Words on the Web: The Importance of an On-Line Multiple Format Approach to Vocabulary Acquisition

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When discussing the use of technology with foreign language instructors who do not use Internet technologies in their teaching, two questions are often asked – "why" and "how".. Some are not certain *why* the web should be used at all. Others are interested in taking advantage of the Internet, but have not had the time or funds to learn *how*.. What follows is an attempt to answer both questions, by proposing a multiple format approach to vocabulary acquisition that is ideal for an on-line environment, and by providing step-by-step instructions for creating the web pages. The article begins with a brief overview of research in second language vocabulary acquisition that suggests three ways to present vocabulary: contextually, grammatically/alphabetically and thematically. The advantages of placing these formats on the web are discussed in the next section, which also includes instructions showing how teachers with no previous web design experience can quickly and easily transform the formats into web pages and add simple yet effective features such as links and images. These instructions are for *Microsoft Word* or *Corel WordPerfect*, word processing programs with which most instructors are already familiar. For instructors with some experience in creating web pages, more elaborate web features that can further enhance vocabulary learning are also mentioned.

Multiple formats:

Many teachers encourage the use of "top-down" vocabulary learning strategies where, as is the case for most lexical knowledge acquired in one's mother tongue, surrounding words and ideas with which the person is familiar can help clarify a confusing term or concept (Bernhardt, 1991, p. 176). This has led to presenting vocabulary "contextually", in the form of reading passages or written dialogues (such as the example in Appendix I) which in some cases has proven quite effective (see Huckin, Haynes & Coady, 1993). Yet this is not the case for all learners. Research shows, for instance, that good

readers actually depend less on context to acquire vocabulary, in part because their more developed lexicon leads to greater semantic certainty (Urquhart & Weir, 1998, p. 42). For other learners, especially beginners, context can be misleading and the lack of precise information in many "authentic" texts can lead to erroneous assumptions concerning meaning (Singleton, 2002, p. 193; Folse, 2004, p. 77). In other cases, when context is too clear or too familiar, some students who comprehend the gist of a passage simply do not attempt to understand the word or expression in question. This does not mean that a contextually-based presentation of vocabulary cannot be effective, but it is clearly not always the best solution for all students.[i]

Another approach is to provide students with lists of isolated individual words and word forms. This is in keeping with the "bottom-up" theory of reading which posits that learners focus first on letters and words before attending to meaning at the sentence or paragraph level and beyond.. Presenting words organized according to form (prefixes, suffixes, verbs, nouns etc), as old fashioned as it may seem, is supported by research demonstrating how some L2 learners tend to focus on graphemic features and "non-contextual word analysis" (Haynes, 1993; Nation, 2001, p. 263; see also Folse, 2004, p. 39). It is also the result of practical considerations so that students may receive relatively rapid initial exposure to appropriate vocabulary in preparation for activities that will demand they put their new knowledge into practice. In addition, it responds to the learning strategies of those students who are - and they still exist - rote learners, preferring to memorize lists, especially as a way to review lexical knowledge. One format that would correspond to such a learning strategy would be grammatical. An example is provided in Appendix II, with the added characteristic of alphabetical ordering as a convenient yet non-contextual means of organizing the vocabulary. This also has the advantage of grouping terms with similar prefixes (and, when articles are used, gender).

In many cases, of course, students use an "interactive" approach that depends on multiple strategies - "bottom-up" in some cases, "top-down" in others (Rumelhart, 1977; Barnett, 1989; Huckin, Haynes & Coady, 1993). One format that responds to this combined approach is semantic or thematic groupings where related words and expressions are presented together. Limited context is created by virtue of the thematic or semantic categories or subcategories, but vocabulary is still more isolated (and thus, for some, easier to retain) than in a complete dialogue or text (see Appendix III). This format also helps promote what Singleton calls "a natural part of the process of acquiring vocabulary" (Singleton, 2002, p. 192). Students may rec-

ognize at least some of the semantically similar words found together, and then "make links between new words they encounter in their target language and words they already know." Another type of interactive approach supported by research (Nation, 2001, p. 238) involves encouraging students to study more than one format. For instance, they could consult one version, such as a contextualized format, for initial exposure, then review with another, such as the decontextualized grammatical list.

Research thus suggests that several different formats be made available to students. While teachers often present vocabulary differently for different activities, it is rare that two or three versions of the same glossary be provided for the same activity. Yet multiple format vocabulary units in the form of web pages are surprisingly simple to create, and offer advantages for both students and instructors.

