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## EDITOR'S MESSAGE

by Jarek Krajka

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It is already the third issue of "Teaching English with Technology," a free electronic journal published by IATEFL Poland Computer Special Interest Group. It is my utmost pleasure as the Editor to present this issue to subscribers, as well as say a few things about the Journal.

The Journal is growing with every issue. We already have over 500 subscribers all over the world, and the number is increasing all the time. After each announcement about a new issue on discussion lists I get plenty of responses of people interested in receiving the Journal, both practical teachers and academic researchers. This seems to prove that the Journal fills the gap and satisfies the need for a purely practical publication relating to teaching foreign languages with the help of technology.

The growth of the Journal is also reflected in the flow of contributions we receive. For this issue we have had a few article submissions and a number of lesson plans. We were not able to publish all in the May issue because of limited space, but we hope to publish received materials in the subsequent issue in July. I would like to thank my reviewer, Jozsef Horvath, for the enormous amount of work he has put into reviewing submissions.

As you can see, the Journal is more and more international with every issue. This time we have an article from the USA, lesson plans from the USA and Greece, a book review from Hungary. We are really glad to see that the problems and needs of teachers with respect to using technology in the classroom are similar in different parts of the world.

Another notable change is that our Journal has been assigned ISSN number, the international index number for serial publications. Thanks to that, the Journal seems to gain more value.

This issue of the journal features a very interesting article on active learning in CALL environment, "Active Learning Through Computer-Enhanced Activities," by Joy Egbert. We tend to think that computers and the Internet are enough to motivate our students to learn English actively. As the article shows, it is not always so, but there are some ways of making computer-assisted activities really engaging for students. In *Internet Lesson Plans* section, I would like to draw your attention to *World News Review Audio Software*, which is a detailed description of how students can work on improving listening skills with the use of a downloadable software. In *A Word from a Techie* you can find a detailed instruction on how to search for, find, retrieve materials from the Web to create stimulating material for oral secondary school-leaving exam, *matura*, in Poland. As for *Book Reviews*, Jozsef Horvath writes about *The Elements of Style*, which seems to be a must to read for anyone teaching writing. Finally, Iwona Filip presents to us a review of *Cambridge First Certificate in English CD-ROM*.

It is hoped that "Teaching English with Technology," the journal for teachers using technology, computers and the Internet in their teaching, will bridge the gap between research theory and classroom practice, by providing both theoretical discussions and practical lesson plans. Thus, teachers and researchers from all over the world are invited to create the journal by submitting their ideas, even a single lesson plan or a classroom technique.

I wish you good reading.

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## ARTICLE

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### ACTIVE LEARNING THROUGH COMPUTER-ENHANCED ACTIVITIES

by Joy Egbert

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Our current understanding of conditions which facilitate the learning of additional languages (see, for example, Spolsky 1989; Thomsen, 1999; Egbert & Hanson-Smith, 1999) encourages us as language teachers to develop language-learning tasks that provide opportunities for learners to interact socially and academically in the target language. To interact in this sense means that students are not just part of the same group, but that they have reasons to talk to each other, to make decisions, negotiate meaning, and develop understandings together. The literature on conditions for language learning also indicates that learning takes place when learners are active. An active learner focuses on meaningful language and content-learning tasks (Willis, 1996, 1998). Examples of how such tasks may be created abound both in texts (cf., *The ESL Standards for Pre K -12 Students*, 1997) and on the Internet (cf., *Using the ESL Standards*, 2000); however, even teachers who support active students and interactive classrooms may not adhere to these principles when they incorporate computer technologies into their lessons. There are many reasons for this; it could be, for example, because of the drill and practice nature of the software available, the teacher's lack of experience in developing computer-enhanced tasks, or participants' expectations for the technology.

Computers can often make it easier to develop tasks during which language students of any age or language level are active and have opportunities to interact. Even when this is not obviously the case, there are many ways to create such learning opportunities during CALL activities. Below are examples of three hypothetical computer-enhanced EFL tasks that are made more effective by the addition of structures that encourage interaction and active learning. These examples are not specific to language levels or student characteristics and they can be adapted for use by a variety of populations. However, in all of the examples the keys to interaction and active learning are: 1) evenly divided roles in which individual learners are responsible for an equal portion of the work, and 2) a task that requires social interaction to complete.

#### **Example One: Grammar practice software**

Research supports the use of grammar drill and practice for remediation for some students, and software to support this activity is easy to find (check the CELIA archive at

<http://www.latrobe.edu.au/www/education/celia/celia.html> for examples). Drill and practice grammar software is often used as in the following scenario:

*Yoon is sitting in her individual computer carrel completing each stage of an ordered grammar drill and practice program. The section of the software that she is currently working on requires her to choose prepositions from a given set of words and use them to complete a series of unrelated sentences. When she finishes this section, the computer will calculate her score and she will then move on to the next section until her time at the computer is over.*

Although Yoon may gain a greater understanding of preposition usage from this activity, isolated, decontextualized practice of discrete grammar points may not be the most effective way of learning or practising grammar. In the following scenario, the use of the same software is transformed by the activities that occur around it:

*Enaam and Shexa are sitting together near the computer, but during this activity Enaam is not permitted to view the computer screen. Shexa is working on the preposition section of the grammar software. As each sentence comes onto her screen, she reads it aloud to Enaam, who copies it onto her paper. They discuss which preposition should be used in the sentences and then Shexa enters it on the keyboard while Enaam writes in on the paper. When the section is finished, Enaam and Shexa work to write a story using the disconnected sentences on the paper. Enaam is responsible for fitting in all the even numbered sentences, and Shexa is responsible for the odd numbered, although they both discuss the overall story and the extra information they need to include to have the story make sense. As they plot the story, both students write it down. Eventually, they will compare their story with stories that other student teams create with the same sentences from the software.*

In this scenario, the computer is used as a tool rather than the focus of instruction. Shexa and Enaam are using the prepositions repeatedly and so getting practice using the form, but they are also interacting, discussing, and actively working with and through the language in ways that Yoon is not. Because Enaam cannot see the computer screen, there is an information gap between the students, encouraging them to interact to complete the task. Both students are active because each student has a role to fulfil, and the interaction that takes place between them involves not only one grammatical form but rather a variety of vocabulary, structures, and meanings.

### **Example Two: Internet e-mail exchange**

Many language teachers have their students engage in e-mail exchanges (for more examples, see Warshauer, 1995). Often, the task appears like the one in the following scenario:

*Ms. Sivert's EFL class meets in the computer lab once per week. During this time, Ms. Sivert has arranged for her students to participate in a keypal project, in which each of her students e-mails another student in the language program. In the first few weeks of the activity she gave her students topics to write about, but now she allows them to write whatever they want to. Students who finish early are then permitted to do other activities in the lab until the period is over.*

Ms. Sivert has the right idea. Her students are using technology to communicate efficiently in writing with others. However, they may or may not be truly interacting if there is no critical need to negotiate meaning or develop an understanding between keypals. They may also be

using their common first language rather than the target language. In addition, there is no built in structure that makes sure that all students are as active as possible - one student may write a sentence and then sit and do nothing while others may write longer messages without addressing any new content or language. There are many ways to use e-mail in this same manner while adding structures to make sure that students are interacting and that they are each active in the process. The following scenario describes one such adaptation:

*EFL students in Mr. Thong's class are involved in their "Mystery Character" assignment. They are conducting Internet and library research on a character from current political events that they have chosen. In each group, one student is assigned to research the character's background, one to discover information about the character's current situation, and one to uncover interesting little-known facts about the character. Group members will pool their information in order to pose as this famous mystery person. They compose an e-mail message with clues to their character's identity in English to send to their native-English-speaking keypals in the USA. Their pals will use clues from the messages, reference materials from their library, texts, classmates, and other resources to form questions to ask the mystery character. After an exchange of several messages, the native speakers will eventually guess who the mystery person is. Once they guess correctly the roles will be reversed, with the native speaking students sending the clues and the EFL students trying to guess the name of the character.*

In this adaptation of the keypal exchange, learners are responsible not only for helping their group understand and use the information they have found individually, but also for understanding their teammates' information. In addition, the group must develop clues using information from each learner and write these clues in the appropriate message format. The keypals, in order to discover the identity of the mystery character, must negotiate meanings with their EFL partners. The added structures make the e-mail activity a rich language learning opportunity.

### **Example 3: Web-based research**

The usefulness of the Web for helping students conduct research has been noted throughout the CALL literature (see, for example, Egbert & Hanson-Smith, 1999; Kitao & Kitao, 2001, and links; Warschauer & Healey, 1998). The manner in which the research takes place, however, can make a difference in how effective the language and content learning is. For example, in the scenario below, the learner spends more time looking for resources than focusing on reading or writing in English.

*Ivan is conducting Web-based research on American politics for a documented essay for his senior English language class. He is using a search engine to help him find relevant Web sites. So far it has taken him 2 hours to find a single useful site that he can comprehend fairly easily. He anticipates that it will take him the rest of the week just to get his resources together. He will then scan them quickly, type his paper using a word processor, and hand it in to his teacher.*

In this scenario, Ivan is being exposed to a variety of resources in English, but he does not have the time or the English proficiency to read deeply into any of them. Developing Web searching skills may be one goal of the research project, but achievement in reading and writing should not be subordinated to it. The scenario below has the same goal of completing a research paper, but the process is very different:



*Galya and her three teammates are working on a WebQuest about the electoral system of the United States; the goal is to write and publish a documented paper. The WebQuest format requires each member of the team to fulfil a specific role in the information-gathering process, and it provides handouts for members to complete with specific information. Web sites and off-line resources are listed for each role, so that team members do not have to spend extra time looking for initial resources. Students pool their results to decide on a focus for their paper. During the writing process, students also have individual roles that require them to interact with their teammates. When they finish their paper, they will publish it on the Web so that the US-based political experts that have agreed to help them can give them feedback and insight on the contents of their essay. After this process is complete, they will publish their paper to the Web for others to comment on.*

The students in this scenario are participating in a WebQuest (for more information on WebQuests, see Dodge, 2000). The teacher has arranged before the project starts for experts that she contacted through a political electronic discussion list (for more on electronic lists, see Warshauer, 1995b; Neou, 1997). Interaction is added to the research project in two ways. First, the students must interact with their teammates to compile their information and compose their paper. Second, the team must interact with their experts to answer questions and respond to feedback. The change in audience from teacher to expert makes the task more authentic and perhaps more interesting and motivating for students. In addition, students are active because each has a role in each step of the process. They are also more focused on language and content because they must express both clearly for their experts and because the WebQuest process has streamlined much of the off-task activity.

