

Content-Based EFL Instruction Using Scaffolding and Computer-Mediated Communication as an Alternative for a Korean Middle School

Warren E. CHUNG*

Columbia University

USA

This case study explored the potential for implementing content-based English as a Foreign Language (EFL) instruction in a Korean middle school facilitated by computer-mediated communication (CMC). The instructor scaffolded the student participant's language learning online, helping her to produce English output on her own. While experimental social studies lessons on the topic of stereotyping were taught, data were collected on the student's online exchanges with her counterpart in Iran about their respective cultures. Findings show that the student from Korea was able to better understand her own culture as a result of the online experience. This interaction and the in-class lessons have demonstrated that content-based EFL instruction is a viable alternative to the school's existing curriculum.

Keywords : content-based EFL instruction, scaffolding, computer-mediated communication (CMC)

* Teachers College, Columbia University
euwon@yahoo.com

Introduction

We can better understand our own culture by explaining it to an outsider and learning about other cultures as well. Simultaneously, scaffolding students' language by translating their output into English can help with language learning. Both can be accomplished through social studies content-based English as a Foreign Language (EFL) instruction. By learning English through social studies, the content for which in this case involves understanding culture and confronting one's stereotypes, Korean students may be more motivated to learn not only the language per se, but about cultures, namely their own. As a result, they may better understand themselves better and establish a sense of identity amidst the rapid changes taking place in their society.

In this pilot study, a third year middle school (9th grade) student at Ewha Middle School in Seoul, Korea, engaged in computer-mediated communication (CMC) with her counterpart in Iran via the International Education and Resource Network (iEARN) <http://www.iearn.org> in a particular interactive forum (Internet Café), or project, as it is called in iEARN. The participant used the forum, My Country/Breaking Stereotypes (also known as Breaking Stereotypes Together) <http://www.iearn.org/projects/breakingstereotypes.html>, the objective of which is to help participants know more about other countries as well as their own.

To facilitate communication between my student and her Iranian counterpart, I scaffolded my student's language learning by having her write in her first language, Korean. Then, I translated what she had written into English and posted it to the site. The hypothesis regarding my student's language learning is that by reading her translated output and responses from others, she will develop the confidence to produce foreign language output on her own. At the same time, my student may learn more about Korean culture by presenting it to someone in another country via CMC, and learning about that person's culture as well.

For the purposes of assessing the potential for implementing social studies

content-based in-class EFL instruction in middle school, I incorporated such lessons on an experimental basis in my EFL classes at Ewha Middle School during the spring semester of 2005. In these classes, I tasked my students with identifying what stereotypes they may have and finding ways to overcome them. By translating their first language output, I scaffolded their English language learning as well, putting a priority on communicative abilities and critical thinking over having them speak English at all costs. This report would lay the foundation for a longer term study, the results of which would hopefully make a case for implementing social studies and other content-based EFL instruction in Korean middle and high schools.

Method

My student participant engaged in asynchronous dialogue on the My Country/Breaking Stereotypes project with a female high school student in Iran. During the course of the study, I have noted my student's feelings and perceptions regarding her English language proficiency and development, and her understanding of Korean culture as well as that of Iran.

This study employed an experimental language instruction method that involves scaffolding the learner's knowledge of the foreign language. The participant writes her postings in Korean from the outset, which I then translate into English and post to the site. Over time, as the student is exposed to her own output translated into the foreign language and others' responses to her postings, she may develop the confidence to write in English on her own. According to Vygotsky (1978), she can produce output beyond the present limits of her own language abilities. She can learn English within her *zone of proximal development*, or the gap between the "actual developmental level as determined by independent problem solving" and "potential development as determined through problem solving under adult

guidance or in collaboration with more capable peers” (1978: p. 86). My student, therefore, is capable of writing much more interacting with her peers as well as under the guidance of her teacher (p. 88).

