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UNIVERSITY OF OREGON

**TESOL 2008 Pre-conference Institute (PCI #21)
Tools and Tips for Online Teaching**

Workshop Leader: Leslie Opp-Beckman, PhD
**University of Oregon, Linguistics Department and
American English Institute**

Contact Information

Email leslieob@uoregon.edu
541-346-1095, Office Voicemail
541-346-3945, AEI Main Office
541-346-3945, AEI FAX

Mailing address:
5212 University of Oregon
Eugene, OR 97403-5212 USA

Audience

ESOL educators at the secondary (high school) or tertiary (university, college, adult) level; intermediate level computer users (able to word process, familiar with the web and email).

Overview

This workshop is intended to help English language educators who have some experience with the web but are new to online distance education. The main focus of the workshop will be a survey of available web-based resources with ideas for effectively incorporating online learning and teaching into participants' educational settings. We will also examine practices around the use of some of online tools, for example setting up and moderating online discussions. Participants will learn hands-on how to find and evaluate some appropriate, free web-based resources and tools for teaching, and will share ideas for incorporating these resources in English language learning environments. Example resources include: email lists, real-time and asynchronous discussion tools, quiz/survey makers, web authoring templates, learning management systems, and learning object repositories.

Index

This set of supporting resources for the workshop has been divided into the following sections. This is not intended as a comprehensive list of everything that's available on the Web, but rather a sampling of resources known for being high quality, low in ads, and—with luck—relevant to participants in this workshop. Links to the following sites should not be construed as an endorsement of the views contained therein by Leslie Opp-Beckman or the University of Oregon. For more handouts and resources, also see the **Online English Language Center**: http://oelp.uoregon.edu/

Terminology

Terminology for Internet-related concepts is constantly changing. To check the latest in definitions and usage, try reference sources such as the APA Spelling guide http://www.apastyle.org/spelling.html, the "Computer Terms" function on iTools http://www.itools.com, and Webopedia http://www.webopedia.com/. For this workshop, the following terms and definitions apply.

Distance education has been in existence for many hundreds of years. It is a system of learning that accommodates a separation of geographical locations for part or all of the instruction, carried out through paper, print, electronic media (radio, television, computer), or other means.

Distributed learning is a multimedia method of instructional delivery that includes a mix of Web-based instruction, streaming video conferencing, face-to-face classroom time, distance learning through television or video, or other combinations of electronic and traditional educational models. Although distributed learning can be executed in a variety of ways, it accommodates a separation of geographical locations for part or all of the instruction.

E-learning or **online learning** is a system of instructional delivery through Internet or Web-based technologies. While often also "distance" and "distributed" in practice, it is possible to use e-learning in face-to-face settings as well.

Electronic mailing list (email list) and **LISTSERV**. LISTSERV is a trademarked, proprietary term for software that handles email lists. The more generic term is "electronic mailing (email) list."

Hybrid or **blended instruction** are learning systems or environments that combine face-to-face and online distance learning.

The Internet. Though increasingly used as such, the Internet is technically not synonymous with the World Wide Web. The Internet is a global network connecting millions of computers in more than 100 countries. There are a variety of ways to access through Internet Service Providers (e.g. AOL, Verizon).

Online or **on-line**. Originally, users who when they were connected to a computer service through a modem. That is, they were actually "on the line."

Open (adj). Accessible. When used to describe learning, schools, software, directories, etc., "open" means "public."

Podcast. Based originally on Apple's iPod, a device that plays MP3 and other sound files, which can be digitally broadcast.

Social Networking. The practice of digitally linking people together for the exchange of personal experiences and information (e.g. MySpace, Facebook).

Virtual World. A computer-based simulated environment (e.g. Second Life, Active Worlds) in which its users inhabit and interact via "avatars" or virual beings.

Web Log (Blog). A regularly updated online journal or diary.

Wiki. A digital which allows users to add and edit content collectively.

