Contents

Editorial Committee

Congratulatory Greeting

Hwang, Sunhye   Ph.D
Director of TESOL

It has been long overdue for our TESOL Program to publish the Working Papers. The Program would like to collect and recognize the meaningful progress students have made. One of the challenges of graduate studies is to write creative papers of our own thoughts and ideas in spite of the fact that the ideas may seem premature to be printed. No matter how crude they are, the works should be saved and shared with others because no one commence running without first taking a step forward. We shall be generous and welcome any and all authentic ideas, and yet critical in a sense that any creative contributions will be reviewed, accepted and complimented.

The Working Papers is a medium for communicating among students and faculty members, and hopefully the Papers will grow into an academic journal for the English teaching profession. No doubt our TESOL faculty members will support our students' efforts, provided they challenge stereotypic perspectives based on the hard-won ideas and substantive thinking. Knowing that Korean English education is facing the 'exodus' of English learners abroad, TESOLers can no longer delay serious engagement for improving teaching methods in local schools. Putting aside surprising amount of money for English training, English teaching deserves our genuine commitment. It is not just anybody's job; it is TESOLer's mission. Our Working Papers should present diverse opinions of originality and creativity.

Let's remember that TESOL staff has sacrificed their time and energy to give birth to the first issue. I am more than certain that their effort will never go fruitless. We shall witness the results every year because of love and care for the seeds from the sowers.

Congratulatory Greeting

Prof. Stephen P. van Vlack

A mile marker has been passed. We have turned yet another bend in the proverbial road on the not wholly untreacherous path to academic development. This is an event. The first issue of *EFL Issues* has finally seen the light of day. Make no mistake. This is not merely an external, tangibly measurable triumph. It is something that has a profound effect on the internal mechanisms of the students in this program and by extension to the program itself. For the students are the program, and the program can only be valued based on the students. Thus, this student-run, student-evaluated, and student-published journal is the outward manifestation of what the students in the Sookmyung Graduate School of TESOL hold and what they want to share with the world. *EFL Issues*, for better or for worse, now forms the façade of this program. It will form the basis for a range of judgements, both program internal and external, on the quality of the program. And by showing our façade we are showing indirectly what we have underneath in the way of support. What a potential mess. Why, then, does this?

The justification for this type of endeavour extends well beyond that of an intuitive and system internal nature, valid though it is, wherein a person is claimed to be able to recognize and reactivate dormant ideas as well as form new ideas through the literary process. In a recent publication[1], Neil Mercer lucidly argues that the key function of language is not so much to communicate, as is often thought, as it is to

---

[1] Mercer, Neil. (2000) *Words & minds: How we use language to think together*. London: Routledge.

extend thoughts and ideas through collective reasoning. Simply put, language, whether in spoken or written form, is designed to enable humans to think together. In doing so we are able to advance on a path of what Robert Aunger would call the memic evolution of thought[2]. The basic claim here is that there is such a thing as social/cognitive evolution, which is based on the perception of what people do and say. Ideas can and certainly do, but must not necessarily, evolve. That simple concept, I believe, is the basis for *EFL Issues*. For ideas to evolve they must be perceived by others and to be perceived by other they must be made public, for the taking.

As students, we are here to expose ourselves to new ideas, but this does entail merely perceiving the flow of thoughts around us. To reap the full benefits of our situation we need to add to the collective flow. Engage. According to theories above, we learn and evolve by entering the fray, not merely observing it. For better or for worse, *EFL Issues* is you Sookmyung TESOL Graduate School of TESOL student's way of entering the fray of academic dialogue. It is not the easy path. It is the necessary path: the only real path.

I, therefore, salute wholeheartedly all those involved in this project, from the editorial staff, to the contributors, to the readers. For if all works out your brains will never be the same again. Let us, please, use this opportunity to build up a façade supported by a base of ideas unparalleled and clearly perceivable. This is your primordial step forward into the future.

---

[2]Aunger, Robert (2002) *The electric meme: A new theory of how we think.* New York: Free Press.

Editor's Note

The Working Papers, which consists mainly of excellent final projects from spring semester, 2003, will continue moving towards its goal of becoming recognized as a valuable academic journal for the English teaching profession. It is published for communication among students and faculty members through sharing students' work. It is our belief that this volume helps the Sookmyung TESOL graduate students access the ideas of other ongoing classes in the program and provides guideline for newcomers.

1. The importance of grammar in language use and therefore in teaching and learning is recognized by almost all researchers. Then, why is grammar avoided by many learners and even by some teachers? This situation is caused by unhappy learning experiences with grammar. Author, *Lee, Hyon-young*, historically reviews the role of grammar in ELT and points out how instructors may deal with and approach grammar in ELT.

2. In this paper by *Kim, So-young*, it is discussed that the lexical approach changes the language learning method paradigm and shows that input is very important to learn a new language. To improve the vocabulary ability of our students through better teaching, a shift in the teacher's mindset is needed.

3. Even though textbooks and teaching methods are provided in the public school, teachers should reorganize and further develop the curriculum. This article, Material Development Based on CLT by *Shin, Il-jin*, focuses on communicative competence and gives considerable direction to teachers on how to reorganize materials for integrating English proficiency and rebuild the teaching process.

4. *Kim, Young-sun* focuses on Dictogloss in this paper. Dictogloss is a task-based writing procedure based on an understanding of how grammar works on a text basis through the four integrated language skills and communicative group interactions. It means that the output of the dictogloss is in writing, but the other three language skills are all necessary to produce the new version of the text.

5. Using various teaching methods in the classroom has significant benefits; motivating the students to learn, giving them the opportunity to use the target language and enhancing language proficiency. By using these points, the current prevalent material, the Internet, can be made particularly useful in the classroom and provide a high degree of effectiveness for language acquisition. The article, Content-based Instruction by *Park, Min-jeong*, is based on content-based instruction, task based or experiential learning and focuses on how to choose the materials and organize them for the elementary classroom in Korea.

This volume is very informative due to our good fortune in receiving high quality articles. The Practicum Guidelines by Professor Stephen P. van Vlack along with the Thesis Abstracts are intended for students who are preparing for their last semester. The Footprints of the Editorial Committee is a brief description of how this edition was put together. It is proposed that we include this in all future volumes.

We would like to thank all of those who submitted their papers to this volume and all of those who contributed their time and energy in other ways. We are also particularly thankful to Professor Hwang Sunhye, Stephen P. van Vlack, and Kim Heyoung for their support and kind encouragement on this endeavor.

Projects in Spring 2003

> These Working Papers, mainly consist of excellent final projects from spring semester, 2003, will continue moving towards its goal of becoming recognized as an academic journal for the English teaching profession.

The Role of Grammar in ELT

Lee, Hyon-young

4th semester

Introduction

Grammar has played a major role in language teaching.   Theories of grammar have influenced the development of approaches for many years.   Traditionally, the acquisition of grammar was regarded equal to the acquisition of language.   Grammar was considered to be the equivalent to language; and language teaching focused only on grammar instruction.   The treatment of grammar in the major approaches to English language teaching has been defined by the attitudes toward the effectiveness of grammar instruction.   The failure of form-centered approaches to second language teaching, such as the audiolingual and cognitive approaches, led to the emergence of Communicative Language Teaching (CLT) in the mid-1970s and neglect of grammar as a valid component of language instruction.   In addition, Krashen's monitor hypothesis has led to a more covert approach to grammar, shifting the focus from grammar to

meaning. However, recently, the limits of CLT have caused grammar to be reassessed, which in turn led to the reformulation of the role of grammar in language teaching. The trend is now returning to grammar to be incorporated in a more communicative context.

Any activity that draws the learners' attention to the form of a message and gives the learner the rules of usage can be called formal grammar instruction (Celce-Murcia, 1992). This paper will look at the treatment of grammar in the major approaches to language teaching and then review the background behind the emergence of CLT and how grammar was treated in it. It will conclude with the developments in grammar treatment that have surfaced in response to the problems in CLT.

Historical review of methods and grammar

The approaches and methods prior to Communicative Language Teaching have had grammar at the core of their lessons. The curriculum and content were decided by grammatical complexity. They differed in terms of how explicitly grammar instruction was incorporated in the classroom. The major approaches reviewed in this section are: 1) Grammar Translation Method, 2) Direct Method, 3) Audiolingual Method, 4) Cognitive Code Learning and 5) Comprehension Approach.

The objective of the Grammar Translation Method was the acquisition of grammatical knowledge. The goal was to enhance mental discipline and intellectual development through the study of literature (Woods, 1995). Grammar was taught deductively through the presentation and study of grammar rules which were practiced through translation exercises. The syllabus was designed around a sequence of grammar points to teach grammar in an organized and systematic manner (Richards & Rodgers, 1986).

The Direct Method, such as the Berlitz Method was based on the belief that language is learned by being exposed to a large quantity of language without any translation between the first and second language and without any explicit grammar explanation. Grammar was taught inductively through examples and learners were expected to figure out the rules from them without any abstract grammatical terminology (Brown, 2001; Larsen-Freeman, 2000; Richards & Rodgers, 1986).

The Audio-Lingual Method (ALM) emerged from the intensive language programs developed by the Army in the 1940s. The goal of ALM was to develop behavior patterns in the target language through pattern drills. Pattern drills were conducted without any initial explanation and when explanations were given they were kept very brief (Hadley, 2001). Grammar was taught inductively with little or no grammatical explanation. The syllabus was designed through contrastive analysis of the differences between the first and second languages that were believed to be a source of difficulty for language learners (Richards & Rodgers, 1986).

Cognitive Code Learning emerged from the theories of transformational grammar and cognitivism (Brown, 2001). Chomsky's theories allowed for a more deductive approach to language. Abstract mental processes were considered to be a part of language learning and learners used their innate language abilities to understand the underlying grammatical rules of language. This view recognized the value of rules and encouraged a conscious focus on grammar. Grammar was considered important and rules were presented either deductively or inductively depending on the learners. Grammar was overtly explained and discussed in a cognitive classroom to achieve a minimal control over the rules of the target language. The understanding of rules formed the competence that would become the foundation for future performance (Hadley, 2001).

The Comprehension Approach, such as Total Physical Response, developed by Asher, believed that comprehension precedes production, therefore, productive skills should be delayed until comprehension skills are established (Richards & Rodgers, 1986). Comprehension was primary. Grammatical structures were learned through the use of the imperatives by the instructor (Hadley, 2001). Grammar was presented inductively (Celce-Murcia, 1991). In fact, proponents of this approach believe that with comprehensive input, all grammar instruction could be excluded (Krashen, 2002).

Acting on the theories behind the comprehensible approach, the Natural Approach developed by Krashen and Terrell, placed a heavy emphasis on comprehensible input as being the prerequisite for second language acquisition (Brown, 2001). The Natural Approach focused on the development of vocabulary rather than grammatical accuracy. Grammar explanations were to be avoided for maximum exposure to comprehensible input and only provided to increase the comprehension of the input. The syllabus was not shaped by grammaticality but by content. Krashen offered evidence from various researches to confirm that the effect of grammar is peripheral and that direct instruction on specific rules only has short-term effects, namely for discrete point tests (Krashen, 1992). Krashen believed that grammar has a

limited role as a monitor and to edit production under certain conditions (Krashen, 2002). A wide exposure to comprehensible input was seen to result in the automatic acquisition of grammatical structures.

Table: Methods and their treatment of grammar

Method	Conscious grammar explanation	Isolation (rule of structure)	Deductive or inductive presentation	The "explainer"	Language type used for explanation	Oral or written explanation
Grammar translation	yes	yes	deductive	book and/or teacher	abstract	written
Direct method	yes or no	yes	inductive	teacher	non-abstract	oral-written
Audio-lingual	yes or no	yes	inductive	teacher	example or nonabstract	oral-written
Situational reinforcement	no	no	inductive	book	nonabstract	written
Cognitive code	yes	yes	deductive	teacher	abstract	oral-written
The silent way	no	yes	inductive	student	nonabstract	oral
Counsel learning	yes	no	inductive	counselor/ teacher	not-specified	oral-written

Source: (Long & Richards, 1987, p. 285)

Grammar and competence

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Chomsky (Brown, 2000) saw competence as the underlying mental ability that enables speakers to produce grammatically correct sentences. He believed grammar was internalized in the brain of the speaker, which provided the basis for the speaker's utterances. Chomsky's competence only assessed grammaticality by its acceptability to the native speaker.

Hymes (Yalden, 1987) expanded Chomsky's definition of competence by stating that Chomsky's view was too limited in that it did not consider language use nor psychological factors. Hymes' theory linked linguistic theory to sociocultural theory and added a communicative dimension to Chomsky's linguistic competence. Therefore, Hymes judgement on competence considered whether something is formally possible, whether something is feasible, whether something is appropriate, and whether something is, in fact, actually performed. In Hymes's theory, grammaticality is only one of the four factors of communicative competence. Hymes defined communicative competence as the ability to use language in a social context, and to observe sociolinguistic norms of appropriateness. Thus, Hymes's view was to consider language as a social behavior that must be viewed in its sociocultural context.

Canale and Swain (Brown, 2000) regarded communicative competence as not only knowledge but also skills that were the underlying basis for communication. They expanded on Hymes's communicative competence and developed four components of communicative competence, which are grammatical, sociolinguistic, discourse and strategic competence. Grammatical competence is the category Chomsky calls linguistic competence and Hymes calls "what is formally possible." Discourse competence deals with understanding cohesive messages and how the elements are connected to represent meaning. Sociolinguistic competence refers to understanding the social context of a message, and the purpose and roles within a social interaction. Strategic competence refers to the strategies participants use to enhance communication.

Bachman's (Brown, 2000) model of language competence divided competence into organizational competence and pragmatic competence. Organizational competence consists of grammatical competence and textual competence. Pragmatic competence consists of illocutionary competence and sociolinguistic competence. According to Bachman, grammatical competence is the knowledge of vocabulary, morphology, syntax, and phonology/graphology.

Savignon (Yalden, 1987) sees the components of communicative competence as being interrelated. Therefore, each component of competence does not exist on its own and the development of grammatical competence depends on the knowledge of the other components as well.

Through these models of communicative competence, it can be seen that grammatical competence is a component of communicative competence and when communication takes place, the language user needs to take into account the context of the interaction. For a language user to effectively communicate, all the components

12

of communicative competence must come into the picture and build upon each other. While grammatical competence is only one of several components of competence, it assumes an important role as it is the most efficient means to achieve communication. Nunan (in Woods, 1995, p. 27) states grammar as an essential resource in using language communicatively. In addition, Close (cited in Woods, 1996, p.26-27) offers that:

> *Effective communication depends very largely on a complex set of conventions which both speaker and hearer, writer and reader have to follow and understand . . . If communication is our aim . . . then the fact remains that communication can generally be achieved most efficiently by means of a grammatical sentence or by a series of such sentences logically related. (Close 1981:14)*

Communicative language teaching and grammar

The debate on the effectiveness of grammar teaching has been the premise for various studies. According to Krashen's Input Hypothesis, comprehensible input, not grammar teaching is what leads to language acquisition. In addition, second language acquisition research had shown that language is acquired in a natural order not in the order of language instruction. Negative evidence for grammar instruction could be found in the research of Searles & Carlson (1960), Braddock, Lloyd-Jones & Schoer (1963), DeBoer (1959), Hillocks (1986), Hillocks & Smith (1991), Macauley (1947) and McQuade (1980) (Weaver, 1996).

