

# Effective Use of Information Technology in College EFL Courses

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## Abstract

It may be pointed out that many language teachers still tend to shy away from undertaking new activities using computers although there are many teaching materials available using computers especially the Internet. One way to overcome this tendency is to try it first with a small group of older, technically-minded students. This way the teacher and students can learn new techniques and procedures without too much anxiety, and improve upon their activities for better results. Then the teacher should feel more confident to offer the activities to larger groups or other types of students.

This paper introduces some student-centered and project-based English learning activities using IT (information technology), currently being offered in two departments at this university. A majority of students in those courses are majoring in computer-related subjects and are not particularly interested in learning English. Nevertheless, they usually become actively involved in the courses when engaging in activities using computers. The rest of the students, who are majoring in global communication, are less computer savvy but they also do not have much problem with the activities that have been tested first with afore-mentioned groups of students, and modified for their use.

These days IT seems to be advancing too rapidly for us teachers to catch up. Some technologies which appear most advanced now may easily be obsolete by the time they are mastered by teachers. This paper, therefore, aims to focus more on how some existing easy-to-use technologies, rather than newly available ones, can be applied to language teaching and learning for college students. The content of this paper is mainly based on the presentation by this author at the 43rd Annual Conference of IATEFL (International Association of Teachers of English as a Foreign Language) in Cardiff, England in April 2009.

## 抄 録

コンピュータ特にインターネット上には教材に使えるものが多いが、それでも英語教員の中には、コンピュータ利用のアクティビティーを授業に取り入れるのを躊躇する傾向がまだあるようである。この傾向を克服する一つの方法は、最初に少数の高学年のコンピュータに詳しく、操作に慣れている学生と一緒に試すことである。この方法を取れば、教員も学生もあまり心配せずに新しい技術や手続きを学べ、アクティビティーの方法も向上し、より良い結果も得られる。そうすれば、もっと自信を持って大人数または別のタイプの学生に同様のアクティビティーを提供することができる。

本稿では、ITを利用した、学生中心のプロジェクトに基づいた英語学習アクティビティーのいくつかを紹介する。どれも現在当大学の2学部で教えているものである。筆者が教えている

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コースの大部分の学生は、コンピュータ関連、情報関連の科目を専攻しており、英語学習に関してはあまり興味を持っていない。それでも、コンピュータを活用したアクティビティーに携わるとそのコース内容にも積極的に向き合うようになる。国際交流学科の学生は、コンピュータにそれほど詳しくはないが、前述のグループの学生に試したのものや、学生に合うように手直した教材を使えば、ほとんど問題なくアクティビティーをこなすことができる。

今日、ITは急激に発展を遂げ、われわれ語学教員が、その技術に追いつくのは容易ではない。現在最先端に見える技術も、教員が使いこなす前に時代遅れになってしまうことも多い。したがって、本論文では、最新の技術に注目するのではなく、現存の使いやすいITをいかに語学教育や学習に応用できるかということに注目する。本稿の内容は主に英国カーディフ市で行われた IATEFL (International Association of Teachers of English as a Foreign Language) 学会の第43回年次大会での発表に基づいている。

## Introduction

IT (Information Technology) or ICT (Information and Communication Technology, which term is more popularly used in recent years) is advancing very rapidly as we witness and experience every day. Many of us agree with Gonzales (2006) that “using Web tools, teachers can create the necessary conditions for communicative teaching and learning” (p. 12). However, many language teachers still tend to shy away from undertaking new activities using computers. One way to overcome this tendency for this author is to try them first with a small group of older, technically-minded students. This way the teacher and students can learn new techniques without much anxiety and improve upon their activities for better results. Then the teacher should feel more confident to offer the activities to larger groups or other types of students.

