

Learning Languages

through Technology



Edited by
Elizabeth Hanson-Smith and Sarah Rilling



Teachers of English to Speakers of Other Languages, Inc.



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You're only as old as the woman you feel!

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Chapter 2

Using Synchronous Communication Collaboratively in ESP

*Dafne González
Universidad Simón Bolívar
Caracas, Venezuela*

Preview

As the Internet becomes increasingly speedy, voice chat, Web telephony, podcasts, and radio webcasting are evincing rapid growth in popularity. In this chapter González offers a number of activities that make use of voice chat rooms—virtual environments for learning that are highly motivating, in sometimes surprising ways—for the students in her English for architecture class. To properly prepare voice chat activities, she relies on the principles of communicative language learning: content- and task-based activities; student collaboration in pairs, triads, and groups; and interactive, constructivist notions of how learning proceeds when students create their own language exercises, generate their own glossary, and construct online oral presentations and complex real-time events with authentic audiences.

Before you read:

- What kinds of Internet applications (e.g., e-mail, chat) do you already use? How extensively? What else do you use the Internet to achieve in your daily personal or professional life?
- Have you used voice chat technologies on the Internet? Have you used other voice technologies (e.g., podcasts, online video)? How? How do these applications provide appropriate learning environments for developing language skills?

Language and Content on the Web

Teaching EFL to English for specific purposes (ESP) students in an academic setting presents several challenges to teachers: finding authentic materials for the specific field; engaging students' motivation in the subject when they and their content teachers usually do not consider English to be an important course; getting students to speak the target language to reach the aspired communicative competence when they do not see the need to communicate with English in their daily lives; and, most of all, dealing with content for which most language teachers do not have the necessary preparation or knowledge. Facing such challenges, in turn, means learning by doing through self-instruction (Orr 1995).

The arrival of computers and the Internet in the language classroom has permitted teachers to face some of these challenges with a new vision. ESP practitioners have found the Web to be an infinite source of materials. Moreover, the Internet and the World Wide Web, its multimedia documents and protocols, provide access to a great variety of formats that cater to students' different cognitive and learning styles, for example, plain text, hypertext, images, graphics, sound, video, and virtual kinesthetic activity in simulations. However, having an abundance of materials and modes of communication does not solve the problem of how teachers use computers to keep students motivated and engaged. Coghlan (2005) calls technology's impact on students the WOW! factor, and it has to be exploited because it will wear off if students and teachers use the computer simply as a book.

Making use of authentic materials found on the Web is, of course, very important, but teachers have to consider other aspects that are paramount if learning is to take place in a language course: enabling interaction with real audiences to promote negotiation of meaning, and providing enough and appropriate feedback (Egbert, Chao, and Hanson-Smith 1999). The method for putting all these ingredients together is the key to any successful lesson, and working with technologies is no exception. Using Web tools, teachers can create the necessary conditions for communicative teaching and learning. If teachers stick to the premises that (1) the reason for learning a language is communicating with a purpose—one that is meaningful to both speaker/writer and listener/reader—and (2) learning is a social phenomenon, then interaction and collaboration emerge as the factors to promote students' learning. In this context, Web tools can play an important role.

Computer-mediated communication (CMC) can be carried out synchronously, in real time, or asynchronously, in delayed mode, allowing teachers to deal with all four language skills. Asynchronous tools, which include e-mail, message forums, Weblogs (blogs, which allow visitor comments), and wikis (Web pages that can be edited collaboratively online), are helpful in reading and writing, while synchronous tools, especially voice tools, can be used to practice speaking and listening. Text-based e-conversations have been found to promote the negotiation of meaning (Pelletieri 2000), and computerized voice chat further enhances interaction and collaboration.

In this chapter, I describe in detail some activities I have used in undergraduate English for architecture courses at Universidad Simón Bolívar, in Caracas, Venezuela. These can be adapted to any ESP or even general English (GE) course. Since the ability to speak English and communicate with English speakers from other countries is a key goal in the architec-

ture undergraduate program, voice chat is the leading medium, but other tools have been incorporated as ubiquitously as possible. Although I had been using similar collaborative activities in my face-to-face (f2f) classes for many years, when I found suitable electronic media, my classes became even more interesting, and my students used the target language more intensively. Part of the interest and excitement is generated by talking live to international guests, something that really brings home the WOW! factor. My students use English to talk about architecture while learning to use the computer and the Internet. To quote from student responses to an anonymous course evaluation, "This is great for our daily life, and our future jobs," and "We are learning and having fun."

