Adoption of the SpeakApps Tools by Ethnic Schools in Australia

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R A P O R T

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Objective

The following report explores the perspective for the SpeakApps tools to be adopted for a wide-spread use by ethnic schools in Australia. Community languages are mainly taught through after-hours programs. Since motivating young learners to undertake optional language study during their free time is often reported as difficult (Clyne, 2005), offering community language programs over the Internet appears to be an attractive solution. In fact, the Victorian School of Languages (VSL) already provides instruction in Arabic, Chinese, French, German, Greek, Indonesian, Italian, Japanese, Latin and Spanish in distance mode using a mixed-media approach taking advantage of printed course notes, audio CDs/DVDs, oral work via the telephone, face-to-face seminars, and videoconferencing sessions. In future, such distance education programs could be strengthened by the use of well-designed online tools dedicated to the learning and teaching of languages. The present report outlines the outcomes of a consultation with a representative group of Melbourne-based community language teachers, aimed at assessing the perceived potential of the SpeakApps tools for the ethnic schools sector. It also describes a specific implementation of the SpeakApps tools to teach Polish at the Victorian Certificate of Education (VCE) level.

Ethnic Schools in Australia

Ethnic schools in Australia are non-profit after-hours institutions, which provide instruction in a wide range of languages with the aim of preserving the cultures and traditions of Australia's ethnic communities. Although such schools are conducted by ethnic clubs, religious organisations or associations of parents usually from the same ethnic group, they are open to students regardless of their linguistic and cultural background (Community Languages Australia, 2007). Generally, the ethnic schools offer ethnic language programs with a cultural component. In some schools, religion is also taught alongside history and geography of the country of origin (Clyne, 2005).

Ethnic schools carry out a number of important roles and functions. Apart from offering community language and culture programs, they contribute to raising the profile of the ethnic communities within the broader Australian society; make the Australian society more aware of the ways in which ethnic communities contribute to the mosaic of experiences and attitudes which constitute the Australian way of living; and provide resources for students, academics, and the corporate sector through their archives and libraries (Community Languages Australia, 2007).

Community Languages Australia

Community Language Australia (Australian Federation of Ethnic Schools Associations) is a body created to unite all the ethnic schools in Australia and the state-based ethnic schools associations. The organisation aims to carry out a number of roles that are crucial in the creation and maintenance of the ethnic schools. It is specifically known for:

- Promoting the ethnic schools sector as an independent of language and cultural information
- Representing ethnic schools at the national, state and territory levels
- Promoting policies strengthening the linguistic and cultural diversity of Australian society
- Ensuring that quality assurance mechanisms are available

Improvement in the national coordination and development of a quality assurance framework has been one of the most important initiatives of the organization. In March 2007, Community Languages Australia, funded under the national projects element of the Australian Government's School Languages Programs (SLP), undertook such a national project with the following specific aims:

- Strengthening national coordination and promotion of ethnic languages and ethnic schools
- Developing and publishing a national policy statement on the Community Languages Australia website, detailing the role of ethnic schools and the role of the Australian Federation on Ethnic Schools Associations (AFESA), national secretariat
- Strengthening and promoting the quality of teaching and learning practices in ethnic schools across Australia; and
- Enhancing professional networking and professional learning opportunities for teachers within the sector (Community Languages Australia, 2007).

Overall, the project worked towards the three key objectives:

- Strengthening national coordination and promotion of ethnic languages and ethnic language schools
- Promoting the quality of teaching and learning practices in ethnic schools across Australia
- Supporting professional learning and development

It is important to underscore that the project envisaged spreading the use of modern technology in the ethnic schools sector as a strategy in the execution of Task 3: Professional learning and development:

> "Facilitation of professional development opportunities for ethnic school managers and teachers, including by conducting workshops on the incorporation of information and communication technology into teaching and learning."

