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CALL Me … Maybe: A Framework for Integrating the Internet into ELT

Imagine your students practicing their English by playing the role of film critic on movie-review websites like Rotten Tomatoes (rottentomatoes.com) … or product reviewer on online shopping sites like Amazon (amazon.com) … or reporter on digital storytelling sites like Storify (storify.com).

On the Internet, students of English have an authentic context in which to share their lives through expressive narrative and eye-catching imagery on social media organizers like Pinterest (pinterest.com). Students can, for instance, compare and contrast global perspectives on current events or public figures using web analytics tools like Google Trends (google.com/trends), survey "friends" with a polling application on social networking sites like Facebook (facebook.com), and report their findings on multimedia presentation sites such as Prezi (prezi.com) or YouTube (youtube.com). Engaging practices of this sort are entirely feasible—as long as students—and their teachers—have some degree of access to the Internet.

But what if you and your students have only limited access to the Internet—or none at all? The aim of this article is to present an alternative framework for Internet integration in English language teaching (ELT), including ideas for incorporating Internet concepts even in schools that have little or no access to it at all … yet.

The article begins with a consideration of reasons for integrating the Internet into ELT. It continues with a presentation of the framework, complete with practical examples, applications, and alternatives. And it concludes with a discussion of reasons to reconsider Internet integration.

Reasons to use the Internet in ELT

At the time of this writing, it is believed that less than 35 percent of the world's population is able to get online (Miniwatts Marketing Group 2013). Although the reasons for this

gap can be attributed to a variety of social, economic, and political factors, more widespread access to the Internet in the future is all but certain, predominantly in the developing world (Broadband Commission 2012). As access spreads, so will the temptation to integrate the Internet into ELT and expand its range of possible uses. In other words, a greater number of your colleagues around the world, as well as their students, will be using the Internet, and all of you will find significantly more applications than the wide array that already exists.

Such applications are typically aligned to what has been referred to as "the great shift" in computer-assisted language learning (CALL)—the point in the late 1990s when many language teachers recognized that the nature of this information and communications technology (ICT) "neatly paralleled two key concepts of language learning and teaching" (Dudeney and Hockly 2012, 536): namely, sharing information and fostering communication. A review of CALL-related articles in *English Teaching Forum* since 2000 reveals that for ELT purposes, the Internet has essentially been used in these ways:

- *The Internet as an Information Technology*: In the early part of the millennium, Ellinger et al. (2001) used content-based websites in English for Academic Purposes classes, Marco (2002) developed guided webquest activities for English for Specific Purposes students, and Kung's (2003) students utilized web resources to help develop and inform speeches.
- *The Internet as a Communication Technology*: Also early in the millennium, the emphasis was on webpages and synchronous computer-mediated communication (CMC). Kayser's (2002) students published web-based projects for a global audience, Warschauer discussed the importance of ICT literacy (Ancker 2002), and Chinnery (2005) offered techniques for using text-based chat to develop oral communication skills.
- *The Internet as a Social and Mobile Technology*: More recently, with the growth of social media and mobile technologies, the boundary between information and communication technology has become somewhat blurred. Tardy (2010) used Wikipedia to develop academic writing skills, Boas' (2011) students used blogs and Nings in process writing, and Sad (2008) and Reinders (2010) offered ways to integrate mobile web and other features of mobile phones into ELT.

If this summary is representative of usage trends, they indicate that fairly stable access to the Internet offers exposure to English, along with the opportunity to manipulate the language and interact in it. As such, the use of the Internet as a medium adheres to widely accepted beliefs about how languages are acquired.

The literature on the use of technologies, such as the Internet, in ELT and general education also suggests that they can effectively:

- increase learner motivation and reduce learner anxiety (LeLoup and Ponterio 2003)
- engage learners (Egbert et al. 2011; Felix 2008)
- promote learner autonomy (Gonzalez and St. Louis 2012)
- aid in retention (Mayer 2009; Paivio 2006), particularly where certain criteria—such as when imagery is perceived as strange, funny, or interesting—are met (Isola et al. 2011)

A framework

If you choose to integrate the Internet into your instruction, the next logical consideration is how exactly to do so. The answer depends in part on the level of Internet access available. This section presents a framework for organizing instructional Internet usage by level of access.

