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EDITOR'S MESSAGE

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This is the new January issue of "Teaching English with Technology," a free quarterly electronic journal for teachers of English interested in using computer technology in their teaching. The Journal deals in particular with the Internet, communication tools, using language learning programs and other software, in relation to general English as well as English for Specific Purposes. Now, in January 2003, it will be a good idea to sum up the two years of the Journal's existence, recollecting the beginnings, as well as giving some idea on the development of TEwT in the second year.

"Teaching English with Technology, a Journal for Teachers of English" was started by a group of enthusiasts from IATEFL Poland Computer Special Interest Group. My idea to start publishing a Journal like that was supported by other SIG members during the IATEFL Poland National Conference in Cracow in 2000.

The first January issue mainly consisted of contributions written by the undersigned, as well as my fellow teachers and trainees. After the announcement about the Journal on the international discussion lists such as TESLCA-L and NETEACH-L I received as many as 150 messages from people willing to receive the Journal. Finally, the first issue was published on the Web at the same URL it is accessible today, namely at http://www.iatefl.org.pl/call/callnl.htm. The archive section of the Journal website ("Previous Issues") consists now of all previous eleven issues, available as .html websites, as well as downloadable .html and .pdf versions.

Due to my announcements on discussion lists, listing the Journal in Web directories and recommendations given by readers to their fellow teachers, the number of subscribers receiving the Journal as email attachment is now over 700, with more than 1,000 hits on the Journal website each month. So far, the Web version has been visited over 25,000 times, which is definitely a substantial proof of its popularity.

It needs to be said at this point that during these two years and 12 issues of existence, there has not been a single penny involved in the making of the Journal. It is distributed entirely for free, all people make the work voluntarily, and the contributors are not commissioned nor paid for their submissions. This phenomenal existence would not have been possible without devotion and engagement of the people involved in the making of TEwT: Jozsef Horvath, the co-editor, giving me support and valuable input in the most difficult starting period; Maria

Jose Luzon de Marco, another co-editor, who started and built the Journal in the area of ESP; Guo Shesen, the co-editor, sharing the technical knowledge with readers; Wojciech Korput, the Journal webmaster, working hard to publish and maintain the Web version. At this moment, I would like to thank the above mentioned, as well as numerous Journal contributors and supporters, for their enormous help, as well as kindly request their assistance in the future.

The new issue, as always, is international in its character, with contributors from Spain, the United Arab Emirates, Poland, Malaysia, and broad in scope, covering such areas as evaluating Internet resources for ESP ("Defining Effectiveness for Business and Computer English Electronic Resources" by Alejandro Curado); customizing standard office applications for language learning ("Teaching an Old Dog New Tricks: Effective Use of the Word Processor in ESL Classrooms" by David Hughes); managing learning with specialized management systems ("Using a Coursework Management System in Language Teaching" by Abdullah Mohd Zin, Saadiyah Darus, Md. Jan Nordin And Abd Malik Md Yusoff), authoring tools online ("Making Web-Based Quizzes in an Instant" by Jarek Krajka); Internet activities ("Web-Based Simulations for ESP" by Maria Jose Luzon Marco); and, as usual, ready-made lesson plans for the classroom ("Online Dictionaries" by Marcin Jonik and "The System of Education in Great Britain, United States and Poland" by Jolanta Czarniakowska-Filipek).

It is hoped that the Journal readers will find it interesting to read the articles.

ARTICLES

DEFINING EFFECTIVENESS FOR BUSINESS AND COMPUTER ENGLISH ELECTRONIC RESOURCES

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Abstract

Information Technology (IT) often proves highly convenient and practical for language learning purposes. This paper analyzes how IT can be incorporated into the ESP (English for Specific Purposes) curriculum. In particular, IT resources are considered effective if positive evaluation of learners' language command follows. First, IT resources should fit the language framework of ESP, and secondly, electronic applications should be developed according to target learning conditions. The primary focus is thus placed on technology possibilities of serving specific learning factors.

INTRODUCTION

The application of Information Technology (IT) to Language Learning has produced a vast amount of resources during the past two decades. This merging began in the early 80s with the advent of the micro-computer and its popularity in educational settings by means of CALL or Computer Assisted Language Learning. In particular, the greatest increase in technological resources has occurred in English as a Foreign Language (EFL) and English for Specific Purposes (ESP), although there has been a wide coverage of all languages and domains from the scope of IT (e.g. LSP, Languages for Specific Purposes, and EAP, English for Academic Purposes). The IT developer should approach English courses and activities according to target learning situations. Such a task requires the use of technology to be placed at the service of learning factors and not the other way around, as Warschauer (2002) claims.

This paper analyzes the positive presence of IT in the ESP curriculum by examining two chief requirements of specific language learning: the key lexico-grammatical context, and the adaptation to the learner's needs in specific settings, e.g., those of Computer and Business English. We establish the two notions as criteria which would enable teachers to assess effectiveness of specific language learning tools in terms of communicative command. In this respect, the notion of effective electronic resource depends on useful language intake.

A representative combination of "language and content" should be prioritized in the ESP curriculum (Breedham and Bloor, 1989). Representativeness refers to the inclusion of both the specific language (lexico-grammar) and content (subjects and topics) that can possibly appear in a subject area. In the Business and Computer Science disciplines, for instance, some subjects, like Database Management and General Business, are common core, according to the study programs. We believe that IT applications are effective if target language and content demands are pinpointed and satisfied through the exploitation of such electronic resources.

THE LANGUAGE FRAMEWORK

Language variation plays a fundamental part according to our ESP research (Curado, 2001). Linguistic diversity occurs in specific domains (e.g., Business and Computer Science) when two forces (centrifugal and centripetal) occur. The first one is based on linguistic common coreness, i.e., a given set of lexico-grammatical features is identified as recurrent across different disciplines (i.e., across various textual samples of the subject areas). In the common core approach, semi-technical constructions constitute the target language. For example, "data analysis", "gather + data", "market sales", "new information technologies", and so forth, are typical in texts handled for the shared context of business and computing, which includes the subjects: Database Management, General Business, Perspectives on Management, Marketing Techniques, Information Ethics, Management Information Systems, and Statistics. In contrast, the centripetal type of force leads to the categorization of key lexis according to topic divisions. An example would be the topic of on-line tax preparation software in Business and Computer Science, where lexical items such as "accounting systems" and "prior tax returns" uphold a technical measure as fixed compounds.

Language varies as technology evolves and changes. According to this notion, linguistic input depends on the type of content selected (i.e., if the material is updated and representative of the Business and Computer Science subjects mentioned above). In this scope, the variation factor is regarded as a basic assessment strategy to evaluate "useful linguistic material" (Curado, 2002). In our language framework, four main indicators serve to pinpoint lexico-grammatical priorities in the ESP setting: lexical density, collocation, semantic prosody, and register. By examining their value for specific language learning, we should be able to establish their importance in the integration of electronic resources.

The four indicators or variables serve as lexico-grammatical reference in our setting to measure linguistic production. Lexical density refers to the learner's word knowledge being acquired for specific purposes. Thus, given a restricted domain such as the common-core area where Business and Computer Science meet, an estimated 2,000-item vocabulary knowledge is highly functional for academic and professional aims (e.g., to understand lectures or communicate in a business meeting). Our analysis agrees with previous research (e.g., Flowerdew, 1993).

Lexical behavior can be best described by "word position" (Ooi, 1998), i.e., how words combine according to the explicit contextual features influencing them. The notion, called collocation, significantly describes restricted domains; as a result, "collocational frameworks", as Luzón de Marco (2000) calls them, must take a chief part in the evaluation of ESP electronic resources. Through their appropriate exploitation in context, collocations can yield remarkable learning input. A similar linguistic development is produced with the concept of semantic prosody, which stretches out the notion of collocation by referring to the

"connotation of certain lexical items" in particular contexts (Sinclair, 1996). An example would be the semi-technical construction "provide" + "access to", followed by the idea of digital or electronic resources in our domain (e.g., "can provide access to these new technology resources").

The importance of the fourth indicator, register, derives from the communicative purposes to which the specific lexico-grammatical elements are put. Thus, language can substantially vary according to the register employed. For instance, when writing in electronic forums, Business Science students may discuss specific topics in an informal manner (expressions like "gonna be," "it's fine," "OK," "good," "so you see," and so forth, are typical), while the same topics can be presented by conference speeches in an academic tenor (some characteristic constructions, in this case, are "as seen above," "it was argued that," "I am of the view that," "it is important to," etc). In the use of IT resources for ESP development, these register distinctions should be considered. In fact, language and content cannot be treated separately, and the aspects of lexical density, collocation, semantic prosody, and register (field, mode, tenor) should be ever present.

ADAPTING TO SPECIFIC LEARNERS' NEEDS

As Warschauer (1996) observes, different "communicative exchanges" take place in the learning setting; thus, IT resources adapt to these communicative shifts. The use of a more formal (academic) tone in the genre of conference papers vs. a more informal mode in electronic discussions (e.g., newsgroups), mentioned above, is an example of linguistic variation being accounted for. In this respect, a learner aiming to satisfy academic goals such as the successful comprehension of lectures should be able to find suitable electronic material that provides adequate exploitation in this direction. In contrast, a Business student concerned with producing effective output for business meetings should be allowed direct access to appropriate conversational input. In the consideration of electronic resources, such premises should be central so that communicative effectiveness can be aimed through self-access and group work.

The notion of effectiveness in the use of electronic resources refers to the actual profit from these devices as communicative aid. An example of how the new technologies are helping learners with their language tasks is demonstrated in our courses every year. The fact that an increase in 87% of students in our ESP courses has accessed and exploited electronic resources during the 2001/02 academic year, provides ample evidence (in contrast with only 3% in 1997/98). In surveys and personal interviews learners claim that, indeed, the use of electronic material facilitates communicative skills for academic purposes. For example, integrating software and Internet possibilities through the application of PowerPoint to oral presentations in class is highly favored, while multimedia programs and CDs are used less for this type of task (12%).

IT resources should therefore guarantee the instrumentalization of the language selected to achieve specific aims, such as filling in an information catalogue, or creating tables from data transfer. These activities should be integrated as part of the overall communicative work with the four macro-skills (reading, writing, listening, and speaking) in academic and professional tasks (e.g., giving oral presentations on a specialized topic, or writing reviews of business technology products). In this scope, we must strive to reproduce authentic and updated language in our setting by working directly with real examples from language use. Secondly,

and equally important, meaning should be negotiated from different samples of use, and activities should be designed with specific academic and professional purposes in mind.

EFFECTIVE ESP RESOURCES

In this section, the main language + content characteristics of IT resources for effective ESP learning are identified at the planes of oral and written discourse. In the approach, the type of electronic facility sought should correspond to a model of linguistic activity that exploits the appropriate "chunks" of lexico-grammar in delimited situations. These contextual segments must derive from the analysis of common core and categorized language in specified subject fields (e.g., computer technology for business management).

In addition, needs and demands in the learning scenario should enable the identification of suitable exercise types. An example of academic demand is a lecture, which, in our context, can vary from a short (2-3 minute) explanation of a concept or issue in business technology, to 15-minute descriptions of technical developments for firms. These oral deliveries may be freely accessed through different web pages (e.g., the Brookings institute, http://www.brookings.edu/comm/clips/archive.htm), providing learners with the challenge of understanding the topic unfolded. One possibility, according to the notion of effectiveness defined, would be the follow-up of the lecture by means of key (topic-based) lexical clues. These should specify main and secondary ideas (pointing to themes and rhemes in the discourse). The purpose of the activity is for learners to acquire the necessary command of the linguistic units in context. Two follow-up exercises after listening to the lecture could be to have students re-organize the scrambled parts of the lecture, and to allow them to select the vocabulary that was mentioned from a list of random items (Figure 1).

