

# Teaching English Using Computers



A Basic CALL Course for English Language  
Educators, Supervisors and  
Teachers

TEFLP-II

# **Teaching English Using Computers**

**A basic CALL course book for English Language Educators, Supervisors  
and Teachers**

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## Introduction

*Teaching English Using Computers* is a course book designed for English language educators in Egypt to train them in the use of computers and English language teaching software to improve their teaching of English. It is meant to be used by Egyptian practitioners who participate in the Basic CALL Workshops conducted by the Central Department of In-service Training. Optimally, such workshops will be led by Egyptian trainers who have received training in Computers in English Language Teaching in the USA with the support of the Integrated English Language Program II.

Besides this course book, workshop materials include also a Windows CD of Freeware and Shareware compiled by Dr. Deborah Healey of Oregon State University, is also available on the Ministry of Education website at:

[www.emoe.org/ielp2/](http://www.emoe.org/ielp2/)

*Teaching English Using Computers* includes a detailed agenda for a 5-day workshop, task sheets, “food for thought” reading, and sections on how to teach vocabulary, reading, typing, writing, simulations, and advanced features of Word and PowerPoint. It also includes software information, beyond that be covered in the workshop. This extra material provides those who are interested in review on their own, the opportunity to learn additional skills. It also contains a detailed list of all the software programs available on the CD for teaching different skill areas. For professional development and better teaching, educators need to engage in individual post-workshop self-learning using the material from this course book as well as other materials on the Internet.

It is important to note that this professional development course supports EFL teachers’ efforts to meet the standards outlined for them by the “National Standards Committee,” as well as in the comparable set of standards, the “Pharos Standards,” that were

developed for in-service teachers through a collaboration of Egyptian professionals in the field of education in Egypt. In accordance with these standards this course aims at developing the teachers’ KSA in two areas, Professional Knowledge Base and Planning and Management of Learning. This course will support teachers need to understand the role of educational technology in learning as well as know how to use it, and use educational technology in creating enriched learning opportunities for their students. The use of technology is a recurrent requirement in the National Committee Standards.

### *Domain 3: Professional knowledge Base*

The English teacher understands the role of educational technology in learning, and knows how to use it.

**Indicator A:** The English teacher understands the role of communication in the language learning teaching situation.

**Indicator B:** The English teacher knows and understands how to use a range of instructional technology within the curricular framework.

**Indicator C:** The English teacher is aware of the technological advances in communication and how these advances may enrich instruction.

### *Domain 4: Planning and Management of Learning*

The English teacher uses educational technology in creating enriched learning opportunities for students.

**Indicator A:** The English teacher uses a variety of technological resources (e.g., word processing, instructional software, Internet, hypermedia) to enrich learning.

**Indicator B:** The English teacher helps students use technology to pursue learning on their own, both inside and outside of class.

*Taken from the PHAROS Standards document*

## ***Preface and Acknowledgments***

The Integrated English Language Program (IELP-II), a USAID-funded project, aims at increasing the use of educational technology in public schools in Egypt in collaboration with the Ministry of Education. To help meet this goal, IELP II has installed a model Computer-Assisted Language Learning laboratory at the Ministry of Education, Central Directorate of In-Service Training (CDIST) in Cairo, Egypt. We strive to assist Egyptian educators make use of computers, the Internet, software and other technologies in ways that are effective and appropriate to local circumstances.

In the academic year 1998-99, IELP II began training Egyptian educators on using computers and the Internet in English language teaching. Selected teachers and supervisors attended a Participant Training Program at Atlanta Georgia University on Computers in English Language Teaching (CELT) in 1999. Another group of teachers were sent to Oregon State University in 2000.

With the assistance of US consultants a group of distinguished trainers have been trained in the CALL lab on using Educational Software for Teaching English. This course book is one of the results of this training. We would like to acknowledge the following:

- **The course designers:** Yasser Youssif, Hassan Khatab, Amany Saleh, Wafaa Dawood Othman, Maha El-Sesy, Shawky Allam, Sayed Mohamady, Hemmat Mahmoud, Hala A. Eissa, Iman Kamal, Naglaa Saleh, Sonia Fahmy Georgy, Hamdy Habib Soliman, Mohamed Taher Lotfy, Asem Elramady, Riham Elgebaly, Hanan Elgendy, Nevien Mostafa Nasr, Mohamed Hisham, Tarek Shukri and Anwer Gad.
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- **Dr. Deborah Healey**, Oregon State University, who compiled the Freeware and Shareware CD for the training and served as advisor for creating this course, Leslie Opp-Beckman and Dr. Inas (Marie Therese) Barsoum for their assistance with the CALL trainers and editing the course book.
- **IELP II staff**, Mr. Jim McCloud, Mr. Mark Sweikhart, Dr. Elhami Afifi, Ms. Rasha El Khateeb who have contributed in so many ways in the development of the *Teaching English Using Computers* materials. Special thanks are due to Mr. Medhat Asaad, for his help in formatting the document and ensuring its successful publication.

*Randa Effat*, Editor  
Integrated English Language Program-II  
Cairo, Egypt.

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## Table of Contents

### **Section 1: Overview**

Teaching English Using Computers.....	1
Basic CALL Workshop.....	1
Lab Policy.....	3

### **Section 2: Daily Agendas**

<b>Day 1: Overview and Vocabulary</b> .....	4
Agenda for Day 1 .....	5
Food for Thought: Teacher Training With Technology .....	7
<b>Day 2: Reading</b> .....	<b>Error! Bookmark not defined.</b>
Agenda for Day 2: Reading.....	11
Warm-up.....	13
Food for Thought: Top 10 Smart Technologies for Schools .....	14
<b>Day 3: Typing and Writing</b> .....	<b>Error! Bookmark not defined.</b>
Agenda for Day 3: Typing and Writing .....	26
Food for Thought Questions.....	28
Sample Lesson Plan .....	29
Food for Thought: Evaluating Computer Games .....	30
<b>Day 4: Simulations</b> .....	<b>Error! Bookmark not defined.</b>
Agenda for Day 4, Simulations .....	34
Food for Thought Questions.....	35
Simulations and Role-playing .....	36
Food for Thought: Using Word for Language Practice .....	37
<b>Day 5: Advanced Features of Word and PowerPoint</b> .....	<b>Error! Bookmark not defined.</b>
Agenda for Day 5: Advanced Features of Word and PowerPoint.....	41
AutoSummary of "Top 10 Smart Technologies for Schools" .....	43
<b>Day 6: Evaluation and Debriefing</b> .....	44
Agenda for Day 6: Evaluation and Debriefing.....	45
PowerPoint Journal Checklist.....	46

### **Section 3:**

Software Information .....	47
Getting started with Hot Potatoes .....	48
Software Quick Guide: Hang2000.....	56
Software Quick Guide: Alphabet Tree.....	57
Getting started with Microsoft PowerPoint.....	60
Software Quick Guide: Picbook .....	63
Software Quick Guide: Cinderella.....	64
Software Quick Guide: Trazan .....	65
Software Quick Guide: KP Typing.....	67
Software Quick Guide: Story Maker .....	68
Software Quick Guide: Eliza.....	71
Software Quick Guide: Pharaoh .....	72
Microsoft Word: Companion Web Sites.....	73
Uses of Word: Language Experience, Insert Comments, Track Changes, AutoSummarize ...	75

### **Appendix: Windows Free & Shareware**

# **Teaching English Using Computers**

## **Basic CALL Workshop**

### **Purposes of the workshop**

To enhance the use of software in the curriculum, enabling classroom teachers to teach different skill areas more effectively and deeply with the aid of computers so that they can better develop students' language abilities.

### **Syllabus days 1- 6**

#### **General Elements of Each Day's Agenda:**

- ☐ Course business
- ☐ Discussion of the “Food for Thought” reading
- ☐ Presentation by the trainers
- ☐ Hands-on work with software
- ☐ Reflection on the day's activity, using a PowerPoint template
- ☐ Debriefing and evaluation

## Specific plans for each day:

**Day 1: Overview.** of using computers to enhance teaching and learning: as a teacher resource and in the one-computer class and lab. Introduction to freeware/shareware **vocabulary** software: Alphabet Tree, Hang2000 and Hot Potatoes. Teachers will work individually to try Alphabet Tree and Hang2000. Teachers will work in teams to create a matching exercise in Hot Potatoes, using vocabulary from the Hello series.

**Day 2: Reading.** Use of freeware/shareware interactive reading programs (Cinderella, Tarzan, PicBook). Use of Hot Potatoes and Hello to create readings with multiple choice or matching exercises. Teachers will work individually or in teams to add to their PowerPoint document, they will be creating all week.

**Day 3: Typing and Writing.** Use of freeware/shareware typing program (KP Typing Tutor) and writing program (StoryMaker). Planning a lesson using technology (creating a lesson plan). If time permits, use of Hot Potatoes for grammar using cloze exercises. Teachers will work individually or in teams to add to their PowerPoint document.

**Day 4: Role play/simulations for discussion and problem-solving.** Use of freeware/shareware simulations. Teachers will work in teams to try Pharaoh and Eliza, then create "Helpful Hints" or lesson plans for use of these simulations in Word. Participants will add to their PowerPoint document.

**Day 5: Word and PowerPoint advanced features.** Teachers will learn about and practice using Track Changes, Insert Comments, and AutoSummarize in Word. Teachers will share techniques for adding sound and animation to PowerPoint. Day 5 will also include time for teachers to share what they have created with each other through their PowerPoint presentations and to do overall workshop evaluations.

**Day 6: Sharing and Evaluation.** Teachers will polish the PowerPoint show they have been creating all week and select a Hot Potatoes exercise to share. Participants will debrief the week and evaluate the workshop.

### **Basic CALL Training Assessment**

The workshop will be assessed on the basis of participant evaluations and the participant-created material: quantity and quality. Evaluation of the material will include the progress made by the individual participant.

## ***Lab Policy***

Dear participant,

We welcome you to CDIST CALL Lab and hope you will benefit during your training. The following are the lab policies you need to follow during your training. These rules are designed to protect the lab for your use and the use of future trainees.

1. Keep the lab clean the way you found it.
2. No food, drinks, or smoking is allowed inside the lab.
3. Use the printer wisely.
4. Do not try to feed paper into the printer yourself. Ask for help.
5. Ask for help when facing a problem. Do not try to solve it yourself.
6. Save your work on a floppy disk.
7. Do not save your work in any drive except the one assigned for you by the trainer.
8. Turn off the computer when you leave.
9. Put the cover on the monitor and keyboard when you leave.
10. Do not ask for copies of the software programs because they are licensed.
11. You are responsible for MONITOR, CPU, MOUSE, KEYBOARD, HEAD PHONE, SPEAKERS and MOUSEPAD.
12. Use the station assigned to you and do not change.
13. Return chairs to their place before you leave.
14. Set mobiles in either OFF or SILENT mode.
15. Place your belongings away from the computer.
16. Do not open the window.
17. Do not place your feet on the computer table.
18. Do not use more than one game/ program at a time.
19. Do not enter the server room.





**Day 1:**

# **Overview and Vocabulary**

## ***Agenda for Day 1: Overview and Vocabulary***

### ***Goals and Objectives for the Day***

- ☐ Have an *overall view* on the benefits of integrating high tech with teaching English language, including how software can be used as a teaching tool.
- ☐ Demonstrate the use of vocabulary software in teaching.
- ☐ Use vocabulary software for teaching (e.g. Hang2000, Alphabet Tree, Hot Potatoes, JMatch)
- ☐ Author an exercise with JMatch.

### ***Course Schedule***

<b>Time</b>	<b>Activity</b>	<b>Technique</b>
9:00 - 9:15	Registration	Presentation
9:15 - 9:40	Participants introduce themselves. The trainers introduce themselves. The five-day workshop objectives: <ul style="list-style-type: none"> <li>☐ The agendas</li> <li>☐ The handouts</li> <li>☐ The assessment</li> </ul>	Presentation
9:40 - 10:00	The objectives of the first day's workshop .	Presentation
10:00 - 10:10	Brainstorming.	Discussion
10:10 - 10:20	A discussion about the benefits of using technology in teaching English.	Discussion
10:20 - 11:00	Presenting Hang2000 and Alphabet Tree . Presenting Hot Potatoes – JMatch. Showing the trainees a simple PowerPoint template	Presentation
11:00 - 11:30	Break	
11:30 - 12:20	Hands-on work with Hang2000, Alphabet Tree, and JMatch.	Group Work and Hands on
12:20 - 12:40	The trainees fill in the PowerPoint template.	Group Work and Hands on
12:40 - 1:00	The trainees present their work.	Demonstration
1:00 - 1:30	Debriefing and Evaluation	Discussion

### ***Food for Thought***

As teachers, have any of you used the computer before?

- ☐ What did you do with it?
- ☐ Did you use it in class? How?

### ***Presentation***

- ☐ Objectives of the week and of today's workshop.
- ☐ The benefits of using technology in teaching English.
- ☐ Using Hang2000 and Alphabet Tree to teach vocabulary.
- ☐ Creating a matching exercise with JMatch. Look at the information about Hot Potatoes in the Software section at the back to help you.
- ☐ Using the PowerPoint template each day this week. (See the information about PowerPoint in the Software section.)

### ***Hands-on Time***

- ☐ Try Hang2000 and Alphabet Tree. Use them with a partner. Discuss how you can use these in your class.
- ☐ Create a matching exercise with Hot Potatoes. You can use the Hello books to help you think of a good topic. Use the information about Hot Potatoes in the Software section at the back of this packet to help.
- ☐ Fill in the PowerPoint template for Day 1. (See the information about PowerPoint in the Software section for more help.) Save it with your first name and last name as the file name (for example, Shawky\_Allam.ppt). Make sure you save it in the right place on the computer.

### ***Debriefing and Evaluation***

- ☐ Share your work. Discuss what you learned today.

### ***Assignment***

Read “Teacher Training with Technology.” Each group takes one country. Be prepared to discuss your part tomorrow, and explain how it applies to your teaching situation.

***Food for Thought: Teacher Training With Technology***

**TEACHER TRAINING WITH TECHNOLOGY:  
NOTES FROM THE FIELD**

**Mary Fontaine**

- ❖ Guatemala
- ❖ Morocco
- ❖ Namibia
- ❖ Uganda
- ❖ Brazil



**Day 2:**

# **Reading**

## ***Agenda for Day 2: Reading***

### ***Goals and Objectives for the Day:***

- ☐ Apply some ways to teach reading using computers.
- ☐ Explore some interactive readings (Ancient Egypt and others).
- ☐ Create some interactive reading exercises for their learners.
- ☐ Have a general idea about the software and how to apply it in teaching situations.

### ***Course Schedule:***

<b>Time</b>	<b>Activity</b>	<b>Technique</b>
9:00 - 9:10	Warm up ( <i>Page 13</i> )	Find someone who..
9:10 - 9.25	Food for thought: Teacher Training with Technology	Group work
9:25 - 9:45	Demonstrating interactive reading software (Picbook, Cinderella, or Tarzan)	Presenting suggested readings for learners and built-in quizzes (see the Software Guides)
9:45 - 11:00	Demonstrating applying the Picbook software using Hot Potatoes	Presenting classroom uses, including exercises (see the Software Guides)
11:00 - 11:30	Break	
11.30 – 12:30	Hands-on time: Use the software Fill in your PowerPoint template for Day 2	Practicing the software for using in their teaching situations. Filling in the PowerPoint template for Day 2.
12:30 - 1:45	Microteaching	Presentations (10 minutes each)
1:15 - 1:30	Debriefing and Evaluation	Discussions & Feedback

### ***Food for Thought:***

Discuss “Teacher Training with Technology.” Explain your section of the reading. How does it apply to your own teaching situation?

