IATEFL POLAND

COMPUTER SPECIAL INTEREST GROUP

TEACHING ENGLISH WITH TECHNOLOGY

A JOURNAL FOR TEACHERS OF ENGLISH

ISSN 1642-1027

Vol. 3, no. 3, July 2003

Contents:

EDITOR'S MESSAGE

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It is my pleasure as the Editor-in-Chief of *Teaching English with Technology*, a quarterly electronic journal for teachers of English, to present you with the new July issue of the Journal. It coincides with extremely hot time for language teachers at schools and universities – the end of the year, final exams, university entrance exams. Apart from these, many teachers in Poland are preparing for exams for the next level of teachers' professional development scheme. Currently there are four levels: "nauczyciel stazysta" (internship teacher), "nauczyciel kontraktowy" (contract teacher), "nauczyciel mianowany" (nominated teacher) and "nauczyciel dyplomowany" (diploma teacher). In order to get promoted, a number of requirements have to be fulfilled, different for different levels. One of these pertains to the subject study of our Journal – "possessing the knowledge of ICT and demonstrating its effective use in teacher's work", together with such subareas as mastering the knowledge of how to operate the computer, most widespread office applications, ELT multimedia and the knowledge of using ICT in English language teaching. *Teaching English with Technology* addresses this issue, by publishing practical and ready-to-use lesson plans, reviews of interesting websites, articles on the use of widely accessible software, research articles providing theoretical foundations for practical technology-enhanced projects. Also, our Journal has tried to contribute to the process of teacher development, by publishing teachers' works in different columns, which is one of the many ways of satisfying the demands for diploma teacher level.

This issue provides a more theoretical background in the field of Computer-Assisted Language Learning. Readers can enjoy the article by Hee-Jung Jung, from Washington State University , Pullman , USA , entitled "Overview of Computer-Assisted Language Learning Research with Second Language Acquisition Perspectives". The author explores various CALL trends in reference to three second language acquisition (SLA) perspectives: Input, Output and Interaction perspectives.

Another theoretical view is offered by Gina Mikel Petrie, also from Washington State University, Pullman, USA, who, in her article "Speech Recognition Software: Its Possible

Impact on the Language Learning Classroom", provides a thorough description of the state of the art of speech recognition software, with the focus on history, social, educational and language learning contexts.

A more practical perspective is demonstrated by Anna Franca Plastina, representing Universita degli Studi della Calabria, Rende (Cosenza), Italy , who shows the application of CALL in English for Academic Purposes (EAP) in her article "CALL-ing EAP Skills".

In "A Word from a Techie" section, Guo Shesen, Luoyang University , Henan , P.R. China, shows how to enhance the capabilities of an Internet browser with a spell-checking tool.

Galina Kavaliauskiene, from Universitas Studiorum Polona Vilnensis, Vilnius , Lithuania , presents a lesson plan "Learner-Generated Quizzes", which effectively uses one of the many Web-based quiz making tools.

"Software" section features also a software review of "Quick Placement Test," a computer-adaptive testing package, written by Andrzej Zychla from Teachers' Training College of Foreign Languages, Zielona Gora University , Zielona Gora , Poland .

Finally, the humble undersigned, Jarek Krajka from Maria Curie-Sklodowska University, Lublin, Poland, reports from two important events in the field of Computer-Assisted Language Learning: a seminar "Computer-Mediated Lexicography", held in Castello, Spain, and a conference "ICT in ELT – 2nd International Conference *Teaching Teachers to Teach Through Technology* 6T/60", organized in Gliwice, Poland.

It is hoped that a wide variety of issues covered in this month's edition of *Teaching English with Technology* will satisfy varying tastes of our readers and provide them with inspiring ideas for holidays.

I wish you good reading and good summer rest.

ARTICLES

OVERVIEW OF COMPUTER ASSISTED LANGUAGE LEARNING RESEARCH WITH SECOND LANGUAGE ACQUISITION PERSPECTIVES

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Introduction

This article is to explore the trends of CALL research with SLA perspectives and the limitations of CALL studies. Teachers and researchers who are interested in improving the effectiveness of CALL environments look for guidance from second language acquisition (SLA) research with the hope that CALL activities can be designed to create ideal conditions for SLA. However, it seems that CALL studies with SLA perspectives have not reached to the desire yet. This article addresses the need for research in real language learning environments, not in the medium itself by illustrating CALL studies with three second language acquisition (SLA) perspectives: Input perspective, Output perspective, and Interaction perspectives.

Input Perspective

Input perspective states that we acquire language by using what we know couples with new information, or *i*+1. Krashen (1997) believes that language, which contains only structures that we already know, does not aid in acquisition. This is just *i*. Acquisition is a result of *i*+1, or current knowledge plus input just a bit beyond that, with the comprehensible input being the most important thing**.** Several CALL research studies conducted within an input perspective have attempted to explain the meaningful input with computer become helpful for the learner. However, all research of input perspective focused on the positive effects of computer applications comparing with conventional learning tools or methods.

In Schaefer's study (1981), he compared the computer-based semantic practice with structural practice. He claimed that practice is important for the internalization of input and meaningful practice being effective in second language acquisition. In his study, learners were subjected to two sets of computer-based drills: semantic practice and structural practice. Results indicated that semantic practice is more effective than structural practice in terms of success on semantic measures and that both kinds of practice are equally useful for structural

measures (grammar tests). Thus Schaefer (1981) concluded that meaningful practice leads to the acquisition of grammar structures and further that meaningful content processing results in better understanding. This study emphasized the importance of meaningful and comprehensible input when we design the activities with the aid of a computer. However, his research is poorly designed, with the participants and tests in the study not clearly stated.
Some researchers (Johns, 1991; Dodd, 1997; Fernandez-Villanueva, 1996) have provided evidence of input perspective with the concordancing program. These studies proved Krashen's input perspective that context provides the key information necessary to allow $i+1$ input to be comprehended and incorporated into the developing languages. However, all these studies were too restricted to the effectiveness of the concordance program itself for grammar instruction.
Johns (1991) and Dodd (1997) examined the practice with the aid of computer software to understand meaning and grammar. They commonly found that the teacher facilitates students to research into language without knowing in advance what rules or patterns are used. Consequently, students are encouraged to make one up in their own terms. Fernandez-Villanueva (1996) emphasized the fact that the concordancing program provides more input and motivation than regular classroom exercises in her German language classrooms. Similarly, Johns (1991) supports the view that learner's own discovery of grammar based on more input and motivation becomes central to the learning process and acquisition takes place during comprehension rather than production.
Doughty (1991) compared three kinds of computerized instruction; a rule-oriented instructional group, a meaning-oriented instructional group, and a control group. All subjects were presented the same reading texts on the computer, but the rule-oriented instructional group received explanations of the grammatical rules in relative-clause constructions, the meaning-oriented instructional group was encouraged to focus on both the content and structure, and the control group was merely exposed to the reading texts. While both the rule-oriented instructional group and the meaning-oriented instructional group improved equally well in relative-clause and significantly better than the control group, the meaning-oriented instructional group performed best in comprehending the reading texts.
Similarly, Robinson's study (1996) employed computerized instruction to teach both simple and complex structures of English under several conditions. All subjects were presented the same target sentences on the computer, but, for example, the rule-instructed subjects were asked linguistic questions regarding the sentences, the rule-search subjects were asked if they identified any rule in the given sentences, and the implicit subjects were instructed to

memorize the target sentences. The rule-instructed subjects performed significantly better than the rule-search subjects and the implicit subjects for the simple structure on the grammaticality judgment test. The rule-instructed subjects also outperformed the other groups for the complex structure although the difference was statistically significant only between the rule-instructed subjects and the rule-search subjects.

As demonstrated by all research studies above, most CALL empirical studies are focused on the use of computer application itself and instructional methods with the aid of a computer to provide comprehensible input to support learning in narrow areas. Also, findings for all meaningful use of computer application are positive. In this case, some questions are raised: how do technology-enhanced language learning (TELL) classroom environments, not a single computer application, support the input perspective for optimal language learning? What are negative results as well as positive results in TELL classrooms?

Output Perspective

The input perspective does not exclude a role for the learners' output in assisting language learning. But, from the input perspective, the role of the learners' output is usually seen as secondary and indirect. However, Swain (1985, 1995) argues "there are roles for output in second language acquisition that are independent of comprehensible input," (Swain, 1985: 248). He believes that output may be used as a way of trying out new language forms and structures as learners stretch their interlanguage to meet communication needs; they may produce output just to see what works and what does not. CALL empirical research studies on output perspective are mostly comparative studies, and there is a tendency among these comparative studies to limit the types of CALL programs to tutorial or drill-and practice in attempting to replicate closely traditional instruction.

Swain's study (1985) emphasized the comprehensible output very well. His software use was for drill and practice because it is easy to make conclusions. He indicated that sixth-grade French immersion students perform similarly to native speakers on those aspects of discourse and sociolinguistic competence which do not rely heavily on grammar for their realization but their grammatical performance is not equivalent to that of native speakers (p. 251). The immersion students in his study received enough comprehensible input with software, but their "comprehensible output" was very limited. Swain inferred that producing language, as opposed to simply comprehending the language with software, may force the learner to move from semantic processing to syntactic processing, thereby facilitating more grammatical competence. Swain also refers to the phenomenon of individuals who can understand a language and yet can only produce limited utterances in it. A ninth-grade immersion student

said, "I understand everything anyone says to me, and I can hear in my head how I should sound when I talk, but it never comes out that way," (Swain, 1985: 248). This indicates that comprehension does not necessarily transfer to production.

Van Patten and Cadierno (1993a, 1993b) examined the effects of two types of instruction, traditional instruction and processing instruction, in both interpreting and producing Spanish object pronouns in object, verb, and subject (OVS) and object and verb (OV) order. The traditional instruction involved grammatical explanations and output practice, while the processing instruction involved grammatical explanations and comprehension practice. These two kinds of instruction were also different in the grammatical information provided and the instructional approach adopted. The result of their study indicates that the processing group performed significantly better than the traditional group on comprehension post-tests and equally well on production post-tests. Van Patten and Cadierno concluded "instruction is apparently more beneficial when it is directed at how learners perceive and process input rather than when instruction is focused on practice via output," (1993a, p. 54; 1993b, p. 240).

A few years later, DeKeyser and Sokalski (1996) replicated Van Patten and Cadierno's study using two different target structures: the Spanish direct object (the same structure used in Van Patten & Cadierno's study) and the Spanish conditional, which is more complex and difficult to produce. DeKeyser and Sokalski's study eliminated extra variables by providing the same grammatical instruction and exercise content, so the comparison was entirely between comprehension practice and production practice. The results of the immediate post-test show that for object, the input practice group performed better in the comprehension tasks and the output practice group performed better in the production tasks. For the conditional, the output practice group outperformed the input practice group in both the production and the comprehension tasks. These differences faded in the long term, however. The results indicate that "the relative effectiveness of production versus comprehension practice depends on the morphosyntactic complexity of the structure in question as well as on the delay between practice and testing" (DeKeyser & Sokalski 1996, p.231).

Nagata (1998) used two different computer applications for grammar instruction. She performed an experiment concerning the relative effectiveness of computer-assisted comprehension practice and production practice in the acquisition of a second language. Two computer programs were developed: (a) an input-focused program providing students with explicit grammatical instruction and comprehension exercises and (b) an output-focused program providing the same grammatical instruction together with production exercises. The study employed computer software to provide various types of comprehension and production

tasks and examined the relative effectiveness of comprehension and production practice in the acquisition of Japanese honorifics. The results of the study suggest that given the same grammatical instruction, output-focused practice is more effective than input-focused practice for the development of skill in producing Japanese honorifics and is equally effective for the comprehension of these structures. Increased effectiveness of production practice over comprehension practice was observed in both written and oral production. The analysis of different types of exercises suggests that the relative advantage of production practice may be greater in tasks involving complex syntactic processing than in tasks requiring less syntactic processing. The results support Swain's argument that there are roles for output in second language acquisition that are independent of comprehensible input.

Kern (1995) compared web discussion with oral discussion. He found that students had from two to three times more turns (opportunities) and produced two to four times more sentences and more words in the web discussion than in the oral discussion. Similarly, Sullivan and Pratt's study (1996) provide indirect support for an increase in learner language production in the electronic mode by attesting to the drastic reduction of teacher talk in favor of student production. However, in both studies, their research methods were not appropriate. They used several rough measures of language productivity (length of learner output in terms of number of words, sentences, and turns) that are difficult to interpret because of the lack of controlled comparisons with face-to-face language production under equivalent conditions (such as number of participants, plus or minus teacher participation, etc.).

There are also research studies that show that the first language is minimized in electronic discussion (Beauvois, 1992; Kelm, 1992; Chun, 1994; Kern, 1995). However, it is difficult to establish links between the amount of language produced and the relative time that was actually invested in it (i.e., composing messages) because of the individual freedom in electronic discussions to allocate time and effort to several tasks, such as reading others' messages, editing and revising one's own contribution before sending it, and so forth. In addition, the quantity in analyses of computer assisted discourse does not provide any indication of the extent to which the output in question is competence expanding: amount in practicing may not be relevant from a language development (Chun, 1994).

