

**USING WEB 2.0 TOOLS
TO MOTIVATE ADULT ESOL STUDENTS:
A HANDBOOK FOR TEACHERS**

BY JESSICA M. GARDNER



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INTRODUCTION

WHAT THIS BOOK IS AND IS NOT:

This handbook is intended to be a quick and easy reference to help teachers of adult English for Speakers of Other Languages (ESOL) students incorporate more technology into their lessons without spending a lot of extra time or money in the process. The target users are teachers with novice level computer skills who are interested in technology but need some additional support in order to incorporate it into the curriculum, as well as more experienced teachers looking for some new ideas. This is by no means a thorough explanation of all that these programs can do; rather it is a quick taste, designed to get users interested and participating without a lot of hassle. The hope is that once teachers and their students begin to use and combine these tools in the classroom, the possibilities for creative use will organically branch off and multiply as everyone gains in experience.

WHY USE IT:

The premise of this handbook is that adult ESOL students may be more motivated to learn and stay in school when their lessons promote creativity, social interaction and communicative competence through the use of current technology. Self-Determination Theory (Deci & Ryan, 2000) supports this notion through use of autonomy, relatedness and competence; and all of the lessons herein were designed with these concepts in mind. Research for this handbook was conducted in 2009-2010 and over thirty recent references were consulted in its creation. The four areas of research examined were: Intrinsic Motivation in ESOL, Technology and Motivation in ESOL, Problems Teachers Face When Using Technology, and Existing Resources for Teachers. Perhaps the best reason for using this handbook is that working online saves paper, which is good for the environment and allows teachers to do their grading without lugging around stacks of homework.

WHAT YOU CAN DO TO IMPROVE IT:

It is my intention to continue revising this handbook and I welcome any feedback from teachers who have tried it. So whether you have a great application idea for one of the webtools, or you encounter problems with another and have suggestions for improvement, please send comments to eslhandbook@gmail.com.

INTRODUCTION

WHY IT WAS WRITTEN:

Many teachers do not have the time, funding, or support available to incorporate current technology into their lessons, despite the benefits it can provide to the students. There are few, if any, comprehensive resources available to assist teachers of adult ESOL students with the technology integration process. The primary goal of this project was to provide an easy, inexpensive, and up-to-date handbook for instructors of adult ESOL students to use as a supplement to their lessons. The secondary goal was that through the incorporation of the programs provided in the handbook, students would be more engaged in their lessons and thereby further motivated to succeed.

ACKNOWLEDGMENTS:

I would like to thank Beth Bogage, Elizabeth Clarke, and Kristi Reyes for providing me with the inspiration for this project. I would also like to thank Dr. Sedique Popal for his enthusiasm and guidance throughout my graduate career, and for suggesting I write my thesis about using technology in education. I would like to thank Drs. Heidimarie Rambo and Gail Kirby for all their assistance while serving as my project chair and reader, respectively. Finally, I would like to thank all the student and teacher participants who tried and evaluated this project and provided me with their insightful comments.

DISCLAIMERS AND CAVEATS:

1. A few of the tools in this book require additional equipment to be used as intended, such as speakers or webcams. Please read through the lessons before trying them in class to make sure you have all that is needed.
2. Websites change. All the information provided in this handbook was current as of its writing, but again, please do a trial run of any program included here to be sure it still works as described.
3. Schools block some Internet sites - another reason to check them out beforehand.
4. The Internet is a public space - be sure to consider the consequences of what you put online and have a discussion with your students about the choices involved in public versus private sites.

INTRODUCTION

LAYOUT:

Each webtool in this handbook is laid out the same way for quick and easy reference. There is a brief description of what it does, how to use it, rationale, application ideas, and a sample lesson; as well as alternate sites with similar offerings, when possible. Many of these sites can be used together and I encourage teachers and students to find creative ways to use these programs in tandem whenever possible.

SUGGESTIONS FOR THE MORE ADVANCED:

There were a few more sites I wanted to include in this handbook, but felt they were too complex for the scope and level I wanted to maintain. I've listed them here for extra credit.

1. Flickr/Bookr: Flickr is a photosharing program where users can upload, edit and manage their photos online. Bookr is a companion site that allows the user to create digital flipbooks using the photos in their Flickr gallery.

www.flickr.com

www.pimpumpum.net/bookr/

2. Aviary: Aviary offers a whole host of tools including: Image Editor, Screen Capture, Vector Editor, Effects Editor, Music Creator, Audio Editor, Image Markup, and Color Editor.

www.aviary.com

3. Second Life: Second Life is a 3D virtual community, where users create an avatar (digital self) to explore and interact with users from all over the world.

www.secondlife.com

4. Image Base: This is a site of free images that students can use in their projects.

<http://www.niblack.org/imagebase/>

THE WEBTOOLS

BLOGGER (BLOGS)

WHAT IT DOES:

Blogs are online journals, capable of sharing photos and videos, which allow visitors to comment on the author's posts.

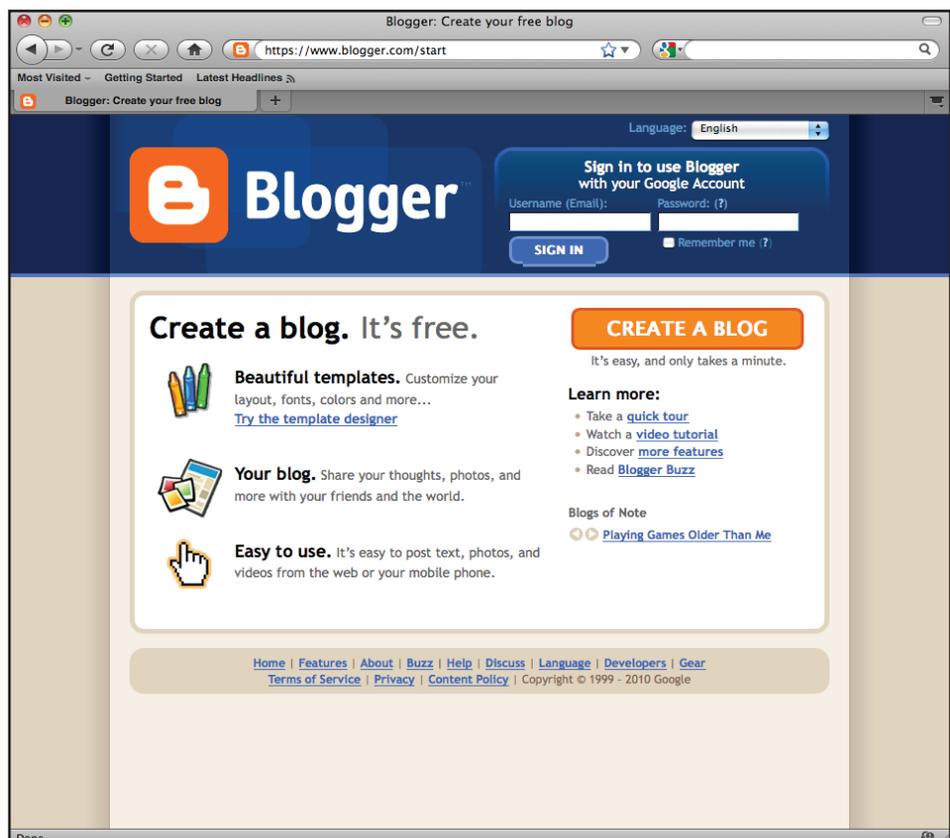
HOW TO USE IT:

1. Go to www.blogger.com and create a free account by following the prompts (requires an email address, and you can use your Google account, if desired - see relevant section).
2. Once your account has been created, you will have the chance to create your first post. There are buttons in the "Compose" box to allow you to add and format text or add other media; like images, videos, links, etc. You can preview the post in a separate window, if desired.
3. Once your post looks the way you want it - click the "Publish Post" button.
4. Once you've done that - click the "View Post" link to see the final product.
5. If you need to leave and come back to your blog, just log in at the top with the username and password that you created, then create a new post or manage/edit old ones in the "Dashboard".

QUOTES FROM THE RESEARCH:

"[T]he critical skill of writing is central to the act of blogging. Because the blogging format encourages students to engage with positions divergent from their own, blogging can potentially enhance analytic and critical thinking skills."

Ellison, 2008



WHY USE IT:

Blogs give students the opportunity to share their opinions and ideas with an online audience.

APPLICATION IDEAS:

1. Tutor blog - used to post homework and syllabus information.
2. Class blog - discussion space for teachers and students.
3. Learner blog - individual student journaling space.

SAMPLE LESSON:

The goal of this lesson is to create a class blog with posts the students must view and comment on.

1. Find an interesting article, online video, or picture that will generate discussion. (Possible sources are news sites, movie previews, political cartoons, music videos, or a humorous photo.)
2. Copy the URL address to the site you find and go back to your new blog.
3. Create a new post in your blog and paste in the link, along with a question or discussion prompt to generate comments from your students.
4. To do this, paste the link into the post and highlight it with the cursor, then click the “link” button above. This will make the link active and students can click on it to visit the other site.
5. Once the post is complete, click “Preview” to make sure it looks as you intended, then publish.
6. Give your students the address to the blog site and instruct them to view the post you created, check out the link, and respond with a comment. (The address should be the name you chose for your blog with “.blogspot.com” at the end, e.g. “yourblognamehere.blogspot.com”.)
7. If necessary, show students examples of other blogs and give parameters for the types of comments you expect (e.g., complete sentences, proper spelling and grammar, minimum length).
8. Students can be graded based on the quality, length, and relevance of their comments, as well as proper English spelling and grammar.
9. To make this activity more challenging, the students could be asked to find and include a link in their comment to another site or image that relates back to the prompt in some way.

Other sites: Edublogs: www.edublogs.org, WordPress: www.wordpress.org

MAKE BELIEFS COMIX (COMICS)

WHAT IT DOES:

Online comics give users the opportunity to create their own stories and dialogues, using pre-drawn cartoon characters and objects.

HOW TO USE IT:

1. Go to www.makebeliefscomix.com and click “Enter Here!”.
2. By following the prompts, add characters, colors, dialogue and headings to create a story.
3. When finished, print it or email it to share with others.

WHY USE IT:

Comics provide an opportunity for students to engage in the creative writing of dialogue in a manageable and fun format.

QUOTES FROM THE RESEARCH:

“Results...showed that learners found courses with a low degree of interactivity... motivationally challenging. In contrast, courses that provide learners with authentic and interactive learning activities, such as animations and simulations,...were found motivating to the learner.”

Kim, 2009

The screenshot shows the homepage of the MakeBeliefsComix website. At the top, the browser address bar displays <http://www.makebeliefscomix.com/>. The main content area features a large blue banner with the text: "WELCOME TO MAKEBELIEFS.COMIX.COM CREATE YOUR OWN COMIX STRIP - IT'S EASY AND FUN! CREATED BY BILL ZIMMERMAN - ART BY TOM BLOOM - COMIC STRIPS BY YOU!". Below this banner is a three-panel comic strip. The first panel shows a white bird flying and saying "CLICK ME TO VIEW A DEMO.". The second panel shows a green frog saying "WELCOME TO MAKE-BELIEFS.COMIX.COM! CAN YOU FILL IN SOME WORDS IN MY TALK BALLOON?". The third panel shows a girl saying "I HOPE TO BE IN YOUR COMIX! HOW ABOUT WRITING SOME WORDS FOR ME?". To the right of the girl is a white pig saying "MAN, I'M LOOKING SHARP TODAY!...ANY THOUGHTS ABOUT MY NEXT BIG ADVENTURE?". Below the comic strip is a yellow banner with the text "WRITE IN ENGLISH, SPANISH, FRENCH, GERMAN, ITALIAN, PORTUGUESE OR LATIN!". Underneath this banner are two buttons: "ENTER HERE!" and "¡COMIENCE AQUÍ!". At the bottom of the page, there is a section for books and activities, including "POCKET Doodles For Kids", "MAKE BELIEFS A GIFT FOR YOUR BIRTHDAY!", "SUNSHINE", and "HOW TO TAKE INSTANT ORAL BIOGRAPHIES". A small sun icon is next to the text "DISCOVER OUR SISTER SITE: BILLZTREASURECHEST.COM!". The footer of the page says "Review books and activities from Bill Zimmerman, creator of MakeBeliefsComix. His work encourages".

APPLICATION IDEAS:

1. Create comics to prompt group discussion among students.
2. Allow students to create their own comics to share with the class.
3. Create a comic as a prompt and allow students to create a follow-up comic.
4. Create a progressive comic - one student can create the first panel, and then another student the second, and a third student can finish. Students can rotate around the computer lab.
5. Use comic dialogues as a fun way to practice new grammar points.

