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Transferring Knowledge Learned

from an English Class

to Other Classes

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TESOL 4th semester

The effect of 'transfer' from one language to another has been referred to as a means of developing bilingualism, however this transfer occurs not only from a dominant language to a subsequent language, but the other way around as well. That is, as students attain certain skills in English lessons, they are able to employ the learned knowledge in their first language classes and possibly yield better outcomes in their dominant language learning. Thus, this paper examines the problem of a Korean language class in which students cannot develop literacy skills and suggests how to advance their cognitive skills via literature in English lessons.   Finally, it looks at how these skills can be transfered into their Korean language class. Since the three lessons presented here were conducted only in English, students were required to have an intermediate or higher level of English proficiency.   Therefore, second year students from Seongnam Foreign Language High School were chosen as subjects. Through the three lessons presented here, students explored similarities and differences between an American movie, "My Girl," and a Korean short story, "A Passing Rain," which has a similar theme.   The three lessons present ways of assimilating the works of literature into the subjects' learning and life. In the last section of this paper, the anticipated benefits are discussed, along with the theoretical background.

1. Introduction

Korean students are seemingly not aware that one thing learned in a class can be linked to their learning in their other subject area classes.   Moreover, they do not assimilate the instruction to the real world. It is not only because teachers in different subject areas do not communicate and cooperate with each other, but also because the Korean education system does not support students in applying knowledge learned in school to their lives. As an illustration, even though both English and Korean classes commonly deal with languages, they cannot find any relationship between the two languages and perceive them as being mutually exclusive from each other.

Additionally, all lessons are heavily geared towards building student's test-taking skills and teachers mainly provide feedback in the form of technical analyses of students' learning.   Therefore, students cannot develop their linguistic and cognitive skills of investigation, acquisition and practical application of acquired knowledge. For instance, when students learn about a piece of literature in a Korean language class, the lesson does not require any writing, in-depth-reading, or discussion.   Thus, students cannot gain deeper insight and awareness beyond the given text. This poorly-developed literacy skill in students' dominant language not only deteriorates their L1 usage and thinking skills, but may also interfere with their subsequent language learning.

In light of this problematic educational situation in Korea, English class can be the starting point for further association between subjects by adapting meaningful issues or topics for use in English lessons and assisting students in connecting their learnings with previous understandings and then teaching them how to apply it all to their personal lives. Hence the presented lesson plans here are designed to develop students' English proficiency and to guide them in transferring the acquired skills to their other studies. Students can gradually become accustomed to applying these skills and learnings within other subject areas.   These lessons also explore and promote intercultural awareness.

2. Plans

2.1 The Students

2.1.1 Age and Level

The students were English majors at Seoungnam Foreign Language High school. They were around 16 to 17 years old and were in their second year of high school. Their language proficiency was intermediate-mid. This level was determined based upon their records in English throughout their middle school years, as well as their score on English tests such as TOEIC, TOEFL, or TEPS. In order to enter this school, their middle school record had to place them in the top 1% of students, country-wide; and they also had to obtain more than 830 points on TOEIC or 230 points on CBT TOEFL. Thus, in reference to their overall English scores in such records, their reading and listening skills are at least intermediate-mid or higher, but they might not have much proficiency in the production skills of writing and speaking.

However, their latent ability can be assumed to be around intermediate-mid level because they have good grammar skills and a larger vocabulary than general high school students. Nonetheless, their actual levels in writing and speaking are seriously lacking. In order to increase proficiency in speaking and writing, they need to also develop cultural awareness of those countries in which English is an official language in addition to improving their listening skills.

2.1.2 Students' language experience and motivation

As they are the English majors at a Foreign Language High School, they have had superior marks in their English subjects since their elementary or middle school days. Compared to general school students and they have had increased exposure to English. However, except for the small number of students who had learned English abroad or had lived in English speaking countries in their early childhood, most of them were still limited in their English speaking and writing skills, since Korea represents an EFL situation. In particular, they have under-developed English writing skills because writing is not taught in their Korean language classes, nor in their English

classes because of the aforementioned school's parents', and students' own concerns about preparing for the Korean SAT required for university admission.

Students had been studying together in the same class since their entrance to this school, thus they interact both in socially and academically. They were used to doing group work and performing English dramatic productions or skits in front of the class, as well as the whole school. When the topics used in class are related to their personal lives and interests such as songs, movies, games, relationships, and American school life, they are highly motivated to get involved in the lesson. Although they are concerned about improving their standardized test scores for entering university, they experience a little relief from that issue in their English speaking and writing classes, since there is no assessment related to speaking or writing for university admission. Thus, they are more eager to improve their speaking or writing skills through having fun with intriguing and inspiring topics in class. In addition, they are more attentive when lectures are related to other school subjects since there is the possibility that they can receive help in understanding of other classes' concepts, as well as with related assignments.

2.2 Class information

There are 30 students in this English class, and students receive two hours of instruction in each production skill area, namely, speaking and writing, each week. The lesson plans described in this paper are intended to span three hours each, and integrate both speaking and writing. Since the same teacher is in charge of both writing and speaking classes and the teacher is aware of the benefits of integrating the two, the separate names for these classes are merely administrative. These two classes are very much interconnected and overlapping, often dealing with similar topics and using similar materials.

In contrast, reading class isn't integrated due to the aforementioned need to focus on test-based skills. For example, they may read an article about a famous American president in reading class, and then talk about it or write a reaction paper in response to what they have read in the speaking or writing class. These lessons were to be the first for this

class at the beginning of a new semester. The teacher attempted to link other subject areas to these speaking and writing classes more directly than was done during the students' first year.

Therefore, the teacher introduced this new method of learning English linked to other subjects via simple and familiar material so that students could easily adjust and actively participate in lessons. Because it is more important that students feel interested in and comfortable with being involved, and experience less stress associated with non-linguistic limitations, the content and the topics used were less academic than usual, but focused more upon deepening students intercultural awareness. Since the teacher is also concerned about time limitations in class, the texts used were short to ensure that students could either quickly read through or be expected to pre-read them at home before the lesson.   Therefore, the lessons do not include any extra time for reading.

2.2.1 Overview

Generally, all speaking and writing classes throughout all three years of this high school have the same intended outcomes;

- Students develop the required skills to be capable of transferring their developed knowledge to other subject areas, whether linguistic or conceptual.
- Students improve their English language proficiency.

In the first year, they have a typical textbook for speaking and writing like Interchange or ICON, so as to learn the basic elements of language to use in their speaking and writing, but the teacher tries to introduce methods for making connections with other subject areas & student's personal lives.   For example, when the students are asked to speak about the weather (one of the typical topics covered in a first year speaking class) the student would be encouraged to refer to a weather graph or picture (See Appendix A) about Seoul, a picture of global weather patterns, or a text about the weather changes connected to global warming; which students have encountered during their middle school social studies or science classes.

Using pictures and texts, students are capable of speaking or writing more about the weather than simply "it's cold, hot, or cloudy," and thus are able to utilize English in a more realistic situation, thereby stimulating their brains to interconnect the two knowledge sources, namely: English class and other subject areas. However, the amount of blending with other subject areas is much less than described in the lessons presented in this article because students must be gradually familiarized with these new learning strategies.   It's also necessary to proceed at a cautious pace in order to allow sufficient time for adequate basic English skills acquisition.

In the second year, the lesson is more intensively linked with other studies and focuses more on the functional level than formal level in students' language processing.   Moreover, the lesson often includes cultural features between Korea and other countries, and guides students to be more cognizant of other cultures as well as their own culture. Students are more aware of their own learning, more familiar with pair or group work to achieve a certain task, and better able to assimilate their learning in English class to their life and other subjects or the other way around. Therefore, teachers could implement dramatized activities like pantomimes and role-plays as the lessons here illustrate, and students would become more self-motivated and involved in the activities.   Since Korean and English have many linguistic elements in common, teachers could start by associating things between these two subjects and then move onto other subjects.

In the last year of this high school, the lessons tightly deal with controversial and significant issues or events from all other studies including English itself, and focus on developing high-skilled writing ability both in Korean and in English because students have to be concerned about their entrance exams for university. Keeping in mind students', school administrators' and parents' desire to emphasize the focus of study on something helpful for their entrance examinations, teachers may not be able to do anything very exciting or fun, but they could still integrate subjects with other classes concentrating on possible questions or topics students may encounter on their entrance examinations.

As an illustration, this year, 2007, one of the hot topics for

students' essay test was about "Inter-Korean summit meeting," so teachers could bring out the historical procedure of interrelation between North and South Korea (See Appendix B) and the class could research important meetings between the two countries in the given period. After that, each group could create a presentation on the main issues discussed and how the meeting has changed the relations and cooperation between the countries. Then the whole class can discuss what they expect to see done in the future regarding South Korea's relationship with North Korea.

Finally, they could individually write an essay on a given topic like "Compare the meanings and effects of the first and the second inter-Korean summit meetings." If the Korean subject teachers' cooperation is possible, the lesson could require students to write the essay both in Korean and English. After that, they could get feedback from each teacher, and each teacher could deductively explain the similarities and differences between Korean and English writing systems in the beginning of the last year. It would results in better production of the language students use for their further lessons as well as a deeper awareness of the writing systems of each language.

2.2.2 Objectives

Through these lessons with the same topic, students are expected to achieve three goals.   First, they should be able to recognize cultural similarities and differences and how they affect behavior in general.   Students should become well aware of linguistic similarities and differences between Korean and English by the end of this semester. Second, they should be able to reevaluate the meanings and intentions the structures serve. That is, students should concentrate on what the actions and nonverbal language represent by looking at a performance, making a script from a movie, and creating their own script, so they may acknowledge that nonverbal language is also one of the important components in linguistic systems and how the representations are interpreted. Lastly, students should develop their thinking processes into literature in English, and to transfer the developed insight and cognitive skills into their learning in Korean class.

2.3 Lesson Plan
2.3.1 The first lesson (60 minutes)
Table 1. *Learning from the movie, "My Girl"*

Activity	Teacher's instruction	Appendix
Brainstorming (10 minutes)	Teacher (henceforth, T) inquires about students' experience having a crush on somebody in their early childhood.	
Movie "My Girl" – Making a script (15 minutes)	T divides students into 7 to 8 groups. T provides each group with a different part (10 minutes) of the movie. Each member in a group chooses a character in the movie so that they can focus on and carefully listen to the character's utterances while taking notes like the given script form. T asks them to take notes what each character is doing and talking about for their later work while watching the movie.	Appendix C
Write a summary of the story (15 minutes)	After watching and making the script of the movie, T requires them to write a summary of the story.	
Presentation (10 minutes)	T asks a person from each group to stand up and introduce the summary of the story from the movie clip. After the final presenter, all students should understand the whole story of the movie.	
A whole class discussion (10 minutes)	T asks Ss questions to recognize and assimilate the implication of the movie. T intends to assist students in recollecting and searching for similar stories they have learned in Korean class as well as to brainstorm for the second class.	

2.3.1.1 Teaching step 1: (10 minutes) Brainstorming

The teacher inquires about students' experience having a crush on somebody in their early childhood in order to brainstorm ideas for today's class. Students are expected to answer the questions sharing information about their crush on a friend next door, in an elementary school, or on a teacher and so on. Since it is about their early childhood, they should not feel ashamed to talk about their experience.

Examples:

- Have you ever had a crush on someone?
- Did you have a crush on someone in your early childhood?
- How did you express your feelings to him or her?
- What was her or his reaction to your feelings?
- How do you think it affected your life? Why do you think so?
- What role do you think love plays in our life experience?

2.3.1.2 Teaching step 2: (15 minutes) Movie "My Girl" – Making a script

The teacher divides students into 7 to 8 groups and guides them in utilizing the multimedia file on the computer they have at their group desk. Then, teacher provides each group with a different 10-minute part of the movie *My Girl*. The important thing to account for is that students watch the movie just until the part where the boy, Thomas J, dies from bee stings and Vada hears about it from her daddy. This is all the students will require to link to the Korean short story later, in which a girl dies from the flu and a boy overhears his parents talking about her death.

Before actually watching the movie, the teacher should make sure that each member of each group chooses their character from among the main characters, like the dad, Harry, the girl, Vada, or the boy, Thomas J. They can focus on and carefully listen to the character's utterances while taking notes using the given script form (Appendix 1). Also, there should be a monitor, and the monitor should be the person who has the highest level of English proficiency in the group.

In addition, while they are watching the movie, they should take notes on what each character is doing and talking about for their later work.

As they are asked to make a script of the scenes, they should focus on facial expressions and body language as well as words. After the movie, they should gather their notes, discuss how to express things they saw in English, and talk about the main point of the story. Since the teacher will focus on the meanings and intentions of every action in the next class, he/she does not explicitly need to guide the students in investigating all the representations at this point.

2.3.1.3 Teaching step 3. (15 minutes) Write a summary of the story
After watching and making the script of the movie, the teacher should require the students to write a summary of the story.

2.3.1.4 Teaching step 4. (10 minutes) Presentation
The teacher should ask a person from each group to stand up and introduce the summary of the story from the movie clip. After the final presenter, the students should have a better general idea of the plot as a whole.

2.3.1.5 Teaching step 5. (10 minutes) A whole class discussion
The teacher should guide the students toward recognizing and assimilating the implications of the movie by asking questions so that the students can find ways to relate what they have learned from the lesson to their real lives. In addition, by asking them if there are any similar plot schemes in Korean literature, the teacher intends to assist students in recollecting and searching for similar stories they have learned in Korean subject class. This also serves as a brainstorming activity in preparation for the following class.
Examples:
- What is happening to the girl?
- How does the boy feel about the girl?
- What kind of personalities do you think they have? Why?
- What do you think the author wants to tell you?
- How do you think they would grow up?

2.3.2 The Second lesson (60 minutes)

Table 2. *"My girl" and "A Passing Rain"*

Activity	Teacher's instruction	Appendix
Pantomime Work (15-20 minutes)	T explains that the class is going to read <u>a Korean text, "A Passing Rain," by Hwang Sun-Won</u>, and that each group will mime their own scene in the given text to others. T guides the students in watching and interpreting what they see performed in the other group's pantomimes and in taking notes during the performance for the later task.	Appendix D
Similarities and Differences (10-15 minutes)	T divides the class into six groups. Three groups look for and talk about similarities between the movie and the Korean story they have learned and the other three groups focus on differences between the two materials.	
Presentation (15 minutes)	T leads each group in presenting the similarities and differences they find and what makes them similar or different. T introduces the cultural aspects involved and how they affect the cultural group's attitude, language,…etc.	
Plan and develop the story (10 minutes)	T puts students into pairs and requires them to talk about how the relationship would go on and how it would affect the lives of each character if the girl in the Korean story or the boy in the movie were healed, not dead. Each pair is asked to generate and organize rough ideas together, but for homework they must develop the plan separately.	

2.3.2.1 Teaching Step 1. (15 – 20 minutes)
The teacher explains that the class is going to read a short text, "A Passing Rain," and does the performance for the given part of the story. The teacher again puts students in groups of give so there are six groups in the class. The teacher hands out a certain part of a famous short story in Korean literature, "A Passing Rain," by Hwang Sun-Won (See Appendix B). The text is given in Korean; it is short and does not have much dialogue so students can easily prepare and practice the performance in five minutes.

The procedure of this performance is simple. First, the teacher randomly chooses a group and asks them to act out their part of the story in front of the class. After the performance, the teacher asks the audience to discuss what each character is doing in the performance because there are more non-verbal actions in the story than verbal language. While the audience explains the actions in English, they should become cognizant of the non-verbal language involved and explore the fact that non-verbal language (as well as verbal language) transmits meanings and intentions to other people. The students should also be given the opportunity to connect their knowledge from a Korean text to English language use.

After all the groups finish acting out the story, the teacher briefly discusses the literature by asking students if they know where the text comes from, who wrote this story, and how the order of the story should be. Consequently, the students also learn that this story has something in common with the movie story they watched in the previous lesson.

Even though students have read this story in middle school and know it well, the new method of telling the story will refresh their cognition and may give them different perspectives from the ones they have maintained since middle school. Thus, students are expected to be more interested and to acknowledge some differences and similarities of the expressions between the original Korean story and the English performance.

2.3.2.2 Teaching Step 2. (10-15 minutes) Similarities and Differences
The teacher divides the class into six groups. Three of the groups are required to find similarities between the movie story and the Korean short story. The

other groups look for differences between the two stories and each group talks about what makes it similar or different. While doing this activity, the teacher goes around to each group assisting those with problems finding the similarities and differences. The teacher then asks the following questions to assist them and prepare them for further discussion.

Examples:

- Do the overall storylines have anything in common?
- How do the characters express their crushes? Are they similar or different?
- How do the boy and the girl get closer?
- How is each story told to its audience?
- How would you describe the girls' personalities in each story?
- How about the boys'?
- How do the girls react to their family situations?
- What do you think about the overall mood in each story?
- What do you think about the ellipsis at the end of the Korean story? How does it work with the story?
- What is so special about the ellipsis?
- Why do you think such similarities/differences exist in the two stories?
- What makes them similar or different?

While asking these questions, the teacher briefly instructs the students to review the English terms related to narrators, novels and so on. For example, the Korean story is narrated by "the all-knowing perspective" and the American movie by "the first person's point of view." Both stories talk about "initiation," going through the rite of passage to enter adulthood. This kind of novelistic form is called "bildungsroman" in English. The teacher briefly introduces the new terms related to the stories and reviews the students' translation equivalents for those words in Korean as well. Since this is the first class that connects the Korean language class with English class, the teacher does not teach them more deeply on the specific terms or on the elements of fiction in English. This is so that students do not feel bored or

pressured to understand all about the unfamiliar words from the beginning. However, these will be gradually taught as time goes in the semester.

2.3.2.3 Teaching step 3. (15 minutes) Presentation

The teacher guides students in talking about their findings on the similarities and differences between the two stories as well as the causes of the similarities and the differences. While each group presents their opinions, the teacher attempts to implicitly introduce the cultural differences and how the cultural expectations of the social members affect their attitudes toward a life experience and language.

2.3.2.4 Teaching step 4. (10 minutes) Plan & Develop the story

The teacher asks questions for students to think about before planning and developing the story. Then, the teacher puts them in pairs and to discuss and plan ideas in Korean, but the important thing is to make sure that they work on the main scheme, such as how the relationship would go on and how it would affect the lives of the characters if the person who dies in the story were alive. With the same plan, one student in the pair works on the Korean story, and the other on the American story. Then the teacher has them plan together comfortably talking in Korean in the class. Later at home each person separately outlines and develops the story from the same plan in English. In the next class, the students can see how their outlines are different from each other and talk about the causes of the differences.

Examples:
- What do you think would happen to the characters in the Korean story if the girl survived?
- How would you guess their friendship or love ends up?
- What do you think would change if Thomas J. in the American movie survived?
- How do you think it would affect Vada's life?
- What would happen with their relationship?

2.3.3 The third session (60 minutes)

Table 3. *"My girl" and "A Passing Rain"*

Activity	Teacher's instruction	Appendix
Brainstorming I (10 minutes)	T shows students the funeral scene from the Movie, My Girl, in order that students can link the story to "A Passing Rain." Students may develop the ideas of the girl's funeral beyond the Korean storyline.	Appendix E
Brainstorming II (10 minutes)	T asks students what they know about what people do at Korean funeral and how similar and different they think about between Korean and American funerals are. T asks students to imagine how the girl's funeral would be if it were conducted in the Korean story.	
Memorial Writing (25 minutes)	T makes six groups and explains that the class is going to conduct the girl's funeral. T gives each group the "role" card and according to their role, each group has to invent a script about what the people in the given relationship with her would talk about at her funeral. T shows an example of the script of what the boy's family talks about so that students can catch a glimpse of what they are expected to be done. T assists each group in identifying how each member is specifically related to the girl. Students prepare a short script in which they discuss their character's memory of the girl, pay tribute to her, or tell stories about her and her family etc.	Appendix F Appendix G

Presentation (15 minutes)	T plays the music from the movie to make students smile and feel the atmosphere. Each group stands up and informs the class who each member is in the given relationship, and role-plays the script.	

2.3.3.1 Teaching Step 1: (10 minutes) Brainstorming I: Thomas J's funeral
The teacher shows the rest of the movie, the part after Vada finds out that Thomas is dead; Thomas J's funeral is conducted by a minister and Vada watches it from her room grieving his death. At this point, Vada's thoughts and life have changed. In showing the part after the character dies in the story, the teacher expects students to think about something beyond the Korean text. In "A Passing Rain," when the boy finds out about the girl's death by overhearing her parents, the story ends. The students also do not go beyond that part; however, since the movie shows parts with a similar plot scheme, the students should be able to generate imagination from the text. If they are unable to connect the movie to "A Passing Rain," the teacher could ask the following questions.

Examples:
- What is the main idea of the scene(s) we just watched?
- What does it make you think about?
- If the girl's funeral were held in "A Passing Rain," what do you imagine it would be like?

2.3.3.2 Teaching Step 2: (10 minutes) Brainstorming II: Imagine the girl's funeral
The teacher lets the students generate ideas about different styles of funerals, focusing on procedures, orations, atmosphere, and…etc. between Korea and America. Then the students are asked to imagine the situation about the girl's funeral and talk about their thoughts in groups. The teacher could help them consider things more deeply by asking following questions.

Examples:

- What do you think people in Korean usually do at someone's funeral?
- Is it similar to what you see in the movie? Why or why not?
- What makes it similar or different?
- What are some similarities between the two funerals we have seen?
- What are some differences between the two funerals we have seen?
- Who do you think attended the girl's funeral?
- Besides the boy, can you think of other relationships the girl could have?
- What about her previous school friends and teachers, her relatives, other friends, or her neighbors in Seoul?

2.3.3.3 Teaching Step 3: (30 minutes) Create a script for the girl's funeral.

The teacher assists each group in identifying how each member is specifically related to the girl and in preparing a short script talking about the characters' memory of her, paying her tribute, and telling stories about her and her family.   As the end of the Korean story shows how the boy's parents talk about the girl's death and her last words, the teacher could simply use it as an example with an English script (See Appendix E).   Students could then catch a glimpse of the task they have to deal with.

Then, students get into groups and try to generate and organize ideas to create their own scripts to perform in the next step.   The teacher encourages students not to focus on too many sad things, but rather to search for good memories or interesting stories.   The students could write about the boy and girl's crush on each other, the reason her father goes into bankruptcy, or her two siblings who die before her.   In doing so, the teacher could help students connect their imagination to the real situation happening at the funeral and to elicit authentic dialogues.

2.3.3.4 Teaching Step 4: (10 minutes) Presentation

The teacher turns on the music from the movie and delivers a funeral oration like the minister's speech.   The intention here is not to sadden the class, but to make students feel as if they were at the girl's funeral. In addition, when the music is played and teacher is acting like a minister by saying "We are

here to honor Soon-Hee Kim. She was born, May 7 1992, in Un-Am Dong, Seoul, and she is survived by her loving parents, Chul-Soo Kim and Ok-Ja Lee......," students might smile and feel entertained because the class seems a bit dramatic and the given names are funny.   Each group takes turns doing their presentations, describing who each person is in the given setting, and acting it out with the script.   Since the language used in the performances is not improvised, they students should not feel pressured to speak out in front of the class or make mistakes and errors.

However, they may need encouragement to act out the scenes enthusiastically so that the class is livelier and more interesting. Importantly, the teacher is not the center of the class in this teaching step, but rather plays the role of facilitator. The teacher should also make an effort to prevent students from producing a depressing atmosphere given the class deals with the concept of funerals. The focus should be on looking into relationships and stories beyond the text and coming up with authentic conversation.

3. Defense

The significant feature of these lessons is that the famous Korean story, "A Passing Rain," is used in conjunction with an American movie with a similar story.   The common schemes in these two stories allow students to utilize their acquired knowledge of one story and apply it to the other. As a result, students should be able to comprehend the themes and schemes better. Particularly, the American movie can offer language or context that students can use or imagine when reflecting on the Korean story or expanding their ideas into an imaginary scene.

In addition, as these similar stories are presented through two different mediums, it facilitates students' ability to transform the story into visual or textual work. For example, through the movie summary activity, students become accustomed to transforming from written to oral speech. When preparing their performance of the Korean story, students are given the opportunity to plan how to verbalize and visualize the contents. Moreover,

students are given the opportunity to watch the funeral scene in the movie which helps them think about the girl's funeral, and by looking at the movie script, they are able to invent a well-formed script.