SELECT LEXICAL ITEMS THAT ARE MENTIONED

Investors	Market	Policy	Trade	Globalization	Partners	To Be at the Bottom
White House	Research	Market Reaction	Swing	Bankkruptcy	Gains	Indebted Countries

Figure 1: Lexical exercise based on short electronic lecture about technology marketing

By focusing on genre-based information, learners can distinguish registers. In particular, electronic resources such as the Brookings institute mentioned above, and others that enable video downloading, e.g. Business Week online video reviews (www.businessweek.com/index.html), can provide learners with free samples of oral genres for academic and professional purposes, e.g., lectures and interviews. It is thus important to challenge students with tasks that require them to contrast this genre-based content. An example would be to analyze parts of the oral discourse, as is done in Figure 2. The main purpose of activities like this is to point out genre-based similarities and/or differences between a more academic tenor and a less formal manner of presenting business-related topics.

Figure 2: Task to distinguish oral genre features online

Electronic oral resources offer ESP instructors numerous possibilities for exploitation through a diversity of exercise types. As can be observed, lexical constructions can be classified according to their context of use, be it a monologue or dialogue discussing similar topics in business technology. For intermediate and advanced students, the focus on distinguishing concepts and notions in the oral deliveries is beneficial, above all, if done as visually as possible (e.g., by means of graphics included in the presentation, or pieces of news presenting visual data). In addition, the assistance of transcripts tends to be positive for lower level learners, whose simultaneous work with the oral and written text leads to exploiting listening and reading skills. Figure 3 provides an example in the area of Telecommunications technology descriptions for EST (English for Science and Technology: http://www.kjist.ac.kr/~slic/est/e_textbooks.html).

Chapter 1: Part A - Listening, Reading, Grammatical Structures and English Conversation Exercises

Click here to listen to the course instructor's instructions about how to use the etextbooks.

EST Text 1A: "A Smarter Power Grid" - Peter Fairle, *Technology Review*, MIT, http://www.technologyreview.com

In order to listen to the course instructor read the text, click here to complete the Listening Exercise.
(students will need a sound card and Quick Time, or Real Audio, or any other audio software from MS installed in the computer)

Click on a ..\pdf-tetransfer/smartpowgrid.pdf**Smarter** **Power Grid** and use Adobe Acrobat Reader to read the article.

Figure 3: Example of EST lecture based on an e-textbook

The website in Figure 3 presents textbook language, in contrast with the resources mentioned for Figure 1 and 2, where authentic oral discourse is produced. Figure 3 thus integrates both oral and written modes at a lower level of language learning, affording technical and semi-technical vocabulary exploitation by means of exercises based on a specific topic, "Power Grids", in Engineering studies. A direction to a clear subject-area is also provided (i.e.,

technology for Engineering studies) at a beginner's ESP level, where "textbook readings and information decoding" tend to be favored (Curado, 2001).

Finally, at an intermediate stage, another example of effective electronic resource for ESP is examined in the case of a growing written genre, the electronic discussion. This is primarily considered an academic text type, dealing with specific topics across university-related disciplines. The discussion provided by newsgroups and mailing lists can thus be identified as a new electronic genre, where conversational writing tends to "combine with academic discourse" (Curado, 2002). A forum created for learners' attempts at this type of written text, such as Ruth Vilmi's website (http://www.ruthvilmi.net/hut/Current/iwe.php), can provide the suitable conditions for writing about business technology and computers for the office, as Figure 4 shows. The illustration suggests learners' instrumental communication, fostered by their motivation to be a part of an international community where students can reply to each other regarding a subject area. Likewise, their language command can be demonstrated in this type of facility.

Figure 4: Ruth Vilmi's academic writing forum on the Internet,
http://www.geocities.com/alejandro32usa/Doc1.doc.

EVALUATING EFFECTIVE USE OF ELECTRONIC RESOURCES

To assess whether effective use of electronic resources is made, evaluation of learners' communicative tasks is conducted in class or in a self-access mode. In the case of oral tasks, for instance, students downloaded and viewed videos such as lectures and interviews. After they have exploited the contents by means of written exercises (e.g., Figure 1 and 2), learners are asked to produce either summaries (of monologues) or simulations (of interviews) in which material preparation and specific language are evaluated. The instructor's attention is thus placed on the activation of specific vocabulary and phrases related to the subject content (e.g., Figure 1). In addition, adaptation to contextual variables, such as formal greetings and introductions in the interviews, is checked. Regarding textbook reading comprehension effectiveness (e.g., Figure 3), in contrast, the main assessment is carried out on content summarization skills.

In the evaluation of effectiveness for written tasks, such as Figure 4, the process involves a self-access approach by which learners first submit their writing by e-mail to the instructor. They are then in charge of highlighting language mistakes for subsequent revision. The reviewing process can take place either individually or in pairs in a peer review mode. In the second draft, mistakes are highlighted again, but effective expressions are also included by underlining (Figure 5). The learners are thus left to decide whether they should need to make any other changes before they post the written document on the electronic forum. At the same time, they are made aware of their lexico-grammatical strengths (in Figure 5, underlined constructions based on collocational feedback from Business and Computer English).

Figure 5: Evaluating lexico-grammatical use in electronic discussions,
http://www.geocities.com/alejandro32usa/Doc1.doc

CONCLUSIONS

This paper has examined the notion of effectiveness for IT resources integration in the ESP curriculum. Selection of fitting electronic media is done by previously valuing whether particular Business and Computer English demands are met in term of key language and

content. In addition, the demands and levels of ESP learners are considered upon selection of the appropriate academic and professional text types or genres. Distinction is thus made concerning the stage of communicative competence agreed upon for each year of studies. In this respect, resources providing exploitation at both oral and written discourse planes are considered, and attention is placed on degree of complexity. In terms of communicative events and aims, learners' oral and written output is assessed after they have used the IT facilities. These are valued as effective if performance turns out to be a positive experience for both teacher and student (in sum, if good marks are achieved). Objective evaluation criteria are mainly based on the production of fitting lexico-grammatical items in the domains.

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INTERNET LESSON PLANS

ZODIAC SIGNS ONLINE

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Level: Post-elementary / Pre-intermediate

Time: 2 x 45 minutes

Aims:

- To make students aware of the Internet learning facilities
- To present techniques of finding lexical items, their definitions, translations, and pronunciations
- To introduce new vocabulary (contextualised by visual vocabulary transparencies and lyrics)

Technical requirements: One computer per student or two students, with the Internet connection

Other resources used: Overhead projector, CD player, websites

Knowledge: Students should be skilled at typing the URLs and using search engines

Possible problems:

Some sites may take a long time to open. It may take especially long to access pronunciations. Teacher should control and facilitate searching. Pre-intermediate students are very likely to have difficulty in understanding technical instructions in English; thus Polish is preferable at some stages of the lesson.

Procedure:

Pre-stage (offline)

1. Teacher asks students to play a game of 'hangman' with the following lexical items, e.g.

A _ _ _ _ _ _ s

S _ _ _ _ _ _ _ _ s

Note! This vocabulary has been selected purposefully. For practical reasons, students are not supposed to be familiar with these words and so unable to guess the answers. It is intended to cause pronunciation problems too.

The rules of 'hangman' get somewhat distorted here. Namely, students are only allowed to give up to 3 letters which would fit the items. Then they are asked to have guesses. At this 'guessing stage' they are limited to the items of the kind, e.g.

A _ ua _ i _ s

S _ _ i _ _ a _ ius

Given these, students are assumed to be unable to decipher the items in question, which marks the starting point of the online stage.

While-stage (online)

2. Teacher asks students to enter websites with vocabulary items search engines. He suggests URLs such as:

www.itools.com   www.onelook.com   www.wordsmyth.net http://nhd.heinle.com

Students are asked to look for the lexical items they were not able to guess by typing the following in the search engines:

A?ua?i?s

S??i??a?ius

They receive the words "Aquarius" and "Sagittarius."

Note! Students at such a low level of the English language command are not expected to know the Polish equivalents of the two words.

3. Students are asked to look for the translations of "Aquarius" and "Sagittarius" at the following websites:

http://www.translate.pl   http://www.slownik.angielski.edu.pl

3. Teacher explains that a crucial advantage of the online dictionaries over traditional book dictionaries lies in learning pronunciation. Therefore, he demonstrates how the words "Aquarius" and "Sagittarius" are pronounced by asking students to enter the following URLs:

(for American English)   http://www.m-w.com (for British English)

Students can listen to the pronunciations of "Aquarius" and "Sagittarius" by pressing the relevant icons and so they get pronunciation models

5. In order to give students more practice teacher displays a visual vocabulary transparency with the other zodiac signs. Students are expected to match the vocabulary box (zodiac signs) with the relevant symbols and dates. While checking the exercise pronunciation can be demonstrated.

Note! Teacher can point out to some other features of online dictionaries, such as illustrations, etymologies, tables, etc. To give students an example of what additional features they can find with online dictionaries, teacher can print and distribute the zodiac signs table which can be found at: http://www.m-w.com/mw/table/zodiac.htm

6. For more practice, teacher can write the following sentences on the blackboard and ask students to complete them individually:

> My zodiac sign is …………………
>
> I think that people born under this sign of the zodiac are usually ………………………………
>
> However, they also tend to be……………………

Students are expected to complete the sentences so as to make them true of themselves. They can be requested to read the sentences out loud after completion, or alternatively, exchange this information orally in pairs. If needed, students should be encouraged to search for unknown 'personality adjectives' with online dictionaries. Teacher must point out that positive as well as negative features ought to be taken into consideration. Students may also be prompted to take advantage of the following website: http://www.astrology-online.com/persn.htm; where traditional personality traits for particular zodiac signs are provided, alongside general profiles and the like.

7. Teacher hands out copies of the following lyrics:

RIGHTEOUS BROTHERS

(Unchained melody)

Whoa, my love, my d _ rl _ _ _	darling
I h _ ng _ _ for your touch	
Alone, lonely time	hunger
And time goes by so s _ ow _ y	
And time can do so much	slowly
Are you s _ i _ l mine?	
I need your love, I need your love	still
God s _ e _ d your love to me	
L _ n _ _ y rivers flow to the sea, to the sea	speed
To the open arms of the sea	
Lonely rivers s _ _ h, wait for me, wait for me	
I'll be c _ m _ n _ home, wait for me	
(lines repeated)	

lonely

sigh

coming

Students are supposed to complete the missing words. They can use online dictionaries search engines (the same that they used to decode "Sagittarius" and "Aquarius") for help. Then the song is played for students to listen and check their answers.

7. The teacher can pick out several words (such as "darling," "flow," "sigh," "hunger for something") and ask students to find out what they mean.

Then, students may be asked to do the following exercise, the copies of which teacher distributes among students or displays by means of an overhead projector:

Replace the underlined phrases with synonymous expressions:

1. You look absolutely beautiful, my love.

   You look absolutely beautiful, my **d**_____ .

2. She breathed deeply with emotion when he touched her.

   She **s**_____ with emotion when he touched her.

3. "I have a great appetite for icecream", he said.

   "I **h**_____ for icecream", he said.

4. The tears were running down his cheeks.

The tears were **f**_____ down his cheeks.

Post-stage (offline)

8. Teacher asks students to translate the lyrics.

THE SYSTEM OF EDUCATION

IN GREAT BRITAIN, UNITED STATES AND POLAND

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LEVEL: intermediate and above

TIME: 180 minutes (four lessons: a session of two lessons with a computer and two lessons for presentations)

AIMS:

- to learn basic facts about the systems of education in Great Britain, United States

- to be able to compare the two systems with the Polish system of education

- to learn and practice vocabulary connected with education

- to practice searching for information on the Web

TECHNICAL REQUIREMENTS: one computer per student or a group of 2-3 students, with the Internet connection and a Web browser

PREPARATION

- Prepare a list of websites on education in Britain, USA and Poland.

http://elt.britcoun.org.pl

http://www.ed.gov/NLE/USNEI/us/structure-us.html

http://news.bbc.co.uk/1/hi/education/uk_systems

http://www.vidaamericana.com/english/education.html

http://www.oecth.com/usa/american_education_system.htm

- Check the websites (how informative they are, what is the level of the language used, etc.)

