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Title: An English Language Course by
Applying the Internet in Taiwanese High Schools

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An English Language Course by Applying the Internet in
Taiwanese High Schools

Abstract

This paper mainly demonstrates how an English language teacher can design his/her own teaching materials or course through the application of the Internet. Since the Internet has become one significant part of our life, the issue of applying it to language teaching is also discussed and explored broadly in ELT. However, it usually happens that a language teacher is considering or requested to design a language course by using the Internet but may have difficulty with how to begin. This paper provides those language teachers with an idea of how to integrate the Internet into their teaching. The article reviews the positive as well as the negative claims of the current technological applications i.e. the computer conferencing, E-mail, keypals, and websites firstly. Then, it demonstrates the materials of one semester English language course intended to be used in a senior high school. The complete course includes the sessions of introduction, reading, writing, self-study, and evaluation. Under each section, teaching procedures and techniques are provided together with useful websites. Finally, the paper also argues the rationale of the proposed course plan, comments of the course application, likely weaknesses, and strength of it. It is suggested that though the application of the Internet in language teaching will be a trend in ELT and language teachers shall give it a try in the E-age, critical but practical evaluation is strongly recommended before any Internet language course is implemented in an institution.
1. Introduction

In the past decade, computer networks have been introduced into the ESL or EFL classroom as an innovative means of facilitating the use of interactive or communicative competence of language learners (Warschauer 1995). Although it is argued that Internet itself cannot teach students to speak English, it provides a bountiful source of authentic materials as well as useful programmes, with which the skilled teachers can build motivating and productive activities (Carrier 1997). This article seeks to discuss the applications of the three programmes: e-mail, keypalling, and computer conferencing in English language teaching. Therefore, the article will be divided into the following three sections as:

(1) the roles of e-mail, keypalling, and computer conferencing in the use of English language teaching
(2) a course plan designed to use these programmes in facilitating English language learning in a teaching institution in Taiwan
(3) a rationale for the designed course plan and a discussion of the strengths and constraints of the course plan.

We hope, in this way, to highlight the issue of how possible on real and practical applications that the Internet can be used in English language teaching with a view to enhancing learners’ language learning processes.

2. The roles of e-mail, keypalling, and computer conferencing in the use of English language teaching

2.1 E-mail

E-mail is a way of sending a message from one computer to one or more other computers around the world (Liaw 1998). In Carrier’s (1997) opinion, there are three major methods by which e-mail is used for pedagogical purposes.

(1) Person-to-person e-mail: the standard way of communicating, sending a private message to a single person at one e-mail address.

(2) Mailing list: a moderated discussion list which individuals join by e-mailing a subscription request free of charge, and then receive a daily posting of all the messages sent to that mailing list (e.g. TESL-L and IECC Mailing List).

(3) Newsgroup: moderated lists of e-mail communications, which offer a forum for open discussion without any membership required, like a website, on demand.

In general, the implementation of e-mail communications is beneficial in miscellaneous aspects. Soh and Soon (1991) claim in the findings of their project that
by means of e-mail communications, the students learn to write clear, forceful, and
effective prose to convey their intended ideas, and they gain a better understanding of
the use of the computer as a communicative and learning tool. Kelm (1996) comments
that e-mail presents a real and natural language environment with concrete referents,
promotes communication among peers, and provides expansive feedback, allowing
correction to be independent from communication (Warschauer 1995). Moreover, the
use of e-mail can not only empower students for independent learning but also enrich
teachers’ experience in sharing new ideas, resources, and materials (Warschauer
1995).

However, the English teachers still have to be cautious about some important
issues before bringing e-mail into practice in the classroom context, and one of them
is “netiquette,” the rules and expectations of electronic communication. The teaching
of netiquette in advance has at least two benefits; on the one hand, it can avoid those
inappropriate speeches or unpleasant situations like “flaming” or “lurking” during the
e-mail communications; on the other, it can bring its own unique vocabulary for
students to learn (Carrier 1997). Another crucial issue that deserves more attention is
the lack of opportunities to practice listening and speaking skills in e-mail
communication. Since students only need reading, writing, and vocabulary skills to
attain communicative goals by e-mail, teachers have to design a series of motivating
activities in order to integrate the practice of listening and speaking skills with that of
reading and writing skills. Finally, how to maintain students’ motivation throughout
the process of e-mail communications would be a challenge to language teachers.
While e-mail is a very stimulating and dynamic means of communication, waiting too
long for a response will definitely decrease students’ motivation in e-mail
communications. Therefore, Nagel (1999) suggests that continuous teacher
involvement like regular messages on a weekly basis is very important since the
teacher has to manipulate pedagogical leadership on issues and ensure constant
participation and active encouragement.