## **Conclusion**

The purpose of these examples is not to show that individual computer use does not have its place in the language learning classroom (it does), or that using the computer for remediation and practice is not effective and efficient for some learners (it is). Rather, the scenarios encourage language teachers to use computers to provide the same (or better) opportunities for interaction and active learning that they do without them. By creating equal roles for learners and developing tasks that require social interaction to complete, we can make learning with computers as effective as learning without them.

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## INTERNET LESSON PLANS

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### World News Review Audio Software

by Andrew P. Bowman

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World News Review Audio Software is designed for ESL students in our computer lab. It is intended to help English students train themselves to understand radio broadcasts in normal North American English.

#### How the software works

1. At the beginning the user sees a menu showing twelve titles, each referring to a recent international news story. The user selects a story and continues to the second stage.
2. In the second stage the student simply listens to the selected news story three times. The screen is nearly blank, leaving the user with only the newscast. The student hears a twenty to thirty second excerpt from an authentic radio broadcast. Once the story begins it may not be stopped or interrupted, thus more closely simulating the experience of listening to an actual radio broadcast. The user only hears one broadcaster. There are no commercials, music, or other voices.
3. A set of three multiple-choice questions automatically appears after the newscast has played three times. All of the questions are based on the story heard and require no previous knowledge of the event discussed. The user may listen to the story again while answering the questions.
4. Once the user finds all the correct answers to the questions, the script box appears. The script matches the audio portion of the story word-for-word. The students can find out why their answers were wrong (or right). They may also listen to the story again and learn any new words they have encountered. Finally, the user returns to the menu to select another story and begin the process again.

The newest versions of World News Review allow the user to control the audio as the same as a tape player. However, this option is only available once the story has been heard three times non-stop, as explained in stage two.

### **Use of the Software**

The students use the software twice per each eight-week session in their computer lab classes. We occasionally create two or three versions of the program, so that learners at various levels will have appropriately challenging tasks. For example, students at the lowest levels hear shorter excerpts and answer easier comprehension questions. A few students have downloaded the freeware version of the program in order to use it on their own at home or elsewhere. On occasions we have collaborated with classroom teachers who have the students write reports or give presentations based on material appearing in World News Review.

Our students have reacted favourably to World News Review. Most students develop the habit of taking notes while they listen. Others focus on learning the vocabulary they find in the stories. The interface has changed little in the past years, but the software has not grown stale because its content is always different. Thus, students have become comfortable using the program from session to session without getting bored. Every set of exercises is real and unique. The user controls the dimensions and extent of use. One may listen to all the stories just a few of times, or one may select to focus on just five or six stories the entire class period.

One of the payoffs of using World News Review comes when the user reads the script matching the story. To see exactly what was heard provides students satisfaction in various ways: Students who cannot understand all of the broadcast can fill in the missing pieces by reading the script. Students weak in reading benefit by reading along with the story while they listen to it. Hearing the words said by professional broadcaster speaking at a normal speed provides a model of pronunciation for all users. English language learners who work with the software gain important practice that will help them when they listen to live radio broadcasts on their own. Authentic material adds the powerful ingredient of reality to the entire exercise, especially when the event discussed pertains to one's country or region. Students pay attention to language when it's real and affects them directly. Whether it's an earthquake in Latin America, world oil prices, or the recent US-China conflict, people listen.

Most of our students range in age from 18 to 24 and are planning on attending a university in the U.S., so TOEFL commands a lot of their attention. With this in mind, we create computer activities that will help them prepare not only for the exam, but for academic study. We try to employ as much realia as possible in the programs, using audio, video, and texts. Our homegrown software is designed specifically for our students based on their skill level and interests. World News Review has proven to be one of most popular titles in our computer lab.

World News Review is available here: <http://www.mrc.twsu.edu/ielc-lab/wnr/index.html> The program is free and updated every two months. We are currently testing a new version which was released in April.

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**VISIT THE USA**

**by Agnieszka Goliszek**

English teacher, Lublin, Poland

[aggo@poczta.onet.pl](mailto:aggo@poczta.onet.pl)

**Subject:** Visit the USA

**Level:** Pre-intermediate and above

**Time:** 45 minutes

**Aims:**

1. To practise the skills of searching for information on the Internet
2. To collect information about the USA
3. To familiarise students with vocabulary referring to geography, history, economy
4. To practise speaking (presenting the country)

**Technical requirements:** one computer per a student, with the Internet connection and a Web browser.

**Knowledge:** students should be skilled at searching for information on the Internet

**Important note:** to make the lesson even more interesting the teacher should collect some objects which symbolise the USA e.g. a flag, a banknote, some famous landmarks like The Statue of Liberty, The White House, Coca-Cola and McDonald's trademarks, some photos of famous faces etc. I also recommend using "You See America" posters which present different states of the USA, which can be obtained free of charge if you write to :

Anna Wilbik – Świtaj

Sekcja Kulturalna

Ambasada Amerykańska

Al.Ujazdowskie 29/31

00-540 Warszawa

**Procedure:**

**I. Pre-stage**

1. Computers off. The teacher gives students the test about the USA. Three answers are given to each question. Example questions:
  - a. When was America discovered?
  - b. Who was the first president of the USA?
  - c. How many states are there in the USA?

- d. What is the capital city of the USA?
- e. What are two main political parties in the USA ?
- f. Who is the president of the USA ?
- g. When do the Americans celebrate the Independence Day ?
- h. What city is the partner city of Lublin ?

If students are more advanced the questions should be more difficult .

2. The teacher sticks the symbols of the USA (mentioned above) to the board and comments on them. Then asks students: "What comes to your mind when you think of the USA? What associations have you got?" The teacher tries to elicit the answer from each student.

## **II. While-stage**

1. "You See America" posters lying on the floor (each of them represents different state with a caption below).

The teacher says: "Today you are going to visit the USA on the Internet. These pictures show you the beauty of this country. Go round and look at them for a while. Then choose the one which is 'special' for you and get the information about the state it comes from."

Having done this task, students are asked to sit down and switch computers on.

This stage can be omitted if you don't have any pictures or postcards. You can just ask students to choose one state they want to find information about.

2. The teacher asks students to go to [www.50states.com](http://www.50states.com) and click on the chosen state. The teacher gives students the worksheets to complete when working on the Internet.

They include:

- a) Name of the state
- b) Area
- c) Border states
- d) Population
- e) Largest cities
- f) Admission to statehood
- g) Flag
- h) Biographies
- i) Economy
- j) Tourism

k) Fast facts

l) Nickname

m) Motto

n) Additional information

The teacher explains that students have to fill these worksheets and then report back to the class. They can also copy portions of text and graphics from web pages as reference in their presentations.

3. The teacher tells students to stop. Now the presentations follow.

### **III. Post-stage**

The teacher tells students to prepare A4-size projects about "their" states at home which they can start doing still in the classroom. The projects will be joined into one big poster about the USA and hung in the English classroom.

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## **A VIRTUAL TOUR IN LONDON**

**by Linos Viglas**

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Greek Ministry of Education

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**Title:** "A Virtual tour of London"

**Level/Target group:** Upper Intermediate - Advanced

**Duration:** 4-5 teaching hrs.

### **Introduction**

Taking into consideration the lastingly ongoing significance of the new technologies in the Greek educational system, we are attempting to teach a unit with the aid of new technologies (computers/Internet/CD-ROM), in the school lab, in combination with the traditional media (photocopies, maps, text etc.).

We must admit that the environment of the school lab (computers, the Internet, video projector, OHP, etc.) is more attractive for students than the dull, monotonous and colourless environment of our classes and undoubtedly it creates an interesting and relaxing atmosphere. It will be reinforcing and helpful for teaching of a specific unit if we decorate the lab with maps of the U.K., several tourist guides of London, postcards, photos, etc. It is easy to find all the above supporting material through the national and international book exhibitions, publishing houses, bookstores or the Internet.

A presupposition for teaching of the specific unit is our students' familiarization with the new technologies. We consider that this has been achieved after the introduction of the lesson of Informatics in the Greek secondary education.

### **Aim**

Language is a dynamic element of every nation's culture. It can't be isolated or cut from this frame. So, our aim is the acquaintance with several aspects of the British culture. This unit is one of a series of units based on the Internet, which are entitled:

- Digesting English food (about English cuisine)
- Where does that noise come from? (about music)
- Romeo and Juliet...who are they? (about English literature)
- Manchester United vs. Liverpool (about sports and football)
- Tea, rain, pub, queen (about everyday life)

### **Objectives**

- To search, find and locate the right information from a variety of information on the Internet.
- To match pictures and their descriptions.
- To be able to work with a map.
- To be able to give directions using the map.
- To find keywords and fill in the gaps.
- To link different pieces of information (timetables, bus and underground itineraries, distance, maps etc.) for the production of a tour guide.

### **Help – Resources**

#### 1. Web pages

- ◆ <http://www.virtual-london.com/index.htm>
- ◆ <http://www.ukguide.org/london.html>
- ◆ <http://www.strolling.com/londonstart.htm>
- ◆ <http://www.londononline.co.uk/>
- ◆ <http://www.worldexecutive.com/cityguides/london/maps.html>
- ◆ <http://www.londontransport.co.uk/>



◆ <http://www.afn.org/~alplatt/tube.html>

## 2. CD-ROM

"Europe's Capitals" (Greek title) – Group Multimedia Systems

## 3. Printed material

- A text about the monuments of London (see Appendix A).
- Maps of London/Posters/Photos/Tourist guides.

