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EDITOR'S MESSAGE

by Jarek Krajka

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The first, January, issue of "Teaching English with Technology," a free electronic journal published by IATEFL Poland Computer Special Interest Group, met enormous response of teachers and educators all over the world. The letters written to the editor by subscribers indicate the fact that there is a demand for a publication of a purely practical type, made by teachers and for teachers, including articles describing practical applications of technology in the school reality, plans of lessons actually executed in the classroom, reviews of websites used in language learning or of ELT software. Also, it has been emphasised by some subscribers that the journal is even more valuable because of the fact that it is created in a non-English speaking country, by people who actually had to learn English themselves before they started teaching others. Thus, it seems that non-native teachers' own learning experiences add additional element to the value of the journal.

As the editor of "Teaching English with Technology," I am honoured to present the second issue, which I do with my utmost pleasure. When comparing the first and the second issue, we can see that the journal stops being only Polish, but becomes international. This issue features the review of Gavin Dudeney's notable book *The Internet and the Language Classroom*, written by Phil Brabbs working in the Czech Republic. What is more, I would like to welcome Jozsef Horvath, PhD, as a volunteer member of the editorial board, who helps me to make the journal. I am really grateful for his commitment, taking into account that this means hard work and no pay.

This issue of the journal contains the article on using technology to teach English to blind students, "Computers as Communication Tools in the English Class – Their Significance in Mainstream Schooling," written by Jarosław Wiązowski. The article is especially worth reading, as it presents the author's own experiences of using computers in teaching the blind. In *Internet Lesson Plans* section, I would like to draw your attention to the plan of an ESP lesson, "English for Law," by Agnieszka Gawlik. The author shows great possibilities given by the Internet to the ESP class, filling the gap difficult to bridge with conventional teaching methods. This issue of the journal comprises a new section, *A Word from a Techie*, which will include discussions of technical aspects of teaching and learning with technology. This time, Jarek Krajka writes how to create a discussion group for a course, in order to enhance learning and keep in online touch with students or teacher trainees during and after the course.

It is hoped that "Teaching English with Technology," the new journal for teachers using technology, computers and the Internet in their teaching, will help to incorporate the elements of technology in teaching, making the most of the opportunities given by the Internet and computers. As it is the intention of the editorial board to make this journal a publishing forum for teachers, so as to give them the chance to share their experiences and ideas with the professional community, teachers from all over the world are invited to create the journal by submitting their ideas, even a single lesson plan or a classroom technique.

New advancements of technology, new ways of communicating, storing and retrieving information, the Internet, with its variety of interesting, authentic, appealing material in every sphere of life, create enormous opportunities to make teaching and learning more realistic, lively, interactive. Now it is up to teachers to use them to meet their teaching goals. Let's hope that "Teaching English with Technology" can help in this endeavour.

ARTICLE

COMPUTERS AS COMMUNICATION TOOLS IN THE ENGLISH CLASS – THEIR SIGNIFICANCE IN MAINSTREAM SCHOOLING

By Jarosław Wiązowski

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CALL is still neglected by most teachers of English. They either find it a waste of time or treat it as a game. The potential offered by the machines is covered by futuristic visions of teacherless classes where students are led by a robotic-looking master that gives instructions. Computers are accused of taking over the role hitherto assigned to human beings. At the same time, they are strict, rigid, and devoid of emotions. The best that can be heard of computers in the English class is that they display colourful images, yet the linguistic content is very poor. Besides, students sit silently in front of computer screens clicking mice and watching what is happening. I have seen and heard different reactions of teachers of foreign languages when I said that I used computers in my class. One of my colleagues even said that he did not have time for funny games. My intention here, however, is not criticism of those who do not believe in a new teaching/learning tool, but presentation of some of the elements of CALL in teaching blind students.

Computers implemented in English classes can boast a significant potential (Wiązowski, 1996, 1998):

- Word processors can be used for practising writing skills by manipulating the text, for improving spelling by devising exercises that involve spellcheck features; teachers of the blind can mark digitally saved essays that can be analysed by students themselves;
- Language software offering numerous tasks that check grammar and vocabulary in many cases allow the teacher to customise the content that can be specially assigned to a particular student or a group of students; students given immediate feedback by the program can set their own pace;
- Communication software helps students practise various communication strategies and behaviours, including non-verbal signals;
- The Internet is an alternative source of information; because of limited resources in Braille, the Internet is often the only venue where some information is accessible for the blind; IRC is the socialising room that invites anyone willing to chat regardless of disabilities.

What I am going to focus upon is capabilities of communication and social interaction done via the keyboard. The World Wide Web is one of the most resourceful Internet services. Thematic websites invite Internauts to help themselves with a myriad of delicacies. Students

can use them individually after class, or in pairs interact both with the computer and each other. How students can cooperate showed a lesson in 1998, when a group of students from Red Cross Nordic United World College visited Laski on their Project Week. During an English lesson students were asked to participate in a virtual sightseeing. One of the servers, www.geocities.com/Heartland/9413/Tour.htm, offers tourist routes to those who for different reasons want to enjoy the Polish capital without leaving their places. Virtual Tour of Warsaw presents visual and textual information about attractions that captivate prospective visitors. Both blind and sighted students were invited to explore the same website with the same information. Moreover, they could do it independently. Online data were exactly the same for both groups. The blind did not need to have it specially prepared, scanned, or printed in Braille. Laski students and college students could even read together from the same machine. The integrative role of computer-assisted classes boosts motivation in blind learners.

This time colourful display showing photos of Warsaw could not be seen by Laski students. But colourful design does not apply to them whether it is stand-alone language software or a website. Blind users do not care how many dogs and cats run on the screen. It does not mean they should not work with well-designed software, but their main interest zeroes in on the textual content. Practicality is what attracts them to the machines, how much they can learn from the very hardware and obviously software. Blind students in Laski primary school urge to find out how prolific computers can be, how much information can be extracted from them. Their enjoyment is magnified by diversity of output forms. Brailled copy is only one possibility. The content can be read out by a speech synthesizer or a sound card. Text can be displayed on a Braille line. The latter two forms can work together, which means that information is received via two senses simultaneously.

TACTILE STIMULATION

Tactile stimulation compensates visual cues that sighted learners receive during classes of foreign languages. Snyder and Kesselman (1972) concluded that touching played a significant role in learning the new language. Nonetheless, tactile stimulation only makes sense provided the students have had a special training before. So relevance of tactile stimuli is very much determined by appropriate a priori training. Still, the author believes and is in accord with various teachers of English that embossed pictures can have an educational value and can abet an individual in the attempt to master a foreign or second language.

Nikolic (1987:63) states:

"The process of learning a foreign language should be supported by tactile stimuli. The preferred way of expressing this idea is that alternatives to visual input should be found in tactile and auditory stimuli. One of the "golden rules" of teaching is that the more senses one engages, the quicker the learning process."

Computer-assisted language learning is the venue where sound may coexist with touch. Soft Braille display provides a tactile textual output, while synthetic speech or sounds tunneled through sound cards give out auditory presentation. However, as many other aspects of education of the blind, not everything is so obvious. Synthetic speech is at first rather difficult to understand, especially if it is a foreign language. The first language does not seem to bring so much difficulty in comprehending. Primary school pupils in Laski are trained to control

computers primarily through the speaking output device. Despite initial unwillingness to listen to robotic sounds, they master basic computer skills and get accustomed to SMP, which is one of Polish speaking synthesizers. A Spanish student in UWC showed incredible listening comprehension when "reading" a Spanish text uttered by Jaws harnessed to Eloquence speech synthesizers. The speed he set up exceeded the number of words per minute that even a very quick speaker can pronounce. Even though his comprehension of the listened text was never tested, we can assume that he must have understood the output, because otherwise this activity would not have made any sense. Besides, there was no external reason why he had to accelerate the speech so considerably. He looked very comfortable with the velocity of words flowing from the computer speakers.

Tactile device can show the currently selected application, yet it means that the user needs to release the keys and check with the Braille line, which is rather onerous in this particular case. Nonetheless, Braille output proves its value in other situations. D., the blind student, did not rely so heavily on speaking output when he switched into English. He found it more difficult to understand the machine speaking English. Short messages did not cause any trouble, but longer passages had to be read using soft Braille display. The primary advantage of the Braille output over the auditory presentation is that the former gives the user full control over the text and that it is the reader who determines the reading pace and within a few touches on keyboard or Braille display buttons, she can land and stop on a desired word. A system of small tab buttons lets her bring the cursor to the selected position. Those controls serve to delete characters. Each of the two output systems has its own advantages and drawbacks. The integration of the two forms a powerful, multisensory set.

Touch screen can inform a blind user about simple graphics displayed on the screen. Technology has recently served new devices that make the production of tactile images much easier and convenient. Just like sighted children that are surrounded, and even overwhelmed, by the world of images, the blind can eventually obtain another way of communicating with the world of the sighted. It would seem so natural for blind learners to be able to decipher lines and dots on a tactile map as touch is one of the most used senses in exploring the world. "Watching" a map or a simple graphics by the blind is not as straightforward as by sighted children. Fingers do not see perspective, have more problems with proportions and cannot distinguish colours. In tactile graphics colours are often replaced with different textures. Despite these difficulties, tactile displays should be introduced to different subjects, including classes of English. Young people these days combine words and graphics, visible on the streets, or to be exact on walls in the form of graffiti. Their blind peers lack such stimuli to express themselves and are therefore limited in their communication. A CALL instructor can thank hardware inventors for yet another fancy peripheral device. Overlay keyboard, also known as membrane, or more commonly called "concept keyboard" is a machine that makes paper "speak." It is a flat board with a matrix of touch sensitive keys. The number of keys varies from version to version. An overlay with an image is placed on top of the board. A user follows the graphic with his fingers, and he presses an area. The computer reads out a message assigned to the area. From a communication and social point of view it is important to note that the device is not specifically designed for the blind, but is primarily meant for manually impaired children, or simply for young users of computers who find it too laborious to use QWERTY keyboard.

