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**COMPUTER-BASED INSTRUCTION IN ENGLISH AS A FOREIGN LANGUAGE
FOR JAPANESE SECONDARY STUDENTS**

**A Project
Presented to the
Faculty of
California State University,
San Bernardino**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education**

**by
Takeshi Atta
December 1998**

COMPUTER-BASED INSTRUCTION IN ENGLISH AS A FOREIGN LANGUAGE
FOR JAPANESE SECONDARY STUDENTS

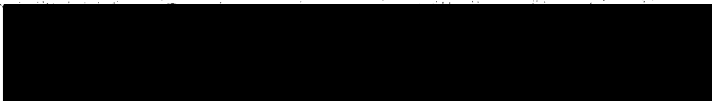
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Takeshi Atta
December 1998

Approved by:


Lynne Diaz-Rico, First Reader

Sept. 22, 1998
Date


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ABSTRACT

The purpose of this project is to examine the use of computers in teaching English in Japan. English is very important in Japan; students are required to take at least six years by the end of high school graduation. However, there are several problems in teaching English in Japan, such as lack of opportunities to use English, studying only to pass examinations, the difficulty of the textbooks and lack of cultural exposure. To solve these problems, teachers can use computer technology.

In Chapter Two, four research areas are discussed, such as Krashen's theory of second language acquisition, computer-based learning, project-based learning, and team teaching. The integration of this research may contribute to better English instructions in Japan. Using the computer, students can receive rich input from many kind of educational software. They can enjoy many programs while learning English, and do not have to worry about making mistakes. Thus their affective filter will be lower. Projects help students to seek their own interests and create their own work. To complete their projects, students can use the Internet to find useful information. Moreover because team teaching is popular in Japanese English education, the native-English-speaking teacher can help students use the computer as well as learn about the target culture.

This curriculum includes two unit plans, Web Page Hobby Project and Getting Along in the U.S. Unit One uses project-based learning. Students create their own home page as their project. Through this unit, they can learn how to use the Internet, search engines, and Netscape Composer to create attractive home pages. Students can follow their interest and find relevant web sites to link to their home pages. Unit Two focuses

on team teaching. The native-English-speaking teacher helps students learn how to get along in the U.S. Students will learn how to use the telephone, open a bank account, send parcels, find an apartment, and buy insurance.

ACKNOWLEDGEMENTS

This curriculum project could not have been written without the help and spiritual support of my teachers, friends and family. My most appreciation goes to Dr. Lynne Diaz-Rico for her guidance, advice, sharing, and generous mind. I also would like to thank Dr. Rosalic Giacchino-Baker, my second reader.

Moreover I would like to thank my classmates, Pongpetch Amornsitthi, Masako Hayashikawa, and Jennifer Vallely, for their encourage, technical support and friendship. Thanks also go to William Weishaar, my roommate, for his taking care of my daily life as well as teaching American culture. I am grateful also to Dwayne King, for providing helpful revisions. Besides I would particularly like to thank Sukanda Kiatkhiri, my best friend, for sincerely advocating me to complete the project.

Last, but not least, I cannot express adequately my gratitude to my family. Especially my parents supported me faithfully while studying abroad for three years.

This project is dedicated to my mother who passed away last year.

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CHAPTER ONE: INTRODUCTION

Background of the Project

Japanese English education is in a crisis. The Japanese government requires students to have taken English class for at least six years by end of the high school. Even though students learn English for six years, they cannot carry on even a basic conversation. There are many reasons for this, including geographical, social, and cultural problems. To improve students' English abilities, the teachers should clearly understand the present circumstances of English education. English teachers also should reconsider their teaching methods and philosophy to address these problems.

A new century is dawning. Life styles, ways of thinking, and patterns of communication are changing. The English teaching curriculum should be adjusted to meet peoples' need for better instruction. Recently technology has attracted a great deal of attention in pedagogical areas. The use of technology might address current problems and lead English education to a more ideal approach. The original rationale for using computers for language learning was to provide supplemental exposure to the target language in environments where contact with native speakers is limited. At present, the Japanese government hires many native English teachers as assistant language teachers (ALTs). Teaching English with native English speakers provides many advantages for learning English. Therefore English teachers in Japan should pay close attention to how to integrate advanced technology into better instruction, and at the same time consider how to team-teach English effectively with an ALT.

The Role of English in Japan

Almost all Japanese people think people who can speak English are “cool” or they are something special. English speakers have many privileges in the society. All junior and senior high school and colleges entrance examinations require English. English is accorded heavy weight in these examinations. When companies recruit people, they look for people who are proficient in English.

There are many English private schools in Japan. The number of students and schools increase year by year. The "English business" is flourishing now. In every city, sign boards and advertisements are almost always in English. English is used in commercials on TV, in car names, and is even printed on T-shirts. It is not an exaggeration to say that Japanese people are infatuated with English. People in Japan cannot live for a day without seeing English words.

It is odd to me why Japanese people admire English so much. It may be because after World War II, the American government helped a lot. Americans introduced many things to the poor Japanese people, such as political affairs, the education system, business administration, and social life. Everything American was better than Japanese at that time. People tried to accept many things as much as possible to catch up with developed Western countries. Japanese wanted to eat American food, to listen to Western music, and to see movies made in Hollywood. Of course they wanted to speak English, which was considered the "key" to success for business, education and a modern life style.

This tendency still continues to this day and it creates strange phenomena. People

want to wear English name brands; even infants wear shirts printed in English. I doubt they understand the meaning, though. Today Japanese society is infiltrated with English, and English is in high demand. The English business flourishes year by year. Companies employ native English speakers as tutors, the Japanese government hires Americans as assistant teachers, and many private schools invest in teaching English.

Problems with English Education in Japan

Japanese education is known as one of the best in the world because of the almost-zero illiteracy rates. There are, however, many problems when teaching English in Japan. First of all, Japanese people do not have many opportunities to talk with native English speakers. Japan is a racially homogeneous nation, so not many foreigners live there. Students speak English only in the classroom, which is an artificial situation.

Second, Japanese students learn English in order to pass an examination, instead of engaging in real-life conversation. The only aim of studying English is to achieve a good score on the examination. Even worse, the English examination only evaluates grammar, vocabulary, idioms, and reading. So teachers only emphasize those areas in their teaching.

Third, school textbooks are too difficult for students who are beginners in studying English. Sometimes, the texts include American and British literature which is very different from daily English usage. Students are not likely to use the language of literature and not even likely to hear it in modern conversation.

Fourth, the Japanese English teachers cannot speak English very well either. Because teachers cannot use English effectively, they do not know how to teach

conversation and pronunciation. Instead of that, they have knowledge of grammatical elements, so they are willing to teach these areas of English.

The last problem is that limitations in the Japanese culture obstruct the speaking of English. A Japanese proverb says, "Silence is golden." In the classroom, nearly eighty percent of the time is spent with the teacher sharing information in one-way communication patterns. The students do not have enough time to utter English in the class. The students do not interact with an instructor. They do not want to speak English until they can speak perfect English. They need to know that mistakes are normal in the process of learning a second language.

Typical English Class

In the classroom, the teacher explains the process of grammar and translates English to Japanese or Japanese to English. The students simply sit and listen to the teacher's explanation. Students memorize vocabulary and idioms to get high scores on tests. There is no interaction between teacher and students or student and student. Students have anxiety about making mistakes when they speak English in class. Thus they usually do not utter any English in class unless they learn specific vocabulary. Some parents expect students to suffer from studying English in class to pass entrance examinations. They place too much pressure on tests; thus students are supposed to struggle in class.

However, lately, many teachers agree that the grammar translation method does not work well in classroom. Instead, to gain communicative competence, teachers use many kinds of media, such as video, language labs and computers, to motivate students

to learn English. The classroom is changing to be more comfortable, with more technical support for students. As a result, teachers need to adjust to new environments and try to devise better instruction for the students.

To Improve Students' Communicative Competence

The computer is the most exciting new teaching medium. Teachers can use computers several ways to enhance students' communicative competence. The computer makes an infinite number of resources available for students to improve their skills in reading, writing, grammar, listening, pronunciation, vocabulary, idioms, slang, taking the Test of English as a Foreign Language, and even in conversation.

Especially, the Internet is widely available for instructional use by English teachers. Some people might think that the Internet is just a single entity, but the truth is the Internet is made up of a combination of various software applications, each with its own unique function. The teacher can take advantages of this software, such as E-mail, World Wide Web, Chat, Audio, and Homepage. Many English teachers try to apply computer-based instruction to help students learn English.

The Japanese government is favorably disposed toward computer-based instruction for English education. By the year 2003, the Japanese Ministry of Education is planning to have all schools connected to the Net. The government has a program to train teachers in certain skills for computer-based instruction. Thus all teachers soon must use this "information superhighway."

Another suitable way to enhance students' English competence is the use of team teaching. Each school has an ALT (Assistant Language Teacher) who is a native speaker

of English. However, some teachers are hesitant to team with an ALT. The reasons may be that the opinions and teaching styles of the classroom teacher and the ALT are different. Nonetheless, the ALT is a useful teaching resource. The ALT knows not only the target language, but also the culture of target language. Through communicating with the ALT, the students can understand the target culture. The ALT also speaks natural English, so they can teach pronunciation, intonation, and stress correctly, which Japanese teacher usually cannot. To avoid conflicts with the ALT, the teacher should communicate with and make lesson plans with the ALT. The Japanese English teacher and the ALT each have unique strengths, so they should share these merits as much as possible.

Target Teaching Level

Senior high school and college is my target level to teach English in Japan. The age of students is from sixteen to twenty years old. They have already received basic English class at least for three years in junior high school. When it comes to college students, they have learned English at least six years and have passed the college entrance examination, so they already know many vocabulary words. However, the level of their English varies. Some may understand complex sentences. Others do not know even simple English sentence structure. The teacher must take care in managing these classes and maintaining balance.

The reason why I prefer to teach English at this level is that these students are more mature than junior high school students. They are eager to study in order to pass entrance examinations and prepare for work. I would like to contribute to their goals.

Because they have learned English for several years, they know basic English. When they want to use a computer, I will not have to explain basic English usage. They have more knowledge of English and computers than junior high school students, and will be able to use the Internet and search engines, and make homepages.

Another reason is that at present, they do not enjoy studying English. They just study to get high scores on the tests. I would like to let them know that learning English is fun. For these students, instruction is not enjoyable. They have too much entrance examination pressure. Therefore I will introduce some innovative instruction in order to motivate them to study English. The computer, as well as game, music, movies and the Internet, may be effective ways to make English more attractive.

As we face a new century, people's values, life styles, and thinking are changing. As time goes by, teaching approaches should change as do peoples' needs. The teacher needs to take advantage of technology to instruct students who can later adjust to the complications of modern life. In order to use computers as effective instruction, Krashen's second language acquisition theory is integrated in this project. I believe that incorporating the input and affective filter hypotheses into instruction will help students learn English more effectively. In addition, to motivate students to learn, project-based learning is used as a way to address the current shortcomings of English teaching in Japan.

Content of the Project

This curriculum design includes the attempt to increase students' communicative competence through computer usage. The computer has many advantages to enhance

students' English skills. Moreover this curriculum design contains the aspect of team teaching. Students can learn many things through interaction with an assistant language teacher (ALT). The ALT is one of the best teaching means to instruct in the EFL classroom. However often Japanese English teachers cannot teach well with the ALT. I would like to address this problem and find better solutions for team teaching.

This project has five main sections. Chapter One surveys the background of English education in Japan and examines problems with current pedagogy. Chapter Two reviews literature that includes Krashen's second language acquisition theory, such as input and affective filter hypotheses; computer-based learning; project-based learning; and team teaching. Chapter Three applies theoretical principles to teaching/learning of EFL/ESL. Chapter Four introduce curriculum which features two teaching units. Chapter Five lays out an assessment design. Appendices A and B contain unit plans (Web Page Hobby Project and Getting Along in the United States!).

Significance of the Project

The object of this project is to seek the best solution for problems in current EFL pedagogical English education in Japan. Computer usage in English education is increasing. However, there are as yet few lesson plans for making home pages. I hope this curriculum design will help someone who wants to instruct English by having students make their own home page. In addition, team teaching is one of the most frequently used approaches at the junior/senior high level in Japan. In order for teachers to instruct with assistant language teachers (ALT), the teachers have to know how to deal with accompanying problems. As a result, they could better utilize ALTs in their

instruction. Therefore this curriculum introduces two units: one features computer-based instruction, and the other is based on team teaching.

CHAPTER TWO: REVIEW OF LITERATURE

Four key areas play a large role in modern EFL teaching and learning: second language acquisition, computer-based instruction (CBI), project-based learning and team teaching. Even though some linguists have critiqued Krashen's input and affective filter hypotheses, many educators, linguists, and researchers support his basic theory of language acquisition. At the beginning of the twenty-first century, the computer is a valuable part of education. Computer-based instruction (CBI) is also implicated in second language acquisition and teaching. A combination of second language acquisition theory and CBI can produce a useful approach for EFL teaching. Project-based learning helps students solve problems and stimulates their interest. In this way, students are motivated to learn and create their own work. Team teaching is emphasized in teaching English education in Japan. Many native English speakers have come to Japan to work as assistant teachers. In order for teachers to instruct effectively, those four key concepts may carry significant meaning in Japanese English education.

Input Hypothesis

Two significant components of Krashen's second language acquisition theory are the importance of comprehensible input and a conducive emotional ambience. According to Krashen (1985), second languages are acquired "by understanding messages, or by receiving 'comprehensible input'." People acquire language when they receive oral or written messages they can understand. Long (1983) also claims that access to comprehensible input is characteristic of all cases of successful acquisition, first or second language. In other words, the lack of access to comprehensible input

results in little or no acquisition.

Krashen defined “comprehensible input” in a particular way. Essentially, comprehensible input is that part of language that is heard /read that is slightly ahead of a learner's current stage of grammatical knowledge (Gass, 1994). According to Krashen, the learners' current knowledge is i (input) and the next stage is $i + 1$. Thus the input to which a learner is exposed must be at the $i + 1$ level in order for it to be of use in terms of acquisition.

Most people believe that learning in a family setting probably is more successful than learning within a class, and that a child does better than adult. Most explanations are centered on the differences between children's and adults' brains, their attitudes, and the amount of time required to learn a language (Brown & Palmer, 1988). In the family, people use language for communication and negotiation, whereas they use the target language in class in an artificial situation. Moreover, most people believe that adults' brains are no longer structurally capable of learning language effortlessly, as are children's brains (Lenneberg, 1967). In addition, adults are more emotionally resistant than children to learning a new language (Elkind, 1970).

However, Krashen has taken a fresh look at these questions and suggests that we need not necessarily exclude the adult studying in a classroom from experiencing the language learning success of the child living in a family. Krashen has proposed a general theory of language acquisition that applies both to natural settings and to the classroom. Instead of attributing children's successes to special properties of their brains, he offers two surprising hypotheses: People acquire language (1) by listening, not speaking; and

(2) one should focus attention on the meaning, not on the language itself (Brown & Palmer, 1988).

Why do people seem to learn language more quickly living within a family than they do studying in the classroom? Why do children seem to learn more easily than adults? According to Krashen's theory, the superiority of a family setting over a classroom is due to meaning seeking rather than rote learning. In the family setting, attention is placed on meaning, but in class, it is frequently focused on the language itself in a decontextualized, explanatory manner. And what about child's superiority over the adult? The theoretical explanation for this is crucial because linguists and psychologists cannot turn adult students into children.

Even though it is hard to explain children's superiority, Brown & Palmer (1988) tried to illustrate the child's success. In one situation, an American mother with a four-year-old son from a previous marriage marries a Thai man. They move in with his extended family in Thailand. There are qualitatively different interactions between the little boy and the mother with their in-laws. The Thai relatives talk to the boy a lot, because it is fun, but they avoid talking to his mother, because it is embarrassing. With the boy, they talk about objects visible around him and events occurring at the moment. (Watch the puppy sit up!) But with his mother, they talk about abstract matters. (What do you think of Thailand?) With the boy, they do not necessarily expect an answer; they just continue and offer another comments. With the mother they expect an answer; she must struggle to express something she does not know how to say. Also, the Thai family is more likely to speak to the boy in shorter sentences than they use with his mother, and

they are likely to speak more loudly, more clearly, and with more feeling (Brown & Palmer, 1988). Thus children are not superior to adults, but the many elements, like interactions, attitude, and mentality cause differences between children and adult second language acquisition. Krashen strongly insists that even an adult can acquire the target language if he/she gets sufficient "comprehensible input."

What makes speech comprehensible? Comprehensible input has generally been assumed to contain elements characteristic of "caretaker" speech, the speech directed to young children by their primary caretakers. This caretaker speech includes shorter sentences; more intelligible, well-formed utterances; less subordination; more restricted vocabulary; and a range of topics focussing on communication.

Input, Apperceived Input, Comprehensible Input, Comprehended Input, and Intake

A well-established fact about second language acquisition is that not everything learners hear or read is actually utilized as they form their second language grammar. Some language data filters through to the learners and some does not.

Input refers to what is available to the learner. Anyone who has been in a situation of second language/foreign language learning is familiar with the situation in which the language they hear is totally incomprehensible. It may not even be possible to separate the stream of speech into words. This is not input that is available to the learner. It goes in one ear and out other. It is not integrated into the current learner-language system. According to Gass (1994), there are distinct stages of input. These will be described as follows.

The first stage of input utilization is called apperceived input. Apperception is

the process of understanding related to past experience. In other words, it is an internal cognitive act, identifying a linguistic form as being related to some prior knowledge. At this level, learners can notice a mismatch between what they know about the second language and what speakers of second language produce.

Comprehensible input is controlled by the person providing input, generally a native speaker of the second language. Comprehensible input is treated as a dichotomous variable. It is either comprehensible or it is not.

Comprehended input is, on the other hand, learner-controlled. It is the learner who is or is not doing the “work” to understand. Comprehended input is potentially multistage. One can have understanding in general of a message, or one could understand only the component parts of an utterance (which syntactical or phonological patterns are represented) while losing the meaning. For example, in the case of idioms or a proverb, one might be able to understand the syntax yet not arrive at a meaning.

Intake refers what is actually internalized. It is the mental activity that mediates between grammar and meaning. It is process of assimilating linguistic material. In order to achieve intake, the listening input process must contain the following: (1) apperception by prior knowledge; (2) actual syntactic and semantic comprehension; and (3) intake with the analysis attaining a match between something the learner already knows and the new message (Gass, 1994).

MERRI Approach

In order for input to be comprehensible and assist the process of intake, teachers should pay attention to these five things: Miming (or Model), Example, Redundancy,

Repetition, and Interaction. It is called MERRI approach because initial letter of these approaches (see Table 1).

Table 1. Components of the MERRI approach (Watanabe, 1988).

Miming (or Models)	During teacher talk, use body language, facial expressions, and visual aids to help students to understand.
Example	Give students examples to understand
Redundancy	Use several expressions to have students understand
Repetition	Key words or the points are repeated to ensure understanding.
Interaction	Q & A activities between the teacher and students. It is not necessary to give complicated responses. It is enough to have a one or two-word response.

It is not enough for the teachers to give students input fluently in English. The students must understand at least 70-80% of the teacher's talk. Some people might think the non-native English teachers' language proficiency must be almost perfect to give students input. However, as long as the teachers pay close attention to the MERRI approach, fluency need not be very important (Watanabe, 1988).

Critiques of the Input Hypothesis

According to Krashen and some other linguists, if the students have enough appropriate input, the result is that they can speak naturally. How do we know whether the quantity is sufficient or not? Is it not necessary for the students to practice output?

Further, how does extralinguistic information aid in actual acquisition, or internalization of a linguistic rule, if by “understanding” Krashen meant “understanding at the level of meaning?” We may be able to understand something that is beyond our grammatical knowledge, but how does that translate into the acquisition of grammar? As Gregg (1984, p. 88) states: “I found it difficult to imagine extralinguistic information that would enable one to ‘acquire’ the third person singular -s, or yes/no questions, or indirect object placement, or passivization.”

Krashen does not emphasize output. His theory supports that sufficient input lead learners to output. However, linguists are still struggling to find solutions for the role of output. Kiyamazrslan (1995) suggests that the Natural Approach helps students attain listening comprehension in order for them to speak out. So teachers should give input more than before and devise effective methods for output. In addition, although Krashen’s input hypothesis belittles a grammatical approach, grammar-translation methods have been the main English instruction in ESL/EFL classroom for years, and it is not easy to change to a method consistent with the input hypothesis. Even if teachers quit grammar-centered instruction, which they are used to, occasionally they will need to teach grammar when the students have problems.

It is very difficult for students to obtain sufficient comprehensible input in the

EFL classroom. After class EFL students revert immediately to their native language. But in the EFL classroom, the teachers' effort can make listening and reading comprehensible. To the student, who may be at the pre-production level, exposure to listening and reading in a totally English-speaking class would result in unperceived noise. However, in the EFL classroom the teacher can be very helpful in giving the student comprehensible input. Especially in the early stage of English knowledge there is much opportunity to give comprehensible input (Watanabe, 1988).

Krashen's input hypothesis faces some criticism, but no one can deny the truth that input should be comprehensible. Thus language teachers need to find the learners' level and add material that is a little bit beyond that level in order to motivate students' learning. Ideal instruction lets the students really understand, absorb, and then get the best learning effects. If input is not comprehensible, any well-designed curriculum and instruction becomes just cacophony (Chen, 1996).

Selinker (1972) noted that many second language learners (perhaps as many as 95 percent) fail to reach target language competence. They do not reach the end of the interlanguage continuum. They stop learning when their interlanguage contains at least some rules different from those of the target language system. It is called "fossilization." No matter how much input and no matter in what form input is provided, the learner no longer learns.

Input by Computer-Based Instruction

Computer-based instruction (CBI) allows students and teachers to recognize that grammatical, semantic, discourse, and sociolinguistic aspects of language use cannot be

artificially separated from one another in any valid language-learning activity (Dunkel, 1991). Teachers employ many methods and teaching activities in order to give students comprehensible input by computer. Kitazawa (1998) suggests using the newspaper to give input. In the Internet, there is a lot of news to look at. Student should use “skimming,” quickly running one’s eyes over a text to get the gist of it. And they need to do “scanning,” which means quickly going through a text to find a particular piece of information. If teacher uses these skimming and scanning techniques to supply input, students will be able to gain plenty of comprehension.

Computers can provide not only reading input but also listening input. CBI involves the verbal interactions of second language learners at computers. Phillips (1987) has explored the value of computer-assisted language learning (CALL) as a means to provide stimuli for communicative language learning. Expanding the variety of task types used to generate and practice spoken language can elicit a range of speech modes in CALL listening/speaking activities. Varying tasks can also provide students the chance to structure longer turns and produce a richer structure of “Listen and Talk” that can be assessed through discourse-analysis techniques (Garton, 1991).

Even though it is technologically feasible for a computer to provide individualized grammatical feedback, there remains an important empirical question about how the exercises should be formatted to optimize their instructional effectiveness in promoting different sorts of competence for different types of target structures. Doughty (1991) compared three kinds of computerized instruction. All subjects were presented the same reading texts on the computer, but the rule-oriented instructional

group received explanations of the grammatical rules in relative-clause constructions.

The meaning-oriented instructional group was encouraged to focus on both the content and structure. The control group was merely exposed to the reading texts. While both the rule-oriented instructional group and the meaning-oriented instructional group improved equally well in the ability to use relative-clauses, and significantly better than the control group, the meaning-oriented instructional group performed best in comprehending the reading texts.

Output

Many studies have investigated the role of input in second language acquisition. However it seems that the role of output has received less attention. According to Krashen (1981), "comprehensible input" is the true causes of language acquisition. In this hypothesis, production exercises would be relevant to language acquisition only in so far as learners are provided additional comprehensible input. VanPatten & Cadierno (1993) examined the effects of two types of instruction, traditional instruction and processing instruction. Traditional instruction included interpreting grammatical explanations and output practice, whereas the processing instruction involved grammatical explanations and comprehension practice. These two kinds of instruction were also different in the kind of grammatical information provided and the instructional approach adopted. The result of their study indicates that the processing group performed significantly better than the traditional group on comprehension post-tests and equally well on production post-tests. VanPatten & Cadierno (1993) concluded that "instruction is apparently more beneficial when it is directed at how learners perceive and

process input rather than when instruction is focused on practice via output.”

Swain (1985, p. 248), however, argues that "there are roles for output in second language acquisition that are independent of comprehensible input." The results of her 1985 study indicated that sixth-grade French immersion students performed similarly to native speakers on those aspects of discourse and sociolinguistic competence which did not rely heavily on grammar for their realization, but their grammatical performance was not equivalent to that of native speakers (p. 251). The immersion students in her study received enough comprehensible input, but their "comprehensible output" was very limited. Swain (1985) conjectured that producing the language, as opposed to simply comprehending the language, may force the learner to move from semantic processing to syntactic processing, thereby facilitating more grammatical competence.

