design was not the creation of the web page or the visual aspect, but the designing of a real LQuest that could fulfill all the criteria and get a high quality ranking.

## 4.3 Evaluation of results

The participants were involved in the design of their Quests throughout the whole Thursday afternoon and Friday morning. But despite the fact that all teams managed to realise their

products most groups felt they needed more time to finalise specific elements both in terms of content and lay-out. And although the animators fully understood the hesitation to put the results up for scrutiny participants were asked to start evaluating the available results.

In a final collegial evaluation session teams then provided reciprocal feedback referring, again, to the LQAT criteria to support particular observations and arguments.

## 5. Special Interest Group Sessions

To also have a chance to zoom in on specific aspects related to the assessment and design of LanguageQuests a number of themes for Special Interest Group (SIG) sessions had been prepared by team members. Participants chose from the foci ´Young learners´ (appendix 5), ´Scaffolding & Vocabulary acquisition´ (appenidix 6), ´Form-awareness & Strategy use´ (appendix 7) and "Focus on assessment" (appendix 8).



To support sharing the results of the 4 working groups, posters were drawn up and exhibited in the plenary area so that during coffee breaks participants could more easily exchange information on what had been discussed in the various SIGs.

## 6. Developing personal plans for dissemination activities

On the final day participants were briefed on their role in and contribution to the dissemination of the LanguageQuest concept and the related design and assessment criteria. They were supported in developing their personal plans for valorisation of the LQuest Project through (local) activities in a 3-phase procedure. After first having defined the elements in the workshop that were new and most valuable to them personally they then were invited to decide which of those would be useful to share with others in their respective countries. Consequently some time was reserved to first identify specific target groups (ranging from colleagues and managers at local level to relevant organisations such as e.g. associations of language teachers at a regional or national level) and then design strategies and define related activities. Finally, after having exchanged ideas and plans in pairs, they were invited to write a postcard to themselves with a summary of their plans and ambitions.

The LQuest team then collected these and announced their future posting so as to gently remind participants of their good intentions in 6 months' time!
To support the collective efforts of the group the LQuest team committed itself to design and host a portal site and in this way enable the development of a community of practice of language professionals sharing knowledge and experiences in the design and use of LanguageQuests.
Two months later the website for the LQuest network was realised and could be launched early July 2006 at: http://www.LQuest.net.

# 7. Evaluation

Participants were asked to evaluate the Workshop and the ECML's organisational contribution. The responses to the most relevant questions were analysed and results can be found here (appendix 9).

(No translation for the appendix)

## **Appendix 1**

## **Pre-workshop task Instruction**

Dear Participants,

We are very pleased that you will be working with us at the Language Quests workshop on the further development of the LQ concept and its dissemination within our countries. We are looking forward to this cooperation and will endeavor to use the time available to us in Graz as efficiently as possible.

In order to promote a shared frame of reference among participants at the start of the workshop and facilitate a straight launch into our work we would kindly ask you to carry out some preparatory work and to send to us the results of this.

*Concretely: we would ask you to carry out two LQs and to assess them with regard to the clarity of the task, contribution towards foreign language acquisition and authenticity or functionality of the final product.*

With regard to the clarity of the task, it is relevant to estimate:
- to what extent the context and aim of the task are made clear to the teacher and learner;
- to what extent it is made clear what exactly should be done and produced;
- on what criteria the product will be assessed;
- for which target group the task is intended;
- what further useful information would need to be supplied to the teachers about the conditions under which this is carried out.

With regard to the expected contribution to foreign language acquisition, it is interesting for us to hear your opinion on the extent to which the performance of the task supports the development of the receptive and productive language competencies of the learner.

With regard to authenticity/functionality, we would like to hear your assessment of the extent to which the task corresponds to an activity in real life, or could occur there in this form. You can reflect upon the extent to which the learner is free to select his or her own format (which is frequently the case in real life) or is very much restricted and controlled in the shaping of the final product by the fact that the activity comes in the form of an exercise (as is often the case in teaching).

In order to give us greater insight into key areas to focus upon in the workshop programme, please send your results **by 31/03 at the latest**. *This does not need to be an essay.* You can give us your impression in keywords using the assessment grid (which follows below). At the beginning of the seminar a summary of the participant results will be presented.

Choose 2 from these LQs to be assessed:

*German*
Kaffe und Kuchen:
http://www.kennisnet.nl/thema/talenquest/talenquests/vo1518/duits/kaffee/index-l.htm

Weihnachtsmarkt: http://members.chello.nl/h.lodewijks2/Webquest-D/index-w.htm

*French*
Découvrir l'Afrique francophone: http://www.feo.hvu.nl/koen2/TQafrique/
Le grand voyage à Lille http://fcc.feo.hvu.nl/~veronica_havenaar/index-l.htm

*English*
Ellis Island http://www.lehrer-online.de/dyn/9.asp?url=361903.htm
MuZic MagaZine http://www.freewebs.com/marialachica/indice.htm

We hope you will enjoy this task and look forward to receiving your feedback.
Best wishes, the LQuest Team

