Deliverable 11: Webinar "Current state of OER for LUL"
**Project Title**: Enhance Teaching and Learning of Less Used Languages through OER/OEP

**Project Acronym**: LangOER

**Funding Programme**: Lifelong Learning Programme, KA2 Languages

**Contract No**: 543239-LLP-1-2013-1-LV-KA2-KA2NW

**Project Start**: January, 1st, 2014

**Project Duration**: 36 months

**Partnership**
- Fryske Akademy, The Netherlands (P1, Project coordination), Web2Learn,
- Greece (P2, Project management) European Schoolnet, Belgium (P3),
- University of Gothenburg, Sweden (P4), Jan Dlugosz University, Poland
- (P5), Mykolas Romeris University, Lithuania (P6), International Council for Open and Distance Education (ICDE), Norway (P7), European Foundation for Quality in E-learning, Belgium (P8), Rezekne Higher Education Institution, Latvia (P9).

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**Status**: Final

**Contractual day of delivery**: 19 September, 2014

**Nature of the deliverable**: E

**Dissemination level**: PU = Public

**Author(s) and their institutions**
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**Contributor(s) and their institutions**
Alastair Creelman, EFQUEL, Sylvi Vigmo, UGOT, Kate Borthwick, University of Southampton, Anna Comas-Quinn, The Open University, UK

**History**
Version 1, 10.02. 2014 Revised by Linda Bradley
1. **Executive summary**

Hosting a webinar was the final step in disseminating the results from the in-depth investigation and analysis of Open Educational Resources (OER) in the target languages of the LangOER consortium. At the same time, it was an opportunity to make a presentation and networking with two experts within OER and language learning. The webinar offered an opportunity to display the challenges and ways forward for reaching out to anyone interested in the area of OER and language learning, with a specific interest in how to reach out to small languages.

There were three short speeches in the webinar. The first speaker was Sylvi Vigmo from University of Gothenburg in Sweden who highlighted the role of co-design and the importance of involving learners in the OER community when developing OER for less used languages. The next speaker Kate Borthwick from University of Southampton in the UK brought up the work with some inspiring projects with OER where teachers from less used languages have gathered to share ideas, creating a sense of community for the teachers. The final speaker, Anna Comas-Quinn at the Open University in the UK, raised translation as a way forward to reach out to small languages, making ideas accessible to others. During the speeches, the audience could interact with the speakers through the chat-channel moderated by the chair person Alastair Creelman from EFQUEL. This event attracted a large audience. There were almost 200 persons attending the webinar, so the chat-channel was very vivid as well as the Twitter feed.
2. Introduction

The purpose of the webinar was to display how we can increase the low online presence of OER for less used languages. This was a theme that was brought up by the speakers of the LangOER webinar. In an increasingly digital world there is a risk that small languages are marginalised and taken over by large, more widely spoken languages. The presentations brought up ongoing projects that are currently working on this matter.

The first speaker was Sylvi Vigmo who gave the context and development of the LangOER-state-of-the-art investigation that has been ongoing in the first part of 2014. The presence of OER in less used European languages is low according to the UNESCO-definition. This implies that it is important finding ways to collaborate on a multicultural level to share OER. To involve learners in the OER community is suggested as a way forward.

The second speaker was Kate Borthwick who is a Coordinator for e-learning at the Centre for Languages, Linguistics and Area Studies (LLAS). She is an experienced developer of online learning materials and an e-tutor. Her research interest is in OER and she has managed all of the Centre’s recent projects exploring open educational practices. Such projects are the JISC-funded HumBox and Community Café.

The third speaker, from the Open University in the UK, Anna Comas-Quinn, raised translation as a way to reach out to small languages, making ideas accessible to other people. Since translation communities are growing, this idea is based on how the power of the crowd can increase online presence in OER in less used languages.

