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EDITOR'S MESSAGE

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As the Editor-in-Chief of *Teaching English with Technology*, it is truly a great pleasure for me to introduce this new October issue to the readers. With the electronic literacy being more and more widespread, using computer technology in teaching has become a must, and we can notice a significant improvement in the quality of materials available for publication. The idea of Web-assisted classroom instruction, consistently promoted throughout all the nineteen issues of the Journal since the very first issue in January 2001, is now well-grounded among English teachers in Poland and abroad, and the use of technology-enhanced instruction alongside coursebook instruction seems to have become an indispensable element of the teaching process.

"The culture of Britain – introduction", a Web-based lesson plan by Dorota Kunstler, shows the practical application of the Internet in developing intercultural awareness, attitudes of tolerance and understanding towards the target language culture. On the other hand, Felicity McCardle and Rachel Ellis, in their classroom activity "A serious issue – exploring global ageing with a lower-level language class" show how a language classroom should be a place to work on global issues, in order to lead towards intellectual development and greater maturity of learners. Here it is to be noted that English is used as a channel of communication, and non-linguistic content (culture knowledge or sociological issues) is the main theme of the lesson.

The main article in the issue, "Opportunities in Technology-Enhanced Language Learning (TELL) Classroom Environments" by Hee-Jung Jung and Sang Hyun Kim, explores the

language classroom in which students learn with the help of specially designed websites, online and web-assisted tasks. The two TELL classroom environments are evaluated in reference to a framework of eight conditions for optimal language learning.

The humble undersigned, Jarek Krajka, writes about the effective use of translation in the classroom with such Web-based tools as word-for-word, phrase, website translation, translation in chat, emailing and instant messaging. The article contains 10 ready-made activity structures for translation use with the online language tools, which should help readers make good use of the mother tongue in the classroom.

In the article "Websites' Role in the Promotion of Distance Education: A Case Study of Geteducated.Com" Gui Qingyang expounds websites' role in the promotion of distance education by conducting a case study of GetEducated.com, focusing on the possibilities it offers and discussing the possible limitations.

It is to be hoped that the readers will benefit from a wide variety of topics and issues addressed in this month's issue of the Journal.

I wish you good reading.

ARTICLES

OPPORTUNITIES IN TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) CLASSROOM ENVIRONMENTS
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Abstract

This study explores opportunities that English as a Foreign Language (EFL) teachers have created to help students meet English language literacy goals in technology enhanced language learning (TELL) classroom environments. This qualitative study examines opportunities in two TELL classroom environments based on interviews, observation, and document collection for two months. To evaluate the environments, a framework of eight conditions for optimal language learning proposed by Egbert (1993) is used. The data show various opportunities that students and teachers experienced in the TELL classroom environments.

Literature review

Very recently, the influences of classroom environments started to be recognized in Computer-Assisted Language Learning (CALL) research. Until now, most CALL empirical studies have focused on the effectiveness of the medium itself, particularly in comparison with conventional teaching tools and have narrowed down to very specific linguistic features. In short, in many CALL studies, technology is seen as a treatment or as "a magic pill" applied to the language learner, and the effect of the treatment on language learning is then measured. Therefore, it is really hard to get the fuller view of technology-enhanced language learning (TELL) classroom environments. Besides, examination of a single lesson rarely reveals that it is good for every purpose or every student. Hence, many researchers (Chapelle, 1997, 1998; Doughty, 1991; Salaberry, 1996, 2000; Salomon, 1991; Warschauer, 1995, 2000, 2002) present the limitations of this kind of technocentric research and underscore the importance of language learning environments rather than technology itself.

Before discussing the need to study language classroom environments more holistically, this review will present CALL studies in three areas: (1) those that investigate CALL in comparison with traditional methods, (2) those that look at instructional strategies, and (3) those that examine attitudes and interactions through CALL. Studies in these categories, which Chapelle and Jamieson (1998) use to characterize CALL research in general, clearly underscore the need for studying language learning classroom environments with more than one environment component.

First, numerous studies across disciplines were carried out to attempt to discover whether students with computer learned better and faster than students with traditional methods. The typical research design provided CALL materials for experimental groups and traditional instruction for a control group (Chapelle & Jamieson, 1998). However, the studies of this type ignore the nature of the learning tasks, the characteristics of the learners, and the characteristics of technological application when the research is designed and interpreted. Without an understanding of specific attributes of the situation, it is difficult to know what learning effects ought to be attributed to (Clark, 1995). For instance, Johns (1991) and Dodd (1997) examined the practice with the aid of computer software to understand meaning and grammar. Their studies found that the teacher facilitates students to research into the language without knowing in advance what rules or patterns are used, so students are encouraged to make one up in their own terms. Fernandez-Villanueva (1996) emphasized that

the concordancing program provides more input and motivation than regular classroom exercises in her German language classrooms.

Another study compared dialogue journals written via email with dialogue journals written on paper (Wang, 1993). Compared with the paper-and-pencil group, the email group wrote more per session, asked and answered more questions, used a greater variety of language functions, applied these functions more frequently, and was less formal and more conversational with the teacher. Sullivan and Pratt (1996) found that all the students in an ESL study participated in electronic discourse and only half of the students in face-to-face discussions. These studies examined the effectiveness of technology itself without considering classroom environment factors for learning.

Although the findings from these studies are not consistent, the results have prompted greater analysis of the methods used to assess effectiveness. However, both CALL materials and language learners differ from one another in ways that affect learning (Chapelle & Jamieson, 1998). We cannot observe students' learning effectively by focusing on technology as treatment. Many other elements such as the nature of learning tasks, the learner characteristics, and the characteristics of technological application should be put together when the research is designed and interpreted.

Second, some CALL studies focused on comparison of learning strategies. These studies on learning strategies provide an important first step toward empirical support for principles from theory and research that can offer general suggestions for student learning (Chapelle and Jamieson, 1998). However, learner-specific suggestions and consideration of multiple factors in classroom environments are needed. For instance, Toyoda and Harrison (2002) examined the negotiation of meaning that took place between students and native speakers of Japanese over a series of chat conversations and attempted to categorize the difficulties encountered. The data showed that the difficulties in understanding each other did indeed trigger negotiation of meaning between students even when no specific communication tasks were given. Blake's study (2000) demonstrates that incidental negotiations commonly occurred in networked discussions as well, especially with respect to their lexical confusions. Fifty intermediate Spanish learners were asked to carry out networked discussions in pairs during their lab time using a synchronous chat program. The results show that the tasks appear to lead the way in promoting negotiations with greatly increased possibilities for access outside the classroom.

Gonzalez-Bueno (1998) analyzed the effectiveness of using e-mail as a tool to promote foreign language learning in and out of the classroom. The study identified the following features of the foreign language generated through e-mail: (a) greater amount of language; (b) more variety of topics and language functions; (c) higher level of language accuracy; (d) more similarity with oral language; (e) more student-initiated interactions; (f) more personal and expressive language use. In sum, these studies on learning strategies are notable because they examine the related theories or approaches that apply to classrooms. However, different classroom environmental factors should be considered.

Third, some CALL research studies address the attitude and interaction through CALL. These studies of attitudes and interaction through CALL are limited in data analysis and interpretation because lesson, tool, or learner variables are easily disregarded. Nevertheless, the analysis of data in these studies may help clarify some questions about the learning processes. For example, several such studies (Chun, 1994; Kelm, 1992; Kern, 1995; Sullivan and Pratt, 1996; Warschauer, 1996) found a greater amount of student participation according to three measures: (a) percentage of student talk versus teacher talk, (b) directional focus of student talk (toward other students or toward the teacher), and (c) equality of student participation (Liu et al., 2003). Focusing on learners of French (Kern, 1995) and Portuguese (Kelm, 1992), it was found that some students said nothing in person, while all participated online. Warschauer (1996), in an experimental study comparing small-group ESL discussion online to discussion face-to-face, found that the online groups' participation was increased twice because the silent students increased their participation online.

In another example, Sotillo (2000) investigated discourse functions and syntactic complexity in ESL learner output obtained via two different modes of computer-mediated communication (CMC): asynchronous and synchronous discussions. Two instructors and twenty-five students from two advanced ESL writing classes participated in this study. The results showed that the quantity and types of discourse functions present in synchronous discussions were similar to the types of interactional modifications found in face-to-face conversations deemed necessary for second language acquisition. Discourse functions in asynchronous discussions were more constrained than those found in synchronous discussions and similar to the question-response-evaluation sequence of the traditional language classroom. Concerning syntactic complexity, the delayed nature of asynchronous

discussions gives learners more opportunities to produce syntactically complex language. However, in this study, other classroom environment factors were ignored.

Although attitudes and interaction are important factors to clarify some of questions about the learning processes, they cannot represent solely language learning because they ignore some other variables such as goals, tool, teacher or students. Hence, to adequately evaluate students' language learning, we need to include environmental factors that interplay in learning environments.

As we can note from the study examples discussed above, a technocentric approach provides outcomes from CALL applications in very specific linguistic features and we can know the result in the specific areas by using a specific tool. However, this approach has proven limited primarily due to inattention to the central role of the learning process and the corresponding influence of learner characteristics. To clarify the effectiveness of the technology and understand language learning, it requires the evaluation of classroom environment with multiple environmental elements based on empirical observations.

Classroom Environment Conditions

It is clear that the study of classroom environments is important to understand learning atmosphere, perceptions, goals, and interaction for optimal language learning. Besides, classroom environment provides various opportunities for students to learn and interact in the learning context. In Spolsky (1989) and Chapelle's views (1997), opportunities from learning environments refer to classroom members' experiences from interactions between teachers, students, tools, instructional strategies, or goals in classroom environment. Spolsky (1989) claims that the interplay between language learner and learning opportunities determines the learner's success in achieving the linguistic outcomes (linguistic and communicative competence of a variable nature) and non-linguistic outcomes (including changes of attitude).

Then, we need to have a framework to evaluate opportunities from language learning classroom environments. As discussed earlier, we need to explore multiple conditions to understand language learning classroom environments. Egbert (1993) proposed a set of environmental conditions for language learning classroom environments:

(1) interaction: learners have opportunities to interact and negotiate meaning;

(2) authentic audience: learners interact in the target language with an authentic audience;

(3) authentic tasks: learners are involved in authentic tasks;

(4) opportunities for exposure and production: learners are exposed to and encouraged to produce varied and creative language;

(5) time/feedback: learners have enough time and feedback;

(6) intentional cognition, learning style and motivation: learners are guided to attend mindfully to the learning process;

(7) atmosphere: learners work in an atmosphere with an ideal stress/anxiety level;

(8) control: learner autonomy is supported.

Each element of optimal language learning in some way affects the others. For example, authentic task may increase students' motivation and trigger more peer interaction. Naturally, more feedback and less stress cause excitement for learning, and these conditions cannot present all aspects to be considered for language learning. In particular, Moos (1979) notes that different subject areas need and have different environments. However, each condition is supported by many empirical studies and is described a lot in learning theories or approaches. Therefore, for this study, these eight conditions proposed by Egbert (1993) were used as a framework to understand opportunities from TELL classroom environments.

The Study

Research groups

One English classroom from each of two different schools was selected; a 5th grade EFL classroom and an 8th grade EFL classroom. Both schools are located in the same local city in South Korea.