### Procedure

Content - Steps	Method	Media
We ask students to write down on a piece of paper 10 of the most famous monuments in London. They search in the specified sites.	Active Fact-finding	Computers Internet
We give out photocopies with pictures and descriptions of several monuments. The students match the 10 places that they have found on the Internet with the right pictures and descriptions. They can stand up and look at the maps, photos etc.	Guided activity	Photocopies Appendix B
We ask students to locate the 10 places they have found, on the clickable map at the following address: <a href="http://www.strolling.com/londonstart.htm">http://www.strolling.com/londonstart.htm</a>	Active Fact-finding	Computers Internet
They practise giving directions for the place they choose, starting from the point indicated by the teacher or another student.	Pair work Role play	Computers Maps

### Evaluation

- Gap filling – students fill in the gaps with the keywords. This activity is given out on photocopied sheets of paper and students do not need access to the Internet. (Appendix C).
- Giving directions on a map.
- Quiz. (Appendix B).

### Project work

Students are given the following assignment:

"A friend of yours is in London for the weekend and is staying at Stakky's hotel near the Baker Street Underground station. Use the information found today, websites and everything else you consider helpful, and prepare a guided tour for your friend. Take into consideration timetables, bus and underground itineraries, distance, opening hours etc."

## **Appendices**

### **A. Sightseeing in London**

#### **Millennium Dome**

Millennium Pier, North Greenwich

Tel: +44 870 606 2000

The Millennium Dome is the largest single structure in the United Kingdom. Inside there are six zones of interest: Body, Learning, Dream, Spirit, Play and Living. Hands-on exhibits, live entertainment, restaurants and shops provide everything necessary to make this a unique 21st-century experience.

Open Sunday to Thursday 9.00 am – 8.00 p.m., Friday and Saturday 9.00 am – 11.00 p.m.

#### **British Museum**

Great Russell Street, London WC1B 3DG

Tel: +44 207 636 1555

Founded in 1753, the six and a half million objects include collections from all over the world dating from pre-historic times. World famous collections of prints, drawings, coins medals and vast statues are among the exhibits.

Open Monday to Saturday 10:00 am – 5.00 p.m., Sunday 12.00pm – 6:00pm

### **B. Sightseeing in London**

*(Match the descriptions to the places you have found)*

\_\_\_\_\_?

It is the largest single structure in the United Kingdom. Inside there are six zones of interest: Body, Learning, Dream, Spirit, Play and Living. Hands-on exhibits, live entertainment, restaurants and shops provide everything necessary to make this a unique 21st-century experience.

Open Sunday to Thursday 9.00 am - 8.00 p.m., Friday and Saturday 9.00 am - 11.00 p.m.

\_\_\_\_\_?

Founded in 1753, the six and a half million objects include collections from all over the world dating from pre-historic times. World famous collections of prints, drawings, coins medals and vast statues are among the exhibits.

Open Monday to Saturday 10:00 am - 5.00 p.m., Sunday 12.00pm - 6:00pm

### **C. Sightseeing in London**

*(fill in the gaps with the following words)*

necessary, worship, construction, paintings, collections, attraction, structure, residence, funeral, exhibitions, booking, dated, founded, entry, depicting,.

#### **Millennium Dome**

Millennium Pier, North Greenwich

Tel: +44 870 606 2000

The Millennium Dome is the largest single \_\_\_\_\_ in the United Kingdom. Inside there are six zones of interest: Body, Learning, Dream, Spirit, Play and Living. Hands-on exhibits, live entertainment, restaurants and shops provide everything \_\_\_\_\_ to make this a unique 21st -century experience.

Open Sunday to Thursday 9.00 am - 8.00 p.m., Friday and Saturday 9.00 am - 11.00 p.m.

#### **British Museum**

Great Russell Street, London WC1B 3DG

Tel: +44 207 636 1555

\_\_\_\_\_ in 1753, the six and a half million objects include collections from all over the world dating from pre-historic times. World famous \_\_\_\_\_ of prints, drawings, coins medals and vast statues are among the exhibits.

Open Monday to Saturday 10:00 am - 5.00 p.m., Sunday 12.00pm - 6:00pm

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## WEBSITE REVIEWS

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### THE BRITISH COUNCIL POLAND

### BRITISH STUDIES WEB PAGES

<http://elt.britcoun.org.pl>

by Wojciech Korput

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This site provides regularly updated materials for Polish teachers and learners of English. The approach is cross-cultural and the site aims to create both a storehouse of resources and a forum for teachers and students across Poland to benefit from.

Ten editions of the pages have been produced so far: "Views of Britain," "Festivals," "Youth Culture," "Education," "Government," "Myths, Legends, Folk and Fairy Tales," "Sport," "Health," "Identity," and "2001 - Back to the Future." The home pages for each issue are conveniently arranged in the form of a book-like table of contents, which is an advantage for those less experienced with the Internet browsing.

What can you find in the British Studies Web Pages? Well, there is a wide variety of materials there: facts and figures about the UK; lesson plans for teachers; texts and articles in English; cross-cultural questionnaires; extracts from British books; pictures and cartoons; quizzes and games; academic articles; competitions; notes on teaching of cultural studies; links to other interesting web sites; annotated bibliographies; book reviews; and of course a letters page for users to send comments and questions.

Many of the above items have been developed by the authors themselves, a team of Polish and British teacher trainers, while a deliberate attempt is made to include Polish "voices," both teachers and students.

Specifically, the site offers you material which can be used in English language classes, at home for self-study, and for project work. You can view and use the content on screen in a lab or, if you prefer, you can easily print it out and use in hard copy in the form of handouts, as the pages are not overloaded with graphics. And that proper balance is another advantage for those with slow Internet connections.

The site aims to provide resources that focus on providing information about aspects of daily life (such as food, clothes, language differences) rather than on elements of high culture such as artistic achievements, national institutions, and so on. However, the latter are not neglected,

as there are numerous references to more academic issues throughout the site. Indeed, a comprehensive list of links provides information for anyone interested in digging deeper into these matters as well as resources at a more academic level. These pages reflect British Studies developments that are currently happening across Europe, (Romania, Hungary, Bulgaria, and most recently Estonia and Germany), and they help to provide that vitally important element of personal and local experience which is missing from many courses and coursebooks for teaching English.

Indeed, rather than just presenting facts, the site emphasises the cross-cultural exploration of material. Sometimes these classroom activities are made explicit, and at other times articles are left to be developed by teachers for their own classroom contexts.

Moreover, it routes teachers to other resource points through the Bibliography section where you can find pointers to both hard copy and electronic resources in the form of "high level and classroom-related hard copy resources" as well as useful CD ROMs.

A Selected British Studies Bibliography is a section of the website intended to provide help in locating information and materials in the British Studies Resource Points. Each web issue contains a selected annotated bibliography on the subject of the issue based on some of the publications and other materials provided in the Resource Points which relate to the main theme.

Its Links Section aptly utilises the phenomenal resources available on the WWW by pointing people to the relevant websites wherever possible. This section is expanding all the time.

The site is being developed to foster interactivity. It is likely to become a forum moving towards being teachers' discussion place. It includes a FAQs page whose aim is to get teachers to start communicating by e-mail sending in questions to be answered onsite. Each issue has a quiz section, which is another attempt to create interaction, as well as an attempt to make the site a "fun" place to visit.

There are also thematic competitions aimed at promoting every new issue with prizes for the winners, which is meant to act as a draw as well as a means of disseminating resources to teachers.

The graphic aspect of the project is mainly a combination of custom-made pictures and, most importantly, scanned samples from Views of Britain and Britain Now competitions organised by the British Council Poland. Most of them are clickable thumbnails making way to opening full pictures for those with fast connections who want to make further use of the graphics.

The current, special issue of the web pages - **2001 – Back to the Future**, revisits each of the earlier themes from previous issues to take a look at some aspects of our contemporary world, trying to make readers conscious of the extent our present and future borrows from the past. It is partly a cross-section of the site and therefore lends itself easily as a sampler to reflect on the previous issues included in the pages.

So, in **Views of Britain**, facts and figures are used both to survey the way the British think of themselves and to examine how they are perceived by others. For example, there is a classroom activity on stereotypes and a provocative short story, "Notting Hill."

When revisiting **Myths and Legends**, the world-wide interest in the Harry Potter books is touched upon. In this section there are some Polish responses to Harry Potter, putting the phenomenon into the wider perspective of our timeless need, both within children and adults, for myth. The interactive quiz on the subject is surely the kind of entertainment Harry himself would approve of.

Under **Health** there is Health Update, which is a light-hearted look at what the medical experts have been telling us we should and shouldn't do. On a more serious note you can read two articles examining medical developments, and in particular the moral and ethical issues they sometimes raise. Both articles can serve as the basis for classroom discussion.

In **Government** you can find a quick guide to UK devolution, and a set of interactive quizzes to see how much you know about it. The possible consequences of constitutional change in the UK are dealt with in another article.

In the **Festivals** section you can find the opinions of some Polish and British people on the topic of the changes reflected in attitudes towards traditional festivals and the arrival of new ones, both the United Kingdom and Poland. You can also use this survey as the basis of a classroom activity.

The **Sport** area offers you, among others, a choice of classroom activities and another interactive sports quiz.

Young people's attitudes and behaviour reflect changes in society, and in **Youth Culture** results of recent surveys on British Youth today are presented. This item also has ideas for how it can be used in the classroom. Another article examines how language is also constantly changing to reflect the transformation.

The **Education** zone has a look both at the past and possible futures of education and compares the British and Polish educational systems.

The **Identity** issue provides a fascinating insight into Polish opinions on British, Polish, and European identities – something you will want to contrast your views with.

To conclude, it is worth stressing that the successful development of such a site depends not on one person or even a design team alone but also, and perhaps most importantly, on the enthusiasm of the individuals working in schools and colleges who use it. Enjoy!

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## PUZZLEMAKER

[www.puzzlemaker.com](http://www.puzzlemaker.com)

by Jarek Krajka

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Puzzlemaker is a part of DiscoverySchool.com (<http://school.discovery.com>), together with such its other parts as Brain Boosters, ClipArt Gallery, Cybersurfari, Dictionary Plus and Science Fair Central. The site is a puzzle generation tool for everyone, students, teachers and parents alike. With the help of the site, it is possible to create and print word searches, crossword and math puzzles using your own word lists. Also, it is easy to build your own maze or print computer-made mazes created around holidays and classroom topics.

