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EDITOR'S MESSAGE

by Jarek Krajka

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Nowadays, using computers in teaching subjects other than Information Technology becomes more and more common. In Poland, there are nationwide programs aimed at equipping schools with Internet labs and training teachers of all subjects to be ready to use the technology in their teaching and conduct their lessons with computers or with the Internet. A few examples might be given here: "Interklasa", a government-funded programme, works towards installing Internet labs in all types of schools all over the country. Once a lab is installed, also a few teachers are trained in computer skills, so that they could pass on that knowledge to their colleagues. Another example is the nationwide programme "Intel. Teach to the Future", where cascading training makes it possible for teachers of all subjects to become programme leaders and train fellow teachers at a local level. A similar idea, but in reference to teachers of English only, is reflected in the activities of The British Council Poland ICT for Teachers Project, where the special attention is devoted to selecting more prospective ICT course trainees, train them further to become ICT trainers and then provide support in organising and conducting their own courses at a local level. Thanks to all these efforts, Polish teachers, and especially teachers of English, develop their computer skills and acquire the aspects of methodology of using technology in teaching a foreign language. It is hoped that due to that teachers will be able to use technological advancements such as the Internet or computers to add an additional dimension to their classroom learning, impossible to be achieved in any other way.

It is the context in which "Teaching English with Technology" came into being - more and more schools with Internet labs, a growing number of teachers with computer literacy, but a great need for sharing and encouraging practical ideas, classroom tips, tricks of the trade, ready-to-use lesson plans. The Journal tries to provide that, at the same time being the discussion forum for teachers from all over the world. Of course, the technological conditions, the organisation of classes, the needs of students or the methods of teachers may differ in various parts of the globe, but surely the contributors and the readers are joined by a single, extremely powerful, idea: to exploit the capacities offered by the Net and computers to enhance learning.

It is my great pleasure, as the Editor-in-Chief, to present you with the new issue of "Teaching English with Technology", a free bi-monthly electronic journal published by IATEFL Poland Computer Special Interest Group. This month, the Journal features the article written by Jan Rusiecki from the University of Warsaw, Poland, one of the pioneers of CALL in Poland. He touches upon the issue of using the corpora and concordancing programs in teaching reading, outlining a computer software joining the capabilities of a dictionary, a corpus and a concordancer to make reading easier and more focused.

In the Internet and ESP column, Maria Jose Luzon Marco from the University of Zaragoza, Spain, describes another Web-based activity that can be used in ESP instruction, namely collaborative writing over the Internet. The author outlines the benefits of collaborative projects, together with the discussion of the issue of student/teacher feedback, as well as provides a number of links to websites dealing with setting up, organising, and running collaborative projects.

The Internet Lesson Plans section provides three lesson plans: "Shopping in Oxford Street" by Linos Viglas from Greece, an interactive virtual shopping tour of one of the most famous London streets; "How fast can it run?" by Anna Wicha from Poland, focusing on asking questions, forming superlatives and using numbers; and "And the Oscar Goes to ... - Our Favourite Movies" by Agnieszka Janczak and Ewa Krzywicka-Dzioch from Poland, where the authors exploit the potential of the Web in getting information about films and talking about preferences.

In A Word from a Techie section, Jarek Krajka gives a step-by-step instruction on how to enhance the class website by adding to it such important features as web statistics, a search engine, a chat room and a dictionary. For some of these, different options are discussed, which can be used depending on the needs of the teacher and the type of Internet-based activities students are most often engaged in.

Finally, Guo Shesen from China reviews "Speech Bank", a website including a number of speeches of distinguished people in .ram or .mp3 formats. The author presents the discussion of the website, with advantages and disadvantages, as well as gives an example activity to illustrate its potential.

At this moment, I would like to express my gratitude to the people thanks to whom this issue of the Journal has come into being, namely editors, contributors, and all people involved in the making of "Teaching English with Technology". My especially great thanks go to Jozsef Horvath, who has been thoroughly and competently reviewing all the article submissions; Maria Jose Luzon Marco, contributing to the Internet and ESP for the last five issues, and Wojciech Korput, without whom the Journal would not have its present shape on the Web. I would like to take this opportunity and thank them for their voluntary work.

I wish you a good reading.

ARTICLES

CONTEXT, CONCORDANCE, AND WHAT NEXT?

SUGGESTIONS FOR COMPUTER-ASSISTED TEACHING OF READING IN A FOREIGN LANGUAGE

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A few months ago, while I was reading *Newsweek*, I came across the following passage about Dick Cheney, Secretary of Defence for President Bush senior, way back in 1989:

Cheney was given a slide show on [...] the sequence of strikes planned in a nuclear war. Each strike was represented by a red dot. [...] Cheney watched, dumbstruck, as the red dots metastasized across the Soviet Union.

I am sure that an average intermediate learner reading this text will be baffled by the word *metastasized*. What can he or she do? Their teacher will probably tell them - as usual - to work the meaning out from the context. But there is very little context; and on top of that the word is used here metaphorically. I would like to suggest that this is a typical situation in which students can be helped by a good computer program - the kind of program that I am now going to outline.

As early as in 1990 Chris Tribble and Glyn Jones published a book called *Concordances in the Classroom*. In the book they mostly talk about the use of concordances for teaching grammar - or, rather, lexicogrammar. However, on page 36 they write about vocabulary:

The ability to deduce the meaning of unfamiliar words by means of contextual clues is a great asset in language learning. It enables learners to cope with texts which would otherwise prove far too difficult, and to expand their vocabulary in the process. Teachers frequently, and rightly, exhort learners to 'work it out from the context' when they encounter new vocabulary, rather than relying completely on the dictionary.

Unfortunately, this is not always possible. The context in which a new word is found does not necessarily contain sufficient information for even a native speaker to deduce its meaning. Concordance output, however, by presenting several contexts of the same word simultaneously, greatly increases the chances of success, while making the process of deduction an intriguing problem-solving task.

It seems to me that this idea could be used as the foundation for a program for teaching reading in a foreign language to learners at an intermediate level. Let me say at the outset that constructing this kind of program would entail both a good deal of programming work, and considerable expense - the latter because it would be necessary to purchase the right to use a language database (for example, the British National Corpus), as well as two dictionaries: a monolingual and a bilingual one. Still, I am convinced that the results would justify both the

work and the expense.

Let me now outline the program. Let us suppose that a student - a member of a course of Business English at an intermediate level - reads an economics text off the computer screen. She comes across the following sentence:

Priority of training: when an investor opens a franchise, he is given the opportunity to acquire specialist skills through a training course covering all aspects of the business from personnel management to administration and from procurement to marketing.

The word *franchise* is new to the student, so she highlights it and presses one of the function keys to call up a KWIC concordance for the word (the acronym KWIC stands for 'Key Word In Context'). The example below is based upon the British National Corpus - in its demonstration version (another possibility is using the Collins Cobuild Bank of English, or one of many other corpora listed on the British National Corpus page).