This paper introduces some student-centered and project-based English learning activities using IT, currently being offered in two departments at this university. A majority of students in the courses taught by this author are majoring in computer-related subjects (informatics and media studies) and are not particularly interested in learning English. Nevertheless, they usually become actively involved in those courses when engaging in activities using networked computers. They would not mind exploring new software or Internet tools even if the teacher has not acquired the new techniques perfectly before using them in the classroom. In other words, the teacher can begin experimenting a new activity using IT with such students. While exploring and mastering the new technology in a language learning environment, both the teacher and students can learn together the target language of English. The rest of the students, who are majoring in global communication or in the first or second year, are less computer savvy, but they do not have much problem with the activities that have been tested with those older, technically minded students first.

## Project work using computers

In the language learning classroom, usually tasks are devised by the teacher, and students practice language through the tasks. In student-centered project work, however, “the students become re-

sponsible for their own learning. They select and devise the project, with the teacher acting as coordinator and facilitator or consultant” (Fried-Booth, 1994, p.7). This is also a very important and useful point when the teacher offers a project or activity to students in the CALL room or computer lab. Students can use computers and explore the Internet to find necessary information for their project work, and the teacher can act as a facilitator. This role-playing aspect for both the teacher and students is especially important when teaching a small group of older students, and is a major reason for this author to offer student-centered, project-based activities in the English courses using IT.

## **How to offer activities for different groups of students**

Based on this author’s experience in teaching various courses using IT for different groups of students, it is often useful to classify students into three groups, say, A, B, and C, according to their computer skills and English proficiency levels.

Group A students are technically-minded, usually third- and fourth-year students majoring in informatics and media studies. These students are in small number, taking elective advanced courses related to IT and English learning. They are willing to tackle new activities using computers, while learning English.

Group B students are mostly second- and third-year students taking some elective courses related to IT and English in small to medium sized classes. These students may be offered a kind of activities that have already been experimented with Group A students. This way, the teacher can be more confident and spend more time working on the content of the activities with students.

Group C students are mostly first- and second-year students taking courses in larger sized classes. Technically simpler activities which have been experimented with Group A and/or B students can be offered for these students. Now, the teacher feels more at ease and can adapt activities to be more suitable with a larger group of students or with less technically minded students.

Some easy-to-do activities for the three different groups of students will be introduced here to show how the activities can be offered. Some procedures for the following activities can also be downloaded from this author’s session page at Cardiff Online website: <<http://iatefl.britishcouncil.org/2009/sessions/64/effective-use-information-technology-college-efl-courses>>.

## **Activities for group A students**

Group A students are those who take an advanced elective course taught by this author. Students in the informatics and media studies department take two to three advanced elective courses in the third year and eventually choose one area of their major for their graduation project in the fourth year. In this author’s course, students study how to utilize the Web in learning English. It is not a regular English course and they can spend more time on improving their IT skills. However, while exploring the Internet or learning how to master some software in the field of language learning, they have chances to learn the target language of English because a great deal of materials such as manuals and procedures for software are often written in authentic English. This situation is an advantage for the

teacher when trying to implement a new activity using IT. The following are some examples of activities offered to these students.

### **1. Story or quiz writing project using Study Note (groupware/authoring software)**

This activity has been offered for the last several years. It started as an original children's story writing project using the groupware/authoring software called Study Note (see this author's previous papers (Miyao, 2003a; Miyao, 2003b) for details). A few years later, the students created sample quizzes for children for a workshop called *Chibikko-hakase* by utilizing their English and IT knowledge (see the article of this author (Miyao, 2007) for details of the workshop). Over the years, students have created different types of work, for example, children's picture books; quizzes for young children, older children, or younger adults; travel guides; etc.

Some useful features of multimedia authoring software such as Study Note is summarized by Wachman (1999) as follows: it is interactive, easy to use, and enjoyable; it is possible to create, import, and display text, graphics, animation, video, sound, etc.; end-users can change screens, view graphics, play sounds, etc. with the mouse; it has nonlinear, branching ability; and it is user-friendly software (pp. 408–411). If Study Note is not available, you can substitute it with Power Point, and create a similar activity. Many students are very good at drawing or painting pictures and they enjoy writing by inserting some pictures and illustrations.

