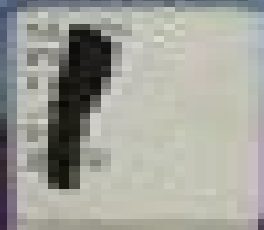


# Teaching ESL/EFL with the Internet

*Catching the Wave*

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# Teaching Esl Efl With The Internet Catching The Wave

**Puja Mehta**



## **Teaching Esl Efl With The Internet Catching The Wave:**

**Teaching ESL/EFL with the Internet** Carine M. Feyten,2002 This guide helps future teachers use the Internet effectively and creatively in their ESL EFL classrooms Designed by scholars and teachers of second language acquisition and educational technology this user friendly text will equip its reader with the necessary pedagogical principles for using technology in the classroom Also provided are field tested sample lessons teachers can immediately implement or use as a practical guide and framework to create their own lessons The chapters are clearly written and the lessons are flexible and easy to modify to other levels and topics Varied activities capitalize on the authentic and constantly updated nature of the Internet encouraging learning in meaningful relevant and practical situational contexts Each chapter offers sound pedagogical foundations and advice for teachers as well as easy to read tips A one stop resource for ESL EFL teachers and for teaching graduate students how to use the Internet in their ESL EFL courses Transforming Literacies and Language

Caroline M. L. Ho,Alvin P. Leong,Kate T. Anderson,2011-01-20 **ABC's of Cultural Understanding and Communication** Patricia Ruggiano Schmidt,Claudia Finkbeiner,2006-06-01 This book is a valuable one for teacher educators and teacher education programs in the United States and Europe since it is organized around numerous data sources It contains national and international adaptations of the ABC s of Cultural Understanding and Communication Authors for this book represent many languages and cultures and know first hand the socially constructed issues related to language culture and ethnicity This book promises to make a significant contribution to preparing teachers to work with families and children It should be read by all teacher educators as well as preservice and inservice teachers In the new millennium teachers must redefine their responsibilities to ensure that ALL children have the opportunity to succeed ABC s of Cultural Understanding and Communication National and International Adaptations is a perfect place to start **ICT**

**Application in ELT** Chandrasekharan Praveen,2022-04-01 The Covid 19 compelled online teaching made us realize the importance of being techno savvy Today with so many ICT based tools available teachers keep asking Which is the best tool for teaching English Drawing on two decade long experience of teaching young and adult learners the author shares field tested ready to use tasks for teaching English using tools such as Video Film and Social Media Those new to ICT based teaching will find the explanation of theoretical aspects using a non technical language quite useful Teaching with Purpose

Ann K. Fathman,John E. Penick,David T. Crowther,Robin Lee Harris,2006 Making a case for a research based teaching rationale Elements of a research based rationale Developing a research based rationale Implementing your rationale and becoming a mentor **Human Resource Development** John P. Wilson,2005 The book will provide both thought provoking questions and stimulating answers to the key factors in HR development today IT Training Human

Resource Development is the ideal handbook for all professional trainers and provides core information needed by all professional students of this subject This new second edition has been fully updated and revised with the inclusion of three

new chapters making this the most topical book in this field Design Development and Application of E learning Knowledge Management Human Intellectual Capital Clearly structured with detailed sections covering each aspect of the training cycle the book also includes sections on The Role of Learning Training and Development in Organisations Learning and Competitive Strategy The Identification of Learning Training and Development Needs The Planning and Designing of Learning Training and Development Delivering Learning Training and Development Assessment and Evaluation of Learning Training and development Managing the Human Resource Development Function Co ordinated and edited by Dr John P Wilson individual contributors include Professor Geoff Chivers Professor of Continuing Education Sheffield University Joan Keogh OBE and Colin Beard both senior lecturers Sheffield Hallam University Alan Cattall University of Bradford plus many more leading academics in the field of Human Resource Development      **TechTactics** Carolyn Thorsen,2009 Resource added for the Paraeducator Instructor Assistant program 105222      **American Book Publishing Record** ,2002

**e-TESOL** Chin-lung Wei (魏金枝),2007-04-01 This volume is about the applications of networked multimedia to teaching English as a second foreign language TESL TEFL or teaching English to speakers of other languages TESOL e TESOL is generated and adopted as the title of the book because e is nowadays frequently prefixed to many words or terms to represent the integration of information technology IT to specific expressions or concepts such as e generation e commerce e trade e store e mail e card e portfolio e learning e schooling etc All the e s at the beginning of the new terms refer to electronic using technology specifically the Web or telecommunications to deliver or process specified activities Therefore the term of e TESOL for this book mainly indicates teaching English as a second or foreign language through electronic technologies especially the Internet the Web or the Net Since we are in a period of rapid change socially politically economically technologically interpersonally environmentally and culturally the significance of these changes has led many educationalists to call for an educational reformation revolution restructuring It demands a new mindset new methods of operation and perhaps even a new definition of education for the challenges None of these are possible without flexibility creativity and imagination and the willingness to embrace transformation As the earth is becoming a global village the promotion of TESOL surely cannot be excluded from this trend As a matter of fact many strategies or policies have been recommended and adopted by ESL EFL teachers to catch up with the changes With the fast development of information technology Internet based TESOL has been a good alternative for ESL EFL teachers and students Today the popularity of the Internet and the needs of ESL EFL learners have made the integration of the World Wide Web into TESOL not only a possibility but also a necessity Let us consider Taiwan as an example The Ministry of Education MOE has been promoting the integration of information technology to different subjects including English as one of the top priorities for schools Numerous teacher training programs are conducted to carry out this policy Many ESL EFL teachers are sensing the push and the pressure However they always humbly considered themselves computer idiots or e tards slang for someone who is ignorant

