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MA TESOL  
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Issues in EFL

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Sookmyung Women's University  
MA TESOL Journal  
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*Issues in EFL*





# Issues in EFL

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MA TESOL JOURNAL

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### **Cover Artwork**

*The picture on the front cover is a scenery of the Sookmyung Women's University which was taken by Professor Stephen van Vlack and the picture on the back cover was designed by Hyeonbeen Jeong*

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## Mission Statement

Issues in EFL is a semi-annual, entirely student-run academic journal which aims to support Sookmyung students in their study by providing insightful and up-to-date community-based articles on areas of interest within the Sookmyung MA TESOL course and beyond.

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*The Issues in EFL Journal Committee is open to all current Sookmyung Women's University MA TESOL students, and relies on their support. There are a variety of roles available, regardless of experience. Please check the MA TESOL message board for information on when the next committee opens. Email enquiries can be made to [tesolma@sookmyung.ac.kr](mailto:tesolma@sookmyung.ac.kr).*



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# A Glimpse of the Lives of Alumni after TESOL MA

Eunice Minjoo Hong

Are you curious about the lives of the alumni after the TESOL program? What do you think life will be like after graduation?

In order to answer this question and satisfy your curiosity, we have interviewed some of the alumni to show you how life can change after TESOL. The alumni shared things they have learned through the program and how it can be used as a stepping stone to their current careers. There are also some suggestions from the alumni which can be beneficial for current students in preparing for the next step after TESOL MA.

**Q1. What do you think is something** encounter each day at my workplace.

**important you learned from TESOL MA? Do you think it was helpful in your career?**

**1.1. How to apply the theories to practice**

The TESOL MA program has introduced me to a practical pedagogy and a sociocultural theory. By understanding the importance of the theories, using those theories in real practices through the bridging activities, and what I learned from CALL classes, I have learned that all the things I studied can be transferable to the lessons I teach and the students I

– Mark Rasmussen, University instructor

*"By understanding the importance of theories, using these theories in real practices through bridging activities, I have learned that all the things I studied can be transferable to the lessons I teach"*

– Chanmi Hong, Co-founder of English Institute

Working in a company and other private institutes for a long time, I have realized there was always an eagerness to teach students the way I believed and use what I learned from the theories. The important thing I learned, indeed, was how to apply the knowledge I gained to my own teaching and make those theories mine.

**1.2. More practicable & effective teaching**

I was very lucky in my teaching career before the SMU TESOL MA, and had the opportunity to work

with some great programs and great people. But, what I can absolutely say is that the TESOL MA really lit a new spark of curiosity in me, and gave me the tools to pursue it. Some say that the difference between "good" teachers without an MA and those with an MA is that the ones that studied more don't just do the right things, but know why they are doing them and can keep improving in much more effective ways. I learned a lot of immediately practicable things, for example, related to pronunciation, and some things that gave me a broader theoretical background that I could seek out and apply information appropriate to my context.

– *Andrew Langendorfer, Assistant Professor*

### 1.3. How to create my own lesson plans

Before studying TESOL, I always brought dull and systematic teaching programs to my students. I didn't even know how to plan my own lessons. I only followed what my school asked me to use. As a result, my lesson plans were all text-based and students were not motivated to learn. However, by taking the program, the greatest intake was learning how to create my own lesson plans based on the theories I have learned in our classes. I also learned to include songs and games in my teaching which helped my students to use grammatical structures and vocabulary more naturally.

– *Sunny, public elementary school teacher.*

### 1. 4. Improved academic writing

Both assignments and a thesis helped me to improve my academic writing skills. Many Korean schools and universities do not offer the opportunity for students to write formal academic papers in English. However, the TESOL MA helped me to learn and improve my academic writing which helped me in my own career as a teacher, teaching graduate students. – *Jooyoung Lee, graduate school instructor.*

## Q2. How did your life change after TESOL MA?

### 2.1. Building new career opportunities & stability

After graduation, I had an opportunity to teach graduate students at a university. This was something I had never thought about before taking the TESOL MA. However, the desire for knowledge kept me studying, and through the learning from TESOL, I was able to apply for jobs at graduate schools.

– *Jooyoung Lee, graduate school instructor.*

It has given me far greater career stability, not just in terms of having the degree under my belt, but also in terms of being better able to express myself in the interview process and function to a much higher degree in the classroom - so students react more positively.

– *Andrew Langendorfer, Assistant Professor.*



*SMU MA TESOL alumni, students, and faculty members celebrate the end of fall semester at the 2017 Symposium dinner.*

## 2.2. Technology into teaching

Before entering the program, I never thought of using technology for educational purposes. However, the TESOL program has helped me to learn how technology can be best used in the classroom for teaching. Currently, I am teaching adults English, and we deal with computers and other modern technologies every day in our classes. The TESOL program has changed me into a teacher who realizes the importance of bringing technology into the classroom theoretically and I was able to get my current job because of what I learned and the experiences I had through this program.

- Joo Hyeon Seung, Adult English instructor

## 2.3. New professional networks

The second thing is that I was able to connect with a whole new network of professionals whose experiences and insights I rely on greatly. Not just during our studies, but even more so after, we (The TESOL MA professors and I) are a solid network for each other!

- Andrew Langendorfer, Assistant Professor.

Four of the alumni, including myself, recently opened an English Institute for students ranging from kindergarten to high schoolers. We wanted to apply instructional knowledge that we learned in the TESOL program to real-life teaching. I could not have started with this new career without the connections and networks from TESOL MA. Since all of us studied together in this program, we were able to use and apply multiple intelligences when teaching our students in helping them to relate English to crafts, stories, or things they are interested in.

- Chanmi Hong, Co-founder of English Institute

## Q3. Are there any advices or recommendations to current students?

### 3.1. Take one challenging class

Take one class that will challenge you - which you might not get top marks in. It might be rough, but ultimately worth it. Meet people you wouldn't ordinarily meet with the common ground of learning on which to make a new relationship. Take advantage of your professors! They have office hours for a reason! Try to find something personally interesting, no matter how obscure it is, and seek out as many ways to research it as you can.

See what your real interests are in teaching while studying TESOL. As the classes are offered every other year, you need to take time to choose your courses carefully according to your own interests. Try to select courses which can broaden your thoughts and knowledge in your future teaching.

- Joo Hyeon Seung, Adult English instructor

### 3.2. Follow the theories

3.3. Take time to choose your courses

### 3.4. Try to develop your lesson plans using multiple intelligences.

I think it is important for teachers to understand and catch their own multiple intelligences, and also to try to create different lesson plans using multiple intelligences. For example, I am a visual learner and I like to learn things with pictures, however,

*"I was able to connect with a whole new network of professionals whose experiences and insights I rely on greatly."*

*"Take one class that will challenge you."*

there may be students who learn through songs. Developing lesson plans with multiple intelligences and trying to switch and add different activities to find what works best for your students will help you understand your students' learning development.

*-Chanmi Hong, Co-founder of English Institute*

**T**hrough the interviews with alumni members, we were able to look into some of the changes the alumni experienced before and after the TESOL MA program. Like the suggestions from the alumni, we should prepare ourselves today in order to use our education as a passport for the future.

# Finding New Ways to Cope with Stress: Meditation

Alexandria Malfitano

It is no secret that the life of a student is stressful. As graduate students, we try to balance school, work, families, and fun into what seems like far too few hours in a day. When trying to balance everything, sometimes we get overwhelmed, stress levels go up, productivity and motivation hit a decline, and for some, those not-so-helpful coping strategies pop up. During these times, wouldn't it be nice to have something to fall back on? Something effective, yet simple, and not time consuming? Allow me to introduce to you a different type of coping strategy; one that only takes a few minutes each day, one that requires little extra effort or planning: meditation.

## What is meditation?

Meditation is, broadly, the practice of focusing your attention. This is often done according to a specific routine, but can vary depending on the practice. There are numerous types of meditation, all with different origins and purposes. Some of those forms include: concentrative meditation, open awareness, mindfulness, and guided meditation. Meditation takes shape differently in each general form of practice and for each person.

simple mindfulness meditation. Mindfulness meditation has quickly risen to popularity on account of the combination of concentrative and open awareness. Mindfulness incorporates focusing on a task or object such as breath like in concentrative meditation, but also encourages awareness of what else is going on, including thoughts, feelings, sounds, etc. around you. It's a form of meditation that requires little to no training, also making it an ideal form to engage with for people who have less experience with meditating.



## That's a lot of options... so, which meditation is right for me?

Well, that depends. Have you meditated before? How much time do you have per day? Is it easy for you to not think, or is it easier to focus on a task? Are you looking for a deeper connection, or just a quick refresher?

All those questions are important to think about, but allow me to make a recommendation: start with some

## Okay, that sounds like a good place to start. What do I have to do?

Honestly, not much. All you need to do is find 5-10 minutes to sit down and breathe. Many may think in order to meditate you need to sit in a lotus position, but I'm telling you now though, any comfortable seat will do.

*Deepen your breath and try to let go of what has happened so far, and don't worry about what you still need to do.*

Sit in your favorite chair, on your bed, in your car, or if you want to, on the floor in a comfortable position. Lotus position isn't for everyone, so find a seat that works for you. The goal is to align yourself so that you're sitting up nice and straight, think head over heart and heart over hips. Once you're comfortable sitting, close your eyes or soften your gaze; try not to focus on looking at any one thing in particular. Once you're there, breathe. Traditional concentrative meditation and the practices that carry through to mindfulness encourages you to focus on the inhale and exhale of your breath. Deepen your breath and try to let go of what has happened so far, and don't worry about what you still need to do. The goal is to be aware of everything that is going on in your head and around you, acknowledge it, and then let it go. Give your thinking mind a rest and just exist in the moment for those ten minutes you set aside for yourself. This may not come easy at first, but set some time aside each day to practice it, and you'll find the breathing comes easier and letting go becomes much simpler as the days go by.

## **Sounds doable...but...why should I meditate?**

Meditation, though simple, has multiple profound effects on our minds and bodies. Think of it as a reset in the middle of the day. When we meditate not only are we consciously giving our minds a few minutes to actually relax, but we also engage in so much more. Studies have shown that those who meditate are able to focus better, have less anxiety, and demonstrate generally improved moods and health. Mindfulness meditation, in one way, teaches our brains how to focus while still acknowledging the other things going on in our lives. Coming to class at 6:20pm indicates that you have already likely done a lot during your day, and probably have more to do, but now you need to focus and concentrate in class. Mindfulness practices help develop thinking strategies that allow you to focus your energy and attention with more ease. This skill extends beyond the classroom and translates to reading and writing assignments as well. Mindfulness decreases the effects of mind-wandering, and even if your mind does start to wander, with meditative practices it becomes easier to catch the

wandering mind and redirect it. Not only does it shape good practices, but on a deeper level, brain chemistry become balanced such in a way that when faced with stressful situations, the general biological processes in your body that react to stress become, less reactive. Instead of enduring crippling anxiety, it was found that students who meditated especially leading up to high stress periods, had less adverse biological and physical reactions and were able to work more productively.

## **That sounds way too good to be true. Is it really that simple?**

Yes! And you can move into deeper and more complex forms of meditation if you desire, but I believe all we need to do is simply take a moment to breathe and let go. Your main job is to find a comfortable seat and ten minutes of your day. Do it when you first wake up, do it with a cup of coffee in front of you, in the parking lot, or even in your seat at the library before you begin studying. All it takes is your willingness to let go of what has happened and what needs to happen, and for you to breathe.

## **Best of luck, and happy meditating!**

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# Current Changes and Expectations in English Education in Korea

Sihyeon Yoo

The Korean government and Ministry of Education (MoE) have always been dealing with the English educational system and changing educational policies. The government's main goals are to reduce the size of the private education market and to discourage students to go to "hagwons", which usually turns out to be not successful. As we already know, the private education market is so overwhelming in Korea and cannot easily be cut down. Nevertheless, the MoE keeps coming up with ideas about how to reduce the private education market. What are the new policies for English public education? In addition, what would be the next trend for English education in private education field?

Recently, there have been notable policies by the government and MoE for English, and one of the biggest changes is changing the rating system for English subject in the College Scholastic Ability Test (CSAT) or "수능". In July 2017, the MoE announced that the rating system is going to be changed into an absolute grading system for English in the CSAT in order to cut down the cost for private English education, so students can get a certain level in English by their score itself. For example, as long as students get more than 90 out of 100, their English level is rated as the highest level. This policy has started to be applied to examinees who took the exam last year and it turned out that 10% of the students in the exam got the highest level. According to a survey by the Uway institute, 63.1% of students who took the exam last year answered that they felt less burdened to study English when applying the absolute grading system. Additionally, according to a survey conducted by the Yoon Sunsang English education company, 57.6% of parents responded positively about the change in the rating system, expecting that students would be less stressed than before. However, we cannot be assured whether this policy could bring down the budget for private English education or not. Despite the changing of policy, parents further answered that the cost for private English education has not reduced. Some researchers expect that early education for English would be expanded more than before in the private education market. In other words, middle school students could start to study English for the CSAT earlier and then they would be able to focus on studying other subjects when they go to high school. All in all, it seems that students could feel less burdened studying English for the CSAT, but it is too early to expect that the private education cost would be decreased.

Another policy the MoE is considering is to ban additional after-school English classes in kindergarten. Having applied this policy already to first and second grade elementary school students, the MoE explained that they have been discussing developing a recreation-focused curriculum for children, and insists that it would be better to have children to do more relaxing activities than focus on studying English. Furthermore, they added that there is a "proper" period to learn English. In other words, it is more appropriate to learn English from third grade than learn it earlier. However, numerous after-school

instructors and parents criticize the policy noting that it would encourage private English education for young learners such as English kindergartens, which does not seem to be a good solution for any purpose. Despite many complaints, the MoE decided to announce a specific schedule and plan for banning after-school English classes in January. This policy seems one of substitute laws for the law of banning early-education which is fundamentally supposed to prohibit the already overwhelming private education market. However, ironically, there is no regulation in private education targeting young children, which implies that many parents could send their children to private English institutes instead of after schooling. If the ultimate goal of MoE and the government is stabilization and activation of public education, this policy clearly contradicts their own goal.



With these two policies above, it is expected that private institutes could implement more communicative English programs, because there would be more chance to explore English as a language rather than as a subject of the 수능 with the change in the rating system, and parents would also find a substitute for after schooling in kindergartens which will be shut down. In addition, as technology has been developed, using online platform in English courses such as video chatting lectures has increased recently in the market with the advantages of lower costs and more chance for communication. With a rising online platform for English education, using VR (virtual reality) or games is a new potential suggestion in this area. Although they are not developed well for being used as a learning method now, it is reasonable to assume that using technology and online platforms could be inevitable in English education in the future.

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# A VIEW OF THE LIVES OF TESOL MA ASSISTANTS



Jiwon Yoon

I was so interested in working as an assistant for the TESOL MA department when I started this program last year. I thought it would be advantageous for me because I could obtain a tuition waiver as well as adapt well to school life. However, it was challenging for me to find information about how many positions there are, what specific jobs the assistants do, or how to apply as an assistant. Thus, I decided to write about TESOL MA assistants' lives in order to help the students who are considering applying for this job in the future.

To begin with introducing the jobs, there are four positions as assistants: the departmental TA (Teaching Assistant), the WebTA (Web Assistant), RA (Research Assistant) for Professor McNeil, and another RA for Professor Kang. I interviewed previous and current assistants in each position to get specific information about their work and to know more about their own experiences. The interviewees are Jimin Park(TA), Jeehee Kim(WebTA), Hyunjoo Jeun (RA for Professor Kang), and Yunseon Kim (RA for Professor McNeil). While I was interviewing them, I felt an appreciation for them because they are giving so much effort for all the TESOL MA students. I realized once more that they are indispensable people in the program



**Departmental TA**  
**: Jimin Park**

## 1. What is your main job as TA?

I have worked for 2 semesters as a TA (Teaching Assistant) for the TESOL MA. A TA's work can be divided into three parts. The first part is administrative work related to the program. For example, if someone calls the TESOL MA office to ask some questions, I usually answer their questions with detailed explanation. The second part is that the TESOL MA faculty could request the TA to make photocopies of materials, make classroom reservations, and change of classrooms. The last part is the TA should make announcements of schedules and events to TESOL MA students through the message board of our website.

