

Technology Applied to ELT: Reviewing Practical Uses to Enhance English Teaching Programs¹

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In this paper, the author reports on some of the areas of technology currently used in the teaching and learning of languages, and reviews some of the uses of technological tools that are present in the English Adult Program and activities carried out at The Centro Colombo Americano (CCA) in Bogota, Colombia. After briefly describing what is being applied worldwide in terms of what is being done at the CCA, some suggestions are offered in order to enhance the English teaching and learning processes through the use of new technologies.

Key words: Synchronous and asynchronous communication, educational platforms, technology in ELT

En este artículo, el autor reporta acerca de las tecnologías usadas hoy en día en la enseñanza y el aprendizaje de las lenguas, y hace una revisión de las herramientas tecnológicas presentes en el programa de adultos y actividades académicas del Centro Colombo Americano (CCA) en Bogotá, Colombia. Después de describir brevemente lo que se aplica tanto en el exterior como en el CCA, se proponen algunos aspectos que pueden tenerse en cuenta para potenciar los procesos de enseñanza y aprendizaje del mediante el uso de nuevas tecnologías.

Palabras clave: Comunicación sincrónica y asincrónica, plataformas educacionales, tecnología en enseñanza del inglés

1 The present article developed from two previous works that the author wrote as part of his position as an assistant teacher in the Audio Visual Multimedia Laboratory at Centro Colombo Americano in Bogotá. These works were: “*Technology Applied to ELT: The Case of the Centro Colombo Americano-Bogota*” (2007) and “*AVM Language Learning Laboratory*” (2008). The first paper was written to comply with professional development requirements and the second one to help Colombo teachers get acquainted with the laboratory philosophy, procedures and objectives.

Introduction

Technology for educational purposes is nowadays applied to many pedagogical contexts. Most educational programs have technology involved in different academic and administrative stages and procedures. Some programs require a component in technology, some others demand the use of computer-based tools to complete and submit assignments, and others are even provided as distance learning courses using the internet and audiovisual resources as means of communication.

As technology has become such an important element in education, it deserves continuous study and analysis. Some years ago, studies about technology in education were devoted to approaching ways to better implement technological tools in the pedagogical dynamics, and to establishing the tripartite relationship existing among technology, learners, and teachers. Nowadays, even though these paramount issues (implementation of technological tools and the establishment of the relationship existing among technology, learners and teachers) have been widely analysed and researched in almost every possible context and scenario (Warschauer, 2005), it is necessary to follow-up the processes that have already started.

The CCA (Centro Colombo Americano), which is one of the most traditional and renowned English language teaching institutions in Bogota, has acknowledged changes and new trends in English language pedagogy since its inception, and started to implement technological resources a long time ago. However, positive transformations and actions regarding technology have taken place within its facilities lately. Computers in the Colombo headquarters have been replaced with more up-to-date ones; the internet bandwidth has been improved, and a new Multimedia Lab has been launched at the North side branch. In addition, new multimedia English programs and tools such interactive whiteboards² are being tested. Furthermore, the CCA has invested time and resources in order to place more qualified staff to work in the multimedia labs. All the staff members in charge of these labs have been sent to conferences and are receiving training in some multimedia programs and platforms such as the learning management system (LMS) called Moodle.

The CCA syllabi, particularly the ones for the English Adult Program (EAP), also evidence the importance of technology as a way to help students achieve autonomy,

² Large, interactive screens that connect to a computer and a projector and can be controlled by using a pen or finger.

which is one of the pillars of the program. The inclusion of e-mail assignments, virtual communities and virtual presentations is nowadays a very common activity amongst CCA students.

In spite of all these achievements and improvements, there are still some actions concerning technology that remain unexplored or are little used at the CCA, and that can be of help in the achievement of the academic programs' objectives. This document is devoted to what has been done and can be done in the future at the CCA or at any other similar institution in light of the latest developments of educational technology. We will start by mentioning some of the areas in which technology is applied in education, and highlighting those in which the CCA has already stepped in. After that, an exploration of those areas that can be better exploited or need to be implemented will follow. Finally, some conclusions will be drawn about the use of technological resources in the CCA or in educational institutions with similar characteristics.

