



## **Work package 6 Core Group Meeting**

**19<sup>th</sup> – 20<sup>th</sup> March 2007**

**Societat Catalana de Biologia (IEC)  
and Universitat Autònoma de Barcelona, Spain**

### **Attendees**

Margaret Eleftheriou  
Richard Fitzgerald  
Róisín Nash  
Sveinung Fivestad  
Tasso Eleftheriou

The meeting began with a short round table introduction by each attendee outlining previous and relevant experience, followed by a short review from the WP leader of the work package aims for the first year, and the deliverables.

WP6 Deliverables for 1<sup>st</sup> year.

- Survey of undergrad courses in aquaculture, fisheries and aquatic resources management (in preparation)
- Survey of language policy and preparation for mobility (in preparation)
- Database of all core data collected on courses, language policies, teachers (both science and language) (in preparation)
- Identification of suitable modules for development of autonomous language learning (carried out)
- Examination of ORION modules for adequacy of scientific content, basic language structures, terminology (carried out)
- Survey of knowledge of and use of new EUROPASS (Dip.Supp. European CV, Language Portfolio) (in preparation)
- Consultation with WP5 on key tools and resources for network portal (to include language modules) (not done)

### **Workshop Tasks**

1. Results of surveys, interpretation and analysis (to be distributed at core group meeting)
2. Review of draft study in light of results of above (circulated electronically)
3. Analysis of PESCALEX language modules (English and French) (Internet)
4. Analysis of PESCALEX Basic Techniques of Fish Haematology Module (English, French, Spanish, Norwegian, Polish) (Internet)

5. Completion of questionnaire concerning relevance of web design for language learning, specifically CLIL methodology) (to be distributed at core group meeting)
6. Relevance of EUROPASS components to workshop deliverables)

Discussion covered the following areas (numbered according to agenda, for ease of reference).

Review of draft study on courses that have a European dimension, including, for instance, broad-based, wide-ranging courses such as marine biodiversity as well as more narrowly focused language approaches. **(2)**

This study, delivered in draft form for the Interim Report, was prepared by R.Nash of Ecoserve and edited and adapted by M.Eleftheriou.

#### Action

There is still a good deal of fine-tuning needed if this deliverable is to be produced as a network publication, and both involved will continue to work on this.

Results of surveys, interpretation and analysis **(1)**

At the previous Core group meeting in Ghent (June 2006) the group had prepared a questionnaire concerning language policy and usage for response on the network's secure website. Another questionnaire, designed for student participants, had been prepared by the WP leader for the student AQUALABS workshop in Galway (Nov. 2006) with the purpose of discovering student knowledge and usage of online language courses. (Both questionnaires annexed to these minutes). The first raw results of the questionnaires had been circulated to participants prior to the workshop. The online questionnaire had 27 responses, though one of these was clearly not relevant and had not answered any of the questions. This had not been taken into account in the first analysis of the data, and this meant that all the statistics were not accurate. In addition, it was also clear that the data presentation and analysis did not take into account in a comprehensible way, all the acceptable but negative responses to those questions that had been signalled as inapplicable. It was decided, after a close look at the figures, that it was literally impossible to come to any clear conclusions because of the format of the data presentation and that the best thing to do in order not to waste time, was to print out 20 copies of the questionnaire in Word format, and to ask 20 participants from different educational organisations to complete them on the spot. Once this had been done, it might be possible to return to the raw online data and try to make valid conclusions.

In the meantime, some conclusions or trends could be derived from some of the figures, even though the actual figures were not accurate.

#### Action

- a) To distribute the online questionnaire in paper format to workshop participants who had not done the online questionnaire (at end of workshop)
- b) To analyse these along with re-interpretation of online questionnaires
- c) To present these new results at the Annual event in June

Analysis of PESCALEX language modules (English and French) (Internet) **(3)**

Relevance of web design for language learning, specifically CLIL methodology) **(5)**

At the June 2006 meeting, the PESCALEX project modules had been selected, with aquatic pathology the area selected as suitable for CLIL methodology. Since there were two new members of the core group, the WP leader outlined the rationale for the choice of Aquatic Pathology as a vehicle for language learning and this was confirmed by the core group.

A good deal of work had thereafter been done on the PESCALEX project (used as a base for the WP6 deliverables, due to the cut in the AQUATNET budget). A web site evaluation questionnaire had been prepared by the WP leader, which was distributed. Internal Internet access was available, and the PESCALEX language modules were examined in detail by the core group. The results were overall very favourable and this coincided with the results from those students who had been able to access the website. However, all felt that the modules would benefit from an audio component.

#### Action

- a) to modify the PESCALEX modules according to the discussion
- b) to incorporate if possible an audio element

Analysis of PESCALEX Basic Techniques of Fish Haematology Module  
(English, French, Spanish, Norwegian, Polish) (Internet) **(4)**

It was also possible to access the Basic techniques for Fish Haematology module (Norwegian version) although there were no formal recommendations due to time constraints. However, the module was evaluated informally but positively by the Norwegian partner from the point of view of accuracy and appropriate choice of simple linguistic constructions.

#### Action

None recommended

Relevance of EUROPASS components to workshop deliverables) (6)

This study had not yet been done, and in the light of the questionnaire results, which showed that only one respondent had any knowledge of Europass, this lack of knowledge would demand that a different approach to knowledge dissemination should take place.