In summary, CALL studies with output perspective emphasize the importance of comprehensible output. However, like CALL research with input perspective, CALL empirical research studies with output perspective are also mostly comparative studies and there are limited to the types of CALL programs to tutorial or drill-and practice. Such experiments on learning rules of a language required learning specific aspects of a language

not of the learners' choosing for short duration determined by the researcher. Although such experiments carefully model the desired cognitive characteristics for formal learning, critical elements of learner motivation and communicative language use are likely to be missing. In fact, given the artificiality of the learning situation created by the laboratory experiment, Hulstijn (1997) warns that "without additional research in real L2 learning environments, one should be extremely cautious in drawing immediate conclusions from laboratory studies to language pedagogy" (p. 132). Even, we can find similar limitations in CALL studies with interaction perspective.

Interaction Perspective

Interaction perspective has been articulated primarily through research programs on the role of linguistic input and interaction in Second Language Acquisition (SLA) in instructional settings (Gass, 1997; Long, 1996; Pica, 1994). The interaction perspective claims that linguistic input needs to become intake in order to be acquired by the learner. Intake refers to input that the learner has comprehended both semantically and syntactically. Importantly, linguistic input that has been comprehended semantically may be of limited help to the learner because semantic comprehension is often accomplished by recognition of isolated lexical items or interpretation of non-linguistic cues with the help of existing schema (Hegelheimer & Chapelle, 2000).

Also, learners are most likely to notice linguistic form during interaction. The most useful interactions are those which help learners comprehend the semantics and syntax of input and which help learners to improve the comprehensibility of their own linguistic output. Such beneficial interactions can occur in a number of different ways depending on the situation. In face-to-face conversation, comprehension can be achieved through negotiation of meaning that occurs during communication breakdowns when learners are confused about meaning or syntax and are therefore unable to comprehend the message at first. One reason that negotiation of meaning is valuable is that it can result in modified input - input which is better tuned to the learner's level of ability. Doughty (1987) pointed out that interaction modifies through "confirmation checks, comprehension checks, and clarification requests and repetitions or paraphrases of a previous speaker's utterances" (p.155). Like other perspectives we discussed, CALL empirical studies with interaction perspective are product-oriented to evaluate the effectiveness of CALL.

The possibility of computer-mediated interaction was well illustrated by St. John and Cash (1995). Their study used analysis of texts and learner self-reports to investigate the effects of a six-month e-mail exchange between a high-intermediate learner of German and a German

native speaker. The learner systematically studied the new vocabulary and phrases that he read in his incoming e-mail and stored the e-mail messages for later study. When he wrote letters, he reviewed the past messages and made special effort to put to use the new vocabulary and phrases, a process which the authors claim dramatically assisted his language learning. Even though the native speaker offered no explicit linguistic feedback, the learner was able to make many corrections, especially at the lexical level, by noticing the difference between his usage and the usage of his partner. By the end of the six months, striking progress had also occurred at the syntactic level, with the learner using more complex structures, longer sentences, more correct word order, and more natural German (St. John, Cash, 1995: 193).

Schultz (1996) tested the potential of interaction in second language writing classes, by comparing various combinations of face-to-face and computer-mediated peer review in eight intermediate French courses. She found that for most groups a combination of the two media worked best. She claimed that face-to-face interaction, with its fast pace and fluidity, allowed students to stop frequent digressions that seem to feed positively into idea generation. Written comments focused more in depth on one or two points, and these points were more likely to be incorporated into revisions. Taken together, the two modes allowed superior co-construction of knowledge than either mode alone. The benefits of adding computer-mediated interaction as an additional component of peer review were more pronounced for students in French 4 classes than for those in French 3 classes; Schultz concluded that their higher level of language allowed them to make better use of the electronic medium for sharing of ideas. Whether the same results would result from e-mail communication remains to be seen; first language studies have indicated a superiority of e-mail to oral communication for peer review (Hartman, et al., 1991; Mabrito, 1991; 1992).

Toyoda and Harrison ’s study (2002) examined negotiation of meaning that took place between students and native speakers of Japanese over a series of chat conversations and attempted to categorize the difficulties encountered. The data showed that the difficulties in understanding each other did indeed trigger negotiation of meaning between students even when no specific communication tasks were given. Using discourse analysis methods, the negotiations were sorted into nine categories according to the causes of the difficulties: recognition of a new word, misuse of a word, pronunciation error, grammatical error, inappropriate segmentation, abbreviated sentence, sudden topic change, slow response, and inter-cultural communication gap. Through the examination of these categories of negotiation, it was found that there were some language aspects that are crucial for communication but

that had been neglected in teaching, and that students would not have noticed if they had not had the opportunity to chat with native speakers.

Implications

As we can notice from the study examples sited above, this product-oriented approach provides outcomes from CALL applications in controlled settings. We can know the result in the specific areas by using a specific tool. However, this approach has proven unsatisfactory primarily due to inattention to the central role of the learning process and the corresponding influence of learner characteristics (Doughty, 1987). To clarify the effectiveness of the technology and understand language learning, it is required the evaluation of classroom environment with multiple environmental elements based on empirical observation.

Then, how can we investigate language learning classroom environments? As discussed earlier, we need to explore multi-components to understand language learning classroom environments. Unfortunately, components to explore classroom environments are not clear. However, individual researchers have formed a number of environmental conditions that have an impact on students' learning differently. It might be used as a framework to explore CALL classroom environments.

Moos (1974), for example, proposes three widely used categories for describing the social climate of a classroom: (1) personal development, involving personal growth and enhancement; (2) system maintenance, which involves environmental order, control and change, and (3) relationship, which identifies interaction and support among participants in the environment. Other environmental categories which have been proposed as high-impact include engaged time, feedback, atmosphere, class management, class size, and pacing. Spolsky (1989) presents 74 conditions for second language learning (e.g., language as system condition, native speaker target condition, variability condition, unanalyzed knowledge condition, analyzed knowledge condition, specific variety condition, academic skill condition, productive/receptive skills condition). Salomon (1992) suggests that important components of classroom environments may include task, sense of control, teacher-student interaction, student-student interaction, atmosphere, and teacher behaviors.

Chapelle (1998) suggests that seven hypotheses relevant for developing CALL environment: (1) the linguistic characteristics of target language input need to be made salient; (2) learners should receive help in comprehending semantic and syntactic aspects of linguistic input; (3) learners need to have opportunities to produce target language output; (4) learners need to notice errors in their own output; (5) learners need to correct their linguistic output; (6) learners need to engage in target language interaction whose structure can be modified for

negotiation of meaning; (7) learners should engage in second language tasks designed to maximize opportunities for good interaction.

Drawing on Moos, Salomon, Spolsky, and Chapelle, a set of important environmental conditions suggested by Egbert and Hanson-Smith (1999) is considered to explore opportunities from language learning classroom environments: (1) interaction: learners have opportunities to interact and negotiate meaning; (2) authentic audience: learners interact in the target language with an authentic audience; (3) authentic tasks: learners are involved in authentic tasks; (4) opportunities for exposure and production : learners are exposed to and encouraged to produce varied and creative language; (5) time/feedback: learners have enough time and feedback; (6) intentional cognition, learning style and motivation: learners are guided to attend mindfully to the learning process; (7) atmosphere: learners work in an atmosphere with an ideal stress/anxiety level; (8) control: learner autonomy is supported.

In summary, each element of optimal language learning classroom in some way affects the others. For example, authentic task may increase students' motivation and give more peer interactions. Naturally more feedback and less stress cause excitement for learning. These elements that were suggested by each researcher cannot present all aspects to be considered for language learning. However, it will be helpful to look at fuller views of language learning classroom environments with technology.

Conclusion

Most CALL empirical studies with three perspectives of SLA focus on the effectiveness of the medium itself, particularly in comparison with conventional teaching tools and too narrow down to the small areas. In short, CALL is seen as a treatment applied to the learner, and the effect of the treatment on learning is then measured. In this regard, Pederson (1987) points out three major trends in CALL research that might account for the nonilluminating findings concerning the impact of CALL: (a) the past studies were mostly comparative studies (CALL versus non-CALL); (b) researchers attempted to attribute learning gains to the medium itself rather than to the attributes of the CALL software used; and consequently, (c) there was a tendency among these comparative studies to limit the types of CALL programs to tutorial or drill-and practice. This technocentric approach to the evaluation of the effectiveness of CALL had proven unsatisfactory primarily due to inattention to the central role of the learning process and the corresponding influence of learner characteristics (Doughty, 1987). Therefore, it is really hard to look the fuller view of technology-enhanced language learning environments. Thus, we need empirical research on how the technology used in classrooms

affects the whole language-learning environment, not just a particular factor and what changes are experienced in language classrooms with technology broadly.

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CALL-ing EAP Skills

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Introduction

The article focuses on how CALL (Computer-Assisted Language Learning) enhances the acquisition of EAP (English for Academic Purposes) skills. Research relating CALL to General English issues (Chun, Plass, 1997; Sullivan 1998; Eskenazi, 1999; Collentine, 2000) has been carried out, but little attention has been paid to the use of computers in EAP. On the other hand, EAP practitioners have principally grounded their research in the fields of academic writing (Kroll, 1990; Belcher, Braine, 1995; Kaplan, Grabe, 1996), academic reading (*TESOL Quarterly*; *System*) and academic assessment (Clapham, Alderson, 1996) without much noteworthy research on EAP related to CALL.

This paper, therefore, attempts to investigate whether CALL tools can empower EAP skills acquisition. In particular, it reports on a case study at the Centro Linguistico di Ateneo (CLA), Universita della Calabria (Unical), where a group of learners experienced implementing CALL in an EAP course. The hypothesis of the case study is that CALL tools can well respond to the EAP principles of needs analysis and learner-centred environments in that they offer invaluable resources for EAP course objectives, materials design and the production of a Computer-Assisted EAP portfolio. Surveys carried out during the pre-course and post-course phases respectively aimed at uncovering learner's beliefs on EAP and at examining possible changes determined by the experience of CALL in EAP.

The paper, initially, touches on the issue of relating CALL to EAP, briefly outlining the principles which are common to both fields of study. It, then, describes the case study, providing a detailed analysis of the core stages of the EAP course. In examining the collected data and in analysing the results, the article draws conclusions on the value of the experimental Computer-Assisted approach to the EAP course.

CALL in EAP

As "electronic information and communication are assuming an ever-expanding role in our everyday lives" (Cangiano, Haichour, Stauffer, 1995: 512), even educational institutions are increasingly affected by the development of Information and Communication Technology. In

the present case, this has prompted the attempt to implement CALL in EAP as a more effective means of enhancing EAP skills.

As a branch of English for Specific Purposes (ESP), EAP "…is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson, Waters, 1987:19). In questioning: 'What aspects of the language does some particular group of learners need to know?'" (Tarone, Yule, 1989: 31), it can be assumed that the purpose of an EAP course is to empower participants to use real language in the *authentic* context of the *academic* environment according to their effective *needs*. This socio-cognitive view of EAP is shared by Integrative CALL (Warschauer, Healey, 1998), which emphasizes the value of integrating language skills and technology to combine authentic language, learner autonomy with information processing and communication.

"If a general approach to an EAP course is taken, the course usually consists primarily of study skills practice /…/ with an academic register and style in the practice texts and materials" (Hamp-Lyons, 2001:127). It is, therefore, reasonable to claim that academic study skills practice strongly strives for learner autonomy while academic texts and materials rely on authenticity. On the other hand, "the establishment of special content-based courses that are specifically based on combining a focus on language and technology" (Warschauer, 2001:212) are emerging.

In the case of EAP, if "…the academic context has proved able to provide subject matter that is sufficiently specific and relevant to satisfy learners' needs…" (Hamp-Lyons, 2001:127), an EAP course can be considered as a special content-based course where CALL could share the common ground of authenticity and autonomy.

Lee (2002) goes a step further in considering the significant contribution of CALL to ESL/EFL pedagogy in terms of experiential learning, motivation, enhanced student achievement, authentic materials for study, greater interaction, individualization, independence from a single source, global understanding.

Given that EAP is a branch of ESP and that "ESP is *not* different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning" (Hutchinson, Waters, 1987:18), the following case study raises the issue of the instructional effectiveness and efficiency of CALL in the EAP course presently described.

The Case Study

The investigated course is part of the national programme "Progetto Ricerca, Sviluppo Tecnologico di Alta Formazione" funded by the Italian Ministry of Higher Education

(MURST) with the purpose of offering foreign language training (English, French, German, Italian) to the Unical community (undergraduate/postgraduate students, administrative and academic staff) (http://cla.unical.it/frame.htm).

In the case of EFL and following a General English written entry test, three proficiency levels – beginners (A), intermediate (B), advanced (C) - are established. Candidates are, subsequently, required to report in writing on the purpose of course attendance. Beginners claim the need to acquire the basics of the language, whereas both intermediate and advanced candidates seek language for specific purposes according to their professional profile. Consequently, three types of courses - General English, English for Occupational Purposes, English for Academic Purposes – are held.

