

Using Web Pages to Teach Writing

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Introduction

Almost all universities in Japan have access to the Internet today, and all university students can use e-mail and the World Wide Web for study and research. Many teachers can make web sites for classes, and even students may be able to make their own web pages as part of their study.

Many teachers use the Internet for English classes. They look for information and find resources for classes, including learning materials and activities. They may use the Internet in class, since there are CALL labs in many schools now. Teachers have students use e-mail to correspond in English with keypals, make web projects including a simple one such as “show and tell” (an activity in which students have one photo and write an explanation of the photo), use web resources to find information, join e-mail discussion lists, and participate in chat, and so on (Aoki & Mizuno, 2001; Hagino, 2002; Kitao, 2002b; Nakata, 2001; Nishino, 2002; Nozawa, 2002; Oguri, 2003; Suzuki, 2001; Yasuda & Harada, 2003).

Some teachers also use the Internet for writing assignments in English

(Hirao, 2002; Kitao, 2002a; Kobayashi & Yanagi, 2001; Oguri, 2001). These assignments are especially useful for collaborative work among students.

The Writer's Advanced Level English Course

Overview of the Writer's Course

For the past several years, the writer has taught an advanced level English class** in which he emphasizes academic writing. As part of this course, both the students and the writer use web pages, as he will explain in more detail below. As part of the course, he teaches composition, emphasizing the organization of paragraphs (that is, having an introduction, discussion, and conclusion as well as the types of paragraphs, such as a generalization followed by illustrations, comparison and contrasts, and a problem and some solutions) and connecting paragraphs into essays. This is a part of the major theme of the class, preparing for studying abroad, since students need to develop their writing skills in order to study abroad.

The writer has prepared materials and instructions for this class, and students can read them on his web site. Students use them and make their own web pages and do assignments. They sometimes do their own work by themselves and sometimes work with other students on collaborative projects. The work of previous students is posted at his web site so students can see examples and use them as models.

The students learn how to collect resources on the Internet, how to evaluate the reliability of those resources, how to get information by using questions and how to answer them, how to write readable, well organized essays using clear topic sentences, how to write various types of passages, how to recognize what plagiarism is and how to avoid it, how to evaluate and critique other students' writings, etc. In this paper, the writer will explain how he administers his class, as well as what materials he has

prepared and how his students learn. He will explain the effectiveness of using web pages for English writing classes.

All resources on the Internet in this paper are highlighted (underlined), and you can click and see them at <http://www1.doshisha.ac.jp/~kkitao/library/article/call/writing.doc>

Background Skills

Typing. Not all students know how to type well. Even if they have had some experience with typing, most of them have never formally learned how to touch type. They have usually taught themselves to “hunt and peck,” and their typing is not necessarily very good. This makes it difficult for them to use the computer efficiently, and, in fact, can make it frustrating and unpleasant, so it is important for students to improve their typing skills if they are going to use the computer efficiently. The writer teaches them how to improve their typing skills at the beginning of the class. He made “Typing” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/typing.doc>) to teach students to touch type. He spends only about ten minutes on this in class and shows students how to practice. He makes sure in the following classes that students are practicing properly.

Students can also use “MIKATYPE” (<http://www.asahi-net.or.jp/~BG8J-IMMR/>), a very good piece of freeware, to practice typing. Using MIKATEXT (<http://www.asahi-net.or.jp/~BG8J-IMMR/>), a sister program, the teacher can insert any text for typing practice.

The writer made some typing software that students can use to practice typing, and teachers can get records of students’ work, including the percentage of entries typed correctly the first time and the second time, and how long it takes them to finish. The writer has software to analyze individual students’ assignments and class work. However, because it takes time to follow up students’ work, because typing is not a major component of the class work, and because he can check in class whether students are

practicing typing, he gave up using this software.

Making web pages. Making even very simple web pages is not easy for students, and it is difficult and time-consuming for teachers to teach them how. Even if teachers can make a simple web page in five to ten minutes, it may take ten, twenty, thirty minutes or even longer than one hour for students. Some of them may not be able to do it at all.