This device can find its way in mainstream schooling as a major teaching aid, regardless of the level of school. A little piece of electronics also fulfils a social role. Both blind and sighted peers are seated at the same machinery, which basically has nothing specially

implemented for the blind. This group has a genuine feeling of full integration. This feeling must be supported by a well-structured and professional training. The only piece that reveals the presence of blind students in class is a tactile paper overlay. Here only teacher's as well as students' imagination limit ideas that can be embossed on paper. This imagination must nonetheless take into consideration blind people's ability to interpret images. Therefore, too many details make the image indecipherable. But unlike "silent images," talking pictures provide both tactile and auditory information. What is touched can be simultaneously described acoustically and/or verbally. Such audio enforcement becomes a concrete link for information bricks that construct conceptual schemata in the mind of the blind.

Because the user can put any picture (including tactile image) on the board and with a help of special software, he can insert a message that will be read by a synthetic speech, or record his own voice that digitally stored will be played via sound card, overlay keyboard gives autonomy to learners. That is why such a device can be used in the English class in numerous ways. It can be the teacher that provides students with voice input and then just checks their comprehension by devising tasks related to the audio information and the corresponding image. But, naturally, students themselves can record their parts, which will require clear and proper pronunciation, so that their peers could understand the information.

Hardware inventors are currently working on a combine that will allow the blind to access pictures, graphical user interfaces, maps and text. A German company, Frank Audiodata, with its partners, have devised a prototype of TACIS (Tactile - Acoustic - Computer - Interaction - System). Users with sight deficiencies will be able to receive information using three media: tactile, tonescopes and speech (Thongaard, 2000). Similarly to overlay keyboard graphical element is associated to output that can be produced by synthetic speech or a musical tone. The important difference is that TASIC is much more precise, and smaller elements can have their own acoustic data. Hardware that composes TACIS is IBM-compatible PC with special Windows software, the A3-sized touchpad and the embosser.

These two devices introduce the blind to the world of graphics equalling their chances to live with pictures. More and more information is pictorial and this stimulation is used in modern EFL textbooks. Visual communication thanks to high technology has a chance to become a component of blind people's repertoire. Describing pictures that so far have been out of their sensory abilities can be as normal as it is for the sighted.

NETWORKED COMPUTERS

Stand-alone computers attract potential foreign language learners with the myriad of functions that can stimulate the process of learning. They activate more than just one sense at a time, owing to which language can be absorbed easier. A room filled with computers could be perceived as a modern language laboratory. Its function, however, does not confine to reading drills that were to perfect learners' pronunciation. Old cabins with headphones isolated students one from another, and it was virtually impossible to talk about any interaction. Monastic work on one's pronunciation resembled conditioning described in Aldous Huxley's "Brave New World." Computers networked in LANs and WANs or hooked to the Internet apart from their inherent features have given users an opportunity for distant communication.

The communication media included in an average network are mail, short message sender and simultaneous chat application. Today's interface reading systems even allow relay chatting. It is not the most convenient communication solution for the blind since the concept consists in reading more than one line of text at the same time. This is particularly troublesome when five or more users are chatting together. Even the sighted users sometimes find it hard to follow the flow of messages popping in the chatting box. My observation is that an average trained blind user familiar with his Braille line enjoys this uncoordinated dispute. In a group of blind and partially sighted students one of the most excited was a blind student. Despite the construction, the new conversation medium appeared to really appeal to him. He did not complain about his fate. He rather found it challenging to grasp as many messages as possible and to carry on his dyadic exchange with one of his peers. This local IRC is similar to its Internet equivalent when it comes to emboldening more timid and less confident students. In real life situations blind participants of social events are noticeably less active. Intimacy of online rooms turns shy people into talkative entertainers.

Although speaking should primarily be done with speech organs, this new medium boosts students confidence showing them that they can be equally valuable members of a community. Higher confidence parallels the improvement of language that is activated owing to remote chatting and used more frequently. Therefore, both linguistic and social activation can be accounted for the comfortable chatting conditions knitted by webbed computers. Voices can be heard that virtual socialising endangers real-life contacts between the blind and the sighted. They anticipate that the blind feeling more comfortable with keyboard interaction would be unwilling to leave their place in search of public places where they could entertain themselves. The question is, however, to what extent have they been doing it so far? Is it that virtual contacts are replacing face-to-face conversations? My answer is that IRC, chatting, e-mailing, participating in newsgroups, etc., offer more choices to socialise. Second of all, giving more does not necessarily mean giving worse. The aim is to create diverse access to numerous facilities and open gates hitherto locked and barred to the blind. The introduction of computers to social life of the blind ought to activate them rather than conceal from the rest of society. It can be assumed that online communication will prove that the blind can be equal members of any community and will encourage this group to more overt and dynamic in cooperation with the world of sighted.

INTERNET SYNCHRONOUS COMMUNICATION PROGRAMS

Students in Laski have also put their fingers on synchronous user-to-user programs embedded in Avlan Symantec and Unix systems. Randomly paired-in students had to first initiate a conversation and find out who their partner was. This task in real-life situation is difficult for some learners. The primary reason is lack of vision, which makes it impossible for the blind to determine if there is anyone around that could possibly become an interlocutor. Features like Talk in Unix or Phone in VMS are more controllable for the blind user than IRC. It is a good venue to practise turn-taking, a communication skill that in substantial part relies on sight and nonverbal signalling. Since there is no common keyboard symbol that represents the moment of finished utterances (period means only the end of a sentence, but the "speaker" may want to continue his turn), the writer decided to choose the slash key (/) as a signal of a finished thought.

Thanks to this system, blind users can concentrate on the message and do not need to bother that their partners will wait too long for the reply. In a real conversation blind people very often "freeze" not to disturb the incoming voice. Such behaviour is observed to be even stronger when foreign language is used. Blind attentive learners try to absorb both the message itself as well as linguistic strategy used to convey this message. The result of this can be, and frequently is, the case of either a delayed or too early reaction to words uttered by their interlocutors. Mistiming in turn taking causes annoyance among sighted partners in a conversation. They mainly think that blind do not comprehend properly, so they repeat what they have said or even transform their sentences into simpler and less complex ones. This, in turn, leads to confusion among the blind. Hence, communication can be broken or at least severely disturbed. Sighted people then become discouraged and cease the conversation. In online chatting, both parties rely upon the same means. Both of them have their own fields into which text is keyed in and the same assortment of symbol keys on the keyboard. More advanced users take advantage of latest IRC breakthroughs - emoticons or facial expressions. IRC class has one definite disadvantage, though some teachers would call it an asset. During an online conversation all you can hear is clattering of keyboards. Students generally stay silent, apart from some monosyllabic expressions of awe, enjoyment or irritation. This should not discourage EFL teachers from incorporating IRC into their class. Keyboard chatting is not supposed to replace real conversations. This serves only as an activator of and addition to regular speaking classes. Moreover, it enriches teaching repertoire and has some salient effect on social rehabilitation of blind learners.

E-MAIL - AN ASYNCHRONOUS COMMUNICATION SYSTEM

Apart from synchronous communication tools networks endow users with asynchronous communication gadgets. The most popular and the most widely used is e-mail. Electronic mailman has enough stamina to deliver any number of letters to anyone living on this planet. The only condition is that both the sender and addressee possess their own e-mail addresses and access to computers with the Internet connection.

Methodological advantages of implementing e-mail system into English courses are obvious (see also Walicki, 1998). Blind students have received a tool that allows them to exchange messages with keypals independently. Their privacy does not have to be violated because Braille is no longer a barrier and letters can be typed by themselves, so the third person does not have to be engaged. This free exchange can be extremely motivating, which is visible in Laski high school, where students fly their mail in cyberspace directing it to students from different schools and countries.

Computer skills along with a good command of English wired students from Laski with UWC community who take advantage of the Internet and e-mail sending information back and forth in English. Methodologically, this international communication can be looked upon as a way of practising learned linguistic items. Laski students expressing their opinions about exchanges with UWC students claim that they benefit from the combination both socially and linguistically. Primarily, they are in touch with a microcosm, as UWC schools are called, which makes them feel an integral part of scholastic world. Secondly, UWC students involuntarily became teachers of English since they expose the blind students to good examples of the language. E-mailing develops writing skills that are specific to this new means of correspondence. Yet, written communication that involves speaking skills available

within a click of the mouse has entered cyberspace. IRC and simultaneous talk via the keyboard have recently been attracting thousands of Internet users. Writing here is only the craft that transports words through cyberspace. Words form the cargo that is in the shape of a combination of written and spoken language.

CONCLUDING REMARKS

Internet services have mushroomed over the last decade. New and more sophisticated ones are bound to appear and their availability should also grow fast. When it comes to blind users, as long as software needed to enjoy new Internet facilities follow current patterns and designs, should also be able to join the Internet society soon after. Online communication is a fact and because of its widespread popularity should be perceived as a norm rather than a fictional happening. Adventurous EFL teachers, who are lucky enough to work in well-equipped schools, ought to consider seriously inclusion of IRC, Newsgroups, Talk or BBS services into their foreign language curricula. CALL is not a computer game any more. Younger and younger users become friends to the keyboard and mouse. Chatting is a written representation of spoken language. It is not only a linguistic phenomenon but an amazing social formation. New abilities need to be learned. IRC, in particular, requires good skimming and scanning techniques to follow a conversation with two or more users at the same time. This new skill requires lots of thinking and preparation when blind students are regarded prospective users of a system.