1	y himself in 1918. An extension of the	franchise.	Sale of the franchise may no
2	tial to set a financial qualification for the	franchise	that would give the vote to "d
3	tribution of seats and a widening of the	franchise,	began to develop. The wide
4	franchise, then, and get it, obviously that	Franchise	runs for the period, and by the
5	be met by firms applying for a legal aid	franchise,	but they will apply to all solicit
6	be met by firms applying for a legal aid	franchise,	but they will apply to all solicit
7	franchise became at all democratic. The	franchise	fee will determine the point D
8	n concerning women and children, from	franchise	reform to divorce law. The St
9	began to develop. The widening of the	franchise	extended the input of citizens I
10	feasibility studies, development of the	franchise	package and recruitment of fra
11	franchisor, quality control, training and	franchise	support, and management and a
12	0 solutions from the 770 found... The	franchise	was eventually widened as a re
13	te sector consortium er if if they get the	franchise	and make clear that that's on t
14	to the transferee. No, if they bid for the	franchise,	then, and get it, obviously that
15	e best improving their returns from that	franchise	and I'm quite sure they'll succe
16	entity can be found, say in the case of a	franchise,	where none of the employees,
17	on -- including the introduction of a	franchise	system. It was confirmed last
18	would make losses. By extending the	franchise	and redistributing seats, the 18
19	on the basis of universal non-racial adult	franchise.	The question which is perhaps
20	ell, half a century or a century before the	franchise	became at all democratic. Th
21	s required for the ScotRail operating	franchise	-- one of the first due to be

22	solicitors' practices, whether seeking a	franchise	or not. The Standards will for
23	solicitors' practices, whether seeking a	franchise	or not. Another example is fr
24	ould have tempted Slampacker to open a	franchise	on his head). This being the
25	extension of the franchise. Sale of the	franchise	may not always be easy. Ter

Even a cursory examination of the concordance leads to the conclusion that the word *franchise* has at least two meanings. One is illustrated by quotations number 1, 4, 5 & 6 (this is actually the same line printed twice), 10, 11, 13, 14, 15, 16, 17, 21, 22, 23, 24 and 25. The other meaning is exemplified by quotations number 2, 3, 7, 8, 9, 18, 19 and 20. Number 12 is unclear. Working out the two meanings of the word *franchise*, however, may still be difficult for our student, because she may decide that the concordance does not supply enough context for her needs. There are two possible remedies for that.

One is to use a concordance program which allows for the 'more left' and 'more right' options - that is, the possibility of scrolling the text rightwards and leftwards, to expose more context. The other possibility is using a concordance program which throws up whole sentences. Here is an example - also based on the British National Corpus. The program presents 50 sentences with the word *franchise*, out of which I am only quoting the first 13 (that is, the content of the first page).

Results of your search

Your query was

f r a n c h i s e

Here is a random selection of 50 solutions from the 770 found...

A0E 438 Will broadcasting survive the new franchise arrangements?

A11 1081 Euston, the first to open in July 1986, included 'Le Croissant Shop', a franchise business that at once complements and rivals Traveller's Fare

A30 636 He added that special incentives should perhaps apply to the top 10 managers, whose performances will be crucial in retaining the franchise.

A55 12 In recent weeks it sold one Ford franchise for £8m and bought another for £6m.

A55 112 Shareholders will end up with a highly leveraged vehicle - which is fine if the group is going to thrive and win its franchise, but dangerous if either the group's stream of advertising revenue or its franchise is under threat.

A96 560 For at a conference in London, Russian space scientists awarded a British company the first foreign franchise to sell pictures from their most powerful orbiting cameras.

A96 687 Almost 60 Tories have signed two early day motions calling for quality to be as important as money in franchise allocation.

AJ2 334 Mr Jarvis, who spent £40m expanding the chain on the Continent in recent years, said the decision followed Whitbread's inability to negotiate a new exit clause in the franchise agreement which would have given it more protection.

APP 748 The NILP pledged an extension of the city boundary and the extension of the local government franchise to all citizens over the age of twenty-one, the abolition of the company vote, the realignment of electoral boundaries and the allocation of houses 'solely on the basis of need'.

B06 623 It does not mean, however, that he should not exercise his franchise and vote as he wishes at local

government elections, but he should not be a party man, otherwise his advice might be regarded as being tainted and the council as a whole, in the end, would cease to have confidence in his advice.

B2U 377 However, they may give another business a licence, or franchise, to sell that product or use the name, in return for a percentage of the takings (a royalty).

BNH 398 The ITV licensee lost its franchise to Carlton TV last year, and will hand over the reins to the London weekday franchise on December 31.

C8R 444 A series of extensions, starting with the Great Reform Act in 1832 through a series of extensions in Victorian times, the extension of the franchise to women after the First World War and then to all persons, first over 21, later over 18, have changed the picture and the nature of Parliament radically.

The format is not as convenient as that of the KWIC concordance, but fuller contexts make it much easier to work out the meaning - or rather, meanings - of the word. Please note that the third quotation from the bottom, the one with the code number **B2U 377** (identifying the source text in the British National Corpus), actually amounts to a definition of the word *franchise* in the meaning our student is interested in.

Let us assume, however, that our student is still in the dark. She is confused by quotations exemplifying two different meanings of *franchise*, and can't work out what the word means in the sentence in which she found it, and which I quoted at the beginning. What can she do?

The obvious answer is consult a dictionary - a monolingual, English-English dictionary, to begin with. Yet it would be better perhaps if she didn't have to leave the computer screen, in order to look the word up in a paper dictionary. The alternative solution is a dictionary on the hard disc of the computer. Our student simply presses another function key and calls up a dictionary entry for *franchise* - for example, from Longman's or from Hornby's dictionary:

<p><i>Longman Dictionary of Contemporary English</i>, 3rd edition, 1995</p>	<p>Franchise¹ /f r ə ʊ v t s ə α ɪ z / n 1 [C] permission to sell a company's goods or service, that is given or sold to a business person: <i>a Benetton franchise</i> 2 [U] the legal right to vote in your country's elections: <i>universal franchise</i> franchise² v [T] to give or sell a franchise to someone</p>
<p><i>Oxford Advanced Learner's Dictionary of Current English</i>, 6th edition, 2000</p>	<p>Franchise /f r ə ʊ v t s ə α ɪ z / <i>noun, verb</i></p> <p># <i>noun</i> 1. [C, U] formal permission given by a company to sb who wants to sell its goods or services in a particular area; formal permission given by a government to sb who wants to operate a public service as a business; <i>a franchise agreement/company</i> ° <i>a catering/rail franchise</i> ° <i>In the reorganization Southern Television lost their franchise</i> ° <i>to operate a business under franchise</i>. 2 [C] a business or service run under franchise: <i>They operate franchises in London and Paris</i> ° <i>a burger franchise</i> 3 [U] (formal) the right to vote in a country's elections: <i>universal adult franchise</i> – see also ENFRANCHISE</p> <p># <i>verb</i> [VN] [usually passive] to give or sell a franchise (I) to sb: <i>Catering has been franchised (out) to a private company.</i> ° <i>franchised restaurants</i> ► fran·chi·sing <i>noun</i> [U]</p>

This ought, surely, to be enough. Suppose, however, that the student still does not know what *franchise* means, or that she wants to translate the text into Polish (her native language) and cannot think of the Polish equivalent of the word. Her ultimate resource is a bilingual, English-Polish dictionary. Ah - but here trouble begins: a really good comprehensive English-Polish dictionary does not exist yet. Here is a selection of entries from five dictionaries, both large and small.

Tomasz Wyzynski, <i>The Compact English-Polish Dictionary</i> , Swiat Ksiazki, 1999	franchise /f r ɒ θ v t s α ɪ ζ / n. 1. (<i>right to vote</i>) bierne prawo wyborcze 2. (<i>licence</i>) koncesja, licencja
<i>Podreczny slownik angielsko-polski i polsko-angielski</i> , Jacek Fisiak et al., Longman 1999	franchise /f r ɒ θ v t s α ɪ ζ / n 1 [C] koncesja 2 [U] prawo wyborcze
<i>Collins English-Polish Dictionary</i> , Jacek Fisiak ed.. BGW, 1996	franchise /f r ɒ θ v t s α ɪ ζ / n (<i>POL</i>) prawo nt wyborcze; (<i>COMM</i>) franszyza f (<i>koncesja na autoryzowana dystrybucje</i>)
Tadeusz Piotrowski, Zygmunt Saloni, <i>New English-Polish & Polish-English Dictionary</i> . Editions Spotkania (no date)	franchise /f r ɒ θ v t s α ɪ ζ / 1 . Prawo wyborcze 2 . licencja, koncesja, zezwolenie
Jan Stanislawski, <i>The Great English-Polish Dictionary</i> (8th ed.). Wiedza Powszechna, 1983	franchise /f r ɒ θ v t s α ɪ ζ / s 1. Przywilej 2. am koncesja 3. prawa obywatelskie 4. Prawo wyborcze

It turns out there is, actually, no Polish word for *franchise* in the meaning our student is interested in; however, a survey of the translations suggested in the dictionaries will certainly be of help.