- Prepare some exercises (crossword, vocabulary exercises) checking the students' knowledge of some basic vocabulary connected with education, schools, students, exams and give them to students as their homework before the lesson on education.

- Prepare a worksheet for the lesson and copy it for each student.

PROCEDURE

Devote the first two lessons to vocabulary work and searching the Web and do the presentation session on the next lesson available. Students should then go through their notes before the lesson. After presenting the English and American systems, ask your students to fill in the third column of the chart about the Polish system at home. The fourth lesson should be focused on comparing the three systems.

<u>Lesson 1-2</u>

I. Pre-stage (15 minutes)

1. Check the homework, explain any difficult words.

2. Try this crossword: http://batory.plo.lublin.pl/~jkrajka/tewt/crossword.doc

3. Match the following types of educational organisations to the sort of person who might attend them:

a co-educational school	a 20-year old who wants to be a lawyer
a primary school	a 3-year-old
a nursery school	a 15-year-old whose parents pay for his/her education
a university	a 17-year-old who hopes to go on to higher education
a public school	boys and girls
a sixth-form college	a 9-year-old

4. Match the words to the definitions:

play truant	study really hard
take an exam	finish university with a great success
cram for end-of-term exams	get money from the government
do homework every week	have a one-to-one talk with your lecturer

attend a lecture	listen carefully to a teacher
take a degree	not go to school and you are not ill
pay attention	write an exam or be tested orally
call the register	do exercises at home assigned by your teacher
get a grant	get MA or MSc
graduate with honours in Chemistry	check who is present at school
have a weekly tutorial	listen to a talk by a professor on a given subject

5. Elicit from the students what they know about education in England or USA. Ask also to mention a few famous schools or universities in Great Britain and the States. You may want to ask questions like:

- Is the British educational system similar to the Polish one? How different do you think it is?

- What levels of education are there?

- What is the school-starting age in England and America?

- What subjects do you think are taught in English and American schools?

II. While-stage (75 minutes):

1. Divide the students into two groups and assign the tasks to them. Send the students to the sites http://elt.britcoun.org.pl (Great Britain) and http://www.ed.gov/NLE/USNEI/us/structure-us.html (USA) to find answers to the questions on their worksheets. Remind them to make some notes.

The system of education in Great Britain, United States and Poland

	Great Britain	United States	Poland
1. Is the education system the same in the whole country?			
2. Are the schools fee-paying?			
3. At what age is education compulsory?			
4. What are the levels of education?			
5. Is there any national curriculum?			
6. At what age must			

students take exams and what are they called?			
7. How many universities are there? Which are the most famous ones?			
8. How long are the degree courses?			
9. How is a school year organised? (terms, holidays etc.)			

-

Lesson 3

1. Encourage everybody to share with others what they have found about the two systems: first the group working on the British system, then the American one. Ask the following questions:

> 1. Is the education system the same in the whole country?
>
> 2. Do people have to pay for education?
>
> 3. When do children start and leave school?
>
> 4. What are the levels of education? Can you draw the diagram on the blackboard?
>
> 5. Is there any national curriculum? What subjects are taught at every school?
>
> 6. At what age must students take exams and what are they called?
>
> 7. How many universities are there? Which are the most famous ones? What do they specialise in?
>
> 8. How long are the degree courses?
>
> 9. How is a school year organised? (terms, holidays etc.)

Clarify any doubts, explain difficulties etc.

2. Set the homework: Find out about the Polish system of education and complete the third column of the chart. You can send your students to http://elt.britcoun.org.pl where they can find some information about it.

Lesson 4

1. Ask questions about the Polish system of education.

2. Lead the discussion comparing the three systems. You may want to ask questions like:

> - Which of these systems do you find most effective? Why?

- What is the best age to start school?

- What would you borrow from British and American systems? Why?

- How is the curriculum different in these three countries?

- Which of these systems would you like to be a student in? Why?

3. As a follow-up, ask volunteer students to design and make a poster showing the three systems of education to be put on the wall in your classroom.

THE INTERNET AND ESP

WEB-BASED SIMULATIONS FOR ESP

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Simulations are goal-oriented activities in which students use language to perform authentic relevant tasks in a rich communicative environment. This is a useful activity for ESP students, since it requires students to produce language in similar contexts and conditions to the ones in which they will need to use English in real life.

Simulations have been widely accepted as a suitable activity for ESP (see the volume edited by Crookall and Oxford (1990), where some of the papers deal with the use of simulations in ESP). They increase students' motivation and involvement by helping students perceive the activities in the language classroom as relevant and related to their real communication needs. When taking part in simulations students learn by doing and they can see the results of their actions. Learners can, therefore, practice language in a realistic safe environment, which reduces their anxiety. In addition, simulations help ESP students develop skills that will be of great importance in their future: critical thinking skills, problem solving and decision taking skills, team working skills, social skills.

The Internet offers new and promising possibilities which enhance the benefits of using simulations for teaching ESP:

> 1. the Internet can be used as a tool to enable genuine communication between the students taking part in the simulation;
>
> 2. it can provide a context closely resembling real-life;
>
> 3. it allows access to a great amount of discipline-related and up-to-date resources to carry out the simulation. The hypertext capabilities of the Internet also enable teachers to select the appropriate resources and incorporate them, by means of links, into the simulation activity;
>
> 4. the Internet makes it possible to carry out simulations without time or space constraints. In contrast with oral interaction, in an asynchronous Internet exchange students have time to reflect on their own use of language.

Simulations vary in length, complexity, and number of participants. While some simulation tasks are designed for individual students, most involve collaborative learning. One type of online simulation involves the use of Computer-Mediated Communication (CMC) to connect several separate (groups of) students, in the same classroom or in different places, who collaborate in performing a task. Each student or group of students plays a role in the simulated world and has to engage in genuine communication with the other students taking part in the simulation. This is an activity which can be used with business students to practice real business correspondence. Student pairs (or teams) can be assigned different roles, such as customers and suppliers, and they can be asked to exchange simulated business letters through e-mail. E-mail also enables international simulations where groups of students in different universities are assigned a role within the simulation. An example is the project ICONS (The International Communication and Negotiation Simulations) (http://www.arts.cuhk.edu.hk/~cmc/research/summary.html), where student teams represented their own countries and negotiated solutions to global problems with teams from other countries. Other similar simulation projects are described by Feldman (1995) and Mak and Crookall (1995).

There are other simulations where the computer is not used as a tool to communicate with others, but rather to get the information students will need to play their role in the simulation. The Internet allows students to access authentic documents and find up-to-date information on a variety of topics. Simulations of this type can be found in the site *Decisions, Decisions Online* (http://www.tomsnyder.com/ddonline/). Students role-play legislators faced with a critical situation, which stimulates discussion about controversial social issues.

In some cases the computer only provides the context for the simulation. This is the case of activities based on the decision maze format: a situation is presented and the student is offered a series of options. Each option has consequences (a new situation or problem), which result in new options to choose from. An example of this type of activity is "Business meetings", (http://www.celt.stir.ac.uk/staff/HIGDOX/VALLANCE/Diss/FP1.HTM) by M. Vallance. The context is a meeting where students have to play the role of members of the construction project team of a hotel and discuss the decoration of the hotel with the other three members of the team.

There are also simulations where a software program has been used to create a virtual world so that students can perform simulated activities related to their disciplines. The task that students have to perform usually involves modifying variables to observe the consequences of their actions. The *InvestSmart Stock Game* (http://library.advanced.org/10326/market_simulation/) belongs to this category. This is an Internet simulation where students have to decide how to invest 100,000 virtual dollars using real stock and mutual fund delayed quotes from the major US exchanges. A simulation which could be used with engineering students is *Spacecraft Design* (http://stardust.jpl.nasa.gov/classroom/jason/d2.html). Students are asked to adapt an existing spacecraft to protect the Space Station from orbital debris.

As simulations are complex activities, there are some aspects that should be taken into account for a simulation to be successful. The first step when constructing a simulated environment for ESP is to decide the skills and type of language that students need to practice and to set a goal for the simulation which enables students to practice these skills and language. The learning environment must provide a meaningful context related to the

students' discipline, and it must also provide all the communication tools and online resources that the students will need to perform the activities involved in the simulation.

Before beginning to work with the computer, it is important to do some off-line preparation. The goal of the task, the process the students have to follow to complete it, and the expected outcome should be clearly stated. Students need to be made aware that they have to adopt the role they have been assigned and act accordingly. It is also advisable to pre-teach the language (structures, functions, vocabulary, register) students will need when carrying out the simulation.

During the simulation students need appropriate feedback and scaffolding. For instance, they may be given WWW links where they can look for specific language information (e.g. the format of inquiry letters in a business negotiation simulation). Students can also be asked to turn in copies of their work before the end of the activity so that the teacher can monitor their progress.

After the simulation it is important to devote some time to evaluate whether the goal of the activity has been achieved. Students should also learn to evaluate their performance and to examine the problems they came across when using English to complete the task. This will help them to know what they have to improve in order to cope in a real situation. Students can be provided with a self-assessment form, where all the criteria for the evaluation are clearly stated. It is also advisable to do some follow-up exercises which help students practice the aspects where they found problems.

Examples of simulations:

- *The InvestSmart Stock Game*; http://library.advanced.org/10326/market_simulation/

- *Design Paradise*; http://library.thinkquest.org/2111/. A simulation game where the student is assigned the role of a CEO of a major development company. He/she must balance the need of industry, environment and population to create a stable economy.

- *Amazon Interactive: the Ecotourism Game*; http://www.eduweb.com/ecotourism/eco1.html. A simulation based on the decision maze format.

- *The EFL/ ESL Negotiation Module*; http://interneg.org/interneg/training/esl/module/.

More information on web-based simulations:

- *Educational telecomputing activities: Problem solving projects*;

http://www.ed.uiuc.edu/Mining/May95-TCT.html.

- *Simulations links*; http://www.sandiego.edu/~mruiz/simlinks.html.

- *Instructional simulations*; http://www.edb.utexas.edu/projects/mmdesign/fall96project/Why/real/sims.htm.

- *The SIMULAB concept*; http://oyt.oulu.fi/tsimulab/what.html.

More information on simulations in Languages for Specific Purposes:

- *La page pédagogique des Internautes*;
http://www.sandiego.edu/~mmagnin/PagePedagogique.html. See "The Building: a global simulation to teach language and culture"
(http://www.sandiego.edu/~mmagnin/simulation.html). The page also includes activities and links for the simulation "The Hotel". Although this is a simulation to teach French for Tourism or French for Business, it is a good example of the use of web-based simulations in Languages for Specific Purposes.

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A WORD FROM A TECHIE

TEACHING AN OLD DOG NEW TRICKS:

EFFECTIVE USE OF THE WORD PROCESSOR IN ESL CLASSROOMS

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INTRODUCTION

In many English Language programs around the world there is a push to use computers in the classroom. At times, the task can seem overwhelming. But many institutions do not provide adequate ongoing IT training. As a means to remedy this lack of training, this article will address the issue by describing some ways to use a software program that most teachers already know and therefore require little or no training: the word processor. Most teachers, and, increasingly, students, are very familiar and comfortable with word processing programs. This article explains some effective and motivating activities that use the word processor to improve students skills in spelling, vocabulary and grammar. Many, if not all, of the functions talked about in this article will be familiar to most readers.

BENEFITS OF USING WORD PROCESSING IN THE LANGUAGE CLASSROOM

There are several benefits that using the word processor has over traditional pen and paper activities. Students have a natural inclination towards using the computer. It has been my experience that if given a choice, most students would prefer to use a computer where they might have used paper and pencil. Additionally, the computer creates a different environment for students to engage in learning activities. This increases motivation and the amount of attention that learners give to a task.

There are also some benefits enabled by the capabilities of word processing software. For example, in the spelling activities described below students receive instant feedback via the spell checker. Additionally, once trained properly, students can perform tasks on the word processor many times faster that they would if they were working with paper. This increases the amount of practice they can get with some kinds of activities, such as the categorizing activity explained below.

