

---

**“HOW WE’RE GOING ABOUT IT”**

**Teachers' Voices on Innovative Approaches  
to Teaching and Learning Languages**

**Edited by**

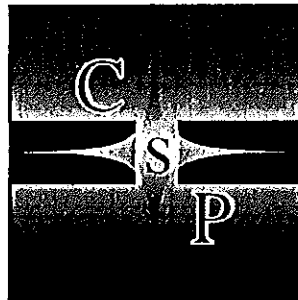
**Melinda Dooly and Diana Eastment**

---

“How we’re going about it”:  
Teachers’ Voices on Innovative Approaches  
to Teaching and Learning Languages

Edited by

Melinda Dooly and Diana Eastment



Cambridge Scholars Publishing

**“How we’re going about it”: Teachers’ Voices on Innovative Approaches to Teaching and Learning Languages, Edited by Melinda Dooly and Diana Eastment**

This book first published 2008 by

Cambridge Scholars Publishing

15 Angerton Gardens, Newcastle, NE5 2JA, UK

British Library Cataloguing in Publication Data

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

Copyright © 2008 by Melinda Dooly, Diana Eastment and contributors

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN (10): 1-84718-431-6, ISBN (13): 9781847184313

# TABLE OF CONTENTS

List of Figures.....	ix
Acknowledgements .....	x
Introduction .....	1
Melinda Dooly	
<b>Part I: Tuning into languages: Multiple languages as a resource</b>	
Introduction to Part I .....	12
Melinda Dooly	
<b>Chapter One.....</b>	<b>15</b>
Multiple Language Integration: Introduction	
Melinda Dooly	
Two-way Immersion in Germany: Notes on Teaching and Learning	
Practice .....	18
Melanie Kunkel, Gabriele Budach	
Learning to Communicate Effectively through Intensive Instruction	
in French.....	31
Joan Netten, Claude Germain	
Diversity as an Asset: Multiple Language Integration .....	42
Andrea Young	
Recommended Reading: Multiple Language Immersion .....	54
<b>Chapter Two .....</b>	<b>56</b>
Task-Based Language Learning: Introduction	
Melinda Dooly	

Adapting a Task-Based Language Learning Approach to a Spanish for Specific Purposes Course: "Prácticas comunicativas" in the University of Antwerp .....	62
Marta Seseña Gomez	
Task-Based Language Teaching in the Netherlands: Dutch L1 and Dutch L2 .....	77
Folkert Kuiken	
Task-Based Language Learning in Flanders: Opportunities for Second Language Acquisition and Beyond.....	88
Koen Van Gorp	
Recommended Reading: Task-Based Language Learning .....	103
<b>Chapter Three.....</b>	<b>104</b>
Content and Language Integrated Learning: Introduction	
Melinda Dooly	
Conditions for CLIL in Finland: Constructivist Principles, Teacher Autonomy, and a Supportive National Curriculum .....	109
David Marsh	
All Roads Lead to Rome: A CLIL Social Studies Experience .....	118
Mercè Barrull Garcia	
Talking English to Learn Science: A CLIL Experience in Barcelona.....	127
Cristina Escobar Urmeneta	
Along the Continuum – An Exploration of Integrating Language and Content Learning in England.....	139
Do Coyle	
Recommended Reading: Content Language and Integrated Learning ....	152
<b>Part II. New teaching and learning paradigms for the 21<sup>st</sup> century</b>	
Introduction to Part II .....	156
Melinda Dooly	

<b>Chapter Four</b> .....	159
Technology Integrated into Language Learning: Introduction Melinda Dooly	
Lights! Camera! Action! A Video Project for the Web 2.0 Classroom ... Nicolas Gromik	165
Engaging Young Learners in Online Intercultural Learning: The MICaLL Project .....	177
Melinda Dooly, Carmen Ellermann	
Getting the Message: Training Language Teachers in the Theoretical and Practical Applications of Forums.....	187
Randall Sadler, Betil Eröz	
Recommended Reading: Technology into Language Learning.....	198
<b>Chapter Five</b> .....	200
Passport to Pluralism – European Language Portfolio: Introduction Melinda Dooly	
The European Language Portfolio: Developing Presentation Skills among University Students of German for Business.....	205
Jennifer Bruen	
The Portfolio: Challenges and Experiences in the Portuguese Context... Cristina Avelino, Francine Arroyo	216
The European Language Portfolio in Romania and the EuroIntegrELP Project.....	225
Liliana Dellevoet, Laura Mureşan	
Recommended Reading: European Language Portfolio.....	241
<b>Chapter Six</b> .....	243
Exploring New Horizons –Young Learners and Multiple Intelligences: Introduction Melinda Dooly	