Some Internet services can find their place in the English class, while others can only accompany the main course, but still can be the integral part of it. They can be either utilised as a way of collecting information that will be worked on later in the class or as a follow-up activity that encloses a discussed unit. Naturally, one option can live without the other and a teacher of English has no need to discard all other teaching techniques and materials he/she has used so far. What matters is appreciation of potential offered by networked computers and exploitation of features inherent to these machines.

Despite the tendency to translate programs and operating systems into Polish, original English versions are still available. With more effort, other language versions can be purchased as well. It means that computer systems can become sources of vocabulary. Starting with very basic words that frequently have their real life counterparts, the teacher can expand the language, eventually aiming at fluent communication over the Net. However, a claim that an online chat is the ultimate goal of this procedure is hair raising. CALL does not mean to chain students to their workstations, which display language programs inviting students to click the mouse pointer on an icon or another image. It does not restrict classes to typing nor with more sophisticated software invites students to record a phrase or a sentence measuring the user's pronunciation. This is a demonising perception of computer-assisted language learning. Computers and network are only an addition to modern trends in foreign language teaching methodology. No one can deny either their existence and growing significance in such social aspects as work, shopping, or entertainment. That is the reason, among others, why networked computers deserve their place in a foreign language syllabus. The power of computers lies in their versatility.

Polish schools head for modern computer networks setting up more and more computers. They either use their own sources to arrange the equipment or count on external benefactors

who hook these schools to global networks. The increasing number of primary school pupils and high school students put their hands on computer keyboards and mice playing with multimedia software or surfing the cyberspace looking for and analysing information relevant to different school subjects. Polish educational system is also targeting at integration of fully-abled students with people with diverse disabilities. Blind students have been *rara avis* in the mainstream schooling so far. There have been different reasons for this, yet problems to provide them with learning material and inability to read and write in Braille by the teachers discouraged the blind from choosing mainstream schools. The staff has often refused to accept blind students to their school because they were not prepared to teach them. Whenever a blind student however found his place among sighted peers, the teachers have been more than lenient to him allowing him not to write or read too many class tasks. The result is that a significant number of primary school pupils finished their schools without being able to read and write. Computer technology brings hope both for the students and their teachers. Braille is not an obstacle any more. Blind and sighted students use the same means to write (or type) and read information. They can work in groups or pairs exchanging their ideas not only by speaking them out, but also in the written form. Integration classes or even schools are far from mushrooming in Poland. Nevertheless, those that are founded do not seem to be properly equipped to meet their disabled students' needs. It looks like the idea of real integration, these days more popularly called immersion, is only wishful thinking. Lack of most basic machines to produce material in Braille, paired up with shortage of new textbooks in Braille, questions the idea of putting together different groups of students. Even though the concept of integrated classes appeals to many minds, the decision makers have not gone beyond documents. The reality bites severely, and the main argument is funds. The cost of a single piece of hardware can be hair-raising, however, it is a drop in the ocean when the whole cost of the educational reform is concerned. Teachers of English who are eager to incorporate computers into their syllabi are the most solid evidence that computer equipment is not only for IT classes and cost can spread across many other subjects. The computer for blind students does not have to be confined only to them. It is a regular machine with regular peripheral devices that happens to have some extra tools so that the blind student can use it.

It is, therefore, only good will and a bit of more careful planning to create sufficient conditions for disabled students to study in mainstream schooling. Otherwise, the blind, for example, will attain only satisfaction from finishing regular schools, and not much more. Undoubtedly, there are places where blind students are cared for professionally and are provided with necessary aids. The concern of the author is focused upon those that struggle with obstacles that do not relate directly to school subjects but with an inappropriate approach resulting not from ill intentions but poor preparation of schools and people.

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INTERNET LESSON PLANS

DISASTERS

by Mirosława Podgórska

and Grażyna Paszkowska

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Inspired by: Enterprise 3, unit 13 'Nature's Fury'

Subject: Disasters

Level: Pre-intermediate and above

Time: 45 minutes

Aims:

1. To practise vocabulary related to disasters
2. To use the Internet as a source of materials to talk about natural disasters.

Technical requirements: One computer per a group of 2-3 students, with an Internet connection and a Web browser.

Knowledge: Students should be skilled at searching for information on the Internet.

Procedure:

I. Pre-stage (5 minutes)

1. The teacher asks: "How do you understand the word 'disaster'?" Students give answers.
2. The teacher asks: "Do you know any natural disasters?" Suggested answers: flood, earthquake, fire. The teacher adds some more to the list: volcano, avalanche, hurricane, drought.

II. While-stage

1. The teacher divides students into three groups: "an earthquake group," "a hurricane group," and "a volcano group." Students are given sheets of paper with a table to be filled with some

information about earthquakes, hurricanes and volcanoes respectively. The address of a website they are to go to is printed on students' copies, too. (10 minutes)

The teacher says: go to www.fema.gov/pte/prep.htm

Features of the disaster	How to behave in case of danger (find 4 rules)
1. earthquake-	1. 2. 3. 4.
2. hurricane-	1. 2. 3. 4.
3. volcano-	1. 2. 3. 4.

2. Having done the task, students are asked to report back to the class, others take notes to complete the table. (5 minutes)

3. To talk about more recent events students are asked to go to: <http://quake.wr.usgs.gov/>

They choose a source to read about an earthquake in India (10 minutes)

III. Post-stage (5 minutes)

The teacher asks: "What problems that people in India face do you consider most important?"

"What can we do to help?"

"What disasters can we experience in Poland?"

IV. Follow-up: If time allows, the teacher asks students to go to: www.fema.gov/kids

ENGLISH FOR LAW

by Agnieszka Gawlik

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Introduction: Students undertaking legal studies usually have a good command of English (FCE level), but lack legal vocabulary and knowledge of the English or American system of law. The situation causes even more problems once they realise they are supposed not only to function in a different language reality demanding specific vocabulary, but also varying legal environment (continental law vs. English law). They soon discover that a direct translation is far from being possible and may lead to confusion and serious legal consequences. Thus, students are encouraged to use authentic materials and legal vocabulary that is applied internationally. Unfortunately, legal dictionaries are scarce and difficult to get hold of for a Polish student. The Internet appears to be some remedy due to its availability.

Type of course: ESP (English for Law)

Level of English: intermediate, upper-intermediate, advanced (general English)

Level of ESP: basic (the first semester of a two-year course of English for Law)

Aims:

- familiarising students with the terminology referring to various branches of law used internationally (some translations may be misleading)
- defining various branches of law
- describing a course of law at their local university
- familiarising students with Oxford University Press, one of many publishing houses they may want to purchase books on law from in the future
- studying a new law site created by Oxford University Press
- providing information on online dictionaries of law

Step 1

Ask students to look at a website of Oxford University Press: <http://www.oup.co.uk/law/>

Students may find it interesting to study this page for a while. Apart from email news, inspection copies, review copies, and sample journals, they may find information on conferences and events, law contacts, links, news and Smith Bernal Casetrack. The latter is particularly important as this may be the first contact of a Polish student with case law.

Step 2

Students click on "Search Law Books by Subject" and get acquainted with the terminology and general categories used when studying law.

Step 3 & 4

Students pick up ten branches of law and provide a definition from one of the three online dictionaries (www.wwia.org/diction.htm www.lawoffice.com <http://dictionary.law.com>)

Branch of Law	Definition
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Step 5

Students work in groups and exchange information they have gathered.

Step 6

Students search the web to find any other online dictionary of law and fill in the chart below.

Title	Web site
1.	www.wwia.org/diction.htm
2.	www.lawoffice.com/pathfinder/orans/orans.asp
3.	http://dictionary.law.com
4.	
5.	

Follow-up (1)

Students describe a law course at Nicholas Copernicus University (150 – 220 words). They can take some information about the contents of their courses from a University website: www.law.uni.torun.pl/en/

Follow-up (2)

Students try to pick up branches of law that are characteristic for English law and those that distinguish continental law. They may use online dictionaries of law to obtain necessary facts and information.

WEBSITE REVIEWS

RANDALL'S ESL CYBER LISTENING LAB

www.esl-lab.com

by Jarek Krajka

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It is well known that the Internet is abundant in EFL sites practising reading skills, vocabulary, grammar or writing. It is not so in case of listening, and Randall's ESL Cyber Listening Lab is a notable example of a site with plenty of varied listening material, on various levels, for general listening and listening for academic purposes, including long conversations with RealVideo as well as short listening exercises.

When you visit the site for the first time, you are struck by a multitude of material collected there. All of the main sections (general listening, academic purposes listening, long conversations and short listening exercises) are divided into easy, medium and difficult, (or medium, difficult and very difficult in the case of academic purposes listening), and each such section has a number of quizzes. New ones are added constantly, and it is sure that your students will find something new each time they visit the site

The topics of quizzes encompass all areas of life, such as for instance 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 interaction, which helps students (especially in the EFL environment) to become accustomed with the culture and lifestyle in English-speaking countries.

Randall Davis makes it possible for everyone to use the site by giving the chance to download audio and video players necessary to listen. As for teachers, the site has a "tips for teachers" section, giving ideas on setting, equipment, software or using the site. Also, it provides specific ideas on activities for pre-, while- and post-listening. What is more, they refer not only to the ideal setting, but there are also some modifications for the situation with worse connection or less computers (the low-budget method) or a tape-recorder classroom only.