The 5th Grade EFL Language Classroom. The 5th grade EFL students came to the language classroom twice a week (every Wednesday and Friday). The EFL classroom observed for this study was composed of 22 boys and 20 girls. They speak Korean as their first language and learn English as a foreign language. Students' English levels in the classroom varied due to extra-curriculum or private tutoring systems. While some students had just started to learn English in this classroom, some students could speak English almost like native speakers.

The teacher specializing in English education at a teacher education college taught 5th graders English as a foreign language in the elementary school. Like her students, she spoke Korean as her first language and learned English as a foreign language. She did not have any chance to take a class related to CALL or educational technology, however, she took some teacher training sessions at a local ministry of education (MOE) workshop. She had taught English for two years in the elementary school and had used technology since she started her teaching career in this elementary school.

The students' English journals, alphabet cards, and vocabulary cards were displayed on the walls. Similarly to other classrooms in the school, it was equipped with a networked computer, a scanner, printer, camcorder, overhead projector, 45-inch television, and video. Each student had a computer monitor on his/her desk and there was a control system for students' computer monitors on the English teacher's desk. Six or seven students' desks made one small group in the lab, so there were a total of six small groups. The teacher used software and the Internet as technological applications to teach English. The MOE had developed software for each grade, and EFL teachers were required to use the software in the language classrooms. Also, the local MOE had developed and provided materials and programs for each grade level that EFL teachers could download from the MOE website

The 8th grade EFL classroom. While the 5th grade EFL class focused mainly on speaking and listening, the 8th grade EFL classroom focused on all four language skills (speaking, listening, reading, and writing). Also, grammar and structure were important parts of the lecture because they helped to prepare learners for the English exam and for university entrance exams.

The classroom was composed of 15 boys and 25 girls, all with Korean as their first language learning English as a foreign language. They had learned English since third grade and had taken national English exams twice a semester since 7th grade. After school, 32 out of 40

students attended private English institutions or had private tutoring to learn English structures (grammar) to get a higher grade in English.

The English teacher had received his qualification to teach English from colleges of education and had taught English for five years. He spoke Korean as his first language and learned English as a foreign language. He did not have any chance to take a CALL class or an educational technology class before. However, he attended some workshops and studied by himself. Having a rich background in computers, he was skillful in repairing hardware and in using multimedia software, performing also the function of a school technician to fix the computer applications when needed.

In the 8th grade EFL classroom, there was one networked computer, a 45-inch television, a video player, and an overhead projector. The students had a 45-minute English class every Monday, Wednesday, and Friday, but, unlike the elementary school, students stayed in the classroom and each subject teacher moved to the classroom depending on the time schedule. The students did not have their own computers in that classroom and they watched a big projection television for the computer screen. The English teacher used software, the Internet, and the class website to teach English, carried his own laptop computer for each class and also created and managed the class website. Like the elementary school, the ministry of education (MOE) developed the software that the teachers must use in the classrooms, as well as supplemental materials or programs for teachers.

Data Collection

To enhance the integrity and trustworthiness of the data collected in the two classrooms for two months, the process of triangulation was employed by using semi-structured interviews with students and teachers, observation of learning environments with technology and document analysis.

Student Interviews. The individual interviews were conducted after each class observation. A total of 10 students (five 5th graders and five 8th graders) were interviewed and tape-recorded. The 5th graders were interviewed after the English class and the 8th graders were interviewed in the early morning because of students' class schedules. Based on their academic performance levels, I interviewed both students who did and did not do well in EFL class, to get their opinions about their language learning environments. The interviews, lasting 25-40

minutes, were performed in Korean because the interviewees were not fluent in English and interviewing in their first language provided much richer data by making them more comfortable. The responses from some students were relatively shorter than others because some of them did not want to talk much or were not interested in their English classes. The 5th graders were willing to share more opinions for their TELL classroom than the 8th graders. Interviews were tape-recorded and additional observations were noted during the interviews.

*Teacher interviews***.** The interviews were conducted twice with each EFL teacher: at the beginning and end of the data collection period. Before starting the observations, questions about their goals of English literacy and instructional strategy were asked. The interview time was set up in the different date and time based on the teachers' convenience. The first interview with the 5th grade teacher was about 30 minutes and the interview with the 8th grade teacher was 50 minutes. Both interviews were tape-recorded and notes were taken.

The second interviews with the teachers, focused on their experiences in the TELL classrooms, occurred after all classroom observations were complete. Sometimes, I needed to explain certain terms that they did not understand in the interview questions. To support their answers, they provided many examples, materials, and websites that they used in their classrooms. The second interviews lasted 60 minutes for the 5th grade teacher and 80 minutes for the 8th grade teacher. Also, additional questions were asked during the observation to clarify issues such as classroom management strategies and group projects. To answer the follow-up questions that arose during the data analysis, I used member checks, contacting participants through email.

Observations. Language classroom observation would help understand the language-learning contexts and discover how the learning environments carried out goals of language learning in the classrooms. During the observations of the two classrooms for two months during the 2002-2003 academic year, essential records were kept while in and out of the field. During fieldwork as an observer, the majority of time was spent observing and recording the interactions, tasks, and behaviors of the EFL students and teachers. After school, the teacher was asked about the preparation of the classroom such as how the teacher made lesson plans, got supplements, and shared ideas with other teachers. Also, the class website was observed by focusing on how the 8th grade teacher and students communicated and how the website worked for the language learning environment.

Documents. During the observations and interviews, materials that could be helpful to understand the classroom environments such as lesson plans, handouts, and curriculum guidelines and Information & Communication Technology (ICT) guidelines for EFL classrooms were collected, as well as students' products such as activity sheets, journals, and assignments

Data Analysis

For the purpose of this study, the elements of analysis originated from all three sources of data, the tape-recorded interviews, observational notes, and documents transcribed, organized, and read to reveal relevant categories. As a first step for analysis and an opportunity for rewriting and reorganizing my rough observation notes, interview tapes were listened to and transcribed (Maxwell, 1996). As Patton (1990) suggests, the next step was reading the interview transcripts, observational notes, or documents that were to be analyzed, to develop tentative ideas about categories and relationships regarding the research questions. After this, coding of all the data was executed to rearrange the data into categories that facilitated the comparison of data within and between categories and aided the development of theoretical concepts.

To discuss the TELL environments, a framework of eight conditions (interaction, authentic audience, authentic task, opportunities for exposure and production, time/feedback, motivation, atmosphere, and control) developed by Egbert (1993) was employed. Three data sources (observations, interviews, and documents) were used to explore each condition in the TELL classroom environments.

Condition 1. Learners have opportunities to interact and negotiate meaning

Both teachers said that they invested their efforts and time in finding interactive activities because they believed that opportunities to interact made their students negotiate meanings between Korean and English, and their students demanded these opportunities. The 8th grade teacher mentioned:

If I just use the English textbook in the classroom, it will be easy and save my energy. However, I will be less proud of myself because I pay no attention to what the students want. My students want to have something they

can interact and thus they can learn English. Providing the chances is my role. Sometimes, I am too busy to find and modify activities with technology. Whenever I enter the classroom without some activities, the class time is too long even for me, and I can see that my students get bored.

In both classrooms, the teachers used software to answer questions and complete dialogues because it supported the students' learning process with native speaker pronunciation, colorful display and activities. With software, students saw different situations that sentences or expressions could be used and guessed the situations without knowing the exact dialogue.

Additionally, students practiced speaking with and listening to other classmates by using resources from the Internet and completing group projects. For example, Figure 1 shows a group report of their project. In the 8th grade classroom, the group "Go Go English!" demonstrated how to make Mandu (a Korean dish) using pictures. The teacher required that each student had one role in a group project, and they needed to make a report of the project in English. Students prepared resources, made pictures, translated to English, and made the final report by a computer program. All student interviewees liked this collaborative project because they interacted with group members in their interest areas as well as learned English to make the report during the project. To make the final report, they composed sentences in English and checked their grammatical mistakes. Thus, it was observed that the group project provided interactive opportunities for students to negotiate meanings in English to complete projects.

Figure 1. A report of a collaborative project. A group "Go Go English" made the report of "How to make Mandu." http://jkrajka.webpark.pl/issue19/fig1.htm

Besides, the teachers claimed that they did not depend only on technology to provide interactive opportunities. According to the 8th grade teacher, "one tool cannot support all needs of my classroom to achieve the class objectives. Some tools are good for listening and some tools are good for speaking." They also used conventional tools (e.g., picture cards or blackboard) to provide opportunities that they believed interactive. For example, the 5th grade teacher used various picture cards that described vocabulary words or the situations because these tools (e.g., picture cards, charts or objects) sometimes saved class time and gave more

students chances to present. In the teachers' perception, conventional tools and technologies were complementary with each other to provide opportunities to interact and negotiate meaning in these learning environments.

However, it was observed that using the software as a primary tool caused reducing chances to interact with classmates. Although software was able to provide samples of meaningful and realistic communication to interact for meaning negotiation and assist understanding of cultures and norms of native speakers, it was difficult to skim or flip easily from front to back thus more difficult to have a comprehensive overview of the content. A 5th grade student complained:

> Sometimes, I miss group work. Because she focuses on software too much, it takes a lot of time, so we lose many chances to do group work. After we watch the software for today's lesson, not much class time is left. Learning with group work or games is much more fun and is more helpful to learn English for me.

Similarly, another student mentioned:

> When we learn chants or songs, it is really hard to control the speed. When we use tapes, we can slow down and repeat certain sections. But with software, we cannot. We should review the whole thing again, not the section that we want to review. That is why we do not have enough time to do other activities.

In other words, it took considerable time to go through the possibilities and the materials that were available for the students because of the many loops, branches, and paths that were built in the software program. As a result, some students believed that they lost chances to interact with other classmates that they more prefer than using software to learn English.

In summary, the teachers attempted to provide various chances to interact and negotiate meaning in their classrooms. Their practice with other classmates and the teachers during the classes and the group projects helped the students interact in English. Also, the teachers believed the interaction between technology and their students helped their students learn English. In other words, while technology is just a tool to provide ways to interact with other students rather than it interacts with students directly, it was realized that the teachers believed that the technologies interacted with their students in their classrooms.

Condition 2. Learners interact in the target language with an authentic audience

It is impossible for all EFL classrooms to provide chances to communicate with native speakers. In the TELL classrooms in this study, it was found that the technology supported the teachers and students to be authentic audiences, when students listened to native speakers from the software and the Internet and they practiced dialogues. The software and the Internet provided dynamic and realistic situations with native speakers' speaking. Through the interactions with their classmates and teachers, they became audiences who communicate in English with proper body language and eye contacts.

However, the teachers did not integrate any chance to communicate with native speakers, audiences through communication technology such as chat programs or emailing. The technology in the classrooms gave only opportunities to practice native speaker's pronunciation. In other words, the technology in the TELL classrooms did not provide opportunities for human interactions. One of the students complained:

> I know that practice with computers give us more various chances. We can see places and various characters with computers. However, they are programmed. So I should just follow the exact order to complete a dialogue. Also, the computer cannot catch my mistake. They just keep speaking as programmed. In real communication with Americans, we can speak something what is not in the dialogue and they will correct our mistakes.

I observed both teachers trying to rectify this problem. When the students made mistakes, the teachers pointed them out and corrected them. Also, in practice with classmates, the students checked each others' mistakes and the teachers assisted them.

