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EDITOR'S MESSAGE

by Jarek Krajka

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The editorial team of *Teaching English with Technology* has spent busy holiday time preparing the next, fifth, issue of this free electronic journal for teachers of English interested in using the Internet and computers in their teaching. Also in this issue we have tried to maintain the general line of the Journal, namely making it as practical and immediately useful for teachers as possible. It is hoped that the journal is both an inspiring food for thoughts for teachers and a how-to manual with classroom ideas, useful tips and handy lesson plans.

As the editor of *Teaching English with Technology,* I am proud to announce that it is constantly growing, reaching almost 600 subscribers by email, while the Web version (available at http://www.iatefl.org.pl/sig/call/callnl.htm) is visited more than 200 times each month. Some subscribers expressed their interest in finding out what parts of the world the Journal is distributed to. Of course, it is not always possible to tell the country from the email address, but to my knowledge, apart from almost 100 subscribers from Poland (mostly participants of The British Council Poland ICT courses, conducted by the editor of the Journal), there are many others from the USA, Canada, Japan, Australia, Germany, the United Kingdom, Austria, the Czech Republic, Hungary, Spain, Italy, Brazil, China, Taiwan, but the Journal reaches also other places such as East Borneo, Lithuania, Mexico, Slovakia, Cyprus, Yugoslavia, Uruguay, Malaysia or India. What is more, with permission, the Journal is forwarded to national discussion lists for English teachers in Singapore and Bosnia and Hercegovina, reaching 200 teachers in each of these. Thus, it can be said that the Journal is truly international, with the editors coming from Poland, Hungary and Spain.

This international character can also be seen in the content of the Journal: in this issue, we can see an article contribution from Hungary, an ESP submission from Spain, lesson plan contributions from Poland, Taiwan and Australia, website reviews from Poland, software reviews from the USA and Poland, a conference report from Poland.

Also, this issue presents a very promising trend: more and more of our subscribers decide to share the results of experiments, the findings of studies or classroom ideas with other subscribers. In this way they work to make the Journal better, to make it a vehicle for collaboration and exchange of views on using technology in teaching.

Thus, the article, "Introductions and Conclusions in Advanced EFL Students' Writing: Evidence from the Corpus," is written by the Journal's co-editor, Jozsef Horvath from the University of Pecs, Hungary. The author discusses the subject of corpus linguistics, illustrating how a language teacher may benefit from introducing a CL method to test hypotheses about learner writing. Definitely, his findings and solutions to university courses can be applied also in other teaching environments.

The Internet for ESP column continues the idea of presenting different activity structures that can be used when teaching English for Specific Purposes. As in last issue, also this time Maria Jose Luzon from the University of Zaragoza describes another type of information collection and analysis activities, namely "virtual fieldtrips" ("tele-fieldtrips"). The author gives the theoretical assumptions underlying this type of activity, outlines the general considerations that need to be taken into account when using fieldtrips in the classroom, and finally provides an impressive list of sites containing virtual fieldtrips.

In this issue there are three lesson plans: the first one, "What's On" by Mirosława Podgórska, a secondary school teacher from Zamość, Poland, is an interesting attempt to supplement a lesson from a coursebook, *Enterprise 3*. I strongly recommend having a good look at the lesson, at the coursebook and comparing the advantages and drawbacks of an Internet-based lesson as opposed to a coursebook one. The two other plans, "A Virtual Visit to the National Gallery of Art" by Shiao-Chuan Kung from Taiwan and "Appreciation of Art" by Renata Chylinski from Australia are examples of telefieldtrips giving students the opportunity to visit places and see things they would never do in real life.

As for Website Reviews, this month the focus of the reviewer was on different sites helpful in writing instruction. Thus, readers can find pages preparing for exam writing, pages allowing students to participate in writing exchanges over the Internet, letting students to create their own newspaper or play with language in somewhat different kinds of writing. The focus of this issue's Book Review section is *Internet English*, very well-known Internet coursebook, probably the first of this kind ever published. Two Software Reviews are quite different from each other: on the one hand, Perry Christensen from Brigham Young University discusses *Micrograde*, a very useful tool for organising classroom data and grades by teachers; on the other hand, Jarek Krajka reviews *Oxford Advanced Learner's CD-ROM Dictionary*, a fundamental reference tool for ESL learners. Finally, Reports from Past Events section features a report from "Exeter CALL - The Challenge of Change, " a big and successful conference held in Exeter between September 1st and 3rd 2001.

I hope that you will find the Journal useful and that it will provide some answers to your teaching problems. It is also my deep and sincere wish that for next issues you will be still willing to share your ideas, solutions and teaching techniques.

I wish you good reading.

INTRODUCTIONS AND CONCLUSIONS IN ADVANCED EFL STUDENTS' WRITING: EVIDENCE FROM THE CORPUS

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A crucial issue in any analysis of language is the role of data. Evidence sought to support a theory of structure or language use provides the basis on which to evaluate the feasibility and applicability of a hypothesis. The role of linguistic evidence also has practical implications in language education, as it impacts on the manner in which a syllabus is presented (Seliger & Shohamy, 1989). As the examples may be either intuitive (coming from the linguist's own repertoire) or observed (recorded in some psycholinguistic elicitation or field work), the issues of competence and performance present the framework in which this question has been studied.

One of the leading figures in corpus linguistics applying machine-readable collections, Leech (1997), defined a corpus as "a body of language material which exists in electronic form, and which may be processed by computer for various purposes such as linguistic research and language engineering" (p. 1). Computer corpora of both spoken and written language, especially for English, have been used increasingly in linguistics (Sinclair, 1991; Kennedy, 1998; Renouf, 1997; Horváth, 1999). From the early 1990s, we have also seen a growing interest in collecting language samples from students of English -- these learner corpora represent an exciting new domain of linguistic and pedagogical pursuit (Granger, 1998; Kaszubski, 1998; Ringbom, 1998). In this paper, I will aim to demonstrate how a language teacher's pedagogical concerns may find a suitable framework in corpus linguistics (CL) studies. First, then, let's see why I care about CL.

Learner corpora

The rationale of corpus linguistics is to directly access, derive, and manipulate evidence from a collection of texts. Early CL achievements include the Brown and the LOB corpus. More recent, and more influential, large English corpora are the Bank of English and the British National Corpus, which contain millions of words in spoken and written samples, occurring in natural contexts.

Learner corpus projects can be seen as a natural extension of the interest in language sampling. They were launched in the early nineties, partly to satisfy a need to verify or refute claims about transfer from the mother tongue to the foreign language. Among these drives, the Louvain-based International Corpus of Learner English (ICLE) was the forerunner.

Conceived by Granger, the ICLE collection of written texts by advanced students of EFL aims to be the basis of lexical, grammatical and phraseological studies. The main objective is to gather objective data for the description of learner language. Besides, the ICLE's contribution has been in directing attention to the need for observation of this language so that the notion of L1 transfer may be analysed under stricter data control. The obvious potential outcome is for materials development projects, which will help specific classroom practices. Focusing on error analysis and interlanguage, the ICLE-based project enables researchers and educators to directly analyse and compare the written output of students from such countries as France, Germany, the Netherlands, Spain, Sweden, Finland, Poland, the Czech Republic, Bulgaria, Russia, Italy, Israel, Japan and China.

The JPU corpus

I have been teaching EFL at the University of Pécs (formerly Janus Pannonius University) for ten years, primarily Language Practice and Writing and Research Skills (WRS) courses. In 1992, I began collecting students' texts. Students were free to participate or not in the effort. For each text, two types of data were recorded: each script was saved to computer disk, and the information on the student and the course of origin for the script was also saved.

Over the years, the JPU Corpus has grown tremendously; by now it contains over 400,000 words. It is a semi-annotated collection: it has author, gender, year, course, and genre information tagged to it, but it does not take advantage of any of the robust tagging techniques available today (for a detailed discussion on the development of the corpus and other related issues, see Horváth, 1999).

Two major types of text are represented in the corpus, which also account for most of the assignments that students submit at the English Department of the university: essays and research papers. In this paper, I will focus on the latter component in one of the five sub-corpora, which is made up by scripts written by 130 students in my Writing and Research Skills courses (predominantly first-year students with little previous experience in reading and writing research papers even in their first language).

Two hypotheses: Introductions and conclusions in the JPU corpus

In terms of number of scripts and types of words, the Writing and Research Skills sub-corpus (WRSS) is the most representative, with its 130 texts (by 106 female and 24 male contributors). The text types represented by the WRSS are personal essays (23), with the rest of the collection (107 scripts) made up by research papers.

As a teacher of these courses, one of my concerns was how I could help students discover and experiment ways in which authors in introducing a text can arouse interest, both in personal writing and research reports. Another concern has been the various techniques authors use to conclude their texts. Thus, a number of classes, written assignments, readings, and office-hour meetings have been devoted to these two structural units (for a discussion of my writing pedagogy, see Horváth, 1999).

For the present investigations, I selected the research paper samples of the WRSS. The majority of scripts, 107, were submitted as the final research paper requirement of the course (the rest of the sub-corpus, the 23 essays, were excluded from this analysis). This collection

represents a valid basis on which to test two hypotheses: one related to introductions, the other to conclusions.

The investigation of the types and composition of these introductions and conclusions was motivated by the linguistic and pedagogical concern with the importance of drafting and revising introductory and concluding matter. By looking closely at this sample, we can gather useful information on students' choices, using authentic data that can be exploited for future language education.

The introductory sentences

Of the 107 papers, 33 discuss aspects of Hungarian newspaper articles published on the day students were born. This option was designed to include a personal intrinsic motive for students to begin to want to do research. The high number of such papers seems to prove that the approach was successful. However, a large number of other content and method types are also represented in this sub-corpus – these themes are listed in Table 1.