World Wide Web. Many people use the terms Internet and World Wide Web (the Web) interchangeably, but they are in fact two separate but related things. The Internet is a massive network of networks, connecting millions of computers together globally. Information travels over the Internet via a variety of languages known as protocols. The Web is one of the ways (protocols) of accessing information over the medium of the Internet. Most commonly, the Web uses the HTTP protocol—only one of the languages used on the Internet—to transmit data. The Web utilizes browsers, such as Internet Explorer or Firefox, to access and display Web files (called "Web pages"), which are connected to each other via hyperlinks. Web pages can contain graphics, sounds, text, video, and meta-data such as RSS (Rich Site Summary) feeds.

Tips and Techniques for Effective Web Searches

1. Check the web sites of publishers of materials and authors that you know.

2. Check web sites of ministries and other government departments and agencies.

3. Look through existing lesson plan archives. See handout:
   http://oelp.uoregon.edu/teach_lessonplans.html

4. Check web sites of professional organizations in your field. See handout:
   http://oelp.uoregon.edu/teach_professional.html

5. Use the Help or Advanced features on directories and search engines. Spelling counts. Try synonyms (use an online thesaurus if you need help with synonyms). Use the advanced function to narrow the search to only English sites. Use quotation marks--e.g. "English for Young Learners"-- for phrasal searches.
Google	http://www.google.com/
DMOZ	http://www.dmoz.com/
Kartoo	http://www.kartoo.com/

6. With young learners and teens, consider specialized search engines:
Fact Monster	http://www.factmonster.com/
How Stuff Works	http://www.howstuffworks.com/
Kidgrid	http://www.kidgrid.com/
Kids Click	http://www.kidsclick.org/
Yahoo! Kids (Yahooligans)	http://kids.yahoo.com/

7. For hard-to-find items, try meta-search engines:
Dogpile	http://www.dogpile.com
Ithaki and Ithaki, Kids	http://www.ithaki.net/kids/

8. For content areas, use discipline-specific search engines or portals:
Eco-Earth for environmentalism	http://www.ecoearth.info/
Medscape for medical information	http://www.medscape.com/
Poynter for journalism	http://www.poynter.org/search/
Science, Google Directory	http://www.google.com/Top/Science/

9. For specific kinds of tools, compare more than one:
Podcasts	http://www.podcastdirectory.org/
Virtual Worlds	http://www.virtualworldsreview.com/

Web Site Evaluation Guide

This form offers some objective and subjective criteria for you to think about as you evaluate web sites for educational purposes. Remember that the goal is to identify globally available resources that can be adapted to your local context. Talk with a partner and compare your findings. How would you each rate the web sites on a continuum of Excellent to Poor? (N/A = Not Applicable)

Objective Criteria

Usability / Accessibility:
1. The overall interface and design are appropriate.   Excellent ←→ Poor   N/A
2. I have a good sense right away of what the site offers.   Excellent ←→ Poor   N/A
Resource guide: W3C Accessibility Initiative
http://www.w3c.org/WAI/

Text:
1. The text size and style are easy to read.   Excellent ←→ Poor   N/A
2. The text color is easy to see against the background.   Excellent ←→ Poor   N/A
3. The text and links are well organized.   Excellent ←→ Poor   N/A
Resource guide: Useit.com, Alertbox and Reports
http://useit.com/

Graphics:
1. The page and graphics load quickly.   Excellent ←→ Poor   N/A
2. The graphics fit the theme and purpose of the page.   Excellent ←→ Poor   N/A
Research-Based Design & Usability Guidelines:
http://usability.gov/guidelines/

Links:
1. The links are easy to read.   Excellent ←→ Poor   N/A
2. The links clearly state what page or site they lead to.   Excellent ←→ Poor   N/A
3. When clicked, the links work correctly.   Excellent ←→ Poor   N/A

Free online link checker:
http://www.2bone.com/links/linkchecker.shtml

Subjective Criteria

Appropriateness for Students:
1. The level of English will work well for my students.   Excellent ←→ Poor   N/A
2. This site is appropriate for the age of my students.   Excellent ←→ Poor   N/A
3. This site is culturally appropriate.   Excellent ←→ Poor   N/A
4. The content is interesting.   Excellent ←→ Poor   N/A
5. The content fits well with my curriculum / lesson.   Excellent ←→ Poor   N/A

Preparation: Needs Assessment

Before undertaking the development of an e-learning course or activity, it is important to conduct a thorough "needs assessment" to gather relevant information and consider the following kinds of issues.

