



# TESOL NEWSLETTER CALL-IS



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Teachers of English to Speakers of Other Languages

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## From the Editor...

Once again the first issue of the year is arriving at a late date. I apologize for the tardiness, and offer up two reasons.

The first is a joyful one in my eyes; the birth of my son Joseph, on August 1. As can be imagined, I was quite distracted for much of July, August and part of September, and thus finished the layout at the end of September.

The second reason is an unfortunate one; it has become increasingly more difficult to get material to publish. I am sure many of you are doing exciting things with technology in your teaching. Others probably have some interesting ideas and/or questions. We would all benefit from some sharing, so I am asking that all of our readers consider contributing something this year.

Sending in material for consideration is simple... First, decide which editor you should forward your work to (see page 6). Then check that you've followed the necessary guidelines: less than 300 words, typed single-spaced, or on a disk in a text format. Finally, mail it off!

The more entries, the better the future newsletters will be. Thank you for your cooperation...Linda Foley-Vinay

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## From the Chair: Susan Y. Dever

It seems like we were all just in Long Beach appreciating the sunny warm days and the flowers in bloom. Looking out from the exit closest to the CALL-IS Computer Room, we were faced with a 2-story tall mural of whales in the deep. Looking out the doors closest to TESOL registration, we looked across the bay, past the Queen Mary (now a hotel where many of the TESOL'ers stayed for the conference) to the Long Beach/Los Angeles harbor and the Pacific Ocean. It must have been a magic time, since the weather here in Southern California has rarely been that nice since the conference.

TESOL '95 was an exciting and busy time for for all of us. As always, it was an opportunity to meet new colleagues and catch up on the latest with old friends. But also, there were almost 120 CALL-related presentations on the schedule ranging from introducing the nuts and bolts of using language learning and applications software in the classroom to exploring the many opportunities offered through the Internet. From reviewing the latest CALL products available to researching theoretical and practical models of language learning via computers and multimedia. From exploring present and future technologies in ESL to putting what we're doing today in the context of the development of computer assisted language learning over the past 10 years.

Our CALL-IS Computer Room was again an outstanding draw to conference goers - this year probably breaking all records by logging over 1800 visitors in one day in spite of the fact that the CR was located out in the "south 40" a lo-o-ong walk from the main conference areas, and requiring a map and the assistance of LB Conference Center Staff to find! Thank you, Carolyn Heacock, for your extraordinary efforts in setting up the CR and keeping it organized and running smoothly. Special recognition needs to go to Robert Wachman for his efforts in pulling together the equipment specifications for the equipment we used in the Computer Room, soliciting bids, and saving TESOL lots of money! And, as always, thanks to the Steering Committee members and all the many others who contributed dozens of hours in setting up the hardware, installing the software, keeping everything operational, and consulting with visitors. A special thanks to Ron Long and others of the CR helpers for posting signs and more signs and, perhaps even, leaving a trail of peas (memory chips?) so that attendees could find us.

It seems clear that TESOL conference attendees recognize the unusual opportunity that the CALL-IS Computer Room offers. An opportunity to explore hands-on the many types of software available for language learning. An opportunity to talk to colleagues experienced in the use of CALL in the classroom. An opportunity ..(cont. on pg. 2)



(Where TESLXXXXX is the name of the branch that you want to join)

Example:

SUB TESLCA-L Boris Yeltsin

TESL-L BRANCHES:

- TESLCA-L (Computer-Assisted Language Learning)
- TESLFF-L (Fluency-first and Whole Language Approaches)
- TESLIE-L (Intensive English Programs Teaching and Administration)
- TESLJB-L (Jobs and Employment Issues)
- TESLMW-L (Materials Writers and Materials Writing)
- TESLIT-L (Literacy and Adult Ed)
- TESP-L (English for Specific Purposes)

If you would like to belong and participate in a branch, and then find that you would rather read TESL-L mail via NETNEWS or GOPHER, you can set yourself to nomail on TESL-L and \*still\* belong to a branch and receive its mail. Also to temporarily stop mail, send message - Set Tesl-l nomail. To renew, - set Tesl-l mail

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 TESL-L Management  
 eslcc@cunyvm.cuny.edu  
 TEACHERS OF ENGLISH AS A  
 SECOND LANGUAGE  
 ELECTRONIC LIST  
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(This information was originally posted on the internet).

## Book Reviews...Edited by Daniel Minor, Kyushu Tokai University

Tuman, Myron C. 1992. Word Perfect: Literacy in the computer age. Pittsburgh: U. of Pittsburgh Press.  
 Reviewed by Vance Stevens, Courseware Publishing Int.

Although the title of this book mimics the name of a leading word processor, this book is not about word processing. Rather, it examines the impact, in a world emerging from an era of print literacy, of computer-based technologies on our concept of literacy. It extrapolates to a world in which networked writers and readers commonly have access to not only text, but to sound, video, and graphics drawn from databases hyper-linked throughout the "docuverse". It tries to gauge the impact on literacy of reading via hypertext and of writing when authors are anonymous, when the purpose of reading and writing is essentially instrumental, when attention spans are short and zapping is second nature, and when users of these technologies have grown distant from the disciplined thinking inherent to print literacy, which Tuman suggests has "exhausted itself" despite its appeal to classicists steeped in its vicissitudes.

Tuman has organized a substantial body of information around a **central thesis** accessible to readers whose literacy depends on plowing **idea by idea** through such material in search of higher truth. One **contemplates, on reading this**, how handy it would be to have hyper-access, **say, to the original texts** which are referred to constantly. Our respect for **Tuman's work lies in our appreciation** of his efforts in reading, assimilating, and collating **these wide-ranging materials**, and then selecting from them and cogently **guiding us through** the result in 138 pages. Selection and guidance thus constitute **the author's main** contribution to our edification, which is the **advantage of print over** unguided hypermedia.

Ironically, this book could not have been created without a strong commitment on the part of its publishers and its author to the ongoing success of print literacy. The irony of this book is that Tuman the author shows himself to be an articulate guide who has mastered and, in publishing, exploited the literacy he castigates. It would be interesting to see how his work performed as hypermedia; meanwhile, print-literates will thoroughly enjoy this author-guided version.

### VANCE STEVENS

- Courseware Publishing International
- 20380 Town Centre Lane, Suite 169
- Cupertino CA 95014, USA
- Tel: (408)-446-4590 - fax: (408)-446-4588