Table 1: Themes of the 107 research papers in the WRSS

Type	Number
Newspaper articles from the day student was born	33
Analysis of students' writing	30
Survey among students	20
Word processing for writers	4
Types of revision	3
Analysis of WRS course tasks, readings, procedures	2
Analysis of Umberto Eco's writing	2
Survey among teachers	2
Analysis of teacher's comments on portfolios	1
Analysis of essay test markers' comments	1
University syllabus analysis	1
Analysis of writing textbooks	1
Introductions in an anthology of essays	1
Analysis of introductions in scholarly papers	1
Analysis of narrative essay	1
Analysis of Zinsser's notion of simplicity	1
Models of paragraph	1
Analysis of structure in research papers	1
Proficiency test for high-school students	1

The hypothesis claimed that the type of introductory sentence chosen by students would affect the length and vocabulary of the first sentence. Besides, I aimed to gather descriptive information on the frames of this language sample (Andor, 1985). To test the hypothesis, the first sentence of each introduction was saved as a separate document, which was then processed by the concordancer, also calculating tokens, types, and average sentence length in different groups. In short, the introductory sentences were treated as a mini corpus. Besides these measures, a table was also designed, listing the types of introductions observed.

The mini corpus of these sentences contained 1,946 words, of 579 types, a ratio of 3.36. The average length of a sentence was 18.18 words.

To test the validity of the hypothesis, I performed a content analysis of the sentences, using categories. Initially, I identified five categories to capture the types of frames of the introductions, representing different approaches I knew students employed in their texts. These included

∑ describing a *personal* incident related to the theme (e.g., "Having read the newspaper issue of Kisalföld [a Hungarian regional newspaper] of 14th September 1978, a whole new world opened to me.")

∑ identifying a relevant *historical* detail ("In June 1979 Leonid Brezhnev paid a visit to Hungary.")

∑ opening with a *narrative* ("The first thing that many people do in the morning is opening one of the daily newspapers and browsing among the articles."

∑ giving a *definition* of a field, an issue or a problem ("Students' opinion about syllabi can influence the popularity of courses.")

∑ beginning the text with *five* semantically germane nouns, verbs or adjectives ("Clutch, weep, glare, jerk, loathe.")

The last of these introductory frames was first employed and practiced, primarily for personal descriptive and narrative essays, in the WRS course in the Spring 1998 semester.

In categorizing the introductory sentences, I scanned them for traits of these frames. As some introductions did not fit into the original categories, new ones were set up:

∑ stating a matter clearly *obvious* for the intended reader, often containing determiners such as *every*, *each*, *all*, or adverbs like *always* (e.g., "Newspapers are used for informing the population about how the society works and what goes on all over the world.")

∑   stating the *aim* of the paper ("In this paper my aim is to compare two Hungarian daily newspaper issues...")

∑   defining the *method* of the investigation ("One possibility to gather information about a period of time is to read newspapers.")

∑   directly addressing the *reader* ("Reading old newspapers may make you realize what has and what has not changed during the years.")

∑   including a direct or indirect *citation* from a source ("According to Harris (1993, p. 81), a general point about writing is that it cannot be seen in isolation...")

∑   asking a *question* ("What is exactly a portfolio?")

∑   beginning with the *title* of a source ("Bits & Pieces.")

These labels were then assigned to the introductory sentences. To test the reliability of the categorization, the same procedure was conducted a second time. In only two instances was there a difference between the first and the second result, which were identified with a question mark, and the first and second label recorded. Altogether, I identified twelve types of introductions in the WRSS sample, with the 13th represented by the problematic examples. When these measures were taken, the frequency of types was rank-ordered. The results appear in Table 2. The table shows overwhelming preference for four types of introduction: those based on definition, personal incident, an obvious issue, and historical detail. Altogether, the four types account for the majority of the papers, 83 out of 107.

Table 2: The rank order of types of introductory sentences in the WRSS sample

Rank	Type	Frequency
1	definition	47
2	personal	15
3	obvious	12
4	historical	10
5	aim	7
6	method	4
7	five	3
8	citation, reader, ? (obvious-definition; obvious-historical)	2
9	narrative, question, title	1

To confirm or refute the hypothesis that the type of introduction affected the length of the first sentence, I devised the following procedure. Of the 107 sentences, I selected the 83 that

belonged to the most popular options. As the rest of the sentences were each represented by only seven or fewer examples, they were eliminated from the investigation, as their low frequency would not have given sufficient information on length distribution. After this, I calculated the length of the each of the 83 sentences in the four main groups. When these indices were obtained, I determined the effect of the type on length via one-way analysis of variance (ANOVA). Table 3 presents the statistics.

Table 3: Results of the analysis of variance on the data of length of first sentences

Source	df	SS	MS	F	Pr[X>F]
Between	3	199.14	66.38	1.20	0.31
Residual	80	4410.10	55.13		

Total   83   4609.24

According to the figures in the table, the ANOVA findings are inconclusive: no significant differences were found (F = 1.20; p = 0.31). The type of sentence did not affect its length. This result points to the need to analyse the full introductory paragraphs, so as to reveal how type may affect its size and structure.

The concluding sentences

Similarly to the importance of how a research paper opens the theme for the reader, in writing the conclusion's last sentence, the author has an opportunity to make a last and maybe lasting impression. In this investigation, I analysed the final sentences of concluding sections of the 107 papers, looking for the same types of information as in the previous study. This hypothesis claimed that there would be a number of types of concluding sentences, which in turn would affect their length and vocabulary. The procedures for testing this last hypothesis were the same as for the previous one.

The mini corpus of the concluding sentences was made up by 105 sentences -- two fewer than in the introductory mini corpus, as two students did not include a conclusion in their submissions. The sample contained 2,389 words, representing 818 types, resulting in a ratio of 2.92. The rounded average length of sentences was 23 words. When compared with the same statistics for the introductory mini corpus, we can see that concluding sentences tended to be somewhat longer, using more types of words on average than the introductory ones. However, the differences cannot be regarded as marked, as shown in Table 4.

Table 4: Descriptive statistics of the two mini corpora

Index	Introductions	Conclusions
Tokens	1946	2389
Types	579	818
Ratio	3.36	2.92
Average length	18.18	22.75

As for the typology of the last sentences, the following eight categories were set up initially:

∑ summary of a *qualitative* result (e.g., "The more senses are involved in learning, the deeper the learning will be.")

∑ summary of a *quantitative* result ("From the foregoing it is clear that all of the analysed essays except for one or two are better than the average.")

∑ statement of practical implication ("I also learnt about the relationship between journalism and the political life.")

∑ identification of *limitation* of study ("As the other classes during the semester were more or less active than the one dealt with in this paper, this research paper and the results of it can be applied to this particular class."

∑ a direct or indirect *question* ("I wonder how many findings will apply to me and my peers in the future.")

∑ identification of *hypothesis* or problem for future study ("It could be used for finding out why some important information was left out from Hungarian papers, and what they were.")

∑ *non-sequitur* or irrelevant notion ("Only children were excited when they were waiting for Santa Claus to bring them presents.")

∑ stating the *obvious* ("Other sources can be used as well for doing similar research on this topic, which would certainly enrich knowledge about this field.")

Again, not all concluding sentences could be grouped under these headings. The three new categories added were

∑ *citation* (e.g., "Such an essay test might be a torture for those students who dislike essay writing, but it 'continues to serve as a challenge for a number of students who have shown excellence in writing.' -- reports Horváth József….")

∑ addressing the *reader* ("Thank you for not leaving and reading the Research Paper.")

∑ *unclear* content or ambiguous ("With this paper I got the information, what I wanted to know.")

Each of the 105 sentences was coded, and the grouping double-checked. In the second analysis, the original division was found to be reliable. See types of concluding sentences in Table 5.

Table 5: The rank order of types of concluding sentences in the WRSS sample

Rank	Type	Frequency
1	qualitative	47
2	practical	26
3	obvious	9
4	unclear	7
5	quantitative	5
6	question	3
7	hypothesis, limitation, non-sequitur	2
8	citation, reader	1

The two most popular last statements in the mini corpus were represented by the qualitative and the practical outcome types. This result is in line with previous pedagogical experience suggesting that student writers favoured these options. They also appear to be relevant for the types of research design the scripts were based on. However, the high ranking of the obvious type of sentence and of the unclear category calls attention to the need for more practice in the area of writing conclusions. This can be facilitated by channelling back the information on students' scripts to the writing course, using authentic student texts.

Finally, to test the relationship between type of concluding sentence and length, I employed a one-way analysis of variance test for types. I used the sentence-length data for the qualitative and practical groups, and the combined length for the obvious and unclear types. The results appear in Table 6.

Table 6: Results of the analysis of variance on the data of length of last sentences

Source	df	SS	MS	F	Pr[X>F]
Between	2	862.29	431.14	4.34	0.02
Residual	86	8539.22	99.29		

Total   88   9401.51

Qualitative Mean: 23.36

Practical Mean: 24.23

Obvious + Unclear Mean: 15.62

The table shows that the analysis revealed a significant effect of type of concluding sentence on length: $F = 4.34$; $p = 0.02$. Whereas the mean length of the qualitative and practical type of concluding sentences was almost identical (23.36 vs. 24.23 words), the length of the combined group of obvious and unclear type sentences was 15.62, for which the analysis

confirmed significant variation. Thus, the hypothesis claiming that type of sentence affected length was verified.

This finding may imply that students who wrote the type of concluding sentences that were categorized as either unclear or obvious had difficulty ending their papers, and thus they opted to write much shorter sentences than others. However, factors such as grammatical accuracy of the sentences, the type of concluding sentence and the full concluding paragraph, and the appropriateness of the type of conclusion in relation to the body text of the research paper are to be investigated in the future.

Conclusion

In this article, I have attempted to illustrate how a language teacher may benefit from employing a CL method to test hypotheses about learner writing. By developing learner corpora, other teachers may conduct their own studies, relevant to their teaching aims and contexts. With the increasing interest in CL, and especially CL investigating learner English, there are also potentials for national and international cooperation, as shown by the example of the International Corpus of Learner English.