2.2 Keypalling

Broadly speaking, keypalling is a similar version of the underway on the
Internet. The idea of keypalling is that teachers establish a connection between their
students and individuals in other countries who speak the target language or who are
also learning the target language. The students involved in this project may
communicate as individuals or on a class-to-class basis (Carrier 1997). Based on
previous research, there are some benefits of using the keypalling project in English
language teaching. For example, Liaw (1998) refers to Chang’s (1992) keypalling
project between a group of Taiwanese students and that of American students,
concluding that cross-cultural collaboration helps to facilitate target language proficiency and cultivate cultural understanding. In the research of Choi and Nesi (1999), which is a keypalling project between Korean children and Slovakian children, it is reported that both groups of pupils have greatly improved their reading skills during the project and that both teachers have improved their own confidence and Information Technology skills. Liaw and Johnson (2001) even postulate that by writing to foreign peers and reading their responses through the keypalling project, language learners can get immediate, direct, and personal access to the perceptions of individuals in the target culture. In addition, through spontaneous, self-directed correspondence with the target language speakers, students can explore for themselves the complex origins and nature of cultural stereotypes and experience the excitement of engaging intellectually with students in the target culture far away (Robb 1996). For instance, in the keypalling project conducted by Liaw and Johnson (2001), one American student sent an e-mail message to her Taiwanese partner, saying that she felt very interested and excited to know that Christmas was also celebrated widely in Taiwan, which she used to believe a Buddhist country.

When it comes to starting a keypalling programme, some key points are noticeable for language teachers. Robb (1996) suggests that both teachers have to mutually understand the other class’ expectations so that they can prepare their students beforehand such as providing some good models of complete messages for them to observe the appearance of messages as a whole with a view to having a good beginning for this project. Besides, types of keypal exchanges are important. The teachers have to decide what is the best mode of interaction to meet their students’ needs (e.g. one-on-one type, tandem exchanges, etc.). Choi and Nesi (1999) specify in their paper that the teachers and project moderator need to reach agreement about timing of school terms, levels of students, topics, and message management that are feasible and suitable for both groups of participants before implementing the keypalling project. Above all, once the project is on the threshold, tracking students’ correspondence regularly by the teachers is the best approach to maintain a good quality of this electronic social communication. In this way, the teachers will not merely keep records of the progress of their students and offer help if necessary during the process of messages exchange, but also sustain their students’ motivation to stay committed to the programme.

2.3 Computer Conferencing

According to Leppanen and Kalaja (1995), computer conferencing (CC) is a form of computer-mediated communication which relies on the filing and organizing powers of a host computer, and boosts the participation and management
of group discussions through an electronic network. These discussions can be in real time, in which case all the discussants are logged onto a computer simultaneously, or they can be in non-real time to post their comments asynchronously (Skinner and Austin 1999). Compared with the traditional ESL or EFL classroom where the teacher normally dominates and gives lectures most of the time, the computer conferencing discussions are very much different because it is the students, rather than the teacher, who dominate in CC discussions. According to Leppanen and Kalaja’s (1995) research, the CC discussions have the following advantages. Firstly, the CC discussions provide students with opportunities to practice and develop ways of expressing and arguing their ideas, and relating these ideas to the course content. Secondly, in CC, students have more power in controlling what, how, when, and where to learn than they would normally have in a traditional language classroom, which is helpful in developing their autonomy and responsibility toward study. Thirdly, through the CC discussions, students can improve their reading and writing skills, and learn to look at their work from different perspectives—not only from themselves, but also from their peers and teachers (Soh and Soon 1991). This type of feedback, as Flower (1979) pointed out, aims at providing information to the writer for revision and for producing reader-based prose. Finally, for those shy and timid students who dare not to speak publicly in class, the CC discussions can transform their writing into a social and interactive activity in which they will feel at ease and gain more confidence in expressing and exchanging their ideas and feelings with other students.

