

Using Computers in an English Class

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Since the new selective subject, the information studies, has been introduced, mathematics and science teachers are taking leadership in creating and utilizing the computer laboratory. Any teacher could take his or her students to the laboratory for the computer assisted learning if they have some kind of educational software. When the students study with a computer using the educational software, the computer takes the role a teacher and gives positive reinforcement to students when they have correct answers.

On the other hand, there are ways to use a computer not as a teacher, but as a servant or a tool. For example, in case of Logo, students give directions and the computer follows their orders. Programs such as painting, word-processing, and calculating enable students to use a computer as a tool.

Though the computers were installed, the number of students who can actually use them is very limited--usually it is limited to the students who were lucky enough to have been admitted in information studies. In fact, the number of students who wish to take the course is always beyond capacity. From a view point of an English teacher, there is a need to find a practical use of computers in English classes in which everyone is enrolled.

There are some good reasons for an English teacher to use the computer lab: to teach the basics of typing, to teach word-processing, to teach them how to communicate with people in other countries through E-mail, and so on. If the directions are given in English, students can learn both English and computers.

The primary purpose of the present study is to seek possibilities in the use of computers in English classes. The issues to be discussed are: the appropriateness of the facility, the suitability of activities, the usefulness and attractiveness of the educational software, and the length of time appropriate in teaching computers.

Procedure

Subjects

The participants were forty-four senior high school students in their third year. They had studied English for at least 5 years.

Facility

There were forty-eight terminals for students in the Macintosh laboratory so that each student could work individually. The number of printers were twenty-four.

Goals

The course had two goals. One was to learn the basics of speech

communication, and the other was to learn to use Macintosh computer.

Materials

Speech Communication For International Students written by Dale and Wolf (1988) was used as a textbook to teach the basics of speech communication. Handouts were prepared by the writer to teach typing and computers. Samples are shown on the following pages.

Duration

The class met three times a week. Only the speech communication lessons were given in the first semester. The Macintosh laboratory lessons started in the second semester. The class met in the Mac lab once a week for fifty minutes from September to January.

Software and Activities

The software used in class were: KidPix, Mac Draw, Typing Instructor, and Mac Write II. The activities assigned to the students were: painting a poster using KidPix, drawing a map using Mac Draw, practicing typing with Typing Instructor, and typing menus, outlines, speeches, letters and word processing with Mac Write.

Assignments and Evaluation

The students were asked to turn in either a printed copy or their floppy disk for evaluation. Ten points were given for each assignment done correctly. If the students can not complete the assignment in class, they can continue working in the Mac lab after class till 4:30. Usually students were given one week to finish each assignment. As for the typing assignments, a sample copy was shown to students so that they could check whether they were following the instructions correctly or not before they hand in the assignments.

The functions of major keys, punctuation, abbreviation, letter formats, and proofreading marks were tested in the mid-term and term-end examinations.

Fig. 1. Handout: Syllabus

Aichi Shukutoku High School 3rd Year C-Course
Comprehensive English
 Syllabus 1993

Teacher: Keiko Nakata

Text: Speech Communication For International Students (abbr. SC)
Macintosh User's Guide--Handouts (abbr. Mac)

You will have many chances to speak in this class. Some of your speaking assignments will be ungraded. These will give you confidence and help you to improve other speeches. Your teacher will help you learn how to select topics and how to make them interesting to your audience. Think of your teacher as a friend who is there to help you over the problem spots and bring you successfully through the study of speech communication.

The study of speech communication will help you improve your knowledge, attitudes, and skills. It will also help you grow in self-confidence, human understanding, listening skills, critical thinking, organization of your thoughts, the use of body and voice to communicate, and the ability to give and accept constructive criticism.

You will use a **Macintosh computer** later in the year in the computer lab--Room 501. First, you will learn the names and functions of each part of a computer. Then, you will draw and paint pictures. Finally, you will use the computer as a word processor and calculator.