Thus, students again indirectly learn that something gained in one language can be used when learning something in another language. In consequence, students can get more involved and interested in these lessons because they are given the opportunity to find connections between materials from English and Korean lessons.

On the other hand, they both deal with the same thing, and because they involve differences in language and culture, students naturally go through the cognitive process by comparing and contrasting things and finding out how those differences affect their language and behavior. That is, as having read the Korean story after viewing the American movie, students are implicitly guided to attain cultural and linguistic awareness between Korean and American language.

According to Hamers and Blanc (2000), one's language is strongly affected by social networking and the culture the person interacts with because the cultural or social group valorizes the same thing differently and the degree of valorization transmits one's attitude and language behavior toward the object or situation. Through the teacher's questions and group discussions, students can be led to link the differences of the societal and cultural environments in these lessons. For example, when students realize that one of the main characters encounters a family problem such as a bankruptcy or the remarriage of a parent, they can simultaneously find that the Korean and the American girl talk about and react to the problem differently. Furthermore, when students watch the funeral in the movie and talk about what people do in Korea, they may find cultural similarities and differences in how people are expected to speak and behave at funerals.

Furthermore, these lessons enable students to expand their knowledge of the meanings and intentions that a language form represents. Bates and MacWhinney (1982) propose that in language processing, there are at least two levels: the functional level, where a person expresses or represents all the meanings and intentions; and the formal level, where all the

surface structures are represented.

When a mother tongue is acquired, usually the functions are understood first in one's mind and the forms are mapped onto the functions thereafter. However, in the case of second language acquisition, we usually learn about and focus more on forms than functions. In the Korean situation, students are overtly taught to analyze and evaluate the linguistic structures of English, but not to comprehend meanings and intentions that the surface forms support.

Therefore, students simply overlook how the people in the target culture represent meanings and intentions in their language that are possibly different from Korean ones. Nonetheless, in these lessons, through concentrating on nonverbal language, taking notes, and discussing meaning, students acknowledge the way of processing a language at the functional level as well as the formal level. For instance, students illustrate the representations of actions or facial expressions in the movie and verbalize the performer's nonverbal actions in the Korean story.

They can inspect what the character's single action means and intends and how it can be interpreted by the other person. What is more, students create a script while watching the movie and imagining the girl's funeral, and in their script they have to elaborate the nonverbal communication and interaction and show their emotions and thoughts (See Appendix C, E and G). Thus, they are given the opportunity to enhance their understanding of nonverbal elements.

Last and more importantly, these lessons enable the transfer of better-developed literacy skills from the students' L2 to their L1. Chamot & O'Malley (1994) assert that "no area of the school curriculum is more closely linked to culture than literature. Novels, stories, and poems reflect and illuminate social settings, people, values, and traditions of a cultural milieu." However, in the Korean education system, Korean class, the only one including literature, is mainly test-based, so students do not have chances to consider and interpret the culture, people, or values involved in the literature. They merely memorize the analysis that teacher provides them with.

The problem with this test-based learning of literature is that

"students are rarely allowed to view a text as anything but an abstract, flat piece of printed matter, isolated from and irrelevant to their lives. Thus they never really enter into the text or believe in the character's lives and motivations" (Wessles, 1987). Therefore, the lack of literacy development in Korean class makes positive transfer from L1 learning to L2 impossible, despite the fact that for Korean students Korean is the stronger language.

Korean literature classes can benefit from transferred knowledge from English classes through having students watch, perform and discuss the stories. While students prepare and do a performance, students can get into character. As the teacher asks questions and lets them guess, plan and develop the stories, they find out how to assimilate works of literature. Furthermore, students have the opportunity to explore something beyond the given Korean text by watching the funeral scene in the movie and inventing the other relationships with the girl for their script. In other words, whether the text is given in Korean or English, reevaluating the same literature that they will learn or have learned in Korean class, students develop deeper insight into the written text, and also connect the meaningful implications from the story into their lives.

Additionally, when students choose their roles and perform the main parts of the stories, and negotiate how to set up and act out the elements in the stories, they are expected to reinforce their problem-solving strategies. When students develop their linguistic, cognitive, and metacognitive skills in English class like this, they also discover that the gained knowledge can be activated in the other linguistic system, which can be Korean. Kecskes and Papp (2000) claim that bilinguals transfer concepts, knowledge and skills gained in one language to the other language channel because of the common underlying conceptual base. In their Hungarian experiment, they observed and proved that intensive FL learning facilitates the subjects' L1 writing. It is because while "studying a FL, the learner discovers that his language is only one particular system among many systems and learns to see its phenomena under more general categories," according to Vygotsky (1962).

4. Conclusion

The biggest problem with the Korean education system is that students do not apply their learning to their life and are unable to find any connections between the different subjects they study. This dissociation between subjects, learning, and life deteriorates and stagnates students' intelligence. The three lessons are presented to illustrate how to link materials learned in a class to English lessons and what merit this kind of association between subjects could support for students to reinforce their English proficiency as well as to develop bilingualism.

To sum up, in the first lesson, students have chances to practice and improve their speaking and writing ability through the American movie, "My Girl," which has a similar scheme with the Korean text, "A Passing Rain," provided in the second lesson.   In the second lesson, students retrieve the main ideas of the Korean text, which they already know from their Korean subject class through pantomime work. They then find similarities and differences between the two stories by means of group discussions and presentations. In the third lesson, as students watch the rest of the American movie that goes beyond the situations in the Korean text, students are guided to imagine and explore other scenes and relationships around characters outside of the presented text.

These three lessons are targeted to yield five advantages for students.   First, since students re-experience a Korean text they are familiar with in English class, they are able to find links between the two languages and two classes. Second, when students discover main characters' different behaviors and reactions toward similar problems in the two given materials, they are given the opportunity to discover the effect of culture on behavior and language. Third, students focus more on the functional level than the formal level in their language learning. Fourth, students are eventually able to develop a better understanding of the American movie and the Korean story as they think, discuss and expand the story beyond the provided text. These activities serve to enhance their overall literacy skills as well. Finally, students advance their linguistic, cognitive, and even metacognitive skills

because of the group discussions, negotiations and presentations for the tasks.

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Appendix A "Examples of adoptable materials to link a class to English lessons"

The usable pictures and graphs for the "weather" topic can be brought out from social studies and science textbooks like below,
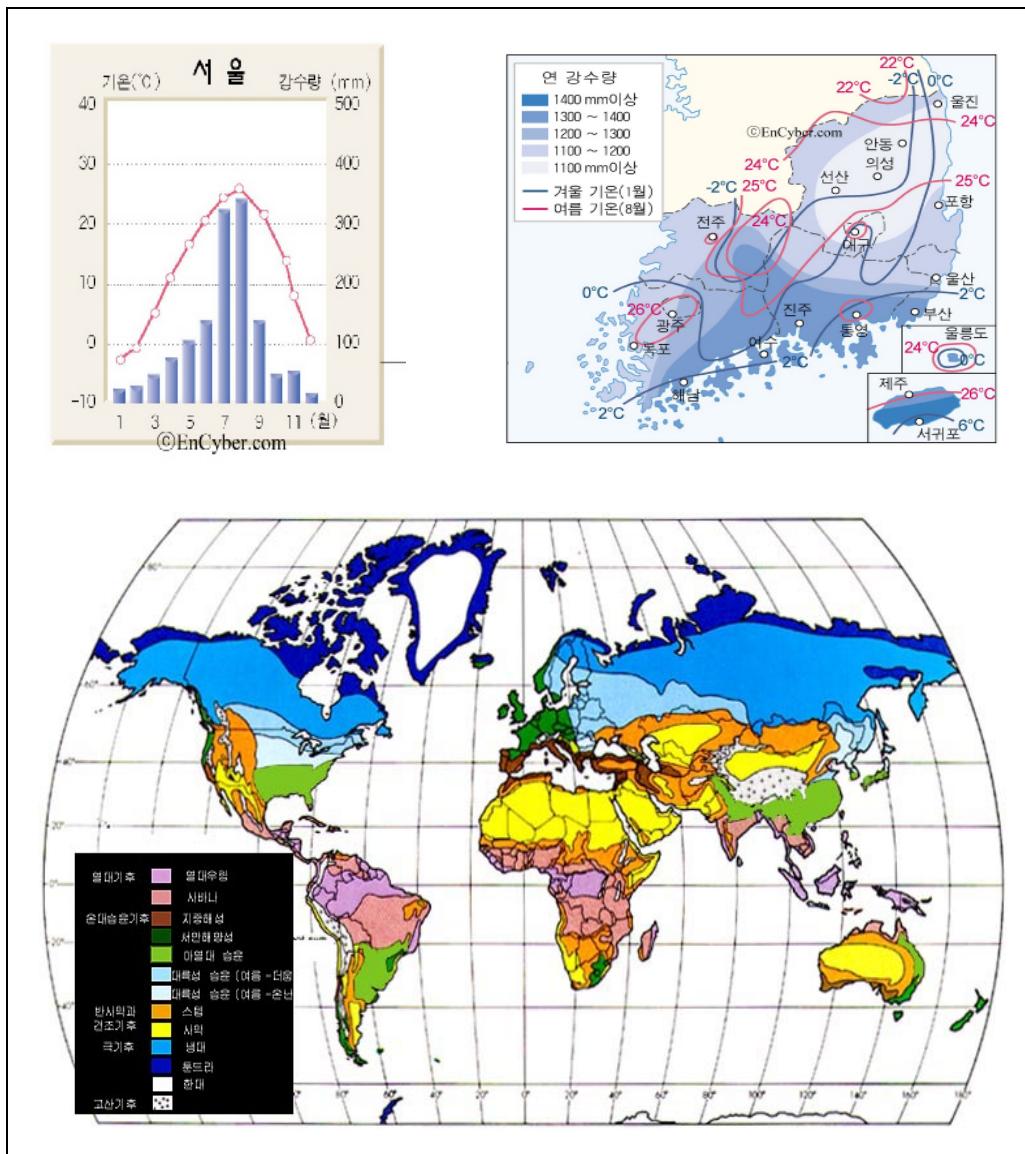
Appendix B "Examples of adoptable materials to link a class to English lessons"

This is the typical summary about the interrelation between North Korea and South Korea from the history textbook.

분단 이후 남북 관계의 변화

1. 1970 년대 이전

* 미, 소의 냉전 구도가 한반도에 영향을 주었다.

*남북 간에 실질적인 대화나 교류가 거의 없었다.

2. 1970 년대

* 미 , 소 간의 평화 공존 모색이 한반도 주변 환경에 영향을 주었다.

* 1972 년데 '남북 적십자 회담'이 개최되었다.

* 1972 년 7 월 4 일 '남북 7 , 4 공동 성명'을 채택하였다.

3. 1980 년대

* 남북 간에 다양한 접촉과 대화가 이루어졌다.

* 남북 체육 회담 : L.A. 올림픽 남북 단일팀 구성을 위한 회담이 있었다.

* 남북 적십자 회담 : 1984 년 수재 물자 인도와 이산 가족 고향 방문 및 예술 공연단 교환을 위한 회담을 열었다.

4. 1990 년대

* 남북한 사이의 실질적인 교류 , 협력이 시작되었다.

* 남북 체육 회담 : 제 41 회 세계 탁구 선수권 대회와 제 6 회 세계 청소년 축구 선수권 대회 단일팀 참가를 위한 대화를 가졌다.

* 남북 고위급 회담 : '남북 사이의 화해와 불가침 및 교류 , 협력에 관한 합의서' 를 채택하였다.

5. 2000 년대

* 남북한의 교류, 협력이 확대되고 사람들의 왕래가 늘어났다.

* 2000 년 6 월 13 일~15 일까지 남북 정상 회담을 개최하였으며, '6 . 15 남북 공동 선언' 을 채택하였다.

* 2000 년 시드니 올림픽에서 남북한 선수단이 동시에 입장하였다.

* 이산 가족 상봉 및 방문단 교환이 여러 차례에 걸쳐 이루어졌다.

Appendix C "The Given script of a scene from "My girl""

The given script is below,

Group of boys enters house lead by Vada, Once inside, the group is suddenly stopped

VADA (to boy#2)   Hey, you didn't pay me!

BOY#2   How do I know you were gonna show us one?

VADA   You're such a baby.

BOY#2   All right, here.

Boy reaches inside his pocket, gets money out and gives it to Vada

VADA   All right, follow me and don't say a word.

They walk towards two large doors, stop, and Vada turns around

VADA   You ready?

They enter the coffin display room, and move over to the coffin in the middle of the room

VADA   You sure you wanna see it, or is someone gonna go

                     yellow belly?

BOY#3   I'm not chicken!

VADA   Okay. Lean forward.

A tense moment as the coffin lid is flung open by Vada and the boys gasp as they look inside

GIRL#1   It's empty!

BOY#2   You're so weird!

BOY   I want my money back!

VADA   I was afraid of this.

They begin to move into another part of the house

BOY#2   Of what??

VADA   Well, sometimes when we get 'em, they're not

                     completely dead, you know, like when they cut

                     a chickens head off and it still runs around

                     crazy.

BOY#3   You're full of shit.

VADA   I bet she's roaming around this house somewhere.

They open the door into the living room, where Grammoo is in her rocking chair...

Appendix D "The extracts from the Korea literature"

The extracts from the Korea literature is below,

(1) 소년은 개울가에서 소녀를 보자 곧 윤 초시네 증손녀(曾孫女)딸이라는걸 알수있었다. 소녀는 개울에다 손을 잠그고 물장난을 하고 있는 것이다. 서울서는 이런 개울물을 보지 못하기나 한듯이.벌써 며칠째 소녀는, 학교에서 돌아오는 길에 물장난이었다. 그런데, 어제까지 개울 기슭에서 하 더니, 오늘은 징검다리 한가운데 앉아서 하고 있다. 소년은 개울둑에 앉아 버렸다. 소녀가 비키기를 기다리자는 것이다. 요행 지나가는 사람이 있어, 소녀가 길을 비켜 주었다. 다음 날은 좀 늦게 개울가로 나왔다. 이 날은 소녀가 징검다리 한가운데 앉아 세수를 하고 있었다. 분홍 스웨터 소매를 걷어올린 목덜미가 마냥 희었다. 한참 세수를 하고 나더니, 이번에는 물 속을 빤히 들여다 본다. 얼굴이라도 비추어 보는 것이리라. 갑자기 물을 움켜 낸다. 고기 새끼라도 지나가는 듯.소녀는 소년이 개울둑에 앉아 있는 걸 아는지 모르는지 그냥 날쌔게 물만 움켜 낸다. 그러나, 번번이 허탕이다. 그래로 재미있는 양, 자꾸 물만 움킨다. 어제처럼 개울을 건너는 사람이 있어야 길을 비킬모양이다. 그러다가 소녀가 물 속에서 무엇을 하나 집어낸다. 하얀 조약돌이었다. 그리고는 벌떡 일어나 팔짝팔짝 징검다리를 뛰어 건너간다. 다 건너가더니만 홱 이리로 돌아서며, "이 바보."조약돌이 날아왔다. 소년은 저도 모르게 벌떡 일어섰다. 단발 머리를 나풀거리며 소녀가 막 달린다. 갈밭 사잇길로 들어섰다. 뒤에는 청량한 가을 햇살 아래 빛나는 갈꽃뿐.

(2) 토요일이었다. 개울가에 이르니, 며칠째 보이지 않던 소녀가 건너편가에 앉아 물장난을 하고 있었다. 모르는 체 징검다리를 건너기 시작했다. 얼마 전에 소녀 앞에서 한 번 실수를 했을 뿐, 여태 큰길 가듯이 건너던 징검다리를 오늘은 조심스럽게 건넌다. "얘." 못 들은 체했다. 둑 위로 올라섰다. "얘, 이게 무슨 조개지?" 자기도 모르게 돌아섰다. 소녀의 맑고 검은 눈과 마주쳤다. 얼른 소녀의 손바닥으로 눈을 떨구었다. "비단조개." "이름도 참 곱다." 갈림길에 왔다. 여기서 소녀는 아래편으로 한 삼 마장쯤,소년은 우대로 한 십리 가까운길을 가야 한다. 소녀가 걸음을 멈추며, "너, 저 산 너머에 가 본 일 있니?" 벌 끝을 가리켰다. "없다." "우리, 가보지 않으련? 시골 오니까 혼자서 심심해 못 견디겠다." "저래 봬도 멀다." "멀면 얼마나 멀기에? 서울 있을 땐 사뭇 먼 데까지 소풍 갔었다." 소녀의 눈이 금새 '바보,바보,'할 것만 같았다. 논 사잇길로 들어섰다. 벼 가을걷이하는 걸 지났다. 허수아비가 서 있었다. 소년이 새끼줄을 흔들었다. 참새가 몇 마리 날아간다. '참, 오늘은 일찍 집으로 돌아가 텃논의 참새를 봐야 할걸.' 하는 생각이 든다. "야, 재밌다!" 소녀가 허수아비 줄을 잡더니 흔들어 댄다. 허수아비가 자꾸 우쭐거리며 춤을 춘다. 소녀의 왼쪽 볼에 살포시 보조개가 패었다. 저만큼 허수아비가 또 서 있다. 소녀가 그리로 달려간다. 그 뒤를 소년도 달렸다. 오늘 같은 날 은 일찍 집으로 돌아가 집안일을 도와야 한다는 생각을 잊어버리기라도 하려는 듯이.

(3) 그러고도 곧 소녀보다 더 많은 꽃을 꺾었다. "이게 들국화, 이게 싸리꽃, 이게 도라지꽃,......." "도라지꽃이 이렇게 예쁜 줄은 몰랐네. 난 보랏빛이 좋아! ...... 그런데, 이 양산 같이 생긴 노란 꽃이 뭐지?" "마타리꽃." 소녀는 마타리꽃을 양산 받듯이 해 보인다. 약간 상기된 얼굴에 살포시 보조개를 떠올리며. 다시 소년은 꽃 한 옴큼을 꺾어 왔다. 싱싱한 꽃가지만 골라 소녀에게 건넨다. 그러나 소녀는"하나도 버리지 마라." 산마루께로 올라갔다. 맞은편 골짜기에 오순도순 초가집이 몇 모여 있었다. 누가 말할 것도 아닌데, 바위에 나란히 걸터앉았다. 유달리 주위가 조용해진 것 같았다. 따가운 가을 햇살만이 말라가는 풀 냄새를 퍼뜨리고 있었다. "저건 또 무슨 꽃이지?" 적잖이 비탈진 곳에 칡덩굴이 엉키어 꽃을 달고 있었다. "꼭 등꽃 같네. 서울 우리 학교에 큰 등나무가 있었단다. 저 꽃을 보니까 등나무 밑에서 놀 던 동무들 생각이 난다." 소녀가 조용히 일어나 비탈진 곳으로 간다. 꽃송이가 많이 달린 줄기를 잡고 끊기 시작한다. 좀처럼 끊어지지 않는다. 안간힘을 쓰다가 그만 미끄러지고 만다. 칡덩굴을 그러쥐었다. 소년이 놀라 달려갔다. 소녀가 손을 내밀었다. 손을 잡아 이끌어 올리며, 소년은 제가 꺾어다 줄 것을 잘못했다고 뉘우친다. 소녀의 오른쪽 무릎에 핏방울이 내맺혔다. 소년은 저도 모르게 생채기에 입술을 가져다 대고 빨기 시작했다. 그러다가, 무슨 생각을 했는지 확 일어나 저쪽으로 달려간다. 좀 만에 숨이 차 돌아온 소년은 "이걸 바르면 낫는다."

(4) 그리고는, "저기 송아지가 있다. 그리 가 보자. "누렁송아지였다. 아직 코뚜레도 꿰지 않았다. 소년이 고삐를 바투 잡아 쥐고 등을 긁어 주는 체 훌쩍 올라탔다. 송아지가 껑충거리며 돌아간다. 소녀의 흰 얼굴이, 분홍 스웨터가, 남색 스커트가, 안고 있는 꽃과 함께 범벅이 된다. 모두가 하나의 큰 꽃묶음 같다. 어지럽다. 그러나, 내리지 않으리라. 자랑스러웠다. 이것만은 소녀가 흉내 내지 못할, 자기 혼자만이 할 수 있는 일인 것이다. "너희, 에서 뭣들 하느냐?" 농부(農夫)하나가 억새풀 사이로 올라왔다. 송아지 등에서 뛰어내렸다. 어린 송아지를 타서 허리가 상하면 어쩌느냐고 꾸지람을 들을 것만 같다. 그런데 ,나룻이 긴 농부는 소녀 편을 한 번 훑어보고는 그저 송아지 고삐를 풀어내서, "어서들 집으로 가거라. 소나기가 올라." 참, 먹장구름 한 장이 머리 위에 와 있다. 갑자기 사면이 소란스러워진 것 같다. 바람이 우수수 소리를 내며 지나간다. 삽시간에 주위가 보랏빛으로 변했다. 산을 내려오는데, 떡갈나무 잎에서 빗방울 듣는 소리가 난다. 굵은 빗방울이었다. 목덜미가 선뜻 선뜻했다. 그러자, 대번에 눈앞을 가로막는 빗줄기. 비안개 속에 원두막이 보였다. 그리로 가 비를 그을 수 밖에. 그러나, 원두막은 기둥이 기울고 지붕도 갈래갈래 찢어져 있었다. 그런 대로 비가 덜 새는 곳을 가려 소녀를 들어서게 했다. 소녀의 입술이 파아랗게 질렸다. 어깨를 자꾸 떨었다. 무명 겹저고리를 벗어 소녀의 어깨를 싸 주었다. 소녀는 비에 젖은 눈을 들어 한 번 쳐다보았을 뿐, 소년이 하는 대로 잠자코 있었다.

(5) 그 뒤로 소녀의 모습은 뵈지 않았다. 매일같이 개울가로 달려와 봐도 뵈지 않았다. 학교에서 쉬는 시간에 운동장을 살피기도 했다. 남 몰래 5학년 여자 반을 엿보기도 했다. 그러나, 뵈지 않았다. 그날도 소년은 주머니 속 흰 조약돌만 만지작거리며 개울가로 나왔다. 그랬더니, 이 쪽 개울둑에 소녀가 앉아 있는 게 아닌가. 소년은 가슴부터 두근거렸다. "그 동안 앓았다." 어쩐지 소녀의 얼굴이 해쓱해져 있었다. "그 날, 소나기 맞은 탓 아냐?" 소녀가 가만히 고개를 끄덕이었다. "인제 다 났냐?" "아직도......." "그럼, 누워 있어야지." "하도 갑갑해서 나왔다. ......참, 그 날 재밌었어....... 그런데 그 날 어디서 이런 물이 들었는지 잘 지지 않는다." 소녀가 분홍 스웨터 앞자락을 내려다본다. 거기에 검붉은 진흙물 같은 게 들어 있었다. 소녀가 가만히 보조개를 떠올리며, "그래 이게 무슨 물 같니?" 소년은 스웨터 앞자락만 바라보고 있었다. "내, 생각해 냈다. 그 날, 도랑을 건너면서 내가 업힌 일이 있지? 그 때, 네 등에서 옮은 물이다." 소년은 얼굴이 확 달아오름을 느꼈다. 갈림길에서 소녀는 "저, 오늘 아침에 우리 집에서 대추를 땄다. 낼 제사 지내려고 ...." 대추 한 줌을 내준다. 소년은 주춤한다. "맛봐라. 우리 증조(曾祖)할아버지가 심었다는데, 아주 달다." 소년은 두 손을 오그려 내밀며, "참, 알도 굵다!" "그리고 저, 우리 이번에 제사 지내고 나서 좀 있다. 집을 내주 게 됐다." 소년은 소녀 네가 이사해 오기 전에 벌써 어른들의 이야기를 들어서,윤 초시 손자(孫子)가 서울 서 사업에 실패해 가지고 고향에 돌아오지 않을 수 없게 되었다는 걸 알고 있었다.그것이 이번에 는 고향집마저 남의 손에 넘기게 된 모양이었다.

