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Literature Review

about English Reading Assessment

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Reading assessment occupies a major part of English ability evaluation in Korean traditional schools. Periodic assessments such as midterm- and final exams mainly consist of test items that measure reading skills rather than the other three skills – speaking, listening, and writing. It is natural that Korean English teachers are concerned about reading assessment. The common theme of the three articles I have read is the alternative ways of reading assessment, which are different from the existing traditional ways of testing. The literature review gave me insights into both how to help students to read creatively, as well as how to implement new ways of evaluating their reading skills.

1. Introduction

Because reading is a main part of my teaching and evaluation, learning more about it has become a personal and professional interest of mine. Reading is the most focused upon part out of the four skills – reading, writing, listening, and speaking – in the Korean public education system. The textbook is comprised mainly of reading comprehension exercises, and it follows naturally that a teacher evaluates students' reading skills during assessments. The test formats are usually multiple choice item for the simple reasons of practicality and reliability. Such a format requires students to select true information out of the given texts. The abilities being asssessed are too

simple.

If I incorporate the assessment of the reading strategies into my English classes and use the assessment as instructional activities, the learners are able to meaningfully practice using the reading strategies. Many students who I have taught do not and cannot read effectively and efficiently. They refer to the dictionaries to find the meanings of the words they do not know, take notes of the teacher's explanation and translation. Sometimes, I see my students refer to books containing simple translations of the school textbook. It doesn't seem that they have made efforts to learn and practice reading strategies.

The common topic of the articles is to measure students' reading processes including various reading strategies. A list of reading strategies is also introduced in the two textbooks, and the methods to evaluate test-takers' use of reading strategies are specified in O'Malley & Pierce's *Authentic assessment for English language learners.* Journal articles have also given broader insights into how to evaluate these reading strategies.

2. Literature Review

2.1. Review 1; Cha, K. A. (1997). Reading comprehension assessment: focus on reader process.

The reason why I chose this article is that I wondered about what reader process specifically means and how reading comprehension assessment can measure it. Multiple choice formats and true/false questions are what first come to my mind when I hear "comprehension assessment." Multiple choice is the most frequently used test item type, despite their lack of authenticity and the tendency of test-takers to guess the correct answer. Personally, I have used true or false type questions for reading comprehension assessment, in order to ensure reliability and practicality. Both question types focus on the product rather than the process. This article provided alternative assessment strategies.

A new test format called a "syntactic map" or an "information organization flow chart" can measure readers' cognitive processing. The

new format overcomes the shortcomings of traditional test formats that mainly gauge linguistic processes. A major criticism of standardized tests is that reading comprehension assessment is strongly biased toward discrete-point language items in order to evaluate formal accuracy in decontextualized situations. The existant formats fail to reflect the actual processing skills students use to solve problems. The new item types, however, can stimulate and measure test-takers' higher-order cognitive skills. In these new test items, test-takers are required to fill in the blanks. In order to complete the syntactic map or the flow chart, students must combine textual information with their own previous knowledge and critically organize or evaluate the information in the passage.

Cha (1997) highlighted the negative features of cloze tests while Brown (2004) focused on their positive aspects. Cha (1997) pointed out that only a relatively small amount of language is processed each time to fill in a blank. Test-takers just need the immediate environment or local information to predict the linguistic items. What is mainly triggered is the bottom-up process of reading comprehension or lower-order language skills. Whereas, Brown (2004) said that cloze tests get test-takers to use linguistic expectancies, content schemata, and some strategic competence. He recognized the cloze test is an appropriate gauge of reading ability as well as an integrative measure of both reading ability and other language abilities.

I think whether or not a cloze test successfully measures students' macro and micro skills of language depends on how a test maker or administer plans and designs the test. Not all gaps in the cloze test can measure high-order processing skills. It should, however be avoided that every gap only measure micro skills. It is essential that a teacher includes as many gaps which encourage students to identify not only the local details, but also the discourse context, as possible. Making a high quality test is not simple. It takes planning, time, effort and careful consideration.

O'Malley & Pierce (1996) also suggested a similar test format and supported the benefits of the alternative assessment. The T-List is similar to a "syntactic map" or an "information organization flow chart" in that it can

evaluate test-takers' deep thinking processes as well as their abilities to organize or arrange the given discourse information. By taking these alternative reading comprehension assessments, test-takers can integrate the information in the text itself with what they currently have in their minds. The common benefit of alternative assessment formats is that they combine evaluation itself and learning opportunities. Malley and Pierce said peer discussions based upon students' responses to reading can help students to gain access to each other's thought processes and teach one another effective reading strategies. Cha (1997) said that the practice of filling in the flowchart can stimulate an active student discussion as a post-reading activity in the classroom. All the writers argued that the responses to the reading comprehension assessment can be incorporated into collaborative and communicative classroom activities.

These discussions could function as feedback for students because learners can reflect upon which strategies they either mastered or failed to handle and compare their own processing strategies with their peers' thinking skills. During discussion sessions, students explain how they got the answers. This helps them to examine their own cognitive processes. While hearing such information, from their peers, students can compare it with their own thinking strategies, become aware of more effective thought processes, and even apply them personally in future tasks. Merely comparing answers with group members or a partner doesn't provide any opportunity for learning reading strategies. Comparing and finding the differences among each other's cognitive processes is, itself, an instructional activity.

2.2. Review 2; Lee, K. R. & Oxford, R. (2007) Triangulating think-alouds and questionnaires in reading strategy assessment.

Think-aloud protocols and questionnaires are used to assess test-takers' use of reading strategies. These two methods involve self-reporting of the test-takers' internal cognitive processing. The difference is as follows: verbal protocols known as think-aloud protocols usually happen concurrently *while* reading a text; questionnaires evoke written retrospective verbalization because participants self-report what they thought and did *after* reading a text.

The strategies from think-alouds are overlapped with the strategies in Reading Strategy Inventory for Language Learning (SILL). Therefore, both instruments did not contradict nor did they show totally different findings. Instead, it turned out that the questionnaires and think-aloud protocols are mutually complementary rather than conflicting. The participants' reading comprehension scores were also not influenced by the ordering. However, after a certain task, test-takers can reflect on their strategy use more accurately than without or before a task. If used properly, both assessment formats are effective to measure students' reading strategies complementarily.

Both O'Malley & Pierce (1996) and Lee and Oxford (2007) suggested the advantages of the think-aloud technique. Think-alouds are interactive and focus on active construction of meaning. A traditional method of reading assessment like multiple choice, is a one-way assessment. A teacher or a tester gives reading comprehension questions and students or test-takers simply answer them. The reasons or rationale behind the answers are not usually uncovered. In other words, the end result is the focus, rather than students' cognitive processes. Think alouds, however, allow a teacher to ask for more information about the assessment results, for example, by asking the test-takers to explain why they used certain reading strategies. Lee and Oxford (2007) found that the think-aloud instrument helped to discover not only effective reading strategies such as skipping and communicating with the text but also ineffective behaviors such as being inflexible. In EFL settings, the participants have fewer chances to contact various meanings of the same word, so they tend to memorize and translate the word according to the first meaning presented in their dictionary or as they had first memorized it. As a result, some students could mistranslate the given text. According to the study, though the students were aware that their original translations were awkward, they did not try alternatives. This phenomenon reveals that they are not flexible in guessing the right meaning. Applying previous knowledge in ALL cases can be ineffective. Sometimes, it can be more helpful for effective reading to guess the meaning by considering the context or the surrounding sentences.

The benefits of the think-aloud have been studied by many researchers. Ericsson & Simon (1993) said that think-aloud protocols have been widely used because learners can report what is in their working memory. Questionnaires, on the other hand, require the learners to rely on the information stored in their long-term memory to answer questionnaires (Pressley & Afflerbach, 1995). It is easier to talk about what a person is doing now than to recall what he/she did in the past. The teenagers, who I have taught, in particular, would prefer to simply verbally describe what they are doing to selecting items from a long list of possible strategies. I think think-aloud protocols are less time-consuming and less effort-demanding than questionnaires for my students. In addition, the think-aloud method can help shed light upon the in-depth information of a given participants (Anderson, 1991). In the think-aloud technique, a teacher or a researcher can ask more specific questions to reveal why a student has used a certain strategy: "What made you think so?", "Why did you stop there?", "Can you talk a little bit more about what you explained just now?", etc.

Lee and Oxford (2007) mentioned that the think aloud method has some drawbacks while O'Malley & Pierce (1996) and Brown (2004) did not. Producing verbal protocols while doing a reading task may be too great of a burden to some students. They may not easily find appropriate words to express what they are doing. Talking about the cognitive and meta-cognitive processes is not that simple, and it demands some training or practice. Some students can't verbally express what they are doing unconsciously. It is possible that some learners regard verbal self-reports as disturbing and unnatural.

The fact that questionnaires and think-alouds are complementary gave me a useful tip for teaching reading strategies. Test-takers' strategies might not be discovered when using only one of the two techniques. If a teacher uses both techniques, the teacher can get more reliable and comprehensive results. By conducting think-alouds, the teacher can specifically see how the test-takers ineffectively mishandle the strategies. When a teacher uses only questionnaires, the teacher cannot observe students' actual use of the strategies. The questionnaires focuses on *what* while the

think-aloud helps a teacher to observe *how*. Therefore, the observations from the think-aloud can be used as the foundation of the teacher's feedback. By referring to the observations, the teacher can praise strengths and give meaningful advice on how a students' can more efficiently use reading strategies.

2.3. Review 3; Phakiti, A. (2008). Construct validation of Bachman and Palmer's (1996) strategic competence mode lover time in EFL reading tests. Strategic competence is a familiar and famous term to most English teachers including me, and it is known to be important for successful communication. Phakiti (2008) said strategic competence is the general ability that enables an individual to use available resources by regulating online cognitive processes in accomplishing a communicative goal. Savigon (1983) defined strategic competence as the strategy that one uses to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction, and inattention. An English teacher should guide English learners to study what the various types of strategic competence are and provide enough opportunities to practice all forms of strategic competence. As a result, the students can meet communicative goals – figuring out the hidden meanings in a reading passage when communicating with the author of the given passage.

Phakiti (2008) suggested the constructs of strategic competence. Strategies are categorized into two kinds: cognitive and metacognitive. Both cognitive and metacognitive strategies have the same two psychological attributes of trait and state. A trait is relatively stable across various situations; whereas a state is transitory, fluctuating, and unstable within a given context. The sentences in the trait reading strategy questionnaire have simple present tense (simple present tense represents usual habits of reading), while those in the state reading strategy questionnaire have past tense (the use of the reading strategies can change according to contextual variables). In summary, reading strategies can be divided into four kinds: trait metacognitive strategies, state metacognitive strategies, trait cognitive

strategies, and state cognitive strategies.

Metacognitive strategies are unconscious processes that regulate cognitive strategies and other processing. Metacognition has dual components: knowledge about cognition and regulation of cognition. Knowledge about cognition is relatively stable and is stored in long-term memory, whereas regulation of cognition (i.e.: comprehension-checking and evaluating performance), is rather unstable due to the nature of the specific tasks and contexts at hand, and occurs within working memory. Hence, knowledge about cognition represents trait metacognition, whereas regulation of cognition represents state metacognition. In an L2 learning situation, general perceived strategy use free of context is trait-like knowledge of cognition, whereas actual perceived strategy use in a specific context is state-like regulation of cognition. Trait cognitive and metacognitive strategy use is a general tendency of an individual to use cognitive and metacognitive strategies over a variety of contexts. On the other hand, state cognitive and metacognitive strategy use is a specific intensity of cognitive and metacognitive strategy use in an actual language use situation.

Metacognitive strategies are composed of planning (for future actions and goal attainment, such as goal-setting, overseeing tasks, planning actions beforehand), monitoring (for checking ongoing comprehension or performance, such as noticing comprehension failure or errors, double-checking comprehension), and evaluating (for evaluation of past and current actions or performance, such as assessing accuracy) strategies. Cognitive strategies are actual conscious behaviors that individuals use to process language. The cognitive strategies consist of comprehending (for understanding, such as identifying main ideas, author's attitudes, translation, predicting, inferencing), memory (for storing information in memory, such as rereading or repeating, note taking or underlining, paraphrasing), and retrieval (for recalling information, such as using prior knowledge/experience, applying grammatical rules/knowledge) strategies.

The present study examined the relationship of Thai university test-takers' trait strategies and the actual use of strategies, that is, state strategies to second language reading test performance. According to the

research results, it was found that trait metacognitive strategy use (MSU) directly affects trait cognitive strategy use (CSU) and state MSU in a specific context, which directly influences state CSU, and that state CSU directly affects specific language test performance to varying degrees. Strategic behaviors do not necessarily lead to language success. Optimal strategic behaviors differ under different conditions. This finding is different with what Bachman (1999) explained by saying "strategic processing may contribute to a language test performance more than others." The variables were: communicative language ability, language competence, test-method skills, task difficulty, demands and constraints, test-taker characteristics, test-takers' working memory capacity, levels of accurate automaticity in language processing, motivation to use the language, whether the strategy coordinates well with the learners' learning style, etc.

Phakiti (2008) only referred to questionnaires as a reading strategies usage assessment method. O'Malley & Pierce (1996), however, explored various different methods of measuring students' use of reading strategies. Phakiti (2008) said that an evaluator can assess test-takers' trait strategy usage by administering a questionnaire *before* the given reading exam. The usage of state strategies can then be assessed via another questionnaire *after* the exam. Trait strategies are stable across occasions, so they can be assessed without doing a specific task. The "pre-test" phase is a situation where test-takers don't do a specific task. After the reading assessment, the test-takers can reflect on their real use of state strategies. The proper timing of each kind of the questionnaire is different. O'Malley & Pierce (1996) presented many kinds of methods, including: like think-alouds, probes, interviews, and reading strategies checklists or rating scales. Probes and individual interviews allow a teacher to discuss students' reading attitudes and obtain information on reading strategies by asking several questions. Interviews provide more information than written surveys with EFL students, who may respond to a questionnaire with only a few words or by simply placing a checkmark beside their chosen response. Reading strategies checklists or rating scales are lists of behaviors which can be

scored with a yes/no rating. Both trait and state reading strategy questionnaires, which Phakiti (2008) suggested; and reading strategies checklists or rating scales, which O'Malley & Pierce (1996) mentioned, have a common limitation: they provide the teacher with a surface-level observation. In contrast, interviews and probes, which enable a teacher to do in-depth investigations of learners' reading strategies.

Lists of the various reading strategies are suggested by O'Malley & Pierce (1996), Brown (2004), and Phakiti (2008). O'Malley & Pierce (1996) as well as Brown (2004) focused mainly upon cognitive strategies, and the number of examples is not large. Phakiti (2008), however, analyzed a wider variety of reading strategies and provided many examples of both metacognitive and cognitive strategies. The notion that strategy use can vary according to context was new to me. Therefore, the concept of state strategies was the essence of my learning through this literature review. The sample language which indicates the use of metacognitive strategies is as follows: "I consider steps needed to complete reading", "I am aware of time limitations and constraints", "I know when I lose concentration while reading,", "I know what to do if my plans do not work efficiently", "I know when I should read more quickly or carefully", "I notice when and where I am confused in the text", "I know then I feel worried, tensed or unmotivated while reading", etc.

It is now evident to me that good use of trait metacognitive strategies influences reading performance. A student's possession of stable metacognitive strategies is a crucial factor that decides whether he/she does well on a reading test. Therefore, a teacher should guide students in practicing how to set realistic reading goals, encourage students to note their own comprehension failure and to check ongoing comprehension, help the learners to practice self-questioning, and so on. Metacognitive strategies can be obtained through constant reading experiences. Metacognition means knowing about and even controlling one's cognition. In order to regulate cognition, one needs to practice actual use of cognition many times. In English classes, a teacher can help students to apply given strategies in their appropriate circumstances.

3. Conclusion

The above studies and research papers attempted to delineate exactly what the various reading strategies are, in addition to suggesting alternative ways to assess students' use of them. Appropriate   reading strategy usage can help English learners read more efficiently and effectively. Teaching and assessing reading strategies is rarely seen in the current Korean public education system. It takes time and effort to implement the aforementioned. However, it is possible for educators to include reading strategy assessment as a subcategory of general performance assessment. At my school, performance assessment has only focused upon the two language skills of speaking and writing. Conducting this literature review has helped me to expand my concept of what constitutes reading strategies and to acquire several useful techniques of evaluating them.

Reading strategies are important in reading successfully, but they are not the sole factor in determining one's level of reading performance. Teaching about the reading strategies and helping students to practice them doesn't always guarantee successful on language tests. Language performance is not always directly or   significantly related to appropriate strategy usage. The use of reading strategies is dynamic, situational and contextual. A wide variety of personal factors naturally affect reading strategy use. It is a teacher's job to discover which factor(s) may influence their students' reading performance. In other words, a teacher should investigate typical personal and situational variables, which might either inhibit or enhance the use of particular strategies, as in integral part of language performance assessment.

Both think-alouds and questionnaires are effective in evaluating students' reading strategies in a complimentary fashion. They do not contradict, but rather, support each other in providing a more complete picture of students' cognitive processes. The strategies uncovered via a think-aloud instrument are consistent with the strategies revealed in the Reading Strategy Inventory for Language Learning (SILL). This questionnaire helps

to identify those strategies that might not have been found by means of a think-aloud protocol. Likewise, think-aloud protocols elucidate not only effectively-used strategies, but ineffective behaviors as well. The think-aloud technique and questionnaires each have their own benefits and drawbacks. Hence, judicious use of the each particular type of assessment, according to the type and depth of information sought, can assist educators in properly measuring both students' reading strategies usage and the factors hindering effective reading performance.

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Code-Switching and Identity

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This report contains general explanation about code-switching and introduces the ideas of many scholars about code-switching and related facts. Particularly, the relation between code-switching and social identity factors (such as race, ethnicity, economic classes, etc.) in various social contexts are focused on. Suggestions for applications and usages of code-switching in English classrooms are shown in the last.

1. Introduction

With linguistic globalization as a growing trend in the modern world, most of the world's speech communities are multilingual, which makes contact between languages an important force in the everyday lives of most people. As people move from one country or region to another, there is contact with various speech communities in a natural setting, which brings about multilingualism. In a multilingual society, each language uniquely fulfills certain roles and represents distinct identities, and all of them complement one another to serve "the complex communicative demands of a pluralistic society" (Sridhar, 1996, p.53). For example, in the United States, English functions as the medium of education, administration, legal system, the nation's press and media outlets, and communicative demands, speakers who live in a community and household where two or more languages coexist frequently switch from one language to another, either between or within utterances. This phenomenon, known as Code-switching, has recently attracted a great deal of research attention. We can find interesting research

of code-switching with bilingual from Adendorff, R., Peter Auer, Myers-Scotton, etc.

2. Definition

2.1 The Definition of Code-Switching

The term Code-Switching has been defined in various ways in the literature. A recent definition relevant to the approach to be adopted here is "the use of two languages in the same clause" (Myers-Scotton, 2002, P.3). Code-Switching is the process whereby bilingual or bidialectal speakers switch back and forth between one language or dialect and another within the same conversation. Bilinguals, who can speak at least two languages, have the ability to use elements of both languages when conversing with another bilingual. Code-Switching is the syntactically and phonologically appropriate use of multiple varieties. This linguistic behavior is very common in multilingual situations. Sociolinguistic research in this area has concentrated on trying to establish what factors in the social and linguistic context influence switching: it may be that one language is typically associated with one set of domains, and the other language with another. Research has also focused on what are the grammatical rules for where switching can and cannot take place, and the extent to which it is possible to distinguish between Code-Switching and borrowing. (Trudgill, 1992)

Here is an example of CS from a case study of Korean-English bilingual. (Chung, 2006) This is a part from a conversation of a family who are Korean-English bilingual.

Daughter: *Umma* (Mommy), please tell him [her brother] not to go into my room! I hate him! *Midum*, how many times have I told you not to come into my room? You ruin everything! I really hate you, you, dudu [meaning "an idiot." The term his sister usually uses whenever she teases or insults him]!

Father:	*Musun na:l burut0si gurae*! (You should not call your brother names like that!) *No-ga jal* keep *haeyaji.* (You should keep it in a safe place.)
Daughter:	Yes, I did. *Nae-ga* drawer-*ae jal dwo suyo*. (I put it safely away in my drawer.)
Father:	*Midum*, say sorry to *Nuna* (Sister).
Son:	*Nuna* (Sister), sorry, I'll give you my Spiderman sticker.
Daughter:	I don't care. I hate you, you, stupid!!! *Mani, mani* (very, very much)

2.2 Code-Switching vs. Borrowing

One of the most carefully researched areas in the field of languages in contact concerns the status of foreign lexical elements that appear in the everyday discourse of bilinguals. Research into borrowings began as part of the larger study of CS, in which the grammatical conditioning of switches – both single lexical items and longer strings – have been the focus of attention.

Many researchers like Poplack, Myers-Scotton, Muysken, etc. would draw a distinction between Code-Switching and borrowing, that is between the use of words in a way that involves switching from one language to another and the use of borrowed words which originally came from the other language but can now be considered part of the recipient language. The reason for drawing a distinction between switching and borrowing is that borrowed words (or loans) are more likely than switches to be fully integrated into the recipient language, and some researchers wish to leave open the possibility that borrowings may be used by speakers in a different way from switches. The problem is that it is tricky to draw a distinction between switches and borrowings in all cases, especially since integration turns out not to be a foolproof criterion (Poplack, 2000, p.221-223). Some researchers solve the problem by defining many or most single words from another language as borrowings and thus excluding them from the scope of their Code-Switching theory. For Myers-Scotton, the distinction

between borrowing and switches for single words is of no great theoretical consequence, although she points out that borrowings will be more predictable or frequent than switches, and that "if a borrowing has a dictionary entry, its status is undisputed" (Myers-Scotton, 2002, P41.). This "dictionary" criterion is a practical version of the more theoretical criterion of "listedness" defined by Muysken (2000, p.71) as "the degree to which a particular element or structure is part of a memorized list". Borrowings are assumed to be listed in the vocabulary of monolingual speakers of the recipient language, whereas switches are not.

3. The Studies of Code-Switching

With the recognition of the importance of Code-Switching(CS) in the study of language contact, the studies on Code-Switching have generally been analyzed in terms of (a) the linguistic constraints that determine the form taken by Code-Switching (Romaine, 1995; Sanchez, 1983) and Code-Switching's structural patterns (Muysken, 2000), and (b) the sociolinguistic functions, which determine when, with whom, and why Code-Switching takes place(Adendorff, 1996; Grosjean, 1982; Myers-Scotton, 1995; Tay 1989). These studies address not only grammaticality of sentences but also their usage, or acceptability, with reference to the functions of language; thus, the contexts in which either language is employed provide explanations of Code-Switching.

3.1 Code-Switching is a choice in a social context

Sociolinguistic analysis of language choice in the interactional contexts rests upon Fishman's notion of "who uses what language with whom and for what purposes" (as cited in Sridhar, 1996, p. 51). Fishman provides a framework with which to analyze the linguistic choices available to multilingual speakers and their reasons for choosing one code from among the several that are available to them. Myers-Scotton (1995) extends the framework with a study of what bilingual speakers gain by conducting a conversation in two

languages, that is, through CS. Her examination focuses on CS as a type of skilled performance with communicative intent and not a compensating strategy used by deficient bilinguals. While providing a general theoretical treatment of the socio-psychological motivations for CS in urban African settings, largely dealing with CS between Swahili and English in Nairobi, Kenya, Myers-Scotton explains CS in terms of her "markedness" model of language choice.

According to her, members of a multilingual speech community are aware of the range of codes that would be appropriate for a particular type of conventionalized exchange, and they assign meanings to choices based on such expectations. Thus, while the unmarked choice in any context is the normatively expected one, speakers who make marked (i.e., unexpected or unusual) choices in specific contexts are responsible for the implications triggered by these choices. Any deviation from the neutral or unmarked choice conveys symbolic social messages entailing the speaker's marked communicative intention.

For example, as Grosjean (1982) notes, choosing a particular language or opting to mix languages in a particular social context can signal group solidarity, or ethnic identity markers. Making marked or unexpected choices implicitly conveys the speaker's social identity or dynamics of interaction during conversation. Myers-Scotton's and Grosjean's interpretations of code choices indicate that choosing one variety over another has relevance to the intentional nature to a message.

3.2 Code-Switching as a discourse strategy

Code choices are not just choices of content, but are "discourse strategies" (Myers-Scotton, p. 57), by which the speaker becomes a creative actor. Linguistic code choices are used for "accomplishing" the speaker's communicative intention more than for simply conveying referential meaning. Tay (1989), Myers-Scotton (1995), and Adendorff (1996) examined the various strategies used by switchers and how the impact of speech is increased by the switching behavior. CS is viewed as a linguistic advantage

of communicating solidarity or affiliation with a particular social group.

