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some basic knowledge about TESOL theories and practices are strongly recommended To carry out the objectives mentioned above practicality feasibility accessibility versatility and comprehension are the principles and guidelines for the composition of this book The potential applications of the Internet are comprehensively covered and logically organized in different ESL EFL skills or categories that is applications for oral or written communication skills integration and language assessment The potential modes and tools are introduced and discussed as completely and comprehensively as possible Most if not all of the models introduced in the book are workable and can readily be adopted or adapted They are easily understood They are available for immediate use They are cost effective and can be adopted with low expenditure Those high cost applications mentioned in the book are mainly introduced as references Most important of all a sophisticated understanding of computers or network hardware is not required for using this book The main body of this book is divided into ten chapters In the first chapter rationales for the applications of networked multimedia to TESOL are presented and explored Nine reasons are pinpointed and discussed in this chapter In Chapter Two hardware and software required for successful application are introduced Ten hardware and fifteen software requirements are listed and presented Graphics are attached to some categories for better understanding Chapter Three focuses on the applicable modes for ESL EFL oral communication listening and speaking instruction Nine practical and feasible tools are introduced to teachers and students In Chapter Four the applications of the Net to ESL EFL written communication reading and writing instruction are described and explored Five modes for ESL EFL reading instruction and eight tools for written instruction are recommended Chapter Five shifts the focus to the applications of the Internet to four skills integration listening speaking reading writing The implementation of content based instruction theme based instruction inquiry based instruction project based learning and collaborative cooperative learning is separately explored and discussed ESL EFL assessment via the Internet is included and introduced in the sixth chapter Computer based testing both adaptive and non adaptive online grading online test item generator and electronic portfolio are dealt with in this chapter In Chapter Seven guidelines for screen design are presented This chapter is intended to help those ESL EFL teachers who want to integrate computer based instructional media to assist or enhance their presentations and to motivate their students In the eighth chapter applications of web based TESOL are discussed Ideas and guidelines about applying personal homepage to TESOL are recommended in this chapter In Chapter Nine challenges actions and resources for e TESOL are presented The Web resources introduced in this chapter are grouped under the categories of miscellany conversation listening reading writing etc It is hoped that ESL EFL teachers and students can determine and identify what they need immediately and easily The last chapter Chapter Ten deals with computer protection and Internet security Several free antivirus programs anti Spyware software firewalls and password managers are introduced and recommended Signs of Internet risks and safety tips are also pinpointed and suggested for parents and ESL EFL teachers to promote smoother and more positive e TESOL In addition several topics or questions are posed at the end of each

chapter to facilitate better understanding and elicit further discussion and action These topics or questions are all open ended and are designed to stimulate readers curiosity and creativity An index is attached at the end of the book for users to explore and search for appropriate topics conveniently Finally the development of the Internet technology is surprisingly fast and sometimes dramatically unpredictable Although the author has done his best to include all the potential tools and modes for e TESOL as comprehensively as possible there will be possibly some left out Undoubtedly there will be readers who would not totally accept the recommendations The description of the applications is as it must be a product of the author s personal experience and inquiry Suggestions and correction are sincerely welcome Readers may visit the e TESOL blog created by the author at <http://e-tesol.blogspot.com> to share reflections It is strongly hoped that this volume will both inform and stimulate its readers and that it will encourage ESL EFL teachers and students to experiment with the tools to try them again and again observe the consequences make adjustments and share the experiences Chin lung Wei clwei dragon nchu edu tw Taichung Taiwan **Syntax of Bakatik** Sudarsono,2013 On linguistic studies of Dayak language **Sound System of Bakatik** Sudarsono,2013 On linguistic and phonetics of Dayak language **Adult Learning, Adult Teaching** John Daines,Carolyn Daines,T. Brian Graham,2006 Intended for those working with adult groups in various professional and adult community settings this book contains chapters on learning styles equal opportunities self presentation difficult students and reluctant attenders practical planning and other topics

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