Students may not learn to write more effective introductions and conclusions as an automatic result of such analyses, but they, and their teachers, will have a clearer concept of what it is they write, which could have pedagogical significance.

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THE INTERNET AND ESP

INFORMATION COLLECTION AND ANALYSIS ACTIVITIES:

VIRTUAL FIELDTRIPS (TELE -FIELDTRIPS)

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The Internet enables us to travel to places that would otherwise be unreachable and to visit far away places without leaving the classroom. A challenging and motivating activity for ESP students is taking a trip to a "virtual space" related to their discipline. A tele-fieldtrip is an interactive, media-rich virtual fieldtrip to a particular location. The sites where we can travel virtually are unlimited: museums, exhibits, factories, companies, geographical places. We can even visit the human body, the outer space or the past! Using the fieldtrip in the ESP classroom endows the class activity with a sense of reality: students learn the language "travelling outside" the classroom and getting in touch with "real" people, places and events. Some fieldtrips even enable students to connect face to face with real people through video-conference or to communicate through e-mail with people taking the real trip.

There is a high number of virtual fieldtrips on the Internet, but they do not usually include accompanying activities for students taking them. ESP teachers can use some of these fieldtrips to develop fieldtrip activities which meet their students' needs and interests. Walter McKenzie gives some guidelines for preparing, conducting and evaluating virtual fieldtrips (http://surfaquarium.com/vftguide.htm). A good example of how the fieldtrip format can be used for teaching ESP is the activity created by Philip Benz to guide students on a virtual tour of the Corbin Motors factory (http://www.ardecol.ac-grenoble.fr/english/enquest4.htm).

The first thing to take into account when creating a virtual fieldtrip activity for ESP students is that the trip should be to a virtual place connected with the students' discipline and arousing their interest. For instance, many students of Mechanical Engineering at Zaragoza University intend to work in the automotive industry (the leading industry in the region). Thus, an interesting fieldtrip for them is *The Electronic Field Trip to Toyota* (http://www.ket.org/trips/toyota/). Here students can visit *The Toyota Automobile Museum* in Tokyo, where they can see all car models, or *The Toyota Virtual Factory*, where they can see how cars are manufactured. Business students may be interested in taking a fieldtrip to *The Cameron Balloons Virtual Factory* (http://bized.ac.uk/virtual/cb/), a factory which "looks at all the major business functions, including production, accounts and marketing."

It is also important to integrate the fieldtrip with the course curriculum. This is an interesting activity to be done at the end of a unit concerned with the topic of the fieldtrip, when students

are already familiar with the vocabulary to be found in the site they are visiting. For instance, *The Electronic Fieldtrip to Toyota* could be taken at the end of a unit about cars. To ensure that the fieldtrip is a meaningful learning experience the teacher should try to reduce students' novelty levels regarding the trip: it is necessary to familiarise them with the site and with the concepts and language they will encounter there. It is, thus, desirable that the teacher should give students an overview of the site they are going to visit. Before taking the fieldtrip, students should also prepare for it by means of study questions, e.g. discussion of aspects related to the fieldtrip.

The trip should be question-driven and have a clearly stated objective so that it can be seen as a purposeful and outcome-evaluated activity. Students should be given step-by-step tasks to accomplish during the fieldtrip. A fieldtrip worksheet stating the objective and describing tasks learners are to complete should be distributed among them and discussed before the computer work begins. Students could try to find answers to some questions posed by the teacher to focus the visit, or they could concentrate on an aspect of the field that interests them. Learners could be divided into groups, each group being responsible for researching one aspect. The tasks should focus students' browsing but they should be given enough freedom to choose what they want to see in the visit. For instance, on a visit to the Toyota Automobile Museum they could choose a model and compare it (performance, safety, etc.) with another model chosen by their partner.

The fieldtrip is a suitable activity to practise many of the skills and functions that ESP students are expected to acquire. They could be asked to collect, analyse or synthesise data or to complete tasks which help them develop the ability to compare and contrast. This activity can also be used to focus on the formulation and testing of hypotheses. An example of that is the activity "The Midwest U.S. 16,000 Years Ago" (http://commtechlab.msu.edu/sites/letsnet/). Students visit the Illinois State Museum's exhibition entitled "The Midwest U.S. 16,000 Years Ago" to find data that either support or refute hypotheses they have previously formulated. After the visit they share their findings and discuss the evidence found.

The information collected during the fieldtrip should be exploited in some off-line follow-up exercises. For instance, students can be asked to report on what they observed during the fieldtrip or they can pose questions that arose during the fieldtrip and try to find answers in repeated visits to the site. A good idea is to discuss students' findings, focusing on the differences noted by them. Some of the follow-up exercises proposed for *The Electronic Fieldtrip to Toyota* are the following: "Create a time line for the development of the car," "Brainstorm possible fuel sources for cars," "Discuss metal alloys and materials used in cars."

Sites with fieldtrip activities interesting for ESP students:

- *Fieldtrip to the Student Experimental Farm* (http://score.rims.k12.ca.us/activity/experimentalfarm/start.htm). Biology students can learn about farming (e.g. how to prepare soils, how to plant, or how to harvest). For each part of the trip there are interesting activities to do.
- *World Surfari* (http://www.supersurf.com/). A wonderful site for students of history and geography (and indeed for anybody who likes travelling). They can take a virtual trip to a new country each month. Students can learn history and see major sites. They can even e-mail other travelers.
- *Mysteries of the Nile* (http://www.pbs.org/wgbh/nova/egypt/)

- *CELLS Alive!* (http://www.cellsalive.com). It includes quizzes with questions taken from CELLS alive.
- *NASA Space Shuttle Virtual Tour* (http://science.ksc.nasa.gov/shuttle/missions/sts-90/vrtour/index.html).

Fieldtrips, exhibits and places interesting to visit:

ESP students could visit these sites and complete the tasks created by their teachers:

- *The Virtual Zoo* (http://library.thinkquest.org/11922/)
- *Chrysler Sterling Heights Plant* (http://www.ipl.org/autou/plant/). Students can see how cars are made.
- *Geography and Geology Fieldtrips* (http://www.chelt.ac.uk/el/philg/gdn/hawaii/vfc.htm)
- *Virtual Fieldtrips* (http://www.uen.org/utahlink/tours/fieldtrips2.htm). A great collection of fieldtrips classified by topic, e.g., technology, maths, science, health.
- *Virtual Tours* (http://www.virtualfreesites.com/tours.html). A collection of tours for the world, museums, exhibits and points of special interest.
- *The Virtual Fieldtrip Site* (http://www.field-guides.com/)
- *A Quick Virtual Nuclear Power Plant Tour* (http://www.cannon.net/~gonyeau/nuclear/tour-a.htm)
- *Earth Science explorer* (http://www.cotf.edu/ete/modules/msese/explorer.html)
- *The Tech Museum of Innovation* (http://www.thetech.org/exhibits_events/online/). A highly useful site with many online exhibits of interest for ESP students (e.g. "Robotics," "2001: destination space," "The satellite site," "Earthquakes," "DNA: the instructions manual for life")
- *National Museum of Natural History* (http://www.mnh.si.edu/)
- *Factory/Plant Tours* (http://bradley.bradley.edu/~rf/plantour.htm). A list with over 150 links to various company tours.
- *The Franklin Institute's Online Exhibits hotlist* (http://sln.fi.edu/tfi/virtual/). An amazing collection of online exhibits

Information on virtual fieldtrips:

More information on virtual fieldtrips can be found on the following site:

Electronic fieldtrips online (http://commtechlab.msu.edu/sites/letsnet/noframes/bigideas/b1/)

Related sites:

- *The Quest Channel* (http://quest.classroom.com/). This is a site with online interactive expeditions for schools.
- *Xcursions* (http://www.xcursioncentral.com/). Each Xcursion links to a series of annotated Web sites that are relevant to a specific subject or topic.

INTERNET LESSON PLANS

"WHAT'S ON?"

by Mirosława Podgórska

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Inspired by and suggested as a follow-up to: *Enterprise 3*, unit 21 "A modern myth."

Subject: *What's on?*

Level: Pre-intermediate and above.

Time: 90 minutes.

Aims:

1. To revise vocabulary related to films.
2. To read for gist.
3. To write a recommendation for a film.

Technical requirements: One computer per a group of 2-3 students, with the Internet connection.

Knowledge: Students should be skilled at typing the URLs.

Procedure:

I. Pre-stage (15 minutes).

To warm students up, the teacher asks questions:

- o   What types of films do you remember?
- o   What is your favourite type and why?
- o   What are the three titles of films worth remembering?
- o   What do you expect to find on a website dealing with films?

II. While-stage activities (25minutes)

1. The teacher writes an URL on the blackboard, students type the address: http://us.imdb.com

The teacher asks: Have a quick look at the page and tell me what kind of information you can collect here? (5minutes)

<u>Expected answers</u>: *a list of top movies, results of a poll, recommendation, some fun stuff, games, photos, etc.*

2. The teacher divides the class into two groups. Students are given task sheets with a chart to be filled with some information. The teacher explains what MPAA is (the Motion Picture Association in America) and what their role is. Then students are told to click on the icon TOP MOVIES (upper left-hand corner).

1st group is to find the top movie in the USA by clicking TOP US (in March 2001 it was *the Mexican*)

2nd group is told to click on TOP UK and find out what's on top in Great Britain (in March 2001 it was *Hannibal*)

Additionally, the teacher may suggest reading at least one user's comment to widen students' perspective. Having done these, students are to complete the task sheet.

Country	
Title	
Directed by	
Genre	
Cast	
Plot (main ideas)	
MPAA comments	Rated for: Violence? Language? Nudity? Other?
Your comment	

3. Students report back what they've found out. (10 minutes)

4. The teacher asks students to write a short recommendation for the film they've been reading about. They are supposed to include the information written in the chart. After that one or two recommendations are read aloud. (20 minutes)

III. Post-stage activities

If time allows, students may be asked to do the following exercises:

1. A competition.

The teacher asks: **What's the worst film today**?

