UNESCO

G7 PILOT PROJECT "INFORMATION AND SOCIETY", THEME 3

TEL*LINGUA FEASIBILITY STUDY

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Foreword

Language Learning in Switzerland

A few words about the Swiss Educational system is perhaps in order, to understand the difficulties met by any comprehensive overview. Made up of 26 states (cantons) with quite a lot of independence as regards education policies in one hand, and, having four official languages to deal with, it is no mystery that as soon as one tries to evaluate global access to study and learning tools, one encounters a plurality of peculiarities and of solutions imagined to respond to this situation.

To take the issue of language learning (LL) issue, the practice of a second language is, as a matter of fact, pretty much ingrained into the educational system. Namely, French and German are each other's second language for most of the Swiss going through school and University. And this situation is reproduced between Italian and French, or between German and Italian.

Making the picture even more complex, the growing penetration of English as a de facto trans-national idiom to be taught at an early stage, is still not recognised as a priority by the public school system. It is only perhaps at the college and University levels as well as in continuing education that the necessity of additional training in a trans-national language is felt as a necessity.

This important fragmentation of the language learning educational demand - and, for that matter, offer - explains largely why Switzerland, at least as far as this study has managed to analyse it, is faced with a double handicap.

1 The unequal statistical weight of each language spoken in the country induces a corresponding inequality in access of LL material and bound to this situation, the relative and low-level critical mass of each linguistic region, explains why most, if not all, of the available material is radically dependent on foreign providers. German-speaking Swiss students will naturally buy most of their LL material (whether printed or electronic or network-based) in Germany, and the same scheme applies to an even higher extent to the French and Italian-speaking regions.

2 The prominent places where some productive effort is being encouraged - and possible - are higher education state-run institutions, in very specialised niches (we have fond only a couple of example, as yet), be it in normal schooling or in the world of research and development in Academies. Moreover, the results of these R&D efforts or not aimed at a grand scale distribution, since there is no big enough market to sustain it.

A further example of these difficulties in the field of foreign language teaching, is showed by the Swiss Institute of Technology in Lausanne who has very recently decided to commit it's whole LL department to outside private sub-contractors...

These elements explains why this report can only be very patchy, as any study that tries to have a nation-wide point of view education and training in a multi-cultured country. We will therefor seek to give a snap-shot of the situation as regards multi-media and network-based LL material and providers in Switzerland.

A Word on the Authors and their Institutions

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P. Dunand Filliol is research associate at TECFA is an academic unit active in the field of educational technology. It belongs to the School of Psychology and Education (Faculté de Psychologie et des Sciences de l'Education) of the University of Geneva. It is directed by Professor Patrick Mendelsohn and includes about 12 collaborators. TECFA's research covers a large area of interests, including: cognitive issues in learning technology, applications of artificial intelligence to education, cognitive effects of educational software, computer mediated communication and information systems in education, multimedia courseware, and distance education.

1 Overview of TEL*LINGUA

The objective is to have an inventory of available electronic and digital resource (Internet servers) to be able to make them available to the users of the G7 Pilot server. The data gathered must be usable for tans-cultural language learning. The following servers have been analysed:
- language learning and training servers in Switzerland and in a number of G7 and/or European Union countries;
- servers with data on connected fields and subject matters, provided they are usable;
- servers used by language teachers to instruct pupils both on lexical and syntactic issues as well as on broad cultural questions - through whatever means they feel adequate;
- servers used by students to learn about a subject matter and the language in which this subject is described.

The fields studies can vary wildly: educational systems (in order to facilitate exchanges and mobility), work and living conditions, geography, history, tourism, law, economics, cultural heritage, terminology, etc. all have been deemed suitable subject within this framework.

2 Methodology

Let us outline the procedures used.

1 Designated National Co-ordinators from the different participating countries will write a "national" report and synthesis of the state of the art.

2 A second approach is to write to persons within identified networks, such as book shops specialised in ICTs. They are asked about either data or database references (server-based) or even about additional contact persons susceptible of giving such information.

3. A last procedure is to perform a search on the WEB, on the basis of the information gathered through the informers of point 2 and additional data known by the national co-ordinator, which may provide additional links to other resources. With the further help of WEB search engines, still more relevant information can be gathered for a better description of available resources.

3 The Work Packages

Switzerland has committed itself only to the WP 4 and 8, within a very short time span that means that is study seeks to illustrate both content providers (WP 4) as well as the identification of existing/upcoming databases and resources (WP 8).

To follow the guidelines proposed by the project, the material considered relevant for this study includes materials, documents, software and methods for teaching and learning as well as texts giving cultural and scientific information. Wherever we could identify these, we list and quote existing national or international activities. To be added to these, we mention the existence of new projects or plans for innovative efforts in LL software. Hybrid teaching and learning practice such as distance education efforts including an important dimension of foreign language use or new twists given to old uses, like a networked dictionary, including a played-back pronunciation of the words are worth mentioning as signs of the future dimensions of the application of true multimedia technology in language learning matters.

4 Content Providers and Suppliers & Identification of existing/upcoming databases and resources (WP 4 and WP 8)

4.1 Products

4.1.1 On-line Products
The offer in this line of products is essentially based on databases of products, off-the-shelf, so as to say, to be ordered from distributors or sellers. For obvious reason of royalties, there is little direct access to actual LL tools on the NET, except through big teaching institutions like Universities and/or Public Research Institutes.

Moreover, most of the links we managed to visit, propose links to server outside of Switzerland. In France for French resources and, respectively, in Germany for German speaking dictionaries, etc.

LINK EVERYTHING ON LINE (LEO)
• ***http://www.leo.org/cgi-bin/dict-search***
proposes an interesting basic dictionary for German speakers into English: This server is based in Munich, Germany.

The Institute of Technology in Lausanne (French speaking),
ECOLE POLYTHECHNIQUE DE LAUSANNE
• ***http://www.unisg.ch/~ifu/linkpage.html.***
This Institute includes a number of links world-wide including one that goes to Finland's EF BRIDGE: "Talking and Expandable HyperSurfing English - French Dictionary with Contexts ":
• ***http://mlab-power3.uiah.fi/EnglishFrench/ef.html.***

And IPROLINK
• ***http://www.iprolink.ch/web/en/business/diction.html***
is a private Internet provider who just began to build a (free) multilingual list of expressions and quotations, that even includes translations in Russian. The page is a mere list of a few words, promising more to come, obviously as a way of attracting more customers to the site.

4.1.2 Miscellaneous cultural materials (libraries and museums)

• ***http://www.unige.ch/biblio/eti/welcome.html***
BIBLIOTHEQUE DE L'ECOLE DE TRADUTION ET D'INTERPRETATION.
We consulted the home page of the library of the Geneva University Institute for Interpreters and translators, and could not find any material regarding electronic media for LL.

Museums on line in Switzerland offer a surprisingly dry and severe interface with preciously little on-line information. No LL-bound material was found.

4.1.3 Information's on existing products

Under the heading of information on activities carried out by organisations or associations, The UNIVERSITY OF ST GALLEN on its page
• ***http://www.unisg.ch/~ifu/linkpage.html***
proposes a series of dictionaries... through links that point to major foreign servers in Finland, UK, Germany, France and the US.

• ***http://www.webdo.ch/***
WEBDO SWISS NEWS ON LINE
A major Swiss newspaper publisher, Ringier Inc. has an outstanding and regularly up-dated web site on news, sports, health, cultural and political events of interest in Switzerland and elsewhere. Additionally, it publishes regular ratings of new WEB sites, nationally and internationally on a wide range of subjects, including schools on-line, language immersion projects, cinema, ethnic events, etc.
This site includes an interesting link to a server (based in Canada) called Centre for the Development of the Information Highway in French, promoting the use of French-speaking tools and sites (http://www.cidif.org/; Centre pour le développement de l'inforoute en français). A welcome idea as an exercise for the practice of French as second language...

• ***http://www.willamette.edu/~tjones/languages/Language-Page.html***
• ***http://www.dcs.warwick.ac.uk/~bear/Language-Page.html (EU mirror site)***
THE HUMAN LANGUAGE PAGE
is devoted to bringing together information about the languages of the world. The language resources listed here come from all around the world, and range from dictionaries to language tutorials to spoken samples of languages.

4.1.4 Off-line Products

This chapter ought to covers the offer in CD-ROMs. This market is, in Switzerland, dominated by European or American providers, for the reasons already invoked in our introduction: small size of the market, multiplicity of languages spoken, emphasis of potential providers on other fields than LL.
This field is too large to be covered with any efficiency within this report, as there is - as yet - no national survey available on the state of the electronic multi-media market in Switzerland.

4.2 Providers

4.2.1 Publishers and distributors

This survey, based both on personal reference and on WEB searches, is a further sign of the wide availability of international electronic-media-based material. And the servers are also, as a matter of fact, organised according to linguistic regions, with a clear dominance of German-speaking servers.

We shall quote here a choice of the most prominent commercial distributors/providers present on the network aimed at the Swiss market.

• ***http://www.marktplatz.ch/jacob/***
CD-ROM JAKOB: provider for resellers and large companies. It offers both hardware and software around CD-ROM technology. As a part of it's general policy, it also offers consultancy and solutions for multiplication and access. The LL learning offer is not presented as a specialised chapter.

• ***http://www.eye.ch/butsch/online.htm***
• ***http://www.regio.ch/butsch/comi.htm***
BUTSCH CD-ROM GROSSHANDEL
A distributor of electronic media who covers a very wide range of CD-ROMs including in the field of LL. Distributes Syracuse, Bertelsmann, Berlitz products. No on-line modules for testing or even browsing is offered. No excessive effort is made to offer more than a simple list of the available material.

• ***http://www.cdromshop.ch/htmlcode/swindex.html***
• ***http://www.cdpublishing.com/***
CD-ROM SHOP NYFFENEGGER, a comprehensive network-based catalogue, with a pretty comprehnesive offer of eletronic material in LL, dictionnaries, general cultural materila, bound to LL.

4.2.2 Bookshops on line

The sites visited are mainly well (or less well) organised catalogues of products, that can be ordered electronically. We shall quote two of them, one for each of the main linguistic regions of Switzerland:

• ***http://www.ellipse.ch/***
ELIPSE LIBRAIRIES
This bookshop, specialised in computer sciences resources, offer a site with a humorous graphical interface. It offers a limited choice of LL aids on CD-ROM technology. Elipse has been one of our major informant for this study on resources in the CD-ROM market in Switzerland.
On the question of the quality of the actual offer, he has emphasised on the fact that too many of these CDs are mere reproduction on an electronic medium of book-based courses and that the technology remains to be illustrated by true innovative efforts for an effective use of interactive multi-media.

• ***http://www.huberag.ch/Buchhandlung/***
• ***http://www.huberag.ch/Buchhandlung/NeueMedien/cdallg.html***
BUCHHANDLUNG HANS HUBER AG
Is a German-speaking bookshop with a pretty classical site showing a mere catalogue of CD-ROMs, with links to language learning material (dictionaries, ESL package, etc.). An order form is included.

• ***http://www.kuemmerly-frey.ch/***
KUEMMERLI & FREY
This company is a prominent cartographer with a comprehensive offer of road maps on CD-ROM and well as traditional maps.

• ***http://www.sbz.ch/***
BUECHER UND MEDIEN MARKT, is a web site consisting of a search tool on books, bookshops, products over a comprehensive catalogue (260'000 entries) of the "Swiss Book Centre". An interesting example of a specialised search engine.
4.2.3 Specialised Centres

a) Private Centres

The 1% for culture of the MIGROS.
• ***http://www.echo.ch/edu/klubschuleag/sprachen.html***
• ***http://www.echo.ch/~mixmax/sprach/61lust/stichwort.html***
In Switzerland a major food distributor (MIGROS Genossenschaft AG) is since a long time involved in continuing education, reserving 1% of its income in culture and education. A good part of this financial commitment concentrates on affordable language learning resources. The MIGROS network sites are basically showing their LL courses offer, without any direct (or advertised) use of digital tools or CD-ROMs.

b) Public Resource Centres

Under this heading, we would like to quote public resource centres that offer LL courses, on an academic or continuing education basis. This will not include resource centres for the training of language teachers.

The UNIVERSITY OF LAUSANNE has a comprehnesive course of Spanish as second language, for University students in Arts. This course relies on language immersion travelling to complete the necessarily patchy learning of a foreign language outside of it's cultural area.
• ***http://www.unil.ch/esp/presentation.html***

• ***http://www.ofiamt.ch/generales/Cours/CoursOF/Sprach/main.3.ge.html***
OFIAMT
The Swiss Federal Office for Arts & Crafts, Trade and Employment has a pretty conservatively organised site, that lists, by domain, the current offer in professional/occupational training and continuing education. This directory merely lists LL resources without any pointer on means and/or technologies used.

c) Distance Education Centres

• ***http://www.syrlang.com/***
The LANGUAGE CONNECT HOME PAGE
This site merits a special mention as a virtual language centre, offering a wide range of resources on-line in relation with seven languages (including Hebrew) and with links to networks on education, culture and LL sites. It offers a variety of links to interactive databases, gopher servers, etc. It also represent one of the liveliest interactive WEB interface encountered during the research phase of this project, with plenty to learn cleverly put in mind-savvy bits.

d) Forums

SWISS FORUM FOR MIGRATION STUDIES (FSM Forum Suisse pour l'Etude des Migrations)
• ***http://www.unine.ch/fsm/***
A special mention goes as well to this Forum, sheltered by the University of Neuchâtel and various NGOs, associated with the UN. This site has a search tool on Forums, programs, resources, courses and studies related to migrations. It's "The World-Wide Web Virtual Library Migration and Ethnic Relations" is a rich source for literature on language and migrations and points to world-wide links on these matters.

Another WEB forum, based, in Switzerland, is the

EUROPEAN SOCIETY FOR THE STUDY OF ENGLISH (ESSE)
• ***http://www.unil.ch/angl/docs/esse***
...a European federation of national higher educational associations for the study of English. The Society endeavours to reflect the cultural and geographical diversity of Europe in its institutions. It seeks to advance the education of the public by promoting the European study and understanding of English languages, literature in English and cultures of English-speaking peoples.
Let's quote its aims:
- arrange regular conferences for those researching and teaching English languages, literature in English and cultures of English-speaking peoples in Europe;
- foster research-networks in specialist topics which will bring together higher education teachers, scholars and writers and facilitate intellectual co-operation. A scholarly journal, to be called EJES, is projected for the near future.
- provide an information network, in the form of a newsletter (The Messenger), about matters related to English studies in Europe, such as curriculum developments, national conferences, specialised research projects.

4.2.4 Research Centres

We shall quote here a number of academic resource centres that are involved in language learning matters.

IRDP, INSTITUT DE RECHERCHE ET DOCUMENTATION PEDAGOGIQUE
(Institute for Research and Documentation on Pedagogy)
• ***http://www.unine.ch/irdp/95404o.htm***
This Institute, part of the Neuchâtel University has a section devoted to second language learning (SLL) and inter-cultural education. The project includes a dimension on "accompanying innovation in bi-lingual education".

LABORATORY FOR ANALYSIS AND LANGUAGE TECHNOLOGY (LATL, Geneva University)
• ***http://latl.unige.ch/latl/dicovoxfe.html***
This centre offers a unique on-line language dictionary that pronounces the words found out, called the DICOvox. Additionally, it offers an on-line translator synthesising the pronunciation and reading of written texts in French (FIPSvox). LATL's research activities are focused on the following domains:
- treatment of natural language (analysis, generation and translation), whether in writing or spoken;
- interactive aids for translators (dictionnaries, sentence analysis and automatic translation) and
- developing cognitive models of syntactic analysis.

ISSCO - A RESEARCH INSTITUTE FOR NATURAL LANGUAGE PROCESSING
(Geneva University)
• ***http://issco-www.unige.ch/projects/***
This centre has three main project themes that are of importance to TEL*LINGUA-related material :
- Semantics and Pragmatics of Language (on the role of the beliefs and intentions of participants in a dialogue for proper understanding of the dialogue);
- Language Corpora (collection of textual corpora and their use as well as projects on language analysis tools);
- Evaluation of Emerging Language Processing Systems.

• ***http://issco-www.unige.ch/projects/ECI.html***
The ISSCO is further involved in the "European Corpus Initiative Multilingual Corpus I (ECI/MCI) CD". «ECI was founded to oversee the acquisition and preparation of a large multilingual corpus and supports existing and projected national and international efforts

to carefully design, collect and publish large-scale multilingual written and spoken corpora.»
«ECI has produced a multilingual 98 million word corpus (ECI/MCI) covering most of the major European languages, as well as Turkish, Japanese, Russian, Chinese, Malay and more. The primary focus in this effort is on textual material of all kinds, including transcriptions of spoken material.»

4.2.5 SWISS TELECOMS

• ***http://www.bluewin.ch/***
As we are writing this report, the Swiss Telecom have announced their arrival as an Internet provider. To do so, they have launched their so-called BLUE WINDOW. This site which is barely a few days old is a repertory of addresses, a little bit like the Yellow Pages for the phone book. Under the heading of CD-ROMs we find 16 entries (some of which are described here). As a matter of fact, none of them is specifically based on LL material.
The time is missing to give a detailed report of this site, but it is worth mentioning, since it testifies of a nation-wide effort to organise the access to WEB sites, on the basis of subject area, and domain of interest.

5 As a Conclusion

Let us quote from the summary of a research project led by Ms. Claire de Goumoens at the IRDP, mentioned above. She talks about schools but we feel that this obviously applies to the global information society such as the one the TEL*LINGUA project is hoping for :

«Today's multicultural society is emphasising plurilingualism. Indeed, opening a newspaper is enough to realise that most jobs opportunities insist on mastering several languages. However, despite the steady increase of bilingual pupils at school, plurilingualism is still not easily integrated to the Swiss school system.
It is time today to break with the monocultural tradition in schools and to look for new ways. Today, different experiments try to depart from monolingualism by recognizing, in the school, the diversity of the languages spoken by the pupils and by giving to these languages a space to be expressed in. Furthermore, many researches show the psychological and social interest of such experiments.
Hence, we are entering a new period in which old concepts are shaken and lead to new experiments. In these times of mutation it seems essential that the different protagonists of the school system should have the opportunity to make themselves heard and to share in the same reflection. At the conference which lead to the publishing of this brochure, experiences and researches have been presented to a public coming from various horizons (teachers, parents, politicians, school authorities, researchers, and so on). All have collected material to try, together, to draw new perspectives.»

6 A Bibliographical Pointer

Lieti, Anna, *Pour une education bilingue; Guide de survie a l'usage des petits Européens*. Lausanne: Petite Bibliothèque Payot, 1981.

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Pierre Dunand Filliol, TECFA

Geneva, September 1996

Transcultural Education and Training in Language Learning Innovations for Better Global Understanding and Awareness

Projet pilote du G7 "Information and Society"
Theme 3 : Transcultural education and training
Etude de faisabilité TEL*LINGUA

Consensus Conference in Turin on October 7 and 8, 1996

The Pilot Project and the Feasibility Study

By Michèle Baron
General Coordinator

Objectives of the TEL*LINGUA project

The G7 Theme 3 *Transcultural Education and Training* pilot project resembles a two-storeyed rocket. On October 31st, with the completion of the feasibility study, the course of the first storey comes to an end. It should have put TEL*LINGUA onto the right trajectory. The second storey will soon be started up. That is the project itself. Its aim is the development of an international network concerning language education and training in conjunction with the cultural discovery required by the knowledge of a language. First and foremost, it is a human network which interconnects skills, but it is also a physical network of information, represented by a virtual "global" server, i.e. an international network of servers working directly together, offering on line, all the available resources in the field, presenting experiments, products and a platform for an exchange of observations, connecting teachers, trainers and users. In other words, everything that can be of assistance in the interactive apprenticeship of languages, in order to improve their knowledge and promote understanding of cultural differences between different countries.

The project should offer users easy access to transcultural training resources of all types, by using relatively simple and inexpensive technical means of information as well as connections to bandwidth networks which give access to multimedia applications. The objective of the project is not the development of new models of data bases, since resources of that type already exist, particularly within national programmes or programmes supported by the European Union. The point is to index existing material on which quality control, that remains to be fixed, is exercised. Dynamic creativeness should follow.

The development of a real world-wide market concerning multimedia products for language education and training is another justification of this project. It

should facilitate the setting up of a consistent market by organising, as far as possible, the coexistence of the commercial sector with the institutional sector. Its objective, which is for everyone's benefit, is an association of medias, programmes and the usages in accordance with quality criterion and correct application.

A global TEL*LINGUA server must be set up progressively, offering economic and easy access to all the resources and experiments in the field, as well as the technical means for diffusion, quality of the medium and the pedagogical and cultural contents transmitted. Users' needs are of prime importance. Consequently, the national projects generated and the applications selected on the TEL*LINGUA network will be carried out in the same frame of mind and we hope, in keeping with the recommendations of the feasibility study.

The TEL*LINGUA project concerns all linguistic and cultural activities: the already existing language programmes and their development, the language apprenticeship on a large scale and at every level, linguistic specialisation as part of the third stage of education as well as the availability of distance teaching of rare or regional languages. Professional training and education are also concerned.

The feasibility study

For technical reasons, the beginning of the feasibility study was difficult. It started nine months ago under the name *Getall*. It is now known as TEL*LINGUA and is the real starting point of this project which, originally, involves G7 countries and the European Union. It opened up world-wide by including countries such as the Helvetic Federation, and by allowing observers, such as Brazil or Australia, to attend its meetings. Close approaches were made easier on account of the interest shown to this project by the European Commission. The financial support of the DGXIII and the DGXXII (the European Year of Lifelong Education and Training) to the feasibility study for the TURIN demonstration, has made a coordinated and carefully thought up work, and the starting up of the project possible.

This feasibility study, which must be considered as the first stage of the pilot project, has provided a better understanding of the difficulties to be overcome on a theoretical basis and, at the same time, by observing the network activities. On realistic grounds, it has endeavoured to create and manage an operational plan adapted to the G7 Theme 3 Transcultural Education and Training Pilot Project. Its framework and coordination mechanism have been placed at the disposal of all the countries interested in the project.

France, Germany and Italy have been the main partners, directing the study with associated partners: the United Kingdom, Spain, Portugal, Switzerland and Greece. Even though the Northern countries were late in joining us, the active participation of Finland here at this meeting proves that it is difficult to create international relations in such a short time - as it is not always easy to find the right person to deal with - the interest shown is an incontestable fact and collaborations are confirmed every day.

Regular work sessions have been held since the project started. Reports have been systematically sent to interested countries and people. From February 1996 onwards, these meetings and contacts have consolidated an international collaboration which effectively stands out. This is confirmed by the work produced and by the national reports which have been sent.

The participation of TEL*LINGUA at the G7 meeting in Midrand offered the opportunity to establish relations with developing countries and create links with other projects of the G7 Information Society. That conference was also the occasion for starting up the first stage of the French and German TEL*LINGUA servers.

Meetings of the general coordination, organised in Brussels, offered an opportunity to meet the actors of European programmes, the persons in charge of projects closely related to TEL*LINGUA, and to request their participation in future developments.

A follow-up coordination, together with regular reports, has shown that although the starting up of an international collaboration takes a long time, it becomes possible in an asserted structure endowed with operating means.

A network of servers and work groups

Two experimental TEL*LINGUA servers, which represent the prefiguration of the project network of servers, can be located at the following address: http://www.tel-lingua.org. They are already connected to the NCET server of the United Kingdom, which has developed a specific service, the Fundesco server of Spain, and the Swiss and Canadian servers. For the time being, the choice to develop clear services and make navigation as easy as possible has been made. Multilingual research systems and multimedia functions will start up gradually with the progress of the project, the improvement of techniques and networks, and in accordance with the needs expressed. An international domain .org has been granted and allows all the national TEL*LINGUA servers to use the generic name TEL*LINGUA.

The feasibility study included eleven work groups, three of which are in charge of an actual mission: workpackage 0 was in charge of the organisation of international coordination, workpackage 7 was in charge of creating the French and German experimental servers, workpackage 10, managed by Italy and the Campo association, was responsible for the organisation of the consensus conference. The other workpackages were to reflect on the following themes: users' needs in educational systems, users' needs in the economic sector, educational strategies and objectives, content providers, service providers, the servers' frameworks - access and standards, the identification of resources and data bases, and the criteria of correct application and validation. Treated separately, these themes should in fact converge towards a global consideration, bring out a strategy in order to obtain the largest number of practical elements facilitating the setting up of the TEL*LINGUA project. One must take into account the existing elements, the realities and avoid errors and snags; keep from reinventing the wheel.

For historical and practical reasons, the persons in charge of workpackages were French or German, or both. I must however welcome the important implication and the work done by the United-Kingdom, as well as the Spanish contribution. The work carried out by each workpackage gives the stage of progress realised as do the national reports received. The synthesis supplies the established facts and recommendations for future work and development.

The feasibility study is coming to an end, the TEL*LINGUA project points out that the suppliers of contents of the public sector must be induced to work with the promoters and suppliers of the private sector. It is anticipated that, at least in the beginning, the public as well as the private sectors offer their material free of charge on line, "in order that, as the Getall text states, new markets may develop freely". The achievement of this facet has been slow during the feasibility study, and if private partners as well as editors attend the consensus conference and show their interest and support, all remains to be done in this field so that different civilisations may live together and determine the political and strategic spirit. On the German and Italian side, private partners are already involved; editors and private firms have been canvassed by the United-Kingdom and contacted by France. Although considered as certain, their interest is slow in taking place.

Conclusion

The G7 concept has not its own means and no administrative framework. It is only because of the European Commission's support that the feasibility study has been fully carried out. In future, the principle of a global server could only be considered if a maximum number of countries are involved. During this study, some of the G7 countries have remained observers. The main argument for non-commitment was a financial one. It is however important that these countries be included in the TEL*LINGUA project. States must come to a decision. It is also of prime importance that the identified organisms of each country work together so as to come to a consensus on the guidance and validation systems for linguistic apprenticeship. It must be pointed out that the number of interested partners and countries effectively involved is increasing. This TEL*LINGUA coordination and this network which, after all, are beginning to work well, can be maintained, looked after and strengthened for the development of the project that must follow. It would be a pity if the efforts made, the congeniality and skills that are all grouped around the same objective did not find a permanent framework which would convert this test into a strong network, useful to everyone.

Feasibility Study: February to October 1996

Commission 1

User needs (educational systems)

Gilles BRAUN
Jean-Pierre ARCHAMBAULT

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The European Commission

The European Year of Lifelong Learning

COMMISSION 1: USER'S NEEDS

PLAN:
PRELIMINARY REMARKS
I) WHO ARE THE USERS?
II) A GENERAL TYPOLOGY OF NEEDS, USAGES AND IMPLICATIONS
III) A FEW RULES AND CONSIDERATIONS
IV) CONCRETE PROPOSITIONS FOR THE EDUCATION SYSTEM

PRELIMINARY REMARKS:

1) This synthesis note on user's needs is based on pedagogical usages in telematics, and more recently, that which has developed around the Internet network, which we have been able to observe over the past ten years.
It is also based on knowledge we have been able to get from it. Today, Internet and Télétel coexist, and Internet prefigures infomation highways. We can opt for an approach to the question in terms of continuity/rupture: continuity of the nature of usages and services, rupture finding its source in the nature of documents which circulate and in the processing possibilities of digitised information that computers offer, which is a substitute for minitel. Telematics consumers exist but we can imagine that we are going to find a reduction of usages and actors.

2) Language education and learning about other cultures constitute a favourised domain for information highways. A personal and universal e-mail address, a standard for transfering files, a federation of interconnected networks enabling a new phase in electronic exchanges to be made, to be open to multilingualism and transcultural exchanges by removing obstacles linked to a certain Babelisation technique. However, this also applies for usages to national plans. Operations mix languages and on the job training programmes in enterprises in foreign countries, technical projects, access to electronic museums for history-geography or artistic education... It is not pertinant or realistic to be restricted to any one domain. Every sector of educational systems are concerned.

3) The themes of commissions 1, 2, and 3 intersect in the sense that technical and professional secondary educational (tertiary, industrial and agricultural trade) train students while taking into consideration economic needs and those in the world of enterprises, and where the inventory of educational needs must be translated into terms of objectives and strategies.

I) WHO ARE THE USERS?

In electronic information and communication matters, it is often necessary to provide precise answers to particular needs of pre-existing human groups. Thus it must be directly stated, apart from the generic expression "Educational System", the distinct user groups which we find interesting, and the needs, at times in common and specific, which correspond them: students, teachers, educational systems as much as with institutions, parent teacher associations, and external partners of educational systems (territorial organisations, enterprises and administrations...). For example, parents who are seeking information on Schools but are not concerned with recourse in a teacher's pedagogical process on Internet.

II) A GENERAL TYPOLOGY OF NEEDS, USAGES AND IMPLICATIONS

It is important to situate each initiative in a global and coherent vision for needs, uses and the educational implications of information highways. We can organise them according to the following typology.

1) One diamension of gerneral culture of our era:

The network, local or long distance, constitutes the main and dominant mode of existence for information. The network-data banks couple, modifies every sector of the society in depth. Industrial and tertiary enterprises have been radically transformed, as trades, employment and qualifications have as well. There are technical and professional training implications. Learning about; new communication tools, documentary research notions and in terms of databases, pertinant utilisations, a serene circulation in virtual universes, the intervention in proceedures of today assumes that everybody is able to create mental, operational representations and acquire elements of general culture through the material which favours a certain distanciation. This goes for students and their teachers as well as for most of the personell in educational systems. We are on equal footing in the School's fundamental mission and every initiative has to integrate this dimension.

2) A pedagogical tool

Long distance networks have just completed the range of pedagogical tools made available for teachers, from several points of view. They offer new possibilities and it would be unfortunate to ignore them but they are almost obligatory today, if one considers the growing number of educational resources.

They offer elements for answers to essential questions like, poor performance at school, the arrival of new publics, the democratisation of teaching and the importance of apprenticeships. Some students accept the situations that we generally call educational without any problem while others do not, for socio-cultural reasons. Electronic networks permit the creation of sensible communication situations favouring apprenticeships, in other cases actually complementary with educational exchanges "teachers face to face with students" (we think of telematic correspondance in general, or in particular, of Reporters without frontiers). We thus discover real contributions. At the same time remain lucid. Solid and durable acquisitions maintain that students consent to be interested in abstraction for itself and are assigned goals of a cognitive nature.

For numerous disciplines, long distance networks make access easier to variable numerised resources and are affirmed as much so as tools for cultural openings. For all students, foreign language apprenticeship requires forms of proximity and continuity with the material, people, cultures and distant civilisation.

3) A professional tool for staff and institutions, staff and collectives

A few examples are enough to show the various utilisations:
- a language teacher can get a newspaper from the previous day and create different versions of the same article and adapt it for each of his classes and at

different levels for his students as well as for his own objectives concerning the issue of vocabulary; a mathematics teacher can discover geometry courses on a server far away and see other mathematical teaching methods in other countries and other cultures;
- secondary school final examinations in the electronic sections foresee making students work on a technical object (thermal printers...). During the first term, Secondary schools receive, one copy of hundreds of pages of documents by post and they have to photocopy them for each teacher in the discipline. If we put these documents onto an educational server, the teachers who want them quickly may, without any difficulty. They can also get texts and schemas conveniently in order to elaborate their own teaching material. If difficulties appear (software...), the mail service enables an exchange of information and collegues can make their courses available on a FTP dedicated server. Here geographical frontiers still risk being brushed aside;
- in the sectors of accelerated evolution and necessary technological modes, the network makes the cooperative work of reflexion groups easier;
- teachers associations play a dynamic role that must be highlighted;
- European cooperation programmes and networks for apprenticeships in different countries have been created over the last few years. The execution of activities means that a lot of information has to be sent around, spread and sometimes urgently. The postal service and the telephone are no longer sufficient. Long distance networks are indispensable in order for the human resources to work on a scale including several countries, both durably and efficiently;
- The educational system has developed numerous services for students and their parents intentionally, in order to make orientation, registration and administrative formalities easier...

In reality, the three types are able to interpenetrate. In a tertiairy section, the concept's acquisition is able to pass by the creation of a service on secondary schools, used "in truth" in thirds. At the same time they must not be mixed up.

III) A FEW RULES AND CONSIDERATIONS

The underlying reasons which have motivated the integration of information highways into the educational system that have been stated, prior to formulating propositions for the study, show that it is useful to indicate a certain number of rules and considerations resulting from telematics activities over the last few years.

1) There is that which can be seen and that which cannot be seen. We easily show a Web service but show an electronic mail service with difficulty. Whereas communication constituted the foundation and essential abundance of pedagogical usages. New contexts, the strength of material and software tools, bandwidths will certainly modify this situation but it will be detrimental to favour, too exclusively, access to resources that others have created.

2) We can create in a classroom services with the objective of making abstract notions understandable or the implimentation of an active pedagogy easier. Concerning the Web, we are going to assist in a proliferation of these types of

services where pertinance is not discussed. However, they fundamentally have the status of "copy or student drafts" and are not necessarily interesting for a large audience. In any case, they don't have the status as professional services with the same requirements that go along with them (updating, 24 hour availability or valid contents...). Everyone must understand without any ambiguity what type of service they are consulting.

3) There are questions that need to be asked explicitly right from the beginning of the conception of a service. Who the users are? What are their needs? How are potential recipients going to know about the existence of services that are designed for them? What needs to be done so that the service be really consulted and integrated into pedagogical approaches (nothing is spontaneous)? How can we be sure that the contents are updated? These questions and others like them, seem to make sense, and are far from being superfluous. There are numerous cases where telematic services have never been visited.

4) The existence of a set of problems on free creative areas needs to be distinguished so that a real professional integration of long distance networks can be included in the workings of the educational system, which cannot situate itself in the margin and not involve group coordinators and institutional entities. Autonomous usages by a teacher and changing from the telephone to electronic mail service for a group comes from different logics.

5) In an initial innovative phase, we often participate in an "inversion of the command". Service providers, the "technical pole" is often forced to bring out user needs. This situation, quite normal in the beginning, must not at the same time lead to the confusion of types, the "technical pole" not having the vocation of being responsible for the contents.

6) Institutional entities must be absolutely identified (disciplines in academic or national plans, teams of trainers...) in order to draw on pre-existing human groups having precise projects in common. It is always more difficult to impliment services for a relatively un-united and too vast public with contents that are too generous. This necessitates a relation between logistic and communication, and a very strong commitment by the hierarchy. 3615 SNCF and the Ravel operation have made the test, on the other hand a 3615 for an overall view of aspects of schooling for students would be very risky.

7) Electronic distance education is particularly conveniant for motivated, autonomous, adult publics for disciplines where the savoir-faire can be explained easily. Technical developments (videoconferencing...) open new horizons but electronic EAD shouldn't be limited, particularly for young students, to "tele-amphi". Thought must be given to the complementarity with teaching in the presence of a teacher and to have a integral global approach, notably communication, access to documents from a distance and mutualisation of resources.

8) Partnerships between educational systems and publishers, enterprises and territorial communities are necessary in order to favour duration of synergies indespensable for the creation of targeted and adapted products.

IV) CONCRETE PROPOSITIONS FOR THE EDUCATION SYSTEM

For the ministerial operation "Renater-Internet", the academies are experimenting with the conditions for making Internet connections and its services available for the establishments. They deepen pedagogical usages that we can anticipate from long distance networks.

We can formulate some serious tracks on existing bases for studies to be conducted, models and prototypes to be tested and services to be proposed. User's needs translate into needs of the educational system to some extent.

1) The technical environment

There is an implementation of structures accompanying establishments in the academies. They propose training programmes, help and consultation for the implementation, and technical assistance and maintenance. They participate in the daily functioning of the systems and develop products and documents. They also provide expertise and updated technological information.

There are specific local needs but also common needs concerning educational engineering which is more realistic, more rational and more profitable to deal with on a national level, because of their complexity and economies of scale that this allows.

For example, going beyond the first experimental stage, which only associates a few people, a large number of students and teachers using Internet necessitates separation of connections simultaneously, from any line of a local network (the latter can't be ignored the moment computer activity acquires a mass character in an educational establishment). The connections actually borrow the RTC for the majority. We are going to have to develop Numeris solutions. When the real connection on Internet is no longer indispensable from start to finish (situations of electronic mail or navigation apprenticeships or consultation of documents already repatriated...), we can be pleased with the work locally, notably by simulation. Thus Intranet contexts have to be elaborated and the Internet-Intranet complementarity organised. **Key technical solutions at hand proposed to establishments are welcome.**

2) Locating resources

Likewise we can be satisfied with a certain empiricism when it has to do with selecting an educational handbook amongst ten, likewise this approach is perfectly illusive with numerised resources that exponentially intersect. For educational resources, without enrolling in the culture of the unique reference, you have to be careful of an uncertain logic of proximity and therefore, in a proliferating system, introduce a rationality into the collection, constituting bases, locating resources and usages. **Veritable involvement of documentation and documentary research exists.** This signifies:

- developing research tools adapted for teacher's needs
- organising the collection of resources

- making them readable and visible, helping to locate through permanently updated educational guides and having a national significance, this does not mean the exclusion of local initiatives, the returns and cooperations; on the contrary, a global approach contributes to giving a national significance to local, departmental or academic initiatives and implementations; the interests of all the actors of the educational system converge.

We have to figure out how to apprehend the questions of recovery and organisation of the resources, of validation and added value over and above the simple mention of the existence of a resource. We will highlight here the irreplaceable role of the documentation and the documentalists, specialists and professionals on information in academic establishments. Amongst the resources are specific pedagogical documents, documents on Internet sites presenting utilisation potentials in classrooms and academic establishment's products.

3) The creation of services and pedagogical usages
In order to foster largest possible inventiveness, **we can elaborate and test the educational service models and prototypes (Web, communication...), and propose pedagogical scenarios anchored in disciplines and their programmes.**

A group of documented tools have to be provided (electronic mail, forums, FTP anonymous, recuperation and fabrication of W3 services, indexation and research) enabling a cooperative work and eventually leading to services of "excellence" publishable with the intention of a larger public for general interest. We also must give assistance and methods to optimise the functioning of groups turning to new electronic tools, in the form of assistance and accompanying services.

Organisation strategies have to be equally thought out concerning the educational resources' spontaneous proliferation by the different actors and entities of the educational system, prior to getting the benefits of a piloted approach and with those of creative initiatives of each and everyone. This sends us back to the bridges that have to be established between the two types of services offered earlier on.

4) Training
The effort of training the academies has to be accompanied, in elaborating the products and contexts (Intranet for example) and in taking the initiatives at the required degree to enable the demultiplication of competence on complex subjects. We have to follow permanently the prospective and updated technological and pedagogical information.

5) Activities
There are the needs, tools, and the resources and services but there is also the institutional willingness that has to be helped to express itself. This means that **terms and conditions of activities and organisation of the education system** have to be thought out to favourise a progressive development of pedagogical usages for information highways. The knowledge, understanding, knowhow and sectors already largely involved exists, and of which we can draw from.

Propositions have to be elaborated in the fields of institutionalisation and validation of product usages, organisation of needs and utilisations recovery, activities in order to develop usages, cooperation between specialised technical structures and pedagogical entities, of cooperation with ministries, academies and public establishments and of network functions that varies according to circumstances of personnels...

In the information highways field, initiatives are plentiful, the dynamism of a number of actors in the educational system is growing and just needs to be demonstrated. A global and coherent approach will enable us to be much more efficient with everyones efforts.

Note:

British, Spanish and French contributions

The British contribution (made by the NCET and conducted by CILT) concerns specific needs tied to language teaching and apprenticeship.
The CILT's missions and activities belong to the commission's field of thought since 1966. In 94-95, CILT participated in a feasibility study on the constitution of a European data base for language teaching and apprenticeship.

It is necessary to reflect in the light of the demand of information formulated by users. Every month, CILT answers hundreds of questions that it is asked about and sends an abundance of information out.

The following needs have emerged:
- for teachers: knowledge on legislation, methods, materials and pertinant usages...
- for students: information on careers that necessitate language skills, language apprenticeships,
- for research workers and decision makers: statistics and projects...

We are able to highlight 5 key areas:
- methodology
- apprenticeship
- materials
- statistics
- research

Finally, easy access to on line resources requires that great care be taken when dealing with the important question of quality assurance for proposed information.

The Spanish contribution prepared an inventory of computer equipment in establishments in the country, in educational order. It also mentions the computer's place for all students in education.

The French contribution is interested in the general needs of the main actors of the educational system concerning information highways.
In fact, it seems to be a good time to situate all the projects, whether pilot or particular, in a global approach, for a set of reasons of which:

- the volume of the technical and human environment has to be developed and the cost necessitates, in a coherence and initial conception, to make room for all potential actors and for simple considerations and evident cost effectiveness;

- in a school, it would't be right or realistic to think about restricting usage of this type of universal tool to a sole category of teachers, as long as experience permits to observe a natural contagiousness, relatively spontaneous, and welcome, in any case;

- language is a communication tool that you can't get away from, also for teachers who don't teach language when they develop actions of international character, in a pluridisciplinary project process where each pursues his own pedagogical objectives;

- a proximity of technical competence is indispensable to guarantee the daily functioning of systems; for example, in colleges we often find that the teacher is brought to play this role, basing himself on the programmes of his discipline.

For electronic communication, knowledge from past years (contributions, problems to be solved) can prove interesting for all actors in the education system in general and language teachers in particular.

There are three main categories of reasons why long distance electronic networks should be integrated in schools: educational and cultural object, pedagogical tool and professional tool.

For educational institutions, we can take an inventory of the following needs:
- the creation of a technical environment
- locating resources
- help to create services and develop pedagogical usages
- training
- activities

Feasibility Study: February to October 1996

Commission 2

User needs (economic areas)

Alf AMMON

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G7
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Transcultural Education and Training in Language Learning Innovations for Better Global Understanding and Awareness

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Workpackage 2

User needs/economic area

1 Subject and objectives
2 Methodology applied
3 The questionnaire
4 The organisations targeted
5 Suggestions on an evaluation grid
6 Suggestions on how to locate, collect and process further information

Appendix I: Letter of introduction
Appendix II: Questionnaire
Appendix III: List of organisations contacted

September 1996

1 Subject and objectives

The following remarks resulting from discussions held with experts in the context of the study are to be seen as a provisional appreciation of the subject. An adequate outline of the theme will not be possible until a substantial number of questionnaires have been returned.

„Users" and „needs"

The task workpackage 2 had to focus on is investigating about individual and organisational needs for language and intercultural learning in business environments.

We would first like to point out our understanding of a number of terms used here.

The category „user" implkies three different aspects:

- learners as dynamic persons offering skills
- dynamic organisations demanding and integrating skills
- learning contexts (e.g. learning locality, situations, acquisition methods and integrated learning circuits)

The term „needs" reveals a certain tension between two aspects: There is a „need" for language and cultural competence (knowledge and practical skills) as they are found to be necessary in certain occupational fields. On the other hand „needs" also translate individual wishes expressed by staff in the process of acquiring skills.

Intercultural competence in business

The objective of the „Information and society" project (G7 theme 3) is to trace all resources available for working on the above mentioned questions in view of drafting scenarios for a prospective *language industry*. These scenarios are to reflect existing needs as a guideline when virtual learning environments start being conceived.
The background of this is the increasing extent to which business is targeting international markets. These markets cover goods, services, capital and labour. With business relations becoming more and more international, new customers, suppliers and partners are met that speak other languages and have other cultural backgrounds. To say more, what is increasingly questioned is the fact that there is a country (your „own" country) or a culture of origin which forms a platform when it comes to communicating with international partners. More and more businesses operate on a multinational level, which is reflected in the composition of their staff. Companies with multi-ethnic staff or outgrowing clear national anchorage have a particular need for intercultural competence.

Thus language learning incorporates cultural learning - all the more because one language may be spoken in different cultures. Isolationism and re-invented nationalism in people's minds or learning behaviour would only mean to ignore the challenge. It is not by coincidence that there are more and more calls for internationally oriented training programmes with companies, e.g. demands made by Mr Schrempf, chairman of Mercedes-Benz on the occasion of the Tokio economic summit.

„Inter, trans, intra"

In order to cope with the requirements sketched up above, competences in both transcultural and intracultural (i.e. learning to live between cultures in a given country or territory) learning will have to be developed which are not only addressed to graduates seen as relatively competitive in the labour market. Although language learning is considered to be part of extra-functional core skills just like general communication skills, these requirements do not find a sound basis with many staff. These issues are neither part of their actual hands-on experience of cultural difference - provided most of the time via media coverage - nor do they appear in training curricula. Foreign languages are not automatically part of training programmes and are allocated only few hours on the timetable. Few teaching manuals really address specific needs of individual target groups. One element which is, however, within reach to most staff is „intra"cultural experience, made possible by the numerous immigrant workers in Western and some Asian countries.

Languages and markets

Considering the background of global competition and the tension between individual and organisational needs it is obvious that the language business as a sercvice industry has a highly promising potential of development. It is suited to add decisive momentum to business life becoming more and more international and to speed up innovation in education. On the other hand, it will need to make use of experience already made by learners with language learning in formal and adult education. It will also need to offer opportunities to learners to pursue their own impulse and commitments.
Intercultural training is, on the other hand, a service that costs money. Training is increasingly looked upon as a service and a market good and represents considerable expenditure. Education and training are thus subject to more and more sophisticated profit analysis. This is, in the opposite sense, reflected in publishers' policies of taking a conservative approach towards new methods and media. For economic reasons, financial risks have to be kept low all the more because schools for example iannot be expected to be adequately equipped on a general basis in the nearer future.
What comes in as another drawback is costly production, having to integrate software development, screen design, knowledge systems engineering and others, plus copyright costs on top. This is why a multi-media system is five times more costly than a conventional teaching manual - with our knowledge exploding and becoming obsolete in ever shorter intervals.

What is required in order to match these conditions is to adapt, at an early stage, education and training to new requirements - with official educational policies, responsible for curricula, generally finding it hard to keep the pace. It is also vital to secure quality management in education and training (specified in ISO 9000), a tendency of increasing importance with education and training gaining business momentum.

Which „users" have which „needs"?

Dstance learning and computer-aided learning already offer wide opportunities for remedial learning and upgrading skills. Distance learning is often thought to be an ideal offer as it can happen on the job, with low cost and at individual pace, providing learning environments with trial and error opportunities, flexible deadlines and adjustable portions. Real-life cultural experience is, however, one of the benefits of (adequateley organized) group learning and field situations. Other problems with electronic media are:

- users have to overcome barriers in using technical devices
- the relevant technologies demand a fair amount of initiation
- investment has to be made into hardware, software and updates
- learners have to adapt to the pre-defined structures the computer system uses

Existing needs analyses have to live with a number of flaws:
Needs are analyzed in particular in management environments although a wide set of staff with various functions will have to acquire the skills described since multi-ethnic workforces will be a rule. In the private sector staff are increasingly expected to show, in terms of motivation and financial participation, initiative in language learning.

Another problem is seen in the focus of the studies reviewed:

- They reflect today's needs with little reference to future developments
- They focus on organisations that demand the skills described rather than on skill research and needs expressed by individuals

A third problem lies in the different backgrounds of educational systems and regulations, i.e. in the way needs are translated into standards (e.g. certification under the National Curriculum in the UK). Process and performance-oriented systems compete with each other, which makes comparisons difficult. The origin of this phenomenon lies in the different backgrounds of national educational traditions. These lead to frictions occurring in the emergence of international learning environments, with language learning being just as vulnerable as other disciplines.
This means that the language industry and those demanding intercultural skills will need to adjust their learning environments to local needs.

2. Methodology applied

Having been asked to ensure coordination functions by the Bundesinstitut für Berufsbildung (German Federal Institute for Vocational Training) and the central German coordinator (FIM Erlangen University, Herr Kugemann) we found that workgroup 2 had to deal with difficult conditions

- The contract situation was insecure.
- No contacts were possible with the French partner.
- The project launch was delayed.
- Information structures were built up while simultaneously research activities, i.e. delivery was already in process, which lead to lack of coordination.
- The (European) holiday seasons slowed down the mailout/return of questionnaires
- The addressees were a widely dispersed selection of organisations. Some of them showed hesitations in co-operating.
- We had to put more work into making the project known than we had expected.

The Bundesinstitut für Berufsbildung offered logistic and topical support, the central coordination was regularly involved in our work. As regards international cooperation the tight delays imposed made it necessary to react flexibly to short-notice invitations and enquiries. From September onwards a more coordinated approach will be possible at international level as an increasing number of partners are emerging and seeking contacts.

In order to trace resources already existing in the field a questionnaire was developd for use at national level. It also encompasses aspect of international importance. Attention should be drawn to the fact that e.g. the German economy is highy export-oriented, which could be a reason for it giving wider attention to international aspects than others.

Processing our own results has not been without problems:

- When retrieving information attention should be given to the underlying approach (of the study, the paper etc). Quantitative studies very often focus on micro-views and may lose sight of the overall phenomenon. Qualitative studies may offer an enlightening overall view but should be empirically grounded.
- Study populations are often small so their representative character can be questioned.
- Studies are generally not based on received standards for needs analysis. Typical approaches are questionnaires and in-depth interviews. It would be desirable to have on-the-job observations which is lengthy and costly as shown by language audit projects carried out under the EU Lingua programme.
- The skills addressed by the needs analysis are often based on vague definitions (e.g. co-operative communication skills, knowledge about cultures and markets, ability to overcome barriers, adaptability to change against the background of innovation circuits rapidly speeding up)

- As shown in certain empirical studies, language skills are not a one-size-fits-all demand, omnipresent in all places where business is done. It is a striking fact that status quo studies are readily available but apart from generalities, projective studies or scenarios are scarce.

3 The questionnaire

As regards the issues addressed by workpackage 2 the situation in some countries, e.g. Germany, is marked by a decentralized educational system. Others combine official standards with deregulated and market-oriented delivery of services. To those countries that have a decentralized educational and training system certain features apply:

- A widely dispersed set of planners and decision-makers is to be involved (as opposed to a central body)
- Initial and further training come under the responsibility of private enterprise, not central bodies
- There is no central regulation mechganism in further training and little state intervention. Private businesses supply and demand skills.

The design of the questionnaire had to be a compromise in order to be applicable to all addressees. The questionnaire was to help retrieve diverse resources such as research results, experiential knowledge, decision-making powers, delivery responsibilities and media production/publishing.

The problems encpountered were

- Numerous studies focusing on one particular industry are not centrally available but must be located with a large number of confederations.
- Experiential knowledge which is available in the form of materials, reports and papers (grey material) even from non-academic institutions, is usually not fed into the publishing circuit. But it is precisely there that important data can be found for the scenarios described above. In certain countries taking a deregulated approach towards (further) training cross-company working groups have been established on the issue of languages.

Computer capacities were an issue in the Spanish contribution but rather not in Germany. In Germany the corresponding data are available from the publishing industry, but with the dynamic developments we are observing it is hardly possible to come to reliable predictions.

Our questionnaire is based on the assumption that there is a general need for training in private industry. Differences from one industry or sector to another were addressed.
We assume that most materials will be available on electronic media.
As regards skill research we distinguish between the traditional areas of knowledge, social or cultural skills and language skills, as no overall and sufficiently complex model on skill acquisition in language, communication and intercultural learning has been developed yet.

4 The organisations targeted

The real target groups for Workpackage 2 are rather individuals than institutions:
With larger institutions, we will usually have to identify individual departments specializing in the matter
The individuals dealing with the relevant issues are grounded in their own institutions to varying degrees, what dominates is a project-oriented work approach

When selecting the target institutions we had to draw on a number of sources such as data from research institutes, documentaries of major conferences and our own data stemming from previous publications and projects. All these cover a time span of five to ten years which is found reasonable considering the fact that data are generally scarce in the field. In the process we have managed to identify and approach government departments, major associations running educational departments, economic interest groups, language and teachers' associations, trade unions, publishers, cultural institutions,language schools, major training providers and research institutes as addressees.

5 Suggestions for an evaluation grid

As the questionnaire had to take a plain and simple approach in order to ensure sufficient return more refined criteria will need to be developed for follow-up activities. The distinct fields of languages, cultural knowledge, social skills, intercultural communication and others call for adequate documentation. Interrelations between individual aspects are to be fed into a model that should be easy to handle and navigable. The question as to what relation exists between specific-purpose language and general cultural and language skills is a problem that deserves particular attention. There is a distinct tendency towards transmitting transferable knowledge and skills rather than those associated with individual industries and functions.

As only few aspects brought in by member countries have been included, a well-balanced proposal for a possible server structure cannot be made until a substantial return and feedback has been received.

6 Suggestions on how to locate, collect and process further information

We would recommend to appoint one institution per country that is charged with server administration. This organisation should have sufficient backing from decision-makers. The ideal institution would be a small organisation having easy access to decision-makers and ensuring high flexibility in updating the server, but also securing international coordination at a reasonably professional standard.

The design of new server structures is to be agreed at international level in order to prevent random additions and unorganized merger of more and more individual servers. Rather than merely patching for example context research onto existing structures, efforts should be made to include it in the original model to start with. Designing an adequate navigator will be a core task.

And finally, further resources from fields such as psychology of learning, systematic/comparative educational research organisational development, linguistics and communication science deserve attention.

Appendix I: Letter of introduction, Germany

G7
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August 1996

Dear Madam, Dear Sir,
As you possibly know the G7 member states are conducting, in co-operation with the EU, a feasibility study concerning „Transcultural education, training and language learning". This study is to help open up a global market for an emerging *language industry* against the background of world-wide electonic networks. The objective of the project is to build up and update a G7 server offering access to servers based in any country interested in the project.
Setting up this type of server demands communication between various institutions, companies and content providers. These organisations seem to be increasingly committed and interested with respect to network-based language learning and transcultural training. This pilot initiative is co-ordinated by Germany and France and this is why information exchange between relevant institutions is of particular importance in our country. We would like to invite you to co-operate in this feasibility study by returning the enclosed questionnaire.
Overall co-ordination and information lies, as for Germany, in the hands of FIM-Psychologie, Friedrich-Alexander-Universität Erlangen-Nürnberg, represented by Mr Walter Kugemann. Our organisation assures, following agreements with FIM-Psychologie and Bundesinstitut für Berufsbildung (BIBB), co-ordination for parts of the project.
We would be pleased to receive your questionnaire completed by fax or mail as soon as possible. We would also be grateful if you could let us have relevant existing materials from your organization.
In case of queries please contact

- Herr Bernd Kleinheyer, Tel.: 030 / 618 20 54 Fax: 030 / 618 98 80
- Herr Alf Ammon, Tel.: 030 / 859 99 66 0 Fax 030 / 859 99 66 1.

Thank you for your co-operation
Yours faithfully

Sebastian Jüngel (Sprachbau)

Anlage

TEL*LINGUA - WORKPACKAGE 2

Questionnaire

Please complete and retrurn by fax to: 030 / 859 99 66 - 1	or by post to SPRACHBAU beim Förder-Kolleg Leben und Lernen e. Fregestr. 75 12159 Berlin

Who we are

institution _____

name _____

address _____

phone _____

fax _____

e-Mail _____

contact person _____

1. Our experience with needs analysis

1.1 Our activities focus on

O research
O planning
O teaching
O

1.2 Our analysis of learners' needs are based on

O studies, polls
O expert reports
O statistics
O overall teaching concepts

O production of learning materials (also exemplaric)
O articles from our own organization
O activity reports
O public relations work

O questionnaires
O in-depth interviews
O participative observation
O career biographies

O _____

2. Target group(s)

2.1 Our activities focus on the following target groups

O organizations/industry

O individual learners in organizations/companies

with educational profiles of	*with organizational functions in*	
O graduates	O senior management	O customer service
O skilled staff	O project managers	O manufacturing
O unskilled staff	O administration	O distribution, retail, marketing

O business clients and customers

O others _____

2.2 Our target groups are from the following industries

O construction

O service, retail, distribution (e.g. health sector, tourism, customer service)

O craft businesses

O manufacturing industry

O banking and insurance

O unspecified/no specific industry

O others _____

2.3 With regard to transcultural and language learning we produce / can supply material on

a) learner motivation

O for occupational reasons

O for personal reasons

O _____

b) learning environments

O extra-company language courses

O in-company language courses

O self-access language learning

O stay abroad

c) on teaching media

O print (e.g. manuals, transparencies, other materials)

O audio-visual media (e.g. video)

O electronic media (teaching software, online language learning)

3. Personal and occupational needs

3.1 Our materials supply information on learners' needs

O in terms of appropriate learning environments-
(e.g. suitable learning groups, adequate use of media)
O in terms of appropriate learning situations
(e.g. realistic/experiential background, action-oriented approaches)
O learner-centred training approaches
(e.g. training in abilities of expression, creativity, individual needs, time out)
O _____

3.2 Our work/our materials address the following skills

O general aspects of intercultural communication (problem-solving, cultural knowledge e.g. styles/rituals, ambiguity tolerance, role flexibility)
O cross-community communication with colleagues of the same company
O cross-community communication with individuals from other companies
O knowledge of international markets
O general foreign-language skills
O specific foreign language skills
O English
O Spanish
O French
O Russian
O Chinese
O _____

Thank you for your co-operation

Appendix III Organizations contacted

organization	organization 2	name	address1	town	phone	mailing list
Akademie für Beruf, Jugend und Kultur e.V			Torgauer Str. 14	03253 Doberlug-Kirchhain		WP2
Alexander-von-Humboldt-Stiftung			Jean-Paul-Str. 12	53173 Bonn		WP2
Arbeitsgruppe für Empirische Bildungsforschung			Friedrichstr. 10	69221 Heidelberg		WP2+WP3
Auslandsgesellschaft NRW e.V			Steinstr. 48	44147 Dortmund		WP
BMZT	Herrn Elchlepp		Heinemannstr. 2	53175 Bonn		WP2+WP3
Bundesanstalt für Arbeit	Referat IIa6			90327 Nürnberg		WP2
Bundesinstitut für Berufsbildung	Abt. 5		Fehrbelliner Platz 3	10707 Berlin		WP2
Bundesinstitut für Berufsbildung	Modellversuche/ Herr Holz		Fehrbelliner Platz 3	10707 Berlin		WP2
Bundesinstitut für Berufsbildung	Herr Wordelmann		Fehrbelliner Platz 3	10707 Berlin		WP2
Bundesinstitut für Berufsbildung	Agnes Dietzen		Fehrbelliner Platz 3	10707 Berlin		WP2
Bundesministerium für Arbeit und Sozialordnung	Referat VIIIa4		Jägerstr. 9	10117 Berlin		WP2
Bundesministerium für Arbeit und Sozialordnung	Referat IIa3			53107 Bonn		WP2
Bundesverband der Lehrer an Wirtschaftsschulen			Wehlauer Str. 107	76139 Karlsruhe		WP2
Bundesvereinigung der Deutschen Arbeitgeberverbände	Herr Wiegand		Gustav-Heinemann-Ufer 72	50968 Köln		WP2
Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung			Friedrich-Ebert-Alle 39	53113 Bonn		WP2+WP3
Carl-Duisberg-Fremdsprachendie			Hansaring 49-51	50670 Köln		WP2

nst						
Carl-Duisberg-Gesellschaft			Weyerstr.	50676 Köln		WP2
Carl-von-Ossietzky-Universität Oldenburg	Zentrum für wissenschaftliche Weiterbildung		Ammerländer Heerstr. 114-118	26111 Oldenburg		WP2
Deutsche Gesellschaft für Fremdsprachenforschung						WP2+WP3
Deutsche Gesellschaft für Weiterbildung				96114 Hirschaid		WP2+WP3
Deutsche Stiftung für internationale Entwicklung			Budapester Str. 1	10787 Berlin		WP2
Deutscher Akademischer-Austausch-Dienst			Kennedyallee 50	53175 Bonn		WP2
Deutscher Entwicklungsdienst	Dr. Anton Markmüller	030 / 36881245	Kladower Damm 299	14089 Berlin		WP2
Deutscher Gewerkschaftsbund	Berufsbildung/ Herr Lübke		Postfach 101026	40001 Düsseldorf		WP2
Deutscher Industrie- und Handelstag	Berufsbildung		Adenauerallee 148	53113 Bonn		WP2
Deutscher Instituts-Verlag			Gustav-Heinemann-Ufer 84	50968 Köln		WP2+WP3
Deutscher Volkshochschulverband	Päd. Arbeitsstelle, Fremdsprachenabt.		Holzhausenstr. 21	60322 Frankfurt/M.		WP2+WP3
Deutsches Institut für Erwachsenenbildung			Holzhausenstr. 21	60322 Frankfurt/Main		WP2+WP3
Deutsch-Französisches Institut			Asperger Str. 34	71634 Ludwigsburg		WP2+WP3
Deutsch-Französisches Jugendwerk			Rhöndorfer Str. 23	53604 Bad Honnef		WP2+WP3
Deutsch-Französisches Sekretariat für den Austausch in der			Ludwigsplatz 7	66117 Saarbrücken		WP2

berufl. Bildung						
Dokumente-Verlag			Postfach 1340/ Hildastr. 4	77654 Offenburg		WP2+WP3
Erfahrungsaustausch Fremdsprachenausbildung Wirtschaft						WP2
Fachinformationssystem Bildung			Berliner Str. 31	65760 Eschborn		WP2+WP3
Fachverband Moderne Fremdsprachen	z.Hd. Anne Hueglin		Winzerstr. 96	80797 München		WP2
Freie Universität	Institut für Berufspädagogik					WP2
Freie Universität	Institut für Erziehungswissenschaften	Prof. H.Mertens	Kaiserswerther Str. 16-18	14195 Berlin		WP2
FU Berlin / Institut für Interkulturelle Erziehungswissenschaft	Prof. Gerd Hoff	030 / 838 5781	Habelschwerdter Allee 45	14195 Berlin		WP2
Gesellschaft für Angewandte Linguistik	Universität Duisburg	Prof. Bernd Spillner	Kommandantenstr. 60	47057 Duisburg		WP2+3
Gesellschaft für Ausbildungsforschung und Berufsentwicklung e.V.			Bodenseestr. 5	81241 München		WP2
Gesellschaft für Information und Bildung e.V.			Birlenbacher Str. 18	57078 Siegen		WP2
Gesellschaft für Technische Zusammenarbeit			Dag-Hammersköld-Weg 1-2	65760 Eschborn		WP2
Goethe-Institut			Gollierstr.4	80339 München		WP2+3
Goethe-Institut			Lenbachplatz 3	80333 München		WP2+3
Gunter-Narr-Verlag			Postfach 2567	72015 Tübingen		WP2+3
IB	Koordinierungsstelle DaF		Brandenburger Str. 10,	51545 Waldbröl		WP2
IG Metall	Abt. Berufsbildung		Postfach 700418	60494 Frankfurt/M.		WP2
Industrie- und Handelskammer Düsseldorf	Berufsbildung/Fremdsprachenprüfungen		Ernst-Schneider-Platz 1	40212 Düsseldorf		WP2
Institut der Deutschen Wirtschaft	Herr Weiß		Gustav-Heinemann-Ufer 84-88	50942 Köln		WP2

Institut der Hessischen Volkshochschulen	Heinz Reiske,	.	Winterbachstr. 38	60320 Frankfurt/M		WP2
Institut für Arbeitsmarkt- und Berufsfeldforschung			Platenstr. 46	90441 Nürnberg		WP2
Kultusministerkonferenz	Ständiges Sekretariat		Nassestr. 8	53113 Bonn		WP2+3
Kuratorium der deutschen Wirtschaft	für Berufsbildung		Adenauerallee 8a	53113 Bonn		WP2
Mannesmann AG	z.Hd. Herrn Tilstra		PF 103641	40027 Düsseldorf		WP2
Max-Hueber-Verlag			Postfach 142	85729 Ismaning		WP2
Mercedes-Benz AG	HPC T125-PE/BIK	Frau Seidel-Braun	Carl-Benz-Str. 1	70322 Stuttgart		WP2
Mercedes-Benz AG	Betriebliches Bildungswesen	Herr Erhardt	Hauptstr.	76571 Gaggenau		WP2
Nationale Agentur Lingua	Universität Saarbrücken		Postfach 151150	66041 Saarbrücken		WP2+WP3
OstWestWirtschaftsAkademie	Dr. Carsta Galejew		Koenigsalle 20a	14193 Berlin		WP2
Otto-Benecke-Stiftung			Bonner Talweg 57	53113 Bonn		WP2
Projektbüro für innovative Berufsbildung	Herr Novak		Osterholzstr. 64	89522 Heidenheim		WP2
Ruhr-Universität Bochum	Institut für Sprachlehrforschung		Universitätsstr. 150	49780 Bochum		WP2+WP3
Schering AG	Zentrale Weiterbildung	Herrn R. Christensen/ Herrn F. Riedel		13342 Berlin		WP2
Sprachinstitut Tübingen			Eugenstr. 71	72072 Tübingen		WP2+WP3
Sprachverband Deutsch für ausländische Arbeitnehmer e.V.			Raimundistr. 2	55118 Mainz		WP2
Staatsinstitut für Schulpädagogik und Bildungsforschung			Arabellastr. 1	81925 München		WP2+WP3
Staatsministerium für Unterricht Kultus, Wissenschaft und Kunst			Salvatorstr. 2	80333 München		WP2+WP3

Statistisches Bundesamt	Bildung und Kultur			65... Wiesbaden		WP2+WP3
Stiftung Berufliche Bildung			Wendenstr. 493	20537 Hamburg		WP2
Technische Universität	Inst. für Berufspädagogik		Straße des 17.Juni 135	10557 Berlin		WP2
Technische Universität Cottbus/ Lehrstuhl Interkulturalität, Linguistik, Fremdsprachendidaktik	Prof. Marie-Theres Albert	0355 / 692514	Karl-Marx-Str. 17	03044 Cottbus		WP2
TH Aachen,	Prof. W. Butzkamm		Meischenfeld 79	52076 Aachen		WP2+WP3
Universität Gießen	Prof. Herbert Christ		Karl-Glöckner-Str. 21G	35394 Gießen		WP2
Universität Marburg	IFS	Prof. R.Freudenstein	Lahnberge	35032 Marburg		WP2+WP3
Universität Potsdam	Institut für Anglistik und Romanistik		Postfach 601553	14415 Potsdam		WP2
Universität Tübingen	Seminar für Englische Philologie	Prof. Kohn	Wilhelmstr. 50	72074 Tübingen		WP2
Wissenschaftsforum	Frau Manning		Hoffmannstr. 1-5	Berlin		WP2
Zentralstelle für Arbeitsvermittlung	Herr Dick		Feuerbachstr. 42-46	60325 Frankfurt/M.		WP2(
Zentralverband des Deutschen Handwerks			Postfach 120270	53044 Bonn		WP2(

Feasibility Study: February to October 1996

Commission 3

Educational strategies and objectives

Claude TRUCHOT
Alf AMMON

The G7 Theme 3 Transcultural Education and Training is supported by:

The European Commission

The European Year of Lifelong Learning

G7
TEL*LINGUA

Transcultural Education and Training in Language Learning Innovations for Better Global Understanding and Awareness

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Workpackage 3

Strategies and objectives

Progress report

1. Subject definition
2. Approach
3. Study carried out in France
4. Study carried out in Germany
5. Suggestions on future structures designed to gather, process and disseminate information
6. Suggestions on a definite thematic grid

Appendices I to VII

September 1996

1. Subject definition

According to the tasks allocated to Workpackage 3 in the context of the Tel*lingua project, this working group was to deal with "strategies and educational objectives". The group found it necessary

- to inverse the order of the terms as strategies will logically follow objectives
- to add context-related aspects under which these objectives and straegies emerge and which often determine motivations and framework.

The group also decided that the terms "objectives and strategies" could be replaced by "linguistic policies" as we are dealing with language problems. To us this seemed to be in accordance with the now established usage of this term among researchers active in the field. We suggest we should talk about "language education policies" since we are also dealing with "educational objectives and strategies". So the area covered by Workgroup 3 will be, as it seems to us, language education policies and contexts.

The idea of the G7 programme Tel*lingua is to define a world-wide approach towards language education. We consider that this project can only be seen under the perspective angle of "linguistic diversity" both as a real-life phenomenon to be examined and as an educational objective.
Those working in this field today have inherited concepts such as "foreign language", "regional language" or "language of migrants". These terms increasingly lose their value as working concepts when confronted with reality and with the important changes observed by sociolinguistics. In many situations a given language can only be described with the help of several of these categories, with certain educational programmes - among them highly innovative ones - going way beyond these distinctions. We know that in Australia people have generally started talking about Languages Other than English (LOTE).
At the same time, boundaries between these fields have started moving. Talking about "foreign languages" means talking about languages used by migrants coming to a particular country, which means becoming interested in socio-linguistic aspects of this migration.
These terms are among the few new concepts that are already widely used and understood. As the deadlines to be met in the context of this study do not allow a theoretical foundation agreed between the workgroup partners, we have limited the questionnaire to a traditional position as regards "objectives and strategies", meaning that the terms refer to "foreign languages" only. Other language-related categories appear only in the section describing "contexts". For future activities we have, however, chosen a position more in line with recent research developments and our own analysis: the proposed definite version of the questionnaire - designed to also form the basis of a prospective server structure - does not limit itself to "foreign languages" in the conventional sense of the term. Considering recent developments in teaching methods and technologies we have found it vital to focus on the full range of language learning environments including (semi-)self-access learning rather than restricting ourselves to language *teaching*.

2. Approach

A questionnaire was elaborated (cf appendix I) with sub-themes related to two major categories, i.e. "context" and "language education policies" as defined above.
This questionnaire was mailed to

- national coordinators of the Tel*lingua project
- individual experts, identified by ourselves, that work in most of the countries taking part in the project

We asked them to

- check if the categories were appropriate and complete, and, if not, suggest additions
- supply information concerning availability of matching data from their own country, for example from resource centres and data bases

As the French and German coordination partners for this workpackage we also conducted the study in our own countries.
By the time this present report was designed no reply from foreign partners had reached us, the reason being, we assume, the fact that the questionnaires arrived with short notice and during the holiday season (July).
A general view, however, based on local feedback obtained from France and later from Germany can be found below.

3. Study carried out in France

The questionnaire was addressed, accompanied by a letter of introduction (cf appendix II), to some fifty organisations of various backgrounds: government departments, official bodies (concerned with education or statistics), third-level research centres, teaching centres, associations, the press, publishers etc that seemed, according to our experience, to represent a reasonably complete reservoir of information resources in the field we are addressing.
At the time this report is drafted some fifteen organisations have replied, a return which is satisfactory in our eyes considering the tight deadlines and the season. The replies have been put together into a chart (cf appendices IIa and b below).
The first chart points out on which themes a given organisation can supply information.
The second chart points out which themes are covered by which organisation.

Addresses of all organisations that have received the questionnaire can be found in appendix III.

4. Study carried out in Germany

With the French coordination partners a joint approach had been agreed according to which the questionnaire was elaborated. It followed essentially the grid laid out by the French version and was addressed to some forty organisations in Germany. Considering the fact that in Germany regional structures have a particularly large say in educational matters we tried to involve the various levels of research and decision-making, i.e. departments and institutes working at regional levels and those working at national level. It tunrned out that the information we were looking for is extremely scattered and hard to identify by a systematic approach. We had to partly rely on existing contacts and realtions with the - slight - risk of excluding certain resources. For balancing our choice we have sought cooperation with organisations working at national level.
At the time this report is being drafted we are awaiting the return of the questionnaires which is expected for the end of the summer holiday period.
The questionnaire, the letter of introduction and the list of organisations contacted can be found in appendices IV to VI.

5. Suggestions on future structures designed to gather, process and disseminate information

The examples of France and Germany given above prove to what extent the relevant information is scattered in thematic and geographical terms. In order to efficiently feed an international server of the type envisaged by the Tel*lingua project, there is a need for national units commissioned to gather information before making it available to the server.
The task of this unit would be not to just rearrange the information obtained but also to supply summaries and regular abstracts (referring to sources preferably by hypertext) on developments of the issue in the target countires.
The nature of this task seems to call for national units with a university or NGO background, which will be a sufficient guarantee for scientific standards and professional expertise.

An international follow-up unit should be formed in order to

- contribute, in the areas relevant to workpackage 3, to the setting up of a server
- ensure a follow-up of actvities in the same areas

In order to ensure organic and efficient links between national units and the international follow-up structure the organisations responsible for national units should take, on the grounds of rules which remain to be defined, an active part in the work of the international structure.

This structure would charge an internal comittee with the task of issuing an international summarizing report which outlines principal tendencies observed throughout the year in language education policies.
Another task of this structure would be to gather information available from international networks of all kinds that are being launched (at the levels of international organisations, inter-governmental

structures, decision-makers in business, research and cultural environments, associations etc). It would also be commissioned to co-operate with other international servers. A constant link should particularly be maintained with servers dealing with areas such as regional or minority languages (cf the Mercator programme sponsored by the European Union) with the perspective of giving more attention to the area described above as "linguistic diversity".

6. Suggestions on a definite thematic grid

The following suggestions result from discussions held in workgroup 3. For better guidance of prospective users we have decided to amend the grid on which the questionnaire is based. This grid could equally be used on a virtual server. Since workpackage 3 has a more global focus the definite structure will also depend on results obtained by other workgoups.

As the term „language teaching" in its classical sense hardly reflects the complexity of the matter (cf „Subject definition") we suggest to redefine it as „all activities designed to improve potentials and competences in intercultural communication including language skills".
The following is to be seen as a provisional proposal.

The context of language learning

- socio-linguistic situations
  - languages spoken in a given territory and their mutual relations
  - benefit and use of foreign languages
- educational framework of language learning
  - determinants of education in a given country
  - traditions and specific backgrounds in educational
- attitudes towards foreign languages
- importance of languages in different sectors
  - individual needs
  - economic needs (by industries)
- response to supra-national initiatives
- others

Linguistic/educational reality and policies (all sectors)

- objectives
- layout of the educational system
- material resources
- human resources
- teaching approaches, among others distance learning, electronic media
- certification
- results

Economic potential and impact of language learning

- publishing and electronic service providers
- language schools and language tourism
- economic turnover generated in language learning
- cost, budgets and funding of language learning
- financial intervention of supra-national programmes

Information on specific sectors of teaching

- languages at school, in vocational training and in third-level education
- languages in further education and training
- languages programmes of cultural institutes
- private language schools

Political/administrative levels addressed

- national
- regional
- local

Nature of activities carried out by contributors

- dissemination
- delivering/producing research redults
- role in decision-making
- importance of languages activities as compared to overall activities (very limited / rather limited / rather important / very important)

Types of documents available

- government body bulletins, official reports, minutes of parliamentary debates
- official curricula and directives
- research papars (articles, reports, studies, enquiries, books)
- NGO bulletins
- press and publishing items
- statistical yearbooks
- bibliographies
- others

Appendix IIa

Tableau 1-a: areas covered by each organization

abbreviation.	organization	thematic focus		type of activity	importance	type of documents available	comments
		Educational context	language policies and their effects				
SOUFFLE	Groupement Professionnel des Organismes d'Enseignement du Français Langue Etrangère	- others: French as a foreign language in France		distribution, dissemination	very important	- others: catalogues	questionnaire sent on to 17 member centres
CNDP	Centre National de Documentation pédagogique Centre Migrants	- socio-linguistic situations - use of FLs in industry, the arts,... - attitudes towards languages - response to European or supranational programmes - others: teaching of French to immigrant workers, to children; teaching of first languages to immigrant children	- government policies - regional and local policies - situation of lang. teaching in educational system - policies of foreign cultural institutes - teaching of languages in further education - statistics on language learning - others: teaching of (immigrant) minority languages	production and dissemination	rather important	- government department documents, official reports - official programmes and directions - research results - statistical yearbooks	dissemination mainly though MIGRANTS NOUVELLES (monthly) and MIGRANTS FORMATION (background analysis)
ARLE	Association pour le Rayonnement des Langues Européennes	- socio-linguistic situations - attitudes towards languages - others: literary texts, intercultural affairs, communication	- alternative options - situation of lang. teaching in educational system - policies of foreign cultural institutes - distance learning of languages (computer-based)	production and dissemination	very important	- research results	publish the magazine EUROPE PLURILINGUE
AELPL	Association Européenne des Linguistes et Professeurs de Langues	- socio-linguistic situations - use of FLs in industry, the arts,... - attitudes towards languages - others: translation, terminology and neologisms	- all areas mentioned in the questionnaire - others: translation, teacher training training of translators and terminologists	production and dissemination	rather important	- official programmes and directions - research results - NGO magazines - (teaching) aids - others: research papers, brochures	
CAREL	Centre Audiovisuel de Royan pour l'Etude des Langues - (Groupe SOUFFLE)	- others: French as a foreign language training	- teaching of languages in further education - distance learning of languages (computers)	production and dissemination	very important	- brochures	CAREL produce teaching aids suiting existing environments

ASDIFLE	Association de Didactique du Français Langue Etrangère	- socio-linguistic situations - use of FLs in industry, the arts,... - attitudes towards languages - response to European or supra-national programmes - others: all issues concerning language teaching esp. French as a foreign language	- government policies - alternative options - situation of lang. teaching in educational system - policies of foreign cultural institutes - language teaching and the business world - economic aspects (publishing) - the trade (teachers, associations) - others: dissemination policies and linguistic co-operation abroad	production and dissemination	rather important	- research results - NGO magazines	- letter outlining current field situation - ASDIFLE (7 iss pub/ed) publications for biannual theme-based conferences
CIEP	Centre International d'Etudes Pédagogiques	- socio-linguistic situations - use of FLs in industry, the arts,... - attitudes towards languages - response to European or supra-national programmes	- government policies - alternative options - situation of lang. teaching in educational system - policies of foreign cultural institutes - language teaching and the business world - teaching of languages in further education - distance learning of languages (computers) - statistics on language learning - the trade (teachers, associations)	production and dissemination	rather important	- research papers - NGO magazines - others: *Echos* and *Revue Internationale d'Education*	publications: *Réseau Vidéo Correspondance (RVC)* and *Réseau Interculturel et éducation*
LDF	La Documentation Française		- government policies -situation of language teaching in educational system - economic aspects (publishing)	production and dissemination	very limited	- official reports - research results	occasional production on exceptional basis note: joint publication with CNDP of a series with: « l'enseignement des langues vivantes en Europe » as one of its titles
EDUC	Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche Direction Evaluation et Prospective	-attitudes towards languages	- government policies - situation of language teaching in educational system - statistics on language learning	production and dissemination	rather limited	- research results - statistical yearbooks	regular follow-up on statistics
CIRCE	CIRCE domaine italo-roman	- socio-linguistic situations - others: socio-cultural problems	- government policies - alternative options	production and	rather limited	-research results	CIRCE data base for documentation purposes

				dissemination			
SYROS	SYROS	- socio-linguistic situations		production and dissemination	rather limited	- others: books for young people, some of them bilingual	intercultural focus, production stopped
LME	Le Monde de l'Education	- attitudes towards languages	- government policies - situation of language teaching in educational system - economic aspects (schools, tourism)	production and dissemination	rather limited	- media	LME regularly deals with language teaching, esp. in priumary education
CREDIF	Ecole Normale Supérieure de fontenay Centre de Documentation	- socio-linguistic situations - use of foreign languages in industry, the arts, ... - attitudes towards des languages	- situation of language teaching in educational system - foreing language teaching in further education - (computer-based) distance learning of languages	production and dissemination	very limited	- programmes et instruct. off. - produits de la recherche	

Economic aspects of language learning

- language learning as aprt of the Gross National Product, cost of language learning				✓									
- publishing				✓		✓		✓					
- language schools, language-related tourism				✓								✓	
The trade (language teachers, associations)				✓		✓	✓						
others (cf appendix IIa)		✓		✓		✓							
Dissemination / Production (D, P)	D	D - P	D - P	D - P	D - P	D - P	D - P	D - P	D - P	D - P	D - P	D - P	D - P
Relative importance of the above aspects in overall activities	++	+	++	+	++	+	+	-	-	-	-	-	--

Types of documents

government department documents, official reports, minutes of parliamentary debates		✓						✓					
curricula and officila directions		✓		✓									✓
research results (books, articles, legal acts, reports ...)		✓	✓	✓		✓	✓	✓	✓	✓			✓
NGO press				✓		✓	✓						
media (press, documentaries ...)				✓								✓	
statistical yearbooks		✓							✓				
others (cf appendix IIa)	✓			✓	✓		✓				✓		
	SOUFFLE	CNDP	ARLE	AELPL	CAREL	ASDIFLE	CIEP	LDF	EDUC	CIRCE	SYROS	LME	CREDIF

Apendix III
Letter and Questionnaire, France

(translated from the French original)

Michel Candelier
Association « L'observatoire linguistique »
5, rue Rébéval
75019 Paris
France
Domicile:
tél: +33 1 40 18 39 51
fax: +33 1 40 18 39 51
Bureau:
tél: +33 1 40 51 99 08
fax: +33 1 40 51 70 85
E-mail: mc.fiplv@imaginet.fr

Paris, le

à

Study regarding information resources on foreign language learning

Dear Madam, Dear Sir,

The association « L'observatoire linguistique »[2] has been charges by the Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche (Mrs M.Baron, DISTNB) to compile an inventory of institutions and organizations producing or disseminating information on objectives and stategies in foreign language learning.
This work is to contribute to a feasibility study commissioned by the European Union with the perspective of setting up an electronic server on the learning of modern languages. The server project is a G/ project named Tel*lingua. The feasibility study is conducted by several commissions. Our role is to deal with Commission 3 - Objectives and strategies. We have also been charged to co-ordinate this commission at international level and to conduct a study on resources available in France.
The basic outlook that we take on the theme we have been charged with is rather broad: we have particularly chosen to include the issues of official policies. We feel that the objective should be to collect, on this future server, an information grid that inter-relates the following aspects: educational approaches in language learning, overall characteristics of the social environments of language learning, the strategies designed to help implementing policies, delivery reality and results obtained.
We have also chosen not draw a strict borderline between „foreign languages" (a concept being made obsolete by the multilinguistic character our societies are taking) and what is generally called migrant languages or even regional languages. We consider that the study to be carried out in each country should also focus on the teaching of the national language as a foreign or second language.
We would like to ask you to help us with our task. So we would like to ask you

- to return the enclsed questionnaire, which will enable us to know more about the aspects you cover and the information you can supply
- to let us have a specimen of the documents you have disseminated in the last three year and which you think are the most prominent or representative ones regarding recent developments

Please send all mail to my personal address stated in the letterhead.

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2 This European association was formed last year. It counts as its members mainly university researchers from .several European countries. Ist aim is to supply consulting on language policies. Ist current president is Claude Truchot, Professor at Université de Besançon. I am myself a founding member and lecturer at the Université René Descartes - Sorbonne, Faculté des Sciences Humaines et Sociales.

For reasons which are totally beyond our preference, we are forced to work to an extremely tight schedule. A first report on our country is to be submitted by the beginning of July. Nous would therefore ask you to return this questionnaire within the next few days and to send your specimens by the 10th July.

Thank you in advance for responding to our request.

Yours faithfully

Michel Candelier
L'Observatoire linguistique

Appendix IV
Addresses of organizations targeted in the study

Organizations that have returned the questionnaire.

ORGANISME	ADRESSE	VILLE	PAYS	NUMERO TEL	FAX
Documentation Française	29-31, quai Voltaire	75 344 Paris Cedex 07	France	40 15 70 00	40 15 72 30
Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche Direction Evaluation et Prospective	142, rue du Bac	75 007 Paris	France	49 55 29 23	45 48 41 21
SOUFFLE Groupement Professionnel des Organismes d'Enseignement du Français Langue Etrangère	BP 133	83 957 La Garde Cedex	France	94 21 20 92	94 21 22 17
CNDP (Centre National de Documentation Pédagogique) Centre Migrants	91, rue Gabriel Péri	92 120 Montrouge	France	46 12 87 82	46 12 87 90
ASDIFLE (Association de Didactique du FLE)	101, Bd Raspail	75 006 Paris	France	45 44 16 89	45 44 16 89
CREDIF Centre de Documentation Ecole Normale Supérieure	Grille d'honneur - le Parc	92 211 Saint-Cloud	France	47 71 91 11	46 02 39 11
ARLE (Association pour le Rayonnement du Français Langue Etrangère)	44, rue Perronet	92 200 Neuilly	France	46 24 12 76	46 24 12 76
AELPL (Association Européenne des Linguistes et Professeurs de Langue)	15, rue de la Poste	22 700 Perros-Guirec	France	96 23 06 50	96 23 06 50
CIRCE (Centre Interdisciplinaire de Recherches sur la Culture de l'Emigration) domaine italo-roman	13 rue Santeuil	75 005 Paris	France	45 87 41 41	45 87 41 78
CIEP (Centre International d'Etudes Pédagogiques)	BP75 1, avenue Léon Journault	92 311 Sèvres Cedex	France	45 07 60 50 /60 96	45 07 60 01
SYROS	9 bis, rue Abel Hovelacque	75 013 Paris	France	44 08 33 80	44 08 84 19
Le Monde de l'Education	1, place Hubert Beuve-Mery	94 852 Ivry-sur-Seine Cedex	France	40 65 29 78	42 17 21 32
CAREL (Centre Audiovisuel de Royan pour l'Etude des Langues - SOUFFLE)	48, bd F. Lamy BP 219C	17 205 Royan cedex	France	46 39 50 00	46 05 27 68

Organzations from which no return was received by 25 July[3].

organization	address	place	country	phone	fax
Secrétariat d'état à la francophonie service de documentation	37, quai d'Orsay	75 700 Paris	France	43 17 53 53	..
Ministère des Affaires Etrangères Direction de la Coopération Culturelle et Linguistique Sous-Direction de la Politique Linguistique et Educative	244, Bd St Germain	75 303 Paris 075P	France	..	43 17 92 27
ONISEP Mission Europe	12, mail Barthelemy Thimonnier BP 86 Lognes	77 423 Marne-la-Vallée Cedex 2	France	64 80 36 03	64 80 35 24
CNDP (Centre National de Documentation Pédagogique) Unité Relations Extérieures	29, rue d'Ulm	75 230 Paris Cedex 05	France	46 34 93 10	44 07 27 89
Revue Educations « Diffusion des savoirs en éducation » Emergences Editions	12, allée Cantilène	59 650 Villeneuve d'ascq	France	20 47 08 71	20 47 08 71
Assemblée des Chambres françaises de Commerce et d'Industrie Commission de la Formation	45, avenue d'Iéna BP 448.16	75 769 Paris Cedex 16	France	..	..
Ministère du tourisme Bureau de la statistique touristique	2, rue Linois	75 340 Paris Cedex 15	France	..	..
Institut National d'Etudes Démographiques	27, rue du Commandeur	75 675 Paris Cedex 14	France	42 18 20 00	42 18 21 99
Inspection Générale de Langues Vivantes	107, rue de Grenelle	75 007 Paris	France	49 55 31 45 49 55 32 32	
Cahiers Pédagogiques	18, Passage Robin	44 000 Nantes	France	..	..
Ministère de la Culture Département de l'Information et de la Communication	3, rue Valois	75 042 Paris Cedex 01	France	..	..
UPLEGES (Union des Professeurs de Langues Etrangères des Grandes Ecoles Scientifiques)	19, rue de la Glacière	75 013 Paris	France	..	..
Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche Délégué aux Relations Internationales et à la Coopération	1, rue Descartes	75 231 Paris Cedex 05	France	46 34 35 35	..
APLV (Association des Proffesseurs de Langues Vivantes)	19, rue de la Glacière	75 013 Paris	France	..	..
Université Stendhal Centre de Didactique des Langues	Saint Martin d'Hères BP 25X	38 040 Grenoble	France	..	..
ARPEIJ (Association Régionale pour l'Education Interculturelle des Jeunes)	33, avenue du Peuple Belge BP 133	59 009 Lille Cedex	France	20 31 18 18	20 51 94 94
AGERCEL	quai Georges V	76 00 Le Havre	France	32 74 95 95	..

[3]The low return rate is mostly due to the tight schedule imosed by the study

AFPA (Association pour la Formation Professionnelle des Adultes) Direction de L'Europe et de l'International	14, rue de la Beaune	93 100 Montreuil	France	48 70 50 00	..
Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche Direction de la Communication Bureau des Publications Bulletin Officiel de l'Education Nationale	110, rue de Grenelle	75 357 Paris Cedex 07	France	49 55 34 50	45 51 99 47
CIDJ (Centre d'Information et de Documentation de la Jeunesse)	101, quai Branly	75 740 Paris Cedex 15	France	44 49 12 00	40 65 02 61
Ministère de la Ville et de l'Intégration CID (Centre d'Information et de Documentation)	1, place Fontenoy	75 007 Paris	France	40 56 40 72 /56 71	..
CIRCE (Centre Interdisciplinaire de Recherches sur la Culture de l'Emigration)	Univ. Paris III Centre Bièvre 1-5, rue Censier	75005 Paris	France	45 87 41 78	45 87 41 78
CEREQ (Centre d'Etudes et de Recherches sur les Qualifications)	10, Place de la Joliette	13 474 Marseille Cedex 02	France	91 13 28 28	..
URMIS (Unité de Recherches Migrations et Société)	Univ. Paris VIII Case 7027 2, place Jussieu	75 251 Paris Cedex 05	France	44 27 56 66	44 27 78 27
Migrations et Développement	4, rue René Barthélémy	13 001 Marseille	France	91 47 57 55	91 47 70 64
Presses de la Fondation Nationale des Sciences Politiques	44, rue du Four	75 006 Paris	France	44 39 39 60	45 48 04 41
INSEE Première INSEE Info Service	Tour Gamma A 195, rue de Bercy	75 012 Paris	France	41 17 66 11	
CNRS Editions	20-22, rue St Amand	75 015 Paris	France	45 33 16 00	
Ligue française de l'enseignement et de l'éducation permanente	3, rue Récamier	75 341 Paris Cedex 07	France	43 58 97 01	43 58 97 88
Centre français sur la population et le développement	15, rue de l'école de Médecine	75 270 Paris Cedex 06	France	46 33 99 41	43 25 45 78
Homme et Migrations	40, rue de la Duée	75 020 Paris	France	47 97 26 05	47 97 99 77
INRP-CRESAS (Institut National de la Recherche Pédagogique)	75, rue Claude Bernard	75 005 Paris	France	43 31 10 70	43 54 32 01
Centre d'Information et d'Etudes sur les Migrations Internationales	46, rue de Montreuil	75 011 Paris	France	43 72 49 34	43 72 06 42
Conseil Economique et Social	1, avenue d'Iéna	75 775 Paris Cedex 16	France	44 43 60 00	44 43 64 82
Agence pour le Développement des Relations Interculturelles	4, rue René Villermé	75 011 Paris	France	43 48 49 19	43 48 25 17
L'orientation scolaire et professionnelle - INETOP	41, rue Gay-Lussac	75 005 Paris	France	44 10 78 10	
DIIJ (Délégation Interministérielle à l'Insertion des Jeunes) Service Communication	194, avenue du Président Wilson	93 217 La Plaine-St-Denis Cedex	France	49 17 47 14	49 17 47 48
IREDU (Institut de Recherche sur l'Economie de l'Education Université de Bourgogne)	2 Bd Gabriel	F-21000 Dijon	France	80 39 54 50	
Le journal du traducteur	52, rue de	78150 Le	France	39 55 38	39 66 02

Appendix V

Organisations contacted in Germany

organization	organization 2	name	address	place	phone	mailing list
AKS-Verlag				Bochum		WP3
Aktion Bildungsinformation			Alte Poststr. 5	70173 Stuttgart		WP3
Arbeitsgruppe für Empirische Bildungsforschung			Friedrichstr. 10	69221 Heidelberg		WP2+WP3
BMZT	Herrn Elchleb		Heinemannstr. 2	53175 Bonn		WP2+WP3
Brockmeyer-Universitäts-Verlag			Universitätsstr. 144	44799 Bochum		WP3
Bundesinstitut für Berufsbildung	Dr. Ross		Fehrbelliner Platz 3	10707 Berlin		WP3
Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung			Friedrich-Ebert-Alle 39	53113 Bonn		WP2+WP3
Deutsche Gesellschaft für Fremdsprachenforschung						WP2+WP3
Deutsche Gesellschaft für Suggestopädisches Lernen und Lehren			Eichenstr. 13	85457 Wörth		WP3
Deutsche Gesellschaft für Weiterbildung				96114 Hirschaid		WP2+WP3
Deutscher Instituts-Verlag			Gustav-Heinemann-Ufer 84	50968 Köln		WP2+WP3
Deutscher Volkshochschulverband	Päd. Arbeitsstelle, Fremdsprachenabt.		Holzhausenstr. 21	60322 Frankfurt/M.		WP2+WP3
Deutsches Institut für Erwachsenenbildung			Holzhausenstr. 21	60322 Frankfurt/Main		WP2+WP3
Deutsch-Französisches Institut			Asperger Str. 34	71634 Ludwigsburg		WP2+WP3
Deutsch-Französisches Jugendwerk			Rhöndorfer Str. 23	53604 Bad Honnef		WP2+WP3
Dokumente-Verlag			Postfach 1340/ Hildastr. 4	77654 Offenburg		WP2+WP3
Fachinformationssystem Bildung			Berliner Str. 31	65760 Eschborn		WP2+WP3
Fachverband			Hauptstr. 26	63811 Stockstadt		WP3

Deutscher Sprachreise-Veranstalter						
Fachverband Moderne Fremdsprachen	Prof. Konrad Schröder		Marconistr. 30b	86179 Augsburg		WP3
Gesellschaft für Angewandte Linguistik	Universität Duisburg	Prof. Bernd Spillner	Kommandantenstr. 60	47057 Duisburg		WP2+3
Gesellschaft Information Bildung e.V.						**WP3**
Goethe-Institut			Gollierstr.4	80339 München		WP2+3
Goethe-Institut			Lenbachplatz 3	80333 München		WP2+3
Gunter-Narr-Verlag			Postfach 2567	72015 Tübingen		WP2+3
Hessisches Inst. f. Bildungsplanung und Schulentwicklung			Bodenstedtstr. 7	65189 Wiesbaden		WP3
Hochschul-Informations-System GmbH			Goseriede 9	30159 Hannover		WP3
Institut für interkulturelle Studien e. V.	Dr. Frieder Weiße	030 / 831 55 52	Im Dol 2	14195 Berlin		WP3
Kultusministerkonferenz	Ständiges Sekretariat		Nassestr. 8	53113 Bonn		WP2+3
Nationale Agentur Lingua	Universität Saarbrücken		Postfach 151150	66041 Saarbrücken		WP2+WP3
Ruhr-Universität Bochum	Institut für Sprachlehrforschung		Universitätsstr. 150	49780 Bochum		WP2+WP3
Sprachinstitut Tübingen			Eugenstr. 71	72072 Tübingen		WP2+WP3
Staatsinstitut für Schulpädagogik und Bildungsforschung			Arabellastr. 1	81925 München		WP2+WP3
Staatsministerium für Unterricht Kultus, Wissenschaft und Kunst			Salvatorstr. 2	80333 München		WP2+WP3
Statistisches Bundesamt	Bildung und Kultur			65... Wiesbaden		WP2+WP3
TH Aachen,	Prof. W. Butzkamm		Meischenfeld 79	52076 Aachen		WP2+WP3
Universität des Saarlandes	Romanistisches Institut			66041 Saarbrücken		WP3
Universität des Saarlandes	Arbeitsgruppe Angewandte Linguistik			66041 Saarbrücken		WP3
Universität Dortmund	FB 12			44221 Dortmund		WP3
Universität Dortmund	Abteilung 15		Emil-Figge-Str. 50	44227 Dortmund		WP3
Universität Gießen	Fachbereich Anglistik		Otto-Behagel-Str. 10b	35394 Gießen		WP3

Universität Marburg	IFS	Prof. R.Freudenstein	Lahnberge	35032 Marburg		WP2+WP3
UTB Verlag			Postfach 2560	72015 Tübingen		WP3
Verlag für interkulturelle Kommunikation			Postfach 900965	60449 Frankfurt/M.		WP3
Wissenschaftszentrum	Bundeswettbewerb Fremdsprachen		Ahrstr. 45	53175 Bonn		WP3(

Appendix VI

Letter of introduction, Germany

G7
TEL*LINGUA

Coordinators Workpackage 2

Germany
Sprachbau
Alf Ammon, Fregestr. 75, D-12159 Berlin
tel +49.30.859 99 66 0 fax +49.30.859 99 66 1

Associates:
Walter Friedländer Bildungswerk gGmbH, Berlin
Bernd Kleinheyer, Lausitzer Str. 10, D-10999 Berlin
tel +49.30.618 20 54 fax +49.30.618 98 80

August 1996

Dear Madam, Dear Sir,
As you possibly know the G7 member states are conducting, in co-operation with the EU, a feasibility study concerning „Transcultural education, training and language learning". This study is to help open up a global market for an emerging *language industry* against the background of world-wide electonic networks. The objective of the project is to build up and update a G7 server offering access to servers based in any country interested in the project.
Setting up this type of server demands communication between various institutions, companies and content providers. These organisations seem to be increasingly committed and interested with respect to network-based language learning and transcultural training. This pilot initiative is co-ordinated by Germany and France and this is why information exchange between relevant institutions is of particular importance in our country. We would like to invite you to co-operate in this feasibility study by returning the enclosed questionnaire.
Overall co-ordination and information lies, as for Germany, in the hands of FIM-Psychologie, Friedrich-Alexander-Universität Erlangen-Nürnberg, represented by Mr Walter Kugemann. Our organisation assures, following agreements with FIM-Psychologie and Bundesinstitut für Berufsbildung (BIBB), co-ordination for parts of the project.
We would be pleased to receive your questionnaire completed by fax or mail as soon as possible. We would also be grateful if you could let us have relevant existing materials from your organization.
In case of queries please contact

- Herr Bernd Kleinheyer, Tel.: 030 / 618 20 54 Fax: 030 / 618 98 80
- Herr Alf Ammon, Tel.: 030 / 859 99 66 0 Fax 030 / 859 99 66 1.

Thank you for your co-operation
Yours faithfully

Sebastian Jüngel (Sprachbau)

Anlage

Appendix VII

Questionnaire mailed out in Germany

(translation of the German original)

TEL*LINGUA - WORKPACKAGE 3

Questionnaire

Please fill in the questionnaire and return it by fax to: 030 / 859 99 66 - 1	oder	by post to SPRACHBAU beim Förder-Kolleg Leben und Lernen e. Fregestr. 75 12159 Berlin

Who are we?

Name: _____

Address: _____

Phone: _____

Fax: _____

E-mail: _____

Contact: _____

1. Our material

1.1 We distribute/supply/produce material related to the following aspects of language learning

- ☐ multi-lingualism (first/second (foreign) language, further languages)
- ☐ foreign languages in industry, the arts, everyday life, public relations
- ☐ attitudes towards foreign languages and language learning
- ☐ acceptance of European and other supra-national initiatives and programmes for language learning
- ☐ others _____

1.2 We distribute/supply/produce material related to educational policies (language learning) and their effects with regard to

- ☐ government educational policies
- ☐ proposals on public educational policies (e.g. from relevant associations and initiatives)
- ☐ regional and local educational initiatives
- ☐ the situation of language learning in the educational system
- ☐ activities of foreign cultural institutes
- ☐ the views of industry and business (e.g. companies and chambres of commerce)
- ☐ langauge learning in further education and training
- ☐ distance learning and languages (in particular computer-based)
- ☐ statistics on language learning
- ☐ economic aspects of language learning
    - ☐ publishers and software suppliers
    - ☐ language schools and language-related tourism
    - ☐ costs of language learning
- ☐ the language teaching trade and trade organizations
- ☐ others _____

2. Dissemination/distribution vs production/manufacturing of materials

2.2 Our activities focus exclusively on dissemination:

- ☐ yes
- ☐ no

2.2 We produce and disseminate results in (one/some of) the above areas:

- ☐ yes
- ☐ no

3. Share of language-related aspects in our overall activities

The share of language-related activities in our overall activities is:

- ☐ very limited
- ☐ limited
- ☐ rather important
- ☐ very important

4. Type of documents available from our organization

We distribute/supply/produce material related to:

- ☐ ordinances, official reports, minutes of parliamentary debates
- ☐ curricula of public education
- ☐ research papers (e.g. books, articles, study drafts , reports)
- ☐ NGO press
- ☐ print media (press, documentaries, conference readers)
- ☐ statistical yearbooks or similar documents
- ☐ others _____

5. Additional remarks

For a better understanding of our reply we wish to add the following remarks (please use a separate sheet for more space)

Appendix VIII

Contacts

The association "Observatoire linguistique" organised a symposium at the heart of the 11th World Congress of Applied Linguistics organised by the Association International de Linguistique Appliquée which was held in Jyväskylä, Finland in August, 1996.

The members of the Observatoire present in Jyväskylä were able to make contact with collegues interested by the question of the international information collection concerning the relation between language education and linguistic policies in various countries. Conversations were fruitful and in particular: with the IEA (the International Association for the Evaluation of Educational Achievement) and with American university collegues who envisage creating a study of this kind. The possibilty of future collaboration was evoked.

During this Congress, we were led to understand that the need for a common source of data in the area of consistant policies for language and cultural education is felt by a large number of specialists in the domain.