Among the types of puzzles that can be created we can find "Fallen Letters," "Letter Tiles," "Cryptograms," "Double Puzzles," "Math Squares," "Number Blocks," "Criss-Cross Puzzles," "Hidden Message Word Searches," "Word Searches," "Computer Generated Mazes" and "Mazed Things." After having chosen a type of the maze, one just needs to click "Go" to start generating a puzzle. The whole process is easy to follow, instructions are written in simple language, so creating a puzzle should not be a problem even for low-level students. The first step is usually to enter the title of your maze. After that, you need to specify the shape of your maze, its size and fill style. Then you proceed with entering vocabulary to your puzzle, and here the procedure depends on the type of a puzzle chosen. Finally, you get the ready-made puzzle which you can print or save to disc and then upload to a class website.

The site also allows its users to add pictures to their puzzles from the built-in clipart gallery, in order to make puzzles more attractive in terms of graphics. Students can also access vocabulary lists, which may help them to create a puzzle. This is especially useful when students want to create a puzzle concentrating on a particular topic, but may also be used as a kind of vocabulary revision. Also, it is possible to save students' puzzles in a "Custom Classroom" for future reference. Another interesting feature of the site is that students can subscribe to a "PuzzleNews newsletter," so that they would receive new puzzles to solve from time to time by email. In this way, we can provide our students with some off-class reading, which will surely appeal to them because of its problem-solving and competitive nature. Finally, visitors to the site can also try to cope with a new crossword or a maze each day.

When using the site, the teacher and students can access the FAQ section, where there are frequently-asked questions about puzzles answered, or review such sections as "Help" or "Hints," where some assistance is provided in order to make full use of the site.

It needs to be said that one of the main advantages of the site is its interactivity. Students create puzzles of their own design, and then they may give their puzzles to solve to other students. Thanks to the very simple and effective engine of the site, students may become

materials writers themselves, being engaged in competition with others and at the same time learning and revising vocabulary. Also, it is important that the site is directed to kids, and due to that the level of language is extremely easy. It seems that for that reason the site is accessible even to elementary students, and the simple and intuitive layout of the site makes it possible to create puzzles with Young Learners as well.

To sum up, it needs to be said that Puzzlemaker site should be recommended as great help in vocabulary learning and revising. It can be used both by a teacher (preparing materials for classroom use) and by students (practising vocabulary by creating puzzles for each other). The interactivity and attractive layout of the site, together with the problem-solving nature, make the tasks organised on the basis of it a truly enjoyable and profitable learning experience.



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## A WORD FROM A TECHIE

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### USING THE INTERNET AND A WORD-PROCESSOR TO CREATE *MATURA* STIMULATING MATERIAL

by Jarek Krajka

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First of all, I need to say a few words of introduction about a secondary school-leaving examination, or *matura*, in Poland. Until 2002, students finishing secondary school take an examination in two parts: the written one, including an exam in Polish and a chosen subject (either foreign language, maths, biology or history); and the oral part, including an exam in Polish, a chosen subject, and a foreign language. The foreign language oral exam comprises a text to read and questions to answer about it, ten grammar points and two situations to act with the examiner. From 2002, the *matura* exam in Poland is going to be altered, and it will be obligatory to take a foreign language both for the oral and the written part. As for the oral part, the text to read and answer questions about is going to be replaced with a discussion on the basis of a so-called stimulating material, which must be created by teachers. In this short essay, I will try to explain how teachers can use the Internet and a word-processor to prepare this stimulating material.

A stimulating material set, according to the Central Examinations Board, is a collection of different elements (a short text, a picture, a headline, a chart, a cartoon) on one sheet of paper, all dealing with the same subject. The idea is that the material should stimulate the student, so that he actively tries to find links between different elements, draw logical conclusions, synthesise and analyse. Students are asked questions about the stimulating material, with the first two questions to describe, the second two to find connections between pictures, and final two to relate pictures to the student's own life and experience. What is more, the material must be in full colour and all elements of good quality, so that students' understanding of it is not influenced by the material itself.

At present, teachers have been obliged to create such sets and send them to Regional Examination Boards, which are going to approve and send them back to schools. Now, what does it look like to make a set like that with traditional methods? Collecting a number of newspapers, magazines, maps, booklets; cutting out pictures, reproducing maps, sticking all these elements on a piece of paper and making photocopies in colour. Of course, there are numerous problems here. First of all, it is expensive to make colour photocopies, but even then the quality gets worse and pictures may be too blurred to interpret correctly. Next, it does take a lot of time, effort and money to collect materials in this way. Finally, which did not bother the reform proposers, however, making stimulating material sets in this way breaks the copyright law, as every material such as newspaper headline, picture, chart, is the intellectual

property of its creator and may not be used for any purposes without the written permission of the copyright holder.

So, how can technology help? How can we make *matura* sets in an easier and inexpensive way, without getting worse quality pictures, and, what is the most important, without breaking the law?

1. Using the Internet as a source of materials - the legal issues. The Internet as a collection of all kinds of materials is invaluable for a teacher, as we have all newspapers, picture galleries, etc., at a click of a mouse. As I said before, the Central Examinations Board just tells the teachers to make the stimulating material sets, and does not bother that it will involve breaking the law (after all, it will be the teachers to do that, not the Board officials). All materials published on the Internet are copyright, and what breaks the law is saving pictures, parts of texts, artwork, without the written permission of the author or the site owner. However, it is possible **not** to break the copyright law when preparing such sets with the help of the Internet.

- a. Use copyright-free resources: there are many Internet sites with copyright-free pictures, that is pictures which can be freely reused without breaking the law, thus teachers should use such sites where it is explicitly stated that pictures are copyright-free and can be used, modified, copied, etc. (see the links section below for some sites with free pictures).
- b. Check the copyright policy of specific sites, as there may be some organisations which do not mind copying their material.
- c. Do not hesitate to email e.g., an online newspaper to ask if they allow the use of their newspaper headlines to create stimulating material sets (I did some queries like that some time ago, and among a few newspapers I asked there was one which replied that I might do with their articles whatever I wished provided this was non-commercial and purely educational use).
- d. Generally speaking, email the webmaster/owner of the site, explain your situation, emphasise your non-commercial and strictly educational use, and ask for permission to use the materials.
- e. Use materials from the Internet (short texts, charts) as a stimulus for you, and create materials by taking your own photos, producing charts or writing short texts.

2. Searching the Net:

- a. Searching from English-speaking portals ([www.yahoo.com](http://www.yahoo.com), [www.altavista.com](http://www.altavista.com), [www.lycos.com](http://www.lycos.com), [www.webcrawler.com](http://www.webcrawler.com), [www.google.com](http://www.google.com))
- b. Searching from portals for kids ([www.yahooligans.com](http://www.yahooligans.com), [www.lycoszone.com](http://www.lycoszone.com), [www.ajkids.com](http://www.ajkids.com))
- c. Searching by catalogue (if we want to find "diet", we choose entries from portal catalogue, and go deeper and deeper until we eventually get "diet" websites)
- d. Searching by a key word (typing a word to be found). Portals allow us to search for the entire phrase (put it in inverted commas - "Tower of London"), to search for a phrase containing a given word and some other word (with a plus - London +sightseeing) or without a given word (with a minus: London -sightseeing). Also, we can choose the language of the sites we want to get (go to [www.altavista.com](http://www.altavista.com) and specify the language you want your search hits in). Next, we can search for websites with a given word in the title of the site (title: diet) or in the address of the site (URL:

diet). As for pictures, we can search the Web for pictures of a given title (image: diet), or, which some portals such as Altavista allow, searching for pictures on a given theme.

- e. Searching by a natural language question: when going to [www.askjeeves.com](http://www.askjeeves.com) (or its kids' branch, [www.ajkids.com](http://www.ajkids.com)), you can ask a real question such as "Who won the FIFA World Cup in 1982", and the portal searches for a list of sites which could answer your question.

3. Retrieving information from the Net<sup>1</sup> (providing that resources to be retrieved are either copyright-free or that the user has obtained the permission of the site owner/copyright holder to use the resources):

- a. Retrieving pictures: right-click on a picture, choose "Copy," left-click on "Copy," then switch to a word-processor, right-click, choose "Paste" by left-clicking on it, and a picture is copied to your document,
- b. or right-click on a picture, choose "Save Picture As," specify where and under what name you want the picture to be saved, then switch to your word-processor, choose "Insert," then "Picture from File," specify which picture to insert, and you will get the picture in your document.
- c. Retrieving a part of text: highlight a part of text by left-clicking and dragging the mouse until you have a desired piece of text highlighted, then release the left button of the mouse, right-click on the highlighted text, choose "Copy," then switch to your word-processor, right-click, choose "Paste," and you will get the highlighted piece of text from the Net to your document.
- d. Copying the whole content of the site: highlight the whole site by clicking Ctrl + A, then right-click on the highlighted text, choose "Copy," then switch to your word-processor, right-click, choose "Paste," and you will get the whole site copied to your document.

4. Arranging the elements in a word-processor:

- a. Making a text box: in order to make your life easier, it is a good idea to create a text box ("Insert," then "Text Box"), and then paste a picture or a piece of text into a text box. In order to do that, first create a text box ("Insert," "Insert Text Box," then left-click and drag the mouse to draw a text box, then switch to an Internet browser, copy a picture or a piece of text, switch to a word-processor, left-click **in** the text box, right-click in the text box, choose "Paste"). When you have elements in a text box, you can easily make them larger or smaller, move them in the page, etc.
- b. Changing the position of elements: when you left-click once on a given element (e.g., a picture or a text box), it is highlighted (which you can see by anchors, small boxes in the corners of the picture), and if you want to move it, you just left-click on the object and holding the left button pressed drag the object to the place you want and release the left button.
- c. Changing the size of elements: to make object bigger or smaller, you also need to highlight it (left-click once on a picture), then click on one of the anchors (small boxes on the corners), hold the left button and drag until your picture is large/small enough, then release the left button.
- d. Adding attractive headlines: in order to make appealing headlines, it is a good idea to use "WordArt" (for MS Word). In order to do that, choose "Insert," then "Picture," then "WordArt." You need to specify the style, type in the text, set the font type and

size. After having created a WordArt element, you may change its size, style, its colours and lines, rotate the word or make your text horizontal or vertical.

