"Friend is treasure."

AN ACCOUNT OF A PILOT KEYPAL PROJECT FOR KOREAN CHILDREN.

Jaehee Choi and Hilary Nesi

1. Introduction

The main reason for teaching English at primary level is to enable our children to use language in real situations. Children see little purpose in studying sentences that do not make sense in their world, yet they do understand the purpose of language to communicate, identify, persuade and find solutions (Holderness 1991).

Traditional language-based teaching tends to place emphasis on language structures rather than meaning, and therefore denies children a real purpose for learning English. Brewster(1991), however, describes current approaches to English language teaching which make use of projects to provide opportunities for children to use English in a meaningful way. Holderness (1984) points out that if children are given interesting project topics they will be motivated to search for meaning and explore in greater depth. Projects can therefore be far more stimulating and challenging than those language exercises which concentrate solely on form. Moreover, task-based learning can make teacher-centred classrooms more learner-centred, as students are invited to help each other and become actively involved in their own learning process (Nunan 1989).

The Internet has enormous potential as a resource for projects and as a medium for communication between learners. It enables teachers and students to collaborate and share ideas relevant to their interests and concerns, and primary educators have not been slow to take advantage of its capabilities. In particular, classes at the K12 level are beginning to implement e-mail "keypal" projects which require children to read and

write in English to communicate, and which also provide them with opportunities to learn about different cultures. Today thousands of children around the world are involved in virtual classroom learning through the medium of the Internet. They communicate in English with virtual classmates, in classrooms without boundaries (Deemer 1994, Sela 1995, Warschauer, 1994).

Educationalists in Korea have done much to encourage Information Technology skills. All elementary schools are now linked via the EDUNET network, which offers teachers and students access to the World Wide Web and an e-mail service. Many schools have a computer laboratory where each pupil is allocated one on-line computer. Some schools also have a "computer corner" in their classrooms, and some schools have arranged computer classes for their students, as an extra subject taught by outside tutors. There is also strong support for young people outside the classroom. A number of organizations promote computer literacy and help students to learn how to use applications such as e-mail and the WWW, and in the Korean press there are frequent reports of individuals or organizations donating hardware, software and free e-mail addresses in order to promote Information Technology to the younger generation. For example the Daily Chosun (a newspaper company) and KITEL (a computer company) have agreed to provide free Internet access for teachers and pupils in all the elementary and secondary schools across the country, and Kyungsung University in Pusan also distributes free Internet access locally.

However, despite widespread access to the Internet in schools, keypalling was unknown in Korea prior to the project described in this paper. Teachers were aware that the Internet might help English language learning, and children were enthusiastic about the technology, but it was clear that outside guidance and support would be needed to get a first pilot project up and running.

2. Planning and implementing the Keypal Project

The first step in this pilot Keypal project for Korean children was taken by contacting subscribers to TESLCA-L and TESLK-12 (both branches of TESL-L). The following

invitation was posted to the two mailing lists, addressed to all subscribers interested in Computer Assisted Language Learning and/or working in K-12 level schools:

Dear colleagues

It is well known that keypalling can be very helpful in developing/improving the language proficiency, motivation and inter-cultural understanding of students, if it can be properly arranged with a careful plan.

At the moment, however, Korean elementary schools do not seem to enjoy these useful opportunities, even though they are equipped with all the IT facilities.

As a research project for my MA dissertation, I'd like to arrange keypalling for Korean children and try to find out how it can help them learn English.

At the same time, I'd like to give chances for partner classes/schools to understand Korean children's school lives and culture.

The Korean children who will be invited to this project are:

- *elementary school students from 3rd to 6th grade*
- *beginners in terms of English language competence*
- *very keen to learn English*

I would like to invite any classes/schools who feel interested in Korea and Korean culture, and who are beginners or who want to correspond with beginners.

The proposed timespan for the project is 1&1/2 or 2 months (from around May to June)

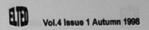*Please feel free to contact me for more information.*

Jaehee Choi

Three teachers with suitable classes expressed an interest in taking part in the project, but as we corresponded to discuss further details we soon realized that there were problems with timing. Term dates are different from country to country, and the school year in most other parts of the world ends much earlier than the Korean school year. Finally we reached agreement with the teacher of a 5th grade class in Slovakia, on the understanding that the project would be timed to fit the Slovakian term.

The Slovakian teacher had six years' experience of teaching English, and she had previously been involved in a keypalling project between some older children and a partner class in Germany. There were 26 pupils in her class, aged 11 to 12.

It also took some time to find a Korean project partner. Some prospective participants who were very suitable in terms of experience and language proficiency rejected the project because they were unfamiliar with the notion of keypalling. Support and free e-mail accounts were offered to those teachers who did not know how to access an e-mail service, but despite these incentives they ultimately decided against active involvement. Some of the other teachers who were contacted were reluctant to join the project because they felt that they did not know enough English. A low level of language proficiency compounded with poor IT skills prevented them from communicating via e-mail.

Eventually a 3rd grade class in Ansan City was identified as a suitable project partner. There were 42 children in this class, aged 9-10. However, although the teacher had five years' teaching experience her knowledge of English was fairly limited. She had only worked for one year as an English teacher, and her post-secondary education had not incliuded any English language training. The children were in their first year of language learning, and could barely write in English at all; their 3rd grade syllabus focused on reading and speaking rather than on writing. None of the Korean participants had ever used keypalling before.