- Profile of learners.
- Learning objectives/goals.
- Pedagogical framework (collaborative learning, inquiry-based learning, etc.).
- Length of course and estimated number of hours of study/participation.
- Degree of computer and Internet access, connectivity, and level of preparedness.
- Evaluation (formative and summative), for learners and for instructor/course.
- Inventory of available tools for instructional delivery.

Note that the needs of the learners and the course content itself drives the selection of the tools for delivery (not visa versa).

Preparation: Readings and Instructional Support Resources

As part of the pre-workshop communication by email, many of you requested some pedagogical grounding or "best practices" as background information for e-learning. Our workshop is very limited in time and we want to keep as much of it as possible for hands-on exploration, so I recommended in advance a good overview article:

> Frydenberg, J. (2002). Quality Standards in eLearning: A Matrix of Analysis. International Review of Research in Open and Distance Learning. Retrieved March 9, 2006, from http://www.irrodl.org/content/v3.2/frydenberg.html

Some books that you may find useful include:

> Clark, R.C. & Mayer, R. (2003). *E-learning and the science of instruction*. Pfeiffer: San Francisco.

> Fink, D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass: San Francisco.

> Horton, W. K. (2000). *Designing Web-based training*. John Wiley & Sons: New York.

Examples of additional journals with articles about e-learning follow, in alphabetical order by title. For more information on professional organizations and pedagogical resources for education and language instruction, see the handout

Professional Development Opportunities for English Language Teaching:
http://oelp.uoregon.edu/teach_professional.html

International Journal of Training and Development
http://www.blackwellpublishing.com/journal.asp?ref=1360-3736
An international forum for the reporting of high-quality research, analysis and debate for the benefit of the academic and corporate communities, as well as those engaged in public policy formulation and implementation.

International Review of Research in Open and Distance Learning (IRRODL)
http://www.irrodl.org/
A refereed e-journal to advance research, theory and best practice in open and distance learning worldwide.

Language Learning and Technology (LLT)
http://llt.msu.edu/
A refereed journal which seeks to disseminate research to foreign and second language educators in the US and around the world on issues related to technology and language education.

Virtual Center for Online Learning Research (VCOLR)
http://www.ncolr.org/
A consortium of partners focusing on the research and development of best practices in online education, particularly higher education.

Tools: Electronic Mailing (Email) Lists

Whether you're "lurking" (reading only) or actively participating, email lists can be a great way to stay in touch with current research and practices, take part in problem-solving, and learn about jobs, trends, and new resources in the field of e-learning. Email lists can also be a great way for students to engage with other students as "keypals" (keyboard penpals). For a detailed list of keypal-type sites, see the handout

Email, Keypals, and Discussion Forums at:
http://oelp.uoregon.edu/teach_email.html

For a searchable directory of other lists with subscription information, see **Tile.net**:
http://www.tile.net/lists/

Other examples of professional lists follow.

Distance Education Online Symposium (DEOS-L)
http://www.ed.psu.edu/acsde/deos/deos-l/deosl.asp

A very active moderated listserv for the past ten years. It facilitates discussion of current issues in distance education and now serves over 5,000 subscribers in 80 countries.

Edupage
http://www.uchsc.edu/CIS/Lists.html
An email distribution list that provides a summary of news about information technology. To subscribe to Edupage, send mail to: listproc@educom.unc.edu with the message: <subscribe edupage xx yy> (substitute your name for xx yy).
Send mail to translations@educom.unc.edu for information on translated versions of Edupage.

Intercultural E-mail Classroom Connections (IECC)
http://www.iecc.org/
Helps teachers link with partners in other cultures and countries for email classroom penpal and other project exchanges.

Multimedia Educational Resource for Learning and Online Teaching (MERLOT)
http://www.merlot.org/
A free and open resource designed primarily for faculty and students of higher education. Links to online learning materials are collected here along with annotations such as peer reviews and assignments. You are automatically subscribed to the email list when you join.