#### 5. Useful links:

- a) portals: [www.yahoo.com](http://www.yahoo.com), [www.altavista.com](http://www.altavista.com), [www.askjeeves.com](http://www.askjeeves.com), [www.lycos.com](http://www.lycos.com), [www.excite.com](http://www.excite.com), [www.webcrawler.com](http://www.webcrawler.com), [www.google.com](http://www.google.com), [www.metacrawler.com](http://www.metacrawler.com), [www.yahooligans.com](http://www.yahooligans.com), [www.lycoszone.com](http://www.lycoszone.com), [www.ajkids.com](http://www.ajkids.com)
- b) news: [www.onlinenewspapers.com](http://www.onlinenewspapers.com), [www.telegraph.co.uk](http://www.telegraph.co.uk), [www.newspapers.com](http://www.newspapers.com), [www.guardian.co.uk](http://www.guardian.co.uk), [www.bbc.co.uk](http://www.bbc.co.uk), [www.cbs.com](http://www.cbs.com), [www.foxnews.com](http://www.foxnews.com)
- c) copyright-free pictures: <http://ww3.bay.k12.fl.us/ctech/WebResources/images.html>, <http://www.wolfenet.com/~gtang/images/noframe.html>, <http://www.vetmed.wsu.edu/imagedb/>, <http://uptrans.com/spacepic1.htm>, <http://members.tripod.com/~darkage/flpict.htm>, [http://www.thefreesite.com/Free\\_Graphics/](http://www.thefreesite.com/Free_Graphics/), <http://pdimages.com/pd/054.html-ssi>, <http://www.london-gb.com/>, <http://www.peacegallery.wyenet.co.uk/>, <http://www.mindblown.com/CheapSkate/graphics.htm>, <http://www.coolfinder.com/free/graphics.htm>, <http://archive.lis.unt.edu:2000/fall819u/freeart.htm>
- d) sources for statistics: [www.britannica.com](http://www.britannica.com), [www.guinnessrecords.com](http://www.guinnessrecords.com), <http://elt.britcoun.org.pl>,
- e) entertainment and sports: [www.imdb.com](http://www.imdb.com), [www.film.com](http://www.film.com), [www.mtv.com](http://www.mtv.com), [www.nba.com](http://www.nba.com), [www.ioc.org](http://www.ioc.org), [www.sportsnetwork.com](http://www.sportsnetwork.com), [www.sonicnet.com](http://www.sonicnet.com), [www.oscar.com](http://www.oscar.com), [www.hollywood.com](http://www.hollywood.com)
- f) politics: [www.royal.gov.uk](http://www.royal.gov.uk), [www.parliament.uk](http://www.parliament.uk), [www.whitehouse.gov](http://www.whitehouse.gov), [www.greenpeace.org](http://www.greenpeace.org), [www.amnesty.org](http://www.amnesty.org), [www.politicalindex.com](http://www.politicalindex.com)
- g) travel: <http://travelsearch.com>, [www.visitbritain.com](http://www.visitbritain.com), [www.tourism.wales.gov.uk](http://www.tourism.wales.gov.uk), [www.travelfinders.com](http://www.travelfinders.com), [www.londontown.com](http://www.londontown.com), [www.pti.org.uk](http://www.pti.org.uk)
- h) weather: [www.weather.com](http://www.weather.com), <http://weather.yahoo.com>
- i) jobs: [www.topjobs.com](http://www.topjobs.com), [www.jobsunlimited.co.uk](http://www.jobsunlimited.co.uk)
- j) weddings: [www.weddings.co.uk](http://www.weddings.co.uk)
- k) health: <http://health.yahoo.com>, [www.cyberdiet.com](http://www.cyberdiet.com),
- l) cooking: [www.idontcook.com](http://www.idontcook.com)
- m) humour: [www.funny.com](http://www.funny.com), [www.humour.com](http://www.humour.com)
- n) house: [www.homefileuk.co.uk](http://www.homefileuk.co.uk), [www.bushells.com](http://www.bushells.com), [www.nettrader.co.uk/property/residential](http://www.nettrader.co.uk/property/residential), [www.estate.de](http://www.estate.de), [www.tenant.com](http://www.tenant.com), [www.europropertynet.com](http://www.europropertynet.com)

o) clothes: [www.gap.com](http://www.gap.com), [www.diesel.co.uk](http://www.diesel.co.uk)

p) famous people/quotations: [www.famous-quotations.com](http://www.famous-quotations.com), [www.invent.org/book](http://www.invent.org/book),  
[www.biography.com](http://www.biography.com)

q) teenagers: [www.cyberteens.com](http://www.cyberteens.com), [www.ttt.org.il](http://www.ttt.org.il), [www.theteenzone.com](http://www.theteenzone.com),  
[www.teenadvice.com](http://www.teenadvice.com)

1. Note: All commands refer to Microsoft Word 97 and Microsoft Internet Explorer 5.0. In other applications, the commands might be slightly different.

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## BOOK REVIEWS

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### *The Elements of Style*

**Authors: William Strunk, Jr. and E. B. White**

**Online version available at:**

<http://www.bartleby.com/141/>

**Latest edition published by Allyn and Bacon, 1999**

105 pp.

ISBN 020530902X

**Reviewed by József Horváth**

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Eighty-three years ago, a slim volume appeared in Ithaca, New York. Written by William Strunk, Jr., *The Elements of Style* aimed to assist students in grasping the essence of plain English. People who had enough of such monstrous constructions as "He has been proved to have been seen entering the building," "this is a subject which...," "the question as to whether," and many many others saw in it proof that good writing was possible in all fields.

Four editions on, this classic of modern English nonfiction prose still fascinates readers. The latest edition by Allyn and Bacon is still only 105 pages but covers the basics of what makes English nonfiction writing concise and readable. Although both the original author and E. B. White (who added more elements as the project developed) are dead now, the book is alive: Strunk and White's *Elements* can do wonders to everyone's writing if they are looking for fresh ideas. As a university teacher of academic writing, I could not do without this collection of rules.

The Internet edition of the original publication can be found at Bartleby's site, together with other reference, verse, fiction and nonfiction texts: <http://www.bartleby.com/141/>. The latest print edition can be ordered online.

The elementary rules of usage (for example, "Enclose parenthetical expressions between commas"), of composition (such as "Put statements in positive form"), the chapter called "A Few Matters of Form," and other sections contain dozens of useful tips written in the uncluttered language of two authors for whom clarity and simplicity meant the essence of expression.

College teachers of English writing may set up a task that involves the original edition now available online at Bartleby's and the latest printed edition (foreword by Roger Angell). After having read the text, students could do the following:

1. Using terms of the glossary of the fourth edition (prepared by Robert DiYanni), groups of students compare what is included in the two editions. Essential differences are noted and discussed.
2. Strunk and White are strong on examples, but these have changed over the years. It will be exciting to explore some of the differences between the 1918 and the 1999 versions.
3. Students choose an online journal or a magazine and do a web search of phrases the online edition or the latest edition sets as examples of bad style. When such writing is found, the sentence is copied into a word processing file (I'd call it "Bad Style Scrapbook"), together with information on where the texts were copied from.
4. Follow-up activity for 3: clips from the "Bad Style Scrapbook" are selected as raw material for email messages sent to the editors of the source journal or magazine. Students ask the editors for their opinions on the style of these quotes.
5. No rule-book can be either complete or completely acceptable. Students can do research among teachers and students on (1) whether they are familiar with Strunk and White; (2) if they are, which rules they find acceptable and which unacceptable, and why. (3) They can also ask for any areas the respondents would like to see covered.
6. Strunk and White have some very good company. What links can students discover between *The Elements of Style* and other writers and other books on writing? A simple web search will reveal loads of links that they can explore further. What do they find out about the connection between William Zinsser and *The Elements*? Where is *The Elements* a required reading now? What criticism has been published about it? Who are Gary Hoffman and Glynis Hoffman who bid adios to Strunk and White?
7. Fave lists. Which rule is best written? Which is the most useful? The teacher may select a few, say, ten, from various chapters and ask students to produce a Top Ten Style Tips poster, which could be blue-tacked on the wall. If I were asked, I'd go for this as my number one: "Omit needless words. Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This

requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell." I would certainly make this point a prerequisite for publication in *any* academic journal - surely a more important matter than where a period or a comma is placed in the References list.

Whether online or off, learning first a little bit and then all the bits about Strunk and White's big little book is time wisely spent. And who knows? Maybe English writing will reflect one day that the millions of readers who have ever seen this classic begin to apply some of its elements of style: in email messages, department memos, newspaper profiles, research papers and, yes, book reviews.

P. S. Here is one more tip. Students can critically read this review and send me an email message about how many elementary rules I have ignored here. My address: [joe@btk.pte.hu](mailto:joe@btk.pte.hu).

P. P. S. Readers are also welcome at my web pages at <http://www.xanga.com/horvath> or at the online edition of my dissertation on Hungarian university students' writing in EFL, available at [http://www.geocities.com/writing\\_site/thesis](http://www.geocities.com/writing_site/thesis).



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## SOFTWARE REVIEW

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### *CAMBRIDGE FIRST CERTIFICATE IN ENGLISH CD-ROM*

by Iwona Filip

[ifilip@poczta.onet.pl](mailto:ifilip@poczta.onet.pl)

**Title:** *Cambridge First Certificate in English CD-ROM*

**Authors:** University of Cambridge Local Examinations Syndicate with Alan Battersby

**Publisher:** Cambridge University Press (CUP)

The Pitt Building, Trumpington Street

Cambridge CB2 1RP

<http://www.cambridge.org/elt/fccdrom/help.htm>

[www.cambridge.org](http://www.cambridge.org)

#### Overview

*Cambridge First Certificate in English CD-ROM* is a programme for young adults and adults based on four real past FCE exam papers. It contains papers to be practised, as well as tips for the exercises. The programme additionally provides a "notebook" to save a student's own work, a scoring chart to check test results, and a glossary with detailed information on Cambridge First Certificate in English examination procedure.