For the benefit of those readers who know Polish I append a brief discussion of the entries. The Fisiak-Collins dictionary suggests ‘franszyza’. This sounds strange. The word does not figure in Dunaj’s dictionary of contemporary Polish (1996), while Szymczak’s dictionary (7th edition, 1992) defines ‘franszyza’ as <zastrzezone przez zaklad ubezpieczen ograniczenie sumy odszkodowan ubezpieczonego>. Thus, no points to Fisiak-Collins. Longman’s pocket dictionary (by Fisiak et al.) is too laconic: ‘koncesja’ is a wider concept than *franchise*. Stanislawski is misleading, both in translating *franchise* as ‘przywilej’, and in annotating the meaning ‘koncesja’ as American. Wyzynski, and Piotrowski-cum-Saloni come out best; but Wyzynski makes a mistake in his explanation of the other meaning of *franchise*: it isn’t ‘bierne prawo wyborcze’, only ‘czynne prawo wyborcze’!

The program I have just outlined can also work when the user reads a paper book. The program should make it possible for him or her to type the problem word in, and then proceed as above.

So much for using concordances as part of a program for teaching reading. However, concordance programs can also be used for practising vocabulary (with intermediate learners) - by drawing the learners’ attention to typical collocations of words. The teacher can call up the KWIC concordance of a word from the text her students have been studying, then tell the program (a concordance program, or a word processor) to delete the central word, and ask the students to guess what it is, using the contexts - like this:

* capital easier. Q If you had to	_____	in one short sentence : why PLC?’ w
* ible with him in hospital you can	_____	step by step what is happening. Ma
* less strange if you are there to	_____	what is happening in words he unde

*ible and comprehensible; they can	_____	, or show to children what they do
*s fall in pregnancy rate has been	_____	ed by the greater use of contracept
*surroundings show, and nothing is	_____	ed. It is also about a period of re

As you can see from the first example, the task may turn out to be quite difficult. To help the students, we can supply three or four words, out of which only one fits all the contexts - like this:

*capital easier. Q If you had to	_____	in one short sentence : why PLC?' w
* ible with him in hospital you can	_____	step by step what is happening. Ma
* less strange if you are there to	_____	what is happening in words he unde
*ible and comprehensible; they can	_____	, or show to children what they do
*s fall in pregnancy rate has been	_____	ed by the greater use of contracept
* surroundings show, and nothing is	_____	ed. It is also about a period of re

- a. clarify
- b. describe
- c. explain
- d. imagine

- or like this:

*sham & Brighton. Follow A23 north	_____	Gatwick until roundabout. Take fir
*ustice, remembering Job, softened	_____	him, although he still carefully
*irit level he saw the man advance	_____	him. He stepped backwards, his he
*she turned and came some way back	_____	me, admonishing, shaking her finger
*miles an hour and we were coming	_____	the bottom and on the ... at the bo
*ques from TSB you could win £400	_____	the cost of your holiday. Ask at you
*han him; so I took off, was going	_____	the finish, but er going in the air
*es. When you see a vehicle coming	_____	you, or the driver behind you wants

- a. at
- b. from
- c. to
- d. towards

Another possibility is to supply the second letter of the word required:

*t is many ways - in London - an	_____	and a tolerant society. <Interviewer
*ng. If the green light is showing,	_____	both gates or fully raise both barrier
*in and Ireland. Think of it as an	_____	door. A door into the world of books
*doors, the doors of his mind flew	_____	one after another, like living inside
*distance shown below. But on the	_____	road, in good conditions, a gap of o
* our side lights on as well. Do not	_____	the doors nearest to the carriageway
*new purpose-built Service Centre	_____	day and night, is the ideal answer
*concentration, his mouth slightly	_____	. At other times he simply sat still

__p__

- and then the last letter:

__p__n

That should be enough - we hope. If it is not, we can always supply the first letter as well; and then the whole word.

The same procedures can, of course, be used also for testing the knowledge of vocabulary.

The program I have outlined should not be difficult to write, but - as I pointed out at the beginning - would be expensive: installing a corpus, a concordance program and at least one monolingual and one bilingual dictionary would be costly. If, however, we wish to have an efficient program for teaching reading in the self-access centres of our schools, the expense seems worth incurring.

And what about the word *metastasize*? Well, let us hope that for our hypothetical student communication will be complete even without this ominous lexical item - either in its literal or its metaphorical meaning.

Acknowledgement

I want to express my gratitude to Ela Gajek and the anonymous reviewer for helping me get this paper into shape.

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<http://sara.natcorp.ox.ac.uk/lookup.html>

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THE INTERNET AND ESP

COLLABORATIVE WRITING AND TEACHER/STUDENT FEEDBACK

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The writing tasks that ESP students will have to perform in their professions will probably involve collaboration with other people. They will have to write texts together with other people and revise texts in response to others' comments. The Internet offers many opportunities to develop projects where students can collaborate with other students or can get feedback from peers and teachers. The Web allows for asynchronous communication between students within a class, but also for interaction between students in far away places.

Students can collaborate to produce something together, such as a shared publication (a paper or research report) or a comparative investigation. This usually involves collecting, comparing and synthesising different types of information. This kind of activity requires the students to be able to accept other ideas and points of view on a topic. The final aim of the project would be the publication of the students' work online. Another form of collaboration is the revision of the text in response to feedback, coming from teachers, from other students or from external parties. The Internet is useful to broaden the students' audience so that they can get critical response from people anywhere in the world.

Although collaborative writing over the Internet is a complex and quite demanding activity, its use in the ESP classroom has multiple benefits. First, students write with a real purpose and for a genuine audience. They must find the best way to convey their messages so that the others can understand what they mean. Writing for a real audience results in high motivation, since students usually do their best to get a product that can be positively evaluated by the audience. Therefore, students tend to revise and rewrite their work before sharing it with others. In addition, collaboration and peer teaching helps students see learning as a shared experience.

There have been several successful web-based projects that can serve as models to develop collaborative projects for ESP students. I will comment briefly on some of them.

Bowers (1995) describes a learning experience where EST students use the Internet to look for information and publish their own papers online. EST students in La Paz, Mexico, use the WWW to find articles in their discipline and write their own drafts online. The teacher then critiques the drafts online and provides links to pages where students can find linguistic or technical explanation. The students publish their papers on the Web and advertise them through listservs and newsgroups so as to get comments from interested students and professionals. These comments are taken into account to edit the papers and republish them on the Web or submit them to a scientific journal.

A good example of a collaborative writing project is the *International Writing Exchange (IWE)* (<http://www.ruthvilmi.net/hut/Project/IWE/>), developed by Ruth Vilmi, a professor of English at the Helsinki University of Technology. This is a project where students write and receive feedback from peers all over the world and from their teachers. The project began in 1993, with the participation of teachers and students from eight countries. The students were divided into topic groups to exchange letters on a topic of their choice and to collaborate on the research to write an academic paper. Each module in the project includes the following phases: writing an introductory letter, reading the introductions by others and commenting on them, writing an article on the topic, peer feedback and author's response, teacher feedback, followed by self-study, taking part in a virtual conference in the Virtual Language Centre (VLC). Then the articles are evaluated and selected for *IWE Journal*. Students also make suggestions for improving the project and put forward topics that they think would be interesting to write about.

Other projects of great interest for technical students were the "International Robot Activity" (Thalman and Vilmi, 1995), and the "International Environment Activity" (Vilmi, 1995). They both were task-based writing projects that involved international teams of university students from three different countries. In the first activity the participating teams had to find a robotic solution to a real world problem, which allowed them to practice technical writing in English. In the second activity the students worked together in teams to find solutions to real-world environmental problems. Each team had to choose a problem and collaborate to complete a series of writing assignments related to the solution of the problem (e.g. a technical report recommending solutions to the problem). The outcome of the projects was the oral presentation of the solution to peers and the publication of the final documents on the World Wide Web.

Jor (1995) describes an interesting one-class collaborative publishing project that was designed to teach Technical English, focusing on memos, minutes of meetings and technical reports for authentic communicative purposes. Students had to report on software or Internet resources useful to their discipline. They commented on peers' work and selected the best texts to be published in an Internet newsletter of the class.