Controversies in Teaching English to Young Learners: The Polish Solution .....	251
Hanna Komorowska	
Young Croatian Language Learners.....	261
Jelena Mihaljevic Djigunovic	
Using the Multiple Intelligences Theory to Teach Intelligently: Literature, Poetry and Art in an EFL Classroom .....	271
Eduarda Melo Cabrita	
Recommended Reading: Exploring New Horizons.....	283
Appendices .....	284
Contributors.....	294

Melinda Dooly and Diana Eastment

“How We’re Going About It”

CSP

“How we’re going about it” provides a space for teachers’ voices in the nexus between research and practice by outlining specific cases of innovative approaches to language teaching and learning as they have been applied in the classroom. The volume includes descriptions of some of the most representative recent work and practice in the field while at the same time covering a wide geographic scope.

The case descriptions help synthesize research and teaching practice in a way that is accessible to busy teachers, teacher trainers or anyone interested in language development. Each chapter focuses on a similar approach taken by teachers and researchers from different countries and while the book contains contributions from some well-known authors, it also includes contributions from lesser-known practitioners who merit recognition of their innovative practices.


This book is an important contribution to language teaching and learning for several reasons. It deals with educational innovation at various levels of education (young learners, primary, secondary, tertiary); it deals with perspectives from different areas of Europe and beyond; and it provides examples of grass-roots experiences being carried out by real teachers in real classrooms and is honest about the problems faced when implementing educational changes. It is therefore a book about authentic experiences with both a theoretical and problem-solving base, experiences which in turn make an important contribution to the underlying theories described herein.

**Melinda Dooly (Ph.D)** is a lecturer at the Faculty of Education, Autonomous University of Barcelona (Spain). She is the author of various journal articles and chapters dealing with language teacher training and has co-authored several books on language education. She has been a guest teacher at universities in Europe and the USA and has participated in several international educational projects. Her research interests lie in the area of plurilingualism, language learning and Telecollaboration.

**Diana Eastment (MA)** has lectured in many countries in her capacity as an expert in ICT and she was recently resident guest lecturer at Cambridge University (UK) and Pädagogische Akademie des Bundes in Wien (Austria). Her books and articles are frequently included as recommended reading in teacher training programmes throughout the world. Her most recent co-authored book *The Internet. Resource Books for Teachers* (Oxford University Press) was published in 2000.

9781847184313  
www.c-s-p.org

1 Brnsd Powell's Used \$45.00  
How We're Going About It Teache



Dooly, Melinda 9781847184313 D 273  
E-L-SSL/LANG TEA 322 12/29/201822



# GETTING THE MESSAGE: TRAINING LANGUAGE TEACHERS IN THE THEORETICAL AND PRACTICAL APPLICATIONS OF FORUMS

RANDALL SADLER AND BETIL ERÖZ

In order to fully take advantage of the potentials of Computer-Mediated Communication (CMC) in language learning, it is becoming increasingly important that future teachers are trained in the appropriate ways to utilize this technology since, as with any other teaching tool, adequate knowledge and strong pedagogical training are essential. The results of such a training program and some ideas for integrating message boards into language classes are outlined in this chapter.

## **Matching participants and course objectives**

The CMC teacher training project discussed in this chapter involved two graduate level TESL/TEFL classes, one located at the University of Illinois at Urbana-Champaign (UIUC) in the United States and the other at Middle East Technical University (METU) in Ankara, Turkey. The METU students were enrolled in a course titled "Instructional Technology in English Language Teaching" while their UIUC counterparts were taking "Computer-Mediated Communication for Language Learning."