On the Web:

One could attempt to assemble a collection of multiple-format vocabulary units in print form. But as the collection grows, it would become increasingly impractical to print and distribute large numbers of pages each semester. It could also be unnecessary (and costly) for students whose learning strategies are best served by only one or two of the formats. Furthermore, on-line versions ensure that students will always have access to, and will never lose, the vocabulary materials. Instructors will also appreciate the ease with which additions and modifications can be made without having to photocopy and redistribute new lists. Perhaps more importantly, there are several simple web features which can be added to Internet-based materials that enhance learning. External links, for example, can give students immediate access to important Internet resources such as on-line L2-L2 and L2-L1 dictionaries (a brief list is given in Appendix IV). Internal links, where each format contains links to the other two, allow for rapid navigation between the different versions. This is an important consideration when attempting to accommodate the diverse learning strategies used by our students as it provides them with immediate access to the format or formats that best meet their needs. Other useful means of promoting vocabulary acquisition are mentioned below, including images which, as we shall see, even teachers with no previous experience in web design can quickly add to their vocabulary units.

The three formats described in this article have been used for over six years in an intermediate level university French class. The examples in Appendices I, II and III are used simultaneously with a variety of activities relating to "the movies." These have included not only reading exercises, but also discussions about students' own experiences, improvised role-playing, listening comprehension,

compositions, and structured questions and answers. For each activity, vocabulary is presented ahead of time and/or reviewed afterwards using all three formats. Since the three versions contain the same vocabulary, students are free to select the one that best corresponds to their learning style.

Based on anonymous student evaluations of this approach, many choose to first study the thematic format because it contains more context than the grammatical/alphabetical version yet is "faster to read" than the contextual passage. Perhaps not surprisingly, some students, most notably those with a strong interest in theater, often opt to first work with contextual dialogues. In most cases, students have written that they review with the two remaining formats, especially the grammatical/alphabetical pages. Interestingly, a number of more scientifically oriented students have used solely the grammatical/alphabetical versions for both initial study and review. As expected, no single format has been preferred by all students but all formats are used by at least some, demonstrating the significant advantage of offering a selection of three for each activity.

While most instructors may currently have only one version of a glossary they already use with students for a particular activity, it is worth noting that new formats can often be made in little time. Creating a thematic or grammatical unit from key vocabulary in a reading passage involves little more than cutting and pasting, or retyping, words and expressions into a new document. A list in alphabetical order can be quickly made using the sorting option in *Word* or *WordPerfect*.. (Detailed sorting instructions are provided in note 2.[ii]) For lists that include definite and indefinite articles, the sorting function also greatly facilitates the organization of grammatical formats by automatically grouping all nouns. Given that the creation of a contextual unit may require more substantial effort, instructors who do not already have appropriate texts may wish to focus first on the other two formats. This said, readers should keep in mind that contextual glossaries can serve not only as preparation or review for other activities, but as activities themselves - such as reading comprehension or, in the case of dialogues, scripts for role-playing.

What follows is a step by step explanation of how to create web-based versions of the three formats mentioned above using *Microsoft Word* or *Corel WordPerfect.*

1) Converting a current document into a web page[iii].
(Time needed to complete: 1 minute!)
   WORD-
   (Instructions for Word on Macs will be provided separately when necessary.)
   (Users of Corel WordPerfect see below.)
      a. Open the document in *Word.*
      b. Go to File and choose "Save as Web Page..." (or, for older versions of *Word,* "Save As...")
      c. Name your file. [Mac: CAREFUL- do not delete the .htm extension in the file name.]
      d. Next to "Save as type:" [Mac: "Format"] select "Web Page (*.htm, *.html)" if necessary.
      e. Select (or create) the folder in which you will save all your web pages.
      f. If necessary, add or change the title that will appear at the top of the browser window when students view your web page by clicking on Change Title, typing the new title and clicking on OK. [Mac: Select "Web Options", then "Web page title", change title and click OK.]
      g. Click Save.

   WORDPERFECT-
      a. Open the document in *WordPerfect.*
      b. Go to File and choose Publish to HTML.
      c. Name your file.
      d. Click on the small rectangular document icon at the end of the "HTML File Name" text box.
      e. Select (or create) the folder in which you will save all your web pages., then click Open.
      f. Click Publish.
      g. If necessary, add or change the title that will appear at the top of the browser window when students view your web page by going to the File menu, selecting Properties, the Summary tab, and typing a new title next to "Descriptive name:". Click OK.

Word and *WordPerfect* also provide an option to include links, which can further enhance the glossaries. While more advanced features such as links that call up definitions in a separate window are mentioned later in this article, two types of links can be easily added by any instructor: links to on-line dictionaries, and links that allow easy navigation among the different formats.

