

# UC Berkeley

## The CATESOL Journal

### **Title**

Abstracts

### **Permalink**

<https://escholarship.org/uc/item/1sk4r3s5>

### **Journal**

The CATESOL Journal, 15(1)

### **ISSN**

1535-0517

### **Publication Date**

2003

### **DOI**

10.5070/B5.36381

### **Copyright Information**

This work is made available under the terms of a Creative Commons Attribution License, available at

<https://creativecommons.org/licenses/by/4.0/>



**Editors' Note**..... 5  
*Mark Roberge and Kate Kinsella*

**PLENARY ADDRESS**

**CATESOL Yesterday and Today**  
**—Tomorrow Is Left to Younger Hands**.....7  
*Robert Kaplan*

**THEME ARTICLES:**  
**TECHNOLOGY AND LANGUAGE TEACHING**

**Introduction to the Theme Section**..... 19  
*Elizabeth Hanson-Smith*

**A Brief History of CALL Theory**.....21  
*Elizabeth Hanson-Smith*

During the past 10 years, computer-using teachers have applied ingenuity and creativity in using devices and software made for nonpedagogical applications, often by nonteachers. During this compressed time period, the history of CALL pedagogy has replicated the 50-year history of development in TESOL theory and practice. Technology-using teachers today are leading the way in innovative teaching ideas, the exploration of culture and language, the inclusion of special needs learners, the promotion of student autonomy, and anywhere-anytime learning. This brief history of CALL theory also includes an indication of possible future trends and issues.

**Attitudes and Opinions About Computers and Computer Games,**  
**Inside and Outside the Classroom**..... 31  
*Antonella Cortese*

This article reports on a pilot study investigating the attitudes of elementary school students toward computers on a personal (pleasure) and academic (school-related) level. A Computer Use and Attitude Survey was administered to 25 boys and 24 girls attending an after-school program in different communities. (Pseudonyms have been used by the researcher for parents, students, and for place names.) Results illustrate that elementary school students, and girls in particular, have a positive attitude toward computers.

**Student Perceptions of Classroom Technology..... 43**

*Maggie Sokolik*

A generational difference between instructors and students exists with respect to technology. While instructors focus on curricular and learning issues, the current generation of students, in general, has never known a world in which the Internet and computer technology do not dominate information gathering and understanding. Students have grown to expect that computer technology will be part of a system of learning. This paper presents the results of a questionnaire in which 11 students in a university writing class were asked about their perceptions of technology use, the difficulties and benefits, and the ways in which their learning might be enhanced by better uses of technology.

**Technology and the Teaching of Oral Skills..... 51**

*Marsha Chan*

This article is a personal statement of the ways in which technology has affected the author's teaching of oral communication skills. Both low-tech and high-tech means are presented. She begins with the use of simple household devices as visual and kinesthetic aids, describes how readily audiotape and videotape can be used for receptive and productive skills development, and outlines how comprehensively an interactive language lab can contribute to oral skills development. She explores the benefits of accessing sound files on CD-ROM, in presentation software, and on Web pages. She introduces the telephone and voice mail for oral practice and illustrates the advantages of using voiced email for oral development and assessment. The author concludes with a description of the ways technology has affected her teaching overall. She lists the downsides of using technology and closes with the opportunities that technology has brought her students.

**Electronic Discussion Forums and English Learners.....57**

*Mary Jewell*

This article describes the benefits of using asynchronous computer-mediated communication (CMC), specifically discussion forums, with second language learners. Students have been shown to contribute more, and at a higher level of linguistic complexity, to CMC discussions than in face-to-face situations. Further, participation is more equitable among students, and less instructor-controlled, in this type of discourse than in a normal classroom setting. The asynchronous nature of the discussion forum allows users to read the postings without the pressure to respond immediately and provides a transcript of the conversation for conference or evaluation purposes. The article also discusses the author's use of a CMC discussion forum in her high school English as a Second Language class. Student postings and reflections are included. A list of free educational Internet forums is also provided.

**CATESOL EXCHANGES**

**Playfulness in Writing: A New Way to Reach Reluctant**

**Novice Elementary School Writers.....65**

*Ellen Lipp*

**Teaching Literature to ESL Students Using Task-Based Learning..... 79**

*Natasha Azarian*

<b>Applying Second Language Research Results in the Design of More Effective ESL Discussion Activities.....</b>	<b>101</b>
<i>Keith Folse</i>	
<b>Of Cows, and Cowards, and Content-Based Instruction: The Six Ts Approach to Literature.....</b>	<b>113</b>
<i>Natalie Hess</i>	
<b>Plagiarism as a Cross-Cultural Phenomenon.....</b>	<b>127</b>
<i>Karen Russikoff, Liliane Fucaloro, and Dalia Salkauskiene</i>	
<b>Making Linguistics Relevant: A Service-Learning Experience.....</b>	<b>143</b>
<i>Ellen Johnson and Christina G. Bucher</i>	
<b>Developing Cross-Cultural Awareness in Intercultural Communication Classes Through an Analysis of Cultural Bumps.....</b>	<b>161</b>
<i>Swathi Vanniarajan</i>	
<b>A Broader View of Culture in TESOL: A Response to Frazier’s “The Trouble With Cultural Oversensitivity”.....</b>	<b>175</b>
<i>Linda Buckley</i>	
<b>REVIEWS</b>	
<b><i>Treatment of Error in Second Language Student Writing</i>.....</b>	<b>183</b>
<b>by Dana Ferris</b>	
<i>Reviewed by David Johnson</i>	
<b><i>Text and Thought: An Integrated Approach to College Reading and Writing (2nd ed.)</i>.....</b>	<b>184</b>
<b>by Lanny Lester and Judith Resnick</b>	
<i>Reviewed by Peony Liu</i>	
<b><i>Vocabulary in Language Teaching</i>.....</b>	<b>186</b>
<b>by Norbert Schmitt</b>	
<i>Reviewed by Chiharu Ikenouchi</i>	
<b><i>Reviewing Basic Grammar: A Guide to Writing Sentences and Paragraphs (5th ed.)</i>.....</b>	<b>187</b>
<b>by Mary Laine Yarber and Robert E. Yarber</b>	
<i>Reviewed by Joe Reinsvold</i>	
<b><i>The CBET Handbook for the Oxford Picture Dictionaries</i>.....</b>	<b>188</b>
<b>by James Adelson-Goldstein and Norma Shapiro</b>	
<i>Reviewed by Carmen Waszak</i>	
<b>Erratum.....</b>	<b>191</b>
<b>Guidelines for Submission.....</b>	<b>197</b>