Students are given 3 minutes to find the information. The winner is the first person to find the icon TODAY'S POLL and give the required information (in March 2001 it was *Star Wars*).

2. Go back to the page TOP MOVIES and on the left you'll find the place to type your birth date in to check what famous actors were born, died, or got married on that day.

3. There's a photo gallery on each page. Click on the photo you like to learn about the obscure roles of the well-known film stars.

4. Click on the icon FUN & GAMES (at the top of the main page). There are lots of funny quotes, trivias and goofs from most recent films, such as *Hannibal*, *Matrix*, *Gladiator*, etc. Your students will enjoy it!

A VIRTUAL VISIT TO THE NATIONAL GALLERY OF ART

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Introduction

The Web's multimedia capabilities and interactive functions make it an attractive and motivating medium for students. Documents on the Web cover a huge range of topics, are mostly written in English, and are constantly increasing in number. The Web is thus a rich source of authentic materials. The National Gallery of Art in Washington, D.C., houses one of the finest art collections in the world. The museum's website is an example of a well-organized, visually appealing and reliable source of authentic material. This lesson requires that students decode information found at the museum's website and practise on-line navigation and research skills through a virtual visit to the museum.

Level: intermediate

Time: 1 hour

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

Procedure

1. Introduce the activity by asking students to name two famous museums that they have heard about or been to.

2. Ask students how they would attempt to find the information about the opening hours of the Metropolitan Museum of Art and the kinds of art works that can be found at the Louvre.

3. Ask students to predict what information they might find on the website of a museum.

4. Have the students launch their web browsers and go to the web site http://www.nga.gov.

5. Give the following assignment. While the students are completing the assignment, move around the classroom addressing technical difficulties or answering questions.

A Virtual Visit to the National Gallery of Art (www.nga.gov)

1. Where is the National Gallery of Art located?

a) in New York   b) in Los Angeles   c) in Washington, D.C.

2. How much does it cost to get into the museum?

a) $7   b) nothing   c) It depends on how old you are

3. Where is the West building of the museum?

a) on Independence Avenue & 7th Street

b) on Constitution Avenue & 7th Street

c) on Constitution Avenue & 3rd Street

4. When can I visit the museum?

a) Mondays to Fridays only

b) everyday except Mondays

c) everyday except Christmas Day and New Year's Day

5. Who was the architect who designed the East building of the museum?

a) I. M. Pei   b) Frank Lloyd Wright   c) John Russell Pope

6. What kind of performances can we enjoy in the Sculpture Garden?

a) jazz concerts   b) classical music concerts   c) modern dance performances

Follow the "NGA Kids" link and view the slide show of Rogier van der Weyden's "Saint George and the Dragon"

7. Who was Saint George?

a) an English night   b) a Roman soldier   c) a Renaissance monk

8. What is the young woman on the left of the painting doing?

a) saying a prayer

b) screaming in horror

c) staring at the scene without saying a word

9. How big is the painting?

a) as long as a wall   b) quite small   c) about the size of a 31-inch TV

10. What was the dragon a symbol of when this painting was done 500 years ago?

a) loyalty   b) power   c) evil

Answer Key

1. c
2. b
3. b
4. c
5. a

- a
- b
- a
- b
- c

APPRECIATION OF ART

by Renata Chylinski

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BACKGROUND

The language project I am about to describe has been developed from a web site recommended by the "Tower Tipsheet." ESL teachers and learners can sign up for that service at http://towerofenglish.tripod.com/tipsheet.htm.

"A. Pintura Art Detective – The Case of Grandpas Painting" (http://www.eduweb.com/pintura/index.html) is an educational web adventure, a detective story, asking students to solve the case of a stolen mystery painting.

While comparing the painting to the works of Picasso, Gaugin, Millet, Van Gogh, Titian and Raphael students try to decide on its painter. Each example highlights an art concept such as composition, style or subject, providing students with precise art-specific vocabulary. At the

same time students are taken on a journey through features of various art styles across centuries.

Language level: Intermediate

Time: 3 hours (excluding publishing) of which only 1 hour requires Internet access in pairs.

Step 1. Introducing the topic: What is Art? (off-line)

Focus: Vocabulary Building, Speaking

- "What is Art?" – brainstorming. Writing a definition of Art and checking it with a definition in a dictionary. Examples of different types of Art are put on the whiteboard.
- "Are you artistic?" In small groups of four students talk about their artistic abilities, skills they may have or used to have. A group representative gives a quick summary of his/her group's artistic abilities to the rest of the class.

Step 2. Reading an adventure story online – be an art detective!

Focus: Reading and Oral Collaboration

- In pairs students follow the story together helping detective Pintura to solve two puzzles: who painted the stolen work of art and who was the mysterious woman who brought the painting to the detective's office. As it is an adventure story, students need to negotiate a route to be taken in order to solve the puzzle (oral collaboration aspect).
- Once both puzzles are solved the pair may complete comprehension questions (time permitting) (http://www.eduweb.com/pintura/pworksheet.html)

Follow up: Writing a personal piece about a favourite painting (this activity doesn't necessarily require computers)

Focus: Personal Writing, Vocabulary re-enforcement

- Students are asked to write about their favourite painting or choose a favourite from the "Lechter's Collection" and describe its subject, composition, colours and style. They should also research some biographical information about the painter and interweave this with their descriptions.

In our case the final product became a website called "Appreciation of Art" (http://www-muelc.general.monash.edu.au/art/index.htm) linked to our homepage. Alternatively, students' writings could be posted in the classroom or published in a class/school magazine.

WEBSITE REVIEWS

SITES FOR ONLINE WRITING INSTRUCTION

Flo-Joe, Purdue Online Writing Lab, International Writing Exchange, Pizzaz, Crayon

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It is often said that the Internet is an enourmous and endless treasure trove of resources and activities for learners of English. However, sometimes it is hard to find the really useful sites among the list of hits received from the search engine query. To answer that question, in this month's Website review I am going to deal with a few sites allowing us to learn and teach writing online.

Flo-Joe, http://www.flo-joe.co.uk/, is a site dedicated to preparation for Cambridge examinations, specifically First Certificate in English and Certificate in Advanced English. It is directed both for teachers and students, and each of these has separate sections of the site. As for writing, *Flo-Joe* features a comprehensive and informative section entitled "FCE/CAE Writing Class," which is a step-by-step instruction on how to prepare for and write a piece conforming to the requirements of a specific genre. It can be accessed by clicking on "Students" either in FCE or CAE section, and then in the menu on the left on "Writing Class." Each class starts with a task imitating the exam one, and students become familiarised with the type of instructions for the exam (genre, length, register, etc.). Then, a student is given a checklist of things to include in the piece, to find out what the examiner is looking for in a good essay. Next, the site gives some ideas for writing a specific piece in the form of questions to answer. Also, a student is provided with interactive exercises on the use of specific writing devices, such as linking words or the expressions of formal style. After having written the work, a learner is given some more questions to answer concerning drafting and proofreading the work. Finally, he/she is invited to submit the essay for correction by email and perhaps have the work published on the Flo-Joe website. The important part of the site is the archive with previous editions of the Writing Class dealing with other genres of writing required for FCE or CAE exams. To sum up, it must be said that the Writing Class of Flo-Joe is really invaluable resource for students preparing for Cambridge exams on their own, providing expert and well-structured advice on each piece of writing.

A somewhat similar type of site is **Purdue Online Writing Lab**, http://owl.english.purdue.edu/, a cyberextension of the Purdue University Writing Lab. The

OWL site contains over 500 pages of handouts, tutorials, and workshops and hundreds of links to other writing resources across the World Wide Web. A first time visitor to OWL can find there, except for the information about the services provided for students and teachers at Purdue University, services accessible for everyone, including a virtual tour, frequently asked questions, contact information, and the fair use policy. Among the many materials found at the site there are handouts for students and teachers dealing with general writing concerns (the writing process), English as a Second Language (e.g., writing for an American audience or help with English conventions), grammar, spelling, punctuation, research and documenting sources (including MLA and APA styles), professional writing (e.g, cover letters or resumes), and writing across the curriculum (incorporating writing into a variety of disciplines). Teachers and students worldwide can benefit from workshops and presentations in a variety of media about various topics, such as PowerPoint presentations (for use in classes or to view on one's own) and hypertext workshops. Finally, visitors to the site are presented with Internet resources for students and teachers, containing information on how to search the Internet, a collection of search engines and starting points, links to online writing resources, other online writing labs and online tutoring websites.

When compared with the previous site, Online Writing Lab has much more writing materials of various kinds, and in this respect it is recommended as exhaustive source of information. On the other hand, it should be used rather by teachers than students on their own, as it lacks such step-by-step guidance in writing as was the case with Flo-Joe.

http://www.ruthvilmi.net/hut/Project/IWE/ is the website of the *International Writing Exchange*, the project created and managed by Ruth Vilmi, professor of English at The Centre of Language and Communication at Helsinki University, Finland. It started as a small experimental e-mail exchange for 80 students in 1993, but now it involves students and teachers from universities in four continents. The project uses mailing lists to facilitate exchanges between international teams of students, as well as a teachers' list to manage the exchange which helps international teachers to plan activities and topics. Assignments, after having been written by students, are exchanged and peer-edited, in this way making writing a collaborative process involving interaction between students and fostering intercultural understanding. The objectives of the Project are to harness the technology on the Internet in order to give students an opportunity to communicate with their peers globally, to practise and improve their writing skills, to encourage intercultural understanding, to evaluate work published on the Internet, to give constructive feedback, to make international contacts and friends, to speak to their peers globally (depending on resources available). The Project is based on a fast to load, easy to use and navigate website, and students only need the Internet browser and a standard Internet connection, as well as an email program to participate in it. *International Writing Exchange* is divided into rounds, and taking part in one round includes the following tasks: writing an introductory letter, reading the introductions written by others and commenting on them, writing an article, reading others' articles, writing short comments or questions about several articles of interest, writing one longer response or reaction to an article, taking part in a virtual conference in the Virtual Language Centre, writing an evaluation of the IWE. The courses are intended for classes of students, with their own teacher, but individual students are also welcome providing that they can follow the handout and do the tasks required by the course.