The Foreign Language Institute at the Karlsruhe University of Applied Sciences has also developed Web-based projects that involve collaboration. One such project was *Virtual Enterprises* (http://www.home.fh-karlsruhe.de/~joch0001/html/edp_fr.htm). Mixed groups of students in California and Germany collaborated to set up virtual E-Commerce based companies. Students had to carry out research to found the company, create a website for it, and present the virtual company to the rest of the class.

These projects have been successful because they have been thoroughly prepared. Teachers need to anticipate problems and look for the solutions before these problems arise. Some of the lessons that can be learned from these projects are the following:

1. It is necessary to give students enough information to perform the tasks. The types of writings that students are required to write should be explained in detail, and students should be given instructions on how to write their texts and on how to edit their peers' writings. Similarly, if students create their own home pages they will need to have a link to a style sheet with models of layout, texts styles and any other relevant information.
2. Some of the problems reported by students engaged in these projects are the lack of time and failure of team members to keep to the deadlines. It is therefore necessary to help students manage their time and to insist that they should keep to deadlines.

Terry Kerns provides very useful guidelines to develop collaborative projects at http://www.techlearning.com/db_area/archives/WCE/archives/kerns1.htm: "(1) study other

projects and plan carefully; (2) keep it simple and set specific deadlines; (3) create webs, not chains; (4) identify the audience; (5) advertise the project; (6) learn from mistakes; (7) consider how much time the project will take; and (8) give thanks."

Information on how to design communicative projects

- *Collaborative projects*:

<http://www.eddept.wa.edu.au/centoff/cmisis/eval/technology/collproj/cp01.htm>.

Links to Internet sites with ideas, personal accounts and tips for setting up a collaborative project

- *How to Design a Successful Collaborative Project*, by Yvonne Andres and Al Rogers;

<http://www.gsn.org/teach/articles/design.project.html>.

- *Empowering student's learning with Web Publishing*, by Tammy Payton;

<http://www.siec.k12.in.us/~west/article/publish.htm>.

- *Electronic Collaboration Across Cultures in a Web-based Project for English Writing Instruction*, by G. Jor; <http://www.arts.cuhk.edu.hk/~cmc/research/relc2000/relc2000.html>.

- *Collaboration in the Classroom and over the Internet*;

<http://www.gsn.org/teach/articles/collaboration.html>. Yvonne Andres provides a detailed description of the three phases in a collaborative project: before going on-line (pre-production), during the collaborative project, after a collaborative activity (post-production).

- *Online technical writing: strategies for peer-reviewing and team-writing*, by D. Murray;

<http://www.io.com/~hcexres/tcm1603/achtml/team.html>. Lots of useful strategies and suggestions.

- *Organizing and facilitating telecollaborative projects*;

<http://irs.ed.uiuc.edu/Mining/February95-TCT.html>. Judy Harris describes the basic steps involved in making and completing a project.

- *Publishing on the Web*;

<http://www.eddept.wa.edu.au/centoff/cmisis/eval/technology/publish/index.htm>.

Description of other projects

- *The mystery project: bridging the gap online*;

http://ifets.ieee.org/periodical/vol_3_2000/d05.html

- *Dear Sir or Modem*; <http://www.fh-fulda.de/language/odl/>. Multi-cultural Internet projects.

Examples of students' online work

- *International Robot Activity*; <http://www.ruthvilmi.net/hut/autumn94/robots.html>.

- *International Environment Activity*; <http://www.ruthvilmi.net/hut/autumn94/environment.html>.

- *HELP Nowadays*, an online quarterly publication created by ESL students in the Hawaii English Language Program (HELP); <http://www2.hawaii.edu/~cgreen/Fall1997/frontnews.html>.

Other interesting sites

- *The "Ex-Change" project*; <http://deil.lang.uiuc.edu/exchange/> at the University of Illinois

enables ESL students to submit articles they have written to editors for feedback and to get the articles published on the Web.

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INTERNET LESSON PLANS

"SHOPPING IN OXFORD STREET"

by **Linus Viglas**

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Greece

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Title: "Shopping in Oxford Street"

Level: Intermediate

Time: 45 minutes

Technical Requirements: computer lab with Internet connection, two or three students per computer

Introduction

We all know and have visited thousands of web pages in our everyday "surfing": commercial, educational, governmental, recreational etc. Some of them are a very good source for language teachers helping them find authentic texts, live broadcasts, reference tools, ready made activities and many more. On the other hand, a few of them are so well designed that can be easily used to build an Internet lesson plan. Street Sensation at <http://www.streetsensation.co.uk/> is such a web page.

It includes entire streetscapes showing over 2,000 shops, bars and restaurants in London's liveliest areas - Oxford Street; Portobello Road and Notting Hill; the King's Road in Chelsea; Carnaby Street; Covent Garden, Bond Street; Knightsbridge; Soho; Islington and Camden. So, if we click on Oxford Street, we move to another page where there is a clickable map of the street. By selecting any of the numbers 1 to 18 we can see the shops situated in the respective area of the street.

Objectives

- To walk "virtually" and see one of the main commercial streets of London
- To identify the most famous English department stores, shops, restaurants
- To be able to work with an interactive map
- To search, find and locate the right information from a variety of information on the Internet

- To familiarize students with vocabulary referring to shopping
- To practice writing (sending an e-postcard)
- To practice speaking (making comparisons)

Procedure

Pre-stage activity:

1. Ask the students if they know any areas or streets of London and what they are famous for.
2. Tell them that today's lesson is about Oxford Street, one of the busiest and liveliest commercial streets of London. Ask them if they have ever heard or visited any English shops.

While-stage activities:

1. Go to <http://www.streetsensation.co.uk/> and click on Oxford Street. There is a short description of the street and just below the interactive map. Tell the students that Oxford is a very long street, so today they will walk from Edgware Road until Regent Street, i.e. from numbers 1 to 5.
2. Click on number 1 and start "walking" (scrolling) along Oxford Street. Look at the shops and fill in the table in the worksheet (Activity 1).
3. Ask the students about their findings (speaking).
4. Visit three of the biggest department stores of London, Marks and Spencer (2), Selfridges (2) and Debenhams (4) by clicking on the "more info" link and complete the table in the worksheet (Activity 2).
5. It's time for a break. Go to the KFC restaurant (1) by clicking the "more info" link. Have a coffee and send an e-card (Kids Stuff - E Cards - Send a card) to your friend back home. Tell him/her about Oxford Street, the shops you visited, the things you bought etc.

Post-stage activity:

1. Think and tell five differences between Oxford Street and the main commercial street of your city / town.

WORKSHEET

Name:

Class:

Date:

1. Look at the shops from numbers 1 to 5 in the interactive map of Oxford street and fill in

the table:

Department Stores	Clothes	Shoes	Cosmetics / Pharmacy	Accessories	Souvenirs / Cards / Gifts	Book shops / Music stores	Restaurants / Coffee shops / Internet Café

2. Visit Marks and Spencer (2), Selfridges (2) and Debenhams (4) and find out which is the biggest one

	Marks and Spencer	Selfridges	Debenhams
Mens			
Womens			
Kids			
Homeware			
Furniture			
Gifts			
Flowers			
Weddings			
Newspapers & Magazines			
Food			
Wines, Spirits and Cigars			
Health and Beauty			

"HOW FAST CAN IT RUN?"

by Anna Wicha,

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A follow-up to: *Brainwaves 3*, unit 1 „General knowledge”

Level: elementary

Time: 45 minutes

Aims:

- to practise asking and answering „How..?” and „Wh-?” questions
- to practise saying numbers and units
- to practise superlatives

Resources/ materials: one computer with the Internet connection per pair; 10 slips of paper per pair to write quiz questions on

Possible problems:

- Pronunciation of some names of animals, rivers, etc. Teacher circulates and helps students during the while-stage.
- Ss may get confused keying in long URLs. T can key in the URLs before the lesson or save the sites required as favourites. (Students need to have basic computer skills)
- Timing. 45 min is minimum time needed.