The project was planned and implemented from Warwick University in England. As there was no opportunity for the moderator (Jaehee Choi) to meet either of the project partners face to face, it was necessary to send them plenty of detailed written information regarding keypalling in general and the organization of this project in particular. The moderator's role was that of an intermediary to whom the teachers communicated all comments and suggestions. It was necessary for the moderator to liaise with both parties repeatedly before they decided to commit themselves to the project.

Once she had decided to take part, it was also necessary to help the Korean teacher prepare her pupils for the project by providing examples of keypalling messages. Authentic examples were not hard to find, but most proved unsuitable because they had been written by children with a much higher level of English (native speakers or advanced learners). The moderator managed to make an appropriate selection, however, and the Korean teacher used these in class before the project began. The moderator's support for the Korean teacher continued throughout the project and was essential to its success.

In both Slovakia and Korea the children sent their messages through the teachers' personal e-mail accounts. The Korean teacher made no use of EDUNET in her school; she had not experienced technical difficulties with the EDUNET system, but, she said, "it took a long time to access and it was inconvenient". Instead she accessed her own account on a commercial network from home.

3. The schedule and procedures

The two teachers and the moderator agreed to the following schedule and list of topics:

Week 1	Self-introduction
Week 2	School life
Week 3	Weather
Week 4	Family life

Week 5	One or two famous places in our city
Week 6	Our famous food
Week 7	Special days

It was planned that correspondence would be on a class-to-class basis, with a recommended message length of 10-15 sentences. After initial problems with incompatible wordprocessing programs the moderator arranged for all correspondence to be sent in plain text files (*.txt).

The project began on a weekly basis in the third week of May 1998. Initially 15 Slovakian students sent self-introduction messages to the Korean students. Once the Korean teacher had received these she prepared a response message containing her students' self-introduction.

All correspondence was copied and forwarded to the moderator, and it soon became clear that the Korean teacher had changed the mode of correspondence, so that her pupils were responding individually, rather than class-to-class. Each letter started with "Dear ...(name of individual pupil)..." rather than "Dear Slovakian friends", and it seemed that the teacher had selected 17 pupils from her class to reply to the letters from the partner class. Although the project had originally been planned as a class-to-class project and the Korean students had a lot of difficulty corresponding as individuals, the moderator did not ask the teacher to return to the original mode for two reasons: the Korean pupils seemed to prefer the individual exchange mode, and the Slovakian students had already received and read the messages sent to them. We did not want to disappoint the Slovakian students, who were very excited with this e-mail correspondence.

One of the consequences of this decision was that the Korean teacher needed to provide a great deal of language support for her students. Individual messages were harder to write than a class-to-class message, and in any case the Korean children were challenged by the fact that the Slovakian partners were older and more linguistically advanced.

The two classes continued to exchange e-mail messages on a weekly basis from 17 May to 26 June 1998.

4. An evaluation of the project

At the end of the project two sources of data were available for analysis. The first of these was the teachers' and pupils' responses to post-project questionnaires. The second of these was the messages themselves, all of which had been forwarded to the moderator.

he teacher's questionnaire was composed of five sections, and gave the teachers the opportunity o comment on general, pedagogical, personal, professional and technical aspects of the project, and to discuss the role of the moderator and the behaviour of their pupils. A simple questionnaire was also prepared for the Korean children, although unfortunately the Slovakian children could not be contacted as their school holidays had begun. The questionnaires and responses are reproduced in full in Appendix A.

Both teachers gave positive reports of the project, which not only met their requirements but also provided additional unexpected benefits. The Slovakian teacher had begun the project in the hope that her "pupils will improve their English and realize how important [it] is learning a foreign language". She reported that the children had learnt a lot of English, and that they had found the project very motivating. The Korean teacher seems to have begun the project with different expectations; her main aim was to provide special opportunities for her pupils: "As many of my children lack parental interest and need more care than others, I wanted to give them a special experience that they can boast of.." She reported great enthusiasm on the part of her class: "Every Monday, I was busy with my children asking for their messages from their friends. They followed me to the washroom. They seemed very happy during the project".

Both teachers reported that the children's reading skills had greatly improved during the project, and they also thought that the children had improved (to a lesser extent) in other language skills. The two teachers helped their pupils read messages in different ways. The Slovakian teacher provided dictionaries and grammar instruction, while the Korean teacher normally used a translation technique. She read the letters aloud to her students in English, and then in Korean, a process which also encouraged the development of listening skills. Each Korean student was also told to attach the messages from his or her

keypal to a notebook, so that they could be read again and again. Because of this extra reading practice the Korean students in the later phases of the project were be able to recognize letters and remember words and phrases such as *Dear, hear from you,* and *address* without any help from the teacher. The Korean teacher commented: "Some didn't know the English alphabet and the form of English letters. But they could read the alphabet, although I didn't teach it. My pupils can read in English classes."

The two teachers also used different methods to help their pupils to write their own messages. The Korean teacher tended to rely on translation because her pupils did not know enough English to write by themselves. Her method involved letting the children choose words from a prepared word chart. The Slovakian teacher used a variety of techniques to help her pupils to write messages; these included multiple choice, gapped sentences and incomplete sentences, as well as translation.