### ***Brief Presentation:***

- ☐ Interactive reading: Cinderella, Tarzan, and PicBook. There are several suggested readings in the Interactive Readings (PicBook) software. Trainees should choose Ancient Egypt.
- ☐ Six tools are included in the Hot Potatoes software. Yesterday's session introduced JMatch. Today's focus will be JBC for multiple choice reading exercises. Trainees will see how to use and apply the software to their learning situations. (See the "Hot Potatoes: Creating Interactive Exercises for ELT" in the Software section at the back for more information.)

### ***Hands-on Time:***

Use handouts for the software when using and creating material. (See the "Hot Potatoes: Creating Interactive Exercises for ELT" in the Software section at the back.)

- ☐ Become aware of the elements involved in the program interface.
- ☐ Prepare reading texts.
- ☐ Create questions and their answers.
- ☐ Save and export the file.
- ☐ Create your own project.

For advanced trainees:

- Access Hot Potatoes and change settings. (Background color, font, bars....etc)
- Understand basic project organization. (Links and navigation)

### ***Debriefing and Evaluation:***

Were you able to use software to improve reading in English class?

- Use an interactive story appropriate to students in your level (Cinderella, Tarzan, or Picbook)
- Use Hot Potatoes to create a reading exercise
  
- ☐ Add slides related to using technology in teaching reading skills to a PowerPoint presentation.
- ☐ Do you think that the final product will enrich the educational process?
- ☐ Does it reinforce the students' language skills?

### ***Assignment:***

Read "Top 10 Smart Technologies for Schools." Each group is responsible for reading 2 items to discuss with the group tomorrow.

1. What did you learn?
2. What did you like about it?
3. How can this be applied in Egypt?

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## Warm-up

### Did you find someone who ....?

#### Instructions:

1. Each group will have a warm up sheet.
2. Ask your colleagues (in your group) the given questions.
3. Write the names in the boxes provided.

	Yes	No
1. Has used PowerPoint for presenting materials		
2. Has used Hot Potatoes		
3. Has used Ms Word in preparing printed materials		
4. Has used an interactive story		



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## ***Food for Thought: Top 10 Smart Technologies for Schools***

November 15, 2002

### **Top 10 Smart Technologies for Schools**

[http://www.techlearning.com/db\\_area/archives/TL/2002/11/topten.html](http://www.techlearning.com/db_area/archives/TL/2002/11/topten.html)

What's a "smart" technology? While one might argue that all technology—from a toaster to a moon rover—is smart, those we present in the following Top 10 list meet their own set of criteria. In contrast to the breakthroughs we profiled last year, which included such broad topics and trends as wireless and virtual learning, the technologies we've chosen to examine here perform more specific, identifiable functions. Fingerprint recognition and artificial intelligence can free educators and school staff of time-consuming tasks. Telementoring and virtual reality enable collaborations and instant expert guidance from any spot on earth. And voice-to-text technology and hybrid devices support young and challenged learners in formerly unheard of ways. In the hands of well-trained educators, these technologies can offer powerful new solutions for teaching children.

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Voice to Text           | 6. Telementoring            |
| 2. Next Wave               | 7. Assessment on the Fly    |
| 3. Hybrid Computing        | 8. Digital Video Production |
| 4. Virtual Reality         | 9. Fingerprint Recognition  |
| 5. Artificial Intelligence | 10. The Brain               |

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#### ***1. Voice to Text***

A language learner pronounces a word and immediately sees it in text on a computer screen. A principal dictates to-do activities while driving to school and arrives with a list on his handheld. VTT offers a whole new level of support for literacy.

***By Jason Ohler***

The next step in the evolution of writing technology is just as magical as the shift from typewriter to word processor: voice to text. Simply put, voice-to-text technology allows you to speak into a microphone and watch your words appear on your computer screen as a word processing file. Current options allow you to talk to your computer as well as to handheld recorders, which then download to your computer.

While VTT has made great strides in recent years, there are still some kinks that need working out before it's entirely feasible for classrooms. For starters, the software needs to be trained to understand your voice-which can take anywhere from four to eight hours-and you will need to teach it words that it doesn't know. As of this writing, mainstream packages like Dragon NaturallySpeaking and ViaVoice have achieved about 90 percent to 95 percent accuracy. Rumors persist that VTT is approaching nearly 100 percent accuracy, but we haven't seen it yet. In the near future, it will be as commonplace to include VTT in a computer purchase as it is to include a DVD/CD-ROM drive today. Microsoft already has plans to include VTT in its much-awaited Tablet PC.

Beyond the training time required, there are additional justifiable concerns about VTT. Whereas the word processor has greatly improved upon the typewriter, VTT offers a more dramatic change-primarily because writing and speaking are two very different ways of communicating. It is much easier to say words you may later regret than it is to type them. The slowness of the medium of pen and paper or typing allows for reflection time as one composes. If word processing reduced this reflection time, VTT obliterates it. Any deep processing needs to come later. Also, we'll need to give new consideration to the fact that the tone of voice and body language we use to imbue speech with meaning does not translate when spoken words are converted to words on a screen. Another major stumbling block for VTT in classroom use will be the noise factor: how do twenty-five kids talk simultaneously without producing chaos?

But VTT still holds great promise for teaching and learning. This technology can be a tremendous help to students with disabilities who may not possess the motor skills for handwriting or typing. And those with more oral/aural learning styles can benefit greatly from programs such as Soliloquy's Reading Assistant, which incorporates VTT to allow early reading students to match a phonetic concept with the printed word. English Language Learners as well as foreign language learners can also boost fluency, pronunciation, vocabulary, and other skills through software that integrates VTT.

VTT's most immediate use in mainstream education will probably be as the preferred method for "quick writes," in which students sketch out an idea for a paper or report before doing serious editing with a word processor. It will also likely be adopted to facilitate activities in which speech is conventionally converted to text, like brainstorming or taking field notes and minutes of meetings. It offers potential efficiency for use with many things that are now primarily written, including tests, assessment, notes to parents, and homework. As long as VTT is linked to improving either the quality of writing or the ability to produce written words, it will have a place in education. And as with all new technologies, VTT will first do the work of its predecessors and then create entirely new kinds of activities we can't imagine yet-artistically, educationally, and commercially.

## ***2. Next Wave Mobile Computing***

Laptops, handhelds, tablet PCs or customized combination devices-what options are out there for schools?

*By Susan McLester*

What does the dream mobile computing device look like? A lightweight, low-cost, pocket-size, secure, durable, Internet-connected, e-mail-ready, powerful, wireless network-enabled, peripheral-friendly, memory-rich, expandable computer, with pager and phone? For some, perhaps. But as high-end integrated solutions such as Handspring's Treo and Palm's new Tungsten W duke it out for the perfect mobile combination, many schools are still grappling with the why, how, and, of course, how much.

What does mobile computing offer schools? The first and most obvious answer is: freedom to pursue learning anytime, anyplace. But with price, ruggedness, battery life, security, and tech support among the prime considerations in the education environment, finding a comfortable mobile match for schools is not easy. Everyone seems to agree that wirelessly connected computers are our future. And for schools, where outdated infrastructures, portable classrooms, and space constraints are often a fact of life, wireless makes a lot of sense.

Since Microsoft's pioneering Anytime Anywhere Learning program first put laptops in the hands of students and educators back in 1996, wireless technology has become increasingly accepted in K-12 education. Since then, wireless carts have allowed budget-strapped schools to get more from their technology dollars through the sharing of laptops among several classrooms. But research shows a greater benefit of wireless for schools is its potential to empower and motivate students with their own Internet-connected personal digital devices for home, school, or anywhere. And though laptop programs still remain a very viable option for some schools, their high price, bulk, and risk for theft make them less than ideal for many others.

A lower-priced alternative schools have experimented with is the handheld, whose light weight and suitability for certain tasks-such as note taking, real-time scientific measurement in the field, or information management on the fly-have carved it a niche in certain areas of education. However, the scaled-down capabilities of most handhelds-the tiny screen, lack of a keyboard, and reduced memory and processing power-make it impractical for performing many of the tasks a laptop or desktop can.

In general, hardware companies in both consumer and education worlds are competing to create the device that becomes that elusive "missing link" between the handheld and full-blown laptop or desktop. One promising newcomer for the school market is AlphaSmart's Dana, a lightweight, low-priced, Palm OS-enabled device which offers Internet connectivity, a full-size keyboard, PC-width screen, and the teacher-friendly option to disable the beaming function, which many fear has encouraged cheating.

Tablet PCs are another option currently being brought to market by Microsoft, Acer, and others. Thin and lightweight, they offer sophisticated handwriting recognition software that can transcribe even quickly scribbled notes into typed text. For those new to technology, no Graffiti training is necessary, and they're great for users on the go, with voice recording and single-handed writing capabilities. Acer's TravelMate incorporates both laptop and handheld, converting from the "clamshell mode" for keyboard input into a folded-down tablet for pen use. At this point, drawbacks to tablets include a high price tag, fragility, and a stylus with an embedded circuit board that is prohibitively expensive-around \$50-to replace. But as the technology becomes increasingly sophisticated and options broaden, it may be that we move toward not just a single solution, but a few devices with narrower, more dedicated purposes, such as the cell phone. Palm's new \$99 Zire targets users who primarily want a tool for personal information management. The higher-end Tungsten T has one-handed navigation, voice recording, and is Bluetooth enabled, making possible a Personal Area Network up to 30 feet. This means a Bluetooth-enabled cell phone, printer, scanner, and so forth could all receive commands from the handheld. It's possible that in the future

PANs might find a home in classrooms for collaboration projects, or simply as time-saving devices.

With the technology evolving at such a rapid rate and educators only just beginning to investigate the imaginative approaches to learning it makes possible, it's difficult to predict which specific mobile device or devices will be the best fit for students and teachers. What we can predict, however, is that they'll be more powerful, more versatile, and more commonplace in schools.

### ***3. Hybrid Computing***

Toys that think, probes that process, books that talk out loud-hybrid technologies challenge our notions of what it means to be a computer.

***By Charles Parham***

Is it a computer or isn't it? The shrinking size and price of microprocessors has encouraged the development of a number of fascinating hybrid computer products. Some take the form of interactive toys and books. Others blend data-gathering peripherals with handheld devices. What they all have in common, however, is the way they extend computing beyond the beige box, blurring the lines between hardware and software more than ever before.

Robots have been around since the birth of educational computing, but until recently, the actual building and manipulating of mechanical devices largely remained in university laboratories. All this is changing rapidly. Pitsco/LEGO Dacta has developed a computerized LEGO brick that functions as the "brains" of robotic devices that do everything from playing soccer and taking digital photos to tracking the activity of a guinea pig in its cage. More finely engineered preassembled robots from companies such as Educational Robot Company and ActivMedia Robotics can send in attendance slips, run a vacuum, or stealthily take a camera to the science room down the hall.

Despite what science fiction movies might lead us to believe, robotics systems are not plug-and-play devices. Teachers and students need to develop relatively complex problem solving and programming skills to bring them to life.

Another hybrid computing trend is the pairing of electronic sensors, or probes, with handheld devices for scientific data collection. Although probes have been around for some time, the increasing ubiquity of inexpensive USB-connected handheld devices is spurring their widespread adoption in schools. It's now easy for teachers to take students out with a set of pH and temperature probes to monitor water quality in streams and ponds, to set up motion detectors, and most importantly, to work with real data, as opposed to that which has been "cleaned up" for math and science textbooks. Information can be fed into spreadsheets and either reviewed on-site or taken back to a classroom computer for further work.

While robots and scientific probes have been part of the university curriculum for a number of years, and are increasingly finding a home in the K-12 classroom, "smart pads" are relative newcomers to schools. These interactive pads, descendants of the electronic matching machines of the 1950s, usually include a stylus and voice synthesizer that allow users to touch a specific area of the pad-such as a single sentence or a picture-and receive feedback. For example, students using LeapFrog SchoolHouse's LeapPad can point at a word in a storybook (placed into a proprietary electronic platform) and hear it read back to them. Electronic pads provide instruction in a wide range of areas, from early reading to geography, and are proving very useful to educators as support for basic skills.

As computer chips continue to be integrated into familiar objects found in the classroom, and embedded in increasingly smaller and more powerful handheld devices and their peripherals, our metaphors for computing will change and so will the landscape of schools. Computers won't just exist in a lab or in the back of a classroom, but instead will be part of a variety of learning tools that seamlessly merge with the objects of everyday life.

#### ***4. Virtual Reality***

The next wave of VR promises experiences so real you can almost feel them.

***By David Warlick***

Few applications have inspired as much excitement and speculation as virtual reality. Coined almost 20 years ago by technology evangelist and computer scientist Jaron Lanier, the term virtual reality still retains its cache as the exclusive domain of futurists. However, the reality of virtual reality is that we use it in its most basic form every time we select computer-generated file folders and documents that look like pieces of paper. Increasingly popular forms of VR also include Apple's QuickTime, a common VR application used by prospective college students, allowing them 360-degree panoramic views of university campuses. Budding artists also use QTVR when they want to take a virtual visit to the Louvre.

With its head-mounted displays, data gloves, and navigation tools, immersive VR has inspired the most excitement. By offering the user an interactive physical and intellectual experience impossible in the real world, immersive VR blurs the line between human-computer interaction. As the wearer of a head-mounted display turns his or her neck to operate the navigator, the computer environment conveys the irresistible illusion of moving within a real space among tangible objects. In the classroom, this technology may one day take students beyond the textbook to virtual settings where they might engage in tactile experiences exploring the surface of Mars, a 12th-century castle, or the inside of an amoeba, learning experiences not possible with traditional teaching tools, such as a chalkboard or textbook.

We may not have to wait too long for VR-equipped classrooms, given the pioneering work that's going on in one Florida elementary school. Hearing-impaired students in Orange County are using VREAL, which stands for Virtual Reality Education for Assisted Learning, to practice life skills as well as math and reading. Equipped with joysticks and high-resolution monitors, kids learn how to navigate their hometown and ask people questions in simulated real-life encounters. When needed, a sign language interpreter appears on screen to help students. Such practice gives them confidence to face social situations they may be avoiding because of their hearing impairment.

While most students have experienced VR technologies in the form of computer games, in the science classroom of the future, they will manipulate chromosomes on a strand of DNA and view the resulting permutations-without the moral and physical consequences. In time, students who once listened to a physics teacher lecture in class might slip on their VR glasses and find themselves in Albert Einstein's study, talking with the scientist about quantum mechanics, or better yet, inside of an electron, experiencing the behavior of quantum particles. Already, health professionals are benefiting from the introduction of highly sensitive haptic technologies-the sense of touch delivered via data gloves or instruments-into virtual reality environments. Cardiologists are performing virtual heart transplants with surgical simulations that allow them to train in non-life-threatening situations. In the future, the high-speed network infrastructure provided by Internet2 and the collaborative potential offered via Web-based videoconferencing will transform classrooms into immersive, tactile environments where remote groups can work together to solve problems and exchange ideas.

## **5. Artificial Intelligence**

They don't do windows-but the next generation of AI applications can teach, tutor, and even grade essays.

**By Kristen Kennedy**

Just as virtual reality applications have become so much a part of our daily lives we don't even recognize the science behind the display, so too have artificial intelligence-based technologies. For instance, voice and character recognition are now invaluable aids in assisting struggling readers and writers with text entry and word recognition. Script writing and recognition intelligence is powering your handheld, translating the chicken scratch of Graffiti into readable form. Toward the goal of making computers that think like humans, AI is now making new inroads into K-12 education with writing assessment engines and smart tutoring systems.