CLT emerged out of the dissatisfaction of the earlier direct methods of the past 50 years that focused on bottom-up linguistic skills based on the overt teaching of grammatical structures and did not prepare learners for the effective and appropriate use of language in natural communication. The introduction of the term communicative competence moved grammar away from the center of language teaching and the focus shifted to the use of language. Communication with the focus on meaning became the central idea behind CLT. Grammatical knowledge was not the only goal of language learning, as the focus was on appropriate language use. Instead of learning grammatical structures, learners were taught the communicative functions of forms

(Cook, 2001). While grammatical explanation was not exactly avoided, the focus was on communication. Grammatical structures were subsumed under various functional categories and less attention was paid on the overt presentation of grammatical rules, and fluency took priority (Brown, 2001). The ability to communicate required more than linguistic competence. Communicative competence, as defined by Hymes - knowing when and how to say what to whom became the focus of CLT (Larsen-Freeman, 2000). Meaning was paramount and language was learned in context as learners used the language to learn it. Grammar and vocabulary were contextualized for learners to understand their functions, meanings and situational appropriateness.

The term 'zero option' was proposed by SLA researchers such as Krashen and applied linguists such as Prabhu, stating that grammar instruction should be abandoned to create opportunities for natural language use similar to that of out of class environments. Prabhu argued that rules of language are too complex to be effectively learned through overt teaching which requires an abstraction from authentic language use (Demetrion, 2000). Competence was considered to be acquired when language is used to search for meaning. Therefore, language forms or rules need to be presented in the context of solving real problems. Prabhu justified the Communicational Teaching Project by stating that competence in a second language is not based on systematized language input or planned practice but develops when learners engage in communication (Ellis, 1997).

> *The two versions of CLT, the deep end and the shallow end of CLT, offered a continuum on which communicative classrooms were conducted. The weak version of CLT has been standard practice by providing learners with opportunities to use English for communicative purposes by integrating such activities in a larger language program. Therefore, the focus is on "learning to use." The deep-end version of CLT, such as Prabhu's Bangalore Project claims that language is acquired by stimulating the language system itself through using it for communicative purposes. In the deep-end version the focus is on "using to learn." (Richards & Rodgers, 1986).*

Problems with CLT

The indirect approach of CLT relied heavily on the learner's ability to interactively negotiate meaning with each other. It was believed that during this process of negotiating for meaning, learners would comprehend unfamiliar language forms and understand the rules of grammar without explicit instruction. CLT instruction neglected linguistic competence, believing that it would develop naturally as learners engaged in communicative activities. It was believed that linguistic forms would be acquired incidentally as learners focused on meaning. However, this principle of CLT was not in accordance with cognitive psychology. Schmidt suggests that for efficient learning to occur learners need to be aware of the learning objectives and practice them to move from a controlled process to an automatic process. Widdowson also pointed out that the goal of language pedagogy is to provide a short cut to the slow natural process of language acquisition (Woods, 1995). Language researchers, in response to CLT, have indicated that making learners aware of structural regularities and formal properties of the target language has a positive influence on language acquisition.

A communicative approach to grammar

Despite the limits and problems of CLT, it is not suggested that language teaching return to a grammatical syllabus or to concentrate on explicit grammatical explanations in the classroom. Rather the trend is moving to a communicative approach to grammar teaching (Celce-Murcia, Dornyei, & Thurrell, 1997). Research has shown that grammar can facilitate second language acquisition and methods have been developed to incorporate grammar in a communicative context. Lightbown and Spada (2000) suggested that form-focused instruction benefits learners in terms of speed and efficiency of language learning and achievement of proficiency. The results of several research studies support the claim that form-focused instruction and corrective feedback within a communicative context positively contributes to the learners' second language development. In general, the consensus is that there is support for the claim that formal instruction helps learners to develop greater L2 proficiency. Lightbown (Hadley, 2001, p.99) mentioned that "we all seem to feel the

need to restore form-based instruction and error correction as part of the language reaching/learning context."

The 'zero option' came under criticism by SLA researchers such as Seliger or Lightbown who argued the Delayed-Effect Hypothesis, which states that while explicit grammar instruction may not cause acquisition, it may facilitate it by providing learners with a conscious understanding of grammar that can be retrieved later when the learner is ready to acquire those features. In addition, researchers have also suggested that implicit grammar knowledge can be converted to implicit knowledge through practice (Ellis, 1997).

Formal instruction, either implicit—learners induce the rules of the language from the examples, or explicit—learners are given a rule which they then practice using—was implemented not in isolation but in a communicative context. The choice between implicit and explicit was seen to be influenced by many factors. In general, an explicit presentation of rules supported by examples was regarded as the most effective way of presenting difficult or new material. The effectiveness of an implicit or explicit instruction depended on the type of linguistic material and the characteristics of the learners (Ellis, 2002).

Celce-Murcia (1992) suggested that grammar has a place in communicative teaching as long as it is not isolated from activities and involves using it as a resource to convey meaning. Montgomery and Eisentein (Ellis, 2002) compared the gains in proficiency between a group of working-class Hispanic students who attended a special oral communication course in addition to regular ESL classes and a group of similar learners who only attended regular ESL classes. The two groups were compared for accent, grammar, vocabulary, fluency and comprehension. While both groups showed improvement, the group that attended the oral communication program showed greater gains in grammar and accent. As a result, Montgomery and Eisentein proposed that a combination of form-oriented and meaning-oriented language teaching is more beneficial than form-oriented teaching alone. Doughty's study (Ellis, 2002) that compared 'meaning-oriented instruction' and 'rule-oriented instruction' on the acquisition of relative clauses revealed that both groups showed an advantage over the control group that received no such instruction. Savignon (Ellis, 2002) in a study of communicative language teaching proved that a combination of formal and informal instruction aids the development of communicative language skills in foreign language learners.

Terrell (1991) reviewed a variety of research on the effects of explicit grammar instruction of second language acquisition and has concluded that while the results of

the research literature do not indicate explicit grammar instruction to be the most important factor in second language acquisition, it may accelerate the acquisition process and steer learners away from certain learning production strategies such as omission and reduction. He offers three suggestions in which grammar instruction may affect acquisition: 1) as an advance organizer to help the learner make sense of input; 2) as a meaning-form focus in communication activities in which there are many examples of a single meaning-form relationship; and 3) that monitoring itself might directly affect acquisition if it is possible for learners to acquire their own output (Terrell, 1991, p.62).

Ur (Nunan, 1991) supported explicit teaching, in the belief that mastering the individual elements of language is a valuable means toward eventual ability to communicate in the language. In her opinion, form-focused instruction should not be implemented in isolation and should progress to meaningful activities where the emphasis is on communication. She suggested a four-stage approach to teaching grammar, which are 1) presentation, 2) isolation and explanation, 3) practice, and 4) test. Thornbury (2000) supported grammar teaching, by saying that it provides the framework to construct sentences and fine-tunes language, thereby increasing accuracy and decreasing the risk of fossilization. Grammatical accuracy was seen as an important component of communicative competence and was necessary to reach advanced proficiency for professional and academic purposes. Frank and Rinvolucri (Nunan, 1991) introduced a range of classroom exercises that provided learners with intensive practice within a communicative context. Their suggestions manipulated language for use in communication, not as the object of grammatical explanations. Other suggestions for grammar instruction are consciousness raising, input enhancement, language awareness and focus-on-form.

Cook (2001) suggested that focus on form within other activities could be more useful than a full-scale grammar explanation. The teacher could highlight features of the input, direct attention to grammatical errors, and include grammatical discussion as support for other activities. A focus on form could be achieved through activities that are devised to require learners to communicate while also drawing their focus to specific formal properties. Focus on form could also occur when the teachers provide corrective feedback on learners' errors during the course of communication activities (Ellis, 2002).

Long & Richards (1987) suggested that grammatical explanations could meet four significant needs. First, depending on the individual learning styles and needs of the learners, some learners are able to benefit from explicit instruction. Second,

classrooms may not be able to provide learners with enough meaningful input for learners to acquire the forms on their own. Grammatical explanations, clarification and rules can supplement the learning process. Third, because language is used to present, explain, and discuss grammar, learners receive additional input. Fourth, learners' expectations for explicit instruction are met. Many learners have the expectation that grammatical instruction benefit them and should be provided in the classroom.

Conclusion

The teaching of grammar has always been a controversial topic in language teaching. Whether to teach grammar overtly or covertly has constantly been a major issue in the major approaches to English language teaching. Due to the failure of grammar-centered approaches of the past, CLT emerged with its focus on communication and grammar instruction was dismissed as being ineffective because grammatical competence was believed to be acquired through the use of language. However, the limits of CLT caused researchers to re-examine the role of grammar. It is not suggested that language teaching return to a grammatical syllabus or to concentrate on explicit grammatical explanations in the classroom. The trend has been to see grammar as an aid to language acquisition and to suggest methods to incorporate grammar in a communicative context. Grammar is now incorporated in a communicative manner not as an end itself but as a means to speed up and provide a more efficient path to second language acquisition.

Bibliography

Brown, H. Douglas. 2000. *Principles of language learning and teaching,* White Plains, NY, Pearson Education

Brown, H. Douglas. 2001. *Teaching by principles, an interactive approach to language pedagogy, 2nd edition*, White Plains, NY, Pearson Education

Celce-Murcia, Marianne. 1991. *Grammar pedagogy in second and foreign language teaching, TESOL Quarterly*, V.25, No.3

Celce-Murcia, Marianne. 1992. *Teaching issues: formal grammar instruction, an educator comment… TESOL Quarterly*, V.26, No.2 Summer

Celce-Murcia, Marianne, Dornyei, Zoltan & Thurrell, Sarah. 1997. *Direct approaches in L2 instruction: a turning point in communicative language teaching, TESOL Quarterly, V.31, No.1, Spring*

Celce-Murcia, M. & Hilles, S. 1998. *Techniques and resources in teaching grammar*, Oxford, Oxford University Press

Celce-Murcia, Marianne, editor. 2001. *Teaching English as a second or foreign language, 3rd edition*, Boston, Heinle & Heinle Publishers

Cook, Vivian. 2001. *Second language learning and language teaching, 3rd edition*, New York, Oxford University Press

Ellis, Rod. 1997. *SLA research and language teaching,* Oxford, Oxford University Press

Ellis, Rod. 1999. *Understanding second language acquisition*, Oxford, Oxford University Press

Ellis, Rod. 2002. *The study of second language acquisition, ninth impression*. Oxford, Oxford University Press

Hadley, Alice Omaggio. 2001. *Teaching language in context*, Boston, Heinle & Heinle Publishers

Harmer, Jeremy. 1993. *Teaching and learning grammar*, Essex, England, Longman Group UK Limited

Krashen, Stephen, D. 1988. *Second language acquisition and second language learning*, Hertfordshire, Prentice Hall International (UK) Ltd

Krashen, Stephen, D. 1992. *Teaching issues: formal grammar instruction, another educator comments...*, *TESOL Quarterly*, V.26, No.2 Summer

Larsen-Freeman, Diane. 2000. *Techniques and principles in language teaching, 2nd edition*, Oxford, Oxford University Press

Lightbown, Patsy M. & Pienemann, Manfred. 1993. *Comments on Stephen D. Krashen's "Teaching issues: formal grammar instruction", TESOL Quarterly, V.27, No. 4 Winter*

Lightbown, Patsy M. & Spada, Nina. 2000. *How languages are learned, revised edition*, Oxford, Oxford University Press

Long, Michael H. & Richards, Jack C. 1987. *Methodology in TESOL, a book of readings*, Boston, Heinle & Heinle Publishers

Nunan, David. 1991. *Language teaching methodology*, Hertfordshire, Prentice Hall International (UK) Ltd

Nunan, David. 1999. *Second language teaching and learning*, Boston, Heinle & Heinle Publishers

Richards, Jack C. & Rodgers, Theodore S. 1986. *Approaches and methods in language teaching, a description and analysis*, Cambridge, Cambridge University Press

Terrell, Tracy David. 1991. *The role of grammar instruction in a communicative approach*, *The Modern Language Journal 75*

Thornbury, Scott. 1999. *How to teach grammar*, Essex, England, Pearson Education Limited

Weaver, Constance. 1996. *Teaching grammar in context*, Portsmouth, NH, Boynton/Cook Publishers

Woods, Edward. 1995. *Introducing grammar*, London, Penguin Groups

Yalden, J. 1987. *Principles of course design for language teaching*, Cambridge, Cambridge University Press

Yule, George. 1996. *The study of language, 2nd edition*, Cambridge, Cambridge University Press

Internet Sources

Chien-Yu, Chen. 1999. *Formal grammar instruction and the role of grammar in the EFL classroom, Hwa Kang Journal of TEFL May 1999*

http://www.geocities.com/CollegePark/Classroom/1930/Journal/May99/Chen-Formal.html.

Demetrion, David. 2000. *Communicative competence and second language teaching: lessons learned from the Bangalore project*, Originally published in *The Literacy practitioner*, V.4, No.1, February, 1997

http://www.nifl.gov/nifl-fobasics/2000/0004.html

Krashen, Stephen & Robin, Richard. 2002. *Should we teach grammar?*

http://www.learnnc.org/DPI/instserv.nsf/0/cf6c1bf8bad4789b85256c4d0044c3c9?OpenDocument

Nachiengmai, Yawalak. 1997. *The teaching of grammar, ThaiTESOL Bulletin, V.10, No.2, August*

http://www.thaitesol.org/bulletin/1002/100206.html

Wasanasomsithi, Punchalee. 1998. *Focus-on-form or focus-on-meaning: how far should ESL/EFL teachers go? ThaiTESOL Bulletin, V.11, No. 1, February*

http://www.thaitesol.org/bulletin/1101/110101.html

Zhongganggao, DR. Carl. 2001. *Second language learning and the teaching of grammar (1), Education 00131172, Winter 2001, V.122, Issue 2*

Database: Professional Development Collection

The Lexical Approach – A Change in Teacher Perspective

Kim, So-young

4th semester

Abstract

In this research, the lexical approach and storytelling activities are introduced in order to find out the solution to problems of teaching vocabulary to Korean learners. In the real classroom, teachers have taught English words with just pictures not linguistic hints. Moreover, we just approached vocabulary as conceptual meaning. In teaching and learning a language, there must be a shift in mindset in order to acquire the real language and not to simply mimic English.   In the above reason, The lexical approach and storytelling activities are introduced for the purpose of changing the teacher's perspective in relation to teaching vocabulary.

First of all, the lexical approach, which was first coined by Michael Lewis, is an approach to teaching languages that has a lot in common with the communicative approach. The fundamental principle of the lexical approach is that "language consists of grammaticalized lexis, not lexicalized grammar." What this means is that lexical phrases offer far more language generative power than grammatical structures. Accordingly, advocates of this kind of approach argue that lexis should move to the

center of language syllabuses. Justification for this theory comes from statistical analysis of language that shows that we do indeed speak in chunks and collocations.

Secondly, storytelling is one of the most basic ways of sharing knowledge, of making sense of experiences, and of seeing oneself in relation to others. In the classroom, storytelling is an important activity. As professional storyteller Helen Forest points out, "Storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner.... Storytelling can be a nurturing way to remind children that spoken words are powerful, that listening is important, and that clear communication between people is an art."

