eslbee.com

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Title	eslbee.com
Author	Erlyn Baack
Contact Information	http://www.eslbee.com
Type of Product	Website
Supplementary Software	None needed
Price	Free

Introduction

It is generally recognized that many non-native speakers of English encounter difficulties in their English academic writing (Cumming, 2006). Major difficulties may occur with grammar, word-choice, and coherence and cohesion (Cumming, 2006; Mohan & Lo, 1985). Consequently, scholars and teachers of English as a foreign and/or second language have developed many different online tools, software, and other resources to facilitate and improve the teaching and learning of academic writing. One example of this type of tool is Erlyn Baack's website entitled *Advanced Composition for Non-Native Speakers of English* (eslbee.com). The purpose of this website is to help non-native speakers of English at the intermediate level to improve their use of the essential elements of academic composition. These elements include organizing ideas, forming appropriate paragraph and essay structures, and practicing the basics of sentence and paragraph structure. As is the case for all English teaching and learning websites, this website must be evaluated in order to measure its effectiveness for teachers and learners (Murray & McPherson, 2004; Wilkinson, Bennett & Oliver, 1997; Yang & Chan 2008). Consequently, the purpose of this paper is to review this website (i.e., eslbee.com). In this review, I provide a brief description of eslbee.com, and then I use Liu, Liu, and Hwang's (2010) ESL website evaluation guidelines, in addition to elements of a new literacies definition, as a framework for a concrete and straightforward evaluation.

Website Description

Eslbee.com provides writing instruction and practice for learners of academic English writing. It addresses different modes of academic writing such as cause/effect,

comparison/contrast, persuasion, and research papers. In addition, it addresses mechanical issues related to sentence components and types. Further information and exercises are provided on correct sentence structure, adjective clauses, appositives, topic sentences, parallel structure, and subject/verb agreement. Figure 1 shows the front page of eslbee.com. The main six sections of this website are listed on the right side of the figure.
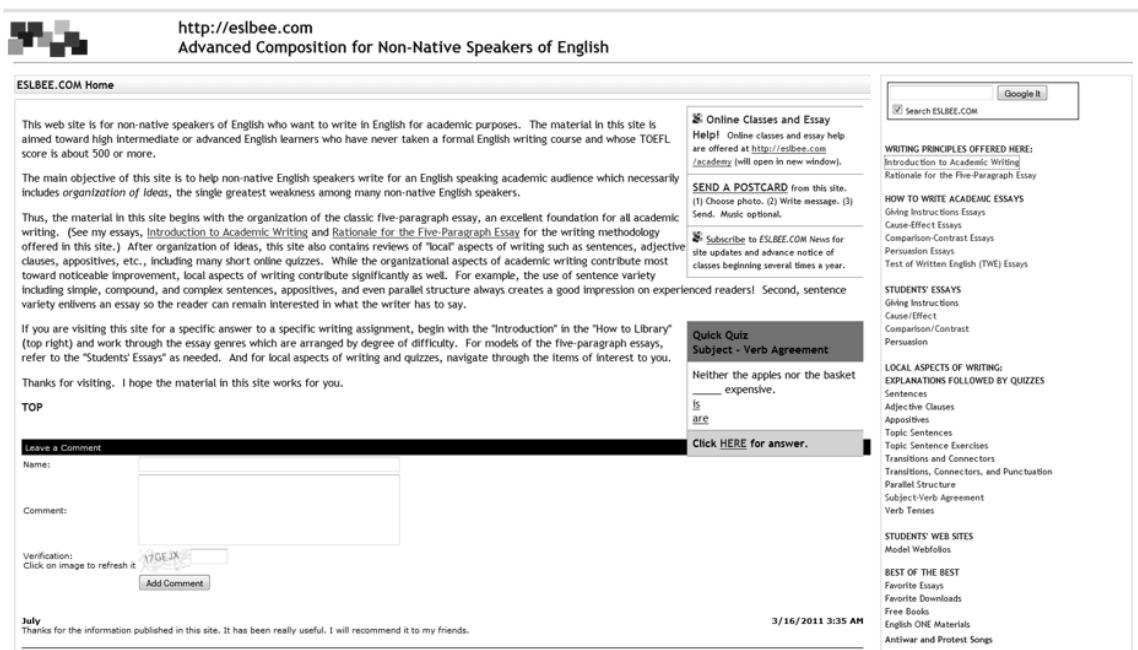

Figure 1. *The website interface and main sections**

As can be seen in Figure 1, the website has six main sections. The first section defines and presents an overview of academic writing. It describes the purposes of academic writing and general assumptions about five-paragraph essays. Figure 2 shows the introductory overview to writing in English for an academic audience.