National Institute for Literacy (NIFL) Discussion Lists
http://www.nifl.gov/lincs/discussions/discussions.html
Opportunities to discuss the literacy field's critical issues; share resources, experiences, and ideas; ask questions of subject experts; and keep up-to-date on literacy issues. Each NIFL discussion list is moderated by a national organization with expertise in the topic area.

Student List Project
http://sl-lists.net/
Email lists for teen and adult English learners on a wide range of topics.

TESL-L Discussion List
http://www.hunter.cuny.edu/~tesl-l/
An international discussion list for teachers of English as a second or foreign language, started in 1991. A TESLCA-L (computer technology and TESL) branch list is also available.

Teaching and Learning with Technology (TLT)
http://www.tltgroup.org/tlt-swg.htm
A forum and guide to the changing landscape of higher education, of the changing capabilities of information technology, and of the changing roles of academic professionals of all kinds.

Tools: Real-time (Synchronous) Communication Tools

Text, instant messaging via the Web and/or cell (mobile) phone, Voice-over Internet Protocol (VOIP), and video are all examples of real-time communication tools. Text-based tools generally require less bandwidth (lowest level of connectivity) while image and video-based tools typically require more.

From a language teaching perspective, these kinds of tools can be useful for activities such as conducting office hours, engaging in small group work, guest talks, demonstrations, brainstorming, problem-solving, and one-to-many communication. Ideally, the tools support student-centered kinds of learning rather over a teacher-centered "talking head" mode as a primary mode of instructional delivery.

Following are some text-based public chat rooms for ESOL learners and educators. They are free and generally not moderated. Private rooms may be available in some chat rooms for class meetings. It may also be possible to archive or "log" the sessions in some for your own records. You can also get a free chat tool and create your own topics for your own web site from providers such as Bravenet: http://www.bravenet.com/

Dave's ESL Café Chat Central
http://www.eslcafe.com/chat/chatpro.cgi
You must enter your name, but an email address is optional. The password insures the "one to one" messages are not read by other people (you can choose any password).

ESL Depot
http://www.esldepot.com/page.php?xPage=esl-chat.html
In association with TEFL.net and EnglishClub.com.

English Club: ESL Clubhouse: ESL Chat
http://www.englishclub.com/esl-chat/
Live chat with other ESL teachers and students from around the world. Registration required.

English Maze Teacher's Chat Room
http://englishmaze.com/chat/room02/index.html
An open-ended chat room with no specific topics.

Mark's ESL World Chat Rooms
http://marksesl.com/chat.html
Learn English Chat Room and Web Chat Room are available. You join the rooms automatically when you go to this site.

schmooze University
http://schmooze.hunter.cuny.edu/
A place where people studying English as a second or foreign language can practice English while sharing ideas and experiences with other learners of English. Students have opportunities for one-on-one and group conversations as well as access to language games such as Scrabble and Boggle, an on-line dictionary, a virtual library and a grammar maze.

Real-time communication via the Web or in tandem with cell (mobile) telephony is gaining in popularity. Text tools are also combined with "whiteboards" and allow drawing or the posting of images along with text in real-time. Voice and video are increasingly common as well. Following are some examples of these "text plus" real-time tools.

AOL Instant Messenger (AIM)
http://www.aim.com/
Downloadable, instant messaging software. Cross-platform.

ICQ
http://www.icq.com/download/
A multilingual tool for multiple platforms (Windows, Mac, and others), available for text-only, voice, or video communication.

MSN Web Messenger
http://webmessenger.msn.com
Instant messaging program. Windows only.

NetMeeting or Windows Meeting Space
http://www.microsoft.com/windows/netmeeting/
Conferencing software (Windows only, integrated with Operating System).

TEFL Guide to Teaching with Skype
http://www.onlinetutoringworld.com/technology/teflskype.htm
A program for making free calls over the internet to anyone else who also has Skype. It's free and easy to download and use, and works with most computers.

Yahoo Messenger
http://messenger.yahoo.com/
Multi-platform. Video option.

Tools: Asynchronous Communication Tools

Asynchronous (not in real-time) communication tools are useful ways to record discussions over short or longer periods of time. They are especially useful when participants live in different time zones or have different study schedules. Topics are already set at some "forums" or "bulletin boards," while some are open-ended. Text-based communication is most common, though voice and video messaging are rapidly gaining in popularity as well.