Swain (1985) also refers to the phenomenon of individuals who can understand a language and yet can only produce limited utterances in it. A ninth-grade immersion student said, "I understand everything anyone says to me, and I can hear in my head how I should sound when I talk, but it never comes out that way," (p. 248). This indicates that comprehension does not necessarily transfer to production.

While seeking to make input comprehensible, teachers should be aware of the differences of many kinds of input, such as apperceived input, comprehensible input, comprehended input, and intake. As a result, the teachers need to lead students to attain intake via comprehensible input. In order to give comprehensible input effectively, the teacher should use MERRI approach. Even though some linguists and educators criticize Krashen's second language theory, a computer might help give sufficient comprehensible

input. Krashen belittles output; however, teachers should consider how to have student produce output. Moreover, successful comprehensible input cannot succeed without a comfortable environment. Therefore students' emotions are the next thing to consider.

Affective Filter Hypothesis

It is well known that not everyone is successful in learning second languages. Krashen would explain that unsuccessful students had not received comprehensible input in sufficient quantities. Another aspect that should be considered is inappropriate affect. Affect here is intended to include things such as motivation, attitude, self-confidence, or anxiety. Krashen proposed an "Affective Filter" in second language acquisition. If the filter is up, input is prevented from passing through; if input is prevented from passing through, there can be no acquisition. If, on the other hand, the filter is down, or low, and if the input is comprehensible, the input will reach the language acquisition device and acquisition will take place (Gass, 1994). Many teachers realize that learners may have trouble attaining proper language input because they are nervous or embarrassed or simply cannot concentrate. Thus a lower affective filter is an important to make input comprehensible in language acquisition.

The teachers can lower the affective filter by fostering a spirit of mutual respect, high expectation, and cooperative learning. Moskowitz (1978) offers techniques designed to relax students, increase the enjoyment of learning, raise self-esteem, and blend self-awareness with an increase in proficiency in the target language. The teachers must have respect for the children themselves. With respect comes confidence. With confidence comes a willingness to take risks. With risk taking comes learning (Carothers

in Murray , 1989).

Affective/Emotional Factors

Motivation has been defined as the impulse, emotion, or desire that courses one to act in a certain way. Humans need to be active in order to acquire knowledge, to explore, to manipulate, and to enhance the ego. Two types of motivation in second language are postulated. One is instrumented motivation, the need to acquire a language for a specific purpose such as reading technical material or getting a job. The other is integrative motivation, the desire to become a member of the culture of the second language group. These differences are not mutually exclusive; most situations involve a mixture of both types (Gass, 1994).

Motivation is viewed as a more temporary condition that can be influenced by the use of highly interesting materials or activities, or by contingencies of reward or punishment (Tharp, 1989). As with any of the affective factors, motivation is hard to identify and study. Research has demonstrated that motivation is a key to learning, but actually defining and detailing the components of motivation have not been done (Diaz-Rico & Weed, 1995).

Anxiety about learning language resembles communication anxiety; that is, feelings of self-consciousness, desire to be perfect when speaking, and fear of making mistakes. However, in some way, anxiety in second language is more than simply communication anxiety. Using a foreign language can threaten a person's sense of self because speakers know they cannot represent themselves fully in new language or understand others readily (Horwitz & Cope, 1991).

Because anxiety can cause learners to feel defensive and can block effective learning, several language educators have developed methodologies that make the learning environment as comfortable as possible and reduce tension and nervousness (Scovel, 1991). In one experiment, small quantities of alcohol were used with a group of college students to reduce inhibition. The students “imbibers” outperformed the control group (Diaz-Rico & Weed, 1995).

Recent language teaching methodology focuses on a reduction of inhibitions so that students can communicate more freely. Emphasizing fluency over accuracy in the first stage of language learning help students to feel freedom from inhibition. Crookall & Oxford (1991) suggest that the classroom become a place of warmth and friendliness, where risk taking is rewarded and encouraged, and peer work, small group work, games, and simulation are featured. In such contexts, student-to-student communication is increased.

Attitudes play a critical role in learning English. Attitudes toward self, language (one’s own and English), English speaking people, the teacher and classroom environment affect students (Richard-Amato, 1988). Attitudes toward language and those who speak it are largely a result of experience and the influence of people in the immediate environment, such as peers and parents. If language minority students are made to feel inferior because of accent or language status, they may have a defensive reaction against English speakers (Penalosa, 1980). Thus the teachers should not insult students’ accent or make them feel inferior about their English.

Attitudes toward the teacher and the classroom environment also play an

important role in school success in general and English acquisition in particular.

Students' refusal to learn what schools teach can be seen as a form of political resistance, which promotes misbehavior, vandalism, and poor relationships with teachers (Nieto, 1992). Therefore the teachers should use some techniques that can alter attitudes from hostile or apathetic to positive.

People also believe that children are less inhibited than adults when speaking a second language, but according to McLaughlin (1992), it is not true. Children are just as likely to be embarrassed around their peers as are adults, and are more likely to be shy when speaking before adult.

Other affective factors are empathy. This is the capacity to be aware of another's feelings and to share them. When learning a second language, listeners must understand the intentions and emotions of a speaker and attempt to comprehend the message.

Extroversion can be seen as the need to receive ego enhancement from other people. Some stereotypes exist that connect extroverted behavior with a lack of inhibition or an increased communicative ability. However the definition of extroversion may vary considerably from one culture to another. Some students are more willing to speak out and to participate in class. This could be a personality factor or a cultural trait.

Although the extrovert may be perceived as a person who takes more risks with language, an introverted or more reserved person may show more intuitive understanding or empathy with others (Brown & Palmer, 1988). Thus little is known about how personality and cognitive style influence second language acquisition.

Cognitive Factors in Motivation

Cognitive factors in second language acquisition are just as important as affective factors. The cognitive perspective helps educators to understand language learners as people who are active processors of information. Learners seek out information to solve problem. They recognize what they already know to achieve new learning, and actively choose, pay attention, ignore, and make many other responses as they pursue goals (Wittrock, 1978).

Cummins (1980) has posited two different language skills. One is basic interpersonal communication skills (BICS). The other is cognitive academic language proficiency (CALP). BICS involves those language skills and functions that allow individuals to communicate in everyday contexts. On the other hand, CALP is the language needed to perform school tasks successfully that are more abstract and decontextualized. Conversation skills have been found to approach native-like levels within two years of exposure to English, but five or more years may be required for minority students to match native speakers in CALP (Collier, 1987).

The age of the learner is an important factor to be considered in the discussion of second language acquisition (SLA). Lenneberg (1967) insists that the brain has a language acquisition processor that functions best before puberty. The brain has a “critical period” for language learning. Many people believe that the child’s brain is better able to learn language rapidly. However, the language children speak is relatively simple (shorter constructions with fewer vocabulary words than adults’) so may appear to be spoken more fluently (McLaughlin, 1992).

A common-sense approach to this issue suggests that adult and child SLA are not the same. Adults have great memory capacity and are also able to focus more easily on the purely formal features of a language. Many people believe that children acquire a second language more rapidly than adults because children seem to pick up words easily. Recent research also notes that natural exposure to second language during childhood can lead to higher second language proficiency than exposure that begins in the adult years. However this phenomenon generally pertains only to pronunciation. Research has found that the earlier a learner begins to learn a second language, the closer the accent will become to that of a native speaker. Older learners may not have an advantage in the areas of oral fluency and accent (Oyama, 1976).

Methodology for Lowering the Affective Filter

Many methods are introduced to lower the affective filter, yet games are the easiest and most effective ways to motivate students to learn English. There are many games in computer programs which involve listening, speaking, recording, comparing voices, and reading and writing along with listening and speaking. Many of these are educational games and simulations. Some recent programs have both English and students' native languages. Multimedia software is becoming cheaper and more common. Web sites are available that introduce games and activities for the English as a second/foreign language classroom. The teachers should check these web sites to find useful games for their own lesson plans.

Especially when it comes to pronunciation, the students will be shy and do not want to mispronounce English words in front of other people. One web site offers

pronunciation help for learners of American English. This site introduces learners to the sounds of English. It has pictures and photographs to help the students pronounce sounds, as well as examples of those sounds. The picture shows the inside of the mouth and important articulations to help students to make the sounds. In addition, students can choose whatever native English sounds they want to listen to by just one click. Students do not have to be afraid of asking or pronouncing the words anymore.

There are also useful sites for practicing speaking and listening. One of these is an online conversation book compiled for intermediate ESL learners who want to improve their listening and speaking skills. ESL/EFL teachers are encouraged to use this online book as supplementary material for their classes (Li, 1996; <http://www.lang.uiuc.edu/r-li5/book/-foreword.html>). This site contains several casual conversations, on topics such as making friends, apartment hunting, at the library, asking for directions, a visit to an advisor, shopping in America, and going to a party. With one click, students can listen to and practice conversation.

Other web sites introduce a relaxed and comfortable environment in which ESL/EFL students can improve their writing. The students can explore, discover, and share their ideas, opinions and feelings in written English without the pressure of working for grades or credit. Students who are motivated from within to learn have fun in the process (Frizzy University Network, 1995; <http://thecity.sfsu.edu/~funweb/>). There are such subjects as getting help with grammar, connecting to on-line reference materials, making friends all over the world, studying English in the U.S.A, creating students' home page on the world wide web, etc. At another site students can explore American culture.

This gives students insight into some of various aspects and issues of American culture as well as helping them improve their listening comprehension (South Central Technology in Education Consortium, 1996).

When acquiring a second language, students' emotions, such as motivation, anxiety, attitude, empathy, and extroversion are important aspects. Moreover cognitive factors, for example, interpersonal communication skills, cognitive academic language proficiency, and age, may affect second language acquisition. Among several approaches to lowering students' affective filter, computer-based instruction is one of the most effective. Therefore, teachers need to use computers in order to motivate learning, eliminate anxiety, and lower students' affective filter.

Computer-Based Instruction in EFL/ESL

At the end of this century, computer technology has become highly developed. It is not an exaggeration to say that some people cannot live without their computer. There are many advantages to computer use in gathering information, organization file, and communicating via e-mail and Internet. These advantages must be fully utilized in pedagogy. Computer use in the second language curriculum will undoubtedly burgeon in the 1990s as teachers develop computer skills and greater understanding of the machine, and as they discover uses of the medium they could not have envisioned in their early encounters with the computer (Dunkel, 1991).

Some people might say that too much use of computers reduces the opportunity to communicate with people in real life. Is this true? When the telephone was invented, some people predicted that people would not see each other in person any more.

However in fact, even when people talk on the phone for long time, they often make appointments to see each other next time. The existence of the telephone even enhances the opportunity to meet people. In the same fashion, multimedia helps us deal with jobs which consume a lot of time, and thus we gain more opportunities to communicate with others (Takemura, 1994).

Computer-based instruction has extended a great deal in the past ten years, with more computers and software becoming available and more schools making use of computers. Though CBI is not a panacea for all the problem of English education, it does offer potential in many areas. One such area is individual instruction. With CBI, students can choose their own materials according to appropriate difficulty level, content in which they are interested, and their goals and purpose for studying English; and they can study at their own pace. (Kitao & Kitao, 1995, <http://www.ling.lancs.ac.uk/staff-visitors/kenji/kitao/tejk.htm>).

CAI, CBI, CMI, and CALL

There are many ways to use computers for English language teaching (see Table 2). First of all, teachers can use them to prepare for classes. The teachers can use the computer as a word processing program to write teaching materials and tests. Computers can be used as dictionaries, encyclopedias, etc., available as resources to help the users to prepare materials. Computer networks are also useful for obtaining teaching materials, exchanging them with other teachers, and getting new ideas or suggestions for handling particular problems. Teachers can use commercial databases to obtain teaching materials. However, methods of teaching English vary according to each type of

computer utilization.

Table 2. Computer Learning Glossary

Term	Definition
CAI	The use of a computer as a teaching tool to help teachers and students to complete instructional goals.
CBI	All kinds of educational computer use including individual learning activities, as well instructional computer activities.
CMI	Using a computer system to manage information about learner performance and learning resource options.
CALL	The use of computers to assist in second language or foreign language (L2) instructional activities.

Computer-assisted instruction (CAI) refers to the use of a computer as a teaching tool to help teachers and students to complete instructional goals (Bourne, 1990).

According to Buake (1982), CAI can facilitate and certificate learning. Facilitation of learning is using the computer to make learning easier and more likely to occur.

Certification learning is using the computer to create a record proving that learning has occurred. Students use the computers themselves, working individually. The computer provides materials to study and students can interact with the computer, that is, they have a library and a tutor. They can work on drills, tutorials, games, and simulations. They can work by themselves or with classmates in pair work or group work. Interaction

between/among students is as important as that with a computer in learning. Students can work at a computer during the class, doing assignments, reviewing, or even preparing for the class. Using computers allows students to work at their own pace. Slower workers can catch up, and advanced students can do extra assignments (Buake, 1982).

Computer-based instruction (CBI) is a general term, which refers to all kinds of educational computer use including individual learning activities, as well instructed computer activities, such as tutorials, simulations, drill and practice, word processors, database, instructional management, and other applications.

Computer-managed instruction (CMI) refers to using a computer system “to manage information about learner performance and learning resource options in order to prescribe and control individualized lessons” (Bozeman & Baumbach, 1995). Teachers may deploy this instruction in the service of instructional activities or to use CMI to store students’ data and evaluate their progress in order to guide them to appropriate learning resource (Cotton & Wikelund, 1997). They can be used to keep grades, do statistical analyses of grades, and evaluate the class as a whole as well as individual students.

Computer-assisted language learning (CALL) is a more specific term which “concerns the use of computers to assist in second language or foreign language (L2) instructional activities” (Dunkel, 1991). Garton (1991) emphasized the importance of integration of CALL into the curriculum as a whole. CALL materials include Storyboard, a text reconstruction program, Choicemaster, a multiple-choice program, and Word (Microsoft), a word-processor. The Internet, which is the largest international computer networks, is also often used in a class these days. There is more contact by more people

across greater distance, with more emerging collaboration, which is changing the general pattern of how users carry out studies, research, and teaching (White, 1994). Integrating CALL materials into the curriculum encourages communicative skills, and individual self-learning (Farrow, 1998).

The organization Teachers of English to Speaker of Other Language (TESOL), based in the United States, has an annual international conference every spring. At their 1998 conference in Seattle, about three hundred of the presentations were on CAI, CBI, or CALL, including the opening plenary address. Many presentations featured programs made by teachers. Commercial software was also featured, mainly drills with multiple-choice questions or the quiz type resembling computerized drill books. TESOL has a special interest group, CALL, for teachers interested in using computers. The special interest group first hosted a symposium in 1983, and since then it has hosted sessions on English CAI and software fairs at the annual TESOL conventions (Kitao & Kitao, 1995). The group has collected useful information on CAI and published the TESOL CALL Interest Section Software List.

CD-ROM

CD-ROM is perhaps the basic software way to learn language. Many CD-ROM programs are constructed for ESL, EFL, and LEP (limited English proficiency) students. The level of content varies, such as programs for the beginner, intermediate, and advance levels. These provide many features of lessons, such as interactive lessons involving songs, graphics, speech, voice recording, and playback. Those programs help students learn English for everyday situations. Usually they contain English grammar,

vocabulary, reading comprehension and even speaking practice. Students can receive instant feedback as they answer questions.

Teachers can track students' performance with built-in record keeping. Many educational language software companies are selling language learning CD-ROM, translation software, and multilingual word processing software. Most programs are reviewed by specialist staff for quality before selling them. However, the teacher should evaluate those programs before their application. Some programs might not be suitable for the students. The teacher needs to take notice whether the program is for all ages and if self-study is available. The program also should feature many lessons and expose the learner to new phrases and vocabulary. The best CD-ROM learning English programs teach approximately 3000 words and phrases, enough for short conversations and basic communication. The program needs to be designed for beginners and is great for language enthusiasts, students, travelers, language labs, etc. It should also include all the basics of the more expensive courses without exceeding the pedagogical budget (Multilingual Books and Tapes, 1997; <http://www.esl.net/mbt/laser.html>).

Internet

Images of the Internet differ from person to person. They might vary according to who has experience in using it. One phrase describes the Internet, as that "new huge information media" (Tachibana, 1996). This "monster of information" is growing everyday. The Internet is reconstructing the world's information terrain. The information available via the Internet is much bigger than a library. Anybody can access this information from anywhere by simply clicking on a mouse. The quality and quantity

of Internet's information affects society, politics, and the economy. It has changed both the social system and human consciousness.

Some people might think of the Internet as just tools for E-mail or for looking at nude pictures. However the real Internet is far more than this (Tachibana, 1996). One of the advantages of the Internet is the search engine. Some may find the Internet overwhelming with its vast and seemingly infinite amount of information and resources. Luckily, there are free tools that can help users find what they are looking for. With millions of Web pages in cyberspace, search engines have come to the user's resource. With a little practice students will find search engines to be their most valuable tools on the Internet (Sperling, 1997). Users of the search engine will be able to find information about a topic simply typing in a keyboard on any computer connected to the Internet. There are many kinds of search engines, such as Info Seek, Lycos, Yahoo, Open Text Index, AOL NetFind, HotBOT, LookSmart and WebCrawler. Each search engine has its own characteristics. Some can find only WWW pages; others can find news group also which contain 100 million pages. Because there are different systems, students need to learn different ways to access information.

E-mail

E-mail (Electronic mail) is one of most effective means of computer-based instruction for EFL students. E-mail is the most popular way to communicate on the Internet and usually is the first Internet application new users learn. Once people get used to instantly sending and receiving messages across the world, post office mail (or "snail mail" as it is called on the Net) will seem like something from the distant past

(Sperling, 1997). There are many advantages of using e-mail. E-mail overcomes five obstacles to communication: time, space, organization, psychology, and humanistic networks (Uchida, 1995). People can open and read E-mail any time and any place. Anyone can send or read it, with the source or destination of a message at home, school, other states, or other countries. Everybody can be a sender and receiver, from the president of a company or the principal of a school, to workers or students. Usually only on special occasion do students talk to the principal. Even if in person there is little chance for two people to talk with each other, e-mail makes it possible. Opinions can be shared no matter the experience, educational background, position, or ability of senders. E-mail also can share information among many people. Transmissions can be forwarded to as many people as possible, with ideas and opinions added to original mail. If necessary, one can attach other file to a message (Aono, 1995). Gates (1992) describes e-mail as changing from the world of small islands to the world of people who can share information with one another.

When students use e-mail, they can communicate with people all over the world. With the ability to instantly and easily to communicate with other classes from almost anywhere in the world, students can exchange messages, as well as participate in discussions with key pals (pen pals via the Internet). Internet programs provide the opportunity to meet people and make e-mail key pals. Students can choose partners from their own nationality or from wherever else appears to their interest. This is an epoch-making way to learn English.

An Internet Course for Teachers

Because technology and the Internet have advanced to this stage, high-tech multimedia has become more available. People can access useful information on the World Wide Web without very much computer knowledge. However, in order to make Internet use more comfortable, there are many courses for teachers who want to use the computer more effectively in English instruction. Pearl (1998) teaches a course on how to use the Internet in language instruction. This course will enable practicing teachers to use the Internet to enhance foreign language teaching and learning. Articles on foreign language instruction, integrating the Internet into the curriculum, and a vast list of foreign language World Wide Web sites will be provided on-line as a resource to participants. Participants will also be introduced to listservs and the newly developed language MOO's (Multiple user domains, Object Oriented), which provide the opportunity to dialog on-line with others in the target language (Heritage Online, 1997).

Usually these classes require some prior Internet and E-mail experience. There are many technical words involved when dealing with the computer, so teachers must learn these to attain knowledge and skills. Upon completion of this course, participants are expected to demonstrate the following (1) an understanding of the Internet as it relates to foreign language learning, including the World Wide Web and e-mail; (2) competence in using a foreign language MOO; (3) knowledge of how to construct student projects in which the technology is a key component of the learning; (4) familiarity with a list of WWW sites that enhance learning the target language; (5) facility in identifying and incorporating various technologies into lesson plans in subject

areas relevant to the educator's professional situation; (6) the ability to recognize and capitalize on existing as well as new technologies that arise and to apply them to the teaching situation; (7) experience in teaching and evaluating lessons that incorporate the Internet and MOOs; (8) background knowledge of constructivism and multiple-intelligence theory and the ability to integrate these theories with technology in the pursuit of enhanced foreign language learning (Heritage Online, 1997).

There is increasing interest in the use of computer-assisted language instruction. The extensive exercises and drills required in second language instruction place significant demands on class time, and students must wait for feedback on their exercises until the instructor corrects them. Computer-assisted language instruction, in conjunction with contemporary natural language processing technology, holds out the promise of unlimited, immediate feedback pinpointed to the specific grammatical errors made by the student (Nagata, 1993).

National Information Infrastructure

Vice President Gore issued the N. I. I. (National Information Infrastructure) proclamation in 1994. This document proclaimed that in 2000, N. I. I will connect all classroom, libraries, art galleries, and museums in the U. S. A. This provides expanded opportunity for education including lifelong education, and helping students to gather information from any place. If N. I. I. becomes reality, people can reach more information easily and freely. It has become increasingly necessary for students to use the computer not only in the classroom but elsewhere in their lives (Takemura, 1994).

Software “edutainment” which combines education and entertainment is growing

in popularity. The users are increasing, and they enjoy it to learn many things; from language learning, of course, to encyclopedias, which can present the human body or the bottom of the sea. This kind of software motivates students to learn because it is so much fun. The students are not aware they are studying at all but believe they are playing a game. If everyone would access a network freely, they could use programs which offer edutainment without costing a penny. This will come true in the near future.

When it comes to an information network, the United States is much more developed than Japan. There are still some limitations to opening certain information to people in Japan. At present, the ratio of relationship with the computer is very different from the United States to Japan. For instance the number of host computers which are connected to Internet are 7 out of 1000 in the United States versus 0.2 out of 1000 in Japan. Compared to the U.S, Japan is still a developing country for the Internet (Aono, 1995). Even though the diffusion of the computer in Japan is very low, a growth in computer usage in Japan is anticipated (Gates, 1993).

The one of main reasons for Japanese people not to use the Internet compared to U.S is that English is used in the Internet. Of course there are some Japanese programs in the Internet, but they are still limited. If one wants to gather worldwide information, English is indispensable to its collection. Thus, people need to attain English for basic computer usage. It is obvious that there is a spread of computers, and a high demand for computers and the Internet these days. People have to know how to use computers as well as the Internet.

Even though the Internet has not become widespread, the Japanese are taking

action to promote multimedia in education. Naha, the capital city of Okinawa, is the first municipality in Japan to achieve the connection of all its schools to the Net. From the beginning of April in 1998 all elementary and junior high schools in city have been connected to the Net. The students will be allowed to use the World Wide Web for research as well as being able to practice their general computer skills. The Japanese Ministry of Education's target is to have all schools connected by the year 2003 (Okinawa Times, 1998). Access to the Internet will be available at no charge for a few months, but the company intends to charge for this service in the future (Okinawa Times, 1998).

Computer-Based Testing

TOEFL (Test of English as Foreign Language), GRE (Graduate Record Examination), and GMAT (Graduate Management Admission Test) are the tests which international students have to take in order to enter universities in the United States. Those tests are switching to computer-based testing. Even the T.W.E (Test of Written English) also will be taken by computer. Students' computer skills are definitely a bonus on the tests.

There are several benefits of computer-based testing for TOEFL. (1) assessment is tailored to each test taker's ability level; (2) context setting, visuals, and topic orientation during the listening comprehension section; (3) more examinee control over the pace of listening comprehension; (4) test takers can use individual headphones and control volume; (5) reading comprehension tasks require the examinee to interact more closely with the text; (6) more individualized test environment; (7) it is faster to score

and report data (TOEFL Online, 1998). Once the computerized TOEFL becomes operational in a country, students will not have choice between computerized test and the paper test. Computer-based testing will completely replace the paper test within the next several years (ETS, 1998).

TOEFL on computer is an important improvement that enables the EFL teacher to take advantage of new forms of assessment made possible by the computer. This better reflects the way in which people communicate effectively and includes more performance-based tasks. It provides more information than the current TOEFL about the ability of international students to use English in an academic setting.

Some questions are different from the previous one, for example the listening comprehension and reading comprehension sections will include new question types designed specifically for the computer.