## 2. What are the benefits taking this TA job?

In my opinion, the best benefit of being a TA is it is a full-time position. A TA can get a full scholarship. Although I usually work 5 days a week, I am able to study when I do not have much work to do. It means that time is flexible.

Also, the TESOL MA TA is provided with her own private office which is located in 순현관 #610 so you are not interrupted by other people.

## 3. When (days of the week) and how long (per day) do you work?

I work 5 days a week from 9:00 to 17:30. Of course, an official holiday is your day off. Further, you can avail 5 or 6 days of vacation within a semester.

## 4. What do you need when you apply for this job?

When you want to apply for the TA position, you should contact Professor van Vlack (vxvlack@gmail.com). The following information should be provided: full name, current semester, and student number in the title. Also, you should attach your resume in English and a cover letter.

## 5. Please give a short message to the future TAs.

Being a TA was a valuable opportunity for me because I could experience many situations in the TESOL MA program. Sometimes, I was under stress because I had too much work such as my own assignments and TA duties. However, I could solve the problems, thanks to many students and professors. I would like to take this opportunity to express my appreciation to everyone for helping me.



## **Web Assistant (WebTA) :Jeehee Kim**

### **1. What is your main job as WebTA?**

A WebTA has several responsibilities. I usually managed TESOL MA website, the social media sites (Facebook and Naver Cafe), and uploaded photos.

### **2. What are the benefits taking this Web Assistant job?**

The biggest advantage of being a WebTA is I have my own desktop with a large screen so that I can work conveniently. Also, I can get academic help from Professor van Vlack any time because I work in his office. I was able to ask him questions or seek for his advice. Of course, the opportunity of getting a scholarship is another benefit.

### **3. When (days of the week) and how long (per day) do you work?**

Officially, I am required to work minimum of 12 hours and maximum of 15 hours per week. In my case, I work three days a week, Mondays, Wednesdays, and Fridays from 2pm to 6pm.

### **4. What do you need when you apply for this job?**

There is no specific skills or abilities required to apply for this job. Although it seems technical, I do not even know how to use Photoshop. All you need is to be responsible for the job. Of course, it is better if you are tech-savvy and knowledgeable on computers, but it is not necessary.

### **5. Please give a short message to the future Web Assistants.**

All you need for this job is your mindset. You do not need special skills in computers or anything. There are some days when you would have a few things to do such as uploading pictures and videos but most of the time, you have time to do your assignments and own things so do not hesitate to take this job! :)



## **RA for Professor McNeil: Yunseon Kim**

### **1. What is your main job as an RA?**

The amount of work as an RA depends on whether the professor is conducting a research or not during the semester. If the professor is doing research, there are several things that need to be done. Examples are looking for resources in the library and encoding research data on Excel program. Since RA literally means "Research Assistant", most of the work is related to the professor's research. Additionally, I help him prepare for his classes.

### **2. What are the benefits of taking this Web Assistant job?**

The biggest benefit is that I can get a scholarship. Moreover, work time is so flexible that I do not have to arrive to school every day or stay in the office all day long. It is also advantageous that I am able to start writing my thesis in advance and ask for advice from the professor.

### **3. When (days of the week) and how long (per day) do you work?**

The official work time is 12 hours minimum and 15 hours maximum per week. In my case, I work three days a week on Mondays, Tuesdays, and Fridays from 1pm to 5pm.

### **4. What do you need when you apply for this job?**

In order to apply for the RA position for Professor McNeil, you need to submit a resume and write a paragraph about why you want to be an RA.

### **5. Please give a short message to the future RAs.**

Just go for it! One thing I suggest is manage your time efficiently while you are working as an RA. Since you work and study simultaneously, it is important to plan your time accordingly. Being an RA will provide you a tremendous opportunity to pursue your goals in the MA program, which will present you not only with academic knowledge but also social interactions with good people.



*It's not all about work! Former RA Yunseon Kim gets a surprise birthday cake from Professor van Vlack and fellow assistants (left to right) Jimin Park, Sihyeon Yoo, and Gonyeong Kim.*



### **RA for Professor Kang: Hyunjoo Jeun**

#### **1. What is your main job as an RA?**

I worked as an RA for Professor Kang last semester. I mainly helped Professor Kang prepare for her classes by searching for articles, finding materials related to the class, copying or scanning books, and setting up the computers and projectors before the class starts. After the class, I always sent PPT files to the students and gave information about their assignments. Other than that, I also had some work related to her research. Examples are creating charts and summarizing survey results.

#### **2. What are the benefits taking this RA job?**

First of all, getting a scholarship can be one benefit. Moreover, the RA can build a good relationship with professors and the students. While working as an RA, I was able to have chances to communicate with students and professors which made me feel closer to them. It is also flexible in terms of time that I could have another part time job such as teaching children.

#### **3. When (days of the week) and how long (per day) do you work?**

I normally worked on Tuesdays and Thursdays from 3pm to 9pm. This time included Professor Kang's lecture time. However, time was also dependent on the professor's working hours.

#### **4. What do you need when you apply for this job?**

You might need an active personality so that you can help your classmates to make a good relationship with the professor, and to participate well in class. As an RA, it is important to create an encouraging atmosphere in class.

#### **5. Please give a short message to the future Research Assistants.**

Open your ears to the students and the professor. Always pay attention to what they are thinking and their concerns. Working as an RA is a good opportunity to build not only your career but also your relationship with other TESOL MA students. Do not hesitate to apply for this job!

# MITSUKU THE CHATBOT

Jimin Claire Park

Have you ever heard of a “chatbot” before? The term “ChatterBot” was originally coined by Michael Mauldin in 1994 to describe conversational computer programs. A chatbot is a computer program designed for many goals such as conversation and information delivery. One of the chatbots available online is Mitsuku.

Mitsuku is a conversational chatbot. She is an 18-year-old female chatbot from Leeds. When you chat to Mitsuku, she looks like a real person. What I mean is that if you ask her some questions, you can get the answers right away in English. Mitsuku’s web site (<http://www.mitsuku.com/>) states that if you say “goodbye,” “bye,” “see you,” or “good night” when you finish talking with Mitsuku, she can remember you for the next time you visit (providing that you use the same computer).

Mitsuku’s site also gives you tips on how to chat with her. The site mentions that Mitsuku will give a reasonably sensible response for anything you ask or say (including insults). But to get the best results, you should adhere to the following tips.

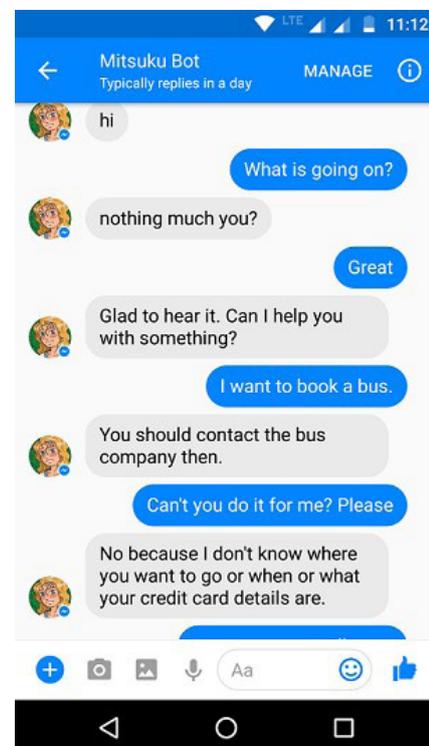
The first tip is about correct English usage. The site notes that Mitsuku understands a lot of conversational language and slang but you should always try and spell your message to Mitsuku accurately, and use proper sentence structure. i.e. How are you?, rather than How R u? If Mitsuku gives you a strange reply, the chances are that you have spelt your message incorrectly. In my opinion, that is why Mitsuku can help you to develop your English skills. As Mitsuku requires you to write English correctly, you can develop writing accuracy using Mitsuku.

Furthermore, according to the site, you can share many things with Mitsuku and strike-up a real relationship. It says that Mitsuku can remember any personal details you tell her for a limited period of time. This includes information like your name, age, where you live, etc. The site also mentions that if you feel that Mitsuku has given you an incorrect answer, you can correct her by telling her that she was wrong which would make her to ask you what she should have said. She will then say your response instead of her own and keep it in her short-term memory. I was really surprised by this because it meant that Mitsuku and I could communicate well with one another. Even robots just respond to questions, and it is impossible to sustain communication over a longer period of time. Many people,

including myself, think that chatting with robots seems like a one-sided conversation without genuine interaction. However, Mitsuku is different. We can share feedback and information with each other like in a real conversation.

The final thing is that you can use Mitsuku anytime and anywhere you want. Using Mitsuku is free, and it is not subject to time restrictions. If you chat with other people, one’s availability is limited by one’s schedule. Mitsuku has no such limitations on her availability. Also, Mitsuku can provide a good opportunity for you to practice before you chat with a real person in English.

As I mentioned before, many kinds of chatbot have been used in numerous contexts to fulfill varieties of goals over a period of time. Chatbots for conversation like Mitsuku are still being developed for better a chatting experience. I hope that these chatbots can be used by many people to develop their English skills.



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# THE FIVE NEEDS OF A MIDDLE SCHOOL STUDENT FOR A MEANINGFUL CLASS

## : *An Interview with Yoonseo Chung*

Eunjin Jeung

I had the opportunity to interview my student and listen to her opinion about English in middle school and at a hagwon. I sat down with Yoonseo Chung who is a middle school 3rd grade student, and will take part in my Master thesis as a participant. She told me about some problems in her school especially her English classes and suggested students' needs as a representative of middle school students during the interview.

According to the National Statistics of Korea ([www.gostat.go.kr](http://www.gostat.go.kr)), the total number of Korean middle school students was estimated as 1,457,490 in 2016. All of these students currently follow the Korean national curriculum, but Yoonseo is one of the first target students which will participate in the new university entrance system to be carried out after 2021. As a result, she is having a tough time deciding on her future career. She wonders if everything will change soon, and why the old education system is still being used in the school. In terms of her English class, she does not understand why students are learning English that is not used in their daily lives.

This interview investigates a middle school student's needs in Korea when studying English and reflects on the needs on the lesson plan in order to make a more meaningful class for both teachers and students. My student, Yoonseo, stated that the 5 needs of student are as follows: The first need is having a teacher teaching pragmatics and learning high frequency words; second is interacting with the teacher using meaningful contents in the class; third is motivation and feedback; fourth is comprehensible input and affective filter; the final need is a self-study format. I believe that these will be useful information to teachers when designing better lessons.

### **Q1. How is your school English class, and how do you feel about the English lessons?**

**Yoonseo:** There are 30 students in a class, and we have a Korean teacher and a native English speaker teacher. My English class consists of two parts: the Korean teacher teaches us regular class using an English textbook twice a week, while the native teacher teaches us English using activities like games, idioms, and usage patterns once a week. We learn not only grammar rules and reading comprehension from the Korean teacher, but also practicing English usage through the activities in class with native speaker teacher. We take tests during the mid and final exam period about all of the lessons. I have two suggestions for better English learning in the class. First of all, I wish to have more practical lessons in the class. The truth is that most

*Many students want to learn English used in daily life.*

Korean students never use the English they learned in the classroom. Many students want to learn English used in daily life. Second of all, when I study vocabulary, many words are not used by Korean speakers. I do not understand why I have to memorize lower-frequency words that are never used. In my opinion, studying pragmatics using high-frequency words is more helpful.

## **Q2. It looks like your School English curriculum already set up both pragmatic and academic lessons. Can you explain in more detail about your class and try to compare it with the Hagwon system?**

**Yoonseo:** Yes, you are right. My school curriculum is well organized but the problem is the content. Please imagine our classroom. There are 30 of students learning the same topic at the same time. The whole class of 30 students cannot possibly focus on the lesson without it being interesting. Only a few students listen to the lesson and take part in the game or activities. If the English textbook included relevant topics for teenagers, we can enjoy the class more. I want to mention another problem about interacting with teacher in class. It is not possible for the teacher to talk with 30 students during the 45 minutes individually. Compare this problem to a hagwon. Private lessons include 10 to 12 students for a class, so I am able to interact with the English instructor. Also, the hagwon teacher gives feedback to me about incorrect grammar point in real time. However, a hagwon has the same paradigm as my school system because they are important in preparing students for public school exam. In short, I do not want a special class, I just want to talk with the English teacher using meaningful text in class.

## **Q3. How can we make a more meaningful English class? Can you give me examples or personal experience?**

**Yoonseo:** I will tell you why I started liking Mathematics. I attended a Math hagwon in elementary school when I was 12 years old. Although I failed the school exam, I continued to like Mathematics. The motivation came from the Math teacher. She had a positive attitude and gave reasonable homework. Also, when I asked the same questions over and over, she never gave up, and always answered my questions. My teacher was always interested in students' needs and tried to interact with students all the time. More importantly, she never forgot to give warning about repeated mistakes, and gave feedback so that I could improve my Math score. Unfortunately, I have not seen someone like the Math teacher in English class. I think that my English ability is stuck in the same place, so I do not have any motivation or goals. If I could meet a good English teacher, I would like English more than Mathematics.

## **Q4. Many English teachers always consider how to teach English so that students will find it more enjoyable and meaningful. Besides the relationship with teachers, what else make difficult you learn English?**

**Yoonseo:** There is the burden of study and high tension. After finishing this interview, I have to memorize 80 words because I have a vocabulary test tomorrow at the hagwon. If I get 10% of the answers wrong, I have to retest. I do not understand why I have to memorize 80 words in a short time. All of the words are low-frequency words I never use in my English studies. Some words are so difficult to understand even when translated to Korean. In my personal experience, I

*My teacher was  
always interested  
in students' needs  
and tried to interact  
with students  
all the time.*

could speak English without stress when I was on a trip overseas. I was not afraid of making a mistake during the trip. When I was relaxed, I could speak English without hesitating. However, when I came back to Korea, it was different. When I study, I am stressed and nervous because of my parent's expectation.

## **Q5. I know you have a younger sister in elementary school. How can your younger sister learn English better? What is your personal English study plan from now on?**

**Yoonseo:** First of all, I do not agree with English lessons and

private education at a young age. If the young learner is pushed with learning English from an early age, they may lose interest quickly. For example, I attended the Community English Play School when I was a child. However, I am filled with bad memories, so I wish my sister will learn English more meaningfully. Personally, my future study plan is to self-study without attending a hagwon. I already tried to self-study using online lectures for the mid-term, and I raised my English grades at that time. I know that I need to study at home as much as possible. However, it is not easy to study alone, because it requires strong personal motivation. I am not confident, but I will try to self-study again next semester. Many students have to spend hours in school and then in hagwon every day. I do not want to waste time in the hagwon shuttle bus any more. I would like to try to spend my time wisely.

## **Yoonseo Chung**

*Gwacheon Munwon Middle School 3rd grade*

I have studied English for more than six years under the Korean education system and I took English classes at a hagwon regularly. I am interested in English and really want changes in the educational system in the future. I am hoping to become an active learner to achieve my goals. Furthermore, I am happy to participate in the Sookmyung TESOL Master Thesis project. It was an honor to be interviewed by my teacher.