HOMEWORK

1. **Watch the evening news on TV.** Be prepared to describe the outline of a news story to the class.
2. **Listen to English radio news for 10 minutes.** Choose a news item that you found interesting or important. Be prepared to explain why you feel this is an interesting or important story.
3. **Read the editorial page of a Japanese newspaper.** Choose one of the controversial issues written about and be ready to tell why you agree or disagree with the editor's opinions.
4. **File newspaper articles.** Make your own bilingual scrapbook. Look through English newspapers. Choose an article you feel is important and put it in a scrapbook. If you can find the same article in a Japanese

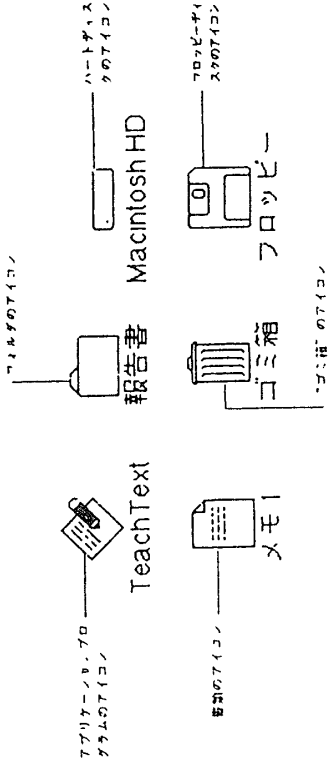
- newspaper, put it in your scrapbook as well. Underline the matching key words in both English and Japanese articles. Be prepared to talk about the article in class and explain why it contains information which is important for everyone to know about.
4. **Look through English magazines like Time or Newsweek.** Choose an article you feel is very important. Be prepared to talk about the article in class and explain why it contains information which is important for everyone to know about.
 5. **Describe a news event to your friends in English.** Ask them their opinions about what you read or heard. Be ready to discuss your friends' opinions and why they feel the way they do about the issue or news story.
 6. **Practice Typing.** Attend typing classes held during the summer to learn how to type. Practice typing at home twice a week.

ASSIGNMENTS AND AGENDA OF CLASSES

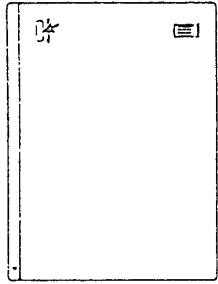
Month/ Week	Reading Assignments	Presentation
4 / 1	Introductory	
4 / 2	<u>Chapter 1 Speaking to Develop Self-Confidence (SC, 1)</u> Speech to Introduce Yourself Brainstorming for Speech Topics (SC, 5) Suggestions for Delivering Your Speeches (SC, 8) Stage Fright, Have Good Posture, Facial Expression, Movement and Gestures, Eye Contact, Speak with Enthusiasm, Vary Your Speaking Rate, Practice.	METHOD #1,2 Presentation 1
4 / 3	Speech Describing A Personal Experience (SC, 11) High School Experiences Speech Describing A Personal Experience (SC, 13) Childhood Experiences	Presentation 1 Presentation 2
4 / 4	Speech About Something Meaningful (SC, 15)	Presentation 3
5 / 1	Speech To Present A Personal Opinion (SC, 17) Speech Describing A Specific Fear (SC, 19) Pronunciation Tips (SC, 21)	Presentation 4
5 / 2	<u>Chapter 2 Thinking On Your Feet (SC, 23)</u> Impromptu Speeches Classroom Activity I & II Homework Activities (SC, 26)	

Comprehensive English
Macintosh Lab Orientation 1

ICON

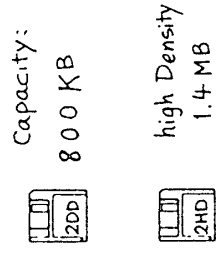


Desktop



The pointer will move when you move the mouse.
Click on the Hard Disk Window

Floppy Disk 3.5 inch



Take care of your disk!