In order to help learners to use the site on their own, ESL Lab has a "self-study guide" section, where learners are given specific instruction on how to use the site to make the most of it. Also, users new to interactive multimedia can benefit from the "multimedia tutorials" section which outlines the development of Randall's ESL Cyber Listening Lab, with the special emphasis on how educators can create their own Internet-based listening exercises for language teaching and learning, on using hardware and software, recording audio and video. The only problem is that if elementary or pre-intermediate students read the tutorials and instructions to find out how to use the site, they may find them difficult to understand. Thus, it

seems that the teacher should do one lesson showing students how to make the most of the site.

When choosing a particular quiz, one gets the page with the following features:

- the title of the quiz
- level of language
- topic
- type (conversation)
- grammar point practised (e.g., gerund)
- speakers (e.g., two men)
- length

Then, the site follows with pre-listening, listening and post-listening activities. While doing the exercises, the site keeps the learner's score, giving it in the box at the end of the quiz, together with the correct answers. After the whole task, a student can do the quiz once again, this time looking at the quiz script (by clicking on "Quiz Script"). Thanks to that, a student is given more assistance, can focus his/her attention on new or difficult words, make a more difficult activity easier and continue the work on the material. In post-listening exercises, there are some problems and questions to discuss with a partner, in this way introducing the element of speaking to the lesson.

Of course, using the site effectively largely depends on the type of connection one has, so that downloading a file with the recording does not take too long. Also, it is crucial that the computers of the lab have sound cards and headphones rather than speakers, so that students do not disturb each other when working on different quizzes. If there are two students per one computer, it is necessary to equip headphones with adapters, so that it is possible to connect two pairs of headphones to one computer. Finally, it is essential that all the computers have audio or video players necessary to play the files, and no disturbing "unable to decompress a file" messages appear.

As for using the site, it seems that it is at its best for out-of-class, self-study, individual work, when students need more listening practice on interesting and varied material. Of course, it is also possible to use the site in class, with the whole class listening to the same quiz (connected with the topic of the lesson), or students working on separate quizzes, according to their preferences. However, it seems that such a lesson is difficult to manage by the teacher, and its advantages over traditional tape-recorder listening are hard to estimate. Thus, teachers are advised to get to know the site well, do a lesson with their students showing them how to use it, and encourage them to develop their listening skills with the help of this enormous source of quizzes and exercises.

EDUSEEK

<http://eduseek.ids.pl>

by Jarek Krajka

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Eduseek is the leading Polish educational portal, the starting point for browsing the Net when you are a teacher, a student or a parent. The site's enormous amount of materials in each of the three categories and the thoroughly checked content makes it a fully reliable source of information.

The site is divided into the following sections:

student: Internet quizzes, schools online, students' rights, a perfect crib, have a problem, school website competition, your music, music playlist, interactive novel, etc.

teacher: education address book, teachers' professional promotion, forms of teacher training, exams, methodological and psychological tips of advice, legal advice, online courses, teaching aids, etc.

parent: Internet for students, online quizzes, schools online, school calendar, a perfect crib, exam standards, how to help your child, students' rights, Poland in percentages, school ranks.

Apart from these, the site also offers:

- *edukurier* - current educational news
- *przeboje eduseeka*: Eduseek's best sites or online lessons
- services: forum, chat, kids, cards, calendar, ftp, catalogue

The portal features a number of interactive online lessons in various subjects (history, physics), which are well integrated with the curriculum, and which make use of the wide accessibility and interactivity of the Internet to deliver the instruction.

When clicking on the teacher, we get a listing of subjects to choose from and a listing of general resources (Internet address book, news about the reform of education, teacher training courses, legal tips, online courses, and many more). Finally, we have the list of new resources, such as the presentation of active methods of teaching, lesson plans or ways of testing. Also, the site makes the life of the teacher and the headmaster easier by providing a form for calculating period grades in the class, and helping in complying with the school administration demands by publishing templates of forms to fill.

So far, I have been talking about the portal as a source of materials for the teacher in general, not specifically the English teacher. It needs to be admitted that each teacher will find there plenty of useful materials, and the website allows teachers to exchange views by providing discussion forums on different subjects.

When going specifically to EFL resources by clicking on *język angielski* (English), we can see there such sections as: help on Present Simple tense or the use of articles, measurements, trivia, links, catalogued links, holidays, lesson plans (Christmas traditions, Christmas cards, Recipes, etc.), tests ready to be printed out, teaching tips, activities, online tests or crosswords. All the materials published on the website have been checked by a competent teacher/specialist in methodology, therefore teachers can safely guide their students to the website and use it themselves being convinced of the good quality of materials presented.

Another nice feature of the English section is "English Day by Day," an online calendar helping to learn English by focusing on difficult words, grammatical patterns and everyday English constructions as the days go by.

The authors of the portal strongly encourage teachers to become the part of the endeavour by sending their own materials to be included in the English section of the website. Of course, the materials sent undergo a thorough check, to make sure that they are methodologically correct. By encouraging teachers to create the English section, its authors want to give teachers the chance to share their materials with the whole EFL community at home and abroad.

The only disadvantage of the EFL section is that it has less material when compared with some other foreign EFL websites, but surely this is because the portal is in the state of developing. It is beyond doubt that if teachers contribute their materials, the site will have enough varied materials to satisfy everyone.

On the whole, Eduseek is worth recommending to teachers, mainly because of enormous amount of information useful to teachers in the time of the reform of education. It is really helpful as a reference site for different aspects of the teacher's work, such as law, school administration demands, lesson plans, tests or activities. As for the specifically EFL resources, there are interesting materials, but obviously teachers should be encouraged to consider sharing their private lesson plans or activities, to let the portal grow into a bigger and more teacher-friendly medium.

STUDENTS' METRO PAGES AT THE BRITISH COUNCIL ROME

<http://www.britishcouncil.it/english/english/rome/students/>

by Jarek Krajka

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Students' Metro Pages is the e-zine for the students of English at the British Council Rome, the place in cyberspace for students and their Internet partners, created by and for students. The purpose of the site is, according to its creators, to establish an online community among students of English at the BC Rome, to bring their classes into the world and to bring the world into the classes.

On the one hand, the site is a perfect example of a class website, making it possible to reward students' efforts by publishing their works, in this way extending the instruction also beyond the classroom. It is well-known that when having the prospect of publishing works on the Net, students devote more attention to their writing, becoming more conscious writers in this way. On the other hand, the site serves the purpose of giving students the experience of meeting other people, getting to know their customs and habits, learning to interact in the multicultural community. This is done by allowing students of English from other countries to write and

have their works published, as was the case with my class. All contributors are credited, and the name and country of origin appears next to the text or artwork.

The Metro Pages are updated every week, adding new essays, changing outlook, adding new elements, but the main sections of the site are the following:

- **Hello:** explaining the mission, objectives, some new features
- **People:** information about teachers and classes with photos
- **Places:** students from different countries describe their places of residence
- **Our Rome:** students write why they like Rome, compare Rome and other cities, etc.
- **Lifestyles:** essays on entertaining guests, favourite rooms, risky sports, objects, how to behave in Italy or America
- **Travel:** students share their travel experiences, both pleasant and unpleasant
- **News:** students write interesting news from their countries in their own words
- **Events:** announcements of BC Rome events
- **The Arts:** book, film, play, music, opera and video game reviews written by students
- **Language:** students are advised to email with the language problems they have, while the site gives solutions
- **Story:** where students publish their stories

It has to be said that the Metro pages contain really varied material with respect to the level, as we can find there texts by Young Learners' class and FCE class alike. Also, the site is varied as for material type, as we can find there texts, pictures, drawings, all claimed to have been done by students themselves. The nice and varied graphics is one of the strong sides of the site.

As for using the site in the classroom, there are many possibilities here. As the site is rich in culture-specific material (the way we eat, how we entertain guests, our ideal home), it is a splendid source of information about customs and lifestyles of the Italians (but not only), written by students learning English. Thanks to that, our students are more likely to read and understand the material, as it is written by someone of their age and in the language they would use themselves.

One idea for a lesson is to make students go to the website, assign some topics for them to read, then ask them to compare the lifestyle presented to the one in their country, either in groups or whole class, finally make students write a similar description about their country and send to the authors of the website to be published there. I did it with my class, and my students felt extremely proud when seeing their works on Students' Metro Pages.

On the other hand, Students' Metro Pages serve as a perfect example of how to use a class website to enhance learning. The sections, the layout of the site, the graphics, all these should serve as guidelines to those teachers thinking about creating a class homepage. Also, it is important to publicise the site, as is done by its author Michael Ivy, so that more and more people know it, and that it is something more than a mere noticeboard in electronic form.

Bringing the world to the classroom, but more importantly bringing the classroom to the world, these two fundamentals of webpublishing for language learning, are the best recommendation for the Students' Metro Pages.

A WORD FROM A TECHIE

"THE COURSE DOES NOT END WHEN IT ENDS, IT STARTS THEN"

- USING DISCUSSION GROUPS IN TEACHER TRAINING

by Jarek Krajka

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It is widely known that during or right after teacher training courses its participants still have the skills and knowledge they acquired during the course, but as time passes by they tend to forget and fail to implement the knowledge. A solution to this problem might be setting up a discussion group, which can be used both during the course, between course sessions or after it.

What is a group? One email address and one website to let you share photos & files, plan events, send a newsletter, stay in touch with students, friends and family, discuss sports, health, current events. It is now possible to do that very easily for free with Yahoo Groups, formerly egroups. What should you do?

