



The Reading Matrix
Vol. 7, No. 1, April 2007

The Reading Matrix

LOOKING BACK, LOOKING AHEAD: A RETROSPECTIVE ACCOUNT

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State University of New York at Fredonia

Abstract

4 special issues, 6 volumes, 2,269 pages, 175 authors from around the globe, 210 publications, 26 newsletters, 3 international online conferences, 61 conference proceedings papers, 147 conference presenters, 1000 conference attendees, 650,000 hits per month, ... and the numbers keep growing exponentially with each mouse click. This is the digital story of The Reading Matrix site from its humble beginnings to... who knows what the future holds...

In this retrospective account of 2001-2006, we look at our humble beginnings so that we may build a better future for second and foreign language learning, a future that without multimedia literacy and digital intelligence is doomed to failure. Such is the prospect we are facing in our modern multicultural world today, such is the future our learners will inherit. Predicting the future has never been easy, *preparing for it is!* This is where *The Reading Matrix* digital story begins.

The Reading Matrix is a site for ESL/English learners, language and literacy educators and researchers. This site contains language-learning resources in the Archives section and an Interactive Database containing web-based reading activities. We have also developed web-based tools to create online tests, activities, and games. We also publish *The Reading Matrix: An International Online Journal*. We also host annually an *International Online Conference on Second and Foreign Language Teaching and Research*. We also... Well, *this is how the story goes!*

How It All Began

In late Fall 2000, the founders of *The Reading Matrix* recognized the need for a web site that would make the Internet easier to use for all educators of adult learners, and college/university learners. We wanted to create a home for both educators and learners; a place where teachers of Reading, Composition, Literature and Languages, and English as a Second Language could find information without searching the entire Internet; a place where learners could find information and resources to assist them in their reading, writing, and language courses.

Thus, The Reading Matrix was born, and the rest is history... (or so they say!).









Since its inception in late Fall 2000, our goal at *The Reading Matrix* <http://www.readingmatrix.com/> has remained the same:

Building the Future One Click at a Time!



To achieve this end, we wanted to offer a dynamic and innovative online forum for the exploration and discussion of the study and teaching of reading in both traditional academic and hypertextual environments like the World-Wide Web. *The Reading Matrix* is a site consisting of computer mediated and online materials designed specifically to meet the language needs of the ESL/international student population, as well as English-speaking students enrolled in colleges and universities. The primary goal of this web site is to prepare students to successfully manage the academic reading undertaken at colleges/universities. In an effort to accomplish this goal and meet the specific needs of such students, *The Reading Matrix* supports the students' needs by providing them with both information as well as access to numerous resources located in its archives. A summary of the resources and archives follows:

RESOURCES AND ARCHIVES AT-A-GLANCE

Job Central http://www.readingmatrix.com/jobcentral	
	This page provides extensive information to assist English, ESL, and Foreign Language job seekers. It includes information on preparing for interviews, writing cover letters and resumes, and enhancing professional development. Also learn more about the new book <i>Landing a College Job</i> - A guide to help new teachers!
Resources for Researchers and Educators http://www.readingmatrix.com/researchdir	
	This site serves as a source of information for researchers and educators interested in current issues related to ESL, language acquisition and literacy, and reading in both first and second language contexts. Sections include Articles, ESL Methods, Language Acquisition, Organizations and Journals, Reading Disabilities, Reading Improvement, Research and Ethics, and others. The site allows users to input their suggestions.
Interactive Reading Exercises http://www.readingmatrix.com/directory/pages	
	This database includes interactive reading activities from around the Web. Categories include reading comprehension, vocabulary, short stories, proofreading, and audio texts. We encourage you to contribute to this section.
The Reading Matrix Archives http://www.readingmatrix.com/archivedir	
	Included here are premier resources for English Language Learners and Language Educators and Researchers. Some current topics include Associations, Bibliographic Citation Guides, Distance Learning, Foreign Languages, Issues in Education, Language Learning Resources, Reading and Writing Improvement, Grammar Quizzes, Literature, Publishers, Software, and Assessment. This section enables users to input their own suggestions.
Online Journals http://www.readingmatrix.com/news/on_line_journal.html	
	We have compiled a list of online journals dedicated to research and practice associated with applied linguistics, rhetoric and composition, reading and writing, literacy and technology, computer-assisted language learning, language teaching methodology, foreign language education, and language assessment.
Technology Journals http://www.readingmatrix.com/tech_journals/tech_journals.html	
	These journals focus on education and technology. Some of the journals listed include <i>Electronic School</i> , <i>Language Learning and Technology</i> , and <i>Learning and Leading with Technology</i> .

These resources and sites have been carefully selected, as we believe they will be helpful to students in managing the standard reading content and writing assignments they are likely to encounter in their classes. Not surprisingly, our efforts to offer cutting-edge web-based language learning and literacy resources, and interactive technology tools, have already been acknowledged with several rewards. Past awards have included:

TheReadingMatrix.com

AWARDS



TEFL.NET Site of the Month Award.



A very nice site, excellent design, beautiful original graphics & artwork and you have provided your visitors with content that is informative, entertaining, presented well and easy to access. A worthy enterprise and a positive contribution to the Web.



Recently, we enjoyed a very pleasant visit to your web site! It is with great pride that we announce that your web site is a WINNER of our esteemed Majon Web Select "SEAL OF EXCELLENCE AWARD".



