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Student Web Site Projects with Minimal Resources

Mark MATSUNE

A. Introduction:

This paper introduces a CALL related activity for EFL writing classes. It will describe the basic framework and methodology of a student web site project undertaken with minimal software and hardware resources. In spite of obstacles, such as the instructor's novice computer aptitude and elementary Japanese language proficiency, the project results and subsequent student feedback have been overwhelmingly encouraging.

This second semester web site project in the instructor's English for Commerce, Eigo Tokko, and Business and Technical Writing courses was the culmination of the students' writing efforts and included some of their previous compositions from the preceding term. Students generally entered these writing courses with little or no previous computer literacy training. The paper will outline the steps taken to create, design, assemble and publish the content for a basic personal web site online. Various components required in the students' web sites such as inline and distant site hyperlinks, graphics, and basic formatting will also be described. In addition, commonly encountered problems such as file management and uploading files will be addressed. The writer will also introduce some of the free web site building resources and online publishing options that can be utilized even in schools with minimal software and hardware resources. In this particular project the students generally relied on a combination of Microsoft Office application software (MS Word and MS FrontPage) and the Yahoo GeoCities PageBuilder along with various free online web page resources. The web page files were uploaded onto either their university server or the Yahoo GeoCities Web Site.

Student feedback has shown this project to be a motivating factor in the students' EFL studies, as well as a practical opportunity for the students to improve their overall computer literacy. In a follow-up survey many students commented that the computer and Internet

related English that they encountered and learned through this project enabled them to become more efficient at navigating other WWW sites for their studies in other subject areas. While seemingly simplistic to those teachers with greater computer savvy, this student web site project was a rewarding teaching and learning endeavor for both the students and their instructor, who was making his initial jump into a CALL environment.

B. Rational:

By developing information technology skills, students will be able to pursue their own individual interests and become self-directed learners. The role of the teacher will change. Teachers will become facilitators of learning instead of primarily imparting the information. Consistent with constructivist practices, student-centered learning occurs by acquiring and organizing new information based on prior experience. These skills are practiced in context as opposed to any sequential framework. Students are exposed to realia and other authentic learning tasks. The further introduction of collaborative tasks creates two additional benefits: (1) Exposure to their peers' thinking is intellectually challenging, and (2) fosters the development of a socially supportive learning environment (Becker & Ravitz, 1999). EFL/ESL student group discussions are just one area in which these benefits are stimulated through an IT-enriched environment. Teachers also engage in acquiring new knowledge along side the students. Constructivism is undoubtedly having a growing impact on learning and successful teaching practices.

The WWW (World Wide Web) and other Internet based tools allow access to immense sources of information that were traditionally beyond our individual means. Computer Assisted Instruction along with the information technology will likely become the foundation for future learning environments. Together they will enable students to engage in resource-based learning, which will foster their problem-solving skills. In addition, it will open up the opportunity for students to interact with their peers and utilize authentic sources of information. Accessing up-to-the-minute economic and business data, exchanging views on cross-cultural issues in discussion group environments (i.e. BBS, forums, blogs, etc.), participating in real-time language interaction in ESL/EFL "chat" web sites are just a small sample of the options available in this regard. Learners will develop the negotiation skills necessary to strive for a common understanding between different individuals and groups. This will encourage students to consciously assess their own understanding and feelings.

The title of this paper refers to “minimal resources” That is because often when this instructor has attended CALL related presentations, workshops, etc., he is amazed and envious of the wealth of hardware and software resources many schools have. However, not all classrooms or computer labs are so lavishly equipped as was the case here where computer lab facilities, software applications or access were previously minimal. While financial constraints will always limit to what extent computer-based resources are available, it seems clear that the information age has altered many facets of our society including education. Fortunately increased recognition of the importance of computer-assisted instruction has lead to a gradual but significant upgrading of facilities.

Utilizing basic aspects of computer-assisted instruction has proven to be a motivating factor for the students in this instructor’s writing and English for Commerce courses. As an increasing number of students now possess basic computer aptitude prior to entering university, this instructor has been able to introduce English information literacy skills, such as searching and scanning on the World Wide Web, right from the outset of the course. This information literacy is developed along side process writing skills to provide the focus for these courses.

