hands of a totally unreliable person. And while emailing is extremely convenient for sending documents and photos, it should be remembered that it is very insecure. In short, in the case of online show-and-tell, the old adage "less is more" always applies!

Task 2: Most of us have already heard some cautionary tales about people being conned/abused via the Internet. Take a moment to think about similar anecdotes you have heard or read about, or worse, have experienced firsthand. In your opinion, which of those events could have been avoided by exercising more caution? How? What useful lessons can you draw from such occurrences?

Our learners should be taught to use the Internet critically and carefully. They need to learn how to recognize (un)reliable online sources, how to distinguish legitimate correspondence from online frauds, etc. For example, they need to be suspicious of emails asking for private information or merely containing links or attachments, or even those with no or with vague subject lines, such as "Hi" or "Salam." (Unfortunately, however, many people still use such titles for their email correspondence, which makes it hard to distinguish between authentic and fraudulent correspondence, but your students should at the very least be taught not to open such emails from strangers, and to treat them with caution when receiving them from what appears to be a friend.)

They also need to be wary of clicking on advertisements, or downloading even the simplest files (such as text files, music, or pictures) from a website whose owner is unknown to them. A good CALL teacher won't leave such things

to chance, and will take care to warn her/his students in time of the potential dangers which threaten them online. This is a very serious issue. Sad to say, many people have lost friends, money, prestige, security, and even lives through underestimating the dangers of the Internet (see, for example, Rule, 2007); and while using the Internet seems to be a necessity these days rather than a mere luxury, obviously, online safety and privacy are not matters to be taken lightly, and deserve to be explained in further detail.

In the next issue, of course.

Notes
1. Those interested in hearing both sides of the above story might like to visit the following links: http://www.gnu.org/gnu/rms-lisp.html
http://danweinreb.org/blog/rebuttal-to-stallmans-story-about-the-formation-of-symbolics-and-lmi
2. http://creativecommons.org/licenses/
3. http://creativecommons.org/licenses/by/3.0/
4. http://creativecommons.org/licenses/by-sa/3.0/
5. http://creativecommons.org/licenses/by-nd/3.0/
6. http://creativecommons.org/licenses/by-nc/3.0/
7. http://creativecommons.org/licenses/by-nc-sa/3.0/
8. http://creativecommons.org/licenses/by-nc-nd/3.0/
9. http://www.fsf.org/
10. http://www.opensource.org/

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Creative Commons license. (n.d.) In *Wikipedia.* Retrieved March 31, 2012, from http://en.wikipedia.org/wiki/Creative_Commons_licenses#cite _ref-retiredlicenses_2-0

Frequently Asked Questions. (n.d.) In *Creative Commons Wiki.* Retrieved March 31, 2012, from http://wiki.creativecommons.org/FAQ#Can_I_apply_a_Creative_Commons_license_to_software.3F

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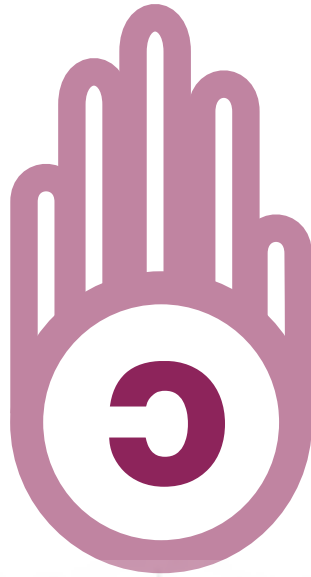
city, phone number, or anything else which "might identify them to potential predators" (p. 14). He proposes that even having students use their full names could constitute a potential risk; therefore, he advises using first names only, even giving students with unique first names the option of using a pseudonym. In addition, Richardson recommends obtaining parental approval in the case of minors, by sending home a letter to the parents, explaining exactly what uses will be made of technology, what kind of security measures are in place, etc. and asking them to indicate that they have read and agree to the terms by signing and returning the permission slip.

The sad truth is that while the Internet can be an extremely useful learning/teaching tool, it is also prone to abuse by all kinds of depraved people, and therefore even adults need to be wary about becoming friends and sharing personal information with just anyone on the Net. It is a well-established fact that many people on the Internet use false identities, often not merely using pseudonyms but also lying about their education, age, sex, nationality, and personality. In fact, nowadays many crimes have their roots in online encounters in which credulous people have accepted at face value whatever they have been told online by a person whom they have never met in "real life," leading to their being conned and exploited.