However, the teachers claimed that technology could interact with the students because they believed that computers provided the quality of interactions that native speakers do. The 8th grade teacher told:

> Authentic audience is necessary for the interactions in language learning. We cannot have native speakers as our audiences due to money, time, and curriculum. To overcome this problem, my students interact with software and the Internet. Also, interactions with classmates and me help students to practice more active and realistic communication in the target language.

Indeed, the students listened and practiced the native speaker's pronunciations in the various programmed places that were impossible in the traditional classroom. But computers cannot be audiences due to the lack of spontaneous human interactions; instead, computers can be tools to provide various chances to communicate with other audiences through communication programs. The teachers did not use any communication programs to make their students interact with other students or native speakers.

Nevertheless, the quality of interactions between classmates and teachers was improved with the aid of technology because their understandings were supported by dynamic visualizations that led to better interactions. Also, through technology, they practiced native speakers' pronunciations that usually cause problems in learning speaking and listening in EFL classrooms.

Condition 3. Learners are involved in authentic tasks.

Authentic tasks help students learn a target language in realistic and practical situations. In the TELL classrooms, the teachers claimed that they tried to include the tasks that the learner was likely to encounter outside the classroom based on the lessons. For example, in the 5th grade EFL classroom, to practice the lesson "This is a bedroom," the teacher gave the students an assignment to draw their house structure on a big paper to introduce to other classmates. In the next class, the students brought their big house structure drawings. Each student attached his/her drawing to the blackboard and presented it to their classmates in English. With this task, the students learned how they could introduce their houses to others. As another example, in the 8th grade EFL class, the teacher printed a menu chart from a fast food restaurant from the Internet. With the chart, they did a role-play. One student acted as a cashier and the other as a customer. The teacher claimed that the practice of ordering in fast food restaurants gave the students ideas about what they needed to know and what expressions to use in fast food restaurants.

To select sources that they could use in their classrooms, it was noted that they considered school environments such as school events and holidays as well as their classroom environments such as students, time, space, and objectives. For example, in the middle school observed, the students needed to select their clubs for the semester. Around the school, the

students could see advertisements that introduced each club. Thus, the 8th grade teacher gave a writing assignment that the students needed to make a club advertisement in English. The students required using at least three sentences. As shown in Figure 2, each student presented a club advertisement in the class. The students used what they learned in the class to complete the writing assignment. According to one of the student interviewees, they enjoyed the assignment because it was relevant to their current issues and school events.

In addition, the students learned English by doing in the TELL classrooms - to learn a word "dancing," the students danced all together with their teacher. They did not just repeat through their mouths to learn a word, but learned words or expressions by doing in various situations. Especially in the 5th grade classroom, their curriculum was focused on simple actions or daily dialogues. So the students always moved around to practice with their classmates.

Sports Club

What's your favorite team sport? Football, basketball, or soccer?

Look up more information at http://www.sports.net

You will love it

Art Club

Did you see the sunset yesterday? Did you want to paint it?

Then you will enjoy our art club.

Call us up at 333-1111

Dancing Club

Do you like to dance? Do you want to be a dancer?

Join our dancing club

Send the form to the club office.

Figure 2. Examples of students' advertisements for clubs.

In the 8th grade EFL classroom, the teacher stated that activities were more group-oriented and were mostly after-school projects because they did not have much spare time during the class. To plan their group projects, the students usually had meetings during the lunch break or after school. Figure 3 shows a handout that the 8th grade EFL teacher provided as a guideline for a group project, taken from the *Teacher's Club* in a local MOE site. For this project, the students collaborated with their group members to design a menu chart. After that, they practiced a role-play during class. With these collaborative projects, the students claimed that they were more motivated to learn English due to practice with their group members.

Figure 3. A group project handout. Each group designed a fast-food restaurant and did a role-play, with menu charts displayed around the classroom. http://jkrajka.webpark.pl/issue19/fig3.htm

To be more authentic in the EFL classrooms, the teachers tried to make their tasks closer to authentic with the aid of technology and other resources. With the aid of software and the Internet, the students were able to be in certain places and experience foreign cultures in pictures and movies. The TELL classroom environments made the learning enriched by overcoming the limitations of time, money and resources. Although it was not perfectly authentic, it was close to being so because the students sensed the culture and situations with the aid of technology and the teachers attempted to include the tasks close to students' lives.

However, the teachers sometimes focused on the completion of tasks as an end in themselves and overused technology without considering proper learning goals. For example, the 8th grade students had an Internet-based research assignment. To complete it, they input the name of animals they were researching and worked their way aimlessly through the list of sites brought up by this online search without consideration for accuracy or relevance of their topics. They then cut and pasted text from one of the sites they visited into a word processing document, not willing to read the content. Although it could be said that the students were performing the task of searching for material in the Internet, they did not develop any of the cognitive, interactive, or information literacy skills that such a task would normally involve.

Such skills should include selecting the right search engine, determining the best search terms, scanning search results for appropriacy and relevance, and interpreting and summarizing information on the located sites. However, these inauthentic activities in the classroom discouraged students from learning English.

Furthermore, the teachers claimed that it was difficult to flexibly adjust their curriculum for authentic activities. According to the 8th grade teacher, if she were going to be consistently authentic, meaningful activities with technology would require a tremendous amount of flexibility to adjust to the inconsistencies and uncertainties of school and class schedule. The 5th grade teacher claimed that most teachers had little authority to really shape learning according to the needs of their students and themselves. Especially, in the 8th grade classroom, it was found that the teacher did not have much flexibility to integrate larger projects or extended activities in his classroom because he needed to finish up certain amounts of the content and prepare for the national English exams, which restricted the teachers' creativity and freedom to design their learning environments.

Condition 4. Learners are exposed and encouraged to produce varied and creative language

The textbooks were designed to repeatedly expose students to the subject matter. For example, each lesson for 5th graders includes 11 different sections, and each lesson for 8th graders includes 14 subsections. Although each section focused on different discrete skills, the students were taught the lesson contents in all the sections with different activities and thus they could learn the lessons. Even the combination of textbook and technology in the classrooms exposed the students to more varied language input and output. The teacher claimed that they attempted to provide their students with opportunities to listen, speak, write, read, see, touch, and interact to learn English. The 5th grade teacher mentioned:

> Practice is really important because it gives students input and output to learn English. But elementary students pay attention to something for a short time and they get bored easily. So, to make my students listen and speak one expression five times, I need to use five different activities.

For instance, to teach, " I am dancing," the teacher danced in the class and used picture cards, a movie clip, a chant, a song, and a game to make her students understand the meaning. Also, the MOE was enthusiastic in providing technical tools or programs to expose students to everyday English. For example, in Korea, a local MOE developed a dialogue book entitled "Everyday English 365." The book, renewed every year, was composed of 365 sentences or

dialogues that students had to study every day. The local MOE office also developed "Everyday English 365 multimedia materials" (see Figure 4 below), posted on the official website and the school homepage for students to access . The 8th grade teacher asked his students to review that every day with the multimedia. Furthermore, in the class tests, the 8th grade teacher wrote approximately five questions related to "everyday English 365" to examine how well the students studied them every day. The 8th grade teacher mentioned that the students attempted to open the dialogue book and programs more often when they could get some kinds of rewards such as exam scores or certifications.

Figure 4. Everyday English 365 Flash Program. Students can see a dialogue text and the interpretation and listen to the dialogue with native speakers' speaking in the program. http://jkrajka.webpark.pl/issue19/fig4.htm

However, they sometimes concentrated on the features of technology, rather than their learning objectives in the TELL classroom. Visualization of images or situations in the TELL classrooms sometimes caused the students to focus only on the screen. One of the biggest advantages of the TELL classrooms was that the students could see and practice with realistic visual aids. However, there were also disadvantages. Some students only paid attention to what was on the screen without focusing on what native speakers said. For example, some students laughed because of the looks of the characters rather than the conversation on the screen. Some students danced or clapped their hands without singing or chanting because they only saw the motions. As another example, the 8th grade EFL teacher assigned a *PowerPoint* presentation for the final reports of the students' group projects. The students focused on using fancy fonts, sounds, and animations. In the real world, the use of multiple fonts and animations is not professional and distracts audiences. However, I noted that the teacher and students looked only at various features of the *PowerPoint* software program. The assignment did not apparently teach the students to develop an effective presentation of their projects.

In summary, in the TELL classrooms, the students acquired English through various activities. During the activities, the teachers asked the students to keep using the expressions and vocabulary words in each lesson. However, I noted that the students became fancy activity-holic in the TELL classrooms. The students always expected some fancy and dynamic activities in their classes. The 8th grade teacher said that student expectations caused

him stress in preparing for his classes. I realized that the students were used to participating in the new activities using technology. Thus, returning to the conventional activities inevitably resulted in a feeling of boredom and disinterest. The students became addicted to big activities, and in order to keep them engaged, classes had to be conducted with stimulating multimedia presentations.

Condition 5. Learners have enough time and feedback

During the interviews, while the teachers believed that they provided enough time and feedback for their students, none of the student interviewees agreed with this. In the 5th grade class, it was observed that the teacher's feedback was only provided in the TELL classroom. For example, during the practice sessions, she walked around to check the students' wrong pronunciation. Although her students did not do well in class activities, she said that she always praised them to encourage and not to embarrass them. Sometimes, she assigned short homework such as writing vocabulary words or sentences. To check assignments, she asked her students to open their notebooks and walked around the classroom. Sometimes, she corrected mistakes on students' assignments. However, one of the students complained, "She missed my mistakes a lot. She is not really careful to check assignments." The teacher responded, "I do not focus on assignments much because writing is not important for 5th graders and I have too many students. I just want to have a chance to remind them what they learned in the class."

The software in the 5th grade EFL classroom also provided feedback. The students learned where they needed to give accent or when they should use the expressions through the native speaker's pronunciation and the situations. However, the feedback from the software in the classroom was indirect. In other words, the software did not respond directly to each student, and thus the students needed to catch their mistakes on their own. I observed that the teacher tried to give the feedback that technology cannot catch for each single student. Also, whenever the teacher believed that some explanations or corrections were needed, she paused the software to explain. But it did not approach all the students in that classroom; some of the students still made the same mistakes and did not know what they were supposed to do.

In the 8th grade class, the teacher's feedback was varied and rich compared to the other teacher's feedback. The 8th grade teacher's virtual office was open for 24 hours a day with the class website and emailing. The students asked questions any time by emailing or posting to the bulletin board, without having to wait for the teacher's office hours or the class. The students claimed that they liked to communicate with the teacher through the website because he was accessible any time and they could contact the teacher individually. It seemed that the students' learning space and time were expanded with the support of technology in the 8th grade classroom.

However, like the 5th grade class, the 8th grade teacher did not want to give many assignments that required the students a lot of time. To check assignments in the 8th grade classroom, random students presented their short essays, performed a dialogue, or explained a project with partners during the class. After the students turned in the assignments, they never received any feedback or grades from the teacher. As a result, the students said that they did not pay much attention to their assignments and even copied what their classmates did because the teacher did not care much and did not give any feedback. They just wished that they were not the one who needed to present during class. I wondered why the teacher kept giving assignments that he would not check. The teacher claimed:

I wanted to check students' assignments. However, I do not have time to check all the assignments. But I keep assigning the homework because I believe that the students will be reminded of what we learned for the moment. Also, some assignments give my students chances to work with other classmates and to enjoy language learning. During the process, the students learn English.