Concurrently, I taught about stereotypes in the classroom using English as the medium of instruction. First, I had students identify what stereotypes they may have, particularly those of other students in school. Then, students came up with ways to overcome these stereotypes, bearing in mind the dangers of relying solely on opinion to form judgments of people. During these lessons, I would scaffold students’ language learning by having them express themselves in Korean, then translate their output into English on the blackboard. I would also translate orally words whose meaning they would ask me. The emphasis here was not on producing English language output and on error correction, but on expressing ideas and thinking critically. As with my student participant in the study, students in class were encouraged to use their first language freely in a relaxed, low-pressure setting, which would eventually give them the confidence to speak English on their own.

Setting and participants

The Demonstration Middle School of the Ewha Womans University College of Education is a hybrid, or mixed public and private school of approximately 1,200 students from a wide variety of socioeconomic backgrounds. My EFL classes are part of a government initiative to bring native speaker teachers into the classroom, of which I was a part when the program was launched in 2002. At Ewha Middle School, these Special English classes, the content for which each individual teacher may freely determine, are offered to first year, or seventh grade students. The CMC participant, Hyewon Cho, 14, is a third year (ninth grade) student who comes from a middle-class family in suburban Seoul. Her father owns a business that supplies dental imaging equipment to clinics and her mother is a homemaker.

An extensive, experience-rich, Web-based K-12 network, iEARN lets teachers and young people cooperate on educational projects addressing issues of global

significance. In the case of the My Country/Breaking Stereotypes project, students can investigate and confront misunderstandings that on a larger scale result in discrimination, xenophobia, and both internal and transnational conflict (iEARN Project Book, 2004).

Scaffolding language learning and the zone of proximal development

To help Hyewon write in English, I scaffolded, or supported, her language learning. This I did by placing her in a situation where what she can do with others' assistance would indicate more accurately her language development than what she can do by herself (Vygotsky, 1978). For Hyewon, the zone of proximal development (ZPD) "defines those functions that have not yet matured but are in the process of maturation, functions that are in an embryonic state" (p. 86). Functions such as the ability to produce written output within different cultural contexts, could be seen as the "buds" of development rather than the "fruits" themselves. The actual level of development describes, in this case, language development looking backwards, while the zone of proximal development explains language development looking ahead (p. 86).

This parallels Krashen's (1983) Input Hypothesis that we acquire language by understanding input a little beyond our actual level of competence. In this case, the input would be my translation of Hyewon's Korean language output as well as responses from another iEARN forum participant. Although psychologists have shown that people can imitate only what is within their developmental levels, Vygotsky (1978) points out that children can imitate actions that far surpass the limits of their own abilities. By imitating language, children can accomplish considerably more in group activity or under teacher supervision (p. 88).

Thus, instruction can be most effective when the teacher stimulates the learner's higher functions in the ZPD, the great "teachable moment" or what Montessori calls the *sensitive period*. Montessori found that, for example, when teaching children to write very early, that is, at age four-and-a-half or five, they produce a large

amount of imaginative language that those children slightly older do not replicate. Teaching within the ZPD, therefore, can have a very strong effect when corresponding functions have yet to mature (Vygotsky, 1986: p. 189).

Teaching culture and overcoming stereotypes

The rationale for teaching social studies content in an EFL class is that by learning about other cultures and societies, students can better understand their own. Language cannot be taught as an abstract entity in a vacuum, it cannot be detached from the culture in which it is grounded. According to Kramsch (1993), culture is not merely another skill to be taught alongside speaking, listening, reading, and writing. Rather culture is always in the background, challenging language learners to make sense of the world in which their new language is spoken (p. 1). The subject of social studies is particularly appropriate as content for foreign language instruction since it addresses the question of how others understand us in relation to how others see themselves, and how we understand others vis-à-vis how we see ourselves. It is the latter question which this study ultimately aims to address. Moreover, language is not static, but dynamic with culture (personal communication, Ana Serrano, October 22, 2004).