The course henceforth examined is a first module which addresses Italian and overseas PhD students from all disciplines, wishing to learn/improve English. It is *in-sessional*, i.e., taken at the same time as the learners' main academic course and *intensive* in that it is a 50-hour module articulated in 34-hour class lessons, 15-hour self-study at the language centre and a one-hour final test. Lessons are based on two-hour sessions held twice weekly, spanning eight and a half weeks. Following the first two weeks, learners access the language centre for self-study, assisted by an EFL tutor and supported by CALL software available at CLA.

As for the other target groups, doctoral students are divided into beginners (A), intermediate (B), advanced (C). Needs and objectives of the doctoral groups are broadly identified by the didactic coordinator and the instructors involved. Beginners enrol in a General English course, whereas intermediate and advanced students take EAP courses. Then, each instructor proceeds to designing and implementing the specific course.

Here, I will only refer to my group of 25 intermediate students (Group B) with whom I decide to experience implementing CALL in EAP. Firstly, the course focuses on *needs analysis*. I concentrate on "…language study skills that will probably form part of an EAP course" (Gillett, 1996:18) for a twofold purpose:

1. Although attending an institute of higher education like Unical where Italian is the most common language of instruction, the fundamental need of the target group is the use of English as the medium of academic communication and of research activities both at the national and international level to pursue success in academic careers;
2. Participants' heterogeneous background due to the diverse disciplines followed in their main academic courses is handled more easily if focus is placed on skills rather than on specialist language.

The Core Stages

This section provides a detailed account of the five stages undertaken to design and implement the EAP course. Similar to a traditional EAP approach, stage 1 begins with the learner and the situation, identifying needs and specifying course objectives. In stage 2, learners negotiate and identify the EAP skills they mostly need to acquire and/or practice, bearing in mind constraints which may influence their choice. Stage 3 focuses on the problem which arises in the selection of suitable materials and resources to meet learners' needs in the immediate instructional context. This, in turn, leads to the choice of integrating CALL materials in EAP . Consequently, in stages 4 and 5 respectively, a Computer-Assisted EAP Portfolio is designed and implemented.

Stage 1: Defining EAP Objectives

As "the job of the EAP lecturer is to find out what the students have to do and help them do it better" (Gillett, 1996:17), together with the learners, I negotiate the objectives they wish to attain by the end of the course. The importance of a comprehensive syllabus which integrates language, cognitive, and communication skills with academic tasks and topics in the academic context seems crucial for the overall objective of facilitating learners' mastery of the most frequently needed EAP skills. "The overall objectives of a comprehensive syllabus should lead the students to understand the social roles and language functions typical of the academic field they are involved in" (Argondizzo, 2001:31). A comprehensive syllabus which eclectically integrates the core features of different syllabi, namely functional-communicative, formal, process, task and skill-based, can potentially target EAP objectives coherently (see Appendix 2).

Stage 2: Identifying EAP skills

Participants discuss and negotiate the EAP skills they need mostly. *Frequency of occurrence* and t*ime constraint* are the two variables they strongly consider in this stage. In order to come up with a concrete needs analysis, the group is requested to split into 5 sub-groups with the specific task of establishing at least ten EAP sub-skills. They are, subsequently, asked to rank the sub-skills, in order of priority, and group them under the macro-skills of writing, oral, reading and listening. Each sub-group, then, reports to the whole class to share priorities and together compile a needs analysis checklist based on the recurring group priorities, as shown in Table 1.

Writing Skills	**Oral Skills**	**Reading Skills**	**Listening Skills**
-Register in Academic Writing -Writing a CV -Writing an abstract -Layout of a business card -Completion of application	- Asking and giving information about academic institutions - Giving an oral presentation - Expressing opinions during seminars	- Reading for comprehension -Skimming and scanning university texts or academic	-Listening and comprehending for note taking from lectures and presentations.

and registration forms -Writing conference announcements and invitations -Call for conference papers -Letter writing (cover and reference letters) -Report writing	- Asking conference speakers questions	papers/articles	

Table 1. The Needs Analysis Checklist

The checklist reflects the group's attitude to EAP skills. Academic writing is given absolute priority with 9 sub-skills which are considered crucial. With 2 sub-skills, academic reading is ranked less necessary than 4 oral sub-skills. This indicates a specific demanding need in the academic context perceived by the group. Lastly, the traditional listening sub-skill for note-taking during lectures and presentations has been listed. Once EAP skills/sub-skills have been identified, it is necessary to select materials and resources which *effectively* enhance EAP skills.

Stage 3: Selecting Materials and Resources

I consider three types of resources: EAP course books, authentic materials, instructor-generated materials. The immediate shortage of EAP course books available urges me to turn to the other two sources. Indeed, Jones (1990) questions whether ESP textbooks really exist, but such issue is beyond the purpose of this article. Firstly, I search for authentic EAP materials in the traditional academic context and face two constraints, namely a lack of variety of authentic EAP materials suitable to cover all the skills identified by the group and the limited time available for course design. In the first case, most materials (articles, abstracts, academic papers) seem only to aid traditional EAP reading/writing courses where "the great amount of material taught by some methods includes much that is never used and soon forgotten" (Mackey, 1965:161). The second disadvantage is due to time constraint. I agree with Jones (1990:91) that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time."

I attempt to overcome such restrictions by introducing CALL materials which will be elaborated to support instructor-generated EAP materials. In this view, Gatehouse (2001: 8) states: "Given that ESP is an approach and not a subject to be taught, curricular materials will unavoidably be pieced together, some borrowed and others designed specially."

To this purpose, I select materials to design a Computer-Assisted EAP Portfolio which covers course objectives.

Stage 4: Instructional Design and framework of the Computer-Assisted EAP Portfolio

In this stage, it is necessary to set up a portfolio framework within which the Computer-Assisted EAP Portfolio will be designed (see Appendix 1). This implies carrying out a series of essential steps which I group in four main phases, namely access, retrieval, creation and analysis.

In the first phase, I search the Web with the main purpose of browsing websites which are potentially suitable for the group, according to the Needs Analysis Checklist (see Table 1). When finding appropriate materials, I bookmark resources to avoid time-consuming, repetitive search. Then, I download files to floppy disk, ready to be selected and elaborated in the following phase. In the meanwhile, I also test the functionality of the visited websites as a fundamental requisite for the successful accomplishment of www resources evaluation (see Appendix 3).

In phase 3, the files previously downloaded are elaborated and tailored to meet the group's needs. File materials are, subsequently, integrated with instructor-generated tasks (see sample activity below) and, consequently, organised in the Portfolio which will be implemented as in stage 5. The fourth phase, in fact, coincides with the EAP course, whereby students analyse, assess and provide feedback on materials (see Appendix 3) and create their personal portfolio which is eventually assessed.

Phase 1: Access	**Phase 2: Retrieval**	**Phase 3: Creation**	**Phase 4: Analysis**
Exploring resources: searching the Web; EAP needs: browsing websites; Selecting materials: bookmarking resources for the portfolio	Downloading files to disk; Testing the integrity of links;	Tailoring files to EAP skills; Supplementing files with instructor-generated EAP tasks; Organising tasks in the CALL portfolio	Piloting materials with students; Obtaining feedback from students; Evaluating students' portfolio;

Table 2. The Portfolio Framework Phases

A sample activity

The following activity indicates how an instructor-generated EAP task has been tailored to learners' needs with the crucial support of CALL tools and materials. In particular, worksheet 1 integrates academic register and CALL resources, enabling learners to accomplish collaborative and comparative activities beyond the traditional EAP classroom. Moreover, the activity provides invaluable learner-generated materials for in-class sessions, besides keeping track of the EAP learning process stored in the portfolio.

Activity N° 1 - Moving Around Campus(es)

Field: Academic

Topic: The Academic World

Level: Intermediate

Language Skills: Vocabulary, Reading, Writing, Speaking, Listening

Communicative Function(s): Asking and Giving Information about Academic Environments

Grammar Focus: Reported Statements/Questions

CALL: www resources, e-mail, word processor

Aim: To learn how to report on Academic Environments using appropriate language and style

Moving Around Campus(es) requires asking and giving information about academic environments.

Let's start by writing as many questions as you can think of.

Possible questions:

When was the University founded/built/instituted/established?

Where is it located/situated?

How many faculties are there?

How many students live on campus?

Why do students have compulsory attendance?

Who is the Chancellor of the University?

Who is the Dean of the Faculty of …?

What courses are available?

What career opportunities follow?

- Now we can visit some university websites: www.lse.ac.uk, www.une.edu.au, www.unimelb.edu.au, www.nus.edu.sg

- Skim the web pages and choose the one you prefer most

- Now scan the website you have chosen to complete the following worksheet

Name of University	
When • Foundation • History	
Where • Location • Distance from main city centre • Transport Facilities	
Why • Institution's policy, goals	
What • Faculties, Departments • Degrees offered	

How • Structure of Campus: size, facilities • Learning & leisure centres	
Who • Teaching & Administrative Staff, • Number of students enrolled • Type of students: national, overseas • Number of graduates • Job careers	

Worksheet 1. Asking and giving information about academic environments

This has been a quick and interesting way of collecting information on different academic institutions.

Now :

- Write a short report on the university you have visited following your notes in the worksheet above.
- E-mail your report to your group/instructor/a friend
- Visit the university website where you have accomplished your Bachelor Degree and prepare notes on your own university to report orally in class.
- Bring a printed copy of worksheet 1 to be completed in class while listening to your colleagues' report.
- Finally don't forget to save your work in your floppy disk portfolio. (Plastina, 2002)

Stage 5: Implementation of CALL in EAP skills

The CALL tools introduced in the EAP Portfolio (see Appendix 1) and implemented in the course are e-mail, www resources, word processor and a presentation program.

At the beginning of the course, I created a mailing list both to overcome the limited time allotted to class sessions (34 hours) and to encourage effective communication in English beyond the classroom. Portfolio tasks and tutorials on-line reached all participants simultaneously. This proved particularly helpful in the case of some students engaged in doctoral stages overseas for a few weeks. Thanks to the mailing list, all learners were able to maintain the course pace, regularly carry out portfolio activities and receive immediate feedback on their work without waiting for the two weekly class sessions.

Before completing the tasks which required access to www resources, students were asked to complete an evaluation form (see Appendix 3) in which they express a personal verdict on them. This activity triggered authentic discussions in class and helped pilot CALL materials.

Learners were integrating language, cognitive and communication skills with academic topics thanks to CALL. In fact, the twenty websites accessed not only gave learners credibility and variety of authentic cyberspace sources, but also allowed them to interact in real-life EAP activities (tasks 3,4,5). Autonomous language learning beyond the course was also assured as in task 13. In word-processing in English, the group reinforced "the ability to write, change, experiment, delete, restore, cut and paste, etc." (Hardisty, Windeatt, 1989) their portfolio activities. Increasing confidence with language usage *on the keyboard* was gained in matching the writing process with EAP content (tasks 2,6,7,9,11). Microsoft Power Point represented a valid technological support for oral skills (task 12) and facilitated peer evaluation during class performances.

Eventually, students felt that a demonstration of portfolio samples in class was far more effective for assessment than a written EAP test which certainly could not cover fixed objectives. In this way, the CALL portfolio was generating a learner-centred environment, encouraging students to develop a critical approach to the acquisition of EAP skills while building on their increasing self-confidence and interest in sharing their portfolio product. Each student was allotted 15 minutes and performances were video-taped for self-evaluation. Portfolio content and layout, language and presentation skills were assessed as excellent, good or needing improvement. Assessment parameters were presented beforehand so students could target their activities adequately. Results indicate that 5 students were assessed as excellent, 18 good and 2 needed improvement. The latter attributed performance results to their weak computer skills and other academic commitments.

On the whole, a cooperative and enjoyable learning environment was created and, although students were burdened with their normal academic course, they regularly attended class sessions, punctually carried out the requested portfolio activities, willingly engaged in performance assessment.

Data collection and results

A survey was carried out during the pre-course and post-course phases. In the pre-course phase, students were interviewed and then asked to complete a questionnaire, expressing their expectations on the course structure. The aim of the survey was to uncover learner's beliefs and assumptions on EAP. Specifically, students were asked to report on the following variables: EAP Needs/Objectives, EAP Materials, Resources, Time, EAP Language Use, Group Interaction/Communication, Learning Process, Attitude, Other Skills, Final Product. The choice of such variables is based on two main points: 1. the variables mirror the basic components of an EAP course and, thus, provide essential information on single EAP aspects;

2. the ten variables match both course expectations and outcomes and, therefore, allow for comparative data analysis (see below). 4 students based their feedback on experience of previous EAP courses, 8 were influenced by colleagues/friends on campus, 11 were making hypotheses, reflecting prior knowledge on EAP, 2 had no idea of EAP. The results of the preliminary survey are illustrated in Table 3 below and show that learners reflect a traditional view of EAP. In particular, all students conceive EAP needs restricted to academic reading and writing and assume that academic articles/papers are the only EAP materials available and that resources are limited. The group is fully aware of the duration of the EAP course and of its structure and expects to use EAP in class which appears to be the main setting for group interaction and communication. Most learners are convinced that the learning process is based on grammar and translation and, therefore, no other skills are basically developed. The overall attitude is of academic duty which certainly affects learners' initial motivation. As a final course product, 15 interviewees expect to take away lecture notes and photocopied materials whereas 10 believe that they will have paper assignments in hand.

