

## **Learning English as a Foreign Language in Korea: Does CALL have a place?**

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**Keywords:** Korean EFL learners, Korean EFL context, computer assisted/aided language learning, CALL in EFL

### **Abstract:**

The first goal of this paper is to provide readers with a background to the cultural and educational conditions observed and researched about Korea. The second objective is to perform a current review of CALL (computer aided/assisted language learning) use in second language acquisition and to determine if any literature exists specifically about the use of CALL in Korean EFL (English as a Foreign Language) classrooms. The final objective is to relate the current use of CALL to the Korean EFL context through the literature available and personal experience in an attempt to determine if CALL should be used in Korea.

### **Introduction:**

There are several objectives this paper is to address. The first is to provide readers with a background to the cultural and educational conditions observed and researched about Korea. This will offer educators in or coming to Korea an in-depth view of the teaching context, so that they might make more informed decisions. It will also

present the context for other educators to determine similarities and differences with their educational settings and to examine the value of the information and suggestions provided.

Another objective is to present the cited advantages, some difficulties and cautions, and some examples of innovation of computer use in second language acquisition. Furthermore, the paper will attempt to present a review of the literature that exists specifically about CALL (computer aided/assisted language learning) in Korean EFL (English as a foreign language) classrooms. This will help determine if computer assistance is being utilized in second language acquisition, and, if so, how it is being utilized. It will also help address to what extent CALL is present in EFL classrooms in Korea.

The final objective is to relate the current use of CALL to the Korean EFL context. Through the literature available and personal observation and experience, conclusions will be drawn about the appropriateness of CALL for English language instruction in Korea.

## **2. Background:**

There are numerous challenges when attempting to teach EFL in Korea. For the majority of students in the Korean context, English language largely remains an academic exercise with little motivation to learn more than what is required to pass a test. This is supported by Kang's (2000) research, in which 234 Korean 9<sup>th</sup> grade students were interviewed about their motivation to learn English. The major

motivational reasons to learn English were all stemming from extrinsic orientations rather than integrative or intrinsic ones. One of the major challenges is to convince the students of the importance of developing English language skills. According to John Keller (Clark, 2000), relevance is of utmost importance in developing students' motivation.

## **2.1 Cultural and linguistic considerations**

When teaching in a foreign culture it is highly recommended that expatriate teachers learn as much about the culture they're going to work in as possible (Oak & Martin, 2003, p. 226). The following treatment provides an overview of considerations that teachers foreign to Korean culture should be aware of prior to stepping into the classroom.

The first major consideration is viewed from an historical perspective. Korean society is strongly rooted in Confucian ethics. According to some sources, Confucianism thrives in Korea more than in any other Asian nation (Han, 1995, p. 31). Confucian ideals affect relationships in the educational environment. It creates a hierarchical teacher-student relationship that grants the teacher unquestioned authority in a teacher-centered classroom (Oak & Martin, 2003, p. 19). Therefore, the Confucian student-teacher relationship can combat efforts to implement a learner-centered approach to education. It is often noted that questioning and analyzing is not highly valued and that questioning in class can be viewed as an insult to the teacher (Breen, 1998, p. 25). Classes are structured around the teacher presenting information to be memorized, which is true throughout the Korean educational system. It is often not

until students begin studying for a master's or PhD that they are expected to critically analyze information (Breen, 1998, p. 69).

Another element for consideration stemming from Korea's Confucian background is that age plays a dominant role in all social interactions. One hurdle in any language classroom focused on developing speaking skill in Korea is creating an environment of comfort and acceptability of alternative ideas. Often times, students feel uncomfortable in expressing ideas that differ from the group or the previous speaker's, especially when the previous speaker is older. Often older students feel they can dominate classroom conversations due to the "right of age". To provide an environment free of these constraints is an active process that must be established by the teacher.