The problem is how will TOEFL maintain fairness for those who have no computer familiarity? The organization provides sessions to help the test taker begin the exam session with a computer tutoring, designed especially for non-native speakers of English. This teaches the basic skills needed to take the computer test through simple language, graphic and animation, and practice questions. Organizations also have conducted international computer familiarity studies and results indicate that, after administering the tutorial, no practical difference existed between test taker performance on the paper-and-pencil and computer test (ETS, 1998).

Problems with Computer-Based Instruction

CBI, of course, requires computers and software as well as other equipment, all of which is expensive. A special classroom is also necessary, along with technicians to keep the computers working properly. Because students may have trouble, assistants are also necessary to help students with the problems they may face. If many classes are using the computer room, scheduling is likely to be difficult (Kitao & Kitao, 1995). No matter how simple computers and software become, students need to learn a great deal to use them. Just learning to use the computers and software often requires time and energy before students can even begin to use them to study a subject. Input is usually from a keyboard, so students need to learn to type fairly well before they can use computers effectively. As a matter of fact, many students even do not know how to type. Tachibana (1996) insists that all students should learn at least how to type at an elementary level.

Some students can never really adjust to using computers. They are never comfortable with them, and these students often make mistakes. CBI is not most effectively used for traditional classes. To use computers most effectively, it is necessary to develop new methods and materials that are specifically for computers, rather than just transferring materials from a book to a computer. It may also be necessary to change the way students are evaluated (Kitao & Kitao, 1995).

Some teachers may not be able to do what they want to do. Once computer laboratories are established, it is not possible to re-equip them for several years. During that period, hardware and software developments will occur. It is necessary to make good decisions about what the computers will be used for and to buy the most

appropriate hardware and software for those purposes, which preferably can be upgraded easily when technology changes (Kitao & Kitao, 1995). Therefore it is very necessary for teachers to be trained. They need to understand the theory behind CAI as well as how to use computers. They have to learn the best methods for teaching classes with computers. Teachers can take courses on CBI, attend conferences and orientations, and share ideas with other teachers.

The many approaches to using a computer, such as CAI, CBI, CMI, and CALL, demand familiarity with useful software and programs for English instruction. In order to use the Internet effectively, teachers might want to take a course to gain knowledge and skills. In addition, N. I. I will help people to access much information in the near future, and many tests will be based on the computer. Even if computer-based instruction has a few problems, the computer will be part of people's everyday life as well as education. In order to use the computer effectively, students should create something by using the computer. If students achieve projects by computer, they will learn many things, solve problems, and have more fun.

Project-Based Learning

What is Project-Based Learning?

A project is an in-depth study of some particular topic that one or more students undertake. It consists of exploring a topic or theme. Work on a project extends over a period of days or weeks, depending on the topic. Projects involve students in advanced planning and in various activities that require sustained effort, with different students in a group taking responsibility for different aspects of the work to be done. Project work

refers to a way of teaching and learning, as well as to the content of what is taught and learned. It emphasizes students' active participation in their own studies (Katz, 1994).

Blumenfeld (1996) believes that projects have the potential to foster students' learning and classroom engagement by combining student interest with a variety of challenging, authentic problem-solving tasks. In his discussion of the essential components of project-based learning, he cautions that teachers need to pay close attention to the design of projects with regard to classroom factors and teacher and student knowledge. He also describes how technology may be used as a support system by teachers and students involved in long-term projects.

Benefits of Project-Based Learning

There are several benefits of this method, which Blumenfeld (1996) emphasizes: as students investigate and seek solutions to problems, they acquire an understanding of key principles and concepts. Project-based learning also places students in realistic, contextualized problem-solving environments. In so doing, projects can serve to build bridges between phenomena in the classroom and real-life experiences. Questions and answers that arise in their daily enterprise are given value and are shown to be open to systematic inquiry. Hence, project-based education requires active engagement of students' effort over an extended period of time. Project-based learning also promotes links among subject matter disciplines and presents an expanded, rather than narrowed, view of subject matter.

According to Katz (1994), projects can increase student interest because they involve students in solving authentic problems, in working with others, and in building

real solutions (artifacts). Projects have the potential to enhance deep understanding because students need to acquire and apply information, concepts and principles, and they have the potential to improve competence in thinking because students need to formulate plans, track progress and evaluate solutions.

In project-based learning, students focus on investigating their interests. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments. Moreover, in order to complete their project, students must collect and analyze data, draw conclusions, communicate their ideas and findings to others, ask new questions, and create artifacts (e.g., a model, a report, videotape or computer program).

There are two essential components of projects: They require a question or problem that serves to organize and drive activities; and these activities result in a series of artifacts, or products, that culminate in a final product that addresses the driving question. Project-based learning is predicated on the hypothesis that giving students freedom to generate artifacts is critical to their construction of knowledge. Whether the guiding questions and activities are student- or teacher-generated, the outcomes must not be fixed at the outset or students will not have the opportunity to try their own problem-solving approaches (Guzdial, 1991).

Technology often plays a role in project-based learning by motivating and facilitating both the performances of the design task and the learning from the project experience. There are several successful efforts to create support for project-based learning, including the Knowledge Integration Environment (KIE) and Science Ware.

Technology typically plays three roles in project-based learning: (1) A design environment or activity where the project is going to be created. This might be a modeling environment or simply a word-processor. In general, PBL is a tool that facilitates the creation of the project artifact. (2) Scaffolding the learning and design activity. Scaffolding is the modeling of good process and coaching students through their efforts. (3) Building community. The interaction and collaboration among fellow students can facilitate good learning and effective design.

Making a Home Page

As an example of an exemplary program, Drake High School provided a computer application class during which students created their own web pages, 3D Animations, 2D Graphics and Virtual Reality Models. The students completed work for clients in local community including non-profit organizations and local businesses. In the class, the students learned to use various computer software applications to complete computer-based projects designed by the students. Software available included 3-D animation, Web page design and Internet access, graphics manipulation, page layout, presentation layout, spreadsheet, and database.

Students were required to submit a project plan that describes each project in detail. The project needed to be approved by the instructor; together, they worked out a timeline for completion. At the conclusion of the project, students orally presented their project to the rest of the class and self-evaluated their own projects. The teacher also evaluated projects for feedback and grading purposes. Grading was based upon the quality of students' work and on the progress they made as an individual during the

semester. The teacher suggested that students find something they had an interest in and try to build it into their own project. The teacher also encouraged students to be creative, do something fun and interesting (Sondheim, 1998).

Problems with Project-Based Learning

Project-based learning is widespread. However, projects are not always an opportunity for education reform with a focus on student learning. Projects often become task-focused instead of learning-focused. The typical scenario goes that students attack the problem at the very last moment; the only goal is to complete the task and not to learn; and there is little collaborative learning. Faculty interest tends to remain focussed on the lecture, not on what the students are doing in their projects. Some of the technology at the college level is oriented towards supporting the learner (e.g., Web sites, on-line course notes), but most use of PBL technology in engineering education facilitates performance, not learning. There is increased pressure in society to increase the use of technology in higher education in order to reduce costs and improve access (1998, Guzdial).

Many educators have not achieved integration across design environments, scaffolding, and collaboration. The result is that there are pieces of solutions that meet specific needs, but not a comprehensive solution that can be used in a variety of domains and classes and that might serve as a platform upon which to build change in how faculty and students thinking about post-secondary education. There is collaborative support to encourage discussion about the cases, but it is completely unused by the students.

Anchored collaboration does encourage extended discussion, but just about the anchors.

Cases being considered for reuse do not make effective anchors for encouraging discussion. If the teachers want students to talk about their projects or about their developing designs, the teachers need to be able to create collaboration environments that link into design environments and scaffolding so that student projects (or parts of projects) can become collaboration anchors. Technically, it is difficult to build collaboration support into an existing design environment. Modifying tools are difficult or even impossible in some cases. Moreover, at present it is a matter of budget, and many schools cannot afford the ideal CBI materials to complete best projects (1998, Guzdial).

In Summary, project-based learning occurs when the teacher requires students to learn more about the topic rather than to seek the right answer to questions posed by the teacher. One of the best projects in teaching English may be making a home page by computer. Students can use their prior knowledge as well as their interest to complete the project. Even if there are some problems, project-based learning helps students acquire language, solve problems, and have fun while learning. Whenever students have difficulty completed a project, native English teachers would be ideal for helping students. If native English teachers are there to help, project-based learning will be more effective, take a shorter time, and make it easier to learn technical skills.

Team Teaching

Role of Native Speakers in the EFL Classroom

The ALT (Assistant Language Teacher) system began in August, 1987, in Japan. The first year 830 people, and second year 1,387 English speakers came to Japan from

United States, England, Australia, New Zealand, Canada, and Ireland to serve as ALTs. Numbers of ALT are increasing year by year (Wada, 1988). The growth of this program reflects the increasing emphasis on spoken English in language teaching in Japan, and the program is expected to continue to grow (Kitao, Kitao, Nozawa, & Yamamoto, 1994).

Private schools and universities will have native-English-speaking teachers solo, or tag-teaming with Japanese teachers. However, public high schools cannot hire non-citizens as teachers, so they will usually hire ALTs as teaching assistants. The ALTs' main role is to "team-teach," or help with classes taught by Japanese Teachers of English (JTEs); to assist in the preparation of teaching materials, participate in extra-curricular activities, and assist pupils with the English language training of JTEs. However, no matter for what reasons, ALTs have very important role in the EFL classroom. ALTs have three main roles (see Table 3).

Table 3. Roles and Functions of ALTs in Japan (Tsuchiya, 1990).

ALTs speak real English	It is hard for non-native English teacher to speak authentic English.
ALTs know the culture of the United States	They know English speaking cultures, and can teach different customs, manner, ways of thinking, and point of views
ALTs provide the opportunity to communicate in English	The students can have experience to interact and make themselves feel confident about their English

ALTs are employed by a host school or Board of Education, and the majority visit more than one school in the area to which they are assigned. The ALT system was introduced because of political reasons: Japan and American treaties. The U.S. government intended to reduce Japanese trade benefits between the two nations. It depended on the economies of both countries to decide whether to keep going or stop.

Japanese school children begin studying English at age 12 in their first year of junior high school. At 15 years of age, 95% of students progress to senior high school, and the vast majority continue to study English there for another three years. English teaching in Japan has traditionally focused more on teaching reading and writing skills than on communication. Even at the senior high school level, the students' spoken English is generally quite basic. Assistant Language Teachers play a key role in promoting communicative teaching in the classroom. Contact with the ALT also provides a valuable chance to become familiar with another culture.

The EFL Classroom Form with the Assistant Language Teacher

There are three forms of ALT utilization: (1) the ALT as instructor with the ALT taking all responsibility; (2) team teaching; collaborative instruction with a non-native-English-speaking (NNES) teacher; (3) divided class instruction, with the ALT instructing one group and the NNES teacher teaching the other, then switching.

Most ALTs do not have a certificate to teach English, so it is illegal to depend on them for long time. If they have a TESL or TEFL certificate, teaching may be better, though. In that case the NNES teacher should consider team teaching. The definition of

team teaching is that teacher help each other to instruct, with both teachers benefiting (Tsuchiya, 1990). They should help each other instruct, and be careful not to argue in front of class. This often happens in the classroom. Sometimes two teachers have different opinions, teaching methods or philosophy, and lesson plans. They need to negotiate and compromise to do their best team teaching.

The Use of the ALT for English Instruction

In order to instruct with the ALT effectively, the NNES teacher should make special efforts. First of all, the NNES teacher should maintain the initiative to instruct. ALTs are not regular teachers, so the NNES teacher should make lesson plans and take responsibility for delivery. Second, the NNES teacher should have the ALT instruct as much as possible. Let the ALT offer many opportunities to students to communicate in English. Third, the NNES teacher should use English in the regular class, and get students used to interaction in English. Fourth, if the ALT comes once a year, they might make special lesson plans, but if the ALT comes more often, the NNES teacher should follow original lessons, and occasionally have the ALT instruct in the classroom. Fifth, objectives should be clear to the ALT in order for him/her to instruct effectively (Tsuchiya, 1990).

Occasionally, free conversation (conversation directed by student and ALTs free from texts) is useful. This is beneficial no matter how much the student has command of English. Many schools have conversation lounges where students can go, out of lesson time, to practice their English with each other and ALTs, informally. When ALTs have a free conversation it should not be one-sided. Students should do most of the talking.

There should be a theme to the conversation, for example their interests, hobbies and life.

Mistakes made in structure and pronunciation should be corrected gently (EFL Web, 1998; <http://www.u-net.com/eflweb/japan8.htm>).

A school's curriculum should be designed to give students a functional grasp of the English language in a wide variety of situations. It will give them an ability to express in English the essential aspects of Japanese and western culture and the key cultural differences. It will also give them an increased capacity to adapt to a foreign culture and relate well with the people living in it. How to apply what they have learned is just as important as learning it (Tsuchiya, 1990).

The Japanese are shy people who need to be encouraged to speak English as much as possible. The emphasis will be on student participation using oral skills, reinforced by reading and writing. Though mistakes need to be corrected, it is important not to go overboard. ALTs are not supposed to intimidate the students. When teaching advanced students, emphasis should be placed on polishing that which the student already knows, adding the teaching of idioms, colloquialisms and vocabulary (EFL Web, 1998; <http://www.-u-net.com/eflweb/japan8.htm>).

Conditions of Team Teaching

The Japan Exchange and Teaching (JET) Program is an official Japanese government scheme to improve foreign language teaching in schools and to promote international understanding (EFL Web, 1998; <http://www.u-net.com/eflweb/tefl10.htm>). More than 90% of JET participants are employed as ALTs in Japanese secondary schools. Secondary schools do not generally hire native English speakers directly, but

the Ministry of Education hires almost 5,000 native speakers each year as assistant English teachers and sends them to secondary schools all over Japan. The Japanese government recruits teachers in many countries (Kitao & Kitao, 1996).

The JET program has specific criteria for eligibility of ALT. All applicants must hold a bachelor's degree in any subject. They should be a U.K, U.S.A, or Canadian passport-holder. They must have modern standard English skills (written and spoken). They should have an interest in Japan and, in principle, be under 35 years of age. It is useful, but not required, for applicants to have TEFL experience. A contract is usually for one year. It is, however, renewable for up to two further years by mutual consent. ALTs work normally a 35-hour week from Monday to Friday. Salary is \$ 36,000 a year after Japanese taxes (Paul, 1998; <http://www.u-net.com/eflweb/tefl10.htm>).

Most schools look for teachers with "standard" North American and British accents. However, accents like Australian, New Zealand, Irish, and others are commonly accepted. "Outer-circle" English accents like Asian Indian, Ethiopian, etc. make it quite difficult to find a job. Non-native-speaker, non-Japanese teachers are seldom hired. Race is not a requirement, but it can play a role in hiring. African-American teachers reported that they had a harder time getting hired. Asian-Americans have an easier time, but are still set back a little because students do not usually associate teachers of Asian descent with native-spoken English (EFL Web, 1998).

Technique of ALTs Instruction and CBI

When the teachers want students to use the computer to chat with a person from another country by Internet phone, students might have difficulty communicating with

people who speak too fast or speak a dialect. ALTs can help students to communicate by relating exactly what people have said. A student will learn a great deal by listening to the ALT. The teacher is the most important model on which the student will base his/her own behavior. It is important, therefore, that ALTs speak English at a speed consistent with normal stress and rhythm and intonation patterns (EFL Web, 1998). From the interaction through ALTs, the students can receive input. Besides the computer is the medium, they are not afraid of asking questions. They might even think of playing games or spending other recreational time in an English environment.

As ALTs can greatly contribute to students' understanding of the text on the screen. A web site on the Internet will normally contain dialogues, texts, letters, forms, charts, signs, instructions and exercises. Occasionally it is hard for students to understand the meaning. ALTs can explain to students and give them rich comprehensible input. Reading is a receptive skill. In the process of learning the language, learning to read follows learning to listen and speak. Reading silently or aloud does not then help the student to speak. However, it can reinforce and fix in their memory what they have already heard and practiced orally. ALTs can help students learn how to read and get the points of the text. However, the teacher should consider several aspects. What kind of ALT is best in the role of team teacher? What kinds of text are appropriate for team teaching? If the students cannot understand what the ALT says, what should the NNES teacher do?

ALTs can play a significant role in EFL classroom, such as speaking real English, providing cultural differences, and giving opportunities to communicate in English.

Depending on the situation and environment, the Japanese English teacher should choose a specific teaching technique. Moreover, in order to teach with the ALT effectively, teachers and ALTs need to exchange ideas to produce the best lesson plans possible. Because the ALT program works well, it is expected that the number of ALTs will increase in the future. Thus, when teaching English by computer, the ALT will be very helpful for students to learn knowledge and skills. There is still room for improvement in instruction. Therefore, the English teacher should always strive to find the best teaching methods for the students.

Conclusion

Krashen's second language acquisition theory is one of the most strongly supported among English educators and linguists. In order to give students "comprehensible input," the teachers need to lower students' affective filters. Computer-based instruction motivates students to study and reduce anxiety while learning. Moreover project-based learning helps students seek and solve problems. Also team teaching provides many opportunities to interact with native English speakers in English. Students will be more confident in English after communicating with ALTs in English.

A combination of Krashen's concepts of comprehensible input and affective filter, combined with computer-based learning, project-based learning, and team teaching approaches, will involve rich input, high motivation, and non-threatening enjoyable interaction. Thus, the environment of learning English will be maximized. The students can be exposed to a lot of English via the Internet. The students can learn at their own pace, so there are no anxieties; this creates a low affective filter in class. Students can

pursue their own interests, solve problems, and create their own work. Thanks to ALTs, the text on the Net can become more comprehensible. Whenever the students have difficulty finding information, the ALT can be “computer 911.” This will cause the highest motivation ever since English education began in Japan. This instruction will be connected from these small islands to the world. Students can learn not only English, but also computer communication skills; they can broaden their worldview, and be exposed to a variety of cultures in the English speaking world.

CHAPTER THREE: THEORETICAL FRAMEWORK

A Model of Learning English Via Computer

This project is based on the concepts of comprehensible input and lowered affective filter, computer-based instruction, project-based learning, and team teaching, which have been discussed in the previous chapter. A program of learning English via computer, as we shall see, can consist of two primary aspects. One aspect is using project-based learning to create a WWW home page. Students make their own home page incorporating their own interests, and use it to introduce themselves to people all over the world. The other aspect is learning culture by means of team teaching; this method is mainly learning culture through the help of the ALT and finding information via the Internet.

Using Project-Based Learning to Create a Home Page

Teaching English with project-based learning theory provides students many learning opportunities. Students can investigate and seek solutions to problems, and they can acquire an understanding of key principles and concepts in second language learning. In this curriculum design, creating a WWW home page is introduced as a project. Upon completing their home page, they will have learned several things: how to use the Internet and search engines; how to get information, write autobiographies, publish their own home page; and present their work.

In project-based learning (PBL), students focus on investigating their interests, finding information which is related to their hobbies. In order to gather information effectively, students need to learn how to use search engines as well as the Internet. The

teachers have students choose their interests and find web sites which they want to link to their home page. If their hobby is baseball, for example, they might want to connect to major league page, Japanese professional baseball association page, CNN sports news, or favorite players' picture. The basic premise of PBL is for students to pursue their interests; thus, students can choose whatever links, and as many as they want, to connect to their hobby.

Students are required to know how to organize information they find using web pages linked to their home page. In addition, they need to know how to use of web browsers, such as Netscape Navigator or Microsoft Explorer. To make it easier, the teacher can provide some programs, which help students be more efficient. For example, Netscape Gold or Fortune City helps users to create a home page instantly by simply entering basic information, like user's name, password, e-mail address, and favorite web sites. Thus students do not need many computer skills.

After making a first page, students can write their autobiography on their home page. They need to introduce themselves uniquely. There should be some explanation why they like the hobby and some annotation about other sites. At a more advanced level, the teacher may wish to teach graphic design, multimedia, and Hyper Text Markup Language (HTML) to make their home page attractive. Students can put their picture on their own home page. Students can also put some music on their home page, so whenever people browse, the student's favorite song comes up. Finally they can publish their work to the World Wide Web, thus they gaining an international mindset and broadening their global prospectus.

At the end of the unit, students have a chance to present their home page to other students in class. Students introduce what kind of hobby they have and explain about it. The rest of the students assess the home page according to an assessment sheet including such factors as information accuracy, objectivity, and coverage.

Combining Second Language Acquisition Theory with Making a WWW Home Page

Krashen's second language acquisition theory, featuring the input and affective filter hypotheses, plays an important role when students create a home page. When students try to find information via the Internet, they view rich text with graphics and multimedia at the various web sites. Students can get much input from these. To make textual input comprehensible, the teacher should explain about the site orally as pre-input. To confirm students understanding of the text and explanation, the teacher needs to give some feedback, such as a quiz, small comprehensible test or ask simple questions to students. This interaction with students could be post-input. As a result, students receive a lot of pre-input, input, and post-input through their activities with the computer.

On the Internet, there are numerous programs that lower the affective filter. The teacher can use those programs as a warm-up activity at the beginning of the class. In the unit which follows, each lesson has a motivation time at beginning of the class that helps to reduce students' anxiety. The teacher can use games, chats, songs, quizzes, and poetry to help students relax at the same time as they learn English. Moreover, students can get more familiar with the use of computers by doing warm-up activities.

Students are required to submit a project plan, which is how they organize their home page. The projects need to be approved by the instructor and they together will

work out a timeline for completion. To complete the project, students can get a lot of comprehensible input. At the same time, many edutainment programs on the Internet are used as lower students' affective filter, so students can learn with less anxiety and have fun.

Team Teaching with Explicit Teaching of Culture

There are many benefits to teach English with ALTs in EFL classroom. The ALTs speak authentic English, and they know about the target language culture. Thus team-teaching English with an ALT can provides a lot of cultural information to students. Interactions between the ALT and students will give a lot of input to students, as they notice cultural differences. To make oral language comprehensible, the ALT needs to speak slowly and clearly. However, occasionally the ALT needs to speak at a normal speed so students can get used to authentic English conversation.

When ALTs give input, they can tell students their own experiences in the U.S, such as using a bank, post office, finding an apartment and obtaining car/health insurance. It would be interesting to students and would be easier to understand. Thus, episodes told by the ALT about life in the U.S provides comprehensible input as well as teaching U.S culture.

When students play, the ALT can correct their pronunciation, accent, and intonation. When correcting students' mistakes, the interaction will provide comprehensible input. In addition, the ALT can model role-play and students can imitate ALTs' utterances in order to acquire correct pronunciation of English.

Usually Japanese students like the ALT, so they are willing to talk to the ALT with a positive attitude. The ALT helps lower the affective filter and motivate students to speak English. The ALT can provide some games for students to get familiar with each other and communicate smoothly. Activities with the ALT make students forget to study, but they might be thankful for being allowed to relax and enjoy learning.

When students speak to the ALT, some students might be afraid of communicating because of their low English proficiency. However, there are other chances for students to communicate with the ALT. After class students can visit the ALT's office hour to ask some questions or chat about various topics. Before they go there, the teacher can give students advice on how to ask questions and be polite. As a result students can lower their anxiety and get more comprehensible input.

The teacher should give opportunities for the ALT to speak as much as possible. However, the ALT's speech has to be comprehensible to students. If students cannot understand what the ALT is saying, the NNES teacher may wish to occasionally help students by translating into the native language at the beginning.

Learning Culture via Computer

As students are learning target culture, they can use the computer to get information about cultural elements. Using the computer, students can get telephone service, maintain a bank account, find the cost of airmail, find an apartment, and buy insurance. If students want to stay in the U.S, they have to know this information. With the computer, students can access important information by simply clicking a mouse.

Using the Internet, students can obtain the balance of their bank account, open a checking and saving account, check interest policies, etc. Moreover, they can check parcel delivery services, such as speed, cost and dimensions. In addition, they can seek an apartment according to price, size, and location. Bedroom floor plans are available also.

Through two different activities, such as creating a home page with project-based learning and learning culture via computer with the ALT, students receive sufficient comprehensible input, and learn English without anxiety (see Figure 1). Those two aspects include many computer usage skills, enabling students to use technology to get certain needed information.

