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 Academy, 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

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Dissemination level: $PU = Public$

Author(s) and their institutions: Ioannis Lefkos (Web2Learn), Katerina Zourou (Web2Learn)

Contributor(s) and their institutions: (N/A)

Version No & date: Revised by

24/4/2015 Ioannis Lefkos
1. **Summary of the event**

ISTAL is a biannual symposium organized by the Dept. of Theoretical & Applied Linguistics, School of English, Aristotle University of Thessaloniki.

The Conference took place at the Aristotle University Research Dissemination Center and Central Library, both located in the Aristotle University Campus.

During the Symposium, a workshop was held on: “Bilingual Acquisition and Bilingual Education: Linguistic and Cognitive effects” and there was also a “Special Thematic Event on State Certification for Languages: Current Trends and Prospects”

Ioannis Lefkos (Web2Learn) attended the 3 days of the Symposium, and presented during the 2nd day. The presentation was entitled: “Open Educational Resources (OER) in less used languages: a European state of the art study leading to the development of a blended training course”. The format of the presentation was “Short paper” which consisted of a 20 minutes presentation and 10 minutes of questions.

2. **Target audience and impact**

Around 100 participants attended the ISTAL22 Symposium in Thessaloniki. The presentation was given at about 15 people attending the parallel session. Most of them were students of Linguistics’ in undergraduate or postgraduate level.

After the presentation, a few questions were asked, mainly concerning the OpenLearning platform that was presented and the general concept of the OER in Less Used Languages that was also discussed within the context of the “state of the art report”

To anyone interested, there was an informative leaflet about the LangOER Project, available at a desk near the exit, to pick up freely and also a poster of the forthcoming seminar for Greek Teachers.
3. Outcomes

This Symposium was a good opportunity to publicize the forthcoming LangOER seminar that is also being held in Thessaloniki in a short while. Participants of the Symposium were potential trainees and quite a few of them expressed their interest for the course.

Moreover, the Symposium has also given the occasion for presenting the “Open Educational Resources (OER) in less used languages: a state of the art report”, published in the context of the LangOER Project. This report presents the results of an in-depth investigation and analysis of Open Educational Resources (OER) in 23 languages, including the target languages of the LangOER consortium.

4. Picture of the event

5. Slides

The slides are published on the LangOER Slideshare channel at:

http://www.slideshare.net/LangOER/istall22-lefkoszourouv3
Open Educational Resources (OER) in less used languages:
a European state of the art study leading to the development of a blended training course

Lefkos Ioannis, Katerina Zourou
Web2Learn, Greece

Overview

• The LangOER Project
  – A state of the art report
  – Scope
  – Definitions
  – Methodology
  – Results

• The Greek Course
  – Structure
  – Modules
About the LangOER network

“Enhancing teaching and learning of Less Used Languages through OER/OEP”

European 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
- European Foundation for Quality in E-learning, Belgium
- International Council for Open and Distance Education, Norway
- Rezekne Higher Education Institution, Latvia

Co-funded by the European Commission (LLP programme, KA2 action)

Scope of the LangOER project

- Enhance the linguistic and cultural components of OER
- Foster sustainability through OER reuse
- Address the needs of policy makers and educators
- Raise awareness of the risk of excluding Less Used Languages from the OER landscape
- Offer training to educators of Less Used Languages, face-to-face and online
- Support stakeholders of regional and minority languages in remotely located areas of Europe to gain knowledge and develop skills
LangOER: 6 strands of activities

- Create state of the art of OER in less used languages
- International policymakers’ capacity building
- Teacher training
- Regional and minority languages and OER
- Challenges for language learning
- Mainstream good practice at European policymaking level

Short definitions

Less Used Languages - LUL
- are either spoken by a limited number of people or dominated by more commonly used languages.
- Approximately 50 million people in Europe speak a regional or minority language, representing 10% of Europe’s population.
- LUL include both regional and minority languages and (small) state languages.