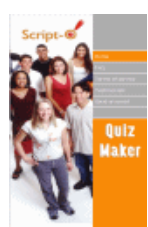
We applaud your site's ease of navigation, obvious hard work, and informative content. It is with great pleasure that we give you the Education Award.



Congratulations! Your site has won the Busy Educator's Award.

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But *The Reading Matrix* is much more than a collection of interactive resources and archives. We have also developed cutting-edge web-based tools to create online tests, activities, and games. Two versions are available. One is free while the second more comprehensive one is available for a minimal annual membership fee. We invite all users to explore *Script-O!* and *Script-O! Pro*.

Script-O! Professional<http://www.readingmatrix.com/quizmaker/index.php>

Script-O! allows teachers to create online learning activities based on their own classroom materials. It is the ideal tool for teachers and trainers looking for a simple way to create online quizzes, tests and activities. With just a few simple steps, instructors can create online quizzes in a variety of formats and publish them on the web. Add your own web links, password protect quizzes, provide immediate feedback, and download scores in just a few easy steps!

FREE VERSION**Script-O! Easy Tools for Busy Teachers**<http://www.scriptopro.com>

Script-O! Pro is a powerful program embracing the concept of creative control. It allows users to create customized web-based quizzes designed around their own course materials. Quizzes, exercises and activities are created in minutes and are available online to students. *Script-O! Pro* includes a quizmaker, interactive games, an academic vocabulary program, a survey maker, and an online calendar.

MEMBERSHIP VERSION

Two of the most recent features to be added on *The Reading Matrix* site are *RM Blog* and *The ESL Reading and Writing Resources Forum* (Fall 2006).

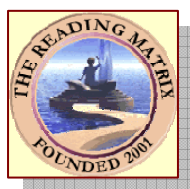
RM Blog — Tell Us What You Think<http://readingmatrix.blogspot.com>

Welcome to the *RM Blog*. The purpose of this blog is to create a forum for an active conversation among graduate students, educators, researchers and anyone else involved in language, literacy and technology education. It is hoped that individuals who have an interest in these subjects will engage with each other to further contribute to these areas of discussion and offer personal and professional insights.

The ESL Reading and Writing Resources Forum<http://www.eslweb.org/resources>

This forum was created for sharing ESL syllabi, lesson plans, handouts, teaching tips, and more. It is a place where you can share your ideas and find out what others are doing as well.

Notwithstanding the importance of the resources and archives, the web-based tools, and the more recently added blog and forum features, *The Reading Matrix* is also intended to serve all other readers who feel they may benefit from this site. This includes reading specialists, teachers of composition, literature and ESL, curriculum consultants, researchers, and those integrating and applying multimedia technology in the classroom and beyond.



As a result, since April 2001, we also publish *The Reading Matrix: An International Online Journal*—a peer-reviewed professional journal with an editorial board of scholars from around the world in the fields of second language acquisition and applied linguistics. *The Reading Matrix Journal* <http://www.readingmatrix.com/journal.html> seeks to disseminate research to educators around the world. It is interested in exploring issues related to L2

reading, L2 literacy in a broader sense, the application of technology to literacy instruction, and other issues related to ESL/second language learning and teaching. It also provides a multimedia format more suited to some of our goals as we explore language as it taught and learned in both traditional and hypertextual environments. Finally, it facilitates and encourages dialogue and communication from researchers and educators, offering an international perspective on the issues presented. Readers will note that most articles are in PDF format.

This publication was created as an interactive journal, not an electronic version of a traditional print publication. Doing so allows us to reach a broad audience. *The Reading Matrix Journal* is published exclusively on the World Wide Web twice a year in April and September. It reviews only original manuscripts and does not review articles that have been published or are under consideration elsewhere. Journal articles aside, the journal also publishes book and software reviews, and on occasion, projects and commentaries of interest to the profession. We encourage prospective educators and researchers to submit high-quality articles on a variety of topics dealing with second language literacy and applied linguistics. We also encourage authors to submit book reviews and software reviews.

From time to time, *The Reading Matrix Journal* also publishes special issues. Past topics have included:

SPECIAL ISSUES AT-A-GLANCE

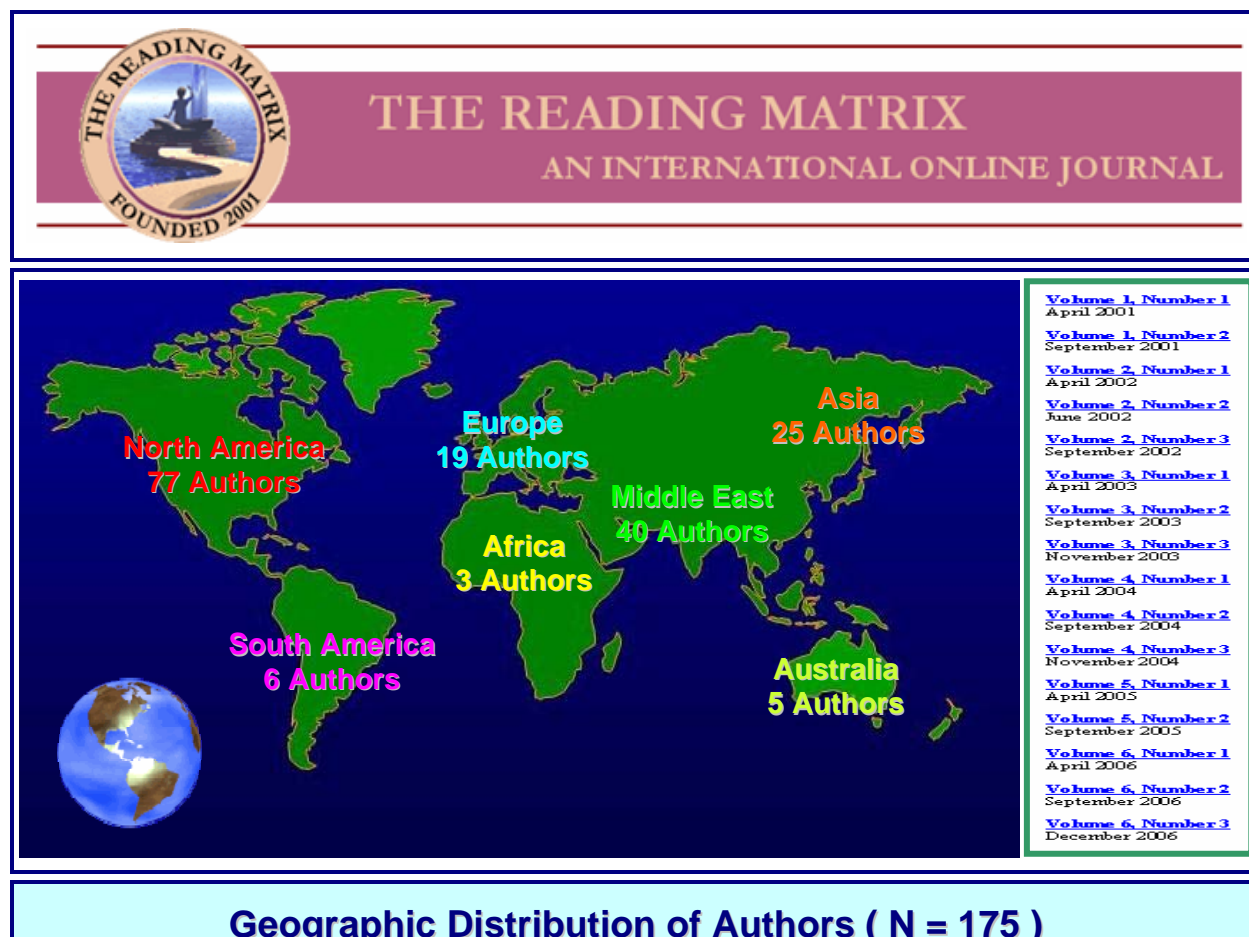
Date	Theme	Volume & Number
June 2002	Literacy and the Web	Volume 2, Number 2
November 2003	Reading and Technology	Volume 3, Number 3
November 2004	Generation 1.5 and Academic Language Acquisition	Volume 4, Number 3
December 2006	CALL Technologies and the Digital Learner	Volume 6, Number 3



In celebration of the 5th Anniversary of the journal's founding, *The Reading Matrix Journal* was pleased to bring you a special issue on *CALL Technologies and the Digital Learner* (Volume 6, Number 3). This special issue [<http://www.readingmatrix.com/archives.html>] offered a variety of articles that were both research-based and theoretical, as well as articles, commentaries, and book reviews which were more pedagogical in content.

We were especially proud of this special issue because it was published in our fifth year. We sincerely hope that readers found this compilation of articles and reviews to be of interest and relevance to the issues they face in their professional lives as researchers, teachers, teacher trainers, program administrators, or curriculum developers. We hope that you will continue supporting our journal by sending us high-quality manuscripts and reviews.

Since the journal's first volume in April 2001, 175 authors from around the globe have contributed 210 publications (i.e., articles, book reviews, software reviews, commentaries, and projects) resulting in 2,269 pages. Of these authors, nearly one half or 44% originate from North America. The Middle East has the second highest number of contributing authors with 23%, followed by Asia with 14%. Europe has the fourth highest number of contributing authors with 11%. The remaining 8% originate from South America (3%), Australia (3%), and Africa (2%).



Geographic Distribution of Authors (N = 175)			
North America: 77 (44%) USA: 74 Canada: 3 South America: 6 (3%) Venezuela: 3 Argentina: 2 Brazil: 1 Africa: 3 (2%) Botswana: 2 Nigeria: 1	Europe: 19 (11%) Spain: 5 Italy: 3 Ukraine: 3 Portugal: 2 United Kingdom: 2 Sweden: 1 France: 1 Finland: 1 Greece: 1	Middle East: 40 (23%) Iran: 18 Turkey: 9 Malaysia: 5 Kuwait: 2 Non-Specified Middle East: 2 United Arab Emirates: 1 Oman: 1 Tunis: 1 Israel: 1	Asia: 25 (14%) China: 8 Japan: 6 Singapore: 3 Taiwan: 3 Guam: 2 India: 2 Korea: 1 Australia: 5 (3%)

We are especially indebted to all the authors who have contributed to the success of the first six volumes and would like to acknowledge them here:

READING MATRIX JOURNAL AUTHORS (2001-2006)

North America (77)

