

ESL [ENGLISH AS A SECOND LANGUAGE] WEBLIOGRAPHY OF ESSENTIAL RESOURCES 2008 revisions

NEW GENERATION SEARCH ENGINES:

in the search window provided in these new search engines, type the word ESL

Librarians Index to the Internet: <http://www.lii.org>

Try a search on the word ESL in www.lii.org

INFOMINE: <http://infomine.ucr.edu>

LOOK AT INFOMINE, go to the **SOCIAL SCIENCES AND HUMANITIES SECTION** from the main home page, then click on Subjects at the very bottom of the page, then go to the E section and then look at the subject heading ENGLISH LANGUAGE -- ACCENTS AND ACCENTUATION (1) until you find the following Internet site

[Speech Accent Archive](http://accent.gmu.edu/) <http://accent.gmu.edu/>



The Speech Accent Archive has collected 300 plus audio speech samples from people, native and non-native speakers of English, around the world -- reading the same English paragraph. The archive "allows users to compare the demographic and linguistic backgrounds of the speakers in order to determine which variables are key predictors of each accent." A person's accent is commonly (improperly or prejudicially) assigned a certain social standing, demographic, and income level. The goal of this project is to show the continuity of accent across geographical language groups. The native language phonetic inventories section gives a chart of the phonetic qualities of each language, so that two or more languages can be compared. The "Accent Atlas" pinpoints on a map different speakers, and audio samples represent the different locales.

Research Development Network (RDN): <http://www.rdn.ac.uk/>

Virtual Training Suite of the Research Development Network (RDN): <http://www.vts.rdn.ac.uk>
ESOL Virtual Training Suite (RDN): <http://www.vts.intute.ac.uk/fe/tutorial/esol>

FREE EDUCATIONAL AND DOCUMENTARY VIDEOS FOR LEARNING ENGLISH: CONNECT WITH ENGLISH SERIES FROM THE ANNENBERG FOUNDATION.

The Annenberg Foundation at <http://www.learner.org> has **free educational and documentary videos in all subject areas**. One video series in particular, *Connect with English*, follows the adventures of

Rebecca as she travels across the U.S.. The series is available at this URL:

<http://www.learner.org/resources/series71.html>

Access to this video series is free, but one does need to register first. Registration is absolutely free and takes just minutes.

This description of *Connect with English* is from the overview”:

“Through the story of Rebecca, an aspiring singer on a journey across America, *Connect with English* touches on life's important issues: leaving home, parenting, education, work, love, success, and loss. All of the characters use meaningful, natural language that students can put to work immediately in their own lives. Each episode features dialogue that is slightly slowed down and subtly simplified. Key lines are repeated, idioms paraphrased, and important events retold. There are constant visual clues to meaning, such as written signs, notes, and documents. Facial expressions, gestures, and body language also reveal meaning for students. Closed captioning can be used as a teaching and literacy resource. For levels from high beginning through low and high intermediate.”

Another in this series is **Writing English Better:**

English Composition: Writing for an Audience (Annenberg Media)

<http://www.learner.org/resources/series128.html>

from the VIDEO ON DEMAND (VoD) SERIES

How does one write a great essay? Is it possible to come up with an original voice? These two questions and many more are discussed in this 26-part series on English composition.

Offered as part of the Annenberg Media website, this video series "introduces basic principles and strategies for communicating in writing to a variety of audiences and improving general composition skills." Over the course of this series, interested parties will hear from a wide range of writing professionals. Each episode is 30 minutes long and the program titles include "Finding Something To Say", "Reading as a Writer", and "Peer Feedback".

The material is quite varied, as users will find segments with Michael Moore and Rush Limbaugh arguing about the definition of "welfare" and writers from the television program "MAD TV" talking about the experience of collaborative writing.

EXCELLENT INTERNET SITES USEFUL FOR TEACHERS AND STUDENTS:

USING ENGLISH: <http://www.UsingEnglish.com>

Provides grammar glossaries, reference sheets on irregular verbs, phrasal verbs and idioms, teacher handouts, and ESL forums. The forums are particularly useful, as registered users can post questions in the "Ask a Teacher!" feature, and receive a response from one of their team of expert advisors. The articles area contains short pieces on using punctuation properly, teaching English in South Asia, and formal letter writing. The site also has its own Weblog, which contains valuable information on various

elements of the English language that may be helpful both for ESL teachers and those seeking to learn the language.

Another VIDEO in this series concentrates on how to write better and construct meaningful sentences:

ESL Gold [Real Player, pdf] <http://www.eslgold.com/> The site's primary materials are thematically organized into categories such as "Speaking", "Listening", "Reading", and "Writing". Within each of these sections, visitors can take a look through topical resources that compartmentalize different more digestible themes, such as "Topics for Writing" or "Organizing and Composing". As might be expected, visitors can also find materials for beginning, intermediate, or advanced level students.

Larry Ferlazzo's WEBSITE OF THE DAY for teaching ELL, ESL, EFL:
<http://larryferlazzo.edublogs.org/>

Online English Language Program from the University of Oregon: <http://oelp.uoregon.edu/>

**ENGLISH LANGUAGE PROGRAMS: <http://exchanges.state.gov/education/engteaching/>
Includes Lesson Plans and Activities**

Regional English Language Office of the US EMBASSY in CAIRO, EGYPT:
<http://egypt.usembassy.gov/pa/relo.htm> Includes links to Forum Magazine, Civic Education Resources and Activities for teaching ESL and a variety of online resources. Excellent site

U.S. Consulate in Vladivostok Russia: <http://vladivostok.usconsulate.gov/elf.html>
Includes an American values through Films module including actual Lesson Plans, and sample questions to be used as discussion areas and pointers for how to teach Film effectively (Films included are "Dances with Wolves", "Erin Brokovich," "All the Presidents Men," "To Kill a Mockingbird," "Twelve Angry Men," High Noon" and "Sea biscuit")

This value added website also includes a separate module titled: "Creating Interactive PowerPoint Presentations - Teacher's Guidebook (from Kursk, Russia)" that includes the best web sites for teaching and introducing Special English, using Voice of America broadcasts as one example. Also teaches how to create meaningful interactive PowerPoint presentations that captivate your audience.

Also see the English Language Programs administered by the U.S. EMBASSY in MOSCOW:
http://www.usembassy.ru/bilateral/bilateral.php?record_id=pa_english
Includes a Connect with English Handbook, VOA Special English, Language and Civil Society, Online Resources for ESL Educators and Handbooks for English Language Summer Camps for Youth.

These highly innovative Summer Camps combine English Language Study, American Culture and Leadership Skills. The Handbooks themselves give "guidelines on how to organize and implement an English language Summer Camp to combine both leisure activities and intensive study of the English language and American culture for middle and secondary school students during the summer vacation period."

ESL Cyber Listening Lab [Windows Media Player, Real Player] <http://www.esl-lab.com/> Developed by an educator with a series of experiences spent educating persons in the art of learning English, this website provides a multimedia experience for those seeking to learn the language. The focus on the site is most definitely on developing users' listening skills, and it provides dozens of helpful audio features that quizzes students on topics such as renting an apartment, understanding credit cards, and making doctor's appointments. Along with these more practical skills, another section of quizzes deals with subjects that students might encounter in other situations, such as the TOEFL or more advanced conversations. The multimedia experience of the site is greatly enhanced through video presentations of long conversations on topics such as family history, investing, and solar eclipses.

The Reading Matrix <http://www.readingmatrix.com/> in the fall of 2000, a group of concerned educators came together to form The Reading Matrix, which was designed to create a place where both teachers and other interested persons could come together to find resources about reading and writing. Most of the resources are geared towards the language needs of ESL and international students, but given the cornucopia of materials here, there is really something for everyone. Scrolling down from the site's homepage, visitors will come across areas that include a job database, the Reading Matrix Archives, interactive reading exercises, and a list of germane online journals. The Archives are a good place to start, as users will have the opportunity to look through subject-oriented resources for English-language learners that range from dictionaries, grammar quizzes, and speaking and listening practice.

MAJOR PORTAL or GATEWAY SITES:

U.S. Embassy, MEXICO CITY: Collection of Links on English Language Teaching:
<http://mexico.usembassy.gov/mexico/library.html>

WRITING BETTER:

The Nuts and Bolts of College Writing: <http://nutsandbolts.washcoll.edu/>

Amherst College: Online Resources for Writers

<https://www.amherst.edu/academiclife/support/writingcenter/resourcesforwriters>

Amherst College has created online resources divided into thematic headings such as "Preparing to Write", "Thesis and Argument", "Clarity and Grace", and "Using Sources". On the left hand side of the page, users can view the same list and also learn more about the writing center at Amherst and their work. Overall, it's a set of resources that college students in particular will find useful, especially as they approach a paper deadline.

English Composition: Writing for an Audience"

<<http://www.learner.org/resources/series128.html>> A Free Video that introduces basic principles for communicating in writing to a variety of audiences. Throughout the series, students meet an array of professionals whose work involves writing, including writers working in television--but also nurses, engineers, athletes, and others for whom the importance of writing may not be as obvious. VIDEO IS FREE BUT PRIOR REGISTRATION IS NECESSARY.

