

ESL学生のためのウェブサイト・ガイド

Web Site Guides for ESL Students

Bruce Vorland *
ブルース ポーランド

Abstract: Over the years, the author and his colleagues have found that authentic materials stimulate a student's interest in the study of English. However, collecting and maintaining a multiple-copy collection of various authentic materials is quite difficult and time consuming. All of the author's students have some level of access to the Internet so he has created online lessons that introduce the ESL student to the vast English language Internet using the Internet as a source of authentic materials. The lessons are at < www.aitech.ac.jp/~iteslj/guides/index.html>.

1. Introduction

The *Web Site Guides for ESL Students* are online Internet lessons that can be used in a computer language lab or assigned as supplementary work in any English class. The lessons (Fig.1) are designed with several

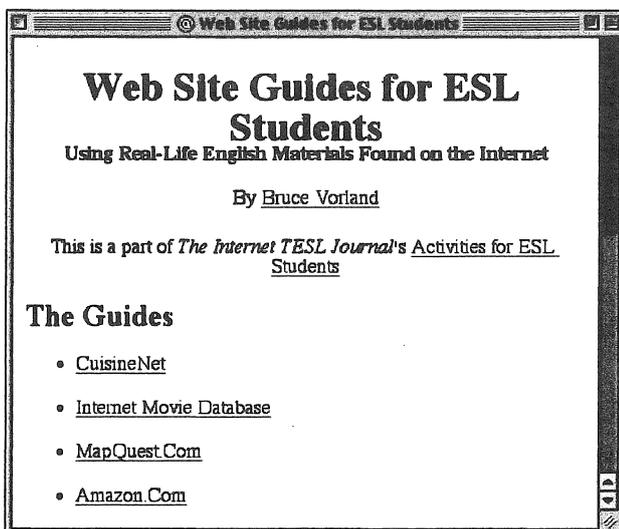


Figure 1: < www.aitech.ac.jp/~iteslj/guides/index.html> objectives in mind. The average English student in Japan has, for the most part, studied and practiced English using materials created specifically for English study. S/he has little experience in using authentic English materials. By using authentic materials on the Internet the student can both gain confidence from using

English and gain insight into other cultures. Also, the student will realize the vastness of the English language Web and learn how to navigate it for shopping, traveling, planning leisure activities, and, furthermore, learn to use the English Internet as a reference tool.

2. The Lessons

Each of the lessons is based on a successful Internet site that was chosen for its popularity, quality, how easy it is to adapt to a lesson format, and whether it is a potentially useful site for the student. Some of the sites that have been used are Amazon.com, MapQuest.com, Internet Movie Database, and CuisineNet. The Amazon.com (Fig. 2) lesson is based on the leading

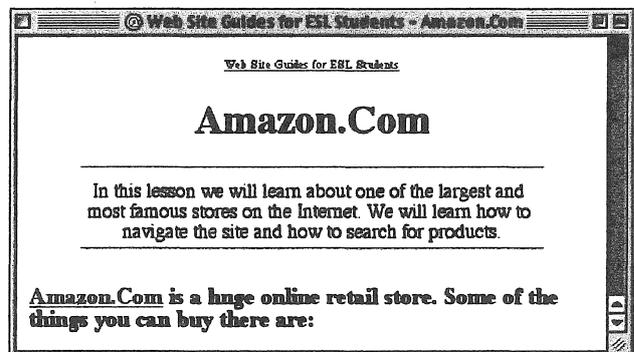


Figure 2 online shopping site in the world. The site is well known for its layout, and has been online since 1995. The Internet Movie Database lesson (Fig. 3) is based on

* 愛知工業大学 基礎教育センター (豊田市)

a huge site with information on well over one hundred thousand movies and the directors, the actors and the