To be sent to: ECML at this e-mail address: nadja.macek@ecml.at

Example of completed assessment grid

| Clarity of the task - in particular | LQuest Title:      **MuZic MagaZine** | LQuest Title: **Ellis Island** |
|---|---|---|
| ◦    Context and aim of the task | - the context pretty clearly provided by the introduction, ie. it gives a clear idea about the topic<br>- the aim of the task as a whole – the final product, clearly articulated (however, other aspects and specifications of the final product such as content, form and the quantitative dimension not given) | - the introduction clearly defines the topic<br><br>- what is being expected to accomplish is clearly stated<br>  (new concepts and more information on the topic) |
| ◦    Activities      and    product | -the **activities** very clearly presented (in terms of what and how): elaborate, ie. clear and detailed instructions about what to do and strategies how to do the activities given together with organizational tools<br>* some instructions contain spelling mistakes: at ramdom, belive, magacine…<br><br>- the **product** is clearly presented, ie. there is a clear idea of the goal of the activities that lead to the final product or towards what should be accomplished<br><br>- there is no developed rubric - the list of the criteria given is insufficient<br>- the criteria given not only incomplete but rather vague (language : 'correct', 'well' organized; 'nice'magazine, 'well' presented – the criteria not elaborate, specified in terms of what and to what extent (no gradation) | - in terms of language and language skills acquisition, aims not articulated – only content knowledge implied<br><br><br>-    **activities**    clearly explained and given step by step<br>  providing a great support and leading to the oucome expected |
| ◦    Assessment         criteria | - not defined ('secundaria school' may very likely refer to secondary school, which again, even if defined as such does not specify the level, eg. intermediate, upper-interm.<br><br>- clarity as a criterion seems to be unlikely to discuss<br>because there is a lack in content, or quantity of content<br>better to say, little information offered (individual and<br>group work), | -   the   **product**   (diary entries) clearly shaped – |

| | | |
|---|---|---|
| •       Target       group<br><br>◦  Useful information for the teachers about conditions under which this is to be carried out | | the result of<br> well explained activities (guided by many questions to be<br> answered)<br><br>- <u>assessment</u> criteria not clear enough and the list of criteria<br> incomplete ( different language categories mixed –<br> language as grammar with vocabulary, logical coherence<br> with structure, syntax…certain elements should be put<br> together into an appropriate category and be explained in<br> details, a grading scale should be provided for such a<br> piece of language as a diary is (eg. explain what<br> 'complete' diary is – does it cover all the points<br> mentioned or required?)<br><br><br>- this piece of information was in German so I couldn't<br> understand it but it seemed to go into many details, or<br> better to say, it offered a lot of content (which was not the<br> case with the other wQ) |
| **Contribution to foreign language acquisition**<br>◦   receptive | - it supports these lang skills to a great extent (a lot of reading and listening)<br><br>- in this language area writing skill(s) present to a great extent while tgere was relatively little speaking | - there is a lot of reading and some listening material which<br> provide the input for the |

| | | |
|---|---|---|
| ◦   productive | - generally speaking, no balance of all language skills<br>  (not necessarily a negative feature ) | main task and lead to the final<br>  output<br><br>-the task focusses on writing as the final product so there is<br> a large amount of writing<br><br>- speaking is least involved in the process |
| **Authenticity/Functionality**<br><br>◦   authentic<br><br><br><br><br><br>◦   open or closed | - to a great extent  activities are authentic and functional:<br>  The task corresponds to a real life situation and therefore can meet the criterion of functionality or be applied in real life one way or the other : in speaking (to a famous singer) or writing  to some magazine and giving a review / expressing personal opinion about a concert<br><br>- there is little freedom for the student because s/he is closely guided and given the points /the rules s/he has to stick to/follow  (closed to a great extent)<br>- freedom to choose from a variety of resources (given) and a great variety of final products possible in terms of different music magazines, different people being interviewed... | -  authenticity depends on how well a student, ie. an<br>  immigrant can play his / her  role of the chosen character,<br>  how  deeply  s/he  can relate to the character  but how<br>  functional s/he can be in our modern world which is<br>  quite different from the world  of  massive immigration?<br>-  topic vocabulary can certainly be very functional in<br>  cases  of people who (want to) immigrate (which would<br>  also be very realistic at the same time) or simply when<br>  the  topic  of  some conversation is immigration<br>-   a gallery of different characters   may be the result of the<br>  task, many variations to the theme-open to great extent |

## **Appendix 2**

*German*

Kaffe und Kuchen:
http://www.kennisnet.nl/thema/talenquest/talenquests/vo1518/duits/kaffee/index-l.htm
Weihnachtsmarkt: http://members.chello.nl/h.lodewijks2/Webquest-D/index-w.htm

*French*
Découvrir l'Afrique francophone: http://www.feo.hvu.nl/koen2/TQafrique/
Le grand voyage à Lille http://fcc.feo.hvu.nl/~veronica_havenaar/index-l.htm

*English*
Ellis Island http://www.lehrer-online.de/dyn/9.asp?url=361903.htm
MuZic MagaZine http://www.freewebs.com/marialachica/indice.htm

## Appendix 3

# Suggestions for Improvement of the Assessed WebQuests

**Weihnachtsmarkt**

**Aufgabe**
Sehr verwirrend, weil >Mischung von Aufgabe und Vorgehensweise und zu komplex.
Vorschlag: Trennung von Aufgabe und Vorgehensweise (auf der Seite Prozess)
Klarere Angabe der Zielgruppe der Broschüre.
Dann wäre es auch einfacher Kriterien zu formulieren für die Top 3
Klarere Kriterien für das Produkt geben
Vorschlag: Beschreibung der Tradition und Top 3, Illustrationen
Wir fragen uns ob die 20 praktischen Sätze sinnvoll sind. Wir können übrigens nur 3 finden.