The primary goal of the writing courses was to become familiar with and develop basic process writing skills, such as pre-writing, drafting, and revising. The information search skills were integrated into this process for the various writing assignments. Originally the instructor’s purpose was mainly to use the web site projects as an opportunity for the students to share and discuss some of their compositions with their classmates. But positive student reaction encouraged him to expand the web site project to include additional assignments such as EFL web site reviews of online learning activities on web sites such as Dave’s ESL Café (<http://www.eslcafe.com>), and Randall’s ESL Cyber Listening Lab (<http://www.esl-lab.com>). In the instructor’s English for Commerce course the students also included web site reviews for other specialized content areas such as marketing, business ethics, and e-commerce.

The intent was to give the students the personal satisfaction of being able to share their better writing samples and online EFL learning experiences in an open environment with their friends and acquaintances. Although, the instructor is obviously not an impartial observer, course evaluation surveys seemed to indicate that the web site project was success-

ful in all of these aforementioned aspects.

C. Getting Started:

One of the first decisions that had to be made was how and where the students would put or upload their completed web sites on the World Wide Web. In this university it has been quite simple in that each student simply drags and drops or places his/her completed web pages into a folder in their allotted personal space on the university's student server. In our case, this is the students' individual public html folder. In another college where the instructor is teaching, the students did not have their own individual space on the student server, so it was opted to use an online personal web site building and hosting service. Yahoo GeoCities was chosen because it offers users free space on their web service. In a few cases some students opted to upload their homepage web sites onto their own private Internet Service Providers or ISPs.

D. General Requirements:

Introducing the web site project included going over the general content requirements for the web sites and encouraging the students to browse some of the student web site projects from the previous year, which were linked from a directory on the instructor's web site.

Listed below were the general requirements for the students' web sites. Some of these terms are included in the glossary found in **Appendix 1**. This is the same glossary that the instructor provided for the students.

1. A personal introduction on the front or first page of the web site. This page was to be given the file name index.html or index.htm)
2. Also required were selected essays or reports such as: an abbreviated CV, a famous person's biographical essay, EFL or, business-related web site review, and so on
3. Graphics: JPEG, GIF files, 2 or 3 scanned or digital camera images
4. 5-10 links (include both in-line and distant site links)
5. An E-mail link (preferably using the student's university e-mail address)
6. 2 or 3 additional pages in addition to the main essays (hot links page, photo gallery, travel diary, club or circle profile, etc.)
7. Additional Yahoo GeoCities features (banners, text tails, BBS, News, Weather, counters, sound, etc.).
8. Optional contents such as a Japanese version of the web site, additional GIFs, JPEGs, guestbook's, audio, etc.)

The instructor found that there was a diverse range in the students' experience and interest in computers, the Internet & more specifically web page authoring. As the courses were all primarily focused on English writing and/or reading skills and not HTML programming or web design applications, the instructor tried hard to work around the technical aspects of web page design whenever possible. Instead of directly writing the web pages with the HTML programming language, the students used web page editing programs. One of the most common web page editing application programs is Microsoft FrontPage. A free version of this program, FrontPage Express, was previously bundled with their Internet Explorer browser through version 5.1, but has since been discontinued. It can still be obtained through third party sites, but caution is advised before downloading anything from an unknown source. Fortunately many of the basic functions and features in the Microsoft FrontPage are the same or similar to the editing, insert, format, and tools functions in Microsoft Word. This obviously helped less confident students to adapt to the new application program, FrontPage, when creating their web site. In the case of the classes where the students used Yahoo GeoCities, we used the GeoCities PageBuilder application program and/or Microsoft FrontPage along with the GeoCities FileManager to build and manage the students' web site projects. A complete PageBuilder Tutorial (Yahoo, 2004. <http://geocities.yahoo.com/v/p/t/d.html>) is presented in **Appendix 2**. Yahoo GeoCities PageBuilder enables students to insert components such as clip art, counters, text tails, a guest book, BBS, etc. directly from the GeoCities site. By using either of these page editors to build the web pages, the students could generally put together their page contents by using the tool bar buttons and copy and pasting as opposed to writing actual HTML code.

Because of some format compatibility problems with the way the web pages are viewed in web browsers, the instructor advised students that their web site project would be viewed and evaluated using the Internet Explorer web browser. This browser was chosen for the simple fact that it is more widely used, although other browsers may be technically superior.