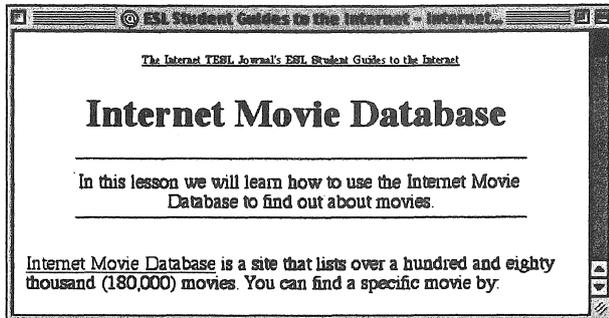


Figure 3

technicians who made them. Another Web guide lesson was based on a dining site called CuisineNet (Fig. 4) that was created to help people find and choose

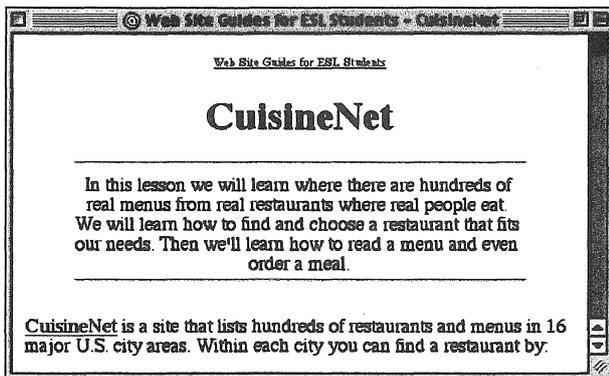


Figure 4

restaurants that fit their needs. Yet another lesson is based on MapQuest.com, the Internet's most popular source for maps and driving directions in North America and in Europe. The MapQuest lesson (Fig. 5) will be used as the main example in this paper. These four lessons have the following construction.

Lesson Outline

- I Introduction
- II Practices
- III Exercises
- IV *Useful Sentence Patterns
- V *Topic-Appropriate Information
- VI Vocabulary Definitions List

*varies with the lesson

3. The MapQuest Lesson

3.1. MapQuest Introduction

The MapQuest lesson begins with a single sentence explanation that explains the objective of the lesson. In this case the student is told that s/he will learn how to

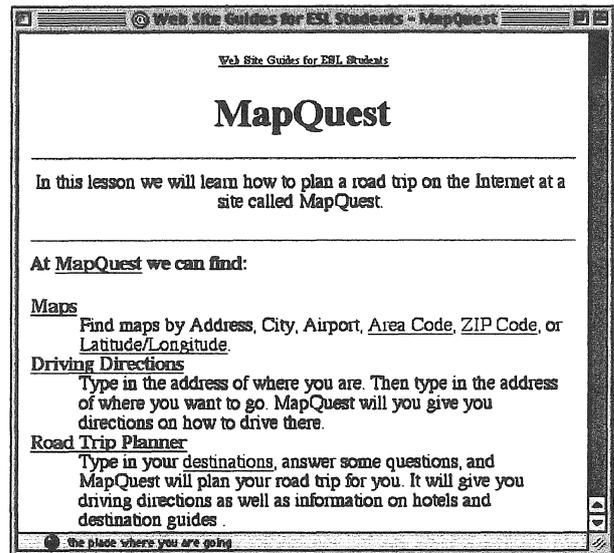


Figure 5

plan a road trip on the Internet. Next, the capabilities of the site are explained. MapQuest can provide three services. Maps can be found by address, airport, or latitude/longitude. Driving directions can be obtained by typing in the starting address and the target address. A complete road trip plan including restaurants, hotels, and sightseeing stops, can be created by typing-in information that the site requests. The explanation is purposely kept as simple as possible, providing only an overview and avoiding bogging the student down with unnecessary details. The student will get a greater understanding of the capabilities of the site through experience when s/he does the following practice section.