The teachers reported that the project enabled their pupils to consolidate their earlier learning by using words, phrases and sentences they had been taught during the regular English classes. The Korean teacher also found that during their regular English classes her pupils recognized language items that had been used in the messages they received. Both sets of students drew on their knowledge of other subjects such as geography and history to interpret the cultural information they received, and they also developed their Information Technology skills by using e-mail. This was incidental learning; the teachers had not planned to focus on subject areas other than English. As well as supporting work in specific subject areas, it has been claimed that keypalling helps to develop general study skills and critical thinking (Roberts, Rice and Thorsheim 1994). Fisher (1990) emphasizes the importance of such skills, arguing that the teaching of thinking skills is potentially one of the most valuable areas of educational development today. The project seems to have encouraged the Slovakian students to develop a spirit of enquiry. According to their teacher "they asked interesting questions and expected answers about life in [a] country they didn't know before". The project also encouraged all the participants to work collaboratively, and to set and accomplish their own goals. The teachers' questionnaire responses suggest that this had a positive effect on the pupils' school work generally.

Unexpectedly, the project also proved to be a positive influence on those students who did not participate. The teachers noted that these students were interested in the project too, and like the participants became more motivated to learn English.

Both teachers reported personal and professional benefit from the project. They exchanged messages on a friendly basis, improving their own IT confidence and skills. In the process the more experienced Slovakian teacher was able to suggest new teaching methods to the less experienced Korean teacher. Both became more aware of professional practice beyond their own institutions. As the Korean teacher explained: "I opened my eyes toward the global English education".

The teachers expressed the wish to move on the other keypalling projects, and agreed that they would recommend the project to other teachers because of its personal, professional and pedagogical benefits.

The questionnaire responses from the Korean children display enormous enthusiasm for the project. They all claimed to have enjoyed it "very much", and their comments reflect this enjoyment and their desire to communicate meaningfully with other children (for example: "This program is very fun", "We can make friends through this program, "We can help our friends with learning English"). The children wrote about topics familiar to them in their daily lives, such as food, the weather, and festivals. Despite the many grammatical errors the messages make good reading because the students were very sincere and eager to talk about themselves and their countries and cultures. Samples of the messages are reproduced in full in Appendix B.

The project created opportunities for the children to learn new words and remember ones that had previously been taught. Both teachers reported that writing about the topics was a more effective way of learning vocabulary than memorizing individual words in a list. For example this Slovakian message about school life contains a number of words relating to sports. Some of these had been pre-taught, but others had not:

To : Kyoung-eun Joe,

How are you? I am fine. My hobbies are Karate, gardening and dog. I know where is Korea situated but I want to know more. I write you how our pupils can spent free time at school. We can choose these sports: football, tennis, table-tennis, volleyball,

shooting and chess. I want to be good at sport, especialy at Karate. What do you know
about Slovakia?
Best wishes,
Miro Djobek.

5. Conclusion

A successful project requires careful and detailed planning. The teachers and the project
moderator need to reach agreements about timing, topics and message management that
are feasible and suit them all. It is essential that harmonious relationships exist, not only
between the participating teachers, but also between the teachers and the moderator,
who is the linchpin of the whole project. The importance of the moderator in keypalling
projects cannot be over-emphasized. He or she can oversee the progress of the project
whilst participating teachers often only have a one-sided view of events. The moderator
may also be called upon to create or locate materials to support the project, and may be
able to iron out technical problems by liaising between teachers who are unfamiliar with
e-mail systems.

Robb (1996) gives some excellent advice to prospective project organizers:

> "Keypals can be an extremely rewarding experience for your students,
> but don't expect everything to go well the first time. Just like any other
> aspect of your teaching, it will take some experience to discover the best
> implementation for your own curriculum. Even with first-time glitches,
> however, you can be sure that it will be an experience that your students
> will not forget. Don't be surprised to find some students exchanging
> snail-mail addresses with their Keypals, turning a virtual friendship into
> an actual one. It happens!"

The pilot project described here was on a very small scale. Although we encountered
some initial problems, as Robb anticipated, the teachers agreed it had been a positive
experience and the children evidently enjoyed it a lot. We feel that any enthusiastic
group of teachers with access to e-mail should be able to achieve similar results. At the

end of this project the teachers were planning to set up keypalling activities of their own, and the Korean and Slovakian children were planning to continue writing to each other. We look forward to finding out more about the development of keypalling in Korea.

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All the above website addresses were correct 6 September, 1998.

Appendix A: Questionnaires

Questionnaire from the Korean teacher

(Some questions were answered in English, and some in Korean. T) means "translated into English".)