Additionally, word processing programs have one strong advantage over network-based learning environments: they are very stable. Using word processors, one doesn't encounter system crashes, slow connection speed and disappearing websites.

COMPUTER TRAINING

Some of your students may not be adept at using the various functions of the word processor. Therefore, some training on the part of the teacher will be required in order for students to focus on the language activity rather than the technical aspect of the activity. Students need to have a sufficient level of computer familiarity so that they are focusing on *what* they are doing not *how* they are doing it. Teachers can do ad hoc training as the need arises or do an inclusive training session at the beginning of the term – with later mini reinforcement exercises completed before starting activities. This training, if done in the target language can give your students added listening practice.

Some students enter foreign language classrooms with no knowledge of word processors. In order for the activities in this article to be effective, students will need to have some basic word processing skills. These skills are listed below:

- highlighting text

- selecting text

- highlighting and dragging

- cutting/copying and pasting

- navigating a document using the scroll bar

- clicking on hypertext

In many of the activities described below, modeling is the best method of training students. After students become more comfortable with using the word processor as a learning tool instructions may be simplified or eliminated.

The following table gives an overview of which word processing functions can be used with each skill area:

Function area & skill	Cut and paste	Bookmark & hyperlink	Spell check	Find and replace (Ctrl+F)	Highlight and drag	Font color/style	Navigation keys (space bar)	Multiple windows	Inserting Clip Art
Grammar	+			+	+				
Vocabulary	+	+				+	+	+	+
Spelling			+				+		

Table 1. Word processing features that can be used with certain skill areas.

GRAMMAR ACTIVITIES

Word processing programs can be used to aid students in recognizing, noticing, and manipulating various aspects of grammar. Use of the cut-and-paste function can reinforce students grammar knowledge by giving them practice in placing grammar structures into categories such as "correct / incorrect" or "takes –ing / does not take –ing". The highlight–and-drag function can facilitate recognizing question formation or any other aspect of grammar where things seem to "move." Activities using the find-and-replace function can aid students in noticing grammatical suffixes and constructing sentences with correct subject-verb agreement.

Using Cut and Paste

Activity: Categorizing Non-Progressive Verbs

Level: Upper Intermediate

In a class focusing on verbs that do not take the progressive aspect students could be given a list of verbs that fit into one of the traditional non-progressive categories. This will help students to focus on these verbs and help them build up a working knowledge of this aspect of English grammar. Here is an example of what this kind of exercise might look like:

Instructions: Cut and paste the following non-progressive verbs into the appropriate column.

love	*care*	*consider*	*believe*	*guess*	*hope*	*know*
wonder	*desire*	*wish*	*hear*	*smell*	*taste*	*look*
matter	*own*	*possess*	*remember*	*understand*		

emotions	mental states	preferences	the senses	appearance	possession

In a variation of this type of activity students could place sentences or phrases into categories of correct/incorrect:

Instructions: Cut and paste the following sentences into their appropriate columns.

> *I am loving you.*
>
> *I am hearing you.*
>
> *I love you.*
>
> *I hear you.*

Correct	Incorrect

Note: In order to expedite the process of selecting text, students should be trained to use the triple-click function. By pressing the left button on the mouse quickly three times all the text is selected up to the next return. For example triple-clicking somewhere in the text of "*I am loving you.*" selects everything from the first letter "I" to the full stop.

Using Highlight and Drag

The "highlight and drag" function of a word processor allows users to move text without having to use the cut/copy and paste feature. To use this function, first highlight the text and then drag it to where you want it.

Activity: Question Formation

Level: Beginner

Question formation is something that students of all levels need practice with. Here is an example of an activity to get students practicing and recognizing questions that are formed by inversion

Instructions:

- Have students type in the following sentence:

The meal was delicious.

- Students highlight "*was.*"

- Students drag "*was*" to the front of the sentence and capitalize the "w."

- Students change the capitalization of the T and change the period to a question mark.

- Students should now have:

Was the meal delicious?

Students then practice with a list provided to them on another word document.

In the following variation, students get practice noticing and manipulating the third person "-s" in question formation. This feature of English grammar can be seen as something that "moves" in question formation.

- Students type in the sentence "*The girl plays outside everyday.*"

- Following the teacher, students then:

Change the "T" in "*The*" to lower case.

Change the period to a question mark.

Type the word "*Do*" at the front of the sentence.

Highlight and drag the "s" from "plays" the right of the "o" in "Do"

Add an "e" to form "Does"

Students are then given more sentences with which to practice. This activity is based on one developed by Rendall and Davies.

Using Find and Replace

Activity: Regular Past Tense Endings

Level: Beginner

To draw student attention to a specific language function, for example the "-ed" past tense ending, teachers can use the find and replace feature to replace the target structure with an underscore "_____". Students would then complete the exercise by adding the correct ending.

To create this kind of activity follow these steps:

- open the text to be manipulated

- press the "Ctrl" and the "F" keys at the same time (or, alternatively, go to the "Edit" menu and select "Find")

- in the "Find and Replace" window click the "Replace" tab

- enter the text to be found in the "Find what" area

- enter the new text in the "Replace with" area. If you wish to change the color of the "Replace with" text click on "More", "Format", "Font" and then "Font color"

- to begin the replacement process click "Find Next"

- if the change is acceptable click "Replace."

Teacher notes:

- Students initially have problems with using the find and replace function. They often change the formatting of the text to be found, for example changing the color, so when the computer searches it is looking for text that doesn't exist.

- Altering authentic texts in this way produces strange sounding prose. As an added exercise to promote student writing students can re-read the text and make changes that make the text sound better. Please note that altering any text without the author's permission breaks the copyright law.

Activity: Subject-Verb Agreement.

Level: Beginner, Intermediate.

A text written in the first person is given to the students. Using the "Find and Replace" function students find all the instances of "I" and change them to "he." The search and replace function does allow one to change the color of text as well, so the "I" could be changed into a red "he," making it easier for students to find the replacements once the complete text has been changed. Once students have made all the replacements, they then check all the sentences and make the necessary changes to the verbs so that they have correct subject-verb agreement. See Appendix G for a sample text.

To enhance learner motivation and interest, students can write their own first person paragraphs. The paragraphs would be sent to the teacher for redistribution or shared with classmates. These personalized paragraphs can be written with a common theme in mind, such as a description, or humor. Additionally, the paragraphs can be matched with any verb tense that the class is currently studying. To add a bit of fun to the activity students can change the "I" in their paragraphs to things like "my shoe" or "the houseplant".

VOCABULARY ACTIVITIES

Word processing programs can also aid students in developing and refining their vocabulary. The cut and paste function can be the basis of activities where categorization is the main focus. The hyperlink, bookmark and ClipArt features can be used together to create

independent weekly word lists. Additionally the font color, navigation keys, space bar, and opening multiple windows can be used to aid in vocabulary development as well.

Using Cut and Paste

Activity: Word Families

Level: Any

If you are teaching word families, students could cut and paste words according to the parts of speech each word represents. Here is an example:

Instructions: Cut and paste the following words into the appropriate columns

culture	*cultural*	*culturally*	*cultured*
succeed	*success*	*successful*	*successfully*
compute	*computer*	*computation*	*computational*

Noun	Verb	Adjective	Adverb

After students get feedback on the appropriateness of their answers, they could use each word in a sentence or write paragraphs.

Using Hyperlinks/bookmarks

Activity: Weekly Word Lists

Level: Any

This activity is a new twist on the traditional use of vocabulary lists. In using this activity students are able to develop personal vocabulary lists and personalize assessment as well.

Procedure:

- Students are given an electronic copy of the "Weekly Word List" form (see Appendix A) and save it onto their computers. Each week students enter 5 (or more) vocabulary words with definitions, an example sentence and a clip art image that reflects the meaning of the vocabulary item. These words can come from whatever source the teacher and students feel is best.

- The hyperlink/bookmark feature allows students to test themselves in the same way they would use flashcards.

- Students should revisit the lists occasionally, and class time should be given to do this.

- At the end of a course (or whenever the instructor sees fit) students compile a list of their vocabulary words. This list is given to the teacher in electronic form to be used as the basis for individualized assessment.

For an explanation on how to make a hyperlink/bookmark document see Appendix B.

Using Font color/style

Activity: Colors

Level: Beginner

One benefit of using computers is that they have a visual focus. This activity allows students to develop their vocabulary of color words by actually using the colors.

Procedure:

- The word document is electronically distributed to the students. (See Appendix C)

- Students change the font color of each word to match that word. For example, the word "red" is changed from black to red.

- Students check each other's work by looking at each other's screens.

Using Navigation Keys (and Space Bar)

Activity: Word Snakes

Level: Any

One aspect of vocabulary learning is the ability to recognize words. Students need to have a mental image of what the word looks like before they can know its meaning. This activity gives students practice in recognizing word boundaries.

Procedure:

- A list of vocabulary words is strung together with no spaces between words. For example:

redgreenblueyelloworangepurple

- Students move the cursor to the beginning of each word and press the space bar, making each word separate. This activity is one based on Rendall & Davies.

Using Multiple Windows

Activity: Making vocabulary lists from on-screen reading.

Level: Any

Procedure:

- Students who are doing an on-line reading open the text in one window and the word processing program in another. The windows should be adjusted to facilitate ease of cursor movement between the two windows. If necessary, the teacher should model this.

- Students cut and paste new/unknown words into a word document that has the following table:

Word	Definition	Example sentence and picture

 - After or during the reading students insert the definition, example sentence and a Clip Art picture. The picture should be one that helps the students to remember the word.

- One advantage to this approach is that students can cut and paste whole paragraphs quickly and easily to contextually represent the words.

Using Clip Art

Inserting Clip Art files can be used as part of a larger program for vocabulary development. If making vocabulary lists in word documents (instead of using a more traditional paper notebook), pictures can be added to the lists to (a) make the exercise more interesting and engaging and (b) aid in retention. Some students are visual learners and the added input of a picture with a definition and examples can help these students.

Additionally, searching for pictures that might fit with a specific vocabulary item in itself is an exercise that helps students to develop hierarchical or categorical thinking and classification. For example, a student is working with the word "desalination." After they write a definition and example they may want to insert a picture to help them remember the meaning. But on entering the word "desalination" into the search function of the Clip Art window, they receive no returns. Instead a student could think of words that might be more general. So, instead of "desalination" the student enters "factory" – which is where desalination takes place. The student sees several pictures to choose from. From these they must choose an image that fits in with their internal notion of what a desalination factory might look like. This process of selection reinforces the student's internal definition of the new word. If they do not understand the word, they cannot choose an appropriate picture.

Generally, students cannot perform this kind of search without some initial guidance and modeling. The teacher should go through several examples with students and show the class how a person thinks through a situation like the one described above. Then guided practice should be followed by freer practice.

Aside from the benefits this kind of exercise has for vocabulary building it also helps students develop the skill of searching for information in the target language. This activity of searching for a more general (or more specific) words or terms will aid students with developing information literacy.

It should also be noted that not all vocabulary items can be enhanced this way. Some words will simply not have picture equivalents or parallels in the clip art gallery. However, if students have access to the Internet they might use a search engine that can specifically search picture files. Google.com (http://www.google.com) has such a function.

Activity: Vocabulary Review

Level: Any

Procedure:

- Distribute to students a word file with a blank table consisting of ten rows and two columns. (See Appendix D)

- In groups, students insert one Clip Art picture into each of the rows in the left column. Each image should correspond to one of the vocabulary words being studied, but students are *not* to put in the word that the picture represents. It is important that students are working from a common list. If they are not, then guessing which word the picture represents is near impossible.

- Each group gives their file (paper or electronic) to another group. At this point, students should have only pictures in front of them, not words.

- Now each group decides which word corresponds to each picture and writes/types the word in the right column next to the appropriate picture.

- The files are given back to the original group for correction and feedback.

SPELLING ACTIVITES

In conjunction with the navigation keys, the spell checker can be used to help students improve their spelling. Additionally, the technology allows for greater management of independent word lists.