Despite the advantages that the CC discussions have, there are still potential problems. Since students may end up having too much control over the CC discussions and the teacher too little, it may mean that language learners are perhaps not learning much as far as their linguistic and communicative competence is concerned (Leppanen and Kalaja 1995). The solution to this problem depends on a balanced mode of dominance of the teacher and students. Furthermore, to make all students participate in the CC discussion may be sometimes demanding for both students and teachers because some students may view that face-to-face conversation is easier and more convenient than on-line discussions. This might imply that the teacher has to “monitor and force” students to contribute their ideas to the CC discussions regularly, which is an important issue to consider before applying CC to the ELT classroom.

3. A Course for Students in Tso-ying Senior High School in Taiwan

**The Institution:** Kaohsiung Municipal Tso-ying Senior High School, a state school
which is located in Kaohsiung City in southern Taiwan

**Class size:** 40 students in this class

**The Grade of Students:** The second grade students at the age of 16-17 years old

**Types of English Learning:** English as a foreign language learning

**Level of English Proficiency:** Low-intermediate

**Computer Knowledge:** The students have basic knowledge about how to use a computer but have no idea of e-mail, keypalling, and computer conferencing.

**Teaching Faculty:** Non-native English teachers and computer teachers for technical support

**Teaching Facility:** 2 computer laboratories, equipped with 45 multi-media computers with Internet-connected in each one

**Computer Labs. Opening Hours:** From 8:10 a.m. to 5:00 p.m. Monday to Friday

**Course duration:** 2 successive periods each week, equal to 100 minutes; lasting for 18 weeks in one semester, 36 hours in total

**General Aims:** The course aims to enhance students’ reading, writing, listening, speaking, and computer skills, and develop their cultural awareness by participating in the interactive activities of e-mail, keypalling, and computer conferencing.

**Specific Objectives:** By the end of this project, students will be able to--

1. use the Internet, e-mail, and computer conferencing system without difficulty.
2. understand different writing styles of the authentic texts, especially letters.
3. produce longer English texts in writing and conversation.
4. present a brief report of their feedback logically and coherently.
5. broaden their cultural awareness and appreciate the features of different cultures.
6. communicate with their friends in English confidently.
7. learn to take more responsibility in their study.
8. understand the speech of other people and respond appropriately.
9. understand the lectures in class.
**The Course Outline:** See the following map.

<table>
<thead>
<tr>
<th>Unit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>1~2</td>
<td>3~9</td>
<td>10</td>
<td>11~17</td>
<td>18</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><em>Introduction to World Wide Web</em>&lt;br&gt;<em>How to use the e-mail system</em>&lt;br&gt;<em>How to use the computer conferencing system (the TYIS First Class)</em></td>
<td><em>Introduction to Netiquette</em>&lt;br&gt;<em>Providing good e-mail writing samples</em>&lt;br&gt;<em>Starting the keypalling communication</em>&lt;br&gt;<em>Introduction to some keypalling websites</em></td>
<td>Revision (Present the feedback about the former classes; i.e. week 1~9)</td>
<td><em>Continue the keypalling communication</em>&lt;br&gt;<em>Introduction to some English learning websites</em></td>
<td>Revision (Present the feedback about the whole project for this semester)</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Listening, Reading, Writing, &amp; Computer skills</td>
<td>Listening, Reading, Writing, Speaking, &amp; Computer skills</td>
<td>Listening &amp; Speaking skills</td>
<td>Listening, Reading, Writing, Speaking, &amp; Computer skills</td>
<td>Listening &amp; Speaking skills</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td><em>Give students a random topic (e.g. Christmas) and ask them to search for information with the search engine.</em>&lt;br&gt;<em>Ask students to write a brief message and</em></td>
<td><em>Ask students to discuss the rules of Netiquette in groups and give a report.</em>&lt;br&gt;<em>Ask students to exchange information with their keypals based on the guided topics (See Details).</em></td>
<td>Group presentation and receiving feedback</td>
<td><em>Ask students to exchange information with their keypals, discussing free topics.</em>&lt;br&gt;<em>Ask students to share their feelings with other group members after they look</em></td>
<td><em>Individual presentation and receiving feedback</em></td>
</tr>
<tr>
<td>Tasks</td>
<td>*Ask students to practice using the WWW, e-mail, and computer conferencing system.</td>
<td>*Students are asked to write at least one message as well as response to the keypalling group.</td>
<td>*Ask students to share their feedback with their keypals.</td>
<td>*Students are asked to write at least two messages as well as responses to the keypalling group.</td>
<td>*Ask students to write at least two messages as well as responses to the keypalling group.</td>
</tr>
</tbody>
</table>