A searchable directory of USENET discussion groups with archived messages is available at Google Groups: http://groups.google.com/

You can start your own topic(s) on Google Groups and with tools such as **ezboard**: http://www.ezboard.com/

As with real-time tools, from a language teaching perspective, asynchronous tools can be useful for activities such as engaging in small group work, guest talks, demonstrations, brainstorming, problem-solving, sharing or co-authoring work, and formative or peer evaluation. Instructors, guests, or experienced student leaders can effectively introduce, moderate, and sum up these discussions.

Best results occur when the discussion activities have:
- Clear instructions, purpose, and intended outcomes.
- Clear start dates and completion deadlines (set dates and times in a specific time zone).
- Accountability (points, grades, etc.)* for student participation and for the quality of the posting or contribution. Be sure to provide models or examples, as needed.

I have had success with accountability using a 0-3 point grading rubric for student contributions:

- 0 points = No contribution.
- 1 point = Minimal contribution, on time.
- 2 points = Meets all the criteria of the assignment, on time.
- 3 points = Exceeds criteria (makes additional contribution), on time.

You can decide whether to accept late contributions at all, or whether to deduct points for late contributions.

If it's a discussion-style forum, you will want students to show evidence that they have read previous contributions from others and to be inclusive of those contributions in their own postings.

Once students are familiar with the tool and the class expectations, you may make it optional (for extra credit) or a requirement that students take turns moderating or even initiating forum "threads" or topics.

Following are some examples of already existing ESOL-related forums.

Dave's ESL Café: ESL Discussion Center
http://www.eslcafe.com/discussion/
Forums on a variety of topics for students and for teachers.

Englishforums.com
http://www.englishforums.com/
Teaching tips and ideas, job opportunities, and popular culture topics.

ESL Forum
http://www.eslforum.com/
An online forum for those looking to talk about English.

ESL/EFL Forums
http://www.english-test.net/forum/index.php
Test preparation, learning strategies, and cultural projects.

ESL Pages
http://www.eslpages.com/
Go to the "Forums" section for information on language teaching and job opportunities.

ESL Teachers Board: ESL Discussion Forum
http://www.eslteachersboard.com/cgi-bin/forum/index.pl?index=0
Forums on a variety of topics for students and for teachers.

Karin's ESL PartyLand: Discussion Forums for Students
http://www.eslpartyland.com/stdisc.htm
Forums on a wide range of popular culture topics.

Let's Talk English
http://www.internetstitute.com/cgi-bin/forum/YaBB.cgi
Forums for students and instructors both.

TEFL Net: ESL Teacher Forums
http://www.tefl.net/forums/index.php
Help desk, teaching specialty areas, career opportunities, and much more.

VATME Web Forum
http://www.vatme.vic.edu.au/cgi-bin/YaBB/YaBB.cgi
For ESOL teachers, a place to share your ideas, knowledge and experience with other colleagues. Sponsored by Victorian Association of TESOL & Multicultural Education (VATME), Australia.

Tools: Activity, Worksheet, and Quiz/Survey Creation

Charles Kelly's Online Quiz Generator
http://a4esl.org/c/qw.html
From this page you can generate a quiz that can be printed to paper or put online in various formats.

Discovery School
This is an example of a site that supports the creation of quizzes and other materials. The materials are housed on the Discovery site. Free but registration is required.
- **Puzzlemaker**
  http://puzzlemaker.school.discovery.com/
- **Quiz Center**
  http://school.discovery.com/quizcenter/quizcenter.html
- **Worksheet Generator**
  http://school.discovery.com/teachingtools/worksheetgenerator/

Hot Potatoes, Half-Baked Software
http://web.uvic.ca/hrd/halfbaked/
A suite of tools (downloadable software) that includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Hot Potatoes is not freeware, but it is free of charge for non-profit educational users who make their pages available on the web. You must house the materials on your own offline computer or online site.

SurveyMonkey
http://www.surveymonkey.com/
To create and publish custom surveys in minutes, and then view results graphically and in real time.