Procedure

1. Pre-stage (10 min)

a) Teacher asks Ss some general knowledge questions, e.g.

- How fast can a lion run?
- How long can a horse live?
- What's the longest river in the world?
- How high is Nanga Parbat?
- How deep is the Atlantic Ocean at its deepest?

- What's the name of a female fox?

As Ss answer T writes key words and some suggested by Ss answers on board

e.g. speed/lion 20mph, 100mph

length of life/horse 20yrs, 35yrs etc

2. While-stage (20 min)

- a) T explains Ss will be able to check their answers using the Internet and hands out URLs (each pair gets one or two addresses):

Animals/speed <http://infoplease.com/ipa/A0004737.html>

Animals/names <http://infoplease.com/ipa/A0872847.html>

Animals/length of life <http://infoplease.com/ipa/A0004723.html>

Mountains/height <http://infoplease.com/ipa/A0001771.html>

Oceans/depth <http://infoplease.com/ipa/A0001773.html>

Rivers/length <http://infoplease.com/ipa/A001779.html>

- b) Pairs check and report correct answers.

- c) T hands out paper and asks Ss to write at least 5 questions plus answers per pair (each question + answer on an individual slip of paper) using the information on their sites. As Ss write questions T circulates and helps with any pronunciation/ grammar/ spelling problems.

3. Post-stage (15 min)

- a) T collects the questions and divides class into two groups. Each group gets half of the questions and is asked to divide them into two categories: a) Animals, b) the Earth and put them face down on a desk.

- b) Groups take it in turns to choose a category, the other group draws a question and reads it out. The opposite group answers. If the answer is correct, the group gets a point. T or one of the Ss keeps score. At the end of the lesson the winning group appointed.

"AND THE OSCAR GOES TO..." - OUR FAVOURITE MOVIES

by Agnieszka Janczak

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and Ewa Krzywicka-Dzioch

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Level: Upper Intermediate

Size of a group: 12 people

Age: 15 - 18 years old

Time: 45 mins

Materials: *New Headway Upper Intermediate*, Unit 8 "Famous for fifteen minutes", *Cambridge Advanced English*, the Internet

Aims:

communicative:

- to practise giving personal opinions about movies
- to develop reading skills, especially skimming and inferring attitude from the reading passage;

educational:

- to systematise students' knowledge about intensifying adverbs and adjectives

Language content:

- **Vocabulary:** intensifying adverbs: *very, awfully, absolutely, incredibly, remarkably, totally*, etc.; adjectives: *excellent, astonishing, thought-provoking*; film vocabulary: *screenplay, clichés, director, plot*, etc.
- **Grammar:** Present Perfect Tense revision

Procedure

1. **Warm-up** (whole group): 3 mins

T asks questions: "Do you like going to the cinema?", "What kind of movies do you like best?", "What have you seen lately?", etc. Class discussion about SS' favourite types of movies.

Language in Use: adverbs and adjectives making sentences stronger and expressing opinions

(*good, bad, excellent, fantastic*), types of movies (*drama, comedy, science-fiction*)

2. Preparation for speaking (pair work): 15 mins

T asks SS to go on-line to this address:

<http://www.englishpage.com/vocabulary/interactivelesson10.html>. T explains that this is a 3-step exercise. First, they are going to read the definitions of the word they see; then SS are asked to click on the link "Vocabulary in Conversation" and practice the vocabulary; when done SS do "Vocabulary Follow-up". T is monitoring. In order to check the correct answers SS click the "check" button at the bottom of the page.

3. Reading and Speaking: 18 mins

T asks SS to go to another website address. This time it is:

<http://www.eslnotes.com/movies/html/forrest-gump.html>. When SS download the page T asks them to go down the page and choose the "Forrest Gump" movie link. SS are asked to:

a) read the plot summary (5 mins).

b) in groups of 2, discuss the questions (one for each group) which are at the very bottom of the page. When they are done each group answers the question prepared, the rest of the group listens and, when necessary, correct (10 mins).

As some of the SS may have seen the movie T asks the group the following questions:

"Would you like to see the film?", "Why?/Why not?", "Would you recommend it to your friends? If so – why?/why not?" (3 mins).

4. Post-stage: reading a movie review as a preparation to writing (8 mins):

a) SS get a sample film review of the movie they discussed during the class.

b) T explains they are going to write a film review of any film they have seen. SS are asked to read the review and if there are any questions he/she answers them (5 mins).

c) T gives a brief explanation how a summary is to be written. SS do this as a home assignment (3 mins).

A WORD FROM A TECHIE

ENHANCING THE CLASS WEBSITE WITH ADDITIONAL FEATURES (WEB STATISTICS, CHAT ROOM, SEARCH ENGINE, DICTIONARY)

by Jarek Krajka

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Nowadays, with the wide accessibility of the Net, extremely easy access to free webspace and user-friendly and intuitive Web editors making it possible to create an Internet website without any knowledge of HTML, more and more language teachers decide to make a class website for their lessons of English, where they could publish students' works on the one hand, and on the other include grammar and vocabulary exercises. In this way, learning is not confined to the classroom only, but students can work on the classroom materials in a self-study mode at their own pace.

Due to that, this month's A Word from a Techie is devoted to the issue of enhancing the class website with additional features extremely useful in the process of learning a foreign language, such as web statistics, a search engine, a dictionary and a chat room.

I. Web statistics

At first, the question to be answered is the following: what does the teacher/owner of the website need web statistics for? Obviously, it is interesting to know whether the site is visited, how often, who the visitors come from or how much time they spend on the website. Here the distinction needs to be made between hit counters and Web statistics. The former are just counters displaying the number of visitors, which can be seen while accessing the page. It is often claimed that hit counters may not be the true reflection of the site's popularity, as some site owners could purposefully access their own website a number of times in order to increase the number on the hit counter and in this way create the impression of the site being popular and worth visiting. Also, a hit counter does not give any other information apart from the total number of visitors, which is not very informative for the site owner. Therefore, it is much better to use comprehensive web statistics services, which do not reveal any information to the visitors of the site, but its owner can see the total number of visitors, the number of visitors each month, week, day, hour; the addresses of computers visiting the site most often, as well as the last fifty visitors to the site, with the time of the visit. In this way, the teacher is given plenty of information on the visitors, which can be used for instance to check if students do access the website to do the homework assigned.

In order to use such a service, one needs to find some Web company offering free-of-charge comprehensive Web statistics. In case of Poland it is <http://stat.webmedia.pl>, but surely

corresponding ones can be found in other countries as well. Putting the web statistics in the class homepage is very easy, and means just following these simple steps (of course, this refers to the specific procedure of Webmedia, and in case of other services there might be some changes):

- Go to <http://stat.webmedia.pl>
- Fill in the registration form for Stat 4 U statistics
- Specify the email address so that the code and the password could be sent to it
- Copy the code sent to your email address
- Open your homepage in a web editor
- Paste the code in the relevant place in the document
- Make sure that the code is exactly the same as the one sent to you (we might not be aware of the fact that sometimes what you copy is NOT exactly what you paste, especially < signs are changed for other characters while copying)
- Save the document
- Connect to your server via FTP and upload the page
- Open the Internet browser to check the statistics report (click on the icon, give the password and see the generated report)

II. Chat room

A chat room on the class website is a unique opportunity to conduct chat sessions either within the classroom during the lesson or with some other partner classroom if there is an exchange established. Thanks to the fact that the chat room is connected to the website, there is no need to set up any special IRC software on all workstations in the lab, and there is little likelihood of unwanted chatters in the room, which is in contrast to widely accessible chat services such as Yahoo. Also, as the chat room resides on the website on the local server, it will be much quicker to load and work than some services on more remote servers.

The teacher has two basic options to choose: either get a chat room from some chat room server, which will mean connecting to the server each time to get the room; or make a chat room as a Java applet, residing on the local server and loading a chat room. In fact, it is the question of speed of connection: a Java applet room is much quicker to load than a remote server chat room, which may be overloaded by other chatters.