Googling a person is one way to substantiate the information an online acquaintance provides about her/himself; however, it is far from being a trustworthy test. Therefore, learners should be taught to be very careful about the kind of information they share about themselves, and they should learn to be suspicious of online acquaintances who ask many personal questions. They should also bear in mind that any information provided online is likely to be discovered by people other than the original recipients. Even an email sent for a close and trustworthy friend might end up in the

verbatim copies of the work, but you may not alter, transform, or build upon it.

Ⓢ Share-alike (SA): You may alter, transform, or build upon this work, but only if you distribute the resulting work under the same license or a license similar to the original. This is very similar to the copyleft license.

The following combinations of the above conditions form the six major licenses[2] of Creative Commons, all created within the boundaries of copyright ("About the licenses," 2012):
Attribution (CC BY)[3]

Attribution-ShareAlike (CC BY-SA)[4]
Attribution-NoDerivs (CC BY-ND)[5]
Attribution-NonCommercial (CC BY-NC)[6]

Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)[7]

Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)[8]

The sad truth is that while the Internet can be an extremely useful learning/teaching tool, it is also prone to abuse by all kinds of depraved people, and therefore even adults need to be wary about becoming friends and sharing personal information with just anyone on the Net

It is worth mentioning that except for the CC0 Public Domain Dedication, the rest of the Creative Commons licenses are not compatible with the GNU General Public License (a widely-used free software license) and do not deal

with the issue of software source code, and are therefore not recommended for use with software. Instead, the Creative Commons organizers advocate the licenses provided by the Free Software Foundation[9] or registered at the Open Source Initiative[10]," since they are "designed specifically for use with software" ("Frequently Asked Questions," 2012).

Safety and privacy on the Net

Establishing and maintaining a policy of "appropriate online behavior," as recommended in this and the previous article, does not have merely to do with teaching your students to respect the rights of other people when online; teaching them how to take care of themselves online, and ensuring that their rights are not abused by others are equally important, if not even more so.

This is especially true when our students are minors. Unfortunately, even a simple Internet search via Google or other popular search engines can often lead us to webpages containing pornography, violence, and other forms of inappropriate content. Will Richardson (2010), an internationally acclaimed "blogvangelist" and supporter of using various online tools in the classroom, advises careful "planning and testing" (p. 13) on behalf of the teacher before encouraging younger students to use the Internet. He urges, "Create your own Web tours beforehand and limit the amount of freedom students have to surf" (ibid).

Richardson (2010) also advises teaching students not to give out too much personal information on the Net, such as their photos, email address, terrestrial address, school name,

remain free. The symbol for copyleft is the reverse of the copyright sign; that is,(Ↄ) or ⊜, although, contrary to the familiar copyright sign, the symbol itself does not yet appear to have any legal status ("Copyleft," 2012). In fact, copyleft licensing is done within the copyright framework, and existing copyleft licenses, such as the popular GNU General Public License devised by Richard Stallman (Williams, 2002), are in fact extensions of the copyright law.

A CALL teacher should ensure that her/his students have a sufficient understanding of both plagiarism and copyright laws. In order to avoid plagiarism, learners should be taught that any use of another person's ideas, whether directly or indirectly, deserves to be acknowledged

You may be wondering why it would be necessary to invoke such a license in the first place; and why a creator intending to share her/his work wouldn't merely place her/his work within the realm of "public domain," with no limitations whatsoever. This might be better understood by read-ing the following excerpt from Wikipedia ("Copyleft," 2012):

> A later instance of copyleft arose when Richard Stallman was working on a Lisp interpreter. Symbolics asked to use the Lisp interpreter, and Stallman agreed to supply them with a public domain version of his work. Symbolics extended and improved the Lisp interpreter, but when Stallman wanted access to the improvements that Symbolics had made to his interpreter, Symbolics refused.