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* **Editor's note:** Because of the large size and small detail of many of the figures in this article, we suggest that you consult the full size images on our website at http://www.tesl-ej.org/wordpress/issues/volume17/ej66/ej66m1/ if you need to see the details.
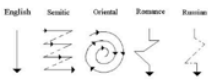
Advanced Composition for Non-Native Speakers of English
http://eslbee.com

Introduction to Writing in English for an English Academic Audience

The purpose of this web site is to provide students with the information required to write essays for the US academic audience. It is designed principally for those students who have had no classes in formal English composition and whose TOEFL scores are about 500 or more. Writing compositions for an English speaking academic audience requires writing well at the sentence level, the paragraph level, and at the organizational level. That is what this web page is about. At the sentence level, students should be able to identify and write simple, compound, and complex sentences, and sentences containing adjective clauses and appositives. At the paragraph level, students should be able to identify and write paragraphs including topic sentences and supporting details. At the organizational level, students should learn how to write essays of the following genres: Giving Instructions, Cause/Effect, Comparison/Contrast, and Persuasion.

The Major Problem when Writing for a US Academic Audience

Organization of ideas within essays is often the greatest weakness of many beginning writing students in US colleges and universities. Most beginning composition courses there—even for native English speakers—focus specifically on organization. For non-native English speaking students, organization of ideas within essays is problematic because different cultural backgrounds require different organizational patterns. Robert Kaplan has written about the organizational differences among a variety of cultural groups which he represents as follows:

English   Semitic   Oriental   Romance   Russian

(Kaplan 1-20)

The classic organizational pattern that readers of English expect is a straight line of development which includes introductions, main ideas, topic sentences, supporting details, conclusions, etc. This organizational pattern can be stated simply: "Tell your audience what you are going to tell them; then tell them; then tell them what you told them." Although the organizational patterns of the cultures such as those identified above are all valid, in order to succeed when writing for an English speaking academic audience, it is necessary to adapt to those expectations.

However, adapting to the cultural expectations of an English speaking academic audience is not an easy task. A Japanese writer, for example, will often begin by writing about a variety of items surrounding a topic before arriving at the main point which is stated in the conclusion. A typical comment that a reader of an essay written by a Japanese writer might be "When is he/she going to get to the point?" and the Japanese writer might respond, "But I do not like to be so direct; it is not the Japanese nature to be so direct." Likewise, a Mexican writer will often begin with a brief introduction and then write about one side of an issue and then another—often with much adornment—before coming to the main point in the conclusion. A typical comment that a reader of an essay written by a Mexican writer might be "But I don't understand his/her main point; it's never really stated, and it's not clear." The Mexican writer might respond, "But I would like you to understand all the possibilities and the context so you can get involved in what I have to say."

Although adapting to the cultural expectations of an English speaking academic audience may not be an easy task, it is a necessary one, especially if one wants to be heard.

What about those writers who succeed in adapting to the organizational expectations of the English speaking academic audience? Do they lose their ability to write in their native language? Answer: They can. There is the story of the Korean who earned his Doctorate in the United States after eight years of study. When he wrote a scholarly article in Korean about his area of concentration, the article was rejected because it was "not good Korean." Thus, if a writer adjusts to the expectations of a foreign audience, it is important to remember that a similar "readjustment" will be necessary when reverting back to writing in the native language (Kaplan).

A Final Reason for Conforming to the Organizational Expectations of an English Speaking Academic Audience—The Social, Economic, and Political Aspect

Finally, an important reason for writing, especially for non-native speakers of English, is to influence one's social, economic, or political environment. Thus, meaningful writing often challenges the existing power structures. Researchers in education who are committed to changing the power structures that exist between those who have power and those who have little or no power (native English speakers vs. non-native English speakers in many cases) say that "Students should understand the power realities" (Delpit 293), and that teachers should teach the "communicative codes of the powerful" including ways of writing (Delpit, by Villegas 23). Only by adapting to the communicative codes of the powerful will writers strengthen their capacity to be heard. Perhaps through writing that meets the expectations of the US academic audience, non-native speakers of English can influence social, economic, and political developments to conform to their vision of a better world.