In conclusion, teachers, especially from universities, whose students have general English background, relatively free access to the Internet and are motivated to interact with other learners, are heartily invited to take part in the exchange, in this way giving students the real

purpose to communicate in English, bringing novelty to the classroom and maximising writing instruction.

Pizzaz, or "People Interested in Zippy and ZAny Zcribbling," (http://darkwing.uoregon.edu/~leslieob/pizzaz.html) is a site created by Leslie Opp-Beckman and dedicated to all learners of English (from beginners to advanced). It provides simple creative writing and oral storytelling tasks accompanied with copyable handouts for classroom use with students of all ages. The site contains activities on writing different types and kinds of poetry (e.g., "Cinquaine poems," "Limericks," "Up and Down poems," "Headline poems"), fiction (for instance "Basket stories," "Chain stories," "Message in a Bottle," "Story Boxes"). A part of the site is a "Bag of Tricks," containing such activities as creating individualised tongue twisters, writing captions and fitting wordless cartoons, generating ideas for class topics or breaking the ice in the classroom. Next, the site provides links to other online resources which give students opportunities to write and publish their works (poems focusing on vocabulary or grammar, mystery, science fiction, horror or fantasy stories), as well as other websites with tips and ideas for teachers.

Definitely the core of the site are the handouts with activities teaching writing in different, usually humorous, ways. Each activity at *Pizzaz*! starts with the student level, short description and a sample writing piece. Then teachers are presented with warm-up activities preparing students for writing, which are followed by step-by-step instructions for the writing phase. Next go a few samples created by students. After example pieces there comes a template of the piece, with blanks to be filled with words of one's choice, which is an interesting idea for a smooth start with a particular genre. The lesson plan concludes with follow-up activities with ideas for out-of-class homework or further in-class work. In this way, a teacher is presented with a complete, exhaustive and detailed plan for a lesson, teaching writing in an innovative way, to be copied, distributed and used without breaking the copyright law for in-class and non-profit use only. Thus, *Pizzaz*! site should be strongly recommended to teachers urgently needing ready-to-print-and-use lesson plans with new ways to teach and develop writing skills on all levels of learning.

The final site to be discussed, **Crayon** (http://crayon.net/), allows users to create their own newspapers, test-surf example newspapers, or search for a given headword in the headlines of newspapers on the server. Crayon is a tool for managing news sources on the Internet, a news page customized for a user with the daily information of one's interest. The process of creating a paper is easy: it starts with free registration (to make sure that it is only you who modify your paper). Then a student needs to choose settings such as the title, the page layout, the slogan, the graphics. After that one needs to specify the sources for the news from the ones given, and a newspaper is created within a minute, with a URL to go to next time to read or modify it. The interesting thing about Crayon is that the paper doesn't have to be updated everyday, but it is updated automatically, because the information that the paper is linked to is updated daily. In this way, publishing a newspaper does not demand much work, as the HTML file that contains all the links stays the same. Crayon could be profitably used by a teacher with a class as it gives students the feeling of creating a newspaper, helps them organise the news sources of their choice, provides opportunities for extensive reading in- and out-of-class, lets them practise the language of instructions, at the same time without demanding much writing.

It is hoped that this review of different sites for writing instruction proves the statement that the Web is indeed rich in writing materials of different kinds. The sites reviewed above show

different uses of the Internet, from the standard source of materials to be read or printed out to dynamic and interactive creating a newspaper from the Web sources. Thus, teachers are recommended to use these and other sites to bring variety, expertise, novelty and interactivity to their writing instruction.

SOFTWARE REVIEWS

MICROGRADE

reviewed by J. Perry Christensen

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Title: *MicroGrade*

Authors: Chariot Software Group, 123 Camino De La Reina, West Building, San Diego, CA 92108 http://www.chariot.com/micrograde.html

Product type: grade management tool

Language: English

Media format: CD-ROM (floppy by special request)

Overview

MicroGrade is a grading program for teachers of students at any level. It is much easier and more flexible to use than a spreadsheet. Grades can be calculated using total points or weighted categories. The software has an excellent menu system which is nearly self-explanatory.
An added bonus is that the software can be configured to generate individual grade reports that can be printed, emailed, or posted on the Internet. Internet reports are protected by an individualized user ID and password. That way, students can view their progress at anytime.

Description:

The program contains the follow recording and reporting features:

- Grade Standards
- Categories and Assignments
- Student Records including a place for name, ID, phone, email, and notes
- Class Roster
- Student Summary
- Dropped/Excluded Students
- Class Standards
- Overall Class Grades
- Grades by Assignment
- Gradebook
- Statistics

- Worksheet
- Free Form reports
- Attendance by Student
- Attendance by Day
- Attendance Grid
- Seating Chart
- Web Tutorial

(Chariot Software Group)

MicroGrade is easy to set up. First student names are input or imported if already in an electronic format. Next, the teacher decides what categories to create, such as participation, homework, quizzes, and tests. The categories can be weighted (i.e. 10% participation, 20% homework, etc.) or a total point method could be used. After that, the teacher stipulates the grading breakdowns (i.e. 93% = A, 90% = A-, 87% = B+, and so forth). Both grade names and percents can be manipulated.

Assignments are easy to add and scores easily recorded. There is a menu to excuse students from assignments, mark work late, and if desired, drop the lowest assignment or two in each category. Class rosters can be sorted by name, grade, or ID number.

The best part of using *MicroGrade* is communication with students. Email, the Web, or printed reports keep both students and the teacher informed. Students are seldom surprised by a final grade since they have been able to track their progress throughout the semester.

Other Features

- Class sizes of up to 480 students
- Tracks up to 128 assignments and 16 categories per class
- Create grade scales using letters, symbols or numbers
- Calculates grades by total points, weighted percent and/or relative weights automatically
- Low grades can be highlighted in different colors
- Mark assignments excused or incomplete
- Changed scores are flagged
- Grading period option for combining terms for final grade calculation
- Maintain student notes and comments
- Password protected class files
- Attendance tracking and reporting
- Built-in seating chart
- Import student rosters or export final grades for use with your school-wide computer system or administrative software packages such as SASI, OSIRIS, and Skyward
- Transfer student information between class files
- Cross platform (Macintosh-Windows) data files
- Extensive help menu with on-screen index and links to an Internet Resource Center

(Chariot Software Group)

Advantages

- Communication with students, email, reports, Internet posting
- Show student strengths, weaknesses, and proficiency
- Built-in grade calculations and formulas
- Statistical reports and graphs give pictures of overall grades and individual assignments
- Site licenses can be purchased for whole elementary schools or individual university departments and allow for teachers to load the software on their home computers at no additional cost
- A simple to use help menu gives step-by-step explanations. Additional help and a more detailed manual can be found online.

Disadvantages

- There is no connection between attendance and grades. In other words, it would be nice if one could make a participation category and by marking attendance, it would automatically feed into the participation grade.
- Assignments marked late are not automatically lowered by a certain percent. For example, it would be better if the teacher could set up the program to automatically lower assignments marked late by 10% or so.
- Assignments in one category cannot be cut and pasted into another category, they would have to be deleted and then re-inputted into the new category.

Recommendation

This program has all the essential elements for managing grades. It is easy to learn and use. After using *MicroGrade*, it is a wonder how grades were kept without it. This program is worth buying for teachers who have sufficient access to a computer. A strong recommendation is given for those teachers or schools whose all students have access to a computer and possess individual email accounts.

System requirements

Windows 95, 98 & NT:

Memory: 8MB minimum, 16MB recommended

Disk Space: 4MB minimum, 8MB recommended

Internet Browsers: Netscape: 4.6 and higher or Internet Explorer: 4.0 and higher

Macintosh System 7.0 or higher:

Memory: 4MB minimum, 8MB recommended

Disk Space: 4MB minimum, 8MB recommended

Internet Browsers: Netscape: 4.6 and higher or Internet Explorer: 4.0 and higher

Demos available:

OXFORD ADVANCED LEARNER'S CD-ROM DICTIONARY

by Jarek Krajka

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http://batory.plo.lublin.pl/~jkrajka

Publisher: Oxford University Press, with TEXTware A/S, Copenhagen, 2000.

Product type: electronic dictionary

Language: English

Level: intermediate to advanced, adult

Media format: CD-ROM

Operating System: Windows 95, 98, NT, 2000.

Hardware requirements: Windows CD-ROM IBM PC or fully compatible, 133 MHz processor or above, 32 MB RAM, 30 MB free space on hard drive, SVGA monitor (800x600 screen resolution capable of displaying thousands of colours), Windows-compatible 24x CD-ROM drive, Microsoft mouse or compatible, optional Sound Blaster sound card or compatible, headphones or speakers, a microphone. Earlier version (ISBN 0194314677) available for lower specification machines.

Supplementary software: Acrobat Reader 4.05, HotKey, Windows Media Player, Plugins

Description

The CD-ROM is based on the well-known *Oxford Advanced Learner's Dictionary*. It includes over 80,000 references, with word entries both with British and American English pronunciation, over 4,500 new words and meanings, and examples written especially for the CD-ROM version.

Apart from the definition section, the programme is also equipped with 3-D Search, or an interactive vocabulary builder, which allows the user to see a semantic map of words related to the word in question.