E. Instructions and the Teacher's Role:

To assist students in getting started, the instructor initially demonstrated some basic techniques such as:

1. Creating new web pages using MS FrontPage much in the same way as creating new documents in MS Word.
2. Reviewing the basic edit, insert, format and tools functions that are common to both

MS FrontPage and MS Word.

3. Briefly demonstrating how to copy and paste and/or save JPEG or GIF graphic images from other web sites. Students were also shown how to insert the JPEG or GIF files onto their web pages.
4. Instructing students on how to create and test hyperlinks including inline links between the student's individual pages and distant site links to various web sites on the World Wide Web.

After going through and practicing these basic functions, the instructor generally assumed the role of a facilitator and assisted the students one on one as needed. As all the students possessed a basic proficiency with the word processing application program, it was usually a smooth transition to use the web page building program whether it was FrontPage or Yahoo GeoCities PageBuilder.

The students were also required to upload their web pages onto the university student server or their own Yahoo GeoCities web site. This was one of the potential stumbling blocks for some of the students. Fortunately in the case of uploading onto the university server, the instructor was able to refer them to one of his colleague's web sites which had simplified and clearly diagramed instructions in Japanese covering the whole uploading process when using MS FrontPage to build web pages. Although different schools have different procedures, the instructor believes the upload process is generally similar in other schools that provide students with their own individual web site server space. In the case of Yahoo GeoCities, the PageBuilder and File Manager programs guided the students through the uploading process without too much frustration or confusion. Yahoo GeoCities also provides tutorials and use support to assist instructors and students in this process.

F. Common Errors or Difficulties Encountered by the Students and the Solutions

Again, while the instructor found that the majority of students did not have difficulties designing their individual pages, the most prevalent problems were often in the actual uploading the web site or individual web pages onto the server whether it was the university server or Yahoo GeoCities. The problems were typically caused by having two or more duplicate copies of the same specific page/file existing in the PUBLIC HTML folder at the same time as in the case of web sites being placed on our university server or in the File Manager directory as in the case of Yahoo GeoCities. Having multiple copies of the same

file such as the main front page labeled as the index. htm may result in making the page inaccessible on the Web. Broken file links from web pages to GIF or JPEG graphic files located on the pages were another common problem along with other types of broken hyperlinks between the various pages or outside web sites. These problems usually arose in the process of updating, replacing and saving newer versions of pages as the students added to their web sites. Often deleting the duplicate copies of specific pages/files was all that was required. As for repairing broken hyperlinks, FrontPage has a repair function to assist the user with this, or the students could manually test and fix the broken links as they viewed the web site.

G. Evaluation Criteria:

After the students had successfully put their web sites online, they were evaluated according to the following criteria.

	Criteria	Points
1.	Number of Additional Pages (2 or more) (i.e. Hot Links Page, Travel Diary, Photo Gallery)	(5)
2.	Links (In-line and Distant site) (5 or more) (Are they working? Use of Buttons, etc.)	(10)
3.	GIF, JPEG, TIFF images (including scanned images)	(10)
4.	Writing Sample 1 (i.e. essay) (corrections made, English proficiency)	(10)
5.	Writing Sample 2 (i.e. essay) (corrections made, English proficiency)	(10)
6.	E-mail link	(5)
7.	Introduction (or CV)	(10)
8.	Appearance (Font Selection, Centering, Balance, Backgrounds, Colors, etc.)	(10)
9.	General English Proficiency (Spelling, Grammar) ***Note: The main writing sample contents of the web pages have been previously graded as separate assignments.	(25)
10.	Additional Features (BBS, additional GIFS, JPEGs, Guestbook's, Audio, Yahoo GeoCities Insert Features etc.)	(5)
	GRAND TOTAL	(100)

The students received a score for including each of the required elements such as the essays, technical features such as the GIF, JPEG images, hyperlinks, and so on. The web sites were also scored on language factors such as, sentence structure, vocabulary, factual accuracy, and spelling and appearance factors such as: font selection color contrast, balance, and downloading speed of graphic images and backgrounds. A checklist and the actual grading criteria and weighting were provided in advance on the instructor's web site for the

students to refer to as they were building their project.