Abha, Hassan Al-Seghayer, Khalid Anderson, Neil J. Ariew, Robert Arikan, Arda Beasley, Robert E. Borjian, Maryam Brantmeier, Cindy (3) Ching-Fen, Wu Chitester, Deborah Choudhury, Ruhma Clifford, Joan Cook, Devan Decker, Greg Feenstra, Jennifer Fishe, Karl Flores, Luisa Fredricks, Lori Friedrich, Patricia Gorsuch, Greta J.	Guenther, Joseph W. (3) Gulati, Sudeepa Gupta, Abha (4) Hanson-Smith, Elizabeth Hayton, Darin Henry, Laurie Hislope, Kristi Horning, Alice (2) Howard, Carol Isbell, Katharine Johnson, Roger Jung, Hee-Jung Karasawa, Sachie Kasper, Loretta F. (2) Keating, Gregory D. (2) Kong, Ailing Lange, Ellen Lee, Guang-Lea Liao, Chao-chih Liontas, John I. (2)	Lovejoy, Barbara (2) Machado, Craig (2) Maslowska, Monika McQuillan, Jeff Mulholland, Rita (2) Nicklas, Jens Numukhamedov, Ulugbek Oboler, Eileen Onofrey, Karen Pakenham, Kenneth, J. Paley, Nicholas Peachey, Nicholas Petrie, Gina Poole, Alex (2) Preto-Bay, Ana Pulido, Diana Raddaoui, Ali Reinhardt, Jonathon Rodriguez, Myrna Romero-Ghiretti, Gabriela	Ross, Mia Sadler, Randall (2) Schwartz, Gwen Shuck, Gail (2) Singhal, Meena (2) Slowik, Maggie Stakhnevich, Julia Stegemoller, Jason Theurer, Joan (2) Ward, Hsuying C. (2) Washington, Stuart Weber, Hannelore Weinberg, Julia Wimmer, Albert Wlazlinkski, Mae Wurr, Adrian (2) Zen, Deqi
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South America (6)

Garcia, Adolf
Juan Pino, Silvia
Luchini, Pedro
Pereira, Silvia
Rees, Dilys (2)
Rubena, St. Louis

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Berardo, Sacha Anthony
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Decure, Nicole
Dnipropetrovsk, Yulia
Elia, Antonella
Ferrara, Enzo
Grau, Lola
Karlsson, Anna-Malin
Loukia, Ntinou
Mansilla, Paloma
Nesterenko, Oleg
Palmberg, Rolf (2)
Palmer, Juan Carlos (2)
Rosell-Aguilar, Fernando
Sadeghi, Karim
Serrano-Boyer, Carmen (3)
Tarnopolsky, Oleg (2)
Tavares, Jose

Africa (3)

Arua, Arua E.
Igboanusi, Herbert
Mathangwane, Joyce T.

Middle East (40)

Ahmad, Ismail
Ahmed, Ibrahim (3)
Ajideh, Parviz
Almazroui, Karima M.
Al-Othman, Nawal (2)
Amer, Aly
Asraf, Ratnawati
Bada, Erdogan (2)
Balakrishnan, Vishalache
Bell, Timothy
Bulut, Turkey
Fattahzadeh, Akram
Genc, Bilal (2)
Ghabanchi, Zargham (2)
Ghahraki, Shahram
Ghrib, Esma
Gurses, Tuba
Haghighi, Fariba
Hashim, Fatimah
Hayati, Majid
Khanmohammad, Hajar (2)
Kirkgöz, Yasemin
Maleki, Ataollah
Marefat, Fahimeh
Marefat, Hamideh
Namaghi, Seyyed Ali
Ostovar
Rageh, Rhoda
Razi, Salim
Razmjoo, Seyyed Ayatollah
Riazi, Abdol-Mehdi
Sadeghi, Karim (2)

Salmani-Nodoushan, Muhammad
Sanicoban, Arif (2)
Shirazi, Ahmadi
Shomoossi, Nematullah
Taha, Haitham
Tercanlioglu, Leyla
Vosooghi, Marjan (2)
Yazici, Ilkay
Yigiter, Kemalettin

Asia (25)

Bodomo, Adams
Chuang, Yuangshan
Gray, Ronald (2)
Gupta, Amita
Hirodo, Yuko
Jacobs, George (2)
Konishi, Masae
Landry, Kevin (2)
Lee, Carmen (2)
Lee, Johnny
Mei-Ling, Lam
Nayar, Pramod K.
Quezada, Lynn
Sasamoto, Evelyn
Sengupta, Sima
Shiauping, Tian
Small, John
Stoicovy, Catherine (2)
Taguchi, Etsuo
Takagaki, Toshiyuki (2)
Tan, Charlene
Yang, Han

Yang, Lianrui
Yong, Saeh-Tay
Zhang, Lawrence Jun (3)

Australia (5)