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# Possible Bilingual Programs in South Korea: Adaptions from Models around the World

Yeana Kim

*Developing Bilingualism*

## *Abstract*

*There have been many attempts by schools around the world to replicate a bilingual program that has been as successful as the St. Lambert Canadian immersion school. Other models from the European Schools (ES) have also been flourishing as they strategically target linguistically and culturally diverse population. Currently in South Korea, English classes are conducted closely to an immersion, where the language is mainly seen as a subject in which a foreign language can be acquired. This paper aims to discuss a possible bilingual program that can promote bilinguality and biliteracy by using English as a medium to teach content areas which can be achieved through 'content and language integrated learning' (CLIL). Several aspects to consider in building a successful bilingual program are as follows: learners' needs, skilled teachers, understanding and willingness of bilingual programs at the parental and governmental level, importance of developing curriculum, materials and contents, and transitional and connectivity from one level to another. As there is no one-size-fits-all model, this paper concludes that a delayed partial bilingual program would be most appropriate for the current educational situation in South Korea.*

## **1. Introduction**

Examining the different bilingual models in Canada and Europe, Fred Genesee came to a conclusion that “perhaps the most important lesson we have learned from past experience with dual language education is that most school-age children are able to acquire two, or more, languages successfully in these programs while mastering the academic skills and knowledge we expect of all students” (Finch, 2009). The benefits of being a bilingual have been discussed innumerable in different books and studies throughout the world. The first successful bilingual program conducted was the Canadian French immersion in St. Lambert, Quebec and has birthed new studies on bilingual education. Several researchers and linguists have attempted to replicate and conduct programs similar to Canadian French model. Furthermore, though not as much light was shed upon it compared to the Canadian immersion program, European Schools (ES) aimed to maintain and enrich both linguistic and scholastic skills (Housen, 2002).

It is important to define the term “bilingual education” as it remains an ambiguous term encompassing various types of bilingual programs around the world. There have been same or similar terms to bilingual education that were interchangeably used to describe programs with very different goals and outcomes (Shin, 2013). Cummins makes a distinction between the means and the goals of particular programs in order to fine-tune different discrepancies that may arise from classifying certain programs: means “simply refers to the use of two (or more) languages” at an instructional setting, while goals pertain to altering of language exposure in line with the desired outcome. The first language (L1) can be seen as simply a temporary bridge in learning a second language (L2). Many immigrant students are placed in such situation to learn their L2, which is English, simply to “transition” out of their L1. Such bilingual education is called transitional bilingual education, which is a weak form of bilingual education and usually results in subtractive bilingualism. Meanwhile, bilingual programs with specific goals typically promote additive bilingualism. Both the immigrant child’s L1 and L2 are learned simultaneously maintaining and using their native language (Shin, 2013). It is such strong form of bilingual

education that this paper hopes to address, and discuss the feasibility of successful bilingual programs being birthed in the current Korean setting.

The two main types of effective forms of bilingual education are as follows: enrichment bilingual education and maintenance bilingual education (Shin, 2013). The difference between these two types lies in students' first language. While students in enrichment programs are categorized as relatively majority language speakers, students in maintenance models are generally associated as minority language speakers. Minority and majority language speakers can simply be defined as the former referring to children who come to school speaking a language other than the one spoken by the majority of the larger community in which they live in. Meanwhile, the latter refers to children who speak the dominant language of the society in which they live, but who may or may not attend school in another language (Paradis, Genesee & Crago, 2011). Unfortunately, in the United States, minority language students are generally exposed to transitional bilingual immersion in which the goal is only the proficiency in English. Meanwhile, there are additive forms of bilingual education around the world that aim a variety of linguistic and cultural objectives:

**Table 1:** List of Countries with bilingual goals targeting specific learners (Christian & Genesee, 2001)

Country	Target Learners	Goals
Canada	French immersion for English speaking students	To promote national policies of bilingualism
Estonia	Estonian immersion for Russian speaking students	To promote national languages in countries with students who do not speak the dominant language of the community
Japan	English immersion for Japanese students	To promote proficiency in important regional and/or world languages
Slovakia	Hungarian immersion for Slovakian students	To promote proficiency in heritage language
Canada; Hawaii	Mohawk and Hawaiian immersion for Mohawkian and Hawaiian natives	To promote indigenous languages that are at risk

Table 1 illustrates various goals that different countries have in order to cater to the needs of the learners in the environment. With such demographic and historical adjacency with Japan, it is most likely that Korea would have an analogous goal to Japan's. Due to the socioeconomic status that English has in Korea, many Koreans would desire to learn English in hopes of becoming a more globalized individual. Ultimately, Korea should run towards a goal of promoting bilinguality and biculturalism.

## 2. Plan

When students are placed in a learning environment in which a subject is taught in a language unfamiliar to them, it is hard to distinguish the students' skills. For example, a Korean student will not be aware of equivalent mathematical terms such as odd, even, prime and product. Moreover, mathematical word problems do not simply test how good a student can be with numerical calculations but inevitably test vocabulary and syntax that is involved in completing the tasks at hand (Baker, 2011). Cummins explains such phenomena with the terms "basic interpersonal communicative skills" (BICS) and "cognitive/academic language proficiency" (CALP) (Cummins, 2008). Summarizing his definition on BICS and CALP, the former emphasizes the importance of context-embedded situations to provide understanding for non-verbal delivery. The latter occurs in context reduced academic situations – specific to the context of schooling (Baker, 2011). In our linguistic context, somewhat superficial language development would be referred to as BICS while bilingual language programs that lead to language exposure building up to proficient L2 speakers would foster the development of CALP (Deveau & Bang, 2004).

In Korea, there have been successful programs to model from immersion program. One of the earliest and well-structured curriculum had been run by Young Hoon (YH) Elementary school (Deveau & Bang, 2004). With their bilingual program beginning in 1988, YH Elementary school utilized an early-partial immersion program – 50% of the curriculum being taught in the students' L1, Korean (the native language of the students) and the other 50% being taught in students' L2, English. Ranging from grades one to six, students are exclusively taught the following subjects in English: math, science, language arts and social studies. Meanwhile, the remaining subjects from the national curriculum – Korean language arts, ethics, home economics, art, physical education and music – were taught in Korean. The program ceased at the level of sixth grade, as there was no further development in the bilingual program for them to enroll in. Although there was no particular student tracking system involved, many YH Elementary school graduates moved on to attend regular Korean middle and high school. A small percentage chose to complete their schooling overseas.

Meanwhile through observations made on immigrant students in California, it was found that English oral proficiency took at least three to five years to develop. In addition, English proficiency in academics took four to seven years to develop (Hakuta et al., 2000). This finding is not much limited to immigrants but extends to communities contending for balanced bilingual speakers – suggesting seven to eight years of English exposure (Devlin, 1997). Thus, it would be most probable to not simply limit both L1 and L2 exposure to just elementary school level. In fact, implementing a delayed partial bilingual program could best meet the needs of the Korean community (Deveau & Bang, 2004). Justification behind this is that the two languages involved in this context – Korean (L1) and English (L2) – are not cognates of one another (Berthold, 1995). In the initial stages of the program, in the lower elementary level, students will be exposed to an intensive EFL. Next, from upper elementary to middle school, more than half of the curriculum will be conducted in English. Lastly, once students reach high school they are given autonomy to choose between the bilingual education program (BEP) with 60% English exposure and language maintenance program (LMP) with 20% English exposure, depending on their desires to continually learn English. Table 2 shows a general outline of how a bilingual program may be planned in an EFL context of Korea:

**Table 2:** Suggested Bilingual Program in the Korean EFL Context (Adapted from Deveau & Bang, 2004)

School level		Korean	English
Kindergarten		100%	0%
Lower Elementary (Grades 1-4)		75%	25%
Upper Elementary (Grades 5-6)		60%	40%
Middle School (Grades 7-9)		40~50%	50~60%
High School (Grades 10-12)	Korean Track: LMP	80%	20%
	Bilingual Track: BEP	40%	60%

English would initially be introduced at first grade where English class is conducted once per day, five days a week: a total of five classes per week. This would be done in ways where some kindergartens currently conduct English in their afterschool classes. English would be introduced in a fun and easy manner by incorporating activities, games, songs, chants and storytelling to simply develop awareness of the language. Detailed learning of English such as

phonemic or semantic exposure to English will come in the latter processes of learning. Other subjects such as physical education can be taught in English with the underlying theory of total physical response (TPR) that supports the learning of a language to be a positive learning experience when body movements are involved (Ellis, 2001). Table 3 provides the current national common basic curriculum from primary through high school. Numbers indicate the number of minimum instruction hours annually.

Table 3: The National Common Basic Curriculum (Ministry of Education, 2017)

National Basic Curriculum												
School Year	Primary School						Middle School			High School		
Subject	1	2	3	4	5	6	7	8	9	10	11	12
Subjective Areas	Korean Language	Korean Language 210 Math 120	102	204	204	204	170	136	136	136	Elective Courses	
	Moral Education		34	34	34	34	68	68	34	34		
	Social Studies		102	102	102	102	102	102	136	170 (Korean History 68)		
	Math		136	136	136	136	136	136	102	136		
	Science		102	120	102	102	102	136	136	102		
	Practical Arts		Wise Living 90	-	-	68	68	Technology /Home economics				
	Physical Education		Pleasant Living 180	102	102	102	102	102	102	68		68
	Music		We are 1st Grade 80	68	68	68	68	68	34	34		34
	Fine Arts			68	68	68	68	34	34	68		34
	Foreign Language (English)			34	34	68	68	102	102	136		136
	Optional Activities		60	68	68	68	68	68	136	136		136
Extracurricular Activities	30	34	34	68	68	68	68	68	68	68	8 units	
Annual Class Time	830	850	986	986	1,088	1,088	1,156	1,156	1,156	1,156	144 units	

Table 3 shows that the current English exposure that Korean students receive gradually increases from 34 hours of exposure during third and fourth grade, to 68 hours in fifth and sixth grade, and 102 hours in seventh and eighth grade, and lastly 136 hours in ninth and tenth grade. Under the annual 34-school week curriculum, initial one-day exposure per week is later on raised to 4-day exposure per week by ninth and tenth grade. Despite the increase in English exposure, it does not indicate students becoming bilingual or biliterate. Deveau and Bang suggested a bilingual model where content areas be taught in English starting from fifth grade (Deveau & Bang, 2004). This suggestion was made under the assumption that the Korean exposure drops from 70% to 40% and English drastically increases from 30% to 60%. However, in environments where the L1 is dominant outside of school, it is advised to keep English exposure to no more than 50% during fifth to eighth grade (Housen, 2002). Thus, during lower elementary years, subjects such as physical education and music will be conducted in English. By upper elementary years, math, science, fine arts, and practical arts can be conducted in English. During middle school years, Korean exposure will decrease to 40~50% and English exposure will increase to 50~60%. Social studies will be added into being taught in English. As part of practical arts, technology and home economics are taught during the middle school years which will also be instructed in English. Once students reach high school, they will be given the opportunity to choose between two tracks, LMP and BEP. In such case where students choose the LMP track, the Korean exposure will increase to 80% and English to 20%. The English instruction would most likely be bound to English being taught as language arts as part of their foreign language. Meanwhile if students are to choose the BEP track, Korean instruction remains at 40% and English instruction at 60%. Depending on the elective courses the students have chosen, general subjects will be taught in English while Korean language and Korean history will be taught in Korean

### 3. Defense

Problems of bilingual programs in Korea have largely been associated with the lack of competent teachers and the divide between elementary and middle school stages of learning (Lee & Ahn, 2014). Furthermore, the realm of learning English tended to focus more on learning the language rather than the contents (Deveau & Bang, 2004). In order for bilingual programs to be successful, five main aspects are encouraged: skilled teachers, understanding and willingness of bilingual programs at the parental and governmental level, importance of developing materials and contents, transitional and connectivity from elementary to middle school level and last but not least, proficiency of the learner (Lee & Ahn,

2014). In the creation of the plan above, it is relatively assumed that the aspects of bilingual program success stated above have been considered.

### 3.1 Target area: South Korea

As it is with all types of education, it would be impossible to assume that there are quick fixes, one-size-fits-all models in bilingual education (Genesee 1987; Shin, 2013). In the cases shown by European schools, it seems that such practices and decisions are made in single district or state-level. In fact, evidence from European models point to installing small-scale programs that cater to the needs of individuals in relatively smaller communities (Shin, 2013). In recent experiments conducted in Seoul, it is evident that bilingual programs tend to be quite popular among a great number of parents as an alternative to their children's education (Finch, 2009). Initially building a hypothetical bilingual program, two districts namely Seoul and Gyeonggi province were considered as viable options. As for Seoul, educational desire and enthusiasm for parents in Seoul are greater than anywhere else. Moreover, the idea of implementing such program is not as innovative and unfamiliar – in fact, there are several international schools, foreign language schools and alternative schools that have given parents opportunities to expand their language peripheral. Furthermore, the expectations and educational desires pursued by so called “Gangnam” parents are well-known. With enthusiastic parent involvement, it would be comparatively easy finding a group of parents to participate in radical curriculum change. As for Gyeonggi province, there is a growing number of multicultural families (Hong & Park, 2014). Schools can cater to the needs of multicultural learners by providing a cultural-friendly environment that can help multicultural learners flourish in an environment where uniformity is highly emphasized.

### 3.2 Language Distribution, Curriculum, and Instruction

In European Schools (ES) where the targeted students are children of EU officials constantly having to move from one nation to another, multilingualism and multiculturalism is highly valued. Proficiency and literacy in at least two languages – one as the home language and the other one of the three working languages of the ES (French, English, and German) – is encouraged. In such environment, L2 is first taught as a subject for one 30-minute period a day in grades one and two, and the exposure expands to 45-minute period a day in grades three to five (Housen, 2002). A similar model from the ES can be adapted to the possible bilingual program in

Korea.

Once students reach the upper elementary school level, it seems appropriate to provide them with more than 50% of English exposure. By fifth grade, students are perceived as beings with basic understanding of the language and the concepts related to the majority of subject areas (Deveau & Bang, 2004). Even when difficulties arise, students are at the level of desiring to improve themselves. Integration of content and language integrated learning (CLIL) would be most appropriate starting from this stage. Many European countries have followed CLIL in such hopes to successfully replicate the Canadian immersion and U.S. dual language bilingual education (Baker, 2011). Adapting CLIL, most content areas such as math, science, arts and social studies can be taught in English. For social studies and science, the teachers may divide the units for the grade level and prevent from teaching the same units taught in both languages (de Jong, 2002). The selection of which unit is taught in which language can be decided depending on the availability of materials in one language – and requires an explicit interaction between the two subject teachers that will be teaching the same subject in two languages. Meanwhile, subjects such as Korean language arts, moral education and possibly music (which, at large, mostly contains Korean folk songs and instrument performances), would be taught in Korean. This would further help in maintaining traditional Korean values and in preserving some of the methods most efficiently mediated through Korean (Deveau & Bang, 2004).

Before entering high school, students are given the choice to choose between LMP and BEP. As English is still considered to be an asset, and tested through the CSAT, it would be quite difficult to forgo English all in all. Nevertheless, giving students the opportunity to take initiative and responsibility for their own studies and career would help them to focus on their future.

### 3.3 Materials for L2-Subject and L2-Content Teaching

In terms of textbook usage, subjects taught in English would rely on textbook used in the U.S. mainstream classes such as Cornerstone, Wonders or Reading Street. Meanwhile, Korean textbooks would rely on the regulations set by the Ministry of Education. This regulation of conducting Korean instruction at 40% and English instruction at 60% continues for at least five years until students reach ninth grade, when they are about to graduate middle school. Furthermore, English taken up at lower primary school years can have specifically designed foreign language materials for younger learners. As for upper primary school, middle school and high school, textbooks designed and used in the monolingual

countries can be adapted (Housen, 2002). Teachers can also supplement with both authentic and teacher-made materials depending on the needs.

### 3.4 Target Students

The question regarding the ethnicity or cultural backgrounds of the students should be raised. Should the bilingual program accept foreigners into the classroom? If yes, what percentage of the class should make up Koreans and English speakers? One of the difficulties for dual language programs has been on recruiting proficient speakers of the minority language (Shin, 2013). Although this refers specific to immigrant speakers in a U.S. bilingual setting, this difficulty could still be applicable to an EFL setting in Korea. Would it be better for Korean speakers' needs to be dealt with in only Korean L1 learners present in the classroom environment? There is the possibility of fluent English-speaking children in such programs dominating classroom discourse and taking teacher time and attention away from the Korean learners. Vice versa, foreign learners in Korean classes may struggle while Korean students flourish in Korean-medium classes. Moreover, Korean students can receive English exposure through fluent English speaking peers. However, there still is comfort in foreigners being exposed to daily Korean language around their surroundings outside of school. Thus, it would be most preferred if foreign students do not exceed half of the class. It would be much desirable to have more Koreans make up the class.

