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In today's global society, educators can use technology to equalize the distance that exists across cultures within and outside schools. The goal of technological use should be to prepare children to participate intelligently in a globally diverse society. Jim Cummins (1995) argues that educators should take advantage of accessible and culturally appropriate educational and communications technology. In doing so, educators can promote academic development across a broad spectrum of content and skill areas, including literacy skills development, critical thinking, and creative problem solving in such vital domains as science and social studies, citizenship and global education, and second language learning. Computers and the Internet are the tools to achieve these goals.

According to Linda Roberts, the Director of the Office of Educational Technology, "computers are the new basic of American education and the Internet is the blackboard of the future" (United States Department of Education [USDE], 1996, p. 5). No longer can we sit back in the classroom and avoid the impact of technology on the future success of our students. According to a recent article, titled *Using Technology to Overcome the Challenges of Diversity*, technology can help create learning environments that feature integrated and thematic curriculum, collaborative learning and an emphasis on language acquisition and literacy (Tipton, Bennett, & Bennett, 1997).

We are living in a society in which classrooms across the United States are becoming more and more diverse. Twenty years ago, this trend was most common in urban school districts such as Chicago, New York and Los Angeles. However, the diversity that once only existed among urban populations now exists in rural populations as well. Among the key challenges that rural educator's face in light of the new demands of increased diversity are: geographic isolation, capacity building, and professional development (Murry & Herrera, 1998).

Through proper use of the Internet, we will be able to bridge the distances that currently exist between rural educators and second language learners. The Internet can eliminate rural educator's geographic isolation by allowing them to access and communicate with any site around the world. Furthermore, the Internet will allow educators to increase capacity building through site-specific adaptations based on particular students' needs. In this article I will

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demonstrate that powerful resources are available to educators via the Internet; resources which are useful to professional development and capable of enriching the services which are provided to second language learners.

The purpose of this Web review is to provide teachers and administrators will a small sample of the many worldwide Web sites available to educators to meet the challenges of increasing cultural and linguistic diversity. Traditional models of pedagogy which tend to approach culturally and linguistically diverse students as 'disadvantaged' or 'culturally deprived' are no longer appropriate to today's classroom diversity. Rather, teachers should approach the education of all students from a transformative pedagogy which uses collaborative, critical inquiry to relate curriculum content to students' individual and collective experiences (Cummins & Sayers, 1995).

Consequently, any genuine effort to restructure education and create a transformative pedagogy that will meet the needs of second language learners should begin with the teachers and support their ongoing efforts toward culturally appropriate education. Information concerning Web sites that can help teachers promote a transformative pedagogy begins with integrated and thematic curriculum units for second language learners. The invaluable assistance of Dianne Glass, Judy Miller, Maria Collins, Frayna Scrinopskie, Theresa Steinlage, Jeanette Nobo, and Jayne James of the Kansas State Department of Education in locating and describing the following useful Web sites is gratefully acknowledged:

• *Adult Education ESL Teachers Guide*: This site helps teachers set up an ESL program and develop better ESL lesson plans. There are sections for beginning and intermediate ESL lessons with teacher training modules. Also included is a section on teaching non-literate adults. <http://www.humanities.byu.edu/ELC/teacher/TeacherGuideMain>.

• *ESL Web Guide*: 2,028 links that provide information on topics of interest to ESL teachers. <http://www.eslcafe.come/search>.

• *Lesson Plans on the Web*: Useful links for Bilingual and ESL activities and lesson plans are available through this site. They include thematic units for ESL instruction, lessons, and connections for submitting lessons. This site also provides links to other lesson plans in specific curricular areas. <http://www.ncbe.gwu.edu/classroom/lessons.html >.

• *Multi-disciplinary Lessons in the Winnigpeg School Division No.1*: The lessons at this site include those in ESL as well as lessons for many specific content areas. <http://www.wsd1.org/lessonsplans/Multidislessons.html>.

• *One Child, Two Languages*: This resource is especially useful for early childhood educators and those interested in young children learning a second language. <http://www.onechild.com>.

• *TEAMS Distance Learning for K-12 Educators*: A service of the Los Angeles County Office of Education that includes education resources for diverse learners. Classroom projects, conferences and events are listed. Resources for math, science, social science, language arts, art are provided. Lesson plans; K-12 school home pages, libraries, professional development ideas, parent resources, Internet search tools and Internet support are provided as well. <http://teams.lacoe.edu/>.

• *TESL/TEFL/TESOL/ESL/EFL/ESOL Links*: This site, The Internet ESL Journal, provides links to numerous topics, content areas, quizzes, journals, teaching techniques and tips, lesson plans, and online text-books that are appropriate for ESL students. There are links for students and links for teachers.
<http://www.aitech.ac.jp/-iteslj/links/TESL/>.

Once teachers have informed themselves about the integrated and thematic curriculum units available to educate second language learners, they may wish to begin the process of locating new and innovative ways to affirm the cultures of the students within their classrooms. If a student's diversity is not affirmed, the relationship across the boundaries of race and class is often strained (Cummins & Sayer, 1995). Web sites for specific activities and lesson plans that recognize the need to affirm diverse cultures and languages through cooperative learning activities and lesson plans for second language learners include:

• *Addison Wesley Longman Resource Bank*: From this site one can access information on worksheets and activities relevant to ESL teaching, as well as, teacher tips.
<http://www.awl-elt.com/resources/index.html>.

• *ESL and EFL Games, Songs, Lessons and Resources*: Sample lessons, games and songs for ESL and EFL teachers are available through this site.
<http://www.eslgames.com/>.

• *Interesting Things for ESL Students*: A collection of sites that is inclusive for many learner levels. Examples of common American slang, quizzes with pictures and more are also provided.
<http://www.aitech.ac.jp/-itesls/>.