I. Introduction

In the elementary curriculum, the numbers of vocabulary items are 200 words from the 3rd grade to the 4th grade and 300 words from the 5th grade to the 6th grade. In total, Korean students learn 500 words for 4 years. (Korean Ministry of Education rep, 2002, p. 25) Many research studies have shown that grade 6 students don't acquire and use them in real settings. The one reason for this phenomenon is that they just learn vocabulary as the semantic features of words and through the method of direct teaching without the aid of a text. For example, when students start to learn the names of fruit, the pictures are just placed above the English words in the textbook. Recently, many researchers say that vocabulary is important in understanding language and that vocabulary should be a part of the English learning program. However, the activities for reception of vocabulary in Korean public school programs are not appropriate for building language competence. The solution to this problem is the various storytelling activities that include new vocabulary that is set up naturally and covertly for students. Kim(1998) explores ways to adopt drama techniques and activities in teaching English to elementary school children, which can be useful for role plays and story telling if adopted appropriately.

In this research, the lexical approach and storytelling activities are introduced in order to find out the solution to the problems of teaching vocabulary to Korean learners.

II. Lexical approach

Traditionally, language is divided into grammar (structure) and vocabulary (words). The Lexical Approach is a method, which combines both structure and vocabulary and argues that language consists of "chunks" rather than individual words. The lexical approach that was first coined by Michael Lewis is an approach to teaching languages that has a lot in common with the communicative approach. The fundamental principle of the lexical approach is that "language consists of grammaticalized lexis, not lexicalized grammar." What this means is that lexical phrases offer far more language generative power than grammatical structures. Accordingly, advocates of this kind of approach argue that lexis should move to the center of language syllabuses. Justification for this theory comes from statistical analysis of language that shows that we do indeed speak in chunks and collocations.

Here, it is necessary to grasp the definition of items like lexical phrase and chunk. **Lexical phrase** is multi-word chunks of language of varying length that run on a continuum from fixed phrases like *in a nutshell* to slot- and- filler frames like *the _____er, the _____er*. Because lexical phrases are 'pre-assembled' they are very useful for creating fluent communication.

Chunk is several words that commonly occur together in fixed phrases sometimes referred to as a lexical phrase. We tend to speak in chunks which reduces the energy required for processing language.

The lexical approach to second language teaching has received interest in years as an alternative to grammar-based approaches. The lexical approach concentrates on developing learners' proficiency with lexis, or words and word combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or "chunks," and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar (Lewis, 1993, p.95)

A New Role for Lexis

Michael Lewis (1993), who coined the term lexical approach, suggests the following:

- Lexis is the basis of language.
- Lexis is misunderstood in language teaching because of the assumption that

grammar is the basis of language and that mastery of the grammatical system is a prerequisite for effective communication.

- The key principle of a lexical approach is that "language consists of grammaticalized lexis, not lexicalized grammar,"
- One of the central organizing principles of any meaning-centered syllabus should be lexis.

Types of lexical units

The lexical approach makes a distinction between vocabulary—traditionally understood as a stock of individual words with fixed meanings—and lexis, which includes not only the single words but also the word combinations that we store in our mental lexicons. Lexical approach advocates argue that language consists of meaningful chunks that, when combined, produce continuous coherent text, and only a minority of spoken sentences are entirely novel creations.

The role of formulaic, many-word lexical units have been stressed in both first and second language acquisition research. (see Richards & Rodgers, 2001) They have been referred to by many different labels, including "gambits" (Keller, 1979), "speech formulae"(Peters, 1983), "lexicalized stems"(Pawlet & Syder, 1983), and "lexical phrases" (Nattinger & DeCarrico, 1992). The existence and importance of these lexical units has been discussed by a number of linguists. For example, Cowie (1988) argues that the existence of lexical units in a language such as English serves the needs of both native English speakers and English language learners, who are as predisposed to store and reuse them as they are to generate them from scratch. The widespread "fusion of such expressions, which appear to satisfy the individual's communicative needs at a given moment and are later reused, is one means by which the public stock of formulae and composites is continuously enriched" (p. 136).

Lewis (1997b) suggests the following taxonomy of lexical items: Words (e.g., book, pen), Polywords (e.g., by the way, upside down), Collocation, or word partnerships (e.g., community service, absolutely convinced), Institutionalized utterances (e.g., I'll get it; We'll see; That'll do; If I were you......;would you like a cup of coffee?), Sentence frames and heads (e.g., That is not as.....as you think; The fact/suggestion/problem/danger was.....) and even text frames (e.g., In this paper we explore...; Firstly ....;secondly....;Finally.....)

Within the lexical approach, special attention is directed to collocations and

expressions that include institutionalized utterances and sentence frames and heads. As Lewis maintains, "instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways" (1997a, p.204).

Collocation is "the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency" (Lewis, 1997a, p. 8) Furthermore, collocation is not determined by logic or frequency, but is arbitrary, decided only by linguistic convention, Some collocations are fully fixed, such as "to catch a cold," "rancid butter," and "drug addict," while others are more or less fixed and can be completed in a relatively small number of ways.

Lexis in Language Teaching and Learning

In the lexical approach, lexis in its various types is thought to play a central role in language teaching and learning. Nattinger (1980, p.341) suggests that teaching should be based on the idea that language production is the piecing together of ready-made units appropriate for a particular situation. Comprehension of such units is dependent on knowing the patterns to predict in different situations. Instruction, therefore, should center on these patterns and the ways they can be pieced together, along with the ways they vary and the situations in which they occur.

Activities used to develop learners' knowledge of lexical chains include the following:

- Intensive and extensive listening and reading in the target language.
- First and second language comparisons and translation - carried out chunk-for-chunk, rather than word-for- word – aimed at raising language awareness.
- Repetition and recycling of activities, such as summarizing a text orally one day and again a few days later to keep words and expressions that have been learned active.
- Guessing the meaning of vocabulary items from context.
- Noticing and recording language patterns and collocations
- Working with dictionaries and other reference tools
- Working with language corpuses created by the teacher for use in the classroom or accessible on the Internet

The Next Step: Putting Theory into Practice

Advances in computer-based studies of language, such as corpus linguistics, have provided huge databases of language corpora, including the COBUILD Bank of English Corpus, the Cambridge International Corpus, and the British National Corpus. In particular, the COBUILD project at Birmingham University in England has examined patterns of phrase and clause sequences as they appear in various texts as well as in spoken language. It has aimed at producing an accurate description of the English language in order to form the basis for design of a lexical syllabus (Sinclair, 1987). Such a syllabus was perceived by COBUILD researchers as independent and unrelated to any existing language teaching methodology (Sinclair & Renouf, 1988). As a result, the Collins ambitious attempt to develop a syllabus based on lexical rather than grammatical principles.

Willis(1990) has attempted to provide a rationale and design for lexical syllabus that should be matched with an instructional methodology that puts particular emphasis on language use. Such a syllabus specifies words, their meanings, and the common phrases in which they are used and identifies the most common words and patterns in their most natural environments. Thus, the lexical syllabus not only subsumes a structural syllabus, it also describes how the "structures" that make up the syllabus are used in natural language.

Despite references to the natural environments in which words occur, Sinclair's (1987) and Willis's (1990) lexical syllabus is specifically not word based, because it "explicitly recognizes word patterns for (relatively) de-lexical words, collocational power for (relatively) semantically powerful words, and longer multi-word items, particularly institutionalized sentences, as requiring different, and parallel pedagogical treatment" (Lewis, 1993, p. 109). In his own teaching design, Lewis proposes a model that comprises the steps, Observe –Hypothesize – Experiment, as opposed to the traditional Present – Practice – Produce paradigm. Unfortunately, Lewis does not lay out any instructional sequence exemplifying how he thinks this procedure might operate in actual language classrooms.

In short, Zimmerman (1997, p.17) suggests that the work of Sinclair, Nattinger, DeCarrico, and Lewis represents a significant theoretical and pedagogical shift from the past. First, their claims have revived an interest in a central role for accurate language description. Second, they challenge a traditional view of word boundaries, emphasizing the language learner's need to perceive and use patterns of lexis and collocation. Most significant is an underlying claim that language production is not a syntactic rule-

governed process but is instead the retrieval of larger phrasal units from memory.

Nevertheless, implementing a lexical approach in the classroom does not lead to radical methodological changes. Rather, it involves a change in the teacher's mindset. Most importantly, it must be directed toward naturally occurring language and toward raising learners' awareness of the lexical nature of language.

III. Story-telling activities

Storytelling is one of the most basic ways of sharing knowledge, of making sense of experiences, and of seeing oneself in relation to others. In the classroom, storytelling is an important activity with strong links to literacy. As professional storyteller Helen Forest points out, "Storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner.... Storytelling can be a nurturing way to remind children that spoken words are powerful, that listening is important, and that clear communication between people is an art"("Storytelling in the classroom," www.storyarts.org/classroom/ index.html).

Storytelling is relating a tale to one or more listeners through voice and gesture. It is not the same as reading a story aloud or reciting a piece from memory or acting out a drama—though it shares common characteristics with these arts. The storyteller looks into the eyes of the audience and together they compose the tale. The storyteller begins to see and re-create, through voice and gesture, a series of mental images; the audience, from the first moment of listening, squints, states, smiles, leans forward or falls asleep, letting the teller know whether to slow down, speed up, elaborate, or just finish. English listener, as well as each teller, actually composes a unique set of story images derived from meanings associated with words, gestures, and sounds. The experience can be profound, exercising the thinking and touching the emotions of both teller and listener.

Everyone who can speak can tell stories. We tell them informally as we relate the mishaps and wonders of our day-to-day lives. We gesture, exaggerate our voices, pause for effect. Listeners lean in and compose the scene of the tale in their minds. Often they are likely to be reminded of a similar tale from their own lives. These naturally learned oral skills can be used and built on in our classrooms in many ways.

Listeners encounter both familiar and new language patterns through story. They learn new words or new contexts for already familiar words. Those who regularly hear stories, subconsciously acquire familiarity with narrative patterns and begin to predict upcoming events. Both beginning and experienced readers call on their understanding of patterns as they tackle unfamiliar texts. Then they recreate those patterns in oral and written compositions. Stories have the power that students use the negotiation strategies in the process of finding out the meanings of the new word items in the story.

To speak the "word" there must be information about syntax and semantics. Through listening to the storytelling and playing the storytelling activities, learners have the images of the word items and information of word combining rules naturally. Repetition of the word combinations and phrases in a story is more helpful than the direct repetition of them in the classroom. The former gives learners the opportunities to consider the meanings and usage of them in the text or situations.

The magic of story time is that it exercises the powerful muscle of the imagination, which is the center of being human. Language is a shared system of sounds that represents objects and ideas. It is mankind's singular achievement, one that separates man from other animals. It lies at the root of culture and of our highest achievement. Vocabulary is part of language and is included in the cultural features. It is imperative, then, that we give children rich experiences with words and with the subtleties of inflection and gesture. When we listen to a story the heart rate really does change, the eyes dilate, the muscles contract, and in a safe way, we confront witches, overcome monsters, fall in love, and find our way out of dark forests. Storytelling uses the left side of the brain's function (language, a story line, sequences of cause and effect) to speak the right brain's language of symbolic, intuitive, imaginative truths. For example, the small bird sits on the shoulder of the boy lost in the woods and tells him how to go home. The left brain says, "I understand the words, but birds don't speak." The right brain says: What did the boy say back to the bird?" It understands these impossible developments as facts. Thus, storytelling helps the brain to integrate its two sides into a whole, which promotes health and self-realization.

In short, storytelling activities can be possible classroom work that can cultivate learners' imagination, which in turn helps them acquire new vocabulary in a natural environment that stimulates the brain, leading to an improved vocabulary competence.

IV. Conclusion

The lexical approach changes the language learning method paradigm and shows that input is very important to learn a new language. Stories have many words or word family or collocations or chunks that exist naturally. Since some of them are repeated, learners can easily face these words and word patterns in various situations. Storytelling activities, furthermore, have the dramatic and dynamic features enough for learners to get the motivation for listening activities. With these merits, storytelling activities can be appropriate for promoting learner's vocabulary competence.

References

. (1999).   .   :

. (1996).   .   , No. 2

. (1996). Using short stories in the language classroom.   , 51/4.

Carter, R. (1998)   *Vocabulary Applied Linguistic Perspectives*. London and New York.

Cowie, A.P. (Eds.), (1988). *Stable and creative aspects of vocabulary use*. In R. Carter & M. McCarthy (Eds.), *Vocabulary and language teaching* (pp.126-137). Harlow:Longman.

Ellis, G. & Brewster, J. (1991). *The storytelling handbook for primary teachers*. London: Penguin Books.

Gere, J., Kozlovich, Beth-Ann. and Kelin II, Danial A. (2002) *By word of Mouth*. ED467521

Harmer, J. (2001).   *How to teach English*. Longman.

Katamba, Francis. (1994)   *English words*. London and New York.

Keller, E. (1979). Gambits: *Conversational strategy signals*. Journal of Pragmatics, 3, 219-237.

Lewis, M. (1993*). The lexical approach: The state of ELT and the way forward.* Hove, England: Language Teaching Publications

Lewis, M. (1997a). *Implementing the lexical approach: putting theory into practice*. Hove, English: Language Teaching Publications.

Lewis, M. (1997b*). Pedagogical implications of the lexical approach*. In J. Coady & T. Huckin (Eds*.), Second language vocabulary acquisition: A rationale for pedagogy* (pp. 255-270). Cambridge University Press.

Moudraia, O. (2001). *Lexical approach to second language teaching.* Eric digest. FL026835

National Council of Teachers of English. (2000*). Teaching storytelling: A position statement from the committee on storytelling.* ED 450385.

Nattinger, J. (1980*). A lexical phrase grammar for ESL.* TESOL Quarterly, 14, 337-344.

Nattinger, J., & DeCarrico, J. (1992). *Lexical phrases and language teaching.* Oxford University Press.

Radford, A., Atkinson, M., Britain, D., Clashsen, H. and Spencer, A.(1999) *Linguistics* : An Introduction. Cambridge University press.

Richard, J., & Rodgers, T.S.(2001*). Approaches and methods in language teaching : a description and analysis* (2nd ed.). New York: Cambridge University Press.

Thomas W. Stewart, Jr. & Nathan Vaillette. (1998) *Language files: Materials for an Introduction to Language & Linguistics.* The Ohio State University Press Columbus.

Willis, D. (1990). *The lexical syllabus: A new approach to language teaching*. London: Collins COBUILD.

Wright, A. (1995). *Story telling*. Oxford University press.

Wright, A. (1996). *Storytelling with children*. Oxford: OUP.

Zimmerman, C. B. (1997*). Historical trends in second language vocabulary acquisition*. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition: A rationale for pedagogy* (pp. 5-19). Cambridge University Press.