Culture is, once again, inseparable from language. Yet, culture is more often than not regarded by language instructors in Korea and other countries as mere information that language conveys, and not a part of language itself. Since language is a social practice, however, culture is the very essence of language instruction. Thus, cultural awareness both facilitates language proficiency and is the result of reflecting on language proficiency (Kramsch, 1993: p. 8). Traditionally, teaching culture has been equated with conveying information about the people of the target country and generalizations about their attitudes and world perspectives. Yet, culture is largely a social construct, the result of self and other perceptions. Teaching language and culture, therefore, entails the following: 1) putting another culture in relation to one's own; 2) teaching culture not as a fixed entity, but as an

interpersonal process that adapts to things foreign; and 3) not viewing culture only in terms of national characteristics (p. 206).

Along these lines, what must be overcome are stereotypes, or overgeneralizations. Stereotypes do not consider differences within a group of people, and do not recognize exceptions to general rules or principles. Though stereotypes may contain accurate cultural observations, the validity of these observations is not the problem, but that stereotypes do not let us see an individual's other important characteristics. Rather, stereotypes restrict our view of human characteristics and behavior to only one or two dimensions and paint these as the whole picture (Scollon & Scollon: 2001: pp. 168-169). According to the My Country/Breaking Stereotypes project, when people hear the name of a particular country, they associate by default this name with a certain event, subject, or action. These stereotypes have become so ingrained that we do not notice how we still think with out-of-date concepts (iEARN Web site).

Overcoming stereotypes, therefore, involves recognizing our own personal and cultural perspectives, or acquiring culture-general understanding. By becoming aware of our culture, we realize that we are cultural beings and react to the unfamiliar from our own cultural points of view. Thus, the language teacher should emphasize the uniqueness of the students' own culture while at the same time exposing them to other cultures, including that of the target language. Yet, in teaching about these other cultures, the teacher should be careful not to present mere facts or outmoded customs in these countries, thereby reinforcing stereotypes and prejudices. Rather, what needs to be taught is multiculturalism that enables students to confront their own stereotypes and prejudices, and value each culture's uniqueness by accepting differences across cultures (Moran, 2001, p. 110). This multicultural consciousness will be ever more crucial as Korea becomes a more open society, with increasing influences from abroad.

Like culture-general understanding, culture-specific understanding aims to help language learners identify cultural phenomena as well as show particular attitudes

toward the culture. To reach this understanding, learners would not only gain cultural information, but also be able to confidently describe cultures based on this information. By gaining this knowledge and understanding, my students could eventually appreciate and empathize with those of another culture (Moran, 2001, p. 109).

Content-based instruction and communicative competence

Content-based instruction, with its focus on function over form, looks at what functions will best meet the learner's needs. Also, the learner who perceives content as interesting and relevant will be a more motivated learner. A content-based approach such as this should build on learners' previous experience, considering their preexisting knowledge of the subject as well as their English proficiency (Brinton, et al., 2003). Content-based instruction, therefore, focuses on subject matter and not on the form, e.g. rote learning of grammar and vocabulary.

In a content-based class, activities are specific to the subject of social studies. These are designed to get students to think and learn by using English. Content-based instruction brings in authentic texts that students have to interpret and evaluate, and allows learners to respond to course materials instead of merely repeating information or providing a "correct" answer. When interacting online, students integrate information and ideas from various sources, thereby preparing them for academic work in different subjects (Brinton, et al., 2003: p. 2).

Web-enhanced learning brings in authentic materials that encourage exploration and learner-driven learning. This type of learning is distinct from traditional learning in that: 1) material is non-sequential and stimulates relational thinking; 2) there is no clear right or wrong answer, but a global area of cultural knowledge to be learned throughout various contexts; 3) it encourages learners to reinterpret and reconstruct existing vis-à-vis new knowledge; 4) students have to reconstruct meaning based on what they hear or read—the meaning is not necessarily in the text, so to speak, it is not literal; and 5) it tasks students with their own learning,

they are not spoon fed information to be merely repeated (Kramersch, 1993: pp. 200-201).

An iEARN Forum, or online asynchronous conversation (discussion) session, therefore, facilitates development of communicative ability through meaningful interaction stimulated by learners' diverse experiences, interests, and opinions. This discussion session offers a context for varied communicative functions and areas of meaning, and allows learners to practice skills needed for extended social interaction such as turn-taking and introducing a new topic. Finally, iEARN Forum participants can express their own personalities and share their experiences in a foreign language. This gives them valuable training in using English to manage their own social relationships (Littlewood, 1981: p. 47).