The easiest way to post material on the World Wide Web is to upload Word text files. All computers at Doshisha University have Word 2000 and most students have it on their computers. If this is not possible or desirable, the best way is using the templates (samples). Students just download two templates ([top page](#) and [linked page](#)) for the web pages which they use from “[Making Your Homepage](#)” (<http://ilc2.doshisha.ac.jp/users/kkitao/class/project/homepage.htm>), and students can just change the names, e-mail addresses, and file names. Then they upload the two linked web pages. They read “[Instruction for Making Homepage](#)” (<http://ilc2.doshisha.ac.jp/users/kkitao/class/project/homepage.doc>). One advantage of these web pages is that these show when students last saved them, the last upload time, so that the writer can easily see when they finished the assignment. To do this, he put a JavaScript program to show the date and time the file was saved at the top of the page.

The writer makes a [bulletin board](#) for the class on his web site, and he links their top web pages to it. Then just clicking on a student’s name on the class bulletin board takes a viewer to that student’s web page. This bulletin board is also used to show students what has been done in the class and what the assignments are for the next class. All of the students are expected to check it periodically. This is particularly convenient for the students who missed the class. They can see what was done in class and what assignments they have for the next class. Many students do not take good notes, and it is convenient for those students to remember assignments.

For the final project, students make their own web sites on a topic they

choose. The writer taught students how to make more attractive web pages using “Making Simple HTML Files” (<http://ilc2.doshisha.ac.jp/users/kkitao/online/www/kitao/int-www.htm#adv>). (However, the skills they demonstrated in making better and more attractive web pages were not evaluated as part of the class grades; only the content and use of English were evaluated, since the reason students make these web pages was to show their projects to their classmates.)

It is not easy to make students understand how to make web pages by explaining the process orally. It is necessary to provide written instruction and class explanations by the teacher. Written documents and samples are necessary when teaching the use of computers and the Internet.

Class Assignments

Self-introduction (first composition). The first writing assignment is a self-introduction (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/self.htm>). There are two reasons to choose this topic. First, this is a fairly easy assignment, since students do not need to do any research. Second, it is a way for students to get acquainted with classmates, with whom they will be working on collaborative projects. They are given the assignment after they have done a brief oral self-introduction in a group and also in front of the whole class. Thus, students at least know what they need to include, such as their names, majors, where they are from, information about their family, their hobbies, their overseas experiences, and so on.

When the writer gives this assignment (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/self.htm>), he does not tell students how to write it or how many words to write, because he wants to know how well they can write on their own, how much they can write, and what some of their problems are with writing. He also emphasizes that the students have to think about the best way to do anything, including learning itself. He just

tells students to write about what their classmates might want to know, and to write it in a way that their classmates will understand.

As part of the assignment, they count words using the word count function of Word 2000 and put the number of words at the end of the assignment. They upload the Word text file for this first assignment, since they know how to upload files using the ftp explorer, but they do not know how to make html files yet. (The writer gives computer and the Internet-related information little by little so that students do not spend much time and energy on that type of information, since this is not a computer class but an English language class.)

Among the problems students have with this assignment are that some students start a new line for each sentence, and they do not organize their paragraphs well. Some students write between 100 and 200 words, and their ideas are choppy. They do not provide enough information about themselves that other people want to know, that is, the information is not complete. Their ideas are not well organized, and some students write as if they were talking.

The writer emphasizes that the purpose of writing in English is to explain things to non-Japanese people who do not understand Japanese, and the readers may have little knowledge about Japan and Japanese culture, so it is very important for students to look at their writing from the point of view of someone who does not know about Japanese culture. Students should explain background that non-Japanese might not know and avoid using Japanese expressions without explaining them. Also, the conventions of English writing require more concrete, detailed explanations than Japanese writing.

In the following class, the writer critiques those self-introductions, and he explains that students need to give complete information and organize their ideas into paragraphs. He explains how paragraphs are organized and what the topic sentence is. Also he tells students to write the topic sentence at the

beginning of the each paragraph and underline it. He directs students to the following web pages, which help them write paragraphs and topic sentences and use transitions:

1. [“The English Paragraph”](#)

(<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/textbook/essay.htm#paragrap>)

2. [“The Topic Sentence”](#)

(<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/textbook/paragraph.htm#topic>)

3. [“Transitions in a Paragraph”](#)

(<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/textbook/b-parag.htm#trans>)

These have explanations and exercises for studying paragraphs, so that students can study paragraphs in detail by themselves, if they do not understand them well.

Collaborative feedback for the first assignment. Students work by themselves and also with classmates in this class. The writer divides students into groups of four. Students read the compositions of other group members and do assignments related to what other students have written.

