The Internet and the Language Classroom

Second Edition
Cambridge Handbooks for Language Teachers

This is a series of practical guides for teachers of English and other languages. Illustrative examples are usually drawn from the field of English as a foreign or second language, but the ideas and techniques described can equally well be used in the teaching of any language.

Recent titles in this series:

- Teaching Adult Second Language Learners
  HEATHER MCKAY and ABIGAIL TOM

- Teaching English Spelling
  A practical guide
  RUTH SHEMESH and SHEILA WALLER

- Using Folktales
  ERIC TAYLOR

- Personalizing Language Learning
  Personalized language learning activities
  GRIFF GRIFFITHS and KATHRYN KEOHANE

- Teach Business English
  A comprehensive introduction to Business English
  SYLVIE DONNA

- Learner Autonomy
  A guide to activities which encourage learner responsibility
  ÁGOTA SCHARLE and ANITA SZABÓ

- Planning Lessons and Courses
  Designing sequences of work for the language classroom
  TESSA WOODWARD

- Learner English (Second Edition)
  MICHAEL SWAN and BERNARD SMITH

- Teaching Large Multilevel Classes
  NATALIE HESS

- Laughing Matters
  Humour in the language classroom
  PÉTER MEGYÉS

- Using Authentic Video in the Language Classroom
  JANE SHERMAN

- Stories
  Narrative activities for the language classroom
  RUTH WAJNRYB

- Language Activities for Teenagers
  edited by SETH LINDSTROMBERG

- Pronunciation Practice Activities
  A resource book for teaching English pronunciation
  MARTIN HEWINGS

- Five-Minute Activities for Business English
  PAUL EMMERSON and NICK HAMILTON

- Drama Techniques (Third Edition)
  A resource book of communication activities for language teachers
  ALAN MALEY and ALAN DUFF

- Dialogue Activities
  Exploring spoken interaction in the language class
  NICK BILBROUGH

- Five-Minute Activities for Young Learners
  PENNY MCKAY and JENNI GUSE

- Dictionary Activities
  CINDY LEANEY
The Internet and the Language Classroom
Second Edition

Gavin Dudeney

Consultant and editor: Penny Ur
CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521684460

© Cambridge University Press 2007

This book is in copyright, which normally means, that subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press. The copying of certain parts of it by teachers for use in classrooms, however, is hereby permitted without such formality. To aid identification, activities which are copiable by the teacher without further permission are identified by separate copyright notice: © Cambridge University Press 2007.

First published 2000
Second edition 2007

Printed in the United Kingdom at the University Press, Cambridge

Typeface: Adobe Sabon 10/13pt System: QuarkXPress™ [SE]

A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data

Dudeney, Gavin, 1964--
The Internet and the language classroom / Gavin Dudeney. -- 2nd ed.
p. cm. -- (Cambridge handbooks for language teachers)
Includes bibliographical references and index.
ISBN 0-521-68446-3 (pbk.)
1. Language and languages--Study and teaching--Computer network resources. 2. Internet in education. I. Title. II. Series.

418'.00285'54678
2006038805

isbn 978-0-521-68446-0 paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.
Contents

Acknowledgements viii
Overview ix
Introduction 1

1 Guidelines 3
1.1 The World Wide Web 3
1.2 Website FAQs 8
1.3 Email 10
1.4 Email FAQs 17
1.5 Searching the Internet 18
1.6 Search FAQs 30
1.7 The Internet as resource bank 31
1.8 The Internet as a classroom tool 32

2 Activities 41
   Activities by level 41
   Activities by theme 42
2.1 Introduction to the Net (I) 43
2.2 Introduction to the Net (II) 45
2.3 Giving advice 46
2.4 I’ve always wondered ... 47
2.5 A song class 49
2.6 20th century news 50
2.7 Heroes hall of fame 51
2.8 Celebrity dinner party 53
2.9 The weather 54
2.10 Strange news 56
2.11 Making the news 57
2.12 Film reviews 58
2.13 Square eyes 59
2.14 Eco-tourism 61
2.15 A little Je ne sais quoi 62
2.16 The same language? 64
Contents