Some students also add twists to popular fairy tales by splitting into two or three story developments and/or endings by using branching ability (called "jump buttons" in Study Note) and their imaginations. One student created a quiz to learn traffic signs and regulations in the U.S. for Japanese who may travel to the country. He was interested in different traffic regulations of other countries. Another student created a travel guide with a map and photos of tourist spots in Hakone because she enjoyed travelling in the area. (See Appendix 1 for the activity procedure.)

After the end of the class project, their works are uploaded to the database section of the Study Note groupware network. The database are later converted to a HTML file to be uploaded to and shown at a website (see student-created quizzes at <<http://www3.tsukuba-g.ac.jp/t/miyao/www/db/n00000fd/indexhtm>>). You can jump to the page by clicking on "English quizzes using Study Note" in the course website: <<http://www3.tsukkuba-g.ac.jp/t/miyao/engweb/index.html>>.

### **2. Creating English quizzes using Hot Potatoes (freeware)**

Creating quizzes using freeware such as Hot Potatoes can be time-consuming and technically complicated because you must spend some time to learn to use the software. Also, students realize that it is not always simple and easy to make quizzes for younger learners just because they can use only simple English in their work. However, students, while trying to understand the software, enjoy creating quizzes, by thinking about their target audience and naturally composing interesting quizzes along the way.

The software has five to six applications, JQuiz for multiple-choice, short-answer, hybrid of multiple-choice and short answer, and multiple-select quizzes; JCloze for cloze exercises; JCross for crossword puzzles; JMix for jumbled sentence exercises; and JMatch for matching exercises. In the

course, two quiz forms, matching (using JMatch) and crossword puzzles (JCloze) were taught.

One student, after creating basic quizzes using Hot Potatoes, decided to study more about the freeware for his graduation project in the fourth year. Reading the manual in English was not easy for him, but he didn't hesitate to keep reading the English manual retrieved from the Hot Potatoes Home Page <<http://hotpot.univ.ca/>> at University of Victoria, Canada. He was responsible for his own learning, and tried very hard to understand the techniques and procedures of using the software in order to create various types of quizzes for children.

Student-created exercise examples using JMatch and Jcross are shown at the course website: <<http://www3.tsukuba-g.ac.jp/t/miyao/engweb/index.html>>.

## **Activities for group B students**

For this group of students, most activities have been experimented with Group A students and/or modified to be more suitable for them. After learning some basic technical know-how, students can take initiative in searching for topics and creating their own work, whether it is a wall newspaper, a webpage, or a presentation, while the teacher can observe their interests and learning styles.

The following are some examples of activities offered to this group of students.

### ***1. Creating electronic wall newspapers using MS-Word***

This activity has been offered in the English Word Processing and Business Letter Writing course for several years. Students are familiar with the word processing software MS Word by the time they attend this course, although they must be taught how to type in English in the beginning of the course. Towards the end of the semester, each student spends 4 or 5 class hours to create a 2-page long wall newspaper. In this Internet age, some students tend to copy and paste materials from the Web. To prevent this from happening, they are encouraged to write about topics close and familiar to them in simple English, for instance, their favorite things, club activities, hobbies, interviews with their friends or teachers, what they did recently, their travel experiences, etc.

Students enjoy the process of writing by choosing their favorite and familiar topics and can concentrate on the content of writing by using the familiar word processing software. Also they can include their favorite photos or illustrations to make the newspaper look interesting.

At the end of the semester, they submit the completed newspaper with a report in hard copy and at the same time upload the file into the course folder in the shared student file server. The folder becomes the record center of the course activities, and can be accessed by the teacher to show their works to the following year's students as the examples of the newspaper creation activity. Those newspapers can be printed to exhibit at the college festival or some other college events (see Appendix 2 for the activity procedure).

This type of writing project using familiar word processing software such as MS Word can also be offered to a larger group of students in a regular language learning classroom. This will avoid making technology a barrier for both departmental students. See this author's paper (Miyao, 2005) for more activity details.

## ***2. Creating English webpages using Homepage Builder (Web authoring tool)***

The main aim of this project is to motivate students to become more active in learning English and to enjoy the process of writing using the computer. This project is offered in the English Information & Expression course targeted to 2nd and 3rd year students majoring in informatics and media studies.

