

## **USING CLASS WEB PAGES FOR WRITING INSTRUCTION\***

Kenji Kitao, Doshisha University

[kkitao@mail.doshisha.ac.jp](mailto:kkitao@mail.doshisha.ac.jp)

### **Abstract**

Among other uses, class web pages are useful for teaching writing, particularly for collaboration among students. For several years, the author has taught a course which emphasizes academic writing, using web pages. A class web page is used to inform students of homework assignments and class activities. In addition, students post their assignments on their own web pages, where other students in the same group can read them. After reading the assignments of other students in their group, students ask questions, and the assignments are revised based on the questions. Model assignments and work by previous students are posted so students can read and analyze them. Students also write descriptions and comments on graded readers, which help them learn to distinguish fact from opinion. The resulting database helps students find graded readers they are interested in reading. Among the skills students develop are writing effective e-mails, writing an essay for the TOEFL writing test, and finding and evaluating Internet resources. In this paper, these and other uses of web pages in an academic writing class are discussed with examples given of assignments and resources he has made. Links are given in the paper to URLs referred to, and can also be found at the end of the paper.

### **1 Introduction**

Almost all universities in Japan have access to the Internet today so university students can use e-mail and the World Wide Web for study and research. Many teachers can make web sites for classes and students are often able to make their own web pages as part of their course of 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 Computer Assisted Language Learning (hereafter, CALL) labs on most campuses now. Studies have shown that teachers in Japan use the Internet for a wide variety of activities, from having students use e-mail to correspond in English with *keypals*, to making web projects such as 'show and tell' presentations, where students write an explanation for an accompanying photo, to using web resources to find information, having students join email discussion lists and participate in chat session (See: Aoki & Mizuno, 2001; Hagino, 2002; Kitao, 2002b; Nakata, 2001; Nishino, 2002; Nozawa, 2002; Oguri, 2003; Suzuki, 2001; Yasuda & Harada, 2003). Beyond instruction, many teachers use the Internet to find information and use e-mail for communication with students and colleagues.

This paper considers how English teachers in Japanese post-secondary settings can use the Internet for writing assignments. A number of studies describe students writing and publishing web pages for class projects (See: Hirao, 2002; Kitao, 2002a; Kobayashi and Yanagi, 2001; Oguri, 2001). These works describe students using the Internet to gather information needed to write a paper, collaborating with classmates through discussion and other means, such as asking questions and sharing comments with fellow students. The interaction process involved can help develop stronger communication skills in general, beyond the straightforward growth in written expression. Thus, there appears to be a great deal to offer from online assignments stimulating collaborative work among student writers.

## **2 Advanced English Writing Course: an Example**

### *Overview of the Course*

The following refers to an advanced level English class\*\* taught over the past few years by the author that emphasizes academic writing. As part of the course, students use web-based resources to improve their writing. The content of these pages is explained in detail below. Among the topics included in the course are: basics of composition; paragraph organization, such as having an introduction, discussion, and conclusion; types of paragraphs, such as a generalization followed by illustrations, comparison and contrasts, and use of a problem and solutions structure; and connecting paragraphs into essays. These major themes are aimed to assist students in preparing and gaining the necessary writing skills for studying abroad.

Preview materials were created for the students by the instructor and uploaded along with along instructions for assignments and support features, so that students could read them on his web site. Students were then able to make their own web pages and to do online assignments. Sometimes the tasks were done as individuals and others required collaborative projects. Demonstrative work from previous students was posted as well on the website to offer models for the current students.

The instructional objectives of the online aspects of the course include having students learn how: to collect resources on the Internet; to evaluate the reliability of these resources; to get information by using questions, as well as how to answer these; to write readable, well organized essays using clear topic sentences; to write various types of passages; to understand and recognize plagiarism, and learn how to avoid it; and finally to evaluate and critique writing of fellow students. In this paper, a step-be-step explanation will be carried out showing each part of this course. Explanation of how the class is administered will also be made, as well as discussion of the materials used for the course. Finally, the efficacy of using webpages for similar university English writing classes is considered. Links to the teaching resources are included within the body of the paper and can also be found in a link section at its conclusion.