Before, during as well as after the event, there was a very vivid Twitter activity with a very high impact and reach (see statistics in 4. Twitter feed statistics in this document). Some further documentation from the event is found below in this document: The PowerPoint slides from the webinar (see 9. PowerPoint slides from the webinar). The LangOER-team also put a lot of effort disseminating the announcement (see 7. Webinar announcement text) and poster (see 8. Webinar poster announcement) on a great number of channels, some of which are also included in this document (see 10. Dissemination channels for webinar). Finally, we have also included the participant list of all those who signed up and registered to participate in the webinar (see 11. Webinar participant list). The event attracted a high number of international participants.

The event was also acknowledged by blog posts and a new article. Two LangOER-partners blogged about the event. Alastair Creelman’s blog post is titled “Open educational practice stimulates less used languages” (see Alastair’s blog post from 21 Sept, 2014. Linda Bradley wrote two blog posts titled “Less used languages in digitally mediated contexts” and “The LangOER webinar: a successful event attracting many participants” (see the LangOER-blog). In addition, ICDE also posted the webinar event (see 6. ICDE posting of event on their homepage). There was also a news article posted in Media & Learning News (see 5. Screenshot of news article in Media & Learning).
3. Screenshot of the webinar environment

Screenshot of the webinar presenters; Anna Comas-Quinn, Sylvi Vigmo, Alastair Creelman, and Kate Borthwick.
4. **Twitter feed statistics**

- **172 tweets**
  - 22.08% Original tweets (40)
  - 4.07% Retweets (7)
  - 93.71% Retweets (94)
  - 18.95% Links & pics (33)

- **231,380** impacts
- **817** followers per contributor
- **2.57** tweets per contributor
- **54,742** reach
- **67** contributors
- **33** links & pictures

- **Activity**
  - 8 replies
  - 33 links & pics
  - 40 original tweets
  - 94 retweets

Created: Sep 10, 2011 5:18:33 PM
5. Screenshot of news article in Media & Learning News

Media & Learning News

Horizon Report urges schools to tackle ‘wicked’ digital skills challenge

The recently published Horizon Report Europe: 2014 Schools Edition examines trends, challenges, and technologies that may have an impact on and use in teaching, learning, and creativity. Two major trends identified in this report are: the changing role of teachers as a result of ICT influence, and the impact of social media platforms. Mid-range trends include an increasing focus on open educational resources and an increasing use of hybrid learning designs. Long-range trends include the evolution of online learning and the rise of data-driven learning and assessment. Read the full report.

Project maps status of OER for language teaching

The LangOER project is a three-year project dealing with Open Educational Resources (OER) in less used European languages. Since its start in January 2014, the project has mapped the OER landscape in less used languages and the results are presented in a project thematic report which raises topics important for making the field forward, such as policies, language barriers, multilingualism and the preparation of practitioners. On 18 September the project hosted an online webinar on multilingual OER repositories which can be accessed online.

Evens Foundation supports Media Literacy

The Evens Foundation is a public benefit foundation which initiates and supports sustainable projects in the domains of eTwining Learning Events in autumn

The continuing professional development of teachers is a vital aspect of eTwining and a wide variety of opportunities are offered to eTwining teachers to participate. The Learning Lab is a specially adapted platform to facilitate the online aspect of eTwining Professional Development and offers a vast variety of learning events in different languages. For more information about learning events, see here.

Series of guides on Lecture Capture

The Media & Learning Association has published a series of guides on moving beyond lecture capture which are the final outcomes of the European Lifelong Learning project REC-all. The project team researched how lectures are being captured and used, explored learning design for flexible and off-campus delivery and reviewed technical, pedagogical and legal issues. The guides include the Lectures guide (EN), advice on copyright and IP issues in the Lectures guide (EN), and an overview of the different technologies that are available in the Technologies guide (EN).