Unlimited access: The Internet as a medium of instruction

If you have stable and predictable access, the Internet provides a virtual goldmine of activities. Indeed, most Internet-based activities presented in the literature seem to have been developed under the assumption that teachers have infinite opportunity to use the Internet. The technologies employed in such activities have been traditionally dichoto-

mized as being either *tool* or *tutor* (Levy and Stockwell 2006).

The Internet as tutor

As a tutor, the Internet can be used to offer advice, facilitate analysis, or conduct activities.

For Advice. Numerous sites offer lessons on English language usage, such as grammar, vocabulary, and idioms. The Grammar Girl (grammar.quickanddirtytips.com) website and podcast, which provide short lessons on specific points (e.g., "Who Versus Whom") given by a lively and charismatic expert, are advice-giving resources that teachers and learners might exploit. Minimally, you or your students can use Grammar Girl's columns simply for reference. Alternatively, you might assign your students to present on a column of their choice to the class, submit a question or tip to Grammar Girl, or write their own column that they can develop into a broadcast-style show.

For Analysis. Web-based text and speech corpora and concordancers offer superb opportunities for language analysis. Corpora are collections of authentic language samples, typically limited to a particular type, such as academic speech (see the Michigan Corpus of American Spoken English at micase.elicorpora.info), pronunciation (see the Speech Accent Archive at accent.gmu.edu), and popular literature and media (see the Corpus of Contemporary American English at corpus.byu.edu/coca). Search engines themselves can even be used as corpora (see Robb 2003). Google, for instance, offers custom search engine capabilities, allowing for searches from within limited sites.

KWIC (key-word-in-context) concordance programs such as WebCorp Live (webcorp.org.uk/live) access corpora and organize the results in a way that can help raise learners' English language awareness of language form and meaning. When users enter a word or phrase in the search field, they are presented with a list of authentic examples of that word or phrase in context. A search for *school*, for example, might produce the following results:

primary **school** system
the **school** bus
my **school** teacher
secondary **school** students

You can refer your students to concordances or corpora to analyze their own errors or explore common language use such as collocations. You can also use these tools to model authentic examples of a particular language point.

For Activities. Traditional activities such as gap-fill, multiple-choice, and matching exercises have been a mainstay since the early days of using the Internet in ELT. The main difference with modern examples, such as Free Rice (freerice.com), is their increased level of sophistication. Free Rice's glossy synonym-matching and grammar exercises allow students to learn through practice and through trial and error. Questions are progressively difficult, but as added incentive, correct answers help support an international charity.

Other ELT activity websites can be easily identified through a web search for "ELT exercises." You can direct students to such websites for independent practice or team competition. You and your students might even develop your own web-based activities by using free software such as Hot Potatoes (hotpot.uvic.ca) or websites like LearnClick (learnclick.com).

The Internet as tool

As a tool, the Internet can be used for a deeper level of student engagement and interactivity by helping stimulate creativity; it can also foster communication and collaboration.

For Creativity. Even if learners lack advanced levels of proficiency, they can produce creatively in English on a number of sites. At Draw a Stickman (drawastickman.com), pairs of students can collaborate on a picture dictation activity, in which one orally paints a picture that the other attempts to reproduce. At Make Beliefs Comix (makebeliefscomix.com), students can create basic comic strips, with dialogue.

More advanced learners can use Dvolver (dvolver.com) or one of the features at Grapheine, such as Futebol TV (grapheine.com/futeboltv), to create amusing short films by directing or selecting video clips, then crafting subtitled or dubbed dialogue or narrative.

Sites such as these allow for project-based

works in progress, which can be shared via email—so that you or your students' peers can offer feedback—and saved for further development. You might assign pairs of students content from a particular lesson or allow them to select their own content. Your students might then co-direct a video, share and revise it based upon feedback they receive, present it in class, and even act it out. You could then use the student videos in dictation exercises or in information gaps, in which other students must guess the dialogue, or make up their own, while watching the muted video.

For Communication. Interactive chat tools—including standalone instant messenger and VoIP (voice over Internet protocol) clients, such as Skype (skype.com), and those embedded in other media, such as email and social networking sites—allow learners to communicate in English with native speakers or other learners. With these tools, students can interview guest native speakers and report their findings to the class. Or they can participate with several other students in the completion of a task, such as making a mutual group decision or developing a project such as a role play. Instant messengers typically allow chat transcripts to be printed, shared, or saved, allowing for feedback and revision.

