

Cyber Network for Learning Languages

International Expert Group Meeting
Beijing, 26-27 March 2009

FINAL REPORT

I. Opening

The opening addresses were made by:

- Mr. ZHANG Xinsheng, Vice-Minister of Education of the People's Republic of China;
- Ms. Miriam NISBET, Director, Information Society Division, UNESCO; and
- Mr. Abhimanyu SINGH, Director and Representative of UNESCO Beijing Office.

Mr. ZHANG Xinsheng referred to the complex situation of language diversity in China and to the country's efforts to maintain a harmonious society all through China. He then mentioned the remarkable success of the Confucius Institutes all over the world, which is still continuing. Mr. ZHANG then emphasized the benefits of the conception of "smart growth", which aims at a development as even as possible in terms of different regions, cities and rural areas, social levels and groups, industry and ecology, etc. He expressed his expectations towards the formulation of one or more practical short-term solutions and a long-term perspective aiming at a sustainable solution.

Ms. NISBET conveyed the greetings of UNESCO's Assistant Director-General for Communication and Information, Mr. Abdul Waheed KHAN, and his best wishes for a successful meeting. She stated that the topic of the Cyber Network for Learning Languages (CNLL) falls well into UNESCO's core mandate of "universal access to information and knowledge".

Mr. SINGH expressed UNESCO's appreciation for the Chinese efforts to organize and host this expert meeting, which is essential under the general heading of cultural and linguistic diversity.

II. Introduction to the proposal for the establishment of a Cyber Network for Learning Languages

Ms. NISBET presented the background document on "Cyber Network for Learning Languages" prepared by UNESCO for the expert meeting, and then invited the group members to introduce themselves.

III. Session 1 "Current landscape of Cyber platforms and networks for language learning"

Ms. Emerita BANADOS, co-moderator for the session, commented on the presentation.

Mr. Michael LEVY: International state-of-the-art on ICT-enhanced LL

Mr. Levy gave a broad overview of the issues involved in CNLL. He referred to the number of communities with endangered languages, but emphasized that CNLL possibly should be more than just a language documentation medium. Computer Assisted Language Learning (CALL) in a broad sense means ICT use for language learning or teaching. There is a large range between low-tech CALL applications and high-tech, involving broadband, applications as well as low-cost individual efforts and high-cost large scale endeavours/projects. CNLL is very complex and has many dimensions where community inclusion is crucial. He summarized some key points to take into account for the project: low-cost, easy to use, clear and transparent, robust, reliable, multimodal approaches which are more likely to have success than high-sophisticated approaches demanding a high level of ICT competence. Fast prototyping and flexibility in development is often necessary to really meet the needs of people. This was already remarked by David Crystal in 2000.

Mr. LEVY then pointed out, how much efforts are already done under a CNLL perspective, and that it needs to reconcile global with local approaches. In any case the profiles of the target groups have to be carefully analysed and taken into account. Given constraints in terms of resources and capacities, hard choices will be unavoidable.

In the ensuing discussion the following issues were raised:

- UNESCO has already carried out or supported many exemplar projects, which can serve as “models” and for outlining a framework for CNLL with goals and types of applications.
- Cost can range from one person spending six months living together with a language community with his notebook as “work place”, to big institutes or development teams with a lot of experts.
- In CNLL technology should be seen as means of expression of culture.
- “Generic” approaches should be given preference over individualistic or system-dependent solutions, taking also into account differences in age groups and between laymen and experts.
- Given many roles involved, the function of “mediators” should not be underestimated.
- Danger of seeing the problems only top-down, while neglecting to serve the user communities with bottom-up solutions.
- “Killer” languages (those that are chosen over learning others) are not only the “big languages” at international level, but often also *lingua francas* at regional level and most attractive languages at local level (for whatsoever reason).
- The diffusion of mobile phones nearly everywhere in the world and the fast penetration of Africa with broadband Internet should not be overlooked.
- Not enough resources to support everything makes hard choices inevitable.
- Different situations and motivations in different world regions – and in different local communities.