To encourage the use of a language, the Natural Approach follows the way children (and adults) learn their native language, through conversation, eschewing grammatical and phonetic analysis. This method of language learning through language use emphasizes allowing learners to discover on their own how to function in a foreign language (Savignon, 1983, p. 51).

The Natural Approach

The idea behind the Natural Approach to language learning is that learning takes place without explanation, grading, and error correction, but through exposure to meaningful input (Cook, 2003). Krashen (1983) and Terrell (1982) distinguish between *learning* and *acquiring* a language. Learning involves consciously studying and intellectually understanding the grammar of the second or foreign language, while acquisition refers to unconsciously absorbing general grammatical principles via actual experiences of communication using the second language. This is the starting point for most first language ability and in the context of learning a second language, is known as "picking up a language" (Terrell, 1982, p. 162). Yet, the prevailing method of foreign language instruction in Korea emphasizes learning, not acquisition. Most people do not learn second or foreign languages in academic

settings but acquire them naturally.

When children as well as adults acquire a language, they develop competence in the language by using it naturally for communication. Language learning, on the other hand, means learning the rules, formally learning and becoming conscious of grammar. Research indicates that it is acquisition that makes it possible to easily speak and understand a second language well (Krashen, 1983: p. 18). Second, or foreign, language learners, according to Krashen (1987), can acquire the foreign language when they receive comprehensible input. The Input Hypothesis postulates that we acquire, as opposed to learn, language by understanding input slightly beyond our present level of proficiency. Listening comprehension and reading are very important to learning a language and fluency in speaking or writing will come naturally over time. Fluency, therefore, is not taught directly, but evolves as the learner develops competence by making sense of input (Krashen, 1983: p. 32).

According to Krashen (1983), though comprehensible input is a prerequisite for acquisition, it is not enough. To acquire language, the learner should feel positively towards speakers of the foreign language and the culture in which it is spoken. The degree of anxiety should be low and the confidence level high. Thus, the Natural Approach aims to lower the Affective Filter as much as possible, taking the learner "off the defensive." The underlying objective of the Natural Approach must be to make the student feel comfortable in class (Terrell, 1982, p. 163). This means that the teacher should allow learners to use their first language and should avoid correcting errors in second language output.

Terrell (1982) suggests allowing learners to respond in their native language. By focusing entirely on comprehension by responding in their first language, learners can rapidly expand their listening comprehension abilities to a wide range of topics and still feel comfortable with the communicative process. There is no evidence that the use of one's first language hinders second language acquisition. If anything, it would accelerate the process, since it allows the learner to focus on one part at a time (p. 166). When learners do begin to use the second language, the teacher

should not correct errors. Terrell (1982) cites the absence of evidence for the necessity of speech error correction. Most agree that correcting speech errors negatively affects motivation, attitude, and self perception. Moreover, by correcting speech output from the outset, the teacher limits the student to respond in very constrained settings. Real world communication with native speakers does not resemble such artificial, oversimplified contexts created as a result of correcting the learner's limited L2 output. For written assignments, errors should only be corrected if they interfere with meaning. Students in class should be encouraged to say new and interesting things with the assurance that they will not be embarrassed in front of their peers (p. 165).

My students can interact in class with a native speaker teacher, but not with any non-Korean, English-speaking peers. Thus, iEARN affords via Internet technology the opportunity for them to produce output and receive input in the foreign language where face-to-face communication with foreign students, whether native English speakers or not, would be difficult at best.

Results—Selection of iEARN project and participant

Among the iEARN social studies projects, there is My Dream World as well as My Country/Breaking Stereotypes. At the outset, I decided to use the My Dream World project with the rationale that students could better understand their own cultures by discovering how they viewed other cultures as well as their own by imagining what an ideal world would be like. The official description of this project is “a warm and open place for all students to share their ideas about their ideal world.”

