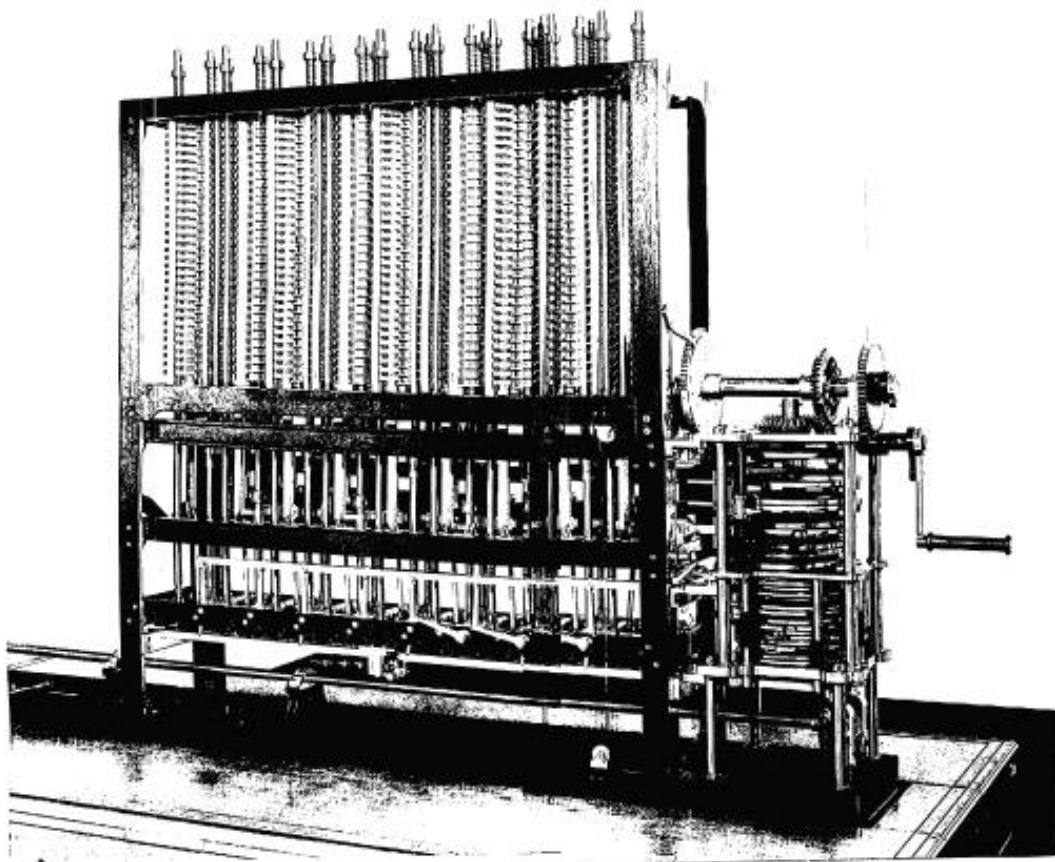

MUESLI NEWS

Micro Users in English as a Second Language Institutions
THE I.A.T.E.F.L. SPECIAL INTEREST GROUP FOR
COMPUTER ASSISTED LANGUAGE LEARNING

June 1991



Contents

Editorial

IATEFL Conference:	Caroline Moore, Glyn Jones
Naples Calling:	Chris Jones
Big class, One computer:	David Forbes
Reviews: Babbage Exhibition	Tony Williams
Mac the Knife vs PC Plod:	Phil Towndrow*
Joining Hands in the Ether:	Lilliam Hurst, Florence Durand
Tesol goes for Silver:	Tony Williams, Norman Johnson, Vance Stevens

Editor this time: Tony Williams

Editorial

In bygone days my Russian teacher introduced the class to a "Circulating dictionary" pronounced "siddlewerkulating" a ruled exercise book which was to be passed around among us hapless soldierstudents and in which we would have to enter any new words which we had picked up Thus a valuable class resource was to be built up. In practice, however, the collective exercise book was stolen at regular intervals especially the day before the Sudden Death* Friday afternoon examination and we had to begin afresh.

Things have not changed much since then and the MueslNews' circulating editorship has siddlewerkulated right back to me, your coordinating editor, so forgive me if we revert to the ,familair jocular style, a bronze in which my particular school generation was dipped.

We have, I am happy to report, no shortage of materials contributed by readers and we have had to postpone some. You cannot deny our internationalism - Mike Carrier in Alexandria (Virginia, not Egypt) and Norman Johnson of CAEII (Oregon) have organised so much US material for us that we have to be ruthless, and keep pinching ourselves to remind ourselves that we are IATEFL and not TESOL. Portugal is as prolific with CALL articles as it is wlth fortified wine, so, disappointed authors there, please forgive the postponement.

There we are: news: from Geneva, South New York, Lisbon, Kensington, Oregon, New York, Lisbon, Bilbao, Bologna-Naples, Dillingen. Can't be bad. But what about Norway? Switzerland? Singapore? Come on, tell us what you are doing.

*The examination was highly motivating. Anyone who didn't pass would be "Returned to Unit" sent back on Saturday to his original battalion to clean latrines, lubricate tanks or fight in the jungles of Malaya. Such prospects concentrated the mind wonderfully and kept the student's head in his books and out of the pubs until Friday night, that is. But now that I remember it, those early direct method lessons were so daunting that some conscripts actually preferred hacking through snake-infested undergrowth and deliberately failed the exam.**

The Muesli Cover

A typical piece of foolishness. Given better resources, and training we would have given you a true full-colour version of Babbage's Differential Machine No 2, a precursor of the computers we all love.

The most sensible thing, however, would have been to make a photocopy, which produces a passably accurate rendition and simply paste it in. But while was not accurate enough to convey the sheer magnificence of this analytical machine, the gleaming brass and stainless steel, and the solid milled precision of the number cogwheels, it was still pretty tacky.

So I'm afraid we took a lurch into impressionism, a hand-scanned and stiched version, imported as a Tiff file into QuarkXpress and presented as a posterised image at 42lpi and 45^o line pattern.

We could have maintained that this was a representation of n 1842 daguerrotype of the machine, which would have sounded good but since you all know that the machine was not actually constructed until 1991 we have fooled no one, and decided to come clean.

IATEFL Conference

3-6 April 1991 Exeter University

Caroline Moore and Glyn Jones compare notes

Caroline Moore writes:

This year IATEFL came back down to earth after Dublin and was held at Exeter University.

Glyn Jones's presentation of *Getting the Message*, the Eurocentres' interactive compact disc for learning and teaching telephone skills made the biggest impact on me. This has drawn upon materials produced some years ago for a fullsize interactive video disc program but which did not see the light of day outside the Eurocentres, partly because of the enormous production costs but mainly I suspect because customers are simply not finding the funds for the acquisition of full laserdisc players (The European Connection produced by the BBC and Vektor, costs around £1250 and needs another £1250 worth of hardware).

The compact disc version of *Getting the Message* which uses digitally recorded audio, and still photographs and line drawings instead of moving video is highly effective. Choosing this media brought the cost right down to £265 for the CD disc itself, which can be used on an IBM AT compatible with VGA display, a CDROM drive and audio output a headphone socket comes as standard with CD players. A CDROM drive with driver software typically costs around £400. The program also needs a mouse or other pointing device.

Dieter Wolff and Lienhard Legenhausen's discussed their work on using wordprocessors and databases in the classroom and drew a respectable crowd.