3.2.1 Code-Switching is a communicative device

According to Tay, despite differences in the formal characteristics of the languages involved in CS, common communicative strategies have evolved in multilingual communities, an example of which is a dynamic, multilingual country, Singapore. Tay indicates the "unconscious" nature of CS behavior, which means that typical code switchers are usually not aware of why they switch codes at certain points in discourse. Furthermore, she suggests that rather than try to delineate linguistic forms of CS, the researchers should study communicative aspects of CS further. Hence, she approaches CS in terms of a communicative device and lists some categories for describing the total communicative effect created by CS.

Tay's study demonstrates that CS as a communicative strategy establishes "group identity and solidarity" and "rapport" (p. 413) in multilingual discourse.

3.2.2. Code-Switching is a meta-message

Adendorff (1996) describes the spontaneous or subconscious nature of CS by giving examples of interaction occurring spontaneously between guests in a TV studio and additional examples of CS behavior between people in a marketplace setting, where interaction takes place spontaneously as well. In examining CS between English and Zulu in a classroom setting in South Africa, through interaction between high school teachers and students, he identifies the range of discourse purposes served by switching. In this view, CS is "a communicative resource" (Adendorff, 1996, p. 389) that enables teachers and students to accomplish a considerable number and wide range of social and educational objectives.

Emphasizing that CS is "a form of sociolinguistic contextualizing behavior" (p. 400), Adendorff defines contextualization cues as a basis from which to infer intended meanings. According to him, contextualization cues as a "meta-message" (p. 389) are marked choices to give additional meaning

to what is said and done in a conversation; therefore, choice entails intended meaning. By choosing one code of phonetic, lexical, syntactic, or a formulaic expression, speakers depart from what they would conventionally do in these same circumstances. All marked choices have an important discourse function in addition to their referential function. His data demonstrate that switching into Zulu from English in the classroom setting functions as encouragement—building solidarity between teachers and students and establishing authority—and fulfills both academic and social objectives. Adendorff concludes that because "[l]anguages are carriers of social, (i.e., symbolic) meaning and express the identity value systems of their user" (p. 401), an understanding of social meaning is important to interpret behavior of language choice. Tay (1989), Myers-Scotton (1995), and Adendorff (1996) have reported that CS serves a variety of functions in diverse domains. CS is used as a communicative strategy between speakers, according to the switcher's communicative intents.

4. Code-Switching and Identity

A related area in the study of identity in variation has been that of shifting and multiple identities that are indexed in the act of speaking different linguistic varieties, whether they be different languages (code-switching) or different varieties of a single language (style-shifting). In the area of CS, Myers-Scotton (1993) has applied rational choice theory to understanding how a change in code might signal a different identity by theorizing that a switch indexes a different set of social rights and obligations that the speaker proposes to apply in that particular interaction.

4.1 What it means to be a member of a speech community
In general, sociolinguists have relied on the notion of the "speech community" as the focus for the study of linguistic variation and change, although recently there has been some increase in approaches that focus on other units, such as social networks or the family (Milroy 1980, Hazen, this

volume). But there has not always been agreement on how to define the community for purposes of situating individuals within a larger context. Studies of variation among minority group speakers have helped to enlighten us about what it means to be a "member" of a particular community, and have revealed some interesting facets of the role of language in signaling group identity.

In one of the early studies of variation in a minority community, Labov (1972a) found that among African-American adolescents in New York being a "lame" (an individual who is not a member of a local vernacular peer group) correlated with less use of AAVE (African American Vernacular English) phonological and grammatical features. This result has serious implications for the sociolinguistic researchers because lames "are the typical information made available to investigators who study non-standard language in schools, recreation centers, and homes" (Labov 1972a:255). The study also shows that two speakers of the same ethnicity may not have the same relationship to the ethnic speech community, and that the notion of community itself must be constructed.

While the above study was concerned with the degree of membership of an individual within an ethnic community, there are also interesting issues revolving around the degree to which individuals of various ethnicities identify with dominant European-American communities in their region. Studies of variation can illuminate how speakers might choose to highlight their membership in a minority ethnic community as well as in the local, mainstream community, either in alternation or simultaneously.

If a particular ethnic group has a language other than the socially-dominant one at its disposal, individuals can use it in the construction and signaling of ethnic identity. This includes the selection of different languages for different symbolic purposes, as well as code-switching, which can be a quite dramatic illustration of moving back and forth linguistically between in group and out group cultures. There are numerous studies of variation in language choice. A particularly comprehensive work is Zentella, which also contains a detailed analysis of Code-Switching and its role in the construction

of Puerto-Rican American identity.

While many Code-Switching studies have focused, like Zentella's study, on Hispanic-American groups, there are also some interesting studies of the role of Code-Switching in the construction of Asian ethnic identities. The work of Lesley Milroy and Li Wei (Milroy and Li Wei 1995, Wei et al. 1992) on a Chinese community in Britain (Tyneside) seeks to provide an integrated model of language choice and Code-Switching. The researchers constructed an "ethnic index" of the strength of ties that a particular individual had to others of the same ethnic group. They found that this ethnic index helped to explain patterns of language choice that could not be predicted by a model based on age and generation, and that the use of certain CS strategies was also related to ethnic network. An interesting study done in the USA is Lo (1999), one of the few studies addressing the linguistic construction of Asian-American identities. Lo analyzes a conversation in which Code-Switching is used as a way of "crossing" by one of the participants, while another participant "rejects" the Code-Switching and refuses to acknowledge the speaker's appropriation of Korean-American ethnicity. This study also raises issues about the role of others within a community in validating an individual's ethnicity (Azoulay 1997; also see Wieder and Pratt 1990 for a discussion of the role of the community in determining whether or not one is a "real Indian").

Even if a group does not have an additional language as a resource, there are ways for individuals to signal membership in the minority ethnic community as well as the surrounding regional communities. For ethnic group for an area is privileged as being representative of "regional speech" in that area.

Whereas the markedness model and subsequent work seeks to provide a systematic and generalizable account of the process of code switching, much work in linguistic anthropology, sociolinguistics, and other areas of sociocultural linguistics provide interpretive and interactional understandings of code switching in particular contexts. Although sociocultural linguistics has produced broad theoretical work (e.g. Milroy and

Muysken 1995; Alvarez-Cáccamo 1998, 2000; Woolard 2004), it is generally more closely tied to the observation of behavior in particular settings than to generally applicable explanations of linguistic capability. Such studies stand as illustrations of the place of code switching in particular social and historical settings, rather than as models for a universal practice or potential (Heller 1992). Monica Heller's ethnographic observations and sociolinguistic study in Quebec and Ontario have led her to consider the economics of bilingualism11, and to view code switching as a political strategy (Heller 1988b, 1992, 1995, 1999).

Since languages tend to become associated with idealized situations and groups of speakers, the use of multiple languages "permits people to say and do, indeed to *be* two or more things where normally a choice is expected" (Heller 1988b:93). This strategic ambiguity allows anglophones in Quebec, for example, to achieve a position in francophone controlled corporate culture, while still laying claim to an anglophone identity, with its associated value on the international market. By uniting Bourdieu's (1977) concept of symbolic capital with Gumperz's (1982) discussion of verbal repertoires, Heller (1992, 1995) argues that dominant groups rely on norms of language choice to maintain symbolic domination, while subordinate groups may use code switching to resist or redefine the value of symbolic resources in the linguistic marketplace. While Heller and others describe the relationship between language and identity in economic or class terms, many scholars have focused on social categories such as ethnicity. Rampton's (1995) work on crossing, a type of code switching practiced by speakers across boundaries of ethnicity, race, or language 'community,'12 examines the language behavior of Asian, Afro-Caribbean, and Anglo adolescents in 'Ashmead,' UK. Language varieties – Creole, Panjabi, and stylized Asian English – typically associated with an ethnic group, are used by non-members to accomplish complex functions. While Rampton does find some of the language-crossing-as-mockery discussed in earlier accounts, crossing in various directions also serves to forge a common adolescent group, to dissociate from parents or elders, and to resist endemic

stereotypes.

Rampton defines crossing in terms of metaphorical switching (Blom & Gumperz 1972), but in so doing he complicates the notions of situational and metaphorical switching, and of contextualization, considerably. He defines situational switching as language alternation (Auer 1984) which accomplishes contextualization (Gumperz 1982). Rampton reminds us that the boundaries of metaphor are not clear cut (cf. Lakoff & Johnson 1980); similarly, metaphorical and situational switching cannot be easily delimited. His primary interest, though, is in "figurative" code alternation, a category which, for Rampton, is identical to double voicing (Bakhtin 1981).

Unlike situational switching, which Rampton argues simply replaces the current situational frame with a new one, crossing adds additional contexts through which an interaction must be interpreted. Issues of race, ethnicity, and crossing, as well as economic issues of class and domination are prominent in Bailey's (2001, 2002) work on language and identity among Dominican Americans. Bailey's work focuses on Dominican American youth – young people born in the United States to parents from the Dominican Republic – living in Providence, Rhode Island. Dominican Americans, according to Bailey (2001, 2002) define their ethnic affiliation as at once non-White and non-Black. That is to say, while, like their African-American peers, Bailey's subjects view themselves as outside the dominant racial category "White," they also reject identification with African Americans based on phenotype or ancestry. In discourse, this complex identity is indexed by shifting uses of nonstandard Dominican Spanish, Caribbean Spanish, African American Vernacular English, and other nonstandard English varieties. Studies of identity and code switching show that close observation of discourse can yield both empirically and theoretically rich understandings of the functions of language variation in social interaction. By tying observations to particular speakers and social actors, rather than moving too readily to discussions of cultural or linguistic norms, scholars can come to detailed, reliable understandings of the place of

language in the construction and transmission of social traditions.

5. Applying Code-Switching to Classrooms

Through traditional language arts lens, some African-American students' teachers see their "broken English" and a broken child.   Through the same lens, those teachers heard mistakes in Standard English and diagnosed a reading deficit. These teachers' lack of linguistic background in the dialects their students speak helps explain why African American students perform below their academic achievement, from persistent over-representation in special education and remedial basic skills classes, to under-representation in honors classes, to lagging SAT scores, to low high school graduation rates (Ogbu, 2003).

Across the United States, teacher education and professional development programs fail to equip teachers to respond adequately to the needs of many African American learners. We know that today's world "demands a new way of looking at teaching that is grounded in an understanding of the role of culture and language in learning"(Villegas & Lucas, 2007, P.29). Unfortunately, many teachers lack the linguistic training required to build on the language skills that African American students from dialectally diverse background bring to school. To fill this need, elementary educator Rachel Swords and Rebecca S. Wheeler developed a program for teaching Standard English to African American students in urban classrooms. (Wheeler & Swords, 2006). One linguistic insight and three strategies provide a framework for responding to these students' grammar needs.

5.1 Linguistic Insight

When African American students write 'I have two sister and two brother', 'My Dad jeep is out of gas', or 'My mom deserve a good job', teachers traditionally diagnose 'poor English' and conclude that the students are making errors with plurality, possession, or verb agreement. In response, teacher corrects the students' writing and shows them the "right" grammar.

Research has demonstrated that such traditional correction methods fail to teach students the Standard English writing skills they need (Adger, Wolfram, & Christian, 2007). Further, research has found strong connections among teachers' negative attitudes about stigmatized dialects, lower teacher expectations for students who speak these dialects, and lower academic achievement (Godley et al., 2006: Nieto, 2000).

An insight from linguistics offers a way out of this labyrinth: students using vernacular language are not making errors, but instead are speaking or writing correctly following the language patterns of their community (Adger et al,. 2007; Green, 2002; Sweetland, 2006; Wheeler & Sword, 2006).   With this insight, teachers can transform classroom practice and student learning in dialectally diverse schools.

5.2 Strategies

Equipped with the insight that students are following the grammar patterns of their communities, here is how a teacher can lead students through a critical-thinking process to help them understand and apply the rules of Standard English grammar.

5.2.1 Scientific Inquiry

As the teacher grades a set of papers, she may notice the same "error" cropping up repeatedly in her students' writing. More than 30 Informal English grammar patterns that appear in students' writing form Wheeler & Swords research, among these, the following patterns consistently emerge: ⓐ subject-verb agreement (Mama walk the dog every day), ⓑ Showing past time (Mama walk the dog yesterday or I seen the movie.) ⓒ Possessive (My sister friend came over.) ⓓ Showing plurality (It take 24 hour to rotate.) ⓔ "A" versus "an" (A elephant, an rabbit)

A linguistically informed teacher understands that these usages are not errors, but rather grammar patterns from the community dialect transferred in to student writing (Wheeler, 2005). Seeing these usages as data, the teacher assembles a set of sentences drawn from student writing, all

showing the same grammar pattern, and builds a code-switching chart. From Wheeler & Sword's research, an example of lead students to understand their code-switching and aware the difference of the Informal English and the Formal English can be found. The teacher provides the Formal English equivalent of each sentence in one column. She then leads students through the several steps to reach the Formal English. The teacher examines the Informal English sentences by reading aloud. Then she leads the students to discover the grammar pattern these sentences follow. The teacher helps students define the pattern by repeating their response, putting it in context. After the teacher reads the next sentence aloud, she asks the students to determine whether the pattern holds true. Finally, the teacher writes the pattern under the informal sentences.

Figure1. *Code-Switching Chart for Possessive Patterns*

Possessive Patterns	
Informal English	**Formal English**
Taylor cat is black.	**Taylor's cat** is black.
The **boy coat** is torn.	The **boy's coat** is torn.
A **giraffe neck** is long.	A **giraffe's neck** is long.
Did you see the **teacher pen**?	Did you see the **teacher's pen**?
[The Patterns]	**[The Patterns]**
owner + what is owned	**owner + 's + what is owned**
noun + noun	**noun + 's + noun**

5.2.2 Comparison and Contrast

The teacher applies a teaching strategy that has been established as highly effective, 'comparison and contrast' (Marzano, Pickering, & Pollock, 2001). Using contrastive analysis, the teacher builds on students' existing grammar knowledge. She leads students in contrasting the grammatical patterns of Informal English with the grammatical patterns of Formal English written on

code-switching chart, conscious understanding of the differences between the two language forms. The teacher leads students to explore what changed between the Informal English sentence and the Formal English sentence. Through detailed comparison and contrast, students discover the pattern for Formal English.

5.2.3 Code-Switching as Metacognition

After using scientific inquiry and contrastive analysis to identify the grammar patterns of Informal and Formal English, the teacher leads students in putting their knowledge to work. The class uses metacognition, which is knowledge about one's own thinking processes. Students learn to actively code-switch – to assess the needs of the setting (the time, place, audience, and communicative purpose) and intentionally choose the appropriate language style for that setting. Because code-switching requires that students think about their own language in both formal and informal forms, it builds cognitive flexibility, a skill that plays a significant role in successful literacy learning (Cartwright, in press). Teaching students to consciously reflect on the different dialects they use and to choose the appropriate language form for a particular situation provides them with metacognitive strategies and the cognitive flexibility to apply those strategies in daily practice. With friends and family in the community, the child will choose the language of the community, which is often Informal English. In school discussions, on standardized test, in analytic essays, and in the world of work, the student learns to choose the expected formal language. In this way, teachers can add another linguistic code, Standard English, to the student's language toolbox.

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Integrating Text Driven Approaches and CLT into Storybook Material

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Among all EFL countries in the world, it is a well known fact that Korea has spent a lot of time and money on English education, ranging the age spectrum from children to adults. Nevertheless, it should not go unsaid that these laborious efforts have been less fruitful than was expected. Looking upon this situation as English educators, we should ask ourselves why we are faced with such results. As a starting point, we should think about what influences how one learns language. The factors can be divided into two major contexts, the macro and micro contexts of the English education in the country. The macro context can be interpreted as what the society or the nation requires from learners and educators. The micro context includes factors such as material, teacher, school, parents, etc. While we cannot easily change the macro context of English education, the components of what makes up the micro context can be changed for better or for worse. In this paper, the focus is on how we can improve and develop the materials that we use in order to make them more effective and efficient for both learners and teachers in an EFL situation. Rather than aimlessly following trends of what approaches or methods are currently considered popular, teachers should strive to integrate methods which are appropriate for their own teaching contexts. Materials are the bones and structures to teaching and when those become solid and valid, they will go a long way towards bearing more fruitful results.

1. Introduction

When teachers think of creating or developing materials, they tend to think that it is much more difficult than it actually is. In reality, developing material for specific purposes can be easily done and the effects that can be seen from using these localized materials are much more immediate than others. However, when beginning to set up a framework for materials, it is imperative that structures with sufficient solid theoretical backgrounds are used. This is especially important because sound theories give strong support to the activities and tasks used in the materials and this, in turn, can influence the overall performance of users. The following texts will show how the class chosen for this specific material development was analyzed and how that analysis was used for material development. Furthermore, it will explain how frameworks or theories were applied to create activities, texts, and tasks.

1.1 Background Information

This intensive reading storybook and workbook set was made for the target audience of 5th and 6th graders in elementary school with high-intermediate language proficiency. Its general goals are to develop cultural literacy by reading about various folktales around the world. The linguistic goal is to improve all 4 skills, reading, listening, speaking, and writing through intensive reading and meaningful activities. The content objective is to convey the moral message the author is trying to give to the children.

Unit 1 of this material was designed for four 90-minute lessons. The lessons are divided into part through 3 and a unit wrap-up. The most optimal class size for this material would be 6~8 learners. This way, the groups of learners would be small enough to be manageable, but would still have increased opportunities to speak or interact with each other.

1.2 Needs Analysis
1.2.1 Learners' Need

Learners of this age are very creative and like to learn from contents that are not only realistic but contents that let them explore the realms of fiction as well. The content of the material was carefully selected in order to cater to this particular need of learners. This text is not only interesting to the learners due to its story elements but it also has educational value; folktales, learners can be exposed to moral values which challenge their understanding of the text and at the same time, they gain a understanding of other countries and be fascinated with the stories that other learners of their age read or listen to as they grow up. There are activities that will help them get the overall picture of the story and others that will help them understand the book in detail. This way, it can be made sure that the learners can comprehend the story in all aspects.

1.2.2 Teachers' Need

The time constraints that can exist in the situation of competitive private academies can be very stressful. Due to time management, teachers have to struggle to complete lessons on time and at times, in order to keep up with the planned progression of lessons, the teacher may have to skip over some parts or give learners a very limited amount of time on things that for proper coverage, may need to have had more time spent on them. Materials should be devised so that teachers can have options to manage the class as they see fit. Some activities should be made so that they can be taken home to be done as homework or if the lesson ends too quickly, there should be readily available options to extend activities for the teachers' usage.

2. Material Analysis

According to Tomlinson (2003a), one of the most important things that most materials lack is the humanistic element. Materials are developed disregarding the fact that learners are human beings who have different feelings, intellect, interests, and attitudes. Therefore, the materials often fail to help learners develop self-confidence, self-esteem or create motivation and enthusiasm towards what they are learning. He claims that materials should be "…one which respects its users as human beings and helps them to exploit their capacity for learning through meaningful experience." One of the main focuses of this material was also on humanizing materials and incorporating this characteristic into commonly used activities. The material was also made to help learners explore literature as well as to develop learners' motivation in learning English.

2.1 Text Selection

When opting to implement the Text Driven Approach, text selection would be the first step to take when creating a material. Compared to other materials which are developed based on language points, it is rather a novel approach because "the emphasis is on learners experiencing the text and not the language in them" (Tomlinson 2003, p.167). Text selection covers a very broad range since it can be extracted from all kinds of materials such as magazines, newspapers, and books. For this reason, folktales from other countries were chosen (See Appendix A) for this material. By choosing texts and content suitable for target learners, we can be assured by the fact that it is already a step closer to creating humanized material.

2.2 Readiness Activity

When starting a new lesson and introducing a new topic or content to learners, a readiness activity should be an essential component. Readiness activities are designed to prepare learners for lessons that would soon follow by activating their schema (See Appendix B). To activate schema is to trigger learners' minds to recollect any prior knowledge or experience related to a specific thing or things. It is especially important when teaching learners how to read as schemata affect how much one can comprehend. Comprehending a text depends on what a learner already knows and what a learner has experienced. In short, how much schema one has or how much schema was activated can determine the degree or the extent of comprehension. By allotting few of minutes in each class for a readiness activity, the learners' minds can be prepped by recollecting their memory and reviewing their knowledge. It also brings the activated knowledge to the surface of their memory, making it readily accessible. Doing so, learners can more quickly bring forward the knowledge that they need, when they need it. In this case, learners are taught the concept of a folktale, a type of literature, by showing examples of other folktales that learners already know; the learners can understand what type of writing they will read and have certain expectations that readies them for the content.

2.3 Aural-Oral Representation of the Text

Learners, in an EFL situation where English is L2, need to follow the sequence or order that L1 learners go through. In L1 countries, children learn language with years of aural-oral interaction and a proto-reading period. However, L2 learners have to learn the language and how to read at the same time. Therefore, by taking the steps that a L1 learner would, L2 learners could ease their way into learning the language and how to read the language simultaneously. First, learners should have aural-oral input before reading

written text; so teachers can read the story out loud to the learners. The focus on aural-oral input will help learners from becoming overly bound to texts. In this fashion, learners will be able to take the pressure off of having to read the text and struggle to find the meaning at the same time. The four benefits of aural-oral presentation of the content are as follows:

1. Learners will be less burdened by not having to process the written scripts and the sound at the same time.

2. Learners will be able to comprehend the story better when the teacher chunks the text into manageable lengths.

3. Learners will be able to understand the story better when the teacher draws their attention to important parts of the story through stress and rhythm.

4. Learners will be able to understand the story better when the teacher reads with different effects, i.e. humor, anger, sadness.

2.4 Learning Vocabulary by Using Guessing Strategies

The "guessing strategy" of learning vocabulary is to encourage learners to guess the meaning of words from context clues. It is a method which has been used for both L1 and L2 to activate learners' schema and to improve skills of interpreting surrounding text, predicting, and testing predictions while reading, which enhance reading skill as a whole (See Appendix C). (Coady and Nation, 1988; Liu and Nation, 1985). Its support comes from two validating points. First of all, there is the claim that there are just too many words in the English dictionary. To be exact, there are 460,000 words according to the Webster's Third New International Dictionary. For foreign language learners to build up, not all, but enough of a working vocabulary to successfully communicate and be literate, the guessing strategy is the only reasonable way to go. Furthermore, words are remembered for a longer time and better when they are discovered within context. Context plays a significant role in helping language learners identify the meaning of words

(Gough, 1984; Underhill and Batt, 1996). This is due to the fact that appropriate sentential context helps one relate words from one to another. Moreover, looking up words in a dictionary interrupts the flow of reading (Brown, 1972).

2.5 Facilitating Comprehension of the Text

The questions in this exercise were made not to ask for simple recall of information but to help learners understand the content better (See Appendix D). According to Williams and Moran (1989), the three aims of having comprehension questions should be: (a) to check comprehension (b) to facilitate comprehension and (c) to simply ensure that the learner reads the text. From these three aims, the questions were focused to suit aim (b) to facilitate comprehension. Learners should not be able to find the answer from the text right away, but should understand both the question and the text in order to answer the questions. In addition, the questions should lead learners to a deeper understanding of the content.

2.6 D-Structure, S-Structure

In order to explain the activity of creating new sentences using vocabulary items in the story (See Appendix E), the concept of D-structure and S-structure (Chomsky 1957, 1982) must be used. S-structure or *surface structure* means it has only one level of semantics. D-structure or deep structure means that it has more than one level of semantics. Therefore, according to the situation, the same s-structures can have different meanings. This activity was made so that learners could build d-structure' based on their own understanding of the story or vocabulary. Up until the previous activity, which was composed of comprehension questions, learners focused mainly on s-structure or the meaning of the context as it existed. The next step is for them to build d-structure, which creates more depth into the content by superimposing their own visions into the story or in use of the vocabulary. By

making their own questions, their interpretation of the content may change and through the process of answering the questions made by peers, partners have the chance to exchange their own thoughts as well. Finally, the opportunity to create a totally new story based on the words in the story offers the learners an opening to build additional meanings onto them.

2.7 Theory of Mind

This activity of personalization helps learners develop a theory of mind by being asked about what they would do or how they'd feel if they were in another's situation (See Appendix F). The term theory of mind derives from developmental psychology and it refers to the ability that children develop in order to understand why others behave or think in certain ways. While personalizing the story, often by pretending to be in the character's shoes or trying to understand the intention of the author, children can develop a theory of mind.

2.8 Multidimensional Approach

There are many approaches to humanizing textbooks. The one chosen for this activity is the multidimensional approach (Tomlinson, 2000a). This drama activity includes two procedures from this theory (See Appendix G). One is the engagement of affect and the other is use of an imaging activity. The creative writing and drama activities effectively engage affect as they involve learners having to draw upon their own experiences when they are creating a new dialogue or a script to fit a specific situation. By creating their own scripts, children are producing output with their thoughts and view reflected or implemented unto them. They are somehow relating their previous knowledge and experiences with their newly learned story.