Educational Technology for ELT

It is now well known how things have changed in education with the arrival of technology in the classrooms, laboratories and auditoriums, and since tons of articles, books, research reports and other documents have been written about it. For instance, scholars have made clear that technology is not an end, but a means to achieve pedagogical objectives (Warschauer, 2005) and that technology will not replace teachers, but teachers who use technology will replace those who do not (Fotos & Browne, 2004). In addition, it is now clear that technology helps to meet students' different interests, needs and styles (Lever-Duffy, McDonald & Mizell, 2005), that students who work with technology have more chances to learn about language, culture, and technology itself, and that they have more opportunities to face an authentic interlocutor and audience to practice and share with (Egbert, 2005).

It is also known that students, through technology, will be able to experience changes not only in the classroom as individuals, but also to plan group projects more easily and work more autonomously outside the classroom, which is a must in language learning (Warschauer, 2005).

In spite of these pedagogical advantages offered by technology, students and teachers alike have to face many challenges as well as threats. Teachers and students need to be acquainted with basic computer skills such as keyboard command,

understanding of technology instructions and language, the reading of images and other types of language, and other skills involved in what has been called 'New Literacies' by some authors such as Egbert (2005). On the other hand, teachers intending to work with technology need to be able to evaluate CALL programs, and internet-based materials and resources, which require a fundamental understanding of computers and networks (hardware as well as software), among others.

Beyond the aforementioned issues about the advantages, challenges and general principles of educational technology in the learning of languages, this paper will focus on the type of areas in which technology is applicable nowadays and the ways it has been used. However, the fundamentals of educational technology, with its principles and underlying philosophy, can be revisited and reviewed by searching for some of the suggested readings in the reference part of this article such as 'Sociocultural perspectives on CALL' (Waschauer, 2005), 'Introduction: Principles of CALL' (Egbert, 2005), and 'Emerging Technologies: Technology for Prospective Language Teachers (Godwin-Jones, 2002).

Throughout the history of CALL (Computer-assisted language learning), CMC (Computer-mediated communication), WELL (Web-based language learning), IT (Information technology), and LMS (Learning Management Systems), including the use of audiovisual resources, generations of language learners have experienced changes in the way to learn a language, and nowadays can find very interesting opportunities in which to apply technology to their learning processes. However, the most frequent current use of technology applied to language teaching and learning can be delineated in the following activities and resources:

1. Computer-based Tools

These tools refer specifically to what Godwin-Jones (2002) has called 'Presentation software', which is intended to help teachers and students give presentations, organize agendas, create worksheets, write reports, and design documents of all kinds. It implies an appropriate use of tools such as Word, Excel, PowerPoint, and other editing software.

Even though this type of software may not be primarily 'educational', it certainly supports teaching and learning and is mandatory for all professionals in all fields in which the creation and design of documents allow penetration into academic spaces and professional acknowledgement.

2. Web-based Language Learning (WELL)

With the introduction of the internet and its most important tools (search engines such as Google, for instance), education has undergone transformations that have provided positive changes such as unlimited access to information, multiple options to get information, and better knowledge of world cultures. The Web offers amazing opportunities for developing language because world cultures and languages meet in the same space. Teachers and learners can also communicate and get in touch by simply clicking on the icons or words that appear on the screen. However, the Web has presented several difficulties in the educational field, since, as Taylor and Gitsaki (2004) mention, it lacks structure and contains considerable irrelevant and useless material, and does not count on an underlying language learning syllabus.

Maybe the greatest challenge for teachers who want to work with the internet is how to narrow the overwhelming amount of information found on the web so that it can be useful for students and fit into the academic program's objectives of any institution's syllabi and principles. In other words, if an institution believes that its students should practice, for instance, more reading than speaking skills, its coordinators and teachers should also know how the internet can be used to achieve this.