**Prozess (Arbeitsschritte)**
Vorgeschlagene Gruppenbildung in 1   spiegelt sich nicht wieder in der nahegelegten Gruppenbildung in 2.
Vorschlag: klarere Rollen- und Aufgabenverteilung

Mehr digital Sprache (einfacher Sprache und rezeptartig)

**Quellen**
Manche Quellen enthalten keine Informationen. (Beispiel: Goethe)

**Evaluation**
Klarere Trennung zwischen verschiedenen Kriterien
Hinweis auf Modalverben völlig unmotiviert.
Vorschlag: Adressatenbezug, Inhalt, Layout, Sprache

**Lernzuwachs**
Vorschlag: In Form von Fragen

**Generell**: Alles zu unübersichtlich, sprachlich und vom Layout her
Schüler brauchen zu viel Zeit um sich orientieren zu können.
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**Suggestions for improvement of LanguageQuest – Music Magazine**

1. **Introduction**
There was not enough motivation in the beginning, lacking pre-work to get them started and eliciting the ideas about the topic (example: brainstorming of their ideas related to music and see how much vocabulary they already know).

2. **The task**
The students were not given the details about the product. It should be defined what exactly they are expected to accomplish: electronic or written magazine. Specification of the quantity expected for each section.

5. **Evaluation**:
   a) concrete assessment criteria should be added for various aspect of the task
      such as:  the size (the number of pages), accuracy elements, the quality of the
      product   and contribution to team work
   b)There should be elaborate rubric, the elements to be evaluated should be specified

      and   graded.

      "Correct" should be explained in terms of grammar errors,
      "well" organized should be explained like use linking words, the structure of the text
       (layout)
      "nice" - use an attractive design, visual means, lots of pictures, photos…
   c)   how to evaluate searching the web, team work – detailed guidelines should be given

6. **Conclusion**
   There should have been some suggestions, questions to build up, make them extend
   what they have learned and more concrete stimulation for self- reflection.

7. **The teacher´s page**
   a)Detailed information about the proficiency level and the age that this particular
      teaching material is aimed at should be added
   b) suggestions on  how to adapt the material for different proficiency levels
   c) no support to the teacher – no guidance in terms on class management
   ---------------------------------------------------

Kaffee und Kuchen

Lehrerseite

- ➢ Befehle und Vorschläge überall in der Zielsprache.
- ➢ Ziele der Übung geanuer erklären (Sprechen, schreiben, hören).

Schülerseite

- ➢ Begriffserklärungen (z.B. MBO niveau 4) in der Zielsprache.
- ➢ Beurteilungen genauer strukturieren, damit die Schüler das nicht zu schnell fertig
   machen.

Beispiele von fertigen Projekten auf der gleichen Seite.

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**Music Magazine**

- • Introduction: it should have a more attractive design and presentation of the idea
- • Task: There should be more information about the magnitude of the final product
   (number of pages, format, is it going to be on paper, digital, etc)
- • Process: There should be instructions dealing with collaboration leading to the final
   product, which is a music mag
- • Evaluation: There should be more objective explanations for the criteria (what does it
   mean "look nice", for example)

- Conclusion: Self-reflection should be stimulated by asking students to list various things and provide examples of what they think they have learnt from the task, that is, why this should be applied in other contexts?
- Teacher's notes: level of students skills, knowledge, etc should be more detailed described; what technical skills are needed to start to manage the task
- Cross-cultural interactive facility, for example an e-mail button for correspondence

In general terms, navigation should be more convenient, for example, we suggest including the main menu on every web page. There should be some theme-based pictures to get a visual diversity to increase motivation, even music sounds

## Music Magazine (2)

- We would like to see more emphasis on the language proficiency.
- Students might make a glossary to help them produce their product and expand their vocabulary. This should be used in the final product.
- Language awareness activities which develop writing competency, e.g. awareness of text organization or cohesion, journaleze.
- Writing is a process. Include the teacher (editor) who gives feedback on an initial draft, or use peer evaluation.
- Evaluation needs to be clear so that students have something to aim for. More concrete, related to the LQ and related to the quality of the products. What does a good product look like? Students should know this clearly at the start. Explain or omit the graphs!
- Reflection. Include reflection steps, e.g. a specific task about working together. Peer reflection.
- Collaboration. Teacher might divide groups up according to skills, for example, or according to which role is good for each student. Also more steps need to be added in for the group to collaborate. How do they work together and why needs to be specified.
- Teacher needs more guidance about how to facilitate the students.
- The process might be broken down into steps (also in the teacher's page).
- How can we include scaffolding, to push the students to produce a high quality product? Maybe feedback from teachers or peers, teacher's role as mentor is crucial here.
- Teacher's page should include much more guidance on how to facilitate the groups and the quest. We need to know approximately how much time it takes, in class and outside the class.
- Navigation: include a sidebar continually on the left for easier navigation.
- Visuals. We need a more lively appearance. Add photos, colours, animation, videoclips, etc.
- Does the quest appeal to all kinds of learners? Think about learning styles or multiple intelligences…
- Relate it to the EFR? It would help if we knew which level it was at, on teacher´s page.

## Music Magazine (3)

Section A
1. Introduction.

The introduction should take the form of a stimulating lead-in in order to motivate learners to do the LQuest. It should make clear the structure, the content and the outcome of the Language Quest. Introduction should also specify the target group of learners. It should specify not only the context and the final product but also the steps that can help the learner to achieve the set task that is to produce a Music magazine.

2. Task.

The description of the task should be precise and concrete. The discreet steps that lead to the realization of the task are to be spelt out . Moreover, the size and layout of the final product are to be defined clearly so that the teacher and the learner to find  and share common objectives. The rubric should be clear and brief The task section should have an exercise which can help the teacher to check learners´ understanding of the task.

