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 teach-
ing 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.) Re-
results illustrate that elementary school students, and girls in particular, have a posi-
tive attitude toward computers.
Student Perceptions of Classroom Technology

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

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

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

Ellen Lipp

Teaching Literature to ESL Students Using Task-Based Learning

Natasha Azarian
Applying Second Language Research Results in the Design of More Effective ESL Discussion Activities.................................................................101
Keith Folse

Of Cows, and Cowards, and Content-Based Instruction: The Six Ts Approach to Literature....................................................................................113
Natalie Hess

Plagiarism as a Cross-Cultural Phenomenon.......................................................................................................................127
Karen Russikoff, Liliane Fucaloro, and Dalia Salkauskiene

Making Linguistics Relevant: A Service-Learning Experience..............................................................143
Ellen Johnson and Christina G. Bucher

Developing Cross-Cultural Awareness in Intercultural Communication Classes Through an Analysis of Cultural Bumps........................................161
Swathi Vanniarajan

A Broader View of Culture in TESOL: A Response to Frazier’s “The Trouble With Cultural Oversensitivity”..........................................................175
Linda Buckley

REVIEWS

Treatment of Error in Second Language Student Writing..........................................................183
by Dana Ferris
Reviewed by David Johnson

Text and Thought: An Integrated Approach to College Reading and Writing (2nd ed.)........................................................184
by Lanny Lester and Judith Resnick
Reviewed by Peony Liu

Vocabulary in Language Teaching..................................................................................186
by Norbert Schmitt
Reviewed by Chiharu Ikenouchi

Reviewing Basic Grammar: A Guide to Writing Sentences and Paragraphs (5th ed.)........................................................187
by Mary Laine Yarber and Robert E. Yarber
Reviewed by Joe Reinsvold

The CBET Handbook for the Oxford Picture Dictionaries..........................................................188
by James Adelson-Goldstein and Norma Shapiro
Reviewed by Carmen Wąszak

Erratum..........................................................................................................................191

Guidelines for Submission..........................................................................................197