Projects in Spring 2003

The Materials Development Based on CLT
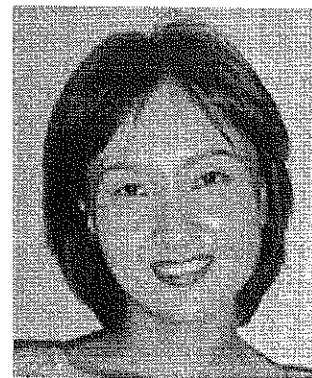
Shin, Il-jin
2nd semester

I. Introduction

Without doubt, the most pervasive changes to teaching practice over the last twenty years can be described as *communicative language teaching* (CLT). There are some of the empirical aspects of this development, which have influenced the teaching English as a second language in Korea. An important stimulus for changing the way we teach language came during the 1970s when linguists and language educators began a reappraisal of language itself. Up to 1960s, language was generally seen as a system of rules, and the task for language learners was to internalize these rules by whatever means were at their disposal of teaching institution. Language was seen as a unified system, and the ultimate aim of the learner was to approach the target language norms of the native speakers. That is, the priority for learners was to master the structures of the language, and, in this process the consideration of meaning was seen almost as peripheral.

However, during the 1970s, a much richer conceptualization of language began to emerge. Language was seen as a system for the expression of meaning, and linguists began to analyze language as a *system for the expressions of meaning*, rather than as a system of abstract syntactic rules. This realization that language could be analyzed, described, and taught as a system for expressing meanings had a profound effect on our language teaching. At least it had a profound effect at the levels of syllabus design and textbook writing. Whether the effect was quite so pervasive or profound in language classrooms themselves is open to question. If language is a system for expressing meanings, this led to require *task-based language teaching*, the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks. In addition, if different learners have different communicative ends in view, then surely these different communicative ends should be reflected in the things that learners are taught. In other words, there ought to be different syllabuses for different learners. This insight led to the development of *Learner-centered education and need-based language courses*.

The 7th curriculum for English Education in Korea has been designed to reflect this stream of theory about language and language teaching, which has encouraged many specialists of language and language teaching area to develop language learning syllabus and materials appropriate for the students learning English as a second language for the communication within the stream of internationalization and globalization all over the world. This tendency supplied us with many textbook for learning English in Korea which are based on the main stream of language teaching, communicative language teaching, task-based language teaching and leaner-centered/cooperative language learning. In fact, it seems that many textbook in our English education contain many features of CLT, but there are too much more activities for learning language forms in our textbooks, rather than the communicative activities which are very helpful to enhance the learners' communicative competence and proficiency, the ultimate goal of language learning in CLT. Therefore, in this project, we are going to develop the material for teaching language as a medium for communication, which contain many communicative tasks by supplying more chances to speak target language during the learning process itself. We have chose one chapter of one of the current Korean English textbooks for Middle School. Then we are going to evaluate the chapter and to develop various communicative tasks for the development of four basic skills based on the two streams of communicative language teaching ; task-based language teaching and cooperative language learning.

II. Literature Review

Task-based Language Teaching

The communicative task has evolved as an important component within curriculum planning implementation and evaluation. In task-based language teaching, syllabus content and instructional processes are selected with reference to the communicative tasks which learners will need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition. This approach to language teaching is characterized by the following features ;

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.
6. The syllabus and methodology are driven by the learner's needs.
7. The tasks focus on the learner training and use of problem-solving pedagogical tasks, and often involve the high intellectual challenge.
8. Tasks require the learners to engage in the cooperative learning and collaborative small group work.
9. Task based approach is analytic but has constraints on treatment about learner's errors.

A task is any classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language which their attention is principally focused on meaning rather than form. A task is a piece of work undertaken for oneself of for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, making an airline reservation, borrowing a library book, taking a driving test,.... That is, a task is meant the hundred and things people do in everyday life.

In task-based language classroom, the part of the teacher's arts is to create, or stimulate student creation of, the types of situations which interaction naturally blossoms and in which students can use for actual communication what they have been learning in a more formal fashion.

There are three essential elements of Task-based Syllabus (Nunan. 2001)

1. Language Data

They mean samples of spoken and written language. In language teaching a contrast is drawn between 'authentic' and 'non-authentic' data. 'Authentic' data are samples of spoken or written language that have not been specially written for the purposed of language teaching. 'Non-authentic data' are dialogues and reading passages that have been specially written and designed (pedagogical). Learners need both authentic and non-authentic data. Both provide different aspects of the language.

2. Information

Learners need experimental information about the target culture, they need linguistic information about target language systems, and they need to process information about how to go about learning the language.

3. Practice

① Real-world or target task: A communicative act we achieve through language in the world outside the classroom.

② Pedagogical task: A piece of classroom work which involves learners in comprehension, manipulating, producing or interacting in the language while their attention is principally focused on meaning rather than forms. They have a non-linguistic outcome, and can be divided into rehearsal tasks or activation tasks.

③ Rehearsal task: A piece of classroom work in which learners rehearse, in class, a communicative act they will carry out outside of the class.

④ Activation task: A piece of classroom work involving communicative interaction, but not one in which learners will be rehearsing for some out of class communication. Rather they are designed to activate the acquisition process.

⑤ Enabling skills: Mastery of language systems grammar, pronunciation, vocabulary etc. which enable learners to take part in communicative tasks.

⑥ Language exercise: A piece of classroom work focusing learners on, and involving learners in manipulating some aspects of the linguistic system.

⑦ Communicative activity: A piece of classroom work involving a focus on particular linguistic feature but also the genuine exchange of meaning.

We are going to make some tasks for the learner's chance for communication by selecting and sequencing the real world and target tasks. To help the learners to rehearse and activate the ability to cope with the tasks, we are going to supply a the few pedagogical tasks which are less half of the whole tasks. To identify enabling skills, we have to create communicative activities and language exercises. To prohibit the pedagogical tasks focusing on language forms to overwhelm the whole learning process, we have to try sequence and integrate pedagogical tasks, communicative activities and language exercise in a desirable proportion in this class.

Cooperative Language Learning and Teaching

Cooperative learning is based on interactions among group members. The teacher acts as a facilitator of learning a inquirer about learner's age, proficiency level, previous learning experiences, interests, abilities and needs. Language teacher just creates the social climate for learner's communication, set the goal based on learner's needs, structures the learning tasks, establishes the physical arrangement of the classroom, assigns students to groups and roles, and selects materials and time for learning. That is, this interactive/experiential model of pedagogy liberates students from dependence on teacher's instruction and learners become active generator of their own language learning: *Learner-centered language learning*. Therefore, tasks doesn't mean the teacher's instruction. The tasks that can be used in teaching English cooperatively are many, including role-play, scenarios, group discussions, solving mysteries, reading together, peer teaching as preparation for tests, researching a subject, and preparing a study project from varied sources of information. In this project, we are going to provide learner-centered communicative tasks and cooperative tasks such as group work and project work to enhance the opportunities to communicate with others in a target language. The learning process can be composed of group and pair works, not teacher's instruction about the language itself.

III. The Description of this Project

Chapter: Lesson 4. Communication Across Generations.

(1) Outline

Level of learners	• Novice High
Age of learners	• 3rd grade middle school students
Learners' culture and L1	• Asian-type educational background. • Korean
Reason for learning	• Generally, practical and cultural purpose
Language model	• American English
Target performance	• Negotiating with those who have different opinions. • Reading the given material of generation gap. • Producing the sentences with the target grammatical structures.
Underlying theory and approach	• Communicative Approach

(2) Purpose

In order to bridge the gap between younger and older generations, we're going to read the articles and opinions written by different ages and talk about how to deal with the conflict due to lack of communication.

(3) Contents

Language Functions

① Asking for permission   *A : Is it OK if I go home early today?*
                                        B : Sure. / I'm afraid you can't.

② Expressing uncertainty.   *I'm not sure if you can do that.*

Structures

① cannot help ~ing

② It seems that ~

③ for + someone + to infinitives

④ -thing / -body + adjectives

(4) Master Plan

Steps	Focused Areas	Activities	Materials
1st	Warm up Let's Go! Listen and Talk	• Guessing the situation the conversation takes place. • Choosing the appropriate response to the given questions. • Answering true/false questions.	Audio VP CD-Rom
2nd	Look and Say	• Making a conversation about asking permission. • Expressing doubts about something.	Audio VP CD-Rom
3rd ~ 5th	Read and Think	• Group activities ① Making a list of scolding frequently used by parents. ② Making a list of teenagers' complaints toward their parents. • Whole class activity : Making a rank with the survey above.	Audio VP CD-Rom
6th	Study Points	• Structures ✓ cannot help ~ing ✓ It seems that ~ ✓ for + somebody + to infinitives ✓ -thing / -body + adjectives	VP CD-Rom
7th	Let's write	• Writing sentences based on the given structures. (pattern drill activity)	VP CD-Rom Worksheet
8th	Project Work	• Making posters about communication across generations.	drawing
9th	On your own	• Chapter Test	Audio VP CD-Rom
10th	Your Choice	• Further Study	VP CD-Rom Worksheet

(5) Discussion and Evaluation

- A Quantitative Outline of Four Skills
  - Listening: 1 class
  - Speaking: 2 classes (1 class for group presentation)
  - Reading: 5 classes
        (1 class for grammar structure and 1 class for comprehension check-up)
  - Writing: 2 classes (1 class for chapter test)

This chapter is composed of 10 classes, but 5 classes are devoted for reading skill. It means that listening and speaking skills are less focused than reading skill and grammatical knowledge about the structure. Even though this textbook is designed for the communicative purpose of language learning, reading skill is too much emphasized compared to other three skills.

- A Qualitative Outline of Four Skills

Listening
- The dialogue is not authentic, but artificial: The listening activity itself is not for listening practice but preliminary for speaking activity. The dialogue is designed to introduce the key expressions for speaking activity.
- The listening activities are isolated: After listening activities, the students are asked only to answer the comprehensible questions such as filling the blanks and true/false questions, and matching with the appropriate response. However, it is rare that students can contact with these types of questions in our real situation. It is required to add some real tasks.

Speaking
- The speaking activity is controlled and guided: The provided activity is too mechanical, which means that it only gives pattern drilling to the students. In order to make this speaking activity more communicative and comprehensive, it is desirable to provide students with the possible situation and to give the chance to make a dialogue in a group.

Reading
- There is no consideration of students' proficiency levels: The contained grammar structures are predetermined and the reading article is focused on

practicing the grammatical points. Therefore, students are overwhelmed by too much grammar expressions. It is assumed that the reading activity is also preliminary for grammar learning. That's why the reading material is not authentic.

Writing

- The writing activity is designed to test a learner's knowledge of the target structure: The writing task doesn't require the students to fulfill the comprehensive and creative writing. That is, it is required to complete the sentences with the given target words and structures.

(6) Adaptation (Material Development) : Listening & Speaking

- Listening: "Generation Gap"

    : We are going to design the listening activity more communicative and meaningful by providing tasks for group activity.

The script for listening

Mina : Dad, is it OK if I go to Jo Junmo's concert tomorrow? You know he is my favorite singer.

Dad : Tomorrow? I don't think it's a good idea, Mina.

Mina : Why not? Tomorrow is Sunday.

Dad : But you said that you have an exam next Tuesday. You'd better stay home and study.

Mina : Please, Mom. If you just let me go to the concert, I'll stay up and study. I promise.

Dad : Well, I'm not sure if you can do that. I've never seen you stay up and study, not a single night.

Mina : I'll keep my word this time. I promise, Dad.

Dad : Are you really sure?

Mina : Yes.

Dad : OK. I'll give you one more chance, then.

① Task 1

Students answer the true/false questions on the worksheets for their comprehension checkup.

② Task 2

Students listen to the dialogue one more time and fill the blanks on the worksheet for the clarification of the dialogue.

③ Task 3

Individually, students are expected to make up speech bubbles in the cartoon strip based on the dialogue.

④ Task 4

After students are put in a group of 4, they are asked to reorder the strips of the dialogue by entering 1 through 8 .

Worksheet : Listening Task ①

Listen to the dialogue and answer the questions on the worksheet.

Check "T" if the sentence is correct and "F" if it is not correct.

	Statements	True	False
1	Mina wants to go to a concert today.		
2	Today is Sunday.		
3	Jo Junmo is Mina's favorite singer.		
4	Mina has an exam on Monday.		
5	Mina's dad is not sure if Mina can stay up and study for the exam.		
6	Mina's dad didn't allow her to go to the concert.		

Worksheet : Listening Task ②

Listen to the dialogue one more time and fill the blanks on the worksheet.

Mina: Dad, is it _____ if I go to Jo Junmo's _____ tomorrow? You know he is

my _____ _____.

Dad: Tomorrow?   I _____ _____ it's a good idea, Mina.

Mina: Why not? Tomorrow is _____.

Dad: But you said that you have an _____ next Tuesday. You'd better _____

home and _____.

Mina: Please, Dad. If you just let me go to the _____, I'll stay up and study. I

_____.

Dad: Well, I'm _____ _____ if you can do that. I've never seen you stay up and

study, not a _____ night.

Mina: I'll keep my _____ this time. I promise, Dad.

Dad: Are you really sure?

Mina: Yes.

Dad: OK. I'll give you one more _____, then.

Worksheet : Listening Task ③

Listen to the dialogue carefully and make up the speech bubbles in your own words.
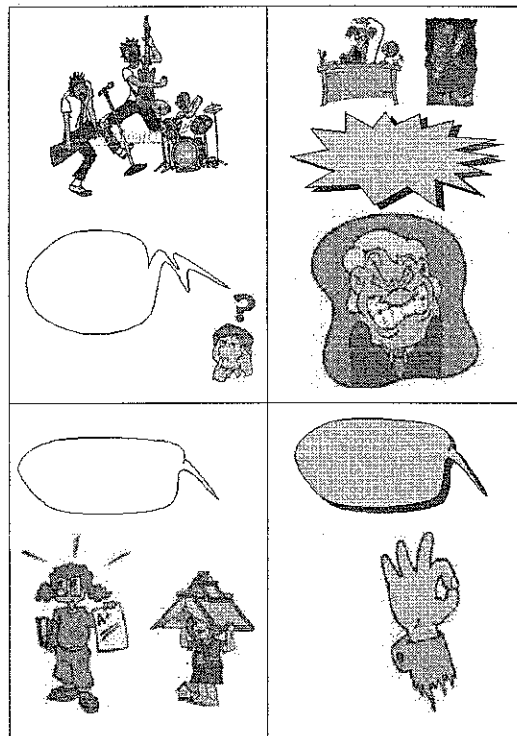
<u>Worksheet : Listening Task ④</u>

Please, put the list in order by entering the number 1 through 8 in the fields provided.

Reordering based on the original dialogue

(　)	Why not?　Tomorrow is Sunday.
(　)	Is it OK if I go to Jojunmo's concert tomorrow?
(　)	I'll give you one more chance, then.
(　)	I'm not sure if you can do that
(　)	Tomorrow? I don't think it's a good idea.
(　)	If you just let me go to the concert, I'll stay up all night and study.
(　)	I'll keep my word.
(　)	But you said that you have an exam next Tuesday.

- Speaking: Generation Gap / Asking Permission

  ① Task 1
  Students can practice the expressions for asking for a permission.
  " Is it OK if ~?" = "May I ~?"= "Do you mind if I ~?"

  ② Task 2
  In groups, students are required to make some lists of their complaints toward their parents. Let them talk about the situations where the generation conflicts can take place.

  ③ Task 3
  Based on their lists of the possible situations, students can create a dialogue about generation gap.

Speaking Task ①

Look at the pictures and let's practice the expressions for asking a permission.

A: Is it OK if I go home early today?
B: Sure. / I'm afraid you can't

Let's practice the expression for asking permission with your partner.

Answer the partner's asking.