Tools: Gradebooks and Student Records

Many institutions have spreadsheet software such as Microsoft Excel available to teachers. This makes a good, basic grades calculator. For information and tutorials on setting up and managing this, see resources such as the following.

Managing Grades with Excel
http://www.microsoft.com/education/managinggrades.mspx
Although this is for version 2002, the same principles will apply for more current version of this and other spreadsheet software.

A Quick Tutorial to Microsoft Excel
http://www.compusmart.ab.ca/alummis/excel/exceltutorial.html

This tutorial will help you create a spreadsheet that will calculate your classes grades. Although it is for the subject of math, the same steps can be done for any subject for which you have to calculate scores.

Using an Excel Worksheet as a Gradebook
http://www.internet4classrooms.com/excel_grade.htm
This is the "Gradebook Basics" portion of the tutorial. See links at the bottom of the page for more information.

Course Management Systems, as discussed in the following system, may also have a built-in student records and gradebook function with a Web interface and password protection to ensure confidentiality.

A range of gradebook services are also available through the Web, some free and some not. Examples follow.

Engrade Online Gradebook
http://www.engrade.com/
A free online gradebook that enables students and their parents to log in and see their grades up-to-the-minute grades online.

My GradeBook
http://www.mygradebook.com/
Manage grades and assignments online. Ready-made and customizable reports. This is a commercial product with a 30-day free trial.

Thinkwave
http://www.thinkwave.com/
Free (ad-supported) gradebook software and complete classroom organizer. Manages attendance, lesson plans. Allows publishing grades to the web. Commercial version also available.

Tools: Course/Learning Management System (CMS, LMS)

Course management systems such as Blackboard are commercial (they cost money) and are available primarily at institutional level. If your institution already has a course management system in place, you may want to consider using that, especially if you are developing new content. Be aware of ownership laws or policies. They vary from institution to institution. There is a strong possibility that your institution will partially or fully own any educational materials you develop and house on their servers.

You are also responsible for complying with copyright and fair use laws when using other people's materials as part of your course(s). Fair use is stipulated in section 107 of Title 17 of the U.S. Code. It states:

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies of phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relationship to the work as a whole.
- The effect of the use on the potential market for the work.

For more information on copyright and fair use, see:

The Copyright Management Center
http://www.copyright.iupui.edu/

University of Oregon: Copyright, Fair Use, and Library Reserves, FAQs
http://libweb.uoregon.edu/acs_svc/copyrightfaq.html

University of Texas: Crash Course in Copyright
http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm

Following are examples of some low-cost or free course management system options.

Moodle
http://moodle.org/
An example of an open source (free) course management system that you can download and house on your own server(s). It requires significant technical expertise to set up, run, and secure.

Nicenet
http://www.nicenet.org/
An increasingly rare example of a free, non-profit course management system. It's been in use for a relatively long period of time by educators. Limited in the number of tools it provides.

Quia
http://www.quia.com/
A site especially for educators with quiz and game generators. Free to use others' materials; you must pay if you want to generate your own.

Ready-made Resources: ESOL and Content Areas

This portion of the workshop handout contains information on freely available sites with information and practical resources related to English language teaching for teens and adults in the areas of:
- Literacy and ESOL Skill Areas
- Content Areas
- Interactive Sites
- Reference Resources

Links to the following web sites should not be construed as an endorsement of the views contained therein by Leslie Opp-Beckman or the University of Oregon. For handouts on some related topics, please visit the web site:
http://oelp.uoregon.edu/

Literacy and ESOL Skill Areas

ABC's of the Writing Process
http://www.angelfire.com/wi/writingprocess/
Overviews each of the five stages of the writing process. Intended for K-12 educators.

BBC World Service, Learning English
http://www.bbc.co.uk/worldservice/learningenglish/index.shtml
Language study modules based on news events from radio.

Drama in ELT
http://www.dramainelt.org/
Theater techniques in language teaching and learning at all age levels.

ESL Creative Writing Worksheets, Boggles World
http://bogglesworld.com/creativewriting.htm
Simple worksheets and ideas for starting stories. Intended for K-12 educators.