- e-mail it to the teacher and other classmates.
- *Ask students to post a brief message on the computer conferencing room.
- through the English learning websites.
- *Ask them to give a brief report in groups.
- *Ask them to give a brief report in groups.
### Details of the Course Outline:

**Preparation:**

1. The teacher asks other computer teachers for help to check the conditions of all the computers, including hardware and software, in the laboratories, ensuring that each computer is able to connect with the World Wide Web, e-mail, and computer conferencing system.

2. The teacher posts the request on websites like IECC and Linguistic Funland (See Appendix 2), looking for a keypalling group, whose native language is English or who are also learning English at a low-intermediate level or above. Moreover, the size of the keypalling group should be suitable for the students who are involved in this project.

3. The teacher receives responses from two different keypalling groups (See Appendices 3 & 4), and finally decides to start the keypalling project with the one in Paris, France. Details of the keypalling group are as follows:
   - **Class size:** a mixed-sex group of 10 students.
   - **Language background:** French is the first language, and English is learned as a second language. The proficiency of their English is at an intermediate level.
   - **Needs and focus:** to find a group of foreign students to exchange cultural matters.

4. The teacher writes an opening message for the computer conference system (See Appendix 5).
Unit One (Week 1~2)---
- Introduce students to the world of WWW and teach them how to connect to the Internet inside and outside the classroom and how to use the search engine (www.yahoo.com) to look for the on-line information they need.
- Teach students how to use the e-mail system in campus (mail.tyhs.edu.tw) and ask them to send a trial message to the teacher and other students to confirm a successful transmission.
- Give the individual student a username and a password and get students access to the computer conferencing system (TYHS First Class), asking them to post a brief message on it.
- Students are required to familiarize themselves with the use of WWW, e-mail and computer conferencing system before next unit starts.

Unit Two (Week 3~9)---
- Introduce students to the concept of Netiquette (redtail.unm.edu/cp/netiquette/html). Ask students to discuss what they read on this article and then give a brief report.
- Introduce students to some keypalling websites (e.g. www.iecc.org; www.tesol.net/penpals/penpal.cgi).
- Keypals are allocated to students and the type of message exchange will be in small groups with four students in Taiwan and two or three students in the keypalling group, mixed gender.
- Students are provided with a few models of e-mail writing to read before they send their first greeting messages to their keypals.
- Give students some guided topics (one for each week) as follows to discuss with their keypals: self-introduction, weather, hobbies, school learning, favorite food, favorite pets, and festivals.
- Every week, students are asked to write at least one message as well as response to the keypalling group and to keep all the messages of correspondence with keypals in computer files as well as in hard copies.
- Meanwhile, each student has to contribute some notions about this course to the TYHS First Class every week.
- Ask each group of students to prepare for the presentation in Week 10.

Unit Three (Week 10)---
- Students have to work collaboratively in groups (four students in a group) and give an oral report of their feedback toward this course so far. Each group presentation should be within 5~10 minutes.
Ask students to exchange their feedback with their keypals.

Unit Four (Week 11~17)---

- Ask students to continue the keypalling communication; however, the teacher demands more involvement from the students by asking them to write at least two messages as well as responses to their keypals. This time the teacher won’t provide any guided topics but will give students the freedom to choose their own topics. If some students still don’t know what topic to discuss with their keypals, they can get some ideas through brainstorming.
- Students still stay committed to contributing their ideas to the TYHS First Class every week and receive more responses from their peers and teacher.
- Introduce students to some websites related to English language learning (e.g. www.eslcafe.com; www.shockwave.com/sw/home, etc.) and ask them to express their feelings and ideas in groups after looking through all the websites.
- Ask each group of students to prepare for the presentation in Week 18.