1. General Aspects

1.1. Why did you begin this project? What benefits did you expect from it?

T) *As many of my children lack parental interest and need more care than others, I wanted to give them a special experience that they can boast of. And I wanted my children to have opportunities to have friends in a different country and to meet a different culture, thus having a broader horizon toward larger world.*

1.2. Did the project meet your expectations? Please explain.

T) *I was happy with this project. During the project, my children looked up Slovakia in an encyclopedia and they tried to find Slovakian national flag among many flags displayed in the classroom. They were very curious about many things about Slovakia, so they wrote what they wanted to know in their notebooks to get my help. Every Monday, I was busy with my children asking for their messages from their friends. They followed me to the washroom. They seemed very happy during the project.*

1.3. What do you think is the most important benefit of the project for your pupils?

T) *My children have been more interested in English. They were very active during English classes. Some of the 17 students who participated in this project were good at English. But some were not, and they were among the students who did not show interest in regular English classes. But these unmotivated children changed a lot. They tried to work in English classes and to write what they learned from English classes in the letters to their Keypal friends.*

1.4. Were you disappointed with any aspect of the project? If so, please explain.

T) *I think the project period was short, and I wished to have quick responses from my partner teacher.*

2. Pedagogical Aspects

2.1. During the project how did you motivate your pupils to learn English?

I used to say "Korea and Slovakia use different languages. But we can communicate with each other in English. You can write to tell something and to ask something anytime. A new world is opened up to you." My pupils' eyes shone brightly when I said this once a week.

2.2. What language skills do you think your pupils improved through this project?

Please tick (V)

Reading	very much (V)	a little ( )	not at all ( )
Writing	very much ( )	a little (V)	not at all ( )
Speaking	very much ( )	a little (V)	not at all ( )
Listening	very much (V)	a little ( )	not at all ( )

2.3. Did you help your pupils to read the messages they received? If so, how?

Yes, I helped my pupils. I distributed the printed messages to them and they attached each of the messages to their notebook. I read their messages for them, first in English and then in Korean.

2.4. Did you help your pupils to write the messages they sent? If so, how?

Yes, I did. First, my pupils wrote their message in Korean. And then I translated the message into English. Sometimes, they chose words to write a letter from a word chart.

2.5. Did you use any of the following techniques to help your pupils to write the messages? Please tick

(V)

Multiple choice	Often ( )	sometimes ( )	Never (V)
Gapped sentences	Often ( )	sometimes ( )	Never (V)
Completing sentences	Often ( )	sometimes ( )	Never (V)
Making a chart	Often ( )	sometimes (V)	Never ( )
Filling a grid	Often ( )	sometimes ( )	Never (V)
Translation	Often (V)	sometimes ( )	Never ( )

2.6 Did you use any other techniques to help your pupils to write the messages? If so, please explain.

No

2.7. Do you think you tried to connect your pupils earlier learning of English to the new learning with this project? If so, in what way?

Yes. I wanted to try to connect with them by using 'Multiple choice' and 'Gapped sentences'.

2.8. How did you incorporate this add-on project into your regular English classes?

I used four regular English classes for this project.

2.9. Did you experience difficulties in controlling your pupils with this project?

Yes, I did.

2.10. Which of the following problem occurred during the project? Please

tick (V)

Pupils completed their work at different times. (V)
Pupils were not motivated. ( )
Message did not arrive on time. ( )

How did you meet these problems in class? Please explain.

I said, on that morning , "Please, write your letter quickly. I'll check it in the afternoon". Then they wrote immediately.

2.11. Do you think your pupils were getting more and more interested in keypalling as time went by? If so, in what aspects did they feel more interested?
Yes. Especially they were interested in making friends. They were happy with that.

2.12. Do you think this project helped you as a teacher to teach English to children? If so, in what

ways?

Yes. I thought about many things while exchanging letters. How do teachers in other countries teach? What interests do they have as teachers? and so on. I opened my eyes toward the global English education.

3. Personal and Professional Aspects

3.1. How do you think this project helped you to communicate on a personal level (in other words, for personal purposes)?
I found this project very useful for my personal purposes. I made a friend from Slovakia, Eva. I had a useful information for English teaching (especially making a chart and children's writing) and knew the system of other country through this project.

3.2. How did you feel about working with another teacher you did not know before this project?
I was happy with working with my partner teacher in Slovakia.

3.3. Do you feel confident about working together with other teachers around the world from now on?
Yes.

3.4 How do you think this project helped you professionally?
I think it helped me a lot.

3.5. Do you feel more confident about using e-mail?
Yes.

3.6. Did this project help you to feel that you are a modern teacher who can keep up with current trends in teaching English?
Yes. I think this project is cool. I was charmed by it.

3.7. Do you want to learn more about using computer technology for your teaching?
Yes

3.8. Would you like to move on to other projects such as the Global classroom or Collaborative learning? (If you do not have any idea about these, you do not need to answer.)
Yes I'd like to take part in other projects. But I need to think more, because of my pupils' English competence and situation e.g. the number of students

3.9. Would you like to recommend this project to other teachers who teach English?
If so, for what purposes? Please tick (V) .
Personally (V)
Professionally (V)
Pedagogically (V)

3.10 Do you feel more confident in communicating in English after this
project?
Yes, especially reading and writing skills.

3.11 Do you think you would be able to initiate another keypal project by yourself?

Yes.