Difficult vocabulary words that appear in the introduction and explanation are linked to a vocabulary definitions list. Clicking on a linked word will take the student to the definition of that word at the bottom of the lesson page. Depending on the student's browser and how the preferences are set, the definition of a linked vocabulary word may appear in the status bar at the lower left side of the window just by passing the cursor

over it. (See bottom of Fig. 5)

3.2 Practice Tour

Following the brief introduction, the student is given

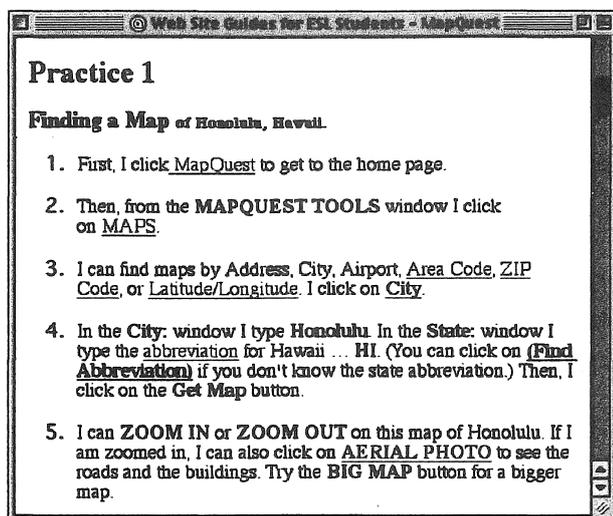


Figure 6

two navigational tours of the MapQuest site. Practice 1 (Fig. 6) uses the example of finding a map of Honolulu, Hawaii.

The construction of this portion of the lesson must be very well thought-out and the tour should give the student a very clear idea of the full range of functions of

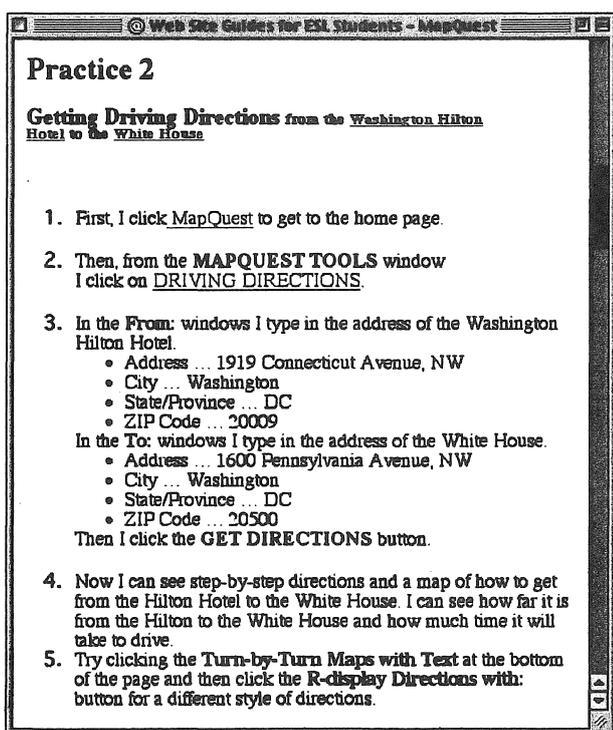


Figure 7

the site. Any potentially confusing aspects of the site should be brought to the student's attention through example in this tour. The student is encouraged to open a second browser window and to follow each of the steps in that window. However, each of the five steps in the lesson has links to various target pages in the MapQuest site so that the student does not get lost in the site. These links are important because some students may not be as Internet savvy as others and because varying levels of English proficiency will make the instructions seem difficult for some. The links in the five steps also allow the student who is not confident that s/he is understanding the directions completely to experiment and jump back and forth from the instructions to the target page.

Practice 2 (Fig. 7) uses the example of getting driving directions from the Washington Hilton Hotel to the White House. The five steps in Practice 2 are a little more complicated and give the student some practice in accurately typing in addresses. This practice is also carefully designed to point out features that the student would otherwise overlook, such as various choices for the display of the driving directions. The hotel and the White House are linked to their respective official sites to give an added dimension and remind the student that s/he is using authentic materials.