### *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. Students are taught in the example course how to improve their typing skills at the beginning of the class (See: [Typing Skills](#)). About ten minutes are spent of classtime showing students how to practice their typing and efforts made to ensure they are practicing properly. Students are also guided to make use of *MIKATPE* (See: <http://www.asahi-net.or.jp>), a very good piece of freeware, to practice typing. Using *MIKATEXT*, a sister program, the teacher can insert any text for typing practice.

Additional software for student practice was created by the author, and it allows teachers to get records of student work, including the percentage of entries typed correctly the first time and the second time, and how long it takes them to finish. Software is used to analyze individual student assignments and class work. However, because it takes a great deal of time to follow up on each students’ work, and the typing is not a major component of the class work, it was decided to be more practical to check in class whether students were practicing typing. Thus, using this software was given up.

### *Making Webpages*

Making even very simple web pages is not easy for students; it is also difficult and time-consuming 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 (See: [Making Your Homepage](#)) for the web pages and change the names, e-mail addresses, and file names. Then they upload the two linked web pages. One advantage of these web pages is that these show when students last saved them, the last upload time, so that the teacher can easily see when they finished the assignment. To do this, a JavaScript program is used to show the date and time the file was saved at the top of the page.

A [bulletin board](#) was also used for the class within the web site, with links to student web pages. Simply clicking on a student’s name in the class bulletin board takes a viewer to their web page. This bulletin board is also used to show students what has been done in the class and what assignments are due for the next class. All of the students are expected to check it periodically. This is particularly convenient for students who miss classes. They can see what was done in class and what assignments are required 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 websites on a topic they choose. Students were taught how to make their webpages more attractive (See: [Making Simple HTML Files](#)). However, the skills they demonstrate in making better and more attractive web pages are not evaluated as part of the class grades; only the content and use of English are evaluated, since

the reason students make these web pages is 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 help during teaching use of computers and the Internet.

*Class Assignments: Self-introduction - First Composition*

The first writing assignment is a self introduction (See: [Self-introduction](#)). 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 this assignment is given out, students are not told how to write it, or how many words to write, because the goal is for them to know how well they can write on their own, how much they can write, and what some of their problems are with writing (See: [Assignment](#)). It emphasizes the point that students have to think about the best way to do anything, including the act of learning itself. Students were told to write about what their classmates might want to know, and to do so in a way that their classmates will understand.

As part of the assignment, they count words using the word count function of *Word* 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. Computer and Internet related information is given 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.

It is stressed that the purpose of writing in English is to explain things to non-Japanese people who do not understand Japanese, and therefore 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 give background explanations for non-Japanese readers who might not know some essential information, and also avoid using Japanese expressions without explaining them. Also, it is observed that the conventions of English writing require more concrete, detailed explanations than Japanese writing.

In the subsequent class session, these self introductions are critiques, and explanations are given of how students can make their information more complete as well as how to organize their ideas into paragraphs. A brief explanation of how paragraphs are organized and what topic

sentences are is given. Students are asked to write topic sentence at the beginning of each paragraph and to underline them. Next, they are directed to a series of webpages with information on writing paragraphs, topic sentences, and using transitions:

1. "[The English Paragraph](#)"
2. "[The Topic Sentence](#)"
3. "[Transitions in a Paragraph](#)"

Reading these materials is independent work that students do outside of class. These pages have explanations and exercises for studying paragraphs, so that students can study paragraphs in detail by themselves, if they do not understand them well. Students read the passages and either review the material on paragraphs or study the subject for the first time. The explanations are detailed and easy to understand, and their influence is evident in their subsequent writings.

