

#### 4) Grammar

##### Grammar Safari

An adventure-packed site! Students can participate in hunting activities such as "Hunting adjective clauses in *Little Women*" and "Hunting past perfect verbs in a magazine article":

<http://deil.lang.uiuc.edu/web/pages/grammarsafari.html>

##### Professor TOEFL'S Fun Page

Professor TOEFL will respond to your students' questions about English grammar:

<http://www.slip.net/~caa>

##### Self-Study Quizzes for EFL Students

This site is another project of The Internet TESL Journal. Students can take grammar quizzes in a variety of subject areas such as holidays sports and culture. The quizzes are graded on the spot:

<http://WWW.aitech.ac.jp/~itselj/quizzes>

The sites mentioned above are just a sampling of the ESL sites on the Web. It would demand tens of pages to present a comprehensive list of the available resources. I personally believe the best way for teachers to get access to these resources is to get involved with this *cyberfriend*. Get started. Now!

##### Recommended Reading

The Internet Guide for English Language Teachers by Dave Sperling. Prentice Hall Regents.

New Ways of Using Computers in Language Teaching, edited by Tim Boswood, TESOL.

E-Mail for English Teaching: Bringing the Internet and Computer Learning Networks into the Language Classroom by Mark Warschauer, TESOL.

Virtual Connections: Online Activities and Projects for Networking Language Learners by Mark Warschauer, University of Hawai'i Press.

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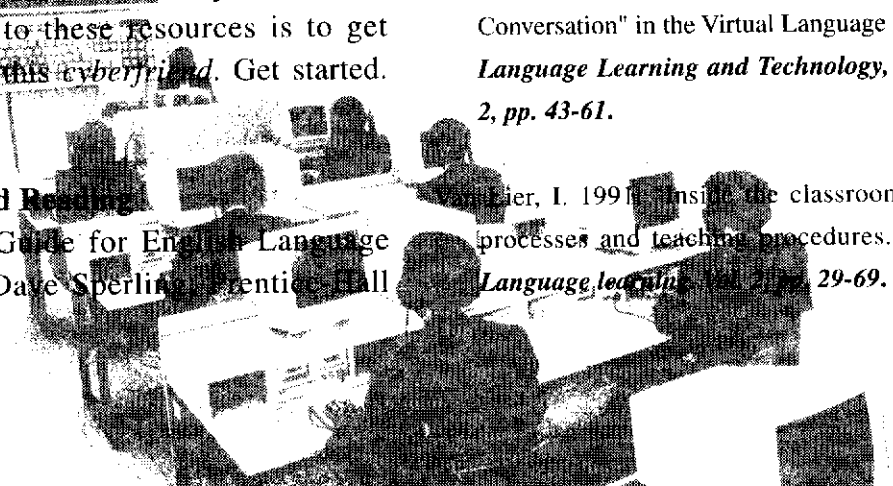
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## 1) Reading

### Fluency Through Fables

At this site your students will find a short fable to read. After reading the fable, they can complete a variety of activities: *vocabulary matching, a true or false comprehension exercise, vocabulary completion and written discussion*. They can then use the index to find other fables and accompanying activities.

<http://www.comenius.com/fable/index.html>

### U.S. Holidays Page

Students are very interested in holidays. At this site they can read about the following holidays: *Halloween, Thanksgiving, Martin Luther King Day, Groundhog Day, Valentine's Day, St. Patrick's Day, Passover, Easter and Memorial Day*:

<http://www.aec.ukans.edu/LEO/holidays/holidays.html>

## 2) writing

### Purdue's Online Writing Lab

This site offers instructional handouts on subjects such as *punctuation, spelling, writing research papers and citing sources*. Originally created for native speakers, it has a section for ESL students that includes explanations about the use of articles and the use of prepositions in English:

<http://owl.English.purdue.edu>

### Dave's Graffiti Wall

Send your students to this site to write on

the Graffiti Wall:

<http://www.pacificnet.net/~sperling/wall.html>

## 3) Vocabulary

### Dave's ESL Slang Page

Why are students always eager to learn slang? Probably because it makes them feel more a part of the target culture. This slang page is very useful for students who want to be more "hip" when speaking English:

<http://www.eslcafe.com/slang>

### Weekly Idiom Page

This site features a new idiom every two weeks. Each new idiom is given with its definition and a sample dialogue:

<http://www.comenius.com/idiom/index.html>

### Toon in to Idioms

Students will find this site attractive. They will find an idiom along with an amusing illustration and a sample dialogue that they can listen to if their computer has speakers:

<http://www.elfs.com/2nlX-Title.html>

### Crossword Puzzles for ESL Students

This site is a new project undertaken by the Internet TESL Journal. It currently has four puzzles and is soliciting volunteers to create additional ones:

<http://www.aitech.ac.jp/~iteslj/cw>

entries via e-mail rather than in a paper notebook. This type of e-mail writing assignment is an excellent way to have students share their writing electronically.

## 2) Key-pals

Writing to a pen-pal has long been an interesting activity for children. Having a "key-pal" (an electronic pen-pal) is even more fun because of the immediacy of the communication. Teachers can pair their students with key-pals either within their own class or from another class. They may ask students to gather information and write on specific topics or allow students to choose their own topics. One-to-one exchanges can be very effective if both participants are actively involved. Within their own classes, teachers can divide students into groups for e-mail communication. For example, if the class is reading a collection of short stories, after the students finish a story, they can write a summary and a critique of it to send to the other members of their group via e-mail.