SAMPLE LESSON:

The goal of this lesson is to give students the opportunity to practice their writing skills by creating a comic strip. It can be done individually or as a small group activity.

1. Provide students with some examples of comics to get them thinking.
2. Instruct them to go to www.makebeliefscomix.com and click “Enter Here”.
3. Have them choose a panel size on the right - 2, 3 or 4 panels.
4. Go over the tools with them: adding characters or objects to the panels; adding captions (called panel prompts); speech or thought bubbles; and adding background colors.
5. Next show them how using the red arrows in the menu window allows the user to scroll through different options for each character, object, bubble, etc.
6. Then show them how to use the tools on the left side to move, scale, layer, flip, or delete each element they add. Click the tool first, then the element you want to change. (When using the scale tool, a bar will come up next to it that can be adjusted up or down, from big to small.)
7. When the students are happy with their comics, instruct them to email the final product to the teacher or print them off, using the prompts provided.
8. Students can be graded based on creativity, full exploration of the tools the site provides, story logic, and correct use of English spelling and grammar.
9. To make this activity more challenging, have the students work in pairs and allow them to create a real dialogue with each other using two characters in the comic.

Other sites: Witty comics: www.wittycomics.com, Pixton comics: www.pixton.com/create

EMAIL ACCOUNT (GMAIL)

WHAT IT DOES:

Email allows the user to send, receive, store and organize electronic messages.

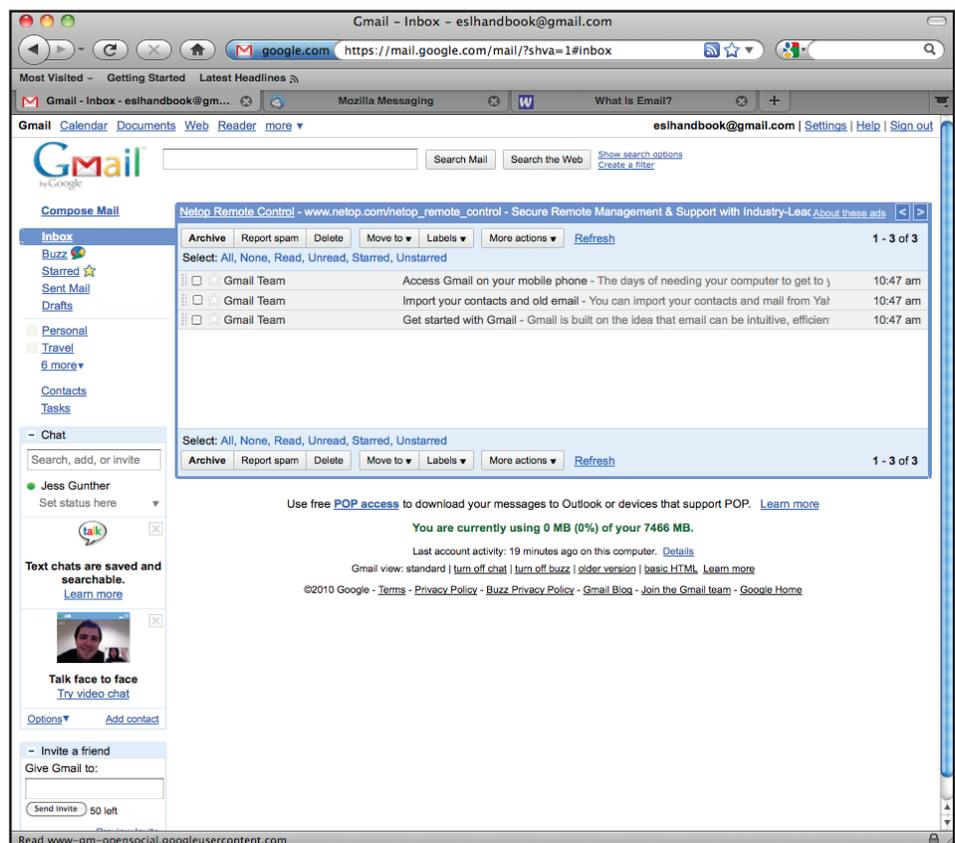
HOW TO USE IT:

1. Go to www.mail.google.com and click the “Create an account” button. Follow the prompts to create your own Gmail account. (A detailed handout is included in the Appendix which explains how to create a new web account and how to log in.)
2. In your new account, you’ll see three messages in your inbox explaining how to use Gmail. Take a few minutes to go over these to familiarize yourself with the program features. Import contacts from another email address, if you desire, following the directions in the second email.
3. Once your account is set up, you can send a message to anyone on your contact list or someone new, if you know their email address. Include attachments, links, emoticons, colors, or any other custom formatting options you desire, using the buttons provided at the top of the composition window.

QUOTES FROM THE RESEARCH:

“The speed of e-mail and its speech-like features can enable the creation of meaning – previously restricted to speech – to occur in written language. It may also be that the scaffolding provided by embedded e-mail text serves a significant function in extending both cognition and language proficiency for L2 learners....”

Fotos, 2004



WHY USE IT:

Not only does email provide students an opportunity to practice their reading and writing skills, it also gives them the chance to improve their digital literacy with a form of technology that has become a staple of communication in both the business world and academia.

APPLICATION IDEAS:

1. Practice letter reading and writing skills with keypals (electronic penpals).
2. Practice applying for a job and attaching a resume.
3. Provide students with a news story likely to generate discussion. Have the students work in pairs or small groups and assign each an opinion to debate via email.
4. Write a progressive story: the teacher can provide a story prompt and assign students to work in pairs or small groups to complete the story via email, alternating authors by paragraph.

SAMPLE LESSON:

The goal of this lesson is to give students practice with applying for jobs via email.

1. Have each student create a Gmail account.
2. Discuss the difference in pragmatics when emailing a future employer versus a friend.
3. Provide an example or some key phrases to use when writing an application cover letter.
4. Give the students an imaginary job announcement and instruct them to apply for the job via email. Be sure to include your (the instructor's) email address for them to send their applications to.
5. Students can be graded based on proper English spelling and grammar, message length, appropriate choice of language, etc.
6. To make this activity more challenging, have the students create a resume in a word processing program and attach it to their application email. (Google Docs has a free word processing program available - see relevant section.)

iGOOGLE (PERSONAL HOME PAGE AND GOOGLE TALK)

WHAT IT DOES:

This webtool lets the visitor create a personalized homepage that contains a search box at the top, and a choice of any number of gadgets below. Gadgets come in many different forms and provide access to activities and information from all across the Web. Examples are: Gmail (Google email), news headlines, weather forecasts, movie previews, Google Talk (chatting), etc.

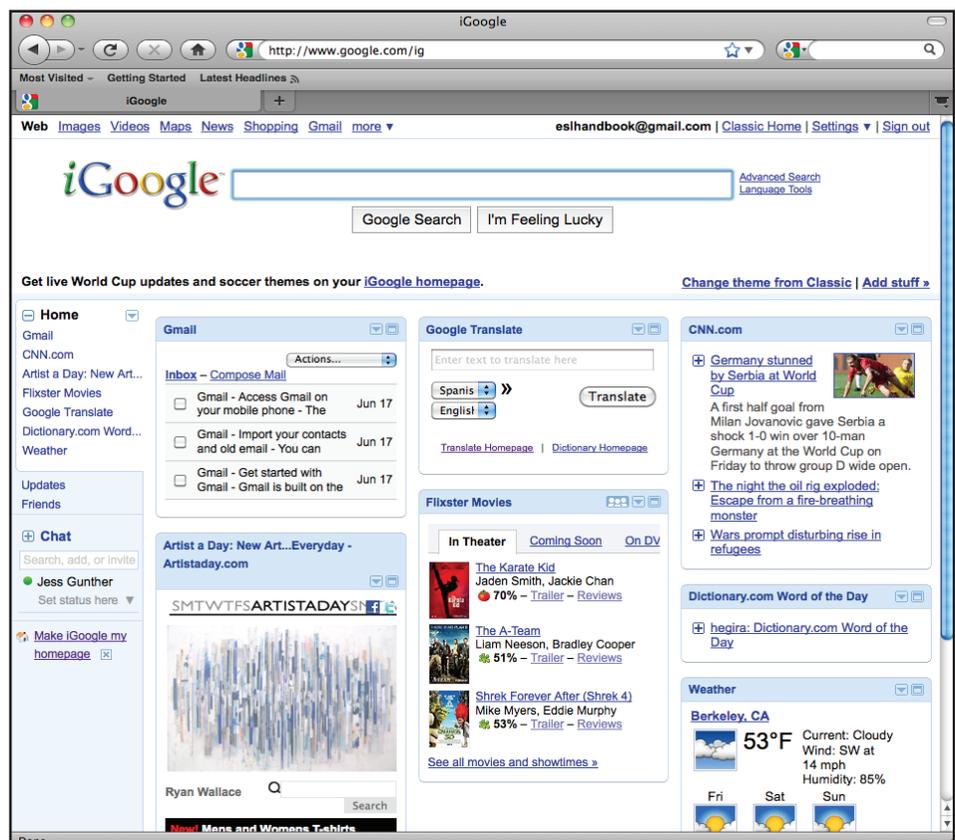
HOW TO USE IT:

1. Create a Google account, using the instructions from the previous Gmail section.
2. While logged into Gmail, type “iGoogle” into the search bar and your iGoogle page will appear. You’ll already be logged in and can start to design your personal home page.
3. Edit gadgets using the upper right corner buttons: move them around, minimize or expand them to create the layout you want. Find more gadgets by clicking the “Add Stuff” link at the top right.

QUOTES FROM THE RESEARCH:

“[S]tudies show that, during NBC (network-based communication) chats, learners report reduced anxiety about participating and increased motivation for using the target language, both of which result in greater quantities of target language production.”

Pellettieri, 2000



The screenshot displays the iGoogle homepage in a browser window. At the top, there is a search bar with the iGoogle logo and a search button. Below the search bar, there are navigation links for Web, Images, Videos, Maps, News, Shopping, and Gmail. The main content area is filled with various gadgets, including a Gmail inbox, Google Translate, CNN.com news, Flixster Movies, and a weather forecast for Berkeley, CA. The layout is highly customizable and personalized.

WHY USE IT:

A personalized home page provides students with easy access to their favorite online resources. Chatting, in specific, allows them to practice speech-like writing with others at their level.

APPLICATION IDEAS:

1. Use a personalized home page as a resource to give students ideas to talk or write about current events based on their gadgets: movie reviews, news, weather, art, sports, etc.
2. Use the chat feature to give them dialogue practice with other ESL students or native speakers.

SAMPLE LESSON:

The goal of this lesson is to give students dialogue practice using the chatting feature of iGoogle.

1. Have students log in and locate the Chat section of the iGoogle page on the left sidebar.
2. Put them in pairs and have them add each other as contacts by typing the other's email address into the Chat search box. This issues a chat invitation.
3. Once the students accept their chat invitation via email, they can start chatting.
4. Assign them a topic to discuss or language task, such as an information gap, and set a time limit for the discussion.
5. When the time is up, direct students to copy all the text of their chat and paste it into an email message. They can access their Gmail accounts from their iGoogle page by clicking the link at the upper left.
6. Have them email the chat text to the instructor.
7. Students can be graded based on correct spelling and grammar, turn taking, and ability to stay on task.
8. To make this activity more challenging, make it a group chat with multiple students.



Other sites: MyYahoo!: www.my.yahoo.com, Skype: www.skype.com (for chatting only)

GOOGLE DOCS (PRESENTATIONS, DOCUMENTS, SPREADSHEETS)

WHAT IT DOES:

Google Docs provides word processing documents, spreadsheets, forms, slide presentations, and a drawing program - much like the tools of Microsoft Office. In addition to creating these documents, Google Docs stores and allows you to organize your documents online via your Gmail account.

(Note: this page introduces the following three tools - Presentations, Documents and Spreadsheets.)

