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EDITOR'S MESSAGE

by Jarek Krajka

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It is my pleasure as the editor of *Teaching English with Technology* to present you with the fourth issue of this free electronic journal for EFL/ESL teachers interested in using computers and the Internet in their teaching. The idea of the editorial board of TEwT is to make the Journal as practical and useful for teachers as possible, therefore emphasis is laid on submissions immediately relating to and applicable in classrooms. This line is maintained when choosing articles for publication, as well as other columns such as Lesson Plans, Website Reviews, A Word from a Techie, etc. It is hoped that thanks to that *Teaching English with Technology* manages to fill the gap on the market of ELT journals and serves as exhaustive and reliable resource for teachers.

The Journal is growing with every issue: this time, I am proud to announce that it reaches over 500 subscribers, including 100 from Poland and the rest from a number of countries all over the world. The Journal website, <http://www.iatefl.org.pl/sig/call/callnl.htm>, where the current issue as well as all the previous issues can be found, has been visited over 1600 times since its launch in January. The editorial board receives more and more submissions, and new columns are added.

This month we can see the start of a new column, *The Internet for ESP*. The widespread availability of information through the Internet offers great possibilities for ESP teachers, and students can benefit a lot from incorporating Web-assisted learning and teaching in their regular courses. The new column has been introduced to account for that and equip ESP teachers with tools for their work. In the introduction to the column, Maria Jose Luzon Marco from the University of Valladolid, Spain, presents the basic assumptions lying behind using the Internet in ESP, as well as the direction of the column for the next few issues. In the column, different activity structures that could be used in teaching ESP are going to be covered in detail, and this month the focus is on treasure hunts.

The article, "Basic Web Design and the World Wide Web: A Content-Based Instruction Course," written by Kevin Schoepp from Sabanci University, Istanbul, Turkey, touches upon the issue of how to combine effectively teaching English and teaching basic computer skills, here simple HTML. The author presents an EFL course developed around Web design and the WWW using the method of Content-Based Instruction, showing how to teach students English and at the same time develop their basic webdesigning skills.

Two lesson plans are different from each other: the first one, "Searching Online Reference Books" by Shiao-Chuan Kung from Taiwan demonstrates how to use online reference databases (here Bartleby.com) to improve students' reading skills, searching skills, and introduce literature into teaching. The second one, "The Royal Family" by Joanna Czarniakowska-Filipek from Poland, is a culture-based lesson, exploiting the potential of the Web and focusing on increasing students' cultural awareness.

As for Website Reviews, this month I have decided to have a closer look at Portals for Children, as teachers of Young Learners often complain that they are unable to find teaching materials suitable for lower-level students and kids. A Word from a Techie is a detailed account on what to do in order to start using chat in the classroom, and various possibilities of doing that are investigated with detailed step-by-step instruction, advantages and drawbacks. In Software Reviews, Fang Ying from China evaluates *Canadian Scenes*, a Chinese computer software aiming at providing cultural information about Canada. Finally, Reports from Past Events section features a report from EastEuropean IATEFL Poland Computer SIG conference, a highly successful event organised for the first time by IATEFL PL Computer SIG.

I hope that you will find this issue of the Journal useful and that it will provide some answers to your teaching problems.

I wish you good reading.

ARTICLE

BASIC WEB DESIGN AND THE WORLD WIDE WEB: A CONTENT-BASED INSTRUCTION COURSE

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INTRODUCTION

In recent years, the rapid spread of the Internet, and specifically the World Wide Web, has presented an unprecedented opportunity for EFL educators to access and interact with a wide range of resources. A parallel is often drawn between Gutenberg's printing press and the changes being brought about by the WWW because of the simplification of the publishing process and the changes entailed for literacy and learning. Whereas only a few years ago it was primarily the teacher providing students with authentic materials in an EFL setting, today the WWW has changed this process. In fact, students cannot only access materials via the WWW, they can actually produce and publish work. Therefore, as the technological sophistication of students increases because of these new opportunities, so too must both the instructors and the courses increase in technological sophistication. New courses need to be developed which challenge these technologically mature students, and take advantage of the newly available opportunities.

At the core of this change is the web page. Previously, it may have been thought that skills pertaining to the evaluation of, searching for, or an introduction to creating web pages was sufficient to develop web-literate persons; it is not. Rather, the ability to publish quality web pages is the natural progression in Web literacy. The purpose of this paper is to describe an EFL course developed around Web design and the WWW. The course is part of the preparatory language school at Sabanci University, Turkey, for which Content-Based Instruction (CBI) is the chosen methodology. Through an investigation of the individual course components and pertinent educational theory, educators should be able to understand, adapt and apply similar courses to their situation.

LITERATURE

Students are very receptive to this CBI course based around web design. This is not surprising when one considers what has been written about student motivation, technological literacy,

and CBI. The following section will provide a theoretical basis by investigating pertinent literature from which the course was developed before providing a description of the course itself.

A great deal of literature describes the positive effects of computer technology, and more specifically the Internet, on student motivation in English language learning. While the WWW is only one component of the Internet, it has been dubbed the *killer application* since it has driven the popularity of the Internet. Firstly, Warshauer and Whittaker (1997) suggest in their teacher guidelines for effectively using the Internet which is based upon the experiences of dozens of teachers that students use the Internet to learn English, and learn English to better utilize the Internet. In addition, they discovered that students are motivated by the importance of computer literacy in future endeavours. Similarly, Fox (1998) observed that students realize that the entire world is connected through the primarily English Internet; therefore, they are highly motivated to learn English to be able to effectively participate in this new medium. Meloni (2000) writes that one of the reasons teachers are enthusiastic regarding the Internet is that many students enjoy using computers, which increases motivation, which in turn increases language use, which leads to an increase in proficiency. Personal examples of the ability of this web design course to motivate students are that many take the initiative to become the webmasters for student clubs or university departments. One student in particular designed and maintains the site for Kar Seramik www.karseramik.com, a bilingual English-Turkish site for his parents' company. Not only are the students improving their English, they are thrilled to learn a skill which they see as having very practical applications in their increasingly wired world.

Students believe that being able to create effective websites is now an essential component of being a literate person. There are a number of descriptions for types of literacy which relate to literacy in the information age and support the student views. According to Kasper (2000b), success in a digital society depends on multi-literacies, that is, skills in both academics and technology use. Perhaps Leuhrman (1982) defined computer literacy best by stating that it is the ability to do something constructive with a computer. While what could have been done with a computer has changed dramatically, the basic understanding of what is constructive has not. It can be argued that the ease with which people can now produce and publish websites is similar in its gravity and constructiveness to Gutenberg's printing press because of the simplification of publishing. Hence, publishing web pages is now an essential component of technology literacy.

Additionally, the essential definition that this paper hopes to expand upon is that of web literacy. Reinhardt and Isbell (2000) define web literacy as the technical, critical, and analytical skills users need to effectively locate and evaluate online information according to their personal or academic needs. The foundation for the web design course is the belief that in the very near future, building and maintaining websites will be an integral element to web literacy; hence, the definition will need to be expanded. In fact, the construction of websites is one of the precursors to electronic literacy according to Shetzer (1998). These definitions help to provide an effective framework for the course by demonstrating the importance of technology. As technology evolves, so too will the pertinent definitions.

The final component to this theoretical support is CBI. It is the chosen method for achieving the learning objectives because of its many benefits. Kasper (2000a) states that the theoretical foundation for CBI emphasizes the importance of interacting with authentic, challenging materials in a communicative academic context. Stryker and Leaver (1997) assert that

communicative competence is acquired during the process of learning about content. This is a fundamental underpinning of the language program at Sabanci University. Whether or not students have been able to achieve the program's goals to an acceptable level has yet to be determined since the year has not been completed. However, the CBI program that was in place last year yielded a 100% pass rate for all the students who entered at the highest level. Students in the course are required to learn about web design and issues pertaining to the WWW such as history, privacy and censorship. Through the study of this authentic material, students develop communicative competence which is reflected in the goals of the program. Part of the success of the course can also be attributed to the fact that technology plays such an important role and is more than just an extra. Research findings suggest that the most successful pedagogical models using technology are ones that make technology an integral component (Kasper, 2000b). This is because it promotes active engagement in authentic language (McGrath, 1998).