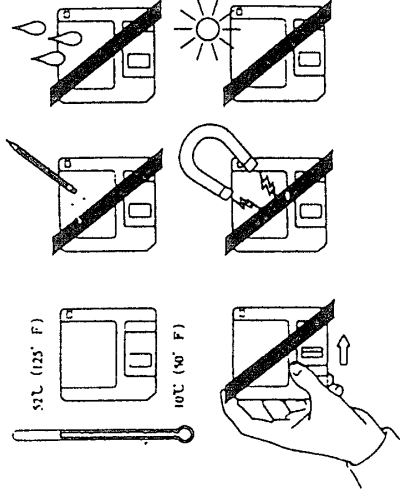


Fig. 2. Handout: Names of Parts
Getting Started With Your Macintosh

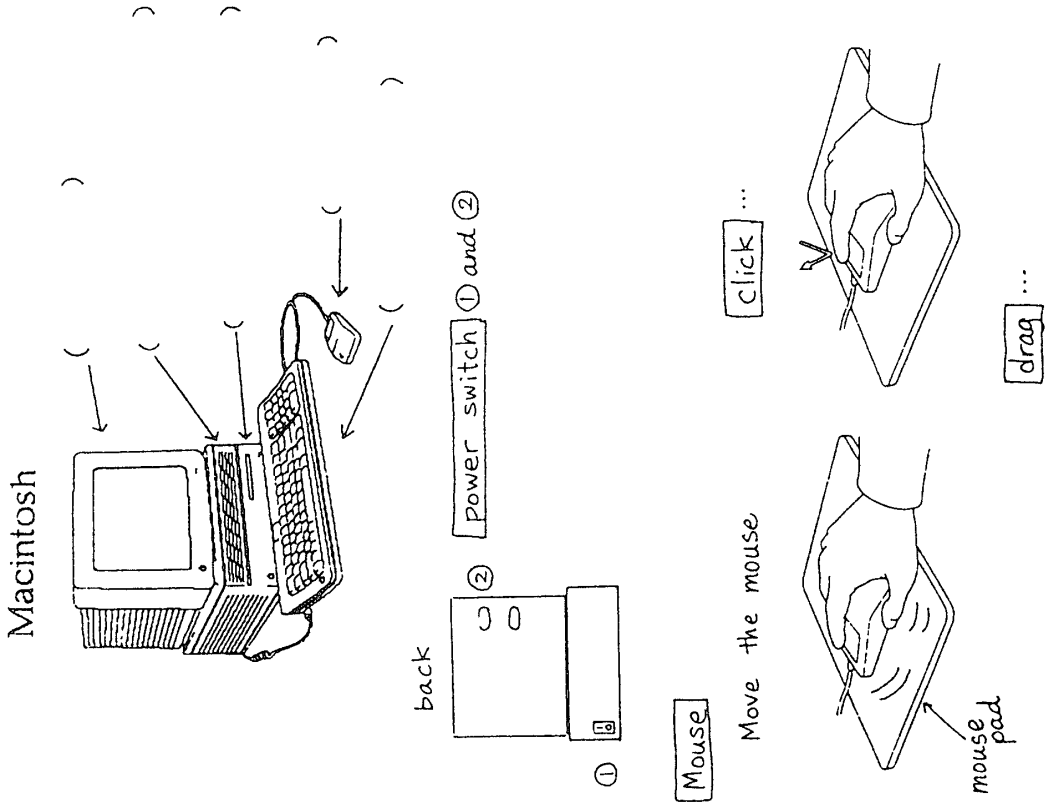


Fig. 3. Handout: Turning on and off the Mac, KidPix

III - C Comprehensive English Macintosh Lab Orientation 1

Turning on the Mac

1. Turn on the power switch at the back left side of the Mac LCIII.
2. Turn on the power switch at the back top right of the Monitor.

KID PIX

1. **Double Click** on the **Hard Disk** icon.
2. **Double Click** on the **KID PIX** file.
3. **Double Click** on the **KidPix-J** icon.
4. You are on your own to draw a picture.
5. When you are ready to print your picture, read the **Printing** section and follow the instruction.
6. When you want a **new sheet of paper**, under **File (ファイル)** select **New (あたらしいかみ)**. To do this, press and hold the **mouse button** and hold it down while you drag the **menu under File (ファイル)**. Move the mouse down so that the **arrow highlights New (あたらしいかみ)**, then release the mouse button.
7. The Mac will ask you whether you want to **Save the picture** or not (おわるまえにこのえをしますか). You answer **No** in this case because you do not need to save anything today.