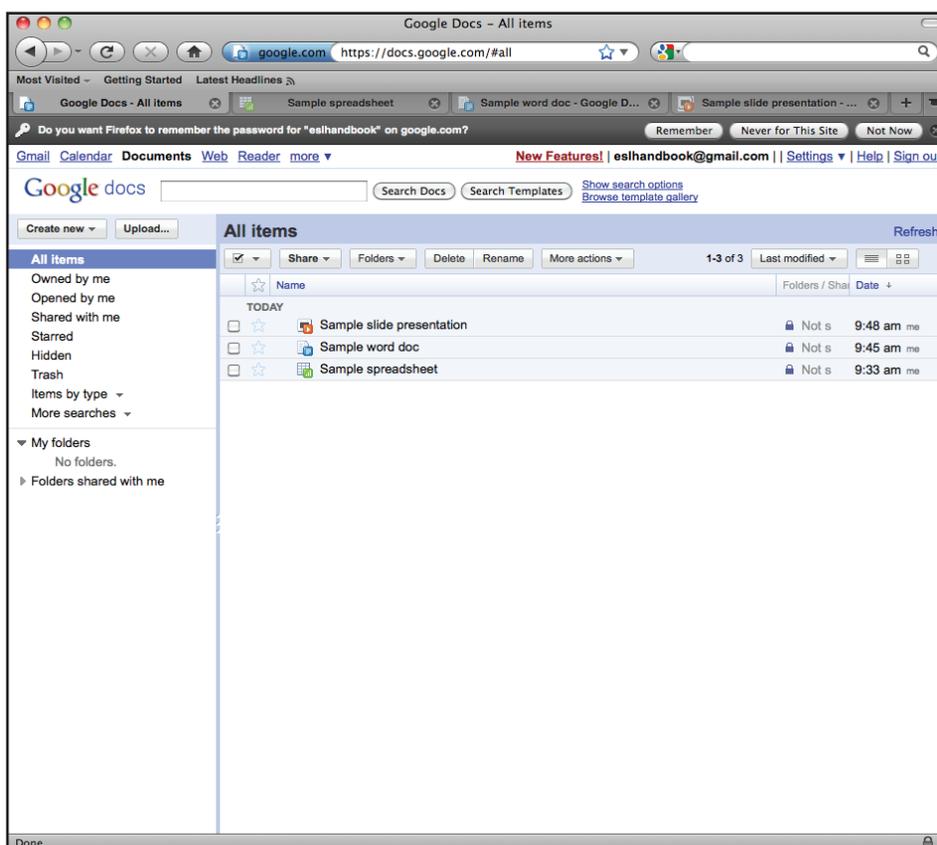
HOW TO USE IT:

1. Go to www.google.com and sign in. (See previous Gmail section for creating an account.)
2. Pull down the “more” link at the middle of the top toolbar and choose “Documents”.
3. From the “Create New” menu on the left sidebar, pull down the type of document you want.
4. Work on your document and be sure to save it so you can come back and revise it anytime - from anywhere you can access the Internet.

QUOTES FROM THE RESEARCH:

“A wide range of language students - whether they are male or female, skilled or unskilled..., and experienced or inexperienced in using computers - have a positive attitude toward using computers for writing and communication in the language classroom. This holds true in both second and foreign language classes.”

Warschauer, 1996



WHY USE IT: (SLIDE PRESENTATION TOOL)

Slide presentations are one of the most common tools used in academia and the business world.

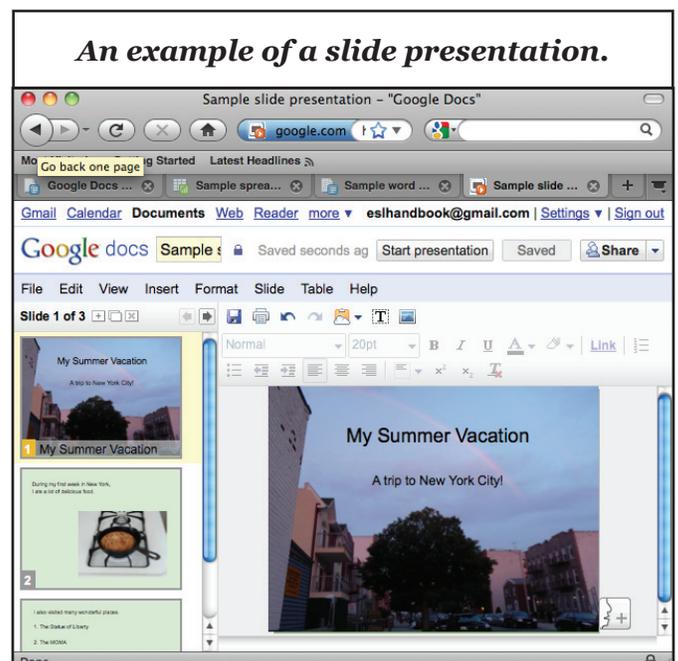
APPLICATION IDEAS:

1. Use slide presentations to give students the chance to share information with the class about their native language, country of origin, favorite hobbies, future career plans, research on a given topic, to report on a news story, to summarize a reading assignment, etc.

SAMPLE LESSON:

The lesson goal is to give students practice creating a slide presentation using Google Docs.

1. Guide students through the login process and direct them to Google Docs.
2. Give them a topic upon which to create a presentation and show some examples.
3. Discuss which elements are effective in creating slides - use of pictures, bullets, etc.; and which are not - using too much text on a slide, colors that are difficult to see, etc.
4. Give them a quick overview of the tools: how to add a text box, format text, add pictures, change colors, add bullets or numbers, background colors, etc. using the menus at the top.
5. Give them a target length for the presentation (e.g. 5 minutes or 10 slides) and a time limit in which to complete the assignment, as well as any specific content requirements.
6. Students can be graded based on appropriateness of the content for the assignment, correct English spelling and grammar, as well as effective usage of the presentation tools.
7. To make this activity more challenging, have the students create a presentation in small groups by sharing it through their email accounts and collaborating.



Other sites: Slide: www.slide.com (easier but for presentations only), OpenOffice: www.openoffice.org

WHY USE IT: (DOCUMENT TOOL)

Word processing docs are one of the most common tools used in academia and business.

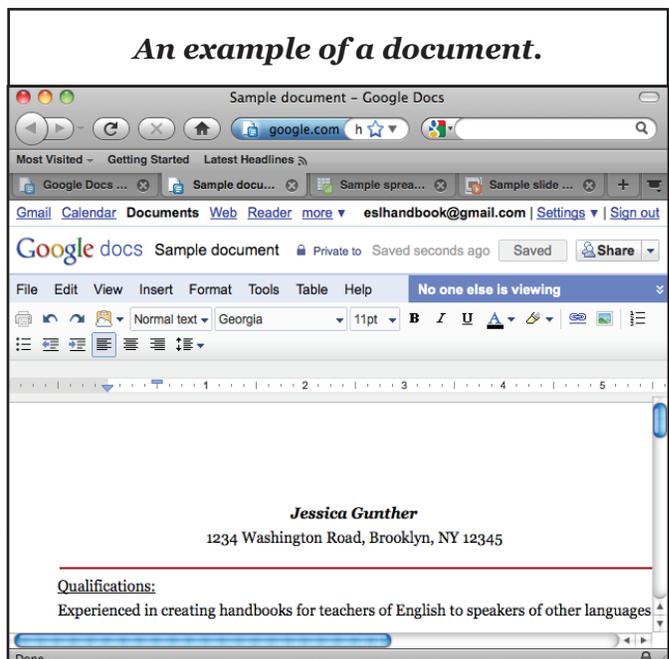
APPLICATION IDEAS:

1. Use word processing documents to have students write essays, book reports, resumes, etc.

SAMPLE LESSON:

The lesson goal is to give students practice creating a resume using Google Docs.

1. Guide students through login and direct them to Google Docs using the previous section (pg. 9).
2. Explain the concept and purpose of a resume and show them some examples. Be sure to include examples of both kinds of resumes: reverse chronological and functional (skills-based).
3. Discuss which elements are effective in creating a resume - use of bullets, formatting, clear layout, etc.; and which are not - using too much text, confusing information, etc.
4. Also explain the content areas usually included in a resume: contact information, education, work experience, computer or other technical skills, hobbies, volunteer work, etc.
5. Give them a quick overview of the tools: how to format text, change colors, add bullets or numbers, and insert links or images, using the menus at the top.
6. Give them a target length for the document (one page) and a time limit in which to complete it.
7. When finished, have them email it for grading.
8. Students can be graded based on appropriateness of the content for the assignment, correct English spelling and grammar, as well as effective usage of the word processing tools.
9. To make this activity more challenging, have the students create a resume and then exchange it with another student to practice revision skills.



Other sites: OpenOffice: www.openoffice.org

WHY USE IT: (SPREADSHEET TOOL)

Spreadsheets are one of the most common tools used in academia and the business world.

APPLICATION IDEAS:

1. Spreadsheets allow students to create tables and charts to convey information clearly and easily.

SAMPLE LESSON:

The lesson goal is to give students practice creating a spreadsheet and chart using Google Docs.

1. Guide students through login and direct them to Google Docs using the previous section (pg. 9).
2. Suggest topic ideas for a spreadsheet/chart (birthday month of classmates, pets owned by classmates, average age of classmates) and show some examples.
3. Give them a quick overview of the tools: how to format columns, how to use the formula tool (Σ) to sum or average the columns, how to create borders, etc. using the menus at the top.
4. Once the table is complete, show them how to use the chart function in the Insert menu to display their data in a colorful and more visually appealing fashion. (The program will prompt the user to choose the type of chart, colors, data rows, axis labels, heading rows, etc.)
5. Give them a target number of data entries (e.g. 10) and a time limit in which to collect the data, as well as a time limit in which to complete the assignment, and any other requirements.
6. When finished, have them email it for grading.
7. Students can be graded based on clear presentation of the data, correct English spelling and grammar, as well as effective usage of the spreadsheet and chartmaking tools.
8. To make this activity more challenging, combine this activity with Twitter or Google Docs (use Forms to make a survey) to gather the data.

An example of a spreadsheet.

	A	B	C	D	E
1	Classmates	Cats	Dogs	Birds	
2	Susie		1		
3	Juan Marco			1	
4	Alexander		2		
5	Jeremias				3
6	Olivia		1	1	
7	Katia				
8	Nezam				1
9	Totals:		4	2	4
10					

Other sites: OpenOffice: www.openoffice.org

NATIONAL PUBLIC RADIO (PODCASTS)

WHAT IT DOES:

Podcasts are audio files that allow the user to listen online or to download them and listen later on a computer or mp3 player. They are often released in episodes at regular intervals.

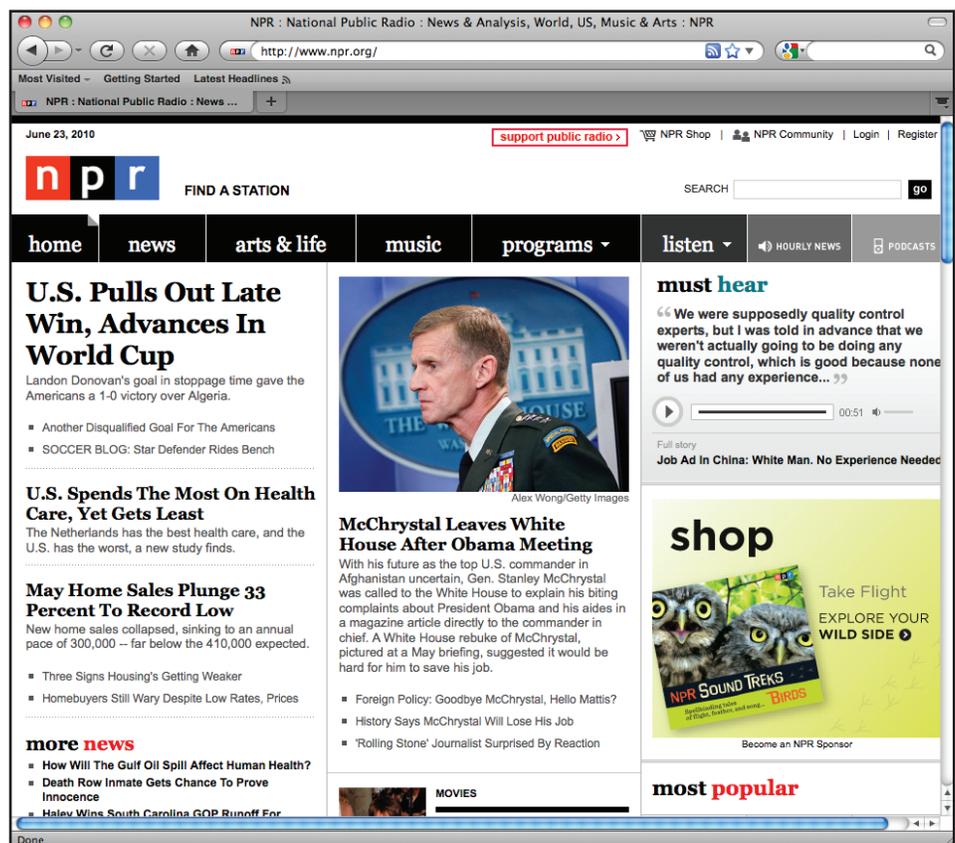
HOW TO USE IT:

1. Go to www.npr.org and click the “Programs” link in the top toolbar.
2. This will provide a list of popular podcasts in different areas of interest. Click one.
3. The page for that podcast will come up and you will see a list of episodes. Scroll down for more.
4. Once you’ve chosen an episode, click “Listen” or the listen icon  to hear the podcast.
5. A new window will open and the podcast will begin playing. Use the controls to pause or replay.
6. In addition to listening, there are buttons at the bottom of this new window to allow the user to download the podcast, copy the link for it, or share it via email.
7. Please note: Some links on this site (e.g. Car Talk) vary from the standard ones described above and redirect to a new site - if you get confused, go back to npr.org and try a different one.