The other procedure, as mentioned above, is the use of imaging activities. Imaging activities prompt learners to create mental images while

processing or producing language (Tomlinson, 1998c). Imagery is said to have remarkable effects on human cognition, from short term memory to creativity. When doing a creative writing exercise or creating a new situation for the drama activity, learners would have to imagine a new situation and think about what they would say to each other and how they would say it. Moreover, as they are actually putting on the play and acting in front of others, they would be producing language that is meaningful to them because they used their own words to make up the conversation to the play.

3. Theoretical Background

3.1 Communicative Language Teaching

The objective of Communicative Language Teaching, or CLT is for the learners to use language as a means of expression, as a means of expressing values and judgments, and learn to express the functions that best meet their own communication needs (SIL International, 1999). The three main pedagogical principles that CLT adheres to is that language forms should be presented in context, have genuine communication, and be conducted through various types of learner-centered activities. Although any activities that involve learners engaging in authentic communication can be considered CLT, Littlewood distinguished CLT activities into two main types, a functional communication activity and a social interaction activities. The rationale behind such CLT activities is that these involves real communication, meaningful tasks, and use language that is meaningful to the learner, which promote learning.

3.1.1 Functional Interaction Activity

A functional interaction activity refers to tasks in which the objective is for the learners to carry them out without worrying about the language that they

are using. Due to the emphasis that this type of activity has on the function of the language, it became known as functional interactive. The essence of carrying out this task is to communicate with others successfully in order to solve a problem at hand. Learners' performance is evaluated based on whether they achieved the desired outcome. Since there is no specific language point that the learners have to keep in mind, the learners can be carefree about being grammatically right or wrong. An example of a functional interaction activity would be for teachers to give learners tasks such as overcoming an information gap or solving problems.

3.1.2 Social Interaction Activity

Social interaction activity is another type of task which helps learners understand the social context of situations. While carrying out given tasks and activities, learners must consider the social situation at hand. The most frequently used type of activity for social interaction are simulations and role plays. Since learners and teachers especially in EFL situations are living in an environment with very limited exposure to the target language, this activity type would be a very effective way to teach how conversations are conducted between people of varying social roles.

3.1.3 Grammatical Competence

For a learner to have grammatical competence is for the learner to have skills in grammar, vocabulary, pronunciation, and spelling to such a degree as to sufficiently comprehend and be comprehended. When some come across CLT approach for the first time, many are mistaken by the conceptual idea as to what methods this approach entails. Since Communicative Language Teaching focuses on communication with one another, most think that it is largely related to a speaking activity and a speaking class. Moreover, there are times when CLT is mistaken as being a strictly top-down approach, and

teachers may stray from teaching the accuracy of grammar with a strong focus on fluency. However, the degree to which one can produce grammatically correct language is just as important as the degree to which one can produce fluent language. Hence, focus of form should be equally emphasized in teaching whole communicative competence.

3.1.4 Sociocultural Competence

Sociocultural competence is one's ability to know the appropriate time, place and to whom something can be said. The need for sociocultural competence is stressed since there is a close relationship between language and culture. For a learner to fully master a foreign language and make it their own, a process of acculturation must occur. It is only when the learner can use a language in the appropriate contexts that we can say that he/she has successfully mastered a language. Now with the importance of sociocultural competence being well recognized, materials should also incorporate cultural contexts. The necessity of having sociocultural competence can be explained through its role in reading. When a learner reads content, there are two types of background knowledge that he/she uses for comprehension: formal schemata and content schemata.

3.1.4.1 Formal Schemata

Formal schemata refer to the knowledge that a reader has about linguistic organization. This aids the reader in interpreting the text in a bottom-up, language based, or decoding manner. Most learners who learn a foreign language depend heavily on using this reading method more often than other methods. This reliance on bottom-up decoding leaves a gap between the learner and understanding the meaning of the context beyond linguistic semantics.

3.1.4.2 Content Schemata

Content schemata correspond to the background knowledge about the subject of the text. It is extra-linguistic knowledge and is closer to using a top-down approach. Although both types of schemata are important because the writer is likely to come from a different linguistic and cultural background, content schema is considered to have more implications for language learners because it covers a wider range of information. Therefore, teaching learners to develop sociocultural competence may seem to be simply teaching learners the cultures of other countries. However, it is closely related to how learners apply the information to interpret the context, thus, leading them to become better language users.

3.1.5 Discourse Competence

According to Canale and Swain (1980), discourse competence was defined as a speaker's knowledge of rules governing 'the combination of utterances and communicative functions' in discourse. In simple terms, discourse competence is having the ability to interpret a larger chunk of text and also knowing how to construct sentences and paragraphs to make them into a coherent whole. Also, a learner should be able to use two or more abilities which are related but distinct in order to comprehend or construct a text.

3.1.5.1 Textual Discourse Competence

When using a storybook to teach learners how to listen, speak, and write as well as read itself, knowing how learners develop textual discourse competence is essential. In order to use a written text to fulfill teaching all four categories, activities with skill integrated approaches must be used. Textual discourse competence means to be able to construct and understand writings of different genres. Despite the different characteristics that these genres may have, there are elements in each genre that makes them coherent

and distinctive points that help readers categorize the genres. In short, genres in literature such as narratives, expository, and persuasive texts have their own uniqueness which gives readers hints as to what the content is about. When learners come to grasp this competence they will be able to understand any given text and utilize it in ways that is necessary.

3.1.6 Strategic Competence

Strategic competence allows learners to use various strategies to make communication easier with others. It enhances the effectiveness of communication by deliberating speech and also compensates the breakdowns that may occur by using comprehension checks, paraphrasing, and fillers. This type of competence is impossible not to develop as EFL learners. As beginners or even fluent speakers, there are times when learners come to their limit due to linguistic and sociocultural barriers. At this point, learners have to decide to use strategies that will facilitate their communication with other speakers. They will have to make a decision whether they are going to choose a reduction or an achievement strategy. Either one is chosen according to the situation the learner is in or the linguistic level of the learner.

3.1.6.1 Reduction Strategy

Reduction strategy is chosen in a situation where one avoids the situation by not taking any risk. The learner will choose to deliver their message across by using language which is in his/her linguistic boundaries or if this is not possible, he/she will abandon a topic. What the learner is doing is he/she is choosing to adjust their ends to their means. He/she is giving up his/her goal in order to avoid creating a situation where he/she feels inadequate. This seems to be one of the biggest problems when teaching EFL learners. Since many learners have not yet been exposed to a situation where they can easily have a conversation with foreigners, they often choose reduction strategies to

avoid awkwardness. In order to encourage learners to win over such fears, there is no choice but to give more opportunities for learners to practice. This can be done by implementing more activities that are focused on giving learners the motivation not to give up.

3.1.6.2 Achievement Strategy

An achievement strategy is used where one will overcome one's linguistic barrier by taking a risk. In this case, learners will adopt an alternative plan to keep their goal but change their ways or means. Thus, learners are adjusting their means to an end. This is favorable because by taking this leap, they are expanding their communicative resources. When learners stretch their limits, they will broaden and expand their linguistic boundaries. It is through relentless tries like these that learners develop and improve their language skills.

3.1.7 Extension of CLT; Process-based CLT Approaches

There are two main types of process-based CLT approaches. One is Content Based Instruction, CBI, and the other is TBI, Task Based Instruction. Their goals are different from those of CLT, since their aim is to develop a learner's communicative competence. CBI uses content as the key to classroom activities and tries to link all communicative competencies such as grammar to content. Krahnke (1987) defines CBI as "the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language separately from the content being taught" (p.65). The rationale behind CBI is as follows:

> People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself, CBI better reflects learner's needs for learning a

second language, and content provides a coherent framework that can be used to link and develop all of the language skills. (Richards, 2005, p.25)

TBI is another method that focuses on the classroom processes in developing one's communicative competence. The claim for TBI, according to Richards (2005) is that "…language learning will result from creating the right kinds of interactional processes in the classroom" (p.65). According to the proponents of TBI, grammar and other aspects of communicative competence can be developed by carrying out tasks. Advocates believe that by trying to carry out the tasks on the conscious level, the learners will internalize other communicative competences unconsciously, as a byproduct.

3.2 Comprehensible Input and Output

Comprehensible input theory, from Krashen (1981), in short, is when learners are able to understand the essence of what is being said or presented to them. This does not necessarily mean that learners know the meaning of all the words of the instruction. Rather, it is implied that learners learn language best when it is a little bit more difficult than they can easily understand. The learners can grasp the meaning of unfamiliar words with the guidance of new material that builds on the learner's prior knowledge.

Comprehensible output is considered just as important as comprehensible input among many researchers. Developed by Swain (1985), the need for comprehensible output is to force syntactic processing, test hypothesis, develop automaticity, obtain better input, acquire discourse skills, and develop a personal voice. In brief, learners should have the opportunity to actually practice speaking in order to learn how to speak.

3.3 Noticing

According to Schmidt (1990), not all input has equal value and only the input which is noticed is ready for intake and effective processing. Input is the data of language which students are exposed to and intake is input which has been processed. It is only after the process of intake that students can make the knowledge into their own. Schmidt proposed that forms that are exposed more often are more likely to be noticed by the learners and hence, frequency of forms influencing noticing. Furthermore, salient forms have a higher possibility of being noticed by learners due to its distinct features or characteristics. Therefore, the more the form stands out from the rest, the higher the possibility the learner will be able to remember them. In addition to input determined by frequency and salience, instruction also affects how one notices a form. Instruction is one of the most explicit and obvious ways of helping learners become aware or conscious of a form. Whatever the learner was not retain in his/her working memory, the teacher, through instruction is able to get learners to notice certain forms.

Schmidt was not the only one who thought of noticing as being essential to language acquisition. Gass (1988) asserted that noticing is the first stage of language acquisition, Batstone stressed the importance of noticing as "the gateway to subsequent learning", (1994, p.100), and Lynch (2001) stated that noticing is a crucial component in successful language learning. While others such as Sharwood-Smith (1981), Rutherford (1987), and McLaughlin (1987) support the idea of noticing as an important part of language learning, they oppose the idea that noticing occurs only at a conscious level. They believe that it may happen consciously or unconsciously. Ellis (1997) also sided with Krashen's (1982) view that there are too many features of language for all of them to be acquired consciously.

3.4 Learner Centered Approach

In a learner centered classroom, the dynamics of how teachers and learners interact with each other are very different than regular conventional classes. Learners' needs are much more focused upon rather than what the teachers and administrators want. A learner's learning style, ability to keep up, and interests actually have a big influence over how a teacher would plan his/her curriculum. In this kind of atmosphere learners become more active participants in learning and teachers are regarded simply as facilitators who guide learners through rough patches. The main roles of teachers include questioning, disciplining, guiding, validating, monitoring, motivating, encouraging, suggesting, modeling and clarifying (McKenzie, 2002). Learners take control over how they learn the information or the content that is presented to them. They may learn independently, collaboratively, competitively or cooperatively. During this process, learning how to utilize or make use of the obtained content and information is more important than the content itself.

3.5 Teaching Reading

Teaching reading in most EFL countries is regarded as a decoding exercise where learners break down texts into pieces and analyze each bit of vocabulary, grammar, and sentence structure. However, this cannot be considered as reading in its true sense. Reading is an activity which has its own unique purpose. It is done for information gathering, verification of what one already knows or sometimes just for pleasure. What the reader will read, the content, will depend on the purpose of reading. Also, the reading techniques or skills that are used for reading will be adjusted according to what the reader will read. In the same sense, these should all be applied to reading foreign language materials as well. For this to happen, EFL teachers should adopt new ways to help learners become good readers.

First and foremost, teachers should focus on the process of teaching reading rather than the product. The process can include the selection of materials, teaching of reading strategies, and the administration of extensive reading assignments. Having learners choose their own reading material can be quite motivating because they can be more engaged in reading things that appeal to their interests. Giving explicit instructions to learners that provide clues on how to read different types of genres can also help along the process of reading. Moreover, learners should have opportunities to practice reading outside the classroom. The extension of reading homework will expose learners to various types of genres and text types and they will grow more accustomed to reading. By focusing on the process, learners will realize that reading is an activity which requires their active participation.

Second, lesson plans can be divided into three main parts: before reading, during and after reading sessions, and after completing the entire contents of the story. Before reading, teachers should set a purpose or goals for reading, supply additional background information, and decide whether to tackle the material in a top-down or a bottom-up manner. During and after reading, teachers should constantly conduct comprehension checks to monitor how much learners understand the material and give feedback accordingly. After completing the entire contents of the story, evaluations should be carried act to see how well discourse strategies worked and see if any modification of strategies should be made.

3.5.1 Text Selection

When selecting texts for teaching reading, the importance of selecting materials which are authentic is noted once again. Authenticity of material, reading purpose, and reading approach are three important criteria if one hopes to have a successful reading class. As for the use of authentic material,

materials which learners will like to read in real life should be used. When using authentic material, simplifying the materials can actually make the text more awkward, thus, making the point moot. Therefore, rather than simplifying the vocabulary or sentence structure in the text, a more favorable approach would be to teach learners reading strategies to cope with reading problems such as previewing new words. In order to make the learners' purpose more authentic, they should have their own reason for reading a text. Letting them choose their own topic to surf the internet, or read books or magazines can fulfill these objectives. Furthermore, the approach to reading can be made authentic by having learners read the text as naturally as they would read texts in their mother language. For instance, reading aloud can be done in classroom situation but normally, they should learn to read silently. By setting these guidelines for learners to follow, they will develop pleasure for reading and become successful readers.

4. Conclusion

As EFL teachers, the question of what should be used and how it should be used was the center of our attention. However, a closer look into developing material takes us back to ponder about why it should be used. Using materials for superficial reasons and convenience can set our country back one step further. It is only when educators take initiative in searching for the right material for the right reasons that English education in both macro and micro contexts can evolve. Helping learners find what their needs are and fulfilling them, such as using humanized course books while helping them become communicatively competent does seem to be a hard problem to tackle. Nevertheless, the constant effort of using learner-teacher feedback and modification based on sound theories will pave a way towards more fruitful results.

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Appendix A

BaBa Yaga
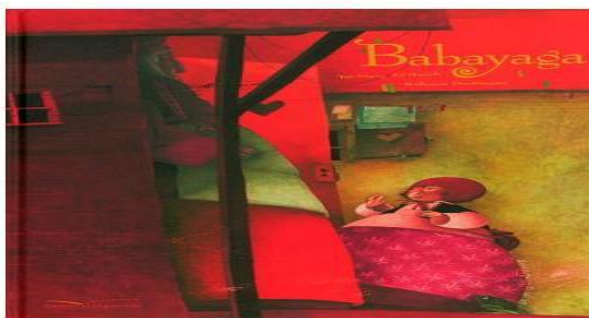
*O*nce upon a time an old man, a widower, lived alone in a hut with his daughter Natasha. Very merry the two of them were together, and they used to smile at each other over a table piled with bread and jam, and play peek-a-boo, first this side of the samovar, and then that. Everything went well, until the old man took it into his head to marry again.

So the little girl gained a stepmother. After that everything changed. No more bread and jam on the table, no more playing peek-a-boo around the samovar as the girl sat with her father at tea. It was even worse than that, because she was never allowed to sit at tea at all anymore. The stepmother said that little girls shouldn't have tea, much less eat bread with jam. She would throw the girl a crust of bread and tell her to get out of the hut and go find someplace to eat it. Then the stepmother would sit with her husband and tell him that everything that went wrong was the girl's fault. And the old man believed his new wife.

So poor Natasha would go by herself into the shed in the yard, wet the dry crust with her tears, and eat it all by herself.

Then she would hear the stepmother yelling at her to come in and wash up the tea things, and tidy the house, and brush the floor, and clean everybody's muddy boots.

One day the stepmother decided she could not bear the sight of Natasha one minute longer. But how could she get rid of her for good? Then she remembered her sister, the terrible witch Baba Yaga, the bony-legged one, who lived in the forest. And a wicked plan began to form in her head.

Appendix B

Before You Read

Learning about Literature

Babayaga is a Russian *folktale*. What is a *folktale*? Can you give examples of other folktales that you know about?

Cultural Literacy

As mentioned above, the following folktale is from Russia. What do you know about Russia? Why don't you share what you know? Here are some information. Compare by drawing the flag of our country, map, and writing the capital.

Flag

Geography

Capital (Moscow)

Appendix C

Vocabulary -Guessing the Meaning from Context Clues ✈ = stop!!

Widower-

O nce upon a time an old man, a widower, lived alone in a hut with his daughter Natasha.

Samovar —

Very merry the two of them were together, and they used to smile at each other over a table piled with bread and jam, and play peek-a-boo, first this side of the samovar, and then that.

Tidy —

Then she would hear the stepmother yelling at her to come in and wash up the tea things, and tidy the house, and brush the floor, and clean everybody's muddy boots.

Mend —

"You are to go today to my sister, your dear little aunt, who lives in the forest," said she, "and ask her for a needle and thread to mend a shirt."

Handkerchief —

"How lucky," said Natasha, "that I have a handkerchief." She untied her kerchief, shook it clean, and carefully put the morsels of food in her pockets. She gave the handkerchief to Baba Yaga's servant, who wiped her eyes on it and smiled through her tears.

Stale —

Reaching into her pocket for her scraps of bread and meat, Natasha said to the dog, "I'm afraid it's rather stale, but it's better than nothing, I'm sure." And the dog gobbled it up at once and licked his lips.
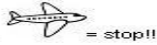
Loom —

There sat Baba Yaga, the bony-legged one, the witch, sitting weaving at a loom. In a corner of the hut was a thin black cat watching a mouse-hole.

Appendix D

Comprehension Questions — Remember to write the answer in complete sentences. ✈ = stop!!

1. When did the happiness between Natasha and her father begin to change?

_____

2. What did the stepmother tell the old man about Natasha? Who did he believe?

_____

3. Why do you think the stepmother told her to go to the hut in the forest?

_____

4. Why did Natasha have to do what the stepmother told her to do?

_____

✈

5. What did Natasha do with the can of oil she found on the ground?

_____

6. What did Natasha give the servant and why?

_____

7. What did Natasha call Baba Yaga?

_____

8. Why didn't the dogs bark when they saw Natasha running away from the hut?

_____

Appendix E

Let's Make a Chain Story – By using the words that we learned in today's lesson, let's make a new story! (The students will choose up to three words each. Teacher will write these words on the board.) ✈ = stop!!

Lesson 1

✈

Lesson 2

✈

Lesson 3

✈

Appendix F

Personalization — This is a discussion activity. With your group members, read the question for today's lesson. First, think about your answer, and then write down your answer and last discuss your ideas with your group members.

Activity 1 – If you were Natasha, what would you do if you had to follow the stepmother's orders? Would you do exactly as you are told? Why or why not?

Activity 2 – Have you ever had an experience when you helped someone and that someone helped you back when you needed help? When was it?

Activity 3 – What is the moral of the story?

Appendix G

Let's Act! - Drama Activity

Directions: Get into a group of 3 ~ 4 people. With your group members, pick one part of the story. Then, rewrite that part of the story into a dialogue format. Important thing to remember when rewriting the story is that you must change the mood of the story. For example, if the mood is scary, you must change it so that it can be funny or sad. Another example would be writing a different ending to the story and making that into a dialogue. Let your imagination be free!!

Characters

Natasha	Cat
Stepmother	Servant
Babayaga	Dog
Father	

Mood

Funny	Disappointed
Sad	Tired
Happy	Bored
Angry	Excited

Plan your story & make a dialogue

Children's Language Learning
With Storybooks

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TESOL 4th semester

There must be a myriad of ideas floating around inside language teachers' heads for making language learning more effective for children. This paper attempts to connect theories and actual practice in using storybooks as the core of the lesson along with several functional and meaningful activities designed to elicit the use of young learners' productive skills. This paper not only shows possible useful lessons, but also presents the results of two small group trial lessons. The latter are included to support, with a few students, the researcher's assertion that reading storybooks combined with practical and various activities can help language learners increase literacy as well as develop all four language skills in a relatively balanced way. The ultimate goal of the paper is to show how language learners can both have fun and experience success in learning English, while achieving the ultimate goal of becoming independent and efficient readers.

1. Introduction

The famous Swiss psychologist Jean Piaget addressed the issue of children's language learning within their environment and introduced two stages of learning (Slavin, 1994). The two terms he used for these stages are assimilation and accommodation. Assimilation is most simply

described as mere practice – during which language learners mimic the language of their teachers without internalizing it completely. In contrast, accommodation is the actual internalization which could be considered to take place when language learners are actually able to use the language they have learned. Piaget, therefore, labeled accommodation as restructuring. In this restructuring language learners internalize bits of certain language and adjust and integrate/modify them into their own real-world situations in order to truly make use of them. According to Piaget's assimilation and accommodation model, young Korean learners focus too much on the assimilation stage (the "practice stage") and have a little chance to experience authentic language and use it in real situations. Once language learners acquire certain skills, it is necessary for them to be able to use those skills in real contexts.

This paper is written with the awareness that English learners in Korea need to transfer their language learning goals from mere skill-getting to skill-using. To develop children's literacy in a psychologically safe way, it is encouraged to utilize storybooks together with effective activities, such as drama-related activities. Doing function and meaning focused activities rooted in storybooks is shown in this paper since they share important common features with storybooks which could give valuable chances for students to activate their idiosyncratic talents in learning English based on multiple intelligences (Nicholson-Nelson, 1998). Another advantage is for students to develop their language in an integrated way in that they could be exposed while listening, reading, speaking and writing in a meaningful and natural way.

2. Literature review

2.1 Educational Psychology Theories

2.1.1 Theory of Mind and Pretend Play

The theory of mind can be compared with a similar concept which is children's ability to see things from others' viewpoints by diminishing egocentricity. Children are known to develop an outside perspective at about 4 years of age through certain rules and principles through which they can explain and predict behavior. There is a close relationship between pretend play and theory of mind in that the former gives an opportunity for children to understand other's thoughts and feelings by being involved in an imaginative situation which is another way to stimulate a person's mind by using the power of imagination (Slater & Bremner, 2007).

2.1.2 Peer and Sibling Relations

Children at the age of 2 start to become interested in peers who are about the same age with them and they have a willingness to interact with peers. Siblings are often close enough in age and they share similar interests and developmental stages, thus they can become important social partners for children.

2.1.3 Effective Instruction

Piaget, Vygotsky and Bruner are influential people in the field of educational psychology in that they all have certain theories that could be recognized and used in language learning (Wood, 1998). According to them, the very same task could be made easier and simpler when the teacher uses meaningful and interesting examples, as well as simple and familiar language to accomplish

the tasks.

Children do not necessarily learn what teachers intend to teach, but they are often able to do things with the help of more skilled or advanced people. Vygostky's zone of proximal development, which is the gap between unassisted and assisted competence, shows that children advance more with the assistance of other people. There are five instructional options caregivers or mothers give in teaching their children which are general verbal encouragement, specific verbal instruction, assistance in choice of material, preparation of material for assembly, and demonstration of an operation.

When learning, children need to experience success in order for them to continue learning. Thus, carefully constructed and planned scaffolding in learning can be effective. Putting the amount of help or scaffolding in a continuum, the instructions or help can be diminished as children become more independent and confident with what they are doing.

Figure 1.

The continuum of language learners´ scaffolding

Teacher initiation   learner initiation
(more scaffolding)   (less scaffolding)
(less competent)   (more competent)

2.1.4 Learning and Memory

When talking about learning, memory also needs to be mentioned because in order for learners to use language they have to store input in their memory first and should be able to retrieve it to really use it. Thus, learning and memory are somehow inseparable. Language teachers often come to think of learning, memory and performance all together since in order for language

learners to be able to use what they have learned, they need to have a robust enough memory storage to allow them to retrieve and use their language in real life situations. In short, learners need to be ale to develop usage out of what they learn in the language classroom (Terry, 2006).

2.2 Using Story Books

2.2.1 Rationales for Using Story Books

Children are familiar with narratives so they feel comfortable reading and listening to stories. Storybooks enable language learners to predict what comes next and this feature of storybooks makes the language memorable, which is significant in learning language. Children reading storybooks can be personally involved using their own imagination while reading narratives and looking at accompanying illustrations. Storybooks can serve as a tool to link fantasy and the imagination with children's real world. Since many storybooks' are also repetitive they give children a good opportunity to practice key vocabulary and language patterns in a natural and meaningful context. Children can respond to storybooks based on their cognitive and linguistic levels. Additionally, different types of multiple intelligences could be developed, including emotional intelligence when using storybooks to learn language (Ellis & Brewster, 2002).

2.2.2 The Use of Storybooks in Learning Language for Children

Children are motivated to read and listen to stories since they are known to have a constant need for stories. The use of storybooks could lead to children's fluency development in all language skills in that while children read and listen to interesting stories without having to understand every detail

in the book, they can learn to read, listen, speak and write with relatively less pressure and anxiety. Being aware of language points using stories is a natural and easy way of reserving the language for real use since children are not pressured with boring language practice while reading stories. Storybooks are a good venue for later communication since they can be effectively linked to communicative activities such as drama, music, and art (Wright, 2009).