Online Writing Assistant: <http://www.powa.org/>

ESL Independent Study Lab: <http://www.lclark.edu/~krauss/toppicks/toppicks.html>

How to Write Effective Argumentative Essays: <http://www.powa.org/argument/index.html>

University of Wisconsin, Madison Writing Center: <http://www.wisc.edu/writing/Handbook/>

Dartmouth College Writing Center: <http://www.dartmouth.edu/~writing/materials/about.shtml>

Bibliography of Effective Writing Resources: <http://www.au.af.mil/au/aul/bibs/ewr/ewr.htm>

Free Writing Courses Online http://education-portal.com/articles/10_Universities_Offering_Free_Writing_Courses_Online.html

Links to self-study modules offered by 10 universities to teach various kinds of writing: technical, news, essays, fiction, academic prose, and more.

Grammar Guides and Writing Resources collected from the New York Public Library:

<http://www.nypl.org/links/index.cfm?Trg=1&d1=163&d3=Grammar%20and%20Writers%27%20Resources>

English Composition: Writing for an Audience

<http://www.learner.org/resources/series128.html> (Free Video Series, registration required, but registration absolutely free)

IMPROVING ENGLISH LANGUAGE VOCABULARY:

16 Ways to supercharge your English Language Vocabulary:

<http://www.dumblittleman.com/2008/08/16-websites-to-super-charge-your.html>

Explain confusing words to your students of ENGLISH: <http://www.confusingwords.com/>

DISTANCE EDUCATION RESOURCES:

MIT DISTANCE EDUCATION: <http://ocw.mit.edu>

MIT's Course on Consume Culture with essay and homework assignments that were expressly created to develop expository writing skills:

<http://ocw.mit.edu/OcwWeb/Writing-and-Humanistic-Studies/21W-730-3Consumer-CultureFall2002/CourseHome/index.htm>

MIT's Expository Writing Class with samples of Student Work and downloadable assignments: <http://ocw.mit.edu/OcwWeb/Writing-and-Humanistic-Studies/21W-730-3Spring2001/CourseHome/index.htm>

GRAMMAR GUIDES:

ENGLISH GRAMMAR 101:

<http://www.dailywritingtips.com/english-grammar-101-all-you-need-to-know/>

Internet Grammar of English: <http://www.ucl.ac.uk/internet-grammar>

Blue Book of Grammar and Punctuation: <http://www.grammarbook.com>

Guide to Grammar and Writing: <http://grammar.ccc.commnet.edu/grammar>

Grammar Girls Guide to Better Writing and Understanding the Finer Points of Grammar: <http://grammar.qdnw.com>

GRAMMAR GUIDE: <http://grammar.ccc.commnet.edu/grammar/>

University of Minnesota, Online Grammar Handbook:

<http://www.tc.umn.edu/~jewel001/grammar/>

SELF-STUDY GRAMMAR QUIZZES: <http://a4esl.org/q/h/grammar.html>

GRAMMAR GUIDES AND WRITING RESOURCES FROM THE NEW YORK PUBLIC LIBRARY:

<http://www.nypl.org/links/index.cfm?Trg=1&d1=163&d3=Grammar%20and%20Writers%27%20Resources>

TEACHER RESOURCES: BROWSEABLE LESSON PLANS:

TEACHING PRAGMATICS BY: Kathleen Bardovi-Harlig and Rebecca Mahan-Taylor (Actual classroom exercises)

<http://www.exchanges.state.gov/education/engteaching/pragmatics.htm>

USA TODAY FOR EDUCATORS AND ENGLISH LANGUAGE LEARNERS <http://www.usatoday.com/educate/>

Provides glossaries, vocabularies and lesson plans from current articles in **USA TODAY**.

BREAKING NEWS IN ENGLISH ESL PODCASTS for EASIER LEARNING (available in MP 3 files)

<http://www.breakingnewsenglish.com/podcast.html>

Most mobile phones now (Nokia, windows mobile, etc) can take mp3 files and play them... so, iPods not actually necessary

See also the main website at: <http://www.breakingnewsenglish.com/> for additional examples of Lesson Plans and ideas for ESL Teachers.

LESSON PLANS:

http://www.marcopolo-education.org/teacher/shell.aspx?filename=/teacher/lesson_plan_content_index.aspx&sitearea=teacher

WORKING WITH YOUNG ENGLISH LANGUAGE LEARNERS:

<http://www.cal.org/resources/digest/0301coltrane.html>

SPOKEN ALEXANDRIA PROJECT - FREE AUDIO FROM TELLTALE

WEEKLY <http://www.spokenalex.org/> Creative Commons audio books. "The Spoken Alexandria Project is creating a free library of spoken word recordings, consisting of classics in the public domain and modern works (with permission). AAC, Ogg Vorbis, and MP3 audio books available for free download and redistribution."

THE CHALLENGE OF TEACHING CHILDREN:

<http://www.etprofessional.com/articles/challenge.pdf>

TEACHING AND LEARNING WITH INTERNET BASED RESOURCES:

<http://www.nifl.gov/nifl/fellowship/reports/susanc/inthome.htm>.

THOUSANDS OF OTHER LESSON PLANS AT CURRIKI:

<http://curriki.org> (Must register first to see course content, but registration is absolutely free)

ONE EXAMPLE OF TEACHING ESL FROM ATHABASCA UNIVERSITY WITH COMPLETE LESSON PLANS:

<http://www.curriki.org/xwiki/xwiki/view/MyCurriki/Collections?user=Athabasca>

(EDSITEMENT from the NATIONAL ENDOWMENT FOR THE HUMANITIES: <http://edsitement.neh.gov>)

RESOURCES FOR CHILDREN:

INTERNATIONAL DIGITAL CHILDRENS LIBRARY: <http://www.icdlbooks.org/>
FULL TEXT OF CLASSIC Children's BOOKS IN OVER TWENTY LANGUAGES and GROWING EVERY DAY.

ONLINE STORIES FOR CHILDREN: <http://www.storylineonline.net/>

Students can listen to the stories at the same time that they read the text. I also like the following website:

READ ALOUD STORIES FOR KIDS:

http://www.rif.org/assets/Documents/readingplanet/ReadAloud_Stories/safari_song.html

KIDS SITES AND EDUCATIONAL RESOURCES:

<http://ejw.i8.com/kids.html>

ESL EJOURNALS USEFUL FOR TEACHERS AND STUDENTS:

TEACHING FORUM, from the Educational and Cultural Exchanges Branches of the Department of State:

<http://exchanges.state.gov/forum/vols/vol44/index.htm#top>

and

<http://exchanges.state.gov/forum/journal/>

ZOOM IN ON AMERICA: U.S. EMBASSY, POLAND:

<http://www.usinfo.pl/zoom/>

Includes Quizzes and Lesson Plans and an Archive of previous issues.

TEACHING PRAGMATICS BY: Kathleen Bardovi-Harlig

Rebecca Mahan-Taylor (with classroom exercises and lesson plans)

<http://www.exchanges.state.gov/education/engteaching/pragmatics.htm>

APPENDIX I:

MAY 24 2007 SPECIAL WEBCHAT ON INTERNET RESOURCES FOR LEARNING ENGLISH

Educator Discusses Internet Resources for Students to Learn English (USINFO Web chat transcript, May 24)

Dr. Silvio Avendano, University of Maryland Baltimore County (UMBC) director of the online TESOL professional development programs participated in a May 24 USINFO Web chat on assessing Internet resources to learn English.

This is a first in a new series on "Internet Tools and Curriculum Design for Young Leaders of English," hosted by the U.S. State Department's Bureau of International Information Programs and is brought to us by the U.S. Embassy in Mexico City.

Following is the transcript:

(begin transcript)

U.S. Department of State
Bureau of International Information Programs USINFO Webchat transcript

Internet Tools & Curriculum Design for Young Learners of English: Assessing Internet Resources

Guest: Dr. Silvio Avendano
Date: Thursday, May 24, 2007
Time: 5:00 p.m. EDT (2100 GMT)

Moderator: Welcome to the first of four webchats in our new series "Internet Tools & Curriculum Design for Young Learners of English." This series is hosted by the U.S. State Department's Bureau of International Information Programs and is brought to us by the U.S. Embassy in Mexico City.

You are welcome to send in your questions now or you may wait until the live event begins today at 4:00p.m. Mexico City/5:00p.m. Washington/21:00 GMT.

Because of the very high volume of questions coming in, our guest may begin answering some of the questions earlier than our scheduled start time. We will still begin the webchat officially at 5:00 p.m. EDT / 4:00 p.m. Mexico City.

And just to remind you, your questions will appear on this screen only after they are answered by our guest speaker.

Question [Ankara]: Good Day! I can't understand when chat started? In Kazakhstan right now is 0.35 am.

Moderator: Dear Ankara, the webchat will begin at 21:00 GMT /17:00 EDT. We will send your questions to our speaker, thank you for staying up so late!

Q [Cesar Valmaña]: Here in Qba we were invited to attend this webchat at 3:00 pm Havana time. Why have you made changes and kept users dis-/uninformed?

Moderator: Dear Cesar, we are very sorry about the time confusion. We do have your questions here in the webchat system and we will send them to Dr. Avendano. Again, we apologize for this confusion.

Q [Ada]: I just have one tiny problem, this is the first time I get into this program which I personally think seems to be interesting and useful, but I do have a problem, here at my office I don't have a camera, how does this work? How can I participate in the chat? Thanks!

Moderator: You are already participating! No camera is needed. When Mr. Avendano logs in at 21:00 GMT, he will review all of your questions. When he answers a question, it will appear on this screen.