Definitions are illustrated by 680 interactive pictures with 9000 "hot spots," allowing to click on a part of the picture to see and hear the word it stands for. Clickable pictures can be zoomed in to get a closer look at details. It needs to be noted that among pictures we can find high-quality video sequences illustrating verbs relating to facial expressions, and in this way the difference between "to blink" and "to wink" becomes clear after having seen video with the actions. Also, there are excellent pictures of people performing different actions (e.g., cooking, boarding a plane or leap-frogging), and by clicking on different parts of the picture one may learn the vocabulary connected with a specific action.

Also, the dictionary contains full-colour maps of different parts of the world (the British Isles, Central Europe, Asia, Australia, the Americas, Western Europe), with geographical names such as names of cities, rivers, islands, seas, oceans, and it is possible to hear and practise the pronunciation of even the most strange-looking ones.

Apart from these features, the dictionary also encompasses an "Exercises" section, where learners of English can enjoy truly challenging drag-and-drop vocabulary exercises in nouns, verbs, adjectives, adverbs, idioms and phrasal verbs. The programme identifies the user when starting exercise practice by asking to choose an existing login name or to introduce a new one, and in this way one programme can be used effectively by different students (e.g., in a school computer lab), as it keeps a separate score for each user.

Similar to exercises is a "Games" section, where learners can practise their knowledge of words and phrases in three games: crossword, idiom blaster and idiom finder. The last two are competitive games where up to three learners can play at the same time, and they involve guessing a phrase after choosing the smallest number of letters (similar to the idea of a quiz show "The Wheel of Fortune").

"Extras," another section of the dictionary, contains such additions as a guide to the dictionary (phonetic symbols, pronunciation advice, weak and strong forms, stress), topic pages on computing, cooking, health, musical instruments and sport, language study pages (linking words, collocations, nouns and adjectives, verbs, verbs used with clauses, idioms, letter writing, writing a CV or a resumé, new words, numbers, punctuation and the language of literary criticism). Both topic pages and language study pages are in the form of Acrobat Reader .pdf files, and by double clicking on the instruction the appropriate file is instantaneously opened. Next, among the appendices to the dictionary we can find the spelling, phonetic transcript and pronunciation recording of female and male names, countries with country adjectives and nationality names, towns and cities of the British Isles, the USA, Canada, Australia and New Zealand and irregular verb forms. Finally, there comes the listing of over 3,000 words used in the definitions of the dictionary.

In the crucial part of the programme, the A-Z dictionary, the user may find a definition of a given word, hear its pronunciation (both British English and American English), see examples of use and idioms this word appears in. If someone does not understand a word from the definition, he may double-click on it and a dictionary lookup window with its definition appears, which makes it much easier to use this dictionary than a traditional book one. Also, the pronunciation of a given word may be practised, first by listening to its recording, then recording one's own, and finally playing it back to compare with the model. Entries can be annotated by the user, which means that one's own comments to specific words may be added. Also, entries can be copied to the word-processing programme, either by clicking on a "Copy to WP" icon, or by highlighting the text, copying and pasting it. Also, the programme allows

to print most of its parts, namely entries, exercises, topic study and language study pages. Unfortunately, it is not possible to print out pictures, maps or 3-D Search pictures. The next feature of the programme is that it is well-integrated with other programmes, and it allows instant look-up of words from the Web browser, e-mail message, a word-processing software or any Windows program. The dictionary allows finding a word thanks to advanced search procedure, where the user may specify the type of word needed (headword, idiom, phrasal verb, etc.), and set one of many filters, such as the part-of-speech filter (where we can choose parts of speech for our wanted word), the register filter (old-fashioned, slang, taboo, etc.), the geographical filter (British or American English) and the assets filter (illustration or video). In this way, the dictionary may serve more sophisticated purposes, such as conducting research on specific parts of speech or getting to know a given register of language.

Evaluation

As for the content, not much is needed here: millions of learners of English have used Hornby's *OALD* in its various editions, starting with the first one from 1948, and are well-convinced of the friendly and expert advice on words and phrases it offers. No wonder that its electronic version is an extremely authoritative and useful reference tool, as the user can look up a word in a matter of a second, hear its pronunciation, see it in a picture or on video, read the example, get the instant explanation of any unknown word from the explanation itself. When compared with the traditional dictionary, a CD-ROM gives much faster and easier access to entries, and its good integration with other software and the Internet allows the user to use it in all environments and at all times, without wasting time for looking up words.

It needs to be said that this programme is not only a dictionary, but also a map atlas, grammar reference book, picture book, vocabulary practice book, and much more. This is indeed the tendency among electronic dictionaries nowadays (Sobkowiak 2001), as they cease to become reference tools only, but give the learner a substantial amount of practice and assistance in learning the language. The technology of today, with its enormous storage capacity of a CD-ROM drive, graphic user interface, powerful CPUs, makes it possible to exploit the power of multimedia, by including pictures, videos, graphics, and sounds to aid comprehension.

The programme is clear and easy to use, with intuitive icons and well-known commands. It is easy to install, and once installed it starts with the Autorun function. OALD has quite an extensive help section, which assists the user in every possible situation.

As for the speed of the programme and reliability of operation, it needs to be mentioned that it does have substantial hardware requirements, and although my PC conformed to them, too little RAM memory made it quite slow to work. Also, it happened to crash and stall quite frequently, especially during loading videos, which was rather annoying considering the fact that a dictionary is usually used alongside with a word-processing document, and a crash caused by the programme may result in the loss of data or document. Thus, it is advised to close any other applications running in the background (anti-virus programmes, system doctor applications), or to use it on machines with at least 64 MB of RAM memory.

As regards platform compatibility, it is intended only for IBM PC-compatible machines, and running only on Windows operating system, which seems to discriminate against Mac and Linux users.

Recommendation

To sum up, it must be said that despite substantial hardware requirements and occasional crashes, *Oxford Advanced Learner's CD-ROM Dictionary* is a product worth recommending for a variety of reasons. It combines the expertise and accuracy of the book version with the fast access and multimedia dimension of a CD-ROM programme, providing an extremely effective reference tool. Also, it is possible to learn with the programme, and not just to look up unknown words, due to its pronunciation practice, 3-D Search, games, pictures, exercises, and topical study pages, which can be used to practise and revise vocabulary, master the English sound system, gain deeper understanding of grammar. Thus, although the dictionary is fairly expensive when compared with other electronic dictionaries present on the market, it needs to be emphasised that it is really value for money. To conclude, I heartily agree with the advertising slogan printed on the CD box, that "no learner of English can afford to be without this resource." I certainly can't.

Note

Hungarian version of this review forthcoming in *Modern Nyelvoktatas*.

Reference

Sobkowiak, W. (2001) "The challenge of electronic learners' dictionaries." Paper presented at 33rd Poznań Linguistic Meeting, Bukowy Dworek, Poland, 27-29 April, 2001.

BOOK REVIEWS

INTERNET ENGLISH. WWW-BASED COMMUNICATION ACTIVITIES

reviewed by Irena Żywluk-Dudowicz

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Authors: **Christina Gitsaki & Richard P. Taylor**

Publisher: **Oxford University Press, 2000**

pp. 70

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Overview

Internet English. WWW-based communication activities is a conversation course for pre-intermediate and intermediate students. It teaches real-life English utilising the Internet. When using this coursebook students develop not only their language skills but also computer abilities. By being engaged in basic computer operations learners are getting more and more motivated and creative. Through *Internet English* students develop basic information technology (IT) skills such as word processing, Web-browsing, e-mailing or typing. But, what is more important, the course gives learners the opportunity to manage their own learning. They are offered some guidance from the teacher and then are left on their own to direct their learning to the resources they are interested in.

The course contains two main components: the student book and the teacher's book, as well as an accompanying website.

The Student Book consists of:

- 13 four-page units comprising 3 Computer Skills units and 10 Web Search units
- 13 Practice Pages (Language Window, Computer Project, Share Your Project)
- 3 Technical Tips pages
- an Internet Vocabulary glossary

The Teacher's Book includes:

- step-by-step instructions for each unit
- answer keys to activities
- an Extension Activity for each unit
- lists of useful URLs related to the topic of each unit
- a Vocabulary Log
- an Introductory to HTML
- four tests

Additionally the coursebook is accompanied by the *Internet English* website with:

- student Keypal Center
- teacher WWW-Board
- useful URLs for each unit
- links to websites dealing with English language teaching and learning.

Description

Internet English. WWW-based communication activities is a very friendly coursebook that can be used in computer labs and in traditional classrooms. It allows (both students and teachers) to develop new abilities. Not only do they enhance information technology skills using the Internet, but also develop their English.

Student Book

First three units introduce basic word-processing, e-mail and Web searching vocabulary and techniques. These *Computer Skills Units* include activities that help learners carry out the activities in the remaining 10 units. They are designed to be run at first in a traditional classroom introducing and revising basic computer and word-processing terms, some search strategies for the Web and different ways of communication. In this way students are well prepared for the practice sections conducted in a computer laboratory.

They learn to identify different uses of computers, recognise computer parts and become familiarised with the keyboard. Getting to know basic word-processing terms and commands saves their time during online classes. The unit entitled *Surfing the Web* introduces *Frequently Asked Questions about the Internet* and presents some techniques how to use a Web search engine. At the end of these introductory units learners are prepared to sign up for a free e-mail account.

These units can be skipped if all students possess these skills. Then they can start with *Web Search Units*. Each such a unit consists of basic four sections:

- *Identify,*
- *Prepare your search ,*
- *Search the Web,*
- *Web Talk.*

There are also *Practice Pages* that include *Language Window, Computer Project* and *Share Your Project* sections.

In a computer laboratory each *Web Search unit* can be taught in two 90-minute classroom sessions. The first session is based on *Identify* and *Prepare Your Search* sections. *Language Window* given as a homework is a good introduction to *Search the Web* sections involving students in searching the Net and creating their own pieces of "computer work." After completing these sections students have the opportunity to carry out the *Web Talk* and *Computer Project* activities that are the parts of the second session. Finally, learners can work in groups and share their projects according to *Share Your Project* section.