Work in Pairs

| (1) You want to go to the concert. Ask your mom..... | (2) You are sick and you want to go home early. Ask your teacher.... |
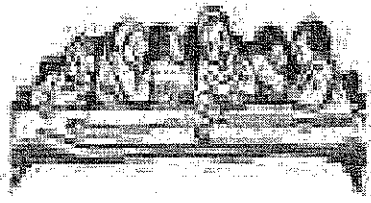
(3) You want to sleep over your friend's house tonight. Ask your mom...	(4) You are hot and you want to open the window. Ask your friend......
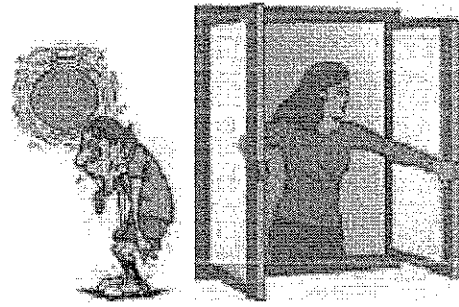
Speaking Task ②

< The Most Frequent Scolding from Your Parents >

1. _____
2. _____
3. _____
4. _____
5. _____

Part B. Write down some of the complaints you have towards your parents.

< Your Complaints toward Your Parents >

1. _____
2. _____
3. _____
4. _____
5. _____

<u>Speaking Task ③ : Project Work</u>

Looking at each situation, let's try to make a short dialogue about conflict between your parents and you. Use your imagination.
Please, work together with your group members. Try to be creative!!

① I need more pocket money.
② I can't study all the time. I want to play computer game when I want.
③ I want to go out more often with my friends.
④ I don't want to get up early on Sunday.
⑤ I want to watch TV more.
⑥ I don't want to take garbage out.

Reference

C. Kessler (Ed.)(1992). Cooperative Language Learning. Eaglewood Cliffs. NJ:Preatice Hall Regents : Teacher Talk in the Cooperative Learning Classroom.

David Nunan (1991) TESOL QUARTERLY Vol 25. No. 2. Communicative Tasks and the Language Curriculum.

Michael H. Long and Graham Crooks. University of Hawaii at Manoa. Three Approaches to Task-based Syllabus Design.

Allwright, R.(1976). Language learning through communication practice. ELT Documents, 76(3), 2-14

David Nunan(1999). Second Language Teaching & Learning: Communicative language teaching, Task-based language teaching. Newbury House Teacher Development.

Middle School English 3 (2003). Kim Sung-gon, Song Mi-jung, Yun Jung-mi, Kim Young, Yun Mi-jung. Doosan Dongha.

Internet Sources

http://members.arttoday.com
http://www.rebelartist.com
http://www.gograph.com - clipart

Dictogloss

Kim, Young-sun
4th semester

I. Using Materials

1. Using Readings

<u>Reading Material</u>

Little Billy-Joe-Bob is an active child and his mother has trouble keeping up with him sometimes. He is usually up with the sun and goes out into the yard to look for some animals to play with there. After that, he has a big breakfast of bacon and eggs which his mother makes for him. After breakfast, he usually goes down to the creek and tries to hunt fish and other small animals. By noon he is really hungry, so he runs home and eats a huge lunch of peanut butter and jelly sandwiches. His mother usually takes him to the store with her after lunch. In the store, he runs around a lot and breaks things and makes a lot of noise. After that, they return home and he watches T.V. while his mother cooks dinner. After dinner, while his father watches T.V. and his mother

does the dishes, he goes out and chases animals again. Lucky for his mother, Billy-Joe-Bob goes to bed very early.

WRITING LESSON PLAN   : *DICTOGLOSS*

Purpose

Students will be able to write their own version of the original text by working in groups.

Description of this activity

Dictogloss is a task-based writing procedure based on an understanding of how grammar works on a text basis through the four integrated language skills and communicative group interactions. It means that the final output of the dictogloss is in writing, but the other three language skills—speaking, listening and reading—are all necessary to produce the new version of the text. This activity aims at stimulating students' motivation by giving a task for them to complete, enhancing students' active involvement by group work, and encouraging students to use the four integrated language skills through dictation, which is related to listening and writing; communication and interaction, which are related to speaking and listening; and analysis/correction, which is related to reading.

Procedure

(1) Preparation
- Ask the students to recall moments from their childhood when they gave troubles to their mothers.
- Ask them, "*What did you usually do during the day when you were a child?*"
- Divide the class into groups of four and ask them to each answer the questions about
- their childhood days.
- Pre-teach vocabulary items that are unknown to them or difficult for them to infer from the original text.

(2) Dictation

The students should listen to the dictation twice. The first time, they should not write, but they should take down notes the second time.

- The text should be dictated at normal speaking speed.
- The text could be presented using a recording or the teacher's voice.
- The semantic grouping and the pauses should be slightly longer than usual.
- As far as possible, the two readings should be identical.

(3) Reconstruction

As soon as the dictation is finished, the students, working in groups, proceed to pool their notes together and work on their version of the text.

- When it is complete, the group checks the text for grammar, textual cohesion, and logical sense.
- While the students are working on their text, the teacher should monitor the activity but not provide any actual language input.
- If a group's text has a lot of grammatical errors, the teacher should point out minor peripheral errors to learners while they are still drafting their texts so that learning in the final stage of analysis and correction can be more concentrated and effective.

(4) Analysis and correction

- Using the blackboard, the students' texts are written up for all to see and discuss.
- This should be conducted on a sentence basis, that is to say, sentence one of each group is analyzed before moving on to sentence two of each group.
- Ideally, the original text should not be seen by students until after their own versions have been analyzed.

WRITING LESSON PLAN   : *TENSE CHANGE*

Purpose

Students will be able to reproduce a text similar to the original but one that uses a different verb tense.

Description of this activity

This activity is one of the well-known controlled writing activities. It mainly focuses on grammatical points, especially tense, through changing the verb tense within the text.

Procedure

Teacher gives the original text to students and asks them to change all the verbs in the text into different tense, for example, from present tense to past tense.

WRITING LESSON PLAN   : *CREATING A STORY*

Purpose

Students will be able to create their own story based on the main topic of the original text.

Description of this activity

This activity is more independent-like within controlled writing exercises, since there is no restriction or requirement except only the topic that is featured in the original text. Thus, it would be better to be a post-activity after other writing exercises, such as dictogloss or tense change, which were discussed above.

Procedure

Teacher gives students the original text, lets them think of their own childhood, and then makes them write their own story freely but within the same topic as original text's, *'(Little Billy-Joe-Bob)'s day with (his) mother',* for example.

2. Using Pictures
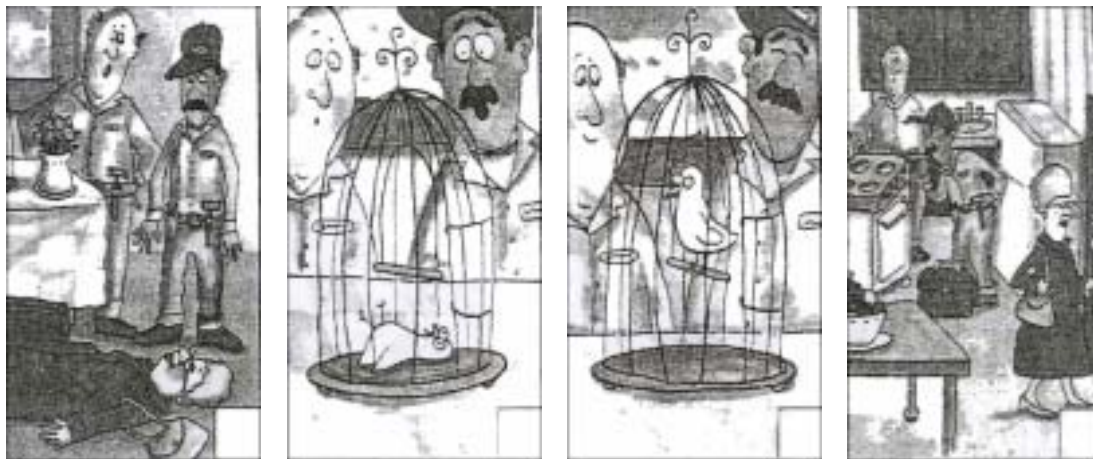
COLLABORATIVE WRITING ACTIVITY   :
"*WHAT IS HAPPENING IN YOUR PICTURE?*"

Purpose

Students will be able to create their own story using the picture given to them through communicative interaction in groups.

Description of this activity

In order to accomplish this activity, students should use specific language skills, such as brainstorming and interviewing, which require all of the four integrated skills. This activity focuses on both task-based writing activity, for students should create their own version of the story about the picture in groups, and communicative interaction, for students should ask each other in order to complete the whole story of the picture.

Procedure

(1) Teacher distributes one strip of the picture to each student and instructs the class not to look at other students' pictures. (This picture has four strips, so four students in class will have the same strip but they are unaware of it.)
(2) Each student who receives one strip of the picture should think about the picture and make a story out of it.

(3) Each student randomly asks another student about his/her story, such as, *"What is happening in your picture?"* and then takes note of the answer. If the student judges that the answer seems to be similar to his/her own story, he/she can ask other students in turn until he/she completes the rest of the story.

(4) While students ask each other questions, they should make a group of four based on the picture strips they have. Students at this point should not show the picture to their groupmates.

(5) After grouping, students organize the story and put the pictures in the right sequence. At this stage, they can correct and revise the story they already made, if the story does not make sense or is not interesting.

COLLABORATIVE WRITING ACTIVITY   : *" PASS "*

Purpose

Students will be able to make a story out of a picture focusing on both the content of the story and a specific grammar point - the present progressive tense.

Description of this activity

This activity requires students to focus on a specific grammar point through writing in groups. The grammar point which the teacher wants students to practice could be, for example, tense, conjunctions, pronouns, or some specific vocabulary. Students can learn and practice some grammar points within a given context through this activity.

Procedure

(1) Divide the class into groups of three or four. Give each group a different picture. (The class size should be around 16 students.)

(2) Instruct the groups to use the present progressive to make sentences in the time allowed. The sentences must be grammatically correct and accurately depict what is happening in the pictures.

(3) After 1 minute, say "Pass" and have the groups pass their pictures to the next group.

(4) Continue until all groups have written sentences for all pictures.

(5) Give 1 minute to each group so that they can organize the sentences they made in right order.

(6) The team with the most correct and interesting story at the end of the time limit wins. To determine accuracy, have each group read their sentences or write them on the board.

II. Controlled Writing

Exercise I

_____ I reached for my glasses, and then remembered I'd left them at home.

I couldn't see the object clearly.

_____ He said he didn't see a thing.

_____ The lifeguard looked through his binoculars.

_____ I ran as fast as I could to get the lifeguard.

_____ I bought a newspaper. There was an article about dolphins swimming near the shore.

_____ I was pretty embarrassed.

__1___ I was taking a walk on the beach and stopped to look at the waves.

__2___ I thought I saw something struggling in the water.

_____ I read the article. I realized that I had seen a dolphin in the water - not a man!

_____ It looked like a man who was having trouble swimming.

_____ I never went anywhere without my glasses again.

_____ We arrived back at the spot where I had seen the man.

_____ A big wave came, and the man was gone.

(Source: Richards, J. C. & Sandy, C. (1998). *Passages : An upper-level multi-skills course : Student's book 1.* Cambridge: Cambridge University Press.)

Sequencing and sentence combining

Put the events in order and use these adverbs, _after that, at the moment, the next day, suddenly, as soon as, just then, one day, when_, where appropriate to combine the sentences in the box with the members in your group.

Guided composition

After doing the former activity, sequencing and sentence combining, write a paragraph about a real (or imaginary) experience in the past. Organize your paragraph in chronological order using adverbs.

Exercise II

TEXT : *"Jennifer's problem"*

I've got a real problem. My boyfriend, Ken, just got a job, and his company wants to send him to Australia for a year. He wants us to get married and go together. I want to go, but it's not easy. I just finished junior college and I plan to go to university in April. Also, I spoke to my parents about going to Australia. They were pretty angry. I really don't know what to do. I could stay here and go to Australia during vacations, but it's very expensive to fly. Or I could go to university and wait until Ken comes back. This will please my parents. But what if Ken finds another girlfriend in Australia? So I think it's better to go to Australia and get married right now. What do you think I should do?

(*Source*: Ellis, R. & Sano, F. (1997). *Impact Intro.* Hong Kong: Longman.)

Controlled composition

This text is about Jennifer's problem, so it is written in Jennifer's perspective. You must change it from a first-person point of view to the third-person point of view.. For example, change *'my boyfriend'* into *'her boyfriend'*. When you change all the pronouns related to Jennifer, you should follow the subject-verb agreement.

Guided composition

Imagine you are a counselor to Jennifer. Write a letter to Jennifer in order to help her with her problem.

Exercise III

Lucy Gomez is the most creative person I know. She started piano lessons when she was only 6 years old. At school, she was always creating interesting projects in her art class. When she was only 12 years old, she won a citywide poetry contest. Her parents were very proud of her. Now Lucy works as a sitcom writer for a popular TV show. She works with a group of writers, and together they have to think of fresh ideas. They also have to come up with funny dialogue for the actors on their show because the actors have to play believable characters that will make the audience laugh. It is not an easy job, but Lucy does it well. She starts work late in the morning and often works until 7 or 8 at night. Lucy is very curious. She likes to travel and meet new people who have opinions that are different from hers. She often carries a notebook with her and writes down what she sees and hears. Lucy tells me that these new experiences are a good source of ideas for her work. I always enjoy talking to her and am happy to know someone as bright and creative as Lucy.

(*Source*: Richards, J. C. & Sandy, C. (1998). *Passages : An upper-level multi-skills course : Student's book 1.* Cambridge: Cambridge University Press.)

Guided composition

Write a three-paragraph composition about someone you know who is very creative or who is unique or different in some other interesting way. Use these questions to get started:

1. *In what ways is this person special or different?*
2. *How does this affect his or her life?*
3. *Would you like to be like this person? Why or why not?*

III. The Writing Process

According to White, R. & Arndt, V. (1991), writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. There are some essential processes of writing, such as generating ideas, focusing, structuring, drafting, evaluating, and re-viewing, which

explain a process-focused approach to writing. These several processes can be mainly summarized in three: 'rehearsing', 'drafting', and 'revising' (Murray, 1980, cited in Scott, 1996, p.32), 'planning', 'translating', and 'reviewing' (Flower and Hayes, 1981, cited in Scott, 1996, p.33), or 'pre-writing', 'composing and drafting', and 'revising and editing' (Tribble, 1996). It is necessary to identify all these processes introduced by different people like this: 'planning/pre-writing', 'actual writing' and 'revising' in order to clarify the characteristics of each process in the following.

Pre-writing refers to all of those things that the writers do before they actually start writing. In the planning stage, the writer is attempting to discover a topic and identify a purpose. The writer considers two important questions, "What is the purpose of this piece of writing?" and "Who am I writing this for?", which is related to the importance of an understanding of the context and content of a text. Generating ideas is clearly a crucial part as an initiating process, since actually getting started is one of the most difficult and inhibiting steps in writing. Scott (1996) states that "Long-term memory and task requirements play key roles in idea generation. That is, the writer devises a plan based on the assignment, and this plan involves the retrieval and organization of information stored in long-term memory." (p.33)

To assist in generating ideas at this initial stage, there are two main kinds of discovery technique:

> 'Guided' techniques are those in which a range of prompts-usually questions- is provided to enable writers to discover ideas. The answers which the writer produces are determined by the prompts. 'Unguided' techniques are those in which writers do not rely on external prompts, but generate ideas themselves. Thus, the ideas are not predetermined (White and Arndt, 1991, 18).