The final computerrelated presentation was a dynamic session from Chris Tribble on using concordancing with EAP students. Somehow, it had not been included in the main MUESLI programme, and was poorly attended, which was, in my view, a great shame. Two representatives from British Aerospace in Saudi Arabia could see great possibilities in the use of concordancing for helping to produce relevant training materials for Saudi technicians and air crew in using manuals for military purposes.

Glyn Jones writes: Caroline Moore opened a "Welcome to Muesli" workshop for all-comers and particularly beginners. But even old diehards like myself got something out of it. I had never had the opportunity before to really sit down and work Carmen Sandiego over, for instance, so I much appreciated it. There is always room for such sessions and the three ingredients needed are an adequate supply of good software, a well-equipped computer lab (provided handsomely by the university) and the helping hands of MUESLI volunteers. No real structure is required for such events and with help novitiates are best left to get on with it themselves. The workshop was very well attended and I am told went down well.

Muesli diehard John Higgins talked about Eclipse, and came up with a very ingenious idea for a total text reconstruction program, namely using it for two languages simultaneously, i.e., half the screen in English, the bottom half in Spanish.

Urbaan Vanerman from Belgium talked about CTP a successor to Adam and Eve a rich menu of different activities drawing on an equally rich potpourri of data and also using auto analysis. Carolyn Catt has some neat ideas for incorporating notions of vocabulary theory such as collocations, antonyms and homonyms into straightforward exercise shells, such as Gapmaster and Matchmaster.

MUESLI meets in Forest

9 March 1991 Waltham Forest College

The day was organised to give new-comers to CALL the opportunity for hands-on experience of CALL programs and older hands the chance to look at more recent developments. It was well attended by an enthusiastic group of 25 people who were happy to devote their Saturday to learn about computers in language learning. Facilities, including a very swish network of IBM Pcs and lunch were organised by Norma Brewer and Richard Tempest of Waltham Forest College, to whom many thanks. Thanks also to the College's Business Department who provided the accommodation and equipment.

Naples calling

Chris Jones stumbles across state of the art CALL at Bologna '91

Ingredients

1 beautiful city
1 large conference centre
2000 Italian state school teachers
1 bunch (mostly native) speakers
1 lorryload ELT publishers' cash ,

Method:

Using the cash, assemble participants and speakers in the city and organise meticulously in and around the conference centre. Strain participants through 1 of 4-5 papers 18 times over 3 days. Stir constantly to prevent lumps forming.

THIS YEAR the British Council Italy returned to Bologna for their annual ELT conference and again proved very competent chefs. Papers were served up smoothly (if not always made with the freshest ingredients), the Exhibition was pleasantly housed in a marquee, various cultural events were on offer, and then there was Bologna itself... 'But where,' I wondered, edging a path through 300 teachers waiting patiently to be poured into the Sala Italia (where a native speaker would soon be assuring them that they could write their own authentic materials), 'is the CALL?' I found the answer not in a paper, nor in the Exhibition, but in the vast Refectory area. Off in one corner was a large walkin stand with a sign identifying it as the British Council CALL Exhibition.

CALL on show

Looking around inside, I quickly got the feeling that good things were going on. A number of visitors were trying out different programtypes, including some taking part in an informal authoring workshop, and plenty of (human) help was being provided for those who needed it.

Other visitors were perusing various handouts. One excellent 6page compilation covered pretty well everything a newcomer could wish to know about using applications programs with language learners, from general advice about machines, programs and classroom organisation to detailed ideas for using (and training students to use) word processors, databases, spreadsheets and desktop publishing packages. Another described producing a newspaper with young learners. A third contained lists of places to buy CALL software in Italy and the UK. And there was a range of 'desktop publications', some written by and for teachers, some by and for learners.

Hard core

To start with, half of the 30 teaching staff use computers in their teaching an impressively large proporti. on for an institution in which students only have 3 classroom hours a week. Mike attributes this partly to the fact that they have lots of programs and a large library of authored materials, but also to the fact that in BC Naples there is 'a big enough hard core to make other teachers feel at ease.

Two computer centres

BC Naples put the switch from BBC to IBM to good use: they went up from one to two computer rooms. The Young Learners' Computer Centre has BBCs, which run educational activities and games designed for young LI learners in the UK, as well as all the standard EFL packages. The Adult Computer Centre has Amstrads; here the accent is more on authoring programs and applications packages. What's impressive about this is not just the fact that the BBCs (and their software) are still being put to good use, but that the school was prepared to use valuable space always at a premium in a language school to house the second computer centre.

" And don't forget: we're an up front, fastlane, state of the art, get-up-and-go operation"

Mike Ivy, British Council Naples

Computers aren't confined to the two centres. The Library also has a number of BBC machines and a range of software, plus a friendly staff who not only can but actually do help visitors who want to use it. And in the lobby there's a 22 page Ceefaxstyle Videoboard (set up by Mike Ivy) which is used (and updated) by both students and teachers

Classwork

As Chris Baxter explained, when students have only got 3 hours a week in class, you have to be careful not to overdo the CALL component. Classes will sometimes spend a whole lesson in the computer centre, but it will usually be less: a class might spend, for example, just the first 10 minutes of a lesson using Fun with Texts to recap on what they did last time, before going back to the classroom.

Even with as few hours as these, a lot can be achieved. Chris himself has produced newspapers with two different classes, using students as designers, journalists and editors the ultimate integrated CALL activity. To save time he did the DTP bit himself (using Newsmaster on a PC), and each news paper ended up costing about 4 hours of class time and 23 hours of Chris's time outside the class. I asked Chris if we could reprint his excellent handout about these projects, but unfortunately it's already promised to Practical English Teaching. Do watch out for it, as it's well worth reading.

Desktop publications

Class newspapers aren't the only desktop publications produced by BC Naples. On the stand, my eye was immediately caught by issue 8 of Fun Press, a 32-page magazine with a nicely designed two-colour cover and containing a wide variety of text and illustration - even local advertising.

Fun Press is produced termly. It is written entirely by students, and edited and DTPed by Simon Pocock using Signum 2. (See box for extracts from Simon's handout - I am assured that the offer of free copies is not limited to teachers working in Italy.) The magazine also includes Young Press, a younger version of itself edited by Geraint Thomas.

As well as Fun Press and Young Press, Simon and his colleagues have just produced issue 1 of Inpress, subtitled *Information for Teachers*, which contains 'four short working exercises relating to different areas of the syllabus', and asks readers for 'good ideas, well-trying and tested in the classroom' for inclusion in future editions.

Finally, you won't be surprised by now to learn that BC Naples also produces its own CALL newsletter. Its name? Yes, you've guessed it: *Naples Calling*.

Two programs

Finally, I came across two programs, both still under development, that are likely to be of interest to Muesli members: Mike Ivy's *Mazes*, and Chris Baxter's *Transipa*.

Mazes is an authoring program for the BBC which allows both teachers and learners to create their own mazes. Mike hopes soon to have 'a serious working version, with ready authored mazes and full documentation.'

Transipo, which is written for the Amiga, changes written English into International Phonetic Alphabet notation and speaks, via a U.S. speechchip. Chris would like to find a collaborator to help put *Transipa* into a sound pedagogical package. 'At the moment it simply crunches a file from English into IPA (with the odd mistake). The exceptions it uses are pretty large, centred upon the Amiga translator library, with exceptions to catch some howlers and reconvert Americanisms into Britspeak.' Any takers?