## 3) E-Mail Discussion Groups

Students can also sign up for electronic discussion groups. They will receive all of the messages posted to the group by the other subscribers and they can post their own messages as well. The students must be aware though that their mailboxes might be the host for hundreds of letters and messages every day.

### Esl List

This list was created for ESL/EFL students

between the ages of 11 and 16. Participants can write on topics of their own choosing. To subscribe, send an e-mail message to:

**macjord @oxnar-dsd.org**

In the message area write "subscribe Esl List" followed by your name.

### SL-Lists

This list is open to ESL/EFL university students. Students may sign up for one or more of the following topic lists: *Chat-SL, Discuss-SL, Business-SL, Engl-SL, Event-SL, Movie-SL, Music-SL, Scitech-SL and Sport-SL*. For information, send an e-mail message to:

**listserv@lugh.latrobe.edu. au.**

In the message area write "info ENGL-SL". Or visit the SL-Lists web site at:

**<http://www.latrobe.edu.au/www/education/sl/sl.html>**

## B) THE WORLD WIDE WEB

New sites are popping up on the Web at an amazing rate. Many of these sites can be very useful for students who want to improve their proficiency in English. The Web is a gold mine of materials for ESL teachers. A major advantage of the Web is *accessibility*. It is available 24 hours a day. There are sites created specifically for English language learners as well as sites for native speakers that are valuable for ESL/EFL students. Let's look at some excellent sites that have been developed for ESL/EFL students.



teachers can, but language learning is a very human experience and human teachers will always be needed in the classroom.

The computer revolution, however, seems irreversible, but what is important is that *technology will not replace teachers; teachers who use technology will probably replace teachers who do not.*

EFL teachers can make use of the two most popular features of the Internet, electronic mail(e-mail) and the World Wide Web.

#### **A) E-MAIL PROJECTS**

English teachers around the world are discovering that e-mail projects can truly help students improve their writing and reading skills. The communication in e-mail projects

can involve the teacher and each student individually, two students, small groups of students within a class or groups of students in more than one class.

#### **1) Dialogue Journals**

Dialogue journals are a popular means of improving the writing fluency and reading comprehension of students. Students write in their journals in class or outside of class. The teacher then collects the journals and responds to the student entries. Since the focus is on communication, the students write on topics of their own choosing, and their grammar and spelling errors are not pointed out. Dialogue journals may easily become electronic, with students sending the teacher their journal

bring the teachers up-to-date on the most recent developments of this unique phenomenon.

Most teachers who have ventured into cyberspace are enthusiastic about the wonderful learning opportunities offered to ESL/EFL students, as well as the valuable resources for teachers. They usually encourage their colleagues to give it a try. There are several common reasons for this Internet enthusiasm.

### **1. Increased Student Motivation**

Many students love computers. Most students feel comfortable with computers and are very receptive to any learning activities that involve the computer. Increased motivation leads to increased language use and lowered affective filter which lead to improved proficiency.

### **2. Authentic Language**

When a writing activity is truly communicative, as e-mail projects are, the language is *authentic* (the concept of authenticity has of course changed a great deal in the past few years, particularly with the ideas proposed by Widdowson since 1996). The students are not doing an artificial exercise. They are communicating because they need and want to communicate. Most of the information on the World Wide Web has been written in English by native speakers. The Web is, therefore, a rich source of authentic reading materials in English.

### **3. Global Awareness**

Information can be exchanged easily

between people in different corners of the world. For example, communication between students in Tehran and Tokyo can be quick and smooth. Students admit that this kind of communication increases global understanding.

### **4. Environmental Friendliness**

Use of the Internet can decrease the amount of paper used in the classroom. Much of the writing can be done on the computer. Web sites can replace some printed materials thereby conserving natural resources.

### **5. Saving Time**

The students can sit at their PC's, have a cup of coffee, and practice their English in the real sense of the word. This decreases the number of daily travels done by the students, as well as their parents, and the upshots of this could easily be inferred.

### **6. Updating Knowledge**

Not only can the students learn English, but also they can keep up with the rapidly growing world around them. What the countries worldwide are looking forward to; killing two birds with one stone.

Although some teachers would like to learn more about the possibilities offered by the Internet, they feel that they just cannot invest the time to learn about what is available and keep up with frequent changes.

One fear that teachers have, however, is that computers will replace them. It is true that computers can now do many things that

# The Internet in the Language Classroom

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In language learning pedagogy, the importance of learners determining their own objectives, ways of achieving those objectives, and evaluating their own progress has long been recognized by many scholars (Ellis, 1994). Van Lier (1991) argues that conscious organizing, controlling, and evaluating of experience is the *sine qua non* for second language learning. This promotion of learner autonomy, however, depends upon and calls for interaction with other target language learners. Nevertheless, there are many

language learners across the world with very few opportunities to contact other users of the language they are learning. Here, the role of the *Internet* becomes of paramount importance.

The purpose of the present paper is to introduce a number of important internet sites which the teachers of English might find useful in their classes. It is however admitted that the paper and the resources introduced are far from perfection, since due to the rapid growth of the internet and the opportunities that it provides, a whole series of efforts might be called for to