H. Student Reactions and Feedback:

Anonymous course surveys indicated that the positive feedback far outnumbered the criticisms. While the instructor concedes that the computer literacy demands obviously consumed some of the time that would otherwise have been spent on focusing on specific English skills, the content-based learning element involved in using various English web sites such as online EFL learning or business-related web sites appeared equally beneficial for improving all four language skills. In addition, many students indicated that the basic computer and information literacy skills that they gained were valuable to them in their overall studies.

Perhaps the most common criticism from a small minority of students with a general dislike of computers (which they also noted in the surveys) was that they felt the four weeks of class time and the required out-of-class homework involved in the project was excessive. As the technology becomes more and more user-friendly, it is the instructor's expectation that soon English learners will be able to engage in such online publishing activities with a minimal amount of attention to divergent technical aspects. The growing prominence of "blogs" is an example of such options.

I. Additional Issues:

As the instructor progressed through this project, additional educational issues arose. Unfortunately the scope of this paper does not permit a lengthy discussion of these issues here. In this current social environment, perhaps the most critical issue is protecting the students' privacy. While this writer believes the web site projects have been successful in motivating students in their English studies, there is an obvious need to address the privacy issues of such online publishing. In an effort to avoid potential dangers in this area, students were instructed to exclude personal information, such as full names, birthdates, contact information (with the exception of their university e-mail addresses), etc. The second issue involved possible academic plagiarism. In the case of these web site projects and all the students' writing assignments, the instructor has always impressed the necessity and importance of citing all references (i.e. books, magazines, journals, web sites), which they use in the process of making their web sites or writing their essays. Failure to do so was considered plagiarism and resulted in a failing grade for these assignments.

J. Conclusion:

Basic computer and information literacy are now standard requirements in all faculties at Hokkai Gakuen University. Their introduction present a variety of options for content-based learning in different subject areas. This training has gradually made it even easier for English instructors to incorporate CALL into their courses even with minimal previous experience and resources.

As Kitao (2002) outlines, web projects offer a range of benefits to the students. First and foremost, they enable students to use English as form of communication. They encourage the students to become more aware of their potential audience. The web projects offer the flexibility of being used with students of varying levels, interests and goals. Finally in a more general sense, they expose students to various Internet resources and help them further develop their individual information literacy skills.

This instructor generally employs a communicative-constructivist approach in his teaching. The combined approach asserts that the purpose of language is for communication and interaction and its structure is a result of its functional and communicative uses, while students also build their own understanding and knowledge of the language. Activities and learning tasks should therefore possess some relevance to the learners. Finally the language, itself, should be meaningful to the learners in order to promote learning. The student web site project appears quite suitable for meeting the conditions of this type of learning environment. It enabled students to individualize their studies to a greater extent and therefore become more independent learners in their language endeavors.

K. Future Directions:

While the student web site project in the form described in this paper has been a component in selected courses taught by this instructor over the past few years, a new trend is now gaining widespread popularity. A *weblog*, or simply a *blog*, is a website which contains periodic, reverse chronologically ordered posts on a common webpage. Such a web site would typically be accessible to any Internet user. Part of the reason “*blog*” was coined and commonly accepted into use is the fact that in saying “*blog*”, confusion with server log is avoided. Individual posts (which taken together are the blog or weblog) either share a particular theme, or a single or small group of authors (Wikipedia, 2004). The impact of

blogs (web logs) on various online learning environments has been incredible of this past year. The integral feature of the blog is that it enables viewers to communicate with the any number of participants. The incorporation of blogs into the students' online learning activities is the next challenge for this instructor.

References:

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Appendix 1:

Reference Web Site: <http://www.elsa.hokkai-s-u.ac.jp/~markmats/myweb/index.htm>

Partial Glossary of Commonly Encountered Terms in this Project (in alphabetical order)