Getting in touch

After finally tearing myself away, I found myself back in Bologna again, where my thoughts naturally turned to food and drink. So that was why they'd set up the stand in the Refectory. For those who want to get in touch, this is where it's all happening:

The British Council, Via dei Mille 48, 80121 Napoli, Italy.

Phone: (39) 81414876

Fax: (39) 81426962

Fun Press is a magazine written by and for EFL students.

The important criterion is that of 'readership' rather than 'writership'. Thus *Fun Press* is NOT intended to be an exhibition of 'good' English, but rather an outlet for original articles, surveys, class projects, short stories, poems, pictures, jokes, recipes, etc., which stimulate the reader and help broaden the horizons of the classroom. These serve for discussions, too, in some cases. Consequently, the actual language may be quite rough. Serious errors will be edited out, but it is preferred to leave as much in the original as possible; this stimulates more language work in the classroom.

Recent examples of published contributions reflecting current affairs include interviews with an Iranian living in Naples, the British viceconsul in Naples speaking about his experience in Cagliari for Italia '90, journalist and novelist Julian Barnes, international footballers (authentic interviews by a studentjournalist, subsequently translated from Italian) and articles by Italian students studying in the UK under the FRASMIIS scheme

The next edition will carry an eye witness account of the Bucharest uprising written by a Rumanian student.

If you are interested in receiving Fun Press on a regular basis (free of charge) or would like to collaborate on any aspect of student journalism, please get in touch.

Simon Pocock, British Council Naples.

Big Class One computer

David Forbes passes on experiences gained in Lisbon classrooms

Many people who see the CALL facilities here in the British Council in Lisbon react by saying, "It's all very well having so many programs and ideas when you've got a whole room of computers to take your students to. At my school we've only got one computer available for use in class."

Fear not, help is at hand! The idea of this article is to discuss the possibilities of using only ONE computer in a class of, say, 20 to 30 students.

Can EVERYONE SEE THE COMPUTER SCREEN?

If you can get a hold of a computer display panel (Ed. often referred to by the Kodak tradename Datashow or as a "display table". this device sits on top of a OHP projector which displays the computer screen in large format), the possibilities for using just one computer are significantly enhanced. Then you are only really limited by the following:

- The amount and size of the text on the screen. Obviously, a screen packed full of tiny writing is not ideal for use with a whole class, even if it is humanly possible to read it from the back of the room.
- The quality of the image. Text which wavers and shimmies in front of your students' eyes, no matter how little of it there is, means that you'll almost certainly end up with a room full of headaches, and very little work done.
- Most display panels function only in black and white. For some software, the colours used are crucial, and it will not be possible to use it properly when projected. Also, even if you do have a projector which can display colours, you may still be constricted by the colours of the program that you have chosen to use. Some colour combinations do not lend themselves very well to being projected, and are likely to lead to headache syndrome mentioned above
- The quality of the graphics used in the different programs and the (im)possibility of your projector dealing with this. High resolution graphics seen through a low quality display will not come up as beautifully as you might hope. Poor graphics will tend to cause the types of problems already mentioned.

Bearing these limitations in mind, the range of possible activities with one computer with some form of projection is almost as great as with a room of computers. By far the most common situation, however, will be just one computer, no display panel and it is not possible for all the students in the class to see the screen at the same time.

"SELF-ACCESS", "GROUP WORK" OR "WHOLE CLASS"

The next consideration is whether you want:

- The one machine to act as a form of Reference library.
- Individuals or groups working on some class project while the rest of the class does something else.
- All of your students doing computer work at the same time.

"Active" Self-Access"

By "active" I mean the type of use whereby your students are adding to the reference sources. A program such as Wordstore is a good example of this. It is a database which takes the form of a computerized dictionary. It is possible to enter words or expressions, their definitions, and a sentence that contains the word or expression in context. Its capacity is 1000 words. The idea could be to nominate a different student in each class to enter all the new vocabulary which you, the teacher, presents or which crops up spontaneously. This is just one example of "active" Self-Access; others might be the compilation of student's errors on some form of word-processor, or student checklist on a database.

"Passive" Self-Access

By this I mean simply looking up reference programs. Consider the possibilities of being able to have the following reference programs at the tips of your fingers;

- a) Atlas
- b) Almanac
- c) Encyclopedia
- d) Monolingual Dictionary
- e) Bilingual Dictionary
- f) Rhyming Dictionary
- g) Thesaurus
- h) Spelling Checker
- i) Grammar Checker
- j) Concordancer

Take the Computerized Atlas as an example. You are teaching your students comparative and superlative adjectives, and desperately hunting around for inspiration. Suddenly you remember PC Globe². "Rui", you say, "find out how big Portugal is compared to the other countries in the EEC." In seconds, Rui has a table displayed showing the size of the different countries in the EEC. "Portugal is bigger than Luxembourg" you begin...

Other ideas for using the reference programs mentioned above are as follows:

Concordancer

A Concordancer is a computer program which scans text, looking for occurrences of a particular word (or phrase, or partword). Imagine that you are suddenly hit with the question, "What preposition follows dream?". You are stuck with momentary forgetfulness. "Is it about? Is it with?" With a Concordancer, your students could be presented with authentic evidence from which they can work out the answer for themselves. They would type in their request for all the instances (in a corpus of maybe hundreds of thousands of words) of words beginning with 'dream'.

Group Work

Another way of using the computer as a teaching aid which is not the central focus of your lesson, is to have a group of students working at the side or back of the room, while you and the rest of the class do something else, either connected to the computer groupwork, or totally different.

Projects

Desktop publishing programs or wordprocessing programs are ideal tools for producing the final product of a class, group or individual project. Obviously, we all have to deal with restrictions of time and syllabuses, and it is often difficult to find the time in class for students to put together the results of their research. However, if we simply ask our students to write outside of class, we always run the risk of some of them not doing it, or doing it in such a way that prejudices the work done by others in the class.

One way to get around this is to schedule a time for each group or individual to work on a wordprocessor while the rest of the class is doing something else.

An example of this is parallel writing. On quite a few occasions I have shown my students travel brochures about a foreign city. For convenience these are usually divided up into different "categories" such as eating out, shopping, museums, nightlife, history, etc. After the students have read the brochures they form groups and research the different topics on Lisbon. The final product is produced on the word processor.

Obviously, the limitations of project work are more or less the same as those of your and your students' imaginations.

- Authoring Programs

Many computer programs designed for use in schools are authorable, which means you can write your own materials into them and they then manipulate the materials in different ways.

The normal procedure is for the teacher to decide that a particular authoring program could be useful for presenting or practising a given item for the syllabus, and then writing a text into an authoring program for the students to use. Why not get the students

to do the work for you? The idea is that they not only learn the item they are working on as they are going along but also produce materials which can be used in the future with other classes. When you have presented an item of language to your students, and given them some medium to practise it through, let them produce their own examples, and then author them onto the appropriate program.

Below are examples of structures or lexical items which lend themselves to being practised through the different types of exercise types for which authorable computer software exists.

GapFilling². verb tenses, irregular past simples or past participles and the members of the lexical fields.

MultipleChoice³. articles, prepositions, infinitives and gerunds, words with similar meanings.

Sequencing (word level)⁴. frequency adverbs, phrasal and prepositional verbs, inversion.

Sequencing (sentence level)⁵. giving instructions.