2) **Adding links to external sites** (on-line dictionaries).
(5 minutes)
There are a variety of useful resources for on-line vocabulary materials, a number of which are included in Appendix IV. If possible, it is helpful to include links to at least two dictionaries, such as one L2-L2 and one L2-L1.[iv] This gives students a choice, and increases the chances that at least one dictionary will be available when students are on-line.[v]

a. Open your glossary (in *Word* or *WordPerfect*).
b. Type the names of each dictionary near the top of the page, perhaps just under the title of the glossary.
c. Highlight the dictionary name (in the examples, "Le Trésor de la Langue Française informatisé").
d. Open the link properties window as explained below:
    WORD-
        Go to the Insert menu and choose "Hyperlink". Make sure the box "Existing File or Web Page" on the left is highlighted.
    WORDPERFECT-
        Go to the Tools menu and choose "Hyperlink".
e. Add the URL (web address)
    In the text box for your "Address" in *Word* (Mac: "Link to"), or next to "Document/Macro:" in *WordPerfect*, you should type the complete dictionary URL (in this case: "http://atilf.atilf.fr/tlf.htm")
f. Next, you should add a setting that will make the link open in a new window (so the vocabulary window does not disappear when students click to access the dictionary). To do so:
    WORD-
        Click on "Target Frame" and choose "New Window" from the drop down menu. (Mac: This option is not available in all Mac versions of Word. For a workaround, see note 6.[vi])
    WORDPERFECT-
        In the text box after "Target Frame", type "newWindow".
g. Click OK to create your link.
h. Repeat steps c through g, this time highlighting the second dictionary (here: "WordReference.com") and using the URL (here: "http://fr.wordreference.com/fr/").

3) Linking the three formats together. (15 minutes)
In order to facilitate navigation among all the formats, it is helpful to include links to each version on every page. This also allows the instructor to direct students to only one format knowing that they will be able to easily access the others if they choose. In addition, it encourages students to use more than one format.

This step assumes you have already made three formats and saved them all in the same folder on your computer. If not, you should do so now before continuing.

    a. Open one of your vocabulary formats (in *Word* or *WordPerfect*).

    b. If you have not already done so, add the name of the format near the top of the page - perhaps just below the title ("LE CINEMA" in the examples) but above the two dictionary links.

    c. Type the names of all three formats, perhaps under the two dictionary links and after the word "formats:". For the three formats discussed here, "thématique", "grammatical/alphabétique" and "en contexte" have been chosen.

    So far, the top of your document might look like this:

LE CINEMA
thématique
WordReference.com   Le Trésor de la Langue Française informatisé

formats: thématique grammatical/alphabétique en contexte

    d. In the "formats:" line with all three formats, highlight that of the page to which you would like to make a link, such as "en contexte".

    e. Open the link properties window as explained below:
        WORD-
            Go to the Insert menu and choose "Hyperlink".
            Make sure the box "Existing File or Web Page" on the left is highlighted. (Mac: click on the Document tab.)
        WORDPERFECT-
            Go to the Tools menu and choose "Hyperlink".

    f. Add the URL (web address):

WORD-

    i. While still in the Insert Hyperlink window, make certain that the box "Current folder" is highlighted. (Mac: Having clicked on the Document tab in the Insert Hyperlink window, click on the "Select..." button.)

    ii. Look in the various folders on your computer until you find the one with your three vocabulary pages.

   iii. Select the "en contexte" page and click OK

WORDPERFECT-

    i. Click on the small rectangular document icon to the right of the first text box (just before the "Browse Web" button).

    ii. Look in the various folders on your computer until you find the one with your three vocabulary pages.

    iii. Select the "en contexte" page and click OK

Note: Unlike the links for the two dictionaries, here you need not add a setting to make each page open in a new browser window because students generally only need to work with one format at a time.

    g. Click OK to create your link.

    h. Repeat steps d through g for the remaining link, in this case "grammatical/alphabétique".

Note: when you transfer your glossary web pages to the Internet, you must be certain that they are all in the same folder (or directory) as they are on your computer. [vii]

This above steps should take little more than five minutes to complete per web page, and might, for instance, look like this:
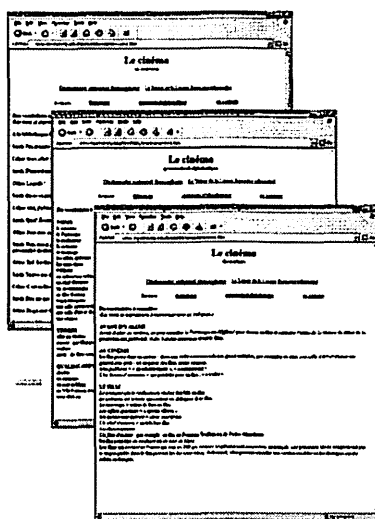
4) Editing a web page. (Time varies)
Once you have created web pages for a vocabulary unit, it is very easy to edit and modify them.

> a. Open *Word* or *WordPerfect*, go to File, Open File and open the web page.
> (Do not click directly on the web page, or your browser will open.)
> b. Modify the page as you would any text document.
> You may also change or add more links as outlined in parts 2 and 3 above.
> (Mac: Mac users may need to refer to note 6.)
> c. Save your modified version:
> > **WORD-**
> > > i. Go to the File menu and select Save.

NOTE: When saving a document that is already a web page, *Word* will automatically set the document type as "Web Page", and propose the same file name and location as the page you are editing.