BBS	Bulletin Board System, a program that lets other people access a computer to copy files or leave messages
distant site link	(also see "hyperlink") A link to a different web site at a different location on the WWW
download	(opposite of "upload") transferring a file from one computer to another, usually used in regards to transferring a file from a web site to the user's computer
e-mail link	A clickable text/graphic image that will open up a pre-addressed blank outgoing message the user's e-mail application program
file manager (Yahoo GeoCities)	An application program that allows the user to manage all files in his/her allotted disk space on a server
files	Include web pages (HTML), JPEG, GIF, MIDI files, etc.
GIF	Graphic Interchange Format.(pronounced "Jif" or "Gif") A file form for storing pictures (usually animated as opposed to photographs)
guest book	A interactive program that allows visitors to your web site to send you messages or comments on your web site
home page	The main page on a web site (sometimes used interchangeably with the term "web site")
HTML	HyperText Markup Language. The language used to create documents on the World Wide Web (WWW)
hyperlink	Clickable text/graphic on a web page that takes the user to another web page
in-line link	(also see "hyperlink") a local link to another file or web page on the same web site/location (i.e. linking the front page to a photo gallery page)
ISP	Internet Service Provider (i.e. OCN, Nifty-Serve, AsahiNet, etc.)
JPEG	Joint Photographic Experts Group (pronounced "J-peg") A file form for storing pictures (usually photographs as opposed to animated images)
MIDI files	Musical Instrument Digital Interface, a file format used to store instrumental songs
MS FrontPage	Web site design and file management application program
MS Word	Word processing application program
Netscape Composer	Web site design application program
PageBuilder (Yahoo GeoCities)	Online web site page editor and design application program
public html folder	A users designated web site folder on our university server
server	A computer that provides a specific service, such as e-mail, WWW, etc.
upload	To transfer a file from one's local computer to a remote computer.(opposite of "download")
URL	Uniform Resource Locator (pronounced "U-R-L"). The WWW address for a web site or home page.
web page	A single document or file at a specific URL on the WWW
web site	A set of connected (linked) web pages including a home page. For example: CNN Online, Disney Online, etc. (sometimes used interchangeably with the term "home page")

***Some definitions may be overly simplified, but were sufficient for the students' purposes in completing the web site project

Some Potential Web Design Resource Sites:

Free Online Web Site Building and Hosting Services

Yahoo GeoCities: <http://geocities.yahoo.com/>, <http://www.geocities.co.jp/>

Webspawner.com: <http://www.webspawner.com/create.webpage.html>

My E-Web.com: <http://myeweb.com/freewebsite.htm>

Fortune City: <http://www.fortunecity.com/>

Free Homepages.com: <http://www.freehomepages.com/>

General Guides with Resources:

The Pixel Pen (http://home.earthlink.net/~thomasareed/pixelpen/)
The Mechanical Monkey (http://dspace.dial.pipex.com/leuhusen/index.shtml)

Additional Resources:

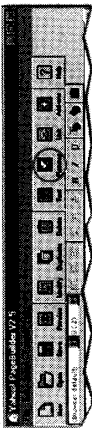
Free Programs.com (http://www.free-programs.com/)	Cool Graphics.com (http://www.coolgraphics.com/)
Fun Stuff Center.com (http://www.freestuffcenter.com/)	Geocities: add-ons (http://geocities.yahoo.com/addons/art/)
Animation Central (http://www.animation-central.com/)	Top Quality Freeware (http://www.topqualityfreeware.com/)
Free GIFs & Animations.com (http://www.fg-a.com/flags2.htm)	MIDI Database (http://www.mididb.com/)

Appendix 2: Yahoo ! PageBuilder Tutorial

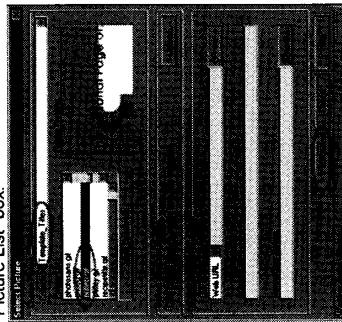
Step 3: Adding a Page Title Image

Your page title describes what your web page is about. The title can be plain text or an image of stylized text. In this step you will be selecting a title image from PageBuilder's image library.

1. Click the **Pictures** button on the toolbar. The "Select Picture" dialog box appears.



2. Select **Template Titles** from the "Collection" drop-down list and select the **ptitleb.gif** image from the "Picture List" box.



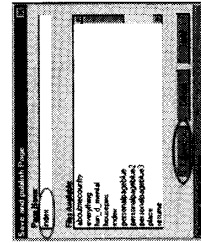
3. Click the **OK** button. The selected image appears on the page.
4. Click and drag the image on the blue background in the top left corner of the page.