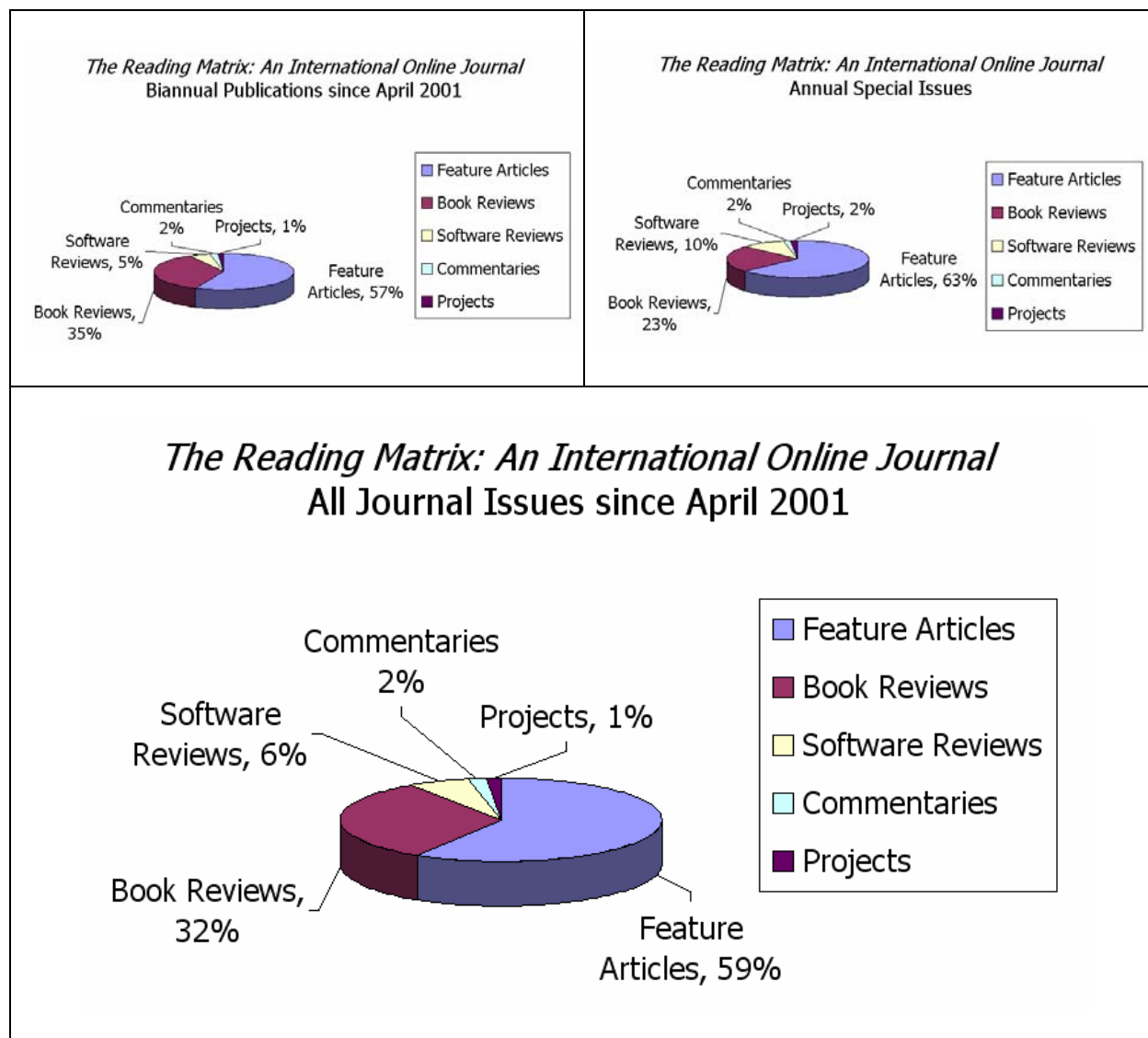
Bell, Joyce
Moloney, Brendan
Sharifian, Farzad
Smith-Sutherland, Wendy
Wilson, Kate

Note: Number appearing inside a parenthesis indicates number of publications.

More specifically, in 2,269 printed pages, these 175 individuals have contributed 123 feature articles, 67 book reviews, 13 software reviews, 4 commentaries, and 3 projects over the past five years. These figures (also graphically represented here) do not include the 61 conference proceedings papers (865 printed pages) from the 1st, 2nd, and 3rd *Reading Matrix International Online Conferences* (see *International Online Conferences* section below).

Volume / Number	Feature Articles	Book Reviews	Software Reviews	Commentaries	Projects	Total Publications
Vol. 1, No. 1	3 (68)	4 (14)	1 (4)	1 (4)	1 (2)	10 (92)
Vol. 1, No. 2	4 (74)	8 (31)	1 (4)	0	1 (12)	14 (121)
Vol. 2, No. 1	4 (78)	4 (18)	1 (4)	0	0	9 (100)
Vol. 2, No. 2 <i>Special Issue</i> <i>Literacy and the Web</i>	7 (138)	2 (8)	2 (8)	0	0	11 (154)
Vol. 2, No. 3	6 (77)	4 (14)	2 (7)	0	0	12 (98)
Vol. 3, No. 1	6 (82)	2 (7)	1 (11)	0	0	9 (100)
Vol. 3, No. 2	4 (73)	1 (3)	1 (7)	0	0	6 (83)
Vol. 3, No. 3 <i>Special Issue</i> <i>Reading and Technology</i>	11 (202)	2 (6)	4 (21)	0	0	17 (229)
Vol. 4, No. 1	4 (49)	3 (6)	0	1 (3)	0	8 (58)
Vol. 4, No. 2	8 (126)	1 (2)	0	0	0	9 (128)
Vol. 4, No. 3 <i>Special Issue</i> <i>Generation 1.5 and Academic Language Acquisition</i>	9 (160)	5 (23)	0	0	1 (2)	15 (185)
Vol. 5, No. 1	10 (139)	7 (30)	0	0	0	17 (169)
Vol. 5, No. 2	11 (155)	6 (31)	0	0	0	17 (186)
Vol. 6 No. 1	11 (130)	6 (23)	0	1 (4)	0	18 (157)
Vol. 6 No. 2	14 (185)	7 (26)	0	0	0	21 (211)
Vol. 6 No. 3 <i>5th Anniversary Special Issue – CALL Technologies and the Digital Learner</i>	11 (177)	5 (16)	0	1 (5)	0	17 (198)
Total: Special Issues	38 (677)	14 (53)	6 (29)	1 (5)	1 (2)	60 (766)
Total: All Issues	123 (1913)	67 (258)	13 (66)	4 (16)	3 (16)	210 (2269)

Note: Numbers appearing inside a parenthesis indicate number of pages per publication.