Where live partners are not available, chatbots—artificial intelligence programs that simulate conversation—are. Commercial versions that produce oral communication do exist, but most chatbots, such as A.L.I.C.E. (alice.pandorabots.com), communicate through text. Many of these programs have limited language accuracy, so student activities are also somewhat limited. Learners might, however, practice asking questions in the form of an interview, then report their findings to the class or compare findings with their peers. As teacher, you can also ask them to check for and correct errors in the chatbot's responses. Advanced students can actually teach their own chatbots to communicate by programming responses.

For Collaboration. Various social media sites allow communication opportunities to develop into collaborative partnerships. Livemocha (livemocha.com), for instance, is a tandem-learning site that allows learners of different languages to teach one another their respective native tongues. For example, a native of Peru, Malaysia, or Ethiopia wishing to learn English could be partnered with a native speaker of English wishing to learn Spanish, Malay, or Amharic. Partners schedule mutually agreed-upon times to meet online and teach each other, regardless of their proximity or time zone. Although learners of English would likely use a program like this outside class, you could assign learning tasks to students, such as interviewing their partners about their home, job, or some other facet of their life, then reporting the results as a written journal entry or class presentation.

Opportunities for project-based work on social networking sites are also available. Students might work in small groups to plan a dream vacation, map the itinerary on a site like Google Maps (maps.google.com), tag each of their destinations with images and descriptors, and then present a virtual guided tour to the class. They might also give a tour of an exhibition in a downloadable virtual fantasy world like Second Life (secondlife.com).

Limited access: The Internet as a source of content

Limited access generally implies limits to the physical infrastructure necessary to use the Internet—the computer hardware, software, and networking—but also includes the lack of desire, ability, and opportunity to use it (van Dijk 2005). Moreover, access varies by time, space, quality, and ownership. Teachers and students might or might not have access at home, in the classroom, in a computer lab at school, or in an Internet cafe or library, and the connection might be low-speed narrowband or high-speed broadband.

But even if you or your students have limited access to the Internet and computers, you still have options to facilitate learning. Specifically, the Internet contains resources that in limited-access contexts can be retained, then exploited further. This section discusses types of content available and how to select, save, and use it.

Types of content

Clarke (1989) has called the use, supplementation, and adaptation of *authentic*

material—material not created specifically for language learning or teaching—a "moral imperative." Others recognize the need for and convenience of *semi-authentic* materials—those adapted for language-learning purposes—developed specifically for non-native speakers of English, where "practice is configured primarily in terms of pedagogical priorities" (Waters 2009, 140). Despite this debate, or perhaps as a result of it, both authentic and semi-authentic English language-learning materials are available in abundance online.

A prime example of a site offering semi-authentic content is Voice of America's Learning English (formerly VOA Special English; learningenglish.voanews.com), which covers current events updated daily. The text in VOA stories is restricted to approximately 1,500 words, the downloadable audio component is narrated at a reduced spoken pace, and VOA's proprietary activities are available.

Authentic content can turn English language learners into what journalist Thomas Friedman (2007) has referred to as their "own self-directed and self-empowered researcher, editor, and selector of entertainment, without having to go to the library or movie theater or through network television" (178–179). Some authentic sites are similar to VOA's Learning English in that they publish their own supportive activities, modifications, or enhancements.

Like VOA, National Public Radio (NPR; npr.org), a major news broadcaster in the United States, offers downloadable audio stories that are typically only a few minutes long and have transcriptions available. The DailyLit site (dailylit.com) emails successive snippets of authentic English language stories to readers—for controlled language input—on a daily basis, as the site's name suggests. And iTunes U (apple.com/education/itunes-u) offers access to free downloadable content-based lectures from world-renowned institutions of higher education such as the Massachusetts Institute of Technology (MIT) and Harvard University.

Selecting content

In addition to considering whether to use authentic or semi-authentic materials, you should begin your selection of materials by determining the content's suitability for or interest to learners, exploitability in terms of relevant language elements it contains, and appropriateness to the learners' level of proficiency (Chinnery 2008; Nutall 2005).