Ms. Misako ITO: Introduction to the UNESCO Open Training Platform (OTP)

The OTP was introduced as an open and free of charge content platform for collaborative resources. Nine UN agencies are involved its development and contribute to its content. The topic “Language” in OTP is weakly represented and is only a small piece of what is offered. The resources of the OTP are rated highly because of their reliability. The “Language” part of OTP, if used as a jumping-off point for a real learning platform, would need restructuring and further development.

Ms. Noro ANDRIAMISEZA: UNESCO database on multimedia resources for language learning

Under the general proposition of multilingual language learning, encompassing a minimum of three languages including mother tongue, regional lingua franca and international language, Ms. ANDRIAMISEZA presented the UNESCO database, which had been developed in the past and contains useful resources on languages to interface into OTP and other tools.

Mr. Bernhard NIESNER: Introduction of “Busuu.com” LL platform

Busuu.com is an edutainment system for learning languages, which is largely free, but has options to pay for additional services. It also contains user-generated content. At present there are more than 100.000 users. Lessons learned in establishing Busuu.com:

- users are ready to pay;
- the system is complementary to language schools;
- marketing cost: 1 Euro per registered user;
- needs constant effort to maintain level of user motivation.

Mr. Bosco TODOROVIC: Introduction to the “palabea.com” LL platform

“palabea” is an eLearning 2.0 portal for LL focusing on learning culture through language. It has 210.000 users covering 150 languages. Language schools can provide material for many ways to learn language in an interactive, dynamic way. It can be used online as well as offline.

In the plenary discussion the following issues were raised:

- UNESCO cannot confine its focus only on foreign LL, but must encompass LL at large.
- Given the complexity and dimension of the CNLL topic, information on LL systems or platforms as well as LL resources in the private commercial sector should not be excluded from information activities within the CNLL framework.
- In conjunction with the development of an open course system at Tokyo Institute of Technology (open courseware), it was recognized that a good LMS Learning Management System is very important. Easy access to the Internet (especially through mobile technologies) should be provided. One of the main problems is how to keep the concentration/motivation of students high.
- It was cautioned that a “UNESCO Portal” is not the only option.
- How can forces be joined so that ICTs can be used better for autonomous LL.

IV. Session 2 “Parameters for the Cyber Network for Learning Languages”

Ms. XU Lin: Hanban and the system of the Confucius Institutes

The Chinese Language Council “Hanban” is an NGO under the Ministry of Education. Its objective is to promote the learning of Chinese by people all around the world. For this purpose 314 Confucius Institutes had been established by 2009-02. The need of Chinese LL/LT is increasing and Hanban supports foreign teachers of Chinese for studying in China as well as Chinese teachers to teach Chinese abroad. Today there are more than 50,000 logins per day in the Hanban System. In addition the Radio Confucius, which has been implemented by China Radio International, promotes Chinese through over 6,500 radio stations. A lot of Chinese learning resources (something like “Sesame Street” for Children) have been prepared, which are particularly popular in the US. Hanban is ready for continued cooperation with UNESCO.

Mr. Justus ROUX: Developing mobile literacy training and language learning systems in an African context

Mr. Roux explained the South African situation, which has 11 official languages. At national level English is the mainly used language, whereas other official languages prevail at regional/local level.

The big picture for the CNLL includes standardized resources, standardized teaching packages, the role of governments; the focus should be on Mobile Assisted Language Learning (MALL). Africa is the fastest growing mobile market in the world. Mobile technology must be used for literacy acquisition.

Mr. DAI Qingxia: Protection and instruction of minority languages of China

Considering that one must understand the needs of minority groups the Chinese government has taken measures at policy level to serve the needs of 58 ethnic groups with more than 100 languages scattered over the whole country. They cover 5 language families with about 30 writing systems. For 30 languages Pinyin-based writing systems have been developed. It is understood that the development of minority languages is good for the development of China and good for the world at large. Peoples’ right to use and write their own language was emphasized. Lots of journals for LL, A/V-media, etc. have been developed over the years.

Mr. B. MALLIKARJUN: Indian online language courses

The multilingual India has over 1652 mother tongues whereas 22 languages are declared as Scheduled Languages and 100 remain as Non-Scheduled Languages with Hindi being spoken by nearly 41.03% of speakers according to 2001 Census.