Save your work

1. It is a good habit to save your work as you move through this tutorial and when you are building web pages on your own. Click the **Save** button to save your page. The "Save and Publish Page" window appears.



2. Type **index** in the "Page Name" box. If you already have a page named index, save your page using another name like **mypage**. Click the **Save** button.



TIP: **index**, or more precisely, **index.html**, is the standard file name for your main home page – the page first seen when visiting your URL. Read more [here](#).

3. When the "Yahoo! PageBuilder" save confirmation window appears, click the **No** button for now. You can view your page at the very end of this tutorial.

URL: <http://geocities.yahoo.com/v/p/1/a.html>

Step 1: Start with a New Page

If you don't already have Yahoo! PageBuilder running, go to the PageBuilder launch page with your web browser and click the **Launch PageBuilder** link - please allow up to 5 minutes for the program to load if you are using a modem to access the Internet.

To begin, you will access PageBuilder's menu bar (shown below). You will be introduced to most of the buttons and their functions as you move through this tutorial.

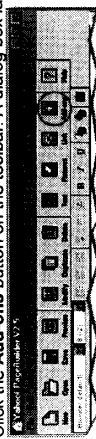
To start with a new page, click the **New** button on the toolbar (circled in red).



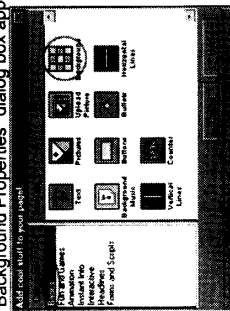
Step 2: Selecting a Background

Selecting a background image or color is a good way to start building a page. Often times, the background will set the look and feel for your page. In this step, you will be selecting a background from PageBuilder's image library.

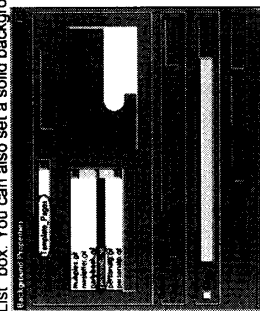
1. Click the **Add-ons** button on the toolbar. A dialog box labeled the "Add stuff to your page!" will appear.



2. Select **Basics** from the "Category" frame and click the **Background** icon in the "Add-ons" frame. The "Background Properties" dialog box appears.



3. Select **Template Pages** from the "Collection" drop-down list and select **personalb.gif** from the "Picture List" box. You can also set a solid background color by clicking on the **Set Background Color** button.

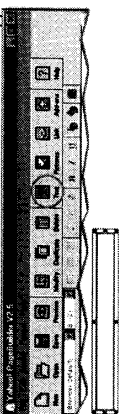


4. Click the **OK** button. The selected background now appears on the page.

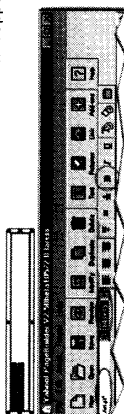
Step 4: Adding Text

Making use of Yahoo! PageBuilder's rich set of text tools, you can achieve a variety of looks. You can specify font type, size, and color. In this step, you will be adding text and then will use the text toolbar to modify that text.

1. Click the **Text** button on the toolbar. A text box will appear in the center of the page.



2. You will see the text portion of the toolbar become active at the top of the screen. Type your name and then highlight the text by clicking and dragging with the cursor. Select **Arial** and **14-point** font from the drop-down list and click on the **B** button to make the text appear in bold.

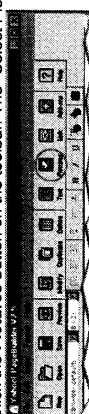


3. Click and drag the text box until its under the image in the top left corner of the page.

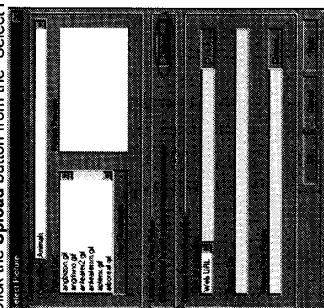
Step 5: Adding a Picture

Pictures make a page interesting and personal. Adding pictures with Yahoo! PageBuilder is as simple as selecting one and clicking the OK button. In this step you will be selecting a picture from your personal library, or the PageBuilder's image library if you don't have one of your own (see the bottom of this page).