Moderator: Hello everyone! We will be getting started shortly. We ask that you please be patient as Dr. Avendano reviews your many questions.

If you would like to post a comment telling us who you are and where you are joining from, please do so. Just be sure to select the "comment" option and we will begin posting those after our guest speaker joins us online.

Silvio Avendano: Dear colleagues, I'm so honored to be guest speaking today about one of my favorite topics as a teacher and teacher educator. I'll start answering questions right away. I planned to enter earlier but I'm in my office and have had students coming all day. I will start answering questions today and if I can not finish today I will continue tomorrow. So, please enter again if you don't see an answer to your question. If I don't know the answer to your question, I'll let you know and will find somebody who might have the answer. Thanks so much for all your questions. - Dr. Silvio Avendano

Q [queenross]: Congratulations Silvio. I am Rosa Acuña from Nicaragua. Your ex-colleague at UCA Universidad Centroamericana. It is a pleasure for me to know you are doing this important work for education. God bless you. I have a lot of questions related to child's psychology.

Q [IRC Antananarivo]: Hello, I'm Zo [in Madagascar]. I agree that teaching English through the internet is very interesting. But in some developing countries, there are many people who want to learn English and the problem is that most of them cannot use the internet due to the lack of money to afford it or the time. So what do you think of this problem.

Q [Ada]: Thanks, I have had the pleasure to meet Mr. Avendaño a couple of times at Nicatesol conferences held at UCA, Managua, and I just want to congratulate him for your deep interest in ESL, EFL, ESP, and everything related to the importance of English teaching, I personally have been working on some electronic pages he had recommend us with my students, which we have found interesting and useful and we have learnt a lot from them, thanks Mr. Avendaño.

And hopefully you can join us at UNAN-León II conference of teachers of English held at León, Nicaragua next year on January 31st and February 1st and 2nd, 2008.

And just taking advantage of this space, I will like to extend this invitation to all of those who may be interested in participating whether as Presenters or Participants, if you want more information please write at eflinglescongress2008@yahoo.com (<mailto:eflinglescongress2008@yahoo.com>).
Thanks!

Q [Eneida]: For many years I have used internet to support my teaching. Young learners love to sit in front of a computer or to play in a computer.

We should take advantage of this and use different websites in our classes and even for homework.

Q [Naimat Ullah Khan - LC Karachi]: I would like to ask about the available resources for the English Learners. I represent the Lincoln Corner Karachi, and aimed to provide assistance & guidance to the students.

Your advice would enable me to provide some valuable information to the visitors of Lincoln Corner.

A [Silvio Avendano]: Hello Naimat, thanks for your question. There are so many websites you can visit. Here's a website that contains lots of lesson plans for teaching children and teenagers.

It is one of my favorite sites:

http://www.marcopolo-education.org/teacher/shell.aspx?filename=/teacher/lesson_plan_content_index.aspx&site_area=teacher.

silvio

Q [Ibrahim Saleh]: Dear Dr. Avendano, I think that one of the main problems we might face using the Internet to design curricula is that we do not use good search words which help us get what we need from among the myriads of sources on the Web. Few days ago, I was in need of some mortgage finance materials to use in an ESP class. I failed to get enough material, but I am still sure that it is the problem of my deficient search words/phrases. If you agree with me, could you please elaborate on this point taking mortgage finance as a case study? Many thanks in advance.

Q [Frank2]: Franklin Téllez from Nicaragua-BNC. Our students like to use Internet, we know that it's an important tool, we have 6-week course, and how often do our students need to use these websites?

Moderator: Welcome "Walid"! We see your questions and have sent them to Dr. Avendano. If you would like to introduce yourself to the group, please choose "comment" and we will post your comment directly to this page. Thank you!

To all participants, Dr. Avendano is scrolling through all of the questions. When he answers a question, the full question and his answer will appear together.

Q [Mr. Chaviano]: Mr.Bendaña:

1. When you mention the term "young learner", what ages/school level are you referring to?

2. Would it be possible to have some WEB PAGES ADDRESS, before the Web Chat, so that we can see/assess the contents in advanced?

Mr. Chaviano/UAM -NICARAGUA

A [Silvio Avendano]: Hello Mr. Chaviano, thanks so much for your question. Prof. Joan Shin will address the topic of TEYL specifically, but the following websites will provide some useful information:

<http://www.cal.org/resources/digest/0301coltrane.html>

<http://www.etprofessional.com/articles/challenge.pdf>

silvio

Q [Ibrahim Saleh]: I am Ibrahim Saleh, an instructor at the American University in Cairo, Egypt.

Q [Manuel Aguirre]: Is there any recommendation to use the internet sites, or the resources?

A [Silvio Avendano]: Hello Manuel, thanks for your question. Where are you web chatting from? In my graduate class on computer-assisted language learning, I normally ask students (course participants) to assess resources that they can use with children or any other type of students in the class.

I have developed a simple Internet Assessment Questionnaire that helps my students develop a webliography of Internet resources. I think you need to be careful with what you select, especially for teaching children.

The questions my questionnaire includes are:

- . What is the address for the Web site?
- . What's the domain of the site? Is the site affiliated to a university?
- . Who created the Web site?
- . Are the Web site's links working?
- . If you find some links that are not working, write the Web addresses here.
- . Was the Web site created for teaching ESL/EFL? Or was it created for other purposes?
- . What kind of activities does the Web site have?
- . Listening activities? Reading activities?

- . What changes would you make to the activities from this Web site?
- . What activities can you envision to do with this Web site?
- . What are the implications of using this Web site in your class?
- . Are other sites discussed?
- . Is there contact information for you to ask questions or to provide feedback?
- . If there is contact information, please write it down here.
- . Would you recommend this Web site to other colleagues?
- . What advice would you give to other teachers who want to use this Web site?

Silvio

Q [rochgypsy]: The problem with some teaching not utilizing the many available options are that they feel they will be replaced or not work as many hours, but it is just the opposite for once they start the work is much more and the students response is far greater.

Q [chanta]: Many less developed and developing countries are having difficulties reaching the minorities, having their own respective mother-tongue to make transition to use national language and yet having to accommodate the national curricular requirement for their children to learn English as another language in addition to having to master the national language first.

Are there guidebooks on TEASL www that teachers from less developed countries can make use of the contents posted in the www for teaching? Are they grouped according to the advance levels of learners? Thank you.

A [Silvio Avendano]: Hello Chanta, where are you connecting from?

If you are asking about resources that are available over the Internet for teachers to use, the answer is yes!! There are plenty and most of them are organized by level of instruction and by discipline. I have already provided one of those websites; I'll type it again here for you:

http://www.marcopolo-education.org/teacher/shell.aspx?filename=/teacher/lesson_plan_content_index.aspx&site_area=teacher.

There is also a wonderful online book that is old and it was not developed necessarily for ESL but it has great, great ideas for using the Internet in our classrooms. You can see the whole book online at:

<http://www.nifl.gov/nifl/fellowship/reports/susanc/inthome.htm>.

I hope this will help.

Silvio

Moderator: Just a reminder to everyone. There are many participants today and only one Dr. Avendano ... he is working as quickly as he can!

Q [frank21]: It's a great topic and I hope to get good sites of learning English. Could you give us good sites to teach English?

A [Silvio Avendano]: Hello Frank21, what level of instruction do you teach? I have provided some online resources where you can find all kinds of materials for your class. Please see previous questions and answers. - Silvio

Q [inasym]: Hello everybody, this is Inas Youssef; an assistant lecturer at the faculty of Al-Alsun Ain shams University; Egypt.

Q [Zamarripa]: How can I improve my students' listening and speaking skills via the internet?

A [Silvio Avendano]: Hello Zamarripa, where are you communicating from?

That's a great question. It depends of what you want to do in class. There are several websites that can help, but it also depends on the level of English proficiency your students have. I like the following website, but it might be too advanced for beginners:

<http://www.storylineonline.net/>

Students can listen to the stories at the same time that they read the text. I also like the following website:

http://www.rif.org/assets/Documents/readingplanet/ReadAloud_Stories/safari_song.html

Keep in mind that when you use the Internet for listening and speaking, you need to make sure that your computer has all the plug-ins and tools that are needed for using the listening or speaking sites. You might need a good microphone, a very good Internet connection, an updated version of Java, and good speakers.

silvio

Q [ajc]: Mr. Avedano, my name is Alex Cabrera and I am a teacher at the Instituto Cultural Dominicano Americano in the Dominican Republic. What are the basic requirements that a site must have to qualify as useful?

A [Silvio Avendano]: Hello Alex, how are you? Thanks so much for your question.

Great question. As I said in a previous answer/question, you need to assess the validity and usefulness of a site for your specific class. I have provided a questionnaire that I have students in my graduate class use to critique websites.

In sum, a website is only useful if it meets the needs of your students and if it will help you achieve your class objectives more effectively. Just like anything in teaching, a website that might be very useful for me, might not work for you. You really don't want to use a website just for the sake of using technology. As a teacher, you want to ask: How will this website enhance my lesson? What will the students get out of this Internet-enhanced activity?

silvio

Moderator: Welcome Managua! If you would like to introduce yourselves to the group, please select the "comment" option.

Q [Fresia]: Hi, I'm Fresia Pampas from Huancayo, Peru. It's 4:00 p.m. I'm glad of being part of this discussion.

Moderator: Welcome Peru!