The first follow-up assignment (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/self2.htm>) for the self-introduction is to have students ask each other questions related to the self-introduction. Students ask other group members five questions about information they would like to learn about that person. That is, if there is not enough information or if the information is ambiguous, readers can get clarification or ask for more information. It is a good idea to have students ask themselves questions about their own compositions as well as those of other group members. They have to write their self-introduction carefully and find something they want to know more about, that is, something they did not explain well.

Students upload these questions that they asked to other group members,

so that they can see what questions they asked. All work students do is uploaded, and that seems to help make them more responsible for what they are doing. Also, it allows students to read their work later and analyze and evaluate it. Evaluating their own and their friends' work is emphasized in this class, because this helps students think more carefully about what they are doing, and they read and write more carefully. The writer believes it is very important for students to analyze what they are doing, to understand what good work is, and to think about the learning process. Whatever work they do, they upload, and it can be seen by their classmates and by the teacher.

Students need to be able to ask questions to clarify information, get more information, to confirm information, etc., and it is very important in academic work as well as collaborative work in the class. It is also very important for daily communication. In the later assignment (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/question.htm>), students were asked to analyze the use of questions to effectively gather information they want. Some students' work (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/question2.htm>) is available on the Internet. Before this assignment they read "Asking Questions (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/question.htm>)" and work on the quiz (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/question-quiz.htm>) to make it sure that they understand it well. One of the important points of this reading is that there are two types of questions, clarifying questions and content questions. The latter category includes closed- and open-ended questions. They learn how to ask their classmates to explain what they want to know.

Students get 20 questions, including their own. Then the next assignment (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/self3.htm>) is to rewrite their self-introduction to include answers to these questions as well as instructions on how to organize ideas into paragraphs. They upload

an html file. They are required to write about 500 words this time, and they write a very complete, clear introduction with several paragraphs. In this rewriting, students follow instruction for writing, mainly related to format, and also include answers to questions to add to or clarify the content. The writer emphasizes a good organization of paragraphs and essays.

In this class reading and writing are emphasized, and students have to see a reading passage from two points of view, that of a reader and that of a writer, to understand how information is conveyed effectively in real communication. They evaluate their own writing and find aspects that need improvement, and then they rewrite their self-introduction again. This rewriting process is emphasized in this class. Through this procedure, students learn how to explain their ideas concretely and logically, so that readers who do not know much about Japanese culture and language can understand. This is very important to understanding and practicing good communication.

Descriptions of graded readers. Students often do not understand the difference between facts and opinions. One exercise the writer does is a graded readers database project (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/graded/>). Students read “Pleasure Reading” (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/graded/pleasure.htm>) and then choose books from the list (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/graded/esl1.htm>). In this assignment (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/graded.htm>), they read a book, and they write a description of the book, including a heading and descriptions of the target audience, the topic, the content, and the characteristics, and then their own comments, reaction or opinion. After some revisions, if their descriptions are good, they will be included in the database of the graded readers (http://ilc2.doshisha.ac.jp/users/kkitao/library/student/esl/what/esl_what.htm). Except the last section, they need to write only descriptions and cannot include their opinions. Some of them mix up facts

and opinions the first time. The writer gives comments and suggestions, and students rewrite their descriptions.

Of course, before students write descriptions, they are given an assignment (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/graded2.htm>) to read previous students' work and evaluate it. The purpose of this assignment is not only to evaluate the previous work but also to familiarize themselves with the format, so they can write their own readings. (You can see their evaluations [<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/evaluation-gr.htm>].)

Keeping journals. The writer emphasizes learning rather than just studying in his class. He has prepared "Studying and Learning" (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/learning.htm>) to explain the difference between studying and learning to students. As he uses the terms, "studying" is getting new information and ideas and is a part of learning. "Learning" also includes analyzing the information; finding principles; discovering generalizations or rules that connect them; synthesizing information from various sources; and explaining it to others. Thus, learning involves thinking, analysis, classification, organization, and explanation.

In order to make sure that students learn in his class, the writer gives students an assignment to keep a learning journal (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/journal.htm>). They pick up a couple of important things they think they have learned out of the class. This is just a journal and is informal. However, they need to keep it whenever they attend a class, twice a week. This project helps them focus on the class, think more deeply about what they are doing, and get used to writing in English.

This sounds like it is very easy to do. However, this is very difficult for the writer's students. Even though there are a written document and some exercises (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/>

learning.doc), they often confuse studying and learning, as their journals (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/journal.htm>) show. They can write about class assignments and their opinions about them. However, they do not understand how they do further work such as applying it to their own experiences or some other information that they already had, drawing implications, finding principles, comparing with something they have studied before, etc.