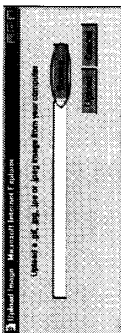
1. Click the **Pictures** button on the toolbar. The "Select Picture" dialog box appears.



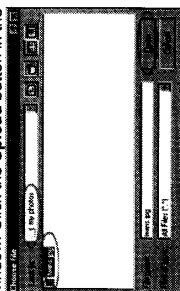
2. Click the **Upload** button from the "Select Picture" dialog box. The "Upload Image" window appears.



3. Click the **Browse** button. The "Choose File" window appears.



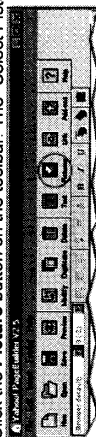
4. Go to the directory or folder on your computer where your picture is saved, select the picture you want to add to your page, and click the **Open** button. The location of the selected file appears in the "Upload Image" window. Click the **Upload** button in the "Upload Image" window.



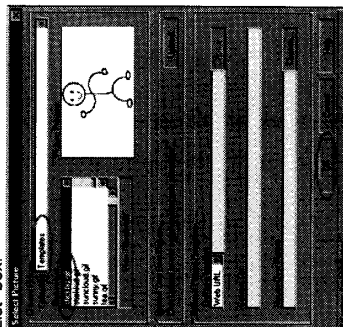
5. The selected picture now appears in the center of the page. Click and drag the picture until its under the text box that has your name in it.

If you don't have your own picture on your computer, you can add a picture from PageBuilder's image library

1. Click the **Picture** button on the toolbar. The "Select Picture" dialog box appears.



2. Select **Templates** from the "Collection" drop-down list and select the **stickfig.gif** image from the "Picture List" box.

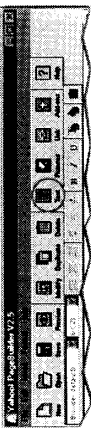


3. Click the **OK** button. The selected image appears in the center of the page.
4. Click and drag the picture until its under the text box that has your name in it.

Step 6: Adding an Email Link

With PageBuilder you can add a link to your email address on your page so your friends and family can easily contact you. In this step you will be adding an email link to your page.

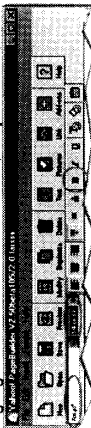
1. Click the **Text** button on the toolbar. A text box will appear in the center of the page.



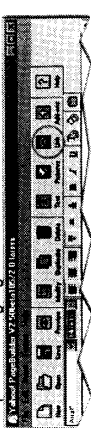
2. Type **Email Me!** in the text box.



3. Highlight the text and make it **Arial, 14-point font, and bold.**



4. Keep the text highlighted and click the **Link** button on the text toolbar.



5. When the "Hot Link" dialog box appears, select **E-Mail** from the "Link to a Location" drop-down list.

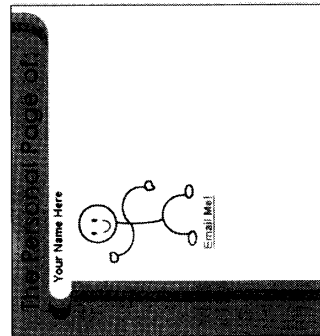


6. Your Yahoo! email address should appear in the text box. If it does not, or if you want to use a different email account, type in that email address. Click the **OK** button.

7. Click the text box and drag it under the picture on the left side of the page.

Save your work!

- Remember to save your work occasionally when you are working in PageBuilder. To do so, click the **Save** button on the toolbar.

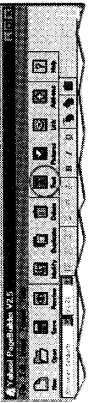


- At this point your page should look like this:

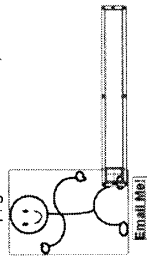
Step 7: Adding a Paragraph of Text

Many people build web pages to express themselves on a variety of topics, including themselves. In this step you will be adding a paragraph of text about yourself to your page. Remember however, that anyone can view your web page, so take care about the information you choose to communicate.