#### Action

The EUROPASS study should be completed and distributed online in order to maximise partnership awareness; then the study should be carried out.

## Annex 1



### AQUALAB Student Conference 2006

Galway, Ireland

#### Language Questionnaire, PESCALEX and AQUATNET projects

The aim of this questionnaire is to gauge reactions on the design of the module's interface after adaptation for delivery online, rather than to scrutinize specific details of what has been included.

Website address: [http://www.orionnet.info/lang\\_resources/level\\_one/text/basic\\_text\\_1s1.html](http://www.orionnet.info/lang_resources/level_one/text/basic_text_1s1.html)

Thank you for agreeing to complete this questionnaire

**(Optional)** Name:

**(Optional)** Organisation/Institute & Country:

1. What is your nationality?

2. Which language is used for delivery of the Post-graduate course?

3. Did you have any foreign language preparation as part of your undergraduate course?

Yes  No

4. Did you have any language preparation as part of your post-graduate course?

Yes  No

5. Have you ever been offered language preparation using the Internet?

Yes  No

6. If yes, what kind of lessons were offered?

7. What type of computer do you use when viewing the website?

- PC
- Apple Mac

8. What internet browser do you use?

- Safari
- Internet Explorer
- Mozilla Firefox
- Other

9. Is your connection to the Internet via?

- A Leased line (unlimited access)
- A Dial-Up connection (at work)
- A Dial-Up connection (at home)

10. Please look at the very basic language lessons

([http://www.orionnet.info/lang\\_resources/level\\_one/text/basic\\_text\\_1s1.html](http://www.orionnet.info/lang_resources/level_one/text/basic_text_1s1.html)), preferably in a language that you do not know, such as Greek, Portuguese or Swedish and rate the lessons on a scale of 1-5, where 1 = poor, and 5= excellent

**NB. These language lessons are for COMPLETE BEGINNERS ONLY in order to help with student exchanges**

	1	2	3	4	5
Overall presentation					
Ease of use					
Clearness of text					
Clearness of images					
Size of text					
Size of images					
Navigability					
Time to download					

11. Would you anticipate using this language resource to give you a start in a totally new language?

- Yes
- No

12. Are there any features which you would like to be included to make the site/language lesson easier to use? Please explain

13. Did you experience any problems in using the site? Please explain

14. Please feel free to make any other comments

Thank you for taking the time to fill out this questionnaire! Please hand completed forms to an AquaTT staff member or fax completed forms to AquaTT @ +353 (0)1 644 9009

Margaret Eleftheriou  
AQUATNET WP6  
PESCALEX Coordinator

Annex 2

### AQUAT-NET questionnaire

**Contact details** for University and for Department within the university. Contact names should also be provided, with means of making contact.

Name of the University/Institution	
Department/Unit	
<b>Contact person</b> Last name First name	Function:
Address Street & Street Number Post code & town Country	
Phone (including country and area code)	
Fax	
Email	

### List of relevant (marine science)courses with credits indicated

Undergraduate Degree Courses	
Modular courses	
M.Sc. Courses	

### Language provision

i) Do you have international exchanges?	Yes  No
If Yes.	Please specify

ii) What language(s) are used for course delivery at the host university?	
iii) Does your department/organisation require a language qualification as pre-mobility requirement?	Yes  No
iv) If Yes, please specify	
v) If No, Are language courses/modules provided in the host university for exchange students?	
vi) If Yes How is the language course/module delivered?	Tutor-led, classroom delivery Tutor-led, language laboratory Online course, tutor-led Self-instructional course, either online or language laboratory
i) Do you participate in transnational joint courses?	Yes  No
If Yes. ii) What language(s) are used for course delivery at the host university?	Please specify
If Yes. ii) What language(s) are used for course delivery at the receiving university?	Please specify
iii) Does your department/organisation require a language qualification as pre-mobility requirement?	Yes  No
iv) If Yes, please specify	
v) If No, Are language courses/modules provided in the host university for joint course students?	
vi) If Yes How is the language course/module delivered?	Tutor-led, classroom delivery Tutor-led, language laboratory Online course, tutor-led Self-instructional course, either online or language laboratory

i) Do you have international work placements?	Yes  No
If Yes ii) Does your department/organisation require a language qualification as pre-mobility requirement?	Yes  No
iii) If Yes, please specify	
iv) If No, Are language courses/modules provided in the host university for work placement students?	
v) If Yes How is the language course/module delivered?	Tutor-led, classroom delivery Tutor-led, language laboratory Online course, tutor-led Self-instructional course, either online or language laboratory

### **EUROPASS information**

i) Is your department/university aware of the new EUROPASS?	Yes  No
If Yes. ii) Which part of EUROPASS does your department/university use?	EUROPASS Diploma Supplement EUROPASS Certificate Supplement EUROPASS CV EUROPASS Language Passport EUROPASS Mobility
i) Do you participate in transnational joint courses?	Yes  No
If Yes. ii) What language(s) are used for course delivery at the host university?	Please specify

### **Exchange/mobility Facilities (give details)**

i) Do you have an International Office	Yes No
ii) Does your department/university give financial help for mobility?	Yes No

**Specific Language Provision Needs**

i) In your opinion, in which area(s) is there the greatest need for specific language provision?	Undergraduate level Postgraduate level Work Placement level
ii) In your opinion, at which level(s) is there the greatest need for specific language provision?	Basic level General level Specialised sectoral level (ie, aquaculture)