There are some types of exercises that support this stage. First, brainstorming is a widely used and effective way of getting ideas flowing. Brainstorming can be used to choose a topic, identify a reason or purpose for writing, find an appropriate form in which to write, develop a topic, work out a plot, and develop the organization of ideas. When the procedure is unfamiliar to students, brainstorming demonstrated by the teacher is effective for getting across to students what is involved. Brainstorming in a group contributes to a cooperative approach to learning, so students can profit from drawing on other people's ideas as well as their own. Second, using questions is an important prompt for writers. Questions stimulate thinking, draw on students'

experience and develop and shape their ideas. For example, given the same set of questions, each individual in the class might come up with different answers. Questions, moreover, can stimulate a lot of valuable discussion and genuine communication among students. Third, making notes provides a basis for organizing ideas when drafting. Students produce notes rather like brainstorming on paper. Making notes include, for example, listing, clustering, categorizing, outlining, or mind-mapping, etc. Fourth, visuals, such as pictures, charts, maps, and realia, etc. are good prompts, too. Fifth, role play/simulations are widely used techniques in which students assume roles within a context. Students have a rich source of ideas to draw upon, and since more than one person is involved, there are different viewpoints which can be exploited in a subsequent writing task.

After generating ideas, the steps that follow include focusing, which is done by discovering main ideas; considering purpose (e.g. establishing a viewpoint), considering audience, and considering form (e.g. text-types), and structuring, which is done by ordering information (e.g. grouping ideas into frameworks, considering priorities), experimenting with arrangements, and relating structure to focal idea.

There is never a simple cut-off point between pre-writing (or planning) and composing (or actual writing). However, there does need to be some point at which the writer begins to 'translate plans and ideas into provisional text' (Harris, 1993:55, cited in Tribble, 1996, p.112) and moves from thinking about writing to doing it. This stage is called 'composing' (Hedge, 1988), 'drafting' (White and Arndt, 1991), or 'creating and developing' (Harris, 1993). In this actual writing stage, writers move towards a text that most closely matches what they want to convey to their reader (Tribble, 1996). White and Arndt (1991) state that,

> Because writers are now making the transition from the writer-based writing of the earlier idea-generating and theme-identifying phases to the reader-based writing which will constitute the final product, the concerns of the reader should now begin to assume more significance. In addition to considering how best to organize information and ideas for their reader, writers now have to think of how to attract the attention of their audience, how to continue appealing to them, and how to lead them through the text to a conclusion which, often by referring directly or indirectly to the opening, ends the text with a sense of completion. (p.100)

In this stage, however, writing does not finish with just the first drafting, but has the cycle 'write-revise-rewrite' many times. These revising-rewriting processes will be described in the next stage, thus first drafting is the main process in this stage. First drafting is where formal writing begins. In here, the writer writes and does not worry too much about mechanics or style or organization or anything than getting everything down on paper as quickly and as easily as possible. Thus, first drafting is usually over when:

- sketches and notes and lists and ideas have been turned into sentences and paragraphs.
- there is at least a recognizable beginning, middle and ending
- the writer has gone as far as they can go without getting some feedback

(http://www.psesd.wednet.edu/write_process/Write_PC/process/draft.htm)

Drafting by the teacher, getting good beginning, adding, ending through sample texts, or writing a complete text: group composition might be a good way to encourage students to write.

The next stage is revising where the writer is looking for ways to improve his paper. In revising, the writer is looking at how his paper flows and is connecting with his reader. There is a checklist for revision in the following:

Does the paper have a clear beginning, middle, and end?	YES/NO
Does every paragraph have a topic sentence and supporting details?	YES/NO
Does the paper flow from one idea to the next, or does it seem choppy?	YES/NO
Does the paper have a wide variety of word choices?	YES/NO
Does the paper have a wide a variety of sentence structure (simple, compound, and complex sentences)?	YES/NO
Is the paper interesting?	YES/NO

(*Source*: http://www.geocities.com/fifth_grade_tpes/writing_process.html)

Revising means to see again and also includes getting reader response. Response can come from many sources, such as teacher conference, peer conference, small group/full class share session, teacher assessment, student assessment, or discussions with friends, parents, and other teachers. Writers typically go through three distinct stages of revision:

- Adding on: This is the easiest kind of revision to accomplish. After hearing from readers, writers often realize they have left out important details.
- Moving around: As the writer adds more materials, ideas may begin to "bump" into each other or interact in unforeseen ways. Getting things in the right order becomes more and more important.
- Cutting out: This is the hardest thing to do, but it is often the most valuable. By this point the writer may have accumulated far more material than he originally planned.

The writer may cycle back and forth many times between revision and response (and even pre-writing and drafting, if necessary) until the paper has gone as far as it can go. (http://www.psesd.wednet.edu/write_process/Write_PC/process/draft.htm)

Moreover, there are some kinds of information about editing, proofreading, and evaluation of the writing, which all are on the same line of the final stage of writing. Firstly, the writer is on the look out for spelling and grammatical errors in proofreading, unlike revising. A proofreading checklist is provided below.

Do all sentences begin with a capital letter and end with a period, question mark, or exclamation point?	YES/NO
Are all sentences complete?	YES/NO
Are there commas and quotation marks where they are needed?	YES/NO
Are all words correctly spelled?	YES/NO
Do all proper nouns start with a capital letter?	YES/NO
Do all nouns agree with their verbs?	YES/NO

(*Source*: http://www.geocities.com/fifth_grade_tpes/writing_process.html)

Secondly, Hedge (1988, cited in Tribble, 1996, p.115) suggests that writers should ask themselves the following questions both during and after composition:

- Am I sharing my impressions clearly enough with my reader?
- Have I missed out any important points of information?
- Are there any points in the writing where my reader has to make a 'jump' because I've omitted a line of argument or I've forgotten to explain something?
- Does the vocabulary need to be made stronger at any point?
- Are there any sentences which don't say much or which are too repetitive and

could be missed out?

- Can I need to rearrange any paragraphs?
- Are the links between sections clear? Do they guide my reader through the writing?

In addition, White (1991) suggests the checklist for evaluating:

Checklist

(a) Type of writing:

- What type of writing is this text intended to be?
- Does it conform to the conventions usually expected of its type?

(b) Purpose and ideas:

- Is the writer's purpose clear?
- Do we understand the main idea(s)?

(c) Structure of text:

- Is it easy to follow the development of the ideas/argument?
- Would it help to rearrange the sequence of ideas?
- Do the relations between the ideas need to be changed?
- Do the connections between the ideas need to be made more explicit?
- Are the ideas grouped together in a suitable way?
- Is the text segmented into appropriate paragraphs?
- Should any of the paragraphs be joined together?
- Should any of the paragraphs be broken down into smaller units?

(d) Response as readers:

- Does the opening make us want to read on?
- Do we feel satisfied with the way the text comes to an end?
- Are there any points which are not necessary?
- Are there any points which we don't understand?
- Are there any points on which we would like more information?

Those checklists and information for revising, or evaluation stage of writing presented above are good guidelines in teaching students how to revise and evaluate their writing effectively.

According to Scott (1996), a competent writer is someone who has achieved a given level of ability and is able to communicate effectively and convincingly. A

competent writer might also be called a "good writer." Good writers use effective composing strategies, which mean the three fundamental stages of writing process: pre-writing (planning), actual writing (drafting), and revising (editing/evaluation). This process approach to writing focuses on the writer as an independent producer of texts and particularly stresses on a cycle of writing activities which move learners from the generation of ideas and the collection of data through to the 'publication' of a finished text. Not only L1 writers but also L2/FL writers can get a lot of information and advantages for being a good writer by implementing the writing strategies based on the writing process.

Bibliography

Ellis, R. & Sano, F. (1997). *Impact Intro.* Hong Kong: Longman.

Nabei, T. (1996). *Dictogloss: Is it an Effective Language Learning Task?* ERIC Document Reproduce ED 401759.

Nunan, D. (1999). *Second Language Teaching & Learning.* Boston: Heinle & Heinle Publishers.

Raims, A. (1983). *Techniques in Teaching Writing.* Oxford: Oxford University Press.

Richards, J. C. & Sandy, C. (1998). *Passages : An upper-level multi-skills course : Student's book 1.* Cambridge: Cambridge University Press.

Scott, V. M. (1996). *Rethinking foreign language writing.* Boston: Heinle & Heinle Publishers.

Tribble, C. (1996). *Writing.* Oxford: Oxford University Press.

Wajnryb, R. (1990). *Grammar Dictation.* Oxford: Oxford University Press.

White, R. & Arndt, V. (1991). *Process Writing.* Harlow: Longman.

Internet Sources

http://www.geocities.com/fifth_grade_tpes/writing_process.html

http://www.psesd.wednet.edu/write_process/Write_PC/process/draft.htm

Projects in Spring 2003

Content Based Instruction

Park, Min-jeong

3rd semester

1. The need for this project

Traditional classes have been based on textbooks and CD-ROM titles focusing on forms, which are not authentic. Krashen's theory (1982) of second language acquisition has influenced the development of integrated instruction at all levels. Krashen suggests that a second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when the language input is at or just above the proficiency level of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. This suggests that the focus of the second language classroom should be on something meaningful, such as academic content, and that modification of the target language facilitates language acquisition and makes academic content accessible to second language learners.

2. The purpose of this project

This project concentrates on how the Internet as an authentic material may be used to enhance students language proficiency and help students acquire general ideas of dinosaurs using computer-mediated activities such as Internet searching, webcasting, treasure-hunts, or word-searches. In this project, students learn about dinosaurs using the Internet as an authentic information resource. Also, they can improve their integrated English proficiency. Finally, they can present their tasks using graphic organizers provided by Excel and MS software to complete all their tasks and projects.

3. The background of this project

Content-based instruction

A number of studies has shown that content-based instruction accelerates students progress through the ESL sequence by enabling these students to attain higher pass rates on institutional reading and writing assessments (Babbitt & Mlynarczyk, 1999; Kasper, 1994; 1997). While content-based instruction can follow a variety of models incorporating a wide range of pedagogical activities (see e.g., Snow & Brinton, 1997; Kasper, 1999a), a specific variation called "sustained content study," i.e., studying one content area over time (Pally, 1997), has been especially effective in facilitating and hastening the development of the linguistic and academic skills, which are key to success in college. Current research in second language acquisition indicates that a critical element in effective ESL instruction is access to comprehensible input in English (Krashen & Biber, 1988). One way to provide comprehensible input directly to the limited English proficient (LEP) student is by teaching content in English using strategies and techniques that make the content comprehensible to the second language learner. Research confirms that students in classes where such strategies and techniques are employed retain impressive amounts of English and learn content matter as well (Krashen & Biber, 1988). It has been long known that a second language can be effectively learned when it is the medium of instruction, not the object (Lambert & Tucker, 1972;

Campbell, Gray, Rhodes & Snow, 1985).

Task-based or experiential learning

In this approach, appropriate contexts are provided for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks or projects: for example, "doing science" and not just reading about it (Rosebery, Warren, & Conant, 1992).

Authentic Materials

Using authentic materials in the classroom is significant for many reasons, some of which are:

- Authentic materials keep students informed about what is happening in the world, so such materials have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999).
- The teacher can have students practice some of the micro-skills mentioned by Richards (1983), e.g. students listen to news reports and they are asked to identify the names of countries and famous people, among other things. (ability to detect key words).

4. Project Description

Objectives

By the end of this unit, students should be able to:

- search dinosaur-related words on a Java Applet-based word-search activity.
- search the length of each dinosaur on the internet using the hyperlinks and graph the sizes of the dinosaurs using different colors on an Excel file.
- collect information to fill in the blanks on the worksheet they downloaded on the internet using the hyperlinks.
- create a story which is related to a dinosaur on a Java Script based on a

Madlib activity.

- write a funny dinosaur poem in a FORM-tag-based box and send it to their teacher.
- understand the content of 'Can I have a Stegosaurus, Mom?' from listening to the online book, and write their own story.
- investigate dinosaur tracks in Internet web pages.

1. A map displaying their work.
2. A list of vocabulary words and their meanings.
3. Pictures of different types of dinosaurs.

Target Students

Public elementary school students

Target Setting

All the activities and materials would be used as both in-class and out-of-class activities. Most of the students have Internet access at home and some of them could manage Excel and MS word programs. High beginner or low intermediate students would be able to do them online and submit them to a CGI program, which the teacher would administer. Low beginner students would be able to access the website and practice easy activities such as word search or madlib. Students can also listen to the audio-book even though they may not be able to write their own story.

Procedures

1. Introduce the unit by giving the students general facts about dinosaurs. Include a discussion about color, size, herbivorous vs. carnivorous, etc. Let the children have hands-on experience with dinosaur models, if available. Some questions to ask would include, when did dinosaurs exist? where were humans at that time? how do we know what dinosaurs were like? and where did they live?
2. Let each child select a website for check-out and research. Before beginning research, students should choose one dinosaur to focus on so that they complete the research worksheet in a group. They should be encouraged to help each other to gather information. (Click the menu of Dinosaur Research)
3. Let each child complete the dinosaur graph on the Excel file and send it to the

teacher individually. (Click the menu of Dinosaur Graph)

4. Students perform the "Word Search" activity on the teacher's site. (Click the menu of Dinosaur Word Search)

5. Students perform the "Madlib" activity on the teacher's site and present their results to the class in oral presentations. (Click the menu of Dinosaur Madlib)

6. Students perform the "Treasure Hunt" activity. (Click the menu of Dinosaur Treasure Hunt.)

7. Students perform the "Dinosaur Webcast" activity. (Click the menu of Dinosaur Webcast.)

This task will take several days. Teachers can provide this as a final project.

Students will need to complete the following items in order to complete this task:

1. Students should decide if they will be working independently or with a group.

2. Students should start a journal to record information and thoughts as they work and should be encouraged to write down any information they may find important later.

3. When students have enough information to complete a map, they should discuss their results with other groups. They can make any changes or revisions at this time.

4. Students can construct a map of locations where dinosaur tracks have been found. Write a detailed script incorporating the information they gathered from the Internet.

5. Students should create an educational display, including their map, journal, and any pictures or items they have gathered.

6. Students plan and present their projects to the teacher and the students.

Additional Ideas: Writing a fun dinosaur poem or their own story about their pet Stegosaurous would be used as out of-class activities.

Possible problems

There are many possible problems when doing this project in class. First, the public elementary English curriculum is based on daily conversation. As long as this project is science-content-based, it is difficult to teach it in-class. Second, there are no computers for students in a regular class. English lessons are usually held in regular classrooms, not an English lab where computers are set up. Third, the

English proficiency levels of the students are different. Some students are on the level of intermediate while others are on the level of low beginner. To solve this problem, the teacher might provide different activities according to their levels. Fourth, not all the students can manage the Excel and MS software. The teacher might teach the software first or they can print them and solve the problems on paper. Finally, 45 minutes for one class is quite short to cover activities such as writing a poem or writing their own story after listening to the audio book. The teacher might need very specific guidelines or lesson plans to cover the material including their homework.