I noted that the 8th grade teacher's reason was the same as the 5th grade teacher's. Although both teachers were busy for their class preparations, checking assignments is an effective way of noticing students' learning progress and find out students' needs. Especially, for the students who are invisible in the class, the assignments will be one way to communicate with their teacher about their problems or progress in the class.

Condition 6. Learners are guided to attend mindfully to the learning process.

For the mindful learning environment, the teachers claimed that they tried to fit their instruction and materials to meet the students' academic level. In the 5th grade EFL class, the teacher tried to use easy words or instructions. To explain the content, or vocabulary, she used motions, objects, pictures, or movies rather than only explain verbally. Although the MOE recommended speaking only English in the EFL class, she spoke Korean and English together in her classroom. She pointed out:

I understand that if a teacher speaks English in the class, students will be exposed more to English. But to do this, the teacher needs to be qualified to speak English first. I cannot speak English fluently. Furthermore, my pronunciation and structures are wrong. Young students follow easily whether I make mistakes or not. I do not want to teach wrong English. So I use Korean and English together in the class. But I speak English for the

sentences or vocabulary words that I taught in the class to remind them. The software is a big helper to check my pronunciation and sentence patterns before I use them in the class.

Moreover, both teachers used various supplements for their students and parents so that the students could practice mindfully what they learned and know more details. Figure 5 is an example of a handout that explains various helpful sites to understand each lesson. With such a supplement, the 8th grade teacher claimed that language learning took place at home and led to the parents' participation because the parents visited the site with their children at home and thus the students learned English at school and at home by using supplemental information. As a result, the students learned intentionally and were engaged in the learning process.

Figure 5. A helpful site collection for the 8th grade English lessons, developed by a local MOE containing site addresses and contents of the site for each lesson. http://jkrajka.webpark.pl/issue19/fig5.htm

However, the exam seemed to negatively affect the ability to create meaningful learning environments. Halfway through the observation period of this study, the 8th grade EFL teacher began focusing on readings and structures. Noticeably, I found out that focusing on reading and grammar induced students' boredom. One student mentioned:

> To keep up with the exam schedule, he does everything nowadays. He gives us questions, and he answers. I think that that is all we do in the class. But if the English exam is far away, we do a lot of fun things. We practiced with partners to practice scenes that we watched from the software and did group projects. Of course, we still do some. But not much! Because we had many school holidays this semester, we missed many classes. We need to be hurry to finish several chapters for the next exam.

In short, exams were the obstacle for intentional cognition that facilitated the students to learn English mindfully. However, the teacher said that he could not do anything for that because he could not control the exam schedule and chapters and also added that testing scores were really important for him and the students because it is the only way for school administrators and the MOE to evaluate the teacher's ability.

In summary, to guide the students to attend mindfully to the learning process, both teachers claimed that they consider the students' levels and design the class to fit their levels. To make an interactive language learning environment, the teachers believed that they included various

activities to catch students' attention. For the design of class activities, the technology opened more options for the teachers. However, I realized the factors beyond the teachers' control such as time, money, and exams, made the learning tedious and inefficient at times.

Condition 7. Learners work in an atmosphere with an ideal stress/anxiety level

In the 5th grade classroom, the teacher described her classroom as a playground with English. She said that she focused on motivation and confidence rather than accuracy and fluency. She noted:

Young learners need to have confidence and be interested in learning first. If a teacher focuses on trivial grammar or structure, students will lose their interest to learn language. I think that is the reason that the MOE prohibits teaching English structure for young students. I try to focus on understanding the dialogue situations. I hope that my students feel that they play with English in my classroom, not study English.

All 5th grade student interviewees said that they did not get stress in their TELL classroom. They agreed that one reason was that there are many different activities in the classroom. Also, the teacher added that the students might enjoy the class because they did not have external pressures such as exams or grading. Besides, in the 5th grade classroom, the class content was not tight. The teacher needed to teach approximately seven sentences in each lesson for four hours. Thus, the teacher can have time to include many different activities to teach the content.

However, it was observed that some of the students looked bored with the repetitious learning. In each classroom, there are over 40 students who have different English levels due to private tutoring and institutions. The 5th grade teacher mentioned:

I know that one third of my students in this classroom have already learned these lessons in the private institutions. Some of the students lived in the English-speaking countries for a while or some of them visited the countries during vacation. They can speak English like native speakers. However, I do not want to focus on these rich students. I want to focus on the students who are behind and cannot afford private tutoring because the rich students can learn English from others who are well qualified in English like native speakers. But for other students who cannot afford expensive tutoring, I want my classroom is to be the place to learn English and to catch up to other students.

Therefore, the students who have already passed the English level of the grade felt the lessons were tedious and wanted to learn something new or difficult. In other words, some students sometimes learned English in the simple and boring classroom atmosphere. During the data collection, I learned that private tutoring systems and the school curriculum did not support each other.

In the TELL classrooms, technology broke down the formal and strict relationship between the teacher and the students. In the interactions between students and students and between the teacher and students through the class Web site, the students and the teacher used the bulletin board to post very often including questions, jokes, stories, and suggestions. They often used symbols that normally young generations use to chat. Their writings were friendly and informal. Also, the teacher's replies were fast. As shown in Figure 6, with the interactions in the bulletin board, the teacher functioned as a facilitator, a learner, an advisor, and a friend to the students.

Wow, Cute Bomin! Will you really pay attention to your study from now on? I cannot believe that. Is it true? Do I have to believe? If you give me any evidence, I will give you the answer of your question.

But, before that, look at the book and find answer by yourself!!

If you really cannot find it, visit my office anytime.

Trying to find the answer is the real learning.

Do you know who said that?

The answer is ….(see below)

E.T.가
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Figure 6. The 8th grade EFL teacher's reply to the students' question in the bulletin board from the 8th grade English class website. The replies are very friendly and close, often with symbols used to communicate (Translated to English).

Also, the students liked to visit the website because they could get news about what is happening around school. In addition, the students were more willing to freely participate because the website was accessible anytime and anywhere. One of the students mentioned that:

> I like his Web site because he always updates his site fast. Also, I can ask some questions easily without meeting him. Asking questions on the Web site is comfortable and fast because I am very shy. Before when I had any question, I just memorized the answers without comprehension because I was afraid of asking the question to the teacher and I did not want to waste class time because of my stupid question.

Additionally, the students sent the teacher emails to convey something private. It built close relationships between the teacher and students. It was a way to give chances to know hidden students who were not notable in the classroom. The teacher commented:

> I invest more time to reply to emails than on the bulletin board because the students' emails are deeper and more sincere. They send emails when they need somebody to talk to. When they have questions about class, usually students post on the bulletin board. Students discuss about their family or his/her concerns via email. At that time, I am a counselor. During the exchange of emails, I am getting closer to my students. In the classroom, I cannot pay attention to every single student. But modern technology gives me chances to know my students more.

The relationship between the teacher and students was informal and intimate because technology provided more chances to interact and share their ideas. Through these interactions, the students could see the teacher as their friend and counselor who can talk about many different concerns. As the 8th grade teacher mentioned, the technology gave the teacher chances to understand his students and to communicate frequently.

However, external factors affected the classroom atmospheres. In the 8th grade class, I saw tensions related to the exams. Whenever the teacher emphasized something for an exam, the students took notes in their textbooks. All student interviewees agreed that they were stressful because of the English exams. When the teacher focused on the exam, the students said that they felt more stress and tension. Unlike the 5th graders, the 8th graders received numbered grade reports after each exam and at the end of semester. The student interviewees agreed that grade reports represented everything for their English skills and furthermore decided which university they could enter. These factors seemed to affect to increase stress and anxiety.

Condition 8. Learners' autonomy is supported

The 5th grade students agreed that their classroom was teacher-centered because the teacher determined the course content and methods. However, three out of five interviewees in the 5th grade EFL classroom preferred the teacher-centered classroom. The comments from the students were "I like teacher-centered because it will be mess up if students decide because each single student has different ideas," "It will be hard to control. One day, my teacher was not in the school. It was really horrible. Everybody wanted to do what he/she wanted. I did not like it," "I will not remember what I learned because it is not organized." Two students who preferred the learner-centered classroom stated that "learner-centered will be better because we can learn what we want to learn" and "The class is simple because the teacher decides order and she always keeps the order. It is sometimes boring because I know what is next. If we decide, we will have more ideas, so it will be more fun."

Like the 5th graders, the 8th grade students agreed that their class was teacher-centered because the teacher decided most things, and he did everything when he needed to finish up. However, all student interviewees believed that the teacher needed to be teacher-centered. One of the students mentioned:

> It will not be easy to be learner-centered because there are so many students in one classroom. It is impossible that one teacher can check all students and reflect students' ideas within limited class time. We cannot waste time for every single student because the teacher needs to finish certain chapters in the limited time.

During the interviews, the teachers knew that the learner-centered classroom would be ideal. However, they claimed that it was hard to be learner-centered in a big classroom. They argued that learner-centered classrooms were considered an unrealistic setting for the teachers. The 8th grade teacher added that teachers had little flexibility in their curriculum and schedule because the MOE decided how many lessons teachers needed to finish in a semester and guidelines they needed to follow.

However, it was discovered that although both teachers and students considered their classrooms as teacher-centered, selecting activities and materials were toward learner-centeredness. Although the students believed that their classrooms were teacher-centered, I noted that the teacher considered their students primarily to design and develop their classes. Whenever I asked questions about "why," they always started with students' interests or

preferences on the activities or tools. Moreover, in the 5th grade classroom, I observed that the learning more often took place by doing, not just listening and the students were not only receptive any more. In short, the classrooms observed were teacher-centered, but the students impacted their teachers' decisions actively in their learning classrooms.

Discussion

During the interviews, it turned out the teachers understood what conditions should be considered to encourage students' learning in their classrooms. But the teachers' intentions were not fully reflected in their classrooms because some concepts that they believed were misunderstood or contradictory to the language learning theories. For example, although the teachers believed that technology interacted with the students as a participant and provided interactive opportunities to learn English, they did not understand that computers were still an artificial means for language leaning. Also, to describe authenticity in their classrooms, the teachers talked about various interesting topics and the related activities. However, the topic alone cannot make the activities authentic; instead, the way of conducting the activities make learning authentic.

Furthermore, to discuss the TELL classroom environments, it was really hard to categorize the examples into the eight conditions because all these eight conditions were in force simultaneously. The exploration of the TELL classrooms with eight conditions shows that all components in TELL classroom environments should be composed as a whole. For example, the 8th grade group project for the cooking instruction of Korean food gave the students the chance to interact and negotiate meaning in English. During the project, the students communicated with other classmates who were their audience to engage in the task. According to the students, the activity reduced stress and motivated students to participate mindfully in the project that led them to learn English. In short, during this learning activity, multiple conditions worked together exercising impact on one another. Also, when the classroom environments met more conditions for optimal language learning, students were more actively engaged in the language learning.