Open Educational Resources - OER
“Teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions” (UNESCO, 2012).
The current study

Open Educational Resources (OER) in less used languages: a state of the art report

The state of the art report

- Addresses the role of OER in less used European languages which run the risk of being linguistically and culturally marginalized in a fast developing digital world.
- In-depth investigation of OER in 23 less used languages (Dutch, Frisian, Greek, Latvian, Lithuanian, Polish, Swedish, Catalan, Danish, Estonian, Finnish, Flemish, Hungarian, Icelandic, Italian, Latgalian, Norwegian, Romanian and Welsh, plus three « big » languages- English, French, and German- for reference).
Freely accessible study in 7 languages

http://langoer.eun.org/

Scope and methodology

Scope
How can regional and minority languages benefit from OER?
• Today certain languages are inadequately represented in the OER field
• Field currently dominated by world languages (e.g. English)
• The study identifies gaps and challenges and makes recommendations for Open Educational Practices (OEP) and policymaking.

Methodology
1. an international survey answered by e-learning/OER experts
2. stakeholder events in European countries

-useful materials and texts collected on Diigo and Mendeley.
Results: the big picture

- The overall picture emerging from national approaches to OER is **characterised by diversity**
- Initiatives and explicit connections to ministries and national educational agencies are being addressed in concrete actions e.g. in Greece, Wales and Catalonia
- Some national approaches are connected to online spaces indicating engagement in OER for LUL as **driven by communities**
- The impression is more one of **occasional initiatives** without incentives for fully sustained development
- Without a potential connection to **long-term policy level** or **community level commitments**, some promising initiatives eventually risk ending up as discontinued websites, **not uncommonly found** in the investigation.

Results: Policy
Results: Materials

- OER explicitly targeting less used languages are **very scarce**
- **OER types**: language learning resources such as
  - online dictionaries,
  - online course material,
  - audio and video material,
  - publications about OER
- These types of OER embody **most of the aspects** required by the UNESCO definition
- However, they are commonly less open to modification, i.e. **not allowing** others to modify

Results: Languages

- **A diverse landscape**:
- Languages with **considerable** OER to languages with few or no OER at all
- In some LULs, there are a few large OER repositories that have been developed to host a high number of users and OER.
  - e.g.: In Estonia HITSA has 4,500 records, Koolielu has 7,500 records, and in Sweden the ROER Lektion.se has over 208,000 members (June 2014 data).
  - There are also **multilingual repositories** with a high number of languages, for instance LeMill (with an alleged #87 languages).
OER in Greece

- What is the current OER situation in Greece?
- National initiatives like:
  - http://ebooks.gr: Freely accessible all textbooks from Prim/Sec Education, student books, teacher books
  - http://fotodentro.gr: Freely accessible Repository of OER (over 7,000 learning objects)
- An ongoing initiative to interconnect the above, creating pedagogical added value
- To complete the OER picture in Greece, the LangOER project offers a blended course for teachers (Primary Level) in May 2015.

The Greek Course

Developing a blended course for Greek teachers:

“Open Educational Resources & Pedagogical Exploitation”
The Greek Course

- LangOER’s Greek Course is based on Blended learning methodology:
  - Materials & Activities on the OpenLearning.com platform (soon to be online)
  - F2F seminar (end of May 2015)

https://www.openlearning.com/courses/langoer-greece

The online Structure

Is broadly based on David Wiley’s 4Rs framework for openness:
- **Reuse** – the right to use the content in a wide range of ways (e.g. in a class, on a website, in a video)
- **Revise** – the right to adapt, adjust, modify, or alter the content itself (e.g. translate the content into another language)
- **Remix** – the right to combine the original or revised content with other open content to create something new (e.g. incorporate the content into a mash-up)
- **Redistribute** – the right to share copies of the original content, your revisions, or your remixes with others (e.g. give a copy of the content to a friend)
The online Modules

- The course is divided into 4 modules:
  1. Introduction
  2. Reuse and Revise
  3. Redistribute
  4. Remix
- Each module consists of corresponding
  - Learning Materials and
  - Activities