Q [IRC Antananarivo]: I am Mrs. Voahangy Ratsimba-Razafimahefa, a national coordinator of English in primary schools. English is decided to be considered as one official language in Madagascar and it is to be introduced in grade 4.

What kinds of activities can we present, as the focus skills are on listening and speaking?

A [Silvio Avendano]: Hello Mrs. Voahangy Ratsimba-Razafimahefa, thanks so much for your question.

You certainly can do all kinds of activities in your class. What activities you choose to do really depends on the level of proficiency your students have, the local context of your teaching, and your students' profile in general. For example, I can recommend that you use online songs, but does your context allow you to do that in your classes?

I suggest that you visit the online book I recommended in a previous answer and decide what from there you can use or adapt. The link for that book is:
<http://www.nifl.gov/nifl/fellowship/reports/susanc/inthome.htm>.

Silvio

Q [IRCManagua]: Hello everyone! We are glad that [you] have the opportunity to participate in such initiative. We certainly are much geared towards English Language Teaching. Thanks so much for this valuable chance.

Moderator: Welcome Sonora, Mexico!

Q [Enthot]: Hello right there Mr. Avendaño ... how is everything?

I'm Allan Garcia from Matagalpa, Nicaragua and I am pretty happy to be online ha! I want some suggestions on how to use internet with my students.

Actually, I just ask my students to send me some messages to my e-mail address, comments, or suggestions for my classes at school ... what else can I do?

Thanks,

Q [aimee Cabrera]: I want to know how I can teach English as a second language to students that are learning the 3rd grade at elementary school, there isn't any program for them (they begin to study English at 6th grade) but they are very interested in learning some English and they have the chance to use Internet, how can I do for them?

Q [Silvio Avendano]: Hello Aimee, thanks so much for your question.

I would first introduce the students to the computer and use the computer as a context for providing language input. Gordon Lewis in the wonderful book *The Internet and Young Learners* provides the following activities:

1. Show computer objects
2. Introduce them to typing practice
3. Introduce them to cut and paste
4. Show them how to find their way on the web
5. Introduce them to what a website is

You might think that this is so obvious and easy, but you will really be providing a lot of language input if you plan your lesson carefully. You can subscribe to the Oxford University Press (OUP) Teachers' Club for more resources on this textbook.

The web address for subscribing to OUP is:

<http://www.oup.com/elt/catalogue/teachersites/rbt/?cc=global>.

When you sign in and enter the website you want to scroll down and choose the book by Gordon Lewis.

Silvio

Q [Edison]: How can a teacher avoid students using internet to do something which is not class related?

A [Silvio Avendano]: Hello Edison, great question! This is a problem that we all share. It really depends on how your computer lab is set up. Some schools enjoy the privilege of having special and inexpensive software (I think one of them is NepSchool) that gives full control of all the computer screens to the instructor.

Also, you can ask you IT staff to help you create special settings on the computer to block sites that you don't want students to see. A pedagogical suggestion is to always have students work in pairs or in groups of 3 and make sure that students always know that there is someone (you) watching.

I know it is easy to say it but difficult to work with that situation. I've presented at conferences, where I would expect everyone to be interested, but I also have had my hard time with teachers emailing friends when I have not even started talking. So, you're not alone.

silvio

Moderator: Dear Manuel. Your question has been forwarded to Dr. Avendano.

Q [Musiker]: I am concerned about copyright issues when using material taken or adapted from the web. Any pointers?

A [Silvio Avendano]: Hello Musiker, where are you web chatting from?

Thanks for your wonderful question. This is such an important question, especially when we talk about using Internet resources.

I suggest that you always make sure that you give credits to the source or author of the materials. Many times, I have observed classes or attended conferences where I recognize materials taken from ESL Internet sites that do not contain the URL or the name of the authors. I understand sometimes we unintentionally omit the URL or the name of authors in these types of materials, but making these mistakes should not become a habit. It is not fair for our colleagues everywhere in the world who have devoted so much time creating and posting materials that we do not give them credits. And you know, it's a matter of ethics, we really don't want to present materials from others as ours. If we unintentionally fail to give credits to sources, we should write errata or tell students or colleagues that we have not created such materials.

In sum, do NOT omit the URL from Internet materials. If the URL is not included when you print the materials, take a pen or pencil and write it yourself before reproducing the material.

Also, as a courtesy to the authors, it is a good idea to let them know that you are or will be using their materials. In U.S. universities, failing to provide credits to sources or presenting somebody else's materials as our own is a very serious issue. Students who don't follow academic integrity can suffer serious consequences.

Silvio

Q [Javier]: How can I keep the attention of the students on these www specific sites, when there are too many other sites (not to learn English) that attract young people?

A [Silvio Avendano]: Hello Javier, thanks for your great question. You need to integrate Internet technology as part of your lesson. You don't take your students to a lab and do free-for-all activities. Your Internet-enhanced lessons need to be structured just as any other lessons.

In previous messages, I have provided guidelines on how to critique/choose websites for our classes.

The website that you choose should nicely fit into the topic and objectives of the lesson. I am thinking of teachers who use beautiful songs that are unrelated to their lessons' topics and objectives. Of course students will ask to listen to more songs and the class might become unstructured. In the same way, you want to choose an internet sites that will help you achieve an instructional objective.

Silvio

Moderator: To all participants. Dr. Avendano is going to continue to review and answer questions. We will extend this webchat for at least one-half hour.

If Dr. Avendano has time, he will return to answer more of your questions on Friday, May 25.

Q [IRC Antananarivo]: What are the most successful teaching methods for developing countries where internet access is not available for young learners of English language? Is it possible to achieve English proficiency without having recourse to immersion education?

For countries where there is already a second language how to teach another foreign language successfully?

A [Silvio Avendano]: Hello Antananarivo, thanks for your question. Let me see if I understand your question. Are you asking how you could teach or immerse students into

English if you don't have Internet access? I don't think you should feel at a disadvantage if you don't have Internet access.

There are so many things that you can do with traditional technology. There is not good or bad method for teaching ... the success of a method really depends on where and who you are teaching. - Silvio

Q [Mirna]: Hi Silvio, it is great to hear from you again, I am Mirna Beltran, from Centro Cultural Salvadoreño filial San Miguel.

Q [IRC Antananarivo]: Hi! My name is GERMAIN, I am an English teacher, I have two questions: would you give us a specific or a special address on how to find a course in grammar, text comprehension, and writing.

Could you give us techniques on how to set a class curriculum for a finishing year (high school). THANK YOU

A [Silvio Avendano]: Hello GERMAIN, check the following websites:

<http://owl.english.purdue.edu/handouts/grammar/>
<http://a4esl.org/q/h/grammar.html>
<http://www.tc.umn.edu/~jewel001/grammar/>
http://online.ohlone.cc.ca.us/~mlieu/adjclause/what_h.html

silvio

Moderator: Hello Margaret, welcome! We have sent your question on to Dr. Avendano.

Q [IRC Antananarivo - Rajaoanrison]: What do you think about using mother tongue in teaching English to young students? The point is we don't have that mother tongue in the Internet. Thanks.

A [Silvio Avendano]: Hello Rajaoanrison, I'm not sure I understand your question. Using the mother tongue should not be a problem. I think it has to do with how often you use it and the rationale for using it. - Silvio

Q [IRC Antananarivo - Rasoarivelo]: Is it possible to watch a real English class situation where young learners between 10-14 are taught?

A [Silvio Avendano]: Hello Rasoarivelo, I don't know if I should tell you now, but there is a great project sponsored by the U.S. Department of State. The online project provides teachers with examples from actual classrooms. Ask at the U.S. embassy in your country about the "Shaping the Way we Teach" project. - silvio

Q [Ada]: Hello, as I said before I've been working on some pages this semester, most of them about listening, and they are easy to access, you may not need high speed system, I

just would like to help, 'cuz I've been reading some of your questions, and I found this pages very useful, especially because my students have improved in their learning.

Just to give some help, www.Esl-lab.com (<http://www.esl-lab.com/>) (here you can find listening exercises with pre, while and post activities, and it has a wide list on different topics of real life from beginners to advanced)

<http://cla.univ-fcomte.fr/english/sites/dictations.htm> (it has listening exercises on video from real life, with interviews on different topics)

<http://pbskids.org> (<http://pbskids.org/>) (it is for children, it has most of the TV programs for kids, it has a wide range of activities. It's also good for listening and it will help your students improve their listening and speaking while working on their favorite TV shows,)

www.ondemand-english.com (<http://www.ondemand-english.com/>) (it 's good for listening too, but it teaches your students to learn real life and everyday expressions)

Finally, I found this page www.ask.com (<http://www.ask.com/>) (here you just ask for a topic and it will provide you some pages related to the question/topic you ask)

Hope these pages may be useful for you!! Thanks.

Q [NOVOA]: Dear Dr. Avendaño, this is Horacio Novoa, from Universidad Centroamericana in Managua, Nicaragua. My concern about educational technology is that most of the practice available is somehow attached to a behaviorist approach. As some of my colleagues may have seen, there is a lot of repeating, identifying, recognizing and manipulating patterns, which keeps learning at a basic level. I would like you to provide us with activities that somehow make use of technology engaging, interactive and meaningful. I guess that teachers are very interested in keeping students involved in activities that really help them use the English language spontaneously and in an unrehearsed manner.

Q [Mónica]: What are the technical features designed to aid navigation?

What are the main features we have to find at the Web site to evaluate an English language course before using it with our students?