4. Other aspects

4.1. Did you experience technical problems with this project? If so, how did you deal with them ?

T) *I experienced a computer crash. Long messages did not go properly. Sometime, they disappeared, so I cut them into several parts before sending them. EDUNET network by The Ministry of Education seemed to send messages without problems. But it took long time to access and it was inconvenient for use.*

4.2. You have agreed to continue with this project. What made you agree?

T) *In the later phase of the project, the participating children could recognize English letters and words which often came in their messages, even though I did not teach them. I want this to continue. And above all, they wanted to keep up their friendship. Next week, my children's photo will be sent to Slovakia by e-mail.*

4.3. How did you feel about my role as co-ordinator?
Do you think you had enough support from me?

T) *I was satisfied with your work. You were so quick to respond and sort out the problems when they happened.*

5. On the part of your pupils

5.1. How beneficial was the project to your pupils?

Motivation in learning English   a lot (V)   some (   )   Not at all (   )
Authentic communication   a lot (V)   some (   )   Not at all (   )
Understanding cultures   a lot (V)   some (   )   Not at all (   )
Collaboration   a lot (V)   some (   )   Not at all (   )
Email   a lot (V)   some (   )   Not at all (   )

5.2. Do you think your pupils improved in reading during and after the project?
a lot (V)   some (   )   not at all (   )

5.3. Do you think your pupils improved in writing during and after the project?
a lot (   )   some (V)   not at all (   )

5.4. Do you think your pupils improved in listening during and after the project?
a lot (V)   some (   )   not at all (   )

5.5. Do you think your pupils improved in speaking during and after the project?
a lot (   )   some (V)   not at all (   )

5.6. Do you think your pupils learned words that were not in the word list during and after this project?
a lot (V)   some (   )   not at all (   )
Please give examples.
Dear, hear from you, address...

5.7. Do you think your pupils came to remember or recall words better during and after this project? a lot (V)   a little (   )   not at all(   )
If so, in what way?
(no answer)

5.8. Do you think this project helped your pupils to consolidate their learning? a lot (V)   a little (   )   not at all (   )
If so, in what way?
Some didn't know the English alphabet and the form of English letter. But they could read the alphabet, although I didn't teach it. My pupils can read in English classes.

5.9. Do you think your pupils tried to communicate with their partner?
Did they communicate properly what they wanted to know and to tell?

a lot (V)   a little ( )   not at all( )

5.10. What would be the ideal length of time for an e-mail project with your pupils for learning English?
Once a week for three months

5.11. Would you like to The Ministry of Education to incorporate this kind of e-mail project into the curriculum?
Yes, I'd like to incorporate an e-mail project.

If so, what benefits do you think teachers and learners would get?
Maybe they will have an eye for the outer world.

5.12. Do you think this project helped your pupils to feel more interested in other subjects? (e.g. social science, geography , computers.)
They were interested in geography and history and computer.

5.13. Do you think this project helped your pupils to collaborate with you?
a lot (V)   a little ( )   not at all ( )

5.14. Do you think your pupils came to have a different attitude towards you? If so, please explain
(No answer)

5.15. Do you think this project helped your pupils to be more committed to doing school work?
a lot (V)   a little ( )   not at all ( )

5.16. Do you think that the project helped your pupils to learn about e-mail?
a lot (V)   a little ( )   not at all ( )

5.17. Do you think that the project had any effect on the pupils who did not participate?
a lot (V)   a little ( )   not at all ( )

Were they interested in the project?
a lot (V)   a little ( )   not at all ( )

Did they feel more motivated about learning English?
a lot (V)   a little ( )   not at all ( )

Questionnaire from the Slovakian teacher
All the questions were answered in English.

1. General Aspects
1.1. Why did you begin this project? What benefits did you expect from it?
My expectations- pupils will improve their English and realize how important is learning foreign language for them.

1.2. Did the project meet your expectations? Please explain.
Yes. Pupils could practice and improve English language with a feeling they have a real friend abroad and they learned more about the culture and life way in different country as their native country is.

1.3. What do you think is the most important benefit of the project for your pupils?
I think the most important is motivation - why is to necessary to learn English.

1.4. Were you disappointed with any aspect of the project? If so, please explain.
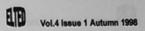*No.*

2. Pedagogical Aspects

2.1. During the project how did you motivate your pupils to learn English?
We prepare each letter about different topic. All topics were interesting for pupils. We spoke about each topic and try to imagine what our friends from Korea will write and my pupils were curious about this, they asked questions to friends and expected letters impatiently.

2.2. What language skills do you think your pupils improved through this project? Please tick (V)

Reading	very much (V)	a little ( )	not at all ( )
Writing	very much (V)	a little ( )	not at all ( )
Speaking	very much ( )	a little (V)	not at all ( )
Listening	very much ( )	a little ( )	not at all (V)

2.3. Did you help your pupils to read the messages they received? If so, how?
Yes. I lent them a good dictionary and they looked up unknown words or I helped them with translation of unknown grammar structures.

2.4. Did you help your pupils to write the messages they sent? If so, how?
At first I corrected their messages they had written at home or at school.

2.5. Did you use any of the following techniques to help your pupils to write the messages? Please tick (V)

Multiple choice	often (V)	sometimes ( )	never ( )
Gapped sentences	often ( )	sometimes (V)	never ( )
Completing sentences	often (V)	sometimes ( )	never ( )
Making a chart	often ( )	sometimes ( )	never (V)
Filling a grid	often ( )	sometimes ( )	never (V)
Translation	often ( )	sometimes (V)	never ( )

2.6 Did you use any other techniques to help your pupils to write the messages? If so, please explain.
I recapitulated vocabulary concern to each topic and I wrote new vocabulary for pupils to use.