Unit Five (Week 18)---

- Each student has to give an individual presentation for five minutes about his or her feedback toward this course in this semester.
- Ask students to exchange their feedback with their keypals.
- By the end of this session, the teacher gives every student a questionnaire, including self-assessment, course evaluation, comments and general feedback during the process of the whole project.

4. Rationale

**General description of the course**

This CALL course is designed for a group of senior high school students (age 16-17) in southern Taiwan whose English is at a low-intermediate level. Since English is learnt as a foreign language in Taiwan and the English teachers usually have to teach it in a large classroom context (more than 36 students in a class), it would be a great challenge for the teachers to start a CALL course without enough facilities or technical support. Nevertheless, thanks to the abundant facilities and helpful teaching colleagues in my school, it will be less difficult for me to carry out this course. The only problem that matters is how to raise students’ motivation to participate in this course and have them stick to it all the time without feeling demotivated. So far as the
aims are concerned, this course focuses on enhancing students’ reading, writing, and computer skills by asking them to take part in the interactive activities of e-mail, keypalling, and computer conferencing. Through the keypalling project, my students can exchange information with students in another country, discuss cultural issues, and have a chance to broaden their cultural and linguistic knowledge, which I believe to be the most interesting and motivating section of this course. Activities like group discussion and presentation function to facilitate students’ listening and oral skills, especially on expressing their ideas and opinions confidently and logically. As for the specific objectives, I hope that, by the end of this course, students will develop a better grasp of reading, writing, listening, speaking, and computer skills. They will be able to use English to communicate with their classmates and foreign friends confidently in real world, learn to appreciate the features of different cultures in an aesthetic way, and take more responsibility in their study. In fact, there are two main characteristics in this course. One of them is the “learner-centered” teaching approach. This is fulfilled by conducting a series of task-based activities to assist students use the target language for communicative purposes outside the classroom (Nunan 1991). The other is the shifting role of the teacher in the classroom teaching. Rather than acting as a traditional dominator, the teacher plays a role as facilitator as well as observer to provide help and guidance to smooth students’ learning process and observe their progress in learning English.

**Reasons for choosing the Internet as a delivery medium**

Since the use of the Internet for teaching English as a second or foreign language has increased in recent years, I decide to teach my students English by using the applications of e-mail, keypalling, and computer conferencing system in the classroom context. My reasons are as follows.

- To begin with, the Internet is an innovative and state-of-the art technology which offers frequently updated information. I believe that applying the Internet to the English language teaching will certainly motivate my students to some extent.

- By exposing students to the Internet, they will learn more natural and authentic language use of English, not only in the classroom, but also outside it (Gitsaki and Taylor 1999).

- Through the use of computers and the Internet, students can develop their basic Information Technology skills and learn English at the same time (Gitsaki and Taylor 1999).

- When using the Internet, students can get access to different cultures (e.g. keypalling) and find information about different places. This will provide
them with opportunities to actively use their language skills and will help them foster an appreciation of different cultures.

- According to Choi and Nexi (1999), the Internet has enormous potential as a resource for projects and as a medium for communication between learners. It enables both teachers and pupils to collaborate and share ideas relevant to their interests and concerns.

- Finally, as students navigating the Internet, they will practice how to manage their own learning and gradually become more confident and autonomous learners (Carrier 1997; Gitsaki and Taylor 1999).

Therefore, with regard to the reasons above-mentioned, I believe that the Internet is a good delivery medium for English language learning in my context.

**Strengths of the course**

In general, I would like to pinpoint some advantages of this course. First of all, compared with the traditional chalk-and-blackboard teaching mode, the use of the Internet has provided an innovative, interesting, and authentic method of communication, which will definitely motivate my students in learning English. Secondly, using e-mail as a tool of keypalling communication will help students enhance their reading and writing skills simultaneously. In the keypalling project, students will have a chance to introduce their own culture to the keyapls and to develop an awareness of their keypals’ culture. This kind of cross-cultural information exchange and interaction is beneficial to students’ intellectual and personal growth. With regard to the computer conferencing activity, which is useful for raising students’ motivation by increasing their confidence, encouraging them to become part of a group, and broadening their range of writing skills (Skinner and Austin 1999), they can not only practice reasoning their ideas and viewpoints but also cultivate a sense of responsibility toward their study. Besides, by giving a presentation in Week 10 and 18, students will have the opportunities to practice their listening and speaking skills and develop their logical thinking as well, which aims to compensate the lack of listening and speaking training when implementing a typical CALL course that focuses mainly on practicing reading, writing, and computer skills. An introduction to some English learning websites will expose students to various channels of learning English and, by asking them to discuss the functions of these websites, they will explore deeply into the linguist area and thus develop their learner autonomy gradually. In the end, task-based learning can make teacher-centered classrooms become more learner-centered, as students are invited to help each other and become actively involved in their own learning process (Nunan 1989).
**Weaknesses of the course**