### 3.5 Teaching Staff and Parent Support

It is well-known through different studies that one of the reasons for the attrition of bilingual programs is a shortage of qualified teachers with content area expertise to teach advanced courses in the target language and a lack of appropriate learning materials at the advanced levels (Shin, 2013). Even in Hong Kong where bilingual programs were being practiced, it was hard to find skilled teachers. Moreover, as the main language in Hong Kong is Cantonese, learning tended to cease at a period where there was lack of teachers that were able to transfer from one level to another (Lee & Ahn, 2014). It is also proven that when teachers lack training and professional development, it is bound to lead to the failure of the language program in achieving certain outcomes. Thus, once bilingual programs are set to run, teacher training institutions should encourage contemporary language teaching theories and practices, and be adaptive with the new models and findings regarding bilingual schooling and education (Finch, 2009). Different studies have suggested that the best method for bilingual programs to run is

through bilingual teachers that could scaffold by codeswitching from one language to the other (Finch, 2009). Although this may seem to be quite helpful in the earlier stages of the learning, it is not the best method to teach students because of the possibility for students to prefer one language over another in one specific class. Instead, the bilingual program proposed above plans to use teachers that are specifically trained for one particular language and one language would be used in the classes that have been designated to be.

As for the parents, fervent enthusiasm and support is needed to keep the bilingual program running. Even through the Canadian French Immersion school performed at St. Lambert, parents were the ones that actually desired for such a program to be carried on (Lee & Ahn, 2014). Parents support could possibly be gained by providing them with an estimate of the costs and education their children will be given in return. It could sound quite convincing to the parents when they hear about the additional cost of enrolling their children to language institutes while international schools require a large sum of tuition for them to get an equal amount of English exposure (Deveau & Bang, 2004).

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# A Learning-Centred Business Communication Lesson Sequence

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## *Abstract*

*This paper offers a sequence of three lesson plans that feature at the outset of an intensive Business English course for a specific group of South Korean learners. The primary conceptual underpinning of the lesson sequence is that of “learning-centredness,” as advocated by Hutchinson and Waters (2010). By incorporating methodological components and a task-based approach that reflects learning-centredness, the lessons strive to cater for the range of target situation and learning needs that arise from the learner profiles. The adoption of a task-based approach that incorporates the application of learning strategies, the promotion of intercultural awareness, and a development of negotiation strategies, in addition to the development of linguistic knowledge, aims to prepare learners to effectively and appropriately engage in business communications as required by their target situations. A description of the teaching context, underlying rationales, and broader syllabus is presented to start with. The three lesson plans then feature, with corresponding materials included in the appendices. The lesson plan sequence is followed by a defence of each plan in relation to how it promotes learning through a learning-centred approach.*

## **1. Introduction**

### **1.1. Teaching Context & Learner Profile**

The course is an in-service general business English course for employees of a large Korean electronics company. It is an intensive course running from Monday to Friday (afternoons only) for two weeks, with each class lasting for two hours of learning time punctuated by a fifteen-minute break. The location is an off-site English language centre that is owned by the sponsor company. The venue for the class is a modern English language classroom with amenities such as computers, projector, whiteboard, etc. The sponsor company has selected employees from various branches in Seoul and the immediate vicinity who are considered by the company to have the highest priority for using English in their job roles. The company has provided a set of scenarios in which they require all these staffs to competently and confidently apply English. These include meeting and greeting new business associates, making arrangements over the phone, negotiating with business

counterparts from other companies, business-to-business email communications, and delivering formal presentations overseas. The learners make their own way to the venue from the various company branches at which they work and their attendance is compulsory.

The class consists of sixteen adult learners with age ranges from 25 to 50 years. They have been employed at the company for different lengths of time and have differing experiences of working in the sphere of international business. The ratio of male to female learners is 3:1, with males making up the majority. All learners earn significantly above the national average salary and can be considered relatively affluent, which allows them to engage in a broad range of interests outside of work.

All learners are relatively well-educated having graduated from university, and have passed written English tests to attain their roles at the company. While all learners can be deemed to possess a workable command of English reflective of a

mid-intermediate level (American Council on the Teaching of Foreign Languages, 2012), there are notable differences in their proficiencies and competencies in particular situations. It can be suggested that solely relying on learner performance in a paper admission test is unlikely to give a valid indication of their communicative competence in the target situation due to the test involving recognition of language items rather than a demonstration of their competent use (Alderson & Hughes, 1981, p. 13). Hence, when conducting a needs analysis to inform course design, informal consultations with the company, unobtrusive observations of target situation working practices, examination of authentic texts from the target situation, and questionnaires completed by learners were among additional methods used. All methods were triangulated as a means of identifying target and learning needs.

Learners have marked differences in their experiences of learning English due to attending educational establishments at different points in history and in different areas of the country. Although all learners have studied English in both public schools and private institutions in the past, the methodologies used in such institutions differed. As well as differences in learning experience, differences relating to time and location of upbringing appear to underlie some differences between learners as to their general world views. In addition, learners demonstrate a range of differing learning needs. Furthermore, due to learners being based at differing branches with subtly different operating procedures and department cultures, as well as each learner demonstrating differing wants as to how to improve their performance in their perceived target role, learner motivations and prioritisations differ broadly.

Thus, the following lesson sequence is designed to fulfil the general target needs as outlined by the company, while providing non-specific materials and heterogeneous tasks in order to cater for the wants and interests of learners, as well provide for their differing learning needs. Hence, the lessons are designed to be somewhat responsive to the language needs that arise for particular learners during the lessons. The lesson sequence provides a cross-section of the first three afternoons of the course. Prior to the first lesson, the teacher has only formally met some of the learners while conducting the observation component of the needs analysis. This is a further reason underlying the non-specific and flexible approach.

## 1.2. Underlying Rationale: Theory, Methodology & Language

The primary underlying rationale for the lesson plans is the adoption of a “learning-centred” approach (Hutchinson & Waters, 2010). It is the overall aim of the lesson sequence to not only help learners enhance their awareness of how they can perform with language in the target situations, but also develop the competence that allows them to perform effectively and appropriately in those situations. The lessons have been designed to intrinsically motivate learners and encourage them to engage in the learning process, as this can be deemed an essential precursor for the occurrence of learning (Ibid, p. 47). Cooperative and self-directed aspects have also been incorporated to reflect the concept that language learning is an active decision-making process for learners. A number of cognitive learning strategies, such as predicting language and content from context, critical reading, and categorising information have been incorporated to introduce learners to skills and strategies that can help them to develop the competence to perform with the language (Chamot, 2009). Such strategies may facilitate the learner’s competence in interpreting and deciphering meanings of language aspects used in the target situation, as well as assisting them in producing with such language. This cognitive engagement also aims to allow learners to frequently reflect upon language use in relation to their personal context and create with the language meaningfully. Giving learners the chance to personalise the use of language also helps to cater for the differences in wants and proficiency evident in the learner profile. By motivating learners to associate the use of any unfamiliar language items with their personal context and existing knowledge, as well as providing for the practice of their meaningful application, the lessons aim to cater for the possibility of the acquisition of language and an understanding of its appropriate use to develop.

A task-based methodology has been selected to complement learning-centredness. It is considered that a task-based approach allows learners to rehearse the use of language in a functional manner that reflects its target situation use. In addition to helping to develop learner competency through offering a reflection of authentic language use, it can be deemed to address learning needs. Goal-oriented tasks in their own right can be considered particularly intrinsically motivating for learners (Ellis, 2014). Applying language as one means of achieving an overarching goal offers a potentially rewarding experience for them. Furthermore, while the orientation of the lessons are

dictated by the need for effective performance in the target situation, there is scope for the specific content of tasks and materials to be determined by what learners find relevant, enjoyable and motivating. It also allows for the incorporation of tasks and materials that are non-specific and attempt to fulfil learner lacks and wants in a way that caters for each learner's professional orientation. The language applied in tasks can, therefore, be personalised by learners. They are afforded the opportunity to select and apply language meaningfully to fulfil a particular function and project the identity that they desire (Halliday, 1975). A task-based methodology therefore seems to compliment a learning-centred approach due to promoting the personalisation and internalisation of the language, which arguably facilitates the development of a competency to use it.

For learners to become fully competent in interacting in their target situation, confidence in communicating interculturally can also be deemed a key concern (Chew, 2005), as can the confident implementation of business negotiation strategies (Planken, 2005). In order to reflect this, tasks have been designed to incorporate a promotion of cultural awareness and application of business negotiation strategies, and these considerations feature as threads that run through the sequence of lessons. The lesson sequence incorporates task aspects that aim to promote the fostering of a "you consideration" (Ozaki, 1975, p. 30) among learners- that is, a culturally empathetic approach to the use of English as a lingua franca for business communication (Kameda, 2005, p. xiii). In catering for learner development of negotiation strategies, peer scaffolding has been exploited as a resource. Steps are also taken to cultivate a social learning atmosphere that promotes interpersonal communication, cooperative learning, and peer scaffolding. A task-based methodology, therefore, seems to potentially accommodate a development of the communicative competencies that learners require.

A task-based approach also allows for the implementation of task chains. The provision of tasks in this manner allows for coherence between the tasks, with each new task building upon the content of the former. This aims to scaffold learners in their engagement in more complex tasks which require higher order thinking, such as evaluating and creating with language (Bloom, et al., 1956). Supporting this cognitive engagement can be deemed to make the prospects of language acquisition more likely. A task chain also allows for the inclusion of integrated skills work, whereby listening, reading, speaking, writing and interpersonal communicative competence is developed

within a task chain. It can also cater for task variety to engage learners of various learning preferences and stimulate learning.

The typical task chain for the lessons is one that features: (1) a preliminary production task; (2) teacher/learner feedback and a language focus arising from input; (3) learner recompletion of the production task (or similar task) armed with feedback and new language; (4) additional authentic input; (5) completion of a similar task that is more complex in nature. Sections (1) to (3) of the task chain reflect a task-teach-task approach whereby section (1) allows the teacher to observe and diagnose learner lacks in relation to the task and provide appropriate feedback in section (2). The input element of section (2) also provides learners with the opportunity to recognise language that can help them to enhance their performance. The inclusion of a language focus in section (2) can be considered to reflect a "shallow end" approach to communicative language teaching (Thornbury, 1999, p. 22). This approach has been adopted to satisfy learner expectation that language aspects will be explicitly encountered at some stage in the lesson, with such expectations being grounded in previous language learning experiences. Section (3) then provides learners the opportunity to meaningfully implement the new language in a task context. Section (4) allows for further authentic input to further motivate and engage learners and encourage them to notice language and content that can assist them further in the completion of the task in section (5). The section (5) task is designed to address target situation necessities while also incorporating content that is non-specific and thus potentially motivating for all learners. By including additional input, and allowing learners to relate content to their own knowledge and abilities, the task chain aims to provide an opportunity for learners to apply content and language knowledge creatively in a personalised manner to promote learning (Hutchinson & Waters, 2010, p. 118).

Furthermore, the sequencing of the three lessons is designed so that learners can recycle the language and communication strategies used in the tasks of a lesson in the completion of tasks in subsequent lessons. As well as providing coherence, such recycling of language use aims to facilitate the learners' retention and automatization of language aspects, again reflecting an underlying learning-centred rationale. The fact that learners work in different company branches underlies the perception among learners that specific target needs vary, giving rise to differing learner wants. The language focuses, therefore, incorporate language

that can be deemed of general use to all learners, hence broadly satisfying target needs. Lesson one focuses on expressions of greeting and small talk to help learners boost their confidence in making the first impression that they desire. Lesson two focuses on polite register when using the telephone, particularly the use of hedging and modals to limit imposition. Lesson three highlights language for offering concessions in return for favourable conditions in negotiations. It seems that competency in the use of these language aspects and the strategic functions they can fulfil will significantly empower learners in their target situations. In addition to these language focuses, learners are also presented with the opportunity to notice and reflect on additional language that they encounter that may be useful in their specific target context.

The featured lessons are the first three of a series of ten lessons that comprise a functional course syllabus. In order to provide a coherent syllabus, the lessons implement tasks that build upon tasks completed by learners in previous lessons, as well as provide opportunities for the recycling of relevant language items. Each lesson is based on a skills focus that reflects the target situation needs of learners.

## 2. LESSON PLANS

### 2.1. LESSON ONE: MAKING A STRONG FIRST IMPRESSION

**Aim:** Students will be able to (SWBAT) identify and apply polite and appropriate methods of (verbal and non-verbal) greeting and confidently engage in small talk with businesspeople in a simulated international business context.

**Language Skills:**

- Speaking (fluency, accuracy).
- Listening (listening for specific information).
- Reading (scanning for specific information, critical reading).
- Writing (note-taking).

**Language Functions:**

- Lexical/Grammatical: Chunks used for professional greetings (e.g. “I don’t think we’ve met.” “How do you do?” “Pleased to meet you.”).
- Functional: Making a strong first impression through greeting and applying small talk.
- Discoursal: Greeting and responding appropriately.
- Phonological: How do you do? (/’hau dʒə du:’/), Pleased to meet you. (/’pli:zət mi:t ju:’/) (Assimilation).

#	Lesson Stage	Details: <u>Task (Time)</u> , Aim, Procedure, Materials
1.	<i>Pre-Task</i>	<p><u>Teacher introduction (5’)</u></p> <p><i>SWBAT ask questions to find out about a new associate.</i></p> <ul style="list-style-type: none"> <li>● The teacher introduces himself.</li> <li>● Learners are invited to ask questions about the teacher, which he answers honestly.</li> </ul>

2.	<i>Production Task 1</i>	<p><u>Ice-breaker mingle (18')</u></p> <p><i>SWBAT greet and survey classmates to ascertain and record specific information about them.</i></p> <ul style="list-style-type: none"> <li>● Learners mingle with classmates, introducing themselves and asking and responding to questions accordingly.</li> <li>● As part of the activity, learners are required to record the name, branch, department and specified details of at least six other classmates on a distributed survey sheet.</li> </ul> <p><i>Materials: Survey sheets (Appendix B)</i></p>
3.	<i>Context</i>	<p><u>Brainstorm (6')</u></p> <p><i>SWBAT reflect on and articulate aspects of English language they use when greeting overseas businesspeople.</i></p> <ul style="list-style-type: none"> <li>● In groups, learners brainstorm ways they greet business people.</li> <li>● The teacher elicits boards, clarifies and gives/elicits feedback on ideas generated.</li> </ul>
4.	<i>Input</i>	<p><u>Listening task (6')</u></p> <p><i>SWBAT to listen to a dialogue to find specific information.</i></p> <ul style="list-style-type: none"> <li>● The teacher introduces the context of being at a pre-conference gathering where businesspeople are meeting and greeting each other.</li> <li>● Learners are tasked with watching and listening to a video dialogue to identify the names, positions, and companies of the speakers. The teacher plays the dialogue as many times as necessary to allow learners to listen for the answers. Learners check their findings with their partner. The teacher elicits the answers.</li> </ul> <p><i>Materials: Video dialogue</i></p>