Feasibility Study: February to October 1996

Commission 4

Content providers

Anne GUYON
Leopold REIF

The G7 Theme 3 Transcultural Education and Training is supported by:

The European Commission

The European Year of Lifelong Learning

Feasibility study report

for WP4 : Content providers

1- Initial Description
2- Coordination's report
1. Introduction
   Objectives
   Method
   Results
2. Categories

3. First Conclusions about content providing

3- UK's Report
   Content areas
   Content providers

4- France's Report
   Content offer
   Service offer

5- Germany's Report
   Offline offer
   Online Offer

6- Spain's Report
   Products
   Suppliers

7- Switzerland's Report
   Products
   Providers

1- Initial Description

Commission 4 (Content Providers) for the G7 pilot project TEL*LINGUA

Objectives and Methods (written in March, 1996)

Scope and Objectives

Commission 4 deals with "content providers". Two main types of providers have been determined according to the aims of the contents they offer (the providers of training services have been separated in the case where they seemed to belong to the domain of commission 5:

1 - materials, documents, software and methods... explicity geared for teaching and training
2 - cultural, scientific, and business texts and information... able to be used as language learning aids but not necessarily designated for this use.
3 - distance training services

We have equally identified 3 types of information that can be added concerning this object.

a - addresses and telephone numbers, their nature
b - available products
c - distribution stategies through data communication networks.

Procedure

The aim of this feasibility study is to obtain information on internet and the feasibility of putting the combination of this information and the types of providers on the TEL*LINGUA server.

For **1a and 1b** (the list of language teaching and training material providers and the description of the products they offer) and for **3a, 3b** (the list of education providers and a description of these services), we must:
- Establish specialised categories of teaching and training products and relevent providers.
- Identification of a contact organisation in order to gather this information.

For **1c** (provider's strategies concerning teaching and training methods) and **3c** (stategies of those who offer services), we must:
- create a questionnaire to be distributed to identified providers in 1a and 3a so to better understand their distribution strategies and in particular how important they feel it is to belong to the TEL*LINGUA server.

For **2a and 2b** ("cultural" content providers and their products), we must:
- conduct a rapid study on the probable main users for TEL*LINGUA. This doesn't mean doing the work for commission 1 and 2 but to locate the principal needs by verbally questioning a few typical users like associations for language teachers, on the job training programmes and teaching and training research centres...
- establish limits for information not designed for pedagogical purposed but relevent for language teaching.
- identify providers and their products.

For **2c** (stategies of providers identified in 2a), we must:

- create a questionnaire similar to the one already established for pedagogical content providers in 1c and 3c.

Collaboration

There have been several inventories taken of producers and digitised or multimedia products for language training. It will be handy to use this information and adapt it for TEL*LINGUA. Creating the questionnaires, the study and different types of products calls for major collaboration with the main aim of TEL*LINGUA: language and educational software teachers. Professional associations and Teaching Research Centres can be consulted.

International Collaboration

Each country should work as much on what it offers, concerning its official language(s), treating it as a foreign language for independent parties (diffusion of its culture and language outwardly) as on offers concerning other languages, in the way they can be studied by their own nationals (introduction of foreign cultures and languages).

2- Coordination's report

1. Introduction

Objectives :

Work Package 4 (WP4)'s primary tasks were to collect some products and providers to be listed in the experimental Tel*Lingua servers and to analyse *content provision* , that is the existing structures and activities on the national markets.

Ultimately, besides the lists built up at national level, a set of recommandations concerning which and how information should be collected for the Tel*Lingua servers was set up by analysing the material collected and summing up the conclusions delivered in the national reports.

Even though they lie in the background of content provision analysis, WP4 did *not* take into account technical and pedagogical quality assessment, nor user's needs as these aspects are being adressed by other commissions.

Method:

All national representatives who had volunteered to participate in the research conducted by WP4 received a document that described the procedure to be followed during the investigation and the type of information to be adressed (see annex). Although the procedure was not always strictly followed and the categories defined were not strictly **respected**, it was possible to utilise the information gathered in order to set up a new and more complete **grille de description**of the products and the providers to replace the one provided in the " Objectives and method of WP4 ". § 2 develops the following questions :

- 2.1 Which product categories are available
- 2.2 Which are the possible providers for Tel*Lingua
- 2.3 Which information on products and their providers is available

In § 3, one finds a summing up of the different national conclusions and recommendations about

- 3.1 Present situation and strategies of the providers concerning internet diffusion of their activities and their products .
- 3.2 How this information can be gathered and regularly updated
- 3.3 If and how the products can be distributed (demo version testing, purchasing...)

Results:

Five countries sent a report for WP4. France, Germany, Spain, Swiss and United Kingdom. Contacts were not always very easy to establish with the right person in all the countries of E.U. The experts net was a bit loose and one of the result of the study was to identify adequate national entries. Event among the 5 answering countries some difficulties were met at first to collaborate efficiently.

2. Categories

2.1 *Which product categories are available?*

In order to create a pertinent database of products, it is, first of all, indispensable to define product categories and especially to set limits as to which material is to be conceived as a language learning product and which isn't. In a teaching activity a great range of tools and materials can be used. For instance, all kinds of authentic documents (articles, ads, tv spots, etc.) serve as basis for courses or all kinds of management tools can be used by the teacher (software helping to design lessons, test pupils or even organise a class or any administrative tasks. As a result of the national reports and of the commission co-ordinators' research, the following core categories were defined:

2.1.1 Content Categories of language material:

pedagogical material that structures the elements to be learned (teacher and student manuals)

reference material that describes the elements of a language (grammars, dictionaries)

authentic material (radio and TV programmes, press, literature, various publications, museum catalogues, etc

Although used in traditional classroom teaching as well as via advanced technologies (through multimedia authoring systems) authentic material is hardly quantifiable, may be daily outdated, and is therefore difficult to include into a product database as such. However, links and cross-references to the following data can be made:

cultural, geographical, and historical information (tourist offices, museums, library servers, etc.)

political and economical information, news (electronic newspapers and magazines, etc.)

direct contacts with the foreign language (correspondence, student exchange programmes, trips)

professional information through contacts with people of the same profession, experts in pedagogy or linguistics (teacher associations, professional publications)

2.1.2 Media, technologies

a. ***Basic Platforms***

printed material

video tapes

audio tapes

Computer Based Training (CBT) on diskette

b. ***evolved technologies***

Computer Based Training (CBT) on CD-ROM or CD-I

electronic dictionaries

asynchronous and synchronous computer conference - Telematics Based Training (TBT)

World Wide Web, Internet (TBT)

c. ***advanced technologies***

direct remote access to multimedia sequences

Local Area Network (LAN)

Wide Area Network (WAN)

ISDN-based video-conference

satellite TV broadcast

audio conference via Very Small Aperture Terminals (VSAT)

multimedia authoring systems

In the context of Tel*Lingua, printed material is not taken into account if it not available in a digitised form (i.e. electronic dictionaries, etc.) or linked to a digitised material.

2.2 *Which are the possible providers for Tel*Lingua?*

All categories of providers need to be addressed :

- ***Traditional publishers of multimedia language learning material.***
- ***Software publishers***
- ***Broadcasters of language related programmes***
- ***companies involved in subject-related R&D projects (Leonardo, Language Engineering)***
- ***language learning institutions (public and private, face-to-face and distant)***

Distributors are not to be included as this would result in the multiplication of redundant sources. An initial overview of available sources is to be found in the national reports (see annex).

2.3 Which information on products and their providers?

Each available product pertaining to the categories described in 2.1 need to be informed. Part of the information can be extracted from the providers or deduced from their documentation, and part of it would need more investigation from the outside.

The following information needs to be given for *each available product*:

content description
initial and desired level
age group
number of hours required
necessity of tutoring
Price
Logistics of purchasing and delivery (online, mail, COD, Credit Card)
all platform (hardware) requirements necessary to use the product:
platform (PC, Mac, etc.)
capacity (disk space, RAM)
CD-ROM drive
CD-I
sound card
modem
video compression
ISDN
video recorder
TV set
satellite dish
VSAT technology
satellite receiver/decoder
additional software requirements
computer conferencing software
screen sharing application
Windows 95 etc.

As for the content providers, the database must include at least all items necessary to obtain their products :

contact person
address
phone
fax
e-mail
URL (World Wide Web page)
customer support facilities

These are very concrete facts concerning the providers that obviously are to be displayed in the server. The following section (§3) presents information of a higher level that our feasibility study was to collect in order to help the final design of the Tel*Lingua servers net and not to be directly introduced in the servers

3. First Conclusions about the content providing

Gathering information about the content providers strategies was one of the main objectives of WP4. As a matter of fact, given lack of time and of contributors and given the youth of the Internet phenomenon, these strategies couldn't be sharply pointed out.

3.1 Present situation and strategies of the providers concerning internet diffusion of their activities and their products

As pointed out in all contributions to this commission report, the online service offer is currently gaining more weight and increasing in maturity. At the present moment however, the Internet is mainly used as a means of transport for information on/reference to other services and products that are *not* available online. Very often, this information is of a complementary nature to language training, by offering cultural information, references to related activities (by projects, organisations, associations), invitations to trans-national discussions and communication, and similar. The services offered mostly take the shape of a reference database, information board, or discussion forum, but do not offer language training per se, a few exceptions excluded.

As pointed out before, one of the main issues that became apparent during the research process was that of the content providers' willingness and/or ability to offer sufficient information on their products (and possibly the products themselves) online. Most contributors raised the question of *royalty* as a major obstacle in this respect. Intellectual property and product rights belong to the main area of concern in the development of the Information Highway. A certain degree of initial reluctance has therefore to be taken into

account. This new market and its added opportunities for content providers are only now developing, together with the necessary technical infrastructure.

3.2 How can the information be gathered and be updated?

Several places, institutions already have lists, databases, information systems about part of the material that is expected to be displayed in Tel*Lingua. They are the content providers themselves but also other types of structures, libraries or other specialised centers like ORAVEP or programmes like BASE. Programmes like LINGUA has done a database on the products it has supported. The first bunch of data can quite easily be collected. The problem of regular, liable updating need to be adressed. Content providers or information providers won't have the same interest in updating Tel*Lingua.

3.3 If and how can the products be distributed?

The main question to ask is : what facilities are distributors willing to provide :

Can the product be sampled via a demo version or whether must the product be purchased,

If there is a demo version, can it be looked at or retrieved electronically (file transfer)?

If the product can only be purchased without prior testing, is there a period of time during which the customer can send back the product and cancel the purchase?

The main object of this particular part of the investigation is then to find out which information providers are willing to give and to make publicly available. In other words, do providers see an added value in being displayed on a Tel*Lingua server. As the domain is very young for them, some of the above questions do not belong yet to the problematic of the publishers.

3- UK's Report

Roger Blamire

-=-=-=-

Work Package 4: CONTENT PROVIDERS

The report on the feasibility study for the European Database on Language

Teaching and Learning recommended that the scope of such a database cover the

following five major content areas:

- *Methodology*
- *Training*
- *Materials*
- *Statistics*
- *Research*

which could be supplemented by two further content areas of particular

interest to the commercial language learning world:

- *Intercultural issues*
- *Language services*

'Content' supplied by content providers may appear in one or more of these

*areas depending on what materials they make available to Tel*Lingua. The*

LinguaNET pilot project is a preliminary practical exploration of how

materials from some of the content providers in the UK could be structured

within these content areas.

Who are the content providers?

There is an enormous number of heterogeneous organisations and individuals in

each country who are potential 'content providers'. The key to their

inclusion would not be defined by their size or status but by the quality and

suitability of the material they make available. For example, potential

content providers in the UK who could be invited to contribute to the

*Tel*Lingua project might include the following generic groups:*

1. Broadcasters eg:

BBC

Channel 4

2. Cultural Institutes and Societies eg:

British Council

Goethe Institut

Institut francais

Instituto Cervantes

Italian Cultural Institute

see Information Sheet 7 $$Directory of language associations and organisations

for schools

3. Examination Boards

for an overview of Boards offering examinations in modern foreign languages in

the UK see Information Sheets 37 New GCSE Examinations, $$10 Guide to the

new GCE A & AS Level examinations and 56 Alternatives to GCSE and A Level

examinations

4. Specialist Information Centres and Libraries eg:

British Council English Language Information Section (ELIS)

Centre for Information on Language Teaching and Research (CILT)

Computers in Teaching Initiative Centre for Modern Languages (CTICML)

National Council for Educational Technology (NCET)

5. Government Agencies eg:

Central Bureau for Educational Visits and Exchanges (CBEVE)

Office for Standards in Education (OFSTED)

School Curriculum and Assessment Authority (SCAA)

Teacher Training Agency (TTA)

6. Local Education Authorities (LEAS)

LEAs often run innovative projects with results available for dissemination

such as those linked to language teaching in the primary sector in the UK see

Information Sheet 55 Languages for young beginners: reports and guides

7. Publishers:

of works on pedagogy and methodology

of teaching materials see Information Sheet 24 Publishers and distributors

of materials for language teachers

of magazines and newspapers

8. Professional Bodies and Associations eg:

Association for Language Learning (ALL)

Association of French Language Studies (AFLS)

Association of Language Technicians and Librarians (ALTAL)

Directors of University Language Centres (DULC)

National Association of Language Advisers (NALA)

9. Schools and Colleges of Further Education

10. Software Developers eg:

Camsoft

The CKS consortium

The TELL consortium

Wida software

11. Universities

It is important to bear in mind that the size, scope and media of content

*provided to Tel*Lingua may vary considerably from one provider to the next. It*

may be appropriate for organisations which have already developed their own

sophisticated electronic information dissemination systems to be linked into

*Tel*Lingua through a hotlink. However, even these organisations may have*

information which they wish to make available solely through the G7 - Virtual

*Language Centre project. For others, Tel*Lingua could be the opportunity to*

make their products, information and services available electronically for the

first time eg:

o print publishers now adding multimedia and open learning materials to their

catalogues;

o information centres and libraries networking databases formerly available

only in one place such as the CILT register of Current research into

language teaching and learning in the UK

o schools, colleges or universities sharing examples of good practice;

o professional associations disseminating results of conferences or workshops.

The questions of structure, classification and quality control will be crucial

in organising such a rich source of materials supplied by such a wide range of

content providers. If these questions can be successfully addressed valuable

information and resources currently available to small numbers of language

teaching professionals could be made available to teachers, learners and

researchers Worldwide.

PW - Roger Blamire: August 1996

4- Frances Report

*Tel*Lingua / Commission 4*

ORAVEP's Contribution

A. Description

The contribution proposed for Commission 4 by ORAVEP precisely concerns the following tasks to be done by the end of August.

1. Language learning software, electronic encyclopedias and other usable multimedia tools in language training.
   1.1. To produce report on the pedagogical resources and a typology of tools offered.

   1.2. To characterise publishers' strategies dealing with the diffusion of their products and services through telematics networks using data that Oravep already possesses, given that the deadline doesn't allow the time for a complementary study.

2. Organisations for open and distance training

   2.1. To produce a report on what is offered.
   2.2. Indicators on stategies based on results of direct questioning. (This can not include what Universities offer, given the period).

These results can be completed with some indicators on organisations using their own production of resources.

This survey aims to provide a systematic overview of the supply of multimedia products in the field of foreign languages learning and services. It provides in a second time an analysis of different strategies led by the publishers in this sector.

1. Language educational software, electronical encyclopaedias and other multimedia tools.

1.1 The supply

At the 3rd term of 1996, 484[1] multimedia learning products devoted to foreign languages are available on the French market (CD-Rom and diskettes). These products are categorised as following :

Multimedia learning products			
	CD-Rom	**Diskettes**	**Total**
English language			
Number of titles	134	96	230
Number of publishers	42	15	57
German language			
Number of titles	33	45	78
Number of publishers	20	20	40
Spanish language			
Number of titles	17	18	35
Number of publishers	13	6	19
French language			
Number of titles	20	92	112
Number of publishers	14	29	43
French as a foreign language			
Number of titles	23	11	34
Number of publishers	11	6	17
Italian language			
Number of titles	7	11	18
Number of publishers	7	7	14

[1] Bilingual products are reckoned twice, trilingual products are reckoned three times, etc.

Russian language			
Number of titles	2	1	3
Number of publishers	2	1	3
Japanese language			
Number of titles	4	3	7
Number of publishers	4	3	7
Arabic language			
Number of titles		1	1
Number of publishers		1	1
Chinese language			
Number of titles	3		3
Number of publishers	3		3

English learning multimedias contributes to 50 % of the total amount of the products. Publishers'catalogues include usually four catalogues and for four catalogues the number of products exceeds ten. For other languages the number of products within each catalogue is about under an average of two
Between the beginning of 1995 [2] and September 1996, the number of English learning products increases by 18 % and number of the German learning products increases by 13 %. For Spanish and Italian, the number of products is constant. CD-Rom is now the dominant technology.
We mean by thematic multimedia encyclopaedias products which are not firstly designed for pedagogical use but can be used for general knowledge.
Many such products appear on the market on the last 18 months and, as edutainment products, are bought by individuals.

	CD-Rom	Diskette
Comprehensive encyclopaedias	9	
Thematic encyclopaedias	146	
as:		
Humanities	58	
Arts	32	
Music	5	
Basic skills	3	
Law and institutions	3	
History	44	
Art history	12	
Literature	9	
Astronomy	5	

[2] See "Ressources multimédias pour l'apprentissage des langues", Oravep 1995

Life sciences	19	
Aeronautics	6	
Dictionaries	15	10

1.2 Strategies about the use of Internet

There are different ways to use the Internet :
- Combining off line and on line so as to solve the current problems of network overloading of the bandwidth, as the current network has a poor supply. For instance, the graphic materials may be stored in CD-Roms.
- Updating the contents of the CDs which are already published (encyclopaedias, language methods, authentic texts in language methods...).
- Building and exchanging with other personal corpuses.
- Allowing communication with learners and teachers, and developing partnerships and joint production.
- Downloading products and updates.
- Aftersales services.

For the moment, the actors who intend to use Internet are :
- The press publishers, for instance Bayard, who is going to provide a helpline for academic and school homework, and the possibility to download materials from its collections, in collaboration with academic or school libraries. Another example is Bayard, with Hachette Livre, or *Le Monde de l'Education* who offer a service within to the *Club Internet*, provided by Grolier Interactive.
- Specialised traditional publishers, e.g. schoolbooks publishers, like Gauthier-Villars who proposes a mathematics-oriented database and a specialised forum.
- The publishers of edutainment software, such as Ubi-Soft, already propose a selection of educational Web sites. One of them, in a short term, will enable users to download guitar scores in complement of the guitar method CD-Rom *Guitar Hits*.

Some of the different projects (e.g. Bayard and Gauthier-Villars) have been selected within a global bid ("*Autoroutes de l'Information*") launched by the French Department of Industry. We can see that no educational software publisher is the prime contractor within a project of Tele-Training or Education.
Educational software publishers are not currently using Internet on a great scale ; we can notice a few services provided by Formavision, Jeulin, Infotronique, CNDP, etc. ; we can also notice a number of projects, ranging from simple commercial presentation to more thorough uses, such as downloading, updating, helpline of new products. Educational software publishers think that Internet technology and network will fit their needs. Only a few number of them (Jeriko) are currently providing services on proprietary services (Infonie).
We can forecast that on line products will be developed by the most important publishers directly at the European level.

2. Supply and strategies of distance foreign language training bodies.

Currently, about 90 private and semi-public training bodies, 18 academic centers, and other institutions, as CNED (Centre National d'Enseignement à

Distance), INALCO (Institut National des Langues et Civilisations Orientales), AFPA (Association Nationale pour la Formation des Adultes) deliver distance language training.
Distance training uses generally phone communication, postal service for videos and audio K7. The use of Minitel network is rare and restricted to registration (pre registration) and some "on line" tests.
No thorough use of the Internet is to be expected within the short term ; actors are currently working on strategies and begin to define valid uses. Providing educational materials on line is not currently in consideration.
Four reasons can explain these prudent strategies :
- financial load of new equipment,
- few potential students can afford microcomputers,
- network performances are low,
- network reliability is not considered sufficient.

CNED, Centre National d'Enseignement à Distance, has launched a project called Le Campus Electronique, providing different headings : general information, e-mail, forums ; pedagogical materials are to be provided on line as soon as reliability is sufficient ; services will concern first foreign languages.
In the future, students in universities will use multimedia centres to connect the service : ATM technology is expected to be used.
In conclusion, few projects are actually consistent. A new survey in 1997 will allow to identify new strategies.

5- Germany's Report

G7 Pilot project „Information and Society" Theme 3: Transcultural education and training

Feasibility Study TEL*LINGUA

Commission 4 Content providers

1 Summary

Under the headings „Lernsoftware", „Edutainment", „interactive Software", „CD-ROM", „Multimedia" etc. products are being offered that are supposed to simplify the learning process or that follow the principle that „learning is fun!"

In the following, offers are being taken under consideration that concern the teaching and learning of natural languages and which are intended for sale in the FRG. In addition to that, there is teaching material for the internal use of providers of language courses only.

2 Offline

The following Information (providers, sorted alphabetically) is based on documentation produced by publishing houses, and other publications. They are often shortened and are intended to give a suggestion of the variety of the offers.

A table of the offers of 53 publishing houses of school books is given in the following brochure

> Medienkompaß. Neubearbeitung 1995/1996. Ein Führer durch das AV-Medien-Angebot für allgemeinbildende und berufliche Schulen (*A Guide on the AV-Media Offer for General and Vocational Schools).* Institut für Bildungsmedien e.V. Zeppelinallee 33, 60325 Frankfurt am Main

Further sources:

> Einfach Klasse. Spaß beim Lernen mit Büchern und elektronischen Medien (*Just Great! Having Fun while Learning with Books and*

Electronic Media). Herausgeber: Buchwerbung der Neun, Boschetsrieder Straße 71, 81379 München (Februar 1996)

Neue Medien. Aktuelle Anwendungen auf CD-ROM und Diskette (*New Media. Current Applications on CD-ROM and Diskette*)(1/96). Rossipaul Kommunikation GmbH, Postfach 38 01 64, 80614 München

Reviews:

Kurzidim, Michael: ['hevi on waier] Sprachtrainer auf CD-ROM (*Language Trainer on CD-ROM*) in: c't magazin für computertechnik (9/96), Verlag Heinz Heise, Hannover S. 194-200

The language trainers discussed are marked with *.

Bertelsmann

Bertelsmann Language Trainer English
(Basic 1-4, Intermediate 1-3, Advanced 1-3,
English Repetitor, English Business)
CD-ROM mit Text, Grafik, Ton und Video, jeweils 100-120 Stunden multimediales Lernvergnügen (*CD-ROM with Text, Graphics, Sound and Video, with 100-120 Multimedia-Based Learning and Fun*)

Bertelsmann BEE-Lingua
French (also: Italian, Spanish)
Mit Grafiken und Ton (*with graphics and sound*)
DOS/Windows, CD-ROM

b h v

*Holiday Language Trainer - English - (also: French, Spanish, Italian) jeweils Handbuch und CD-ROM (*handbook and CD-ROM each*)

Carlsen Verlag

Spiele mit Wörtern (*Games with Words)*, 1. Klasse, Diskette. Carlsen Verlag

co.Tec

My talking dictionary (ab 8. J./ab Kl.5)
English, German, French, Spanish, Chinese, Japanese
600 Wörter: Bedeutung, Hören, Satzbeispiel (*600 Words: Meaning, Listening, Sample Sentences)*
CD-ROM

I can spell - Buchstabieren in English (*Spelling in English*)(ab 10. J./ab Kl. 5)
The teacher speaks German, English, Spanish, French, Portuguese, Korean, Chinese and Japanese
CD-ROM

English los geht's (*English Let's Start*)
French los geht's (*French Let's Start)*
Spanish los geht's (*Spanish Let's Start)*
Italian los geht's (*Italian Let's Start)* (from 9th year/Grade 6)
„Teacher"-Programm dazu (*Teacher programme extra*)
Jeweils 25 Kapitel, Sprachausgabe der ganzen Sätze und Vokabeln
Windows, CD-ROM, Soundcard (*25 chapters each, language edition with complete sentences and words)*

Coktel/Bomico

ADI-Spielerisch Lernen. Ein unterhaltsames, schulbegleitendes Lernprogramm.
Mehrere Titel (*ADI - Playful Learning. An entertaining, school accompanying learning programme. Several titles*)
(German Klasse - *German Grade* -1+2, 3+4, 5+6, 7+8)
Windows, CD-ROM, Coktel/Bomico

Data Becker

*Supertrainer
English (French)
CD-ROM

Digital Publishing

*Interaktive Sprachreisen (*Interactive Language Travel*)
Windows, CD-ROM

Diesterweg

Vokatra
Vokabeltrainer zum Selbstbelegen für English, French, Spanish, Italian...
(*Vocabulary Trainer for self testing for English, French, Spanish, Italian...*)
DOS, 3,5"-Diskette

Dudenverlag

DUDEN PC-Bibliothek (*DUDEN PC-Library)*
- Die Germane Rechtschreibung., CD-ROM (*German Spelling)*
- Das Bedeutungswörterbuch. Diskette (*The Lexical Dictionary. Diskette)*
- Das Fremdwörterbuch. Diskette (*The Dictionary of Foreign Words. Diskette)*
- Das Herkunftswörterbuch. Diskette (*The Etymological Dictionary. Diskette)*
- Die sinn- und sachverwandten Wörter. Diskette (*Synonymous and Similar Words. Diskette)*
- Redewendungen und sprichwörtliche Redensarten. Diskette (*Expressions and Proverbs. Diskette)*
- Richtiges und gutes German. Diskette (*Correct and and Proper German. Diskette)*
- Zitate und Aussprüche. Diskette (*Quotations and Citations. Diskette)*

Hanser

Goethes Reisen (ebenso Tandaradei. Walther von der Vogelweide) (*Goethes Travels - also Tandaradei. W. v. d. Vogelweide)*
Glossar, Bildschirmschoner, Album (*Glossary, screen saver, album)*
Windows, CD-ROM

Heureka Klett Verlag

Diktat German (*Dictation German*)
Mehrere Titel (*several titles*), Windows CD-ROM
3./4., 5./6. und 7./8. Schuljahr (*grade*)
mit Sprachausgabe (*with language edition*), Windows, CD-ROM, Soundcard,
Heureka Klett Verlag

Diktat German als Fremdsprache (*Dictation for German as a Foreign Language)*
ca. 30 Diktattexte (*around 30 dictation texts*) mit Sprachausgabe (*with language edition)* , Windows, CD-ROM, Soundcard

For English and French, the Heureka-Klett-Verlag (*Publisher*) offers, in parallel to ist school book titles, (Green Line, Echanges, Decouvertes, Ensemble) one vocabulary and grammar programme per grade.
1. - 6. Lernjahr (*grade*), Gymnasium (*to Advanced Level*), Realschule (*to Ordinary Level*) Hauptschule (*9th grade*), (teilweise mit Sprachausgabe - *partly with language edition*)
MS-DOS or Windows, CD-ROM, Soundcard

English zum Thema (*Topical English*). Thematischer Grund- und Aufbauwortschatz (*Topical Basic and Advanced Vocabulary)*
Windows
23 Themengruppen *(23 groups of topics)* 6.000 Vokabeln (*Words)* und 2.500 Kontextübungen (*contextual exercises)*
DOS or Windows with CD-ROM and Soundcard or 3,5" Diskette

Spanish zum Thema (*Topical Spanish).* Thematischer Grund- und Aufbauwortschatz (*Topical Basic and Advanced Vocabulary)*
Windows
43 Themengruppen *(43 groups of topics)* 5.500 Vokabeln (*Words)* und 2.800 Kontextübungen (*contextual exercises)*
Windows with CD-ROM and Soundcard or 3,5" Diskette

Words in context
2.500 Vokabeln innerhalb eines Kontextes (*Words within a context*).
Insgesamt 32 Themenbereiche der Oberstufe (*Altogether 32 topic areas for higher grades)*
DOS, 3,5" Diskette, Soundblaster recommended

A Bientôt 1-3
Parallel to the manual (6.000 Words, 2,200, 3.5000 resp. 4.500 test exercises
DOS, 3,5" Diskette, Soundcard recommended

*WirtschaftsEnglish Multimedial (*Multimedia Business English*). An Introduction to a Company.
With Original Video sequences, Original Interviews
(Programm of the University of Wolverhampton)
Windows, CD-ROM, (Soundcard)

Sprachabenteuer French (*Language Adventure French*)

Eine Radtour in der Bretagne (*a Cycling Tour through the Bretagne*) (3d or 4th year)
3,5" Diskette

Bonjour, Paris! (2d oder 3d year, with language edition)
3,5" Diskette (resp. both on CD-ROM with language edition)

Eine Reise nach Burgund (*a Trip to Burgundy*) (3d year with language edition)
Windows, CD-ROM, Soundcard

Sprachabenteuer English (*Language Adventure English)*
Eine Reise nach York (*a Trip to York)* (2d or 3d year)
3,5" Diskette

A Week in London (1st or 2d year with language edition)
3,5" Diskette (resp. both on CD-ROM with language edition)

PONS Standardwörterbücher (*standard dictionaries*) (each around 48.000 reference words, German-Foreign Language/ Foreign Language -German)
English, French, Italian, Spanish
Windows, CD-ROM

Personal Translator
Personal Translator plus
German-English, English-German
Windows, CD-ROM

Englisch für Kids (*English for Kids)*
Animations, Tests, Dictionary, Speech Models
Windows, CD-ROM, Soundcard

PC-Training English (Tests & Exercises, 5th resp. 6th grade)
PC-Training French (Tests & Exercises, 1 year)
Different forms of exercises
Windows, CD-ROM, Soundblaster

Grammatik-Spass Deutsch (*Grammar Fun German*)
from age 10
Windows, CD-ROM (Soundcard)

Die Englisch-Monster (*the English-Monster*) (from age 5) (Davidson. Lernen mit Spaß - *Learning with Fun*)
Grammar Games (from age 13)
Word Attack (from age 12)

Windows, CD-ROM (Soundcard)

Multimedia Sprachlernsystem (*multimedia language learning system*) „Junior" (from age 4) mit Sprachausgabe (*with language edition*)
English, French, Spanish, German, Japanese
Windows, CD-ROM

Multimedia Sprachlernsystem (*multimedia language learning system*) „Für Alle" (from age 9) mit Sprachausgabe (*with language edition*)

Englisch, Französisch, Spanisch *(English, French, Spanish)*
Mehr als 1000 Wörter und Sätze, Themenbereiche: Lebensmittel - Leute, Orte und Verkehrsmittel - Zahlen - Tätigkeiten - Zu Hause und im Büro (*More than 1000 words and sentences, topic areas: food - people, places and transport, numbers, activities, at home and at the office)*
DOS/Windows, CD-ROM

Hexaglott

*Sprachkurs Englisch. Level 1 - 3.
Interaktiver Englischkurs. Jeder Kurs entspricht rund 150 Stunden intensiven Lernens. Mit Videoclips. Eine Sprachlaborfunktion mit Aussprachekontrolle sorgt für echtes „Learning by speaking" (*interactive English course. Each course corresponds to 150 hours of intensive learning. With video clips. A language lab function with pronunciation check guarantees real „learning by speaking").*
Windows, CD-ROM, Soundcard

Glotto Sprachenlernen für Kinder von 4-13 Jahre, Glotto 1-5 (*Glotto Language Learning for Children from 4 to 13 years)*
100 reference words per language (German, English, French, Spanish, Italian)
Windows, CD-ROM, Soundcard

Eurobrief Business 1 -2
1.200 pre-written sentences and standard pre-formulated expressions (German, English, French, Dutch, Spanish, Italian, US-English)
Windows, CD-ROM
(1. Prize 1995 FSQ Förderpreis Software Qualität)

Eurobrief Privat (*Euroletter private*)

220 pre-written sentences and standard pre-formulated expressions (German, English, French, Spanish, Italian, Dutch)
Windows, CD-ROM

Wörterbuch +Vokabeltrainer (*dictionary and vocabular trainer)*
German/English
German/French
German/ Italian
German/Spanish

The vocabulary trainer contains the 2.000 most important and most frequent words, the dictionary is based on the Langenscheidt Vocabulary (resp. 41.000 - 48.000 Words)
Windows, CD-ROM, Soundcard or Apple Macintosh from System 7, CD-ROM

Humbold

*Englisch in 30 Tagen (English in 30 days - also French, Italian, Spanish)
each on CD-ROM

Englisher Basiswortschatz (English Basic Vocabulary - also French, Italian, Spanish)
each on CD-ROM

INtex Textagentur

Bella Italia.
Sprachtrainer Italienisch mit Aussprachekontrolle *(language trainer Italian with pronunciation check)*
Mac, CD-ROM

España olé!
Sprachtrainer Spanisch mit Aussprachekontrolle *(language trainer Spanish with pronunciation check)*

Mac, CD-ROM

Langenscheidt

Langenscheidt PC Bibliothek Taschenwörterbuch Französich (*PC Library Pocket Dictionary* - 95.000 reference words)

Langenscheidts T1 Standard 3.0 (resp. T1 Standard plus 3.0)
Textübersetzer für PCs (*Text translator for PCs*)
mit Langenscheidts Taschenwörterbuch English mit rund 120.000 Stichwörtern etc. (*with Pocket Dictionary English with 120000 reference words)* - bzw. mit Langenscheidts Handwörterbuch English mit rund 220.000 Stichwörtern etc. (*with Pocket Dictionary English with 220000 reference words)*
Windows, CD-ROM, 105 MB HD

Master Trainer

Italienisch (also: Spanisch)
Konjugation (more than 12.000 verbs)
Windows, CD-ROM

mvg Verlag

CD-Rom-Sprachkurs Französich (*French*) (also: Italian, Spanish)
Gesamtsprachkurs mit Sprachausgabe (*Complete Language Course with language edition)*

Rossipaul Medien

GlobeDisk Grundwortschatz (*Basic Vocabulary)*
English, French (mit Sprachausgabe- *with language edition)*
1 CD-ROM each

Polnisch, Russisch, Tschechisch (*Polish, Russian, Czhech*)
each Windows, 3-5" Diskette

GlobeDisk Aufbauwortschatz *(Advanced Vocabulary)* Englisch
(Windows, 3,5"-Diskette)

GlobeDisk Spezialwortschatz Euro-Wörterbuch (*Specialized vocabulary Euro-dictionary)* (German-English-French-Italian-Spanish)
Windows, CD-ROM

Who is Oscar Lake?
Que est Oscar Lake?
Quién es Oscar Lake?

Sprachenlernen als Multimedia-Krimi (*Language Learning as Multimedia „Whodunnit"* (in English, French und Spanish)
Windows/Mac, CD-ROM

Sprachtrainer (*Language Trainer*) English (also: French, Spanish)
Windows, 2 CD-ROM each

Schroedel Schulbuchverlag

Alfons Lernsoftware German Schroedel Schulbuchverlag
Viele Titel *(Various titles)* (1. - 6B. grade),
DOS, Windows/OS2, Diskette or CD-ROM
(see Review by Sascha Reuen in Annex 1.htm)

SITA Balance Sprachkurs

English Basis 1
CD-ROM incl. 2 Audio-CDs

Sunflowers/Bomico

English I Plus (ab 2. Lernjahr)
Sprachlernprogramm *(Language learning programme)* English
Vocabulary trainer, Dictionary, Grammar section
CD-ROM

Systhema

*Multi-Lingua (English, French, Italian, Spanish)
Windows, CD-ROM

tewi

*Sprechen wir English *(let's speak English)*
Der interaktive Sprachkurs. Auch: Wortschatztrainer *(The Interactive language course. Also Vocabulary trainer)*
Mac/Windows, CD-ROM

Learn to speak German (engl.)
Learn to speak English
Wir lernen Englisch
Wir lernen Französisch

vgs

Computalk

*Aussprache- und Vokabeltrainer (*Pronunciation and vocabulary trainer)*

Power Basis Paket Englisch (also: Spanish, French)
Sprachtrainer mit Spracherkennung *(language trainer with speech recognition)*
resp. CD-ROM

Quick'n'Easy
Einkaufsbummel *(shopping)* (English, French, Spanish)
Im Restaurant *(At the restaurant)* (English, French, Spanish)
Unterwegs in London *(on the way through London)* (English)
Unterwegs in Madrid *(on the way through Madrid)* (Spanish)
each CD-ROM

Quick'n'Easy - French

Westermann

Easy English. An Educational Game.
English Grammar.
An Educational Game, 5th grade
each Windows/Mac CD-ROM

Le franÁais facile (*Easy French*)
Un jeu éducatif (*an educational game*), 4th grade
Windows/Mac, CD-ROM

whale entertainments

Winvok CD
English (also: Spanish)
Der Vokabel-Trainer für Schüler + Einsteiger (the vocabulary trainer for pupils and starters)
Diskette/CD-ROM

Winvok
French (also: Spanish)
Diskette

. Information on activities carried out by organisations or associations working in the field of language teaching

. Fora for discussion and transnational communication amongst students which in some cases will be considered as part of the language learning method.

The following are some examples that have been detected of each of these aspects:

There are many resources related to literature. Generally access is gained via the Web pages on culture or education which are stored in servers in any part of the world together with those of other languages or with other cultural resources. For this purpose various searchers are used such as those listed in the section describing the work of the WP8 (OZU, OLE, etc...). Some of the most interesting places on the Web for finding this type of information or full works are, for the Spanish language: ATHENA, the GOTHENBURG project, Mundo Latino.

The "literature and books sites" on the ATHENA server (Geneva) give the following:

- Biblioteca Digital Universal (in Spanish)
- Humanistic library of classic texts in Catalan
- Text of comedies in Spanish, some of which are given with an English translation. Included are classical plays by authors such as Calderón de la Barca, Tirso de Molina or Lope de Vega.

http://un2sg1.unige.ch/www/athena/html/booksite.html

. The Literary Corner of the "Mundo Latino" server includes:

- an anthology of texts on the conquest of America
- Medieval and Renaissance Spanish literature

http://www.mundolatino.org/litera.htm#lengua

. The Purdue and Indiana University Web pages on education give:

- Tome I of the Schevill-Bonilla edition of "Don Quixote" including the prologue and chapters 1 to 27. The remaining three volumes of the novel are to be added over the next few months.

http://cvcax.ipfw.indiana.edu/mfl/cervante.html

.- An anthology of Spanish poetry

http://cvax.ipfw indiana.edu/-jehle/poetry.html
http://cvax.ipfw indiana.edu/-jehle/poesia.html

There is also a four-monthly electronic literary magazine called "Espéculo" and produced by the department of Spanish Philology III of the Universidad Complutense de Madrid and the Faculty of Information Science.

http://www.ucm.es/OTROS/especulo/

. On the subject of history, Archives of the Spanish civil war have been found. The section of rare books from the University of Bradeis near Boston gives a description of the material in its collections related to this subject and a series of digitalised images of posters.

http://www.library.brandeis.edu/specialcoll/spcvwr/posters.html

There is also information on Hispanic culture for English speakers offered by the Instituto Cervantes in New York:

http://www.users.interport.net/~cervante/

. The following are some of the works in museums, information on painters, etc.

- The Webmuseum

http://www.oir.ucf.edu/vm

- Works from the Prado Museum

http://www.mcu.es/prado_web/
http://www.mcu.es/~prado/index_eng.html

Of special interest in the area of current affairs is the presence of certain Spanish radio stations such as:

. The local radio of Valladolid, FM Express, which is the first Spanish FM radio station with a permanent connection to Internet. It offers news and information on music programmes as well as the possibility for listeners to send in their suggestions by electronic mail.

http://www.intercom.es/fmexpress/

. The Catalan government radio stations through programmes such as "Real Audio". There are two options: direct access to programmes or consultation with the library which holds popular programmes such as general interest programmes and football matches.

http://www.catradio.es/cr/index.html

There are also various magazines and newspapers:

. The new Electronic magazine on language teaching "LAPSUS LINGUAE" (International Journal on Language Teaching):

http://www.nobis.com//ll lapsus pro@.nobis.com

. Spanish cultural magazine "Melibea"

http://www.abaforum.es/is/melibea

. Page on Galicia

http://www.iaga.com/vieiros/index.html

. The following newspapers:

La Vanguardia (Barcelona): **http://vangu.ese.es**
El Periódico (Barcelona): **http://www.elperiodico.es**
Diario Vasco: **http://www.diario-vasco.com**
ABC (Madrid): **http://www.ab c.es**
El País Digital: **http://www.elpais.es**
El Mundo (sección económica): **http://sudinero.elmundo.es/indice.htm**
El Mundo (sección "Campus"): **http://www.offcampus.es/elmundo.campus**
Su dinero: **http://sudinero.el-mundo.es**
La revista: **http://www.larevista.el-mundo.es**
Campus: **http://www.offcampus.es/campus.html**
El Correo Gallego: **http.//ozone.s.es**
Negocios on line: **http://negocios.com.**

Information on existing products

Various publishing houses have a page on which they show their products. Printed examples of some of these are attached **(See Annex 1).**

Information on activities carried out by organisations or associations

This includes:

. The Instituto Cervantes which gives information on its teaching methods, its libraries and basic data on all its centres as well as a detailed explanation of the diplomas in Spanish as a foreign language, teacher training courses and radio and television programmes in which it participates.

http://www.cervantes.es/

Discussion fora

. There is an E-mail list for teachers of Spanish for the purpose of exchanging ideas, new products and comments on the different aspects of teaching Spanish (subscription is free).

Orders should be sent to **LISTSERV@M.TAU.AC.IL** on Internet (subscription: **SUB ESPAÑ-L name and address)**

. Within the LINGUA programme, there is an E-mail application named "International E-Mail Tandem Network". This network aims to set up bilingual sub-networks in which students of different languages can work in pairs to help each other in learning the other's language. This network includes access to the "Agency for allocating companions", to the bilingual discussion fora and to a data base or an information server. Its functions are listed in the WP5 on data bases.

http://www.es/UniOvi/Apartados/Departamento/Filologia.Angloger manica/tandem/infos.html

1.1.2. Other languages

The foreign languages mostly taught in Spain are first English, then French and, to a lesser extent, German. These are therefore the languages covered by the study.

As with the Spanish language, on the Internet there is a supply of courses, teaching and cultural materials, discussion fora and exchanges which can be expected to be of similar characteristics to those covered above for Spanish. And cruising on Internet in itself offers practical experience in the English language.

In addition, since the consultations only aimed to detect Spanish resources, only limited information is given here on the resources existing for other languages. However, below are some of the "discoveries" made:

. On-line English Grammar by Anthony Hughes

http://www.edunet.com/english/grammar/index.html

. Foreign Languages for Travelers (in 32 different languages)

http://www.travlang.com/languages

. Pages of cultural valuable information and links data offered by the Department of Foreign Languages & Literatures of the university of Appalachian State, for French, Spanish, German, Latin, Japanese, Chinese and Russian.

http://www.acsappstate.edu/dept/fll/(corresponding language)**.html**

. Literature references and works for French language in ATHENA (see address above).

. The On-Line IT's magazine for Students and Teachers of English (e-zine) offers posibilities for its suscribers to access the most up-to-date teaching material available, forum for teachers and other valuable links on the Web.

http://www.encomix.es/~its/

1.2. "OFF-LINE"

There are many products related to language learning. Most of them include textbooks and workbooks with audio and/or video cassettes or CD-ROM. Others only exist in CD-ROM form.

Some of relevant products commercialised as CD-ROM, or vídeos have been listed here:

Spanish as a second language:

- **Contact** is a very thorough method for learning Spanish. It consists of 3 CD-ROMs (with a total of over 4 hours of real images and instructions for self-instruction in several languages). It was produced by Latinoamericana de Editores and distributed by Paradox.

- **Dígame. Conversaciones telefónicas.** A product on CD-ROM by Libra Multimedia and distributed by KDC.

- **Español de los negocios en vídeo** is a recent specialist product, the result of collaboration between the Instituto Cervantes, the Instituto de Ciencias de la Educación of Barcelona University and the Difusión publishing house. The Instituto Cervantes also has other products that are not on the market.

- **En español** is a collection of fragments from films to demonstrate certain communication functions. It is a video product produced by the Ministry of Culture and distributed by the Instituto Cervantes.

- **Viaje al español** is an audio-visual method on video with supporting books produced by Santillana with the collaboration of the University of Salamanca and Radiotelevisión Española. The collaboration between this publisher and the University of Salamanca has continued with the introduction onto the market of two new products - "Marca Registrada" on Spanish for business, and "Con Voz y Voto" to develop conversation. The latter is original for the active participation of the student in the learning process and the use of many real documents. It comprises a book, exercise book and cassette.

There are also other resources both for children and adults produced by companies such as Hyperglot Software, Berlitz Publicism Corporation, Eurotalk Ltd., Syracuse Language Systems, etc.

Other languages

- **Language Discovery** is an educational programme for teaching vocabulary in 4 languages (English, French, German and Spanish) to small children. It is based on games and has an experimental part and a competitive part. The distributor is abc analog.

- **Longman English Works.** This is a multimedia work for people needing English in their jobs, business, studies or for travel. It contains an aid in English, French, German, Italian and Spanish.

- **New English Course** is an interactive English course on 24 CD-ROMs created by experts from the BBC. It is suitable for individual study or as support material in class.

- **English for Business.** With a collection of 6 CD-ROMs this course is designed for professional use. It was produced by the School of Languages of the University of Wolverhampton.

- **A la recherche d'un emploi - L'acte de vente.** Both these CD-ROMs were conceived to improve and increase knowledge of French for business.

They were produced by the Blaise-Pascal University in Clermont Ferrand (Camille project).

As with Spanish there is a wide variety of materials which are not listed fully in this study

In general, all these multimedia products are new. They have the advantage that they have been produced or sponsored by very professional bodies, prestige publishers, universities, etc. This means that students have some degree of guarantee that the teaching content is appropriate (acquisition of basic knowledge, advanced practice, development of skills in specific areas, etc.).

This type of product is being developed increasingly although it seems that multimedia resources are not and will not in the near future be designed for telematic distribution. This is not so much because of technological limitations (although there are still unresolved problems of compatibility) as because of a lack of penetration of this type of education. Habits will have to change. People are generally not used to self-instruction or to handling multimedia tools, etc.

This is closely linked to the insufficient number of personal computers that are equipped to use very sophisticated multimedia products. This type of material is still not being commercialised on a large scale. The market is mainly taken up by independent members of liberal professionals (good purchasing power and adaptability to new technology) followed by companies.

2. SUPPLIERS

2.1. Publishers and distributors

It should be pointed out that these organisations which produce or sell courses have a privileged position in the overall market for education and culture being the only sources of written educational materials.

With respect to language learning, their offer is based to a large extent on written materials which go together with audio and/or video cassettes (to a lesser extent).

Recently, and because of the increased use of new technology both in companies and in homes, production on CD-ROM is increasing.

Apart from the specific orientation for users of standard teaching (mainly in secondary education), the commercial offer also provides materials for children as entertainment (these can be used in different countries) and to a lesser extent for self-learning of languages aimed increasingly at specialised sectors of industry.

There is a certain degree of controversy surrounding multimedia production but in all catalogues there are now courses or support materials on this type of medium. Bertelsmann described their understanding of multimedia use as follows: "We believe that for the time being there is no market nor do we believe that by just changing from printed paper to CD will this market be generated. The situation is different in the specialist information sector which

is already equipped with multimedia applications... Books have shown that they have a future in the new multiple media environment". (Extract from an interview published in the ABC newspaper on 20 June 1996).

Although publishers are not currently inclined to use Internet as a means of distribution of their educational resources on the market, as stated above, some of them are now taking an interest in this promising method of communication. Heinemann, however, has understood the potential of the Web by offering its "Heinemann World" to students and teachers of various languages (**http://heinemann.co.uk/**).

In addition to such published products, information of interest is also provided by specialist journals.

Concerning Spanish and Hispanic culture, there are relevant publications such as:

. "Cuadernos Cervantes de la Lengua española". This magazine is published by ELR Ediciones with the collaboration of the University of Alcalá de Henares. Its target readers are anyone interested in the Spanish language, not just teachers and students.

Cuadernos Cervantes
Administración, Redacción y Publicidad
Travesía de Andrés Mellado, 9
28015 Madrid
Tel. 34-1-543 46 46
E-Mail : cuadcer@elr.es -
http://www.eunet.es/InterStand/CuadernosCervantes

. "Frecuencia -E. Revista de didáctica Español como Lengua Extranjera". This magazine is published by EDINUMEN and basically addresses teachers of Spanish language. It will soon have its own Web page giving extracts of articles.

EDINUMEN
Piamonte, 7
28004 Madrid
Tel. 34-1-308 51 42
E-Mail : edinumen@infornet.es

. REALE is a journal on research into acquisition of the Spanish language published by the University of Alcalá de Henares.

Secretaría de REALE
Departamento de Filología
Universidad de Alcalá
c/ Colegios, 2
28801 Alcalá de Henares
Tel. 34-1-885 44 23

The following publications do not appear in Internet (nor does the REALE journal) but they are specialist journals of interest that are distributed by ARCO-LIBROS, S.L. in Madrid.

- "La Lingüística Española Actual"
- "Español Actual"
- "Voz y Letra"

The main problem for publishers is at least to recover the expense of production and management, if no profit can be made. They also have to protect copyright.

2.2 Specialist centres

These are understood as being those whose activity centres on the study and analysis of all language-related aspects and mainly include institutions such as the "Instituto Cervantes", "Goethe Institut", "Institut Français", "British Council", etc.

In Spain and solely for the teaching of the Spanish language there is the Instituto Cervantes which was set up in 1991 and whose main function is the dissemination of the language and culture of Spain and Latin America.

Its headquarters is in Alcalá de Henares (Madrid) although it has associated centres in four continents.

Its objectives and functions are:

. To organise general and special courses in the Spanish language

. To accredit the knowledge acquired by students by granting certificates and diplomas and to organise the examinations of the Official Diplomas in Spanish as a Foreign Language (Diploma Oficial de Español como Lengua Extranjera - DELE).

. To update teaching methods and teacher training.

. To support the work of Hispanists

. To participate in programmes for the dissemination of the Spanish language

. To carry out cultural activities in collaboration with other Spanish and Latin American organisations

. To make available for public use libraries fitted with the latest technological resources

It has also participated in the European Union Lingua Project, specifically in the preparation of a course for Business Spanish on CD-ROM together with a video which is expected to be placed on the market in the near future as well as preparation of 'An instrument for the provision of activity-based curricula, linguistic audits and diagnostic test tasks'.

In addition, within the framework of the activities of the Spanish Observatory for Language Industries (Observatorio Español para las Industrias de la Lengua - OEIL), work is being carried out on the preparation of a data base with existing multimedia materials for the teaching of Spanish.

Other activities being carried out by Spanish institutions are, for example:

- The Real Academia de la Lengua Española has produced its dictionary in CD-ROM (DRAE)

- The Real Academia de Ciencias Exactas, Físicas y Naturales is extending its "Vocabulario Científico y Técnico" (published by Espasa Calpe) and the CD-ROM version is expected to be on sale by the end of the year and the Latin American networks are expected to be connected soon. (Information taken from "El País" on 10 June 1996 and published in the Cuadernos Cervantes for July/August 1996).

2.3. Research centres and universities

This is where the most important work is being carried out in new approaches to language learning. These organisations are working on research projects which will undoubtedly form the basis for the development of new methodologies for training such as the application of new technology and the use of international training networks.

The following is a list projects on which of some of the Spanish universities that have been contacted and the they are working.

- **Proyecto ICONS - TELEMATICS SIMULATION FOR LANGUAGE LEARNING**

Project Coordinators in Spain: Amparo García Carbonell and Frances Watts

Institution: Universidad Politécnica de Valencia
Escuela Técnica Superior de Ingenieros de Telecomunicación
Departamento de Idiomas

Annex 2 gives information on this project.

- **CAMILLE Project - Computer Assisted Multimedia Language Learning Environment. ESPAÑOL INTERACTIVO**

Project Coordinators in Spain: Ana Gimeno and Ignacio Despujol

Institution: Universidad Politécnica de Valencia
Departamento de Idiomas

Annex 3 gives information on this project.

- **International E-Mail Tandem Network Projectg**

Project Coordinator in Spain: Juan A. Alvarez González

Institution: Universidad de Oviedo
Department of Anglo-American and French Philology

Description:

This project is in its third year and is renewed annually. In the International E-Mail Tandem Network various universities have joined forces so that their students can learn languages in tandem via Internet.

The network is formed by an increasing number of bilingual sub-networks in which students of different languages work together in order to help each other to learn the other's language. Each sub-network comprises:

. Access to the "Agency for allocation of companions" for tandem learning. This is an open learning method in which people with different languages work in pairs in order to help each other to learn the other's language and to find out about the other person and his or her cultural background.

. At least one bilingual forum in which participants can propose and develop all sorts of discussions and ask about any aspects of either of the two languages, as well as:

. A data base or information server in which participants can obtain teaching and learning materials and to which any participant can add documents as information on his or her own country, region or city or bilingual texts written together with the tandem partner.

The *International E-Mail Tandem Network* has started to organise written tandem activities by E-mail on Internet and to promote the development of new teaching aids for students, language teachers and network coordinators.

Each sub-network is supervised by 2 or more coordinators who help participants, moderate discussions in the forum, decide on the content of the data base, establish new fora, etc.

Bochum (D, Germany), Oviedo (E, Spain), Sheffield (UK, England), under the coordination and leadership of Helmut Brammerts, started in 1993 to set up this network.

12 universities in 10 European countries since 1994

Aalborg (DK, Denmark), Aarhus (DK), Coimbra (P, Portugal), ENST Paris (F, France), Trier (D): and since 1995, Dublin (IRL, Ireland), Mitthögskolan (S, Sweden), HKL Sittard (NL, Holland), Torino (I, Italy) have participated in the European Union Project *International E-Mail Tandem Network* with a view to extending the network and developing teaching materials for students in their tandem activities, for organisers and for language teachers.

Next year various other universities will be participating in the project.

So far communications are being made via electronic mail (written text, ASCII). For next year it is planned to introduce voice (audio files) and then video-conferences although the latter will be only experimental.

For further information:

http.//www.uniovi.es/UniOvi/Apartados/Departamento/Filologia.anglogermanica/tandem/infes.html

- **GIAPEL - Grupo de Investigaciones yAplicaciones Pedagógicas en Lenguas** (Group for Language Teaching Research and Applications)

Institution: Universitat Jaume I
Facultad de Ciencias Humanas y Sociales
Departamento de Filología Inglesa y Románicas
Castellón

Contact: María Luisa Villanueva Alfonso

Research lines: Development of autonomy in language learning, Dialogue between self-learning centres and teaching methodology, Cognitive stiles and language learning styles, Text linguistics and discourse analysis: applied approaches to the integration of language learning and teaching, Development of autonomy in written comprehension, Interactive reading.

(Further information in **Annex 4**)

- **UNED (Universidad Nacional de Educación a Distancia)**

Contact: Germán Ruipérez
Profesor de Filología Alemana

Miguel Martínez Martín
Profesor de Filología España

The UNED Faculty of Philology has set up a working group called MENELAO to carry out research into distance language learning (German, English and Spanish) with the use of new technologies. This group is currently working on several projects, including the following:

- SIDMELL (Seminario de Investigación y Desarrollo de Materiales para la Enseñanza de Lenguas y sus Literaturas - Seminar for Research and Development of Materials for the Teaching of Languages and Literature). It has two objectives - firstly, automatic translation and computational linguistics and, secondly, distance learning and the new technologies.

- VIP (Virtual Instruction Programme). Its main objective is distance teaching and new technologies (telematic networks, videoconference, videotext, CD-ROM, etc.).

- **Universidad Politécnica de Madrid**

  Contact: Marinela García

  Information Technologies in the English for Engineering Environments Program.
  A description of the main activities developed by the Department of Linguistic Applied to Science and Technology, as well as interesting considerations on future applications iare given in **Annex 5**).

- **Universitat Operta de Catalunya**

  Information on courses offered by this university dedicating to distance learning, and on the way students work is organized, is given in **Annex 6**. This information is issued from the corresponding Web page (http://www.uoc.es/).

- **Intensive courses in Spanish for Foreigners**

Also of importance are the various courses in Spanish for foreigners organised by various Spanish universities.

The **University of Salamanca**, which has a long-standing tradition in teaching Spanish as a foreign language, organises several activities for the dissemination of the Spanish language and culture. In addition to its courses in Spanish, it organises the "Master de Español Lengua Extranjera" and the "Elio Antonio de Nebrija" award. This aims to recognise on an institutional and university level the work of people who have devoted their professional lives to the Hispanic world.

Further information on these activities can be found in:

http://gugu.usal.es/~curespus

The **Universidad Complutense de Madrid** also has a large wide of courses in Spanish
for foreigners as well as courses in Spanish language and culture. Further information can be obtained from:

http://www.ucm.es/BUCM/fil/curso.htm

Conclusion.

The Internet offers increasingly large amounts of information and continually sparks interest. It is obviously especially appealing for teachers, students or anybody interested in learning or communicating with others in different parts of the world. Personal initiatives, participation and/or support from universities and certain state institutions or foundations are currently the main source of educational resources on this network. However, "cruising" learners need some type of structure to help them gain access to attractive and reliable information while sticking to their basic aim. There are several searchers but information, which is the final product, hides behind many "screens". Language-related subjects, especially, are not front-page news and therefore require an effort and research skills on the part of the person interested in finding the information which will satisfy his curiosity or need.

In addition, this being a matter of education, it should not be forgotten, as stated by the Bertelsmann publishers, that "it is not a question of just changing printed matter for multimedia but of taking the greatest advantage of the new possibilities". This should be the approach to Internet.

ANNEX 1 - WP4

DRAGON SYSTEMS

Idiomas

DRAGON SYSTEMS

Dragon Dictate

Reconocimiento inteligente de voz para Windows en disquetes. Potente programa de reconocimiento inteligente de voz para Windows. Este producto reconoce palabras mediante software para que el usuario pueda dictar (1) textos a su ordenador, hoja de cálculo, base de datos y otras aplicaciones de Windows o controlar (2) funciones, accesorios y aplicaciones de Windows a través de su voz. Requiere fase de aprendizaje y tiempo de adaptación. Disponible para la mayoría de los idiomas de la CEE incluyendo español

Referencia	Producto	Precio	
DGCE	**Dragon Dictate Classic**	**129.000 Pta**	

[Si desea algún producto, pulse aquí] [Volver a la página principal]

Contér SOFTWARE Idiomas Contér SOFTWARE

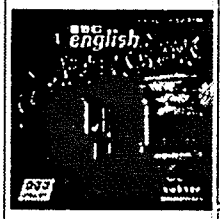
Community Exploration

Visita interactiva a típica ciudad americana con acceso a más de 50 lugares distintos y se ofrece la posibilidad de visualizar los textos así como escuchar su descripción en inglés. Incluye opciones de grabación de voz y playback en cualquier momento. Ideal para nivel básico/introducción.

Referencia	Producto	Precio
COCE001 -ING	**Community Exploration**	**6.100 Pta**

[Si desea algún producto, pulse aquí] [Volver a la página principal]

Idiomas



BBC - English Expressions

Nivel Básico - Intermedio que abarca 9 temas de tópicos en general (en el Restaurante, en el aeropuerto, pidiendo información, de compras en el mercado...). Cada tema tiene una sección de palabras de vocabulario y unos ejercicios de comprensión de conversación, así como un test final.

Configuración mínima: SVGA + 486/33 + 4 Mb RAM.

Referencia	Producto	Precio
BBCEEXP	**BBC - English Expressions**	**9.900 Pta**

BBC - Essential English

Primer CD multimedia de la BBC para autoaprendizaje del Inglés. Nivel Introductorio con pronunciación a elegir entre inglés británico y americano. Opciones de grabación de voz y Playback para comparar su pronunciación con la de las voces nativas. Interfaz sencillísimo para niños, jóvenes y adultos.

Referencia	Producto	Precio
BBCESSE	**BBC - Essential English**	**7.000 Pta**

[Si desea algún producto, pulse aquí] [Volver a la página principal]

The Learning Company

Idiomas

The Learning Company

Hablemos Inglés 6.0

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del inglés que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas (USA), ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Explicaciones en Español.

Referencia	Producto	Precio
HYHI001 -ING	**Hablemos Inglés 6.0**	**19.900 Pta**

Learn To Speak English

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del inglés que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas (USA), ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Todas las explicaciones están en Inglés.

Referencia	Producto	Precio
HYHI002 -ING	**Learn To Speak English**	**19.900 Pta**

Learn To Speak Spanish

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del español que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas , ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Todas las explicaciones están en Inglés.

Referencia	Producto	Precio
HYHI003 -ING	**Learn To Speak Spanish**	**19.900 Pta**

SYRACUSE LANGUAGE SYSTEMS

Idiomas

SYRACUSE LANGUAGE SYSTEMS

TriplePlay Plus

Magnífico curso interactivo con más de 1.000 palabras y conversaciones para empezar a aprender un idioma (Disponible para Inglés, Francés y Alemán). Incorpora la función de reconocimiento automático de voz que permite al usuario contestar las preguntas por el micrófono que se incluye gratuítamente con el programa y practicar su pronunciación. Producto excelente***** (PC World marzo 95)

Referencia	Producto	Precio
SUTPP1 ING	**TriplePlay Plus Inglés**	**12.500 Pta**
SUTPP1 GER	**TriplePlay Plus Alemán**	**12.500 Pta**
SUTPP1 FR	**TriplePlay Plus Francés**	**12.500 Pta**

Games In English

CD para los más jóvenes con multitud de juegos organizados en varios niveles, que permite aprender palabras por su identificación con objetos. Permite asimilar palabras y su pronunciación correcta en el idioma correspondiente y jugar identificando los objetos mediante preguntas aleatorias que realiza el programa. Ideal para los más pequeños de la familia (4 a 8 años).

Referencia	Producto	Precio
GAMES001 -ING	**Games In English**	**6.500 Pta**

[Si desea algún producto, pulse aquí] [Volver a la página principal]

Idiomas

Colección English+

Colección de 12 CDs (uno de Iniciación, Básico 1, 2 y 3; Intermedio 1, 2 y 3; Avanzado 1, 2, 3 y 4; e Inglés para Negocios) que puede adquirir en colección o título a título según su nivel y progresos. Método autodidacta que convierte el aprendizaje del idioma en un entretenimiento para cualquier miembro de la familia. Incorpora diccionario, libro ilustrado de gramática, videos, multitud de voces, juegos, tests y todo lo que necesita para asimilar el Inglés a su propio ritmo.

Referencia	Producto	Precio
ENG+INI	**English+ Iniciación**	**4.990 Pta**
ENG+BAS1	**English+ Básico 1**	**7.990 Pta**
ENG+BAS2	**English+ Básico 2**	**7.990 Pta**
ENG+BAS3	**English+ Básico 3**	**7.990 Pta**
ENG+INT1	**English+ Intermedio 1**	**7.990 Pta**
ENG+INT2	**English+ Intermedio 2**	**7.990 Pta**
ENG+INT3	**English+ Intermedio 3**	**7.990 Pta**
ENG+AVA1	**English+ Avanzado 1**	**7.990 Pta**
ENG+AVA2	**English+ Avanzado 2**	**7.990 Pta**
ENG+AVA3	**English+ Avanzado 3**	**7.990 Pta**
ENG+AVA4	**English+ Avanzado 4**	**7.990 Pta**
ENG+NEG	**English+ para Negocios**	**12.990 Pta**

[Si desea algún producto, pulse aquí] [Volver a la página principal]

Telephone Talk 1 y 2

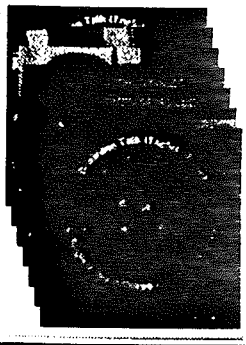
Colección de 2 CDs para mejorar su comprensión de Inglés (de Oxford) para conversación telefónica comercial : escuchando, entendiendo y realizando ejercicios y tests. Opciones de grabación de su propia voz y playback. Cada CD contiene más de 20 horas lectivas con varias voces, música, textos, fotografías en color y gráficos. Preparados para MPC y MAC. Para personas con nivel Intermedio/avanzado. También disponible para francés, alemán o español.

Referencia	Producto	Precio
LMTT01+2 ING	**Telephone Talk 1 y 2**	**15.900 Pta**
LMTT01+2 FR	**Telephone Talk 1 y 2**	**15.900 Pta**
LMTT01+2 GER	**Telephone Talk 1 y 2**	**15.900 Pta**
LMTT01+2 SP	**Telephone Talk 1 y 2**	**15.900 Pta**

TravelTalk

CD para el autoaprendizaje de un idioma centrándose en la terminología específica y las expresiones esenciales prara desenvolverse cuando se va de viaje. Nivel básico para cualquier perfil de edad. Disponible para Inglés, Francés, Alemán o Español.

Referencia	Producto	Precio
LMTRT01 ING/SP	**TravelTalk**	**10.500 Pta**
LMTRT01 ING/FR	**TravelTalk**	**10.500 Pta**
LMTRT01 ING/GR	**TravelTalk**	**10.500 Pta**



Colección Completa Libra Multimedia

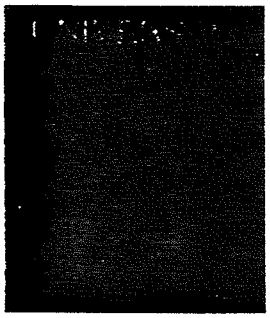
Contiene obra completa de Telephone Talk 1 y 2, Small Talk 1, 2 y 3, Travel Talk, Business Talk y un archivador de CDs gratis.

Referencia	Producto	Precio
LMCOL7 -ING	**Colección Completa Libra Multimedia**	**40.500 Pta**

[Si desea algún producto, pulse aquí] [Volver a la página principal]

CASA DEL LIBRO RECOMIENDA

OBRAS EN CD-ROM



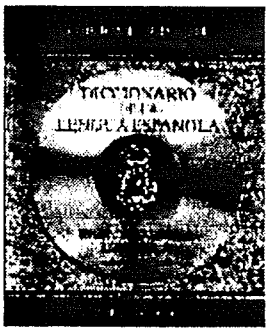
UNIVERSAL ENCICLOPEDIA MULTIMEDIA MICRONET

La más avanzada enciclopedia multimedia en castellano. Dos versiones de software disponibles en el mismo disco, uno desarrollado especificamente en 32 bits, para la última versión de Windows 95, y otra en 16 bits para el popular Windows 3.1.

83.000 términos y más de 120.000 entradas con una extensión equivalente a 15 tomos de una enciclopedia convencional.

Requerimientos: Windows 3.1 o superior/Windows 95, para la versión de 32 bits/ PC compatible, 386 (recomendado 486), con lector de CD-ROM/ sonido e impresora soportada por Windows / monitor VGA de 256 colores (recomendado 800x600 con 32.000 colores o superior).

P.V.P. 14.500 pts



DICCIONARIO DE LA LENGUA ESPAÑOLA. EDICION EN CD-ROM

Real Academia Española

83.014 entradas/180.906 definiciones/43.068 etimologías/más de 37.000 revisiones automáticas/más de 1.500.000 datos hipertextuales.Acceso directo mediante: mas de 310.000 abreviaturas y mas de 2.000.000 de palabras.

requisitos del sistema:Ordenador compatible AT. procesador 80386 o superior, mínimo de 4MB de Ram. Ratón y pantalla gráfica VGA o superior. Lector de CD-ROM. Sistema operativo MS_DOS 3.30 o posterior con Microsoft Windows 3.1 o posterior. Se recomienda disco duro con al menos 5 mb libres

P.V.P. 19.500 pts

MULTIDICCIONARIO DE LA LENGUA ESPAÑOLA - EVEREST

80.000 voces y 150.000 definiciones

Más de 1.000.000 de formas verbales conjugadas

Más de 40 minutos de video y audio

Requerimientos: Ordenador Apple Macintosh con Sistema operativo Mac/Os / 4 Mb. de Ram libres, recomendables 5 Mb. 256 colores, recomendable con miles de colores/ Lector de CD - ROM de doble o cuádruple velocidad / También optimizado para Power PC.

P.V.P. 19.950 pts

ANNEX 2 - WP4

TELEMATIC SIMULATION FOR LANGUAGE LEARNING

"Project ICONS"

Project Coordinators in Spain: Amparo García Carbonell and Frances Watts

Institution: Departamento de Idiomas

Escuela Técnica Superior de Ingenieros de Telecomunicación

Universidad Politécnica de Valencia, Spain

Definición del Proyecto ICONS:

The syllabus for Advanced English at the School of Telecommunications Engineering of the Universidad Politécnica de Valencia, Spain, uses telematics as the means of communication between the academic and professional worlds. Four years' experience in two large-scale simulations, Project IDEALS and ICONS, has demonstrated that the integration of telematic simulation in the curriculum is fully justified.

The International Communication and Negotiations Simulation (ICONS) Project , conceived by the University of Maryland at College Park, MD, USA, offers students the opportunity to join an interdisciplinary program that puts theory into practice. ICONS is a worlwide, multi-instituional, computer-assisted simulation that thrusts students into the world of high-powered international negotiations. The aim of the simulation is to broaden students' perspectives and make them aware of what it is like to negotiate with different cultures, speaking different languages. Participants learn not only what is involved in making decisions for a government, but more importantly, what it feels like to be a decision maker for a foreign government with a very different set of cultural perspectives and problems. Through ICONS, a personal computer and the networks become educational tools to link students in classrooms

around the world.. The accessibility of computer terminals and the "friendliness" of the whole process make participation in the simulation exercise enjoyable, instructive and cost-effective. ICONS helps students understand the importance of clarity and precision in language, particularly crosscultural communication. The incorporation of languages into the simulation represents a unique feature of ICONS, and it has developed into an especially effective teaching tool for advanced language students. Throughout the simulation students use foreign languages as a vital instrument of communication. Moreover, the simulation integrates authentic foreign language instruction into critical areas of international studies. And both groups benefit: the language students have a real context for their study and a captive audience for their work; and the students from other disciplines gain an understanding of the realities of negotiation in a multicultural setting. Perhaps most importantly, the simulation reinforces the development of valuable analytical skills, teamwork, creativity, interdisciplinary thinking and practice in problem solving using their second language.

ICONS lets students:

- Create and test negotiating strategies
- Improve communications skills in several languages.
- Understand the interdependence of international issues.
- Appreciate cultural difference in approaches to world problems.
- Work in teams to solve problems.
- Use computers and the networks for multinational communication.

Technical support:

- Computers

- Networks
- Software transmission protocols

Contact persons:

Amparo García Carbonell and/or Frances Watts
Departamento de Idiomas
Escuela Técnica Superior de Ingenieros de Telecomunicación
Universidad Politécnica de Valencia
Camino de Vera, 14
46021 Valencia, Spain
Tel. 34 – 6 – 387 7535
Fax 34 – 6 – 387 7199
E-mail agarciac@upvnet.upv.es
fwatts@upvnet.upv.es

SIMULACIÓN TELEMÁTICA Y APRENDIZAJE DE IDIOMAS: PRINCIPIOS, INTEGRACIÓN CURRICULAR Y DIDÁCTICA

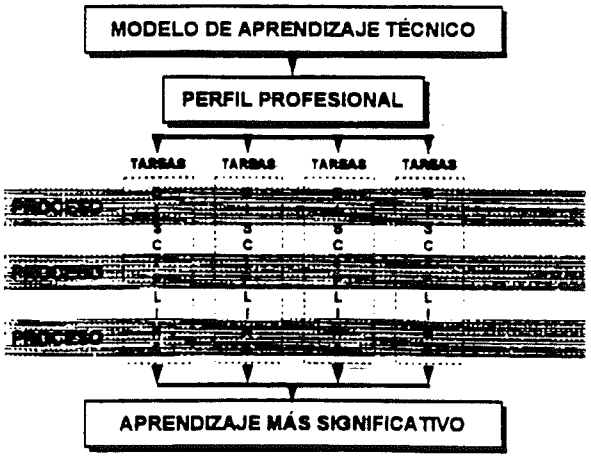
Amparo García Carbonell y Frances Watts
Responsable Técnico: Mar Giménez Núñez

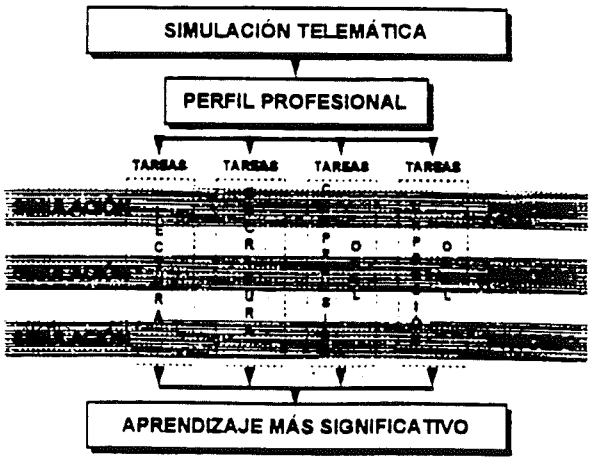
Departamento de Idiomas
Universidad Politécnica de Valencia
Valencia, España

"A simulation is an operating model of central features or elements of a real or proposed system, process or environment" (Greenblat: 1988)

↕

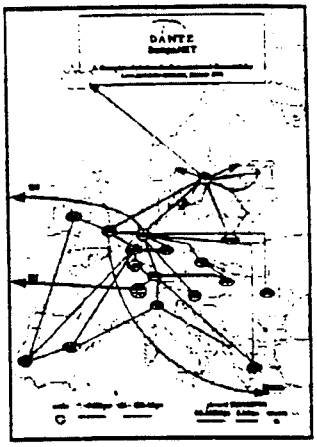
Simulación Telemática es un modelo operacional, con las características o elementos de un sistema, proceso o entorno, real o propuesto, que interacciona a distancia, vía INTERNET, múltiples disciplinas y entornos académicos y profesionales a nivel internacional

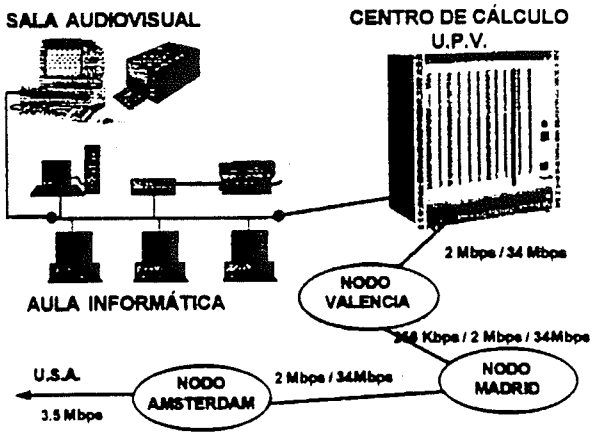


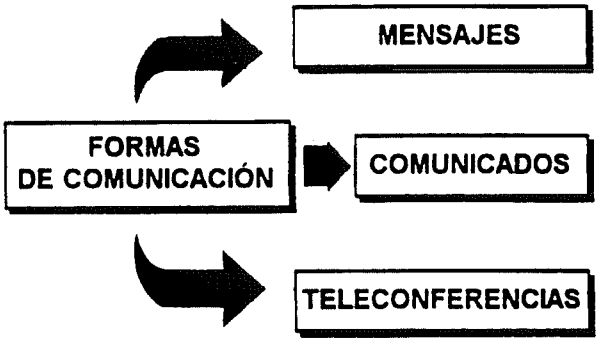


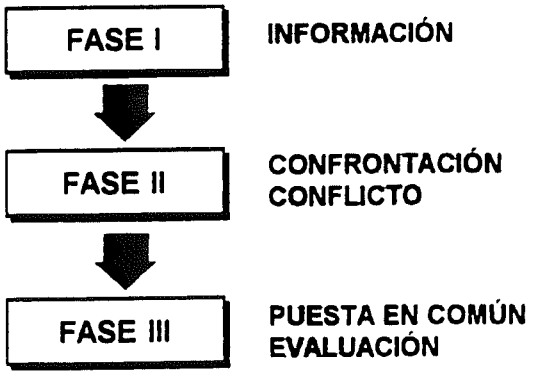
PAÍSES PARTICIPANTES

TOPOLOGÍA EUROPANET









FASE I

- Establecer Objetivos, Roles y Equipos
- Estudiar Documentos Históricos
- Elaborar Posición Política
- Elaborar Estrategias

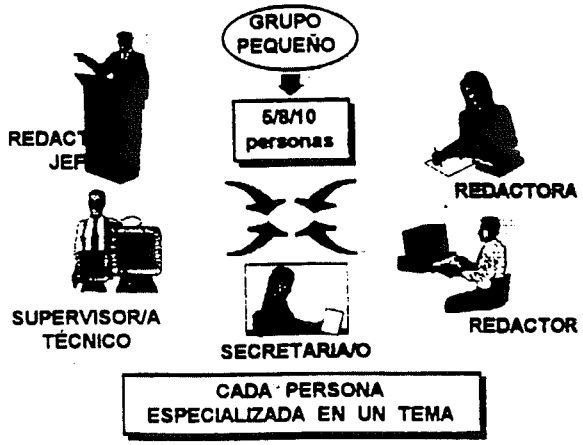
FASE II

- Enviar Posición Política
- Enviar Estrategias
- Negociar de Forma Bilateral
- Negociar de Forma Multilateral
- Participar en Teleconferencias
- Desarrollar Texto de Negociación
- Desarrollar Borrador del Tratado Final
- Ratificar Tratado Final

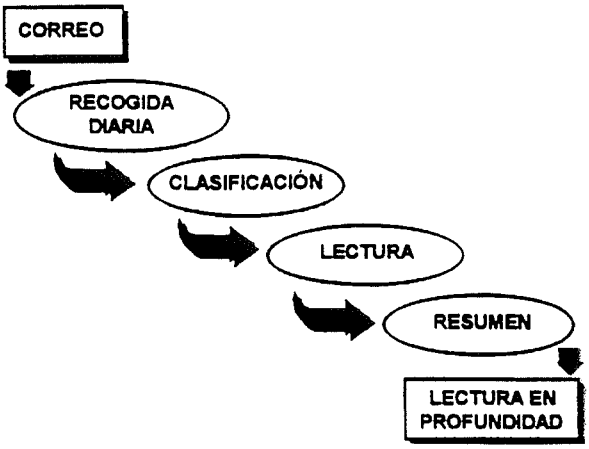
FASE III

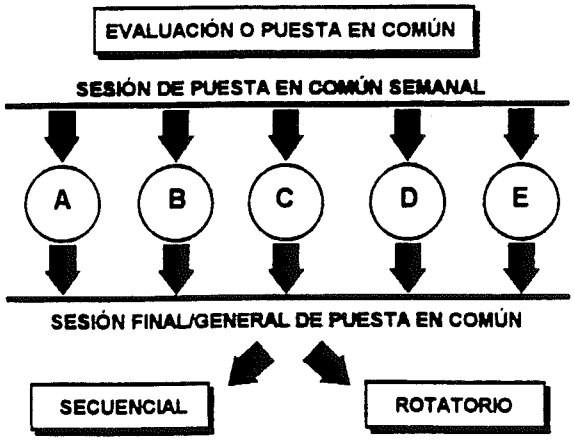
- Participar en Conferencia Plenaria de Evaluación
- Rellenar Cuestionario de Opinión
- Presentación y Defensa de Memorias

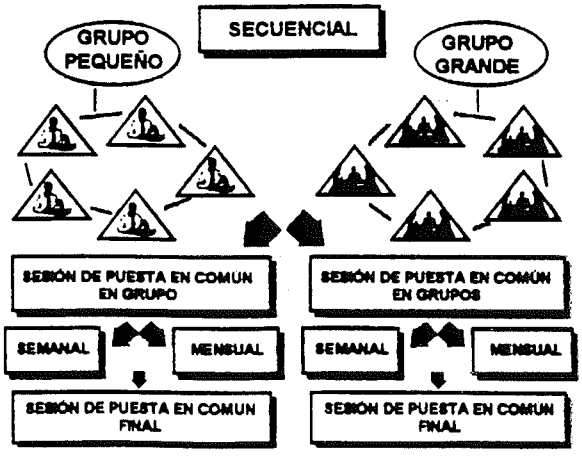
GRUPO PEQUEÑO
GRUPO GRANDE
INTERDISCIPLINAR
ACADÉMICO
PROFESIONAL
INSTITUCIONAL
UNIÓN EUROPEA
SALUD MUNDIAL
COMERCIO INTERNACIONAL
MEDIOAMBIENTE
CONTROL DE ARMAS
PAZ EN EL ORIENTE MEDIO
REFUGIADOS
DEUDA EXTERNA Y DESARROLLO
DERECHOS HUMANOS

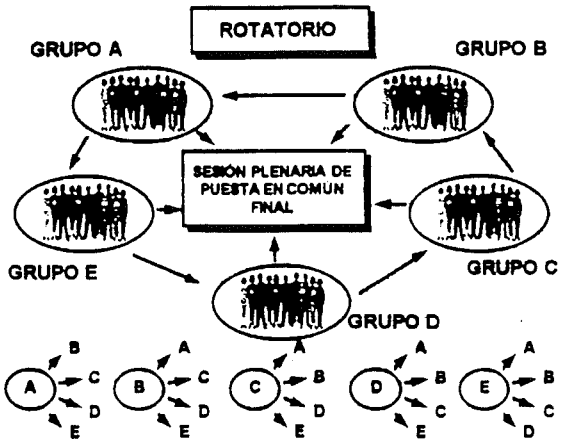

GRUPO PEQUEÑO
5/8/10 personas
REDACTORA
REDACTOR
SECRETARIA/O
SUPERVISOR/A TÉCNICO
CADA PERSONA ESPECIALIZADA EN UN TEMA

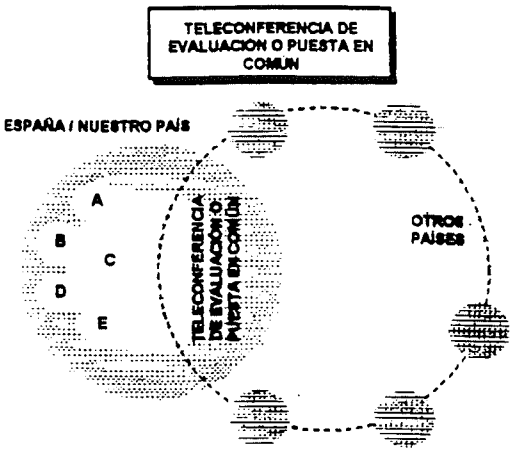
GRUPO GRANDE
30 personas
CADA GRUPO ESPECIALIZADO EN UN TEMA
REDACTOR/A JEFE
SUPERVISOR/A TÉCNICO
SECRETARIA/O
REDACTORES


CORREO
RECOGIDA DIARIA
CLASIFICACIÓN
LECTURA
RESUMEN
LECTURA EN PROFUNDIDAD


EVALUACIÓN O PUESTA EN COMÚN
SESIÓN DE PUESTA EN COMÚN SEMANAL
A
B
C
D
E
SESIÓN FINAL/GENERAL DE PUESTA EN COMÚN
SECUENCIAL
ROTATORIO


SECUENCIAL
GRUPO PEQUEÑO
GRUPO GRANDE
SESIÓN DE PUESTA EN COMUN EN GRUPO
SESIÓN DE PUESTA EN COMÚN EN GRUPOS
SEMANAL
MENSUAL
SEMANAL
MENSUAL
SESIÓN DE PUESTA EN COMUN FINAL
SESIÓN DE PUESTA EN COMUN FINAL





First, it motivates and is fun; second, it is more congruent with the learning process than chalk-and-talk teaching practices; third, it is more like the "real" world than the traditional classroom. Finally (and perhaps most significantly), simulation results in positive outcomes, such as more active participation, improved performance, greater retention, and better understanding of complexity.

Crookall, D. 1990. *Simulation, Gaming and Language Learning*. New York, NY: Newbury House. p.14

ANNEX 3 - WP4

d.i.
Departamento de Idiomas
Camino de Vera, 14
Tel.: 387 75 30 - Fax: 387 75 39
46022 VALENCIA

UNIVERSIDAD POLITÉCNICA

DEVELOPING SOFTWARE

ESPAÑOL INTERACTIVO is a multimedia interactive course for learners of Spanish as a foreign language developed within the CAMILLE Project at the Universidad Politécnica de Valencia, Spain. It exploits the latest optical-disc technology to deliver full-motion video and digital sound, and by providing immediate record and playback facilities, enables the user to see and listen to native speakers of Spanish and practise what he or she has learned in a genuinely interactive fashion. It combines this highly interactive language learning environment with a "communicative competence" approach to language acquisition delivered within a hypermedia framework for video, audio and text storage and retrieval. Digitised interactive video simulates the second-language environment by allowing the learner to observe and be taught by native speakers filmed on location in authentic situations. Interactive audio allows for oral responses which can be monitored, and compared instantaneously with "model" responses by native speakers. Hypermedia gives the learner instant access to glossaries, grammar, and interactive exercises as well as the facility to replay any of the video or audio material.

NETWORKING

The Universidad Politécnica de Valencia has set up a Multimedia Resource Laboratory in order to network Computer Assisted Language Learning materials on the net (UPVNET). Trials are being undertaken to achieve the most efficient computer configuration in order to network multimedia CD-ROM based learning materials.

The Resource Centre has, at the moment, been set up with 20 MPC2, 2 servers, Internet access, etc. This Project will be extended in 1996-97 to two further Multimedia Resource Centres, housed at two of the Engineering Schools, equipped with a further 25 MPC2's. Transmitting real time video on the net is one of the goals which has already been achieved.

Commercially available CD-ROM based language materials are being evaluated in order to test their usefulness across the network. Evaluation is also taking place with the CAMILLE Project multimedia CD-ROM beginners Spanish course developed at the Universidad Politécnica by the research team led by Dr. Ana Gimeno.

ANNEX 4 - WP4

IDENTIFICACIÓN DEL GRUPO DE INVESTIGACIÓN:
Grupo de Investigaciones y Aplicaciones Pedagógicas en Lenguas (G.I.A.P.E.L)

UNIVERSIDAD: Universitat Jaume I
FACULTAD: Facultad de Ciencias Humanas y Sociales
DEPARTAMENTO: Departamento de Filología Inglesa y Románicas
DIRECCIÓN POSTAL: Campus Carretera de Borriol. Apartat 224.
12080 Castellón de la Plana (España)
PERSONA DE CONTACTO: Mª Luisa VILLANUEVA ALFONSO. Filología Francesa.

TELÉFONO: Centralilla de la Universidad: (964) 34 57 00. Ext. 2608. Secretaría de Filología: (964) 34 56 59
FAX: (964) 34 56 56
E-MAIL: villanue@ fil.uji.es

MIEMBROS DEL GRUPO INTERLINGÜÍSTICO (Francés, Inglés; Catalán): Mª Luisa Villanueva Alfonso (dir.)Alcón Soler, Eva; Civera García, Pilar;Codina Espurz, Victoria; Fortanet Gómez, Inmaculada; Luzón Marco, Mª José; Navarro Ferrando, Ignasi; Otal Campo, José Luis; Peraire Ibañez, Joan; Pérez Peris, Susana; Serra Escorihuela, Rosaura.

CÓDIGO UNESCO: 570111

LÍNEAS DE INVESTIGACIÓN: Desarrollo de la Autonomía de Aprendizaje de Lenguas. Diálogo entre los Centros de Autoaprendizaje y las Metodologías de Enseñanza; Los Estilos cognitivos y los Estilos de Aprendizaje de Lenguas; Lingüística del Texto y Análisis del Discurso: perspectiva aplicada a un enfoque integrador de la Enseñanza-Aprendizaje de Lenguas; El Desarrollo de la autonomía de Comprensión Escrita: la Lectura Interactiva.

TRAYECTORIA DEL G.I.A.P.E.L.:
Constitución del Grupo de Investigación Docente sobre Autoaprendizaje y Estrategias.
y Creación de los Centros de Autoaprendizaje de Lenguas de la Universitat Jaume I (C.A.L.)

ENTIDAD FINANCIADORA:Vicerrectorado de Innovación Educativa de la Univ. Jaume I.

El G.I.A.P.E.L. ha colaborado con la E.O.I. de Castellón en las "Jornades d'ensenyament-aprenentatge de llengües" (1992). Ha organizadoorganizado las Primeras Jornadas de Autoaprendizaje de Lenguas de la Universitat Jaume I (1993), ha participado en numerosos Congresos, Seminarios y Jornadas y viene organizando desde hace tres años un Curso de Verano sobre "El desarrollo de la Autonomía de Aprendizaje de Lenguas como Meta".

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INVESTIGADOR PRINCIPAL: Mª Luisa VILLANUEVA ALFONSO

ANNEX 5 - WP 4

UNIVERSIDAD POLITECNICA DE MADRID.-

Information Technologies in the English for Engineering Environments Program.-

The Department of Linguistics Applied to Science and Technology of Universidad Politécnica de Madrid is in charge of teaching Second Languages, mainly English, as part of the different engineering programs being taught at the 19 Engineering Schools of this University.
During my position of Department Head from 1987 up to 1995, I have designed and implemented a learning program called English for Engineering Environments (EEE) which includes interdisciplinarity as a tool and internationalization -via communication- as a goal.
The English for Engineering Environments (EEE) program has been designed as an instructional site for engineers who will, one day, have to communicate with other engineers using English as the real communication tool. Here, we briefly present the general objectives of the program:

* Reading comprehension: The student will be able to understand, summarize and recognize the structure of technical texts.

* Oral comprehension: The student will be able to understand formal and informal conversations in a professional environment.

* Written production: The student will be able to write technical documents related to his/her field of specialization.

* Oral production: (speaking) The student will be able to express him/herself fluently enough in formal and informal conversations in a professional environment.

* Lexical content: The student will be able to acquire the technical, sub-technical and general vocabulary necessary to understand and express themselves about topics related to their technical field of expertise.

* Translation: The students should be able to translate to and from English as a way of reassuring comprehension, therefore it is considered a methodological tool, not a goal in itself.

We have considered the application of new technologies in the teaching process as a way of improving interdisciplinarity in the syllabus, since the technical university environment provides us with the most suitable atmosphere to do so.

We cannot forget that our engineering students are used not only to learn about and to develop the new technologies, (Computer Science or

Telecommunications students, for example,) but most of them are also familiar with the use of these new technologies as part of their learning process.

Therefore, in order to implement the EEE program we fixed a group of Dpt. Faculty members. (around 12). together with the GATE (Gabinete para la Aplicación de las tecnologías a la Educación) of the Universidad Politécnica de Madrid,- a group of experts who are in charge of designing and implementing any kind of learning and research activities with the use of new technologies-and put together a team project, under the acronym GATEGRADIENTE, being our main objective the design of a wide range of learning activities to be accomplished with the use of new technologies which briefly can be listed as follows:

We, firstly as a previous step, made a need analysis activity which helped all of us to find out which are our students' needs, wants and lacks both within their academic and professional environments.

Then we drew an internal map of on-site technical facilities being available for our use in the different schools. (Audio/visual classrooms, computer rooms, technological devices, etc.)

Then, having set the scenario we went on with the following steps:

* Implementation or improvement of the existing Audio-visual classrooms:

Listening and speaking activities were programmed both as part of the guided courseware and as self-access exercises which allow students to design and control their own learning path.

* The use of commercial and tailor-made Software programs.- Computer Assisted Learning language. (CALL): Computers in language learning make easier the learning process by analyzing technical texts and developing a great variety of exercises which can be monitored by the learners according to their needs and lacks.

As a first step, commercial Software programs were evaluated, after their testing, as part of the EEE program, in order to verify if they really fulfill our students' objective and subjective needs. (Document included)

As a result of such an evaluation, and as a second step, we are at the point of designing and developing our own tailor-made programs together with the UPM software developers which may result as a real interdisciplinary learning tool.

* CD ROM Multimedia should be included as a final step in the Language

laboratories which eventually should be used as real "medialibraries" both as a tool of the scheduled program and for self-access language acquisition exercises.

* Fax and Electronic Mail learning experiences: Electronic communication is a very well known medium at a technical university. It is a very common practice both for instructors and students to interact about technical, academic and frivolous topics with colleagues from their same engineering field all over the world.

Taking profit of such a familiarity we have designed, as part of the EEE program, several learning activities which require the use of Fax and Electronic Mail.

Firstly our students are asked to exchange technical knowledge in English with their colleagues from other UPM schools -an internal project among several teaching units- and secondly with students of their own engineering field from different foreign universities.

Long distance learning applied to EEE: (Multimedia Teleschool) MTS Project (1993/94)

As part of our program of inclusion of new technologies in the EEE course we became involved both as participants(a group of selected students) and myself as an external evaluator in the Multi-media TeleSchool Project (MTS), within the DELTA program, a strategic Research and Development program supported by the European Commission which had as an aim: "to accelerate and design implementation of learning technology solutions across Europe". (People and organizations in DELTA II) .

The DELTA objectives included the development of learning technologies to enhance the performance of companies and organizations of the European Community, and the validation of these technologies through pilot experiments in a variety of markets.

The MST Project main objective is the development of skills in distance-learning training courses, meaning in this case, that learners and tutors will not have to be at the same location and can work when they wish. This alone is not a new idea, correspondence courses have been around for some time.

But what was new at that time was the application of new technologies, put all together in order to facilitate the learning process as a friendly user process, making use of computer networks, high speed computer links and direct broadcast satellite sessions to provide an interactive learning environment.

The MTS Team consisted of about 20 organizations all over Europe, and the members had different tasks to make, in this case the Department was asked to contribute as an evaluator of one of the specific programs designed within the project: "English for Telecommunications".

The final evaluation of the project proved that distance-learning students can easily loose their loneliness feeling when interacting with both their piers and their tutors.

* Video conferences: Integration of tools for a virtual classroom.

The use of video conferences can be programmed from two different points of view:

a) The organization of technical conferences related to our students own engineering field and their participation as active members can encourage our students' ability to exchange knowledge and opinions with their foreig
n
piers with English as the only communication tool.

b) The organization of language videoconferences with groups of foreign university students of Spanish as a second language has proved to be an excellent experiment, since both country students were able to fluently communicate among them in both languages and the exchangescontinued after the first virtual encounter with the use of other technologies: faxes, E. Mail messages, telephone conversations and even video records were sent from and to both parties.

A very enriching experience of this type, tutored by myself, was held between students of Spanish from the University of Windsor, Canada and my own English students from the Computer Science School, UPM.

The project for new technologies application has just started but some conclusions can be presented:

After these first steps we must go on with the production of new distance learning tools: language programs electronically taught via Internet should be the next step in spite of financial and dissemination problems which should be solved by academic and European authorities.

The use of interdisciplinary technological tools helps both students and teachers.

Teachers should not be afraid of loosing their relevant position, on the opposite, the use of technological tools will enhance our creativity and capability of designing new learning strategies.

The 21st century language teachers must have as our first goal to learn how learning should be in this new virtual classroom.

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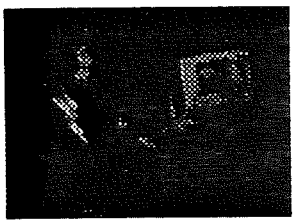
ANNEX 6 - WP4

G7 PILOT PROJECT "INFORMATION AND SOCIETY", THEME 3

TEL*LINGUA FEASIBILITY STUDY

What courses are available at the UOC?

The courses available at the UOC have been selected based on the data regarding supply and demand of university studies and career opportunities in Catalonia, the diversity of students and the rest of the Catalan university system.



1995-1996	Business science (1) Pyschopedagogy (2nd cycle) (2)
1996-1997	Law (2) Humanities (2)
1997-1998	Technical engineering in computer science Catalan language and Literature (1)
1998-1999	Statistics (2) English language and literature (1) Business administration and management (1)
2000-2001	Computer science

From October 1995, the UOC will also offer a preparatory course directed towards students over 25 years old for the university entrance exam.

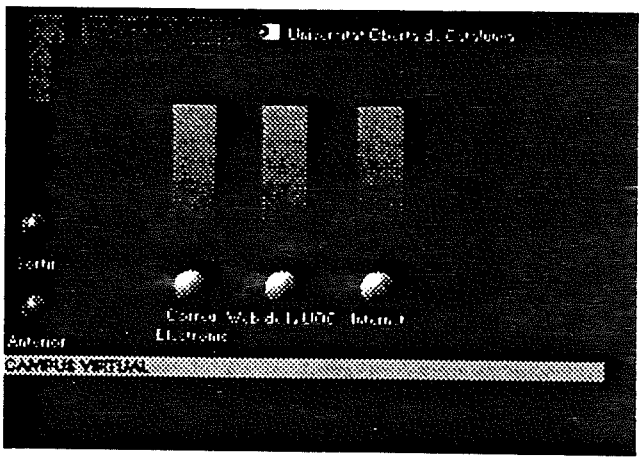
All new courses will begin with a pilot group of 100 students so as to guarantee maximum attention to students, and ensure the quality of the materials and services provided by the University. These pilot groups will evaluate the different aspects of the UOC teaching methodologies, including materials, teaching staff, the telematic network, meetings, etc.

Official qualifications

The qualifications awarded by the Universitat Oberta de Catalunya will be officially recognised by the Ministry of Education and Science.

Universitat Oberta de Catalunya

How will students study at the UOC?



All courses offered at the UOC are structured around a core of obligatory and optional semester length subjects. Each subject will, in turn, consist of various modules (sequential study units) with specific learning objectives. The learning methodology will be based on the following components:

Teaching material

For each subject in the course, the student will receive a pack of multimedia teaching materials (written support, diskette, video, computer programmes, cassette tapes, etc) containing:

- ☐ a summary of the aims and goals to be achieved
- ☐ study materials
- ☐ proposed exercises (self assessment tests and/or exercises to consult and correct with the teacher)
- ☐ proposals for activities to carry out during the semester (assistance for self-organisation of studies)
- ☐ assessment criteria

Permanent contact with professors

In addition to a professor for each subject, in order to guarantee personalized attention, each student has a tutor. Throughout his/her studies at the UOC this tutor advises the student regarding general topics concerning study at the UOC.

Using the electronic mail and the computer network, students will be able to exchange messages, ask questions and make enquiries with the consultant professors or tutor at any hour of the day or night. Consultant professors and the tutor, themselves, will also contact the student to monitor progress or give assistance over any difficulties which may arise. In this way, the student will always feel assisted.

Contact with other students

Thanks again to the computer network, each student is able to communicate easily with fellow students, exchanging information about their studies or participating in leisure activities, exactly as occurs when studying at a traditional campus based university.

Face-to-face meetings

One of the UOC's main objectives is to enhance direct contact between professors and students, going beyond the possibilities of the interaction offered by the virtual campus.

To this end, face-to-face meetings are organised two weekends per semester - one for presentations at the beginning of the semester and the other for a final "rounding up" at the end - so that professors and students can meet personally to clarify questions or doubts and exchange information, as well as taking part in social and cultural activities organised for the occasion.

Assessment method

In order to ensure that the student has achieved the educational objectives for every subject, each consultant professor will propose a series of activities and will monitor them personally. Students' marks for each subject will take into account both the assessment report and the result of the final examination.

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7- Switzerland's Report

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Geneva, September 1995

Foreword

Language Learning in Switzerland

A few words about the Swiss Educational system is perhaps in order, to understand the difficulties met by any comprehensive overview. Made up of 26 states (cantons) with quite a lot of independence as regards education policies in one hand, and, having four official languages to deal with, it is no mystery that as soon as one tries to evaluate global access to study and learning tools, one encounters a plurality of peculiarities and of solutions imagined to respond to this situation.

To take the issue of language learning (LL) issue, the practice of a second language is, as a matter of fact, pretty much ingrained into the educational system. Namely, French and German are each other's second language for most of the Swiss going through school and University. And this situation is reproduced between Italian and French, or between German and Italian.

Making the picture even more complex, the growing penetration of English as a de facto trans-national idiom to be taught at an early stage, is still not recognised as a priority by the public school system. It is only perhaps at the college and University levels as well as in continuing education that the necessity of additional training in a trans-national language is felt as a necessity.

This important fragmentation of the language learning educational demand - and, for that matter, offer - explains largely why Switzerland, at least as far as this study has managed to analyse it, is faced with a double handicap.

1 The unequal statistical weight of each language spoken in the country induces a corresponding inequality in access of LL material and bound to this situation, the relative and low-level critical mass of each linguistic region, explains why most, if not all, of the available material is radically dependent on foreign providers. German-speaking Swiss students will naturally buy most of their LL material (whether printed or electronic or network-based) in Germany, and the same scheme applies to an even higher extent to the French and Italian-speaking regions.

2 The prominent places where some productive effort is being encouraged - and possible - are higher education state-run institutions, in very specialised niches (we have fond only a couple of example, as yet), be it in normal schooling or in the world of research and development in Academies. Moreover, the results of these R&D efforts or not aimed at a grand scale distribution, since there is no big enough market to sustain it.

A further example of these difficulties in the field of foreign language teaching, is showed by the Swiss Institute of Technology in Lausanne who has very recently decided to commit it's whole LL department to outside private sub-contractors...

These elements explains why this report can only be very patchy, as any study that tries to have a nation-wide point of view education and training in a multi-cultured country. We will therefor seek to give a snap-shot of the situation as

regards multi-media and network-based LL material and providers in Switzerland.