Understanding linguistic differences can also assist in explanations and interpretations of attempts at communication. Korean linguistic and communication patterns differ from those of English drastically enough that contrastive analysis suggests English is one of the most difficult languages for Koreans to learn. There are differences in syntax, phonetics and phonology, sociolinguistics and discourse structure (Oak & Martin, 2003, p. 214). For a more in-depth treatment, refer to Robinson's article on pages 213-228 in the book edited by Oak and Martin (2003).

In addition, knowing that the style of management is quite similar to the student-teacher relationship can be of assistance in dealing with supervisors. It is mainly a top driven system where subordinates are not encouraged to freely express their opinions or creativity (Breen, 1998, p. 148). Ideas generated that are not derived

from the top down are usually greeted with displeasure as they suggest that the managers cannot properly do their job. This type of environment will obviously affect how managerial support can be gained and, as Yeung (2001) states, institutional support is of high priority for a successful program.

Gaining Korean management and teaching support for new projects can be extremely difficult due to the conservative mentality with respect to education. This would be especially difficult if suggested by foreign personnel. Werner (n.d.) makes the suggestion to focus on “quick wins” when trying to engage support, which in this context would probably prove the most effective method. If students become excited about the learning environment and communicate that to parents, it would help elicit support from the school. It has been observed that schools pay particular attention to parent’s suggestions since competition among public and private schools and institutes is very high. It is not uncommon for parents to change residence in order to send their children to what is viewed as a more prestigious public elementary school. The intense level of competition could be used in obtaining management support by convincing them it is a competitive advantage that would attract students to enroll.

## **2.2 Social context**

The majority of younger students have no idea why they are studying English other than they are told to by their parents and teachers. Younger students’ motivation is nearly all extrinsic or classroom-related, which is a common challenge in any EFL situation (Kang, 2000).

Time constraints for students must also be considered. It has been observed that Korean students as early as kindergarten are often given tight academic schedules for everything from Korean language learning to music. Breen (1998, pg.65) supports this observation with, “Even fourteen-year-olds are in school by 7:30 a.m., and after a full day’s classes may do private study until midnight or later. Many make do with only four or five hours’ sleep.” As a result, students have little time outside of class to reflect or do projects.

There is an extremely competitive environment in Korea, especially related to employment. The competitive rate of employment was recorded to be 87:1 (job seekers: available positions) in a recent survey cited by the Korea Times newspaper (Yoon, 2003). If two equally qualified candidates apply for a position, English skill is often used as a deciding factor for employment. For some university-aged and the majority of adult learners, an underlying current of using English as a tool for future prospects seems to be the main motive. In Korea, if one works at a large company, an employee’s English ability, established through some standardized test such as TOEFL (Test of English as a Foreign Language) or TOEIC (Test of English for International Communication), is incorporated into promotional decisions and pay scale. Another motivation for many Korean people to study English is because of a desire to travel or study abroad.

The motivations of adult Korean students involved in English classrooms encompass a large variety ranging from a desire for emigration to simply meeting a foreigner. As English is recognized as becoming the global language, many view its importance as a tool for communication when traveling or studying abroad. A more drastic reason is for the desire to emigrate. Recently, an article appearing in Joong Ang

Daily, a major Korean newspaper published in English, cited that an intense wave of Diaspora is rocking Korea (Byun, 2003). People are emigrating from Korea for a multitude of reasons, and many see English as a necessary tool for making a successful transition.

### **2.3 Educational context**

From the aforementioned cultural and linguistic, social environment derive the main educational challenges encountered. The first one is the strictly behavioral approach used in learning languages. English has been mainly taught through grammar translation in acquisition-poor environments (Oak & Martin, 2003, p. 75). Attempting to shift the teaching paradigm to one that is constructivist can often be met with resistance from students and management. Rote memorization of grammar and vocabulary (often for reading textbooks rather than for conversation) are respected as learning, while straying from a particular memorized dialog to attempt exercising the bounds of language is not viewed to be as useful (Breen, 1998, p. 68). Around 1992, the government initiated a campaign to push the direction of English education toward communicative competence (Oak & Martin, 2003, p. 29). In order to do this, many native English speakers were employed by universities as instructors and the universities attempted to adopt communicative approaches to their English programs. More recently, governmental efforts to raise the level of oral proficiency in primary and secondary schools have been initiated, but the reality is that grammar instruction remains the norm (Oak & Martin, 2003, p. 30).