1. Click the **Text** button on the toolbar. A text box will appear in the center of the page.



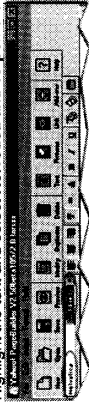
Note: At times when you add new elements to your page you may see red crossed lines over the overlapping element. If this is the case, move the text box so that it does not overlap. Or if you want it to overlap, go to **Format** menu, select **Page Properties**, and then check **Layered HTML**.



2. Type a paragraph about yourself into the text box.



3. Highlight the text and select **Helvetica** and **10-point** font from the drop-down list in the text toolbar.



4. Position your cursor on the blue bottom-right handle, click and hold, and then move the cursor to resize the window to remove any blank space.

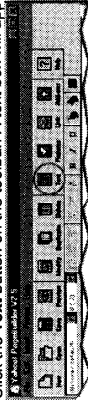


5. Click and drag the text box over to the right-hand side of your picture.

Step 8: Adding Links to Other Web Sites

Part of expressing yourself through a web page is including links to your favorite web sites. The links you choose to include on your page can communicate your interests and hobbies. In this step you will add two links to popular Yahoo! sites.

1. Click the **Text** button on the toolbar. A text box will appear in the center of the page.

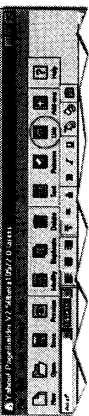


2. Type **"My Favorite Links"**. Press **Enter** and type **"Yahoo!"**. Press **Enter** again and type **"Yahoo! GeoCities"**.



3. Click and drag over the **"My Favorite Links"** text to highlight it, then select **Helvetica, 11-point** font, and **bold** from the font toolbar.

4. Highlight the "Yahoo!" text and click the **Link** button on the text toolbar.



5. When the "Hot Link" dialog box appears, select **Web URL** from the "Link to a Location" drop-down list and type "www.yahoo.com" in the text box and click the **OK** button. You now have a link to the Yahoo! home page.



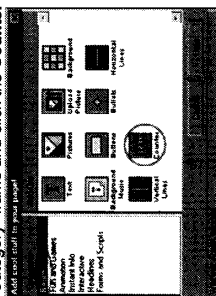
6. Highlight "Yahoo! GeoCities" and repeat steps 4 and 5 to make the text a link to the Yahoo! GeoCities web site using this address: "geocities.yahoo.com".

7. Resize the text box so that there is no blank space around the text.

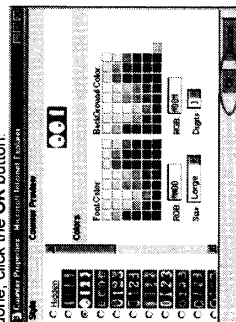
Step 9: Adding a Counter

Yahoo! PageBuilder has many Add-ons that add dynamic, fun, and professional-looking objects to your page. For example, the web page counter dynamically counts how many times your page has been viewed. In this step you will be adding a counter to your page.

1. Click the **Add-ons** button on the toolbar. When the "Add-ons" pallet opens, select **Basics** from the "Category" frame and click the **Counter** icon in the "Add-ons" frame.



2. When the "Counter Properties" window appears, select a style from the "Style" frame, and the color and size properties from the "Color" frame. You can see your changes in the "Preview" frame. When you are done, click the **OK** button.



3. The counter appears in the center of the page. Click and drag the counter to the bottom your page.

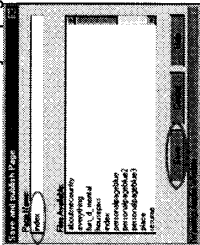
Step 10: Saving and Viewing Your Page

The final step to building a web page is saving it and then viewing it in a web browser. In this step you will save and view your newly created page.

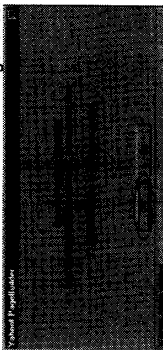
1. Click the **Save** button to save your page. The "Save and Publish Page" window appears.



2. Make sure the name of your page appears in the "Page Name" box.



3. Click the **OK** button. The "Yahoo! PageBuilder" window appears.



4. Write down the URL for your new web page. You may want to share it with your friends and family.
5. Click the **OK** button. A new instance of the web browser is launched and you can view your newly created web page.