A Word on the Authors and their Institutions

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P. Dunand Filliol is research associate at TECFA is an academic unit active in the field of educational technology. It belongs to the School of Psychology and Education (Faculté de Psychologie et des Sciences de l'Education) of the University of Geneva. It is directed by Professor Patrick Mendelsohn and includes about 12 collaborators. TECFA's research covers a large area of interests, including: cognitive issues in learning technology, applications of artificial intelligence to education, cognitive effects of educational software, computer mediated communication and information systems in education, multimedia courseware, and distance education.

1 Overview of TEL*LINGUA

The objective is to have an inventory of available electronic and digital resource (Internet servers) to be able to make them available to the users of the G7 Pilot server. The data gathered must be usable for tans-cultural language learning. The following servers have been analysed:
- language learning and training servers in Switzerland and in a number of G7 and/or European Union countries;
- servers with data on connected fields and subject matters, provided they are usable;
- servers used by language teachers to instruct pupils both on lexical and syntactic issues as well as on broad cultural questions - through whatever means they feel adequate;
- servers used by students to learn about a subject matter and the language in which this subject is described.

The fields studies can vary wildly: educational systems (in order to facilitate exchanges and mobility), work and living conditions, geography, history, tourism, law, economics, cultural heritage, terminology, etc. all have been deemed suitable subject within this framework.

2 Methodology

Let us outline the procedures used.

1 Designated National Co-ordinators from the different participating countries will write a "national" report and synthesis of the state of the art.

2 A second approach is to write to persons within identified networks, such as book shops specialised in ICTs. They are asked about either data or database references (server-based) or even about additional contact persons susceptible of giving such information.

3. A last procedure is to perform a search on the WEB, on the basis of the information gathered through the informers of point 2 and additional data known by the national co-ordinator, which may provide additional links to other resources. With the further help of WEB search engines, still more relevant information can be gathered for a better description of available resources.

3 The Work Packages

Switzerland has committed itself only to the WP 4 and 8, within a very short time span that means that is study seeks to illustrate both content providers (WP 4) as well as the identification of existing/upcoming databases and resources (WP 8).

To follow the guidelines proposed by the project, the material considered relevant for this study includes materials, documents, software and methods for teaching and learning as well as texts giving cultural and scientific information. Wherever we could identify these, we list and quote existing national or international activities. To be added to these, we mention the existence of new projects or plans for innovative efforts in LL software. Hybrid teaching and learning practice such as distance education efforts including an important dimension of foreign language use or new twists given to old uses, like a networked dictionary, including a played-back pronunciation of the words are worth mentioning as signs of the future dimensions of the application of true multimedia technology in language learning matters.

4 Content Providers and Suppliers & Identification of existing/upcoming databases and resources (WP 4 and WP 8)

4.1 Products

4.1.1 On-line Products
The offer in this line of products is essentially based on databases of products, off-the-shelf, so as to say, to be ordered from distributors or sellers. For obvious reason of royalties, there is little direct access to actual LL tools on the NET, except through big teaching institutions like Universities and/or Public Research Institutes.

Moreover, most of the links we managed to visit, propose links to server outside of Switzerland. In France for French resources and, respectively, in Germany for German speaking dictionaries, etc.

LINK EVERYTHING ON LINE (LEO)
- http://www.leo.org/cgi-bin/dict-search

proposes an interesting basic dictionary for German speakers into English: This server is based in Munich, Germany.

The Institute of Technology in Lausanne (French speaking),
ECOLE POLYTHECHNIQUE DE LAUSANNE
- http://www.unisg.ch/~ifu/linkpage.html.

This Institute includes a number of links world-wide including one that goes to Finland's
EF BRIDGE: "Talking and Expandable HyperSurfing English - French Dictionary with Contexts ":
- http://mlab-power3.uiah.fi/EnglishFrench/ef.html.

And IPROLINK
- http://www.iprolink.ch/web/en/business/diction.html

is a private Internet provider who just began to build a (free) multilingual list of expressions and quotations, that even includes translations in Russian. The page is a mere list of a few words, promising more to come, obviously as a way of attracting more customers to the site.

4.1.2 Miscellaneous cultural materials (libraries and museums)

- http://www.unige.ch/biblio/eti/welcome.html

BIBLIOTHEQUE DE L'ECOLE DE TRADUTION ET D'INTERPRETATION.
We consulted the home page of the library of the Geneva University Institute for Interpreters and translators, and could not find any material regarding electronic media for LL.

Museums on line in Switzerland offer a surprisingly dry and severe interface with preciously little on-line information. No LL-bound material was found.

4.1.3 Information's on existing products

Under the heading of information on activities carried out by organisations or associations, The UNIVERSITY OF ST GALLEN on its page
- http://www.unisg.ch/~ifu/linkpage.html

proposes a series of dictionaries... through links that point to major foreign servers in Finland, UK, Germany, France and the US.

- http://www.webdo.ch/

WEBDO SWISS NEWS ON LINE
A major Swiss newspaper publisher, Ringier Inc. has an outstanding and regularly up-dated web site on news, sports, health, cultural and political events of interest in Switzerland and elsewhere. Additionally, it publishes regular ratings of new WEB sites, nationally and internationally on a wide range of subjects, including schools on-line, language immersion projects, cinema, ethnic events, etc.
This site includes an interesting link to a server (based in Canada) called Centre for the Development of the Information Highway in French, promoting the use of French-speaking tools and sites (http://www.cidif.org/; Centre pour le développement de l'inforoute en français). A welcome idea as an exercise for the practice of French as second language...

- http://www.willamette.edu/~tjones/languages/Language-Page.html
- http://www.dcs.warwick.ac.uk/~bear/Language-Page.html (EU mirror site)

THE HUMAN LANGUAGE PAGE
is devoted to bringing together information about the languages of the world. The language resources listed here come from all around the world, and range from dictionaries to language tutorials to spoken samples of languages.

4.1.4 Off-line Products

This chapter ought to covers the offer in CD-ROMs. This market is, in Switzerland, dominated by European or American providers, for the reasons already invoked in our introduction: small size of the market, multiplicity of languages spoken, emphasis of potential providers on other fields than LL. This field is too large to be covered with any efficiency within this report, as there is - as yet - no national survey available on the state of the electronic multi-media market in Switzerland.

4.2 Providers

4.2.1 Publishers and distributors

This survey, based both on personal reference and on WEB searches, is a further sign of the wide availability of international electronic-media-based material. And the servers are also, as a matter of fact, organised according to linguistic regions, with a clear dominance of German-speaking servers.

We shall quote here a choice of the most prominent commercial distributors/providers present on the network aimed at the Swiss market.

- http://www.marktplatz.ch/jacob/

CD-ROM JAKOB: provider for resellers and large companies. It offers both hardware and software around CD-ROM technology. As a part of it's general policy, it also offers consultancy and solutions for multiplication and access. The LL learning offer is not presented as a specialised chapter.

- http://www.eye.ch/butsch/online.htm
- http://www.regio.ch/butsch/comi.htm

BUTSCH CD-ROM GROSSHANDEL
A distributor of electronic media who covers a very wide range of CD-ROMs including in the field of LL. Distributes Syracuse, Bertelsmann, Berlitz products. No on-line modules for testing or even browsing is offered. No excessive effort is made to offer more than a simple list of the available material.

- http://www.cdromshop.ch/htmlcode/swindex.html
- http://www.cdpublishing.com/

CD-ROM SHOP NYFFENEGGER, a comprehensive network-based catalogue, with a pretty comprehnesive offer of eletronic material in LL, dictionnaries, general cultural materila, bound to LL.

4.2.2 Bookshops on line

The sites visited are mainly well (or less well) organised catalogues of products, that can be ordered electronically. We shall quote two of them, one for each of the main linguistic regions of Switzerland:

- http://www.ellipse.ch/

ELIPSE LIBRAIRIES
This bookshop, specialised in computer sciences resources, offer a site with a humorous graphical interface. It offers a limited choice of LL aids on CD-ROM technology. Elipse has been one of our major informant for this study on resources in the CD-ROM market in Switzerland.
On the question of the quality of the actual offer, he has emphasised on the fact that too many of these CDs are mere reproduction on an electronic medium of book-based courses and that the technology remains to be illustrated by true innovative efforts for an effective use of interactive multi-media.

- http://www.huberag.ch/Buchhandlung/
- http://www.huberag.ch/Buchhandlung/NeueMedien/cdallg.html

BUCHHANDLUNG HANS HUBER AG
Is a German-speaking bookshop with a pretty classical site showing a mere catalogue of CD-ROMs, with links to language learning material (dictionaries, ESL package, etc.). An order form is included.

- http://www.kuemmerly-frey.ch/

KUEMMERLI & FREY
This company is a prominent cartographer with a comprehensive offer of road maps on CD-ROM and well as traditional maps.

- http://www.sbz.ch/

BUECHER UND MEDIEN MARKT, is a web site consisting of a search tool on books, bookshops, products over a comprehensive catalogue (260'000 entries) of the "Swiss Book Centre". An interesting example of a specialised search engine.

4.2.3 Specialised Centres

a) Private Centres

The 1% for culture of the MIGROS.

- http://www.echo.ch/edu/klubschuleag/sprachen.html
- http://www.echo.ch/~mixmax/sprach/61lust/stichwort.html

In Switzerland a major food distributor (MIGROS Genossenschaft AG) is since a long time involved in continuing education, reserving 1% of its income in culture and education. A good part of this financial commitment concentrates on affordable language learning resources. The MIGROS network sites are basically showing their LL courses offer, without any direct (or advertised) use of digital tools or CD-ROMs.

b) Public Resource Centres

Under this heading, we would like to quote public resource centres that offer LL courses, on an academic or continuing education basis. This will not include resource centres for the training of language teachers.

The UNIVERSITY OF LAUSANNE has a comprehnesive course of Spanish as second language, for University students in Arts. This course relies on language immersion travelling to complete the necessarily patchy learning of a foreign language outside of it's cultural area.

- http://www.unil.ch/esp/presentation.html

- http://www.ofiamt.ch/generales/Cours/CoursOF/Sprach/main.3.ge.html

OFIAMT

The Swiss Federal Office for Arts & Crafts, Trade and Employment has a pretty conservatively organised site, that lists, by domain, the current offer in professional/occupational training and continuing education. This directory merely lists LL resources without any pointer on means and/or technologies used.

c) Distance Education Centres

- http://www.syrlang.com/

The LANGUAGE CONNECT HOME PAGE

This site merits a special mention as a virtual language centre, offering a wide range of resources on-line in relation with seven languages (including Hebrew) and with links to networks on education, culture and LL sites. It offers a variety of links to interactive databases, gopher servers, etc. It also represent one of the liveliest interactive WEB interface encountered during the research phase of this project, with plenty to learn cleverly put in mind-savvy bits.

d) Forums

SWISS FORUM FOR MIGRATION STUDIES (FSM Forum Suisse pour l'Etude des Migrations)

- http://www.unine.ch/fsm/

A special mention goes as well to this Forum, sheltered by the University of Neuchâtel and various NGOs, associated with the UN. This site has a search tool on Forums, programs, resources, courses and studies related to migrations. It's "The World-Wide Web Virtual Library Migration and Ethnic Relations" is a rich source for literature on language and migrations and points to world-wide links on these matters.

Another WEB forum, based, in Switzerland, is the

EUROPEAN SOCIETY FOR THE STUDY OF ENGLISH (ESSE)

- http://www.unil.ch/angl/docs/esse

...a European federation of national higher educational associations for the study of English. The Society endeavours to reflect the cultural and geographical diversity of Europe in its institutions. It seeks to advance the education of the public by promoting the European study and understanding of English languages, literature in English and cultures of English-speaking peoples.

Let's quote its aims:

- arrange regular conferences for those researching and teaching English languages, literature in English and cultures of English-speaking peoples in Europe;

- foster research-networks in specialist topics which will bring together higher education teachers, scholars and writers and facilitate intellectual co-operation. A scholarly journal, to be called EJES, is projected for the near future.
- provide an information network, in the form of a newsletter (The Messenger), about matters related to English studies in Europe, such as curriculum developments, national conferences, specialised research projects.

4.2.4 Research Centres

We shall quote here a number of academic resource centres that are involved in language learning matters.

IRDP, INSTITUT DE RECHERCHE ET DOCUMENTATION PEDAGOGIQUE (Institute for Research and Documentation on Pedagogy)
- http://www.unine.ch/irdp/95404o.htm

This Institute, part of the Neuchâtel University has a section devoted to second language learning (SLL) and inter-cultural education. The project includes a dimension on "accompanying innovation in bi-lingual education".

LABORATORY FOR ANALYSIS AND LANGUAGE TECHNOLOGY (LATL, Geneva University)
- http://latl.unige.ch/latl/dicovoxfe.html

This centre offers a unique on-line language dictionary that pronounces the words found out, called the DICOvox. Additionally, it offers an on-line translator synthesising the pronunciation and reading of written texts in French (FIPSvox). LATL's research activities are focused on the following domains:
- treatment of natural language (analysis, generation and translation), whether in writing or spoken;
- interactive aids for translators (dictionnaries, sentence analysis and automatic translation) and
- developing cognitive models of syntactic analysis.

ISSCO - A RESEARCH INSTITUTE FOR NATURAL LANGUAGE PROCESSING (Geneva University)
- http://issco-www.unige.ch/projects/

This centre has three main project themes that are of importance to TEL*LINGUA-related material :
- Semantics and Pragmatics of Language (on the role of the beliefs and intentions of participants in a dialogue for proper understanding of the dialogue);
- Language Corpora (collection of textual corpora and their use as well as projects on language analysis tools);
- Evaluation of Emerging Language Processing Systems.

- http://issco-www.unige.ch/projects/ECI.html

The ISSCO is further involved in the "European Corpus Initiative Multilingual Corpus I (ECI/MCI) CD". "ECI was founded to oversee the acquisition and preparation of a large multilingual corpus and supports existing and projected national and international efforts to carefully design, collect and publish large-scale multilingual written and spoken corpora."
"ECI has produced a multilingual 98 million word corpus (ECI/MCI) covering most of the major European languages, as well as Turkish, Japanese, Russian,

Chinese, Malay and more. The primary focus in this effort is on textual material of all kinds, including transcriptions of spoken material."

4.2.5 SWISS TELECOMS

- http://www.bluewin.ch/

As we are writing this report, the Swiss Telecom have announced their arrival as an Internet provider. To do so, they have launched their so-called BLUE WINDOW. This site which is barely a few days old is a repertory of addresses, a little bit like the Yellow Pages for the phone book. Under the heading of CD-ROMs we find 16 entries (some of which are described here). As a matter of fact, none of them is specifically based on LL material.
The time is missing to give a detailed report of this site, but it is worth mentioning, since it testifies of a nation-wide effort to organise the access to WEB sites, on the basis of subject area, and domain of interest.

5 As a Conclusion

Let us quote from the summary of a research project led by Ms. Claire de Goumoens at the IRDP, mentioned above. She talks about schools but we feel that this obviously applies to the global information society such as the one the TEL*LINGUA project is hoping for :

"Today's multicultural society is emphasising plurilingualism. Indeed, opening a newspaper is enough to realise that most jobs opportunities insist on mastering several languages. However, despite the steady increase of bilingual pupils at school, plurilingualism is still not easily integrated to the Swiss school system.
It is time today to break with the monocultural tradition in schools and to look for new ways. Today, different experiments try to depart from monolingualism by recognizing, in the school, the diversity of the languages spoken by the pupils and by giving to these languages a space to be expressed in.
Furthermore, many researches show the psychological and social interest of such experiments.
Hence, we are entering a new period in which old concepts are shaken and lead to new experiments. In these times of mutation it seems essential that the different protagonists of the school system should have the opportunity to make themselves heard and to share in the same reflection. At the conference which lead to the publishing of this brochure, experiences and researches have been presented to a public coming from various horizons (teachers, parents, politicians, school authorities, researchers, and so on). All have collected material to try, together, to draw new perspectives."

6 A Bibliographical Pointer

Lieti, Anna, Pour une education bilingue; Guide de survie a l'usage des petits Européens. Lausanne: Petite Bibliothèque Payot, 1981.

Raymond Morel, CIP
Pierre Dunand Filliol, TECFA

Geneva, September 1996

Feasibility Study: February to October 1996

Commission 5

Service providers

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TEL*LINGUA

Faisability study Work package 5 : Services providers

Final report

I Context and objectives of the report

Public broadcasters are traditionally the most active electronic disseminators of media for transcultural and langage learning. They have already started to enhance their originally oneway delivery by other media components, building up different models of cooperation with other partners, especially content providers and experimenting with different ways of return links to provide interactivity. Emerging digital transmission with its exploding availability of channels offers a new technical and economic dimension for specialized channels e. g. in the learning and cultural domain, by satellite broadcast enabling multinational cooperation to an extent unknown in the past. Special attention should be paid to the perspectives for regional and local road- and narrowcasters and service structures targeted to reach small or dispersed groups of users (less frequently used languages, minorities, migrants etc.).

Telecom operators with the expertise of commercial networks use partly intend or have already started to build up language and transcultural services. On the other hand new types of network providers are developping or are shifting their scope of activities to that new field.

Partly similar developments happen in the public educational system, where the originally research networks start to include educational services or begin to open their infrastructures to non-profit organisations with a special focus on transcultural communication and language awareness, such as e.g. school-networks. Software-houses, multimedia producers and emerging specialised service providers on the networks should also be included in the analysis and recommendations.

Again based on the national status and the lines of development, this workpackage has to describe and analyse the developments, to compile the results and to come up with recommendations in that field, paying special attention to promising ways for new alliances and collaboration between service and content providers, between providers from the public and the private sector and more global structures and collaboration.

II Methodology

The work package n°5 deals with services providers, in the frame of the following definition: access providers to in ligne services, possibly including linguistic training offer, or taking into account a possible insertion of such service in the raisonnably near future.

Several kind of service provider could be identified:

* access provider to commercial and/or general interest services through the telecommunication network, the cable TV, wireless communications, terrestrial broadcasting, satellite braodcasting,.. which are including in their offer, linguisitic training service or are intending to provide such service soon;

* access provider to the web or internet, allowing access to linguistic training service with particular assistance (pre identifaction, short cut access,...);

* visioconferencing and audioconferencing service providers, which could be suitable for linguistic training services;

* schools, colleges, universities and training centers access providers by the different kind of communications means mentionned above.

Providers of such services will be listed in the Tel*Lingua host server. Perspective of evolution of the offer will be described and analysed.

Each country identifies their offer of service providers and access.

A questionnaire has been prepared and sent to the potential actors in order to list their strategy and to record them if they intend to be involved (annex 1).

III Results

Analysis and data have been received from Spain, United Kingdom and France. Reports are attached.

3.1 General trends

There is a growing gap between services already provided through conventionnal communication means (i.e TV, radio) to conventionnal terminals and what could be imagined or proposed when using new communications means which technological basis is not yet stable. Progress are made every month which would soon allow easy and ergonomic voice telephony services over Internet with image and video. It offers brand new possibilities for langage training services as the price of equipment (PC, Video, modem) is rapidly going down.

In the same range of idea, services by LEO satellite could be in the future designed and organized to cover specific country or region with full custom time and program scheduling. Already it is possible for individual people to download software on demand through satellite as it

is also possible for video. A key feature of the technology is the way it allows users to interact with the material they are receiving.

But the economical rules of the new services are not yet settled.

In the area of general interest services and training services, it is obvious we are facing two different trends reflecting these two categories of technologies. On one hand, traditional services providers are trying to offer improved services in order to comply with users request and to compete with new offer. On the other hand, new comers or "transtechnological" actors are trying to use these new possibilities, and to make a breakthrough. But the provision of these new services is also subject to be transformed as the technologies progress. Therefore, the economic scheme and the caracteristics of the services are too much unstable to allow all actors to definitvely determine their position about their involvment in that area. New services are much more at the level of trials and will surely evolve towards more attractive and ergonomic services. What will be, then, the "market", will determine the interest of services providers. So far, the results of this feasability study should be considered as a first attempt and as a provisionnal list of interest.

3.2 What are the potentially involved services providers

Of course, the telecom operators are among the first potential providers of such services through the new generic services they are offering in the frame of the information society (Telefonica, BT, France Telecom, Mercury, Energis). But only few are providing themselves education services (France Telecom). This restriction is based on regulation rules in order to stimulate the competition or on strategic decision of operators. The interest of these providers is that their access is available almost everywhere. Deregulation stimulates the introduction of newcomers in the field of telephony services, but also value added services, data services... Education services provision does not seem to be among their priorities.

France Telecom established the minitel system and network in 1981. Thousands of services are provided on this infrastructure. A directory of services including language training is provided, but it does not provide directly these services on line because of the limited speed of the system. Off line translation services are proposed. 6 millions of minitel terminals are in use in households and offices.

Telecom operators are lauching the deployement of advanced infrastructure on field trials: fiber optic to the home, ISDN, ATM,... . These infrastructures will be able to support full interactivity and bidirectionnal high speed trafic. Nethertheless, the full depoyement of these infrastructures will take many years (10 to 20 years).

Cable TV companies are dealing with 3 kinds of services : TV, telephone and Internet or on line services.

There is growing competition in this area, due to the overlap between the different kinds of services provided. The interest is to connect, with broadband capacity, household, schools, universities,... Alternative technologies, like MMDS, allow rural areas to receive these services.

Digital transmission on cable allows a large number of services and interactivity. It also allows Internet services. Cable TV operators become real Internet access providers and services providers. Besides, the cable TV, digital television is set to change also the nature of broadcasting

through terrestrial broadcasting or satellites. Extension of channel capacity allows the provision of new kind of program more decicated to a particular category of population.

BBC (UK), TVE (Spain), La Cinq (France), TV5 (International) are already broadcasting language services.

Introduction of teletext on TV allows already an altrernative mix of image and texte. Digital TV should dramatically change and improve the possibilities of teletext, which is yet under-used, and increase its use for education purpose.

New digital channels will be broadcasted through satellite (over 50 channels per consortia, between 5 and 10 consortia over Europe soon). Language training services are not yet planned. But it could be technically possible (interactive service, downloading of service, of software, including for language training).

A french TV broadcater (Canal+) has already launched a software channel by satellite (C:). This channel provides downloading of software on demand, as it is already possible for video.

3.3 Internet and education

Most of internet access providers are potentially interested by enlarging their customer basis. Schools, universities, training organisation belong to this target. But the cost of subscription and of establishing any enhanced telecommunication link are major obstacles. Also, it is necessary to get a relative coherence between the different approach to ensure minimum compatibility of access to common services.

Some access providers give free or reduced dialup subcription for limited duration and particular schools (UK; AOL, Microsoft, BT).

Some countries have launch national initiative to connect every primary and secondary school to internet. United Kingdom is quite advanced (40 %), while France started this year in 13 regions. Nethertheless, financial problem are still encountered. School, as cost centres holding their own budget, make their own purchasing decisions for hardware end Internet service providers (UK). In France funding for these new kind of regular expenses have to be created.

Research and academic networks are the "backbone" and the advanced field trial to experiment and then provide education services. Super Janet in United Kingdom is a broadband academic network (155 Mb/s), established with gouvernment funding in 1994 interlinking higher education institutions. Local broadband trials are offering video on demand and interactive television. In France, Renater is the national research network, interconnecting regional braodband networks. Bandwidth of Renater is upgraded up to 155Mb/s, then later up to 600 Mb/s to meet users requirements and disponibility.

Technological progress make possible to offer soon visioconference and teleconference over internet depending . Development of ISDN local loop and services and access to internet, allowed by lowering price of communications and equipments, make possible nbexw type of application

IV The future

This short survey shows how numerous actors are investing this area, but also how it is difficult to determine what could be the suitable providers, according to the promises of nex comers for imporved capacity and interaction.

The local loop, whatever it is provided by the telecommunication or the cable operator, seems to be the key element to determine, for the few comming years, the level of interactivity depending from its bandwith.

Services providers are interested to develop the use of internet services by the largest population and to develop their market with these new customers. Training facilities meet this requirement. Therefore, special offers to connect them at cheaper price could be possible.

Services by satellite should be very flexible in the future. Downloading software is already possible. Customized and interactive services will be provided soon.

Digital TV and radio will increase channel disponibility making space for new services. Some broadcaster already provide linguistic services. But they have to be adapted to the new environment.

The key question is the economic balance of the project. Service providers could be interested to host language services if it boosts their customer basis directly or indirectly. When they develop and sell their own services, it seems difficult they advertise non proprietary services. The interest to develop the tel*lingua server depends from the capacity to advertise its existence, and to support the maintenance updating expenses on the long term.

ANNEX 1

Workpackage N° 5 : Services Providers

Questionnaire

Name of your company
Address

Post code
Correspondent
Phone N°
Fax N°
EMail

Your company :

. provides access to linguistic training services
Yes What kind ? Name of partner companies
No

. may be willing to provide such services in the near future
Yes When ? Which ones ? Number ?
No

. is planning to be support service and to propose its panel of customers to value added services providing the content
Yes
No

. uses the following support to provide that king of services
* Public Switch Telephony and Telecommunication Network
* Multipurpose Telecommunication Infrastructure
* Cable Broadcasting Network
* Radiocommunication
* Audiobroadcasting
*Direct Broadcasting via Satellite

. uses as back telephone line on interactive TV services the following means :
* Public Switch Telephony and Telecommunication Network
* Multipurpose Telecommunication Infrastructure
* Cable Broadcasting Network
* Radiocommunication
* Audiobroadcasting
*Direct Broadcasting via Satellite

. provides access to the service through WWW and Internet
Yes
No

. provides videoconference and voice conference services which can be used as linguistic training services
Yes
No

. provides access to schools, colleges, universities, training centres
Yes Though which means
No

In case you gave a positive answer to one or several questions, would you consider being listed on the Tel*Lingua host server, which records the offer of linguistic training services in G7 countries and associated partners (Spain, Switzerland, Australia, Austria, Brazil, Greece, Finland, Portugal), list which may be enlarged.

In such case, please fill up the following statement :

I (name, function)

representing (name of the society)
located (address)
phone N°
fax N°

authorizes the project coordinator (the Ministry of Education, Research and Upper Education) to insert the data of my company in the Tel*Lingua server which lists the offer of linguistic training in G7 pilot project Tel*Lingua, rubric services providers.

Date..... Signature.....

Tel*lingua

Feasability study
Work package n°5: Service providers

French contribution

I Infrastructure

France Telecom (public telecom operator) provides access to internet with some general services (Wanadoo),but also some education services. Nethertheless, it does not provide language services. France Telecom established the minitel system and network in 1981. Thousands of services are provided on this infrastructure. A directory of services including language training is provided, but it does not provide directly these services on line because of the limited speed of the system. Off line translation services are proposed. 6 millions of minitel terminals are in use in households and offices. France Telecom has lauched the deployement of full fiber optic to the home network (FttH) in order to connect 100.000 households in 4 different areas (25.000 each). This infrastructure will be able to support full interactivity and bidirectionnal high speed trafic. FttH should be fully implemented nationwide within 20 years. ATM switching, allowing higher speed, is also deployed on an experimental basis.

Besides these high speed field trials, large ISDN trials are also launched to test the economic potentiel of this technology for the new services, according to its intermediate speed.

New telecom operators are entering the french market, mainly in mobile telephony, data transmission,and recently voice telephony, with experimental licenses.

Cable TV operators (Générale des Eaux, Lyonnaise des Eaux) are providing cable TV, and more recently telecom services and internet access. They are digitizing their network in order to offfer digital television and services. 1.6 millions househods have subscribed to cable TV. The networks are mainly concentrated in large regional urban areas. As yet, they don't provide directly proprietary language training services.

Some TV broadcasters provide language training services: La 5 (chaine du savoir), F3. TV5 (chaine internationale- international french speaking channel) is worldwide broadcasted by satellite only in french.

New digital channels will be broadcasted through satellite (2 consortia, over 50 channels per consortia). Language training services are not yet planned. But it could be technically possible (interactive service, downloading of service, of software, including for language training).

A TV broadcater (Canal+) has already launched a software channel by satellite (C:). This channel provides downloading of software on demand, as it is already possible for video. This service will be possible for education or off line language training services without dfficulties.

II Internet access providers and education network

There are more than 50 internet access provider in France. Their number is growing very fast. A provisionnal and necessary partial list is attached (annex 1). Some can host language services. But most are just access provider for individual people.

The core of the development of internet is supported by the researchand academic network: Renater. It federates a national backbone and regional high speed network. A second stage of deployment has been decided to upgrade its speed up to 155 Mb/s and later, up to 600 Mb/s. It will support most of the experiments in the field of new services.

The government has decided to connect all primary and secondary schools to internet. As a first stage, 13 region have started this operation, linking first pilot and voluntary schools. This operation is encountering two kinds of difficulties: finding the budget to pay the equipment and the recurrent subscription and communication costs; having trained teachers to run and teach that matter, in order to fully exploit the potentiel of internet services. It is a very big challenge, as french households are much less connected to internet or have less PC than the european neighbours.

Annex 1

List of internet access providers

name	access point	information	tel	fax	W3 adress	adress
AlexNet	cergy	alex@union-fin.fr	01.30.73.22.57	01.30.38.44.72	www.union-fin.fr	Union finance 66, avenue des Champs Elysées 75008 Paris
Aliénor	bruges	info@alienor.fr	05.56.50.51.83	05.56.50.70.16	www.alienor.fr	11, avenue de Chavailles 33525 Bruges
Alpes Network	grenoble	info@alpes-net.fr	76.15.37.37		www.alpes-net.fr	
AxNet	dijon	sboucon@axnet			www.axnet.fr	
Cadrus	toulouse	help@cadrus.fr info@cadrus.fr	61.00.30.00	61.75.44.90	www.cadrus.fr	Parc technologique du Canal 13, avenue de l'Europe 31527 Ramonville Saint Agne
Calvacom	vélizy	scom1@calvacom.fr	01.34.63.19.19		www.calvacom.fr/	
Cap Mediatel	Varhiles	info@capmedia.fr	61.69.51.00	61.67.92.49	www.capmedia.fr	Parc technologique Delta Sud BP 24 09120 Varilhes
Centre internet européen	paris	info@cie.fr	01.42.25.17.00		www.cie.fr	
Club internet	paris.	info@club-internet.fr	01.47.45.99.00	01.47.45.99.01	www.club-internet.fr	
Codix	paris	info@net.codix.fr	01.45.62.97.60		www.codix.fr	
Compuserve	paris, lyon, nice, toulouse,lille, strasbourg		01.36.63.81.22		www.compuserve.fr	
Cybera	rennes		99.67.51.33		www.anet.fr/	

DTR	lyon	dtr@dtr.fr	72.33.07.70		www.dtr.fr/	
DXnet	STRASBOURG	infor@dx-net.fr	88.18.61.61	88.83.20.31	www.dx-net.fr	21, rue des bosquets 67300 Schiltigheim
Eunet France	paris, toulouse	info@EUnet.fr	53.81.60.60		www.EUnet.fr	
FDN	paris	support@lists.fdn.fr info@fdn.fr	01.44.62.90.64	01.47.97.58.73	www.fdn.fr	8, rue Belgrand 75020 Paris
Filnet	paris	filaccess@filnet.fr	01.42.51.55.15	01.42.51.55.25	filnet.fr	120, rue Championnet 75018 Paris
France Pratique	paris	infos@pratique.fr	05.06.79.25		www.pratique.fr	
France Teaser	ville-d'avray	sales@teaser.fr	01.47.50.62.48	01.47.50.62.93	www.teaser.fr/	17, rue Corot 92410 Ville-d'Avray
FranceNet	paris	info@FranceNet.fr	01.43.92.14.49		www.francenet.fr/	
Gulliver	marseille	info@gulliver.fr	91.11.70.30		www.gulliver.fr	
IBM	paris, lille, lyon, strasbourg, marseille, bordeaux, orléans, nantes, toulouse	info@ibm.net	01.49.31.67.80		www.ibm.net	
Icare	bordeaux	icare@icare.fr	05.57.92.11.80		www.icare.fr	
Imaginet	paris, montpellier, grenoble	info@imaginet.fr	01.43.38.10.24	01.43.38.42.62	www.imaginet.fr/	21, rue de la Fontaine-au-Roi 75011 Paris
In'Net	bordeaux, libourne	Info@inba.fr	05.57.24.18.11	05.57.24.18.28	www.inba.fr	Chauveau CD 239

						33420 Espiet
Infrescom	besançon	bbrochet@infrescom.fr	81.88.45.50		www.infrescom.fr	
Internet Plus	paris	info@iplus.fr	01.44.61.80.00	01.42.74.19.23	www.iplus.fr	19, rue Réaumur 75003 Paris
Internet Way	paris	info@iway.fr	01.41.43.21.10		www.iway.fr	
Le Web	besançon	info@le-web.fr	81.81.28.46	81.88.28.46	www.le-web.fr	3, rue Jean Petit 25000 Besançon
LeNet	tours, poitiers	info@lenet.fr	49.86.66.66	49.86.68.29	www.lenet.fr	Les Froux 86270 Lésigny
MNet	montpellier	info@mnet.fr	67.15.01.24		www.mnet.fr	
Magic Online	paris	info@magic.fr	01.53.69.54.58	01.53.69.54.56	www.magic.fr	45, rue de la Procession 75015 Paris
Mediterranean Network	monaco	admin@meditnet.com	92.05.78.00	92.05.29.89	www.meditnet.com	
MicroNet	paris	infos@MicroNet.fr	01.43.92.28.82		www.micronet.fr	
MipNet	toulouse	info@mipnet.fr	61.40.40.01		www.mipnet.fr	
Oleane	paris, grenoble, aix, toulouse, nantes, bordeaux, rennes, nice	info@oleane.net	01.43.28.32.32		www.oleane.net	
PCWAN	aix, nice, toulon	info@pacwan.mm-soft.fr	42.23.21.25		www.mm-soft.fr	
Planete/Pressimage	paris, bordeaux, toulouse, marseille,	info@planete.net	01.49.88.63.86	01.49.88.63.64	www.pressimage.fr	7, rue Raspail 93108 Montreuil cedex

	nancy, lille, nantes					
PlanetePC-Internet	paris	infos@planetepc.fr	01.43.98.22.22		www.planetepc.fr	
Quaternet	bordeaux	info@quaternet.fr	05.56.13.23.20	05.56.13.23.21	www.quaternet.fr	avenue J.F.Kennedy 33700 Mérignac
Remcomp	paris	info@lber.net	01.44.79.06.42	01.42.46.39.55	www.liber.net/	101, rue du Faubourg Saint Denis 75010 Paris
SkyWorld	paris	info@sky.fr	01.53.80.86.00	01.53.80.86.05	www.sky.fr	98, rue Barrault 75013 Paris
The Pandemonium Group	Lingolsheim	gkorb@zeus.pandemonium.fr	88.78.77.77		www.pandemonium.fr	
USNet	paris	jperd@delphi.com	01.47.61.47.61			
Valcofim	orléans	info@valcofim.fr	38.62.32.39	38.62.15.85	www.valcofim.fr	11, rue des Fauchets 45000 Orléans
World-Net	paris	info@world-net.sct.fr	01.40.37.90 90		www.sct.fr	
RENATER	france	rensvp@renater.fr	01.44.27.26.12		www.urec.fr/RENATER/DXNET	

Alexnet

Feasibility Study: February to October 1996

Commission 6

Server structures, access and standards

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INRIA

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The TEL*LINGUA Project

1. The Internet in general terms

- One possible definition of the Internet

A number of computer networks interconnected in order to exchange data. The name comes from the Latin prefix, "inter" (between), and the English, "network". More precisely, the Internet refers to the collection of networks which came out of the Arpanet project which began in the American university and research community during the 70s and 80s, reaching Europe, Japan, Australia and New Zealand in the 80s, and which in the mid-90s has reached planetary proportions.

- History

The Internet's ancestor is ARPAnet, created in 1968 by ARPA (the American military research co-ordination body) to connect the various university centres under contract to the Department of Defence and to test new transfer protocols. The network architecture, so the story goes, was designed to resist partial destruction by a nuclear attack: decentralized and redundant, i.e. there are many paths between one node (computer) and another and there is no central "control tower" whose failure would "crash" the entire network. This idea, which came out of a 1964 report by Paul Baran of the Rand Corporation, was based on the technique of transmitting data in packets. Traditional telephones switch circuits, so if the wires in the circuit are cut the call fails. The Internet switches packets (or datagrammes), so if the physical carrier is destroyed, packets can simply be re-routed.

Curiously, these security measures, originally designed for the needs of the military, have proved to be perfectly suited to the development of an anarchic network, virtually free of administrative structures, whose technology evolves almost entirely as a result of benevolent co-operation. In the early 70s, ARPAnet connected a few nodes within the United States; in 1988 it involved around 30,000 nodes in a dozen countries, and in 1995, 6 million nodes in hundreds of country (the node concept has evolved greatly with the connection of PCs).

The development of the Internet proper began in 1977, with the first versions of TCP/IP by Vinton Cerf, Robert Kahn, David Clark and Louis Pouzin. But the decisive thrust dates from 1983 when DARPA gave large grants to the University of California at Berkeley to develop a new version of UNIX which would incorporate TCP/IP (Berkeley Standard Distribution, or BSD Unix).

In terms of access to the Internet itself there are users who only have access to particular services, usually electronic mail; in reality the Internet is one gigantic communication network.

- General principle and applications

The Internet connects very different networks which can intercommunicate using a common message exchange language (the Internet Protocol, or IP) enlisting a standard addressing system to locate those systems wishing to communicate and the co-operation of networks to route the data.

If the Internet did not exist, two entities wishing to communicate between their respective networks would need to set up physical connections, then install software to translate the protocols and addresses used by each in both directions.

Even if the protocols and addressing systems were identical, communication between these two networks would still require a great deal of work.

If the networks are connected to the Internet, communication is possible immediately, as soon as each has communicated its system name to the other. Users can immediately share the normal Internet applications: electronic mail, remote connection, file transfer, and calling up information servers.

- Electronic mail (e-mail)

It has similarities with the post:
- the message is carried in stages (store and forward);
- the recipient reads the message at his or her leisure.

And with the telephone:
- speed;
- no physical message carrier.

But goes beyond both:
- one message can be received by several recipients;
- it is already in data form and can therefore be redirected, perhaps accompanied by comments, for incorporation in another data document, or replied to with a comment, all without it being changed in any way.

- News

One way of distributing information to a large number of correspondents is the mailing list. In practical terms, this method is limited to ten or so members:

- each message is sent individually to each member on the list, which results in redundant traffic; this in turn results in letterboxes being inundated, thus drowning out those messages which are of real interest.

News is a good way of avoiding these pitfalls.
- articles are published on the network and stored on servers where users can read them and write to them.
- they are organized by subject: comp for those classified as computing, comp.unix for Unix, bionet for biology, etc.
- each recipient chooses those groups he wants to receive
- each user can consult the groups he wants to (from those received by his site) and take part as he wishes, without the threat of interference with electronic mail.

- Remote connection

The remote connection application is called telnet and it allows the user to work with a remote computer as if he was sitting in front of it.

- File transfer (ftp)

Unlike what happens with news and electronic mail, file transfer takes place directly, and all the Internet machines involved in the transfer are active simultaneously.

- "Infosystems"

The main purpose of "infosystems", or information access services, is to simplify searches which previously demanded a high degree of network expertise. One of the best known is the World Wide Web (WWW): this involves a population of multimedia information servers distributed on the Internet and accessed by software which brings together every data access method into a single graphical interface.

Another factor in the success of the WWW: the http protocol allows the user to easily identify those documents he wants to access, whether they are on the same machine or on the other side of the world, using a URL (Universal Resource Locator).

It is hardly surprising that Web navigation software, such as Mosaic or Netscape, are responsible for the heaviest network traffic.

In fact, these new services have created a real social phenomenon (and an explosion of the network) by making the Internet accessible to a whole population of novices.

- Data available on the Internet

What is the nature of the data which circulates on the network? In the beginning, users were IT researchers who exchanged electronic mail and software. The widening of the audience and the improvements in technical infrastructure have allowed access to much greater amounts of information, such as databanks, documentary resources and digital images.

Current research aims to improve data transmission techniques where transmission and reception must be synchronized, as with sound and moving pictures.

- Internet applications

There are two main types of applications:

- those whose use demands that the two computers involved communicate directly and interactively. This involves remote connection (telnet), file transfer (ftp) and connections to infosystems such as Gopher, Wais and WWW.

- those which do not demand simultaneity: an electronic mail message will cross perhaps five networks and be routed via twenty computers before reaching its destination; only the two computers concerned with each handover need be involved (as with sending a letter in the post). If the recipient is not connected, the sender tries again later;
News routing follows the same principle, known as store and forward.

Applications of this type (store and forward) offer opportunities which the first type does not:

- accessing or crossing networks outside the Internet;
- using slower connections in a less clumsy way;
- however, they do not offer the comfort of interactive applications.

- How to connect to the Internet

The Internet is not a company with branches where you can take out a subscription.

Connection is via an "Internet access service provider" (IP provider), which itself subscribes to an interconnection network (backbone).

- Physical communication carrier

The physical nature of the links between Internet nodes is very variable. In a single building or campus, these links will be provided by a local network, such as Ethernet for example. Modems and the ordinary switched telephone network will be sufficient to connect a stand-alone machine or small network. Commercial X.25 networks like Transpac, or ISDN networks like France's Numéris can also be used.

As soon as speed becomes important it is necessary to resort to permanent connections over lines leased from the local telecommunications providers. These lines can be wire or optical fibre links. For remote and isolated areas the links will be made via satellite channels. The IP protocol is able to adapt to all these carriers.

- Internet coherence

All these networks can communicate. To do so they must have:

- A common message exchange language: the IP protocol

- An addressing system so that a data-transmitting computer system can find a route to the receiving system: these are IP addresses. The allocation of IP addresses is the responsibility of a central body which delegates authority on an area-by-area basis; in Europe, the RIPE authority allocates "address blocks" on a country-by-country basis.

The addressing system is adapted to the machines, and is a more or less exact copy of the physical organization of the network. Each address is unique and corresponds to network access by a single machine. The end of the 90s will see modifications to the addressing system (moving from IP version 4 to IP version 6) in order to cope with the growth in the number of machines ("nodes") connected to the Internet, just as the telephone dialling system is periodically updated.

- A consistent naming system, so that the individuals using the network can be found.

The naming system is rather analogous to a social and human organization of networks. A distributed database, without doubt one of the largest client-server networks in existence, matches names and addresses: this is the Domain Name System (DNS), which matches an easily-remembered symbolic name to the corresponding IP address.

- Internet costs and charging structure

The original Internet audience, of researchers employed in public research centres, was not particularly sensitive to the economic aspects of this working tool. Nevertheless, if you know the price of a high-speed transatlantic telephone line, you realize that the costs are high.

An interconnection network (backbone) must have international connectivity and offer a high quality of service to the networks connected to it, which implies high-speed links. This requirement is very hard to meet for those countries remote from the major network centres and where demand is low, which explains the slow development of the Internet in Africa where the cost of satellite connection is very high.

Traditionally, billing for access to an interconnection network was inclusive, i.e. charges depended solely on the speed and nature of the link, but remained independent of usage and, more especially, of the volume of data transmitted. The durability of this model must be questioned as new applications (voice, video) appear which will require plenty of bandwidth to achieve a particular quality which is difficult to obtain: synchronization.

- Prospects for the future

The huge growth of the Internet begs a number of questions: will developing countries be able to join the Internet? Will the Internet become a commercial and financial market place? If yes, can the spirit of co-operation which made it so successful survive?

The Internet access provision market is already large, especially in North America, but Europe is following closely behind.

No matter what may become of it, the Internet will remain a unique example of an infrastructure on the planetary scale whose existence has been created neither by powerful State governments, nor by major manufacturers and marketeers.

2. The spread of the Internet

2.1 An analysis of the French situation

As in other developed countries, the Internet originally developed in the university context. The existence of Unix platforms, rare in that period, has also been a determinant.

The history of the Internet in France began in 1984. Earlier work on the transmission of data by packet had been had been done, notably within INRIA (Cyclades project) in the 70s, which was the basis for the Transpac network. In 1984, the CNAM computer centre team installed the first French backbone, enabling the exchange of electronic messages and news access. This backbone was installed on a VMS machine running a Unix emulation. The transfer protocol used was not yet TCP/IP (and was not therefore truly "Internet") but was based on UUCP. Some university sites were quickly connected to this French transfer node: INRIA, IRCAM, Jussieu (LITP), the Greco de programmation (Bordeaux), IMAG (Grenoble), CRIN (Nancy) and the Paris 8 University. The links used relied chiefly on low-speed Transpac connections (2400 or 4800 baud). As the cost of managing this service increased, it became apparent to the CNAM team that they needed to find a buyer. The operation of this service rested entirely on the benevolence and mutual assistance of those first participants. In 1986, INRIA took back management of the service, installing a team and equipment which were dedicated to this activity. The European backbone which Fnet (Eunet) is connected to is located in Amsterdam, housed by CWI, the Dutch equivalent of INRIA.

This service, known as Fnet, was developed in just the same way as in the rest of the university community, in close co-operation with national Unix user groups: USENIX in the USA, EUUG in Europe and AFUU in France. Indeed, in the eighties the essential network tools were available only for the Unix platform, and it was almost exclusively academics and research centres who were equipped with this operating system, ignored as it then was by the worlds of industry and management.

The availability of a transatlantic line (courtesy of NSF) between Princeton and Sophia-Antipolis in 1988, and the possibilities it offered for academics to exchange data with their colleagues, accelerated the process. The first TCP/IP exchange with the United States, and therefore with the rest of the Internet, was made in August 1988.

The number of centres connected to Fnet grew quite large, and the first industrial users, via their research and development centres, appeared in 1989 and 1990.

The awareness by ministries and official bodies of the importance of the Internet for research and universities dates from the early 1990s. In 1992 this resulted in the installation of a common organization (CEA, CNRS, CNES, EDF/DER, INRIA, Universities) named RENATER. Its purpose was to offer Internet connectivity to universities and research centres. Installation of the network was entrusted to France Telecom. A detailed description of RENATER and its current network topology can be found at http://www.renater.fr. Fnet then took the form of an independent association, later becoming a private company, Eunet France, the first private Internet service provider in France, in co-operation with the national Eunets of thirty or so other countries[1].

INRIA has retained management of the French domain, .fr, operated by the NIC France team. This team allocates domain names within the .fr area.

These last three years have witnessed a completely changed Internet landscape in France. From a single service provider in 1992, there were over 100 by July 1996. The number of domains is accelerating rapidly: while there were approximately 250 in 1992, this figure was ten times greater in the first half of 1996 and the acceleration is continuing with the opening of new domains running at about 10 per day in France. The general public has been able to gain Internet access for approximately a year, as a result of the multiplicity of operators and heavy competition in what has quickly become a real market. In addition, international line speeds have increased to meet this new demand and to handle new services such as the Web. Several transatlantic lines are now operational adding up to many dozens of Mb/s in capacity.

In the last year, the Internet in France has seen real expansion. Most activities are or are going to be involved: research of course but also teaching, commerce, publishing, information access, etc. This explosion can be seen in the figures, even if our country is at the lower rung of the European ladder.

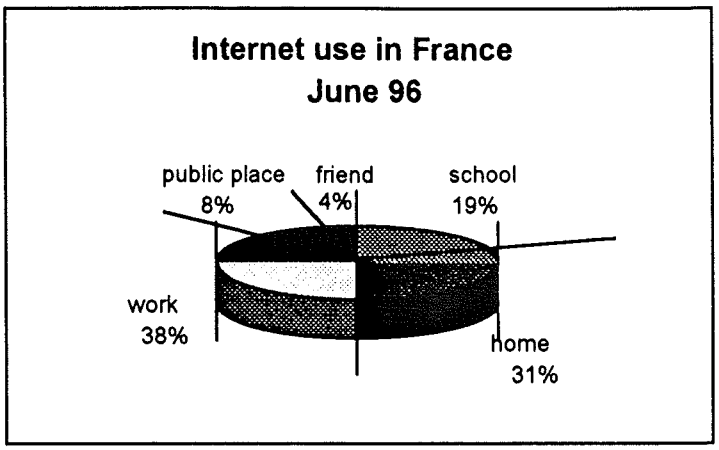
Some relevant statistics have been included with this document. They originate from NIC France or its European equivalent, RIPE NCC[2].

Some other statistics relevant to France: current estimates suggest that French professional or occasional Internet users total around 500,000, or less than 1% of the population. Usage distribution is as follows:

---

[1] EUNET: http://www.eunet.fr

[2] NIC France: http://www.nic.fr (see the included graphics)



Average use is less than 1 hour per day.

The French situation is however atypical in Western Europe, due to several special factors:

- The existence of Minitel
There are today around 7 million Minitel terminals that have been made available by the national telecommunications operator to individuals and companies. This originally experimental product that was launched at the beginning of 1980s has generated a genuine market and the development of a wide range of services (over 25,000) which constitute significant turnover both for France Télécom and for the service providers. Its ease of use, despite the limited speed and the user interface, makes it a popular service which has significantly held back the Internet boom. The subscriber charging system is another factor highly appreciated by Minitel service providers, whereas the Internet does not yet offer a similar means of billing for access to services.

Nevertheless, as interest in the Internet grows, and with it the development of electronic business, we will see today's major suppliers of Videotext services considering gateways to their own services from the Internet.

- The telecommunications monopoly adds to this braking effect, especially in respect to telecommunications costs. For example, the cost of a 64Kb leased line in France is comparable to that for a 1.5Mb line in North America over the same distance. The market liberalization planned for 1998 should extend Internet connectivity and reduce connection costs appreciably.

- The problem of managing 8-bit characters, the coding required for accented characters for example, has posed some difficulties until recently. The appearance of software which manages the problem efficiently should remove this difficulty.

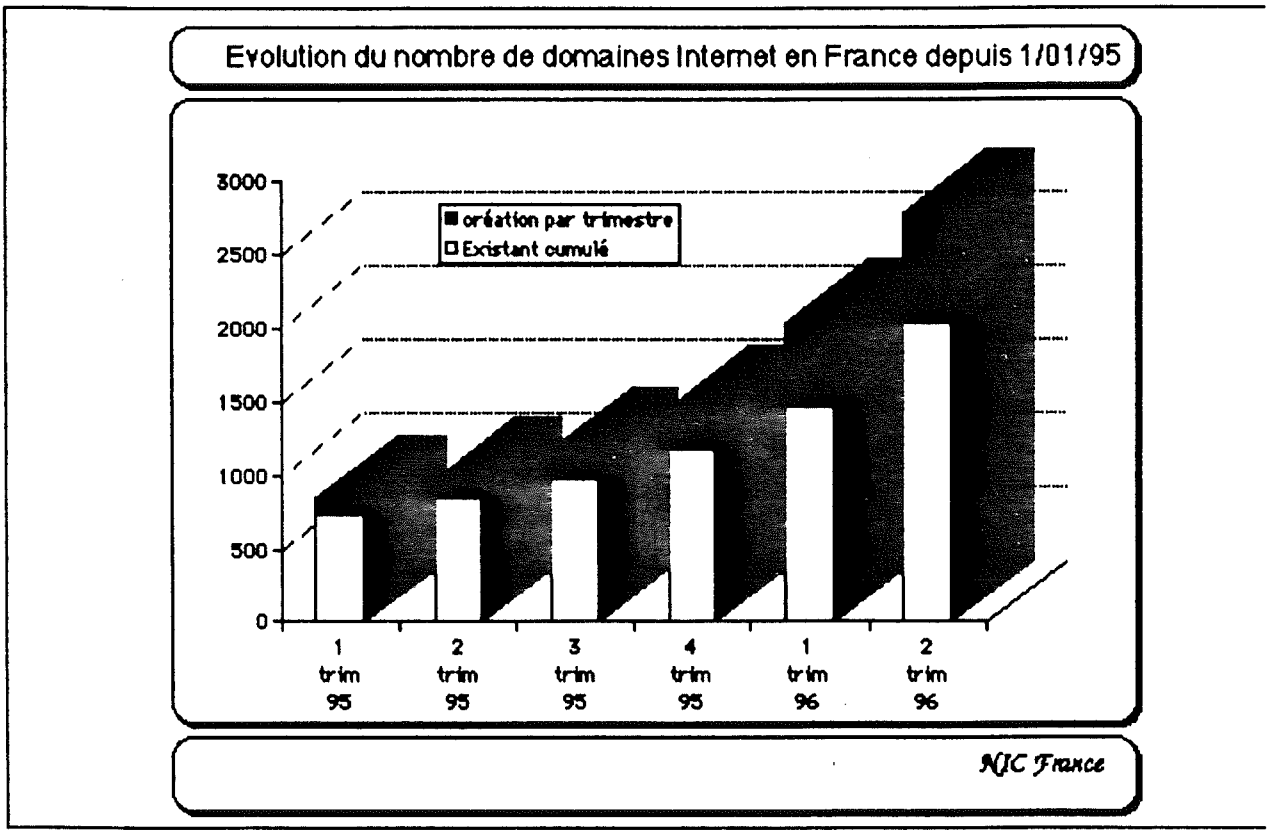
Currently, the vast majority of data available on Internet is in English (80 to 90% according to estimates). France, and the French-speaking world in general, has a wealth of important and unique resources: literary texts and scientific material, but also images and works of art. The French-speaking world together represents a critical mass of participants sufficient to develop not only exchanges in French, but also an industry built around information technology. Now is the time to strengthen multilingualism within the Internet community, by making these resources available.

Prospects for the year ahead are positive, in terms of market growth (almost 10% per month), the explosion in connection offers and also in the services available. However, the main growth phenomenon is the Web, where in the rush to integrate media the Web = the Internet in most cases. Currently, more than 70% of requests to register new domain names in France refer to Web servers

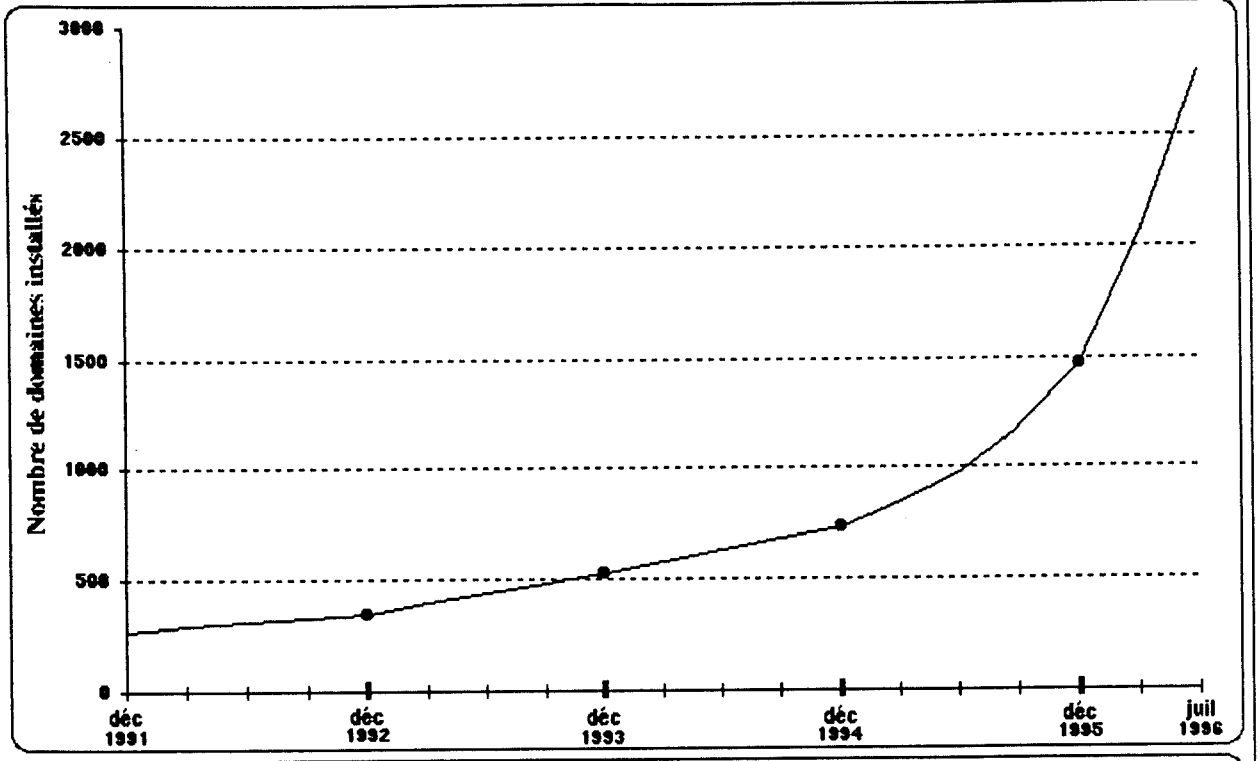
and not to the on-line connection of a network of machines with which a company or organization will provide services to their users.

Organizations and companies have become conscious of the importance of the phenomenon, but for most the impact is essentially superficial, more one of "image" than of real integration into the organization's various activities. There is also enough of a gap in user and decision-maker training to slow down this integration.

As far as service providers are concerned, one can foresee new groupings and mergers as the major players begin to provide services, including France Telecom with Wanadoo or TRANSPAC which is currently the leading French supplier for businesses. The level of services and scale of infrastructure to be provided mean that this field is no longer that of the small business or user association. The period ahead will certainly be definitive in the development and integration of the Internet and its services into the French economy, which itself has a significant amount to do to catch up with its main neighbours.



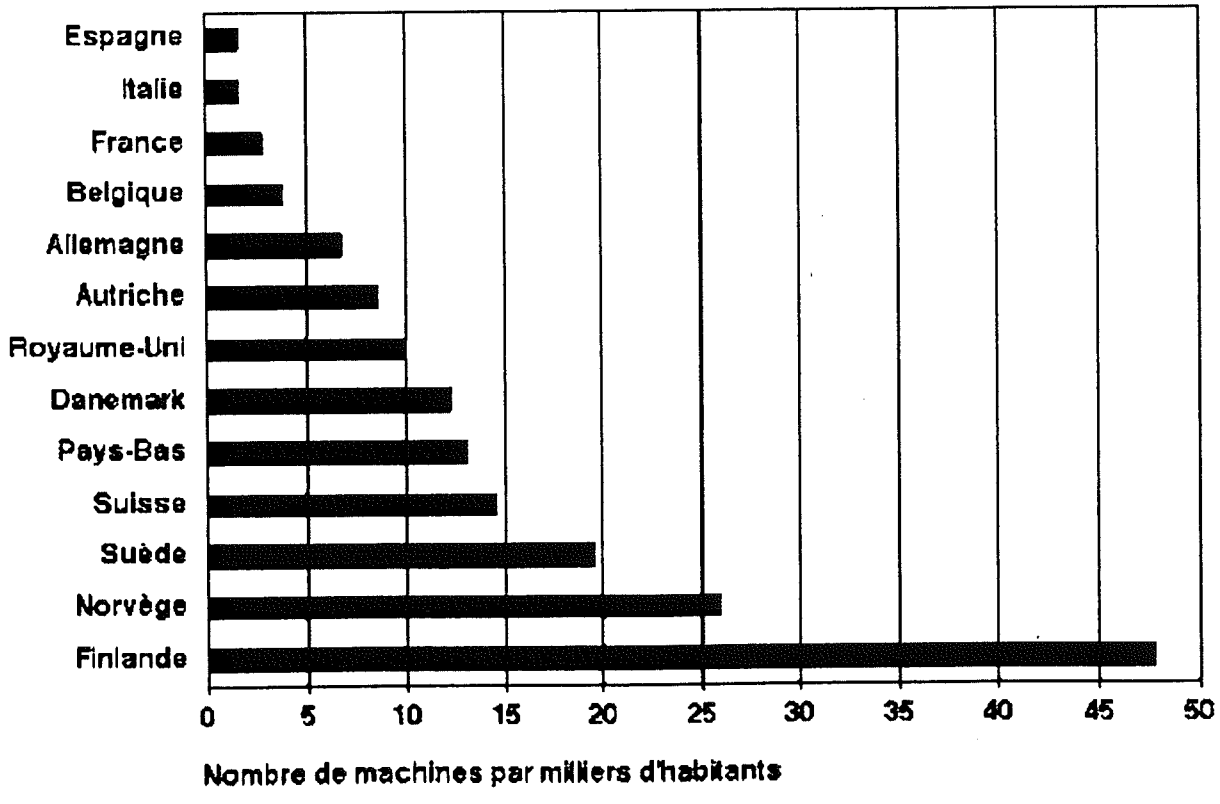
Evolution du nombre de domaines Internet en France



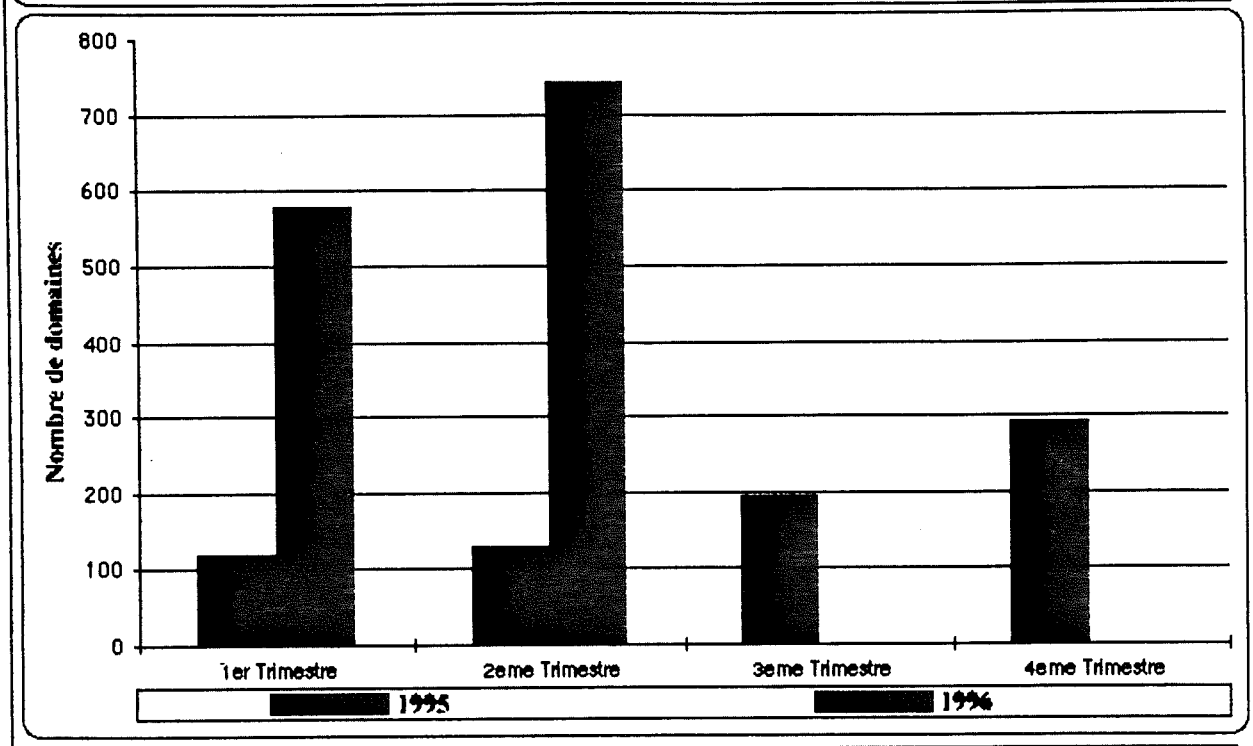
NIC France - Juillet 96

Nombre de machines connectées à l'Internet par milliers d'habitants

Estimations d'après les populations de 1982-1988 et le "RIPE NCC Hostcount" du 31 mars 1996



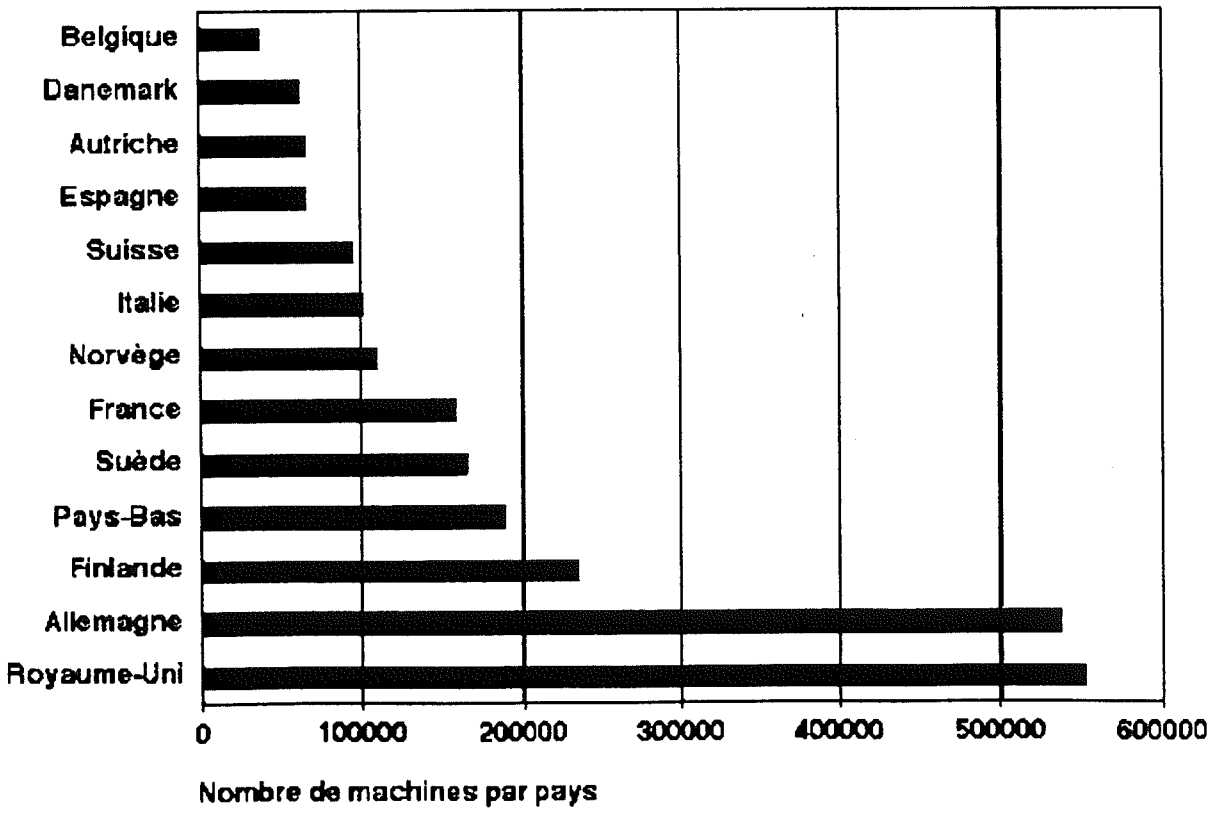
Evolution du nombre de domaines installés par trimestre et par an en France

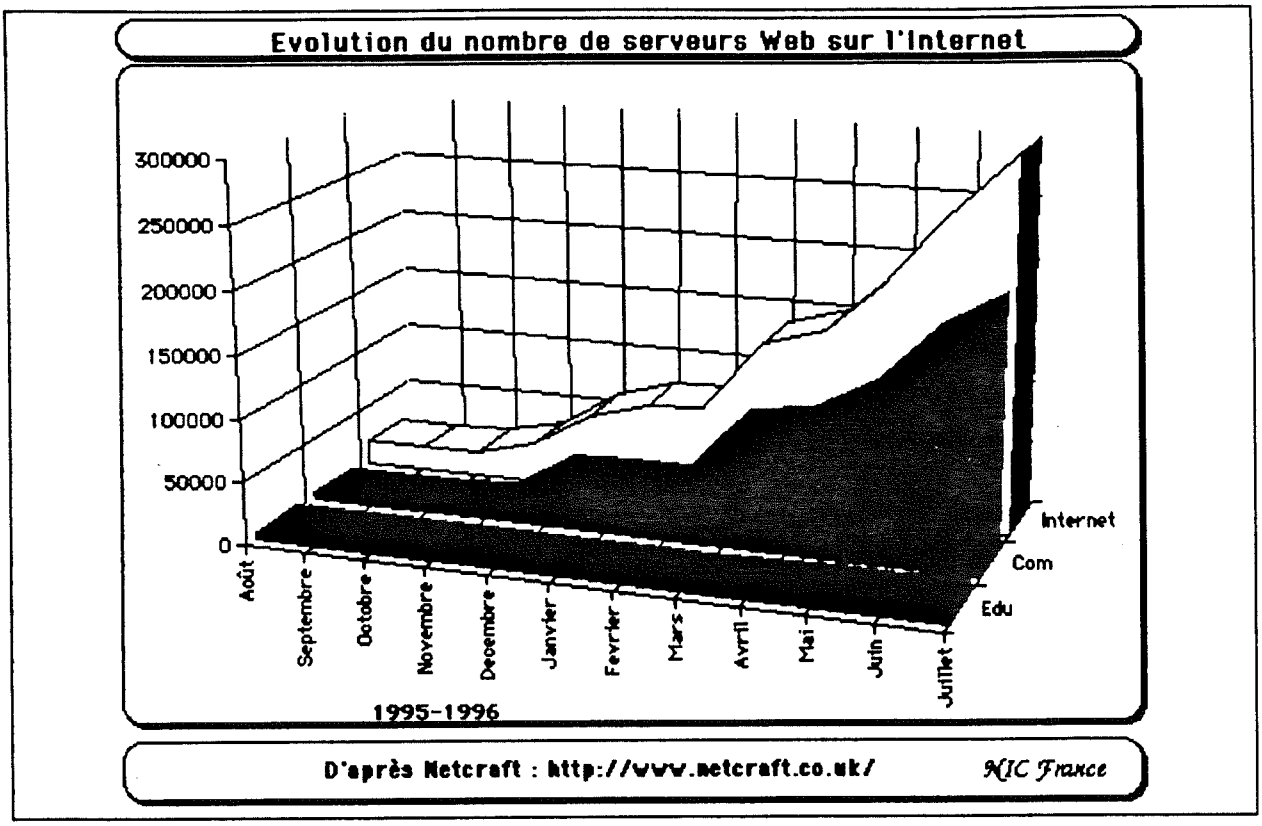


NIC France - Juillet 96

Nombre de machines connectées à l'Internet par pays en Europe

d'après le "RIPE NCC Hostcount" du 31 mars 96




Evolution du nombre de serveurs Web sur l'Internet
300000
250000
200000
150000
100000
50000
0
Août
Septembre
Octobre
Novembre
Decembre
Janvier
Fevrier
Mars
Avril
Mai
Juin
Juillet
1995-1996
Internet
Com
Edu
D'après Netcraft : http://www.netcraft.co.uk/
NIC France

3. State - Evolution - Recommendations on standards and technologies

3.1 Multimedia & the WWW

3.1.1 Current state of the technology involved

The World Wide Web (W3)[3] is a distributed hypermedia information system on the Internet. It first saw the light of day in March 1989 at the initiative of Tim Berners-Lee who proposed it as a means of information communication for the CERN community. The official definition of the World Wide Web is "a wide-area hypermedia information retrieval initiative aiming to give universal access to a large universe of documents". It is based on the extension of Hypertext to networks.

The Web is an efficient tool which gives Internet users access to an immense variety of documents in a very simple way. Its user-friendly interfaces have allowed the Web to change the way users view and create information; it represents the first distributed hypermedia network.

The World Wide Web enables information to be communicated on networks. Compared to previous Internet information systems, such as anonymous FTP or Gopher, it offers new possibilities and is specifically aimed at a far larger public, well beyond the world of the computer specialist.

3.1.1.1 General principles[4]

The World Wide Web uses the conventional client/server model. The servers manage and store the information in the form of files and the client software, also known as a "navigator" lets the user access this data.

A WWW server is a program running on a computer whose purpose is to reply to requests from Web client software running on other computers.

These requests vary in their complexity:
- a simple file transfer request.
- the result of a program run by the server (interrogating a database, for example).
This ability to run a program on the server is one of the most significant WWW properties because it allows it to interface with remote applications.
- the downloading of a program which resides on a server but is run on a client.
(See 3.7 Mobile code).

One document is the smallest unit provided by the server in reply to a request from the client. The more general term, resource, is also used.

A WWW client is a program which enables a user to send requests to a WWW server and view the result. But a WWW client can also converse with other types of server, notably with FTP, GOPHER, WAIS servers, etc. Thus, a WWW client such as "Netscape"[5] can in fact be considered as a "universal" client in the information services sense. The ability to access these services via a single user-friendly client rather than by a series of clients specific to each application server (in the form of gateways) is an attribute original to the Web.

[3] www: http://www.w3.org/pub/WWW/
[4] http://www.urec.fr/docs/WWW/
[5] http://www.netscape.com/

When a link is selected within a document, the client software makes the connection with the appropriate server, requesting transfer of the document, after which the connection is broken. There is no permanent connection between a WWW client and server. The protocol used between a WWW client and a WWW server is called HTTP (HyperText Transmission Protocol).

3.1.1.2 Hypertext and Hypermedia

A hypertext document is a file whose text contains "links" which point either to other parts of the same document, or to other documents which can be physically stored on any other Internet-connected machine. These documents can not only be files, but also the result obtained from running a program, for example the results obtained from interrogating a database (See 3.3 WWW and databases).

A hypertext link, or hyper-link, is formed at one end by an anchor, and at the other by the address of the target document. An anchor can be a word (or group of words) or an image (bold characters, colours, frames, etc.) displayed in the document.

A document referenced by a hypertext link may be on another Web server, but could equally be on an FTP, GOPHER, etc. server. Its address must therefore indicate the access method, amongst other things.

A Hypermedia document is a hypertext document whose links reference sound, image or video files. For example, it is possible while reading an article to select the author's name to obtain his address and a photograph of him. Images can be integrated into a hypermedia file and can themselves be used to reference other documents.

The standard language used to create and recognize hypermedia documents on the WWW is called HyperText Markup Language (HTML). It incorporates a simple set of document formatting commands.

3.1.1.3 HTTP, HTML

The HTTP protocol has been defined taking account of the constraints of simplicity and efficiency required for distributed WWW hypermedia information systems. It is a non-status protocol similar to that originally used by GOPHER.

The HTTP server receives requests from potential clients via a TCP port. Documents are transmitted from an HTTP server to a WWW client in the following way:

- the client requests a TCP connection to the target server's "HTTP" port and the server accepts the connection;
- the client transmits its request, which is a simple line of text ending in the CR and LF characters;
- the server dispatches the requested document, an HTML file;
- the server breaks the connection and also marks the end of the requested document.

The specification for HTTP protocol version 1.0 was written by Tim Berners-Lee [6].

The next version, HTTP1.1[7], offers the following enhancements:

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[6] http://www.w3.org/pub/WWW/Protocols/HTTP/HTTP2.h
[7] http://www.w3.org/pub/WWW/Protocols/HTTP/1.1/

- the opportunity to run several HTTP servers on one machine,
- client/server connections are no longer systematically broken after each exchange, i.e. succeeding requests and responses exchanged between client and server use the same TCP connection,
- HTTP1.1 takes caches very seriously and offers a set of mechanisms enabling them to:
  optimize recalls to the original server,
  accept data and requests from navigator or server.
- The definition of new commands (methods),
- The control of integrity using the Content-MD5 header,
- The option to load only a part of a document,
- The option to authenticate users on the system, using the Proxy-Authenticate and Proxy-Authorization headers.

HTML is the language used to describe documents which are to be published using WWW navigators. An HTML document therefore contains the text displayed on the user's screen, to which presentational data[8] is added.

HTML version 2, described in RFC 1866[9] was published in November 1995 by the W3C, the WWW Consortium. Extensions have been offered in the intermediate versions HTML+ and HTML3.0 which have not been standardized. The specification of the new HTML version, 3.2, developed within the W3C framework, and with the co-operation of software vendors, is in the process of being adopted. It retains some of the extensions included in HTML+ and HTML3.0.

The main developments are:
- the definition of tables,
- style sheets,
- the ability to wrap text around images,
- the inclusion of mathematical formulae,
- the introduction of animation. (See 3.7 - Mobile code).

General references to the WWW and Internet can be found in UNGI[10], "A New Internet Guide".

3.1.2 References in language learning

The WWW is used or can be used in a number ways to aid the learning of a language.

3.1.2.1 Applications for language learning (CAL type)

The WWW protocol and tools are designed to produce hypertext documents. This technique is already widely used in CAL and there are therefore numerous references to applications which teach languages using WWW.

The Virtual English Language Center[11] created by the Comenius Group is a good example of how the Web can be used to learn a language (English in this case). The technique of learning English through fables is particularly noteworthy[12].

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[8] http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html
[9] ftp://ds.internic.net/rfc/rfc1866.txt
[10] Un Nouveau Guide Internet: http://www.imaginet.fr/ime/manuel.htm
[11] http://www.comenius.com/index.html
[12] http://www.comenius.com/fable/index.html

Other projects, even if they are not specifically WWW-orientated, must also be taken into account (for example, the RECALL[13]—Repairing Errors in Computer Aided Language Learning—project supported by the TELEMATICS programme). Similarly, a program such as LOTOS[14] (Learner Oriented Language Tutoring Shell) includes a strong industrial dimension by offering a package for companies producing language learning equipment. We would also identify SPEECHDAT[15] (Infrastructure for Spoken Language Resources).

3.1.2.2 Description and inventory of existing resources

The WWW is an information medium which is also well-suited to the presentation of collections of objects. There are therefore many examples of inventories or descriptions of teaching resources.

Some deal with products or services which may be accessed using the Web. The Comenius Group is another example of a such an inventory for English.

There are also inventories of other resources. The VOLTERRE site provides an inventory of French resources[16].

3.1.2.3 Linguistic resource bases

Basic linguistic resources can be distributed by the WWW.

Under the WWW virtual linguistic[17] or language[18] library, there are links to:

- on-line dictionaries,[19]
- linguistic software,[20]
- resources classified by language (for example, the results of the ARTLF[21] project shared by CNRS and the University of Chicago).

3.1.2.4 Use in projects and co-operative working

The combination of the various services currently available around the Internet and the WWW enables groups to work in a distributed fashion. Two types of activity are concerned:

- Distance learning,
- Collective educational working.

Both activities can function in either of two complementary modes:

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[13] RECALL: http://www2.echo.lu/langeng/en/le1/RECALL/recall.html
[14] LOTOS: http://www2.echo.lu/langeng/en/mlap94/lotos.html
[15] SPEECHDAT: http://www2.echo.lu/langeng/en/mlap94/speech.html
[16] http://www.wfi.fr/volterre
[17] http://www.cog.brown.edu/pointers/linguistics.html
[18] http://www.willamette.edu/~tjones/languages/WWW_Virtual_Library_Language.html
[19] http://www.brown.edu/Departments/Cog-Ling-Sci/lingdir/dictionary.html
[20] http://www.brown.edu/Departments/Cog-Ling-Sci/lingdir/software.html
[21] ARTLF: http://humanities.uchicago.edu/ARTFL/ARTFL.html

- truly co-operative working, which is highly interactive with a group of people simultaneously updating the same documents;
- group working via a messaging system with less interactivity.

"Co-operative" associative initiatives can also be included. For example, "The Global Translation Alliance" within the ALEPH project organizes the market for translators of varying levels in different languages.

3.1.2.5 Advanced usage of multimedia techniques

Current Internet development allows the simple reproduction of multilingual graphical documents. Technological progress will enable more sophisticated applications to be envisaged, especially those including speech and sound. Projects which, were not originally conceived around the WWW will be able to be applied there. This is especially true of:

- ILAM[22] Interactive Language Acquisition through Multimedia Stimulated Conversation and Pronunciation.

3.1.3 Proposals for employing this technology within the framework of this project

In a co-operative project like Tel*Lingua, the first use for the Internet and the Web is to disseminate information on the project resources (inventory, distribution lists, electronic newspaper).

In terms of the applications themselves, it is a good idea to initiate a course of action as follows:

- evaluate applications,
- this evaluation must go beyond a simple examination of the product to consider its inclusion in an educational resource. Indeed, the Web user is generally inundated by references and needs data that has been summarized to enable him to define a medium-term strategy. This evaluation exercise is a matter for group working.
- facilitate access to relevant resources,
- access to applications in the public domain, which demand only modest speed, poses a no special problem as soon as the resource is localized. It is at this point therefore that solutions must be sought to the problems of commercial access (on-line payments for example) or the duplication of hard-to-find resources (mirrors).

3.2 Document composition

3.2.1 Current state of the technology involved

In the context of installing a language teaching service on the Internet, the tools used to help compose documents must include multilingualism (cf. section 3.3) as well as the production of Web documents. In this study, we are concerned only with operations and tools which affect these two aspects.

[22] ILAM: http://www2.echo.lu/langeng/en/mlap94/ilam.html

Among those topics to be considered when publishing multilingual documents, are:

- character sets: ISO-Latin 1, UNICODE, etc.
- language identification (in the form of SGML attributes, for example) to enable applications to process correctly.
- language tools: spelling and typography checkers and hyphenation dictionaries.
- synchronous formatting to enable a single text to be simultaneously displayed in several languages (see the "Co-ordinating multilingual text" section).

The current state of the art as set out below groups references into three types:

- Research and standards in document structure,
- Web publishing and access tools,
- Co-operative publishing.

Finally, there is a summary of the Opéra project's expertise in this area.

3.2.1.1 Research and standards in document structure

Robin Cover's very good (and very full) Web page on SGML[23] contains many references concerning this standard, publications and demonstrations on this subject, applications and research projects, others standards in this the area (such as HyTime, ODA, DSSSL), etc.

There are also many articles in the EP-ODD review (publisher: Wiley) and in the proceedings of the Electronic Publishing conferences organized every two years since 1986.

It may also be useful to consult the commercial SGML[24] guide (analysers, publishers, and tools for research, conversion, formatting, document management, etc.) maintained by Steve Pepper.

3.2.1.2 Web publishing and access tools

There are many HTML document production tools (filters, converters, analysers and authoring tools). There is a list of Web tools[25] on the W3C page. However, there are few HTML document publishing packages which are fully WYSIWYG in the way Amaya[26] is (especially its ability to produce a rich document including formulae, tables, hypertext links, etc.).

One of the W3C[27] areas of activity focuses on internationalizing the Web[28], whether at the data exchange format level (HTML language, character set, style sheets) or in terms of transfer protocol (HTTP protocol, URL format). The next version of the HTTP protocol[29] (HTTP/1.1) defines a language negotiation phase[30] enabling a client to tell the server the languages it wishes to use: the

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[23] WEB PAGE ON SGLM: http://www.sil.org/sglm/sglm.html
[24] GUIDE TO COMMERCIAL SGML PRODUCTS: http://www.falch.no/people/pepper/sglmtool
[25] WEB TOOL: http://www.w3.org/pub/WWW/Tools
[26] AMAYA: http://www.w3.org/pub/WWW/Amaya
[27] W3C: http://www.w3.org/pub/WWW
[28] INTERNATIONALIZATION OF THE WEB: http://www.w3.org/pub/WWW/International
[29] NEXT VERSION OF THE HTTP PROTOCOL: http;//www.w3.org/pub/WWW/Protocols
[30] LANGUAGE NEGOTIATION: http://www.w3.org/pub/WWW/International/O-HTTP-negociation.html

server can then provide it with the requested documents in the preferred language(s), given that there are versions of those documents in the languages requested.

The ALIS[31] company specializes in multilingual publishing tools, including those for the Internet (Tango multilingual navigator[32]). The objective of the Babel project[33], operated by ALIS in co-operation with the Internet Society, is to promote Internet communication in all languages. Various studies have been undertaken within this project, most notably a study on the problem of French and other languages in Internet interfaces[34].

3.2.1.3 Co-operative publishing

There are currently many co-operative experiments under way on the WWW. Most of these systems are based on collaboration by annotation, i.e. in the form of public or group annotations (ComMentor[35], CoNote, WDA[36], Principia Cybernetica[37], HyperNews[38], GrAnT[39]). NCSA's Daniel LaLiberte maintains a list of technical collaboration development projects on the Web[40].

3.2.1.4 The Opera project's expertise in this area:

- HTML document publishing: the Amaya software[41] distributed by the WWW Consortium has grown out of the technology of the Opera project. It is a publisher/navigator which enables totally WYSIWYG creation and updating of HTML documents.
- publication of structured documents: Thot software[42], a binary version of which is distributed for the Linux system. This software enables WYSIWYG publishing of documents conforming to various templates (reports, letters, slides, etc.).
- co-operative publishing: the Alliance prototype[43], an asynchronous co-operative publisher for local and/or remote co-operation.
- other tools which may be integrated into these publishers: annotation, indexation, multilingual spell checking, translation from/to other formats (text, HTML, Latex), document restructuring.

3.2.2 References in language learning

In conferences organized by the WWW Consortium[44] (at Darmstadt in April 1995, Boston in December 1995 and Paris in May 1996), there have been articles based on experiences with

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[31] ALIS: http://www.alis.com
[32] TANGO: http://www.alis.com/../tango/tango2.fr.html
[33] BABEL: http://babel.alis.com:8080
[34] PROBLEM OF LANGUAGES AND FRENCH IN INTERFACES USED ON THE INTERNET: http://babel.alis.com:8080/francophonie/aupelf_0.htm
[35] COMMENTOR: http://www-diglib.stanford.edu/rmr/TR/TR.html
[36] WDA: htpp://eliot.unil.ch:8085/docs/wda-article.html
[37] PRINCIPIA CYBERNETICA: http://eliot.unil.ch:8085/docs/wda-article.html
[38] HYPERNEWS: http://union.ncsa.uiuc.edu/HyperNews/get/WWW/annotations.html
[39] GRANT: http://www5conf.inria.fr/fich_html/papers/P15/Overview.html
[40] TECHNIQUES FOR COLLABORATION ON THE WEB: http://union.ncsa/uiuc.edu/HyperNews/get/WWW/collaboration.html
[41] AMAYA: http://www.w3.org/pub/WWW/Amaya
[42] THOT: http://opera.inrialpes.fr/OPERA/Thot.en.html
[43] ALLIANCE: http://opera.inrialpes.fr/OPERA/Alliance.en.html
[44] CONFERENCES ORGANIZED BY THE W3 CONSORTIUM: http://www.w3.org/pub/Conferences/Overview-WWW.html

education on the Web (interactive teaching on the Web using systems like HyperScript[45], CyberProf[46] and WebQuest[47]), but none of these systems is specifically dedicated to language teaching.

There are also many references in educational technology (especially for the construction of interactive teaching equipment for the Web) on the WWW Virtual Library page[48] maintained by the TECFA (Training and Teaching Technologies) research unit of the University of Geneva.

Further relevant information will undoubtedly appear during the international WebNet-96 conference[49], organized by the Web Society and AACE (the Association for the Advancement of Computing in Education) due to take place in San Francisco from 15 to 19 October 1996.

The European LINGUA[50] project (Multilingual Parallel Concordancing) is a good example of multilingual text presentation with concordance at paragraph and sentence levels. Documents are coded in SGML (Text Encoding Initiative DTD) with extensions enabling target text identification and sentence matching. But it has no specific functions to help in the publishing of this type of document.

3.2.3 Proposals for employing this technology within the framework of this project

Several publishing routes can be considered within the Tel*LINGUA project framework, mainly for the purpose of offering simple tools to set up and update teaching and linguistic resource servers.

One interesting aspect of WYSIWYG HTML publishers, such as Amaya, is their ability to create links (between fragments of text and their translations, for example). Given that the next version of the HTML standard will add linguistic information (Language attribute), it will be possible to incorporate language-dependent processing (spell checking, breaking words) into the Amaya publisher, as is already the case with other publishers in the project (Thot and Alliance).

The co-operative publishing expertise gained from the Opera project (annotations, remote co-operative publishing Alliance) can be exploited in the Tel*LINGUA project whether for creating teaching resources or for its use in teaching (group working).

3.2.4 Proposals for experimentation

These proposals demand very unequal workloads according to the objectives sought. They depend on tools developed under the Opera project (and by the WWW Consortium).

- Use of the Amaya publisher for HTML document compilation,
- Use of the Thot publisher and its various (proofing) tools as a multilingual document publishing system,
- Extending Amaya to facilitate multilingual text matching,
- Adaptation of Alliance to create a co-operative publishing system for multilingual texts.

[45] HYPERSCRIPT: http://www.informatik.th-darmstadt.de/%uli/www3/W3edu95/W3edu95.html
[46] CYBERPROF: http://www.w3.org/pub//Conferences/WWW4/Papers/247
[47] WEBQUEST: http://www5conf.inria.fr/fich_html/papers//P36/Overview.html
[48] WWW VIRTUAL LIBRARY: http://tecfa.unige.ch/info-edu-comp.html
[49] WEBNET-96: http://aace.virginia.edu/aace/conf/webnet.html
[50] LINGUA: http://www.loria.fr/exterieur/equipe/dialogue/lingua

3.3 Multilingualism

3.3.1 Current state of the technology involved

3.3.1.1 Multilingualism on the Internet

Information has so far been transported on the Internet in the English language, but the lightning expansion of the super-highway, and the fact that it is naturally being used as a planetary communication carrier, means that it is now turning to multilingualism.

The Internet Society[51] is aware of the problem and has requested a revision of Internet standards in order to integrate the multilingual attribute as fully as possible. This announcement was made during the annual INET Internet conference, held in 1996 in Montreal. It was decided to use this year as the year of multilingualism and cultural diversity. A session was devoted to multilingual support[52].

At the same time, Internet training has been offered to academics and engineers in countries which are involved in the process of "crossnetting"[53]. A special session was given in French for French-speaking countries. This brought together participants from several African and Middle Eastern countries.

It is possible to find HTML pages which are called "multilingual" because they provide alternative language versions in place of the original page (pages in French with an English version, etc.). But real multilingualism as a support for Web navigation has yet to get beyond the embryonic stage. The first requirement for multilingual navigation is to standardize the text coding; this work has been initiated inside the Text Encoding Initiative (TEI)[54], and is based on the SGML standard. Again, this is still at the stage of successive proposals, and a standard has yet to emerge.

3.3.1.2 Tools for multilingualism

If multilingual access to Internet and Web resources are at an early stage of development, work on language engineering is progressing at full speed. The European Community's TELEMATICS programme has already commissioned a large number of projects. Many specialize in particular areas, but a nucleus groups together generic products which are usable in projects specifically concerned with language teaching, particularly the following:

- EuroWordnet (Building a Multilingual Wordnet Database with Semantic Relations between Words),
- INTERVAL (Interlinguistic Terminology Validation),
- LE PAROLE (Language Engineering—Preparatory Action for Linguistic Resources Organization for Language Engineering),
- FACILE (Fast and Accurate Categorization of Information by Language Engineering),
- ALEP (Advanced Language Engineering Platform).

The majority of these tools can be used in compiling an index or searching concepts in a text.

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[51] Internet Society: http://info.isoc.org/
[52] http://info.isoc.org/isoc/whatis/conferences/inet/96/proceedings/a5/index.htm
[53] Ateliers INET 1996: http://www.crim.ca/inet96/frame3.html
[54] TEI: http://www.tei.uic.edu/orgs/tei/index.html

3.3.2 References in language learning

Most of the techniques currently used to aid translation or construct multilingual applications can be used for language teaching.

Sites providing translation (more or less) on-line:

- EURODICAUTOM[55] for the translation of words to and from 8 European languages.
- On-line dictionaries: the Institute of Genetics and Molecular and Cellular Biology at Strasbourg is an access point[56] to this type of resource, notably the WWW EF bridge server[57] which gives the (oral) pronunciation of each word translated.
- Another example is "Foreign Languages for Travellers[58]" which offers key sentences for travellers in several languages. The home page itself is offered in several languages. The range of sentences to learn is however the same throughout.

There are also sites which provide "multilingual" resources ranging from simple lists of words in different languages, to a corpus of terms in different languages. Some Web sites conduct censuses of these linguistic resources. These are often very relevant, for example, Roberte Hobbes Zakon[59], or in the university context, Tyler Jones at the University of Willamette[60].

3.3.2.2 Matching multilingual texts

To construct a truly multilingual navigation structure, it would be necessary to have, for any given text (or hypertext), its linguistic structure and its real content in several languages. The main problem is the granularity with which the structure needs to be described in order to be able to match the components of each translation of the same text.

The European LINGUA project[61], conducted by a team at Nancy, is a pioneer in this area. A corpus of texts translated into various European languages is described according to TEI recommendations and it is possible to make a truly multilingual search for information using keywords.

3.3.2.3 Other useful addresses:

· Among the Internet-Drafts produced by the Internet Engineering Task Force is the Winter memorandum on the internationalization of the WWW[62], or more precisely, on HTML[63].

· There are also more "complex" resources such as on-line lexicographic analysers, from the RANK XEROX centre at Grenoble[64] for example, or even translation machines, such as those offered by the Globalink company[65] which return translations at a later time.

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[55] EURODICAUTOM: http://www.uni-frankfurt.de/~felix/eurodictautom.html
[56] Online dictionaries: http://titus.u-strasbg.fr/Dictionaries/Top.html/
[57] English French Bridge: http://mlab-power3.uiah.fi/EnglishFrench/ef.html
[58] Foreign Languages for Travelers: http://www.travlang.com/languages/
[59] http://inc.org/guest/zakon/languages/
[60] http://www.williamette.edu/~tjones/Languages-Page.html
[61] LINGUA: http://www.loria.fr/exterieur/equipe/dialogue/lingua
[62] http://www.crpht.lu/~carrasco/winter/draft0.html
[63] http://www.alice.com:8085/ietf/html/draft-ietf-html-i18n.txt
[64] http://www.xeros.fr/grenoble/mltt/Mos/T2ols.html
[65] http://www.globalink.com/xlate.html

3.3.3 Proposals for employing this technology within the framework of this project

3.3.4 Proposals for experimentation

3.3.4.1 Multilingual vocabulary and thesaurus adapted for language teaching.

This project supplements that described above from a multilingual point of view. It is concerned with defining a common terminological base for use by Tel*LINGUA project participants.

3.3.4.2 Alignment of text corpus for teaching use

3.4 The WWW and databases

The WWW is associated with databases in two main contexts:

- the setting up of resource access servers (from a simple catalogue presentation up to on-line ordering systems),
- the management of linguistic materials (texts, corpus, etc.).

3.4.1 Current state of the technology involved

The Web contains data on this subject, including an especially good demonstration of the state of the art[66] by Steve Moore, an Australian student.

The most commonly employed technique consists of accessing existing structured databases using a Web navigator. The majority of DBMS developers (whether relational or object-orientated) currently provide Web interface platforms to enable access to data stored in their databases. For example, IBM has developed an interface for its DB2 relational DBMS[67]. There are similar interfaces with Object-orientated DBMS such as that offered by O2 Technology[68], for example.

Generally speaking, the interface consists of a C or PERL program installed on an HTTP server using the CGI interface to generate, for example, SQL from forms. There are also user-created interfaces (such as that created around Oracle[69] by INRA), generic products for SQL-supporting DBMS (like WDB[70] from the Southern European Observatory, or WebLink/XWorks[71] for Visual Basic). The "Genome Community" organization has produced a toolbox[72] to generate such applications and provides access to many references.

Other techniques involving DBMS are also useful. For example, a DBMS can be used to store HTML page fragments, or perhaps to generate an information search system (in the "information

[66] State of the Art on W3 and SGBD: http://w3c2.com.au/steve/is3.html
[67] IBM DB2 interface with WWW (general interface diagramme and demonstrations): http://www.software.hosting.ibm.com/data/db2/db2wgafs.html
[68] 02-Technology http://www.o2tech.fr/
[69] WWW - Oracle Interface: http://moulon.inra.fr/oracle/www_oracle.html
[70] Web SGL WDB Interface: http://archive.eso.org/wdb/html/
[71] WebLink/XWorks for Visual Basic: http://www.place-inc.com/weblink/index.htm
[72] About GDB Web/Genera: http://wwwdoc.gdb.org/letovsky/genera/

retrieval" sense, with inverted files, from total or partial extractions of the data contained in the DBMS. This technique lends itself well to the production of toolboxes (for example: INRIA's DILIB) when the DBMS are specialized (for example: library management systems). It is equally suited to the merging of data originating from a mixture of applications, especially where data volume may be a problem.

However, the user interface remains pretty rudimentary (CGI-BIN forms). JAVA can be used to create very user-friendly interfaces.

Alongside the world of DBMS, it is also necessary to consider the world of Data Retrieval Systems, where most products now offer a WWW interface and sometimes z39.50.

Solutions using operating system file management trees, which manage the storage and distribution of textual or multimedia objects, are now beginning to appear. These architectures are generally very similar to the HTTP protocol. The NCSTRL (Networked Computer Science Technical Reports Library) DIENST protocol[73] is a significant reference in the electronic library world.

3.4.2 References in language learning

The demands imposed by the use of texts which are often multilingual are hardly compatible with the constraints imposed by conventional (relational) DBMS and favour the use of standards derived from SGML, for example the SARA system[74] (SARA - SGML Aware Retrieval Application) within the BNC (British National Corpus) project.

Simpler applications like translators' directories (the Aleph service[75] from The Global Translation Alliance) make good use of DBMS-type techniques.

3.4.3 Proposals for employing this technology within the framework of this project

The inventory of teaching and linguistics resources depends directly upon this type of technology.

3.4.4 Proposals for experimentation

3.4.4.1 Creation of a collective catalogue of teaching resources

Such experimentation must address the following aspects:

- research or adapt a catalogue standard to describe teaching resources for language teaching,
- research and adaptation of norms or standards for storage of available teaching resources in electronic form (an adaptation of DIENST, for example),
- research or definition of a thesaurus adapted to the products identified,
- inventory of existing catalogues and conversion to this common format,
- implementation of collective servers,

[73] DIENST: http://cs-tr.cs.cornell.edu/
[74] SARA Workshop: http://www.sil.org/SGML/sara-work94.html
[75] ALEPH Translators directory: http://www.aleph.com

- study of the working environment necessary to enable an author to include material in such a collective catalogue.

3.5 Indexation and the WWW

3.5.1 Current state of the technology involved

The WWW has enabled the on-line availability, via the Internet, of an unprecedented volume of electronic documents. It is always difficult to estimate the numbers involved, but given that the Altavista[76] site currently indexes over 30 million Internet documents, the total number of on-line documents must be in the hundreds of millions. To find a relevant document in this mass of information has become very difficult because the WWW offers navigation only via hypertext links which chain documents and provide the ability to sort through them by following those links. This system does not permit searches based on criteria, keywords, etc.

To offset this restriction, various teams have developed services which sort through WWW servers to extract information and index it. It is therefore possible to enter requests into these services, which will then give you a list of document references (URLs).

Many such services are offered on the Internet, and the following are just a few examples: altavista, lycos[77], yahoo[78], infoseek[79], open text[80], etc. Some provide free evaluation versions of their software.

The Internet Research Task Force (IRTF) has set up a working group on this subject called "Resource Discovery". Participating in this group are the Transarc company and the universities of Colorado, Arizona and Southern California. A project called "Harvest"[81] has been financed. It has produced a set of software applications which permit:

- servers to be browsed using various Internet protocols (HTTP, FTP, etc.),
- extraction of information from documents in different formats (plain text, HTML, PostScript, Internet News, etc.),
- indexing of this information.

This software has been made freely available and thousands of sites have used it to unify their information servers.

If some of these sites can now index millions of documents and return a result in such a very short time, under a second, the quality of that result is often questionable: a request often returns thousands of references, most of little relevance. There are many reasons for this, but we will address two which are relevant to this study. Indexation systems use descriptors to describe documents and select them. The nature of these descriptors is very variable depending upon the situation: the document may already be structured and contain its own description, but more commonly it will have minimal structure and therefore the descriptors will have to be generated from a "free text".

In the first instance, the lack of efficiency is often due to the absence of a common vocabulary which renders the language vague and ambiguous. It is important to have common descriptors and then to have a limited set of values for each descriptor which have precise meaning.

[76] ALTAVISTA: http://www.altavista.com/
[77] LYCOS: http://www.lycos.com/
[78] YAHOO: http://www.yahoo.com/
[79] INFOSEEK: http://www.infoseek.com/
[80] OPENTEXT: http://www.opentext.com/
[81] HARVEST: http://harvest.cs.colorado.edu/

An Internet working group has tried to tackle this problem. It has produced, amongst others, these two proposals:

- each community will produce families of descriptors adapted to its documents. The descriptor reference will be made up of a family identifier and an identifier for the descriptor within the family.
- a family of universal descriptors called "Dublin core"[82] has been proposed. It contains descriptors such as "Author", "Title", "Object type", etc.

Secondly, to extract the significant elements from a text is a complex task. Most of the tools available in the public domain see words as character chains and construct indexes using algorithms which rely essentially on word frequency and lists of words to exclude, often treating languages indiscriminately. It is certainly possible to extract far more precise information from a text, but to do so calls for more sophisticated analytical methods such as syntactic analysis.

The TELEMATICS programme's SPARKLE project[83] (Shallow Parsing and Knowledge extraction for Language Engineering) is developing a syntactic analysis system which is programmable by language together with a lexical acquisition system.

A workshop, supported by the WWW Consortium, on "Indexation and Information Retrieval in a distributed environment", was held in May 96. The report can be read at http://www.w3.org/pub/ WWW/Search/9605-Indexing-Workshop.