3. Computer-mediated Communication (CMC)

Communication through computerized means is one of the resources offered by the internet and is perhaps the activity it is mostly used for. People around the world have opted for the e-mail in order to get in contact with their families, colleagues and beloved ones rather than the telephone or the traditional mail. CMC is much cheaper, faster, and more fun than traditional means of communication. According to Godwin-Jones (2002), CMC has been divided into two manners of communication:

a. Asynchronous Communication

By using asynchronous communication, users in different places cannot get through simultaneously, but one receives messages at a different time from which this message was written – or spoken- and sent. The most common asynchronous tool is the e-mail, but you can also have other means such as blogs (virtual diaries), discussion forums, and Podcasts (audio files) that can be posted on the web and read or listened to by other people.

b. Synchronous Communication

There are other ways of computer-based communication in which people can talk simultaneously, that is, in real time. Basically, this type of communication refers to chat rooms in which you can find written as well as spoken versions and possibilities of using video through web cams.

Both synchronous and asynchronous tools have been of great use in educational activities and have different advantages and disadvantages. White (2003), talking about distance learning, accounts for some of the pros and cons of CMC tools and says that, for instance, asynchronous tools offer flexibility to access course contents at any time and in any place and provide enough time to reflect upon the messages that are received. Synchronous tools, on the other hand, offer communication in real time, making students feel less isolated during the learning process, but, at the same time, less flexible because you have to meet schedule requirements and agree on a time to contact your interlocutor who is often located in a different part of the world. Synchronous tools also provide less time to reflect upon the messages and contents involved because you are expected to respond immediately.

4. Teachers' Projects on Professional Development and Collaboration

Educational technologies have also influenced the different relationships among teachers in such a way that technological tools have lessened the sense of professional isolation in which teachers were immersed some years ago. In the past, pedagogical problems, classroom caveats, and educational challenges had to be faced individually and teachers might have felt lonely in their endeavours either from lack of institutional motivation or from not having time and space to get together with other faculty members.

Nowadays, teachers have found on the internet and other computer-based programs, different tools that permit them to get together virtually and face pedagogical situations as a group. Through these means, teachers who can count on this type of technology in their institutions are able to use it to help each other, engage in collaborative projects and training, evaluate programs, and discuss possible solutions and future plans. In other words, technology not only facilitates learning and teaching processes, but also fosters professional development and teacher training endeavours.

The most common Management Systems created with educational purposes are Moodle, Blackboard, WebCT, and Nicenet. These platforms allow teachers to create virtual classes, open forums, post documents to be analysed, place internet links, among many other possibilities.

5. Distance Learning

With globalization and common markets, the world is requiring programs and courses with very strict specifications. We can see this when we consider the number of institutions that try- and sometimes struggle- to have their programs certified and aligned with international standards and regulations in many areas of knowledge. These standards and regulations compel institutions to come up with programs that are time and cost effective, locally and globally relevant, and highly accessible. Educational technologies have, to a large extent, made this possible with all the variety of resources that they offer.

Distance and on-line courses make use of all of the tools mentioned above, particularly the presentation and authoring software, the educational platforms and a mixture of synchronous and asynchronous communication tools. Most advanced courses are also delivered by satellite and use video-conferencing as a way to broadcast lectures and classes to multiple places. White (2003) mentions research conducted in France in which it is possible to see how satellite and video-conference work as well as their advantages and drawbacks. Taking as a point of reference a distance learning course provided for rural areas in which these resources were used, White accounts for the pros and cons of satellite and similar remote-broadcasting technologies. People in rural areas benefited from the lectures that were being given miles away in the city by having the discussions broadcast on a screen. With microphones and an audio system, these people could not only see the lecturers, but could also ask them questions and clear doubts about the topic as though the students in the rural area were right in the city.