The Central Institute of Indian Languages (CIIL) already has three Online Language Courses in Bengali, Kannada and Tamil and is in the process of developing Online Courses in Hindi and Urdu. Also, it is ready to develop similar courses in many languages as per the requirement. Generally, these online language courses have 6 modules covering:

1. Introduction to the script (similarity in shape is basic criteria)
2. Structure lessons, syntactic patterns
3. Reading and comprehension: thematic passages on language, literature, culture etc.
4. Reading and comprehension: literary anthology
5. Vocabulary: Semantically classified and games
6. Active dictionary

Here the medium of instruction is English. The courses are geared mainly towards non mother tongue speakers. These courses enhance literacy in the language, language use, general information about land, language and literature etc. These form the first generation courses. The second generation courses are being developed on the basis of the experience gained in conducting these courses. They shall cater to the Mother tongue speakers, Non-mother tongue speakers, Language educators, Diaspora etc. Their purpose with such courses shall be Literacy, Language use, Knowledge, Diaspora and enhancing teacher competence.

The difference between the first and second generation courses is that the first generation courses are: customized, of limited variety, depends upon provider competence, only one language is medium of instruction, learner’s profile-low, content is very limited, print sources are used and evaluation-self, not so user friendly, there is lack of standards across the courses. Where as the second generation courses shall be of omni-bus kind, wide variety, of learner’s choice, many languages shall be medium of instruction and the learner could choose the same, learner’s profile-wide, will have multimedia content, NLP and web resources, evaluation-self/central, user friendliness shall be good, adhered to standards. They will be in four grades: Level 1 - Certificate, Level 2 - Diploma, Level 3 - Graduate, and Level 4 - Post graduate. The CIIL thus has a highly detailed model of on line courses functioning well in practice.

Ms. Barbara SAWHILL: The use of social networking tools in the teaching of languages

IALLT, the International Association for Language Learning Technology, has many members, most of which are from the US. It has been recognized that technology solutions require decisions to be made. Web 2.0 improves interaction and communication – the general direction is from “one system does it all” to many systems interacting. Of course good systems cannot work properly without good data. Often resources are not found through Google, but through other channels. IALLT promotes platforms for task-based information, where it is clear, who is doing what.

Mr. GU Yueguo: Learning foreign language through network

More than 40 languages are taught at Foreign Language University (incl. 25 European languages) on the basis of generic templates for courseware design. The University has 47 partner universities (together 30.000 students). The platform follows a supermarket model comprising resources, communication, receptionist. It allows for short-term up to long-term planning, the system reminds the learner (eSecretary). Distributed cognition and learning is possible, the learning tasks types are covered by 6 generic templates. Still and moving pictures with multimodal input as well as multimodal output are supported. The study on learning environment led to enabling and framing functions. There should be some time every day available for LL. Major pre-condition is ICT skills. The system, which is cognitive-friendly, has been developed by the Research Lab at Tongji University. Both learning for a degree and learning for personal development is supported.

Mr. ZHAO Yong: On-line learning platform

Mr. ZHAO introduced a highly sophisticated system of language learning games jointly developed with the Michigan State University. The system shows many situations from real life, into which external resources can be plugged in. It focuses on language and cultural encounters. The system is based on a three-dimensional model, which can be constantly extended. It is not only for individuals, but also for multi-players. Everybody can function as learner and teacher – later anybody can offer teaching services.

In the discussion on the parameters for the CNLL the following issues were raised:

- What are the options for a big and ambitious project possibly under the umbrella of UNESCO? What can be done today is the outline of a feasibility to be carried out.
- Which languages shall be served? It would be helpful to understand the target users, including language communities.
- Do we suggest a tool/platform for learning languages or rather a virtual clearing-house for information on best practices in LL, cooperation networks for LL, etc. as outlined in the background document.
- Somebody will have to prepare a feasibility study within a few weeks to be submitted to the UNESCO Executive Board for decision in September 2009.
- CNLL should be an international, neutral, open network having a management centre; many technical solutions should be considered, incl. IP TV etc. (for which common standards are necessary); operational rules are necessary for such a management centre.
- Shall CNLL be fully free-of-charge or provide value-added services on a semi-commercial basis?
- UNESCO cannot exclude any language; but there are certain priorities at UNESCO such as endangered languages, especially African languages showing the highest degree of linguistic diversity.
- Need a specification for what can be done by whom to contribute to CNLL.
- Doing things online is not new today, however, what can/should UNESCO do? Should UNESCO establish a cyber university for teaching every language?
- Needs a strategy for a network of networks under the umbrella of UNESCO – possibly extend the OTP towards learning languages.
- What about a pilot programme in the form of a laboratory of ideas? Focusing on the 5 overarching dimensions of UNESCO: laboratory of ideas, standard-setter, clearing-house, capacity builder, catalyst of international cooperation.
- Not forget eInclusion: language (or rather communication) is not confined to spoken/written language.
- There are generic platforms which can accommodate any language; but how? Resources, technical know-how... is missing.
- Will the envisaged CNLL only enforce again the “big” languages? How to really support endangered languages?
- UNESCO has to look for partnerships, what can be expected from member states to support CNLL?
- Language learning for real communication or for preserving a language? UNESCO will not have the know-how and technology to develop a huge LL platform. Should we start with a “pilot project” focusing on one language?
- UNESCO can inform on the thousands of systems and experience in the world.

- UNESCO could set criteria for how to deal with endangered languages. Prioritize criteria, e.g. how to regain “status” for endangered languages.
- It needs “generic” tools for small communities, which are neglected by the commercial systems; better have imperfect tools than nothing. UNESCO should focus on services for small markets.
- UNESCO’s role as standard setter: reinforce the cooperation/partnership with standardizing bodies and NGO.
- Existing platform(s) of UNESCO should play the leading role, but it needs extension through partnerships. This could be the starting point for networks at national level.
- 9 UN agencies are supporting the Open Training Platform (OTP) and could/should be made use of.
- CNLL is not a platform for promoting the big languages.
- What are the resources to be covered by CNLL? What is needed for UNESCO to take up this task as “umbrella”?
- UNESCO as capacity builder could develop guidelines, training opportunities, incl. building mediation capacities of all sorts.
- Concerning capacity building there are many ways in which UNESCO can perform: contribution by member states (governments, UNESCO National Commissions, institutions in member states, NGOs, etc.), initiating activities between member states, etc.
- Chair asks how participants would like to see their role and how they would like to see the discussion develop.
- Openness: membership, standards, resources, contributions - feasibility also depends on scale! And for any endeavour it needs management and funding!
- UNESCO’s brand name has a value. It needs a sort of “business model”.

V. Session 3 “Options and Feasibility of a Cyber Network for Learning Languages”

Mr. HUANG Ronghuai: Fundamental architecture of the platform

There are many approaches for LL (spoken and/or written) languages: monolingual approaches, multi-language approaches, supporting and rescuing endangered languages. Not even highest technology could cover all purposes and approaches. Therefore, the platform should be a distributed one: open to all languages, all providers of language resources. Platform: ICT-based network for cooperation and sharing experiences. Aim: provide a potential for easy access to all languages of the world, by creating a virtual space of facilitating international cooperation. What about using the Global Languages Map (GLM) hub as a starting point for designing such a cooperation platform? Web 2.0 is definitely a good choice – it is more an approach than a specific technology. CNLL should also be a platform for organizing cooperation, funding, etc. Timeframe: initiating 2009-2010, community forming 2011-2012, sustaining 2013 onwards. Starting with about 50 CALL websites – later covering more than 1000 linked websites.

In the group discussion the following issues were raised:

- Is it necessary to use a Web 2.0 approach?
- Would the UNESCO map of endangered languages be a better starting point than GLM?
- Who are the communities to be served, the audiences? What content should be allowed (according to which standards)? At which international institution can the portal be hosted?
- Is the portal sustainable in itself? Maybe we should ask Google to implement?
- UNESCO should make good use of its good name (=flag) for ensuring quality information.
- UNESCO has a scale of “endangeredness” – necessary to respond to different scales.
- Maybe five projects each for one grade of endangeredness, or for different types of target groups taking their technical needs into account, would be worthwhile considering.
- A CNLL could be in the form of a gateway to speakers of every language, linking to this cultural information – especially focusing on endangered languages?
- Teaching and learning (and even preserving) a language are different views on information. There are also different tools for it.
- Pointing out the issues/possibilities today is a benefit in itself; a good basis as starting off for a feasibility study.
- Copyright needs to be respected: personal rights (rights of authors), reproduction rights, right of integrity of content, rules concerning re-use (derivative works etc.)
- Reference was made to John Casey “Intellectual property rights (IPR) in networked e-Learning”
- Proficiency levels for endangered languages might be different from that of big languages; formalization of teaching/learning results and their evaluation is certainly different for small languages and endangered languages.