Sequencing (paragraph level)⁶. writing formal and informal letters, linking words and expressions, reference markers.

Matching⁷. words with opposite meanings, phrasal verbs vs. "latinbased" verbs, falsefriends.

Total deletions. spelling and grammar rules, narratives, anything you want your students to learn off by heart.

WORKING ON ONE COMPUTER WITH A WHOLE CLASS

Interaction patterns

There are several possible interaction patterns when working on one computer with a whole class.

- The "normal" pattern with the teacher at the front and the students facing himher, whether in a semicircle or in rows, is obviously a possibility, but if the teacher is the only member of the class using the keyboard then the students' interest will not be maintained for very long.
- . When the teacher takes hisher place alongside the rest of the class, and the student, either one by one, or in groups, come to the front and operate the keyboard, this is preferable from a motivational point ofview. It also gives the students hands on practice at using different programs, and closer contact with the language they are working on.
- Grouping the entire class around the computer is possible in smaller classes, but this often means that not all students can see the screen, and those who cannot may well lose their concentration quickly.
-

What do you want to use the computer for?

Computers are intrinsically good at doing certain things, and not particularly good at doing others. There's no point in using a computer just for the sake of it, especially when you could do exactly the same thing just as well, or even better, on paper, or by using some other means.

The argument that using computers is highly motivating for students can be largely ruled out when there is only one computer for a large group, unless you are very careful.

Computers are very good at:

- a) branching.
- b) matching.
- c) moving text around.
- d) total deletion activities.

Examples of tasks that computers do not do especially well (or at least not most of the computers that we have the chance to use) are:

- a) using pictures (graphics) for presentations.
- b) extensive and intensive reading activities (where a lot of text is involved).
- c) providing communicative practice (unless the task is very well worked out).
- d) providing opportunities for students to produce language that is not written (and even this only with a wordprocessor).

There is little point in attempting to do the types of activity mentioned in above on a computer when the medium is not particularly well equipped for doing them or, at least, not as well as other mediums.

"Whole Class" activities

Problem Solving

Discussions through mazes

A maze is a program capable of branching in different directions, depending on what input it receives. This type of program is ideally suited for use on only one computer with a whole class. One way of doing this is as follows:

- a) Set the scene, i.e. in a military maze, explain that they are members of a patrol which is ambushed by the enemy.
- b) Display the first obstacles or problem on the screen. Get one student to come to the front and read what is written to the rest of the class. In a military maze this could be:

When you are ambushed, what do you do?

1. Fight
2. Run
3. Surrender

Press the number of your choice.

- c) Conduct a discussion (a pyramid discussion is a good idea) until your students reach a decision on what to do. At this point get a student to come to the front and press the relevant number. The screen will then present another obstacles and the procedure in b) is repeated.

Language problems

Branching programs also provide problemsolving activities which concentrate directly on items of language from your syllabus, either grammar, functions, or vocabulary. Again, this is the sort of activity which is well suited to just one computer in a classroom.

Three examples follow one which practises a grammatical structure, one a language function, and one vocabulary. All are from Viewdata¹⁰ programs which I authored myself.

- A grammar problem

Which of the following questions is correct?

1. Are you liking music?
2. Like you music?
3. You like music?
4. Do you like music?

Press the number of your choice

- A function problem

Read the following conversation. Which sentence does not contain a suggestion?

1. It's Jack's birthday. Shall we give him a record?
2. No, would you like to give him a book?
3. Yes, let's give him a book.

Press the number of your choice.

- A vocabulary problem

You want to buy an encyclopaedia. Where do you go?

1. A bookshop.
2. A library.
3. A newsagent's

Press the number of your choice.

All of these three language problems can be done in the same way as mentioned for the maze discussion above.

Matching

As discussed above, the computer is very good at matching exercises, certainly far more proficient (not to mention neater) than drawing lines from column A to column B on a piece of paper. So why not take advantage of this?

The following example demonstrates another technique for using just one computer.

- Memorizing and Printing

Set up the following activity on a matching program on the computer:

Remember as many of the following matches of phrasal and prepositional verbs with their equivalent "latin-based" or other verbs.

drop in	visit
stand for	represent
put through	connect
put off	postpone
give up	stop
bring in	introduce
keep at	persevere
turn down	refuse
carry on	continue

Get students to come out to the computer in groups (of a many as can properly see the screen at the same time). Tell them to try and memorize as many of the matches as they can. After testing their memory, you then get the computer to jumble up the verbs. Different students then come out and make matches. Finally, if you have a printer, you can print out the correct answers and give them to your students. .

- Moving Text Around with a Word Processor

The following activity demonstrates how your students can use your one computer to check whether their answers to an activity done on paper are correct:

- Reordering paragraphs.

Give your students the paragraphs of a text (it could be letter or a story) on numbered pieces of paper. In groups they pass the pieces of paper around and decide on the correct order.

On the computer, using blocking and moving of text, get your students to change the text around until they think it is in the correct order. If possible, print this out. Then load the original text so that they can compare their answers.

- Short texts with Total Deletion

As mentioned above, the computer is very good at (in fact is probably the only medium capable of doing) total deletion activities, yet too much text on the screen is not a good thing. The following activity attempts to capitalise on both of these.

- Summaries on Total Deletion programs

Give your student a text to summarize. Explain that the end product must have exactly 75 words (for example). In groups they read it, decide on what is and what is not important on what they need to keep and what they do not and then get them to write their summaries.

In the meantime, you will have authored your own version of the summary onto a total deletion program. When your students' summaries are ready, they can suggest content words which they believe should be in the final text. Either you or a student should enter these words as they are suggested, informing the group whether or not they are in the

summary. Continue until the whole text has been reconstructed. Then allow discussion as to whether any words could have been left out or replaced by others.

- Games

One way of making activities with a group of students on only one computer more interesting is to take advantage of people's natural competitive spirit, and introduce a game element.

It is possible to use programs which were not necessarily intended to be used for educational purposes such as Dungeons and Dragons type adventures as well as "School" games, such as Aztec/Masterword, or Brickup¹².

Also, and probably more important in this case, you can introduce elements such as timelimits, point systems, prizes and rewards, which tend to appeal to your students' competitive spirit. An example of this could be to award points for any correct answers in the matching activity above.

Whether you use the actual "game" program, or whether you create the game element yourself, it is one way to make an activity more motivating.

- Simulations

"School" simulations, such as London Adventure¹³, and "Home" simulations such as Where in the World is Carmen Sandiego?¹⁴ can be done on just one computer with a group of students if it is adequately prepared.

London Adventure

To do this simulation with a class, you could divide the students into groups and give each group a specific task. For example, one group could be responsible for the Underground Map, another for the Guide Book, another for banking, and another for dealing with the "polite" language used in the program.

The different groups could work separately in preparing themselves for the actual "travelling" around London shopping, and then put their heads together when the action begins.

CONCLUSION

I hope that I have made it clear that the possibilities of using just one computer with a group of students are many. A mixture of selfaccess work, writing up of projects, and work with the group as a whole can be rewarding for both you the teacher and your students.