However, this author also mentions the challenges and difficulties seen in this case regarding technology such as the link-up between the centres in which the connection was taking place and the delay that occurred between speech and reception. These types of technology require continuous checking by a technician while the broadcasting is happening. Finally, the cost in time and money to implement video-conferencing and satellite is considerable.

Technology in the CCA Context

Students and teachers at the CCA have access, after attending a twenty-minute orientation session, to all services of the AVM (Audiovisual and Multimedia) lab. These sessions aim to fill out the lab registration form (Appendix A) and help students and teachers understand the basic rules, programs and general activities provided in the laboratory. They are scheduled at different times every day and do not focus on computer skills or language, but only provide a brief introduction of the space and its services. In the AVM lab, students can find 35 computers with fast internet connection and language programs installed, audiovisual equipment, and satellite T.V. among other services. A similar space has been launched in the North side branch of the CCA with the same type of equipment in order to cope with the academic demands of computer assisted services in that place.

Even though most lab users visit on an autonomous basis to work on their specific interests, assignments, and to strengthen particular language aspects, this space is also used to address common program objectives. Syllabi for the Adult Program include many activities in which the use of technology is compulsory from basic to advanced levels. Creating only English e-mail accounts, subscribing to a virtual community, creating and designing journals and magazines, among other activities are part of program tasks that every student needs to tackle in order to comply with program objectives. Apart from these tasks, some teachers prepare other types of non-compulsory group activities that help students improve their English level.

Presentation and Editing Tools

In the CCA students and, particularly, teachers need to become acquainted with programs such as PowerPoint, Word, and Excel in order to comply with the assignments proposed in class and in other types of academic presentations such as conferences, lectures or reports. Even though most people know the basics of these types of applications and are familiar with the type of tools they have, some other individuals, especially in the older CCA population, do not feel very comfortable dealing with them.

Nevertheless, the most common activities in which this kind of applications is used are, for teachers, the preparation of academic presentations, the design of worksheets, and the composing and editing of reports and projects. For students, on

the other hand, the writing of texts to be sent through the e-mail, and the composing of blogs, profiles, and summaries are the most common activities that involve presentation and editing tools. They also use them in order to edit articles and texts written by their peers.

Computer-mediated Communication

The Adult English Program at the CCA requires students to accomplish different tasks regarding the use of CMC (Computer-mediated communication) as a way to practice what is carried out in class and, consequently, enhance language learning. Generally speaking, students in basic and intermediate levels are encouraged to create English-only e-mail accounts (in Yahoo U.S.), join a virtual community in which they can post blogs (Yahoo 360°), create virtual magazines, and video magazines. Most of these activities have clear guidelines for students to carry them out autonomously (Appendix B).

These technology-based assignments involve what was mentioned as asynchronous communication. These assignments have proved to be successful in the connection of classroom practice to realistic tasks. Opening an e-mail account in English, for example, is an authentic activity in which basic students have to put into action vocabulary and structures related to personal information, nationality, birthday, and likes and dislikes (Appendix C).

Synchronous communication such as chat, instant messaging, audio and video conferencing is not explicitly encouraged in the academic program but some students use the lab to develop some of these activities individually. Chatrooms, in particular, are constantly used to practice their speaking and listening skills. Sharedtalk (www.sharedtalk.com) is one of the most used chatrooms at the CCA, since it is directed to people studying any language who want to get in touch with others all around the world and share language, culture, and interests.

Table 1 shows the communication tools present in the AVM lab.