5.	<i>Language Focus</i>	<p><u>Language Analysis (10')</u></p> <p><i>SWBAT categorise expressions in terms of appropriateness for their business context and explain reasons for their categorisations.</i></p> <ul style="list-style-type: none"> <li>● The teacher distributes transcripts of the dialogue. Learners are tasked with reading through the dialogues and categorising information under three headings: expressions they use when greeting business counterparts; expressions that would be inappropriate to use; and new expressions that they would like to use in the future.</li> <li>● Learners compare their categorisations in groups explaining their reasons.</li> <li>● The teacher monitors providing feedback and clarification when called upon on or when deemed appropriate by the teacher.</li> <li>● The teacher elicits some ideas and reasoning for the categorisations of expressions from the text, providing feedback as appropriate.</li> </ul> <p><i>Materials:</i> Video dialogue transcripts (Appendix A)</p>
6.	<i>Production Task 2</i>	<p><u>Pair icebreaker (10')</u></p> <p><i>SWBAT politely and professionally greet and engage in small talk with another business professional to gather specific information.</i></p> <ul style="list-style-type: none"> <li>● Learners are paired with another with whom they have not yet spoken. Using the survey criteria from <i>Production Task 1</i>, learners must introduce themselves in a professional manner and engage in some small talk with their partner.</li> <li>● The teacher monitors discretely and gives feedback as appropriate at the end of the task.</li> </ul> <p><i>Materials:</i> Survey sheets (Appendix B)</p>
BREAK TIME (15')		
7.	<i>Context</i>	<p><u>Class discussion/Brainstorm (5')</u></p> <p><i>SWBAT to reflect on and articulate how they communicate with businesspeople from other cultures.</i></p> <ul style="list-style-type: none"> <li>● The teacher brainstorms which other cultures company departments typically do business with (some of this information would have already come to the fore in previous group/class discussions).</li> <li>● The teacher elicits whether learners modify their behaviour depending on the culture of the person they do business with and, if so, how.</li> </ul>

8.	<i>Additional Input</i>	<p><u>Reading Tasks (15')</u></p> <p><i>SWBAT make predictions about an article's content from an accompanying visual.</i></p> <p><i>SWBAT scan an authentic text for specific information.</i></p> <p><i>SWBAT critically evaluate the content of an authentic text in light of their personal business experience.</i></p> <ul style="list-style-type: none"> <li>● The teacher displays the image accompanying an authentic news article and elicits learner predictions as to the article's likely content.</li> <li>● The teacher distributes copies of the article. Learners read through the initial paragraphs of the article to check the accuracy of generated predictions. They discuss their findings with their partner.</li> <li>● Learners scan the article to find if any of the national cultures featured in the text match those previously generated and boarded through class discussion.</li> <li>● Learners locate the section in the text most relevant to their business context and consider the extent to which the content fits with their experience. They discuss their ideas in groups.</li> </ul> <p><i>Materials:</i> News article texts, visual accompanying article</p>
9.	<i>Task Preparation</i>	<p><u>Creating an alternative identity (8')</u></p> <p><i>SWBAT create an alternative identity that demonstrates a consideration of the cultural traits of that identity.</i></p> <ul style="list-style-type: none"> <li>● The teacher distributes personal profile sheets.</li> <li>● Learners are tasked with creating an alternative identity of an overseas businessperson. They create a name, company, cultural origin, backstory, interests, etc., as per the profile sheet, plus any additional information they would like to add. Learners keep their new identity secret from others.</li> <li>● Learners complete and wear name tags that match their new identity.</li> </ul> <p><i>Materials:</i> Personal profile sheets (Appendix B), name tags</p>

10.	<i>Production Task 3</i>	<p><u>Greeting and engaging in small talk at an international business delegation (20')</u></p> <p><i>SWBAT apply polite and appropriate methods of greeting and engaging in small talk with businesspeople in a simulated international context.</i></p> <ul style="list-style-type: none"> <li>● The teacher sets the context that learners (as per their new identities) are attending an international business delegation.</li> <li>● Learners are tasked with mingling, greeting and engaging in small talk with as many people as possible. They are encouraged to incorporate cultural traits of their character (such as those featured in the reading text) while communicating.</li> <li>● The teacher monitors discretely, only intervening if called upon by learners.</li> </ul>
11.	<i>Report</i>	<p><u>Group discussion (10')</u></p> <p><i>SWBAT relay information previously discovered through engaging in small talk with another.</i></p> <p><i>SWBAT identify and comment upon cultural traits demonstrated by another.</i></p> <ul style="list-style-type: none"> <li>● Learners tell their group members about the most interesting character they met during the mingle activity and how they greeted and interacted.</li> <li>● The teacher gives feedback on the completion of the mingle task as appropriate.</li> </ul>

## 2.2. LESSON TWO: USING POLITE TELEPHONE MANNER

### Aim:

SWBAT applies polite register (including hedging and modals to reduce imposition) to negotiate an entertainment package itinerary via a simulated telephone conversation.

### Language Skills:

- Speaking (fluency, accuracy)
- Listening (listening for specific information)
- Reading (scanning for specific information, critical reading)
- Writing (note-taking)

### Language Functions:

- Lexical/Grammatical: Chunks used for hedging to reduce imposition; Modal verb forms used to reduce imposition. (e.g. "I'm afraid..." "If possible..." "The thing is..." "I'd like to meet her." "Could she call me?").
- Functional: Obtaining and imparting information over the telephone
- Discoursal: Polite telephone manner
- Phonological: would (/wʊd/), could (/kʊd/).

#	Lesson Stage	Details: <u>Task (Time)</u> , <i>Aim</i> , Procedure, <i>Materials</i>
1.	<i>Context</i>	<p><u>Group discussion/Brainstorming (15')</u></p> <p><i>SWBAT recall and explain experiences of poor telephone manner.</i></p> <p><i>SWBAT suggest reasons for the importance of good telephone manner.</i></p> <ul style="list-style-type: none"> <li>● The teacher presents a visual of an angry-looking business person on the telephone.</li> <li>● In groups, learners discuss a time that they felt angry or frustrated when on the phone, explaining what it was that made them feel that way.</li> <li>● Groups then brainstorm reasons why the person in the picture may be angry.</li> <li>● The teacher elicits some ideas from groups.</li> <li>● Groups discuss why a good telephone manner is important.</li> <li>● The teacher elicits the reasons and notes them on the whiteboard.</li> </ul> <p><i>Materials:</i> Visual of an angry-looking business person on the telephone</p>

2.	<i>Production Task 1</i>	<p><u>Role Play (15')</u></p> <p><i>SWBAT request and record the details from another via a telephone conversation, and provide information in responses to such requests.</i></p> <p><i>SWBAT reflect upon and identify examples of good telephone manner and polite language use they encountered during the task.</i></p> <ul style="list-style-type: none"> <li>● From a range of different business cards displaying overseas identities, the teacher hands out one card to each learner. Learners are instructed that, for this task, their identity corresponds with the details on the card.</li> <li>● Learners sit back-to-back with a partner in order to simulate a telephone conversation.</li> <li>● Learners take turns to call each other. On each occasion, the recipient of the call is tasked with declining the availability of the person sought by the caller and requesting and recording the caller's name, company, contact details, purpose of the call and any other information they consider relevant.</li> <li>● The teacher discretely monitors the class, identifying and recording strengths and weaknesses in telephone technique and use of polite language register.</li> <li>● The teacher checks whether learners successfully obtained the required information.</li> <li>● Pairs give feedback to each other, explaining how they felt on the phone and what their perceptions of their partner were and, if possible, identifying reasons for these feelings and perceptions.</li> <li>● The teacher elicits examples of good telephone manner and polite language use that was applied during the task from learners. Elicited examples are noted on the whiteboard.</li> <li>● The teacher gives feedback as deemed appropriate.</li> </ul> <p><i>Materials: Business card prompts</i></p>
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3.	<i>Input</i>	<p><u>Listening Tasks (15')</u></p> <p><i>SWBAT make predictions about an apparent problem based on a given context.</i></p> <p><i>SWBAT to listen to a telephone dialogue to identify and record specific information.</i></p> <p><i>SWBAT to listen to a telephone dialogue in order to identify the purpose and outcome of the call.</i></p> <ul style="list-style-type: none"><li>● The teacher uses visuals and elicitation from learners to help set a context that learners are in a hotel lobby waiting to check into a room and they happen to overhear another guest's telephone conversation at the front desk. The lady making the call seems a little stressed and they are curious to know the reason. They find that if they listen carefully they can hear both parties to the dialogue.</li><li>● Learners predict the potential reason for the lady's demeanour and discuss their ideas in groups. The teacher elicits and boards ideas.</li><li>● Learners are instructed to listen for and note down the name and company of the caller and who she wants to speak to. The teacher plays the opening exchange of the dialogue as many times as is necessary for learners to find the required information.</li><li>● Learners are instructed to listen to identify the caller's problem, and whether any of the earlier predictions are correct. The teacher plays an extended section of the dialogue as many times a necessary to allow learners to listen for the answer. Learners check their findings with their partner. The teacher elicits the answer.</li><li>● Learners are instructed to listen to the entire dialogue in order to identify the outcome and purpose of the call. The teacher plays the whole dialogue as many times a necessary to allow learners to listen for the answer. Learners check their findings with their partner. The teacher elicits the answers.</li></ul> <p><i>Materials:</i> Hotel lobby visual, Audio dialogue</p>
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4.	<i>Language Focus</i>	<p><u>Language Analysis (10')</u></p> <p><i>SWBAT analyse a text of a dialogue to identify phrases and expressions to convey politeness.</i></p> <ul style="list-style-type: none"> <li>● The teacher distributes a script of the dialogue text.</li> <li>● Learners listen to the dialogue again and silently read along.</li> <li>● Learners are asked to work in groups to identify phrases and expressions that enhance the politeness of the dialogue.</li> <li>● The teacher elicits group findings and adds them to the boarded language generated by the class.</li> <li>● The teacher highlights any further hedging or use of modals to reduce imposition in the text that would seem to benefit learners.</li> <li>● The teacher provides feedback and guidance to language use, as deemed appropriate.</li> </ul> <p><i>Materials: Audio dialogue transcripts (Appendix A)</i></p>
5.	<i>Production Task 2</i>	<p><u>Role Play (7')</u></p> <p><i>SWBAT apply phrases of polite register to request and record the details from another via a simulated telephone conversation, and politely provide information in responses to such requests.</i></p> <p><i>SWBAT reflect upon and identify further examples of good telephone manner and polite language use they encountered during the task.</i></p> <ul style="list-style-type: none"> <li>● The task procedure for <i>Production Task 1</i> is repeated, but this time learners have different business card identities and work with a different partner.</li> <li>● The teacher elicits and boards any further examples of good telephone manner and polite language use noticed by learners.</li> <li>● The teacher gives feedback as appropriate.</li> </ul> <p><i>Materials: Business card prompts</i></p>
BREAK TIME (15')		

<p>6.</p>	<p><i>Context</i></p>	<p><u>Group discussion (5')</u></p> <p><i>SWBAT recommend entertainment and activities to feature on a business trip itinerary.</i></p> <ul style="list-style-type: none"> <li>● The teacher uses visuals and elicitation from learners to introduce the context of going overseas for a business trip, and an entertainment itinerary as being part of such trips.</li> <li>● Learners are asked to consider what entertainment, locations or activities they would recommend for an itinerary for one of their counterparts from overseas visiting Seoul on a trip to do business with their department. Learners explain and discuss their recommendations in groups.</li> <li>● The teacher elicits and boards recommendations from learners.</li> </ul> <p><i>Materials: Visuals for setting context</i></p>
<p>7.</p>	<p><i>Additional Input</i></p>	<p><u>Purposeful reading/Group discussion (8')</u></p> <p><i>SWBAT scan an authentic text for reference to specific locations and/or activities.</i></p> <p><i>SWBAT express their opinions on suggestions made in an authentic text.</i></p> <p><i>SWBAT identify examples of polite register in an authentic text.</i></p> <ul style="list-style-type: none"> <li>● The teacher distributes authentic extracts from a travel guide for overseas visitors to Seoul.</li> <li>● Learners scan the text to identify common recommendations among those in the text and those generated by the class.</li> <li>● Learners read the text to identify what they consider to be the most appropriate activities for overseas business visitors. Learners discuss their opinions in groups. Groups then repeat the process in identifying any potentially inappropriate activities.</li> </ul> <p><i>Materials: Guidebook extracts</i></p>

8.	<i>Task Preparation</i>	<p><u>Negotiating ideas for an itinerary (15')</u></p> <p><i>SWBAT suggest aspects of an entertainment package as part of a business trip.</i></p> <ul style="list-style-type: none"> <li>● Teacher allocates role cards to learners. Each learner is either an overseas business person visiting Seoul for a business trip to the learners' company, or a company representative responsible for overseeing the visit. Learners read their role cards.</li> <li>● Learners are seated in accordance with their roles, i.e. groups of visitors together, company representatives together. Learners discuss their role with their group members in order to clarify their understanding of it.</li> <li>● The teacher distributes itinerary schedule sheets to each learner which indicates which times in the trip are available to be filled by the entertainment package.</li> <li>● From the perspective of their role, learners note down ideas for what activities can feature on the trip schedule and when it is best to do them. To do this, they can refer to the text, boarded language or their own desires.</li> <li>● Learners then share and brainstorm ideas in buzz groups.</li> </ul> <p><i>Materials:</i> Guidebook extracts, role cards, itinerary schedule sheets (Appendix B)</p>
9.	<i>Production Task 3</i>	<p><u>Negotiating an itinerary over the telephone (20')</u></p> <p><i>SWBAT politely negotiate an entertainment package itinerary via a simulated telephone conversation.</i></p> <ul style="list-style-type: none"> <li>● Learners are paired with another of a different role. Sitting back-to-back (to simulate a telephone dialogue), learners negotiate an entertainment package and record the outcomes as instructed by their role cards.</li> </ul> <p><i>Materials:</i> Guidebook extracts, role cards, itinerary schedule sheets (Appendix B)</p>

<b>10.</b>	<i>Report</i>	<p><u>Telephone report role play (10')</u></p> <p><i>SWBAT politely request and provide a summary of a negotiation via a simulated telephone conversation.</i></p> <ul style="list-style-type: none"> <li>● Learners change partners. Learners take turns to request and convey the agreed details of their itinerary (and points yet to be agreed) to complete an information gap activity using additional itinerary schedule sheets.</li> </ul> <p><i>Materials:</i> Guidebook extracts, role cards, itinerary schedule sheets (Appendix B)</p>
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### 2.3. LESSON THREE: NEGOTIATING A DEAL

**Aim:** SWBAT express suggestions for concessions and conditions in order to effectively and appropriately negotiate a face-to-face business deal.