I had originally recruited three participants, but then decided to have one for the following reasons. First, I realized that unless students' use of the iEARN site was synchronous with in-class lessons and the entire class participated in an iEARN

forum at the same time, it would be difficult to coordinate the online activities of a group of students all with different agendas. Second, there was the issue of maturity in terms of being able to stay focused on a particular task without losing interest within a reasonable period of time

The third student, Hyewon Cho, has demonstrated the reliability and insight needed to benefit from a cross-cultural learning situation. Given that the pedagogical objective of the study is to overcome stereotypes and to better understand one's own culture by learning about another, I also decided to switch from My Dream World to the My Country/Breaking Stereotypes project.

Results—Scaffolding language learning and cultural self-discovery

Hyewon, like her two predecessors, did post her first message in English to the My Country/Breaking Stereotypes project, under the forum entitled *Do you think Pakistan is a terrorist country? We're from Pakistan and we love our country. What do you think?*

hi,

I'm Hyeone cho,in seoul Korea

I'm agree with you,and i want to break stereotypes too!!



Yet, after conferring with Hyewon, I decided to scaffold her language learning to ensure that she would not lose interest or confidence because of having to write in a foreign language. This scaffolding involved Hyewon expressing her thoughts and asking questions in Korean, without the burden of having to write directly in the foreign language. Until she produced English output on her own, Hyewon emailed me her responses in Korean which I would then translate and post to the forum in Hyewon's name.

Hyewon's second posting to this forum, therefore, was originally written in

Korean, which I then translated into English, taking care to reproduce authentic EFL learner output with what I determined to be errors characteristic of Hyewon's present writing ability.

hi,

I hope you are well. I think Pakistan is a very good country because there are beautiful palace and architecture. The nature is very unique and original and not destroyed. And people look very handsome and pretty. I don't think all Pakistan people are terrorist. It is exotic charm and very strong and good country.



Hyewon Cho

Ewha Middle School, Seoul Korea

Through this participation, Hyewon was able to realize that popular stereotypes in Korea of Islamic countries such as Pakistan were just those, for example, Pakistanis are terrorists and Islam is oriented towards violence. Yet, because this forum did not appear to be very actively used, I then decided to have Hyewon use a forum created by a single participant, Samaneh Sadeghi, 16, from Iran. In the forum she initiated, *I Love Iran!*, Samaneh wanted to let others know about her country and learn about different countries as well.

Instead of having Hyewon fend for herself in a situation where she would have had to produce English output from the start, I gave her “training wheels” to support her nascent language skills. At the same time, she assisted me in building the scaffold, adjusting the tempo of instruction according to her needs (Rogoff, et al., 1984: p. 33). Though I did ask Hyewon if she thought she could write in English whenever Samaneh posted a response, I did not pressure Hyewon at all to produce English output, but accommodated her pace of learning.

To illustrate, both teacher and student were involved in solving the problem of how to communicate with the non-Korean speaker. In guiding Hyewon's communicative activity, I did not consciously instruct or prescribe specific solutions (e.g. set phrases) that do not involve our shared participation. Rather I gave advice

at key moments, for example, when Samaneh responded to Hyewon's posting and the latter wanted to know how to reply in turn. Thus, communicative competence is realized not by giving and following specific directions for what to say, but through the joint construction of a solution (Rogoff, et al., 1984: pp. 33-34).

By interacting with each other, Hyewon and Samaneh both developed a curiosity about each others' cultures. Hyewon, an aspiring fashion designer who also likes poetry, asked Samaneh about Iranian clothes and poetry. The latter responded with the headscarf and covering (chador) worn by Iranian women, as well as the names of famous Iranian poets. Samaneh also asked Hyewon whether she lived in North or South Korea, mentioning that her country had just played North Korea in football (soccer). Then, Samaneh asked Hyewon about Korean buildings, expressing her love for architecture. Upon reading this, Hyewon told me that Korea did not have any traditional architecture. At this key moment, I challenged Hyewon to explore the possibility that such architecture does indeed exist.