Internet-based Activities

The use of the web by lab users covers a wide range of purposes that go beyond synchronous and asynchronous communication. Browsing websites for different purposes such as the posting of magazines, getting information for projects, and getting involved in virtual communities is also a common activity at the CCA. Even

Table 1. Synchronous and Asynchronous Communication Tools Used in the CCA

Asynchronous communication tools	Synchronous communication tools
E-mail Yahoo U.S Yahoo 360° Podcast: Chinswing, Podomatic Virtual magazines	Chatrooms: Messenger Yahoo, Sharedtalk, Active Worlds

though the web is plagued by an overwhelming amount of places that are difficult to classify and characterize, the lab staff has been working to organize a list of websites that may serve the different tastes and needs of lab users. Students usually ask for sites that help them boost their language practice in the different skills (reading, speaking, listening and writing). In most cases, the lab staff has found interesting websites by exploring the internet, but the laboratory website catalogue has also plenty of contributions from other teachers and even from students who want to share their findings throughout the web.

Along with language learning sites, users are gradually increasing the use of other types of sites with information pages that help them explore content for projects and presentations for their courses. Apart from the huge number of pages with information for class projects and assignments that can be found through search engines such as *Google*, *Facebook* and *YouTube* have also become very popular among students and teachers alike. These resources can be used as ways to practice English and, more importantly, get acquainted with new technologies through fashionable activities that may involve English in one way or another. Videos on YouTube, for instance, are authentic material that help students improve their listening skills.

Teacher Collaboration and Projects

The continuous training of teachers at the CCA is a fundamental activity that provides opportunities for them to develop pedagogical, critical and academic skills as well as networking abilities. An internet-based educational platform has been fundamental in this endeavour: *Nicenet*. This educational platform lets teachers and administrators create classes and sessions to discuss topics pertaining to the pedagogical processes at the CCA. Through this net, teachers are directly involved in

educational processes of evaluation, assessment, and planning, activities that used to be carried out only by administrators and coordinators some time ago. In addition, this platform allows teachers to get together virtually to plan projects, write papers and conduct research for institutional improvement. Nicenet also allows posting documents, links, and comments. Even though Nicenet has been of great help, teachers are currently being trained in Moodle, which is a more comprehensive educational platform that, soon, will replace Nicenet because it offers even more tools and opportunities to develop courses, projects and institutional endeavours.

Looking Ahead

Taking into consideration the insights discussed in this paper, the following suggestions may be of value in order to make better use of technology at the CCA-Bogota or in any institution offering similar programs:

- a. Help students who are not acquainted with computer skills to feel more comfortable by, for instance, providing some tutoring sessions focused on technology. The orientation and tutoring sessions provided nowadays focus on lab rules and procedures as well as on basic training for students who are having problems with language, but it would be necessary to include a session dedicated to the exploration of computer skills which are nowadays compulsory in language learning. It is paramount to help students understand the importance of becoming computer literate in order to succeed in current language learning processes.
- b. Enhance synchronous communication, particularly the inclusion of chat pals in order to complete course assignments, and the use of video and audio conferencing. Reporting on, for instance, chat pals' cultures can be a way to encourage intermediate and advanced students to go into chatrooms and make these individual interactions known to other classmates. In so doing, students can also practice listening and speaking (in audio chat) or reading and writing (in text chat).
- c. Explore other tools for synchronous and asynchronous communication such as Paltalk and iVisit, which are virtual chat spaces on the internet that let teachers create their own chat rooms, having control of the people who can access them. Audio conferences may also be explored, even though they require, as mentioned by White (2003), a more complex installation of

equipment such as video cameras, microphones and screens in order to allow interaction between the speaker and the remote audience. In addition, they require contracting an expert or appointed speaker and organizing a schedule for the audience to interact with him/her.

- d. Have a more comprehensive list of websites and carry out a continuous review of them to check that the links are really working and up-to-date. With this purpose, a website evaluation sheet, designed by Avendaño (2003), can be used (Appendix D).
- e. Nicenet could be better used provided that teachers have better interaction through it. Nowadays, it seems that in the CCA this resource is basically used in order to make suggestions, send reports and respond to assignments only.