• *Teachers' Guide to Planet English*: Planet English contains a variety of lessons on grammar and idioms, quizzes, activities, and other resources to assist students with their language skills. Also included are a message center and a chat room.
<http://www.lightlink.com/bodp/wedt/>.

From the first day of school, many second language learners are immersed in context and instruction which often prompts them to reject their culture-based identity and native language learning. A genuine effort at educational empathy should not marginalize students according to the language they speak (Cummins & Sayer, 1995). Diversity, in all forms should be seen as a resource. Web sites that validate and place an emphasis on native-language-supported, second language acquisition include:

• *Bilingual Books for Kids*: This site includes a wonderful selection of Bilingual books that introduce bilingual skills, increase language and learning abilities, and positively heighten awareness of many cultures.
<http://www.bilingualbooks.com/>.

• *Center for Applied Linguistics (CAL)*: This site includes links and information on bilingual education, dialects, immersion programs, K-12 ESL, language testing, and much more.
<http://www.cal.org>.

• *Multicultural Book Review Homepage*: This page presents a list of multicultural literature for K-12 educators.
<http://www.isomedia.com/homes/jmele/homepage.html>.

• *National Clearinghouse for Bilingual Education (NCBE)*: This site provides bi-weekly news bulletins, databases on ESL, success stories, technical assistance, an online library, lesson plans and language links. <http://www.ncbe.gwu.edu>.

• *Paso Partners*: This division of Southwest Educational Development Laboratory has created a two-volume curriculum and resources guide designed to help K-3 teachers increase achievement of Hispanic children whose first language is not English.
<http://www.sedl.org/scimath/pasopartners/pphome.html>.

Finally, a transformative pedagogy should extend beyond traditional, standardized, assessments. A transformative pedagogy enables students to be viewed from many different perspectives because it is authentically grounded in the lives of the students. Consequently, alternative forms of assessment should be utilized in order to break down the traditional barriers of marginalization based upon language and culture. Some Web sites that specifically address alternative assessment issues include:

• *For all students: Limited English Proficient students and Goals 2000*: This web page recommends the development of performance based assessments that are appropriate for second language learners and are in line with Goals 2000 objectives.
<http://www.ncbe.gwu.edu/ncbepubs/focus/focus10.htm>.

• *Standard Bearer: Next steps in assessment from the ESL Standards and Assessment Project*: This document is known as the MAP and provides an overview and conceptual framework for standards-based assessment of ESOL students. It is part of an overall project set forth by TESOL to develop and assist teachers and educators in using the ESL standards as effectively as possible.
<http://www.tesol.edu/assoc/k12standards/articles/SSLart9808-01.html>.

• *What happens between assessments?*: This web site provides teachers with useful information on seven principles for performance-based instruction, which will improve the quality of assessment for second language learners.
<http://www.ascd.org/pubs/el/dec96/mctighe.html>.

The USDE (1996), in conjunction with educators and technology experts from around the country, has developed a national technology plan titled America's Students Ready for the 21st Century. This plan was developed to meet Goal 5 of Goals 2000, which is part of a set of goals to increase the academic success of all students. Goal five states that the United States will be first in Math and Science by the year 2000. According to Gordon Ambach, of the Council of Chief State School Officers, technology must play a crucial role in achieving Goal 5 (Bruder, Buchsbausm, Hill, & Orlando, 1992). Consequently, the USDE plan builds a foundation grounded in four subgoals designed to strengthen the role of technology in education. These subgoals are:

1. All teachers in the nation will have the training and support they need to help students learn using computers and the information superhighway.
2. All teachers and students will have modern multimedia computers in their classrooms.
3. Every classroom will be connected to the information superhighway.

4. Effective software and on-line learning resources will be an integral part of every school's curriculum.

For more information on the United States Department of Education's long-range plan for technology in education, contact Linda Roberts, Director, Office of Educational Technology, United States Department of Education, 600 Independence Avenue, SW, Washington, DC 20202, (202) 401-1444, E-mail: linda_roberts@ed.gov.

Intercultural inquiry via the Internet can serve as a means of challenging traditional forms of disempowerment that marginalize students and communities (Cummins & Sayer, 1995). Recognizing the importance of challenging these issues, the federal government has developed many Web sites that fund programs to empower second language students across the United States:

• *United States Department of Education*: This site provides users with information on funding opportunities, research and statistics, news and events, programs and services, and publications and products.
<http://www.ed.gov/>.

• *Federal Resources for Educational Excellence*: This site includes hundreds of Internet-based education resources supported by agencies across the United States Federal government easier to find.
<http://www.ed.gov/free/>.

• *Office of Bilingual Education and Minority Languages Affairs (OBEMLA)*: This site offers users information on OBEMLA, news, funding opportunities, staff information, and technical assistance.
<http://www.ed.gov/offices/OBEMLA/index.html>.

• *Teachers of English to Speakers of Other Languages (TESOL)*: TESOL's mission is to develop the expertise of is members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting the individual's language rights.
<http://www.tesol.edu/index2.html>.

As we approach the next millennium, we must prepare our students to compete in a globally diverse society. Technology can bridge the gap between and among cultures across the United States and the world. Additionally, technology is a powerful tool for facilitating intercultural learning and collaborative inquiry (Cummins & Sayer, 1995). As one teachers states, "When I started teaching, I used to have to get kids ready to go to Ohio, because that was far away then. Now I take 13-year-olds to Japan. That shows you where the world is going" (Rasmussen, 1998, p. 7). As we embark on a new journey into the 21st century, let us all remember just how far technology can take our students. Not only across the globe, but across the lines of cultural and linguistic diversity into a new world of equity and an appreciation of differences.

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