Hence, a few days later, Hyewon found on the Web several pictures of traditional Korean homes and sent them to me, along with what she wanted to tell Samaneh. I translated her message and posted the pictures to the forum. Samaneh responded with admiration and expressed curiosity about each of the houses. Then, Hyewon found photos of Kyongbok Palace, one of the best known in the country, and explained the dragon imagery in the tiles, mentioning how the dragon was once a sacred creature. This piqued her curiosity about Korean mythology. Through her self-discovery of Korean architecture and aesthetics, Hyewon learned that when building in earlier times, harmony with nature was important, but that such harmony has disappeared for the most part in modern society.

This interaction, therefore, has enabled Hyewon to acquire culture-specific understanding in that she identified culture-specific phenomena like architecture and developed curiosity about her own as well as Iranian culture (Moran, 2001). Through this content-based, communicative language learning process, Hyewon became a more motivated learner than when she studied English according to the

grammar-translation method. This non-sequential learning encouraged exploration and stimulated relational thinking, in this case, between architecture and traditional culture. Hyewon explored and learned more about her culture, and brought in authentic materials like pictures of Korean homes and palaces. Thus, she took charge of her own culture and language learning (Kramersch, 1993).

By doing so, Hyewon developed the confidence to eventually use English by herself to interact with Samaneh and to make meaning. After nearly six weeks of my scaffolding, Hyewon finally produced English output on her own:

my dear,

Tanks for your message and I wish together. 🤝

😊 Good luck!!!!!!

Hence, by exposing Hyewon to input just beyond her current level of English language proficiency, I stimulated her higher level functions within her zone of proximal development, enabling her to write independently in English. As Krashen (1983) points out, fluency is not taught directly, that is, I did not put words in Hyewon's mouth, so to speak, but helped her language acquisition evolve as she made sense of input.

This first independent posting in English was another key moment for giving advice. I found it necessary to come up with a way to avoid potential misunderstanding caused by cultural or linguistic differences. When Hyewon wrote "Good luck!" in response to Samaneh asking her if she wanted to collaborate on writing a song with other iEARN participants, I thought that Samaneh might misinterpret that well-intentioned statement as, "no thanks, but let's keep in touch." Fortunately, Samaneh did not seem to take it that way and instead told Hyewon that her name was pretty and asked her what it meant. In any event, I suggested that Hyewon follow iEARN's (Jay Holmes, iEARN Project Book, 2004) advice to "keep the ball rolling" by asking a question in a posting. Hyewon did just that, inquiring about the song and whether she could join Samaneh. Hyewon also

complemented Samaneh on her name. For this specific task, I removed most, but not all of the scaffolding by making a list of several points for Hyewon to address in her email:

- I went on a trip
- Can I join you?
- What does your name mean?

I assessed Hyewon's preparedness to continue writing in English independently by trimming down the scaffolding, thereby letting her participate more on her own. If she is having difficulty understanding what is being communicated, however, I can immediately reconstruct the scaffolding that I took down. As Hyewon becomes more proficient in and comfortable with the language, I can adjust the support to a level just beyond that at which she can function independently (Rogoff, et al., 1984: p. 35).

Results—Classroom lesson

In the classroom lesson on stereotypes, which was not synchronous with Hyewon's use of iEARN, I had my students identify what a stereotype is and what kinds of stereotypes were present in our school, such as *princesses* or *outcasts*. I then challenged them to think about why stereotypes can be harmful and how they could overcome them. Students said that people label others because of peer pressure, and that they follow their friends without seeing others' good points. To overcome stereotypes, one student said that some stereotyped people themselves may have to change their own behavior first. Others suggested getting to know people regardless of their ethnicities or whether they are rich or poor. Finally, a student said that we should not *rate* people.

Along the lines of the Natural Approach, I encouraged them to use their first language in class, which I would then translate into English. By scaffolding their

language learning, I emphasized communicative abilities and critical thinking over having them produce English output at all costs. Thus, I did not correct errors in output when anyone attempted to speak English. This takes students “off the defensive,” making them feel more comfortable in class (Terrell, 1982).

Limitations of the study

The time period of the study, which was less than half of a semester, was not long enough for me to assess whether Hyewon or other students were actually able to overcome stereotypes, although some students did identify stereotypes they had and were actively thinking about how they could overcome them. There was enough time to scaffold a single student’s language learning, but not that for an entire class because each one met for only 45 minutes once a week. Also, though I was able to build a scaffold, I did not have enough time to remove it once Hyewon produced English output on her own.