Communication, Collaboration, and Content-Based Learning

The activities described in this chapter are based on the premise that language learning is a social and cognitive phenomenon (see Dewey 1916/1966; Piaget 1965; Vygotsky 1978) and that it integrates awareness of structural elements, the internal cognitive processes of individuals, and their interaction with the context. Fairclough (1999) argues that texts or discourses are social spaces where two fundamental social processes take place: cognition and social interaction, both of paramount importance for communicative language learning. If students are to be communicatively competent in the target language, interaction and negotiation of meaning should be carried out with authentic audiences. Sociolinguistic and strategic competencies also need interaction—the use of language with others to negotiate meaning. CMC, especially chat, is a significant means to achieve these competencies and takes students well beyond other electronic media. To help my students become communicatively competent in the broadest sense, I have tried to intertwine three main strands in my course activities: *communicative approaches*, *cooperative learning*, and *content-based instruction*.

Communicative language teaching has given birth to various pedagogical techniques and approaches, but those best reflecting this approach in the classroom are content-based (Brinton, Snow, and Wesche 2003), task-based (Nunan 2001; Willis 1996), and cooperative learning techniques (Kagan 1994; LeLoup and Ponterio 2000). As the name implies, in the task-based approach, tasks are the fundamental unit of the lesson. They should promote real communication through activities in which the language is used to carry out meaningful real-life tasks, not just to practice a set of structures. Teachers have three main roles within this approach: selecting, adapting, or designing the tasks; facilitating their implementation; and creating techniques to help students notice the forms of the language (Schmidt 1994b), thus converting them into intake (Gass 1997), without having to plan the whole lesson around grammar or vocabulary. Tasks provide not only the input and output (Swain 1985) but also the opportunities for negotiation of meaning since students learn the language through communicative interactions (Pica 1994) while carrying out the activities. Following the tenets of communicative language teaching, I have designed the online activities for my architecture course as a set of successive tasks that are part of a larger project, the final product of each course.

Cooperative learning (CL), a second major strand in planning communicative lessons, focuses on group learning, with its roots in ancient tribal customs. CL has traditionally been part of educational practices, and its effectiveness has been reported in many studies (e.g., D. González 2004b, 2004c; D. W. Johnson, Johnson, and Holubec 1988; Slavin 1995). Maximum use of activities involving pairs, triads, and small groups puts students at the center of the educational process. Interaction, collaboration, common and individual goals, rules for team work—these are some of the strategies of CL, with a focus on the role of social interaction in learning. One of the many advantages of CL is the possibility of working with heterogeneous groups consisting of mixed-ability students, which is the case in many ESP and GE courses.

Content-based instruction (CBI) integrates language with content instruction. CBI and ESP emphasize the need to use authentic materials, work in cooperative groups, and promote the use of higher-order thinking and study skills that might be transferable to other areas of study or work. The conscious use of metacognitive strategies for students to plan, monitor, and reflect on their own learning is another element of CBI that promotes learner autonomy and represents the kinds of demands faced in higher-level schooling and occupations.

These three teaching-learning principles—the communicative approach, CL, and CBI—can be harmoniously integrated into a blended (f2f and online) course, and I use the graphic in Figure 2.1 as a reminder to integrate them into my planning.

I have not mentioned the motivational aspect of language learning, but not because it