Final projects. Students work on the final project (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/final.doc>). They choose one of two areas, studying at a certain university abroad or introducing Japanese culture. They choose the area and the topic of the project.

In order to help students to choose a topic, the writer uses “Choosing the topic for research” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/topic.doc>) and previous students’ work, “Studying in Various Countries (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/abroad.htm>)” and “Japanese Culture (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/japanese.htm>)”. They are encouraged to choose the study abroad option, because that is the objective of the class. They have an assignment to write their plan to study abroad someday (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/plan.htm>). Thus, they have to think about it concretely in order to write it, and it is easier for them to make a final project on the same theme.

Students write a proposal (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/proposal.doc>) (their work <http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/proposal.htm>) and then start gathering links for that topic. They classify those links into categories and make a web page with their classified links. All links are briefly described. They also write at least a page to explain the target audience, the purpose, how links are gathered, how they are organized, and how to use that links page

effectively. The second page is the main work students do and the first one is the data for that writing.

Students evaluate other group members' final projects using "Project Evaluation" (<http://ilc2.doshisha.ac.jp/users/kkitao/class/project/project.htm>) sheet. Their evaluations (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/project.htm>) are available online.

Students make a progress report presentation and the presentation of the completed final project.

Class evaluations and self-evaluations. The last assignments students have are class evaluation (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/evaluation3.htm>) and self-evaluation. (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/evaluation2.htm>) These assignments are very important for them, and the writer gives them two weeks to think about their evaluations. These are a good wrap-up for the class. They allow students to review what they have done and how well they have done in the class. These are good opportunities for them to put everything together and be ready to use what they have learned in their future academic work.

These are final opportunities to write in English. In the class evaluation, students need to evaluate each task in the class objectively. In the self-evaluation, they need to evaluate each task they have done objectively, and using such data, they have to write a persuasive message to obtain high scores in this class. Both class evaluation (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/evaluation.htm>) and self-evaluation (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/self-evaluation.htm>) are available on the Internet.

Developing Skills

Writing e-mail using the five Cs. Students use e-mail, but they generally do not write effective messages. The writer often finds their e-

mails difficult to deal with, because there is no subject, information is ambiguous, etc. Before they practice English communication using the “SL-Lists” (<http://www.latrobe.edu.au/education/sl/sl.html>)” for non-native speakers of English, students practice writing effective e-mail messages, trying to make them correct, clear, concise, complete, and courteous, using “Writing Materials” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/writing/writing.htm>). Readings include “How to Write E-mail Messages” (http://ilc2.doshisha.ac.jp/users/kkitao/library/student/writing/materials/w_m1.htm), “Writing Clear E-Mail Messages” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/writing/clear.doc>), and “Writing Concise E-Mail Messages” (http://ilc2.doshisha.ac.jp/users/kkitao/library/student/writing/materials/w_m3.htm). There are also some samples that students often use such as self-introduction and readings about daily life. There are also readings about smilies (http://ilc2.doshisha.ac.jp/users/kkitao/library/student/writing/materials/w_m7.htm) and abbreviations (http://ilc2.doshisha.ac.jp/users/kkitao/library/student/writing/materials/w_m8.htm) that are often used in e-mail.

The writer teaches writing using a deductive approach. Students write the most important information and then explain it. They write only one important item in each e-mail. They organize information and write a maximum of five or six short paragraphs.

In addition to general instruction in writing, the writer teaches students that the subject line is very important and should be a summary of the message there rather than a title. The writer also instructs them to write a greeting at the beginning of the message and be sure to sign the message at the bottom. After this instruction, he receives clearer, better-organized e-mail messages from his students.

Practice writing a short essay in half an hour. TOEFL (CBT) requires an essay-writing test now. This part is given a weight of about one sixth of the total score, and it is important to get a high score on it. It is

possible to practice writing a good essay and therefore improve one's score on this part of the test.

First, the writer gives just a brief instruction on how to write an essay in answer to a question he provides. Students have to finish writing in half an hour, and content has to be concrete and well organized. They are instructed to write more than 200 words, preferably more than 300 words. He does not teach strategies for writing a good essay the first time.

Except for a very few who have taken CBT, students have never tried to do this type of writing before. However, many of them write fairly well organized essays with good content and more than 200 words.