Class size and contact hours can be treated as another challenge which also

make it difficult for teachers involved in general education to create effective and meaningful speaking and writing opportunities (Oak & Martin, 2003, p. 13). Large class sizes of 40-55 students can be the most troubling aspect in trying to develop students' basic communicative skills (Park, 1999). However, many native English speakers working in Korea will be teaching at private institutes or "Hogwans" where this may not be an issue. What is always a challenge is the time teachers have for preparation and assessment.

### **3. Current trends in computer use in language learning**

The history of CALL ranges over approximately 40 years and can be divided into three main stages that correspond to technological and pedagogical changes over that time. The three stages are defined as behaviorist CALL, communicative CALL and, most recently, integrative CALL. Integrative CALL reflects the socio-cognitive view of communication and emphasizes authentic contexts and genuine language use in meaningful ways. It also seeks to integrate the four language skills: reading, writing, listening and speaking (Lee, K., 2000).

#### **3.1 CALL in EFL**

##### *Advantages:*

There are a multitude of advantages cited in the literature that CALL offers the language student, many of which directly relate to the deficiencies of the EFL context. There exist strong supporters of using CALL and their reasons range from reducing learner stress to increasing experiential learning.



K. Lee (2000) suggests that there are many reasons that network-based technology, if appropriately utilized, should be implemented. The first is experiential learning through using the vast resources offered on the World Wide Web. Raising EFL students' motivation above that which is required to pass a test is a major obstacle and CALL can increase motivation and enhance student achievement by affecting students' attitudes and helping them feel more independent (Lee, K., 2000). Furthermore, 24-hour access to authentic materials for study, interaction with peers or native language users, and opportunities for global understanding make CALL an enormous boon to EFL teaching strategies (Lee, K., 2000).

With respect to online learning, Kannan and MacKnish (2000) offer several advantages applicable to any blended or online program. This type of program is said to provide numerous opportunities to apply learnt skills. One major difficulty in an EFL environment is the dearth of opportunities students have to practice their skills, so blended learning could be part of the solution to this problem. Moreover, blended learning can expose students to computers, and with proper guidance build their online skills. Blended programs can also provide an additional medium for peer learning and an alternative learning environment (Kannan & McKnish, 2000).

A distinct build-up of stress can be noted in many EFL students when asked to use the target language meaningfully. Huang and Liu (2000) suggest that computer assisted language learning can reduce a learner's anxiety which can aid in learning. Furthermore, if the program is offered in the multimedia lab the opportunity to aid

students' visualization of the situation can be largely enhanced (Huang & Liu, 2000).

Another advantage is CAA (computer-aided assessment). This is specifically beneficial in many general education situations because of the immediacy of feedback (Atkinson & Davies, 2005). It has been observed that many university English language courses in Korea meet once in a week or in two weeks. The delay in receiving feedback can be a significant issue and if CAA can reduce the lag it would be very helpful.

While there are other advantages cited in the literature the previous treatment presents the most significant in relation to EFL.

*Difficulties and cautionary notes:*

For successful implementation of CALL, commonly encountered difficulties should be carefully considered in order to circumvent their deleterious effect on the quality of the program. This section will highlight the most significant considerations.

An important element for consideration that could present considerable difficulty if the program is to take place in a multimedia language lab is the physical layout. As Huang and Liu (2000) indicate, the multimedia language lab impacts communication between students and the teacher. It is physically larger than the traditional classroom, which also creates a larger psychological distance. An additional difficulty encountered in the multimedia language lab is rearranging seats for communicative activities which is easily accomplished in the traditional classroom

(Huang & Liu, 2000).