References

Babbitt, M., & Mlynarczyk, R.W. (1999). Keys to successful content-based programs: Administrative perspectives. In L. Kasper, Content-based college ESL instruction(pp. 26-47). Hillsdale, NJ: Erlbaum.

Collier, V.P. (1987). Age and rate of acquisition of second language for academic purposes. "TESOL Quarterly," 21, 617-641.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In "Schooling and language minority students: A theoretical framework." Los Angeles: California State University, Evaluation, Dissemination, and Assessment Center.

Krashen, S. (1982). "Principles and practice in second language acquisition." Oxford: Pergamon.

Krashen, S., & Biber, D. (1988). On course: Bilingual education's success in California. Sacramento, CA: California Association for Bilingual Education.

Lambert, W., & Tucker, G.R. (1972). Bilingual education of children. Rowley, MA: Newbury House.

Sanderson, P. (1999), Using Newspapers in the Classroom. Cambridge: Cambridge University Press

Snow, M.A., & Brinton, D.M. (Eds.). (1997). The content-based classroom: Perspectives on integrating language and content. New York: Longman

Pally, M. (1997). Critical thinking in ESL: An argument for sustained content. Journal of Second Language Writing, 6(3), 293-311.

Richards, J.(1983), Listening Comprehension: Approach, Design, Procedure. TESOL Quarterly 17/2 pp. 219-239

Rosebery, A.S., Warren, B., & Conant, F.R. (1992). "Appropriating scientific discourse: Findings from language minority classrooms." Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.

These articles are from the thesis of the students who are just graduated. 5 students finished their thesis and got the Masters Degree in this summer 2003.

Korean Learners of English Use of Context
in Language Processing

Kim, Myo-kyung

Using a rather simple experimental approach, this article seeks to find a suitable explanation for the observation that adult Korean learners of English often fail to understand simple utterances in English despite the fact that they are familiar with the individual lexical items contained in the utterance. We then posit that these misunderstandings are due to the inability of many Korean learners of English to use contextual features, both linguistic and extra-linguistic, due to lack of connection both within and to and from the mental lexicon. This situation can be posited to be caused principally by the type of input, which the average Korean learner of English receives.

For the experiment, three hundred eighty Korean adult learners of English who had received minimally six years of English education at middle and high schools before they entered their respective colleges were tested. Two similar types of tests are given to college students. The first test is a listening test in which the subjects listen to a cassette tape recorded in English. Some of the individual sound of content words were distorted or blocked through the insertion of residual noise. Because it is impossible to hear all the necessary phonemes to fire the right lexical item it is assumed that the subjects will have to use contextual information to arrive at the correct answer. The second test is a simple vocabulary test in which the subjects need to determine the translation equivalents of certain content words, which are, strategically taken from the pivotal focus words of the first test.

The hypothesis of this study was: the average scores of both tests, the first listening test and the second vocabulary test, regardless of listening proficiency or the amount of words the participants know, would be almost the same if the participants have a command of using context. However, even though the participants, Korean adult learners of English, already know the target words (expected answers), but do not use the context to understand the whole text, their scores from the listening test would be lower than the ones from the simple vocabulary test. Still, participants were given a lot of clues that make them identify correct answers.

In conclusion, the hypothesis of this study has been confirmed through the two related experimental tests. By using frequency analysis on data, the following results were extracted. From the 'student background questionnaire,' participants admitted to have studied English at an average of seven and a half years. However, only 35% of participants rated their overall English proficiency as above or same as intermediate. The other 65 % of participants evaluated their overall English proficiency as lower than intermediate (among 1 to 9, intermediate is 5). Also, almost the same percentage of participants (35%), rated their listening proficiency as higher than the intermediate level. Therefore, results from both tests 1 and 2 showed participants having difficulties when one content word is blocked by noise even though the rest of the passage continuously implies what the blocked word would be.

In the simple vocabulary test (Test 2), 66.4% of all participants wrote correct answers; compared with test 1, the listening test, where only 43.36% of participants gave correct answers. The discrepancy in correctness was biggest in question numbers 11 and 22. These two questions had the target words 'eat' and 'exam,' which were two of the frequently used 2,500 English words. This quite clearly shows that participants did not use context at all. Interestingly, in question number 18, participants got more correctness at the listening test.

As results of this study showed, Korean learners of English use of context is not efficiently engaged even though they received approximately seven and half years of English study at secondary schools. From these results, this researcher believes that there is an urgent need for the development of texts and materials that can build use of context with learners' knowledge of vocabulary (mental lexicon) in English listening comprehension. Since use of context is essential in learning second language, developing such new materials is quite imperative and indispensable.

Through the review of literature and from the experiment results, using context

is pivotal in language learning process. It is important in listening comprehension because even though learners have a huge mental lexicon, if it does not work efficiently, misunderstanding of texts would occur continuously.

Integrative L2 Grammar Teaching

An Idea of Using Sysoyev's EEE Method in Korean Middle School English Class

Kang, Ho-jin

The focus of the 7th National Curriculum in Korea is on improving learners' communicative competence and, as a result, grammar instruction has decreased and there are few contextual grammar exercises in the prescribed textbooks. Grammar teaching, however, is needed to develop the learners' communicative as well as their linguistic competence. According to the survey conducted for this study, learners also felt the need for L2 grammar to improve fluency in communication as well as improving scores in the university entrance exam.

Students who were surveyed lacked confidence in constructing full sentences and consequently did not initiate conversation. As a result, there is a need for a method that would improve the learners' communicative ability while applying latent grammatical knowledge.

The purpose of this study is to explore the results of an integrative grammar teaching system in Korean middle school classrooms and to provide a model for this technique entitled Interactive L2 Grammar Teaching. This model was inspired by Sysoyev's EEE method (1999), which consists of three stages: Exploration, Explanation, and Expression.

In Interactive L2 Grammar Teaching, the students investigate grammar rules inductively through teacher-guided activities, and are encouraged to explain the rules in their own words. The rules are then practiced and internalized through interaction and socializing in the target language. This method integrates student-centered, textbook- or curriculum oriented, communicative, inductive and deductive activities.

The following research questions were proposed, 1) Does the instructional model enhance appropriate use of grammatical structures in conversation? 2) Does the instructional model enhance the middle school students' L2 fluency in spoken language? and 3) Does this instructional method motivate learners in terms of confidence in expressing their thoughts in the target language?

This instructional method was applied to 16 Korean middle school students for daily two hour periods over 10 weeks. The target English grammar structures included, agreement (third person singular in the present tense), the simple past tense, present perfect tense, indirect object placement, relative clauses, prepositions, comparatives, passive voice, gerunds and infinitives, and subjunctives. The participants completed an oral test before the experiment and again directly after.

The results of the study indicated significant improvement in the students' willingness to participate in conversation and putting the newly learned grammatical elements into effect. There was also an almost universal improvement in the appropriate use of these elements, indicating that grammar reconstruction was taking place. In addition, the students displayed a dramatic improvement in confidence. Compared to the pre-oral test, the students in the post-oral test used full sentences and attempted to complete fractured sentences. They were not as afraid of making mistakes and even initiated conversation. The study method also succeeded in engendering a higher level of motivation and a positive attitude towards learning English and more specifically grammar.

The study results suggest that the instruction had a distinct impact on both the students' attitude to the target language and their communicative ability. Moreover, they enjoyed the grammar lessons because they had a greater opportunity to communicate in the target language as compared to the level of interaction experienced in traditional classes. During the sessions, students usually interacted and socialized in the target language indicating a level of confidence and enthusiasm that was absent before the study was initiated.

Since this model integrates interaction and internalization of grammatical elements, this model can be used positively and productively to improve students' communicative as well as linguistic competency.

Korean EFL Learners' Perceptions
of Social Language Learning Strategies

Payad, Arlan Veras

A concern that is of tremendous importance in EFL teaching-learning contexts is the dearth of opportunities for learners to engage in genuinely communicative interactions through which efficient language learning can be optimized. Korea is not an exception in this pedagogical scenario. In such a language learning environment, EFL learners can utilize language learning strategies, particularly social language learning strategies, to maximize genuinely communicative practice in the target language. The use of social language learning strategies to aid English learning, however, is a major area for improvement among Korean EFL learners. This is because of: the paucity of genuine day-to-day contexts of linguistic exchange where Korean learners are exposed to speakers of the target language; and the pervasiveness of traditional English language instruction characteristically teacher-centered and non-communicative. Given this context of English learning, a problematic learning situation is maintained where learners have a low degree of awareness of social language learning strategies and maintain negative impressions of these strategies, that is, the learners perceive the use of these strategies as difficult and anxiety-provoking.

This study is purported to measure the Korean EFL learners' perceptions of social language learning strategies and compare the research's male and female respondent groups. The results of this study will add to Korea-centered information on language learning strategy use and will guide both teachers and learners in more efficiently facilitating training on language learning strategies.

A Strategy Inventory for Language Learning (SILL) test and a background information questionnaire were given to the respondents. As for the research findings, although the overall results were superior for the female respondents, both male and female respondents reported a low degree of awareness of the social language learning strategies and perceived these strategies as substantially difficult and anxiety-provoking. Recommendations include direct instruction on social language learning strategies through strategy training that: augments learner competencies in using the

strategies; narrows down the gap between the female and male Korean EFL learners in terms of social strategy perceptions; and maintains a learning environment that caters to the learners' affective needs.

Learner Perceptions of Native English-Speaking Conversation Teachers in Korea

Jung, Eun-kyoung

The purpose of this thesis is to explain what constitutes the ideal English conversation teacher from both theoretical and practical viewpoints. The first part of the paper discusses various language and learning theories that the ideal English conversation teacher should know. The second part of the paper reveals by way of a survey what qualities actual English conversation students at language institutes in Korea believe the ideal English conversation teacher should possess to be an effective English conversation teacher.

English teachers need to know language and language learning theories because these theories form the basis of the teaching methods that teachers use daily and, if teachers know the theoretical bases from their teaching techniques, then they are in a better position to understand and adjust methods to new situations. In addition, if teachers know the theories behind language and language learning, they can use this information develop more effective teaching methods.

The survey found that while students believed that English conversation teachers should know language and learning and learning theories, they attached greater importance to whether teachers possessed certain personal qualities such as whether they prepared lessons in a sincere manner, created a comfortable atmosphere, gave clear explanations, and had clear pronunciation. Most importantly, teachers should have good personalities.

In conclusion, teachers should know both theories about language and language learning and students' expectations in regard to teachers' personal qualities to be effective English conversation teachers.

The Relation Between English Reading Habits and Literacy Development of Korean University Students

Roh, Hyewon

With changes in the understanding of reading, research on reading in a second language and efforts to improve second language reading instruction have grown remarkably in the last 20 years. In particular, as extensive reading based on Krashen's input hypothesis is recognized as an important element of language acquisition, developing reading habits has become a big concern in second language instruction. However, in Korea, reading is still taught only by the intensive procedure, and do not offer help to develop reading habits that is necessary for language acquisition. The purpose of the study is, therefore, to investigate Korean student's English reading habits under the current instruction, to see whether there is a relationship between reading habits and reading literacy level, and to present a way to improve reading instruction from the pedagogical implications of the study.

A questionnaire and a reading literacy test administered to 185 Korean university students showed that English reading literacy development is positively correlated with the extent to which students read in English for pleasure. In addition, it appeared that even if the frequency of reading in English is quite low, the attitude towards reading is clearly favorable. A multiple regression analysis used to determine potentially influential factors to reading habits revealed that students who had been encouraged to read for pleasure spent more time reading in English and had a more positive attitude toward reading. In addition, the reading habits in L1 (mother tongue) and self-perception of reading ability appeared to be the determining factors of reading habits in the L2 (target language).

The results suggest that, in order to develop students' reading habits and reading ability in English, it is important to guide the students to read in English for pleasure and provide the environment with a wide variety of books that are suitable for their linguistic level. Considering that current intensive reading instruction does not provide the students enough opportunity to be exposed to the amount of reading materials that satisfy the above conditions, implementing extensive reading programs into the curriculum might be helpful, not as a substitute for intensive reading, but as an invaluable complement.

A Literacy Instruction Model for Elementary English Class Based on the Language Experience Approach

Shin, Kyung-hwa

The purpose of this paper is to demonstrate that the current elementary English curriculum in Korea has failed to develop basic communicative competence, in terms of the students' needs for literacy education and their cognitive development. While today's educators have pointed out that communicative competence can be acquired through both spoken language and written language, the Korean elementary English curriculum mainly focuses on listening and speaking. Even though students in the higher grades start to learn English reading and writing, the literacy activities are confined to mechanical activities such as repeating or copying simple lists of words or phrases in isolation.

Therefore, it is necessary that effective English literacy instructional methods should be developed for Korean elementary school students. Specifically, this study suggests a new literacy instructional model for sixth grade classes by applying the Language Experience Approach to the current elementary English curriculum. The Language Experience Approach was chosen because it is a supportive instruction to teach reading and writing by using students' own experiences and knowledge of oral language.

For this study, first, it was reviewed how consistent the literacy achievement criteria and activities are with the communicative goals. The result of the analysis shows that the current literacy curriculum was not specifically designed to develop students' communicative competence. Second, the author used a diagnostic test to determine the students' literacy achievement. The result of the diagnostic test shows that the sixth grade respondents have not successfully achieved the literacy achievement criteria of fourth and fifth grades except alphabetic recognition and word recognition. Third, the students' needs and expectations of studying reading and writing were determined through a questionnaire. According to the survey results, the current elementary English curriculum does not reflect students' needs and expectations of studying reading and writing.

Therefore, the current English curriculum needs to be more authentic and communicative, especially considering students' expressed needs and their low levels of literacy. Because the students have learned to develop oral language skills and they have their own experiences, the Language Experience Approach can be effectively applied to the current curriculum. The new literacy instructional model is based on the basic story-lined format from the textbook while the procedures or activities are redesigned to conform to the principles and practices of the Language Experience Approach.

Three main issues are improved for the new literacy instructional model. First, the topic of the lesson is more personalized by promoting the students' related ideas or experiences. Second, the activities are redesigned for the students to attempt or practice the vocabulary, sound and structural pattern in a meaningful context. Third, while the current curriculum focuses on sequencing activities from reception to production, the new instructional model sequences tasks from productive to reproductive or creative tasks by integrating all the students' knowledge, attitudes or skills. With this new literacy instructional model, students will develop communicative competence through not only spoken language but also written language.

The limitation of this study is that it does not include the application of the new instructional model based on the Language Experience Approach to a real class in the current curriculum. Therefore, further research is required to make a field study in order to evaluate the actual effectiveness of the new instructional model. If the students taught by the new literacy instructional model demonstrate greater learning and retention, the Language Experience Approach lesson will be a useful guideline for public elementary school teachers effectively to develop the students' English literacy as an important part of communicative competence.

Practicum Guidelines

As per request of the editorial staff of EFL Issues here you will find a short guideline to the Practicum so that students can make an early and informed decision on which of the two options for the fifth semester they would like to choose.

Prof. Stephen P. van Vlack

As per request of the editorial staff of EFL Issues here you will find a short guideline to the Practicum so that students can make an early and informed decision on which of the two options for the fifth semester they would like to choose.

Introduction

For their final (fifth) semester in the Sookmyung Graduate School of TESOL students are allowed to choose one of two options; Practicum or Thesis. In reality, although this is a choice that would seem to be for the fifth semester, it is a choice that really should be made much earlier. Students should know well in advance what each choice entails and prepare accordingly. A good decision can only be made based on information and this guideline seeks to provide just that.