> > > ii. If you wish to change the file name or location, select Save As.
> > **WORDPERFECT-**
> > > i. Each time you save a web page, you must select Publish to HTML (not Save).
> > > ii. Whether you wish to save the web page using the same or a new name, you must in both cases type the name and, if necessary, select the file location as explained in Step 1e for WordPerfect.

Following the instructions above, any teacher can thus easily create on-line versions of multiple format vocabulary units. These basic web pages can facilitate the organization, distribution and modification of glossaries. They can also promote vocabulary acquisition by providing students with multiple formats that are well-suited to their diverse learning strategies as well as direct access to useful on-line dictionaries.

There are of course many other web features that hold great potential for on-line glossaries. The use of audio, a recording of the contextual format for example, could help students learn proper pronunciation and intonation. It could also contribute to vocabulary acquisition for those learners who benefit from hearing rather than only reading texts. Video helps place vocabulary in context both aurally and visually. It can build on the advantages of audio by showing students physical aspects of communication (gestures, facial expressions etc.) as well as highlighting culturally salient elements of, for instance, the setting where a particular speech act might take place. Some studies have even shown that video (with text) definitions are retained better than those consisting of still images (with text) or only text (Al-Seghayer, 2001; see also Omaggio-Hadley, 2001).

Yet another web feature that can be applied to vocabulary instruction is the use of forms. In a more advanced version of the multiple format pages presented above, for example, students have the option of calling up a small pop-up box (a layer) inside which is a form where they can type only the words they wish to study, add their email address, click and immediately send themselves a personalized list to review at a later date. A similar technique is used to allow students to see a definition when they place their mouse over a term:
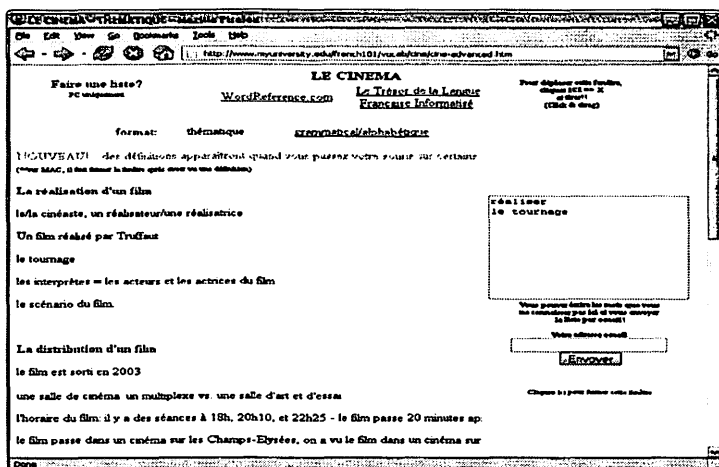
Another use of forms has been proposed by Nagata (1999), who has demonstrated the effectiveness of providing students with multiple choice definitions that give automatic feedback in the event that the student makes an incorrect choice. This could be an interesting technique to apply to the contextual version: by clicking on the desired term, students would see a small pop-up window with a choice of two or three words and definitions. For each incorrect choice, an explanation would appear that could make direct reference to the context of the passage.[viii] While preparing and embedding audio or video, creating forms, or including small pop-up windows is best done with specialized multimedia and web design programs such as *Front Page* or *Dreamweaver*,[ix] there is still one useful web feature that any instructor can include in a web-based vocabulary page: images.

As Omaggio Hadley has pointed out in her discussion of "visual organizers", and as studies have confirmed, definitions containing text and still images can be particularly effective in promoting vocabulary acquisition, especially at the beginning and intermediate levels (see Omaggio Hadley, 2001; Chun & Plass, 1996). The effectiveness of any feature, of course, depends on many factors such as student learning styles, learning context, and, especially, technical issues relating to the use of multimedia. Though less problematic than audio or video clips, images, if too large or too numerous, can significantly slow down the speed at which students can access a web page, particularly when using a dial-up modem. This can be avoided by reducing image size[x], limiting the number of images on one page, or, if one has access to web design software, by taking advantage of advanced features such as small pop-up windows so that only one image (ie. definition) needs be called up at any one time. Assuming, however, that the instructor has a small number of reasonably sized images[xi], including them on a web page using *Word* or *WordPerfect* is quite simple.

For users of these programs, it is easiest to include images directly on the thematic or grammatical/alphabetical formats (which are generally in list form) above or below the term or expression being defined. This can be done as follows:

5) Inserting Images. (1 or 2 minutes per image)

a. Open the document with *Word* or *WordPerfect*.
b. Drag the image directly from your computer (or directly from an open browser if using an image from an existing web site) onto your web page either before or after some text. If you have difficulty dragging an image onto your page (as is sometimes the case with *WordPerfect*) or if you would like more flexibility as to the location or appearance of your image on the page, see below.
c. Be sure to include, perhaps at the bottom of the page or directly below the inserted image, the appropriate references for the source of your image if necessary.
d. Save your web page as explained in Part 1 above.