2.3 Language Learning Theories

2.3.1 Comprehensible Input Hypothesis and Output Hypothesis

According the Krashen (2004), language acquisition takes place only when students are exposed to comprehensible input in a psychologically safe way which means understanding the message in a unthreatening context. The idea of whole language also sees the significance of comprehensible input by highlighting and considering it as a central part of whole language together with other important aspects such as personalized learning, authenticity, critical thinking, problem-solving, collaboration and inculcating a love of literature (Krashen, 2002).

The basic idea of Swain's output hypothesis (1985) is that language learning takes place by actually producing language. Providing students with opportunities to use their pushed output is as important as comprehensible input in that students can test their language by actually producing output and checking whether it is acceptable or needs to be modified. According to Vygotsky, providing learners with help from more skilled people moves their current level upward (Wood, 1998). Pushed output is related to the negotiation of meaning in that by producing output with people in pairs or groups, language learners have chances to negotiate meaning in natural and authentic settings and there can be peripheral learning among them. In such situations students learn from each other. Thus,

communication breakdowns during group work are not as detrimental as teachers usually think. Rather, they may be conducive because breakdowns lead collaborating learners to eventually stretch their linguistic abilities.

2.3.2 Negotiation of Meaning

The negotiation of meaning takes place when there is difficulty in communication and interlocutors negotiate for meaning to resolve this difficulty. However, as mentioned above, this situation of difficulty is not viewed negatively but considered as a chance for learners to develop their language. Merrill Swain (1985) extended this idea by introducing the comprehensible output hypothesis. Based on her observation, learners have to push themselves to be understood by their interlocutors. In doing so, learners not only meet their limitations in producing the target language, but also try to come up with better expressions to negotiate for meaning with their interlocutors.

2.3.3 Experiential Learning

Experiential learning is an important concept in task-based language teaching and this approach gives language learners opportunities to be actively involved in the experiential nature of the learning process. According to Kohonen (1992), experiential learning encourages the transformation of knowledge within the learners rather than from the teacher to learners. It also sees the importance of group and pair work and supports a holistic view of language learning as opposed to static and atomistic view. It outweighs learning process over product and it also encourages learners' autonomy in learning.

3. Method

The two lesson plans, which have been constructed to demonstrate alternatives to standard literacy development plans currently used in South Korea, have actually been implemented. The first trial lesson was tried by a teacher in a private institute at the formal request of the researcher and the second experimental lesson was tried by the researcher herself. In this section, how the second trial lesson had been carried out will be explained briefly. The researcher first wrote a formal letter to the private institute where she used to work and got permission from the president to teach on January 19th 2009. Six 2nd and 3rd grade students were gathered for the trial lesson. There was a teaching assistant present to videotape some parts of the lesson. The storybook and handouts for the activities were prepared beforehand. The specific procedures for the two experimental lessons are presented in Section 4 (See Tables 1, 3, & 4).

4. Lesson Plan

4.1 Class Information and General Goals

This class, called "library class", meets twice a week for 50 minutes. During this class students typically read books and do some related activities to understand, internalize, and personalize the content of the books for real use both in and outside the classroom.

Table 1.

Student Profile

Age/Grade	2nd and 3rd grade students in elementary school
Language Proficiency	➤ *Reading*-intermediate low In terms of reading, students in this class have no problem

	in reading simple sentences and a few compound sentences in storybooks. ➤ *Listening*-intermediate low In listening, they have a good understanding in classroom language and the explanation of the teacher regarding the storybooks they read. ➤ *Speaking*-intermediate low Their speaking is not as good as their listening but they can express themselves in simple sentences and a few compound sentences. They do not seem to be afraid or ashamed of making mistakes while speaking English even though the utterances they produce are not always accurate. ➤ *Writing*-intermediate low In writing, they can write book reports using simple sentences and some compound sentences.
No. of Ss	6-12
Type of class	It is a private institute and students meet twice a week, every Tuesday and Thursday, for two and a half hours which is equivalent to three classes excluding 5 minutes rest time in between classes. This is the library class which is intended to help students develop their reading habit. The main texts used in this class are storybooks together with other various types of texts.
Language Experience	Most of students in this class have studied English for 2-3 years.

Language	General	To help children be exposed to situations in

| Objectives | Objectives | which they can experience language for real use |
| | Specific Objectives | To practice irregular past tense verbs using functional and meaningful activities |

4.2 The Typical Lesson Plan

Table 2.

The Outline of the Typical Lesson Plan

Activities	The Summary of Procedures
✓ Warming up activity (10 mins.)	Activating students' schemata by showing the cover page of the book and asking some questions
✓ Shared reading activity (10 mins.)	Reading the same book together in pairs
✓ Reading the book and asking questions activity (10 mins.)	The teacher's reading of the book to students and asking some questions related to content and the language.
✓ Unscrambling activity & TSST (15 mins.)	Doing language focused activity which is unscrambling the words' order and checking answers with other students
✓ Explaining homework (5 mins.)	Asking students to write book reports on *Hand-Me-Downs*

4.2.1. Warming Up Activity

The first activity is a warming up activity which is designed to activate students' schemata about the topic being discussed. The teacher first shows students the cover page of the book and asks some questions about it. When students respond to the teacher's questions, the teacher usually gives continuous positive comments right away with the purpose of encouraging them to participate more in sharing their ideas with others.

4.2.2 Shared Reading Activity

This shared reading activity allows students to read the same book together and gives them a chance to guess word meaning without using a dictionary. While students are doing this shared reading activity in pairs, the teacher monitors the activity by walking around the classroom and makes sure that students are doing their job and negotiating meaning in the target language. If both students in each pair do not come up with the meaning of unfamiliar words then students in other pairs or the teacher gives the answer.

4.2.3 Reading the Book and Asking Questions Activity

The reading the book and asking questions activity is focused on linguistic aspects of the lesson in which the teacher first reads the book to students and gives some explanations about the language forms used in the book. The teacher also asks students to think about the situation of the main character in the book with those of their own.

4.2.4 Unscrambling Activity

The unscrambling activity was also linguistically focused activity since this activity is chosen to consolidate the linguistic knowledge of the students. This activity is an individual activity which checks students' accuracy of the language as well as their memory.

Checking the answer using 'Teacher-Student-Student-Teacher', which is the turn of asking and answering questions, is the continuation of the unscrambling activity and it is designed to highlight the speaking part of the language by requiring students to ask and answer questions of each other. This TSST also allows student-student interaction by giving students a chance to pick someone in class to answer their questions.

4.2.5 Explaining Homework

Explaining homework is the time for the teacher to wrap up the class. The teacher asks students to write a book report about the book they read in class including their opinion about the book.

4.3 Awareness and Consideration of Problems in Usual and Common Lesson Plan

This paper is written to aim at helping students to use the language they learned by reading books but the typical lesson plan lacks in employing activities which can give students ample opportunities to not only practice the language but also to do other related things to improve students' involvement. There are some follow up activities after reading the book, but linguistic aspects are prevalent which could make the practice boring for young learners as in these activities their role seems relatively passive. Since the activities are rather mechanical, students do not have enough chances to use and further develop their own cognitive skills. It would have been better if

there had been more than two lessons for one book to provide students with more opportunities to do related function and meaning focused activities.

4.4 The Improvement

The first and second lesson plans below are developed with the awareness and consideration that there should be more functional and meaningful activities related to the lesson to provoke meaningful interaction among students which could eventually serve as the springboard to develop children's productive language skills. The linguistic and psychosocial aspects pointed out earlier are balanced with more output provoking activities in pair and group work. To internalize the content of the storybook for real use, it is recommended that two lessons be developed for a single storybook with various interesting and meaningful activities so that students can be given ample chances to optimize their learning process as well as their productive skills.

The main theme of the month for this plan is "family" and for two weeks, the book used is titled *Hand-Me-Downs*. Students learn about family members and their relationships in the family. It is especially focused on sibling relations since the impact of having siblings in the developmental process of children is interesting as well as important in their psychosocial development (Harris, 1998). The choice of the main textbook in this class is the storybook since this genre meets students' linguistic and cognitive levels.

4.6 The First Lesson Plan

Table 3.

The outline of the first lesson plan

Activities	The Summary of Procedures	Objectives	Learning Domains
✧ Getting Ready; the picture using activity (10mins.)	Showing the cover page of the book to students to help trigger their imagination (See Appendix A, I). Asking students to draw a family from their own imagination and asking them some questions about the family based on their drawings.	To awaken students' imagination before getting into the core activity	Cognitive, psychological, linguistic
✧ Speech bubble activity in pairs (10 mins.)	Asking students to talk with their partners to create short sentences about the picture and fill in the bubbles on their handout (See Figure 2).	To extend students' imagination about the family	Linguistic, cognitive, psychosocial
✧ Reading storybook & unscrambling activity (10 mins.)	Reading the book out loud for students with rich emotion and asking students to do the unscrambling activity (See Appendix B, I).	To check comprehension of the storybook	Linguistic, cognitive
✧ Experiential learning activity: (pantomiming-shadowing)	Asking students to pick one favorite scene and express it using body language in pairs. Giving the rest a chance to answer the body language using verbal language.	To give students an opportunity to internalize the previous	Linguistic, cognitive, psychosocial

(15 mins.)		activity	
✧ Explaining homework: (5 mins.)	Having students write the reflection book reports (See figure 3 & Appendix B, II).	To reflect on the book by writing to consolidate the content.	Linguistic, cognitive

4.6.1 Getting Ready; Picture Activity (10 mins.)

This activity is designed to prepare students to begin their English language learning in a smooth way to get them ready for the class by providing them with a simple activity.

At first, the teacher asks students to close their eyes and lets them imagine and picture a "family" in their mind for a few seconds (Wright, 2007). And then the teacher tells students to draw whatever they want regarding the family they imagined. They could draw their own family or that of somebody else's and the teacher asks some questions about the family the students have drawn as a whole class activity.

4.6.2 Speech Bubble Activity in Pairs (10 mins.)

This is a bridging activity between the getting ready activity and reading storybook activity, which focuses on the linguistic aspects of the lesson. In this activity students are expected to work cooperatively with their partners and negotiate their ideas as well as the language they use to fill their speech bubbles.

The teacher first has to stick the enlarged picture on the whiteboard to trigger students' imagination about the picture and asks a few questions about it to activate students' schemata. Then the teacher distributes

the handout that contains the same picture with speech bubbles and asks students to fill in the speech bubbles.

Figure 2.

The handout for students for bubble activity

4.6.3   Reading the Storybook & Unscrambling Activity (10 mins.)

This activity is more focused on the linguistic aspects of the lesson and the teacher's role here is to read the book to students with rich emotion. When children listen to stories in class, it becomes a shared social experience for them (Ellis & Brewster, 2002).

After the initial reading of the book, the teacher checks the comprehension of the students by asking related questions. The teacher also gives a handout containing the unscrambling activity to assess students' language skill as well as memory since being able to memorize and use the language point of the lesson is essential in learning language.

## 4.6.4 Experiential Learning Activity: Pantomiming-Shadowing (15 mins.)

This activity is carefully sequenced to give an opportunity for students to actually do what they have done so far in that learning could be more fruitful by actually doing and experiencing it as a way of internalizing and personalizing the content of the lesson and actually use it in the real world.

The teacher divides the class into two groups of three people and each group is given a limited time to do this activity. The first group is the pantomiming group which is asked to pick one scene from the book and express it using body language and the second group is the shadowing group which has to guess what the pantomiming group does using verbal language. After this, these two groups change roles.

4.6.5 Consolidating Activity (5mins.)

This consolidating activity is designed to reflect the students' understanding of the book and also give students a chance to think about how they could extend their thoughts by comparing the scenes in the book with those of their own design. Students' work is attached in Appendix B, II and the pie chart (Figure 3) below shows the brief summary of students' feelings based on the analysis of their book reports.

Figure 3.

Feelings after reading and writing book reports on Hand-Me-Downs
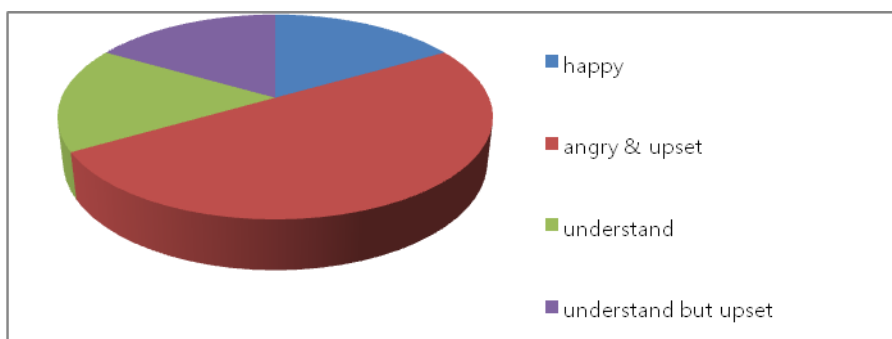
This pie chart is made based on content of the students' book reports specifying the feelings the students had after reading and while writing the book reports.

4.7 The Second Lesson Plan

This second lesson is basically the continuation of the same story book *Hand-Me-Down* which is dealt again more in depth to consolidate both the target language forms and the content of the book.

Table 4.

The outline of the second lesson plan

Activities	The Summary of Procedures	Objectives	Learning Domains
✧ Getting ready activity: shared reading (5 mins.)	Asking students to read the book in pairs to review the language and content of the book and to think about how they would feel if they were in the boy's situation.	To help students review the content naturally and stretch their thoughts	Linguistic, cognitive, psychological, and affective

✧ Bridging activity: (10 mins.)	Showing the last page of the book and asking students to continue the story creatively in pairs (See figure 4).	To get students ready to go to the core task	Linguistic, social, psychological, and cognitive
✧ Personalizing activity: situational role play (15 mins.)	Asking students to read the storybook one more time and demonstrating the situational role play. Asking students to create their own situation similar to the story book together with physical and emotional settings.	To allow students to realize the emotional power of texts	Linguistic, social, psychological, and cognitive

✧ Experiential learning activity (15 mins.)	Asking each group to present their work in groups and providing students with various options to choose from.
	➢ Options
	  - Drawing
	  - Role play
	  - Song
	  - Poem
		To internalize and learn by doing with the consideration of multiple intelligences	Linguistic, social, psychological, and cognitive

✧ Explaining homework: (5 mins.)	Asking students to write a card to their imaginative baby siblings.	To do a task to consolidate everything learned	Linguistic, psychological, and cognitive

4.7.1 Getting Ready Activity: Shared Reading Activity (5 mins.)

In the beginning of the class, the teacher asks students to read the book in pairs to give them time to review and become conscious of the language and the content of the book as well. The teacher asks students to think about how they would feel if they were in the boy's situation in which they always get hand-me-downs by asking questions beginning with 'what if'. "What if you were the boy who always gets hand-me-downs?"

4.7.2 Bridging Activity: Open-ended Speaking & Writing Activity in Pairs (10 mins.)

This pair activity allows students to trigger their imagination by creating the continuation of the story using the last page of the storybook. The teacher asks students to freely and creatively talk about what would happen after this scene.

Figure 4.

    The picture of the storybook's last page for the bridging activity

4.7.3 Personalizing Activity: Situational Role Play in Groups (15 mins.)

(Bamford & Day, 2008)

This personalizing activity designed to draw students' attention to language forms and actual usage by involving them in a context in which they take an active role in the learning process as well as performance. At first, the teacher asks students to read the story one more time and briefly demonstrates a situational role play by creating physical and emotional settings based on the book *Hand-Me-Downs*. The teacher asks students to create their own situation similar to the storybook and tells students to create physical and emotional settings by speaking the target language and taking down notes in English.

4.7.4 Experiential Learning Activity (10 mins.)

This experiential learning activity is the direct extension of the previous personalizing activity and students are given four options to choose from since this activity is designed purposely to activate students' idiosyncratic talents with the awareness of the significance of Multiple Intelligences. The first option is to express what students have done in the previous step by drawing and the second option is for students to create a conversation and do role plays. The third option is to make a song using the story and the fourth is the writing of a poem based on the book. Finally, the teacher asks each group to present their work in groups.

4.7.5 Explaining Homework (5 mins.)

This consolidation is a kind of wrap up activity and to do this activity, the teacher shows students a sample card and distributes colored paper to each student and asks them to write a card to their imaginative baby siblings.

5. Results

By doing two trial lessons with 2nd and 3rd graders, the researcher has become more confident in using functional and meaningful activities based on storybooks which are interesting to learners and with which they could empathize. Students were able to engage in producing speaking and writing through pair and group work. When questioned after the lesson, all students answered that they enjoyed the new activities but everyone seemed to have a different favorite activity which clearly shows their individual differences. However, students were little bit passive during the first part of the lesson since they did not know the researcher well, but as the class progressed they became more active in participating in the activities.

6. Defense

The most innovative and salient activities in the two experimental lesson plans are the pantomiming and situational role play upon the basis on the storybook entitled *Hand-Me-Downs* since drama related activities share important features with storybooks. Reading storybooks could give some opportunities for students to understand other's lives by having vicarious experiences in a pretend play situation (Slater & Bremner, 2007). There is also close relationship between pretend play and the theory of mind in that make-believe play seems to exercise a child's understanding of a play partners' mind (Taylor & Carlson, 1997). Having vicarious experiences by reading books and doing related follow up activities covers not only linguistic and cognitive aspects of the learning process but also psychosocial aspects (Ellis & Brewster, 2002). Doing these new types of activities also provides a venue for the students to stretch their imaginations in a safe and comfortable environment.

6.1 Defense of the First Lesson Plan

By doing the speech bubble writing activity, students are able to express their inner speech. According to Vygotsky (Wood, 1998), inner speech is a secretive and covert phenomenon that helps form the thinking process and he advocated that childhood speech is social as well as communicative in both origin and intent. Having a chance to express their thoughts by writing the speech bubbles in pairs also gives time for students to negotiate meaning. Working in pairs gives the children even with relatively low linguistic proficiency and low confidence a chance to be engaged in producing the target language in a safe way and studies show that children doing tasks and activities in pairs or with peers can learn more effectively (Light et al., 1994). Working in pairs also increases the students' chances of developing their perspective-taking ability (Doise & Mugny, 1984). In this way, children can learn to look at the same thing with several different perspectives.

The reading the storybook and unscrambling activities can pique the students' curiosity and interest about the book and they can learn and understand other people's viewpoints on the same book which could mean that they possibly develop the theory of mind by reading books since we could naturally practice putting ourselves in somebody else's shoes in this way (Slater & Bremner, 2007). Even though everyone has their own preferred areas and talents in which they could excel, we, language teachers, usually assess our students based on their linguistic ability alone. The pantomiming and shadowing activity, which involves both nonverbal and verbal aspects of language, can be quite effective since pantomiming could become a starting point to integrate speaking, listening, writing and reading skills depending on how the teacher sets up this activity. Students lacking language skills can be fully involved in the pantomiming activity and,

therefore, could also feel attached to the target language activities (Brauer, 2002). To borrow the famous cognitive psychologist Piaget's terms, applying drama in language learning is designed to make the assimilation process easier for students and to ultimately bring them to the accommodation stage where they can really use the language (Brauer, 2002).

6.2 Defense of the Second Lesson Plan

With the awareness that a lot of students nowadays are the only child in their family, it could be effective for students to read a book about sibling relations so that they could experience other's feelings by reading books. According to Gopnik (1993), children need to acquire a theory of mind which is considered to enable access to their own states of belief as well as other people's. Since the main text book used in this lesson plan is a storybook, it is necessary to explain the significance and reasons of using storybook to increase children's literacy development. Using storybooks in a language classroom could serve as a springboard for other learning activities and storybooks help learners develop their imagination (Ellis & Brewster, 2002).

Using pictures in class can elicit utterances from learners in class regardless of the type of language they produce, i.e., whether what they say is one word or even incorrect. Interesting pictures can activate mental images and can help learners to remember what they study in class. Pictures could be used by different teachers for different lessons with different ranges of students and proficiency levels which means pictures could be flexibly used for all learners (Bailey, 2005).

Considering that individual differences in language learning is quite important these days, it would be detrimental and limiting if the language learning is only focused on linguistic aspects. Employing different approaches in teaching the target language and giving several options to

choose from when doing activities, however, is one of the ways to acknowledge learners' uniqueness and individuality (Nicholson-Nelson, 1998).

7. Conclusion

Recognizing the necessity and significance of the language to be used has pushed language teachers to look at their everyday lessons from different angles and develop activities that can elicit meaningful interaction from language learners. This paper specifically puts an emphasis on using storybooks and drama related activities since they both share valuable and significant characteristic in that learners can become somebody else while engaging with them. This distinct feature is very much worthwhile due to the foreign language learning situation Korean learners have since it could possibly help learners to use the language they learn by actually doing something about the language in a safe and caring environment not as learners themselves but as someone else. They draw upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking (Maley & Duff, 2006). If well employed by teachers, storybooks and drama related activities give learners an opportunity to contextualize the language which could bring the classroom interaction to life with the focus on meaning. With the awareness of the usefulness of storybooks and drama related activities, this paper presented an experimental version of lesson plans using a storybook and some relevant activities. As can be surmised form the results, exposing language learners to these kind of lessons on a regular basis could help them enjoy the target language and use it for real use which is the ultimate goal of learning a new language.

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Appendix A

I. *The Cover page of the Storybook*

THE
Hand-Me-Downs

BY **Andrew Durkee**

ILLUSTRATED BY **Gioia Fiammenghi**
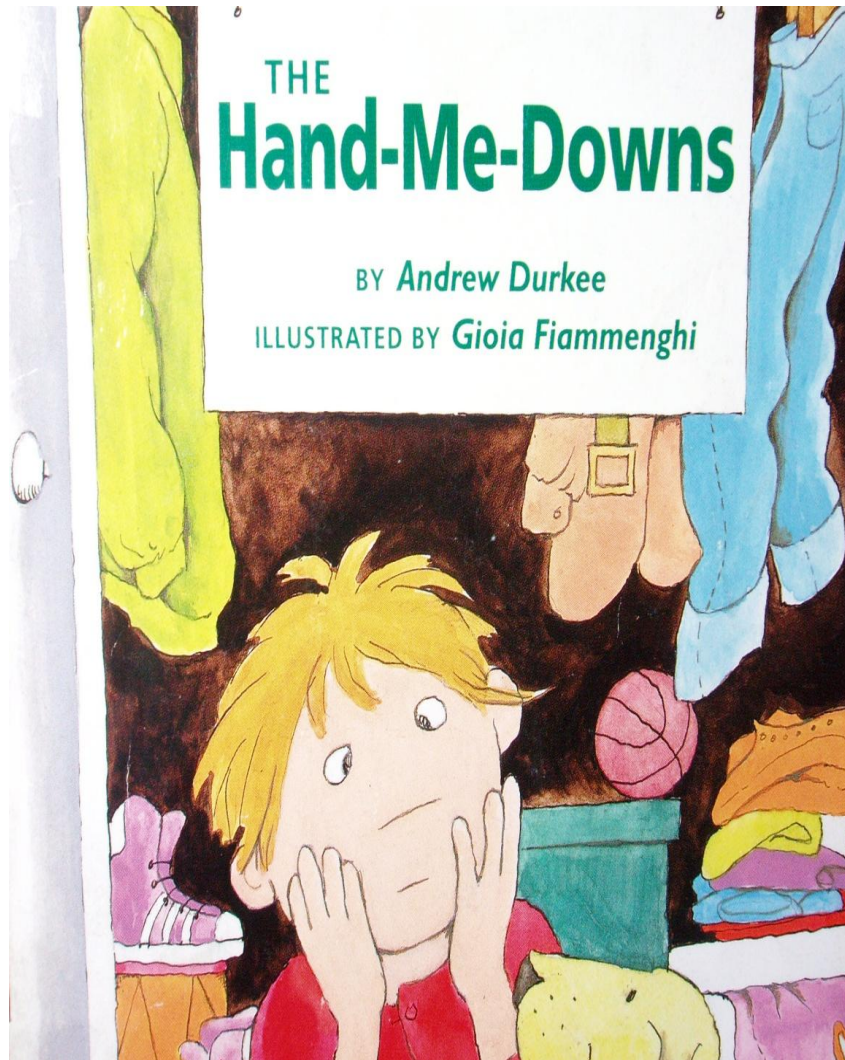
Appendix B

I.   The hand out for unscrambling activity

- Unscramble the sentences

   Ex) got shirt new Tim a. ⟶   <u>Tim got a new shirt.</u>

   1.   got jacket new Ben a.

   _____

   2.   old got who his Guess jacket.

   _____

   3.   was jacket, nice a It/ but had it on a it patch.

   _____

   4.   got sweater Meg a new.

   _____

   5.   who Guess his shirt old got.

   _____

   6.   a shirt nice It was, / it a had on but patch it.