A [Silvio Avendano]: Hello Monica, Thanks for your question. Are you talking about online courses? Or about Internet sites only?

The following websites will also help:

http://iteslj.org/links/TESL/Internet/Using_the_Internet/

<http://edvista.com/claire/internet-esl.html>

Silvio

Moderator: Hello everyone. Just a quick update. Dr. Avendano will continue to answer questions, however he has been typing for 90 minutes now. We hope you will be understanding if he does not answer your question today.

Q [Silvia Laborde]: Hello, my name's Silvia Laborde and I'm joining the chat from Montevideo Uruguay. It was a real challenge to find out what time the chat was going to take place in Uruguayan time. I'm really sorry I'm so late; I'm trying to catch up!

Q [Maria Eugenia2]: What are some of the most important criteria to consider when evaluating Internet Resources?

A [Silvio Avendano]: Hello Maria Eugenia, thanks for your question.

Just as when choosing any other instructional material or tool, you need to examine what you really want to do with the Internet in your class. Sample questions to ask are:

1. Do I want to use the Internet to work on projects? If the answer is yes, then you want to develop a suitable activity, be a webquest or a scavenger hunt.
2. How does the Internet activity fit into my lesson?
3. Will my students learn the content of the lesson better if I use Internet-enhanced activities?

Some sites to visit are:

<http://webquest.sdsu.edu/overview.htm>

<http://webquest.sdsu.edu/>

http://www.spa3.k12.sc.us/WebQuest_Development.htm

<http://www.spa3.k12.sc.us/WebQuests.html>

<http://www.ozline.com/>

<http://www.web-and-flow.com/help/formats.asp>

<http://www.geocities.com/techlabloms/Quest.htm>

<http://www.ozline.com/webquests/intro.html#choosing>

<http://edweb.sdsu.edu/people/bdodge/active/ActiveLearningk-12.html>

<http://www.ci.swt.edu/faculty/peterson/webquestworld2/webquestworldhome.html>

<http://www.geocities.com/Athens/Bridge/9672/>

<http://jwilson.coe.uga.edu/EMT668/EMAT6680.F99/Glazer/softeval/>

http://www.kn.pacbell.com/wired/BHM/tuskegee_quest.html

<http://www.spa3.k12.sc.us/webquesttemplate/webquesttemp.htm>

<http://www.spa3.k12.sc.us/survival.htm>

<http://www.spa3.k12.sc.us/webquestrubric.htm>

<http://curry.edschool.virginia.edu/go/readquest/strat/tps.html>

Moderator: Welcome Silvia!

Q [Walid]: Hi, however, I did not get an answer to my question, I am learning a lot out of the answers to others. It is so informative.

When can we continue this webchat. I mean the next session, if any. Walid

Moderator: Dear Walid and everyone, our next webchat in this series will take place one week from today on May 31. Our chat will be The Internet--A Treasure Trove for Teachers of Young Learners with Dr. Caroline Linse.

Dr. Avendano continues to review your many questions.

Q [Tom Baker]: What is a web quest and how can it be used to benefit learners? How do you prepare a web quest?

A [Silvio Avendano]: Hello Tom, thanks for your question.

A web quest in simple teachers' language is an Internet-based inquiry or research project. A web quest can be done in one class, in one week, in one month or in one semester.

A web quest is usually confused with a scavenger hunt. A web quest is different from a scavenger hunt in that it follows a more organized structure and objective. It is not just a list of questions. The main components of a web quest are:

1. Introduction
2. Task
3. List of sources (URLs) that you want students to use
4. Steps that students need to follow to complete the task
5. Instructions or specific guiding questions
6. Conclusion

Web quests are wonderful activities that are done in small groups or as a class. See previous message for a list of related websites.

- Silvio

Q [Izaura]: Do you think young learners of English language can be introduced to PBS kids for instance without the help of their native language?

A [Silvio Avendano]: Hello Izaura, thanks for your question. It depends on how much English they already know. What I would do is to introduce them to some characters of <http://www.pbskids.org/> first or to some of the words of activities they might find at the PBS site. One easy activity you can start with is coloring. See link below: <http://www.pbskids.org/coloring/index.html>

- Silvio

Q [ANARA]: It is a pity, but I think, during realization this webchat I shall sleep already...

Therefore my question such: What addresses of active language Internets - communities you know, which the pupils of the senior schools (14-18 years) with second English language could use?

A [Silvio Avendano]: Hello Anara, sorry that you might be sleeping already.

The following website can give you ideas on how to set up projects for your students: http://iteslj.org/links/ESL/Student_Projects/

- Silvio

Q [Roy2]: Hi, I am Roy. I am interesting in knowing useful websites to download posters or pictures to teach young learners.

A [Silvio Avendano]: Hello Roy, thanks for your questions. One of my favorite sites for pictures for ESL/EFL is <http://www.manythings.org> (<http://www.manythings.org/>).

- Silvio

Q [Frank2]: Hi, from Nicaragua. We have a six-week course. How often do the teachers have to take the students to use ESL/EFL websites?

A [Silvio Avendano]: Hello Frank, thanks for your questions and hello Nicaragua!

Pedagogically, it is not how often you use a website, but why and how you use it. Skillful teachers who take their students one or two times during a course might have a more productive class than those teachers who take the students to a computer lab everyday for unstructured activities. Your Internet-enhanced activities should closely relate to your class or course outcomes. - Silvio

Moderator: Dr. Avendano continues to review your questions.

Q [Ibrahim Saleh]: Dear Dr. Avendano, thanks for being with us today. I teach at the American University in Cairo and usually have a problem with knowing whether a

Website is peer reviewed or not. I hope that the standards we should observe to evaluate whether Websites are so-reviewed or not be considered today.

A [Silvio Avendano]: Hello Ibrahim, thanks for your question and for welcoming me!!

There are many wonderful websites that were not created for teaching or for ESL/EFL and it is our job to review them for our own instructional purposes. You might want to join an online community. One option is to visit www.eslcafe.com (<http://www.eslcafe.com/>) and join one of the suggested online communities for ESL teachers. You will be able to interact with other teachers who have probably reviewed sites that you might be interested in.

In previous messages, I have shared ideas on how to critique websites for our classes.

- Silvio

Q [Walid]: Hi dears, it's my first time to participate in this web chat. I am sure that I will learn many useful things. Do we have any standards to assess internet resources?

A [Silvio Avendano]: Hello Walid, thanks for your question. In previous messages, I have posted suggestions for evaluation websites. - Silvio

Q [Ada]: Hi Mr. Avendaño, my name is Ada from Nicaragua, thanks for taking some of your valuable time to share with us part of your experience in teaching English, my first question is related to pages about listening, I've working hard this semester trying to find pages that offer listening exercises for free and of good quality, and it's been hard for me, so which is the best page to get into and work on it? This because I want my students to improve this skill?

A [Silvio Avendano]: Hello Ada, thanks for your greetings and your question.

There are many websites that provide listening exercises. I can think of two that I completely trust, are easy to use and where activities are organized by level:

One website is: <http://www.esl-lab.com/>

another website is: <http://www.lclark.edu/~krauss/toppicks/listening.html>

- Silvio

Q [goyito]: Can using internet chat programs such as Skype and MSN Messenger improve my spoken English proficiency?

A [Silvio Avendano]: Hello Goyito, thanks for your question.

Yes, they can but it depends how you are using them. Are you using them to chat informally with friends? Are you using them with native speakers of the language? Are you using them as part of a class project (meaning is someone supervising that you are getting something out of the chat activity)? Yes, they help.

I always recommend my students to use those tools.

- Silvio

Q [Ibrahim Saleh]: Many thanks professor. I do appreciate your reply and being with us during this really informative Webchat. In Egyptian Arabic we say, Shukran Keteer (many thanks).

Q [inasym]: Do you really accept the fact that teachers should depend mainly on the .edu sites?

2. Would you kindly suggest some useful electronic sources for teaching grammar through a communicative technique?

A [Silvio Avendano]: Hello Inasym, thanks for your questions. Are you asking me if I suggest that teachers only use websites with the .edu domain?

My answer is no. As I have said earlier, there other websites that can be used in our ESL/EFL classes and they are not necessarily from educational organizations (i.e. university or school). One example is <http://www.pbs.org> (<http://www.pbs.org/>).

Two good sites for grammar are:

<http://a4esl.org/q/h/grammar.html>

<http://www.englishclub.com/grammar/index.htm>

- Silvio

Q [Mr. Chaviano]: Mr. Abendano: What's your experience in using online exams as placement, achievement or assessment tests? - Mr. Chaviano

A [Silvio Avendano]: Hello Mr. Chaviano, thanks for your questions. In our program, we use online quizzes but we don't use them to determine student placement. Most of the online quizzes include the answers, so you might want to be careful that the students are not looking at the answers. - Silvio

Q [Mr. Chaviano: Mr. Abendano: In your experience, is there a methodological framework to follow when Ss are in the lab practice online?

- Mr. Chaviano

A [Silvio Avendano]: Hello Mr. Chaviano, yes, there is and it's really the same framework that you would use for any other class.

De Szendefy (2005) recommends that the teacher in the CALL classroom

- . Circulate
- . Talk to each student
- . Look at what students are doing on-screen
- . Have a student first help another student asking a question
- . Keep abreast of what's happening and who might need help
- . Let students know that they're not on their own

(Szendefy, 2005, p. 18)

Dear colleagues, wow! What an honor to be here!