There were a total of 18 student participants between the two classes, 8 from METU and 10 from UIUC. The UIUC students included 5 males and 5 females representing 6 different countries, while the 5 female and 3 male METU students were all Turkish nationals. It was relevant that all of the student participants had experience teaching in either ESL or EFL environments, with experience ranging from 1 to over 15 years; this meant that the students would be able to collaboratively construct new knowledge based on their combined previous knowledge of language teaching. Their experience in teaching did not extend to the integration of CMC modes into teaching —although all of the participants were familiar with some aspects of CMC, none had used all of the tools discussed in the course. All of the participants had high levels of English proficiency and

did not have problems in expressing themselves in either oral or written formats.

Although the course titles differed, these were, essentially, the same course—with the same syllabus, daily schedule and reading—focusing on training future teachers to use CMC for language teaching and learning. Although the courses had slightly different schedules, they did “meet” online at the “same” time every Wednesday throughout the semester (8:30 AM at UIUC and 4:30 PM at METU, with the 8 hour time difference resulting in a synchronous meeting time). The fact that the courses were similarly designed (this was done beforehand by the course instructors) was important for ensuring that the students felt there was a purpose in their online collaboration, beyond simply “practicing the language”. It also meant that the course instructors were not adapting the online activities to “fit” an already established course curriculum, which can often create conflict in scheduling and overall aims of the course. In the case of the combined course, the agreed aims were to give the participants the following:

- A solid theoretical foundation in the field of CMC and language learning.
- An overview of nine CMC modes that they might use in future language teaching. (Email, message boards, blogs, podcasting, wikis, text, audio and video chat).
- The opportunity to engage in interaction via those modes.
- Practical activities for each of these modes that participants might use in their future teaching.

### **Providing a theoretical basis for students’ knowledge**

Both professors began their respective classes with several class meetings that prompted the students to explore the connections between CMC and general learning theory as well as between CMC and sociolinguistics (i.e., Barnes, 2003; Julie A. Belz, 2002; Chism, 2000; Egbert, Chao & Hanson-Smith, 1999; Murray, 2000; Warschauer & Meskill, 2000). These readings were meant to give the students a foundation that would enable them to better understand future readings in the course—readings that focused on more specific CMC modes. (For a complete list of the readings, syllabus, and daily schedule, you may visit: [www.eslweb.org/587.htm](http://www.eslweb.org/587.htm)).

After this stage, the remainder of the course was spent examining/experimenting with the CMC modes listed above. For each mode, at least one article was read illustrating research done on that mode.

### Exploring message boards

Rather than attempting to provide detailed information on what was discussed for all nine modes, this chapter will focus on message boards to illustrate the nature of the class.<sup>1</sup> One of the activities included the compilation of innovative teaching ideas using this mode and some examples are provided for the readers.

While studying this particular CMC mode, the students read two research studies which examined the effectiveness of Message Boards for language learning (Hanna & de Nooy, 2003; Kamhi-Stein, 2000), followed by more empirical activities.

First, students were introduced to a number of pre-existing message boards that might be useful to language learners. There is a large number of pre-existing message boards that may be of interest for language learning/teaching (for an extended list of such sites go to <http://www.eslweb.org/cmcforum/index.php?topic=24.0>). Some of these boards are specifically designed for language teachers (e.g., the forum at TEFL.net: <http://www.tefl.net/forums/index.php>), while others are not specifically designed for language learning, but may be useful nonetheless (e.g., the travel talk board at [frommers.com: http://www.frommers.com/cgi-bin/WebX](http://www.frommers.com/cgi-bin/WebX)), as shown in figure 4.4.

During this phase of the course the students examined these types of boards and discussed how they might be useful for language teaching. While this was sometimes obvious, as with the [tefl.net](http://www.tefl.net) site, with its focus on teaching, the participants also discussed how to use message boards like the one at [frommers.com](http://www.frommers.com). In this case, we suggested that language learners might go to the section of the travel talk board that focused on their own country and answer questions posted by travelers. For example, a native speaker of Spanish from Mexico learning English might go to the board and answer questions from someone considering a trip to the Yucatan. In this case, even if the Mexican student has somewhat limited English ability, his expertise on his own country will help to shift his role from a "learner looking for help" to an expert on his own country willing to share his expertise with those less knowledgeable.