Trained to evaluate and guide students as they work through problems, AI applications are programmed using models-whether that's the intellectual behavior of a student working on a math problem or a range of prescored essays-to evaluate and instruct.

While many English teachers balk at the prospect of hiring a computer to assess the interpretive art of essay writing, it is already happening in schools. IntelliMetric, marketed by Vantage Learning as My Access, is a Web-based system that lets students draft and submit their work online. The program then automatically gives both an analytic and holistic score based on a four- or six-point scale. According to Scott Elliot, COO for Vantage, the IntelliMetric engine claims a 99 percent reliability rate-meaning that 99 percent of the time, the engine's scores match those of humans.

Around-the-clock access to evaluation and feedback, increased scoring reliability, and general efficiency are the reasons Deb Lindsey, director for the Office of Research and Assessment in the Milwaukee Public Schools, adopted My Access. Whereas Milwaukee schools' annual writing exam once took human scorers four weeks to grade, the AI-supported grading engine now delivers results in seconds. The system also offers students roughly a dozen different essay prompts during the school year to help them prepare for the end-of-year exam. With instant feedback, kids can refine their writing and practice new essay strategies without the pressure of a one-shot final exam.

Smart tutoring systems also promise to radically transform our concept of online learning. Dr. Kurt VanLehn, AI researcher and professor of computer science at the University of Pittsburgh, explains that, unlike hypertext-based online learning applications that give students a certain number of chances to find a correct answer before providing the right one, smart tutoring systems act as coaches, offering hints when students stumble in the problem-solving process, not just when they enter an answer. This kind of direct, intuitive instruction is already having an impact on student performance. In pilot studies, learners using VanLehn's Andes physics tutor for homework help improved a full grade on their midterm exams over those using paper and pencil.

When the question is asked-and it always is-about whether computers will eventually become so intelligent they'll replace humans, VanLehn responds, "There's no way that will happen. You can't replace a teacher." A more likely scenario, VanLehn adds, is "a day when seat work takes place at home, with the help of a smart tutor. When students hit a rough spot, the tutor will automatically send a file with the problem to the teacher. When students return to class, the teacher can help them. The system directs human contact where it's most needed."

## **6. Telementoring**

New approaches to online collaboration are changing the way we think about community.

***By Doug Fodeman***

The concept of a mentor, a wise and trusted counselor or teacher, comes to us from ancient Greece. And while we moderns may benefit from the evolution of technology, the concept of "mentor" remains the same, only the delivery has changed. Many of today's mentoring programs have expanded to include Web-based communication tools to foster learning.

One of the first telementoring projects began at Hewlett-Packard in the mid-90s, when more than 1,500 employees began using e-mail to tutor math and science students in remote locations. The program has since expanded to become the International Telementor Program, which electronically connects mentors directly with teachers and students.

Online mentoring programs offer valuable and unique channels for discovery. For example, an eighth-grader studying the physics of flight can connect online with the pilot of a major airline, while a high school senior preparing for an AP Latin exam can communicate electronically with a Latin scholar. Already, studies are showing the positive impact of telementoring on student achievement. The Research and Development Center for the Advancement of Student Learning at Colorado State University reported that teachers observed noticeable gains in students' "writing skills, ability to integrate knowledge across subject areas, and improved teamwork" after participating in telementoring projects.

While instant messaging and chat rooms are popular online communication tools among students, most mentoring programs use e-mail because it allows participants more freedom in their time scheduling. Nathan Finch, senior project manager of Harvard's WIDE World Project, which mentors educators globally, says, "Asynchronous mentoring allows reflective learning. As our world expands, time zones make synchronous collaboration difficult to impossible for everyone in a single course."

The WIDE World Project began in 1998 as a single online professional development course with seven participants and one mentor from the Brookwood School in Manchester, Mass. Since then it has multiplied into six courses that involve over 300 participants from more than 40 countries. Brookwood teacher Martha Fox, who serves as a mentor, coaches seven to 10 participants, meeting them in an online social hall, visiting their school Web sites, and generally providing support to those inexperienced with technology. Fox observes that "many learners need the sense that they are part of a wider conversation." She also adds that while many telementoring programs are still struggling with organization, her last mentoring group, which included teachers from Amsterdam, Indonesia, and Japan, was very successful. "The perspectives you get from such a diverse group of individuals are incredible!" she says.

Increased affordability of Web conferencing software and high-speed Internet connectivity will no doubt expand opportunities for remote collaboration. But for both teachers and students, telementoring programs-regardless of the technology they employ-will continue to offer a contemporary approach to a time-honored teaching relationship.

## ***7. Assessment on the Fly***

New technologies lend mobility and speed to traditional testing and evaluation.

***By Todd McIntire***

As the call for increased accountability converges with the proliferation of handheld devices and broader Web access in schools, educators are embracing the prospect of anytime, anywhere assessment. An emerging class of on-the-fly assessment tools can now optimize the power and

portability of handheld and Web technologies to improve the ease, frequency, and authenticity of assessment.

Now capable of running complex applications, today's handheld computers are packed with enough memory to hold thousands of pages of test items and results, which can then be instantly tabulated and displayed to both teacher and student. More importantly, collected data from handhelds can easily be uploaded to database applications for analysis, and later distributed as reports that show individual assessments, longitudinal trends, and aggregated results for groups of students, classes, and entire schools. With analytical tools so closely within reach, teachers are able to make timely, productive changes in their teaching to better serve students.

Wireless Generation's mCLASS is one such solution. Using a Palm handheld, teachers collect student performance data from standardized tests. For example, mCLASS: Reading enables K-3 teachers to perform reading assessments by automating the creation of a running record, which is traditionally a hand-written observational assessment. Running records require significant teacher time to decode, tabulate, and analyze. With mCLASS: Reading the process is fully automated, so teachers can focus on the results rather than the collection of data.

Web-based assessments offer additional options for brushing up on other achievement tests. TestU and Kaplan K12 Learning Services are but two in a growing line of online testing services that not only offer quick results, but also customize questions to address the test taker's strengths and weaknesses. Improving upon its history with the bubble sheet scanner, Scantron's Classroom Wizard combines Web applications for creating quizzes with handhelds for portability. Students download and complete quizzes on handhelds, and then beam their results to a central computer. As a result, the turnaround time for grading quizzes is virtually eliminated.

At Edison Schools, we developed Benchmarks, an online student assessment application used in all our affiliated sites. Students in grades 2-8 take short monthly online tests in reading, language arts, and mathematics, so teachers can track progress over time by subject matter and specific skill area. The results are then instantly tabulated. Administrators, teachers, students, and parents can access results and together plan the best intervention, if needed.

Quick anytime, anywhere assessment is a smart technology for schools not just because it saves time. The real benefit of new assessment technologies is that time saved in automating assessment can be better spent on improving the ways we teach-and reach-students.

## ***8. Digital Video Production***

Using the latest DV technologies, students and educators are becoming directors of their own learning.

***By Carol S. Holzberg***

Kids have always taken to moviemaking. Wielding a camcorder and shooting footage of their peers; developing a storyline to showcase their creative endeavors; and, of course, screening their work all seems to come naturally to them. These days, though, rapid advances in video technologies have allowed students and teachers to take their digital storytelling to new levels.

Unlike analog-based VHS camcorders, digital video can be easily manipulated, transmitted, and projected. That means, for example, students can simply drag and drop high-resolution DV clips into a multimedia report. Or use DV editors like Apple's iMovie or Microsoft's Movie Maker to gather clips from a digital video camera, insert eye-catching transitions to link one clip to another,



and apply special effects. Because compressed digital video travels well electronically, students now have a workable option for displaying and distributing their productions online.

Educators have been quick to infuse the conventional curriculum with moviemaking activities that engage students' creative energies while encouraging planning and sequencing skills. In Amherst, Mass., for instance, upper-elementary students used digital video to illustrate historical information about their town. Students shot clips of local landmarks, such as the town hall, and posted them on the Web along with primary source information they gathered on-site and from the local library's special collections. Using a camera successfully, transferring moving images from camera to computer, editing the footage so it tells a story with a beginning, middle, and end—all these activities required hands-on work and critical thinking.

Digital video is also being harnessed in innovative ways for basic skills development. At Shutesbury Elementary School in Massachusetts, second grade teacher Vicki Davey videotapes her students reading passages from their favorite books, then plays the clips and asks them to talk about their reading strengths and weaknesses. After this self-assessment, students reread the passages and are filmed a second time for comparison. The "before" and "after" clips are placed in individual student portfolios and sent home to parents on a CD-ROM. According to Davey, her students' reading abilities have improved dramatically. She attributes this to students having a more concrete audiovisual sense of how they read. Seeing themselves on-screen, they understood exactly what they needed to do to read more fluently.

If we accept the notion that the best kind of education provides children with varied opportunities for analytical thinking, demonstration of concepts learned, and exhibition of academic achievement, then digital video has a role to play in schools. Even more exciting is the technology's potential to inspire both students and educators to flex their imaginations and think of new, multimedia-rich ways to tell their stories.

## ***9. Fingerprint Recognition***

Check into class, check out a book, log on to the network—fingertip access is the newest way to go.

***By Kathy Schrock***

Fingerprints have long been used by law enforcement for identification at crime scenes. However, recent advances in technology have expanded the capabilities of fingerprint recognition for a variety of uses in schools. The field of biometrics uses digital technology based on unique physical characteristics, like a retina, fingerprint, or voice, to specifically identify an individual. Fingerprint recognition technology is made up of two parts—a databank of software to tie a fingerprint to a person's identity information and a piece of hardware that verifies a fingerprint matches the one in a stored template.

Fingerprint recognition technology has the potential to eliminate some of the "administrivia" that goes along with identification of students for certain purposes. For example, imagine a small fingerprint recognition device placed in each classroom and tied to the student information system. Each morning, or at the beginning of each period, the student simply presses his or her finger on the fingerprint pad, and attendance is automatically recorded in the SIS. The device can also easily act as a hall pass to record when students leave and return to the classroom during the day, in case there is ever a question about their whereabouts.

Another potential use of fingerprint recognition is in conjunction with e-cash. Imagine each student has electronic cash "on account" in a database that is debited when payments are made. They can use the biometric fingerprint device in the cafeteria to pay for lunch (thus eliminating the stigma of

the "free lunch" ticket); in the library media center to pay for photocopies or lost books; and even in the school store when buying notebooks or their class ring. This would nearly eliminate the need for students to carry cash to school.

When it comes to learning activities, perhaps the most helpful use of fingerprint technology is for logging on to your school's network without requiring a user name and password. No more need for clipboards with sign-in and sign-out sheets, no worry about students logging on as one another- and no need to change passwords as they are forgotten.

But there are obstacles still to overcome with fingerprint recognition technology in schools. The first is the lack of a clear conduit that allows the different software databases in a school to work together. The Schools Interoperability Framework consortium is currently designing a specification that will allow many types of vendor databases to read each other, which should address this problem.

The other obstacle is one that will involve a bit more discussion. The area of privacy, and keeping students' fingerprints on file at the school, is an important one to talk about at all levels. If you do use this technology, be sure to inform parents of its benefits to the student and the school community at large.

## ***10. The Brain***

Can we speed up the brains of language learners so they process words better? Or slow things down for students with attention deficit disorder? Some of the latest technologies offer mind-bending possibilities.

***By Amy Poftak***

No article about "smart" technologies would be complete without paying homage to the smartest, most complex technology of all: the brain. Like any sophisticated technology, the brain is organized in different parts, or modules, each responsible for carrying out a specific function. These brains-within-a-brain collaborate with each other to carry out a range of tasks, from tying a shoe to learning a foreign language.

Modularity is actually a recent discovery in brain research, thanks in part to advances in imaging technology that allow researchers to peer inside a brain and chart its activity. For educators, modularity means taking another look at the way students think. If a child is having difficulty reading, for instance, a specific part of his or her brain requires intervention. The next logical step, of course, is finding a technique to address the problem-and that's where technology has a significant role to play.

Or so you'd think. Despite exciting discoveries about the brain's circuitry, surprisingly few commercial technologies are actually based in neuroscientific research. The company best known for connecting their work to brain science is Scientific Learning, which has developed software designed to "train" the brains of language learning-delayed students who have trouble recognizing phonemes and thus hear words all as one sound. The power-and advantage-of the computer is that it can digitally stretch out words so the learner is able to distinguish phonemes. Although this was possible to do over a decade ago, the advent of high-fidelity sound cards and speedier processors, as well as advanced multimedia and adaptive capabilities, have made these programs more effective and emotionally engaging than ever before. Emotional attention is no trivial matter: researchers have found that if a child is bored, so, too, is the brain's mechanism for learning.

Another way technology is being used to maintain attention is through biofeedback, which gives users information about their brain waves so they can learn to control them better. In biofeedback programs that treat ADD/ADHD, for example, students wear a hat embedded with sensors that collect data on their brain waves. The hat then transmits information about brain activity to a computer program. Think of it as a mind-controlled video game: If the user stays focused, he can control the screen action, such as moving a character from left to right. If attention wanes, however, he loses control of the action. The idea is that after 20 sessions or more, the trainee will learn to better regulate the part of his brain responsible for attention. Some studies have shown that biofeedback therapy can be as effective as medication for ADD/ADHD students—even more so in some cases because there are no side effects.

Brain scanning is another technology that provides a window into how the brain processes information. For example, using magnetic resonance imaging, UCLA researchers mapped children's brain development over time and found that the most explosive period of growth in the area responsible for language development is between ages 6 and 13. In the far future, some experts predict that scanning technologies will become a regular part of schools, providing teachers with the ability to map a student's brain activity and tailor instruction to enhance his or her brain's circuitry. Today's brain scanning technologies are extremely expensive and invasive, however, and it will be some time before they ever make it from research institutions to mainstream education.

Until that day, educators will be happy to know that perhaps the most brain-friendly technology available to schools is one they already have access to: the Internet. Dr. Robert Sylwester, an expert on brain science and education, points out that the Web encourages different avenues for exploration and play, and provides multiple solutions to problems—all good practice for kids developing the brainpower needed to navigate the real world.



**Day 3:**

# **Typing and Writing**

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## ***Agenda for Day 3: Typing and Writing***

### ***Goals and Objectives for the Day:***

- ☐ Identify problems and spot ways of using computers in teaching writing.
- ☐ Learn about planning a lesson that uses technology.
- ☐ Apply the use Hot Potatoes's JCloze for teaching grammar if time permits
- ☐ By the end of the day the trainees will be able to
  - Use a typing program (KP Typing)
  - Use a writing program (StoryMaker)
  - Integrate StoryMaker and Word in a lesson
  - Create a lesson plan related to using software for writing.
  - If time permits, use of Hot Potatoes for grammar using cloze exercises.

### ***Course Schedule:***

<b>Time</b>	<b>Activity</b>	<b>Technique</b>
9:00 - 9:20	Introduction and Food for Thought.	Presentation and discussion
9:20 - 9:50	Software presentation of typing and writing from the CD. [KP Typing and Story Maker]	Presentation (refer to Software Guides)
9:50 - 10:30	<ul style="list-style-type: none"> <li>☐ Sample lesson plan</li> <li>☐ Creating a lesson plan</li> </ul>	Presentation
10:30 - 11:00	Word practice in writing from Story Maker If time, use of JCloze for grammar.	Pair discussion and individual work
11:00 - 11:30	Break	
11:30 - 12:15	Hands-on: <ul style="list-style-type: none"> <li>☐ Typing and writing practice with software</li> <li>☐ Add information to the PowerPoint template about using computers in writing</li> <li>☐ Create a lesson plan</li> </ul>	Individuals.
12:15 to 1:15	Presentation of lesson plans and PowerPoint	Group work
1:15 to 1:30	Debriefing and Evaluation	Whole class discussion

### ***Food for Thought:***

Top 10 Smart Technologies for Schools

- ☐ What did you learn?
- ☐ What did you like about it?
- ☐ How can this be applied in Egypt?