HOME

This page contains basic information about organization of essays for an English speaking academic audience. The first step to effective writing for non-native speakers of English is to understand the organizational requirements of an English speaking academic audience.

By understanding and applying the organizational requirements of an English academic essay into their own writing, non-native speakers of English increase the probability they will be heard.

The last section of this article points to the results that can occur when writing an effective academic essay in English. Writers can help transform their environment to their vision of a better world.

Figure 2. *Overview of academic writing*

The second section focuses on teaching non-native speakers of English how to write the following types of essays: giving instructions, cause/effect, comparison/contrast, and persuasion. This section also provides instruction related to writing essays for the Test of Written English (TWE), which is an optional part of the paper-based Test of English as a Foreign Language (TOEFL). Figure 3 provides a closer look at how eslbee.com addresses giving instructions essays, and Figure 4 shows the website's treatment of cause/effect essays. These sections contain a general overview of each type of essay, instructions for writing them, example essays, and different exercises and tasks to practice writing them.

Writing *Giving Instructions* Essays

A *Giving Instructions* essay is an essay in which you explain how to do something. One is often required to explain how to do something in writing. Essays explaining how to conduct an experiment, how to set up a campsite, how to get a passport, how to train for a marathon, are all *Giving Instructions* essays.

The table below shows the organization of a basic 350 word *Giving Instructions* essay. Note, first, the essay is five paragraphs containing three main parts, an introduction, body, and conclusion. The function of the introduction within this organization is to get the reader's attention and to *state the organization* of the paper using parallel structure (ideally). The function of the conclusion within this organization is to summarize the main points, also using parallel structure (ideally), and to leave the reader with a good impression. Beyond that, the body contains three parts, each part an organizing principle of the main idea.

Note the function of each paragraph as it is stated in the right column. The first paragraph is where you "tell your readers what you are going to tell them." The second, third, and fourth paragraphs are where you "tell them." Finally, the last paragraph is where you "tell your readers what you have told them."

Organization of a Five-Paragraph *Giving Instructions* Essay	
Paragraph 1: Introduction. Get the reader's attention. Introduce your main idea and controlling statement. State the three main points that you intend to discuss. (A five paragraph essay will contain three main points.)	This is where you "tell them what you are going to tell them."
Paragraph 2: State the first main point (topic sentence). State the supporting detail(s).	
Paragraph 3: State the second main point (topic sentence). State the supporting detail(s).	This is where you "tell them." (Paragraphs 2, 3, and 4)
Paragraph 4: State the third main point (topic sentence). State the supporting detail(s).	
Paragraph 5: Conclusion. Restate your main idea. Restate your main points. Leave the reader with a good impression.	This is where you "tell them what you told them."

Additional "Tips" for Five-Paragraph *Giving Instructions* Essays

Model *Giving Instructions* Essays Available!

After reading the information about Writing *Giving Instructions* Essays, check these students' essays to see the organizational rules applied! Then, when writing your own Giving Instructions essays, let these essays serve as models.

The ESLBEE.COM Academy

The ESLBEE.COM Academy offers online classes on writing academic essays. Check to see if there is a class for you!

http://eslbee.com/academy
(will open in new window)

The *Straight Line of Development* stated simply is this: "Tell your readers what you are going to tell them; then tell them; then tell them what you told them."

Figure 3. *Giving instructions essays*

Writing *Cause* or *Effect* Essays

In a relatively short *Cause* or *Effect* essay, it is important to remember that *Cause* or *Effect* essays are not to be about both causes and effects. On the contrary, in a short essay of 350-400 words, it is important to focus on writing about either the causes of something or the effects of something, not both. The reason for this is that it is simply not wise to try to cover too much information in a short essay.

Consider a topic such as "Air Pollution in Mexico City" as an example. If you were to write a twenty-page, exhaustive study about air pollution in Mexico City, perhaps it would be possible to write about both the causes and effects, ten pages describing the causes of air pollution and then ten pages describing the effects of air pollution. However, when writing two or three pages about "Air Pollution in Mexico City," it is necessary to limit your topic so you can cover it thoroughly. Using air pollution in Mexico City as an example, it would be very easy to develop a paper about the causes of air pollution in Mexico City as follows:

What *are* the causes of air pollution in Mexico City, for example? Students in the past have said (1) exhaust from automobiles and trucks, (2) soot from industry smokestacks, (3) geography, (4) speed bumps, (5) corruption at emissions inspection stations, (6) more high pollution cars as a result of no-drive days, (7) insufficient low pollution public transportation, etc. Any of these ideas about the causes of air pollution can be developed into a two or three page essay. It would be possible to write about just one cause, the main cause, and explore it in depth, or it would be possible to write about the three main causes, for example.