On an aesthetic level, you might also consider the format, design, and ease of use of the content. One suggestion is to peruse the Webby Awards (webbyawards.com) nominees and winners, which are selected based upon content, structure and navigation, visual design, functionality, interactivity, and overall experience. Among the interesting categories are Best Food and Drink Website and Best Use of Photography.

Another major factor is determining the materials' usability, as many are protected by copyright. If you have determined that material is protected by copyright, you can request written permission from the author—whose contact information will typically be available—and ensure "fair use" of the material. Checklists to determine fair use can be found by searching the Internet for "fair use checklist."

You can also search the Internet for materials identified as being in the public domain—those with expired intellectual property rights. Some materials, such as the text and audio eBooks collected at such websites as Project Gutenberg (gutenberg.org), have expired copyrights in the United States but may still be copyrighted in other countries.

A simpler approach is to identify materials created under Creative Commons licenses, which tend to have looser restrictions than copyrighted materials. You can search Creative Commons for photos, clip art, music, and videos using the organization's own search engine (search.creativecommons.org) or by filtering search results in photo-sharing sites like Flickr (flickr.com) and video-sharing sites like YouTube (youtube.com).

Saving content

Once you have identified appropriate, usable materials, you can reproduce or save them for use offline when there is limited or no Internet access.

Though you can print webpages onto paper, you can also save them onto a computer or an external drive from the browser's

menu bar. In addition, you can convert them into another file type such as PDF, or archive them either online or onto a computer by using a third-party storage service, app, or extension to a browser. Google Drive (drive.google.com), for example, allows for stored documents to be viewed offline.

You can also download audio and video materials from podcast managers such as iTunes (apple.com/itunes), directly from video-sharing websites, or by using conversion websites, browser extensions, and apps (mini applications) that can be identified through a web search. Podcast managers provide the simplest means of collecting, organizing, and playing saved audiovisual media.

Using content

Once you have retained online content in some way, the next step is to make it as usable as possible. One approach is to simplify the language itself—by reducing the number of words, changing complex sentences to simple forms using active voice, or using graphic organizers such as charts or diagrams—thereby creating the semi-authentic content previously described.

Another approach is to modify or enhance authentic content, which has been shown to be effective in increasing comprehensibility (Zhao 2003). Learners might use downloadable free software such as Audacity (audacity.sourceforge.net) to play, pause, and replay audio or content at either recorded or reduced speed; VLC (videolan.org/vlc) can provide the same options for videos. Content might also be supported through printed transcripts or the captions available on many videos.

You can also implement what are called wraparound or scaffolding activities. As a pre-listening or pre-reading task to activate schema, you might ask students to predict a story based upon its title or create a caption for a printed or saved digital image related to the text. More elaborately, students might use key vocabulary to create an original story or to complete a crossword puzzle that you have created on a site like Discovery Education's Puzzlemaker (discoveryeducation.com/free-puzzlemaker). Or students can create and share their own puzzles.

As a post-listening or post-reading activity, students can summarize or discuss the text, review and evaluate their own predictions about it, or answer guided questions. As an extension, they might collaborate on the creation of a graphic depiction or role play.

While wraparound activities can be useful, students can also benefit from lessons containing well-designed tasks to accompany the Internet content. Where there is limited Internet access at school, you can download podcasts and use them later without Internet access. In such a case, students might be asked to compare and contrast aspects—the content or form—of different podcasts such as those on NPR and VOA. Students could also take notes and summarize, compare their understanding with their peers', and give their reactions to what they heard.

Materials printed from websites can be used in a range of classroom tasks, just as traditional printed materials might be. Students can complete a jigsaw reading, where each is responsible for reading and reporting on a particular section of the text. They might participate in reading circles, where everyone reads the text but is assigned a different role and responsibility, such as summarizing, identifying new vocabulary, asking questions, or illustrating the text. Students might also be asked to react from the viewpoint of an assigned role related to an issue in the text, such as a decision maker or someone directly affected by a impending decision.

Where learners have some means of playing content at home or in a library or Internet cafe, you can give them—individually or in groups—assignments in the form of links to particular websites (if they have access), or with copyright-free content that is burned onto a rewritable CD or saved onto a flash drive or mobile device. Then students can practice their note-taking skills by listening to recorded academic lectures while attending to guided questions or graphic organizers freely available at websites such as Education Place (eduplace.com/graphicorganizer).