1. Go to <http://groups.yahoo.com>
2. If you are a new user of Yahoo, you need to register by clicking on "New users - click here to register" in the top left corner of the page. Then, you need to fill the registration form, with your Yahoo ID, password, security question, birthday, etc. The Yahoo ID that you choose will identify you when using all Yahoo services. After clicking on "Submit this form" button, your registration is completed, and you get back to Yahoo groups.
3. Before starting a group, you need to verify your email address, to make sure that it is really you who want to set up a group. To do that, click on "Account Info" at the top of the page, click on "Edit" next to "Member Information," then on "non-verified" next to your email address, and "send verification." Yahoo sends a confirmation code to the email account you have specified, so you need to check your email box, open the message from Yahoo, type in the code that they have given to you in the "Email Confirmation Code" box and your Yahoo password. In this way, your email address has been verified, and you may continue setting up your discussion group.
4. Click on "Start a New Group" and follow the instructions by specifying the group owner's email address, the name of the group, the group's email address, its description, primary language. It is important to think carefully about "Select directory listing type," where you either can make the group accessible to all Yahoo members (listed) or make the group remain private (unlisted). It seems that for teacher training courses the latter option is much more useful, as you will be able to use the group with your trainees only. Also, think twice about

"Select membership type," where your group can be open (with members joining freely), restricted (where you approve the members) or closed (where only the invited members can join). Finally, you choose your group to be unmoderated (members can post freely), moderated (you approve all messages) or newsletters (only you can post messages). After that, click on "Continue."

5. Then you need to classify your group by specifying the category it belongs to. Finally, if you are in the category needed, click on "Place my group in" on the right to add your group to the directory. Click "Continue" to agree on your Yahoo profile and email address. Then you may invite members to your group, by adding their addresses, or you may skip this step, proceeding to the final screen, congratulating you on having created a discussion group, giving the name of the group, its website URL, and the email address to which the messages to the group should be sent.

6. Next, you are given the choice either to view your group page, customise it, or invite people to the group. As for this last option, type in the prospective members' email addresses in the box. Then, choose either "Send invitations," when your members join by answering the introductory message, or "Directly subscribe members," so that they automatically become members, but may leave by replying to the introductory message. Finally, edit the welcoming message, explaining the purpose of the group, its subject matter, members, etc. Finally, click on "Add Members." Of course, you may add members at any time you want, by choosing "Members" and "Add/Invite" in your group website.

7. When people join your group, you can start sending postings to a single email account "yourgroup@yahoogroups.com," and all the members receive them. Of course, they need to be made aware of the difference between replying to the message (meaning replying to the whole group) and replying to a single member.

Your Yahoo group website has the following parts:

- **Messages:** view all the messages, listed by date or thread
- **Chat:** chat between the members only (which can be used for a discussion session as a part of the follow-up to the course)
- **Files:** make files available on the website
- **Bookmarks:** create a common bookmark list, available to all members
- **Database:** include tables and figures
- **Polls:** ask members to participate in an online poll
- **Members:** add/invite members, edit the profiles of existing members, change their subscription options
- **Calendar:** create a calendar of events for your course, automatically reminding members of upcoming events
- **Promote:** here you have the HTML codes and buttons to include in your website if you want to ask people visiting it to join your group
- **Invite:** invite people to become members
- **Settings:** where you can change the group name, the group description, posting options
- **Activity:** which records all activities of group members

After the technical tips on how to create a group, a word needs to be said about using it. It is extremely easy to create a group by the teacher trainer, invite members automatically (so that

they do not even have to answer). Then, all members have just one easy-to-remember email address (yourgroup@yahogroups.com), to which they can start sending messages. However, if you want to make full use of the features offered to you on your group website, such as chat, bookmarks or files, all members of your group must register with Yahoo, set up a Yahoo account, then link this account to the group. This process is fairly complicated and difficult to accomplish by trainees without the trainer's help, as it is the same as setting up a new group, and certainly trainees should be guided through that during the course, and the trainer should make sure that all members have their Yahoo accounts, have the group linked to their account, and know how to use the features of the group website.

After such a group has been created for the course, it is possible for course members to stay in online touch with each other as well as with the teacher trainer, even though they may live quite apart from each other. Thus, the trainer may distribute assignments by email or include articles to read as files on the website. Then, the course participants might meet together in a chat session at some time. The whole course schedule may be kept using the calendar option, automatically reminding members to take part in chat sessions or send assignments. Members can post interesting ideas or problems to the whole group, seeking solutions or advice. Finally, they may create a common bookmark list.

As can be seen, a discussion group, easy and quick to create, opens great possibilities for distance education, helping the group to keep in touch with the instructor after the course has finished, in this way consolidating trainees' knowledge and giving support in implementing the ideas acquired during the course.

BOOK REVIEWS

GAVIN DUDENEY

***THE INTERNET AND THE LANGUAGE CLASSROOM:
A PRACTICAL GUIDE FOR TEACHERS***

reviewed by Phil Brabbs

brabbs@volny.cz

Author: Gavin Dudeney

Title: *The Internet and the Language Classroom*

Published by: Cambridge University Press, 2000, 181 pp.

It has to be said that books like this one, which claim to provide an introduction to a subject for newcomers, often end up discouraging their readers by failing to focus on what is really necessary. Things start well, but then the reader gives up, a victim of information overload. This book is not like that.

It is very clear that Gavin has used his experience as a teacher to distil what beginners in this subject really need to know (and more importantly what they *don't* need to know) and has presented this information in a clear, unpatronising way which goes straight to the heart of the matter. For example, on the first page he admits there are hundreds of different ways of communicating using the Internet, but then goes on to say that you can get nearly everything you want from the Internet with just two things: the World Wide Web and email. What a refreshing and encouraging way to start! In addition, he takes very little for granted and explains all technical terms as they arise with a quick, no-nonsense gloss.

The book is organised in a simple, logical way. The bulk of the book is taken up by Chapter 2, which sets out 55 activity recipes for using the Internet in the classroom. These naturally presuppose a certain amount of knowledge about the Internet on behalf of the teacher. The great thing is that pretty much anything a teacher new to this area needs to know in order to get started is contained in Chapter 1.

Chapter 1 covers all the basics of how to use the WWW and email with minimum jargon and without extraneous detail. There is also a concise and easy-to-understand introduction to carrying out searches on the Internet, followed by some very common sense advice about how to use the Internet in class. Again Gavin's teaching background comes to the fore as he advises on seating plans, back-up plans for when the technology lets you down and how to

deal with the sort of objectionable material which your students are, sooner or later, bound to find (or look for) on the Net.

A great feature of the book in general, and Chapter 1 in particular, are the boxed "Tips" and "Hands-on sections." I found all the tips very useful and provided at just the right time. For example, in the section on your first visit to the Internet, a tip stresses how important it is to type in the Internet address absolutely correctly. The "Hands-on sections" suggest practical activities for you to try out what you are learning in the book.

In Chapter 2, it is very clear that this is a book "by a teacher, for teachers." The activities appealed to me as a language teacher, clearly focusing on language learning, rather than displaying the wizardry of the technology or the originality of the websites visited. I found the activities generally well explained, though I occasionally felt a key was missing (e.g., for the exercises in activities 2.9, 2.16 and 2.18). The choice of websites on which the activities are based is, however, truly excellent. Each activity is based on at least one main site, with a list of additional sites, plus further ideas, being provided in the Follow-ups/Variations section which is included in each description.

One thing I really appreciated about Chapter 2 was the way Gavin explicitly recognises that not all teachers have access to a classroom with computers permanently connected to the Internet. He could have dodged this question by merely suggesting that teachers adapt the activities to suit their situation, but he goes further than this, actually suggesting in some of the descriptions how the activities could be adapted, e.g., by printing out materials obtained from the Web and using them in a computer-free classroom.

One slight niggle about the book is that although the activities are listed by level and theme, they are not indexed by the language they focus on and there is no list of which activities are most suitable for using in an off-line situation or using printouts, nor which are most suitable for projects (though this is mentioned in the activities themselves). I also thought the book was a little thin on activities which helped students to learn the basics of how to use the technology whilst also focusing on language learning. However, overall I found the choice of activities to be excellent and I also felt sure that Gavin has actually tried them out in class so that they would in fact work.

Chapter 3 is all about different projects you can do using the Internet. It begins with information about email penpal exchanges. One of things I really liked about this section was the way Gavin pointed out some of the pitfalls, e.g. students not getting a reply to their messages, and how to deal with these, as well as included some very helpful case studies on pp. 131-2.

The next section of Chapter 3 was one of the clearest introductions to writing web pages that I have yet come across, again focusing on what beginners really need to know rather than overfacing them with the complexity of the whole thing (and there is no doubt that web page design can get pretty complicated, if not to say downright frustrating when the pages you design don't work).

The chapter finishes with a great list of ideas for web page projects. And in a very sensible use of the Internet, there are also some sample templates for these projects available on the website which accompanies the book.

Chapter 4 deals with more advanced topics like browser plug-ins, listservs, on-line chat and browser caching. We are now near the end of the book and this seems exactly the right sort of place to deal with these potentially scary-looking topics. As usual, they are explained in a clear, down-to-earth sort of way.

Chapter 5 is more a collection of appendices than a true chapter, but all of the sections are very useful. They include advice on how to connect to the Internet, a list of Internet jargon terms with crystal clear explanations, a short but very judicious and well-organised list of useful websites, a website review form (also available on the book website) and advice about publishing student material on the web with an accompanying student release form (also on the website).