Grammar Safari
http://www.iei.uiuc.edu/web.pages/grammarsafari.html
Activities for "hunting" and "collecting" specific words as they are used on the WWW.

Learning Network
http://www.literacynet.org/cnnsf/
The Western-Pacific Literacy Network offers web-delivered instruction using current and past CNN and CBS stories about unusual topics. Listen, read, and interact.

Literacy Matters
http://www.literacymatters.org/content/readandwrite/vocab.htm
A good site for adolescent literature and for vocabulary instructional strategies.

The Moonlit Road
http://www.themoonlitroad.com/
A good collection of spooky stories.

Mystery.net
http://www.MysteryNet.com/
Online mysteries, information about famous authors such as Agatha Christie, Clue-A-Day game for solving a crime, and much more. For more serial mysteries, see:
Ongoing Tales, Mystery Magazine http://www.ongoing-tales.com/SERIALS/mystery/

Online English Language Center
http://oelp.uoregon.edu/teach.html

Web guides for ESL/EFL educators for working with authentic materials, drama, storytelling, creative writing, music and much more.

Online Writing Lab, Purdue
http://owl.english.purdue.edu/
Handouts for ESL on punctuation, grammar, writing genres, research and much more.

P3 Literacy, Reading

http://p3.csun.edu/p3access/mod-litread/multmean.html
Instructional strategies for reading and vocabulary with lots of examples and suggestions.

PIZZAZ, Creative Writing Activities
http://www.uoregon.edu/~leslieob/pizzaz.html
Ideas and step-by-step instructions for creative writing ideas in the English classroom.

Project AdLIT
http://www.ohiorc.org/adlit/
Project AdLIT is designed to address the unique literacy needs of adolescent learners.

Randall's ESL Cyber Listening Lab
http://www.esl-lab.com/
Listening activities and quizzes on a wide range of topics, for all language levels (Real Audio format).

Topics, An Online Magazine for Learners of English
http://www.topics-mag.com/
Learners express their ideas and opinions on many topics.

BBC Learning

http://www.bbc.co.uk/learning/

This site has options for activities specifically for teen and pre-teen age groups.

Dave's ESL Café, Idea Cookbook, Holidays

http://www.eslcafe.com/ideas/sefer.cgi?Holidays:

Ideas for holiday activities in the English language classroom.

Discovery

http://school.discovery.com/lessonplans/

Lesson plans in English on science, natural science, health, and cultural topics.

EDinformatics Foundation Directory

http://www.edinformatics.com/science_projects/sci_fairs.htm

A list of Science, Math, and Information Technology projects for teens.

eTandem

http://www.slf.ruhr-uni-bochum.de/etandem/etindex-en.html

In eTandem, you work together with a learning partner from another country.

Global School Net

http://www.globalschoolhouse.org/pr/

Hundreds of projects listed here for students up to age 19 in many subject areas.

How Stuff Works

http://www.howstuffworks.com/

The best site ever for finding what makes things "tick" in terms that kids can understand with a wide variety of topics, from robots to chicken pox. For more, also see:
How Do Things Work? http://www.energyquest.ca.gov/how_it_works/

Human Rights 101, Teen Projects

http://www.thirteen.org/edonline/hr101/projects/

Examples of projects led by teens. Teacher Toolkit also available for free.

Human Anatomy Online

http://www.innerbody.com/htm/body.html

Interactive multimedia tours and tutorials of different systems of the human body.

International Education and Resource Network (iEARN)

http://www.iearn.org/

A non-profit global network that enables young people to use the Internet and other new technologies to engage in collaborative educational projects.

It's Up to Us
http://www.hostos.cuny.edu/homepages/lesnick/Aids/page01.htm
An HIV-AIDS education curriculum for EFL / ESL students.

A Journey to a New Land
http://www.sfu.museum/journey/
An interactive site about people who first arrived in the Americas. For similar interactive, content-based materials, see the Blue Web'N Directory:
http://www.kn.sbc.com/wired/bluewebn/searchresults.cfm?SearchText=games

Linking Second Language Instruction with Content Instruction, NWREL
http://www.nwrel.org/msec/just_good/8/chapter2.html
By organizing key concepts, or big ideas, into theme-based units, teachers can create extended learning experiences.