Programs referred to above

1. Wordstore, Wida Software Ltd
2. PCGlobe , PCGlobe, Inc
3. Gapmaster Wida Software Ltd, Gapkit, Camssoft.
4. Choicemaster Wida Software Ltd.
5. Word Order (in Vocab) Wida Software Ltd
6. Textmixer, Eurocentres, Fun With Texts, Camssoft.
7. Text Tanglers, RDA, *Word*, Microsoft Corp, *WordPerfect*, Word Perfect Corp.
8. Matchmaster Wida Software Ltd
9. Storyboard, Wida Software Ltd, Eclipse, John Higgins and many others.
- 10 Viewdata, ComuniTel Ltd
11. Aztec I Masterword, Educational Software for Microcomputers,
12. Brickup, Council for Educational Technology
13. London Adventure (The British Council, C.U.P.)
14. Where in the World is Carmen Sandiego?(Broderbund)

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Caroline Moore Steps Down as Muesli Guide

As of January 1, 1991, Caroline Moore is resigning as MUESLI Coordinator. No arguments: she will see things through until the ALL/IATEFL meeting in Edinburgh, 1992, but that is it. For definite.

Reason is, she has done the job for two years and that really is about enough. Also, she is moving on within the British Council and also to Manchester. Her job as Projects Officer, Development Unit for Hi-Tech, etc, within the British Council is being taken over by Richard Law.

So, this prestigious honorary job is falling vacant and Muesli is looking for expressions of interest.

Pay: None, not even negotiable. But: legitimate expenses are met by IATEFL, including certain modest grants for attending conferences.

Benefits: considerable, largely but not all intangible. You can put it on your CV that you have done the Coordinator job (kind of skirting round the jokey MUESLI name). You get to know an awful lot of key people in the EFL world on first name terms. Not quite Meryl or Miranda, more like Chris and John, but in our own little way names to cherish.

Qualifications: You really have to be resident in the UK, somewhere. And you have to be able to attend IATEFL committee meetings, usually in London. These are not very frequent, but they are part of the job. You should really be already a member of MUESLI and involved in some active way in CALL. You don't have to be a guru, but you will be by the time you finish. You should be using computers, but you don't have to be a hot-shot. Take the chance to stamp your impression on CALL into the 90's. Job-sharing considered.

So, MUESLI is looking for applicants. Names please to Caroline Moore (address on the back page).

Review Section

Charles Babbage Bicentenary reviewed by Tony Williams

Charles Babbage and his Calculating Engines

Doron Swade, Senior Curator (Computing and Control)

Published by the Science Museum, Exhibition Road, London SW7 2DD, 1991, £3.50

Visitors to the Science Museum Charles Babbage exhibition (June November 1991) will be struck by one thing though – computers may have come a long way in processing power since 1842, they have not increased in beauty power. Developmental culdesac it may have been but the Differential Machine No 2, as constructed according to Babbage's original designs by the Science Museum to mark the bicentenary of his birth, is a "sumptuous piece of engineering sculpture". The exhibition also displays the original lathe on which his engineers milled the 4000 bronze, steel and cast iron parts that went into this structure, 7 feet high, 11 feet long and 18 inches deep. It is cranked by a handle which works an elaborate network of interlocking wheelshafts, dials and cogs. To ensure free movement and a gleam to the eye, it needs regular oiling, hence the sump.

To those that understand such things, the Difference Engine No 2 has seven orders of difference and is designed to calculate to thirty figures. The highest order difference is on the right, and the least significant digit is at the bottom of each of the figure wheel stacks.

The difference engine was not designed to perform ordinary daytoday arithmetic but to calculate a series of numerical values and automatically print the results (but the printing mechanism was never built). Finding the value of many mathematical functions requires multiplications, divisions, additions and subtractions. The advantage of the method of differences is that it eliminates the need for multiplication and division by reducing the process to a succession of simple additions, and addition is far easier to mechanise than multiplication or division. The concept of Babbage's Analytical Engine has features stunningly similar to those of modern general purpose electronic computers.

Another feature stunningly similar to our day is that the British government having seeded the initial development pulled the plug on funding before it could come to fruition.

Charles Babbage has been described as the "father of the computer" but great-great grandfather would be more appropriate perhaps, since about one hundred years were to elapse before electronic computing really got under way in the 1940s, with no unbroken line of succession.

Babbage was not alone in his search to mechanise and automate mechanical calculation. The pioneers of the movement, the Scheutzes in Germany and Babbage in Britain are honored with the distinction of their pioneering efforts, but all suffered personally and financially as a result. Plus ça change...

For those that cannot manage to get along to London's South Kensington to see the Babbage Bicentenary Exhibition I can heartily recommend this book which, at £3.50 is a snip. The colour photographic plates of these graceful machines and their authors would grace any coffee table but, more important, the accompanying texts are squarely aimed at people like me who have become mixed up willy-nilly in this whole business of computing without ever attending a day's course in computer studies and it shows. It is good to be reminded in such an enjoyable fashion of where this all belongs in the history of mathematics.

As an added bonus I might mention to writers that it contains a scattering of deliciously quotable quotes and names to conjure with, like:

My friend Herschel calling upon me, brought with him the calculations of the computers, and we commenced the tedious process of verification. After a time many discrepancies occurred, and at one point these discordances were so numerous that I exclaimed "I wish to God these calculations had been executed by steam."

Charles Babbage

I'll say Amen to that. After a lengthy debugging session in the early 1990's I could do with a bit of steam myself.

Or savour this:

For the machine is not a thinking being, but simply an automaton which acts according to the laws imposed upon it.

Ada Lovelace, 1843.

Ponder over

It is unworthy for excellent men to lose hours like slaves in the labour of calculation which could safely be relegated to anyone else if machines were used.

G W Leibniz, 1685

That's quite enough of that. If you want any more, buy the book.

Mac the Knife VS PC Plod A Bilbao song from Philip Towndrow

What to do when your ailing BBC network finally gives up the ghost? This is the question we recently faced at the British Institute in Bilbao.

Basically it came down to a choice between Apple Macintosh and IBM compatible machines. At first the decision seemed cut and dried, we would simply go for the best system for our institute, but after a little investigation we found it was six to one half a dozen of the other.

I hope the following account of our look at the pros and cons of using Macintosh and IBM compatibles (PCs) in CALL will prove useful to other CALLers in a similar situation.

The User

The Macintosh is very user friendly, and once rudimentary mouse handling skills have been picked up it is very easy to move through the menus selecting or "clicking on" the

"icons" symbolising the options you want. Another advantage is that knowledge of the Mac operating system is not a prerequisite and so training time for teachers and students is greatly reduced. On the debit side, the Mac relies on its mouse which is bound to come in for a lot of heavy use during a CALL day. Mice also require friction mats to work at their best and these can be damaged or go astray. Despite the introduction of "Windows" (the IBM equivalent of the Mac's environment), sitting at a PC for the first time can still be a daunting experience. MSDOS appears impenetrable and requires a lot of time to get used to. "Shells" have made life a bit easier, but without doubt the bottom line for teachers is a grounding in the operating system and this involves training and extra costs.

Computing Philosophy

Mac computing is certainly fun. Apple are said to have an excellent prepost sales service and from my experience they were very helpful when we were making initial enquiries. They are also enthusiastic about seeing their machines used in education hence the sizeable discounts they offer.

PC's on the other hand are already firmly established in business and commercial computing where MSDOS is the standard and many students are already familiar with them. It is claimed that PC manufacturers are not interested in developing the educational market or at least it is an alien world to them. Be that as it may, PC users, in my experience, tend to shroud themselves in jargon and mystery, probably because it's not much fun wading through the reference manuals for their software and machines.

Hardware

Macs are aesthetically pleasing (as far as any computer can be) and are ergonomically designed. The small, high resolution, monochrome monitors reduce head and eye movement and are less tiring to read.