of the workings of email and the Internet because they always excuse themselves with non technology specialists Making excuses or not some of them are really e phobic and do not know how to effectively and efficiently integrate computers or the Internet into their instruction Therefore it is necessary to empower ESL EFL teachers with the knowledge and skills of the Internet technology for successful implementation The primary purpose of this book is to provide in a plain and simple style suggestions and resources for those computer novices This book intends to help and guide ESL EFL teachers or students who want to facilitate teaching and learning through the Internet Nevertheless for better understanding some basic knowledge about TESOL theories and practices are strongly recommended To carry out the objectives mentioned above practicality feasibility accessibility versatility and comprehension are the principles and guidelines for the composition of this book The potential applications of the Internet are comprehensively covered and logically organized in different ESL EFL skills or categories that is applications for oral or written communication skills integration and language assessment The potential modes and tools are introduced and discussed as completely and comprehensively as possible Most if not all of the models introduced in the book are workable and can readily be adopted or adapted They are easily understood They are available for immediate use They are cost effective and can be adopted with low expenditure Those high cost applications mentioned in the book are mainly introduced as references Most important of all a sophisticated understanding of computers or network hardware is not required for using this book The main body of this book is divided into ten chapters In the first chapter rationales for the applications of networked multimedia to TESOL are presented and explored Nine reasons are pinpointed and discussed in this chapter In Chapter Two hardware and software required for successful application are introduced Ten hardware and fifteen software requirements are listed and presented Graphics are attached to some categories for better understanding Chapter Three focuses on the applicable modes for ESL EFL oral communication listening and speaking instruction Nine practical and feasible tools are introduced to teachers and students In Chapter Four the applications of the Net to ESL EFL written communication reading and writing instruction are described and explored Five modes for ESL EFL reading instruction and eight tools for written instruction are recommended Chapter Five shifts the focus to the applications of the Internet to four skills integration listening speaking reading writing The implementation of content based instruction theme based instruction inquiry based instruction project based learning and collaborative cooperative learning is separately explored and discussed ESL EFL assessment via the Internet is included and introduced in the sixth chapter Computer based testing both adaptive and non adaptive online grading online test item generator and electronic portfolio are dealt with in this chapter In Chapter Seven guidelines for screen design are presented This chapter is intended to help those ESL EFL teachers who want to integrate computer based instructional media to assist or enhance their presentations and to motivate their students In the eighth chapter applications of web based TESOL are discussed Ideas and guidelines about applying personal homepage to TESOL are recommended in this chapter In Chapter Nine challenges actions and resources for e

TESOL are presented The Web resources introduced in this chapter are grouped under the categories of miscellany conversation listening reading writing etc It is hoped that ESL EFL teachers and students can determine and identify what they need immediately and easily The last chapter Chapter Ten deals with computer protection and Internet security Several free antivirus programs anti Spyware software firewalls and password managers are introduced and recommended Signs of Internet risks and safety tips are also pinpointed and suggested for parents and ESL EFL teachers to promote smoother and more positive e TESOL In addition several topics or questions are posed at the end of each chapter to facilitate better understanding and elicit further discussion and action These topics or questions are all open ended and are designed to stimulate readers curiosity and creativity An index is attached at the end of the book for users to explore and search for appropriate topics conveniently Finally the development of the Internet technology is surprisingly fast and sometimes dramatically unpredictable Although the author has done his best to include all the potential tools and modes for e TESOL as comprehensively as possible there will be possibly some left out Undoubtedly there will be readers who would not totally accept the recommendations The description of the applications is as it must be a product of the author s personal experience and inquiry Suggestions and correction are sincerely welcome Readers may visit the e TESOL blog created by the author at <http://e-tesol.blogspot.com> to share reflections It is strongly hoped that this volume will both inform and stimulate its readers and that it will encourage ESL EFL teachers and students to experiment with the tools to try them again and again observe the consequences make adjustments and share the experiences Chin lung Wei clwei.dragon@nchu.edu.tw Taichung Taiwan

*Short Films in Language Teaching* Engelbert Thaler, 2017-07-17 The second volume in the new academic series SELT Studies in English Language Teaching is also divided into three parts A Theory B Methodology C Classroom Part A highlights the topic from the perspectives of different academic disciplines in this case from a TEFL as well as from a film didactic and a cultural literary viewpoint In part B methodological contributions on selected short films and suitable procedures are assembled Part C is a collection of concrete sample lessons for teaching English with short films at various levels These lesson plans have been designed at university carried out and evaluated by 11 experienced teachers and finally revised by the editor Peer reviewing is guaranteed by an academic advisory council consisting of six well known TEFL professors The new series above all aims at bridging didactic research and classroom practice Thus it is intended for foreign language lecturers students teacher trainers and teachers

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