1. Getting a chat room for the website:

- Go to some chat host, such as www.webchatting.com
- Click on "Click here to put chat on your page"
- Copy the code given
- Open your homepage in a web editor
- Paste the code in the relevant place in the document
- Compare the code in the website and in the document, to make sure that it is exactly the

same

- Save the document
- Connect to your server via FTP and upload the page

2. Getting a Java applet chat room for your website:

- Go to <http://www.jpilot.com>, or some other website offering similar programs
- Download the Jpilot applet to some directory on the hard disc
- Unzip the applet
- Open the chat1.htm file in a notepad
- Put in your local server names (e.g. in Poland these might be warszawa.irc.pl, poznan.irc.pl, irc.lublin.pl), giving the preferable server as Value 1. Changing server names to some local ones makes the chat faster to work.
- Put your own channel names, with the default channel in Value 1
- Save the document
- Upload the whole directory to your website via FTP
- Open the homepage in a web editor
- Add a link to the chat.htm file (e.g., <http://batory.plo.lublin.pl/~jkrajka/chat4.html>)
- Save the homepage and upload it to the website

III. Search engine

The teacher might add a search engine to his/her website, so that students while working on the materials included in it can search the Web directly, without the need to move to some other website. It is possible to get the search engine tools to look for words, for images, either in English only or in a number of languages to choose from. This is possible thanks to a number of Web services, such as Altavista, www.altavista.com. In order to get search engine tools for a class website, the teacher needs to follow these simple steps:

- Go to www.altavista.com
- Click on "Tools"
- Click on "Add Altavista Search to your site"
- Choose the tools that you want by clicking on "I want this one" button under a required type of searching tool
- Copy the code
- Open your homepage in a web editor
- Paste the code in the relevant place in the document
- Save the document

- Connect to your server via FTP and upload the page

IV. A dictionary

The final, and probably the most important, feature that the teacher can equip the website in is a dictionary. It is well-known that machine-readable dictionaries facilitate learning a foreign language by providing much faster access to definitions, hyperlinking words in a definition, advanced searching techniques. Therefore, by using computer dictionaries, either on CD-ROM discs or online, students will find it much easier to work on the Web when reading, listening or writing.

The first way of incorporating online dictionaries in Internet-based tasks is to use dictionaries online, such as www.dictionary.com, www.dictionary.cambridge.org, www.m-w.com, www.leksyka.pl. While doing some tasks, students should have two windows of the Internet browser open, with one with the materials to read or write, while the other being the online dictionary. On coming across an unknown word, a student should double-click it to highlight it, then copy it, switch to the dictionary window, paste the word in the dictionary look-up window and press enter to get the definition. This procedure, though easy and not demanding any preparation from the teacher, is not very convenient for students, as it means switching between windows and not allowing students to fully focus on the materials.

Another option is to get a dictionary for the class website, so that there will be a small dictionary look-up window displayed on the site, and in order to look up a word a student should write it in the box and press enter to connect to the dictionary website and get the definition. Thus, this is the procedure for getting a dictionary for the website:

- Go to www.leksyka.pl (bilingual Polish-English dictionary), <http://dictionary.cambridge.org> (monolingual), www.m-w.com
- Click on "Wstaw na swoją stronę" (on the right hand side of the Leksyka page) or "Link to us" (in the menu on the left of Cambridge Dictionaries Online) or "Put a Free Dictionary Search Box on your Website" (Merriam-Webster)
- Copy the code given
- Open your homepage in a web editor
- Paste the code in the relevant place in the document
- Save the document
- Connect to your server via FTP and upload the page

Thanks to doing that, students do not have to go to any other website, because the dictionary can be accessed from the class website. However, using the dictionary still demands being connected to the dictionary website, that is moving from the one being currently in use. Also, it is not too helpful when students work on the Web, moving from one website to another, performing Net searches or doing some research. Thus, some other means of reference is needed to allow students to get dictionary lookup when working anywhere in the Net, which is making a dictionary a part of the Internet browser, so that the dictionary can be accessed at any moment, and the definition is given in the window opened on the left of the browser, just as is the case with History or Favourites. To do that, you need to:

- Go to some dictionary website, such as Cambridge Dictionary Online

(<http://dictionary.cambridge.org>), Lookwayup (<http://lookwayup.com>) or Merriam-Webster (www.m-w.com)

- Click on "Link to us" (Cambridge), "Free add a dictionary to your browser" (Lookwayup) or "Add a Free Dictionary Button to your Browser" (Merriam-Webster)
- Click on the link given in the websites and drag it to the browser link bar
- To look up a word, click on the link in the browser, then type in a word in the box opened on the left

Finally, the teacher might want to make some of the pages of the class website active dictionary pages, so that doubleclicking any word in a page opens a small lookup window with the definition of the word. The lookup window is opened on top of the original text as a separate window, so students do not move from the original text. This is especially useful when teachers prepare some reading comprehension materials for students to work on in their free time. In order to enable active dictionary pages, teachers/webmasters need to

- Go to Lookwayup (<http://lookwayup.com>)
- Scroll down the page to "Free install it on your page"
- Click on "Webmasters can enable their site"
- Copy the code given in the box
- Open the page to be translated in a web editor
- Paste the code BEFORE the </HEAD> or the </BODY> tag
- Save the page
- Connect to your server via FTP program and upload the page

It is hoped that teachers might find the above instructions useful to make their class websites more comprehensive by providing informative web statistics, fast and easy-to-use chat room, search engine and effective dictionary.

WEBSITE REVIEW

SPEECH BANK

<http://www.americanrhetoric.com/speechbank.htm>

by **Guo Shesen**

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Language: English

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Overview

Speech Bank provides the most important speeches in American history. It includes speeches of presidents, politicians, economists and many other distinguishing elite members. The site contains more than 369 active links to over 5000 full text, audio and video (streaming) versions of public speeches, sermons, legal proceedings, lectures, debates, interviews, other recorded media events, and declarations.

Contents

The text and audio speeches/rhetors activated on the site cover every aspect of the American society and culture. Speeches of political, military, religious, industrial leaders account for considerable part of the content, which, in a sense, can be regarded as an epitome of the American history. For example, we can find not only political speeches by Abraham Lincoln as a great president but also his collected works and the best known speech in history as one of the great speakers for the day - *Gettysburg Address*. The author of the site even thoughtfully provides two sound files for this speech read by two different modern real men in the popular formats of .ram and .mp3. Interestingly, we can follow the link to acquire the background knowledge accompanying the text of the speech, allowing us to understand more about the American Civil War, why Lincoln thought the address had been a failure and about Edward Everett, the main speaker for the day. The invention of Edison's phonograph ushered in a new era of "recorded" history. Beginning with President Benjamin Harrison in the late nineteenth

century to the present day Bush Administration, the site allows us to capture the real and true voices of the American presidents in recent 100 years. Similarly, we can read and listen to at least eight speeches by George W. Bush on 11 September, including the famous *The World Will Always Remember 11 September*. We can also read lone dissent congresswoman Barbara Lee in opposition to Authoring the use of military force. You can even find transcript of bin Laden's video discussing 11 Sept Attacks.

Apart from the above, we can read, in other areas, Bertrand Russell, Bill Gates, Charles Dickens, Boeing Speeches, economic globalization, AT&T, Martin Luther King, Winston Churchill, Global Warming, Cal Ripkin, and U.S Department of Education Speeches, U.S Department of Justice Speeches, U.S. Supreme Court Cases/Arguments and etc.

The educational value of the site is obvious and quite good. Teachers/learners of English can access the speeches and statements for preparation of teaching materials or appreciation of English speeches or reading/writing supplement or even listening practice. As stated, it is an epitome of the American history in standard English. Teachers should make the best of the resources. From domain and pedagogy points of view, the site is a good companion for English learners/teachers.