Critically speaking, there are still some defects and potential problems of this course. Take e-mail writing for example, some students may use the e-mail system as a tool to play tricks on other students by sending lavish junk mail or even computer viruses to them, which may cause great damage to the computers and the network system. In the keypalling activity, timing and involvement are often the most influential factors. For example, if the keypalling group of students is absent from the communication because of examination week or holidays, the teaching and learning process of my group will absolutely be disturbed, or if some students are reluctant to be involved in this project and fail to respond regularly, the interaction of the target language and culture will become limited. When students are surfing the Internet, to prevent them from browsing the restricted web sites or avoid plagiarism is not an easy task for the teacher. As for computer conferencing, the biggest challenges for the teacher are how to keep students concentrating on discussing the course issues without being off the point and how to make them devote appropriate amount of time to contributing regularly to the discussion in the TYHS First Class, which is closely related to the availability of the computer laboratories. Though the opening hours of the computer laboratories are from 8:10 a.m. to 5:00 p.m., Monday to Friday, students are restricted to use the computers only in CALL class or in short breaks (usually ten to fifteen minutes for a break time) among other classes. Thus, if some students cannot finish their activities or tasks in CALL class, they often have to rush and squash to the laboratories to accomplish their work, which may result in great inconvenience to them and even demotivate them for this course. Finally, time management in the classroom is quite important. Since some students may complete their activities and tasks very early and have nothing else to do while some slow students are still burying themselves in the keyboards for their work, the teacher has to prepare other extra activities for those quick learners and help the slow learners to speed up their learning process (Robb 1996). It is also possible that the teacher may not have enough time to teach everything in the syllabus to the students so that the contents for each class sometimes need adjustment to some extent.

5. Conclusion

With the development of computer technology, the Internet will undoubtedly play a very important role in the future, influencing our lives in various aspects. Education, particular the field of English language teaching, cannot ignore this trend. While recognizing the advantages of introducing the Internet to the ELT classroom, we should also be aware of the potential problems that the Internet may bring about. The challenge for the ELT teachers is to embrace the technology of the Internet,
rapidly tame it with pedagogy, and make it relevant to the language teaching goals (Carrier 1997). We are convinced that with the concept of utilizing the strengths of the Internet and minimizing its weaknesses, we can use it in an appropriate approach to scaffold our students to achieve the course aims and to enjoy themselves during the process of learning English.
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http://www.aitech.ac.jp/~iteslj/Articles/Nagel-Email.html


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Publications.

- All the above website addresses are correct by 15 March, 2002.
Appendix 1

Evaluation Questionnaire

Instructions: The purpose of this questionnaire is to know your opinion and feelings toward this CALL course. In general, each question has only one answer. Please tick the appropriate box for your answer. All information will be confidential and will be used anonymously. Thank you very much for your comments.

Part One: Background Information
1. Gender: □ a. male □ b. female
2. Age: __________
3. Grade: □ a. first grade □ b. second grade □ c. third grade

Part Two: Course Feedback
1. What is your general attitude toward this course?
   □ a. highly interested
   □ b. interested to some extent
   □ c. neutral
   □ d. uninterested to some extent
   □ e. highly uninterested
2. In view of enhancing your readings, the CALL course is---
   □ a. very helpful
   □ b. helpful to some extent
   □ c. neutral
   □ d. not helpful to some extent
   □ e. not helpful at all
3. In view of enhancing your writing skills, the CALL course is---
   □ a. very helpful
   □ b. helpful to some extent
   □ c. neutral
   □ d. not helpful to some extent
   □ e. not helpful at all
4. In view of enhancing your listening skills, the CALL course is---
   □ a. very helpful
   □ b. helpful to some extent
   □ c. neutral
   □ d. not helpful to some extent
   □ e. not helpful at all
5. In view of enhancing your speaking skills, the CALL course is---
   □ a. very helpful
   □ b. helpful to some extent
   □ c. neutral
   □ d. not helpful to some extent
   □ e. not helpful at all