Process

It should be more structured and the role –play section should specify how it is going to be conductive in an interactive way. The section should also contain more opportunities for free and self-initiated oral work.

4. Resources.

Each link should be accompanied by short but revealing reviews that can help the learners to make informed choices about which links to exploit. The links used should be checked regularly for errors and availability as well as appropriacy to learners age and ethical and aesthetic issues.

5 Evaluation.

It does not include any details and clear-cut criteria on the bases of which the final product to be evaluated. Nor does it contain any tools for assessing productive and receptive skills that can help the teacher to monitor and evaluate students# improvements and competencies during and after having done the Quest.

## Appendix 4

# Comments on and Suggestions for Improvement of the Assessment Tool

- High familiarity with task-based learning a pre-requisite.
- Academic language needs to be addressed according to target user: Author?
- Quest User?

**Tool – Quantitative Nature**
- If teacher is target user, other requirement necessary Eg: Qualitative Descriptor: select good and bad points.
- Profile needs to make reference to the content and context in more detail.
- Tool overly prescriptive: How do we know if the Quest is a success in the classroom?
- Examine the template used by Amazon.
- Questions 14 and 15 overlap in terms of descriptions
- Descriptions should be shorter, even making use of key words, focusing on one particular point

**Language production (quality)**
-Include an item on the quality of the final product(s) and the language produced. To what extent does the LQ challenge the learners to produce a top quality product and to really do their best?

**EFR**
Relate it somehow to the EFR?

**Scaffolding**
Include i + 1 in the product, too. How does the task push the learners to scaffold, provide a way of achieving a next level in their language learning? Does the teacher´s page include hints to help them do this?

**Individual differences**
To what extent does the LQ appeal to different ways of learning – learning styles or multiple intelligences? Does it take learner differences into account?

**Navigation/technical aspects**
How easy is it to navigate around the LQ?

**Scoring**
Why are some aspects scored 0-3 and others 1-4?

**Problematic wording**
Why should they become aware of possible irregularities?
6. Relates to reflection, not to conclusion
10. Needs to relate to the challenge rather than the difficulty of the material.

**QUESTION 8**

Perhaps the different points should say that the amount of text, difficulty of text etc. is APPROPRIATE TO THE LEVEL of the students who are being targeted in this Lquest. For example, in "Kaffee und Kuchen", the requirements for three points were what was achieved, however that which was required for four points would have been too difficult and involved for students working at this level of language. Maybe four points could read something like

"Sources provide an APPROPRIATE quantity of text, both spoken and written in a variety of text types and layouts, which is SUITABLE to the level of the student."

Otherwise, certain LQUests(like "Kaffee und Kuchen") are being awarded three points, when really they are deserving of full marks for this question.

**QUESTION 17**
The wording of the introductory question is a bit odd. Maybe something like " To what extent does the work completed throughout the process directly relate to the requirements of the end product in a real-life situation?" Just a suggestion!

**Specific Wording in Assessment Tool**
AuthenticQ.9 / Current-Q.9 / Control
Progression through points under one theme is not always logical.
The descriptions and the points do not work in parallel along a scale. (Q5)

## Appendix 5

## LanguageQuest design and Young learners

This group set out to explore what the implications of using and designing LQuests for a special target group, in this case young learners, would be. The group agreed to do a brainstorming session to first map a number of associations and dimensions to the issue at hand. This resulted in the mind map shown in Fig. 1 below.
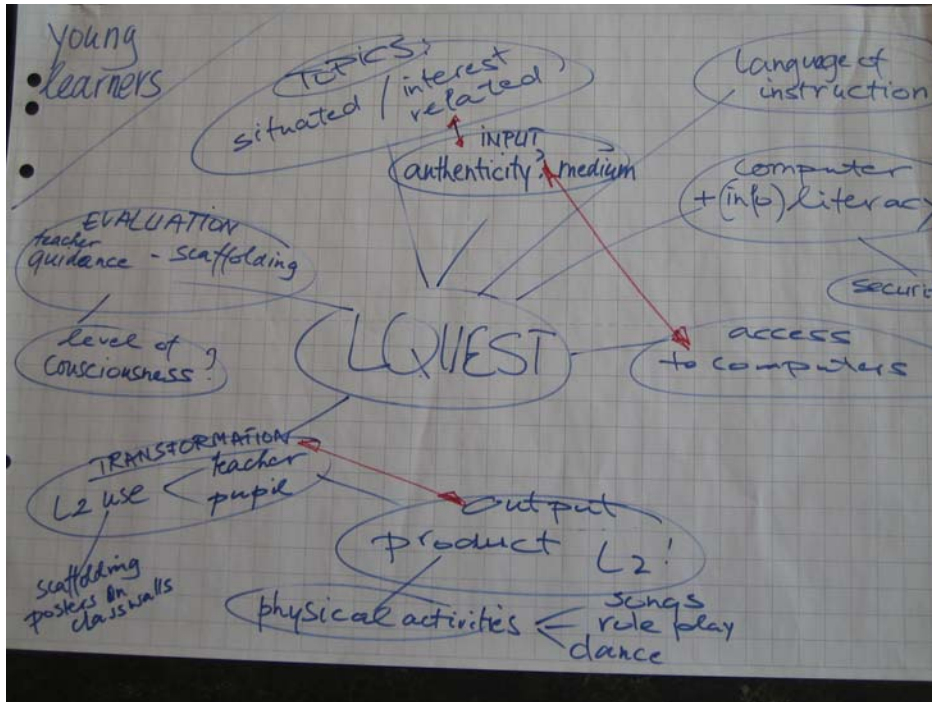


Fig.1 Result of Brainstorm Session Young Learners SIG

Some suggestions were made on a number of LQuest design aspects:

On Topics:
It was suggested that the need for the theme of the Quest to be situated and related to the current interest of the pupils might even more pressing for this particular group of learners than with older or more advanced language learners.