VARIABLES	**EAP COURSE STRUCTURE EXPECTATIONS**
EAP Needs/Objectives	EAP writing: 10 students EAP reading: 9 EAP writing and reading: 6
EAP Materials	Academic articles/papers: 25
Resources	Limited: 24
Time	34 hours in class + 15 self-study: 25
EAP Language Use	Classroom: 25 Artificial: 25
Group Interaction/Communication	In class: 20 Self-study centre: 5
Learning Process	Grammar/Translation: 10 Lectures: 8 Workshops: 7
Attitude	My professor has obliged me to attend: 15 Curiosity: 10
Other Skills	Study Skills: 5 None: 20
Final Product	Notes and Photocopied materials : 15 Paper Assignments: 10

Table 3. Learner's beliefs and assumptions on EAP

In the post-course phase, the survey was repeated and, this time, participants were requested to relate each variable to their experience of CALL in EAP. The final survey, illustrated in Table 4, indicates the changes brought about by CALL in participants' view of EAP skills acquisition. Only 2 students were overwhelmed by the amount of EAP materials and by their navigational skills which, in turn, influenced their attitude to the course and to EAP language use on the net.

At this point, it is worth comparing the data collected to analyse the outcomes of the surveys.

VARIABLES	**CALL IN EAP**
EAP Needs/Objectives	Tailored EAP Skills: 25
EAP Materials	Enormous variety: 23 Excessive: 2
Resources	Numerous Cyberspace sources: 25
Time	Unlimited: 25
EAP Language Use	Classroom: 25 On the Net: 23 Real: 25
Group Interaction/Communication	Constant: 25
Learning Process	Collaborative and student-centred: 25 Interactive: 25
Attitude	Positive: 25 Stimulating: 25 Fun: 23
Other Skills	Navigational skills: 23 Critical skills: 25 Cognitive Skills: 25
Final Product	Useful Portfolio for self-study and reference: 25

Table 4. Participants' view of CALL in EAP skills acquisition

Comparative Data Analysis

Data were collected from all 25 EAP course participants. While the outcomes of Table 3 are prior to the implementation of the EAP course, results in Table 4 express participants' direct experience of EAP supported by CALL. By comparing the single variables, it is possible to make some remarks. Learners become aware that CALL in EAP skills acquisition can tailor their immediate needs and not limit EAP objectives to traditional academic writing and reading skills. While CALL materials and resources are numerous, learners previously assumed that materials were mainly academic articles/papers. Time is another significant variable in that participants realise that CALL does not restrict their learning process to the classroom. Greater peer interaction and major individualization in learner-centred tasks is now feasible. Furthermore, CALL fosters a positive attitude to EAP and, therefore, enhances students' motivation and self-confidence. All learners claim they had the opportunity of developing critical and cognitive skills, thanks to Computer-Assisted tools and materials which increases their sense of autonomy. Finally, learners find that their personal Portfolio is not only useful for future reference and self-study, but above all, has enabled them to construct their own materials and, therefore, to gain a broader understanding of EAP.

This small-scale analysis cannot, obviously, generalise the issue of instructional effectiveness and efficiency of CALL in EAP, but it certainly has emphasised the benefits of implementing computer-assisted materials and resources in the present EAP course.

Conclusion

This paper has briefly described the case of implementing CALL in EAP as a more effective means of enhancing EAP skills. In considering the core stages which introduce CALL in EAP, I have examined the process of designing the Computer-Assisted EAP portfolio as a feasible tool for empowering EAP learners. Feedback data show that if learning on the part of the students has been helped by the use of a tool, then the tool has been used successfully (Shrum, Glisan, 1994). However, while advantages over traditional materials (Shortis, 2001) have been outlined, it is worth remembering that "Tools don't teach. When effectively implemented they assist in the learning process" (Rosen, 1998:1).

In the present case, the CALL portfolio has supported tailored needs and objectives of the target group. It has effectively supplemented resources and variety of EAP materials otherwise unavailable for the implementation of the present EAP course. Furthermore, the portfolio has introduced a mixed mode pedagogy, i.e., a combination between the traditional and the virtual learning contexts. A similar learning process fosters real language use, encourages collaborative learning and interaction, develops learner autonomy while enhancing experiential, navigational and critical skills. It overcomes time-limit, allowing for communication beyond the classroom. This, in turn, strengthens students' positive attitude to EAP learning. As a final result, the CALL portfolio stimulates EAP learners to create a useful product for assessment, for self-study activities and future academic reference.

On the one hand, its accomplishment relies on participants' computer-skill proficiency. The drawback for EAP instructors who may wish to attempt a similar experience, could be the "…hurdles in utilizing modern resources, in addition to traditional approaches, [which] involve the issues of time and effectiveness, instructional design, and credibility of the new resource" (Rosen, 1998:1).

On the other, the experimental computer-assisted approach to the EAP course has proved that both learners and instructors can benefit from a similar experience. "One of the aspects of EAP that attracts the best English language teachers is the potential for developing one's own material based on needs analysis of the immediate situation" (Hamp-Lyons, 2001:129) and CALL materials have proved to be extremely helpful in the present case.

Finally, the comparative data analysis denotes a change in learners' attitude to EAP. Overall, students have perceived that the implementation of CALL in EAP has created a learner-centred environment which effectively and efficiently responds to their needs.

Acknowledgement

I wish to thank Professor Carmen Argondizzo for the opportunity she has offered me to collaborate on the project and for trusting in my CALL approach to the EAP course.

Note

This article is based on the presentation at the conference "Implementing CALL in EFL: Living Up to Expectations", organised by IATEFL Comp SIG & CyTEA, University of Cyprus, Nicosia, 5-6 May 2001.

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Appendix 1 - The Computer-Assisted EAP Portfolio

Task	EAP skill	CALL Tools	WWW resources
1	Asking and giving information about academic environments	www resources e-mail word processor	www.lse.ac.uk www.une.edu.au www.unimelb.edu.au www.nus.edu.sg
2	Layout of a business card-English educational qualifications	word processor clipart	_____
3	Writing a CV	www resources word processor	http://owl.english.purdue.edu/workshops/hypertext/ResumeW/org.html http://www.free-resume-tips.com/resumetips/curriclm.html www.rpi.edu/dept/llc/writecenter/web/resume.html
4	Applying for a job on-line	www resources e-mail	www.nationjob.com/media/
5	Choosing an international academic course on-line	www resources e-mail	www.worldofstudy.com
6	Cover Letters	www resources word processor e-mail	http://www.rpi.edu/dept/llc/writecenter/web/cover_letter.html
7	Writing an abstract	www resources word processor	http://www.rpi.edu/dept/llc/writecenter/web/handouts.html
8	Register in Academic Writing	www resources	http://www.eapideas.freeserve.co.uk/registen.htm
9	Writing a reference letter	www resources word processor e-mail	http://www.esllessons.com/lessons/grammar/gram11-beg-horo-adj.html
10	EAP reading	www resources search engine	http://www.siu.edu/ http://www.coun.uvic.ca/learn/program/hndouts/readtxt.html
11	Conferences	www resources word processor	www.linguistlist.org
12	Oral Presentations	www resources presentation software	http://www.jaist.ac.jp http://aerg.canberra.edu.au/edu12min.htm
13	ESL/EAP skills on-line	www resources	http://www.leeds.ac.uk/languages/resource/links/englink.html

Appendix 2 – A Sample of a Comprehensive Syllabus (adapted from Argondizzo, 2001:32)

Functional-communicative

- Language at discourse level
- Integration of 4 language skills
- Language use in social academic contexts
- Intercultural issues
- English Varieties

Formal

- ESP lexicon development
- EAP register, style, rules awareness-raising

Process-based

- Syllabus negotiations with learners
- Learning strategies
- Learner reflection on language knowledge
- Learner's self-evaluation on progress
- Lesson plan modification according to arising needs
- Students as reflective practitioners

Task-based

- Task accomplishment activities
- Project work and problem solving activities

Skill-based

- Activities based on a thematic approach to students' EAP interests and study skills
- Academic activities linked with cognitive and critical skills

Appendix 3 – WWW Resources Evaluation Form

URL:	**Excellent**	**Very Good**	**Good**	**Average**	**Poor**
Site Accessibility Functionality, Flexibility (browser setting)					
Site Usability (menu systems, navigation structure, visual design, search facility)					
Site Information Presentation (clear, simple, easily understandable)					
Site Content (vast, rich, informative)					
Site Update (Last modified)					

Teaching English with Technology, vol. 3, no. 3, July 2003, http://www.iatefl.org.pl/call/callnl.htm

INTERNET LESSON PLANS

LEARNER GENERATED QUIZZES

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Introduction

This contribution touches upon the creative classroom activity which involves learners in quiz generation. Generally speaking, setting-up exercises is supposed to be a teacher's prerogative. Given the time and the space, however, learners are capable of creating their own exercises that benefit their learning, boost self-esteem and stimulate motivation.

There are a number of websites on the Net for generating various types of exercises and quizzes. One of the best is available at http://a4esl.org/. Firstly, it provides a multitude of choices, e.g. bilingual or monolingual, and a vast variety of formats (multiple choice, True or False, matching words & definitions, Power Point exercises, etc.). The major advantages of this website are generation swiftness and opportunity of immediate re-generation if errors in data have been spotted while checking/doing the quiz. Secondly, quizzes may be used for printing to paper, for putting on generator's own web server or downloaded on the quiz creator's, Charles Kelly's, web server. All in all, the software allows the design of ten different types of quizzes and is available free of charge to any learner or teacher. Last but nor least, this website is completely devoid of any advertising.

In the described activity, learners design vocabulary quizzes using Charles Kelly's Online Quiz Generator (http://a4esl.org/c/qw.html). Learners are free to choose various formats and generate quizzes within a matter of minutes provided the quiz data were prepared in advance.

Level: pre-intermediate & above

Time: one or two hours (depending on quiz scope and number of quizzes)

Aims:

- to recycle vocabulary
- to promote learners' self-assessment
- to develop learners' interaction & cooperation

Preparation:

Learners prepare data on floppy disk as homework task.

Procedure

The online Quiz Maker (http://a4esl.org/c/qw.html) allows learners to generate multiple-choice quizzes in various formats with a variable number of distractors (from 2 to 6) and have them printed to paper or put on one's own web server. The more distractors learners use in creating their quiz, the harder the quiz. It is advisable to process contextual vocabulary, i.e. combine a lexical content with a situational context. Recycling at random chosen vocabulary is not as effective as the vocabulary based on the previously covered topical material.

Ask learners to terminate the number of vocabulary items (from 10 to 15). Set the time limit for completing tasks.

If English classroom is equipped with computers, learners (either in pairs or individually) can generate quizzes in different formats, check if quizzes work well and then ask other pairs to solve their designed tasks. Computer session might last from one to two academic hours depending on the amount of time available for revision. Students recycle vocabulary (or grammar) by doing quizzes designed by other pairs / individuals and have fun at the same time.

This activity can be useful for developing fast thinking (essential in spontaneous speech) – but then it is essential to set a time limit for each exercise. Interaction and cooperation between pairs as well as assessing and self-assessing one's performance are important components of this activity.

In the first experiments of quiz generation, the majority of students of Universitas Studiorum Polona Vilnensis chose the most prestigious version – generating a bilingual quiz to be hosted on the Internet website. However, only a few students succeeded in having their quizzes uploaded at http://iteslj.org/v/po. A vast majority of learners have had their generated quizzes hosted at the temporary website http://iteslj.org/v/po-temp2/, basically because of the encoding problems of Polish characters. Interestingly, created quizzes worked very well after being generated. Surprisingly, Polish characters got corrupted after transferring the quiz into the .html file, sending it to the host website and getting it uploaded at the above mentioned website. Every time the learner wanted to use it, s/he had to adjust the encoding from the 'view' menu in their computer. This difficulty put many students off trying to get their quizzes uploaded on a prestigious permanent Charles Kelly's website. The cause of quiz corruption has not been cleared so far. As a matter of fact, I faced similar problems with Lithuanian characters while generating bilingual English-Lithuanian/Lithuanian-English quizzes (http://iteslj.org/v/lt), but fortunately this problem has been resolved thanks to Charles

Kelly's assistance. In my settings, the cause seems to have been due to incompatibility between different computers' software.

Since Universitas Studiorum Polona Vilnensis has no its own web server, the learners, who wanted to carry out individual computer tasks, chose generating a quiz printed to paper. In default of decoding problems, first, such generation saves time, and, second, designed quizzes are easier to assess – screen reading is thought to be more tiring than reading a printed text.

Overall students' assessment of computer tasks has been favourable. First, in spite of being accustomed to using computers for a variety of assignments, students remain attracted to computers and keen on using them for learning a foreign language. Second, in English classes learners favour working at their own pace and performing creative tasks. Third, the ability to complete the task successfully is a source of satisfaction for majority of learners.

Conclusion

Summing up, this activity is useful for recycling vocabulary and grammar, developing interaction and cooperation between pairs and for assessing / self-assessing one's performance. Successful performance of computer tasks enhances learners' motivation and boosts their self-esteem. Students have fun in carrying out the activity and, incredibly, enjoy spotting their own and peers' errors, although in usual settings misgivings of losing face prevent learners from being explicit. Quiz generation needs no preparation on the teacher's part and allows the teacher to monitor students' performance and render aid if/when necessary.