---

<sup>1</sup> While some differentiate between *message boards* and *forums*, these two terms will be used as synonyms in this report.

Fig. 4-3 Frommer's Travel Board

**Frommer's®** The best trips start here FREE Newsletter

Search in

**Home** | **Destinations** | **Hotels** | **Trip Ideas** | **Deals & News** | **Book a Trip** | **Tips & Tools**

**DISCOVER** CAAD ... there was a credit card company that put you back in the driver's seat?

Welcome, randallsadler (logout) Preferences

**Travel Talk** **Korea**

- Asia
- Australia & South Pacific **MARK**
- Caribbean & Atlantic
- Central & South America
- Europe **SUBSCRIBE** | **PREFERENCES** | **ADD DISCUSSION**
- Middle East & Africa
- North America
- Trip Ideas
- Tips, Tools & Deals

---







**More on Travel Talk**

- ✓ Korean Air Lines (13 messages, 13 new)
- ✓ Incheon Hotels - Moderate (1 message, 1 new)
- ✓ hotels-soeul (6 messages, 6 new)
- ✓ Airline Recommendation? (new)
- ✓ any one been to north korea? (1 message, 1 new)
- ✓ Asiana Airline to China (2 messages, 2 new)
- ✓ ferry from Korea to Japan (1 message, 1 new)

Next the students examined a number of free sites where they could either join an already existing group or create their own message board using a pre-existing service (E.g., MSN: <http://groups.msn.com/> or Google Groups: <http://groups.google.com/grphp?hl=en&tab=wg&q=>). Both of these sites have a number of pre-existing forums focusing either on teaching or learning ESL. For example, at the time this article was written, there were 1,472 boards listed under “Teaching Groups” and 44 boards listed related to “ESL.” In addition, these types of sites allow users to set up their own custom boards.

Finally, the students explored how to set up their own customized message boards on their own server space using *Simple Machines* open source software. This is the same software used to create the board utilized in the course, as shown in Illustration 2 (<http://www.eslweb.org/cmcforum>):

Fig. 4-4 The CMC Forum

<a href="#">HOME</a>   <a href="#">HELP</a>   <a href="#">SEARCH</a>   <a href="#">ADMIN</a>   <a href="#">PROFILE</a>   <a href="#">MEMBER PAGE</a>   <a href="#">MY MESSAGES</a>   <a href="#">MEMBERS</a>   <a href="#">LOGOUT</a>		
<b>CMC Forum</b>		
<b>General Topics</b>		
	<b>General Questions</b> A place to post your general questions related to CMC	10 Posts 3 Topics
	<b>General Links</b> Use this section to post CMC-related links--post the link and a bit about it. What is it? How could you use it? PLEASE NOTE--there is also a message for links in each of the sub-categories below, so you might post in both places.	9 Posts 5 Topics
	<b>Language Exchange Site Links</b> Please post links here for language exchange sites. Please also provide a short description/evaluation of the site. What is the focus (email, chat, audio)? how is the website to use? Can you find partners or is it not too useful? Etc.	1 Posts 1 Topics
	<b>Email for Computer-Mediated Language Learning</b> Please post your ideas here for how email might be used for language learning. This would include any aspect of language or culture.	111 Posts 24 Topics
	<b>Message Boards for Computer-Mediated Language Learning</b> Please post your ideas here for how Message Boards might be used for language learning. This would include any aspect of language or culture.	134 Posts 23 Topics
	<b>MUDs, MOOs, and WOOs for Computer-Mediated Language Learning</b> Please post your ideas here for how MUDs, MOOs, and WOOs might be used for	113 Posts

We first discussed the advantages of setting up such a customized board, including total teacher control over membership, appearance, and technical aspects of the forum (e.g., whether or not to allow attachments, member privileges, etc.). We also created four videos for this section of this course that took the students step-by-step through this process, including how to get their own server space, choose their message board software, set up their database, and manage/administer the board. (These videos may be found at:

<http://www.eslweb.org/cmcforum/index.php?topic=33.0> ).