PROGRAM

The English language preparatory program at Sabanci University aims to improve both the students' English proficiency and their academic skills. Encompassing two discrete sections at the most advanced proficiency level, the program applies theme-based CBI. The students take a 320-hour core course along with four additional 80-hour supplemental courses spread throughout the academic year. *Basic Web Design and the World Wide Web* is one of supplemental courses which attempt to prepare the students for the rigors of an English language medium institution. They are required to pass the *Language Assessment Exam* after having successfully completed the core and supplemental courses.

The technology at the university is ideal for offering a web design course. The students and faculty of Sabanci University are very fortunate because of the amount of technology at their disposal. The situation, while fairly unique in an EFL setting, is sure to become more commonplace as technology increases. All students receive state of the art laptop computers upon admission which are upgraded every two years. The majority of the classrooms are equipped with a teacher PC, Internet connection, and digital projector; some of these rooms have student Internet ports. Finally, all teachers have their own desktop PC. Technology is obviously vital to any CBI course designed around web design and the WWW. The wired nature of the university makes it an ideal place to offer the course.

COURSE COMPONENTS

This section will describe the course by sampling, for the sake of brevity, course goals, assessment, components, and tasks. The overall goal of the course is to improve the level of the students' English language proficiency. This goal is realized through the following objectives:

The students should be able to

- create and maintain a website through Hyper Text Markup Language and Cascading Style Sheets coding

- evaluate websites in terms of design and usability
- discuss topical issues regarding the WWW
- define and use the appropriate computer vocabulary

Since students must attain a grade of 70% in the course to pass, this is the benchmark against which everything is evaluated.

As this is a CBI course which must prepare students for the rigors of an English medium university and more immediately the *Language Assessment Exam*, much of the course involves work on reading, writing, listening, and speaking. The focus of the course, however, is on creating websites by coding in HTML and CSS. This approach was chosen for a number of reasons. The first reason from a language standpoint is that HTML and CSS is American English. For example, the HTML tag which centers an object on a page is *center*, and the CSS code for a border would be *border*. Secondly, from a web developer's view, it is important that one learns HTML and CSS, so that one is able to problem solve and make informed decisions regarding design software. Finally, no special software was provided for this course; therefore, students designed their pages using Notepad which is included on all the laptops.

The crucial component of the course is to intertwine the language learning tasks and activities into the web design, so that students remain highly motivated. This section will describe two of the easier to understand tasks. The first example combines the skills of writing an outline for a compare and contrast essay with coding lists in HTML. The task for the students is to develop a compare and contrast essay outline for two different websites, but rather than doing it on paper, they create it as an HTML document using their knowledge of the list tag in HTML. The second example is a reading task, which assists students in interpreting and creating charts in combination with coding HTML tables. One of the issues discussed in the class is software piracy since many students have compelling opinions. Additionally, there is an abundance of literature on the WWW concerning this matter; consequently, it is easy for students to read about the subject. After a brief lesson on the structure of HTML tables, students are directed to the website of the Business Software Alliance, <http://www.bsa.org>, where they can read the software industry's policies and attitudes towards piracy. They can then formulate counter-arguments to industry statements and present these to their peers in an HTML table format. These tasks are only two of an infinite number which could be developed by teachers when combining web design with language learning.

CONCLUSION

The WWW provides teachers and students with unlimited opportunities for learning. Combining web design and language learning takes advantage of some of these opportunities. CBI which completely integrates technology into the course, as does *Basic Web Design and the WWW*, presents students with a chance to improve their English and learn essential literacy skills for the digital world. For these reasons, educators should consider similar courses where applicable. The ideas presented from the class can be adopted or at least incorporated into other English courses during regular computer lab hours. The course only needs to have elements of it used for the advantages to be delivered.

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THE INTERNET AND ESP

INTRODUCTION TO THE COLUMN

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The purpose of this new column is to describe some pedagogical applications of the Internet to teach ESP at university level. In order to help ESP practitioners integrate the Internet into their classes and find the most appropriate activity for their purposes, this column will describe some Internet activities which are already being used by ESP teachers or which could be used in the ESP classroom. The column will, therefore, analyse learning environments available on the Internet that are appropriate for ESP.

The main objective of ESP courses is to help students learn the language and communicative skills that they will need in the future target situation (e.g. industry or business settings). This can be achieved with a content-based curriculum, where students learn the language by focusing on the subject matter with the help of authentic materials. The Internet can be used to provide authentic content-based materials and activities which fit the students' needs. As Kimball (1998) points out, "Internet-generated materials can be flexibly arrayed to engage students with topics and cognitive tasks relevant to students' professional futures".

In this column I will describe activities belonging to the following four groups:

1. Information collection and analysis
2. Interpersonal exchanges
3. Problem solving activities
4. Collaborative writing, peer editing and publishing

The activities that will be described in this column foster constructivist learning. Rather than being based on the transmission of knowledge from teacher to learner, they provide learners with the motivation, resources and guidance to help them construct knowledge.

When using the models described here to create their own activities on the Web the ESP teacher needs to take into account the criteria that both ESP activities and Internet activities should meet. ESP teaching should use the methodology and activities of the disciplines it

serves and focus on the language, skills, discourse types and genres suitable for these activities (Dudley-Evans and St. Johns, 1998). The tasks set for the students should be meaningful to them, i.e. related to their special purpose, and should involve the use of authentic language.

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INFORMATION COLLECTION AND ANALYSIS ACTIVITIES:

THE TREASURE HUNT

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The first type of activities that I will describe in the column are those involving "Information Collection and Analysis." These are activities where students have to collect, analyse and compare information. They can be telecollaborative activities, which involve the interaction among students at different locations, or teleresearch activities, where students get information by surfing the Web. I will begin with one of the most widely used activities: the treasure hunt.

The treasure hunt (also called knowledge hunt or scavenger hunt) is an inquiry-based activity where students use the Internet to find answers to a variety of questions, usually related to a single topic. Teachers select ten to fifteen Web pages with information on a topic and pose one key question for each Web site. Teachers should design questions which deal with the most important aspects of the topic and which force the students to analyse the topic. A good idea is to pose a final "big question" which asks students to synthesise and reflect on what they have learned and to construct their own view of the topic.

The great variety of information and text types available online represent a valuable resource that can be exploited with activities such as treasure hunts, which help ESP students get in touch with different genres and texts associated with their disciplines. Internet treasure hunts allow students to gain knowledge on a topic, develop web searching skills and improve their

reading and comprehension skills. The treasure hunt is, therefore, an appropriate activity for a content-based ESP course: it requires the students' exposure to authentic language related to their discipline, it encourages reading for a specific purpose, it increases knowledge of vocabulary and consolidates previously learned language, it helps students develop the ability of drawing inferences and predicting the content of a text. Additionally, the hypertext capabilities of the Internet enable the students to follow their own paths and to explore related sites where further information can be found.

TYPES OF TREASURE HUNTS

Treasure hunts can vary in complexity and in the degree of guidance provided by the creator/teacher. The teacher should control the difficulty of the task and decide whether the students can engage in an involved hunt or need a more simple one. We can distinguish three types:

1. FULLY-GUIDED TREASURE HUNT

This hunt consists of several questions, usually theme-related, each one associated with a website URL. The reading skills focused on in this type of hunt are, among others, the following: skimming to get the gist, scanning to locate specifically required information, identifying key words.

2. HALF-GUIDED TREASURE HUNT

Students are asked some questions and are provided with a number of sites where they can find the answers, but they are not told on which site to look for each answer. This type of hunt can be used to help students develop the ability of making inferences and predicting the content of a document. An example is the treasure hunt *Future science, future engineering* (<http://www-personal.umich.edu/~gregm/springboard/Monday/Treasure.html>).

3. OPEN HUNT

The last type of hunt is that where students have to find their own sources for obtaining the required information. This is a very complex type of hunt where students have to use search tools and strategies to locate the sites necessary to answer the questions. The focus is, thus, on developing searching skills rather than reading skills. This does not seem to be an appropriate type of hunt to be used with ESP students, since, unless they are quite computer literate, they could feel overwhelmed by the difficulties. One example of this type of hunt is *Technology designed treasure hunt* (<http://gpss.wrdsb.edu.on.ca/academics/tech/enghunt.htm>). Although the URLs of the sites where the "pieces of treasure" can be found are not given, students may be given other clues, such as the name of the site.

There are a number of online treasure hunts ready-made and freely available on the Web. Most of them are designed for primary, middle or high school students, although some are intended for ESL students. Many treasure hunts designed for school students can be used with ESP students, since there are hunts for different levels and for virtually any curriculum area.