Kannan and MacKnish (2000) make an excellent point of the difficulties that are apt to arise about perceptions of good feedback with respect to their study of online ESL learning. While this may appear in any class, it seems especially pertinent for blended programs and especially in places where teacher dominated classrooms persist as the norm. Clearly defining what kind of feedback students should expect may help in averting this issue, but getting students and tutors to agree on the meaning of good feedback can be where the difficulties begin. In Kannan and MacKnish's (2000) case, students expected total correction of all language errors while tutors thought it more important to proffer positive and encouraging comments. As well, students viewed longer comments as meaning poor answers. Issues of such sort need to be addressed and common perceptions of good feedback negotiated.

Another consideration related to feedback is whether it is contributing to student learning, since many learners are comfortable in a passive role (Kannan & MacKnish, 2000). This may be an especially appropriate precaution in places like Korea where teacher-centered styles of learning demand the students' passivity.

It would be wise to note that when conducting a blended program integration of online components into the classroom environment is required (Kannan & MacKnish, 2000). This stresses to learners the importance of the online component and it will help them adapt to the new learning environment.

An interesting issue raised by Kannan and MacKnish (2000) is how to

distinguish between problems of computer skill affecting learning and language skill weaknesses. Certainly, open dialog between the tutor and learner can minimize this difficulty. In addition, adequate computer (software and hardware) preparation prior to the commencement of the class will help ease apprehension, build the necessary skills and add intrigue in using the novel medium.

*Some examples of innovation:*

CALL presents many opportunities for innovative language instruction and learner engagement in the arena of second language acquisition. Engaging the learner is especially important in places where opportunities to use the language in authentic circumstances outside the classroom are largely non-existent.

As an example of an innovative approach, Huang and Liu (2000) describe how they utilized the computer simulation software, SimTown, created by Maxis/Electronic Arts in a multimedia language classroom. The software, designed for children between the ages of 3 to 10, uses suitable language for intermediate level EFL students. In addition, the layout and graphics offer visual appeal. One of the basic topics of EFL learning is personal information, which the creatures in the software all have. To make it more personalised, the software offers the option of character creation. The objective is to create and sustain a simulated town. After the computer simulation, Huang and Liu (2000) had the students present their town in an oral report to the class in English.

Yeh (2003) also provides an innovative blended approach for learners to utilize the four language skills (listening, writing, reading and speaking). The lesson plan

outlined was developed to improve students' story telling by involving a pre-online chat, and then partaking in a voice conference with a native speaker of English telling their story, followed by an offline post-chat activity. The final culmination was having students tell their own true stories to the class.

Milton and Garbi (2000) present a novel way to elicit collaboration among primary-aged learners that uses the internet, but could be adapted to any networked classroom. The material was developed specifically for young learners, so Milton and Garbi (2000) offer appropriate cautions and considerations when designing for children:

1. more explicit coaching should be given to young learners,
2. age specific topics should be chosen,
3. consideration of attention span and vocabulary should be taken into account, and
4. presentation should be game-like.

Milton and Garbi (2000) describe a virtual reality online response called VIRLAN that provided online, collaborative, real-time communication with other language learners in a variety of activities.

Another simple yet effective way to enhance authentic communication is to establish electronic pen friends (Lee, K., 2000). This can be done by contacting another EFL class in a different country for students to regularly contact via email or chat rooms.

*Not everyone is an advocate:*

It should be addressed that not everyone is an advocate of integrating CALL into the language classroom. In fact, there exist many skeptics and some who are adamant adversaries. It is often cited that the largest flaw is a lack of evidence. S. Lee (2000) strongly suggests that CALL researchers need to show its effectiveness empirically for it to realize the potential that many of its advocates suggest. Busbee (2001a) echoes this by stating even very vocal supporters of multimedia use in language learning exhibit concern about the lack of experimental evidence to bolster their claims. Without this evidence it is difficult for many to make a clear determination on their stance regarding CALL.