Kaltura launches Video Creativity Suite

Kaltura, whose mission is to power any video experience, has launched a Video Creativity Suite which provides new ways for educational institutions to use video for live events, alumni outreach, course materials for teaching and learning, media-based student assignments, training videos, video demonstrations, and the management and playback of licensed content. The new suite includes tools for capturing, creating, recording, uploading, editing, presentation components and adding calls to action into videos.
6. ICDE posting of event on their homepage

Free webinar, facing the challenges in Open Educational Resources for Less Used Languages

A forthcoming webinar on 19 September presents a great opportunity to connect around Open Educational Resources (OER) for Less Used Languages in an increasingly digital culture.

The LangOER project team will hold the webinar over one hour to discuss some of the challenges in OER for Less Used Languages, and how they can be tackled.

After the webinar, you are invited to continue the discussion on Twitter using the hashtag #LangOER, and also through the LangOER website at langoer.nunn.org.

Register for the free webinar

 Presidents' Summit on the challenges for leadership in open education
 Special offer for new members - receive up to three months of free membership
 Open Praxis, call for papers
 Online Educa Berlin: ICDE member discount, and programme now available!
 Would you like to contribute to the OER in Less Used Languages workshop?
 The Nobel Peace Prize for 2016 recognizes children’s rights to education
 8th EDEN Research Workshop, ICDE Chairs in OER to participate in Oxford style debate
 ICDE International Conference in Moscow, a complete success!
 Reminder - MOOC for teachers to
Webinar: Open Educational Resources for less used languages in an increasingly digital everyday culture

What is the future for less used languages online? How can online resources be an effective tool to preserve less used languages? This will be discussed in the Webinar Open Educational Resources (OER) for less used languages in an increasingly digital everyday culture. What are the challenges and how will we tackle them?

Date and time: 19 September 14:00-15:00 (Central European Time)
Sign up for free: [https://tiny.cc/September19](https://tiny.cc/September19)

Speakers
Kate Borthwick, University of Southampton, UK
Coordinator for e-learning at the Centre for Languages, Linguistics and Area Studies (LLAS). Experienced developer of online learning materials and an e-tutor. Research interest in OER and managed all of the Centre’s recent projects exploring OEP.

Anne-Comas Quinn, The Open University, UK
Lecturer in Spanish at the Department of Languages. Leader of LORO, a project to provide free open educational resources for language teaching and learning ([http://loro.open.ac.uk](http://loro.open.ac.uk)). Fellow of SCORE (Support Centre for Open Educational Resources).

Sylvie Vigno, University of Gothenburg, Sweden
Takes a specific interest in interaction, communication and learning in collaborative digital media settings. More specifically this means in-depth explorations of the use of languages in learners’ boundary crossings between contexts in which digital media are used as resources.

Chair: Alastair Creechman, Linneus University, Sweden

What will you learn?
- The status of OER in less used languages in Europe
- Some current strategic projects working on that deal with OER
- How OER can be used as a resource in teaching and learning of languages


Follow us
- Twitter: [LangOER](https://twitter.com/LangOER)
- Slideshare: [LangOER](https://www.slideshare.net/LangOER)
- Mendeley: [LangOER, OER and languages](https://mendeley.com/)
- Diigo Group: [Best content in OER and languages](https://www.diigo.com/group/oer-best-content)
- langover@eun.org

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The content was adapted with the support of the European Commission. Any opinion or views expressed in this document are those of the author and the Commission is not responsible for any use that may be made of the information contained therein.
8. Webinar poster announcement

Open Educational Resources (OER) for less used languages in an increasingly digital everyday culture:
What are the challenges and how do we tackle them?

Invited speakers:
Anna Comas-Quinn, The Open University, UK
Kate Borthwick, University of Southampton, UK
Sylvia Vigma, University of Gothenburg, Sweden

Moderator:
Alastair Creelman, The Linnaeus University, Sweden

WEBINAR
Friday 19th September 2014
14:00-15:00 Central European Time (GMT+1)

Join online
Register here for free video streaming:
http://tiny.cc/September19

LangOER (2014 - 2016) is a European network focused on enhancing the linguistic and cultural components of Open Educational Resources (OER) by offering OER in less used languages and by enhancing sustainability through Open Educational Practice.
Open Educational Resources for less used languages in an increasingly digital everyday culture: What are the challenges and how do we tackle them?