On Input:
This conclusion then led to the hypothesis that this 'situatedness need' might well clash with the input authenticity criterion. And – related to the source of input in Quests (i.e. web resources) – the issue of access opportunities to computers and security aspects at primary schools were mentioned as obstacles from an implementation perspective.

On Evaluation
The question was raised to what extent young learners can be expected to independently evaluate process and results. Scaffolding and teacher guidance were seen as indispensable for this phase.

Participants then formed pairs on the basis of a shared interest in further exploration of one of the issues discussed. They were given the set of links in Table 2 below to start off their Internet searches.

```
http://www.longman.com/young_learners/teachers/index.html
http://www.cambridge.org/younglearners
http://www.oup.com/elt/global/teachersclub/resources/young/
http://www.anglia.nl/
http://www.earlystart.co.uk/
http://www.earlychildhood.com/Articles/index.cfm?FuseAction=Article&A=60
http://barteldes.freeyellow.com/page1.html
http://www.getlyrics.com/
http://www.recmusic.org/lieder/en.flines.A.html
http://www.britishcouncil.hr/english/have_fun.htm                      **
http://www.learnenglish.org.uk/kid_frame.html                       **
http://www.bbc.co.uk/schools/laac/index.shtml
http://www.enchantedlearning.com/Dictionary.html
http://www.wpe.com/~musici/
http://www.primarygames.com/reading.htm                                *
http://www.stars.ecml.at/en/                                          **
http://www.countryschool.com/younglearners.htm                       **
http://www.lapasserelle.com/lm/pagespeciales/games/writestory/write.story.
html
```

Table 2. Links for the Young Learners SIG web research activities


As to *Topics* some general criteria for topics for young learners were suggested:
- related to the students' environment
- create curiosity from the very beginning
- Leading to inter-cultural learning
- suitable for projects
- attractive and motivating

Actual topics suggested included: Comics; Famous people; TV Characters; Animals; Children stories; Fairy tales; Adventure stories and real life situations such as the journey to school.

As to the actual use of the *language of instruction* a group came up with the results of their internet searches showing that in existing talenquests the instructions often are in the mother tongue and occasionally also in the L2 (e.g. the Valentines Day Talenquest). The option of a clickable L1 version of the instructions in the various pages was also found.

Two pairs focussed on subjects such as '*Transformation of input*, *Output and target language use'* and came up with the following suggestions:
- use scaffolding posters on class walls with language chunks and key vocabulary; they are particularly suitable for practicing and supporting the use of numbers and time telling
- focus on physical activities: songs, role play, dance, food preparation & cooking, games
- use cards, films, posters, maps,

The group also arrived at the conclusion that in fact any type of output you would make in L1 is in principle possible in L2.

Reference was made to the ECML project: TEMOLAYOLE Developing teachers of modern languages to young learners / Integrating the teaching of modern languages to young learners in teacher training programmes and its document ' Websites for Materials for Young Learners' at  http://www.ecml.at/mtp2/TEMOLAYOLE/pdf/D2web.pdf
And also the Teaching Tips on www.lognman.com/younlearners/teachers/index.html were recommended.

## Appendix 6

## Scaffolding tools: Vocabulary acquisition Special Interest Group

This special group worked on the necessity of scaffolding throughout the process of a WebQuest, in this sense some ideas on scaffolding from Bernie Dodge were presented and were related to how it could be applied in the case of linguistic scaffolding. Vocabulary is one of the aspects that requires more support and attention for students to feel confident and not frustrated in an environment where there is rich language input. The session went on by visiting and analysing some websites useful for the creation of activities that can help in this scaffolding aspect, as well as some examples of actual activities.
Some final conclusions arrived at were:
- Build scaffolding into your Language WebQuest.
- Cognitive scaffolding that helps learners to be more autonomous and conscious about their learning should be included.
- Explore the links on the web site and you will find out some of the possibilities.
- Verbal interaction (Wood, Bruner and Ross, 1976) should be present.
- Some good connections between the use of online quizzes and platform such as WebCT were suggested.

# Appendix 7

## Form-awareness & Strategy use

*Background*
About the role and necessity of rule knowledge in SLA very roughly two views can be distinguished:

FoFS:
Believes in the PPP-model
Present the rule,
Practice application, first slowly manipulating (maybe meaningless) language elements, gradually speeding up the rule application process, in the end resulting in
more or less automatic (meaningful) Production.
Process proceeds from accuracy to fluency.
It corresponds to what teachers perceive as teaching and learning.
Corresponds to ´common sense` on what education is about.
Very little confirmation from research and experience of many language learners.