Naturally, much of the work published since our first volume in April 2001 could not have been possible without the help and support of our fine Editorial Board and Reviewers of *The Reading Matrix Journal*, whose expertise and hard work have contributed to the international success of the journal since the publication of its first issue. A heartfelt thank you to all the individuals listed below whose hard work and dedication to high standards in publishing is second to none:



THE READING MATRIX

AN INTERNATIONAL ONLINE JOURNAL

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University of New Hampshire

Lianrui Yang
Ocean University of China

The Reading Matrix: An International Online Journal is abstracted and indexed in EBSCOhost, the Modern Language Association International Bibliography (Books and Articles on Modern Languages and Literature), ERIC (Education Resources Information Center), DOAJ (Directory of Open Access Journals), J-Gate, and DELTAA. There is no charge to subscribe to the journal.

Our editorial goals over the last five years have remained the same: *enhance professional development, publish peer-refereed articles/reviews presenting innovative concepts and strategies, offer timely reviews of research, software and web-based applications and tools, promote scholarly discussions, and organize online presentations/professional development opportunities.*

Last, but most certainly not least important, are the international online conferences *The Reading Matrix* has been hosting since 2004. Past conference themes have included:



THE READING MATRIX, INC INTERNATIONAL ONLINE CONFERENCES

"Beyond Borders"



"Initiative, Innovation, and Inspiration"



"Coming Together: The Shrinking Global Village"



The basic aim of these conferences was to provide a venue for educators, established scholars and graduate students from around the world to present work on a wide variety of pedagogical, theoretical, and empirical issues as related to the multidisciplinary field of second and foreign

language teaching and research. On these days, we gathered to share information and capitalize on each others' knowledge, experiences, and contributions. These conferences also gave you—the attendee and participant—an opportunity to make global connections with people in your field.

Each year, *The Reading Matrix International Online Conference* is held entirely on the Internet using email, the Web, synchronous chats, discussion areas, and other Internet technologies. About two weeks before each conference formally began, we opened the password-protected webpages that contained the presentations. Registered participants had access to the *Conference Timetable* and had the opportunity to “attend” (i.e., read and listen to) the presentations that interested them. On the actual conference days, each presenter was also scheduled for a fifty-minute live chat session. In these sessions, participants had ample opportunities to meet and talk with presenters about ideas in the papers. Participants were able to enter presentation rooms by accessing the Conference Timetable. Presenters had their own presentation room so attendees were able to stay after the livechat session to continue discussions.



Demonstration of Online Presentation

The Reading Matrix Online Conference

Conference Timetable

[Message Board](#) [Foyer Cafe](#) [Logs](#) [Archives](#) [Help](#) [Logout](#)

Pacific Time (California)	New York (+3)	London (+8)	Spain (+8)	South Africa (+9)
8:00am	11:00am	4pm	4pm	5pm
Turkey (+10)	Abu Dhabi (+11)	India (+12.5)	Thailand (+14)	Tokyo (+16)
6pm	7pm	8:30pm	10pm	midnight

The Conference Timetable below and the above times are based on Pacific Time (US and Canada). If you need to know your exact presentation time, please email us at conference@readingmatrix.com.













For more information on times around the world please visit [World Time Server and GMT](#).

Time (Pacific)	Citadel	Fairmont	Alameda	Amadeus
Sep 25, 2004 8:00 am-9:00 am	Pre-service EFL teacher's attitudes toward research in undergraduate EFL students - (Turkey) by Leyla Tercanlioglu	Researcher research: An alternative in language testing research - (Iran) by Karim Sadeghi	Cognitive Reading Instruction for FL Learners of Technical English - (Spain) by Dolores Ramirez Verdugo	
Sep 25, 2004 9:00 am-10:00 am		Prosodic transfer: A study of accentual rises in Moroccan learners of English - (Morocco) by Mohamed Yeou	Crosscultural CMC Pupil Discourse: an analysis of communication between English and French speaking teenagers - (United Kingdom) by Michael Evans	



Participants also had access the *Foyer Café* to meet others in more social surroundings. The Foyer Café is a place that stayed open throughout the conference days. The Café itself included several parlors (discussion lists/forums) allowing participants to meet with others who may be interested in similar topics. Topics addressed were:

The Reading Matrix International Online Conference Themes	
Assessment and Testing	Intercultural Communication
Adolescent Language Learning	Interdisciplinarity in Applied Linguistics
Adult Language Learning	Interface between Linguistics and Applied Linguistics
Artificial Intelligence	Interpreting and Translating
Bilingualism and Multilingualism	IT, Internet, and Language Learning
Child Language and Early Development	Language and Education in Multilingual Settings
Childhood Education	Language and Mind
Computational Linguistics	Language and Subcultures
Computer Assisted Language Learning	Language Disorders
Contrastive Linguistics and Error Analysis	Language for Special Purposes
Corpus Linguistics	Language Loss, Attrition and Re-learning
Critical Discourse Analysis	Language Planning and Language Policy
Curriculum Design	Language Teaching Methodology and Teacher Education
Discourse Analysis	Language, Gender and Power
English as a Global Language	Learner Autonomy in Language Learning

 Immersion Education	 Lexicography and Lexicology
 Multimodality	 Multiple Literacies
 Pragmatics	 Psycholinguistics: Processing
 Reading – Teaching/Research	 Rhetoric and Stylistics
 Second Language Acquisition	 Sociolinguistics
 Web-based Teaching/Learning	 Writing – Teaching/Research

Under <http://www.readingmatrix.com/onlineconference/index.html>, whether you were a delegate or a presenter, every imaginable piece of information or technical requirements you could possibly have needed to present at or attend the online conference was, and remains, *only a click away*.