The low presence of OER for less used languages
Suggestions to move the field forward

Sylvi Vigmo, University of Gothenburg
About the LangOER network

European Commission funded network (2014-2016), 9 partners:

- Fryske Academy, The Netherlands
- Web2learn, Greece
- European Schoolnet, Belgium
- University of Gothenburg, Sweden
- Jan Dlugosz University, Poland
- Mykolas Romeris University, Lithuania
- International Council for Open and Distance Education, Norway
- European Foundation for Quality in E-learning, Belgium
- Rezekne Higher Education Institution, Latvia
Scope of the LangOER project

Enhance the linguistic and cultural components of OER
Foster sustainability through OER reuse
Address needs of policy makers and educators
Raise awareness of risk of exclusion of less used languages from the OER landscape
Offer training to educators of less used languages, face-to-face and online
Embrace stakeholders of regional and minority languages in remotely located areas of Europe to gain knowledge, develop skills
Some findings: OER - Less used languages

Low presence...

Access to material

Archives

About OER

More fixed than open – less open to modify/remix/re-purpose

Institutionally oriented arena

Language teaching and language learning:

What are the underpinning theories?
Revisit assumptions, notions and expectations - for sustainability?

Divergent arenas for OER/OEP in less used languages?
Emergent technologies?
Learner on the go, crossing boundaries – in ”self-directed practices”?
Learners as co-developers in OEP?
Co-design in cross-disciplinary/cross-curricular/multilingual teams?

Staying in touch – Join us here!  

- Twitter #LangOER
- Slideshare LangOER
- Mendeley LangOER
- Diigo group Best content in OER and languages
- Facebook LangOER Teachers group
OERs and less widely-used languages: potential enabler and lifeline

Kate Borthwick
Senior Academic Coordinator, Modern Languages,
University of Southampton, UK
LangOER webinar, 19 September 2014
“...languages spoken by members of minority groups or communities within a majority language context” (Cilt).

National Centre for Languages: http://www.cilt.org.uk/community_languages.aspx
Challenges in CBLT

- CBLT under-resourced and under-valued
- Volunteer teachers often with a lack of formal teacher training
- Reliant on self-created materials
- Complex teaching contexts
- Teachers working out of hours, in isolation
- Lack of opportunities to share practice and get training
Community Café project

- Funded by the UK’s JISC
- Informal, café-style meetings to share practice and ideas
- Training workshops on the use of technology in teaching and to create teaching resources
- Sharing resources on the LanguageBox
  [www.languagebox.ac.uk](http://www.languagebox.ac.uk)
• CBLT under-resourced and under-valued
  >> OERs /OEP raises awareness
• Volunteer teachers often with a lack of formal teacher training and lack opportunities for training
  >> Engaging with OERs enables teachers to learn from each other
• Reliant on self-created materials
  >> Sharing OERs increases the number of materials
• Complex teaching contexts
  >> Sharing OERs increases range of materials
• Teachers working out of hours, in isolation
  >> Open networks of sharing enable contacts to be made
Increased sharing – more resources, more collaboration, wider range of resources, esp. in LWULT languages

• Communities of open practice
• Neutral, democratic, levelling space e.g. www.languagebox.ac.uk
• Sharing cross-language
• Focus on practitioner, not language itself
...but there are some challenges

Management issues around an English-medium repository and other scripts/languages
• Searching, discoverability and shareability
• Copyright and quality

Concepts of the culture of OEP and reflective practice could be alien and novel to some groups
• Teachers engaging with OEP need encouragement and support
Management issues around an English-medium repository and other scripts/languages

- Searching, discoverability and shareability
- Copyright and quality

Concepts of the culture of OEP and reflective practice could be alien and novel to some groups

- Teachers engaging with OEP need encouragement and support
Lifelines for multilingualism

• LWULT languages: increased resources offers potential to broaden learner group; collaboration and wider exposure
• Undervalued and under-resourced
• Engaging with OEP offers CPD for all teachers - especially useful for CL teachers who have limited access to CPD opportunities
• OEP opens the world to LWULT languages
Where do we go from here…?