VI. Wrap-up and conclusions

In this last session, the group was divided into two to discuss the issues raised in the sessions on parameters and on options and feasibility. The two groups then reported to the plenary and agreed on the framework for the feasibility study. The conclusions of the discussion are summarized in the document "Terms of reference of the feasibility study for the CNLL", annexed to this report.

Mr. DU Yue concluded the meeting by informing the expert group that the Chinese Government will contract some experts to work together on the feasibility study and organize a meeting in Shanghai in May to finalize the feasibility study.

UNESCO informed the expert group about the deadline of end of June to submit the feasibility study to its Executive Board. It was therefore agreed to target the end of May to finalize the feasibility study.

**Feasibility study of a
Cyber Network for Learning Languages**

TERMS OF REFERENCE

1. The group of experts to be contracted with the Government of China will study the feasibility of establishing a Cyber Network for Learning Languages (CNLL) under the auspices of UNESCO, in accordance with:

- The initial project proposal made by China (document 180 EX/61);
- The decision adopted by UNESCO Executive Board (document 180 EX/DECISIONS, p. 54-55);
- The conclusions of the international expert meeting held in Beijing on 26 and 27 March 2009 (final report of the meeting).

2. The present Terms of Reference include:

- The key conclusions reached at the international expert meeting; and
- The issues that require further consideration by the experts in charge of the feasibility study.

I. Key conclusions of the expert meeting

3. The proposal of establishing a CNLL is supported by the expert group. Such a network would be an online platform or a “network of networks” under the auspices of UNESCO to enhance the learning of all languages, with a particular attention to the learning of endangered languages and minority languages.

4. The development of the CNLL will be based on the existing online UNESCO Open Training Platform (OTP) which contains a Language section.

5. The model proposed for the development of such a platform or network of networks will be distributed and open:

- “distributed” in terms of structure, functioning and management of the CNLL (e.g. a specific part of the OTP can be localized and managed by a community multimedia centre that will use the resources on the OTP to train people on local languages using radio);
- “open” in terms of languages to include, although particular attention will be paid to endangered languages and minority languages, in terms of audiences and communities to serve, and in terms of technologies to be used (e.g. TV, mobile, or radio through community centres, etc.) to reach out to different types of audiences.

6. Five options for the expansion of the OTP Language section, ranging from the least resourced options to the fully resourced ones, are proposed in a view to enhance the learning of endangered languages and minority languages:

- Option 1: adding existing online language resources to the Language section of the OTP including audio, video, dictionaries and other terminology resources as well as policy guidelines and best practices to promote the learning of endangered languages and minority languages

- Option 2: investigating the existing resources in the OTP Language and presenting them in a structured way (e.g. by language to highlight existence of resources for endangered languages and minority languages, by type or purpose of resources, etc.)

- Option 3: looking for gaps in the ICT-enhanced language learning practices available around the world and creating models and frameworks based on the OTP to promote the learning of endangered languages and minority languages

- Option 4: filling those gaps through collaboration with governments and universities to develop new functions and resources based on the OTP to enhance the learning of endangered languages and minority languages

- Option 5: taking the lead and engaging the world to support the learning of endangered languages and minority languages

II. Issues for consideration in the feasibility study

7. The feasibility study will explore those five options and then make a recommendation on the most cost effective solution.