Example Classroom Activity - Reading and Discussion

Title: Dr. Martin Luther King Jr & I Have a Dream

Procedures:

1. Highlight the seven links about Dr. King in the page and open the links in different windows, which will show his life, works, sermons, speech about his dream, speech about war and Nobel Prize Acceptance speech separately.
2. Ask the students to read these materials one by one and their relevant background information. Or print the materials in handouts with the following questions/discussions in Procedure 3 for distribution.
3. Ask the students to answer or discuss:
4. Explain the definitions: discrimination; segregation; racial; nonviolence; boycott; dream; justice; minister; civil rights; peace; struggle; speech
 - How much do you know about Dr.King?
 - When and where did Dr.King deliver the speech "I Have a Dream"? What is his dream? Why did he make such a speech?
 - Discuss the actions Dr. King took to work toward making his dream come true.
5. What were Dr.King's feelings about war?
6. True or false
 - A. ___ The U. S. supported democracy around the world, but Americans were not worried at all about treatment of African Americans in the U. S. in the 1950s.
 - B. ___ Dr. King came from a poor, uneducated family and rose to national and international fame.
 - C. ___ Dr. Martin Luther King, Jr. first became a leader in the black community in the early

1960s.

- D. ___ Dr. King coordinated the Montgomery, Alabama bus boycott.
 - E. ___ Dr. King never received the Nobel Peace Prize as many people hoped he would.
5. Redo Procedure 2 and help to explain the key or difficult words in the opened windows make the students understand further.
 6. Correct the mistakes the students made in Procedure 3 and ask them to tell more about the related topics.
 7. Write about a dream that you have for yourself, your family, your community, or the world.

Technical Issues

As the size of the top graphics and few logo is small, the downloading speed is fast. I found it loaded very quickly. There are not any special browser requirements and no need of special software to use the page elements. Of course a sound card should be equipped on the user's computer for listening to the sound files. Material in audio and streaming video formats requires a digital-audio player. The author adds one of icons for free download player. The downloading speed of the sound files is also fast as they are high compressed formats such as .mp3 or .ram. The quality of the sound is satisfactory. The words in the speech files are pronounced without delay or distortion. The site claims it is best viewed at 800 x 600 screen resolution.

The design of the site is not very good. All the speech links are embedded in one page in tables. You have to scroll continuously to locate the specific hypertext. Although the author suggests using Find to search the target word, it is not convenient to switch between the Find dialogue and the main window. The site should have a category column or Letter links added directing to each word beginning in that letter as done in some dictionary websites.

Interface

The site is highly intuitive in its design and methodology. The layout is good, making full use of space. Elements are concise and clear. The graphics are small and well suited to the overall presentation and appearance. The text and graphics are well balanced. The information display seems well laid out. There are no navigation bars on sides and all the links should be opened in new windows so as to view. So it is easy to use as all the speeches, including their titles and links, are listed alphabetically up and down by first name and arranged in a table in one page. The information flows logically and straight forward. Most links work well. There is sufficient text information shown which, though not bleeding-edge technology or visual appeal that engage and excite the viewer, is necessary for teachers/learners of English. There is an efficient search engine, which comes up with the proper information when executing.

The site is not quite user friendly and employs animations and some other pictures directing to other sites including several advertising/commercial sites. There are orphan pages found. I do not really like the color scheme which is very gray and dark. The color of fonts for further reading or search concerned with each speech topic is much confused with the background color and thus the hypertext is not well readable. The author should change this tedious color to some more bright and clear tincture in both hyperlink, the content and the background. The advertising graphics should be made well arranged and equally sized if they have to be inserted in the page. As most sites do, the site should also provide a navigation bar.

Interactivity

Except for an email address, the site is lacking on the interactivity side. As an online speech bank offering large quantities of valuable speech information, the site should have provided a forum or message board or mailing list or chat room to facilitate discussion and exchange so that the visitors will make the best of the resources to interact with each other and enhance in turn their interest in learning and discussion. Or the author may post to call for valuable or precious speech contribution either in text or sound to attract more visitors and enrich the bank

Overall Issues

The site is copyrighted by Michael E. Eidenmuller. It clearly states the contact details and include several advertising banners or sponsor's windows. As regards currency the site is regularly updated. The most recent update was from Jan 29, 2002 for addition of President George W. Bush: *2002 State of the Union Address*. The content is given more attention than overall design and interface and it, is certainly of high educational value. I especially like the distinguishing feature of providing the rich and valuable speeches in both sound and text formats. I rate this site as excellent in its pedagogy and especially in teaching and learning English and the American history as a learning supplement, though it has a lot of potential in some aspects that needs to be flushed out.

ANNOUNCEMENTS OF FUTURE EVENTS

INTERNET RESEARCH 3.0: NET / WORK / THEORY

INTERNATIONAL AND INTERDISCIPLINARY CONFERENCE OF THE ASSOCIATION OF INTERNET RESEARCHERS (AOIR)

International Institute of INFONOMICS and University of Maastricht

Maastricht, The Netherlands

October, 13-16, 2002

Conference Website: <http://www.aoir.org/2002>

The Internet has become an integral, ubiquitous part of everyday life in many social domains and international contexts. Yet, most of the public attention on cyberspace remains fueled by utopian or dystopian visions, rather than being informed by the growing body of research on the Internet as a complex fact of modern life. Internet Research (IR) 3.0, an international and interdisciplinary conference, will feature a variety of perspectives on Internet research, in order to develop a better theoretical and pragmatic understanding of the Internet. Building on the previous well-attended international conferences, the IR 3.0 will bring together prominent scholars, researchers, and practitioners from many disciplines, fields and countries for a program of presentations, panel discussions, and informal exchanges. This year's theme is Net/Work/Theory. Contributors are called to reflect on how to theorize what we know about the Internet and on how to apply what we know theoretically in practice. The conference will be held for the first time in Europe, whose intellectual environments have traditionally been a source of social and cultural theory.

IR 3.0 will be hosted by the International Institute of Infonomics in the beautiful city of Maastricht in the Netherlands. As the city in which one of the key treaties of the European Union was signed, Maastricht also symbolizes a changing Europe in a changing international setting. The conference will provide opportunities to network, learn from other researchers, hear from leading players in Internet development, and enjoy the "art of fine living" of Maastricht, in the south of the Netherlands. The Association of Internet Researchers invites paper, presentation, and panel proposals from AoIR members and non-members on topics that address social, cultural, political, economic, and aesthetic aspects of the Internet. We welcome interdisciplinary submissions as well as submissions from any discipline. Panel presentations that establish connections across disciplines, institutions, and/or continents are especially encouraged.

We also seek presentations that will make creative use of Internet technologies and techniques.

SUGGESTED TOPICS:

Theoretical and Methodological approaches to Internet Research; Internet Access, Use and Effects; Psychology and the Internet; Individuals, Groups, and Communities Online; Privacy, Surveillance, and Security on the Internet; Internet Policy, Ethics, Law, and Politics; Teaching, Learning and the Internet; The Internet in Writing and Publishing; Ethnicity, Race, Identity, Gender, and Sexuality Online; The Internet in Cultural Contexts; The Internet in History; Digital

Arts and Aesthetics; Gaming on the Internet; E-commerce, E-Business, or Value of Digital Content; New Technologies and New Media; E-Sectors (e-health, e-games, e-entertainment, e-other...)

FORMAT OF PROPOSALS

Proposals can be of three types - papers, presentations, and panels. Each person is entitled to submit 1 paper, 1 presentation, and/or 1 panel proposal.

DEADLINES

Proposal submission: 15th December, 2001- February 15, 2002 Author notification: April 1, 2002 Presenter's Registration to the conference: September 15, 2002 Student Award: Final paper due September 15, 2002

CONTACT INFORMATION

If you have questions about the conference, program, or AoIR, please contact:

Conference Coordinator: Monica Murero, Infonomics and University of Maastricht, Monica.Murero@infonomics.nl

Program Chair: Klaus Bruhn Jensen, University of Copenhagen: kbj@hum.ku.dk

A(o)IR President: Steve Jones, sjones@uic.edu

ACCESS AND BEYOND: ADVANCING A COMMUNITY TECHNOLOGY AGENDA 11TH ANNUAL CTCNET CONFERENCE

June 14-16, 2002

Austin, Texas

www.ctcnet.org

CTCNet invites you to attend its 11th Annual Conference June 14-17, 2002 at the Hyatt Regency Hotel on Town Lake in Austin, Texas.