I had a quick look at the website, which seems well organised and user-friendly - I like sites which provide a site map. In addition to an overview of the book, a chat area (not yet working when I looked) and some clear-headed comparisons of web browsers and email clients, there is a lot more advanced information on the website. There seems to have been a conscious decision to keep the more complicated stuff, e.g. about HTML and image editors out of the book, which seems to me like a very good decision. I haven't had time to look at the web page design primer (downloadable in .pdf form in four parts), but if the introduction to website design in the book is anything to go by, this should be extremely clear and helpful.

To sum up, I liked this book a lot. I think it does exactly what it set out to do, i.e. provide a clear introduction to the Internet and an excellent collection of activities for classroom use. I found it clear, concise, down-to-earth, extremely useful and very teacher-friendly. Nice one, Gavin!

SOFTWARE REVIEW

PLAYS FOR CHILDREN

reviewed by Anna Krajka

and Bożena Szypuła

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Title: *Plays for Children*

Authors: concept and editing: Ewa Kołodziejska and Maciej Wroński; texts: Sylvia Teteris

Publisher: Wydawnictwa Szkolne i Pedagogiczne (WSIP)

Ul. Pankiewicza 3, 00-696 Warszawa, Poland, www.wsip.com.pl

Overview

Plays for Children is a CD-ROM programme for children based on five popular British fairy tales. It consists of stories to be read and listened to, as well as additional games, reading comprehension and vocabulary exercises testing children's knowledge of the stories. The programme allows the choice of four languages (Polish, English, German and French), in which the translation of the text and instructions are supplied.

Description

The programme consists of the following stories:

- "The Little Red Hen,"
- "Goldilocks and the Three Bears,"
- "The Three Billy Goats Gruff,"
- "The Gingerbread Man,"
- "Snow White and the Seven Dwarfs."

The stories can be chosen from the first screen by clicking on the part of the picture, e.g., on a hen or on dwarfs.

Each story begins as a play. There are native-speaker narrators reading the text. The reading is accompanied by music illustrating the text as well as by sounds of animals, wind, trees or fire.

The text appears on the screen, and it is also read by the narrator. In addition to that, pictures presenting the text are shown, which helps to understand the text. Apart from the narrator, the

characters of the plays also speak their parts, which makes it more interesting and appealing for children. The characters speak the voices of children, which is easier for children to identify with and join the characters speaking. Thanks to that, pupils can take part in the performance if they read the text with the sound off.

The play may go from the beginning to the end, or screen by screen. You may also repeat each part of the text, as well as go back and forward as you wish.

In the left bottom corner there is a "life-belt" icon, which by clicking on it gives the instructions for the activity in students' native language (chosen at the beginning of the programme). The icon with the flag (right bottom corner) allows the user to get the translation of the text. Next to the "life-belt" icon there is a "ball" icon, allowing students to move to language activities related to the story. The activities are of the following types:

- Picture verb games (drag-and-drop)
- True/False (opening the door with either true or false key)
- What's wrong? (deciding which sentence appeared in the text and which not)
- Who says what? (matching sentences with people who said them in the story)
- What is it? (practising the vocabulary from the story)
- Who questions? (similar to "Who says what?")
- Crossword
- Jumbled text (putting sentences in the correct order on the train)
- Cloze test (putting the right word in the right place of the text)
- Wordsearch (looking for words hidden in a letter maze)

Advantages

1. The stories are beautifully illustrated, in the way which is appealing to children
2. Each story is presented in a theatre with a stage, curtains and audience, which gives the impression of authenticity
3. The texts are read by native speakers with very careful British English pronunciation, which constitutes a good model for learners to reproduce
4. A lot of sound effects, music, animations make the stories more interesting
5. The translations of texts and instructions in four languages make the programme friendly and easy to use even by 6-year-old children
6. The comprehension of the texts is tested by various games and activities

Disadvantages

1. The same melody is played throughout the programme, which can be irritating after some time
2. In exercises section, students' score is not kept, so they do not know how many of their answers were right and wrong
3. In drag-and-drop type of exercises the instruction is "move the words to the right pictures," but only when you move the words inside the picture and not under or over it is the answer evaluated as correct, which may send a misleading message to a student

Recommendation

This programme is easy to use and navigate. It is intuitive because it works the way you might expect it to work, which is important especially for young children who can get easily discouraged. Because knowledge and information is presented in a visually and aurally appealing way, children are motivated to learn by playing with the programme. The multimedia (text, sound, music, pictures, animations) are combined to form an effective whole.

Plays for Children can be used by children aged 6 to 12, both at home and at class, and can be recommended as worth buying.

System requirements

- IBM fully compatible PC with minimum 486DX
- 4 speed CD-ROM drive
- 16 MB RAM
- MS Windows 3.1 or higher
- sound card

REPORTS FROM PAST EVENTS

IATEFL POLAND COMPUTER SIG MEETING

06.01.2001

Computer Assisted Education and Information Technology Centre (Ośrodek Edukacji Informatycznej i Zastosowań Komputerów), Warsaw

by Ela Gajek

IATEFL Poland Computer SIG coordinator

gajekel@poczta.onet.pl

Eleven SIG members attended the meeting.

1. Teresa Olechowska presented her website, <http://mmc.tele.pw.edu.pl>, which contains placement tests with the use of Internet addresses and pictures aimed at intermediate and upper-intermediate students, tasks based on pictures, sound, cartoons and video, culture-based formulating questions in British English, and a game. Teresa also presented language materials for upper-intermediate students, including aspects of TV news, which hadn't been launched to the Internet yet.

2. Leszek Bajkowski presented his personal interactive dictionary based on a relational database created in Microsoft Access. The dictionary is a mono- and bilingual dictionary, as well as a concordance program. The database can be shared by users of many languages, for example a database of Polish entries may be shared by learners of English and Spanish. What's more, each entry (a word or a sentence in any language) is used several times. His presentation showed perspectives of interactivity in designing electronic dictionaries.

3. Jarek Krajka presented the first issue of *Teaching English with Technology* Journal, its main features, the content and ways of distribution. The issue is available on IATEFL PL website.

4. Ela Gajek chaired a round table discussion about teacher teaching in ICT. Many of the SIG members are teacher trainers, thus the quality of teacher training courses in ICT are of our great concern. Almost all English teachers needed methodology courses on ICT in language teaching. The main problem is computer literacy among teachers of English. Methodology courses for beginners and skilled computer users should be organised separately. Edyta Więclawska pointed out that teachers approved of Microsoft PowerPoint as a teaching tool during her courses.

5. Grażyna Studzińska mentioned the possibility of organising a two-day conference on 23-24 June in Gliwice.

6. Jarosław Wiązowski presented his insights into teaching English to blind people with the help of computers. He described special computer equipment used by blind students of English. He stressed the fact that graphics enriching websites make his students unable to use them. He talked about pedagogy of teaching language to students with disabilities and it turned out that most problems faced by disabled students are also faced by many other students of English. Different perspective of recognising problems may improve teaching practice in class.

BETT 2001:
THE EDUCATIONAL TECHNOLOGY SHOW AND STUDY TOUR

8 – 13 January 2001,

London

by Wojciech Drajerczak

ICT Project Coordinator

British Council Poland

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"There is now a real danger that the information revolution is putting up new walls further barring [the excluded and the ill-educated] from the fruit of progress. We cannot allow this to happen. And school is where we can really make the difference. And that imperative drives forward everything we do in this area." These words quoted from Minister Michael Wills' speech at the BETT 2001 opening ceremony best summarise the efforts of the British Government to adopt the UK educational system to the requirements of the new technology revolution. To present and share these achievements, the British Council and the British Educational Suppliers Association [BESA], invited 30 representatives from educational institutions from 20 countries all over the world, who are involved in the development of Information and Communication Technology in education, to take part in the BETT 2001: the Educational Technology Show and Study Tour, which took place in London between 8th and 13th January 2001. Poland was represented by Irena Dzierzgowska, a former deputy minister of education and an adviser to the interkl@sa project, and by Wojciech Drajerczak, an ICT Project coordinator, the British Council Poland.

The whole event was divided into three major parts:

1. The British Council study tour the aim of which was to introduce the participants to the works of the key agencies involved in the implementation of the UK Government programme to introduce ICT to the national curriculum;
2. The International research conference on partnerships for technology in education; at the conference, the speakers invited shared their experience gained from the projects on virtual schools, facilitating professional development for teachers and developing partnerships using ICT learning environment.
3. The BETT 2001 Educational Technology Show, organised annually to help teachers in keeping up with the latest developments in ICT for education; the Show creates an opportunity for teachers to compare resources and services offered by the ICT suppliers [ranging from educational software, Internet and Intranet solutions for schools to very recent developments in hardware]. The BETT 2001 also allowed teachers to take advantage of an extensive seminar programme.

Since the task of summarising such a rich programme must undoubtedly be ruled by the necessity of making compromises, the review will concentrate on presenting only few facts and aspects of the British educational reforms aiming at introducing ICT to schools and to the good teaching practice.

Between 1998 and 2004, the British Government have pledged to invest £ 1.8 billion in the National Grid for Learning and in teacher training. This will enable to achieve two main goals:

- Every school leaver is capable of using new technologies, which is of great importance considering that almost 90% of jobs in the UK involve some kind of interaction with ICT;
- Raising educational standards by using ICT in the classroom which is achieved by improving the ICT infrastructure [in 2000, the ratio of one computer for every 13 pupils] and by providing schools with the Internet connection [by 2002 every school in the UK will be on-line].

These apparently ambitious goals will not become realistic without a systematic and comprehensive ICT training provided for teachers. The New Opportunity Fund, an organisation sponsored entirely by the National Lottery, has at its disposal £ 230 million, between 1999 and 2003, to support training for teachers and school librarians. For 415,000 teachers in England alone, more than 200,000 signed up and from this group over 70,000 completed the training. It must be pointed out that the aim of the ICT training is to increase expertise in the use of ICT in subject teaching and to focus on good teaching and not on ICT skills as such. Having set up these objectives, the Teacher Training Agency (TTA) has developed a set of CD-ROM materials which help teachers to identify their ICT needs which can then be given priority during the training.