- OEP has the POTENTIAL to be an enabler/lifeline...
- Need to be proactive: promoting OERs, sharing work, collaborating...
- Offer guidance and scaffolding (e.g. translations, guidance on use, examples of resources in use)
- Consider how we reach new and wider audiences alongside increasing OERs available
Open translation: less used languages and the power of the crowd

Anna Comas-Quinn
Senior Lecturer, Associate Head of Department
Department of Languages
The Open University, UK
LangOER webinar, 19 September 2014
• ...are either spoken by a limited number of people of dominated by more commonly used languages.
• ...includes regional and minority languages, and (small) state languages.
• Their legal status (*more than number of speakers*) can affect the position and uptake of OER.

(Bradley & Vigmo, 2014)
• Open Educational Resources are materials that are open, free to modify and open licensed.
• Open Educational Practices encompass:
  – the production, management, use and reuse of OERs
  – developing and applying open pedagogies in teaching practice
  – open learning and access to open learning opportunities
  – open scholarship and open research
  – the open sharing of teaching ideas and knowledge
  – the use of open technologies for education

(Beetham et al, 2012)
The Open Translation Project is a global volunteer effort to subtitle TED Talks, and enable the inspiring ideas in them to crisscross languages and borders.
“being a TED translator I have learnt many new and exciting things thanks to the translations of other volunteers but at the same time I have made ideas accessible to other people through my translations.”

(survey of participants, OT12 Open Translation MOOC)http://labspace.open.ac.uk/course/view.php?name=OT12
Translation as language preservation: Why a Kazakh journalist is translating TED Talks

Posted by: Kaparta June 5, 2014 at 3:12 pm EDT
Reasons for volunteering

Altruistic:
-to preserve own language and culture, particularly endangered or minority cultures,
-to empower the disadvantaged

(survey of participants, OT12 Open Translation MOC
http://labspace.open.ac.uk/course/view.php?name=OT12
Classroom collaborations

Main pages: Wikipedia:WikiProject Classroom coordination and Wikipedia:Student assignments

Wikipedia welcomes the involvement of students in article editing. Article translation is particularly well-suited to student involvement. Such efforts provide useful, real-world translation experience for students, who will be motivated by the fact that their work will be seen by thousands of Wikipedia readers. They also benefit Wikipedia readers, who gain access to information about other cultures and peoples. For assistance setting up a classroom translation project, please see Wikipedia:Student assignments and Wikipedia:WikiProject Classroom coordination.
Bring Khan Academy to the world

Help us translate our content into the world’s languages.

Apply to translate

Already a translator? Start subtitling.
Learn more about our international initiatives.

More ways to help

Want to help? Here are different ways to do more.
Translate

Bring a great education to the world.
Join the **Global Translator Community**.

The Global Translator Community (GTC) is a community of volunteers and partner organizations working to make great educational content accessible across geographic and linguistic boundaries. GTC participants work together to translate top courses on Coursera into their native languages.

Join the GTC »
Meet our translators »