### ***Brief Presentation:***

- ☐ Why is writing difficult?
- ☐ Why use computers in teaching writing?
- ☐ How can you use computers in writing?
- ☐ Exploring software about writing.
- ☐ Using Word and PowerPoint in teaching writing
- ☐ Planning a lesson using technology
- ☐ (If there is time) Using JCloze for teaching grammar

### ***Hands-on Time:***

- ☐ Introduction.
- ☐ Software [KP Typing and Story Maker]
- ☐ Word
- ☐ PowerPoint
- ☐ Lesson plan
- ☐ JCloze (if there is time)

### ***Debriefing and Evaluation:***

By the end of the day, trainees will be able to:

- ☐ Use software to improve keyboarding skills
  - Do one or two lessons on a freeware typing program
- ☐ Use software to improve writing
  - Successfully create a story with Story Maker
- ☐ Create a lesson plan that incorporates technology in teaching writing or keyboarding skills
- ☐ Add slides related to using technology in teaching writing or keyboarding skills to the PowerPoint presentation started on Day 1

### ***Assignment:***

Read "Evaluating Computer Games for Language Learning"

Questions to think about:

- ☐ How can computer games be useful in teaching English?
- ☐ To what extent do computer games help in self learning?

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## ***Food for Thought Questions***

**1 - What did you learn from article # ....?**

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**2 - What did you like about it?**

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**3 - What could be applied in Egypt?**

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## ***Sample Lesson Plan***

### ***Title of the Lesson Plan:***

**Name:**

**Email:**

**Date:**

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**Target Audience** (age, level of language and level of computer skills, etc.)

Estimated Time

Aims (Rationale)

Materials

Presentation (Pre-Lesson Warm-Up, Instructions and Extended Activities)

### ***Pre-Lesson Warm-Up (optional)***

#### ***Instructions***

- 1.
- 2.
- 3.

### ***Extended or Follow Up Activities (optional)***

Assessment



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## ***Food for Thought: Evaluating Computer Games***

### ***EVALUATING COMPUTER GAMES FOR LANGUAGE LEARNING***

Games have become an integral part of modern language teaching methodology. No longer viewed as a frivolous form of classroom entertainment, games are seen instead as a motivating device, a means for providing comprehensible input, and a catalyst for communicative practice and the negotiation of meaning. A new dimension in gaming has been brought into the classroom and language laboratory by the computer. It can serve not only as an appealing presentational system, but as opponent, mediator between human opponents, or both. Through appropriate computer games, language learners can both acquire new knowledge and skills and reinforce what they already have without a teacher necessarily being present.

The problem is to determine what an appropriate computer game is. We will look at this problem from the teacher's perspective, though the software developer obviously also has to address it, albeit in a more general fashion. Assuming a teacher's approach is compatible with game-playing, there are specific considerations that he or she has to weigh in evaluating a given computer game for appropriateness for students' use (Hubbard, 1988). Learner variables such as cultural background, proficiency level, age, and sex, among others, play a role in determining how successful the game will be in providing a relevant language-learning experience. How the game fits with the learning objectives in the syllabus must also be determined. Finally, how the activities themselves will be integrated into the class (optional or required, individual, paired, or group, and so on) must be decided.

There are, however, two fundamental questions that underlie these considerations: Is the activity really a game? Does it really promote language learning? For any piece of software that a teacher is planning to use as a language-learning game, whether it is claimed to be one by the developer or simply appears to have the requisite characteristics, answers to these questions are the core of the evaluation.

To answer the first, we have to determine what distinguishes games from other language-learning activities. Within the field of language teaching, game seems to be one of those "intuitive" concepts which remains undefined even in works specifically devoted to it, such as Wright, Betteridge, and Buckby's (1984) *Games for Language Learning* or the "Games" chapter of Richard-Amato's (1988) methodology text. While I will not attempt a comprehensive definition here either, the most significant difference seems to be that unlike authentic communicative activities, which relate to the real world, or formal language practice, which relates to the world of the classroom, a game creates its own world. Unlike other practice activities, games are an end rather than a means.

From the participant's perspective, the central task in a game is not to learn language or practice language or learn about culture or even learn about your teacher or fellow students. It is to play and, as a cooperative and engaged player, to play by the rules and to play well. For a game to be successful, then, there must be elements of it that lead the language learner to become an engaged and cooperative player. Elements such as a problem to solve, competition, timing, and scoring can help to make an activity more game-like, but they are also elements of tests, so they do not, by themselves, lead to cooperative engagement. It is only when the problem to be solved, competition, timing, and/or scoring raise immediate and interesting challenges--from the learners' perspective, "fun"--that a game, rather than a pedagogical exercise, has been created.

A good rule of thumb for determining the degree to which a CALL activity is a game, then, is the degree to which students want to play it for the pleasure it brings rather than for some external

reason. What a teacher or courseware designer calls an activity is not important; it is how the learner views it that will determine whether it is used as one.

Moving on to the second question, assuming an activity is a game, what makes it a language-learning game? It certainly takes more than just the fact that language is involved in the play: The quality of language practice is also an issue. Consider, for example, the game of HANGMAN. Besides appearing in numerous forms on commercial and public domain game disks, it occurs in language teaching software containing collections of text reconstruction activities, such as Lougheed, Overton, and Combes's (1987) Reading Strategy Series and Stevens and Millmore's (1988) TEXT TANGLERS. That HANGMAN is an engaging game for some students is unquestionable. What is not clear is how good a language-learning game it is. Success in playing HANGMAN in English or any other language depends on several factors: (a) whether or not the unknown word is in the learner's vocabulary, (b) whether or not the learner has been told or has figured out the strategy of selecting high frequency vowels and consonants first, (c) familiarity with the spelling conventions of the language, and (d) a more generalized ability to fill in missing information.

Let us suppose a student is playing alone against the computer. What exactly is being learned or practiced? It is unlikely that vocabulary is being introduced or reinforced, as the words are presented devoid of meaning or context. Similarly, because meaning and context are absent, it is not clear how HANGMAN reinforces any significant aspect of reading. It is not even clear that the spelling of that particular item is being reinforced to any appreciable degree, since the nature of the exercise is not to determine the spelling of a particular word but to discover the word through its spelling. The best one could say, it seems to me, is that over time, some general patterns of the language's spelling might be inferred by some learners.

Now, suppose the learner is playing with a partner against the computer. Here we have HANGMAN serving as a conversation catalyst, presenting an opportunity for real communicative practice and negotiation of meaning. But what is being practiced? And what would be negotiated? Even for native speakers, the language necessary to play the game in pairs is extremely limited and fairly simple, and it would be the same over and over again.

The point here is not to criticize HANGMAN specifically--its use may be justified in certain situations--but to use it as an example of how easy it is to blindly accept something as valuable for language learning simply because it involves language and problem solving and students enjoy it. We need to remember that whether the delivery system is a computer or the teacher at the blackboard, choosing a particular game over some other kind of activity should be done on the basis of a considered evaluation of what the payoff in each case will be. Making that evaluation begins with a determination of both whether the activity is really a game and whether it really promotes language learning.

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### **By Philip Hubbard**

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**Day 4:**

# **Simulation**

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## ***Agenda for Day 4: Simulations***

### ***Goals and Objectives for the Day***

- ☐ Describe how to use simulations in the language classroom.
- ☐ Apply Eliza and Pharaoh Software.
- ☐ Create a lesson plan using Eliza and Pharaoh.
- ☐ Present a lesson plan.

### ***Course Schedule***

<b>Time</b>	<b>Activity</b>	<b>Technique</b>
9.00 - 9.15	Overview of the day	Presentation
9:15 - 9:35	Food for Thought	Discussion
9:35 - 10:15	Presentation: Eliza and Pharaoh	Presentation
10:15 - 11:00	Hands-on time: Eliza, Pharaoh	Hands-on
11:00 - 11:30	Break	
11:30 - 1:00	Hands-on time: Pharaoh, Hot Potatoes	Hands-on
1:00 - 1:30	Evaluation	

### ***Food for Thought***

Evaluating computer games for language learning

### ***Presentation***

How to use Pharaoh and Eliza in teaching

### ***Hands-on Time***

Trainees are going to use the Software provided (Pharaoh and Eliza and/or others)

### ***Break***

### ***Hands-on Time***

- ☐ Trainees can continue to work on Eliza and Pharaoh.
- ☐ Trainees can work on more Hot Potatoes activities.
- ☐ Trainees should create a lesson plan for using simulations in their classes.
- ☐ Trainees are going to work on creating PowerPoint slides related to simulations from the templates

### ***Evaluation***

- ☐ What did you learn?
- ☐ What did you like?
- ☐ What could have been done better?
- ☐ What questions do you have?

### ***Assignment***

Read "Using Word for language practice and PowerPoint for language analysis."

Questions:

- ☐ Can this be applied in your schools?
- ☐ What else can you do?

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## ***Food for Thought Questions***

**1. How can computer games be useful in teaching English?**

.....  
.....  
.....

**2. To what extent do computer games help in self learning?**

.....  
.....  
.....

**3. In what way is it a catalyst for communicative practice?**

.....  
.....  
.....

**4. How can the activities of computer games be integrated into the class?**

.....  
.....  
.....

**5. How could computer games be useful in the process of evaluation?**

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.....

**6. What skills can students acquire while playing computer games?**

.....  
.....  
.....

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## ***Simulations and Role-playing***

From SSCED's Strategies to Teach Social Studies: Role Play and Simulations at <http://www.tea.state.tx.us/resources/ssced/instass/13.htm>

Students love playing roles. They enjoy taking on the identity of others. Simulations are also effective at helping students engage in problem solving in real world contexts. Games, computer software, and reenactments of situations are examples of simulations. Simulations and role plays are wonderful ways to make events from the past or present come alive

### ***Role playing takes place in five stages:***

#### ***Stage 1: Initiation and Direction***

At this stage the teacher identifies a topic which requires students to look at many sides of a difficult issue, requires the development of an opinion, or includes key players with interesting personalities. A role play is not the way to teach a procedure or process; it is an excellent way to explore an event, situation, or narrative with a crucial, decision making component.

#### ***Stage 2: Describing the Context***

The teacher sets the context.

The situation must be set up and all perspectives explained clearly.

#### ***Stage 3: Roles***

In a successful role playing activity everyone must have a role. There may only be five or six key roles, but the entire class should be engaged in the role playing in some way, albeit as jurors, or interested citizens, or newspaper reporters. Everyone has an assignment, something they do in the role play. Once everyone is assigned a role, time is needed for students to understand their role, to practice, to "try on" their new identity. They must try to think like a famous person or a land developer or whomever they have been assigned to become.

#### ***Stage 4: Enactment***

Make sure students stay in role, and proceed.

#### ***Stage 5: Debriefing***

Depending upon the structure of the role playing activity, students complete the action with a written reflection followed by an oral debriefing. The debriefing is the most important part of a role play; it is the teacher's chance to ask students to discuss, to reason, to draw conclusions, and to pull everything together.

Simulations run in a very similar fashion. After the simulation problem or issue is carefully explained, the rules for the simulation or simulation "game" are carefully discussed. Roles must be specified and the resources or constraints of the simulation outlined. Again, the debriefing is important. Students tend to focus on "who won," not what the process or procedure was.

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## ***Food for Thought: Using Word for Language Practice***

### ***Reports on Past SIG Events***

## **Using Word for language practice and PowerPoint for language analysis**

Report on a workshop by **Clive Newton**, University of Liverpool, entitled *Using Word for language practice and PowerPoint for language analysis* at the "**Teacher Training for Information Technology (TT for IT)**" joint **IATEFL Computer & Teacher Trainers and Educators SIGs** with **Bell Teacher Training** conference hosted at **Bell Saffron Walden**, UK, on 16-18 November 2001

by Geoff Taylor, St Clare's, Oxford, UK

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### ***Introduction***

Clive Newton, now at the University of Liverpool, led a very interesting session on the use of modern word processors (such as Microsoft Word) and presentation software (such as Microsoft PowerPoint) in second language teaching and teacher training.

Clive showed how Word — or other suitable word processor — could be used to generate

**1) language analysis activities, 2) text editing activities, and 3) collaborative writing activities.** He also demonstrated the graphic advantages of PowerPoint — or other suitable presentation software — in highlighting salient language-related points during feedback sessions.

The session was organised as a series of hands-on practical tasks, with principles and rationales being brought out and discussed along the way. Clive used a series of pages in a single word processing document to move the participants on from one stage of the lesson to the next. One could easily see how such a document could be used as a sort of 'course-book-of-the-day'.

The techniques Clive presented were useful for both teacher trainers and classroom teachers, and to emphasise this, he included some "looping" of content (a la Tessa Woodward's (1991) Loop Input method). Sometimes we operated as teacher trainers, at other times as teacher trainees, and at still other times as language learners.

### ***Tasks and techniques***

1. **We worked in pairs, using drag-and-drop techniques to re-assemble a jumbled text, and using text-colouring techniques to categorise words in a text by linguistic function.** These techniques are highly generalisable, accommodating a wide range of different linguistic purposes.

*In comparison with 'low tech' equivalents:*

This method of working provided significant advantages for the students over the 'low tech' equivalents of having bits of paper to physically manoeuvre. For the teacher, during preparation time, the percentage of tedious manual labour (all that cutting and pasting!) should be significantly reduced.



- 2. We worked through two text editing challenges. One involved deciding what other modifications to make in a text in which the main protagonist was to be assigned a different gender, from female to male, a surprisingly complex process that encouraged us to explore issues of culture-specific (here, gender-specific) behaviour and language.** Another text editing puzzle asked us to improve the cohesion of a short text which lacked all internal references. This too was non-trivial, providing a range of syntactical, grammatical and lexical challenges. These activities, too, can be adapted for other purposes. For example, word processor-based activities involving transposing a text's style/register would be of use both to teacher trainees and EFL students, e.g. those preparing for Paper 3 in FCE and CAE exams.

*In comparison with 'low tech' equivalents:*

For text editing, the use of the medium of word processing software on computer clearly provides massive advantages over the 'low tech' equivalent of editing on paper, so this is an activity indisputably best suited to an IT context.

- 3.** Another technique Clive used was to switch writers around during the production of a text, with the participants physically changing seats to 'collaborate' on texts. Firstly, we completed a series of sentences relating to our own ideas about using CALL. We switched back and forth between our original computer and a neighbouring computer. Secondly, we completed the missing parts of an amusing narrative. As we finished each stage, we were moved on round the room, from computer to computer. Clive kept turn-taking to a brisk — if not frantic! — pace, and mental sparks illuminated many parts of the computer room. It was, in short, a lot of fun.

The general flow of ideas in the texts was structured by the outlines provided by Clive. At the same time, however, the actual content of the ideas written in by different participants varied widely. Although I have described what we were doing as 'collaborating' on texts, that is somewhat misleading. Collaborative writing implies a planned progression of ideas, but in reality, the writing process we were engaged in was quite different. It was more like a natural conversation, where each turn is made up on the spot in response to the content of previous turns, and mediated by the turn-takers' own personal agendas.

*In comparison with 'low tech' equivalents:*

A close 'low tech' equivalent (and brilliant activity) is the "Written two-way role-play" — essentially a standard conflict role-play done in writing on paper rather than orally — described by Christine Frank and Mario Rinvoluceri in *Grammar in Action*, 1983, Pergamon Press. In fact, written two-way role-plays, story 'fleshing-out' activities, and other similar creative writing activities, are very well suited to this kind of word processor/computer medium. Doing things in writing gives people the chance to reflect more than is normally possible in speech. The digital nature of the resulting text product also expedites archiving and sharing, and permits efficient post-mortem analysis of language used. The technique could serve as a useful pre-cursor to network-based text communication technologies such as synchronous text-based chatting.