PC's though, are bigger and require more of an effort to use. Even highresolution colour monitors become a strain on the eyes after a while. This is an important factor as the monitor is the most important component of a computer setup after the software.

Software

The Mac educational software list is slowly growing. Macintosh versions of the most popular CALL programs now exist and retain and improve on the features of their forerunners. BBC BASIC programs will also run after a fashion using an emulator. A program called Soft PC, it is said, handles MSDOS materials with varying degrees of success.

Networks

When it comes to networking Macs are easy and cheap to set up. "AppleTalk" is incorporated into every machine. "Tops" a set of advanced networking software is easy to install and use. A Mac network can be expanded or reduced with very little trouble. Finally, you don't necessarily have to devote a machine to act as a dedicated file server in a Mac network and this could be an important financial consideration. On the other hand small PC networks do not come as standard and are certainly not designed with CALL in mind. PC's were essentially conceived as standalone machines to be used in the home or small office and networking was supposedly the domain of industrial mainframes. The popular wisdom is that PC networking software is unreliable and fussy. Most PC networks requires a dedicated file server.

What we chose and why

Investment in hardware is a serious decision and clearly depends on factors outside the pedagogical considerations of CALL. After much discussion, here in Bilbao we finally came down on the side of a PC network mainly because our administrative work is also done and will be expanded on PC's and our new computers will promote operating continuity and provide an invaluable backup. Luckily we found through our PC supplier a small networking system called "Invisible" which although designed for small businesses meets our needs and doesn't require a dedicated server.

I think, on balance, we have made the correct decision even though I had been convinced early on that Macs were for us. I would be interested to hear from anyone

[Ed. An excellent MSDOSMac Pros and COs feature by Jim Heid was printed in MacWorld, March 1991. The gist is that on a cost for cost basis the Mac wins hands down until you start to get above the £4000 level, when the PC starts to come into its own.

Joining Hands in the Ether

Lilliam Hurst and Florence Durand tell of international exchanges

STARTING OUT

When my friend and colleague Florence Durand first talked to me about the AT&T Learning Network back in February, I was both intrigued and reluctant. Intrigued, because only the week before, in one of those coincidences one later wonders at, two students had asked me, in the course of an interview, about my goals in teaching within the next twothree years; I had answered that I dreamed of having my pupils communicate (via computers and a modem) with pupils in other parts of the world. Reluctant, because I was aware of the technical difficulties involved. I knew that College Claparede, (the upper High School where I teach) was a victim of its own efficiency. Since we were using all our equipment to the full, there was no room for adding yet another user at that time to the already packed timetable. However, the possibility of communicating over an 8000-kilometre distance, or as the AT&T banner puts it: "Sharing Ideas, Perspectives and Projects With Friends in Distant Places Without Leaving the Classroom", was simply too good to refuse! Since Florence Durand introduced me to the Learning Network, perhaps I should let her describe what it consists of:

1. Learning Circles:

the network consists of learning circles which group 7 to 10 teams (of pupils) from different countries or regions of a large country. The circles are constituted according to the age, the level, and the interests of the pupils. When a class joins, it has the possibility of making a choice governing the area of the curriculum it wishes to work with. The curriculum choices made available to us were:

- Journalism & Language arts (Computer Chronicles)
- Creative & Expository Writing (Mind Works)
- History & Geography (Places and Perspectives)
- Social Studies & Current Issues (Global Issues)
- Social StudieB (Society's Problems)
- Science & Current Issues (Energy and the Environment)
-

2. The messages are sent automatically to the central computer of AT&T, by means of dedicated software which is issued at the time of joining. AT&T is then responsible for distributing the messages by way of an electronic "mailbox" at each of the participating sites. Along with the software comes an interactive "Learning Kit" with which the teacher can learn to cope with the software. For the teacher who has a hard time even learning which button to push, one third of the screen area shows which key corresponds to any given action. Should any further problems arise, on-line help is only a reverse charge phone call away. There are several knowledgeable people ready to help you in various countries, and the list of the phone numbers is made available to participating teachers right at the beginning. Within each circle, furthermore, a volunteer Circle Coordinator serves as a role model (s/he has usually participated in a prior session), provides curriculum guidance and monitors Learning Circle progress.

3. Within the curriculum choice made by the participating classes, there is a further choice to be made: that of the "project" the class will be more closely concerned with. Although AT&T give hints as to which projects a class might choose, any given group might elect to «embroider' upon the theme given. The class can then opt for any of several techniques to deal with the project: sending out questionnaires with subsequent analysis of results obtained; doing local research, with a report on the findings sent out to other members of the Circle at the end. It's up to each class to find its own style.

4. At the end of the 11/15 week session (the autumn session lasts 11 weeks, while the spring session takes up 15 weeks), each learning circle publishes a "Circle Publication",

under the aegis of the Coordinator, or of another teacher (also a volunteer) who might wish to relieve the Coordinator of the burden.

5. Aside from the "serious" work involved in creating sending out and analysing the questionnaires pertaining to their project, the pupils have the opportunity of sharing personal experiences with their peers; this is one of their favourite times on the network, and several of the participating pupils wish to carry on the correspondence via "realmail" in the future. Some of the questionnaires receive' provoked a real debate in class, along with a clarification, in the minds of the pupils (17-18 year old groups) of views only vaguely held until then.

6. At the start of each session, each class sends out a "Welcome Pack", with pictures of themselves (if they are available), or postcards of their town/region, or even menus from their school cafeteria. They also fill in a questionnaire on likes and dislikes within the class (favourite musician, type of clothing, authors, foods, films, TV shows, etc.) in order to enable their Learning Circle partners to better visualize them.

DIFFICULTIES ENCOUNTERED IN ACTUAL LINKUP'

But to return to the participation of College Claparède, and the problems I had envisaged, they did turn out to be predicted: we couldn't have a modem line for the use of two participating classes! At Florence's school they had the modem up and running, with the first messages already being sent, so we put our thinking caps on. We decided that I would install the software as if it were going to operated from Claparède. The messages are stored in "folders" (which is AT&T speak for subdirectories, making it easier to explain to non-initiates), and my pupils worked in their respective class folders whenever they wanted to. I was then able to do any "mopping up" that was necessary before sending their messages overseas.

Actually, it gave me an opportunity to do more marking than I had ever had to do before! The pupils were doing the usual homework, which included writing assignments; aside from that they were doing the usual tests, which involved marking as well. And on top of all that I was proofreading, editing and collating the diverse messages (our AT&T coordinator had requested that we not send multiple short files so as not to overload our colleagues' "weak" modems" because I felt that their work should in some way be incorporated into the curriculum.

Then, once a week, I would copy the resulting files on diskette, drive down to the Cantonal Computer Centre where our colleague Gerard Ineichen kindly allowed me to use the main link-up with the outside world. Once I had finished sending, the incoming mail arrived via the modem, and all I had to do was to traipse back to my school to install the messages into the corresponding folder. It reminded me very much of that French 'Asterix' strip cartoon (Le Bouclier Arverne), where the scurrilous company manager speaks into the 'intercom' on his desk, from which a little black runner pops out and races next door to call his secretary! The black runner, in other words, was me! But the pupils couldn't tell the difference between real-time conferencing and the delayed-tactic technique we were using!