3.5.2 References in language learning

We have been able to find no indexation server specializing in this area.

3.5.3 Proposals for the use of this technology within the framework of this project

There are two aspects which seem relevant to us:

- This type of system can enable us to combine information from those sites which contain information on language teaching. That in turn will enable us to maintain a dynamic inventory which will evolve automatically according to the sites combined.

- We have previously stressed the importance of having common descriptors and a thesaurus within any community in order to be able to select relevant documents efficiently. This work will be one of the project tasks.

3.6 Multimedia teleconferencing on the Internet

In a multimedia teleconference, the participants can hear and see each other as well as create, manipulate, edit and annotate documents. These documents may be texts, images, tables, photographs or detailed diagrams. Special techniques implemented include the multipoint transfer of sound and vision and the sharing of text or graphic data.

[82] DUBLIN CORE: http://purl.org/metadat/dublin_core_elements#title
[83] SPARKLE: http://www2.echo.lu/langeng/en/le1/SPARKLE/sparkle.html

3.6.1 Current state of the technology involved

3.6.1.1 History

The transmission of video images over communication links (videoconferencing) dates back to the 1960s. In addition to the cost of leased lines to provide the necessary bandwidth, there was also the cost of equipping special videoconferencing rooms at each end of the link, plus subscription to the service. These costs were too high for educational organizations and individuals.

3.6.1.2 General standards

A set of standards defined by ITU-T (the section of the International Telecommunications Union charged with standardization of telecommunications)[84] aims to implement a generic framework for co-operative work (audioconferencing, videoconferencing, text and graphic data sharing, multipoint file transfer, application sharing). These standards also promise product interoperability regardless of carrier (Internet, ISDN—Integrated Service Digital Network—or normal telephone network).

The relevant standards are:

- the T.120 series: Multimedia and a framework for collaborative work[85],
- the H.323 series: Videoconferencing on networks whose properties are similar to those of the Internet[86].

We can also identify:

- the H.320 series: Videoconferencing on ISDN (Integrated Service Digital Network)[87],
- the H.324 series: Videoconferencing on low bandwidth networks such as the analogue telephone network[88].

The first products conforming to a significant subset of these standards have just appeared on the Internet for PCs under Windows.

3.6.1.3 Multimedia teleconferencing on the Internet

The development of multipoint transmission technologies and improvements in hardware performance have enabled experimentation with new applications on the Internet (audioconferencing, videoconferencing, remote meetings, shared white-boarding) without the need to resort to expensive peripherals.

3.6.1.4 The hardware required

Sound transmission assumes an audio input interface and a microphone.

Video transmission assumes a video capture card and a camera. This hardware is easily available at low cost.

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[84] ITU-T: http://www.itu.ch/
[85] T.120 series: http://www.itu.ch/publications/itu-t/itutrec.html
[86] H.323 series: http://www.itu.ch/publications/itu-t/itutrec.html
[87] H.320 series: http://www.itu.ch/publications/itu-t/itutrec.html
[88] H.324 series: http://www.itu.ch/publications/itu-t/itutrec.html

Video reception requires no special hardware; it can be achieved using software which displays the image in a window of the machine's graphical interface (X11, Windows, etc.).

Sound reception assumes an audio output interface. Such an interface has long been standard on Macintosh; workstations and PCs are now increasingly equipped with one as standard.

3.6.1.5 Audio and video capture, compression and decompression

Both audio and video are compressed using software coders/decoders. For video, they generally conform to the H.261 standard (H.261 is part of the H.320 series).

3.6.1.6 Data Transfer

Adapted transfer protocols are used: RTP (Real Time Protocol) (RFC 1889) and RTCP (Real Time Control Protocol) (RFC 1889). A supplementary service, multipoint data transfer, is required for co-operative working. It can be implemented either by each application or be offered by the network. In the first instance it would difficult to avoid the circulation of multiple copies of the same data on the same link, thus using up valuable bandwidth needlessly, in order to allow full knowledge by each participant of the multipoint sessions in progress.

To offer this service at network level, extensions have been added to some Internet protocols. IGMP (Internet Group Management Protocol) (RFC 1112) allows machines to declare their membership to one or more groups associated with the multipoint router on which they depend. New routing protocols have been developed and an experimental multipoint distribution network implemented, the MBone (Multicast backBone)[89], which is a virtual multipoint distribution network implemented by volunteers. This network is, for the present, made up of machines executing a special program (mrouted) and spins a web consisting of tunnels above the Internet.

General availability of the Mbone is not a goal at present. Multipoint applications are often greedy in terms of bandwidth; it is thus undesirable to route multipoint traffic on low speed links.

The current situation is temporary while we wait for multipoint support from Internet routers and the determination of a stable routing protocol which can widely deployed. Multipoint (or multicast) is native in the IPv6 specification[90] (IPv6: RFC-1752, RFC 1883, RFC 1884, etc.) for routers and workstations.

3.6.1.7 Access to multipoint services

You must use multipoint-aware equipment and be connected to a network which is itself connected to the MBone, the virtual multipoint distribution network. This connection assumes minimum Internet access of 512Kb/s (kilobits per second) and then depends on your administrator.

3.6.1.8 Current limits

There is no interoperability between tools. If some tools, like shared white-boards which are not hungry in terms of bandwidth, function on the Internet, those which carry voice or image meet with

[89] Mbone: http://www.best.com/~prince/techinfo/mbone.html
[90] IPv6: http://www.urec.fr/IPng/

multiple problems. In transmitting data which is closely linked in time, they are relying on a network which provides no such guarantee. Even on a local network, one hopes that the frames transmitted arrive at their destination without loss, in the same order and after a short and relatively constant delay; this is not the case on the global Internet.

Higher speeds are needed for audio transmission, and more again for video: several tens of Kb/s for audio, from 64 to several hundreds for video. Now, not even all the MBone links can allow the full transmission of all the cumulative throughput of all the multipoint sessions in progress, thus causing packet losses and "holes" in the reproduction of audio or video. This is bearable for video but a lot less so for audio which very rapidly becomes incomprehensible. For language teaching, audio quality must be higher than that which makes it comprehensible in its own language; the sound and vision must be perfectly synchronized so that lip movement can be seen.

The co-operative models, offered using the tools currently available, remain rudimentary. Generally, participants transmit in turn, often at the instruction of a co-ordinator.

3.6.1.9 The main software available

a) Audio and video software

- Free Phone: Telephony on the Internet

Free Phone is an audioconferencing tool developed by members of the INRIA "High speed network" working group. It offers a number of useful functions like support for redundant coding, high frequency audio sampling, and simultaneous multipoint and point-to-point conversations.

- IVS: Videoconferencing on the Internet

IVS (INRIA Videoconferencing Network) software enables transmission of audio and video data on the Internet from a standard workstation. It includes software coder/decoder functions for audio (PCM—Pulse Code Modulation, ADPCM—Adaptive Differential Pulse Code Modulation) and video (H.261). Only a small addition to hardware is required; a Unix workstation requires a camera and a video card (porting to PC is in progress).

The inclusion of PCM, ADPCM and H.261 coders/decoders enables IVS to use standard Internet technologies to transmit audio and video data. While conventional H.261 coders/decoders operate on leased lines, the IVS software H.261 coder/decoder uses standard UDP datagrammes. Some adaptation is necessary to use this coding on packet switching networks such as the Internet. A model for packetizing the H.261 video flow using RTP has been developed and has been defined in a draft (draft-ietf-avt-h261-02.txt) offered to the IETF (Internet Engineering Task Force) "Audio and video data transport" working group. IVS and some coder/decoder cards, such as those from GPT and Bitfield, use the same packeting model and are interoperable.

- VIC: Video Conferencing on the Internet

VIC is offered by UCB (University of California at Berkeley)[91]/LBL (Lawrence Berkeley Laboratory)[92]. Its flexible and extendible architecture enables it to support several environments and multiple configurations. In a wide bandwidth environment, a JPEG (Joint Picture Expert Group) flow of several megabits per second can be produced using compression through a special card. In a

[91] UCB: http://www.berkeley.edu/
[92] LBL: http://www.lbl.gov/

narrow bandwidth network like the Internet, a software encoder can be used at high compression rates. VIC uses RTP version 2.

This application level protocol is fully implemented in VIC. Although VIC could operate in point-to-point mode using standard IP addressing, it is intended for multi-conference applications. To join a multipoint conference, your system must support IP multicast and if possible you should be connected to the IP multicast backbone (Mbone). VIC also functions above the U.C. Berkeley's "Tenet" group's experimental real time network protocol[93].

b) Shared white-boarding

Remember that these tools allow several people to work simultaneously on text, graphical and/or scientific data using the metaphor of the shared board which everyone can read from and write on.

- WB from LBL

This is the most widely-used software at the moment. It is easy to use and can import ASCII or Postscript documents which can then be annotated, drawn on, etc.

- Collage from NCSA

Top-of-the-range software, orientated towards scientific applications and available on a wide variety of systems, Collage offers white-boarding, message dialogue boxes, a colour palette editor, a screen capture utility, a shared text editor, data analysis capabilities, 2D and 3D animation players, etc. It does not offer multipoint services. Clients connect to a server activated by the session initiator.

c) Session directories

These are tools which display the services available on the MBone: session name and type (audio, video, white-board, etc.), address of the group, duration, description. They can also automate the launching of applications to access sessions.

- sd from LBL:

This is used on MBone to display all public, and even private, broadcasts. A configuration file in its own directory loads the preferred tools for audio, video, etc. decoding.

3.6.2 References in education

The purpose of the Relate (Remote Language Teaching) project[94] is to study remote teaching; special attention is paid to the difficulties involved in teaching a foreign language. It particularly involves the language departments of United Kingdom universities. It relies on the high speed Superjanet (Super Joint Academic Network)[95] which connects English universities.

3.6.3 Proposals for employing this technology within the framework of this project

A multimedia multipoint teleconference includes not only the sounds and images of its participants but also the data they produce or exchange. The participants can hear and see each other as well as

[93] U.C. Berkeley's Tenet: http://tenet.berkeley.edu
[94] Relate: http://www-mice.cs.ucl.ac.uk/relate/project_desc.html
[95] SuperJanet: http://www.ja.net/UKNationalHost/fac-proj/uk-facilities/superjanet.html

create, manipulate, edit or annotate texts, graphics or images. We propose the co-ordinated use of these techniques to create a language teaching class on the Internet.

3.7 Mobile code

3.7.1 Current state of the technology involved

- Applets

In the Web context, the term applet is applied to a small compiled program which sits on a server to be downloaded and run by a navigator. The best known examples are those written in the Java language[96], and which can be loaded into Netscape and Microsoft navigators; other applet systems for other programming languages are also offered on experimental navigators.

Examples are the Tcl[97], plug-in[98] and Python[99] languages used for the OBLIQ (DEC SRC) programming system[100], an experimental language for distributed object-orientated calculation. INRIA also offers a system of applets for the Caml language[101], demonstrated in the MMM navigator[102] .

The use of applets makes Web documents interactive: instead of just navigating between static documents (already able to include a dynamic element by the use of forms and documents produced on-the-fly), documents can now include interactive programs with their own graphical man-machine interfaces displayed by the Web navigator (as HTML documents or in the form of other windows).

The mechanism behind the applets can be considered as an extension of the client/server model: traditionally, in this model the user must first obtain the client software (either on a physical carrier, or from the network), then install it and configure it in order to then access the server. With applets, the downloading and configuration steps are completely implicit: an applet is downloaded then run automatically as soon as the HTML page to which it is attached has been displayed.

Because it is executed within the navigator, the applet has access to the network and can communicate with its originating server to transmit data or to obtain supplementary data.

- Advantages

- Portability, maintenance

From the usage point of view, and as an extension of the client/server model, the applet offers the following advantages compared to the traditional model:

portability: in theory, an applet is completely independent of the operating system and the machine on which it will finally be run. In principle therefore, the applet programmer need not worry about the platform (Mac, PC, Unix) on which his applet must run.

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[96] JAVA: http://java.sun.com/
[97] TCL - navigateur SURFIT: http://pastime.anu.edu.au/Surfit
[98] Nescape Plug-in for Tcl/Tk: http://www.sun.com/960710/feature1/plugin.html
[99] Grail Navigateur: http://monty.cnri.reston.va.us/grail-0.3/
[100] Obliq: http://www.research.digital.com/SRC/personal/Luca_Cardelli/Obliq/Obliq
[101] CAML: http://pauillac.inria.fr/caml
[102] MMM: http://pauillac.inria.fr/mmm

maintenance and updating: since the applet is loaded by the navigator each time, it can be continually updated (bug fixing, improvements) without affecting users.

- Man-machine interface

The integration of applets into the Web, especially in HTML pages, enables the text and images already displayed by the navigator (HTML visualization) to be combined easily with more complex elements of the man-machine interface (menus, buttons, input areas, selection lists, animations, etc.) which will be specific to the applet.

It is therefore possible to create (never having to worry about portability) attractive interactive applications with ease; Man-Machine Interface libraries and easy network access are indeed available to the applet programmer.

- Limitations

- In the approach

Applets are programmed in a given language, Java for example. Because of the portability it gives this approach is probably better when developing new applications in the form of applets than a specific development for each platform. On the other hand, when adapting existing software by adding network communication facilities, the applet approach means entirely re-writing those applications in Java (or another language), and also limits all further development by the obligation to use this particular programming language.

- In the technique

There are several limitations inherent in the technologies available to applets today:

1- Performance and resources

Current applet technology is expensive in terms of resources and performance: portability (compiling for an abstract machine) makes programs slower than if they were compiled specifically for a given platform (orders of 10 to 20, even 30 times slower, depending on the language). Moreover, navigators are themselves large programs, requiring powerful machines with lots of memory.

2- Security problems

The applet's main inherent problem is security: while navigating the Web, the user will unconsciously load and run programs of unknown origin. There is therefore in principle a risk that these foreign programs could be harmful in terms of security (modification or destruction of data on the client machine, transmission of confidential local data to a server). Applet systems have mechanisms whose purpose is to guarantee that an applet cannot cause this type of problem. Over and above the fact that these mechanisms (in Java, for example) do not really guarantee that the applets are harmless, they introduce a number of limitations on the resources to which those applets have access, which can make them unsuitable for some applications.

Therefore, current security policies for those navigators supporting Java applets mean that an applet cannot read or write files on the client machine. The result of this is that in an educational application, the applet can not save exercise results on the client machine.

- Discussion

These limitations must provoke consideration of the type of hardware configuration envisaged for users. Similarly, the constraints imposed by the planned security policies (for example, the inability to save files on the client machine) must be considered very rapidly in application design.

3.7.2 Proposals for employing this technology within the framework of this project

The following proposals are based on an observation of the current status of applet utilization on the Web.

- Interfaces with the exercise databases

The most promising way we can use applets currently is in database interfaces: an applet allows the easy provision of an interactive graphical (or "multimedia") interface with which the user can look up a database (across a database—Web server bridge).

Indeed, it is already possible to look up Web databases, but in order to do so all the data contained must be converted into a form which is directly recognizable by a navigator (HTML, images and sound), and transform any interaction into hypertext links or forms.

With the applet approach, the database can contain more "general" data, from exercises for example, and it is the applet which will be responsible for the presentation of and interaction with the exercise. From the technical viewpoint some aspects, such as managing a "look-up session" are more easily managed with applets than with an approach based on traditional Web navigation. Similarly, because the applet can manage communications with the server, a system managing students' exercise results should be able to be combined more easily (especially in terms of spelling) with management of the exercise itself.

- Group communications

Another current use of applets is group communications: several people look at a page on a given server; this page contains an applet which allows all these people to communicate in real time.

This type of group communication can be useful in teaching, to put different groups of students in contact with each other, or students in touch with teachers in other locations.

Feasibility Study: February to October 1996

Commission 8

Identification of existing/upcoming databases and resources

Maryse QUÉRÉ

The G7 Theme 3 Transcultural Education and Training is supported by:

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TEL*LINGUA : TEMPORARY REPORT OF WORK PACKAGE 8

IDENTIFICATION OF EXISTING/UPCOMING DATA BASES AND RESOURCES

Maryse Quéré

MENESR/DISTNB

23/9/96

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REMINDER OF OBJECTIVES

The objective of work package 8 was to make an inventory of available data in electronic form (Internet servers) in order to redirect theron the users of the pilot server TEL*LINGUA[1]. Such data being useful in respect of languages training in a transcultural perspective, our inventory has consequently been dedicated to :

- servers intended for the training/teaching of languages of the different G7 countries and/or the European Union ;

- servers containing data on other spheres of activity, as long as it can be used :
  - by language teachers to teach, simultaneously, the language and the various characteristics of the country by any means they think useful ;
  - by students in order to learn, simultaneously, a scope of activity and the language in which it is described.

The scopes of activity could therefore be extremely various : educational systems (to make exchanges and mobility easier), working and living conditions, geography, history, tourism, law, economy, patrimony and civilization, terminologies ...

As a feasibility study was concerned, it was not necessary to make an exhaustive inventory, but rather to select a representative specimen liable to give rise to an orientated typology by the public and the customs, leading to recommendations for the pilot server and then for the G7 project itself.

THE METHOD USED

Three methods have been jointly used :

The various work packages contributing to the feasability study TEL*LINGUA had a common methodology : the coordinators appointed in the different countries concerned had to submit to the person in charge of the work package a "national" report, from which the latter had to draw up a synthesis. In a mail dated May 1996, that request was made by the person in charge of the work package. The only country which complied to the request within the required time was the United-Kingdom. Spain handed its national report in the end of August and therefore, the information has been included in this report.

Italy has appointed three correspondents for work package 8. One person in France and one person in Switzerland offered to participate in the work package works. As and when their name was known, these persons were requested to supply information.

Being cautious, the person in charge of the work package had decided to use two other methods as soon as work started.

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[1] The initial terms and conditions were not specified "on internet". For this reason, many correspondants gave data base references in the form of access reserved for identified users. We did not take them into consideration within the framework of this feasability study.

The second one consisted in writing to people belonging to identified networks, so as to request that they supply either data, or references of data bases (of servers), or names of persons liable to supply such information. Three networks have been used : the one of the European project BASE (SOCRATES program) ; the one of the working group members "telematics for knowledge" of the fourth PCRD of the European Union (mainly the "education and training" and the "library" sectors) ; the one of the British CTI (Computers in Teaching Initiative[2]).

Altogether, between the persons in charge of work package 8 and the network members, in addition to the persons they recommended, 149 persons were sollicited and 57 replied (appendix I). Considering the unfavorable time of the year, and the fact that the person in charge did not work full time on the task, and didn't recontact the people, the percentage of replies is very good.

Finally, the third procedure involved the research of bases considered relevant for the typology carried out on the WEB by the responsible person, with the help of references supplied by these interlocutors (or references already known), of links existing on these servers, and finally of search engines. The last fortnight of the month of July has been devoted to this rational "navigation ". Altogether, 256 servers or services have been identified (appendix II).

The respective efficiency of the three methods will be estimated in the paragraph concerning the recommendations. This report with appendix II and which lacks the national reports will be distributed to all persons outside the project who answered our requests, accompanied with an invitation to the Turin Conference, in order for them to provide further information, either in written form or by speaking during the conference itself.

THE RESULTS

A first research result, directly related to the objective of work package 4 with which result it will be compared[3], consists in a typology of the servers visited and adopted. There again, without seeking exhaustiveness, we have tried to identify the types of servers which generally exist in all the countries concerned by TEL*LINGUA.

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[2] The CTI, amounting to 24, are services dedicated to the use of new technologies in higher education. They are hosted, according to the subject, by various British universities.

[3] At the very moment we are writing these lines, this report is not yet available.

Typology of servers

Directory of servers

We have visited Cansites and the Toile du Québec (Canada), Donde? (E), the page WWW Services of the Technological University of Helsinki (Finland), the UREC/CNRS (France), the Irish Web Server Map, RESTENA (Luxemburgh), the Dutch Home Page (Netherlands, bilingual).

The task of these servers consists in making an inventory of the total WEB resources of a country, to which they give access through links. They allow the free gathering of information, with a counterpart of inefficiency if a definite objective is being proceeded with. They adopt varied classifications (alphabetical, geographical...), and in most cases one per subject.

Providers of services and/or of access to Internet

We have visited Oz Email (Australia), DocuWeb (Canada), Nomade and Imaginet (France), Ariadnet and Hiway Network (Greece), Kerna (Ireland), Video on line (I), Twics (Japan), ELVIS (Russia), Algonet (S), die MarkPlatz (Switzerland), Geocities and U-Net (USA).

Usually, in an unpretentious way these servers provide useful information often as a play activity, particularly when Internet is used, and supply links on the servers they have selected.

> *Example: The U-Net server provides a service, named eflweb, for English as a Foreign Language Magazine.*

Servers of the print media or native electronic newspapers

We have visited The Sydney Morning Herald online (Australia), The Toronto Globe and Mail (Canada), Jornal de Noticias, el Periodico Online and Melibea (Spain), Le Monde (France), Mix on Line and Il Piccolo (I), the Luxemburger Wort, a Japanese newspaper, Bonnier Företagen (S).

More accessible from everywhere than the media itself, but generally more limited, these servers provide texts written in the language used daily in the country, linked up with current events.

Servers of radio and television channels

We have visited Catalunya Radio and FM Express Radio (E), France-Television and La Cinquième (F), MTV (USA).

They are the link with the radio or television channels, frequently used in language teaching.

> *Example: La Cinquième provides an access to a catalog of programs and digital services.*

Servers of governments

We have visited The Australian Government, Culturenenet (Canada), the German Federal Government, Ventana Moncloa (Spain), the Finnish State, Admifrance, the MAE and the pages of the French Language General Delegation (France), the Authorities for the Computerization of the Civil Service (I), The Ministry of Industry and the Irish Government, the National Science Foundation server (USA).

These servers constitute a mine of information on everything official, and are therefore very interesting, by themselves or by the links they provide, to gather documentation on the country with which one wishes to make exchanges or wishes to visit. They also usually refer to texts written in a refined language typical of the country. They are concerned with the teaching/training of their language as second language. Finally, they offer various other useful services (example : the press).

> *Example : the MAE server has a service " the French language throughout the world ", going as far as self-estimation exercises.*

Amongst these servers, those of the ministeries in charge of education or research

We have visited the Ministry of Education (B), the Higher Council of Scientific Research and the Ministry of Education and Culture (E), EDUTEL and its various transformations (France), the Ministry of Universities and Scientific Research (I).

Generally, these servers are very complete, by themselves or through the servers to which they refer[4], regarding the educational resources of a country, and can be most useful in case of research of exchanges. In addition, they offer special services that can be of interest to those concerned by TEL*LINGUA.

> *Example 1 : EDUTEL offers a bilingual version of the DEP publication " The state of the school ".*
>
> *Example 2: the CSIC provides an access to its electronic databases.*

Servers of embassies

We have visited the servers of the embassies of Germany, Spain, the server of the French embassy in Canada, the one of the French embassy in the Netherlands.

These services are very varied, in accordance with the personality of their designers.

> *Example : the French embassy in Canada has a service, the Kiosque, which offers links with the press of different countries throughout the world.*

[4] For instance in France, EDUTEL is linked with the servers in 13 academies which have developed experiences on Internet, academies linked to the services of the schools described later in this report.

Servers of international institutions

We have visited the REFER server (francophonie), the Ortelius, Cordis and Europa (European Union) servers.

These services are various, depending on their purposes. It is necessary to give details on the services they offer.

Example: ORTELIUS, containing a database on higher education in Europe, can help the mobility of the students; CORDIS can make scientists's mobility easier.

Servers of school communities

We have visited the Canadian Rescol (whose english-speaking equivalent is Canada's Schoolnet), the CNDP server (F).

These servers are interesting insofar as they give access to services (and links) suitable for schools or universities.

Example 1 : when selecting the heading " french poetry ", one gets on the server www.webnet.fr, where one can look for a poem with part of the author's name, or of the title or of a line ; I have obtained " Harmonie du soir " by Baudelaire, which one can also listen to if the required configuration exists.

Example 2 : Rescol gives access to the bilingual CD-ROM Canadisk, which is a collection of texts in which I searched for the word " Manitoba ", and I was given seven references.

Example 3 : the CNDP server offers the downloading of a sample product called Perfect your English.

Servers of school institutions

We have visited André Maurois middle school and the Picquecos elementary school servers (F).

These servers are not specialised in languages, but show a wide range of activities chosen and executed by the pupils themselves, even though it is their teachers who are in charge of the computerisation, espacially at the elementary school level. Each elementary, middle or high school, opened that way on the world, can therefore contact other schools directly. This can be a very efficient tool for the learning of languages, along with other traditional methods.

Example : The CNDP sent us the draft of a text to be published later (see appendix III).

Servers of universities

We have visited the Catholic University of Louvain (B), the Polytechnic University of Madrid (E), the Technological University of Helsinki and Kuopio (Finland), the University of Bordeaux I, the CNAM and the University of Paris IX Dauphine (France), the University of Bologna (I), University College of Dublin (IRL), the Technological University of Delft (NL), Brandeis and the Loughborough Universities (UK), the University of Tennessee, Willamette University - Oregon, SUNY Cortland (USA).

These servers are useful to the students, the teachers-and the researchers wishing to establish exchanges or to carry out mobility. Some of them offer links on other servers of their country.

Example: Kuopio University provides a list of courses of Finnish as a Foreign Language

Servers of research teams or of researcher communities

We have visited the server of the Maison des Sciences de l'Homme d'Aquitaine (France), the library of educational documentation of Florence and the center of theoretical and applied linguistics of Bologna (Italy), the Russian Space Science Internet, the Social Science Information Gateway (UK), AskERIC (USA).

These servers are interesting for the searchers who want to improve their knowledge of speciality languages.

Servers of libraries

We have visited the National Library and the library of Waterloo University (Canada), the Biblioteca Nacional (E), the French National Library, and a private library : Books Stacks Unlimited.

These servers give access to numerous references in written documents, but seldom to text sources... On the other hand, the access to very beautiful illuminations is guaranteed ! Their catalogues are not yet interfaced with the WWW, and a password is often requested.

Servers for tourism and museums

We have visited Bruges and Limbourg (B), Bayern and the Deutsches Museum (D), El Palacio Andaluz and the Prado Museum (E), the Maison de la France and the department of Corrèze (France), Citta Italiane and Bologna (Italy), The traveler's Advisor for Greece (USA, which cross-refers to other American or Greek servers).

These much varied servers, often multilingual, offer an easy access to the country.

General data bases

We have visited Factbook CIA, a spectacular data base concerning all the countries of the world (USA).

First access to the countries !

Servers of institutions giving language courses

We have visited the Goethe Institut (D), Institut Cervantes and the Colegio de Espanol La Janda (Spain), the Open University and the English Institut (UK), the Frizzy University Network and the Academy of English (USA).

These servers can provide useful information to the adults who wish to acquire the knowledge of a language through the traditional methods or by distance learning.

Servers or services of associations (or of consortium) of language teachers

We have visited FLTeach - Cortland, the American Association of Teachers of French, the Romane languages resource Page - Chicago (USA).

They describe the activities of the association, provide resources and links.

Servers or services dedicated to languages (training, teaching, translating)

We have visited the Talencentrum of the university of Ghent (B), The linguistics server of Essen University (D), English-French Bridge of Jouni Santara and Kotimaisten kielten tutkimuskeskus (FI), The server of the association of Universal Bibliophiles and the French Alive at Orléans University (F), the linguistics department of the University College of Dublin (Ireland), LOGOS and CRS4 (Italy), the Jeffrey's Japanese<->English Dictionary Server (Japan), the Center for Modern Language (CML) of the University of Plymouth, Lingu@NET, the CTI Center for Modern Languages and the Oxford English Dictionnary (UK), Travlang, the service " Foreign Languages Resources on the Web " of the University of Berkeley, the Virtual Media Lab of the University of Pennsylvania, ARTFL in Chicago for its public part, the LEO dictionnary, the Hapax-Sweet Briar College Virginia server, the Britspeak Dictionnary, the collection of Shakespeare at the MIT, the language server at University of Illinois (USA).

These servers (or services included in a more general server) are much varied. There are several dictionaries on line, more or less user-friendly, tests, complete language " courses ". Finally, they contain an inventory of the mailing lists and the newsgroups

Example 1 : on LOGOS (server of a multinational private group specialised in translations), after various trials and errors we have obtained the different translations of the French word " love " in three contexts.

Example 2 : CML gives access to a service called " The Human-Languages Page ", a resource catalogue in linguistics on Internet. The first heading, Languages and Literatures, classified by language, gives the list of sites relating to that language as from a data base managed in the USA.

Example 3 : EF Bridge gives access to a translator talking with contexts and to interactive tests.

Example 4 : Travlang supplies small dictionaries for travelers, as from a language source, in 31 target languages.

Example 5 : we have found, on a server of a non identified english-speaking country, a complete course of Dutch language.

Significant pages extracted from Lingu@NET and CTI/CML are attached (appendix IV, V).

Servers for the teaching or research on another topic

We have visited the site of Elsevier (ND), thomson.com (UK), the Perseus project (USA-English/Classical Greek).

These sites are the most difficult to reach, except with search engines, or by specialised centers such as the CTI. They must therefore be compared with the next category.

Example: the private server of Thomson provides an access to a catalog of CDROMs in medical studies

Servers or services dedicated to the use of new technologies in teaching

We have visited the site of NCET and several sites of CTI (UK), " Computing & Communications " - Washington (USA).

These sites usually provide links with useful sites, and supply catalogues of multimedia training resources.

Example 1 : the legal CTI archives the publications addressed to law teachers, available on line, including an interesting article written by its director, " Law on the World Wide Web ", which contains 13 links with other servers.

Example 2 : C&C is a service intended for the training of teachers to create services on the WEB.

General features

In some countries, all the official servers are *bilingual*, thus allowing for the carrying out of theme and version exercises with instant correction which enables self-estimation. Several other servers offer the language of the country and the English language, more seldom several foreign languages.

Greek or Russian servers, in spite of the few encoding-decoding tools available in version 2 of Netscape.

Likewise, the *multimedia* is still faced with problems : the sound or video files are well transmitted if the modem speed is high enough, but there is nothing on the terminal for their interpretation, or else the terminal is wrongly configurated.

A large number of servers concerning this or that country, such or such language, are located *outside* the country concerned, or the country where the language is spoken. Many are in the ... USA. They have been generally created by university professors (address with the ~ symbol), foreign language teachers who have created their own resources and sometimes accept to share them.

Finally, in some countries, the information superhighways are still local roads ...which deter from interrogation, the response time being so long. A large number of the South European countries are in that case. They do not hesitate using multimedia documents as illustrations, therefore slowing down the speed. If the picture is irrelevant, it is a better idea to focus on a well designed text.

A few words on search engines

There are two types of sites : those using a software to continually update the lists of servers classified by topics and sub-topics (LYCOS, YAHOO...) in which their research is effected, and those, such as ALTAVISTA, which effect a " full text " research. For a non specialist, the first ones are easy to use. This is not the case as far as the second ones are concerned as, on the one hand, it is not always easy to formulate the question and, on the other hand, a too large request of the " education " and " languages " type gives a much too important number of references (50 000 HTML pages).

Typology in accordance with the users and the practices

The object is to install on the experimental server TEL*LINGUA a service that provides links to the servers or the services according to the person consulting and to his object, instead of leaving that person alone to browse through numerous addresses, even if an important effort has been made to classify them.

The idea is quite simple. In order to identify the person who is interrogating, he is required to fill in an initial questionnaire. We offer the following categories :

- identity
    - learner
        - pupil
            - primary
            - secondary
        - student
        - adult wishing to learn or to improve his knowledge
        - searcher
    - teacher
        - primary
        - secondary
        - superior
        - adults' trainer
- language spoken
- target language

The questionnaire also enables statistics on how often the server is visited, to be collected. Then the user will be asked a question about the way he wants to navigate on the server.

- desired mode of access to servers
    - personal research
    - servers selected by TEL*LINGUA

In the first case, we refer to directories of countries where the language is spoken[5], or to search engines. In the second case, we refer to a second questionnaire.

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[5] Each TEL*LINGUA server has to be in charge of creating and updating this directory.

The second questionnaire aims at identifying the main object the person consulting has in mind. The two main categories of persons (learners, teachers) have some objects in common. Other objects are specific. The following suggestions, as a matter of fact will have to be compared with the results of work packages 1 and 2 (needs of the users).

	teacher	learner
- organize a twinning of classes	*	
- attend courses		*
- access to resources on Internet	to teach	to learn
- discover a country	*	*
- access to various medias (press, radio, TV)	*	*
- get to know the associations	*	
- to be informed about a training institution - higher education - secondary education - primary education - other	*	*
- access to resources of a given subject in the target language	*	*

In each questionnaire, icons (or keys) show permanently the choices of the user, in abscissa and ordinate. He can change them at any time.

The server must then supply a list of relevant servers taking into account the state of the variables. Supposing that one of the problems resolved, i.e. that there is an international data base of servers to which a " label " has been attached giving a value to some boolean variables (example : server of a university), a research in the base, followed by the dynamic realization of HTML pages containing the links found, will allow to hit the target. The problem is, of course, the timelessness of the base, and we will examine it in the following paragraph.

We are waiting for the results of work package 6 in order to make final choices for the installation.

RECOMMENDATIONS

Moving from the feasibility study to a permanent project is an operation that questions how to facilitate the execution of such a study, and on the human cost that will allow the project to endure. We would like to suggest some recommendations now for work package 8.

Duration of the Project

The project involved G7 and European Union countries. It was easy to find correspondants in the European Union, because of the noted « snow ball » effect, and it would have been easier if the person in charge could have been working full time on the study. On the contrary, the contacts with other countries have not gone as well, and the resources have only been found while browsing on the Internet. This has not been a problem, except that the author had to evaluate the services alone. What was more difficult was the lack of answers to a preliminary draft of the report which had been sent to all the operational coordinators, at the beginning of August, asking them advice on the typology and the questions, and asking them to complete the list of servers.

Recommendation 1 : to be certain of the accuracy of each correspondant, and limit the project to countries which commit themselves by offering them a real support.

General Coordination

Contrary to the European Union, G7 is a concept without administration. The feasibility study showed that a project such as TEL*LINGUA can only be properly executed if the coordination is very efficient, which has been demonstrated during the present study itself. If G7 cannot achieve that goal, if it cannot pay somebody to do it, the project will not be able to survive.

Recommendation 2 : to be certain, eventually by financing it, that the structure of the coordination is efficient

Integration into Each National Policy

The countries which have been the most efficient (concerning this work package) are those for which the TEL*LINGUA project was in line with their national policy (United Kingdom with the Lingu@net server, integral part of NCET), or those for which the project could be derived from their national policy (France with the CNDP server, and the catalog of which can be found in the appendix VI). In fact, an expertise can't be improvised in a period of less than one year. The implication of countries where new technologies for education are not given to a specified institution, are not necessarily excluded from participating in the project : they must understand that the mission they give to someone in order to accomplish TEL*LINGUA must be as long term (contract).

Recommendation 3 : give the project to an organism that has among its specialisations the use of new educational technologies, or if that is not possible, to sign a contract with a structure for quite a long period of time.

Particular demands for work package 8

Our work has shown us that nothing is more elusive than an URL, even if it is institutional, or, moreover if it is provided by an individual home page. This rule applies as much for URL addresses listed on the servers, as for those which have been recommanded by experts. We have at time been able to locate such and such a service by using a search engine, but often, the words found in URL were not numerous or precise enough for this use.

To keep up a database of servers like the one we suggested earlier on, requires a permanent work, even if the procedure is not difficult. If this work is not done, the TEL*LINGUA server will loose rapidly all credibility.

Concerning the research of new services, visiting server directories and using search engines seem to be the most efficient means added to the spontaneous demonstrations by creators, the moment TEL*LINGUA will be known.

Concerning updating, (suppressing unavailable services, URL modification, changes in the service identification sheet necessary for the guided consultation to function properly), it is indispensible to maintain a quasi permanent and tight link by E-mail or usual mail, with the coordinator of the service (and it if it is a private person, his « legal envelope » for example the university for a university professor).

In each participating country, we are able to estimate the work load to one man/year for the servers of the involved country.

Recommendation 4 : to pay close attention to the updating of the directory of services.

NATIONAL REPORTS

United Kingdom

TEL*LINGUA

G7 Information and Society Pilot Projects:

Theme 3: Language and Culture Network

UK Status Reports

- **Work Package 1:** User needs - educational systems CILT
- **Work Package 2:** User needs - economic area ALL - Bob Powell
- **Work Package 3:** Educational strategies and objectives CILT
- **Work Package 4:** Content providers CILT
- **Work Package 5:** Service providers NCET
- **Work Package 6:** Server structures, access and standards NCET
- **Work Package 7:** Experimental pilot servers NCET
- **Work Package 8:** Identification of existing or upcoming databases and resources NCET
- **Work Package 9:** Criteria of good practice and validation ALL - Terry Atkinson

This report is co-ordinated by NCET (the National Council for Educational Technology) on behalf of the DFEE (Department for Education and Employment) with thanks to CILT (Centre for Information on Language Teaching and Research) and ALL (Association for Language Learning).

Tel*Lingua France
Tel*Lingua Germany
G7 Switzerland
G7 USA

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TELELINGUA

Work Package 8:
Identification of existing or upcoming databases and resources

There are currently over over 30 million documents on the World Wide Web (WWW) and most of these originate in the USA. However, the proportion of American documents is declining, as use of the Internet grows in other countries, among them the UK. Most large British companies and organisations have, or soon will have, their own WWW site. Internet magazine, among others, maintains a complete list of new UK sites.

The principal language databases and resources currently available on the World Wide Web are Lingu@NET, CILT, NCET, BBC, British Council, Internet for Learning, CampusWorld, CTI Modern Languages and Schools On Line. Relevant Government information is to be found on sites maintained by the CCTA Goverment Information Service and the Department for Education and Employment.

The following sites offer materials related to the teaching and learning of languages and cultures. The format of the list is such that it can be saved and imported into a bookmark file. Most of the sites are UK-based, but some overseas sites are included where they have been found useful in the UK. These sites are included in NCET's Directory of Web sites for Education which is updated monthly.

Criteria applied: mainly concerned with teaching and learning languages

Major UK sites for education and training

Britain and the English language

Scotland and Gaelic
Wales and Welsh
UK community languages

Other UK sites

Non-UK Languages

Major UK sites for education and training

CILT
Comenius Centres
NCET
Lingu@NET
A language teacher's Internet Tour
CD-ROM Titles Review 1995

CITS Modern Foreign Languages
NCET TV
BBC
Education: subject index
Languages Section
Internet for Learning
Languages Section
CampusWorld
Modern Languages
CTI Centre for Modern Languages
Hull University is a national centre for IT in language learning
Schools On-Line Project
Languages Section
DTI scheme with 60 schools; science and modern languages focus
Channel 4 Schools
Languages Section
British Council
Educational Technology Showcase
English language and British Studies
The Open University

Department for Education and Employment
For school performance tables, superhighways documents, information about the national curriculum and more
CCTA Government Information Service

Towards Open Government and on-line services and information for citizens

Britain and the English language

Go2: Guardian OnLine online
On line version of the online section of The Guardian
Press Association NewsCentre
Reuters News
Shakespeare Homepage
The Electronic Telegraph
The Times
Worldwrite
Berkshire Newspaper
International Association for Teachers of English as a Foreign Language
History Resources
The British Library
Explore the Magna Carta and more
Cambridge- Online City
Croydon on-line

UK Schools' Home Pages

The Brakenhale School Home Page
Benson Community School Homepage
Low Bentham County Primary School
Probably the first UK school on the WWW
College Park High School's Home Page
Sandon School, Essex

Schools on-line project schools
IFL Schools
Robin Hood School

Education Support

Education Exchange
ORTnet Front Page
SchoolNet UK
Set up by Eaton School, Norwich. Free Web space for schools, pointers to sites, curriculum hotlinks.
UK Guide
UK School Resources Home Page
Dialnet
3000 e-mail addresses of UK schools and colleges; examination secretaries in most cases however
Koeksuster Homepage
Contains useful Internet advice for schools and details of publications and events
Norfolk LEA
A pioneering initiative to provide on-line educational support
Ofsted Reports Database
Reports on every maintained school, but readable only with Adobe Acrobat.
RNID Library Homepage
The Royal National Institute for the Deaf

Travel, interests

Eurostar Internet
Vauxhall Traffic Information UK map
Film Finder
The Yellow Web Directory
Penguin Homepage
Internet Movie Database at Cardiff UK
An acclaimed site for film buffs
Time Out
Leisure in London. You have to register but it's free.
Hotel Net
Internet Book Shop
British Midland
Reed International Mail Order Book Service

Computers/Internet

UK mailing lists
http://www.mailbase.ac.uk/search-descriptions.html to search the list
Tonic
Cyberia Home Page
The first cybercafé in the UK

Business / economics

Business Education on the Internet

Mathematics

UK National Lottery
Shell Centre for Mathematical Education
London Mathematical Society

Science

Useful sites for scientists
The science area of the Schools OnLine project.
Gene Web
Science Museum, London
Natural History Museum
BBC Internet experience
Edex Project - Science In Action

Technology

Museums and Galleries
Information Studies - Home Page
ACITT- National Association for Co-ordinators and Teachers of IT
Ivanhoe Career Guide to Information Systems
The Ivanhoe Careers Guide for Information Systems, a comprehensive and authoritative guide to careers in IT
Centre for Alternative Technology
The on-line version of the CAT in Wales
Surrey Institute of Art and Design
Glasgow Visual Arts 1996 Festival of Design
Engineering Council
IEE
Plastics Technology Center
Rolls Royce
Peugeot
Woodworking photo gallery

Scotland and Gaelic

SCET
Comhairle Nan Sgoiltean Araich (CNSA) - The Gaelic pre-school Council
The home page of a growing charity, with a page of links to all things Gaelic and Celtic - for example, pointers to on-line Gaelic lessons.
Gaelic Homepage
This site covers all Gaelic languages and cultures but concentrates mainly on the Irish line. You can find out about the music of the Celts, and listen to sound files comparing three Gaelic languages.
Gaelic Languages Info File
A list of Gaelic-related links - for example, to on-line dictionaries, and one to the Gaelic college on the Isle of Skye.
BBC Telebhisean na Gaidhlig agus Leud Phrogram
Information about BBC Gaelic programming - main site is in Gaelic with a (hard to find) link to an English version. Programme-by-programme guide, with short (1.5Mb) videoclips. Site also contains programming schedule and an archive of old programmes. (Not kept very up to date - last updated April 96.)

Wales and Welsh

Wales Web Pages
: Written in English about everything Welsh. Includes pictures of Wales and a guided tour of the country - listen to the pronunciation of the town with the longest name! You can also take Welsh language lessons. Includes links to many other sites about Wales and the Celts.

Uned 5
: Welsh television site, with Welsh and English versions - seems to be aimed at attracting a younger audience. "... the first Welsh language television program to have its own page on the Internet. "

History and Status of the Welsh Language
: A comprehensive document outlining the historical, political and cultural background of the Welsh language, written by a Welsh-speaking native of the country but aimed at "foreigners".

A Welsh Course
: Welsh course for beginners, with links to other resources. This is a frames version, but should be readable by browsers which do not support frames.

Community languages

Bangladesh : Language
: A history of Bangla (Bengali), the Bangladeshi language, showing examples of the Bangla script and linking to other related sites. A sound file is included where you can hear "I love you" spoken in the language.

Pathways for Teachers - Teachers' Resources and Classroom Topics
: Useful Bengali words and phrases, and Bengali dictionary.

Hindi Program at Penn
: Audio and video lessons in the language, together with images of Northern India.

Urdu poetry
: A personal choice of poems by a Bombay student currently at Arizona State University, written in English script and giving English translation.

The Hindu
: On-line edition of India's national newspaper (in English).

Bharatiya Vidhya Bhavan
: Home page of The Bhavan, a national Indian organisation with a centre in the UK interested in aspects of the spiritual, ethical, educational, literary and intellectual life in the great sub-continent.

Non-UK Languages

French

Pariscope, une semaine de Paris

Les Pages de Paris

SNCF

Nice-Matin
: French regional newspaper

SYTADIN: ILE-DE-FRANCE
: On-line traffic news

Le Monde diplomatique [mars 1996]

Les Webs D'Or !

French Music Database

Les Pages de Paris

Abc Hotels France
Selected hotels in France: details and booking form
Autres serveurs FranÁais
CYBERMAX
A lively on-line magazine for French HE students. Some areas, notably 'humour' are not moderated.
FranceNet
FranceWeb Les Carnets de Route
Frogmag
Grenoble
Hapax: French Resources on the Web
IMAGINET
L'annuaire Electronique - le 11
La Ferté Bernard: Cité Virtuelle
La France - sensitive map
Le Web francophone
Leeds University PGCE French
Lokace
Search tool written in French
Météo France
Ministère de la culture et de la francophonie
Premiers pas - pages for children
R E Cy F
Resources for Learning French
Revue quotidienne de la presse en France
St. Etienne
Tennessee Bob's Famous French Links
Contains some useful links.
W3 servers in France
Web Libération
WWW Servers Hosted at CNIDR

Spanish

El Tiempo
The Tecla Home Page
Spain and Spanish on the Net

German

Der Spiegel
Deutsche Welle
German News, Jahresübersicht
Goethe-Institut London

UK Tel*Lingua Home

Last modified: July 1996
URL: http://ncet.csv.warwick.ac.uk/WWW/temps/linguanet/tel-lingua/index.html
Contact: Roger Blamire, NCET, Science Park, Coventry, UK-CV4 7JJ. Tel. +44 1203 416994.
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Spain

WP 8. Identification of existing/upcoming databases and resources

Results obtained:

In this section we have been collecting information about existing data bases related to language learning offer, in addition to other resources for access to products suitables or services provided on Internet (search engines).

Both national and international official directories were consulted.

- International: Gale Directory of Databases

25 databases were found which seem to be of interest because they cover aspects related to language learning and other cultural aspects.

Information is given in **Annex 1.**

- National: ASCII and IBERTEX. (The information found is given in **Annex 2**).

- CINDOC (Centro de Información y Documentación Científica) which is part of the CSIC (Consejo Superior de Investigaciones Científicas) is working on the construction of a terminology data base, RITERM, which covers all the fields of science and technology and includes both Spanish and Latin American words. This data base is to be translated into four languages.

- The Town Council of Barcelona, together with the CODI7 company, worked on the Lingua Programme on a project leading to the construction of a data base with 13,000 entries, each of which corresponds to an activity existing in published material (book, audio, video, etc.). Each entry contains between 20 and 30 fields with varied didactic information on the activity, its location, the use to which it can be put, etc. There are activities for learning Spanish, English, French and German. The data base is updated to June 1995 and so far is not on sale to the general public. The company contacted, CODI7, is interested in making the data base available for use on Internet.

- RedIRIS (Red para la Interconexción de Recursos InformáticoS - Network for the Interconnection of IT Resources). This is the academic and research network financed by the National Plan for Research & Development and managed by the Communications Centre of the CSIC (Consejo Superior de Investigaciones Científicas - Higher Council for Scientific Research). There are about 250 affiliate institutions, mainly universities and public research bodies. It is responsible for providing the required network services and for the maintenance and future development of infrastructure.

  It is also the Spanish office in charge of the allocation of addresses and name registration on Internet.

The RedIRIS is an important access route to the various academic and scientific resources. **http://www.rediris.es**

- Search engines allowing access to the different Internet resources in Spanish as well as access to the Spanish Webs. The different Spanish searchers can be distinguished as follows:

  ⇒ Elcano: **http://www.elcano.com**
  ⇒ Trovator: **http://trovator.combios.es**
  ⇒ Biwe: **http://biwe.cesat.es**
  ⇒ Donde?: **http://donde.uji.es**
  ⇒ Olé: **http://www.ole.es**
  ⇒ Ozu: **http://www.ozu.com**
  ⇒ Fantástico: **http:www.fantastico.com**
  ⇒ El Indice: **http://www.globalcom.es/indice**
  ⇒ El Inspector de Telépolis: **http://www.telepolis.com**
  ⇒ Directorio Global Net: **http//www.globalnt.com**
  ⇒ Tournet: **http://www.iis.es/tournet**
  ⇒ Señas: **http://www.combios.net/senyas**

  Spanish search engines giving information on the different Spanish Autonomous Communities:

  ⇒ El País Vasco: **http://www.PaisVasco.com/info.htm**
  ⇒ VilaWeb/The Catalan Highway: **http://vilaweb.com**
  ⇒ Balears Internet: **http:www.uib.es/baleares**
  ⇒ Guía de recursos de las Islas Baleares: **http://www.wmaster.es:80/UEP**
  ⇒ Leonet: **http://www.fut.es/~jbarra/leon.html**

  Access to Latin America:

  ⇒ Access to miscelaneous information regarding the 21 Spanish-speaking countries:

    Cibercentro: **http://cibercentro.com/busqueda**

  ⇒ Mundo Latino: **http://www.mundolatino.org**
  ⇒ Latino Connection: **http://www.webspace.com/~pedro/index.html**

International:

⇒ The Spanish Embassy in Ottawa has set up this service offering information on Spain, its language and its culture.

Si Spain: **http://www.DocuWeb.ca/SiSpain**

⇒ City.net España: **http://countries/spain**
⇒ Yahoo: **http://www.yahoo.com**
⇒ Lycos: **http://www.lycos.com**
⇒ Altavista: **http://www.altavista.digital.com**

. Literary pages linked to electronic texts. These pages mean that a large number of important works from the history of literature can be obtained on-line.

⇒ Athena : **http://un2sg1.unige.ch/www/athena/html/athome.html**
⇒ En España : **ftp://listserv.ccit.arizona.edu/pub/listserv/comedia/intext.html**

The above addresses can be used to gain access to servers providing information on education and culture or to the main Spanish universities, centres and public and private institutions and to obtain an idea of what the Internet España world represents today for training and dissemination of the Spanish culture.

Additional information more oriented to existing products is given in WP4, as shown in the following sections:

1. Products

1.1. Products or information available on the network (ON LINE)
1.2. Multimedia products available (OFF LINE)

When possible, a distinction is made between data related to the Spanish language and other languages considered 'foreign'.

2. Providers

The characteristics and strategies for development as presented by the various providers of content were studied and structured as follows:

2.1. Publishers and distributors
2.2. Specialist centres
2.3. Research centres and universities

Relevant projects related to the preparation of teaching products within the study area, available in the short term will be detailed here.

APPENDIX

Appendix I : list of persons contacted

The first column shows the country. The second column shows the abreviated name of the person. The third shows the nature of the list in which he was included. The fourth shows if the person has been contacted (before or after the creation of the preliminary report) ; the fifth, if he answered, the sixth the name of the person in charge of the answer. The seventh shows the persons who sent a national report. The eighth shows the persons who gave addresses of services, the ninth those who gave non digital datas, or datas not on line on Internet, the tenth, those who provided other sources to contact. Finally, the eleventh shows the persons contacted to give their advice on the preliminary report.

TEL*LINGUA Project	
Official coordinator	Oc
Operational coordinator	oc
Work package rapporteur	c1 to c7, c9
Work Package 8 participant	c8
Observer	obs
Telematics Application Program in the European Union	
Member of the Education and Training working group	ET
Member of the Libraries working group	LIB
Unknown	TEL
Project BASE	
Participant	Base
CTI	
Coordinator CTI	CTI
Others	
Ministry of Foreign Affairs	MAE
Name provided by another person	[ ]

PERSONNES SOLLICITEES

Pays	Nom	Nat.	Ecr.	Rép.	Signataire	R.N.	Bas.	Don.	Références fournies	prov.
AUS	PREROST	Oc	oui							
AUS	WHYTNEY	oc	oui	tél.	WHITTELSTON					*
AUT	BADURA	LIB	oui							
AUT	BARTH	ET	oui							
AUT	SCHLAGER	ET	oui	oui						
AUT	SINABELL	LIB	oui							
B	BUEKENS	ET	oui	oui					Poel	
B	FONTAINE		oui							
B	LENAIN	LIB	oui							
B	MEERT	ET	oui							
B	MOULIN	LIB	oui							
B	POEL		oui	oui						
B	STEENBERGHE	ET	oui	oui					adresses sans nom (peu exploitable)	
B	VANDERPUTTE	LIB	oui	oui	HUFFELEN			oui	Euridyce, Veirman	
B	VEIRMAN		oui	oui			oui			
CAN	BAILEY	oc	oui							*
CAN	BOISJOLY	Oc	oui							
CH	HIRSCH		oui	oui	REINHARDT			oui		
CH	MOREL	oc	oui	oui	DUNAND				Fontaine (Belgique)	*
CH	OSTINI	Oc	oui							
D	AMMON	c2	oui	oui						*
D	DIESSNER	ET	oui	oui					Kugemann, Wagner, Haller	
D	EFFELSBERG		oui	oui				oui		
D	HALLER		oui							
D	HELD	Base	oui							
D	HIRSCH	Oc	oui							
D	KUGEMANN	oc	oui							*
D	LEHMANN	LIB	oui							
D	REINHARD	ET	oui	oui					Hirsch	
D	REINHARDT	LIB	oui	oui				oui		
D	THOMAS	LIB	oui							
D	WAGNER		oui							
DK	LARSEN	LIB	oui	oui						
DK	VOSS	ET	oui	oui						
E	DE FREITAS	Base	oui							
E	DEL BLANCO	ET	oui	oui	ARRIETA		oui		répertoire des administrations	
E	PEREZ-INIGO	oc	oui	oui	MORO	oui	oui			*
E	SERRANO		non	oui						
E	URIARTE	LIB	oui	oui	COLODRON		oui			
E	VEIGUELA	Oc	oui							
F	BEQUET	LIB	oui	oui					liste biblio-fr	
F	BRAUN	c1								*
F	GUYON	c4								*

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PERSONNES SOLLICITEES

Pays	Nom	Nat.	Ecr.	Rép.	Signataire	R.N.	Bas.	Don.	Références fournies	prov.
F	HUCK	c5								*
F	LEPRINCE	c8	oui	oui			oui			*
F	OUDART	c9								*
F	QUESNEL	Base	oui							
F	THOMAS	MAE	oral	oui			oui			
F	TRUCHOT	c3								*
FIN	LARJOMAA	TEL	oui	oui					Lehikoinen	
FIN	LEHIKOINEN		oui	oui						
FIN	LUOLAMO	oc	oui							*
FIN	SALONHARJU	TEL	oui							
FIN	SAVOLAINEN	TEL	oui							
GR	CHAMZAS	ET	oui	oui						
GR	KALAMBOUKIS	TEL	oui							
GR	KASTIS	oc	oui							*
GR	SPIRAKIS	TEL	oui	oui						
I	ACHIARY			oui			oui			
I	BELLESI	Base	oui	oui			oui			
I	BRACCI	c8	oui							*
I	CREVATIN	c8	oui							*
I	Do. Ri. F. (assoc.)		oui							
I	GARITO	ET/c8	oui	oui					associations	
I	GREMENTIERI	oc	oui	oui	NATOLI					*
I	LEND (assoc.)		oui							
I	MAZZOLA	LIB	oui							
I	NATOLI	Oc	oui							
I	PAOLINI	TEL	oui							
I	PISATURO	c8	oui							*
I	TESOL (assoc.)		oui							
IRL	DAVIS		oui	oui					MacAogain	
IRL	FOLEY	TEL	oui							
IRL	GALLEN		oui							
IRL	McDERMOTT	TEL	oui	oui	KELLY					
IRL	McDONALD	TEL	oui	oui	TOOMEY				Davis, Schaeler, Gallen, Sutcliffe	
IRL	SCHAELER		oui	oui						
IRL	SUTCLIFFE		oui							
IRL	TWINING	Base	oui							
ISL	ANDRESDOTTIR	TEL	oui							
ISL	INGTHORSSON	TEL	oui	oui	DIMITROVA				Skaptason	
ISL	JEPPESEN		oui							
ISL	OLAFSSON	TEL	oui	oui					Jeppesen,Thorhalisdottir,Skaptason	
ISL	SKAPTASON		oui							
ISL	THORHALISDOTTIR		oui							
J	KOIZUMI	Oc	oui							*

PERSONNES SOLLICITEES

Pays	Nom	Nat.	Ecr.	Rép.	Signataire	R.N.	Bas.	Don.	Références fournies	prov.
J	NAKAE	obs	oui							
L	DONDELINGER		oui							
L	TREMUTH		oui							
L	WERNÉ	ET	oui	oui				oui	Tremuth, Dondelinger	
N	BERN	ET	oui							
N	ENGELSTAD	LIB	oui							
N	ESPELI	TEL	oui							
NL	BROUWER	LIB	oui							
NL	DOOL	ET	oui							
NL	GRAAFF		oui							
NL	HOFFMAN	ET	oui							
NL	MEER	ET	oui	oui					Dool, Graaff	
NL	WIJK	LIB	oui							
P	CAMPOS	LIB	oui	oui	SANTOS				Dias, Mateus, Lino, Sampaio	
P	DIAS		oui	oui			oui			
P	LINO		oui							
P	LOPES	LIB	oui	oui						
P	MATEUS		oui							
P	NOZES	ET	oui							
P	PIRES	oc								*
P	SAMPAIO		oui							
S	AHLSEN		oui							
S	AHRENBERG		oui							
S	AHRENS	TEL	oui							
S	ALLWOOD		oui							
S	BANNERT		oui							
S	COOPER		oui							
S	DAHLBACK		oui							
S	EJERHED		oui	oui						
S	EKLUND		oui							
S	ERIKSSON		oui							
S	HAGERLID	TEL	oui	oui					Eklund, Thomas	
S	HEDIN	TEL	oui	oui	ATLESTAM				Swedish EU Program Office	
S	JONSSON		oui							
S	LENBERG	TEL	oui							
S	MAGNUSDOTTIR		oui							
S	NIVRE		oui							
S	SANDSTROM		oui							
S	SCHNEIDER		oui							
S	STRANGERT		oui							
S	SULLIVAN		oui							
S	THOMAS	TEL	oui	oui				oui	Allwood, Cooper, Nivre, Ahlsen, etc.	
UK	AYSCOUGH	LIB	oui							

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PERSONNES SOLLICITEES

Pays	Nom	Nat.	Ecr.	Rép.	Signataire	R.N.	Bas.	Don.	Références fournies	prov.
UK	BLAMIRE	c8	oui	oui		oui	oui			*
UK	CASTLEFORD	CTI	oui	oui					CTI langues	
UK	COOK	LIB	oui							
UK	EMSLIE	CTI	oui	oui			oui		CTI langues	
UK	EVANS	oc/ET	oui	oui	GILFELLON				Partridge	
UK	EVERETT	CTI	oui							
UK	HENRY	CTI	oui							
UK	HOPKINS	CTI	oui	oui	BLACKBURN			oui		
UK	JONES	ET	oui	oui	GUNNER				Noble, Lee, Matthews	
UK	LEE		oui							
UK	MATTHEWS		oui	oui					a transmis au ministère	
UK	NICHOLSON	CTI	oui	oui					CTI langues	
UK	NOBLE	ET	oui							
UK	POPHAM	CTI	oui							
UK	RITZEMA	Oc	oui							
UK	TERRETT	CTI	oui	oui			oui			
UK	THOMPSON	CTI	oui	oui			oui	oui	Wright, Bourne (NCET)	
UK	WRIGHT		oui							
USA	GARNETTE	obs								*

Appendix II : List of identified servers

The servers are classified by countries. The last ones correspond to unidentified countries.

- The first column indicates the type of server in the actual state of the report.

Visited	*
incorrect URL	?
not visited	[empty cell]

- the « source » column indicates the origin of the server

Name of appendix II	[name]
found while browsing	net
included in a national report	RN[country]
known by the author	moi

- The « serveur » column shows the URL, the « contenu » column shows the type of information (estimated or verified) provided.

LISTE DES SERVEURS IDENTIFIES

consulté	pays	source	serveur	contenu
*	AUS	net	www.mame.mu.oz.au	OzEmail fournisseur de services et d'accès
*	AUS	net	www.ogia.gov.au	site gouvernemental
*	AUS	net	www.smh.com.au	presse écrite
?	AUT	net	germ2.wibk.ac.at/germ/OeWB	
?	AUT	net	www.atnet.co.at/austria/sprachschulen/all.by.town.html	
*	B	net	www.concentra.be	presse écrite
*	B	net	www.online.be	site gouvernemental
*	B	Veirman	www.rug.ac.be/tcned	service de langues des univ. néerlandophones
*	B	Veirman	www.innet.net/edu	l'éducation en Flandres
*	B	Veirman	www.hobu.be/	l'éducation supérieure en Flandres
*	B	Veirman	www.kuleuven.ac.be/kuleuven/	serveur de l'université de Louvain
?	BR	net	www.if.uhrj.br	dictionnaire
	BR	net	www.folha.com.br	presse écrite
?	CA	RN Espagne	csg.uwaterloo.ca/ ~dmg/espanol/gramatica.html	grammaire espagnole
*	CA	net	www.granit.com	répertoire de serveurs
*	CA	Baron	schoolnet.carleton.ca	renvoie à canadisk (liens)
*	CA	net	www.schoolnet.ca (ou www.rescol.ca)	réseau des écoles
?	CA	net	cyberscol.cscs.qc.ca	
*	CA	net	www.GlobeAndMail.ca	presse écrite
*	CA	Thomas	ottawa.ambafrance.org	ambassade
*	CA	net	www.culturenet.ucalgary.ca	liens vers serveurs culturels

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LISTE DES SERVEURS IDENTIFIES

consulté	pays	source	serveur	contenu
	CA	net	www.ucalgary.ca	
	CA	net	library.utoronto.ca	
	CA	net	canlit.st-john.umanitoba.ca	
*	CA	net	www.toile.qc.ca	répertoire de serveurs
*	CA	net	www.nlc-bnc.ca	
	CA	net	www.canada.gc.ca	gouvernement fédéral
	CA	net	edumedia.risq.qc.ca	
	CA	net	www.quebectel.com	
	CA	net	thym.libertel.montreal.qc.ca	
	CA	net	www.uquebec.ca	
?	CA	net	www.ipuce.abacom.com	
	CA	net	www.gouv.qc.ca	
	CA	net	www.eduq.risq.net	
	CA	net	www.quebectel.com	
	CA	net	www.tv5.ca	
*	CA	net	www.DocuWeb.ca/SiSpain	ambassade d'Espgagne
*	CH	Blamire	www.admin.ch	gouvernement fédéral (dont site G7)
*	CH	net	www.thenet.ch	fournisseur de services
*	D	Baron	fim.uni-erlangen.de/projekte/tel-lingua	serveur tel*lingua allemand
*	D	net	www.dlr.de/BMWi	recherche aérospatiale
*	D	Effelsberg	GEOD.GeoNet.de	fournisseur de courrier électronique

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LISTE DES SERVEURS IDENTIFIES

consulté	pays	source	serveur	contenu
*	E	net	www.elperiodico.es	presse écrite
	E	net	www1.uniovi.es	presse écrite
	E	net	www.uji.es	bureau de l'UE
*	E	net	www.la-moncloa.es	site gouvernemental
	E	net	gias720.dis.ulpgc.es	
	E	net	donde.uji.es	répertoire de sites
	E	net	www.sitrantor.es/palacio/	tourisme
*	E	net	www.abaforum.es/is/melibea	revue électronique de culture espagnole
?/*	E	RN	www.gti.ssr.upm.es/ ~prado/index/html	musée du Prado (univ. polyt. Madrid)
*	E	RN	www.intercom.es/fmexpress	radio
*	E	RN	www.catradio.es/cr/index.html	radio
*	E	RN	www.ddnet.es	catalogue de produits de langues
*	E	RN	www.eunet.es	service pour enseignants/étudiants
*	F	moi	www.lemonde.fr	presse écrite
*	F	Thomas	www.france.diplomatie.fr	varié, dont français
*	F	net	www.imaginet.fr	fournisseur de services et d'accès
*	F	net	www.telecom.gouv.fr	bilingue
*	F	moi	www.edutel.fr	ministère de l'éducation
*	F	moi	www.lacinquieme.fr	chaîne de télévision
*	F	moi	www.mesr.fr	ministère de l'éducation
*	F	net	www.admifrance.gouv.fr	

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LISTE DES SERVEURS IDENTIFIES

consulté	pays	source	serveur	contenu
	D	net	www.auswaertiges-amt.government.de	site gouvernemental
*	D	net	www.bayern.de	site gouvernemental
	D	net	www.express.de	presse écrite
	D	net	www.nda.net/nda/spiegel	presse écrite
*	D	net	www.goethe.de	Goethe Institut
?	D	net	www.rz.uni-karlsruhe.de/outerspace/VirtualLibrary/	
*	D	net	www.uni-essen.de/fb3/linse/home.html	
*	DK	net	www.sdn.dk	fournisseur de services
*	DK	net	www.mondo.dk	fournisseur de services
	DK	net	www.datatid.dk	computer magazine
*	DK	net	www.danadata.dk	fournisseur de services
*	DK	net	www.jp.dk	presse écrite
*	E	Colodron	www.cervantes.es	institut dispensant des cours de langue
	E	Colodron	www.cicyt.es	langues
	E	Colodron	www.seui.mec.es	langues
	E	Colodron	www.pntic.see.mec.es	langues
*	E	Colodron	www.csic.es	serveur gouvernemental
*	E	Colodron	www.mcu.es	serveur gouvernemental
*	E	Colodron	www.bne.es	bibliothèque
	E	Colodron	www.rediris.es/recursos/index.html	langues
*	E	Baron	www.fundesco.es	projets européens

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LISTE DES SERVEURS IDENTIFIES

consulté	pays	source	serveur	contenu
*	F	net	www.cri.ensmp.fr	état de l'école, bilingue
*	F	net	info.msha.u-bordeaux.fr	sciences humaines
*	F	net	www.cnam.fr	
*	F	net	www.nomade.fr	fournisseur de services
*	F	moi	www.urec.fr	répertoire de serveurs
*	F	moi	www.culture.fr/culture/dglf/	service gouvernemental
*	F	net	www.franceguide.com	tourisme
*	F	net	www.bnf.fr	bibliothèque
?	F	net	www.louvre.fr	musée
	F	net	www.eunet.com/~rfi	radio
*	F	net	www.sv.vtcom.fr/ftv/fr3	télévision
*	F	net	web.cnam.fr/ABU/	textes en français
*	F	net	galois.univ-orleans.fr/langue/langage.html	ressources pour l'enseignement du français
?	F	net	www-resus.univ-mrs.fr/US/france/grammaire.html	tests
*	F	moi	www-inln.unice.fr/~delerue/college/	serveur de collège
*	F	Leprince	www.ac-toulouse.fr/piquecos/	serveur d'école primaire
	F	Leprince	www.mairie-felletin.fr/education/cyber.htm	serveur d'écoles primaires
*	F	moi	www.cndp.fr	serveur de communauté scolaire
	F	Leprince	www.alpes-net.fr/~fboquet/pnrv/ecoles	serveur d'écoles primaires
*	FI	net	mlab-power3.uiah.fi	dictionnaires, tests, liens
*	FI	moi	www.hut.fi	université, liens

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LISTE DES SERVEURS IDENTIFIÉS

consulté	pays	source	serveur	contenu
*	FI	net	www.cs.hut.fi/links.html	répertoire de serveurs
	FI	net	studwww.rug.ac.be/~kadpoote/finnish.choice.html	leçons de finlandais
	FI	net	www.mofile.fi	dictionnaire
	FI	net	www.uku.fi	universités finlandaises
	FI	net	stekt.oulu.fi	
	FI	net	syy.oulu.fi	dictionnaires
*	FI	net	www.vn.fi	site gouvernemental
*	FI	net	www.uku.fi	université de Kuopio
	FI	net	www.tku.fi	ville de Turku
	FI	net	www.fimr.fi	
*	FI	net	www.domlang.fi	ressources pour ens. du finnois et du suédois
*	GR	net	www.perseus.tufts.edu	la Grèce antique
*	GR	net	www.hiway.gr	
*	GR	net	velox.stanford.edu	tourisme
*	GR	net	web.ariadne-t.gr	fournisseur de services/gouvernemental
*	I	moi	www.logos.it	dictionnaires, services pour traductions
*	I	Bellesi	linux.bdp.fi.it	
*	I	net	www.sede.enea.it	site gouvernemental
*	I	net	www.nettuno.fr	tourisme
*	I	net	www.aipa.it	site gouvernemental
*	I	net	www.murst.it	site gouvernemental

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LISTE DES SERVEURS IDENTIFIES

consulté	pays	source	serveur	contenu
*	I	net	www.ilpiccolo.it	presse écrite
*	I	net	www.crs4.it	textes italiens
*	I	net	www.vol.it	fournisseur de services
*	I	net	www.mix.it	journal électronique
*	I	moi	ortelius.unifi.it	base de données de l'ens. sup. européen
?	IRL	net	www.irish-times.ie	
	IRL	net	www.xs4all.nl/~conail/Oideas.html	gaëlique ?
*	IRL	net	www.irlgov.ie	site gouvernemental
*	IRL	net	www.iol.ie	fournisseur de services
*	IRL	net	slarti.uc.ie/maps/ireland.html	répertoire de serveurs
*	IRL	moi	www.forbairt.ie	serveur gouvernemental
*	IRL	net		university college Dublin
?	J	net	www.mpt.go.jp/G7web	
*	J	net	www.iijnet.or.jp	fournisseur de services
*	J	net	www.aiai.ed.ac.uk	proverbes japonais traduits en anglais
*	J	net	www.wg.omron.co.jp	dictionnaire
*	J	net	www.twics.com	fournisseur de services
*	L	net	www.restena.lu	site du réseau public
?	L	net	www.men.lu	site gouvernemental
*	L	net	www.europeonline.com/lux/provider/lonline	presse écrite
?	NL	moi	www.elsevier.nl	revues électroniques

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LISTE DES SERVEURS IDENTIFIÉS

consulté	pays	source	serveur	contenu
	NL	net	www.dds.nl	presse écrite
*	NL	net	www.eeb.ele.tue.nl	ingénierie électrique
*	NL	net	www.dhp.nl	répertoire de serveurs
*	NL	net	pubw3.tudelft.nl	ambassade
*	ONG	moi	www.refer.qc.ca	espace scientifique francophone
*	ONG	Baron	enterprise.ic.gc.ca/G7/	site officiel du G7 "information society"
?	P	net	www.infocid.sma.pt	site gouvernemental
*	P	net	www.jnoticias.pt	presse écrite
	P	net	euroinfo.ce.pt	bureau de l'UE
*	Russie	net	solar.rtd.utk.edu	cours de russe
*	Russie	net	www.elvis.ru	fournisseur d'accès
?	Russie	net	rs.informika.ru	presse écrite
*	Russie	net	www.rssi.ru	Russian Space Science Internet
*	S	net	www.algonet.se	fournisseur de services
*	S	net	www.bonnier.se	presse écrite
	S	net	logos.swenska.gu.se	ressources pour langue
?	S	net	www.sb.gov	site gouvernemental
*	S	net	www.kd.qd.se/iii/languages/french/course/	cours de français
	UE	moi	www2.echo.lu	OMEGA,TITAN,EURIPIDES
*	UE	moi	europa.eu.int (ex www.cec.lu)	
*	UK	moi/Emslie	savage.ecn.bris.ac.uk/subjects/stats.html (ou sosig.ac.uk)	statistiques, liens

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consulté	pays	source	serveur	contenu
*	UK	moi	www.cml.plym.ac.uk	langues
*	UK	Terrett	ltc.law.warwick.ac.uk	CTI juridique
*	UK	Blamire	ncet.csv.warwick.ac.uk	site G7
*	UK	Thompson	www.cti.hull.ac.uk	CTI langues
	UK	net	www.hull.ac.uk	
	UK	net	www.sussex.ac.uk	
	UK	net	www.bubl.bath.ac.uk	
*	UK	net	www.bangor.ac.uk	université
	UK	net	www.livjm.ac.uk	
*	UK	Hopkins	info.lut.ac.uk/departments/dils/cti/cti.html	CTI bibliothèques et sciences de l'information
*	UK	Hopkins	www.cti.ac.uk	home page des CTI
*	UK	Nicholson	www.sys.uea.ac.uk/cti/cti-afm.html	CTI finance and management
	UK	net	www.open.gov.uk	
*	UK	net	www.lboro.ac.uk	université
*	UK	net	www.york.ac.uk	CTI psychologie
*	UK	net	www.hiway.co.uk/~ei/index.html	
	UK	net	www.knowledge.co.uk	
	UK	net	www.swan.ac.uk	
	UK	RN	ncet.csv.warwick.ac.uk/WWW/temps/linguanet/index.html	site tel*lingua
	UK	RN	www.internet-directory.co.uk	
*	UK	RN	www.emap.com	fournisseur de services

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consulté	pays	source	serveur	contenu
*	UK	RN	www.bbcnc.org.uk	chaîne de télévision
*	UK	RN	www.campus.bt.com	fournisseur de services
*	UK	RN	sol.ultralab.anglia.ac.uk	réseau d'écoles
*	UK	RN	www.open.ac.uk	enseignement à distance
*	UK	RN	portico.bl.uk	bibliothèque
*	UK	RN	www.dialnet.co.uk	répertoire d'adresses électroniques
?	UK	RN	bizednet.bris.ac.uk	
*	UK	RN	www.nmsi.ac.uk	musée
*	UK	net	www.keele.ac.uk/depts/elu/irregs.html	grammaire anglaise
*	UK	net	www.oe.com	dictionnaire
*	UK	moi	www.thomson.com	revues scient. élect., catalogue CD médecine
*	USA	net	deil.lang.uiuc.edu	
*	USA	net	www.wavefront.com	fournisseur d'accès, moteur, répertoire
*	USA	net	www.mtv.com	chaîne de télévision
*	USA	net	thecity.sfsu.eu/~funweb	
*	USA	net	www.willamette.edu	BD qui sert à The Human-Language Page
	USA	net	www.whitehouse.gov	
	USA	moi	www.geom.umn.edu/docs/snell/chance	statistiques
?	USA	moi	www.census.gov/ftp/pub/econ/www/othsites.html	statistiques, liens
	USA	moi	www.has.berkeley.edu/-market/courses.html	marketing
	USA	moi	www.wwu.edu/-market/marketing/courses.html	marketing

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consulté	pays	source	serveur	contenu
*	USA	Thomas	www.utsa.edu/aatf	american association of teachers of french
?	USA	net	www.w3.org	
?	USA	net	etext.lib.virginia.edu/french.html	
?	USA	net	www.nosc.mil	
*	USA	net	www.nova.edu	moteur de recherche
*	USA	net	www.eb.com	encyclopedia britannica
	USA	net	fedix.fie.com/www/us_gov.htm	
*	USA	net	tuna.uchicago.edu	
*	USA	net	www.odci.gov	géographie
	USA	net	www.info-france-usa.org	ambassade
	USA	net	www.accueil.sfo.org	consulat
*	USA	net	ericir.sunsite.syr.edu	ERIC
*	USA	net	www.isr.umd.edu	université
	USA	net	www.eurunion.org	bureau de l'UE
	USA	net	www.ruf.rice.edu	
?	USA	net	www.tcom.ohiou.edu	
*	USA	net	www.itp.berkeley.edu/~thorne/HumResources.html	services pour enseignement des langues
*	USA	net	www.cortland.edu	services pour enseignement des langues
*	USA	net	www.yahoo.com/education/languages	moteur/répertoire
*	USA	net	humanities.uchicago.edu/romance/	liens
?	USA	net	weber.u.washington.edu (/homes/kgolden/wordbot.html)	

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LISTE DES SERVEURS IDENTIFIES

consulté	pays	source	serveur	contenu
*	USA	net	philae.sas.upenn.edu	ressources pour l'enseignement des langues
*	USA	net	www.lycos.com	moteur/répertoire
*	USA	net	www.ling.rochester.edu	ressources pour l'enseignement des langues
*	USA	net	www.qrc.com	NSF
*	USA	net	www.leo.org/cgi-bin/dict-search	dictionnaire
*	USA	net	www.issaquah.wednet.edu/public/koobd/germany/ger.html	cours d'allemand
?	USA	net	www.cam.org/~hugo/français.html	
*	USA	net	hapax.be.sbc.edu	catalogue de serveurs pour le français
*	USA	net	www.ceth.rutgers.edu/french/bienvenue.html	
*	USA	net	www.netenglish.com	association
*	USA	net	pages.prodigy.com/NY/NYC/britsk/main.html	dictionnaire
*	USA	net	teh-tech.mit.edu/shakespeare/works.html	textes anglais
*	USA	net	www.u-net.com/eflweb	fournisseur de services
?	USA	RN Espagne	cvcax.ipfw.indiana.edu/ ~jhle/cervante.html (poetry.html)	littérature espagnole
?	USA	RN Espagne	www.library.brandeis.edu/specialcoll/spcvwr/posters.html	archives guerre d'Espagne
?	USA	RN Espagne	lenti.med.umn.edu/ ~ernesto/literatua.html	culture espagnole
?	USA	RN Espagne	www.oir.ucf.edu/wm/paint/auth/picasso/	peinture de Pablo Picasso
*	USA	Leprince	www.geocities.com	fournisseur de services
*		net	www.gospelcom.net/dutchcourses.html	cours de néerlandais
*		net	www.globalnt.com	fournisseur de services
		RN Espagne	www.users.interport.net/ ~cervante/	culture espagnole

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consulté	pays	source	serveur	contenu
?		RN Espagne	www.mercon.com/mercon.carl/dalilink.html	peinture de Salvador Dali
*		RN Espagne	www.nobis.com	fournisseur de services
?		RN Espagne	www.iaga.com/vieiros/index.html	Galicie

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Appendix III : Schools and the WEB

CNDP
Service de l'ingénierie éducative
31, rue de la Vanne
92120 MONTROUGE
Tél. (1) 46 12 84 93

ET SI NOUS RETOURNIONS A L'ECOLE

« Internet, grâce à sa plate-forme multimédia : le Web, hypertoile mondiale, permet la mise à disposition rapide et simple de documents contenant des textes et des images qui peuvent constituer des ressources pédagogiques particulièrement riches. Internet change les modes de diffusion et de production de l'information. Il peut modifier aussi les modes d'apprentissage. Mais surtout, grâce à des outils simples et le plus souvent gratuits, Internet donne la possibilité de produire des documents interactifs dont la conception peut représenter une activité pédagogique particulièrement productive et valorisante. »

Partout dans le monde, des professeurs, des élèves, des étudiants, des animateurs font l'expérience d'une utilisation pédagogique des outils d'Internet. Il apparaît important d'affirmer la présence de la langue et de la création française sur ce réseau. Ce concours a pour objectif de mieux faire connaître ces initiatives, et pourquoi pas, de susciter des vocations. »

Telle est l'invite, trouvée sur le serveur Edutel[1], à participer au « Concours langue française et Internet. », organisé par la revue « Le Français dans le monde », en collaboration avec le ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche et la délégation générale à la langue française. « Les documents réalisés doivent être conformes au format HTML. », y est-il encore précisé.

Pour vérifier le dégré de réalité des ces annonces, le mieux est d'entreprendre un parcours des pages (HTML !) présentées par les établissement scolaires ayant pignon sur le Web.

Nous vous invitons à découvrir les pages Web de certains établissements scolaires sur le serveur du CNDP (http://www.cndp.fr). Des listes d'adresses commentées y sont données en complément de ce dossier. Pour y accéder, choisir la rubrique Nouveautés ou la rubrique Ressources (Publications de l'ingénierie éducative - Dossiers).

Une petite école de village apprend avec le Web en toile de fond

En visitant le site http://www.ac-toulouse.fr/piquecos/, on est étonné de pénétrer directement dans la vie studieuse et le quotidien d'une classe rurale. On y apprend que Picquecos, petite commune rurale de 305 habitants située près de Montauban dans le Tarn-et-Garonne, appartient à un regroupement pédagogique intercommunal (R.P.I.). La suppression d'écoles a pu être évitée par la répartition des enfants de trois communes voisines sur trois écoles, Picquecos, scolarisant pour sa part les cours moyens 1ère et 2ème années. La minuscule école de Picquecos, abritée par la mairie, a un seul maître, Pierre Valade, assurant à la fois l'enseignement, les tâches administratives et la mise en place des activités de sa classe sur le Web.

La lecture des pages rédigées par les enfants et la prise de connaissance de leurs activités scolaires et de loisirs, de leurs centres d'intérêt, de leurs lectures, de leur visites et promenades, de leurs échanges sur le Web..., donne l'étrange — et peut-être faux — sentiment de connaître cette classe, de la voir travailler, apprendre, rédiger... L'expression fréquemment employée selon laquelle « le Net abolit les distances » est alors perçue comme réellement vécue.

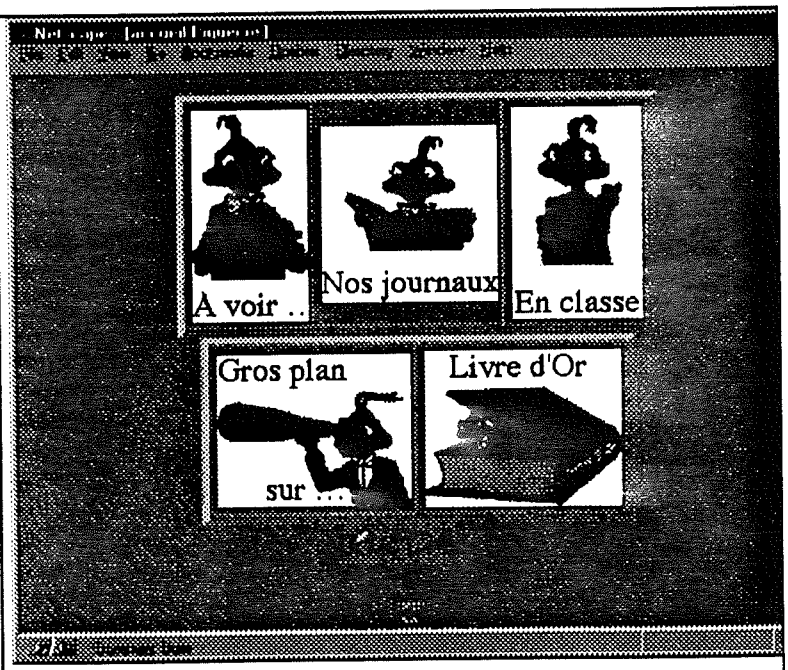
[1] http://www.edutel.fr, serveur du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche.

Aussi, avons-nous voulu corroborer nos impressions en prenant contact avec le maître d'école à qui nous laissons la parole maintenant.

Picquecos sur Internet, comment est né le projet ?

Il faut remonter deux ans en arrière. A cette époque, je terminais une parenthèse professionnelle chez Apple France qui m'avait donné le goût des échanges électroniques. Un an après mon retour dans l'enseignement, je me suis abonné à Internet à titre personnel et j'ai observé ce qu'il s'y passait, notamment sur des sites éducatifs comme Mômes sur le serveur du CNAM, sur le Réseau Scolaire Québecois... Parallèlement, je me suis inscrit à des listes de discussion et de diffusion (à Rescol et au Québec, par exemple). J'y ai trouvé beaucoup de demandes d'échanges entre écoles. Au cours des vacances d'été, j'ai réfléchi au parti que je pourrais tirer de cet outil dans ma classe. À la rentrée, j'en ai parlé au maire de la commune qui a accepté sans hésitation de renouveler l'équipement informatique, et l'école a pu être placée sur le réseau. Nous avons également rencontré un appui du côté de l'institution « Éducation Nationale », en particulier auprès de l'académie de Toulouse, dont nous dépendons et qui met actuellement en place des structures pour accueillir et promouvoir les projets des établissements scolaires. Le serveur du rectorat de Toulouse nous héberge donc « naturellement » et nous fournit gratuitement un accès au réseau.

J'ai réalisé moi-même la conception du site, après avoir défini avec les élèves ce que nous souhaitions y voir figurer. Le site a connu trois mises à jour majeures avant d'aboutir à la maquette actuelle. C'est ainsi que, dans un premier temps, il a été décidé de mettre en ligne le journal papier de l'école, le « Tumulus ». Puis, pour faire vivre le site et inciter les visiteurs à revenir nous voir, les élèves ont eu l'idée de créer quatre pages fréquemment mises à jour : la charade du jour (avec les bonnes réponses de la veille), le menu de la cantine, l'élève et la photo de la semaine. Les deux premières étapes ont nécessité chacune une dizaine d'heures de travail. La troisième a été effectuée par modules et a débouché sur la mise en place de dossiers réalisés par les élèves.



Régulièrement tenu à jour, la rubrique *En classe* présente les dossiers sur lesquels les élèves travaillent ; *Nos journaux* donne à lire ou à télécharger les numéros du journal de l'école, Tumulus ; *Gros Plan sur...* présente l'école, la région, les événements marquants (visites, projets...) ; *Livre d'Or* s'ouvre sur les très nombreux messages en provenance du monde entier et permet d'y laisser le sien ; *À voir* entraîne vers les sites préférés des enfants.

Avec quels objectifs ?

Favoriser les apprentissages disciplinaires en initiant les élèves aux nouvelles technologies de l'information et de la communication (NTIC) et en ouvrant l'école sur le monde par la banalisation d'échanges quasiment impossibles sans Internet.

Comment la conception du site est-elle intégrée aux activités pédagogiques?

Tous les travaux sont réalisés par les élèves, de façon très traditionnelle : avec du papier et un crayon. Il n'y a que les photos qui soient prises directement avec un appareil de photo numérique. Lorsque les textes sont convenables (compréhensibles, corrects...), ils sont saisis avec un logiciel de traitement de texte par les enfants. Je les transcris (le soir, chez moi) en langage HTML, puis ils regardent la maquette et en discutent. En revanche, pour la charade et le menu mis à jour quotidiennement, les élèves travaillent seuls : à trois ou quatre, juste après le repas de midi, ils utilisent directement l'éditeur de texte HTML, vérifient à l'aide du browser l'aspect des pages réalisées, puis effectuent les mises à jour sur le serveur.

En observant les rubriques *En classe ou Nos journaux*, on se rend compte que pratiquement tout est prétexte à enrichir le site : comptes-rendus de sortie, de lecture, de visites ... Pas dans l'objectif de relater tout ce qui est fait, mais parce que les enfants sont très motivés par la production sur le Net et que j'utilise cette forte motivation pour réaliser des travaux de classe, en particulier pour les travaux écrits : l'écriture n'est plus un simple artifice pour répondre aux exigences du maître, mais un moyen de communication. Il y d'ailleurs une partie cachée du serveur qui donne des tableaux de statistiques sur la fréquentation du site. Je les utilise comme point de départ d'activités en géographie et en mathématiques (tracés de courbes, modes de représentations graphiques, fonctions numériques, calculs sur les nombres entiers et décimaux, les pourcentages, de moyennes...)

Total Transfers by Client Domain May 2 1996 to May 311996						Image de travaux à mettre
%Reqs	%Byte	Bytes	Requests	Sent	Domain	
0.10	0.11	185668	30	br	Brazil...	
3.06	2.95	5209257	959	ca	Canada	
2.12	1.96	3461368	664	ch	Switzerland	
58.83	58.89	104108551	18420	fr	France	
0.69	0.80	1411911	217	us	United States	
6.07	6.85	12108087	1899	com	Commercial	
0.70	1.24	2190234	220	edu	US Educational	
0.04	0.06	103930	14	gov	US Government	
0.04	0.04	74028	11	mil	US Military	

Les statistiques de fréquentations du site sont exploitées en mathématiques ou en géographie.

Dans l'ensemble, nous passons peu de temps sur l'ordinateur. En revanche, le temps consacré aux « projets-qui-aboutiront-sur-le-site » et aux travaux découlant de gestion de la messagerie électronique, est très volumineux. Tous les enfants participent, par groupes d'intérêt sur un sujet ou par affinités. Aucune résistance : il faut dire aussi qu'en six mois, quatre groupes de visiteurs « du bout du monde » sont venus rencontrer notre classe (deux québecoises de Montréal, le directeur-adjoint de l'Alliance française à Canberra en Australie, une américaine d'Austin au Texas, deux étudiants de grandes écoles parisiennes).

Les activités de Picquecos vues du Web

Les journaux :

Tumulus et Tumulus spécial Internet

Objectifs et activités : écrire, réaliser des photos, enquêtes, reportages, étudier la presse.

Sommaire n° 9 (Juin 1996)

Prix de soutien : 10 F.

Éditorial, par Vivien, CM1

Échecs ... et mat

Rencontre avec Christian Grenier

2 étudiants à l'école

Mère-Noël américaine

Nos 2 soirées : Internet et CD-Rom, théâtre

Voyage en Anjou

Raoul, la mascotte de l'école

10ème anniversaire du Bassin d'écoles : le concert, 2ème prix régional

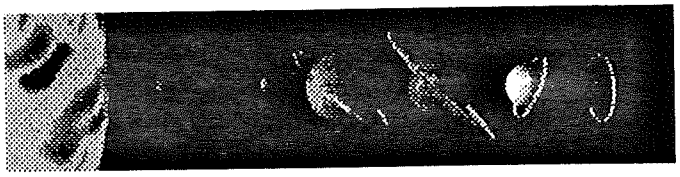
Nous avons Raoul comme mascotte depuis Janvier ; pour choisir la mascotte, nous avons voté sur des dessins de Jean-Marc Rueda. C'est la "grenouille-grillon" qui a été choisie et nous l'avons baptisée "Raoul". C'est notre emblème sur le site Internet.

Mylène (C.M.1)

Les dossiers

Éveiller la curiosité, approfondir un sujet, acquérir des connaissances, rédiger un dossier.

Les 9 planètes du système solaire (photos de la NASA)



Mercure, Venus, Terre, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton

Définitions...

Nous avons aimé lire...

Lire, présenter un livre, savoir prendre du recul et résumer, apprendre à motiver son point de vue, récolter divers renseignements (éditeur, auteur, illustrateur.)

Georges Bouton, explomigrateur

Auteur : Gérard Moncomble

Particularité de l'auteur : réside dans notre département ; nous a accueillis très chaleureusement.

Illustrateur : Olivier Schwartz, Éditeur : éditions MILAN, à Toulouse, Collection : ZANZIBAR, Prix : 25 F.

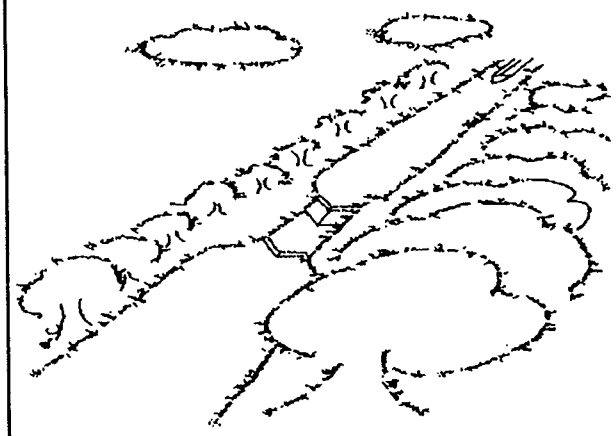
Thème : Un explorateur part à la découverte de la Citadelle d'Or : de nombreuses surprises l'attendent avant de parvenir à ses fins.

Notre rencontre avec l'auteur : Gérard Moncomble nous a accueillis dans sa cour , puis il nous a parlé de sa carrière, de ses livres...

Nous avons aimé voir...

Visiter, se promener, prendre des photos, rassembler des documents pour rédiger un compte-rendu.

Le canal des deux mers



Au jour le jour : le menu, la charade, la photo

Réaliser une mise en page sur Web, mettre en valeur d'une photo, soutenir l'intérêt des visiteurs.

Expérimentation en LV

Disposer de supports (textes, dessins...) à exploiter en classe.

Imprime ce dessin, puis colorie-le en respectant les couleurs indiquées.

I colori

1 rosso
2 arancio
3 giallo
4 verde
5 azzuro
6 viola
7 marrone
8 rosa
9 grigio
10 bianco
11 nero

L'élève de la semaine

Se présenter, se décrire, mettre une photo.

Le sport du mois

Travail de rédaction et de synthèse, photos

Le coin des contes et poésies *Travail d'écriture, illustrations.*	**La pluie/ Fabien (CM2)** J'aime la pluie quand je suis dans mon lit. Ma maman est sortie avec son parapluie. Au chant de la pie, sous la pluie, Un nuage gris est sorti de son pays Pour nous apporter la pluie. Et maintenant il fait beau. Maman a plié son parapluie, La pie est rentrée dans son nid, Et les nuages gris sont rentrés dans leur pays.
Autour du Livre d'Or *Retour sur les lecteurs, prise de connaissance des messages, mesure de l'indice de satisfaction des visiteurs du site et exploitation des statistiques sur les visites en mathématiques et géographie.*	

Alors, une nouvelle méthode d'enseignement ?

Non, seul l'outil est nouveau. Il constitue un formidable vecteur pour la lecture, mais aussi pour l'écriture. Les élèves « manipulent » la langue de manière fonctionnelle et certainement moins gratuitement qu'auparavant. L'intérêt se situe donc principalement au niveau de la lecture/écriture. Les limites sont celles de tout outil : à quoi bon prendre une masse pour enfoncer un clou, quand un marteau ferait mieux l'affaire... Il est parfois plus judicieux d'utiliser le fax, le téléphone, et même le courrier postal quand l'interlocuteur n'est pas connecté !

Quel est le rôle de la messagerie ?

Les élèves sont très heureux de lire les messages qui arrivent du monde entier. Premier intérêt : lire, comprendre et prendre conscience des difficultés de compréhension lié au non respect des règles d'écriture ; il m'est à ce moment-là plus facile de parler de l'orthographe... Mais aussi, s'ouvrir sur le monde en situant sur une carte la région d'où provient le message et en complétant parfois de recherches sur ce lieu pour le présenter aux camarades. Enfin, renforcement de la motivation à présenter un travail « propre ».

Nous ne poursuivons que très rarement des dialogues « personnels » : par manque de temps, et aussi parce que nous travaillons sur plusieurs projets de correspondance sur Internet.

Quels sont les projets pour la prochaine année scolaire ?

- Nous participons aux travaux intitulés « Classe globale de français », réunissant plus de soixante-dix écoles dans le monde (Brunei, Taiwan, Nouvelle-Zelande, Chili, Portugal, USA, Canada, France, Italie). Outre une part importante consacrée à la manipulation de la langue française, ils invitent à la découverte en géographie et incitent à une étude de l'environnement régional avec l'objectif de le décrire aux autres partenaires...

- Sous l'égide du ministère de l'Environnement italien et de la WWF Italie, le projet « école appelle école » proposent des jumelages entre écoles italiennes et écoles de tous pays. Les thèmes traités débouchent eux-aussi sur une étude de l'environnement (populations, sources d'énergie, élimination des déchets...). L'accent est mis sur les capacités d'analyse au travers d'activités scientifiques et mathématiques.
- Nous poursuivons les correspondances plus classiques engagées avec des écoles québécoises, américaines et même françaises (dont une distante de 20 km !) : échange de textes, de charades, de poèmes, de points de vue sur tel ou tel événement...
- Nous réalisons des sessions de communication en direct avec une école de Hull, au Québec ; une session consiste en l'échange de messages immédiatement lus par le correspondant qui répond en direct. On se connaît ainsi immédiatement.
- En informatique , nous avons aussi un projet en robotique. Nous construisons une maquette avec des robots destinés à enfouir des déchets nucléaires.

Des écoles de la Creuse publient sur le Web

« Tous les élèves sont heureux d'être déjà écrivains ! Quelle surprise de savoir que leur conte va être lu dans le monde entier ! », s'exclame une enseignante de l'école de St-Quentin la Chabanne dans la Creuse. Ouvert depuis le 13 mai 1996, le Cyber Réseau Creuse Éducation[1] (dont il est question plus loin), propose aux établissements scolaires du département une structure de publication sur le serveur de la mairie de Felletin. En se rendant sur ce site, on a la surprise de découvrir dans la rubrique « la vie des écoles creusoises » un roman, un conte et une merveilleuse série de clowns réalisés dans des écoles primaire et maternelles. Voici des extraits de pages trouvées sur le site.

« N'oubliez pas le chien », roman à la manière de Daniel Pennac

L'écriture d'un roman en deux temps : d'abord, celui de la lecture

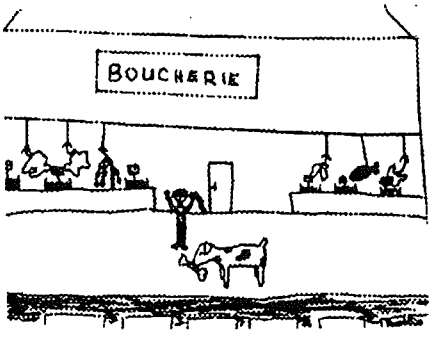
Les enfants ont lu et étudié en classe le livre Cabot, Caboche de Daniel Pennac. Certains préfèrent l'avoir lu avant de procéder à son étude collective : « c'est mieux parce qu'on le relit, on comprend mieux. », « ça m'intéresse encore plus parce qu'on voit des choses qu'on n'avait pas vues, des détails qu'on n'avait pas compris. ». D'autres préfèrent le découvrir au fur et à mesure : « je préfère le lire avec les autres. », « je veux découvrir l'histoire au fur et à mesure et avoir des surprises en le lisant en classe. ».

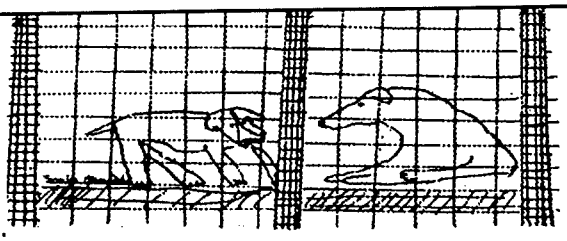
L'étude en classe approfondit, chapitre par chapitre, certains passages en s'attachant à la structure du récit, à la chronologie, au sens, au style...

Puis, le temps de l'écriture

Le cadre global – sujet, personnages, espace, durée – est préalablement fixé. L'histoire est ensuite progressivement construite et affinée au fil des productions des enfants et des ouvertures qui apparaissent. À partir de trames élaborées par groupes et confrontées en classe entière, une trame finale est adoptée. Ce travail s'appuie sur l'analyse effectuée lors de la lecture du livre, qui a mis en évidence les éléments à prendre en compte et les procédés d'écriture. Il est ensuite procédé à la construction du contenu. La récolte des informations passe par des tâches d'observation (comportement des chiens autour de nous, dans la rue...), la recherche et l'analyse de documents (caractère des chiens...), la réalisation d'enquêtes (visites à la S.P.A., à la ferme...). L'élaboration du texte définitif composé à partir des écrits individuels donne lieu à des remaniements imposés par la recherche d'une cohérence de l'ensemble.

...J'entre, il y fait chaud et ça sent bon la viande. Le boucher est là, un gros monsieur un peu comme les déménageurs. Il a le dos tourné, je vais en profiter. Quel plaisir des yeux et bientôt de la bouche ! Des morceaux en grandes quantités ! Voyons, lequel choisir ? Quel est le meilleur morceau ? Le rôti de porc ou l'agneau ? La bavette ou la côtelette ? Il y a, pendu à une ficelle, un gros morceau de viande avec un os dedans. Ça m'évitera de revenir. Je prends mon élan et je bondis.





...

Tous les chiens hurlent dans des odeurs d'urine, de nourriture...

Je suis enfermé dans une cage comme si j'étais un lion avec une couverture et une gamelle de nourriture. La cage se ferme. Le fermier, la fermière et la dame s'en vont..

Vous n'imaginez pas ce que je ressens ! oh non ! Sûrement pas, vous n'êtes pas un chien, vous !

Écrit et illustré par les enfant de la classe de CM2 de Madame Jardy à l'école annexe de l'IUFM de

[1] http://www.mairie-felletin.fr/education/cyber.htm

	Guérét.

« Le secret de la statut d'or », un conte illustré

Durant le premier trimestre, les enfants de l'école ont lu des contes. Puis, ils ont rédigé des descriptions de personnages cotoyés et imaginé des suites aux histoires qu'ils ont appréciées. Ils ont enfin écrits de courtes histoires afin d'assimiler la structure d'un conte.

Au début du second trimestre, Bernard Blot, écrivain, poète, conteur, les a emmenés à la rivière, dans la forêt, au menhir, laissant parler son imagination à partir des lieux visités. Une semaine plus tard, de retour dans l'école, il a aidé les élèves à inventer le point de départ d'un conte et à en construire la trame principale.

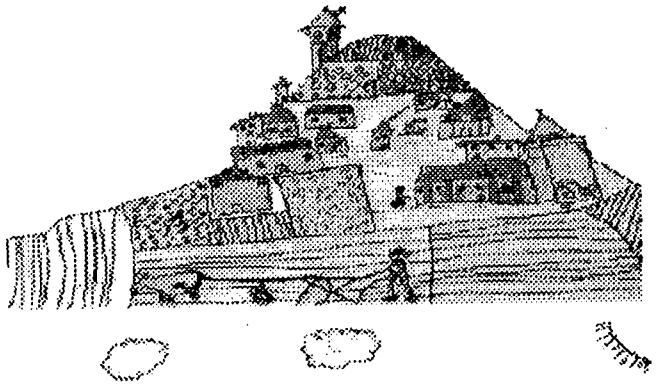
Vint ensuite la phase laborieuse de l'écriture, chapitre par chapitre, effectuée par les enfants du cycle III, individuellement, en groupes, et parfois collectivement en dictant l'histoire à la maîtresse. À la fin de chaque chapitre, une relecture critique a servi à enrichir les textes, à remanier des idées et des actions, à améliorer l'expression et à éviter des répétitions. Le texte final, recopié, à la main, a été relu aux enfants et aux maîtresses de l'école pour recueillir leurs impressions. Bernard Blot, sollicité à plusieurs reprises, est intervenu par ses critiques en aidant à corriger le manuscrit et en préciser certains passages.