In a traditional classroom, the computer tasks can be carried out outside the class as homework. First two sections *Identity* and *Prepare Your Search* are completed in a class but learners are given activities included in the Search the Web section to be done at home. Students are also asked to print out some of the information and pictures and bring their printouts to class for the next session. The *Language Window* can be introduced before the next session that includes the *Web Talk* activities. Before the second session students can also prepare *Computer Project* at home and then present it in class. In this way the second session is devoted mainly to speaking activities.

Web Search Units – organisation and features

Identify section contains a lot of warm-up activities. It introduces the topic with photos related to the unit and exercises engaging learners in vocabulary review and sharing ideas. For example, in unit 8 entitled *Shopping Spree* students are asked to complete the table by writing down some things they would buy using different ways of shopping such as a mail-order catalogue or a TV home shopping program. Then, they compare their answers with the partners sitting next to them.

Prepare your search section has exercises developing students vocabulary and involving them in new topics, ideas or choices. It generates ideas that can be used in their *Web Search*. Similarly to *Identity* section, *Prepare your search* encourages students to narrow down their preferences. In this way learners save their time during completing the tasks. To give an example, in unit 8 they are asked to add three items of different goods to three categories such as: "Clothes and Accessories," "Sports and Fitness Equipment" and "Electronic Equipment." Then learners choose one item of each category they would like to buy and suggest the price they would like to pay. The last activity of this section gives them the chance to discuss their choice and to clarify their preferences. A model dialogue and selected vocabulary items also help them make a decision. For instance, in unit 9 entitled *Watching Movies* students choose the movie they would most like to see and then they talk about their choice with a classmate.

Search your Web section encourages students to look for information on different websites that directly refer to the main topic of the unit. To help students complete the tasks in this section there are two options dedicated to the techniques of searching the Net. In the first method learners are asked to define a set of keywords that can save their time during the search for specific information. After that, they scan their search results and then explore several websites. Another method is moving directly to websites given by the coursebook or the teacher's book. In this way students have a chance to experience new techniques and organise their time in a computer lab effectively overcoming the problems with loading foreign websites. The last two activities involve them in organising the information they found. Different types of connection and amount of online time available encourage learners to choose the best options.

Web talk section gives students the opportunity to share the results of their Web search. They can share their findings via E–mails or present them as their group projects. There are role-play, pair work and group work activities. Moreover, students are given models for the conversation tasks. In this way they find it easy to generate their own dialogues based on their search. For example, in unit 7 entitled *Eating Out* learners are asked to role-play ordering dinner at a restaurant. One student plays the customer and the other plays the waiter. Before starting, the customer should give to the waiter the menu he/she found on the Web. In unit 6 entitled *Study Abroad* students are encouraged to interview a classmate about the course they chose to study. They write down the answers in the chart provided. This helps them generate their opinions about different schools. In all these activities communication plays the main role, as students make a choice on their own and then share the information they found on the Web. The conversations do not take a lot of time, but are short and prefarably dynamic. The teacher can enrich them by additional tasks such as pre-activities: speaking warm-up, revision of key structures, vocabulary review and post-activities: whole-class discussion, focus on interesting vocabulary, follow-up writing assignment. Everything depends on time frame and teacher/learner preferences.

Practice Pages are divided into three sections:

Language Window presents and revises language structures. It can be introduced before *Search the Web* or *Web Talk* or given as homework. In this way it helps students be well prepared to the next parts of these sections.

Computer Project engages learners in using the information they find on the Web or creating and editing a brochure, a profile or a poster. While completing these tasks, they can use *Technical Tips* such as copying images and texts from the Web to a word-processing document.

Share Your Project usually involves e-mail tasks in a computer laboratory. Students present their projects and evaluate others, which can also be run in a traditional classroom involving learners in speaking.

Teacher's Book

It provides assistance to the teacher in different ways:

- step-by-step instructions showing how to carry out the activities in each unit,
- Teaching Tips and Web Tips giving teachers several prompts on how to search the Web effectively and overcome obstacles that can appear when using computers,
- optional tasks allowing teachers to fill additional classroom time,
- photocopiable *Extension Activities* that can be used for more ambitious and skilled students in mixed-ability groups,
- pages with lists of useful URLs related to the topic of each unit,
- photocopiable Vocabulary Log page intended for the revision of new words and phrases,
- four photocopiable tests for assessing students after each set of units,
- a photocopiable *Introduction to HTML* guidebook on how to create homepages.

Advantages

1. A variety of topics satisfying different interests (such as *Famous People, Eating Out, Shopping, Watching Movies, Vacation Abroad or Working Abroad*).
2. No advanced computer skills are required.
3. The course can be used in a computer-equipped or traditional classroom.
4. Important tips for teachers; especially photocopiable Extension Activities and Useful URLs.
5. Project pages involving students in pair and group work.
6. Perfectly designed vocabulary introductory sections.
7. *Internet English* summary tests after certain units.
8. Exercises involving students' imagination and creativity.
9. Activities developing students' cultural awareness.
10. Interactive tasks improving learners' computer skills.

Disadvantages

1. Some URLs give in the teacher's book are not active.
2. Sometimes it takes even a few minutes to load some pages which discourages especially young students. That's why it is very important to check URLs offered by the coursebook and the teacher's book before each lesson.
3. Speaking activities included in *Identify, Prepare Your Search, Web Talk and Share Your Project* sections are definitely too short in comparison with the computer tasks. Therefore, teachers should enrich speaking parts by additional tasks such as speaking warm-up, revision of key structures, vocabulary review or whole-class discussion.

Recommendation

This course can be recommended not only for teachers experienced in computing, but also for those who need some help and be run step by step through the diversity of the Internet. Activities are designed to involve teachers and foster students' creativity. What we need to remember is that the main goal of *Internet English* is "not to teach computers" but "to run a conversation course that utilises computers and the Internet." From my point of view it could be successfully used as a supplement to some main coursebooks at schools. A wide variety of topics used in *Internet English* is likely to satisfy different preferences and is able to be combined with school curriculum.

Minimum system requirements

Internet English is designed to be used with

- any type of computer, Macintosh or IBM PCs (with or without Windows) with access to the Internet,
- graphic browsers (Netscape, Internet Explorer),
- word processing software (Microsoft Word or WordPerfect).

REPORTS FROM PAST EVENTS

EXETER CALL – THE CHALLENGE OF CHANGE

by Jarek Krajka

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The Ninth Biennial International CALL Colloquium was held at the University of Exeter, the United Kingdom, from 1st to 3rd September, 2001. The aim of the event was to provide a global view of the latest developments in Computer-Assisted Language Learning and demonstrate how researchers and practitioners are responding to the challenge of change in teaching and learning languages with the use of technological advances. The conference program comprised over fifty presentations on every aspect of CALL, for instance the application of the Internet and CD-ROM programs in teaching, national policies on ICT, computers in ESP/EAP setting, and many more. Also, a separate workshop on CALL for Arabic was organised as a part of the conference, where some of the themes raised included developing a website for teaching Arabic, the use of Java language in solving problems associated with producing CALL material in Arabic or Web-based learning of Arabic.

The conference was attended by around 100 researchers, teacher trainers and teachers from all over the world, predominantly from Japan, the USA, the UK, Canada, Belgium, Germany, as well as from Egypt, Malaysia, Spain, France, Romania, Austria, Israel, New Zealand, Australia, Lebanon, Switzerland, Greece and Poland.

The whole event was opened with a short address by Keith Cameron of the University of Exeter, the chief organiser of the conference and the editor of the volume of proceedings. After that, the participants had the chance to attend two plenary lectures. The first one, "Using CALL to Address Changes in Student Learning Styles," by Randall P. Donaldson and Margaret Haggstrom, provided an exhaustive introduction into CALL materials effective in fostering cross-cultural competence.

After that, Geoff Lawrence talked about second language teacher belief systems towards computer-mediated language learning, trying to define teacher belief systems by starting with principal belief system constructs and finally coming up with a teacher belief system model which appeared from the questionnaire study carried out by the author.

On the next day, presentations ran in two or three parallel sessions, and it was sometimes a difficult choice which session to attend. Fortunately, upon arriving conference delegates were presented with a volume of proceedings, with the full text of all presentations, which made it possible to read all the papers. Thus, what follows is a brief summary of only a few sessions I have chosen to attend.

In "Applying HCI Principles to CALL Design," Paul Allum attempted to incorporate ideas from Human-Computer Interaction in language learning software design, with the conclusion that the systematic approach of HCI will ensure a better product and save time and effort.

Sachiko Tanaka, in her presentation "Multimedia Software for Children in EFL Based on the Mechanism of Language Acquisition," introduced some theoretical background in Second Language Acquisition such as the theories of right and left hemisphere, the affective filter hypothesis, the Monitor hypothesis, interaction and feedback in CALL environments. The presenter proceeded to show the application of these in a program for children.

"Language Learning with Native Speakers in a MOO Community: Real or Virtual," by Lien Goedeme, started with familiarising the audience with the characteristics, benefits and drawbacks of using MOO in language learning. Then, the author outlined a project that aimed at testing the possibilities of Little Italy MOO for foreign language learning.

Shirley Holst, in her presentation "Learning Foreign Languages Cooperatively Across the Internet," dealt with the issue of Web-based cooperative learning, reviewing existing solutions and applications and presenting case studies of a cooperative learning research prototype.

"Music, Language and the Foreign Language Center," by Charles King, addressed the issue of creating learning space with CALL software. The author explored the use of authoring software and music in enhancing language learning. His suggestion was to make the music into a project rather than a simple activity and use authoring software to compensate for the problems caused by songs.

A joint project by John Buckett, Naciketa Datta, Derek Lewis, Gary Stringer, Hartmut Plehn, Peter Ruff, Peter Tscherner and Werner Wegstein, "Conversation Classes Across Europe: A Challenge for Videoconferencing," described the experiences of developing and implementing a telecollaborative Internet project bringing together students from two universities in the UK and Germany in a virtual conversation class using freely available videoconferencing software.