8. While considering the options of upgrading the existing OTP into a CNLL, the feasibility study will investigate the following issues:

a) **Functions and services provided by the CNLL**

The OTP was meant originally as resource centre by providing access to language teaching and learning resources, and does not therefore meet the pedagogical requirements for learning. Therefore, in order to turn the OTP into the CNLL, further services such as the possibility to contact language teachers or network with language experts and researchers, access to information on available automatic translation tools, on language proficiency standards or on cultures of language communities would need to be provided. The feasibility study will have to identify clearly those functions and services.

b) **Quality control of the content provided by the CNLL**

The feasibility study will formulate the criteria and rules that apply to control the quality of the content and information posted on the CNLL. It will define the group as well as the procedures to validate the content and fix the copyright issues.

c) **Management and partners**

The feasibility study will identify the stakeholders involved in the establishment and long-term functioning of the CNLL. It will identify different stakeholders for providing content to, hosting, promoting and managing the CNLL among Governments, UNESCO and other organizations such as UNESCO Associated Schools Network (ASPnet), international professional associations for Computer Assisted Language Learning and NGOs, and clarify their respective roles.

d) **Human and financial resources**

The feasibility study will examine the human and financial resources required for the establishment and the long-term functioning of the CNLL. The current UNESCO staff resources to manage the OTP (one part time of one staff) is clearly not sufficient to manage the entire CNLL. Therefore the feasibility study will distinguish and indicate different types of resources required, including those that are already available in partnering institutions and can be used for the CNLL and those that need to be raised among UNESCO's Member States.

III. Timeline for the feasibility study

Dates	Actions	Responsible bodies
10 April 2009	Final report of the expert meeting and Terms of reference for the feasibility study sent out by UNESCO to the Chinese Government and the expert group members	UNESCO
13-17 April 2009	Experts contracted by the Chinese Government to study the feasibility with designation of a chair expert	Chinese Government

20 April – 22 May 2009	Experts working online to draft the feasibility study	Contracted experts
25-29 May 2009	Meeting organized in Shanghai to review the draft feasibility study	Chinese Government
5 June 2009	Submission by the experts to UNESCO of the final feasibility study	Contracted experts
30 June 2009	Submission of the feasibility study by UNESCO (deadline for the Executive Board meeting in September 2009)	UNESCO

Cyber Network for Learning Languages

International Expert Group Meeting
Beijing, 26-27 March 2009

AGENDA

Thursday 26 March

Venue: Jinxiugong, 2nd floor, Minzu Hotel

9:30-9:50 Opening

Moderator: Mr. Fang Maotian, Secretary-General, Chinese National Commission for UNESCO
- Mr. Zhang Xinsheng, Vice-Minister of Education, China
- Miriam Nisbet, Director, Information Society Division, UNESCO
- Abbimanyu Singh, Director and Representative of UNESCO Beijing Office

9:50-10:00 Group Photo

10:00-10:15 Coffee break

10:15- 10:45 Introduction to the proposal for the establishment of a “CyberNetwork for Learning Languages”

Moderator: Mr. Du Yue, Deputy Secretary-General, Chinese National Commission for UNESCO
Miriam Nisbet, Director, Information Society Division, UNESCO

SESSION 1 - CURRENT LANDSCAPE OF CYBER PLATFORMS AND NETWORKS FOR LANGUAGE LEARNING

Moderators: Miriam Nisbet, UNESCO and Emerita Banados, University of Concepcion, Chile

10.45-11.30 International state-of-the-art on ICT-enhanced language learning

Mike Levy, Executive Director, WorldCALL

11.30-13.30 Existing/past initiatives for language learning

- Open Training Platform for Languages, Misako Ito, UNESCO
- UNESCO past initiative, Noro Andriamiseza, UNESCO
- Busuu.com, the language learning community, Bernhard Niesner, Co-founder
- Palabea.net, The international online platform for language learning, Bosko Todorovic