Using Navigation Keys (and Space Bar)

Activity: Electronic Spelling Log

Level: Any

Procedure:

In a new word document, on the first page students should make a list of all spelling words to be learned. Next, a table similar to the one below should be copied several times into the next page.

Correct Spelling				
Practice				

The student then enters the spelling word to be learnt in the cell next to the one labeled "Correct Spelling." In the example below "neighbor" is used.

Correct Spelling	Neighbor		
Practice	neighber [1]	neighbor	neighbor	neighbor

After the student has typed the spelling word in, he/she studies the spelling and tried to retain it in memory. Next, the student uses the scroll bar on the right of the Word window to hide the spelling word, but still be able to view the cells next to "practice." The student then attempts to spell the word correctly in the first cell to the right of "practice." If the word is spelled incorrectly a red line will appear under the word. If this occurs the student should scroll up to check his/her error. Again the student attempts to type in the correct spelling. If there is another error the student should check again. If the student spells the word correctly, then he/she practices a few more times, filling in the remaining cells.

Using Multiple Functions (including Inserted Comments)

Activity: Correcting Spelling Mistakes in a Text

Level: Any

Procedure:

Students are given a word document that has spelling mistakes. Students correct the mistakes in any way that the teacher sees fit.. See below for a sample text:

> *Mirriage is on of the life nids. There is phrase in Arabic used to difine miriage as the golden cage. Some times marriage become a problem if the family Mary there children early when are 18 years or even yunger then that! This is called as early marrige. All thought miny people agre with earlly marriage, it has many harmful efects for the sosaity.*

After students make the necessary changes they can submit them to the teacher, or share what they have done with a partner. The answer key can be emailed by the teacher, or put somewhere on a shared network resource. For a more technically advanced answer key use the insert comment feature of word to give the correct answers. See Appendix F for an example of this kind of answer key. Ideally the text, like the one above, should be taken from samples of student writing.

CONCLUSION

The ideas described in this article are meant to be starting points for ESL teachers to develop a broader understanding of various applications of one of the most ubiquitous computer tools available: the word processor. With a little creativity and experimentation this program found on almost all computers can benefits ESL class by increasing motivation and varying routine. Generally, word processing programs can be seen as a "value-added" tool to English language learning. They are not essential for learning the language but their effective use can increase student motivation. They can also be a tool to increase the effective use of time in the classroom. It is imperative for teachers who use the word processor for activities like the ones described above to make the learning objectives as clear and transparent as possible to the

students. If the learning goals of the activity are not clearly focused and made clear to the students, then they may focus more on technical operations rather than on language learning.

Note

1. The misspelling is intentional in order to show a potential student entry

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Appendix A: Weekly Vocabulary Study Template

WEEKLY VOCABULARY STUDY

Date:

Name:

This week's words:

1.

Test myself

2.

Test myself

3.

Test myself

4.

5.

SELF TEST:

1	**Definition:**
	Example Sentence:

2	**Definition:**
	Example Sentence:

3	**Definition:**
	Example Sentence:

4	**Definition:**
	Example Sentence:

5	**Definition:**
	Example Sentence:

Appendix B: How to Make a Hyperlink/Bookmark Vocabulary File

Step 1: Make the bookmark (the bookmark is the destination of the hyperlink in your text)

- Decide the destination of the hyperlink.

- Highlight the text.

- Go to "Insert" / "Bookmark."

- Name the bookmark / Click "Add.."

Step 2: Make the hyperlink

- Highlight the text you wish to link to the bookmark.

- Go to "Insert" / "Hyperlink."

- Under the "Link to:" column on the left click "Place in this document."

- Select the bookmark on the right.

- Click "OK."

Appendix C: Changing Font Color

Instructions: Change the font color of each word to match the color the word says.

RED	BLUE
YELLOW	VIOLET
GREEN	ORANGE
BROWN	DARK RED
PINK	LAVENDER
TURQUOISE	SKY BLUE
TEAL	ROSE
INDIGO	

Appendix D: Vocabulary Review

Picture	*Word*

Appendix E: Electronic Spelling Log

Correct Spelling				
Practice				

Correct Spelling				
Practice				

Appendix F: Sample Spelling Exercise

*Mirriage is on of the life **nids**. There is phrase in Arabic used to **difine miriage** as the golden cage. Some times marriage become a problem if the family **Mary there** children early when are 18 years or even **yunger then** that! This is called as early **marrige**. All thought **miny** people **agre** with **earlly** marriage, it has many harmful **efects** for the **sosaity**.*

To see the text with comments, go to this website:
http://batory.plo.lublin.pl/~jkrajka/tewt/comments.doc

Appendix G: Sample Text for "Find and Replace" Subject-Verb Agreement Activity

A Happy Life

Every day is a good day. Each morning I get up and have a wonderful breakfast because my wife is such a good cook. Then I drive to work in my dream car. I know it may sound strange to you that I drive a 1983 Honda, but I love driving it. When I go to work I can take several route, and all of them are beautiful. Once I get to work I have a great time because the people I work with are all wonderful. I can't think of a better job than the one I have.

SOFTWARE

USING A COURSEWORK MANAGEMENT SYSTEM

IN LANGUAGE TEACHING

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Abstract

The process of teaching and learning involves two parties: instructors and students. In teaching a course at higher learning institutions, instructors not only have to prepare for the course and deliver the course, but they also have to evaluate students' achievement. Instructors normally evaluate students' understanding and their ability to express ideas through coursework that are given in the form of written assignments e.g. essays. This paper presents CMS, a Coursework Management System that helps instructors to manage coursework. This system provides facilities for students' online registration for the course, online submission of coursework, marking of assignments and tabulation of marks for each of the assignments that constitute the coursework. CMS supports all of three types of marking: holistic marking, itemized marking and off-line marking. It has been developed at Universiti Kebangsaan Malaysia and was designed to run on IBM PC under Windows Operating System. Feedback received from instructors and students in using the system have been encouraging.

INTRODUCTION

In teaching a course, instructors at higher learning institutions have to carry out the following tasks: prepare for the course, deliver the course and evaluate students' achievement. For language courses, students' achievement is normally evaluated by giving them a number of coursework and one or two examinations. Coursework is always considered an important part of a course. Through coursework, instructors could evaluate students' understanding and their ability to express ideas.

With the advent of IT, computer-based systems have been developed to improve our way of doing things. A number of systems have also been developed to help in the process of teaching and learning. In Malaysia, for example, the government has played an active role in promoting the use of IT in education through the Smart School project. The development of a number of courseware has been commissioned to various companies. The goal of the project is that by the year 2010, all students at Malaysian schools will learn by using computers.

Most of the computer-based systems that have been developed by various companies in the world are geared towards helping students in their learning process. However, lately, some effort has been undertaken to develop systems that can assist instructors in teaching. Examples of such systems are WebCT (Hazari 1998) and Blackboard (Penny 1986a; Penny 1986b). These two systems have started to gain acceptance in the academic communities and are currently being used to deliver courses online. Zahedi (2000) described an experience of using WebCT in teaching engineering. The main drawback of these systems is that an institution must adopt them, as they must be installed on servers for their effective implementation. What is really needed by instructors is a stand-alone system that can assist them in fulfilling their administrative of teaching, especially in handling students' coursework.

This paper will describe an experience of using Coursework Management System (CMS) in language teaching. It is one of the systems that our research group has been developing in order to help instructors in managing coursework over the last few years. CMS was designed to run on IBM PC under Windows Operating System. Most parts of the system have been implemented by using Microsoft Visual Basic version 5.

WHY DO WE NEED CMS?

For most of the language courses, students' coursework is normally given in the form of written assignments or essays. With the present arrangement, the instructor would ask students to write an essay on a certain issue. They would then submit the essays written on paper. The instructor would collect them, mark and return to students. As feedback, the students' achievement in the assignment needs to be disclosed.

As the number of enrolment for each course increases, this arrangement has created many administrative problems. Firstly, instructors need to handle a large number of papers submitted by the students. For example, the number of students enrolled in one of our language courses is more than 150. If they have to submit three essays in a semester, the instructor has to handle 450 written documents submitted by students. From our previous experience, there were occasions where submitted papers were missing for some reasons.

Secondly, instructors have to keep track with coursework that has been submitted as well as un-submitted ones. For un-submitted coursework, they need to respond quickly by asking the students to resubmit. In the present arrangement, the instructors will need to note down the submitted essays against the name of the students in their classes.

The next problem is marking. The main aim of marking coursework is to evaluate students' performance in the course. However, a more important role of marking is to enable instructors to gauge students' understanding of the course. Thus, marking can also be considered as a feedback mechanism in the process of teaching and learning. For this to be effective, the marking process must be done as quickly as possible so that the feedback can be given promptly.

Instructors will then need to tabulate the breakdown of the marks carefully and promptly in order to inform students of their overall achievement for the course. Since each coursework normally carries different weightage, tabulating marks does not only involve collating of marks but also includes some calculations.

Although all of these tasks are quite simple in nature, they require a lot of time on the part of the instructors. As a coursework management system, CMS helps instructors to handle the process of collecting, marking and tabulating marks of coursework and thus reduces tremendous amount of energy on the part of the instructors.

SYSTEM MODEL

The process of teaching and learning involves two parties: instructors or teachers and students. In a traditional mode of learning, there is direct communication between instructors and students. In a computer-based learning model, a computer-based system acts as an intermediary between instructors and students.

There are a few means or protocols which can be used for students to communicate with a computer-based system. Students communicate with CMS through e-mail since this is the most common and easiest means of communication. For example, almost all students at our university have their e-mail accounts and they always use this means to communicate with their friends and instructors. The students can access their e-mail accounts either from the computer lab, library, and cyber café or from their homes.

To submit a coursework, a student has to send an e-mail to a given address. CMS will then automatically reads all e-mails submitted to that particular address and then informs the student that his or her e-mails have been received. After the instructor has read and marked the assignment, they can instruct CMS to convey the feedback about the coursework to the student, also by sending e-mail. An instructor has an option either to give individual feedback or general feedback to all students.

Before a student can submit a coursework, he or she needs to register with the system. The registration process is also done using e-mail. A student who would like to register for the course will send an e-mail describing information about himself or herself to the system. The system will acknowledge the registration through e-mail.

USING THE SYSTEM

This section will explain how an instructor would use CMS by looking at the facilities provided by the system. The full explanation of how to use CMS can be found at
http://www.ftsm.ukm.my/jabatan/tk/amz/cms/IntroCMSWeb.htm

User Interface

CMS was designed as a window-based system. By calling CMS, the introduction window will be displayed. The user then has to enter user login and password. Once the user login and password has been correctly entered, the course selection window will be displayed.

This window provides four functions for the user. The first function is to configure the system, which is normally done when a user uses the system for the first time. During system

configuration, the user needs to input the e-mail system, e-mail server, e-mail address and e-mail directory. The second function is to change the user's password. The third function is for selecting a current course and the fourth function is for creating a new course.

Once a course has been selected, a user will be presented with the main menu. Options that are provided in the main menu are divided into two categories: course level and assignment level. In order to use the system, the instructor would start by selecting "Course Configuration". Next he or she can go to "Students Registration" to capture information about students who are registering for the course. Facilities provided at the assignment level concerns with building up assignment, checking of submission and marking of assignments. Two functions, "listing of marks" and "e-mail to students," are provided both at course level and assignment level.

Build Assignment

To set up an assignment, an instructor would select "Build Assignment". Setting up the assignments requires some input from the instructor such as type of assignment, source of assignment, language, date of submission, question of the assignment and the type of marking.

Essay Types

Generally, essays can be categorized into two types: close-ended and open-ended (Saadiyah 1999). An open-ended essay tests the student's ability to present ideas effectively. On the other hand, a close-ended essay is used to assess the student's understanding of a particular subject or concept. Various issues such as student's language ability and organization of ideas are not as important when marking close-ended essays as compared to open-ended essays. Thus, assessing an essay is a challenge since there are numerous aspects that need to be evaluated.

Types of marking

CMS supports all of three types of marking: holistic marking, itemized marking and off-line marking. Off-line marking requires the instructor to input the students' marks directly into the system's database.