Homepage Builder is installed in the computers in the CALL Room. After learning some basic techniques of using the software and uploading completed files to a web server, students are assigned to write on three topics in their individual website: 1. profile or self-introduction on the top page, 2. interesting things, places, etc. in their hometown, and 3. links to their favorite English learning sites and reasons why they like the sites. (See examples at the course website: <<http://www3.tsukuba-g.ac.jp/t/miyao/johohyogen/index.html>>) Also see Appendix 3 for the activity procedure.)

## ***3. Presentation using Power Point as a visual aid***

This activity is offered mainly in the Business English Basics course. Many students have experience using Power-Point in other courses, but even those who have never used the presentation software do not have much problem because for them it is similar to using MSWord. After showing the previous year's student presentation outlines in PowerPoint, they are assigned to work on their own presentation preparation. They use MS Word to write the presentation draft and then write the outline using PowerPoint before the actual presentation.

Topics for these students are: interesting business ventures, famous business persons, future dreams, etc. Interestingly, students find trendsetting and unique businesses and business leaders; foreign students also choose outstanding persons and businesses known both in their home country and around the world. Therefore, the teacher must keep her eyes open what is happening not only in Japan but also in the neighboring countries and around the world. Often students know a lot more about the current trends and issues around the world.

Their presentation outlines are uploaded and saved in the course folder in the students' shared file server to be used as a visual aid on the presentation day and as student presentation examples later. The drafts written in MS Word are checked for grammar and submitted as the presentation report to the teacher.

The procedure for the activity is shown in Appendix 4.

## **Activities for group C students**

For Group C students who are mostly in the first- or second-year and taking general English in a larger group, activities using IT can be daunting for both the teacher and students. Therefore, less technically complicated but nonetheless interesting and motivating activities are offered to these students. The following are some activities which can be offered to them without worrying too much about techniques.

### ***1. Individual listening practice in a CALL system***

When teaching in a regular classroom, the teacher plays a CD or shows a video and all the students listen to or view the same teaching material together. As a teacher, this method is often very frustrating because some students need to listen many times and some others don't.

On the other hand, in the CALL room, students can practice listening skills individually at their own pace. They can replay the material as many times as they wish. After listening to the recordings, they can also record and listen to their own voice to improve their pronunciation. Once the teacher saves the listening materials in the CALL courseware server, those sound files can be retrieved for students to listen in the CALL room whenever necessary. Students have different learning styles and different levels of listening/speaking abilities. So, being able to practice listening and speaking on their own pace is very important and beneficial for them.

### ***2. Discussions in the forum in Moodle***

Moodle (Modular Object-Oriented Dynamic Learning Environment) is an open source course management system, a software package for producing Internet-based courses and websites.

Activities using Moodle were experimented with Group A students a few years ago, and the teacher now feels much more comfortable to use the system with all three groups of students. Each Moodle site can function as the course bulletin board showing each week's activities and assignments, instructions, and actual activity results.

There are many useful features in the system. Some of them used in the classroom by this author are: *forum*, *journal*, *chat*, *Wiki*, *assignment*, and *vocabulary list*.

The most frequently used feature is the *forum*. Exchanging opinions in the forum is a very interesting and stimulating activity for any level of students. They can practice writing by using simple English in the forum just as if they are talking to each other, and they can use a dictionary site on the Internet while writing. After posting their opinions, they can read other students' postings and reply to them using the reply function. Other students can join the discussion by reading the exchanges on the forum site. They are usually hesitant to speak in the class, but when using the forum, they seem to enjoy writing and responding to their classmates on the subjects of their interest. (See Appendix 6 for a student discussion example in the forum.)

While observing such exchanges among the students in the safe environment of the Moodle site, the teacher can gradually take up other activities using *Wiki*, *chat*, or *journal* functions in the Moodle course management system. The Moodle course sites can be accessed from any networked computer, in the campus, at home, or in a coffee shop if you have the access ID and password. The teacher provides the students with a registration key code for each course site on the first day of the class. Students can work on an assignment and submit to the Moodle course site in the CALL Room or at home.