#### Language Skills:

- *Speaking (fluency, accuracy).*
- *Listening (listening for specific information, listening for specific sounds).*
- *Reading (scanning for specific information, critical reading).*
- *Writing (note-taking, drafting an email confirmation).*

#### Language Functions:

- *Lexical/Grammatical: First conditional clauses (e.g. "If you buy one hundred cases, we'll offer 15% discount.").*
  - *Functional: Expressing suggestions for concessions and conditions in the context of negotiating a business deal.*
  - *Discoursal: Expressing and responding to suggestions for concessions and conditions*
- Phonological: Contractions involving 'will' (e.g. "I'll" (/aɪl/), "we'll" (/wi:l/)).*

#	Lesson Stage	Details: <u>Task (Time)</u> , Aim, Procedure, Materials
<b>1.</b>	<i>Context</i>	<p><u>Pair discussion (5')</u></p> <p><i>SWBAT state a preference among a range of objects and articulate reasons for their preference.</i></p> <ul style="list-style-type: none"> <li>● The teacher uses visuals and realia to present students with a range of everyday objects.</li> <li>● Learners are tasked with deciding which they would rather buy if they were obliged to buy one of the items. Learners explain their selections to their partner.</li> </ul> <p><i>Materials:</i> Visuals/realia of everyday objects</p>

2.	<i>Production Task 1</i>	<p><u>Selling an object 1 (8')</u></p> <p><i>SWBAT apply negotiation language and techniques in an attempt to sell an everyday object.</i></p> <ul style="list-style-type: none"> <li>● With new partners, learners are asked to select one of the everyday objects, decide a price for it and deliver a spontaneous sales pitch to their partner. Learners take turns to present the pitch to their partner.</li> <li>● Learners give feedback to their partners about particularly effective aspects of their pitch.</li> </ul> <p><i>Materials:</i> Visuals/realia of everyday objects</p>
3.	<i>Input</i>	<p><u>Listening Tasks (17')</u></p> <p><i>SWBAT listen to a dialogue to find specific information.</i></p> <p><i>SWBAT listen for the frequency of occurrence of a particular phoneme in a dialogue.</i></p> <ul style="list-style-type: none"> <li>● The teacher elicits basic considerations of a business negotiation from students and brainstorms them on the board (e.g. quantity, cost, method of payment, method of delivery, discount, etc.).</li> <li>● The teacher uses visuals to imply a context for a business to business sales transaction. Learners offer predictions of the product being sold.</li> <li>● Learners listen to a dialogue to check the accuracy of their predictions. The teacher plays the relevant section of dialogue as many times as necessary to allow learners to listen for the answer. Learners check their findings with their partner. The teacher elicits the answers.</li> <li>● The teacher draws learners' attention to the previously brainstormed negotiation considerations. Learners listen to identify which of these considerations are being negotiated in the dialogue. The teacher elicits findings.</li> <li>● Learners listen to identify what each party wants with regards to the identified considerations (quantity and payment method). They then listen to identify the outcome of the negotiation. Learners check their answers in their groups before checking as a whole class.</li> <li>● Learners are tasked to listen to the dialogue once more, this time tallying up the occasions they hear the word 'if.'</li> </ul> <p><i>Materials:</i> Context visuals, audio dialogue</p>

<p>4.</p>	<p><i>Language Focus</i></p>	<p><u>Guided Discovery (8')</u></p> <ul style="list-style-type: none"> <li>● The teacher distributes dialogue transcripts.</li> <li>● Learners are instructed to circle all the occurrences of 'if' in the dialogue transcript. They are then asked to underline the rest of the clauses following the occurrence of 'if.'</li> <li>● Learners are asked to consider the importance of such clauses in their groups. The teacher elicits learner ideas clarifying that they refer to concessions the speaker is willing to make to another party.</li> <li>● The process is repeated in relation to the conditional clause, assisting learners' understanding of its function and form (i.e. starting with 'we will/would').</li> </ul> <p><i>Materials:</i> Audio dialogue transcripts (Appendix A)</p>
<p>5.</p>	<p><i>Production Task</i> 2</p>	<p><u>Selling an object 2 (15')</u></p> <p><i>SWBAT use language to demonstrate concessions and conditions as part of a negotiation strategy deployed to sell an everyday object.</i></p> <p><i>SWBAT reflect on and articulate an evaluation of a range of negotiation styles.</i></p> <ul style="list-style-type: none"> <li>● Learners deliver a further sales pitch to their groups for the sale of the everyday object of their choice. Learners take turns to present to their groups.</li> <li>● Group members give feedback on negotiation strategy use.</li> </ul> <p><i>Materials:</i> Visuals/realia of everyday objects</p>
<p>BREAK TIME (15')</p>		

6.	<i>Additional Input</i>	<p><u>Reading Tasks (17')</u></p> <p><i>SWBAT predict the content of negotiation stages from their stage names.</i></p> <p><i>SWBAT match the content of negotiation stages with their stage names.</i></p> <ul style="list-style-type: none"> <li>● In groups, learners discuss their tips for effective negotiations. The teacher elicits and boards the tips.</li> <li>● The teacher distributes an authentic book review text reviewing Mills' RESPECT negotiating steps with sections of text omitted. Groups predict what each of the missing components could involve.</li> <li>● The teacher provides the omitted pieces of text. Learners match the omitted components to the steps in the text. Learners then check the accuracy of their predictions by comparing their selections with a complete version of the text.</li> <li>● Groups are also invited to consider the similarities and differences between the RESPECT steps and the tips they previously generated.</li> <li>● Learners are instructed to read through the negotiation steps and work in groups to identify the most important and least important steps, giving reasons. Following the group discussions, the teacher elicits ideas in whole-class feedback.</li> <li>● Groups are further invited to consider whether any negotiation steps ought to be added to or omitted from the list, stating reasons. Again, ideas are subsequently elicited by the teacher and discussed in open class.</li> </ul> <p><i>Materials:</i> Book review texts (Appendix A)</p>
7.	<i>Task Preparation</i>	<p><u>Role preparations (15')</u></p> <p><i>SWBAT articulate possible strategies and traits consistent with their role.</i></p> <ul style="list-style-type: none"> <li>● Learners are allocated role cards in preparation for a pair role play.</li> <li>● Learners read their role card carefully. It features a businessperson identity, product information to be used in a sales negotiation, and a negotiation target.</li> <li>● Learners work in buzz groups with those of the same role to discuss negotiation strategies, appropriate language use, cultural traits of the role, etc.</li> <li>● The teacher monitors and provides guidance and feedback as appropriate.</li> </ul> <p><i>Materials:</i> Role cards (Appendix B)</p>

8.	<i>Production Task</i> 3	<p><u>Negotiating a deal (20')</u></p> <p><i>SWBAT effectively and appropriately negotiate a business deal in a face-to-face role play scenario.</i></p> <ul style="list-style-type: none"> <li>● Learners are paired with someone of the opposite role. They are tasked to conduct the role play in character as if it were an authentic business negotiation.</li> <li>● The teacher monitors discretely.</li> </ul> <p><i>Materials: Role cards (Appendix B)</i></p>
9.	<i>Report</i>	<p><u>Writing an email confirmation (15')</u></p> <p><i>SWBAT accurately summarise the outcome of a negotiation on an email template.</i></p> <p><i>SWBAT evaluate the accuracy of the content of an email summary.</i></p> <ul style="list-style-type: none"> <li>● The teacher distributes email template sheets.</li> <li>● Learners write a summary of the key agreements arising from the negotiation as well as aspects yet to be agreed on the email template sheets.</li> <li>● Learners check their partner's summary to evaluate if it offers an accurate reflection of what was agreed.</li> <li>● The teacher collects the email drafts to review and identify learner lacks in order to inform the specific content of following lessons.</li> </ul> <p><i>Materials: Email template sheets</i></p>

### 3. DEFENCE

The rationale for each stage of the lesson plans will be addressed with reference to how it aims to facilitate learning by reflecting a learning-centred approach. Hutchinson and Waters highlight ten methodological techniques that ought to be implemented to facilitate a learning-centred approach (Hutchinson & Waters, 2010, p. 139-142). These are gap tasks, variety, prediction, enjoyment, integrated methodology, coherence, preparation, involvement, creativity, and atmosphere. The defence of the lessons indicates where these considerations feature.

#### 3.1. LESSON ONE: MAKING A STRONG FIRST IMPRESSION

Stage 1 provides two important functions. Firstly, it provides learners with a model of greeting someone for the first time in a formal setting and demonstrates how small talk can be applied. This provides procedural scaffolding to prepare learners in completing the task in stage 2. Secondly, the teacher can respond to the meaning of learner questions and remarks as a means of encouraging learner participation and promoting an atmosphere conducive to communication from the outset.

The mingle task in stage 2 aims to further promote a social atmosphere as well as provide learners with authentic practice of an important skill required by the target situation: making a strong first impression. The goal-oriented mingle gap task can be considered to be an enjoyable activity that can provide intrinsic motivation for learners. It can also help to cultivate an atmosphere where involvement and communication between learners is established as a classroom norm, aiming to lower learners' affective filters (Krashen, 1982, p. 30) and make them more receptive to learning. The task also requires learners to practice their note-taking skills, which is a common writing requirement in target situation contexts. It, therefore, contributes to an integrated methodology. Stage 2 also allows the teacher to observe learner performance of the task so that appropriate feedback can be provided in stage 3. Stage 3 encourages learners to consider how such interactions are relevant to their specific target needs, potentially providing further motivation to be involved fully in the lesson.

In stage 4, a potential target situation context is created to prepare learners for input. It provides a purpose for learners to listen to the dialogue, having the dual effect of motivating them and making the input more comprehensible. Stage 4 aims to stimulate the formal schemata of learners, whereas the brainstorming in stage 3 has already activated their linguistic schemata. Stage 4 also affords learners with practice in listening for specific details, a skill which if further developed can impact positively upon their communicative competence. It also provides further skills focus that contributes to an integrated methodology.

Stage 5 further supports an integrated methodology by implementing reading strategies such as categorisation and critical reading. In addition to encouraging the application of skills that can help enhance language competence, it allows the learner to notice language and make their own decisions about which language best fits their needs. It can be considered essential that for the purposes of first time introductions, it is imperative that the learner is given the freedom to decide which kind of impression he or she wishes to convey, and the teacher can give appropriate feedback to learners in light of this. The belief that appropriate language use is largely influenced by the speaker's orientation and is a personal decision-making process constitutes a significant portion of the rationale for stage 5. The prospect of acquisition is potentially enhanced by encouraging learners to become involved with the language at cognitive and emotional levels. Stage 6 involves learners engaging in a gap task similar to that in stage 1 so that they can apply new language as a means of enhancing their performance, demonstrating a coherent task chain. To provide variety and further promote a social atmosphere, learners are required to interact with a new partner in a pair work

context.

Stage 7 encourages learners to think about the intercultural element of business communications and how it impacts upon their business practice. It also establishes a context for the text introduced in stage 8. With a relevant context set, and the use of a visual as an additional motivating factor, the implementation of prediction in stage 8 allows learners to practice a strategy that can enhance their language competence as well as aim to make the following input more comprehensible. Reading skills are developed as part of an integrated methodology. The use of strategies, such as scanning and critical reading, are also promoted in order for learners to negotiate the relevance of the text to their specific target lacks and wants. Encouraging learners to establish a personal connection with the content of the text aims to facilitate learner motivation and their retention of new information. The text was selected on grounds of its general topic being relevant to the target situation and its content providing enough flexibility to potentially satisfy learner wants. This stage aims to use input that provides an element of variety that can potentially maximise the involvement of all learners.

Stage 9 provides learners with the creative and potentially enjoyable task of creating an alternative identity. The personal profile sheet provides scaffolding for learners, but they have the freedom to add information as they wish. This heterogeneity aims to involve all learners. The creation and use of an alternative identity can also help to lower the affective filters of learners and make them feel more comfortable in communicating with their peers. This further promotes a social atmosphere and a classroom culture conducive to interaction and language acquisition. Stage 9 also provides an important coherent function. It encourages learners to consider the knowledge that they have gained from all the previous tasks and input in the lesson and prepare to apply it in a meaningful context. As part of this, they are also required to consider how the intercultural aspect of communication may impact on how they and others interact, assisting them in developing an interpersonal communicative competence, rather than just a linguistic one. Stage 9 can be deemed an essential consolidation phase that prompts learners to internalise language and information in the L2 through higher-order thinking to help them to develop a competency in performing effectively in a task reflective of a target situation context (stage 10). This further highlights its importance in ensuring lesson coherence.

The stage 10 gap task aims to provide an enjoyable learning experience in a social atmosphere that maximises learner creativity, thus potentially optimising the involvement of learners regardless of their proficiency or wants. Interacting with various partners of newly formed

identities provides learners with variety. The orientation of the task is the same as the one conducted in stage 2, providing a coherent basis to the lesson through which learner progress can be observed so that appropriate feedback can be given in stage 11. However, the use of non-specific content that involves learners and the promotion of learner creativity potentially provides a varied and enjoyable learning experience. The inclusion of name tags is designed to prime learners for interaction with one another. Learners can interpret the name tag information to predict appropriate ways to greet and interact with each other. Stage 11 provides a further consolidation stage in which they are encouraged to recognise and articulate how cultural and personal traits can affect appropriate communication in the target situation.

### 3.2. LESSON TWO: USING POLITE TELEPHONE MANNER

The use of the visual in stage 1 is primarily to motivate and involve learners. The group discussion and brainstorming allows learners to relate the context of being frustrated by poor telephone service to their personal experience. A consideration of the need for a good telephone matter is highlighted for the theme of the lesson to strike a resonance with learners. Learners can consequently be expected to recognise a personal need to be engaged in the lesson. Stage 1, therefore, primes learners for learning.

Stage 2 provides a cooperative information gap task that is reflective of circumstances that learners are likely to encounter in their target situations. The acquisition of alternative identities is again likely to be motivating for learners in the sense that it can lower learner inhibitions and therefore maximise involvement. The teacher's monitoring of the task results in him making online decisions in relation to appropriate feedback, demonstrating a consideration of specific learner needs. By encouraging peer feedback and relating it to feelings and perceptions, learners are connecting emotionally to how language is used, promoting an awareness of appropriate language use for interpersonal communication and the projection of their desired identity. The reflection and awareness involved in this stage aim to help learners become more competent in recognising appropriate language use. Such group discussion tasks also further cultivate a social atmosphere conducive to learning.

At the beginning of stage 3, the teacher sets a context and a purpose for listening to prepare learners and enhance the comprehensibility of the input. The dialogue was selected based on the strength of its reflection of the target situation and authentic language use. As part of an integrated methodology, learners engage in listening

strategies of predicting content and language from context, listening for specific detail and listening to check the accuracy of predictions. This introduces the implementation of strategies that learners may develop with support to improve their competency in deciphering the meaning of language input. The prediction exercise also functions to activate learner schemata, potentially making them more receptive to understanding and retaining new information.

Stage 4 encourages learners to notice differences between their application of language during stage 2 and the authentic language use in the dialogue script. By reading and listening simultaneously learners are afforded the opportunity to notice pronunciation and intonation as well as patterns of form. Identifying phrases relating to polite register encourages learners to adopt inductive learning strategies and provides them with a degree of self-direction, therefore enhancing learner involvement. It can be suggested that a learner is afforded the opportunity to focus on the language aspects that they are ready to approach in terms of their cognition and proficiency. It also allows learners to identify and focus on expressions that they may recognise as being most suitable for their target needs. Learners are then afforded the opportunity to test their new linguistic knowledge in stage 5, with the meaningful use of language providing the potential for learner retention of it. This demonstrates a coherence of the task chain. Variety is provided by the changing of partners and character identities in order to maintain learner motivation. The changing of partners also helps to cultivate a social classroom atmosphere that promotes communicative language use between learners and is, therefore, conducive to learning.

The reading text used for stages 7 to 10 has been selected due to the likelihood of it being relevant and particularly motivating to learners, as well as it providing an authentic source of language. All learners live in or around Seoul and have a familiarity with the city's social and cultural aspects. Learners are therefore likely to find the text content interesting and involving. Furthermore, discussing fun things to do in Seoul in stages 7 and 8 is likely to be particularly enjoyable for learners. The topic of the text, therefore, provides for motivating task content while the context introduced in stage 6 ensures it is oriented to the target situation. Stage 7 further supports an integrated methodology by encouraging learners to engage in reading strategies of scanning for specific information and critical reading. Considering the content in contrast to their own opinions in stage 7 can be particularly motivating for learners.

The task preparation in stage 8 can be deemed to provide an important role in scaffolding learners to facilitate their competent performance in the stage 9 task. Steps are taken to optimise learner involvement. The text, itinerary schedule sheets, boarded language and ideas,

activation of prior learner knowledge and the implementation of buzz groups are all devised to provide material and procedural scaffolding and ensure that learners are confident in performing the upcoming task (stage 9). This preparation stage provides learners with the opportunity to apply language and content encountered during the lesson, as well as that learnt in the previous lesson, demonstrating coherence across lessons as well as within the current task chain. The intercultural context encourages learners to acknowledge the potential for cultural differences (as highlighted in the previous lesson). By affording learners the freedom to construct a provisional itinerary, they are encouraged to use language creatively and enjoyably. The implementation of buzz groups again aims to promote a social atmosphere in the classroom.

Stage 9 is a cooperative task designed to simulate a target situation scenario. It requires learners to verbally create with the language while applying content that they are likely to find enjoyable. Coherence is ensured by learners still focusing on applying polite telephone manner. Allowing for the recycling of language while using content information that is potentially familiar to all learners allows learners to focus their attention on accurate application of polite register forms. This potentially facilitates deeper-processing and language retention. The spaced practice it offers can also be deemed conducive to the automatization of language. Furthermore, applying the target forms in a different context may assist learners in developing their understanding of appropriate use of such forms. Stage 10 provides the learner with the opportunity for further consolidation of language patterns through the completion of an information gap task. For the stage 10 task, learners change partners in order to provide variety and ensure that the gap task is valid. The requirement of note-taking also adds an element of writing practice to an integrated methodology.