## **Summary**

Targeting what can be done with word processors and presentation software is useful, as this type of software is fairly ubiquitous, and so should be common to most teaching situations involving computers. Moreover, lessons learned from this session could easily be adapted for use in teaching contexts with severely limited numbers of computers. The techniques Clive presented are easy to use, but effective. They are multi-purpose techniques that can be applied to many different areas of language learning.

## **Further study**

A PDF version of Clive's Word document can be downloaded from his Web site at:

[http://www.liv.ac.uk/%7Ecnewton/Word%20processing/  
The%20Place%20of%20the%20Word%20Processor%20and%20MS%20Power  
Point%20in%20Teacher%20Training.pdf](http://www.liv.ac.uk/%7Ecnewton/Word%20processing/The%20Place%20of%20the%20Word%20Processor%20and%20MS%20PowerPoint%20in%20Teacher%20Training.pdf)

IATEFL Computer SIG Home Page:  
<http://www.paddocks64.freemove.co.uk/CompSIG2/callsig.htm>  
Computer SIG Co-ordinator: E.Warren@westminster.ac.uk  
Computer SIG webmaster: gjtaylor@btinternet.com

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Email: [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org)



**Day 5:**

**Advanced  
Features of Word  
and PowerPoint**

## ***Agenda for Day 5: Advanced Features of Word and PowerPoint***

### ***Goals and Objectives for the Day***

- ☐ Understand advanced uses of Word and PowerPoint in teaching English language.
- ☐ Use more Hot Potatoes tools to create exercises for classroom use.
- ☐ By the end of the day, trainees will be able to
  - Use one or more advanced features in Word and PowerPoint
  - Use Hot Potatoes' JMix
  - Create exercises in Hot Potatoes

### ***Course Schedule***

<b>Time</b>	<b>Activity</b>	<b>Technique</b>
9.00 - 9.10	Overview of the day	Presentation
9:10 - 9:25	"Using Word for language practice and PowerPoint for language analysis."	Discussion
9:25 - 9:45	Features of Word: Insert Comments, Track Changes, AutoSummarize. Create a group story, then use Word features.	Presentation
9:45 - 10:00	Show Word templates for brochure and newsletter. Show PowerPoint templates for Training (informative speech) and Selling a Product (persuasive speech). Show JMix (Scrambled Sentences).	Presentation
10:00 – 11:00	Hands-on time: Try Insert Comments, Track Changes, AutoSummarize, templates. Work on Hot Potatoes.	Hands-on
11.00 - 11.30	Break	
11:30 1:00	Work on Hot Potatoes and add slides to the PowerPoint template.	Hands-on
1.00 - 1.30	Debriefing and Evaluation	Discussion

### ***Food for Thought***

Using Word for Language Practice and PowerPoint for Language Analysis

Questions

- ☐ Can this be applied in your schools?
- ☐ What else can you do?

### ***Presentation***

- ☐ Show Insert Comments, Track Changes, AutoSummarize.
- ☐ Create a group story. Insert comments, then turn Track Changes on and revise.
- ☐ Show Word templates for brochure and newsletter.
- ☐ Show PowerPoint templates for Training (informative speech) and Selling a Product (persuasive speech).
- ☐ Show JMix (Scrambled Sentences).

### ***Hands-on Time***

Try Word features, work on Hot Potatoes.

### ***Break***

### ***Hands-on Time***

Work on Hot Potatoes (create an exercise to share tomorrow). Add to the PowerPoint template.

### ***Debriefing and Evaluation***

Think of ways to use these features and exercises in the classroom.

### ***Assignment***

Food for Thought: What are the problems you face now or may face in the future? How can computers be used to help? Be prepared to discuss.

## ***AutoSummary of "Top 10 Smart Technologies for Schools"***

### ***1. Voice to Text***

A language learner pronounces a word and immediately sees it in text on a computer screen. VTT offers a whole new level of support for literacy.

The next step in the evolution of writing technology is just as magical as the shift from typewriter to word processor: voice to text. Simply put, voice-to-text technology allows you to speak into a microphone and watch your words appear on your computer screen as a word processing file. Rumors persist that VTT is approaching nearly 100 percent accuracy, but we haven't seen it yet. Beyond the training time required, there are additional justifiable concerns about VTT. Whereas the word processor has greatly improved upon the typewriter, VTT offers a more dramatic change—primarily because writing and speaking are two very different ways of communicating. If word processing reduced this reflection time, VTT obliterates it. English Language Learners as well as foreign language learners can also boost fluency, pronunciation, vocabulary, and other skills through software that integrates VTT.



**Day 6:**

# **Evaluation**

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## ***Agenda for Day 6: Evaluation and Debriefing***

### ***Objective for the Day***

Participants will be able to explain how to use software in language teaching and discuss how they will apply their knowledge to their own situation.

### ***Goals***

- Finalize presentations.
- Present final projects.

### ***Course Schedule***

<b>Time</b>	<b>Activity</b>	<b>Technique</b>
9.00 - 9.10	Overview of the day	Presentation
9:10 - 9:25	Food for Thought	Discussion
9:25 - 11:00	Hands-on time to work on presentations	Hands-on
11:00 - 11:30	Break	
11:30 - 1:00	Presentations	
1:00 - 1:30	Debrief; fill out evaluation forms; get certificates; photos	

### ***Food for Thought***

What are the problems you face now or may face in the future? How can computers be used to help?

### ***Brief Presentation***

Activities for the day.

### ***Hands-on Time***

Finish the PowerPoint show; add a conclusion. Continue working on Hot Potatoes. Have one exercise ready to share.

### ***Presentations and Evaluation***

Trainees show their PowerPoint presentations and Hot Potatoes exercises.

### ***Debriefing and Evaluation***

Comment on the week, including suggestions for future workshops. Fill out evaluation forms, get certificates, and take photos.



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## **PowerPoint Journal Checklist**

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Self-assessment \_\_\_\_\_ Evaluator's name: \_\_\_\_\_

**Does the PowerPoint journal have the required elements? Are they used appropriately?**

√	Element	Comments on whether the element was used appropriately; if not, offer suggestions
	Title page – name and email added	
	Topic slide – topic and day added	
	Topic slide – content added. Content should show reflection on the day's topic.	
	Lesson slide – title added	
	Lesson slide – content added. The lesson should be related to the day's content and show reflection on the topic.	
	Graphics used appropriately, if added.	
	Concluding slide added. Content should show reflection on the week and plans for future action.	
	Overall design: if the slide design is changed, it should not detract from content.	

**What was done well?**

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## **Software Information**

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### **Hot Potatoes**

Getting started with Hot Potatoes .....	48
Hot Potatoes: Creating interactive exercises for ELT.....	51
Hot Potatoes: Companion Web Sites.....	54

### **Hang2000**

Software Quick Guide: Hang 2000 .....	56
---------------------------------------	----

### **Alphabet Tree**

Software Quick Guide: Alphabet Tree .....	57
---	----

### **PowerPoint**

Getting started with Microsoft PowerPoint.....	60
Microsoft PowerPoint: Companion Web Sites.....	61

### **Picbook**

Software Quick Guide: Picbook .....	63
-------------------------------------	----

### **Cinderella**

Software Quick Guide: Cinderella .....	64
--	----

### **Tarzan**

Software Quick Guide: Tarzan Conqueror of Mars .....	65
Software Quick Guide: Tarzan of the Jungle .....	66

### **KP Typing**

Software Quick Guide: KP Typing.....	67
--------------------------------------	----

### **Story Maker**

Software Quick Guide: Story Maker .....	68
StoryMaker: Notes from the Author .....	69

### **Eliza**

Software Quick Guide: Eliza.....	71
----------------------------------	----

### **Pharaoh**

Software Quick Guide: Pharaoh .....	72
-------------------------------------	----

### **Microsoft Word**

Microsoft Word: Companion Web Sites.....	73
Microsoft Word: Uses Word .....	75

## Getting started with Hot Potatoes

by Deborah Healey

Hot Potatoes lets you create interactive exercises that students can do on the web or from a diskette. It has five options:



JBC lets you create multiple choice exercises.

JQuiz lets you create short answer exercises.

JMix is for scrambled sentences.

JCross creates crossword puzzles.

JMatch is for creating matching exercises.

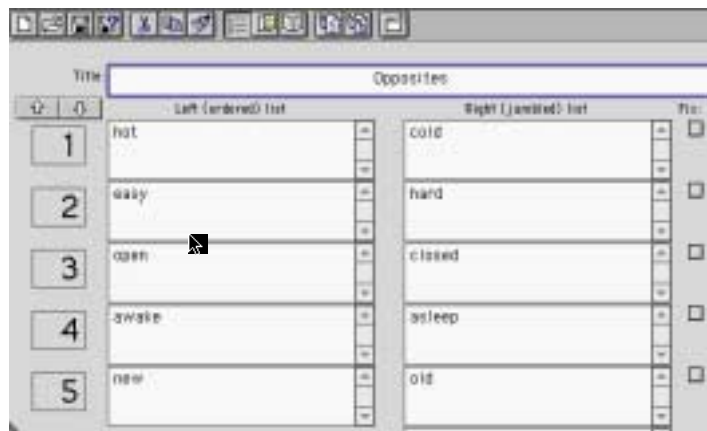
JCloze creates cloze (gap-fill) exercises.

You can add a reading to any of these exercises. You can also use pictures and sound with many of the exercises.

### Vocabulary

An easy Potato to use is JMatch, which lets you create a matching exercise. When you create your list of pairs, make sure you put them together correctly. The program will mix them up for you!

You can use JMatch with any set of pairs, including dialogues. Be sure that each pair is unique.



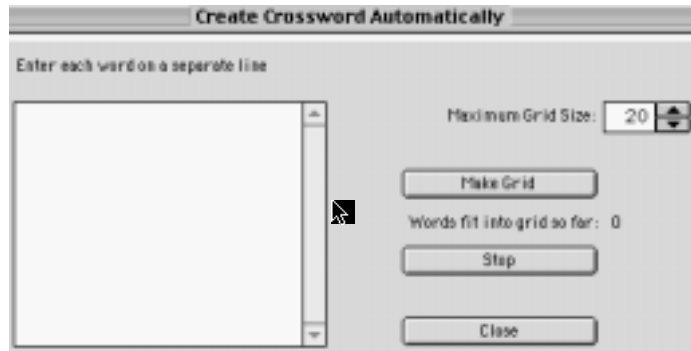
When it's ready, just click on the Create Exercise icon.

This will create an HTML file that you can save and put online or use from a diskette. It's best if you don't put any spaces in the file name and just use lowercase.

**JCross** creates crossword puzzles. The hard part is thinking of the words and the clues - the computer will create the actual puzzle for you. The important thing to remember in this Potato is to start by pulling down the Manage menu and choosing Automatic Grid Maker - this will put the words in the puzzle for you.



If you do that, you will see the Automatic Grid-Maker. Just type in your words, one word on each line. When you are finished, click Make Grid and wait for JCross to make your grid.



When it is ready, click Close to see your crossword.

Next, you can enter clues by clicking on Clues.

You need to click one word at a time, type in the clue, then click Okay. You will need to enter all the clues before JCross will let you save your work.

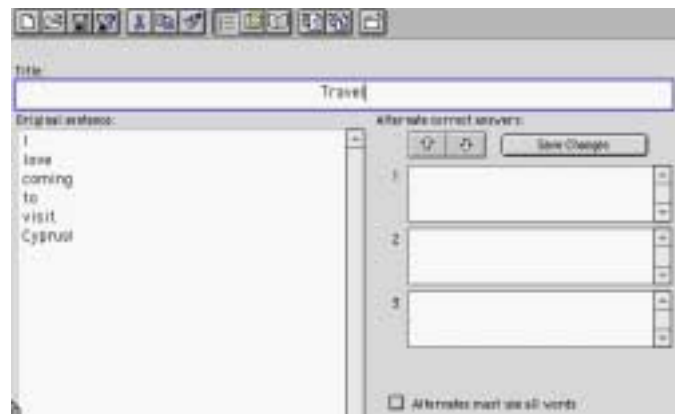
When it's ready, just click on the Create Exercise icon to create an HTML file that you can save and put online or use from a diskette. It's best if you don't put any spaces in the file name and just use lowercase. Make sure you're giving each file a different name - like oppositescross, oppositesmatch, etc.



### ***Reading and Vocabulary***

The easiest exercise to create is a **JMix** puzzle, a scrambled sentence. Begin by clicking on JMix, then type your sentence with one word (or short phrase) on each line.

You don't need to put anything into Alternate Correct Sentences.



When it's ready, just click on the Create Exercise icon.

This will create an HTML file that you can save and put online or use from a diskette. It's best if you don't put any spaces in the file name and just use lowercase letters.

**JCloze** lets you do gap-filling exercises that can have clues and multiple correct answers, as well as feedback. The more you add, the longer it will take - and the better the exercise will be.

Step 1: Enter the text into the large field first.

Step 2: Once you have the text ready, highlight one word or phrase and click **Make Gap**. This will bring up a dialog box (see below).

Step 3: Add clues and alternate correct words, if you like.

Step 4: Click Save Changes when you are finished. It will turn the gapped word red.

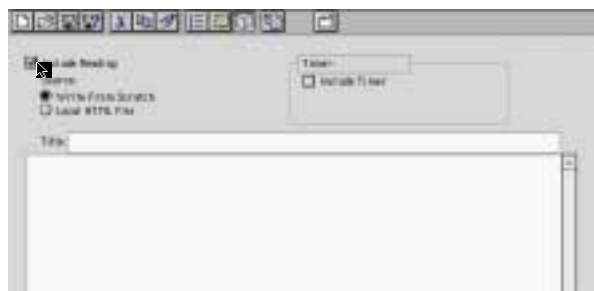
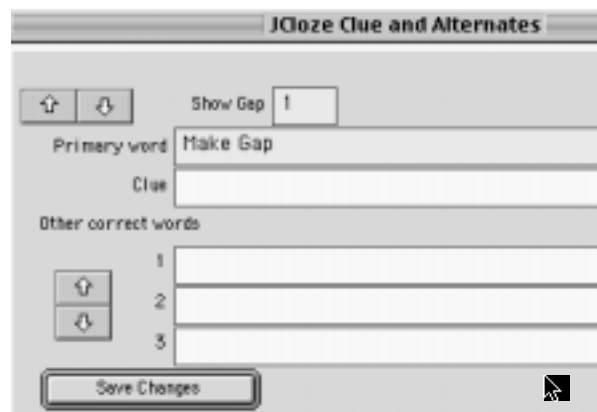
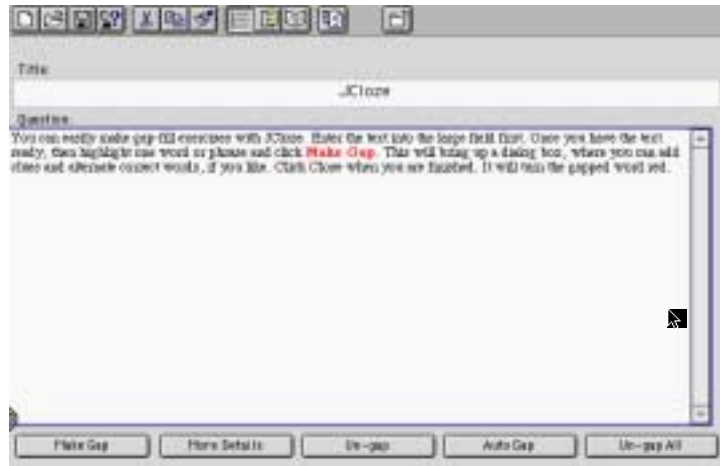
Step 5: When you have gapped all the words you want to gap, just click on the Create Exercise icon. This will create an HTML file that you can save and put online or use from a diskette. It's best if you don't put any spaces in the file name and just use lowercase. Make sure you're giving each file a different name - like oppositescross, oppositesmatch, etc.