EXAMPLES OF TREASURE HUNTS

Some examples of treasure hunts useful for ESP students are the following:

- Biology:

Environmental Scavenger hunt, <http://homepage.mac.com/cohora/ext/environment.html>

The green life scavenger hunt, <http://www.iss.k12.nc.us/schools/sharon/lundyplanthunt.htm>

Fruit scavenger hunt, <http://www.iss.k12.nc.us/schools/scavenger/fruit/practice.htm>

- Medicine:

Online Pedagogy, <http://www.coh.uq.edu.au/COH/Filamentality/FrontPage.html>. This site includes treasure hunts on topics such as water safety, sun safety, alcohol use and abuse, nutrition, body image, childhood obesity.

Genetics Internet scavenger Hunt,
<http://www.bend.k12.or.us/cascadems2/library/genscavhunt.htm>

Alternative medicine scavenger hunt,
<http://www.iss.k12.nc.us/schools/nihs/science/mcdowell/altmed.htm>

Fitness hunt, <http://www.iss.k12.nc.us/schools/scavenger/fitnesshunt/fitness.htm>

- Geology:

Rocks and minerals, <http://www.iss.k12.nc.us/schools/coolspring/rocks.htm>

- Maths:

Maths on the Web, <http://www.cyberbee.com/mathws/mathactivity.html>

A Scavenger hunt for geometry,
<http://www.iss.k12.nc.us/schools/scavenger/mathhunt/geohunt.htm>

- Computer Science:

Computer scavenger hunt, <http://homepage.mac.com/cohora/ext/Computersearch.html>

Technology scavenger hunt,
<http://www.pearland.isd.esc4.net/carlesto/scavengerhunt/scavengerhunt.htm>

The Machine That Changed the World, <http://ei.cs.vt.edu/~history/scavenger.hunt.html>

- Engineering and Physics:

Learning about the industrial revolution,

<http://www.web-and-flow.com/members/nnardull3/industry/hunt.htm>

Mysteries of space, <http://www.iss.k12.nc.us/schools/scavenger/goldrick/solar.htm>

- Business:

The Great Economics Internet Scavenger Hunt,
<http://mps2.mps.net/goetz/BasicEconomics/scavenger.htm>

Foundation for teaching economics scavenger hunt,
<http://www.fte.org/teachers/lessons/efl/thurs/eflthurs2.htm>

- Miscellaneous. Treasures hunts which focus on several disciplines :

Future science, future engineering,

<http://www-personal.umich.edu/~gregm/springboard/Monday/Treasure.html>

Wonders of science, <http://www.cyberbee.com/science/scihunt.html>

Inventors and inventions,

http://www.education-world.com/a_lesson/TM/WS_invent_hunt2.shtml

Science Internet scavenger hunt, <http://pakuranga.school.nz/depart/gscience/hunt.htm>

Way cool science scavenger hunt,
<http://www.ced.appstate.edu/whs/goals2000/projects/97/karla/karla.htm>. A fun hunt where students visit some cool sites with information about scary things and strange occurrences. At each site they have to answer five questions or perform some tasks.

Science scavenger hunt,
<http://www.coe.ufl.edu/Courses/EdTech/Vault/SCE4310/SciHunt/SciHunt.html>

INFORMATION ON TREASURE HUNTS

More information on treasure hunts can be found on the following sites:

- Working the Web for education, <http://www.ozline.com/learning/theory.html>.
- Activity Formats (Web and Flow), <http://www.web-and-flow.com/help/formats.html>.
- A scavenger hunt about scavenger hunts, http://www.education-world.com/a_curr/curr113.shtml. An online scavenger hunt that enables you to create your own online hunts. It also lists some of the best scavenger hunt sites on the Web.
- Knowledge Hunts, http://www.cybercom.net/~jham/beyond/pages/knowledge_hunt.htm. Points to consider when designing treasure hunts.
- A Treasure Hunt Template, <http://www.qesn.meq.gouv.qc.ca/project/inclass/treasure.htm>.
- Create a scavenger hunt, <http://www.qesn.meq.gouv.qc.ca/project/inclass/scavenge.htm>

- "Internet treasure hunts- a treasure of an activity for students learning English," <http://www.aitech.ac.jp/~iteslj/Lessons/Brown-TreasureHunts.html>. An interesting article dealing with the use of treasure hunts to learn language.
- How to Make Online Scavenger Hunts, <http://k-6educators.about.com/education/k-6educators/library/howto/htscav.htm>. Simple steps for designing an Internet Scavenger Hunt.
- Using scavenger hunts, <http://www.spa3.k12.sc.us/Scavenger.html>.

RELATED SITES

- Xcursions, <http://www.xcursioncentral.com/>. Each Xcursion links to a series of annotated websites that are relevant to a specific subject or topic. There is a Start Page with questions and tasks to complete during the Xcursion.
- Cyberguides, <http://www.sdcoe.k12.ca.us/score/cyberguide.html>.

INTERNET LESSON PLANS

SEARCHING ONLINE REFERENCE BOOKS

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INTRODUCTION

Bartleby.com (www.bartleby.com) contains an online collection of the most commonly used reference books (thesauri, dictionaries, encyclopedias, books of phrases and quotations). The website is a great resource for both teachers and students. This lesson is a scavenger hunt type of activity that seeks to familiarize students with this repository of online reference texts, to practise Internet searching skills, and to demonstrate the efficiency of electronic searching.

Level: upper intermediate

Time: 2 hours

Materials: computers with a web browser and Internet access. Depending on the number of computers available and the size of the class, students can work individually or in teams of two or three.

Procedure

1. Introduce the lesson by asking the class to complete the following famous quotes:
 - "That's one small step for man, but...(one giant leap for mankind)"
 - "To be, or not to be...(that is the question)"
2. Ask the class to whom these words are attributed. (Neil Armstrong, Hamlet)
3. Ask the class for a synonym for "jealousy" (doubt, envy).
4. Ask the class how they would go about finding the script of Bill Clinton's first presidential inaugural address and the answers to the above questions if they did not know them.
5. Have the students point their browsers to the Bartleby.com web site (<http://www.bartleby.com>).

6. Demonstrate searching for the answer to each of the above questions using the search engine at this website.

7. Point out the differences in the information that can be found in books of quotations, encyclopedias, dictionaries and thesauri.

8. Give the students a handout with questions to be answered by searching this site and ask them to come up with two questions themselves. Consider giving two or more versions of the assignment with different but comparable questions. Depending on the students' computer skills and language ability, the teacher should adjust the number of questions.

Sample Assignment

- Which famous person in American history spoke about a "government of the people, by the people, for the people?" When did he use those words? What was the occasion? (Abraham Lincoln, Nov. 19, 1863, Speech at Gettysburg) Who else are these words attributed to? (Theodore Parker, The American Idea: Speech at N. E. Anti-Slavery Convention, Boston, May 29, 1850.)
- Who called jealousy "the green eyed monster?" In which of this writer's work does the saying appear? (William Shakespeare, *Othello. Act iii. Sc. 3*)
- Where and when was the poet Lord Gordon Byron born? (1788) What was his daughter's name? (Ada Augusta)
- Complete the phrase "Life... is a _____ (tale) told by a _____ (fool), full of sound and fury, signifying _____ (nothing)."
- What is a "yahoo?" (a crude, brutish person) Where did the word first appear? (*Gulliver's Travels* by Jonathan Swift)
- What is the last line of Robert Frost's poem "The Road not Taken?" ("And that has made all the difference.")
- Who wrote the popular children's book *The Tale of Peter Rabbit*? (Beatrix Potter) Who drew the pictures? (Beatrix Potter herself)
- Find a saying in English related to time waiting for no man. ("Time and tide wait for no man.")
- How do U.S. presidential inaugural speeches usually begin? What words do they have in common? ("Fellow citizens" or "My countrymen")
- Find the text of one of the 10 Commandments in the Bible. ("Thou shalt have none other gods before me...")
- Search the word "narcissus" in all the references. Who was he in Greek mythology? ("beautiful youth who refused all offers of love, including that of Echo. As punishment for his indifference he was made to fall in love with his own image in a mountain pool. Unable to possess the image, he pined away and was turned into a flower.") Who was he in ancient Rome? (Secretary of the Roman Emperor Claudius I.) How would a botanist define the word? ("Perennial plant with narrow, flat leaves and with lilylike flowers borne on separate, leafless stalks.") What is the flower associated with? (death)

Follow-up

The lesson can be followed up by the teacher compiling all the student-made questions into a homework assignment and asking the students to answer a selected number of them. If more than one version of the assignment was given, students can exchange information orally with classmates or groups who got a different set of questions.