FoF:
Believes in priority for content and meaning in the acquisition process. Getting the message across is the first and dominating concern of the working memory if asked to produce language. If overburdened by the requirements of processing meaning and form at the same time, the brain chooses for meaning first and leaves out attention to form. (The short-circuit hypothesis). Only if meaning can be produced so easily and smoothly that there is working memory capacity left, form aspects will be processed.
It is assumed that the acquisition process proceeds from fluency to accuracy. Which means that in the early stages of SLA, there is much emphasis on the acquisition of basic vocabulary and chunks and formulas and a high tolerance towards form mistakes.
Does not correspond to teachers reflexes and believes. A lot of confirmation from research and experience of language learners. Corresponds to the descriptors of the levels of the Common European Framework of Reference (CEF)

However, as also is confirmed by research outcomes, there should be attention to and awareness of form-aspects of language utterances right from the beginning of the acquisition process.
The main procedure to implement this attention and create this awareness is: giving learners so called ´corrective feedback´. Which means: confirming, awarding and reinforcing what is correct in the content of the language utterance and echoing or modeling form corrections in reaction to learners utterances
(S: "These knee hurts" T: "Oh, terrible. Come here! I will look at it. This knee?")
Note that the feed back is functional and ad hoc and does not address the language system nor the issue of the morphology of deictive pronouns.

The LQ-concept is a form of task based learning, which in the case of SLA draws heavily on and find its main justification in the FoF assumptions.
Problem:
How to organize FoF in L-Quests?

The more discrete items are made explicit, the less lifelike and functional the learning activity will be.

It is very difficult to build in corrective feed back in an LQ because the need for specific feed back will be:

- Unpredictable
- Learner dependent and
- There will be no direct or functional relation to the content of the LQ



*Discussion*

We started with a look at the CEF. In the CEF the use of rules (e.g. for self repair of formal mistakes) is one of the markers of the difference between B1 and B2.

Represented in a graph the relation between tolerance towards form mistakes and ability to produce meaning could be made visible
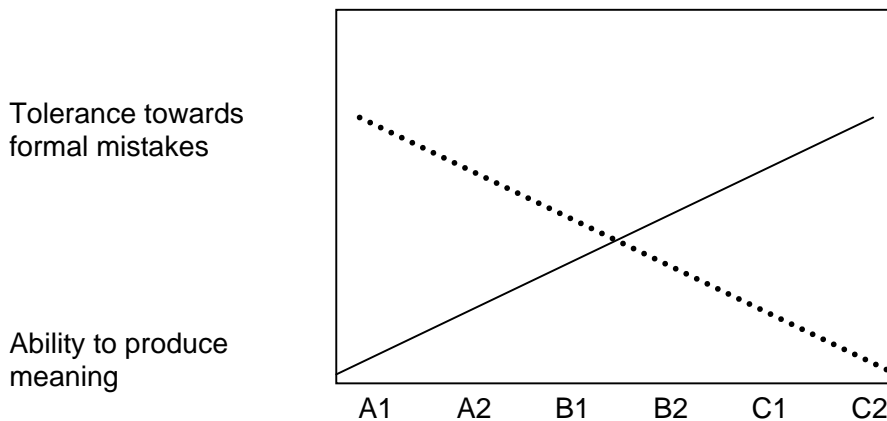


A look at this graph leads to the following conclusions:

Also according to the descriptors of the CEF formal correctness is the eventual aim.

This does NOT mean that it is the most efficient way to achieve that by requiring formal correctness by applying instructed rules regarding formal correctness right from the start.

According to SLA-theory and the CEF descriptors, systematic work on rules regarding discrete form items does not seem to be useful earlier than from B2.

On the contrary: Ultimate correctness may even be achieved sooner if the training in the earlier stages (up to B1) is mainly focused on producing meaning and using formulaic speech with gradually more attention to formal correctness and (if helpful) providing very simple rules.

It does not to seem just and effective to focus heavily on rule-directed grammatical correctness ('creative speech') in school examinations as long as the achieved level cannot be assumed to be B2 or higher. If it is not, examination would better focus more on the ability to communicate meaning with a relative high tolerance towards grammatical mistakes and/or the possibility to use 'formulaic speech'.

Yet there should be some focus on form right from the beginning.


*Suggestions for application of these conclusions in LQs*

First solution could be the request to describe in the teacher pages generic procedures for giving corrective feedback

The only build-in facility to provide corrective feedback we could think of, was the systematic use of spelling and grammar checkers where learners are producing written text. In that case teachers will have to be skilled in using 'scaffolding' techniques like helping learners with helpful questions guiding them to solving the problem by themselves (hints or instructions should also be in the teacher page)

In that cases it would be useful if learners could be referred to URLs where they can find information about formal items and on demand also exercises to practice if they think that is useful in their situation and/or task. This could also have the form of an online toolkit.


*About debriefing*

In the course of our discussion we more and more saw the possibilities and importance of a debriefing stage. It could be incorporated in the reflection part of the task. It could be structured by the following sequence of questions, to answered by the learner:

What linguistic problems did I encounter in trying to perform the task?

How did I solve those linguistic problems?

Would it be worthwhile to memorize that solution e.g. in the form of a rule or a statement?

How am I going to make sure that I will not forget this rule/statement?

If I did not succeed to solve that problem would it be worthwhile to solve it as yet? And if so, what do I need to do in order to solve it? (Look it up with the help of the teacher? Asking the teacher directly?)

Again there should be hints in the teacher page and examples of procedures


*About FoF and assessing linguistic correctness*

In case teachers would want to assess their learners´ products with respect to accuracy, the following considerations were formulated:

The required level of formal linguistic correctness should be specified clearly in advance. In the formulation of the task there should not only be indications regarding content (like: issues to be addressed, type and quality of given information, solutions or proposals etc), physical form (magnitude, medium, layout, etc), but also regarding tolerance towards linguistic mistakes in language forms (see assessment tool, question 5, for some further elaboration)

The requirements regarding linguistic form correctness should not exceed the learners´ actual level of competence, according to the CEF. This means that ´total correctness´ for beginners (Let us say: at the A levels) only can be expected if the learners can complete the task using almost exclusively formulas, given chunks and the like.