We need to remind ourselves that all online (and offline) sources, including the much vaunted Wikipedia, need to be read critically and should not be taken as gospel, and it bears mentioning that the Wikipedia version of the above story is controversial;[1] however, it does serve to exemplify the usefulness of copyleft licenses for averting similar scenarios.

Another alternative to copyright licenses is the use of the Creative Commons licenses. Creative Commons licenses were released by Creative Commons, a non-profit organization in the U.S. These licenses allow creators to determine exactly which rights they would like to reserve or waive. The licensor can opt for a CC0 license, effectively waiving all rights and placing her/his creative work within the realm of public domain; or s/he can use a combination of the following four conditions ("About the licenses," 2012; "Creative Commons license," 2012):

ⓘ Attribution (CC BY): You may copy, distribute, and transmit the work, but you must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work). This means that you should acknowledge whose work you are using/building upon.

🄎 Noncommercial (NC): You may copy, distribute, and transmit the work, but only for noncommercial purposes.

⊜ No derivative works (ND): You may copy, distribute, and transmit only exact,

teachers educate their students how to use such materials without abusing them, especially since such (often innocent) copy/pasting and redistributing can lead to serious legal offences, and at best will create negative impressions and misunderstandings about the student's character. This means that a CALL teacher should ensure that her/his students have sufficient understanding of both plagiarism and copyright laws. In order to avoid plagiarism, learners should be taught that any use of another person's ideas, whether directly or indirectly, deserves to be acknowledged. In the fields of Applied Linguistics and TEFL, such acknowledgement is done in accordance with the guidelines provided in the APA style manual (American Psychological Association, 2009). The application of copyright laws to online works also needs to receive sufficient attention so that learners would be aware of (un)acceptable online practices. Learners need to be taught that copyright laws are not merely applicable to paper-based publications and software on CDs and DVDs, and may equally be applied to online materials, such as pictures, video and sound clips, etc. They need to learn how to recognize copyrighted materials. Nowadays, this is no longer limited to the familiar copyright symbol, (i.e., © all rights reserved), and includes a variety of symbols and a range of copyright licenses, depending on the kinds of rights reserved/waived by the licensor.

Copyleft and Creative Commons licenses

Thankfully, nowadays many people opt to place fewer restrictions on the ways others can use their creative works, and endorse licenses which are less restrictive than traditional copyright licenses. As mentioned above, there are now several alternatives to the customary copyright license; alternatives which allow the creators of a work to choose exactly what kinds of restrictions they would like to place on how others can use it. CALL practitioners should familiarize themselves with such alternatives and help their students recognize them, as well.

Task 1: Take a moment to consider the possibilities. Suppose you would like to place some restrictions on how others may use a photo you have taken, a manuscript you have written, or software you have


created. Use your imagination and try to come up with a range of licenses which allow more flexibility than the traditional copyright laws. How many options can you think of? What are the merits/demerits of each?

One such alternative is copyleft which, as you may guess, is a play on the widely used "copyright." Copyleft is a kind of license invoked to ensure that a creative work is freely copied, distributed, or even adapted, and that the copies, modifications, or adaptations will also

Make practicing appropriate online behavior your policy

In the preceding issue, the importance of appropriate online behavior was discussed at length. It was mentioned that one of the duties of CALL practitioners is to help popularize suitable online behavior. This in part requires familiarizing first themselves and then their students with Netiquette rules to avoid communication breakdowns and stereotyping. However, observing Netiquette rules is only one aspect of appropriate online behavior. Another has to do with avoiding plagiarizing online sources, as well as observing copyright laws.