Turning Off the Mac

1. Once you have finished: under **File (ファイル)** select **Quit (おわり)**.
2. Close all the windows.
3. Under **Special (スペシャル)** select **Shut Down (終了)**.
4. When you see the following sign, turn off the Mac.
この状態で電源を落せます。

Fig. 5. Handout: KidPix, Saving, Printing

Saving

1. The Mac will ask you whether you want to **Save the picture** or not (おわるまえにこのえをしますか). Click **Yes (はい)**.
2. Enter your first name in Japanese and **KP** for the name of the picture. Press the apple key and the **Space Key** at the same time to change the **entering mode**.
3. When you see the **Circle** at the top right hand corner, the Mac is ready for entering Japanese (ローマ字入力). When you see the square, the Mac is ready for entering English words.
4. Type the name and press the **Space Key** to change the Roman letters into Japanese characters (漢字変換). When you get the correct characters, press **Return**.
5. If you do this correctly, the name will look like 淳恵KP, 綾KP, or みざわKP.
6. Insert your floppy disk and check if your disk is shown.
7. If your disk is not shown, click the **Drive** button until your disk appears.
8. Click on the file 総合英語, then click **Save (保存, えをしよう)**.
9. Turn in your Disk on the due date. Due: _____

Printing

1. Turn on the **Printer (Style Writer)** and feed a sheet of paper. Use A4 size paper if you can.
2. To print a picture or a document, press and hold the **mouse button** and hold it down while you drag the **menu under File (ファイル)**. Move the mouse down so that the **arrow highlights Print(いんさつ)**, then release the mouse button.
3. If you want to adjust the printer specifications, do so at this time, then click **OK**.
4. Write your No. and Name on the top of your printed copy.
5. Turn in your printed copy at the beginning of class on the due date. Due: _____
6. Turn off the **Printer (Style Writer)**.

Fig. 4. Handout: Initializing a Floppy Disk, Making Folders
Comprehensive English
Macintosh Lab Orientation 2

Turning on the Mac

1. Turn on the power switch at the back left side of the Macintosh LC--this part is called the CPU (Central Processing Unit).
2. Turn on the power switch at the back top right of the Monitor.

Initializing a Floppy Disk

1. Prepare a new Floppy Disk--2DD or 2HD.
Do not use the disk if you have saved something in it on your word processor or other personal computers. The initialization of the disk will erase everything that is saved in the disk.
2. Insert your blank disk in the Floppy Disk Drive.
3. Click two-sided (両面) to initialize your blank disk.
Wait for a few minutes. This initialization process prepares the disk to receive data from Macintosh computers.
4. After the initialization is complete, enter your name in Japanese for the name of the disk.

Entering Mode

1. When you enter a word, you need to select either English mode or Japanese mode.
2. To enter your name in Japanese, press the apple key and the Space Key at the same time to change the entering mode.
3. When you see the Circle at the top right hand corner, the Mac is ready for entering Japanese (円-マ字入力). When you see the square, the Mac is ready for entering English words.
4. Type your name and press the Space Key to change the Roman letters into Japanese characters (漢字変換). When you get the correct characters, press Return.

Making Folders

1. Double Click on your floppy disk icon.
2. To make a folder, under File (ファイル) select New Folders (新規フォルダ). Press and hold the mouse button and hold it down while you drag the menu under File (ファイル). Move the mouse down so that the arrow highlights New Folders (新規フォルダ), then release the mouse button.
3. Name the folder 総合英語 and press Return.
4. Click the close box to put everything back in your disk.

Turning Off the Mac

1. Once you have finished: under File (ファイル) select Quit (終了).
2. Close all the windows.
3. Under Special (スペシャル) select Shut Down (終了).
4. When you see the following sign, turn off the Mac.
この状態で電源を落せます。

Fig. 7. Handout: Typing a Menu

Comprehensive English
Macintosh Lab, MacWrite II (マックライイト) No.4

Turning on the Mac

1. Turn on the power switch at the back left side of the Mac LC.
2. Turn on the power switch at the back top right of the Monitor

MacWrite II

1. **Double Click** on the **Hard Disk** icon.
2. **Double Click** on the **MacWrite II** folder.
3. **Double Click** on the **MacWrite II** icon.
4. Change the entering mode into English.
5. Under **書体**, **Font** (フォント), select **Geneva**.
6. Press the **Caps Lock Key** and type the following.