- holistic marking

The first type is the holistic marking, which is based on a single, integrated score of writing behavior. The human marker is required to respond to the writing as a whole and it emphasizes on what is done well and not on deficiencies (White 1985).

The type of holistic marking that is supported by CMS is based on a marking scheme that was presented by Cohen (1994). Cohen (1994) has categorized essays into five different grades.

An A grade essay is one which is well organized and coherent; its main idea is stated very clearly; the choice of vocabulary is excellent; and there are no major or minor grammatical, spelling and punctuation errors.

A-B grade essay is moderately well organized and relevantly coherent; its main idea is clear; the vocabulary is good; there are no minor grammatical errors; and only a few spelling and punctuation errors.

B-C grade essay is not so well organized and somewhat lacking in coherence; its main idea is not so clearly indicated; the vocabulary is fair; there are some major and minor grammatical errors; and there are also a fair number of spelling and punctuation errors.

C-D grade essay is poorly organized and relatively incoherent; the main idea is difficult to identify; vocabulary is weak; grammatical errors appear frequently; and there are a few spelling and punctuation errors.

E grade essay is very poorly organized and generally incoherent; the main idea is absent; use of vocabulary is very weak; and grammatical, spelling and punctuation errors are very frequent.

- analytic marking

An analytic marking scheme uses separate scales for marking purposes. Each scale assesses a different aspect of writing for example, content, organization, vocabulary, grammar and mechanics. An itemized marking scheme is a more useful tool for the standardization of the grading than the holistic marking (Weir 1990). The inconsistencies of marking between human markers can be greatly reduced in itemized marking.

Depending on the type of essays, each aspect of writing would be allocated certain marks. For example in close-ended essays, more marks would be allocated for content, while in an open-ended essay, more marks are normally given for the organization, vocabulary and grammar. An instructor would assess an essay item by item. The total mark for an essay is the sum of the marks obtained for each of the item.

CMS supports two approaches of analytic marking. An instructor could use holistic approach, where each item is marked holistically. A typical marking scheme for analytic marking based on holistic approach is detailed by Weir (1990).

Another marking scheme is "point by point marking". In this approach, an instructor would assess an essay by looking at the presence of relevant points. Certain marks are allocated for each point. The total mark for the essay is the sum of all marks given.

Itemized marking divides the writing components into eight sub-sections, namely content, spelling, vocabulary, grammar, language style, format, idea and strength of argument. If itemized marking is selected, instructors have to allocate marks for each of the subsections. Instructors must also identify whether each subsection will be marked holistically or point by point.

Check Submission

When the deadline for submission has passed, the instructor could use the "Check Submission" option in the main menu to obtain answers submitted by students.

Marking Process

For marking assignments, the instructor could select "Marking of Assignments" option from the main menu to accomplish the task. This interface would display the course code, student's ID, question and student's assignment and the marking tool as defined by the instructor when setting up the assignments (holistic or itemized).

For holistic marking, the itemized marking components will be disabled. To allocate a mark, the instructor needs to press "Total". A list of option will be displayed and the instructor needs to select an option.

For itemized marking as in the given example (see http://www.ftsm.ukm.my/jabatan/tk/amz/cms/UseCMSWeb.htm) "Content" is marked "point-by-point". In this case, each time "Content" is pressed, a certain mark would be added and information for that particular part of the essay is given. Marks for content will be added to the text of the essay. On the other hand, "Style" is marked holistically. In this case, if "Style" is pressed, an option list will be displayed and the instructor can then select the appropriate grade for "Style". The total mark for the essay will be added automatically.

Tabulating Students' Marks

Marks that are obtained by students will be tabulated automatically. An instructor can see the mark by selecting "List of Marks". To see the total marks for the course, "List of Overall Marks" option can be selected.

EXPERIENCE AND CONCLUSIONS

CMS has been used by some of the instructors at Universiti Kebangsaan Malaysia for the last two years. Experience in using CMS has been very encouraging. In one course, where CMS was used, many students appreciated receiving e-mails informing them that their submitted work had been received. Previously, they had to check in person with their instructor in order to determine whether the instructor had received their assignments. Students also welcomed prompt feedback from instructors. In the traditional arrangement, students might receive feedback at the end of the semester, which would be too late for them to improve in their writing ability.

Instructors who were using CMS stated that by using the system, they were more organized and could focus their time more on the content of the coursework rather than on the administrative aspects of teaching. One of them had reported that by using CMS the problem of missing coursework that had frequently occurred in the past was solved. Students who did not submit their coursework were informed automatically and hence they were able to submit their coursework if they wished to do so. Another instructor had mentioned that he took less time to mark students' assignments using this system as compared to marking these assignments manually. He also mentioned the issue that he had received fewer complaints from his students regarding their marks as these marks were more consistent and accompanied with appropriate feedback. Previously, students were only given grades without any explanation about their performance. Another positive comment received was the reduction of time in tabulating overall students' results for the course. However, the instructor concerned proposed that CMS should also include facilities for displaying students' performance by using graphs.

Since CMS is e-mail-based, the availability of a reliable e-mail system is most critical for the successful usage of CMS. When we used CMS for the first time in the year 1999, we faced many problems due to the instability of our e-mail server. Some of the students' e-mails were not received for some reasons and they had to resubmit their assignments a few times. Now, with the installation of a new e-mail server, this problem has not arised any more.

In its present form, CMS suffers some limitations that need to be corrected before it can be distributed to a wider audience. We are still experimenting and testing the system in order to identify some other weaknesses of the system. Work is currently being undertaken to improve the system. Once the system is ready, we plan to distribute it as a freeware so that it can be widely used by other fellow instructors.

Another work, which is currently undertaken by the research group, is to provide automated essay marking tools for CMS. We hope that the availability of such a tool will further enhance CMS and will ease the burden of instructors in marking students' assignments.

Acknowledgement

Notes

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ON THE WEB

MAKING WEB-BASED QUIZZES IN AN INSTANT

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English teachers have become more and more convinced of the need to use technology to facilitate teaching and learning and to add an additional dimension to the classroom impossible to achieve with traditional teaching aids. Of course, it must always be remembered that computers should not (and probably will never) replace a teacher, and using computers should not be introduced at random, without any integration with the syllabus and without careful consideration of goals to be achieved. Also, it must be remembered that computers and technology serve as tools in the process of learning a foreign language, thus, the focus of the instruction should not be on teaching computer skills with English, but rather on exploiting the potential of technology to enhance learning. After all, an English teacher is not a Computer Science teacher, and also due to this reason, the former does not have the same computer competence as the latter.

Those of the readers who have had some contact with computer-assisted vocabulary exercises will surely agree that the strongest sides of such approach to teaching vocabulary is that the learner can work on one's own, at their own pace, with help and feedback always available, using automatic scoring, report generating, multimedia capabilities in vocabulary presentation and getting fast access to the enormous amount of information. However, the frequent criticism of vocabulary exercises present either in electronic dictionaries (*Oxford Advanced Learner's Dictionary, Longman Interactive English Dictionary, Cambridge International Dictionary of English* or *Macmillan English Dictionary*), dedicated vocabulary-oriented programs (*Zak's Wordgames, Word Bird's Wordland, Oxford Wordpower English in Use*) or coursebook-related programs (*Shine* or *English with Toby*) is that it is impossible to input one's own words to the activity, nor is it possible to change the structure of the activity in any way. Therefore, it seems natural for the teachers to look for such ways in which the teacher (or learners themselves) will be able to input their words to the activity structures already created, so that such vocabulary quizzes can serve the useful purpose of providing out-of-class practice in the words introduced in the classroom.

Web-based authoring tools are programs accessible for free on some websites, which allow the user to create an activity while being online in one or many steps. The use of such services is free, with only the Internet connection fee to be paid. However, it needs to be remembered that due to the free access, such services may be less sophisticated than commercial authoring

programs, the websites may disappear or start charging, and the archives of activities created may be no longer accessible.

When using Web-based authoring tools, a few things needs to be considered:

- the output: what is the format of the activity created: is it an .html file (opened in an Internet browser), is it a document file (of .doc, .txt or .rtf format) to be opened using a word-processor, or is it a graphic file (.jpg, .gif or some other), which needs a graphics viewer

- interactivity: is the puzzle created interactive (allowing the user to choose answers, checking the user's performance) or is it possible only to view it, with the teacher necessary for checking. Usually .html quizzes are interactive, while document and graphic files are not.

- the support for the user: is it difficult to create a quiz, are there any help facilities, demonstration tours, sample quizzes. Is the procedure and the language of the website simple enough for students to create quizzes as well? Are there any extra features helping to create the activity (clipart picture collections, vocabulary wordlists)?

- the loading speed: since creating quizzes usually demands a few steps, sites which load longer might be less effective for use in slower-connection classrooms. Also, if we are to use the sites in class, with many students accessing a single website, it may well be the case that it loads longer than usual. Thus, it is advisable to consider structuring a lesson in such a way that not all students (or groups of students) work online at the same time.

- archiving the quizzes: where are the created quizzes stored? Is it the user's computer, or is it the company's website, or perhaps both? In the case of archiving works on the company's website, it may happen that the company restricts access to the archives, or starts charging. Thus, it seems necessary to always store the output locally, on students' computers or on the Local Area Network drive.

- variety of quiz types: is it possible to create different quizzes using the same vocabulary material, or is it the case that the website allows only one kind of activity?

- mode of work: does the user have to be online all the time to create the quiz, or is possible to create the quiz without the Internet connection (offline)?

After that brief introduction outlining some common key features of Web-based quizzes, a few sites will be presented in detail, with a short description and a step-by-step procedure of creating a quiz.

***Puzzlemaker*, http://www.puzzlemaker.com**

It is a Web-based service, with a variety of puzzles to choose from (Letter Tiles, Crosswords, Fallen Phrases and many more). The output is either HTML or text to be pasted to some other application. Due to the easy language, it is equally suitable for lower-level students. The puzzles can be saved or printed, with producing up to 50 copies without breaking the law. Some other features such as vocabulary lists or clip art make the quizzes more appealing. However, the lack of interactivity in the quizzes is some drawback.

To make a quiz, the following procedure must be followed:

- go to http://www.puzzlemaker.com website

- in the "Create Puzzles Online", from the drop-down menu "Select a puzzle from the pull-down menu", choose the kind of puzzle you want by clicking on it

- follow the steps, which usually involves entering the title of the puzzle, entering words or phrases, and choosing the options for the puzzle

- click "Reset" button if you want to start anew

- or click "Create a Printable Version" to generate a puzzle, which now can be printed by clicking "File", then "Print" in the Internet Explorer

- the puzzle can be saved locally by clicking "File", "Save As" in the Internet Explorer, or on the Puzzlemaker website by clicking "Preview and Save to My Account" (please note that in order to save a puzzle in your custom classroom, you ought to have registered first).

Headline Makers, http://lang.swarthmore.edu/makers/index.htm

This Web service also allows creating different activities, with such its components as Glossmaker, where you add the text, as well as glosses you want to add to the text and your students, when reading the text, get the glosses; Ordermaker: a drag-and-drop exercise, where you match the items; or Memorymaker, a memory game involving matching words, as well as other language activities such as DictoMaker, EvalMaker, MatchMaker or PlaceMaker. The site has extensive help facilities, with examples, demonstrations, step-by-step instructions. The possibility of making activities also offline makes the program a good choice for slower-connection classrooms.

To make a MatchMaker quiz, you have to:

- go to http://lang.swarthmore.edu/makers/index.htm website

- click on "MatchMaker" in the menu on the left of the page

- read the introductory information and click on "Go to MatchMaker" at the top of the page

- enter the name for your quiz, your name and email address, instructions (the sample text can be modified according to your needs), enter vocabulary and image URLs (web addresses where the images can be found, like http://www.altavista.com/image/), input feedback message. Finally click on "Create a matching exercise from this data" button to make a quiz.

- next write down or copy to your word-processor the two addresses provided, one being for the page where the exercise can be edited, the other for viewing the final version

- make sure you save both the edit page and the final exercise to your computer's hard disc (by clicking on "File", "Save As" in the Internet Explorer), since the activities are occasionally removed from the website.