6. In view of enhancing your computer skills, the CALL course is---
   □ a. very helpful
   □ b. helpful to some extent
   □ c. neutral
   □ d. not helpful to some extent
   □ e. not helpful at all

7. In view of broadening your cultural knowledge and developing your cultural awareness, the CALL course is---
   □ a. very helpful
   □ b. helpful to some extent
   □ c. neutral
   □ d. not helpful to some extent
   □ e. not helpful at all

8. In view of fostering your self-learning process and helping you to take more responsibility of your study, the CALL course is---
   □ a. very helpful
   □ b. helpful to some extent
   □ c. neutral
   □ d. not helpful to some extent
   □ e. not helpful at all

9. In view of helping you to gain more confidence of communicating in English, the CALL course is---
   □ a. very helpful
   □ b. helpful to some extent
   □ c. neutral
   □ d. not helpful to some extent
   □ e. not helpful at all

**Part Three: Open Questions**

**1. As a whole, which part of this course do you like particularly? Why?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

20
2. As a whole, what are the changes you suggest to make this CALL course better?

Thanks for your time!!
Appendix 2

Pen Pal Center

Found 1 pen pal postings:

<table>
<thead>
<tr>
<th>Contact: Tsai, Feng-ju</th>
<th>Age Group: 14-17 years</th>
<th>Posted: 2002-02-17</th>
<th>Expires: 2002-03-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Language: Chinese</td>
<td>Target Language: English</td>
<td>Proficiency: Low Intermediate</td>
<td></td>
</tr>
</tbody>
</table>

Details: Hello! My name is John and I would like to start a keypal project for my students in Taiwan. They are senior high school boys and girls, age 16-17, with a low-intermediate English proficiency. However, they are eager to learn English well. There are about 40 students in this class and I tend to divide them into small groups suitable for this project. Basically, if there is any native speaker group available, I will be glad to take them into account. However, non-native groups are also welcome for this project. Since this is just a beginning, if there is any group interested in this project, please do not hesitate to contact me. Thanks!!

Back to TESL Main Page
Back to Pen Pal Page

Appendix 3

寄件者: <contact@teaching.com>
收件者: <F.J.Tsu@warwick.ac.uk>
傳送日期: 2002年3月13日 AM 04:34
主旨: [IECC] How about exchanging emails with their country fellows?

User May
Huang of the IECC forum, sent you a message

Hi,
I'm reading your ad and thinking if it's a good idea that our students write to someone familiar with their ways of living.
My students are all girl, age 16-17. We meet once a week, on Friday Afternoon, for selective English class. We have finished two passages titled "Lantern Festival" & "My favorite song," which are ready to sent to thier keypals. I recommend we compile the students' writings into a file, email to each other, and ready to receive any responses from the other side.
If you're interested, please let me know. I will sent you "Lantern Festival" as soon as possible.
By the way I have two classes, altogether 60 students. I think it's OK that some of them don't get responses from your students.
May Huang
Appendix 4

Dear colleague,

My students will be ready to start this e-mail partnership very soon. They're highly interested in telling you about their culture and in sharing your experiences.

Our school is located near Paris and counts about a thousand students. Most of the students are involved in different school projects, and this e-mail partnership would be another opportunity for them to develop their communicating skills. We hope to hear from you soon.

Thanks to confirm your number of students (I'm looking for a group of 10) and to tell us about your school.

Sylvie Guillot

Appendix 5

An Opening Message for the TYHS First Class Computer Conferencing System

Dear Students,

Welcome to the TYHS First Class Computer Conferencing System! Through this system, you will be introduced to an electronic classroom where you can communicate freely in English with other students as well as the teacher. You will feel no pressure expressing your ideas and opinions about any topics contained in the CALL course. I hope you can be involved and stay committed to the on-line discussion because I believe that you will receive valuable feedback from other participants. If you have any inquiry about this system, please do not hesitate to contact me. My e-mail address is ettsaife@yahoo.com. Finally, I hope you will enjoy the on-line discussion and learn English with pleasure.

Best Wishes,

Tsai, Feng-jou (John)