RESTAURANT SAKURA
ENJOY DELICIOUS JAPANESE DINNER
DINNER MENU

Press Return.

7. Set the **Caps Lock Key** again to release it.
7. Set the **Tab** (①左寄せタブ) at 7, and the **tab** (④位置そろえタブ) at 15.

【タブの設定】 定規のすぐ下の「タブマーカー」をマウスでドラッグする。

- ① 語句の左端を揃える
 - ② 語句の中央を揃える
 - ③ 語句の右端を揃える
 - ④ 小数点、ピリオドを揃える
- 

8. Using the **Tab**, type the following. タイプする前、小指で **tab** キーをポンと押す。

Teriyaki Chicken Dinner \$12.50
Tempura Dinner \$12.50
Sashimi Dinner \$13.50
Sukiyaki Dinner \$13.50
Susi Dinner \$14.50

Press Return.

9. Type the following: After "Soup," press **Return**.

All Dinners come with Japanese Miso Soup,
Small Salad, Rice and Fruit.

10. Now your window will look like this:

RESTAURANT SAKURA
ENJOY DELICIOUS JAPANESE DINNER
DINNER MENU

Teriyaki Chicken Dinner \$12.50
Tempura Dinner \$12.50
Sashimi Dinner \$13.50
Sukiyaki Dinner \$13.50
Susi Dinner \$14.50

All Dinners come with Japanese Miso Soup,
Small Salad, Rice and Fruit.

11. **Highlight** the first three lines.
(マウスを使って語の始めにカーソルを合わせスイッチを押したまま選択したい範囲をドラッグする。選択範囲が色がついたらスイッチを放す。選択してから次の a, b, c を行なう。)

- a. Under **書体** set the **Size** at **18 pt**.
 - b. Under **Format** select **Centered**
- 【行揃えを設定する】 (Format) 定規のすぐ下の行揃えをクリックする。

- ① 文章の左端を揃える
 - ② 文章の中央を揃える (Centered)
 - ③ 文章の右端を揃える
 - ④ 文章の両端を揃える
- 

- c. Under **書体**, **スタイル**, select **Bold** (太字).
12. **Highlight** "SAKURA". Under **書体**, **スタイル**, select **綾文字**.
13. **Highlight** "ENJOY DELICIOUS JAPANESE DINNER". Under **書体**, **スタイル**, select **斜体**.
14. **Highlight** "DINNER MENU". Under **書体**, **スタイル**, select **下線**.
15. **Highlight** the last two lines. Under **Format** select **Centered**.

行揃え (Format) を設定する。 定規のすぐ下の行揃えをクリックする。

16. Now check if your window look the same as the instructor's.
17. Save it in your disk as "Menu", and turn in your disk. 10 points.
18. Turn off the Mac.

Fig. 8. Handout: Word Processing

Comprehensive English

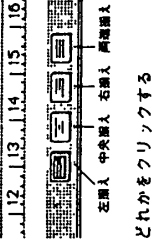
Macintosh Lab, MacWrite II (マックライイト) No.5

Turning on the Mac

1. Turn on the power switch at the back left side of the Mac LC.
2. Turn on the power switch at the back top right of the Monitor.

MacWrite II

1. Insert your disk in the floppy disk drive, Double Click on your Disk icon.
2. Double Click on the 課題 folder.
3. Double Click on the WPS icon.
4. Change the entering mode into English.
5. Under 書体, Font (フォント), select 細明朝体, Size, select 14 pt.
6. You will now begin to correct the mistakes found in the document. Using the arrow keys or the mouse, move the cursor (カーソル) to the beginning of the title line. Press and hold the mouse button and hold it down while you drag the pointer to the right and highlight (or select) the entire title.
7. Under Format select Centered(中央揃え).