After students have done this (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/TOEFL.htm>), they read “Writing Test of the TOEFL” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/toefl/writing/test.doc>) and “Preparing for the Writing Test of the TOEFL” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/toefl/writing/preparin g.doc>), which explains how to prepare and what is important in this type of writing. The question always asks the writer to express an opinion or make a statement, supported by reasons. Therefore, the first paragraph is the answer to the question, with a brief explanation. The second and third or even fourth paragraphs explain the reasons or give support, with one paragraph for each point. Then the last paragraph gives the summary and conclusion of the whole essay.

After the writer critiques their essays and explains the essence of the above, students had about two weeks to practice on their own, and then they had the second trial. This time they knew the strategy and most of them wrote much longer and better-organized essays (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/TOEFL.htm>). Most of them wrote 300 words or longer.

Educational Testing Service (ETS), which makes and administers TOEFL, provides a free trial of their machine-graded essay tests. Teachers

can see how well their students are doing in essay writing by using it. It is also a good opportunity for teachers to try to do this type of exercise themselves and see what feedback they get. It is often good for a teacher to do an assignment before giving it to students.

Searching for information and resources on the Internet. It is not easy to look for information and resources on the Internet effectively. Most students just put words in the box and search using any search engine they have access to. It is important to teach them to look for information systematically.

First, students need to learn about search sites, search directories and search engines and be introduced to useful sites. “Searching for Information on the Internet” (<http://ilc2.doshisha.ac.jp/users/kkitao/class/project/searching.htm>) introduces such information.

“Using Altavista” (<http://ilc2.doshisha.ac.jp/users/kkitao/class/project/AltaVista.htm>) can be used to teach students to search effectively. In addition to entering keywords, students can use advanced search capabilities to specify a search for pages in a certain language, a search of a specified domain, or a search of only titles. It is also possible to specify that the search should exclude certain web sites or certain keywords. Students need to know what advanced features might be useful for them.

For instructing searching for information on the Internet, Kathleen Kitao’s “Finding and Evaluating Internet Resources: Teaching Students to Use the Internet Effectively” (<http://ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/book/skkitao.pdf>) is easy to understand and possible to use in the classroom.

Evaluating reliability of Internet resources. It is possible for anyone to post any kind of information or resources on the Internet. That means that the Internet is a grab bag of information, some of it reliable and some of it unreliable. Therefore, it is important for students to learn to evaluate the reliability of information found on the Internet. “Evaluating

Internet Resources” (<http://ilc2.doshisha.ac.jp/users/kkitao/class/project/evaluating.htm>) teaches students how to do this, based on such factors as the URL, the qualifications of the authors, the objectivity of the information, the date of publication, and how well they are made, for example, whether they are error free.

Taking notes (lectures and documents). Students can write down what a teacher writes on the blackboard. However, they are not used to taking notes from the lecture. They are also not good at taking notes from written material. Thus the writer has decided to teach taking notes at the beginning of the class. He teaches them using “Note Taking (from the lecture)” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/notetaking.doc>) for the lectures in the class and “Note Taking (from readings)” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/notetaking-2.doc>), for reading resources for their papers or projects.

Outlining is very useful, and students practice when they listen to a tape for listening practice. Writing summaries is also useful, and they practice with readings.

The students’ outlines can be seen at <http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/outlining.htm>.

Avoiding plagiarism. The Internet has made it easy for students to plagiarize. It is simple for them to copy and paste material from web pages. Many students often copy parts of passages or particularly photos from web pages. They do not understand that what they are doing is wrong. After they have finished a composition and plagiarism is discovered, it creates some emotional problems or bad feelings, and it is much better to avoid plagiarism before it happens.

The writer teaches about plagiarism using “Plagiarism” (http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/acade_plagiarism2.htm), which explains what it is and how to avoid it. There are two types of plagiarism: one with content, and the other with texts. Non-native speakers

of English tend to copy texts, since they have difficulty expressing themselves in English. They need to learn to refer to the original documents and rewrite some parts of the text, that is, they need to learn to paraphrase. He teaches six techniques for rewriting source information in order to avoid plagiarism, explained in “Paraphrasing” (http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/acade_writing_para.htm).

One way to avoid plagiarism is to have students do the assignment step by step. If they write a composition from beginning to end, they have more opportunity to plagiarize. For example, students can instead write an outline, then the first half of the composition, and then finish the whole composition. Then they rewrite it. Or they write a long summary first, and make a paragraph from each part of it. These step-by-step processes make it more difficult to plagiarize. The writer uses “Summarizing” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/textbook/b-reading.htm#summarizing>) and “Outlining” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/textbook/writing.htm#outline>) for this exercise.