2.7. Do you think you try to connect your pupils earlier learning of English to the new learning with this project? If so, in what way?
(No answer)

2.8. How did you incorporate this add-on project into your regular English classes?
I stopped regular English classes and with a permission of my headmaster I started this project.

2.9. Did you experience difficulties in controlling your pupils with this project?
No.

2.10. Which of the following problem occurred during the project? Please tick (V)
Pupils completed their work at different times. ( )
Pupils were not motivated. ( )
Messages did not arrive on time. (V)

How did you meet these problems in class? Please explain.
When we did not get messages from friends on time, we were waiting and I explained to pupils that it happens sometimes that computers work wrong.

2.11. Do you think your pupils were getting more and more interested in keypalling as time goes by? If so, in what aspects did they feel more interested?
They wanted to know better their friends, they asked interesting questions and expected answers about life in country they didn't know before.

2.12. Do you think this project helped you as a teacher to teach English to children?
If so, in what ways?

I have more experience how to organize English class.

3. Personal and Professional Aspects

3.1. How do you think this project help you to communicate on a personal level (in other words, for personal purposes)?
I could practice English and get more information.

3.2. How did you feel about working with another teacher you did not know before this project?
It was a good opportunity to know another teacher abroad. I was curious about what is my colleague like, we started to exchange messages and I think we became " internet " friends.

3.3. Do you feel confident about working together with other teachers around the world from now on?
I have worked together with other teachers before this project.

3.4 How do you think this project helped you professionally?
During this project I could utilize my professional skills.

3.5. Do you feel more confident about using e-mail?
No.

3.6. Did this project help you to feel that you are a modern teacher who can keep up with current trends in teaching English?
Yes.

3.7. Do you want to learn more about using computer technology for your teaching?
I am interested for other possibilities of using computer technology in my English classrooms.

3.8. Would you like to move on to other projects such as Global classroom or Collaborative learning? (If you do not have any idea about these, you do not need to answer.)
Yes.

3.9. Would you like to recommend this project to other teachers who teach English?
If so, for what purposes? Please tick (V) .
Personally (V)
Professionally (V)
Pedagogically (V)

3.10 Do you feel more confident in communicating in English after this project?
Yes. I think each participation in international projects enables to improve communication in English.
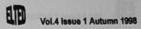
4. Other aspects

4.1. Did you experience technical problems with this project? If so, how did you deal with them?
We have different programmes for file transfer with my colleague in Korea. That why we used only e-mail for messages.

4.2. You have agreed to continue with this project. What made you agree?
I would like to continue, but I can't agree now. Our school year finished, we have summer holidays and I don't know school curriculum for next school year.

5. On the part of your pupils

5.1. How beneficial was the project to your pupils during the project?

Motivation in learning English	a lot (V)	some ( )	Not at all ( )
Authentic communication	a lot (V)	some ( )	Not at all ( )
Understanding cultures	a lot ( )	some (V)	Not at all ( )
Collaboration	a lot (V)	some ( )	Not at all ( )
Email	a lot ( )	some (V)	Not at all ( )

5.2. Do you think your pupils improved in reading during and after the project?

a lot (V)   some ( )   not at all (   )

5.3. Do you think your pupils improved in writing during and after the project?
a lot (V)   some ( )   not at all ( )

5.4. Do you think your pupils improved in listening during and after the project?
a lot ( )   some ( )   not at all (V)

5.5. Do you think your pupils improved in speaking during and after the project?
a lot ( )   some (V)   not at all (   )

5.6. Do you think your pupils learned words that were not in the word list during and after this project?
a lot ( )   some (V)   not at all (   )
Please give examples.
The names of Korean food

5.7. Do you think your pupils came to remember or recall words better during and after this project?
a lot (V)   a little ( )   not at all (   )

If so, in what way?
These words that occurred in the sentences interesting for pupils.

5.8. Do you think this project helped your pupils to consolidate their learning?
a lot (V)   a little ( )   not at all (   )

If so, in what way?
For writing a letter as a whole it was necessary for pupils to revise vocabulary and grammar rules.

5.9. Do you think your pupils tried to communicate with their partner? Did they communicate properly what they wanted to know and to tell?
a lot (V)   a little ( )   not at all ( )

5.10. What would be the ideal length of time for an e-mail project with your pupils for learning English?
One school year with sending messages two times a month.

5.11. Would you like to The Ministry of Education to incorporate this kind of e-mail project into the curriculum? If so, what benefits do you think teachers and learners would get?
It is not possible right now because all schools have no computers.