Therefore, studies with sound pedagogical underpinnings are needed to assist in either dismissing or trumpeting the claims of CALL supporters. Funding for education is always limited, so research into whether computers should be incorporated in language learning and, if so, to what extent is an absolute necessity before large scale funding haphazardly be thrown into computerization of the EFL environment.

*Changing roles and expectations:*

a. *The Instructor*

Depending on how CALL is implemented, the first change could require instructors to relinquish some of their control over the educational environment and some of their independence due to the need for teams “to develop, deliver and support” the learning environment (Mitchell, 1997). These teams must establish materials and design of the course. For effective operation, the roles of the team must be clearly established

(Higgins & Postle, 1993). Therefore, the instructor should expect to work collaboratively as a part of the team (Gunawardena & Zittle, 1996).

Another area that an instructor's role is altered is moving from the center of the process to the role of coach or director (Huang & Liu, 2000). Again, the instructor is required to give up some control and allow students to take more responsibility for knowledge creation. The teacher, through the new medium, must act as a guide for the learners rather than a disseminator of all knowledge. To accomplish this, the instructor's role makes mandatory some basic computer literacy skills because she must be able to use the technology effectively to stimulate and mediate the processes of communication and interaction (Collins & Berge, 1996).

In addition to facilitating dialogue, Arsham (2005) notes the importance of decreasing the psychological distance inherent in communicating through a new medium. Also, the instructor must be able to build relationships, conduct discussions (how to start, stop and focus them), and deal with the many personality types (shy, aggressive, dominating) of the students (Arsham, 2005). The instructor must act as a mediator, a motivator and a modeler (Gunawardena & Zittle, 1996). While much of the above may be necessary for all instructors, the novel environment requires new strategies and skills in how to perform these duties. For example, the instructor must not only coordinate the flow of communication between herself and the students, but also between the student and the computer interface (Huang & Liu, 2000).

Furthermore, expectations must be clearly negotiated at the beginning of the

program to ensure smooth operation and student and instructor satisfaction. Is the facilitator also the computer expert? Kannan and MacKnish (2000) mention, the instructor in their program had difficulty in dealing with complaints, since the students expected the instructor to fill both roles of computer and language expert.

As always, it is the instructor's role to establish clear norms for participation. To do this, the instructor must emulate and encourage appropriate behavior and confront inappropriate conduct when encountered (Berge, 1996). The instructor must also understand it may be a new medium for learners, so she should exhibit patience and consideration for the learner's situation.

b. *The Learner*

The learner's role also undergoes changes due to the new environment. There is a new sense of interaction with material, instructor(s), and fellow learners. Since effectively designed courses rely on peer interaction and collaborative learning, Arsham (2005) notes, communication through the new medium is vital. Therefore, because of the students' role as a communicator, they must hone their ability to understand and to make themselves understood in the new context.

As well, the student must be an active agent in the learning process (Gunawardena & Zittle, 1996). Students using CALL should take more control of their learning. If the environment utilizes an online element then the students must be more autonomous because the new medium hasn't a tangible place and time (Moodie, 1998). Higgins and Postle (1993) support this notion saying that open learning is good for independent



learners. The medium requires active participation as “collaborative learners”, and “complex problem solvers” rather than simply students memorizing facts (Teles, 1993; Gunawardena & Zittle, 1996). Kannan and MacKnish (2000) list elements of SDL (self-directed learning) that students needed to adopt to be successful in the online ESL learning environment. Among these are:

1. knowing when to entreat assistance
2. seeking alternate sources of help
3. learning through discovery
4. learning to self-pace and manage time
5. developing the ability to learn from mistakes

Regarding the change from the traditional classroom to the multimedia lab environment, Huang and Liu (2000) also say that learners “should elevate their learning motivation and independence” in order to be successful.