QUOTES FROM THE RESEARCH:

“For this new generation of students who have been encouraged to ‘take control of what they learn’ (Kukulka-Hulme & Shield, 2007) MALL, and particularly podcasting, can play a key role by providing them with instructional materials and low-costs tools as they work toward developing language proficiency.”

Abdous, 2009



The screenshot shows the NPR website interface. At the top, there's a navigation bar with 'home', 'news', 'arts & life', 'music', 'programs', 'listen', 'HOURLY NEWS', and 'PODCASTS'. Below this, there are several news articles. The first article is 'U.S. Pulls Out Late Win, Advances In World Cup' with a sub-headline 'Landon Donovan's goal in stoppage time gave the Americans a 1-0 victory over Algeria.' The second article is 'U.S. Spends The Most On Health Care, Yet Gets Least' with a sub-headline 'The Netherlands has the best health care, and the U.S. has the worst, a new study finds.' The third article is 'May Home Sales Plunge 33 Percent To Record Low' with a sub-headline 'New home sales collapsed, sinking to an annual pace of 300,000 - far below the 410,000 expected.' There is also a 'must hear' section with a video player and a 'shop' section featuring 'NPR SOUND TREKS' and 'EXPLORE YOUR WILD SIDE'.

WHY USE IT:

Podcasts allow students to practice their listening skills with an authentic source and also allow students to be in control of playback and volume to optimize their listening experience.

APPLICATION IDEAS:

1. Practice listening to current events and reporting on them to the class.
2. Practice listening and writing skills by following a weekly podcast and journaling about it.
3. Use podcasts as sources for listening homework or tests.
4. Use relevant podcasts to supplement grammar or pronunciation lessons with authentic usage. (And yes, there are podcasts dedicated to proper grammar usage that might be appropriate for high-level students: just search for Grammar Girl or Grammar Grater. For pronunciation, this site has podcasts dedicated to ESL pronunciation issues: www.pronuncian.com/podcast.)

SAMPLE LESSON:

The goal of this lesson is to give students practice with listening to authentic speech and to generate discussion over current events.

1. Choose a podcast with short episodes in the news/talk section (e.g. All Things Considered).
2. Divide students into small groups, direct them to www.npr.org and guide them to the podcast you've chosen. (Be sure to space groups out so they will be able to hear without interference.)
3. Allow each group to choose an episode and give them a time limit to complete the task. Allow enough time for students to play the episode more than once. (For beginner level students, assign each group an episode and provide them scaffolding with vocabulary words and phrases. ESLPod provides some of this for free, and more with a \$10/month subscription.)
4. Ask each group to listen to the episode, discuss the topic amongst themselves, then provide a short oral report of the story to the rest of the class, as well as the groups' opinion about it.
5. Students can be graded on thoroughness of the report and level of participation by all members.
6. To make this activity more challenging, the reports can be written rather than shared aloud.

Other sites: Podomatic: www.podomatic.com, ESLPod: www.eslpod.com

DIPITY (DIGITAL TIMELINE)

WHAT IT DOES:

Dipity allows the user to create a digital timeline of events, complete with images, videos, links, etc.

HOW TO USE IT:

1. Go to www.dipity.com, click “Sign Up” and follow the prompts (requires an email address).
2. Once you’ve signed up, click on “Add an Event” to start creating your timeline.
3. This will bring up a separate dialogue window in which you can provide a title, date, description, picture, link, location and video for each event on your timeline - click “Save” when it’s complete.
4. To find images online for this purpose, open a separate window in your Internet browser and search for an image. When you find one you like, right-click it and choose “Copy Image Location”. Go back to the Dipity dialogue window where you’ve started to create a new event. To the right of the “Picture” header is a field which says “Paste an image URL here”. Paste there.
5. Keep adding events until your timeline is complete. (You may need to refresh to see new items.)
6. Note: Google Images is a good place to find pictures - just Google something and click “Images”.

QUOTES FROM THE RESEARCH:

“One of the main reasons for the rapid uptake of Web-based language learning was the unprecedented availability of authentic materials. Web 2.0 has yet again extended this resource with ‘live’ sites.”

Alm, 2006



WHY USE IT:

Digital timelines allow students to practice telling a story in chronological order.

APPLICATION IDEAS:

1. Digital timelines can give students the opportunity to tell a story about their lives.
2. They can also be used to track current events as they unfold, like the World Cup or a news story.
3. They can be used as a supplement to a reading project, allowing students to track the progress of the story they are reading using a digital timeline.
4. They can be used as a supplement to grammar lessons when teaching tenses.
5. They can be used as a supplement to the syllabus to keep track of when assignments are due.

SAMPLE LESSON:

The goal of this lesson is to give students a digital environment in which to practice telling a story in a linear, chronological progression and to share their lives with classmates.

1. Start by discussing the concept of a timeline in a linear, chronological progression. This may be an unusual concept for some cultures.
2. Assign students a topic for their timeline, or let them choose one, providing examples (e.g. how I spent last weekend, my summer vacation, my family history, my journey to the U.S., etc.).
3. Direct them to www.dipity.com and guide them through setting up an account.
4. Give them a time limit in which to complete their timelines and when finished, instruct them to copy the URL address of their timeline and email it to the instructor for grading. (e.g. www.dipity.com/username). These can also be presented or shared with the class.
5. Students can be graded based on thoroughness of the timeline, effective usage of the Dipity program options, and amount of creativity employed.
6. To make this activity more challenging, try including video links from YouTube as well. Go to www.youtube.com and search for a video you like. When you find one, click “Share” and copy the URL next to the picture of the link. Paste this into the Dipity dialogue box next to “Video”.

Other sites: xtimeline: www.xtimeline.com

PBWORKS (WIKIS)

WHAT IT DOES:

Wikis provide a collaborative workspace in which users can easily share information with each other using interlinked webpages.

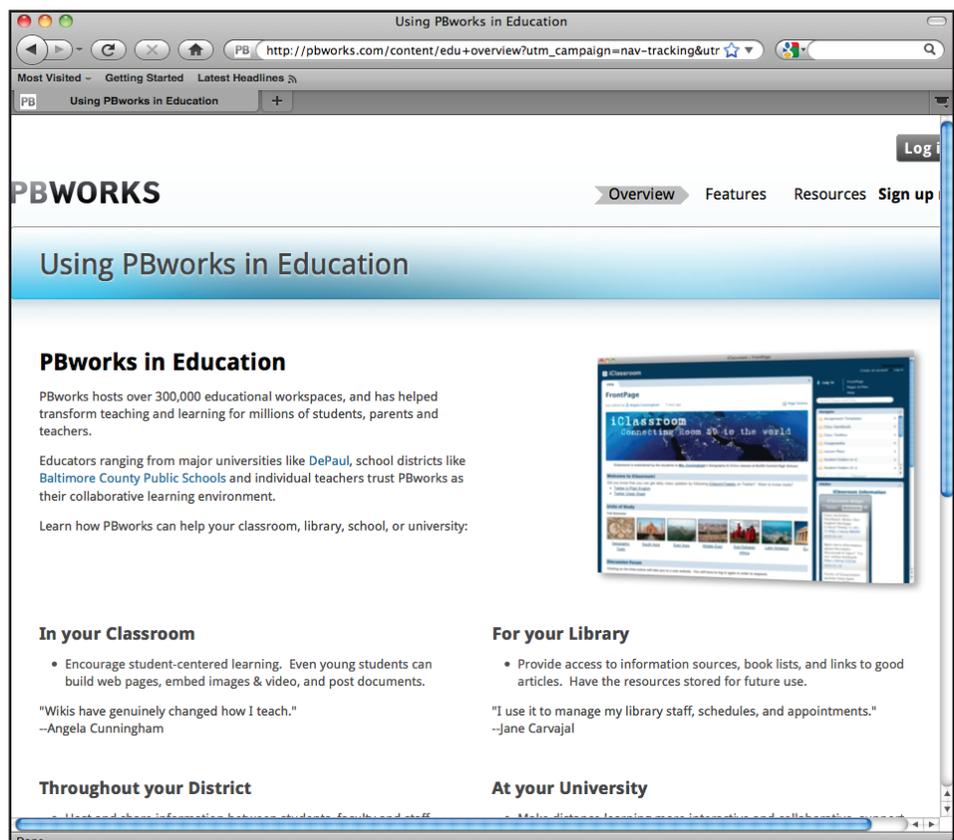
HOW TO USE IT:

1. Create an account by going to www.pbworks.com and following the prompts to sign up - choose the “For Education” page (requires an email address).
2. Once you have created your page, customize it and add any initial content you want to provide for your students, following the prompts provided. (If you get confused, use the help feature.)
3. The sample lesson is designed for small groups. Create a new folder for each group you plan to assign by going to the “Pages & Files” tab and choosing “Create a folder”. Do this for each group.
4. Once the page is finished, invite all your students to become “writers” by inviting them via email.
5. They will receive an email with a link to guide them through setup and allow them to contribute.
6. Note: Check out “PBworks Manual” and “30-second training videos” (Wiki tab/“Need Help?”).

QUOTES FROM THE RESEARCH:

“...Wikis can promote collaboration in group assignments, encourage negotiation, and make students comfortable with [a] new generation of technology tools. To incorporate Wiki technology, educators should use participatory approaches in which users become active contributors and producers of content.”

Hazari, 2009



The screenshot shows a web browser window displaying the PBworks website. The page title is "Using PBworks in Education". The navigation menu includes "Overview", "Features", "Resources", and "Sign up". The main content area features a section titled "PBworks in Education" with a sub-header "PBworks in Education". Below this, there is a paragraph stating "PBworks hosts over 300,000 educational workspaces, and has helped transform teaching and learning for millions of students, parents and teachers." This is followed by a quote: "Educators ranging from major universities like DePaul, school districts like Baltimore County Public Schools and individual teachers trust PBworks as their collaborative learning environment." Below the quote, there is a link to "Learn how PBworks can help your classroom, library, school, or university:". The page is divided into four columns: "In your Classroom", "For your Library", "Throughout your District", and "At your University". Each column contains a list of bullet points and a quote. The "In your Classroom" column includes a quote from Angela Cunningham: "Wikis have genuinely changed how I teach." The "For your Library" column includes a quote from Jane Carvajal: "I use it to manage my library staff, schedules, and appointments." The "Throughout your District" and "At your University" columns also contain text and quotes, though they are partially obscured by the browser's scrollbar.

WHY USE IT:

Wikis provide a convenient place to organize many types of information for the entire class.

APPLICATION IDEAS:

1. Use wikis to post assignments: links, images and videos can all be embedded within a post.
2. Use wikis for online discussions or to give students a workspace for creating research projects.

SAMPLE LESSON:

The goal of this lesson is to give students practice researching and working together online.

1. Begin by showing students examples of other wikis: Wikipedia, etc.
2. Instruct them to check their email for the invite to join the class site and follow the prompts.
3. Divide students into small groups and assign them a topic to create a page about, such as a city or country, historical event, or prominent social figure. (Discuss the concepts of paraphrasing and plagiarism to ensure students do not just copy an existing page from Wikipedia. Also discuss possible sources of information for their research: where to find images, facts, stats, etc.)
4. Explain that the students will each create their own pages within the group folder you assigned them, and each student will work on a different aspect of the group topic. (e.g. If the group topic is San Francisco, one page could be history, one could be attractions, one could be neighborhoods, etc.) Once the page is complete, he or she should create a link to the other pages in his or her group by choosing "Add link" from the menu bar and choosing the other page name.
5. Give students a time limit in which to complete the project, and suggestions for what types of information they might include. When the pages are complete, instruct the students to visit each others' pages and respond with constructive comments about what they created.
6. Students can be graded based on the quality, length and originality of their wiki, proper use of English spelling and grammar, as well as the comments they provide to others.
7. To make this activity more challenging, ask each student to create a page on their own and then have another student revise it for them.