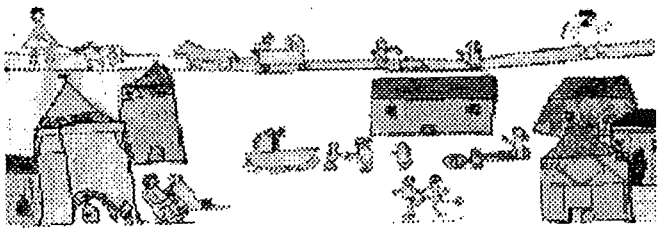
La phase de l'illustration a été la plus facile et celle que les enfants ont préférée. Toute l'école, y compris certains élèves de la maternelle, y a participé en proposant de nombreux dessins, que les rédacteurs en herbe ont bien sûr sélectionnés pour le livre final.

La phase de finition a bénéficié des interventions de Monsieur Terme, Animateur de l'É.M.A.L.A. TechnoBus, et de Monsieur Labetoulle, animateur informatique de circonscription : prêt d'un ordinateur, qui a permis aux élèves de saisir intégralement leurs textes ; scannérisation et mise au bon format des dessins ; élaboration de la maquette du livre, en collaboration avec les enfants. Enfin, le livre a été sorti sur imprimante couleur puis relié.

...Au siècle dernier, Saint-Quentin-la-Chabanne existait déjà. C'était une bourgade paisible accrochée sur la pente d'un vallon.

Les maisons étaient bien construites car les hommes étaient tous de bons maçons, les toits étaient en chaume, quelquefois en tuiles.





...Au bord du lavoir, ils aperçurent une lumière chatoyante et des éclats lumineux comme ceux que jette la neige gelée au soleil.

Lali chuchota :

– On dirait des fées, elles ont des ailes et une baguette magique. Je crois qu'elles lavent quelque chose.

Alexandre, ému, répondit :

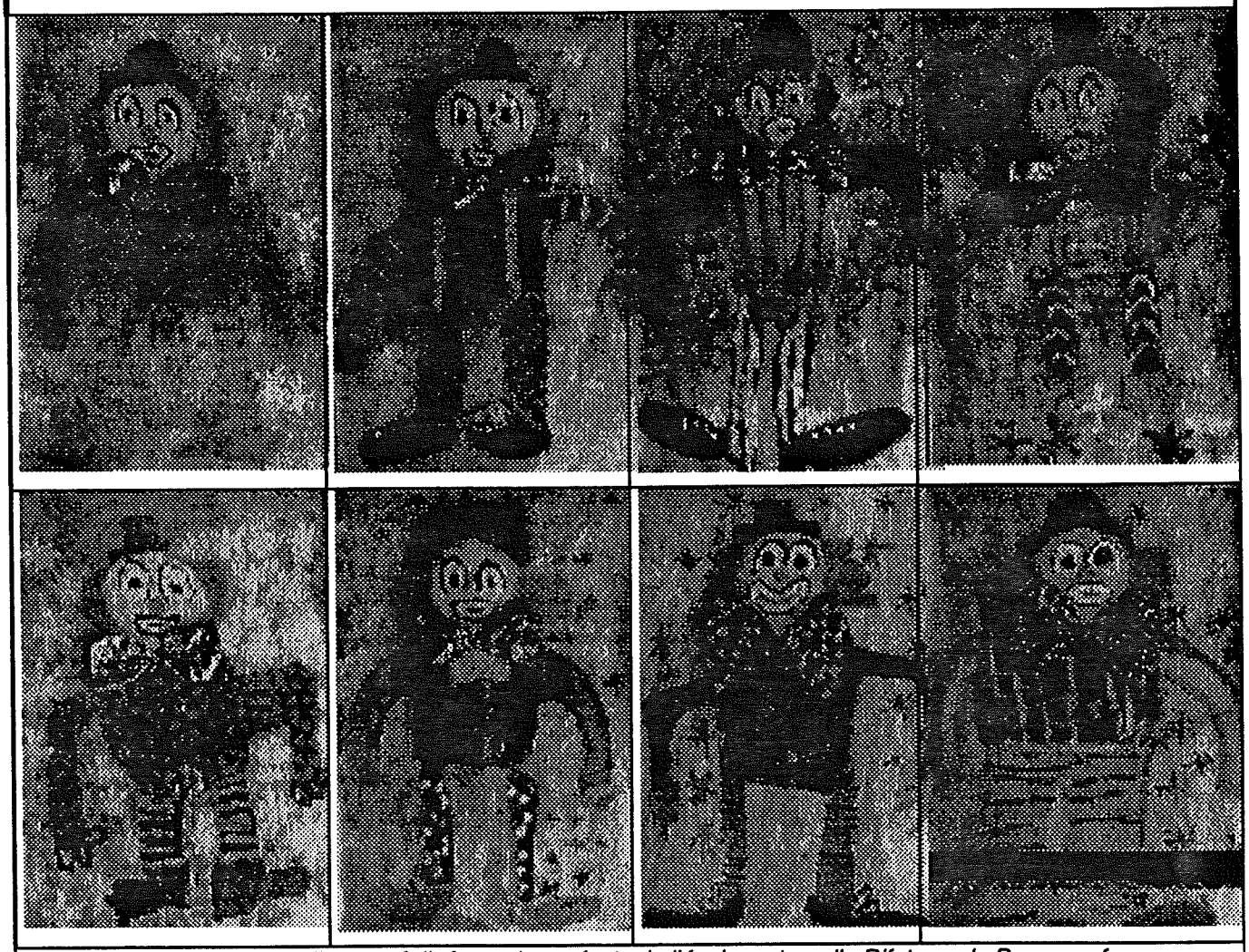
– Peut-être bien. Mais chut, écoutons-les, elles parlent.

Réalisé par les élèves de l'école de St-Quentin la Chabanne.

Les clowns, projet de création d'un conte par les enfants

Nous avons imaginé que le clown Pipo devenait trop triste pour continuer à faire rire les enfants. Il a alors quitté le cirque et est parti en marchant droit devant lui. Au moment de Noël, il est entré dans une forêt de sapins magique où tout était rose, parme, violet, blanc (dégradé de couleurs) ; il s'est fait de nouveaux amis : l'escargot, le hérisson, l'écureuil et s'est habillé avec des vêtements dans les mêmes tons que ce qui l'environnait.

Plus tard, il rencontrera un château féodal en ruines habité par une chouette multicolore qui a mille ans et qui lui racontera des histoires au coin du feu... Les enfants, un jour, devront inventer la suite du conte raconté par la chouette.



Peintures et collages, réalisés par les enfants de l'école maternelle Rifaterre de Borganeuf.

Panorama des établissements ayant pignon sur le Web

Apprendre en utilisant Internet pour exprimer les activités quotidiennes de la classe ou comme structure de publication de travaux d'écoles, telles sont les deux approches auxquelles un éclairage particulier vient d'être donné. Ces expériences présentent l'intérêt de ne considérer l'outil que comme un moyen de motiver les apprentissages fondamentaux de la lecture et de l'écriture en les appuyant sur une structure de communication et d'échanges, ceci, même si des retombées sur les enseignements scientifiques (étude de l'environnement, applications à la géographie, aux mathématiques...) y percent. On ne peut cependant pas limiter l'observation des activités scolaires sur Internet à la mise en exergue de quelques cas, même s'ils ont sans aucun doute valeur d'exemple.

Sans tirer de conclusions hâtives – les pratiques sont récentes et de l'ordre de l'expérimentation –, il importe de pousser plus loin l'exploration, étant bien entendu que l'on ne s'intéresse ici qu'aux établissements scolaires effectuant un affichage sur le Web de leurs pages ou de réalisations impliquant des élèves. Est donc exclue la question traitée par ailleurs de la production et de la circulation de documents pédagogiques destinés aux enseignants.

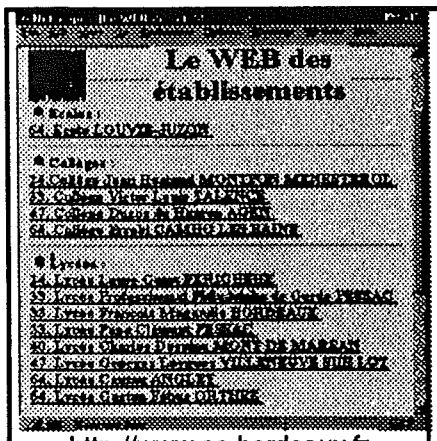
Structures d'accueil

Actuellement le nombre d'établissements ayant une expression sur Internet est réduit, mais en parcourant différents sites, nait le sentiment qu'une forte éclosion est en cours. On y trouve presque davantage d'écoles que de lycées et de collèges, répartis sur tout le territoire. Aucune dominance urbaine n'est perceptible ; au contraire, il semble, surtout pour les écoles, que l'isolement géographique constitue une motivation importante dans le désir d'accèder à Internet.

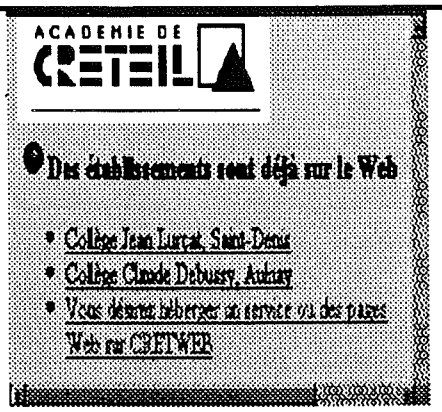
Dans les académies

La totalité des serveurs académiques ouverts offrent entre autres services un hébergement aux établissements qui souhaitent publier leurs pages sur le Web. Partir du serveur du ministère de l'éducation nationale (http://www.edutel.fr), en choisissant la branche *Pédagogie*, puis les rubriques *Technologies nouvelles pour l'enseignement / Les autoroutes et services de l'information dans le domaine de l'éducation* est un moyen efficace pour découvrir bon nombre de ces pages.

Treize académies participent à l'expérimentation nationale menée par le Ministère de l'Education Nationale (DISTNB B2) de mise en réseau des établissements secondaires (collèges et lycées). Ces académies mettent progressivement en place les éléments du réseau (connections au réseau téléphonique et à Numéris, messageries, services, serveurs et dispositifs d'accompagnement tels que formations, assistance...)



http://www.ac-bordeaux.fr



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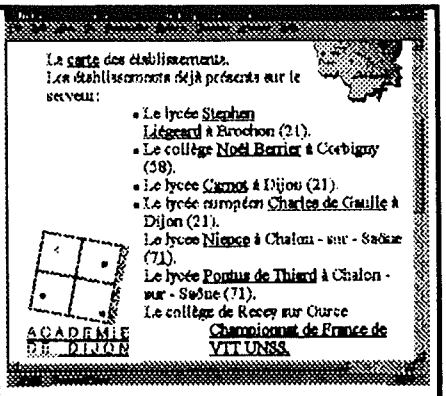

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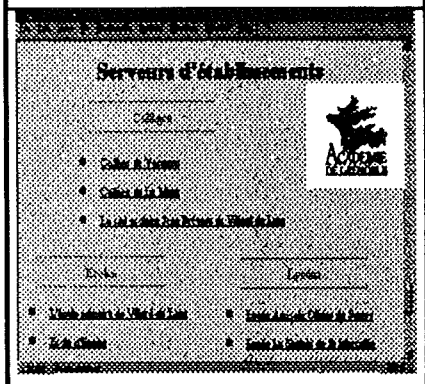

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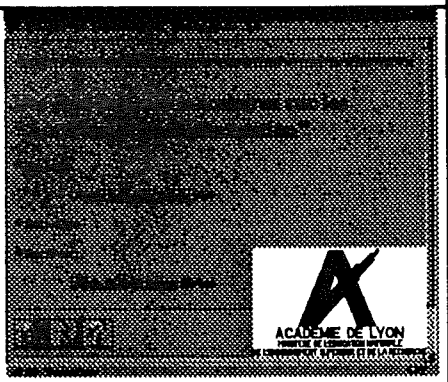

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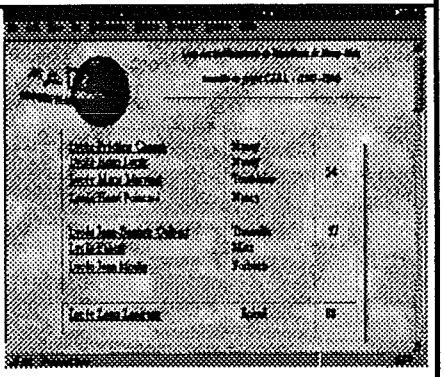

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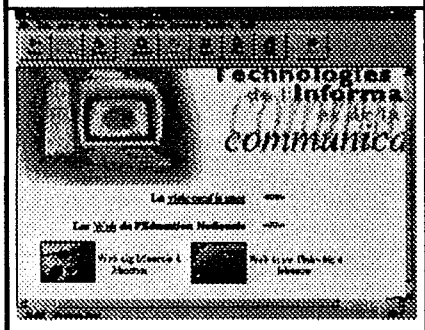

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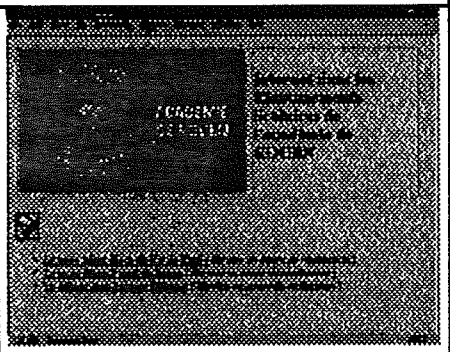

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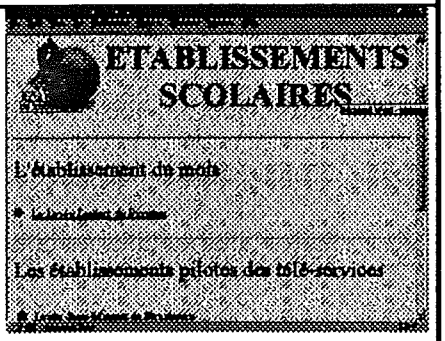

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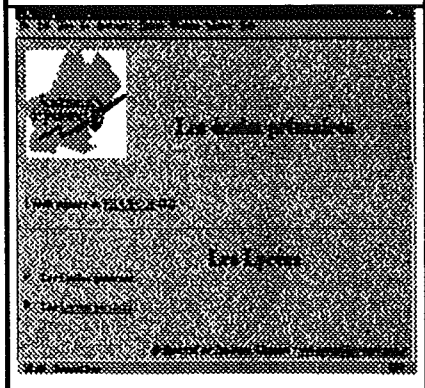

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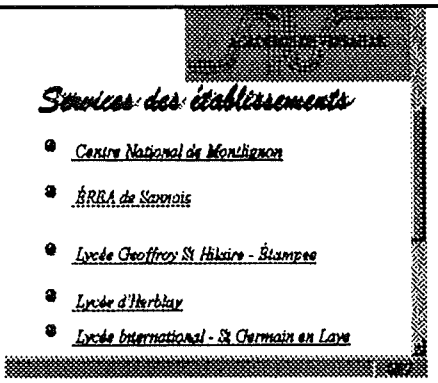

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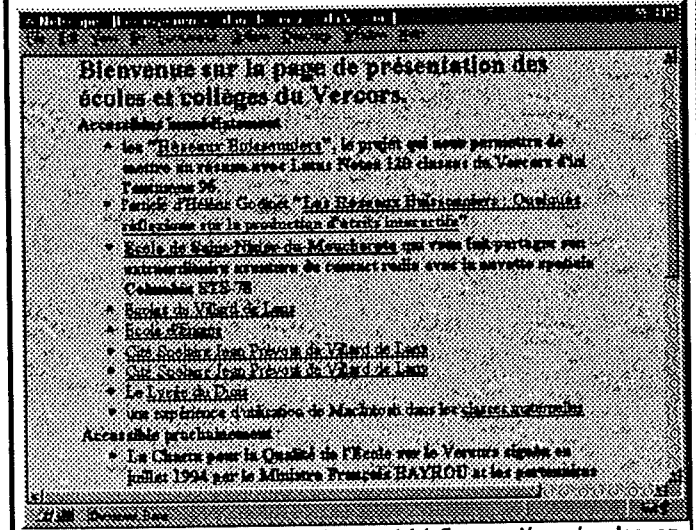
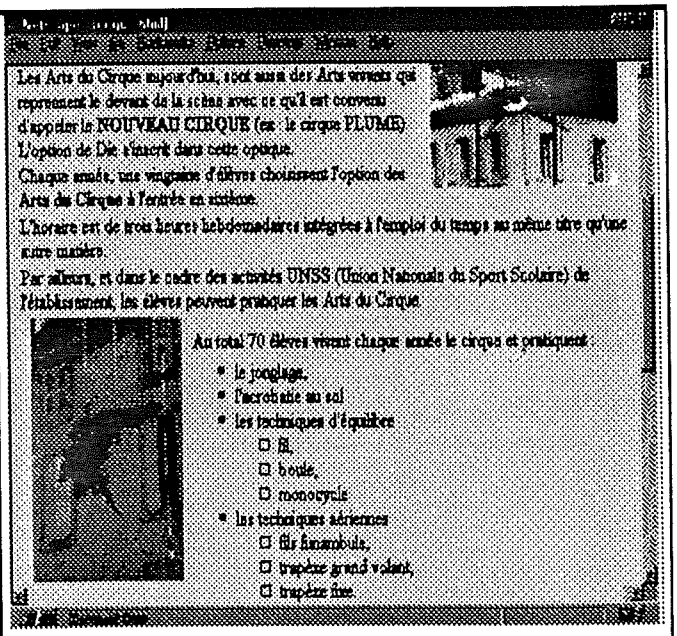
Sur des réseaux régionaux

L'origine de projets comme celui des Réseaux buissonniers reliant des écoles du Vercors se trouve dans des expériences déjà anciennes de développement de réseaux télématiques pédagogiques. Depuis octobre 1994, les élèves et les enseignants du Vercors échangent informations, productions, réflexions, par le biais de textes, d'images et de sons. Ce projet s'est mis en place grâce à la collaboration de l'Education Nationale et de la Direction à l'Aménagement du Territoire soucieuse de développer le télétravail en zone rurale. Les établissements scolaires concernés relèvent de communes, distantes de quelques dizaines de kilomètres, mais souvent isolées durant l'hiver. Les classes retenues pour ce projet accueillent des élèves du cours élémentaire au cours moyen, parfois en classes « uniques ». Le Centre de Documentation et d'Information du lycée-collège de Villard de Lans, l'Inspection Départementale de l'Education Nationale, l'Institut Universitaire de Formation des Maîtres de Grenoble, divers partenaires comme le Parc Naturel Régional du Vercors , le District du Plateau de Villard-de-Lans, les consultants d'une société informatique participent à cette expérience. D'ici l'automne 1996, 120 classes du Vercors devraient être reliées en réseau avec Lotus Notes.

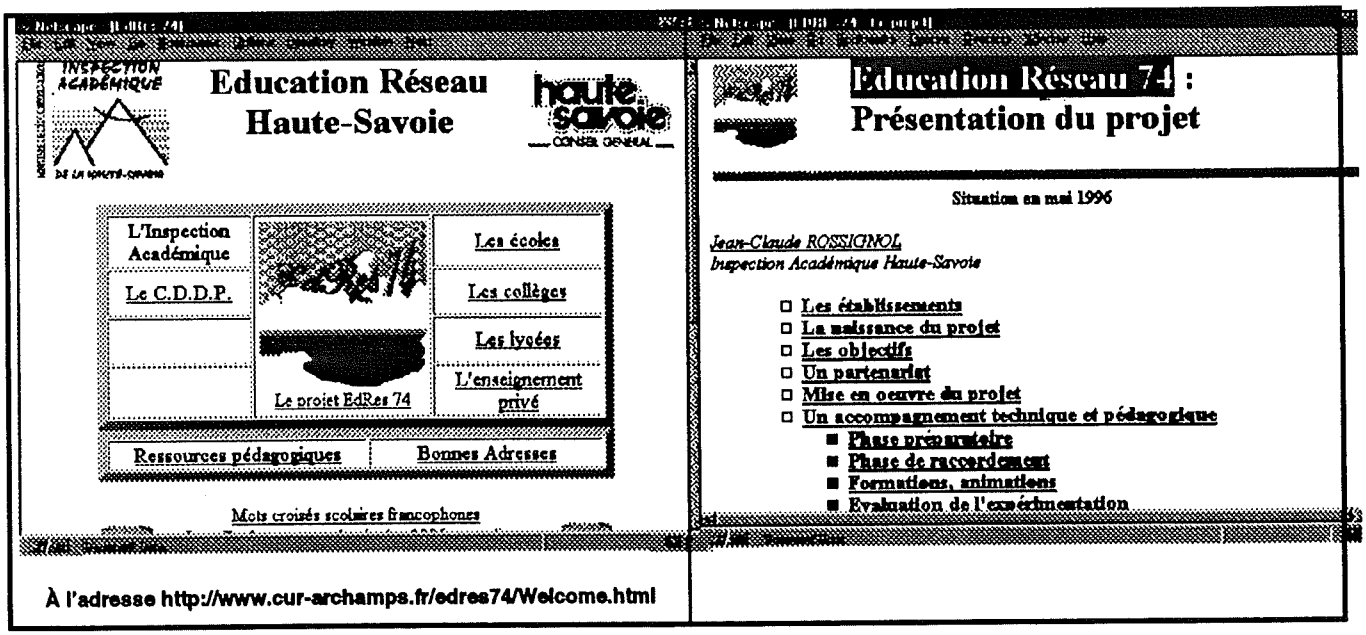


En visitant le site http://www.alpes-net.fr/~fbocquet/pnrv/ecoles, on peut lire l'article d'Hélène Godinet « Les Réseaux Buissonniers : quelques réflexions sur la production d'écrits interactifs », dont les informations données ci-avant sont extraites.



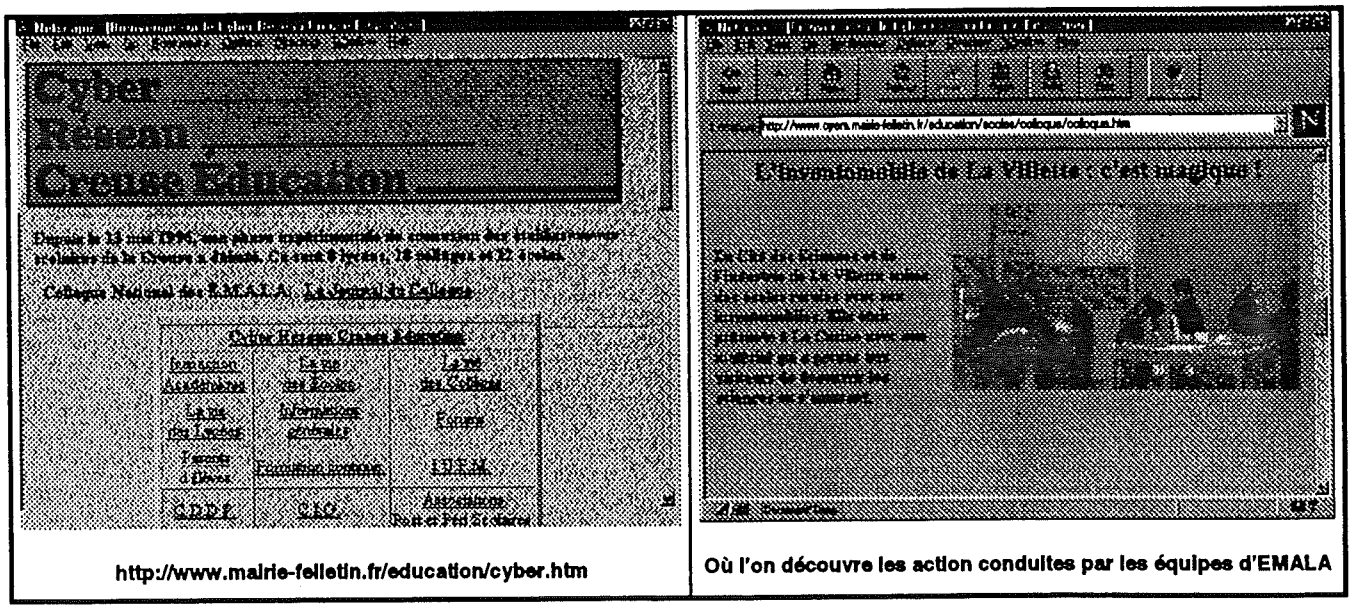
L'option Arts du cirque au collège du Diois.

Sous l'égide de l'Inspection Académique et du conseil régional de la Haute-Savoie, le projet Éducation Réseau 74 (EdRes74) réunit 44 sites autour du réseau INTERNET dont 14 écoles (2 privées sous contrat), 16 collèges (4 privés sous contrat), 11 lycées, le C.D.D.P. d'Annecy, la MAFPEN (correspondants formation pour la Haute-Savoie, Groupe Ressource Informatique).



À l'adresse http://www.cur-archamps.fr/edres74/Welcome.html

Le Cyber Réseau Creuse Éducation, dont nous avons déjà parlé à propos des expériences de publications de contes et romans écrits par des enfants d'écoles primaires, a récemment ouvert ses premières pages (mai 1996). Abrité sur le serveur de la mairie de Felletin à l'adresse http://www.mairie-felletin.fr/, cette expérience s'inscrit dans le projet du département de la Creuse d'utiliser les autoroutes de l'information au profit du développement économique, sociale et culturel d'une zone rurale. L'éducation nationale, au travers des écoles, collèges et lycées du département, y participe activement. L'objectif est vaincre l'isolement dû à l'habitat dispersé de la région par la mise en réseau des établissements scolaires.



http://www.mairie-felletin.fr/education/cyber.htm

Où l'on découvre les action conduites par les équipes d'EMALA

Les É.M.A.L.A., équipes mobiles de liaison académiques, aident au désenclavement des écoles rurales dispersées. Elles contribuent à rompre l'isolement pédagogique de

certains maîtres (école à classe unique et R.P.I.) en développant des échanges avec l'enseignant responsable de l'É.M.A.L.A., en liaison avec les équipes de circonscription et l'équipe départementale. À l'aide d'autobus spécialement aménagés, elles déplacent des matériels performants dont les écoles ne disposent pas.

Quatre É.M.A.L.A. dans la Creuse : le LudoBus centré sur le jeu et la vidéo ; le TechnoBus centré sur les sciences, la technologie et l'informatique ; l'ArtoBus centré sur les arts plastiques et la musique ; le GymnoBus centré sur l'éducation physique.

« Dans notre école le TechnoBus est venu nous présenter son matériel : un ordinateur, une imprimante, un appareil photo numérique et des "légos techniques". L'animateur nous a appris à nous servir de ces moyens pour rédiger un journal. »

Informations trouvées dans les pages de Cyber Réseau Creuse Éducation : compte rendu du Colloque National des É.M.A.L.A qui s'est tenu le 31 mai 1996.

Un peu partout et à l'étranger

Le hasard des prospections amène à découvrir des établissements scolaires abrités par d'autres serveurs que ceux qui viennent d'être cités comme ceux d'opérateurs d'accès à Internet, de prestaires de services assurant l'hébergement de pages et la réalisation de serveurs, d'associations, d'éditeurs...

On trouvera également ci-après quelques adresses permettant de poursuivre l'exploration à l'étranger, et plus particulièrement au Canada où les établissements scolaires francophones sont nombreux,

Opérateurs et sociétés de services sur Internet...	
Inext **AurecVideo** Planete.net Unimédia communication PacWan	Ecole M. Radeuil, à Viville (16) : http://www.a2i-micro.fr/~mradeuil/ Ecole Isabelle Patissier, à Sorbiers (42) : http://www.aurecvideo.fr/gdquartier/index.html Ecole de Pennautier (11) : http://www.planete.net/~bdauphin/professionnel.html Ecole Bizu en mayenne : http://www.unimedia.fr/homepage/ecolebizu/accueil.html Classe de CM1-CM2 (1995) de l'école Poutrin - Saint-Brieuc : http://www.cybercom.fr/~llucas/piaf.html Lycée Paul Cornu à Lisieux : http://www.mm-soft.fr/monoweb/tsiicornu/
Compuserve	Ecole des Castors II, à Carcassonne (11) : http://ourworld.compuserve.com/homepages/SMTH
ImagiNet Fournisseur d'accès à l'Internet, mais aussi un lieu de rendez-vous, d'information, d'échanges avec 1001 sites pour les francophones et les francophiles. *(Publicité gratuite)*	Journal (solaire) des juniors et classe de CM2 à Baillargues : http://www.imaginet.fr/~sjm/
GeoCities Société aux Etats-Unis qui offre la particularité d'héberger des milliers de	Collège de Kéranroux Brest : http://www.geocities.com/Paris/4177

pages d'utilisateurs individuels (Personal Home Pages) regroupant vingt-quatre communauté d'intérêt dont l'une, Atens, concerne l'éducation, l'enseignement, la lecture, l'écriture et la philosophie.	
Des éditeurs...	
Le club Internet Bouquet de services gratuits de Grolier Interactive.	Ecole Vicq d'Azir, Paris(75) : http://perso.club-internet.fr/vicq/ Lycée Denis Diderot Bavilliers (90), http://www.club-internet.fr/ecoles/Diderot/ Lycée Denis Diderot Bavilliers (90), http://www.club-internet.fr/ecoles/Diderot/
Des Associations...	
French Data Network Association 1901 ayant pour but: la promotion, l'utilisation et le développement des réseaux mondiaux d'information Internet et Usenet dans le respect de leur éthique : utilisation à des fins de recherche et d'éducation sans volonté commerciale.	Ecole des Hospitalières St Gervais, à Paris(75) : http://www.fdn.fr/~csalome/ecole/ecole.html
Quelques adresses à l'étranger	
Répertoire international des établissements scolaires ayant réalisé leurs pages WEB	http://web66.coled.umn.edu/schools.html
Édumédia Revue électronique « éducation et nouvelles technologies ».	http://edumedia.risq.qc.ca site miroir en France : http://www.quelm.fr/edumedia/index.html
CyberScol et Cyberpresse	http://cyberscol.cscs.qc.ca http://CyberScol.cscs.qc.ca/cyberpresse/
...	

Contenus

Les contenus exprimés sont de nature très différentes et, pour la plupart, en cours de construction.

On y trouve, surtout auprès de nombreux lycées, des présentations de l'organisation administrative et pédagogique (sections, langues, enseignement de spécialité...). Y sont également parfois mentionnées les activités sportives, de clubs, de loisirs, les visites effectuées par les élèves. Ces informations, dont la vocation première est régionale, s'adressent au public potentiel de l'établissement (parents, futurs élèves...). On peut en entendre des présentations plus vivantes, plus concrètes... que celles actuellement données sur les différentes brochures administratives.

Très souvent, sont également publiés quelques dossiers élaborés en collaboration avec les élèves. Le nom de l'établissement est un prétexte. Ainsi, une rencontre avec Jean Prévost, des essais sur Diderot, Alain de Craponne, Nostradamus, etc. peuvent être consultés auprès des élèves de la cité scolaire J. Prévost à Villard Lans (http://www.alpes-net.fr/~fbocquet/prevost), au lycée Denis Diderot à Bavilliers (http://www.club-internet.fr/ecoles/Diderot/), au Lycée A. De Craponne à Salon de

Provence (http://www.club-internet.fr/ecoles/craponne). Des concours comme « Mon lycée-D-ROM », « Mon lycée sur Internet » organisé par le syndicat nation de l'édition sous le patronage du ministère de l'éducation nationale suscitent des vocations. La description de la région constitue une autre source d'inspiration : faune, flore, relief, paysages... de France n'auront bientôt plus de secret pour le monde entier !

Arrivent ensuite la publication des journaux d'établissements, qui informent de façon plus intimes sur la vie scolaire et les activités culturelles et de loisirs des enfants. Tumulus de l'école Picquecos en est un exemple parmi d'autres...

On trouve aussi comme au collège André Maurois à Menton (http://www-inln.unice.fr/~delerue/college/) des enseignants de différentes disciplines qui présentent certaines de pratiques travaux pédagogiques.

Plutôt que de sélectionner de façon arbitraire certaines expériences, nous renouvellons notre invitation à aller voir à l'adresse http://www.cndp.fr la liste de sites que nous avons établie. Pour y accéder, choisir la rubrique Nouveautés ou la rubrique Ressources (Publications de l'ingénierie éducative - Dossiers).

Le parti pris de communiquer toutes les adresses repérées a été adopté. En effet, il semble que le plus important soit, dans une phase de démarrage et d'expérimentation, de soumettre à l'observation et à l'étude critique le plus grand nombre possible d'expériences, même si leur degré d'aboutissement est inégal.

En conclusion, nous dirions volontiers que la structure de « publication interactive » et de « communication » autour de chose publiée offerte par Internet est perçue dans sa juste dimension, sans illusion techniciste. Les enseignants, les élèves s'y intéressent avec un double souci : communiquer à propos de ce qu'ils font, de ce qu'ils sont et s'enrichir des activités des autres. Ils espèrent échapper à l'écueil de l'enfermement dans l'école en élargissant leurs centres d'intérêts et leurs champs d'actions, mais aussi en motivant leurs travaux par une confrontation à des jugements extérieurs à l'institution.

Les deux démarches, présentées au début de cette partie, témoignent chacune à leur manière, mais de façon complémentaire, de cette volonté. Le Cyber Réseau Creuse Éducation s'est saisi immédiatement d'Internet pour publier des productions d'élèves abouties en lieu et place de la publication de livres – dont on sait que l'édition, la diffusion et l'acheminement de retours de lecteurs auraient été sûrement moins aisés à obtenir. L'école de Picquecos s'ouvre au travers de murs en verre sur le monde : elle y expose la quasi totalité de ses activités et échanges scolaires, les mieux comme les moins réussies, sans forfanterie, ni fausse modestie.

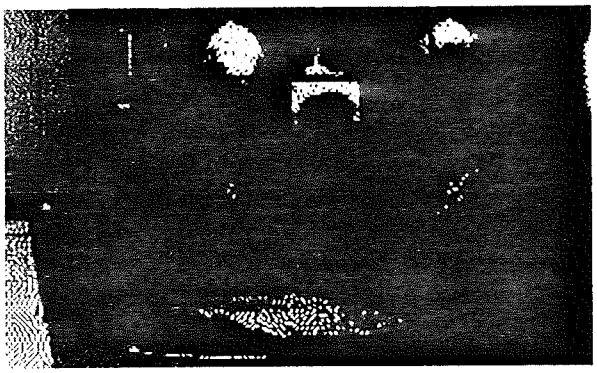
Une question cependant : en imaginant que l'ensemble des établissement scolaires exploite ce nouveau mode de publication et d'échanges, ne risque-t-on pas de voir fondre la masse des lecteurs sous l'accroissement et la banalisation de l'offre. Cette question concerne plus généralement le « phénomène Internet » dont nous vivons actuellement la naissance et dont il est difficile de prévoir les modes de régulation. Il est, en effet, impossible d'imaginer que perdure indéfiniment un accroissement exponentiel anarchique du volume d'informations disponibles pour un public, somme toute, fini.

Appendix IV : Pages taken from Lingu@net

Lingu@NET

Overcoming the Language Barrier

The UK's 'one-stop shop' for language learning



The New Lingu@NET is here

Please amend your links and bookmarks
Thank You

virtual languages centre

Lingu NET

Lingu@NET: a virtual language centre provides quality-assured information and materials for language teachers and learners.

Bienvenue Willkommen Bienvenidos

■	Materials Resources from publishers and materials for learning languages
■	Training and professional development Teaching ideas, using IT and the Internet, bulletins, diary of events, in-service training and careers
■	Research Current UK research in language teaching and learning, links to other research databases, funding opportunities and information
■	UK and worldwide partner organisations
■	About Lingu@NET
■	On-line enquiry service For questions about language teaching and learning

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Last Updated 21/6/96

LinguaNET

Materials

- Language courses and materials
- Sources of information, products and support
- Using technology for language learning
- Teaching ideas and case studies
- Language materials showcase

Home Page

LinguaNET

Language courses and materials

- Language courses for adults
- Some videos for the language classroom
- Games and songs in language teaching
- French courses for the National Curriculum
- Early language learning: A guide for parents
- Schools Online: Bibliothèque

Home Page

CiLT Information

Information Sheet 30

Some videos for the language classroom

June 1994

Contents:

- French
- German
- Italian
- Spanish
- Suppliers and Publishers

Please note that not all the videos listed below are held at CILT

FRENCH

- *A vous la France.* BBC for Business. Adult beginners.
- *Arc-en-ciel.* MGP. Part of KS3/KS4 course.
- *Avantage.* Heinemann. Part of KS3/KS4 course.
- *Avec plaisir.* Hachette, distributed by European Schoolbooks. Adult beginners/false beginners.
- *Bienvenue en France.* Didier, distributed by European Schoolbooks. Adult beginners, rapid progression.
- *Breakthrough video French.* Macmillan. Adult beginners.
- *Le café des rêves.* BBC Languages. Intermediate, 13-15.
- *Carrousel.* Educational Television Company, 1994. (The French programme/ Channel 4) KS3.
- *Dis voir.* Difusion, distributed by European Schoolbooks. Beginners/intermediate revision.br>
- *Esquisses hexagonales [series].* Associated Examining Board. Titles:
- *Jeunesse, médias, environnement; Loisirs, éducation, criminalité.*
- *Etoiles.* BBC and Longman. Part of KS3/KS4, 11-16 course. See *Quinze minutes, Ici Paris, Le café des rêves, Jeunes francophones.*
- *Eurokids.* Educational Television Company. 9 to 14 beginners. One programme each for French, German, Italian and Spanish.
- *Le français des affaires par la vidéo.* Didier, distributed by European Schoolbooks. Advanced business.
- *The French experience.* BBC. Forthcoming course for adults.
- *French for business people.* Lancashire College. Adult beginners to intermediate.
- *French means business.* BBC for Business. Adult beginners/intermediate.
- *Get by in French.* BBC Languages. Adult beginners.
- *Hexagon international.* CLE, distributed by European Schoolbooks. Subscription series. Intermediate/advanced.
- *Ici Paris.* BBC Languages. Intermediate, 12-14.
- *L'image a la parole.* Hatier, distributed by European Schoolbooks.
- *Itinéraires.* Hachette, distributed by European Schoolbooks. Intermediate/advanced.
- *Jeunes francophones.* BBC Languages. Intermediate, 14-16.
- *Jeunes de France.* Cambridge University Press. (Video profiles). For 15-18 year olds.
- *Kaléidoscope.* Hachette, distributed by European Schoolbooks. Advanced.
- *Pilote.* KETV. Kent Primary French course.
- *Paris.* French language version. Eurolang. Linked to *Parlez affaires*
- business French course. Adult lower intermediate/intermediate
- *Mini-chroniques de Goscinny.* CLE, distributed by European Schoolbooks. Advanced.
- *Muzzy: a video French course.* Early Advantage. Published in association with BBC. Beginners, young children. Also published for German, Italian and Spanish.
- *Quinze minutes.* BBC Languages. Beginners, 11-13.
- *Route nationale.* Nelson. Part of KS3/KS4 course
- *Spirale.* Hodder and Stoughton. Part of KS3/KS4 course
- *Turckheim et sa fête du vin.* Eurolang. Adult intermediate/advanced.
- *TV edits [series].* BBC Select. Series One: 10 programmes in French, 8 in German, 2 in Spanish. Series Two: 10 programmes each in French and German.
- *Video France [series].* Hatier, distributed by European Schoolbooks. Titles: *Panoramiques, Profils, Optiques.* Beginners to advanced.
- *Vidéo guide Paris.* Hachette, distributed by European Schoolbooks.
- *Une vie d'instit'.* Didier, distributed by European Schoolbooks. Beginners to advanced course for primary school teachers.
- *Viens jouer avec nous.* CLE, distributed by European Schoolbooks. Pre-primary.
- *Un village dans Paris [series].* Hatier, distributed by European Schoolbooks. Titles: *Vis-à-vis, Portraits.*

- BBC for Business 081 576 2361 or 2279
- BBC Languages. Brochure from: BBC Education Information 081 746 1111
- BBC Select 081 576 2911
- Cambridge University Press 0223 312393
- Early Advantage 081 391 1624
- Educational Television Company 0926 433 333
- Euro-Lang Media Courses 0564 774452
- European Schoolbooks 0242 245252
- Goethe-Institut (London) 071 411 3400
- Heinemann 0865 314333
- Hodder and Stoughton 071 873 6000
- KETV 0304 202827
- Leeds University Audio Visual Service
- Macmillan 0256 29242
- MGP (Mary Glasgow Publications) 0242 228485
- Nelson 0264 342992
- Oxford University Press 0865 56767

For further information about the range of services offered by CILT, please contact:

Centre for Information on Language Teaching and Research
20 Bedfordbury, London WC2N 4LB

Tel: Resources Library Information 0171 379 5110
Conferences Publications Administration 0171 379 5101

Fax: 0171 379 5082

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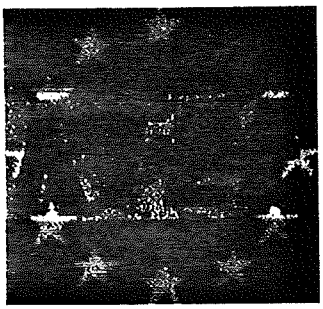

English as a Foreign or Second Language

Using the Internet for EFL/ESL

- Introduction
- EFL/ESL for all
- EFL/ESL for school students
- EFL/ESL for adults
- Selected Web sites for EFL/ESL

Introduction

There is a wide range of information available through the Internet, much of which is suitable for use with students of English. Text and pictures can be copied from the Internet pages (subject to copyright) and manipulated to make interesting and current worksheets. If your students have access to Internet computers, there are some interesting interactive activities which they can do, including tests and quizzes.

The possibilities are endless. One of the easiest ways to find materials is to use one of the 'search engines' like Lycos, WebCrawler or Yahoo and search for 'ESL', 'EFL', 'English Language' or another similar phrase. This will invariably produce many hundreds of possible references, and while some will be of no interest (the search will bring up any instances of those letters, so 'Teflon' comes up frequently!), such a trawl will always provide some gems. However, 'surfing the web' for potential materials, activities and suitable sites does take time and needs to be constantly checked and updated as the Internet changes.

To find intersting web sites around Britain, try YELL, the Internet yellow pages. A browse through their pages turned up an enormous range of everyday topics, including a trip to the Mary Rose Virtual Museum. There is also a section for women's interests.

If you are lucky enough to have access to computers, there is a range of software which might be useful in language learning. Sussex University have established a Virtual CALL Library which links you to sites which offer 'shareware'. You can downoad the software from thse sites, but beware! Downloading software from the internet *can* introduce a virus to your computer. Use well known established sites, and download onto a floppy disk if possible, which can then be run through a virus checker.

EFL/ESL for all

There are some activities that can be enjoyed by any learners, despite their age or current competency level. If you're looking for discussion material, there are plenty of sites which will provide non-threatening issues for discussion: try the Movies Database for example. This not only provides opportunities for students to describe the plot of a film which perhaps they have seen dubbed or subtitled in their own language, but also encourages discussion about who played which role. One of the best ways to engender discussion is to say something you know to be wrong! In general, people can't help putting you right.

A wide range of books are available online, from illustrated children's stories to the full text of Charles Dickens' novels, plus a range of non-fiction reports. One site worthy of exploration is The On-Line Books Page, although perhaps the best way to use such texts is to download them as text files using 'ftp' (File Transfer Protocol) so texts can be annotated and presented in a variety of forms. There are a number of sites which have downloadable texts. Try ftp.dartmouth.edu/pub/hyperbooks : they have a curious collection, inlcuding *Tarzan of the Apes, Dracula, Frankenstein* and *Heart of Darkness.*

Older school students and adults might like to use authentic radio and TV scripts to explore language. The BBC pages have a wealth of information available including programme schedules, information from behind the scenes and sometimes the full scripts of programmes.

Many English newpapers are available online and can be used to provide topical discussion material. Take a look at the Internet version of the *Daily Telegraph*, the Electronic Telegraph, and the The Times. If the students have access to computers, they could use these stories to put together their own newspaper.

Most people enjoy travel, so a browse through some online travel infomration is likely to be of interest. Students could use a map of the UK such as the one in the World Fact Book 1995 or the interactive one in the UK and Ireland Guide to plan a holiday. There are many places to find more detailed information - try the WWW WebGuides to find places of interest and local information. The London Mall pages provide lots of information about what's on in London. Or perhaps they would like to look further afield? The East Fremantle Heritage Trail, suitable for more advanced students, provides photographs and text of some of the older buildings in Western Australia.

A useful online resource for you as teacher (as well as the students) are the Online Dictionaries. This one-stop shop has links to dictionaries for an enormous range of languages and includes some special dictionaries, such as one for computer language and acronyms,

and theasaurus.

EFL/ESL for school students

Younger learners of English are sure to love using the Net, and as the predominant language of the Net is English, they will be learning as they go. They could browse through materials produced by English school students using a service called Eduweb, or they could take a look at the work of a couple of typical Enlgish children aged 7 and 10. The Bowen family have created pages for each member of the family, with the two girls creating a whole section on Sto ries. Poems. Pics and Sounds.

For more directed activities, the Bilingualism and Languages Network offers a range of activities to extend and explore English, through their ESL Students pages, Balance. The activities include some quizzes which will send students off around the Net looking for answers. Another site with activities is the Fluency through Fables site which provides short simple texts of well known fables, followed by a number of directed activities.

Another potentially useful area is in the Blue Peter section of the BBC Television pages. *Blue Peter* coined the phrase "..and here's one I made earlier..." in their children's TV magazine programme, where they show views how to make things, from simple craft items to cookery. Many of the most recent recipes or instructions are listed here.

EFL/ESL for adults

More advanced students of English and adults might be interested in looking more closely at various aspects of the language. The BBC World Service has an interesting section called Words. Words. Words, where some aspect of the language is investigated in depth, for example, they might look at the language of the news broadcaster. Collins Cobuild provides a series of articles called WordWatch which explores specific words and phrases more closely, for example, one week it might be the difference between the uses of 'between' and 'among', another might be the usage of 'take a bath' as opposed to 'have a bath'. Cobuild are also responsible for the devlopment of the Bank of English, an enormous database of English language usage, ideal for researchers, but also of interest to anyone who would like to see how certain words or phrases are used in the English (and American) languages. You can try out the Bank of English through the sampler program.

The BBC World Service also provides a schedule for programmes which will be invaluable to teachers and learners not based in Britain.

Selected sites

- The Internet and the Curriculum: Curriculum section from NCET's *Highways for Learning*, specific to English and foreign language teaching and learning.
- NCET Directory of URLs: Over 300 selected WWW sites for education, updated monthly.
- Virtual CALL Library: Sussex University's links to sites which offer 'shareware' for downloading.
- Movies Database: Everything you ever wanted to know about the movies, including who starred, who directed, which awards they might have won and the outline of the plot - even some of the 'goofs' they made!
- The On-Line Books Page: Searchable by title or author, with many new titles coming online every month. The books include fiction and non-fiction, adult and children's material.
- BBC: Information on television, radio and educational broadcasts including the World Service. Schedules, background information and sometimes the full scripts.
- Electronic Telegraph and The Times: Details of today's stories often with pictures. Both services are free but require you to register.
- London Mall: What's On guide to London and the surrounding area, including text and pictures.
- East Fremantle Heritage Trail: Text and pictures taking you on a walking tour of some of the older buildings in East Fremantle, Western Australia.
- Online Dictionaries: Access to online dictionaries for languages you probably haven't even heard of!
- Stories, Poems, Pics and Sounds: The children's section of the Bowen family web site.
- Bilingualism and Languages Network: Some pages specially compiled by one of Britain's leading education Internet providers, specifically for language learners. Try some of their quizzes, or run through excercises on verbs and other aspects of English language.
- Fluency through Fables: This site provides short simple texts of well known fables, followed by a number of directed activities.
- BBC World Service: Schedules of programmes around the world, plus an in depth look at language through the Words, Words, Words feature.
- Collins Cobuild: Access to the Bank of English to see how words and phrases are used, plus articles on specific words and phrases which might be of interest to teachers of EFL/ESL and more advanced students.
- YELL: Internet yellow pages; this site shows you what the best of the UK sites are doing.
- Mary Rose Virtual Museum: A guided tour around the museum of the *Mary Rose*, the Tudor ship which sank with all hands back in the 17th Century. A must for history lovers!

All are worth a look, as most have hotlinks of their own which are well worth exploring.

Finally...

Here are a few sites to launch you into the world of on-line American English (if you must!):

The ESLoop
About EFL

Author: Roger Blamire
Email: Roger_Blamire@ncet.org.uk
Date of writing: May 1996
URL: http://ncet.csv.warwick.ac.uk/WWW/temps/linguanet/rtee/internet.html

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Appendix V : Pages taken from CTI/CML

CTI Centre for Modern Languages at the University of Hull

The CTI Centre for Modern Languages, based at the University of Hull since its inception in 1989, is one of 24 discipline-based centres, and aims to promote and encourage the use of computers in language learning and teaching.

About the CTI Centre for Modern Languages

Services

- CALL Workshops
- Visits to CTICML
- Visits to Departments
- Advice and Information Service

Publications

- ReCALL
- ReCALL Newsletter
- ReCALL Software Guide
- EUROCALL 94 Papers: Technology-Enhanced Language Learning in Theory and Practice
- EUROCALL 93 Papers: Emancipation through Learning Technology
- Language Learning Software Reviews

National CTI Home Page

Associated Projects

- The TELL Consortium
- EUROCALL Home Page

Resources and Courses

- Internet Resources for Language Teachers

- Selected UK Postgraduate Courses

University of Hull Home Page

CTICML Staff

- Graham Chesters
- June Thompson
- Jenny Parsons
- Kylie Baxter
- Jo Porritt
- Fred Riley

Latest News

- Price reductions for some CTICML publications.
- Links added (1/7/96) to Internet Resources for Language Teachers.
- "Integrating Computers into Language Learning": workshop, Middlesex University, 25th September.

Contacting the CTICML

Email

cti.lang@hull.ac.uk

Snail Mail

```
CTI Centre for Modern Languages
University of Hull
HULL
HU6 7RX
UK
```

Telephone

```
01482 465872
```

Fax

```
01482 473816
```

Interesting sites on the Internet. A personal hotlist covering a wide range of subjects.

The Computers in Teaching Initiative (CTI) is funded by the Higher Education Funding Council for England, the Scottish Higher Education Funding Council, the Higher Education Funding Council for Wales, and the Department of Education for Northern Ireland.

Please email any problems, suggestions, bouquets, or brickbats about this WWW server to Fred Riley, *f.h.riley@langc.hull.ac.uk*

Last update: 1st July, 1996

CML Introduction Page

This page has been set up primarily to give easy access to the internet for language staff and students, here at Plymouth and to show some of the more useful resources for language teaching on the internet.

For any further information on CML or any of the items mentioned above or if you would like to add anything to this page, please contact me at the address given at the end of this page.

Plymouth University Home Page.

University Home Page

Other Plymouth University Home Pages.

Faculty and Departmental WWW servers - at the University of Plymouth

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The Human Languages Page.

The Human Languages Page is dedicated to bringing together info about languages of the world. The CML page already holds some links to this page, such as the dictionaries and on-line news.

On-Line Dictionaries.

- **English:**
  - Webster's On-line Dictionary
- **French:**
  - ARTFL Project: French-English Dictionary Form
  - English-French Dictionary
  - Dictionnaire Anglais-Francais
- **German:**
  - Englisches Woerterbuch und Dictionary
- **Italian:**
  - Italian-to-English Dictionary
  - English-to-Italian Dictionary
- **Spanish:**
  - Spanish-to-English Dictionary
  - English-to-Spanish Dictionary

Magazines and Newspapers.

- **English:**
  - Electronic Telegraph newspaper
  - Guardian Online
  - Pathfinder (Time Magazine)
  - UK's first internet magazine
  - Internet Bookshop
  - New Books available
  - Electronic Newsstand
- **French:**
  - French Language Press Review
- **German:**
  - German News, Jahresübersicht
  - German News Digests - BUBL Section BD02A
  - Der Spiegel
- **Italian:**
  - Daily News in Italian
  - L'Unione Sarda daily italian newspaper

- **Spanish:**
  - The Tecla Home Page

UK University Libraries

This is a list of all the UK Universities with reference to their Library Catalogues. These lists are compiled locally and may not be fully up to date.

Internet Catalogues

These are a few of the subject calalogues compiled by different parties. They give some idea as to the volume of information available on the internet.

- Yahoo - A Guide to WWW
- The World-Wide Web Virtual Library: Subject Catalogue
- The Whole Internet Cataloge
- The Internet

The "Other" Language University

An inhouse joke. No offence meant to Glasgow.

- University of Glasgow

Phone Books and Email Addresses

A massive list of telephone numbers and Email addresses. **WARNING!** This page takes an age to load.

A.Leadbetter@plym.ac.uk

The Human-Languages Page

Welcome to the Human-Languages Page, a comprehensive catalog of language-related Internet resources. Here you will find online language lessons, translating dictionaries, programs to aid you in learning a language, and more. Please feel free to leave comments, suggestions, or information on new or changed sites via the **Mail Me** button on every page. Be sure and select the **Info** button if you want information about the history, layout, or icons of the H-LP.

Languages and Literature
Resources to learn, practice, study, or help you with a particular language. These include translating dictionaries, literature, language lessons, and more.

Multilingual Resources
Resources that cover more than one language, including tri-lingual translating dictionaries, indicies of other language materials, software lists, and archives.

Text & Book Archives
Archives and indicies of on-line texts, books, poetry, and literature.

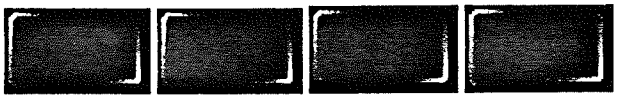
Schools and Institutions
Colleges and Universities with language programs, school language labs, and research institutions.

Linguistics Resources
Linguistics - the study of the structure of languages.

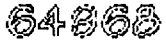
Commercial Resources
Software, translation services, bookstores, language catalogs, and more.

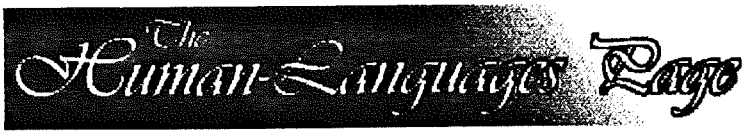
Projects & Help Wanted
Temporary projects that you might be able to help with.

What's New on the Human-Languages Page
The most recent additions and updated links on the Human-Languages Page.



Tyler Jones, tjones@willamette.edu





■ Regular Entry ■ New Entry

Languages and Literature

Directories

- Aboriginal Languages
- African
- Afrikaans
- Akkadian
- Albanian
- Arabic
- Assyrian
- Aymara
- Bahasa Malaysia
- Bangala
- Basque
- Bavarian
- Belarusian
- Bengali
- Braille
- Breton
- Bulgarian
- Catalan
- Cherokee
- Chinese
- Croatian

- Czech
- Dakota
- Danish
- Dauphinois
- Dolomitic Ladinian
- Dutch
- Egyptian
- English
- Esperanto
- Estonian
- Finnish
- Flemish
- French
- Frisian
- Gaelic
- Galician
- German
- Greek
- Guarani
- Gujarati
- Halaka
- Hawaiian
- Hebrew
- Hindi
- Hungarian
- Icelandic
- Indonesian
- Interlingua
- Irish

Appendix VI : CNDP services directory

Avertissement

Organismes

- ☐ nationaux
- ☐ académiques
- ☐ CRDP
- ☐ partenaires

Et. scolaires

- ☐ Écoles
- ☐ Collèges
- ☐ Lycées
- ☐ Evénement
- ☐ Palmarès

Formation

- ☐ IUFM
- ☐ Universités

☐ Serveurs...

A l'étranger

- ☐ Organismes
- ☐ Écoles

Fiches pédagogiques

- ☐ Lettres
- ☐ Mathématiques
- ☐ Physique, chimie
- ☐ SES
- ☐ SVT
- ☐ Technologie
- ☐ Option informatique

Ressources pédagogiques

- ☐ générales
- ☐ Géographie
- ☐ Langues anciennes
- ☐ Langue française
- ☐ Sciences

Littérature, et autour...

- ☐ Littérature
- ☐ Poésie
- ☐ Théatre
- ☐ Bibliothèques
- ☐ Catalogues

- ☐ Revues

Internet

- ☐ Réflexions
- ☐ Utilisation
- ☐ Serveurs
- ☐ News-listes

☐ Divers

@ www.cndp.fr/bookmarks/repere.htm

Avertissement

L'objectif de ce recensement est de proposer un cadre pour valoriser l'immense travail de sélection d'adresses intéressant le système éducatif qui est effectué en divers lieux.

- ☐ Une première étape serait d'aboutir à une base d'adresses classées, succintement documentées, qui pourrait être publiées sur différents serveurs éducatifs dont celui du CNDP.
- ☐ Dans une deuxième étape, ce recensement servirait de base de travail pour créer un service fédéré de ressources éducatives sur Internet, projet sur lequel le CNDP travaille actuellement et qu'il propose à d'autres partenaires, et plus particulièrement au ministère de l'éducation nationale.

Ce document de travail résulte d'une part d'un regroupement d'adresses répertoriées par le SIE au fil d'exploration de serveurs sur Internet (ministères, académies, CRDP, etc.). De plus, **les travaux effectués par Claire Lafage ainsi que les adresses régulièrement publiées dans la liste de diffusion Rescol ont été intégrés.** On y trouvera également le repérage effectué par un groupe de documentalistes à l'université d'Angers (branche : Ressources pédagogiques générales).
Ce document est pour l'instant proposé à un panel de correspondants.

N.B.
Le recensement effectué est loin d'être exhaustif. Les classifications proposées sont provisoires et il n'a été procédé à aucune validation des documents mentionnés.

Si vous souhaitez communiquer vos propres adresses, envoyez-les à Nicole Rodriguez (Email : nicole.rodriguez@ie.cndp.fr). Toutes remarques et propositions pour faire avancer ce travail (classification, commentaires, méthodes...) seront les bienvenues.
Mise à jour : le 19 juillet 1996

Les serveurs éducatifs

- ☐ Serveur du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche :
  http://www.edutel.fr
  http://www.men.fr/
  http://www.mesr.fr
  - ☐ Projet Tel-LINGUA http://www.edutel.fr/tel-lingua
  - ☐ Direction de l'Evaluation et de la Prospective http://www.cri.ensmp.fr/dep

- ☐ Serveur du centre national de documentation pédagogique : http://www.cndp.fr
  - ☐ Le CLEMI, service associé au CNDP : http://www.edutel.fr/minister/clemi.htm
    http://www.cndp.fr/present/clemi2.htm
  - ☐ Le SFRS, service associé au CNDP : http://www.francenet.fr/sfrs/
    http://www.cndp.fr/present/sfrs2.htm

- ☐ L'INRP : http://www.inrp.fr

- ☐ Le CNED : http://www.cned.fr

- ☐ Rapport Laurent sur l'enseignement supérieur : http://indy.univ-mlv.fr:80/UMLV/Rapport/

- ☐ Consultation sur l'orientation des lycéens : http://www.senat.fr/somco.html

- ☐ Annuaire des services Internet de l'administration française : http://www.admifrance.gouv.fr/

Les serveurs académiques

- ☐ EN CONSTRUCTION Amiens : http://www.ac-amiens.fr
- ☐ Bordeaux : http://www.ac-bordeaux.fr
- ☐ Créteil, Paris, Versailles : http://www.ac-idf.jussieu.fr
- ☐ Dijon : http://www.ac-dijon.fr
- ☐ Grenoble : http://www.ac-grenoble.fr
- ☐ NON OUVERT Lille : http://www.ac-lille.fr
- ☐ Lyon : http://www.ac-lyon.fr
- ☐ Nancy-Metz : http://www.ac-nancy-metz.fr
- ☐ Nice : http://www.ac-nice.fr
- ☐ Rouen : http://www.ac-rouen.fr
- ☐ Strasbourg : http://www.ac-strasbourg.fr
- ☐ Toulouse : http://www.ac-toulouse.fr

- ☐ Inspection académique de Haute-savoie : http://www.cur-archamps.fr/edres74/
- ☐ Rectorat de Bordeaux : http://rectorat.ac-bordeaux.fr/
- ☐ Rectorat de Toulouse : http://www.didac-mip.fr/~rectorat/

- ☐ Mafpen de Limoges : http://www.ac-amiens.fr/limoges/mafpen-home.html

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Les serveurs des CRDP

- ☐ CRDP Midi-Pyrénées : http://web.cict.fr:8200/crdp31/
- ☐ CRDP Languedoc-Roussillon : http://pythie.cnusc.fr:8110/
- ☐ CRDP Nord-Pas de Calais : http://www.univ-lille1.fr/~puel/CRDP/homecrdp.html
- ☐ CRDP Pays de la Loire : http://www.univ-angers.fr/~crdp44/
- ☐ CRDP Poitou-Charentes : http://www.crdp-poitiers.cndp.fr/
- ☐ CRDP de Versailles : voir Académies

- ☐ Services parisiens du CNDP : http://www.cndp.fr/SERVPARI/default.htm

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Partenaires

- ☐ EPI : http://www.ensmp.fr/~scherer/epi/
- ☐ IREM : http://math.unice.fr/~iremnice/
- ☐ Pédagogie Freinet : http://194.51.251.1:80/freinet/

- ☐ FEN : http://www.fen.fr/

- ☐ Cité des Sciences et de l'Industrie : http://www.cite-sciences.fr/

- ☐ L'action éducative de la vidéothèque de Paris : http://www.vdp.fr/vdp/acteduc.html

- ☐ Agence pour la Diffusion de l'Information Technologiaque (ADIT) : http://www.adit.fr/

- ☐ L'alliance française à New York : http://www.fiaf.org
- ☐ L'alliance française à San-Francisco : http://www.afsf.com/sites.html
- ☐ Association américaine des professeurs de français : http://www.afsf.com/sites/allian4.html

Les pages Web des écoles

- ☐ Cyber Réseau Creuse Éducation : http://www.mairie-felletin.fr/education/cyber.htm
- ☐ Ecole A. Camaret, à Menton (06) : http://www-inln.unice.fr/~delerue/Plein-air/
- ☐ Sur le serveur académique de Toulouse : http://www.ac-toulouse.fr/
  - ☐ **Ecole de Picquecos** : http://www.ac-toulouse.fr/piquecos/
- ☐ Ecole M. Radeuil, à Viville (16) : http://www.a2i-micro.fr/~mradeuil/
- ☐ Ecoles dans le massif du Vercors (38) : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles
  - ☐ Article d'Hélène Godinet, Les Réseaux Buissonniers : quelques réflexions sur la production d'écrits interactifs.
  - ☐ Une expérience d'utilisation de MacIntosh dans les classes maternelles
  - ☐ Ecoles de Villard de Lans : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles/villard/index.html
  - ☐ Ecole d'Engins : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles/engins/index.html
  - ☐ Cité Scolaire Jean Prévost de Villard de Lans : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles/ljp/index.html
  - ☐ Le Lycée du Diois : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles/die/index.htm
  - ☐ A St-Nizier du Moucherotte, liaison Ecoliers-Navette STS-78 : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles/StNizier/bonjour.html
- ☐ Ecole Isabelle Patissier, à Sorbiers (42) : http://www.aurecvideo.fr/gdquartier/index.html
- ☐ Sur le serveur académique de Bordeaux : http://www.ac-bordeaux.fr/Experimentation/webetabs.html
  - ☐ Ecole de Louvie-Juzon (64) : http://www.ac-bordeaux.fr/Experimentation/louviejuzon/index.html
- ☐ Ecoles en Haute-Savoie (74) : http://www.cur-archamps.fr/edres74/ecoles/
- ☐ Ecole des Hospitalières St Gervais, à Paris(75) : http://www.fdn.fr/~csalome/ecole/ecole.html
- ☐ Ecole Vicq d'Azir, Paris(75) : http://perso.club-internet.fr/vicq/
- ☐ Ecole des Castors II, à Carcassonne (11) : http://ourworld.compuserve.com/homepages/SMTH
- ☐ Ecole de Pennautier (11) : http://www.planete.net/~bdauphin/professionnel.html
- ☐ Ecole Bizu en mayenne : http://www.unimedia.fr/homepage/ecolebizu/accueil.html
- ☐ Journal (solaire) des juniors et classe de CM2 à Baillargues : http://www.imaginet.fr/~sjm/
- ☐ Classe de CM1-CM2 (1995) de l'école Poutrin - Saint-Brieuc : http://www.cybercom.fr/~llucas/piaf.html
- ☐ Ecrire à nos copains de l'école de Bioule (82) : mailto:euromontauban@citi2.fr

Les pages Web des collèges

- Sur le serveur académique de Bordeaux : http://www.ac-bordeaux.fr/Experimentation/webetabs.html
  - Collège Jean Rostand Montpon Ménestérol (24) : http://www.ac-bordeaux.fr/Experimentation/0330117X/montpon1.htm
  - Collège Victor Louis TALENCE (33) : http://www.ac-bordeaux.fr/Experimentation/0332195G/index.html
- Sur le serveur académique de Dijon : http://www.ac-dijon.fr/
  - Collège Noël Berrier à Corbigny (58) : http://www.ac-dijon.fr/etab/nievre/corbigny/berrier.htm
  - Collège Morat de Recey-sur-Ource, championnat de France de VTT UNSS : http://www.ac-dijon.fr/etab/cotedor/recey/morat1.htm
- Cyber Réseau Creuse Éducation : http://www.mairie-felletin.fr/education/cyber.htm
- Collège André Maurois à Menton : http://www-inln.unice.fr/~delerue/college/
- Collège Claude Debussy, Aulnais : http://www.univ-paris8.fr:80/~babelweb/debussy
- Réalisation d'élèves du collège Jean Lurçat, Saint-Denis : http://www.univ-paris8.fr:80/~babelweb/erebrasil http://www.univ-paris8.fr:80/~babelweb/lurcat/
- Collège de Kéranroux, Brest : http://www.geocities.com/Paris/4177

Les pages Web des lycées

- Sur le serveur académique de Bordeaux : http://www.ac-bordeaux.fr/Experimentation/webetabs.html
  - Lycée Laure Gatet PERIGUEUX (24) : http://www.ac-bordeaux.fr/Experimentation/0240025X/lgracine.htm
  - Lycée Professionnel Philadelphe de Gerde PESSAC (33) : http://www.ac-bordeaux.fr/Experimentation/PHIDGERD/sommaire.html
  - Lycée François Magendie BORDEAUX (33) : http://www.ac-bordeaux.fr/Experimentation/0330026Z/index.html
  - Lycée Pape Clément PESSAC (33) : http://www.ac-bordeaux.fr/Experimentation/PAPECLEM/index.html
- Ecoles dans le massif du Vercors (38) : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles
  - Le Lycée du Diois : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles/die/index.html
- Sur le serveur académique de Dijon : http://www.ac-dijon.fr/
  - Lycée Stephen Liégeard à Brochon (21) :
  - Lycée Carnot à Dijon (21) : http://www.ac-dijon.fr/etab/cotedor/carnot/carnot.htm
  - Lycée européen Charles de Gaulle à Dijon (21) : http://www.ac-dijon.fr/etab/cotedor/degaulle/gaulle.htm
  - Lycée Niepce à Chalon - sur - Saône (71) : http://www.ac-dijon.fr/etab/saone/niepce/n_presen.htm

- ☐ Lycée Pontus de Thiard à Chalon - sur - Saône (71) : http://www.ac-dijon.fr/etab/saone/pontus/sommaire.htm

☐ Sur le serveur académique de Lyon : http://www.ac-lyon.fr/

- ☐ Lycée Ferney-Voltaire : http://www.ferney.ac-lyon.fr/"
- ☐ Projets d'établissements autour d'Internet (dont "Jeunes reporters pour l'environnement") : http://www.ac-lyon.fr/enseigne/projets/index.html

☐ Sur le serveur académique de Nancy-Metz : http://www.ac-nancy-metz.fr/

- ☐ Projets d'établissements autour d'Internet : http://www.ac-nancy-metz.fr/projciel/listetab.htm

☐ Sur le serveur académique de Strasbourg : http://www.ac-strasbourg.fr/

- ☐ Lycée Leclerc de Saverne : http://www.ac-strasbourg.fr/etablissements/Saverne/Saverne.htm

☐ Sur le serveur académique de Toulouse : http://www.ac-toulouse.fr/

- ☐ Etablissements d'appui : http://www.ac-toulouse.fr/etablissements.html

☐ Sur le serveur académique de versailles : http://sancerre.ac-idf.jussieu.fr/~versailles/

- ☐ Centre National de Montlignon
- ☐ ÉREA de Sannois
- ☐ Lycée Geoffroy St Hilaire - Étampes
- ☐ Lycée d'Herblay
- ☐ Lycée International - St Germain en Laye

☐ Cyber Réseau Creuse Éducation : http://www.mairie-felletin.fr/education/cyber.htm

☐ Lycée Paul Cornu à Lisieux http://www.mm-soft.fr/monoweb/tsiicornu/

Evénements auxquels participent des établissements scolaires

- ☐ XIèmes jeux de l'UNSS, serveur réalisé par le lycée des Haberges de Vesoul (jusqu'au 15 juillet) : http://www.unss.org/

- ☐ A St-Nizier du Moucherotte, liaison Ecoliers-Navette STS-78 : http://www.alpes-net.fr/~fbocquet/pnrv/ecoles/StNizier/bonjour.html

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Palmarès 96 des pages Internet d'établissements scolaires (MEN / SNE)

- ☐ Trophée d'or : Adam De CRAPONNE
  Lycée A. De Craponne Salon de Provence (13), http://www.club-internet.fr/ecoles/craponne

- ☐ Trophée d'argent : Jean PREVOST
  Elèves de la cité scolaire J. Prévost Villard de Lans (38),
  http://www.alpes-net.fr/~fbocquet/prevost

- ☐ Trophée de bronze : Denis DIDEROT

Lycée Denis Diderot Bavilliers (90),
http://www.club-internet.fr/ecoles/Diderot/

IUFM

- ☐ Carte de France des IUFM : http://www-valence.ujf-grenoble.fr/IUFM/public_html/Welcome.html
- ☐ IUFM Orléans-Tours : http://web.univ-orleans.fr/iufm/
- ☐ IUFM De Grenoble : http://www.gni.fr/iufm
- ☐ IUFM de Paris http://w3.paris.iufm.fr/

Universités et autres centres de recherches

- ☐ Liste des universités et écoles : http://dgrt.mesr.fr/univ.html
  - ☐ Campus de Jussieu : http://www.jussieu.fr
  - ☐ Universités de Lyon : http://www.univ-lyon1.fr http://www.univ-lyon2.fr
  - ☐ Université de Nice : http://www.unice.fr
  - ☐ Université de Rennes 1: http://www.univ-rennes1.fr/
  - ☐ Annuaire : http://www.univ-rennes1.fr/annuaire.html
  - ☐ Le comité Réseau des Universités : http://www.univ-rennes1.fr/CRU/intro.html
  - ☐ Ecole normale supérieure http://www.ens.fr/
    L'association Litiel http://www.ens.fr/litiel/
  - ☐ Ecole des mines : http://www.ensmp.fr/
  - ☐ Ecole polytechnique : http://www.polytechnique.fr
- ☐ CNAM : http://www.cnam.fr
  - ☐ Le groupe EVARISTE http://web2.cnam.fr/recherche/evariste/le_groupe_evariste.html
  - ☐ Le coin des francophones et autres grenouilles : http://www.cnam.fr/fr/
- ☐ CNRS : http://www.cnrs.fr
- ☐ UREC (unité Réseaux du CNRS) : http://www.urec.fr
- ☐ Page d'accueil du Collège de France : http://cdfinfo.in2p3.fr/College/college.html
- ☐ INA : http://www.ina.fr
- ☐ INRIA : http://www.inria.fr
  - ☐ Sciences en fête : http://sef.inria.fr
- ☐ GRD Médicis, groupe de recherche CNRS 1026 en calcul formel : http://medicis.polytechnique.fr/
- ☐ Travaux de Jacqueline Zizi : http://medicis.polytechnique.fr/enseignement
- ☐ Cellule de coordination documentaire nationale pour les mathématiques : http://www-mathdoc.ujf-grenoble.fr
- ☐ Centre documentaire informatique pour l'enseignement de la chimie : http://www.unice.fr/cdiec

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Autres sites

- ☐ Projets scolaires et sites éducatifs : http://grics.edupac.qc.ca/#serveurs

- Recherche de serveurs éducatifs : http://k12.cnidr.org/
- BEST Education Search Engine : http://www.eyecatchers.com/eyecat/BEST/
- European Schools Project : http://cc5.kuleuven.ac.be/~hchrist/esp/fullidxb.htm
- Cyber Réseau Creuse Éducation : http://www.mairie-felletin.fr/education/cyber.htm
- Etablissement Régional d'enseignement adapté (EREA) de Sannois : http://www.atlantic.fr/transat-internet/
- La Fondation Entreprise Réussite Scolaire : http://www.asi.fr/fers/
- L'école sur Internet : http://www.imaginet.fr/momes/
- L'Ado Monde Francophone - Journal interactif, éducatif et francophone écrit par les ados pour les ados : http://www.quebectel.com/adomonde/
- I'M-EUROPE ECHO : http://www.echo.lu/
- Tennessee Bob's Famous French Links : http://www.utm.edu:80/departments/french/french.html
- Educ'Web (Calva Net) : http://www.calvacom.fr/calvacom/thema/educ_web.html
  Calva Net : http://www.calvacom.fr/
- Kids Web : http://www.npac.syr.edu/textbook/kidsweb/
- Réseau éducatif canadien : http://schoolnet2.carleton.ca/francais/
  L'école... t'en peux plus?
  http://schoolnet2.carleton.ca/francais/adm/orientation/accroche-toi
- Télécopains : http://www.etc.bc.ca/french/copains.html
- Rainette ! (pour les enfants de 3 à 10 ans) : http://www.rainette.com
- LE JOURNAL DES ENFANTS : http://www.jde.fr/#debut

Serveurs à l'étranger

- Canada
  - Direction des ressources didactiques (ministére de l'éducation au Québec) : http://www.eduq.risq.net/DRD/
  - Applications Pédagogiques de l'Ordinateur au Québec : http://www.vitrine.collegebdeb.qc.ca/
  - Recensement éducatif de la société Grics : http://grics.grics.qc.ca/
    Menu Inforoutes : http://grics.grics.qc.ca/fp/
  - Réseau de télématique scolaire Québécois (RTSQ) : http://rtsq.grics.qc.ca/"
  - Édumédia (revue électronique "éducation et nouvelles technologie") : http://edumedia.risq.qc.ca
    site miroir en France : http://www.quelm.fr/edumedia/index.html

- ☐ CyberScol : http://cyberscol.cscs.qc.ca
  http://CyberScol.cscs.qc.ca/cyberpresse/

- ☐ Au Québec, la commission scolaire des manoirs : http://www.csmanoirs.qc.ca

- ☐ Réseau éducatif canadien : http://schoolnet2.carleton.ca/francais/
- ☐ Projet d'accès au réseau canadien : http://cnet.unb.ca/capf/q&a_fr.html
- ☐ La Commission Scolaire des Découvreurs : http://www.fse.ulaval.ca/csdd/indexfr.html
- ☐ L'Ecole Internationale de Français au Québec : http://www.uqtr.uquebec.ca/eif/
- ☐ Conseil scolaire des Frontières : http://www.cuslm.ca/frontiere/

- ☐ Curseur sur la francophonie cybérienne : http://iconode.ca/iconode/html/liens.html

- ☐ Chroniques de Cybérie : http://www.cyberie.qc.ca/chronik/

- ☐ Ministère de l'éducation et de la culture (Espagne) : http://www.pntic.see.mec.es
- ☐ Serveur éducation catalan : http://www.xtec.es

- ☐ NCET (**National Council for Educational technology** - GB) : http://ncet.csv.warwick.ac.uk
  Index : http://ncet.csv.warwick.ac.uk/WWW/menu/index.html

- ☐ Ministère de l'Education Nationale du Grand Duché du Luxembourg : http://www.men.lu

- ☐ ACET (**Association for Education Communication and Technology** - USA) : http://aect.org

- ☐ North Cook Educational Service Center - Illinois : http://www.ncesc.org/

- ☐ The Virtual Media Lab (université de Pennsylvanie) : http://philae.sas.upenn.edu/
  LES CAPETIENS - LES CROISADES http://philae.sas.upenn.edu/French/caroly.html

- ☐ Centre for Landscape Research (université de Toronto) : http://www.clr.toronto.edu:1080/

- ☐ Exploratorium (USA) : http://www.exploratorium.edu

Écoles, collèges, lycées à l'étranger

Répertoire international des établissements scolaires ayant réalisé leurs pages WEB :
http://web66.coled.umn.edu/schools.html

Allemagne

- ☐ Institut français de Stuttgart : http://www.shuttle.de/if-s/

Canada

- ☐ Au Québec, écoles primaires et secondaires présentées par la commision scolaire des manoirs :
  http://www.csmanoirs.qc.ca
- ☐ Ecole primaire Jean XXIII, Ascot au Québec :
  http://cyberscol.qc.ca/cyberpresse/locale/jeanxxiii/
- ☐ École française FSJ : http://www.central.schdist60.bc.ca/central
- ☐ William Latter School : http://www.CAM.ORG/~wlatter/index.html
- ☐ É Gabrielle ROY (Ontario) http://www.io.org/~togabrie

- ☐ École Élémentaire Sechelt de Colombie Britannique : http://www.etc.bc.ca/french/accueil_sechelt.html
- ☐ École élémentaire publique Jeanne-Sauvé : http://www.cyberus.ca/~orjeanne/index.html
- ☐ École Élémentaire Publique Séraphin-Marion : http://www.cyberus.ca/~esm/esm.html
- ☐ École Marie-Anne-Gaboury : http://www.mbnet.mb.ca/~gaboury/
- ☐ École alternative "La clé des champs" : http://www.compuform.com/cledeschamps/

Grande Bretagne

- ☐ Low Bentham County Primary School en angleterre : http://cres1.lancs.ac.uk/~esarie/schoolx.htm

Finlande

- ☐ Le lycée franco-finlandais d'Helsinki : http://www.hrsk.edu.fi/infohrsk.fr.html

Italie

- ☐ Lycée Alberti Sardaigne : http://alberti.crs4.it/engl-welcome.html

Luxembourg

- ☐ Ecole primaire de Steinsel (Luxembourg) : http://www.restena.lu/primaire/steinsel/classe/classe.html
- ☐ Lycée d'Echternach : restena.lu:80/lce/home_f.html

Suède

- ☐ Ecole Altorpskolan en suède http://www.abc.se/~m7507/

USA

- ☐ The Lanikai School Home Page! : http://www.doe.hawaii.edu/~lanikai/
- ☐ Collège Charles-Lemoyne ??? http://www.connectmmic.net/mmenu/ccl.html
- ☐ College Bound Web Page : http://www.collegebound.com
- ☐ École française, Portland : http://www.fas.pps.k12.or.us
- ☐ Abbberly Hall School : http://www.rmplc.co.uk/eduweb/sites/abbhall/index.html

Fiches pédagogiques en lettres

- Activités didactiques sous traitement de texte (MEN) : http://www.men.lu/_didac/tdt/simulation.html

Fiches pédagogiques en mathématiques

- Fiches réalisées par l'académie de Toulouse : http://www.ac-toulouse.fr/maths/maths.html

Fiches pédagogiques en physique

- Académie de Dijon
  - Centre de ressources en Sciences Physiques : http://www.ac-dijon.fr/pedago/crtnsp/crtnsp.htm
- Académie de Toulouse
  - Groupe Physique - Chimie : http://www.ac-toulouse.fr/sc_phy/
  - Physique appliquée (électronique - électrotechnique) : http://www.ac-toulouse.fr/pha/

Fiches pédagogiques en sciences économique et sociales

- Université Lyon 2 : http://web.univ-lyon2.fr/sesweb/
  - Journal d'infos pour enseignants : http://web.univ-lyon2.fr/sesweb/journal.htm
  - Documents pédagogiques : http://web.univ-lyon2.fr/sesweb/pedagdis.htm
  - Les SES sur le Web : http://web.univ-lyon2.fr/sesweb/sesweb.htm
- Données du ministère de l'économie et des finances : http://www.tresor.finances.fr/oat/fr/sommairefr.html

Fiches pédagogiques en sciences de la vie et de le terre

- Données sur les séismes récents : http://www.ac-toulouse.fr/svt/1servomp.html
- Travaux réalisés par l'académie de Dijon http://www.ac-dijon.fr/pedago/svt/debut.htm

Fiches pédagogiques en technologie

- Académie de Dijon (projet) : http://www.ac-dijon.fr/pedago/techno/fichier/entree.htm

Option informatique au lycée

- Travail des équipes académiques de Toulouse, Bordeaux, Lyon, Dijon - APTIC : http://www.ac-dijon.fr/pedago/aptic/hpinfog.htm

Ressources pédagogiques en général

- Recensement **très intéressant** en cours à l'université d'Angers : http://www.univ-angers.fr/universite/document/0w0000.html
- Sciences en fête : http://sef.inria.fr
- Recensement québecois sur le monde francophone : http://www.uquebec.ca/1ercycle/res_fran.htm
- Internet exploration guide for teachers : http://link.ci.lexington.ma.us/WWW/Shelley/homepage.html

- BEST Education Search Engine : http://www.eyecatchers.com/eyecat/BEST/
- Graticiels pédagogiques : http://www.ensmp.fr/~scherer/graticiels/
- Choisir un logiciel : http://www.men.lu/_didac/choisir.html

- Bienvenue sur la Cinquième en ligne : http://www.lacinquieme.fr/

Géographie

- Antartica (Fondation Elf) : http://www.polaris.cict.fr:8050/francais/intro.html

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Langues anciennes

- Littérature latine
  - Apprentissage du latin par ordinateur : http://www.cicrp.jussieu.fr/aulas/LITALA/Pratique1/P1.5.html
  - Ressources : http://www.georgetown.edu/labyrinth/subjects/latin/latin.html
  - Textes intégraux - La Nef des Folles : http://www-com.grenet.fr/ellug/livres/Nef.des.Folles/
- Recensement de jacques Julien sur les langues anciennes : http://www.cndp.fr/bookmarks/julien.htm

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Langues française et apprentissage

- Ressources
  - Sommaire de la revue "Le Français dans tous ses états" : http://pythie.cnusc.fr:8110/francais.html
  - Base de données bibliographiques sur la didactique du français : http://dodge.grenet.fr:8001/interrocdf.html
  - Le vadémécum de la nouvelle orthographe, : http://juppiter.fltr.ucl.ac.be/FLTR/ROM/DIFR/vdm.html
  - BDD de références bibliographiques : http://www.cam.org/~sdm/piga09da.html
  - La page des lexiques : http://mistral.culture.fr/culture/dglf/lexis.htm

- Études sur la langue
  - Délégation générale à la langue française : http://www.culture.fr/culture/dglf/dglf.htm
  - UFR de Linguistique (Paris VII) : http://lug.linguist.jussieu.fr/
    Un livre : http://lug.linguist.jussieu.fr/lug/garde.htlm

- Willamette University : http://www.willamette.edu/
  The Human-Languages Page :
  http://www.willamette.edu/~tjones/Language-Page.html
  La page des langues naturelles :
  http://www.willamette.edu/~tjones/languages/French-page.html

- Articles du Monde Diplomatique :
  http://www.ina.fr/CP/MondeDiplo/Thesaurus/sujet/langue.fr.html
- Littérature et informatique ??? : http://134.59.31.3/Rabelais.html
- ARTFL Project, TLF Dictionary Form :
  http://humanities.uchicago.edu/forms_unrest/TLF.html

- Répertoire de cours FLE en France : http://www.ambafrance.org/COURS/"

- Réalisations d'élèves : http://www.univ-paris8.fr:80/~babelweb/lurcat/

- Apprentissages
  - Aide à la rédaction de courrier http://www.ensmp.fr/~scherer/adminet/epv/
  - EAO, définition ??? http://galois.univ-orleans.fr/eao/eaodef.html
  - Conjugaison et EAO ??? http://galois.univ-orleans.fr/eao/francais/futur-1.01.html
  - Conjugation des verbes http://humanities.uchicago.edu/forms_unrest/inflect.query.html
  - Test de grammaire Francaise ??? http://ens12.univ-mrs.fr:80/Us/France/grammaire.html
  - Corrigés du Bac 95 http://www.axime.com/libebac/fcherche.html

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Sciences

- Institut Pasteur : http://www.pasteur.fr/

  Butineurs, Meta-Index et répertoires d'URL :
  http://www.pasteur.fr/other/biology/francais/bio-browsers-fr.html

- INSERM : http://www-inserm.u-strasbg.fr/

  Des images de l'INSERM : http://www.pl.vtcom.fr/id/agences.htm#inserm
  Image directe (VTCOM) : http://www.pl.vtcom.fr/id/

- Service Bisance (Biologie moléculaire - CITI2) : http://www.citi2.fr/bio/welcome.html

- Service HyperDOC - US National Library of Medicine : http://www.nlm.nih.gov/

- Biomedical Visualization Laboratory : http://www.bvis.uic.edu/

  Modeling the Human Eye and Orbit : http://www.bvis.uic.edu/bvl/eye/
  Eye Gallery : http://www.bvis.uic.edu/bvl/eye/eye_gallery.html

- Harvard Biological Laboratories : http://golgi.harvard.edu/

  Biosciences Index : http://golgi.harvard.edu/htbin/biopages

- Jeulin, la photothèque : http://oceane.cict.fr:7557/Phototheque

  Voir aussi une présentation de CD-ROM sur les images satellitales : http://oceane.cict.fr:7557/

- Welcome to the VEGETATION Programme! http://ceo-www.jrc.it/vgt-docs/vgthmpg.html
- CEO Programme : http://ceo-www.jrc.it

  Exemples en Europe : http://ceo-www.jrc.it/vgt-docs/vgtillus/01europe.html
- Greenpeace International (Amsterdam) : http://www.greenpeace.org/
- Productic (in directory-of-servers) : wais://quake.think.com:210/directory-of-servers?productic
- Physics Servers and Services Around the World : http://tph.tuwien.ac.at/physics-services/physics_services2.html
- Ressources (Science): http://hub.terc.edu:80/physics.html
- Centre National d'Etudes Spatiales : http://www.cnes.fr/

  Les actualités du CNES : http://www.cnes.fr/actualites/
  Espace Jeunes : http://www.cnes.fr/Jeunes/
- Observatoire de Paris, Meudon, Nançay : http://www.obspm.fr/
- IPGP (Institut de Physique du Globe de Paris) : http://www.ipgp.jussieu.fr/
- Euro Space Center (Belgique) : http://www.ping.be/~ping8377/
- IFREMER : http://www.ifremer.fr/
- Atlantic Web : http://www.atlantic.fr/
- ORSTOM : http://www.orstom.fr/
- NASA (HPCC Office) : http://cesdis.gsfc.nasa.gov/hpccm/hpcc.nasa.html
- NERC Satellite Station, Dundee University, UK : http://www.sat.dundee.ac.uk/
- Exploratorium : http://www.exploratorium.edu/
- Gateway to Antarctica : http://icair.iac.org.nz/

  An antarctic fish story http://icair.iac.org.nz/~psommerv/fish.html
  Atmospheric Ozone : http://icair.iac.org.nz/ozone/ozone.html
- Museum of Paleontology (UCMP - Berkeley) : http://ucmp1.berkeley.edu/
- Xerox PARC (Palo Alto Research Center) : http://www.parc.xerox.com/

  Xerox PARC Map Viewer : http://pubweb.parc.xerox.com/map
- NCSA : http://www.ncsa.uiuc.edu/
- Oregon Graduate Institute of Sciences & Technologies : http://www.cse.ogi.edu/

Center for Spoken Language Understanding : http://www.cse.ogi.edu/CSLU/

Littérature

- ☐ Mouvements littéraires, écrivains
  - ■ OULIPO : http://www2.ec-lille.fr/~book/oulipo/liens.html
- ☐ Réflexions sur la littérature
  - ■ Littérature (articles du Monde Diplomatique) : http://www.ina.fr/CP/MondeDiplo/Thesaurus/sujet/litterature.fr.html
- ☐ Création
  - ■ Atelier de création hypertextuelle : http://www.cicv.fr/HYP/hypert.html
  - ■ Portraits de mots : http://www.ina.fr/CP/Magnum/PdM/portraitMots.fr.html
- ☐ Histoire des arts et des lettres
  - ■ Naissance de la culture française (BNF) : http://www.bnf.fr/loc/bnf0001.htm
- ☐ Littérature de jeunesse
  - ■ Ricochet, recherche en littérature de jeunesse : http://www.cnam.fr/ABU/pour_bbtan/RICOCHET/plangue.html
  - ■ Livres français pour la jeunesse : http://www.ambafrance.org:80/ADPF/essjeun.html
- ☐ Informations sur les textes électroniques
  - ■ Alexandrie - La Bibliothèque Virtuelle : http://www.alexandrie.com/
  - ■ LLL Electronic Text Archive : http://www.lang.uiuc.edu/LLL/etexts/
  - ■ The University of Virginia Electronic Text Library : http://etext.lib.virginia.edu/uvaonline.html
  - ■ L'Association des Bibliophiles Universels : http://www.cnam.fr/ABU/
  - ■ Littératures, université de Montréal : gopher://tornade.ere.umontreal.ca:7070/1/
  - ■ Catalogue Alex : gopher://rsl.ox.ac.uk:70/11/lib-corn/hunter
  - ■ ARTFL Project : http://humanities.uchicago.edu/ARTFL/ARTFL.html
- ☐ Textes manuscrits
  - ■ Mystere dou jour dou jugement : http://acs1.byu.edu/~hurlbutj/dscriptorium/jugement/jugement.html
  - ■ The Bodleian Library, quelques pages manuscrites de livres d'heures : http://www.rsl.ox.ac.uk/welcome.html
  - ■ Les très riches heures du duc de Berry : http://humanities.uchicago.edu/images/heures/heures.html
  - ■ Le chevalier à la charrette, Chrétien de Troyes : http://www.princeton.edu/~lancelot/docs.html
- ☐ Autres textes
  - ■ Boileau, Le lutrin... : http://www.ensmp.fr/~scherer/literacy/BOILEAU.LE_LUTRIN
  - ■ Bisclavret : http://www.lang.uiuc.edu/LLL/etexts/bisclavret.html
  - ■ Centre d'édition de Textes Electroniques - Nantes : http://palissy.humana.univ-nantes.fr/cete.html
  - ■ ATHENA, littérature française, Pierre Perroud : http://un2sg1.unige.ch/www/athena/html/francaut.html
  - ■ Textes français, université de Virginie : http://etext.lib.virginia.edu/french.html

- Quelques illustrations de l'Encyclopédie Diderot : http://humanities.uchicago.edu/images/ENC/ENC.image_test.html
- Pamphlets révolutionnaires 1789-1792 : http://humanities.uchicago.edu/homes/mark/fr_rev.html
- Traduction de la Bible de SEGONDS 1910 : http://humanities.uchicago.edu/forms_unrest/BIBLE.form.html

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Poésie

- ☐ Fables de Jean de La Fontaine : http://www.etc.bc.ca/french/fables.html
- ☐ Robert Desnos : http://www.worldnet.net:80/~mannoni/desnos.html

- ☐ Anthologies
  - Anthologie de la poésie française : http://cage.rug.ac.be/~dc/Poetry/Francais.html
  - Anthologie de la poésie française de la pléiade au début du 20ème siècle (certains poèmes sont enregistrés) : http://www.webnet.fr/poesie/
  - Florilège de la poésie française : http://www.ambafrance.org/FLORILEGE/
  - Un peu de poésie française et quelques extraits de textes... : http://www.insa-tlse.fr/wwwaime/marie/poesies/

- ☐ Chansons
  - Chansons d'expression française : http://www.accent.net/lanevill/chanfran/chanfran.htm

  - Textes de Jacques Brel : http://www.cti.ecp.fr/~vambeng7/brel/index.html
  - Textes de Gainsbourg : http://www.platina.fr/~relig/TEXTES.html

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Théatre

- ☐ À propos...
  - Sur le théâtre : http://www.er.uqam.ca/nobel/c2545/theatral.html
  - Art Dramatique : http://www.brookes.ac.uk/schools/sol/bibliod.html
  - Programme de théâtre de France 2 : http://www.france2.fr/infos/theatre.htm
- ☐ Racine, Phèdre : http://galois.univ-orleans.fr/langue/litterature/classique/phedre.html

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Bibliothèques

- ☐ Généralités
  - À propos des bibliothèques en France et dans le monde : http://www.culture.fr/culture/autserv/biblio.htm
  - À propos des bibliothèques françaises (Direction du livre et lecture) : http://mistral.culture.fr/culture/guides/livres-g.htm
  - Produits bibliographiques de la BNF : http://www.bnf.fr/institution/francais/bibprod.htm
  - Articles du Monde Diplomatique autour du livre : http://www.ina.fr/CP/MondeDiplo/Thesaurus/sujet/livre.fr.html

- ☐ Documentation et bibliothèques
  - SDBIB (MEN) http://sdbib.mesr.fr/
  - L'hypertexte, historique et applications en bibliothéconomie : http://mistral.ere.umontreal.ca/~beaudryg/cursus/teasdale.html

- Revue "Papiers mâchés", nouvelles technologies et information : http://www.unice.fr/UrfistST/pm.html

- Catalogues des bibliothèques françaises accessibles en ligne
  - accessibles par Telnet : http://galaxy.einet.net/hytelnet/FR000.html
  - Autres bibliothèques (SIBIL) gopher : http://www.grenet.fr/redoc/france.html
  - Les bibliothèques françaises par web, minitel, etc. : http://cpt.univ-mrs.fr/~gef/FrLib.html

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Catalogue d'éditeurs

- Édition et commerce du livre : http://www.cam.org/~sdm/xeced.html ???
- Editions Odile Jacob : http://www.odilejacob.eu.org/oj/fr/ojhp.html
- Éditions Gauthier-Villars : http://www.gauthier-villars.fr/
- Éditions Gallimard : http://www.gallimard.fr /

Revues

- Revue des NTE par des enseignants québécois : http://edumedia.risq.qc.ca/
- Complément électronique au Micro bulletin du CNRS : http://www.univ-rennes1.fr/LISTES/cru@univ-rennes1.fr/arc/msg00013.html

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Réflexions sur l'utilisation d'Internet

- Académie de Grenoble - usages d'Internet : http://www.univ-rennes1.fr/CRU/JRES95/actes/form1/1/favre.html
- Réflexions sur la production d'écrits interactifs (Hélène Godinet, "Les réseaux buissonniers") : http://www.alpes-net.fr:80/~fbocquet/pnrv/ecoles/rb/article-hg.html
- Internet à l' usage des pédagogues (Bernard Mataigne) : http://www.eduq.risq.net/DRD/P_telem/Internet.html
- Écoles et internet, émission sur Radio-France Creuse : http://www.publicis.fr/rf/rfcreuse.htm

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Se retrouver sur Internet

- Logiciels en libre-service et gratuits : http://vsl.cnet.com/
- Guides généraux en français
  - Université de Laval, notes de cours : http://spiff.bibl.ulaval.ca/intro_internet/notes/
  - Cours à propos d'Internet : http://www.si.uqam.ca/COURS/TOC.html ???
  - Un nouveau guide Internet : http://www.imaginet.fr/ime/
  - Cours HTML (université de Nice) : http://nephi.unice.fr/html/French/CoursHTML/cours.html
  - Comment réaliser son serveur Web : http://www.teaser.fr/cweb.html
  - Divers documents pédagogiques sur Internet (SDBIB) : http://sdbib.mesr.fr/format/urfist/pedago/autres/intnet.htm
- Outils de communication : http://www.lmcp.jussieu.fr/informatique/communications/
- Lexique du net : http://wwli.com/translation/netglos/glossary/french.html

- Renseignements techniques d'Adobe : http://www.adobe.com/studio/tipstechniques/main.html dont les images et le Web :

http://www.adobe.com/studio/tipstechniques/GIFJPGchart/main.html

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Guide des serveurs en France et dans le monde

- ☐ Ressources sur Internet en français :
  www.nomade.fr http://www.uqat.uquebec.ca/~wwweduc/franc.html
- ☐ Liste à jour établie par le CNRS : http://www.urec.fr/France/web.html
- ☐ Index des sites : http://www.yahoo.com/
- ☐ Guide des aides à la recherche
  - ■ Les différents moteurs de recherche :
    http://lokace.iplus.fr
    http://www.cybertheque.fr/perso/anita/multirec.html
    http://tornade.ere.umontreal.ca/~lanteign/recherche.html#metaoutils
  - ■ Altavista : http://www.altavista.digital.com

Listes de diffusion - News

- ☐ Listes de diffusion
  - ■ francophones : http://www.univ-rennes1.fr/LISTES/francophone.html
    - ■ pour l'éducation : http://www.univ-rennes1.fr/LISTES/Pedagogie.html
  - ■ internationales : http://www.NeoSoft.com/internet/paml/

- ☐ Listes de groupes de "News"
  - ■ français : http://www.fr.net/news-fr/liste.html
  - ■ pour l'éducation : fr.education.divers, fr.education.medias...

Institutions et organismes divers

- ☐ Informations administratives : http://www.argia.fr/adminet
- ☐ Serveurs Web du gouvernement français (ADIT) : http://www.adit.fr/GOUV/GOUV.html
- ☐ Ministère des affaires étrangères http://www.france.diplomatie.fr/
- ☐ Ministère de la culture : http://www.culture.fr
- ☐ Délégation Générale à la Langue Française : http://www.culture.fr/culture/dglf/garde.htm
- ☐ Agence de la francophonie - ACCT : http://www.francophonie.org/
- ☐ Ministère délégué à la poste, aux télécommunications et à l'espace : http://www.telecom.gouv.fr/
- ☐ Ambassade de France à Ottawa : http://ottawa.ambafrance.org/
  Le module d'exploration http://ottawa.ambafrance.org/LINKS/
  http://ottawa.ambafrance.org/KIOSQUE/fran.html
- ☐ Projets gouvernementaux sur les autoroutes : http://ai.inria.fr/AI/index.html
- ☐ Nations unies : http://www.igc.apc.org/
- ☐ UNESCO : http://www.unesco.org/
- ☐ Réunion des musées nationaux : http://www.culture.fr ???
- ☐ Télécom : http://www.telecom.gouv.fr/
- ☐ France Telecom Interactive, Wanadoo : http://www.wanadoo.fr/
- ☐ Club Internet (Grolier Interactive) : http://www.club-internet.fr/
- ☐ Gouvernement du Québec : http://www.gouv.qc.ca/
- ☐ La maison blanche : http://www.whitehouse.gov

Non classé

- ☐ La redoute : http://www.redoute.fr
- ☐ La CAMIF : http://www.camif.fr ???
- ☐ Des ressources documentaires bien organisées (m.Vérité) :
  http://w3.risq.qc.ca/cegep-ste-foy_voilier/
- ☐ Espagnol, bien fait : http://www.elpais.es
- ☐ Quotidien argentin bien fait : http://www.clarin.com/index.htm

Feasibility Study: February to October 1996

Commission 9

Criteria of good practice and validation

Pierre OUDART
Roland DITTRICH

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Projet Pilote du G7 : « société de l'information » Thème 3 : Enseignement des langues et des cultures

Étude de faisabilité Tel*Lingua

Commission N°9 :

Critères de bonne pratique et de validation.

La contribution de la commission N°9 à l'étude de faisabilité pour le projet Tel*Lingua comporte trois parties distinctes :

- une étude réalisée par Terry Atkinson de l'Association for Language Learning, Grande Bretagne, pour la Fédération internationale des professeurs de langue vivante, à la demande de la coordination du projet et financée par les crédits alloués à ce projet par la Commission européenne.
- Une contribution de la délégation générale à la langue française, qui vient compléter l'étude de M. Atkinson pour ce qui concerne l'accès aux ressources mises à disposition
- une contribution du Goethe Institut, copilote de la commission N°9 sur les critères de qualité pour les fournisseurs de formation.

Ces textes conduisent la commission N°9 à formuler des recommandations précises pour la poursuite du projet :

1. Mettre en place un dispositif opératoire pour associer les utilisateurs à tous les stades de l'élaboration du service en ligne, par le biais des organisations qui les représentent.

2. Mettre en place, en liaison avec le projet Tel*Lingua et d'autres programmes européens, un groupe de travail en charge de l'élaboration d'une terminologie multilingue dans le domaine des sciences de l'éducation, et notamment dans le domaine de l'enseignement et de l'apprentissage des langues.