3.3 Exercises

The MapQuest lesson has 2 exercises that can be assigned to the student to be handed in to the teacher.

3.3.1 Exercise 1

In this exercise (Fig. 8) the student is instructed to plan a road trip from San Francisco to Seattle. The exercise is constructed like the earlier practices in that the steps to plan a road trip are explained one by one. The difference is that questions for the student to answer are nested within the explanation. Some questions simply ask distances between locations either in travel time or in miles. Other questions ask for peripheral information that the student must search for such as the name of some local sightseeing spot. The best questions direct a student toward parts of the site that are instructive, useful, and may increase the student's level of interest in the lesson. The difficult or confusing questions have hints provided. Exercise 1 is a long and involved

assignment, but is designed in such a way as to give the student confidence in following detailed instructions that at first sight seem very arduous. Again, the instructions have linked words that, when clicked, will direct the student toward the target page. The latter part of Exercise 1 includes subjective questions about the student's choices of hotel, restaurant, or attractions.

Exercise 1 Follow the instructions and answer the questions.

Planning a Road Trip from San Francisco to Seattle.

- Click [MapQuest](#) to get to the home page.
- In the **MAPQUEST TOOLS** window click on [ROAD TRIP PLANNER](#).
- In the **start** box, type in your *name* and *trip*. For example ... *Keiko's Trip*. Then click the **ONE-WAY** button.
- In the **create your route** window, type *San Francisco* in the **City:** window and select *California* in the **State:** window. Then click the **NEXT** button.
- In the **Add a Destination** window type *Portland* in the **City:** window and select *Oregon* in the **State:** window. Then click the **ADD** button.
- In the **Add Another Destination?** window type *Seattle* in the **City:** window and select *Washington* in the **State:** window. Then click the **ADD** button.
- In the **Your Route:** window click **Done**. Congratulations, you have completed your route.
- In the **YOUR TRIP PLAN** box click the **your route** button.
 - How many miles is it from Portland, Oregon to Seattle, Washington? (Hint! Check out Segment #2.)
 - How long will it take to drive from Portland to Seattle?
 - What are the names of three cities between Portland and Seattle? (Hint! Check out the map.)
 - How long will it take to drive from San Francisco to Portland?

Figure 8

The student is also required to write sentences explaining his/her choices.

3.3.2 Exercise 2

This exercise (Fig. 9) instructs the student to plan a road trip of his/her own. S/he is to choose a starting

Exercise 2

Make your own original trip plan.

Use MapQuest to make your own original road trip. Choose your own starting point and destinations. Choose hotels, attractions, and restaurants. Finally, print up your plan and discuss it with your classmates.

Figure 9

point and a destination as well as hotels, attractions, and restaurants along the way. The student is told to print up (or write up) the plan and to discuss it with his/her classmates. This exercise will be a very good test of whether the student has mastered this site or not. The teacher should be prepared to get both very short trip plans and very long trip plans unless some verbal guidelines are given in addition to the written instructions.

3.4 Driving

This section (Fig. 10) gives the student some pointers about driving in a foreign country. Advice about not littering, having a proper license, and having car

Driving

If you drive in a foreign country make sure that you:

- have a proper license.
- understand the different traffic rules.
- know what the traffic signs mean.
- don't litter. (Some countries have steep fines for littering.)
- buckle up. (Use your seat belt.)
- have car insurance. (It is a good idea to get the extra insurance when you rent a car.)

Figure 10

insurance are good conversation topics for the classroom that can be even more effective if embellished by the teacher.

3.5 Directions

This section (Fig. 11) gives the student some very

Asking Directions

If you get lost you may have to ask directions. Here are some questions that you could use.

- Where is _____?
- How can I get to _____?
- Which direction is _____?
- Can you tell me how to get to _____?
- How far is it to _____?
- Does this road go to _____?
- How many miles (or kilometers) is it to _____?

Giving Directions

Someone may ask you directions. Here are some sentences that you could use.