For this teacher, each Moodle course site also acts as the course syllabus or course memorandum. You can check what was taught in the previous week or a year ago by entering the course site. This is very useful if you teach several courses per semester. You can review what you have been teaching and make plans for the next classes without repeating the same activities or contents of teaching in several different courses.

### ***3. Reading/listening/viewing on the web***

Using free web-based materials such as videos on YouTube, the teacher should spend some time in choosing appropriate ones for this level of students. However, it is worth the efforts on the part of the teacher, if you can show very interesting videos. The following are some examples of the websites often used in the courses for this group of students.

One example to understand the modern UK culture and people is video clips from “Britain’s got talent,” a popular British talent-show program, in which Susan Boyle and Paul Potts stole people’s hearts recently. Another favorite of this teacher is “Jennifer ESL.” Jennifer provides very good lessons from her living room. She speaks clearly and in good speed for EFL learners all over the world. Another good viewing material for this group of students is VOA Special English YouTube videos. While watching a video, students can read the narration on the screen and listen to the slow-paced clear recordings. The website has various topic categories, such as education, economics, science, word master, and much more.

A popular website among ESL/EFL teachers is a listening practice site called ELLLO. Using this site, the teacher can assign students to listen to a conversation in interview type between two young people who are often learners of English from different countries. Students are assigned to write a report summarizing the conversation. Using materials on the Internet, students can choose their own topic, and by reporting back to the teacher what they have done, they can also learn to summarize the material they listen to, read, and view.

There exist a large number of websites dealing with English learning and teaching. Therefore, it is useful to create a link page for those websites the teacher can safely use in the courses he or she teaches (see the link page showing various useful English learning websites at <<http://www3.tsukuba-g.ac.jp/t/miyao/EnglishSites.html>>).

### **Conclusion**

By experimenting on new activities utilizing IT with small groups of students first, the teacher can gradually accumulate the number of activities that may be effectively offered to larger groups and/or various types of students. While offering those student-centered activities using IT and observing different learning styles of students, the teacher may be able to find various ways of stimulating students to study English more actively and independently using IT.

As already mentioned, technology is advancing so rapidly that it scares many people including teachers. On the other hand, it can help teachers diversify their teaching methods and areas of teaching, and they can always use students’ computer knowledge and techniques in their teaching.

These days, some students are even better than their teachers at using such new Internet tools as blogs, streaming videos, social networking systems like Twitters, etc. In that case, teachers can learn from them and utilizing those tools to make their teaching more interactive with their students. Regarding new activities, “digital storytelling” using MS Movie Maker is under way with group A students in the fall 2010 semester. In this activity, students are required to use some pictures taken by themselves and tell a story or narrate a report on a topic related to their pictures. By working on such

a project, students can learn various tools even better than the teacher who should act as a facilitator helping students, especially writing in English, if needed.

By trying different types of English learning activities according to their levels of English and IT knowledge, it is hoped that students can learn to actively participate in learning English and communicate with other people in English more effectively.

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## Resource books and materials for activities/projects:

- Ronald, J. (2001). Interactive Peer Presentations. In K. Foid & E. McCafferty (Eds.), *Projects from the University Classroom*. Japan: JALT CUE SIG (the Japan Association for Language Teaching College and University Educators Special Interest Group). (Note: *The guidelines (I: General, II: Useful Phrases, III Supporting Your Opinions, and IV: Visual aids) are useful for various levels of students by offering actual sentences to use.*)
- Towndrow, P.A. & Vallance, M. (2004). *Using IT in the Language Classroom: A Guide for Teachers and Students in Asia*. Singapore: Pearson Education South Asia Pte Ltd. (Note: *It shows how the material can be used in formal instructional settings in Asia.*)
- Warschauer, M., Shetzer, H., & Melon, C. (2000). *Internet for English Teaching*. Alexandria, VA: TESOL, Inc. (Note: *It gives step-by-step explanations on how to use the Internet in English teaching.*)
- Windeatt, S., Hardisty, D., & Eastment, F. (2000). The Internet. In A. Maley (Series Ed.), *Resource Books for Teachers*. Oxford: Oxford University Press. (Note: *It gives detailed examples of classroom activities, such as searching on the Web, evaluating Web pages, creating language learning material, and communicating using the Internet.*)