Our conference has been the premier event in the community technology field throughout the past decade - no other conference draws representatives from so many of the most outstanding community technology programs together with community leaders, non-profit practitioners, funders and policymakers. With attendance expected to reach over 700, the 2002 National Conference will be the best yet! Our focus will be Access and Beyond: Advancing a Community Technology Agenda. As a field, we know we must continue striving to close the persistent gaps in access that exist in rural, low-income, and disabled communities. But in a world where education and information access increasingly utilize and rely upon technology, we also recognize that access is not enough. We must work toward an agenda that emphasizes our field's role in building community and facilitating long-term social and economic change.

Join us for diverse workshops and case studies focusing on topics like programs and curriculum; policy, advocacy and organizing; technology; and organizational development. A special track this year will emphasize the position of community technology within a larger context of social

and economic justice.

Who attends the CTCNet Conference? The ability of our conference to attract such a diversity of relevant perspectives is one of its greatest strengths. Last year's conference, Advancing Community Technology ~ The Next Wave, drew over 600 attendees. Of those, approximately 50% represented a range of community technology centers, which were predominantly CTCNet affiliate members. Many representatives of schools, libraries, colleges, and universities attended.

Participants also included representatives of leading digital divide, education, civil rights and labor organizations; technical assistance providers; community and political leaders; technology industry representatives; major funders; researchers; and others interested in the field.

Lauren Kadi, CTCNet, lkadi@ctcnet.org

SITE 2002

SOCIETY FOR INFORMATION TECHNOLOGY AND TEACHER EDUCATION INTERNATIONAL CONFERENCE

March 18-23, 2002

Nashville, Tennessee

www.aace.org/site

The SITE 2002 Conference is designed for: Teacher educators in ALL disciplines; Computer technology coordinators; K-12 administrators; Teachers; Curriculum developers; Principals; All interested in improving education through technology.

SITE 2002 is the 13th annual conference of the Society for Information Technology and Teacher Education. This society represents individual teacher educators and affiliated organizations of teacher educators in all disciplines, who are interested in the creation and dissemination of knowledge about the use of information technology in teacher education and faculty/staff development. SITE is a society of AACE.

SCOPE:

The Conference invites proposals from the introductory through advanced level on all topics related to: (1) the use of information technology in teacher education, and (2) instruction about information technology in Preservice; Inservice; Graduate Teacher Education; Faculty & Staff Development.

You are invited to participate in this international forum which offers numerous opportunities to explore the research, development, and applications in this important field.

Program activities encompass Keynote Speakers; Invited Speakers/Invited Panels; Papers; Institutional Sessions; Demonstrations/Posters; Panels; Tutorials/Workshops; Interactive Sessions; Roundtables; Video Festival; Corporate Demonstrations; Corporate Showcases.

Contact:

SITE/AACE

P.O. Box 3728, Norfolk, VA 22902 USA

E-mail: conf@aaace.org; Phone: 757-623-7588; www.aaace.org

ELT HORIZONS

THE 3RD INTERNATIONAL AND 7TH NATIONAL ATECR CONFERENCE

Liberec, Czech Republic

September 6-8, 2002

Call for papers (deadline March 29)

Call for participation (deadline May 10)

Varied programme of talks, workshops, demonstrations, research-oriented presentations and poster sessions intended for teachers in primary, secondary and tertiary education.

Main topics: Young Learners, Teacher Education, ELT Methodology, Heterogeneous Classes, In-Service Training, ESP, Information Technology and Cultural Studies.

The Conference will be preceded by a Pre-Conference event devoted to the New Maturita Exam in the Czech Republic.

For more information, please contact

PhDr. Martina Ulvrova; IATEFL Associate Secretary ATECR

Partyzanska 530; 460 11 Liberec II; Czech Republic

Tel. 0042 (0)48 271 02 40; Fax 0042 (0)48 510 38 80

martina.ulvrova@gfxs.cz

MODERN LANGUAGES IN THE KNOWLEDGE SOCIETY

13-15 June, 2002

Kaunas, Lithuania

We invite teachers, scholars and postgraduate students to participate and to contribute papers to the second international conference "Modern Languages in the Knowledge Society" hosted by Kaunas University of Technology, Lithuania.

The languages of the conference: English, German, French, Russian and Lithuanian.

Suggested topics for the conference papers include, but are not limited to, the following areas:

Linguistics, Computational Linguistics and Sociolinguistics

- Educational Issues in the Knowledge Society
- New Technologies in Language Studies
- Translation and Interpretation
- Language: Cultural and Epistemological Issues in Late Modernity

Aims of the conference:

- to organise academic discussions of scholars from different countries;
- to exchange experiences and develop new ideas that could be implemented in the future;

DEADLINES

February 1, 2002 - submission of abstracts and registration form

February 15, 2002 - notification of acceptance

March 1, 2002 - submission of papers

May 15, 2002 - payment of the registration fee

June 1, 2002 - announcement of the preliminary conference programme

For more information, please contact

R. Vėterytė (Kaunas University of Technology, Lithuania), Conference Manager

ruta.veteryte@ukc.ktu.lt

JALTCALL2002:

LOCAL DECISIONS, GLOBAL EFFECTS

Hiroshima Jogakuin University,

Hiroshima, Japan,

May 18-19, 2002

<http://jaltcall.org/conferences/call2002/>

The Japan Association of Language Teaching (JALT) CALL SIG would like to invite proposals for participation in its 7th Annual International Conference, JALTCALL2002: Local Decisions, Global Effects, to be held at Hiroshima Jogakuin University, 4 -13 -1 Ushita-Higashi, Higashi-ku, Hiroshima, Japan, 732-0063 on Sat 18 - Sun 19 May, 2002 (with special events on May 17 and 20).

Submissions relevant to the conference theme will be given highest priority; however, all topics which address the issue of how computer technology is applied in the classroom are acceptable.

Educators concerned with all levels of instruction are invited to submit proposals. People whose

proposals are submitted on or before Monday, April 1 and are accepted will be eligible to register for the conference at the discount rate.

For details on how to submit, please visit our website at <http://jaltcall.org/conferences/call2002/>.

For assistance on any matters, please email us at confchair@jaltcall.org. We look forward to receiving your submissions and welcoming you to JALTCALL2002 in May.

On behalf of the conference team,

Conference Co-Chairs

Timothy Gutierrez

Naomi Fujishima

Chiaki Iwai

confchair@jaltcall.org

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.

The editorial board of "Teaching English with Technology":

- Jarek Krajka (Maria Curie-Sklodowska University, Lublin, Poland) - Editor-in-Chief (Lesson Plans, A Word from a Techie, Software Reviews)
- Jozsef Horvath (University of Pecs, Pecs, Hungary) - Editor (Articles, Book Reviews)
- Maria Jose Luzon de Marco (University of Zaragoza, Zaragoza, Spain) - Editor (The Internet for ESP)
- Marek Wozniak (Macmillan Poland, Warsaw, Poland) - Editor (Website Reviews)
- Wojciech Korput (Teacher Training College, Bydgoszcz, Poland) - Editor (Web version)

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

The next issue of "Teaching English with Technology" will be published in May 2002. Submission deadline for the next issue is April 15, 2002.

We invite submissions covering the following categories:

- Article: articles describing classroom practice or discussions of work in progress, being of immediate relevance to teachers, or articles presenting case studies or work in progress
- The Internet for ESP: practical discussions of Web-based activities/classroom ideas for the ESP environment
- Lesson plan: plans of lessons done in the Internet or using computers, set in the reality of the education system, detailing the procedure, technical requirements, skills needed by students and teacher, together with URLs used in the lesson and any worksheets/checklists students are asked to complete
- 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, Jarek Krajka, at jkrajka@batory.plo.lublin.pl, with the subject being "Journal Submission." Please specify in the letter what word-processing programme you are using, and preferably send .rtf version as well. All submissions undergo the process of blind peer review and are returned to authors with suggestions for changes/corrections.

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