Example: Module 2
Example: Learning Materials

YouTube Video

Example: Learning Materials

Informative text
Example: Learning Materials

Example: Learning Materials

TED Talks

Online material
Example: Activities

OpenLearning.com Quiz

Hackpad post
Example: Activities

Padlet post

Example: Activities

Teaching material creation
Join the course!

http://langoer.eun.org/

#langOER

LangOER

OER and languages

LangOER teachers’ group (in preparation)
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| 09.00-09.30  | **Opening Session**                                                    |                        | KEDEA Amphitheater II         | Lorna Carson
|              | **Towards ‘ordinary multilingualism’: In life and in the language classroom** | Marina Mattheoudakis  |                               |                                                                              |
| 09.30-10.30  | **KEDEA Amphitheater I**                                               | Angelos Lengeris       | KEDEA Amphitheater II         | Aspasia Chatzidaki, Christina Maligkoudi & Marina Mattheoudakis
|              | Voice Onset Time in bilingual Greek-English children                   |                        |                               | Greek teachers’ views on linguistic and cultural diversity                    |
| 10.30-11.00  | **KEDEA Amphitheater I**                                               | Angelos Lengeris       | KEDEA Amphitheater II         | Maria Vlachou
|              | Anastasia Chionidou & Katerina Nicolaidis                              |                        |                               | Language maintenance among the Hellenic community of Ireland                  |
| 10.30-11.00  | The production of English vowels among Greek EFL learners               |                        |                               |                                                                              |
| 11.00-11.30  | **Coffee Break**                                                       | Eleni Agathopoulou     |                               | Areti Sougari & Iren Hovhannisyan
| 12.00-12.30  | **KEDEA Amphitheater I**                                               | Angelos Lengeris       | KEDEA Amphitheater II         | Evanthia Papakonstantinou & Thomaï Alexiou
|              | Fotini Anastassiou & Georgia Andreou                                   |                        |                               | Developing and implementing foreign language materials on preschoolers       |
| 12.30-13.00  | Children learning English as an L3 in Greece: A study on their cross-linguistic influence and the factors of L1, age and L3 proficiency |                        |                               | Tijana Dabić & Valentina Budinčić
| 13.00-13.30  | Evangelia Michail                                                      |                        |                               | The properties defining teaching materials for English language courses for IT students in Serbia |
| 13.30-14.00  | Mariza Georgalou                                                       |                        |                               | Ayse Şahin Kızıl & Zehra Savran
| 14.00-15.00  | **Lunch Break**                                                        |                        |                               | Self-directed learning in the digital age: An EFL perspective                 |
| 15.00-16.00  | **KEDEA Amphitheater II**                                              | Anastasios Tsangalidis |                               | Ilse Depraetere
<p>|              | Ilse Depraetere                                                        |                        |                               | <strong>Modals in context. On the semantics-pragmatics interface</strong>                 |</p>
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Interruption re-revisited | Iligeneia Athanasiadou  
Does only size matter? An experimental investigation of individual plural mass nouns in Greek |
| 16.30-17.00 | Valentina Budinčić & Tijana Dabić  
Sports English and global sociolinguistic changes | Martha Lampropoulou  
The verb forming suffix -izo and its similitive meaning |
| 17.00-17.30 | Andreas Papapavlou & Andia Mavromati  
Bridging language emancipation and language attitudes with language policy | Efthymia Tsaroucha  