As part of the project, The Horwood Language Centre of the University of Melbourne developed a professional learning and development program entitled "Internet Exchanges in the Community Languages Classrooms" and conducted relevant seminars in three states (Victoria, South Australia and Tasmania). The seminars were based on a pilot teaching project funded by Community Languages Australia, aimed at linking a group of student of Polish at the John Paul II School of Polish with a group of students in Poland using the My Connected Community (MC2)

Vicnet community-building tool. The internet-based project allowed the students in the ethnic school to: 1) write in Polish about themselves and the world around them, 2) discuss their experiences of the project in the classroom, 3) ask their peers in Poland questions and answer their questions, 4) prepare a brief oral presentation and write a short text comparing aspects of living in Poland versus living in Australia based on data gathered during the correspondence project. This pilot project was part of a broader research agenda aimed at investigating the impact of modern technology on the maintenance of ethnic languages (Debski, 2009).

Quality Assurance Framework: Use of Educational Technologies

The Quality Assurance Framework for ethnic schools in Australia is an assessment tool providing ethnic school administrators, teachers and parents with practical instruments to help them assess the quality of community language teaching and develop plans to improve the learning experience of students. Grown out of the work undertaken by Community Languages Australia on behalf of the Australian Government (2003-2006), this document has been designed as a way of improving the teaching of community languages at schools and demonstrate to a local community that a quality approach is being adopted by the school (Community Languages Australia and Erebus International, 2008). The document encourages the use of modern technology as a tool assisting student learning in the "Dimension 1: Curriculum" section, by making it a specific criterion to be used for school assessment. In its "Dimension 5: Teaching practices" part, the Quality Assurance Framework encourages teachers to use "relevant technology to facilitate student learning". Also, the Framework posits technology as a factor contributing to purposeful learning (Dimension 6: Purposeful), thus making a connection between the use of educational technologies and task-oriented language learning.

Consultations

Initial consultations with representatives of the ethnic schools sector in Australia involved meetings with the Executive Director of Community Languages Australia, a focus group of teachers based in Melbourne and representing several community languages, and teachers of Polish at the John Paul II School of Polish Language and Culture in Albion.

The focus group of 27 ethnic schools teachers representing a wide range of community languages (e.g., Vietnamese, Polish, Russian, Swedish, Croatian, Chinese, Arabic, Greek and Italian) was surveyed, following a presentation of the SpeakApps tools. The teachers commented on a number of advantages that the SpeakApps tools presented to language learning and teaching. Providing ethnic schools students with more flexibility, opportunities to utilise their time effectively for language learning and providing them with a learning environment they can access from home was an advantage most often mentioned (12). Four teachers commented that the tools would be useful for building components of online language courses; two of them already taught units of their programs in distance mode. A teacher of Swedish, for example, teaches year 7-10 Swedish in a hybrid online/face-to-face mode which allowed her students to study from home every second week. She uses a learning environment of her own construction composed of MSN, Google tools and YouTube. Four teachers appreciated the feedback function of the SpeakApps tools. The group indicated a number of advantages the tools offered in specific aspects of second language learning and teaching:

- Building up confidence in using oral skills
- Developing problem-solving tasks
- Linking local students with native-speaking peers overseas
- Creating a world-wide community of learners/teachers and exchanging views
- Freeing up time in the classroom for movies, games and songs
- Archiving oral productions of students

When asked how they would like to use the SpeakApps tools, a number of the teachers (6) responded that the tools would be useful for developing homework tasks and this was the most popular response. Those already familiar with distance education suggested that the tools would make a valuable addition to the environments that they currently used. One person suggested a useful strategy: they would start using the tools for designing homework tasks and then expand and use them in other areas of their teaching. The group mentioned a number of other ways in which the tools would be useful for them:

- Developing creative projects
- Conferencing
- Sharing video files
- Teaching essay writing
- Individual tutoring
- Using videoconferencing in preparation for the VCE exams
- Teaching cultural content
- Teaching conversation, discussion skills
- Teaching through role-plays and providing feedback on student performance
- Developing negotiation tasks (e.g., students negotiating what accommodation to rent during a trip overseas)
- Listening to student recordings and providing feedback