Other sites: Wikispaces: www.wikispaces.com, Google Sites: www.sites.google.com

YOUTUBE (VIDEOS)

WHAT IT DOES:

YouTube is a site where users can view, share, or post homemade videos.

HOW TO USE IT:

1. Go to www.youtube.com.
2. Search for a video on any topic you desire.
3. View the video, or share via email, social networking site (sns), or blog by clicking the “Share” button and choosing an application from the buttons provided.
4. You can also share the link in applications other than the ones provided by clicking the “Share” button and copying the URL address to post in a blog, sns, or to email.
5. If desired, upload your own video, using the prompts provided. (To upload videos, you must first create an account by following the prompts provided. You can also use your Google login for YouTube, if you have one.)

QUOTES FROM THE RESEARCH:

“...YouTube and other video-sharing sites are some of the most useful tools available for teaching English. Videos for grammar, vocabulary, and pronunciation practice abound. Videos that cover an almost endless variety of content areas...can be found with a few computer key clicks.”

Langer de Ramirez, 2010

The screenshot shows the YouTube homepage in a browser window. The address bar displays 'http://www.youtube.com/'. The page features a search bar, navigation links for 'Browse' and 'Upload', and options to 'Create Account' or 'Sign In'. The main content area is divided into several sections: 'Videos Being Watched Now' with thumbnails for 'The Boondocks Season 3 Episode 10 pt 1: The Story...', 'Lady Gaga Teeth Live on The Today Show', 'Katy Perry - Ask Katy', and 'EpicWin: Pre-Release Trailer'; 'Featured Videos' with thumbnails for 'Chest Workout Home Version', 'Nicholas Dio The Fourth! - Wipeout', 'Three Minutes or Less: Lesbians ...', and 'Saying Her Goodbyes - The'; and 'Most Popular' with thumbnails for 'Despicable Me - Agnes' and 'Rick Ross - Free Mason'. A right-hand sidebar contains promotional banners for 'Want to customize this homepage?', 'Try YouTube in a new web browser', 'Internet for peace', and 'What's New'.

WHY USE IT:

Videos can be engaging teaching tools and provide students with exposure to native speech.

APPLICATION IDEAS:

1. Have students watch a movie trailer and write a prediction about the outcome of the film.
2. Have students watch a music video and provide a critique of the performer or write a paragraph describing what the song was about.
3. Have students watch a “how to” video and describe the process orally or in writing, using their own words (e.g. cooking, home repair, playing a sport, etc.)
4. Use videos to illustrate grammar points or to give students practice listening to dialogue.
5. Have students create their own videos in small groups to practice speaking authentically.

SAMPLE LESSON:

The goal of this lesson is to give students the opportunity to familiarize themselves with watching and sharing videos and to practice their writing skills.

1. Direct students to www.youtube.com and show an example video.
2. Assign them a topic to find a video about: favorite hobby, sporting event, movie clip, etc. (Give them a time limit in which to do this - it is easy to lose track of time on YouTube!)
3. Next they should share their chosen video by posting it in a blog or sending it via email. (They can simply email it to the teacher for grading purposes or better yet, post it to a blog, wiki, or social networking site for their classmates to enjoy and comment on. See relevant sections.)
4. Ask students to write an accompanying paragraph describing why they chose this video to share.
5. Students can be graded based on the quality of their writing skills and analysis, proper English spelling and grammar, and the appropriateness of the video they chose to share, given the task.
6. To make this activity more challenging, have students create a video of their own and post it on YouTube to share with the class. Students can work on this in small groups if desired, but they will need access to a video camera of some kind - even one taken with a phone can work!

Other sites: Internet Movie Database: www.imdb.com, CNN: www.cnn.com

SKYPE (CALLING/WEBCAMMING)

WHAT IT DOES:

This program allows users to talk to each other live online with or without video. (Students will need to have access to computers equipped with microphones and speakers, webcams are optional.)

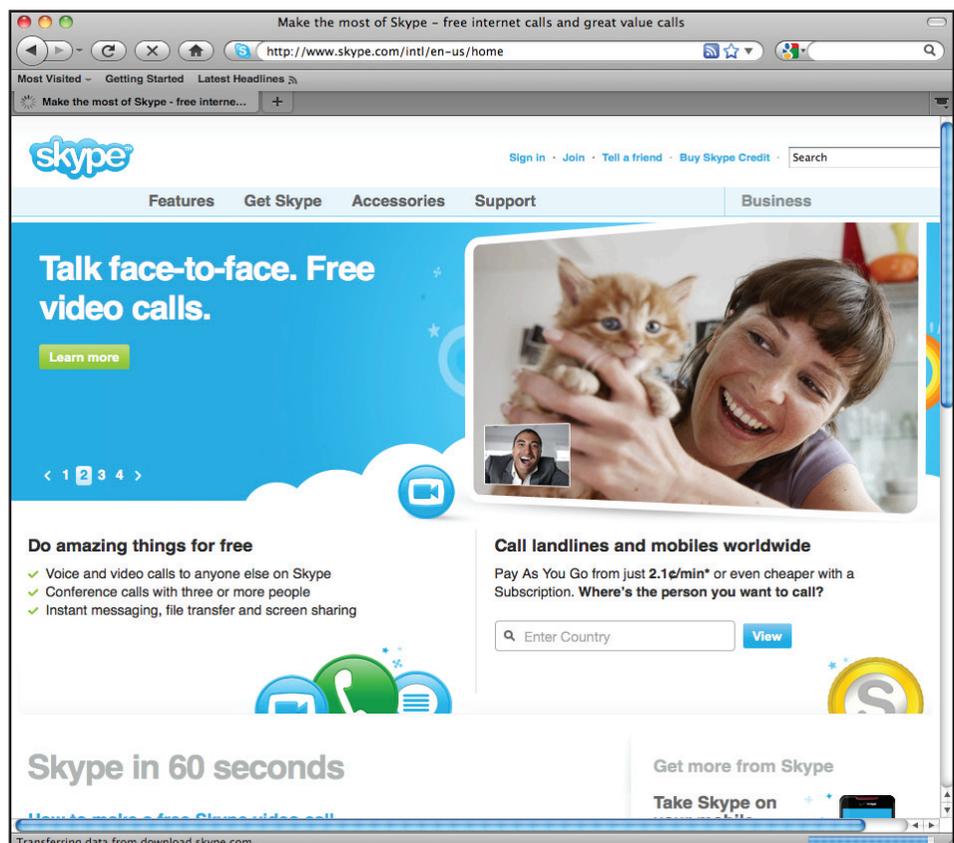
HOW TO USE IT:

1. First, go to www.skype.com and download and install the (free) program on your computer.
2. Create an account by following the prompts (requires an email address).
3. Invite another Skype user to talk by entering their screen name in the box provided.
4. Once that person has accepted the invitation, you can call them anytime they are logged in.
5. To do this, select them from the contact list and click “call”.
6. For use with video, once the call has begun, click the “start my video” button.
7. Note: To ensure that your speakers and microphone are set up properly, choose “Skype Test Call” from the contact list and follow the instructions. This should only take a couple of minutes.

QUOTES FROM THE RESEARCH:

“Even face-to-face collaboration between and amongst language learners, which until just recently was restricted solely to the classroom environment, can now take place in real time with learners spread all across the globe via synchronous video chat.”

Halvorsen, 2009



The screenshot shows the Skype website homepage in a browser window. The browser's address bar displays <http://www.skype.com/intl/en-us/home>. The page features the Skype logo at the top left, with navigation links for 'Sign in', 'Join', 'Tell a friend', 'Buy Skype Credit', and a search bar. Below the logo is a navigation menu with 'Features', 'Get Skype', 'Accessories', 'Support', and 'Business'. The main content area has a blue header with the text 'Talk face-to-face. Free video calls.' and a 'Learn more' button. To the right is a large image of a smiling woman holding a kitten, with a small video call window inset showing a man. Below this, there are two promotional sections: 'Do amazing things for free' with a list of features (voice/video calls, conference calls, instant messaging), and 'Call landlines and mobiles worldwide' with a 'Pay As You Go' offer and a search box for 'Enter Country'. At the bottom, there is a 'Skype in 60 seconds' section and a 'Get more from Skype' section with a 'Take Skype on' button.

WHY USE IT:

Webcamming allows students an opportunity to practice their speaking and listening skills while using technology. (If students possess the equipment, this can allow them to practice outside of class. Many people use this technology to stay in touch with family and friends in other places.)

APPLICATION IDEAS:

1. Practice speaking and listening by completing language tasks; such as an information gap, debating a current topic in the news, problem solving, online research, games, etc.
2. Give students life skills practice by having them interview each other online.
3. Tandem language exchange with native speakers of the target language. (This would be for classes where all the students speak the same language and have a connection to a class of native English speakers who are learning that language.)

SAMPLE LESSON:

The goal of this lesson is to give students speaking practice and build digital literacy.

1. Direct students to www.skype.com and guide them through the steps to create an account.
2. Pair the students off and have them exchange screen names. They will need to use these to invite each other in order to talk to each other online.
3. Once each pair is matched, assign them a language task to complete, like a short interview. (Be sure they are sitting in different parts of the room so they will actually use the computers.)
4. To incorporate an additional level of technology, language tasks can be given out online as well, which allows the student to keep everything on the screen. Do this via a blog, email, wiki, video, podcast, etc. Then students can easily refer back to the task while they talk.
5. Students can be graded based on completion of the task, and by observing their participation.
6. To make this activity more challenging, assign the students a descriptive language task where one student is directing the actions of the other, e.g. creating a drawing, ordering items in a list, manipulating an object, folding origami, map skills, planning a trip itinerary, etc.

Other sites: Tokbox: www.tokbox.com, GoogleTalk: www.google.com/talk/

MYSPACE (SOCIAL NETWORKING)

WHAT IT DOES:

Social networking allows users to create an online presence where they can share select elements of their personal lives with their friends (and the rest of the world) via photos, videos, posts, etc.

HOW TO USE IT:

1. Go to www.myspace.com and create an account, using the prompts (requires an email address).
2. Personalize your page by loading photos, videos, filling in your profile information and creating posts about your life (the posting box is the one that asks: “What do you want to share?”).
3. Share your page with your friends by searching for them and inviting them to “friend” you. Do this by clicking the “Friends” tab and entering the name of your friends (classmates) into the search box at the top. When you find someone you know, click “Add to Friends”. This will create a dialogue box to request that person’s permission to share their page with you.
4. The tabs: *Home*: shows you the latest updates via the Stream; *Envelope*: brings you to your MySpace emails; *Profile*: lists all your personal info; *Friends*, *Music*, *Video*, etc. as named.

QUOTES FROM THE RESEARCH:

“[T]he clearest example of the benefits of collaboration came through in the level of peer support that developed both face-to-face in the classroom ...and on the MySpace pages.

Differing levels of computer literacy were a major factor here, meaning that certain tasks were...easy for some... more difficult for others.”

Halvorsen, 2009

The screenshot shows the MySpace homepage in a web browser. The address bar displays 'http://www.myspace.com/'. The page features a navigation bar with links for 'Browse', 'Find Friends', 'Music', 'Video', 'Games', 'Events', and 'More'. A large video player is the central focus, showing a trailer for the movie 'Charlie St. Cloud' with Zac Efron. Below the video player, there are sections for 'Today on MySpace' featuring various content like 'Miss Jumbo Pageant', 'E-P Album Premiere', and 'Jersey Shore Trailer'. On the right side, there is a 'Log In' and 'Sign Up!' section with input fields for email and password, and a 'Find Your Friends on MySpace' search bar. The page is dated 'Thursday, Jul 29, 2010'.

WHY USE IT:

Having an online presence is a growing social need in the lives of many “digital natives”, and some less confident students are more able to take risks by socializing through their online identities.

APPLICATION IDEAS:

1. Students can use social networking sites (sns) to keep a journal about their learning experience.
2. They can use sns to learn about their classmates and interact with them in a digital environment.
3. They can use sns to generate online discussions about current events, movies, music, politics, etc.

SAMPLE LESSON:

The goal of this lesson is to harness the fun of social networking for educational purposes. (Be sure to discuss with your class the educational goals and value of the activity so they do not see it as a waste of time. Possibly even ask the class to discuss ways in which sns can be educational.)