(6) 소년은 공연히 열적어, 책보를 집어던지고는 외양간으로가, 쇠잔등을 한 번 철썩 갈겼다. 쇠파리라도 잡는 체.개울물은 날로 여물어 갔다. 소년은 갈림길에서 아래쪽으로 가 보았다. 갈밭머리에서 바라보는 서당골 마을은 쪽빛 하늘 아래 한결 가까워 보였다. 어른들의 말이, 내일 소녀네가 양평읍으로 이사 간다는 것이었다. 거기 가서는 조그마한 가겟방 을 보게 되리라는 것이었다. 소년은 저도 모르게 주머니 속 호두알을 만지작거리며, 한 손으로는 수없이 갈꽃을 휘어 꺾고 있었다. 그 날 밤, 소년은 자리에 누워서도 같은 생각뿐이었다. 내일 소녀네가 이사하는 걸 가보나 어쩌나. 가면 소녀를 보게 될까 어떨까. 그러다가 까무룩 잠이 들었는가 하는데, "허, 참 세상일도......." 마을 갔던 아버지가 언제 돌아왔는지, "윤 초시 댁도 말이 아니야, 그 많던 전답을 다 팔아 버리고, 대대로 살아오던 집마저 남의 손에 넘기더니, 또 악상까지 당하는 걸 보면......." 남폿불 밑에서 바느질감을 안고 있던 어머니가, "증손(曾孫)이라곤 계집애 그 애 하나뿐이었지요?" "그렇지, 사내 애 둘 있던 건 어려서 잃어버리고......." "어쩌면 그렇게 자식복이 없을까." "글쎄 말이지. 이번 앤 꽤 여러 날 앓는 걸 약도 변변히 못써 봤다더군. 지금 같아서 윤 초시네도 대가 끊긴 셈이지.......그런데 참, 이번 계집앤 어린 것이 여간 잔망스럽지가 않아. 글쎄, 죽기 전에 이런 말을 했다지 않아? 자기가 죽거든 자기 입던 옷을 꼭 그대로 입혀서 묻어 달라고......."

Appendix E "The funeral scene in the movie, "My Girl""

FUNERAL ROOM, MINISTER IS WALKING UP THE FRONT

MINISTER

We are here to honor Thomas James Sennett. He

was born, May 7 1961, in Madison,

Pennsylvania, and he was survived by his

loving parents, Charles and Susan Sennett......

(fades as camera changes)

CAMERA IS ON VADA, WHO IS SLOWLY MAKING HER WAY OUT OF HER ROOM

The minister is heard to say this in the background

MINISTER

The family has asked me to say a few words

before we proceed. No words that I could say,

would begin to describe the loss and grieving,

one word that keeps ringing in my ear is

Why?. Why would God choose to take this

little boy from us? I can't give you an answer

to that question, but I can tell you that God

has chosen Thomas J for some very special

reason, we must find solace in knowing that

Thomas J is now in Gods care. In that face,

there is no sorrow such as....

The ministers words fade into the very moving music

CAMERA IS ON VADA SLOWLY DESCENDING THE STAIRS AND LOOKING

INTO THE FUNERAL ROOM, THE MUSIC, SCENE AND ACTIONS OF

CHARACTERS IS GETTING TO THE POINT OF MAKING THE VIEWER CRY

Vada stops and sits on a step where she can look through and see Thomas J lying in his coffin, she begins

to cry

BACK IN FUNERAL ROOM, VADA ENTERS AT THE BACK AND BEGINS TO

SLOWLY MAKE HER WAY UP TO THE FRONT

MINISTER

....disciples began to chastise them, and

Jesus said "Let the children come to me, do

not hinder them, for the Kingdom of God

belongs to such as these.

(the minister notices Vada

coming around the front of the

room)

He laid his hands on their heads before he

left that place, let us pray in silence.

Vada has made it right up to the coffin, which she leans

over and crying, says the following

VADA

Wanna go tree climbing Thomas J?

Appendix F "The role cards"

The role cards are like below,

Her family and relatives	Her previous school friends and teachers
Her new school teachers and friends	Her neighbor in the country
Her neighbor in Seoul	The boy's part

Appendix G "The exemplified script for the boy's part"

The exemplified script for the boy's part is below,

The boy's (younger) brother: Hey, mom, where are we going?

The boy's mother: You know, Soon Young in the next door, she is dead, so we are going to her funeral. So, get dressed.

The boy's brother: Then, what should I wear?

The boy's mother: Something black would be ok.

While searching and wearing the clothes, he asks to her mom…

The boy's brother: Why is she dead?

The boy's father: She had a constitutional weakness, I guess, but you remember we had a heavy passing shower the other day?

At that time, she got all wet and I heard she was down

with a cold for a while. It must be fatal to her.

The boy's brother: (innocently) She is an idiot. Why didn't she put up an umbrella? She could've been ok with it…

The boy: (Angrily) Don't be ridiculous!

All is surprised at his reaction.

The boy: I am sorry…but I don't want to go.

The boy's mother: Ok, then just stay at home…

The boy' father: (Changing the subject and talking to the wife) Did you hear about her last words?

The boy's mother: What was it?

The boy: (overhearing their talk from his room)

The boy's father: Well, she said if she would die, she would like to wear the pink blouses she was wearing that time.

The Effect of an

ER (Extensive Reading) Program upon

Children's Literacy Development

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TESOL 4th semester

There is no doubt that most English teachers are looking for an effective way to teach their students. These teachers need to understand the factors affecting the students' acquisition of a second language and the environment most conducive to this acquisition. The purpose of this paper is two-fold. First, it intends to report the value of extensive reading in terms of it's affects upon children's literacy development. Second, this paper aims to introduce a language program that is specially designed to help Korean EFL children improve their literacy skills. As an introduction, the current Korean EFL environment will be discussed in light of recent changes within English the way reading classes are taught. The second section of the paper will review the theoretical background including the definition and features of extensive reading. In section 2, the importance of Extensive Reading in the Korean EFL environment and reading classes will be addressed via comparison with intensive reading. Some major research findings on second language reading will be reviewed as well. In section, the paper will present details of the new curriculum for different stages of early literacy development. In this section, there will be an explanation of why an extensive reading program is one of the most efficient ways to help students develop English literacy. Overall, the aim of this paper is to discuss how to help the learners improve the quality of their reading with an effective ER (Extensive Reading) program.

1. Introduction

In Korea, English is widely regarded as important and yet there is little opportunity to use English in everyday situations. Reading is therefore as a key tool for improving foreign language skills and literacy. It is important to note that decoding is quite different from reading because it only refers to reading phonics without understanding its meaning. Teachers and parents can help students improve their listening and speaking proficiency after building up their reading and writing skills through appropriate approaches related to literacy. There are historically, many problems within the Korean EFL environment. In Korean EFL classes, there is more emphasis on memorizing grammatical functions and structures rather than communicative functions that are related to fluency. Many students were usually asked to read their textbooks in detail, focusing on every single word, phrase and sentence rather than understanding the whole meaning of their reading using various context clues, inferences, and other reading strategies. However, there have been some changes in Korean English classes recently. Teachers have begun to focus on communicative and authentic functions more than grammatical functions. They seem to have realized that students find learning English boring when they have to just read, look up some words in a dictionary and answer comprehension questions. There is an effective way to reduce students' prejudices and encourage students to read English materials without fear. A renewed interest in second language acquisition and greater recognition of the role curriculum plays has been aroused in the past decade (Rubin, 1994).

More practical teaching methods are needed in the field of English education. An extensive reading program is very suitable to meet demands for reform in Korean English education. It is appropriate to encourage students' individualized English learning in the classroom, give students more opportunities to choose English courses according to their interests and future careers, help students have open-minded and positive attitudes towards reading and to develop students' communicative competence through student-centered activities. In many studies, extensive

reading programs are known to enhance students' reading ability, vocabulary, writing skills and language proficiency. Although, some Korean EFL classes still deal with contexts in a textbook, the situation has been gradually evolving towards a more interesting extensive reading approach. Through extensive reading, learners have many chances to respond to reading. According to Liaw (2001), the reader-response-approach led students not only to be engaged in reading more actively but also to appreciate the aesthetic qualities of the language from texts in a more reflective manner, which, Elliott thought, strengthened learners' enjoyment of reading. Elliott (1990) also stated that through the reader-response-approach students could be more strongly motivated in reading literature and furthermore can internalize the language used in literature and develop their literacy competence. Once students are encouraged to read and respond, teachers can observe students' reading processes and evaluate their reading skills by checking whether they really do their reading or not. That means the teacher finally moves from outside observer to active participant in students' reading experience (Day & Bamford, 1998, p. 143). However, there are some problems in many Korean EFL environments. These include: 1) Teachers use a bottom-up approach – too much concentration on individual words. If readers get stuck on a word, they do not know how to go on. 2) Teachers do not know how to activate background knowledge in reading. 3) There is no knowledge about how to work out 'implied meaning'. In addressing these problems, teachers and students can reach the goal of communicative language teaching and learning. In this paper, there will be comparison between extensive reading and intensive reading approaches.   Based on the benefits of extensive reading, a reading program aimed at enhancing students' integrated language skills including reading, has been developed.   In other words, if provided with reading materials which can attract students' attention, an extensive reading program can be a useful means to improve not only reading skills but other language skills as well.

2. Theoretical Background (Defense)

Research on reading in a second language was almost nonexistent by the 1970s even though first language reading research had been flourishing for a couple of decades (Brown, 2001). Day (2004) stated that the main purpose of extensive reading is to let students read in English more and like it. This helps students see reading not merely as translation or as a skill, but as an activity that they can choose to do or not do for a variety of personal, social, or academic reasons (p. 289). As more voluntary reading, extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure and to encourage a liking for reading (Day & Bamford, 1998, p.6) Extensive reading materials should be actively used in EFL classes. In EFL environments, teachers should provide students with a choice of books or reading materials that are interesting and appropriate to their level. This might motivate students to read and participate in interesting and creative reading-related activities.

The more extensive and comprehensive reading students are asked to do, the more they feel interested in English reading. Students can choose books according to their individual interests and levels so that they can eliminate the fear of reading and enjoy reading autonomously. As students are exposed to a variety of reading, they are better able to comprehend the content (Thompson, 2000). In Korea, it is essential to teach certain English textbooks in public schools or even some private schools. At this point, teachers should introduce different books related to the subject and encourage students to read outside of class. As Wigfield and Guthrie's (1997) attest, the satisfaction students find in books can increase when they share them with other readers in terms of social engagement in student motivation.

Grabe (as cited in Day & Bamford) discusses the benefits of extensive reading: "Longer concentrated periods of silent reading build vocabulary and structural awareness, develop autonomies, enhance background knowledge, improve comprehension skills, and promote confidence and motivation" (p.36). Reading is an interaction between a reader and a text and it requires enough knowledge of language as well as of

the world (Hayashi, 1999). Extensive reading is one way of teaching and learning reading, which has been emphasized for the improvement of reading skills and recognition of vocabulary (Mason and Krashen, 1997). As Richards and Schmidt emphasize, extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. In this section, differences between intensive and extensive reading will be discussed in detail. The details about extensive reading, such as the role and the advantages, will be included as well in this section.

2.1 Extensive reading
2.1.1 Definition of Extensive reading
Day and Bamford (1998) state that extensive reading purposely focuses on students' reading as much as possible: not only in the classroom but also outside the classroom. As a variety of materials on a wide range of topics are available, students themselves select the books according to their interests and their own levels, not too easy or too difficult. By doing that, they can enjoy reading autonomously and reading itself can be its own reward. Teachers need to provide appropriate guidelines to motivate students in extensive reading programs. Palmer created the term "extensive reading" as an approach to the teaching of foreign language reading to contrast it with intensive reading (1917, cited in Day & Bamford, 2004).

        According to this book, extensive reading is also called 'pleasure reading, free voluntary reading, sustained silent reading, and supplementary reading. The very important point of extensive reading is generally large quantities of materials with the aim of getting general understanding and obtaining pleasure from the text (Susser & Robb, 1990). It is difficult to say how many materials students should read for pleasure and how well they should understand because there might be individual differences. Day & Bamford (2004) address that extensive reading means reading of large quantities of self-selected materials independently of the teacher for general understanding and for pleasure that is well within their linguistic ability at their own pace in and definitely out of the classroom. This can be a very

effective way to enhance students' language proficiency and knowledge. Krashen (1982) argues that extensive reading will lead to language acquisition, provided that certain preconditions are met. These include adequate exposure to the language, interesting material, and a relaxed, tension-free learning environment. Elley and Manghubai (1983:55) warn that exposure to the second language is normally planned, restricted, gradual and largely artificial. Grabe (1991:391) and Para (1996:30) have emphasized the importance of extensive reading in providing learners with practice in automaticity of word recognition and decoding the symbols on the printed page. However, a large number of students in an EFL world require reading for academic purposes, and therefore need training in study skills and strategies for reading longer texts and books. Kembo (1993) points to the value of extensive reading in developing students' confidence and ability in facing these longer texts.

2.1.2 The characteristics of Extensive Reading in Developing Foreign Language

In order to be successful in extensive reading, Finch and Shin (2005) suggest that assessment of reading skills should focus more on macro-management (whole comprehension, scanning and skimming, speed reading, inference, and regularity of reading) rather than micro-management (checking comprehension of isolated words in passages by using plenty of multiple-choice questions).

Here is a list of characteristics of successful extensive reading programs (Day and Bamford 1998:7-8).

1. Students read as much as possible, in class and outside of the class.
2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.
4. The purposes of reading are usually related to pleasure, information, and general understanding and are determined by the nature of the

material that fails to interest them.

5. Reading is its own reward. There are few or no follow-up exercises after reading.

6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used during reading because constantly stopping to look up words makes fluent reading difficult.

7. Reading is individual and silent. Students read at their own pace, and outside class, they choose when and where to read.

8. Reading speed is usually faster rather than slower as students read books and other materials they can easily understand.

9. Teachers orient students to the goals of the program, explain the methodology, deep track of what each student reads, and guide students in getting the most out of the program.

10. The teacher is a role model for student - an active member of the classroom reading community who demonstrates what it means to be a reader and the rewards of being a reader.

In Tsang's (1996) study, he provided further persuasive evidence of the effectiveness of extensive reading in fostering learners' language development. He found that "the reading program was significantly more effective than the writing program" (1996:225). Extensive reading programs can provide very effective platforms for promoting reading improvement and development from intermediate levels. Although they do require a significant investment in time, energy and resources on the part of those charged with managing the materials, the benefits in terms of language and skills development for the participating learners far outweigh the modest sacrifices required. If such programs become aligned with school policy, as suggested in Davis (1995), they will likely be more readily and widely adopted, particularly in countries where materials and financial resources are adequate. Furthermore, there are a number of free-access websites produced for language learning which can provide a useful supplement to an extensive reading program, such as online magazines and other collections of writings.

By providing simple or simplified texts and immediately accessible support materials, teachers can help students have a chance to encounter more authentic readings so that they can build their language knowledge. Accessible online reading opportunities produced for EFL learners can form a useful supplement to an extensive reading program for learners unable to efficiently process and comprehend many complicated texts. As Day (1998) states, extensive reading programs can help students meet the goals for a successful extensive reading class such as:

1. Students have a positive attitude toward reading in English.
2. Students have confidence in reading.
3. Students have motivation to read in the second language.
4. Students read without constantly stopping to look up unknown and difficult words in the dictionary.
5. Students have increased their word recognition ability.
6. Students know the purpose of their reading when they read.
7. Students read at an appropriate level.
8. Students know how to choose appropriate reading materials for their interests and language ability (pp.45-46).

Extensive reading plays an important role in learning power of vocabulary and grammar. Besides writing, reading materials freely is very important for improving other skills. The goals above are to lead students to be better at reading comprehension, writing style, vocabulary spelling, grammatical development and language proficiency as well.

2.1.3 The advantages of Extensive Reading

Extensive Reading has many advantages for dealing with the problems that have become a serious socio-economic issue. These days the gap between students who attend private English classes and those who don't take them at all is quite huge. This manifests as vastly differing levels among students, thus teachers have difficulties in managing English lessons. Unlike public schools, private schools provide imported textbooks as a main textbook. This

forces students to require further tutoring at home. These kinds of problems can be solved by extensive reading which enables students to study with self-motivation. This gives students equal opportunities for a reading-conducive learning environment with a wide selection of various kinds of materials.

Textbooks or other reading materials which include different stories from different genres and topics help students be more interested in reading. Peregoy and Boyle (2001) mentioned that reading English as the first or second language is the same in terms of the reading process involved. That is, readers use their background knowledge about the text's topic and structure along with their linguistic knowledge and reading strategies to reach an interpretation and to achieve their purpose for reading. As concerns EFL students, they have barriers in reading such as limitations in second language proficiency and the lack of reader's prior knowledge (Peregoy & Boyle, 2001). When Extensive Reading supports students' knowledge in the base of content learning and structure in terms of linguistic knowledge it might be more effective. Considering all the problems that plague the EFL environment in Korea, extensive reading can be the key for dealing with them. This helps students' fluency in reading and other skills. Krashen (1982, cited in Bell, 1998) claims that learners can acquire language on their own if they are adequately exposed to comprehensible language, interesting materials, and a relaxed, stress-free learning environment. This is what extensive reading focuses on. By choosing appropriate levels for different readers and encouraging students to read a large quantity of reading materials based on their proficiency, an extensive reading program might give students great advantages. Here are some advantages that extensive reading provides.

1. Extensive reading is "the single most effective way of improving vocabulary" (Nuttall, 2000, p. 62).
2. Extensive reading enhances not only students' reading comprehension but also other language skills such as listening, speaking and writing.
3. Extensive reading is the promotion of confidence and motivation, and it also develops a positive attitude to reading and studying

English (Davis, 1995; Day, 2003; Kembo, 1993; Mason & Krashen, 1997; Yamashita, 2004).

4. Extensive reading leads learners to an enjoyment of reading in and out of the classroom (Bamfield, n.d; Davis, 1995; Mason & Krashen, 1997).

First, extensive reading is "the single most effective way of improving vocabulary" (Nuttall, 2000, p. 62). Students might have many chances to see words repeatedly by reading a large quantity of materials and become very familiar with them. This helps students study sight vocabulary, or words that are recognized automatically (Grabe, 1991; Krashen, 1989). Once students learn many words from extensive reading, they can increase the speed of reading with better comprehension skills. Through this, students can be more confident about English reading.

Second, extensive reading enhances not only students' reading comprehension but also other language skills such as listening, speaking and writing. Reading lessons can provide various activities related to other language skills. For example, the teacher can ask students to read one part of a context and then listen to the rest of it as it is read by a teacher. This is for listening improvement. If students are asked to discuss or present their opinions after reading, students might have a chance to practice their speaking. Moreover, summarizing and note taking can be good for writing activities. Through those activities related to reading, students show considerable improvement in their writing skills (Davis, 1995).

Third, Extensive reading is the promotion of confidence and motivation, and it also develops a positive attitude to reading and studying English (Davis, 1995; Day, 2003; Kembo, 1993; Mason & Krashen, 1997; Yamashita, 2004). Students who don't feel confident about reading in English tend to give up reading a whole book just before they read few pages. This is because they are not interested in reading difficult reading materials and feel afraid of trying to read. Extensive reading, at this point, is the most effective way to motivate students to choose what, when, how and where to read by themselves. From it, students might be more active and confident when they

read. The most important role of the teacher, therefore, is to give directions to students for finding appropriate materials. For example, teachers can help students to think about what kinds of subjects or topics they are interested in at first. Then, teachers might help students read easy books first. If the books chosen are too difficult or at a higher level compared to their own language proficiency, students might regard reading as a boring and hard task. Materials which match or are slightly below students' levels might be better choices in the beginning. Through this, students can have a positive attitude towards reading and be more involved in reading class without frustration.

Finally, extensive reading leads learners to an enjoyment of reading in and out of the classroom (Bamfield, n.d; Davis, 1995; Mason & Krashen, 1997). If students are not interested in reading and have negative perceptions of reading, they might refuse to read not only in class but also outside of class. In other words, if students read what they really want to read, they might read materials that attract their attention both in and out of the classroom voluntarily and joyfully. Nuttall (200) addresses that "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it"(p.128). She also claims that extensive reading has a close relationship with reading speed, enjoyment, and comprehension by emphasizing "The vicious circle of the weak reader" and "The virtuous circle of the good reader". The more students practice reading, the better and faster they can read and this helps students enjoy reading.

Those effects of extensive reading in EFL learning have been proved by many ER programs. It's not realistic to expect that students will improve their English reading ability immediately once they start extensive reading because it takes time. Therefore, teachers and students must bear this in mind. Instead they need to practice reading extensively, freely with pleasure. For successful reading practice, extensive reading should be integrated compatibly with other components of the language program.

2.2 The difference between Intensive Reading Programs and Extensive Reading Programs

Brown stresses how students in intensive reading try to find out the linguistic or semantic details of a passage. They focus on "grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning implications, rhetorical relationships, and the like"(p. 297). Intensive reading is reading in detail for a complete understanding of every part of the text. According to Krashen and Terrel (1983:134)'s definitions, intensive reading is reading for complete understanding of an entire text, whereas extensive reading is rapid reading for main ideas of a large amount of text. In other words, while intensive reading focuses more on lexical and syntactic points in a given passage or writing, extensive reading focuses more on whole meanings and a large quantity of interesting materials. Here is a list of differences between intensive reading and extensive reading which has been adapted from Day & Bamford (1998);

1. While the aim of extensive reading is "Fluency", the aim of intensive reading is "Accuracy".
2. While the purpose of extensive reading is to get information and enjoy reading, the purpose of intensive reading is to translate and answer questions.
3. While extensive reading focuses on meaning, intensive reading focuses on words and pronunciation.
4. While extensive reading encourages students to choose easy and interesting materials, intensive reading is led by teachers and often difficult materials.
5. While extensive reading emphasizes on a large quantity of reading materials, intensive reading doesn't need much reading from students.
6. While extensive reading focuses on faster reading, intensive reading includes slower reading to get detailed information.
7. While students are free to stop reading a text and they are encouraged not to use dictionaries in extensive reading, students

must finish the text and they often use dictionaries in intensive reading.

Intensive reading was often used in EFL classes and has been used extensively in Korea. Through this, students are better prepared to get a high score on standardized reading tests. However, it doesn't mean that intensive reading helps improve students' reading proficiency. Extensive reading has been preferred in many public schools and private schools these days with an appropriate goal for learning language. Students are motivated to read and more involved in reading activities in and out of the classroom by extensive reading. This is because extensive reading provides students with chances to choose what they read by themselves according to their interests and to meet different kinds of reading materials with pleasure.

3. Reading Program (curriculum)

3.1 Purpose of curriculum (Extensive reading)

Teaching learners English literacy skills has been a big issue since English was adopted to the primary school curriculum in Korea in 1997. Some researchers have argued for more focus on literacy skills while others have asserted more attention should be paid to oral skills. The importance of teaching balanced language areas has been reported in several findings (Richards & Rodgers, 1994; Olshtain, 2001). Thus, it would be meaningful for balanced English teaching in Korean primary schools to explore how to reinforce teaching literacy skills using the principles of a literacy program designed for English native learners. For the program in this paper, I focus on the selection of books and effective ways of implementing these materials.

Many students have many problems in reading when they learn English. For example, some books are not interesting at all to students because they are so boring that the activities related to them are also boring. This makes students feel burdened or bored when reading English materials. In addition to this, some students feel afraid of reading because the reading materials are too difficult for them. It makes students give up finishing a

book. Therefore, students may not be motivated to read and do not feel confident during reading activities. That's why reading materials are very important in teaching and learning English. Books that are interesting and appropriate for students' level can motivate students to read. Once the books chosen are interesting enough to attract students' attention, teachers help students improve their language skills, including reading, by providing some creative and communicative reading-related activities in and out of class. Various and effective reading materials such as textbooks with diverse topics, magazines and articles on the internet can be great aids to an extensive reading program for learners to enhance their reading and comprehension skills. The main goal of extensive reading is to gain the proficiency needed to effectively read any material without fear. If the reading materials chosen are interesting and of an appropriate level, if the reading materials are good enough to create activities and if school provides a reading culture to students, an extensive reading program can be the most effective and useful way to enhance students' language proficiency.

3.2 Students' Profile

Student Profile

Age : Korean Middle School Students (the 1st year of middle school)

Proficiency : intermediate low

Language Experience : Students have studied English in elementary school for more than 4 years. They are very interested in English and take this

course as an extra class for their language improvement.