#### Description

The programme consists of the following papers:

- Paper 1- Reading
- Paper 2- Writing
- Paper 3- Use of English
- Paper 4- Listening
- Paper 5- Speaking

The papers can be chosen by clicking the Navigation & progress icon in the Main menu. To select a needed paper a specific icon should be clicked.

Each Paper in the programme is prefaced with a general description of tasks included whereas full details are provided in particular parts of the papers. All parts start with introductory and practice stages which provide students with thorough description of a given paper and sample exercises. The activities are carefully chosen and include such items as answers to all types of activities or models for writing and speaking.

The writing paper additionally has a "Set books" section which provides some of the titles from the list of books to be studied by FCE candidates. Also information on how to use the books to answer examination questions and model answers are supplied.

In the listening paper candidates are exposed to different types of listening texts e.g. phone messages, commentaries, instructions, news reports, advertisement speeches, conversations, quizzes and so on.

The speaking paper gives a student the opportunity to participate in interactive video conversations simulating typical oral exam situations.

The programme also highlights vital pieces of advice, which may be quickly saved in a student's Dossier by clicking the Remember note icon. Students are also given immediate feedback on their work. On the screen appear not only red ticks for good answers and red crosses for the bad ones but also correct answers with detailed commentary are provided. All the introductory activities lead to four tests which close each Paper unit. The tests are typical FCE exam tests and may be done without any help or with optional assistance.

While working on a particular paper you may move on or go back by clicking arrow buttons on the screen. If you desire to switch off an audio commentary and follow only the written form of instructions or get a quick help, click proper icons at the bottom of the screen.

Each paper provides a selection of activities usually performed at FCE examinations.

The activities are of the following types:

#### Paper 1 – reading

- multiple matching, multiple choice, gapped text

#### Paper 2 – writing

- transactional letter, report, composition, story

#### Paper 3 – use of English

- multiple-choice cloze, open cloze, key-word transformations, error correction, word formation

#### Paper 4 – listening

- multiple choice, note taking or gap filling, multiple matching, a selection of different types of tasks section

## Paper 5 – speaking

- interactive video tasks: interview, one-minute turn, discussion with partner, three-way discussion

### **Advantages**

1. Exact FCE examination papers are practised.
2. Information about exams is given with full particulars.
3. Advice on how to prepare for each part of the examination is provided.
4. Students are not left unassisted throughout their work, including the test stage which can be done with optional help.
5. Useful tips concerning particular papers are highlighted and can be easily saved in students' remember note.
6. Test results are collected in the score chart which helps candidates to monitor their progress.
7. Interactive video to practise oral examination skills makes students feel more confident as they will know what to expect in real exam situations.
8. The programme identifies the user and keeps his score (whenever you start the programme you need to type in the username and the password), so it can be used by multiple students

### **Disadvantages**

1. Limited range of language material is revised as there are no grammar or lexical reference sections.
2. It takes a while for the chosen unit to be loaded.

### **Recommendation**

This programme is easy to use and navigate even by those who are not much computer-literate. Instructions are clear and easy to follow. Any accidental clicks are prevented so you will never get lost.

The fact that the programme is based on real past FCE exam papers with thorough commentary and additional information makes it a perfect aid in self-study for FCE candidates.

*Cambridge First Certificate in English CD-ROM* can be used by young adults and adults who prepare themselves for the First Certificate in English examination. It is designed for personal use at home, however, it can be successfully used in class. The programme can be strongly recommended as worth buying.

### **Minimum system requirements**

IBM PC compatible computer:

- 133MHz Pentium
- Windows<sup>®</sup> 95/98
- 16 MB RAM

- at least 500KB free space on hard drive (additional 6-10 MB required for recording),
- 640 x 480 display (800 x 600 recommended), 16-bit colour/64k colours,
- SoundBlaster™-compatible audio card and speakers (microphone required for recording),
- double speed CD-ROM drive,
- QuickTime™ 2 32-bit, QuickTime 4, 32-bit ODBC (all supplied on CD-ROM).

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## REPORTS FROM PAST EVENTS

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### IATEFL POLAND COMPUTER SIG MEETING

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

03.03.2001

by Ela Gajek

IATEFL Poland Computer SIG coordinator

[gajekel@poczta.onet.pl](mailto:gajekel@poczta.onet.pl)

Eleven SIG members attended the meeting.

1. Although Dorota Jaworska couldn't attend the meeting she decided to send her students to show her PowerPoint presentations about England, Wales, Ireland and Scotland. She included photos she had taken in the UK. The students, Liliana and Łukasz, represented their teacher. The presentation was a great example of co-operation between an English teacher and students who appreciated her effort and felt motivated to learn English language and culture.
2. Agnieszka Gawlik presented four projects prepared by her students in the second and third grade of *gymnazjum* for especially talented children. Two projects were about the Vikings - a topic from *Enterprise III* - the textbook she uses with her class. The other two projects were about places. Every year students talk about New York or London. Agnieszka asked them to select a city and prepare a project about it, she provided language support while they were working, but she didn't interfere with the computer work. They prepared their projects after school. They chose Hannover, New York and Stockholm. Agnieszka presented strong points of the projects. The selection of the materials from resource books and from the Internet, and the way the students visualised their ideas were amazing. While using English students expressed their own points of view, which were different from the teacher's ideas. Agnieszka showed what students could prepare if they had a chance to work autonomously. This makes me think that we, as teachers, sometimes prevent students from learning when we do not provide space for students' autonomous work. However, Agnieszka identified the weak points of the projects, which she described as directions for further work and development.
3. Jarek Krajka presented the second issue of *Teaching English with Technology Journal* and invited us to contribute. He encouraged us to create a discussion group at Yahoo for groups of students or teachers we work with.

4. Ela Gajek presented the results of a research conducted in five schools. Students from the schools were asked what they thought about using both computer-assisted and traditional tasks in class. The students responded positively about using technology in learning English. The most spectacular result was that 87% of the students disagreed with the statement "Using computers in class is a waste of time."

The next meeting will be held on 23-24.06.2001 in Gliwice.

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## **COMBINING THEORY AND PRACTICE**

### **SECOND NATIONAL YOUNG LEARNERS CONFERENCE**

**Puławy, 23-25 March, 2001**

**by Kazimierz Szaflarski**

The British Council, Poland

[kazimierz.szaflarski@britishcouncil.pl](mailto:kazimierz.szaflarski@britishcouncil.pl)

Over 100 participants from all over Poland together with a strong representation from Austria, Croatia, Hungary, Romania, Bulgaria, Ukraine, Lithuania, the UK, Egypt, Spain, the USA, Estonia, Latvia, and the Czech Republic attended the second National Young Learners Conference in Puławy on "*Combining Theory and Practice*" from March 23 – 25.2001. It is probably true to say that for all those who participated in the conference it was an inspiring experience.

You can ask why The British Council organises such a conference – the answer is very simple. The British Council has supported the educational reform and the Young Learners Project since its beginning in October 1998. It has provided training and support for English language teachers in Polish primary schools, and contributed strongly to curriculum development and establishing networks of teacher trainers.

The Conference programme offered a great variety of topics for participants: pupil-teacher interaction; planning projects step by step; motivating children to listen and read; teaching children through art; making stories; training early years teachers to be English teachers; children's literature; the use of the Internet and Information Technology in teaching and learning. During and after workshops participants had an opportunity to ask questions that often raised discussions in the conference rooms.

The opening ceremony took place in the beautiful Palace Conference Room, and the Conference was inaugurated by HM Ambassador to Poland, Michael Pakenham.

The plenaries were given by Ms Theresa Zanatta on *Reach to teach: maximising our children's learning*, and Jelena Mihaljevic on *Teaching foreign languages to young learners*,

*looking backwards, looking forwards*. After the plenaries the conference delegates had the opportunity to participate in more informal presentations.

It is very difficult for me to describe all the sessions, so I would like to focus on those presentations which describe the possibilities that computers offer to learners and teachers.

Like it or not, "new technology" is not going to go away – it is going to develop faster and faster, so it is necessary to use technology from the very beginning of the learning process. Information Technology plays a bigger and bigger role in teaching and learning, also in teaching English to younger pupils.

Jarek Krajka gave an interesting presentation on *Teaching Young Learners with Technology*. The author tried to answer the question why teachers should introduce technology into English teaching, and how to create an Internet lesson using Internet resources as a source of materials.

While teaching with technology can bring benefits for students and teachers, sometimes limitations and drawbacks could appear. First of all, you need IT equipment – a computer, usually with a fast processor, software – standard office applications, Internet browser, sound cards, headphones etc., then the costs of the Internet connection should be paid. The monthly fee is not too high, but could still be a problem for several Polish schools. Teachers who prepare and hold Internet lessons need to have good computer skills (their role is much bigger in comparison with the role of teachers using ready-made computer programmes). The teacher must choose sites, create texts, adapt the task to the class level, prepare additional off-line activities, provide tasks, motivate and control students' activities.

Some drawbacks of Internet lessons: good connection necessary; problems with scheduling a lab for the lesson; the content and language of most sites may be too difficult for YL; some sites may have factual and spelling errors.

From teachers' point of view it could be easier to use ready-made computer programmes in teaching. The materials you need to conduct a lesson are prepared and collected, usually with good graphics and sounds. What is the concern at the moment is that ELT computer programmes are not compatible with coursebooks or syllabuses and allow students to stop doing one activity and move to another one.

*Join the global village – an e-mail project in a primary school* by Irena Kostenbauer is another example of a presentation which referred to teaching YL taking advantage of the Internet. The author focused on the possibilities the Internet offers to YL and their teachers. She presented step by step the e-mail project from the subject preparation, subscription to the International E-mail Classroom Connection, e-mail writing and sending, to collecting, classifying and analysing all materials received.

Such e-mail projects broaden children's general knowledge and their sense of belonging to the global village. Additionally, using computers, communicating with other children all over the world, writing e-mails motivate and encourage these children to work.

Teachers, teacher trainers, researchers and materials writers enjoyed spending three days in Puławy where they could not only attend sessions of professional interest but also find an

opportunity to exchange ideas and share insights into the teaching of English to Young Learners, meet new colleagues, discuss teaching, and visit publishers' stands.