   _____

Appendix B

   II. Students' book reports after reading the book "hand-me-downs"

Student 1

1. I feel the hand-me-down makes me angry. And I do not like the hand me downs.

Student 2

I had hand-me-down from my brother's clothes.) so I can know the author's feel.

Student 3

1. I think they are happy because when their clothes got old they can get new ones and the old ones goe to his little brother.

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Student 4

I think he wanted to have new one but he always hand-me-down his brother or sister(s clothes) So he is upset that he can't get a new ones.

Student 5

5. I feel same of younger brother in this book because I have ˅older brother so I hand-me-down my brother(s clothes) In the book he can hand-me-down to youngest brother but I don't have younger brother so I am very very upset.

Student 6

Implementing CALL-based Theory to Improve the Efficacy of English Language Teaching in South Korea

Theresa Park
TESOL 4th semester

The Internet has become a new medium of communication that is shaping the way we teach. Many second language learners and teachers can see great potential in computer-mediated teaching and learning as computers can provide new opportunities for communication to both of them. Furthermore, the Internet makes it possible for learners to access and publish texts and multimedia materials and to extend their communicative experience to worlds far beyond the classroom. This paper, therefore, focuses on the current role and future expectation of computer-assisted language learning (CALL) approach in English as a foreign language (EFL) situation, first by providing a review of the literature and second by providing some model activities. This paper concludes that a CALL-based approach for teaching English in an EFL situation like Korea, wherein learners are typically given extremely limited opportunities of producing the target language, can provide a very useful way to engage students in a real or real-like communicative situation and the approach should be carried out with a thorough observation in order to generate the best possible effects.

1. Introduction

As a result of technological innovations, new types of communication, namely online-based communication, have emerged (Toyoda & Harrison, 2002). These new technologies, especially e-mail and chat, are being

increasingly used in various second language learning environments. Many researchers consider these types of communication as a promising means for language learning because it allows learners to interact with others including native speakers from the country where their target language is spoken. Learners can get opportunities to communicate with people from different cultures regardless of where they are or when they want to talk. An electronic approach to conversation has the ability to overcome the limitations of face-to-face interaction and provides learners with opportunities for social interaction and language learning connecting them to the world. Online language learning has influenced and changed the traditional type of language learning. Sociocultural patterns have also changed and an online culture has formed according to the nature of online situations. Therefore, the development of interactive online environments has been systematically affecting the future of language learning, where learning settings and sociocultural patterns are important. Considering the current trend, online chat has the potential to facilitate the conditions for optimal language learning environments.

2. Literature Review

2.1.1 Rationale for Online Language Learning

In order to develop communicative competence, students should be exposed to enough comprehensible input (Krashen, 1981, 1985). They have to produce comprehensible output in a communicative sense, which can also be considered as comprehensible input to their peers because some of them, whose proficiency level is similar with each other, produce (Swain, 1985). A teacher, in this environment, can make students help each other in the learning process by letting them engage in cooperative group or pair work.

Technology helps the teacher and learners construct a structural relationship and give feedback and assessment systematically. On-line students also build knowledge and the ability to speak English with an integrative approach focusing on merits and harmony of comprehension- and production-driven language learning. Technology turns out to be an important factor shaping the collaborative relationships observed in the classroom and, consequently the learning opportunities available to students (Jeon-Ellis, Debski & Wigglesworth, 2005). In their study, students attempted to utilize the computer both as a source and tool for language learning and they formed a balanced relationship as explorers of technology and language.

2.1.2 Comprehensible Input and Output

Comprehension-driven language learning focuses on learning to process messages in the target language. The clearest example of a comprehension-based account of second language development derives from Krashen (1985, cited by Skehan 1998). He proposed that comprehensible input is the driving force for inter-language development and change, and that the effects of such change carry over to influence production - that is, one learns to speak by listening, a claim which is interesting because of its counter-intuitive nature. Krashen argues that the predictability of the context makes what is said to function as a commentary on what is already understood.

   The assumption is that speaking will eventually emerge on its own, and that pronunciation and real creative use of the language will be better if comprehension comes first and is emphasized more. Meaning is much more in focus than linguistic form. Therefore, the more meaningful exposure, the more students can learn. They also need to be engaged in social interaction because interaction connects input, internal learner

capacities and output in productive ways (Long, 1996). Interaction can set the stage for learning. While it is not intended to be a comprehensive causal theory of L2 learning, interaction can be seen as a window through which to view important aspects of the L2 learning process, and as a facilitator of many of the processes (Mackey, Gass, & McDonough 2000).

2.1.3 Collaborative Learning with Pair and Group Work

Students can learn best when they are actively involved in the learning process. Students working in small groups or pairs tend to learn more what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes (Beckman, 1990).

Collaborative learning could be termed as cooperative learning, peer teaching or peer learning. Teachers should think about how they will organize students into groups, help groups negotiate among themselves, provide feedback to the groups, and evaluate the products of group work. In on-lone settings many students can meet much needed opportunities to work in collaborative learning groups and practice in such skills as active and tolerant listening, helping one another in mastering content, giving and receiving constructive criticism, and managing disagreements. Students perceive that each member is responsible to and dependent on all the others, and that one member cannot succeed unless all members in the group succeed. Knowing that peers are reliant on each other is a powerful motivator for group work.

2.1.4 Communicative Language Teaching with Interaction-driven Learning

The objective of the communicative language teaching approach is to help students develop communicative competence, use social context-appropriate language and negotiate meaning by letting them engage in authentic situations communicating in the target language. A language teacher's overall purpose could be to prepare learners for a communicative activity by providing them with the necessary linguistic forms and the necessary links between forms and meanings (Littlewood, 1981). The teacher manages activities and sets up communicative situations. Language function is emphasized over linguistic form and students focus on negotiating meaning. Language production through meaningful interactions makes the learner move from semantic processing in comprehension to a more syntactic processing that is necessary for second language development. In many communicative activities, a language teacher creates a situation and sets an activity in motion, but it is the learner themselves who are responsible for conducting the interaction to its conclusion (Littlewood, 1981). Furthermore, peer evaluation during conversation includes communicative function. Feedback can provide learners with information about the success of their utterances concerning accuracy, communicative success or additional opportunities for learners to focus on production of comprehension.

As learners participate in exchanges of communicative importance, their input and output contain critical linguistic information, and this input is likely to be developmentally appropriate for their current processing capacities because it has been developed in a negotiation process. The cognitive mechanisms driving learning are thought to be optimally engaged in making connections between the target language form and meaning,

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providing learners with opportunities for acquisition. Interactional processes may work in concert or individually in relation to the factors including interaction-learning relationship, such as tasks or individual differences.

Coughlan and Duff (1994 cited by Jeon-Ellis, Debski & Wigglesworth, 2005) investigated the ways students implemented ESL tasks and state,

> We stand to learn a lot about what goes on in the minds and experiences of individual language learners by looking at the activity that emerges from interactive second language situations. Perhaps, through this kind of discourse-based investigation, we will discover that variation in second language acquisition is not entirely intrapersonal - rather; some answers must reside in the interpersonal relationships among participants engaged in second language activities, and in subject-task relationships (p. 190).

Interaction in the second language classroom also promotes opportunities for negotiation, feedback and output, furthermore opportunities for making form-meaning connections.

2.2 Real-like Communication

Online Chat can give opportunities for language learners to communicate with people. While chatting, a speaker imagines an interlocutor as a person according to text-based information provided by him or her. The distance between them might reduce anxiety and prejudice which could come from face-to-face interaction. The speaker can also make his or her idea image depending on how he or she wants to look to the interlocutor. Dialogue in a chat is similar to a real face-to-face conversation, however, there are no clues,

for example, facial expression or gesture, so people in chatting should entirely concentrate on written text, which could result in enhancing learner's accuracy in using the target language. The visual salience of written discourse and the self-paced setting in text-based medium increase learners' opportunities to take notice of errors and make output modifications including self-repairs (Lee, 2008).

Toyoda and Harrison's study (2002) examined negotiation of meaning that took place between students and native speakers of Japanese over a series of chat conversations and attempted to categorize the difficulties encountered. The data showed that the difficulties in understanding each other did trigger negotiation of meaning between student interlocutors even when no specific communication tasks were given. Using discourse analysis methods, the negotiations were sorted into nine categories according to the causes of the difficulties: recognition of a new word, misuse of a word, pronunciation error, grammatical error, inappropriate segmentation, abbreviated sentence, sudden topic change, slow response, and inter-cultural communication gap. Through the examination of these categories of negotiation, it was found that there were some language aspects that are crucial for communication but which had been neglected in teaching, and that students would not have noticed them if they had not had the opportunity to chat with native speakers.

Chatting in an L2 may not always be an easy task for learners, as it requires them to read messages and respond to them quickly. There are no clues such as facial expressions and body language to help them understand the incoming messages, which may make their interactions with their interlocutors difficult as they have to rely solely on written texts. The data of Toyoda and Harrison's study (2002) showed that the difficulties in understanding each other have indeed triggered negotiation of meaning.

Successfully negotiating the communication problems is essential in order to take advantage of comprehensible input and modified output. The review of the chat logs may facilitate the improvement of students' interlanguage.

2.3 Noticing

According to the Noticing Hypothesis (Schmidt, 2001), learners need to notice their problematic language production. Noticing is an important cognitive construct in second language acquisition. According to Schmidt (2001), noticing plays a crucial role in various accounts of second language acquisition, be it in theory of development or in the role of instruction. Lai and Zhao (2006) suggests that text-based online chat, a particular form of synchronous computer-mediated communication involving written oral-like conversation, has the great potential of increasing noticing for two reasons: first, it allows conversation to flow at a slower pace compared to face-to-face conversation, and thus gives the speakers longer processing time in receiving and producing the target language; secondly, it saves texts in such a manner that users can access previous messages quite easily. Their study attempts to examine the capacity of text-based online chat to enhance learners' noticing of their own problematic linguistic output and of the interactional feedback from their interlocutors.

Pellettieri's (2000) study also revealed that text-based online chat fostered negotiation of meaning and form-focused interaction. She reasoned that online chat promoted the noticing of problematic linguistic structures and, thus, was beneficial to the development of grammatical competence. According to Pellettieri, computer-mediated communication may increase the chances that learners will focus their attention on both function and form. Text-based online chat could promote more noticing of problematic

linguistic structures during the interaction, which could be a crucial factor in determining the facilitative role of text-based online chat in SLA. Text-based online chat makes it possible for the participants to go back to read their output and make revisions according to their thought. This self-editing capacity afforded by text-based online chat can increase the learners' noticing of their own errors. Since the text in the online chat is saved and accessible as the conversation go on, its relative permanency might have given the learners a stronger sense of their ability, and thus they might have been more conscious about its correctness and monitored it more frequently. This point was reflected in the comment of one participant in the data of the research conducted by Lai and Zhao (2006), "In online chatting, I'm more concerned about my typing mistake and grammar" (p.112).

2.4 Constructive Feedback

People in chatting give and get any kind of feedback, which could be displayed as a short, or a comprehension question or confirmation question depending on the people in conversing or the topic of the dialogue. When exchanging feedback, there are two types of feedback, expert-to-novice feedback and self-regulation. Learners first rely on the assistance of experts to make error corrections or other-regulation and eventually gain increased independence and become self-regulated, reconstructing their erroneous forms with little or no intervention (DiCamilla & Antón, 2004).

Lee's (2008) research reports how corrective feedback was negotiated through expert-to-novice collaborative efforts and scaffolding with 30 subjects working on three different tasks - jigsaw, spot-the-differences and open-ended question. The findings of the research reveal that text chats supported the focus-on-form procedure through collaborative

engagement. The study concluded that it was not easy to provide corrective feedback and to attend to linguistic errors in a timely fashion during the meaning-based interaction. During the scaffolding process, the nature of the task may affect the amount of feedback negotiation. For instance, spot-the-difference tasks require the use of precise lexical items and grammar points to reach a convergent outcome, whereas open-ended questions are less structured and contain unanticipated accounts that may lead to a variety of responses. From this perspective, open-ended questions may be conducive to feedback negotiation that prompts less on the form than on the meaning as the use of specific vocabulary may not be necessary to complete the task. Other contributing factors including learners' language proficiency and motives for language learning also influence the process of feedback negotiation (Lee, 2002).

Lee's studies (2002) analyze the manner in which L2 learners co-construct meaning and support each other to produce accurate linguistic forms. The findings showed that the experts assisted their partners linguistically and cognitively in the process of feedback negotiation. As the result of feedback negotiation, the novice students were able to self-repair their errors and incorporate correct forms into their follow-up turns. It is likely that learners would solve semantic problems that cause communication breakdowns before they attended to syntactic errors. The focus-on-form is more salient in computer-mediated communication than in face-to-face interaction as the learner reads the correct written text on the screen. In some cases, the evidence showed that students were able to self-repair their errors and further incorporate correct forms into their follow-up turns.

2.5 Pedagogical Approach

Chat's potential for pedagogical approach in second language acquisition could be placed beyond current expectations. Chat solely provides learners opportunities to be involved in real-time communication like real communication with diverse interlocutors and social interaction regardless of time and place. Furthermore, teachers can create online environments in which chat can provide for learning project-based collaborative learning. Project-oriented computer-assisted language learning attempts to provide students with context for genuine communication by orienting learners towards tasks, which encourages them to communicate in the target language while working towards completion of a project (Jeon-Ellis, Debski & Wigglesworth, 2005). The study conducted by Jeon-Ellis, Debski & Wigglesworth (2005) investigates the oral interaction that takes place in this context. According to them, the foremost goal of CALL activity is to provide language learners with an environment facilitating communicative situations where they are encouraged to engage in linguistic interactions. In attempting to achieve this goal, language teachers have increasingly turned to developing collaborative tasks and projects. Project-oriented CALL can be seen as a holistic learning approach aimed at employing modern technology to trigger students' ability to play with words and create social realities in and out of the classroom, and thus facilitate learning. The specific implementation of Project-oriented CALL at the University of Melbourne analyzed in the research was based on the expectation that the goal-oriented activity of creating Web-based multimodal presentations may promote the need to communicate among students, thereby facilitating language development (Jeon-Ellis, Debski & Wigglesworth, 2005). In second language learning and teaching, project-oriented learning is best positioned

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as a curriculum design within the Communicative Language Teaching framework.

The "learning task" has become the central focus of many second language classrooms (Ellis, 2003), and learners are recognized as active and creative language users. Second language learning takes place while students interact with each other, or with the teacher, through participating in task-based collaborative activities in the classroom. These activities are important because they provide meaningful contexts for L2 development. This implies that, in the case of collaborative classroom situations, L2 learning relies on whether learners become successfully integrated into either a group or the class, or into any implicitly or explicitly existing social relationships within the classroom. Jeon-Ellis, Debski & Wigglesworth (2005) insist more research is required on how social spaces interact with electronic spaces on the computer screen in the project-oriented classroom. Pair and small-group work in such classes needs to be very carefully handled if it is intended to enhance goal-oriented interaction in the target language and language learning. Personality differences and problems with group formation must be addressed before working on projects. Instructors need to know more about the role of the teacher and peer, and design projects taking advantage of the rich learning opportunities emerging from interaction with the computer screen.

2.6 Non-Native Speakers Negotiating With Non-Native Speakers

Jepson (2005) notes that research on exclusively non-native speaker interaction has most often focused on repair moves made while performing set tasks. Iwashita (2001) conducted an empirical study of how differences in Japanese NNSs' language proficiency impacted repair moves and modified

output in three task types, concluding that groups of learners of either similar or different proficiency levels may derive valuable interactional benefits. In English NNS-NNS task-based interaction, Shehadeh (1999) found a greater amount of negotiation stemming from NNS-NNS interactions than from NNS-NS interactions. Tudini's research (2003) explores that live chat with native speakers offers opportunities for negotiation of meaning in open-ended tasks carried out in single session interactions with unfamiliar NS without teacher supervision. Public NS chat rooms are also likely to offer an optimal environment for SLA, even for learners studying at a distance who need to chat without supervision. Chat logs indicate that learners do in fact negotiate for meaning and modify their interlanguage when engaged in open ended conversational tasks with unfamiliar interlocutors, with lexical and structural difficulties triggering most negotiations.

Chatting with NS in chat rooms cannot replace oral interaction in real life contexts, nor can it provide the physical aspects of oral discourse such as pronunciation and other non-verbal features. However, the opportunity to negotiate would be of particular use to the external student who aims to become a competent speaker of the target language. Chatting with NS in a chat room where only the target language is spoken provides an authentic and purposeful cross-cultural experience which is otherwise limited to the language teacher, members of the local community or other learners. This is an opportunity which should not be restricted only to external students, according to evaluations of the project conducted by Tudini (2003). The provision of linguistic feedback does however appear to depend to some degree on the educational background, disposition towards learners, personality and gender of the NS.

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2.7 Conclusion

Thus far, this paper has addressed online chatting's potential for language learning with five criteria: first, real-like communication with social interaction, second, noticing linguistic information and learners' current competence, third, constructive feedback depending on learners' linguistic ability and interlocutors' proficiency level, fourth, pedagogical approach in second language learning, and last, benefits from conversation between non-native speakers and between native and non-native speakers.

It is proposed that employing online settings for educational potential can offer students with infinite learning environments. Especially considering Korean students' fixed thoughts on learning English and the current educational system, which equates acquiring English with studying and analyzing linguistic elements of English, to make an English test in order not to check linguistic ability of learners, providing more opportunities for real communication via on-line environments would seem to offer many possibilities for a more-balanced linguistic development.

Being online, students can have a real conversation using their target language, they can gain knowledge on what they talk about, can find out their linguistic or cognitive gaps for better understanding, and can share common problems as a second language learners. Eventually they can improve their linguistic competence and self-evaluation ability, which will help them be able to advance their ability to explore for their own further learning. There could be problems in using online chat for language learning, if teachers can organize online tasks and provide appropriate instruction, merits of online chatting definitely can overshadow its possible negatives. Online chatting can guide learners to be motivated to learn their target language and to explore the learning process. Online chatting can play a

promising role in helping Korean students be able to learn English.

3. Designing Podcast Materials

3.1 Listening Activity with Podcast

3.1.1 Language Objective: Microskill

Recognizing English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.

3.1.2 Description of the Activity

1) Make sure all the students are able to sign up for their podcast page and manipulate the microphone connected their computer.

(www.podomatic.com)

2) Encourage students to listen to the audio file several times to notice important parts of spoken American English – the rhythms and intonation patterns of the long streams of nouns and adjectives that are so commonly used. (Appendix A & B)

3) Let students listen to the audio file carefully checking words with stress in a script without check marks.

4) Then, make students record their voice reading the script aloud with stress after confirming their knowledge on where stresses should be placed and practicing pronouncing correctly with appropriate stresses. A teacher might want to help them be able to do this properly with a script with check marks.

5) Encourage students to listen to other classmates' recordings and to discuss which parts can be produced easily or difficultly compared with their Korean spoken patterns.

6) After the activity, a teacher gives comment on each student's performance

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in their podcast page and provide efficient advice if needed.

3.1.3 Defense for Choosing Podcast

For the objectives set here, recognizing English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information, using a podcast seems optimal. Podcast can help learners be able to increase linguistic knowledge while listening to certain spoken patterns in English. First, diverse audio sources posted in the podcast can provide valuable opportunities for students to recognize particular differences between the sounds of English and Korean or stress patterns. This is important because there are systematic differences in the languages regarding both segmentals and suprasegmentals. Second, podcast can also help students be able to master sounds, stresses, or intonation patterns with isolated solo practice and peer cooperative learning process. Students can discuss in person what common pronunciation or intonation problems they have, and then after posting their recorded voice in the podcast, can give useful advice on reading English well to each other which some of them might not have been able to notice for themselves. Last but not least, listening activities using podcast can be an important chance for a teacher to collect a list of linguistic problems while listening to student recordings and observing their performance in practicing sounds and stress patterns in English. He or she can detect possible problems the students may be encountering and can make appropriate curricula changes to address them.

3.2 Reading Activity with Podcast

3.2.1 Language Objective: Macroskill

Recognizing the communicative functions of written texts, according to form and purpose.

3.2.2 Description of the Activity

1) Make sure all the students are able to sign up for their podcast page and can manipulate the microphone connected to their computer.

2) Let students watch the news clips (AP News from YouTube) and read texts from CNN and Wikipedia. (Appendix C,D & E)

3) Encourage students to make a group of four students, and to discuss what the contents convey and what important features are included.

4) Then, make each group write their own news script shorter then the original ones, but should include features they think are important.

5) Encourage all the students to record their voice in podcast reading their own scripts acting like an announcer after practicing in a group. If they want to, students can ask the teacher for help.

6) Make students listen to other groups' news and then comment on what is great or what should be included in the news by comparing with their own version of the news.

7) After the activity, students may want to vote for the best one for fun, and the teacher could give an evaluation of each student's performance.

3.2.3 Defense for Choosing Podcast

For the objectives, recognizing the communicative functions of written texts, according to form and purpose, podcast seems to provide an excellent tool. To begin with, Podcast can offer opportunities to incorporate reading with

the other language skills, which are listening, writing and speaking, in more integrative and communicative ways. For example, in this activity, students can readily understand the content in the reading materials because they are exposed to diversely different types of resources which include the same subject matter. They can also notice how differently the same subject can be presented depending on the medium, and what certain parts are recognizable enough to convey communicative functions in written texts. Furthermore, through activities with podcast, students can get opportunities for comprehensible input and produce comprehensible output. Opportunities for comprehensible input and output can help students build vocabulary, linguistic skills and language awareness. Podcast can also provide students with valuable opportunities to publish their own work. Students enjoy having their work published, that is, made available to readers other than just the teacher. When students know that their work will be read and listened to by their classmates, and perhaps even by readers outside the class, they are encouraged to revise more and edit more carefully. Finally, through this podcast activity, teacher and peers can give positive feedback on each student's work which can provide motivation and confidence to students as writers, as well as help them to develop a sense of presenting for a real audience.

3.3 Speaking Activity with Podcast

3.3.1 Language Objective: Macroskill

Appropriately accomplishing communicative functions according to situations, participants, and goals.

3.3.2 Description of the Activity

1) Make sure all the students are able to sign up for their podcast page and can manipulate the microphone connected to their computer.

2) In class, view the scene of Elle and Paullet having conversation about Paullet's breakup with her boyfriend. Discuss the situation with students. (Appendix F. http://dante2047.podomatic.com/)

3) Divide students into groups, and ask them to come up with their advice. (What advice would they give if they were Elle?)

4) Let students present their outcomes and post their answers on the board.

5) Choose the best advice and ask students to speak about their possible reactions.

6) Divide students into pairs.

7) Encourage them to study the movie clip alone and write a brief script for the next scene.

8) Let students practice doing a role-play within pairs and then record their voices in their podcast page in order to let other students enjoy their recorded role-play.

9) After all the pairs have posted their episode in their podcast page, let students listen to other groups' role-plays, and then comment on them.

10) Select one or two pairs and let students present their scripts to the whole class, and the student will choose who gave the best advice to Paullet.

3.3.3 Defense for Choosing Podcast

For this objective, appropriately accomplishing communicative functions according to situations, participants, and goals, podcast provides an excellent tool. First, one of the major pedagogic benefits of using podcast for this objective is that it creates opportunities for students to use English

communicatively and naturally – which will help them move away from the teacher-centered reception of English they are accustomed to in Korea. As a second benefit, podcast can allow learners to be engaged in meaningful communication, as they must both produce language and receive feedback from their peers or teacher. As communication in English becomes meaningful to learners, they can begin to change their perception of English as being only a curricular requirement to be practiced in exercises that have little or no relationship to real world use. The most obvious practical benefit podcast can offer is the individualization of the classroom. Through this kind of activity, the teacher can become acquainted with both the students' language proficiency level and with the students as persons. This type of individualized instruction also provides opportunities for counseling and helps to establish a good relationship between a teacher and students. He or she can make class activities communicative, provide the students with non-threatening opportunities for communication, and increase student self-confidence with podcast.

4. Designing Wiki Materials

4.1 Writing Activity with Wiki

4.1.1 Language Objective: Microskill

Producing an acceptable core of words and using appropriate word order patterns.

4.1.2 Description of the Activity

1) Make sure all the students are able to sign up for their wiki page (www.pbwiki.com) and bring their own book for the activity.

2) Introduce the activity by modeling it. First, choose one simple sentence from a book. Then, embellish the sentence with one to three additional words.

3) Have students browse through their books to find a sentence that they can embellish with one to three words.

4) Make students write down their sentence in their wiki page without indicating which words were added. They should provide the information on the book's title and the page the original sentence is to be found later.

5) Divide students into pairs. Each member examines his or her partner's carefully to determine which word or words have been added. If the detector finds the added words, the writer loses the points. If the detector fails to find the added words, the writer gets plus points.

6) After the activity, encourage students to recommend some structurally-well embellished sentences and discuss why the sentences are successfully embellished.