I am enjoying so much being here. I want to let you know that I need to take a little break and talk to some students that are waiting for me. I will continue responding to questions in one hour. You can also come back tomorrow and look at the questions and answers.

Thanks. Silvio

Moderator: Participants, please check back later today and tomorrow. Dr. Avendano, thank you so much for taking the time to webchat with our group around the world.

The webchat is on hold for the moment but we will continue to accept your questions.

Q [IRC Antananarivo - Rasoarivelo]: Is there any website that could help us improve our English level in order to better teach English to young learners? Thanks.

A [Silvio Avendano]: Hello there! You might want to visit some of the recommended websites (see previous messages) and try out some of the activities yourself. That will help you determine what area of the English language you need to improve. There are other websites that can help you improve specific areas. One website that I use with my TOEFL students to help them improve their reading skills is:

http://www.turboread.com/read_checks.htm

Also, if you visit the toefl.org website and register, you will be able to take real tests that can help you assess your level of proficiency.

- Silvio

Q [IRC Antananarivo - Rasoanirina]: What do you think is the best way to teach beginners when using the Internet?

A [Silvio Avendano]: Hello Rasoanirina, in an earlier message, I recommended some ideas from Lewis, the author of Internet for Young learners. I also recommended that teachers subscribe to the Oxford University's Teacher Club to get sample articles and lesson ideas. - Silvio

Q [IRC Antananarivo - Rasoanirina]: How long should we teach English in a week? Thanks.

A [Silvio Avendano]: Hello Rasoanirina, well . It depends on what your students' purpose for learning English is or what your purpose for teaching them English is. It also depends on the materials that you are using. I would suggest at least one hour a day, but I know this sounds unrealistic in places that do not have enough teachers or resources and can only afford to teach English for one or two hours a week.

If you plan your lessons carefully you should be able to do a lot with your limited time. By a lot I mean not to make the students become bilingual, but at least to be able to use some language in a coherent way.

- Silvio

Q [IRC Antananarivo - Elysette]: I would appreciate your replies on the Following:

- 1) a list of internet websites featuring some tips for ESL/EFL Curriculum Design for young learners
- 2) some internet websites with learning activities for young EFL learners
- 3) some instructions related to the evaluation of curriculum design websites Thanks a lot.

A [Silvio Avendano]: Hello Elysette, from your questions I take you are developing curriculum for young learners. You might want to look at the models used in the United States. There is a wonderful online handbook that we use in a TEYL course that we teach at UMBC. The web address for that handbook is:

http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/b1/d8.pdf

- Silvio

Q [IRC Antananarivo - Zo]: In Madagascar, teaching through Internet is still impossible especially in state schools due to the great number of students and poverty. Most teachers (not living in the capital) do not even know how to use Internet. What solution can you suggest? Thanks.

A [Silvio Avendano]: Hello Zo, your situation is true in many countries. Mona Soliman, from Egypt has developed strategies to overcome those challenges. In her classes, she asks students to get in groups of 3-5 and find a cybercafé or a computer hooked to the Internet anywhere else. Students have specific tasks to complete and report back to class.

Ms. Silliman's approach has been very successful. You might want to try it out. Develop specific activities that students can do in groups. Start with something simple and have student report their activities to the class.

- Silvio

Q [IRC Antananarivo - Lova]: Can the Internet replace the teachers?

A [Silvio Avendano]: Hello Lova, what a great question and a question that worries so many teachers around the world.

The answer to your question is NO! The Internet is just a tool. Students will always need a human being to provide some sense of direction in the class. Meloni (1998) argues that teachers who do not catch up with technology will be replaced by those who are up to date with how teaching and technology relate to each other. so, teachers might be replaced by other teachers, but not by the Internet or other type of technology.

- Silvio

Q [IRC Antananarivo - Lova]: The use of the Internet is limited to privileged learners. How to extend it to the whole public?

A [Silvio Avendano]: Hello Lova, I have provided some ideas in a previous message. If your students cannot access the Internet at all, you might want to find ways to access it yourself. You could use the Internet to find activities that you could adapt for the regular classroom. For example, the website www.manythings.org (<http://www.manythings.org/>) contains a lot of materials that you can print, put on cardboard paper and use them in your regular class.

- Silvio

Q [IRC Antananarivo - Lova]: Is the use of the Internet really beneficial for the students or does it make them lazy?

A [Silvio Avendano]: Hello Lova, The Internet, just as any other tool that is used with an instructional objective in mind, can be very beneficial to students. You might also argue that a book make the students lazy because they don't have to take notes or handwrite information from the blackboard.

The Internet is beneficial only is integrated wisely within a lesson. There should be a pedagogical rationale for using it in the classroom.

-silvio

Q [IRC Antananarivo - raked]: The use of the Internet is meant to facilitate learning. Does it really? Can it cater cultural differences, educational procedures and learners' expectations?

A [Silvio Avendano]: Hello Raked, it sounds like you're making a strong statement. I can say that the Internet is very useful for the ESL/EFL class, but whether it facilitates learning really depends on how it is used or integrated into the curriculum, the syllabus, the course book or the lesson. The Internet by itself will not facilitate learning. You, as an expert of your local teaching context as an experienced educator will have to make sure that the Internet or any other instructional materials such as books and tapes are culturally and pedagogically suitable for your class.

- Silvio

Q [IRC Antananarivo - Rabodonavalona]: Are folk songs helpful for young beginners to get new vocabularies?

A [Silvio Avendano]: Hello Rabonavalona, Wow! What level of English proficiency do your students have? I think it depends on how you use them. I would use something much more simple, like children songs first.

- Silvio

Q [IRC Antananarivo]: Razanjaona: What is the best way to make Internet available for public school?

A [Silvio Avendano]: Hello Razanjaona, it depends. It really depends on your government policies. It doesn't depend on my answer to your question. Some countries are implementing projects in which they create public spaces, like cybercafés or local technology sites that are accessible to students under agreement between local ministries of education and public schools. I understand the money comes from foreign funding.

One successful example is Chile with their project "English by 2010" or something like that. Another country that has implemented similar projects is Egypt. You might want to read the following wonderful article by Mark Warschauer: <http://epaa.asu.edu/epaa/v11n38/>

- Silvio

Q [IRC Antananarivo - Mano]: Learning English by Internet is a good idea but does everybody know how to use Internet? In addition to that English we need to learn [written and spoken] English. Thanks.

A [Silvio Avendano]: Hello Mano, no, not everybody knows how to use the Internet. You might want to read the following nice article by Dr. Christine Meloni:

<http://www.eslmag.com/modules.php?name=News&file=article&sid=10>

- Silvio

Q [IRC Antananarivo - Noro]: This my questions: How many minutes is the first lesson and how many sentences? When I begin the lesson after the introduction what should I teach grammar or vocabulary?

A [Silvio Avendano]: Hello Noro, what you teach and how much will be based on the guidelines established by your English program. It will also depend on what teaching philosophy your program subscribe to.

- Silvio

Q [Cesar Valmaña]: How can I introduce the written English to 4th, 5th, 6th graders in Qban public schools? I have already started to teach such graders listening skills, mainly songs, sayings, tongue twisters, etc. from USIA teaching materials.

A [Silvio Avendano]: Hello Cesar, great question! It sounds like you're talking about literacy development. Here's a wonderful website recommended by Prof. Joan Shin.
<http://www.etprofessional.com/articles/createclas.pdf>

- Silvio

Q [Frank2]: In ESP which do you think it would be the best exercises to work in communicative approach to elaborate a workbook?

A [Silvio Avendano]: Hello again Frank, What do you mean by "a workbook"? Do you mean a handbook or a collection of materials?

- silvio

Q [Ibrahim Saleh]: Dear D. Avendano, I sent this question before, but I did not see it on the View Discussion screen. Anyway, thanks a lot for being with us today. I just want to ask about how to know whether a Website is peer reviewed or not. In other words, what

are the standards I should consider to know whether a Website is trustable or not? This is of great help for me both as a researcher and EFL instructor.

A [Silvio Avendano]: Hello Ibrahim, I did answer your question. Please check carefully.

- Silvio

Q [IRCManagua]: Hi, we are from Unan-leon. we are just wondering about what suggestions of pre, while and post activities you can tell us about to teach young learners who are just entering the university, so that we can motivate them.

A [Silvio Avendano]: Hello UNAN-Leon! Nice to "see" you here. [Long live Leon!] I think you're asking me about activities for young college students, right? What level of English proficiency do they have?

- Silvio

Moderator: The following sites were inadvertently left off the transcript:

<http://curry.edschool.virginia.edu/go/readquest/strat/tps.html>
http://curry.edschool.virginia.edu/go/readquest/strat/clock_buddies.html
<http://curry.edschool.virginia.edu/go/readquest/strat/3mp.html>
<http://curry.edschool.virginia.edu/go/readquest/strat/qta.html>
<http://curry.edschool.virginia.edu/go/readquest/strat/raft.html>
<http://curry.edschool.virginia.edu/go/readquest/strat/summarize.html>
<http://curry.edschool.virginia.edu/go/readquest/strat/thesis.html>

We wish to thank Dr. Silvio Avendano for joining us and for spending so much time answering the many questions that have come in.

The webchat is now closed.

Please visit our USINFO Webchat Station (<http://usinfo.state.gov/usinfo/Products/Webchats.html>) homepage for more information on upcoming events and a transcript of today's discussion (posted within one business day).