National Geographic
http://www.nationalgeographic.com/
Sound, text, and interactive resources on a wide range of science and cultural topics.

Ocean Planet Online, Smithsonian
http://seawifs.gsfc.nasa.gov/ocean_planet.html
Virtual tour of this museum; click on "Enter Exhibit" to begin. For a directory of other virtual tours and field trips, see:
http://sesd.sk.ca/teacherresource/virtualtour/virtualtours.htm

The Onestop Magazine, Teaching Teenagers
http://www.onestopenglish.com/News/Magazine/children/teens_main.htm
A wealth of practical ideas and projects for teens and ESL/EFL.

Teen Health and the Media

http://depts.washington.edu/thmedia/view.cgi?section=tobacco&page=teenprojects
Teens, Tobacco & Media community action tool kit. Teens, Tobacco & Media's unique approach uses media literacy as a tobacco prevention strategy. The project is specifically designed to be delivered and presented by teens to teens. For more on teen health, see:
We're Talking, Teen Health, Palo Alto Medical Foundation (PAMF)
http://www.pamf.org/teen/

USA Today Classroom, Teens

http://www.usaweekend.com/classroom/
Projects for teens related to current events in the news and the world today.

Youth Net Directory

http://www.youth.net/
Information on projects and for web sites for young people and teens.

Interactive Sites

Activities for ESL Students
http://a4esl.org/
Games, quizzes, and many interactive language activities.

Dave's ESL Café, Discussion Forums
http://www.eslcafe.com/forums/student/
Topics for teens and adults to discuss online, from all around the world.

Email Projects Homepage, from Susan Gaer
http://www.otan.us/webfarm/emailproject/email.htm
Content-based online projects for teen and adult English language learners.

English Club
http://www.englishclub.com/
Learning Centre, Clubhouse, games, and much more.

Interesting Things for ESL Students
http://www.manythings.org/
Games, puzzles, slang, proverbs, and more.

Karin's ESL Partyland
http://www.eslpartyland.com/
Quizzes, chat room, and interactive activities.

Language Games
http://www.languagegames.org/
Crossword, hangman, and many more games. For more games, see:
Transparent Language http://www.transparent.com/games/

Quandary's Action Mazes, Example Set #1
http://halfbakedsoftware.com/quandary/version_1/examples/
Stories with a twist at every turn. Try to solve the problem and see where you end up.
For more, see: http://halfbakedsoftware.com/quandary_tutorials_examples.php

Roleplays, ESL Flow
http://www.eslflow.com/roleplaysdramatheatregames.html
Improvisation for the classroom.

Madlibs, Brian's Brain
http://brainofbrian.com/madlibs.html
Fill in the blanks with creative vocabulary (based on parts of speech) and create a funny story. Different every time! For similar activities, also see:
MadLibs, Pezhead Paul http://www.geocities.com/pezheadpaul/madlibs/

Random Reference Resources

Bartleby
http://www.bartleby.com/
Research portal with online books, biographies, dictionary and thesaurus tools.

EduRef (formerly AskERIC)
http://www.eduref.org/
A teacher resource with lesson plans, articles, and trends in Education for K-12.

Google Directory, Kids and Teens
http://directory.google.com/Top/Kids_and_Teens/

Internet Picture Dictionary
http://www.pdictionary.com/
Interactive multimedia activities in English, French, Spanish, German, and Italian.

iTools
http://www.itools.com/
Dictionary, thesaurus and translation tools.

Linguistic Funland
http://www.linguistic-funland.com/tesol.html

RhymeZone
http://www.rhymezone.com/
Rhyming dictionary plus multilingual resources for games and quizzes.

Sparknotes Study Guides
http://www.sparknotes.com/

Virtual Tours and Museums around the World
http://www.virtualfreesites.com/museums.museums.html
Links to various places students can virtually visit.

Web-based Virtual Field Trips
http://www.alri.org/litlist/webfieldtrips.html

Web Quests
http://webquest.org/
Since 1996, San Diego State University has maintained this database of example Web Quests for learners of all ages.