THE ROYAL FAMILY

by **Jolanta Czarniakowska-Filipek**

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Level: intermediate and above

Time: 90 minutes (two lessons)

Aims: to learn basic facts about the Royal Family in the United Kingdom

to learn and practice vocabulary connected with royalty and monarchy

to practise searching for information on the Web

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

Preparation:

1. Prepare a list of websites on the Royal Family.
2. Check the websites.
3. Prepare a crossword with some vocabulary connected with royalty and monarchy in Great Britain and give it to students as their homework before the lesson on the Royal Family.
4. Prepare a worksheet for the lesson and copy it for each student.

Procedure:

I. Pre-stage

1. Check the homework (crossword), explain any difficult words.

Across:

1. Her ... is a title of respect used when speaking about the Queen (7)
2. The king has no son so there is no ... to the throne (4)
3. The ... of the United Kingdom today is Elizabeth I (5)
4. An organisation consisting of the United Kingdom and most of the countries that used to be part of the British Empire (12)
5. ... is a son of a king or queen (6)
6. England has long been a ... The only interruption in its history was when the country was a republic between 1649 and 1660. (8)
7. The youngest son of the Queen (6)
8. The act of becoming the king/queen and the right to become one (Who is the first in order of ... to the throne?) (10)
9. A piece of jewellery put by a monarch on the head at important ceremonies (5)
10. Another name for a king or queen, or an adjective used when talking about completely independent country (9)
11. ... is the act of becoming a ruler of a country (9)

Down:

12. the reigning house in the United Kingdom today (11)

2. Elicit from the students what they have learnt about the Royal Family from the crossword and what else they know about them. Ask also to mention a few famous kings and queens of Great Britain. You may want to ask questions like:

- *How long has Elizabeth II been the queen?*
- *How many children has she got?*
- *What's the name of her husband?*
- *Who's going to be the next queen/king of the United Kingdom?*

II. While-stage

1. Divide the students into four groups and assign the tasks to them. Send the students to the site <http://www.royal.gov.uk> to find answers to the questions on their worksheets. Remind them to make some notes.

Group I:



Complete the following genealogical tree (include the titles).

- What is the difference between the titles *prince*, *princess*, *duke*, *earl* and why do the children of the Queen have different titles?
- What is the current order of succession to the throne?
- Decide which of these statements about succession to the British throne are correct?
Justify your answers:
 - Sons of the monarch have precedence over daughters.
 - The son of the monarch's eldest son has precedence over the monarch's other sons.
 - Any grandson of the monarch has precedence over a daughter of the monarch.

Group II:

- How long has Elizabeth II been the queen? When and where did her coronation take place?
- Who was the previous monarch?
- When did she marry Philip Mountbatten?
- What are her duties as monarch?

Group III:

- What are the duties of the Queen's children?

- What was Charles's education like?
- What are Charles's interests?
- Why is Diana, Charles's wife, still remembered in many places of the world?

Group IV:

- What are the royal residences of the Queen?
 - What is the Royal Coat of Arms?
 - Compare the role of monarchy in the past (Henry VIII, Elizabeth I, Victoria) and today.
2. When the students have finished ask them to present what they found out to the other groups.

III. Post-stage

1. After all the answers are presented and noted down by everybody in the class, tell them that they are going to prepare a poster of the Royal Family to put on the classroom wall. Tell them they need to prepare the most important information in a word-processing program (they can cut and paste some paragraphs from the Web and they can change them into the form they want, they can also include photos).
2. All the four groups work on their part of the poster and then discuss and design the poster with the rest of the class. If the time is short, they can finish it as their homework.

WEBSITE REVIEWS

PORTALS FOR CHILDREN

www.yahooligans.com, www.lycoszone.com, www.ajkids.com, www.babloo.com,
www.alfy.com

by Jarek Krajka

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It is often said that the Web can be used at least with teenagers of intermediate level, because the majority of websites demands that level of language proficiency and age. Young Learners' teachers are disappointed with the difficulty of finding appropriate materials for their students, materials motivating learners because of the graphics, the content, and with language easy enough to be comprehended by beginners. Thus, in this issue of "Website Reviews" I would like to address that problem and have a look at portals for kids.

We all know that portals are gateways to the Web, allowing us to search by keyword, use the thematic catalogues of resources, as well as benefit from other additional services such as news, email, chat, etc. There are a number of web portals for kids, which our children can use on their own, and the teachers can find there materials appropriate for this group of learners.

Yahooligans, www.yahooligans.com, is the kid version of the most popular www.yahoo.com. Just as its adult version, it enables searching the Web for sites containing a given keyword, using such strategies of narrowing down the search as searching with a +, with a -, or using inverted commas. The number of hits is considerably smaller than with the adult Yahoo, but surely there is still plenty of material to be used. Also, the portal allows searching by catalogue, using such categories as Around the World, Arts and Entertainment, Computers and Games, School Bell, Science and Nature, and Sports and Recreation. Inside each there are subcategories, allowing us to go deeper until we find a site we need. Apart from the search engine and the catalogue, the site offers such additional services as Sports (news, results, trivia questions), News (current news), Jokes, Games, Chat, Ask Earl, Shout Out, Messenger and Club. Another interesting feature of the portal is that it includes guides for parents and teachers on how to use the materials collected. Other features of the website are Net events, cool sites, what's new, favourite places in the Web. Although the portal is very low in graphics, pages are rather slow to download. What is more, its graphic side may not be colourful and attractive enough to appeal to children.

Lycoszone, www.lycoszone.com, uses much more lively and interesting graphical environment. On the main site the user gets a colourful picture with four characters greeting him/her and inviting to the portal. On each site of the portal appealing graphics add to the interest of children. It is similar to the previous one in that it also has searching capabilities, however, there is no thematic catalogue as in Yahooligans, and instead material is gathered

into Games, Alfy's Games, Fun Stuff, Home Work, How Stuff Works and Comics. The portal is rich in games, namely arcade games, little kids games, mind games, action games, arts and crafts games and strategy games. When accessing a Fun Stuff section, our learners can read comics, sing, watch a movie or read a story. Home Work zone is divided into school subjects, and the students have also at their disposal such additional resources as an encyclopedia, an almanac, an atlas, a dictionary or a rhyming dictionary. In How Stuff Works, children can find out the mechanisms of different everyday life objects and inventions, all written in very simple language and nicely illustrated. Finally, students can access their favourite comics online. Lycoszone, just like Yahoooligans, has special pages for teachers and parents, giving them ideas and additional resources. When compared with the previous portal, it is less like an adult portal, as there is no traditional catalogue, and is much more appealing to children's imagination because of colourful graphics.

AskJeeves Kids, www.ajkids.com, is again a kids version of a portal Ask Jeeves, www.askjeeves.com. The interesting feature about them is that both the adult and the kid site allow natural language querying, which means that a child may ask a normal question, such as for instance "What is engineering?" In response, the portal provides links to sites where the answer to the question can be found. Sometimes the answer is on the portal's sites, but usually it links to some other websites. In comparison with a keyword search and a catalogue search, this method is more effective and child-friendly, and therefore this portal is highly recommended if we give our young students some searching task. Apart from that, students can use Study Tools (dictionary, thesaurus, biography, clipart, atlas), Advice (read letters with problems written to the portal and the advice given). Message Boards section allows children to see the topics raised by other students, read specific messages and reply to them or compose their own ones. Tours (Wildlife, Pirate, Wizardry, Go Buggy and Valentine's Day) are interactive collections of questions and answers on a specific topic, guiding students through a variety of materials, and providing in-depth information on a given topic in the form of a guided tour.

Babloo, www.babloo.com, is a portal for "Kids and Adults with a Kid in Them." It is an integrated, interactive, and holistic learning environment for children, claiming to focus on their intellectual, social and spiritual development. Babloo's content is multi-lingual, audio-integrated and comprises rhymes, stories, jokes, games, quiz, school subjects and other information. The graphical design of the site is extremely appealing, and really pretty pictures and friendly characters encourage children to work on the site. What is interesting about it is that it is divided into different age periods, namely a toddler, a prankster and a youngster. In each, a number of different resources can be found, such as rhymes, fairy tales, moral stories, fun learning, science experiments, amazing facts, articles, jokes, information about countries, festivals, arts and crafts, great personalities, mythological stories, etc. In order to fully benefit from Babloo's content, one needs to register by filling an extremely simple form. It should be noted that this portal, unlike others discussed, classifies content according to the age of a child, in this way reflecting more children's needs and interests.