## Resources on the Web: Examples - presentation skills

1. Effective Presentation Skills at:

<<http://effective-presentation-skills.com/presentations-writing-it-out/>>

## 2. Oral Presentations: Peer Evaluation at:

<<http://www.eslpartyland.com/teachers/listening/eval.htm>>

**Appendix 1****Procedure for writing project using Study Note:**

1. Have students practice using the software Study Note. Also, show them examples of previously written stories and quizzes to give ideas for both techniques to use Study Note and the content of their own works.
2. Have them start creating their own works. (Students write with graphics and sound. Encourage them to submit verbal and written interim reports frequently.)
3. Check their progress periodically and set the completion deadline.
4. After checking the writing development, ending, etc., upload each student work to the database of Study Note (for other schools on the Study Note groupware network to browse).
5. Convert the database file to a HTML file to upload to and show on a website.

**Appendix 2****Procedure for electronic wall newspaper creation:**

1. Several weeks before the actual project begins, **ask students to start thinking about topics**. Also show them the previous year's wall newspaper examples or have a brainstorming session such as a group discussion using the newspaper examples. This will give hints about topics they can choose and possible designs of the wall newspaper.
2. The following are some of the instructions given to students:
 

- a. Number of pages: **Two pages**
  - b. Newspaper name: **Any name of your choice**
  - c. **Topics:** Self-introduction; favorite things; interesting places to visit (restaurants, shops, amusement parks, foreign countries, etc.); events (fireworks, festivals, etc.); interviews with friends, teachers, family, etc.; advertisements (real or imaginative); or any other topics you want to introduce.
  - d. Format: Final version **to be printed on an A-3 size** super-fine paper and **displayed at the college festival in October**. Try to write in a reader-friendly manner because people other than your teacher and classmates will read your wall newspaper at the festival.
  - e. Visual: You can include your favorite illustrations, pictures, photos, or background colors.
3. To check students' progress, have them **write their activity records at the end of each class**. Collect and return them the following week. After a couple of weeks, have them submit the printed webpages for you to check and give feedback periodically.
4. **Have students evaluate wall newspapers of two students** whom they do not know very well. This is to help them to reflect on their own works and learn to evaluate other students' writings in a constructive way. The sample evaluation form is as follows.

—— Peer Evaluation Form ——

Name of the Writer:

Name of the Wall Newspaper:

Date of Evaluation:

Give a brief description of the wall newspaper:

1. Overall design: (color, text, layout, graphics)
2. Information: Is the information clear, easy to understand?
3. Topics: Are the topics interesting, useful, etc.?
4. Main topics: What topics are there in the newspaper?
5. Suggestions: What suggestions for improvement did you give?

—— (Print two forms on one sheet.) ——

5. Provide **instructions for submitting both printed and electronic versions.**

**Ask each student:**

- a. to check **the content and design** of the newspaper.
- b. to make **a report and submit with the printed wall newspaper.**

Questions to be answered in the report:

- (1) How long did it take to complete?
- (2) What portion was difficult, fun, easy, etc.?
- (3) What did you find while working on your wall newspaper?
- (4) Any comments about your friends' wall newspapers?
- (5) Any comments, suggestions, complaints about this project?

- c. to upload the newspaper file to a course folder **in the shared file server.**
6. Three weeks before the fall festival, **check all the newspapers** and inform students of revisions or corrections, if any. Ask them to save the revised file in the course folder. (You can use the files later to display at the college festival or other college events.)