For students with Internet access outside class, TED Ed (ed.ted.com) goes one step further. Inspired by the Flipped (Reverse)

Classroom approach to teaching, in which students study video materials outside class to prepare for in-class practice or critical thinking activities, this site enables teachers to integrate videos and comprehension questions along with additional resources. To utilize it, you might send students home or to a third-party location, either alone or in groups, with copies of such videos.

No access: The Internet as subject matter

Lack of Internet access does not mean that English language educators cannot integrate the Internet in particular, and technology in general, into their instruction. Partly in anticipation of and preparation for future access, the next section focuses on discussions (or debates) and tasks emphasizing the Internet as a topic and how they can be conducted without the actual use of the Internet.

Discussions

The Internet has shaped the global lexicon with new words such as *blog*, *wiki*, and *podcast*, along with generic trademarks such as *google*. It has changed the way many people find and share information. At the same time, the Internet has been accused of "making us stupid" (Carr 2010), turning us into "informavores" (Schirrmacher, cited in Brockman 2009) who are more isolated (Turkle 2012) and less creative (Keen 2007) than we would be if we had no Internet.

Such controversies surrounding the growing usage of the Internet offer intriguing fodder for class discussion. With pre-teaching and background preparation from their teacher, advanced students could take sides in a debate pertaining to any of the above topics, arguing, for instance, whether or not the Internet makes people stupid, or discussing the pros and cons of having ready Internet access, what benefits they believe access might reap, and the impact it might have on their lives.

Tasks

A more systematic approach to shaping classroom exchanges would be to use this subject as the focus of task-based instruction (Pica, Kanagy, and Falodun 1993; Willis and Willis 2007). For students with lower levels of proficiency, you could use basic tasks such as a picture dictation of a computer. More advanced students could cooperate on tasks requiring higher-order thinking skills. One example is a jigsaw reading, in which each student receives a different piece of a single text—with content pertaining to the Internet—and they work together to understand or answer questions about the text. Students of teaching might work together on a decision-making task, in which they simulate receipt of a large sum of funding for the development of a (computer) learning lab and must come to agreement on how exactly to spend it, including debate on the pedagogical utility of Internet access.

Reasons not to use the Internet in ELT

For most English language learners of the world, there are limits to Internet access and therefore to its potential benefits, but for learners with Internet access, there might also be limits to the benefits. A recent analysis on the breadth of CMC research suggests that its benefits have been exaggerated (Kenning 2010). And a comprehensive analysis of the research on CALL in primary and secondary school English language education similarly concluded that "the evidence that technology has a direct beneficial impact on linguistic outcomes is slight and inconclusive" (Macaro, Handley, and Walter 2012, 1). Among the most studied areas of this analysis were CMC and the Internet. These findings correlate with the findings of previous meta-analyses examining the effectiveness of CALL in general (see Felix 2005; Hubbard 2003; Salaberry 2001).

Moreover, by the time you read this article, some of the websites cited may no longer be functional, and the technologies referenced could soon be obsolete. Indeed, while information on the Internet is believed to double roughly every two years (Zhang et al. 2008), the average lifespan of a website is only about 77 days (Internet Archive 2013).

Considering these limitations, as Egbert and Yang (2004) urge, "Rather than lamenting the fact that our tools are not the latest and greatest, we must pay attention to using the tools at hand to students' best advantage while we look for ways to obtain additional resources" (289).

Task Type	Mobile Phones	SMS and Emoticons
Remembering/ Brainstorming/ Matching	List all the different communication tools you know.	Match these emoticons with their corresponding feeling. A. ;-) happy B. :-) sad C. :-o amused D. :-(surprised (Answers: A. amused; B. happy; C. surprised; D. sad)
Understanding/ Ordering	Place the following tools where you think they belong on the line below. Written ⟷ Oral • Radio • Mobile phone • Pencil • Television • Hands	Categorize these SMS abbreviations and emoticons as negative, positive, or neutral. ROFL :-) L8R :-o Note: ROFL = Roll on the floor laughing; :-) = happy; L8R = "Later" or "See you later"; :-o = surprised
Applying	Discuss all the possible uses you can think of for a mobile phone.	Create a role play using emoticons as your main characters. You might consider using the following: >>>:-o 8-/ :-P Note: >>>:-o indicates surprise or yawning, depending on the context; 8-/ indicates skepticism or disbelief; :-P indicates playfulness
Analyzing/ Comparing	What are the possible side effects of mobile phone usage?	Compare this "Western" smiley with its "Eastern" counterpart. :-) (^_^)
Evaluating/ Opinion Exchange	Should everyone have a mobile phone? Explain your answer.	Why do people use SMS abbreviations and emoticons? Are they an effective communication medium?
Creating/ Decision Making	Your village has just received a donation of three mobile phones. With your group, decide which of the following citizens should receive them. 1. The one police officer 2. A mother of three small children, one of whom is chronically ill 3. The one school teacher 4. An entrepreneur who acquired the mobile phones and can help develop the local economy 5. The one doctor	With your group, create an original set of SMS abbreviations or emoticons. Be prepared to present and explain them. Or: Your group is a committee whose mission is to decide whether to permit SMS shorthand in schoolwork. You must agree on whether or not to permit it, and then develop an implementation plan and/or a set of guidelines accordingly.