On the other hand, what are the *effects* of air pollution in Mexico City? Students in the past have said (1) poor visibility, (2) headaches, (3) emphysema, (4) allergies, (5) runny eyes and nose, (6) shorter life span for Mexico City's residents, (7) lower quality of life for Mexico City's residents, (8) necessity to stay indoors, (9) more sitting in front of the television, (10) destruction of wildlife, (11) negative world attention, (12) decrease in tourism, etc. Any of these ideas about the effects of air pollution can be developed into a two or three page essay. As above, it would be possible to write about just one effect, the main effect, or it would be possible to write about the three main effects.

Points to remember when writing a *Cause* or *Effect* essay.

1. State your organization. In all compositions for an academic audience, you should state your organization. Stating your organization means that you should (1) tell your audience what you are going to tell them, (2) then tell them, and (3) then tell them what you told them.

2. List *all* of the causes or all of the effects, not necessarily in your essay, but before you begin to write your essay. On a piece of paper before

Model *Cause* or *Effect* Essays Available!

After reading the information about Writing *Cause* or *Effect* Essays, check these students' essays to see the organizational rules applied! Then, when writing your own *Cause* or *Effect* essays, let these essays serve as models.

The ESLBEE.COM Academy

The ESLBEE.COM Academy offers online classes on writing academic essays. Check to see if there is a class for you!

http://eslbee.com/academy
(will open in new window)

The *Straight Line of Development* stated simply is this: "Tell your readers what you are going to tell them; then tell them; then tell them what you told them."

Advice from Joseph Pulitzer (1847-1911) who was editor and publisher of the New York World and one of the great men of journalism of the 19th century.

Put it before them briefly so they will read it, clearly so they will appreciate it, picturesquely so they will remember it and, above all, accurately so they will be guided by its light.

Figure 4. *Cause-effect essays*

The third section, *Students' essays,* typically builds upon what students have done in the second section by displaying outstanding student work. This section can be motivating for users because the developer of the website selects the best writing submitted by participating students and posts them as outstanding examples of different types of essays. Students can use these samples as models to develop their own academic writing. Figure 5 shows students' giving instructions essays.

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Students' Giving Instructions Essays – Models

This first section is thorough because *Giving Instructions* essays are often the first organized essays that students in composition classes write. Each essay below contains a clear topic sentence with a topic and controlling statement. Beginning writers should use these models to guide their own use of topic sentences in their own *Giving Instructions* essays.
A Word of Advice
A Message to the Newcomers (Topic and controlling statement are clearly marked.)
You Have Made It

If you are a teacher, ask your students to read these three essays to note their similar organization and then complete THIS WORKSHEET (PDF file) about ONE of the essays which they can later discuss in groups.

The *Giving Instructions* essays below are all written by former students both in the US and Mexico and included here with the permission of those who wrote them. For that, I give my hearty thanks and appreciation.

How to Nose Balance Almost Anything
How to Make the Right Career Decision
How to Be a Good Traveler
How to Be a Good Citizen
How to Be a Good 100 Meters Swimmer
How to Tune Drums
What Can I Do? My Dog is so Blind that He Can't Even See in His Dreams
How to Dye Your Hair
How to Make Piña Coladas
How to Choose the Best Laptop Computer
How to Get a Hundred in Chemistry
How to Repair Your Bicycle's Flat Tire
How to Organize Your Bedroom

The common denominator to all these essays is good organization. When writers state the organization of their essays as clearly as these students did in these essays, the essay is both easier for the writers to write and for the readers to read. In addition, readers can readily see that these writers have something specific to say.

Finally, the free WordWeb dictionary is an excellent tool for anyone, both native and non-native speakers of English, so I have included my own five-paragraph essay below.

How to Download and Install the Free WordWeb Dictionary

Plagiarism Sites REVEALED

Are you aware of term paper websites where you can BUY essays to turn in as your own?

I have recently discovered my students' model essays offered for sale in term paper sites at prices ranging from $9.95 to $85.00, documentation to follow.

The practice of these term paper sites scouring the internet for essays to copy/paste into their sites is plagiarism at its worst! For a list of these sites plagiarizing my students' essays and calling them their own, please read on....