10. Dissemination channels for webinar

Examples of distribution channels from LangOER partners

- Division for language and communication, Chalmers Uni
- Facebook, personal 258 persons
- Twitter \#LangOER, \#OER, \#EFQUEL
- EUROCALL 2014
- Twitter \#oer \#nordloer \#oerswe
- Facebook - several groups, Nordic OER, E-learning groups
- Blog post on Flexspan (Swedish)
- Newsletter (Flexsparningar) to 850 subscribers in Sweden
- News on EFQUEL website
- NordicOER
- CASECO group
- EUROCALL group
- Language Learning & Technology group
- Taiwan International ESP Journal
- Language teachers at University of Malmö, Sweden
- Colleagues of the association of teachers of foreign language
- Member of association of teachers of teachers (HE)
- Municipality centre for in-service teacher training (Kaunas county, Lithuania)
- ICDE website
- ICDE Twitter
- ICDE Facebook page
- ICDE newsletter
- Website Mercator Research
- Mercator Research Center Facebook page (510 likes)
- Mercator Network Research Facebook page (75 likes)
- Mercator Network Twitter (700 followers)
- Frysk Academy Twitter (560 followers)
- Frysk Academy Facebook (550 likes)
- Network of Schools mailing list (175 email addresses)
- local - university level, and Office of Public Relations
  - anti@ku.lv, Latvia
  - Angelika.Jusko-Stekeleri@ku.lv - RA study proctor
  - Jiga.Supirinska@ku.lv - RA proctor of science
  - martict@nlnet.lv - director of the curricula for translator students
  - Janis.Dziedzina@ku.lv - dean of the Faculty of Education and Design
  - the Latvian Language Agency in Riga, who are responsible about languages, teaching, acquisition a
  - ALT
  - Super teachers FB group, Polish teachers
  - Facebook accounts of LangOER partners
  - Twitter \#whopen, an official Twitter 'room' for the members organised by P2PU
  - Google+ \#whopen Google+
  - Institute of Foreign Languages at JDU
  - Institute of Foreign languages - official FB fanpage, 300 followers
  - The Polish FB group "Open Resources, 1100 followers
  - Greek Open University lecturers
  - Open Access Greece
  - Digital schools Greece http://dschool.edu.gr/
  - Ministry of Education, Greece
11. **Webinar participant list**