Conclusion

Before starting this study, it had not been expected to observe any notable change in language learning environments through integrating technology. Rather, it was expected for the findings to prove how technology misled learning environments and how our fantasy about technology was unrealistic. However, during the study, I was amazed that technology was naturally accepted into the language learning classrooms, and the students and teachers explored various opportunities in the environments. In other words, whether intentionally or not, the teachers accepted technology and started to investigate how they could integrate better for students' learning.

Additionally, during this study, I realized that while researchers disputed about CALL theory without any experience in language classrooms, teachers tried to integrate technology into their classroom environments without any concrete theoretical background. In other words, it seemed that researchers and teachers were not connected well. Therefore, researchers need to open their eyes to language classrooms and work with teachers to develop more approachable and reflective scheme of CALL, rather than isolated CALL theory.

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INTERNET LESSON PLANS

THE CULTURE OF BRITAIN - INTRODUCTION

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Topic: Learn about Britain and Her Culture

School: Junior secondary school

Level: Pre-Intermediate

Time: 90 minutes

Aims:

- to find out more information about the culture of England, Scotland and Wales
- to learn differences between British English and American English words useful in everyday life
- to practise reading for communicative task
- to read in order to confirm expectations
- to gather information useful for a group culture project.

Preparation

The teacher goes to the sites of online dictionaries (http://www.dictionary.com, http://dictionary.cambridge.org, http://www.yourdictionary.com) to see which is the most comprehensible and the easiest for students to understand for definitions. The teacher may also provide bilingual dictionaries online. Here are some for Polish students (e.g. http://www.slowniki.onet.pl, http://www.ling.pl, http://www.multislownik.pl)

Assumptions

Students have basic knowledge of the British culture, know the basics of British history and geography. They don't know much about specific national symbols and flags of the countries of Great Britain. They might not know many differences between British English and American English vocabulary.

Anticipated problems & possible solutions

In case of very fast working students who finish all the tasks before the lesson ends they can do an extra task on the Net going to the Forum of Woodlands Junior School. Students may post a question they have concerning English culture and lifestyle. All questions are answered regularly in the forum.

I. Pre-stage:

1) Students work in pairs. They are told they are going to learn lots of interesting information about Britain working most of the time with the website designed by English students of Woodlands Junior School.

2) The teacher puts the following chart on the board:

Things you know	Things you are not sure about	Things you would like to know

3) Students then fill in the chart above about Britain. Afterwards the teacher collects the information from students and takes it down on the board.

II While-stage:

1) The teacher divides the class in 3 different groups of 4 students each.

2) Students go to http://www.woodlands-junior.kent.sch.uk/. Each group is working on a different country of Great Britain; England, Scotland or Wales. They need to click "English Customs and Traditions".

3) Each group is to gather the following information concerning their country:

   a) size of the country (students are also to give an example of American state of a most similar size as their country)

   b) capital city

   c) weather forecast for the capital city on the day of the lesson

   d) specific emblem (symbol) of the country

   e) flag (students are to draw it in their notebooks)

   f) specific language spoken in the country and 2 word examples

   g) typical foods eaten in the country (2 examples too)

   h) national day (description and date)

4) When the task is done the teacher creates new groups. In each group there are students who had been working on a different country. Students share information among themselves writing all the important facts in their notebooks. The teacher assists during the task in case students lack information needed.

5) In the same groups students go to "Education & Schools". They click "What is a typical day in an English school like?"

6) They are to read the text written by English students and find 2 similarities and 3 differences between the life in an English school and their own school.

7) Each group report back to the teacher. The teacher might ask what they like and dislike about the English school life. They can also ask about things they find strange or unusual about English schools.

8) Students go to "Vocabulary" section and then click "What are differences between British English and American English?" They complete the chart below finding right words in BE or AmE and their translation. They can find online dictionaries given above useful.

BRITISH	AMERICAN	MOTHER TONGUE
1 trousers	1	1
2 mac (slang Mackintosh)	2	2
3	3 vacation	3
5 car park	5	5
6 lorry	6	6
7	7 gas	7
8	8 sidewalk	8
9 petrol station	9	9
10	10 apartment	10
11	11 duplex	11
12 chemist	12	12
13	13 cookie	13
14 crisps	14	14
15 chips	15	15
16	16 soccer	16
17 take-away	17	17
18	18 trunk	18
19 garden	19	19
20 cupboard	20	20
21	21 policeman/cop	21
22 football	22	22
23	23 fall	23
24 bank holiday	24	24
25 surgery	25	25
26	26 lady bug	26
27 lift	27	27
28	28 Come over!	28

III Post-stage

1) The teacher collects all the information on three countries of Great Britain and vocabulary task. Students from different groups read their findings. The teacher may give pluses or marks for correct information.

2) Again in groups, students discuss how to build a project in which they are going to present one of the countries of Great Britain. The project should include information that had been gathered by students during the lesson as well as extra materials such as photos, maps, drawings etc. The teacher should give students one or two weeks to complete that home assignment.

A SERIOUS ISSUE –
EXPLORING GLOBAL AGEING
WITH A LOWER-LEVEL LANGUAGE CLASS

by **Felicity McCardle** and **Rachel Ellis**

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Introduction

Finding suitable discussion and reading material for lower-level adult students can be a challenge. Students are intellectually capable of dealing with sophisticated themes but many published materials on suitable topics often have vocabulary and structures that are too advanced linguistically for lower level language learners.

In the following lesson students focus on the theme of ageing and what will happen to people around the world fifty years from now as ageing populations in many countries increase. Students are presented with an authentic news article and reading activities in a series of achievable steps that enable the students to gain a thorough understanding of the article and issue.

This lesson plan uses a printable lesson and an online worksheet from English-To-Go (http://www.english-to-go.com), an Internet publisher with two primary web sites: an online, ever-growing textbook for teachers providing photocopiable lessons based on Reuters news articles and http://www.selfaccess.com/ - a self-study site for students with grammar, listening, reading and writing exercises.

Procedure

Level: Pre-Intermediate

Time: 95 minutes

Aims:

- To practise scanning, reading for specific information, evaluating information and reconstructing a text.
- To practise agreeing and disagreeing and expressing opinions.
- To construct sentences expressing future wishes and hopes in speaking and writing.
- To provide opportunities for meaningful communication.
- To learn vocabulary related to ageing.

Preparation

The following link http://www.selfaccess.com/iateflwill take you to a page where photocopiable materials, comprehensive teachers' notes and answer key and on-line exercises have been provided. Print and then photocopy sufficient copies of the English-to-go.com instant lesson, "Global Ageing", for each student to have a copy. If planning to do the online component, organize access to computer terminals.

This class activity is divided into three stages:

1. Preparation for Reading

Students are pre-taught some key vocabulary from the featured text such as *discrimination, legislation, worsening, poverty* and *explosion.* Themes from the featured text are explored in discussion and vocabulary activities.

2. Reading Activities

Students use different reading activities to understand and interpret the featured text. The

reading has been divided into 3 parts and then a final exercise is given for overall gist.

3. Extension Activities

Students build upon what they have learnt from the article in speaking, grammar practice, online reading activities and writing activities.

Procedure:

1. Preparation for Reading (20 minutes)

Introduce the theme of ageing by placing an assortment of magazine photos of elderly people in different situations. Note any words the photographs elicit from students on the board.

Students then read a series of statements about the future of the elderly in both rich and poor countries and in groups are asked to say whether they agree or disagree with each statement or are unsure. Some discussion language prompts "*I don't think so because…/ Why do you think….?* could be provided as an aid.

> *a. In poor countries older people are often poor and lonely.*
>
> *b. In rich countries older people are often poor and lonely.*
>
> *c. In some countries people believe that an older person's family has to take care of him / her.*
>
> *d. In the next 50 years the number of older people in the world will double.*
>
> *e. In 50 years' time there will be equal numbers of older and younger people in the world.*
>
> *f. A rich country will have lots of problems if it has many older people.*
>
> *g. A poor country will have lots of problems if it has many older people.*

A representative from each group then shares one or two of their answers with the class. Students are given vocabulary items from the featured text and match them with their meanings as another lead-in activity and opportunity for pre-teaching of relevant lexical items.

Words	**Meanings**
discrimination	*being poor*
legislation	*treating someone or a group badly or unfairly*
worsening	*laws*
poverty	*getting worse, not better*

II. Reading Activities (30 minutes)

Students scan the first part of the article to complete a table of information that answers "Who?, What?, Where?, When?" questions.

The next reading activity requires students to complete a short summary of the second part of the article and for the third part of the article students explore meaning by answering true or false questions.

The final reading comprehension exercise asks students to look at the complete article and examine meaning by matching information to make some questions and answers.

D: Checking Your Understanding

1. The number of older people will grow very quickly in many countries. What does Annan want poor countries to do?

2. What will happen in many countries when the population of older people is much larger?

3. The number of older people will quadruple. Has this happened before?

4. What does the report "State of the World's Older People" look at?

5. What is happening to some African countries? What effect does that have on old people?

a. It examines the lives of old people in different countries.

b. There will be a lot of problems.

c. They must get ready for this.

d. Their economies are getting weaker, not stronger. This causes problems for old people in those countries.

e. No it hasn't. It's the first time in history.

Students use their own understanding and knowledge in answering some extension questions such as "*There has been a belief that... 'the families will take care of them (older people) ... But now that's just not the case.'*

This acts as a natural lead in for the grammar point introduced in the lesson: rules for the verb pattern used with 'hope', 'expect', 'want' and 'would like'. Write two or three sample statements about future expectations and ageing using this pattern.

I would like to have lots of grandchildren.

When I'm older, I expect to live in a retirement village.

I hope to spend time fishing when I'm 70 years old.

When I retire, I'd like to buy a camper van and travel.

Students then complete a number of sentences using prompts provided and work in pairs. They initially use the sentence prompts to answer the questions orally before working alone and write their statements.

III. Extension Activities (20 minutes)

Students answer some discussion questions looking at whose responsibility it is to look after the elderly, what poor countries can do to prepare for an ageing population and what they expect will happen to them when they are old.

Whose responsibility is it to look after older people, the government's, or the older person's family? Why?

How can poor countries get ready for the increase in older people?"

This is done in pairs and students play particular roles when discussing these questions: (for example, a government minister, an elderly person with children, a single professional woman in her twenties whose parents are elderly etc). A plenary discussion can then take place. This is especially valuable if you have students from different countries or of different ages and backgrounds. Notes are made on the board and students copy these as a form of scaffolding for their writing exercise in the computer lab.

Then students adjourn to computer terminals. Assist students in logging in to the activity from http://www.selfaccess.com/iatefl. Explain they are going to be working with a second article on the same topic as they have just read. Students are presented with parts of text and must choose the order in which they go to reconstruct the text. Students work in pairs - two students per one computer. This is to increase peer interaction and discussion before choices are selected. It also prevents students from "clicking" through the text.

Following this, ask students to write a poem called **"When I'm 64 or more …".**
Each line begins with the structures examined in class in either the positive or negative form; *I hope to …, I wouldn't like to …,* and incorporates their notes from the extension activity. These can be formatted to be displayed on A4 size posters.

Conclusion

The themes and ideas presented in the lesson are sophisticated, but the preparation for reading and reading activities allow students to build upon and consolidate their understanding of the text. This prepares them for further discussion and writing. Students review their understanding of the lesson's structures, ideas and vocabulary in the online extension activity and poem. They feel excited and satisfied at the end of this knowing that they have mastered an authentic article with a sophisticated theme and produced something to be displayed on a classroom wall or on the Web.