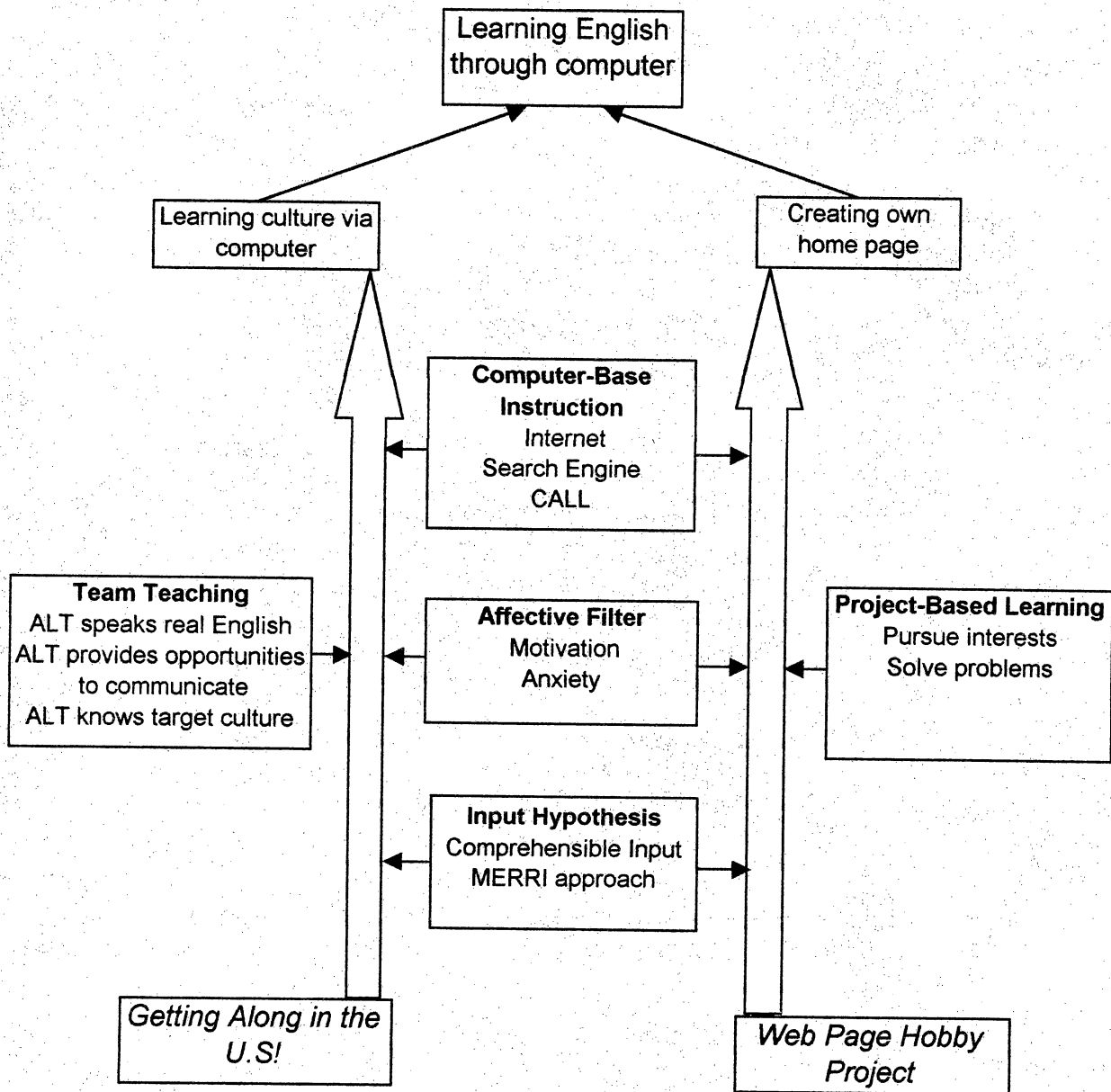


Figure 1. A Model of Learning English via Computer

CHAPTER FOUR: CURRICULUM DESIGN

Curriculum Organization

Two units are included in this curriculum. Both of them are designed to be compatible with the model of learning English via computer and ALT which were presented in Chapter Three. The first unit focuses on the use of project-based learning to create a home page. By completing the WWW hobby project, students can learn many things, such as how to use the Internet and search engines, and how to make a home page. The other unit emphasizes getting along in the U.S. This unit features team teaching. During several classes, the ALT comes to class and helps students learn U.S. culture and how to get along in the U.S.

Web Page Hobby Project

The Web Page Hobby Project incorporates project-based learning and computer-based learning. The teacher presents the Web Page Hobby Project in the first class and over the course of the unit, students complete their own home pages, which relate to their interests. In addition, while completing their home page, students can get much input and lower the affective filter. Each lesson includes a warm-up activity to lower students' affective filters, such as games, quizzes, songs and chats. Those activities help students get used to using a computer as well as motivate them learn English.

In the first lesson, students learn how to access the Internet. They will get used to using computers. The second lesson introduces the use of a search engine. Students learn how to get information they need from the Internet that will be useful in creating a home page. They learn how to organize information at the same time. In Lesson Three,

the teacher gives sample home pages to students and they analyze these. This helps students to think about designs for their own home page. In Lesson Four, students link to other web sites which relate to their interest. Lesson Five, a more advanced level, teaches students HTML, a computer protocol, to built attractive home pages. Lesson Six gives opportunities to students to make presentations. They explain their home pages to the rest of the students. Students assess each other and discuss strengths and possible improvements.

While creating a home page, students receive rich input. Each lesson offers interactive listening input and interactive reading input. After Lesson Two, the teacher includes a review input to remind students of prior knowledge and what they learned in the previous class. This helps student to prepare for the next step in creating a home page. The teacher uses several kind of input, such as pre-input, input, and post-input to make students understand. Pre-input could include some explanation or small questions to have students notice the task or text. Post-input could feature a small quiz or interactions between teacher and students to make sure they comprehend what teacher explains.

Each lesson has creative output at the end of the lesson. Thus, students have a chance for written or spoken output. The input hypothesis emphasizes that sufficient input automatically leads output; however, the teacher needs to give students as many output opportunities as possible. These output activities help students interact with other students and the teacher.

The beginning of lesson includes warm-up activities, such as sharing of the teacher's experience, games, chat, songs, tongue twisters, and proverbs to lower students' affective filter. Those activities help students prepare to learn how to use the Internet, expand vocabulary, understand different cultures, practice pronunciation, and have fun. There are many kinds of edutainment software for motivating students to learn and have fun. The teacher can choose which one is suitable for the students, class size and content of text.

Getting Along in the U.S!

Unit Two is concerned with getting along in the U.S. The instruction features team teaching with the ALT and NNES teacher. The ALT can give a lot of input about U.S culture and lower the affective filter. In addition, students can get sufficient input from the Internet to find useful information as well.

When students come to the U.S, they need to know how to live properly. The topics in the unit are how to use the telephone, bank, post office, apartment, car & health insurance, and how to handle accidents. The ALT can explain their experience and help students role-play. Each lesson includes students' activities with the ALT, such as role-play, dialogue, and conversation. Students have opportunities to communicate with the ALT, getting input through interactions.

Computers also play an important role in this unit. In Lesson One, students can find some information about the telephone from the Internet. They can know how to make international telephone calls as well as use 411. Lesson Two introduces how to open and check bank accounts from the Internet. Students learn how to use personal

checks and read bank statements at same time. In Lesson Three, students can use the Internet to check the cost to send packages to Japan. In addition, they learn how to buy stamps and fill out a forwarding address card. In Lesson Four, students learn how to find an apartment. They can check information from the Internet by simply typing which state, city, cost, and room size they want. In Lesson Five, they can find car and health insurance from the Internet. They learn how to fill out request auto insurance form. They can know how to buy appropriate insurance, such as “dos and don’ts” when buying insurance. In Lesson Six they learn what they have to do after an accident or when they get sick. Students can get information about medicine and finding a doctor from the Internet.

Both units include usage of the Internet to learn and to obtain information. Especially in Unit One, students receive sufficient input from the Internet to complete their project. Unit Two also involves input from text as well as from the ALTs through team teaching. As a result, students will get used to U.S culture and be able to live comfortably in the U.S.

Relation of Theoretical Principles to Classroom Instruction

Components of the Model	Role in Lesson
Input Hypothesis <ul style="list-style-type: none"> • Review Input • Interactive Listening Input • Interactive Reading Input 	Unit 1: Lesson 2, 3, 4, 5, and 6 Each lesson Each lesson
Affective Filter <ul style="list-style-type: none"> • Motivation • Anxiety 	Unit 1 & 2: Beginning of class in each lesson Unit 1 & 2: Beginning of class in each lesson
Team Teaching <ul style="list-style-type: none"> • Target Culture • Opportunities to speak in English 	Unit 2: Suggestion box in each lesson Unit 2: Role play in each lesson
Project-Based Learning <ul style="list-style-type: none"> • Making Home Page 	Unit 1: Each lesson develops part of the project
Computer-Base Learning <ul style="list-style-type: none"> • CALL • The Internet • Search Engine 	Unit 1 & 2: Each lesson Unit 1: Each lesson. Unit 2: Lesson 2,3,4, and 5 Unit 1: Lesson 1, 2, and 3

Table 4. Relation of Theoretical Principles to Classroom Instruction

CHAPTER FIVE: ASSESSMENT

In order for the teacher to evaluate students' goal attainment, the teacher can use several types of assessment. Each lesson has assessment in the unit; however, there are four major assessments in this curriculum: assessment on project-based learning and home page creation in Unit One, and assessment on cultural elements and team teaching in Unit Two.

Project-Based Learning

In Unit One, students make a WWW home page as a project. In order to complete their project, the teacher teaches students project management skills. According to project management, students need to complete certain tasks in each lesson. After students finish these tasks, they can work on creating their own home page. The teacher assesses if students complete their tasks in each lesson.

Here are examples of project management: in Lesson One, the teacher checks if students have decided their hobby and can find any information which relates to their hobby. In Lesson Two, the teacher judges if students have found eight web sites which relate to their hobby and if their annotation are proper. In Lesson Three, the teacher checks the students' evaluation of someone else's home page. At the same time the teacher corrects students' autobiographies. In Lesson Four, the teacher evaluates the main page and its presentation. The teacher also checks if students can link their hobby pages to a main page. In Lesson Five, the teacher measures if students understand HTML and can insert pictures by using HTML. Lesson Six gives students the opportunity to

present their own home page to the rest of the class. They evaluate each other and the teacher checks their peer evaluation as well as evaluates their home page.

Home Page

In Lesson Six, students have the chance to present their home page and explain it to other students. The rest of the students evaluate the home page according to content of evaluation sheet. The teacher also evaluates their presentations, such as pronunciation, accent, and intonation as well as evaluation sheet.

The evaluation sheet contains criteria such as accuracy, authority, objectivity, currency, and coverage of the home page. In addition, the teacher give some comments what he/she likes in the home page and how it could be improved. Thus students can get feedback and when they update the page, they can make it more attractive.

Cultural Elements

In Unit Two, students learn many cultural elements through the lesson. The teacher assesses if they understand the differences between Japan and America. The teacher can use worksheets in each class as assessment. In addition, through interaction between the teacher and students, such as the use of small questions, the teacher can tell if students comprehend or not. Moreover each lesson has role-play, so the teacher can check students' pronunciation, accent, and intonation.

Team Teaching

In order to understand American culture more deeply, interaction with native English speakers is indispensable. The Japanese teacher can encourage students to communicate with the ALT as much as possible. The teacher checks how many times

students interact with the ALT, what they talk about, and what they learn from the conversation.

Some students are afraid of making mistakes, so the teacher can advise those students to go to ALT's office outside of class with an appointment. The teacher needs to teach how to speak politely to the ALT before letting students go.

In Unit One, the most important evaluation is to assess their friend's work. After assessment, they can review their own home page. Student can learn many things from their friend's work. When they want to update their home page, they can fix it. In addition, students should have write their own e-mail address on home page, so whoever sees the page and wants to give some comments, can send the mail to the home page host. This comment mail can provide useful assessment, too. In Unit Two, the teacher assesses if students understand and how students communicate with the ALT. JET can ask the ALT to help evaluate students and give some comments or feedback to enhance students' communicative competence.

APPENDIX A

Unit One: Web Page Hobby Project

Target Level: High school and college students in EFL

Major Aim of This Unit:

To be able to produce personal World Wide Web home pages.

Lesson One

What is the Internet?

Lesson Two

Search Engines

Lesson Three

Page Design: The Display of Information

Lesson Four

Advanced Page Design

Lesson Five

Web Page Hobby Project

Lesson Six

Presentation: Web Page Hobby Project

Lesson One

What is the Internet?

- Objectives:**
1. To become familiar with the Internet
 2. To be able to access the Internet
 3. To be able to understand a World Wide Web site

Vocabulary

Home page: The main Web page of an individual, group, or organization

Internet: The largest interconnected network of computers in the world

Site: The actual location of a computer

World Wide Web: A connection of resources on the Internet connected via hyperlinks

Web browser: A program that enables to navigate and view the World Wide Web

Server: A computer that provides a certain service, such as e-mail, gopher, or the WWW

Install, Hypertext, and more (see Work Sheet 1-3; Glossary of Basic Terms)

Materials

A computer with access to the Internet

Work Sheet 1-1: What is the Internet?

Work Sheet 1-2: What is the World Wide Web?

Work Sheet 1-3: Glossary of Basic Terms

Work Sheet 1-4: Content of Web Site

Teaching with Variety

Hand out Work Sheet 1-1 to students and explain concept of the Internet. Work Sheet 1-2 explains about the World Wide Web. Work Sheet 1-3 provides important basic terms. Have students practice access to the Internet. Give certain web addresses to students and have them net surf. Hand out Work Sheet 1-3, have them write what they find on the Web.

Task Chains

1. Student will access the Internet
2. Students can tell basic terms of the Internet
3. Students will decide on a topic for their hobby project
4. Students evaluate Web sites which relate to their hobby

Assessing progress

With Work Sheet 1-4, the teacher assesses what students have learned, how they summarized the Web sites they have visited, and brief comments. The teacher checks if students have decided on a topic for their hobby project and find any Web sites which are related to their hobby. The teacher will record Student Performance Checklist. (See additional material 5)

Lesson One: Teaching Procedure

Stages	Aims (task)	Teacher's activities	Students' activities
1. Motivation a) Greeting b) Warm-up	Remind students of their prior knowledge (see additional material 2)	Tell teacher's experience of the Internet	Give some comments on the Internet
2. Introduction	Get familiar with the Internet.	Distribute Work Sheet 1-1, and explain what the Internet is. 1-2 tells what WWW is. Distribute Work Sheet 1-3, and explain terms	Ask questions if they are not familiar with the terms
3. Interactive Listening Input	Be able to access the Internet	Explain how to access the Internet	Using computer, access the Internet
4. Interactive Reading Input	Be able to understand the contents of the Web pages they see	Give certain address to students, and have them "Net surf"	"Net surf"
5. Creative Output	Be able to express the contents of the web pages they visit	Distribute Work Sheet 1-3, and have them write what they find on the web page	Write what they find and summarize the activities
6. Consolidation a) Assignment b) Closing	Prepare next class	Have students play with the Internet and have them bring topic for their own home page	"Net surf" Decide own hobby

Lesson Two

Search Engines

- Objectives:**
1. To use search engines to find relevant sites
 2. To make annotations for hobby Web sites
 3. To be able to organize and store sites

Vocabulary

Search engine: Powerful Internet tool that helps users find what they're looking for

Surfing: Slang for spending time on the Net

White page: A massive list of individual Internet users

Yahoo: One of the oldest and most popular search directories on the World Wide Web

Bookmark: A marker that enables you to return to a Web page again on a later date

Hierarchical, Multilevel, Header, Append, Folder, Correspond, Available, Represent,

Materials

A computer with access to the Internet

Work Sheet 2-1: How to Use Search Engines

Work Sheet 2-2: Information for Students to Seek

Work Sheet 2-3: How to Use Bookmark

Teaching with variety

Activities

Hand out Work Sheet 2-1 to students; explain how to use search engines. Work Sheet 2-2, have them find certain information. Have students practice using search engines. Hand out Work Sheet 2-3, have them learn how to organize the information they collect.

Task chains

1. Students find relevant Web sites (Two hobby and four Web sites each)
2. Students make annotations for each Web site
3. Students make bookmarks of relevant Web sites

Assessing progress

The teacher assesses if students can find information using the search engines. Teacher checks if Web sites are rich in content, relevant to hobby, and if annotations are links of value. Teacher checks if students can make bookmarks for Web sites they find for their hobbies. The teacher will record Student Performance Checklist. (See additional material 5)

Lesson Two: Teaching Procedure

Stages	Aims (task)	Teacher's activities	Students' activities
1. Motivation a) Greeting b) Warm-up	Be relaxed	Explain Game	Game (see additional materials 1)
2. Review Input	Get familiar with the Internet.	Ask some questions how to access the Internet	Access the Internet
3. Interactive Listening Input	Get used to using search engines	Distribute Work Sheet 2-1. Explain how to use search engines	Practice use search engines
4. Interactive Reading Input	Be able to get certain information	Give certain information (Work Sheet 2-2), have student find it using search engines.	Find certain information
5. Creative Output	Be able to organize information	Distribute Work Sheet 2-3, and have them practice organizing information	Practice organizing information
6. Consolidation a) Assignment b) Closing	Prepare next class	Have them practice search engines and get information they look for	Practice search engines

Lesson Three

Page Design: The Display of Information

- Objectives:**
1. To examine someone's home page
 2. To make outline of one's own home page
 3. To write information about yourself

Vocabulary

IRC: Internet Relay Chat, which is a popular chat program

Netiquette: Good manners on the Internet

Password: The secret code necessary to enter a computer system

Netscape: One of the most popular Web browsers in the world

Infringement, revision, reliable, verify, author, accuracy, authority, qualify, sponsor, reputable, chat.

Materials

The computer with access to the Internet

Work Sheet 3-1: Netiquette

Work Sheet 3-2: Analysis of the Home Page

Work Sheet 3-3: Design of the Home Page

Work Sheet 3-4: Introduce Yourself

Teaching with variety

Activities

Have students find someone's home page. Have them examine the home page. Hand out Work Sheet 3-2 to students, and have them summarize the home page. On Work Sheet 3-3, have them make an outline of their own homepage.

Task chains

1. Students can be polite using Netiquette
2. Students evaluate someone's home page
3. Students make an outline for their own home page
4. Students write their autobiography

Assessing progress

In order to make a good home page, students need to observe a well-done home page. The teacher assesses students' analyses of someone's home page. Ask them what the advantages are and how it could be improved. The teacher checks how students will design their own home page. The teacher evaluates students' autobiography on the basis of grammar, rich text, and content. The teacher checks if students are polite while they enjoy a chat. The teacher will record Student Performance Checklist. (See additional material 5)

Lesson Three: Teaching Procedure

Stages	Aims (task)	Teacher's activities	Students' activities
1. Motivation a) Greeting b) Warm-up	Be relaxed	Teach Netiquette (Work Sheet 3-1) Chat	Chat (IRC) (see additional materials 1)
2. Review Input	Get used to using search engines	Ask some questions about how to use search engines	Access to search engine, and find someone's home page
3. Interactive Reading Input	Examine sample home pages, and get some ideas about own home page	Explain home pages and have them examine a home page	Examine a home page
4. Creative Output a). summarize home page b). outline own home page c). Introduction of yourself	Be able to analyze home page Make an outline own home page Write introduction	Distribute Work Sheet 3-2; have them summarize a home page Distribute Work Sheet 3-3; have them make own home page outline Distribute Work Sheet 3-4; have them write introduction	Summarize home page Make home page outline Write introduction
5. Consolidation a) assignment b) closing	Prepare next class	Have them finish their introduction for their first page	Complete introduction

Lesson Four

Advanced Page Design

- Objectives:**
1. To be able to make own home page
 2. To introduce yourself
 3. To be able to link favorite page

Vocabulary

Hyperlink: Clickable text on the World Wide Web that will transport you to another Web page

Plug-in: A program that expands the capability of Web browser

Real audio: A popular plug-in that allows you to receive live audio over the Internet

TCP/IP: Transmission Control Protocol/ Internet Protocol

URL: Uniform Resource Locator

Graphics: Pictures and images found on the Internet

Determine, Contact, Combination, Horizontal, Separate, Edit, Publish.

Materials

A computer with access to the Internet

Work Sheet 4-1: How to Make the First Page

Work Sheet 4-2: The Process of a Making Home Page

Teaching with variety

Activities

Have them use Netscape Composer and make own home page. Have them write an introduction. Have them link to their favorite Web pages.

Task chains

1. Students make their own home page
2. Students can connect other relevant Web sites
3. Students decide text, font size, color, and background
4. Students write their introduction on their first page

Assessing progress

The teacher checks a student's first page. The teacher needs to correct grammatical mistakes in the page, proofread the introduction and check other links. The teacher checks the content of the Web page. The teacher will record Student Performance Checklist. (See additional material 5)

Lesson Four: Teaching Procedure

Stages	Aims (task)	Teacher's activities	Students' activities
1. Motivation a) Greeting b) Warm-up	Be relaxed	Have them find their favorite song (see additional material 1)	Find song and take a look lyrics
2. Review Input	Remind students of their prior knowledge (see additional material 2)	Ask some questions how they organize a home page	Prepare making a home page
3. Interactive Listening Input	Be able to make their own home page	Explain how to use Netscape Composer	Learn how to make home page
4. Creative Output a) First page b) Introduction c) Link to favorite web page	Be able to make a home page Introduce yourself Be able to link to a favorite Web site	Help students to make their home page	Make their first page Write Introduction Link to favorite Web page
5. Consolidation a) Assignment b) Closing	Prepare next class	Have them finish their home page	Complete the home page

Lesson Five

Web Page Hobby Project

- Objectives:**
1. To learn basic HTML (Hyper Text Markup Language)
 2. To be able to use Netscape composer effectively
 3. To learn how to put picture on page

Vocabulary

HTML: Hyper text markup language

Tag: The HTML codes used to designate the style of text, links, graphics, and other essential

Upload: To transfer a file from local computer to a remote computer

GIF: Graphical Interchange Format, which is the most common way to store pictures on the Internet

Online: The time that you are connected to the Internet

Offline: The time that you are disconnected from the Internet

File, Bullet, Reference, Hexadecimal Code, Interpret, Script, Viewer, Index, Align,

Materials

The computer with access to the Internet

Work Sheet 5-1: Hyper Text Markup Language

Work Sheet 5-2: Practice HTML

Work Sheet 5-3: How to Put Pictures on Your Home Page

Teaching with variety

Activities

Hand out Work Sheet 5-1, explain basic HTML. When students have finished their responses on their own papers, have them exchange papers and review answers orally. Allow students to mark responses correct if they are anywhere close to the correct response. Have them use Netscape Composer and create their home page more colorful and attractive. Teach them how to put pictures on their home pages.

Task chains

1. Students know HTML
2. Students use Netscape composer
3. Students put their own pictures on home page

Assessing progress

The teacher assesses Work Sheet 5-1 and 5-2 to see how students understand HTML. The teacher checks if they can put their pictures on their home pages properly. The teacher will record Student Performance Checklist. (See additional material 5)

Lesson Five: Teaching Procedure

Stages	Aims (task)	Teacher's activities	Students' activities
1. Motivation a) Greeting b) Warm-up	Be relaxed	Have them choose one tongue twister from Web site and have them practice	Choose favorite tongue twister and enjoy it (see additional material 1)
2. Review Input	Get used to making home pages	Ask some questions how students' home pages are	Access their own home pages
3. Interactive Listening Input a) HTML b) Composer c) Picture	Learn basic HTML	Distribute Work Sheet 5-1, explain what HTML is Explain how to use Composer Explain how to put pictures on home pages	Learn how to use HTML
4. Creative Output a) Create attractive homepage b) Picture	Be able to use Composer Be able to put pictures on home pages	Help students make home page	Change font, color, background Put own pictures on home pages
5. Consolidation a) Assignment b) Closing	Prepare next class	Have them complete Work Sheet 5-1 and 5-2	Learn more HTML

Lesson Six

Presentation: Web Page Hobby Project

- Objectives:**
1. To make presentations
 2. To exchange opinions
 3. To be able to link all students' home page on one class page

Vocabulary

Java: A programming language from Sun Microsystems that allows users to run a variety of programs on the WWW

Key pals: Pen pals that communicate via e-mail

Listserv: The most common mailing list programs, which automatically sends and receive e-mail

Unauthorized, Forbidden, compatible, Valid, Domain, Unavailable,

Materials

A computer with access to the Internet

Work Sheet 6-1: Evaluation of Home Page

Teaching with variety

Activities

Give students a chance to present their own home pages. Hand out Work Sheet 6-1 and have them evaluate each others' home pages. Students exchange their opinions on how to improve their home page. Finally they connect everyone's home page to one class page.

Task chains

1. Students make presentations on their favorite hobby.
2. The rest of the students evaluate the home page and exchange opinions about strengths and possible improvements.
3. After presentations, students connect all of their home page.