4.1.3 Defense for Choosing Wiki

For these objectives, producing an acceptable core of words and using appropriate word order patterns, Wiki provides an excellent format. To begin with, Wiki can help students be exposed to language sentences and develop structural knowledge of English while detecting embellished words. Furthermore, Wiki offers opportunities for students to actively participate in their own learning while selecting and writing their sentences. All the students can write and read sentences at their own speed and think about which words were added while analyzing structural patterns carefully. There are also opportunities for creativity and experimentation in composing new language sentences with peers' positive response, comments and maybe language modeling from a teacher. Lastly, Wiki helps students realize peer-

editing activities as being useful when they are presented in an appropriate way. They are pleased with the chance provided by a process-oriented approach to read other students' compositions and share ideas with classmates both in writing sentences and during the process of increasing their structural knowledge and appropriate word patterns.

5. Conclusions

In summary, technology can provide learners with language experience as they go through the various developmental stages of language acquisition. At the very first stage, learners can be exposed to a sufficient amount of language, which is understandable to them, with the use of multimedia. While understanding input and negotiating, cognitive and linguistic gaps from current knowledge and presented material, they use their second language as they manipulate technology to share information, work collaboratively to complete a task and communicate with authentic audience. Computer-mediated activities help learners develop communicative competence by using English both productively and receptively supporting student's autonomy. A teacher should provide relevant techniques to support language goals and academic developments. Evaluation of the activities provided in the paper was designed to determine the following principles.

5.1 Conditions for Classroom Language Learning

Any language lesson should support conditions for optimal classroom language learning environments regardless of the tools used (Egbert, 2005). These conditions, based on research from a variety of literatures, have been characterized in different ways, but a general list (Egbert & Hanson-Smith,

1999 cited by Egbert 2005) includes the following eight items.

> 1.Learners have opportunities to interact socially and negotiated meaning.
>
> 2. Learners interact in the target language with an authentic audience.
>
> 3. Learners are involved in authentic tasks.
>
> 4. Learners are exposed to and encouraged to produce varied and creative language.
>
> 5. Learners have enough time and feedback.
>
> 6. Learners are guided to attend mindfully to the learning process.
>
> 7. Learners work in an atmosphere with an ideal stress/anxiety level.
>
> 8. Learners autonomy is supported.

5.2 Evaluation of the reading activity with the eight principles

In the reading activity with podcast, students can have valuable opportunity to negotiate meaning while interacting with peers. They need to understand contents before organizing and summarizing them by meaning negotiation and script composition (Principle 1). Furthermore, students can interact in the target language with peers, who are authentic audience. In order to complete the task, broadcasting an adapted news (recording their own version of news on Heath ledger), they have to listen and respond to each other (Principle 2). Students are also involved in authentic tasks. The task itself might be enough to attract their attention because the activity provides them with various types of input and with a popular subject to discuss (Principle 3). Moreover, students are exposed to diverse and authentic input and are encouraged to produce language creatively. Even though they can choose words and sentences from content, they can learn certain vocabulary, expressions and language patterns while organizing information (Principle 4). Students also have enough time and feedback from peers and the teacher. While discussing, they can understand the contents and help other classmates who might have troubles in comprehending certain parts. When commenting

on their peers' work, they can get a chance to look on their own work, which is also good experience for their own learning (Principle 5). Students can have plenty of assistance peers or the teacher. They are guided to accomplish the task through group work with the teacher giving comprehensible instruction with demonstration being helpful (Principle 6). In addition, students work in an atmosphere with an appropriate stress or anxiety level. Only listening to the news could be difficult for them to understand. They are however given the text which includes similar contents which can help them understand the content. They do not need to produce the target language in public, which can help them feel comfortable enough to take risk of presenting it through microphone in podcast (Principle 7). Even through, the contents and the task are given to students by the teacher, the activity supports their autonomy because they can design what would be presented with certain manners which they decide (Principle 8).

5.3 Evaluation of the speaking activity with the eight principles

In the speaking activity with podcast, students can interact in the target language with the authentic audience. While coming up with ideas on how to give a piece of advice and write a script for the next scene, they can have genuinely meaningful conversation in the target language because the scene of the movie clip is a very common situation they might experience (Principle 2). They can also have opportunities in practicing the target language about the situation which could happen to them. Students are willing to communicate to each other by using their previous experience (Principle 3). Even though they produce language in the classroom, they might be able to feel that they are interacting in a real social situation. The activity can also offer opportunities for them to know what kind of

expressions are used in English (Principle 1). Furthermore, students can get enough comprehensible input and be encouraged to produce creative language while making a script for the next scene. While listening to other classmates' work, they are also exposed to comprehensible input which is relevant to their own cognitive and linguistic level (Principle 4). Students can also have enough time to think about completing their task and can get various and valuable feedback from peers and the teacher both during and after the activity. They reflect on feedback for better learning (Principle 5). Moreover, students work in an atmosphere with an ideal anxiety level. The topic and content are familiar enough to understand and students feel free to talk to each other in a group or in pairs and furthermore talk through microphone (Principle 7). Before starting their own task, students can receive guidance and clear instruction from the teacher. He or she provides them with enough assistance in completing the task (Principle 6). Even students have the task given by the teacher; the activity supports their autonomy because they can express what they want to say for advice or next scenes (Principle 8).

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Appendix A

LC script without check marks

There is a little girl. Her name is Goldilocks. She is in a sunny forest. She sees a small house. She knocks on the door, but no one answers. She goes inside. In the large room, there are three chairs. Goldilocks sits on the biggest chair, but it is too high. She sits on the middle-sized one, but it is too low. She sits on the small chair and it is just right. On the table, there are three bowls. There is hot porridge in the bowls. She tries the first one, but it is too hot; the second one is too cold, and the third one is just right, so she eats it all. After that, she goes upstairs. She looks around. There are three beds, so she sits down. The biggest bed is too hard. The middle-sized bed is too soft. The little one is just right, so she lies down. Soon, she falls asleep. In the meantime, the family of three bears comes home – the Papa bear, the Mama bear, and the Baby bear. They look around. They say, "Who's been sitting in our chairs and eating out porridge?" Then they run upstairs. They say, "Who's been sleeping in our beds?" Goldilocks wakes up. She is very scared. She runs away. Goldilocks never comes back.

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Appendix B

LC script with check marks

There is a little **girl**. Her name is **Goldilocks**. She is in a sunny **forest**. She sees a small **house**. She **knocks** on the door, but **no** one answers. She goes **inside**. In the large **room**, there are three **chairs**. **Goldilocks** sits on the **biggest** chair, but it is too **high**. She sits on the **middle**-sized one, but it is too **low**. She sits on the **small** chair and it is just **right**. On the table, there are three **bowls**. There is hot **porridge** in the bowls. She tries the **first** one, but it is too **hot**; the **second** one is too **cold**, and the **third** one is just **right**, so she eats it all. **After** that, she goes **upstairs**. She looks **around**. There are three **beds**, so she sits **down**. The **biggest** bed is too **hard**. The **middle**-sized bed is too **soft**. The **little** one is just **right**, so she lies **down**. Soon, she falls **asleep**. In the **meantime**, the family of three **bears** comes home – the **Papa** bear, the **Mama** bear, and the **Baby** bear. They look **around**. They say, "Who's been sitting in our chairs and eating out porridge?" Then they run **upstairs**. They say, "Who's been sleeping in our beds?" **Goldilocks** wakes up. She is very **scared**. She runs **away**. **Goldilocks** never comes **back**.

Appendix C

AP news webpage - http://kr.youtube.com/watch?v=4LcfMuc-1us

Appendix D

wikipedia webpage - http://en.wikipedia.org/wiki/Heath_Ledger

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Appendix E

CNN news webpage -

http://www.cnn.com/2008/SHOWBIZ/Movies/01/22/heath.ledger.dead/index.html#cnnSTCText

Appendix F

Scene - http://dante2047.podomatic.com/

EFL Lessons that Develop Linguistic and Communicative Competence in Korean Learners

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TESOL 4th Semester

Many Korean learners now have realized to a great extent the importance of production skills in second language acquisition and so have the educators and administrators. Therefore, there have been attempts to push students to produce more output by developing content-based or task-based curriculums. Even though all those changes have been positive and beneficial for learners to develop language proficiency, the most important notion of output has been missing. That is the importance on "process" rather than the thing itself or product (Swain, 2005). The following three lesson plans are designed to achieve the optimal goal which is to develop learners' linguistic and communicative competences in three ways: (1) providing comprehensible input, (2) practicing negotiation of meaning, and (3) encouraging pushed output. Furthermore, all the activities are linked to the others and function as priming with one another, so students feel free in producing output and are willing to take risks within an authentic context and a contextualized atmosphere.

1. Introduction

Many learners now have realized to a great extent the importance of production skills in second language acquisition. One of the reasons is because most major proficiency tests such as TOEFL or TOEIC added more

speaking and writing sections on their test format. This change has affected the Korea English education system not only in public schools but also in private language schools, Hagwon and most of their curriculum has changed to focus on both speaking and writing. For example, most public schools have established so-called "after-school programs" for English so that learners can learn English extensively and intensively at school, but outside of the regular curriculum. Likewise, most private language schools have started to push students to produce more output and develop content-based or task-based curriculums.

Even though all those changes have been positive and beneficial for learners to develop language proficiency, the most important notion of output has been missing. That is the importance on "process" rather than the thing itself or product (Swain, 2005). That is to say that output should not only be considered as an end product, but all the processes which have been made to produce the output should be considered. For example, if learners learn how to describe an object, they should be able to make use of the knowledge they have acquired in a similar setting, ideally in an authentic context. While doing that kind of activity, learners would be able to develop not only linguistic competence but also communicative competence (Bailey, 2005).

The following three lesson plans are designed to develop learners' communicative competence by utilizing the learned discourse patterns and linguistic ones. The writing activities are integrated to enhance their accuracy before building up fluency in those lesson plans. Students are always fully prepared for the independent activities which mean that they are able to make use of the language and be creative with it. Students also get to recycle and retrieve the linguistic knowledge meaningfully because all the activities are authentic and done within the context.

2. Plans

2.1 The Students

2.1.1 Age and Proficiency Level

The students are Korean middle school, 7th grade. PELT Jr. which is developed by Korea Foreign Language Evaluation Institute Corp. has been used for the placement test. Even though they took PELT Jr. to be placed in this class, their proficiency levels are quite different from each other. However, mostly their listening and reading skills are intermediate low and their speaking and writing skills are novice high. Their proficiency level indicates that their receptive skills are a little bit higher than their productive skills, so they need to increase language proficiency, especially, in the area of speaking and writing.

2.1.2 Students' Language Experience and Motivation

Most of the students in this class have never studied overseas. Some of them might have traveled to other countries, but their experience meeting with foreigners is very limited. They have just studied English at school and other private language institutes since elementary school. They are still limited in their English speaking and writing skills because they are studying English in an EFL environment. In addition to the EFL environment issue, after entering the middle school, English classes at school are based on audio-lingual method and highly focused on form.

The students for which these lesson plans have created have been studying together since elementary school because they live near each other in the same apartment complex. Even though they have been studying together at a private institute, they are not used to working in groups or pairs

or giving presentations in front of the whole class. However, since they have been friends with each other, it took a very short time for them to get used to doing so. They have enjoyed doing some speaking activities because they have been able to feel for the language and slowly noticed between what they wanted to say and what they were not able to say.

Apart from the topics in the main textbooks, they are given to the extra reading materials, and they are highly motivated when the topics are related to their personal lives and interests such as games, cooking recipes, health concerns, and so forth. Since they have been focused on studying grammar and vocabulary items, they seem to enjoy reading extra materials. It is because that they are able to realize or notice some grammar rules or patterns or vocabulary items which they have already learned before from the reading or other texts.

2.2 Class Information

There are 8 students in this English class, 5 males and 3 females. They come to this private language institute twice a week and study for three hours a day with two different teachers. The first hour is the grammar class and then the rest of the hours are for listening and reading. Since they study the grammar during the first hour, it is not so easy for them to gear up for speaking. Thus, during the listening and reading class, the topic from the listening textbook is dealt with first. Since some of the topics from that book are typical topics such as appearances, weather, travel, jobs and so on, it is easy for them to get warmed up for some speaking activities which are based on the same topics introduced from the listening textbook.

On the other hand, the reading textbook consists of chapters with three very short paragraph-length reading passages which are focused on the

grammar rules. In other words, the reading book is designed to fit into middle school textbook types of reading exercises. Thus, the extra reading materials must be used in the lesson. They give students opportunities to read authentic materials since all the extra reading passages are from the newspaper, books, or magazines. Also, students are able to broaden their background knowledge or make connections with their own knowledge to the reading. Most importantly, they can be used to link to the speaking activities such as a small discussion to share some ideas with other friends.

2.2.1 Overview

Students in this class need to develop not only their linguistic competence but also communicative competence. Extensive reading program, grammar class, and extra reading materials could help them increase micro skills which are focused on forms, vocabulary items, and so on. The linguistic competence should be considered in language learning and teaching because to help learners build their linguistic competence could eventually lead to their communicative competence. In other words, by studying the bits and pieces of a language, learners could eventually put them all together and communicate (Bailey, 2005).

Therefore, on the final lesson, in order for learners to develop discourse competence which is one of the components of communicative competence, the simulation is inserted and conducted as a whole class activity. During the activity, learners pretend that they are at a school bazaar trying to sell and buy things they need. In order to sell and buy them, they need to describe objects' appearances. If they do not find the ones they want to buy or sell, they need to negotiate the price to meet the needs and wants.

Personalizing is a good strategy to have students starts the

conversation because especially beginning level learners have a limited linguistic experience, so they tend to think about things which are related to them. For example, during the warm-up, this strategy is used to help learners activate their schemata in order to bring up their interests to speak up and engage them to the topic of the lesson and eventually to the whole lesson.

In addition, there are many pair and group work activities which provide more opportunities for learners to speak. This meets the second principle of teaching speaking to beginning learners by Bailey (p.38). She explained that the affective filter of beginning level students increases when they have to speak in front of the whole class. Thus, these negative emotional aspects can lead them to feel anxious and intimidate so that they work as interference for learners in terms of language learning. Therefore, Bailey (2005, pp. 38-39) suggested using enough pair and group work with beginning level learners. In order to facilitate pair and group work, a couple of tasks and materials recommended by Bailey (2005, pp. 41-61) for beginning learners are used in these lesson plans. For example, there are conversations, controlled or guided conversations, picture-based activities, and role-playing type-simulations.

2.2.2 Objectives

Through these lesson plans with the same theme, students are expected to achieve three goals. First, students should be able to recognize the micro skills such as distinguishing between singular and plural nouns and subject & verb agreement. Also, they should be able to learn some adjectives which can be used to describe the shape of an object such as triangular, cylindrical, oval, and so on. Second, they should be able to evaluate functional discourse patterns which are for describing an object within various contexts such as

lost & found, school bazaar, and so forth so that they move one step further to develop communicative competence. Students will practice those patterns through worksheet, guided conversation role play activities, information gap activities, and so on. Last but not least, students should be able to apply learned linguistic knowledge to a given simulation activity as a whole class to enhance their communicative competence. This way, they can also develop interaction skills such as clarification requests, comprehension check, and confirmation checks (Bailey, 2005, p. 94).

2.3 Lesson Plan

2.3.1 The first lesson plan (110 minutes)

Table 1.

To describe the object's appearance that you lost

Activity	Teacher's instruction	Appendix
Brainstorming (10 minutes)	Teacher (henceforth, T) tells a story about her experience on losing an object. T explains the object that she lost and have students guess what the object is.	
Previewing (10 minutes) -Filling in the chart and	T has students (henceforth, Ss) brainstorm about some vocabulary items which can be used to describe an object's appearance in two groups of four. T draws a chart like one below on the	

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categorizing	board and asks them one vocabulary item from one team after another.	
	<table><tr><td>color</td><td>shape</td><td>material</td></tr><tr><td></td><td></td><td></td></tr></table>	
Core-teaching (30 minutes)	T encourages Ss to take notes, especially the functional discourse patterns to describe an object. Then, T has Ss to listen to <u>the conversation</u>. T distributes the handout of <u>the script</u> to Ss and has them practice it with a partner. T uses <u>some realia or pictures</u> to practice functional discourse patterns more with various objects.	Appendix A Appendix B
Post-teaching (20 minutes) -"Find the difference" activity	T explains Ss about the activity called "<u>Find the differences.</u>" T handouts Ss two similar but different versions of a picture, <u>one labeled as A and the other as B</u>. Ss get 10 minutes to do the activity.	Appendix C

Extension (30 minutes) -"Auction" activity as a whole class	T announces Ss to do an activity called "Auction". T makes two groups of four. T distributes some pictures of objects, some word cards which can be used to describe the objects that they have, and some fake money. Ss need to buy items such as the picture of an object or word cards from other team to make complete descriptions of a certain object.	
Closing (10 minutes)	T asks Ss' feedback about "Auction" activity. T gives Ss <u>writing homework</u>.	Appendix D

2.3.1.1 Teaching step 1: Brainstorming (10 minutes)

The teacher tells students that she lost the object the other day in order for students to guess what the topic for today's lesson is. She also asks students to guess what the missing object is by describing the object in detail. This way, she can naturally introduce some functional discourse patterns for materials, shapes, colors, usages, and so on. This can be a warm-up step to activate students' schemata, get them interested in the topic, and get them motivated to participate in the activities in the lesson. Some of examples of

teacher talk are:

- It is square and black. It is made of fabric with a zipper on it. It is used for carrying personal belongings such as my wallet, cell phone, organizer, pens, and so on. It has a shoulder strap so that I can carry it on my shoulder as well.
- Can you guess what I lost the other day?

2.3.1.2 Teaching step 2: Previewing (10 minutes)-Filling in a chart and categorizing

The teacher could pre-teach some vocabulary items implicitly by having students to brainstorm in two groups of four. Then, the teacher draws a chart on the white board to help students categorize the vocabulary items. After giving them five minutes to come up with the ideas, then the teacher encourage students to participate in giving out the words by playing a team game. For example, each group speaks out one vocabulary item at a time and they cannot say the same word again which the other team already provided. Then, the team which remains until the end gets a point.

2.3.1.3 Teaching step 3: Core-teaching (30 minutes)

In order to have students talk about the topic for the lesson of the day, the teacher provides them with a listening exercise. The most important thing the teacher should do before playing the listening track is that she should clearly introduce the purpose of the listening. In this way, students are motivated to listen to the conversation and take notes to answer the teacher's questions afterwards. Examples of the teacher's talk are:

- Like I lost my purse the other day, Sang-min also lost something. So, he is looking for it.
- Let's listen to the conversation between Sang-min and Kate to find out

what he is looking for.

- What is Sang-ho looking for?

- What does it look like? What color is it? What is it made of?

- What is it used for?

2.3.1.4 Teaching step 4: Post teaching (20 minutes)-"Find the Difference" activity

This part of the lesson plan is a controlled activity. This means that students will be given some expressions or vocabulary items to practice speaking. Students will be paired up and given two similar, but different versions of picture, one labeled as A and the other as B. Students should not see each other's picture because they will find the differences of objects on their own version of picture compared to their partner's one. In this activity, students will have the word banks so that they can still work on their linguistic competence before doing the independent activity.

2.3.1.5 Teaching step 5: Extension (30 minutes)-"Auction activity as a whole class"

The teacher gives students an opportunity to play with the language and be creative with it. Students will do this activity without direct feedback from the teacher. This means that they are encouraged to take risks and work on developing communicative competence.

2.3.1.6 Teaching step 6: Closing (10 minutes)

In this step, the teacher should ask students feedback about the previous activity. Also, the teacher can now go over some mistakes students made during the activity. To wrap up the lesson, the teacher gives them a writing assignment. Since students' writing proficiency level is novice high, they

need guidance to compose a piece of writing. This writing assignment functions as a review for the day's lesson.

2.3.2 The second lesson plan (110 minutes)

Table 2.

To describe the new object that you bought

Activity	Teacher's instruction	Appendix
Brainstorming (10 minutes)	T tells Ss that she bought the new item recently. T encourages Ss to ask her questions about what the new product looks like. T asks Ss if they also bought something new these days.	
Reviewing (10 minutes)	T asks Ss to practice the dialog which was the writing assignment with a partner. T goes over some vocabulary items and discourse patterns as a whole class.	
Core teaching (30 minutes)	T has Ss to listen to the conversation. After listening, T asks Ss some questions to find out what the new item	

	looks like.	
	T distributes the handout of the script to Ss and has them practice it with a partner.	Appendix E
	T uses some realia or pictures to practice functional discourse patterns more with various objects.	Appendix F
Post teaching (20 minutes) -"Drawing a picture" activity	T announces Ss to do an activity called "Drawing a picture." T makes four groups of two. T gives only one S a picture and has him/her describe the picture to the other partner and the other one should draw the picture by following his/her partner's descriptions.	Appendix G
Extension (30 minutes) -"Create a poster" activity	T introduces the next activity called "Create a poster" to Ss T makes three groups of two or three. T tells Ss that they should design for the new product and make a poster to describe their new product.	

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	T has each team give out the presentation about their new product in front of a whole class.	
Closing (10 minutes)	T asks Ss' feedback about "Create a poster" activity. T gives Ss <u>writing homework</u>.	Appendix H

2.3.2.1 Teaching step 1: Brainstorming (10 minutes)

The teacher tells students that she bought the new object recently. She has students guess what the new product looks like by playing 20-questions. This short activity can encourage students to ask the teacher some questions. This also can give students a chance to review previous linguistic knowledge implicitly.

Then, the teacher can ask students some personalizing questions in order to activate their schemata and in order for them to be motivated to engage in the lesson and the topic. Some examples of questions are:

- Have you bought something new recently?
- Could you describe the item that you have bought recently?

2.3.2.2 Teaching step 2: Reviewing (10 minutes)

In this step, students can exchange their writing homework with each other and check what other students have come up with the idea. This is a good time for them to give each other feedback on micro skills such as grammar or vocabulary mistakes. Also, the teacher can have students practice the

dialogue with the partner with his or her own versions. Then, students will have enough time and chances to practice the same dialogue with different context.

2. 3.2.3 Teaching step 3: Core-teaching (30 minutes)

In this lesson, the topic is to show off a new product to one's friend rather than to look for something which a person lost. Thus, the teacher might encourage students to take notes of other discourse patterns rather than just expressions for describing an object's appearance. Some of the examples of teacher talk are:

- I overheard the conversation between Susan and Ji-Min. They are talking about the new product Susan bought recently.
- However, this time, listen very carefully to some expressions which can be used to start the conversation when you want to talk about the new item you bought to your friend.

2.3.2.4 Teaching step 4: Post teaching (20 minutes)-"Drawing a Picture" activity

Students will be paired up and one person will be given the picture. The other is a person who draws a picture by following his or her partner's description. There will be some words on the picture page so that they will function as scaffolding to the student who describes the picture.

2.3.2.5 Teaching step 5: Extension (30 minutes)-"Create a poster" activity

Students can now have a chance to develop their communicative competence. Students will be divided into three groups of two or three. They need to create a poster to explain or describe the new product they have come up with. First of all, they need to brainstorm what product they want to create.

Then, students need to draw a picture of the product with the descriptions. Then, each group will come up to the front of the class and give out the presentation as a whole class. The teacher can encourage students by asking them some questions such as:

- What special functions or features of this product attract the customers?
- How would you make this product differently?

2.3.2.6 Teaching step 6: Closing (10 minutes)

Before the teacher finishes the lesson, it is important to give students some feedback on overall lesson and get their feedback as well. This effort can create a teacher-student bond and the teacher can model how feedback can be given and gathered. Also, the teacher can handout the writing assignment which functions as a review of the day's lesson and preparation for next lesson.

2.3.3 The third lesson plan (110 minutes)

Table 3.

To describe an object's appearance at a school bazaar

Activity	Teacher's instruction	Appendix
Brainstorming (10 minutes)	T shows Ss some pictures of different markets such as garage sale, fish market, fruit & vegetable market, flea market.	Appendix I

Reviewing (10 minutes)	T encourages Ss to present their writing homework in front of the class. T goes over some vocabulary items and discourse patterns as a whole class.	
Core-teaching (65 minutes) -"Crazy shopper" activity and "School bazaar" simulation	T announces Ss to do two activities for today. One is called "Crazy shopper" activity and the other is the simulation. Ss need to buy as many items as possible, but there is a <u>gap between the buyer and the seller</u> so that Ss should negotiate with each other to buy and sell as much as they can.	Appendix J & K
Closing (15 minutes)	T gives Ss the <u>writing assignment</u> to wrap up last three lessons.	Appendix L

2.3.3.1 Teaching step 1: Brainstorming (10 minutes)

The teacher activates students' schemata by using some pictures of markets with different atmospheres. The teacher encourages student- discussion by asking them some questions such as:

- What do you see in the pictures?

- What can you buy at this market place?

- What's happening in this situation?

- Have you ever had to describe an object or an item which you need to buy to the sales person?