Course Description

Extensive Reading Class +Writing Class (one year course)

: 60 minutes   /   5 times a week

Objectives

- to provide 'comprehensible input'
- to enhance learners' general language competence
- to increase the students' exposure to the language
- to increase knowledge of vocabulary
- to lead to improvement in writing
- to motivate learners to read
- build confidence with extended texts

3.3. Materials

The materials of extensive reading should be interesting and appropriate for the linguistic level of the readers. Their attractiveness and availability to students are also very important considerations for making students motivated to read in their second language. According to Ray Williams, "In the absence of interesting texts, very little is possible. An obvious principle, but one which in turn is a significant factor in the development of reading speed and fluency" (1986: 42). In addition, Day et al. claim "for the purposes of developing reading fluency and confidence, second language students need to read interesting, understandable materials that are basically at the *i* minus 1 level, that is, below their linguistic ability" (1998: 53). As a teacher and a developer of this program, I would help students read the material through individual counseling in order to foster positive attitudes toward second language reading as well as their intrinsic motivation. These are essential to help students begin regarding reading itself as a reward which can help them to succeed in reading increasingly difficult texts. However, in the Korean EFL environment, we need to remember that students must still perform on standardized tests. Therefore, this program might include not only various

resources from the internet or general interest books as reading materials, but also textbooks that can help students prepare for the test by providing various reading topics and comprehension check activities. Here is a checklist for choosing good materials for this program.

1. Is it entertaining?
2. Is it appropriate for extensive reading?
3. Is it comprehensible?
4. Are its illustrations suitable for the texts and creative enough to attract students' interest?
5. Is the language rich and creative?
6. Is it appropriate for students' language proficiency?
7. Is it conducive to the creation of different kinds of reading-related activities?

3.3.1. Materials for This Program
3.3.1.1. Bricks Reading with Reading Skills Plus

Overview of Bricks Reading with Reading Skills Plus

Bricks Reading with Reading Skills Plus is a three-leveled reading program that enables learner to practice in-depth reading. It is designed for intermediate to upper-intermediate junior learners. Its content and formats are will planned to enable learners to build their reading comprehension, critical reading, and writing skills.

About Contents

Vocabulary Build up provides learners opportunities to practice vocabulary at pre-reading and post-reading stages. The first activity, a matching activity, invites learners to match words from the selections to the correct definitions The second activity, a 'fill in the blanks' activity, invites learners to review the learned words in a different context. These tools check word comprehension.

Comprehension Check Up offers three types of objective questions enabling learners to check their reading comprehension: true and false, multiple choice, and simple writing questions. The variety of post-reading questions helps learners feel confident and improve their comprehension skills.

Reading Skill Up helps learners comprehend the selections in a creative way based on a reading strategy. The strategic comprehension activities introduce new reading strategies, help learners use their previous reading skills, and help learners build strong reading habits.

Story Summary Up is a 'filling in the gaps' activity. Summarizing is an important habit that helps readers progress through reading. This activity allows learners to summarize the reading by filling in information gaps using words and sentence patterns from the story.

Think and Act Out is an activity that can be completed during, or after the reading. There are two questions related to the reading content that can be used for extended speaking and writing lessons. These questions offer in-depth studies on reading and opportunities to connect with the reading content to prior knowledge.

-- This overview is included in the introduction part of the book.--

Before Reading,
- Ask students to look at the picture and tell what they can see in it.
- Have students guess what the story is about.

During Reading,
- Have students read a title of the unit and skim the story for a few minutes.
- Have students read a whole story in a certain time.
- Do not have them underline or circle the words they don't know.

After Reading,
- Ask students to write down some key words they remember.
- Have them summarize the story they read using the key words they write down.
- Do 1) Vocabulary Build Up 2) Comprehension Check Up 3) Reading Skill Up 4) Story Summary Up 5) Think and Act Out

For more effective lessons, I would help students get involved in the class. By having students present the answers or do pair or group work, they can participate in class more actively. Here, presentations on books might encourage students to read to prepare oral work. For their writing, written response questions asked in relation to the text such as summarizing, creating a new story about the title or written responses to the questions in the book.

3.3.1.2. Movie books
A list of movie books
Harry Potter
Home Alone
Jurassic Park

By reading some interesting and familiar movie books, students can read easily because they can be helped by visual memories. This may not enhance students' reading proficiency because they may skip some parts of a book they have already seen in the movie. However, it's true that students can be more confident about reading and interested in reading it.

3.3.1.3. Reading materials on the internet
The large quantity of reading materials available on the internet can be a very effective source for extensive reading. Learners might have better chances of finding reading materials that they are interested in so that they can be motivated to read more and more.

BBC news
http://news.bbc.co.uk/text_only.htm

BBC world service: Learning English
http://www.bbc.co.uk/worldservice/learningenglish/network
This is a rich site offering extensive reading and listening opportunities, along with language lessons and exercises to help learners interpret the material they read and hear. Most material seems aimed at intermediate to

advanced learners and is especially rich in ESP content for business and science/technology.

English Outlook

http://www.endusainc.com/exine/win99/win99.html

EdUSA, is a professional looking, magazine-format quarterly with side-bar links to articles, most focusing on language learning. Archives are available. Writing is at an elementary to intermediate level.

Time magazine

http://www.time.com/time/intro_index.jspl

ESL Two Cents' Café

http://www.geocities.com/Athens/Forum/3941

from Tim Nall, is mainly aimed at teachers, but Dynamic Action Mazes offers the interactive, upper elementary to intermediate level reading games Word Warriors : The Blue Bear and The Ghost in the Museum. Readers follow a story and respond to questions, thus creating their own unique scenario as they try to bring the story to a successful finish. The interactivity and puzzle aspect of these interesting stories hold the reader's attention.

By providing various types of reading materials with different topics, students can learn not only reading skills but also gain knowledge about world events.

3.4. ER + Integrated language skills

Through creating reading-related activities, English language learners can be closer to authentic language and challenge to interact naturally in the language. That is, English becomes a real means of interaction and sharing among learners. If a teacher provides effective activities that can integrate the language skills and strengthen them, learners can use English effectively for communication. The following sub-sections introduce some examples of speaking, writing and listening activities that are related to reading.

3.4.1. ER + speaking

Description

After reading, students are asked to describe a text by explaining what the reading is about.

Discussion

After reading, students are asked to discuss plot, characters, setting, problem, resolution, etc. through story frames and story maps.

Role play

In the case of a story book, students can do a role-play by each choosing a character. Then, they can check the content of a story again and practice speaking through it.

3.4.2. ER + writing

Description

After reading, students are asked to describe what a text is about in their notebook.

Writing a letter or e-mail

This is very useful for their daily life. Students read some stories and are asked to write a letter or e-mail to someone to tell them about what happened in their reading. Or, they can write a letter or e-mail about a different, but related situation.

Summarizing a long story

Students are asked to read a long story and summarize it in a certain time period.

Journal

Students are asked to write a journal entry about something that happened the day before.

Creating your own magazine!!!

At the end of the course, students are asked to create a magazine as a group. Students in a different group are instructed to collect some data on the internet and write about their opinions or summarize them. This might help students' reading and writing a lot. After finishing their magazines, they can get teachers' feedback on their work. Reading is not just decoding and interpreting meaning any more. It's more than that.   The effective use of materials and teaching methods are very important for enhancing students' literacy skills. According to each step, students might learn how to enhance their language skills related to literacy.

3.4.3. ER + listening

Dictation

Without looking at the text, students are asked to listen to part of the text read by the teacher or audio recording, pausing the tape as often as necessary in order to write down the words. When they have finished they look at the original text and compare the spelling, punctuation and layout of the original text with their dictated version.

Controlled Dictogloss

Without looking at the text, students listen to part of the audio recording for an agreed time, (1-2 minutes) without pausing or stopping the tape. They may take notes as they listen. After the time is up, the student stops the tape and writes out in full, a version of that part of the story from memory and using their notes to help them. When they have finished they look at the original text and compare the content, spelling, punctuation and layout of the original text with their reconstructed version.

4. Conclusion

Teachers need to think about an approach to learning English that may help students improve both their reading and their overall proficiency in English. For this, teachers should help students study with good materials. If our

students are not interested in reading, they will not read out of the classroom. Materials that motivate students and attract their attention should be used in the EFL classroom. I recommend an extensive reading program. Extensive reading is quite different from intensive reading. Intensive reading includes grammar translation, reading skills and strategies, whereas extensive reading involves students in reading large quantities of material in the new language. The more students read various writings, the easier they can improve their proficiency.

Through extensive reading, students can be better readers, improve their writing skills as well, have more positive attitudes toward reading, enhance vocabulary knowledge and increase motivation.

The program I created focuses more on extensive reading. At the beginning, students can learn the basic skills of reading and then improve their reading and writing skills by reading various books and writings on the internet. By doing group activities, students have opportunities to improve their four language skills of speaking, listening, reading and writing. In order to realize the advantages of extensive reading, the teacher's role is crucial. This includes: providing thorough and careful direction and guidelines, selection of the appropriate levels of books for students, and encouraging students to participate in group activities. Students need to come to perceive reading in their second language as interesting and fun. They need to become more positive about reading in English.

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Topic Sentences Lesson Via
Online and Offline Media

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TESOL 2nd semester

The concept of using Multimedia in the TESOL classroom is a new and evolving element in teaching. By exploring the main objectives of producing, implementing and evaluating programs for learners, it helps teachers to plan and implement their own lessons using multimedia and the different mediums that have been studied. Incorporating Online and Offline media can prove to be beneficial in the classroom as well as having positive impact in the students' ongoing learning outside the classroom.

1. Introduction

With the advent of the Internet, a growing number of teachers and students are rushing to take advantage of the rich potential of online-based education programs which exhibit more powerful interactivity and technological sophistication. Nevertheless, rarely does an online program replace the offline lecture, a time-honored medium through which teachers can instantly recognize student's reaction and change their teaching strategies. Multimedia in the TESOL classroom course enables the participants to examine various online and offline sites. By evaluating these sites, teachers can gain a better understanding of the aims and goals of different mediums. Online-based lesson should go hand in hand with offline counterparts in order to enhance the overall learning effects. In this regard, the "Topic Sentences" website is

designed to help teachers to undertake an offline lesson more effectively, putting together traditional offline lesson and the cutting-edge, fun-oriented interactive course on the Web. This paper aims to identify key theoretical backgrounds that bolster the user-friendly design and video-oriented content of the online site, and provide two lesson plans that can go seamlessly with the website.

2. Literature Review

2.1. Input Hypothesis

The website (http://sookmyung.ac.kr/~technews) is partly based on Krashen's input hypothesis since many of the materials are formatted to increase comprehension level of students. Krashen's input hypothesis claims that users acquire new linguistic knowledge through i + 1, or comprehensible input. Krashen argues that the learner receives the linguistic information from the outside, and, once the input has accumulated, competence will emerge (Brown, 2001).

One of strengths of Krashen's input hypothesis is that second language learners need comprehensible input to acquire language. Although comprehensibility is yet to be defined clearly, there is a general consensus that input plays an important role for second-language learners. By steering researchers' attention to input and its role in the L2 environment, Krashen spawned a number of related studies that expand and broaden his initial proposal (Brown, 2001).

Krashen's comprehensible input is reflected in the entire website. From the very front page where detailed instructions are on display to the video clips featuring the teacher's lively and readily understandable lecture on topic sentences, the concept of comprehensible input is extensively incorporated into the project in order to help students to catch up with the

online-oriented lesson and join the interactive activities (Brown, 2001).

However, the content of an ESL or EFL Web site should not be a dumb-downed version of the typical lesson about how to write a topic sentence, which is a crucial component to be learned when students want to improve their overall writing skills. The example sentences illustrated in the Exercise and Assignment pages in the website are slightly challenging, which reflects Krashen's i + 1 theory (Brown, 2001).

2.2. Scaffolding and Affective Filter

Since the website has a scaffolding structure (Introduction, Examples, Exercise, Assignment, Review, Reference), students can work on the lesson at their own pace This is a unique online feature that enhances a relaxed mood and lowers the affective filter, which is another important aspect stressed by Krashen's input hypothesis. According to Krashen, lowering affective filter to deliver input to students or learners more effectively seems to be a reasonable choice on the part of ESL or EFL teachers. This psycholinguistic aspect and its impact on input can help teachers design and implement classes in a way that enhances the receptiveness of students (Tomlinson, 2003).

To further nurture friendliness of the website and lower the affective filter, the overall design of the pages follows a single, unified idea: simplicity. Making a complicated website does not help students' appetite for learning, especially when the subject is essentially tricky, as in the case of topic sentences. To simplify the design, an aqua color is used for the background and the navigation bar, while the structure is simplified to two columns with the right column containing the content to be learned and activities to be undertaken (Tomlinson, 2003).

2.3. Interaction Hypothesis

On it's own, Krashen's input hypothesis is not enough to exploit all the powerful features provided by online lessons. In fact, the "Topic Sentences" website incorporates what Long calls the 'interaction hypothesis' into the skill-using and skill-getting activities in a way that facilitates the overall learning process. First of all, Long's interaction hypothesis does not reject Krashen's input hypothesis. Long builds on Krashen's input hypothesis's basic premise that comprehensible input provides a key conduit through which learners acquire language. The noticeable difference between the two related approaches is the degree of autonomy assigned to the learner, or those who receive input (Brown, 2001).

Under Krashen's input hypothesis, the learner does not have any meaningful role. The flow of input is one-directional: from the interlocutor to the learner. The biggest (and sole) burden is on the interlocutor who has to modify input in a way that makes it more comprehensible, while the learner does not have any role in this essentially two-directional interaction. In contrast, Long's extension of input hypothesis boosts the role of the learner in interacting with the interlocutor. The focus is whether the nature of input might be qualitatively changed when learners engage with their interlocutors through negotiations of meaning (Brown, 2001).

2.4. Negotiation of Meaning

Negotiation of meaning occurring in the course of interaction between the learner and the interlocutor is regarded as essential to bolster the interaction hypothesis. Negotiation of meaning also brings about other communication-enhancing effects that directly relate to the second language acquisition. Negotiation of meaning also presupposes a gap in information and grammatical structure between the learner and the interlocutor. Passive

reception of input is unlikely to create a situation where people have to seek to negotiation meanings even if there is a gap in information or grammatical structure. If, however, there is a channel through which those involved can communicate with each other and resort to various communication strategies to negotiate meaning, the learner in particular can get the input more effectively and, by extension, learn the target language (Sherman, 2003).

The website, therefore, puts emphasis on negotiations of meaning on the part of students. After detailed explanations are offered in the Examples section through video, text-based questions and answers, the Exercise and Assignment sections deal with skill-getting and skill-using activities, not only educating the students but also empowering them by having them apply the knowledge that they have learned (Sherman, 2003).

To encourage the active negotiation of meaning, the difficulty level of the example sentences and video clips are controlled to match the linguistic and cognitive levels of the target student profiles. At the same time, e-mail answers are requested on the part of the students in a way that increases the interactivity of the Web-based lesson. Although the subject is primarily focused on writing, the lesson plans and website have integrated listening and reading as well as speaking. In addition, students can review what they have learned in the Review section, and watch a fun-oriented outside video clip explaining what a topic sentence is, taking advantage of the effectiveness of online videos (Sherman, 2003).

3. Method and Lesson Plan

3.1. Student Profile

- Age/Grade: 20-26 years old
- Proficiency: Speaking - intermediate low, Listening - intermediate low
- Student Number: 12-16

- Type: Students attend class three times a week for 50 minutes.
- Motivation: Students take this general-purpose English course. They are interested in various topics and willing to practice English with their focus on communication-oriented skills, especially writing.
- Language experience: Most Students have been studying English since middle school. They are more or less exposed to spoken English through movies and dramas, but they have little experience in organizing thoughts and expressing ideas in clear written English.

3.2 Lesson Outlook

The goal of the lesson is to introduce topic sentences to students and have them get a solid understanding of the role of the topic sentence. By explanation, demonstration and application students should develop a solid comprehension of the topic sentence. This lesson will be the foundation for subsequent lessons. The subsequent lessons will deal with the writing and structure of a paragraph.

3.2.1 Lesson A

The set up of this lesson is to utilize the Website that has been set up and several of its stages. The whole site would not be used in class, leaving something for the students to do while at home. A large part of the lesson would utilize the reference section, specifically the video that has been posted.

3.2.1.1 Introduction

Introduce topic sentences. By using the introduction section of the Website, the teacher will highlight each of the five headings/questions that are outlined in the introduction.

- What is a topic sentence?

- Why do we need topic sentences?
- What is in a topic sentence?
- What doesn't a topic sentence do?
- Where do I put my topic sentence?

Table 1.

Introduction Page
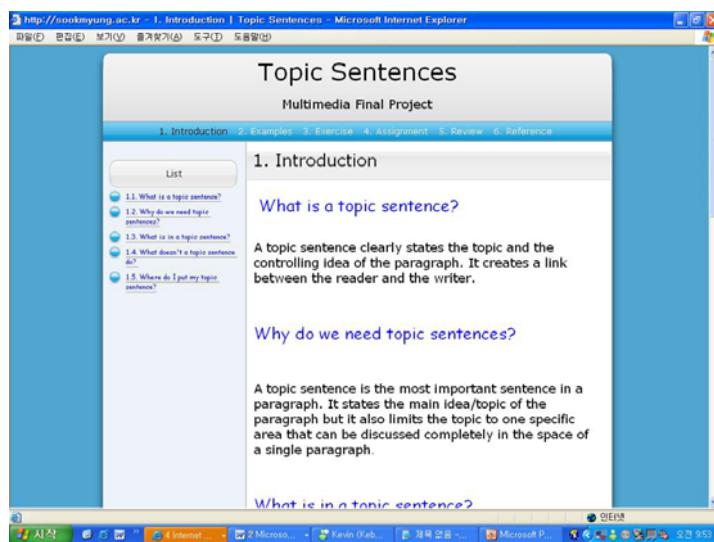
For each of these the students will be able to see the heading. They will be in pairs or groups and given time to come up with solutions for each one. The teacher will then ask different groups for their opinion writing key points on the white board. This will be done for each of the five points and the teacher will show the class the Website's description after the student's responses are on the white board.

3.2.1.2 Activity

The teacher will then go to final section of the Website. At this point the teacher will utilize the video that has been linked for the student's enjoyment.

(Original Link –

http://www.teachertube.com/view_video.php?viewkey=2e6bd7d06697a4305
537) The teacher will not play the full video, only specific broken up
segments with activities to accompany it.

Table 2.

Final Page of Website
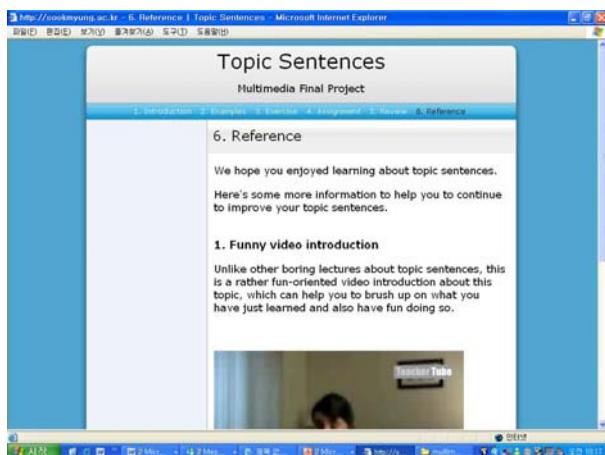
● Before Viewing

The teacher will introduce the clip by informing the students it is a video clip
about topic sentences.

● Video Time 1:40 to 2:32

Once the teacher has paused the clip the students will see a short paragraph
on the screen. In either pairs or groups (depending on the class size) the
students try to deduce 2 things. The first task is to figure out which is the
topic sentence. This is pretty obvious in order to build up their confidence.
The second task is to find the supporting sentence that does not match the
topic sentence. The pairs/groups will then present their findings and opinions
to the class. The teacher will note them on the white board, but not give an

opinion on the tasks.

- Video Time 2:32 to 3:00

Students will observe and see how they faired in their answers about the topic sentence and the incorrect supporting sentence. After view this clip, the students will be asked in their groups/pairs to come with reasons as to why the supporting sentence is incorrect. Again the screen will be paused and the students will be able to see which is a bad supporting sentence, so they can refer easily to it. Students will then present their findings to the class and the teacher will give appropriate feedback and positive comments.

- Video Time 3:00 to 3:23

Students will then listen to the rationale as to why the supporting sentence was incorrect. This helps the students to comprehend the importance of the topic sentence and how it relates to the paragraph as a whole. Then in their groups/pairs student will be asked to rewrite the supporting sentence so that it coincides with the topic sentence. This again helps the students to comprehend the role of the topic sentence and its importance. They will again share their new sentences with class, and the teacher will write them on the board.

- Video Time 3:23 to 3:53

Students will observe how the teacher in the video has changed the sentence to better reflect the topic sentence.

- Review / Preview

The teacher will show # 5 of the website being used. This will have a quick review of what a topic sentence is. Students will then be given a preview of upcoming lessons as they will see the hamburger and how the topic sentence

relates (Review Page).

● Homework

Since the video focuses on a topic sentence that was about a city, students will be asked to write a topic sentence about the city of their choice, it could be their hometown, or an exotic city they desire to visit. This will be checked during the next class. Students will also be encouraged to go to the Website to look at 2-4. They will be interested in watching the whole of the video shown in class, as only partial segments were shown.

3.2.2 Lesson B

In this lesson the teacher will use all the pages of the website; this is in contrast to the first lesson, where the teacher uses only parts of it. It will be used as a guideline for the lesson.

The beginning will be similar to lesson A in that the introduction and the five points will be covered. Following this, the Website will be used as a constant guide.

3.2.2.1 Introduction

Introduce topic sentences. By using the introduction section of the Website, the teacher will highlight each of the five headings / questions that are outlined in the introduction.

● What is a topic sentence?

● Why do we need topic sentences?

● What is in a topic sentence?

● What doesn't a topic sentence do?

● Where do I put my topic sentence?

For each of these the students will be able to see the heading.

They will be in pairs or groups and given time to come up with solutions for each one. The teacher will then ask different groups for their opinion writing key points on the white board. This will be done for each of the five points and the teacher will show the class the Website description's after the student's responses are on the white board (Introduction).

3.2.2.2 Examples

The teacher will play the video in class for the students to watch and understand. There will be two examples still on the Website. In groups/pairs the students will be asked to explain why the first topic sentence is the bad one and the second one is the good one. They will do this for both of the examples. They will then be asked to explain their reasons to the class.

Table 3.

Example Page
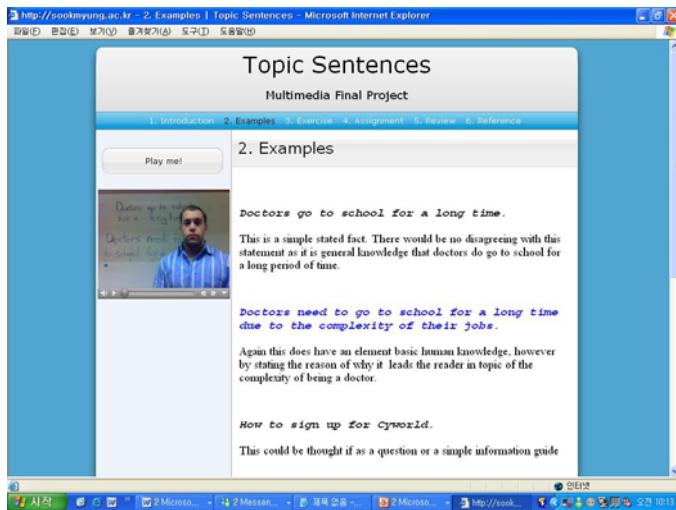
3.2.2.3 Exercises

The teacher will show the students the video for this exercise. Then the students will try to figure out which topic sentence is the correct one with

their partner/group. Time depending the teacher will ask some of the groups/pairs or all of them what they think the answer is (Exercise). The teacher will then follow this up by showing the next page (3-2) which has the proper answers highlighted.

Table 4.