Students:
Is Your Essay Due Tomorrow?
Why You Should Not Plagiarize

Online Writing
Classes Available
(will open in new window)

http://eslbee.com

How to Nose-Balance Almost Everything

Have you ever considered the possibility that your nose isn't there just for breathing? Don't limit yourself, use it in every possible way. Let's see, why not trying to balance stuff with it and get yourself a new

Please do not Plagiarize!

All essays at ESLBEE.COM are by former students who have given written permission for their work to be posted at ESLBEE.COM.

Many sites, however, copy/paste essays from this site into their sites, which is, in fact, stealing. It is plagiarism, an unethical practice that shows a complete lack of academic integrity.

THIS PAGE (will open in new window) documents the plagiarism of just a few of many sites to show how essays from ESLBEE.COM are plagiarized.

talent while you are an it. It is easy and besides, it will only take you five minutes to learn how if you just read ahead. The real trick here is mastering the talent, but let's have a look, shall we?

The first thing you have to do is choose the object you are going to show off with. It is of vital importance to choose the right object for the desired effect. For example, if you are about to present your act to a large audience, a long and big object would be appropriate for the occasion. The larger the object, the easier it is to balance, and the shorter it is, the harder it is. This is a basic fact when learning to balance things because you don't want to begin your learning with a small object, for it will be almost impossible to complete your act. It is said that the best object to practice with is a large, thin object like a broom or a tennis racquet. A ball is also a popular choice.

Now that you have the material, focus on the position and movement. The object should be positioned on the tip of your nose. Let's say that it has a better grip and control there. The position of the material is not as important as the posture of the body. The way the body looks is as follows; Head facing sky, straight shoulders, legs slightly spread open and knees bent. This is the base position to begin with.

Movement is probably the hardest part because it is where the equilibrium works. The whole idea is to keep the object as still as possible. It breaks down only to move the neck, waist, and knees the way the object moves to counteract the gravity effect. Thought you were never going to use physics, huh?

These three basic points explained before, come together to resume a series of words: practice, practice, PRACTICE. Now that you know what to do, you better not waste a second. Start developing this easy to achieve talent. Good luck.

HOME

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Figure 5. *Models of students' giving instructions essays*

The fourth section provides instruction related to important mechanical aspects of academic writing: sentence structure, adjective clauses, appositives, topic sentences, transitions and connectors, punctuation, parallel structure, subject-verb agreement, and verb tenses. In each of these subsections, the website presents a general overview of the topic, provides instructions about how students can use a certain topic or structure, and quizzes students to check their understanding. Figure 6 provides an example of the writing component, *Transitions and Connectors*, and Figure 7 shows a quiz designed to assess mastery of the topic.

Transitions and Connectors

Transitions and Connectors are essential to help guide the reader from point to point within essays. Please refer to one-page document, **Transitions and Connectors** (will open in new window). If you have not yet downloaded and printed this PDF file, please do it now. As discussed previously, transitions and connectors show relationships between ideas and help guide the reader from point to point within the ideas in essays. In this sense, transitions and connectors are much like road signs along the road that help guide the traveler from point to point on strange highways. In both instances, whether navigating the ideas in an essay or driving to an unknown destination, the reader and traveler will both appreciate the guidance that that transitions and connectors and road signs provide.

The Transitions and Connectors document (which you should have already downloaded and printed) and the chart below show various *types* of transitions and connectors:

Connectors	Contrast	Emphasis	Addition	Time Showing Chronology
Therefore	However	Keep in mind	First of all	When I was five years old
Similarly	Otherwise	Remember	Another reason is	As a little girl
Hence	Instead of	Most important	In addition	When I grew older
Then	But	The best thing	Also	As a university student
Consequently	Yet	The basic reason	Moreover	As an adult
Also	On the other hand	The chief factor	The most important reason is	
Thus	Although	Special attention...	Finally	
	Even though	goes to	For example	
	In contrast to (with)	should be paid to	This means that	
	On the contrary		Equally important	
	Still			

Obviously, to do well on the first quiz, it will be necessary to at least know the *definitions* of the transitions and connectors. That is, at least be sure to know the *translations* of each transition or connector. Then take the quiz.

QUIZ TIP: The specific words that are required for the quizzes are as follows (in alphabetical order): also, as a result, besides, consequently, equally important, however, instead, instead of, likewise, moreover, most important, on the contrary, on the other hand, otherwise, still, that is, then, therefore, thus.