Alfy, www.alfy.com, one of the largest web portal for kids, allows 3-9 year olds to safely and easily experience everything the cyber world has to offer. ALFY is a fun, accessible, educational centre full of interactive stories, games, crafts, activities. In order to protect kids from inappropriate content, all sites are hand-selected by a team of educators, and special filtering software can be downloaded for free from the site. The animated graphics and extensive use of sounds make the site simple for young kids to navigate. ALFY is divided into eight main centres packed with original content: Brain Train (engaging activities with

academic focus), Music Mania (kids playing music instruments, recording melodies, listening to their creations), Storyville (interactive stories), Create (where students design their own online masterpieces in a virtual art studio), Clubhouse (online surveys, homepages, greeting cards), Surprises (jokes, riddles, adopting virtual pets), Alfy's Arcade (games). The site can be thoroughly recommended for rich variety of materials, both for fun and learning, set in an appealing graphical environment.

To sum up, it can be seen that there are plenty of sites for kids, which teachers of English can use to teach Young Learners with the Internet. The sites discussed above are the gateways to the Web, classifying content, allowing searching, preventing children from accessing inappropriate materials. Some are more like adult portals (www.yahooligans.com, www.zompi.com), providing advanced searching capabilities and additional services. Others offer a gamelike environment for children, motivating them with attractive graphics (www.babloo.com, www.alfy.com). All link and catalogue thousands of kids-oriented websites, providing teachers and learners with enormous variety and choice of interesting and interactive teaching materials.

A WORD FROM A TECHIE

MAKING CHAT WORK IN THE CLASSROOM

by Jarek Krajka

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Chat, one of the communication tools offered by the Internet, can be used with great benefit in language learning. Usually our students chat with other people online, in this way improving their language skills and typing skills, at the same time learning how to interact with other members of the English-speaking community. Thus, chat gives additional chance for off-class "speaking" practice (speaking through writing), and provides students with a real purpose to use English outside the classroom. Chat can be also used in class, when the teacher and students are engaged in some chat discussion on a given topic. Here the benefit is that students do not speak directly to the teacher, who is often viewed by them as a judge and an assessor, and psychological barriers connected with it are removed. What is more, there can be an additional element of suspense and fun added to the classroom if students and the teacher log under different nicknames and no one really knows who is who. Finally, chat can be used in class cooperation, when two classes from different countries or continents collaborate together by writing emails, executing common projects or contributing to a common website. An occasional chat session gives students a better chance to get to know each other and to seek instant answers to the questions they have to their keypals.

The purpose of this text is to present different chat possibilities that a teacher has to choose from, together with their benefits and drawbacks. This is meant as a how-to-do-it guide for teachers who might want to introduce chat in their lessons. I will show different possibilities to implement for less and more computer advanced teachers: portals, discussion groups, ESL sites, dedicated software and website chatrooms.

The simplest way to use chat is go to any major portal, such as www.yahoo.com, www.webcrawler.com, www.lycos.com, www.excite.com, etc. Chat is the usual feature of such portals, and there are usually a number of people chatting in different rooms. Our students can either join an existing room or start a new one. In order to use most portals, it is necessary to register for free, which takes some time to fill in the registration form and either choose the password yourself or wait for it to be sent by email. Once one gets a portal account (e.g., a Yahoo account), he/she may start chatting by logging in (giving Yahoo ID and a password). Yahoo Chat has the voice chat feature, which means that our students may speak to the microphone instead of typing. However, although portal chatting is free and easy to use, it does have some drawbacks as well. First of all, portal chats such as Yahoo are quite slow to download, which may matter in places with slower Internet connection. Also, they can be accessed by everyone, and because of that such chatting may not be the safest for our students. Finally, a user is always logged under the same nickname, which makes the element of play under false identity impossible.

Another method of using chat in the classroom is setting up a discussion group, e.g., at <http://groups.yahoo.com>, and adding students to it (for detailed instructions on how to set up and manage a discussion group, see "A Word from a Techie," *Teaching English with Technology*, vol. 1, no. 2, March 2001). Once a group is created and its members register to get Yahoo accounts, they may participate in chat sessions, accessible only for members, and not anyone else. Thus, this method is more suitable for classroom use, as it prevents non-members from participating in a chat session. However, just as was the case in portal chats above, YahooGroups also tend to be slow in downloading, which may be some obstacle for using this device effectively.

In order to give students the opportunity to chat with other learners of English, the chat feature of Dave's ESL Café, www.eslcafe.com, one of the best and most comprehensive EFL/ESL sites on the Web, could be used. After accessing the main site, "Chat" from the menu at the top of the page should be chosen. First time visitors need to register by giving the name, the email address and a chosen password, but it takes only a while. The site sends the confirmation number to the email address specified, and a form must be filled with one's name, password and a confirmation number. This process, though probably irritating, makes sure that it is only those who really want to chat do that, since many chats can be accessed by much quicker entry (e.g., a Polish portal, www.onet.pl, has an option of instantaneous entry under a temporary nickname). The advantage of this site is that, as it is directed specifically to the learners of English, our students are more likely to find there people with similar level of English interested in practising English. However, it may be the case that there are not too many users chatting there (when I tried it, there were only 21 people there).

Another possibility is adopting a software approach, and installing a special program allowing students to chat. A good example here could be mIRC, downloadable for free for 30 day-evaluation trial from the Net at <http://www.mirc.co.uk/get.html>. The programme is easy to install and use, and it does not demand loading a website, as it resides in the computer's memory and only connects to the IRC server. Thus, it is recommended especially in places, where the connection is not too fast. Either students can join an existing channel or the teacher may create a new channel for a class discussion, and users may log under different nicknames, log out and log in again. Also, it allows the teacher to control the users, by for example finding out who is who, kicking a person telling him/her why or not, or banning someone completely from the chat. The drawback of this solution is that the program needs to be downloaded and installed on every computer in the lab. As sometimes other students make a mess on lab PCs removing files or shortcuts, it may turn out that when coming for a lesson, some students do not have the program on their workstations. Thus, in order to use effectively this tool, the teacher needs to make sure that all computers have it, and if necessary, install it from a network drive of the Local Area Network.

In order to make a chat room independent of any other computer lab users, and to use it for in-class discussions, a good idea is to create it on a class website. Here there are two possibilities: either download a Java applet and put files on your server, or copy and paste a code to a website, and a chat room will be loaded from the chat provider. The example of the first method is jPilot (to try it out, go to <http://batory.plo.lublin.pl/~jkrajka/chat4.html>), a very simple tool, downloadable for free from the Net from www.jpilot.com. This chat room, being a Java applet, is in your computer's memory, and does not have to be downloaded each time a user wants to access it. It is easy to make it function: you just download the file, unzip it, move to the folder with your website, and create a link to a chat4.html file. You can modify the code by changing the channel names and server names (in order to do that, open the chat

main file, chat4.htm, in a notepad, and replace channel name values and server name values with the ones of your choice). If you want to create an environment accessible only for your students, it is especially important to change channel names. Also, such a chat room may be used in class collaboration, when we alert the partner class to the URL, channel and server to go to. Of course, such a chat room can still be accessed by unwanted visitors if it is accessible from the position of the main site, here <http://batory.plo.lublin.pl/~jkrajka>. However, we may decide not to link the chat room from the main site, and just give our students a specific URL to go to (here, <http://batory.plo.lublin.pl/~jkrajka/chat4.html>), or, if we want them to access it without having to remember the address, we might make a "secret link" (see the right bottom corner of the main page, <http://batory.plo.lublin.pl/~jkrajka> for a hyperlink). You can do such a link by changing the font colour to the colour of the background. Again, this is some measure that can be taken to prevent unwanted visitors from accessing our chat room. In comparison with previous chats, this room, although not very sophisticated, is extremely simple to set up and easy and quick to work with.

If you go to <http://batory.plo.lublin.pl/~jkrajka/chat1.html>, there is another chat room that you can have on your page, and which you can get for free from www.chatspace.com. Again it is a Java applet, but this time in order to put it on your website you need to copy and paste a code that is given to you to your website. Again this can be linked from the main page or not, but in this applet, in order to start chatting, your computer connects with the server to get the chat room from it. As there is an advertising banner in it, it may take some time, and such a chat room is definitely slower to use than the previous one, which has all the files in our server's memory.