Assessing progress

Students assess themselves on strengths and possible improvements. They evaluate other friends' home pages, too. The teacher scores their presentations and their own evaluation sheets. The teacher will record Student Performance Checklist. (See additional material 5)

Lesson Six: Teaching Procedure

Stages	Aims (task)	Teacher's activities	Students' activities
1. Motivation a) Greeting b) Warm-up	Be relax	Proverb and sayings	Proverb and sayings (see additional materials 1)
2. Review Input	Remind students of prior knowledge (see additional material 2)	Ask some questions how their home page are	Prepare presentation
3. Interactive Listening Input	Be able to present own home page	Explain how to present home pages	Learn how to do presentation on own home page
4. Creative Output a) Presentation b) Discussion c) Link to all home page	Make presentations Improve home pages Link every home page to a class page	Help students to present their home pages	Explain own home page, such as what kind of Web sites are linked Exchange opinion Connect every home page to one site
5. Consolidation a) closing	Understand whole class	Give some comment	

Work Sheet 1-1 What is the Internet?

The Internet is a computer network made up of thousands of networks worldwide. No one knows exactly how many computers are connected to the Internet, although estimates are ongoing. It is certain, however, that these number in the millions and are increasing at a rapid rate.

No one is in charge of the Internet. There are organizations which develop technical aspects of this network, but no governing body is in control. The Internet backbone, through which Internet traffic flows, is owned by private companies. All computers on the Internet communicate with one another using the Transmission Control Protocol/Internet Protocol suite, abbreviated to TCP/IP. Computers on the Internet use a client/server architecture. Software can be installed on a client computer to take advantage of the latest access technology. Participation in and access to the Internet is primarily offered by these groups: research and educational institutions; governmental and military entities; businesses; private organizations; and commercial providers.

An Internet user has access to a wide variety of services: electronic mail, file transfer, vast information resources, interest group membership, interactive collaboration, multimedia displays, real-time broadcasting, shopping opportunities, and more. The Internet consists primarily of a variety of access protocols. Many of these protocols feature programs that allow users to search for and retrieve material made available by the protocol.

Work Sheet 1-2

What is the World Wide Web?

The World Wide Web (abbreviated as the Web, WWW, or W3) is a system of Internet servers that supports hypertext to access several Internet protocols on a single interface. Almost every protocol type available on the Internet is accessible on the Web. This includes e-mail, FTP, Gopher, Telnet, and Usenet News. In addition to these, the World Wide Web has its own protocol: Hyper Text Transfer Protocol, or HTTP.

The World Wide Web provides a single interface for accessing all these protocols. This creates a convenient and user-friendly environment. It is no longer necessary to be conversant in these protocols within separate, command-level environments. The Web gathers together these protocols into a single system. Because of this feature, and because of the Web's ability to work with multimedia and advanced programming languages, the World Wide Web is the fastest-growing component of the Internet.

The operation of the Web relies primarily on hypertext as its means of information retrieval. HyperText is a document containing words that connects to other documents. These words are called links and are selectable by the user. A single hypertext document can contain links to many documents. In the context of the Web, words or graphics may serve as links to other documents, images, video, and sound. Links may or may not follow a logical path, as each connection is programmed by the creator of the source document. Overall, the WWW contains a complex virtual web of connections among a vast number of documents, graphics, videos, and sounds.

Work Sheet 1-3

Glossary of Basic Terms

A

anonymous FTP--Using the FTP function of the Internet anonymously by not logging in with an actual, secret login ID and password. Often permitted by large, host computers who are willing to share openly some of the files on their system to outside users who otherwise would not be able to log in.

Archie--An ancient Internet search tool, not used much since way back in the good old days of 1994. It's an archive of filenames maintained at Internet FTP sites. Don't pine its passing, you didn't miss anything fun--the Web is much more fun.

B

bandwidth--The transmission capacity of the lines that carry the Internet's electronic traffic. Historically, it's imposed severe limitations on the ability of the Internet to deliver all that we are demanding it deliver, but fiber-optic cables will ensure that bandwidth soon will be essentially limitless and free.

browser--Software that enables users to browse through the cyberspace of the World Wide Web. Netscape is the primary Internet browser today.

C

ClariNet--A commercial news service that provides tailored news reports via the Internet. You can access ClariNet news within Usenet newsgroups. There is a whole series of them, dedicated to a wide range of broad topics. In general, you can find them on news servers at clari.*.

client/server--Computer technology that separates computers and their users into two categories: clients or servers. When you want information from a computer on the Internet, you are a client. The computer that delivers the information is the server. A server both stores information and makes it available to any authorized client who requests the information. You may hear this one frequently, especially if someone says, "You can't contact us today because our Web server is down."

D

dial-in--An Internet account that can connect any stand-alone PC directly to the Internet. The account is used by having a PC-based (most often, Windows-based) software application dial-in to an Internet service provider (ISP). The software connects with the ISP and establishes a TCP/IP link to the Internet that enables your software to access Internet information. The PC that accesses a dial-in connection needs either a modem to connect via a regular phone line or a terminal adapter (TA) to connect via an ISDN phone line.

E

e-mail--(Electronic mail) Messages transmitted over the Internet from user to user. E-mail can contain text, but also can carry with it files of any type as attachments.

F

FAQs--(Frequently Asked Questions) Files that commonly are maintained at Internet sites to answer frequently asked questions so that experienced users don't have to bear the annoying burden of hearing newbies repeatedly ask the same questions. It's good netiquette to check for FAQs and read them. It's extremely poor netiquette--and a good way to get flamed--to post questions that already are answered in the FAQ.

Finger--An Internet function that enables one user to query (finger) the location of another Internet user. Finger can be applied to any computer on the Internet, if set up properly. For example, the most famous finger site of all was a Coke machine at Carnegie-Mellon that students wired to the Internet so they could finger it and track such important information as how many bottles of which beverage remained and how long the bottom bottle in each stack had been in the machine--so they wouldn't walk all the way to the machine and find it empty or purchase a warm soda. You won't use this, but it was fun while it lasted. Most sites on which you could use Finger are shutting it down because it helps hackers crack a system.

firewall--A combination of hardware and software that protects a local area network (LAN) from Internet hackers. It separates the network into two or more parts and restricts outsiders to the area "outside" the firewall. Private or sensitive information is kept "inside" the firewall.

flames--Insulting, enraged Internet messages. The equivalent of schoolyard brawls in cyberspace. Unfortunately, a good schoolyard brawl would be preferable because at least

then the only people who suffer are the dummies who fight. On the Internet, everyone suffers as resources are squandered on ridiculous, infantile behavior.

FQDN--(Fully Qualified Domain Name) The "official" name assigned to a computer. Organizations register names, such as "ibm.com" or "utulsa.edu." They then assign unique names to their computers, such as "watson5.ibm.com" or "hurricane.cs.utulsa.edu."

FTP--(File Transfer Protocol) The basic Internet function that enables files to be transferred between computers. You can use it to download files from a remote, host computer, as well as to upload files from your computer to a remote, host computer. (See Anonymous FTP).

G

gateway--A host computer that connects networks that communicate in different languages. For example, a gateway connects a company's local area network to the Internet.

GIF--(Graphics Interchange Format) A graphics file format that is commonly used on the Internet to provide graphics images in Web pages.

Gopher--A searching tool that was the primary tool for finding Internet resources before the World Wide Web became popular. Gopher now is buried under mountains of WWW pages--don't bother learning how to use this directly. You sometimes will find a Web link that takes you to a Gopher site, but at that point, if you're using Netscape, its usage will be obvious and actually will look a great deal like the Web.

H

host--A computer that "hosts" outside computer users by providing files, services or sharing its resources.

HTML--(Hypertext Markup Language) The basic language that is used to build hypertext documents on the World Wide Web. It is used in basic, plain ASCII-text documents, but when those documents are interpreted (called rendering) by a Web browser such as Netscape, the document can display formatted text, color, a variety of fonts, graphic images, special effects, hypertext jumps to other Internet locations and information forms.

HTTP--(Hypertext Transfer Protocol) The protocol (rules) computers use to transfer hypertext documents.

hypertext--Text in a document that contains a hidden link to other text. You can click a mouse on a hypertext word and it will take you to the text designated in the link. Hypertext is used in Windows help programs and CD encyclopedias to jump to related references elsewhere within the same document. The wonderful thing about hypertext, however, is its ability to link--using http over the World Wide Web--to any Web document in the world, yet still require only a single mouse click to jump clear around the world.

I

IP--(Internet Protocol) The rules that provide basic Internet functions. (See TCP/IP).

IP Number--An Internet address that is a unique number consisting of 4 parts separated by dots, sometimes called a "dotted quad." (For example: 198.204.112.1) Every Internet computer has an IP number and most computers also have one or more Domain Names that are plain language substitutes for the dotted quad.

IRC--(Internet Relay Chat) Currently an Internet tool with a limited use that lets users join a "chat" channel and exchange typed, text messages. Few people have used IRC, but it is going to create a revolution in communication when the Internet can provide the bandwidth to carry full-color, live-action video and audio. Once that occurs, the IRC will provide full video-conferencing. Even today, while limited for all practical purposes only to text, the IRC can be a valuable business conferencing tool, already providing adequate voice communication.

ISDN--(Integrated Services Digital Network) A set of communications standards that enable a single phone line or optical cable to carry voice, digital network services and video. ISDN is intended to eventually replace our standard telephone system.

ISOC-- (Internet Society) Based in Herndon, Virginia, the Internet Society promotes the Internet and coordinates standards. You can visit their Web site to learn more or to become a member.

J

JPEG--(Joint Photographic Experts Group) The name of the committee that designed the photographic image-compression standard. JPEG is optimized for compressing full-color or gray-scale photographic-type, digital images. It doesn't work well on drawn images such as line drawings, and it does not handle black-and-white images or video images.

K

kbps--(kilobits per second) A speed rating for computer modems that measures (in units of 1,024 bits) the maximum number of bits the device can transfer in one second under ideal conditions.

kbps--(kilobytes per second). Remember, one byte is eight bits.

L

leased line--A leased phone line that provides a full-time, dedicated, direct connection to the Internet.

listserv--An Internet application that automatically "serves" mailing lists by sending electronic newsletters to a stored database of Internet user addresses. Users can handle their own subscribe/unsubscribe actions without requiring anyone at the server location to personally handle the transaction.

M

mailing list--An e-mail based discussion group. Sending one e-mail message to the mailing list's list server sends mail to all other members of the group. Users join a mailing list by subscribing. Subscribers to a mailing list receive messages from all other members. Users have to unsubscribe from a mailing list to stop receiving messages forwarded from the group's members.

MIME--(Multipurpose Internet Mail Extensions) A set of Internet functions that extends normal e-mail capabilities and enables computer files to be attached to e-mail. Files sent by MIME arrive at their destination as exact copies of the original so that you can send fully-formatted word processing files, spreadsheets, graphics images and software applications to other users via simple e-mail.

modem--An electronic device that lets computer communicate electronically. The name is derived from "modulator-demodulator" because of their function in processing data over analog phone lines. These days, some people have begun to confuse them with Terminal Adapters.

P

POP--(Post Office Protocol) An Internet protocol that enables a single user to read e-mail from a mail server.

PoP--(Point of Presence) A site that has an array of telecommunications equipment: modems, digital, leased lines and Internet routers. An Internet access provider may operate several regional PoPs to provide Internet connections within local phone service areas. An alternative is for access providers to employ virtual PoPs (virtual Points of Presence) in conjunction with third party provider.

protocols--Computer rules that provide uniform specifications so that computer hardware and operating systems can communicate. It's similar to the way that mail, in countries around the world, is addressed in the same basic format so that postal workers know where to find the recipient's address, the sender's return address and the postage stamp. Regardless of the underlying language, the basic "protocols" remain the same.

R

router--A network device that enables the network to reroute messages it receives that are intended for other networks. The network with the router receives the message and sends it on its way exactly as received. In normal operations, they do not store any of the messages that they pass through.

S

shell account--A software application that lets you use someone else's Internet connection. It's not the same as having your own, direct Internet connection, but pretty close. Instead, you connect to a host computer and use the Internet through the host computer's connection.

signature file--An ASCII text file, maintained within e-mail programs, that contains a few lines of text for your signature. The programs automatically attach the file to your messages so you don't have to repeatedly type a closing.

SLIP/PPP--(Serial Line Internet Protocol/Point-to-Point Protocol) The basic rules that enable PCS to connect, usually by dial-up modem, directly to other computers that provide Internet services.

SMTP--(Simple Mail Transfer Protocol) The basic programming language behind the Internet's e-mail functions.

spam--Anything that nobody wants. Applies primarily to commercial messages posted across a large number of Internet Newsgroups, especially when the ad contains nothing of specific interest to the posted Newsgroup.

T

T1--An Internet backbone line that carries up to 1.536 million bits per second (1.536Mbps).

T3--An Internet line that carries up to 45 million bits per second (45Mbps).

TA--See "Terminal Adapter."

TCP/IP--(Transmission Control Protocol/Internet Protocol) The basic programming foundation that carries computer messages around the globe via the Internet. Co-created by Vinton G. Cerf, former president of the Internet Society, and Robert E. Kahn.

Telnet--An Internet protocol that let you connect your PC as a remote workstation to a host computer anywhere in the world and to use that computer as if you were logged on locally. You often have the ability to use all of the software and capability on the host computer, even if it's a huge mainframe.

Terminal Adapter--An electronic device that interfaces a PC with an Internet host computer via an ISDN phone line. Often called "ISDN modems." However, because they are digital, TAs are not modems at all. (See modem definition.)

U

UNIX--The computer operating system that was used to write most of the programs and protocols that built the Internet. The need for Unix is rapidly waning and mainstream users will never need to use a Unix command-line prompt. The name was created by the programmers who wrote the operating system because they realized that while they were developing the operating system they essentially had become eunuchs.

URL--(Uniform Resource Locator) A critical term. It's your main access channel to Internet sites. Equivalent to having the phone number of a place you want to call. You constantly will use URLs with your Internet software applications to

Usenet--Another name for Internet Newsgroups. A distributed bulletin board system running on news servers, Unix hosts, on-line services and bulletin board systems. Collectively, all the users who post and read articles to newsgroups. The Usenet is international in scope and is the largest decentralized information utility. The Usenet includes government agencies, universities, high schools, organizations of all sizes as well as millions of stand-alone PCS. Some estimates we found say that there were 15,000 public newsgroups in 1996, collecting more than 100 megabytes of data daily. But no one really knows.

V

Veronica--Archie's companion--not really, because Veronica actually helps you find information on Gopher menus and within the text of Gopher documents. It's an acronym for "Very Easy Rodent-Oriented Net-wide Index to Computerized Archives." You probably never will use it, because Web searches are faster and more extensive.

W

WAIS--(Wide Area Information Servers) A distributed information retrieval system that is sponsored by Apple Computer, Thinking Machines and Dow Jones, Inc.. Users can locate documents using keyword searches that return a list of documents, ranked according to the frequency of occurrence of the search criteria.

WinVN--The most widely used stand-alone Windows-based Internet Usenet newsgroup reader application. A powerful program with many useful functions. Now that Netscape includes built-in newsgroup functions, however, the use of WinVN is waning except for users with advanced Newsgroup needs. In many ways, Netscape is a better newsgroup reader for mainstream users.

WinWAIS--(Windows Wide Area Information Servers)

World Wide Web--(WWW) (W3) (the Web) An Internet client-server distributed information and retrieval system based upon the hypertext transfer protocol (http) that transfers hypertext documents across a varied array of computer systems. The Web was created by the CERN High-Energy Physics Laboratories in Geneva, Switzerland in 1991. CERN boosted the Web into international prominence on the Internet.

Enzer, 1994; <http://www.matisse.net/files/glossary.html>

Work Sheet 1-4
Content of Web Site

Write down what you found in the Web:

Title	
Address	
Category	
Summary	

Title	
Address	
Category	
Summary	

Work Sheet 2-1 How to Use Search Engines

How do I search?

1. Click in the search box and type a few words, a proper name, or a full question that describes what you want to find. Think of what you type in the search box as the answer to the question, What am I looking for? Typing "homes in Colorado", for example, will find sites that list homes in Colorado. Capitalize names of people and places and use a comma to separate lists.
2. Click the Search button or press the Return or Enter key. The search service will perform your search and display the results. The sites that most closely match your query are listed first.
3. Narrow down your results. Go back to the search box and type in words that add more detail to the description of what you are looking for, then search again. This should help reduce the number of results you receive. If the results are not what you're looking for, try an entirely new search using different words.

Spider, 1996; <http://www.monash.com/spidap4.html>

Work Sheet 2-2
Information for Students to Seek

Arts & Humanities Literature, Photography	Business & Economy Companies, Finance, Jobs
Society & Culture People, Environment, Religion	Computers & Internet Internet, WWW, Software, Games
Social Science Archaeology, Economics, Languages	Science Biology, Astronomy, Engineering
Regional Countries, Regions, US States	Recreation & Sports Sports, Travel, Autos, Outdoors
Education Universities, K-12, College Entrance	News & Media Current Events, Newspapers, TV
Health Medicine, Diseases, Drugs, Fitness	Government Military, Politics, Law, Taxes
Entertainment Cool Links, Movies, Humor, Music	Recreation Sports, Travel, Autos, Outdoors

Work Sheet 2-3

How to Use Bookmarks

Use the Bookmarks menu for fast and easy access to your favorite pages.

- Choose Bookmarks: Add Bookmark to add the current Netscape page to the Bookmarks menu. Each time you add a page, the page's title is appended as a menu item. Simply select the title to display the page on your screen.
- Choose Windows: Bookmarks to display the Bookmarks window. The Bookmarks window has its own menu bar with items. You can use to build and maintain one or more bookmark lists.

The Bookmarks window contains icons and folders to help you organize your bookmarks. Each bookmark icon corresponds to a menu item. Each bookmark icon in a folder corresponds to a menu item under a header (a hierarchical or multilevel menu). Folders can be nested in other folders.

- Double-click on bookmarks to access pages.
- Drag and drop icons among folders to arrange your bookmarks.
- To build a hierarchical menu, create a folder in the Bookmarks window (choose Item|Insert Folder from the Bookmark window's menu bar). You can then drag an existing bookmark into the folder or choose Item|Insert Bookmark to add a new bookmark.

Any changes you make to your bookmarks are saved and available the next time you start Netscape.

Bookmarks are maintained in lists, with each list represented by a bookmarks file. You can maintain multiple bookmark lists, each with its own set of titles linked to favorite pages, although only one bookmark list can be active at a time. You can select which list to display in the Bookmarks menu by choosing File|Open from the Bookmark window.

Work Sheet 3-1

Netiquette

- Do not include very large graphic images in your html documents. It is preferable to have postage sized images that the user can click on to "enlarge" a picture. Some users with access to the Web are viewing documents using slow speed modems and downloading these images can take a great deal of time.
- It is not a requirement to ask permission to link to another's site, though out of respect for the individual and their efforts, a simple email message stating that you have made a link to their site would be appropriate.
- When including video or voice files, include next to the description a file size, i.e (10KB or 2MB), so the user has the option of knowing how long it will take to download the file.
- Keep naming standards for URL's simple and not overly excessive with changes in case. Some users do not realize that sites are case sensitive or they receive URL's verbally where case sensitivity is not easily recognizable.
- When in doubt about a URL, try accessing the domain address first, then navigate through the site to locate the specific URL. Most URL's begin with the node address of WWW followed by the site address, i.e:

Examples:

`http://www.cern.ch`

`http://www.fau.edu`

- A URL which includes only an image map and no text might not be accessible to those users that do not have access to a graphical Web browser. Always include the option of text links in your URL documents.
- URL authors should always protect their additions to the Web by including trademark (TM) or Copyright (C) symbols in their HTML documents.
- URL authors should include an email address at the bottom (or in the address area) of all HTML documents. Because of the nature of html links, a user can automatically link to your html document and have questions about it, but will not know who to contact if the email address is not available.
- URL's authors should always include a date of last revision - so users linking to the site can know how up to date the information has been maintained.
- Infringement of copyright laws, obscene, harassing or threatening materials on Web sites can be in violation of local, state, national or international laws and can be subject to litigation by the appropriate law enforcement agency. Authors of HTML documents will ultimately be responsible for what they allow users worldwide to access.

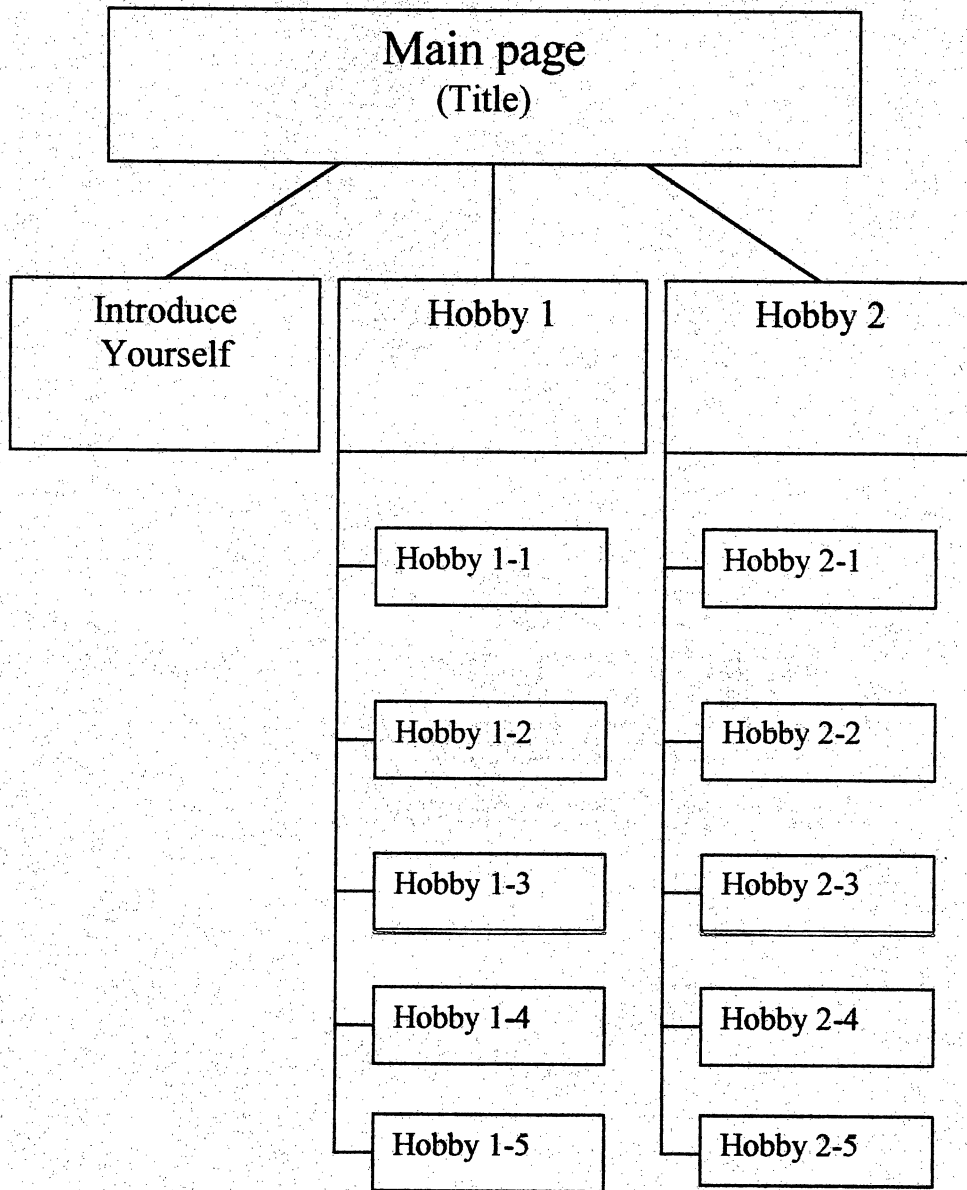
Rinaldi, 1994; <http://www.lhup.edu/~tbrink/NETT.HTM>

Work Sheet 3-2 Analysis of the Home Page

Title:	
Address:	
I. Accuracy Is the information reliable and error-free? Is there an editor or someone who verifies/checks the information?	
II. Authority Is there an author? Is the page signed? Is the author qualified? An expert? (Not loading? Try this) Who is the sponsor? Is the sponsor of the page reputable? How reputable? Is there a link to information about the author or the sponsor? If the page includes neither a signature nor indicates a sponsor, is there any other way to determine its origin?	
III. Objectivity Does the information show a minimum of bias? Is there any advertising on the page?	
IV. Currency Is the page dated? If so, when was the last update? How current are the links? Have some expired or moved?	
V. Coverage What topics are covered? What does this page offer that is not found elsewhere? What is its intrinsic value? How in-depth is the material?	