(Guests are chosen for their expertise. The views expressed by guests are their own and do not necessarily reflect those of the U.S. Department of State.)

(End Transcript)

ENGLISH LANGUAGE WEBCHAT SPONSORED BY THE US STATE DEPARTMENT: NOVEMBER 13 2008 with RELO DAMON ANDERSON, US DEPARTMENT OF STATE:

Damon Anderson: Hi everyone. It is so good to see you all today. Welcome to another great web chat.

Damon Anderson: As you can see, our topic is about using authentic materials.

Damon Anderson: There are several issues concerning authentic materials. The first is the definition. What are authentic materials?

Damon Anderson: According to Dr. Patricia Dunkel, anything that has been taken out of context or out of the reason for the communication is no longer authentic, but is authentic like. What do you think?

Kun Herrini: First, congratulations to Damon and Ping for having a new office...

Damon Anderson: Thanks, Kun.

Kun Herrini: They are materials that are used in the real life, like newspaper, magazines, brochures, and the others, right? Materials that are not adapted yet into the classroom use?

Damon Anderson: Yes, Kun. Newspapers and magazines and books and brochures are all examples of materials that would be authentic.

Damon Anderson: What about things like radio broadcasts, tv sitcoms, and movies?

Damon Anderson: I think that even using Dr. Dunkel's definition these are still authentic materials and not just authentic-like.

Damon Anderson: These are great resources for using in the classroom to get the sounds of English and help with listening comprehension.

Kun Herrini: What about transcript of a radio broadcast? Also TV?

Damon Anderson: This would be authentic-like because you are not using it in its original form. But the scripts are excellent resources for students.

Ping : Hello Everyone. For some reason I couldn't log on properly. It's so good to see you again, Kun and Nina.

Webchat Moderator (Mark): HI Ping, let me know if you experience further difficulty entering the chat room.

Damon Anderson: I had a teacher once ask me in a workshop if realia is considered authentic material. How would you reply to that?

Phanisara: Or the students especially EFL students can use authentic materials that are only unique in their culture and describe those materials in English.

Damon Anderson: That is an excellent thought, Nina.

Lisa Harshbarger: Hi, Damon--thanks for letting me lurk. I'm at home with a broken ankle, so I thought this would be a good use of time

..

Damon Anderson: Authentic material does not have to be just from native speakers, does it?

Phanisara: I would consider realia to be authentic materials.

Phanisara: The idea, I believe, is to have something real to practice their English skills in class.

Damon Anderson: Lisa, please feel free to chime in your thoughts on this. Lisa is a RELO.

Ping : Authentic communication seems to me the real communication with a real purpose. So I think non-native speakers in ESL setting talk in English outside their class is also authentic communication.

Lisa Harshbarger: Hi, everyone. I agree with Ping--non-native speaker talk is excellent authentic material to work with. The most important thing, of course, is to let your speakers know that you're recording them!

Damon Anderson: Damon Anderson (Submitted question): I agree with Ping. So, we are talking about two things, but are combining them into one item: authentic materials and authentic communication. Should we combine them or separate them?

Damon Anderson: To follow up on what Lisa just said, teachers can go out and make some of their own recordings of authentic communication. But you do need to get permission to use it and to let people know you are recording them for an educational exercise.

Lisa Harshbarger: I think it depends on what the purpose behind your use of these materials is. Are you using them for vocabulary practice? Or speaking practice? Or reading practice?

Kun Herrini: I think combining is Ok. Hi Lisa, it's nice to have you in the chat, but I am sorry to hear about your ankle....

Phanisara: I would combine them. We can even use authentic communication as a form of authentic teaching and learning materials.

Ping : I agree with Lisa. Non-native speaker talk makes good authentic material--which is our focus for this chat.

Lisa Harshbarger: Thanks, Kun--the cast is supposed to come off sometime next week, so soon I'll be running around again.

Damon Anderson: With the advent of the Internet, the pool of resources for authentic materials is almost limitless. But you need to choose the materials wisely, and make sure you have the rights to use them in your classes.

Damon Anderson: For those who are working with high school and older students, the IIP electronic journal website listed in the abstract is a great online resource.

Kun Herrini: I absolutely agree with Damon. However, in Indonesia, it is a big thing.

Phanisara: Students just need to be exposed to variety of English usage in the world of communication.

Ping : one of the problems for our teachers here in China is that they feel they have limited access to authentic materials to be incorporated into their classroom. On the other hand, many of them would rely on using VOA materials in the class. What about your teachers there?

Webchat Moderator (Mark): If you are just joining us, welcome!

Damon Anderson: VOA is a great resource. They have lots of good teaching ideas as well.

Lisa Harshbarger: Teachers in Ukraine, where I used to work, enjoyed using VOA materials. There's even an English Language Specialist who does workshops on using these materials. The one problem with VOA materials is that they aren't really authentic, in my opinion, because someone in VOA writes them up and they're read at a fairly slow speed. But for beginners, they might be really useful, and more authentic than the textbook.

Webchat Moderator (Mark): Link to VOA English resources:
http://www.voanews.com/specialenglish/other_resources.cfm

Damon Anderson: There are several major publishers that have great teaching packages to go with their print materials such as Newsweek and Time.

Damon Anderson: Mark, thank you for putting up the VOA link!

Kun Herrini: Back to Realia: I once used wayang in the effort of promoting local culture and English teaching. With the topic of 'Describing People' I asked the students to pick up any wayang character of their choice and explain the specific and special description of the wayang, creating a situation like they are explaining to an international guest who did not know anything about wayang.

Phanisara: In Thailand, teachers just don't know how to appropriately integrate authentic materials into their classrooms. If using video, then teachers just let students sit and watch. If internet, then just students browsing--without much of teacher intervention.

Ping : I personally like the online 24 hour stream radio of NPR, too.

Damon Anderson: Nina, perhaps this would be a great workshop to do at the next Thai TESOL and Asia TESOL conference: using authentic materials.

Lisa Harshbarger: Teachers need training in using snippets of authentic materials in class and weaving that input into their regular lessons.

Kun Herrini: I just started to encourage teachers here to access VOA. I myself am trying to figure out a small workshop at our RTD about the USA. SO, if you have any ideas or and examples, please let me know.

Damon Anderson: I agree with Lisa, that many teachers need to learn how to use these authentic materials effectively in their classes.

Phanisara: Good idea. We can come up with something really interesting.

Webchat Moderator (Mark): I see the link in the abstract to the left is giving a "404" error for some reason. Here is a link to the IIP eJournalUSA site:

<http://www.america.gov/publications/ejournalusa/0807.html>

Damon Anderson: maybe Kun, Nina and Ping can do the presentation at Thai TESOL then repeat it in other places in the region, if there is a budget to do this and all the RELOs agree.

Damon Anderson: Thank you for the correction, Mark!!

Phanisara: Sorry we have to go. We have another meeting to attend. Thank you. And very nice to meet all of you.

Kun Herrini: Here in Indonesia, KangGuru from IALF (Australian Language Foundation) has been around for 20 years, a radio English program, very popular. Especially because they distributed materials for free, accompanied by free workshop fro teachers. The materials are connected to the National Curriculum.

Lisa Harshbarger: Kevin McCaughey, the ELSpec I worked with in Ukraine, has workshops using VOA and other materials in classrooms. I think you can Google his website for ideas in terms of resources. But designing lesson plans around these materials is probably the real issue here.

Lisa Harshbarger: Ah, a budget...

Kun Herrini: A good idea, Damon. I can coordinate with Ping and Nina. Could be a good chance for us to work together.

Kun Herrini: What do you think, Ping?

Webchat Moderator (Mark): Quick heads up...I will move the abstract offscreen in just a moment

Ping : I'd be more than happy to work with you and Nina on this :)

Damon Anderson: Alice, please don't be shy. Just submit your question.
Damon Anderson: or comment.

Ping : Alice is our Access teacher here. She's also with us now.

Damon Anderson: Teachers in the big cities don't have too many problems finding authentic materials. It is the teachers in the outer areas that don't seem to be able to access things so easily. Even with the Internet, if the bandwidth is small, or the connection is slow, they may not be able to access things so easily.

Alice Yan Xu 2: Hello, all. This is Alice from BN vocational school, a charity school for migrant children. I just logged in. My question is how to use material efficiently

Webchat Moderator (Mark): Hello Alice, welcome!

Damon Anderson: Alice, that is a good question. First it depends on your goals for the class and the reason for choosing the materials.

Ibrahim: Hello from Tajikistan!

Damon Anderson: Welcome, Ibrahim.

Webchat Moderator (Mark): Hi Ibrahim, welcome to the chat!

Lisa Harshbarger: I think that in order to use authentic materials effectively, you have to decide what your teaching objective is and then only use a portion of these materials that meets your objective. So if you want to use a video or an article from Time magazine in class, you first have to decide exactly when, where and how to use it in your lesson. A lot of teachers need training in this decision-making process, however.

Ibrahim: I just want to tell you that I learned English through listening VOA Special English and always recommend it to students.

Damon Anderson: That is good Ibrahim. What do you tell your students to do in order to be able to learn from VOA?

Lisa Harshbarger: Glad to hear that!

Lisa Harshbarger: Hi, Ibrahim! I had a great time in Dushanbe the last time I was there.