During this section of the course the students were required to design their own activities to illustrate how message boards could be used for language learning/teaching. The full list of their ideas can be found on the board (<http://www.eslweb.org/cmcforum/index.php?board=5.0>), but in the following section we will present a few of their ideas.

### Focusing on message boards: Teaching Ideas from Students

The students were really creative and varied in their suggestions pertaining to how to use message boards in their own language teaching. The students' comments and suggestions can be grouped in two categories: those with a focus on integrating reading and writing skills and those with a focus on speaking and discussion skills. In both cases, the

examples have a focus on encouraging "real" interaction with participants outside the classroom, via the use of authentic materials.

**Integrating reading and writing:** In this group, the students suggested activities that would enhance EFL learners' reading and writing skills, sometimes integrating speaking into the lesson.

**Işıl:** This student proposed a writing lesson in which the teacher takes the initiative and posts a sentence on the message board to start an electronically-enhanced story chain activity. Each student then takes this sentence and writes up a story with that sentence as the first line of the text. The teacher provides a new sentence each week, and the students find a way to work that into their stories. When the individual stories are finished, the students post these on the message board, read each others' stories, and write responses to a pre-determined number of entries. The student also recommended having a story competition at the end in which all students vote for their favorite story.

**In her own words:** "One good thing about using message boards is that the students will be able to make use of the language learned in the classroom and check their language output before sending out their messages. Message boards also give the students the opportunity to check their spelling and grammar and revise their own work. Furthermore, the teacher can also follow how his/her students are proceeding with their writing and give help when necessary."

**Penny:** Penny proposed an introduction to an argumentative writing unit in which the teacher introduces a topic of her choice and gives the class five minutes to do free writing on that topic. The students then post these writings on the message board for others to read later on. After this, the teacher divides the class into small groups and assigns a reading text about that topic to each group. Groups read their assigned article and post the main ideas and their personal responses to these readings on the message board. The teacher may provide questions for guidance at this stage. The groups view each others' posts and do a Q&A session online. This lesson is followed by the drafting of an argumentative essay.

**In her own words:** "I think message boards can be effectively used in ESL writing for ...brain storming and accumulating ideas. [I]n a traditional class, not all students contribute equally at this stage for various reasons; however, everybody should be able to contribute something because definitely we all have our own opinions on [a variety of topics.]"

**Lisa & Babürhan:** Another suggestion for integrating reading and writing in a class via the use of a message board came from a student from UIUC who argued that her idea could be applicable in a variety of teaching situations. This student's proposal involved having EFL students read a popular novel (E.g., *Harry Potter*, *Lord of the Rings*, or *the Narnia Chronicles*) that has a number of web sites for their fans to have online discussions. She suggests directing advanced level learners to join the listservs, online chat rooms, or message boards that have discussions on various aspects of these novels (characters, plot, movie versions, etc.) and report their findings or experiences on the class message board. For intermediate level learners, she suggests reading articles on current issues published on web sites of news sources such as the BBC. The learners sign up for discussion rooms of these news agencies and join in the chats, later reporting what other people say about the issues on the classroom message board. Web sites she suggested were [www.encompassculture.com](http://www.encompassculture.com) (The Global Book Club);

<http://boards.oprah.com> (Oprah Winfrey's book club). This lesson idea was supported by Baburhan, who added that students need to be openly directed towards online chat rooms of the BBC because of its continuing discussions about a variety of current issues that may be of interest to the learners. This student maintains that learners should initially be quiet observers that only read other people's ideas and post summaries of these exchanges on the class message board. The learners may join in the conversations when they feel confident enough about participating. When learners do feel confident enough to begin contributing to the discussions in these groups, they will be interacting with a real audience and participating in authentic debates, which help them with their writing skills, argumentation skills, and acquisition of netiquette.