Of course, this short account does not cover all possible ways of organising chatting online. I tried to show the simplest ways of doing that, without discussing arrangements demanding more advanced knowledge of HTML and webdesigning. It is hoped that this practical discussion will encourage teachers to use chat in their classrooms.

SOFTWARE REVIEW

CANADIAN SCENES CD-ROM

reviewed by Fang Ying

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Publisher: Xian Bo Multimedia Company, He Nan Province, China, 2000

Email: centrix@public.zz.ha.cn

Tel: 086-0371-5991246 **Fax:** 086-0371-5976192

Language: English

Level: intermediate to advanced EFL/ESL learners

Media format: CD-ROM

Operating System: Windows 95, 98, NT, 2000

Hardware Requirements: Windows CD-ROM IBM PC or fully compatible, 133 MHz processor or above, 32MB RAM, 30 MB free space on hard drive, SVGA monitor (640x480 screen resolution capable of displaying thousands of colours). Windows-compatible 24xCD-ROM drive, Microsoft mouse or compatible, optional SoundBlaster sound card or compatible, headphones or speakers, a microphone.

Supplementary software: Windows Media Player

Price: Single User (20 RMB)

Description:

Canadian Scenes, a culture-embedded CALL software, is intended to provide people who are going to Canada with the first-hand information on Canadian culture. It can also be used as a language learning software for intermediate EFL learners to improve their English as well as acquire cultural background knowledge.

Once the software is installed, a simple and clear introduction is given on its interface, content and functions of each button. The crystal-clear direction paves the way for your better use of the software. The Menu button appearing on each page allows users to have a clear idea of where s/he is and where s/he is going. And other buttons on each page enables users to access "quit," "help," "continue," and "exit" anytime they want, as well as to change the sound and colours of the program. The "help" button enables learners to access the translation if they have any difficulty in understanding any sentence or topic. Though the dictionary functional button is not shown on each page, a quick right-mouse click will soon provide you with a detailed explanation of any unfamiliar word you meet. On each screen, sound and graphics are both available to ensure users a better knowledge of Canada.

The content of the software is closely related to the Canadian culture and covers many aspects of life in Canada ranging from climate in different areas to sports. Altogether four relevant categories such as backgrounds, culture and education, Canadians and everyday problems are covered in this software. And each category is subdivided into many detailed sections for learners to get acquainted with Canadian culture or to get prepared for going there. For instance, everyday problems section deals with such topics as living, shopping, telephone, travel and sports, which are considered to be travellers' everyday concerns. All the information is organised in an associative and nonlinear structure to enable learners to find whatever interests them.

The designers of the software seem to understand the learners' consultative needs and they have made all the information presented in a "dialogue-like" form. All the questions put forward by A are the key questions usually asked by people who are going to Canada or students who are keen on Canadian culture. And all the answers are very specific and logical. A related picture is shown under the dialogue to add to the attractiveness of the topic and to enhance learners' understanding of it.

Furthermore, many vivid real-life examples are given to illustrate different features of Canadian culture. For instance, one of the sections subsidiary to the education category is written for those who are interested in studying abroad. "A" asks lots of questions like "How to write a letter of application," "What tests one should take" and "How much money one should get in handy before the departure." "B" provides very specific answers, which satisfy the needs of would-be overseas students.

Evaluation:

The CD-ROM is easy to install and simple to operate. Once you put it into the CD-ROM tray under the Windows operating system, the CD-ROM will be immediately set up onto the hardware as long as you follow simple instructions in English in the dialogue boxes. Similarly, you can quit or exit anytime you want simply by clicking on the "Esc" on the keyboard.

The most eye-catching feature of the software is its culture embeddedness, which benefits many Chinese learners no matter what their needs are. It provides learners with informative and instructive information about Canada, especially for those who are going to travel or study there. The question-and-answer process in each category is helpful for them to get more familiar with all aspects of Canada and to adjust to the new culture.

Moreover, as the material is written by Canadians and spoken by native speakers, the language in each part is authentic and idiomatic. Thus, apart from being a reference tool for travellers, the software can be employed as an efficient reading and listening supplementary material in some formal courses. Some Second Language Acquisition principles can be found behind the content. For example, intrinsic motivation rather than extrinsic motivation is capitalized when learners are using the software. Instead of expecting some external prizes or rewards, learners can get a feeling of competence and self-determination for exploration of foreign cultures. The culture-language relationship is most likely to meet learners' intrinsic demands as the questions presented are mostly what they intend to ask.

Besides, the multimedia settings like sound and graphics help to lower learners' anxiety which they usually have in a formal language learning environment and to sustain their attention to important and interesting content.

However, just as everything has two sides, this software is no exception. The biggest weak point, in my opinion, is that as a teaching aid, it fails to enable learners to practise language skills comprehensively because only listening and reading are involved in using this software. Learners do not have enough opportunities to test what they have learned and to practise writing and speaking. In addition, it is not interactive enough and fails to give sufficient feedback.

Recommendation

Though the software offers us promises as well as demerits, what is of most importance to us is how to apply it effectively in the classroom. In other words, the way we use the software can to some degree make up for some of its imperfections. Thus, how to make better use of it becomes another concern. First of all, sufficient pedagogical guidance should be given on how to take advantage of the software. Only when students have a clear idea of how to use it can they take more initiatives to integrate it into their language learning.

In my opinion, some software learning tasks concerning language input could be done before class. For instance, teachers may leave some related questions like "What are the famous sports games in Canada" and "What do Canadians usually eat" for students to explore on their own, making sure that the questions raised are based on the learners' language levels. Then, in class, teachers will have more time to ask students to report what they have learned or to organise some role playing or group discussion activities to develop their speaking ability. Shortly after the class, if students are required to write reflections and summaries on some topics, their writing skills will surely get improved. In this way, the software can equally serve as a supplementary tool for language learning as well as a culture reference tool, just as was advertised on the CD box.

REPORTS FROM PAST EVENTS

EASTEUROPEAN IATEFL POLAND COMPUTER SIG CONFERENCE

Gliwice, Poland

June 23-24, 2001

by Jarek Krajka

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As a part of the celebrations of the European Year of Languages 2001, IATEFL Poland Computer Special Interest Group ventured into a new field of activities by organising a two-day international conference on using the Internet and multimedia in teaching languages. The event, hosted by Politechnika Śląska (The Technical University of Silesia), was attended by almost one hundred participants from Poland, the United Kingdom, Israel and Slovakia, teachers, CALL researchers, teacher trainers, academic scholars, representatives of educational institutions and publishers.

The conference was opened by Grzegorz Śpiewak, Vice-President of IATEFL Poland and Elżbieta Gajek, IATEFL Poland Computer SIG Co-ordinator.

After that, two plenary lectures were given. Jan Rusiecki, Honorary President of IATEFL Poland, discussed the problem of inferring meaning from the context and looking up new words using traditional book dictionaries and concordance programs. By showing how these provide insufficient context to successfully understand a word, as a solution he proposed designing a computer program combining a corpus, a concordancer, a bilingual dictionary and a monolingual dictionary.

Following that, Clive Newton from the University of Liverpool, in his presentation entitled "E-solution or ELT-solution," presented the state of the art of multimedia CALL and Computer-Mediated Communication, outlining the design, advantages, disadvantages, benefits and drawbacks of both. The author's conclusion was that, in the longer run, CMC may have more potential for language teaching and learning than multimedia.

"Developing Language Learning Materials for Online Delivery," a presentation by Peter Simmons, dealt with the questions of What, Who, How, How much and Whether in developing materials, courses and services for online delivery. The author, talking from the position of a coordinator of the process, took into consideration also the pitfalls, problems and hidden costs involved in developing online courses.

Speaking as a British Council Poland British Studies Coordinator, Michael Houten in his speech "The Web, British Studies and the Reforma" gave the overview of the BC British

Studies Web pages, outlining the design, aims, the content, the process of making and the future of the project. The presenter was aided by Wojciech Korput, a webmaster of the pages, who gave some insights into the technical aspects of creating the resource.