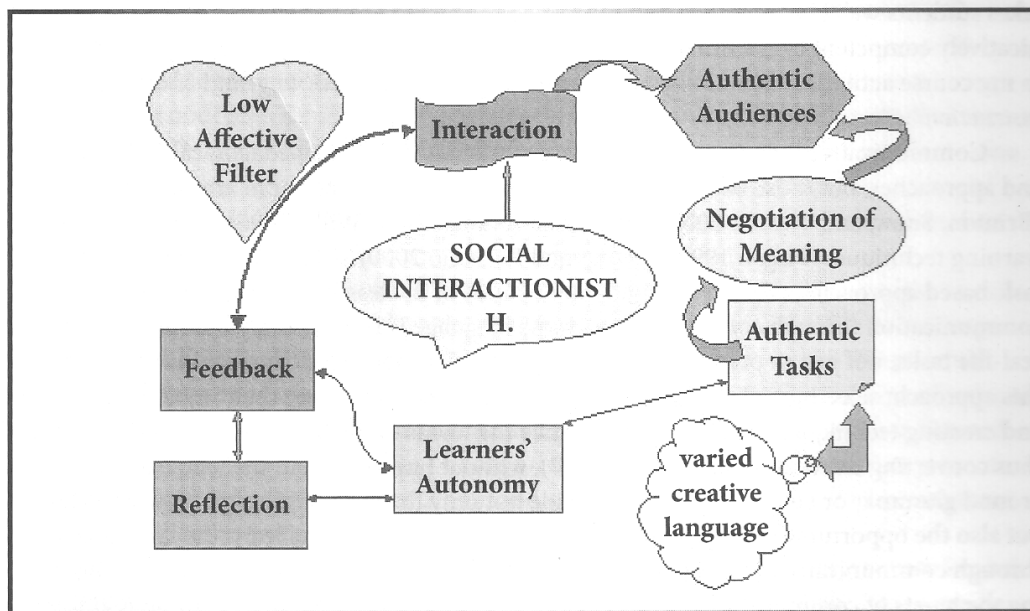


Figure 2.1. Conditions for Acquisition

Source: D. González 2004b.

is unimportant. On the contrary, it is the umbrella under which the other aspects should be developed. The use of tasks and CL techniques in a content-based methodology integrated with the use of CMC tools should be, and has been in my classes, a trigger to increase motivation. Technology provides the WOW! factor, and it is hoped that the collaborative tasks—learning with and from each other—make that effect enduring. In the following section, I describe some computer-assisted language learning and CMC activities that have been successful with my architecture students.

Applying Communicative Principles Online

As can be inferred from the previous section, what I want to achieve in my computer and f2f blended courses is interaction and collaboration with real audiences using authentic materials, and I have found that voice chat is the application that best suits my purpose. Depending on the sophistication of the chat application, in a typical voice chat environment, speakers take turns by “raising a hand” to indicate their intention to take the floor. Only one person may speak at a time, and the moderator may control turn taking. Meanwhile, participants may text chat in another scrolling frame. Users share Web pages by typing in URLs, which become active links, or the moderator “pushes” a Web page to the whiteboard window for all to see or transmits a presentation slide show from a computer. Users may also upload photos to the whiteboard and draw or type text into it (see Figure 2.2 for an example of a whiteboard used in a voice chat at LearningTimes.org [n.d.]). In the most elegant chat spaces (which may include using a webcam to enhance the live, f2f feeling), all the displayed Web pages, the voice recording, and the text log or transcript are saved as one large file that recreates the entire experience. In applications without a whiteboard, such as Yahoo! Messenger (2005), the audio and text log are saved as separate files.

Through my experiences with chat while presenting at and attending online conferences, I have identified several characteristics of the medium that support communicative approaches and enhance language learning:

- interaction with real audiences (those who listen in order to get the message and not its form)
- reception of input and production of output
- immediate feedback from interlocutors
- no restrictions regarding location
- opportunity for negotiation of meaning
- collaborative learning for the purpose of knowledge construction
- opportunity for intake
- chatlogs (written transcription of chat) that allow further analysis of conversation and add coherence to the different threads
- promotion of learner autonomy (See also D. González 2003b.)

After discussing how I plan online or blended courses for interactivity, I provide some examples of activities with voice chat that I have used with my students.