8. Under 書体, Style, select Bold.
9. Under 書体, Style, select Underline(下線).
10. Click after "Easier", Under 書体, Style, select 標準. Press Return. Under Format select Right Adjusted (右揃え) and type your name.

10. Use the mouse to highlight the "ce" in "prevalence" in the first line. Enter "t".
11. Move the mouse to the "used today" which needs to be removed. Highlight "used today" and then enter "now".

12. Move down to the word "descripttion". Place the cursor after the extra "p" and press the delete key. Place the cursor after the extra "t" and press the delete key.
13. Look at the draft(原稿) on the next page and make all the corrections.
14. Move to the last paragraph in the document. Place the cursor in front of the "A" in "At" and highlight the last paragraph. Under Edit (編集) select Cut (カット). Click the arrow key located in the upper right corner of the screen to move to the insertion location. Click the mouse to place the cursor in front of the "F" in "For". Under Edit (編集) select Paste (ペースト). (You need to readjust the two paragraphs; do this by pressing Return then Tab.)

15. Under Spelling (スペル) select 文書全体 and check the spelling. Click 置き換え as necessary to make corrections.

[スペルチェック] ダイアログボックス
 変わった単語がここに表示されます。正しいスペルが下のリスト中にあるときは、この内容を直接修正します。
 正しいスペルの候補。正しいスペルがこのリスト中にあるときは、それをクリックしたのち、「置き換え」ボタンをクリックします。
 自分の修正にあまり自信がないときは、「チェックス」ボタンをクリックします。
 同一の変わった単語の数を表示します。
 この単語について何もしなくてよいときは、「無視」ボタンをクリックします。
 以後、この単語が正しいものとして認識されるよう、ユーザー辞書に記録する場合は、「追加」をクリックします。
 変わった単語の数を表示します。スペルチェックが完了すると、0に異なります。
 この小さなフラグをクリックすると、変わった単語が前後の文脈ついで表示されます (両方の単語には下線がつけます)。
 「置き換え」をクリックすると、選んだスペルが正しいスペルで置き換わります。

When you see 終了 in the Spell Check Dialog Box, Click 終了.

editing features make it possible to quickly revise and update word processing documents that have been stored on a computer disk.

For the uninitiated, a further description of word processing software is warranted. The keyboard is used to enter text on the computer screen which serves as a blank sheet of paper. The novelty of viewing a monitor, instead of a blank sheet of paper, takes awhile to get used to and your first drafts may take as much, or even more, time to create using a word processor as they did to type on a standard typewriter. But as you become familiar with the functions of the word processing program, data entry becomes easier and the advantages of editing previously created documents become more apparent. If you still have doubts about the advantages of word processors, ask your friends who are now using word processors if they would be willing to produce their next term paper on a regular typewriter.

Many educators believe that the editing capabilities of word processing programs also serve as valuable tools in teaching composition. This is because unnecessary words can be deleted immediately, sentences can be moved to construct more logical paragraphs and special features, such as a spelling checker, help to alleviate unfortunate oversights. When these capabilities are combined, they contribute to pride of authorship because they aid new writers in developing more precise, logical and interesting stories.

At intervals, and after a document has been completely entered, a special command is used to save a permanent record of the document on a magnetic disk. Once the document has been saved on a permanent storage medium, it can be recalled and printed as hard copy on several different output devices. For some applications, dot matrix or thermal printers are sufficient. Other applications, such as desktop publishing, require advanced laser printers or typesetters. ^{whichever} ~~Whatever~~ printer you choose, make sure that it is fully supported by the word processing software you intend to use.

16. Look at your instructor's copy (見本). Under File select Save.

17 Now look at the printer and check the following:

1) The printer is connected to your computer.

2) The power of the printer is on.

3) Paper is in the right position and Ready button is lit.

18. Under File select 用紙設定, click OK.

19 Under Apple select Chooser (セレクトウ). Select Style Writer (click the icon), then close the セレクトウ by clicking the small box in the upper left hand corner.