The Reading Matrix International Online Conference Information																	
<table><tr><th>Information for Delegates</th></tr><tr><td>Home</td></tr><tr><td>Conference Format</td></tr><tr><td>List of Presentations</td></tr><tr><td>Demonstration of Online Presentation</td></tr><tr><td>Technical Requirements</td></tr><tr><td>Fees and Registration</td></tr><tr><td>Conference Area</td></tr></table>	Information for Delegates	Home	Conference Format	List of Presentations	Demonstration of Online Presentation	Technical Requirements	Fees and Registration	Conference Area	<table><tr><th>Information for Presenters</th></tr><tr><td>Abstract Submissions</td></tr><tr><td>Technical Requirements</td></tr><tr><td>Presenter's Guide</td></tr><tr><td>Conference Proceedings</td></tr><tr><td>Fees and Registration</td></tr><tr><td>Important Dates</td></tr><tr><td>Technical Assistance</td></tr></table>	Information for Presenters	Abstract Submissions	Technical Requirements	Presenter's Guide	Conference Proceedings	Fees and Registration	Important Dates	Technical Assistance
Information for Delegates																	
Home																	
Conference Format																	
List of Presentations																	
Demonstration of Online Presentation																	
Technical Requirements																	
Fees and Registration																	
Conference Area																	
Information for Presenters																	
Abstract Submissions																	
Technical Requirements																	
Presenter's Guide																	
Conference Proceedings																	
Fees and Registration																	
Important Dates																	
Technical Assistance																	

Following each conference, papers of high interest to the profession are published in *The Reading Matrix Conference Proceedings*. All 61 papers can be accessed at the *Previous RM Online Conference* section http://www.readingmatrix.com/onlineconference/conf_proceedings.html.

CONFERENCE PROCEEDINGS AT-A-GLANCE			
Date	Theme	Papers	Pages
September 25-26, 2004	Beyond Borders	24	420
September 16-18, 2005	Initiative, Innovation, and Inspiration	16	216
March 2-4, 2007	Coming Together: The Shrinking Global Village	21	229
TOTAL		61	865

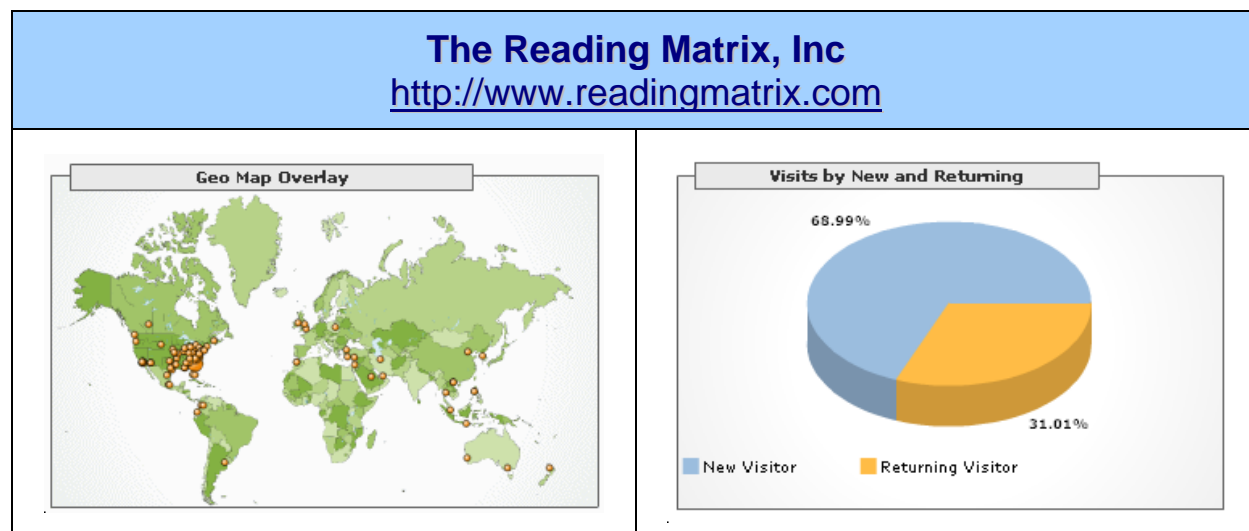
Through these international events, we have tried to create an online conference community to allow groups of conference participants to share information, participate in discussions, and learn from one another. Thus far, 147 presenters from around the world have shared their expertise and insights during the last three *Reading Matrix International Online Conferences* (2004: 50; 2005: 49; 2007: 48). We encourage all of you to participate in future conferences as a presenter or attendee. While some of you may be new to this type of event, if you are able to read and send email, and log on to a webpage, you can certainly take part in these online activities!