As mentioned previously, many Internet users are under the false impression that whatever is available online can be used/distributed without any limitations. Such users often unknowingly abuse copyrighted online materials (such as pictures, video clips, sound clips, written materials, etc.), "borrowing" them for their own websites, weblogs, and the like, without obtaining permission from the original owner, or even acknowledging where they obtained the materials. This is while even those materials which are freely available online are often copyrighted and, indeed, even those which are not copyrighted may not be plagiarized; therefore, it is vital that CALL
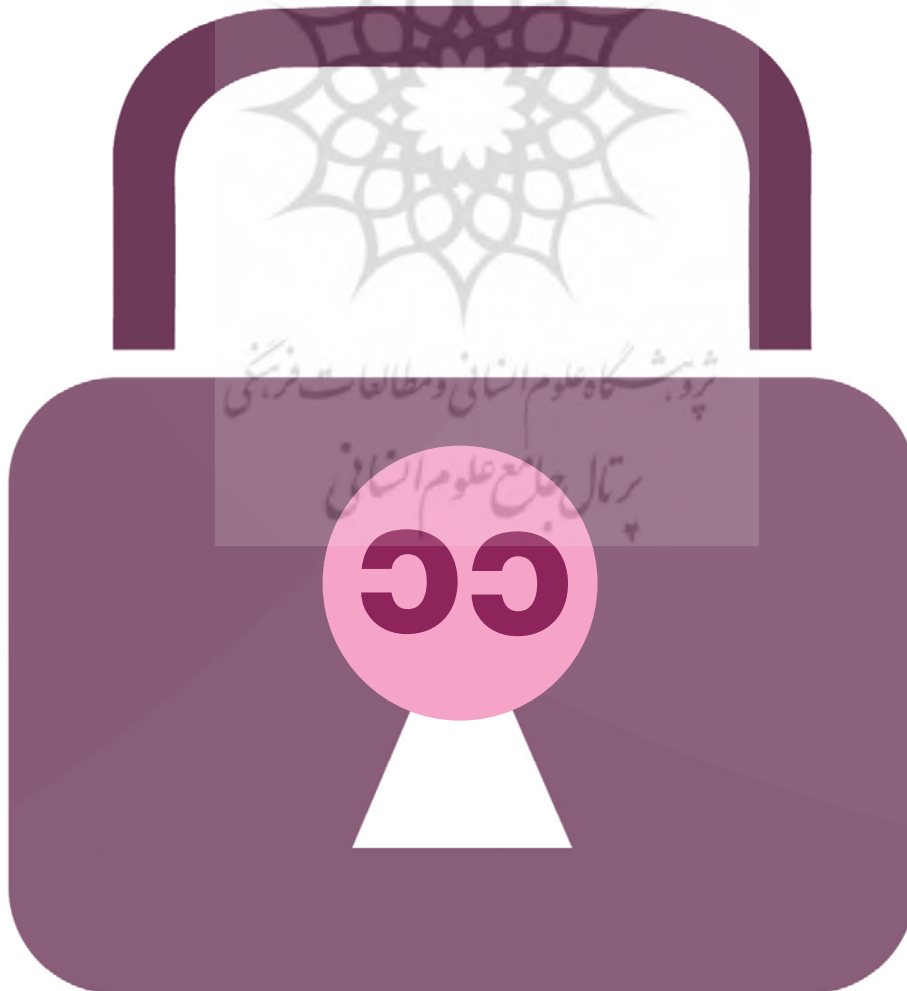
Do-it-yourself: Computer-Assisted Language Learning (CALL)

Appropriate Online Behavior: Beyond Netiquette Rules

Classroom Techniques

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اشاره

مقالهٔ حاضر، چهارمین مقاله از سری جدید مقاله‌ها دربارهٔ CALL یا «آموزش زبان به کمک فناوری» است. در مقالهٔ سوم (که در شمارهٔ ۱۰۲ فصل بهار به چاپ رسید) به برخی ابعاد رفتار مناسب آنلاین (یا بر خط) همچون مراعات اصول Netiquette و قوانین Copyright و نیز پرهیز از سرقت ادبی اشاره شد. در همین راستا مقالهٔ کنونی به موضوعاتی چون Creative Commons، Copyleft و امنیت در اینترنت می‌پردازد.

Abstract

The current article is the fourth of a new series of articles on Computer-Assisted Language Learning (i.e., CALL), to appear in each issue of Roshd FLT. In the previous article (published in the issue before last), certain aspects of appropriate online behavior were discussed, such as observing Netiquette rules (i.e., the established "rules" of online etiquette) and copyright laws, and avoiding online copy/pasting and plagiarizing (Marandi, 2012). Along the same lines, in the present issue some alternatives to copyright laws such as copyleft and Creative Commons licenses are explained, and safety and privacy on the Net are touched upon.

Key Words: appropriate online behavior, plagiarism, copyright, copyleft, Creative Commons licenses, safety and privacy on the Net