Anatol Shevel in a presentation entitled "Computer-assisted conversation practice as a part of Communicative Language Teaching" showed how, in an attempt to combine the possibilities and attractions of multimedia opportunities with the substantial role of human factor in class learning, and rejecting available commercial ELT software, he uses one computer and so-called *live/living book* computer programs to provoke students to produce language.

Addressing the issue of teachers' skills, needs and expectations towards using ICT in class, Elżbieta Gajek presented a survey executed among language teachers in 92 schools all over the country. As the results show, teachers are overall ready and willing to use ICT in class, they are aware of the necessity of introducing changes to their teaching, and they approve of the use of the Internet and computers. However, what they urgently need is proper training in CALL methodology and multimedia.

Following this thread and answering the last problem, Wojciech Drajerdzak, British Council ICT Project Coordinator, and Jarosław Krajka, British Council ICT trainer, outlined the Information and Communication Technology project for ESL teachers. The presenters discussed the overall strategy, the training content and the course evaluation of the project which aims at providing the ESL teaching community in Poland with the training in the use of ICT and CALL methodology.

Lev Abramov, in the presentation entitled "Some practical aspects of delivery mode in Web-based distance education," demonstrated an economic alternative to already existing Web-based online courses. The presenters' solution is using email as delivery mode, achieving a comparable quality of materials with much lower cost by working mainly offline.

"Teaching legal English through e-projects," a speech by Agnieszka Gawlik, focused on teaching English for Law by means of electronic projects. Among the issues raised were the stages of working on the EU project, the features of a PowerPoint presentation and the essentiality of the Internet. The author's conclusion was that using e-projects creates conditions for content-based teaching and facilitates acquisition and retention of legal vocabulary.

These speeches were intermingled with commercial presentations given by ELT publishers, software developers and computer manufacturers: Cecylia Szymańska from Young Digital Poland, Jarosław Juszczel from Optimus Pascal, Grzegorz Śpiewak from Macmillan Polska, Wojciech Latacz from Oxford University Press, Jarosław Jakubczak from Pearson Education Polska and Grażyna Zarembińska from Apple Computers. These presentations familiarised the conference participants with the latest software developments by providing general overview and highlighting important features of the programs.

The conference was accompanied by stands of publishers, bookshops, software developers and computer manufacturers, and the participants had the chance to try out the software presented, seek technical advice, as well as develop new contacts.

The event was possible thanks to the effortless organiser, Grażyna Studzińska, and the Wellington Institute of Languages from Gliwice, as well as the support of the following: The

British Council Poland Information and Communication Technology Project for Teachers, Apple Computers, The World of English, MM Publications, Oxford University Press, Young Digital Poland, Optimus Pascal, Macmillan Polska, ipnet.pl, Szkoła Komputerowa Impuls, Vobis Computer and Pearson Education Polska.

In conclusion, it could be said that EastEuropean IATEFL Poland Computer SIG conference was a highly successful event, enabling the exchange of views and increasing the expertise in the field of ICT and CALL in teaching languages. Let's hope that the second conference, to be organised probably around the same time next year, will further develop these objectives.

ANNOUNCEMENTS OF FUTURE EVENTS

EUROCALL 2001

Nijmegen, The Netherlands,

August 29-September 1, 2001

The Annual International EUROCALL Conference Eurocall 2001 will be held at the University of Nijmegen, The Netherlands, from 29 August to 1 September 2001.

The Conference main theme and title is: e-learning. It comprises almost all matters related to Language Learning and Assessment in a Digital Environment. Specific attention will be paid to sub-themes as:

- Agents on the Scene
- Communicative Skills and Interactivity
- Testing, Evaluation and Assessment
- National and/or International Networks
- What is coming next?

More than 350 participants usually attend EUROCALL conferences; thus offering a great opportunity to exchange views on CALL & TELL with colleagues from Europe and around the world. Papers, Show & Tell Demonstrations and Posters (please specify) were selected on the basis of the following thematic criteria:

1. Design of software for interactive language learning
2. Assessment of the effectiveness of Computer-Assisted and Web-Enhanced Language Learning
3. Learners' Appreciation and Assessment of ICT-exploitation in Language Learning
4. Learner strategies in CALL
5. Pedagogical and didactic constraints on CALL
6. Computer-Assisted Proficiency Testing
7. New human-machine interfaces?

In addition, an exhibition and software show will be part of the conference. For further information please check the EUROCALL website at <http://www.eurocall.org> or the conference website at <http://www.kun.nl/eurocall/>.

PRACTICAL APPLICATIONS IN LANGUAGE CORPORA

PALC 2001

University of Lodz, Lodz, Poland

September 7 – 9, 2001

Please note that there still are a limited number of slots available for papers in some sections. Abstracts should be sent to the Organising Committee by no later than 22 June, 2001

AIMS

Following the success of both PALC '97 and PALC '99, the Department of English Language at Lodz University plans to hold the 3rd international conference devoted to PRACTICAL APPLICATIONS IN LANGUAGE CORPORA. The general topic of the conference is the relationship between language corpora and their uses in a range of language and linguistic fields. Our aim is to provide a forum for practical exemplifications of language corpora (written and spoken) in action and a forum for fruitful interaction between scholars. Hopefully, such a conference will act as a stimulus to teaching, and to scholarly and critical research.

DATES

The conference will be held over 3 days, 7 to 9 September 2001 (arrival day 6 September) at the Lodz University Conference Centre.

PLENARY SPEAKERS

The following scholars have accepted our invitation to address the conference as plenary speakers: Prof. Guy Aston – University of Bologna, Italy; Dr Michael Oakes – University of Sunderland, United Kingdom; Prof. John Osborne, University of Savoy, France; Prof. Wolfgang Teubert – University of Birmingham, United Kingdom.

PAPERS

The Abstracts Committee has now accepted over 30 papers for presentation. Presentations should last 45 minutes including demonstrations, questions and discussion. There will be parallel sessions at certain times on Friday, 7th and Saturday, 8th September. Sessions will start at 9 a.m. every day. Note that the official language of the conference will be English. Selected papers will be published by Peter Lang GmbH in a volume of the Lodz Studies in Language series.

REGISTRATION FORM

Participants are kindly requested to fill in and send back a registration form to PALC 2001 Organising Committee by no later than 15 July 2001 by email (corpora@kryisia.uni.lodz.pl) or fax (+48 42 639 02 20).

PALC 2001 ORGANISING COMMITTEE

Prof. dr hab. Barbara Lewandowska-Tomaszczyk, Dr Krzysztof Kredens, Dr Stanisław Roszkowski

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FURTHER INFORMATION

Relevant information will also be provided, as it becomes available, at the following URL: www.uni.lodz.pl/pelcra. For more information please contact the Organising Committee or one of the conference secretaries.

ELT ONLINE CONFERENCE

"ELT: EVOLUTION OF LEARNING AND TEACHING"

November 10-11, 2001

www.eltoc.com

The conference itself will be held entirely online, meaning presenters and delegates will take part from anywhere in the world. Presentations are given via live audio using the free WindowsMedia system plus pre-prepared visual materials using programs such as PowerPoint. Over the two days more than 40 presentations, keynote speeches and panel-discussions will be held, and over 200 delegates from around the world are expected to attend. All presentations will be archived, allowing for later viewing.

To give a presentation or to take part in the conference a regular PC with modem-speed Internet connection is necessary. To submit a paper or to read more about the event, please visit www.eltoc.com. Submission deadline for presentation proposals is August 17, 2001.

Eric Baber

eric@nll.co.uk

INTERNATIONAL CONFERENCE ON INFORMATION TECHNOLOGY, COMMUNICATIONS AND DEVELOPMENT

Kathmandu, Nepal

November 29-30, 2001

In the years since the development of the world wide web, an increasing number of people also in developing countries have been using information communication technology (ICT) to bring about change in their work methods and environment and to speed up the development process. Development organizations, NGOs, media houses, government agencies, schools and many individuals make use of ICT in one way or another. What are the results? What is the context between ICT and development? Is the www so powerful in development as many people think it is? Are the priorities of big development organizations right when it comes to using ICT or would the better money be spent on other projects? Can ICT really a make difference in the poorest parts of the world? What are the prerequisites to apply ICT in remote areas in Nepal, for example? What impact has ICT on society? Which are the lessons to be learnt and experiences to be shared? What policies are required, especially in developing countries, to facilitate the use and access to ICT? There are also questions regarding how global networking of like-minded people through the web can make a difference in policy advocacy and social equity. As the technology advances, the gap between the information haves and have-nots is widening. The digital divide becomes more and more apparent.