3. Mettre en place des procédures de mesure de qualité des fournisseurs de contenus et de produits, en tenant compte des procédures internationales ou multilatérales existantes (Normes ISO 9000, EAQUALS)

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Tel*Lingua

Commission N°9

Critères de bonnes pratiques et de validation

Étude de faisabilité

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Ce rapport est disponible sur Internet :

http://ncet.csv.warwick.ac.uk/www/temps/linguanet/tel-lingua/wp9.html

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1. Introduction

Ce rapport a été rédigé par Terry Atkinson de l '« Association for Language Learning » pour la Fédération internationale des professeurs de langue vivante (FIPLV), à la demande de la délégation générale à la langue française, un des coordonnateurs de la commission n°9. L'objectif de ce rapport est de définir les éléments les plus importants et les stratégies à mettre en place pour s'assurer, dans le cadre du projet Tel*Lingua, centre de ressources virtuel sur Internet pour les professeurs de langue, décidé par le Sommet du G7 de Bruxelles de février 1995.

Cette étude de faisabilité est réalisée pour la Commission N°9 : critères de bonnes pratiques et de validation

La ligne directrice de ce rapport est que la qualité ne peut être garantie qu'en reconnaissant la compétence professionnelle des professeurs, et, de fait, en leur permettant de participer à tous les aspects du projet.
Le succès éventuel d'un tel projet ne dépendra donc pas de l'efficacité des aspects techniques des systèmes, ou de mécanismes de contrôle de qualité prédéfinis mais plutôt de la façon dont les professeurs seront impliqués dans le développement et l'adaptation des services offerts.
La participation des professeurs doit être considérée comme une des activités principales d'élaboration de ce service. Internet n'est pas un monument terminé mais un site en construction. Le campus virtuel se distingue par ses qualités de dynamisme. Internet ne fournira pas de solutions toutes faites pour les professeurs à la recherche de cours déjà préparés, il leur offrira plutôt un outil nouveau pour construire leurs propres solutions. La leçon qui est tirée de l'application de la technologie à l'enseignement est que l'apprentissage ne peut pas être rendu mécanique mais que les nouveaux outils cognitifs sont des instruments puissants pour mettre en forme l'apprentissage. « Les ordinateurs ont la capacité de redéfinir les limites naturelles du fonctionnement humain » (Bruner, 1990) mais le contrôle doit rester à l'homme, non à la machine.

De plus, la mise à disposition de matériels didactiques pour fournir des cours instantanés, par quelque moyen que ce soit, représente un modèle de pratique professionnelles et de développement professionnel qui est loin d'être universellement accepté ou acceptable. Ce modèle est critiqué comme étant un modèle autoritaire ignorant les situations particulières, marginalisant les compétences professionnelles des professeurs et offrant peu de possibilité de développement professionnel. Un tel modèle peut fonctionner quand les cursus sont centralisés et que les variations liées au contexte sont limités. En France, des centres bien établis fournissent les briques et le mortier nécessaires. En Grande-Bretagne de tels centres n'existent pas bien que le Ressources for learning Development Unit soit un modèle qui puisse être remarqué. Il incite des professeurs à produire des matériels pédagogiques et à publier leur résultat. Le but était de développer des matériels innovants mais l'intérêt de ce modèle réside dans le développement des compétences professionnelles des professeurs participant au projet. Cette approche est envisagée aussi en France dans des centres de ressources, y compris au niveau des départements. Cette vision d'un développement des cursus et d'un développement professionnel devrait être au centre de la réflexion sur le développement d'un centre virtuel de ressources.

Cela ne signifie pas qu'une bibliothèque virtuelle de ressources ne devrait pas être mise en place. Il y a sans aucun doute une forte demande pour ce type de services, notamment dans les pays où de tels services sont bien connus.

Cependant, l'expérience menée en Grande-Bretagne, dans le cadre du projet NERIS de centre de ressources électroniques, est d'une certaine façon, négative. NERIS a rencontré des problèmes techniques et financiers évidents, mais le projet peut aussi être critiqué comme étant issu d'une « culture de catalogue » qui manque d'interactivité et d'éléments incitant à la participation et à la collaboration. À l'opposé, on considère de plus en plus que les réseaux doivent fournir la possibilité d'échanger des réflexions plutôt que des matériels. C'est cette approche qui est mise en œuvre dans le projet « Ecademy » du Scottish council pour les technologies éducatives. Certains matériels sont mise à disposition sur Internet pour que les professeurs puissent les critiquer, et que les étudiants puissent les commenter. Le projet REM, un des principaux projets du programme européen Applications télématiques dans le domaine éducatif prend aussi comme approche le développement coopératif de l'apprentissage.

2. La garantie de la qualité : problématique générale.

Deux aspects principaux liés à la garantie de la qualité peuvent être identifiés : la convivialité du système pour l'utilisateur et la qualité du contenu des matériels et des services qui sont fournis.

2.1 La convivialité pour l'utilisateur :

La convivialité pour l'utilisateur dépend en partie de considérations techniques telles que le temps d'accès, les possibilités de recherche, le temps de télédéchargement, la compatibilité des systèmes.
Les possibilités de recherche peuvent être améliorées grâce à plusieurs stratégies qui doivent être mises en œuvre :
un système efficace de mots-clés et de descripteurs (Cf. infra) ;
des outils de recherche puissants en texte intégral ;
des procédures de recherche par opérateur booléen ;
Une arborescence transparente pour l'utilisateur.

2.2 La qualité du contenu

Les critères principaux pour s'assurer de la qualité des contenus incluent : l'adaptabilité, la pertinence; l'interactivité, le développement professionnel, l'évaluation, l'annotation. Plusieurs approches pour s'assurer de la qualité des services peuvent être identifiées, notamment :
l'accréditation des fournisseurs selon des critères stricts ;
l'élaboration de critères pour accepter des matériels élaborés par des fournisseurs non accrédités ;
Des critères d'utilisation et de rentabilité pour l'utilisateur final pour déterminer le temps de renouvellement des matériels mis à disposition dans le système.

Une approche aussi rigoureuse doit être mise en œuvre pour ce qui concerne la qualité des services fournis. L'utilisation d'une technologie de pointe ne fournit aucune garantie que le système ne sera pas monolithique. L'adaptabilité du système est cruciale et doit être réalisée grâce à la participation des utilisateurs en les impliquant dans différentes activités :
le commentaire en retour sur les matériels utilisés ;
l'adaptation par les utilisateurs de matériels et publication de ces adaptations par le centre virtuel de ressources ;
la formation - les utilisateurs peuvent devenir des producteurs de ressources grâce à la mise en place de groupes de travail coopératifs ;
La collaboration - des matériels et des structures peuvent être mis en place, qui permettent la réalisation de projets coopératifs entre les professeurs et les apprenants. Ce travail coopératif peut fonctionner pour le développement de ressources, la correspondance scolaire, le perfectionnement deux à deux. Il peut être utile de procéder à des concours entre les projets. Un partenariat financier peut être recherché avec les entreprises commerciales qui éditent des matériels pédagogiques afin de mettre en placez des groupes de discussion sur ces matériels.

L'Internet est un excellent média pour recueillir et publier des récits d'expériences professionnelles. Des formulaires à compléter peuvent être fournis aux utilisateurs et envoyés et traités automatiquement. Un modèle de tels formulaires peut être trouvé dans le projet « Operation sucess stories » du CIP. On doit préciser que ce modèle n'est pas spécifique à l'enseignement et à l'apprentissage des langues. D'autres exemples généraux peuvent être trouvés sur Internet, par exemple sur les serveurs des académies de Toulouse et de Grenoble.

2.3 Les modèles d'évaluation :

L'évaluation de la qualité des matériels et des services mis à disposition doit être un souci important et continu pour s'assurer de la qualité du serveur. Pour que cette évaluation puisse se mettre en place, il est nécessaire de définir clairement les objectifs du projet Tel*Lingua et de traduire ces objectifs en terme de gain quantifiable pour les utilisateurs. L'évaluation peut facilement se restreindre à un jugement subjectif. Afin d'éviter une telle situation, cette évaluation doit être conçue à différents niveaux.

1. L'efficacité du service : est-ce que le service est utilisé ? Est-ce que les utilisateurs le trouvent convivial.

2. Les réactions des utilisateurs : que font les utilisateurs avec le service ?

3. L'impact sur les performances des utilisateurs. Quel est l'impact du service sur les pratiques professionnelles des professeurs et sur l'apprentissage des étudiants ?

4. Les effets plus larges sur les utilisateurs :
Est-ce que le service contribue à la formation continue des professeurs ? Est-ce qu'il encourage à varier davantage les modes d'enseignement et d'apprentissage. Par exemple, conduit-il à une meilleure utilisation des technologies dans l'apprentissage des langues ?

5. La rentabilité
Est-ce que les résultats du projet correspondent à la façon dont il a été conçu et aux espoirs qu'il a suscités ?

3. L'importance des perspectives pédagogiques.

Le projet Tel*Lingua pourrait devenir un cas d'étude classique d'une approche conduite par la technologie dans le domaine éducatif. La séduction de la technologie réside dans sa capacité à fournir des solutions à des problèmes inconnus. Ainsi, parce que la possibilité technique de fournir des communications en réseau existe, on considère de facto que c'est une bonne chose de fournir des services aux professeurs de langue à travers ces réseaux. Il est beaucoup plus important de commencer par réfléchir, d'un point de vue pédagogique, aux besoins des utilisateurs, les professeurs de langue eux-mêmes. Quels sont leurs besoins en tant qu'apprenants ? Quelle est la meilleure façon de les satisfaire ? Quels sont les principes pédagogiques importants ? Ces questions essentielles doivent être prioritaires par rapport aux caractéristiques techniques du système mis en place. S'ils sont négligés, il y a un risque réel de courir à un double échec. Si les professeurs de langue n'utilisent pas les services offerts, le bénéfice potentiel pour l'enseignement et l'apprentissage des langues sera perdu et il s'en suivra une perte de confiance générale dans ce média, tant de la part des décideurs que des utilisateurs. Quels sont donc ces principes pédagogiques essentiels ?

3.1 La réflexion

Le premier principe pédagogique à prendre en considération dans la formation professionnelle des professeurs est la réflexion. De nombreux écrits existent sur ce point, de ceux de Dewey (1910, 1933), reformulés par les travaux de Schön (1983, 1987). Les professeurs améliorent leurs pratiques grâce à la réflexion. Tout système qui fournit des matériels et qui ne prend pas en compte la réflexion du professeur n'offre pas la possibilité d'améliorer les pratiques d'enseignement et ne peut donc être vraiment utile. L'interactivité que permet l'Internet donne la possibilité de stimuler la réflexion. Les utilisateurs devraient être incités à adapter et à développer des matériels, à les évaluer, et ce travail pourrait être incorporé de façon dynamique dans la base de données.

3.2 Les leviers de contrôle

Une approche qui encourage la réflexion et l'interactivité permet aussi de mesurer l'autonomie du professeur. Le professeur contrôle le système plutôt qu'il est contrôlé par le système. Ceci est un autre principe pédagogique important : les professeurs doivent utiliser le système comme un outil.

3.3 Un apprentissage ouvert

L'apprentissage tout au long de la vie professionnelle est aussi important pur les professeurs que pour les autres catégories professionnelles, sinon davantage. La valeur de tout service mis à disposition des professeurs réside avant tout dans sa capacité à modifier les pratiques pédagogiques. De nouvelles techniques, de nouvelles méthodologies, même une nouvelle langue, peuvent être apprises grâce aux procédures de formation continue. La formation professionnelle du professeur doit être reliée au plan de développement général de l'institution qui dispense les enseignement . Non seulement, cela réduit les coût mais augmente la pertinence de la formation et assure que les nouvelles solutions pourront être appliquées dans le contexte de l'institution. Le rôle des nouvelles technologies est ici primordial parce qu'il permet de dispenser aux professeurs la formation sur place sans se priver de l'apport théorique d'experts en linguistique ou en science de l'éducation. Les connexions au réseau rendent possible le travail coopératif même lorsque le professeur est isolé. Ainsi, un autre principe pédagogique essentiel est-il la mise en place d'un apprentissage ouvert dans un cadre de travail collaboratif.

L'Anglia Polytechnic University, en Grande Bretagne offre un exemple de ce que peut offrir l'Internet en matière d'apprentissage ouvert pour la formation continue des professeurs.

3.4 Le suivi de la formation des professeurs

Internet est une ressource de plus en plus utilisée dans la formation initiale des professeurs. En Grande-Bretagne, l'Open University utilise beaucoup les groupes de discussion sur Internet dans son cursus de formation initiale pour les professeurs. Il sera important de prendre en compte l'impact qu'aurait un centre virtuel de ressources sur la formation initiale des professeurs. De quelle façon Tel*Lingua développera l'utilisation des nouvelles technologies dans la formation initiale des professeurs, et inversement. Comment l'utilisation des nouvelles technologies pour la formation continue des professeurs pourra-t-elle être coordonnée avec les cursus de formation initiale ? Comment la continuité de l'expérience sera-t-elle assurée ? De quelle façon Tel*Lingua pourra-t-il devenir une source d'information pour les professeurs en formation et comment cette utilisation potentielle du système sera-t-elle prise en compte dans la phase de conception ? En effet, si les professeurs en formation sont incités à utiliser le système ils en seront par la suite des utilisateurs.

4. Les acteurs principaux de l'évaluation de la qualité des contenus et des services.

4.1 Le rôle des institutions spécialisées

Les institutions spécialisées ont déjà créé un certain nombre de serveurs Web qui comportent des informations utiles pour les professeurs de langue. Certains de ces sites sont entièrement consacrés aux professeurs de langue, tel Lingu@net en Grande-Bretagne. D'autres sont généraux, tel celui du Centre informatique pédagogique de Genève (CIP) et celui de la Generalitat de Catalunya. Il sera donc indispensable d'associer ces institutions au projet Tel*Lingua. De plus, ces institutions ont établi des procédures d'évaluation de la qualité. Les publications de L'ORAVEP sur les cédéroms et l'apprentissage des langues en offre un bon exemple (ORAVEP 1995). Ces institutions devraient participer à l'ensemble du

projet Tel*Lingua, mais plus particulièrement pour ce qui concerne la garantie de la qualité des contenus et des services.

4.2 Le rôle des associations professionnelles

Les associations professionnelles fournissent des services à leurs membres, les représentent, et les défendent. Ces associations utilisent maintenant l'Internet comme un outil de liaison (Cf. SUKOL en Finlande, ALL en Grande-Bretagne, IATEFL). Ces initiatives spontanées devraient être étudiées par les équipes en charge du développement du projet G7. Les associations professionnelles, en tant que représentants de leurs membres ont un rôle important à jouer dans le processus de définition de la qualité. La Fédération internationale des professeurs de langue vivante regroupe différentes associations nationales et les représente internationalement. Il serait donc souhaitable qu'elle puisse jouer un rôle important afin de s'assurer que quels que soient les services fournis aux professeurs, ils correspondent aux besoins qu'ils expriment. Les professeurs accepteront plus facilement un nouveau service s'ils ont l'impression qu'ils en sont un peu propriétaires, comme ils adoptent plus facilement les réformes si elles correspondent à leur propre perception de ce qui doit être fait (Broadfoot & Osborne). En effet, même des services bien conçus peuvent ne pas être utilisés par les professeurs si les professeurs n'en ressentent pas la nécessité. Les associations professionnelles étant les porte parole des professeurs, elles doivent avoir un rôle à jouer dans la définition des services qui doivent être offerts comme dans le développement et l'évaluation de ce service.

4.3 Les apprenants

En 1980, Papert affirmait que les apprenants tiraient parti des nouvelles technologies s'ils en avaient le contrôle. Les apprenants ne resteront pas assis passivement devant des pages HTML. Ils navigueront impatiemment et voudront utiliser le média dans un but créatif. Le Web se prête bien à la publication de travaux d'étudiants. Pour les apprenants d'une langue étrangère, il offre la possibilité de publier en direction d'une communauté internationale. Des exemples de serveurs WWW utilisés pour publier des travaux d'enfants peuvent être consultés par exemple dans les projets anglais : *schools on line* et *DFEE Modern Foreign Languages Project* et dans le projet *HUT* en Finlande. Aider des groupes de professeurs à publier des matériels pédagogiques sur le Web offrira l'assurance de recueillir des travaux de grande qualité.

5. Structure de la base de données et arborescence.

La structure de la base de données joue un rôle important pour deux raisons principales.
Une structure adéquate fera que les matériels seront facilement accessibles. En outre, la définition de mots-clés adaptés, de champs et de descripteurs fournit un modèle aux auteurs . Enfin, la base de données et les outils de recherche doivent pouvoir fonctionner dans un environnement multilingue. Il est donc nécessaire que la mise au point des mots-clés nécessite la participation de professeurs à un niveau international. Cela assurera l'authenticité pédagogique et linguistique des descripteurs.

5.1 Les descripteurs

Nous présenterons ici quelques considérations préliminaires sur les descripteurs qui devront être définis. Cette partie devra être développée. La Fédération internationale des professeurs de langue vivante pourrait être chargée de cette tâche. Les institutions spécialisées pourraient aussi participer efficacement à ce travail.

1. Descripteurs généraux

objectifs généraux des matériels
apprenants : groupe cible identifié par l'âge, le niveau, les compétences
aspects culturels : inhérents aux matériels et reliés au contexte pour lequel ils ont été développés.
divers

2. Descripteurs pédagogiques

Objectifs d'apprentissage : savoir-faire, connaissance, compréhension
types d'enseignement : les matériels sont-ils adaptés à différents types d'enseignement à un type particulier
organisation de la salle de classe : classe entière, travail en groupes, individuel, etc.
types d'apprentissage : les matériels sont-ils adaptés à différents types d'apprentissage ou à un type d'apprentissage particulier (autonome, collaboratif, guidé par le professeur, etc.)

3. Descripteurs didactiques

média : les aspects techniques doivent être spécifiés audio, visuel, multimédia, texte; vidéo, etc.
statut des matériels : éditeur, particulier, institution, etc.
activités d'apprentissage : exercices, exercices structuraux, activités pratiques, tâches créatives, exemples de travaux d'étudiants
matériels et méthodes, intégration dans le cursus d'apprentissage et d'enseignement

4. Descripteurs de contenus
thématiques : quels sont les sujets qui sont couverts : culturels, historiques, littéraires, etc.
linguistiques : vocabulaire, structure, fonctions, notions
langue : langue cible, langue d'enseignement

des exemples de descripteurs peuvent être consultés sur le serveur du Centre informatique pédagogique de Genève.
Voir aussi les catégories définies par les services tels que
Lingu@net;
Oravep (1995);
Le projet *BASE*, projet européen dans le cadre du programme Soçrates de l'Union européenne pour le développement d'une base de données de produits éducatifs multimédias et de leurs fournisseurs sur CD-ROM et sur l'Internet. (Publication, décembre 1996)
La page de « *Human languages* »

5.2 Les moteurs de recherche

La question des moteurs de recherche est liée à celle des descripteurs. Ils peuvent compenser les défauts qui seraient constatés dans la structure de la base de données. Le mode de recherche le plus simple et le plus rapide est la recherche par mot-clé. Un deuxième niveau de recherche, plus lent, mais plus précis, est la recherche sur un certain nombre de champs seulement. Il peut être aussi utile d'offrir des possibilité de recherche « plein texte ».
Les moteurs de recherche doivent être complètement multilingues et accepter tous les caractères typographiques de toutes les langues.

6. Conclusion

La principale recommandation de ce rapport est que la tâche d'assurer la garantie de qualité des contenus doit être dévolue aux associations professionnelles et aux institutions spécialisées. Ce sera la meilleure façon de réussir un système dynamique qui encourage la participation et la collaboration. L'enseignement et l'apprentissage font partie de contextes institutionnels qui font que les modèles directifs et autoritaires sont inefficaces. Comment trouver et choisir les matériels adéquats ? La réponse se trouve dans les pratiques professionnelles des enseignants. Fournir des matériels tout faits n'est pas approprié. Il est nécessaire d'intégrer les processus de formation professionnelle. Ainsi, le système doit appartenir à ceux qui l'utilisent.

7. Références

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7.2 adresses WWW

ALL: http://ncet.csv.warwick.ac.uk/WWW/temps/linguanet/partners/allindex.html

Anglia Polytechnic University's on-line courses for teachers http://IMICS-www.ultralab.anglia.ac.uk/pages/IMICS_Online/

CIP1 Centre informatique pédagogique, Geneva, http://tecfa.unige.ch/edu-comp/success-stories/4E.html

CIP2 Centre informatique pédagogique, Geneva, http://tecfa.unige.ch/edu-comp/success-stories/4E.html

SCET: http://www.scet.org.uk
Generalitat de Catalunya: http://www.xtec.es
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HUT project (Finland) http://www.hut.fi/~rvilmi/Project/
IATEFL: http://www.man.ac.uk/IATEFL/
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Critères de bonne pratique et de validation

Commission N°9

Étude de faisabilité : projet Tel*lingua

L'accès aux ressources

Le projet Tel*lingua est l'un des onze projets que le Sommet du G7 sur la société de l'information qui s'est tenu en février 1995 à Bruxelles a décidé de mettre en oeuvre.

Dans ses conclusions, le Sommet de Bruxelles avait encouragé la diversité des contenus, y compris la diversité culturelle et linguistique. En outre, les conclusions du Conseil de l'Union européenne du 12 juin 1995, visent à faire prendre en compte le respect de la diversité linguistique et la promotion du plurilinguisme dans l'ensemble des politiques et des actions communautaires : enseignement des langues européennes, information du consommateur, nouvelles techniques de communication, relations extérieures de l'Union...

Le projet Tel*Lingua, qui a pour thème l'enseignement des langues et des cultures, doit participer aux efforts européens pour le plurilinguisme et doit en être une vitrine exemplaire.

De fait, les contenus et les services de Tel*Lingua seront dans de nombreuses langues. Cependant, le plurilinguisme n'est pas la juxtaposition de toutes les langues, mais la mise en place de passerelles efficaces entre les langues, sans le recours systématique à une langue pivot.

Il est donc particulièrement important que Tel*Lingua propose aux utilisateurs un accès plurilingue convivial aux contenus mis à disposition. La convivialité de cet accès contribuera grandement à faciliter les choix et les requêtes des utilisateurs et participera ainsi à la qualité du serive proposé.

Afin de garantir la qualité de l'accès plurilingue aux contenus, trois points essentiels doivent être pris en considération dès l'élaboration du service :

- l'adoption de normes et de standards internationaux favorisant l'interopérabilité
- l'élaboration concertée d'une terminologie multilingue de l'enseignement et de l'apprentissage des langues
- l'utilisation de solutions issues du génie linguistique pour accroître la convivialité du système.

Adopter et promouvoir des normes techniques internationales

Pour un traitement multilingue de l'information, l'option pour certaines normes internationales de jeux de caractères et de structuration des données est absolument nécessaire.

Le développement des microordinateurs a rendu possibles l'affichage et l'impression des caractères latins étendus (alphabet latin + accents, tilde, c-cédille etc.) et des autres caractères (cyrillique, arabe, hébreu, idéogrammes asiatiques etc..).

Cependant, les solutions trouvées par les grands constructeurs informatiques ou les développeurs de logiciels sont le plus souvent encore des solutions « propriétaires » incompatibles entre elles.

La circulation et l'échange d'informations dans toutes les langues sur les nouveaux réseaux rendent nécessaires l'adoption de normes internationales de jeux de caractères.

En outre, la structuration des données selon des normes internationales permet d'assurer une meilleure interopérabilité des systèmes entre eux et de définir plus facilement des formats d'échange. La Bibliothèque nationale de France, par exemple, a choisi d'implanter dans son futur système d'information en cours de réalisation la norme UNICODE (sous ensemble de la norme ISO 10646), qui définit un jeu universel de caractères.

Ces normes existent. L'évolution et le développement des nouvelles technologies de l'information et de la communication montrent que leur implantation dans les systèmes d'information est une tendance lourde car elle garantit la construction d'un espace largement ouvert. Les concepteurs de Tel*Lingua doivent être particulièrement attentifs sur ces points, tant pour ce qui est des documents diffusés sur l'Internet ou accessibles par l'Internet que pour les systèmes de vidéo et de visio conférences ou, dans l'avenir, les décodeurs de contenus numériques.

Il faut donc que se mette en place, au sein de ce projet, un groupe de travail sur les normes, qui pourra s'appuyer sur de nombreux travaux déjà réalisés en Europe et soutenus par la Commission. Ce groupe de travail pourrait être commun à l'ensemble des projets décidés par le Sommet du G7 de Bruxelles.

Développer une terminologie multilingue concordante

Quelles que soient les solutions techniques choisies et mises en place, la qualité et la convivialité de l'accès plurilingue aux contenus et aux services de Tel*Lingua reposera sur la terminologie utilisée pour leur indexation.

Faute d'une terminologie concordante dans plusieurs langues, l'accès aux contenus ne pourra être qu'aléatoire.

Dans le domaine de l'enseignement des langues, et plus généralement dans le domaine des sciences de l'éducation, une telle terminologie n'existe pas ou est insuffisamment fixée.

En relation avec des programmes européens pour l'enseignement (LEONARDO, etc.) et des programmes pour structuration des ressources terminologiques en Europe,

un projet de thesaurus et de glossaire multilingue devrait être réalisé à l'occasion du projet Tel*Lingua. Le groupe de travail qui en serait chargé devrait comporter des spécialistes des sciences de l'éducation, des terminologues et des techniciens informatiques pour que la pérennité des travaux soit bien assurée.

Mettre en œuvre des solutions technologiques de pointe pour la recherche et l'extraction des contenus.

Les contenus et les services mis à disposition par Tel*Lingua ne vaudront que s'ils sont réellement utilisés par les enseignants. Pour cela, il faut que les utilisateurs puissent retrouver les contenus qui les intéressent le plus facilement possible.

Même si la concordance de la terminologie est bien assurée, un système de recherche d'information par mot-clé s'avérera très vite insuffisant.

Il faut avoir recours à des technologies plus avancées, issues de l'ingénierie linguistique, et qui permettent des recherches en langage naturel.

L'Europe consacre des efforts importants à la recherche & développement de ce secteur.

Dès 1991, la Commission européenne, a pris en compte le secteur de l'ingénierie linguistique dans son 3ème programme cadre de recherche et développement, notamment pour ce qui concerne le traitement du langage naturel et la reconnaissance et la synthèse de la parole. Deux appels d'offre ont été lancés en 1991 et 1992. 160 entreprises et institutions ont participé aux 24 projets retenus dans le cadre de ces appels d'offre, soutenus à hauteur de 23 Millions d'Écus.

Afin de mieux prendre en compte le plurilinguisme européen dans les activités de recherche et développement en ingénierie linguistique, en 1993 et en 1994, la Commission a lancé des programmes restreints (MLAP) visant principalement à préparer la mise en place de structures chargées de promouvoir la structuration et la production de ressources linguistiques et terminologiques, tant écrites qu'orales en Europe.

À l'issue du troisième programme cadre, et au regard des conclusions du Livre blanc de la Commission « Croissance, compétitivité et emploi », le 4ème programme cadre a doté le secteur « ingénierie linguistique » de 80 millions d'Écus sur quatre ans (1994-1998), ce qui le place au troisième rang du programme « Applications télématiques ». 50 millions d'Écus ont déjà été engagés par la Commission.

Il est souhaitable que le projet Tel*Lingua tire bénéfice des réalisations et des réflexions menées dans ce cadre, tant pour la recherche d'informations en langage naturel que pour la recherche multilingue.

Cela permettra d'assurer aussi la promotion des efforts européens dans ce domaine.

Les difficultés liées au plurilinguisme des contenus et des services proposés ne doivent être ni occultés (utilisation de l'anglais comme langue pivot), ni artificiellement gommées (réduction à un plus petit dénominateur commun).

Le projet Tel*Lingua ne peut avoir de sens pour les utilisateurs potentiels que s'il se place comme le méta-serveur de ressources privilégié dans le domaine de l'enseignement des langues vivantes. Pour cela, il se doit d'être à la pointe de la technologie, même quand celle-ci n'est encore qu'émergeante.

Projet Pilote du G7 : « société de l'information » Thème 3 : Enseignement des langues et des cultures

Étude de faisabilité Tel*Lingua

Commission N°9 : critères de bonne pratique et de validation.

Troisième partie

1 Résumé

Dans le cadre de cette étude de faisabilité (Propositions pour une étude de faisabilité et un plan opérationnel pour construire une plate-forme connectée au réseau pour l'apprentissage des langues), après avoir réfléchi à la problématique générale de la qualité des contenus et des services sur les réseaux électroniques, nous présenterons ici les procédures traditionnelles d'évaluation de qualité de l'offre dans le secteur des cours de langue. Puis, nous aborderons les principes de base de la normalisation ISO 9000 (normes de qualité), lorsqu'ils sont pertinents pour un service en réseau. Enfin, nous examinerons comment l'offre de diplômes qualifiants et de certificats peut rencontrer les attentes potentielles des utilisateurs du service en projet.

2. Réseaux et qualité

Si l'on admet que la mise en œuvre d'un service en réseau pour l'enseignement des langues et des cultures est réalisable techniquement et économiquement, les assurances qu'auront les utilisateurs quant à la qualité des contenus et des services proposés déterminera largement le succès ou l'échec de ce projet. Si la qualité en est insuffisante, l'offre proposée ne sera pas prise en compte par les clients potentiels. Ce serait contraire aux intentions des promoteurs de ce projet.

Afin d'éviter un manque de convivialité dommageable qui obligerait les utilisateurs à changer leurs habitudes, il est souhaitable de prendre en considération les questions de qualité et d'insister sur la nécessité qu'il y a à définir des critères de qualité dès la phase expérimental du serveur.

Ces critères de qualité doivent être au cœur de ce projet, notamment pour ce qui est des nouveaux modes d'apprentissage et de communication interactifs, qui doivent encore être développés.

Il est peu vraisemblable, que, dans un futur proche, comme dans le long terme, l'apprentissage des langues et des cultures soit fondée exclusivement sur les réseaux, il sera sans doute nécessaire, par ce serveur, de fournir aux utilisateurs des renseignements traditionnels sur l'enseignement et l'apprentissage des langues, les rendant ainsi plus

facilement accessibles. Ce champ exige aussi la définition de critères de qualité, qui ne sont pas fondés sur les normes techniques et les fournisseurs de logiciels, mais plutôt sur la capacité exceptionnelle qu'offrent les nouvelles technologies pour mettre de l'information à disposition.

3 Les différents niveaux de garantie de qualité.

Les garanties de qualité peuvent se décliner sur différents niveaux.

3.1 la déclaration volontaire de qualité

Il existe, par exemple, des organisations nationales ou supra nationales qui ont développé des instruments de mesures et des normes de qualité pour leurs propres prestations. Cet engagement pour des objectifs est une marque de qualité.

EAQUALS (The European Association for Quality language Services) est un bon exemple de groupe de fournisseurs qui a établi un système de certification supra national. Cf.. infra, annexe A

Beaucoup des critères cités doivent être pris en compte dans le projet de serveur Tel*Lingua.

3.2 Les tests de qualité externes

Dans certains pays, il existe des tests de qualité de produits et de services qui sont menés sans l'intervention du fournisseur, par exemple, par des organisations de consommateurs.

Cf. En annexe 2 un exemple de test mis en œuvre par une organisation de consommateurs dans le domaine de l'apprentissage des langues pour la formation continue.

Les critères de qualité qui sont définis dans ce test, que ce soit pour des cours « présentiels » ou des cours par correspondance, peuvent être aisément repris pour des services d'éducation initiale ou continue par les réseaux électroniques. Dans le même temps, les questions posées peuvent attirer l'attention des fournisseurs de services sur les critères de qualité qui seront pris en compte par les utilisateurs. On doit aussi apporter une attention particulière aux aspects légaux des produits (législation en matière de droit d'auteur, publicité, référence à des réglementations en préparation sur le multimédia. *(Cf. c't magazin für computertechnik 7/96 p. 212 ff.)*

3.3 Les certifications légales ou reconnues par l'État.

L'enseignement par les réseaux électroniques peut, par définition, être comparé aux cours par correspondance. L'expérience acquise depuis de nombreuses années dans ce domaine devrait être mise à profit.

Exemple : Cours de langue française pour germanophones :

La publication du « Stiftung Warentest (Test 2/1993, page 77ff.) examine les caractéristiques des cours par correspondance et d'auto apprentissage.

Il y est noté que les cours par correspondance doivent être certifiés par la République fédérale allemande.

4. Les normes internationales de qualité EN ISO 9000

Tant bien même il n'est pas d'actualité, à ce stade de la réalisation du projet, d'aborder le problème des certifications formelles, la description de la norme EN ISO 9000-1 peut donner des conseils intéressants.

Nous essaierons ici de citer les concepts issus de la norme EN ISO 9000-1 qui peuvent être pertinents pour le projet de serveur Tel*Lingua.

4.1 Organisation, réseau de procédures et système de qualité :

- Le serveur est créé par une organisation

⇒ Quelle est cette organisation ? (par exemple, une ou plusieurs entités nationales ou supra nationales ?)

- L'organisation crée, améliore et fournit des contenus de qualité par le réseau. Pour faciliter la détermination des responsabilités et de l'autorité, une personne désignée et identifiée doit en assurer la responsabilité.

⇒ Qui sont les responsables du serveur ? Par exemple, est-ce que les critères de qualités peuvent être imposés aux unités nationales existantes ?

- Pour rendre efficace le système de garantie de qualité, il faut mettre en place des processus de coordination et veiller à la compatibilité des composants du service et à la définition des interfaces;

⇒ Est-ce que le matériel et les contenus fournis, par exemple, satisfont la rapidité du temps de réponse exigée par les fournisseurs de contenus ?

4.2 Évaluation des procédures de qualité

Quand on évalue des procédures de qualité, trois questions essentielles doivent être posées à chaque élément évalué :

- Est-ce que les contenus et leur mode d'utilisation sont correctement documentés ?

- Est-ce que les contenus entièrement mis à disposition sont documentés ?
- Est-ce que les services proposés obtiennent effectivement les résultats attendus ?

Afin de déterminer si ces conditions sont remplies, des procédures d'audit peuvent être utiles. Elles doivent être systématiquement menées par :

⇒ l'organisation ou sous le patronage de l'organisation qui fournit le service (audit interne cf. 3.1)

⇒ les utilisateurs

⇒ des organisations indépendantes spécialisées (audits externes 3.2 et 3.3)

4.3 Le rôle de la documentation

Une documentation appropriée est essentielle pour atteindre la qualité requise, pour l'améliorer et pour la maintenir.

Dans le but de la réalisation d'un audit, la documentation des procédures utilisées est évidemment essentielle. Elles doivent être approuvées et contrôlées.

4.4 Les termes de base

La qualité d'un service se mesure à sa capacité à répondre aux besoins explicites ou implicites de ses utilisateurs.

⇒ Quelles exigences de qualité existent au sein du serveur ?

La recherche de la qualité doit être le premier souci d'une organisation.

⇒ Quelle est la politique de qualité planifiée pour Tel*Lingua ?

Contrôle de qualité

Garantie de qualité

Amélioration de la qualité

⇒ Comment ces points peuvent-ils s'appliquer au serveur ? Quelles actions seront menées dans cet objectif ?

5. Les examens

L'acquisition de diplômes et de certifications par le passage d'examens est de la plus haute importance dans de nombreux pays, pour l'enseignement initial comme pour la formation continue.

De la même façon, les utilisateurs peuvent exiger des diplômes et des certificats - si le réseau est réellement utilisé -, quand la preuve d'un suivi de formation continue doit être apportée

De plus, les possibilités offertes d'acquisition de diplômes et de certificats grâce à l'utilisation du serveur doit être signalée sur le serveur lui-même.

Ces examens ont un coût et une valeur, qu'ils soient limités au territoire national ou reconnus internationalement. Dans un premier temps, les examens existants pourraient être présentés sur le serveur. Cf. Annexe 3 pour un exemple d'examen dans le domaine des langues.

Si, au cours de l'expérimentation du serveur, il apparaît que le développement de nouveaux modes d'enseignement et d'apprentissage demande de nouveaux types d'examens, ceux-ci devront être élaborés et mis en place, à un niveau national ou supra national.

Les méthodes d'enseignement traditionnelles préparent les apprenants à l'examen. Dans le cadre d'un tel serveur, de nouvelles façons d'enseigner et d'apprendre seront sans doute expérimentées et promues. Elles devront conduire à la définition de nouveaux types d'examens.

Inversement, l'enseignement grâce au serveur peut donner la possibilité à un plus grand nombre d'utilisateurs de tirer parti des matériels existants, pour un coût moindre.

6. fin

La qualité à atteindre, telle qu'elle est présentée ici, ne pourra être imposée par la force. Il n'y aura ni loi, ni ordres, tout au plus des recommandations, qui devront elles-mêmes prouver qu'elles sont opératoires.

Cependant, un consensus de départ pourra être recherché en associant largement les fournisseurs de contenus et de services à la définition de ces critères de qualité.

Annexe 1.

EAQUALS

Les membres d'EAQUALS

Les dix membres fondateurs sont issus de cinq pays européens :

- *The British School Trieste* and *The British Institute of Rome* , Italy,
- *The British Institute de Sevilla*, *Briam Instituto S.A. Madrid* and *Academia Lacunza/ICH San Sebastian* , Spain
- *International House, London* and *The Bell Educational Trust, Cambridge,* United Kingdom
- *Eurozentren Zürich* , Switzerland
- *The Language of Centre of Ireland Dublin*

Les membres associés sont :

- *Associazione Italiana Scuole di Lingua (AISLI)* Italy,
- *The British Council*, *FIRST*, and *The University of Cambridge Local Examinations Syndicate (UCLES), United Kingdom* and
- the *Goethe-Institut*, Germany (since March 1995)

Le code de pratique de EAQUALS
(extraits et résumés)

- respect de la constitution légale de EAQUALS
- amabilité envers les clients, les étudiants et le personnel
- publicité et information sincères en direction du public
- bon rapport qualité-prix

L'observation du code de bonne pratique ... est vérifiée par des inspections, qui sont menées tous les trois ans, et par des contrôles inopinés.

1.1 Tous les membres sont dans l'obligation de fournir des conditions d'enseignement et d'apprentissage de haute qualité dans le cadre de cursus clairement organisés.

...

1.4 Tous les membres doivent mettre à disposition des étudiants des procédures identifiées pour traiter les éventuelles plaintes et griefs.

...

1.5.1 Tous les centres EAQUALS garantissent :

a. un enseignement de grande qualité
b. des enseignants professionnels et intègres
c. des inspections indépendantes régulières pour maintenir la qualité à un bon niveau
d. la vérité pleine et entière de toute allégation, y compris sur :

- le nombre précis d'heures enseignées par cours dispensé
- le nombre maximum d'étudiants par cours
- la ventilation des apprenants par classe d'âge
- la description du coût du cours et des services annexes (matériels, etc)

e. l'efficacité de l'administration et des services auxiliaires
f. l'adéquation du cadre à l'apprentissage des langues
g. l'efficacité des tests pour déterminer les niveaux de compétences linguistiques
h. l'adaptation du cursus aux besoins des élèves
i. l'efficacité et l'adéquation des méthodes d'enseignement
j. l'efficacité et l'adéquation des certificats et des attestations délivrés
k. l'expérience et les compétences des professeurs placés sous la supervision d'un directeur de cours de bon niveau académique
l. le suivi régulier de l'enseignement
m. la possibilité d'obtenir facilement des renseignements sur les cours dispensés

...

3. Publicité, information, documentation

3.1 La publicité faite par les membres pour leurs cours est sincère et donne une idée claire du service fourni

3.2 avant l'inscription, les membres fournissent aux étudiants ou à leurs représentants, une information claire sur la nature du cours qui leur sera dispensé, notamment sur :

a. la durée du cours et les dates
b. le nombre d'heures enseignées et les autres activités prévues
c. les dates de fermeture et de congé
d. les procédures d'examen
e. la taille et la composition des groupes, y compris les restrictions liées à l'âge et le pourcentage d'étudiants partageant la même langue maternelle au sein de chaque groupe
f. l'utilisation de vraies salles de classe pour l'enseignement
g. les procédures de certification

3.3 Avant l'inscription les membres s'engagent à fournir aux étudiants ou à leurs représentants tous les détails concernant le contrat passé entre l'institution et l'apprenant, y compris le prix exact des cours, les droits de chaque parti et les conditions d'annulation et d'exclusion.

3.4 La publicité précise de façon claire les coûts additionnels qui peuvent être à la charge des apprenants, tels que le coût des examens. Le coût des taxes diverses est aussi mentionné.

3.5 Les diplômes et les certificats émis par les membres comportent des renseignements factuels. Si ces certificats sont émis à la suite d'examens ou de tests, les membres certifient que ceux-ci sont correctement menés et bien administrés.

...

Annexe 2

Tests de cours de langue effectués par une organisation de consommateurs.

Exemple : cours avancé d'anglais commercial

Test du « Stiftung Warentest » dans trois villes allemandes au cours du printemps/été 1992 (d'après la publication du Stiftung Warentest 5/1993, page 86 et suivantes)

Les questions suivantes devraient être clarifiées pour le client avant son inscription

- Quels contenus et quel programme d'étude attend-il ?
- Quels sont ses connaissances antérieures ?
- Combien de temps peut-il consacrer au cours ? Est-ce que ce sera en dehors de son temps de travail ?
- Combien coûtent les cours chez les divers fournisseurs ? (prix par leçons ?)
- Quels sont les coûts additionnels à prévoir ?
- Peut-on obtenir un rabais ?
- Est-ce que le financement du cours par l'employeur ou une autre organisation est possible ?
- Est-ce que le fournisseur offre la possibilité de passer des tests garantis
- Combien de personnes y a-t-il dans un groupe ?
- Quelles sont les qualifications de l'enseignant ?
- Quel est le matériel utilisé dans la classe ?
- Les certificats délivrés sont-ils reconnus largement ?
- Le lieu de cours est-il facilement accessible ?
- Est-ce que les salles de classe offrent de bonnes conditions d'apprentissage ?
- Qu'est-ce qui est écrit en petits caractères ?

Dans le cadre de l'analyse du contenu, les documents de cours ont été examinés et l'adéquation des contenus a été évaluée. De plus, les termes du contrat reposent sur une base légale.

Les inspections et les discussions ont été menées de façon confidentielle à l'aide de formulaires partiellement normalisés.

L'opinion de participants à des cours de langue de toutes sortes a été prise en compte par un questionnaire inclus dans le magazine.

Annexe 3

Un exemple d'un système d'examens

Sélection de quelques examens pour la langue allemande en République fédérale allemande

On trouvera dans cette sélection des examens qui sont organisés par au moins deux institutions ainsi que des examens qui sont largement reconnus.

- Zertifikat Deutsch als Fremdsprache (ZDaF)
- Zertifikat Deutsch für den Beruf (ZDfB)

* Deutscher Volkshochschulverband, (Member of the International Certificate Conference (ICC))
* Goethe-Institut

- Zentrale Mittelstufenprüfung (ZMP) and
- Zentrale Oberstufenprüfung (ZOP)

* Goethe-Institut

- Kleines Deutsches Sprachdiplom (KDS) and
- Großes Deutsches Sprachdiplom (GDS)

* Ludwig-Maximilians-Universität München
* Goethe-Institut

- Prüfung Wirtschaftsdeutsch International (PWD)

* Deutscher Industrie- und Handelstag (DIHT
* Carl Duisberg Centren (CDC)
* Goethe-Institut

- Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber (DSH)

* Universitäten in Deutschland

TEL*LINGUA

G7 Information and Society Pilot Projects
Theme 3: Language and Culture Network

OPERATIONAL PLAN FOR A GLOBAL COMMUNICATION PLATFORM FOR NETWORK-BASED TRANSCULTURAL AND LANGUAGE LEARNING AND THE LANGUAGE INDUSTRY FEASIBILITY STUDY

NATIONAL STATUS REPORT

GREECE

LAMBRAKIS RESEARCH FOUNDATION

Athens, September 1996

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Appendix I
Workshop: "Language learning: new technologies, new trends in the development of network based transcultural education and training"
Attached List of Participants

Appendix II
Questionnaire

Appendix III
Greek Servers all over the world

1. Introduction

The work conducted in Workpages 1, 2, 3, 4, 5, 8, surveyed the area of the foreing language learning products and services in Greece as well as the activities in the field of multimedia and computer assisted language learning, in order to detect strategies which are or have already been adopted by the educational institutions, the distance learning providers and the other service providers, namely software houses, on-line service providers, telecom operators, TV industry, etc.

Using an extended network of contacts, developed through the Lambrakis Research Foundation (LRF) 's work in the field of educational and cultural multimedia and of other ICT-related innovations in learning (ICT stands for Information and Communication Technologies), the working team selectively collected the necessary data, in order to structure a representative picture of the existing actions in the area of multimedia and telematics in foreign language learning as well as the trends in the Greek environment. To this end, a number of 75 organizations, from the sectors of education, language learning courses, publishing, distance learning software production and on-line service providers, formed a represenative population of actors already or planning to be involved in foreign language learning activities. These informants were contacted by the LRF through a step-by-step procedure, starting with interviews and ending with the organization of a workshop.

In this context, the methodology to conduct the field research, included discussions and questionnaires, interviews, search on the Internet and workshop.

The results .... foloowing.

2. User needs analysis (WP1, WP2)

The user needs analysis constitutes a very important phase of the feasibility study and is related to the determination of the user requirements. This task is included in the Workpages 1 and 2 of the TEL*LINGUA feasibility study.The question of user needs has been studied from both points of view of education and training.

In the education area the needs have been collected from secondary and tertiary education, the foreign institutes in Greece, the distance learning organisations like the educational TV channel and the recently established Open University, the institutes of Modern Greek Language of the Universities and other Cultural Foundations, the Greek private institutes for foreign language teaching and the publishers producing educational material for foreign languages.

In the economic area the analysis has been contucted according to the process for preparation to the global market, i.e. the process of human resources adaptability. The user needs analysis has been focused on content production and validation mechanisms, network structured services, collection of existing data and

resources, educational strategies and projects under development and projects schenduled for the near future.

2.1. Methodology for user needs specification

Estimation of user needs was based on information provided by the various sources in the Greek environment, by a field survey using questionnaire (see the form to be completed in Appendix II), which was sent to 75 organisations, and by face to face interviews with some representatives of educational institutes and software houses in order to record the existing data and resources in digital form.

The questionnaire was structured in a way that could give information about the production of educational material for foreign languages learning (see Part A: type of material, content, choise of language, type of learners, production standards), the publishers and the on-line service providers (see Part B: activities, development and delivery of language course, type of the educational materials integrating new technologies, type of learners), the motives for foreign language learning and the trends of the greek market (see final Part).

The sample of the 75 organisations was defined in such a way to ensure a significant representation of the various sectors, i.e. public education providers, foreign institutes for language learning, distance learning organisations, Greek private institutes for foreign language learning, institutes of Modern Greek Language of the universities and the cultural foundations, publishers and network service providers. Finally 42 completed forms (56% responses) were submitted providing the working team with adequate information concerning the from the public educational institutions, the foreign institutes for language learning, the distance learning organisations, the content providers and the institutes of Modern Greek Language of the universities and the cultural foundations.

A workshop has also been organized with representatives from the 42 above mentionned organisations and experts in the field; they participated in discussions and exchanged opinions and experience during the plenary and parallel sessions (see Appendix I).

2.2. Basic findings

In Greece there exists a large number of learners of foreign languages due to the development of tourism and commerce and the participation to the European Union. In the primary and secondary education pupils learn English or French.

During the last decade there is a large number of people, with greek origin, living abroad, who are establishing in Greece, coming from the ex-socialist countries. Under the circonstances, there is a strong need for socialisation of the new comers, meaning a strong need for learning Greek as a second language.

The publishers of foreign language learning materials have shown a considerable output. It is worth mentioning that 40% of the annual Greek productions (books for teaching English, etc.) is exported abroad.

There exist any official data concerning the number and work output of private institutes for foreign language teaching courses, but estimation based on market evidence is around 8,000, serving a number of about 800,000 learners.

The method used is the traditional face to face courses. About 30% of them have already installed PCs, and a very limited number provide multimedia stations (CD-ROM).

The share of the total learners population following distance education courses is still considered to be very low, and only pilot initiatives have, till now, a marginal impact on education. In any case, the trend indicates a rapidly increasing use of distance education methods, based on the new information and communication technologies, resulting from their expanding adoption by the educational institutions.

3. Language learning courses/materials (strategies of content providers) (WP3,WP4)

3.1. Educational institutions

Public institutions and private institutes for foreign languages providing courses for all levels are the following:

- The Departments of Foreign Languages in the Universities of Athens and Thessaloniki.
- The institutes belonging to the various European countries administrations (Ministries of Foreign Affairs, Education, Culture), like the "British Council", the "Goethe Institut", the "Institut Francais d'Athenes", the "Instituto Italiano di Cultura", etc.
- The distance learning organisations, like the educational TV channel (belonging to the Greek Ministry of Education).
- The Institutes of Modern Greek Language of the Universities of Athens and Thessaloniki.
- The Institutes of Modern Greek Language of various Cultural Foundations, either private non-profit entities or organisations controlled by the Greek state
- The private institutes for foreign language teaching.

The Ministry of Education is launching an initiative to partly fund the production of education software for various schools subjects including foreign language learners. It has recently insert the foreign language in the Primary Education (up to 12 years). Furthermore, the Ministry introduced the Institute for Adults Life long Learning which aims to provide at home and on the job training,

using distance learning technologies, networks included, to the greek environement.

Concerning the familiarisation of the educational institutions with the ideas and perspectives of software based and network-based language learning, we can refer their participation of schools and universities in LINGUA-SOCRATES Project and a very small number produces multimedia educational materials of language learning, like the "British Council".

Generally speaking, educational establishments providing foreign language courses in Greece, adopt a defensive approach to the use of Information Communication Technology, either off-line educational software or on-line material. Most of them are by now willing to participate in pilot projects (with funding from EC or greek governement) dealing with the use of ICT in learning, but as regards the use of the new learning tools in the every day teaching practice, they have not yet formed a clear position. More particularly, the private, profit-making organisations have not till now conducted about the return of the necessary investment to introduce the new media and, especially, networks in the learning process. As regards the public on the private, non-profit entities, they seem to try to ensure the necessary funding in order to test the relevant innovations in the field they are involved.

3.2. Distance learning providers

The concept of distance learning is not yet introduced to the society, as an effective way of getting knowledge. There is mainly the reason why there are not distance learning institutions, except the Greek company of Linguaphone delivering foreign language courses even by using the traditional correspondance way. Linguaphone wich has an active role in the market since 1904, is being involved recently in inovative activities to use IT in distance language learning. More particulary is coordinating a LEONARDO project and a national project for developing and testing open network, multimedia platform to provide distance language learning services.

Most recently the Ministry of Education has established the Open University Unit which is going to be ready to make courses by the end of 1996. There will be a postgraduate course for the English language.

There are some on-line material (requiring a modem or ISDN to access a computer network) developed for language learning, under the European Programmes such as LINGUA, which are prototypes and not available for commercial use.

3.3. On-line servers

In general, there are not any added value learning services providers and especially language learning services providers on the network. There are some

servers (Web) on the Internet, hosted by greek cultural institutions, which provide information about Greece and the Greek Culture. Some of them are based outside Greece. We can mention the "Glavx" of Vryonis Center in USA, the Hellenic Resources Network, the Hellenic College of London, which link the Greek communities abroad and provide information about the activities of the organisations, the political and cultural events of the community, etc. For further information see Appendix III and visit the Greek TEL*LINGUA made in the Web site of LRF (http://www.lrf.gr).

4. The ICT Industry ("service providers", WP5)

4.1. Identification of software providers, multimedia producers, emerging on-line service providers and research institutions.

Although the educational software market in Greece appears dynamic in the recent years, with the presence of an increasing number in the field of language learning that offer a large number of products, the active players are only five companies and some research institutes trying to address the needs of a highly fragmented demand. Off-line software is produced and very often, customized ad hoc to weet specific needs of the educational institutions and/or of the learners (target group). This cusomisation includes even changes in the structure and interface of the software.

There exist also the Institute for Language and Speech Processing (ILSP) wich participate at the European Network of Language and Speech (ELSNET). The ELSNET Network aims to coordinate European research and training activities promoting the integration of natural language and speech technology, bring together academic and industrial groups and increase the flow of information and collaboration between the two.
The ILSP became founding member of Network of European Reference Corpora (ELRA) which aims to describe the situation in Europe concerning Text Corpora and to bring together research institutions who collect text corpora with possible users of these collections of text (researchers, software houses, companies etc).

There is also a very limited number of companies, which import a considerable amount of educational software products to meet foreign language learning needs.

The software is addressing the learning needs of ages 6-22, the needs for on-the job learning in private companies and the needs of the adult self-learners.

Past has show that the success of these off-line software products is mostly depending on the promotion strategies of the software providers than on the level of the maturity that demande the market. It is widly accepted that the market penetration and wide spread use of these off-line digital learning tools, will save the way for the introduction of networked based language learning at home, in the work, in basic education. Finally, there is a strong evidence (detected by the

field survey, questionnaire) that the language learning software providers are trying to place themselves in a competitive positions in view of the changes in the ICT industry. Some of them are approaching language cultural material owners and course providers to establish strategic alliances in the near future.

5. Identification of existing/upcoming databases and resources (WP8)

The "Translation Technology Services" Unit of the ILSP has completed the draft translation in english of almost 5,000 pages of text produced by the State Administration (corpora).

The "Educational Technology" Unit of the ILSP has also completed a Morphological Lexicon, in the framework of an RTD national project. The Morphological Lexicon contains approximately 40,000 lemmata encoded at the morphological level of inflection such as lexicon could be incorporated in a compact langauage learning package to be made available on-line. This is considered to be a strategic resource of the Institute.

In the framework of the Eurotra project for the development of a machine translation system from and into the languages of the European Union, the Division of Electonic Lexicography of the ILSP implemented the computational lexica of the system: a monolingual Greek lexicon of approximately 4,000 entries, a monolingual Greek lexicon of 18,000 entries with syntactico-semantic information, containing 7,000 tele-communications terms, a bilingual lexica for the following languages: English-Greek, French-Greek, German-Greek, Spanish-Greek, Italian-Greek, Portuguese-Greek.

APPENDIX I

Workshop

"Language learning: new technologies, new trends in the development of network based transcultural education and training"

organized by

Lambrakis Research Foundation

Athens, 3rd September 1996

Attached List of Participants

APPENDIX I

Workshop

"Language learning: new technologies, new trends in the development of network based transcultural education and training".

Athens, 3rd September 1996

The participants covered the field of the educational institutions, the multimedia industry, and the network infrastructure and services. After an introductory plenary, two parallel sessions have been held; the first one concerning language learning in the education and the second one concerning the vocational training field.

The agenda of the workshop was the following:

1st Plenary Session: The "Transcultural Education and Language Learning" and the "Information Society".

1st Session: "Language Learning in Education"

- The language learning , quality control and certification of language courses in the school of all levels, perspectives.
- New methods of language learning and teaching through computer.
- Educational software development for various categories of users.
- Teachers' experience on the use of new Information and Communication Technologies (ICT). Increased educational needs and validation of existing services.
- Transcultural education and language learning.
- Teaching greek language as a foreign language to learners in Greece and in foreign countries. The greek cultural identity.
- The strategic importance of the ICT's use in the language learning in the "Information Society".

2nd Session: "Language learning in vocational training"

- Language learning needs in the vocational field.
- The use of the innovative language learning materials for on-the-job training as well as at home. Validation of existing materials and perspectives.

- New methods of language learning and teaching through computer. Training software development for various categories of users.
- Teaching greek language as a foreign language, at the work place, in Greece and in the foreign countries.
- Information, technologies, languages and social inequalities.
- The strategic importance of the ICT's use in the language learning in the "Information Society".

2nd Plenary Session: "Propositions - Conclusions. The following TEL*LINGUA period"

The discussions provided the opportunity to identify the actors in the greek environment like the sypplies of language learning materials and courses, the decisions makers in the various institutions, the Administration and the users, like private companies, giving courses of foreing languages, other bodies as well as the British Council, the Goethe Institut.

APPENDIX II

LIST OF PARTICIPANTS

Organisation	Participant
Athens Center-Greek Culture	Kleanthis Arvanitakis / Froso Arvanitaki
Aristoteles University of Thessaloniki	Lisimachos Mavridis
Aristoteles University of Thessaloniki, Dept. of Litterature / Linguistic Sector	Agathogklis Charalampopoulos
Aristoteles University of Thessaloniki, Dept. of French Language and Litterature	Panagiotis Arvanitis
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Binary Logic	A. Tsouchlaris
Binary Logic	John Malkogiannis
British Council	Mark Osborn
Intercultural Education	Demetrios Chalkiotis
Department of Secondary Education	S. Bourelos
Department of Secondary Education	George Papas
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National Labour Institute	John Tsamourgelis
National Labour Institute	Ms Orologa
National Labour Institute	Eleni Kousta
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Douka's School	Maria Komninou
Educational Television	Eleni Archontaki
Chelidoni's Publications, Multimedia Production	Tasos Anthoulias
Greek Postal Services	D. Anastopoulos

APPENDIX II LIST OF PARTICIPANTS

Organisation	Participant
Greek Postal Services	Vasilios Schoinas
Greek Open University	Antonis Lionarakis
Committe for the Greek Language and Culture	P. Peraki
Institute for Balkan Studies	Konstantinos Demades
Institute for Continuing Adult Education	Ignatios Chatziefstratiou
Foundation for Hellenic Culture	Chr. Charalambakis
State Scholaship Foundation	Maria Delli
INTE-LEARN	Maria Karavelaki
Computer Technology Institute	Christos Bouras
Center for the Greek Language	John Kazazis
Center for the Greek Language	Helen Karatzola
Center for the Greek Culture of Ikaria	Iphigenia Georgiadou
Linguaphone	Brigita Papastavrou
Multimedia System Center	Despoina Pantelaki, Director
Multimedia System Center	Chrysa Tsinaraki
Economic University of Athens, Laboratory of Multimedia Communication Marketing,	Errikos Sinas
Panhellenic Union of Teachers of Foreign Languages	Anna Triantafyllou
Pedagogical Institute	George Solomon
Panhellenic Federation of Foreign Languages School Owners	Georgia Kassara
University of Crete	Vasilis Makrakis

APPENDIX II

LIST OF PARTICIPANTS

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University of Patras, Dept. of Education	P. Georgogiannis
University of Patras, Dept. of Education	Nota Vasilopoulou
PEKADE/ Union of English teachers of the Secondary Education	Anna Kontou
Project "Melina"	Genovefa Kaloxylou
RAINBOW	Demetra Egarchou
Union of French teachers of the Secondary Education	Maria Papaioanou
School of Greek Language "The Megas Alexandros"	Eleni Petropoulou
Systema Informatics Ltd	Konstantinos Davarakis
Ministry of Interior Public Administration and Desentralization	George Tsakogiannis
Ministry of Education & Religious Affairs, Department of Secondary Education	Tasos Kotsiopoulos
Ministry of Education & Religious Affairs, Department of Secondary Education	Sara Parlapani
Ministry of Education & Religious Affairs, Department of Secondary Education	Anna Diamantidou
Ministry of Education & Religious Affairs Secretariat for Studies, Teachers Training and Innovations	Ep. Papageorgiou
Filekpaideftiki	Demetra Karagianakou
Filekpaideftiki	Kalliopi Zachopoulou
Filekpaideftiki	Kiriaki Geronikolopoulou
Filekpaideftiki	Persa Tsavtharidou-Charalampopoulou
FINATEC	Demetrios Antzoulidis
The Dina Gianakopoulou Tuition Center	John Papadopoulos

Greek Servers all over the World

I. Hellenic Resources Institute
II. SAE - World Counsil of Hellenes Abroad
III. Pan-Macedonian Network
IV. Speros Basil Vryonis Center for the Study of Hellenism
V. Hellenic Society at Edinburgh University
VI. Hellenic Society at University of Surrey
VII. Digenis in Hellenic Society at the University of Maryland
VIII. UCHELLAS at the University of Cincinnati
IX. Hellenic Students Association at the University of California at Berkeley
X. Homepage of the Hellenic Student Association at the University of Purdue
XI. Hellenic Association at Stanford
XII. The Center for Hellenic Studies at Temple University
XIII. Home Page of the Newsletter Diaspora
XIV. Hellenic College of London
XV. Antitetradia tis Ekpaedefsis
XVI. Penn State Hellenic Society
XVII. Hellenic Students' Association of MIT
XVIII. Hellenic Student Association at Iowa State University
XIX. The Cyprus Home Page
XX. Cyprus Problem
XXI. Canadian Hellenic Worldwide Radio
XXII. Southampton University Hellenic Society
XXIII. Hellenic Student Association at The Ohio-State University, Columbus, Ohio
XXIV. Thessalonikeans Society of Metro Toronto, Inc.
XXV. GrAusNet: Australian Hellenes Network
XXVI. Aegean Club at Rice University
XXVII. Hellenic Association at Syracuse University
XXVIII. Hellenic Cultural Association of Rutgers University
XXIX. Hellenic Academic Association at the University of Karlsruhe
XXX. Danaoi
XXXI. Hellenic Society at Cranfield University

Register a Hellenic server or page abroad

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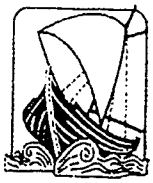
APPENDIX II

Questionnaire

TEL*LINGUA



ΙΔΡΥΜΑ ΜΕΛΕΤΩΝ
ΛΑΜΠΡΑΚΗ

ΕΝΤΥΠΟ ΣΥΛΛΟΓΗΣ ΔΕΔΟΜΕΝΩΝ

για τον Ελληνικό χώρο

ΣΤΟΙΧΕΙΑ ΟΡΓΑΝΙΣΜΟΥ

ΟΡΓΑΝΙΣΜΟΣ : .....

ΒΑΣΙΚΗ ΔΡΑΣΤΗΡΙΟΤΗΤΑ : .....

.....

.....

ΟΝΟΜΑΤΕΠΩΝΥΜΟ
ΣΥΜΜΕΤΕΧΟΝΤΟΣ : .....

ΤΙΤΛΟΣ : .....

ΣΕ ΠΟΙΑΝ ΠΕΡΙΟΧΗ ΤΟΥ ΕΠΙΣΥΝΑΠΤΟΜΕΝΟΥ ΔΙΑΓΡΑΜΜΑΤΟΣ (βλ. Παράρτημα), ΘΕΩΡΕΙΤΕ ΟΤΙ ΔΡΑΣΤΗΡΙΟΠΟΙΕΙΣΘΕ:
[Για περισσότερες της μιας απαντήσεις, να σημειώσετε με αρίθμηση, 1 για το βασικό, 2 κλπ.]

☐ ΠΕΡΙΟΧΗ (I) [συλλογή/οργάνωση "πρωτογενούς υλικού"]

☐ ΠΕΡΙΟΧΗ (II) [παραγωγή εκπαιδευτικού υλικού]

☐ ΠΕΡΙΟΧΗ (III) [προγράμματα εκμάθησης και άλλες υπηρεσίες]

Στο παρόν έντυπο οι σχετικές ερωτήσεις/προβληματισμοί έχουν κατηγοριοποιηθεί σε αυτές που αφορούν κυρίως στην παραγωγή εκπαιδευτικού υλικού, για την διδασκαλία ξένων γλωσσών (Α.), και σε αυτές που αφορούν στην προσφορά προγραμμάτων/υπηρεσιών εκπαίδευσης (Β.) - οι οποίες αξιοποιούν το εκπαιδευτικό υλικό. Μπορείτε να απαντήσετε σε όλες τις ερωτήσεις καθώς και σε αυτές των "Γενικών Παρατηρήσεων", ανεξάρτητα από την απάντησή σας στην αρχική ερώτηση.

Α. "ΠΑΡΑΓΩΓΗ ΥΛΙΚΟΥ" (Εκδόσεις, προγράμματα διδασκαλίας κ.λπ.)

❶ Είδος/τύπος υλικού που παράγετε:
[Για περισσότερες της μιας απαντήσεις, να σημειώσετε με αρίθμηση, 1 για το βασικό, 2 κλπ.]

- ☐ Έντυπες εκδόσεις
- ☐ Κασέτες ήχου
- ☐ Βίντεο
- ☐ Τηλεοπτικές παραγωγές
- ☐ Λογισμικό

❷ Για την παραγωγή του εκπαιδευτικού αυτού υλικού χρησιμοποιείτε:
[Για περισσότερες της μιας απαντήσεις, να σημειώσετε με αρίθμηση, 1 για το βασικό, 2 κλπ.]

- ☐ Πολιτιστικό υλικό
- ☐ υλικό από τον επαγγελματικό χώρο
- ☐ υλικό από την καθημερινή ζωή

σε μορφή

- ☐ κειμένων
- ☐ εικόνων
- ☐ ήχου
- ☐ κινούμενων εικόνων (βίντεο)

❸ Παράγετε υλικό για τη διδασκαλία ☐ της Ελληνικής ως δεύτερης (ξένης) γλώσσας

ή/και

☐ ξένων γλωσσών και πιο συγκεκριμένα της

- ☐ Αγγλικής
- ☐ Γαλλικής
- ☐ Γερμανικής
- ☐ Ιταλικής
- ☐ Ισπανικής
- ☐ [Αλλης].....

❹ Ποιοί οι αγοραστές των προϊόντων σας;

☐ Οργανισμοί που προσφέρουν προγράμματα διδασκαλίας ξένων γλωσσών με συμβατικό τρόπο (αίθουσα διδασκαλίας, διδάσκων-διδασκόμενοι)

[κατά πλειοψηφία: δημόσιοι ☐ ιδιωτικοί ☐]

☐ Οργανισμοί διδασκαλίας ξένων γλωσσών που υιοθετούν περισσότερες ευέλικτες τεχνικές μάθησης (εξ' αποστάσεως εκπαίδευση κλπ.)

☐ Ιδιώτες

Μεγαλύτερο ποσοστό του όγκου πωλήσεων καλύπτεται από τους

☐ οργανισμούς

☐ τους ιδιώτες

❺ Σε ποιόν βαθμό λαμβάνονται υπόψη οι ανάγκες των τελικώνχρηστών(διδασκομένων) κατά την παραγωγή του εκπαιδευτικού υλικού, σε σχέση με:

☐ **την ηλικία**
☐ σε σημαντικό βαθμό ☐ σχετικά ☐ καθόλου

☐ **το γνωστικό υπόβαθρο**
☐ σε σημαντικό βαθμό ☐ σχετικά ☐ καθόλου

☐ **το μορφωτικό επίπεδο**
☐ σε σημαντικό βαθμό ☐ σχετικά ☐ καθόλου

☐ **την επαγγελματική δραστηριότητα**
☐ σε σημαντικό βαθμό ☐ σχετικά ☐ καθόλου

Β. "ΠΑΡΟΧΗ ΥΠΗΡΕΣΙΩΝ" (Εκπαιδευτικοί φορείς, φορείς εξ' αποστάσεως εκπαίδευσης, υπηρεσίες στα δίκτυα κλπ.)

❶ Βασικός τομέας δραστηριότητας μέχρι σήμερα:
[Για περισσότερες της μιας απαντήσεις, να σημειώσετε με αρίθμηση, 1 για το βασικό, 2 κλπ.]

- ☐ διδασκαλία γλώσσας
- ☐ παραγωγή εκπαιδευτικού υλικού
- ☐ πολιτιστική δραστηριότητα
- ☐ παραγωγή βίντεο/τηλεόραση
- ☐ εκδοτική δραστηριότητα (κυρίως έντυπα)
- ☐ ανάπτυξη λογισμικού
- ☐ τηλεπικοινωνίες
- ☐ τηλεόραση
- ☐ δικτυακές εφαρμογές
- ☐ παροχή υπηρεσιών προστιθέμενης αξίας στα δίκτυα.
- ☐ Άλλοι [προσδιορίστε .....]

❷ Είδος εκπαιδευτικών υπηρεσιών/προγραμμάτων που παρέχετε:

- ☐ διδασκαλία σε τάξη (Α)
- ☐ διδασκαλία στο σπίτι (Β)
- ☐ διδασκαλία από απόσταση (Γ)
- ☐ αυτοδιδασκαλία (Δ)
- ☐ προγράμματα διδασκαλίας στον επαγγελματικό χώρο (Ε)
- ☐ συνδυασμός των .....*

* π.χ. (Α) και (Β) ή (Δ) και (Ε)

❸ Στα παρεχόμενα προγράμματα διδασκαλίας χρησιμοποιούνται εποπτικά μέσα και συγκεκριμένα:

- ☐ κασέτες
- ☐ βίντεο
- ☐ λογισμικό

τα οποία υποστηρίζουν

- ☐ την διδασκαλία στην τάξη
- ☐ την αυτοδιδασκαλία (μάθηση)

❹ Αξιοποίηση των σύγχρονων τεχνολογικών δυνατοτήτων (Πληροφορική και Τηλεπικοινωνίες) στην προσφορά υπηρεσιών προγραμμάτων:

- ☐ ένταξη εκπαιδευτικού λογισμικού στη διαδικασία μάθησης
  - ☐ εμπορική χρήση ☐ δοκιμαστική αξιοποίηση
- ☐ ένταξη εφαρμογών σε ψηφιακά δίκτυα
  - ☐ εμπορική χρήση ☐ δοκιμαστική αξιοποίηση
- ☐ συνδυασμός έντυπου και άλλου υλικού, ζωντανής διδασκαλίας και υπηρεσιών στα δίκτυα

Δώστε περισσότερες πληροφορίες εάν χρειάζεται:

❺ Χρήστες των υπηρεσιών/προγραμμάτων που παρέχετε
[Για περισσότερες της μιας απαντήσεις, να σημειώσετε με αρίθμηση, 1 για το βασικό, 2 κλπ.]

- ☐ μαθητές
- ☐ φοιτητές
- ☐ επαγγελματίες

που βρίσκονται

- ☐ στην Ελλάδα
- ☐ στο εξωτερικό

APPENDIX III

Greek Servers all over the world

HELLENIC RESOURCES NETWORK

an HRI project

How to Read, Print, Write, and Correct Greek Text

The following pages provide installation and usage instructions on reading, printing, writing, and correcting Greek text. Please select the Operating System you are using :

- UNIX Systems
- Macintosh Systems
- Windows 3.1 / 3.11 Systems
- Windows 95 Systems
- ✸ Windows NT Systems

✸ Greek Spell-Checkers for Windows 3.1 and Windows 95 are available for downloading...

- **Grammar Checker for the Greek Language - Questionnaire.**

  The purpose of this questionnaire is to assist development of a Greek Grammar Checker, in the framework of the research project EPET II "DIALOGOS".
  "Pouliadis Associates" Corp. has asked us to request your assistance in filling out this questionnaire. Please note that you *must* have Greek fonts installed in order to complete this questionnaire.

OTHER SOURCES

Some other sources of information on the topic of Computing in Greek are the following:

- The HCR archive in England, maintained by Angelo Çaritsis.
- Greek for MS-Windows and Netscape. How to read and write Greek, from the Greek Internet Users Union, Greece.
- HELLAS-FAQ. Frequently Asked Questions about Greek, from the Hellenic Society at Surrey, England.
- EEXI (U.K.) Greek Internet Users Union, England.
- FORTHNET, Greece.

- University of Athens - Department of Informatics, Greece.
- Mirroring of our pages in Greece, from the University of Crete Education Team

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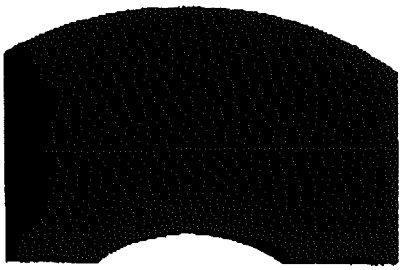
VRYONIS CENTER HOMEPAGE



THE

SPEROS BASIL VRYONIS CENTER

FOR THE

STUDY OF HELLENISM

The Speros Basil Vryonis Center for the Study of Hellenism is a California based nonprofit research institute dedicated to fostering a better understanding of Greek civilization and its interaction with other cultures. The Center provides opportunities for the study of all phases of the history of Hellenism from antiquity to the present. Special emphasis is given to the modern Greek world, the Greek American community and the Greek diaspora in English-speaking countries, Canada, Australia, England and South Africa.

In the context of the **Vryonis Center outreach program,** we are intoducing **GLAVX** on the Internet's World Wide Web. **GLAVX** in Greek means **owl** and symbolizes **knowledge** and **wisdom. GLAVX** serves as the Greek World's global connection as well as a diaspora network. **GLAVX** however, is not just for those who have a special interest in the Greek world. Under its wings, **GLAVX** can also cover anyone who is interested in encyclopedic knowledge, in cross-cultural studies, in the arts and in beauty.

If you want to have more information about the Vryonis Center please write to the address below. Indicate if you would like to be on the Center's mailing list by including your **name, address, Tel/Fax and profession.** You could also send us this information by E-mail.

THE VRYONIS CENTER

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TEL: 916-631-9099

FAX:916-631-7175

E-Mail:The Global Connection

GLAVX

THE GREEK WORLD'S GLOBAL CONNECTION

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9. Greece: Country Profile and Chronology of Events
10. Cyprus: Country Profile and Chronology of Events
11. Arts and Culture
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These pages are best viewed through the Netscape Navigator. Last date modified : 09/18/96

Objectives

The Speros Basil Vryonis Center for the Study of Hellenism is a nonprofit research institute dedicated to fostering a better understanding of Greek civilization and its interaction with other cultures. The Center provides opportunities for the study of all phases of the history of Hellenism, including ancient Greece, the Byzantine Empire, the Ottoman era, the period following the formation of the modern Greek state, contemporary Greece, and Greeks in the diaspora.

Since antiquity, the Greeks have had a profound effect on other peoples and cultures, and, in turn, Greek culture and its institutions have been influenced by numerous external forces. The impact of Hellenism has been ecumenical. For example, western civilization and Islamic philosophy, science, and medicine have Hellenic roots. In addition, the origins of much of Slavic civilization can be traced back to Byzantium. Consequently, an understanding of Hellenism requires a broad framework of analysis, one which examines the relations between the Greeks and a variety of peoples, such as Egyptians, Jews, Romans, Armenians, Slavs, Persians, Arabs, Turks, and Europeans.

Pivotal to the Vryonis Center's goal of providing this framework is the Center's library, with its rich collection of books on ancient, Byzantine, medieval, and modern Greece, the Balkans, and the Middle East. Particular emphasis is given to developing the sections on the history, society, and culture of modern Greece, and the Greek-American community. While providing a wide range of resources for scholars who wish to conduct specialized research, the library also houses numerous books of interest to the general public, who are encouraged to use its facilities.

The Vryonis Center's cultural outreach program provides diverse opportunities for the community at large to participate in activities focusing on the study of Hellenism. In developing this program, which includes conferences, lectures, film presentations, musical performances, and exhibits, the Center has established a cooperative relationship with California State University, Sacramento, and the American Hellenic Professional Society in Sacramento. In doing so, the Center has become an integral part of the educational and cultural enrichment of the community as a whole.

While planning activities that examine all historical stages of the development of Greek civilization, the Vryonis Center places special emphasis on events which explore the modern history, society, and culture of Greece. Recognizing the prominent role played by Greeks in the diaspora in charting the course of Hellenism, the Center also sponsors activities which focus on the social and cultural dynamics of diaspora communities, particularly the Greek-American community.

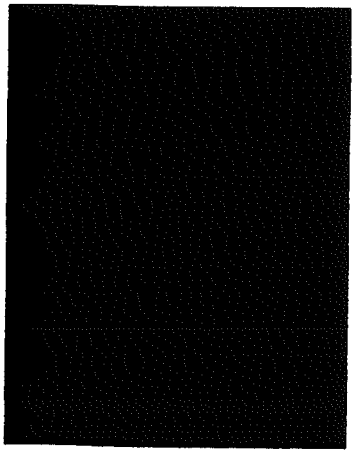
The Center is also fulfilling its educational objectives through the publication of two series of books under its auspices: *Hellenism: Ancient, Mediaeval, Modern, and Subsidia Balcanica, Islamica, et Turcica.* The books include important contributions by distinguished scholars in these subject areas. The Center publishes a newsletter which generally covers its academic activities. The newsletter provides information on both publication series, discusses library acquisitions, and announces the events of the cultural outreach program.

Cultural Outreach Program

An important goal of the Vryonis Center is to involve the academic community, Greeks in the diaspora, and the public at large in a variety of cultural activities which illustrate the long history, richness, and diversity of Hellenic civilization. The activities of the Center's cultural outreach program include conferences , lectures, film presentations, musical performances, and exhibits. From the fall of 1989 through the spring of 1993, the Vryonis Center organized or co-sponsored 11 conferences. The topics covered by these conferences included ancient Greek history, literature and art; the Byzantine Empire; Greece's influence on European art and culture; the modern history, politics, and sociology of Greece, including the emergence of Greek national identity and the development of the country since World War II; modern Greek literature and music; the politics and economy of Greece within the framework of the country's membership in the European Community; the Balkan crisis; and issues concerning Greeks in the diaspora.

The Center organized or co-sponsored the conferences in conjunction with universities and professional associations in California; other American academic institutions and think tanks; and governmental organizations, cultural associations, and universities in Greece, Australia, and Canada.

Theconferences were held in Sacramento, Berkeley, Los Angeles, Washington, D.C., Athens, and Melbourne. The speakers included academics, political leaders, journalists, members of the clergy, artists, and music historians in an attempt to address a broad range of issues from a variety of perspectives.



Maenad from a red-figure amphora of the Kleophrades Painter, ca. 500 B.C.

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Visiting Scholars

In 1993, the Vryonis Center initiated a program which brings academics from the United States and other countries to the Center to carry out extended research, using the resources of the Vryonis Center Library. In selecting people for the program, the Center inclhoudes scholars whose areas of interest encompass a wide range of historical periods and disciplines within Hellenic studies and related fields.

VISITING SCHOLARS FOR THE ACADEMIC YEAR 1993-1994

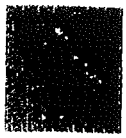
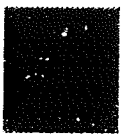
- **Dr. Alexander Kitroeff**, assistant professor, history department and Alexander S. Onassis Center for Hellenic Studies, New York University.
- **Dr. Elizabeth Prodromou**, Massachusetts Institute of Technology, Department of Political Science; Non-Resident Affiliate Scholar, Center for European Studies, Harvard University.
- **Dr. Harry J. Psomiades**, professor of political science, Queens College and the Graduate School, City University of New York; and director of the Center for Byzantine and Modern Greek Studies, Queens College.
- **Dr. Nikolay Todorov**, professor of Balkan history, University of Sofia, Bulgaria; former Bulgarian ambassador to Greece (1979-1983); and former chairman of the Bulgarian Grand National Assembly (1990-1991).

Dr. Kitroeff's research topic was the evolution of Greek nationalism from 1875 to 1913 within the context of the rise of nationalism in the Balkans, especially Bulgaria, and the consequent struggle over Macedonia which culminated in the Balkan Wars of 1912-1913.

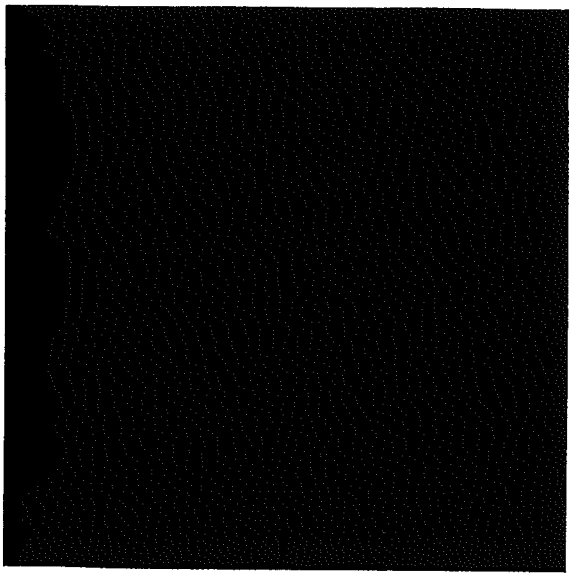
Dr. Prodromou examined the institutional and cultural dynamics of church-state relations in Greece under the Pasok government of the 1980s. She has also conducted comparative research on nationalism, religion, and democratic transitions in Albania, Bulgaria, and Greece.

Dr. Psomiades' research focused on the population exchange between Greece and Turkey following the war between these two countries from 1919 to 1922. He has examined the changing nature of relations between the Greek state and the Greek diaspora.

Dr. Todorov has written a book which concentrates primarily on the transformation of Greek-Bulgarian relations and the changes in Greek political life during the years he served as ambassador to Greece.

 Go Back  Return to home page

Hellenic College of London



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A **Greek** version of these pages can be seen by clicking here (if you have a suitable Greek font which you can use with your browser).

The Hellenic College is a member of the European Council of International Schools (ECIS) and of the Independent Schools Association Incorporated (ISAI)

Introduction

The Nursery

The Primary School

The Secondary School

The Further Education Centre

School life and activities

INTRODUCTION

The Hellenic College was founded in 1980 by prominent members of the Greek community in London. Its founding was based on the conviction, which holds as true today as it did then, that children of Greek-speaking origin, growing up abroad, would be able to make a greater contribution to the society in which they live if they were brought up to be familiar with their own language, traditions, culture and religion. The College therefore offers an integrated curriculum of subjects in Greek and English throughout the nursery, primary and secondary age ranges, as well as Foundation courses for entry to British Universities. The College also runs a Further Education Centre which offers part-time courses for adults in a variety of subjects, mainly but not exclusively related to Greek language, history and culture. The principal aim of the College is to give all pupils a first-class British education to GCSE and 'A'-level standard, coupled with fluency in the Greek language, an informed awareness of their heritage and a thorough grounding in Greek history, literature and religion.

The College occupies a fine site in the heart of Knightsbridge. The elegant Grade II listed building is light and spacious, and is ideal as an academic institution. Good school design and architectural charm make the Hellenic College one of the most attractive schools in central London.

In these pages, in addition to giving factual details of the school and what it provides, we hope to convey something of its character and special qualities : the combination of the best in the British and Greek educational traditions; the family atmosphere; the strong sense of community and the happy and hard-working ethos of the Hellenic College of London. The surest way, however, to gain a true impression of a school is to visit it, and to meet the staff and pupils personally. Should you wish to see round the school, I would be very pleased to welcome you.

James Wardrobe, M A (Oxon)
Headmaster

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for their help in preparing and displaying these pages.

Hellenic College of London

THE PRIMARY SCHOOL

Most children enter the Primary School at five years old, although pupils who would benefit by moving up a little earlier do so. The principles of a sound British education, coupled with the study of Greek Language, Greek History, Greek Geography and Orthodox Theology, underpin the curriculum. Children quickly adapt to having certain subjects taught in Greek and others in English. Bi-lingual education is, by its very nature, demanding. We therefore place great importance on homework. By the second year, children will be given reading and spellings to learn at home. Formal homework starts in the fourth year. Parents receive a homework timetable at the beginning of the academic year. Contact between parents and teachers regarding homework is maintained in each pupil's Homework Diary. In the Spring Term of the final year of Primary School, children must sit the Entrance Examination before they may transfer to the Secondary School.

Physical Education plays an important part in the primary school curriculum. Outdoor activities such as football, volleyball and athletics take place for the upper Primary School in Battersea Park. Weekly swimming instruction is given at a local sports centre. The school gymnasium is used for movement, ballet and gymnastics. Primary age children benefit from the specialist tuition of secondary school teachers in Science, French, Music and Sport.

There are several outings each term to places of interest and these experiences provide the basis for children to begin to work independently by writing projects about what they have seen and learnt. At lunchtime there is a variety of extra-curricular activities such as gym club and debating.

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Hellenic College of London

THE HELLENIC COLLEGE FURTHER EDUCATION CENTRE

Course director: Mrs M Capsaskis

The Further Education Centre offers two types of courses: full-time Foundation courses for students from Greece who wish to enter British universities, and part-time afternoon and evening courses for adults.

Foundation courses

The Hellenic College offers a Foundation course for entrance to British Universities. This is an alternative to 'A'-levels as a means of gaining university entrance for students from Greece who have passed their PanHellenic and Apolytirion examinations.

Foundation courses suitable for students wishing to study science, arts or social science courses at university are available and last for one year. The courses include study of the relevant subjects to a high standard as well as intensive English language work for those who need it and a study skills course.

Links have been formed with a number of British universities which also validate and recognise the examinations taken at the end of the course.

Adult Education courses

The Hellenic College offers a wide variety of part-time afternoon and evening classes for adults. These are mainly but not exclusively concerned with Greek language, history and culture.

Examples of courses recently offered include: Byzantium, Modern Greek Language (all levels), Modern Greek poetry and Literature, Sanctuaries of Ancient Greece, Classical Civilisation, Getting to know the European Community, Greek Dance and Computer Workshop.

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Hellenic College of London

THE SECONDARY SCHOOL

Pupils join the Hellenic College Secondary School at 11, either having transferred from the Primary School or as new entrants from other schools. In both cases an Entrance Examination in English, Mathematics and Greek will have been passed prior to entry. In the first three years the pupils follow a broad, balanced curriculum, which incorporates the following subjects : English Language and Literature, Mathematics, Modern Greek, French, History, Geography, Art, Physics, Chemistry, Biology, Information Technology, Physical Education, Greek History and Classical Greek. All Greek classes, and Mathematics from the third year, are divided into sets within year groups, according to ability. For the first two years, Music, Religious Studies and Orthodox Theology are also studied. During this period the syllabuses taught include those which prepare pupils for the Common Entrance Examination. This examination is then taken by all pupils at the end of their second year, either in order to gain admission to public school or as an assessment for internal purposes.

During the third year pupils will begin to draw up an individual programme of study leading to GCSE, usually in ten subjects. After consultation with parents, the Head of Careers and the Director of Studies, pupils decide on six optional subjects from a broad range of choices, in addition to the core subjects of English Language, English Literature, Mathematics, Modern Greek, French and Information Technology with Business Studies. Care is taken to ensure that each child's academic programme remains balanced, and that as many career options as possible are left open.

Most pupils are able, and encouraged, to sit the GCSE examination in Modern Greek early, usually in the third year. Ancient Greek GCSE is also taken early by promising pupils.

During the fifth year, pupils again consult the Head of Careers and the Director of Studies about the possible subjects they may take at 'A'-level. To assist them in bringing into focus their career objectives, a work experience programme is organised towards the end of the summer term after the completion of the GCSE examinations.

Throughout the Secondary School a regular programme of homework, recorded in pupils' individual homework diaries, is set and monitored by subject teachers, and supervised by the Deputy Head. Written reports are sent to parents at the end of each term, and there are twice- yearly parents' evenings for discussion about pupils' progress. The Headmaster and staff are always pleased to see parents by appointment.

Teaching facilities include fifteen classrooms, three well-equipped science laboratories, a computer science laboratory, music room and art studio. The impressive Assembly Hall is also used for musical and theatrical activities. The library, well-stocked in English and Greek titles, also carries daily newspapers and periodicals in both languages. The use of information technology plays an ever-increasing part in its application to the teaching of other subjects.

Although the College is committed to high academic standards, the development of the whole child is of paramount concern. Pastoral care is exercised by form tutors, who liaise with the Deputy Head and the Headmaster. Courteous and well-mannered behaviour, showing consideration and kindness towards others, is expected at all times. The involvement of senior pupils in the running of the school helps towards a progressive growth of responsibility and self- discipline as they advance up the school. Considerable emphasis is placed on co-operation with parents in achieving these traditional ideals.

THE SIXTH FORM

Pupils entering the Sixth Form must have passed at least five GCSE examinations at grade C or above. 'A'-level subjects are chosen after consultation with the Director of Studies and the Head of Careers during the Fifth Year. A wide range of A Level subjects is offered: Art, Biology, Business Studies/Economics, Chemistry, Classical Civilisation, English, French, Geography, Ancient Greek, Modern Greek, History, History of Art, Mathematics, Further Mathematics and Physics. Most pupils sit Modern Greek 'A'-level at the end of their Lower Sixth year. It may also be possible for pupils to have tuition in other subjects. Teaching groups are small and therefore teachers are able to respond to pupils' individual needs.

During the Lower Sixth year, pupils are advised about entrance into Higher Education. In the Summer Term, they are encouraged to attend university Open Days before completing university and polytechnic application forms in the following term. Individual tuition can be arranged for students wishing to take apply to Oxford or Cambridge Universities. Most Sixth Formers will take up places in British universities, while some complete their education in Greece. The Headmaster takes a personal interest in all Higher Education applications. Mock interviews are held to improve interview performance.

Sixth Formers do not wear school uniform, but are expected to be dressed smartly. They must attend Assembly every day, but are allowed to sign out in the School Office at lunchtimes. A sense of responsibility and self-discipline is encouraged through the prefect system. Sixth Formers have a great deal of contact with younger children; this benefits both the older and younger pupils, but in the case of the Sixth Formers, it is pleasing to see how readily they respond to the needs of the younger ones. Fund-raising for charitable purposes is organised through the four school Houses; voluntary work is encouraged, and there are many cultural visits which often provide a useful extension to classroom study.

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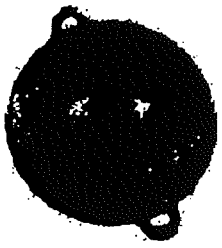

ΔΙΑΣΠΟΡΑ

Diaspora WWW Project

DIASPORA NEWSLETTER

Latest issue (also in postscript and acrobat formats)

Diaspora Archive (also in postscript and acrobat)
Information about the Newsletter
Newsletter contributors

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CURRENT AFFAIRS

Action Alert:
Turkish Occupation in Cyprus:
Turks kill 24 year old Tassos Isaac

Kanazawa College of Arts Clings to Looted Church Treasure
Turkish Cypriot pseudo state is selling out the Orthodox Churches of occupied Cyprus (from Logos).
Information on Imia

DIASPORA WEB PROJECTS

- The Ecumenical Patriarchate of Constantinople
- The Greek community in Turkey
- Macedonia
- Greek-Albanian relations
- The Greek community in Albania
- Diaspora Book Index
- Commemorating ethnomartyr Chrysostomos, Metropolitan of Smyrna.

Contributors

LINKS

Mirrors, Supported Organizations and Related Sites

This site was created by Marios Dikaiakos and Daphne Manoussaki. The contents of the server do not represent the views of and are not sanctioned by the Yale University or any of its constituent parts or affiliated institutions.
For information, comments, and suggestions please contact: mdd@zeus.cc.ucy.ac.cy

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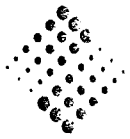

Fundesco

G7 PILOT PROJECT "INFORMATION AND SOCIETY"

THEME 3

FEASIBILITY STUDY TEL*LINGUA

Final Report

By

Carlos San José Villacorta
María Teresa Ollé Martín
Ministerio de Educación y Cultura

and

Bibiana Serrano Marín
Francisca Choquet Trincald
Inmaculada Moro Hernández
Fundesco

Madrid, 9th. September 1996

We want to thank all companies, institutions and experts whose valuable contribution and support have made possible the preparation of the present report, with special gratitude for the very active participation of Carlos Pérez-Iñigo, Pedro Arévalo, Carlos Blanquez, Alberto Cedrón, José Miguel Roca y Manuel Rodríguez (Fundesco), Juan José Blanco Villalobos y Mª Isabel Fariñas Cifuentes (Ministerio de Educación y Cultura), Loreto Pérez del Puerto (Fuinca), Gerardo Arrarte (Instituto Cervantes), Oscar Verdugo (Cuadernos Cervantes de la Lengua Española), Hilary Plass (Tesol-Spain), Octavi Roca (CODI 7), Francés Watts y Amparo García Carbonell (Universidad Politécnica de Valencia).

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3. METHODOLOGY USED

4. RESULTS OBTAINED IN EACH OF THE WORK PACKAGES

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5. CONTACTS MADE

6. BIBLIOGRAPHY

G7 PILOT PROJECT "INFORMATION AND SOCIETY"
THEME 3
FEASIBILITY STUDY TEL*LINGUA

1. Introduction

The Tel-lingua project is a feasibility study that aims to analyse the setting up of a distribution and information network on distance language learning. The study attempts to:

- Draw up a detailed list of the multimedia products for distance language learning that are currently available on network or will become available in the near future.
- Draw up a detailed list of the data bases that exist on this subject.
- Analyse user needs (current and potential) concerning distance language learning.
- Determine the opinion of the providers of content and services to be included in the above-mentioned telematic networks and data bases.
- Analyse national and regional policy related to the objective of this project.

The different tasks to be carried out were divided into ten work packages:

0. Coordination of the study.

1. User needs educational systems

2. User needs (economic areas)

3. Educational strategies and objectives

4. Content providers

5. Service providers

6. Server structures, access and standards

7. Experimental pilot-servers

8. Identification of existing/upcoming databases and resources

9. Criteria of good practice and validation

10. Consensus conference

Work packages nos. 1 and 3 were drawn up by the Ministry of Education and Culture (Department of New Information and Communication Technology - PNTIC) under the coordination of Carlos San José Villacorta, Technical Adviser.

Work packages nos. 2, 4, 5 and 8 were drawn up by Fundesco (Foundation for the Development of the Social Function of Communications) under the coordination of Carlos Pérez-Iñigo, Director of the Department of Technological and University Programmes.

With respect to work package no.10, a list has been sent in of possible participants in the final conference in Turin. This list is given in the section on WP10. The list was drawn up jointly by the Ministry of Education and Culture and Fundesco.

With respect to work packages nos. 6 and 7, the decision by the general coordination so far is to set these aside since they are being dealt with by a small working group.

The content of this report has been structured to give two types of information:

. General information:

1. Introduction
2. Conclusions
3. Methodology used
5. Contacts made
6. Bibliography

. Specific information on each WP.

4. Results obtained in each WP. This section gives the specific results obtained in each WP.

The Coordinator of WP0, the General Coordination, will be sent the full document so that point 4 (results obtained in each of the WP) is received in full, as well as the above-mentioned general information.

The rest of the Coordinators of the different WPs will also be sent all the sections forming the general information of the document together with the results obtained in the corresponding WP.

2. Conclusions

There is widespread agreement on the idea that in the short term extensive use of network courses is limited for several reasons:

- Technical improvements are needed to obtain rapidly the audiovisual images or applications.

- Strategies need to be developed to sell network courses. Without economic benefit, the only thing existing on the network will be information.

- Any possible network courses need to be designed specifically for the network and this will involve new teaching styles. It is not just a question of transferring existing products to the network.

- The immediate consequence of the above is that teachers need to be trained in the use of the new technologies.

There are also those who believe that the network can be taken as a factor of personal and pluridisciplinary development, with language being the main nucleus.

However, in order for a larger number of users to gain access to the information on the information highways, it is considered important that it should be possible for requests to be made in natural language and for the network to locate the information requested. Information recovery could be offered in several languages or with the help of on-line translation.

A neutral interconnection point is required in each national territory to eliminate the need to send all the connections through neutral points in other countries as is the case with Spain.

Specialy remarkable for Spain is to realize that Spanish is currently big business for producers outside the Spanish-speaking world.

The convergence on the network of the supply from the main media (written press, radio and television), the development of suitable multimedia resources and the appearance on the world market of technological tools such as the network computer all go to create the ideal framework for global communication.

The subjects covered by this project are considered to be of great importance and great interest exists in all the spheres analysed. There is also enormous potential for development in view of the constant advances being made in information technology. It is therefore considered that this report and the project itself should simply constitute a first step to be developed in greater depth in subsequent projects and stages.

3. Work methodology

Conversations have been held with the various coordinators of the work packages (especially nos. 3, 4, 5 and 8) and work has centred on collecting relevant information on the subjects covered by this project.

The methodology used was therefore limited to the following aspects:

1. Collection of information through personal contacts

   - consultation with experts
   - consultation with appropriate institutions
   - consultation with professional associations
   - consultation through data bases
   - bibliographic consultation

2. Collection of information via Internet

A thorough search for information has been carried out via Internet with consultation of the pages of most of the Spanish universities, ministries, institutesand other official bodies, language schools, publishers, associations and private research groups.

A general search has also been carried out via most of the Spanish Web pages, surveying all information related to both language training and cultural dissemination. For this purpose the searchers giving access to the different resources in Spanish were used.

3. Analysis and organisation of the information collected

The following section shows the results obtained in the corresponding Wps.

4. Results obtained in each of the Work Packages

WORK PACKAGE 1 - User needs educational systems

This work package was drawn up by the Department of New Information and Communication Technology (PNTIC) of the Ministry of Education and Culture.

In Spanish educational institutions there is already a certain culture for the use of information and communication technology for curricular, administrative and study purposes.

The following tables show the total data for students and educational institutions at pre-university levels. Most of the data given are for the 1993/94 academic year and are taken from the report on the situation of the educational system of the State Schools Council published by the Ministry of Education and Science (Madrid, 1995).

In 1994 there were 8,037,429 students at these levels. This figure includes students in both state and private schools:

	Total	**State education**	**%**	**Private education**	**%**
Pre-school	1,003,937	630,982	62.9	372,955	37.1
Primary	4,474,775	2,913,078	65.1	1,561,697	34.9
Secondary	2,558,717	1,894,952	72.3	708,765	27.7
Total	**8,037,429**	**5,439,012**		**2,643,417**	

Number of schools in the above-mentioned sectors and levels:

	Infant and primary education	**Secondary education**
State sector	13,826	2,860
Private sector	5,311	2,275
Total	19,137	5,135

Within the state sector, there are programmes for computer education in the various autonomous communities that have full authority in matters of education and in those where such authority has not yet been obtained (MEC territory) and where hardware is being installed, teachers are being trained in computer and communication technology, etc.

MEC territory:	**Atenea and Mercurio (PNTIC)**
Andalusia:	**Subprogramme of New Techologies**
Canary Islands:	**Programme of New Technologies**
Catalonia:	**Programme for Educational Informatics (PIE)**
Galicia:	**New Media Area**
Basque Country:	**Curricular Development Institute**
Valencia:	**Programme for Informatics in Education**
Navarra:	**Educational Innovation Section**

Although there are no figures available for provisions in these sectors, the following estimates can be made for the end of 1995 (source: PNTIC):

. 80% of secondary schools have IT resources provided by the different educational IT programmes with an average of 24 computers per school in those coming under the PNTIC.

. The remaining 20% have resources from other sources so it can be stated that 100% of secondary schools have some type of IT provision. There is no data on the average number of computers per school.

. 20% of primary schools have IT resources provided by the different educational IT programmes with an average of 15 computers per school in those coming under the PNTIC.

. There is no reliable data for the remaining 80% of infant and primary schools. Most are very small schools with less than 8 classes or even with just one class so high levels of equipment cannot be expected.

. All the schools receiving equipment from the PNTIC and most of those receiving equipment through other state-run programmes have at least one multimedia unit. Since 1994 provisions have mostly been of this type of equipment.

. All the centres receiving equipment from the PNTIC and most of those receiving equipment from other state-run programmes have a modem and staff that has been trained in gaining access to telematic networks through the basic telephone network.

Figures for private schools are not so clear. According to a study published in 1994 by the Spanish Confederation of Teaching Centres (CECE), 74% of private schools possess IT equipment, 85% possess audiovisual equipment and 11% possess multimedia equipment (source: CECE report on the needs of private teaching centres). The study

clarifies that the use of these resources is not only for teaching purposes but also for administration or secretarial tasks and for class preparation). However, 70% of the teachers questioned stated that the most frequent use of these technological resources is as support for classes. The main other uses of computers are as follows: 60% of teachers use them in their work, 36% for training courses and 55% for administration.

WORK PACKAGE 2 - User needs (economic areas)

With respect to this work package, the only description of objectives and tasks received was that given in section 2.2 of the initial project proposal dated 22 November 1995 in spite of the commitment that the coordinator of each work package would define objectives and tasks as stated in the report on the Turin meeting held on 10 and 11 June last.

Although apparently no study has been carried out on this matter, through contacts and conversations with various institutions, associations and especially companies operating in the IT sector, the following has been determined:

- Users

From a commercial point of view, students using teach-yourself products and cultural materials related to languages can be divided into 3 main groups, namely:

. Liberal professions
. Large companies
. Small and medium-sized companies

Of these groups, the first is undoubtedly the most important for the purchase of these products and materials owing to their greater familiarity with the use of new technology tools and in general because of their high purchasing power.

Large companies are also increasingly important as potential customers. The problems associated with this type of demand basically stem from the varying levels of knowledge of those involved. They usually require, within a specific method, a full range of products.

Such companies also demand specific products adapted to their areas of activity. So their needs are of both a general and a specialist nature. In the latter, there is still not much on offer and individualised solutions tend to be very expensive.

The staff of small and medium-sized companies are those that invest least in language learning. This is not surprising because this attitude is also seen for other types of training. The most relevant factor here is lack of time to devote to other activities apart from those that are directly linked to the immediate objectives of their overall activities. In Spain, this situation is worsened by the cultural factor of a lack of self-discipline for learning alone.