Another important initiative undertaken is the development of the UK National Grid for Learning (NGfL) which is a web-based programme with the strategy to build up links between education and training institutions on-line and to provide at the same time access to educational materials available on the Internet.

Web addresses worth visiting:

1. Department for Education and Employment (DfEE) <http://www.dfec.gov.uk>

2. British Educational Communication & Technology agency (BECTA) <http://www.becta.org.uk>
 3. Teacher Training Agency (TTA) <http://www.teach-tta.gov.uk>
 4. Quality and Curriculum Authority (QCA) <http://www.qca.org.uk/menu.htm>
 5. Office for Standard in Education (OFSTED) <http://www.ofsted.gov.uk>
 6. National Grid for Learning <http://www.ngfl.gov.uk>
 7. the British Council <http://www.britishcouncil.org>
-

"E-WEEK AT SCHOOL" –

THE BRUSSELS WORKSHOPS

by **Bożena Stepień**

a member of myEurope Advisory Teachers Group

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I had a pleasure to attend a workshop about "eWeek at School" which was organised by European Schoolnet on 27-28 January in Brussels. 7-11 May 2001 will be "eWeek at School" – a European week for schools to learn together and to learn from each other (for details, see the "Announcements of Future Events" section in this journal). This initiative, organised by the European Schoolnet in cooperation with the European Commission, builds on the existing EUN networks, myEurope, Virtual School and ENIS (the European Network of Innovative Schools). The workshop was attended by 50 participants. Many of them were foreign language teachers. They represented all EU and prospective EU countries. The meeting was held in the Eurovillage hotel, an excellent venue with well-equipped conference rooms. We learnt a lot about "eSchola" – a week for eLearning in Europe. Here are some important facts:

"eSchola" is a joint initiative of Mrs. Ingegerd Wärnersson, Swedish Minister for Schools and Adult Education, and the European Schoolnet (EUN) as part of the programme for the Swedish Presidency of the EU. It aims to encourage European Schools to learn together and from each other how the new technologies can be used to raise quality and to provide new learning opportunities. In addition, "eSchola" will also promote interest in European issues by encouraging collaborative projects between schools around the themes of European citizenship and cultural diversity.

This initiative will be organised along five strands:

1. Using ICT for European awareness and active citizenship
2. Disseminating good practice in using ICT
3. Demonstrating online learning and training facilities
4. Benefiting from public-private partnerships
5. Awarding innovation

The Office of the European Schoolnet will be responsible for the management of the event.

The meeting in Brussels focused on planning of activities related to:

- Using ICT for European awareness and active citizenship
- Disseminating good practice in using ICT
- Demonstrating online teaching and training facilities

For me, it was a wonderful chance to talk to very experienced colleagues who showed great inventiveness and expertise in ICT use in education. All of them participate in European projects and have similar professional interests. The atmosphere throughout was welcoming and friendly. On the first day we were greeted by Ulf W. Lundin, the Director of European Schoolnet, who introduced to us the eSchola Week Office established by the EUN. The plenaries and workshops were run by other members of the EUN Office in Brussels: Brigitte Parry, Magnus Saemundson, Angela Andersson and Petru Dumitru. For obvious reasons it is impossible to summarise everything here. As it was a workshop, the fruitful discussions and exchange of ideas among the teachers were of primary importance. We were divided into three groups according to the following areas of interest:

- Demonstration of online learning possibilities
- Demonstration of good practice
- Collaboration projects

I joined the last-mentioned. Together we worked on a general topic: 'Europe across Time and Space.' Our discussion was led by Brigitte Parry and concentrated on possible project themes, setting up complementary projects, school twinning concepts, Europe Day kits and other ideas connected with European citizenship and diversity. We tried to decide on the criteria defining the target group of our projects. We agreed that it is more advisable to take into account the language proficiency rather than the age of the students because the age at which pupils start learning a foreign language varies in different countries. Finally, our group came up with some useful collaboration projects which will be developed before and during the eSchola week. After the discussion one representative of each group reported back during the plenary session and invited comments.

On the second day of our meeting, Thomas Maier, a member of EUN Office gave us a clear overview of available Internet tools which may be used in collaboration projects. I found his presentation particularly interesting. In the end, all participants were asked to fill in a questionnaire concerning teachers' media environment in their respective countries to provide information for John Rolin, the Marketing Manager at the eSchola Organising Committee.

During this meeting I made many interesting personal contacts which I am going to use in future for my students' benefit. I am very grateful to the EUN Office, especially to Petru Dumitru, for the invitation to this highly successful meeting.

ANNOUNCEMENTS OF FUTURE EVENTS

E-DUCATION WITHOUT BORDERS

Abu Dhabi, United Arab Emirates

22 - 24 April 2001

Abu Dhabi Men's College UAE would like to invite you to register for their Global Student Conference, an exciting initiative which will take place in Abu Dhabi from the 22nd - 24th April 2001. Online registration is now available at http://imtc.salsa.hct.ac.ae/e_education/. You will also find details about the conference, including the call for papers and some information about the United Arab Emirates.

Michael Cross

Co-ordinator ADMC Independent Learning Centre.

PO Box 25035 Abu Dhabi United Arab Emirates.

Tel: ++ 971 2 451 514. Fax: ++ 971 2 451 571. Email: michael.cross@hct.ac.ae

SEARCHING FOR QUALITY IN ELT

Eastern Mediterranean University,

Gazimagusa, Turkish Republic of Northern Cyprus

2 - 4 May 2001

The conference aims to bring ELT professionals from around the world to enhance and promote awareness related to the most recent methodologies and technologies utilised in ELT with emphasis on professional training in order to find more authentic ways to raise the quality in English Language Teaching as regards Classroom Teaching, Curriculum Design, Materials Writing and Design, Testing and Evaluation, Teacher Education, and Classroom Research. The conference intends to enable the participants to discuss, reflect and develop their ideas through workshops, talks, discussion groups and poster sessions. There will also be an ELT Resources Exhibition and a Book Sale so as to display the most recent publications in the field to the participants.

It is possible to register or submit a proposal on-line, by fax or by mail. All the conference details regarding information on travel and accommodation as well as the social activities will be made available on the conference website at <http://www.emu.edu.tr/eltconference/>. Please

visit our website from time to time to keep updated with the conference schedule and the on-going activities to make this event a very fruitful and a memorable experience.

The deadline for proposals is February 15, 2001. The conference conveners are ready to respond to all queries as regards the conference at the following addresses:

ulker.osam@emu.edu.tr or gul.celkan@emu.edu.tr.

ESCHOLA - LEARNING TOGETHER

<http://eschola.eun.org>

7 - 11 May 2001

This major event will encourage all schools in Europe to learn together and from each other how ICT can be used to raise quality and to provide new learning opportunities. All teachers are invited to contribute, collaborate, use this opportunity to display their skills and learn from the achievements of their colleagues around the world.

"eSchola" will be organised as a virtual event running over a full week but live activities and events, particularly at local level, will also be part of it. But it is important for you all to know that the resources and examples promoted or born out of this event will not disappear from cyberspace, but will be maintained, be useable and expandable by all schools throughout the year.

The general objective of "eSchola," organised in cooperation with the European Commission and private partners is to support the large-scale deployment of ICT in schools in Europe. The event is a contribution to the implementation of the European Commission's strategic "eLearning initiative." It will be a broad manifestation of ICT as a tool for teaching and learning, where public and private partners work together to involve schools to look into good ways of using ICT and to demonstrate their achievements and innovations.

In addition, "eSchola" will also be an opportunity to bring schools together around European issues. The event will take place during the week of the Schuman Day (9 May) and it will build on this annual commemoration of the Schuman Declaration to encourage collaborative projects between schools around the themes of European citizenship and cultural diversity.

The three major EUN schools networks will be main contributors to this extraordinary initiative:

ENIS, the European Network of Innovative Schools <http://enis.eun.org>

MyEUROPE <http://myeurope.eun.org>

Virtual School <http://www.eun.org/vs>

Linked to "eSchola", European Schoolnet will distinguish innovative European schools through a European Schools Award in three main categories:

- Innovation in teaching about European issues and institutions
- Innovative school practice
- Innovative use of school web site for teaching and learning

The website:

<http://eschola.eun.org>

For more information, please contact:

Angela Andersson, Coordination Email: angela.andersson@eun.org

John Rolin, Marketing Campaign Email: john.rolin@eun.org

Brigitte Parry, Teachers contact Email: brigitte.parry@eun.org

THE SECOND INTERNATIONAL LITERACY CONFERENCE LITCON 2001

"NEW LITERACIES, NEW PRACTICES, NEW TIMES: RESEARCH AND REFLECTIONS FOR EDUCATION"

Penang, Malaysia

8 - 10 May 2001

Call for presentations: 150 word abstract of paper/presentation (before 31 March 2001)

Presentation format: Paper 35 minutes, Workshop 90 minutes, Poster Session 60 minutes

Presentations shall be in English or Bahasa Malaysia

Conference themes:

Theme 1: Languages For The New Economies

Theme 2: ELT in Global Contexts

Theme 3: Literacy - Curriculum, Evaluation and Testing

Theme 4: Technologies of Learning

Theme 5 : Innovations and Special Needs.