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## **CHALLENGES FOR COMPUTER-ASSISTED APPLIED LINGUISTICS (CCAAL)**

**Bukowy Dworek, Poland, 27-29 April 2001**

**by Jarek Krajka**

[jkrajka@batory.plo.lublin.pl](mailto:jkrajka@batory.plo.lublin.pl)

*Challenges for Computer-Assisted Applied Linguistics* was a one-day workshop organised as a part of a large international conference *33<sup>rd</sup> Poznań Linguistic Meeting*, held in Bukowy Dworek near Poznań from 27-29 April, 2001, and organised by the School of English of Adam Mickiewicz University of Poznań. The conference was attended by almost one hundred participants, including guests from Austria, Norway, Canada, Germany, France, the United Kingdom, and the United States, as well as scholars from most Polish universities, both public and private. The three-day conference had almost fifty presentations in three concurrent sessions, divided into such workshops as "Challenges for Natural Linguistics," "Challenges for Computer-Assisted Applied Linguistics," "Socio-historical Studies of Language," "Phonetics-Phonology Interface: Palatalization" and "Language and Global Communication." The venue of the conference, Bukowy Dworek, was a luxurious hotel and a conference centre, situated half way from Poznań to Berlin among beautiful forests and lakes. The hotel provided excellent conference facilities to make the conference a fully successful event.

Because of my professional interest, I attended "Challenges for Computer-Assisted Applied Linguistics" workshop, which took place on the first day, Friday. It consisted of 14 presentations and concluded with a panel discussion of participants on some of the themes recurrent in the presentations. In general, the workshop contents touched upon the following areas: teachers' attitudes to ICT, training teachers in ICT, using computer software (electronic dictionaries, speech analysis programmes), teacher and student models, distance learning, corpus studies.

The whole conference started with a plenary by Dafydd Gibbon, who talked about the documentation of endangered languages, explaining in detail how data are gathered and processed with the help of computer software for analysing pronunciation.

Then, the conference divided into three sessions, and CCAAL followed with a presentation of Tadeusz Piotrowski on electronic dictionaries. Piotrowski, dissatisfied with e-dictionaries existing on the market, proposed a prototype of an English-Polish and Polish-English dictionary with a morphological analyser, which analyses derivative forms of words and provides a keyword entry, in this way coping with inflections and handling multi-word lexical items.



After that, Wiktor Gonet and Radosław Święciński presented a comparative analysis of six typical speech analysis programmes (WinCECIL, WASP, Speech Analyser, PCQuirer, PRAAT, SpeechStation), evaluating them with respect to user-friendliness, screen layout, ease of file management, recording and playback, signal editing, time dimension measurements, spectral analysis and the possibility of annotation.

Przemysław Kaszubski, in his presentation on corpus-based research, identified central problems of corpus linguistics (among others representativeness of data and annotation of data). He wanted to investigate Polish learners' idiomatic patterns, and for that reason he extracted examples of lexical fixedness, syntactic fixedness, anomaly and opacity from a few corpora gathered from texts of more and less advanced Polish learners of English.

Elżbieta Gajek presented the results of a survey investigating language teachers' computer literacy, their opinions on the use of computers in teaching and their training needs. The optimistic results show that language teachers are enthusiastic and ready to take up a new challenge of computer-assisted teaching, but proper training is needed to make that possible.

Next, Anatol Shevel showed how to teach the whole class with a multimedia programme on one computer, using programmes very much different from the ones accessible on the market. His programmes are like a computer game, where there is only the content (dialogues, films, animations, etc.), but there are no language activities and the teacher is free to adapt each page of that multimedia book to present what is going to be taught.

When talking about electronic dictionaries and learners of English, Włodzimierz Sobkowiak presented the results of a survey investigating teachers' attitudes to e-dictionaries. The results show that although more than half of subjects know and use at least one computer dictionary, none of the teachers has used it in the classroom, even though most of them have the conditions to do that. The conclusion was that teachers react negatively to computer dictionaries and do not promote them, and that should be amended with proper teacher training.

In her presentation, Liliana Anioła-Jędrzejek presented the basic premises of the Multimedia Distance Education Course, a project done jointly by three universities in Poland and one in the United Kingdom, and funded by the European Commission. MDEC is a series of specialised multimedia English courses on the Web, which are going to be used in the classes of English for Specific Purposes (ESP) in the three technical universities involved in the project.

The next speaker, Krzysztof Jagielowicz, provided a theoretical background to the other presentations by talking about Computer-Mediated Communication (CMC), and specifically about its advantages (equality, participation at one's own pace and without seeking permission, reduction of context clues relating to race, gender, handicap or status) and problems (flaming, abuse of power and control, lack of response, lack of purpose).

Next, Jarek Krajka discussed the issue of training online teachers of English, giving the necessary qualities such a teacher should possess, as well as reasons why teachers of English should take their instruction online. The author presented the results of surveys conducted among students (pre-service training) and teachers (in-service training), and proposed specific training solutions for both of these environments.

After that, Monika Tarantowicz-Gasiewicz, claiming that there are no established pedagogical standards for student model in CALL, wanted to establish some parameters and arrive at some objective standards. By working out a framework for standards, then choosing a pedagogical theory underlying them, deriving standards from it, she came up with a complex student model in a CALL environment.

Finally, Miłosz Chmiel, talking about speech processing and speech visualisation, showed CSLU Toolkit, a flexible set of programmes used in teaching pronunciation and acoustic phonology, downloadable for free from the following website: <http://cslu.cse.ogi.edu>. To prove the usefulness of the programme, the presenter showed how the programme works, explained its specific features, gave examples of his own speech recording.

The workshop concluded with a panel discussion of most participants, chaired by Włodzimierz Sobkowiak, where the whole workshop was summarised, and most important challenges for Computer-Assisted Applied Linguistics which appeared in presentations were investigated.

On the whole, CCAAL workshop was extremely successful and all presentations were equally interesting and thought-provoking. It needs to be stressed that the presenters took great care to support their ideas with visual aids such as computer presentations or transparencies, which greatly facilitated comprehension. The proceedings of the workshop are going to be published by LINCOM EUROPA by autumn, and meanwhile everyone interested can read the abstracts of the presentations at this URL: <http://elex.amu.edu.pl/~sobkow/ccaalabs.htm>. If anyone would like to contact any of the presenters mentioned, please email me at [jkrajka@batory.plo.lublin.pl](mailto:jkrajka@batory.plo.lublin.pl) and I will forward your message to a particular author.

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## **ANNOUNCEMENTS OF FUTURE EVENTS**

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### **EAST EUROPEAN IATEFL PL COMPUTER SIG CONFERENCE 2001**

June 23-24, 2001

Gliwice, Poland

#### **CALL FOR PAPERS**

The rapid development of computer technology offers anyone willing to learn foreign languages countless ways to acquire and practise linguistic knowledge. English teachers as well have a chance to employ this magic tool during their classes (or wherever possible) and make the process of learning attractive, challenging and varied for their students. However there are loads of questions and problems that might burden all teachers who decide to place their students in front of computer screens. The conference is a fine source of inspiring ideas and answers. The exchange of experiences as well as wide presentation of computer software, together with professional literature will bring detailed inlook into useful and most modern computer teaching and learning possibilities.

We expect papers in all areas of CALL concerning all aspects of teaching and learning foreign languages with computers, the use of CALL to promote four skills, examples of software and WWW resources implementation.

#### **DATES AND PLACES:**

Conference will be held for two days 23-24 June (Saturday and Sunday) in Gliwice, Poland.

#### **PLENARY SPEAKERS:**

Many internationally known experts in the field are invited. Their names will be published in the next call.

#### **ORGANISING COMMITTEE:**

Elżbieta Gajek IATEFL PL SIG Computers Coordinator

Grażyna Studzińska Conference Manager

Alicja Wujec-Kaczmarek Conference Organiser

Małgorzata Baworowska Conference Organiser

Proposals of contribution to the conference should be send to the e-mail addresses below not later than 15.04.2001.

For more information please e-mail [ppkpp@miramex.com.pl](mailto:ppkpp@miramex.com.pl) or [gosia\\_x@poczta.onet.pl](mailto:gosia_x@poczta.onet.pl)

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**"EDUCATION FOR THE 21ST CENTURY:  
NEW TRENDS AND PERSPECTIVES FOR LEARNING"**

June 25-27, 2001

Kuala Lumpur, Malaysia

An international/Asia-Pacific forum for presentation & discussion of research and best practices on technology, new learning paradigms, & the ever changing communities of organisations, training, & academia.

Purposes:

- identify problems, successes, development of technology driven learning strategies
- integrate knowledge & information systems between learning and business communities,
- shape future directions of research by soliciting and reviewing applied and theoretical findings.

Contributions sought: Original input (paper for presentation; CD-ROM, publications) that describes approaches, experiences in education, training, HRD: technological, management, organizational, academic, or combination.

Papers must describe real-world problems or experiences tackled; point out added value of solving problem, lessons, experience. Topics, subtopics, other topics must fit overall theme:

-- Technology Focus

-- Academia Focus

-- Business Focus

-- Knowledge Management Focus

Submission: papers, abstracts, proposals by March 3, 2001. Acceptance notices: April 15. For additional information (papers, sponsorship, registration), please contact me direct.

Howard J Mlakar, Assistant Program Director

The Learning Exchange Organisation

LEO Training & Consultancy Sdn Bhd

8-7-4 Menara Mutiara Bangsar

Jalan Liku, 59100

Kuala Lumpur, Malaysia

tel: (603) 2284.6300, fax: (603) 2284.7116

[www.hkleo.com/corp-training/training-micg.htm](http://www.hkleo.com/corp-training/training-micg.htm)

email: [howardm@hkleo.com](mailto:howardm@hkleo.com)

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## **SOLE2001**

### **2ND ANNUAL INTERNATIONAL SYMPOSIUM ON ONLINE LEARNING**

September 5-8, 2001

Kuala Lumpur, Malaysia

Collaboratively hosted by University Malaysia Sarawak, MIMOS Berhad and the Ministry of Education, Malaysia. This second annual event will bring together educators, researchers, technology experts and service providers, who wish to discuss the latest developments in their fields, to network with other practitioners and researchers, and to share perspectives on various issues in Online Learning, particularly in their own academic and workplace environments.