Despite their positive response to the SpeakApps project, the teachers pointed at a number of ways in which the SpeakApps applications could be strengthened:

- Creating clear instructions and manuals
- Facilitating group work
- Assisting development of more structured tasks preparing for specific examinations, e.g., IELTS
- Paying attention to language specific requirements
- Increasing number of participants in the videoconference
- Provide lesson/task scenarios
- Develop a drawing pad to support oral communication tasks

Also, the teachers foresaw a number of possible obstacles to the adoption of the SpeakApps tools by the ethnic schools sector. Lack of resources such as funding, computers, internet access, software, and IT support were the obstacles mentioned most often (11). Two teachers were concerned that ethnic schools teachers could not devote much time to the development of SpeakApps resources and that they were not paid enough to engage in such work. Two other teachers thought that the Victorian Essential Learning Standards (VELS) did not support the type

of activities that were offered by SpeakApps. One of them concluded further that the VELS should be adjusted to the European language education standards. Most of the teachers expressed their interest in learning more about the SpeakApps project and asked for further workshops and seminars.

Consultations with the teachers of the John Paul II School of Polish Language and Culture in Albion have resulted in specific plans of adopting the SpeakApps tools by the school and using them to develop a hybrid VCE in Polish program to be offered for the first time in 2014. Outcomes of this pilot implementation will be reported on to Community Languages Australia with the purpose of adopting the SeakApps applications more widely by the ethnic schools sector in the future.

VCE in Polish: A Hybrid Course Approach

Project Aims and Rationale

The project aims to create a complete Polish language course at the Victorian Certificate of Education (VCE) level taught in a hybrid (online/face-to-face) learning environment implemented at the John Paul II Saturday School in Albion. The course will be composed of Polish language units completed by students over the internet and traditional face-to-face sessions held periodically on the premises of the Albion School. The project will use the electronic tools developed by the European SpeakApps Project (www.speakapps.eu). It will also draw on the expertise in developing and evaluating Polish language teaching materials of the academic staff at the Jagiellonian University Centre for Polish Language and Culture in the World, Krakow. The proposed development is based on the premise that a hybrid learning environment will be attractive to the target audience, as it will increase the flexibility of their learning by allowing them to complete a substantial part of the curriculum in their home environment.

Teaching Languages in Distance Mode

Effectiveness research demonstrates that there are no significant differences in achievements between people taking traditional face-to-face courses and courses delivered in distance mode. However, differences exist in student attitudes and satisfaction (Sampson, 2003). Students experiencing online learning (online and face-to-face) courses point at different advantages and disadvantages of such courses than those enrolled in traditional ones (Alberth, 2011). Today, we think of traditional and distance teaching as alternative forms of education, appealing to different audiences. Most commonly, distance education is undertaken by individuals who otherwise would not have the opportunity or inclination to study. Well-designed hybrid courses, involving both online and face-to-face contact, may be characterised by some advantages of the best practices of both traditional and distance modes of teaching (Alberth, 2011).

Distance education does not automatically mean lower quality learning and teaching experience (Sampson, 2003). In fact, educational research demonstrates a number of advantages associated with this mode of education. Electronic distance education systems are environments where modern approaches to learning are often implemented (Guzley et al., 2001), such as those advocating learner autonomy (Little, 1991) and student centrality (Yu-Chin, 2009). Research

also indicates that students become more active when they use electronic means of communication (Warschauer, 1996), are more open towards their teachers (Kelm, 1992), and, somewhat paradoxically, develop better relationships than in a traditional classroom (Beauvois, 1997). Asynchronous communication is attributed with increased reflexion on language-related work, which in turn makes student output longer and more complex (Kern, 1995).