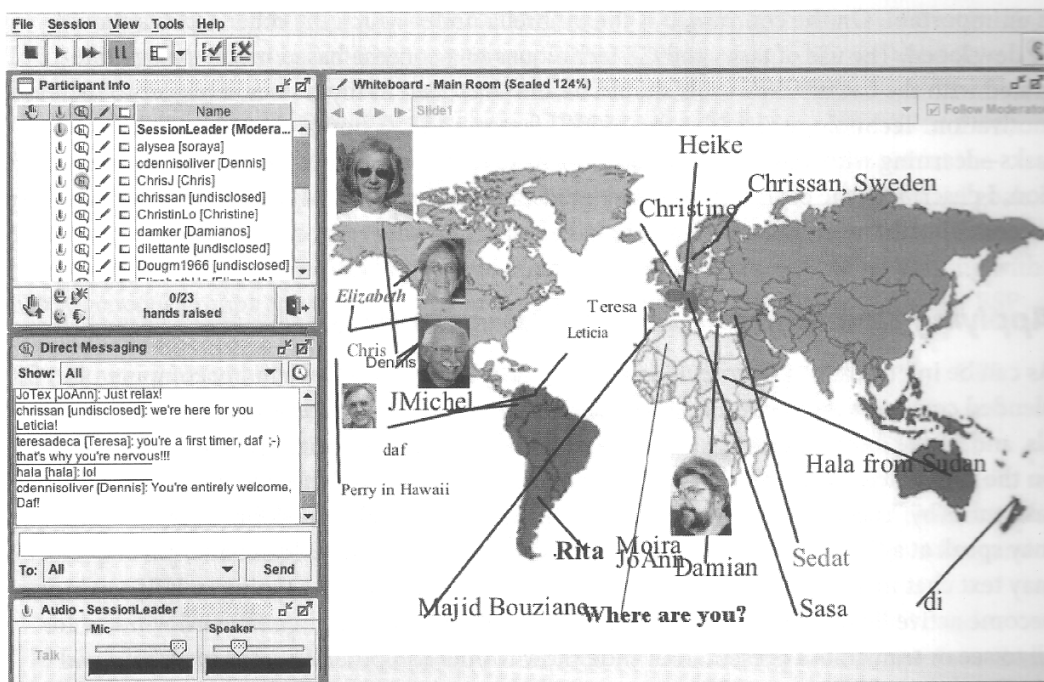


Figure 2.2. Voice Chat Whiteboard with Photos and Drawings

Source: *Webheads in Action* virtual office in *LearningTimes.org*, sponsored by a *Global Collaboration Grant* and *Elluminate* (<http://home.learningtimes.net/learningtimes?go=1042112>; login required).

Planning of Online Learning

I design an entire blended course before it starts—syllabus, timetable, activities, exercises, resources, and all. I start a Moodle (2005; a course management system [CMS]) or a Yahoo! Group (2006), both of which are free. These *communication centers* are our virtual learning environments, online platforms where students find all the information pertaining to the courses and where we interact asynchronously. (Although both platforms have a text chat feature, we prefer to use Yahoo! Messenger [2005], which offers more advantages.) Whereas all assignments in Moodle are posted in the forums created for each activity, in Yahoo! Groups I create my own folders for this purpose, and then I post each lesson plan with step-by-step instructions and links to resources, such as online dictionaries. In this way, students can go back to them whenever necessary. Students need only an e-mail account and Web access to use either platform.

I also create a separate Web page for each of my courses to show to other teachers who are not enrolled in my password-protected courses. These Web pages contain all the lesson plans, activities, and links, but without any specific student information. In this way, I protect my students' privacy should they not want their work to be seen by other teachers. For teachers who do not know how to create a Web page, there are other alternatives to presenting content online, such as blogs; wikis (Web pages that can be edited collaboratively online);

and even free templates to generate lessons quickly with, for example, Filamentality (2006), WebWizard (n.d.), DiscoverySchool.com: Teaching Tools (Discovery Education 2005), LessonPro (Strategic Studies 1999–2002), or Module Maker (McKenzie 2000), to name a few.

By incorporating Web pages into my courses, I do not require students to be physically present in the computer room, which mainly serves as a resource for those who do not have easy access to computers or the Internet from other locations. Students can attend the class from a remote location, or if the group agrees, they can meet on other days to complete their assignments because they have a week for each one. The following are some examples of course activities.

Image Descriptions and Drawings

By using pictures and voice chat on the Web, I give a new twist to a familiar picture-pair activity to practice descriptive terms and listening-speaking skills in a content area (see boxed text below). The voice chat can be recorded to give the instructor a window onto every student's performance.

Another way to carry out this activity is to give a pair of students prerecorded descriptions, and then both students have to find the picture being described. Both are encouraged to discuss why they do or do not consider a picture to be the one described. Because architecture students love drawing, I use another variant of this activity to allow them to draw the images being described. For this task, I use Groupboard (n.d.), an application that allows students to draw on a whiteboard collaboratively in groups of up to five. (Any other whiteboard, such as NetMeeting [2000], could also be used.) Students can use the text chat provided on the site or the voice chat in Yahoo! Messenger (2005) to communicate while drawing.