The conceptualization of English phrasal verbs by German and Greek learners of English |
| 17.30-18.00 | Coffee Break | |
| 18.00-18.30 | Ioanna Talli, Stavroula Stavrakaki & Liliane Sprenger-Charolles  
On the validity and reliability of different measures of reading abilities in Greek | Margarita Dimitrova  
Negation in Bulgarian yes-no questions: Polarity items and negative concord |
| 18.30-19.00 | Konstantina Kordouli, Christina Manouilidou, Stavroula Stavrakaki, Dimitra Mamouli & Panagiotis Ioannidis  
Compound naming in Greek-speaking individuals with the agrammatic variant of Primary Progressive Aphasia | Hana Bogdanova  
Representation of the Japanese RU morpheme within Slovak tense-aspect system |
| 19.00-19.30 | Kalliopi Katsika & Shanley Allen  
Children’s and adults’ online processing of subject and object relative clauses in Greek | Vasiliki Kyriakou  
Bilingualism & narration: Exploring grammatical competence and organizational skills |
| 19.30-20.00 | Eleni Theodorou, Maria Kambanaros & Kleanthes K. Grohmann  
Measuring working memory in SLI using sentence repetition | Eirini Konta & Despina Papadopoulou  
Acquiring derivational morphology in L2 Greek: Evidence from pseudoword formation |
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<td><strong>James M. Scobie</strong>&lt;br&gt;Empirical coda studies at the Phonology Phonetics Interface&lt;br&gt;Chair: Katerina Nicolaidis</td>
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<td>Eleni Agathopoulou, Panagiota Grammatikopoulou, Anastasia Nteri, Maria Aslanidou &amp; Filio Chasioti&lt;br&gt;Incidental focus on form in EFL: Corrective feedback in primary school CLIL and non-CLIL classes</td>
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The Learning Outcomes Approach in English language teaching | Bessie Dendrinos  
The Greek national multilingual exam | Zoe Gavrilidou & Konstantinos Petrogiannis  
Profiling strategy use of minority school children learning English as a foreign language |
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Definition and enactment of formality in workplace emails | Virginia-Maria Biani  
A comparative study of cohesion in L2 candidates' texts | Discussion | Eleni Agathopoulou, Angeliki Psaltou-Joycey, Vassilia Kazamia & Konstantinos Petrogiannis  
EFL teachers' language learning strategy instruction practices in minority and non-minority schools |
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Cultural identity, accentedness and attitudes of Greek speakers of English towards English pronunciation | Σουλτάνα Μολοχά  
Η αποτελεσματικότητα της εργασιοκεντρικής προσέγγισης για τη διδασκαλία της γραμματικής | Ed Joycey & Areti Sougari  
The promotion of language learning strategies: Teachers' perceptions |
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Attitudinal compounds in English | Oleksandr Kapranov  
Discourse dynamics of the global climate change by the Royal Dutch Shell Group | Μαγδαληνή-Αργυρώ Μαρέδη  
Οι χρήσεις της Γ1 ή/και Γ3 σε δομημένα μαθήματα διδασκαλίας της Ελληνικής ως Γ2 | Penelope Kambakis-Vougiouklis & Persephone Mamoukari  
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L2 motivation and age of young learners and adolescents | Marina Tzoannopoulou  
‘Now, are you following me here?’ Lecture comprehension in English-medium programs | Elisabeth Apostolou  
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<td>Open Educational Resources (OER) in less used languages: A European state-of-the art study and insights into the Greek landscape</td>
<td>Attitudes towards English use and function in business contexts: A study of Greek business school students</td>
<td>Content and Language Integrated Learning in Greek Vocational Education: Evaluating the efficacy of English medium instruction</td>
<td>Αξιολόγηση των γνώσεων και επικοινωνιακών δεξιοτήτων των μαθητών της Α’ και Β’ τάξης στην Α/βάθμια εκπαίδευση: Η περίπτωση του ιδιωτικού δημοτικού σχολείου της ισραηλιτικής κοινότητας Θεσσαλονίκης</td>
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<td>Do balanced bilinguals exist? A critical review of language dominance</td>
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<td>10.00-10.30</td>
<td>Konstantina Iliopoulou &amp; Alexandra Anastasiadou</td>
<td>Applying peer feedback in second language assessment/Implementing peer commentary in assessing Greek</td>