Exercise page
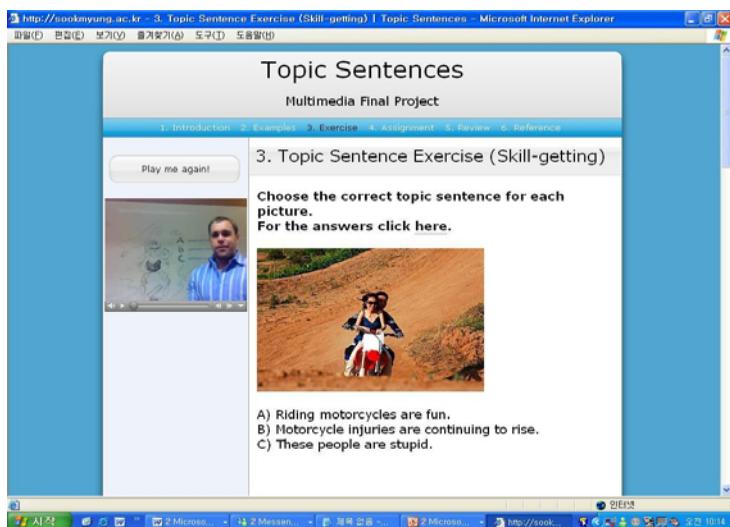
3.2.2.4 Assignment

In the assignment section the students are to apply their newly found knowledge. The teacher has 3 choices for dealing with this page. The teacher's choice should be based on available time as well as the student's comprehension of the topic sentences.

    A) The students will watch the video and then in their groups they are to create topic sentences for each of the pictures and then share them with the class. The teacher can then ask the students to watch the video in the reference section and ask them to come up with a topic sentence about their favorite or home city.

B) The students will watch the video and the teacher will assign different pictures to different pairs and each group will present their topic sentence and the remainder 2 pictures will be for homework for the students to complete and email to the teacher.

C) The students will watch the video and the teacher will then ensure that they understand what the homework is and then assign a due date for the assignment to be completed by.

Table 5.

Assignment Page

3.2.2.5 Review / Preview

The teacher will show # 5 of the Web site being used. This will have a quick review of what a topic sentence is. Students will then be given a preview of upcoming lessons as they will see the hamburger and how the topic sentence relates.

Table 6.

Review Page
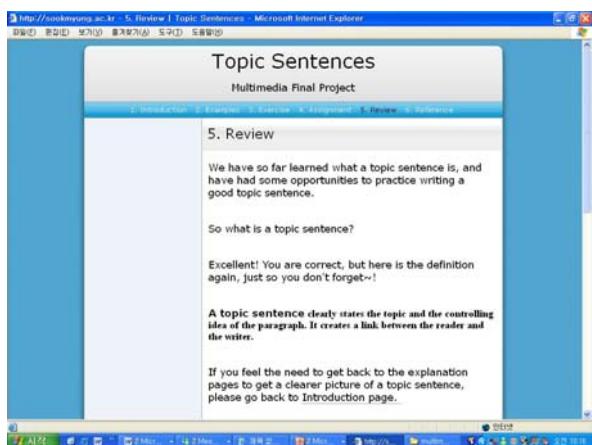
4. Conclusion

The approach of using a specific Web site in a classroom is still a relatively new idea in second and foreign language education. However, by using some language learning principles, integrating a website into a lesson can be very beneficial, not only the students, but the teacher as well. In the Web site and lessons presented, four elements were integrated and maintained to help the students to improve their English ability. Following Krashen's i + 1 theory, material was presented that may have been slightly challenging to students. Challenging the students helped them to work together and strive to improve their abilities and skills.

By incorporating both skill getting and skill using activities based on the 'interaction hypothesis' proposed by Long, the website and lesson plans educate the students and empower them by having them apply the knowledge that they have acquired. Though using a website can seem too "computer centered", the set up and flow of the Web site and the lesson plans ensures that they are all learner centered.

Finally, though the subject is primarily focused on writing, the lesson plans and Web site have integrated listening as well as speaking. By using writing and listening, as well as speaking, it helps the overall

development of the students. By integrating skills the students are being active and the risk of boredom drops significantly. The focus of the lessons and Web site is to help the students further develop not only their writing, but their overall confidence and feeling of self-worth. These are key elements and only serve to benefit the students as well as the classroom dynamics and their trust and belief in their teacher.

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Exploring Drama Activities to Develop Communicative Competence in the High School Classroom

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TESOL 2nd semester

Students have an innate sense of drama. The language teacher who can tap into it touches one of the most powerful motivations to learn. Once the students' imagination and spontaneity is involved, the activity generates its own momentum and personal meaning. This study offers examples of two different drama approaches, situational role-play and process drama and isolated key features of each in terms of classroom interaction and psycho-social impact on learning process. Their effectiveness in developing communicative competence is included.

1. Introduction

The 7th National Curriculum of Korean Education puts more focus than ever on the communication-oriented English education. It states clearly that it will search for various ways to adapt task-oriented English education to real classroom situations for the development of communicative competence. However, the reality is that Korean English teachers are struggling to look for practical methods to actualize the Curriculum.

On the other hand, many research findings have elucidated the value of drama approaches in the development of competence and confidence in L2 acquisition. Drama provides contexts where authentic communication takes place. Consequently, the usual classroom interaction is productively altered and learners have positive attitude toward L2 learning.

This study offers examples of two different drama activities,

situational role-play and process drama, and demonstrates their effectiveness in improving English communication skills, which is the important issue of the 7th National Curriculum, by exploring the nature of classroom interaction and psycho-social impact on language learning process. It provides examples of each activity with brief explanation of the procedures, anticipating outcomes and suggestions.

2. Literature review

2.1 Rationale of using drama activities in language class

Johnson and O'Neill(1984) likened drama activities to situations that confront and change human beings and these situations actively include all language learners in the process of drama from preparation stage to actual presentation stage, and even up to reflection stage. Students are given a chance to reflect on their own as well as others' drama performance by both writing and speaking. Based on Vygotskyan theory (1978), development and learning takes place in social context which means that interacting with others in society helps students to grow in language learning. Input hypothesis by Krashen(1985) emphasizes the importance of learning language in contexts, and comprehensible input could be achieved through meaningful and purposeful interactions in diverse contexts where learners can have different kinds of opportunities to negotiate meaning with other people.

One salient component in drama distinguishing it from all the other humanistic teaching concepts is the characteristics of make-believe in drama. That is, our normal perception of the classroom as a physical space for conveying subject-matter information is challenged. Instead, imaginary contexts are created where the participants act or speak according to the roles they are in. Drama activities provide students with a psychologically safe environment thus being a person in a drama takes away the burden of committing mistakes in language.

2.2 Situational role-play

Situational role-play provides participants with opportunities to practice taking on pre-determined roles with particular attitudes and values in straightforward social situations. The teacher chooses a situation through which to present specific vocabulary and which makes the students practice language structures or reinforce previous learning. Unlike the scripted role-play, it does not have any pre-written script; instead, the participants are given a detailed description of the situation and role cards with some tasks included. The situations are usually realistic in terms of the culture of the target language, such as the purchase of items at a local market.

The interactive quality of the exercise can be enhanced if the situation is detailed in context with some degree of tension involved though the roles and language registers are strictly limited by the confines of the exercise. Students adopt different attitudes and qualities, and release themselves from the concern with accuracy of their performance by taking on fictional roles. As the levels of fictional roles are complicated, more fluency and confidence is required.

The problem of this role-play lies in that no matter how realistic the situation seems to be, something unexpected might happen in real life. The course designer cannot anticipate every detail that might happen. Fluency is more emphasized all through the exercises, but some focus on accuracy is required to familiarize the students with specific language structures.

2.3 Process drama

Process drama first appeared in the US and Australia around 1990, however, at that time it was implemented only in L1 settings. Since *Word into World* was published in 1998, the term 'process drama' has been known for drama and language teachers in ESL and EFL settings. It is a method of teaching and learning where both the students and teacher are working in and out of role. O'Neill(1995) describes process drama being used to explore a problem, situation, theme or series of related ideas or themes through the use of the

artistic medium of unscripted drama. Process drama is a dynamic way of working that requires teachers to reflect-in-action, constantly dealing with unique situations that require novel approaches.

When they are working in process drama, the students and teachers work together to explore problems and issues such as, "How do communities deal with change?", "How do we accept other people into our community?" or themes such as betrayal, truth and other ethical and moral issues.   Students learn to think beyond their own point of view and consider multiple perspectives on a topic through playing different roles. For instance, if the issue being discussed is logging a forest, they may play the loggers, people who live in the forest community and environmentalists. Playing a range of positions encourages them to be able to recast themselves as the "other" and to consider life from that point of view. Process drama allows us to "try on" other people's shoes, to walk the paths they tread and to see how the world looks from their point of view.

The main characteristics of process drama are identified with absence of script, an episodic structure, an extended time frame and an integral audience. Process drama involves creating dramatic events which are mainly manipulated and transformed by participants. Learners have a strong control of significant aspects of events and make connections to their real life. As the drama develops, learners are motivated to produce meaningful and purposeful language in the unpredictable social context. The focus is on the interactions and fluency while struggling to communicate.

Bowell and heap (2001) proposed that process drama is composed of six basic elements; theme, context, roles, frame, sign and strategies. Theme is the learning area or human experience area in which the teacher wants the pupils to engage. Theme must be fitted to learners' individual and social development stages. The context ranges from realistic situations like environmental issues to fantastic ones, such as Big Bad Wolf to explore the theme. Young learners are likely to respond to the 'make believe', adolescents may need a realistic approach while adults may feel comfortable in a playful context. Group and teachers' roles are one of the most distinctive features of process drama. Students in a group begin the

drama with same type of person. Then they shape the role through discussion and further activities. This kind of group role helps students overcome insecurities and be less stressful when using the target language. Additionally, the willingness of the teacher to enter and build the fictional world is a powerful means of altering relationships and balance of power in the classroom. Frames provide viewpoints that the roles have in order to create the tension in the drama. Signs include artifacts, personal items, sounds and images that are required to bring significance to the drama. Strategies are ways of working in the drama. According to Needlands & Goode (2000), the four categories of strategies are context-building action including still-image, simulation and guided tour, narrative action such as hot-seating, interview and television conversation, poetic action like thought-tracking, caption making and documentary and finally reflective action involving if I were you and giving witness.

3. Exploring two drama activities

In this section, the detailed procedures of different drama activities, situational role-play and process drama will be discussed. The focus of this study is placed on the nature of classroom interaction through the drama activities and its psycho-social influence on learning process.

3.1 The objectives
The objectives of this study are to
- Provide model drama activities that are practical for the high school classroom.
- Demonstrate their effectiveness in developing communicative competence by describing the nature of classroom interaction and psycho-social impact on language learners.

3.2 The reasons for selecting the activities
This study intended to select two drama activities from each end of a

continuum of different drama approaches to compare them in terms of the nature of classroom interaction and psycho-social impact. That is, situational role-play was selected from controlled and process drama from open communication.

3.3 The students' profile

They are 1st year of T high school in Suwon. The class consists of 35 female students. They have taken public English education for 8 years since 3rd year of elementary school. A few students have experienced overseas language training, but most of them have learned English with the focus of reading, grammar and listening at school. The students are highly motivated and show great interest in English acquisition due to the high valorization of English at a societal level. However, they put a relatively small amount of time and effort into developing communicative skills because of the Korean SAT and the lack of a real English speaking community among Koreans. According to the nationwide mock examination for high school in September in 2007, the mean score of English for the all examinees was 48.4 out of 100. The mean average of the class was 53. It can be inferred that they have certain degree of English competence.

3.4 Questionnaire

Questionnaire A is administered to gather the information about the students' prior learning experience (See Appendix A) and B is to have students evaluate each activity (See Appendix B). Questionnaire A includes their English scores on the entrance exam, the types of instruction they received and contact with real English speaking communities. Questionnaire B reflects how learners perceive each drama activities' effectiveness in terms of communication skills, psychological consideration and the quality of classroom interaction.

3.5 The brief outline of each lesson plan

3.5.1 Situational role play

Table 1

The outline of lesson plan using situational role-play

Activity	Situational role –play
objectives	Students will be able to ✧ Understand the given situation and make up a dialogue in groups. ✧ Create a new character involved in the given situation and inspire a new life into him/her. ✧ Present their group's role play in front of the class.
Skills to be emphasized	Listening, speaking &writing
Content	Function: borrowing Expressions: Can I borrow your pen?
Time	30 min
Procedures	✧ Give out the situation to each group ✧ In groups, create the fourth character, divide the roles and make up a dialogue ✧ Role play in front of the class ✧ Administer the Questionnaire B

3.5.2 Process drama

Table 2

The outline of lesson plan using process drama

activity	Process drama
objectives	Students will be able to • Put on several characters' shoes and take part in each activity with their appropriate emotion and an enthusiastic manner.
Skills to be	Listening, speaking, writing &reading

emphasized	
Content	Function: persuading, asking locations
	Expressions: feelings, locations
Time	45 min + 45 min
Procedures	• Brainstorm the feelings of different groups of people
	• Still image and thought tracking (see Appendix C)
	• Giving witness
	• Public meeting to locate the boy
	• Writing letters

3.6 The teaching procedures

Brief descriptions of the teaching procedures and the background stories of the two activities will follow.

3.6.1 Situational role-play

3.6.1.1 Warm-up

Four students consist of one group. Members in one group are sitting facing each other. They've just finished the dialogue about borrowing and lending things in the textbook. The teacher intends to reinforce students' previous learning experience and several language items by using the situational role-play. As a warm-up activity, the teacher models what the situational role-play is like. The students have performed this kind of role-play in language classrooms, so they are familiar with the procedures and roles they have to take.

3.6.1.2 Presentation

The situation with specific role-cards is presented as such.

Student A: You bought a new fur coat yesterday. You brought it to school to show off the coat. (The school dress code says that you should not wear anything except the uniform and school designated coat and shoes.)

Student B: You have a date with your boyfriend this Saturday. When you see the coat of A's, you think you might look prettier when you go out on that

coat. You are asking A to lend it to you.

Student C: You are a close friend of A and heard a few stories that B hasn't returned borrowed items such as a necklace, money and cosmetics.

Student D: Create a new character related to this situation. It can be your homeroom teacher, B's close friend, A's mother or anybody else.

Give students time to think about the situation, creating the new role, and dividing the roles in the group. Role-creating is involved to provide leeway to generate a different role-play from each other and bring out more creativity. The teacher circulates the classroom and monitors the groups, making sure that every group is on the right track. They then have students start making a script with emotion and non-verbal aspects of communication involved. Make sure that they have to use the language structures related to borrowing and lending such as "Would you lend me…?"

Once they have finished a rough draft, they practice the script using props. The teacher does not prompt them to memorize the lines, rather encourages them to identify the roles with proper emotion and to be as creative as possible. After a few rehearsals, every group presents their performance in front of the class. The teacher and students share feedback on their performance as well as their language choice if necessary. The teacher doesn't intervene to make suggestions about what and how to say things in the middle of the presentation to maintain the dynamic flow of the role-play and to enable students to sustain autonomously the challenge of communicating spontaneously and with meaning for as long as possible.

3.6.1.3 Evaluation

As a final stage, students are provided Questionnaire B, which is designed to find out how the students perceive the usefulness of drama activities from linguistic and psycho-social perspectives. The sheets will be collected and the results shared by the whole group in the next class.

3.6.2 Process drama

3.6.2.1 Warm-up

The teacher takes the students through the activity by explaining the procedures and modeling. As students are not familiar to this kind of activity, the teacher may need to elaborate on the procedures so that they do not get distracted in the middle. At the same time, it is important to make the students believe how effective the method is and to motivate them to actively join it by emphasizing the benefits with empirical evidence supporting.

3.6.2.2 Presentation

(Modified from Park, 2006)

Theme: The fable, "The boy who cried wolf"

Place: A ground in a little town

Context: The shepherd ran out of his home saying that he is not the one who takes the responsibility of compensating for all the lost sheep because the villagers didn't come when they heard him cry. His mother who was shocked at his runaway asks the police officer to track him down.

Activity 1: Teacher-in role: police officer

The police officer reads the villagers the boy's journal. The town people realize how lonely he was and how suffered from the pressure that they gave him after the accident. The teacher lets the students think about the different feelings of the people. Divide the board into three columns, David, his mom and the villagers and write down all the feeling words that the students suggest. The vocabulary list can be used throughout the activities.

Table 3

A journal of the Shepherd

In the afternoon, Joe came to my house and asked me for 200 bucks for the sheep I lost. It was the third time. Just my luck! Yesterday, McDonald threatened to sue me for damages unless I make up for all the loss in my tracks. How mean they are. I'm really scared and very sorry to mom. I know

we can not afford to compensate them. I don't know what to do. I still suffer from nightmares every night. In my dream, the two wolves are coming at the sheep, and I'm crying at the top of my throat. Crying and crying. Obviously, the villagers heard me shouting, but they didn't appear. How do they lay all the responsibility on me? No way.

Activity 2: Still image & thought tracking (see Appendix C)

In pairs, the students single out the most impressive scene in this story and make a still image. One student makes the still image on the other. After finishing working, those who made the image visit other pairs and ask them who they are and what they are thinking. Those who are acting on the still image explain the embedded thoughts and feelings to the visitors.

Activity 3: Giving Witness

The teacher takes on the role of the police officer and students are divided into a group of people who threatened the boy to make up for the loss, a group of mom's friends and a group of the boy's friends. They allege whether the boy is guilty or innocent based on their own perspectives. They back up their assertion by describing David's personality, the motivation to cry wolf, his attitude toward his job and so on.

Activity 4: Public meeting

A public meeting is held to locate him. The teacher, playing the role of the police officer, facilitates the discussion and students as villagers give opinions on his whereabouts and ways to locate him.

Activity 5: Writing letters

David came back at last. Divide the students as villagers into three groups, which are a group of people who threatened the boy to make up for the loss, a group of mom's friends and a group of the boy's friends. Each group writes a welcoming letter to the boy from their perspectives.

3.6.2.3 Evaluation

As a final stage, students are provided Questionnaire B, which is designed to find out how the students perceive the usefulness of the drama activities from

linguistic and psycho-social perspectives. The sheets will be collected and the results shared by the whole group during the next class.

4. Expected outcomes

4.1 Expected outcomes of classroom interaction
4.1.1 Situational role-play
In the preparation stage, students interact in groups to negotiate the roles and inspire new life into the given roles with proper emotional and physical settings. When making up a dialogue, they communicate to decide the best expressions fit for the situation and talk about the props as well. However, authentic interaction rarely takes place while performing because students anticipate and prepare the interaction based on the particular given roles such as a girl and her close friends. The communication carried on during the drama usually follows A-B-A-B sequential turn-taking, which is far from a real situation.

Regarding teacher-students interaction, the teacher does not participate in the activity in roles and remains an external facilitator or a side coach. The interaction is observed when the teacher circulates the class and shares ideas about the ongoing process at the preparation stage. It is also observed when the teacher gives feedback and students express their feelings about their own presentation, other groups' presentations, and the activity itself as well at the evaluation stage. It is a somewhat advanced type of interaction compared with traditional teacher dominant classroom interaction in terms of students' participation level and fluency focused activities. However, the relationship is still asymmetrical because in many cases, the teacher decides who will speak next by summoning one particular student and then takes back the floor by commenting on his/ her remark and choosing the next speaker.

4.1.2 Process drama
Di Pietro (1987) pointed out that teacher-student interaction pattern in drama-oriented classroom discourse is more complex and the use of target language

is more authentic than that found in traditional classroom tasks. Students are actively involved in shaping the scenes as the drama unfolds. As the internal tension of the drama gets more complicated, they are more likely to take the floor to move the situation forward to fight for their rights. In the model activity of process drama, it is expected that some students may think of crucial clues to locate the boy or a friend of his mom may excite sympathy enough to make all the villagers forgive the boy. As a result, fluency over accuracy features and meaning-oriented communication will be carried in process drama.

In process drama, the teacher takes on a role and enters the developing action of drama. Through this strategy, the teacher invites the students into the imaginary world, models appropriate language and behavior and maintains the dramatic tension. It sends out signals to the students that input from both the teacher and students are equally important and that the teacher also thinks of the activity as serious.

A slew of unrestricted language containing genuine questions that aim to elicit information from the students that is unknown to the teacher is expected to appear while the drama develops. Students' performance in initiating the conversation is also likely to escalate.

4.2 Psycho-social influence on learning process
4.2.1 Situational role-play

Situational role-play is fun and lively. Though some students regard it as just a 'party time', it is sure that this kind of simple role-plays let the students enjoy learning and use language in a purposeful way. It demands some amount of negotiation and social skills when they discuss the role-play and divide the roles. Some students may feel more comfortable because they can prepare in advance and the only thing they have to do to perform is memorizing the lines. On the contrary, some researches revealed that their anxiety level gets high when the pressure of "speaking accurately" exists. Additionally, all the four students in one group take almost equal responsibilities. In this case, everyone has to use the same level of language

skills and it is possible for less proficient student to be embarrassed without careful concern of group members by the teacher.

4.2.2 Process drama

Because students in one group are endowed same roles, relatively low level students can join the activity at the level of their own linguistic competence. They adopt their peers as their role models and develop their language skills. Susan Stern's (1981) survey counters the general belief that practicing lines helps learners to lower their anxiety level, increase self-confidence and consequently, achieve more satisfactory communicative competence in the long term. The survey results showed that participating in improvised drama activities made them feel less embarrassed and feel positive about their ability to express themselves in English. Similar features are expected in this study. They are released from the pressure of 'speaking accurately', and motivated to take the floor to achieve their individual goals as the story unfolds. Furthermore, involvement in the imaginary roles helps low-proficiency learners to forget about their fear of speaking in public, because the message they convey is more important than the linguistic forms that they use.

5. Conclusions, Suggestions, and Limitations

5.1 Conclusions

Students have an innate sense of drama. The language teacher who can tap into it touches one of the most powerful motivations to learn. Once the students' imagination and spontaneity is involved, the activity generates its own momentum and personal meaning.

This study offers examples of two different drama approaches and isolates key features of each in terms of classroom interaction and psycho-social impact on learning process. Their effectiveness in developing communicative competence is included.

Situational role-play and process drama are all unique and versatile ways of language teaching in its own. Situational role-play evokes

purposeful interaction within the limited situation and roles. It lets the students enjoy the learning process, and as a result, have positive attitudes toward language learning. Process drama is effective in the development of fluency through meaningful authentic interaction. Students' spontaneity and motivation to speak become paramount in this activity. Acting improvisation relieves them of the pressure of 'speaking accurately'. Self-confidence is restored for the learners who have been frustrated at memorizing grammatical rules and doing the boring drills. Rather than adhering to one particular way, using the two approaches properly according to the learners' needs and objectives would make a large contribution to successful teaching of English communicative competence in Korea's EFL situation.

5.2 Suggestions

Here are a few antidotes to implement more drama activities in high school classrooms. First and foremost, it is enthusiastic and qualified teachers who can bring the drama approaches into classroom and generate profound classroom interaction through drama. However, teachers have rarely experienced drama activities, particularly open communication approaches, and as a result, they just linger on some closed drama activities they have experienced. Therefore, more drama workshops should invite language teachers to train them through various drama activities themselves.

Secondly, process drama never works without teachers' elaborate planning. To design a class using process drama, the teacher organizes everything from themes to roles, tension, questions and signals. Moreover, he/she should think of the language to be used, grouping and follow-up activities. Thus, teachers' resource books for process drama need developing and supplying.

Third, public school teachers usually manage a large class of about 35 students, often of very mixed abilities. Without considerate planning to encourage less proficient students to participate, they would turn to disturb the class by chatting, ignoring the teachers' instructions or sloth.

5.3 Limitations

This study excludes actual implementation of drama activities in a real English class and confines itself to planning stage. Thus, all of the results and outcomes are not based on empirical evidence, but on expectations and literature review.

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Appendix A

Questionnaire A

A. Personal Data

Name :   Student ID:

English score of high school entrance exam:

B. Previous experience in studying English

1. I started learning English at the age of _____ .

2. Except from the textbook used in high school, I (1) often (2) occasionally (3) never had any contact with English materials

a. The written materials in English (e.g., magazines and newspaper) I had read include _____ .

b. The audio materials in English (e.g., radio programs or music tapes) I had listened to include _____.

c. The video materials in English (e.g., TV programs or movies) I had watched include _____ .

3. Have you had any experience in using English for communication? Yes / No

a. If your answer is yes, describe the situation, purposes and frequency

4. Have you traveled in English speaking countries?

   Yes/ No

a. If your answer is yes, where and how long?

5. Have you lived in English speaking countries?

   Yes/ No

a. If your answer is yes, where and how long?