A WORD FROM A TECHIE

ADDING SPELL CHECKER IN *INTERNET EXPLORER* TO ENHANCE WEB-BASED WRITING

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Introduction

Most people would agree that the basic objective of education is to teach students to read, write, and think. One of the most revolutionary writing aids is word processing, the ability to edit text electronically. It slashes the clerical time to type, revise, make corrections, locate references within a manuscript, and set up tabular material. One of the most practical and beneficial functions is attributed to electronic spell checker housed in the program, which can minimize the mechanical errors and secretarial drudgery of writing.

However, almost all Web tools available including browsers such as the mainstream Internet Explorer and Netscape are not equipped with this indispensable enhancement. The Internet is reshaping the world and the way people work and learn. More people are taking advantage of the Web to do research, write, and retrieve information. Very often they must fill web forms, send web-based messages and whatever word editing based on webpages. A web browser without the enhancement of spellchecking will not provide the user with more convenience, flexibility, productivity, and confidence.

IE Context Menu Speller

The script program IE Context Menu Speller designed by PC911 team can meet our demands of checking characters entered in Internet Explorer. The script file can be downloaded at: http://members.cox.net/hanachibi/files/ie_context_menu_speller.zip, http://www.pcnineoneone.com/tweaks/ie_context_menu_speller.zip, or relevant links ca be found in the following pages: http://gammatron.novarese.net/2001/10/temparchive.html or http://radio.weblogs.com/0100169/categories/radio/2002/01/24.html.

For successfully using this script program, we must have Microsoft Word installed. Additionally, we must have at least version 5.1 of the Windows Scripting Host. To determine

which version of Windows Scripting Host you have, you can locate the file "wscript.exe" in the Windows directory and right click it to check its property. If your version is prior to 5.1, you should visit the following page to select suitable language version to update the Windows Scripting Host:
http://msdn.microsoft.com/library/default.asp?url=/downloads/list/webdev.asp.
After downloading the above "ie_context_menu_speller.zip", you may unzip the file and choose to install it to a temporary directory in the same partition on which your Windows installation resides. Double-click Install_Spell_It.vbs in the unzipped file to install the program. When you restart Internet Explorer you'll find a new item in your right-click context menu. Highlight any text and then right-click it. Select Spelling from the context menu. The program will then launch your Microsoft Word's spell checker utility allowing you to make corrections to the text. You simply highlight the text with your cursor and right-click it. This program is very easy to use in Internet Explorer and it can be uninstalled in the normal manner via the Add/Remove Programs applet in the Control Panel.

What is behind

This program is designed with the scripting language Visual Basic Scripting Edition (VBScript), which is a simple programming language designed to perform special or limited tasks. Sometimes it is associated with a particular application or function. VBScript is a simplified version of the Visual Basic and Visual Basic for Applications family of programming languages. It is also considered to be closely related to the BASIC programming language. According to *Microsoft Press Computer Dictionary Third Edition,* VBScript is a subset of the Visual Basic for Applications programming language, optimized for Web-related programming. As with Javascript, the code for Visual Basic Scripting Edition is embedded in HTML documents.

After we have successfully installed the program, click Start → Run to open a dialogue. Here we enter "regedit" to open Registry. Locate HKEY_CURRENT_USER→ Software → Microsoft → Internet Explorer → MenuExt → Spelling. In the right column you can see the default value \Windows\web\Spell_It.htm. Find the file Spell_It.htm in the relevant directory and use common plain text editor such as Notepad rather than default htm file open program such as a brower. In the Notepad you can find the following codes (I add some notes in brackets):

```
<!-- saved from url=(0022)http://internet.e-mail -->

<html>
<head>
<script language="VBScript"><!--  { the browser starts to run a VBScript}
Dim myText, oWindow, oDocument, oSelect, oSelectRange { declare variables}
Set oWindow=window.external.menuArguments {set values of the variables, the object and its
attributes such as Selection, Document, Range and etc can be found by clicking the menu item Tools →
Macro → Visual Basic Editor in Ms Word. }
Set oDocument=oWindow.document
Set oSelect=oDocument.selection
Set oSelectRange=oSelect.createRange()
const wdDoNotSaveChanges = 0  {declare a constant}
myText=oSelectRange.text
'
Dim oWD, oDoc, RangeOriginal, RangeCorrected, Cnt, Status
Set oWD = CreateObject("Word.Application")  {Create object, here start Ms Word}
oWD.Visible =false  {Ms Word window shows or hides, here the window hides}
Set oDoc = oWD.Documents.Add {create a new document}
On Error Resume Next
oWD.Selection.typeText myText {select the text}
'
Set RangeOriginal=oWD.ActiveDocument.Range(0,oWD.Selection.End) {select spell check range}
If oWD.CheckSpelling(RangeOriginal)=False Then
oWD.ActiveDocument.CheckSpelling {spell check}
Set RangeCorrected = oWD.ActiveDocument.Range(0,oWD.Selection.End)
RangeCorrected.copy {copy checked text}
'
If RangeCorrected.Words.Count>7 Then
Cnt=RangeCorrected.Words.Count
Status= "The text beginning with: "&_
RangeCorrected.Words.Item(1)&" "&RangeCorrected.Words.Item(2)&" "&_
RangeCorrected.Words.Item(3)&"....."&vbCRLF&"and ending with: ....."&_
RangeCorrected.Words.Item(Cnt-2)&" "&RangeCorrected.Words.Item(Cnt-1)&_
" "&RangeCorrected.Words.Item(Cnt)&vbCRLF&"has been checked "&_
"and corrected version copied to the clipboard"&vbCRLF&_
"Ctrl+V will replace the selection with corrected text" {predetermine what will be shown in the user
interface}
Else
Status= "<< "&RangeCorrected&" >>"&vbCRLF&"has been checked and the"&_
" corrected version was copied to the clipboard"&vbCRLF&_
"Ctrl+V will replace the selection with corrected text" {predetermine what will be shown in the user
interface}

End If
'
Else
Status = "Words in the selected text were all spelled correctly"
If myText="" Then Status = "There wasn't any selected text to check" {again predetermine what will be
shown in the user interface}

End If
'
oWD.Quit wdDoNotSaveChanges {quit Ms Word}
Set oDoc = Nothing
Set oWD = Nothing
Alert Status  {show the information box}
'
--></script>  {end of the VBScript}
</head>
</html>
```

……
……

Understanding the mechanism of the program, we can create a VBScript to expand the functions of Internet Explorer.

Steps:

1. Open the registry, find HKEY_CURRENT_USER→ Software → Microsoft → Internet Explorer → MenuExt. Create a new key in the directory MenuExt, for example, the created new key is "Start Excel".
2. In the directory MenuExt, click the folder "Start Excel". In the right column right click the default item to select "Modify" menu item. In the following window input "C:\startexcel.htm" in the key value box and click OK. Exit the registry.
3. Start Notepad and click new menu item. Copy the following code to the Notepad and save the file as "startexcel.htm" in C partition root directory (C:\startexcel.htm).

```
<html>
<head>
<Script Language="VBScript"><!--
Dim aexcel
set aexcel= CreateObject("Excel.Application")
aexcel.visible=true
aexcel.workbooks.add
aexcel.Columns(1).ColumnWidth = 55
aexcel.cells(1,1).value="TEACHING ENGLISH WITH TECHNOLOGY"
aexcel.Range("A1:A1").Select
aexcel.Selection.Font.Bold = True
aexcel.Selection.Font.Size = 16
aexcel.Selection.Font.ColorIndex = 3
aexcel.cells(2,1).value="A JOURNAL FOR TEACHERS OF ENGLISH"
aexcel.cells(3,1).value="ISSN 1642-1027"
aexcel.cells(4,1).value="IATEFL POLAND "
aexcel.cells(5,1).value="COMPUTER SIG"
--></Script>
</head>
</html>
```

When you start Internet Explorer, you will find in the right click context menu the item "Start Excel". Click this item, MS Excel will start and input the above embedded characters.

An Example Activity

There are countless web-based writings for us to purposefully practise or necessarily complete so that we can retrieve access to data, post messages, publish articles, apply for jobs, inquire, express ideas and so on. We demonstrate process of using the mentioned spell checker for the very purpose of language learning working on Randall's ESL Cyber Listening Lab

(http://www.esl-lab.com), reviewed in one of the previous issues of *Teaching English with Technology* (Krajka, 2001).

Steps:

1. Ask students to visit http://www.esl-lab.com and practise listening according to difficulty levels.
2. Get students into groups or pairs to discuss topics and content of the site. What are advantages and disadvantages of the site? What should be done for improvement? What are their feelings in comparison with traditional face-to-face language learning ? …
3. Ask students to get access to http://www.esl-lab.com/form.html to write their comments or suggestions in the column "Message". The following extraction from the review by Krajka (Krajka, 2001), for example, is typed into the box in that page. Several words are misspelled on purpose to demonstrate the solutions proposed above: (In Internet Explorer the misspelled words are not underlined in red as in MS Word.)

> The topics of quizzes enconpass all areas of life, such as for instence telephone recording, flying a plane, riding a taxi, touring a city, renting a car, home repairs or checking in the hotel, and provide real-life interraction, which helps students…

4. Highlight the words in the box and right click the mouse button. Select the popup menu item "Spelling". The spell checker starts to check spelling. Do according to prompts or suggested replacement of misspelled words recognized by the checker (here in this case the suggested replaced words are *encompass*, *instance*, and *interaction* which are arranged in order).
5. Press Ctrl+V to replace all the misspelled words with correct ones.
6. Click "Send Message" below in that page.

Conclusion

Because of the rapid development of the Internet we are in a period of profound social changes. Adjusting to these changes require efficient use of Internet-based browsers and various Web tools. By adding spell checker in Internet Explorer both language learners and teachers can, to the fullest extent, optimize and perfect web-based writing.

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SOFTWARE

SPEECH RECOGNITION SOFTWARE: ITS POSSIBLE IMPACT ON THE LANGUAGE LEARNING CLASSROOM

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A little girl picks up a ringing telephone and says, "Hello?" Three businessmen are seen and heard on the other end of the phoneline speaking Japanese. At the same time, the sounds coming out of the phone the girl is holding are recognizably English. The little girl leans away from the phone and asks her father in English the question that the men are asking. He yells the answer from another room, she relays it in English; her answer is heard by the men in Japanese. The men happily end the conversation and hang up.

Description

This scenario is based on a recent U.S. commercial for a communications company. The technology being demonstrated is speech recognition software and accompanying translation technology. Speech recognition is often confused with speech synthesis and voice recognition. *Speech recognition* allows people to talk to computers, and then the computers do something with the uttered speech. Either the computer types the utterance, carries out a command that was given with the utterance, or carries out an analysis of the utterance. *Speech synthesis*, on the other hand, allows computers to talk to people. *Voice recognition* allows computers to identify the identity of a speaker from their voice and then carry out a task such as allowing (or disallowing) entry into a building based on the clearance granted to that person.

Speech recognition technology works in the following way: the user speaks into a microphone, and a computer uses acoustic analysis to analyze the phonemes (individual sounds) uttered. The computer searches the available vocabulary database and then chooses the words that seem most likely to have been produced. Accuracy increases under the following circumstances: words are spoken slowly and individually, there is a small range of vocabulary possible, low background noise exists, repetition exists, and/or the computer is familiar with the speaker's voice. Speech recognition accuracy can reach 99 % if these conditions exist; 87 % is the best that can be done without these aids (Ordinate, 2002)

History

Speech recognition technology has had an interesting history. According to Christensen, Maurer, Miranda and Vanlandingham (2002), the first speech recognition product that was ever offered on the commercial market was actually a toy dog. When the dog's name, "Rex," was uttered, the acoustic energy of the vowel sound broke an electromagnetic field and caused the dog to come out of his house. During the 1940's the U.S. Department of Defense searched for a way to automatically translate messages sent in Russian into English. Although the program was a failure, the government did go on to fund more successful research in speech recognition as a result. Bell Laboratories experienced early success with speech recognition technology, in 1952 producing a system that could recognize the numbers 0 through 9 and then in 1959 a system that could recognize English vowel sounds with 93% accuracy. Today's technology has progressed greatly as it has been possible to handle increasingly varied vocabularies, dialects and rates of speech - the keys to future progress (Kewley-Port, 1994). (For more specific information about the development of speech recognition technology, visit http://cslu.cse.ogi.edu/HLTsurvey/ch1node4.html) However, the technology needed to carry out the task in the opening scenario above has not yet been developed.

Social Context

In the consumer market, most of us have encountered speech recognition technologies on the telephone when utilizing directory assistance. Several telephone companies use a speech recognition server that recognizes the names of cities uttered by customers, and then connects those customers with the correct operator. (For an audio demonstration of this type of application, visit http://www.nsc.co.il/).Those working in the medical field utilize speech recognition software for medical dictation rather than relying on sending out tapes to transcriptionists, a process which can take days and several drafts to eliminate errors. Many people who are unable to use a keyboard due to disabilities are able to enter data or surf the Web with the assistance of speech recognition technology. This technology entered the military landscape recently when a hand-held device, the Phraselator, was used by U.S. troops in Afghanistan and then again in Iraq (Mieszkowski, 2003; Terry, 2002). The device allowed the soldiers' spoken English to be heard as simple Arabic phrases. Two online articles report on this at http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&node=&contentId=A58740-2002Apr16&notFound=true as well as at http://www.salon.com/tech/feature/2003/04/07/phraselator/index_np.html.