Kun Herrini: Hi Alice, welcome. That is the problem with most teachers here in Indonesia, too. Combined with what Damon wrote that it is indeed challenging for teachers in small cities to find authentic materials, here at the RELO Center we collect any outdated magazines and newspapers, and when I happen to have the chance of traveling or giving workshop outside the city, I bring lots of those stuff with me. They are happy receiving, I am happy cleaning the office.

Kun Herrini: Hi, Ibrahim, welcome. Hi from Jakarta, Indonesia

Ibrahim: a teacher from Khujand town had a technical problem to join today's roundtable and submitted this question: Gulchehra Hamidova from Khujand GCE ILC: Should we use translation? Should we teach our students to translate?

Damon Anderson: This is a good question from your friend. Whether or not to translate the material really depends on what you are trying to do with it and what you hope the students will get out of the interaction with the materials.

Lisa Harshbarger: I think I told Gulchehra the last time I was in Khujand that I thought translation was useful in terms of learning the meaning of words, but it's not a good method for promoting authentic use of the language...it slows you down too much and keeps you from actually using English in English classes.

Ibrahim: Personally I listen to VOA through my world band short wave radio. These days we use Special English American Stories to read and have discussions at <http://www.connect-tajikistan.org/forum/index.php?board=10.0>

Damon Anderson: I would use other materials to get students up to the level of being able to understand what I wanted them to understand in the authentic materials so that they have a better sense of engagement with authentic language. What do the rest of you think?

Damon Anderson: Rather than translating, I would try to teach the students how to use various skills such as prediction to understand the authentic interchange/communication.

Kun Herrini: Damon, do you think it is like the pre-reading/listening activities? We use picture to elicit/introduce words, etc?

Ibrahim: Students read stories and write their own story endings. We encourage them to read and have discussions. Or come up with their own ending. VOA American Stories also allows teachers and students to use audio and simultaneously listen to the text read.

Ping : Some of our teachers think that the level of the materials should be appropriate for the learners, esp. not to be challenging otherwise the learners will feel overwhelmed. What do you think?

Alice Yan Xu: Damon, will you please offer more details, like concrete lesson plan

Damon Anderson: Ping, I think that it is ok to challenge the students (i+1).

Damon Anderson: Alice, I would be happy to provide you with some ideas for lesson plans. We can discuss this later here in Beijing.

Lisa Harshbarger: I agree with these teachers in the sense that if classroom materials are too difficult, students will give up, but I agree with Damon--you need a combination of easy and challenging materials on the topic at hand in class.

Ibrahim: We have teachers who use blogs to engage students in blogging. For example, reading listening current events and blog

Alice Yan Xu: thank you!

Lisa Harshbarger: Ibrahim, that's a great idea.

Ibrahim: It would be good if teachers could assign students to write about local events in English and effectively utilize blogging tools.

Damon Anderson: Teaching students how to learn from engaging authentic communication outside the classroom really helps students to learn faster and to become more engaged with the language, seeing it more as a real life tool, rather than just a classroom exercise.

Kun Herrini: Great, Ibrahim. I did that too, for Academic Writing. I was involved in 3 classes and did a research for my graduate thesis 3 years ago.

Ping : I agree with both Damon and Lisa on the difficulty of the materials. But I meant the input shouldn't be too overwhelming. As language learners, we all have the experience if what I'm hearing is too hard, we may just quit. But I think in terms of learning, well designed exercises accompanying the materials will also facilitate learning.

Lisa Harshbarger: Good point, Ping

Damon Anderson: Yes, Ping, excellent.

Ping : Thanks, Lisa and Damon.

Kun Herrini: Great note, Ping.

Alice Yan Xu: an idea on how to use authentic material :Some of my classmates in this summer's access pro workshop for teachers suggest exchange emails among our students and let them email each other, chinese students email some students from middle east.

Ping : Which brings us back to the question, how to make the best use of the materials and how to create the appropriate exercises and activities to go with them.

Alice Yan Xu: Sorry, I may have trouble to send message and questions.

Ibrahim: It is up to teachers how to use tools and not only limit using blogs, there are also wikis and I think all of these nice ICT tools will definitely help teachers teaching authentically. What do you think about online collaboration and the role of social networking in ELT?

Damon Anderson: Everyone, we are approaching the end of our hour. This has blossomed into a great discussion. Do you have any topic you would like us to consider for our next roundtable in December?

Ping : Alice, I can see your question no problem. Good idea of using emails.

Ibrahim: ghamidova: What about making videos of ESL classes and providing Tajik teachers with them? ghamidova: Ibrahim, say thank you on my behalf. Unfortunately I couldn't join the roundtable myself. Will be this chat posted somewhere?

Lisa Harshbarger: In answer to Ping's question, I think some teachers put together resource banks of authentic materials on various topics, grammar points, etc., and then incorporate them into their lessons at appropriate points, more as support for the topic in the coursebook and to introduce new language in class.

Alice Yan Xu: the students in our school are using the bookflix donated by Damon. It turns out great, though we have trouble with the internet speed.

Webchat Moderator (Mark): I post transcripts of all of the English Roundtables here: http://www.america.gov/multimedia/askamerica.html#english_roundtable_2008

Webchat Moderator (Mark): "Transcripts" I meant to say.

Damon Anderson: Most teachers are using authentic materials as support, reference, extra practice and beyond the text practice for the students.

Damon Anderson: Thank you Mark.

Kun Herrini: December : Incorporating Holidays with English Teaching?

Ping : That'll make great supplement to the textbook, Lisa. If teachers all contribute to building the database, they'll be even more motivated to using the resources and expanding it.

Ibrahim: It would be nice to dedicate a topic about "Using ICT in ELT" and invite Mark Warschauer

Damon Anderson: That's an interesting idea, Ibrahim. But I am not sure if the timing would be good for him (time zone differences).

Lisa Harshbarger: Good idea, Ibrahim!

Alice Yan Xu: ICT, what is it?

Ibrahim: or any other Webheads from TESOL EVO

Ping : Thanks Mark. I will also put the scripts on our RELO webpage at:

<http://beijing.usembassy-china.org.cn/relo.html>

although i'd admit lately i'm late in updating it :(

Ibrahim: ICT Information and Communication Technology

Kun Herrini: Mark, thank you for technically moderating this chat.

Kun Herrini: Damon and Ping, always, thanks a lot.

Webchat Moderator (Mark): My pleasure! Let me also mention our new online global forum. If you could tell President-elect Obama your concerns for the future, what would you say? Join us on November 13, 2008, at 13:00 GMT and come talk about issues that matter to you with others around the globe.

This webchat will take place at <http://statedept.connectsolutions.com/conx>.

Webchat Moderator (Mark): We'll feature new topics to discuss each week...it's an open discussion.

Ibrahim: Thank you

Damon Anderson: Please share the information Mark just posted with your friends and colleagues.

Ping : Thanks to every one for sharing your thoughts and ideas. Lisa, I hope your leg will be getting better soon. Kun, let's discuss our projects later.

Damon Anderson: Lis, thank you for joining us today!! You added much!!

Lisa Harshbarger: Thanks, Mark, Damon and Ping. I'm glad I decided to lurk.

Webchat Moderator (Mark): Thanks everyone good day / night!

Damon Anderson: Everyone, thank you for participating today. it was a good discussion. Please tell you friends and colleagues about the next one on December 9th.

Damon Anderson: Thank you, Mark, for being our great moderator!!!

Ping : Alice, thank you for all the input. I can see how dedicated you're to your work.

Ibrahim: Thank you Lisa and everyone. This time was very comfortable

Ibrahim: due to technical problems some teachers could not join us

Damon Anderson: We hope they will be able to join us next time. Thank you all!!

Webchat Moderator (Mark): Ibrahim, can you tell me what type of problems the teachers had? I want to be sure it's not something with our chat software.

Ibrahim: ghamidova: I cannot join the roundtable. I'm trying to do that. Lot of installation needed

Ping : Mark, the first couple of times when I logged in, I could only see the abstract Damon put in in full screen. I couldn't see anything else and I couldn't type either.

Ibrahim: She might needed to install Flash Player plug in

Webchat Moderator (Mark): Thanks Ping and Ibrahim. Flash is required..on the abstract,

I will investigate why it was doing the full-screen.

Ping : It looked like the screen was frozen. Then I tried relogging in a couple of more times until it got functional.

Damon Anderson: I am signing off now. Good evening/afternoon/morning everyone.

Webchat Moderator (Mark): Signing off too. Best everyone and thanks for the tech feedback.

Ping : Goodbye everyone. See you all next time. Have a nice sleep, Mark! Thanks to everyone again!

Ibrahim: Thanks - Tashakkur!

LISTS OF ESL BOOKS AVAILABLE AT AMAZON.COM AT:

<http://www.amazon.com/gp/registry/registry.html?ie=UTF8&type=wishlist&id=2DUNP27M69AQY>

(COMPILED BY MARIE BAHALLA, EFL, DAMASCUS)

ENGLISH FOR SPECIAL PURPOSES BOOKS AVAILABLE AT AMAZON.COM AT:

http://www.amazon.com/gp/registry/wishlist/32GAR2DG0AXN4/ref=cm_wl_rlist_go

(COMPILED BY MARIE BAHALLA, EFL, DAMASCUS)

Bibliography by STEPHEN PERRY, IRO, US DEPARTMENT OF STATE

REVISED November 13, 2008

**with the invaluable assistance of the worldwide English Language Fellows (ELFs)
and RELOs (REGIONAL ENGLISH LANGUAGE OFFICERS).**