PUPILS CHOOSE THEME

Each class has to sponsor a project, and here our paths diverged. Florence's third-year English class chose to work on Recycling and Waste, and, as she had only one class to work with, she 'only' had to chase after her pupils to be sure they were all doing their share. At Claparede, I had three classes to cope with, so I chose a slightly different tactic. Each class was to be allowed total freedom of choice as to the theme sponsored, and I would try to manage. Famous last words! The first class, a group of Anglophones (pupils with good to excellent command of oral English, but with a few problems in their written work), chose to work on Teenage Suicide; the second, a third-year group of Francophones chose the theme of Illegal Immigration, and the third class, a second-year Classics class (a group of elite pupils who study not only Latin and Greek but the other nine subjects that compose the compulsory Swiss secondary curriculum) chose Drugs and Alcohol, in collaboration with another class in Millbrook, New York. Each class could work on their theme as they saw best, and again some of my pupils departed from the mold. The Anglophones, like Florence's class, wrote a questionnaire to ask their

Learning Circle Partners their views on the topics chosen. The questionnaires were sent out, via the modems, from Florence's school, and via 'black runner' cum modem at my school. We then sat back and waited for the answers to come in, and what a flood we received on Teenage Suicide! There were pupils in certain areas who knew up to nine would-be suicide victims! Many of the answers showed a real fear of being cornered into suicide, which caused our sheltered Swiss pupils to stop and reflect gratefully on their surroundings. Florence's class received information about another problem, Teenage Pregnancy, where, in one school district, 6 out of 10 babies were being born to mothers under the age of 17. In one school there was even a day-care centre for the pupils' babies.

INTERVIEWS WITH POLITICIANS

For my third-year EFL class, just sending out a questionnaire wasn't enough. They decided that, to deal with Illegal Immigration, they ought to write a questionnaire, but not one to be sent to their peers; they prepared one which they hoped to have answered by prominent politicians right here in Geneva, so that they could share the acquired insights with their Learning Circle Partners.

So, they prepared the questions, and we printed the resulting questionnaire. As they were in the midst of their term-tests, I wrote the covering letter to two members of the Genevan Parliament. It might be useful to add here, that, as Switzerland is a Confederation of States, each Canton has its own Legislative and Executive Branch of government. We wrote to two members of the Legislative Branch in two opposing parties, a moderate socialist, or center-left member, and a Vigilant, or right-wing Member of Parliament. In order to balance out the results, we also wrote to the President of the Executive Branch, who is also Minister of Justice and Police. The three interviews were granted, and several lots of pupils sallied forth to ask their questions and take notes. When they returned from these sessions, they translated the answers into English (they are an EFL class, after all), and the resulting file was transferred to the nine other participating classes.

GROWING ENTHUSIASM

My enthusiasm, despite the extra (hard) work fully matched Florence's. We were no longer the main targets of the pupils' written work, their only 'reason for writing'. We were there, to serve as 'facilitators' in the greater goal of true communication among peers. The pupils, too, realised that they needed the English language to communicate meaningfully with all those peers waiting out there! They couldn't just dash off any old text in the hope that the teacher wouldn't notice the work was getting sloppy. There was actually someone in Issaquah, Washington, or in Richmond, British Columbia, who was waiting for a message/answer, and who would be interested in knowing their real opinion.

Aside from all these benefits, there was also the warm human interaction, thanks to the machines. At about this time, there was a massive strike by teachers in Washington state, and I was able to commiserate with a colleague, as we had also initiated strike action four months prior to the experiment and won. This colleague and I, along with the coordinator, who joined in on our conversation, agreed that there was a decided lack of foresight on the part of some of our world leaders as concerns education. Some pupils sent poems to each other, many exchanged real-post addresses, and have sworn not to lose touch with each other.

HEARTILY RECOMMENDED

All in all, it is an experience we would both recommend wholeheartedly, because we feel that it has opened up not only new vistas to us as teachers and students but also the whole world. Chuck Lynd, Sysop on CompuServe's EdForum once said that telecomputing is a manifestation of this medium's most human face. As if to add weight to this, visionary computer scientist Alan Kay, quoted on CompuServe LINC SchoolNET, said, 'a computer is a communications device first, second and third.. We ask, why not use it fully as such?'

Lilliam Hurst (with Florence Durand) Geneva, Switzerland B.A., Lic. ès Lettres, teaches English (EFL and English Literature) at Collège Claparède, Geneva. She comes from

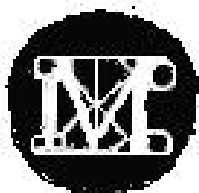
the West Indies and originally planned to stay one year in Switzerland, in order to bone up on Ferdinand de Saussure (Father of Modern Linguistics). That was in 1966, and she never did get back home. She spends most of her time thinking about her pupils, and about ways to get them more involved in things English. This was her first experience in telecomputing

Florence Durand, Lic. ès Lettres, teaches English at Collège de Saussure in Geneva. She has lived in Canada, and has been instrumental in helping her pupils do 'live' exchanges with pupils in the US. In the course of one of these exchanges she met the colleague who eventually gave her the information which allowed her to initiate this exchange in the ether. This was her first time in telecomputing too.

TESOL goes for Silver

Tony Williams, Norman Johnson and Vance Stevens report

Tony Williams reports on his first Tesol and New York experience



For \$6 you got this badge and could spend all day in the Metropolitan Museum of Art going and coming as often as you like.



For \$65 if you were a local teacher not signed up for the whole convention you got this badge and could spend all day at Tesol '91 celebrating its Silver Anniversary in the New York Hilton. For that, I heard one say, you expected gold!

New York and Costs

A word about the choice of location. I would refer readers to the Muesli musings (April 1991) in Guildford about the way accommodation is a measure of the esteem in which British teachers hold themselves. The British get draughty corridors in student hostels - the Americans get the Hilton. The price difference is not that enormous: \$130 per double or triple room per night certainly beats London hotel rates hands down. Everyone (apart from the TESOL organisers) also used the occasion to take in New York, whether jogging in Central Park or the Marriage of Figaro at the Met (\$20, can you believe that?) To my mind the choice of location was excellent, and out of town participants got a lot for their money.

The Muesli swagger

We very much appreciated the thoughtful piece included in the Tesol welcome bag about useful precautions visitors can take for their own safety. One hint concerned the way to walk in order to deter would-be muggers. So for the next five days, well-known Muesli figures, habitual head-down slouchers all, were to be seen striding purposefully along Sixth Avenue, rising onto the balls of the feet, shoulders bunched, swinging arms, brandishing umbrellas and looking fiercely streetwise. It seemed to work. Certainly it is not true to say that every British tourist is mugged on every corner on the hour and half-hour.

Spanish spoken here

Another astonishing thing was the sheer amount of Spanish spoken: the garrulous opinionated New York cab driver is no more - except to Spanish fares, presumably. Not only are all the staff at the Hilton Hispanic, but so are the guests. Even the waiters in Italian restaurants are Spanish. I caught one TV discussion of the problems besetting the bi-lingual teaching program in parts of New Jersey. This years-old program to allow Hispanics to receive part of their education in their native language is going awry, it appears, is badly funded, and often gets downgraded into the "Special education" category. Complaints were voiced that it is not rare for lessons to be given entirely in Spanish and that the only English heard is on the streets. This is the type of problem that Tesol teachers have to grapple with and one of the areas that sets it off sharply from run-of-the-mill IATEFL.