Evaluating models and previous students’ work. It is very good for students to read some models or previous work critically and evaluate them before they write essays or do their projects. They learn what is important, what to do and what not to do, etc. The writer uses some examples (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/>) he has made for this assignment. After students finish critiquing, they discuss their results in class. They can use “Paragraph Evaluation” (<http://ilc2.doshisha.ac.jp/users/kkitao/class/project/paragraph.htm>) and/or “Project Evaluation” (<http://ilc2.doshisha.ac.jp/users/kkitao/class/project/project.htm>) for this assignment. (Their evaluations (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/sample.htm>) are available online.)

Students can read previous students’ work in “Students’ Work” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/project/>.)” There are

good examples and poor examples. The writer emphasizes several good points and then points that need to be improved, explaining the reasons. Discussing these in class gives students some idea of what is good and what they should not do.

Making presentations. Making presentations is important in academic work, and it will be more and more important in the future. However, it is usually not taught in Japanese universities.

In his class, the writer teaches the basics of giving presentations, and all students do at least two presentations. One is a proposal for the final project and the other is the achievement of the final project. Usually students make a presentation of the progress of the final project. Each presentation is from a few minutes to several minutes, a very short one.

The writer uses “Public Speaking” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/academic/public.htm>). It includes an evaluation sheet of the presentation, which weighs half content and half delivery of the presentation itself. It is very simple and evaluates the presentation on a 5-point scale in each area.

Though the writer does not spend much time for this, it is very useful for the students to see some presentations and have the experience of making presentations.

A variety of writing experiences. As the writer has explained, students write a great deal in his class. He also tries to choose different types of writing, such as descriptions, opinions, evaluations, proposals, and a journal. They have to do informative writing; concrete, formal, explanations; proposals; facts and opinions; persuasive messages; and so on.

Students understand different types of writing and also how to write them. They experience writing and reading and through both sides, they have improved their writing skills greatly.

Conclusion

The Internet is a very effective tool for teaching. The writer has taught a similar class for several years. Each year, he has made changes based on his previous experiences. He adds new readings and materials for new projects each year and posts them on the Internet. He has improved the previous materials and organized them on the Internet. Now he can use many materials for different tasks he gives in his class. Almost all of them are available in “Learning Materials” (<http://ilc2.doshisha.ac.jp/users/kkitao/library/student/>) and they are available for anyone who is interested in using them.***

Notes

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**Doshisha University has several advanced English classes that meet twice a week, 26 times in total, for a semester. Students are required to have 450 in the paper TOEFL (ITP) or equivalent in TOEIC or Eiken, common standardized English proficiency tests in Japan. Each teacher decides the objective and contents of the class. All students read course descriptions and syllabus and listen to the orientation and pass interview tests by individual teachers in order to take the class.

***The “<http://ilc2.doshisha.ac.jp/users/kkitao/>” will be divided and moved to “<http://www1.doshisha.ac.jp/~kkitao/>” and “<http://muse2.doshisha.ac.jp/kkitao/>” on April 1, 2005. The folder names and file names will be kept the same as much as possible. The academic papers will be in the former, and learning materials and student work will be in the latter.

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要旨

インターネットは英語学習に役立つが、学習者が共同作業をする英作文の授業にはとくに役立つ。数年間筆者はインターネットを使用して、アカデミック・ライティングを重視したクラスを英語上級者に教えてきた。クラスのウェブ・ページは宿題や作業を知らせるのに利用され、学習者は自分たちのウェブ・ページに完成した宿題を載せて、同じグループの学習者同士で読みあうことが可能である。互いに読んで質問をし、それに基づいて書き直しをする。

模範的な作品や以前の学習者の作品もウェブ・ページで見られるので、学習者はそれを読んで、よい点や改善の必要なことなどを学習する。学習者はグレイディッド・リーダーズを読んで、その描写と紹介をすることにより、事実と意見の違いも学習する。このようにして作成された図書データベースは、今後読む図書の選択に役立つ。そのほかにも、効果的なeメールを書くこと、TOEFLのエッセイテストの書き方、インターネットの資料の検索や評価などを学習する。

この小論において、筆者はインターネットをいかにアカデミック・ライティングで使用するかを論じ、クラスで実際に使用した宿題や作品、およびその作業のための教材や資料のURLを示す。以下の小論からはそのURLにリンクしているので、クリックするのみで、その資料を容易に見ることが可能である。 <http://www1.doshisha.ac.jp/~kkitao/library/article/call/writing.doc>