Organised by

University Sains Malaysia

Department of Education Penang

RMIT University, Melbourne, Australia

For further information, contact

Associate Professor Dr. Ambigapathy Pandian

Chairperson Litcon 2001

School Of Humanities

Universiti Sains Malaysia

11800 Minden, Penang, Malaysia

FAX: 04-6563707 Or 04-6573975

Email to: ambiga@usm.my

litcon2001@hotmail.com

Website: <http://www.learningconference.com/2001/penang2001.html>

JALTCALL2001

THE CHANGING FACE OF CALL:

EMERGING TECHNOLOGIES - EMERGING PEDAGOGIES

Kanto Gakuen University,

26-27 May 2001

The Japan Association for Language Teaching CALL Special Interest Group is delighted to announce its 6th Annual Conference, "The Changing Face of CALL: Emerging Technologies - Emerging Pedagogies" to be held at Kanto Gakuen University, May 26-27, 2001.

We invite you to attend JALTCALL 2001 and submit proposals for papers, panels, tutorial workshops, posters, demonstrations, and corporate displays and demos. Each proposal will be reviewed for inclusion in the conference program and website.

To submit a proposal, please visit the following website:

<http://anny.kinjo-u.ac.jp/~houser/jcfp/form.html>

Submission Deadline: 15 May 2001

Topics: The scope of the conference includes, but is not limited to, the following topics:

1. Research in CALL

Methodological issues in research on learner-computer interaction

Use of computer technology in conducting experimental studies in SLA

Methodological issues in research on networked language learning

2. New Roles of the Instructor & Learner

Improving classroom teaching

Constructivist perspectives

Pedagogical issues

3. Vocabulary Acquisition and CALL

Using corpora in language teaching and learning

Commercial or teacher-designed software for vocabulary acquisition

4. Literacy in the Electronic Age

Hypermedia

Internet communication

5. Web-based Learning and Teaching

Teaching English via the WWW

Distance education programs utilizing the WWW as a delivery mode

Case studies of Web-based learning or teaching of English in Japan

Case studies of intercultural Web-based projects

6. Emerging Technologies

Cell phones

Synchronous communication tools for language learning via the Web

Asynchronous communication tools for language learning via the Web

Use of voice recognition software for second language learning

7. Writing and CALL

Use of computer-mediated feedback in second-language composition

Computer reference tools in second-language composition

Collaborative writing via networked computers

8. Listening and CALL

Use of Internet or software-based listening activities

Research on the development of listening skills using CALL

9. Email Communication

Use of email for collaborative learning

Use of email to develop communicative language skills

10. The Role of the Computer in Task-based Language Learning

Case studies of computer-based tasks that promote language learning

The role of tasks in network-based language learning

Pre-registrants will receive a discount on the conference fee, so please visit our registration website before 20 May 2001: <http://jaltcall.org/conferences/call2001/>

We look forward to receiving your submission and seeing you at the conference!

Chris Houser chris.houser@acm.org

Patricia Thornton thornton@kinjo-u.ac.jp

JALTCALL2001 Program Chairs

Richard Gitsaki-Taylor

Co-chair JALTCALL2001

IATED INTERNATIONAL CONFERENCE COMPUTERS AND ADVANCED TECHNOLOGY IN EDUCATION (CATE 2001)

Banff, Canada

27 - 29 June 2001

<http://www.iasted.com/conferences/2001/banff/cate.htm>

PURPOSE

The International Conference on Computers and Advanced Technology in Education is an opportunity for scientists, educators, and practitioners throughout the world to present their latest research, results, and ideas in the area of education. The conference will include keynote addresses, contributed papers, and tutorials on a wide range of topics in this area. The conference will attract both academics implementing new technologies, as well as engineers and scientists working to develop new technologies.

CONFERENCE CHAIRS

T. Calvert - Technical University of British Columbia, Canada

T. Keenan - University of Calgary, Canada

IMPORTANT DEADLINES

Submissions due April 1, 2001

Notification of acceptance May 1, 2001

Registrations, Full Payment and Final Manuscripts due June 1, 2001

SCOPE

Relevant topics include, but are not restricted to:

Distance Learning· Curriculum Design· Multi and Hyper-media· Internet-based Educational Systems

- Universities without Boundaries
- On-demand Education
- Quality Control
- Copyright and Electronic Publication

Advanced Technology in Education

- Computer-assisted Learning and Instruction
- Authoring Tools and Methodology
- Information Technology

- Virtual Reality
- Mobile Communication and Computing
- Satellite Communication
- Telecomputing and Telecommunications
- Hypermedia Conferencing and the WWW
- Collaborative Knowledge Construction using Networks and the WWW

Educational Software and Hardware

- Reliability
- Cost Effectiveness
- Security
- Visual Programming
- Expert Systems
- Artificial Intelligence
- CD-ROM Technologies and Strategies
- Spreadsheets and Applications
- Educations Technology and Students with Special Needs

Human Resource Issues

- Economics
- Teacher Training
- Teacher Evaluation
- Accreditation
- Scheduling

Policy

- National Policies
- Standardization

- Assistance of National and International Organizations
- Special Conditions in Developing Countries
- Evaluation

Institutional Issues

- Education of Children
- Primary and Secondary Education
- University Education
- Vocational Training
- Education for Business and Industry
- Education for the Disabled
- Multi-teacher Courses
- Case Studies

SUBMISSION OF PAPERS

Submit your paper via our web site at <http://www.iasted.com/conferences/2001/banff/submit-335.htm>. Files larger than 2MB must be submitted to our FTP site at <http://www.actapress.com/> (user name: actaftp; password: journals). If you submit a paper to our FTP site, please send a notification email with your contact information to calgary@iasted.com. The IASTED Secretariat must receive your paper by April 1, 2001. Do not send hard copies of your paper. Receipt of paper submissions will be confirmed by email.

Notification of acceptance will be sent via e-mail by May 1, 2001. Registration payments and final manuscripts are due June 1, 2001. Registration fees and papers received after that date will result in the papers being excluded from the proceedings. Please send final manuscripts via the Web or FTP site as described above.

TUTORIALS

Proposals for half-day tutorials (3 hours) must be received by the IASTED Secretariat by April 1, 2001. Tutorial proposals should clearly indicate the topic, background knowledge expected of the participants, objectives, time allocations for the major course topics, and the qualifications of the instructor(s).

SPECIAL SESSIONS

Persons wishing to organise a special session should submit a proposal to the IASTED Secretariat by April 1, 2001. Proposals should include a minimum of four papers, a session title, a list of the topics covered, and qualifications of the session organiser(s).

INTERNET RESEARCH 2.0: INTERconnections

THE SECOND INTERNATIONAL CONFERENCE OF THE ASSOCIATION OF INTERNET RESEARCHERS

University of Minnesota

Minneapolis-St.Paul Minnesota, USA

10 - 14 October 2001

Deadline for submissions: Friday, March 2, 2001

The Internet's ever-increasing points of connection to almost every element of 21st century life have prompted strong interest in understanding the social aspects of cyberspace. The popular press offers wave after wave of speculation and vague forecasts, but what is really needed to help us understand how to live in our wired world is research: research that is collaborative, international, and interdisciplinary.

In October of 2001, INTERNET RESEARCH 2.0 will offer an opportunity to reinforce and extend these connections. IR 2.0 will bring together prominent scholars, researchers, practitioners, and students from many disciplines and fields for a program of keynote addresses, paper presentations, formal discussions, and informal exchanges.

The Association of Internet Researchers invites paper, presentation, and panel proposals on topics that address social, cultural, political, economic, and aesthetic aspects of the Internet. We welcome submissions from any discipline, as well as work from those producing new media or working in multimedia studies. Panel presentations which establish connections across disciplines, institutions and/or continents are especially encouraged. We also seek presentations which will make creative use of Internet technologies and techniques, including (but not limited to) digital art and e-poster sessions.

We suggest the following as possible themes for proposals.

- * communication-based Internet studies
- * digital art
- * distance education and pedagogy
- * e-commerce and business
- * gender, sexualities, and the Internet
- * human-computer interaction (HCI)
- * international perspectives on the Internet

- * Internet technologies
- * law and the Internet, including privacy and copyright issues
- * methodological issues in Internet studies
- * new media and Internet journalism
- * psychology and the Internet
- * the "Digital Divide"
- * race and cyberspace
- * rhetoric and technology

We also invite proposals for pre-Conference workshops. These proposals should be submitted as soon as possible (no later than January 31, 2001) so that the workshops can be publicized.

All proposals should be submitted electronically at <http://www2.cddc.vt.edu/confman/>

It is preferred that you use HTML to minimally format your submission.

The deadline for submissions of paper/session proposals is Friday, March 2, 2001.

If you have questions about the program, conference, or AoIR, please contact:

Program Chair: Leslie Shade, University of Ottawa, shade@aix1.uottawa.ca

Conference Coordinator: John Logie, University of Minnesota, logie@umn.edu

A(O)IR President: Steve Jones, sjones@uic.edu

More Information about IR 2.0 can be found on the Conference Website:

<http://www.cddc.vt.edu/aoir>

SUBSCRIPTION INFORMATION AND CALL FOR SUBMISSIONS

"Teaching English with Technology" is a bi-monthly 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: Jarosław 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/sig/call/callnl.htm>

The next issue of "Teaching English with Technology" will be published in May 2001. Submission deadline for the next issue is April 15, 2001.

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
- 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
- Website review: discussions of websites having potential for organising Internet lessons around them or relevant in some way to the field of English language teaching
- 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
- Book review: reviews of books dealing with practical application of technology in education
- Software review: reviews of language learning software
- News: information about events being of relevance to the teachers of English interested in using the Internet and computers in the classroom,
- 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)
- organisation(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, Jarosław 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.

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