Image Description Activity

1. Students are assigned a classmate to work with, or they can select whom they want to work with.
2. Students open a voice chat.
3. One student opens a Web page, blog, or any other Web document that has four to five pictures (I use architectural pictures: buildings, houses, bridges, door knobs, doors, windows, balconies, etc.), and the other student opens a Web document with the descriptions of these elements.
4. The student with the descriptions selects one of them and reads or summarizes it to his or her classmate.
5. The student with the pictures tries to select the one that the other student describes verbally. The student trying to guess the answer can ask questions when something is not clear. Both students can use text chat to clarify doubts.
6. Students take turns describing or selecting images.
7. Students can use online dictionaries to look up unknown words. These words will be added to a class glossary.

Jigsaw Reading

The jigsaw reading activity (see boxed text below) is a more complex information-gap group activity that emulates professional research teams on a modest scale. Students obtain information from a reading that is too long to be read by each student in a single class, or the activity can be used simply to make the reading process less tedious and more meaningful. I select readings to complement the topics we cover in the f2f class. Online note taking is encouraged.

Expert Jigsaw Groups

This information-gap activity has wider dimensions than the jigsaw reading activity. The task works well when the class has many resources for a broad topic with subtopics. The idea is that each group of students becomes expert on a subtopic. One member of each group then joins another group to share expertise on the topic.

Jigsaw Reading Activity

1. Students are divided into groups of three to five, depending on the length of the reading, and are assigned the Web page and section to be read individually.
2. While reading, students take notes using a word processor or electronic notebook.
3. They summarize the content, meanwhile looking up words in an online dictionary and writing down the vocabulary that is not familiar to them.
4. Once students have finished reading and taking notes, they join the members of their group for a voice chat conference. One of the members opens the conference and invites the others.
5. The student who has the first part of the text explains his or her reading part to the rest of the group. The others can ask questions when they do not understand something.
6. Once all parts of the reading have been explained, the group discusses questions previously assigned by the teacher.
7. One of the students in the group saves the chat and posts it to the CMS (part of the group's assessment).
8. Students write individual summaries of the reading on their blog or post them to a specified forum or folder. Sometimes they are asked to make an audio recording of the summary, using a desktop tool such as Handybits (2005), for individual assessment.
9. Each student copies new vocabulary found in the reading, with corresponding meanings, to the glossary section of Moodle (2005) or to a folder if using Yahoo! Groups (2006).
10. Students are encouraged to read some of their classmates' summaries and to write comments.
11. Students perform follow-up activities, such as answering questions, creating tables, writing or recording a summary, creating timelines, or making drawings, depending on the content and structure of the reading.

Expert Jigsaw Groups Activity

First Group Creation

1. Students are divided into groups of three to five.
2. Each group is assigned a different topic.
3. Each member of the group gets one to three links to Web pages corresponding to a subtopic.
4. Each member goes over the Web pages and takes notes to report back to the group.
5. Each group calls a voice chat conference.
6. Each member gives a report, and the group discusses the main points of the subtopic.
7. The recording and chat log are saved and posted for others to listen to and read.

Second Group Creation

1. The second groups are made up of one member from each of the previous groups. In that way, each group has an expert in each subtopic.
2. The new groups hold a chat conference.
3. Members present and discuss their specialized information.
4. Group members come to agreement regarding the whole topic.
5. Students complete follow-up activities as in the Jigsaw Reading Activity.

I offer two examples of these activities (see boxed text above) taken from my architecture classes. In the first, the aim of the unit is for students to learn the characteristics of Modernism in Valencia, Spain. I have twenty-five descriptions of Modernist buildings and their corresponding pictures, and twenty-five students in the class. Each student in the first group of five selects a building and its pictures, studies them, and writes a summary for their group mates. During the voice chat, they look for the characteristics of their five buildings and jot them down. In this way, five groups of students describe the characteristics of five buildings per group. Then one member from each group joins another group and, in a voice chat, discusses the five characteristics brought from the original team. At the end of this second chat, the class has covered the twenty-five buildings and is able to discuss the general characteristics of Modernism in Valencia. Since I listen in on each chat, and the prompt materials are written in English, the students must use the target language for the discussion.