Appendix B

Questionnaire B

1.   This activity is useful in

	1	2	3	4	5
Expressing yourself in English					
Enriching vocabulary					
Enhancing cultural awareness					
Improving pronunciation and intonation					
Gaining self-confidence					
Becoming less embarrassed in front of a group					
Encouraging students to participate actively					
Eliciting balanced interaction between T and Ss					

1	2	3	4	5
not at all	a little	somewhat	quite	very much

2.   How did you feel doing this activity? (you can choose more than two)

      a.   Nervous when participating in activities

      b-1. Excited at acting improvisation

      b-2. Excited at acting scenes from plays

      c.   Embarrassed when acting

3.   Do you want your teacher to keep using this activity in class?   Yes/ No

    3-1. Why?

Appendix C

A worksheet for process drama activity 2

Activity 2 pair work: still image and thought tracking

In pairs, single out the most impressive scene in this story and make a still image.

☺Student A: You make the still image on student B. After finishing working, visit other pairs and ask them who they are and what they are thinking.

☺Student B: You are acting on the still image. You are supposed to explain the embedded thoughts and feelings to the visitors.

Describe the image you created and the embedded thoughts and feelings

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Useful expressions

- Let me describe the image I'm acting on.

- Embedded : 내포된

The Effects of Adequate Nourishment on Listening Test Performance

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TESOL 1ˢᵗ semester

The purpose of this article is to analyze and discuss the findings of a recent action research study conducted at Inha University which investigated the role proper nourishment and nutrition play in the enhancement of student alertness and performance during English listening tests. The article consists of five sections. In the first section, the issue of test anxiety is briefly touched upon, the problem of poor performance by many Korean students on English listening tests is addressed, and possible solutions—including diet, rest, and exercise— are described and considered. Similar studies are also visited for the purpose of comparison as well. A plan of action for Korean students to improve both their health and test performance is proposed in section two, focusing more directly on nutrition and nourishment as a means to enhance mental alertness and performance during listening tests. Section three introduces the instruments used to collect the data while the results of the data are disclosed and analyzed in section four. In the conclusion, section five, a future plan of action for Korean universities, their students, and their families is proposed.

1. Introduction to the Problem

Korea is a society in which tests and testing play a major role in deciding one's future and success. Koreans are constantly faced with assessment in school and in the workplace. The stakeholders involved are various and numerous, ranging from the minister of education to family members to institute owners. When examination times come around, Korean society's pattern and schedule changes. The media hypes things up and publishes

articles intended to increase everyone's focus and prevent distractions. Many businesses allow their employees to begin work an hour later than usual to accommodate parents who may be supporting their children studying late into the night. In addition, many recreational facilities close early the evening before exams in the hopes of providing more time for students to cram. With so much hype and so many stakeholders, it is no wonder that many students feel completely overwhelmed and exhausted. Almost all complain of test anxiety.

1.1   Test Anxiety

Anxiety, unlike fear, is the result of the anticipation of something that may occur or might be harmful. Students are generally scared of tests, and society contributes to their professed fear, when in actuality, tests are but one means of measuring learning and progress, and should not be feared. In fact, it is quite counterproductive to contribute to the fostering of feelings of anxiety in students before, during, or after tests. Teachers, principals, parents, and peers alike fuel anxiety when it comes to tests, and bad habits are bred as a result (Casbarro, 2005).

In Korea, it is a very real problem. Not only are students overwhelmed with materials and teaching methods that lead to very little deep learning, they are forced into the archaic task of rote memory and are expected to "learn" and retain ridiculous amounts of content and information. Even the brightest of the bunch find themselves cramming all night, missing precious sleep, and skipping meals. Lack of sleep and proper nutrition only serve to worsen the situation and fuel further anxiety. In essence, society is forcing them to burn the candle at both ends. It is a vicious circle and a downward spiral into the hopelessness and restlessness of test anxiety.

When it comes to reviewing for tests and test-taking, educators are never short on strategies. They suggest reading, re-reading, memorizing, and eliminating certain multiple choice-items for example. Albert Oosterhof (2003) posits that reviewing the target content expected to be included on an upcoming examination is the most essential element in good preparation (p.119). Attending class, paying attention to the lessons, and taking good notes are all part of this; however, if students are too busy listlessly cramming

away into the wee hours of the morning, skipping meals, and pouring over material that is truly meaningless for them. It is extremely difficult for them to focus in class and apply themselves actively and enthusiastically to their studies. Further, it is impossible for them to be at their best when test days come around and they are running on empty.

1.2   Test Performance Problem

It is not uncommon for Korean university students to complain about their performance on English listening exams, or other exams for that matter. They blame their inability to perform during tests on a variety of factors. Some say the material is too difficult, that they are not able to focus, that they feel tired or anxious, or that they just lack the competence. Many studies have been conducted concerning test-taking. Some have addressed the issue of test anxiety, while others have focused more on strategies to help students get correct answers on the actual test. The purpose of this research survey/experiment, however, is to address the problem of student fatigue and inability to focus (as a result of depleted mental energy reserves) during tests. Insufficient rest, improper nutrition, and lack of adequate nourishment (prior to and during tests) all combine and contribute to lower performances on tests.

Breakfast is the first meal of the day, and its consumption is necessary for students who wish to perform to their full potential on mental and physical tasks. According to a study conducted by Benton and Parker (1998), skipping breakfast has adverse effects on memory and cognition. Omitting breakfast hinders performance on mental tasks (Geisler & Polich, 1992). The quality and quantity of breakfast also has its effects on performance in school (Vaisman *et al*, 1996; Owens et al, 1997). Many schools have implemented breakfast programs knowing that undernourished students are at a disadvantage if they omit this important meal of the day. Providing these students with better nourishment promotes better nutrition and levels the playing field (Chandler *et al*, 1995; Kleinman *et al*, 2002). Simply having breakfast on the day of an important test can enhance the mental functioning of students who both eat nutritiously and live healthy lives, as well as those who maintain poor diets. In addition, fasting in the morning impairs a student's ability to work through and solve problems

(Pollitt et al, 1982).

In 2006, Springfield Local Elementary School in New Middleton, OH, "logged significant gains on standardized tests" after adding a proper diet and exercise program to its curriculum. They found that when students consumed nutritious foods in sufficient portions, their academic performances improved across the board. A similar study in Sweden revealed that students who consumed bigger, more nutritious breakfasts not only performed better on physical fitness tests in their morning gym classes, they outperformed their classmates on verbal tests as well (Wyon *et al*, 1997). One of the possible medical explanations proposed is that the increased blood glucose levels (after the consumption of such meals) boost physical and mental capacity to perform (Benton & Sargent, 1992).

According to Louise Welter of Utah State University, the shaking of a student's hands (as a result of poor nutrition) during a test can be misinterpreted in the mind as a symptom of test anxiety. This can be highly counterproductive as it raises unhealthy thinking patterns (Despain, 2002). More than forty out of fifty Inha University seniors reported having negative and frightening experiences with test anxiety on a recent survey. Many of them, including Yang Han-gil reported symptoms such as sweaty palms, increased heart-rate, and even temporary blackouts during high-stakes examinations.

Adequate sleep and rest are also major factors than can affect performance on tests. Sleep brings with it alertness of body and mind. Lack of sleep contributes to impaired memory and disorganized thinking, causes visual attention fatigue, hinders the acquisition of new information, and results in poor performance on exams according to recent studies conducted at Point Loma Nazarene University.

In a recent comparison with Japanese students of the same ages, Korean students were found to skip breakfast more often and eat fewer meals a day than their Japanese counterparts. According to data collected by researchers at Seinan Gaikun University in Japan, Korean students reported eating two meals a day on average while the majority of Japanese students consumed at least three (Sakamaki *et al*, 2005).

Convincing university students in Korea to change their

lifestyles: to eat properly, exercise, and get enough sleep would be nothing short of a milestone, yet somehow these relatively simple solutions and ideas remain extremely difficult to instill. The majority of Korean students know that they should sleep well and eat sufficient amounts of food before tests, yet many still insist on fasting, eating junk food and cramming all night long the night before big tests. These are not rules that can be enforced, they are individual choices that must be made. The best thing that can be done is to inform students of the facts and let them decide for themselves.

2. Plan of Action

Jane Bluestein and Eric Katz (2005) consider taking a big test like the SAT or ACT as the "mental equivalent of running a marathon." Marathon runners and other athletes are trained to eat big meals—pasta or spaghetti are popular choices—the evening before big competitions. Bluestein and Katz go as far as recommending that students consume complex carbohydrates the night before a big test so that their bodies have time to break them down and convert them into energy for the next day. On the morning of the big event, however, they recommend a protein-packed breakfast (like meat, eggs, beans or tofu) that can be quickly converted and used that same day (Bluestein & Katz, 2005). Considering that Korean students taking English listening tests would gain mental alertness and benefit highly from this added energy, it is quite reasonable to speculate that students who consume a healthy breakfast on the morning of a test (and dinner the evening before) will outperform their undernourished counterparts.

Darrell Huff (1961) opens his book on test-taking strategies with the following insight:

> Preconditioning yourself emotionally, physically and academically may mean that your answers represent a true portrait of your abilities and capabilities and directly influence your educational advancement, scholarship assistance, college entrances, employment, or job promotion. (p. 1)

Academic preparation is so dominant in Korea that many overlook other

important factors (particularly physical condition) that contribute to performance. All of the ability and knowledge in the world will not count for much if students' fatigue hinders their performance.

It may be too much to ask students to undertake a complete exercise and diet plan in order to improve their performance on tests. Lifestyles differ from student to student, and for some proper nutrition may be impossible; however, any food a student can consume for breakfast is better than skipping a meal the morning of a test. Even a simple high-protein snack like a hard-boiled egg or candy bar before a test can make a difference (Benton & Sargent, 1992), and students should be made aware of this. Schools could even begin making healthy breakfasts and high protein snacks freely available to students on big test days. If school districts were willing, a plan like this could be implemented within months.

3. Data Collection

In order to measure the effects of adequate nourishment on test performance, a snack/survey/listening test experiment was conducted. Students in select intermediate Inha University English classes (sophomores through seniors) were first asked whether they had breakfast that morning or not. Then they were divided according to their answers. Students who answered "yes" were given an additional energy boost in the form of a 50-calorie Snickers candy bar containing 1 gram of protein, 2.5 grams of fat, and 6 grams of carbohydrates. These were immediately eaten so that the students had adequate time to digest the additional protein before the test was given (twenty minutes later). Giving the breakfast eaters an additional high-energy snack helped maximize the difference between the two groups as well as concentrate the focus more on energy and its effect on test performance.

3.1 Nutritional Survey

Immediately following the group division and the consumption of the candy bars, a survey using Likert-scale questions was given out asking students seven questions regarding their food intake, nutritional habits, and condition in more detail. It appeared as follows:

Name:

_____

Student #: _____

Class #: UE 108 -0_____

Date:

_____

Please answer the following questions <u>honestly</u>. This survey and listening test will <u>not</u> affect your grade in the class. It was designed to get information.

Please circle <u>one</u> answer on each line.

1.   How many hours did you sleep last night?

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15+ hours

2. How much did you eat for breakfast this morning?

Nothing – extremely little – very little – little – some – a lot – quite a lot – a huge amount

3. How much did you eat for dinner yesterday evening?

Nothing – extremely little – very little – little – some – a lot – quite a lot – a huge amount

4. Did you eat a candy bar 15-20 minutes before this survey/listening test?

yes no

5. How tired are you now?

> extremely tired – very tired – tired – so-so – rested – very rested – extremely rested

6. How hungry are you now?

> extremely hungry - very hungry - hungry - satisfied - full - very full - extremely full

7. How healthy do you think you are in general?

> extremely healthy - very healthy - healthy - average - unhealthy - very unhealthy - extremely unhealthy

Students were strongly encouraged to answer honestly and reminded that in no way would the results have any bearing on their actual in the grade; however, no other information regarding the experiment was divulged at that time. They were given assistance in understanding the English survey questions when necessary.

3.2 Listening Test

After the students had completed the survey and twenty minutes had passed on the clock, they were asked to turn their papers over and take a listening test. The listening test was a 10-item cloze exercise asking them to fill in select missing words from the ballad *Under the Bridge* by The Red Hot Chili Peppers. The song was chosen for the clarity and relative simplicity of its lyrics, as well as its relaxed tempo. It appeared as follows:

Name:

_____

Student #: _____

Class #: UE 108 -0_____

Date:

_____

Listen to the song.

Try to fill in the blanks with the missing English words.

If you are not sure about a word, you may skip it.

Red Hot Chili Peppers - Under The Bridge

Sometimes I feel like I don't have a _____
Sometimes I feel like my only friend
Is the city I live in, the _____ of Angels
Lonely as I am, together we cry

I drive on her _____ 'cause she's my companion
I walk through her hills 'cause she knows who I am
She sees my good deeds and _____ kisses me windy
I never _____, now that is a lie

Chorus:
I don't ever want to feel like I did that day
Take me to the place I love take me all the way
I don't ever want to _____ like I did that day
Take me to the _____ I love take me all the way

It's hard to believe that there's _____ out there
It's hard to believe that I'm all alone
At least I have her love the city she loves me
Lonely as I am, _____ we cry

Chorus

(Under the bridge downtown)
Is where I drew some blood
(Under the bridge downtown)
I could not get enough
(Under the bridge downtown)
Forgot _____ my love
(Under the bridge downtown)
I gave my life away

The song (unknown to the vast majority of the students involved in the study) and the missing words were carefully selected in order to give minimal advantage to students of higher proficiency to begin with. Performance—not proficiency, was the focus of the study. The answers were (in order) *partner, city, streets, she, worry, feel, place, nobody, together,* and *about*. Before the experiment, it was assumed that those who had more energy to focus would be able to understand more of the words and write them in the blanks in the time provided. The students heard the song one time and were asked to pass their papers forward immediately following the ending of the song. No assistance was given; students were required to work alone.

4. Data Analysis & Discussion

In total, 167 students participated in the survey. Of those, 93 responded on the survey that they had both eaten breakfast and consumed a candy bar 15-20 minutes before the listening test. Another 16 responded that they indeed had eaten breakfast; however they answered that they had not eaten a candy bar 15-20 minutes before the test. Perhaps some of them misread question 4 on the survey, or simply didn't fully understand the verbal instructions in English.   The wording of the question may have thrown them off as well. In fact, the candy bars were administered in the presence of the author, and

everyone who responded to the verbal question as to whether they had eaten breakfast or not, ended up sitting on one side of the room and eating them.

Table 4.1 Nourishment Groups

16

Breakfast Group

Hungry Group

Confused Group

58

93
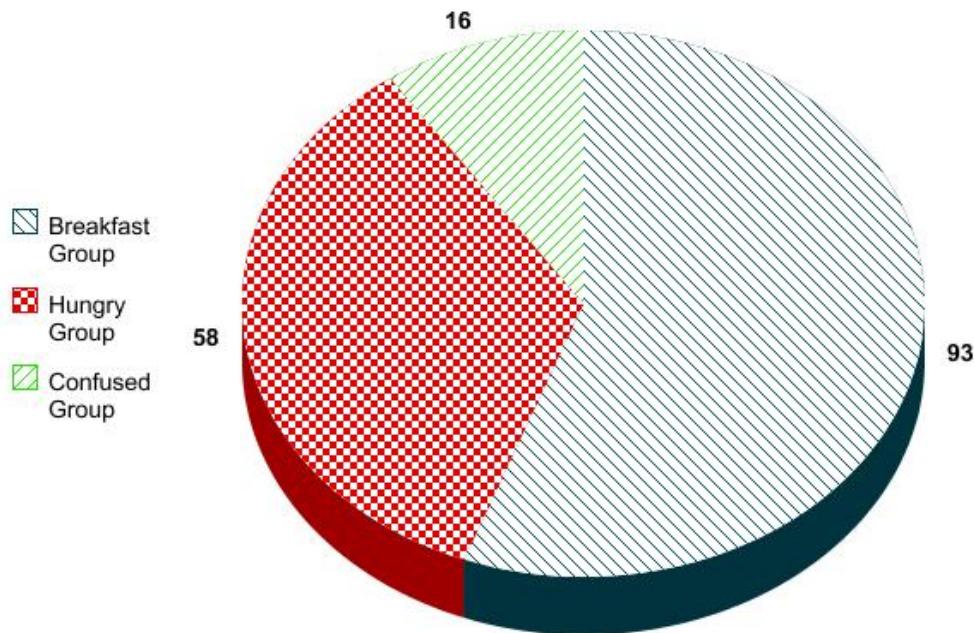
Inha University Survey, November 2007

This minority could easily be grouped with the "breakfast group" for purposes of simplicity; however, for the purposes of complete authenticity and accuracy, they have been separated from the group and labeled the "confused group." All in all, it left 58 students who neither ate breakfast nor received a candy bar before the test. They were labeled the "hungry group" (See Table 4.1).

For the listening test, correct answers included slight misspellings and/or final-*s* omissions or additions.   For example, the answer to the third blank was *streets*; however, *streats* or *street* were accepted because it was judged that these responses adequately demonstrated that the student had indeed picked up the word, processed it, and understood it to the point where they would have been able to communicate its meaning effectively in an authentic communication setting.

Table 4.2 Listening Test Results
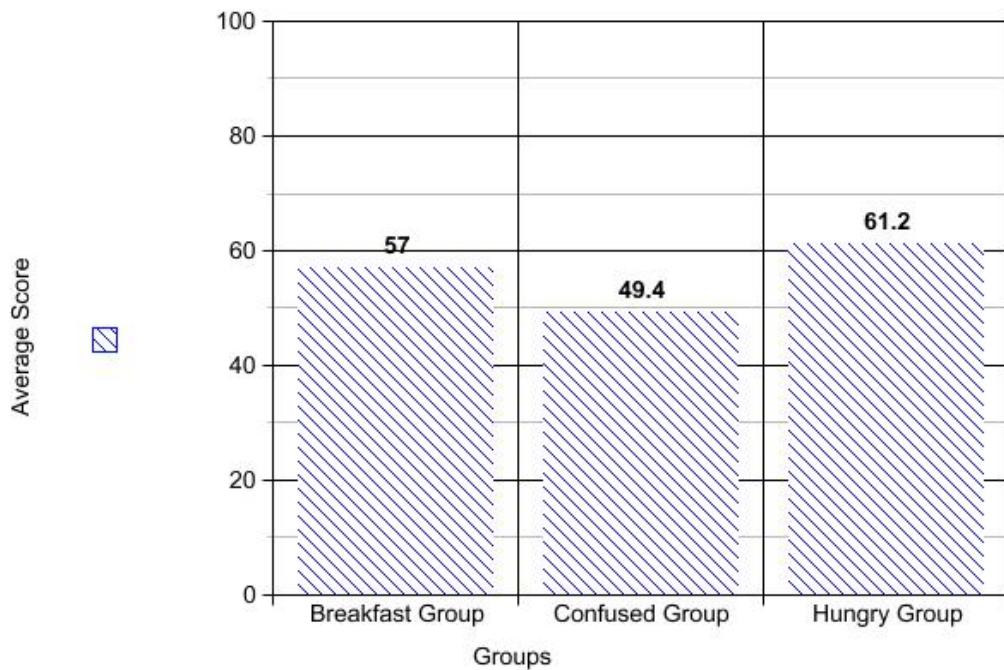
Inha University Listening Test, November 2007

For purposes of simplicity and accuracy in data analysis, there were 10 blanks, so a score of 10/10 constituted 100%. Only one student got all 10 answers completely correct including the spellings; however, many were able to navigate the test enough to score pretty well. The average for all of the students was 55.9%, which should help add perspective to (and a bit more meaning to) the scores in general. The 93 students from the "breakfast/candy bar group" earned a combined score of 531 points (See Table 4.2). The average score per student was calculated by dividing the group's total score by the number of students in that group (Total Group Score/# of Students in Group), so their average was 57.0%. The 16 students from the "confused group" who responded that they had eaten breakfast but that somehow they hadn't consumed the chocolate bar they were witnessed consuming combined to score 79 points giving them an average score of 49.4%, almost a whole point lower than the "breakfast group." One could argue that lack of proficiency played a more important role than nutrition

here in that the students who possibly misunderstood the instructions in verbal English might have also performed worse than students who in fact did.

Table 4.3 Sleep the Night Before
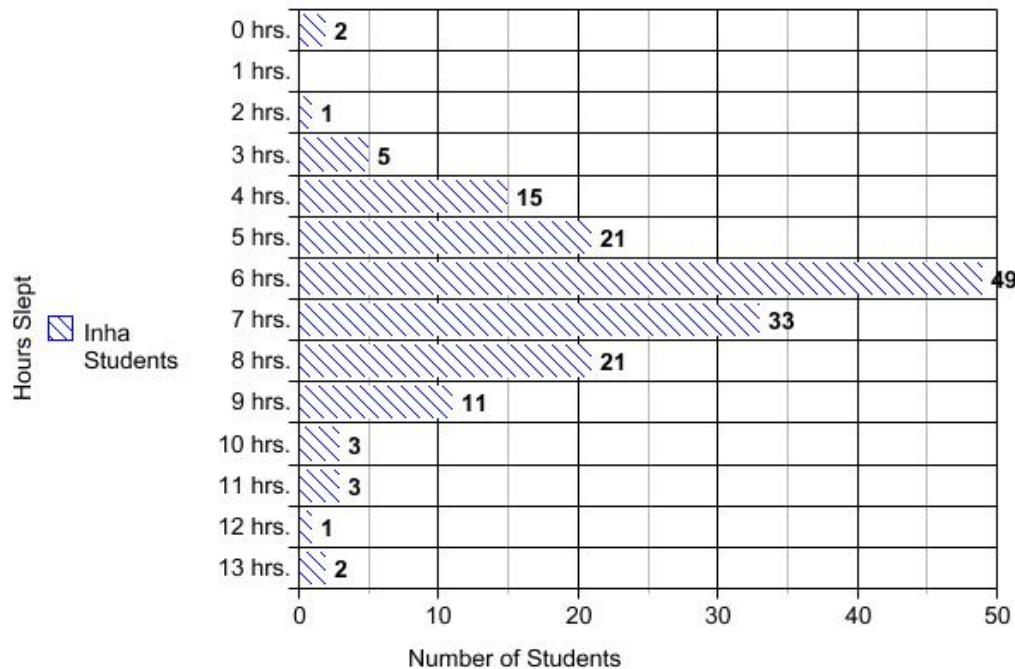
Inha University Survey, November 2007

The results from the "hungry group" were surprisingly higher. This group scored higher than both of the other "nourished" groups. The 58 students from that group combined for 357 points total giving them an average of 61.2%. This was the opposite of what was originally expected, so it was investigated further under the suspicion that another important factor pertaining to energy—sleep—was responsible for the unexpected results.

Table 4.4 Adequate Sleep

Inha University Survey, November 2007
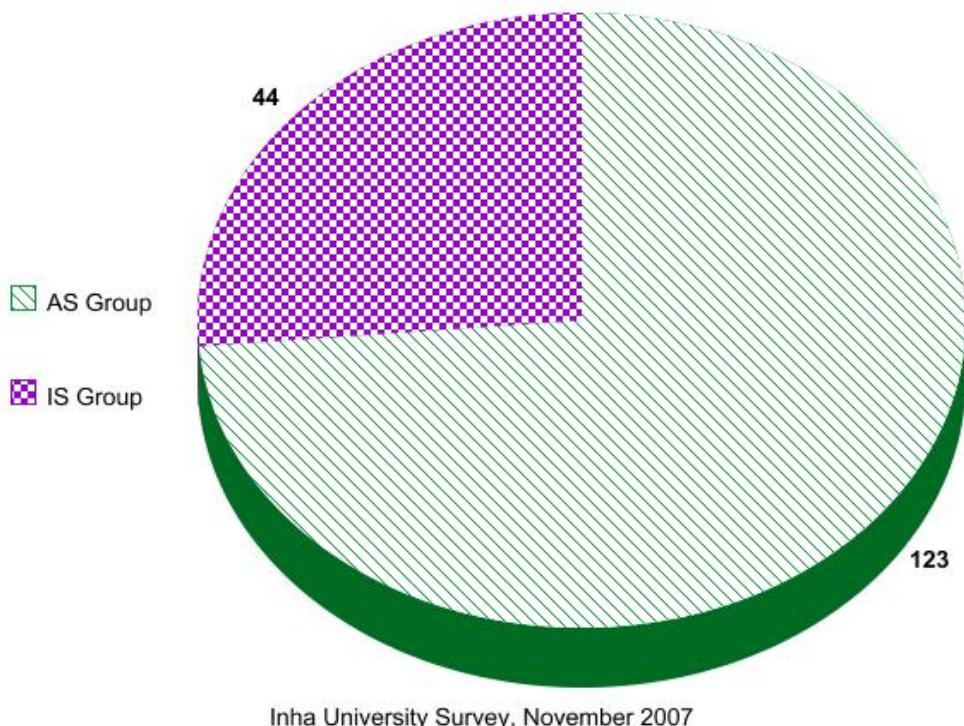
A question asking how many hours each student had slept the night before was included on the survey (See Table 4.3). Number of hours slept being another objective reason for a discrepancy in the data, it was considered as a major factor. Adequate sleep (AS) the night before any big, high-stakes test is defined as between six and eight hours. It is critical that people get this much sleep if they wish to maintain their health. AS is an important indicator of good health and alertness, and it influences physical and emotional well-being, brain maturation, and the interaction between physical and mental domains (Chen *et al*, 2006). As for the 167 students surveyed at Inha University, their sleep habits varied slightly (See Table 4.4). In keeping with Chen's (any many other researchers' ideas of what a good night's sleep consisted of, the Inha group was split at the six hour mark. Those students who got more than six hours of sleep were labeled the adequate sleep (AS) group, while their less rested classmates, those who got five or fewer hours of sleep the night before the test were labeled the inadequate sleep (IS) group.