The continuous training of teachers is also an aspect that must be taken into account because, if the study and practice of foreign languages is to be promoted from the earliest ages, obviously it is necessary to properly train and update teachers.

Finally, and obviously, the production of teaching materials is mostly designed for children and adolescents and for classroom work. However, home learning is also a

very attractive sector as can be seen from the catalogues of the publishing houses. It is recommended that imaginative solutions be developed to reinforce the pleasurable aspects on which such teaching should be based.

- Multimedia Equipment

Although Spain is not advanced in the process of introduction of new technologies in the business and family environment, it is expected to soon reach the level of technological utilisation of its European neighbours (see article in the *Gaceta de los Negocios*, 5 June 1996).

It is estimated that there are around 500,000 multimedia computers in Spain. Sales are expected to increase although not to an extraordinary degree.

The difference in price between multimedia and non-multimedia PC computers is not great (around 30,000 to 50,000 pesetas) but users still have to be convinced that such an investment is of use.

As a reference of the Spanish Audiovisual/Multimedia provision, some figures have been taken out from a study achieved jointly by IDATE , Fundesco, London Economics and TDF/C2R in July 1996, on "Structure of television and multimedia markets"

Equipment:

	1990	1991	1992	1993	1994	1995
Television households (x 1000)	11072	11263	11454	11674	11800	
VCR households (x 1000)	4751	5321	5796	6183	6543	
VCR penetration (per 100 TV households)	42,91	47,24	50,6	52,96	55,45	
Television set households (x 1000)	15500		15700		16900	
Domestic PC households (x 1000)			600	900	1250	1400
Domestic PC penetration (per 100 households)			5,07	7,61	10,53	
Multimedia PC households (x 1000)			5	25	120	780
Multimedia PC penetration (per 100 households)			0,04	0,21	1,01	
Video games consoles (x 1000)		565	1350	1667	3275	
Satellite dishes (x 1000)	45	70	250	280	330	
Satellite dishes penetration (per 100 TV households)	0,41	0,62	2,18	2,4	2,8	
Homes passed (cable television) (x 1000)	550	600	650	700	950	
Homes connected (cable television)(x 1000)	98	120	120	120	145	
Cable television penetration (per 100 TV households)	0,88	1,06	1,05	1,03	1,2	

Work package 3 - Educational strategies and objectives

This work package was devised by the Department of New Information and Communication Technology (PNTIC) of the Ministry of Education and Culture.

Spain is one of the countries of the European Union and is situated in the middle range according to the parameters used to measure significant national sectors. However, the language most widely spoken in Spain is Spanish which is one of the top world languages. This is important because the worldwide use of English tends to make us forget the real situation of Spanish which can be compared to that of an extensive capital waiting to be invested. Spanish institutions are under the obligation to carry out the role of *investor*, especially considering that the profitability of this *capital* is clear. It must therefore be the prime objective of the Programme for New Information and Communication Technology to take the initiative in reminding our European partners that the special nature of our language makes it a capital giving high returns to use today's market jargon.

As stated by the Director of the Instituto Cervantes, Santiago de Mora Figueroa y Williams, Spanish is basically spoken on one continent, namely America. "Nine out of ten Spanish speakers are on the other side of the Atlantic. The best-known writers in the Spanish language worldwide are Peruvian, Colombian, Mexican, Argentinian. This is important because the Spanish-speaking countries are practically next door to each other so the fragmentation of Spanish has come to a stop." The four exclusive features of our language as given by the Director of the Instituto Cervantes are sufficient to make it a product that, given a minimum boost by the Spanish Administration, should be in greater demand from the citizens of the EU - "Spanish is an **international** language in the strict sense, it is **homogeneous** from the philological point of view, it is geographically **compact** and it is **expanding** for demographic reasons.

Spain, as one of the partners of the EU, could carry out a privileged role as a vehicle for the language and culture of the American continent using all the technological resources available in the European continent.

In this undertaking we need to cast aside the pseudo-Romantic or heroic or accusatory attitudes of our previous Latin American campaigns and centre on those aspects that would make the language attractive to our European partners such as the fact that we are offering a highly competitive and high-return *product*, namely a means of communication - the Spanish language - that is especially interesting because of its great potential for contacts of a commercial, industrial, economic or cultural nature not only with our country but with practically the whole of the American continent - an area that is currently developing and becoming an extremely attractive market for the countries of the EU.

In conclusion, Spain should sell the image of possessing the most valuable instrument, its language, to gain access to the American continent.

In order to reach this objective, the Ministry of Education and Culture, and specifically its Programme for New Information and Communication Technology, is prepared to use all the resources offered by new technology in the European continent for the teaching and dissemination of the Spanish language and Hispanic culture amongst all the countries of the EU and for the correct advisory services for teachers of Spanish in the different member countries.

The PNTIC projects for this purpose cover the following:

1. Provision for teachers of the Spanish language in the different countries of the EU of telematic advisory services so that they can receive immediate and permanent attention from qualified staff on any aspect of teaching of the Spanish language.

2. Provision for teachers in the EU, through our network, of any material needed for teaching of the Spanish language in the following areas:

- Administration
- Law
- Economics
- Technology

3. Provision for teachers and pupils of a store of *living* documents to assist in the diffusion and comprehension of Spanish and Latin American culture, leisure and working activities, tourism and the media.

The PNTIC documents, which will be duly updated, include the following:

- Front page of the main newspapers in the Spanish language
- Front page of the national magazines
- Selection of comics
- Selection of radio news
- Meteorological information
- Selection of commercials from the various Spanish language TV channels
- New books published in Spain and Latin America
- Information on university summer courses
- Tourist information:
    - sightseeing guides
    - gastronomic guides
    - trekking guides
    - maritime routes
    - festival guides (San Fermín, El Rocío, Semana Santa, etc.)
    - guides to Latin America

- Directories giving addresses and useful telephone numbers in Spain and Latin America

    - public transport

- airlines
- tourist offices
- non-governmental organisations
- young peoples' associations
- Institud de la Juventud
- Prado Museum

- Prices of the main products in Spain and Latin America:

  - food
  - hotel rooms
  - university registration
  - vehicles
  - public transport
  - magazines
  - newspapers
  - books
  - records
  - software

- Grants for foreign students

- Access to various Webs of interest:

  - Ministry of Culture
  - Instituto Cervantes
  - PNTIC
  - Biblioteca Nacional
  - Town Councils
  - NGOs

4. Via the network provision for teachers and students of fora for exchange such as:

   - Exchange of Latin American and European students either for holiday periods or between teaching centres during the academic year.

   - Exchange of experiences between students and teachers

   - Exchange of news between Latin American and European students so that they can see for themselves how the news of one country is transmitted in the media of another and vice versa.

   - A tribune for debate on hackneyed subjects in the different countries with a view to promoting tolerance (German aggressiveness, Spanish bullfighting, etc.)

5. Provision of IT programmes with a view to making known the Spanish and Latin American language and culture (América entre nosotros, Admyte, education data bases: Systems of socio-economic and educational indicators in the Latin American countires, Diccionario de la Real Academica Española de la Lengua, etc.).

Conclusions: The future of language teaching

In the field of education, the teaching of languages has always been one of the pioneer areas for the incorporation of new technologies. Multimedia or telematic networks are no exception.

The multimedia products incorporating characteristics of network operation, monitorisation of students' progress, voice analysis and synthesis, etc. are clearly the heirs to language laboratories, offering a qualitative improvement in capacity and much greater versatility and variety. Although the price of a properly equipped classroom is high (in spite of the constant drop in prices), these configurations will start to be implanted in schools and utilisation will be shared with other educational applications thanks to the versatility of computers. This should help to rapidly pay off the investment and make multimedia more attractive.

In addition, access to communication networks, especially to Internet, has very clear educational potential for languages, especially the English language. Almost any educational project using Internet is pluridisciplinary and one of the main components is language. The classic experiences of 'pen friends' become more operational with electronic mail and discussion fora, and applications arise in real time which can be very motivating for those involved. Modern language teachers are the most frequent users of the resources offered on the network in the field of education (and this will inevitably increase), both for general resources (real documents) or specific resources relating to language teaching.

WORK PACKAGE 4. Content Providers

Following the guidelines given by Commission 4, an attempt has been made to collect together materials, documents, software and methods for teaching and learning as well as texts giving cultural and scientific information that could be used for this purpose.

In this Work Package a distinction will be made between:

1. Products

1.1. Products or information available on the network (ON LINE)
1.2. Multimedia products available (OFF LINE)

When possible, a distinction is made between data related to the Spanish language and other languages considered 'foreign'.

2. Providers

The characteristics and strategies for development as presented by the various providers of content were studied and structured as follows:

2.1. Publishers and distributors
2.2. Specialist centres
2.3. Research centres and universities

Relevant projects related to the preparation of teaching products within the study area, available in the short term will be detailed here.

1. PRODUCTS

1.1. On Internet (ON-LINE)

This section will study in detail the cultural and language-teaching supply detected on Internet, giving several examples. There will then be a brief analysis of the results and use of Internet.

By way of preliminary remarks, the following can be mentioned:

The low degree of insertion of products or the full text of books on Internet is basically due to the problem of royalties, those included generally being classic works, and also to the fact that transmission is costly (especially in Spain) because of the length of such works which requires a large computer memory.

Other factors slowing down the expansion of the Internet user network are technological, economic and cultural and are mentioned below.

The cost of communications in Spain (that is, the use of telephone lines) continues to be very high.

Most of the educational resources available on Internet come from the United States although there is increasing interest amongst many entities in at least making their presence known by setting up their Web page. In that respect, the universities appear to be the most active institutions, apart from the companies dedicated to telematic services provision. Most of those, besides giving a description of their activities and associated data, offer people accessing to their sites interesting information related to other possible thematic links.

1.1.1. Spanish as a foreign language and Hispanic culture

Products:

Some products have been detected which are available on the Web. Examples of these products are given below :

. Full text of the Royal Academy grammar of the Spanish language

http://esgwww.uwaterloo.ca/~dmg/espanol/gramatica.html

. The Literary Corner of the "Latin World" server includes:
- a Spanish grammar
- exercises in Spanish grammar
- Spanish/English and English/Spanish dictionaries
- aid for conjugation (COMP-JUGADOR)

http://www.mundolatino.org/litera.htm#lengua

. The page on the "Spanish language" mentions several courses in Spanish on Internet, especially those of the universities of Valencia (Spain), Calgary (Canada) and Gothenburg (Sweden).

http://www.iis.com.br/~rsoca/cursos.ht

. In the section on Languages and Literature, Spanish on "The Human-Languages Page" presented by the University of Willamette (Oregon), mention is made, amongst others, of the following:

- a list of courses in Spanish on Internet
- several dictionaries, one of which is by the Anaya group, an important Spanish publishing company
- a bilingual study/play programme for children called "La clase mágica"
- an elementary Spanish curriculum (sample curriculum for teaching grades 1-8)

http://www.willamette.edu/~tjones/Language-Page.html

. Presence on Internet of other regional languages such as Catalan, Galician and Euskera (Basque). Access can be gained by consulting the OLE Spanish searcher.

http://www.ole.es

. The "Cultura y Llengua" page on the Vilaweb server (Catalan highway) mentions several courses in Catalan (especially for English speakers)

http://vilaweb.com

As can be seen from the above examples, almost all these teaching resources are basically related to grammar (rules, tests, etc...) or translation (dictionaries). There do not seem to be any complete courses, according to traditional language-learning criteria (standard educational patterns). They should therefore be considered more as teaching support (or complementary) materials aimed at reinforcing certain aspects of teaching than as real courses.

Access is gained to these resources via Internet. But in most cases this is the only innovative aspect with respect to multimedia. What is supplied basically is written text. This is not the case with off-line multimedia which is more attractive owing to the introduction of audio and/or video. This attractiveness enhances the efficiency of the method because language is a written and oral link for communication which also involves gestural expression.

Moreover, there is no type of guarantee of the teaching or technical quality (mastery of all the aspects of theory and practice of the language). In very few cases (such as the dictionaries) is there any sort of guarantee by a recognised entity or group such as a university language department, etc. The initiatives are good but there is apparently no control.

Additional cultural materials:

Internet is generally used as a vehicle for the following rather than for teaching products:

. Additional cultural documents (especially literary documents)

. Information on educational products available on the "Off line" market

. Information on activities carried out by organisations or associations working in the field of language teaching

. Fora for discussion and transnational communication amongst students which in some cases will be considered as part of the language learning method.

The following are some examples that have been detected of each of these aspects:

There are many resources related to literature. Generally access is gained via the Web pages on culture or education which are stored in servers in any part of the world together with those of other languages or with other cultural resources. For this purpose various searchers are used such as those listed in the section describing the work of the WP8 (OZU, OLE, etc...). Some of the most interesting places on the Web for finding this type of information or full works are, for the Spanish language: ATHENA, the GOTHENBURG project, Mundo Latino.

The "literature and books sites" on the ATHENA server (Geneva) give the following:

- Biblioteca Digital Universal (in Spanish)
- Humanistic library of classic texts in Catalan
- Text of comedies in Spanish, some of which are given with an English translation. Included are classical plays by authors such as Calderón de la Barca, Tirso de Molina or Lope de Vega.

http://un2sg1.unige.ch/www/athena/html/booksite.html

. The Literary Corner of the "Mundo Latino" server includes:

- an anthology of texts on the conquest of America
- Medieval and Renaissance Spanish literature

http://www.mundolatino.org/litera.htm#lengua

. The Purdue and Indiana University Web pages on education give:

- Tome I of the Schevill-Bonilla edition of "Don Quixote" including the prologue and chapters 1 to 27. The remaining three volumes of the novel are to be added over the next few months.

http://cvcax.ipfw.indiana.edu/mfl/cervante.html

.- An anthology of Spanish poetry

http://cvax.ipfw indiana.edu/-jehle/poetry.html
http://cvax.ipfw indiana.edu/-jehle/poesia.html

There is also a four-monthly electronic literary magazine called "Espéculo" and produced by the department of Spanish Philology III of the Universidad Complutense de Madrid and the Faculty of Information Science.

http://www.ucm.es/OTROS/especulo/

. On the subject of history, Archives of the Spanish civil war have been found. The section of rare books from the University of Bradeis near Boston gives a description of the material in its collections related to this subject and a series of digitalised images of posters.

http://www.library.brandeis.edu/specialcoll/spcvwr/posters.html

There is also information on Hispanic culture for English speakers offered by the Instituto Cervantes in New York:

http://www.users.interport.net/~cervante/

. The following are some of the works in museums, information on painters, etc.

- The Webmuseum

http://www.oir.ucf.edu/vm

- Works from the Prado Museum

http://www.mcu.es/prado_web/
http://www.mcu.es/~prado/index_eng.html

Of special interest in the area of current affairs is the presence of certain Spanish radio stations such as:

. The local radio of Valladolid, FM Express, which is the first Spanish FM radio station with a permanent connection to Internet. It offers news and information on music programmes as well as the possibility for listeners to send in their suggestions by electronic mail.

http://www.intercom.es/fmexpress/

. The Catalan government radio stations through programmes such as "Real Audio". There are two options: direct access to programmes or consultation with the library which holds popular programmes such as general interest programmes and football matches.

http://www.catradio.es/cr/index.html

There are also various magazines and newspapers:

. The new Electronic magazine on language teaching "LAPSUS LINGUAE" (International Journal on Language Teaching):

http://www.nobis.com//ll lapsus pro@.nobis.com

. Spanish cultural magazine "Melibea"

http://www.abaforum.es/is/melibea

. Page on Galicia

http://www.iaga.com/vieiros/index.html

. The following newspapers:

La Vanguardia (Barcelona): **http://vangu.ese.es**
El Periódico (Barcelona): **http://www.elperiodico.es**
Diario Vasco: **http://www.diario-vasco.com**
ABC (Madrid): **http://www.ab c.es**
El País Digital: **http://www.elpais.es**
El Mundo (sección económica): **http://sudinero.elmundo.es/indice.htm**
El Mundo (sección "Campus"): **http://www.offcampus.es/elmundo.campus**
Su dinero: **http://sudinero.el-mundo.es**
La revista: **http://www.larevista.el-mundo.es**
Campus: **http://www.offcampus.es/campus.html**
El Correo Gallego: **http.//ozone.s.es**
Negocios on line: **http://negocios.com.**

Information on existing products

Various publishing houses have a page on which they show their products. Printed examples of some of these are attached **(See Annex 1).**

Information on activities carried out by organisations or associations

This includes:

. The Instituto Cervantes which gives information on its teaching methods, its libraries and basic data on all its centres as well as a detailed explanation of the diplomas in Spanish as a foreign language, teacher training courses and radio and television programmes in which it participates.

http://www.cervantes.es/

Discussion fora

. There is an E-mail list for teachers of Spanish for the purpose of exchanging ideas, new products and comments on the different aspects of teaching Spanish (subscription is free).

Orders should be sent to **LISTSERV@M.TAU.AC.IL** on Internet (subscription: **SUB ESPAÑ-L name and address**)

. Within the LINGUA programme, there is an E-mail application named "International E-Mail Tandem Network". This network aims to set up bilingual sub-networks in which students of different languages can work in pairs to help each other in learning the other's language. This network includes access to the "Agency for allocating companions", to the bilingual discussion fora and to a data base or an information server. Its functions are listed in the WP5 on data bases.

http://www.es/UniOvi/Apartados/Departamento/Filologia.Anglogermanica/tandem/infos.html

1.1.2. Other languages

The foreign languages mostly taught in Spain are first English, then French and, to a lesser extent, German. These are therefore the languages covered by the study.

As with the Spanish language, on the Internet there is a supply of courses, teaching and cultural materials, discussion fora and exchanges which can be expected to be of similar characteristics to those covered above for Spanish. And cruising on Internet in itself offers practical experience in the English language.

In addition, since the consultations only aimed to detect Spanish resources, only limited information is given here on the resources existing for other languages. However, below are some of the "discoveries" made:

. On-line English Grammar by Anthony Hughes

http://www.edunet.com/english/grammar/index.html

. Foreign Languages for Travelers (in 32 different languages)

http://www.travlang.com/languages

. Pages of cultural valuable information and links data offered by the Department of Foreign Languages & Literatures of the university of Appalachian State, for French, Spanish, German, Latin, Japanese, Chinese and Russian.

http://www.acsappstate.edu/dept/fll/(corresponding language)**.html**

. Literature references and works for French language in ATHENA (see address above).

. The On-Line IT's magazine for Students and Teachers of English (e-zine) offers posibilities for its suscribers to access the most up-to-date teaching material available, forum for teachers and other valuable links on the Web.

http://www.encomix.es/~its/

1.2. "OFF-LINE"

There are many products related to language learning. Most of them include textbooks and workbooks with audio and/or video cassettes or CD-ROM. Others only exist in CD-ROM form.

Some of relevant products commercialised as CD-ROM, or vídeos have been listed here:

Spanish as a second language:

- **Contact** is a very thorough method for learning Spanish. It consists of 3 CD-ROMs (with a total of over 4 hours of real images and instructions for self-instruction in several languages). It was produced by Latinoamericana de Editores and distributed by Paradox.

- **Dígame. Conversaciones telefónicas.** A product on CD-ROM by Libra Multimedia and distributed by KDC.

- **Español de los negocios en vídeo** is a recent specialist product, the result of collaboration between the Instituto Cervantes, the Instituto de Ciencias de la Educación of Barcelona University and the Difusión publishing house. The Instituto Cervantes also has other products that are not on the market.

- **En español** is a collection of fragments from films to demonstrate certain communication functions. It is a video product produced by the Ministry of Culture and distributed by the Instituto Cervantes.

- **Viaje al español** is an audio-visual method on video with supporting books produced by Santillana with the collaboration of the University of Salamanca and Radiotelevisión Española. The collaboration between this publisher and the University of Salamanca has continued with the introduction onto the market of two new products - "Marca Registrada" on Spanish for business, and "Con Voz y Voto" to develop conversation. The latter is original for the active participation of the student in the learning process and the use of many real documents. It comprises a book, exercise book and cassette.

There are also other resources both for children and adults produced by companies such as Hyperglot Software, Berlitz Publicism Corporation, Eurotalk Ltd., Syracuse Language Systems, etc.

Other languages

- **Language Discovery** is an educational programme for teaching vocabulary in 4 languages (English, French, German and Spanish) to small children. It is based on games and has an experimental part and a competitive part. The distributor is abc analog.

- **Longman English Works.** This is a multimedia work for people needing English in their jobs, business, studies or for travel. It contains an aid in English, French, German, Italian and Spanish.

- **New English Course** is an interactive English course on 24 CD-ROMs created by experts from the BBC. It is suitable for individual study or as support material in class.

- **English for Business.** With a collection of 6 CD-ROMs this course is designed for professional use. It was produced by the School of Languages of the University of Wolverhampton.

- **A la recherche d'un emploi - L'acte de vente.** Both these CD-ROMs were conceived to improve and increase knowledge of French for business. They were produced by the Blaise-Pascal University in Clermont Ferrand (Camille project).

As with Spanish there is a wide variety of materials which are not listed fully in this study

In general, all these multimedia products are new. They have the advantage that they have been produced or sponsored by very professional bodies, prestige publishers, universities, etc. This means that students have some degree of guarantee that the teaching content is appropriate (acquisition of basic knowledge, advanced practice, development of skills in specific areas, etc.).

This type of product is being developed increasingly although it seems that multimedia resources are not and will not in the near future be designed for telematic distribution. This is not so much because of technoiogical limitations (although there are still unresolved problems of compatibility) as because of a lack of penetration of this type of education. Habits will have to change. People are generally not used to self-instruction or to handling multimedia tools, etc.

This is closely linked to the insufficient number of personal computers that are equipped to use very sophisticated multimedia products. This type of material is still not being commercialised on a large scale. The market is mainly taken up by independent members of liberal professionals (good purchasing power and adaptability to new technology) followed by companies.

2. SUPPLIERS

2.1. Publishers and distributors

It should be pointed out that these organisations which produce or sell courses have a privileged position in the overall market for education and culture being the only sources of written educational materials.

With respect to language learning, their offer is based to a large extent on written materials which go together with audio and/or video cassettes (to a lesser extent).

Recently, and because of the increased use of new technology both in companies and in homes, production on CD-ROM is increasing.

Apart from the specific orientation for users of standard teaching (mainly in secondary education), the commercial offer also provides materials for children as entertainment (these can be used in different countries) and to a lesser extent for self-learning of languages aimed increasingly at specialised sectors of industry.

There is a certain degree of controversy surrounding multimedia production but in all catalogues there are now courses or support materials on this type of medium. Bertelsmann described their understanding of multimedia use as follows: "We believe that for the time being there is no market nor do we believe that by just changing from printed paper to CD will this market be generated. The situation is different in the specialist information sector which is already equipped with multimedia applications... Books have shown that they have a future in the new multiple media environment". (Extract from an interview published in the ABC newspaper on 20 June 1996).

Although publishers are not currently inclined to use Internet as a means of distribution of their educational resources on the market, as stated above, some of them are now taking an interest in this promising method of communication. Heinemann, however, has understood the potential of the Web by offering its "Heinemann World" to students and teachers of various languages (**http://heinemann.co.uk/).**

In addition to such published products, information of interest is also provided by specialist journals.

Concerning Spanish and Hispanic culture, there are relevant publications such as:

. "Cuadernos Cervantes de la Lengua española". This magazine is published by ELR Ediciones with the collaboration of the University of Alcalá de Henares. Its target readers are anyone interested in the Spanish language, not just teachers and students.

Cuadernos Cervantes
Administración, Redacción y Publicidad
Travesía de Andrés Mellado, 9
28015 Madrid
Tel. 34-1-543 46 46
E-Mail : cuadcer@elr.es - **http://www.eunet.es/InterStand/CuadernosCervantes**

. "Frecuencia -E. Revista de didáctica Español como Lengua Extranjera". This magazine is published by EDINUMEN and basically addresses teachers of Spanish language. It will soon have its own Web page giving extracts of articles.

EDINUMEN
Piamonte, 7
28004 Madrid
Tel. 34-1-308 51 42
E-Mail : edinumen@infornet.es

. REALE is a journal on research into acquisition of the Spanish language published by the University of Alcalá de Henares.

Secretaría de REALE
Departamento de Filología
Universidad de Alcalá
c/ Colegios, 2
28801 Alcalá de Henares
Tel. 34-1-885 44 23

The following publications do not appear in Internet (nor does the REALE journal) but they are specialist journals of interest that are distributed by ARCO-LIBROS, S.L. in Madrid.

- "La Lingüística Española Actual"
- "Español Actual"
- "Voz y Letra"

The main problem for publishers is at least to recover the expense of production and management, if no profit can be made. They also have to protect copyright.

2.2 Specialist centres

These are understood as being those whose activity centres on the study and analysis of all language-related aspects and mainly include institutions such as the "Instituto Cervantes", "Goethe Institut", "Institut Français", "British Council", etc.

In Spain and solely for the teaching of the Spanish language there is the Instituto Cervantes which was set up in 1991 and whose main function is the dissemination of the language and culture of Spain and Latin America.

Its headquarters is in Alcalá de Henares (Madrid) although it has associated centres in four continents.

Its objectives and functions are:

. To organise general and special courses in the Spanish language

. To accredit the knowledge acquired by students by granting certificates and diplomas and to organise the examinations of the Official Diplomas in Spanish as a Foreign Language (Diploma Oficial de Español como Lengua Extranjera - DELE).

. To update teaching methods and teacher training.

. To support the work of Hispanists

. To participate in programmes for the dissemination of the Spanish language

. To carry out cultural activities in collaboration with other Spanish and Latin American organisations

. To make available for public use libraries fitted with the latest technological resources

It has also participated in the European Union Lingua Project, specifically in the preparation of a course for Business Spanish on CD-ROM together with a video which is expected to be placed on the market in the near future as well as preparation of 'An instrument for the provision of activity-based curricula, linguistic audits and diagnostic test tasks'.

In addition, within the framework of the activities of the Spanish Observatory for Language Industries (Observatorio Español para las Industrias de la Lengua - OEIL), work is being carried out on the preparation of a data base with existing multimedia materials for the teaching of Spanish.

Other activities being carried out by Spanish institutions are, for example:

- The Real Academia de la Lengua Española has produced its dictionary in CD-ROM (DRAE)

- The Real Academia de Ciencias Exactas, Físicas y Naturales is extending its "Vocabulario Científico y Técnico" (published by Espasa Calpe) and the CD-ROM version is expected to be on sale by the end of the year and the Latin American networks are expected to be connected soon. (Information taken from "El País" on 10 June 1996 and published in the Cuadernos Cervantes for July/August 1996).

2.3. Research centres and universities

This is where the most important work is being carried out in new approaches to language learning. These organisations are working on research projects which will undoubtedly form the basis for the development of new methodologies for training such as the application of new technology and the use of international training networks.

The following is a list projects on which of some of the Spanish universities that have been contacted and the they are working.

- **Proyecto ICONS - TELEMATICS SIMULATION FOR LANGUAGE LEARNING**

Project Coordinators in Spain: Amparo García Carbonell and Frances Watts

Institution: Universidad Politécnica de Valencia
Escuela Técnica Superior de Ingenieros de Telecomunicación
Departamento de Idiomas

Annex 2 gives information on this project.

- **CAMILLE Project - Computer Assisted Multimedia Language Learning Environment. ESPAÑOL INTERACTIVO**

Project Coordinators in Spain: Ana Gimeno and Ignacio Despujol

Institution: Universidad Politécnica de Valencia
Departamento de Idiomas

Annex 3 gives information on this project.

- **International E-Mail Tandem Network Projectg**

Project Coordinator in Spain: Juan A. Alvarez González

Institution: Universidad de Oviedo
Department of Anglo-American and French Philology

Description:

This project is in its third year and is renewed annually. In the International E-Mail Tandem Network various universities have joined forces so that their students can learn languages in tandem via Internet.

The network is formed by an increasing number of bilingual sub-networks in which students of different languages work together in order to help each other to learn the other's language. Each sub-network comprises:

. Access to the "Agency for allocation of companions" for tandem learning. This is an open learning method in which people with different languages work in pairs in order to help each other to learn the other's language and to find out about the other person and his or her cultural background.

. At least one bilingual forum in which participants can propose and develop all sorts of discussions and ask about any aspects of either of the two languages, as well as:

. A data base or information server in which participants can obtain teaching and learning materials and to which any participant can add documents as information on his or her own country, region or city or bilingual texts written together with the tandem partner.

The *International E-Mail Tandem Network* has started to organise written tandem activities by E-mail on Internet and to promote the development of new teaching aids for students, language teachers and network coordinators.

Each sub-network is supervised by 2 or more coordinators who help participants, moderate discussions in the forum, decide on the content of the data base, establish new fora, etc.

Bochum (D, Germany), Oviedo (E, Spain), Sheffield (UK, England), under the coordination and leadership of Helmut Brammerts, started in 1993 to set up this network.

12 universities in 10 European countries since 1994

Aalborg (DK, Denmark), Aarhus (DK), Coimbra (P, Portugal), ENST Paris (F, France), Trier (D): and since 1995, Dublin (IRL, Ireland), Mitthögskolan (S, Sweden), HKL Sittard (NL, Holland), Torino (I, Italy) have participated in the European Union Project *International E-Mail Tandem Network* with a view to extending the network and developing teaching materials for students in their tandem activities, for organisers and for language teachers.

Next year various other universities will be participating in the project.

So far communications are being made via electronic mail (written text, ASCII). For next year it is planned to introduce voice (audio files) and then video-conferences although the latter will be only experimental.

For further information:

http.//www.uniovi.es/UniOvi/Apartados/Departamento/Filologia.anglogermanica/tandem/infes.html

Conclusion.

The Internet offers increasingly large amounts of information and continually sparks interest. It is obviously especially appealing for teachers, students or anybody interested in learning or communicating with others in different parts of the world. Personal initiatives, participation and/or support from universities and certain state institutions or foundations are currently the main source of educational resources on this network. However, "cruising" learners need some type of structure to help them gain access to attractive and reliable information while sticking to their basic aim. There are several searchers but information, which is the final product, hides behind many "screens". Language-related subjects, especially, are not front-page news and therefore require an effort and research skills on the part of the person interested in finding the information which will satisfy his curiosity or need.

In addition, this being a matter of education, it should not be forgotten, as stated by the Bertelsmann publishers, that "it is not a question of just changing printed matter for multimedia but of taking the greatest advantage of the new possibilities". This should be the approach to Internet.

ANNEX 1 - WP4

DRAGON SYSTEMS

Idiomas

DRAGON SYSTEMS

Dragon Dictate

Reconocimiento inteligente de voz para Windows en disquetes. Potente programa de reconocimiento inteligente de voz para Windows. Este producto reconoce palabras mediante software para que el usuario pueda dictar (1) textos a su ordenador, hoja de cálculo, base de datos y otras aplicaciones de Windows o controlar (2) funciones, accesorios y aplicaciones de Windows a través de su voz. Requiere fase de aprendizaje y tiempo de adaptación. Disponible para la mayoría de los idiomas de la CEE incluyendo español

Referencia	Producto	Precio
DGCE	**Dragon Dictate Classic**	**129.000 Pta**

[Si desea algún producto, pulse aquí] [Volver a la página principal]

Contér SOFTWARE Idiomas Contér SOFTWARE

Community Exploration

Visita interactiva a típica ciudad americana con acceso a más de 50 lugares distintos y se ofrece la posibilidad de visualizar los textos así como escuchar su descripción en inglés. Incluye opciones de grabación de voz y playback en cualquier momento. Ideal para nivel básico/introducción.

Referencia	Producto	Precio
COCE001 -ING	**Community Exploration**	**6.100 Pta**

[Si desea algún producto, pulse aquí] [Volver a la página principal]

Idiomas

BBC - English Expressions

Nivel Básico - Intermedio que abarca 9 temas de tópicos en general (en el Restaurante, en el aeropuerto, pidiendo información, de compras en el mercado...). Cada tema tiene una sección de palabras de vocabulario y unos ejercicios de comprensión de conversación, así como un test final.

Configuración mínima: SVGA + 486/33 + 4 Mb RAM.

Referencia	Producto	Precio
BBCEEXP	**BBC - English Expressions**	**9.900 Pta**

BBC - Essential English

Primer CD multimedia de la BBC para autoaprendizaje del Inglés. Nivel Introductorio con pronunciación a elegir entre inglés británico y americano. Opciones de grabación de voz y Playback para comparar su pronunciación con la de las voces nativas. Interfaz sencillísimo para niños, jóvenes y adultos.

Referencia	Producto	Precio
BBCESSE	**BBC - Essential English**	**7.000 Pta**

[Si desea algún producto, pulse aquí] [Volver a la página principal]

The Learning Company

Idiomas

The Learning Company

Hablemos Inglés 6.0

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del inglés que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas (USA), ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Explicaciones en Español.

Referencia	Producto	Precio
HYHI001 -ING	**Hablemos Inglés 6.0**	**19.900 Pta**

Learn To Speak English

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del inglés que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas (USA), ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Todas las explicaciones están en Inglés.

Referencia	Producto	Precio
HYHI002 -ING	**Learn To Speak English**	**19.900 Pta**

Learn To Speak Spanish

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del español que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas , ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Todas las explicaciones están en Inglés.

Referencia	Producto	Precio
HYHI003 -ING	**Learn To Speak Spanish**	**19.900 Pta**

SYRACUSE LANGUAGE SYSTEMS

Idiomas

SYRACUSE LANGUAGE SYSTEMS

TriplePlay Plus

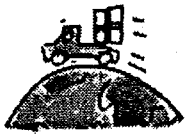
Magnífico curso interactivo con más de 1.000 palabras y conversaciones para empezar a aprender un idioma (Disponible para Inglés, Francés y Alemán). Incorpora la función de reconocimiento automático de voz que permite al usuario contestar las preguntas por el micrófono que se incluye gratuítamente con el programa y practicar su pronunciación. Producto excelente***** (PC World marzo 95)

Referencia	Producto	Precio
SUTPP1 ING	**TriplePlay Plus Inglés**	**12.500 Pta**
SUTPP1 GER	**TriplePlay Plus Alemán**	**12.500 Pta**
SUTPP1 FR	**TriplePlay Plus Francés**	**12.500 Pta**

Games In English

CD para los más jóvenes con multitud de juegos organizados en varios niveles, que permite aprender palabras por su identificación con objetos. Permite asimilar palabras y su pronunciación correcta en el idioma correspondiente y jugar identificando los objetos mediante preguntas aleatorias que realiza el programa. Ideal para los más pequeños de la familia (4 a 8 años).

Referencia	Producto	Precio
GAMES001 -ING	**Games In English**	**6.500 Pta**



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Idiomas

Colección English+

Colección de 12 CDs (uno de Iniciación, Básico 1, 2 y 3; Intermedio 1, 2 y 3; Avanzado 1, 2, 3 y 4; e Inglés para Negocios) que puede adquirir en colección o título a título según su nivel y progresos. Método autodidacta que convierte el aprendizaje del idioma en un entretenimiento para cualquier miembro de la familia. Incorpora diccionario, libro ilustrado de gramática, videos, multitud de voces, juegos, tests y todo lo que necesita para asimilar el Inglés a su propio ritmo.

Referencia	Producto	Precio
ENG+INI	**English+ Iniciación**	**4.990 Pta**
ENG+BAS1	**English+ Básico 1**	**7.990 Pta**
ENG+BAS2	**English+ Básico 2**	**7.990 Pta**
ENG+BAS3	**English+ Básico 3**	**7.990 Pta**
ENG+INT1	**English+ Intermedio 1**	**7.990 Pta**
ENG+INT2	**English+ Intermedio 2**	**7.990 Pta**
ENG+INT3	**English+ Intermedio 3**	**7.990 Pta**
ENG+AVA1	**English+ Avanzado 1**	**7.990 Pta**
ENG+AVA2	**English+ Avanzado 2**	**7.990 Pta**
ENG+AVA3	**English+ Avanzado 3**	**7.990 Pta**
ENG+AVA4	**English+ Avanzado 4**	**7.990 Pta**
ENG+NEG	**English+ para Negocios**	**12.990 Pta**

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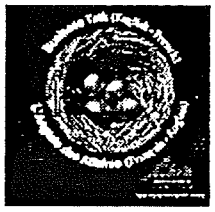
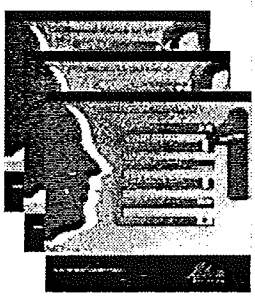
Idiomas



Business Talk

Un CDs para mejorar su comprensión de Inglés/Español (de Oxford) para conversaciones de negocios: escuchando, entendiendo y realizando ejercicios y tests. Opciones de grabación de su propia voz y playback. El CD contiene más de 20 horas lectivas con varias voces, música, textos, fotografías en color y gráficos. Preparados para MPC y MAC. Para personas con nivel Básico. También disponible para francés, alemán o español.

Referencia	Producto	Precio
LMBST ING/SP	**Business Talk**	**10.500 Pta**
LMBST ING/FR	**Business Talk**	**10.500 Pta**
LMBST ING/GR	**Business Talk**	**10.500 Pta**



Small Talk 1, 2 y 3

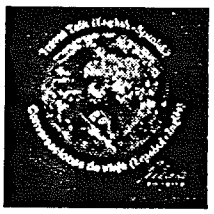
Colección de 3 CDs para mejorar su comprensión de Inglés (de Oxford) abarcando tópicos en general: escuchando, entendiendo y realizando ejercicios y tests. Opciones de grabación de su propia voz y playback. Cada CD contiene más de 20 horas lectivas con varias voces, música, textos, fotografías en color y gráficos. Preparados para MPC y MAC. Para personas con nivel Intermedio/avanzado.

Referencia	Producto	Precio
LMST001+2+3 ING	**Small Talk 1, 2 y 3**	**19.100 Pta**

Telephone Talk 1 y 2

Colección de 2 CDs para mejorar su comprensión de Inglés (de Oxford) para conversación telefónica comercial : escuchando, entendiendo y realizando ejercicios y tests. Opciones de grabación de su propia voz y playback. Cada CD contiene más de 20 horas lectivas con varias voces, música, textos, fotografías en color y gráficos. Preparados para MPC y MAC. Para personas con nivel Intermedio/avanzado. También disponible para francés, alemán o español.

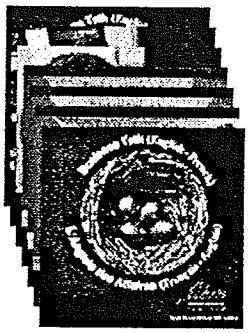
Referencia	Producto	Precio
LMTT01+2 ING	**Telephone Talk 1 y 2**	**15.900 Pta**
LMTT01+2 FR	**Telephone Talk 1 y 2**	**15.900 Pta**
LMTT01+2 GER	**Telephone Talk 1 y 2**	**15.900 Pta**
LMTT01+2 SP	**Telephone Talk 1 y 2**	**15.900 Pta**



TravelTalk

CD para el autoaprendizaje de un idioma centrándose en la terminología específica y las expresiones esenciales prara desenvolverse cuando se va de viaje. Nivel básico para cualquier perfil de edad. Disponible para Inglés, Francés, Alemán o Español.

Referencia	Producto	Precio
LMTRT01 ING/SP	**TravelTalk**	**10.500 Pta**
LMTRT01 ING/FR	**TravelTalk**	**10.500 Pta**
LMTRT01 ING/GR	**TravelTalk**	**10.500 Pta**



Colección Completa Libra Multimedia

Contiene obra completa de Telephone Talk 1 y 2, Small Talk 1, 2 y 3, Travel Talk, Business Talk y un archivador de CDs gratis.

Referencia	Producto	Precio
LMCOL7 -ING	**Colección Completa Libra Multimedia**	**40.500 Pta**

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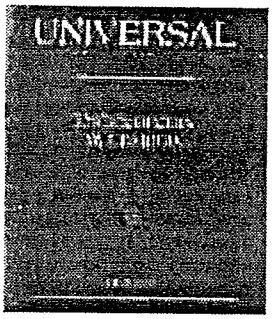
CASA DEL LIBRO RECOMIENDA

OBRAS EN CD-ROM



UNIVERSAL ENCICLOPEDIA MULTIMEDIA MICRONET

La más avanzada enciclopedia multimedia en castellano. Dos versiones de software disponibles en el mismo disco, uno desarrollado especificamente en 32 bits, para la última versión de Windows 95, y otra en 16 bits para el popular Windows 3.1.

83.000 términos y más de 120.000 entradas con una extensión equivalente a 15 tomos de una enciclopedia convencional.

Requerimientos: Windows 3.1 o superior/Windows 95, para la versión de 32 bits/ PC compatible, 386 (recomendado 486), con lector de CD-ROM/ sonido e impresora soportada por Windows / monitor VGA de 256 colores (recomendado 800x600 con 32.000 colores o superior).

P.V.P. 14.500 pts

DICCIONARIO DE LA LENGUA ESPAÑOLA. EDICION EN CD-ROM

Real Academia Española

83.014 entradas/180.906 definiciones/43.068 etimologías/más de 37.000 revisiones automáticas/más de 1.500.000 datos hipertextuales.Acceso directo mediante: mas de 310.000 abreviaturas y mas de 2.000.000 de palabras.

requisitos del sistema:Ordenador compatible AT, procesador 80386 o superior, mínimo de 4MB de Ram. Ratón y pantalla gráfica VGA o superior. Lector de CD-ROM. Sistema operativo MS_DOS 3.30 o posterior con Microsoft Windows 3.1 o posterior. Se recomienda disco duro con al menos 5 mb libres

P.V.P. 19.500 pts

MULTIDICCIONARIO DE LA LENGUA ESPAÑOLA - EVEREST

80.000 voces y 150.000 definiciones

Más de 1.000.000 de formas verbales conjugadas

Más de 40 minutos de video y audio

Requerimientos: Ordenador Apple Macintosh con Sistema operativo Mac/Os / 4 Mb. de Ram libres, recomendables 5 Mb. 256 colores, recomendable con miles de colores/ Lector de CD - ROM de doble o cuádruple velocidad / También optimizado para Power PC.

P.V.P. 19.950 pts

Información | Home Page de CyberCentro | Enlaces | Home Page Casa del Libro | Más obras en CD-ROM | Pedidos

ANNEX 2 - WP4

TELEMATIC SIMULATION FOR LANGUAGE LEARNING

"Project ICONS"

Project Coordinators in Spain: Amparo García Carbonell and Frances Watts

Institution: Departamento de Idiomas

Escuela Técnica Superior de Ingenieros de Telecomunicación

Universidad Politécnica de Valencia, Spain

Definición del Proyecto ICONS:

The syllabus for Advanced English at the School of Telecommunications Engineering of the Universidad Politécnica de Valencia, Spain, uses telematics as the means of communication between the academic and professional worlds. Four years' experience in two large-scale simulations, Project IDEALS and ICONS, has demonstrated that the integration of telematic simulation in the curriculum is fully justified.

The International Communication and Negotiations Simulation (ICONS) Project , conceived by the University of Maryland at College Park, MD, USA, offers students the opportunity to join an interdisciplinary program that puts theory into practice. ICONS is a worlwide, multi-instituional, computer-assisted simulation that thrusts students into the world of high-powered international negotiations. The aim of the simulation is to broaden students' perspectives and make them aware of what it is like to negotiate with different cultures, speaking different languages. Participants learn not only what is involved in making decisions for a government, but more importantly, what it feels like to be a decision maker for a foreign government with a very different set of cultural perspectives and problems. Through ICONS, a personal computer and the networks become educational tools to link students in classrooms

around the world.. The accessibility of computer terminals and the "friendliness" of the whole process make participation in the simulation exercise enjoyable, instructive and cost-effective. ICONS helps students understand the importance of clarity and precision in language, particularly crosscultural communication. The incorporation of languages into the simulation represents a unique feature of ICONS, and it has developed into an especially effective teaching tool for advanced language students. Throughout the simulation students use foreign languages as a vital instrument of communication. Moreover, the simulation integrates authentic foreign language instruction into critical areas of international studies. And both groups benefit: the language students have a real context for their study and a captive audience for their work; and the students from other disciplines gain an understanding of the realities of negotiation in a multicultural setting. Perhaps most importantly, the simulation reinforces the development of valuable analytical skills, teamwork, creativity, interdisciplinary thinking and practice in problem solving using their second language.

ICONS lets students:

- Create and test negotiating strategies
- Improve communications skills in several languages.
- Understand the interdependence of international issues.
- Appreciate cultural difference in approaches to world problems.
- Work in teams to solve problems.
- Use computers and the networks for multinational communication.

Technical support:

- Computers

- Networks
- Software transmission protocols

Contact persons:

Amparo García Carbonell and/or Frances Watts
Departamento de Idiomas
Escuela Técnica Superior de Ingenieros de Telecomunicación
Universidad Politécnica de Valencia
Camino de Vera, 14
46021 Valencia, Spain
Tel. 34 – 6 – 387 7535
Fax 34 – 6 – 387 7199
E-mail agarciac@upvnet.upv.es
fwatts@upvnet.upv.es

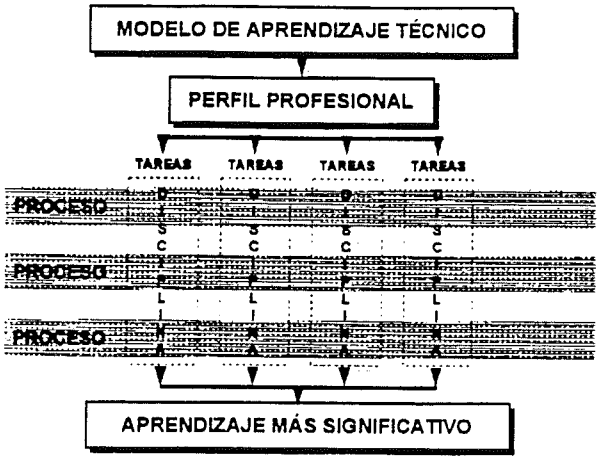
SIMULACIÓN TELEMÁTICA Y APRENDIZAJE DE IDIOMAS: PRINCIPIOS, INTEGRACIÓN CURRICULAR Y DIDÁCTICA

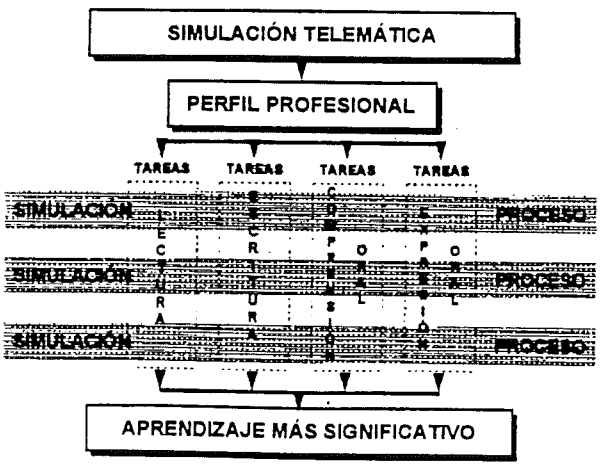
Amparo García Carbonell y Frances Watts
Responsable Técnico: Mar Giménez Núñez

Departamento de Idiomas
Universidad Politécnica de Valencia
Valencia, España

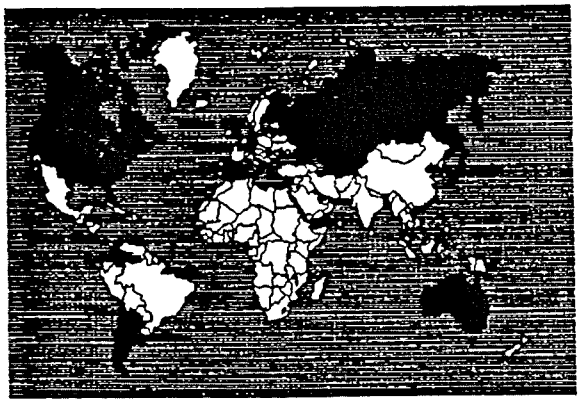
"A simulation is an operating model of central features or elements of a real or proposed system, process or environment" (Greenblat: 1988)

Simulación Telemática es un modelo operacional, con las características o elementos de un sistema, proceso o entorno, real o propuesto, que interacciona a distancia, vía INTERNET, múltiples disciplinas y entornos académicos y profesionales a nivel internacional

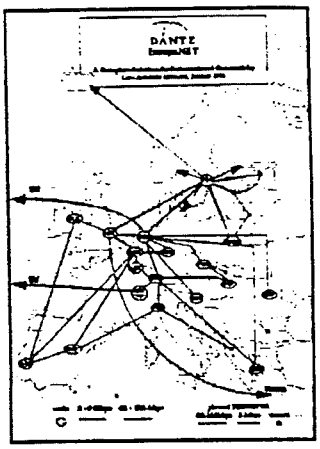


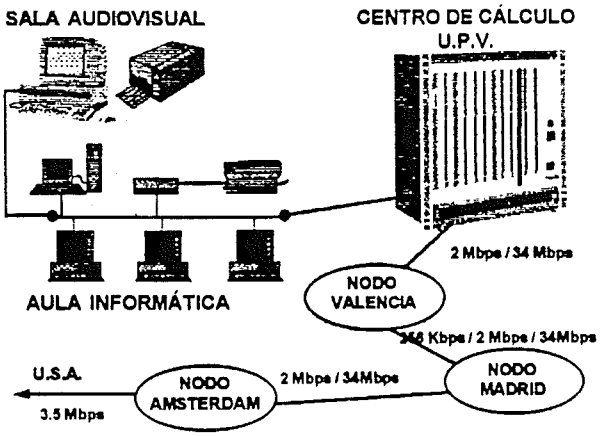


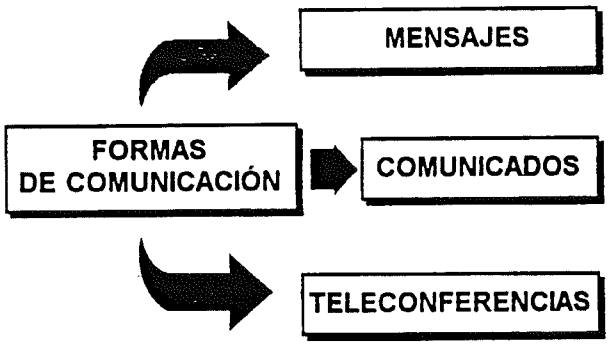
PAÍSES PARTICIPANTES

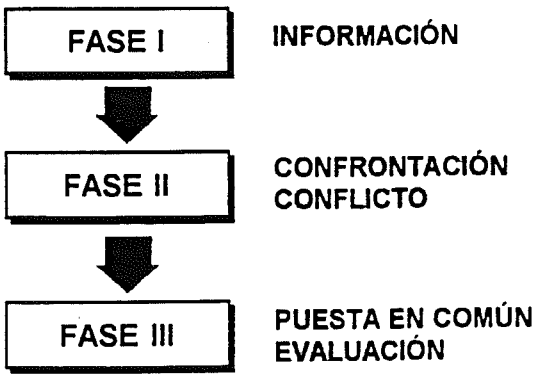


TOPOLOGÍA EUROPANET









FASE I

- Establecer Objetivos, Roles y Equipos
- Estudiar Documentos Históricos
- Elaborar Posición Política
- Elaborar Estrategias

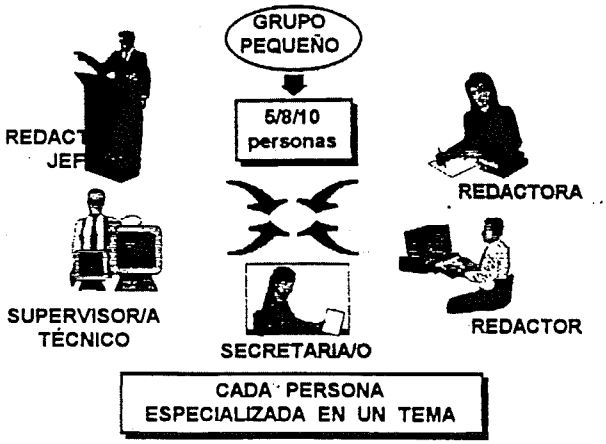
FASE II

- Enviar Posición Política
- Enviar Estrategias
- Negociar de Forma Bilateral
- Negociar de Forma Multilateral
- Participar en Teleconferencias
- Desarrollar Texto de Negociación
- Desarrollar Borrador del Tratado Final
- Ratificar Tratado Final

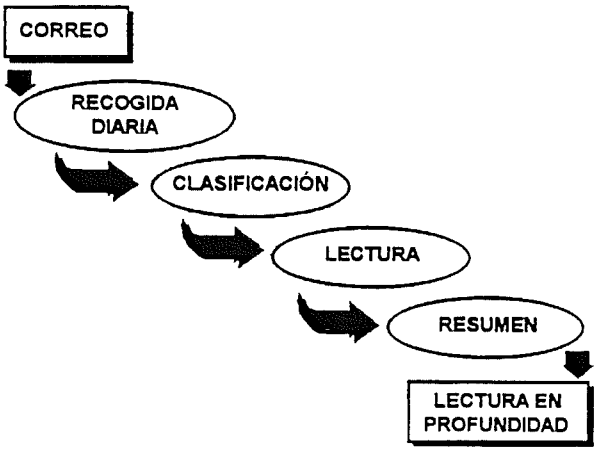
FASE III

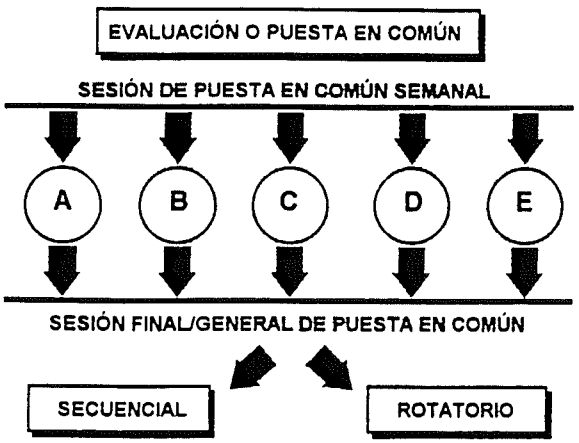
- Participar en Conferencia Plenaria de Evaluación
- Rellenar Cuestionario de Opinión
- Presentación y Defensa de Memorias

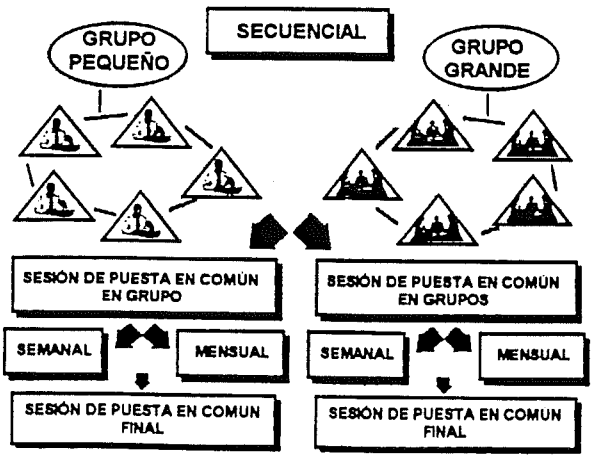
GRUPO PEQUEÑO
GRUPO GRANDE
INTERDISCIPLINAR
ACADÉMICO
PROFESIONAL
INSTITUCIONAL
UNIÓN EUROPEA
SALUD MUNDIAL
COMERCIO INTERNACIONAL
MEDIOAMBIENTE
CONTROL DE ARMAS
PAZ EN EL ORIENTE MEDIO
REFUGIADOS
DEUDA EXTERNA Y DESARROLLO
DERECHOS HUMANOS

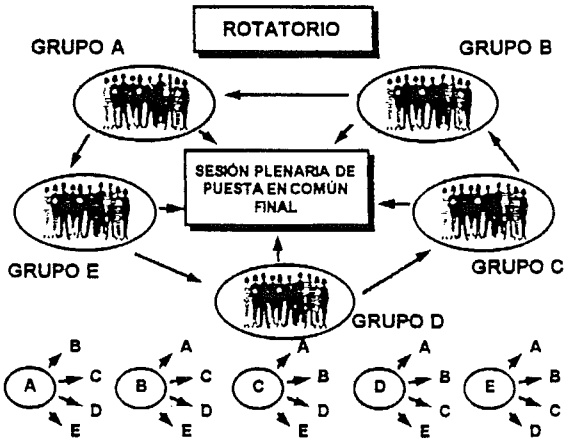

GRUPO PEQUEÑO
5/8/10 personas
REDACTOR/A JEFE
REDACTORA
SUPERVISOR/A TÉCNICO
SECRETARIA/O
REDACTOR
CADA PERSONA ESPECIALIZADA EN UN TEMA

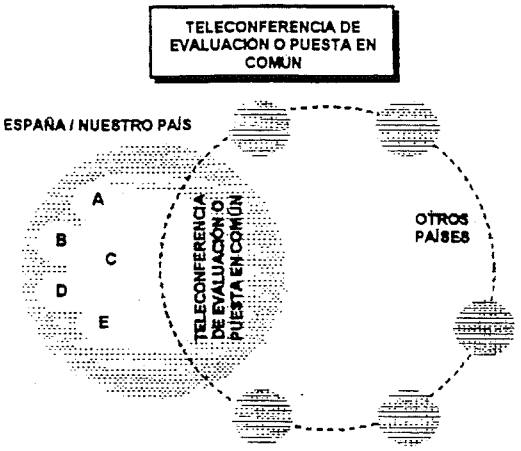
GRUPO GRANDE
30 personas
CADA GRUPO ESPECIALIZADO EN UN TEMA
REDACTOR/A JEFE
SUPERVISOR/A TÉCNICO
SECRETARIA/O
REDACTORES

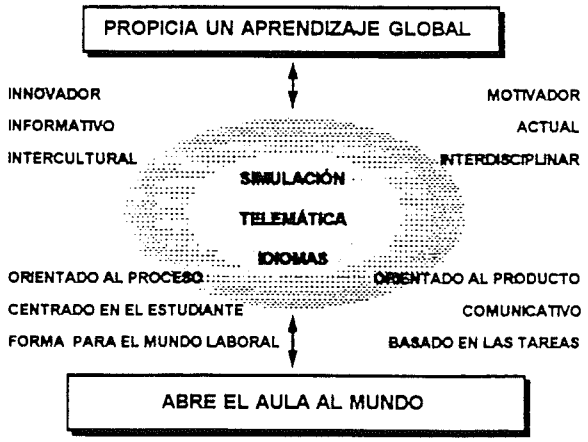

CORREO
RECOGIDA DIARIA
CLASIFICACIÓN
LECTURA
RESUMEN
LECTURA EN PROFUNDIDAD


EVALUACIÓN O PUESTA EN COMÚN
SESIÓN DE PUESTA EN COMÚN SEMANAL
A
B
C
D
E
SESIÓN FINAL/GENERAL DE PUESTA EN COMÚN
SECUENCIAL
ROTATORIO


SECUENCIAL
GRUPO PEQUEÑO
GRUPO GRANDE
SESIÓN DE PUESTA EN COMÚN EN GRUPO
SESIÓN DE PUESTA EN COMÚN EN GRUPOS
SEMANAL
MENSUAL
SEMANAL
MENSUAL
SESIÓN DE PUESTA EN COMUN FINAL
SESIÓN DE PUESTA EN COMUN FINAL







First, it motivates and is fun; second, it is more congruent with the learning process than chalk-and-talk teaching practices; third, it is more like the "real" world than the traditional classroom. Finally (and perhaps most significantly), simulation results in positive outcomes, such as more active participation, improved performance, greater retention, and better understanding of complexity.

Crookall, D. 1990. *Simulation, Gaming and Language Learning*. New York, NY: Newbury House. p.14

ANNEX 3 - WP4

d.i.
Departamento de Idiomas
Camino de Vera, 14
Tel.: 387 75 30 - Fax: 387 75 39
46022 VALENCIA

UNIVERSIDAD POLITÉCNICA

DEVELOPING SOFTWARE

ESPAÑOL INTERACTIVO is a multimedia interactive course for learners of Spanish as a foreign language developed within the CAMILLE Project at the Universidad Politécnica de Valencia, Spain. It exploits the latest optical-disc technology to deliver full-motion video and digital sound, and by providing immediate record and playback facilities, enables the user to see and listen to native speakers of Spanish and practise what he or she has learned in a genuinely interactive fashion. It combines this highly interactive language learning environment with a "communicative competence" approach to language acquisition delivered within a hypermedia framework for video, audio and text storage and retrieval. Digitised interactive video simulates the second-language environment by allowing the learner to observe and be taught by native speakers filmed on location in authentic situations. Interactive audio allows for oral responses which can be monitored, and compared instantaneously with "model" responses by native speakers. Hypermedia gives the learner instant access to glossaries, grammar, and interactive exercises as well as the facility to replay any of the video or audio material.

NETWORKING

The Universidad Politécnica de Valencia has set up a Multimedia Resource Laboratory in order to network Computer Assisted Language Learning materials on the net (UPVNET). Trials are being undertaken to achieve the most efficient computer configuration in order to network multimedia CD-ROM based learning materials.

The Resource Centre has, at the moment, been set up with 20 MPC2, 2 servers, Internet access, etc. This Project will be extended in 1996-97 to two further Multimedia Resource Centres, housed at two of the Engineering Schools, equipped with a further 25 MPC2's. Transmitting real time video on the net is one of the goals which has already been achieved.

Commercially available CD-ROM based language materials are being evaluated in order to test their usefulness across the network. Evaluation is also taking place with the CAMILLE Project multimedia CD-ROM beginners Spanish course developed at the Universidad Politécnica by the research team led by Dr. Ana Gimeno.

ANNEX 4 - WP4

IDENTIFICACIÓN DEL GRUPO DE INVESTIGACIÓN:
Grupo de Investigaciones y Aplicaciones Pedagógicas en Lenguas (G.I.A.P.E.L)

UNIVERSIDAD: Universitat Jaume I
FACULTAD: Facultad de Ciencias Humanas y Sociales
DEPARTAMENTO: Departamento de Filología Inglesa y Románicas
DIRECCIÓN POSTAL: Campus Carretera de Borriol. Apartat 224.
12080 Castellón de la Plana (España)
PERSONA DE CONTACTO: Mª Luisa VILLANUEVA ALFONSO. Filología Francesa.

TELÉFONO: Centralilla de la Universidad: (964) 34 57 00. Ext. 2608. Secretaría de Filología: (964) 34 56 59
FAX: (964) 34 56 56
E-MAIL: villanue@ fil.uji.es

MIEMBROS DEL GRUPO INTERLINGÜÍSTICO (Francés, Inglés; Catalán):
Mª Luisa Villanueva Alfonso (dir.)Alcón Soler, Eva; Civera García, Pilar;Codina Espurz, Victoria; Fortanet Gómez, Inmaculada; Luzón Marco, Mª José; Navarro Ferrando, Ignasi; Otal Campo, José Luis; Peraire Ibañez, Joan; Pérez Peris, Susana; Serra Escorihuela, Rosaura.

CÓDIGO UNESCO: 570111

LÍNEAS DE INVESTIGACIÓN: Desarrollo de la Autonomía de Aprendizaje de Lenguas. Diálogo entre los Centros de Autoaprendizaje y las Metodologías de Enseñanza; Los Estilos cognitivos y los Estilos de Aprendizaje de Lenguas; Lingüística del Texto y Análisis del Discurso: perspectiva aplicada a un enfoque integrador de la Enseñanza-Aprendizaje de Lenguas; El Desarrollo de la autonomía de Comprensión Escrita: la Lectura Interactiva.

TRAYECTORIA DEL G.I.A.P.E.L.:
Constitución del Grupo de Investigación Docente sobre Autoaprendizaje y Estrategias.
y Creación de los Centros de Autoaprendizaje de Lenguas de la Universitat Jaume I (C.A.L.)

ENTIDAD FINANCIADORA:Vicerrectorado de Innovación Educativa de la Univ. Jaume I.

El G.I.A.P.E.L. ha colaborado con la E.O.I. de Castellón en las "Jornades d'ensenyament-aprenentatge de llengües" (1992). Ha organizadoorganizado las Primeras Jornadas de Autoaprendizaje de Lenguas de la Universitat Jaume I (1993), ha participado en numerosos Congresos, Seminarios y Jornadas y viene organizando desde hace tres años un Curso de Verano sobre "El desarrollo de la Autonomía de Aprendizaje de Lenguas como Meta".

REFERENCIA DE ALGUNAS PUBLICACIONES COLECTIVAS:

AUTORES: VILLANUEVA, M.L.; SERRA, R.; CARBONELL, P.(1987) En: DUDA, R.; RILEY, Ph. (eds.)
TITULO: "Enjeux d'un projet didactique visant l'autonomisation / The implications of a pedagogical Projet aiming at learner autonomy."
REF. : Learning Styles. First European Seminar, . Presses Universitaires de Nancy. ISBN: 2-86480-413-1

AUTORES: VILLANUEVA, M.L.; SERRA, R. (1992)
TITULO: L'apprentissage de l'autonomie. Développement de la conscience linguistique.
REF. REVISTA/LIBRO: Jornades d'ensenyament-aprenentatge de llengües. Univ. Jaume I, Castelló, 1992. ISBN 84-8021-044-3.

AUTORES:VILLANUEVA,M.L.; OTAL, J.L. (eds) (1994)
TITULO: Actes de les I^{es} Jornades d'Autoaprenentatge de Llengües de la Universitat Jaume I.
REF.: Edit. Universitat Jaume I. ISBN 84-8021-035-4.

DURACION DESDE: Curso 1992-93.
INVESTIGADOR PRINCIPAL: Coordinadora, Mª Luisa VILLANUEVA ALFONSO

TITULO DEL PROYECTO:Desarrollo del sistema Hipertexto para el autoaprendizaje de lenguas.
ENTIDAD FINANCIADORA: Vicerrectorado de Innovación Educativa de la Univ. Jaume I (Castellón).
DURACION DESDE:1994
INVESTIGADOR PRINCIPAL: José Luis OTAL CAMPO.

TITULO DEL PROYECTO: Lenguajes científico-técnicos y lenguajes coloquiales. Un enfoque discursivo a través de la conexión textual.
ENTIDAD FINANCIADORA: UJI - Fundació Caixa Castelló
DURACION DESDE: 1993
INVESTIGADOR PRINCIPAL: José Luis OTAL CAMPO.

TITULO DEL PROYECTO: Estudio de Estrategias cognitivas y pragmáticas en el proceso de adquisición y uso de Lenguas Segundas, desde una perpectiva de desarrollo de la capacidad de aprendizaje autónomo.
ENTIDAD FINANCIADORA: UJI - Fundació Caixa Castelló
DURACION DESDE: 1993
INVESTIGADOR PRINCIPAL: José Luis OTAL CAMPO.

TITULO DEL PROYECTO: El Aprendizaje de la Autonomía
ENTIDAD FINANCIADORA: Vicerrectorado de Innovación Educativa. Univ. Jaume I de Castellón.
DURACION DESDE: Curso 1993-94
INVESTIGADOR PRINCIPAL: Coordinadora, Victoria Codina Espurz.

TITULO DEL PROYECTO: Estrategias de enseñanza encaminadas al desarrollo de una competencia psicopragmática de Aprendizaje de Lenguas: Los Estilos de Aprendizaje.
ENTIDAD FINANCIADORA: Vicerrectorado de Innovación Educativa. Univ. Jaume I, Castellón.
DURACION DESDE: Curso 1994-95
INVESTIGADOR PRINCIPAL: Mª Luisa VILLANUEVA ALFONSO

TITULO DEL PROYECTO: Grupo de Investigacionesy Aplicaciones Pedagógicas en Lenguas (G.I.A.P.E.L.). Dptos. de Filología y Traducción. La lectura interactiva.
ENTIDAD FINANCIADORA: Vicerrectorado de Cultura. Univ. Jaume I, Castellón.
DURACION DESDE: Curso 1995-96
INVESTIGADOR PRINCIPAL: Mª Luisa VILLANUEVA ALFONSO

ANNEX 5 - WP 4

UNIVERSIDAD POLITECNICA DE MADRID.-

Information Technologies in the English for Engineering Environments Program.-

The Department of Linguistics Applied to Science and Technology of Universidad Politécnica de Madrid is in charge of teaching Second Languages, mainly English, as part of the different engineering programs being taught at the 19 Engineering Schools of this University.
During my position of Department Head from 1987 up to 1995, I have designed and implemented a learning program called English for Engineering Environments (EEE) which includes interdisciplinarity as a tool and internationalization -via communication- as a goal.
The English for Engineering Environments (EEE) program has been designed as an instructional site for engineers who will, one day, have to communicate with other engineers using English as the real communication tool. Here, we briefly present the general objectives of the program:

* Reading comprehension: The student will be able to understand, summarize and recognize the structure of technical texts.

* Oral comprehension: The student will be able to understand formal and informal conversations in a professional environment.

* Written production: The student will be able to write technical documents related to his/her field of specialization.

* Oral production: (speaking) The student will be able to express him/herself fluently enough in formal and informal conversations in a professional environment.

* Lexical content: The student will be able to acquire the technical, sub-technical and general vocabulary necessary to understand and express themselves about topics related to their technical field of expertise.

* Translation: The students should be able to translate to and from English as a way of reassuring comprehension, therefore it is considered a methodological tool, not a goal in itself.

We have considered the application of new technologies in the teaching process as a way of improving interdisciplinarity in the syllabus, since the technical university environment provides us with the most suitable atmosphere to do so.

We cannot forget that our engineering students are used not only to learn about and to develop the new technologies, (Computer Science or

Telecommunications students, for example,) but most of them are also familiar with the use of these new technologies as part of their learning process.

Therefore, in order to implement the EEE program we fixed a group of Dpt. Faculty members. (around 12). together with the GATE (Gabinete para la Aplicación de las tecnologías a la Educación) of the Universidad Politécnica de Madrid,- a group of experts who are in charge of designing and implementing any kind of learning and research activities with the use of new technologies-and put together a team project, under the acronym GATEGRADIENTE, being our main objective the design of a wide range of learning activities to be accomplished with the use of new technologies which briefly can be listed as follows:

We, firstly as a previous step, made a need analysis activity which helped all of us to find out which are our students' needs, wants and lacks both within their academic and professional environments.

Then we drew an internal map of on-site technical facilities being available for our use in the different schools. (Audio/visual classrooms, computer rooms, technological devices, etc.)

Then, having set the scenario we went on with the following steps:

* Implementation or improvement of the existing Audio-visual classrooms:

Listening and speaking activities were programmed both as part of the guided courseware and as self-access exercises which allow students to design and control their own learning path.

* The use of commercial and tailor-made Software programs.- Computer Assisted Learning language. (CALL): Computers in language learning make easier the learning process by analyzing technical texts and developing a great variety of exercises which can be monitored by the learners according to their needs and lacks.

As a first step, commercial Software programs were evaluated, after their testing, as part of the EEE program, in order to verify if they really fulfill our students' objective and subjective needs. (Document included)

As a result of such an evaluation, and as a second step, we are at the point of designing and developing our own tailor-made programs together with the UPM software developers which may result as a real interdisciplinary learning tool.

* CD ROM Multimedia should be included as a final step in the Language

laboratories which eventually should be used as real "medialibraries" both as a tool of the scheduled program and for self-access language acquisition exercises.

* Fax and Electronic Mail learning experiences: Electronic communication is a very well known medium at a technical university. It is a very common practice both for instructors and students to interact about technical, academic and frivolous topics with colleagues from their same engineering field all over the world.

Taking profit of such a familiarity we have designed, as part of the EEE program, several learning activities which require the use of Fax and Electronic Mail.

Firstly our students are asked to exchange technical knowledge in English with their colleagues from other UPM schools -an internal project among several teaching units- and secondly with students of their own engineering field from different foreign universities.

Long distance learning applied to EEE: (Multimedia Teleschool) MTS Project (1993/94)

As part of our program of inclusion of new technologies in the EEE course we became involved both as participants(a group of selected students) and myself as an external evaluator in the Multi-media TeleSchool Project (MTS), within the DELTA program, a strategic Research and Development program supported by the European Commission which had as an aim: "to accelerate and design implementation of learning technology solutions across Europe". (People and organizations in DELTA II) .

The DELTA objectives included the development of learning technologies to enhance the performance of companies and organizations of the European Community, and the validation of these technologies through pilot experiments in a variety of markets.

The MST Project main objective is the development of skills in distance-learning training courses, meaning in this case, that learners and tutors will not have to be at the same location and can work when they wish. This alone is not a new idea, correspondence courses have been around for some time.

But what was new at that time was the application of new technologies, put all together in order to facilitate the learning process as a friendly user process, making use of computer networks, high speed computer links and direct broadcast satellite sessions to provide an interactive learning environment.

The MTS Team consisted of about 20 organizations all over Europe, and the members had different tasks to make, in this case the Department was asked to contribute as an evaluator of one of the specific programs designed within the project: "English for Telecommunications".

The final evaluation of the project proved that distance-learning students can easily loose their loneliness feeling when interacting with both their piers and their tutors.

* Video conferences: Integration of tools for a virtual classroom.

The use of video conferences can be programmed from two different points of view:

a) The organization of technical conferences related to our students own engineering field and their participation as active members can encourage our students' ability to exchange knowledge and opinions with their foreig
n
piers with English as the only communication tool.

b) The organization of language videoconferences with groups of foreign university students of Spanish as a second language has proved to be an excellent experiment, since both country students were able to fluently communicate among them in both languages and the exchangescontinued after the first virtual encounter with the use of other technologies: faxes, E. Mail messages, telephone conversations and even video records were sent from and to both parties.

A very enriching experience of this type, tutored by myself, was held between students of Spanish from the University of Windsor, Canada and my own English students from the Computer Science School, UPM.

The project for new technologies application has just started but some conclusions can be presented:

After these first steps we must go on with the production of new distance learning tools: language programs electronically taught via Internet should be the next step in spite of financial and dissemination problems which should be solved by academic and European authorities.

The use of interdisciplinary technological tools helps both students and teachers.

Teachers should not be afraid of loosing their relevant position, on the opposite, the use of technological tools will enhance our creativity and capability of designing new learning strategies.

The 21st century language teachers must have as our first goal to learn how learning should be in this new virtual classroom.

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Vicerrectorado de Investigacion
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Tel.: (34 1) 336.62.66 . Fax: (34 1) 336.61.68

ANNEX 6 - WP4

Universitat Oberta de Catalunya

Idioma:

- What's the UOC?
- How will students study at the UOC?
- What courses are available at the UOC?
- Online Conference: The life and work of d'A. March

PRELIMINARY VERSION

What courses are available at the UOC?

The courses available at the UOC have been selected based on the data regarding supply and demand of university studies and career opportunities in Catalonia, the diversity of students and the rest of the Catalan university system.

1995-1996	Business science (1) Pyschopedagogy (2nd cycle) (2)
1996-1997	Law (2) Humanities (2)
1997-1998	Technical engineering in computer science Catalan language and Literature (1)
1998-1999	Statistics (2) English language and literature (1) Business administration and management (1)
2000-2001	Computer science

From October 1995, the UOC will also offer a preparatory course directed towards students over 25 years old for the university entrance exam.

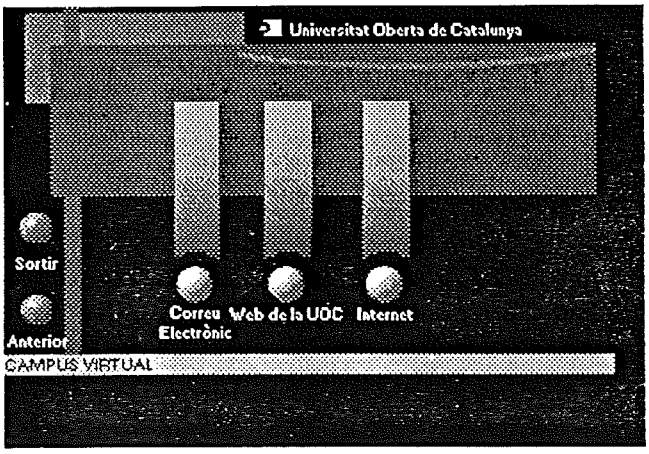
All new courses will begin with a pilot group of 100 students so as to guarantee maximum attention to students, and ensure the quality of the materials and services provided by the University. These pilot groups will evaluate the different aspects of the UOC teaching methodologies, including materials, teaching staff, the telematic network, meetings, etc.

Official qualifications

The qualifications awarded by the Universitat Oberta de Catalunya will be officially recognised by the Ministry of Education and Science.

How will students study at the UOC?

All courses offered at the UOC are structured around a core of obligatory and optional semester length subjects. Each subject will, in turn, consist of various modules (sequential study units) with specific learning objectives. The learning methodology will be based on the following components:



Teaching material

For each subject in the course, the student will receive a pack of multimedia teaching materials (written support, diskette, video, computer programmes, cassette tapes, etc) containing:

- ☐ a summary of the aims and goals to be achieved
- ☐ study materials
- ☐ proposed exercises (self assessment tests and/or exercises to consult and correct with the teacher)
- ☐ proposals for activities to carry out during the semester (assistance for self-organisation of studies)
- ☐ assessment criteria

Permanent contact with professors

In addition to a professor for each subject, in order to guarantee personalized attention, each student has a tutor. Throughout his/her studies at the UOC this tutor advises the student regarding general topics concerning study at the UOC.

Using the electronic mail and the computer network, students will be able to exchange messages, ask questions and make enquiries with the consultant professors or tutor at any hour of the day or night. Consultant professors and the tutor, themselves, will also contact the student to monitor progress or give assistance over any difficulties which may arise. In this way, the student will always feel assisted.

Contact with other students

Thanks again to the computer network, each student is able to communicate easily with fellow students, exchanging information about their studies or participating in leisure activities, exactly as occurs when studying at a traditional campus based university.

Face-to-face meetings

One of the UOC's main objectives is to enhance direct contact between professors and students, going beyond the possibilities of the interaction offered by the virtual campus.

To this end, face-to-face meetings are organised two weekends per semester - one for presentations at the beginning of the semester and the other for a final "rounding up" at the end - so that professors and students can meet personally to clarify questions or doubts and exchange information, as well as taking part in social and cultural activities organised for the occasion.

Assessment method

In order to ensure that the student has achieved the educational objectives for every subject, each consultant professor will propose a series of activities and will monitor them personally. Students' marks for each subject will take into account both the assessment report and the result of the final examination.

WORK PACKAGE 5 - Service providers

For this work package the only description of objectives and tasks received is that given in section 2.2. of the initial project proposal dated 22 November 1995, in spite of the commitment made that each work package coordinator would define the objectives and tasks to be carried out in accordance with the report on the Turin meeting held on 10 and 11 June.

INFORMATION OBTAINED

1. Telematics

1.1. Providers of access to Internet in Spain (See Annex 1)

1.2. Infovía. A service offered by Telefónica de España (See annex 2)

Infovia is a new Telefónica service which, to meet the requirements of the growing market for electronic information services, is promoting the use and development of information highways in Spain.

Infovia as a service is:

.Universal - It provides uniform access throughout the Spanish territory with identical cost conditions for all citizens.

Simple - The final user, at all times and without having to contract the service with Telefónica, can gain access to *Infovia* by dialling a specific number, which is the same throughout Spain, from the RTB or RDSI

Economical - The final user of the service pays a reasonable rate, whatever his physical location and the speed of the modem used and of the Basic Network or RDSI used to gain access.

According to information published in the ABC newspaper on 26 June 1996 with respect to connection to Internet, in Spain it is Infovía that sets the pattern - it is estimated that 70% of users gain access to the network through it. The remaining 30% connect directly to servers. A study carried out by Infovía indicates that the standard user splits his connection time 50/50 between his home and his job.

The Spanish newspaper "La Gaceta de los Negocios" stated on 25 June 1996 that Infovía, the Telefónica information highway which grants access to Internet, has calculated that within five years it could reach five million individual subscribers and 1.5 million professionals.

2. Television

2.1. The presence of television on Internet

Spanish television channels present on Internet offer a range of information, including the following:

RTVA Radio Televisión de Andalucía - **http://www.cica.es/rtva/rtva.html**

Redes TVE: **http://www.ibm.es/tve/redes/**

TV3 : **http://ns.bcn.servicom.es/TV3/**

TeleMadrid: **http://www.stnet.es/telemadco/home0.htm**

Ferrolterra Televisión - **http://www.las.es/ftv/ftvmain.htm**

2.2. Map of Spanish-language television outside Spain (See Annex 3).

Certain channels broadcast specific programmes in the Spanish language. An example is the case of the CNN which gives 6 hours a day of news in Spanish for its international programmes with European coverage and plans to launch on 1 March 1997 the "All News" channel (24 hours of news for Latin America - El País 25.11.95). Another example is the BBC which plans to launch a Spanish course called "Sueños" for beginners. This will comprise 20 videos produced in various Latin American countries (El País, 23.9.95).

There are Spanish channels which broadcast for Latin America and the United States.
The largest Spanish presence in these countries is Televisión Española (TVE) which, via the international channel or Hispavisión, gives daily programmes for the Spanish-speaking areas of the United States and Latin America.

The Latin American market is one of the objectives of Tele 5 which has been present in these countries for several years through the sale of various of its productions.

Forta, the organisation which brings together the autonomous region television channels, has sold programmes to most of the Latin American countries.

2.3. Map of the Spanish national and autonomous region television channels (See Annex IV).

Some of these channels are present on Internet as shown under section 2.1.

An example in this section is the broadcasting of language learning courses via television. For example, TVE broadcasts the *That's English* course.

2.4. Satellite television

RTVE (Radio Televisión Española) has an international channel through which it broadcasts to Europe via the Eutelsat satellite, to America via the Hispasat satellite and to Asia via the Asiasat satellite.

It also has the Hispavisión channel which broadcasts via Hispasat and includes an educational television programme for Latin America.

. Antena 3 TV also has an international channel in the United States and Latin America and broadcasts via the Galaxy satellites.

. Canal Sur and TV3 are distributed in Spain and part of Europe via Hispasat.

. The channels positioned on satellites which are received in Europe are shown in Annex V and the main satellites via which programmes are broadcast in Europe and the number of channels offered by each of them are shown in the following list:

Main satellites by geographic area, 1995

Geographic Area	Satellites	Chanels
Belgium	Eutelsat II-F1	1
Denmark	Tele X	2
	TV-Sat 2	2
	Intelsat 702	1
	Astra 1B	1
	Eutelsat II-F1	1
Spain	Hispasat	10
	Astra 1C	4
	Astra 1B	2
	Eutelsat II-F2	1
	Hot Bird 1	1
France	Telecom 2A	10
	Telecom 2B	7
	Astra 1A	5
	Hot Bird 1	3
	TDF ½	2
	Eutelsat II-F1	1
	Telecom 1C	1

Germany	Astra 1A	8
	Astra 1C	6
	Astra 1B	5
	DFS-1	5
	Eutelsat II-F1	5
	DFS-2	4
	Astra 1D	1
	Hot Bird 1	1
Hungary	Eutelsat II-F3	1
Ireland	Intelsat 602	3
Italy	Intelsat 602	4
	Hot Bird 1	2
Netherlands	Astra 1D	2
	Eutelsat II-F3	2
	DFS-2	1
	Intelsat 601	1
Norway	Intelsat 702	5
	Tele X	2
	Astra 1B	1
	TV-Sat 2	1
Poland	Eutelsat II-F3	2
	Hot Bird 1	2
	Eutelsat II-F1	1
	Intelsat 601	1
Portugal	Eutelsat II-F2	1
Sweden	Sirius	5
	Astra 1A	3
	Intelsat 702	2
	Tele X	2
	Thor	1
Turkey	Turksat 1B	11
	Eutelsat II-F2	5
	Eutelsat II-F1	1
UK	Astra 1C	11
	Astra 1A	6

Astra 1B	6
Eutelsat II-F1	6
Intelsat 601	5
Thor	4
Astra 1D	2
Eutelsat II-F3	1
Hot Bird 1	1

3. Radio

3.1. Radio channels and stations in the Spanish language.

The following table shows the main channels in some of the Spanish-speaking countries and the main short-wave station.

Country	Main radio channels	Main short-wave station
Spain	SER, COPE, RNE and Onda Cero	Radio Exterior de España
USA	ABC Radio, CHS Radio and CNN Radio	Voice of America
Argentina	Radio Nacional	Radiodifusión Argentina al Exterior
Colombia	Radio Cadena Nacional, Cadena Caracol and Todelar	Radiodifusión Nacional de Colombia
Chile	Radio Nacional, Radio Agricultura, Radio Minería and Radio Reloj	Radio Nacional de Chile
Mexico	Numerous	Radio México Internacional
Peru	Numerous	Numerous
Venezuela	Radio Cadena Mundial and Radio Rumbos	Radio Nacional de Venezuela

Source: Wori Radio TV Handbook, 1995

The only Spanish short-wave radio station, Radio Exterior de España, broadcasts in Spanish to many parts of the world, and in other languages such as English, French, German, Russian, etc. This procedure is the same as that used by the other short-wave stations in the world. So Spanish on short waves is used in:

- Broadcasts by Spanish language countries or organisations to other parts of the world

- Broadcasts by non-Spanish language countries or organisations to Latin America or Spain. These include, by way of example:

- BBC (United Kingdom): six programmes daily to Latin America

- Radio Moscow (Russia): three programmes daily to Latin America and another three to Europe

- Voice of America (United States): three programmes daily to Latin America

- Radio Peking (China): give programmes daily to Latin America and three to Europe.

So basically it can be said that the use of Spanish on radio centres on the national radio channels in the Spanish-speaking countries (including the United States) and on small blocks of information, of a propagandist nature, by certain short-wave radio stations which broadcast to Latin America and Europe.

3.2. Radio broadcasting via Internet

Since 23 December last year, the local Valladolid radio statio, FM Express, has had a WEB page on Internet. Through this initiative, the FM Express station became the first national FM station to be permanently connected to Internet. It offers varied news programmes, information on its music programmes and the possibility for its listeners to send in suggestions by E-mail via Internet.
http:/www.intercom.es/fmexpress

Since last April it has possible to hear the radio direct from Barcelona. The Catalan government station offers, with programmes such as "RealAudio" the possibility of listening to radio via Internet. There are two options: direct access to programmes or consultation with the "Fonoteca" or radio library which stores popular programmes such as general interest programmès and football matches.
http:/www.catradio.es/cr/index.html

Other radio channels present on Internet, some of which have on-line programming, are:

Advanced Jingle Station: **http://mm19.com/jingle/**

FM Express: **http://www.adenet.es/fmexpress/indice.html**

Onda Cero: **http://ondacero.adam.es/index_0.htm**

Radio Barbera: **http://www.intercom.es/rbarbera/**

Radio InterEconomia: **http://negocios.com/ie/nueva.htm**

RadioNet-Madrid: **http://negocios.com/realaudio/index.html**

The contents of this work package basically refer to the dissemination of Spanish language and culture and only one case has been detected of an English course via TVE (That's English) and a Spanish course via the BBC.

ANNEX 1 - WP5

LA GUIA WEB DE LOS PROVEEDORES DE INTERNET

Con el fin de facilitarle más la elección de proveedor para conectarse a Internet, hemos establecido unos parámetros, tanto de precio como técnicos, que le permitirán entender con claridad qué le ofrece cada uno de ellos.

• **Alta:** En caso de que no sea gratuita, es la tarifa que le cobrarán al solicitar la conexión.

• **Cuota fija:** También conocida como tarifa plana. Permite la conexión sin límite de horas.

• **Cuota variable:** Básica-El precio varía en función de los servicios escogidos o de las horas de conexión. En cuanto se sobrepasan las horas establecidas, se cobra un minutaje por cada hora extra.

• **Nodos:** En el caso de que el proveedor no ofrezca conexión por Infovía, es muy útil saber en qué ciudades tiene sus nodos para saber cuál será el coste de la llamada que realizaremos al conectarnos a Internet.

• **Carrier:** Es la empresa que concede la línea de Internet al proveedor, para que a su vez, éste la facili a sus usuarios.

• **URL:** Es la dirección de World Wide Web del proveedor. Si ya está conectado a Internet, podrá obtener más información de cada uno de ellos consultando sus páginas.

• **E-mail:** El correo electrónico que se facilita aquí es de atención al usuario. Se puede poner en contacto con ellos enviándoles un mensaje.

• **Tfno. Atl. Usuario:** Imprescindible si usted desea m información de la facilitada en este cuadro.

Extendida- La cuota es más alta que la básica pero también se obtienen más prestaciones u horas de conexión.

• **Infovía:** Con este dato podrá saber si su proveedor le ofrecerá llamada local, a través del 055, sin tener en cuenta la distancia que le separe del nodo principal.

• **BBS(Bulletin Board System):** Se trata de un servicio más del proveedor, una red interna en la que el usuario puede participar en foros públicos donde intercambiar mensajes, leer noticias o realizar charlas en directo con otros abonados a la misma empresa.

• **Módems de entrada locales:** El número de módems del proveedor está en relación directa con la cantidad de usuarios que pueden conectarse a la vez, pero ello no implica que un mayor número de módems asegure siempre la línea. Muchos proveedores que conectan con Infovía ya no ofrecen la llamada desde un módem local.

		Cuota fija (sin límite de horas)		Cuota variable		
	Alta	mensual	anual	básica	extendida	minutaje adicional
Abaforum	10.000 ptas	3.000 ptas/mes				
Abast On line	6.000 ptas		12.000 ptas/año			
Adam Internet	gratuita	3.000 ptas/mes particulares 5.000 ptas/mes empresas	30.000 ptas/año particulares 50.000 ptas/año empresas			
Airastur	2.500 ptas	2.500 ptas/mes	27.000 ptas/año Alta gratuita			
Amadeus	gratuita	3.500 ptas/mes	30.000 ptas/año	1.500 ptas (7 h)	2.500 ptas (25h)	300 ptas/hora
Años Luz	gratuita	3.500 ptas/mes 2.700 p/m (08-20h) estudiantes	9.600 ptas/trimestral	2.200 ptas/mes (30h)	6.000/ptas/trimestre (90h)	250 ptas/hora
Arrakis	gratuita	1.000 ptas/mes+IVA	10.000 ptas/año+IVA			
Asertel	3.000 ptas	6.000 ptas/mes	60.000 ptas/año			
Asturnet	3.330 ptas	3.300 ptas/mes	39.600 ptas/año	1.200 ptas/mes (30h)		350 ptas/hora
Atlas. IAP	2.000 ptas gratuita estudiantes	4.000 ptas/mes		1.000 ptas/mes (8h)	3.000 ptas/mes (24h)	300 ptas/hora 200 ptas/hora est. pensi.
Bit Mailer	gratuita	3.500 ptas/mes+IVA	34.900 ptas/año+IVA	2.500 ptas/mes+IVA (20h)		350 ptas/hora
Bitel	5.000 ptas	4.500 ptas/mes		1.500 ptas/mes (3h)	7.500 ptas/mes (15h)	500 ptas/hora
Cestel	gratuita	3.000 ptas/mes	36.000 ptas/año			
CIM Internet	2.500 ptas			1.500 ptas/mes (6h)	3.500 ptas/mes (50h)	250 ptas/hora
Cinet	5.000 ptas	5.000 ptas/mes				
Computer Bios	gratuita	4.000 ptas/mes+IVA	48.000 ptas/año+IVA			
Conecta 2000	4.500 ptas	4.500 ptas/mes	45.000 ptas/año	1.250 ptas/mes		140 ptas/hora
CSSC	5.000 ptas	5.000 ptas/mes		2.000 ptas/mes (10h)	3.000 ptas/mes (25h)	
CTV	5.000 ptas+IVA	1.499 ptas/mes+IVA	11.988 ptas/año+IVA			
Conexis	gratuita	3.000 ptas/mes		1.500 ptas/mes (4h)		300 ptas/hora
Develnet	gratuita	Consultar	48.000 ptas/año+IVA	3.500 ptas/mes (10h)		400 ptas/hora+IVA
Digital Domain	gratuita	4.000 ptas/mes	36.000 ptas/año	1.000 ptas/mes (3h)		300 ptas/hora
Divisa Informática	5.000 ptas	5.600 ptas/mes		2.800 ptas/mes		12 ptas/min (08-20h) 8 ptas/min (20-08h)
Dragonet	5.000 ptas	1.300 ptas/mes	12.000 ptas/año			
Encis-Net	5.000 ptas	5.000 ptas/mes				
Encomix	gratuita	4.000 ptas/mes		1.000 ptas/mes (5 h)		
Filnet	2.500 ptas	2.850 ptas/mes				
FriendNet	gratuita	3.500 ptas/mes	30.000 ptas/año	1.500 ptas/mes (20 h) estud.		
Goya Eunet	20.000 ptas			5.000 ptas/mes (6 h)		850 ptas/hora (08-17h) 700 ptas/hora (17-08h)
GRN Serveis Telemátics	2.000 ptas+IVA	2.000 ptas/mes+IVA				

Infovía	BBS	Nodos	Módems entrada locales	Carrier	Dirección WWW	E-mail	Tfno. Atl. Usu:
Sí	Sí	Barcelona	12	Telefónica	http://www.abaforum.es/	sysop@abaforum.es	902/10 22 10 93/589 11 01
		Barcelona	4	Cinet	http://www.abast.es/	infoabast@abast.es	93/419 22 74
		Barcelona	32	Telefónica	http://www.adam.es/ http://www.amadeus.es/	netmaster@adam.es	93/430 00 02
Sí		Asturias		Telefónica	http://www.airastur.es/	info@airastur.es	98/513 34 80
Sí		Barcelona		Telefónica	http://www.amadeus.es/	hostmaster@amadeus.es	93/487 84 40
Sí		Madrid	20	Telefónica	http://www.luznet.es/	sysad@luznet.es	902/10 10 53 91/420 29 86
Sí		Sevilla		Telefónica	http://www.arrakis.es/	admin@arrakis.es	902/22 21 22
Sí	Sí	Barcelona	12	Sprint	http://www.asertel.es/	info@asertel.es	93/280 31 32
Sí		Oviedo	8	Telefónica	http://www.asturnet.es/	info@asturnet.es	98/526 54 32 98/526 40 51
Sí		Palma de Mallorca	10	Ibernet	http://www.atlas-iap.es/	info@mail.atlas-iap.es	971/73 88 71
Sí		Madrid		Telefónica	http://www.bitmailer.com/	info@bitmailer.com	902/38 65 86 91/402 15 51
Sí		Palma de Mallorca	16	Telefónica	http://www.bitel.es/	consulta@bitel.es	971/17 60 00
Sí	Sí	Madrid		Ibernet	http://www.cestel.es/	cestel@cestel.es	91/871 20 95
Sí		Ciudad Real	4	Ibernet	http://www.cim.es/	info@cim.es	926/25 41 51
Sí		Barcelona- Lérida	64	Sprint	http://www.cinet.fcr.es/	cinet@cinet.fcr.es	93/268 26 40 902/23 93 38
Sí		Valencia	10	Ibernet	http://www.combios.es/	combios@combios.es	96/126 65 85 96/126 81 02
Sí		Barcelona		Ibernet	http://www.conecta.es/	info@conecta.es	93/225 49 49
Sí		Oviedo	4	Telefónica	http://www.cssc.es/	admon@oak.cssc.es	98/511 37 67
Sí		Alicante		Ibernet	http://www.ctv.es/	webmaster@ctv.es	902/10 11 73
Sí		Barcelona	13	Telefónica	http://www.conexis.es/ http://www.catalunya.net/	soporte@conexis.es	93/582 44 68
Sí		Madrid		Telefónica	http://www.develnet.es/	info@develnet.es	91/562 93 ( )
		34 provincias	22	BT Telecom	http://www.ddnet.es/	lorenzo@digital.ddnet.es	91/ 726 80 38
Sí		Valladolid	12	Sprint-Telefónica	http://www.dvnet.es/	dvnet@dvnet.es	983/30 46 00 983/54 80 88
Sí		Alicante	8	Telefónica	http://www.dragonet.es/	secretaria@dragonet.es	96/686 71 81
Sí	Sí	Valencia		Telefónica	http://www.encis.es/	info@encis.es	96/351 25 88
Sí		Zaragoza		Ibernet	http://www.encomix.es/	sysadmin@encomix.es	976/28 12 28 902/24 01 51
Sí		Barcelona		Sprint	http://www.filnet.es/	board@filnet.es	902/21 00 64
Sí	Sí	Lérida-Las Palmas	33	Telefónica	http://www.friendnet.es/	postmaster@friendnet.es	973/22 14 58 928/24 24 17
		Madrid-Barcelona		Telefónica	http://www.eunet.es/	info@eunet.es	91/327 47 07
Sí	Sí	Gerona	16	Ibernet	http://www.grn.es/	sysop@grn.es	972/20 72 88 972/40 09 00

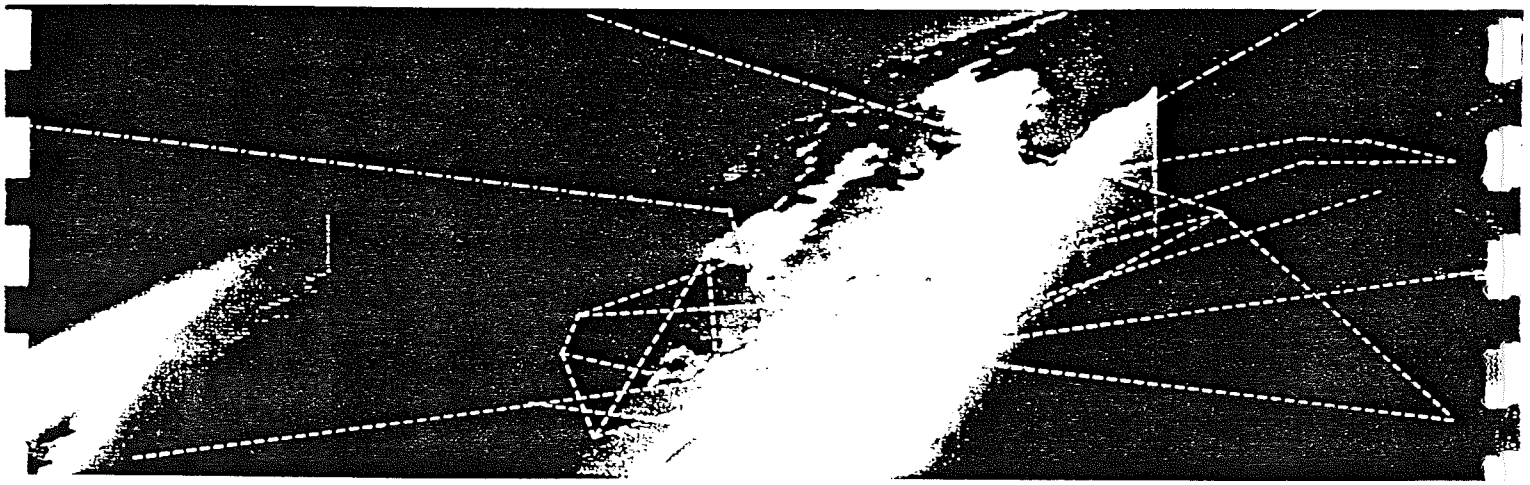
* Precios vigentes a 20 de mayo de 1996

		Cuota fija (sin límite de horas)		Cuota variable		
	Alta	mensual	anual	básica	extendida	minutaje adicional
Iponet	1.100 ptas+IVA	1.100 ptas/mes+IVA				
Hispanet	3.000 ptas	3.000 ptas/mes				
IBM Global	gratuita			2.200 ptas/mes+IVA (3 h)	4.400 ptas/mes+IVA (30h)	580 ptas/hora+IVA
IdecNet	6.000 ptas	3.9000 ptas/mes (particulares) 6.000 ptas/mes (empresas)	30.000 ptas/año	2.000 ptas/mes (10h)		
Intercom	gratuita	4.500 ptas/mes	36.000 ptas/año	1.500 ptas/mes	3.200 ptas/mes (20h)	225 ptas/hora
Intermail	gratuita	3.000 ptas/mes	30.000 ptas/año			
InternetXpres	5.000 ptas	4.500 ptas/mes		3.000 ptas/mes (10h)		250 ptas diurna 200 ptas nocturna
Jet Internet	gratuita	3.500 ptas/mes+IVA	27.300 ptas/año+IVA			
Lander Internet	gratuita	1.750 ptas/mes+IVA	21.000 ptas/año+IVA			
Leadernet	3.000 ptas+IVA	2.000 ptas/mes+IVA	20.000 ptas/año+IVA			
LleidaNet	5.000 ptas+IVA	5.000 ptas/mes+IVA		1.500 ptas/mes		350 ptas/hora
Medusa	2.000 ptas	5.800 ptas/mes				
MSSL	gratuita	3.500 ptas/mes	30.000 ptas/año			
Nauta Network	gratuita	5.500 ptas/mes	40.000 ptas/año		3.500 ptas/mes (20h)	350 ptas/hora
Net 64	5.000 ptas	4.000 ptas/mes+IVA	36.000 ptas/año+IVA	2.000 ptas/mes (5h)+IVA	18.000 a(10h/m)+IVA	500 ptas/hora+IVA
Nexus	10.000 ptas	4.500 ptas/mes	54.000 ptas/año			
Nova Internet	gratuita	3.500 ptas/mes	31.500 ptas/año	800 ptas/mes (4h)	2.500 ptas/mes (30h)	250 ptas/hora
Off Campus	5.000 ptas+IVA	5.500ptas/mes+IVA	65.076 ptas/año	1.500 ptas/mes(3h)		450 ptas/hora
Ran Internet	gratuita	3.500 ptas/mes+IVA	35.000 ptas/año+IVA	1.900 ptas/mes(10h)		200 ptas/hora
Ready Soft	gratuita	3.500 ptas/mes+IVA	30.000 ptas/año+IVA			
Sarenet	4.000 ptas			3.000 ptas/mes (10h)		5 ptas/min
Sei	2.500 ptas	4.800 ptas/mes		3.250 ptas/mes (20h)		475 ptas/hora
Seker	gratuita	3.900 ptas/mes	36.000 ptas/año			
Servicom	gratuita	4.500 ptas/mes	37.000 ptas/año	1.450 ptas/mes (3 h)		480 ptas/hora
Skios	4.000 ptas	4.000 ptas/mes	30.000 ptas/año			
SiscomCanarias	gratuita	3.600 ptas/mes	35.000 ptas/año	2.900 ptas/mes (20 h)		6 ptas/min.
Spain Telecom	gratuita	2.100 ptas/mes	25.200 ptas/año			
Star Network	gratuita	6.355 ptas/mes				
Step On	gratuita			3.500 ptas/mes(30h) 3.000 ptas/mes (30h) estud		200 ptas/hora
SVT	gratuita	2.750 ptas/mes	33.000 ptas/año			
TB Informatic	gratuita	1.500 ptas/mes+IVA	15.000 ptas/año+IVA			
Teleline	2.900 ptas+15h					150 ptas/hora
Tsai	gratuita	5.550 ptas/mes+IVA	49.500 ptas/año+IVA	1.500 ptas/mes(5h)+IVA	13.500 ptas/a(5h)+IVA	450 ptas/hora+IVA
Vasertel	3.000 ptas	3.000 ptas/mes	37.500 ptas/año			
Accesos Website	gratuita		35.000 ptas/año+IVA			
Yes	1.500 ptas	4.500 ptas/mes		2.500 ptas/mes (20h)		180 ptas/hora

Infovia	BBS	Nodos	Módems entrada locales	Carrier	Dirección WWW	E-mail	Tfno. Att. Usuar
Sí		Salamanca		Ibernet	http://www.iponet.es/	attclientes@iponet.es	902/10 11 09
Sí	Sí	Barcelona-Múrcia-Tenerife Madrid	25	Telefónica	http://www.hnet.es/	info@hnet.es	93/296 51 11 93/296 52 81
Sí		17 nodos	17	IBM	http://www.ibm.es/	espan@ibm.es	900/10 04 00 91/397 60 00
Sí		Las Palmas-Madrid		Telefónica	http://www.idec.es/	admin@idec.es	928/22 90 44
Sí	Sí	Barcelona-Madrid-Alicante Sevilla-Tenerife-Las Palmas Valladolid-Bilbao-Gerona	70	Telefónica	http://www.intercom.es/	info@intercom.es	902/20 30 60 93/580 28 46
Sí		Barcelona		Telefónica	http://www.intermail.es/	infomaster@intermail.es	93/490 01 74
Sí		Valencia-Logroño-Ibiza		Telefónica	http://www.xpress.es/	www@xpress.es	96/341 42 56
Sí		Madrid-Barcelona		Telefónica	http://www.jet.es/	info@jet.es	902/23 99 61 945/22 11 50
Sí		34 nodos			http://www.lander.es/	info@lander.es	902/36 33 63
Sí		Málaga	16	Telefónica	http://www.leader.es/	info@gandalf.leader.es	95/235 81 05 95/231 81 11
Sí		Lérida	14	Telefónica	http://www.lnst.es/	webmaster@lleida.net	973/28 23 00
Sí		Madrid-Barcelona-Valencia Sevilla-Bilbao	40	Uunet-Pipex	http://www.medusa.es/	soporte@medusa.es	91/ 384 81 00 902/107 108
Sí		Barcelona		Telefónica	http://www.mssl.es/	postmaster@alba.mssl.es	902/10 10 72 93/757 95 85
Sí		Madrid		Ibernet	http://www.nauta.es:443/	info@nauta.es	902/10 10 97 91/563 38 60
Sí		Madrid		Telefónica	http://www.net64.es/	info@net64.es	91/ 559 25 15
Sí		Barcelona-Murcia-Córdoba	19	Telefónica	http://www.nexus.es/	comercial@nexus.es	93/423 08 18 957/47 70 79 968/24 52 69
Sí		Madrid		Ibernet	http://www.nova.es/	admin@nova.es	91/308 67 63
	Sí	34 provincias		BT Telecom	http://www.offcampus.es/	infonet@offcampus.es	91/535 14 93 902/32 00 32
Sí		Madrid	20	Global One	http://www.ran.es/	ran@ran.es	902/10 11 58 91/435 75 89
Sí		Reus		Ibernet	http://www.readysoft.es/	rs@readysoft.es	902/24 01 82 977/33 09 86
Sí	Sí	Bilbao-Vitoria-San Sebastián Barcelona-Madrid-Santander		Telefónica	http://www.sarenet.es/	info@sarenet.es	902/23 90 76
Sí		Madrid-Boston-Barcelona	30	Sprint	http://www.ozone.es/	infomaster@sei.es	91/383 83 52
Sí	Sí	Barcelona-Madrid		Ibernet	http://www.seker.es/	postmaster@seker.es	93/410 61 31 902/33 81 38
Sí	Sí	Barcelona-Madrid-Valencia- Sevilla	100	BTTele-Sprint-Ibernet	http://www.servicom.es/	servicom@servicom.es	902/22 66 22 91/661 79 02
	Sí	Madrid-Barcelona	14	Sprint	http://www.skios.es/	info@skios.es	907/72 80 03 91/428 00 30
Sí		Las Palmas	12	Telefónica	http://www.siscom.es/	info@selene.siscom.es	928/36 64 11
Sí		Madrid	30	Telefónica	http://www.stnet.es/	jber@stnet.es	91/351 08 12
Sí			5	PIPEX (UK) - Telefónica	http://193.148.29.225	starnetwork@super.medusa.es	909/00 86 00
Sí		Las Palmas-Tenerife	9	Telefónica	http://www.step.es/	comercial@gc.step.es	928/35 10 25
Sí		Lérida		Telefónica	http://www.svt.es/	svt@svt.es	973/26 77 06
Sí		Barcelona		Telefónica	http://www.redestb.es/	redestb@redestb.es	902/20 00 55 93/485 62 50
Sí	Sí	Madrid		Telefónica	http://www.teleline.es/	info@teleline.es	902/15 20 25
Sí		Madrid		Telefónica	http://www.tsai.es/	info@tsai.es	902/230 240
Sí		Barcelona		Telefónica	http://www.vasertel.es/	vasertel@vasertel.es	983/30 60 40
Sí		Barcelona		Telefónica	http://www.wsite.es/	website@wsite.es	93/301 18 47
Sí	Sí	Barcelona		Sprint	http://www.ysi.es/	info@ysi.es	93/459 19 20

ANNEX 2 - WP5

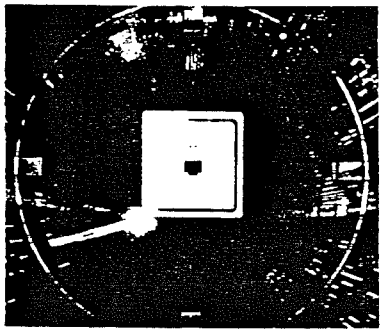
Intovía



La nueva vía de acceso a las Autopistas de la Información

Telefónica

A PARTIR DE AHORA, MÁS DE 12 MILLONES DE USUARIOS PUEDEN CONOCERLE, DE FORMA INMEDIATA, DESDE CUALQUIER LUGAR



InfoVía es un nuevo servicio de Telefónica que, respondiendo a las exigencias del creciente mercado de los servicios de información electrónica, impulsa la utilización y el desarrollo de las Autopistas de la Información en España.

