satisfying instructions to my students who deserve my special attention and care.

"Using the Internet as an Interractive Text for Teaching English"

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As recently as a year or two ago many second-language teachers were in early stages of Internet or Web anxiety. We wondered how we could get connected to the Web and, once there, what we could do with it. But, as more of us start experimenting with the Web, the sorts of questions we pose are shifting to Web pragmatics.. questions like : How can we best profit from the Web as a supplementary resource : or more simply..

Where in the Web does one turn to get great ideas and materials for teaching...

And more proactive, How can we utilize the Web ㅁ array of electronic toys as a platform for online instruction.

Now the first question, Where in the Web do you turn, is becoming easier to answer. As students and practitioners of teaching we can turn to Yahoo, HotBot and other search engines for topic starters ; we can go to academic libraries for ERIC-document summaries ; and for teaching ideas, we can contact TESL/CAL, Com.Sig, and so on.

The second question, How can we utilize the Web toys, is what I want to sketch out in this introductory segment. I'm going to share my opinions here, making a few base points that I have found valuable in my own authoring and that I keep coming back to. The most central question I keep

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asking myself is : How can I construct websites to give students opp-
ortunities for deeper processing of language?

A classroom website designed with deeper processing of language as one
goal approaches the learning environment as an ecology to be transformed
into real communities of practice in which the great divide between the
emergent and the authorized is blurred. Classroom webpages become
combinations of media -- thru which students working solo and in col-
laboration take on more responsibility for data collection as well as lang-
uage- and knowledge-acquisition.

Speaking of second-language teaching at the college level, in the broadest
terms, among other strategies, I suggest gearing webpages to students∏
academic orientations as one way to begin. There's a good chance that a
website for history majors, for example, featuring a mix of dateline quizzes,
pop-up menus with bios and visuals of historical figures, links to student-
authored opinions about famous events from the past -- this mix of
interactivity will be more attractive than a generic language approach.
Similarly, business-oriented pages for future business folk. Case studies in
successful commercial ventures can be authored or gathered by the teacher
or teachers working together (more on this point in a minute), and these
texts and ancillary items can be brought together as the core of a website
devoted to deploy business case studies as subject matter for second-
language learners. Examples of ancillary items include links to more texts
(such as background on a particular case), audio/video files to dramatize the
role of business conferences, supplementary language oriented files, and so
on.

In my own webpages for doctors-in-training, case studies I authored have
prompted scores of texts by learners in response to questions and con-

textualized problems contained in the cases. Now -- with sixty student-written texts that are online as part of the original medical case study website -- this combination of student and original texts exemplifies the blurring of authorized and emergent sources of information. The Web gives emergent language learners -- and their teachers -- the opportunity to respond to so-called authorized information, the chance to appropriate, emend, debate-with and extend sources of knowledge first published outside the classroom. And in the process, of course, students become authors and authorize themselves.

I mentioned teachers working together, and this is a hugely important dimension of educational use of the Web. So-called hyperforums are proliferating, evolving from basic list-services, such as jaltcall, to more specialized or narrow-casted tankless think-tanks. Advantages of two, three or many more teachers conversing online are that they can help one another to organize and reorganize general principles of common interest ; that they can work toward building consensual approaches to teaching practices ; and that if their collaborative work takes on a public dimension -- a group website, reporting findings in journals, at conferences and/or by cross-posting on other list services -- the Web can be a vehicle to help them reach out for new voices and new stake holders in the collaborative process.

In sum, 5 points : I am saying that fruitful web-authoring entails 1) having goals ; 2) researching and when necessary appropriating sources ; 3) organizing texts and other data so that students can get involved and stay engaged ; 4) creating opportunities for students to become authors online ; and, finally, making connections with others with similar interests.