5.12. Do you think this project helped your pupils to feel more interested in other subjects? (e.g. social science, geography , computer)
Yes, they could use knowledge from geography, history, computer

5.13. Do you think this project helped your pupils to collaborate with you?
a lot (V)   a little ( )   not at all ( )

5.14. Do you think your pupils came to have a different attitude towards you?
If so, please explain.
No.

5.15. Do you think this project helped your pupils to be more committed to doing school work?
a lot ( )   a little (V)   not at all ( )

5.16. Do you think that the project helped your pupils to learn about e-mail?
a lot (V)   a little ( )   not at all ( )

5.17. Do you think that the project had any effect on the pupils who did not participate?
a lot ( ) a little (V) not at all ( )

Were they interested in the project?
a lot ( ) a little (V) not at all ( )

Did they feel more motivated about learning English?
a lot (V) a little ( ) not at all ( )

Questionnaire for Korean Students
1. Did you enjoy this keypal project. Please tick(V).
very much(17 students) a little(0) not at all (0)

2. Which part of the project was most interesting?
reading messages (1) writing messages (1) knowing about your friend (9) knowing about Slovakia (6)

3. Did the project make you feel more interested in learning English?
very much (14) a little (3) not at all (0)

4. Did the project help you to read better than before?
a lot (14) a little (3) not at all (0)

5. Did the project help you to learn more English words?
a lot (17) some (0) not at all (0)

6. Would you like to recommend your friends to do keypalling in English? Why?
Yes(16) No (1)

(The following responses were translated into English by the Korean teacher.)
Yujin: *No - I like this program very much. But I'm jealous. So I'll hate other students to know this program.*
Kyoungen: *Yes - This program is very fun.*
Junho : *Because we'll make a book for our letters in my class.*
Jeehyan: *I think others can do it.*
Hyosang : *Because we can make friends through this program.*
Yurin : *We can learn English together.*
Sol-a: *We can feel better and happy*
Jonghan: *I can recommend other only me.*
Chanwool: *This program is very interesting.*
Haeji: *Fun! We can learn English more and more.*
Aram: *I think the same as Haeji.*
Haehyun: *We can help our English learning.*
Heelay: *I want to take pride in it.*
Hyonam: *Just because I'll recommend this.*
Eunjung: *We'll be friends*
Haemee: *We can help our friends with learning English and we may speak English each other.*
Minjung: *Friend is treasure. So I share this program with my friends.*

Appendix B: Samples of keypal messages

Topic : Weather (From Slovakia to Korea)

Dear Sol -A lee.

Hi . How do you do ? I'm happy. I don't like reading books. My favourite seasons are spring and summer. I like winter a little bit. I like spring because grass grow up, flowers and trees flourish. I like summer because we may pick up bilberries, strawberries and other products of the Earth. July and August are the warmest months of year. I don't like autumn because it is raining and I can't go aut. Unfavourite season for mine is winter because it is a very cold season. I want to ask you :"Are you the best pupil in the your class? And now I want to require you for goodness: "Gould you send me your address with your photo?

Bye, bye,bye, bye, bye from Eva.

Dear Jeehyan Lee.

This is your friend Ivica. Slovakia has four seasons. Spring, summer ,autumn, winter. In the summer is temperature 25-30 degrees Celsias. My favourite season is summer. I like winter sports. In winter is a big frost. Summer is hot. In winter I like skating. In summer I like swimming. Jun and July are the warmest months. I don't like winter. I like summer because we may pick up bilberries, strawberies and there are many beautiful flowers and plants in our country Slovakia. What seasons do like best? Temperature today is 25 degrees Celsias .Why don't you write to me? Are you ill? Please, write me soon. I look forward to hear from you. BYE - BYE , IVICA

Hello dear Hyosang,

Thanks for you letters. My letter is about weather. We have 4 season: spring, summer, autumn, winter. It is very hot in summer. Temperature is till 30 C. My favourite season is summer. I like summer because we may pick up bilberries , strawberies anoother products of the Earth. I like winter, too. WRITE SOON !
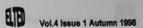   Bye. Daniela

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Dear Haeji

Hi! Thanks for your letters. Spring is warm. Temperature rises 25 scale. Summer is very very hot . Temperature rises 33 scale. Fall is rainy and wind . In winter is frost. My popular winter sport is skating. My favourite season is summer. In our region called Orava is often raining. Slovakia has four seasons. The sun is skining today and it is raining at the moment but only a little. Write soon .Bye!

Dear Minjung Kim

My favourite season is summer. I don't like rainy and cool weather. In Slovakia is a nice weather . In summer is temperature 30C. We have a lot of sunny days. The days are bright and the sun is hot. The

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42

sun is blue and the air is warm. Flowers grow and the trees and the grass are green. Do you like going to school ? Hav do you do? I look forward to your letter.

Peter Horo.

Topic : Special days (From Korea to Slovakia)

Dear Ivica,

Hi! I'll tell you a special day in Korea. A special day is Children's day. It is the 5th of may.
It was made before independence day. At first, It was hold in Seoul in the past. Now it is hold in Korea.
I'm looking forward to hear from you.

from Jeehyan.

Dear Eva,

Hi! I'll tell you a special day. It is the first day of year. We call it 'Sul-nal'. We wear a traditional clothes,'Han-bok'. We bow our parents and grandparents in Sul-nal. Then they give us much money. I don't know when the day was made. We make much traditional food.
Mother is very busy because she makes it. Please, write me soon for your special days. bye.

from Sol-A Lee.

Dear Andrea,

Hi! I'm sorry because I didn't write a letter. I'll tell you about 'Sul-nal'. It is our special day.
Because we get one year old. In this day we wear a traditional clothes 'Han-bok'. I bow my grandmother and grandfather. Now I didn't have Hanbok because I grow up. My hanbok is very small. Do you have a special day like Sul-nal? bye.

from Haeji.