Table 4.5 Scores with Respect to Sleep

# of hrs. slept	# of stus.	Avg. score
0	2	60.0%
1	0	n/a
2	1	70.0%
3	5	48.0%
4	15	64.0%
5	21	54.3%
6	49	60.0%
7	33	54.8%
8	21	60.0%
9	11	60.9%
10	3	70.0%
11	3	56.7%
12	1	10.0%
13	2	70.0%

Table 4.6 Scores of AS/IS Groups

Inha University Survey/Listening Test, November 2007
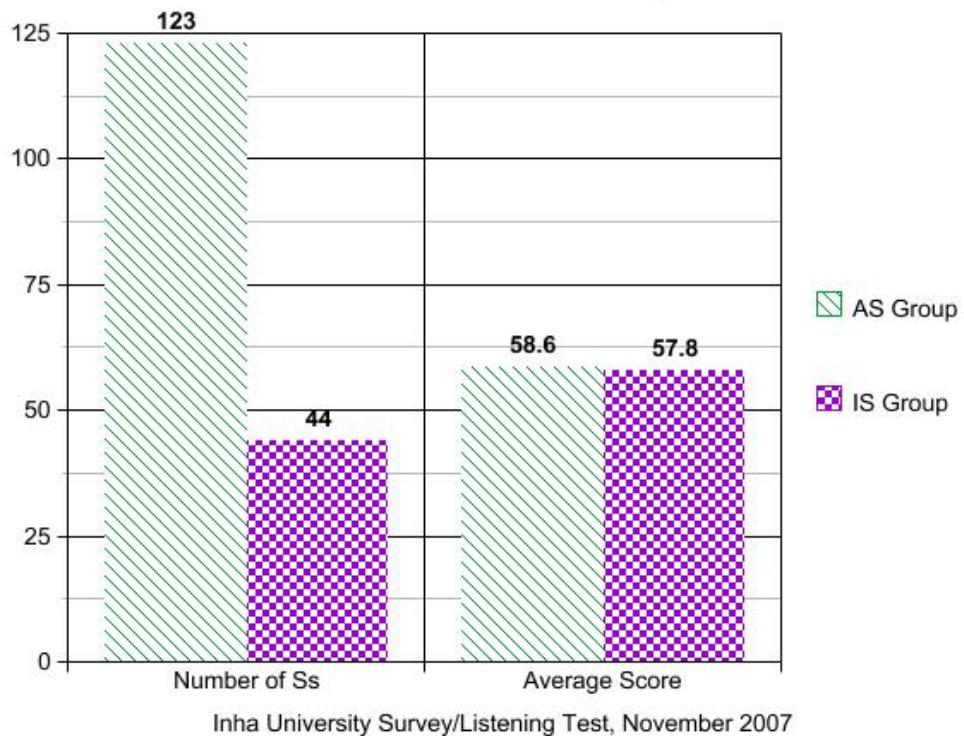
With the exception of a few students who slept little yet performed well and vice-versa, it can be seen that the more students slept, the better their scores were on the test in general. This difference was slight. The 44 students who slept 5 hours or less had an average score of 57.5% while the 123 students who got at least 6 hours of sleep attained an average of 58.6% (See Tables 4.5 & 4.6). This difference was less telling than had been earlier predicted, further pointing to the truth that other, perhaps more significant factors were at work, namely the various levels of student proficiency and intelligence. Another theory which could possibly explain the lack of difference in the results is that those who did eat large breakfasts were left slightly drowsy and lethargic from having full stomachs; even with their potential boost of energy on board, they were unable to tap that energy in the classroom setting in time for the test.

5. Conclusion

Little conclusive evidence arose from this study to support the notion that eating a solid breakfast and getting six to eight hours of sleep enhances alertness and performance on tests. Not even the added energy boost from the candy bars (given only to the breakfast group) made a difference. Rather, what was witnessed was the opposite. The students who skipped breakfast outperformed those who consumed it. Furthermore, the students who were sleep-deprived did nearly as well on the listening test as their well-rested counterparts. While dozens of factors could be to blame for the conflicting results, it is clear from this study that breakfast on the day of a test is not a major one for Korean university students. Proficiency, intelligence, knowledge of the material and the maintenance thereof are still the most important issues to consider. From here on out in Korea, it may be prudent to shift the focus from rest, diet and nutrition to other, more critical factors (like the aforementioned) which affect performance on high-stakes test days.

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The Nature of Advancement:

The Sookmyung TESOL MA

Dr. Stephen Van Vlack

Former Professor of Sookmyung Univ. TESOL

In this, my last contribution to our in-house publication, *EFL Issues*, I would like to comment on the nature of advancement. I will do so on the basis of my experience in the Sookmyung TESOL MA program over the last eight years, for I feel I can claim that the program, which sprang from virtually nothing, has advanced rather well. I also feel compelled to write on this topic, in part as a reaction to the scenario of my leaving the TESOL MA program, which certainly quantifies a look back, as well as the reaction of the students to my departure. I hope that this will provide some important fruit for thought for those I have left back in Seoul, those with wide hopes and high aspirations and even greater expectations.

In one of the most famous recorded statements of the 20th century, US president John F. Kennedy implored people to, "ask not what your country can do for you, but ask what you can do for your country". While the time we live in is different and the culture in which we are embedded is also different, thus rendering this statement somewhat old-fashioned in our post-national era, the sentiment is to be applauded. Linking this to the reaction I encountered when my intention to leave was announced, we can come up with our own new rallying cry for the 21st century, **advancement is reliant on others**.

We all have heard about and read up on the phenomenon of motivation, for motivation is an important aspect of what we do in our work as language teachers, but the problem is that motivation is generally studied as an internal, interpersonal phenomenon. This is potentially a problem because it ignores what we know about the world and the world inside our

heads, the brain. Nothing advances alone and under its own reasoning completely. Everything achieves its own existence through connections to others and advancement is no exception.

Advancement/movement needs an outside impetus. Sometimes these reasons are internal involving moving forward for intrinsic, highly personal reasons, but more often than not a strong outside impetus is required. Case in point, none of you do your homework or do the reading and all the other things I and/or others from the program might ask you to do solely because they may be good for you. Yes, there are certainly positive aspects of this work which I hope you are aware of, but you do these things not so much because you want to but because you have been asked by someone to do so. This works partly because you can see the importance of doing these things but mostly because you know that the person who asked you to do the work will be following up on that request. In short, you trust or have some sort of positive relationship/association with the person. You do these things because I have asked you and I, for my own part, have asked you because I know you can do it. In this way we are motivating each other and the results of a few motivate others around them and it is in this way that a system, like our program moves forward.

Don't underestimate the pervasive role motivation has in our lives. It is one of our most basic cognitive systems. It is motivation that gets you out of bed in the morning, and motivation that impels you to do even simple things like drink and eat. Likewise it is motivation which somehow convinced you to join in the great endeavor of this MA program. Deciding to join is relatively effortless and the act of joining is easier still. Yet, we all know that to our great pains that the bigger issue is what made you stay in the program after having started in the first place. Students should be as aware as I am of the rather high drop out rate in our MA program. There are many who start and not nearly so many who finish. Those who do finish, though, all share a sense of achievement and pride quite unique to this program (Let that be your motivation – Don't give up). So, what is the difference? Why do some complete the program and, in effect, themselves (at least temporarily) while others do not? The simple answer is **others**.

Think about all the people, the others, who affect you every day. They are the real reasons you do things. Now think about this TESOL MA program. There are certainly many reasons why you continue to work so hard in the program and I would like to think I was one of them. The general reaction to the announcement of my leaving lets me know that I was. But, I shouldn't be the only one, nor should Dr. Linse or anyone else. No one person is responsible or should be responsible for the advancement of a system. There may be a figurehead who seems to be leading and pushing for advancement but the figurehead knows better than anyone else that her/his position is the most precarious and most demanding. The figurehead can only advance as much as the system allows. If the students are not ready for a big leap then the system experiences a big fall. But we have done well.

In this program we have come a long way. Ask anyone who was involved in the program in the beginning, either this MA or SMU-TESOL, too. The MA program is different, more solid, and much harder than when we first started. We have asked a lot of the students in the program, throughout its history and development. And this has ushered in a reciprocal development. Student expectations are high, as are the demands we place on the students. Expectations are high because the demand is high. The two are locked together. This is the secret of the program's advancement. But this advancement is also reliant on accommodation of the factors involved to each other.

I will tell you a secret which really should not be a secret: You have motivated me much more than I may have motivated you. It may have seemed that the basic direction, the advancement of the program, came from above, from the university administration. It may have seemed that the other faculty members and I, were setting the tone for the program, but that was never really the case. From my centrally-located vantage point it was always the students who set the tone for the program and are entirely responsible for its previous and future advancement. We were able to develop the program and push the students hard because you reacted well to being pushed. The program was lucky from the onset that we got good students who wanted something different than what was currently out there and who were wiling to work for it.

There is a symbiotic relationship between all things in the world which come in contact with each other. This is not necessarily a physical relationship, but is always a mental one. As one comes in contact with other, things, people and concepts they are immediately assimilated into our cognitive structure. The more contact we have with these things the more associations are formed by and through them within the cognitive structure and they become part of us and the way we think and of course act. So it is with this MA program.

In the beginning of the program there was much less reading, substantially less homework and less demanding final projects. There was no Practicum and the theses were less stringently evaluated. From the first we started a forward movement. From my view, there was no way to go except up, the students demanded it and the situation warranted it. So I started to push and the students reacted – they wanted more. This of course, caused me to work harder. If students are going to move forward and do things for the others around them they need to know that someone is watching. There needs to be a ready quality control, i.e., feedback. We had formed that symbiotic relationship and your achievements became mine which became those collectively of the program. Everyone in the program now has befitted directly from the work your predecessors have done.

The longer one stays in the program, the more time and energy one devotes to it, the more it becomes a part of your cognitive structure, your repertoire of behavior. I am possibly the greatest victim of this and the one who has accrued the greatest rewards as well. It is under such inevitable or not so inevitable conditions that advancement occurs. When people are committed and involved then virtually anything can be achieved. Committed we have been, but again the question is what have we been committed to? In effect, what has made this program work as well as it has? The answer is, of course, **others**.

The point I am trying to make is that you, the students, are the program. It is the students who form the largest and certainly the most important part of the program. You set the tone and you are needed to make the program not only run but also advance further. It is you who send clear messages to the faculty about what you want and what you can do. Do so. It

is in your hands. The advantage now is that we are way past the beginning stage. The program has achieved maturity and a culture has been established which defines and distinguishes the program from others. You have all the essentials in yourselves. It is now up to you to make use of them and to pass them on to the new group of students entering into the realm you have worked so hard to create.

Book Review:

Text Anxiety and What You Can Do About It

by Casbarro, J. (2005, Port Chester: NY: National Professional Resources)

Reviewed by **Dr. Caroline Linse**

Former Professor of Sookmyung Univ. TESOL

Students in Korea invest a great deal of time and money preparing for high stakes exams especially in the area of English. Test Anxiety is a prevalent problem in South Korea in large part due to the reliance on such exams for entrance into favored schools and universities. Although, test anxiety, is a serious problem in Korea many people are unaware of this particular phenomena and term. This is somewhat surprising considering the sociopolitical role that tests play within South Korean society. There exists a plethora of courses and books designed to help students conquer exams especially English language tests. Many people have the erroneous assumption that if you learn "testwiseness" you will have all of the strategies and techniques that you need to take an exam.

Dr. Casbarro, an educator and psychologist with over thirty years experience has written a very practical book with a no-non-sense approach. He weaves information from psychological and pedagogy together.   He writes about test anxiety from the prospective of both a professional and a parent whose own child has suffered from this affliction.   This book is written for all of those who are impacted by the test anxiety directly and indirectly. Parents, teachers, administrators and even students themselves will benefit from his research and

Casbarro begins the book by explaining the advantages of high stakes tests as well as the fact that these exams have contributed to test anxiety. Casbarro describes how students, teachers, parents, administrators and other members of society are impacted and impact high stakes assessments. It is a vicious circle that just gets worse and worse over time.

His observations about how high stakes assessments fit into the societal context are apropos for many different countries including Korea.

The existence of test anxiety is documented from both a professional vantage point as well as from a personal standpoint in this volume. Dr. Casbarro explains how widespread the phenomena is through a combination of statistics and anecdotes of his own daughter's struggle with this problem.   He explains the difference between fear and anxiety and how both work in tandem to lower a learner's effective performance in an exam situation.

Though very detailed illustrations and clear accompanying text Casbarro shows the reader how test anxiety can become a vicious cycle and lead to dangerous problems.   He explains how test anxiety can escalate and contribute to a very serious condition known as post traumatic stress disorder. This isn't always the case but happens often enough to make us aware of how detrimental test anxiety is when it is allowed to spiral out of control.

Casbarro provides numerous practical suggestions that will help learners before, during and after the examination. His suggestions are written in a very clear and accessible voice. All of the suggestions are coping strategies which can be used with English language tests as well as other types of examinations.   These include suggestions for preparing students psychologically to cope with the exam as well as how to manage anxiety during the actual test. He also explains what learners need to do after the test in order to insure that any psychological scars do not carryover into subsequent examinations.

This is an outstanding resource that belongs on the shelves of students, parents and teachers. This volume helps students and parents work together to prepare for the exam. This title helps teachers work effectively with test anxious learners.

A Guide to the TESOL Survivor Kit

Allison Lee

TESOL 5th semester

This is a guide to the TESOL Survivor Kit. Please read it thoroughly to prevent any uncertainty, confusion, or even break downs during the program. Caution: This content is derived from a personal reflection of the program based on personal experience, it does not reflect or defend the whole student body's point of view.

The TESOL Survivor Kit consists of three elements: (i) time-management skills, (ii) the suitable culture mindset, (iii) setting goals.

(i) Time management skills

In order to survive the TESOL Graduate School program, having a good time management skill is crucial. Since most of the students in this program work and study, keeping the balance between the two is very important. In order to develop good time management skills, one should plan ahead. For example, before the semester starts, it is very important to know what courses you're going to take the following semester. Since our course is based on 2-year course cycle, it is not hard to find out.

After you have narrowed your choices down, you need to get the required books or materials in advance and do the required reading in advance as well. If you're planning to do this later during the semester, you'll find yourself buried in heavy loads of reading, which you will not have time for, and end up skimming and scanning through books, promising yourself you will read them again later but never actually doing it. Another example is when writing a thesis. When you do decide to write one and turn in your thesis proposal during the beginning of your 4th semester, you have to make a twelve-month schedule and set specific deadlines for yourself. Do not think you wouldn't have to come to school and just start writing at home. Make a schedule to

come and see your advisor every week and talk to others who are in the same situation as you. Writing a thesis is more of a personal struggle compared to the Practicum, but it definitely helps you to find answers when you talk to your advisor and peers. If you can't talk about it you surely can't write it.

ii) The suitable culture mindset

Even though the TESOL Graduate program may be located in Korea, it is not like any other graduate school program in Korea. The curriculum and the cultural mindset for the TESOL Graduate program is more of a westernized one. It would be easier for students to imagine as if they were enrolled in program in the U.K. or America. It is not just using or learning English as medium, what needs to be embedded is the proper cultural mindset. For example, when a professor asks a question in class it is likely to hear answers coming out only from the foreign students, or foreign students leading group works. There have been some cases where some students didn't do their summer reading because they didn't know what or how to do it, or they didn't know when to apply for the teacher scholarship so they ended up paying the whole tuition fee. Remember that this is a Graduate-level program for mature adults, pursuing academic and individual goals. Do not simply expect the professors or others to spoon-feed you. You are the one who needs to ask, demand, and find the answers. It really depends on how your attitude and actions make your 2 years worth it and the growth of the whole program. If you try to keep that passive-Koreanized mindset, the whole program is going to turn out in that direction.

iv) Setting goals

The TESOL Graduate School program is challenging, not just the language, but also the amount of work and knowledge required is immense. Even though you come to school just for two days a week, it seems like you have to put in effort everyday for the two and a half years. Students come to this program for a reason, whether it may be for a better degree, recognition, or just self-investment, you have to have a goal or you'll simply end up quitting the program. Many of the students start the program dreaming of being a

professor, or getting a really well paid job, or getting scholarships. Some lucky students really do achieve this, but realize most don't. So, know that goals may change and that you should set goals that you can really achieve. If you try to set goals too high, you'll just end up getting sick. It seems like not getting sick during the program is hard enough.

 The TESOL Survivor Kit is not given to you on the first day you enter the program (like the Orientation packet that no one reads), it is something all the students have to build on their own during the program. It definitely may be different from the one that you are used to, but change may be good. So, starting making changes in yourself and in the program. Just remember that you're in charge.

The Spreading of English in Cambodia

Li Yong Hui

Cambodia, a well known under-developed country offers an intriguing case study for the international spread of English. As a result of the multiple transitions the country is currently undergoing, English has increased dramatically in status in the last decade, essentially displacing French as the international language of choice. The Cambodian case contributes to this situation in several ways, notably in affirming or challenging the multinational attachments of English, the communicative inequality that English use may create, the economic exploitation that may result from the establishment of English in developing countries, and the resistance to English that may emerge in settings into which the language is spreading.

In Cambodia, English is taught in middle school and high school as well as in university. Besides public schools, the presence of English institutes has increased rapidly because nowadays nearly all of the young generation considers English as a useful tool and necessary skill in order to communicate with foreigners and to find a good job. The programs used in English institutes are developed by both local and foreign educational organizations, as well as private enterprise. Among all of these English teaching support programs, the CamTESOL (Cambodia Teaching of English to Speakers of Other Languages) program recently became well-known and authenticated by devotees of English education. The first CamTESOL conference was held in March, 2005, and the second was in February, 2006. This year CamTESOL concluded its third annual conference. The theme was "Internationalizing ELT." Participants included English teachers and teacher trainees, English Language School administrators, sponsors and patrons interested in supporting English and international education, Ministry of Education representatives, NGO representatives, and foreign ELT experts

and researchers. The aims of the conference were to provide a forum for the exchange of ideas and dissemination of information on good practices within English Language Teaching; to strengthen and broaden the network of English Language teachers and all those involved in the English Language Teaching (ELT) sector in Cambodia; and to increase the links between the ELT community in Cambodia and the international ELT community. Compared with the previous year, conference registration totaled 891, (an increase of 169 participants). Of the total registrants, 676 were Cambodian. There were 168 provincial teachers at the conference, 149 of whom were government high school teachers. The conference had a total of 111 presentations including papers, workshops, demonstration lessons and poster sessions.

The U.S. Embassy also has a diverse range of programs to support English education in Cambodia. Programs include: working with Regional Teacher Training Centers, providing scholarships for high school students to study English, conducting English classes for journalists, providing experts to assist with curriculum design and faculty development at the university level. The U.S. Embassy, in collaboration with the Ministry of Youth, Education, and Sports recently concluded a special one-week English "training of trainers" course on June 25-29th, 2007 for a group of 24 English-teacher trainers from the six Regional Teacher Training Centers (RTTCs) in Cambodia. The participants were experienced teacher trainers responsible for preparing beginning English instructors to work in lower secondary schools. Workshop training modules included Active Listening, Extensive Reading, Pronunciation, Using Authentic Materials, and Critical Thinking. In addition to learning advanced English teaching methodology, the participants were encouraged to build a strong network of English trainers in Cambodia who, by working together, can strengthen the teaching of English in public schools.

English today is a universal language and it is the great unifier of peoples and countries. English in the modern world is much less a language than it is an essential tool. In Cambodia, teaching English is all about opening doors to participate in a larger world outside. In short, English

education is a critical skill to master if Cambodia's youth are to succeed in today's world.

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SMU TESOL MA Program Survey

Yoon Jung Kim & Min Kyung Kwon

TESOL 3rd semester

As a way to know more about the TESOL MA student body, we have surveyed the current 45 students in the program, requesting their personal information and opinions about the SMU TESOL MA Program. Starting with asking simple facts such as students' age and gender, we investigated how they perceive and evaluate the program as well as their special interests within the program. Furthermore, we examined what their aims and goals are for their professional future. It is interesting to know how we are different and, at the same time, what similarities we have. One thing we all would agree is that all the teachers and students in this program have one common mission which is, moving English education in Korea forward.

1. Who we are?

1.1 The MA Students' Age
It ranges from 20s to 40s as follows: more than half of the students are in their 30s.
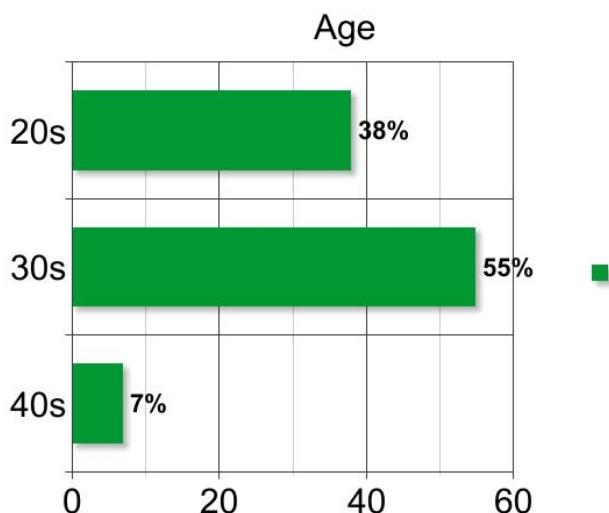
1.2 How many men and women are in this program?
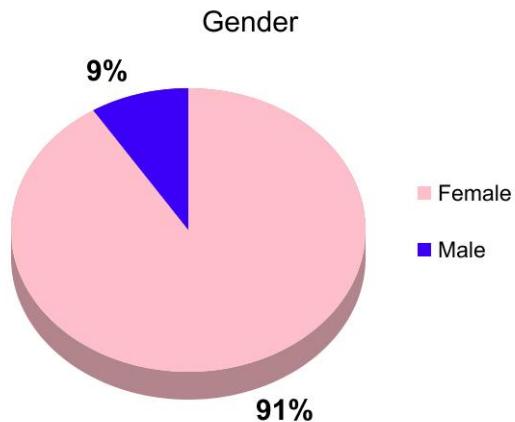
1.3 Single vs. Married:
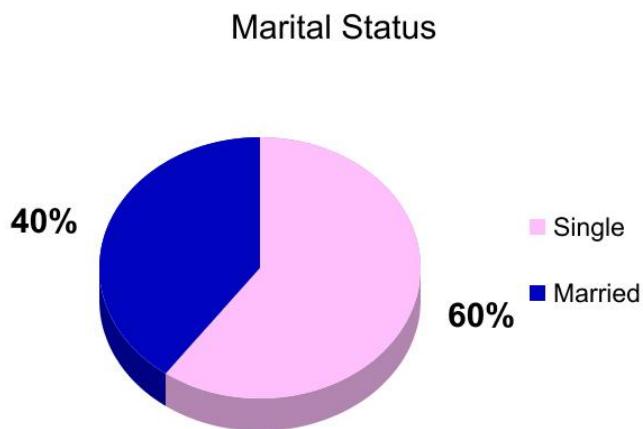
2. Linguistic background

The MA students' multilingualism, their educational background and their English language proficiency have been investigated. The results are visualized as below:

## 2.1 English language proficiency

Level of English
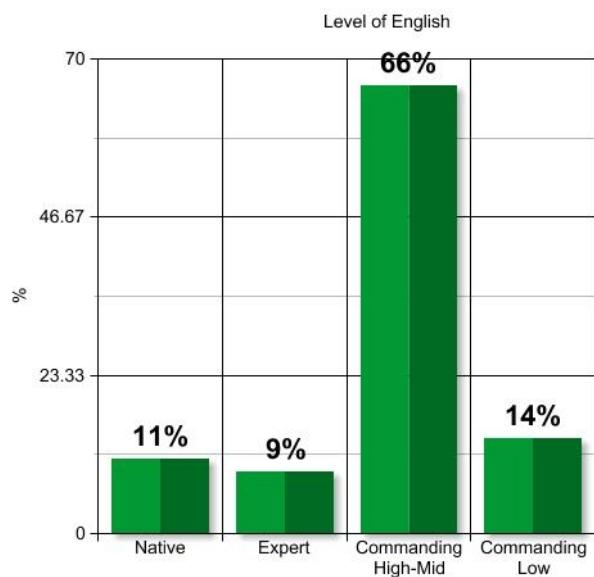
2.2 How many languages do you speak?