2.3.3.2 Teaching step 2: Reviewing (10 minutes)

Before moving onto the next activity, the teacher checks their writing homework. The writing assignment seems to be irrelevant to the speaking lesson, but this gives students an opportunity to review some micro- skills such as grammar and vocabulary items. Also, it gives them an extension to practice the target language beyond the classroom. The teacher can pick a few students randomly and have them present their writing in front of the class. Since this is the letter to the principal which states students' own reasons why the student union should prepare for their want-to-buy item, they would be motivated to read and listen to other students' writings compared to the first writing assignment.

2.3.3.3 Teaching step 3: Core Teaching (65 minutes) –"Crazy shopper" Activity and "School bazaar" Simulation

There are no post-teaching and extension activities in this lesson plan. Instead, the core teaching contains those activities as a whole. This is the last lesson for the theme, which is to describe an object's appearance, and the teacher prepares for the role play type of simulation as a core teaching.

First, the students need to practice to produce the target language before they can pursue the simulation. That is the reason why the activity

called "3-2-1" is inserted under the name, "Crazy shopper." Students need to talk for 3 minutes, 2 minutes, and then 1 minute with different students respectively. The task for students is that they are crazy shoppers, so they need to describe an object which people would not sell or buy at a normal market. They have to state which type of market they are in first, and then they need to describe any strange and abnormal objects which they have come up with. Then, the other partner should guess crazy shopper's items.

Lastly, the teacher introduces the simulation activity called "school bazaar" to students. There will be four different stands which sell school supplies, specials goods, office items, and home items respectively. Also, each buyer has his or her own shopping list and so does the seller. However, they have slightly different features for each item. During the activity, the teacher just monitors how students do the activity. This can be a good time for the teacher to perform informal assessments on each student speaking.

2.3.3.4 Teaching step 4: Closing (15 minutes)

Since students have tried and taken some risks to produce outputs, the teacher should ask them what kind of discourse patterns they have used to negotiate with the seller or the buyer.

The teacher gives students the last writing assignment for this theme to wrap up the whole three lessons. This can be linked to the show & tell activity for the next lesson. This way, students can produce output as much as possible with various activities and genres.

3. Defense

Three lesson plans are an effective way to meet the goal set in the overview to be achieved in three ways, comprehensible input, negotiation of meaning, and pushed output.

First, there is various and diversified input in these lesson plans. According to Folse (2006), comprehensible input can be teacher's choice of language during teacher talk. However, in order to make input comprehensible, we as teachers should use various materials. That is to say, just listening to teacher's talk and adjusting it would not be enough to help learners comprehend input. Thus, visual aids are used a lot in these three lesson plans. The lesson plans contain many pictures of objects, written-down instructions for the activities on the white board, and headings to decorate the classroom as a school bazaar and stores. Listening scripts are provided as reading texts. In addition, grouping and categorizing of vocabulary items in the chart would make vocabulary input comprehensible to learners. Students not only categorize vocabulary items as input but also convert them into intake by recycling and retrieving them in various activities during those three lessons.

Second, learners would get an opportunity to negotiate for meaning through pair and group works by accomplishing tasks such as information gap activities, describing, and so forth. According to Folse (2006), negotiation of meaning is defined as people's making the meaning clear by negotiating due to the confusion or miscommunication. Even with a simple task such as a crazy shopper to talk about strange items and objects would stimulate negotiation of meaning. Negotiation of meaning through this activity is possible because if one partner does not understand the intended

meaning, he/she might ask his/her partner again for it. Restating, clarifying, and confirming information are the techniques used in order to reach mutual comprehension during negotiation of meaning (Folse, 2006).

Third, learners are encouraged to produce output as much as they can. The three lesson plans are all related and previous activities function as priming for the following activities even within the same lesson. Learners get to build more on linguistic competence on one of the functions for conversations which is "describing an object's appearance," the theme of these lesson plans. Then, they are also able to work on their communicative competence through various independent activities. Again, all the activities are designed to do the next ones. In other words, students feel free in producing output and are willing to take risks because they are primed to do the next activities followed by the previous ones. Even the writing assignment is related to the lesson of the day as a review and a preview or a preparation for the next lesson. Even though they are pushed to produce output beyond their level on the final lesson, they should not be intimidated because they will practice language within context and the atmosphere would be contextualized as well.

4. Conclusion

Korean students do not have chance to produce the target language as much as they want due to the EFL environment here in Korea. Another reason can be the curriculum provided in the public schools and private language institutes. Even though there have been changes in learners' and educators' perceptions of target language learning and teaching, most school curriculums for middle and high schools are still focused on test prep for the Korean SATs and so are most private language institute. However, if they

keep considering the importance of productive skills, then they get more chances to produce the target language.

These three lesson plans have met the optimal objective in terms of language learning and teaching in the current Korean English educational system. It is to achieve both linguistic and communicative competences in speaking. Students learn about one of the conversational functions, to describe an object's appearance. It is authentic in a way that to describe an object's appearance is a common function in everyday life.

These three lesson plans are designed to yield three advantages for students to achieve the optimal goal. First, there are various types of methods and materials to make input comprehensible. Teacher's language, visuals aids, and listening scripts as reading texts which are used in the lesson plans are just a few examples to provide comprehensible input. Second, students have a lot of chances to practice negotiation of meaning through various activities, pair and group works, and presentations. They also have an opportunity to use communicative strategies to negotiate for meaning with other learners. Lastly, students are encouraged to produce output as much as they can. They feel safe and comfortable doing so because all the activities are linked to the others and function as priming with one another. Since they recycle and retrieve grammar rules and vocabulary items, they are willing to take risks when they get to pursue independent activities. Therefore, at the end of these three lessons, students should be able to build up their linguistic and communicative competences which are the final goal of these lesson plans.

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Appendix A

Listening script for the first lesson plan

Kate: What are you looking for, Sang-min?

Sang-min: You know, that thing. Oh, I don't know what it's called in English.

Kate: Hmmm. Let me help you find it. What does it look like?

Sang-min: It's long and narrow.

Kate: What color is it? What's it made of?

Sang-min: It's white and made of steel and plastic.

Kate: What is it used for?
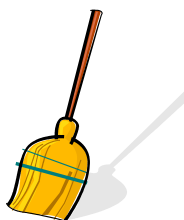
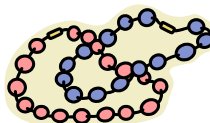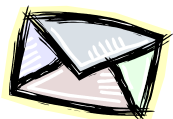Sang-min: It's used for putting paper together.

Kate: Oh! You mean the stapler. I'll get it for you.

Sang-min: Thanks. Could you tell me what it is called again?

Kate: Sure, it is called a "stapler."

Appendix B

Pictures of objects during the core teaching in the first lesson plan

EFL Lessons that Develop Linguistic
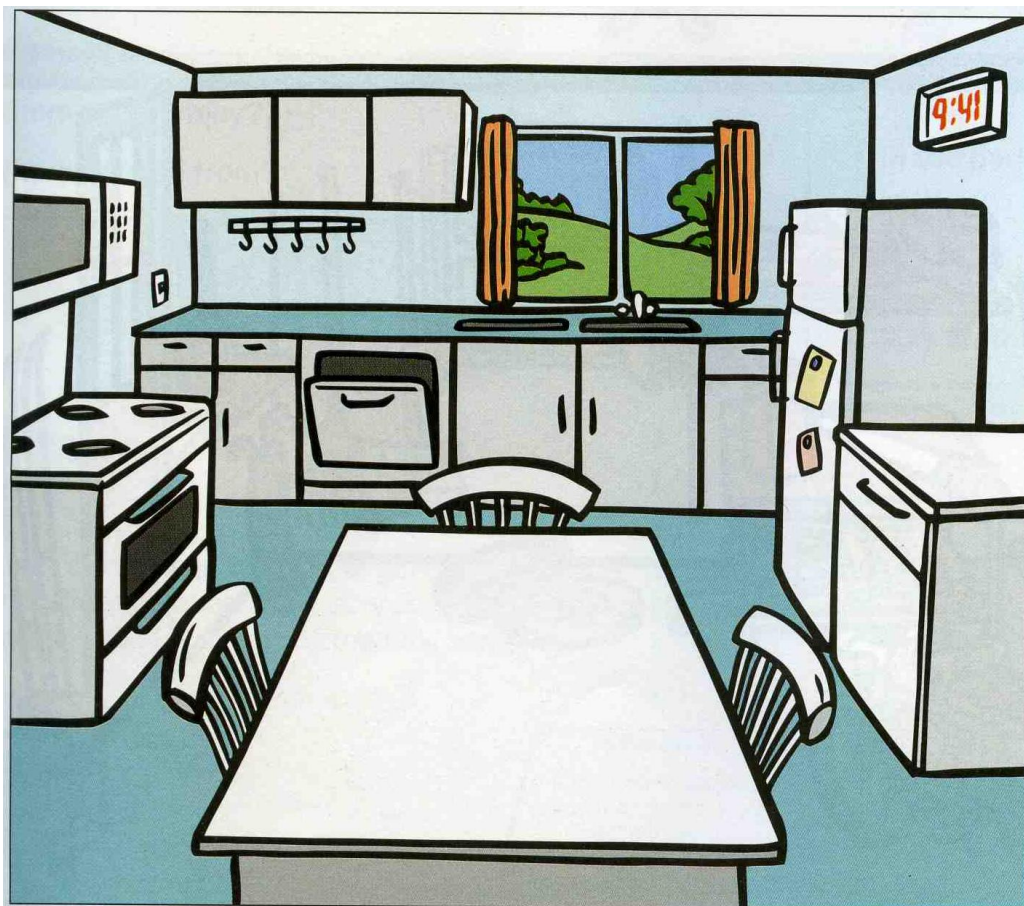and Communicative Competence in Korean Learners

Appendix C

Student A

"Find the difference" activity during the post teaching in the first lesson plan

Word Bank
tea pot, flying pan, wine glasses, toaster, radio, coffee cup, oven mitt, spatula
round, oval, triangular, cylindrical, wide, think, disc-shaped, stainless steel, plastic,
cotton, aluminum, glass

Student B

"Find the difference" activity during the post teaching in the first lesson plan

Word Bank
tea pot, flying pan, wine glasses, toaster, radio, coffee cup, oven mitt, spatula
round, oval, triangular, cylindrical, wide, think, disc-shaped, stainless steel, plastic,
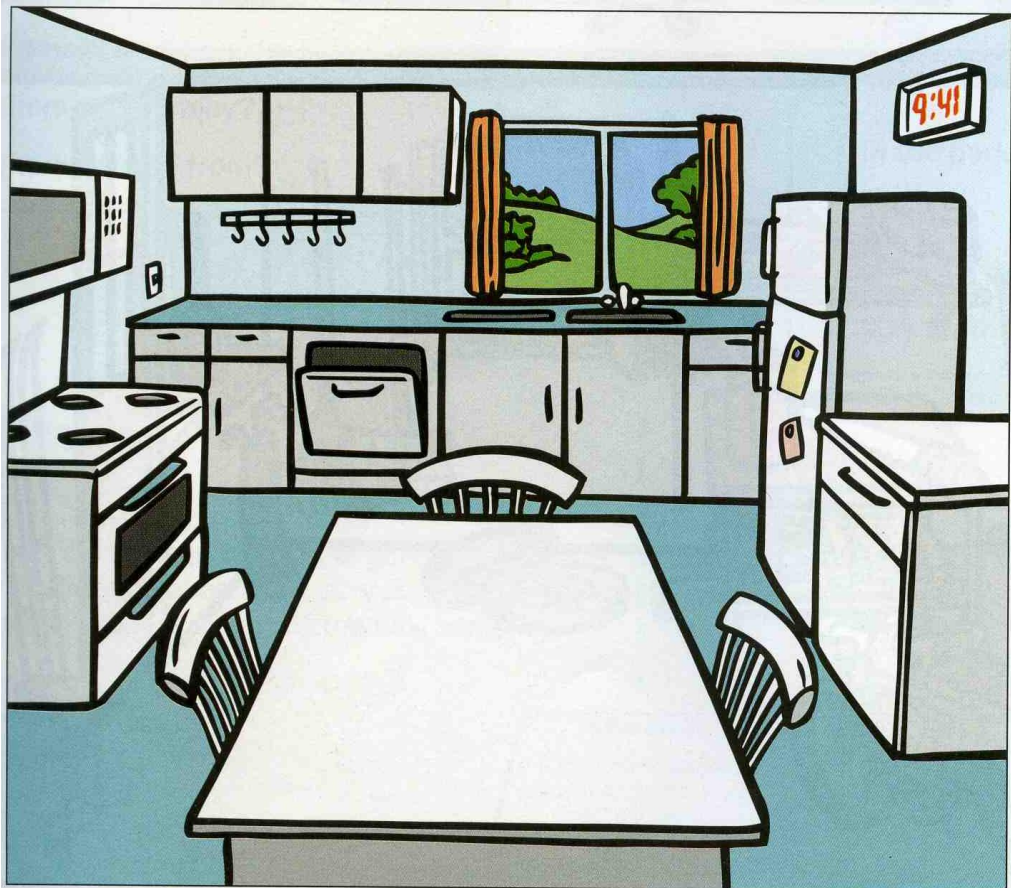cotton, aluminum, glass

EFL Lessons that Develop Linguistic
and Communicative Competence in Korean Learners

Appendix D

Writing assignment for the first lesson plan

Think about one item you might lose in a certain situation. Assuming that you are now at a Lost and Found center, make up a dialogue by changing information for the underlines parts in the following dialogue. Make sure that you describe your item as specific as possible.

Example:

Officer: How may I help you?

You: I lost <u>my watch at the beach</u>.

Officer: OK, what does it look like?

You: <u>It's made of plastic. It's oval with a transparent pink band</u>.

Officer: Okay, can you remember exactly where you lost it?

You: I am not sure. <u>Maybe around the pier</u>.

Officer: Sorry. It is not on our list at the moment. We'll let you know if it is returned. Please, leave your name and cell phone number here.

You: Okay. Please, give me a call when it is returned. Thank you.

Now, make a dialogue by filling in the blanks.

Officer: How may I help you?

You: I lost _____.

Officer: OK, what does it look like?

You: _____.

Officer: Okay, can you remember exactly where you lost it?

You: I am not sure. _____.

Officer: Sorry. It is not on our list at the moment. We'll let you know if it is returned. Please, leave your name and cell phone number here.

You: Okay. Please, give me a call when it is returned. Thank you.

Appendix E

Listening script of lesson plan for the second lesson plan

Susan: Recently, I got a new machine that has many functions.

Ji-min: Sounds great. Can I take a look at it?

Susan: Sure. Come over to my place later.

Ji-min: What is it used for?

Susan: It is a small appliance you use in the kitchen. It is a combination of a
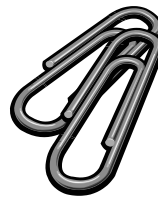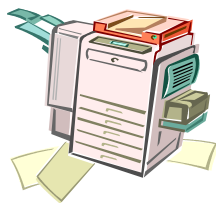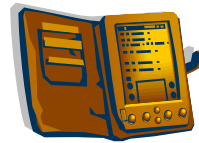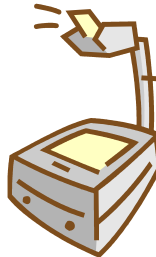
can opener and a knife sharpener.

Ji-min: I have never seen anything like that.

Susan: Haven't you? You can open any can just by placing it in the machine.

It will even sharpen your knives when they get dull.

EFL Lessons that Develop Linguistic
and Communicative Competence in Korean Learners

Appendix F

Pictures of objects for the second lesson plan during the core teaching
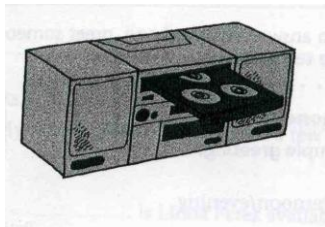
Appendix G

"Drawing a Picture" activity during the post teaching for the second lesson plan (Zwier, L and A. Hughes. (2003). *Essential English funcctions for conversation*. p. 87 Selangor: Asia-Pacific Press Holdings.)

Picture A

Picture B

Picture C

Appendix H

Writing assignment for the second lesson plan

You should write a letter to your school principal about an item you want to buy from school bazaar. Tell him/her why your item should be at school bazaar by explaining its appearance and usage. Make sure you draw the picture of your item in the box given below.

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Dear Principal,

Hello. My name is _____. I want to buy the item(s) at school bazaar. The item(s) is (are) _____. It is/they are _____. It is/they are_____. It is/they are used for _____ and _____.

I really need it/them because _____. Please let the student union prepare for this item for school bazaar.

Thank you very much.

Sincerely yours,

(your name)_____

Appendix I

Some pictures of different markets for school bazaar activity

EFL Lessons that Develop Linguistic
and Communicative Competence in Korean Learners

Appendix J

Sellers' lists for core teaching activity in the third lesson plan

School (Seller A)

item	color	shape	material	usage	price
	red	triangular	cotton	carrying books and personal belongs	$5
	gold	thin and oval	steel	putting paper together	$2
	green	semi-circular	plastic	covering mistakes when writing on a piece of paper	$1
	red	thick and rectangular	paper	looking up the unknown words	$10

Special goods (Seller B)

item	color	shape	material	usage	price
	red	triangular	plastic and liquid	washing clothes	$2
	pink and navy blue	round and long	pearls and gemstones	wearing around your neck	$4 each
	white	thin and circular	plastic	saving files	$1
	purple	cylindrical	glass	drinking water, tea, or coffee	$3

EFL Lessons that Develop Linguistic
and Communicative Competence in Korean Learners

Office (Seller C)

item	color	shape	material	usage	price
	brown	rectangular	wood	holding books	$15
	gray	thin and rectangular	plastic and LCD	doing work and surfing the internet	$25
	white	long, wide, and cylindrical	plastic	making copies of another paper	$30
	gold	thin and rectangular	plastic	organizing daily, monthly, and yearly plans	$20

Home (Seller D)

item	color	shape	material	usage	price
	silver	rectangular and long	steel	washing bowls and plates	$15
	yellow	long and rectangular	plastic	cleaning the house	$10
	blue and white	oval	plastic	sending out steam	$5
	black and sky blue	square lens and flash light	plastic	taking pictures	$8

EFL Lessons that Develop Linguistic
and Communicative Competence in Korean Learners
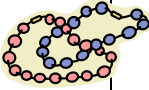
Appendix K

Buyers' lists for core activity in the third lesson plan

Buyer A's list

item	color	shape	material	usage	price
	red	triangular	leather	carrying books and personal belongs	$8
	gold	cylindrical	plastic and liquid	washing dishes	$2
	green	rectangular	plastic	holding books	$13
	red	rectangular and long	steel	washing bowls and plates	$15

Buyer B's list

item	color	shape	material	usage	price
	red	triangular	plastic	putting paper together	$2
	gold	round and long	gemstones	wearing around your neck	$3 each
	pink	thin and rectangular	Plastic and LCD	doing work and surfing the internet	$25
	red	rectangular and long	plastic	cleaning the house	$10

EFL Lessons that Develop Linguistic
and Communicative Competence in Korean Learners

Buyer C's list

item	color	shape	material	usage	price
	blue and white	triangular	plastic	sending out steam	$5
	gold	round and long	plastic	making copies of another paper	$25
	pink	thin and circular	plastic	saving files	$1
	red	long and think	plastic	covering mistakes when writing on a piece of paper	$1

Buyer D's list

item	color	shape	material	usage	price
	blue and white	rectangular	paper	looking up the unknown words	$9
	gold	round and cylindrical	plastic	drinking water, tea, or coffee	$2
	pink	thin and square	plastic	organizing daily, monthly, and yearly plans	$20
	red	square lens and flash light	plastic	taking pictures	$5

Appendix L

Writing assignment for the third lesson plan

You are going to show and tell your classmates about your special item. What color is it? What shape is it? What is it made of? What is it used for? Why is it so special to you? Please, tell us about your special item. Make sure that you draw its picture in the given box below.

This is my special item, _____.

It is _____. It is _____. It is _____. It is used for _____ and _____.

It is so special because _____.

I hope that you like my special item as well.

Thank you.

Reflection on the Practicum

Young Seon Son

TESOL 5th semester

When MA students are faced with the choice between writing a thesis and completing the practicum, we must consider the advantages of each option. For me, it was somewhat obvious as to what might be accomplished by writing a thesis, but my nagging curiosity about the practicum persisted until I actually took my first steps along that path. What follows are my feelings regarding the practicum. This is intended for those who may be interested in choosing it in their final semester.

The practicum is multidimensional. It deals with both theories and practice in order improve their integration in teaching and learning. We are given opportunities to optimize our knowledge of past learnings and to decide what we want to experiment with in the future. Initially, we reveal our hidden competence -which we've acquired via years of planning and performing. The practicum provides us with a reliable, effective test-bed for our abilities. Knowing about something and actually using it are two entirely different things! In addition, the action research project component presents the opportunity to display our empirical data-gathering ingenuity. The goal here is to examine any problems that arise in our teaching, and analyze the results of the changes we make in order to refine our teaching skills.

The feedback and evaluation component is an on-going process. Exchanging feedback with each other is the last step of evolving our classroom management skills. The classes we teach are regularly monitored and recorded by 2 different cameras. We also reflect on the class collectively. Moreover, we need to analyze each class and write reflective journal entries each week. This repetitive process helps us to fix our faults and improve our teaching skills. The whole cycle enables us to refine our preparation and become more confident as teachers.

Reflection on the Practicum

We learn the importance of socialization and cooperation. The practicum naturally leads us to bond with both our peers –as sisters, as well as with our professors. As for our teaching, we are given the opportunity to adapt to different circumstances and we learn how to receive and respect others' opinions. The practicum becomes a microcosm of future classes we might teach, as well as a reflection of the society in which we now live.

Finally, we end up with the meaningful results of: a well-written comprehensive examination and a professional portfolio. The practicum also provides us with a rigorous review of all the courses we took in our previous semesters of graduate school. If you choose the practicum, you will be surprised to discover just how little of general TESOL knowledge you've actually retained from your previous classes. The day I finished the exam was the happiest day in my life. The portfolio is comparable to the thesis. If a thesis is seen as a focused, in-depth investigation of one particular area, a portfolio would best be defined as a broad-spectrum visual representation of theory and practice.

The greatest benefit of doing the practicum is the high level of professional confidence we acquire. I am certain that every practicum graduate goes on to a successful and prestigious teaching career.

Unlocking the secret
to complete your thesis

Sung Jin Yang
TESOL 5th semester

Since my job is writing at least one article a day for an English newspaper, almost everybody (including my thesis advisor, Professor Stephen van Vlack) expected me to finish up my thesis relatively smoothly. But such high expectations turned out to be misplaced. Yes, I believe I write in English better and faster than other "average" Korean students do because writing is, after all, my job. However, writing a complex and time-consuming thesis turned out to be much more difficult than the writing tasks that I do on a daily basis. The burden was overwhelming. Unlike newspaper articles that usually require my attention for a couple of hours, a thesis project demands hundreds, if not thousands, of hours. Although the overall process might be similar with other writing genres, one has to invest a large number of hours over a long period of time in order to research the given topic. This is in addition to having to organize one's ideas systematically and to push ahead with the thesis writing project. The psychological burden, if mishandled, can be devastating. That's exactly what happened during my thesis project. Since it's my first (and hopefully last) thesis for my master's degree, I wanted to produce a decent one. This lofty self-expectation pushed me to set an unrealistically high goal. I wanted to extensively read relevant information before coming up with any key ideas about the topic. I wanted to organize the major points meticulously before jumping into the writing process.

As time went on, I found myself far behind schedule, as I'd produced relatively little output. Naturally, my anxiety level precipitously went up as I found myself stuck. My self-esteem also continued to hit new

lows whenever I met with my advisor. The incredible irony here, is that my thesis is about the role of background knowledge in writing performance. The underlying assumption was that higher knowledge about topic and genre would enhance writing performance. I still believe this hypothesis has its merits. The more you know about what you are going to write in terms of genre and topic, the better your writing will be. However, what I learned from my own experience was that knowledge about one genre might not be necessarily effective for another genre in terms of writing performance. For instance, I was more familiar with the topic (writing), but my existing skills in one genre (news writing) did not translate into something meaningful when I tried my hand at another genre (thesis). Of course, both genres share many features in terms of a general writing process that involves planning, drafting and revising. Nevertheless, thesis writing differs dramatically from other writing genres, thus requiring different approaches.

First of all, one should be prepared to face an almost open-ended writing process. Picking a topic or developing that particular topic depends on the writer, which means there is no correct answer. For Korean students accustomed to the existence of a "correct" answer, this independent process can be lethal. That there is no correct answer, means that one will likely choose a direction as he or she reads along. Unfortunately, this writing-will-solve-the-problem mentality has a serious catch. Reading a host of journal articles takes precious time but does not necessarily produce the much-needed writing output. I often spent entire days digging through the school library's numerous databases without finding a single usable quote for my draft. This time-consuming research was so frustrating that I repeatedly came up with all sorts of excuses to put off my thesis writing.