Meet and mingle with other delegates at SOLE2001 to share ideas about future hopes, anticipated changes, and technical challenges related to ICT accessibility and feasibility in the realm of the South-East Asian educational context.

Interested to be part of SOLE2001? Submit your papers, panels, posters or other innovative formats that will help us explore what you have learned from your very own technology-enhanced learning experiences. The contents should be of interest to practitioners and educators from a wide range of institutions including schools, colleges through graduate schools. Multiple reviewers will anonymously review submissions, which will be evaluated on the basis of information significance, methodological rigor, quality of writing, and potential interest to symposium attendees.

For information of a general nature about the symposium, contact us at [sole2001@unimas.my](mailto:sole2001@unimas.my) or visit us online at: <http://www.calm.unimas.my/sole2001>

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## **FIFTH INTERNATIONAL CONFERENCE**

### **"ENDANGERED LANGUAGES AND THE MEDIA"**

September 21-24, 2001

Agadir, Morocco

## CALL FOR ABSTRACTS

Among the most powerful instruments of the process we have come to know as "globalization" are the mass media. Through the medium of the written and spoken word, the increasingly concentrated ownership of the world's mass media exercises a strong influence on the hearts and minds of all but the very remotest of the world's languages. The pattern of use and control of the world's press and broadcasting has shifted even faster than the speed of shrinkage of the world's minority languages.

What exactly is the relationship between the globalization of the media and increased pressure on minority languages? Is there a hopeful side, as the cost and technology bases of the media are revolutionized? The fifth international conference of the Foundation for Endangered Languages aims to pinpoint the processes and seek new tactics for coping with them: hoping, at the very least, to channel some of the power of the media for the good of small languages.

To seek answers to these and other questions, the Foundation for Endangered Languages hereby calls for papers to be presented at its fifth conference, 'Endangered Languages and the Media', planned for the University of Agadir, Morocco, for 21-24 September 2001. We invite contributions not only from the academic disciplines of linguistics and media studies, but also from active practitioners in the field - those with first-hand experience from which we can learn of the world's threatened languages and their struggle for survival and equal status with those of international communication in the ether and on the printed page. We have much to learn from each other, and we invite you to share your knowledge and experience with us in the beautiful setting of an ancient city that has long been at the crossroads of communication between Europe and Africa. The conference will also provide ample opportunity to explore the surrounding area as well.

The Foundation for Endangered Languages is a registered charity in England and Wales. FEL conferences, besides being opportunities to discuss the issues from a global viewpoint, are working meetings of the Foundation, defining our overall policy for future years. Participants at the conference therefore, unless offering media coverage, need to be members of the Foundation. There are full facilities to join on arrival, but all proposers are strongly urged to join as soon as possible, and so take full part in the Foundation's activities in the lead-up to the conference.

Presentations will last twenty minutes each, with a further ten minutes for discussion. Authors will be expected to submit a written paper for publication in the Proceedings well in advance of the conference. All presentations should be accessible largely in English, but use of the languages of interest, for quotation or exemplification, may well be appropriate.

Organizers:

Hassan Ouzzate Ibn Zohr University, Agadir, Morocco

Nicholas Ostler Foundation for Endangered Languages, Bath, England

Christopher Moseley BBC Monitoring Service, England

Nigel Birch EPSRC, United Kingdom

R. McKenna Brown Virginia Commonwealth University, USA

#### ABSTRACT SUBMISSION

Abstracts should not exceed 500 words. They can be submitted in either of two ways: (preferably) by electronic submission, but also on paper. They should be in English.

Electronic submission: Electronic submission (by 10 April 2001) should be in plain ascii text email message, sent to Christopher Moseley at <[Chris.Moseley@mon.bbc.co.uk](mailto:Chris.Moseley@mon.bbc.co.uk)>

Paper abstracts: three copies should be sent, (again, for delivery by 10 April 2001), to:

Christopher Moseley

2 Wanbourne Lane

Nettlebed Oxfordshire RG9 5AH

England

(fax +44-1491-641922)

#### IMPORTANT DATES

Abstract submission deadline April 10

Notification of Committee's decision May 14

Authors submit camera-ready text July 23

Conference Sept 21-24

Nicholas Ostler

President, Foundation for Endangered Languages

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<http://www.ogmios.org>

<http://www.bris.ac.uk/Depts/Philosophy/CTLL/FEL/>

**TESL/TEFL RESEARCH AND PRACTICE**  
**THE FIFTH CONGRESS OF THE AMERICAS**

October 18-20, 2001

University of the Americas, Puebla, Mexico

<http://www.udlap.mx/congress>

The deadline for submitting papers and panels is June 1, 2001.

This is the largest congress held devoted to the evolving North American community. Editors of presses and journals rely on it for special issues and articles. It has extensive press coverage. Presenters come from all over Latin America, the United States and Canada, and from Europe and Asia. There are important panels on a whole range of economic, political, social, and cultural topics.

This is a multidisciplinary meeting which considers North American culture in all its aspects. This particular call is for panel and paper proposals related to the field of Teaching English as a Second and/or Foreign Language. Panels and presentations dealing with language theory and research, teaching methodology, and classroom techniques will be considered. More specifically, papers and panels can focus on topics such as

- the teaching of any of the four skills (listening, reading, reading, and writing)
- the use of high culture and popular culture in the teaching of English
- the role of grammar in the language class
- language learning strategies
- English for specific purposes
- task-based approaches
- issues in bilingual education
- the learner-centered curriculum
- new technology for language learning
- English for international communication
- teacher training for ELT

For paper submissions, send a 300-word abstract. For panel submissions, send a 150 word abstract describing the panel plus a 200-word abstract for each paper (keep panels to three or



four participants). Please, give the full name, academic title, and complete address of each presenter. Also, include telephone number, fax number, and email address. It is preferred that abstracts be sent via email. Normal snail mail is NOT encouraged. Deadline for proposals is 1 June, 2001, but early proposals find the most compatible panels.

Send abstracts and proposals for this area to:

Liliana Anglada, Area Chair for TESL/TEFL Research and Practice The Fifth Congress of the Americas Achával Rodríguez 1146 5000 Córdoba, Argentina

email submissions preferred: [langlada@arnet.com.ar](mailto:langlada@arnet.com.ar) (make sure you put "Puebla Conf Submission" in the subject line).

Liliana Anglada

Facultad de Lenguas Universidad Nacional de Córdoba, Argentina

email: [langlada@arnet.com.ar](mailto:langlada@arnet.com.ar)

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## **CSCL 2002**

### **COMPUTER SUPPORT FOR COLLABORATIVE LEARNING:**

### **FOUNDATIONS FOR A CSCL COMMUNITY**

<http://www.cscl2002.org>

January 7-11, 2002

Boulder, Colorado, USA

#### CONFERENCE OVERVIEW

CSCL (Computer Support for Collaborative Learning) 2002 is an international conference to be held near Boulder, Colorado, USA, on January 7-11, 2002. CSCL 2002 will explore opportunities for computer and Internet technology to support collaborative forms of learning and teaching. The theme this year focuses on strengthening the foundations for the field of CSCL: theory, technology, evaluation and community building.

The CSCL conference is a major event that brings together people involved in all aspects of the field of CSCL, including research, education, training and technology. The conference will be highly interactive, with opportunities for people with different interests, backgrounds and specialities to learn, share and collaborate. There will be featured presentations, research papers with discussion, poster sessions, tutorials introducing special topics, workshops exploring specialities, demos of commercial and experimental technologies, a doctoral consortium and other interactive events.

For detailed and up-to-date information please visit the conference website (recommendation: bookmark the URL for future reference) at: [www.cscl2002.org](http://www.cscl2002.org)

For specific questions about the conference that are not answered at the conference website, please contact: Shana Lourie at: [shana@cs.colorado.edu](mailto:shana@cs.colorado.edu)

## IMPORTANT DEADLINES

- June 1, 2001 Submissions due
- August 15, 2001 Authors of submissions notified
- Sept. 15, 2001 Revised versions of submissions due
- October 15, 2001 Student Volunteer applications due
- November 1, 2001 Deadline for early registration
- January 7-11, 2002 CSCL 2002 conference

## MORE ABOUT CSCL

CSCL has been developing for several years and has entered a vibrant period of activity internationally. The acceptance of the Web and the recognition of the importance of distance education in various countries have made advances in CSCL particularly urgent. Broad concerns about the limitations of traditional educational approaches in an increasingly global and technological world underscore the need to realize the potentials of collaborative learning and computer support.

CSCL holds a number of promises:

- To develop a theoretical understanding of learning as a collaborative process that is socially and culturally situated.
- To develop technologies that mediate collaboration, that augment cognitive skill development, and that make knowledge and knowledge-building communities more broadly accessible.
- To develop ways of observing and assessing collaborative learning and knowledge building.
- To develop a community of researchers and practitioners working together to realize the promises of CSCL.

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## **SUBSCRIPTION INFORMATION AND CALL FOR SUBMISSIONS**

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

To subscribe to "Teaching English with Technology," write to: Jarosław Krajka, Editor, at [jkrajka@batory.plo.lublin.pl](mailto:jkrajka@batory.plo.lublin.pl)

In the Subject line, write: Subscription Request. You can also get the journal from the IATEFL Computer SIG website at this URL: <http://www.iatefl.org.pl/sig/call/callnl.htm>

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

We invite submissions covering the following categories:

- Article: articles describing classroom practice or discussions of work in progress, being of immediate relevance to teachers, or articles presenting case studies or work in progress
- Lesson plan: plans of lessons done in the Internet or using computers, set in the reality of the education system, detailing the procedure, technical requirements, skills needed by students and teacher, together with URLs used in the lesson and any worksheets/checklists students are asked to complete
- Website review: discussions of websites having potential for organising Internet lessons around them or relevant in some way to the field of English language teaching
- A Word from a Techie: discussions of applications of computer programmes to teaching English, outlining new possibilities given by software to the process of learning and teaching
- Book review
- Software review
- 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, Jarosław Krajka, at [jkrajka@batory.plo.lublin.pl](mailto:jkrajka@batory.plo.lublin.pl), with the subject being "Journal Submission." Please specify in the letter what word-processing programme you are using, and preferably send .rtf version as well.

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