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Place of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradley</td>
<td>Linda</td>
<td>Chalmers University of Technology, ESP</td>
</tr>
<tr>
<td>Takac</td>
<td>Danijela</td>
<td>Elementary school Pantovčak</td>
</tr>
<tr>
<td>Saka Üstünel</td>
<td>K. Belgin</td>
<td>Teacher at Yeni Turan Primary School</td>
</tr>
<tr>
<td>Vassileiou</td>
<td>Eloni</td>
<td>IB MVP coordinator - Greece</td>
</tr>
<tr>
<td>Greetman</td>
<td>Alastair</td>
<td>Linnaeus university, e-learning specialist</td>
</tr>
<tr>
<td>Fors</td>
<td>Gunilla</td>
<td>Malmö City Library</td>
</tr>
<tr>
<td>Hoppa</td>
<td>Christian</td>
<td>TU Darmstadt, E-Learning Spokesman</td>
</tr>
<tr>
<td>Nisir</td>
<td>Dana</td>
<td>prof. LTABT</td>
</tr>
<tr>
<td>Hoel</td>
<td>Tore</td>
<td>Oslo and Akershus University College of Applied Science</td>
</tr>
<tr>
<td>Hoffmann</td>
<td>Barbara</td>
<td>University of Innsbruck</td>
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<tr>
<td>Isaksson</td>
<td>Karl</td>
<td>KB</td>
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<tr>
<td>Zoró-Venuti</td>
<td>Melka</td>
<td>University of Maribor, Teacher trainer</td>
</tr>
<tr>
<td>Sandvik</td>
<td>Mia</td>
<td>Finnish National Board of Education, producer</td>
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<tr>
<td>Ossianithson</td>
<td>Ebba</td>
<td>Lund University, SE</td>
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<tr>
<td>Quaicoe</td>
<td>James Surrey</td>
<td>Tallinn University, Tallinn; Student Researcher</td>
</tr>
<tr>
<td>Troselius</td>
<td>Nils</td>
<td>Librarian</td>
</tr>
<tr>
<td>Gastro</td>
<td>Maria</td>
<td>CSI Piemonte - Instructional designer Training department</td>
</tr>
<tr>
<td>Brannberg</td>
<td>Gudrun</td>
<td>UtvecklingsPorten CEO</td>
</tr>
<tr>
<td>Zisser</td>
<td>Mirte</td>
<td>Karolinska Institutet universitetsbiblioteket</td>
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<tr>
<td>Sandblom</td>
<td>Elisabet</td>
<td>Jönköping University, Assistant professor</td>
</tr>
<tr>
<td>Ramstrand</td>
<td>Aanette</td>
<td>Teacher, project leader</td>
</tr>
<tr>
<td>Guettl</td>
<td>Angelika</td>
<td>Austria, self employed</td>
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<tr>
<td>Razzaq</td>
<td>Sultan Muhammed</td>
<td>International Culture University, Bangladesh</td>
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<tr>
<td>Franzén</td>
<td>Ingid</td>
<td><a href="http://www.skolledarete.se">Skolledarete.se</a></td>
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<tr>
<td>Takac</td>
<td>Danijela</td>
<td>Elementary school Pantovčak, Zagreb, Croatia</td>
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<tr>
<td>Moeberg</td>
<td>Booil</td>
<td>Karolinska institute, Academic writing support (swedish)</td>
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<tr>
<td>Molan</td>
<td>Marina</td>
<td>Primary school - english teacher</td>
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<tr>
<td>Monique</td>
<td>svensson</td>
<td>Teacher</td>
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<tr>
<td>Bunting</td>
<td>Leona</td>
<td>University of Gothenburg, PhD student</td>
</tr>
<tr>
<td>Gahberg</td>
<td>Anna</td>
<td>Lund University, ICT-technician</td>
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<tr>
<td>Cardoso</td>
<td>Paula</td>
<td>Polytechnic Institute of Leiria - Portugal</td>
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<tr>
<td>Udnaes</td>
<td>Monique</td>
<td>Senior Advisor, ICDE</td>
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<td>VIHOU</td>
<td>MARINA</td>
<td>Athens</td>
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<td>Sofia</td>
<td>Tsoli</td>
<td>National and Kapodistrian University of Athens</td>
</tr>
<tr>
<td>Mona</td>
<td>Zezuzanna</td>
<td>International lecturer at UMM, Malang, Indonesia</td>
</tr>
<tr>
<td>Mouzouri</td>
<td>Evangélica</td>
<td>Universidade Aristote de Thessalonique</td>
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<tr>
<td>Atiboli</td>
<td>Lauraone</td>
<td>France, English teacher</td>
</tr>
<tr>
<td>Mosca</td>
<td>Rossella</td>
<td>Secondary school language teacher</td>
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<tr>
<td>FAPPA</td>
<td>MARINA</td>
<td>Hellenic Open University</td>
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<td>Beretti</td>
<td>Maria</td>
<td>secondary school</td>
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<td>AKRITIDIOU</td>
<td>MARIA</td>
<td>Ministry of Education - Centre for the Greek Language</td>
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<td>Tandzegstdiieni</td>
<td>ilona</td>
<td>Lithuania, Vytautas Magnus University, Lecturer</td>
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<td>Baldunatieni</td>
<td>Asta</td>
<td>Institute of Foreign Languages, VMU</td>
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<td>Berggard</td>
<td>Glenn</td>
<td>Luleå University of Technology</td>
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<td>Xenodohid</td>
<td>Anastasia-Nili</td>
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<td>Laskarina</td>
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<td>1st Senior High School of Kasariani</td>
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<td>ÖNLÖ</td>
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<td>Beyhan Senyova Secondary School Vice Principal</td>
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<td>Frondin</td>
<td>Dan</td>
<td>Stagneliusskolan, teacher</td>
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<td>Sofriadou</td>
<td>Flani</td>
<td>3rd Junior high School of Iloupolis teacher</td>
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<td>Svensson</td>
<td>Stefan</td>
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<tr>
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<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Chakiat</td>
<td>KURUVILLA Chennai, independent researcher</td>
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<tr>
<td>Pranckute</td>
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<td>Alosnia</td>
<td>Juan Georgia College, GA, USA - Lecturer of Spanish and Italian</td>
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<td>Toth</td>
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<td>Davies</td>
<td>Sylvia CoelgauCymru / CollegesWales, head of public affairs and PR</td>
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