Linguistic background

2.3 Educational background

Educational background (Major in college)

36%

English

Other
language

Others

4%

60%
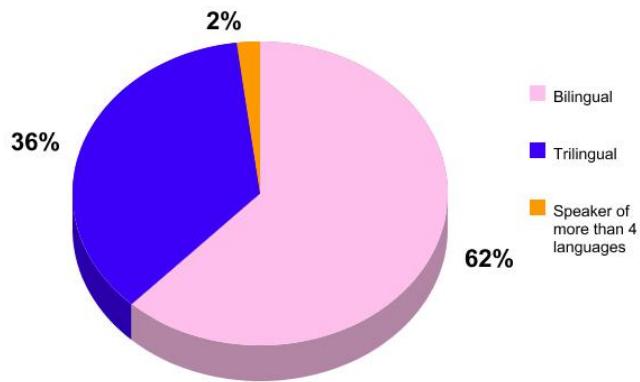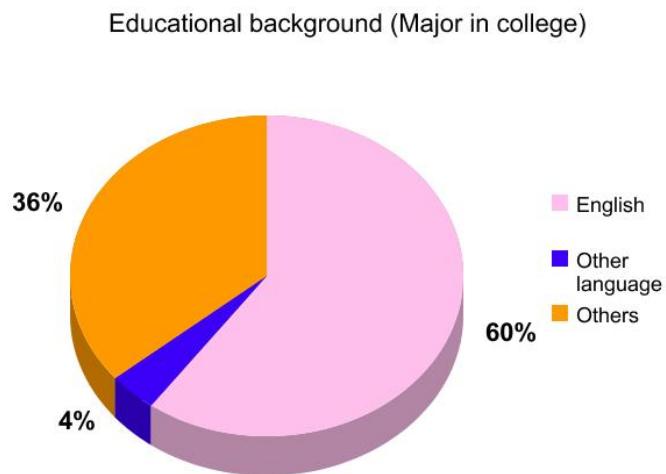
3. Career

It has been assumed that many of the students in this program are currently English teachers; however, since some of them are not, we surveyed in this regard to find out. Also, their teaching experience and intensity of job were investigated.

3.1 Occupation

Job

13%

9%

2%

31%

45%

English T in
Private sector

English T in
Public sector

Working for
Publishing Co.

Not working at
the moment

Others
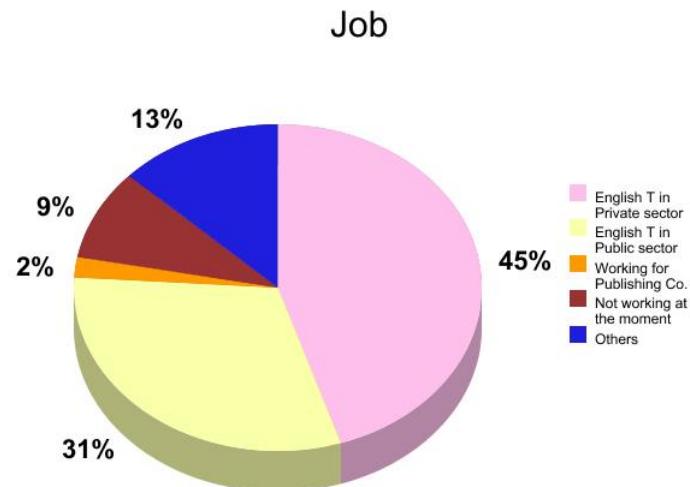
3.2 Full-time vs. Part-time:

Intensity of Job
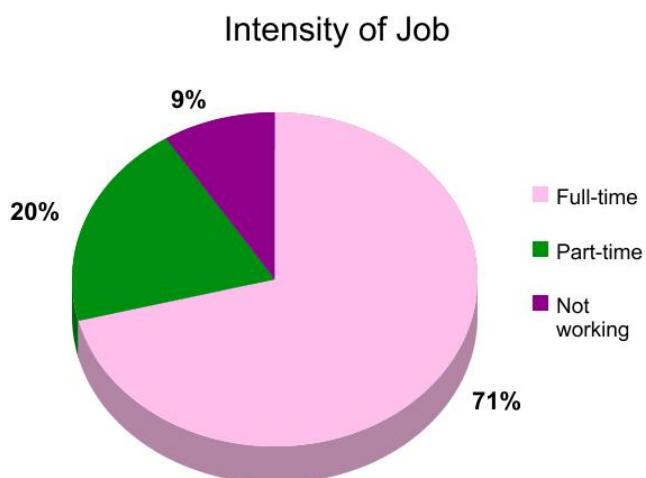
## 3.3 Teaching experience:

Teaching Experience
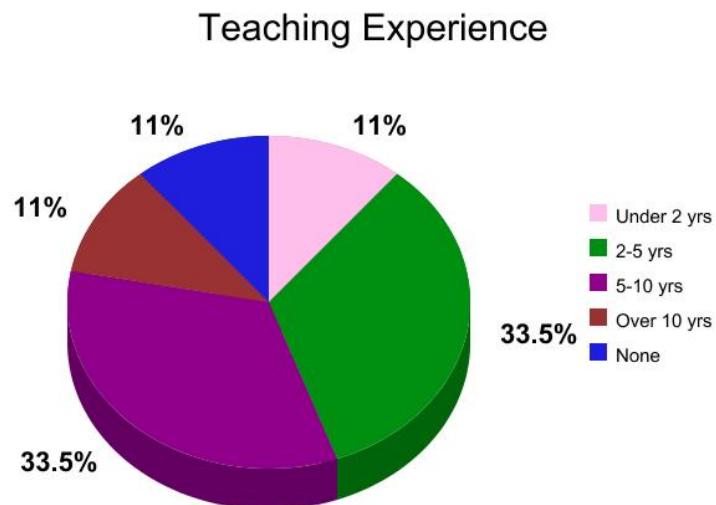
4. Who are you teaching?

The level of students who are currently taught by the MA students, and the level of students the MA students want to teach in the future were investigated.

4.1 Your current students are.

Level of your students
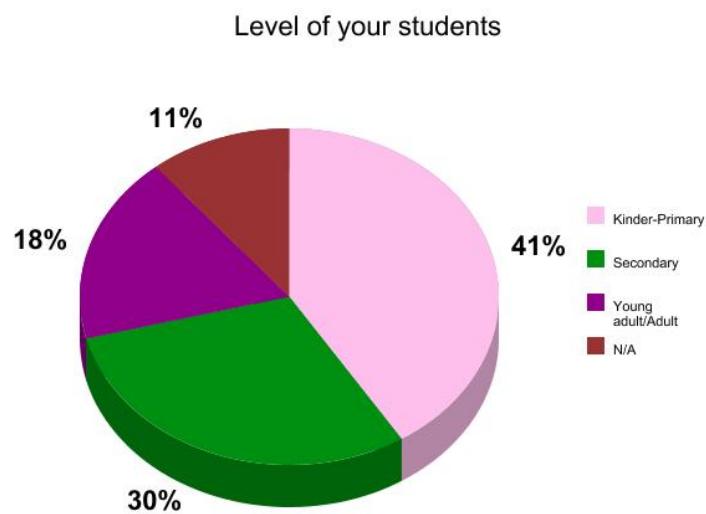
4.2 What level of students do you want to teach?
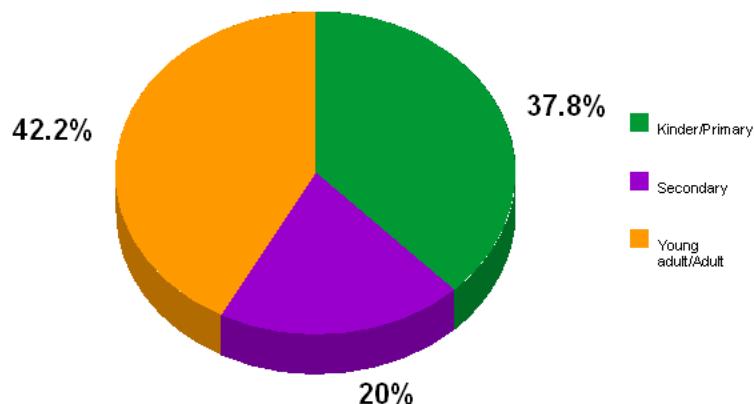

5. Students' Evaluation of program

The MA students' biggest motivation to choose SMU MA and their program interests were investigated. The results are visualized below:

5.1 Biggest motivation to choose SMU MA

Students' responses are ranked numerically according to importance. We took the first and second choices of students' responses into account. The MA students' biggest motivations to choose SMU MA were discovered to be: a. Good reputation (Excellence in quality of program), b. To get teaching qualification/MA degree, c. To get theoretical knowledge/practice in teaching, d. To improve your English, e. Benefits (tuition support and etc.), f. Others
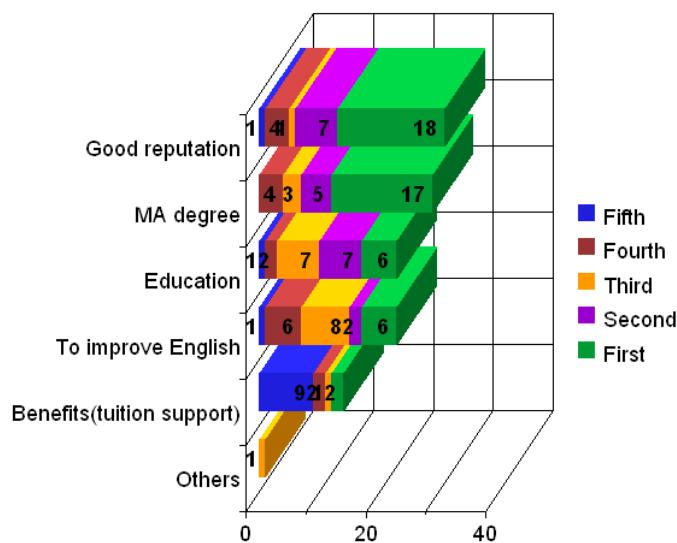

or
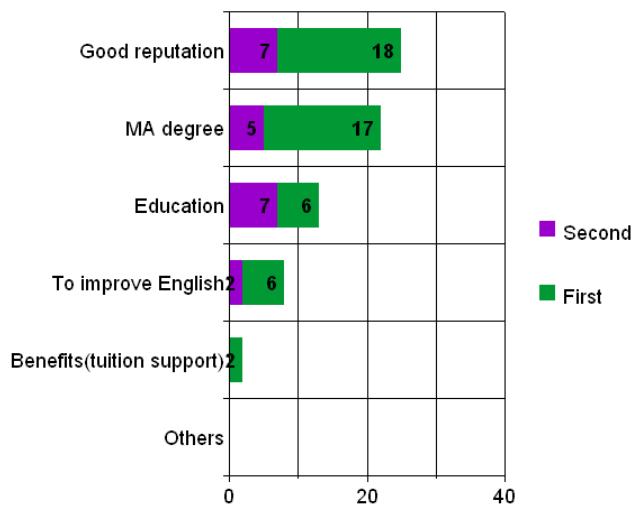
5.2 Program Interests

Students are more interested in having 'Theoretical knowledge' while being in this program rather than 'Practice of teaching (practicum)' and 'Improvement of your English skills (Reading, Writing & etc.)'. 3.5% of students answered that they are more interested in having 'experience' and 'broadening their perspectives'.
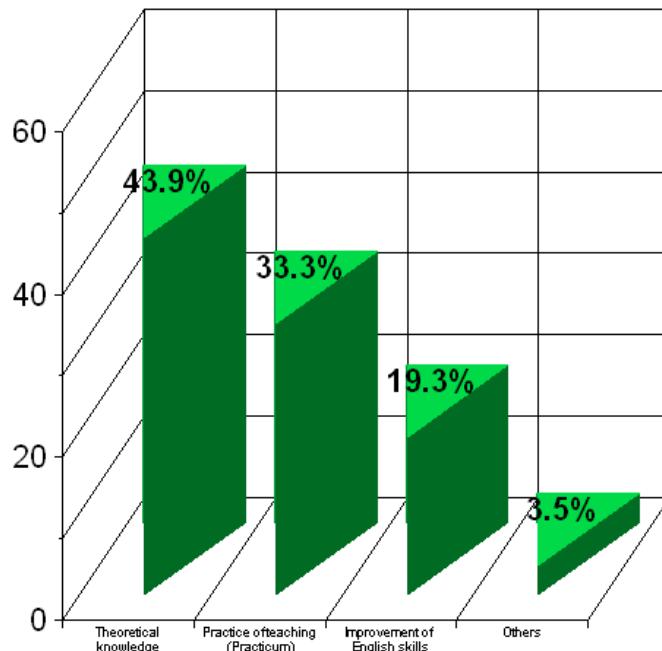
6. Future Plans

Students' aims and goals for their career future were investigated.
The results are displayed below:

6.1 After this program, which program are you interested in continuing with?
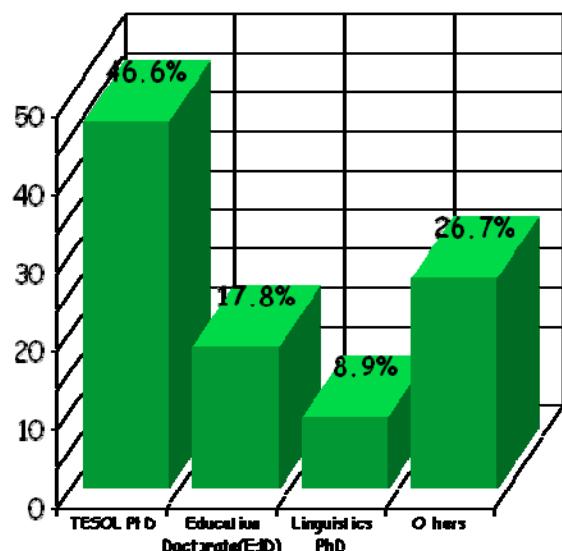
Others (Psychology PhD, Asian Studies PhD, Dance school, Working as a better English teacher, Not decided.)

6.2 What kind of job do you aim to have in the future?

It has been assumed that many of the students in this program want to be in a teaching position, such as professor, English teacher, and kindergarten teacher. Some of them want to work in an international setting, such as international schools, bilingual schools, and Teaching foreigners Korean culture & English. However, since some of them are not, we surveyed in this regard to find out what their professional goals are. 14.28% of students want to be involved in publishing as Contents developers and Test developers. 7.14% of students want to be involved in administrative positions as Program Coordinators, Curriculum Developers and Managers of Academy. We also learned of a few unique and interesting intentions, such as doing Educational missionary work in third world countries.
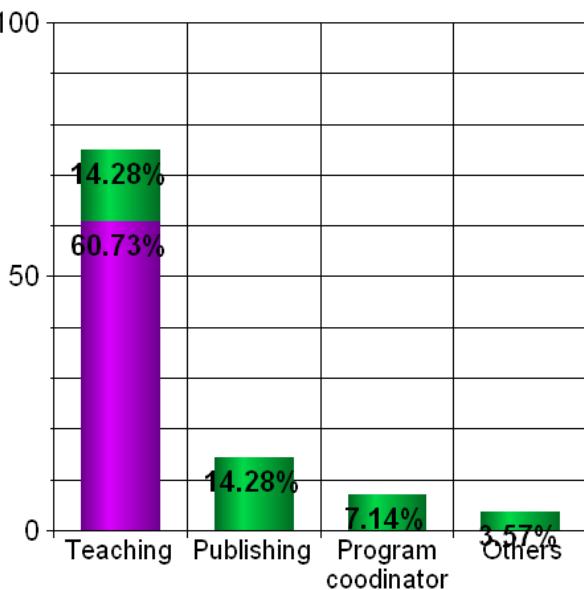
7. Conclusion

As a way to know more about the TESOL MA student body, we have surveyed the current 45 students in the program, requesting their personal information and opinions about the SMU TESOL MA Program. We investigated personal information, current career, how students perceive and evaluate the program, and their aims and goals for their professional future. It has been assumed that many of the students in this program are currently English teachers and still want to be involved in an education-related field. Some of students indicated that they were interested in a variety of other areas, including publishing and educational administration. However, we discovered a common passion for English education. We hope to share this passion to help each other in our various interest areas in a mutually rewarding shared future.

Visual Elements with EFL Listening Comprehension Tasks

Min A Seo

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This study endeavors to establish a connection between visual elements, memory processing, and the comprehension of music of second language learners who have different proficiency levels. A direct link has been established between the comprehension of music and a corresponding change in brain processing and proficiency level of second language learners. This phenomenon might have important implications in second language education if visual elements have different effects on the understanding of music, depending on the learners′ proficiency levels. An experiment was conducted to listen to three country music songs and compare the result of the comprehension tests of five groups of Korean university and graduate students in three different conditions; the first condition was without any visual elements and the second was with a supportive music video, and finally the last condition was with a distracting music video. After listening to each song, a comprehension test was administered to check the listeners′ understanding of the song. The results of these tests demonstrate measurable differences in the subjects′ performance with different proficiency levels. High level learners showed better performance when a supportive music video was shown; whereas mid and low level listeners showed better scores in distracting music video conditions.

Foreign Language Anxiety:

A Study of Korean EFL 6th to 9th Grade Students

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This study investigated the foreign language anxiety of Korean 6th to 9th graders learning English, and the relationship between their anxiety and background factors with particular focus on foreign language test anxiety. The participants of this study were 120 students who were studying English in the Foreign Language Center at a large university located approximately one hour from Seoul, Korea. A questionnaire consisting of a background questionnaire and the Foreign Language Classroom Anxiety Scale (FLCAS, Horwitz, 1983b) was translated into Korean and administered to the participants.

This study found that Korean EFL 6th to 9th grade students in this study had relatively lower FLCAS scores compared to other ESL and EFL students in previous studies. This finding indicates that Korean EFL 6th to 9th grade students are not extremely anxious in foreign language classrooms. The most significant reason for the lower anxiety level of foreign language could be the age factor. The participants in this study are 6th to 9th graders who are much younger than the participants in other studies, which means they most likely started studying English with native speakers when they were younger. Another reason could be positive interactions between teachers and students in this study.

In terms of foreign language test anxiety, the results indicated that the participants in this study did not suffer from a higher level of test anxiety in general. However, a few students admitted that they suffered from an extreme test anxiety level to the point of vomiting before important test

situations. In addition, among various situations that make students feel uncomfortable or nervous in their English class, some of the students felt most uncomfortable or nervous when they took tests. Therefore, even though the total score of FLCAS was lower and the indicators of psycho-physiological symptoms of test anxiety did not reflect the students' high level of test anxiety, this may demonstrate that some of the students seemed to experience anxiety related to foreign language tests, which can be a component of foreign language anxiety.

Multiple Intelligence Instruction
and Children's Engagement

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Possible associations between multiple intelligences and engagement were examined in this study. It also examined whether there were any differences between children's and their parents' perceptions of both intelligences and of engagement. An MI Survey, Activity Analysis, and Survey of Engagement were conducted with a randomized sample of 11 elementary school children and their parents. Three salient findings and thus themes emerged from the data: (1) parental perception may be related to children's engagement and disengagement; (2) MI English instruction could increase emotional engagement; (3) parents tend to have a more positive perception of MI English instruction than children. The contributing factors for engagement and disengagement can be summarized as fun/boredom; level of difficulty; win/lose the games; rapport either between friends or between a student and a teacher. Further research to explore and tease apart the research constructs, is still necessary.

Vocabulary Learning through Sentence Writing

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The purpose of this study is to examine whether sentence creation is more effective for the recalling of Korean translation equivalents of English words than repeatedly writing down the English orthographies and translation equivalents of new words. In the EFL context, learners have difficulty in learning vocabulary incidentally due to lack of exposure to new vocabulary. For this study, an experiment was devised based on three research questions, 1) Is sentence creation more effective than rote memorization for the recalling of the translation equivalents of new words in the short term?, 2) Is sentence creation more effective than rote memorization for the recalling of the translation equivalents of new words in the long term?, and 3) Is sentence creation more effective than rote memorization for sentence-level translation? The subjects were divided into two groups who took part in different kinds of vocabulary memorizing activities. Those in the control group memorized the translation equivalents of words by a rote memorization method, writing down the English orthographies of the words and their translation equivalents. Those in the experimental group memorized the translation equivalents of words by a productive method, writing sentences with given words. The results showed that sentence creation was more effective for the long-term retention of word translation equivalents than rote memorization.

Influence of English in the Korean Linguistic Landscape

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This research examines the Korean linguistic landscape situation by analyzing the language use in shop signs of the urban public space. With globalization and modernization in hand, there is a huge impact of foreign language on the local language and people. Especially the influence of English is immense, not only on the general usage (e.g., loanwords) but also on the local linguistic environment as a result of multilingualism and language contact.

A total of 1205 shop signs in the six high-volume areas[1] of metropolitan Seoul were documented and analyzed, specifically of their graphic representations. They were divided into different major (e.g., monolingual, bilingual, multilingual) and sub-categories (e.g., English/Roman script, other language/Roman script, Roman/Hangul script, Hangul script. etc.) depending on the language contact and use.

The findings suggest that English holds a special symbolic role in the linguistic landscape as well as having some communicative functions. English and Roman scripts are used in signs to symbolize positive affective notions (e.g., globalization, modernity, Westernization…etc.) related with the language and culture as to effectively appeal to the local community. Moreover, English and Roman scripts are generally used to assist the linguistic communication of local Koreans, rather than to be resourceful to the international community. It can be argued that English has a salient

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[1] It refers to places that are busy, active, and popular city areas that are usually crowed with passersby.

status in the Korean linguistic landscape that may be more effectively and strategically used than Korean alone, and that this kind of usage is based on the societal norms of the modern Korean society.

An Extensive Reading Program
in a Korean Middle School

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This study aims to help students who have less experience of Extensive Reading less obtain positive attitudes towards reading English books in association with keeping reading logs or reading journals as well as improve reading comprehension skills through an extensive reading program based on Bamford and Day (2002).

The study answers three questions in order to achieve the goal. First, does Extensive Reading have a positive effect on middle school students´ literacy skills in English? Second, does keeping a reading journal along with Extensive Reading have a more positive effect than Extensive Reading without a reading journal on comprehension? Third, do accompanying activities such as teacher´s reading out-loud, vocabulary games and giving candies or stickers motivate students to read extensively?

The experiment was conducted with 60 students in the second year in Hae-yang Middle School located in An-san, Gyeonggi province for fifteen weeks from March 2 to June 30, 2007. The subjects were divided into two groups to make a Control group and an Experimental group. Both group subjects used Extensive Reading in association with reading logs, stickers and rewards, while only the Experimental group did reading journals, teacher´s reading out-loud, and reading activities.

The results of the experiment satisfied the three hypotheses. This shows Extensive Reading itself had a positive effect, keeping reading journals with Extensive Reading was more effective than just doing Extensive Reading itself on reading comprehension, and accompanying activities and rewards motivated students to keep doing Extensive Reading. Additionally, the post-questionnaire confirmed that many participants experienced the pleasure of reading as well as improved reading abilities.