There are a number of challenges for those who offer distance education courses. Motivating students to participate and make contributions and increasing interactivity is one of them (Guzley et al., 2001). Another important task for distance education providers is making sure that students receive continual and timely support (Sampson, 2003). Salmon (2000) proposes that the most important functions for the distance education teacher are: 1) technological assistance and formalising the social and pedagogical aspects of learning, 2) setting rules for electronic interaction, 3) facilitating the exchange of information between students, and 4) encouraging students' critical thinking and self-assessment skills.

The Course Concept

The course will be developed for year 11 and 12 students enrolled in VCE Polish program through the John Paul II Saturday School in Albion. The proposed course targets Polish language students who would not be able to attend a traditional, classroom-based course due to lack of time, conflicting schedules or a long commuting time. Those who enrol in the course will be a group of mature and highly motivated students. High levels of motivation, self-discipline and autonomy are important characteristics of successful distance education learners (Threlkeld and Brzoska, 1994; Sampson, 2003), and therefore this target group seems to be suitable for the proposed implementation.

The responsibilities of the teacher will involve: 1) providing timely feedback on all tasks and exercises completed by students; 2) responding to student queries; 3) participation in videoconferences and chat sessions with students; 4) having regular online "office hours"; 5) updating all learning tasks and exercises; 6) organising and participating in the face-to-face sessions.

The course will be characterised by a balanced emphasis on teaching both meaning and form. Such a balanced approach seems to be important in the teaching of Polish, a language with a rich flexion and morphology. Therefore, the course will be composed of both tasks and exercises. Tasks will afford students opportunities to learn the Polish language subsystems and skills in the context of functional language use. They will be supplemented with relevant just-in-time exercises, assisting students with the comprehension and production of specific linguistic forms. Exercises will either prepare students for the execution of language tasks or reinforce selected language forms once the task has been completed. The proposed language course will, therefore, utilise a task-based pedagogy (e.g., Willis, 1996; Ellis, 2003), as implied by both the Victorian Essential Learning Standards and expressed explicitly in the Common European Framework of Reference for Languages (Janowska, 2008). There is evidence that task-based learning can provide distance education courses with the appropriate structure and dynamics (Ros i Sole and Mardomingo, 2004). Universitat Oberta de Catalunya in Barcelona, a major provider of distance education in Europe, employs task-based pedagogies for the delivery of their foreign language programs. The present project will utilise these experiences and will use the tools that are being

developed in Barcelona in the course of the EU-funded project "SpeakApps" (http://www.speakapps.eu/).

The course will use the Moodle-based Learning Management System at the Jagiellonian University Centre for Distance Education, and will be developed under the auspices of the Centre for Polish Language and Culture in the World at the Jagiellonian University in Krakow, Poland.

VCE in Polish: Course Structure and Content

Course structure

The course will be composed of 4 semesters of language study, corresponding to the four Units outlined by "Study design. Languages other than English: Polish" guidelines, developed by the VCE Board of Studies (2005). Altogether, the course will comprise about 80 weeks of study, 40 weeks per year. Each semester will involve 3-4 modules of language learning tasks and exercises to be completed online or during face-to-face contact sessions held at the Albion School.

Students will be asked to submit oral and/or written work weekly. Students working on tasks will have several electronic tools at their disposal, including a videoconference, LangBlog, a voice blog designed for language learning, and a tool facilitating negotiations of task work that must be completed in pairs called Tandem Tool, Hot Potato exercises and other standard virtual learning tools.

Themes

The course is built around three prescribed themes that are compliant with the VCE Board of Studies Guidelines:

- The individual
- The Polish-speaking communities
- The changing world

Topics and Sub-topics

The Individual	Polish-Speaking Communities	The Changing World
Relationships Family, friendships, changing relationships between generations, good manners	**Visiting Poland** Natural features and historical places, environment	**Migration in the past and present** Reasons, difficulties and adaptation, new life and opportunities
Education and aspirations School life and experiences, future expectations, school community	**Polish customs and traditions** Festivals and celebrations, Christmas and Easter, name-days	**World of work** Carriers and occupations, employment and unemployment, impact of work on family life, technological change
Leisure and interests Hobbies, sport, keeping fit and healthy, cultural activities	**Legends and significant historical events** Lech, Czech i Rus, Legenda o smoku wawelskim	**Social issues** Youth issues, disabled people's issues, environmental issues
	Famous people in science, art, literature and music Nobel Prize winners	