Another major problem involved time management. As with other time- sensitive projects, thesis writing is carried according to a preset

time frame. When the fifth and final semester began, I felt I had more than enough time to work on my thesis. However, one semester turned out to be a fairly tight constraint for writing up a thesis –which also had to include experiment-based data. In addition, I did not take into consideration that I have a full-time job. My job-related duties often disrupted my thesis writing schedule. Striking a balance between work and study became extremely challenging –mainly because my studies now involved many hours of intensive work and concentration.

Out of desperation, I even bought a book about thesis writing. The book's most convincing advice was that I should break a massive thesis project into smaller (thus more manageable) tasks. This golden rule, however, is easier said than done. Breaking a big task into small ones is far from easy when the writer feels overwhelmed by the sheer amount of reading and writing. At first, I thought technical issues such as APA style might pose a major problem. Of course, learning the specific writing style needed for a properly formatted thesis is no easy task, but what was more important (at least for me) was overcoming the psychological burden and managing my time efficiently. After all, a thesis tends to generate more anxiety and pose more challenges related to an optimal management of time, especially for those who have a full-time job. Writing a thesis, however, is not an entirely frustrating process. It can also be a rewarding experience, depending on how the writer approaches the massive project. There is no perfect approach because every thesis writer confronts different issues and problems. I want to stress that there is no "magic approach" which ensures successful thesis writing. However, there's one secret I want to share which can set off on the "right" path: the only person who knows all the answers about your thesis project and can help you work through them all is not you but your thesis advisor.

Alumni Abroad: Introducing doctorate programs

University of Manitoba

Eunhee Kim

My name is Eunhee Kim and I am a PhD student in the faculty of Education at the University of Manitoba in Winnipeg, Canada. I graduated from the graduate school of TESOL at Sookmyung Women's University in 2006. I had a great time while I was studying there and I still miss the time I was there. I started my PhD program at the University of Manitoba in September, 2008 and I would like to share my program with my alumni.

The Faculty of Education is a huge faculty which consists of two departments such as the Curriculum, Teaching and Learning department and the Educational Administration, Foundations and Psychology department. My program is in the Curriculum, Teaching and Learning department which has three distinct specializations such as Language and Literacy, Second Language Acquisition (formally TESL), and Studies in Curriculum, Teaching and Learning (formally "General Curriculum"). I am studying Second Language Acquisition (TESL). There are four professors who specialized in this area and teach second language acquisition. This program has mostly MA students since there is no official PhD program for second language acquisition.

However, there are provisions for an Ad hoc program when there is a match between the interest of the student and resources in the Faculty. In terms of the Ad Hoc program, you should choose your supporting area for your future research at the beginning. In other words, you should choose

another department related to your research interests for your supporting area and you have to take two courses from the department. For example, I chose Sociology as my supporting area and I am taking one course from Sociology this term. To complete the PhD program, 28 credits (8 courses) for course work and a PhD dissertation are required. Thus, course work can be finished in one and a half years if you choose to take three courses a term. Most students tend to finish their course work in two years, conduct research and write their dissertation after the course work.

A special feature about this program is that many professors and students conduct research about immigrants and people from war-affected countries since Manitoba is the most open province to immigrants and refugees in Canada. Thus, there are many immigrants and refugees who need English to adjust to Canadian society. There are also many Canadian aboriginal people who have different languages and cultures. It is surprising to see how culturally diverse Winnipeg is. It is considered one of the most culturally diverse cities in Canada with nearly 100 languages represented. Some professors and students also study first language maintenance, attrition and retention in an immigrant society.

I am enjoying studying in this program. Above all, I like the Ad Hoc program because I can take courses from another department and get some knowledge from there although it is very challenging. Also, I enjoy meeting students from different countries in this program since there are many students from other countries. The worst part to study in Winnipeg is it is freezing cold during the long winter. The temperature goes down to -35 sometimes. It sounds like an unliveable place but people get used to this cold and there are special facilities for the winter at school. For example, every building is connected underground so that you do not have to go out when you go to different buildings.

Alumni Abroad: Introducing Doctorate Programs:
University of Manitoba

If you are interested in this program, you can always email me and ask me for more information. My email address is tgilj1980@yahoo.ca

Alumni Abroad: Introducing Doctorate Programs Oklahoma State University

Seongwon Yun

It has been four years since I wrote an essay titled as "The long road to preparing for a PhD in the U.S" in Volume 3, Number 2 of this journal. The end of my long road is drawing near. I am very relieved at this point because I just submitted my dissertation to my dissertation committee a couple days ago. I will defend in three weeks. Let me share my small experiences here with you.

The TESL/Linguistics program, at Oklahoma State University where I study, is offered in the English Department. The English Department grants one doctoral degree, the PhD in English; however, students specialize in their courses, their exams, and their dissertations in a variety of areas including TESL (Teaching English as a Second Language) and linguistics out of a grand total of seven majors. The PhD degree consists of 60 credit hours beyond the MA degree. Fifteen to twenty of these hours are devoted to the dissertation. In addition to these hours, students must take the First-Year PhD exam; pass the PhD Qualifying Examination in two areas; and pass an oral defense of the dissertation. Most courses are of the seminar type and are research oriented. There are usually fewer than 10 students in a class. Course work demands a heavy work load including mid-term and final exams, article summaries, annotated bibliographies, article presentations, book reports, and a publishable semester research project requiring a proposal, data collection and analysis, in addition to a presentation at the end of each course. Professors are very approachable during their office hours and are

cooperative in developing research projects. In addition, independent study courses can be also arranged with a professor when no regular graduate course on a desired topic is available.

One of the best parts of the program is that there is a rather large number of professors who specialize in various areas of TESL or linguistics, including one cognitive linguist, two sociolinguists, two TESL specialists (one in language learning strategies and the other one in oral proficiency testing), an ESP specialist (English for specific purposes), a discourse analyst, and a language socialization specialist. The school is a third tier school, but, compared to other similarly ranking universities, it has a quite large number of professors in different areas of specializations. This is an important aspect because the courses offered at a school depend on the number of professors and their areas of specialization. The other good aspect of the university is the library system including the interlibrary loan service and online database. I was able to get almost all resources I needed very quickly (at least within a week) throughout my time here. Moreover, there is no limit of printing paper. Another good point is that the program is very systematic, so all you need to do is just follow the guidelines. Students develop their own plan of study and continue to follow their plan.

There are some drawbacks as well. First of all, the dropout rate is about 30-40% for the PhD students, which is similar to other American graduate programs. Some are kicked out of the program because they fail the first year exam or cannot catch up with the coursework; the others voluntarily quit the program for many personal reasons. In addition, the expected graduation period varies. I have seen only two graduates who were able to finish within five years, which people usually consider as a normal period. There are many PhD students who are in their sixth, seventh, or even tenth years. Most of these students are PhD candidates who have finished all

course work requirements and passed the first year exam and the qualifying exam, but have struggled with their dissertations.

One of the most important aspects of the program for international PhD students is that a graduate degree in English requires students to have a high degree of mastery of all aspects of English language proficiency, especially academic English in speaking and writing. The department requires standardized English proficiency test scores for all international applicants: students taking the TOEFL iBT should demonstrate high scores on all sub-tests with the minimum recommended total score of 100 and with minimum reading and writing section scores of 26. In addition, students wishing to apply for a teaching assistantship must also have a minimum score of 50 on the TSE (Test of Spoken English) or a TOEFL iBT speaking score of 26. No student will be considered for a teaching assistantship in the English Department without having attained these minimum scores. The English Department employs approximately sixty graduate teaching assistants each year. Assistantships are, thus, available to most students who qualify for them. However, the expectations of English proficiency are higher than these minimum requirements so a few international students who meet these minimal requirements are still not hired by the department. High English proficiency is necessary to survive in the program.

One of the most difficult parts of the program is exams. Students must take the first year exam at the beginning of the second semester. PhD students also take the qualifying exam, two five-hour examinations in two areas, TESL and linguistics. In preparing for this exam, students in consultation with each member of the selected exam area committee compile reading lists that the exam committee uses to formulate exam questions.

Alumni Abroad: Introducing Doctorate Programs:
Oklahoma State University

Students usually spend a year preparing for these exams. The qualifying exam was the most difficult obstacle for me to get through here.

For the dissertation, every student has a different orientation. I started to collect the data from my second semester and wrote one chapter every semester. Thus, it was possible for me to finish up my dissertation relatively quickly but there are many colleagues who have finished their qualifying exams but still have no ideas about their dissertations.

In terms of the conference experiences, it might be easier to have an access from here than Korea because many international conferences are held in the U.S. I was able to present my papers at the international TESOL conventions and the OKTESOL, local TESOL, as well as at the AAAL (American Association for Applied Linguistics). For publications, professors are willing to help students submit papers for publications. Because every course requires a publishable paper as a semester project, students revise their semester projects for the applications. Other than the heavy academic work, there are very few opportunities for socialization. There are a couple of potluck parties every semester hosted by TESLing Club, TESL/Linguistic Graduate Students' Association. Except for those parties, most international students seem either to be isolated or get together with people from the same countries; however, you can meet various people from different countries and accrue different cultural experiences while doing the course work. As people say, to survive in a PhD program requires jumping through a range of hoops. But if you like to research and want to go further, I think toward the end of the program you may feel it is a most worthwhile experience.

Alumni Abroad: Introducing Doctorate Programs

University of Dublin Trinity College

Hyun Jung Nam

If you find yourself itching for further studies even before the ink dried on your MA thesis, or if you feel like you've finally found the area of subject you're really interested in, getting a Ph D. could be the answer.

If you prefer conducting your own research to taking classes, and if you have a clear idea where to start your research, what to investigate, and how to plan all the details, you might also want to consider studying at Trinity.

Trinity is the oldest university in Ireland, founded in 1592 by Queen Elizabeth I. What fascinates me most is their extensive library collection. It is where the heart of all research activities is. Trinity is known to have one of the largest libraries in Europe and the Long room, in particular, is the largest single-chamber library in the world. You will see a lot of tourists waiting in line to get into the Old Library building to see *The Book of Kells*, one of the most beautifully illuminated manuscripts in the world, written around the year 800 AD. Since the admission is free for one guest accompanied by the college student, you can invite your friend to visit the establishment. Apart from this very tourist-infested library, there are four other libraries on campus. You might spend most of your time in Berkeley, Lecky, or Ussher doing your research but if your research area concerns neuro-linguistic issues, then you will need to use the Hamilton Science and Engineering Library at the Eastern end of the campus. Trinity also offers off-campus access to library for lazy students like me to find resources online at home. I am quite positive that this student-friendly system is one of the key reasons for Trinity to maintain its rank at the top of Ireland's Universities in terms of research.

Alumni Abroad: Introducing Doctorate Programs
University of Dublin Trinity College

Personally, I believe that finding the supervisor who has the same interest in your research area is important before you apply for Ph D. I was lucky to complete my thesis under the supervision of David Singleton, who is the author of the books *Language and the lexicon* and *Exploring the second language mental lexicon* which you may be familiar with. If you are accepted into Trinity, you will have to register for M.Litt. first and submit the first part of your thesis before being promoted to Ph.D. You will be officially assigned to the Centre for Language and Communication Studies where general and applied linguistics as well as clinical linguistics and deaf studies are conducted. For more information, please visit the website http://www.tcd.ie/slscs/ or contact Graduate Admissions office (gradinfo@tcd.ie).

If you need a break from your thesis, chatting with your colleagues at the dining hall, cafeterias or bars on campus can be a good idea. If you're tired of the poor student life and would like to pamper yourself to a sumptuous gourmet food and good wine once in a while, the 1592 restaurant on campus is the perfect place to indulge yourself in. It is a cozy place decorated with classic European furniture, paintings and a fireplace. There is also a swimming pool on campus if you'd like to keep in shape after some heavy indulgences.

If you are concerned about expensive public transportation and round-the-clock traffic jam in Dublin, you might want to live on campus. The dormitory where undergraduates usually have parties on Friday night may not be ideal for you if you need a quiet place to study. A single bedroom within an apartment or in a shared apartment on campus might be the option for you. Alternatively, you may also get your own studio apartment off campus at around 700 euro a month.

There are two important questions you need to ask yourself before deciding to pursue a doctorate. If your answer is "Yes" to these questions, ie. "Do I

have the topic I am crazy about?" and "Do I know exactly what I'm going to do with my research?", then welcome to the new academic world.

Alumni Abroad: Introducing Doctorate Programs

Queen's University Belfast

Joo Young Lee

It is a great honor to introduce you to Queen's University Belfast and the EdD programme. Queen's University Belfast is a research-led university as a member of the Russell Group of leading United Kingdom universities. Since Queen's University Belfast has a long and unique history and has been at the centre of the world-class academic world, staff and students at Queen's including me are proud of being a part of it.

The campus of Queen's University Belfast spreads out for miles all over the city. The main campus is a landmark in the city center attracting thousands of visitors.   Whenever I walk past or through the main campus, particularly the Lanyon Building, which was opened by Queen Victoria, I realize how lucky I am.

With regard to the learning experience of doctorate study at Queen's, there are three major distinctive features that I would like to share. First, independent learning is the one that most challenges international students who have been used to taking classes regularly. Although the EdD programme consists of taught modules, each module takes only three days, therefore, it is highly intensive. The learning procedure relies on reading and writing assignments on the basis of independent learning. Second, it is the first step to becoming an educational researcher. At first all the research modules are somewhat overwhelming, however, students will eventually be comprehensively equipped by the knowledge gained from their research. Then, you are able to think critically and connect your interests in TESOL

and education. This is a long process. It might be difficult to find intellectual growth or development in a short period of time. Finally, the library provides enormous resources. For example, when a programme commences, guided tours are organized for new students with a librarian who is specially trained in the subject area for the first semester. In addition, several classes are conducted by a librarian in order to help new students utilize the facilities and resources in the library.

Life in Belfast is simple and quiet. A striking difference from Korea is the speed in everyday life. One might say it is not efficient, but the slow speed sometimes enables you to keep an easy and composed attitude. The happiest moment in Belfast is to take a walk and read a book in the Botanic Gardens which are on the edge of main campus. Living in Belfast as an international student is a marvelous opportunity to meet new people and make friends with other international and local students. In this vein, you can not only broaden your views but also learn from a variety of cultures. If you are interested in studying further, I would strongly recommend you to study at Queen's University Belfast.

Questions and Answers about the UK EdD and Queen's University Belfast

Dr. Caroline Linse

Former Professor of Sookmyung University TESOL

1. What is the different between an EdD and a PhD?

The Harvard University Graduate School of Education established the doctorate of Education in the early 1920s which was about the same time that the UK was establishing the PhD degree. In the US PhDs and EdDs are taught degrees. They are considered to be a *taught* degree where you need to be "taught" some modules or courses before you embark on the thesis or dissertation. In the United States there are many instances where the programs leading to the EdD and PhD degrees look identical. The Harvard program mentioned above is a prime example.

In the UK the EdD is a relatively recent innovation that was launched in the 1990's. Generally speaking you are taught courses in your field as well as research methods as a means to prepare you to write a research based thesis. Whereas the UK PhD is considered to be a research degree where you conduct research on your own with some support from your supervisor. The thesis or dissertation for the UK EdD is generally shorter than the thesis for the PhD. However the thesis for both degrees require that students engage in high level research.

2. Why should I get a doctoral degree in the UK and not in the US?

The UK taught and research degrees are generally better tailored to meet the needs of international students who may not have the funds or inclination to spend extended periods of time abroad. If course if students want to remain

in the UK during the entire degree period they are welcome to do so. The taught portion of doctoral programs in the US can extend over several years with often no end in sight before one is even allowed to begin the thesis or dissertation. In many programs there are exams that students must take in addition to passing their courses before they can write the thesis. In taught programs in the UK the modules or courses are often the only requirement in addition to the thesis.

The UK higher education institutions are generally more attuned to issues surrounding English as a Foreign Language. Higher education institutions in the UK have been more involved in English as a Foreign Language education than comparable institutions in the US. Also, in the United States programs for preparing teachers of young learners learning English as a Foreign Language do not exist although there are many programs for preparing teachers to teach English as a Second Language to children.

3. What makes Queen's University in Belfast special?

Queen's university is a member of the Russell Group of universities which make up the top 20 universities in the UK. Universities strive to be part of the Russell Group because they are considered to be the most prestigious in the United Kingdom. The Russell Group universities have an excellent international reputation and must meet high standards with relation to research/

4. What makes the TESOL Program at Queen's University special?

The TESOL EdD Program at Queen's University, Belfast has been designed for teachers who may want to specialize in TESOL or focus their research on more theoretical aspects of language including discourse analysis. The

taught modules have been carefully designed to prepare students to successfully complete the dissertation.

The TESOL EdD Program at Queen's has been designed with Taiwan and Korea in mind. The first module or course will be offered in both Taiwan and Korea this summer. Students take 7-9 modules in Belfast. Upon completion of the modules students can return to Taiwan and Korea to conduct their research. Faculty members, from the School of Education, visit Taiwan and Korea on a regular basis to provide support to students as they conduct their dissertation research.

5. Where can I learn more about the Queen's University Belfast Program?

There are a number of different websites where you can get more information:

http://www.qub.ac.uk/schools/SchoolofEducation/Downloads/filestore/Fileto upload,122543,en.pdf

http://www.qub.ac.uk/schools/SchoolofEducation/Downloads/filestore/Fileto upload,100414,en.pdf

http://www.qub.ac.uk/home/ProspectiveStudents/InternationalStudents/Study Abroad/WhyChooseQueens/

Also please feel free to contact Dr. Caroline Linse at c.linse@qub.ac.uk

The Efficacy of Using Transfer in Enhancing L2 Reading Skills in Low Proficiency L1 and L2 Readers

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This research was about the efficacy of teaching reading skills in L1 to enhance L2 reading skills through transfer and the influence of affective factors as variables in L2 reading for L2 readers with low L1 and L2 reading proficiencies. The participants were 78 2nd year college students: 40 in the experimental group and 38 in the control group. A pre test and a post test were given before and after treatments and a pre survey and a post survey were also administered. Affective factors such as motivation, self esteem, goal orientation and anxiety were researched. The data from the experimental group and the control group were subgrouped as improvement, stay and decrease subgroups according to their attainment and compared. The findings from the research were: (1) the benefit of transfer was shown in L2 readers with low L1 and L2 reading proficiencies but was limited and this was mediated by the variables, their low sum of L1 and L2 reading proficiencies; (2) the advantageous affective conditions of the improvement subgroups played compensatory roles for their deficiencies, low L1 and L2 and led to the enhancement of L2 reading proficiency. The advantageous affective condition was not fixed but showed diverase combination according to the interactions between factors. In conclusion, the usage of L1 as a

teaching tool was effective in readers with agreeable affective conditions for learning. In other words, to get improvement from L2 readers with low L1 and low L2, the advantageous affective factors which the learners have should be actively used as compensatory tools for the improvement of L2 reading.

Effects of Computer Mediated Communication on Willingness to Communicate in Korean Middle School Students

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Changes are revolution. We live in a society which is changing rapidly especially, with regard to information technology. Also we live in a world in which we need to vigorously interchange and interact among people all over the country. In this society learning English is very important. Most of all people in South Korea are enthusiastic about English education. None the worse, learners in Korea have difficulties in using English as a target language. According to the source of ETS (2006), learners of English in Korea are ranked at the lower levels in international tests such as TOEFL. Therefore, this research is aimed at investigating factors affecting willingness to communicate in English as a target language in Korea.

In order to master the target language, especially using the target language as a necessary condition for successful learning, learners and educators need to know about learners' perspectives such as inner factors affecting language learning. Teachers have to foster their learners' positive inner factors with sufficient resources. The results of tests for learners' inner factors in this research can be used to investigate the relationship between inner factors and willingness to communicate in English.

Through Computer-Mediated Communication (CMC), learners in as an EFL situation can obtain strong motivation, lower L2 anxiety and higher

self-confidence. For this research web-based activities were employed such as online community, web- quest, online chatting with a robot and performing simple tasks using the Internet. In addition, a questionnaire, interviews and class observation were used. The results indicate that computer mediated communication (CMC) as a tool is very useful in achieving lower anxiety, stronger motivation, higher self confidence and a higher level of willingness to communicate among learners. It is no exaggeration to assert that CMC will bring about marvelous changes in language education with CMC in the near future.

People's Perceptions about

Optimal Age of Learning English

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This thesis is originated from idea that Korean EFL situations are very unique, and that Korean parents are so eager to ensure their children have advanced English education that they send their children abroad to study whey they are just beginning puberty. Even though English is not an official language in Korea, people are eager to learn English. This research investigates two questions: (1) what are peoples' perceptions about the optimal age to learn English? (2) Are there any differences between people's opinions about learning English according to when they started learning English? This research examined the questions through surveys of fifty (50) 1st grade elementary students, fifty (50) 6th grade elementary students, eighteen (18) English teachers from private institutes, five (5) public teachers and twenty-eight (28) parents.

This research found valuable information that might need to be considered when thinking about when young learners should start to learn English. First, most people think the age of 6 is the most optimal age to start learning English. Second, children develop their learning skills by storing experiences of similar situations in their long-term memory.

This study concluded that when they start to learn a language, young children need to build basic knowledge and skill of their first language. To express language proficiency effectively, children would benefit most if they

start to learn English when they are young and continue their study as they grow older. Moreover, before teaching young children, teachers need to understand children's psychology, more specifically, how they learn and how they think. Therefore, young children ought to require first language fluency and accuracy in order to build a second language effectively.

Multiple Intelligence Instruction and Very Young Children's Motivation

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This study is designed to examine the effectiveness of providing learners with English lessons that are planned accordingly to the learners' different intelligences and aptitudes. Thus in this study the following questions are sought. One is about the possible association between MI instruction and learners' motivation and the other one is about the gender difference in MI & regular instruction. The data collection for this study was done in two different approaches, quantitative survey and qualitative sample cases observation. For quantitative data collection, 85 home schooling teachers participated in a very young children's motivation survey. Also, for qualitative data collection, 29 and 35 month old children's classes were videotaped and analyzed. Class observation was completed to supplement quantitative data in an indirect way. Data analysis has shown that MI instruction which was planned according to individual multiple Intelligences & learning style made very young children more motivated and engaged in English language lessons. In addition, a gender difference of very young children's motivation in MI & regular instruction was revealed. The female group showed higher levels of motivation than the male group during both methods of instruction.

The Effects of Knowledge and Familiarity on the Writing Performance of Advanced EFL Students

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This study attempted to explore how background knowledge affects the writing performance of Korean students with a high proficiency level, and how other related factors such as familiarity of the topic and genre as well as perceived difficulty level of the text related to English writing performance.

This study analyzed 11 English writing assignments the participants completed throughout the course of one semester and a survey was conducted to identify their overall preference of genre and topic, and their familiarity level of specific assignments. To produce objective results, a certified MATE rater graded the three sample writings of each student, out of the 11 assignments, and the results were compared with their answers to the survey questions.

As for the overall background knowledge and the MATE writing performances, which were based on participants' preferences for genre and topic, the study showed that topic knowledge was more convincingly correlated with the MATE rate outcome. Higher topic knowledge led to a higher MATE score but genre knowledge did not correlate with the MATE score in a statistically meaningful fashion. This partial support of the knowledge-based theoretical framework for English writing was also evident in the second research question about familiarity. The results indicated that

higher genre familiarity tended to generate higher scores in MATE writing scores, but higher topic familiarity was not an effective gauge for writing performance.

Although some of the research questions produced expected outcomes in relation to the role of background knowledge, topic and genre familiarity and linguistic difficulty, statistically meaningful results turned out to be fewer than expected. This is perhaps due to the overall high proficiency level of the participants as well as other variables such their average reading hours, interacting with the background knowledge and familiarity level.

The Effects of Implicit vs. Explicit Vocabulary Instruction

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This research investigated the effects of implicit vs. explicit vocabulary instruction. In order to examine this, the study proposed three questions: (1) whether implicit vocabulary instruction leads to significant vocabulary gains; (2) whether explicit vocabulary instruction leads to significant vocabulary gains; and (3) which instructional type is more effective for vocabulary improvement. The participants of this study were four classes of first-year students from a middle school; they were divided into two groups, one that was taught using implicit vocabulary instruction and another that was instructed using explicit vocabulary instruction. The students in the implicit group were led to learn the target words by guessing the meanings of unknown words from texts, answering comprehension-check questions, and doing writing activities with their group members. On the other hand, the participants in the explicit group learned the target words without texts, instead listening to a teacher's explicit explanations. For this group, the target words were first introduced and explained with word cards and a vocabulary list, and a teacher explained the target words through various activities such as odd-man-out, crossword puzzles and sentence completion.

This study concluded that both implicit and explicit vocabulary instruction led to significant vocabulary gains, and that when the two forms of instruction were compared, the implicit type was more effective for vocabulary improvement than the explicit type.