The quiz to test the *use* of transitions and connectors is **HERE** (will open in new window).

After taking the quiz, please study **Transitions, Connectors, and Punctuation** to see how punctuation works around transitions and connectors. Then take the *punctuation* quiz.

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Figure 6. *Transitions and connectors*

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Transitions and Connectors

DIRECTIONS: Please choose the BEST answer for each of the following questions.

Name:
Email:
School:

1: The first part was easy! The second part, _____, took hours.
- however
- instead of
- still
- then

2: Alicia's grades have to be high enough to get a scholarship; _____, she will not be able to continue with her education.
- on the other hand
- most important
- otherwise
- on the contrary

3: The cave was dark and dreary. _____, rats nested there.
- However
- Moreover
- On the other hand
- On the contrary

4: Jack the Ripper was out of town when the murder occurred; _____, he couldn't have done it.
- otherwise
- also
- on the other hand
- consequently

5: The new kid in school has an IQ of 160, speaks eight languages fluently, and has travelled the world. _____, he is completely normal.
- Besides
- Otherwise
- That is
- Consequently

6: Most US mail order companies recommend that you not send cash through the mail. _____, they also warn against foreign checks.
- Likewise
- However
- On the other hand
- Therefore

7: Everyone in the theater knew how the movie was going to end. _____, the ending was exciting!
- Still
- On the contrary
- Consequently
- Also

8: John has the best grades in his class because he has perfect attendance. _____, John studies four or five hours every day.
- Thus

Figure 7. *A quiz about transitions and connectors*

The fifth section of eslbee.com suggests that developing writers should develop "webfolio" websites in order to improve their academic writing and motivate them. This section links to several websites that have been created by students to give readers an idea of how they might be done and why they might be useful. Figure 8 shows the *Model Webfolio*s to which the developer has linked.
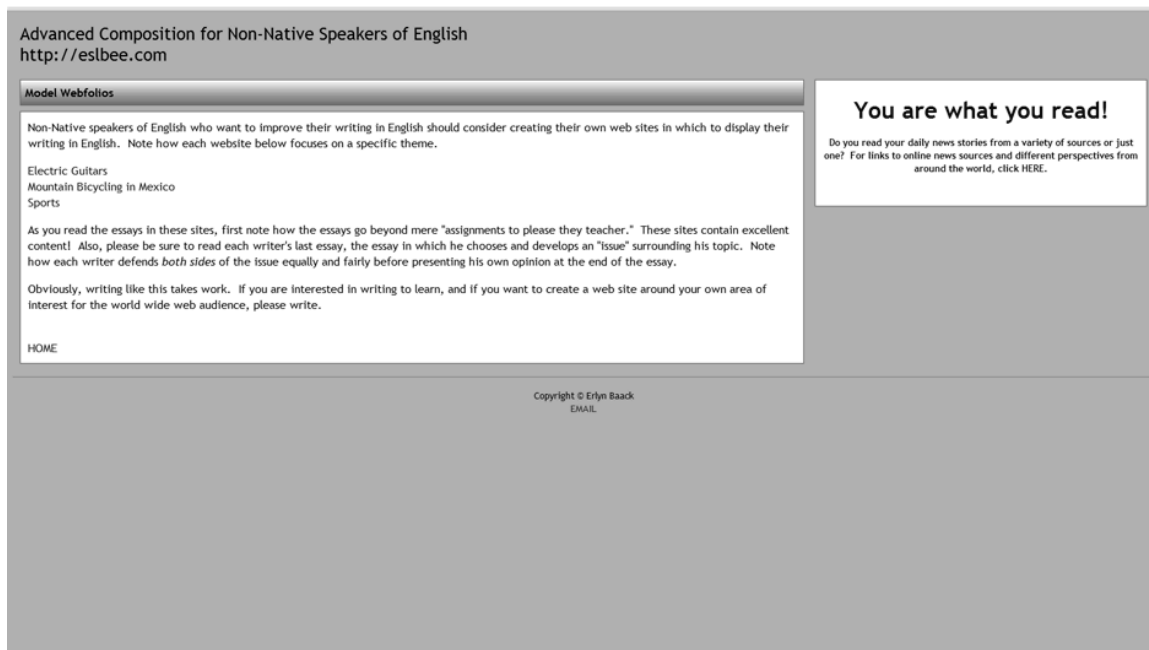