20 Under File select Print.

21 Turn off the printer.

22. Turn in your printed copy.

Turning Off the Mac

1. Under File (ファイル) select Quit (終了).

2. Close all the windows

3. Under Special (スペシャル) select Shut Down (終了).

4. Turn off the Mac

*注 このプリントでは見やすくするために行間1.5にしてありますが、実際の出来上りは行間1ですから、行間を変更する必要はありません。

Center / Bold Face / Underline
 Word Processing Makes Life Easier ←
 右揃えで名前を入れる。

A prevalent tool in today's business world, word processing software, allows written communication of all sorts to be easily generated, proofread, printed and revised. Gone are the days when a few spelling errors meant that papers needed to be entirely retyped. Current word processing programs ^{now} ~~used~~ today include capabilities for inserting, copying or deleting, any character, word, line, or paragraph. These

Fig. 9. Handout: Typing a Speech

III-C Comprehensive English, Mac Lab

Typing the Speech

1. Turn on the Mac. Double click the **Hard Disk** icon.
2. Double click the **MacWrite II** icon. Select **MacWrite II**, and click.
3. Entering mode should be English. You will see **◆** on the upper right hand corner.
4. **Line Space (行間)** should be **1**. The **Font** should be **Times**. The **Size** should be **14 pt**.
5. Using the first tab **▲** (one on the very left), Set the **Tab** at 3.
6. Type the **title** of your speech. Press **Return**.
7. Type your **name**. Example: by Keiko Nakata Press **Return** twice.
8. Press **Tab** button. Start typing your first paragraph. Press **Return** at the end of the first paragraph. Press **Tab**, and type your second paragraph. Check the spelling using the **Spelling-Check** function.
9. Highlight the title. Select **Centered** under **Format**. Select **18 pt** under **size**.
10. Highlight your name. Select **Centered** under **Format**.

Saving the Document (文書の保存)

1. Insert your disk in the floppy disk drive.
2. Select **Save (保存)** under **File**.
3. Name the document as you like. The title of your speech. Make it short if it is too long.
4. Click **Drive** button so that your floppy disk will appear.
5. Click **総合英語**, and click **Save (保存)** twice.
6. Now, your speech is saved in the **総合英語** folder of your floppy disk.

How to Print the document.

1. Turn on the power switch of the printer.
2. Feed an A4 size paper.

How to Turn Off the Mac.

3. Select **Print** under **File**.
4. Click **OK**.
5. Turn off the power switch of the printer.
 1. Select **Quit (終了)** under **File**.
 2. Select **Shut Down (終了)** under **Special**.

Turn in your printed speech by **October 15**.

Results and Discussion

At the end of the course, the following questions were given to the students. They listed one or two activities for each question.

1. What kind of activities were fun / interesting? and Why?

Among the 44 students, 40 students answered that computer was fun and interesting. (Fig. 10) The computer activities that students enjoyed were making a poster with Kid Pix, drawing a map with Mac Draw, typing letters, word processing, typing, making greeting card with Mac Write. (Fig. 11.)

2. What kind of activities were not interesting / unnecessary? and Why?

Thirteen students answered that some of the computer assignments were not interesting. (Fig. 12) Nine students answered that they found the Mac Draw activity --drawing an imaginary map around their house--not useful at all.

Only one student answered that computer assignments were difficult. (Fig. 13)

3. What kind of activities were useful / important? and Why?

Twenty-six students answered that computer was. (Fig. 14) Most students realize that learning various functions of a computer and learning how to type is useful and important for their future. (Fig. 15)

4. What other activities should be included in this course? and Why?

Five students answered that they would like more computer lessons, and three students answered more typing lessons. (Fig. 16)

Fig. 10. Best Activities in Class

List One or Two Activities That You Enjoyed Most in Class.		
Computer	40	90.9%
Speech	25	56.8%
Songs/Music	5	11.4%
Others (Films, English Idioms, English News)	3	6.8%
Total Number of Student	44	

Fig. 11. Most Interesting Mac Activities

Everything about computer	17	42.5%
Mac Write: Typing and sending letters to foreign universities	7	17.5%
Kid Pix: Making a poster	7	17.5%
Mac Draw: Drawing a map	4	10.0%
Mac Write: Word processing	2	5.0%
Mac Write: Typing	2	5.0%
Mac Write: Making greeting card	1	2.5%
Total	40	