Example Integration of the SpeakApps Tools: Unit 1

For this unit the student is expected to demonstrate achievement of three outcomes:

1. The student will be able to establish and maintain a written or spoken exchange related to personal areas of experience.
2. The student will be able to listen to, read and obtain information from written and spoken texts.
3. The student should be able to produce a personal response to a text focusing on real or imaginary experience.

Outcome 1: The student will be able to establish and maintain a written or spoken exchange related to personal areas of experience.

Theme	Learning activities	Delivery

The Individual	*Listening*	Online, audio
	• Listen to a <u>story</u> in which a person describes their family and complete a 'true or false' exercise.	
Topic	• Listen to a <u>conversation</u> in which two people talk about their families and complete a 'fill-in-the-blank' exercise.	Online, audio
Relationships		
	Speaking	
Sub-topic	• Practise establishing, maintaining and closing a conversation using formal/informal modes of address.	F2F
Family, good manners, friendship,	• Practise turn-taking and self-correction to maintain communication.	F2F
Changing relationships between generations	• Prepare a <u>debate</u> with a fellow-student on how and why the model family is changing in modern times. Say what it was like in the past what is it like now, and what it will be in the future. Record the debate.	**Videoconf.**
	• Prepare and record a short <u>speech</u> in which you explain the Polish <u>proverb</u>: "Mężczyzna jest głową rodziny, lecz kobieta – szyją, która tą głową kręci. Make sure you use appropriate intonation, stress and pitch.	**LangBlog**
Grammar		
Genitive (składać się z ..., mieszkać u ...)	• Practise using non-verbal forms of communication, such as eye contact and handshake.	F2F
Instrumental (mieszkać z ...)	• Working in pairs, negotiate the three differences that exist between the family trees of two different people.	**Tandem**
Locative (mieszkać w ...)	• What aspects of friendship are referred to in these two citations from Albert Camus and Paulo Coelho? Do you agree with their views on friendship? Prepare a short speech and record it.	**Langblog**
Use of present, past and future tenses		
	Reading	
	• Read a <u>Web page</u> about the model Polish family (http://www.polki.com/artykuly/polska-rodzina) and write a summary.	Online written task
Text Types		
Conversation	*Writing*	
Email	• Use online <u>exercises</u> to practise grammar.	Hot Potatoes
Exercises	• Write an <u>email</u> to your best friend updating him/her about recent family events.	Email
Proverb	• Put together the following words and sentences in the correct order to form a coherent text.	Online exercise
Speech		
Story		
Summary		
Web page		

ASSESSMENT

Unit 1, Outcome 1

Establish and maintain a written or spoken exchange related to personal areas of experience.

Assessment Task

Informal conversation

Details of Task

Maintain a conversation in which you and your conversation partner talk about their families.

Outcome 2a: The student will be able to establish and maintain a written or spoken exchange related to personal areas of experience.

Theme	Learning activities	Delivery
The Individual		
	Listening	
Topic	• Watch a <u>promotional video</u> introducing the Jagiellonian University Summer School of Polish Language and Culture and fill in missing information in a table.	Written task
Education and aspirations		
	Speaking	
Sub-topic	• Prepare and record a <u>speech</u> in which you talk about your academic plans for the next 2-5 years.	**LangBlog**
	• Look up information about the Jagiellonian University Summer School of Polish Language and Culture, tell your parents about it and ask them to support you so that you can participate in it. Prepare a speech and record it.	**LangBlog**
Grammar		
Conditional	• Tell your best friend about the Summer School of Polish Language and Culture in Krakow and convince him/her to go to Krakow with you.	F2F
Text Types	• Prepare a short PowerPoint <u>presentation</u> comparing the education systems in Australia and Poland.	F2F
Email		
Presentation		
Promotional video	*Reading*	
Speech	• Explore the <u>webpage</u> of the Jagiellonian University Summer School of Polish Language and Culture and complete the missing information.	Online task
Webpage		