Figure 8. *Model Webfolios interface*

In the last section, eslbee.com links to some important resources for non-native speaker writers of academic English. An example of this can be seen in Figure 9, which shows hyperlinks to free online books that might be beneficial for the websites' audience.
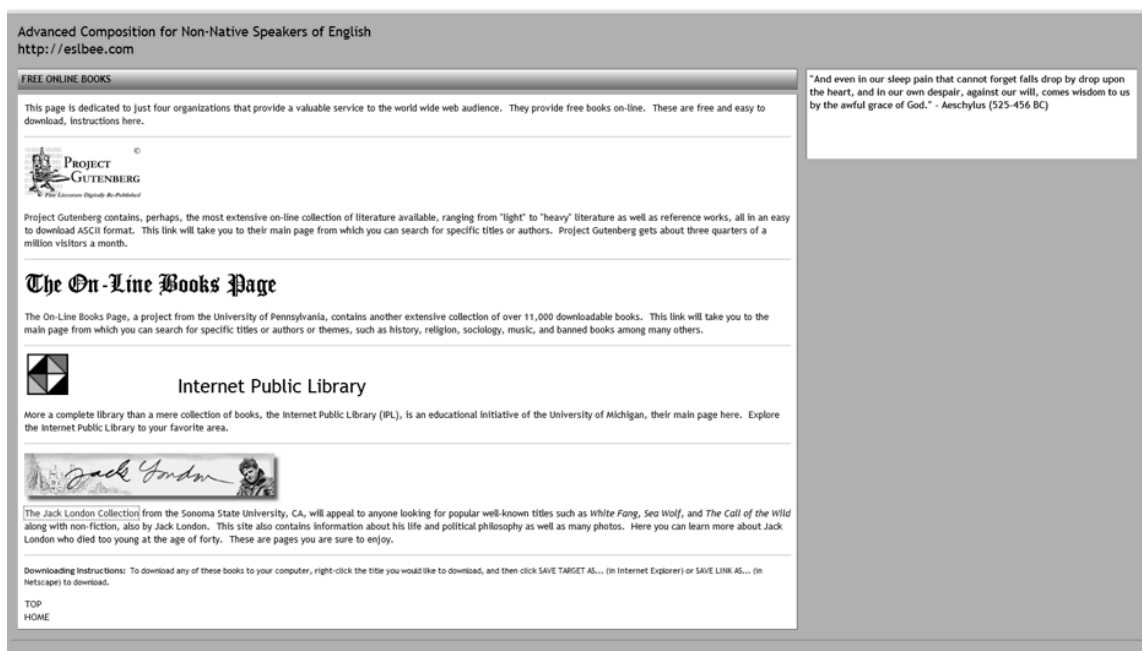
Figure 9. *Online books and resources*

Website evaluation

Recently, some language educators and theorists have provided specific guidelines for designing and evaluating language resources (Holliday, 1999; Lasagabaster & Sierra, 2003; Lonfils & Vanpary, 2001; Susser & Robb, 2004). This evaluation section first sheds light on eslbee.com using the guidelines of Liu, Liu and Hwang's (2010) criteria for evaluating English language learning websites. Then, the major features of a new literacies approach are used to evaluate the site.

Liu, Liu, and Hwang (2010) proposed five criteria for evaluating English language learning websites. These criteria are (a) good usability, (b) clear functionality and easy navigation, (c) numerous opportunities for interaction and learning, (d) clarity and consistency in the management of text and subject matter, and (e) many opportunities for teachers to impart their interests and perspectives into language instruction.

Web usability. According to Liu, Liu, and Hwang (2010), web usability emphasizes human-computer interactions. Good interaction can essentially be achieved by making the website easy to use and broadening hypertext options. This criterion is met by eslbee.com because the website is easy to use and the hypertext options are straightforward and useful. For instance, all the topics of the website are displayed clearly on the main page in an organized way. In addition, links are accessible and understandable to intermediate learners of English.

Clear functionality and easy navigation. In addition to achieving human-computer interaction in using the website, users need to know how to navigate and acquire knowledge from this website. The idea of clear functionality and easy navigation is based on the way that websites provide multiple-channel opportunities for users to

acquire knowledge. It also supports the ideas of usability and simplicity. Eslbee.com is easy to navigate and provides multiple-channel opportunities to the target population to learn the basics of academic writing. These opportunities can be through joining an academic writing tutor, participating in the creative essay-writing page, or creating students' websites. Although this website does not contain major multimedia resources such as video or audio clips, it provides other opportunities to compensate for this gap, such as the academy room (eslbee.com/academy) that provides online courses available to students.