Note that when you save a web page with an image, a new folder is automatically created. If the web page is called "movies1.htm", the folder will be named "movies1_files" in *Word*, "movies1" in *WordPerfect*, and will appear in the same location on your computer as the "movies1.htm" file. This folder contains the image you have just added. It is important never to separate the folder and the page, and to transfer both to the web server when placing the web page on-line. Also, if you must change the file name, this can only be done by opening the page in *Word* or *WordPerfect* and saving it again with the new name (in which case, a new image folder will be created).[xii]

TIPS:
Alternative to dragging and dropping images:
a. If you cannot or choose not to drag an image onto your web page, first save that image onto your computer (for images from a web site: right-click, "Save Image/Picture As").
b. Click once on your web page next to the word where you would like to insert the image:
   WORD-
      In the Insert menu, choose Picture, then From File.
   WORDPERFECT-
      In the Insert menu, choose Graphics, then From File.
      NOTE: When inserting an image, WordPerfect will automatically convert the image size to a width of 1.5 inches.
c. Select the desired image.
d. Click OK.
(See below for details on positioning images.)

Changing image size as it appears on the web page:
Remember, this will not modify the actual file size of an image (see
note 10). It is useful, however, for minor adjustments in appearance.
> WORD-
>> a. Double click on the image, or click once on the image,
>> go to the Format menu and select Picture.
>> b. In the Format Picture window choose the Size tab.
>> c. Reset the size either by changing the height and width
>> in inches or as a percentage of the original size.
>> d. Click OK.
>> OR
>> a. Click once on the image.
>> b. Place your mouse over any corner, click and drag to
>> desired size.
> WORDPERFECT-
>> a. Right-click on the image and select Size.
>> b. Set the new size (in inches).
>> c. Click OK.
>> OR
>> a. Click once inside the image.
>> b. Place your mouse over any corner, click and drag to
>> desired size.

Setting the position of the image on a page:
Both *Word* and *WordPerfect* allow for considerable flexibility when
setting image location in relation to text. The easiest setting, however, and one which is most useful for vocabulary lists, is having the
image placed just above or just below the word or expression being
defined.

Text above [or below] an image:
WORD-
> a. Insert the image just after [or before] the word or expression
> being defined (as explained above in Part 5.)
> b. Place your cursor at the end of the word or expression, just
> before [or after] the image, and hit Return/Enter.
> Below is a screen shot of an image added below the word "multiplexe" on the thematic format.
WORDPERFECT-
> a. Insert the image anywhere on the page.
> b. Right click on the image and select Wrap.
> c. Under "Wrapping type" select "Neither side".
> d. Click OK.
> e. Right click again on the image and select Position.
> f. Next to "Attach box to:" select "Paragraph" from the drop
> down menu.

g. Click OK.

h. Drag and drop the image just above [or below] the word or expression being defined.

Below is a screen shot of an image added below the word "multiplexe" on the thematic format.

As mentioned earlier, these instructions are useful for inserting images onto a page of vocabulary in list or short sentence form. Besides being the quickest approach, this helps avoid more complex technical issues of wrapping longer text around an image or trying to place an image in the center or on the right side of a page.[xiii] Using fairly small images that load quickly and allow students to easily view both the text and image at the same time can be an effective means of reinforcing the association between a term or expression and a definition.

Multiple-format web page glossaries linked together, links to on-line resources, images: while only a few of the many features the Internet provides that can enhance vocabulary acquisition and language learning, these can be easily incorporated into a course by any teacher without the use of specialized web design software. The above suggestions will hopefully help those who have not yet done so to take advantage of the web - without getting caught in it.

NB: Examples of web pages and links to Word documents and sites mentioned in the article are available at http://www.people.fas.harvard.edu/~dbmarsh/iallt/

[i] This also suggests that passages containing vocabulary should be carefully selected and prepared. The simple fact that vocabulary appears in a text does not mean that context will be sufficient to allow the vocabulary to be understood or learned. At lower levels, for instance, a certain amount of repetition with slight modification, or reformulation, of expressions (which is not always present in an "authentic" text) may be necessary. Appendix I contains a contextual dialogue in French that is designed to highlight certain words and expressions for intermediate level learners using both reformulation and italics.

[ii]   SORTING
A grammatical/alphabetical format can be easily made using the Sort function in *Word* or *WordPerfect*, and then separating the words by grammatical category. "Sorting" is also a simple means of organizing by gender in languages that use articles and will also automatically group together words with similar prefixes (revoir, revenir etc.). For those unfamiliar with sorting, you must first prepare your list. To do so, delete all vocabulary from a contextual or thematic glossary that will not be included in the grammatical/alphabetical list (such as all words in Appendix I that are not in italics). Place a carriage return (Enter) after each remaining word in order to make a horizontal list with only one word (or expressions) per line. Then:

WORD- (PC and Mac)
    a. Select the entire list.
    b. Go to the Table menu and choose Sort.
    c. The options should read- Sort by: Paragraphs, Type: text , with the
Ascending button highlighted. "No header row"
        should be selected after "My list has".
    d. Click OK
    e. Verify to make certain that the ordering is correct.