### 3.3. LESSON THREE: NEGOTIATING A DEAL

Stage 1 uses realia and images to engage learners and involve them in focused group discussions. The content of the group discussions (i.e. advantages/disadvantages, possible uses and sellable characteristics of the objects) will help to prepare them for the stage 2 task. Applying such a group task early on in the lesson sets the tone for an interactive atmosphere and allows learners to create with the language resources they possess.

Stage 2 provides a creative and potentially enjoyable improvisation task for learners. This is completed in pairs so as not to make the learner self-conscious about his or her performance in the role, helping to enhance learner involvement. Variety is provided by the learners working with new partners. Peer scaffolding is employed as a means of providing learners with feedback on their sales

pitch because the learners' level of expertise in this aspect is likely to outweigh that of the teacher. An important on-line decision has to be made by the teacher in this respect. In light of the class culture and atmosphere, he has to decide how best to maintain learner involvement when partnering learners. Senior employees could be paired with junior employees so that the junior employees benefit from the scaffolding of a more knowledgeable other (Vygotsky, 1978).

However, due to Korean business culture being characterised by high power distance between employees of different professional position and age, the junior partner may be reluctant to provide critical feedback, or any critical feedback given may be taken offensively by the senior partner. One means of maintaining a positive atmosphere and learner involvement is therefore to specify that feedback is only given to comment on positive aspects (as highlighted in stage 2). An alternative arrangement would be to pair learners of similar status within the company, but this would limit the potential for peer scaffolding of business negotiation techniques.

Stage 3 requires learners to engage in prediction strategies to activate their formal and content schemata. This aims to make the following audio input more comprehensible and provides a cohesive platform for listening for detail tasks that feature as part of an integrated methodology. Stage 4 provides a guided discovery phase whereby learners are encouraged to recognise target functions and forms in a modified inductive fashion. Such bottom-up inductive noticing of a particular grammar feature is employed as a means of facilitating learner understanding of it, preparing them for its use in the subsequent tasks.

Stage 5 provides a cohesive follow-up to the language focus by allowing learners to apply the newly-noticed forms in context. It provides variety from the first task due to involving group work rather than pair work. This aims to promote interaction between learners in the forms of negotiation, thus enhancing learner involvement and a communicative atmosphere. It also has the potential of exposing learners to more feedback with regards to their language use and negotiation strategy. Again, the teacher is required to make an online decision regarding how best to group learners to maximise involvement, although it may be the case that power distance considerations have a reduced inhibitory impact in such a group setting.

Stage 6 provides for group consideration of negotiation techniques that do not require feedback on learner performance. This consequently provides the opportunity for the scaffolding of less-experienced employees by more experienced ones. This assists in preparing learners for later tasks. A whole-class elicitation of negotiation

strategies is included in stage 6 to provide further scaffolding and preparation for learners. In doing so, the teacher can give appropriate feedback regarding language use. Stage 6 also introduces a reading component to the integrated methodology, encouraging the application of prediction and content categorisation strategies. Critical reading is also incorporated by encouraging learners to consider how the negotiation strategy suggested in the text fits with their own strategies. Learner reflection of new input in light of their existing knowledge enhances learner involvement and arguably makes their retention of language and content information more likely.

The task preparation phase in stage 7 functions to prepare learners to perform in the upcoming task as well as provide task chain and inter-lesson coherence. Learners are provided material scaffolding through role cards and boarded language, and procedural scaffolding through a buzz group activity with the prospect of peer and teacher feedback. Learners are given the opportunity to apply all and any of the language and content knowledge they have encountered throughout the lesson sequence. Such recycling of the language can be deemed to facilitate its acquisition by learners. As well as creatively applying linguistic factors, learners are free to consider intercultural differences and negotiation strategies, potentially enhancing their communicative competence in the target situation. The opinion gap task in stage 8 allows learners to practice performing the language in a scenario reflective of the target situation, allowing the teacher to observe progress learners have made over the duration of the lesson sequence. Alternative identities are again used to enhance learner involvement by lowering their affective filters and promoting creativity and enjoyment.

Stage 8 is a consolidation task that provides a writing focus to an integrated methodology. It also provides a coherent link to the next lesson which will involve a focus on appropriate email discourse. By collecting the email drafts from learners, the teacher can review and diagnose particular learner lacks relating to this aspect of the target situation. The findings can then inform the specific content of following lessons.

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## Appendices

### APPENDIX A: TEXTS

#### LESSON ONE: MAKING A STRONG FIRST IMPRESSION

Video listening text from Australia Plus (2006):

#### Transcript

*Waiter hands drink to Victor.*

VICTOR: Thank you very much.

SAM: Hello, I don't think we've met. Sam Eriks.

VICTOR: Victor Tang. Pleased to meet you.

SAM: And what company are you from Mr. Tang?

VICTOR: OceanWide. I'm the sales representative for this region.

SAM: Ah, yes. I know your company. Your business is expanding very rapidly at the moment.

VICTOR: Yes, we're doing quite well. And yourself? Who do you work for?

SAM: Actually, I work for myself. I'm the CEO of a small export and packaging company. We specialise in seafood.

VICTOR: It's a growing market.

SAM: Yes, but a very competitive one Mr. Tang.

VICTOR: Please call me Victor.

SAM: Sam. Victor, let me introduce you to someone. Lin – this is Victor Tang – he's the regional rep for OceanWide. This is Lin Chan, my sales manager.

LIN: How do you do Mr. Tang?

VICTOR: I'm very well thank you. Nice to meet you Ms. Chan.

LIN: And you.

VICTOR: Can I get you another drink?

LIN: Thank you.



Reading text from Eyring (2011):

**Modern etiquette: international greeting customs**



(Pamela Eyring is president and director of The Protocol School of Washington, which provides certified professional etiquette and protocol training. Opinions expressed are her own. PSOW's website is psow.edu)

Prince Willem-Alexander of the Netherlands receives a hongi greeting.

By Pamela Eyring

**WASHINGTON** (Reuters Life!) - In business, the first thing we do when we meet someone is shake hands.

While it seems simple enough, this "first impression" greeting sends a powerful message about you and your respect for others.

For the most part, the western-style handshake is the accepted form of greeting in the international business world. However, the manner in which it is performed varies from country to country.

Your understanding of the subtle, and not-so-subtle, differences, as well as the traditional greetings of a country, conveys a great deal. It sends a message about how you view and value a culture and whether you respect your colleagues and potential partners.

The Bottom Line? Failing to be sensitive to this "first impression gesture" can have a lasting negative effect on your future dealings.

Try to avoid looking anxious while waiting for your cue. While most international encounters begin with a western handshake, followed by the country's traditional greeting, it may just end after the western greeting.

When doing business outside the United States, make sure you shake hands with everyone you greet and greet everyone in the room. Failure to do so is considered a rejection of those you omitted, and will be noticed.

Also, be sure to shake hands upon arrival and departure.

When meeting associates in the U.S. a firm handshake is preferred but when traveling abroad it's a different story. Here are a few ways you might be greeted by others when doing business abroad:

**CHINA** - While the western handshake is accepted, it is performed with a lighter grip and a pumping motion. Chinese also lower their eyes slightly as a sign of respect when meeting someone. Staring into their eyes can be perceived as a sign of disrespect.

**JAPAN** - Both handshaking and bowing are accepted forms of greeting. In international business circles so take your lead from the person you are meeting. If shaking hands, do so lightly. If you are greeted with a bow, respond by bowing in kind.

**RUSSIA** - Russians usually use a firm (sometimes very firm) handshake when meeting a guest. If you've met the person before don't be surprised if the greeting includes a hug. Russian men customarily kiss their guest's cheeks (men and women alike) while women reserve such intimacies for other Russians and simply shake hands with foreigners.

**FRANCE** - Shake hands with one brisk stroke upon arrival and departure and make sure to shake hands with everyone.

**LATIN AMERICA** - Latin Americans use a light, lingering handshake (about twice as long as an American handshake) and pulling away too soon is interpreted as rejection. A man may offer his hand to a woman, and he may "kiss" the top of a woman's hand.

**EUROPEANS** - While their handshake is the western style, eastern and western Europeans re-shake hands whenever they are apart for a period of time. For example, it is considered polite to shake hands when you leave for lunch and when you return.

**ARAB COUNTRIES** - Male friends may embrace and kiss each other on both cheeks following a light and lingering handshake. They also stand very close to one another when talking. If you are a non-Arab woman traveling to an Arab country, let the man offer his hand first because some Muslim men do not shake hands with women. Many Arab business women who often travel to Western countries shake hands with men and women. Let her offer her hand first.

Reading text from Pang (2013):

Book Review: Negotiate - The Art of Winning by Harry A. Mills  
 I enjoyed reading this book as it covers succinctly the basics of negotiation. The concepts illustrated are well embodied and simple to grasp. The author also summarized at the end of each seven steps through a checklist, for easy revision. There are 7 steps to the Art of Winning, under the indelible acronym 'RESPECT'.

Step 1. Ready Yourself

- a. Develop a BATNA (Best Alternative To a Negotiated Agreement). A BATNA prepares you in a deadlock situation, it is your walk away position.

BATNA involves 3 steps:

1. List everything you could do if you do not reach agreement.
2. Explore the best of your options and try to improve on them.
3. Choose the best option.

- b. Identify your interests as well as your opponent's interests. Author used Abraham Maslow's Hierarchy of Needs to explain how each level of needs can be used to determine the 'interests gap' between you and your opponent.
- c. List, Rank and Value the issues.  
 Once you have identified your interests, the next step is to list out your objectives. To craft out your objectives, ask yourself: If the other side agrees with me, what exactly do I want them to do? Draw up a list of as many possible issues. Rank the issues and Value the issue. Convert the issues to savings and costing for you and your opponent. Determine the your opponent's objective.

What do they really want from you?  
 How much can they stretch their budget?  
 What is/are most important for them ?

- e. Gather information
- f. Analyse the other party - who are the decision makers? who are the not decision makers but able to influence the results?
- g. Test your assumptions
- h. Consult your stakeholders to get their blessings.
- i. Determine your limits of authority.
- j. Plan your agenda for the meeting.
- k. Choose your team members  
 Leader - handles all the face to face bargaining. Do most of the talking, raise new issues, makes proposals and trades concessions.  
 Reviewer - take notes and summarizes the progress, clarifies points with questions. Does not raise new issues or trades concessions.  
 Observer - focus on the verbal and non-verbal messages to try to understand the other sides objectives, priorities and concerns  
 Analyst - records and analyses all the numbers and data  
 L. Plan your first offer  
 m. Devise a time plan - the longer time you have the more it is in your favour.  
 n. Choose a venue  
 o. Plan your strategy  
 p. Choose appropriate tactics.

Step 2. Exploring each other's needs

- a. Communicate your opening position
- b. Discover your opponent's position
- c. Ask lots of questions
- d. Start with open questions

Use questions to elicit the needs of your opponent.  
 Questions to uncover information - "Could you explain how you arrived at a price of \$10000?"  
 Questions to solve our issues - "How much do I estimate it will cost in ongoing servicing charges?"  
 Questions to persuade - "What are the key features? What would be an ideal feature? What is lacking? How can it be integrated?"  
 Questions diffuse conflict - "How does your system cope with high pressures?" "What are the possible backup plans?"  
 Questions to clarify - "Could you please explain that again?"

- e. Finish with closed questions
- f. Avoid destructive questions
- g. Reflect the content of the other side
- h. Reflect the other side's feelings
- i. Summarize where you are
- j. Create a positive, open non-verbal climate
- k. Speak clearly and confidently.
- l. Use assertive language
- m. Use silence for effect
- n. Translate the meta-talk.

Step 3. Signalling for Movement

- a. Listen intently for signals showing movement
- b. Clarify all signals with follow up questions
- c. Reciprocate with your own signals
- d. Repeat or reword missed signals

Step 4. Probing with proposals

- a. Probe to elicit information
- b. Use proposals to clarify position
- c. Propose, then go quiet
- d. State your condition first and be specific.
- e. Use if/then technique
- f. Never interrupt a proposal
- g. Don't instantly reject a proposal
- h. Avoid the proposal killer, "I disagree"
- i. Don't immediately counter with your own proposal
- j. Give as detail a response as possible
- k. Indicate areas of agreement
- l. Regularly summarizes where you are
- m. Repackage proposals to make them more acceptable
- n. Multiple the variables to create more options and win-win packages

- Step 5. Exchange Concessions**
- Link issues, don't trade piecemeal.
  - Give yourself plenty of room to negotiate
  - If you are selling, start high
  - If you are buying, start low
  - All offers should be realistic and credible
  - Control and monitor your concession rate
  - Avoid making the first major concession
  - Trade reluctantly
  - Make small concessions
  - Make sure the other side reciprocates
  - Concede slowly
  - Conserve concessions for last minute trades
  - Start with condition before offers
  - Justify all concessions
  - Track all concessions - yours and theirs
  - Build momentum by emphasizing common interests
  - Reward, don't punish, concessions
  - Don't turn minor issues into matters of principle.
  - Move on issues at impasses
  - Handles ridiculous offers with care
- Step 6. Closing the deal**
- Decide at what point you want to stop trading
  - Access whether it is a right time
  - Look out for body language cues
  - Listen for questions which indicate a readiness to close
  - Start with summary close
  - If necessary, consider other possible closes
  - Guard against deadline pressures
  - Use body language to project a confidence image
  - Try to anticipate and avoid a last minute deadlock
  - If necessary consider using a mediator
  - Keep questioning and listening
- Step 7. Tie up loose ends**
- Verify what has been agreed to
  - Put the agreement in writing
  - Volunteer to do the writing
  - Write the agreement in plain explicit language
  - Question every ambiguity
  - Plan for future differences
  - Review your performance

## APPENDIX B: ADDITIONAL MATERIALS

### LESSON ONE: MAKING A STRONG FIRST IMPRESSION

Survey sheet for whole-class mingle and pair work tasks:

**Survey sheet**

Find out the information from your classmates and note their answers in the grid below. Try to speak to at least six different people.

Name								
Branch								
Department								
Job title and responsibilities								
Favourite food								
Favourite music								
Hobbies								
Favourite place								

Personal profile sheet for formulating an alternative identity, adapted from Cotton et al. (2014):

Name: \_\_\_\_\_

### Character Profile

Complete the table below to create a new identity for yourself.  
Keep it secret from your classmates.

Name:	Languages spoken:
Age:	Time with company:
Nationality:	Why you are at the conference:
Family:	Foreign countries lived in or visited:
University:	How you travelled to the conference:
Subjects studied:	Future plans:
Company:	Hobbies or interests:
Company activity:	Other information:
Position:	One interesting thing you did or that happened to you recently:
Responsibilities:	

LESSON TWO: USING POLITE TELEPHONE MANNER

Itinerary schedule sheet for role play task:

### Entertainment Itinerary

Work-out an entertainment itinerary for the business trip with your partner and record the details below.

Saturday 21 <sup>st</sup> July			Sunday 22 <sup>nd</sup> July			Monday 23 <sup>rd</sup> July		
Time	Activity	Notes	Time	Activity	Notes	Time	Activity	Notes

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# Optimizing Opportunities for Pragmatic Development through Computer-Mediated Communication

Alexandria Malfitano

Computer-Mediated Communication

## Abstract

*The following literature review was designed to answer the question of how to optimize opportunities for student pragmatic development. Notably, relying on study abroad experiences in order to acquire pragmatic skills have proven to be highly ineffective in the past, indicating a need to develop a framework in which instructors can construct opportunities for students to develop skills within the classroom. The four empirical studies analyze various pragmatic environments and task types as they correlate to demonstrate student success in relation to the development of pragmatic skills and understanding. Overall, the key features are pragmatic environments should implement explicit instruction and utilize interactive tasks. Computer-mediated communication based environments should allow for more affordances compared to study abroad or traditional teacher-fronted instructional methods.*

## 1. Introduction

With arising of technology in foreign language (EFL) acquisition, through integration of computer-mediated communication (CMC) instruction and tasks, both instructors and students have been able to benefit from this type of learning environment; particularly in the realm of pragmatic instruction (Taguchi, 2011). Various studies, including Alcón-Soler (2017), demonstrate the benefits of moving the pragmatic learning experience through the classroom and through CMC, rather than relying on less effective study-abroad experiences. In addition to studies supporting in-class and CMC instruction for pragmatics, Taguchi (2011) in a review of pragmatic trends and issues, and Fordyce (2013) in an empirical study, note that compared to implicit instruction, explicit instruction provides more robust and beneficial opportunities to develop student pragmatics. Furthermore, teaching strategies learning towards explicit instruction on a spectrum of implicit to explicit styles tend to yield better long and short-term goals (Alcón-Soler, 2017; Bardovi-Harlig, 2013; Fordyce, 2013; Taguchi, 2011), in order to understand better how to create a learning environment for my own students, I

find an opportunity arises for further exploration and research into developing and optimizing pragmatic development learning environments.