13.30-14.30 Lunch break

SESSION 2 - PARAMETERS FOR THE CYBER NETWORK FOR LEARNING LANGUAGES

Venue: East Conference Hall, 11th floor, Minzu Hotel

Moderator: Mike Levy

- 14.30-14.50 Xu Lin, Director-General, the Office of Chinese Language Council International (Hanban)
- 14.50-16.30
- Developing mobile literacy training and language learning systems in an African context, Justus Roux, South Africa
 - Protection and instruction of minority languages of China, Dai Qingxia, Language and Literature of Chinese Ethnic Minorities Department of Minzu university of China
 - Indian online language courses, B.Mallikarjun, Center for Language Technology of the Central Institute for Indian Languages
 - The use of social networking tools in the teaching of languages, Barbara Sawhill, International Association for Language Learning Technology
 - Learning Foreign Language through network, Gu Yueguo, Dean of the Institute of Online Education, Beijing Foreign Studies University
- 16.30-18.00 *Visit to Minzu University*
- 19.00 *Dinner hosted by the Ministry of Education of China and Chinese National Commission for UNESCO, Shansixuan (2nd floor, Minzu Hotel)*

Friday 27 March

- 9.00-11.00 On-line learning platform, ZHAO Yong**
- Group discussion on the parameters**
- 11.00-11.15 *Coffee break*

SESSION 3 – OPTIONS AND FEASIBILITY OF A CYBER NETWORK

- Moderators: Miriam Nisbet and Khaled Shaalan, Faculty of Informatics, The British University in Dubai
- 11.15-12.30 Fundamental architecture of the platform, Huang Ronghuai, Dean of School of Educational Technology of Beijing Normal University**
- Group discussion
- 12.30-13.30 *Lunch break*
- 13.30-16.00 Group discussion on the options and feasibility**
- 16.00-16.30 Wrap-up and Closing**
- 16.30-18.30 *Visit to the Confucius Institute in Beijing*
- 18.30-20.30 *Dinner hosted by the Office of Chinese Language Council International*
- Rapporteur: Christian Galinski, Director, International Information Centre for Terminology
- Co-rapporteur: Wang Yibing, Resource person, Chinese National Commission for UNESCO

Cyber Network for Learning Languages

International Expert Group Meeting
Beijing, 26-27 March 2009

LIST OF PARTICIPANTS

International and Chinese experts

1. Mr. B Mallikarjun
Director,
Center for Language Technology of the Central
Institute for Indian Languages
Manasagangothri, Mysore 570006, India
Tel: 91-821-2345008
Fax: 91-821-2515032
Email: mallikarjun@ciil.stpmy.soft.net;
mallikarjun56@gmail.com
2. Mr. Michael Levy
Executive Director, WorldCALL Griffith University, Australia
Head
School of Languages and Linguistics
N56_017, Nathan Campus, Griffith University
170 Kessels Road, Nathan Brisbane, Queensland 4111, Australia
Email: Michael.levy@griffith.edu.au
3. Prof. Kanji Akahori
The Center for Research and Development of Educational Technology (CRADLE),
Tokyo Institute of Technology
2-12-1 O-okayama, Meguro-ku, Tokyo, 152, Japan
Tel: 81-3-5734-3233
Fax: 81-3-5734-2995
Email: akahorikanji@gmail.com
4. Ms. Heloisa Collins
Catholic University of São Paulo, Brazil
Post Graduate Programme in Applied Linguistics
Language, Education and Technology Research Group
Rua Monte Alegre 984, 05014-000 São Paulo, São Paulo, Brazil
Tel: 55-11-38644409
Email: hcollins@uol.com.br
5. Ms. Emerita Banados
Director
UdeC English Online Program
Universidad de Concepcion
P.O Box 160-C, Correo 3, Concepcion, Chile
Tel: (56) 41-2207040
Secretary: (56) 41-2207447
Cell phone: 83416036
Email: ebanados@gmail.com;
ebanados@udec.cl
6. Ms. Barbara Sawhill
President, International Association for Language Learning Technology (IALLT)
Email: Barbara.sawhill@oberlin.edu