	Writing	Hot Potatoes
	• Match words from the two columns so that they form correct phrases. Write sentences with those phrases. • Match the names of school subjects with words that best describe them. • Match the names of academic courses with the university faculties where they can be studied. • Put these phrases related to the academic carrier in a chronological order. • Write an <u>email</u> to the Summer School of Polish Language and Culture in Krakow and ask questions about the next year's program: the price, key dates, accommodation, lectures, language classes, and the tourist program.	Online task Email

Unit 1, Outcome 2a

The student is able to listen to, read and obtain information from written and spoken texts.

Assessment Task

The student listens to a spoken text to obtain information to complete notes, charts or tables in Polish or English.

Details of Task

Listen to a short film presenting the Polish language program at the Jagiellonian University in Krakow and complete missing information in English.

Outcome 2b: The student will be able to listen to, read and obtain information from written and spoken texts.

Theme	Learning activities	Delivery
Polish-speaking communities	*Listening*	
Topic Visiting Poland	• Listen to other students texts about: 1) how to prepare well for a travel, 2) the things that make a travel enjoyable. Record your <u>comment</u> if you agree with them or not. • Listen to an <u>interview</u> with Ryszard Kapuscinski and answer questions related to 1) the main points that he makes, 2) the key words that he uses, and 3) the	**LangBlog** Digital audio/Written task

Sub-topic	specific information that he provides.	
Natural features and historical places, environment	*Speaking*	
	• Working in pairs, <u>discuss</u> with your partner when you want to visit Poland and when you want to return to Melbourne.	**Teleconf.**
		LangBlog
Grammar	• Watch the promotional video of Warsaw and prepare and record a short speech explaining how the author wants Warsaw to be perceived by tourists. What is the image of Warsaw that the author paints?	
Instrumental (jechać samochodem)		
Expressing future		
Infinitive (Chcę jechać)	*Reading*	
Subordinate clauses (ponieważ ...)	• Visit the <u>Web page</u> <u>www.pasazer.com</u> and find the most suitable return flight to Poland. Send your partner an <u>email</u> informing him/her about what you found.	Email
Nouns derived from verbs		**LangBlog**
	• Visit the <u>Web page</u> <u>www.staypoland.com</u> and read about four tourist attractions you would like to see during your stay in Poland. Prepare a short <u>speech</u> about what you would like to visit and why and record it.	
Text Types	• Working in pairs, negotiate the three differences between two pictures of a historical place in Poland.	**Tandem**
Commentary	• Read the following story about Krakow and complete the follow up comprehension exercises.	Written task
Discussion		
Email	*Writing*	
Interview	• Write 6 adjectives that describe an enjoyable trip and then write their antonyms (e.g., długa – krótka).	Hot Potatoes
Itinerary	• Write about: 1) how to prepare well for a trip, 2) the five things that make a travel enjoyable. Practise reading your text and record it.	Written task
Speech		Hot Potatoes
Survey	• Use online exercises to practise grammar.	
Web page	• Write an <u>itinerary</u> of your visit to Poland.	Written task
	• Design a <u>survey</u> to find out about the travel interests of other class members.	Written task

ASSESSMENT

Unit 1, Outcome 2b

The student is able to listen to, read and obtain information from written and spoken texts.

Assessment Task

The student reads a written text to obtain information to complete notes, charts or tables in Polish or English.

Details of Task

The student reads a text about tourist attractions in Poland to complete information in a chart/table in Polish.

Outcome 3: The student should be able to produce a personal response to a text focusing on real or imaginary experience.