In the second example, the aim is to learn about different elements needed to plan a house. For this activity, each group member becomes expert in one of the following areas: flooring, siding, plumbing, roofing, kitchen, energy efficiency, windows, or doors. The whole group must decide which house they will work with. Individuals select their favorite house plan from a set of Web pages and describe it according to what they have learned in their professional program about rhythm, acoustics, space, scale, and circulation. They try to persuade others to vote for their choice. The group votes using an online poll in which they

can see all the house plans and cast their votes. Once the whole group has selected a house, the students must choose various external elements, such as location and type of inhabitants. They are then given Web page links where they read the information for each specialist role and select the most suitable materials and appliances. Then, as a group, they evaluate and defend their selections during a voice chat. Finally, they present the product to the rest of the class. All the discussions are carried out in voice chat, and the students save the text chat logs and recordings so that everyone in the class can read and hear them.

The idea behind these activities is that each student has a piece of information that is essential for the others to complete the task assigned to the group. Collaboration, interaction, and negotiation of meaning are some of the means to perform these activities. A particularly helpful aspect of these activities is the dictionary that students create with the words they do not know, not the ones I think they do not know. They do it in a collaborative process for the benefit of the whole group. To allow the students to practice the vocabulary they have chosen, I use their lists to create interactive online exercises that students can do on their own at anytime. I also ask them to contribute their own vocabulary exercises, such as crossword puzzles, Hangman, or practice in matching words to definitions or pictures. I provide links to online exercise creators, such as Quia Web (Quia 1998–2006) or Makers Pages (n.d.). The exercises that the students create are also posted to the CMS for easy access.

Video Chat

For a whole-class video and chat activity, I use Real English videos (The Marzio School and Real English 2006), which are recorded in the street with authentic native and nonnative speakers of English (rather than actors) and complemented with Hot Potatoes (Arneil and Holmes 2005) interactive exercises. After watching the videos and completing the exercises, students are invited to chat with their classmates and me about the videos, and finally they write entries in their blogs. These entries can reflect their opinions about the videos, or they can be a story based on the people in the videos. The first time we used this activity, I invited several international teachers to voice chat with the students, and Mike Marzio, the creator of the videos, was one of them, to students' surprise and pleasure.

I frequently use videos with architectural content taken from the Web. I prepare interactive exercises for previewing, to help activate students' previous knowledge on the subject and, at the same time, to introduce vocabulary and structures heard in the video. After watching the video, and discussing the content via text and voice chat, students create post-viewing activities in pairs or triads. These activities are completed by the other groups, and in this way, students receive feedback on both content and form.

Online Presentations

My students have always presented their projects f2f to their classmates, but because many new voice tools have become available online, I decided that it was time for them to start presenting live online to an international audience. In one unit, students had to evaluate a structure in Caracas and present their findings to an international audience in a voice chat using a presentation slide show. Students were involved in collaborative planning from the beginning. The first step was to create an evaluative checklist. They formed groups to discuss

the elements that should be considered when evaluating a building, according to the literature and their own knowledge of the subject. Each group presented a checklist, and through an electronic poll the class voted on which checklist everyone should use. Once the checklist was chosen, in pairs or triads the students selected a building and created Microsoft PowerPoint (2006) presentations with photos, taking into consideration all the aspects contained in the checklist. I invited my international colleagues to be our guests for these presentations. We met online at the Alado (n.d.) voice chat room, and the students presented their work, speaking as they showed the PowerPoint slides (see Figure 2.3). Our guests asked questions both orally and in text, and these were answered orally by the presenters and, at times, in the text chat by classmates.

The voice conference was a fabulous experience for the students because they had an ideal authentic audience who listened to them for the information they wanted to transmit and not for the mistakes they might make. Most of our guests had never been to Caracas, so they were genuinely interested, and the students were motivated to convey their admiration for and pride in the buildings they described. As unbelievable as it might sound, the students unanimously said they had felt more at ease in this online presentation, which was the first time for all of them, than when they presented f2f to their classmates, who already knew most of the things they had to say. Our guests wrote authentic congratulatory messages to the students after the presentation, and these were posted on the course Web page with the slide shows and the students' pictures.