1. Direct students to www.myspace.com and have them create an account. (Since some students may already have an account, they may wish to create a new one just for this class. Discuss issues of privacy and come to a decision as a group about how public to make any class pages.)
2. Instruct them to personalize their page in whatever way they wish to express themselves and give them a minimum/maximum guideline in terms of how long they need to spend doing this.
3. Instruct them to post something relevant to the class - why they are taking it, what they like about it, or something about their first language or home culture.
4. Ask students to comment on the assigned posts of at least 3 classmates. (Have a discussion as a class about getting to know other students outside your circle of friends and including everyone. Assign students other classmates to comment on if necessary - no one wants to be left out.)
5. Students can be graded based on the quality and creativity of their personal pages, spelling and grammar, as well as the number, length, and quality of their comments on others' pages.
6. To make this activity more challenging, create a scavenger hunt of items to find out about other students (or each student) such as: birthday, favorite books, number of pictures posted, etc.

Other sites: Facebook: www.facebook.com, Friendster: www.friendster.com

VOKI (TALKING AVATAR)

WHAT IT DOES:

Voki allows the user to create a personalized, speaking avatar which can be used in blogs, social networking profiles, and email messages. (An avatar is a digital representation of the user.)

HOW TO USE IT:

1. Go to www.voki.com, click “Create Your Own Voki” and register in the top right. (This requires an email address. You can proceed without an account, but you cannot save your avatar.)
2. Choose “Customize Your Character” and scroll/select from the various options until you have your background, clothing, skin/hair/eye coloring, hair and accessories all chosen. Click “Done.”
3. Next click “Give it a Voice”. You have four options here: you can give your avatar a voice by recording your own message by phone, typing in a message and choosing a computerized voice, recording your voice on the computer (requires a microphone) or uploading a sound file.
4. When that’s done it’s time to share your avatar! Click “Publish” and save your creation when prompted, then choose from the options to save the code to add to a blog/sns, or email it.

QUOTES FROM THE RESEARCH:

“I do participate, I’m not shy about that....At least I have time, I can think before I write or when I write I can think, not like the way of talk, you just don’t have time to think....I’m not afraid that I will make mistakes...that’s the reason so I like this class.”

- Chinese ESL student on the benefits of online discussion, Warschaur, 2000

The screenshot shows the Voki website homepage in a browser window. The browser address bar displays "http://www.voki.com/". The page features a navigation menu with "MY VOKI", "CREATE", "PLAY", and "FORUMS" buttons, along with social media icons for Twitter and Facebook. A login/register section is visible in the top right. The main content area is divided into two columns. The left column, titled "Get Your Own Voki", features a cartoon avatar with headphones and lists benefits: "Customize your avatar", "Add voice to it", and "Publish to your website, blog, or social networks". A "Create Your Own Voki" button is at the bottom. The right column, titled "Use Voki for Class", lists educational benefits: "Motivate students to participate", "Nourish students' creativity", "Improve message comprehension", and "Personalize relationship with students". It also includes a "Voki with No Advertising" link. Below these columns are sections for "What is Voki?", "Featured Application" (Arby's Juniorize), and "Featured Voki Educator" (a video of a teacher using Voki).

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WHY USE IT:

Talking avatars provide a fun opportunity for shy students to play with English and express themselves without the usual social pressures of making mistakes.

APPLICATION IDEAS:

1. Use avatars to give students practice with writing and having the opportunity to listen to what their writing sounds like when read aloud.
2. Give students the chance to practice speaking without the pressure of being put on the spot - they can perfect their recording before sharing it with the teacher or the class.
3. Students can also practice listening to other students' recordings and responding - they can have a voki conversation!

SAMPLE LESSON:

The goal of this lesson is to build students' speaking confidence by giving them a fun and safe opportunity to practice "speaking" through their digital selves.

1. Have the students go to www.voki.com and guide them through creating an account.
2. Show them how to customize their characters and give them a time limit in which to do so - it can be easy to spend a lot of time playing with all the options.
3. Next provide the students a question or prompt to answer in writing - it needs to be short enough for the Voki program to handle: 600 characters (which is about one paragraph, or 10 short sentences).
4. When the avatars are ready to be published, have the students email them to the instructor for grading or post them on a blog for the entire class to enjoy. (See relevant section on blogs.)
5. Note: This site can be a bit slow. Encourage your students to be patient or hit the refresh button.
6. Students can be graded based on level of personalization and creativity of their avatars, as well as proper English grammar and length/appropriateness of the response.
7. To make this activity more challenging, have students use a cell phone to record their own voices for their avatars to practice speaking clearly.

Other sites: none available

TWITTER (INFORMATION SHARING)

WHAT IT DOES:

Twitter is a social networking/information sharing site that allows you to follow the activities of your favorite friends/organizations, and post your own info (similar to texting, but it does more).

HOW TO USE IT:

1. Go to www.twitter.com and sign up, following the prompts provided (requires an email address).
2. Choose your interests and import friend contacts by having Twitter search your chosen email address book for matches, and then sending friend requests to people you would like to follow.
3. Begin “tweeting” by posting your thoughts in the “What’s happening” box.
4. Note: Students can access Twitter on their phones, in addition to their computers. Do this by going to Settings/Mobile on the Twitter page and following the prompts. This allows you to tweet via text message. (However, be aware that some phone plans charge for text messages.)
5. The tabs: *Home*: shows you the latest tweets; *Profile*: your personal info; *Find People*: look for people, organizations, or companies to follow; *Settings, Help* as named.

QUOTES FROM THE RESEARCH:

“Today’s tech-savvy student generation is actively participating in social networking and other online communities, so most students not only understand how to use Web 2.0 teaching tools, they thrive in the environment when Web communication solutions are integrated...”

Hazari, 2009 quoting

Driscoll, 2007



WHY USE IT:

Many people use Twitter to stay in touch with friends to let them know what's going on in life - just the little things: thoughts, daily activities, events, etc. It can also be used to connect with people all over the world on a single topic: like the 2009 election in Iran or to get feedback on a question.

APPLICATION IDEAS:

1. Students can follow these groups: englishfeed, eslpod, or OvientEnglish; and learn from them.
2. Students can tweet to share thoughts on an assignment, reading project, ask for help, etc.
3. Students can follow and respond to an instructor's updates.

SAMPLE LESSON:

The goal of this lesson is to familiarize students with this information sharing tool, while practicing asking and answering questions and building classroom community.

1. Direct students to www.twitter.com and guide them through setting up an account.
2. They can then exchange account names to tweet with their classmates. Be sure they also provide their account names to you so you can follow them and observe their tweets for grading.
3. Discuss the pragmatics of writing in text/tweet vs. proper English grammar (e.g. How R U?).
4. Ask students to conduct a poll of their class by tweeting a question and sharing the responses (e.g. What did you do last weekend?, Who is your favorite singer?, What do you like to cook?).
5. Give them a time limit in which to gather the data, and a minimum number of people they must respond to. Assign people to respond to each other, if necessary, to ensure everyone is included.
6. Students can easily see who has responded to their question by looking at the right sidebar and clicking the "@username" link underneath "home". This will show who has responded to them.
7. Have each student summarize and share their results with the rest of the class.
8. Students can be graded based on their level of participation.
9. To make this activity more challenging, have students create a spreadsheet chart that shows the responses and present it to the class. (Google Docs Spreadsheet can be used for this purpose.)

Other sites: Tumblr: www.tumblr.com, Jaiku: www.jaiku.com

STORYMASH (WRITING COMMUNITY)

WHAT IT DOES:

StoryMash is an online collaborative writing community for authors of creative fiction.

HOW TO USE IT:

1. Go to www.storymash.com and register by following the prompts (requires an email address).
2. From the sidebar at the right, click “New Story”. You’ll then be prompted to create a new chapter title, the body of the first chapter with formatting options, a short chapter preview, and tags.
3. Complete all the fields, accept the content submission/license agreement terms and click “Save”.
4. Share your chapter using one of the online tools available in the upper right of the posting (e.g. email, MySpace, Blogger, etc.); edit it, if necessary; or publish to allow others to add to it.

WHY USE IT:

In addition to practicing their writing skills in an authentic, creative way; students will have the opportunity to interact with other writers and build connections with classmates.

QUOTES FROM THE RESEARCH:

“[T]he role of the teacher in a Web-based learning context has indeed been transformed from that of a lecturer into that of a learning facilitator....

[T]eachers must create a classroom atmosphere that encourages learners’ engagement in collaborative learning, which will in turn enhance students’ enjoyment for learning.”

Fu, 2009

The screenshot shows the StoryMash website homepage. At the top, there is a navigation bar with links for "Most Visited", "Getting Started", and "Latest Headlines". Below this is a banner for "CAL SHAKES" featuring a play titled "MUCH ADO ABOUT NOTHING" by William Shakespeare, directed by Jonathan Moscone, running from September 22 to October 17. The main content area features the StoryMash logo and a call to action: "The Future of Collaborative Fiction. A creative writing community for authors, amateur writers, readers and anyone interested in collaborative fiction and collaborative creative writing." There are sections for "Writers" and "Readers" with detailed descriptions of the community's goals and benefits. A sidebar on the right contains navigation links: "Home", "Contest", "Register", "New Story", "Projects", "Stories", "Search", and "Forum". At the bottom, there are several Google Ads, including one for "Free Story of the Week" and another for "Brooklyn Coupons".

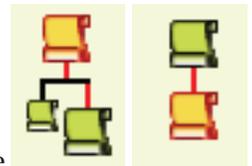
APPLICATION IDEAS:

1. Give students a reading from class (a novel or short story) and ask them to practice predictions by writing the next chapter before the class reads on to see what happens.

SAMPLE LESSON:

The goal of this lesson is to give students practice writing creatively and collaboratively.

1. Create a story prompt (first chapter) on StoryMash and divide students into pairs.
2. Direct students to www.storymash.com and guide them through setting up an account.
3. Once registered, help them find your prompt by going to “Stories” and using the search tools.
4. Once they find the prompt, they can write their own chapter two. Provide them with a target length or time limit in which to work. When finished with the first draft, ask them to share their chapter by email to their partner for revision. (Be sure they don’t publish yet!) To do this students will have to exchange email addresses with their partners. The distinction between saving a draft vs. publishing may be confusing to students - if so provide them with a demonstration.
5. Once a student shares a chapter via email, his or her partner will receive a link to follow (in an email message) and can suggest revisions using the comment feature.
6. Once the revision comments have been made, the author can edit the draft and then publish it.
7. Students can be graded based on the creativity of their writing, length of the passage, and proper usage of English spelling and grammar; as well as effective usage of the StoryMash tools.
8. To make this activity more challenging, conduct the assignment over the course of the semester and have students all work on the same story in turn, each adding one chapter to create a class novel.
9. Note: There are two options for adding onto a story. Authors can add on to the original prompt, in which case they would all be writing a different version of chapter two (image 1), or they can write consecutive chapters (image 2). Be sure both you and your students understand this difference to avoid problems. If you decide to have your students write a consecutive story, make sure that only one student works on a new chapter at a time - if two authors are adding to the same prompt at the same time, one person will lose their work.



GLOGSTER (DIGITAL POSTERS)

WHAT IT DOES:

Glogster (stands for graphical blog) allows users to create digital posters by incorporating provided graphics, text, sound, video, and links; or uploaded photos, audio and video of your own.