7. Mr. Khaled Shaalan
Faculty of Informatics,
The British University in Dubai (BUiD)
PO Box 502216 Dubai
United Arab Emirates (UAE)
Tel + 971 4 391 3628
Office: + 971 4 367 1963
Fax +971 4 366 4698
Mobile: +971 50 8742626
Email: khaled.shaalan@buid.ac.ae;
khaled.shaalan@gmail.com
8. Prof. Bosko Todorovic
Founder, palabea.net, the international online platform for language learning
Mobile: +491638326818
Email: boskot@palabea.com;
b_todorovic@hotmail.com
9. Prof. Bernhard Niesner
Co-founder, busuu.com, the language learning community
Address: Calle Núñez de Balboa 9, 4th floor - 28001 Madrid – Spain
Mobile: +34 695 236 202
Fixed: +34 915 763 150
Email: bernhard@busuu.com
10. Prof. Adrian Hilti
Co-Founder,
Busuu Online S.L.
Calle Núñez de Balboa 9, 4th floor
28001 Madrid
Spain
Email: adrian@busuu.com
11. Mr. Seleman S. Sewangi
Visiting Researcher, Centre for Corpus Linguistics,
University of Birmingham
Birmingham International Student Homes
Asbury Overseas House
3 College Walk Selly Oak
Birmingham B29 6LF
United Kingdom
Nationality : Tanzania
Email: sewangi@udsm.ac.tz
12. Mr. Justus Roux
Stellenbosch University and
North West University, Potchefstroom
PO Box 19545
Noordbrug 2520
South Africa
Email: jcr@sun.ac.za
13. Christian Galinski
Austria
Director, International Information Centre for Terminology (Infoterm)
Gymnasiumstrasse 50
A-1190 Vienna Austria
Tel: +43-664-344 618
Fax: +43-1-587 6990
Email: christian.galinski@chello.at

14. Mr. Rusli bin Abd Ghani
Head, Malay Language Development Division
Dewan Bahasa dan Pustaka
Menara DBP
Jalan Dewan Bahasa
50460 Kuala Lumpur
Malaysia
Tel: +60321483252
Fax: +60321422029
Email: rusligh@gmail.com
15. Ms. Xulin
Director-General,
The Office of Chinese Language Council International
16. Mr. Zhang Shuanggu
Vice-Representative,
The permanent delegation to UNESCO of China
Tel: +86 13718893817
17. Mr. Wang Yibing
Resource person,
Chinese national commission for UNESCO,
Tel: +86 13681383061
Email: ywang20402061@yahoo.com
18. Mr. Huang Ronghuai
Professor,
Dean of School of Educational Technology of Beijing Normal University
Tel: +86 13801017677
Email: huangrh@bnu.edu.cn
19. Mr. Wang Min
Vice-Director of Shanghai Distance Education Group,
Tel: +86 13301787788
Email: wangm@shtvu.edu.cn
20. Mr. Dai Qingxia
Professor,
Language and Literature of Chinese Ethnic Minorities Department of Minzu university of China,
Tel: +86 10 68936040
Email: daiqingxia111@sohu.com
21. Mr. Gu Yueguo
Professor,
Dean of the institute of online education of Beijing Foreign Studies University,
Tel: +86 13681496815
Email: guyueguo@vip.sina.com
22. Mr. Zheng Shengli
Professor,
Intellectual Property Institute of Peking University
Tel: +86 13910087660
Email: iplaw@pku.edu.cn (Secretary)
23. Mr. Zhao Yong
Professor,
College of Education, Michigan State University
Tel: 517-353-4325 +86 13691364567
Fax: 517-432-4797

UNESCO and Chinese National Commission for UNESCO

24. Mr. Abhimanyu Singh
Director and Representative of UNESCO Beijing Office
Email: a.singh@unesco.org
25. Ms. Miriam Nisbet
Director,
Information Society Division,
Communication and Information Sector,
UNESCO
Email: m.nisbet@unesco.org
26. Ms. Misako Ito
Programme Specialist,
Information Society Division,
Communication and Information Sector
UNESCO
Email: m.ito@unesco.org
27. Ms. Noro Andriamiseza
Programme Specialist,
Section for Inclusion and Quality Learning Environment,
Division for the Promotion of Basic Education,
Education Sector
UNESCO
Email: n.andriamiseza@unesco.org
28. Mr. Du Yue
Deputy Secretary-General,
Chinese National Commission for UNESCO
Email: duy@moe.edu.cn
29. Ms. Wang Xiaoping
Director, Division of Education,
Chinese National Commission for UNESCO
Email: wangxp@moe.edu.cn
30. Ms. Ge Siying
Program Officer, Division of General Policy and Planning,
Chinese National Commission for UNESCO
Email: gsy@moe.edu.cn