- Go straight for 5 miles.
- Turn right at the third intersection.
- Turn left at the second traffic light.
- _____ is just around the corner.
- Walk North for three blocks. Turn left and walk two more blocks. You'll see _____ on the corner.

Figure 11

basic examples of sentences that can be used in asking directions and giving directions. This section, too, will benefit from the teacher's anecdotes and examples.

3.6 Vocabulary

This is the section of the lesson page (Fig. 12) that the student will come to when s/he clicks a linked vocabulary word. The words for the MapQuest lesson are *abbreviation*, *aerial photo*, *area code*, *destination*, *latitude/longitude*, and *ZIP code*. These words are each followed by a short definition. The number of words in

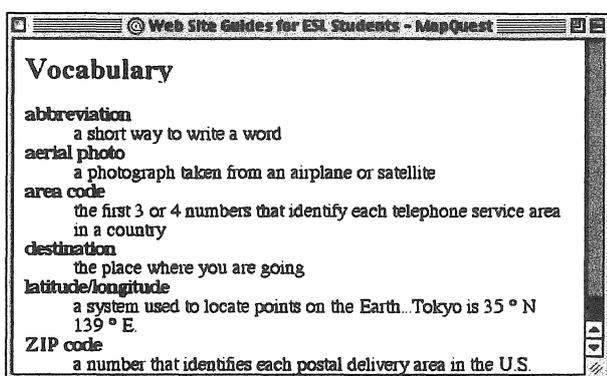


Figure 12

the vocabulary list varies a great deal depending on the subject matter. The list for this lesson is much shorter than the list for the Amazon.com lesson, for example, because of the huge variety of products that are at that site. A teacher might introduce an Internet translation or a dictionary site to students who do not have much experience online.

4. Difficulties with Internet Lessons

As mentioned earlier, the sites that the lessons target are chosen based on popularity, quality, adaptability to a lesson format, and potential future use to the ESL student. The Internet is an extraordinarily dynamic medium and all of the above qualities of a site can change suddenly. The first Web Guide made in the series was based on a commercial Internet site called CuisineNet. It introduces thousands of restaurants and their menus in many cities in the United States. The site is a growing one and has undergone some major restructuring and even a name change in the last several years. The lesson has had to be rewritten each time there was a change because of the extensive links from the

lesson page to various pages in the CuisineNet site. Several lessons have had to be discarded because, in one case, the target site disappeared, and in the other case, the target site began charging fees. However, unlike some Internet lessons where each lesson involves visiting a number of sites, these lessons are based on one particular site so the lesson tends to all work or not work at all. It is unlikely that a lesson will be partially finished before discovering that some of the necessary pages are unavailable. Care must be taken to check the lessons to make sure that they are in working order before assigning them to the student.

5. Conclusion

By using authentic materials, students can gain insight into other cultures and gain confidence in their English abilities. This can be accomplished using the Internet if students can be made to realize that their level of English ability is sufficient to utilize the English-language Internet. With lessons that guide students through popular and useful English sites, students can, initially, gain the confidence to use English as a 'tool' and then, eventually, learn to make practical use of their English ability.

References

- B. Vorland, *ESL Lessons & Assignments Using the Internet*, Third Pan-Asian Conference 2001, Kokura, Kitakyushu, Japan (2001.11)
- C. Kelly, L. Kelly, M. Offner, B. Vorland, *Effective ways to Use Authentic Materials*, Third Pan-Asian Conference 2001, Kokura, Kitakyushu, Japan (2001.11)
- B. Vorland, *Online Assignments that Encourage Internet Use*, The 6th Annual International Conference of the Japan Association for Language Teaching Computer-Assisted Language Learning Special Interest Group, Ohta, Gunma, Japan (2001.5)
- B. Vorland, *Internet lessons/assignments for ESL students*, T.E.S.O.L. 2001 (35th Annual Convention & Exposition), St. Louis, Missouri, USA (2001.2)

(Received March 19, 2002)