Students may initially feel uncomfortable within the new learning context if they have not previously encountered constructivist approaches to learning, which the majority of Korean students have not. However, the new medium, if used effectively, will assist learners in approaches to metacognition that will assist their ability in learning how to learn (Halter, n.d.). If the learner has the necessary degree of motivation and autonomy needed to begin the process, they will further enhance their ability to be independent lifelong learners.

### **3.2 Current uses of CALL in Korea**

While CALL is being used by numerous schools and teachers in Korea, finding academic resources related to the subject has proven difficult. After searching relevant journals related to CALL and ESL/EFL education, no information directly addressing Korea could be located. Steps were taken to contact KOTESOL (Korea Teachers of English to Speakers of Other Languages) CALL Special Interest Group (refer to Appendix I for online link) to find guidance in the pursuit of locating academic resources. With the assistance of several members, a few resources were located specifically addressing CALL in the Korean context. The two most noteworthy were one addressing EFL learner's reading abilities and the other attempting to use an Internet bulletin board to aid in process writing.

The first paper attempted using computer-based speed reading training, including word recognition, for university-aged Korean learners (Busbee, 2001b). It is significant because the majority of EFL learners have a tendency to read slowly negating the pleasure of reading. This in turn leads to less reading and worse skills. Furthermore, the study is significant due to the fact that more Korean people are relying on information written in English text, specifically those who are specialists in their fields (Busbee, 2001b). Interestingly, it has been observed that many of the textbooks used at the university level in Korea, especially in the sciences, are the same English version ones used in western universities. Thus, the importance of competent English language reading skills for Korean students continues to increase.

To give some bearing on the issue, a study by Nutall (cited in Busbee, 2001b)

revealed an American of average intelligence and education is capable of reading 300 words per minute. In contrast, several studies cited by Busbee (2001b) indicate that rates of 100 words per minute are common for Korean and Japanese EFL students. The goal of the study was to increase the learner's speed without a corresponding decrease in comprehension. The results of the study indicated that all students who participated showed gains and the conclusion reached was that after 25 hours of computer-based speed reading training Korean college students can increase their reading speeds (Busbee, 2001b). It is also noted that it was unclear how effective the computer-based program was in relation to traditional methods of speed reading training, since no comparison or control group was used.

The second paper focused on blending an Internet bulletin board into a writing class. CALL was cited as being particularly attractive for process writing due to the time constraints usually encountered in a traditional classroom (Lee, S., 2000). Utilizing the Internet helped eliminate the bounds of time and space by being accessible 24-hours/day anywhere with an Internet connection. The effectiveness of the blended aspect of the course was judged by student perceptions related to attitude towards the Internet bulletin board and to whether their writing improved. The evaluation showed great improvement in attitude to the tools used by the conclusion of the course and the majority of students said they thought their writing had improved (Lee, S., 2000). Overall, the final consensus was that the new tool was effective because it allowed for continuous practice.

There appears to be a paucity of quality information about CALL relating

specifically to the Korean context. S. Lee (2000) confirms this by noting that specific course planning related to CALL research in Korea has rarely appeared in the literature. Moreover, many of the CALL materials used are imported, so they may not meet the specific needs of Korean students (Lee, S., 2000).

#### **4. Should CALL be utilized in the Korean Context?**

The question of whether CALL should be utilized in the Korean context is a difficult one to answer. To give a clear “Yes, of course!” or “No, of course not!” would be foolhardy, as the argument among theorists continues as to whether or not media can influence learning. Clark (1994) clearly declares media will never influence learning, while Cobb’s (1997) viewpoint is that an appropriately designed media-enhanced program can lead to greater cognitive efficiency.

Regardless of the arguments, the wealth of resources already available and continuously being created on the Internet makes some incorporation of CALL seemingly inevitable. Refer to Appendix I for a brief listing of some of the many Internet sites related to ESL/EFL teaching and learning. The available free materials alone range in variety from listening comprehension exercises to fully developed curricula. It may not revolutionize EFL learning, but for teachers and students it provides previously unheard of support, discussion and materials aimed at language learning.