With this exercise, you may want to add a reading. Pull down the Options menu and choose Reading. Click on Include Reading, and it will give you a box in which to add the reading. You can copy and paste in a text or type it in directly.

When you are finished, pull down Options and choose Edit Exercise or click on the Edit Exercise icon.

When it's ready, just click on the Create Exercise icon. This will create an HTML file that you can save and put online or use from a diskette. It's best if you don't put any spaces in the file name and just use lowercase. Make sure you're giving each file a different name - like oppositescross, oppositesmatch, etc.

**JBC**, the multiple choice exercise piece, is more complicated. The best first step is to select the reading, then create your questions. Once you have a reading and questions, you can click on JBC to begin to enter them. (See Hot Potatoes for Trainees for more.)



## ***Hot Potatoes: Creating interactive exercises for ELT***

By Asem Elramady

### **Introduction:**

Welcome to “Hot Potatoes,” the fastest, easiest way to create interactive exercises! We hope that you will appreciate all the new features, enhancements, and components that we have implemented in this handout!

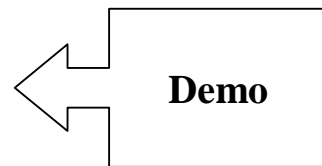
In these papers, you will find information intended to make your teaching and students’ learning experience as pleasant and productive as possible. We highly recommend that you thoroughly read this section and practice the hints regularly and familiarize yourself with all other sections and material presented in this software.

Only one section below is covered in this handout. To view more details on each section of the application, just click on the Help page to find a detailed table of contents.

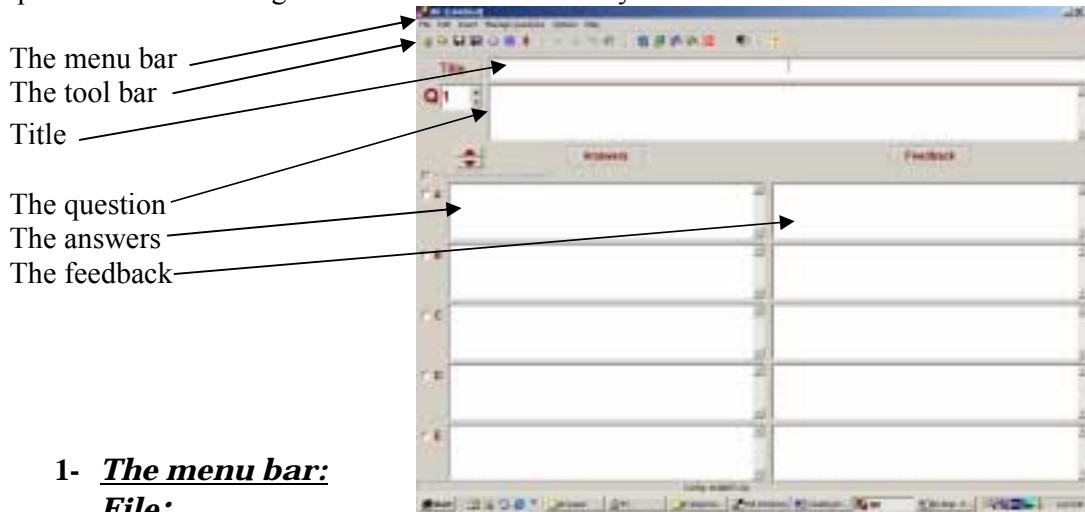
### **Shall we begin?**

To start the application click on the icon on the desktop. The window of the six parts of the program appears. Use the cursor and point to each Potato to see its usage.

1. **JBC** to create multiple-choice quiz (Teachers practice)
2. **JQuiz** to create a short-answer quiz
3. **JMix** to create a jumbled sentence exercise
4. **Jcross** to create a crossword puzzle
5. **Jmatch** to create a matching exercise
6. **Jcloze** to create a fill-in-the blanks exercise



Click on the **JBC** button to start the first application that enables you to create multiple choice quizzes. The following window will be in front of you.



### **1- The menu bar:**

#### **File:**

- (New) to open a new file.
- (Open) to open a file that has been saved before.
- (Save) to save the file with the old name.
- (Save as) to save the file with a new name.
- (Add reading text) to insert a text next to the questions (i.e. reading comprehension passage).

- (Export to Web) to save the file in the HTML format, then you can upload it to the Web.
- (Exit) to close the program.

***Edit:***

- (Undo) to undo the last step.
- (Cut) to put a text in the clipboard.
- (Paste) to put the text from the clipboard to the application.

***Insert:***

- to insert a picture or a link to a website.
- You can use (Unicode Characters) to type questions in Arabic.

***Manage questions:***

- to delete, insert, or move questions.

***Options:***

- to adjust background settings.
- add links to the home page and the next file.

**2- The tool bar**

This bar contains buttons that have the same job like the ones in the menu bar.

Now, it's time to talk about the white areas in the application:

**3- Title:**

Write a title of your exercise (e.g. Unit 1 Exercise 1)

**4- Question:**

To type your question here (ex: Where ..... you go yesterday?).

**5- The answers:**

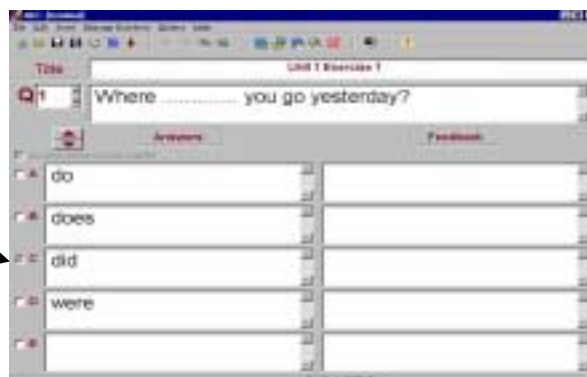
Type the possible answers in each rectangle and click on the box (A, B, C, or D) next to the correct answer.

**6- The feedback:**

Type the feedback next to each answer.

It's important to add a feedback, this will give power to your exercise.

Your screen should look like this one:



Now you can type the next question by clicking on the small arrow next to **[Q1]** to get new spaces for the second question.

Try to type 5 more questions.

Go to *Options/configure output / buttons* to add a link to the next file. In the *Next exercise URL* type the next exercise file name (e.g. **ex2.htm**) Remember to save the next file with the same name in the same directory. By clicking on *File / save as* you can save your work in the JBC format (e.g. **ex1.jbc**). Then Click on *File / Export to Web* to save the file as a HTML (i.e. ex1.htm)

**Now your file is ready to be uploaded on your website or saved on a floppy disk to give to your students.**



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## **Hot Potatoes Companion Web Sites**



February 2003

**CDIST Training Lab, Cairo, Egypt**  
**Deborah Healey, [deborah.healey@oregonstate.edu](mailto:deborah.healey@oregonstate.edu)**

Hot Potatoes is an authoring tool that helps teachers - and students - create interactive exercises that can be easily turned into web pages. Six types of exercises can be created: multiple choice, short answer, jumbled sentence, crossword, matching/ordering and gap-filling (cloze) exercises. Created by teachers at the University of Victoria, Hot Potatoes is regularly updated and can be downloaded from the website listed below. It is free for non-profit educational use, as long as those who create exercises share them freely.

### **Resources**

Hot Potatoes website

<http://web.uvic.ca/hrd/halfbaked/>

Download the latest version and read current Hot Potatoes news, as well as find links to Help and other topics

Hot Potatoes support group (at Yahoo groups)

<http://groups.yahoo.com/group/hotpotatoesusers/>

Join to share your exercises and ask questions of other Hot Potatoes users.

Tutorials in a variety of languages, including English

<http://web.uvic.ca/hrd/halfbaked/tutorials.htm>

### **Some shareware authoring programs**

MVP WordSearch (shareware) from the CELIA archives

<ftp://ftp.latrobe.edu.au/pub/CELIA/english>

Create, solve and print word-search puzzles

TexToys (shareware)

<http://www.net-shopper.co.uk/creative/education/textoys.htm>

A suite of two authoring programs, Web-Rhubarb and Web-Sequitur, by Martin Holmes. The exercises are based on the Rhubarb (whole text deletion) and Sequitur (putting text back in order) programs originally developed by John and Muriel Higgins.

Win Flash by Dick Bryant (shareware)

<http://www.kidsdomain.com/down/pc/winflash.html>

This flashcard program has "smart" multiple-choice and fill-in-the-blank capabilities.

WinQuandary by Stewart Arneil and Martin Holmes (shareware)

<http://www.halfbakedsoftware.com/quandary/>

Authoring program to make it easier to create action mazes. From the creators of Hot Potatoes. The shareware version limits the number of screens you can create.

## ***Multimedia Teaching Tips and Resources***

Teaching, learning and the impact of multimedia technologies

<http://www.educause.edu/pub/er/erm00/articles005/erm0053.pdf> .

This article looks at how multimedia presents information, how students interact both with the medium and through the medium with the teacher and other learners, and how knowledge is structured within multimedia.

Interactive Multimedia & the WWW in Education: Learning with IMM & the WWW

<http://www.soe.jcu.edu.au/subjects/conrod/ed1441/topics/topic5/topic5d.htm>

A very brief overview of issues.

Multimedia Tips: Presentation Power

<http://www.monitor.ca/monitor/issues/vol5iss2/feature5.html>

The focus is on presentation software, but the concepts apply to any use of multimedia to convey information.

### ***Extended Activities and Resources***

#### ***HyperStudio Web Companion Site***

<http://darkwing.uoregon.edu/~ielp/software/hyperstudio.htm>

Information about HyperStudio, multimedia, and authoring from Leslie Opp-Beckman

#### ***Constructing Meaning***

Have students create their own exercises to share with the rest of the class. They'll enjoy doing it and understand more, and the teacher will work a bit less.

URL: <http://oregonstate.edu/dept/eli/egypt/hotpotatoes.html> and

<http://darkwing.uoregon.edu/~ielp/software/>

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Last updated: 18 February 2003

## Software Quick Guide: Hang2000

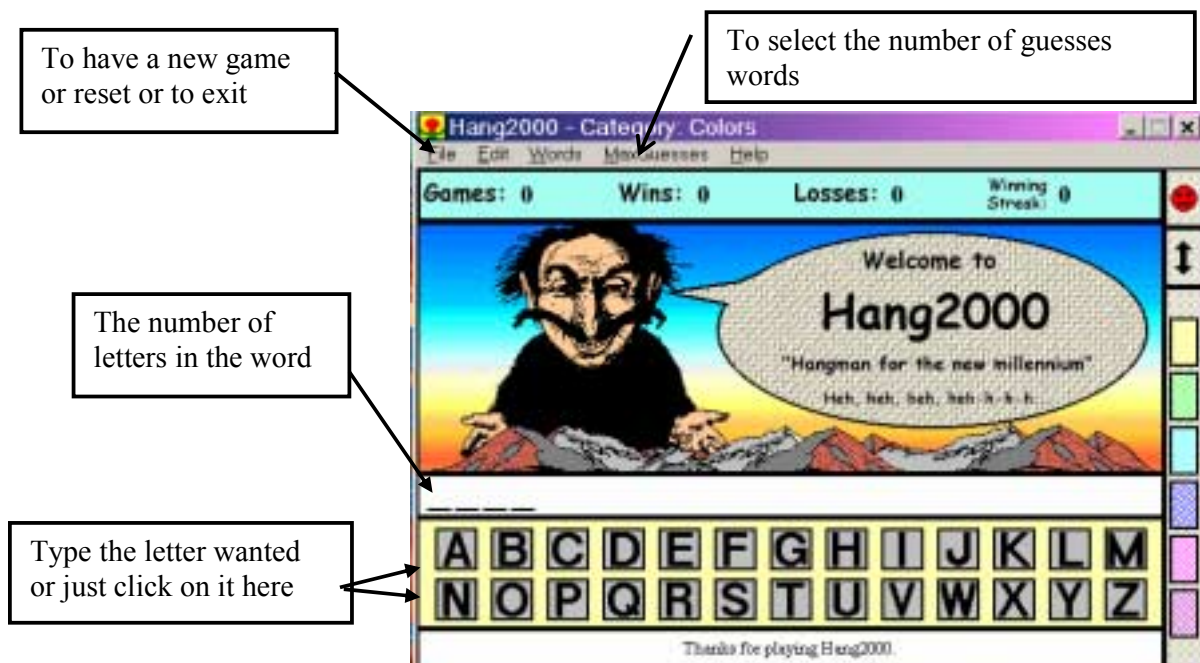
By Mohamed Hisham El-Mehallawy

### **Brief description of the program**

This is a hangman-style program that helps in recognizing known words and acquiring new vocabulary items. Students guess individual letters. Each wrong guess takes the player one step closer to losing (getting 'hanged').

### **How to operate the program**

Double-click on the "Hang2000" icon to start the program.  
The next window will appear:



### **Suggestions for using the program in class**

Divide the class into pairs or small groups.

The teacher should give examples first, then set the task.

(To guess the word according to its classification and according to the number of the letters appearing in the window.)

Assign tasks.

All the members should be engaged in the activity.

Decide the time (about **15 minutes**).

## ***Software Quick Guide: Alphabet Tree***

Adapted from the Help file

*By Asem Elramady*

### ***Brief description of the program***

The Alphabet Tree is designed to teach spelling in a fun and engaging way. The tree releases letters one at a time. Learners need to decide whether a specific letter is in a hidden word. The faster the word is guessed, the more points.

### ***Game Setup***

The Game setup window will always activate automatically when you start the Alphabet Tree. You can activate it later on by selecting Setup.

The Game Setup window gives you the opportunity to make changes to the game settings. You can change player names, select the vocabulary, switch the sound effects and music on or off and set the game length and difficulty.

### ***Number of players***

You can play a solitaire game or play against one, two, or three players.

### ***Players***

Names can have a maximum length of 12 characters. Speed tip: double click on a name and enter a new name. Entering the first letter will delete the old name.

### ***Vocabulary***

Select the vocabulary you want to use from the list. Position the mouse cursor over the list and press the left mouse button to select the vocabulary. Just a part of the list is directly visible. Use the cursor keys down and up or the scroll bar on the right to see the rest of the list. New (home made) vocabulary items will automatically be added to this list. You will find additional information on a selected vocabulary item just below the list.

### ***Crib***

You should switch Crib on if you are curious about the words you don't guess. Crib will not help you during a game.

### ***Memory support***

An important setting that you should leave switched on if you don't want to lose a game before you can blink an eye.

### ***Sound***

Switch the sound effects and background sounds on or off.

### ***Music***

Switch the music on or off.

### ***Number of words per player***

This setting determines the game length. A five-word game can take up to ten minutes per player. A thirty-word game will take an estimated forty-five minutes.

### **Difficulty**

By default this setting is set to standard. The setting Easy is ideal if you want to play without a timer.

### **The buttons**

Select Reset settings to reset all settings to their default value.

Select Cancel to close the Game setup window and ignore any chances.

Use OK to save and execute any changes. The game settings will be used in all games until you make new changes.

Select Help to activate this file.