The Practicum option is composed of two main components; the classroom component and the testing component. In order to successfully complete the Practicum and graduate a student must pass all aspects of both. Any specific aspect that has not been passed will need to be made up in the following semester. The classroom component of the Practicum has two parts. These are reflected in the two courses entitled Practicum I and Practicum II. These two courses run according to the regular semester schedule as regards both duration and timing. The testing component consists of the comprehensive exams. The comprehensive exams, of which there are three, are taken at the end of the semester only after the classroom component has

been completed. If a student fails in the classroom component (either Practicum I or Practicum II), for whatever reason, they will not be allowed to take the comprehensive exams at that time and will have to retake the entire semester at a later date. If a student, however, takes but fails any of the comprehensive exams, only the exam(s) they failed need to be retaken.

The Classroom Component (Practicum I and II)

Both of the classroom-based courses (Practicum I and II) revolve around the same basic theme, which is teaching, but they approach teaching from two different points of view. Practicum II deals with the planning, development side of teaching while Practicum I deals with the reflection, evaluation side of teaching. In between these two is the actual practice of teaching, which is done as part of both classes. The teaching is carried out under the auspices of the PEP program wherein the Practicum students take on the role of group leaders for a small group of volunteer undergraduates. The first few weeks of the semester are devoted to preparing and planning for PEP. Practicum students and their instructor plan out the details of the program together and particular students are required to take turns creating individual lessons for PEP. The PEP Program starts in the fourth week with student recruitment and teaching starts the following week. PEP groups will meet twice a week (in accordance with the Practicum schedule) for approximately one hour each time. The teaching occurs as part of the regularly scheduled Practicum I and II classes and will continue for ten weeks. Once the PEP program starts the Practicum I and II classes will diverge. The time in Practicum II is used for students to present lessons plans (generally one week in advance of their intended use) for analysis and critique. Practicum I will be used to reflect on what is actually occurring in the PEP sessions. By balancing the necessarily contrasting forces in Practicum I and II and keeping both tied to real teaching we feel we can give both the Practicum students and their PEP students a rewarding and useful experience.

The materials for the Practicum I and II classes, in relation to the PEP teaching, change based on the exact design and focus of the program which changes from experience to experience. The materials used as part of the PEP teaching preparation and reflection are part of the same set of materials recommended as study materials for the comprehensive exams.

The Testing Component (Comprehensive Exams)

The testing component of the Practicum consists of three different exams which come from the three main areas of TESOL; Language Teaching Methodology, Second Language Learning Theories, and Materials and Course Design. These three testing areas are intended to approximately cover the entire range of the discipline of TESOL and to be comprehensive not only in name but in scope as well. The individual tests are designed to be inclusive in their area, which means that each test will include questions from a wide variety of different classes offered in the Sookmyung Graduate School of TESOL curriculum. Subjects and issues not covered in any of the classes in the program will not be on the exams. But on the other side of the sword, anything that was covered in any of the classes is considered fair game. In this way, it is important that students get together to study and compare and exchange notes and materials from the classes they have taken because it is not possible for any one person to have taken all the classes in the two-year cycle of class offerings. Additionally, TESOL majors and CALL majors take identical exams for the subjects of Second Language Learning Theories and Materials and Course Design, but will have different exams for the subject of Language Teaching Methodology.

It is important to bear in mind at this point that the purpose of the comprehensive exams is to determine if the student has mastered the basic theories and principles of their respective major. The purpose is not to knit pick or cause students untold difficulty and for this reason the questions on the exams will be of a more general nature as opposed to of a highly specific nature. At the same time, however, students are expected to be able to clearly show what they have learned and that they are not only vaguely familiar with the subject, but that they are aware of the major publications and theories in that area by providing answers of sufficient length, detail, and clarity.

As for the format of the exams themselves, each exam consists of two sections. The first section is a definition section in which the test taker is required to define ten terms from the area. Definitions should be short, concise and include examples, if possible. The second section consists of four short essay questions. Test takers are expected to answer each essay as completely as possible in the time allowed. Answers should not be based solely on the test takers' personal opinion but should be well supported by sound theory and the opinions of experts in the field. Students have 70 minutes to complete each exam. This means that there is little time for students to

struggle through their answers. Students will need to know the answers in advance, so it is imperative that students prepare for the exam thoroughly.

Below you will find a small collection of selected study materials for the comprehensive exams.

Language Teaching Methodology (TESOL)

- Bachman and Palmer. (1996) Language testing in practice. Oxford: OUP.
- Celece-Murcia et al (1996) *Teaching pronunciation.* Cambridge: CUP.
- Harmer, Jeremy. (1999) *How to teach grammar.* Essex: Longman.
- Hutchinson and Waters. (1987) *English for specific purposes.* Cambridge: CUP.
- Larsen-Freeman, Diane. (1986) *Techniques and principles in language teaching.* Oxford: OUP.
- Lewis, M. and Hill, J. (1992) *Practical techniques for language teaching.* Hove: LTP.
- Nunan, David. (1988) *The learner-centered curriculum.* Cambridge: CUP.
- Nunan, David. (1999) *Second language teaching and learning.* Boston: Heinle and Heinle.
- Nuttall, Christine. (1996) *Teaching reading skills in a foreign language.* Oxford: Heinemann English Language Teaching.
- Raimes, Ann. 1983. *Techniques in teaching writing.* Oxford: Oxford University Press.
- Sperling, Dave. (1998) *Dave Sperling's Internet guide* (second edition) Upper Sadle river, NJ.: Prentice Hall Regents.
- Ur, Penny. (1996) *A course in language teaching.* Cambridge: CUP.

Language Teaching Methodology (CALL)

- Dudeney, G. (2000). The Internet and the language classroom. Cambridge, UK: Cambridge University Press.
- Egbert, J. and Hanson-Smith, E. (1999). CALL environments: Research, Practice, and critical issues. Alexandria, VA: TESOL Inc.
- Levy, M. (1997).Computer-assisted language learning: concept and conceptualization. New York: Oxford University Press.
- Swaffar, J.et al. (1998). Language learning online: theory an practice in the ESL and L2 computer classroom. Austin, TX: Daedalus Group Inc.
- Warschauer, M. and Kern, R. (2000) Network-based language teaching: concepts

and practice. Cambridge, UK: Cambridge University Press.

- Warschauer, M., Shetzer, H., & Meloni, C. (2000). Internet for English teaching. Alexandria, VA: TESOL Inc.

<Electronic references>

LLT journal	http://llt.msu.edu/
Internet TESOL Journal	http://iteslj.org
Google Search Engine	http://www.google.com

Second Language Learning Theories

- Archibald, John (ed.) (2000) *Second language acquisition and linguistic theory.* Oxford: Blackwell.
- Brown, H. D. (2000) *Principles of language learning and teaching* (fourth edition). White Plaines, NY.: Addison Wesley.
- Cook, Vivian. (1996) *Second language learning and language teaching* (second edition) London: Arnold.
- Ellis, Rod. (1994) *The study of second language acquisition.* Oxford: OUP.
- Gass and Selinker. (1994) *Second language acquisition.* Hillsale, NJ.: Lawrence Erlbaum.
- Hamers and Blanc. (2000) *Bilinguality and Bilingualism* (2nd edition). Cambridge: CUP.
- Mitchell and Meyers. (1998) *Second language learning theories.* London: Arnold.
- O'Malley and Chamot. (1990) *Learning strategies in second language acquisition.* Cambridge: CUP.

Materials and Course Design

- Dubin and Olshtain. (1986) *Course Design.* Cambridge: CUP.
- Graves, Kathleen. (2000) *Designing Language Courses: A Guide for Teachers.* Boston: Heinle & Heinle.
- Nunan, David. (1989) *Designing tasks for the communicative classroom.* Cambridge: CUP.
- Tomlinson, Brain (ed.) (1998) *Materials development in language teaching.* Cambridge: CUP.
- Yalden, Janice. (1987) *Principles of course design for language teaching.* Cambridge: CUP.

Editors' Diary

EFL Issues vol. 1

This diary is the record that shows how the first students' Journal comes out of the world including who did the work, when the work has been done and what kinds of procedures have been taken to publish our journal. I hope this record will be helpful to refer to make our 2nd journal better than now for the next semester.

Yun, Seong-won
President of Students' Union

The records of the committee works

7/ 2   Plan how to do this mission by the student unions and professors
7/ 6   E-mail MA TESOLers and form the editorial committee
7/12   Set regular meeting time, role and schedule
7/19   Select materials and contact presenters to revise
8/ 8   Review the articles and contact the graduates to get abstracts of their thesis
8/15   Collect material, pass them to the proofreader
8/18   Proofread and make a plan for layout in detail
8/26   Decide layout and the cover design, Presentation preparation
        (Book the auditorium and decide the order, announcements for workshop)
8/28   Discuss final detail such as invitation card, opening party etc.
8/30   Print out and inform the workshop for the new students to join
9/ 6   Workshop at 2:00

Committee Meeting

Regular Meeting: Every Tue. At 6:00 PM in room 30
On-line Meeting: Every Thu. At 11:00 PM
                  at http://sookmyung.ac.kr/~tesolma/journal

SMU TESOL MA Students' Directory

1st Semester

오남경	allymcbeal@hanmail.net
황해자	j2j77@hotmail.com
김하나	elly_79_2000@yahoo.com
김혜옥	ho_kim_@hotmail.com
김나영	ilovesera@hotmail.com
최 연	Marianne_choi@lycos.co.kr

2nd Semester

조세형	lucky9651@hanmail.net
노민하	minhanoh@hotmail.com
최윤회	fz1019@hotmail.com
박정아	goodzan@hanmail.net
류가영	sklovegy@hanmail.net
안혜정	amor75@hanmail.net
유현정	juliyoo@dreamwiz.com
김윤혜	yunhye95@hotmail.com
정태정	taejung10@hanmail.net
한지연	hanjr@hotmail.com
살타멜 Salta, Melvin	msalta@hotmail.com
이영혜	lyh52074@hanmail.net
김남혁	knh74@hananet.net
백문주	moonja95@hanmail.net
윤향식	hy76118@hotmail.com
김정미	angyfloyd@hanmail.net
전수인	sooic@unitel.co.kr
이승연	whatsnew@dreamwiz.com
박채희	chancepak@hotmail.com
정지혜	aerial80@lycos.co.kr
이미영	zq_monster@yahoo.co.kr

이선민	sm2310@hotmail.com
강혜영	hyeyoung7@hotmail.com
박은정	teddypu@hanmail.net
최나영	namoo77402@hanmail.net
주민영	minyoung97@hotmail.com
강윤정	pc494984@posco.co.kr
이정하	royalclass@korea.com
안선경	thepretty74@yahoo.co.kr
정영미	jym1018@hotmail.com

3rd Semester

신일진	we8893@freechal.com
김희영	hyk2@edunet4u.net
Margaret Creed	sullivanbere@hotmail.com
고우스 조엘	jkoeth@u.washington.edu
이현경	9524lee@hanmail.net
이정아	cna9909@hotmail.com
김창숙	batukim@hanmail.net
조장숙	alice95@hanmail.net
김민정	e-wha93@hanmail.net
정영경	thornyk@hotmail.com
임지원	memory25@korea.com
주정훈	videoj77@hotmail.com
박은경	pekbest@hanmail.net
윤성원	jenny4yun@lycos.co.kr
안성은	syeun87@hanmail.net
이효진	jin540069@yahoo.co.kr
송미란	miran916@yahoo.com
김종완	execlog@yahoo.co.kr
김미선	bytyms@hanmail.net
강성만	timefisher@hanmail.net
유영란	elma7@hanmir.com
김규환	navirang30@hotmail.com
이규선	8612lee@hanmail.net
김소영	starlety@nate.com

4th Semester

정혜자	heyja77@hanmail.net
정은구	dreamjeong@hanmail.net
조현회	annie724@hanmail.net
박현미	hyunmeep@hanmail.net
김은영	kimmi72@dreamwiz.com
정명신	w-msjung@hanmail.net
이상이	nawendy@freechal.com
안은주	eunjooahn@hotmail.com
대성안	bigladykr@yahoo.co.kr
김희연	heenabi@hotmail.com
김현진	honey1995@hanmail.net
김수연	bluesky623@hanmail.net
홍주연	bluemarineblue@hotmail.com
정애숙	jashuman@hanmail.net
정민혜	minhye7@hotmail.com
김지영	kjiyoung@empal.com
김기웅	synclear1@hanmail.net
오 정	tesolgirl@yahoo.co.kr

5th Semester

전혜란	mayethr@hotmail.com
민혜정	ellenmin2@yahoo.co.kr
김수희	soo_xo@hanmail.net
최윤진	cchoi75@hotmail.com
장희진	coffeencake@hotmail.com
이재숙	jsleeok@hanmail.net
오연숙	badazone@yahoo.co.kr
서효선	shsun93@hanmail.net
박민정	clumsy94@hanmail.net
박민숙	minsuk_park@hotmail.com
차일남	robin2111@hanmail.net
김소영	inksy@hanmail.net

김미선	chris4892@hanmail.net
강승원	happykang@hanmail.net
장지현	j4jtk@hotmail.com
김희경	leonia76@hanmail.net
한은주	orangejuice14@hotmail.com
Dier Tammy	reneecnhs2001@yahoo.com
이현영	neenanu@hanmail.net
최태원	ctwon@dreamwiz.com
김영선	da-diana@hanmail.net

Allumni 1st

김성수	elkitish2001@yahoo.co.kr
장경희	kaitlynchang@yahoo.com
오소정	noelle97@hotmail.com
안희정	hardnose@hanmail.net
김영아	alex119@hanmail.net
이안나	anna@sookmyung.ac.kr
하지영	jiyha@hotmail.com

Allumni 2nd

진현정	helenjhj@hotmail.com
함 원	tgiwon@hotmail.com
신혜정	hjshin02@yahoo.com
최희윤	chyinkorea@hanmail.net

Allumni 3rd

유보미	bomiyoo@hotmail.com
신용숙	syssjg@hanmail.net
송민화	musoppul@yahoo.com
박현정	hyunjung87@freechal.com
남현정	sydneys@freechal.com
김이경	goblue2@hanmail.net

송종민	gemmin@lycos.co.kr
박유미	parkymi@yahoo.co.kr
김수연	sy_smile@hotmail.com
장옥희	okheec@yahoo.com
서정애	sj2117111@hanmail.net
손은경	jeksohn@hotmail.com
전선미	sunme@sookmyung.ac.kr
현정민	bowwow2@hanmail.net

Alumni 4th

서정화	anachiapax@hotmail.com
남길영	kynamjudy@hanmail.net
손수민	ssm5514@hanmail.net
이계순	eek84@hanmail.net
성현미	bearfox@kornet.net
김정숙	seaside@hanmail.net
정은경	cesilj@hanmail.net
정연진	yeonjin7676@hanmail.net
주소영	syjoo90@hanmail.net
신경화	delpy7@hanmail.net
마경애	Queenchristin25@hotmail.com
이애경	visionrhee@yahoo.co.kr
Payad, Arlan	arlanitesol@yahoo.com
노혜원	helen5@intizen.com
김묘경	incairo@sookmyung.ac.kr
문현정	hjcool70@hotmail.com
한은주	philly-han@hanmail.net