Numerous opportunities for interaction and learning. An effective website has to offer different ways for its users to interact and engage. Eslbee.com provides numerous opportunities for users' interaction and engagement. For example, in the academy room (eslbee.com/academy), users can interact and communicate with their instructors or peers and can receive feedback or comments about their written work. In addition, users can use the 'leave a comment' space to communicate with the developer or comment on other users' work. Figure 9 shows students' comments about the website. Moreover, the aforementioned *Model Webfolios* can inspire students to improve their writing skills by creating a space to save and display their work. All these activities, in addition to other engaging quizzes and practice opportunities, are used to scaffold users' academic writing.

Figure 10. *Users' comments*

Clarity and consistency in the management of text and subject matter. In addition to offering multiple opportunities to learning, a website's clarity and consistency are important indicators. Eslbee.com has different topics and subtopics, all of which are organized in a symmetrical and clear format. The clarity and consistency of the

website's layout and content allows users to quickly familiarize themselves with the site's style and make efficient use of the learning opportunities it affords them. It also allows users to use the website in the way most suited to their needs; users can start from the beginning and learn about a discrete grammar item, or begin in the middle to learn about essays and paragraphs.

Many opportunities for teachers to impart their interests and perspectives into language instruction. Eslbee.com is for both students and teachers. For instance, there are many instructional sections that can be used by teachers in their classrooms. Teachers can utilize the site's writing instructions to teach about sentences and paragraphs, tenses, and different types of essays. They can also explain the meaning of these types, and show when and how students can use them. Teachers can also use this website to transfer the students' learning environment from traditional to an engaging and interactive environment, particularly when the teachers' purpose is to enhance academic writing skills.

Evaluating eslbee.com using new literacies approach

Although the notion of new literacies has been neglected in evaluating English language learning websites (Swenson, Young, McGrail, Rozema, & Whitin, 2006), the definition of new literacies has been considered an important criterion when evaluating websites (Hammett, 2007). For instance, Lankshear and Knobel (2007) asserted that the definition of new literacies is very important to evaluating the quality of websites. According to Lankshear and Knobel (2007), new literacies are defined as "socially recognized ways of generating, communicating, and negotiating meaningful content through the medium of encoded texts within contexts of participation in Discourses" (p. 2). Eslbee.com can be judged to fulfill the essential element of this definition, because the website enhances communication and negotiation of meaning through many different spaces. For example, once users log in to eslbee.com/academy/, they have the opportunity to communicate and negotiate topics in a meaningful context with their instructors and peers.

On the other hand, Leu, Kinzer, Coiro, & Cammack (2004) defined new literacies by stressing digital and electronic forms' existence in students' or teachers' learning environment. In their definition, the authors asserted that "new literacies allow us to use the Internet and other ICTs to identify important questions, locate information, critically evaluate the usefulness of that information, synthesize information to answer those questions, and then communicate the answers to others (p.1572)". Eslbee.com is certainly an internet resource that can assist users in finding the information they need to become better writers of academic English, and as such seems to meet Leu, et al.'s definition of new literacies.

Collaboration is another aspect that needs to be included in any new literacies environment. This assumption was demonstrated by Coiro (2003) who assigned collaboration as a priority for new literacies' construction. She emphasized that hyper-texts, blogging, and many other web-based texts are essential in promoting users' collaboration and social interaction. Most of these conditions as supported by

eslbee.com by the fact that users can collaborate in writing various types of essays and have the opportunity to share them with other users.

Conclusion

In this paper I reviewed eslbee.com, adopting Liu, Liu, and Hwang's (2010) five guidelines of website review and elements of new literacies definitions proposed by Lankshear and Knobel (2007), Leu, Kinzer, Coiro, and Cammack (2004), and Coiro (2003). In sum, eslbee.com is a useful tool for those seeking to learn or teach academic writing in English. Students can use this website to expand their basic knowledge of academic writing skills as individuals or as groups. Teachers can integrate this website into courses in order to scaffold and support their writing syllabi. Nonetheless, users of this website need to know that this website does not include multimedia sources (e.g., videos, audios), nor is it comprehensive in its coverage of academic writing. In spite of these limitations, this website can make a meaningful contribution to the teaching and learning of academic writing.

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