## ***How to operate the program***

The tree carries 26 apples, one apple for each letter of the alphabet. Once a year the apples fall. The tree gets upset if the apples rot away for no good reason and loses all its leaves when this happens.

### **Goal**

You select the game you like to play, a word-game with five, ten, twenty or thirty words. You win the game by guessing all the words and preventing the tree from losing all its leaves.

It's important to **guess** the words in the shortest amount of time. You need to have a little bit of luck. Most important, however, is recognizing words fast while playing under pressure.

### **The game**

- ☐ The apples appear in the tree at the start of each new word. The first apple will fall after a short delay of five seconds. Other apples will fall at random one at a time.
- ☐ Catch an apple if you think the letter is inside the word.
- ☐ Omit an apple or wait until it hits the ground if you think the letter is not inside the word.
- ☐ The available time to make up your mind starts when the apple falls from the tree and ends when the apple hits the ground.

### **Rules of the game**

- ☐ Letters inside the word will become visible when you catch the appropriate apple. If a letter has more than one instance, all instances are shown.
- ☐ The tree will lose part of its leaves when you catch an apple with a letter that's not inside the word.
- ☐ The tree will also lose part of its leaves when you don't catch an apple while the letter is inside the word.
- ☐ Nothing happens when you don't catch an apple and the letter it carries does not exist inside the word.
- ☐ A number of bonus letters are available per game. A bonus letter shows the first letter of the word. If the letter has more than one instance, all instances are shown. Using bonus letters will cost you nothing.
- ☐ The tree loses all of its leaves after 26 mistakes. The tree will strengthen one step with every 150 points (or 250 or 500 depending on the difficulty).

**Scoring**

You receive 50 points for each apple you catch that carries a letter of the word. If the word has more instances of a letter, you receive 50 points for each instance. For example, you receive 150 points if the letter R has three instances inside a word.

You will receive 250 points for each empty spot inside the word when you guess the word. If the word you guess has three empty spots, you will receive 750 points.

**Guess a word**

Select Guess or use the Enter or Return key when you think you know the word. A cursor becomes visible on the first blank spot in the word. You only have to fill in the blanks.

**General guidelines**

Use Backspace to correct any errors in your input.

Use Esc to clear all input.

Confirm your input with Enter or Return. Your input will be checked as a result.

***Suggestion for using the program in class***

Select words from the word list that match vocabulary students are studying. Add more vocabulary items if necessary. Have students work in pairs to try to guess the words. As a follow-up, ask students to create sentences with the words they guessed.

## ***Getting started with Microsoft PowerPoint***

### ***Introduction***

PowerPoint is a versatile presentation tool. This software has an outliner to help organize your presentation to create an on-screen slide show complete with special effects.

### ***Creating a new PowerPoint show***

1. Click start, programs, Microsoft PowerPoint.
2. Choose the Auto-content Wizard to help you get started.
3. Select the type of presentation – generic, training, and selling a product are useful for the classroom. Type Next to continue.
4. Select the output type (on-screen, printed out, etc.) Type Next to continue.
5. Add your title. Type Next to continue.
6. Click Finish. Now you have a presentation that you can edit.
7. Unless you choose a blank slide, follow the instructions on the slide.

### ***Opening an existing PowerPoint show***

1. Click start, programs, Microsoft PowerPoint.
2. Pull down the File menu to Open and select the presentation to open.

### ***Editing a PowerPoint show***

1. Use the outline on the side to move quickly to the slide you want to change or Insert a new slide.
2. Type some text or select the text you have already typed.
3. Click the Format menu and select font
4. Choose font type, font style, font size and font color and click OK.
5. To change the layout, pull down the Format menu to Slide Layout and see your choices: title slide, heading plus bulleted list, heading plus picture, etc.
6. To change the design of the whole presentation, pull down the Format menu to Slide Design and select from your choices.

### ***Adding more***

1. Inserting Graphics:
  - a. Go to the insert menu; choose Picture, picture from file.
  - b. Browse until you get the picture you like and click insert. You can move the picture around on the slide. You can change the size by clicking on the picture, then pulling on one of the black dots in the corner or on the sides.
2. Making custom animation:
  - a. Go to slide show menu and choose custom animation.
  - b. Choose the effects you like.

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## **Microsoft PowerPoint: Companion Web Sites**

### **December 2002**



**CDIST Training Lab, Cairo, Egypt**  
**Leslie Opp-Beckman, [leslieob@uoregon.edu](mailto:leslieob@uoregon.edu)**

*PowerPoint* is a program in the Microsoft Office suite that creates multimedia presentations to display information in a graphical format.

#### **Microsoft Education**

<http://www.microsoft.com/education/>

#### **Microsoft Lesson Plans**

<http://www.microsoft.com/education/default.asp?ID=LessonPlans>

**or**

<http://www.microsoft.com/office/powerpoint/using/default.asp>

#### **Product Support**

<http://www.microsoft.com/office/>

#### **Microsoft Tools on the Web**

<http://office.microsoft.com/>

### **PowerPoint Teaching Tips and Resources**

#### **Animated Stories Using Microsoft PowerPoint**

<http://www.lessonplanspage.com/CILAAAnimatedStoriesUsingPowerPointIdea47.htm>

#### **Got Data?**

[http://www.create.cett.msstate.edu/create/lplans/lplan\\_details.asp?articleID=150](http://www.create.cett.msstate.edu/create/lplans/lplan_details.asp?articleID=150)

#### **Ideas for Teachers Using PowerPoint in your Classrooms**

<http://www.lite.iwarp.com/pptideas.htm>

#### **Internet Investigations: Unsolved Mysteries, Grade Levels 4-5**

<http://www.kyrene.k12.az.us/schools/brisas/sunda/mystery/Lessonplan.htm>

Using books and the Internet, student groups research an unsolved mystery or unusual occurrence. The culmination of the research is a PowerPoint slide show that highlights various theories and the group's conclusion about the mystery. The slide show is presented to the class, and the students in the audience use active listening as they view the presentations and fill out a project evaluation form.

#### **Kindergarten PowerPoint "Book" Lesson Plan**

<http://4dw.net/besteacher/ppt.html>



**Literature / Language Arts Lesson Plan**

<http://www.usd298.com/TLCF2000/2001UOP/cavallippwhales.htm>

Uses whales as a focus. What other animals or topics could be used instead?

**Mona Lisa Lesson Plan, Grade Levels 6-12**

<http://library.thinkquest.org/13681/data/learn/lesson.htm>

**Multimedia Applications on a Shoestring Budget, Grades 3-12**

<http://library.thinkquest.org/50001/PowerPt2.htm>

**PowerPoint for Creating a New Business, Secondary Grade Level**

<http://teachers.net/lessons/posts/1101.html>

**PowerPoint Tips: Picking Fonts, Illustrating Ideas**

<http://www.infocomm.org/NewsNetwork/Presenters/index.cfm?objectID=A4E53021-4655-11D6-A0F500D0B7913DE7>

**Teaching Ideas for PowerPoint Slide Shows**

<http://www.learn.k12.ct.us/julie/pptideas.htm>

**Extended Activities and Resources**

**Directory: Lesson Planet > Technology > PowerPoint**

<http://lessonplanet.teacherwebtools.com/search/Technology/Powerpoint/>

**Ideas and Examples of Customized PowerPoint Backgrounds**

<http://www.powerpointbackgrounds.com/cb-examples.htm>

**Internet4Classrooms**

[http://www.internet4classrooms.com/on-line\\_powerpoint.htm](http://www.internet4classrooms.com/on-line_powerpoint.htm)

**PowerPoint Ideas**

<http://www.oktechmasters.org/kayed/pwrpnt.htm>

## Software Quick Guide: Picbook

By Asem Elramady

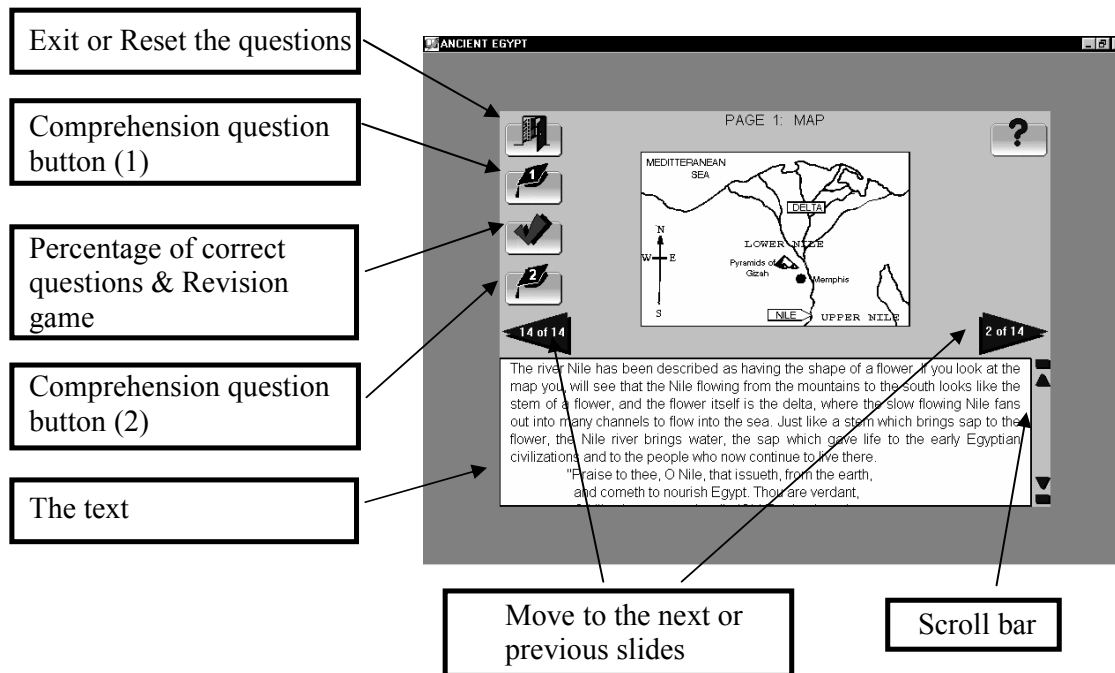
### **Brief description of the program**

This is an interactive reading program that helps in improving reading comprehension skill. Learners read the text and then answer the questions.

### **How to operate the program**

Click on Start/Programs/Picbook/Ancient Egypt.

The following screen will appear:



Move through the program by clicking on the Right or Left Arrows on the keyboard or the arrows on the screen. At the top of the slide you can see the index, where you can move quickly to any topic.

Use the scroll bar to move through the text or use the Page up & Page down keys.

Click on the (S) key to make the text bold if it's hard for you to see clearly.

### **Suggestions for using the program in class**

This program may be used as an extended activity in your class if you are studying Ancient Egypt, Ancient Greece, Ancient Rome, Australian aborigines, early man, or famous people. Also, you can create a similar activity suitable for your learners' level using Hot Potatoes (JBC) or Flash.

## Software Quick Guide: Cinderella

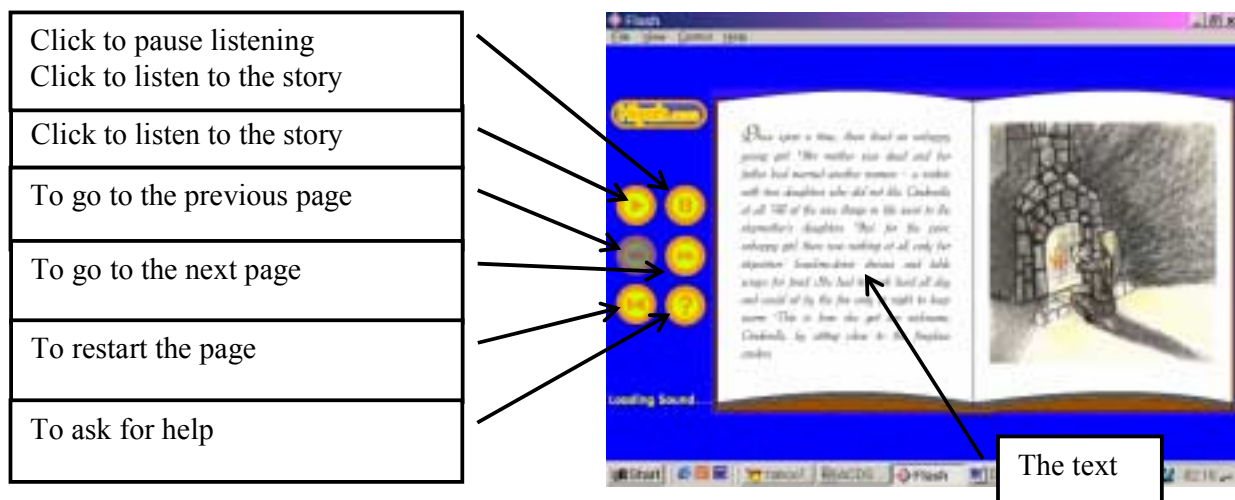
By Mohamed Hisham El-Mehallawy

### **Brief description of the program**

This is an interactive reading program that helps in improving listening and reading skills. Learners can listen to the story as they read.

### **How to operate the program**

Double click on “Cinderella” to start the program.  
The next window will appear:



### **Suggestions for using the program in class**

- Divide the class into groups with 5 students.
  - Decide the aim of the exercise, such as to listen, understand and retell (reading activity), read and extract 3 adjectives, 4 verbs, etc. (grammar activity), or write a summary or another story (writing activity).
  - Assign roles.
  - All the students should be engaged in the activity.
  - Set the time (about 15 minutes).
- written reflection followed by an oral debriefing.

## Software Quick Guide: Tarzan Conqueror of Mars

By Mohamed Hisham El-Mehallawy

### Brief description of the program

Tarzan: Conqueror of Mars is an interactive reading program that helps in improving reading comprehension skill. It provides an engaging story to encourage extended reading.

### How to operate the program

To start the program:

Step 1: Click on "Tarzan Conqueror Of Mars" from Program files and this window will appear

It introduces a new world of adventure for the greatest hero in the universe.

Step 2: Click on "More" to start reading the story.

*Notice that the "Next" icon will be active.*

Step 3: Click on "More" each time you want to go to the next page.

*Notice that the "Previous" icon will be active after the second click on "Next" or "More,"*

You can also click on "Next" to move to the next section

There are 7 sections at the bottom of the windows.

Tarzan on a new world  
Tarzan's newfound allies  
Legends of Tarzan  
The deadly valley of Bantoon  
Denizens of Mars  
Warriors of Mars  
Princess of Mars

Each section comes in two pages (two windows).

{ More }  
{ Previous }  
{ Next }



### Suggestions for using the program in class

1. Divide the class into pairs or small groups.
2. Decide the aim of the exercise, such as read, understand and retell (reading activity), read and extract 3 adjectives, 4 verbs, etc. (grammar activity), or write a summary or another story (writing activity).
3. Assign roles.  
All the students should be engaged in doing something during the activity: reading aloud, taking notes, writing down the target parts of speech, etc.
4. Set the time (about 15 minutes).

Debriefing:

Written reflection followed by an oral debriefing

## Software Quick Guide: Tarzan of the Jungle


By Mohamed Hisham El-Mehallawy

### **Brief description of the program**

Tarzan of the Jungle is an interactive reading program that helps in improving reading comprehension skill. It provides an engaging story to encourage extended reading.

### **How to operate the program**


To start the program:

Step 1: Click on “Tarzan of the Jungles” from Program files and this window will appear. It introduces a new world of adventure for the greatest hero in the universe. 

Step 2: Click on “Continue” to start reading the story.

Step 3: Click on “Next Page” each time you want to go to the next page.

**Notice that the “Page Back” will appear after the second click on “Next Page.”**

By the end of the story this window will appear, giving you four pictures and three icons. Click on any picture and read about the role of the character shown in the picture. 