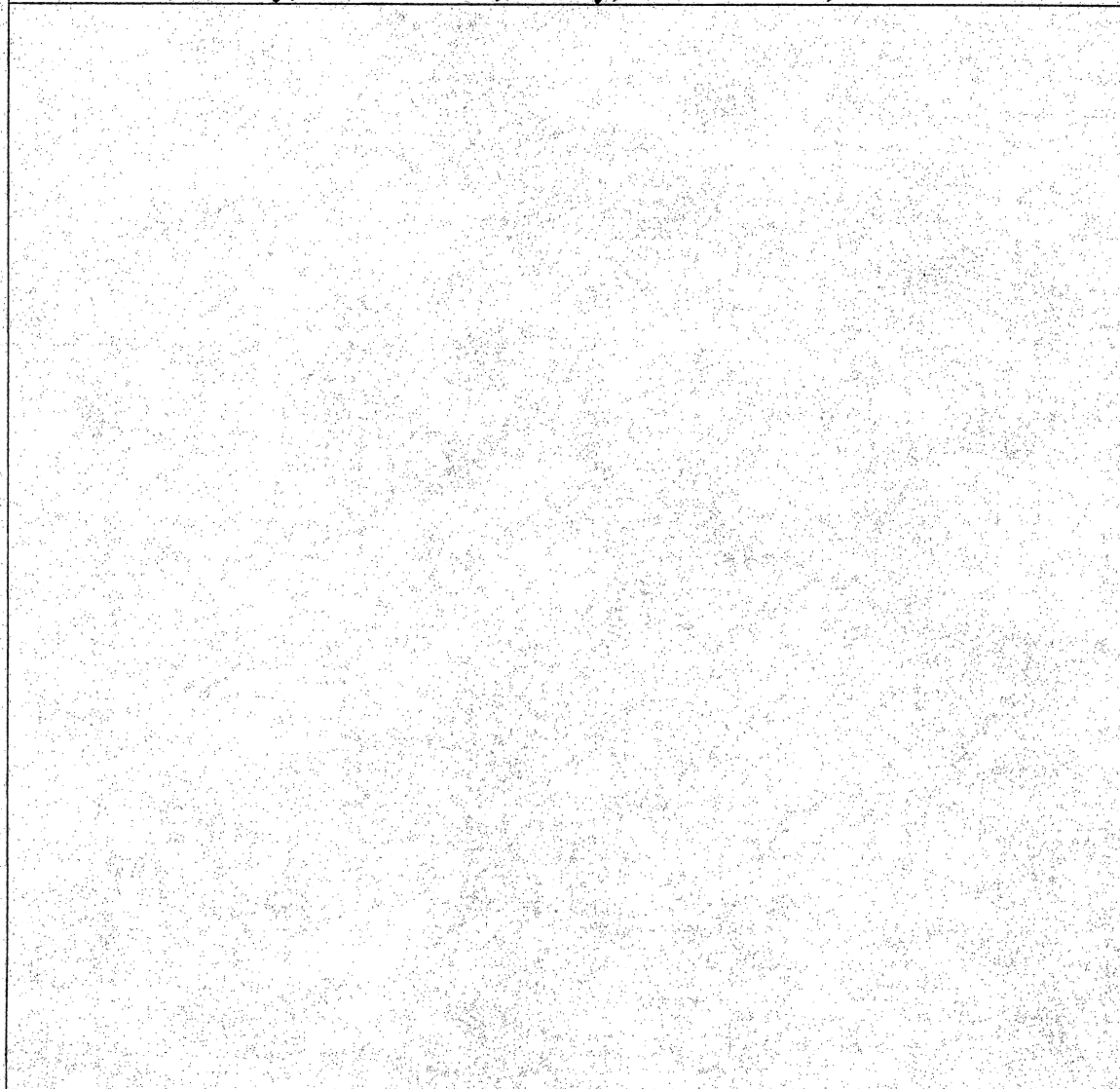
What is your favorite about Web page?	
How it could be improved?	

Work Sheet 3-3
Design of the Home Page



**Work Sheet 3-4
Introduce Yourself**

**Write down profile
Name, Family, Date of birth, Hobby, Future dream, and whatever!**



Work Sheet 4-1 How to Make the First Page

NETSCAPE PAGE WIZARD FOR NETSCAPE COMPOSER AND NETSCAPE NAVIGATOR GOLD

Netscape Page Wizard for Netscape Composer and Netscape Navigator Gold makes it easy to create a great web page. When you click the Start button below, simple instructions will appear in the frame to the left. Just click on a feature, and then choose from the options that appear in the frame below. Watch this window to see your page develop as you make your selections. After you have chosen your options and added all your text, you just click the Build button to create your new page.

The page you create with the wizard is just a start. After you've built your page using the wizard's pre-selected options, you can add new features and change the content of your page using Netscape Composer or Navigator Gold.

You must be connected to the Internet to take advantage of the wizard's ready-to-use art, so make sure you're connected before you click Start.

Work Sheet 4-2

The Process to Making a Home Page

The choices below will help you structure the content and pick graphics and colors for your page.

Content

First, give your page a title. If you're creating a page just for yourself, the title might be your name. If the page is for a business, a product, a club, a cause, or another purpose, you might want to make it a headline.

Next, type an introduction that will follow the title. It might be a simple welcome, a brief introduction, or a description of your organization anything up to 1000 characters.

If you want, you can add some hot links to other Web pages. To add links to other Web pages, you need to know the URL (address) of each page. For example, if you wanted to list the Netscape home page, you'd type Netscape for the name and <http://home.netscape.com> for the URL.

Next, you can type a paragraph of text to serve as a conclusion. (Again, it can be anything, up to 1000 characters long.)

Finally, many people like to add an email link at the bottom of the page so that readers can contact them.

Looks

Now that you've determined what your page will say, it's time to think about the way it looks. We have put together some ready-to-use art and color combinations, or you can choose your own.

Start with a preset color combination or choose your own colors for each element: background color, background pattern, text color, link color, visited link color.

Finally, choose a bullet style, to set off lists on your page, and choose a horizontal rule style, to separate your page into sections.

Take a moment to look over your page. If you want to change anything, just go back and make another choice. Then, when you're ready, click Build.

After you click Build, your new page will be displayed in a new Navigator window, ready to be edited in the Composer or Navigator Gold editor. To edit this page, you must save it by choosing Edit Document from the File menu. This will download your page and all the images you have selected. You will be asked to save your Web page with the name yourpage.html, which you can change if you want. Then you can edit the page and publish it when you are ready.

Work Sheet 5-1

Hyper Text Markup Language

What do these mean?

1) `
`

2) `<p>`

3) ``, ``

4) ``, ``

5) `<body>`, `</body>`

6) `<html>`, `</html>`

7) BGCOLOR

8) ``

9) `text`

10) "#FFFFFF"

11) Provide the tag for the color red:

12) If the image's name is filename.gif, how can I make this image the background of my page?

13) If I want to place a bullet before an item, what tag should I use?

14) If I want to make text bold, what's the correct tag?

15) Name the two ways to change font size on the web page?

Answers

- 1) `
`: line break
- 2) `<p>`: paragraph break
- 3) ``, ``: unordered list; creates a bulleted list.
- 4) ``, ``: ordered list. Creates a numbered list.
- 5) `<body>`, `</body>`: Body tag. All text and graphics must be found within the body tags.
- 6) `<html>`, `</html>`: Tells the browser that it is reading an HTML (hypertext markup language) page.
- 7) BGCOLOR: Background color
- 8) ``: provides a graphic image.
- 9) `<a href="filename.htm" text` Anchor Hypertext Reference: makes text clickable.
- 10) "#FFFFFF": hexadecimal code for white.
- 11) Provide the tag for the color red: "#FF0000"
- 12) If the image's name is filename, how can I make this image the background of my page? `<BODY BACKGROUND="filename.gif">`
- 13) If I want to place a bullet before an item, what tag should I use? ``
- 14) If I want to make text bold, what's' the correct tag? `text`
- 15) Name the two ways to change font size on the web page: `<h1>` (heading sizes) and `` (where *n* is a numerical value)

Work Sheet 5-2 Practice HTML

For each HTML tag in the brackets, describe its function or effect on the Web page as it appears in the Web browser.

<HTML>

<HEAD>

<TITLE>Place Your Name Or Title Here</TITLE>

</HEAD>

<BODY BGCOLOR="#FFFFFF"TEXT="red">

<h1>Place Your Name Or Title Here</H1>

<H3Subjects: List Your Subjects Here<p>

E-Mail: <A HREF="mailto:nhhs@fred.net"nhhs@fred.net</A

Work Sheet5-2 Practice HTML Answer Page

For each HTML tag in the brackets, describe its function or effect on the Web page as it appears in the web browser.

<HTML> Each web page must tell the browser to interpret the page as Hypertext Markup Language.

<HEAD> This tag contains specific information about the page including scripts. Code found here is hidden from the viewer.

<TITLE> Place Your Name Or Title Here</TITLE> Each page has a title that appears at the top of the screen.

This title is also read and indexed by search engines.

</HEAD> This tag tells the browser to end the HEAD section.

<BODY BGCOLOR="#FFFFFF" TEXT="red"> The visible section of the page begins here. The background color (BGCOLOR) is white ("#FFFFFF") and the text is red. Some colors can be displayed as words, others must be indicated by hexadecimal codes.

 The browser is calling an image (IMG). It is aligning the image to the left so the text wraps around it to the right (align=left). The source of the image is a file called librarian.gif found in a subdirectory called "staff" within an account called "nhhs." The address is a partial URL rather than an absolute one.

<h1> Place Your Name Or Title Here</H1> These container tags are used for large font size usually as the heading at the top of the page.

<H3> Subjects: List Your Subjects Here<p> <H3> is a font size somewhat smaller, used to indicate subheadings. <p> indicates a paragraph break, creating one line of space between characters.

<BE>E-Mail: <A HREF="mailto:nhhs@fred.net"nhhs@fred.net</A

 and tell the browser to render the text as bold. <A

HREF="mailto:nhhs@fred.net" created a "mailto" link to the address nhhs@fred.net.

Anchor Hypertext REference is the code that creates any clickable link.

AAA Computer Aid, 1998; <http://www.w3.org/MarkUp/html3/Contents.html>

Work Sheet 5-3
How to Put Pictures on Your Home Page

1. Open Netscape Composer
2. Click Insert on tool bar
3. Click Image
4. Choose the file you want to put
5. Change the size and placement

Work Sheet 6-1
Evaluation of Home Page

Title:	
Address:	
I. Accuracy Is the information reliable and error-free? Is there an editor or someone who verifies/checks the information?	
II. Authority Is there an author? Is the page signed? Is the author qualified? An expert? Who is the sponsor? Is the sponsor of the page reputable? How reputable? Is there a link to information about the author or the sponsor? If the page includes neither a signature nor indicates a sponsor, is there any other way to determine its origin?	
III. Objectivity Does the information show a minimum of bias? Is there any advertising on the page?	
IV. Currency Is the page dated? If so, when was the last update? How current are the links? Have some expired or moved?	
V. Coverage What topics are covered? What does this page offer that is not found elsewhere? What is its intrinsic value? How in-depth is the material?	

What is your favorite about Web page?	
How it could be improved?	

Additional Material 1
Motivational Activities for Unit One

Day	Activity	Aims
1	Teacher's experience of the Internet	To remind students' prior knowledge and prepare to learn how to use the Internet
2	Game: Fake out! (Choose a word and guess its definition) http://www.eduplace.com/dictionary/	To get use to the Internet and to learn some vocabulary
3	Chat: IRC A popular program that allows real-time chatting with people anywhere in the world	To communicate people from another country and understand different culture
4	Song: Grendel's Lyric Archive (Huge collection of song lyrics) http://homepage.seas.upenn.edu/~avernon/lyrics.html	To learn favorite English song and its lyrics.
5	Tongue twister: Tongue twister database http://www.geocities.com/Athens/8136/tonguetwisters.html	To practice English pronunciation, stress, and intonation with fun
6	Proverb and saying: ESL Quote page http://www.pacificnet.net/~sperling/cookie.pl.cgi	To learn proverbs and sayings for fun.

Alternative options

	Poetry: Pizzaz (Poetry links) http://darkwing.uoregon.edu/~leslieob/pizzaz.html#Poetry	To enjoy poet other students made.
	Movie & Screenplay (Collection of scripts and screenplays) http://www.script-o-rama.com/tv/tvscript.shtml	To enjoy movie and TV script.
	Quiz: ESL Quiz Center (Interactive quizzes on current new, geography, grammar, idioms, slang, people, science, etc) http://www.pacificnet.net/~sperling/quiz/	To get knowledge though solving quiz with fun.

Additional Material 2
Questions to Remind Students' Prior Knowledge for Unit One

Lesson	Questions: Involving student's background, interests, and prior knowledge
Lesson 1	Have you ever used the Internet? What is the Internet? What can you do with the Internet? Do you know how to access to WWW page?
Lesson 2	Have you ever used the search engine? What can we do with search engine? What kind of search engine do they have? What is your hobby? Why don't you find information about your hobby? Do you know how to bookmark?
Lesson 3	What is home page? Have you ever seen somebody's home page? What kind of home page do you want? What web site do you want to link? What do you write in your introduction?
Lesson 4	Are you ready to make home page? What is your favorite web site? Can you explain all about briefly?
Lesson 5	Do you know how to change font size? Do you know how to change color, back grand? Have you ever heard HTML? Do you know how to put picture on the web?
Lesson 6	What do you think of your friends' home page How do you like it? What do you think to improve home page? Do you want to link to every home page?

Additional Material 3

Error Messages

Most of the time you'll find that surfing the Web is a fairly hassle-free experience, but there might be moments of frustration, such as when you try to enter a Web site and instead receive odd error messages. Don't panic! Here are explanations to some of the most common Netscape error messages.

400 - Bad request

Meaning: The URL is probably wrong. Try checking the URL again, especially uppercase and lowercase letters, colons, and slashes.

401 - Unauthorized

Meaning: You're trying to get into a page to which you don't have access, or else you're using an incorrect password. If you do have access, try again.

403 - Forbidden

Meaning: You don't have access to the document. Not much can be done about this, but you could try again later.

404 - Not found

Meaning: Either the address is incorrect, or the page no longer exists. Try typing the address again.

503 - Service unavailable

Meaning: The Web site is probably down. Try the address again later.

Bad file request

Meaning: The form is not compatible with your browser. Try e-mailing to the site's *Webmaster*, or else try the address again with another Web browser.

Failed DNS lookup

Meaning: The Domain Name Server can't translate the URL to a valid Internet address. This is most likely because of an incorrect URL, but it could also mean that the Web site is having technical problems. Type the URL carefully, and try again.

NNTP server error

Meaning: This means that you can't access a particular USENET newsgroup. Be sure that the URL is correct, and, if you still have problems, try again later.

File contains no data

Meaning: The page appears empty because there isn't a Web page document on it. It's possible that the document is being updated just as you tried to access it, and only appears empty. Try again later.

Host unavailable

Meaning: The site you are trying to access is probably down for maintenance. Try again later.

Connection refused by host

Meaning: You are not allowed to access this document. However, if you think that you do have access, try contacting the site's Webmaster (the person that maintains the Web site).

Unable to locate the server

Meaning: The URL is incorrect, or the server doesn't exist. What can be done about it? Be sure that you have the correct address.

Network connection was refused by the server

Meaning: The server is probably busy. Try again later.

Too many users

Meaning: Too many users are attempting to access the site. Try again later.

Unable to locate host

Meaning: The Web site might be down for maintenance, or the connection may have been lost. Try clicking the Reload button, or try again later.

Additional Material 4

Netspeak

An entire new way of communicating is evolving on the Net and, like it or not, your students are going to pick up some of this new way of "speaking." Need an *addy*? Are you feeling @%&\$%&? Is the other teacher *ask*? See below for a translation!

Slang

@%&\$%& = bad word!	fya = for your amusement
addy = address	fyi = for your information
adn = any day now	<g> = grin
afaik = as far as I know	graphix = graphics
ask = away from keyboard	ga = go ahead
aol = America Online	giwist = gee, I wish I said that
atta = at a	hand = have a nice day
b4 = before	hewwo = hello?
bak = back at keyboard	hhok = ha ha, only kidding
bbye = bye bye	hth = hit the hay (go to sleep)
bcnu = be seeing you	huggle = hug
bo = back off	idk = I don't know
brb = be right back	imo = in my opinion
btw = by the way	iow = in other words
bux = bucks	k... = okay
chk = check	kewl = cool
cu = see you	kutgw = keep up the good work
cummunicate = communicate	l8tr = later
cyber- = a prefix that makes a word computer related.	laff = laugh
Cyberspace = a term for the Internet	laffin = laughing
da = the	laffs = laughs
diik = darned if I know	lag = a slow period of data transfer
enuf = enough	link = way to transfer from one site to another
<evil g> = evil grin	llap = live long and prosper
fitb = fill in the blank	lma = last minute addition
flame = fighting with words on the Internet	lol = laughing out loud
foaf = friend of a friend	lurker = someone who only reads and doesn't post to a group
fone = phone	member = remember
fotfl = falling on the floor laughing	myob = mind your own business
ftbomh = from the bottom of my heart	narf = cool
fwiw = for what it's worth	nawt = not!

net potato = someone who spends a
 great deal of time surfing the net
 newbie = a new user of the Internet
 nuttin = nothing
 o&o = over & out
 oic = oh I see
 otoh = on the other hand
 pov = point of view
 ppl = people
 puter = computer
 real world = a person's life outside of
 the Internet
 rite = right
 rofl = rolling on the floor laughing
 rsn = real soon now
 sbi = so be it
 sherlock = someone who can find
 almost anything on the Internet
 sig = short for signature
 site = an Internet address or a place on
 the Internet
 skool = school
 smax = smacks
 smiley = used to show emotions
 snail mail = postal mail
 solf = sense of humor failure

some1 = someone
 sri = sorry
 st00pid = stupid
 sulx = sulks
 summin = something
 surfing the net = the act of exploring
 the World Wide Web
 tafn = that's all for now
 tbc = to be continued
 thanx = thanks
 thru = through
 tia = thanks in advance
 tks = thanks
 tnx = thanks
 tru = true
 ttul = talk to you later
 u = you
 ur = you are
 <vbg> = very big grin
 w8 = wait
 wayz = ways
 whirled = world
 wif = with
 wysiwyg = what you see is what you get
 ywia = you're welcome in advance

Smileys

Since most communication on the Net is done with text (though this is changing fast), you can't see the other person's body language and facial expressions, or hear the speech intonation. Needless to say, it's easy to create major misunderstandings! Don't fret: **Smileys**, also called **Emoticons**, can save the day.

: -)	smile	: -!	smiley with pimple	: -)	>	smiley with a goatee
: -]	bigger smile	: -\$	smiley with braces	: -)	=	smiley with a beard
: -(frown	+ - : -)	priest	: -)	x	smiley with a bow tie
: -[bigger frown	: - \	unsure smiley	: -)	; ->	devilish wink
-)	sleeping	: - /	lefty unsure smiley	< :-)		dumb question
{ :-)	toupee	: - <	real sad smiley	= : -o		Eeeeeeeek!
: -{	really sad	: -x	my lips are sealed	: -o		Oh no!
; -)	wink	: -c	bummed smiley	: ~ (user is crying
: -D	laughter	: -I	Hmm?	: ~ ~)		user has a cold
[]	hugs	: -{	mustache			
: •)	happy clown	: -&	tongue tied			
: •(sad clown					

Sperling, 1997, p121-122

Student Performance Check List

Each Task has 10 points. The teacher assesses the students and gives them points.

Task \ Student Name				
1. Decide Topic				
2. Relevant Web sites				
3. Annotations				
4. Analysis of the home Page				
5. Design of the Home Page				
6. Introduction				
7. Link to Other Pages				
8. Put Picture				
9. Presentation				
10. Extra Credit				
Total (100 Points)				

APPENDIX B

Unit Two: Getting Along in the United States!

Target Level: High school and college students in EFL

Major Aim of This Unit:

To introduce students to some basics of American life.

Lesson One

Using the Telephone

Lesson Two

Banking

Lesson Three

The Post Office

Lesson Four

Finding an Apartment

Lesson Five

Car and Health Insurance

Lesson Six

Car and Health Accidents

Lesson One

Using the Telephone

Objectives:

1. To have students recognize difference in telephone use between Japan and America
2. To have students learn how to make an international phone call
3. To introduce how to dial a toll-free call
4. To have students learn how to use a telephone book

Vocabulary: public telephone, telephone booth, local, long distance, operator, extension, slot, receiver, push button, telephone book

Suggestions for Team Teaching

The ALT can explain how to use 1-800 toll-free numbers and tell students some personal experiences.

The ALT can help role play customer services.

The ALT can help make dialogues in natural English.

The ALT can help students make presentation and give students advice and suggestions.

Materials

Telephone book

Work Sheet 1-1: Useful Toll Free Numbers

1-2: How Do I Make This Call?

1-3: Customer Services Information

1-4: How to Call Long Distance

1-5: How to Make an International Call

Teaching with variety

Activities

Hand out Work Sheet 1-1 to students and explain how to use 800 numbers. Hand out Work Sheet 1-2 and have them practice calling 411 to get Directory Assistance. Hand out Work Sheet 1-3, have them get used to use customer services. Hand out Work Sheet 1-4 and 1-5 have them demonstrate how to call long distance and make international calls. Tell them to call somebody, call the operator, call an international phone, and find a phone number in a telephone book. Have students dialogue and let them do presentations in front of the class.

Visual

When students role play, they use the focus sheets. The role play helps them remember sentences and vocabulary.

Responding to diversity with a range of activities

Students can have interactions with teacher and between a student and a student. They don't have to be afraid of making mistakes the first time. At the end of class, students can have a chance to make presentations. Show students differences between U.S. coins. The ALT can explain the minimum usage is a 35 cent stamp.

Tasks chains

Students will:

1. Tell some differences in telephone use between Japan and America
2. Find number from 411 and converse with operator
3. Find the number Customer Service from the phone book
4. Call the toll free number
5. Make an international call

Assessing progress

Teachers check if students can do the following:

1. Tell some differences in telephone use between Japan and America
2. Find the number and converse with the operator
3. Find number of Customer Service and call the toll free number

The teacher checks students' presentations: content, pronunciation, vocabulary and intonation. The teacher assesses using Quick Self-Test (see Additional Material 1). The ALT checks interaction with those questions. The teacher will record students performance with the ALT Activities Assessment (see Additional Material 2: ALT Activities Assessment).

Lesson Two Banking

Objectives:

1. To introduce students how to open a bank account
2. To have students learn how to use an ATM machine
3. To introduce how to use checks
4. To have students learn how to read a bank statement

Vocabulary: bank account, account number, branch, bill, personal check, deposit, endorsement, overdrawn, teller, withdrawing, pin number, balance, maturity, overdraft, remittance,

Suggestion for Team Teaching

The ALT can explain some experiences of banking in America

The ALT can help role play opening a bank account

The ALT can help students to use personal checks, a check book and the ATM machine

Materials

Personal check

Bank statement

Work Sheet 2-1: How to Open a Bank Account

2-2: Checking Account Request Form

2-3: How to Use a Personal Check

2-4: How to Use a Checkbook

2-5: How to Use an ATM Machine

Teaching with variety

Activities

Hand out Work Sheet 2-1 to students, to explain how to open the bank account. Make pairs and have them practice it. Change the partners and have students create their own dialogue. Hand out Work Sheet 2-2, have them fill out Checking Account Request Form. Hand out Work Sheet 2-3 and 2-4, have them demonstrate how to use a personal check and a checkbook. Hand out Work Sheet 2-5. Explain how to use an ATM; have students dialogue and let them do presentations in front of the class.

Visual

Use personal check, checkbook, account request form and credit card to demonstrate how to use these items.

Responding to diversity with a range of activities

Recommend that students to apply for a VISA card before they go to America. Advise them not to carry cash when traveling. The ALT can explain that some areas in U.S. are very dangerous and one must avoid unnecessary vulnerability.

Task chains

Students will:

1. Explain some differences of the bank between Japan and America
2. Make own dialogue how to open a bank account
3. Demonstrate dialogue
4. Demonstrate how to use personal checks, check books, and ATM machines

Assessing progress

The teacher checks if students can do the following:

1. Explain differences of banking between Japan and America
2. Open a bank account
3. Use a personal check, withdraw cash from an ATM, and record checks in a check book

The teacher assesses using Quick Self-Test (see Additional Material 1). The ALT checks interaction with those questions. The teacher will record students performance with ALT Activities Assessment (see Additional Material 2: ALT Activities Assessment).

Lesson Three

The Post Office

Objectives:

1. To introduce students how to buy stamps
2. To have students learn how to send parcels
3. To have learn how to write moving notification

Vocabulary: address, mailbox, express/special delivery, registered mail, air/sea mail, telex, telegram, handle with care, fragile, reply paid postal card, revenue stamp, P.O. box, over weight.