WORDPERFECT-
    a. Select the entire list.
    b. Go to the Tools menu and choose Sort.
    c. Next to "Sort by:", highlight "First word in a line." The "File to sort" and
"Output to" options should both read
        "Current Document. (NOTE: If you prefer to sort in descending order (z to
a), click on Edit, modify the "Sort
        order" and click OK. If you are uncertain and would like to ability to undo
the sorting, be sure to click on Options
        and select "Allow Undo after sorting".)
    d. Click Sort.
    e. Verify that the ordering is correct.

[iii] Once a web page is made, it needs to be placed on-line - transferred from the instructor's computer to a web server. In most cases, it will be necessary to contact a computer services administrator at your educational institution for information on how to "upload" a web page to the school server. For some institutions, this involves little more than a few clicks in a course management system such as Blackboard or WebCT. For those without a school server, free and low cost web site hosting services (some of which are included with Cable or DSL Internet packages) are also available, and provide for the easy transfer of files.

[iv] The examples in this article include the French-French "Trésor de la Langue Française informatisé" and the French-English dictionary at

"WordReference.com", originally based on a HarperCollins dictionary. The former is quite complete and provides access to those with both dial-up and high-speed Internet connections. The latter contains less detailed definitions but as it includes English and often contains helpful contextual information, it may be useful for lower level learners. For recommended on-line dictionaries and URLs in French, Spanish, Portuguese, German, Italian and English, see Appendix IV.

[v] Including links to these dictionaries can be useful even for lists that already include definitions. This not only allows students to look up terms that may not be defined, or to seek out a more detailed definition if necessary, but it exposes them to two important resources that they may wish to use at later time. In addition, many students even at more advanced levels often do not have access to a good French-French dictionary outside of a school library.

[vi] Mac Users: It seems that some versions of Word for Mac do not include a button to set the "Target Frame" (allowing the link to open in a new browser window).. There is a solution, however.
1) *After having made ALL the links for your web page,* go to File and choose Save As Web Page.
2) Without exiting from the document you have just saved, now go to the View menu and select HTML Source.
3) Using the Find function in the Edit menu (or Apple+F), search for the word or URL in the first link.
4) Here is an example of what you would see for the phrase "Search here" as a link to google.fr:
   Search here.
5) Just after the " and before the >, add a space and the following: target="_blank".. The result will look like this: Search here.
NOTE - If adding the space automatically transforms the URL into a link (if it becomes blue and underlined), go to the Edit menu and choose Undo autoformat.
6) Go to the View menu and select Exit HTML Source.
7) You will be asked once or twice to save the document. Click OK each time.
8) You have finished. Do NOT save the page again as a web page, or all the "target" code will be deleted.
This means, however, that once you have added the - target="_blank" - to all your links, you can no longer edit the page in Word. If you later find it necessary to modify something, the best solution is to open the page in a web editing program such as the free program Nvu (available at http://www.nvu.com/index.html), choose Edit Page, make any changes and add new links. For new links in Nvu: highlight the phrase, go to Insert, then Link. Type the URL. Below, under "Target", check the box next to "Link is to be opened" (if you do not see this option, click on the "More Properties" button). Make sure the option "in a new window" is selected. Click OK. Save your page by going to File and choosing "Save."

[vii] A few details about links: When you click on a link on the Internet, your browser automatically assumes that the new web page is located in the exact same place (in the same folder or "directory") as the page you are viewing. When this is not the case, the link must include all necessary information - the new server, the directory (or directories) in which the page is located on that server, and the name of the page. For instance, a complete URL such as "http://www.myuniversity.edu/french101/vocab/movies/movies1.htm" tells a browser to "go to the server on the Internet called "www.myuniversity.edu", look inside the directory (or folder) called "french101"; now look for a directo-

ry called "vocab" inside which there will be another directory, "movies", that contains a file called "movies1.htm". This is the case, for instances, with the two dictionary links mentioned earlier. If, however, all pages are in the same directory on the same server, such as the three formats, you would create a so-called "relative link" that only includes the file name in the link, such as "movies1.htm".. Still, rather than typing the file name by hand, it is best to browse and find the page as explained above to avoid making typographical errors.

[viii] While it is not possible to create the kind of pop-up windows with forms suggested by Nagata (1999) in Word or WordPerfect, links that open a new window with a definition can be made. Following step 1 above, one could make a number of individual web pages with only one definition each, and then create links on one of the vocabulary formats by following step 3 above (and including step 2f). When clicked on, these links would call up the definition in a separate pop-up window. This is not ideal, as the new windows may be rather large for a single definition, and too many such definitions could clutter a student's desktop and become distracting. For those without access to special web design software who wish to include only a few pop-up definitions, however, it may be a feasible alternative.