#### *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](#) for self-introduction is to have students ask each other questions related to their 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 consider 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 the questions asked to other group members for the benefit of each group member. 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 work and that of their friends is emphasized in this class, because it seems to help students think more carefully about what they are doing, and also to help them read and write more carefully. It is believed to be very important for students to analyze what they are doing, to understand what good work is, and to think about the learning processes involved. 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, to 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](#) students are asked to analyze their use of questions in gathering the information they wanted. Example of some of their work is given online (See: [Student Work](#)). Before this assignment they read other sections to provide assistance including how to ask questions (See: [Asking Questions](#)) and are given an opportunity to work on a quiz (See: [the Quiz](#)). One of the important points of this reading is an explanation of two types of questions: *clarifying* questions and *content* questions. The latter category includes closed and open-ended questions. Students learn how to ask their classmates to explain better what they want to

know. Students get 20 questions, including their own. In [the next assignment](#) students rewrite their self-introduction to include answers to these questions, and put into practice the instructions given on how to organize ideas into paragraphs. They upload an html file and are required to write about 500 words this time. They are asked to write a very complete, clear introduction with several paragraphs. In this rewriting, students follow instructions for writing, mainly related to format, and also include their answers to questions from earlier in the process that add to, or clarify their content. Good organization of paragraphs and essays are emphasized.

Reading and writing are stressed during the class session, with students seeing 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, find aspects that need improvement, and then rewrite their self-introductions once again. The write and rewrite process is emphasized. Through this procedure, students learn how to explain their ideas more concretely and logically, so that readers who do not know much about Japanese culture and language can understand their writing. This is considered very important to understanding and practicing good communication.

#### *Description of Graded Readers*

Students often do not understand the difference between fact and opinion. A graded reader exercise is used in the course being described. It makes use of [a Graded Reader Database Project](#) and has students read a piece selection on pleasure reading (See: [Pleasure Reading](#)). Students choose books from a list of possible choices (See: [Reading List](#)). In [this assignment](#), 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, reactions and opinions. After some revisions, if their descriptions are good, they will be included in the database (See: [Graded Reader Database](#)). Except for 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, an assignment is given asking them to read and evaluate previous student work (See: [Evaluate Assignment](#)). The purpose of this assignment is not only to evaluate the previous work, but also to have students familiarize themselves with the format, so they can write their own readings. (See: [their Evaluations](#) of these readings).

#### *Keeping Journals*

One of the themes of the course is to put an emphasis on *learning* rather, than just studying. An online package has been prepared to assist students in this area (See: [Studying and Learning](#)). This package explain differences between studying and learning, using the term *studying* to mean getting new information and ideas, but as only one part of the learning process. *Learning* is presented as also including: analyzing information; finding its underlying principles; discovering generalizations or rules that connect them; synthesizing information from various sources; and explaining all of these things to others. Thus, learning

involves thinking, analysis, classification, organization, and explanation.

In order to make sure that students learn in his class, they are asked to keep a [Learning Journal](#). They write on a couple of important things they have learned in each class. This is just an informal journal. However, they need to keep it whenever they attend a class, which is 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.

The journal assignment sounds very easy to do. However, in reality it has proven to be quite difficult for students in this course. Even though there is a written explanation (See: [Explanation](#)) and some exercises for them to do (See: [Exercises](#)), students seem to often confuse studying and learning, as their journal entries show (See: [Journals](#)). They can write about class assignments and their opinions about them. However, they do not understand how to do further work, such as applying it to their own experiences, or using previous knowledge to draw implications, find principles at work, or compare these ideas to things they have studied before.