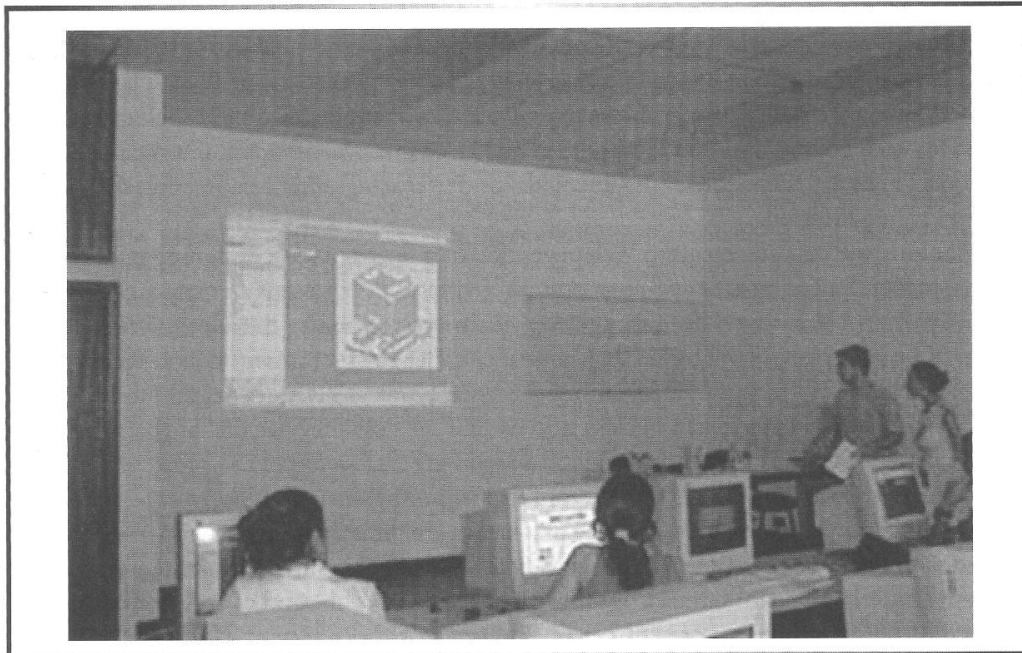


Figure 2.3. Students Participate in Voice Chat with International Scholars

Consulting Hours

Since I have been teaching online, I have held two-thirds of my consulting hours online. Students meet me through Yahoo! Messenger (2005) or at some other online venue we agree on in advance. We use text chat, voice chat, or a combination. In this way, I have more time to devote to students than when I see them in my office on a restricted schedule. If more than two students want to consult me at the same time, I open a conference and chat with them both. In these sessions, sometimes students have answers to each other's questions, therefore making it a collaborative learning experience. I have gotten to know my students better because we also chat about topics we cannot cover when there is a line of students waiting outside the door to talk to me. Some prefer to send e-mails until they get used to chatting—usually thought of as merely social—with the teacher.

Challenges and Future Directions

Getting started with blended and online teaching was not an easy task. In the first stages, I did not find support from the university because nobody else had dared to get involved in this kind of online activity. The extent of other language teachers' work on the Web did not go beyond asking students to do some reading online to get the main idea of the text; thus, the university had not been faced with the need to create an infrastructure to satisfy teachers' requests. It is still difficult to find a computer lab for my classes since these are generally reserved for computer students. The only way I can solve this problem is by booking the lab well in advance—two or three months before a trimester begins. Convincing the lab administrators to let me download the text and voice applications needed for my classes is another obstacle that I have to overcome every time I am assigned to a new lab. However, once the technicians see what I do in my courses, especially having speakers from all over the world join in, they change their attitude. These days, I am allowed to install all the applications needed for each course, and I have even been invited to give workshops about the use of Web tools for all the professors at the university and to teach graduate courses on the use of technology in education.

Planning the courses, creating Web pages, looking for resources, designing materials, moderating, and tutoring are time-consuming activities that represent an extra workload, especially when e-teaching is not recognized or even understood by the administration. Although I spend many more hours than my other colleagues getting my courses ready, all the extra effort is worth the satisfaction I get when I look at my students' smiling faces, when I share in their enthusiasm in class, and when I see how they use the language to communicate.