Fig. 12. Worst Activities in Class

List One or Two Activities That Were Uninteresting or Unnecessary. Some Computer		
Assignments	13	29.5%
Textbook	10	22.7%
Readings	12	27.3%
Speech	5	11.4%
English News	15	34.1%
Typing	1	2.3%
Total Number of Student	44	

Fig. 13. Uninteresting Mac Activities

Drawing a Map was not useful	9	69.2%
Some Computer Assignments were difficult	1	7.7%
Kid Pix was too easy	2	15.4%
Need more time for Typing	1	7.7%
Total	13	

Fig. 14. Important Activities

List One or Two Activities That You Think Useful and Important.		
Speech	28	63.6%
Computer	26	59.1%
Textbook	7	15.9%
English news	4	9.1%
Others (Readings, Discussions)	3	6.8%
Total Number of Student	44	

Fig. 15. Useful and Important Mac Activities

Learning various functions	14	53.8%
Learning Typing is useful	11	42.3%
Drawing a Map is useful	1	3.8%
Total	26	

Fig. 16. Other Activities, Suggestions

List One or Two Activities That You Can Suggest for Class.

More English Conversation, Discussion	11	25.0%
More English Films, Videos, TV Programs	9	20.5%
Foreign Customs, Cultures	7	15.9%
More Computers	5	11.4%
More Speeches	4	9.1%
More Songs	4	9.1%
More Typing Lessons	3	6.8%
Idiomatic Expressions	2	4.5%
More Chance to Meet Foreigners	2	4.5%
Novels, Stories	2	4.5%
Cooking	2	4.5%
Others	9	20.5%

(Visiting Foreign Universities, a Trip Abroad, TOEFL, Games, Letters, World Affairs, English News, Penpals, Vocabulary)

Total Number of Student 44

Conclusion

According to the questionnaire, 90.9% of the students enjoyed using computers. (Fig. 10) Most students had active attitude throughout the course. Kid Pix was very popular among students. Once they have learned how to use Kid Pix, they would dash to the Macintosh Lab and start before the instructor arrives. After they have learned the word processing functions, they would try to type all kinds of personal documents. The students were eager to learn new things and the class was always lively. Some 59.1% of the students realize that computer lessons are useful and important for their future. (Fig. 14)

After the students have learned the word processing functions, they were assigned to type a letter of inquiry to a university abroad. Students were shown some sample letters and they were free to make their own. They seemed to have enjoyed this assignment. Some students actually sent more than one letter. More than half of the students received replies and they were excited to share their information.

However 29.5% of the students suggested that some of the activities were not useful. Especially, drawing an imaginary map around their house was unpopular. A more practical assignment should have been given using Mac Draw. There were two students who were always behind the others. They were quiet, shy, serious and slow. One of them answered that some computer assignments were difficult. An instructor should always attend to such slow learners for any assistance they can give them.

As to the duration of the program, some 18.2% suggest that they would like to have more computer and typing lessons. One hour per week from September to January was spent for teaching computers and typing. It seemed appropriate to meet in the lab once a week since the students were allowed to use computers after school if they wish. Actually, many students were practicing typing using a software called Typing Instructor after school.

As for the facility, it is crucial to have one computer terminal per person. Printers can be shared, but not computers. In this sense, the present Macintosh laboratory of Aichi Shukutoku High School is ideal.

There was no problem in teaching computers through English language. Occasionally, however, supplementary Japanese words were used because all the software installed are that of Japanese version so that the menu bar and other functions that appear on the window is written in Japanese.

Evaluation of assignments should not mean to differentiate students' skills, but it should be intended to encourage students to try as many tools of drawing software as possible, to promote sense of information processing and saving, and to help students to be accurate in typing and word processing. Most students always received full mark on their assignments except for a few careless students who sometimes made small mistakes in using tabs, spacing, and punctuation.

This study confirmed that computer and typing lessons were welcomed by students. More students would be allowed to use computers and learn how to type if such lessons were introduced as a part of English education. In addition to the four skills of English, why not add two more skills--typing and word processing? There are only two reasons to use computers in English classes. Students will be better performer of information processing, and better communicator in the future.