The same straightforward procedure should be used to create other quizzes (GlossMaker, DictoMaker, EvalMaker, MatchMaker, MultiMaker, OrderMaker, PlaceMaker and

MemoryMaker), with only slightly different step 4. The activities created are stored on the Makers server, and they can be found by going to the website (http://lang.swarthmore.edu/makers/index.htm), then clicking on a relevant type of exercise in "To Find Your Exercise" section, and finding your exercise. However, it is always much faster to store and access a work saved locally, and, moreover, it allows offline work on the tasks.

Quizmaker and Clozemaker Java Script Wizard, http://www.edict.com.hk/quizmaker/

Quizmaker JavaScript Wizard creates a stand-alone test that can be run from any PC or server, scored and reviewed using a JavaScript program that is written into the document. To run the test from an ordinary PC it needs only to be opened with a browser, tests created can be posted on one's own website or saved to a local hard drive. The other component, Clozemaker JavaScript wizard, can be used to create gapped exercises, either from existing wordlists of grammatical items such as prepositions and irregular verbs, or by writing one's own wordlist. The user can use their own text or choose one from the database of texts.

To create a multiple-choice quiz, follow the steps:

- click on the link http://www.edict.com.hk/quizmaker/ to go to the website

- choose either "create a simple quiz with questions and options" (which will only be a multiple-choice quiz) or "create a quiz with text and questions with multiple choice options" if you want to make a reading comprehension activity

- enter your name, title, instructions for the task, text (if applicable)

- type in a question and answers to each question. Do not forget to mark one radio button next to the correct answer.

- after having introduced all answers and questions, click "Send Form" at the bottom of the page. The quiz is generated as an interactive .html file on the company's server (which you can see by the address of the website), and it can be done by selecting the answer and clicking the "Submit" button.

- it is advisable to save a created quiz to a local hard disc (using "File", "Save As"), so that it can be used again.

To create a cloze quiz, you have to:

- follow the link http://www.edict.com.hk/clozemaker/

- choose either "Clozemaker JavaScript Wizard" if you want an easier step-by-step procedure and access to examples or "Clozemaker Test Author" to create your own gapped exercises straight away

- follow "Tutorial" link to get a comprehensive demonstration tour of the service, which makes the creation of quizzes a simple and enjoyable process

- once making a quiz, you can create a test using an existing word list, specifying one's own wordlist, deleting every nth word, or writing a grammar options test, all to be done either using one's own text or a text from the database

- the next steps differ according to the type of text source chosen, but they usually involve entering the name, inputting the text, specifying the words to be gapped or the deletion index

- the output again is the interactive .html file, which has to be saved to a local hard disc.

Kelly's Multiple Choice HTML Quiz Generator, http://a4esl.org/q/h/help/write-mc.html

It may be used to generate interactive self-study quizzes, where the sample questions are replaced with one's own. The ease of use of the one-step quiz creation makes it a good choice for quick quiz making. Since the service is a part of the project Self-Study Quizzes for ESL Students, it can be submitted to the database of quizzes created so far, so that the teaching community all over the world is able to benefit from it.

To make a quiz, this procedure must be followed:

- go to the website http://a4esl.org/q/h/help/write-mc.html

- to see the example of the output click the link "Self-Study Quizzes for Students"

- replace the sample questions with the ones of your own, input the answers, and type in the letter of the correct answer in the "Answer" box

- in "Other Info for the HTML Page", type in quiz title, your name, your email address, and homepage address (if applicable)

- click "Generate the Quiz" button, and the HTML code for the quiz will appear in the field below

- click "Display the HTML Quiz" button to see the output in the Internet Explorer

- the final step is to save a quiz to a local hard disc, which can be done by saving the displayed quiz ("File," "Save As" in the Internet Explorer) or highlighting, copying the HTML code from the box, pasting it to a word-processor document and saving as an HTML file.

Conclusion

Web-based authoring tools may serve to practice the knowledge of words by creating interactive self-study learning environment, however, with little possibility to modify activities. They make students acquire important computer skills apart from language instruction, at the same time fostering learner autonomy. For a language teacher, it is an easy way of creating interesting interactive exercises reinforcing vocabulary introduced in the classroom. Thanks to that, students may work on practicing the words either on their home computers or after lessons in the school computer lab, getting additional practice and enhancing their learning. For more services similar to the ones described above, go to http://eleaston.com/quizzes.html, a list of authoring sites.

Note

REPORTS FROM PAST EVENTS

10TH INTERNATIONAL CALL CONFERENCE 2002

"CALL professionals and the future of CALL research"

Antwerp, University of Antwerp, Belgium

August 18-20, 2002

by Grazyna Studzinska

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It's hard to overestimate the opportunity given to me by The British Council this summer. Taking part in such a wonderful event as jubilee 10th CALL conference will take its place in my memory for ever. Not only was it the scientific environment but also the atmosphere and people, professionals from all around the world created the event in the shape it appeared.

The Organizing Committee and the Editorial Board of the CALL Journal, Michael Levy (Griffith University, Australia), Philip Hubbard (Stanford University, USA), Wilfried Decoo (Brigham Young University, USA) and Jozef Colpaert (University of Antwerp, Belgium) as well as the Local Organizing Committee (Mathea Simons and Saskia Van Bueren) made an immense effort to make participants satisfied in the fields of science, culture and leisure time activities.

The conference centre Elzenveld was located in the historical buildings of the St. Elisabeth hospital, convent and presbytery. It was situated in the heart of Antwerp and was a haven of peace in the middle of the busy city bustle. The Elzenveld was perfectly suited for conferences, seminars, receptions, banquets and socio-cultural activities, while its staff made good use of all facilities offering unforgettable meals being also the pretext of informal talks and gathering contacts. The centre offered, next to the large conference facilities, also the possibility to spend the night in an attractive framework, which, unfortunately, was not my accommodation place.

In Antwerp, the 'City of Rubens' one obviously can't but take a few moments to admire the artistic world of the master himself in the Rubens' House. Few Belgian cities offer a comparable range of art treasure collections housed in more than 30 wonderful museums and

public buildings that we couldn't visit because of the very rich conference programme. The cathedral is without doubt the city's majestic landmark giving a feeling of impressive cultural heritage above my head. With roughly half a million inhabitants, Antwerp is the second-largest city of Belgium after Brussels. It is also the largest town in Flanders, the Flemish-speaking part of Belgium and the biggest centre of diamond industry in Europe but still remains quiet and cosy.

The nine previous CALL conferences were held at the University of Exeter thanks to Keith Cameron, the honorary editor of CALL journal. The new organizing committee decided that members of the editorial board would take turns organizing the conferences. Antwerp was the first venue on the "planet tour" and, as it was decided in the evaluation forms written by participants after the event, will be the conference place in 2004 as well.

The main concept was to discuss research methodology and directions of CALL as its future is thrilling but also to look back and build on the lessons to be learned from both successes and failures.

An opening speech by Carol A. Chapelle (extremely important because of her birthday that day), "Moving Forward with CALL Research," identified important differences in research approaches, charted relationships among research questions, methods, and interpretations of results and argued the need for second language acquisition theory in some types of research. She showed how research questions are tied to particular methods and how questions and methods directly affect the interpretations that can be made from results. She suggested that research attempting to evaluate the effectiveness of CALL are best designed in the view of theory.

Philip Hubbard's plenary "A Survey of Unanswered Questions in CALL Research" informed us that CALL research is in principle more diverse than language learning itself. It is influenced by constantly evolving technology but despite this diversity progress has been and continues to be made. He gave an idea of creating a research website where those who are looking for research topics can go for inspiration and direction. The core of this project was a survey sent to over 100 CALL researchers and practitioners around the world, seeking a collective answer to the question: "What do those who devote significant portions of their professional lives to this field aspire to know?" The central item was the request for the respondents to articulate a single CALL research question they would like to have answered.

The closing plenary session by Michael Levy "Perspectives on Evaluation in CALL" followed his two earlier presentations on research and design in CALL that used a corpus of CALL publications in 1999 as a basis for description and discussion. The plenary paid particular attention to articulating the links between evaluation goals and method, and any differences that might arise when conducting evaluations in computer-mediated rather than face-to-face learning context. He also mentioned new technologies (e.g., speech recognition), online courses, websites and language learning tasks including those that involve CMC (Computer-Mediated Communication) tools such as email or chat.

As it seems to be almost impossible to report from all the presentations I attended, I'll try to concentrate on the most important to my field of interest as a teacher and teacher trainer.

"Teaching WELL in a Computerless Classroom" presented by the married couple Christina Gitsaki and Richard P. Taylor from Nagoya University, Japan, was the outline of how they

use the Web as a resource for enhancing their English language course in a computerless classroom, how they prepare their students for using English websites outside the classroom, and what the students do with the information they find on the Web. They described sample activities and presented the examples of students' projects. What was especially interesting was the results of the pilot study conducted at the end of their WELL (Web-Enhanced Language Learning) course in order to assess students' attitudes towards the use of the Net as a language learning tool outside the classroom. The conclusion was that the traditional CALL lab is no longer the only place where students can access and utilize online resources for language learning.

It was nice to find Polish elements at the conference. Although not living in Poland any more, Sophie Cholewka from AMES, Melbourne, Australia, helped me not to feel lonely and her presentation on "Increased Effectiveness of ESL Programs through the Incorporation of Web-based Technology into the ESL Curriculum" compared my experience with WebCT to the Australian project introduced to the Curriculum of Spoken and Written English. She was talking about the methodology and the learning environment of online resources supporting the curriculum and the ways of improving and facilitating the development and integration process. A crucial point was a "discovery" that WebCT is offered for free in Australia while being so difficult to afford in Poland because of its very high costs.

Luba Iskold and John Pearce from Language Learning Center, Muhlenberg College, Allentown, Pennsylvania, USA, gave a presentation entitled "Building on Success, Learning from Mistakes". First, they briefly described a three-year project of faculty training in multimedia development. Next, they summarised the success and failures of the project based on evaluation of usefulness conducted by the faculty and students in the department. Finally, the presenters engaged session participants in a discussion exploring the future of FL faculty development in light of "tutorial vs. tool" dichotomy.

Abdi Kazeroni from Universite de Technologie de Compiegne, Compiegne, France, turned "Towards Teacher-centred Tool Design," arguing that the difference between teaching a foreign language and teaching any other subject matter arises not from how learners learn but from how teachers teach. He discussed the methodological difficulties encountered in conducting his research into teachers cognition and did a quick demonstration of the appropriate software.

"The BYU Electronic Film Review Project" presented by Alan K. Melby from Brigham Young University, USA, showed us the pedagogical context of the EFR project in two assumptions: 1) simply watching foreign language films (this time it was "Chocolate" with Johnny Depp), which he assumed to be not a very effective means of improving listening comprehension since the learner either already understands the audio portion of the film and thus learns little or does not understand and just stays lost or 2) adding subtitles in the learner's language which improves the benefits of watching foreign language films and enabling the student to control the playback of the film. The BYU project is currently preparing two listening comprehension packages for ESL students and the Americans learning French.

The presentations were followed by discussion groups conducted by the Keynote Speakers:

- "CALL and Authoring" by Steve Cushion,

- "CALL and Language Learning Methods" by Wilfried Decoo,

- "CALL and the User" by Dominique Hemard,

- "Computer, Communication and Sociocultural Context" by David Hoven,

- "The Role of Tutorial CALL" by Philip Hubbard.

After 3 days of scientific atmosphere the banquet and closing speech by Keith Cameron crowned the efforts with success and left an unforgettable feeling in the participants' memories filling their diaries with lots of contact details for future reference.

ANNOUNCEMENTS OF FUTURE EVENTS

ELECTRONIC VILLAGE (EV) ONLINE SESSIONS 2003

http://academics.smcvt.edu/cbauer-ramazani/TESOL/EVOL/evol2003.htm

The CALL Interest Section of TESOL is proud to announce its third round of online sessions, including readings, discussions, chats, guest speakers, and task-based activities. If you can't come to the conference, now the conference can come to you! You do NOT have to be a member of TESOL, nor do you have to register for TESOL 2003, to take part in these FREE events.