All in all, the CCA has made great efforts in order to mix technology and language learning and acknowledges the influence that the former has on the latter. Some steps have already been taken, but there are still others ahead. We showed here some of the technological activities that have been implemented and those that are still missing. It is necessary to find the best way to continue implementing technology so that it serves the objectives of educational programs. Likewise, it is expected that the Centro Colombo Americano case can be of help for other institutions to assess their own use of technology and, in so doing, to enhance their projects and programs. The success of any educational program has to do, to a large extent, with the fact that it must work for shaping integral learners, and the use of technology comprises part of it.

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Appendix A Lab Registration Form

Centro Colombo Americano AVM, LABORATORY CHECK IN

Date: _____

Name		ID Number		Age	
E-mail			Occupation		
Course	Class Schedule	Teacher			

Please answer the following questions:

1. Do you know how to use a computer?

- Very well
- Well
- Some
- Not at all

2. Do you know how to use e-mail?

- Yes
- No

3. What activities do you like?

	<i>A lot</i>		<i>Not very much</i>	
	4	3	2	1
Listening to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicing listening exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV / movies / news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading audio books (books on tape) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking for info on-line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multimedia software to practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion boards / Blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Why did you come to the lab?

- Teacher recommendation
- Class activity
- Homework
- Classmates
- Interested in practicing
- Lab Orientation
- Tutoring Assignment

5. What area of your English would you like to improve?

- Pronunciation
- Speaking
- Listening
- Reading
- Writing
- Grammar
- Vocabulary
- TOEFL

PLAN:

Orientation

Assistant: _____

Comments: _____

Appendix B

Instructions to Carry Out Some of the Technology-Based Activities

How to...

Do it yourself by following these easy steps.

... open an e-mail account

1. Type www.yahoo.com
2. When you are in Yahoo Home Page, click on "**Mail**"
3. On the right side of the screen, you will find the following question "**Don't have a Yahoo! ID?**" and you see a "**Sign Up**" link. Click on it.
4. You will see the following title "Create your Yahoo! ID".
5. Now you are ready to start filling out the form with some personal information.
6. Select "**Yahoo! US**" for preferred content.
7. In "**Yahoo! ID**" you need to select the name you want to use in your e-mail address. Try to select an original, not very common name, that you can remember easily, so that no body else is using the same name.
8. In "**Password**" select a secret word that only you can remember. Make sure you select a word that you can remember.
9. In "**Re-type Password**" repeat the password that you selected.
10. In "**Security Question**" you need to select one of the possible questions. Try to select one that is easy for you to remember. Then, write an answer to your question in "**Your Answer**".
11. In "**ZIP/Postal Code**" write the number **110011**. Do not change this number.
12. In "**Alternate e-mail**" you need to write a different e-mail address.
13. In "**Industry**" you need to select the area that is similar to your occupation; for example, education if you are a student. And then you need to select a specific area in "**Title**" and "**Specialization**".
14. Finally, you just need to copy the symbols in the black box in "**Enter the code shown**".
15. Go to the end of the page and click on "**I agree**".

Now you are ready to enjoy your English only e-mail account.

... send your first e-mail

1. Type www.yahoo.com
2. When you are in Yahoo! Home Page, click on "**Mail**"
3. You will see a "Sign in to Yahoo!" title on the right corner of the screen. Write the name you selected to be your ID in "**Yahoo! ID**". Then, write the password you selected in "**Password**". Then you just need to press "Enter".
4. You will see the main page of your e-mail. On the left upper side, you will find two gray boxes "**Check Mail**" "**Compose**". Click on "**Compose**".
5. Write the e-mail address of the person you want send the message to in "**To**".
6. In "**Subject**" you need to write the title or the name of your message.
7. Write your message in the white box/space.
8. On the left upper side you will find "**Send**" "**Save as a Draft**" "**Cancel**". Click on "**Send**".
9. To close your e-mail, click on "**Sign out**", this is a small title you see next to a red sign that says "**Yahoo! Mail**".

Now you just have to wait for your friend to reply.

... answer an invitation in Yahoo!