Newcomers' interests

Once again the lively attendance at the beginner's sessions and in the exhibition showed that CALL is still in its infancy, even in the USA where computeracy is high. Newcomers are still expressing astonishment at the kind of things Muesli and CALL-IS members were doing with computers back in the early eighties. Although many teaching institutions have computers, very few so far admit to using them for CALL. Many more are still at the hardware acquisition and decision stage and but they do voice an interest in CALL .

Norman Johnson, Editor, CAELL Journal, reports

The annual TESOL convention is an overwhelming week of presentations running from 7 AM until 9 PM, two floors of seemingly endless exhibits and an ocean of conference-goers desperate to squeeze in as much as possible. In the midst of this sometimes impersonal madness, the CALL Interest Section is an island of personal and yet high-powered professionalism.

The heart of the CALL-IS activities is the Hospitality Room. Amply equipped with MS-DOS, Apple II, Amiga and Macintosh computers, this is used both for computer-related conference sessions as well as a meeting place for those interested in CALL. Attendees had a CALL choice almost every hour of the day, and most CALL sessions were filled to capacity. A pre-conference, all-day workshop on HyperCard for the Mac was sold out and had a waiting list of eager people hoping for a no-show. Four CALL "experts" were hosts to TESOL-sponsored breakfasts at 7 AM on three mornings of the conference. The three main colloquium sessions covered the following topics: "Concordancing: The State-of-the-Art," "Research on Communicating At and Through the Computer," and "International Perspectives on CALL." In an indication of the growing status of CALL within TESOL, John Higgins was a featured speaker at the conference. His paper was entitled "Fuel for Learning: The Neglected Component of Textbooks and CALL." Three workshops sponsored each year by the CALL-IS ("The Newcomers Orientation to CALL," "The Software Applications Faire" and "The Author's Showcase") were all filled to capacity and well received. There were over 35 CALL sessions in the program. For MUESLI News readers I have mentioned here just a few of the non-Brits that gave interesting papers at TESOL (see box).

<p>Joan Jamieson, Northern Arizona University and colleagues "Adaptive Computer-assisted Language Lessons: Bases for Changes." Diana Murillo, University of Alabama, "Computers, Games, and Interaction Among Students." Vance Stevens, "Strategies in Solving Computer-based Cloze: Is It Reading?" Steven Robinson, Keefe Technical High School, Massachusetts "Interactive Video for Language Instruction." (a fascinating demonstration of the interactive videodisc produced with their high school ESL students) Nancy Stenson, University of Minnesota and colleagues: 1. Interactive videodisc lessons; 2. Computer-assisted accent reduction. Carla Meskill, University of Massachusetts at Boston: "Language Strategies Advisement in Interactive Videodisc Design: A Research Report."</p>

As you can see from the sampling above, there was considerable breadth and depth to the papers presented. Many of these papers will be reworked and published in the next two issues of *CÆLL Journal* for those who are interested in more details.

Over the past three years CALL-IS members have compiled a listing of software currently in use at ESOL institutions, and also collections of public domain and shareware software appropriate for student and instructor use. Both the CALL-IS Software List and copies of the public domain software were available in the hospitality room for a nominal fee and were in hot demand. With about 800 people passing through the hospitality room each day the 600 copies of the software list we'd printed up were quickly sold out and a dozen CALL-IS volunteers were kept busy copying public domain disks.

Yet in spite of this bustle, the outstanding impression I always come away from TESOL with is, "What a wonderful group of people!" The sharing of ideas, the attention paid to novice computer users who wander into the room, the late nights working together year after year have bonded us together.

I hope this gives you something of the flavor of a TESOL convention for CALLers. We look forward to continued contributions from our MUESLI colleagues in the future. See you in Vancouver in '92!

The TESOL CALL Software List is available in a special reprint edition from the TESOL main 66: office. Contact: TESOL, Inc. 1600 Cameron St., Suite 300, Alexandria, VA 67: 22314-2751. The Software List contains the titles of all of the public domain software in the CALL-IS collections and the addresses of the software librarians where copies of these disks can be obtained between conferences.

Vance Stevens reports on TESOL and CALICO

I recently attended the 1991 CALICO conference in Atlanta, Georgia, as well as TESOL, which a burgeoning subgroup of TESOL members treats for all intents and purposes as another CALL conference. Deborah Healey, in the READ.ME column in the most recent TESOL Matters, said that 3000 people were checked through on the hand-operated counter device as having visited the CALL hospitality room at TESOL, but given the Mac contingent's proclivity for double-clicking I guess we'll never really know.

The two conferences compliment each other in their perspectives on the changing state-of-the-art of CALL; CALICO is most valuable for teachers of other languages whereas TESOL focusses on English.

Macintosh was particularly impressive this year in the CALL hospitality room at TESOL. As an MS-DOS user I have long yearned for an authoring tool like Hypercard, particularly after looking over shoulders at participant creations during Jeff Mogoto's and John McVickers' Hypercard workshop, and seeing how Phil Hubbard and Tom Cobb had integrated Mac Sound into the CALL programs they demonstrated at the Author's Showcase. Recent improvements in voice-card technology (i.e., reduction of memory overhead, choice of sampling rate, special effects enhancements) are making practical the quick creation of interactive listening lessons on MS-DOS platforms as well.

In addition to sound capabilities Hypercard provides novice developers with access to versatile graphics, user-friendly implementation and the ability to run one application on top of another via "buttons" activated by mouse. This ability to achieve depth (the "hyper" component) in CALL programming has until recently been limited to text in MS-DOS (using standard authoring tools).

However, developers at CALICO were demonstrating materials created on MS-DOS with two impressive alternatives to Hypercard: Toolbook and Plus (the latter from Spinnaker Software), and showing that improved accessibility to hyper-authoring tools is putting interactive video and audio increasingly within the reach of the casual CALL developer. Although both systems required AT-Compatible computers running with Windows, this configuration is becoming increasingly commonplace.

Two other developments in evidence at the two conferences may put us a significant step closer to bringing CALL into our classrooms; one is vast improvements in data tablet projection devices (Ed: see David Forbes article in Muesli News), and the other is concurrent improvements in the power and portability of laptops. Last year's data projection devices were adversely affected by heat from the OHP and prone to going bleary; this year's remained crisp and had settings for altering contrast, obviating problems posed by loss of color. Laptops that will easily fit in a teacher's briefcase

commonly exceed the power and hard-drive storage of the desktop back in the office; thus modelling software in the classroom is no more cumbersome than fiddling with a cassette recorder. Plus, there is ample disk space for a concordance program and text database for for fingertip resource material in answering those questions beginning, "Teacher, what means ...?"

Muesli Editors Request: Does anyone have experience of using a broad range of data tablet projection devices (users and manufacturers cannot even settle on a name for these beasts that everyone can understand. Some people use the Kodak trade name "Data Show"). If so, we would like a user's review, please.

For German CALLers

Since 1985 Paul Meier, Director of Studies of the In-Service Teacher Training Academy at Dillingen on the Danube has been running courses for language teachers in Bavarian secondary schools. Now he has put together a Report to the Academy summarising the experiences of his twice yearly courses. No dry academic report this, however, since he and his colleagues are concerned to give teachers useful practical advice on software which has proved most successful in the classroom and which has gained the best responses from teachers and trainers in the past years. The report comes with crystal clear screen dumps and lucid descriptions of some of your favourite authoring programs - largely of British provenance.

We think that copies of Akademiebericht No 180 can be obtained from

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