<td>Special Thematic Event</td>
<td>Ioanna Kappa &amp; Marieta Papoutsi</td>
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<td></td>
<td>10.00-10.20</td>
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<td>New orientations in teaching: Methods, technology</td>
<td>On the realization and acquisition order of [OBSTRUENT+SONORANT] clusters in Greek: A case study</td>
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<tr>
<td>10.30-11.00</td>
<td>Maria Stathopoulou</td>
<td>Providing a critical supplement to the CEFR: The linguistic characteristics of mediators’ output</td>
<td>Katerina Nicolaidis, Marina Mattheoudakis &amp; Vicky Papachristou</td>
<td>The PPO-VOC method: Designing teaching materials for the combined teaching of pronunciation and vocabulary</td>
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<td>10.20-10.40</td>
<td></td>
<td>Katerina Nicolaidis, Marina Mattheoudakis &amp; Vicky Papachristou</td>
<td>The PPO-VOC method: Designing teaching materials for the combined teaching of pronunciation and vocabulary</td>
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<tr>
<td>11.00-11.30</td>
<td>Irini Papakammenou</td>
<td>Teaching practices used in exam preparation classes in Greece</td>
<td>Nikos Tsiadimos</td>
<td>Oral reading fluency and phonics-based introduction to literacy for young EFL learners</td>
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<td>11.00-11.15</td>
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<td>Katerína Φραγκοπούλου</td>
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<td>11.30-12.00</td>
<td>Coffee break</td>
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<td>Time</td>
<td>Amphitheater I</td>
<td>Amphitheater II</td>
<td>Amphitheater III</td>
<td>Central Library Amphitheater</td>
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<td>11.45-12.05</td>
<td>Thomas Zapoundidis, Paraskevi Hatzi, Mariola Maria, Elena Sofroniadou, Athina Vrettou, Vaso Kasiakogia &amp; Christos Taxidis</td>
<td>CLILing on black and white squares</td>
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<td>12.00-12.30</td>
<td>Maria Katsiperi &amp; Eleni Fleva</td>
<td>Konstantina Irini Koufou &amp; Marina Tsakosta</td>
<td>Nikolaos Lavidas</td>
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<td>12.05-12.25</td>
<td>Kyriaki Emmanoulidou &amp; Chryssa Laskaridou</td>
<td>Ready, set, go… CLIL</td>
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<td>12.30-13.00</td>
<td>Eleni Peristeri, Georgia Fotiadou, Ianthi-Maria Tsimpi &amp; Kyra Tsapkin</td>
<td>Despina Avgerinou &amp; Amalia Karamitrou</td>
<td>Christian Horn</td>
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<td>12.25-12.45</td>
<td>The local-global dimension in cognitive control after left lateral prefrontal cortex damage: Evidence from the non-verbal domain</td>
<td>CLILIAD: Where English meets Ancient Greek literature</td>
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<td>12.45-13.00</td>
<td>Discussion</td>
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<td>13.00-13.30</td>
<td>Eleni Fleva, Ianthi-Maria Tsimpi, Georgia Fotiadou &amp; Maria Katsiperi</td>
<td>Teachers' views on the efficacy of Early Foreign Language Learning in the Greek state educational context</td>
<td>Maria Kyriakaki</td>
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<td>13.30-14.00</td>
<td>Sviatlana Karpava</td>
<td>Maria Siamidou &amp; Makrina Zafiri</td>
<td>Αθανάσιος Μιχάλης</td>
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<td>13.00-13.30</td>
<td>The Effect of print exposure upon performance</td>
<td>Teachers' views on the efficacy of Early Foreign Language Learning in the Greek state educational context</td>
<td>Rethinking definiteness</td>
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<td>13.30-14.00</td>
<td>Linguistic profile of simultaneous bilinguals in Cyprus</td>
<td>Exploring the use of Wikis in a Blended Learning environment as a medium for the enhancement of 6th grade primary school learners' writing skills and e-literacies</td>
<td>Διδακτικές προσεγγίσεις των κειμενικών δομών: Προβληματικές περιπτώσεις και προτάσεις αναθέωρησης</td>
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<td>14.00-14.15</td>
<td>Closing session</td>
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