Theme	Learning activities	Delivery
The changing world		
	Listening	
Topic	• Listen to Adam reading his <u>curriculum vitae</u> and fill out the missing information.	Online audio
World of work		
	Speaking	
Sub-topic	• <u>Role-play</u> a response to an <u>advertisement</u> of a part-time job as a waiter/waitress in a Krakow cafe. Describe your work experience, and negotiate your wages and the days of the week when you would like to work.	**Teleconf.**
Occupations, employment, impact of work on family	• You have returned from a 6-month stay in Poland. Describe the job that you had in Poland to your best friend. Record your description.	**LangBlog**
Grammar	• <u>Role-play</u> a conversation in which you disagree with your manager about their negative evaluation of your work.	F2F
Instrumental	• Working in pairs, negotiate the three major differences that exist between the CVs presented by two applicants.	**Tandem**
Present, past and future tenses		
Questions		
Comparative and superlative adjectives	*Reading* • Link fragments of sentences from the two columns	Hot Potatoes

Text Types	to form correct sentences. • Translate into English several expressions related to work.	Online written task
Advertisement Business card Curriculum vitae Interview Role-play Translation	*Writing* • Complete the missing letters in the following names of occupations. • Complete the following sentences with the given names of occupations. • Fill in blanks in the script of a job interview. • Look at the business card and answer questions related to its owner's work. • Describe the issue of the growing impact of work on family. • Compare and contrast several occupations.	Hot Potatoes Hot Potatoes Hot Potatoes Online written task Online written task Online written task

ASSESSMENT

Unit 1, Outcome 3

The student produces a personal response to a text focusing on real or imaginary experience.

Assessment Task

Oral presentation or review or article

Details of Task

Prepare a PP presentation about the profession that interests you the most.

This example unit is taught over one semester and it involves not less than 50 hours of either online or face-to-face (F2F) contact. The online contact is facilitated by an electronic Moodle classroom enhanced by LangBlog, Videoconference, and Tandem.

LangBlog is used to assist students with making recordings in the target language, sharing those recordings with other students and the teacher. In the example unit, students are asked to:

- prepare a speech in which they explain a Polish proverb and share their recorded explanations with fellow students and the teacher
- visit a Website and read about tourist attractions in Poland, and then prepare a speech about what they would like to visit and why and record it
- watch a promotional video of Warsaw and prepare and record a short speech explaining what image of Warsaw is created by the author

The *Videoconference* tool is used for tasks in which students are required to discuss/negotiate in real time. In the example unit, the Videoconference is used to:

- facilitate an online debate on how the family model is changing in modern times between two participants
- Role-play a conversation in response to an advertisement of a part-time job as a waiter/waitress in a Krakow cafe
- discuss with partners work related to tasks, e.g., finding out when they want to visit Poland and when they want to return to Melbourne

The *Tandem Tool* facilitates information gap tasks completed by pairs of students. In the example unit, it is used by pairs of students negotiating differences between:

- the family trees of two different people
- the CVs presented by two applicants.
- Two pictures of a historical place in Poland

Additionally, Hot Potatoes exercises are used to practise grammar. Students also have access to digital audio and video files, a written task submission tool, and standard email and discussion forum. Face-to-face sessions are used to teach these aspects of speaking that might be difficult to teach over the Internet, for example the use of culture-specific gestures, rules of turn-taking or eye-contact.

Conclusion

The SpeakApps tools present a considerable promise for online delivery of community languages in Australia. The ethnic schools sector recognises the need to use modern technology in the teaching of community languages, not only to take advantage of Internet-based target language resources, but also to increase the attractiveness and appeal of community languages to young learners. The time when ethnic schools operate often is in conflict with extra-curricular activities such as sport or music lessons. Students who do not want to give up extra-curricular activities may perceive the online language lessons as a good way of reconciling their interest in sport or music with learning a community language. The initial response of ethnic schools teachers to the SpeakApps project has been positive, and it is hoped that a successful pilot conducted in one community language, Polish, will help disseminate the tools on a much wider scale in the near future. The present report describes the concept of an online VCE-level course in Polish and how the SpeakApps tools will be used to implement it.

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