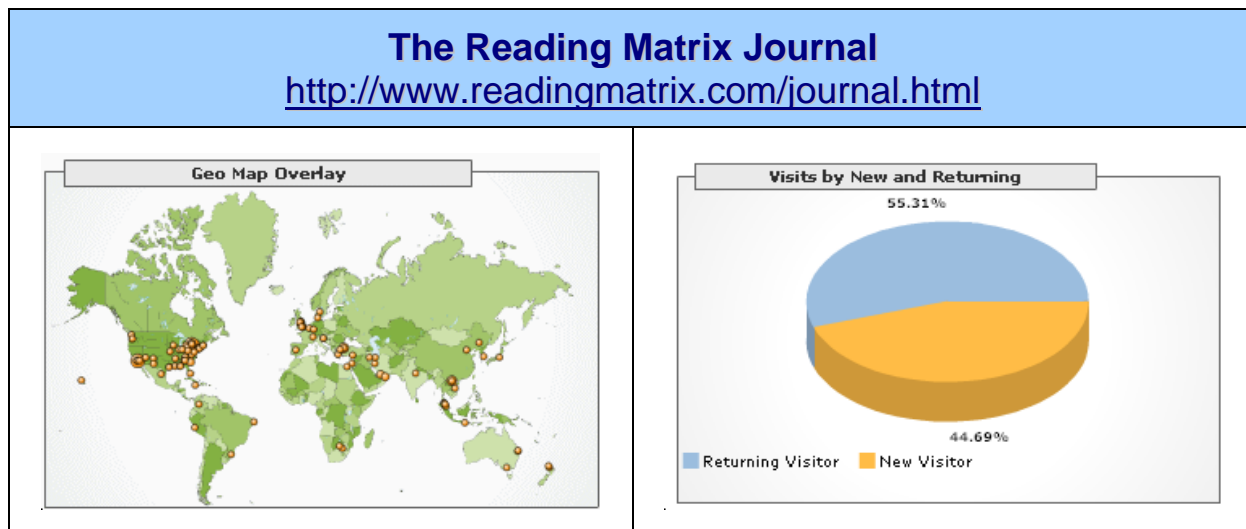
We hope that you will become an integral part of our future conferences.

Looking Ahead

Five years ago, when we started writing the first pages of the story that is today *The Reading Matrix*, we were content with making the Internet easier for all educators of adult learners, and college/university learners to use. Along the way, we learned how to take baby steps, and how to walk when we really wanted to run.

Five years later, we are no longer content with simply making the Internet easier to use. Today, we aspire to define the Internet, to define how we teach and learn, how we work, play, and communicate in a digital world that is as elusive as it is awe inspiring. This is the story we intend to write over the next five years. How well we succeed in writing this story will largely depend upon YOU, the writer, reader, contributor, conference participant and attendee. Without you, there is no story to write, no new chapters to add, no story to tell. The visuals below amply illustrate this point.





It is our sincere hope that *The Reading Matrix* will remain a cooperative endeavor of students, educators, and researchers. We would like to extend a direct invitation to this group to make use of the *Comments* page and provide us with your invaluable feedback, ideas, and needs. Additionally, we welcome all commentary from site visitors in other countries whose insights are needed if this site is to truly offer an international perspective. For our part, we remain committed to providing a forum for alternative modes of inquiry and viewpoints about the nature of literacy practices of diverse groups of persons around the globe. This web site was created in order to continually support the goals of *The Reading Matrix* by using the feedback we receive from those who will benefit from its existence. Finally, if you are not sure what you are looking for, we suggest that you look through the site via its links. If you have an idea of what you need, try finding it via the *Search* option.

The *Matrix Archives*, thanks to the feedback and comments we receive, will no doubt see continual growth in the years ahead as a result of the input and suggestions from all its users both new and returning visitors. Many other projects are currently underway such as the creation of online computer-mediated exercises and software development. While there is no subscription fee to access the site, the journal, or the software materials currently under development, the support of corporate sponsorship and advertisers is welcomed in order for us to cover costs of site development and support.



The 24/7/365 free-access website receives approximately 650,000 hits per month (and counting) as we continue to “build the future” one click at a time for we remain steadfast in our vision to be a premier source of peer-reviewed information for ESL/SLA educators and researchers in L2 Reading and L2 Reading/Literacy and Technology.

Over the past five years, this vision has been our bedrock upon which we built our digital lighthouse, a lighthouse that, in the years to come, is certain to shine ever so brighter, ever so inviting. While the road taken to date is clearly paved for others to

follow, the road ahead yet to be traveled is full of promise and untapped potential. Upon this road we shall commence our journey, upon this road we shall build a brighter future for second and foreign language learning, a future that without multimedia literacy and digital intelligence is doomed to failure. Such is the prospect we are facing in our modern multicultural world today, such is the future our learners will inherit. Predicting the future has never been easy, *preparing for it is!* This is where *The Reading Matrix* digital story begins. This is where *The Reading Matrix* digital story evolves, shaping the digital world that is yet to come, yet to be fully realized. The digital world before us is bright indeed and the virtual possibilities endless.

Please browse through our web site www.readingmatrix.com to learn how you can benefit from the site's many resources and help us...



And never forget! *A journey of a thousand miles must begin with a single click* to paraphrase Lao Tzu's (Chinese Taoist Philosopher, c. 600 B.C.E.) centuries-old adage:

千里之行, 始于足下。 — 《老子》

[A three-hundred-mile journey starts with the first step.]

After all, *if you can conceive it, you can achieve it* ... but first, you must believe!

As always, we welcome your comments and suggestions.

We look forward to meeting you all online!

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