ON THE WEB

YOUR MOTHER TONGUE DOES MATTER!

TRANSLATION IN THE CLASSROOM AND ON THE WEB [1]

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Introduction

Looking back at the history of foreign language teaching, one can notice that there are few issues that have raised as much controversy as the use of L1 in the classroom. Within the Grammar Translation Method, the mother tongue played an extremely prominent role, and very often students learned about the target language in the source language, with translation being the most important language learning activity. On the other hand, the Direct Method almost forbade the use of L1, as the teacher's job was to immerse students in the target language, to use L2 in all situations, obviously, facilitating comprehension with gestures, demonstrations or visuals. Other language learning methods of the past and the present can be situated somewhere between these two extremes, shifting the focus from Teacher Talking Time (usually in the target language) to Student Talking Time (not only in the target language, but also in the mother tongue).

It seems that in the contemporary classroom there is an important role to play for the mother tongue, and its conscious use by students, orchestrated by the teacher, can lead to significant benefits in terms of the learning goals. In this context, the present article will be devoted to the issue of translation and its computer applications as part and parcel of the teaching process.

With L1 or without it?

What is L1 in the classroom? Prodromou (2002) provides a set of metaphors illustrating the meaning of the mother tongue in the language classroom. According to him, L1 is:

"1. a drug (though with therapeutic potential, it can damage your health and may become

addictive);

2. a reservoir (a resource from which we draw);

3. a wall (an obstacle to teaching);

4. a window (which opens out into the world outside the classroom; if we look through it

we see the students' previous learning experience, their interests, their knowledge of the

world, their culture);

5. a crutch (it can help us get by in a lesson, but it is recognition of weakness);

6. a lubricant (it keeps the wheels of a lesson moving smoothly; it thus saves time)."

To start with, one could consider some of the reasons why learners decide to use L1 in the classroom, despite the teacher's efforts to encourage them to communicate in the target language only. Harmer (2002) claims that very often learners resort to the mother tongue when the choice of task is not compatible with their L2 level; as it is natural for them to use L1 to communicate, while the teacher does not create situations that would make it natural for them to use English; since the teacher does not use too much TL and, consequently, Ss feel comfortable to use their mother tongue as well; finally, as there are different learning styles

and abilities that allow some Ss to use the TL more easily. Bawcom (2002), in her study on using L1 in the classroom, found out that in the group of learners under investigation, 36% used the mother tongue for affective factors (e.g. sense of identity, security, social interaction); 41% as a way of implementing learning strategies (e.g. checking comprehension, going over homework); for 18% of learners it was an example of expediency (e.g. translation of directions for activities and passive vocabulary), while the remaining 5% was unintelligible.

In the light of the above, it seems necessary for teachers to channel the mother tongue use into translation activities, helping to improve linguistic competence of students, and exploiting the power of mother tongue and target language use by drawing greater attention to linguistic accuracy.

Translation in a foreign language classroom

Translation is a complex process, and especially some of its aspects needs to be highlighted at the moment. Meaning is paramount, and the translation should accurately reflect the meaning of the original. Moreover, it is the form which should also correspond, of course, often it needs to be translated as well. The register and style are to be retained, with the translator not influencing the meaning by often unintentional choice of language structures. What is more, the influence of the source language, especially in the area of translating idioms and collocations, has to be controlled and limited.

Despite strong arguments for not using L1 in the language classroom (see Atkinson, 1993, Duff, 1989: 5), translation can be a vital resource for a language class, since its limited use can have a powerfully positive effect on many learners, especially if their previous experience has had very little L2 use and they have to be introduced gradually to the target language environment. Also, as Deller (2003) adds, the mother tongue should be used as a resource to notice differences and similarities between the two languages; to let learners develop and produce their own materials, including their own tests; to encourage spontaneity and fluency; to have a beneficial effect on group dynamics and to receive ongoing and meaningful feedback from learners. Duff (1989) adds that translation helps to better understand the influence of one language on the other, it is natural for people to translate in

real life, translation activities invite speculation, discussion and evaluation of answers (of which there are rarely 'right' and 'wrong' ones), finally, help develop accuracy, clarity and flexibility of expression in the language. Finally, providing the rationale for the introduction of translation into the teaching process, Owen (2003) says that it is useful to increase learner awareness, not only of grammar but also of the pragmatic and stylistic devices and their effects. In this way, learners are empowered with a fuller understanding of what the L2 is capable of, in what ways it is similar to, or different from, their own language. Rather than an obstacle to real language use, translation might be viewed as a way of fine-tuning the language to be used in given situations and conditions.

In order to make a translation activity a purposeful element of a language lesson, there are some necessary precautions to be taken (after Duff, 1989: 9):

- all students should be equally involved in the task;
- the activities ought to contain as much oral translation as possible, with writing to be used as individual follow-up;
- the material needs to be short and varied, with longer texts reserved for out-of-class work on higher levels of learning;
- there must be time-limits set, in order to prevent students from getting stuck and to allow the time for discussion and feedback.

Translation opportunities on the Net

Nowadays, language learners, be it children, teenagers or adults, are more than likely to have contact with the target language out of class when surfing the Web. Thus, what they need to be provided with is a set of language tools that would help them make the meaning out if they desperately need it. For that purpose, one of many online translation services can be used, which take the message typed in, connect to an online dictionary site and produce a translated version. Of course, what learners must be made aware of (for instance, in a sample in-class activity) is that such online machine translators will not produce a perfectly accurate text, but rather come up with a piece of language that will allow a learner to make out the meaning on their own. Thus, they cannot serve as models for language work or as suitable homework help, and must be subject to human polishing in order to produce a text of satisfactory

quality. When the source language and the target language are as substantially different as English and Polish, a machine-translated text may produce the output which is barely comprehensible, with problems of inflections, multiple meanings, idioms and multi-word constructions. On the other hand, such rough output can be useful to give students practice in editing, correcting, deciding on appropriate lexis use or inflections choice, which can be demonstrated in the activities given below.

The examples of services translating English-Polish or Polish-English are Poltran (http://www.poltran.com/) or Foreignword (http://www.foreignword.com/LTools/TransNow/Polish/transnow.htm). On the other hand, with students learning two foreign languages such as English and German, French or Spanish, there are a number of other services providing automatic translation within these language pairs: Altavista's Babel Fish translator (http://world.altavista.com/); Dictionary.com, (http://dictionary.reference.com/translate/text.html); Free Translation (http://www.freetranslation.com/); WorldLingo (http://www.worldlingo.com/products_services/worldlingo_translator.html) or iTools (http://www.itools.com/lang/). For even more links to similar services, go to http://www.humanitas-international.org/newstran/more-translators.htm.

At the same time, the services provided above allow users to translate not only individual words, sentences or blocks of text, but also entire websites. This can be done by going to one of the services given above (Babel Fish, Dictionary.com, Free Translation, World Lingo or iTools), finding a "Translate a Web page" box (or similar), typing the URL of the page one wants to translate, selecting the from and to languages and pressing "Translate". In order to facilitate the process, it is advisable to have two windows of the Internet browser open, go to a translation service in one and the page to be translated in the other, then copy the URL of the page and paste it to the translation service. Another reason why both the source page and the target page should be open is that due to the fact that the translation is automatic, non-contextual and prone to grammatical inaccuracy, there may be the need for the source text to be used as reference in order to make the meaning out.

T-Sail (http://www.t-mail.com/cgi-bin/tsail) is a service which performs the same function of letting surfers view websites in the language of their choice, machine-translated from a source language to a target language, however, without the need to use two windows to translate the page with the help of some online translator. When going to the page

http://www.t-mail.com/cgi-bin/tsail (or http://www.t-mail.com and clicking "T-Sail"), one types the starting page in the "Start Sail'n at" box, then chooses a language combination from the drop-down box below, finally presses "T-Sail". The page will be machine-translated, and then the user can click links on the translated page with the next pages also automatically machine-translated. Of course, it must be kept in mind that since the process demands connecting to a translation service, processing the website and giving back the result, it can take a while to have a page translated.

Adding translation opportunities to a website is another possibility for enriching the language classroom (see, for instance, Altavista's Babel Fish at http://world.altavista.com/ and click "Add Babel Fish translation to your site" at the bottom of the page, but NOT "Add translation to your personal or business site" on the right). Thanks to that, surfers visiting the website can translate passages of text or entire websites among many languages without the need to connect to an online translation service. Another functionality is that users are able to translate the webpage visited with just one click. In order to enable that, one should copy a code given on the page (http://world.altavista.com, then "Add Babel Fish translation to your site", or directly at http://www.altavista.com/help/free/free_searchbox_transl), open the class website in a webpage editor, add a code, save the page and upload it to the server.

Translating emails is another language opportunity provided on the Web (e.g., WorldLingo's http://www.worldlingo.com/products_services/email_translation.html), which enables one to send and receive email messages (in this case, in 12 languages with Polish, unfortunately, not being one of them). Thus, to test the service and have one's email message translated from English to, for instance, Chinese, Dutch, German, Greek or Italian, go to http://www.worldlingo.com/products_services/email_translation.html; type in the relevant fields in the form provided (your name, email and language, recipient's name, email and language, subject and message), finally, click "Send". In order to evaluate the translation capacity, it is advisable to send an email from one email address to the other the teacher has.

A similar email translation service is T-Mail E-Mail (go to http://www.t-mail.com, then click "T-Mail" again). This is a standard Web-based email service, which provides users with free-of-charge email accounts accessible on the Web after inputting the login and the password, however, apart from sending mail one can choose the language the message will be translated to and sent to a recipient. Thus, to use the service, go to http://www.t-mail.com/index2.shtml (or http://www.t-mail.com and then click "T-Mail"), click "Registered Users: Login" if you

have already set the account up, then log in with your login and password; or click "New Users: T-Mail" to register for this free service. Once logged in, create a message, put in the addressee, then choose the target language and the source language. A good thing to do is to include your own email address in the "Cc:" field (Carbon Copy – send a copy to somebody else), so that you could see the translated output as it goes to the addressee.

Going one step further, learners practising other languages through English could use the opportunity of machine-translated chat. In this case, a user enters a real-time language translating chatroom, and can have their message translated to the language that other user/s speak in the chatroom (see Babelchat, http://www.babelchat.com or Word2Word Translating Chat, http://www.word2word.com/word.html or http://www.word2word.com and then choose "Word2Word Translating Chat" in the box and click "Take Me To"). In the latter case, on entering the chatroom by clicking either of the two chat entrances, one needs to adjust the language selection at the bottom of the chat window to the language being used in typing, as well as the language selection at the top of the chat window to the target language. Both languages will be seen in the chat history box.

Many Internet users communicate with each other with the help of Internet communicators, known also as instant messaging systems or messenger services (ICQ, AIM, MSN Messenger or Yahoo! Messenger, to quote just a few). Chatting with these can be facilitated by IM Translator (http://www.paralink.com/ims/index.html), a free-of-charge tool providing instant translation of messages and other texts while chatting with speakers of other languages. What is important is that the program performs both the function of a chat tool and a translation tool. Thus, after having downloaded and installed it, one needs to type a message and choose a language to be translated to, or, on the contrary, choose a message other chat users uttered to be translated to one's mother tongue (or the language one finds easier to understand).