### *Final Projects*

Students work on a [Final Project](#) that is chosen from 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, another webpage has been made, the [Choosing a Research Topic](#). There are separate guidelines for the two areas of choice, which include examples of previous student work (See: [Studying in Various Countries](#) and [Japanese Culture](#)). Students are encouraged to choose the study abroad option, because this reflects an underlying objective of the class. They have an assignment to write [their plan to study abroad someday](#). 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](#) 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 the final projects of others in their group using an evaluation criteria sheet (See: [Project Evaluation](#)). These evaluations are also made available online for others to look at (See: [Student Evaluations](#)). 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 a [class evaluation](#) and [self-evaluation](#). These assignments are very important for them, and so they are given two weeks ahead of their due date to allow them 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 their 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, to write a persuasive message if they hope to obtain high scores in the class. Both the [class evaluation](#) and [self-evaluation](#) are also available online.

### **3 Developing Skills**

#### *Writing E-mail Using the Five Cs*

Students in this course use e-mail, but they generally do not write effective messages. Their e-mails are often difficult to deal with, because there is no subject and information within them is ambiguous. Before they practice their English communication, using the “[sl-lists](#) for non-native speakers of English, students are given tasks to for practicing effective writing of e-mail messages, which aims to help make their e-mails grammatically correct, clear, concise, complete, and courteous. A guide to doing this has also been put online (See: [Writing Materials](#). This includes [How to Write E-mail Messages](#), [Writing Clear E-Mail Messages](#), and [Writing Concise E-Mail Messages](#). There are also some samples, which students seem to often use, such as self-introduction, and readings about daily life. Information is also given about [smilies](#) and [abbreviations](#) that are often used in e-mail.

A deductive approach to writing instruction is used. 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, students are taught that the *subject line* is very important and should be a summary of the message, rather than merely a title. They are instructed to write a greeting at the beginning of the message, and to be sure to sign the message at the bottom. After this instruction, the students generally submit clearer, better-organized e-mail messages.

#### *Practice Writing a Short Essay in Half an Hour*

The TOEFL (CBT) requires an essay-writing test in its current editions. This part is given a weight of about one sixth of the total score, and is therefore important in trying to get a high score on the test. It is possible to practice writing a good essay and therefore improve one's score on this part of the test and so techniques for doing so are including in the writing course.

First, brief instruction on how to write an essay in answer to a question is given. Students have to finish writing within half an hour, and the content of their writing is expected to be concrete and well organized. They are asked to write more than 200 words, preferably more than 300 words. In the first writing sample, strategies for writing a good essay are not given. 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 completed the writing task (See: [Writing in the TOEFL](#), they read [Preparing to Writing for the TOEFL](#), which explains how to prepare for this writing, and also what is important in this type of writing. Students learn that the question generally 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 instructor critiqued their essays and explained the essence of the above, students have about two weeks to practice on their own, before their second writing task. This time they know the strategy and most of them write longer and better organized essays (See: [Second TOEFL Writing](#)). Most of them write passages of 300 words or more. The Educational Testing Service (ETS), which makes up and administers the 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 similar to that explained above before giving it to students.

### *Searching for Information and Resources on the Internet*

It is not easy for students to either find information on the Internet, nor to use these resources 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. The materials in this course hope to first teach students about search sites, directories, engines and to introduce them to useful sites (See: [Searching for Information on the Internet](#)). Next, examples are given, such as [Using AltaVista](#) to demonstrate effective search techniques. In addition to entering keywords, students are taught to use *advanced search* capabilities to specify a search for pages in a certain language, a specified domain, or within a specific category – such only for titles or authors. It is also possible to specify that the search should exclude certain web sites or certain keywords. Students need to know what advanced features exist and how they 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](#) is an easy to understand classroom friendly guide. When introducing these ideas to students, it has proven useful to explain the materials briefly in the class and then demonstrate how to do a search. Students are given some exercises to help them apply what they have learned and their search results are later discussed.

### *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](#) 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. In this course, students are directed to examples of good and bad web pages, and students are assigned to evaluate them based on the standards that they have learned. Their evaluations are discussed in class.