Most of my students are motivated from the beginning; they have never experienced this kind of learning before. However, the first weeks are difficult for those who have never worked with computers. It takes patience, scaffolding, and reassurance to let them find out for themselves that it is not difficult but fun. Their feedback at the end of each course has been a motivation to carry on (see this chapter's appendix for comments).

I hope that the activities described in this chapter will be helpful for ESP teachers as

well as for teachers of GE. The idea I would like to convey is that having a great many materials is indeed helpful, but what makes an online teaching-learning experience a success are the activities and tasks that teachers design to use those materials, tasks that must be planned with the objectives and students in mind (D. González and St. Louis 2002). Ways to provide opportunities for input and output, and the principles of promoting interaction, collaboration, negotiation of meaning, and student autonomy, are on my mind when planning activities for f2f, online, or blended courses. The student comments in the appendix, from the latest version of a course on architecture and urban planning, are an indication of how enthusiastic students become about this type of motivating experience.

Some of the activities mentioned in this chapter had international guest speakers or visitors, which was possible because my colleagues and I belong to online communities of language teachers. Communities of practice (see Stevens, chapter 19 in this volume) are the best places to start learning and practicing to be an online or blended teacher. I am fortunate to belong to Webheads in Action, a virtual community of language teachers worldwide, who explore Web communication tools, share best teaching practices, and collaborate in online projects and conferences (for more information, see D. González 2004a, 2005). Thanks to all of them (and especially to those who have taken part in my projects and helped me learn how to use CMC tools for my students' benefit), my courses are successful in helping students practice language while building confidence, communication, and content skills and knowledge.

Appendix A—Chapter 2 **E-Journal Student Comments on an** **Architecture and Urban Planning Course, 2005** ---

Hi teacher! Well, first of all, I would like to give you some feedback about the whole learning system. I think it is awesome to have a space to interact more personally with the teachers, and to have a platform so we can work outside the college. I think that it is known that we usually don't have so much time left for works, other than the "entregas" (architects and urban planners alike), and working this way is a nice advantage to people that has internet at home. The use of technology for learning is something that should be used, not only in this course, but also in other courses.

About the f2f class, well, as with all the english courses before this one, my first impression was that all english teachers are fun and happy, it is nice to have a teacher that motivates us and brings us some happiness to our lives, those people that never stop smiling are the ones that we always tend to remember. I expect to have a nice experience with the course, as I am interested in all of these computer stuff.

WE don't ned F2F classes . . . On-line classes are the best way. . This is the first class ever, and I'm loving every minute. .!!!! Thanks for this new way to learn . . . and the best thing is that IS FOR FREE!!!! LOL

Even though I could not be in the first class, I have a lot of expectations about this course "English for Architects and Urban Planners." I think It's an important course that will help us several things such as learning new archtectonic and urban planning vocabulary, developing our writting skills, speaking more fluid.

Besides, One of my biggest expectations about this course is developing new skills that we are not used to develop in other courses like using webtools for learning and interacting online with guest speakers. I use computers (Word, Excel, Power Point) a lot for writing compositions and essays, but I don't usually use a lot of internet as a learning methods; that's why I have big expectations on this part (webtools) of this course.

Dafne i hope in the future i will find people like you, because you try very hard to do your job in the best way.

Appendix B—Chapter 2

Web Sites, Internet Tools, and Software for Online Interaction

Alado	http://www.alado.net
Discovery School.com:Teaching Tools	http://school.discovery.com/teachingtools/teachingtools.com
Filamentality	http://www.filamentality.org/wired/fil/
Groupboard	http://www.groupboard.com/
Handybits	http://www.handybits.com/voicemail.htm
Hot Potatoes	http://hotpot.uvic.ca
Lesson Pro.net	http://www.lessonpro.net/
Makers Pages	http://lang.swarthmore.edu/makers/
Microsoft PowerPoint	http://office.microsoft.com/powerpoint
Module Maker	http://questioning.org/module/module.html
Moodle	http://moodle.org/
NetMeeting	http://www.microsoft.com/windows/netmeeting
Quia Web	http://www.quia.com/web/
Real English	http://www.real-english.com/
The WebWizard	http://www.the-webwizard.co.uk/
Yahoo!Groups	http://groups.yahoo.com/
Yahoo!Messenger	http://messenger.yahoo.com/