Dear Daniela,

We have many special days. : Children's day, Memorial day, Independence day,....
They have a special meaning each other. We take a rest a special day. Korea was a colony of Japen during 35 years. Korean declared Korean Independence from Japan in 1945. Our Independence day is the 15th of August. It is the very deepest appreiciate day. bye.

from Hyosang.

Topic : Famous food (From Slovakia to Korea)

Hello, boys and girls from Korea!

Here are your friends from Slovakia. We write this letter together. The topic is Our famous food.
Thanks for a few letters about food. The food in Korea is different from Slovak food but we would like to taste it somtimes. Slovak national dish is called Liptauer cheese or Cottage cheese. In Slovak this meal is called BRYNDZOVE HALUSKY. It consists from noodles made of dough of potatoes and flour

with " bryndza" . The meal is poured with lard. Bryndza is a slovak expression for a milk product from sheep. It is similar like cheese or curd but it has typical flavour. When you arrived at Slovakia we must taste Liptauer cheese! We have our lunch around noon, which is warm and consist of some soup, a main dish and vegetable salad or dessert or stewed fruit. We like to eat various kinds of vegetable soup : potato , tomato, pea, bean, carrot, parsley, celery, mushrooms. The meat soups are also popular. We eat beef , tripe, chicken, hen or goulash soup. As the main dish we have some meat / chops or steak/ or fish or poultry. We combinate meat with potatoes, rice or chips. Slovak people eat a lot of meat, especially pork. The main fish cooked in Slovakia are carp and trout. We combinate often meat with potatoes- - boiled, mashed roasted or with chips or rice. While cooking we may add various spices so that the meal will have a unique flavour - e.g. garlic, salt , pepper, red pepper, marjoram, clove, ketchup, onions, cinnamon, soya, sauce, worchester, vinegar, mustard, sugar. Slovak people like eating :

Liptauer cheese
Strawberry or plum dumplings with cream
Pancakes with jam and cream and chocolate
Baked yeast dumplings,
Roasted pork and sauerkraut and dumplings
Roasted sirloin beef in sour cream sauce and dumplings
Potatoe pancakes with marjoram Fried cheese with chips or roasted potatoes
Pork steak with mashed potatoes and vegetables
Goulash

We write you which food is favourite for each of us :
1. Eva Slivova - roasted chicken with chips, meat soup
2. Andrea Harkabuzova - grilled chicken with rice and vegetable salad
3. Jozef Polak - Liptauer cheese, youghurt
4. Daniela Dzurekova - fried cheese with Tartar sauce and chips
5. Marek Zemancik - Liptauer cheese , pancakes
6. Dagmar Medvecka - tomato soup , potato pancakes
7. Peter Kadlub - beef soup, pork meat with gravy and potatoes
8. Ivana Glonekova - tomato soup, pancakes
9. Marek Pekarcik - Liptauer cheese
10. Lenka Janotikova - sauerkraut with roasted pork and dumplings
11. Ludovit Kubek - grilled chicken with rice and stewed fruit
12. Libusa Bielakova - Liptauer cheese, hamburger
13. Petra Schifferdeckerova - Liptauer cheese
14. Peter Hornak - vegetable soup, steak and potato salad
15. Ivica Dafcikov* - vegetable soup, steak with chips,
16. Miriam Kordiakova - roasted duck with rice and cherries
17. Miroslav Djobek - Liptauer cheese

We are looking forward to hear from you.
Bye.

Boys and girls from Slovakia

Topic: Special food (From Korea to Slovakia)

Dear Peter Horo,

Hi! Peter, This is MinJung Kim. I like summer, too. I know Slovakia has four seasons because of your letter. I like your country. What is a famous food in Slovakia? Our famous food is 'Thuck-guk'. We do not away with Thuck-guk at the first day a year. I want to eat your famous food. Bye.

>From Minjung.

Dear Dagmar,

Hi! Are you a boy or a girl? I think you like sports. What is famous food in Slovakia? Our famous food is 'Kimchi' and 'Gochu-jang'. Have you ever eaten tnem? Kimchi is very hot. The ingredients is the chinese cabbage, powdered pepper, onion, salt. I don't know well. We eat 'Gochu jang' When we eat meat. I'm looking forward to hear from you. Bye.

From Haehyun Kim.

Dear Ivana,

Hi! But I have never eaten bilberries. Is PEXESO fun? I wonder it. By the way I hurt my finger when I played at chury friuts in summer. Bye.
>From Yurin.

Dear Miro,

Hi! This is Kyoungeun. My face is a little long. Let me explain Kimchi. Cabbage Kimchi is to mix all ingredients. Radish Kimchi is consist of radish and powdered red pepper and salt. I can't vehuck'. Bindae thuck is alike pizza. The ingredients of bindae thuck is powdered rice, flouer, carrot and vegetable. another famous food is Kimchi. The first day every year we eat 'Thuck guk'. 'Thuck' is very long rice cake.
bye for now.

>From Hyonam.

Dear Lenka,

Hi! Thank you for your letter. Our famous food is 'Bi-Bim-Bab'. It ie very delicious.
The ingredients of 'Bi-Bim-Bab' is Kimchi, ham, egg, carrot, roasted meat cucumber,sesame oil and boiled rice, greens. 'Bi-Bim-Bab' is mixed with all ingredients. You want to eat Bi-Bim-Bab, aren't you?
Bye for now.

From Chanwool Kim