1. Type www.yahoo.com
2. When you are in Yahoo! Home Page, you will see some lists:
360° Horoscopes
Autos Hot jobs
Finance Kids
Games Local
3. Click on "**360°**"
4. Write your ID and password in the boxes "**Yahoo! ID**" and "**Password**". You will see these two boxes on the right side of the screen.
5. When you are in your Home Page, click on "**Mailbox**" (it's on the left upper corner of the page).
6. You will see a green sign "**Invitations**" and the name of the person that is sending you an invitation. You will also see three boxes "**Accept**" "**Deny**" "**Ignore & Delete**". Click on "**Accept**".
7. You will see the following title "**Success: Invitation Accepted**"

Now you are ready to keep in touch with your new friends! Enjoy it!

... find, save and post pictures to your Yahoo blogs

Find and Save Picture

1. If you do not have an image or picture to post, you can search the web for pictures that you like.
2. When you find a picture that you like on the web, put the arrow the image. Use the mouse to move the arrow.
3. Click on the right side of the mouse. You will see a menu. Click on "**Save Picture As**".
4. A window will open for "My Pictures." Click on the space that says "File name." You should give the picture a name that will be easy to recognize later.
5. Click on the space that says, "Save as type." You should choose JPEG (.jpg) to save pictures to post in Yahoo.
6. Click on "Save."

Post Pictures in Yahoo 360 Blogs

1. When you are logged onto Yahoo 360, click on "My Page" in the menu at the top.
2. In the "Blog" section, click on "Compose Blog Entry."
3. In the "Photo" section, click on "Browse." You will see a window "My Pictures," where you saved your picture.
4. Click on the name of the picture you saved, then click on "Open."
5. Now your picture is in the blog. You can complete the text and name for your blog and post your picture in Yahoo 360.

Now you can share your pictures.



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Appendix C

Yahoo E-Mail Account Registration Form

Yahoo! Registration - Microsoft Internet Explorer

Archivo Edición Ver Favoritos Herramientas Ayuda

Atrás Búsqueda Favoritos

Dirección <https://edit.yahoo.com/registration?intl=us&new=1&done=http%3A/mail.yahoo.com&src=ym> Ir Vinculos

YAHOO! Yahoo! - Help

Hi there!

We'll get you set up on Yahoo! in three easy steps! Just answer a few simple questions, select an ID and password, and you'll be all set.

Already have an ID or Mail address?

Forgot your password or Yahoo! ID?

I prefer content from Yahoo! U.S. in English

1. Tell us about yourself...

My Name

Gender - Select One -

Birthday - Select Month -

I live in Colombia

2. Select an ID and password

Yahoo! ID and Email @ yahoo.com

Password Password Strength

Re-type Password

3. In case you forget your ID or password...

Alternate Email

Security Question - Select One -

Your Answer

Just a couple more details...

Inicio 00:24:58 TECHNOLOGY APPLIE... Yahoo! Registration -... Internet ES 04:59 p.m.

Appendix D

Questionnaire Checklist for Website Evaluation

Question	Answer
What is the address for the Web site?	
What's the domain of the site? Is the site affiliated with a university?	
Who created the Web site?	
Are the Web site's links working? If you find some links that are not working, write the Web addresses here.	
Was the Web site created for teaching ESL/EFL or was it created for other purposes?	
What kind of activities does the Web site have? Listening activities? Reading activities?	
What changes would you make in the activities from this Web site?	
What activities can you envision doing with this Web site?	
What are the implications of using this Web site in your class?	
Are other sites discussed?	
Is there contact information for you to ask questions or to provide feedback? If there is contact information, please write it down here.	
Would you recommend this Web site to other colleagues? What advice would you give other teachers who want to use this Web site?	
<p>From: Avenidaño, S. (2003). Surfing together: Training EFL teachers to use the internet. In R. Terry, L. Lomicka & J. Cooke-Plagwitz (Eds.), <i>Heinle professional series in language instruction: Teaching with technology</i> (pp. 47-49). Boston, MA: Heinle.</p>	