The EV Online 2003 sessions are held prior to the TESOL Convention and some in conjunction with Interest Section Academic Sessions or Strands. They run for seven weeks, starting on January 20 and ending on March 7, 2003. Registration for the sessions will be from January 6 to 20, 2003.

The following Online Sessions will be offered:

"Viva, the Virtual Electronic Village in the Ardeche" Moderator: Philip Benz, CALL-IS;

"Reading Online" Moderator: Elizabeth Hanson-Smith, CALL-IS;

"A Basic Workshop for using the Internet in class" Moderator: JoAnn Miller, CALL-IS, EFL-IS;

"An Intermediate Workshop for using the Internet in class" Moderator: JoAnn Miller, CALL-IS, EFL-IS;

"Oral Communication Skills for Professionals" Moderators: Christine Parkhurst & Rebecca Dauer, SPR-IS, ITA-IS, ESP-IS;

"Creating an Online Magazine to Publish Student Writing" Moderators: Sandra Peters, Julia Karet, Anne Davis, CALL-IS;

"Communities of practice online: Reflection through experience and experiment with the Webheads community of language learners and practitioners" Moderators: Vance Stevens, Chris Jones, John Steele, Christine Bauer-Ramazani, Teresa Almeida d'Eça, Susanne Nyrop, Keiko Schneider, Rita Zeinstejer, Arif Altun, Christopher Johnson, Aiden Yeh, Dafne Gonzalez Chavez, Buthaina Othman, Arlyn Freed, Michael Coghlan, CALL-IS.

For complete session descriptions and registration information, please visit the website http://academics.smcvt.edu/cbauer-ramazani/TESOL/EVOL/evol2003.htm

Please also note the following online TESOL Online Workshops:

*April 2003 - Part 1: The Basics of Online Instruction (requiring only basic knowledge of navigating the Internet);

*Summer 2003 - Part 2: Advanced Workshop for Online Presenters (requires successful completion of Part 1 in the series or some experience in designing and teaching online courses).

For more information and registration, please visit the TESOL web site
http://www.tesol.org/edprg/olw/onlineinstruction.html

The EV ONLINE team:

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TESOL 2003 ELECTRONIC VILLAGE SPECIAL EVENTS:

"Hearing Every Voice"

Baltimore, Maryland, USA

March 25-29, 2003

http://darkwing.uoregon.edu/~call/

Internet Fair, Software Fair, Applications Fair, EV Mini-Workshops, Developers' Showcase

Deadline for Submissions: January 15, 2003.

You are invited to submit a proposal for participation in one or more of these TESOL 2003 CALL Interest Section Special Events, according to the guidelines below. Submit a separate proposal for each demonstration you wish to be considered for. You are welcome to submit proposals to more than one event, and it is possible to have more than one proposal accepted (depending on space availability and quality of the submission). Windows and Macintosh equipment will be available at no charge, along with CD ROM drives, Internet connections,

and (for the Showcase only) projection equipment. Plan to bring a minimum of 100 handouts per Fair/Showcase acceptance slot since these are very popular events!

WHAT HAPPENS AT THE FAIRS:

Presenters have approximately 20-30 minutes to demonstrate their material. Participants walk around the EV, dropping in and out of demonstrations, thus precluding highly structured presentations. A demonstration may be repeated a second time (an additional 20 to 25 minutes), if interest warrants and space allows.

WHAT HAPPENS AT THE MINI-WORKSHOPS:

One presenter introduces a topic to a small group of workshop participants. The workshop is "hands-on."

WHAT HAPPENS AT THE SHOWCASE:

There is one presenter at a time, demonstrating her/his program. Seating is provided for the audience. For event descriptions, contact details, and proposal instructions, go to the TESOL CALL-IS website at http://darkwing.uoregon.edu/~call/.

CHINA AND THE INTERNET:

Technology, Economy, and Society in Transition

University of Southern California, Los Angeles, USA

May 30-31, 2003

During the past decade, the Internet community in China has grown exponentially. What was once foreign to the Beijing literati has now become home to 46 million Chinese. While worldwide Internet development has slowed down due to the dot-com clash, the Internet community in China continues to expand.

To explore this interesting phenomenon, the conference brings together scholars, researchers, policy analysts, industry leaders, journalists, and legal practitioners around the world. Among the issues addressed are: Why can China sustain the Internet boom despite the current adverse conditions? What is the social, economic, and cultural impact of the Internet on China? What roles do government authorities, information technology firms, individual users, and foreign businesses play in shaping the new technology in China? How can China develop its information society under a socialist market economy?

The conference will be held at the University of Southern California in Los Angeles on May 30-31, 2003. It will be jointly sponsored by the Annenberg School for Communication at the University of Southern California, Benjamin N. Cardozo School of Law at Yeshiva

University, Programme in Comparative Media Law and Policy at the University of Oxford, and the School of Journalism and Communication at Peking University.

Papers presented at the conference will be selected for publication in a journal or as a conference volume (or both). We welcome submissions from all disciplines. Partial or full travel grants will be available to graduate students and international attendants whose papers have been accepted for presentation.

If you are interested in submitting a proposal for presentations or panels on any of the following topics: China's Internet policy and regulation, usage patterns and social change, regional network developments, China's e-government initiatives, e-commerce and the Internet market, online journalism in China, network security, discourse of online citizen.

If you have any further questions or suggestions about the conference, please contact Prof. Peter Yu at the Benjamin N. Cardozo School of Law (peter_yu@msn.com) or Jack Qiu at the Annenberg School for Communication (lqiu@usc.edu).

All proposals will be peer reviewed and should consist of at least 2 pages of single-lined text. To facilitate the process, authorship and contact information should be included on a separate sheet. The deadline for submission is December 15, 2002.

2003 ASIA CALL INTERNATIONAL CONFERENCE

Bangkok, Thailand

May 14 -16, 2003

http://www.asiacall.org

MEETING DESCRIPTION:

The conference is organized by the Asia Computer Assisted Language Learning Association and the Office of Rajabhat Institutes Council.

THEME:

Information & Communication Technology and Education in Asia

SUB THEMES:

IT and University Education, IT and Language Education, IT and Literature Education, IT and Culture Education

OBJECTIVES:

To offer Information Technology related to University Education and how to develop IT skills in the classroom to Faculty and researchers.

PLENARY SPEAKERS:

1. Dr. Thomas Robb (Kyoto Sangyo Univ., Japan) - The Internet & Education

2. Dr. Euiyon Cho (Dongguk Univ., Korea) - CALL & Linguistics

3. Dr. Yoonil Auh (Central Michigan Univ., USA) - Distance Education

4. Dr. Charles ESS (Drury Univ., USA) - IT & Culture Transfer

5. Dr. Andrew Lian (Univ. of Canberra, Australia) - Round Table Organizer

The overall theme of the conference is Information & Communication Technology and Education.

Sub-topics include, but are not restricted to Language Instruction, Collaborative CALL projects, Computer-mediated Instruction, Corpus Linguistics and Language Instruction, Web-based Language Instruction, Distance Language Instruction, Literature, Culture and Multimedia, Multimedia-Assisted Language Learning, Technology Enhanced Language Learning, CALL & Less commonly taught languages, CALL & New learning environments.

We invite abstracts of up to 200 words for

- Paper presentations (time allotted 30 min)

- A Show & TELL Workshop (approx. 50 minutes)

- Posters (space allotted 180x90 cm)

Submit abstracts by email in an attachment to chongld@gyeongju.ac.kr. Remember to give the name(s) of the author(s), affiliation, e-mail address, phone number, fax number and 50 word biodate.

Important dates

- Deadline for submission of abstracts: Feb. 10th, 2003.

- Notification of acceptance: Feb. 28th, 2003.

- Program available: March 15th, 2003.

- Early bird registration: before March 15th, 2003

Details regarding the program, registration and hotel accommodation will be sent out in February 2003. If you submit an abstract, you will automatically receive this information. If you do not submit an abstract, send us an email in order to receive our next newsletter.

For more information about the conference, please visit our website at:
http://www.asiacall.org

Contact Person: Larry Chong, chongld@gyeongju.ac.kr

ASIA CALL 2003 ORGANIZERS:

Dr. Larry Chong – Chair; Dr. Stephen Carey - North America; Dr. Christine Sabieh – Lebanon; Dr. Shameem Rafik-Galea – Malaysia; Dr. Ambigapathy Pandian – Malaysia; Prof. Leila Kajee - South Africa; Ms. Maryam Paknahad-Jabarooty – Iran; Dr. Monica van Heerden - Far East Asia; Ms. Monica Ward – Europe; Prof. Debbie Dolan – Australia; Prof. Anil Pathak – Singapore.

EDUCATION'S DIGITALSTREAM EMERGING TECHNOLOGIES IN TEACHING LANGUAGES AND CULTURES

CSU Monterey Bay, Seaside, California, USA

March 20-22, 2003

http://csumb.edu/digitalstream/

California University Monterey Bay invites you to join Education's DigitalStream Emerging Technologies in Teaching Languages and Cultures 5th annual conference, to be held March 20-22, 2003 on the CSU Monterey Bay campus in Seaside, California.

Our theme for 2003 is: Languages on the Edge! Implications of Emerging Technologies for Teaching Languages & Cultures

Subject areas include: Technology Applications and Integration in the Language Classroom; Strategies and Activities for Using Technology in the Language Class; The Use of Technology in Language Proficiency Assessment; Language Learning Lab Management and Issues; Distance & On Line Language Learning; Technology Enhanced Teaching of Heritage uLanguages and Cultures; Technology Application for Teaching Languages at Risk; Creating Effective Virtual Language Learning Environments and Issues; Workshops and Demonstrations of the Use of Technology in Teaching Language and Cultures; Research on Language Learning and Technology.

Proposal Guidelines:

Proposals will be limited to a 150-word abstract. Initial proposal should be submitted no later than December 15, 2002. Presenters will be required to submit a final revised manuscript for printing in our published proceedings on March 13th, 2003. Each session room will be equipped with a multimedia projector, screen, white board and lavaliere or standing microphone. All other equipment must be requested and arranged for through a Technical Needs request which will be available online. CSU Monterey Bay has wireless capability in

most of our conference facilities. Presenters must arrive prepared with any presentation materials (35-40 handouts per session). Presenter registration fees will be discounted on behalf of the conference, but CSUMB cannot reimburse presenters' travel expenses. We are accepting proposals via the DigitalStream website: http://csumb.edu/digitalstream/

If you have any questions, please contact:

Loretta Hood, loretta_hood@csumb.edu, 831-582-5063

Yoshiko Saito-Abbott, Ph.D., Conference Chair

Professor of World Languages and Cultures

California State University Monterey Bay, 100 Campus Center, Seaside CA. 93955

SUBSCRIPTION INFORMATION AND CALL FOR SUBMISSIONS

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

The editorial board of "Teaching English with Technology":

- Jarek Krajka (Maria Curie-Sklodowska University, Lublin, Poland) – Editor-in-Chief (Articles, Lesson Plans, Software, On the Web)

- Jozsef Horvath (University of Pecs, Pecs, Hungary) – Editor (Articles, Book Reviews)

- Maria Jose Luzon de Marco (University of Zaragoza, Spain) – Editor (The Internet for ESP)

- Guo Shesen (Luoyang University, Henan, P.R China) – Editor (A Word from a Techie)

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

The next issue of "Teaching English with Technology" will be published in March 2003. Submission deadline for the next issue is February 1, 2002.

We invite submissions covering the following categories:

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

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

- Lesson plan: plans of lessons done in the Internet or using computers, set in the reality of the education system, detailing the procedure, technical requirements, skills needed by students and teacher, together with URLs used in the lesson and any worksheets/checklists students are asked to complete

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

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

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

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

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

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

Please forward the following details with each submission:

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

- job title(s)

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

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

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