The asynchronous CMC that took place on iEARN presented the challenge of responding to postings in a timely manner. Advantages of such asynchronous communication are the absence of pressure to produce an immediate response without the benefit of editing and reflection. On the other hand, the presence of a third party translating output may have actually interfered with clear understanding of the other participant’s postings. To illustrate, Hyewon’s responses did not always address Sameneh’s questions.

Conclusion

This study has shown that it is possible to scaffold language learning and enable learners to better understand their own culture by interacting with someone from another culture online. Experimental social studies classroom lessons on

stereotyping have also demonstrated the relevance of content-based EFL instruction. The smaller scale approach could set the stage for a semester- or year-long program involving a whole class of at least 25 students, who would engage in CMC in tandem with classroom instruction on a social studies topic such as stereotyping and discrimination. As Toffler (1970) proposes, teaching need not be organized around a fixed discipline, but around key problems like social and economic injustice. The existing curriculum in Korean schools does not adequately consider modern human needs, let alone those of the future.

To solve this problem, therefore, we need more than superficial changes to the curriculum. Yet, since it would be unrealistic and counterproductive to do away with the current curriculum entirely, school districts can implement temporary curricula accompanied by assessment and adjustment procedures over time (Toffler, 1970, p. 411). Content-based EFL instruction at the middle school level is one example of such a curriculum that can be expanded to include other topics and issues. Hopefully, the results of a longer-term study will support the implementation of content-based language instruction using CMC at Korean middle and high schools. This is a tangible goal for a society that recognizes the need to produce graduates who can think and adapt to changing realities.

References

- Brinton, D. M., & Snow, M. A., & Wesche, M. B. (2003). *Content-based second language instruction*. Ann Arbor: University of Michigan Press.
- Cook, G. & Widdowson, H. G. (Ed.) (2003). *Applied Linguistics*. Oxford: Oxford University Press.
- International Education and Resource Network (iEARN). (2004). Project Book 2004-2005: Connecting Youth...Making a Difference in the World.
- International Education and Resource Network (iEARN). [Web site]. <<http://www.iearn.org>>.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Krashen, S. D., & Terrell, T. D. (1983). *The Natural Approach: Language Acquisition in the classroom*. Hayward, CA: The Alemany Press.
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Englewood Cliffs, NJ: Prentice-Hall International.
- Littlewood, W. (1981). *Communicative language teaching: an introduction*. Cambridge: Cambridge University Press.
- Moran, P. R. (2001). *Teaching Culture: Perspectives in Practice*. Boston: Heinle & Heinle.
- Rogoff, B., & Malin, C., & Gilbride, K. (1984). Interaction with Babies as Guidance in Development. In B. Rogoff, & J. V. Wertsch, Eds. (1984). *Children's Learning in the "Zone of Proximal Development."* New Directions for Child Development 23. W. Damon (Ed.). San Francisco: Jossey-Bass.
- Savignon, S. J. (1983). *Communicative competence: Theory and Classroom Practice: Texts and Contexts in Second Language Learning*. Reading, MA: Addison-Wesley.
- Scollon, R., & Scollon, S. (2001). *Intercultural communication*. 2nd Ed., Oxford, England: Blackwell.
- Terrell, T. D. (1982). A Natural Approach. In R. W. Blair (Ed.) (1982). *Innovative Approaches to Language Teaching*. Rowley, MA: Newbury House.

Toffler, A. (1970). *Future Shock*. New York: Bantam.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*.
Cambridge, MA: Harvard University Press.

Vygotsky, L. (1986). *Thought and Language*. Cambridge, MA: MIT Press.



Warren E. CHUNG

Doctoral Candidate, Instructional Technology and Media at Teachers
College, Columbia University. Interests: Computer-mediated
Communication, Content-based Language Instruction, Scaffolding
Language and Culture Learning, and Developing Cultural Self-awareness
E-mail: euwon@yahoo.com