InfoVía es un servicio de carácter:

- **UNIVERSAL.** Proporciona un acceso uniforme en todo el territorio nacional con idénticas condiciones de coste para todos los ciudadanos.
- **SENCILLO.** El usuario final, en todo momento y sin necesidad de contratar el servicio con Telefónica, accederá a ***InfoVía*** marcando un número determinado, único para todo el territorio nacional, desde la RTB o RDSI.
- **ECONÓMICO.** El usuario final abonará por el uso del servicio una tarifa más asequible, independientemente de su ubicación física, de la velocidad del modem utilizado y de la Red Básica o RDSI, utilizada para acceder al servicio.

Telefónica con su servicio ***InfoVía*** mantendrá, en todo momento, total neutralidad ante los proveedores de información, con la prestación a todos de las mismas opciones y la oferta de un único nivel de acceso al servicio.

VENTAJAS DE INFOVÍA PARA LOS PROVEEDORES DE SERVICIOS DE INFORMACIÓN

Comercialización más rápida y efectiva de sus productos: ampliación del mercado potencial a todo el territorio nacional de forma inmediata (12 millones de usuarios).

Eliminación de las inversiones en concentradores y **reducción** drástica de los **costes** de explotación y mantenimiento.

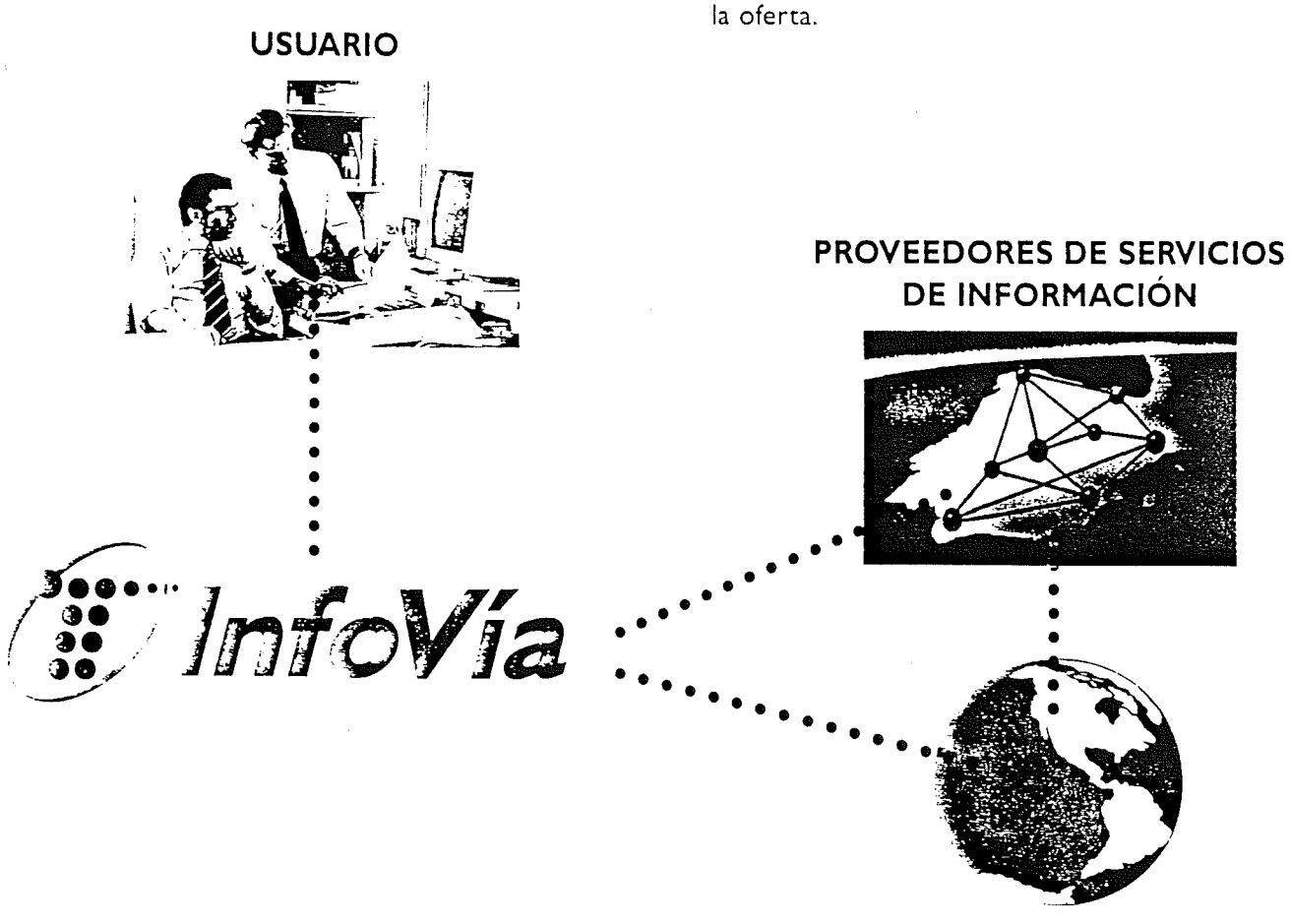
Medio de conexión al usuario **sin crear infraestructura propia.**

Centralización en la petición del acceso a los servicios.

Facilidades de contabilidad de llamadas y acceso a los servicios.

Posibilidad de conocer datos estadísticos del funcionamiento de los servicios, opciones de consulta y modificación de la información de los servicios...

Mantenimiento y **actualización** continua de los servicios con el fin de mejorar la calidad de la oferta.



ANNEX 3 - WP5

ANEXO III

EL MAPA DE LA TELEVISIÓN EN ESPAÑOL

Dos cadenas, Univisión y Telemundo, tres canales pequeños, 40 sucursales y doce estados conforman el mundo de la televisión en español en Estados Unidos.

ARIZONA, 4 sucursales
KDR-TV, canal 64 de Phoenix, afiliado a Telemundo.
KHRR-Tv, canal 40 de Tucson, afiliado a Telemundo.
KSWT-TV, canal 13 de Yuma, afiliado a ABC y Telemundo.
KTW-TV, canal 33 de Phoenix, afiliado a Univisión.

CALIFORNIA, 8 sucursales
KCSO-TV, canal 19 de Modesto, afiliado a Univisión.
KDTV-TV, canal 14 de San Francisco, afiliado a Univisión.
KFTV-TV, canal 21 de Fresno, afiliado a Univisión.
KMEX-TV, canal 34 de Los Ángeles, afiliado a Univisión.
KMSG-TV, canal 59 de Fresno, afiliado a Telemundo.
KSMS-TV, canal 67 de Monterrey, afiliado a Univisión.
KSTS-TV, canal 48 de San José, afiliado a Telemundo.
KVEA-TV, canal 52 de Glendale, afiliado a Telemundo.

COLORADO, 2 sucursales
KUBD-TV, canal 59 de Denver, afiliado a Telemundo.
KCEC-TV, canal 42 de Denver, afiliado a Univisión.

FLORIDA, 2 sucursales
WLTV-TV, canal 23 de Miami, afiliado a Univisión.
WSCV-TV, canal 51 de Hialeah, afiliado a Telemundo.

ILLINOIS, 2 sucursales
WCIV-TV, canal 26 de Chicago, afiliado a Univisión.
WSNS-TV, canal 44 de Chicago, afiliado a Telemundo.

MASSACHUSETS, 1 sucursal
W10AH-TV, canal 17 de Boston, afiliado a Telemundo.

NEVADA, 1 sucursal
KREN-TV, canal 27 de Reno, afiliado a Univisión.

NUEVA JERSEY, 2 sucursales
WNJU-TV, canal 47 de Teterborom, afiliado a Telemundo.
WXTV-TV, canal 41 de Secaucus, afiliado a Univisión.

NUEVA YORK, 2 sucursales
WMJU-TV, canal 52 de Manhattan, afiliado a Telemundo.
WXTU-TV, canal 64 de Manhattan, afiliado a Univisión.

NUEVO MÉXICO, 2 sucursales
KDB-TV, canal 59 de Albuquerque, afiliado a Telemundo.
KLUZ-TV, acanl 41 de Albuquerque, afiliado a Univisión.

PENSILVANIA, 2 sucursales
WTGF-TV, canal 61 de Filadelfia, afiliado a Telemundo.
WXTV-TV, canal 42, afiliado a Univisión.

TEXAS, 9 sucursales
KLDO-TV, canal 27 de Laredo, afiliado a Telemundo.
KORO-TV, canales 108 y 28 de Corpus Christi.
KTFH-TV, canales 43 y 33 de Houston.
KTMD-TV, canal 48 de Houston, afiliado a Telemundo.
KUVN-TV, canal 23 de Garland, afiliado a Univisión.
KVDA-TV, canal 60 de San Antonio, afiliado a Univisión.
KWEV-TV, canal 41 de San Antonio, afiliado a Univisión.
PXLN-TV, canal 45 de Houston, afiliado a Univisión.
XHIJ-TV, canal 44 de Cromo, afiliado a Telemundo.

WASHINGTON D.C., 2 sucursales
WMDO-TV, canal 63 de Washington DC, afiliado a Univisión.
W42AJ-TV, canal 48 de Washington DC, afiliado a Telemundo.

Aparte de las sucursales de Telemundo y Univisión existen las siguientes estaciones cuya transmisión también es en español:

KTFH-TV, de Houston, representada por Katz Hispanic.
KWHY-TV, de Los Ángeles, afiliada a Galavisión.
KGBT-TV, de Mc Allen-Brownsville, afiliada a CBS y representada por Katz Hispanic.
XHAB-TV, de Mc Allen-Brownsville, representada por Katz Hispanic.
KEWT-TV, de San Diego, representada por Katz Hispanic.
XHBJ, de San Diego, representada por Greystar One.

ANNEX 4 - WP5

ANNEX IV

TV Chains of a National Scope or limited to an Autonomous Community Territory

- DIRECCION DE CENTROS TERRITORIALES DE TVE
  Torrespaña. O'Donell, s/n
  28007 MADRID

- ENTE PÚBLICO RTVE
  Saturno, 10
  28023 Somosaguas. MADRID

- TELEVISION ESPAÑOLA, S.A.
  O'Donell, 77 - Torrespaña
  28007 MADRID

- ANTENA 3 TELEVISION
  Carretera Madrid-Burgos, Km. 19,300
  28700 San Sebastian de los Reyes. MADRID

- CANAL PLUS
  Torre de Picasso, pl. 3ª - Complejo Azca
  28020 MADRID

- TELE-5/GESTEVISION-TELE 5. S.A.
  Torre Picasso, pl. 36 - Complejo Azca
  28020 MADRID

- TELEVISIO VALENCIANA
  Polígono Acceso Ademuz, s/n
  46100 Burjassot - VALENCIA

- CANAL SUR
  Ctra. San Juan de Aznalfarache a Tomares Km. 1,350
  41920 San Juan de Aznalfarache, SEVILLA

- EUSKAL TELEBISTA (ETB)
  Bº Ertzilurruti, s/n
  48200 Iurreta, VIZCAYA

- FEDERACIÓN DE ORGANISMOS DE RADIO Y TV AUTONOMICOS (FORTA)
  Goya, 22 - 4º
  28001 MADRID

- ONDA JEREZ RADIO Y TV
  Caballero, 35
  11480 JEREZ DE LA FRONTERA

- TELEMADRID (TM3)
  Zurbano, 56
  28010 MADRID

- TELETRES MURCIA
  Platería, 4 - 2° C
  30001 MURCIA

- TV-3. Canal 33. TELEVISIO DE CATALUNYA
  Mossen Jacinto Verdaguer, s/n
  08970 San Joan Despí, BARCELONA

- TVG - TELEVISION DE GALICIA
  Bando San Marcos, Apdo. 707
  15080 Satiago de Compostela. LA CORUÑA

ANNEX 5 - WP5

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

Les services en bandes C et S sont en italiques. La reception des signaux de ces services necessite generalement des antennes à grand diamètre.

Chaines	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/ jour	Norme diffusion	Cryptage
ARABSAT 1C - 31° E								
CFI/MCM	*FR*	*FR*	*Pays arabes*	*Dot./Pub.*	*6*	*24*	*Secam*	*En clair*
CNN International	*US*	*US*	*Pays arabes*	*Pub*	*7*	*24*	*PAL*	*En clair*
EDTV (Dubai)	*AE*	*AE*	*Pays arabes*	*Dot./Pub.*	*14*	*24*	*PAL*	*En clair*
Egypt Space Channel	*EG*	*EG*	*Pays arabes*	*Dot./Pub.*	*25*	*24*	*PAL*	*En clair*
Jordan Satellite Channel	*JO*	*JO*	*Pays arabes*	*Dot.*	*24*	*18*	*PAL*	*En clair*
Kuwait Satellite Channel	*KW*	*KW*	*Pays arabes*	*Dot.*	*26*	*24*	*PAL*	*En clair*
MBC	*GB*	*GB*	*Pays arabes*	*Dot./Pub.*	*22*	*18*	*PAL*	*En clair*
MBC	*GB*	*GB*	*Pays arabes*	*Dot./Pub.*	*18*	*18*	*PAL*	*En clair*
Oman TV	*OM*	*OM*	*Pays arabes*	*Dot.*	*20*	*18*	*PAL*	*En clair*
RTM	*MA*	*MA*	*Pays arabes*	*Dot./Pub.*	*17*	*18*	*Secam*	*En clair*
Saudi Arabia 1	*SA*	*SA*	*Pays arabes*	*Dot./Pub.*	*15*	*18*	*Secam*	*En clair*
Saudi Arabia 2	*SA*	*SA*	*Pays arabes*	*Dot./Pub.*	*19*	*18*	*BMAC525*	*En clair*
TV Nationale Mauritanie	*MR*	*MR*	*Pays arabes*	*Dot.*	*21*	*10*	*Secam*	*En clair*
UAE TV Abu Dhabi	*AE*	*AE*	*Pays arabes*	*Gr. Ad*	*18*	*24*	*Pal*	*En clair*
ARABSAT 1 D-R - 20° E								
ART 1	*IT*	*IT*	*Pays arabes*	*Pub.*	*2*	*24*	*PAL*	*En clair*
ART 2	*IT*	*IT*	*Pays arabes*	*Pub*	*4*	*24*	*PAL*	*En clair*
ART 3 + ART 5	*IT*	*IT*	*Pays arabes*	*Pub.*	*6*	*24*	*PAL*	*En clair*
ART 4	*IT*	*IT*	*Pays arabes*	*Pub.*	*8*	*24*	*PAL*	*En clair*
Orbit promo	*IT*	*IT*	*Pays arabes*	*PTV/Pub.*	*9*	*24*	*PAL*	*En clair*
Sudan TV	*SD*	*SD*	*Pays arabes*	*Dot.*	*7*	*24*	*PAL*	*En clair*
Syria TV	*SY*	*SY*	*Pays arabes*	*Dot.*	*1*	*18*	*PAL*	*En clair*
ARABSAT 2A - lancement mi-1996								
Services actuellement sur Arabsat 1-C et 1D-R			Pays arabes/EUR					
ASTRA 1 A (LU) - 19,2° E								
3sat	DE	LU	DE, AT, CH	Red	10	10	PAL	En clair
Eurosport Espanol	ES	FR	ES	Pub.	4V		PAL	En clair
FilmNet plus (Scandinavie)	SE	SE	Scandinavie	PTV	11	24	D2Mac	Eurocrypt M
Kabel-1	DE	DE	DE, AT, CH	Pub	9H		PAL	En clair
MTV Europe	GB	GB	Europe	Pub.	15	24	PAL	VideoCrypt
PRO 7	DE	LU	DE,AT,CH	Pub.	14	24	PAL	En clair
Quantum TV	GB	GB	GB	TA	4V		PAL	En clair
RTL 2	DE	LU	DE,AT,CH	Pub.	1	24	PAL	En clair
RTL	DE	LU	DE,AT,CH	Pub.	2	20	PAL	En clair
SAT.1	DE	LU	DE,AT,CH	Pub.	6	19	PAL	En clair
Sky Movies	GB	GB	GB, IE	PTV	16	24	PAL	VideoCrypt
Sky News	GB	GB	GB, IE	Bas/Pub.	12	24	PAL	En clair
Sky One	GB	GB	GB, IE	Bas/Pub.	8	20	PAL	VideoCrypt
SuperRTL	DE	DE	DE, AT, CH	Pub	13	24	PAL	Clair
TV 1000	GB	GB	SE, NO, DK	Pub.	7	7	D2Mac	Eurocrypt M
TV3 Sverige	GB	GB	SE	Pub.	3	8	D2Mac	Eurocrypt M
VOX	DE	LU	DE, AT, CH	Pub.	5	12	PAL	En clair
ASTRA 1 B (LU) - 19,2° E								
ARD	DE	DE	DE, AT, CH	Red/Pub.	21	11	PAL	En clair
Cinemania	ES	LU	ES	PTV	30	16	PAL	Nagravision
CMT Europe	GB	DE	GB, IE	Pub.	24	13	PAL	VideoCrypt II
CNN International	GB	GB	Europe	Pub.	28	24	PAL	En clair
Disney Channel	GB	GB	GB, IE		26V		PAL	VideoCrypt
Documania	ES	LU	ES	Bas	32	16	PAL	Syster
DSF	DE	LU	DE, AT, CH	Bas/Pub.	21	17	PAL	Nagravision
JSTV	GB	GB	GB, IE	Bas/Pub.	24	11	PAL	VideoCrypt
Hessen 3 (fin 1995)	DE	DE	DE, AT, CH	Red/Pub.	27		PAL	En clair
Movie Channel, The	GB	GB	GB, IE	PTV	18	24	PAL	VideoCrypt
N3	DE	DE	DE, AT, CH	Red/Pub.	25	12	PAL	En clair
n-tv	DE	DE	DE, AT, CH	Pub.	29	24	PAL	En clair
Premiere	DE	DE	DE	PTV	17	24	PAL	Nagravision
Sky Movies Gold	GB	GB	GB, IE	PTV	26	6	PAL	VideoCrypt
Sky Sports	GB	GB	GB, IE	Bas/Pub.	20	11	PAL	VideoCrypt
TV3 Danmark	GB	GB	DK	Pub.	27	8	D2Mac	Eurocrypt M
TV3 Norge	GB	GB	NO	Pub.	31	8	D2Mac	EurocryptM
UK Gold	GB	GB	GB, IE	Bas/Pub.	23	18	PAL	VideoCrypt
VH-1	GB	GB	GB, IE	Bas/Pub.	22	24	PAL	VideoCrypt

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

(Suite)

Chaînes	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/ jour	Norme diffusion	Cryptage
ASTRA 1C (LU) - 19,2° E								
Adult Channel, The	GB	GB	Europe	PTV	42	4	PAL	Video CriptI/II
BSF	DE	DE	DE, AT, CH	Red/Pub.	45	24	PAL	En clair
Bravo	GB	GB	GB, IE	Bas	42	9	PAL	VideoCrypt
Cartoon Network	GB	GB	Europe	Bas/Pub.	37	21	PAL	En clair
Children's Channel, The	GB	GB	GB, IE	PTV	35	11	PAL	VideoCrypt I/II
ChinaNews/Entertainment	GB	GB	GB	PTV	35	5	PAL	En clair
Chinese Channel, The	GB	GB	GB	PTV	34	5	PAL	En clair
Christian Channel, The	GB	GB	Europe		47	12	PAL	VideoCrypt
Ciné Classics	ES	LU	ES	PTV	40	12	PAL	Nagravision
Discovery Channel, The	GB	GB	GB, IE, NL	Bas	41	8	PAL	VideoCrypt I/II
European Business News	GB	GB	Europe		42	6	PAL	VideoCrypt
Eurosport	FR	FR	FR, BE	Bas/Pub.	4	18	PAL	En clair
Family Channel, The	GB	GB	GB, IE	Bas/Pub.	35	12	PAL	VideoCrypt
FilmNet (Central Europe)	NO	SE	Central Europe	PTV	63	24	PAL	VideoCrypt II
Galavision	MX	LU	ES	Pub.	44	24	PAL	En clair
History Channel, The	GB	GB	GB, IE		47		PAL	VideoCrypt
Learning Channel, The	GB	GB	GB, IE	Bas	41	7	PAL	VideoCrypt
mdr	DE	DE	DE, AT, CH	Red/Pub.	43	10	PAL	En clair
Mini Max	ES	LU	ES	PTV	36	12	PAL	Nagravision
Nickelodeon	GB	GB	GB	PTV	46	12	PAL	VideoCrypt
Paramount Channel	GB	GB	GB		42		PAL	VideoCrypt
Playboy Channel	GB	GB	GB		40		PAL	Videocrypt
QVC	GB	GB	GB, IE	TA	38	24	PAL	VideoCrypt
RTL 5	LU	LU	NL	Pub.	64	24	PAL	En clair
Sci-Fi Channel	GB	GB	Europe		47	3	PAL	En clair
Sky Movies Gold	GB	GB	GB, IE	PTV	60		PAL	VideoCrypt
Sky Soap	GB	GB	GB, IE	Bas/Pub.	47	12	PAL	VideoCrypt
Sky Sport II	GB	GB	GB, IE	Bas/Pub.	47	n.a.	PAL	VideoCrypt
Sky Sports Gold	GB	GB	GB, IE		47	3	PAL	VideoCrypt
Sky Travel	GB	GB	GB, IE	Bas/Pub.	47	4	PAL	VideoCrypt
Sportmania	ES	LU	ES		36	3	PAL	En clair
Südwest 3	DE	DE	DE, AT, CH	Red/Pub.	48		PAL	En clair
TNT	GB	GB	GB, IE, BE, NL	Pub.	37	10	PAL	En clair
UK Living	GB	GB	GB, IE	Bas/Pub.	34	18	PAL	VideoCrypt
TVX - The Fantasy Channel	GB	GB	GB	PTV	34		PAL	Videocrypt
West 3	DE	DE	DE, AT, CH	Red/Pub.	39	10	PAL	En clair
ZDF	DE	DE	DE, AT, CH	Red/Pub.	33	16	PAL	En clair
ASTRA 1D (LU) - 19,2° E								
Adult Channel, The	GB	GB	Europe	PTV	61		PAL	Videocrypt
ARTE	FR	FR	FR, BE, DE	Red/D	49	7	PAL	En clair
Chinese News Entertainment	GB	GB	Europe		53	3	PAL	En clair
Chinese Channel, The	GB	GB						
NBC Superchannel/CNBC	GB	GB	Europe	Pub.	50	24	PAL	En clair
Kabel-1	DE	DE	DE, AT, CH	Pub.	21S	24	PAL	En clair
H.O.T.	DE	DE	DE	T.A.	60		PAL	En clair
Racing Channel, The	GB	GB						
RTL 4	LU	LU	NL	Pub.	52	7	PAL	Luxcrypt
RTL 5	LU	LU	NL	Pub.	64		PAL	Luxcrypt
SBS-6	NL	NL	NL	Pub.	53		PAL	Luxcrypt
Teleclub	CH	CH	CH	PTV	55	15	PAL	Nagravision
SES-Infovideo	LU	LU	Europe		55		PAL	En clair
Veronica	NL	NL	NL	Pub.	51		PAL	Luxcrypt
Zee TV	GB	GB	GB, IE		54		PAL	Nagravision
ASTRA 1 E (LU) (opérationnel fin 1995)								
Beta-Teknik (Kirch Gruppe) : 3 répéteurs loués								
BSkyB : 4 répéteurs loués	GB	GB	GB, IE	PTV				
Canal + : 4 répéteurs loués, 25 services annoncés								
CLT : 2 répéteurs loués								
PRO 7 : 1 répéteur loué								
ASTRA 1 F (LU) (lancement mars 1996)								
Beta-Teknik (Kirch Gruppe) : 2 répéteurs loués								
Canal + : 4 répéteurs loués								
CLT : 2 répéteurs loués								

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

(Suite)

Chaînes	Etat etabl.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/ jour	Norme diffusion	Cryptage
ASTRA 1 F (LU) (lancement mars 1996) (suite)								
Nethold : 3 répéteurs loués								
PRO 7 : 1 répéteur loué								
ASTRA 1 G (LU) (lancement mi-1997)								
Beta-Teknik (Kirch Gruppe) : 2 répéteurs loues								
Canal + : 2 répéteurs loués								
CLT : 3 répéteurs loues								
PRO 7 : 1 répéteur loue								
DFS I-1 Kopernikus (DE) - 33,5° E								
DFS III-1 Kopernikus (DE) - 28,5° E								
Cable Plus	CZ	CZ	CZ	PTV	A1	9	PAL	VideoCrypt
MED-TV	GB	GB	DE					crypté
Premiera	CZ	CZ	CZ		A2	16	PAL	En clair
Top TV	HU	HU	HU	Pub.	K3		PAL	NokiaLSC256
VT-4	GB	GB	BE(FL)	Pub.	K1	18	Num.	MPEG-2
DFS I-3 Kopernikus (DE) - 23,5° E								
ARTE	FR/DE	DE	DE, AT, CH	Red	B	7	PAL	En clair
DSF	DE	DE	DE, AT, CH	Pub.	6	17	PAL	En clair
Nickelodeon (DE)	DE	DE	DE	Pub.	C1	24	PAL	En clair
Premiere	DE	DE	DE	PTV	3	15	PAL	Nagravision
PRO 7	DE	DE	DE, AT, CH	Pub.	2	24	PAL	En clair
SAT.1	DE	DE	DE, AT, CH	Pub.	A	24	PAL	En clair
SVT-1	SE	SE	SE	Red	B1	7	DMac	EurocryptS
VOX	DE	DE	DE, AT, CH	Pub.	B	15	PAL	En clair
Ekspress 1 (RU)								
Apna TV	RU	RU	RU					
ORTV	RU	RU	RU	SP				
Telekanal 27/TV 3	RU	RU	RU	Pr		ext.	SECAM	En clair
Express 2 (RU)								
Cubavision	CU	CU						
Muslim TV Ahmadiyya	PK	?						
ORTV	RU	RU						
RTP International	PT	PT						
Eutelsat I F4 - 25,5° E								
FilmNet (Greece)	GR	GR	GR	PTV	2	24	PAL	Satbox
RTE-1	IE	GB	IE	Red/Pub.	6H		PAL	
Eutelsat II F1 - 13° E								
ARTE	FR/DE	FR	FR, BE	Dot	25V		PAL	En clair
BBC World	GB	GB	Europe	Red	38V	24	PAL	En clair
Cinquième, La	FR	FR	FR	Dot	26	13		En clair
CLT (projet)	LU	LU	?		34A			
Deutsche Welle TV	DE	DE	Europe	Red	27V	24	PAL	En clair
Euronews	FR	FR	Europe	Dot	37V	20	PAL	En clair
Eurotica	DK	DK	Europe	PTV	22H	4	PAL	VideoCrypt I/II
Kabel-1	DE	DE	DE, AT, CH	Pub.	21H	24	D2Mac	En clair
Landscape Channel, The	GB	GB	Europe	n.c.	22S	3	PAL	En clair
MBC	GB	GB	Europe	Pub.	32H	12	PAL	En clair
MTV Europe	GB	GB	Europe	Pub.	39V	24	PAL	VideocryptII
NBC Superchannel	GB	GB	Europe	Pub.	25V	24	PAL	En clair
Onyx TV	DE	DE	DE	Pub.	22B		PAL	En clair
Polonia 1	PL	IT	PL	Pub.	34H	24	PAL	En clair
RAITre Domenica Sportiva	IT	IT	Europe	Red/Pub.	22H	2/sem	PAL	En clair
RTL	DE	DE	DE, AT, CH	Pub.	33H	24	PAL	En clair
RTL 2	DE	DE	DE, AT, CH	Pub.	21H	24	PAL	En clair
Telepiù 1	IT	IT	IT	PTV		exp.	PAL	
TRT-INT Avrasya	TR	TR	Europe	Dot/Pub.	22S	24	PAL	En clair
Viva	DE	DE	DE	Pub.	20H	24	PAL	En clair
Viva 2	DE	DE	DE	Pub.	20	24	PAL	En clair

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Chaînes	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/ jour	Norme diffusion	Cryptage
Eutelsat II F2 - 10° E								
AFRTS Europe	DE(US)	DE	DE	Dot	27W		B Mac	B Mac
ATV	TR	TR	TR	Pub.	20		PAL	En clair
ET-1	GR	GR	Europe	Dot/Pub.	33		PAL	En clair
Europe by Satellite	BE	?	Europe		21H	occ.	PAL	En clair
Europe by Satellite	BE	?	Europe		21H	10	PAL	En clair
InterStar	TR	TR	TR	Pub.	38W	24	PAL	En clair
MED TV	GB	GB	TR		37	2	PAL	En clair
RTP Internaçional	PT	PT	Europe	Dot	39	9	PAL	En clair
Satel 2 (test)	TR	TR	TR				PAL	En clair
TGRT-TV	TR	TR	TR	Pub.	26	24	PAL	En clair
VTV Cable TV	SK	SK	Europe	Pub.	25	18	PAL	En clair
Worldnet/C-SPAN	US	US	Europe	Dot	37V	5	PAL	En clair
Eutelsat II F3 - 16° E								
Algena TV	DZ	DZ	Europe	Dot	34H	8	PAL	En clair
ART Europe	EG	IT	Pays arabes		26V		PAL	En clair
BVN-TV (projet)	?	?	?		34A			
Canal Plus Polska	PL	PL	PL	PTV	38V		PAL	Nagravision
Duna TV	HU	HU	Europe	Pub.	33H	16	PAL	En clair
Egypt Space Channel	EG	EG	Europe	*n.c.*	27		PAL	En clair
Euro 7	NL	NL	NL	Pub.	32H	10	PAL	En clair
EuroStep	NL	NL	NL	*n.c.*	20S	4	D2Mac	En clair
Hrvatska TV	HR	HR	Europe	Red/Pub.	20H	7	PAL	En clair
Music Factory	NL	NL	NL	Pub	20B		num.	MPEG-2
Muslim TV Ahmadiyya	PK	GB	Europe	*n.c.*	37W	5	PAL	En clair
Nile TV International	EG	EG	Europe	*n.c.*	27V	3	PAL	En clair
NTV	RU	UA	Russie	Pub.	37		PAL	En clair
Rendez-Vous	FR	SE	Europe	PTV	20H	4	D2Mac	Eurocrypt
RTM-1	MA	MA	Europe	*n.c.*	25V	14	PAL	En clair
RTT Tunisia TV7	TN	TN	Europe	*n.c.*	39V		PAL	En clair
Shqiptar TV	AL	AL	Europe	*n.c.*	37W	2	PAL	En clair
Tele Dirreta	IT	IT						Encrypted
TelePace	IT	IT	Europe	*n.c.*	37 V	30m.	PAL	En clair
TM3	DE	DE	DE	Pub	20B			
TV 10 Gold	NL	NL	NL	Pub	20 B			
TV Plus	NL	NL	NL	PTV/Dot	32 H	6	D2Mac	Eurocrypt M
TVR-1	RO	RO	Europe	Dot/Pub		4		
XXX TV Erotica	SE	SE	Europe (exc.GB)	PTV	22 H	4	num.	Eurocrypt M
XXX TV Erotica	SE	SE	Europe (exc.GB)	PTV	37		PAL	Eurocrypt M
Eutelsat II F4 - 7° E								
RIK-1	CY	CY	Europe	Red/Pub.	22H	occ.	PAL	En clair
RTS Sat	YU	YU	Europe	*n.c.*	22	6	PAL	En clair
Eutelsat Hot Bird 1 - 13° E								
Bloomberg Information Network	GB	GB	Europe		44	24	num.	MPEG-2
Canal Horizons	FR	FR	Afnque	PTV	10V	24	PAL	Clair/Syster
Emirates Dubai TV	AE	GB	Europe	*n.c.*	15H	24	PAL	En clair
European Business News	GB	GB	Europe	Pub.	3H	20	PAL	En clair
Eurosport	FR	IT	FR, BE, CH	Pub./Bas	9H	18	PAL	En clair
MCM	FR	FR	FR; BE, CH	Pub./Dot	5H	18	PAL +	En clair
Quantum Channel	GB	GB	GB	TA		7	PAL	En clair
Polsat	PL	PL	PL	Pub.	11H	18	PAL	En clair
RAIDue	IT	IT	Europe	Red/Pub.	12V	16	PAL	Clair/Discret
RAIUno	IT	IT	Europe	Red/Pub.	8V	24	PAL	Clair/Discret
Sci-Fi Channel, The	GB	GB	Europe	Bas	47	3	PAL	VideoCrypt
TM 3	DE	DE	DE	Pub	7H		PAL	En clair
TV3 (projet)	ES	ES	ES	Dot/Pub.		exp.	PAL	En clair
TVS Europe	FR	FR	Europe	Dot	6V	24	PAL	En clair
TV Polonia	PL	PL	PL	Red/Pub.	13H	18	PAL	En clair
TVE Internacional	ES	ES	ES	Pub./Dot	1H	21	PAL	En clair
VH-1 Germany	DE	DE	DE	Pub.	2V	24	PAL	Videocrypt II
Eutelsat - Hot Bird II - 13° E (lancement août 1996)								
Répéteurs réservés par Telepiù (IT)								
Bouquet de chaînes françaises (TF 1, France-Télévision, ARTE, AB Productions...)								

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Chaînes	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/ jour	Norme diffusion	Cryptage
Eutelsat - Hot Bird III - 13° E (lancement fin 1996)								
Eutelsat - Hot Bird IV - 13° E (lancement troisième trimestre 1997)								
Eutelsat - 3 satellites (7° E, 10° E, 16° E) (lancements a partir de 1998)								
Gals 1 (RU) - 71° E								
TV 6 Moscow	RU	RU	RU	Pub.				En clair
Gorizont 16 (RU) - 80° E								
MART - Double 2	RU	RU	Est Sibérie					
Gorizont 17(RU) - 53° E								
Channel 6 St Petersburg	RU	RU	RU	Pub.			PAL	En clair
ORTV - Channel 1	*RU*	*RU*	*RU*	*Dot/Pub.*	*6*		*Secam*	*En clair*
Gorizont 20 (RU) -								
ORTV - Channel 1	*RU*	*RU*	*RU*	*Dot/Pub.*	*6*		*Secam 1.2*	*En clair*
RFO	*FR*	*FR*		*Red/Pub.*	*C2*		*Secam*	*En clair*
RT Malagasy TV					*3*		*Secam*	*En clair*
Gorizont 22 (RU) -								
RTP Internacional	*PT*	*PT*	*RU*	*Dot*	*10*		*Pal*	*En clair*
RTR - Rossija	*RU*	*RU*	*RU*	*Dot/Pub.*	*6*		*Secam*	*En clair*
TVS Europe	*FR*	*FR*	*RU*	*Dot*	*2*		*Pal*	*En clair*
ZTV Samanyolu	*TR*	*TR*			*10*		*Pal*	*En clair*
Gorizont 24(RU)								
TV6	RU	RU	RU	Pub.				
Gorizont 25 (RU)								
Muslim TV Ahmadiyya	PK	?	RU ?					
1 service en russe								
Gorizont 26(RU) - 11° W								
Apna TV	GB	GB	CEI					
Cable Plus Film	CZ	CZ	CZ	PTV		4	PAL	En clair
Sunrise TV	GB	GB	CEI					
ORTV Moskwa Globalnaia	*RU*	*RU*	*Europe*	*Dot*	*2*		*PAL*	*En clair*
Ukraine1	*UA*	*UA*	*UA*		*6*		*SECAM*	*En clair*
Gorizont 40E/Stationar 12 (RU) - 40° E								
MART - Russia	RU	RU	RU, LT, LV, MD, UA	Dot./Pub.				
RTR - Rossija	RU	RU	RU, LT, LV, MD, UA	Dot./Pub.				
Gorizont 80E (RU) - 80° E								
MART - Double 3	RU	RU	RU (Sibérie Ouest)					
RTR - Rossija	RU	RU	RU (Sibérie Ouest)	Dot./Pub.				
Gorizont 90E -Stationar 6 (RU) - 90° E								
MART - Double 2	RU	RU	RU (Sibérie Est)	Dot./Pub.				
RTR - Rossija	RU	RU	RU (Sibérie Est)	Dot./Pub.				
Gorizont 103E - Stationar 14 (RU) - 103° E								
MART - Double 4	RU	RU	RU (Oural), KA	Dot./Pub.				
RTR - Rossija	RU	RU	RU (Oural), KA	Dot./Pub.				
Gorizont 140E (RU) - 140° E								
MART - Double 1	RU	RU	RU (Extrême Orient)	Dot./Pub.				
RTR - Rossija	RU	RU	RU (Extrême Orient)	Dot./Pub.				
Hispasat 1 A/Hispasat 1B (ES) - 30° W								
Antena 3	ES	ES	ES	Pub.	13	18	PAL	Nagravision
Canal Classico	ES	ES	ES	Pub.		4	PAL	En clair
Canal Plus Espana	ES	ES	ES	PTV	14	18	PAL	Nagravision
Cinemania 2	ES	ES	ES	PTV	31		PAL	Nagravision
Multicanal/TPS (4 ch.)	US	US	ES	PTV	18		PAL	Encrypted
Tele 5	ES	ES	ES	Pub.	3	18	PAL	Nagravision
TeleDeporte	ES	ES	ES	Pub.	23		PAL	En clair

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Chaînes	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/jour	Norme diffusion	Cryptage
Hispasat 1 A/Hispasat 1B (ES) - 30° W (suite)								
TeleDeporte	ES	ES	ES	Pub.	23		PAL	En clair
Telesat 5	ES	ES	ES	n.c.	35		PAL	En clair
Tele Noticias	US	US	ES		13	18	PAL	En clair
Intelsat 502								
Tele Sahel ORTN	*NI*	*NI*			*23*		*Secam*	*En clair*
Intelsat 505								
Deutsche Welle TV	*DE*	*DE*		*Dot.*	*38*		*PAL*	*En clair*
USIA/ C Span/Worldnet	*US*	*US*		*Dot.*	*38*		*PAL*	*En clair*
Zaire TV	*ZR*	*ZR*		*Dot.*	*12*		*Secam*	*En clair*
Intelsat 507 - 57° E								
Ethiopian TV	*ET*	*ET*			*13*		*PAL*	
SIS Satellite Racing	*GB*	*GB*		*PTV*	*36*		*PAL*	*Encrypted*
Intelsat 511								
Canale 5	IT	IT	IT	Pub.	4W	18	PAL	En clair
Intelsat 512 - 24,5° W								
People's Revin	*LY*	*LY*		*Dot*	*24*		*Pal*	*En clair*
SEB(AFRTS)	*US*	*IT*		*Dot*	*53*		*BMac625*	*Crypté*
SVT-1	SE	SE	SE	Red	69B	6.7	D Mac	Eurocrypt S
SVT-2	SE	SE	SE	Red	63B	6.7	D Mac	Eurocrypt S
TVN	NO	NO	NO	Pub.	2W	5	PAL	En clair
Intelsat 513 - 53° W								
2M International	*MA*	*MA*	*MA*	*PTV*	*24*		*Secam*	*Discret*
RTP 1	*PT*	*PT*		*Dot/Pub.*	*21*		*Secam*	*En clair*
RTP 2	*PT*	*PT*		*Dot/Pub.*	*21*		*Pal*	*En clair*
TVI	*PT*	*PT*		*Pub.*	*21*		*Pal*	*En clair*
Intelsat 601 - 27,5° W								
RTA TV	*DZ*	*DZ*	*DZ, FR*	*Dot*	*24*		*PAL*	*En clair*
BBC Prime	*GB*	*GB*	*Europe*	*Bas*	*71A*	*24*	*D2Mac*	*Eurocrypt*
BBC World TV Africa	*GB*	*GB*	*Afrique*		*20*		*PAL*	*Crypte*
Canal Horizons	*FR*	*FR*	*Afrique*	*PTV*	*22*		*PAL*	*Syster*
CFI/MCM	*FR*	*FR*		*Dot/Pub.*	*23*		*Secam*	
CMT Europe	*GB*	*GB*	*Europe*	*Pub.*	*74B*	*24*	*PAL*	*En clair*
CNN International	*US*	*GB*	*Europe*	*Bas*	*25*		*PAL*	*En clair*
Deutsche Welle TV	*DE*	*DE*	*Europe*	*Dot.*	*21*		*PAL*	*En clair*
FilmNet (Benelux)	BE	BE	NL, BE(FL)	PTV	79	24	num.	System2000
FilmNet 2/ Supersport (BE)	NL	BE	NL, BE(FL)	PTV	79	24	num.	System2000
FilmNet 2/ Supersport (NL)	NL	BE	NL, BE(FL)	PTV	79	24	num.	System2000
KinderNet/VTV	GB	GB	NL	Pub.	3B	4	PAL	En clair
Hallmark Entertainment Network	GB	GB	GB, IE	PTV	79	24	num.	System 2000
Learning Channel, The	GB	GB	GB, IE	Bas	64	7	num.	System2000
Live TV	GB	GB	GB, IE		62	24	num.	System2000
M-Net	*ZA*	*ZA*		*PTV*	*20*		*PAL*	*Crypté*
Parliamentary Channel, The	GB	GB	GB, IE	Bas	62	8	num.	System2000
Select TV	GB	GB	GB, IE		63B	7	BMac	BMac
SIS Satellite Racing	GB	GB	GB, IE	Bas	69A	6	B Mac	B Mac
Travel Channel, The	GB	GB	GB, IE	Bas	63B	10	PAL	En clair
TV 1000 Cinema	GB	GB	SE	PTV	69B	24	D2 Mac	Eurocrypt
USIA/C Span/Worldnet	*US*	*US*	*Europe*	*Dot*	*21*		*PAL*	*En clair*
Wire TV	GB	GB	GB		62B		PAL	En clair
Intelsat 602 - 63° E								
Canale 5	IT	IT	IT	Pub.	63B		PAL	En clair
Cinquestelle	IT	IT	IT	Pub.	62A		PAL	En clair
IRIB-1	IR	IR		n.c.	73	8	Secam	En clair
IRIB-2	IR	IR		n.c.	71	6	Secam	En clair
IRIB-3	IR	IR		n.c.	72B	6	Secam	En clair
Italia 1	IT	IT	IT	Pub.	63A	18	PAL	En clair
Orbit promo	IT	IT	Pays arabes	n.c.	74	24	PAL	En clair
Rete 4	IT	IT	IT	Pub.	61B	18	PAL	En clair

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Chaînes	Etat etabl.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/ jour	Norme diffusion	Cryptage
Intelsat 604 - 60° E								
RTR - Rossija	RU	RU	RU	Dot./Pub.	73V			En clair
Intelsat 702 - 359° E								
AFRTS	*US*	*US*	*Europe*	*Dot*	*38*		*Secam*	
Deutsche Welle TV	DE	DE	Europe, Afrique	Dot				MPEG2
Egypt Satellite Channel	*EG*	*EG*						
Israel TV1	IL	IL	Europe				PAL	En clair
Israel TV3	IL	IL	Europe		61		PAL	En clair
Nile TV International	*EG*	*EG*			*24*		*PAL*	*En clair*
Norsk TV 2	NO	NO	NO		65		D2Mac	EurocryptM
NRK	NO	NO	NO	Red	63		D2Mac	EurocryptM
SVT-2	SE	SE	SE	Red	63B	7	D Mac	EurocryptS
TV3 Danmark	GB	GB	DK	Pub.	75	24	D2Mac	EurocryptM
TV3 Norge	GB	GB	NO	Pub.	61	8	D2Mac	EurocryptM
TV3 Sverige	GB	GB	SE	Pub.	3	8	D2 Mac	EurocryptM
TV5 Europe/TV5 Afrique	*FR*	*GB*	*Europe*	*Dot*	*4*		*Pal*	*En clair*
TV6 Denmark	GB	SE	DK	Pub.	69	24	D2 Mac	Eurocrypt M
TV 1000	SE	UK	SE, NO, DK	PTV	72	24	D2Mac	EurocryptM
TVN	NO	NO	NO	Pub.	61B	5	PAL	En clair
Intelsat 704 - 66° E								
Orbit (21 chaines TV)	IT	IT	Pays arabes	PTV			num.	MPEG2
PRO 7, SAT.1, RTL, RTL 2	DE	DE		Pub			num.	MPEG2
Orion 1 (US) - 37°5 W								
5fth Dimension Com. Inc.(projet)	US	US	Europe					
Asianet	US/GB	US	Europe	Pub.	16	18	PAL	En clair
VH-1 Germany	DE	DE	DE	Pub.	14	24	PAL	En clair
Bosnian-Serb TV	BA	BA	Europe			épisodique	PAL	En clair
PanAmSat 1A (US)								
Galavision	MX	MX	ES	Pub.	19B	24	PAL	En clair
NHK International	JP	JP	Europe	n.c.	21B	24	NTSC	En clair
PanAmSat 4 (US)								
Asia Business News	?	?						
Cartoon Network, The	US	US						
CNN International	US	US						
Contemporary Com. Value TV	ZA	ZA						
DDTV	IN	IN						
National Network TV	ZA	ZA						
NHK International	JP	JP	Europe					
Sony Entertainment Channel	JP	JP						
TNT	US	US						
TV 1	ZA	ZA						
Sirius (SE) - 5° E								
FilmMax	SE	SE	SE	PTV	16	24	D2Mac	Eurocrypt
TV3 Sverige	GB	SE	SE	Pub.	4	8	PAL	En clair
TV4 Sverige	SE	SE	SE	Pub.	12	8	PAL	En clair
TV 6 Sverige	SE	SE	SE	Pub.	8	5	PAL	En clair
Z-TV Sverige	SE	SE	SE		20		PAL	En clair
TDF 1/2 (FR) 18,8 ° W								
Canal France International	FR	FR	Monde	Red/Dot	17		D2Mac	Eurocrypt
Canal Plus	FR	FR	FR	PTV/Pub.	2	22	D2Mac	Eurocrypt
Ciné Cinémas	FR	FR	FR, BE(CFR)	PTV	9		D2Mac	Eurocrypt
Tele-X (SE) - 5° E								
TV 6 multiplex	SE	SE	DK, SE, NO					MPEG
TV Femman	LU	SE	SE	Pub.	40	5	PAL	En clair
Z-TV Norge	SE	SE	DK, SE, NO			num.	MPEG	

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Chaînes	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/ jour	Norme diffusion	Cryptage
Telecom 1C (FR) - 3° E								
BBC WSTV Arabic	GB	GB	Pays arabes	n.c.	34W	4	BMac	BMac
Ciné-Cinéfil	FR	FR	FR, BE(CFR)	PTV	R1	16	D2Mac	Nagravision
Série-Club	FR	FR	FR	Bas				
Setanta Sport	GB	GB						
Telecom 2A (FR) - 8° W								
Canal J	FR	FR	FR, BE(CFR)	Pub./Bas	R6	13	Secam	Nagravision
Canal Jimmy	FR	FR	FR	Pub./Bas	R6	7	Secam	Nagravision
Canal + 16/9	FR	FR	FR	PTV/Dot	R1	22	D2Mac	Eurocrypt M
Canal +	FR	FR	FR, MU	PTV/Pub.	R4	22	Secam	Nagravision
Ciné-Cinéfil	FR	FR	FR, BE(CFR)	PTV	R9	16	Secam	Nagravision
Ciné-Cinéma	FR	FR	FR, BE(CFR)	PTV	R10	18	Secam	Nagravision
Ciné-Cinéma 16/9	FR	FR	FR	PTV/Dot	R5	18	D2Mac	Eurocrypt M
Eurosport France	FR	FR	FR, BE, CH	Bas	R11	18	PAL	Nagravision
France Supervision	FR	FR	FR	Red/Dot	R3	18	D2Mac	En clair
MCM Euromusique	FR	FR	FR, BE	Bas/Pub.	R7	24	Secam	Nagravision
Paris Première	FR	FR	FR	Bas/Pub.	K2	12	Secam	Nagravision
Planète	FR	FR	FR	Bas	K2	15	Secam	Nagravision
RFO/France 2	FR	FR	FR	Red/Pub.	F1		Secam	En clair
Telecom 2B (FR) - 5° W								
ARTE	FR/DE	FR	FR	Red	R3	7	Secam	En clair
ClubRTL	BE	LU	BE	Pub.	K9	18	Secam	Smartcrypt
France 2	FR	FR	FR, BE, CH	Red/Pub.	R2	18	Secam	En clair
La Chaîne Info	FR	FR	FR	Pub.	R8	24	Secam	Nagravision
La Chaîne Météo	FR	FR	FR		K4	2	Secam	Nagravision
M6	FR	FR	FR	Pub.	R1	10	Secam	En clair
RFO	FR	FR	FR	Red/Pub.	C2		Secam	En clair
RFO/France 2	FR	FR	FR	Red/Pub.	F1		Secam	En clair
RTL 9	LU	LU	FR	Pub.	K7	24	Secam	Smartcrypt
Tele Monte Carlo	MC	MC	MC, FR	Pub.	K4	18	Secam	Nagravision
TF1	FR	FR	FR, BE, CH	Pub.	5	18	Secam	En clair
Thor (NO) - 0,8° W								
Children's Channel, The	GB	GB	Scandinavie	PTV	12	11	D2Mac	Eurocrypt S
CNN International	GB	GB	Scandinavie	Bas/Pub.	4	24	D2Mac	Eurocrypt S
Discovery Channel,The	GB	GB	Scandinavie	Bas/Pub.	12	8	D2Mac	En clair
Eurosport Nordic	FR	FR	Scandinavie	Bas/Pub.	8	18	D2Mac	Eurocrypt S
Film Net: The Comp. Movie Ch	SE	NO	Scandinavie	PTV	16	24	D2Mac	Eurocrypt S
MTV Europe	GB	GB	Scandinavie	Bas/Pub.	20	24	D2Mac	Eurocrypt S
Turkast 1B (TR) - 42° E								
Cine 5	TR	TR	TR	PTV	15	24	PAL	Nagravision
Euro Show	TR	TR	Europe	Pub.	8A	24	PAL	En clair
Kanal 6	TR	TR	TR	Pub.	14	24	PAL	En clair
Kanal 7	TR	TR	Europe	Pub.	5	4	PAL	En clair
Kanal 7	TR	TR	TR	Pub.	9A	12	PAL	En clair
Kanal D	TR	TR	Europe	Pub.	8B	24	PAL	En clair
Kanal D	TR	TR	TR	Pub.	13		PAL	En clair
HBB	TR	TR	TR	Pub.	4	24	PAL	En clair
Show TV	TR	TR	TR	Pub.	16		PAL	En clair
TRT-1	TR	TR	TR	Dot/Pub.	10A	12	PAL	En clair
TRT-2/TV Gap	TR	TR	TR	Dot/Pub.	10B	10	PAL	En clair
TRT-3/TBMM	TR	TR	TR	Dot/Pub.	11A	8	PAL	En clair
TRT-4	TR	TR	TR	Dot/Pub.	11B	9	PAL	En clair
TRT Avrasya	TR	TR	Europe	Dot/Pub.	1A		PAL	En clair
Turkast 1C (lancement mi-1996)								
TV SAT 2 (DE) - 0,6° W								
TV Plus	NL	NL	NL		6	24	D2 Mac	Eurocrypt M
TV 1000 Cinema	GB	GB	SE	PTV	10	24	D2 Mac	Eurocrypt M
ZTV Denmark	SE	DK	DK	Pub.	14	24	D2 Mac	Eurocrypt M

Les indications relatives au pays d'établissement, de liaison montante et aux principaux marchés sont données à titre d'information et n'impliquent pas une prise de position de l'Observatoire européen de l'audiovisuel dans les débats et procédures en cours sur la définition juridique du lieu d'établissement au regard de la Directive "Télévisions sans frontières" ou de la Convention européenne sur la télévision transfrontière.

● Source : Observatoire europeen de l'audiovisuel d'après *Cable & Satellite Europe* December 1995, *Cable and Satellite Yearbook 1995*, *Infosat*, November 1995 ; ARABSAT, EUTELSAT, MART, SES

WP 8. Identification of existing/upcoming databases and resources

Results obtained:

In this section we have been collecting information about existing data bases related to language learning offer, in addition to other resources for access to products suitables or services provided on Internet (search engines).

Both national and international official directories were consulted.

- International: Gale Directory of Databases

25 databases were found which seem to be of interest because they cover aspects related to language learning and other cultural aspects.

Information is given in **Annex 1**.

- National: ASCII and IBERTEX. (The information found is given in **Annex 2**).

- CINDOC (Centro de Información y Documentación Científica) which is part of the CSIC (Consejo Superior de Investigaciones Científicas) is working on the construction of a terminology data base, RITERM, which covers all the fields of science and technology and includes both Spanish and Latin American words. This data base is to be translated into four languages.

- The Town Council of Barcelona, together with the CODI7 company, worked on the Lingua Programme on a project leading to the construction of a data base with 13,000 entries, each of which corresponds to an activity existing in published material (book, audio, video, etc.). Each entry contains between 20 and 30 fields with varied didactic information on the activity, its location, the use to which it can be put, etc. There are activities for learning Spanish, English, French and German. The data base is updated to June 1995 and so far is not on sale to the general public. The company contacted, CODI7, is interested in making the data base available for use on Internet.

- RedIRIS (Red para la Interconexción de Recursos InformáticoS - Network for the Interconnection of IT Resources). This is the academic and research network financed by the National Plan for Research & Development and managed by the Communications Centre of the CSIC (Consejo Superior de Investigaciones Científicas - Higher Council for Scientific Research). There are about 250 affiliate institutions, mainly universities and public research bodies. It is responsible for providing the required network services and for the maintenance and future development of infrastructure.

  It is also the Spanish office in charge of the allocation of addresses and name registration on Internet.

The RedIRIS is an important access route to the various academic and scientific resources. **http://www.rediris.es**

- Search engines allowing access to the different Internet resources in Spanish as well as access to the Spanish Webs. The different Spanish searchers can be distinguished as follows:

  ⇒ Elcano: **http://www.elcano.com**
  ⇒ Trovator: **http://trovator.combios.es**
  ⇒ Biwe: **http://biwe.cesat.es**
  ⇒ Donde?: **http://donde.uji.es**
  ⇒ Olé: **http://www.ole.es**
  ⇒ Ozu: **http://www.ozu.com**
  ⇒ Fantástico: **http:www.fantastico.com**
  ⇒ El Indice: **http://www.globalcom.es/indice**
  ⇒ El Inspector de Telépolis: **http://www.telepolis.com**
  ⇒ Directorio Global Net: **http//www.globalnt.com**
  ⇒ Tournet: **http://www.iis.es/tournet**
  ⇒ Señas: **http://www.combios.net/senyas**

  Spanish search engines giving information on the different Spanish Autonomous Communities:

  ⇒ El País Vasco: **http://www.PaisVasco.com/info.htm**
  ⇒ VilaWeb/The Catalan Highway: **http://vilaweb.com**
  ⇒ Balears Internet: **http:www.uib.es/baleares**
  ⇒ Guía de recursos de las Islas Baleares: **http://www.wmaster.es:80/UEP**
  ⇒ Leonet: **http://www.fut.es/~jbarra/leon.html**

  Access to Latin America:

  ⇒ Access to miscelaneous information regarding the 21 Spanish-speaking countries:

    Cibercentro: **http://cibercentro.com/busqueda**

  ⇒ Mundo Latino: **http://www.mundolatino.org**
  ⇒ Latino Connection: **http://www.webspace.com/~pedro/index.html**

International:

⇒ The Spanish Embassy in Ottawa has set up this service offering information on Spain, its language and its culture.

Si Spain: **http://www.DocuWeb.ca/SiSpain**

⇒ City.net España: **http://countries/spain**
⇒ Yahoo: **http://www.yahoo.com**
⇒ Lycos: **http://www.lycos.com**
⇒ Altavista: **http://www.altavista.digital.com**

. Literary pages linked to electronic texts. These pages mean that a large number of important works from the history of literature can be obtained on-line.

⇒ Athena : **http://un2sg1.unige.ch/www/athena/html/athome.html**
⇒ En España : **ftp://listserv.ccit.arizona.edu/pub/listserv/comedia/intext.html**

The above addresses can be used to gain access to servers providing information on education and culture or to the main Spanish universities, centres and public and private institutions and to obtain an idea of what the Internet España world represents today for training and dissemination of the Spanish culture.

Additional information more oriented to existing products is given in WP4, as shown in the following sections:

1. Products

1.1. Products or information available on the network (ON LINE)
1.2. Multimedia products available (OFF LINE)

When possible, a distinction is made between data related to the Spanish language and other languages considered 'foreign'.

2. Providers

The characteristics and strategies for development as presented by the various providers of content were studied and structured as follows:

2.1. Publishers and distributors
2.2. Specialist centres
2.3. Research centres and universities

Relevant projects related to the preparation of teaching products within the study area, available in the short term will be detailed here.

ANNEX 1 - WP8

• 213 • The American Heritage Dictionary

Houghton-Mifflin Company
222 Berkeley St.
Boston, MA 02116-3764
Phone: (617)725-5000

Type: Dictionary.

Content: Contains the complete text of the *American Heritage Dictionary*. Provides complete definitions, spelling, pronunciation, parts of speech, proper usage, hyphenation, idioms, anagrams, sample sentences, and word origins for more than 116,000 words used in the English language.

Subject Coverage: English-language words and their definitions and usage.

Language: English.

Geographic Coverage: United States and Canada.

Year First Available: 1993.

Time Span: Current information.

Updating: Not updated.

Online Availability: *CompuServe Information Service* ($8.95/month for Basis Service; hourly fees, surcharges, and membership may apply for some databases; contact vendor for details).
Ameritech Library Services, Vista (available by subscription; contact vendor for details).

Alternate Electronic Formats: *Diskette* (The American Heritage Dictionary).

• 764 • BONMOT

Gesellschaft fur Betriebswirtschaftliche Information mbH (GBI)
Freischutzstr. 96
Postfach 810360
D-81903 Munich, Germany
Phone: 4989 992879
Fax: 4989 9574229

Alternate Database Name: Sinnspruche, Aphorismen und Lebenweischeiten.

Type: Bibliographic.

Content: Contains more than 22,000 aphorisms, mottos, proverbs, and witticisms for business and private occasions. Sources include periodicals, books, and speeches.

Subject Coverage: Mottos, philosophy, proverbs, and other verbal devices for business and private occasions.

Language: German.

Geographic Coverage: German-speaking countries (Austria, Germany, and Switzerland).

Time Span: 1986 to date.

Updating: 1000 records a year.

Online Availability: *Gesellschaft fur Betriebswirtschaftliche Information mbH (GBI)* (BONMOT: DM 2/connect minute, DM .50/full record online).

• 768 • Book Review Digest

H.W. Wilson Company
950 University Ave.
Bronx, NY 10452

Phone: (718)588-8400
800-367-6770
Fax: (718)590-1617

Contact: Technical Support Department.
E-mail: techmail@info.hwwilson.com (Internet).

Type: Bibliographic.

Content: Contains more than 70,000 citations, each with excerpts of reviews, to current reviews of English-language books. Each citation also contains citations to the reviews. Covers popular and scholarly works of fiction and non-fiction works, as well as juvenile literature. Sources include 100 periodicals published in Canada, the United Kingdom, and the United States in the humanities, social sciences, and general science. Corresponds to *Book Review Digest*.

Subject Coverage: Reviews of current adult and juvenile fiction and nonfiction books.

Language: English.

Geographic Coverage: Canada, United Kingdom, and United States.

Time Span: 1983 to date.

Updating: Twice a week; 600 books a month.

Online Availability: *CompuServe Information Service* (BOOKREVIEW: $8.95/month for Basis Service; hourly fees, surcharges, and membership may apply for some databases; contact vendor for details).
WILSONLINE (BRD: $25-$32/connect hour for subscribers to the print publication, $32-$40/connect hour for subscribers to WILSONLINE only (rates vary according to annual prepaid subscription packages), 75 cents/full record online, 75 cents/full record offline; other options available; contact WILSONLINE for details).
Ovid Technologies, Ovid Online - Pay-As-You-Go (dropped).
OCLC EPIC.
OCLC FirstSearch Catalog.
Ovid Technologies, Ovid Online - Fixed Fee (dropped).

Alternate Electronic Formats: *CD-ROM* (Book Review Digest; Book Review Digest).
Magnetic Tape (Book Review Digest).

• 769 • Book Review Index (BRI)

Gale Research
835 Penobscot Bldg.
Detroit, MI 48226-4094

Phone: (313)961-2242
800-347-4253
Fax: (313)961-6815

Contact: Customer Service. Toll-free: 800-877-GALE.

Type: Bibliographic.

Content: Contains citations to reviews of books, books-on-tape, and new periodicals appearing in some 600 periodicals, journals, and book review publications, representing a wide range of popular, academic, and professional interests. Coverage is oriented toward the humanities and social sciences, including literature, fine arts, history, education, and library science. Provides more than 2.84 million citations to reviews of approximately 1.18 million individual titles. For each title, provides author or editor, title, source publication title, volume number, page number, and indication of special document type being reviewed (reference, periodical, children's, or youth). Corresponds to *Book Review Index*.

Subject Coverage: Reviews of books, books-on-tape, and periodicals as covered by journals in humanities and social science fields, including literature, fine arts, history, education, and library science.

Language: English.

Geographic Coverage: United States.

Time Span: 1969 to date.

Updating: Quarterly; 140,000 records a year.

Online Availability: *DIALOG* (137: $30/connect hour, 40 cents/full record online, 40 cents/full record offline).

Alternate Electronic Formats: *CD-ROM* (Book Review Index on CD-ROM).

• 1549 • DAF (Didactique et acquisition du francais)

Universite de Montreal
Departement de Didactique
Groupe d'Analyse des Recherches en Didactique et Acquisition du Francais (GARDAF)
C.P. 6128, Succ. A
Montreal, PQ, Canada H3C 3J7

Phone: (514)343-6692
Fax: (514)343-7286

Contact: Marielle Boucher or Reine Guerin.

Type: Bibliographic.

Content: Contains approximately 5000 citations with abstracts, to research literature on the teaching and acquisition of French as a first language in Belgium, Canada, France, and Switzerland. Provides bibliographic information, type of research, level or age of language learners, teaching methods, learning processes, and language skills covered. Sources include books, periodicals, research reports, theses, and conference proceedings.

Subject Coverage: Teaching and learning French as a first language.

Language: French.

Geographic Coverage: Belgium, Canada, France, and Switzerland.

Time Span: 1970 to date.

Updating: 300 citations a year.

Online Availability: *Services Documentaires Multimedia Inc. (SDM).*

• 1550 • The Daily and Sunday Telegraph

Daily Telegraph PLC
Petersborough Court
181 Marsh Wall
South Quay
London E14 9SR, England

Phone: 171 3534242

Type: Full-text.

Content: Contains the complete text of news items, features, and city articles from the *Daily Telegraph* and *Sunday Telegraph* (London) newspapers. Excludes copyright restricted articles from the arts, sports, entertainment, and law reports sections.

Subject Coverage: United Kingdom and international news.

Language: English.

Geographic Coverage: United Kingdom, with some international coverage.

Time Span: 1987 to date, FT PROFILE; September 1988 to date, NEXIS.

Updating: Daily.

Online Availability: *NEXIS* (TELEGR: Transaction pricing, per-search pricing, and connect hour charging options available; contact vendor for details).
FT PROFILE (TEL: £24/connect hour, £0.04-0.10/line displayed online, surcharges may apply).

Also Online As Part Of: Reuter TEXTLINE.

Alternate Electronic Formats: *CD-ROM* (The Telegraph on CD-ROM).

• 1990 • Electronic Engineering Times

CMP Publications, Inc.
600 Community Dr.
Manhasset, NY 11030

Phone: (516)562-5000
Fax: (516)562-5718

Type: Full-text.

Content: Contains the complete text of *Electronic Engineering Times*, a weekly newsletter for technical managers and engineers in the electronics industry. Covers analyses and information on current events and trends in technology and business, design practices, and professional development. Includes reports on global competitiveness, government policies, and how U.S. engineers compare with peers in Asia and Europe.

Subject Coverage: News and analysis of, as well as job openings in, the electronics industry.

Language: English.

Geographic Coverage: United States, with some international coverage.

Time Span: December 24, 1990 to date.

Online Availability: *NewsNet, Inc.* (EC14: $132/connect hour).

Also Online As Part Of: CMP Publications Electronics File.

• 1992 • Electronic HRAF (EHRAF) ★

Human Relations Area Files, Inc. (HRAF)
755 Prospect St.
New Haven, CT 06511-1225

Phone: (203)764-9401
800-520-4723
Fax: (203)764-9404

Contact: Kirsten Jensen, Senior Production Editor.
E-mail: kjensen@minerva.cis.yale.edu (Internet).

Type: Full-text; bibliographic; image; statistical.

Content: Contains information on cultures, both Non-Western and North American ethnic groups. Includes data covering a wide range of subjects, including anthropology, geography, history, psychology, nursing, ethnic studies, fine arts, literature, social work, law, biology, and archaeology. Information provided includes complete text, images, drawings, charts, graphs, and bibliographic data. Divided into 60 different cultures to represent all major cultural regions worldwide.

Subject Coverage: Non-Western and North American ethnic group cultures.

Language: English.

Geographic Coverage: International.

Year First Available: 1994.

Time Span: Current information.

Updating: Annual; 50,000 records per update.

Online Availability: *Human Relations Area Files, Inc. (HRAF).*

• 2392 • Foreign Language Forum

CompuServe Information Service
5000 Arlington Centre Blvd.
P.O. Box 20212
Columbus, OH 43220

Phone: (614)457-8600
800-848-8199
Fax: (614)457-0348

Type: Bulletin board.

Content: Provides a forum for the exchange of information on foreign languages. Covers both the teaching and learning of foreign languages at all levels. Includes conferences, a job bank, information on legislation, and a list of professional organizations.

Subject Coverage: Foreign language education.

Language: English.

Geographic Coverage: United States.

Online Availability: *CompuServe Information Service* (FLEFO: $8.95/month for Basis Service; hourly fees, surcharges, and membership may apply for some databases; contact vendor for details).

• 3398 • Lineas Limite de Terminos Municipales

Instituto Geografico Nacional
Calle General Ibanez de Ibero 3
28003 Madrid, Spain

Phone: 01 2333800

Type: Numeric.

Content: Contains 8000 records of cartographic data on Spain. Includes coordinates for all component points along municipal administrative boundaries.

Language: Spanish.

Geographic Coverage: Spain.

Time Span: 1870 to date.

Updating: Annual.

Online Availability: *Instituto Geografico Nacional.*

• 3399 • Linguistics and Language Behavior Abstracts (LLBA) ▲

Sociological Abstracts, Inc.
P.O. Box 22206
San Diego, CA 92192-0206

Phone: (619)695-8803
800-752-3945
Fax: (619)695-0416

Contact: Terry M. Owen, Manager of Product Development.
E-mail: socio@cerf.net (Internet).

Former Database Name: Language and Language Behavior Abstracts.

Type: Bibliographic.

Content: Contains more than 138,000 citations, with abstracts, to the world's published literature on the nature, use, and teaching of language as well as linguistics, speech, communication, and related topics. Includes citations to book reviews appearing in serials abstracted for *Linguistics and Language Behavior Abstracts*. Sources include journals, books, monographs, and technical reports, as well as dissertations from *Dissertation Abstracts International*. Corresponds to *Linguistics and Language Behavior Abstracts* and *International Review of Publications in Linguistics*.

Subject Coverage: Linguistics and language behavior, including psycholinguistics, applied linguistics, phonology, syntax, semantics, morphology, discourse analysis and text linguistics, theory of linguistics, history of linguistics, anthropological linguistics, structural linguistics, descriptive linguistics, lexicography, orthography and writing systems, typology, interpersonal behavior and communication, sociolinguistics, poetics and stylistics, nonverbal communications, semiotics, philosophy of language, phonetics, hearing and speech physiology, hearing (pathological and normal), language (pathological and normal), learning disabilities, mental retardation, psychopathology, special education, and psychometrics.

Language: English.

Geographic Coverage: International.

Time Span: 1974 to date.

Updating: 5 times a year.

Online Availability: *Ovid Technologies, Ovid Online - Pay-As-You-Go* (dropped).
DIALOG (36: $30/connect hour, 60 cents/full record online, 60 cents/full record offline).
CompuServe Knowledge Index (LITS2: $24/connect hour).
Ovid Technologies, Ovid Online - Fixed Fee (dropped).

Alternate Electronic Formats: *CD-ROM* (Linguistics and Language Behavior Abstracts (LLBA)).
Magnetic Tape (Linguistics and Language Behavior Abstracts (LLBA)).
Batch Access (Linguistics and Language Behavior Abstracts (LLBA)).

• 3704 • MLA International Bibliography

Modern Language Association of America (MLA)
10 Astor Place
New York, NY 10003
Phone: (212)614-6350
Fax: (212)477-9863

Contact: Daniel Uchitelle, Director, Center for Information Services.
E-mail: daniel@mla.org (Internet).

Type: Bibliographic.

Content: Contains more than 1 million citations to published scholarly (both theoretical and descriptive) literature in linguistics, modern languages, literature, and folklore. Provides information on comparative and historical linguistics, specific languages (including composite and derivative languages), and other communicative behavior. Covers in detail English, American, European, Asian, African, and Latin American literature and folklore. Corresponds to *MLA International Bibliography of Books and Articles on the Modern Languages and Literature.*

Subject Coverage: International literature, languages, linguistics, and folklore.

Language: English.

Geographic Coverage: International.

Time Span: 1963 to date.

Updating: Monthly.

Online Availability: *OCLC EPIC* (71).
OCLC FirstSearch Catalog ($1875 for an annual subscription).

Alternate Electronic Formats: *CD-ROM* (MLA International Bibliography).
Magnetic Tape (MLA International Bibliography).

• 3875 • NBLC-VAKBIBLIOTHEEK

NBLC
PO Box 43300
NL-2504 AH The Hague, Netherlands
Phone: 070 3090100
Fax: 070 3090200

Contact: NBLC Helpdesk.

Former Database Name: NBLC-VAKBIB.

Type: Bibliographic.

Content: Contains approximately 14,000 citations to the library and information science holdings of the Dutch Centre for Public Libraries and Literature (Nederlands Bibliotheek en Lektuur Centrum - NBLC). Covers books, reports, conference proceedings, handbooks, and journals in Dutch, English, French, and German.

Subject Coverage: Library holdings.

Language: Dutch; titles in original language of publication.

Geographic Coverage: The Netherlands.

Time Span: 1950 to date.

Updating: 40 records a month.

Online Availability: *Stichting Centrum voor Bibliotheekautomatisering Pica. Nederlands Bibliotheek en Lektuur Centrum, NEON.*

• 3876 • NCBE Bibliographic Database

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd St., N.W.
Washington, DC 20037
Phone: (202)467-0867
800-321-NCBE

Type: Bibliographic.

Content: Contains more than 16,000 citations, with abstracts, to published and unpublished literature dealing with all aspects of the education of the linguistically diverse student populations in the United States. Sources include research and technical reports, state-of-the-art papers, conference papers, journal articles, classroom materials, and bibliographies. Many of the publications covered are issued by school districts, government-funded projects, universities, professional organizations, advocacy groups, foundations, and commercial publishers.

Subject Coverage: Bilingual education history, policy, and legislation; bilingual programs; culture; minority language education, including curriculum and instructional materials; adult education; teacher education; programs and policies; educational technology; parent role; ethnic and minority groups; testing; language and linguistics; culture; and English as a second language.

Language: English.

Geographic Coverage: United States, with some international coverage.

Time Span: 1978 to date, with some earlier materials.

Updating: 100 records a month

Online Availability: *National Clearinghouse for Bilingual Education (NCBE), Computerized Information Service (CIS).*

Alternate Electronic Formats: *Batch Access* (NCBE Bibliographic Database).

• 3877 • NCBE Publishers Database

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd St., N.W.
Washington, DC 20037
Phone: (202)467-0867
800-321-NCBE

Type: Directory.

Content: Contains information on organizations that are involved with the publishing, distribution, or development of materials for use with limited-English proficient (LEP) students. For each organization, provides name, contact information, types of materials available, educational levels, and the targeted language groups.

Subject Coverage: Bilingual education history, policy, and legislation; bilingual programs; culture; minority language education, including curriculum and instructional materials; adult education; teacher education; programs and policies; educational technology; parent role; ethnic and minority groups; testing; language and linguistics; culture; and English as a second language.

Language: English.

Geographic Coverage: United States, with some international coverage.

Time Span: Current information.

Updating: Periodically, as new data becomes available.

Online Availability: *National Clearinghouse for Bilingual Education (NCBE), Computerized Information Service (CIS).*

Alternate Electronic Formats: *Batch Access* (NCBE Publishers Database).

• 3878 • NCBE Resources Database

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd St., N.W.
Washington, DC 20037
Phone: (202)467-0867
800-321-NCBE

Type: Directory.

Content: Contains information on research centers, professional associations, advocacy groups, and other organizations involved in the education of the linguistically diverse student populations in the United States. For each organization, provides name, address, and description of the organization's purpose and activities.

Subject Coverage: Bilingual education history, policy, and legislation; bilingual programs; culture; minority language education, including curriculum and instructional materials; adult education; teacher education; programs and policies; educational technology; parent role; ethnic and minority groups; testing; language and linguistics; culture; and English as a second language.

Language: English.

Geographic Coverage: United States, with some international coverage.

Time Span: Current information.

Updating: Periodically, as new data becomes available.

Online Availability: *National Clearinghouse for Bilingual Education (NCBE), Computerized Information Service (CIS).*

Alternate Electronic Formats: *Batch Access* (NCBE Resources Database).

• 4023 • Normadrid

Empresa Provincial de Informatica de Madrid (EPIMSA)
Avenida de los Madronos 29
28043 Madrid, Spain
Phone: 01 2008140

Type: Bibliographic.

Content: Contains citations, with abstracts, to more than 10,000 local and national regulations and standards in force in Madrid, Spain. Sources include the *Boletin Oficial de la Comunidad de Madrid* and the *Boletin Oficial del Estado.*

Subject Coverage: Regulations and standards in Madrid, Spain.

Language: Spanish.

Geographic Coverage: Spain (Madrid).

Time Span: Current.

Updating: Weekly.

Online Availability: *Empresa Provincial de Informatica de Madrid (EPIMSA).*

• 4024 • NORMATERM

Association Francaise de Normalisation (AFNOR)
Service Information
Tour Europe
F-92049 Paris La Defense Cedex 7, France
Phone: 01 42915555
Fax: 331 42915656

Contact: Florence Mitev.

Type: Dictionary.

Content: Contains approximately 110,000 French-to-English and English-to-French words or expressions from standards and terminological regulations. Also give definitions and the field of application, as well as references of the sourcing documents.

Subject Coverage: Standardized English and French equivalent terms for the following principal technologies: building and construction, chemistry, food products, metrology, information science, quality control, domestic and leisure equipment, mechanics, metals, nonmetallic materials, health and environment, and transportation.

Language: French; English.

Geographic Coverage: International.

Time Span: Current information.

Updating: Southeastern; 1000 items a year.

Online Availability: *Teletel* (3617).

• 4184 • orthoTEL™

Conseil International de la Langue Francaise
11, rue de Navarin
F-75009 Paris, France

Phone: 01 48787395
Fax: 01 48784928

Contact: Pauline Jovrneav or Hubert Joly.

Type: Dictionary.

Content: Contains information on French orthography and grammar. Comprises the following 2 files:

- orthoTEL—contains spellings, usage notes, and relevant grammar rules (e.g., word order, agreement of word endings), with examples, for approximately 2000 French words, including 550 verb conjugations.
- orthoTELjeux—a set of 20 word games dealing with problems in written French.

Subject Coverage: French grammar and spelling.

Language: French.

Time Span: Current information.

Updating: Weekly; 3000 words a year.

Online Availability: *Teletel.*

• 4541 • Quotations Database

Oxford University Press
Electronic Publishing
Walton St.
Oxford, Oxon. OX2 6DP, England

Phone: 1865 267979
Fax: 1865 56646

Type: Directory.

Content: Contains more than 14,000 quotations from some 650 poets, novelists, playwnghts, public figures; and politicians. Covers famous historical mots, dicta, quips, utterances, and ballads, as well as material from the Bible, Vulgate, *Book of Common Prayer*, Latin Mass, Greek and Latin classics, and Modern European Language classics. Each quotation includes author s name, birth and death dates, and source of the quotation. Excluded are proverbs, nursery rhymes, songs, slogans, and titles of books, films, and plays. Corresponds to the 3rd edition of *The Oxford Dictionary of Quotations* (ODQ).

Subject Coverage: Quotations attnbuted to more than 650 notable poets, novelists, playwnghts, politicians, public figures, the Bible, Vulgate, Book of Common Prayer, Latin Mass, Greek and Latin classics, modern European language classics, and famous historical mots, dicta, quips, and utterances.

Language: English.

Geographic Coverage: International.

Time Span: Biblical times to 1979.

Updating: Not updated.

Online Availability: *DIALOG* (175: $30/connect hour, 15 cents/full record online, 15 cents/full record offline).
CompuServe Knowledge Index (REFR1: $24/connect hour).

• 4960 • Spanish Index on Humanities ★

Consejo Superior de Investigaciones Cientificas de Espana (CSIC)
Centro de Informacion y Documentacion Cientifica (CINDOC)
Joaquin Costa, 22
28002 Madrid, Spain
Phone: 5635482
Fax: 5642644

Type: Bibliographic.

Content: Contains citations to all papers published in Spanish journals on topics related to humanities. Covers information on art, history, languages, literature and philosophy.

Subject Coverage: Humanities and related subject.

Language: Spanish.

Geographic Coverage: International.

Time Span: Current information.

Online Availability: *Consejo Superior de Investigaciones Cientificas de Espana (CSIC), Centro de Informacion y Documentacion Cientifica (CINDOC).*

Alternate Electronic Formats: *CD-ROM.*

• 5752 • World Translations Index (WTI)

International Translations Centre (ITC)
Schuttersveld 2
NL-2611 WE Delft, Netherlands
Phone: 15 2142242
Fax: 15 2158535

Contact: G. N. Smits.

Coproducer: France Institut de l'Information Scientifique et Technique (INIST).

Former Database Name: World Transindex.

Type: Bibliographic.

Content: Contains more than 410,000 citations to translations of scientific and technical literature published in all languages and translated into Western languages. Corresponds to *World Translations Index.*

Subject Coverage: Translations of technical literature in all fields of science and technology.

Language: English.

Geographic Coverage: International.

Time Span: 1979 to date.

Updating: Monthly; 30,000 records a year.

Online Availability: *DIALOG* (295: $90/connect hour, $2.10/full record online, $2.10/full record offline).
ESA-IRS (33: NLG 21.61/connect hour, NLG 4.75/full record online, NLG 4.75/full record offline.).

Alternate Electronic Formats: *Magnetic Tape.*

• 5754 • WorldClassroom™

Global Learning Corporation
P.O. Box 201361
Arlington, TX 76006

Phone: (214)641-3356
800-866-4452
Fax: (817)460-5483

Type: Full-text; directory; numeric.

Content: Contains lesson plans and educational materials for social studies, science, and language arts classes at the elementary and secondary level. Materials emphasize current political and environmental concerns, and cover such topics as earthquakes, weather and climate, comparative political systems and economies, and lifestyles in different cultures. Includes sample data collections, newsletters, and question-and-answer forums with experts on various topics. Also provides bulletin boards and electronic mail services. Subscribing classrooms are linked to classrooms of similar-age students in other countries to facilitate exchanges of viewpoints.

Subject Coverage: Elementary and secondary level social studies, science, and language arts.

Language: English.

Geographic Coverage: International.

Time Span: Current information.

Updating: Periodically, as new data become available.

Online Availability: *Global Learning Corporation.*

• 5755 • Worldline Country Search

Interactive Office Services (INOS)
P.O. Box 593
Belmont, MA 02178

Phone: (617)876-5551
Fax: (617)661-3354

Type: Full-text.

Content: Contains travel information on more than 200 countries. Covers such topics as visa requirements, local customs, health issues, public holidays, business hours, currency, transportation, and climate. Some entries include information on local attractions, museums, lodging, sports, and tours.

Language: English.

Geographic Coverage: International.

Time Span: Current information.

Updating: Periodically, as new data become available.

Online Availability: *Delphi Internet Services Corporation.*

• 2140 • EURODICAUTOM

Commission of the European Communities (CEC)
Terminology Department
Batiment Jean Monnet, A2/101
L-2920 Luxembourg, Luxembourg
Phone: 43012438

Contact: Mr. A. Reichling, Head of Eurodicautom Sector.

Alternate Database Name: European Automated Dictionary.

Type: Directory.

Content: Contains translations of more than 600,000 terms and phrases, and more than 170,000 abbreviations in all subject fields, as well as terminology used in European Community (EC) legal acts. Contains for most terms or expressions a sentence or partial sentence in which it occurs; a definition, when available; reference to the source of the item; linguistic or technical explanatory notes; subject field; and a reliability code.

Subject Coverage: Terminological analysis in such fields as agriculture, coal and steel technology, medicine and occupational health, nuclear science, transport, industry, official nomenclatures, economics, Community regulations, data processing, civil engineering, and information and documentation sciences.

Language: Danish; Dutch; English; French; German; Greek; Italian; Portuguese; Spanish.

Geographic Coverage: European Community countries.

Time Span: Current information.

Updating: 2000 items a month.

Online Availability: *ECHO* (currently available free of charge).

ANNEX 2- WP8

LINGÜISTICA Y LITERATURA
(LIN-LIT)

Productor: CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (CSIC). CENTRO DE INFORMACION Y DOCUMENTACION CIENTIFICA (CINDOC).
Descripción del contenido: Subbase perteneciente a la base de datos ISOC sobre: teoría lingüística, lingüística comparada, lingüística diacrónica, historia de la lengua, semiótica, comunicación, psicolingüística, sociolingüística, lingüística aplicada, lingüística matemática, literatura, teoría de la obra literaria, teoría de los géneros y formas literarias, literatura comparada, literatura de las civilizaciones clásicas, literaturas románicas, literaturas hispánicas no castellanas, literatura española, literatura anglosajona, literatura germánica, literatura escandinava, literatura eslava, otras literaturas, etc.
Fuentes: Revistas científicas especializadas editadas en España.
Cobertura temporal: Desde 1975.
Cobertura geográfica: Internacional.
Actualización: Permanente.
Volumen: 29.103 referencias (a enero de 1995).
Distribuidor: CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (CSIC). SERVICIO DE DISTRIBUCION DE BASES DE DATOS (SDBD)

Clasificación del producto/servicio:
- Según tipo de información: Referencial bibliográfico.
- Según tecnología: Online ASCII. CD-ROM. Disquete. Indice impreso

Modalidad de contratación: Por suscripción. Por utilización. Por venta.

Precio:
- Por suscripción: Periodicidad anual. Coste de la suscripción: CD-ROM, coste según tarifas de las casas comerciales distribuidoras (Distribuciones de La Ley S.A. y Micronet S.A.), con derecho al uso del disco por periodo suscrito.
- Por utilización: En línea: 115 pts./minuto; 40.000 pts./año/50 horas; 29.500 pts. a la firma del contrato de acceso.
- Por venta: 9.360 pts. (índice impreso); 6.090 pts. (disquete); 12.480 pts. (ambos).

Forma de acceso: Red Telefónica Básica (RTB). Red Iberpac. Internet. Consulta en local.
Acceso vía redes públicas:
- Red Telefónica Básica (RTB): N° de modem (91) 564 67 80
- Iberpac: NRI 215063232

* Accesos Datex-28 (047,048): VT 100, VT 220
* Accesos Datex-32 (042, 042): VT 100, VT 220

DATOS INSTITUCIONALES

Productor: CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (CSIC). CENTRO DE INFORMACION Y DOCUMENTACION CIENTIFICA (CINDOC).
Dirección: C/ Pinar, nº 25
CP/Ciudad: 28006 Madrid
Teléfono: (91) 411 22 20
Fax: (91) 564 50 69
Persona de contacto: Rosario Gorrochategui y Julia Campos
Cargo: Responsables de la Base de Datos
Tipo de institución: Pública.

Distribuidor: CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (CSIC). SERVICIO DE DISTRIBUCION DE BASES DE DATOS (SDBD)
Dirección: C/ Joaquín Costa, 22
CP/Ciudad: 28002 Madrid
Teléfono: (91) 563 54 82
Fax: (91) 564 26 44
Persona de contacto: Carmen Vidal
Cargo: Jefe del Servicio
Tipo de institución: Pública.

Tema: <BIBLIOGRAFIAS> <CIENCIAS SOCIALES Y HUMANIDADES> <LINGÜISTICA> <LITERATURA> <SEMIOTICA> <REFERENCIAL BIBLIOGRAFICO> <ONLINE ASCII> <CD-ROM> <DISQUETE>
Tipo de información: <BIBLIOGRAFIAS>
Area temática: <CIENCIAS SOCIALES Y HUMANIDADES>

UZEI

Productor: UZEI
Descripción del contenido: Servicio de consulta multilingüe de un banco de datos terminológico que consta de 110.000 fichas de términos científicos y técnicos con un total de 350.000 entradas en euskera, español, francés e inglés incluyendo definición en euskera en muchos casos. Abarca un amplio abanico de disciplinas científicas y técnicas (matemáticas, física, química, biología, medicina, urbanismo, tecnología, derecho, religión, filosofía, psicología, economía, lingüística, arte, deportes...) y puede resultar especialmente útil para traductores, profesores, técnicos especializados, etc.
Fuentes: Diccionarios del propio Centro.
Actualización: Mensual.
Volumen: 110.000 fichas de términos científicos y técnicos.
Distribuidor: UZEI

Clasificación del producto/servicio:
- Según tipo de información
- Según tecnología: Online ASCII.

Modalidad de contratación: Por utilización.

Precio:
- Por utilización: 30 pts/minuto.

Forma de acceso: A-través de la Red Spritel.

DATOS INSTITUCIONALES

Productor: UZEI
Dirección: C/ Aldapeta, nº 20
CP/Ciudad: 20009 Donostia
Teléfono: (943) 47 33 77
Fax: (943) 45 79 44
Persona de contacto: Lore Azcárate
Cargo: Responsable del Servicio
Tipo de institución: Privada.

Distribuidor: UZEI
Dirección: C/ Aldapeta, nº 20

CP/Ciudad: 20009 Donostia
Teléfono: (943) 47 33 77
Fax: (943) 45 79 44
Persona de contacto: Lore Azcárate
Cargo: Responsable del Servicio.
Tipo de institución: Privada.

Tema: <DICCIONARIOS> <TESAUROS> <CIENCIA Y TECNOLOGIA> <ONLINE ASCII>
Tipo de información: <TERMINOS CIENTIFICOS Y TECNICOS>
Area temática: <CIENCIA Y TECNICA>

Euskalterm (1)

PROVEEDOR DE INFORMACION: Uzei
DESCRIPCION DEL CONTENIDO: Servicio de consulta multilingüe de un banco de datos terminológico que consta de 66.000 fichas de términos científicos y técnicos con un total de 275.000 entradas en euskera, español, francés e inglés incluyendo definición en euskera en muchos casos. Abarca un amplio abanico de disciplinas científicas y técnicas (matemáticas, física, química, biología, medicina, urbanismo, tecnología, derecho, religión, filosofía, psicología, economía, lingüística, arte, deportes, etc.) y puede resultar especialmente útil para traductores, profesores, técnicos especializados, etc. El menú principal presenta las siguientes opciones:
1. Qué es UZEI (antecedentes, actividades realizadas, recursos, objetivos y proyectos, entidades patrocinadoras, convenios de colaboración y publicaciones).
2. Euskalterm (consulta, cómo utilizar y tabla de códigos de área).
N° DE PAGINAS/DOCUMENTOS: 82
ACTUALIZACION: Mensual.
CENTRO SERVIDOR: Uzei
TIPO DE SERVICIO:
- De información: Textual.
- Transaccional: Telediccionario
ACCESO A TRAVES DE LA RED IBERTEX: NRI *243.030.437#; NEMONICO *EUSKALTERM#
NIVEL DE ACCESO: 031/ 032
TIPO DE ACCESO: Público

FICHA INSTITUCIONAL

CENTRO SERVIDOR: Uzei
DIRECCION: C/ Aldapeta, n° 20
CODIGO POSTAL/CIUDAD: 20009 San Sebastián
TELEFONO: (943) 47 33 77
FAX: (943) 45 79 44
PERSONA DE CONTACTO: Lore Azkarate.
Responsable del Servicio Videotex

PROVEEDOR DE INFORMACION: Uzei

INDICE TEMATICO: <Diccionarios electrónicos>

Euskalterm (2)

PROVEEDOR DE INFORMACION: Uzei
DESCRIPCION DEL CONTENIDO: Servicio de consulta multilingüe de un banco de datos terminológico que consta de 110.000 fichas de términos científicos y técnicos con un total de 350.000 entradas en euskera, español, francés e inglés incluyendo definición en euskera en muchos casos. Abarca un amplio abanico de disciplinas científicas y técnicas (matemáticas, física, química, biología, medicina, urbanismo, tecnología, derecho, religión, filosofía, psicología, economía, lingüística, arte, deportes...) y puede resultar especialmente útil para traductores, profesores, técnicos especializados, etc. Ofrece también un servicio de mensajería que permite enviar mensajes entre los usuarios o directamente al centro servidor. Las opciones del menú principal son las siguientes:
1. Consulta terminológica.
2. Cómo utilizar.
3. Tabla de códigos.
4. Mensajería
Nº DE PAGINAS/DOCUMENTOS: 188
ACTUALIZACION: Mensual.
CENTRO SERVIDOR: Uzei
TIPO DE SERVICIO:
- De información: Textual.
- De comunicación: Mensajería.
- Transaccional: Telediccionario
ACCESO A TRAVES DE LA RED IBERTEX: NRI *243.030.437#
NIVEL DE ACCESO: 033
TIPO DE ACCESO:-Restringido

FICHA INSTITUCIONAL

CENTRO SERVIDOR: Uzei
DIRECCION: C/ Aldapeta, nº 20
CODIGO POSTAL/CIUDAD: 20009 San Sebastián
TELEFONO: (943) 47 33 77
FAX: (943) 45 79 44
PERSONA DE CONTACTO: Lore Azkárate.
Responsable del Servicio Videotex

PROVEEDOR DE INFORMACION: Uzei

INDICE TEMATICO: <Diccionarios electrónicos>

BANCO DE TERMINOLOGIA POLITECNICA DEL ESPAÑOL (IBEROTERMBANK)

Productor: IBEROTERM, CENTRO DE INVESTIGACIONES TERMINOLOGICAS DEL ESPAÑOL.
Descripción del contenido: Recopilación de la terminología científica y tecnológica del español con equivalentes en inglés, francés y alemán.
Fuentes: Manuales de consulta, obras de carácter enciclopédico, prensa especializada, diccionarios monolingües, diccionarios bilingües y piurilingües que incluyan el español, vocabularios profesionales, repertorios de voces técnicas de empresas del sector industrial, vocabularios de organismos internacionales, e intercambios con bancos de datos internacionales.
Cobertura temporal: Vocabulario vigente.
Actualización: Diaria.
Volumen: 600.000 fichas. De ellas, 225.000 en las cuatro lenguas de la base y 375.000 en español e inglés.
Distribuidor: EDICIONES VERBA, S.A.- IBEROTERM, CENTRO DE INVESTIGACIONES TERMINOLOGICAS DEL ESPAÑOL.

Clasificación del producto/servicio:
- Según tipo de información: Diccionario
- Según tecnología: Online ASCII.

Modalidad de contratación: Por convenio o contrato. Precio a determinar. Consultar con el distribuidor.

Forma de acceso: Consulta diferida por teléfono, fax y correo electrónico (verba@infor.es)

DATOS INSTITUCIONALES

Productor: IBEROTERM, CENTRO DE INVESTIGACIONES TERMINOLOGICAS DEL ESPAÑOL.
Dirección: Urbanización Las Suertes, chalet 63, apdo. de correos 58
CP/Ciudad: 28400 Collado Villalba (Madrid)
Teléfono: (91) 851 41 65
Fax: (91) 851 36 69
Persona de contacto: Emilio G. Muñiz
Cargo: Director

Tipo de institución: Privada.

Distribuidor: EDICIONES VERBA. S.A.- IBEROTERM. CENTRO DE INVESTIGACIONES TERMINOLOGICAS DEL ESPAÑOL.
Dirección: Urbanización Las Suertes, chalet 63, apdo. de correos 58
CP/Ciudad: 28400 Collado Villalba (Madrid)
Teléfono: (91) 851 41 65
Fax: (91) 851 36 69
Persona de contacto: Emilio G. Muñiz
Cargo: Director
Tipo de institución: Privada.

Tema: <DICCIONARIOS> <TESAUROS> <CIENCIA Y TECNOLOGIA> <ONLINE ASCII>
Tipo de información: <TERMINOS CIENTIFICOS Y TECNICOS>
Area temática: <CIENCIA Y TECNICA>

WP 10. Consensus conference

The following is a list of possible participants in the Turin Conference as sent to the conference organiser.

PROJET G-7: TEL-LINGUA
LIST OF PARTICIPANTS IN THE TURIN CONFERENCE
7th AND 8th OF OCTOBER 1996

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Madrid, 126 - despacho 938
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Servicio de Ordenación e Innovación Educativa
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Fax. (34-1) 519.39.87
e-mail. lsopeña@vnet.ibm.com