Suggestions for Team Teaching

The ALT can explain how to buy stamps

The ALT can help role play for sending parcel

The ALT can help write moving notification

Materials

Work Sheet 3-1: How to Buy Stamps

3-2: Chart of Mail to Japan, How Fast and Its Cost

3-3: Abbreviation of Unit Designators

3-4: Abbreviation of States

3-5: Moving Notification Form

3-6: Role Play for the Post Office

Teaching with variety

Activities

Hand out Work Sheet 3-1 to students; explain how to buy stamps. Using Work Sheet 3-2, have them demonstrate how to send parcels. Give them Work Sheet 3-3 and 3-4; have them learn abbreviations. Hand out Work Sheet 3-5; have them learn the use of moving notification. With Work Sheet 3-6, students have role play with ALT

Visual

Show US stamps and become familiar with them

Responding to diversity with a range of activities

Students can have interactions with teacher and between a student and a student. They don't have to be afraid of making mistakes the first time. At the end of class, students can have a chance to make presentations. The teacher can use the Internet to check the cost to send a parcel to Japan.

Task chains

Students will:

1. Check price of stamps and fee for parcel via the Internet
2. Buy stamps
3. Become familiar with abbreviations
4. Practice role play for sending parcels with ALT
5. Write moving notification

Assessing progress

The teacher checks if students can do the following:

1. Check the price of sending parcels to Japan via the Internet
2. Send mail to Japan
3. Write moving notifications
4. Role play with ALT

The teacher assesses using Quick Self-Test (see Additional Material 1). The ALT checks interaction with those questions. The teacher will record students performance with ALT Activities Assessment (see Additional Material 2: ALT Activities Assessment).

Lesson Four

Finding an Apartment

Objectives:

1. To introduce students how to find apartments to rent
2. To have students learn how to understand a lease
3. To introduce abbreviations for apartment ads.

Vocabulary: real estate, realtor, floor plan, vacant house, house for rent, lease contract, furnished/unfurnished, rent fee, deposit, electricity, gas bill, utilities, maintenance expenses, refundable,

Abbreviation: A/C= air-conditioned, Br= bedroom, D/R= dining room, D/W= dish washer, Grg= garage, W/D= washer and dryer, W/W= wall to wall

Suggestion for Team Teaching

The ALT can explain how to find an apartment in America

The ALT can tell how to pay the rental fee

The ALT can explain abbreviations for apartment ads.

The ALT can help student role play leasing an apartment

Materials

Work Sheet 4-1: Real Estate Ad Abbreviations

4-2: Information about Apartments

4-3: Floor Plan of the Apartment

4-4: Role Play for Finding an Apartment

Teaching with variety

Activities

Ask students which they prefer to live in: an apartment, dormitory, or a home stay. Hand out Work Sheet 4-1; explain real estate abbreviations often used. Hand out Work Sheet 4-2 and tell students how to find an apartment. Hand out Work Sheet 4-3 and have them discuss an apartment floor plan. Place, price, number of bedroom and environment are considerations to discuss. Make pairs and practice how to sign a lease with Work Sheet 4-4 and then change partners, expressing their own ideas.

Responding to diversity with a range of activities

The teacher can use the Internet to find proper apartments and get information. The ALT can suggest second floor is better than first floor.

Task Chains

Students will:

1. Find a proper apartment according to price, size and location
2. Use abbreviations for real estate
3. Know the floor plan of an apartment
4. Lease an apartment

Assessing progress

The teacher checks if students can do the following

1. Find a proper apartment
2. Role play for leasing an apartment

The teacher assesses using Quick Self-Test (see Additional Material 1). The ALT checks interaction with those questions. The teacher will record students performance with ALT Activities Assessment (see Additional Material 2: ALT Activities Assessment).

Lesson Five

Car and Health Insurance

Objectives:

1. To introduce students how to get insurance
2. To have students learn how to use insurance

Vocabulary: insurance agency, premium, deduction, deductible, automobile, fire, life, casualty, medical insurance, full-coverage, liability

Suggestions for Team Teaching

The ALT can explain how important insurance is

The ALT can tell how to choose an insurance company

The ALT can tell how to buy proper insurance in America

The ALT can help students write Request Auto Insurance form

Materials

Work Sheet 5-1: Automobile Insurance in Your State: Two Things to Know

5-2: Seven Steps to Choosing Coverage

5-3: Ten Questions to Ask Your Agent

5-4: Ten Ways to Save Money

5-5: Request Auto Insurance Form

5-6: Role Play for Car and Health Insurance

Teaching with variety

Activities

Ask students what kind of insurance they are familiar with and explain how important insurance is. Tell them the process of using insurance. Hand out Work Sheet 5-1, to have them know important things when buying insurance. Hand out Work Sheet 5-2; tell them how to choose coverage. Give them Work Sheet 5-3; let them know important questions when buying insurance. Using Work Sheet 5-4, teach them how to save money. Have them demonstrate how to fill out the request form with 5-5. Make pairs and using Work Sheet 5-6, make dialogue and practice how to buy quality insurance as cheaply as possible.

Responding to diversity with a range of activities

ALT can explain about a deductible and talk about which one is better. The ALT helps student create dialogue and gives them advice. The ALT can suggest that after an accident, try not to say, "I am sorry" because Japanese people tend to accept fault easily. Accepting fault may cause unnecessary problems in U.S.

Task chains

Students will:

1. Find proper insurance
2. Converse with agent
3. Negotiate with agent
4. Write Request for Auto Insurance form
5. Make own dialogue
6. Role play for buying insurance

Assessing progress

The teacher checks if students can do the following:

1. Buy proper insurance
2. Make dialogue
3. Role play for buying insurance

The teacher assesses using Quick Self-Test (see Additional Material 1). The ALT checks interaction with those questions. The teacher will record students performance with ALT Activities Assessment (see Additional Material 2: ALT Activities Assessment).

Lesson Six

Car and Health Accidents

Objectives:

1. To introduce to students how to deal with accidents
2. To have students learn how to call the insurance company to accident claim
3. To have students learn how to tell their symptoms to a doctor
4. To have students learn how to buy medicine

Vocabulary: ambulance, hospital, physician, surgeon, nurse, injection, medicine, prescription, operation, disinfectant, injury, fracture, certificate of accident

Teaching Suggestions for Team Teaching

The ALT can tell how to deal with accidents

The ALT can help role play for calling an insurance company to make a claim

The ALT can help role play seeing a doctor

The ALT can explain how to buy insurance

Materials

Work Sheet 6-1: Do's and Don'ts After Accidents

6-2: How to explain Symptoms

6-3: How to Buy Medicine

6-4: The Names of Body Parts

Teaching with variety

Activities

Explain how to call an insurance company and make a claim after an accident. Distribute Work Sheet 6-1 and explain what to do and do not after accidents. Distribute Work Sheet 6-2 and practice how to explain symptoms to a doctor. Using Work Sheet 6-3, practice how to buy medicine. Have students choose one symptom which they get from an accident to tell a doctor, and make up a role play. Have them do the role-play and then change partners.

Responding to diversity with a range of activities

Students can have interactions with teacher and between a student and a student. They don't have to be afraid of making mistakes the first time. At the end of class, students can have a chance to make presentations. The ALT can explain that making an appointment is very important in U.S.

Task chains

Students will:

1. Discuss what to do after an accident
2. Role play calling an insurance company and explaining them what happened in detail
3. Know parts of the human body
4. Role play explaining a doctor symptoms
5. Role playing buying medicine

Assessing progress

The teacher checks if student can do the following:

1. Deal with accidents
2. explain a doctor symptoms
3. Buy medicine

The teacher assesses using Quick Self-Test (see Additional Material 1). The ALT checks interaction with those questions. The teacher will record students performance with ALT Activities Assessment (see Additional Material 2: ALT Activities Assessment).

**Work Sheet 1-1
Useful Toll Free Numbers**

GTE Yellow Pages	800-222-7398
National Domestic Violence Hot Line	800-799-SAFE
Aspire Foster & Family Service	800-439-1905
National Adoption Center	800-862-3678
National HIV & AIDS Hot Line	800-342-2437
Nurse Providers Medical Service	800-500-6877
National Alcohol & Drug Abuse Hot Line	800-252-6465
Counseling Service	800-843-7274
Mental Health Referral Service	800-843-7274
Disability Service	800-735-2922
National Rehabilitation Information Center	800-346-2742
Emergency Services	800-888-1481
California Poison Control	800-876-4766
Housing Discrimination Hot Line	800-669-9777
American Cancer Society	800-227-2345
Health Medicare Service	800-638-6833
US Immigration & Naturalization Service	800-755-0777
Missing Children Service	800-422-4453
Youth Service	800-888-6751

The Yellow & White page, 1997

Work Sheet 1-2
How Do I Make This Call?

1. Do you have trouble finding a telephone number that you need?

Directory Assistance can help you. **JUST CALL 411.**

Tell them what you are looking for.

Ex.

Thank you for calling. What city?

San Bernardino.

What number do you want to know?

Castle Park Apartments, please.

Hold on second, please. This is the number of Castle Park Apartments.....

2. What can I do about a threatening, obscene, or nuisance phone call?

If you receive an obscene or nuisance call, follow these suggestions:

Hang up.

Give no information

Report it immediately to the police.

Call customer services (call block, call tracing, and caller ID)

3. What are "900" and "976" numbers?

Telephone numbers beginning with either "900" or "976" will connect you to Information Access Services (IAC) on a cost-per-call basis. Examples could be road reports, dial-a-joke, horoscopes, stock market report, or sky conditions.

Work Sheet 1-3
Customer Services Information

Ship (Marine) Service

To place a marine call please dial
Ask for (name of city) marine service operator

07 OPERATOR

Mobile Service

To place a mobile call and for repair service please dial
Ask for (name of city) mobile service operator

07 OPERATOR

Yellow Pages Advertising and Listings

For information about Yellow Pages advertising and listings
please call

1-800-222-7398

Buried Cable - Dig Alert

MON-FRI. 8:00 AM - 7:00 PM
Give at least two full working days but not more than 14
calendar days notice
Before you dig or drill, please call

1-800-227-2600

Directory Order Center

To order additional telephone books or books for other
communities, please call

1-800-398-6448

Work Sheet 1-4

How to Call Long Distance

How do I make a long-distance call?

Use area codes when making calls to locations outside of your local calling area. Refer to the maps and listings starting on page 39 to locate the area codes you need. If the city you want is not listed, contact your long-distance provider.

To make a long-distance call without operator assistance, dial "1" + (area code) + number. You can save money by dialing your calls direct without involving the operator. Charges for long-distance calls are set by your long-distance provider. Contact your provider for information about rates and discounts.

To use your GTE Calling Card, dial "0" + (area code) + number. You will hear a special tone indicating that you should enter your Calling Card number. If you are calling from a rotary phone, wait for the operator to come on the line to assist you.

For operator assistance, dial "0" + (area code) + number. Wait for the operator to come on the line to assist you. When the operator answers, explain the type of call (*listed below*) you want to make. Charges for operator-assisted calls begin once the operator connects you to the person you are calling and leaves the conversation. These charges are in addition to the direct-dialed rate for the call. You can ask the operator to tell you the time and charges of the call.

STATION-TO-STATION: Call station-to-station if you want to talk to anyone who is likely to answer the phone at the number you're calling.

PERSON-TO-PERSON: Calling person-to-person is an efficient use of your long-distance dollars. It ensures that you will only be charged for the call if the particular person or specific extension you are calling is available.

COLLECT: Collect calls are especially convenient if you are calling from a pay phone and you don't have the required change or a Calling Card. The operator will ask the person you are calling to accept the charges for the call.

THIRD-NUMBER BILLING: What if you are in someone else's home or office and need to make a long-distance call but want the charges to appear on your own telephone bill? You can request third-number billing from the operator. Third-number billing is also useful if you are calling from a pay phone and do not want to call collect. However, when you request third-number billing from a pay phone, someone must answer the third number and approve the call before it can be completed.

The Yellow & White page, 1997

Work Sheet 1-5 How to Make an International Call

How do I make an international call?

Your international calls automatically go through the long-distance provider you selected for your telephone service. If you want, you can use another long-distance company by dialing that company's access code before dialing the number you're calling. Your GTE Calling Card can also be used to make international calls from the United States and to call back to the United States from some foreign countries. *(Your GTE Calling Card cannot be used to make calls between foreign countries.)*

Here's how to place an international call: To dial direct, dial "011" + country code + city code + number. It takes a while for international calls to connect; you can expect to wait at least 45 seconds *(after you've finished dialing)* for the ringing to start. If you need operator assistance, dial "01" + country code + city code + number. The operator will ask what type of call you are making. *(Please see the section "How do I make a long-distance call?" for definitions of call types.)*

Frequently-used country codes are listed below. For information about specific country and city codes, please contact your long-distance provider.

Algeria	Finland	358	Kenya	254	Philippines	63
American Samoa	France	33	Korea	82	Poland	48
Argentina	French Antilles (Martinique)	596	Kuwait	965	Portugal	351
Australia	French Polynesia	689	Libania	973	Qatar	974
Austria	Germany	49	Malawi	265	Romania	40
Bahian	Ghana	233	Luxembourg	352	Russia	7
Belgium	Greece	30	Macedonia	389	Saudi Arabia	966
Belize	Honduras	502	Malaysia	60	Senegal	221
Bolivia	Iceland	354	Maldives	960	Sierra Leone	232
Brazil	Denmark	45	Mali	223	Slovakia	421
Canada	Egypt	20	Morocco	212	Slovenia	386
Chile	Guatemala	502	Mozambique	258	South Africa	27
China	Haiti	509	Nicaragua	505	Spain	34
Colombia	Hungary	36	Netherlands	31	Switzerland	41
Costa Rica	India	91	Netherlands Antilles	599	Taiwan	886
Cuba	Indonesia	62	New Caledonia	687	Thailand	66
Czech Republic	Japan	81	New Zealand	64	Turkey	90
Dominican Republic	Kazakhstan	7	Nicaragua	505	Ukraine	380
Ecuador	Korea	82	Nigeria	234	United Arab Emirates	971
El Salvador	Latvia	371	Oman	968	United Kingdom	44
France	Lithuania	370	Pakistan	92	Uruguay	598
Germany	Madagascar	262	Panama	507	Venezuela	56
Ghana	Malawi	265	Papua New Guinea	675	Vietnam	84
Greece	Malaysia	60	Paraguay	595	Yugoslavia	381
Honduras	Maldives	960	Peru	51		

(Calls to Canada, Puerto Rico, and many Caribbean countries are dialed the same way as long-distance calls within the United States. In other words, to call these countries you only need to dial "1" + area code + number. No country, city, or international access codes are required.)

The Yellow & White page, 1997

Work Sheet 2-1
How to Open a Bank Account

Role-play (Conversation between a bank teller and customer):

Customer: I would like to open a checking account.

Teller: How much would you like to deposit?

Customer: Four hundred dollars.

Teller: Fill out this deposit slip and give it to the teller with the money, please.

Customer: I would like to order personal checks?

Teller: Would you like to have your name, address, phone number, and driver's license printed on your checks?

Customer: Yes, please. When will the checks be ready?

Teller: It will take five business days. Meanwhile, you can use these temporary checks.

Work Sheet 2-2
Checking Account Request Form

Checking Account - Request for Information

First Name MI

Last Name

Street Address

Apt/Suite #

City State

Zip Code -

Preferred Phone # Day Evening
Enter as 999-999-9999

Email Address
In case we are unable to reach you by phone

Which state will
your new account
be in:

BUILD YOUR OWN BANK
PREFILL
If you've already
completed a profile on
our site, you can save
time by prefilling
this form.

If you are already a Bank of America client, which branch do you normally use?

Branch Name State

On average, what is your minimum daily checking account balance?

Check below if you would like information about other Bank of America deposit accounts:

Savings Money Market CD IRA

Cited from: Bank of America home page, 1998.

Work Sheet 2-3 How to Use a Personal Check

Write the name you want to pay to

Write date here

Put how much you pay

Write same amount of money in letter

Write your signature

Banking On America
16-96/1220

TAKESHI ATTA
1660 KENDALL DR. #138 (909) 880-3486
SAN BERNARDINO, CA 92407

Date _____

345

Pay to the Order of _____ \$ _____ Dollars

Bank of America
Sierra Way-40th Branch 0444
130 West 40th Street
San Bernardino, CA 92407 (909) 381-2494

For _____

⑆ 1 2 200066 ⑆ 0345 ⑆ 04446 ⑆ 08480 ⑆

Security Features
Change on back

MP

Work Sheet 2-5

How to Use an ATM Machine

When you want to withdraw money, these are the basic questions ATM will ask.

1. Insert card. Select English instruction.
2. Enter PIN (ID Code) number.
3. Do you want a printed transcription record? (Yes/No)
4. Select transaction.

Quick cash

Cash withdraw

Transfer

Payment enclosed

Quick look mini statements (\$1)

5. Select one

Checking

Saving

VISA Alpha credit line

Master card

6. Enter dollar amount in multiples of \$20
7. Push correct or incorrect
8. Do you want another transaction?

Thank you very much.

Practice conversation with your partners.

Work Sheet 3-1
How to Buy Stamps

There are some useful expressions when you want to buy stamps:

Which window sells stamps?

Where can I get stamps?

May I have a postcard?

Please give me two one-dollar stamps.

How much is the postage to Japan by airmail?

Can I send it Express?

How much is Special Delivery?

Some questions you will be asked at the post office.

What are the contents?

Is there anything breakable in it?

Do you want to insure the package?

Work Sheet 3-2
Chart of Mail to Japan: How Fast and Its Cost

	Speed	Cost	Dimensions
<u>Express Mail</u>	2 - 3 Days	\$17.00	Max. length 36", max length plus girth 79"
<u>Global Priority Mail, Flat Rate Box</u>	3 - 5 Days	\$30.00	12-5/16" x 9-1/4" x 2"
<u>Global Priority Mail, Variable Weight Option</u>	3 - 5 Days	\$12.50	Max. length 24", max. length plus girth 36"
<u>Global Priority Mail, Large Flat Rate Envelope</u>	3 - 5 Days	\$8.95	9-1/2" x 12-1/2"
<u>Global Priority Mail, Small Flat Rate Envelope</u>	3 - 5 Days	\$4.95	6" x 10"
<u>Airmail</u>	4 - 7 Days	\$9.25	Max. length 24", max. length plus girth 36"
<u>Surface Mail</u>	4 - 6 Weeks	\$3.73	Max. length 24", max. length plus girth 36"

Cited from: United States Postal Service Home Page, 1998

Work Sheet 3-3
Abbreviation of Unit Designators

SECONDARY UNIT DESIGNATOR	APPROVED ABBREVIATION
APARTMENT:	APT
BASEMENT:	BSMT **
BUILDING:	BLDG
DEPARTMENT:	DEPT
FLOOR:	FL
FRONT:	FRNT **
HANGAR:	HNGR
LOBBY:	LBBY **
LOT:	LOT
LOWER:	LOWR **
OFFICE:	OFC **
PENTHOUSE:	PH **
PIER:	PIER
REAR:	REAR **
ROOM:	RM
SIDE:	SIDE **
SLIP:	SLIP
SPACE:	SPC
STOP:	STOP
SUITE:	STE
TRAILER:	TRLR
UNIT:	UNIT
UPPER:	UPPR **
** DOES NOT REQUIRE SECONDARY RANGE NUMBER TO FOLLOW.	

Cited from United States Postal Service:
http://www.usps.gov/ncsc/lookups/abbr_sud.txt

Work Sheet 3-4
Abbreviation of States

STATE/POSSESSION	ABBREVIATION
ALABAMA	AL
ALASKA	AK
AMERICAN SAMOA	AS
ARIZONA	AZ
ARKANSAS	AR
CALIFORNIA	CA
COLORADO	CO
CONNECTICUT	CT
DELAWARE	DE
DISTRICT OF COLUMBIA	DC
FEDERATED STATES OF MICRONESIA	FM
FLORIDA	FL
GEORGIA	GA
GUAM	GU
HAWAII	HI
IDAHO	ID
ILLINOIS	IL
INDIANA	IN
IOWA	IA
KANSAS	KS
KENTUCKY	KY
LOUISIANA	LA
MAINE	ME
MARSHALL ISLANDS	MH
MARYLAND	MD
MASSACHUSETTS	MA
MICHIGAN	MI
MINNESOTA	MN
MISSISSIPPI	MS
MISSOURI	MO
MONTANA	MT
NEBRASKA	NE
NEVADA	NV
NEW HAMPSHIRE	NH
NEW JERSEY	NJ
NEW MEXICO	NM

NEW YORK	NY
NORTH CAROLINA	NC
NORTH DAKOTA	ND
NORTHERN MARIANA ISLANDS	MP
OHIO	OH
OKLAHOMA	OK
OREGON	OR
PALAU	PW
PENNSYLVANIA	PA
PUERTO RICO	PR
RHODE ISLAND	RI
SOUTH CAROLINA	SC
SOUTH DAKOTA	SD
TENNESSEE	TN
TEXAS	TX
UTAH	UT
VERMONT	VT
VIRGIN ISLANDS	VI
VIRGINIA	VA
WASHINGTON	WA
WEST VIRGINIA	WV
WISCONSIN	WI
WYOMING	WY
MILITARY "STATE" ABBREVIATION	
ARMED FORCES AFRICA	AE
ARMED FORCES AMERICAS (EXCEPT CANADA)	AA
ARMED FORCES CANADA	AE
ARMED FORCES EUROPE	AE
ARMED FORCES MIDDLE EAST	AE
ARMED FORCES PACIFIC	AP

Cited from: Unite States postal Service;
http://www.usps.gov/ncsc/lookups/abbr_state.txt

Work Sheet 3-5 Moving Notification Form

OFFICIAL MAIL FORWARDING CHANGE OF ADDRESS FORM

U.S. Postal Service
CHANGE OF ADDRESS ORDER
Instructions: Complete items 1 thru 10. You must SIGN item 9.
Please PRINT all other items including address on face of card.

OFFICIAL USE ONLY

<p>1. Change of Address for: (Check one) <input type="checkbox"/> Individual <input type="checkbox"/> Entire Family <input type="checkbox"/> Business</p> <p>2. Start Date: Month Day Year</p>	<p>Zone/Route ID No. _____</p> <p>Date Entered on Form 3982 M M D D Y Y</p> <p>Expiration Date M M D D Y Y</p> <p>Clerk/Carrier Endorsement: _____</p>
<p>3. Is This Move Temporary? (Check one) <input type="checkbox"/> No <input type="checkbox"/> Yes, Fill in</p> <p>4. If TEMPORARY move, print date to discontinue forwarding: Month Day Year</p>	
<p>5. Print Last Name (include Jr., Sr., etc.) or Name of Business (If more than one, use separate form for each). _____</p> <p>5. Print First Name (or Initial) and Middle Name (or Initial). Leave blank if for a business. _____</p>	
<p>7a. For Puerto Rico Only: if OLD mailing address is in Puerto Rico, print urbanization name, if appropriate. _____</p> <p>7b. Print OLD mailing address: House/Building Number and Street Name (include St., Ave., Rd., Ct., etc.). Apt./Suite No. _____ or PO Box No. _____ or RR/HCRCR (Check one) RR/HCRCR Box No. City _____ State _____ ZIP Code _____ ZIP+4 _____</p>	
<p>8a. For Puerto Rico Only: if NEW mailing address is in Puerto Rico, print urbanization name, if appropriate. _____</p> <p>8b. Print NEW mailing address: House/Building Number and Street Name (include St., Ave., Rd., Ct., etc.). Apt./Suite No. _____ or PO Box No. _____ or RR/HCRCR (Check one) RR/HCRCR Box No. City _____ State _____ ZIP Code _____ ZIP+4 _____</p>	
<p>9. Sign and Print Name (see conditions on reverse) Sign: _____ Print: _____</p>	<p>10. Date Signed: Month Day Year</p> <p style="text-align: center; background-color: black; color: white; padding: 2px;">OFFICIAL USE ONLY</p> <p>Verification Endorsement: _____</p>

Work Sheet 3-6
Role Play for the Post Office

Mailing a package:

A: I would like to send this package to Japan.

B: Sure. What are the contents?

A: It's _____ . I would like to send it by express.

Does this weigh too much? Will you weigh this parcel, please?

B: Let me check. This is _____ pounds.

A: Can I have it insured, please?

B: Yes.

A: How much is it?

B: It costs \$ _____.

A: Thank you.

Other useful expressions:

I would like to send this letter by airmail.

Please send it by special delivery.

How much will it cost to send these letters?

Do you know what the postage is to Japan?

How much does it cost to send an airmail letter to Japan?

Where can I get stamps and postcards?