Electronic dictionaries were the focus of the presentation by Birgit Winkler, entitled "The Future Electronic English Learner's Dictionary." The presenter described an empirical study of how two English learner's CD-ROM dictionaries aid writing and vocabulary work, support users' reference and enhance language learning.

Vera Leier, in her presentation "The Integration of CD-ROMs into Language Teaching at the University of Canterbury, Christchurch, New Zealand," talked about the use of computer software in a university language course, starting with the assessment of the usefulness of computers in four skills, then describing and evaluating the solutions introduced.

"Teaching Students to Find Internet Resources Related to Culture," was a presentation given by Kenji Kitao and Kathleen Kitao, and it provided detailed and practical tips of advice on searching and evaluating websites, both for teachers and students.

Inas Barsoum, in her presentation "Integrating IT in English Language Curricula," outlined a course successful at providing students with computer skills and knowledge at the same time developing their language skills. The presenter also pointed out certain problems and barriers to the widespread application of ELT+IT courses in Egypt.

"The Cloud around Development and Exploiting CALL Material" by Christine Sabieh attempted to show that unless the educator develops a bond with technology, he/she will not be able to use published CALL material or create his/her own CALL materials, by coming to terms with the power of the computer and its role in language learning.

Jarek Krajka, in his presentation "Online Students – Using the Internet to Help the Coursebook," described the results of the study carried out among secondary school students, concluding that students are highly critical of their coursebooks, and at the same time enthusiastic to the idea of using technology and the Internet to supplement coursebook instruction. Thus, according to the author, teachers should consider introducing Web-based lessons to their teaching.

There were many more interesting presentations, lectures and workshops delivered at the conference, which largely improved participants' knowledge about different CALL areas. Also, the conference delegates had ample opportunities for less formal exchanges of views on the topics raised during the conference.

On the whole, it needs to be said that "Exeter CALL – The Challenge of Change" was a memorable, successful event, which succeeded in bringing together researchers and practitioners in the field, and presented the current state-of-the-art in Computer Assisted-Language Learning. That is definitely a conference to take part in, so remember not to miss it next time!

Acknowledgement

ANNOUNCEMENTS OF FUTURE EVENTS

INTERNATIONAL CONFERENCE ON SOCIAL ISSUES OF TELEMATICS 2001

La Spezia, Italy

September 26-28, 2001

The focus of the conference will be to realize the new challenges that the Internet, as a driver for new forms of social possibilities, poses for researchers and practitioners, software producers, communication policy and public administration, by exploring the new opportunities it opens as infrastructure and enabling technology for new forms of human relationships. ICSIT 2001 will be participatory, with working collaborative sessions and presentations of projects: it will bring together researchers, practitioners, software designers and developers, public administrators.

Topics of interest include but are not restricted to the following:

- Social telematics in a theoretical and developmental perspective;
- The telematic arena in its local and planetary dimensions;
- Governing problems of the social dimension of telematics;
- Telematics and Limited Accessibility;
- The Information Society: which Technologies, which Protocols and which Services for Citizens;
- Architectural space, space for equipment and digital space.

Submit papers to: icsit2001@castagna.it

For more information, visit the conference website at http://www.castagna.it/ICSIT2001/

ELECTRONIC BOOK CONFERENCE

Washington, D.C., USA

November 5-7, 2001
http://www.itl.nist.gov/div895/ebook2001/

Tentative Speakers include:

- **James Billington**, Librarian of Congress

- **M.J. Rose**, Journalist and Author
- **Kevin Nathanson**, Adobe Group Product Manager, E-Books
- **Richard Curtis**, Agent, e-reads
- **Doug Bennett**, President, iUniverse

Sessions include:

- **New Technologies**: Present and Future Advancement
- **International Applications**: Global Market and Global Applications
- **E-Publishing**: E-Publish or E-Perish?
- **E-Learning**: Advance to the Head of the Class
- **Libraries and E-Books**: Checking out the New Technology
- **Standards and Interoperability**: Setting the Standard
- **Digital Rights Management**: To Pay or Not to Pay
- **Business Models**: Show me the Money!
- **Digital Divide**: Closing the Gap
- **Authors Forum**

We hope you will consider attending or presenting at **Electronic Book 2001**! A Call for Presentations has been released and will remain open for presentations until August 1. Consider becoming a speaker!

NEW TECHNOLOGIES AND SOCIAL WELFARE

University of Nottingham,

Nottingham, UK

December 17, 2001

http://www.nottingham.ac.uk/sociology/NEW_TECHNOLOGIES.htm

A one-day conference to examine the impact that new technologies are having upon social welfare.

As Information and Communication technologies grow in importance what are the implications for citizenship, inequality and welfare services? This conference will explore these issues by bringing together some of the key influences on the debate. It will be of principal interest to those in Social Policy, Politics, Public Policy & Sociology.

Confirmed Speakers:

Paul Frissen, Tilburg University, Netherlands: "Reinventing the Social Domain"
Author of Politics, Governance and Technology, Edward Elgar, 1999

David Lyon, Queens University, Canada: "Virtual Citizens? Speed, Distance and Moral Selves" Author of Surveillance Society, Open University Press, 2001

Mark Poster, University of California at Irvine, USA: "Citizenship, Digital Media and Globalization". Author of The Second Media Age, Blackwell, 1995

Flis Henwood, University of Brighton: "Negotiating Gender and ICTs in Health Care". Co-editor of Technology and In/equality, Routledge, 2000

Roger Burrows, University of York, UK: "Reflexive Modernization and the Emergence of Wired Self-Help". Co-author of 'Virtual Community Care? Social Policy and the Emergence of Computer Mediated Social Support', Information, Communication and Society (2000)

Brian Loader, University of Teeside: "ICTs and Social Welfare". Co-editor of Community Informatics, Routledge, 2001.

Call for Papers:

There will also be opportunities available for those interested in presenting a paper.

Abstracts (100-200 words) must be submitted by October 31 to the organiser.

Registration:

This conference is being subsidised by the University of Nottingham and there is no conference fee. However, participants must register by November 28 at the latest. Registration forms are available from the organiser. Further details on the conference will be sent out from the beginning of October.

Organised by

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BRIDGING THE DIVIDE: STRATEGIES F OR CHANGE

Dubai, United Arab Emirates

April 7-9, 2002

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

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

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

Registration cost for the 3 day conference is US$300 which includes 3 gala dinners and all lunches and conference proceedings on CD-Rom. Accommodation packages starting at just US$89 per night inc. breakfast.

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

XVTH ISA WORLD CONGRESS O F SOCIOLOGY

THE SOCIAL WORLD IN THE TWENTY FIRST CENTURY: AMBIVALENT LEGACIES AND RISING CHALLENGES

RESEARCH COMMITTEE ON SOCIOLOGY OF SCIENCE AND TECHNOLOGY RC23

Brisbane, Australia,

July 7-13, 2002

ISA Research Committee on Sociology of Science and Technology RC23 invites papers for its sessions at the XV ISA World Congress. Paper proposals shall be sent before **October 31, 2001** to session organizers listed on the conference website: http://www.ucm.es/info/isa/congress2002/rc/rc23.htm

Sessions:

- Knowledge and social change in contemporary societies;
- Ambivalence and agency - civic responses to socio-political issues in modern biosciences;
- New technologies confronting tensions between commodification and social responsibility;
- Ambivalent legacies and rising challenges in the human genome era;
- Technology in action;
- New invisible colleges in science and technology: the rise of virtual communities;

- Environmental movement, communications and networking: theoretical and empirical studies;
- Collective action and environmental issues: knowledge and ethics in framing environmental policies and practices;
- The effects of globalization on science and technology;
- Academia-Industry engagement in the knowledge era;
- Knowledge societies: rising expectations and ambivalent prospects.

More information can be found on the conference website:
http://www.ucm.es/info/isa/congress2002/rc/rc23.htm

EDUCATIONAL BENEFITS OF ICT IN HIGHER EDUCATION

Rotterdam, The Netherlands

September 2-4, 2002
http://www.oecr.nl/conference/

The target group for this conference contains teachers, educational researchers, educational consultants, staff developers, learning material developers, course managers and course directors, working in Higher Education. Furthermore, it contains employees of city halls and state governments.

The official language for this conference is English.

The conference themes are:

1. A mirror of Europe

- An overview of ICT&E in the different European countries
- Trends in national policies on ICT&E
- The role of the European Union

2. Institutional responses

- Strategic choice
- Competition and new providers
- Co-operation: partners and alliances

3. Regional context

- Economic developments and co-operation with business and industry
- Cultural and social life
- Access to and interaction with other levels of education

At right angles to the three themes the conference programme contains four tracks.

- Digital libraries, online content and intellectual property issues
- Teaching and learning models, assessment and quality assurance
- Organisational change, staff development and costs
- Infrastructure: Technology choice and architectural solutions

The organisation of the conference is a mutual activity of OECR, Erasmus University Rotterdam, CHEPS, University of Twente and SURF Foundation.

The issue-date of the Call for Proposals will be September 2001.

The conference contains different types of presentations formats, such as Paper presentations, Workshops, Symposia and Open Space discussions. Next to these a new type of format will be introduced: Collaborative Worksessions.

The conference offers two opportunities for reviewed publications. All accepted papers will be published in conference proceedings and the best papers will be included in a special issue of a journal.

Social events for attendees and their partners will be organised.

SUBSCRIPTION INFORMATION AND CALL FOR SUBMISSIONS

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

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

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

We invite submissions covering the following categories:

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

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

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

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

- Software review: descriptions, evaluations and recommendations of widely available language learning software

- 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, Jarosław Krajka, at jkrajka@batory.plo.lublin.pl, with the subject being "Journal Submission." Please specify in the letter what word-processing programme you are using, and preferably send .rtf version as well.

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