Figure 1. A Bloom's Taxonomy guide to tasks based on mobile-phone topics, SMS shorthand, and emoticons

Mobile phones

Among the tools most likely available are mobile phones, which are presently much more accessible for many people than computers are. The vast majority of the world's population has mobile phone access (Internet Telecommunications Union 2013). Indeed, the number of mobile phones in the world may have surpassed the number of people already (Cisco 2013).

The use of mobile phones and other portable devices such as digital media players and ultraportable computers and tablets in language teaching and learning, popularly referred to as mobile-assisted language learning (MALL), is a branch of CALL supported by many English language teachers (see Chinnery 2006; Kukulska-Hulme and Shield 2008) and learners (Bibby 2011; Stockwell 2008) globally. Major MALL initiatives include American English (americanenglish.state.gov), which offers free mobile books and apps, and BBC Janala (www.bbcjanala.com), a public–private partnership with a major mobile component.

As with the Internet, you can use mobile phones as a source of content or subject matter, but the most common use would be as a medium of instruction. You could have your students use mobile phones to access apps such as Word Soup, a vocabulary game developed as a supplement to the Trace Effects video game available on American English. Apps must be downloaded and therefore minimally require limited Internet access. Mobile phones' use might revolve around the completion of pedagogical tasks (e.g., Short Message Service [SMS] note-taking) or simulated real-world tasks (e.g., scavenger hunts using a global positioning system [GPS]), taking advantage of their built-in features, such as video or still cameras, voice recorders, calculators, or digital music players (see Hockly 2013).

As a source of content, mobile phones can be used to access mobile versions of websites or to download authentic content-based apps. As subject matter, mobile phones offer plenty of opportunity for discussion or the completion of tasks. A starting point for any mobile activity could include a discussion of your students' comfort level with the use of their mobile phones for instructional purposes, how they typically use their phones, or the ways in which their phones have impacted their lives.

Tasks not actually requiring mobile phones, ranging from the development of literacy or numeracy skills to critical thinking skills, are similarly feasible. You might simply help students simulate texting with one another on paper, perhaps through guided activities such as a tapering dialogue, where each response warrants one less word than the last (Rinvolucri 2005).

You might alternately use the guidance of Bloom's Taxonomy, a hierarchical classification of learning objectives commonly used by educators to foster critical and creative thinking skills (Anderson et al. 2000; Bloom et al. 1956), which is easily adapted into questions or performance assessments. Figure 1 presents progressively challenging examples of pair or group activities following both Bloom's Taxonomy and common language-learning tasks on the topics of mobile phones, SMS, and emoticons or "smileys." The use of English toward the completion of these tasks and in their presentations is presumed.

Back to basics

Imagine your students honing their pronunciation through a voice recognition program, participating in a scavenger hunt with the use of a GPS, and even instantly translating their native speech into English—all through a wristwatch, a pair of glasses, or other gadget in the experimental field of cybernetics. Whether web-based computer, mobile phone, or even wearable device—unless we reach a period of integrated or device-agnostic CALL (see Bax 2003; Thorne and Payne 2005)—each will one day be superseded by another technology.

The framework described in this article (see Figure 2) reflects an analysis of the current applications of the Internet in ELT; teachers and administrators can use it as a guideline for determining how to use the Internet in their ELT contexts as the number of tools available continues to grow.