### Appendix 3

#### Webpage creation procedure

1. Choose topics relevant to the course and appealing to students' interests.
2. Explain about the project and requirements for a good and successful webpage, such as overall design, content, purpose, or audience.
3. Teach basic techniques to use Homepage Builder and how to upload/download files between the students' file server and the university webpage file server.
4. Have students begin the webpage creation project. Check the content and provide feedback periodically. Give a deadline for each step of the project.
5. Have them evaluate two other students' webpages. Provide a work sheet for the evaluation using the criteria mentioned in 2. above.
6. Make sure students upload webpages into their allotted folder of the Webpage file server. Also have them print

and submit completed webpages with a final report on their webpage creation experience.

7. Create the top page for the course project by linking to each student's website.

#### Appendix 4

##### Procedure for presentation using Power Point

1. Give students the topics for the presentation. (Interesting business ventures, famous business people, future dream, etc.)
2. Ask them to find out what people or businesses they would like to talk about.
3. Teach them the basics of using Power Point.
4. Set aside one class hour to write the presentation draft in MS Word and the outline in Power Point in a computer room.
5. Make the presentation schedule. Students can use about 5 minutes for the presentation and 3-5 minutes for the question and answer session.
6. Have students save the Power Point presentation outline in a course folder in the shared file server to use on their presentation day.
7. On the day of the presentation, give students the peer evaluation sheet. Also instruct them to ask at least one question to the presenter after each presentation.  
(This is a very good communication training because they must listen to the presentation carefully in order to ask questions.)
8. After the presentation, assign students to submit a written report of the presentation in MS Word as a term-end assignment. Also have them save the file in the same file folder with the presentation outline in Power Point.

#### Appendix 5

##### **Example activity procedure using the Web**

Example: <<http://www.ello.org/>>

##### **Assignment instruction given to students:**

1. Go to <<http://www.ello.org/>>. (This website is a free online listening resource for ESL/EFL students. Each lesson is usually about a conversation between two people in which one person interviews the other student.)
2. Choose one lesson of your choice.
3. Listen to the conversation at least 3 times.
4. Print the conversation and check any difficult or unknown words/phrases.
5. Write a short summary of the conversation. (For example, "Mari is from Japan and she interviews her friend Ron. He is from the USA. He likes . . .") Write at least 10 sentences to summarize the conversation.
6. Repeat 2. to 5. one more time.
7. Also write your comments about this website and your experience. Submit the report on (date).

Appendix 6:

Student discussion example in the forum

The screenshot shows a web browser window displaying a forum thread. The browser's address bar shows 'j-eng: Traveling'. The forum thread has a title 'Traveling' and a post from 'iimei kou' on November 21, 2008. The post asks if anyone likes traveling and requests interesting places. The thread continues with three replies from 'Mariko Miyao', 'kyouko endou', and 'iimei kou' on November 27, 28, and 28, 2008, respectively. Each reply discusses travel plans to Australia and England. The browser's taskbar at the bottom shows 'インターネット' and a zoom level of 75%.

**Traveling**  
2008年 11月 21日 (金曜日) 12:06 - iimei kou の投稿

Hello! I'm Mei. I like traveling to lots of countries. My best country was Singapore. Do you like traveling? If you know any place or country that is interesting please tell me.

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**Re: Traveling**  
2008年 11月 27日 (木曜日) 16:42 - Mariko Miyao の投稿

Hi Mei and everyone. I have never been to Australia. Someday, I want to visit the country and also New Zealand. Is anyone going to Australia this coming February with the Study Abroad program of this university???

Mariko Miyao

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**Re: Traveling**  
2008年 11月 28日 (金曜日) 12:05 - iimei kou の投稿

Hello Mariko,

I didn't know about that. I really want to go.

But first I have to finish my graduation thesis.

Do you know how much it will cost?

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**Re: Traveling**  
2008年 11月 28日 (金曜日) 11:53 - kyouko endou の投稿

I want to traveling many countries.

I went to Parth in Australia with my friend the year before last!

It was so exciting to communicated with Australian people.

So, I like to traveling too.

I'm going to go to England next year!

I'm looking forward to go there\*+、\ (≧▽≦) /+\*!!

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**Re: Traveling**  
2008年 11月 28日 (金曜日) 12:09 - iimei kou の投稿

Kyouko, Australia sounds fun!!!

I wish I can go there!!!

I don't know much about England.