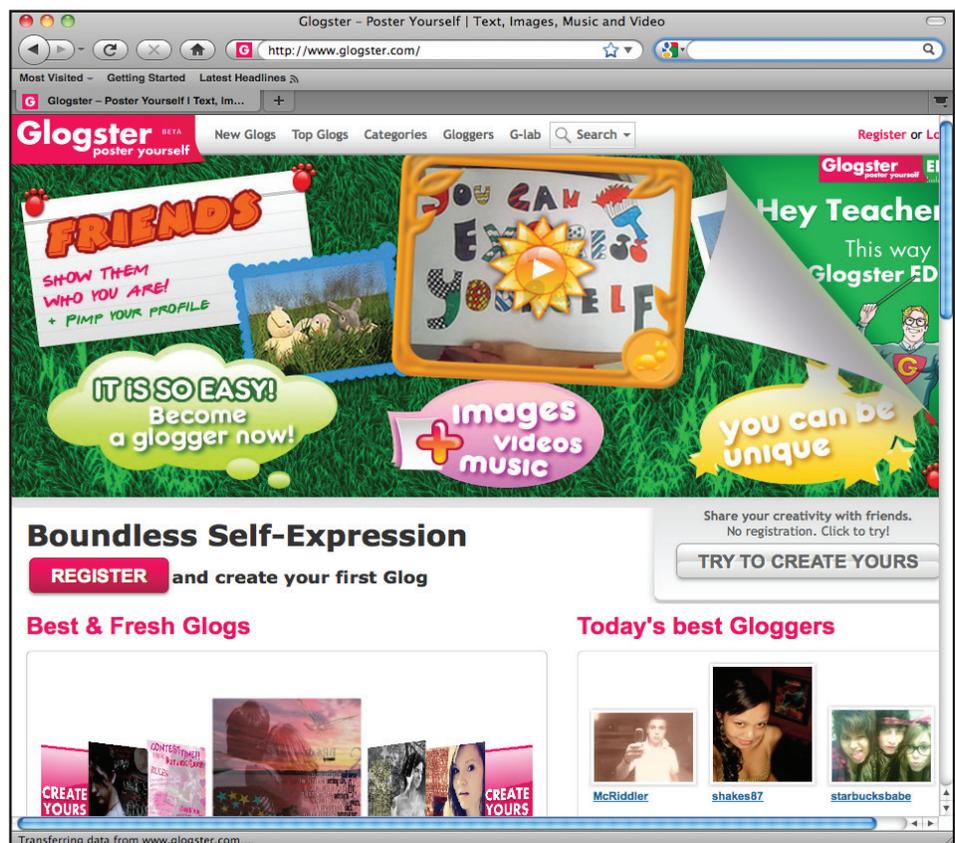
HOW TO USE IT:

1. Go to www.glogster.com and register by following the prompts (requires an email address).
2. Click “Create New Glog”.
3. Start glogging! Use the tools provided to add graphics, text, images, videos, sounds and backgrounds (walls), using the resources Glogster provides.
4. Change the elements by clicking on them and choosing the “Edit” button to resize, recolor, etc.
5. You can also upload your own files to make the glog more personal - or get them off the Internet.
6. When you are finished, click “Preview” to see the final product, then “Save or Publish” if you are satisfied with it. (You can save the changes and come back to edit at a later date, if you wish.)
7. Follow the prompts to share your glog via email, social networking site or post it somewhere.

QUOTES FROM THE RESEARCH:

“Digital photographs of the students and their native countries were uploaded to websites and printed for a variety of projects....These projects related to their students’ personal lives showing a commitment to providing instruction that connects to personal relevance.”

Coryell, 2007



WHY USE IT:

Glogs give students the opportunity for creativity and self-expression in a digital environment.

APPLICATION IDEAS:

1. Students can create a glog to share their hobbies or aspects of their personal lives or cultures.
2. They can write a poem or short story and illustrate it.
3. They can illustrate a word, phrase, topic or sentence and come up with related words and phrases to practice vocabulary building. (e.g. vegetables or idioms or ways to express surprise).
4. They can tell a story, using words and pictures to move the viewer through the page.
5. Use it as a brainstorming activity to generate ideas about future careers, to predict movie or story endings, to present a collection of ideas (e.g. the top news stories of the day).
6. Use it to practice giving directions with the help of visual aids (e.g. how to bake a cake, how to change a lightbulb, how to get to the post office, how to organize your desk, etc.).

SAMPLE LESSON:

The goal of this lesson is to give students the opportunity to express their creativity as well as their English skills and digital abilities.

1. Direct students to www.glogster.com and help them set up accounts.
2. Give them a topic to create a glog about, and a time limit in which to complete it.
3. Provide examples if necessary, to encourage students who may not be used to creative tasks or who may be self-conscious about their creative abilities.
4. When finished, have them email their glogs to you for grading, and/or present them to the class.
5. Note: You can set up an account through edu.glogster.com to manage your class, if desired.
6. Students can be graded based on creativity; correct English usage, spelling and grammar; effective use of the program features and appropriateness of the content for the task.
7. To make this activity more challenging, have students create a series of glogs over the course of the semester and present it as a final digital portfolio.

VOICETHREAD (DIGITAL STORYTELLING)

WHAT IT DOES:

VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments using voice, text, audio, or video.

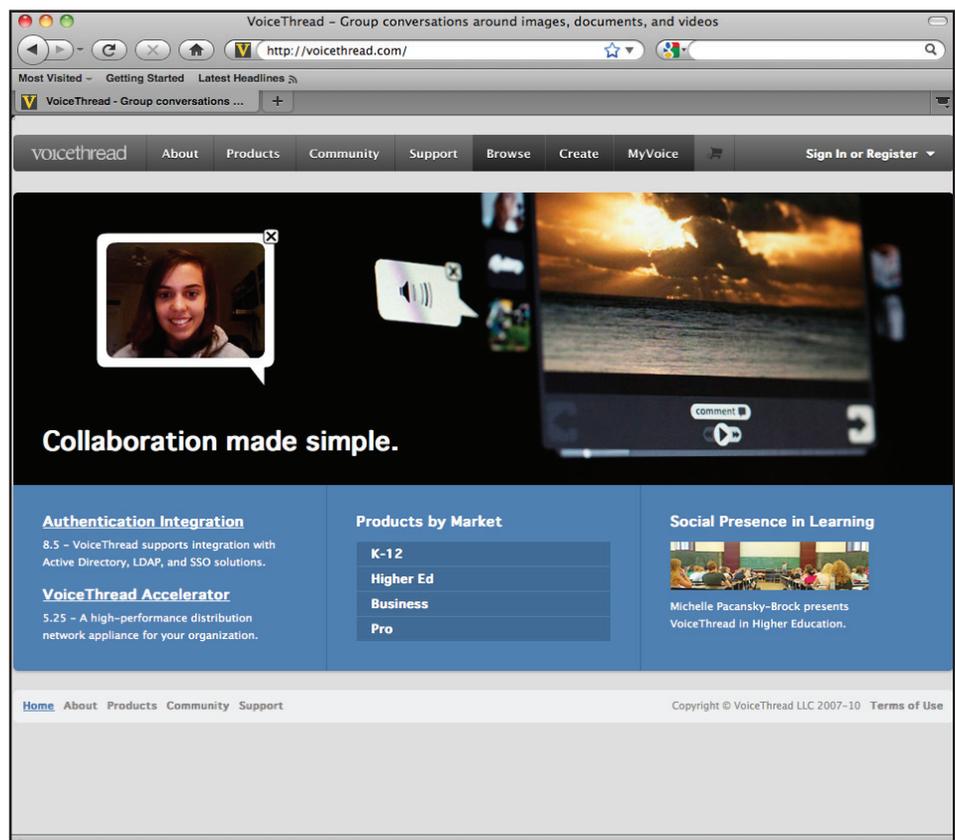
HOW TO USE IT:

1. Go to www.voicethread.com and register for an account (requires an email address).
2. Select “Create” from the top toolbar and then click on “Upload” to add your content.
3. You’ll be given four choices: *My Computer* - allows you to select image, audio or video files directly from your computer or flash drive; *Media Sources* - allows you to choose files from previous VoiceThreads, Flickr, Facebook or the New York Public Library archives; *URL* - allows you to choose an image or video from a website; or *My Webcam* - allows you to instantly create your own snapshots or video. When you’ve got all your files uploaded, click on “Comment”.
4. Add comments to your slides using text, audio or video, using the buttons provided.
5. Click on “Share”, adjust the options at the bottom, and then email it to whomever you wish.

QUOTES FROM THE RESEARCH:

“Teachers can also promote 21st century skills and multiple literacy skills, such as the ability to learn core subjects with application of information and communication technology (ICT) by letting students create digital stories of their own, individually or in groups.”

Heo, 2009,
quoting Robin, 2008



The screenshot shows the VoiceThread website homepage in a browser window. The browser address bar displays <http://voicethread.com/>. The website features a navigation menu with links for About, Products, Community, Support, Browse, Create, MyVoice, and Sign In or Register. The main content area includes a large image of a woman's face in a speech bubble, a video player showing a sunset over the ocean, and the text "Collaboration made simple." Below this, there are three columns of information: "Authentication Integration" (8.5 - VoiceThread supports integration with Active Directory, LDAP, and SSO solutions), "VoiceThread Accelerator" (5.25 - A high-performance distribution network appliance for your organization), "Products by Market" (K-12, Higher Ed, Business, Pro), and "Social Presence in Learning" (Michelle Pacansky-Brock presents VoiceThread in Higher Education). The footer contains links for Home, About, Products, Community, Support, and Copyright © VoiceThread LLC 2007-10 Terms of Use.

WHY USE IT:

VoiceThread is a very interactive presentation tool which affords students the opportunity to practice listening, speaking, reading and writing in a very creative and communal way.

APPLICATION IDEAS:

1. Use VoiceThread to have students present on any topic: career aspirations, vacation plans, research, current events, a reading assignment, home country, native culture, family, etc.

SAMPLE LESSON:

The goal of this lesson is to give students the opportunity to present what they know in a very media-rich, creative and interactive way, while giving them practice in all four language skills.

1. Direct students to www.voicethread.com and help them register.
2. If desired, use the “Browse” tab to allow students to view examples of other students’ work.
3. On the Upload page, guide them through the four ways to add files, and if necessary, show them how they can get files from Google Images/Videos, or YouTube by using the URL choice. (Note: To do this, do a Google search and click “Images” at the top left. Then, to get the actual image file, click where it says “See full size image” on the general search page that comes up. Once you are on the page that displays the image you want and nothing else, copy the URL address and paste it into the appropriate field in VoiceThread. To add video, do the same with Google Videos or follow the instructions in the YouTube section of this book to use that site.)
4. Give students a language task to complete, and a time limit in which to finish it.
5. Then instruct them to email their project to two other students for comments, and finally to the instructor for grading. The final projects can be shared with the entire class, if desired.
6. Students can be graded on proper use of English grammar, pronunciation, usage, etc., as well as creativity and the degree to which they explore all the options provided by the program.
7. To make this activity more challenging, require students to utilize all the options provided by the program: audio, video, text, and images. They could also do this as a group assignment.

Other sites: Slide: www.slide.com, Google Docs (presentation tool): www.google.com

VOXOPOP (TALKGROUPS)

WHAT IT DOES:

Voxopop is an online message board which allows users to have a discussion with recorded speech.

HOW TO USE IT:

1. Go to www.voxopop.com and sign up by following the prompts (requires an email address).
2. Once you've signed up, choose the "Voxopop Sandbox talkgroup" (second option) to try the tools and make sure your recording device is set up properly.
3. Note: Be sure you have the volume turned up/speakers on and that you have some kind of microphone built in to the computer you are using, otherwise this program will not work.
4. Try the "Welcome to Voxopop!" talkgroup by first joining it, then listening to the existing messages and recording your own, using the prompts provided. If you need help, go to Help.
5. Once you've finished exploring, choose "Start A Talkgroup" from the menu at the top. Use the options to create a talkgroup for your class - I suggest making a private one.
6. Once the group is formed, invite your students to be members (requires their email addresses).

QUOTES FROM THE RESEARCH:

"This construction of a social learning community around the computers confirms that, although...the learner is spending the majority of the time in a one-to-one relationship with the computer..., opportunities to explore learning as a social activity in which the target language is used are considered necessary by learners."

Ibarz, 2007

Voxopop - a whole new way to talk online

http://www.voxopop.com/

Most Visited - Getting Started Latest Headlines

Voxopop - a whole new way to talk o...

VOXOPOP

HOME EXPLORE START A TALKGROUP HELP ABOUT BLOG CONTACT

Sign up to join in! LOG IN

Message boards with *real voices!*

That's right! Voxopop talkgroups let you discuss your interests and passions with people from all over the world, *using your real voice*. It's a whole new way to talk online. Find talkgroups to join, or start your own and spread the word. Great for families & friends, interest groups, website owners, bloggers, podcasters and teachers. Start talking, it's FREE!