Before presenting their final products, learners should be asked to submit a draft version first. Feedback should be organized so that they are able to correct it up to the required level of linguistic form correctness, according to the given task specifications. Sufficient help should be provided for them to do so. E.g. in the form of scaffolding by the teacher, hinting towards sources, or in some cases maybe even giving them ready made solutions.

For the development of form awareness and further acquisition of linguistic knowledge about form aspects of the language, a debriefing stage can be used. For this purpose learners can be asked to establish what deficiencies regarding linguistic formal correctness prevented them to produce what they really wanted to. It may be discussed then whether this deficiency should be tackled, and if so, how this could be done effectively and efficiently. The teacher may help the learners to design and execute a plan of action to mend the established deficiency.

*Appendix on reflection and strategy use*

As a follow-up Gerard Westhoff made some additional personal notes that were not discussed because there was not enough time.

In principle the reflection stage (which question 6 in the assessment tool refers to) can have two functions:

a) Fostering learning to learn
b) Fostering memorization

Re a: The most important learning activity to foster the knowledge and use of learning skills and strategies is awareness raising. In principle this is done by having learners ask themselves the following questions:

How did I tackle the assignment or learning problem
Did it work?
How could I explain that it did or did not?
What do I learn from that?
In what respect does this new insight makes a difference for the way I will tackle such problems or assignments in the future?

Re b: In this case we should not only evoke awareness raising, but also identification of solutions and making plans. This process could be scaffolded by having learners answer the following questions:

What words or linguistic forms did I encounter that I needed in order to be able to express what I wanted to and might be worthwhile to remember for future use in other situations?
What would be a good way to memorize this?
How am I going to execute and monitor this process?

Like in the case of organizing FoF, it is difficult to build in specific directions in individual L-Quests. The same things that were said above about corrective feedback and the debriefing stage could be repeated here.

# Appendix 8

## Focus on Assessment

The focus in this SIG was on the following issues:

1. What do we assess?
   - Language
   - General / social skills (this should be applicable to all subjects)
   - ICT skills

2. How do we access?:
   - What are the tools (e.g. rubrics, check lists, portfolios, etc.)?
   - How can we develop and objective criteria?
   - The criteria have to relate to the task

3. How do we relate our assessment to the Common European Framework?

The participants of this special interest group quickly agreed on two main questions which have to be answered when it comes to assessing LanguageQuest activities:
What do you assess and how do you assess it?

As any other task-based approach LanguageQuests involve more than just language. At least three sets of skills, which are essential to be successful in a LanguageQuest, can be identified: language skills, social or general skills and ICT skills. Talking about language skills, these skills go far beyond the mere practice and use of discrete language items. A number of communicative situations have to be mastered by the students. Therefore, the assessment of a LanguageQuest cannot be limited to performance assessment (traditional assessement, standardized assessment, summative assessment), but forms of formative assessment (authentic assessment, holistic assessment, alternative assessment) have to be integrated into the Quest.

A number of instruments, which can be used for formative assessment,  have already been used for some time in the task-based context: rubrics, portfolios, checklists or other real-life instruments. The challenge for the teacher is to find objective criteria for the assessment of the different skills and to decide, how the skills add to the overall performance. In this respect, a possible post-workshop activity could be to develop and propose a number of examples for such assessment criteria.

During the course of the discussion, another issue was raised by the participants and soon turned out to be the most urgent. Being a European project and keeping the idea of a clear and comparable, Europe-wide set of standards in mind, the question of how to relate LanguageQuests to the Common European Framework (CEF) is a major aspect. A connection to the CEF is essential for both students and teachers. Students must be able to estimate the level of difficulty and their own performance within the European context.

For teachers the reference to the CEF becomes necessary as soon as they want to use a LanguageQuest which has not been design by themselves. References to national curricula or standards do not provide a satisfactory point of reference for language teachers from different educational backgrounds. Therefore, the teacher page of a LanguageQuest should

provide information about the language skills which are necessary to do the LanguageQuest and how expected results can be interpreted in terms of the CEF. Therefore, one post-workshop activity could be to develop a CEF-related template for the assessment of LanguageQuests. Existing LanguageQuests could then be categorized according to the CEF-levels. The descriptors in the CEF might have to be adapted for that purpose.
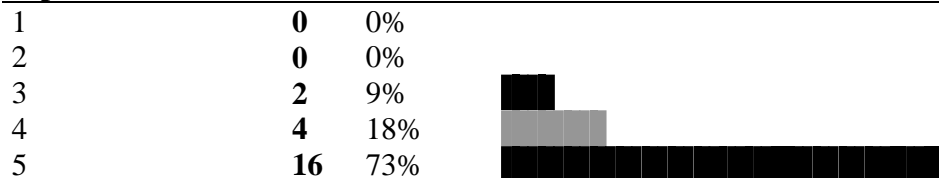
Ideas for follow-up activities and workshops:
- Develop a kind of template for CEF-related assessment.
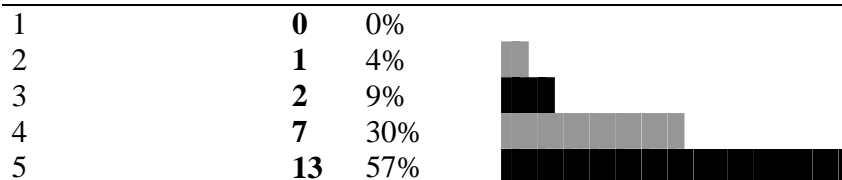- Categorise Lquests according to the CEF- levels.
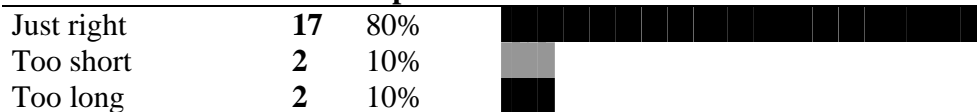
## Appendix 9