Educational Context

Since technologies usually find their way from the consumer market to the educational arena, it is worth noting any developing technology for its inevitable impact on education. Speech

recognition technology most often shows up in schools as an assistive device for students with disabilities. Two commonly used programs are ViaVoice Pro USB Edition (2003) by IBM (http://www-3.ibm.com/software/speech/) and Naturally Speaking Preferred 7.0 (2003) by Dragon Systems (http://www.1st-dragon.com/dragnatspeak.html).(For an evaluation of ViaVoice and Naturally Speaking, visit http://www.webreference.com/new/991108.html).
In addition, some schools are beginning to use speech recognizers to assist students as they read aloud. Videos describing Carnegie Mellon University 's Project LISTEN (Literacy Innovation that Speech Technology Enables) are available at http://www-2.cs.cmu.edu/~listen/mm.html. Problems encountered by schools adopting speech recognition software include inadequate hardware and a lack of staff training (British Educational Communication and Technology Agency, 2001). To read more about these problems and one company's answer to them, visit http://www.becta.org.uk/technology/speechrecog/information/software2.html. The CALL (Communication Aids for Language and Learning) Centre in Scotland maintains a website with training materials, curriculum ideas and useful links at http://callcentre.education.ed.ac.uk/SEN/5-14/Special_Acc_FFA/Speech_Recog_FFB/speech_recog_ffb.html#Resources.
Across student populations, speech recognition technology that may hold the most promise for those learning or needing to communicate between languages. This promise makes itself evident, for example, in the recent television commercial described earlier. How might this technology affect the language learning classroom?

Language Learning Context

Speech recognition software has already begun to make an impact on language learning. One example is that of language testing or grading. In an intersection between psychology and linguistics, Ordinate carried out research on how native speakers of English rate the understandability of non-native speakers of English and then utilized speech recognition software to create a test in which a non-native speaker of English places a phone call to the Ordinate testing number, listens to prompts in English, answers the questions in English and receives a rating from the software on fluency, listening, vocabulary and pronunciation. (A demonstration of this test is available at http://www.ordinate.com.) Interestingly, Ordinate claims to have higher accuracy at judging non-natives' speaking abilities than that arrived at by human raters (Ordinate, 2002).
Another educational application is that of pronunciation training for the profoundly deaf. Projects such as the Tucker-Mason Project, which is supported by a National Science

Foundation grant, involve the creation of software that allows deaf users to give oral commands to the computer (Center for Spoken Language Understanding, 2002). For a description of these speech recognition applications, visit http://cslu.cse.ogi.edu/asr/. If a minimum level of understandability is not reached, the computer will not carry out a command. It is worth noting that rather than being focused on accuracy of language use, such applications appear to hold communicative competence as their goal.

Currently, a few educational software packages for English language learners take advantage of speech recognition technology. DynEd has produced *New Dynamic English* (2001) for adult learners (http://www.101language.com/dyned-nde.html) and *Let's Go* (2001) for child learners (http://www.esl.net/dyned-lgfeatures.html . The children's version allows the user to orally produce a single word at a time, while the adult version allows the user to produce either a single word or an entire sentence in response to video or graphic cues and then receive feedback on the pronunciation of the user's production. If a minimum level of understandability is not reached, the program encourages the user to try again. One current drawback of *New Dynamic English* is that if the uttered sentence is very close in sound to the intended answer, the program may not catch an error. For example, if the learner uttered a sentence with "is" instead of "isn't" - a serious difference in meaning - the learner may not be alerted of the difference. Auralog has also developed programs utilizing speech recognition: *TeLL me More Pro* (2000) for adults (http://www.multilingualbooks.com/aura-tellp.html) and *TeLL me More Kids* (2000) for children (http://multilingualbooks.com/aura-tellk.html). The minimum level of understandability can be adjusted for each student with these programs. In addition, *TeLL me More Pro* allows the user to view the acoustic patterns of an utterance. However, there are two problems with offering learners acoustic patterns as evidence of their pronunciation ability. First, most language learners are not linguists, and a linguistic background is practically necessary in order to understand these wave forms. Second, even native speakers have difficulty reproducing the exact wave forms produced by the speakers on the software.

One possible application of speech recognition software for beginning language learners is that of a scaffolding device for building literacy. If learners are able to produce spoken English much more readily than they are able to produce written English, it might be useful for them to bridge into writing by, for example, telling stories to the computer and then seeing their own stories in print. The problem with this scenario is that the usefulness of such a tool would probably be shortlived in terms of the learners' need for this literacy assistance, yet a program such as ViaVoice, which takes only minutes for a native speaker to train it to his or

her voice, might take many hours to adapt to the non-native speakers' voices and thus accurately type the words spoken. This would most likely put an added burden on the teacher, as well, whose efforts might be better spent on other literacy-building activities.

One issue that instructors of adult English language learners often grapple with is that of the special spelling problems of students who speak either Arabic or Hebrew as a first language. Since neither of these languages usually includes vowel sounds in writing, students often face seemingly insurmountable spelling issues in English; words are often written with such unusual spellings that even spell checkers cannot locate the correct words. Speech recognition software would allow these students to sidestep this serious writing issue. Once again, the time that it takes the technology to adapt to a non-native user's voice is an issue here, although less so than with a child learner. Also, this technology might actually step in the way of a learner ultimately improving spelling problems; rather than utilizing the tool as a scaffolding device, a learner could become dependent upon the tool.

Speech recognition software shows promise for assisting language learners with pronunciation issues. Pronunciation is an area that few language teachers have expertise in, yet many learners need or demand assistance with in order to gain communicative competence. Although quality pronunciation training following from the most recent research would be optimal, software utilizing this technology may be able to help learners understand when they have reached a level of general understandability, especially as this technology continues to improve in its ability to respond to learners' utterances.

Referring back to the example at the beginning of this paper, although it is most likely far into the future, speech recognition software with accompanying translation technology might allow those with little or no speaking ability in a foreign language to carry on conversations via telephone with speakers of that language. For example, a middle-school EFL class in Hong Kong could brainstorm questions that they have about some aspect of British culture, arrange for a phone conference with a native of England, plan out what they are able to say in English, and then let the translation software pick up where the learners' abilities to speak and understand English break down.

Deeper Issues

In Fabos' (2001) study, "Media in the Classroom: An Alternative History," Fabos stated that although all new technologies in the classroom over the last century have been greeted with the same initial enthusiasm and hope that the technology would be able to solve administrative problems and enhance the teaching process, these technologies have eventually been rejected to some degree by teachers. Fabos suggested that the problem has often been the

content that consciously or unconsciously enters the classroom along with the medium. Whenever a technology is brought into a learning environment, it always creates a *slightly different* learning environment, although the differences may be difficult to discern at first (Postman, 1992). So, how might our utilizing of speech recognition software with language learners influence our classrooms? What would we (possibly unknowingly) be teaching our learners about the world, about language and about communication with others?

The use of speech recognition technology in combination with software that includes role plays based on authentic situations would teach our students that oral interactions with others is the goal of language learning and that pronunciation is one aspect of communicative competence. The use of this technology to assist those who have problems with writing would teach that we are able to access our strengths in language learning to assist with our weaknesses. It might, however, also teach learners that they can rely on their strengths without having to improve the areas that most challenge them.

By using the technology as a translating device, we would be giving many messages to our students: that language learning is not essential and that communication is simply a matter of translating vocabulary items and grammar. Monke (2001) asked in response to educational choices such as this one:

> Just how small do we want our children to believe the world to be? How much of the illusion of next-doorness do we want to give a student who hasn't traveled much beyond the borders of his or her state, or city for that matter? What kinds of misunderstandings about the world does this kind of undifferentiated communication give a young person? (Monke, 2001: 66)

Mastering a second or foreign language is a huge task; successfully negotiating meaning with native speakers is an enormous accomplishment. By utilizing speech recognition technology in ways such as this, we may be obscuring this reality from our students.

In addition, if technology reaches a point at which we no longer need to learn a second or foreign language in order to communicate with others, we need to rethink our reasons for acquiring another language. Research has pointed towards a link between language learning and cognitive development. Although some researchers caution against drawing strong conclusions about a causal link, there does seem to be a positive relationship between bilingualism and linguistic, metalinguistic and cognitive abilities which reach far into other areas of the language learners' lives (Diaz, 1985; Hakuta, Ferdman & Diaz,1986). Any such gains from language learning could be lost, however, if the government no longer sees a need to fund programs for foreign language teaching or for language minority students due to advanced speech recognition and translation technology.

Since this technology is fairly inexpensive and could potentially be adopted by many intensive English programs as pronunciation aids, for example, the use of this tool may hinder a recently-improved aspect of M.A. TESOL programs. In the early and mid-nineties, few M.A. TESOL programs trained pre-service teachers in pronunciation issues. However, in the last five years, such preparation has become more widespread. Although software can never replace the role of the teacher in pronunciation training, it may be viewed as capable of this. Once again this aspect of communicative competence may no longer be covered for Master's degree students.

Salaberry (2001) suggested that we express cautious and reflective interest in new technologies rather than an overly enthusiastic attitude. Many of the issues raised above point towards the need for much consideration of the impact that speech recognition technology might have on the language learning classroom. Readers are encouraged to critically explore the possibilities and implications of speech recognition themselves by downloading some examples of current technologies. Several examples can be found at http://www.speechtechnology.com/free/links.html.

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QUICK PLACEMENT TEST ON CD

reviewed by **Andrzej Zychla**
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Publisher: Oxford University Press, 2002, www.oup.com/elt
Product type: Interactive English language placement test on CD-ROM
Language: English by default (instructions in the following languages can be set from the supervisor's mode: Spanish, French, German, Dutch, Italian, Portuguese and spoken Japanese)
Level: pre-intermediate to advanced
Operating system: Windows 95 and above
Hardware requirements: Pentium PC with a minimum of 16 MB RAM, sound card, CD-ROM drive (at least 8 x transfer rate), 10 MB free hard disk space (650 MB for full installation).
Availability: commercial.

Overview

Quick Placement Test on CD-ROM (referred to as **QPT** later on in this review) is a multimedia test package offering quick and reliable assessment of English language proficiency of the testee. It matches successfully the most recent developments in testing theory with many blessings of computer technology such us using multimedia; its unique format allows it to evaluate grammar, reading and listening while its banks of carefully graded exercises are accessed selectively to finely-tune the test to the current proficiency level of the testee (this additionally contributes to the feeling of accomplishment that was sometimes lacking in similar tests before). Test results can be made available to the supervisor only and are presented in a number of 'understandable formats' (i.e. in accordance with Council of Europe or ALTE specifications).

Description

The electronic version of QPT (the traditional paper and pen version also available) makes use of the unique **Computer-Adaptive Testing** (CAT) technique that enables the program to adjust automatically to the actual language proficiency level of the taker on the basis of data gained from previous responses. The CD contains banks of items (activities) ordered by difficulty: if the taker fails a question - s/he is given an easier one, if s/he succeeds - a more

difficult one is posed (needless to say the initial activity is of medium difficulty). There are about 25 questions asked. Such procedure saves a lot of time (it takes 15-20 minutes to do the test and results are available instantly) and the complicated statistical formulae are there to assure reliability. QLT was initially validated by more than 5,000 students in 20 countries and supervisors are encouraged to take part in the on-going validation procedure by sharing test results of their testees with the test makers to make it even more reliable (one of the floppies included with the program can be used for such a purpose).

The results of the test are available in either an Association of Language Testers in Europe (ALTE) level or points (out of 100). The ALTE level can be translated easily (the **Chart of Equivalent Levels**) into:

a) Council of Europe specifications

b) Cambridge Examination levels.

The program offers a special password-protected mode for supervisors in which they can customize:

- the language of instruction (nine options)
- the amount of personal information they want to obtain from the taker (which is stored on the hard drive and can be accessed from the supervisor mode)
- whether to reveal test results to the testee (test results are by default available only to supervisors).

QPT evaluates listening, reading and the use of English (including grammar and vocabulary), mostly through multiple choice or cloze formats (suggestions for assessing writing and speaking can be found in the manual). The program can be installed on standalone computers or on networks, which means that more than one testee can have access to it at the same time (in the latter case each taker is given different items to work with).

Evaluation

The electronic version has some obvious advantages over the paper-and-pen one:

- it checks listening comprehension which is a major problem for many, even quite advanced, students
- it instantly adapts to the testee, offering gradually more challenging activities (constant challenge and high motivation guaranteed!)
- it is more interactive and looks more attractive, which contributes to significantly less weariness on the part of the testee.

The few problems that were noticed while evaluating the program were:

- it did not let choose the drive or directory in which to install it

- Polish characters did not show properly (in the supervisor mode one enters institutional data and each testee provides some basic personal info at the beginning of the test)
- Polish was not one of the nine languages (or language varieties) available to users in the help mode (the help mode can be run either before the test starts or accessed during the test by means of a special button).