However, there are critics of Internet use in the EFL setting. Busbee (2001a) summarizes many of the arguments by stating that the Internet’s amount of information

can be overwhelming to native English language users, imagine the difficulties for Korean high school or university students. While this is certainly true for those students browsing alone, the argument is misdirected when applied to the classroom setting. Just as with any materials in the language classroom including books, the proper coaching and direction makes a world of difference in the efficiency in which something is learned or how a tool is used. Sitting an EFL student in a classroom with a book and say, “Learn English! I’ll be back in a while!” is of course ridiculous. The same is true with CALL, where the tools are merely tools not the solution in and of themselves. The Internet offers an unprecedented amount and variety of materials for use in the EFL classroom, but only in collaboration with sound pedagogy will it have the opportunity to make the contributions many of its advocates actively promote.

For success, the outline provided by Jonassen (1998) for good coaching should certainly accompany CALL: motivate, analyze, provide feedback and advice, and persuade learners to assess their performances critically. Multimedia can provide access to numerous aspects of language such as mannerisms, tone of voice and other human behaviors that are much more readily adopted through exemplars than through description. Therefore, by providing many sources of information it should lead to a more readily learned and in-depth understanding of certain linguistic concepts (Jonassen, 1998).

With respect to Korea’s specific socio-cultural educational issues, CALL should be able to help address some of them. For example, the negative effects of large class size and limited amount of contact hours could be mitigated by blending classroom

activities with CALL solutions such as Internet discussion boards as discussed by S. Lee (2000). Furthermore, it could help promote situations for development of independent learning skills and student centred learning, which is distinctly lacking from most Korean educational settings. Developing these skills may be of greater importance for Korean students' English language skills in comparison to other subjects due to the EFL context allowing few readily accessible authentic opportunities for use. Through anonymity, CALL could also help promote egalitarian educational settings by preventing dominance of older students due to Confucian age structure.

However, without more direct evidence clearly exhibiting the benefits of CALL incorporation in the language classroom, it is difficult to give absolute support. In addition, more materials addressing the specific needs of Korean students would certainly assist in applying CALL successfully in the Korean context.

## **5. Conclusions**

Applying CALL to the Korean context presents unique opportunities and difficulties due to the socio-cultural and educational environment. There have been some innovative uses of CALL specifically related to the EFL/ESL context that could potentially be applied in Korea. Likewise, the burgeoning of information and materials available on the Internet seems to inevitably push toward its incorporation into the EFL classroom. However, without sound pedagogy underpinning the creation and use of tools selected for CALL, without room for changes in roles of learner and instructor and without taking into account the specifically related cautions and difficulties mentioned throughout the paper chances of success are minimal. Above all, more evidence clearly

delineating CALL successes are needed for it to gain widespread acceptance and be successfully implemented in the EFL setting.

## Appendix I: Some Online EFL/ESL and CALL Resources

Teaching English as a Foreign or Second Language: <http://www.kyoto-su.ac.jp/information/tesl-ej/index.html>

The Internet TESL Journal: <http://iteslj.org/>

Randall's ESL Cyber Listening Lab: <http://www.esl-lab.com/>

Boggle's World (ESL teacher resources, job boards and worksheets):  
<http://bogglesworld.com/>

Asian EFL Journal: <http://www.asian-efl-journal.com/index.html>

ESL Teachers Board: <http://www.eslteachersboard.com/cgi-bin/articles/index.pl?read=917>

English-to-go: <http://www.english-to-go.com/>

English-4U (English Lesson Plan): <http://www.english-4u.com/>

KOTESOL (Korea Teachers of English to Speakers of Other Languages):  
home page: <http://www.kotesol.org/>,  
CALL Special Interest Group: <http://www.kotesol.org/compulearn/>

Dave's ESL Café: <http://www.eslcafe.com/>



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