### *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, note taking techniques are taught at the beginning of the course. Students learn both [Note Taking from Lectures](#) and methods for taking notes while reading (See: [Note Taking from Readings](#)), for reading resources while writing papers and doing projects. Outlining is a very useful skill that is also included. Students are led through practice sessions for listening exercises. During the class session spent on note-taking, an assignment is given to be completed online regarding material from the class lecture (See: [Note Taking - from the lecture](#)). As well, there are some tasks assigned on note-taking from reading (See: [Note Taking – reading assignment](#)). They also read a very long article, [Studying at a U.S. University](#), write an outline on it, and compare this with the outline provided (See: [Outlining](#)). Writing summaries is another useful ability, which is practiced, through the aid of online materials in the course (See: [Summarizing](#)). Examples of student lines are available [here](#).

### *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, so it is of course much better to avoid plagiarism before it happens.

The section on plagiarism included in the course being described uses an online guide about plagiarism (See: [Plagiarism](#)). It explains what it is and how to avoid it. There are two types of plagiarism given: one with *content* (that is, using someone's *ideas* without giving them credit), and the other with *texts* (that is, using someone else's *words* without giving them credit). Non-native speakers of English tend to copy texts, since they have difficulty to 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*. Six techniques for rewriting source information are given in order to help students avoid plagiarism (See: [Paraphrasing](#)). In addition, students need to understand when they need to give credit to an author for ideas that they use in their papers.

The best way to avoid plagiarism is to have students write in a step by step process. If they just write the composition from beginning to end, it is easy to plagiarize. Instead, for example, they can be assigned to write an outline, then the first half, 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. Two online resources are provided, one on [Summarizing](#) and the other on [Outlining](#). A brief explanation of how to write outlines and summaries is given during class time, which assists students with skills needed to complete the assignments independently.

### *Evaluating Models and the Work of Previous Students*

It is very good for students to read some models and previous work of other students

critically and to evaluate these before writing their own essays and making up their own projects. They can learn what is important, what to do, and of course what not to do. A large group of [examples](#) are provided for these purposes. After students finish an initial critiquing task, they discuss their results in class. They can use [Paragraph Evaluation](#) and/or [Project Evaluation](#) resources for completing this assignment (See: [Evaluations](#)). Students can read previous work from other student (See: [Student Work Examples](#)). There are good examples and poor examples. The course material emphasizes several good points and then points that need to be improved, explaining the reasons for each. 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 this class, the basics of giving presentations are taught, 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. A [Public Speaking Resource package](#) created for students and put within the online materials includes an evaluation sheet for the presentation, which weighs half on content and half on delivery. It is very simple and evaluates the presentation on a 5-point scale in each area. Though not a great deal of class or assignment time is spent on this area, it is useful for students to see some presentations and to have the experience of making presentations themselves.

### *A variety of Writing Experiences*

As can be seen throughout the above details, students typically write a great deal in his class. They complete many different types of writing, such as descriptions, opinions, evaluations, proposals, and journal entries. This includes informative writing; concrete, formal, explanations; proposals; facts and opinions; persuasive messages; and dynamic writing such as e-mail and presentation creation. Students come to understand different types of writing and how to set out to carry out each type. They experience writing and reading and through both sides, they have usually improved their writing skills greatly.

## **3 Conclusion**

The Internet is a very effective tool for teaching. The author of this paper has taught a similar class to the one explained above for several years. Each year, changes based on previous experiences are made to the course. New readings and materials, as well as new types of projects are added each year and posted on the Internet. Improvements to the materials are ongoing, as the site comes to serve as an extensive guide to a wide variety of writing instruction exercises, resources, and support materials. These materials are available for interested educators through this [Learning Materials](#) link. Educators are free to adapt them and use them in their own teaching. Links and Teaching Resources can be found at:

<http://www.cis.doshisha.ac.jp/kkitao/library/article/call/paccall2005.doc>

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## 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 in order to take the class.