**Improving speaking and discussion skills:** Some of the students came up with EFL lesson ideas that focused on improving the speaking and listening skills of language learners, in addition to enhancing discussion skills.

**Mete:** Mete emphasized the importance of using technology in meaningful activities which make the use of certain innovations a necessity, rather than a requirement for the students. Mete highlighted the fact that language teachers should help their learners understand the use and function of technology in the classroom. He suggested a unit based on a television series in which the students are shown (or are requested to watch at home) an episode of a television show, such as *Friends*. After

this, the students are encouraged to join an already set up message board with an ongoing discussion about this show (e.g., <http://www.tv.com/friends/show/71/forums.html>). The classroom forum will then be used for follow-up writing activities in which the students exchange their observations regarding the responses and comments of other people on the discussion board. In some ways Mete's suggestion is similar to that of Lisa, but watching a television series helps improve listening comprehension while reading a novel enhances reading comprehension and vocabulary knowledge.

*In his own words:* "By referring our students to forums built for authentic purposes where the main aim is not learning the language, their communication can be purposeful and authentic. However, "authentic" forums have their own culture, which may not welcome a language learner sometimes... So, while referring our students to online discussions we need to keep in mind that web discussions are genres as well, and the participation in them requires some kind of culture. In these forums the intention is not to teach the language but to use it while discussing some important matters."

**Samphas:** In his lesson proposal Samphas focuses on the use of authentic materials to encourage speaking and discussion and which integrate both face-to-face activities and message boards. In his lesson, the teacher tells the learners to bring to class some brochures from a neighborhood travel agency. In the first classroom session, the teacher gets them into groups based on their preferred agencies or travel destinations. In their groups, students brainstorm about why they have chosen that particular tour company or destination. Each group composes a persuasive essay and posts it on the message board for the other class members to read, with each reader adding at least one comment. In the next class session, the teacher prints out the comments from everyone and distributes them to the related groups for a debate on travel agencies and destinations.

*In his own words:* "This task can be conducted with higher intermediate EFL students to improve their critical thinking via speaking and writing. This class can be conducted in two sessions (90 minutes each) with an additional homework assignment."

### Final comments

These suggestions are the results of a semester-long project that focused on training language teachers in the theoretical and practical applications of CMC in language teaching. Although we examined nine



different CMC modes over the course of the semester, in this article we focused primarily on message boards as we feel that this is a CMC mode that is easily accessible to most teachers throughout the world. Just as our students came up with many creative, practical, and useful ideas about how to use message boards in the language classroom, we are confident that other teachers will find other interesting and engaging ways to use message boards in their lesson plans. A caveat is in order, however. As this brief description illustrates, utilizing even a single CMC tool like a message board is not as simple as it may at first seem. If teachers wish to make the best use of these powerful tools, they must have the appropriate training and hands-on practice with the technology in order to find their approach to integrating ICT modes into their teaching.

### Works Cited

- Barnes, Susan. B. 2003. *Computer-mediated communication: Human-to-human communication across the internet*. Boston, MA: Pearson Education.
- Beauvois, Margaret Healy and Jean Eledge. 1995. "Personality types and megabytes: Student attitudes toward computer mediated communication (CMC) in the language classroom." *CALICO journal*, 13(2&3), 27-45.
- Belcher, Diane. 1999. "Authentic interaction in a virtual classroom: Leveling the playing field in a graduate seminar." *Computers and Composition*, 16, 253-267.
- Belz, Julie A. 2002. "Social dimensions of telecollaborative foreign language study." *Language learning & Technology*, 6(1), 60-81.
- Belz, Julie A and Celeste Kinginger. 2002. "The cross-linguistics development of address form use in telecollaborative language learning: Two case studies." *Canadian Modern Language Review/Revue canadienne des langues vivants*, 59(2), 189-214.
- Belz, Julie A. and Celeste Kinginger. 2003. "Discourse options and the development of pragmatic competence by classroom learners of German: The case of address forms." *Language Learning*, 53(4), 591-647.
- Chism, Rebecca L. 2000. *A Vygotskian perspective on electronic bulletin boards: An exploratory study (Lev Vygotsky)*. Unpublished doctoral dissertation, Florida State University Press.
- Chun, Dorothy. 1994. "Using computer networking to facilitate the acquisition of interactive competence." *System*, 22(1), 17-31.
- Egbert, Joy, Chin-Chi Chao, and Elizabeth Hanson-Smith. 1999. "Computer-enhanced language learning environments: An overview."