To highlight and discuss these issues, the Friedrich-Ebert-Stiftung (FES) in Nepal has planned this international conference. The main objective is to learn from one another and also to draw up recommendations for better policies and better projects that benefit people, particularly in developing countries. The conference will have five main topics for presentation and discussion:

- Information Communication Technology
- Communication, Media and Internet
- Using ICT in Development
- Web and society
- Policy and Legislation

We value inputs made available to the conference and invite papers and proposals for presentation. The conference will be attended by development and media practitioners as well as ICT experts from Nepal and other countries. Please send papers/proposals for presentations to alfred.diebold@fesnepal.org. Further information about the conference is available on the web at www.fesnepal.org

Paper/proposal submission deadline: September 30, 2001. Confirmation for presentation deadline: October 15, 2001. Full paper / presentation submission deadline: October 30, 2001.

Looking forward to your contributions.

Dr. Alfred Diebold

Resident Representative

Friedrich Ebert Stiftung

Nepal Office

Tel: +977 1 522526, 542406 Fax: +977 1 521101

Visit us at <http://www.fesnepal.org>

COMMUNITY INFORMATICS MINITRACK

<http://www.cis.njit.edu/~bieber/hicss02-cfp.html>

at the 35th Hawaii International Conference on Systems Sciences
(http://www.hicss.org/HICSS_35/apahome35.htm)

Hilton Waikoloa Village, Kona, Hawaii

January 7-10, 2002

General topics: Community Informatics and Virtual Communities

Extended Deadline for Submissions: June 19, 2001

(Virtual) Community Informatics

This mini-track provides one of the key international platforms relating to issues concerned with community informatics (CI), the study of the application of Information and Communications Technologies (ICT) to the social, economic, political or cultural goals of communities. We take a wide view of community informatics so as to include relevance to developing as well as developed countries and rural as well as urban communities. As such CI is a technology strategy or discipline which links economic and social development efforts at the community level with emerging opportunities in numerous business, societal and personal domains. There is a considerable interest in linking CI with the remarkably parallel processes of "virtual" communities. The dialogue between those with an interest in "geo-communities" and those concerned with "virtual communities" proved to be an exceptionally rich one at HICSS-34 and it is proposed to extend and deepen that dialogue at HICSS-35.

For further information, see http://www.hicss.org/HICSS_35/apahome35.htm

Minitrack Chairs:

Roger Harris, Universiti Malaysia Sarawak, Roger@fit.unimas.my

Doug Vogel, City University of Hong Kong, isdoug@is.cityu.edu.hk

Michael Bieber, New Jersey Institute of Technology, bieber@njit.edu

Wal Taylor, Central Queensland University, w.taylor@cqu.edu.au

Michael Gurstein, Technical University of British Columbia, gurstein@techbc.ca

UNTELE 2002

USE OF NEW TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

Compiègne, France

March 28-30, 2002

The University of Technology of Compiègne is organising its 4th conference on the Use of New Technologies in Foreign Language Teaching (UNTELE 2002) 28-30 March 2002. The principal theme of the up-coming conference: From tool to content or from content to tool in foreign language teaching and learning: which pedagogical rationale to adopt?

The fourth Compiègne conference on the Use of New Technologies in Foreign Language Teaching has as its main theme: - The criteria used in creating computer-mediated language learning tasks. Does the tool shape our conception of task creation, or does the tool bring indispensable solutions to pedagogical needs? Do these tools correspond to the needs of language teachers? Does the tool enhance language learning? What is the state of research in this field? What are the pedagogical practices?

For further details please consult the web site <http://www.utc.fr/~untele> and/or send message to untele@utc.fr

Abdi Kazeroni

On behalf of the organizing committee

BRIDGING THE DIVIDE : STRATEGIES FOR CHANGE

Dubai, United Arab Emirates,

April 7-9, 2002

In a period of accelerating change, countries, developed and developing, face the challenge of responding to change in the way they work and the demands placed on their work-force.

The Higher Colleges of Technology and the International Vocational Education and Training Association will be holding an international conference under the heading of "Bridging the Divide : Strategies for Change" from 7 to 9 April, 2002 in one of the world's most rapidly developing cities and country, Dubai in the United Arab Emirates.

This is the third international conference to focus on aspects of the role of technological education in national development (TEND 2002). The call for papers is now open and proposals that address the themes and sub themes of this conference are welcomed.

The Keynote speaker for the conference is Mark David Milliron, President and CEO, League for Innovation in the Community College. Dr. Shirley Waterhouse, Director of Educational Technology, Embry-Riddle Aeronautical University will deliver the theme address.

For more information visit the IVETA - TEND 2002 website. <http://crm.hct.ac.ae/tend2002>

CULTURAL ATTITUDES TOWARDS TECHNOLOGY AND COMMUNICATION

(CATaC'02)

12-15 July 2002

Montreal, Quebec, Canada

<http://www.it.murdoch.edu.au/~sudweeks/catac02/>

Conference theme: The Net(s) of Power: Language, Culture and Technology

This biennial conference series aims to provide an international forum for the presentation and discussion of cutting-edge research on how diverse cultural attitudes shape the implementation and use of information and communication technologies (ICT). "Cultural attitudes" here includes cultural values and communicative preferences that may be embedded in both the content and form of ICT - thus threatening to make ICT less the agent of a promised democratic global village and more an agent of cultural homogenisation and imperialism. The conference series brings together scholars from around the globe who provide diverse perspectives, both in terms of the specific culture(s) they highlight in their presentations and discussions, and in terms of the discipline(s) through which they approach the conference theme.

Original full papers (especially those which connect theoretical frameworks with specific examples of cultural values, practices, etc.) and short papers (e.g. describing current research projects and preliminary results) are invited. Papers should articulate the connections between specific cultural values as well as current and/or possible future communicative practices involving information and communication technologies. We seek papers which, taken together, will help readers, researchers, and practitioners of computer-mediated communication - especially in the service of "electronic democracy" - better understand the role of diverse cultural attitudes as hindering and/or furthering the implementation of global computer communications systems.

Topics of particular interest include but are not limited to:

- Impact of information and communication technologies on local and indigenous languages and cultures.
- Politics of the electronic global village in democratising or preserving hierarchy.
- Communicative attitudes and practices in industrialised and industrialising countries.

- Role of gender in cultural expectations regarding appropriate communicative behaviours.
- Ethical issues related to information and communication technologies, and the impact on culture and communication behaviours.
- Issues of social justice raised by the dual problems of "the digital divide" and "computer-mediated colonisation," including theoretical and practical ways of overcoming these problems.

All submissions will be peer reviewed by an international panel of scholars and researchers. There will be the opportunity for selected papers to appear in special issues of journals and a book. Papers in previous conferences have appeared in, for example, the Electronic Journal of Communication/La Revue Electronique de Communication, AI and Society Journal, Javnost-The Public, and New Media and Society. A book, Culture, Technology, Communication: towards an Intercultural Global Village, edited by Charles Ess with Fay Sudweeks, SUNY Press, New York, is due for release in July 2001.

Initial submissions are to be emailed to catac@it.murdoch.edu.au as an attachment (Word, HTML, PDF). Submission of a paper implies that it has not been submitted or published elsewhere. At least one author of each accepted paper is expected to present the paper at the conference.

Important Dates

Full papers: 15 March 2002, Short papers: 29 March 2002, Notification of acceptance: 5 April 2002, Final formatted papers: 26 April 2002

VENUE The venue is Montreal, Quebec.

CONFERENCE CO-CHAIRS: Charles Ess, Drury University, USA, ejcrec@lib.drury.edu, Fay Sudweeks, Murdoch University, Australia, catac@it.murdoch.edu.au

CONFERENCE VICE-CHAIR: Lorna Heaton, University of Montreal, Canada, lheaton@videotron.ca

SUBSCRIPTION INFORMATION AND CALL FOR SUBMISSIONS

"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

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 September 2001. Submission deadline for the next issue is August 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
- The Internet for ESP: practical discussions of Web-based activities/classroom ideas for the ESP environment
- Lesson plan: plans of lessons done in the Internet or using computers, set in the reality of the education system, detailing the procedure, technical requirements, skills needed by students and teacher, together with URLs used in the lesson and any worksheets/checklists students are asked to complete
- 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
- Software Review: reviews of current ELT software, with technical requirements, publisher's contact details, discussion of features, evaluation and recommendation
- 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, 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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