This framework also demonstrates how in limited- or no-access contexts, rather than—or perhaps while—pursuing other pedagogic deployment of the latest technology, you as English language teacher can face "bleeding edge challenges" (Fawzi 2010) without the

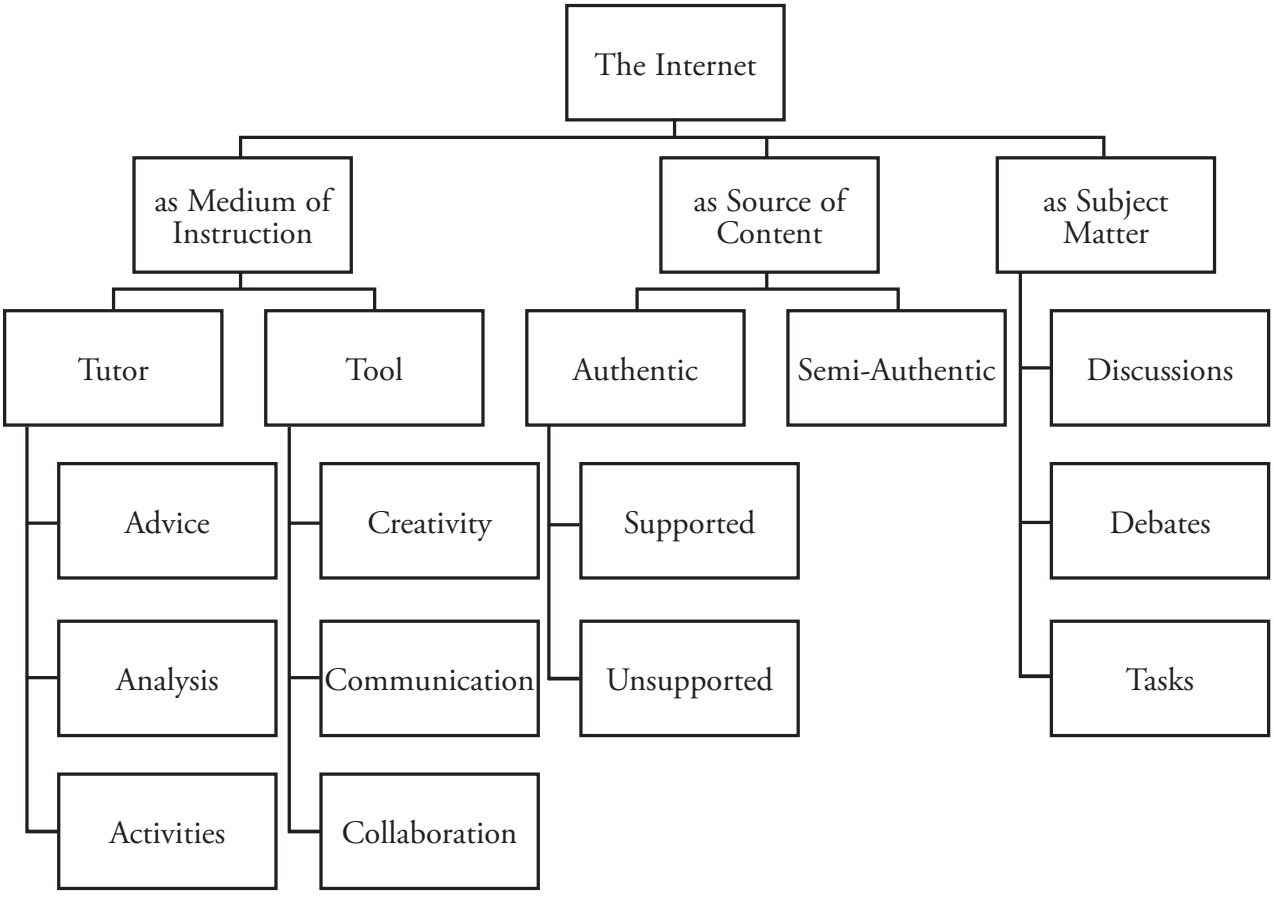

Figure 2. A framework for integrating the Internet into ELT

use of cutting-edge technologies, confront "restricted Internet access and censorship" (Ngeow 2010) with "a pedagogy of bare essentials" (Meddings and Thornbury 2009), and replace fretfulness over the lack of a good Internet connection with genuine concern for good teaching.

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