# Evaluation of the ECML workshop

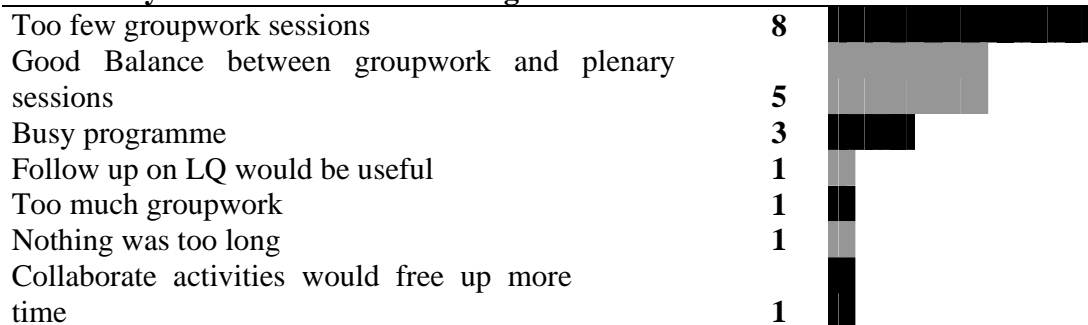**On a scale of 1-5, how far did the workshop meet your expectations?**

| | | |
|---|---|---|
| 1 | **0** | 0% |
| 2 | **0** | 0% |
| 3 | **2** | 9% |
| 4 | **4** | 18% |
| 5 | **16** | 73% |

**How relevant was the content of the workshop to your particular needs**

| | | |
|---|---|---|
| 1 | **0** | 0% |
| 2 | **1** | 4% |
| 3 | **2** | 9% |
| 4 | **7** | 30% |
| 5 | **13** | 57% |

**The duration of the workshop was:**

| | | |
|---|---|---|
| Just right | **17** | 80% |
| Too short | **2** | 10% |
| Too long | **2** | 10% |

**What did you think of the time management?**

| | |
|---|---|
| Too few groupwork sessions | **8** |
| Good Balance between groupwork and plenary sessions | **5** |
| Busy programme | **3** |
| Follow up on LQ would be useful | **1** |
| Too much groupwork | **1** |
| Nothing was too long | **1** |
| Collaborate activities would free up more time | **1** |

**What did you particularly like about the workshop?**
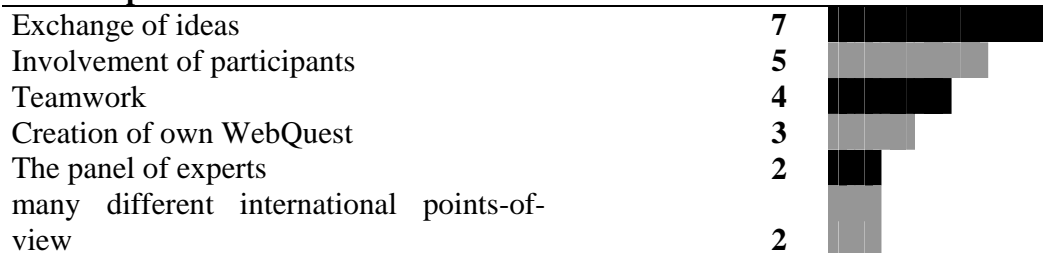
| | |
|---|---|
| Exchange of ideas | **7** |
| Involvement of participants | **5** |
| Teamwork | **4** |
| Creation of own WebQuest | **3** |
| The panel of experts | **2** |
| many different international points-of-view | **2** |

| | |
|---|---|
| Practical exercises | **2** |
| Great preparation | **2** |
| The learning process of participants | **1** |
| The emphasis on the process | **1** |
| Great assistance of project team | **1** |

**Which other topics would you have liked to see discussed during the workshop?**

| | |
|---|---|
| Nothing | **4** |
| Experiences with Lquest | **4** |
| CEF | **3** |
| Theoretical background | **3** |
| Other ICT in SLA | **2** |
| Technical issues | **2** |
| Future of ECML | **1** |
| Participant Bankground | **1** |

**Was there anything that could have been different/better?**

| | |
|---|---|
| Introduction in participants' background | **4** |
| We could have had shorter days | **3** |
| Can't think of anything | **2** |
| Information on ALL Lquests | **1** |
| more computers | **1** |
| overview of relevant websites | **1** |
| Evaluation of created WebQuests | **1** |
| More time on creating the WebQuest | **1** |

**Will your work change in any way as a result of your attending this workshop?**

| | |
|---|---|
| I want to finish the WebQuest | **4** |
| I've broadened my horizon | **3** |
| More Projectbased work | **3** |
| Yes will try to achieve an Lquest with a class | **2** |
| Not really, but updated my info | **2** |
| YES | **1** |
| Focus on form not forms | **1** |

**What future action would you like to see from the Council of Europe/ECML?**

| | |
|---|---|
| Workshops, Seminars | **5** |
| Second stage of the workshop | **4** |
| Exchange website | **3** |
| New website | **3** |
| More attention for German | **1** |
| Collection of WebQuests | **1** |

Research on Blogs                          **1**
Feedback on the designed WebQuest          **1**
Support for international networking        **1**