10 language activities with online translation tools

What follows is the outline of ten language activities focusing on translation and using online translation tools. The main purpose of these is to give students the idea of the possibilities and limitations of machine translation, to make them notice similarities and differences

between the mother tongue and the target language, finally, to encourage them to use language editing and polishing to improve the quality of their messages.

1. Take a coursebook text from the previous lesson, ask groups of students to translate it to Polish. Then have them use a translation service to do the same. After that, students compare the two translations, paying special attention to the proper use of selected grammatical structures.

2. Write a text in Polish based on the previous coursebook lesson/text, which will use the same vocabulary, however, in different sentence structures. Print the text out for students, then go to one of Polish-English translation services, paste the text and have it translated. Then give the result to groups of students, ask them to try and retranslate it back to Polish. Finally, give the source text, have students find differences between the two versions and discuss the differences with the whole class, drawing students' attention to the typical mistakes made by the program or the students.

3. Ask students to copy a short text in English from the coursebook to a translation service. Then they use the service to translate it into Polish. After that, students copy the result as it is and paste it again to the same translation service and make it translate it into English. Finally, students in pairs or groups compare the original text and the result of the retranslation, drawing conclusions on the differences, later to be discussed with the whole class.

4. Provide students with a text in Polish. Divide them into pairs and have each pair use one of the Polish-English services. Have students translate the same text in different services, then ask them to get into bigger groups and find differences between the two translations. Finally, get the whole class to exchange ideas and reflect on the problems encountered.

5. Give students a fairly easy text in Polish. Ask them to translate it, using all the resources they can (especially dictionaries). Once finished, have them use one of the Polish-English services to translate the same text. Then have them compare the translations, trying to find strong and weak points of both the computer and the student.

6. Write a text in Polish based on the language of the recent lessons. Then ask a teacher of another language taught at school (e.g., German, French, Spanish or Italian) to translate the text for you into this language. Then give both texts to pairs of students, and have them use

different translation services to get the English translation from Polish and from some other language. Compare both translations, find differences and draw conclusions on the language differences between pairs of different languages.

7. Take the English texts, translate them into Polish using a machine translation tool. Have students compare the source and the target text and find true friends (words that have similar form and meaning in both languages) and false friends (words with similar form but differences in meaning). Make sure students learn them.

8. Take an English text with the words students have recently learnt (it is important that words be polysemous). Use the online translator to get the text into Polish, then copy the result to a word processor and highlight the polysemous words. Ask students to consider if they are correct, and, if necessary, provide the appropriate words. Let them consult the source text when in need.

9. Write a text in English, rich in phrasal verbs, idioms, prepositional phrases ('at first') and verb+particle phrases ('beware of'). Use a translation tool to get the target text in Polish. Before giving it to students, polish the translation so that it is only the translation of idiomatic phrases mentioned above that is imperfect. Then divide students into pairs, where one person is to reconstruct the original English phrases, while the other – come up with a 'more Polish' expression. After that, have students get together and compare the phrases.

10. Provide students with a text in Polish based on the recent language material. Then have them translate it into English, take the result from English and translate it to French, take the result from French and translate it back into English and finally the result from English back to Polish. Ask learners to compare the source Polish text and the target Polish text to see which elements remain unchanged, which, on the other hand, had meaning distorted.

Conclusion

In conclusion, it has to be kept in mind that translation has different layers, and depending on the language level students can work either on decoding the meaning of individual words or structures, mastering the language by finding synonyms, trying to paraphrase or explain concepts descriptively, or, perhaps, getting deeper into the essence of whole sentences and

paragraphs. This, as Naimushin (2002) claims, is culminated with the moment when learners realize there will always be words and expressions they do not know but this cannot be an obstacle to successful communication, and that translation is not about word-by-word rendering of the original message in the target language but is communication-oriented, and with the equivalence of the entire message supreme to the equivalence of its segments.

Note

This article is dedicated to the fond memory of an excellent translator and interpreter, Pawel Wieclawski, my lifelong friend, who died tragically in a car crash on August 14th, 2004. I am grateful to him for a lot of advice on the ideas and sites presented in this paper.

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WEBSITES' ROLE IN THE PROMOTION OF DISTANCE EDUCATION:

A CASE STUDY OF GETEDUCATED.COM

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Introduction

The World Wide Web sites reflect a considerable variety of uses for computing and related forms of electronic technology in teaching and learning. GetEducated.Com, LLC, is an excellent non-commercial resource for everything that has to do with distance education. A large part of their mission is to help potential students "get educated" about online degrees including how to select a great degree for their needs among the hundreds of competing options now online in the U.S.A. The present author expounds websites' role in the promotion of distance education by conducting a case study of GetEducated.com, focusing on the possibilities it offers.

Background

GetEducated.com (http://www.geteducated.com/) has been online since 1989, with Vicky Phillips as its highly esteemed founder and CEO. Vicky Phillips served in the 1980s as Director of Academic Services and Registrar at Antioch University's San Francisco campus. Antioch is of course a pioneer in the U.S. in cooperative and experiential learning and had since the 1970s operated a "University Without Walls" distance learning degree program that allowed older disenfranchised learners (e.g. prisoners, rural residents, mid career changers) to design their own degree working with community mentors. Vicky has a master's in

psychology and a counseling background, so she has always been aware that the psychological factors that motivate one to learn (or not) need to be addressed in order to create an environment that is conducive to learning. She also taught "night school" psychology to older learners studying to be therapists at the Antioch satellite campus in California. That experience introduced her about the need for a more accessible higher education system, one designed to accommodate older more knowledgeable learners. She left Antioch to design and launch the first online counseling center for adult learners in 1989 with an experimental company called The Electronic University Network. That group worked with colleges nationwide trying to get them to come online with their faculty and degrees.

Distance education has been around in the U.S. for a very long time in print correspondence and cable broadcast forms but until the Internet arrived as a delivery method most colleges considered distance learning a "lesser form of education". It is really amazing how the rise of the Internet and its popularity has made distance learning more acceptable among academic circles in the U.S. By 1995 Americans had started to use the Net for casual and leisure communication and home PC penetration was high enough for mass awareness to expand. That is when growth of interest and program availability began to skyrocket. In 1989, when Vicky Phillips first surveyed the field there were three distance MBAs available. Today, they track and profile 120 options in Vicky's free guidebook, GetEducated.com's Best Distance Learning Graduate Schools -Business & Management 2004 (http://www.geteducated.com/bdlgs_bm.htm). Internet delivery has made distance learning much more appealing to an American audience for several reasons. First, it is a much more interactive type of learning than print or cable TV correspondence and this appeals to both students and faculty. More importantly, according to their surveys, Americans adore technology and they respect it. An online degree just sounds better to most Americans than a correspondence degree.

The Possibilities GetEducated.Com Offers

GetEducated employs a core staff of five and utilizes the services of a number of contract agencies in specialty areas ranging from database development to editing. Their slogan is: *Don't get frustrated. Get educated!* As Rick Irish, a senior technical support specialist in the Production Services Division of BIS and a recent online student himself, put it,

'Today, many academic disciplines offer self-paced, home-study courses which result in a fully accredited degree via the World Wide Web. Some programs offer 'life experience' credit for job experience related to a chosen field, while others allow students to 'test out' introductory required course work. Some schools offer interactive multimedia training that varies from audio to video or CD-ROM to Internet online. Others offer resource assistance online including registration, course selection, research, tutorial assistance, chat rooms, and even examinations. Of course, none are free, but all offer varying levels of convenience. If you are really looking for a training opportunity, it isn't very difficult to find. Check out the site used as the title of this article…www.geteducated.com…or try www.accrediteddldegrees.com as starting points. These are not complete or exhaustive lists but will give you a flavor of what is available. You are only limited by your initiative and imagination! "

http://www.state.me.us/newsletter/backissues/july99/wwwgeteducatedcom.htm

GetEducated website does offer a lot of help. The Adult Education and Distance Learner's Resource Center provides resources which include:

- the Distance Learning and Accreditation FAQ;

- a directory of colleges and graduate schools that offer online or other distance learning opportunities;

- a weekly syndicated column on distance learning;

- articles from publications;

- and the links to three of the company's newsletters:

    o *Virtual University Gazette* (http://www.geteducated.com/vugaz.htm), a widely-applauded free monthly e-mail newsletter serving over 30,000 distance learning professionals and students at the adult, post-secondary levels. To subscribe it, you may just click *Subscribe Me!*

    o *The Virtual University Business Digest*, America's first newsletter for executives working in the Internet-enabled adult education movement,

    o and *The Global E-Learning News*, which covers the emerging global market for adult e-learning products and services.

The Distance Learner's Hall of Fame has real-life success stories of people like the founders of Ben and Jerry's ice cream.

What is most important, GetEducated.com screens all degree-granting universities and publishes *The Best Distance Learning Graduate Schools*. They operate the only clearinghouse in the USA dedicated exclusively to showcasing accredited online degrees. Unlike other online degree directories, college experts at GetEducated.com evaluate each and every program that applies to their site. We have noticed that unaccredited distance learning colleges are barred from their site. Online colleges accredited by bogus agencies do not appear on their site. Degree mills – fake Internet universities – are not allowed. They are, therefore, one of the safest places in cyberspace to shop for your online degree. This web's guides offer free basic listings to any qualified university. To qualify for a listing in the Best Distance Learning Graduate Schools series, a degree-granting university must be accredited by an agency recognized by the Council on Higher Education Accreditation.

Distance learning in the U.S.A. has been plagued by the growth of "diploma mills" or "degree mills" which prey on consumer ignorance about accreditation and higher education. More than 20 thousand government officials in this country were recently found to hold degrees from fake colleges. In view of this, many of the resources of GetEducated.com, such as their popular FAQ "Top Ten Signs You May Be Dealing with a Degree Mill", serve to protect consumers from fraud and misconception in this now billion-dollar scam industry. They screen every college that submits to their site. One valuable service they offer free of charge is to respond to people's queries about particular colleges in regards to accreditation and quality. Their free guidebooks are:

> *Best Distance Learning Graduate Schools – Education & Library Science* (http://www.geteducated.com/bdlgs_ed.htm), a free guidebook to 65 accredited online master degrees and distance learning doctorates in education and training;

> *Best Distance Learning Graduate Schools – Technology* (http://www.geteducated.com/bdlgs_tech.htm), a free guidebook to over 85 accredited online degrees in technology, computer science, engineering and related tech areas;

> *Best Distance Learning Graduate Schools – Business & Management* (http://www.geteducated.com/bdlgs_bm.htm), a free guidebook to over 160

accredited online master degrees and distance learning doctorates in business and management;

➢ *Best Distance Learning Undergraduate Schools - Business & Management* (http://www.geteducated.com/bdlus_bm.htm), a guidebook over 100 accredited online bachelor degrees and distance learning associate degrees in business and management.

Vicky Phillips and her colleagues have also worked with a number of American and Canadian enterprises. Throughout the 90's they did a great deal of work helping companies and universities blueprint online campuses - that is to develop new curriculum, degrees, and learning platforms that responded to what adult learners wanted and that tapped the interactive potential of the Net. In this capacity, they developed multimedia course prototypes, surveyed learners as they came online to learn their preferences (a function they still undertake today), and began to collect and disseminate free college guidebooks and FAQs that helped both faculty and a new generation of online students get educated about online learning.