[ix] The new *Text Annotator*, an easy-to-use database and web tool for adding pop-up definitions to any text, is another option for instructors wishing to create glossaries that include text, image, audio and/or video. Created by Judith Frommer and Brad Marshall the *Text Annotator* is available free of charge to any educational institution. For more information, please contact the author at dbmarsh@fas.harvard.edu.

[x] While *Word* and *WordPerfect* seem to allow users to "adjust image size", this option in fact only changes the appearance of the image on the web page. It does not modify the actual size of the image file (such as 40k, 1 MB etc). Making a large image look smaller with *Word* or *WordPerfect* will not decrease the amount of time necessary for users to download the page and image to their computer. For those who do not have access to advanced programs such as Photoshop or Fireworks, there is a free and easy-to-use program available that may be of interest: *VCW VicMan's Photo Editor* (http://www.vicman.net/vcw-photo/index.htm). Those with certain versions of Microsoft Office can also use *Microsoft Office Picture Manager*.

[xi] An image file size of 40k, for example, should take about 5 or 6 seconds to load using a dialup modem.

[xii] If your course management system does not allow you to upload folders to the Internet (as is the case with many free web hosting services), simply create an image folder on the web server with the same name (such as "movies1_files" or "movies1"), transfer the "movies" images one-by-one into this folder, and transfer the movies1.htm web page so that it is next to (not inside) the image folder.

[xiii] One way to avoid these complexities while maintaining more flexibility in text and image placement is to use tables with an image and its corresponding text in different cells.

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APPENDIX I

LE CINEMA
EN CONTEXTE

[Note that the words and expressions to be learned are italicized, and often surrounded by reformulations or additional information to promote greater understanding.]

Sarah: J'en ai marre d'étudier! Ce soir je veux sortir!

Céline: Si *on allait au cinéma*?

Sarah: D'accord mais à une condition.

Céline: Laquelle?

Sarah: On ne va pas voir un film commercial. Ces films américains à gros budget, comme "La Guerre des Étoiles", je ne les supporte pas.

Céline: Moi, j'ai bien aimé « La Guerre des Étoiles ».

Sarah: Quoi? Écoute, je ne sais pas qui a écrit *le scénario*, mais les dialogues étaient nuls!

Céline: Peut-être, mais *les effets spéciaux* étaient géniaux - par exemple j'ai adoré les scènes de combats dans l'espace.

Sarah: Non, moi je préfère *les films d'auteur*. Les films où il y de la subtilité, de la finesse. Un film qui fait réfléchir, où on voit vraiment la personnalité du *cinéaste* - un Truffaut, un Hitchcock, un Fellini.

Céline: Bof. Un film qui fait dormir tu veux dire.

Sarah: Tu n'es pas drôle. Bon, écoute, allons voir un vieux film alors, un classique comme « Casablanca ».

Céline: C'est un film *en couleurs*?

Sarah: Bien sûr que non. C'est *en noir et blanc*.

Céline: Et qui sont *les interprètes*?

Sarah: Quoi? Tu ne sais pas?! Humphrey Bogart et Ingrid Bergman!

Céline: Ah oui, bien sûr. Deux grands *acteurs* des années 60.

Sarah: Euh, *le film est sorti* en 1942.

Céline: Ah bon.

Sarah: Apparemment, *le tournage* du film a été assez difficile.

Céline: Pourquoi?

Sarah: Parce que *le scénario* a été écrit au jour le jour, pendant qu'ils filmaient, donc *les acteurs* n'avaient pas leur texte à l'avance et ne savaient pas comment le film devait se terminer!

Céline: Intéressant. Comment est-ce que tu sais tout cela?

Sarah: J'ai vu *un documentaire* passionnant à la télé sur l'histoire du film.

Céline: Et qui *a réalisé* le film?

Sarah: Ah, *le réalisateur* n'est pas très connu aujourd'hui. Il s'appelait Michael Curtiz. Il a fait beaucoup de films à cette époque. « White Christmas » avec Bing Crosby par exemple.

Céline: Ah, « Noël Blanc », un très bon film!

Sarah: Bon, n'exagérons pas. « Noël Blanc » est un film sympa, mais « Casablanca » est un vrai *chef d'oeuvre*.

Céline: Le film est *doublé* j'espère.

Sarah: Tu plaisantes? Tu crois que je veux entendre une des phrases les plus connues du cinéma américain en français? Non, le film est *en VO, sous-titré en* français.

Céline: De quelle phrase parles-tu?

Sarah: "Louis, I think this is the beginning of a beautiful friendship."

Céline: Qu'est-ce que ça veut dire?