Would you please forward my mail to my address in Japan?

Can you send it to this address in Japan?

Work Sheet 4-1
Real Estate Ad Abbreviations

Abbreviation	Stands For	Example
ac	Acre	on 1 ac
A/C	air conditioning	LR w/AC
air cond	air conditioning	LR w/air cond
applncs	Appliances	all applncs
bldg	Building	elev bldg
bsmt	Basement	fin bsmt
bth	Bath	3BR 2bth
b	Bath	3BR 2b
BR	Bedroom	3 BR
bdrm	Bedroom	3 bdrm
blk	Block	tree-lined blk
brk	Brick	2 fam brk
brwnstn	Brownstone	
crpt	Carpet	w/w crpt
ceil	Ceiling	hi ceils
C/H	Center hall	C/H col
cent air	Central air	2 BR w/cent air
clsts	Closets	lg clsts
col	Colonial	Dutch col
contemp	Contemporary	7 rm contemp
convert	Convertible	2BR convert
det	Detached	2 fam semi-det
DR	dining room	
din rm	dining room	

dw	Dishwasher	kit w/dw
Drmn	Doorman	24 hr drmn
EIK	eat-in-kitchen	
Eat-in-kit	eat-in-kitchen	
Elev	Elevator	elev bldg
fin	Finished	fin bsmt
fam	Family	2 fam hse
Fam rm	family room	fam rm off kit
Fplc	Fireplace	working fplc
fpl	Fireplace	
fl	Floor	
flr	Floor	hi flr
Frml DR	formal dining room	magnif frml DR
FDR	formal dining room	magnif FDR
furn	Furnished	furn or unfurn
gar	Garage	2c gar
Gdn pvt	Garden	gdn in rear
Grdn	Garden	grdn in rear
hr	Hour	24 hr sec
hse	House	2 fam hse
Immac	Immaculate	immac 1BR apt
Immed	Immediate	immed occ
Lndscpd	Landscaped	prof ldnscpd
lg	Large	lg clsts
lrg	Large	lrg clsts
Laund rm	Laundry room	laund rm on flr
LR	living room	spac LR
Liv rm	living room	spac liv rm

loc	Location	conven loc
maint	Maintenance	maint \$350/mo
mt	Maintenance	mt \$350/mo
mstr	Master	mstr BR & bth
mos	Months	6 mos sublet
M/D	mother/daughter	ideal M/D
neg	Negotiable	\$1550/mo neg
negot	Negotiable	\$1550/mo negot
occ Apr 15 occ	Occupancy	
occup	Occupancy	
princ	Principals	princ only
prin	Principals	prin only
prof	Professional	prof ldnscpd
pvt	Private	pvt gdn in rear
rm	Room	
sec.	Security	24 hr sec
TD	tax deductible	60% TD
unfurn	Unfurnished	furn or unfurn
utils	Utilities	incls all utils
w/d	washer/dryer	1 w/d
wash/dry	washer/dryer	1 wash/dry
w/w	wall to wall	w/w crpt
wndws	Windows	bay wndws
WBF	wood burning fireplace	LR w/WBF
xtras	Extras	too many xtras
yr-rnd	year round	yr-rnd cottage

Cited from: Star news, 1997
<http://starnews.webpoint.com/home/cgi-bin/quest.cgi>

Work Sheet 4-2 Information about Apartments

University Village

1660 Kendall Drive
San Bernardino, CA 92407
Toll Free (888) 227-4423 or (909) 880-2874 / FAX (909) 887-0990
Office Hours: M-F: 9 - 5, Sat: 9 - 5, Sun: Closed

	Studio	1 Bedroom	2 Bedrooms	3 Bedrooms
Price	N/A	N/A	\$495.00 - \$575.00	\$715.00 - \$745.00
Bathrooms			1-1/3 or 2	2
Square Footage			800 - 830	1030
Deposit			\$225	\$250
Floor plan	N/A	N/A	Floor plan	Floor plan

Note: All information subject to change without notice. Contact the property directly for specifics.

Lease Terms: MTM / 12 mo.
Area of City: Calif. St. Univ.
Parking: Reserved Carport
Number of Units: 197



[Click here to see a photograph of University Village](#)



Apartment Features		Community Features	
<input checked="" type="checkbox"/> Pets	<input checked="" type="checkbox"/> Balcony	<input checked="" type="checkbox"/> Pool	<input checked="" type="checkbox"/> Courtyard
<input checked="" type="checkbox"/> Cable Ready	<input checked="" type="checkbox"/> Patio	<input type="checkbox"/> Spa	<input type="checkbox"/> High rise
<input checked="" type="checkbox"/> Air Conditioning	<input checked="" type="checkbox"/> View	<input type="checkbox"/> Fitness Center	<input checked="" type="checkbox"/> Covered Parking
<input checked="" type="checkbox"/> Dishwasher	<input type="checkbox"/> Fireplace	<input type="checkbox"/> Tennis Court	<input checked="" type="checkbox"/> Freeway Access
<input type="checkbox"/> Microwave	<input type="checkbox"/> Alarm	<input type="checkbox"/> Clubhouse	<input checked="" type="checkbox"/> Controlled Access
<input checked="" type="checkbox"/> Disposal	<input type="checkbox"/> W/D in Unit	<input checked="" type="checkbox"/> Playground	<input type="checkbox"/> Paid Utilities
<input type="checkbox"/> Furnished Available	<input checked="" type="checkbox"/> W/D Connections	<input checked="" type="checkbox"/> Laundry Room	<input checked="" type="checkbox"/> Storage



[Click here to see a location map and/or directions to University Village](#)

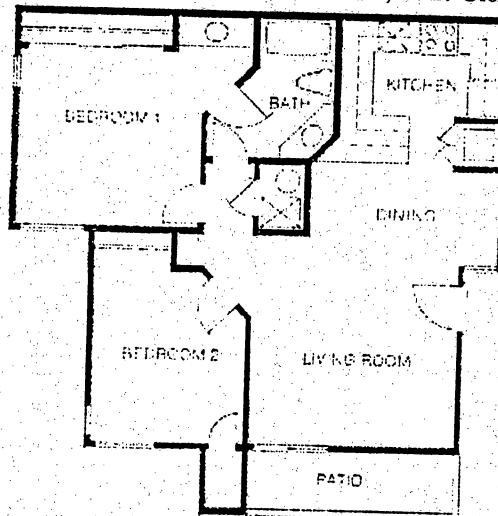
Cited from: Rent Net, 1998. <http://www.rent.net/ctg/cgi-bin/RentNet/AptRentalStates/0000E2C1.0003.0008/?brand=>

Work Sheet 4-3
Floor Plan of the Apartment

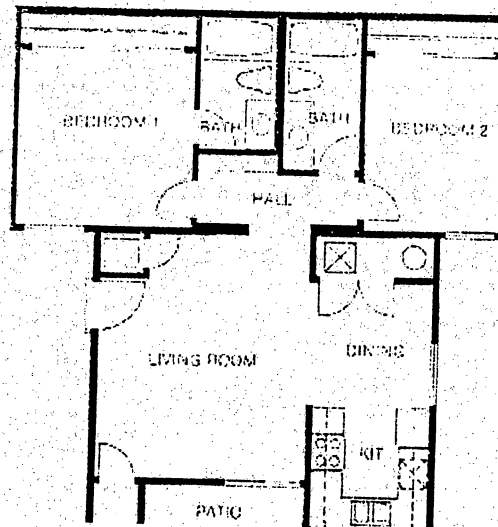
University Village: Two Bedroom Floor Plans

University Village

1660 Kendall Drive
San Bernardino, CA 92407
Toll Free (888) 227-4423 or (909) 880-2874 / FAX (909) 887-0990
Office Hours: M-F: 9 - 5, Sat: 9 - 5, Sun: Closed



2 BEDROOM, 1 1/2 BATH



Rent Net, 1998. <http://www.rent.net/ctg/cgi-bin/RentNet/AptRentalStates/0000E2C1.0003.0008/?brand=>

Work Sheet 4-4

Role Play for Finding an Apartment

A: Hello, may I help you?

B: Hi, I am looking for an apartment.

A: Would you like to stay one bedroom or two bedrooms?

B: _____ bedroom(s), please.

A: How many bathroom do you need?

B: _____ is fine. How much is rent fee?

A: \$ _____ a month.

B: Do washer and dryer include in a room?

A: Yes.

B: (Ask as many questions as possible) May I take a look a room?

A: Sure, follow me, please.

Consider about these.

Apartment Feature

Pet, Cable Ready, Air Condition, Microwave, Disposal, Furnished Available, Balcony, Patio, View, Fireplace, Alarm, Washer/Dryer in Unit, Washer/Dryer Connections.

Community Feature

Pool, Spa, Fitness Center, Tennis Court, Clubhouse, Playground, Laundry Room, Courtyard, High Rise, Covered Parking, Freeway Access, Controlled Access, Paid Utility, Storage.

Work Sheet 5-1

Automobile Insurance in Your State: Two Things to Know

1. Are you in a no-fault state?

In states with no-fault auto insurance, victims of auto accidents are covered by their own insurers, regardless of who was at fault in an accident. Victims can sue the other party under certain circumstances; the limitations vary among no-fault states. No-fault insurance laws vary widely, so you should check with your insurance commissioner's office or an insurance agent for requirements in your state. If part of your coverage is based on no-fault laws, find out if it covers you when you drive in other states.

2. What is your state's insurance-pricing policy?

Each state has its own insurance-pricing policy: (1) **noncompetitive pricing** requires all insurance companies in the state to charge the same price for the coverage offered; (2) **prior approval pricing** means that prices must be approved by an insurance commission--prices will generally vary only slightly; and (3) **competitive pricing** allows companies to charge whatever the market will bear.

Call your state insurance commissioner's office for answers to these questions and ask what other insurance information is available to consumers. All state insurance commissioners are located in the state capitals, and most have toll-free telephone numbers listed in local telephone directories under "state government".

Cited from: Better Business Bureau, 1997; <http://www.bbb.org/library/autoins.html>

Work Sheet 5-2

Seven Steps to Choosing Coverage

Needs for coverage vary widely among drivers? Learn as much as you can about your particular needs before shopping for insurance.

1. Know your basic financial responsibility as a driver.

Not all states require you to have automobile insurance, but all states do require you to prove that you can pay specified amounts if you cause bodily injury or property damage while driving. Your proof would be insurance or large amounts of cash or other security. Without one of these, you may lose your driver's license and registration.

You may be required to pay an uninsured motorists' fee when you purchase your license plates or tags. A driver rejected by insurance companies may apply for a policy through his/her state's insurance plan for assigned risk drivers.

2. Review the 6 basic types of coverage.

- *Bodily Injury Liability.* Pays your legal defense costs and claims against you if your car injures or kills someone. Covers family members living with you and others driving with your permission.
- *Property Damage Liability.* Pays your legal defense costs and claims against you if your car damages another's property. Does not cover your property, including your auto.
- *Medical Payments.* Pays medical expenses resulting from an accident for you and others riding in your car. Also pays for you or your family members injured while riding in another's car or while walking.
- *Collision.* Pays for repairs of damage to your car caused by a collision with another vehicle or any other object, regardless of who was responsible.
- *Comprehensive Physical Damage.* Pays for damages to your car resulting from theft, fire, hail, vandalism, or a variety of other causes.
- *Uninsured or Underinsured Motorist.* Pays for costs related to injuries or property damage to you or your family members and guests in your car caused by an uninsured, underinsured, or hit-and-run driver.

3. Always carry bodily injury and property damage liability insurance.

Carry uninsured motorist coverage at limits you feel the other driver should have.

Generally, you should select a limit equal to that which you purchase to cover injuries you might cause to others.

4. Identify unclear areas in coverage choices.

Do you need medical payments coverage if you have health insurance? Not necessarily. On the other hand, it is inexpensive and can simplify certain situations. Medical payments coverage pays emergency medical expenses and other costs for anyone hurt while in, on, or around your vehicle, such as a neighbor's child who slams his fingers in the car door.

Does collision insurance cost more than your car is worth? If so, do you need it anyway as a sort of enforced savings assuring you of having some money if the car you depend on is damaged or destroyed?

5. List the elements of your personal profile.

This includes items like age, marital status, and driving record that may affect your coverage requirements and costs.

6. Know yourself.

What degree of coverage do you personally require for mental comfort-- minimal, maximal, or something in between?

7. Know the common ways of reducing costs on policies.

Cited from: Better Business Bureau, 1997; <http://www.bbb.org/library/autoins.html>

Work Sheet 5-3

Ten Questions to Ask Your Agent

1. Under what conditions can the cost of my insurance be increased or the policy is cancelled?
2. How do I contact the company to make my claim? Will I be speaking to an agent in my area or to a central office?
3. What is the average length of time before a claim adjuster contacts the insured once a claim is reported? How soon can one expect all parties to be paid? Do you know how your company compares with others for promptness in claims handling?
4. What are the requirements with respect to qualified repair shops and pre-inspections? Is there a good choice of shops within a reasonable distance of my home?
5. If pre-inspections are required, how quickly can they be done?
6. Exactly what information does the company require when an accident occurs? May I have a copy of the company's accident form to keep on hand?
7. Exactly what expenses are covered as part of the policy? What about expenses incurred as the result of an accident such as child care costs, lost wages, or rental car costs?
8. What discounts might I qualify for in the categories of lifestyle, multiple policies, car model and safety features? May I have a list of the discounts that the company offers in my state?
9. What are the deductibles on my policy? How would choosing higher/lower deductibles affect the cost of premiums?
10. Does the collision coverage have a clause allowing me to reject a claim settlement I feel is unsatisfactory?

Cited from: Better Business Bureau, 1997; <http://www.bbb.org/library/autoins.html>

Work Sheet 5-4 Ten Ways to Save Money

1. Do not buy collision insurance if its cost is out of proportion to the market value of your car.
2. To reduce the cost of premiums, choose higher deductibles.
3. Consider buying coverage for services such as towing, replacement cars, and battery recharging from specialized providers, rather than from your insurance company.
4. Consider not purchasing medical payment coverage if you and your regular passengers are covered by health insurance. The "no-fault" laws in some states may provide for benefits similar to medical payment coverage.
5. Insure all of your cars with the same company or purchase your automobile insurance and homeowner's policy or other insurance policies from the same company. Multi-policy discounts are common. Ask about long-term policy holder discounts.
6. Ask about discounts for airbags, automatic seatbelts, anti-lock brakes, and other safety features.
7. Ask if the company offers discounts for specified models of cars.
8. Look for lifestyle-related discounts such as those for non-smokers, non-drinkers, good students, or children at school away from home.
9. Ask about discounts for good driving records, completed courses in drivers education and defensive driving, or driving patterns (such as car-pooling) that reduce mileage.
10. Look for discounts related to age and status such as those for mature (over 50) drivers, retirees, female drivers ages 30 to 64 who are the sole drivers in their households, or married men under 30.

Cited from: Better Business Bureau; <http://www.bbb.org/library/autoins.html>

Work Sheet 5-5 Request Auto Insurance Form

Request Auto Insurance

Do you currently own your own home*

Current insurance carrier*

(If you do not have a current insurance carrier type in NONE)

How Long*

 yrs

Policy Expiration Date

Driver Information

	Driver1*	Driver2	Driver3
Name*	<input type="text"/>	<input type="text"/>	<input type="text"/>
License	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sex*	<input type="text" value="Select"/>	<input type="text" value="Select"/>	<input type="text" value="Select"/>
Date of Birth* (i.e. 9/12/60)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tickets in last 5 years*	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accidents in last 5 years*	<input type="text"/>	<input type="text"/>	<input type="text"/>
Years Licensed*	<input type="text"/>	<input type="text"/>	<input type="text"/>
Daily Commute	<input type="text"/> mi	<input type="text"/> mi	<input type="text"/> mi

Ticket, Accident, and other Information:

Please give a detailed description of any tickets

(i.e. The date of the ticket, speed limit & how fast you were going)

Please give a detailed description of any accidents

(i.e. The date of the accident, Was anyone injured? Were you at fault? Was any money paid out?)

Also provide information about fourth driver and/or vehicle here

Vehicle Information

	Vehicle1*	Vehicle2	Vehicle3
Year* (i.e. 1998)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Make* (i.e. Chevrolet)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Model/Trim (i.e. Cavalier LS Convertible)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Body Style (i.e. 2-door)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Cylinders	Select ▾	Select ▾	Select ▾
Passive Restraints*	Select ▾	Select ▾	Select ▾
Anti-Theft Device*	Select ▾	Select ▾	Select ▾
Used for Business	Select ▾	Select ▾	Select ▾
Total Annual Miles	<input type="text"/>	<input type="text"/>	<input type="text"/>
VIN#	<input type="text"/>	<input type="text"/>	<input type="text"/>
Limit of Liability	\$ Select ▾	\$ Select ▾	\$ Select ▾
Limit of Property Damage	\$ Select ▾	\$ Select ▾	\$ Select ▾
Comprehensive Deductible	\$ Select ▾	\$ Selected ▾	\$ Select ▾
Collision Deductible	\$ Select ▾	\$ Select ▾	\$ Select ▾

It may take as long as 30 seconds to process your request.
 You will only need to press the FINISH button ONCE.

your request or the form.

Cited from: Auto-By-Tel, 1998; <http://www.aig.com/abt/quotes/quoteca.htm>

Work Sheet 5-6
Role Play for Car and Health Insurance

A: Hello, may I help you?

B: I am looking for auto insurance.

A: What kind of car do you have?

B: _____

A: What year?

B: _____

A: How old are you?

B: _____

A: How long have you had a driver's license?

B: _____

A: Have you ever had a ticket?

B: _____

B: I would like to have full coverage.

A: Sure.

B: (Ask as many questions as possible) How do I contact the company to make my claim?

Make own dialogue using Work Sheet 5-1, 5-2 and 5-3.

Work Sheet 6-1

Do's and Don'ts After Accidents

- **Do** always have on hand your company's claim service card with your agent's name and phone number, and your policy identification number.
- **Do** notify police immediately. Get the police officer's name and badge number and the address and phone number of the police station. Ask the officer when the report will be filed and how you can obtain a copy.
- **Do** review the copy of your insurance company's filing procedures, which you should keep in your glove compartment as a reminder about the information the company requires.
- **Do** notify your insurance company or agent as soon as possible.
- **Do** keep in mind your insurance company's policy in relation to qualified repair shops and pre-inspections.
- **Do** get the names of the other drivers, their addresses, work and home telephone numbers, vehicles, license plate states and numbers, drivers license numbers, insurance companies, names and telephone numbers of their agents, and policy numbers.
- **Do** obtain the names, addresses, and work and home telephone numbers of all passengers and witnesses.
- **Do** make notes describing the accident, the vehicles involved, their approximate speeds, the setting, the weather, the traffic signs and signals, the road conditions. Take photographs if possible; or draw simple diagrams of the roads and the accident.
- **Don't** make any oral or written statements as to responsibility or blame.
- **Don't** tell others involved in the accident how much liability insurance you carry.
- **Don't** discuss the specifics of the accident with others involved.
- **Don't** accept offers to settle for payment on the spot without thinking about it carefully. You may be held liable later for the same damages.

Cited from: Better Business Bureau, 1997; <http://www.bbb.org/library/autoins.html>

Focus Sheet 6-2

How to Explain Symptoms

Some useful expressions when you are sick

- I feel sick.
- I have a fever.
- I have a headache (stomachache, toothache).
- I feel dizzy.
- I have a little (severe) pain here.
- I feel dull pain in my stomach.
- The wound aches terribly.
- I feel pain around my mouth.
- I feel chilly.
- I feel lethargic (no energy).
- I have a poor appetite.
- I have diarrhea.
- I feel something wrong with my stomach.
- I caught a cold.
- I have a sore throat.
- I have difficulty breathing.
- I feel nauseous.
- I've been vomiting.
- I can't sleep well.
- My tooth aches.
- I sprained my right ankle.
- I have allergies.

Questions

- How long does it take to get well?
- Do I have to stay in the hospital?
- What should I eat?
- When I can start eating?
- Can I have a medical certificate?

Focus Sheet 6-3 How to Buy Medicine

Ask some questions.

May I have medicine?

Can you give me a prescription?

Do you have anything for a cold (headache, stomachache, and toothache)?

How should I take this?

How many times should I take this?

Doctor or pharmacy will tell you.

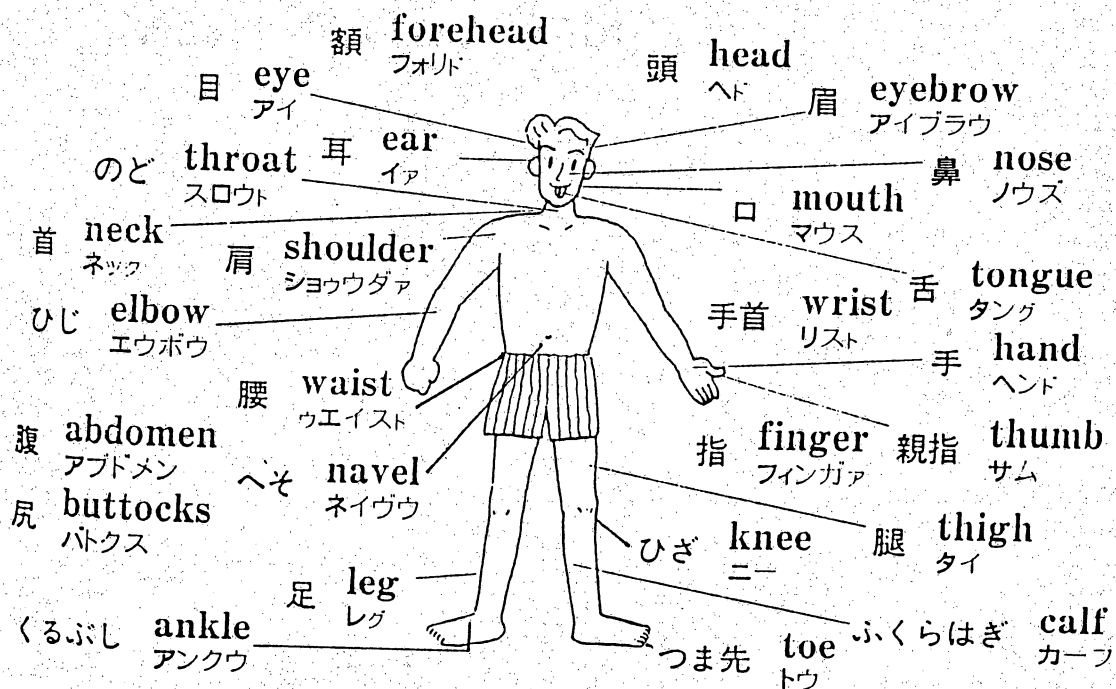
Take this prescription to a pharmacy and buy the medicine indicated.

Take it three times a day before meals.

Take two teaspoons of this medicine.

Take one pill with a glass of water.

Work Sheet 6-4
The Names of Body Parts



Iwata, M. (1992). Home stay English. P187. Tokyo, Japan: JTB

Additional Material 1 for Unit Two
Quick Self-Test

Day	Questions
Lesson 1 Using the Telephone	<p>Do you know how to use the telephone? Do you know how to call long distance? Do you know how to make an international phone call? How do you use the operator? What do you do when you use toll-free calls? Do you know how to find the telephone number?</p>
Lesson 2 Banking	<p>Do you know how to open a bank account? Do you know what types of accounts a bank has? Are you familiar with using credit cards? Do you know how to withdraw money from an ATM machine? Do you know how to use a personal check? How do you read a bank statement?</p>
Lesson 3 The Post Office	<p>Do you know how to buy stamps? Do you know how to send parcels? What kind of mail does the post office have? What do you do if you move out?</p>
Lesson 4 Finding an Apartment	<p>Do you like to live in an apartment or dormitory or with host family? How many ways can you think of to find an apartment? (real estate agency, advertisement, house information office, from friend, etc) What kind of apartment do you prefer? Do you want to have a roommate? Why or why not?</p>
Lesson 5 Car and Health Insurance	<p>What kind of insurance do you know about? Did you know that if you have a car, you must have insurance, too? What do you do if you have an accident? How do you make an appointment for a doctor?</p>
Lesson 6 Car and Health Accidents	<p>What do you do if you have an accident? Do you know how to call from insurance agent? If you get a cold, how do you explain your symptom to the doctor? Do you know how to call an ambulance?</p>

**Additional Material 2 for Unit Two
ALT Activities Assessment**

Criteria \ Student Name				
How many times did students talk to the ALT?				
Did student enjoy the role play?				
What did student ask the ALT?				
Did student understand what the ALT said?				
Did student notice cultural differences? What?				
Did student talk to the ALT outside of class?				
Extra Credit				
Total Points				

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