It is hoped that these will be dealt with in the new versions of the program.

A much more serious issue the author of this review had to deal with was his inability to recover the remaining user counts after his system had crashed and he had to re-format the hard drive. User counts are supplied on a floppy (called the **Authorisation Disk**) and there are 50, 250 and 1000-use floppies currently available. All the counts are transferred to the hard disk during the installation process (it is possible to retrieve some/all of them later on). Since the author's hard disk had crashed before he managed to transfer the remaining counts to the floppy, he lost them (the CD-ROM is useless without them). The good thing was, though, that after the author had got in touch with the on-line help, he was immediately offered a free replacement (they should be praised here for a very prompt reply!). Maybe it would be safer if the uses were gradually 'debited' from the floppy rather than transferred to the hard drive all at once, or gradually obtained over the Internet.

Another drawback may be the price (see: prices in PLN), which may discourage individual teachers (floppies with more user counts are much better value, though).

Recommendation

I do recommend the programme to schools, educational institutions and individual teachers for the following reasons:

- it is easy to install and run and user-friendly; the interface is simple but appealing; the user manual is detailed and on-line help is available (see the e-mail address below); it can be installed on a few computers and/or on a network and simultaneously accessed by more than one user
- its assessment is quick and accurate (the result is readily available once the test has been taken), allowing to place many takers in their appropriate groups relatively quickly
- the test is fun to take as it checks a few skills in a variety of ways and it can adjust to virtually any level (with the exception of elementary students, perhaps, who are not encouraged to take it anyway)

- testees can find out instantly (thanks to the Chart of Equivalent Levels) what their current level of advancement is and which of the Cambridge Exams they are 'ready for'; teachers can assign students to appropriate groups quickly and accurately and have a way of dealing with late-comers joining groups as the course progresses.

Additional notes

For additional information and resources on the QPT go to its official webpage (if your browser directs you to the main OUP page and prompts you to choose your country, simply ignore the message and click on **ELT International Site** link at the bottom). You can also find a free sample of the paper and pen version (PDF) and an interactive presentation of the CD-ROM version (Flash Player) there. The program has its own support and information service (qpt@ucles.org.uk) that is, as my example proves, very quick and helpful.

Note

This article is a significantly extended and modified version of the review prepared for the IATEFL Poland webpage.

REPORTS FROM PAST EVENTS

COMPUTER-MEDIATED LEXICOGRAPHY – A SEMINAR

Universitat Jaume I, Castello, Spain, May 19-21, 2003

by **Jarek Krajka**

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A seminar entitled "Computer-Mediated Lexicography" was organized by Mari Carmen Campoy from Universitat Jaume I, Castello, Spain and was made possible due to the support of the Fundacio Caixa-Castello Bancaixa. The purpose of the seminar, attended by teachers of the faculty of the Department of English and Romanic Languages as well as the students of the department, was to disseminate ideas on different aspects of computer-mediated lexicography, with the ultimate prospect of preparing a publication on the topic. For that, scholars from Poland, Israel and Japan, as well as from different universities from Spain were invited. The seminar enabled participants to exchange ideas on various aspects of computer-mediated lexicography, with valuable and constructive feedback from other participants. Quite a unique aspect of the seminar was that it joined people representing different viewpoints: academic researchers, practical language teachers, lexicographers, university lecturers. Thanks to that, each of the presentations could get a wider perspective to be included in the monograph on computer-mediated lexicography.

The seminar took place in very well-equipped computer laboratories and auditorium of the Centre for New Technologies and the Faculty of Social Sciences and Humanities of Universitat Jaume I of Castello. The presenters could benefit from state-of-the-art technology, facilitating the delivery of ideas and the comprehension among the audience.

The seminar started with the presentation by the organizer, Maria Carmen Campoy, representing Universitat Jaume I, Castello, Spain, who gave a lecture entitled "Computer-mediated dictionaries: an insight into online dictionary features". She started with a comparison of electronic dictionaries and paper dictionaries, bringing to light some of the most crucial differences. She outlined the process of pedagogical improvements: from glossaries and dictionaries with a few links to sound files for pronunciation and enhanced hypertextuality; from dictionaries providing only a definition of words to dictionaries with

links to social and cultural aspects of languages. The presenter addressed also the issue of dictionary skills instruction and dealt with innovative aspects and design features, focusing especially on how to use them in the teaching context.

The next presentation was given by Maria Jose Luzon from Universidad de Zaragoza, Zaragoza, Spain. "Digital genres: transforming and adding value to the dictionary genre" showed how online dictionaries have incorporated features of other types of tools or documents on the Web, such as links, informational interactivity, search facilities, so that they are not only reference tools, but also learning tools. After providing a brief introduction to the concept of genre in the analysis of digital documents, the author focused on the genre of dictionary websites and its relation with other digital genres.

Ilan Kernerman, from K Dictionaries, Israel, tried to bring together some aspects of the seminar topics concerning the growing cross-connection in language, learning, information, communication and technology. The author touched upon the dictionary's role in coordination among people and with computers, the computer's role in the creation of dictionaries and in their use, the dictionary-making process of deconstructing and reconstructing language(s). One of the solutions suggested by the presenter was to use bilingual dictionaries in foreign language learning. The presenter illustrated the speech with examples from the English learners Passport and multilingual GlobalDix dictionaries.

On the second day of the seminar, Yukio Tono, from Meikai University, Tokyo, Japan, discussed some major methodological issues involved in the use of electronic dictionaries for language learning. One of many problems considered was the one of interface and the influence it has on the language learner's attitude towards the dictionary. The presentation was illustrated with a variety of examples of programs and electronic devices, which was very informative for the audience.

Santiago Posteguillo, from Universitat Jaume I, Castello, Spain, gave a detailed account of an impressive project of creating an English-Spanish and Spanish-English computer terms dictionary. Posteguillo outlined the steps of the project, showed the development of it and envisaged its future. The audience was able to get first-hand experience of dictionary making.

The humble undersigned, Jarek Krajka, representing Maria Curie-Sklodowska University, Lublin, Poland, in his presentation "Computer-Mediated Dictionaries as Teaching and Learning Tools", demonstrated the possibilities of using dictionaries for decoding, encoding and language development. Also, he provided a teacher's perspective of what electronic dictionaries should be like, trying to propose some solutions to the problems noticed.

"ADELEX: Using Computer-Mediated Dictionaries Online to Enhance Vocabulary Acquisition" was the presentation by Carmen Perez Basanta and María del Mar Sanchez Ramos from Universidad de Granada, Granada, Spain. The presentation reported on the use of online dictionaries within a wider project on vocabulary development, ADELEX. ADELEX, Assessing and Developing Lexical Competence through the Internet, is a study aiming to develop a web-based course that would improve the learners' lexical competence, taught via an online teaching package WebCT (Web Course Tools).

Wlodzimierz Sobkowiak, from Adam Mickiewicz University, Poznan, Poland, dealt with the issue of phonetic keywords in EFL dictionaries, showing how pronunciation can be enhanced with the use of technology. Also, Sobkowiak provided some insights into the use of speech synthesis technology in teaching pronunciation to foreign language learners.

The final presentation was delivered by Pilar Safont from Universitat Jaume I, Castello, Spain. She dealt with the acquisition of English in a multilingual and multicultural world, with a special emphasis on the use of multi- and bilingual dictionaries by bilingual learners of English. Illustrated with examples from English, Spanish and Catalan, the presentation provided valuable ideas on second and third language dictionary use.

At the moment, it should be stressed that all the participants of the seminar were able to get to know each other better not only during the presentations, coffee breaks, but also during more informal evening outings, meals and different forms of entertainment. The organisers of the conference, and especially its mastermind, Maria Carmen Campoy, made sure that the participants felt at Castello like at home, encompassed them with hospitality, let them experience the typically Spanish culture and take part in local fiestas. Thanks to that, the atmosphere of the seminar was truly cordial and fully conducive to the successful dissemination of ideas.

All in all, it must be said that the seminar was a great success due to the devotion and skill of Maria Carmen Campoy, as well as the facilities and funding provided by Universitat Jaume I and the Fundacio Caixa-Castello Bancaixa. It is beyond doubt that the monograph on computer-mediated lexicography that will result from the seminar should pave the way for future research in dictionary making and effective dictionary use in foreign language learning and teaching.

ICT IN ELT - 2ND INTERNATIONAL CONFERENCE

Teaching Teachers To Teach Through Technology 6T/60

Gliwice, Poland, June 20-22, 2003

http://www.ictconference.gliwice.pl

by **Jarek Krajka**
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The conference was organized by The British Council Poland, IATEFL Poland Computer Special Interest Group and Wellington Institute of Languages at Technical University of Silesia in Gliwice. This was the second conference, following the success of the first event "East European IATEFL Poland Computer SIG Conference" held also in Gliwice in June 2001. The organization of the conference was made possible thanks to the hard work and devotion of Grazyna Studzinska, Conference Manager, Marcin Golaszewski, Conference Webmaster and a team of unnamed but devoted conference staff. Also, at the moment it should be mentioned that the conference came into being largely due to the support of various institutions and sponsors, such as The British Council Poland, Wellington Institute of Languages, Young Digital Poland, Macmillan Polska, Pearson Education Longman, MM Publications, BILA Trading, Wydawnictwo Szkolne PWN, Wydawnictwa Szkolne i Pedagogiczne, Tenvirk Systemy Informatyczne.

The conference was attended by 107 participants, teachers, teacher trainers, CALL researchers, publishers' representatives, from different parts of Poland, as well as from Germany, Egypt, Slovenia and the Czech Republic. The participants had the undeniable pleasure of listening to 14 academic presentations and 7 commercial ones. Plenary lectures were given, in the order of delivery, by Jan Rusiecki, Raf Uzar, Elzbieta Gajek, Pawel Topol, Paul East, Przemyslaw Stencel, Carol Clark, Wlodzimierz Sobkowiak.

Apart from the sessions, the important part of the conference constituted less formal encounters in a variety of contexts, which really helped participants get to know each other and start new projects. This was done at publishers' stands, where everyone could test-drive the new products, most notably Macmillan English Dictionary for Advanced Learners and Longman Dictionary of Contemporary English version 4.0. Also, what should be highly appreciated are the organisers' efforts to provide the conference participants with opportunities for entertainment, such as a Multimedia Show, a guided tour "Gliwice by night" and a reception, which helped to strengthen the ties in a less informal atmosphere.

The conference is unique in one feature: there is some kind of balance between academic and commercial presentations, which on the one hand enables informing teachers about new

products, but on the other hand the publishers are given the chance to hear the teacher's views, needs and expectations as for new developments for upcoming versions of programs.
Although it was not physically possible to attend all the presentations, most of them were given over on a CD-ROM, which enabled all to explore them in detail after the conference finished. Thus, what follows is a brief overview of only some selected presentations.
Raf Uzar, representing University of Lodz, Poland, in his plenary "Teaching Translators To Translate Through Technology", showed how one can use corpus methods together with other new technologies (including hyper-text) in translation training and teaching English as a foreign language, trying to show how specific technologies can be used to improve the quality of both fields.
"Multimedia, the Web and Formal EFL Exams" was the plenary session delivered by Pawel Topol from Adam Mickiewicz University, Poznan, Poland. The author makes an overview of CALL software available on the market as either being material-presenting packages or sets of exercises and tests (or a combination of both). The article discusses two examples of how computer technology can support real EFL exams, a local one constituting a multimedia CD-ROM package and multimedia distant English courses for students of technical universities.
Developing ebooks was the topic of the presentation by Paul East, who discussed a number of issues arising when producing, promoting, selling ebooks, all supported with a number of examples of actual materials.
Magdalena Derwojedowa and Magdalena Zawislawska (Warsaw University, Warsaw, Poland) dealt with the issue of e-language-learning from an author and a teacher points of view. For that purpose, they presented two existing solutions for Polish as a foreign language: a 3-CD interactive multimedia program and a www survival course, also describing the design, advantages and disadvantages of using such materials in the teaching process.
Aleksandra Wojnowska and Przemyslaw Kaszubski (Adam Mickiewicz University, Poznan, Poland) gave a very interesting demonstration of "TestBuilder", a corpus-based test authoring application that can be used for making different exercises (open cloze, hangman, gap-filling, sentence and paragraph reordering). The participants were really impressed with the quality and user-friendliness of the program, what is more, available as freeware.
An interesting point of view, from the commercial side, was represented by Michal Tasiemski. In his presentation entitled "*Lexitools* – linguistic software. On-line bilingual phrasal dictionaries and computer aided translation platform" he showed the process of development and applications of *Lexitools,* a set of language tools encompassing a dictionary browser, a translator's assistant and installable dictionaries. The author's competent and

informative presentation really encouraged all the participants to try the free language tools on their own.

Przemyslaw Stencel, from Wyzsza Szkola Lingwistyczna, Czestochowa, Poland, introduced the basics of online learning, talking about features, strengths and weaknesses of distance learning projects, giving the example of D.E.L.T.A. (Distance English Language Teaching), created and run by the presenter.