- ★ Chinswing is now Voxopop!
- ✔ New look, new features
- 📧 Send group invitations
- 👤 Start your own talkgroup
- 🔒 Private, Open or Restricted
- 🗑️ Can now delete discussions

Sign up to start a talkgroup

Explore Talkgroups and Discussions

SHARE

Listen to the latest

- question4 step 1
In Step 1 Question 4
- SIMULATED CONVERSATION
In AP SPANISH SUMMER 2010
- My city is the best city in th...
In My City is the Best
- TOEFL Test 1 Question 2
In Jason's TOEFL Speaking Mentor
- question3 step 1
In Step 1 Question 3
- TOEFL Test 1 Question 6
In Jason's TOEFL Speaking Mentor
- A FRIEND IN NEED IS A FRIEND I...
In COLOMBO NIZA CHALLENGE 4-6
- Mashal Discussion 8/30

Newest talkgroups

- My City is the Best
Why my city is the best place in the world to live.
- My favourite web tool in Ana's C...
This is a group created to talk about Ana Maria's Edtech course. In here we are going to tell each other what was our favourite web tool.
- practice speaking english
practice english speaking
- FUNDAMENTOS C.I.D.B.A.
Area de actividades para la asignatura: FUNDAMENTOS EN CIENCIA DE LA INFORMACION Y LA DOCUMENTACION
- What is art ?
Give your understanding of art. Have you got a hobby or

Featured talkgroup

This talkgroup has thousands of members, using it for language speaking practice at discussing various aspects of education and learning. Have listen to the many discussions and join in if you feel like it.

NOTE: This talkgroup was set up by Voxopop. Feel free to start a more specific education or language talkgroup yourself!

Most active users

WHY USE IT:

Voxopop gives students the opportunity to practice speaking without the pressure of being put on the spot. Students can record as many times as they like until they are happy with their responses.

APPLICATION IDEAS:

1. Students can have an online discussion about anything from current events, to predicting who will win a sporting event, to describing their favorite meal and how to cook it.
2. Students can practice job interview skills without the pressure of time constraints.
3. Students can join public English learning talkgroups for extra practice outside of class and also for exposure to authentic native speech to practice listening.

SAMPLE LESSON:

The goal of this lesson is to give students speaking and listening practice in an online, low-stress environment, while also allowing them to explore digital recording tools.

1. Create a talkgroup for your class and record a discussion prompt for them to respond to.
2. Direct students to open their email from you, inviting them to join the talkgroup.
3. Once they've become a member and joined the group, walk them through the setup and tools for using Voxopop and give them a little time to explore the program - perhaps the "Sandbox". (If necessary, go around the room and be sure they all have the volume turned up.)
4. Once they've familiarized themselves with the site, ask them to respond to the prompt you've provided. Be sure to explain any criteria you have in terms of the length of the recording or points you'd like them to cover. (If they get lost exploring the site, they can always click their name icon to go back to their home page and click "Talkgroups" to find the class talkgroup.)
5. Students can be graded based on proper pronunciation and grammar usage, as well as appropriateness and thoroughness of the response content.
6. To make this activity more challenging, have the students record their own discussion prompts and respond to each other - making it a more classwide conversation.

Other sites: none available

DVOLVER (MOVIE MAKER)

WHAT IT DOES:

Dvolver is an online movie making program, which uses simple animations, sounds, and text fields to allow the user to create short movies.

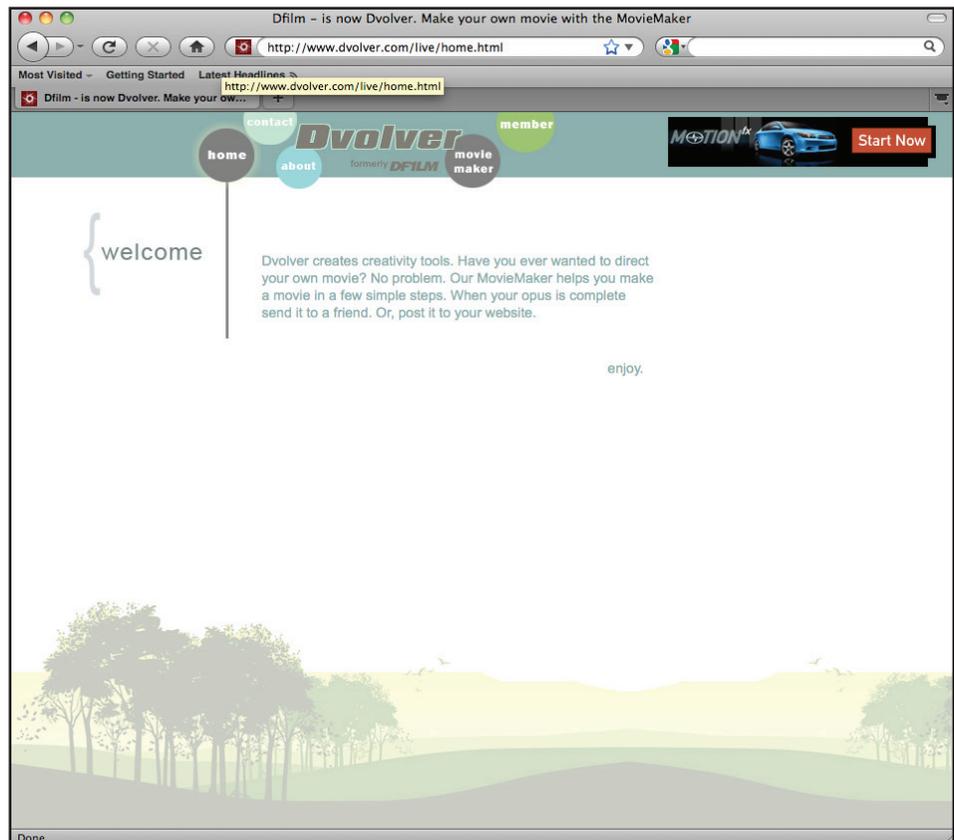
HOW TO USE IT:

1. Go to www.dvolver.com and create an account by following the prompts, if desired. (Note: Becoming a member is not necessary to use the program).
2. Click on the “movie maker” circle at the top to get started, then on the “MovieMaker v2” link.
3. Follow the prompts to create your own background, plot, characters, dialogue and music.
4. Add additional scenes, if desired, to extend the movie length.
5. When finished, add a title and preview the final product.
6. Share your film via email using the prompts provided.

QUOTES FROM THE RESEARCH:

“Teachers cannot rely on technologies to motivate reluctant students. However, new media in particular can be used to create conditions that elicit motivation for inquiry and learning if they are - as all good teaching - based on students’ needs.”

Alm, 2004



WHY USE IT:

Dvolver gives students the opportunity to practice storytelling and creating dialogue in a fun and easy-to-use format.

APPLICATION IDEAS:

1. Students can create a movie about a reading assignment or to illustrate a grammar point.
2. They can create a movie to illustrate an idiom or other part of speech.
3. They can practice tenses by using different scenes to show the passage of time.
4. They can use movies to explore humor and practice using slang or English expressions.
5. Movies can be a good way to explore questions about American lifestyle, culture & relationships.
6. Use movies to share/solidify information about life skills (e.g. characters can discuss how to complete an everyday task, their fears and hopes, ask each other questions, etc.).

SAMPLE LESSON:

The goal of this lesson is to give students practice writing dialogue and using a creative online tool.

1. Direct students to www.dvolver.com and briefly guide them through the tool options.
2. Show them examples of short animations and discuss the appropriate dialogue flow that might go with the different plot options (e.g. the “Soliloquoy” versus the “Rendez-vous”).
3. Give them a specific language task to illustrate, if desired (e.g. use an idiom, a tag question, a particular phrase or expression, or describe something using past-tense).
4. Give them a time limit in which to create their film.
5. When finished, ask them to email the final product to you for grading.
6. These can also be shared with the class and discussed, if desired.
7. Students can be graded based on creativity, proper English spelling and grammar, quality of the dialogue, and the degree to which they used all the program tools.
8. To make this activity more challenging, have students try the Motion FX option where they can upload and use their own video and audio files in their movies.

Other sites: none available

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APPENDIX

GENERAL DIRECTIONS FOR CREATING AN ONLINE ACCOUNT:

Creating a new online account requires you to complete a series of questions. A list of questions from the Gmail account creation page is described below as an example, with a screenshot provided on the back.

1. **Your First and Last name:** This is just what it seems, your name.
2. **Desired Login Name:** Also sometimes called your Account Name or User Name or Screen Name, this is just what you want your account to be called - for instance “supercooleslstudent”.
3. **Choose a password:** Choose a password that will be easy for you to remember but difficult for others to guess. It’s better to choose one with both numbers and letters, if possible.
4. **Re-enter password:** Just type it again - this is to make sure you have not made any mistakes.
5. **Security Question:** This list of questions is an extra security measure to protect you against someone hacking into your account. Only you should know the correct answer to this question.
6. **Answer:** Be sure to choose a security question that you know the answer to and won’t forget.
7. **Recovery email:** This is an alternate email address that you can use to send a reminder to if you forget your Login Name or Password for this account. This field is optional.
8. **Location:** Here you need to choose your country of residence - this is for Google’s information.
9. **Birthday:** This is another security measure that would be hard for others to guess.
10. **Word Verification:** This field is to prevent spammers from using Gmail. Even though the letters can be difficult to read, just do your best to type the letters exactly as you see them in the box.
11. **Terms of Service:** If you agree to the terms of service (the rules for this website), click “I Accept.”

THINGS TO REMEMBER ABOUT LOGGING IN:

1. Once you create a new account, be sure to write down or remember which login and password go together. When you begin to have many accounts this can get confusing.
2. Many of the webtools in this handbook require you to have an email address to create an account. Creating one email address (like Gmail) that you can use for all of them may be easiest to remember. When you create a new account on a website, you may receive a confirmation email that you must open to activate your new account.

Get started with Gmail

First name:

Last name:

Desired Login Name: @gmail.com
Examples: JSmith, John.Smith

Choose a password: Password strength:
Minimum of 8 characters in length.

Re-enter password:

- Stay signed in
- Enable Web History [Learn More](#)

Security Question:
If you forget your password we will ask for the answer to your security question. [Learn More](#)

Answer:

Recovery email:
This address is used to authenticate your account should you ever encounter problems or forget your password. If you do not have another email address, you may leave this field blank. [Learn More](#)

Location:

Birthday:
MM/DD/YYYY (e.g. "3/14/2011")

Word Verification: Type the characters you see in the picture below.

&
Letters are not case-sensitive

Terms of Service: Please check the Google Account information you've entered above (feel free to change anything you like), and review the Terms of Service below.

With Gmail, you won't see blinking banner ads. Instead, we display ads you might find useful that are relevant to the content of your messages. [Learn more](#)

[Printable Version](#)

Google Terms of Service

Welcome to Google!

1. Your relationship with Google

By clicking on 'I accept' below you are agreeing to the [Terms of Service](#) above and both the [Program Policy](#) and the [Privacy Policy](#).

QUOTES FROM THE RESEARCH:

“Why is need satisfaction so important? According to SDT [Self-Determination Theory], supporting students’ needs helps supply the “spark” to engage students’ intrinsic motivations. This is a highly desirable outcome, given the fact that intrinsically-motivated behaviour is more flexible, persistent, creative, and effective, in addition to being more enjoyable (see Deci, Koestner, & Ryan, 1999, for a review). We believe that most students, regardless of how much they might obsess over their grade-point average, want to learn from, and enjoy, their classes. The current study suggests that by allowing students to learn in their own way (autonomy), by providing them with the tools to succeed (competence), and by defusing or removing authoritarian barriers (relatedness), instructors can give their students an interesting, challenging, and intrinsically motivating educational experience.” - Filak, 2003

“Maintaining and protecting motivation by promoting situation-specific task motivation (e.g., through the use of stimulating, enjoyable, and relevant tasks), providing learners with experiences of success, allowing them to maintain a positive social image even during the often face-threatening task of having to communicate with a severely limited language code, and promoting learner autonomy.”
- Guilloteaux, 2008, citing 1 tenet of Dörnyei’s (2001) motivational strategies framework

“To varying degrees 98% of faculty think that the use of technology will improve teaching and learning in higher education and that technology will allow community colleges to reach more students.” - @ONE Summary Report, 2000

“The Internet does not constitute or prescribe a particular teaching method; rather, it is an important new medium bringing together tens of millions of people throughout the world.” - Warschauer, 2000

“Technology integration is not simply a process of putting proven knowledge into practice. Its ultimate goal is to make technology not an afterthought but a part of the teacher's everyday thinking. However, changing habits of thought and action do not come easily.” - Gopalakrishnan, 2006

“Jenny: Every time students see something new they are more interested. We have to come up with different techniques, methods to keep them motivated and interested in the class, so whatever is new in education, we should use everything. Let's get away from the routine of teachers talking and passing papers.” - Velazquez-Torres, 2006

“Almost all of the students agreed that the Web was a valuable learning tool and that its use was necessary. Of the students, 95% agreed that they learned more computer skills, ...66% agreed that the Web helped them learn more English.” - Taylor, 2004