2.17 A good book 65
2.18 Ladies and gentlemen ... The Beatles 67
2.19 Mystery postcards 68
2.20 A terrible holiday 69
2.21 A new logo 71
2.22 Written in the stars 71
2.23 People watching 73
2.24 Get a job 74
2.25 Cooking with kids 76
2.26 Playing it safe 77
2.27 Olympic Games 78
2.28 The London sightseeing tour 79
2.29 What’s the time? 81
2.30 Dream holiday 82
2.31 A night at the movies 83
2.32 Classified ads 85
2.33 Finding a flat 87
2.34 Suits you 88
2.35 A fine day out 89
2.36 But is it art? 90
2.37 Puzzlemaker 91
2.38 Holiday posters 93
2.39 Nice day today 94
2.40 Disaster area 96
2.41 Kids and the news 97
2.42 It’s a mystery 97
2.43 Australian wildlife 99
2.44 Theme park 100
2.45 Computer detectives 101
2.46 Who said that ... ? 102
2.47 Waving the flag 103
2.48 Dream houses 104
2.49 Net research 106
2.50 Surveys ‘R’us 107
2.51 Survival 109
2.52 Teen spirit 110
2.53 What’s in a name? 111
2.54 Inventions and discoveries 112
2.55 Reviewing a website 114
3 Tools for Online Work
  3.1 Email projects and discussion lists 115
  3.2 Webquests 122
  3.3 Blogs and wikis 125
  3.4 Online groups 128
  3.5 Chat 130
  3.6 Writing projects 132

4 Teacher Development
  4.1 Professional development online 141
  4.2 Listserv FAQs 146
  4.3 Teaching online 152
  4.4 Teacher development resources 153

5 Websites 154

Glossary 159
Appendix A 162
Appendix B 163
References 164
Index 165
Acknowledgements

This book is dedicated to Marta, and my parents Peter and Tess. It would not have been possible without the help, support and suggestions of friends and colleagues past and present.

Many thanks too, to Penny Ur, Jane Clifford, Annie Cornford and Frances Amrani for support throughout and making it happen.

The Brief history of the Web activity in Activity 2.1 was first suggested to me by David Hunter. Activity 2.19 was first suggested to me by Paul Henderson, a former colleague. Activity 2.53 was first suggested to me by Robert Campbell of iT’s Magazine.

The author and publishers are grateful to the following for permission to reproduce copyright screenshots. It has not been possible to identify the sources of all materials and in such cases the publishers would welcome information from copyright holders.

Overview

This section of the book introduces the teacher to different aspects of the Internet, with a look at software, different modes of communication on the Internet, finding and classifying resources and a brief consideration of some practical aspects of the use of the Internet as a resource bank and as a classroom tool. In this section you will learn how to use the World Wide Web and email, and find information about Interactive Whiteboards.

Activities

This section of the book contains practical activities at all levels, with photocopiable resources and instructions. These include suggestions for procedures introducing and practising Internet use as well as activities on a wide variety of popular themes (e.g. cinema, accommodation, the environment, news and media, etc.) and language points. Many of the activities have sample worksheets and are readily adaptable for most levels.

Tools for Online Work

This section of the book provides sample web-based and email projects including an examination of how to create simple web projects, ideas for extended project work and guidelines on how to set up and run global projects such as email and cultural exchanges. It also considers, albeit more briefly, webquests, blogs and wikis, and online chat.

Teacher Development

This section of the book deals with teacher development online and with the growing area of online teaching itself. It also provides helpful web addresses for you to continue to develop professionally online.

Websites

This section of the book provides a small, quality list of websites to use with your learners. Remember to check the book’s own website
The Internet and the Language Classroom

(http://www.cambridge.org/elt/chlt/internet) for updates to this section and extra material. It should be noted that the Internet is in a constant state of change, and that while all the practical activities have been based around websites with a good degree of stability, it is possible that one or two of the sites mentioned may have changed or ceased to be available by the time you read this. This said, the Internet is such an enormous resource that any website which suffers this fate will surely be replaced by half a dozen more of similar or better quality and content.

The book finishes with a glossary of common terms and a short reading list.

Key

There are various tips and quick ‘hands on’ activities in most of the sections of this book. Watch out for these symbols as you read:

TIP  HANDS ON

This book includes many suggestions to download, print out and reuse text and graphics from the Net. It is, however, your own responsibility to ensure that any material you find and wish to reuse is free from copyright. Many sites make clear whether or not you have free licence with their material. If in doubt, use the email address to ask them. There is usually one given.

Teachers also have a responsibility for child protection, particularly when teaching young learners. When using the Internet, care should be taken about both the kind of material learners have access to, and the type of personal information they publish online.