The GetEducated website has also contributed a great deal to the promotion of the English language teaching and learning endeavor. Vicky Phillips herself has written a couple of articles related to the English language teaching and learning, such as *Visions: Death of the Course*, in which she said, "Cognitive Arts says they make e-courses; I'll call their product something else. I'll term them educational immersions. Office workers can learn business English as a second language using Cognitive Arts courseware. But the 'course' doesn't teach abstract principles. The course assigns learners the fictive role of business executive, then invites them to learn English by responding to fictional inter-office memos and reports left in the learner's e-mail in-box. This is not your father's ESL class. The course is dead. Long live learning." (2001, http://www.geteducated.com/vug/nov01/vug1101c.htm)

Suggestions of Rating the Functionality of GetEducated.com

GetEducated.com does provide professional, efficient online support, but there can be still seen some necessities of rating the functionality of this web site. Most of the students in my

university enjoy visiting GetEducated.com and some of them have got much good idea of how to get on online in terms of studying towards an MA degree in Computer Science or Business Administration. But to some other students' disappointment, they do not see any language diplomas or degrees screened by GetEducated.com. That is to say, they can't "get educated" in whatever ways they want. Therefore for the netizens' sake (a netizen means a citizen on net), the website is well-advised to rate its overall design and functionality by broadening its scope of service. We don't mean this well-known website does not show any interests in promoting language teaching and learning. On the opposite, they have done very well, particularly displayed by Vicky Phillips' deluge of articles in different contexts. But I still think that Vicky will agree one of the questions we should ask most frequently is, "How can we get more people to look at our site?" In other words, how can we get our "netizens" better educated?

It is necessary as well to make GetEducated.com a bit more user-friendly. The goal here is to provide the user with the information they want in the fewest possible steps, and in the shortest time. Making information on the site easy to find encourages people not only to use the site, but also to suggest this site to others and to come back to it when they need information. Remember the 8-second rule! Most Internet users have about 8-10 seconds of patience while they wait for pages to load. Don't keep them waiting or they'll leave and never return. To know how the visitor feels about GetEducated.com, it seems practical that Visitor Feedback column should be established. Give the users a way to offer suggestions and make comments. Make it easy for the users to contact you. They are a valuable and free resource.

Conclusion

"Great, I say, because of the excellence of the things themselves, because of their newness, unheard of through the ages, and also because of the instrument with the benefit of which they make themselves manifest to our sight." ([Sidereus Nuncius](#)) Online since 1989, GetEducated cite is one of the most comprehensive and trusted non-commercial higher education directories to accredited online university and college. Their expert advice on online degrees and distance learning has been featured in *Time*, *The New York Times*, *Forbes*, *Fortune*, *US News & World Report*, *CNN*, and *CBS News*, among others. We are witnessing

the dawn of a new era in education. In the beginning it will look a lot like what it is replacing, just as early movies were simply filmed plays.

References

Phillips, V. (2004) "Online Universities Teach Knowledge Beyond the Books."
http://www.geteducated.com/articles/hr98.htm.

Phillips, V. (2004) "Distance Learning, Accreditation, and Online College Degrees."
http://www.geteducated.com/articles/dlfaq.htm.

CHANGE AND INNOVATIONS IN ENGLISH LANGUAGE TEACHING

2nd Annual Conference of Vietnam's English Teacher and Trainer Network

Ho Chi Minh City, Vietnam

December 9-10, 2004

Following on from the success of the first National ELT conference in Vietnam in March 2004, The British Council is pleased to announce that a second major conference and networking event will be held on Thursday 9 and Friday 10 December 2004 in Ho Chi Minh City, Vietnam. (Venue to be confirmed.)

The conference is directed at all those involved in the teaching of English, including teachers, trainers, supervisors, inspectors, those responsible for educational management, training and strategy, and academics in the field of education.

We would like to invite you to submit a proposal for workshops and/or presentations linked to the theme of the event 'Change and Innovations in English Language Teaching'. The overall aim of the conference is to explore issues of change and innovation in English language teaching and how they relate to the Vietnamese and regional ELT context.

The strands of the event include but are not limited to: new approaches and methodology in ELT, dealing with a changing curriculum – experiences from Vietnam and South East Asian region, managing a change in expectations from parents, students, heads, training teachers for change, new ideas in teacher development, new models of assessment – portfolios, the Council of Europe Framework in a Vietnamese context.

Sessions should be practical as far as possible and based on the own experience of the presenter. They may take the form of a presentation (45 minutes) or a workshop (45 or 90 minutes). We welcome proposals from all sectors and levels of the ELT profession including

ministries, universities and schools, both primary and secondary. Our aim is to provide as broad a range of ideas as possible.

Deadline for receiving proposal forms: 29 October 2004.

For more information and for proposal forms, please contact:

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INTERCULTURAL LEARNING ELT CONFERENCE

Berlin, Germany

February 18-19, 2005

British Council Germany invites you to submit a proposal for our 3rd annual ELT Conference in Berlin on 18-19 February 2005. The title of the conference is Intercultural learning - towards a shared understanding in Europe and it aims to attract trainers, teachers and policy makers with an interest in intercultural learning in Europe. For more information, see our website at http://www.britishcouncil.de/e/english/conf2005.htm

If you would like to receive a pdf copy of the 2004 Conference Report (Standards in language learning and the Common European Framework), please send an e-mail to elt.germany@britishcouncil.de and write 2004 REPORT in the subject box.

Looking forward to seeing you in Berlin.

Julie Hall, Teacher and ELT coordinator

British Council, Hackescher Markt 1, 10178 Berlin, Germany

Tel. 0049 30 3110 99-18/13

julie.hall@britishcouncil.de

UNTELE 2005

Compiegne, France

March, 24-26, 2005

Input, Interaction, Feedback, Evaluation - Second Language Acquisition and Multimedia Environments

The sixth UNTELE conference has as its main theme: Do computer environments provide a rich context for foreign / second language acquisition?
Papers reporting on studies in second language acquisition in computer environments and second language acquisition theories with potential applications to computer environments for pedagogical purposes are particularly encouraged. 6 Scholarships for doctoral students are available.
Plenary speakers:

Jean-Marc DEWAEL : Birkbeck College, University of London, G.B

Nick ELLIS : University of Michigan, Ann Arbor, MI, USA

Michael H. LONG : University of Maryland, College Park, MD, USA

Florence MYLES : University of Newcastle, G.B

For full details please consult the conference web site at: http://www.utc.fr/~untele/

On behalf of UNTELE committees

Abdi Kazeroni
abdi.kazeroni@utc.fr

CALICO 2005 ANNUAL SYMPOSIUM

CALL and the Year of Languages: Critical Needs

Michigan State University

East Lansing, Michigan

May 17-21, 2005

CALICO is a professional organization dedicated to the use of technology in foreign/second language learning and teaching. CALICO's symposia bring together educators, administrators, materials developers, researchers, government representatives, vendors of hardware and software, and others interested in the field of computer-assisted language learning.

Preconference Workshops: Tuesday, May 17 - Wednesday, May 18

Courseware Showcase: Thursday, May 19 (tentative)

Presentation Sessions: Thursday, May 19 - Saturday, May 21

Use CALICO's on-line proposal submission form at http://calico.org/conference/index.html or request a text version of the form at info@calico.org.

DEADLINE FOR PROPOSALS: OCTOBER 31, 2004

All presenters must be current members of CALICO by the time of the confernce and are responsible for their own expenses, including registration fees.

For more information, contact

Mrs. Esther Horn, CALICO Coordinator

214 Centennial Hall, 601 University Drive, San Marcos, TX 78666

512/245-1417 (phone), 512/245-9089 (fax)

http://calico.org, e-mail: info@calico.org or ec06@txstate.edu

EUROCALL 2005

Krakow, Poland

August 24–27, 2005

Conference main theme and title: Fostering autonomy

EUROCALL is a professional organisation for the promulgation of innovative research, development and practice in the area of Computer Assisted Language Learning (CALL) and Technology Enhanced Language Learning (TELL) in education and training. EUROCALL conferences bring together educators, researchers, administrators, materials developers, government representatives, vendors of hardware and software, and others interested in the field of CALL and TELL.

EUROCALL 2005 particularly welcomes papers focusing on learner autonomy and new technologies in language learning. Presentations focusing on any other aspect of CALL research, development and practice are also welcomed, especially innovative uses both of established and of leading-edge technologies.

We invite submissions for (i) Academic Papers, (ii) Show & Tell Presentations and (iii) Posters. Please specify under which category you wish your submission to be evaluated.

Please send submissions of 200–300 words by 31 January 2005 to the following address, preferably by e-mail:

Margaret Gammell, EUROCALL Office

Department of Languages and Cultural Studies,

University of Limerick, Limerick, Ireland,

Fax: +353 61 202556, Email: Margaret.Gammell@ul.ie

All submissions will be acknowledged by e-mail. Successful applicants will be notified by 31 March 2005. Please note that submissions received after this deadline will not be considered for acceptance.

Submissions can also be made for Pre-Conference Events (Seminars and Workshops). These should be addressed to Margaret.Gammell@ul.ie, by 31 January 2005.

Further details can be found at the Conference website, which will be accessible via the EUROCALL website from September 2004: http://www.eurocall-languages.org.

SUBSCRIPTION INFORMATION AND CALL FOR SUBMISSIONS

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

The editorial board of *Teaching English with Technology*:

- Jarek Krajka (Maria Curie-Sklodowska University, Lublin, Poland) – Editor-in-Chief (Articles, Lesson Plans, Software, On the Web)
- Jozsef Horvath (University of Pecs, Pecs, Hungary) – Editor (Articles, Book Reviews)
- Maria Jose Luzon de Marco (University of Zaragoza, Spain) – Editor (The Internet for ESP)
- Guo Shesen (Luoyang University, Henan, P.R China) – Editor (A Word from a Techie)

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

The next issue of *Teaching English with Technology* will be published in January 2005. Submission deadline for the next issue is December 1, 2004. Detailed submission guidelines can be downloaded from http://www.iatefl.org.pl/call/guidelines.doc.

We invite submissions covering the following categories:

- Article: articles describing classroom practice or discussions of work in progress, being of immediate relevance to teachers, or articles presenting case studies or work in progress

- The Internet for ESP: practical discussions of Web-based activities/classroom ideas for the ESP environment

- Lesson plan: plans of lessons done in the Internet or using computers, set in the reality of the education system, detailing the procedure, technical requirements, skills needed by

students and teacher, together with URLs used in the lesson and any worksheets/checklists students are asked to complete

- On the Web: discussions of websites having potential for organising Internet lessons around them or relevant in some way to the field of English language teaching and learning

- Software: descriptions, evaluations and recommendations of widely available language learning software or articles pertaining to the use of software in language learning

- A Word from a Techie: discussions of applications of computer programmes to teaching English, outlining new possibilities given by software to the process of learning and teaching, explanations of technological issues

- Reports from Past Events: brief accounts of conferences, methodological workshops, commercial presentations, courses that relate to the field of using computer technology in teaching English

- Announcements of Future Events: as above, together with contact addresses.

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

Please forward the following details with each submission:

- author(s) full name(s) including title(s)

- job title(s)

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

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