Wlodzimierz Sobkowiak, representing Adam Mickiewicz University, Poznan, Poland, raised the issue of rule-based Text-to-Speech synthesis approached from the point of view of English as a Foreign Language. The presentation was extremely competent and at the same time lively and suitable for the audience, that is why Sobkowiak really inspired the audience to try the technology outlined.

The humble undersigned, Jarek Krajka from Maria Curie-Sklodowska University, Lublin, Poland, provided a thorough analysis of CD-ROM EFL dictionaries in the respect of all the phases of vocabulary teaching and learning. Special focus was devoted to the possibilities but also shortcomings, with some possible solutions to the problems encountered.

All the other presentations added value to the conference, namely "Language Skills and Technology – What's Shakespeare Got to Do with It?" by Carol Clark, "Teaching Lazy Teachers – BC ICT Project" by Grzegorz Juraszek and Grazyna Studzinska, "Training Teachers to Teach Through Technology" by Ela Gajek and "English Interactive Quizzes" by Agata Zieba-Warcholak.

To sum up, it must be said that ICT in ELT – 2nd International Conference was a highly successful event, grouping academic researchers, teacher trainers, teachers and publishers. Thanks to such a heterogeneous audience, the participants were treated with an effective blend of theory and practice. It is hoped that if everything goes well, the readers of *Teaching English with Technology* will be able to benefit from some of the ideas presented during the conference in a Journal issue devoted to the publication of conference proceedings.

ANNOUNCEMENTS OF FUTURE EVENTS

EUROCALL 2003
Limerick, Ireland

September 3-6, 2003

http://www.iccconf.ie/eurocall

The 2003 EUROCALL conference will be held at the University of Limerick, Ireland, 3 - 6 September 2003. The University of Limerick is part of the National Technological Park of the Republic of Ireland and is located in the Castletroy area of Limerick , 5km from Limerick City .

The theme aims to focus attention on the changing concepts and practices concerning literacy brought about by technological developments, particularly in relation to language learning and teaching. With the following list of sub-themes the organisers seek to bring a rich and interesting variety of perspectives to the conference:

Sub-themes:

- Spoken and written corpora in language teaching and learning
- New literacies and the World Wide Web: website creation and evaluation; media literacy; visual literacy
- Physical and digital resources: appropriate teaching methodologies in a dedicated physical CALL environment covering: learner expectations and learner strategies; accessibility; student profiling
- New literacies and the four skills: the relationship between the more “traditional” language skills and the “new literacies”; to what extent should current teaching paradigms be re-interpreted?
- Interactivity, learner interaction, feedback.

PLENARY SPEAKERS

Mike McCarthy, University of Nottingham, UK, University of Limerick, Ireland

Robin Goodfellow, Open University, UK

Dieter Wolff, Bergische Universitat Wuppertal, Germany

PRE-CONFERENCE WORKSHOPS

Corpus Linguistics Resources for Language Learning

Organisers: Martin Wynne, Ylva Berglund and Pernilla Danielsson

Malted Workshop

Organiser: Paul Bangs

International Research Workshop on Computer-Assisted Language Learning (CALL)
Organisers : Françoise Blin and Mike Levy
Creating Multimedia Courseware for Technology-Enhanced Language Learning
Organiser: Michael Grabis

NEW RESEARCH FOR NEW MEDIA: INNOVATIVE RESEARCH METHODS

September 4-6, 2003

Minneapolis, USA

http://www.inms.umn.edu/convenings/newresearch/main.htm

The Institute for New Media Studies at the University of Minnesota, in collaboration with the School of Journalism and Mass Communication and the Department of Rhetoric, invites you to apply for participation in an upcoming symposium: New Research for New Media: Innovative Research Methods Symposium. This will be a working symposium in which participants will contribute as much to the conference proceedings as the presenters of papers. Researchers have been selected to present papers that represent a variety of disciplines and research methods. Now we need the participants who will, after presentation of the papers, discuss in small groups the implications of using new research methods and traditional methods in new ways. The discussions and recommendations of the symposium participants will be the core of the conference proceedings with the intention of setting an agenda of examination of new research methods and to identify research implications that require further attention. We are looking for participants who would like to engage in a three days of deep thought about research methods. As a participant you will part of a task force, not just an audience. If you would like to help take the thinking about research methods to the next level, we hope you will apply to attend. Attendance will be limited to 50 participants.

Session presenters have been invited and asked to write a paper on the research method they have used for an extensive research project. These papers will focus on the methodology used rather than the outcome of the research. The papers will discuss in depth the methodology, how they came to decide to use that method, challenges faced in the application of the method, and questions they have about effective use of the method.

Confirmed Speakers: Diego Bonilla - California State University, Sacramento, **Mia Consalvo** - Ohio University, **David Domingo** - Universitat Rovira i Virgili (Spain), **Charles Ess** - Drury University, **Mary Gray** - University of California, San Diego, **Susan Herring** - Indiana University, Bloomington, **Steve Jones** - University of Illinois – Chicago, **Vincent**

Price - University of Pennsylvania, **Brian Southwell** - University of Minnesota, **Jean Trumbo** - University of Nevada - Reno

After presentation of papers in each session, the participants will work in small groups to discuss the implications of the research methods presented in terms of ethics, logistics, impact on results, open questions about application of this type of research. The reports from the small group discussions will be an important part of the symposium's outcomes.

ASSOCIATION FOR LEARNING TECHNOLOGIES, ALT-C 2003: COMMUNITIES OF PRACTICE

Sheffield, United Kingdom

September 8-10, 2003

http://www.shef.ac.uk/alt

ALT-C 2003 is aimed at practitioners and researchers at all stages in their careers. It will cater for those interested in the application of learning technology in further and higher education and other comparable settings. Along with the normal presentations, the conference will promote reflection, evaluation and interactivity through its innovative Communities of Practice sessions. The conference will also offer the opportunity for practitioners to meet leading suppliers to find out what's new in the market, and for suppliers to keep in touch with their customers.

The integration of learning technology into tertiary education has led to the development of specialist interest networks to promote good practice in research and implementation. ALT-C 2003 will focus on the communities of practice growing round these networks, with the following sub-themes:

• Diversity of learning through technologies
• Learning designs
• The learners' experience
• Inclusive approaches through technologies
• Learning, teaching and assessment strategies
• Developing learning environments

The conference will also have several presentation formats: keynote presentations, communities of practice sessions, plenary sessions, workshops, round tables, research paper symposia, posters, technology in action. The emphasis will be on active participation, reflection and evaluation, and making links between research, theory and practice.

A further distinctive feature of ALT-C 2003 will be its research strand for refereed papers on e-learning and the use of learning technology. Submissions are currently invited. The conference will run from Monday 8 September to Wednesday 10 September 2003 , with pre-conference activities and workshops getting underway on the afternoon of Sunday 7th. There will be a major reception on the Sunday night. The principal venue will be the University of Sheffield but it is expected that many pre- and post-conference workshops will be hosted at Sheffield Hallam University .

For further information please contact us via email at ALT-C2003@sheffield.ac.uk. E-mail enquiries: hharwood@brookes.ac.uk. Website: http://www.shef.ac.uk/alt.

7TH INTERNATIONAL CONFERENCE HYPERTEXT, HYPERMEDIA; PRODUCTS TOOLS AND METHODS H2PTM'03: CREATING MEANING IN THE DIGITAL ERA

September 24-26, 2003

University of Paris 8, France

http://h2ptm.hymedia.univ-paris8.fr

Following six H2PTM conferences, which were held in 1989, 1992, 1995, 1997, 1999 at the University of Paris 8 and in 2001 at the University of Valenciennes, France, the Laboratory PARAGRAPHE of the University of Paris 8, CIREN and the CITU are jointly organising the 7th conference "H2PTM: Hypertexte, Hypermedia".

Objectives: The increasing demands of interdisciplinary work in hypermedia techniques is at the heart of this conference. In effect, hypertext and hypermedia techniques, linked to the "Internet wave", have become generally widespread. After the first technological falterings, interactive on-line or off-line publishing, and interactive creation, a dynamic mapping of content shows a growing diversity in approaches with an explosion in what is offered, an increasing interest from users, and a continuous spread of programmes and services. In most of these developments, whether they be for informational, pedagogic, or artistic ends, the central issue is that of the creation of meaning: How can one highlight, produce, manage, generate, etc. meaning in the era of universal information networks. Experiments and applications are now sufficiently numerous to attempt to determine if the relative stability of interactive technologies produce new writings and new languages. Besides, the recurring themes that represents the framework of H2PTM, this 7th conference seeks to clarify more deeply the link that are constructed between theoretical or methodological choices, the techniques used and their consequences for communication, writing and creativity. A special

focus is thus put on digital art in the era of Internet and its impact on new objects that can be created in other domains (teaching, arts and culture, commerce, advertising).
More information (dates, committees, submissions, etc.) can be found about the conference at http://h2ptm.hymedia.univ-paris8.fr or directly in a .pdf format at http://h2ptm.hymedia.univ-paris8.fr/h2ptm03/docs/h2ptm03-fr.pdf

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ONLINE EDUCA BERLIN 2003

December 3-5, 2003

Berlin, Germany

www.online-educa.com

The largest international e-learning conference takes place this year from December 3 - 5, 2003 in the Hotel InterContinental Berlin. This year's themes include: Learning in Enterprises, E-Learning Policies in Practice, New Roles for Teachers and Trainers, Managing Change in Higher Education, Innovative Learning Approaches, Learning in Distributed Environments, Quality Issues and Management and Future Technologies for Learning.
The conference agenda is divided into Pre-Conference Workshops, Plenary Sessions, Presentation Sessions, Debates, Special Focus Sessions, Practical Events including "Show and Tell' Sessions, Demonstrations and Mini-Plug Fests. The conference agenda is accompanied by an exhibition and a series of Vendor Presentation Sessions.

UNTELE 2004

USE OF NEW TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

Compiegne, France

March 17-20, 2004

http://www.utc.fr/~untele

The fifth Compiegne conference on the Use of New Technologies in Foreign Language Teaching has as its main theme: Teacher and Learner Autonomy vis-a-vis Information Communication Technology. Does autonomy help language learning and acquisition? Does technology help autonomisation? Does technology serve the teacher and/or the learner? Has it become impossible to circumvent technology? Can technology cater for both teacher and learner needs and expectations? What can technology offer?
Plenary speakers Claude GERMAIN : Universite du Quebec a Montreal , Canada Leo van LIER : Monterey Institute of International Studies, Monterey , CA, USA David LITTLE :

Trinity College , Dublin , Ireland Joan NETTEN : Memorial University of Newfoundland, St. John's , Canada

Deadline for paper proposal: 15 August 2003 . Scientific committee decision: 15 October 2003 . Final programme: 10 December 2003 . Article length versions for early publication should be received before 15 February 2004 "early bird" registration before 15 February 2004

For further information, please consult the conference web site: http://www.utc.fr/~untele.

SUBSCRIPTION INFORMATION AND CALL FOR SUBMISSIONS

"Teaching English with Technology" (ISSN 1642-1027) is a quarterly electronic journal published by IATEFL Poland Computer Special Interest Group. The journal deals mainly with issues of using computers, the Internet, computer software in teaching and learning languages.

To subscribe to "Teaching English with Technology," write to: Jarek Krajka, Editor, at jkrajka@batory.plo.lublin.pl. In the Subject line, write: Subscription Request. You can also get the journal from the IATEFL Computer SIG website at this URL: http://www.iatefl.org.pl/call/callnl.htm, where the past issues can also be accessed, downloadable as zipped .html or .pdf file.

The next issue of "Teaching English with Technology" will be published in October 2003. Submission deadline for the next issue is September 1, 2003.

We invite submissions covering the following categories:

- Article: articles describing classroom practice or discussions of work in progress, being of immediate relevance to teachers, or articles presenting case studies or work in progress
- The Internet for ESP: practical discussions of Web-based activities/classroom ideas for the ESP environment
- Lesson plan: plans of lessons done in the Internet or using computers, set in the reality of the education system, detailing the procedure, technical requirements, skills needed by students and teacher, together with URLs used in the lesson and any worksheets/checklists students are asked to complete
- On the Web: discussions of websites having potential for organising Internet lessons around them or relevant in some way to the field of English language teaching and learning

- Software: descriptions, evaluations and recommendations of widely available language learning software or articles pertaining to the use of software in language learning
- A Word from a Techie: discussions of applications of computer programmes to teaching English, outlining new possibilities given by software to the process of learning and teaching, explanations of technological issues
- Reports from Past Events: brief accounts of conferences, methodological workshops, commercial presentations, courses that relate to the field of using computer technology in teaching English
- Announcements of Future Events: as above, together with contact addresses.

We invite also works published elsewhere, but please give precise reference.

Please forward the following details with each submission:

- author(s) full name(s) including title(s)
- job title(s)
- organization(s) full contact details of all authors including email address, postal address, telephone and fax numbers.

Submissions should be sent by email as attachments to the Editor, Jarek Krajka, at jkrajka@batory.plo.lublin.pl, with the subject being "Journal Submission." Please specify in the letter what word-processing programme you are using, and preferably send .rtf version as well. All submissions undergo the process of blind peer review and are returned to authors with suggestions for changes/corrections.