Sarah: Ça veut dire "Je crois que ceci est le début d'une merveilleuse amitié."

Céline: Hmm. Je crois que c'est surtout le début d'une soirée incompréhensible.

Sarah: Écoute, tu peux lire *les sous-titres* si tu ne comprends pas les dialogues.

Céline: Bon d'accord. Et *il passe dans quel cinéma* ce film?

Sarah: Je ne me souviens pas. Tu as *le Pariscope* ?

Céline: Non, j'ai acheté *l'Officiel.* Voyons... Alors ton petit film *en noir et blanc* et *en version originale* ne passera certainement pas dans un des grands *multiplexes* sur les Champs-Elysées.

Sarah: Ce n'est pas un "petit film".

Céline: Le voilà. Il passe dans *une salle d'art et d'essai* dans le quartier Latin - où il y a aussi un film d'Alfred Hitchcock. Alors, il y a *une séance* de « Casablanca » à 22h , et le film commence 10 minutes après.

Sarah: Alors, on y va!

Céline: Oui, let's going!

Sarah: On dit "Let's go", pas "going".

Céline: Don't breaking my feet.

Sarah: Arrête! Le casse-pieds c'est toi. Ça suffit avec l'anglais. On y va.

Céline: D'accord, on y va.

APPENDIX II

LE CINEMA
GRAMMATICAL/ALPHABETIQUE

[This format is often used by students to review previously studied vocabulary, so no explicit definitions have been provided (especially because they are available on the other formats at the click of a link). For those unfamiliar with the "Sort" function in *Word* or *WordPerfect* used to make this format, please see Endnote 2.]

NOMS
le/la cinéaste
le Pariscope
le réalisateur/la réalisatrice
le scénario
le tournage
les effets spéciaux
les sous-titres
l'Officiel
un acteur/une actrice
un chef d'oeuvre
un documentaire
un film d'auteur
un(e) interprète
un multiplexe
une salle d'art et d'essai
une séance

VERBES
aller au cinéma
passer : (un film) passe dans un cinéma
réaliser
sortir : (le film) sort la semaine prochaine

QUALIFICATIFS
doublé
en couleurs
en noir et blanc
en VO (version originale)
sous-titré en...

APPENDIX III

LE CINEMA THEMATIQUE

[Here, vocabulary is grouped in three main themes related to a trip to the movies. The reader will notice short sentences, isolated words and definitions.]

AVANT D'Y ALLER
Avant d'*aller au cinéma,* on peut consulter *le Pariscope* ou *l'Officiel* pour choisir un film et connaître l'heure de *la séance* (le début de la projection des publicités et des bandes-annonces avant le film).

AU CINÉMA
Un film *passe* dans un cinéma - dans un grand *multiplex* ou dans *une salle d'art et d'essai* (en général plus petit - où on passe des films moins connus).
Une publicité = « an advertisement », « a commercial »
Une bande-d'annonce = une publicité pour un film ; « a trailer »

LE FILM
Un film d'auteur : par exemple, un film de François Truffaut ou de Pedro Almodovar.
Un chef d'oeuvre = un très bon film
Un documentaire
Un film peut être *en couleurs* ou *en noir et blanc.*
Le scénario est le texte qui contient les dialogues d'un film.
Le tournage = action de faire un film.
Les effets spéciaux = « special effects »
Le/la cinéaste (ou *le réalisateur/la réalisatrice*) *réalise* (ou fait) un film.
Un acteur/une actrice = *un(e) interprète*

Les films qui *sortent* en France qui sont *en VO (en version origi-nale)* sont *sous-titrés en* français. Les personnes qui ne compren-nent pas la langue parlée dans le film peuvent lire *les sous-titres..* Autrement, elles peuvent chercher une version *doublée* où les dia-logues ont été refaits en français.

APPENDIX IV

ON-LINE DICTIONARIES

L2-L2

Spanish-Spanish
Real Academia Española -
http://buscon.rae.es/diccionario/drae.htm

Portuguese-Portuguese
Priberam Informática - http://www.priberam.pt/dlpo/dlpo.aspx

Italian-Italian
Garzanti Linguistica - http://www.garzantilinguistica.it/

German-German
Wortschatz Lexicon - http://wortschatz.uni-leipzig.de/

French-French
Le Trésor de la Langue Française Informatisé -
http://atilf.atilf.fr/tlf.htm

English-English
Merriam-Webster's Online Dictionary - http://www.m-w.com/net-dict.htm

The American Heritage Dictionary - http://www.bartleby.com/61/

English-L2

English-Spanish
Diccionarios.com - http://www.diccionarios.com/

English-Portuguese
UOL Biblioteca - http://biblioteca.uol.com.br/

English-Italian
Garzanti Linguistica - http://www.garzantilinguistica.it/

English-German
LEO - http://dict.leo.org/

English – French
WordReference.com - http://fr.wordreference.com/fr/