Click on “Return to beginning” to restart the story.

Click on “Return to story” to go to the first page.

Click on “Quit the program” to leave.

### **Suggestions for using the program in class**

1. Divide the class into pairs or small groups.
2. Decide the aim of the exercise, such as read, understand and retell (reading activity), read and extract 3 adjectives, 4 verbs, etc. (grammar activity), or write a summary or another story (writing activity).
3. Assign roles.  
All the students should be engaged in doing something during the activity: reading aloud, taking notes, writing down the target parts of speech, etc.
4. Set the time (about 15 minutes)

Debriefing:

Written reflection followed by an oral debriefing.

## ***Software Quick Guide: KP Typing***

***By: Hala A. Eissa, Iman Kamal, Naglaa Saleh, Sonia Fahmy***

### ***Brief description of the program***

This program helps in improving typing skills. A number of modules let you practice basic typing with words, sentences, or longer text. A virtual keyboard and L-R hands highlights the key and finger that are to be used.

### ***How to operate the program***

**Step 1:** Open KP Typing.

**Step 2:** Click **Course**.

**Step 3:** Follow the written instructions. Click on the typing area to put the letters on the right place.

**Step 4:** Follow the instructions on the other items.

### ***Suggestion for using the program in class***

This software helps in improving typing skill, which is necessary in developing writing skills.

## ***Software Quick Guide: Story Maker***

***By: Hala A. Eissa, Iman Kamal, Naglaa Saleh, Sonia Fahmy***

### ***Brief description of the program***

This software helps in improving writing skills. With this program, teachers create the outlines of a story, leaving the blanks for students. Then, students get on the computer and follow the directions ("Give me an adjective," "Give me a noun," and so on). Story Maker takes their words and fills them into the story. This new version offers several new options, including a grammar help feature and better network security. There is easier registration with over a dozen new stories available in the full version.

### ***How to operate the program***

**Step 1:** Open Story Maker

**Step 2:** Click play

**Step 3:** Read the story and supply the missing.

**Step 4:** Follow the instructions with the other stories

### ***Suggestion for using the program in class***

This software helps in improving writing skills with students using word skills.

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## ***StoryMaker: Notes from the Author***

### **About StoryMaker:**

StoryMaker is a grammar teaching and practice program for students in late elementary and up. The "Stories" have blanks in them for the students to fill. However, this is done in a "blind" way where students are asked for a type of word (A Noun, Adjective, Place, Food, etc...) without seeing the context. Only after students have provided words for all the blanks do they get to see the story. Often, hilarity ensues as students read the wacky stories that result.

A tool is provided to help students and teachers write their own stories, too, for others to enjoy. Best of all is the interactive glossary feature that helps students learn the parts of speech and provides sample words for when students get "stuck".

As with all of our software, StoryMaker is completely customizable to meet the specific needs of your curriculum. Not only can teachers create stories that focus on particular parts of speech, but you can also completely customize the glossary with your own terms, definitions, and examples.

\*\*\*\*\*

### **Creating a story:**

From the first screen, click the "Create" button.

On the next screen, type in a title for your story in the box provided and begin writing the story in the box below. When you want to insert a <blank> for the students to fill, click on the corresponding button below, or click "Other" and type in the label for the blank.

When you are finished, make sure you go to File>>Save to save the story.

\*\*\*\*\*

### **Deleting/ Editing Stories**

StoryMaker saves its stories as ".rtf" files. If you use Windows Explorer to look in the StoryMkaer directory, any file with an ".rtf" extension is a story. From here, you can:

#### **To Delete a Story:**

You can delete a story by deleting the corresponding ".rtf" file.

#### **To Edit a Story:**

You can edit the story by opening it in a word processor such as "WordPad" or "Microsoft Word". If you edit the file, make sure to save it again as a "Rich Text File" (".rtf").

#### **To Rename a Story:**

You can rename a story by renaming the corresponding ".rtf" file. **\*\*\*IMPORTANT!!! IF YOU RENAME A STORY FILE, MAKE SURE YOU KEEP THE ".RTF" EXTENSION AT THE END OF IT!!!\*\*\***

### **Printing:**

Two methods for printing stories are available through StoryMaker. These can be changed on the StoryView screen under the "Print Options" menu. (The StoryView screen is the screen that comes up after all of the blanks have been filled for a story.)

The default option is "Print Direct", which will print the story directly to your default printer.

The other option is "Print through Microsoft Wordpad", which requires that you have the program wordpad.exe in the Program Files/Accessories/ folder of your hard drive. This option should only be used if the "Print Direct" method fails.



**About the Author:**

My name is Joe Tompkins, and I am a Technology Specialist for the Rockdale County School System in Conyers, Georgia. Although I am certified to teach Language Arts, computers have always been an passion of mine. I created "Gepeto Software" from my home and began writing educational software in response to needs that I saw in our schools. The teachers wanted some way to apply technology directly to what they were currently teaching. These programs allow them to do that.

\*\*\*\*\*

**Registration:**

\*This program is shareware. This means that you are free you use it for an evaluation period of 14 days free of charge. To continue using it beyond the evaluation period, please register the program with it's author.\*

The registration fee is only \$50 for a site license, which allows the program to be used on an unlimited number of computers within a single building, or \$10 for a Home or School Single-Use license. To register this program, make out a check or money order to "Joe Tompkins" and send it to

**Joe Tompkins**

130 Wintergreen Ct.  
Covington, GA 30016

Please include your name (or your school's name) and your full address (if you want to receive the registration code via postal mail) or your email address (if you want the registration code via email).

For additional information visit Gepeto Software's Web Site at  
<http://www.mindspring.com/~jtomppkins/gepeto>

or contact:

**Joe Tompkins**

[jtomppkins@mindspring.com](mailto:jtomppkins@mindspring.com)

## **Software Quick Guide: Eliza**

# Eliza

*By: Mohamed Hisham – Tarik Shukri – Anwer Gad*

### **Brief description of the program**

ELIZA is a programme which encourages role play. In this game you are asked questions. You read and type answers. The computer gives you a feedback to your answers. Eliza is a psychiatrist who wants to know your problems and find solutions to them.

### **How to operate the program**

Step 1: Double click on Eliza to start the program.

Step 2: Turn CAPS LOCK on – you need to use only CAPITAL LETTERS.

Step 3: Answer the questions. Try to type true problems.

When you are ready to end the game, type SHUT UP.

### **Suggestion for using the program in a class**

Encourage students to type in correct English and full words. See what Eliza says in response to your questions and complaints.

## Software Quick Guide: Pharaoh

# Pharaoh



By Mohamed Hisham, Tarek Shukri, Anwer Gad

### ***Brief description of the program***

In this program, you are a Pharaoh. You need to make sure that your people have enough to eat and places to live, or they will make trouble for you. This role-play is good for language learning only if the teacher assigns activities to make it useful. It is better for higher levels of language skill because there is a lot of reading.

### ***How to operate the program***

**Step 1:** Open Pharaoh Demo2 (click to enter).

**Step 2:** Click on Pharaohs Demo. In the middle at the bottom of the next window, click on the down arrow to choose the Easy or Very Easy game. To close a window, click on the lower right corner (there is a little check mark there).

**Step 3:** Create Family.

**Step 4:** Choose a name by clicking on the square. □

**Step 5:** Read the information on the screen. It will tell you what to do next. You will need to build houses, build roads, dig wells, and add other buildings to make sure there is enough food and shelter for your people.

### ***Suggestions for using the program in class***

Set up groups. State the rules for what each person will do with clear instructions. If only one person uses the program, it will be only a game, not for language learning. In each group, have a decision maker – the Pharaoh (who is not the typist), a typist, and one or two consultants (The decision maker can't be the typist because there will be no discussion.) It's good for someone to be taking notes to be typed later.

Be careful when you try to build houses. There must be roads. When you build, don't build on breeding animals. Don't build too many houses, or you will run out of money in your budget. When you build houses and people go to live in them, there must be food for them. Hunters need a storage place; people need a place to buy food.

The more you continue, the more you will be successful as a ruler of Egypt.

### **Grammar focus:**

Conditionals: Imagine you were ... or If you were ...

Language for suggestions: why don't we, let's, how about, what about, etc.

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## **Microsoft Word: Companion Web Sites**

December 2002



**CDIST Training Lab, Cairo, Egypt**  
**Leslie Opp-Beckman, [leslieob@uoregon.edu](mailto:leslieob@uoregon.edu)**

*Word* is a word processing in the Microsoft Office suite that allows you to create documents.

### ***Microsoft Education***

<http://www.microsoft.com/education/>

### ***Microsoft Lesson Plans***

<http://www.microsoft.com/education/default.asp?ID=LessonPlans>

### ***Product Support***

<http://www.microsoft.com/office/>

### ***Microsoft Tools on the Web***

<http://office.microsoft.com/>

## ***Word Teaching Tips and Resources***

### ***About Me Lesson Plan, Grade Levels 1-4***

[http://www.kent.k12.wa.us/curriculum/tech/lessons/2/about\\_me.html](http://www.kent.k12.wa.us/curriculum/tech/lessons/2/about_me.html)

### ***Create a Flyer Example Lesson Plans: Cheer a Friend!***

<http://www.lessonplanspage.com/CIWordProcessorUsage-FlyerCreation46.htm>

### ***Germany, Here We Come***

<http://www.esc20.k12.tx.us/etprojects/formats/webquests/spring2001/jay/germany/teach.html>

### ***Computer Skills Lesson Plans, Grade Levels 2-8***

[http://www.dpi.state.nc.us/Curriculum/computer.skills/lssnplns/wordproc/wp\\_toc.htm](http://www.dpi.state.nc.us/Curriculum/computer.skills/lssnplns/wordproc/wp_toc.htm)

### ***Course Syllabus, Integrating Word Processing***

<http://www.d261.k12.id.us/Technology/integration/wordonline/syllabus.htm>

### ***Electronic Literacy, Grade Levels K-12***

[http://www.mcps.k12.md.us/departments/isa/elit/el/structures\\_lp.htm](http://www.mcps.k12.md.us/departments/isa/elit/el/structures_lp.htm)

### ***How Are You Building Your Body? Lesson Plan for Grade 5***

<http://www.techined.com/lesson.htm>

### ***Integrating Technology for Inquiry***

<http://www.nteq.com/examples/Lessons/trip1.html>

### ***Internet Scavenger Hunt, Grade Levels 7-12***

<http://faculty.tamu-commerce.edu/espinoza/s/dennis-g-lp1.html>

***Introduction to Computer Literacy for Adults***

<http://literacy.kent.edu/Midwest/Materials/ndakota/complit/toc.html>

***Keyboarding and Applications,***

<http://www.angelfire.com/ks/tonyaskinner/keybrd.html>

***National Education Technology Standards Project, from ISTE***

<http://www.iste.org/standards/index.html>

***The New Lesson Plan, from From Now On -- The Educational Technology Journal***

<http://www.fno.org/apr2000/newplan.html>

***Technology Integrated Lesson Plan Archive, Grade Levels K-6***

<http://www.fayar.net/admin/technology/curriculum/lp-arc.htm>

***Technology Integration Lesson Plan, Focus: Word Processing***

<http://www.nisd.net/cmptecww/DeptWebSite/TIP/Secondary/SocStud/Smith.html>

***Using a Word Processing Program in Class, A Lesson Plan for ESL/EFL***

[http://esl.about.com/library/lessons/bl\\_wordprocess.htm](http://esl.about.com/library/lessons/bl_wordprocess.htm)

***Word Processing -- Copy, Paste, Footer, Etc., Lesson Plan***

<http://www.lessonplanspage.com/CICopyPasteFromInternetSitesToWordProcessorIdea35.htm>

***Word Quest, Lesson Plan Creation for Teachers***

[http://www.coe.unco.edu/DonnaFerguson/501/Quest\\_Word.htm](http://www.coe.unco.edu/DonnaFerguson/501/Quest_Word.htm)

***Wrestling with Science and Social Studies, A Grade 5 Lesson Plan***

[http://www.create.cett.msstate.edu/create/lplans/lplan\\_details.asp?articleID=74](http://www.create.cett.msstate.edu/create/lplans/lplan_details.asp?articleID=74)

## ***Uses of Word: Language Experience, Insert Comments, Track Changes, AutoSummarize***

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### *Language Experience Approach and Class Story*

The Language Experience Approach is often used for literacy development. It consists of using the learner's own words to create a text, which is then used as the basis for reading activities. You can do this by recording the student's words onto a tape recorder, then transcribing, or by typing in the story as the learner narrates it. With the Language Experience Approach, it is best to use the learner's own words without much editing, so that you are using only the words that the learner already knows.

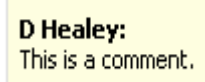
You can also create a class story for your one-computer classroom using a similar approach. To get ready, set the point size at **20** or more so that everyone can see. Set a topic for the story, then ask the learners each to contribute as sentence as you type. As you are eliciting sentences, just type so that the story can be created – the correction phase comes later.

After you have the text, you have many choices. Here are just a few:

- Use the Spell Checker to highlight words that may be misspelled and elicit the correct spelling from the group.
- Organize the paragraph: for example, move sentences around from general to specific and cluster the ideas. Put a row of transition markers such as first, second, finally, however, etc. at the top of the page. You can put them in color to highlight them. Ask students to add them to the paragraph where they are appropriate.
- Enrich the story with colorful adjectives and adverbs – put them in color to highlight them.

### ***Insert Comments***

This is good for writing comments on student essays - either by the teacher or by a peer. Students need to give the teacher their essay in electronic form. This may be as an emailed attachment or on a diskette.

A screenshot of a comment box with a yellow background and a black border. The text inside reads "D Healey:" on the first line and "This is a comment." on the second line.

Step 1: Open the essay that you will comment on.

Step 2: Find a place where you want to comment. Highlight the word(s) that will anchor your comment.

Step 3: Pull down the Insert menu and select Comment or pull down View to Toolbars and choose Reviewing - that will let you see, edit, and delete comments from the toolbar.



Step 4: Type your comment, then close the comment window.

Step 5: Check your comment by moving the mouse over the highlighted text - after a moment, the comment should pop up.

To edit or delete a comment, right-click on the highlighted word and choose Edit comment or Delete comment.

## Track Changes

Track changes is a good way to show the writing process. It also lets you compare one draft with another, by seeing where changes were made. Inserted text is colored and underlined; deleted text is marked with strikeouts. A line will show up in the margin everywhere there has been a change.

Step 1: Open the essay.

Step 2: Pull down the Tools menu to Track Changes, and choose Highlight Changes.

Step 3: Click on the Track Changes While Editing box.

Alternative method: If you pull down View to Toolbars and

choose the Reviewing menu, it will give you a menu where you can click to turn Track Changes on or off.



Now when you add or delete, you will see those changes marked. Additions are in color.

You can ask students to do this, then either print their work to show the changes or give you the electronic version.

To accept or reject the changes:

Right-click on a change, then select Accept Change or Reject Change.

## AutoSummarize

AutoSummarize is a tool teachers should know about, since your students probably do. It creates an automatic summary of a document.

Step 1: Open the document that you want to summarize.

Step 2: Pull down Tools and select AutoSummarize

You'll see options to show the summary within the document ("highlight key points"), put the summary at the head of the document, create a separate document with the summary, or hide the document except for the summary.

Step 3a: To show students about summarizing in a one-computer class, it's helpful to choose "highlight key points" and go through them, having students decide whether they would have made the same choice as the computer did.

Step 3b: If you create a separate document, it's easier to compare the two print documents in a small group or individual setting.

Step 4: Have students improve the summary by making sure key ideas are actually included and then paraphrasing the sentences.