- In *CALL environments: Research, practice, and critical issues*, ed. Joy Egbert and Elizabeth Hanson-Smith, 1-13. Alexandria, Virginia: Teachers of English to Speakers of Other Language, Inc.
- Egbert, Joy and Elizabeth Hanson-Smith, eds. 1999. *CALL environments: Research, practice, and critical issues*. Alexandria, Virginia: Teachers of English to Speakers of Other Languages.
- Fanderclai, Tari Lin. 1995. "MUDs in education: New environment, new pedagogies." *Computer-Mediated Communication Magazine*, 2, 8-10.
- Hanna, Barbara and Juliana de Nooy. 2003. "A funny thing happened on the way to the forum: Electronic discussion and foreign language learning." *Language Learning & Technology*, 7(1), 71-85.
- Hofsoy, Morton B. 2001. *Network-based EFL: Motivational aspects of using networked computers in the EFL classroom*. Bergen: University of Bergen.
- Kamhi-Stein, Lia D. 2000. "Looking to the future of TESOL teacher education: Web-based bulletin board discussion in a methods course." *TESOL QUARTERLY*, 34(3), 423-455.
- Kelm, Orlando René. 1996. "The application of computer networking in foreign language education: Focusing on principles of second language acquisition." In *Telecollaboration in foreign language learning*, ed. Mark Warschauer, 19-28. Honolulu: University of Hawai'i Press.
- Kern, Richard. 1995. "Restructuring classroom interaction with networked computers: Effects on quantity and characteristics of language production." *The Modern Language Journal*, 79(4), 457-476.
- Kern, Richard and Mark Warschauer. 2000. "Introduction: Theory and practice of network-based language teaching." In *Networked-based language teaching: Concepts and practice*, ed. Mark Warschauer and Richard Kern, 1-19. Cambridge, UK: Cambridge University Press.
- Meskill, Carla and Natasha Anthony. 2005. "Foreign language learning with CMC: Forms of online instructional discourse in a hybrid Russian class." *System*, 33, 89-105.
- Murray, Denise E. 2000. "Protean communication: The language of computer-mediated communication." *TESOL Quarterly*, 34(3), 397-421.
- Paver, Jennifer A. 2003. *The zone of proximal development in an online ESL composition course*. University of Nevada, Las Vegas.
- Pellettieri, Jill. 2000. "Negotiation in cyberspace: The role of chatting in the developing of grammatical competence." In *Network-based language teaching: Concepts and practice*, ed. Mark Warschauer and Richard Kern, 59-86. Cambridge, UK: Cambridge University Press.

- Reid, Elizabeth. 1994. *Cultural formations in text-based virtual realities*. Unpublished Thesis, University of Melbourne.
- Samsonov, Pavel. 2001. *Effectiveness of teaching a part of a foreign language course through computer-mediated communication as perceived by the students of Texas A&M university and military reservists: A case study*. Unpublished doctoral dissertation, Texas A&M University.
- Smith, Bryan, Maria Jose Alvarez-Torres and Zhao Young. 2003. "Features of CMC technologies and their impact on language learners' online interaction." *Computer in Human Behavior*, 19(6), 703-729.
- Ware, Paige D. 2004. "Confidence and competition online: ESL student perspectives on web-based discussions in the classroom." *Computer and Composition*, 21(4), 451-468.
- Warschauer, Mark. 1996. "Comparing face-to-face and electronic discussion in the second language classroom." *CALICO journal*, 13(2), 7-26.
- Warschauer, Mark and Carla Meskill. 2000. "Technology and second language teaching and learning." In *Handbook of undergraduate second language education*, ed. Judith W. Rosenthal, 303-318. Mahwah, NJ: Lawrence Erlbaum.