In this review, I will seek to answer the question of how to further optimize opportunities for pragmatic development, more explicitly through the use of CMC. First, four articles will be reviewed and their usefulness in pragmatic instruction will be analyzed for information benefiting the development of pragmatic skills. Two of the articles focused on environment comparison of CMC compared to traditional teacher-fronted instruction, as well as two articles focused on task typology and design, a question prompted by Taguchi (2011). To conclude, I offer a discussion of what these article findings indicate for future implementation and study.

## 2. Review of the Studies

In order to develop an understanding of the affordances of CMC learning environments, I first turn to Eslami and Liu (2013). They conducted a study to observe the effectiveness of explicit pragmatic instruction, as well as to compare how explicit instruction can be effective

through face-to-face in-class interactions versus a CMC environment. For this study, 118 undergraduate Taiwanese students majoring in EFL, with a focus on “English for Tourism”, participated. The students were divided into a control group receiving no explicit instruction, an experimental teacher instruction (TI) group, and an experimental CMC group.

Each student participated in a pre-test, followed by instruction, and concluded with a post-test. All students met once a week for class over the course of ten weeks where they watched a short film related to English for tourism, followed by instructor explanation; after the first half of class, students then were divided into their separate groups. For the control group, they received no instruction on pragmatics, rather, after the film task students listened to a lecture derived from a teacher’s manual and held group discussions. In contrast, the two experimental groups received explicit pragmatic instruction with a focus on request features. Both experimental groups worked on lesson plans focused on the following five areas: motivation, form search, form comparison, form analysis, and the use of speech acts. While the teacher instruction group received these lessons in class by their instructor, the CMC group worked with 22 graduate students from an American university via two weekly emails and web discussions to receive instruction. After the experimental period, the researchers compared scores in the pre- and post-tests. It was found that compared to the control group, groups receiving explicit pragmatic instruction showed significantly higher mean scores regarding areas of speech act, expressions, and levels of politeness. In addition to the importance of drawing attention to pragmatics, the usefulness of the CMC learning environment was also demonstrated. Through meaningful human interactions, CMC proved to be a useful tool in pragmatic instruction.

I find that in one aspect, this study continues to demonstrate the effectiveness of explicit instruction compared to implicit as noted by Taguchi (2011) and Fordyce (2013). More importantly, however, is the concept introduced here that CMC environments prove to be more effective than TI; in terms of student perception of usefulness, most students voiced favor in use of CMC environments. Despite lack of significant difference between the effectiveness of TI versus CMC, the researchers note that in some cases it may be simply a matter of learner preference and goals of instruction. This is an important finding because it opens up the possibility for flexible instruction, which makes the affordance of native-speaker interaction opportunity despite students not studying abroad. This study indicates that CMC may have more affordances in shaping instruction and task development, but does not go into as much detail about different applications of CMC

environments.

Therefore, I address Mirzaei, Hashemian, and Khoramshekouh (2016), who went on to further developmental research related to how synchronous computer-mediated communication (SCMC) and asynchronous computer-mediated communication (ACMC) in affects student pragmatic understanding. The two research questions sought to find if S/ACMC course-based instructional modules delivered through social media sites affected development of pragmatic comprehension of implicatures, and to see if SCMC or ACMC was more effective for developing student pragmatic comprehension. In this study, students were 90 undergraduate EFL students majoring at English Translation at an Iranian university. The students were divided into two experimental groups using CMC-based lessons, as well as one control group fronted by teacher instruction.

At the beginning of the study all students took the TOEFL proficiency test, and a paper-based open-ended discourse completion test in which pragmatic proficiency was measured; the paper-based open-ended discourse test alone was distributed at pre- and post-test times. Over the course of 4 months, all classes met for two sessions per week. The control group met with their instructor face-to-face in class for instruction regarding pragmatics. The ACMC experimental group mainly functioned on Facebook in order to receive instructional materials and complete tasks through its multiple features. Finally, the SCMC students interacted on Yahoo Messenger to send messages and other features, but received their instructional material from their teacher in class. Both experimental groups were subject to three phases of: exposure, consciousness-raising, and feedback. At the end, all three groups showed improvement related to pragmatics, with the CMC experimental groups showing greater gains overall. Of the three groups, the ACMC group showed the most development related to pragmatic comprehension. Despite falling slightly behind ACMC in terms of final scores, the researchers noted that SCMC and the use of messenger applications proved to be effective in distributing instructional material about pragmatics to students even compared to teacher-fronted instructional material.

Though this study continues to support the use of explicit instruction, in this case I would like to note that CMC was shown to have greater benefits than teacher fronted instruction even when both were explicit. Students in the CMC groups said they found the new way of learning to be enjoyable, motivational, interesting, and practical. What this tells me is that CMC can be motivating, another important factor is assisting students develop any L2 skills. Apart from general learning environment, however, I am interested in the role of tasks and assignment types given to students in

constructing optimal pragmatic learning environments.

To do so I look closer at Taguchi and Kim (2014); a study assessing the helpfulness of collaborative dialogue in learning the pragmatic skill of request-making. The study looked to find what effect task-based pragmatic instruction has on pragmatic development with focus on differences between collaborative and individual tasks. The overall frequency and quality of pragmatic-related episodes between individual and collaborative groups was also observed. Participants were 74 English learners at a second-grade girls' junior high school in South Korea. Students were divided as follows: the two experimental groups receiving explicit pragmatic instruction, with the first group using collaborative tasks, and the second using individual tasks and think-aloud strategies; and a control group receiving no additional pragmatic instruction.

All students took a pre- and post-test, as well as a delayed post-test, and experimental groups received instruction for two consecutive days of 45-minutes. Students in both experimental groups participated in classes with five minutes of pragmatic target explanation accompanied by two dialogues showing high and low requests forms. After instruction, students were given scenarios and pictures and tasked with the job of writing a drama script based off of the given material. The collaborative group worked in pairs to complete the dialogue while the individual group completed the task alone; both groups vocalized thoughts to an MP3 recorder as they completed the task. At the end of the study, the researchers found that experimental groups showed better immediate results than the control group. Additionally, the collaborative group showed superior performance to the individual group on the post-test. Unfortunately, however, the beneficial results were short-lived, during the delayed post-test, all students were back to the same level of performance as the control group.

Despite some of the conflicting results of this study, I still find some important features arise. One is the usefulness of collaboration in pragmatic tasks. Students who worked collaboratively demonstrated better development in use of pragmatics during the immediate post-test. Though it did not support their study, the deterioration in acquired pragmatic skill leaves behind some important factors as well. The researchers suggest that due to student lack of familiarity with instructional tasks, as well as the short instructional period created a lack of robust experiences for students to strengthen and practice skills. This indicates a need for and the importance of repetition and familiarity with pragmatic-focused tasks. Since this experiment was used with an in-class environment, I wanted to look at another

form of task-based pragmatic learning but in the context of the CMC environment.

Abdallah and Mansour (2015) took task-based learning to the CMC environment by using the program Second Life in order to complete tasks. There were three questions this study was designed to answer regarding the effectiveness of using virtual situated task-based language learning environments to develop pragmatic writing skills, the effect such tasks have on student teachers' technological self-efficacy, and if there is a relationship between technological self-efficacy and pragmatic writing skills within the experimental group. Participants were a small group of 20 second-year EFL student teachers at Assiut University College of Education who struggled with pragmatic skill in writing. Ten students participated in the experimental group, and the other ten were part of the control group.

All students participated in a pre-test as well as a post-test using a variety of measurement tools. The study, for the experimental group, spanned across 7 sessions of on average 2 hours each across one academic year, and the control group received 6-successive weeks of face-to-face delivered pragmatic writing topics. Students in the experimental group were members of a Facebook group where they received instruction, asked questions, received feedback, communicated with instructors, along with other interactions. Each session they received a task synonymous with the prompts offered to the control group and completed numerous diverse tasks related to them on Second Life. Results from the study found that the group working with Second Life vastly outperformed the control group on the Pragmatic Writing Test offered at the conclusion of the study. In terms of the other two research questions, students in the experimental group did find an increase in technological self-efficacy compared to the control group; this led to findings that in this case, higher technological self-efficacy had high correlations with pragmatic writing skills.

The researchers attributed the success of the experimental group to the fact that programs such as Second Life are innovative, interactive, playful, integrated other academic courses for richer input, and offer active language practice among other positive findings. This again affirms an idea I have seen trending: collaborative and active tasks work well with practicing pragmatics, and supports the idea that interactive tasks can be done through CMC, and are not limited to classroom based interactions. Programs such as Second Life also offer instructors more possibilities to create more authentic environments where students can work, play, and learn; meaning students engagement with the target language forms in authentic context increases, which are areas that I as an instructor would find useful.

### 3. Discussion and the Future

My goal was to answer the research question of how to optimize learning environments for the potential to develop student pragmatic skills, taking a closer look at the affordances of CMC in order to benefit my own students. After analyzing four different studies about the pragmatic learning environment, there are a few trends I would like to reiterate. For one, the question of what type of affordances can CMC offer: based off of the studies done by Abdallah and Mansour (2015), Eslami and Liu (2013), and Mirzaei, Hashemian, and Khoramshekouh (2016), CMC can have a powerful role in developing pragmatic skills. From these three studies in particular, an understanding that CMC programs environments can provide ample opportunities for students to develop pragmatic skills arises. There are opportunities for telecollaboration, synchronous and/or asynchronous based tasks and instructions, as well as the chance to create entirely new virtual environments for students to interact with. In terms of task design, all studies noted the importance of communication and collaboration when developing pragmatic skills. Whether the interactions were within the same class on online platforms, occurred between students in the same class or international conversation partners, in a virtual reality world or in the physical classroom, all studies affirm the idea that pragmatics should be worked on communicatively. Though only Taguchi and Kim (2014) explicitly compared collaborative and individual tasks, all other studies automatically designed tasks using collaboration and interaction, indicating a trend and, based off of positive research outcomes, success rates of pairing pragmatics and collaborative tasks together during instructional design.

Overall, I offer a few key factors when constructing an optimal environment then for students to develop their pragmatic skills. Pragmatic instruction is best approached with more explicit attention to instruction and task design. This was noted by Fordyce (2013) and Taguchi (2011), but elaborated upon as all four studies used explicit instruction in their experimental groups. All four studies also showed pragmatic instruction can be done without a study abroad experience, and that pragmatics can be taught face-to-face or through CMC interactions. Interaction and collaboration were also highlighted to be significant factors in designing tasks for students. Though no studies were able to prove any absolute results of effectiveness of CMC over teacher-fronted instruction learning environments, I find favor with CMC. For one, when instructing students, CMC program affordances like Facebook, chat, and virtual worlds such as Second Life introduce more authentic contexts for students to interact with that cannot be replicated in a traditional classroom setting. Students also typically received CMC based tasks and learning

environments well. They found the environment to be engaging, motivational, and practical (Abdallah & Mansour, 2015; Mirzaei, Hashemian, & Khoramshekouh, 2016). As an instructor this offers the potential to engage students in new and innovative ways outside of the textbooks and classroom in order to help with the development of pragmatic skills. Eslami and Liu (2013) also pointed out the flexibility of CMC and designing tasks according to pragmatic goals. I also find this to be an encouraging factor as it suggests high learning potential when the environment can adapt in order to reflect the diversity of the pragmatic skills being taught.

Personally, this study offered many solutions as well as patterns of success when looking to optimize the learning environment for student pragmatic development. However, before implementing a practice of CMC based pragmatic instruction of my own, I believe some additional research is necessary. In Taguchi and Kim (2014), the pragmatic instructional effect was short lived. I would like to then further research how to optimize the long-term effectiveness of pragmatic development. Task effectiveness, time, goals, and student levels most likely played a role in each of the studies, but my next question would be to find to what extent such additional factors shape pragmatic learning environments. By closely looking at my respective students I would further this study in order to build the optimal environment for their pragmatic potential to grow.

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# Using Scripted Role-Play in an Effective Way For Primary School Students

**Joohee Kim**

*Language in Context*

## *Abstract*

*This paper aims to use scripted role-play more effectively by considering emotional and physical settings. According to Kang (2008), role plays can be made to be more creative and interesting by incorporating these settings rather than by merely memorizing a textbook dialogue. The main way to conduct scripted role-play advocated by this paper is that students should come up with different settings while their script is fixed. Its overall goal is to give primary school students a chance to express their own meaning by creating characters' personalities, and their relationships with different places and times. It is believed that when students think about different settings, they can become aware that the meaning of language can differ depending on the context. Teachers should activate students' direct and indirect experience and build up their cultural awareness when they design their own settings. This research found that the majority of students who participated in creative scripted role-play showed a high preference for opportunities that allowed them to produce their own meaning by using emotional and physical settings. However, the effectiveness of this approach and level of preference can differ according to the atmosphere and the learning style of the group of learners.*

## 1. Introduction

One of the chronic problems relating to English education in Korea is that, while they perform well in grammar-related tests, students cannot use English well communicatively. Listening competence has improved since the university entrance exam increased the portion of listening questions for testing English. However, speaking competence still seems much short of what most of us would expect after completing over ten years of English education. This is mainly because students do not have enough opportunities to converse in English, even though a number of recent studies and reports put an emphasis on the importance of students producing their own language (Wagner, 2002). In light of this importance, drama activities can be very useful methods to facilitate students' speaking. Through incorporating emotions and gestures, they can practice language meaningfully. Wessels (1987) listed the value of drama

in language teaching as follows: the acquisition of meaningful, fluent interaction in the target language; the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner; the fully contextualized acquisition of new vocabulary and structure; and an improved sense of student confidence in his or her ability to learn the target language (Kim, 2008). However, many Korean students grow wary of drama activities as they reach the higher grades of primary school because this age group tends to be reluctant to perform in front of others. Also, the content of drama in English classes usually does not interest or motivate students. In spite of all these current problems in learning English through drama, it is a very effective way of learning English that incorporates many aspects of learning a language. Therefore, this paper aims to examine the theoretical benefits of drama activities, especially role plays, in learning English, and indicates how textbook scripted role-plays can be made

more effective in light of the research results.

## 2. Literature Review

### 2-1. The Definition of Scripted Role-Play.

Byrne (1986) defined role-play as an activity having an element of "let's pretend" in which the participants interact as either themselves or other people in imaginary situations. Kang (2008) suggests four types of role-play activities for children: scripted, open-ended, situational, and mapped role-play. In scripted role-play, students have to act-out a role using the scripted language. This is useful for beginners and intermediate level students. Open-ended role-play has only some scripted parts, with other parts left for the learners to create new content. Situational role-play has no dialogue to use and just provides a given situation. Finally, in a mapped role-play students have to play a role according to the situation arising from maps, including a picture or written maps, and choose their own language to negotiate a situation. In role-play, there are two settings: emotional and physical. Maley & Duff (1978) define emotional setting as the emotions relating to personality, mood, role, and status of the speakers. The physical setting can be defined as the places in which the conversation actually takes place. Role-plays can be made to be more creative and interesting by incorporating these two settings rather than by doing role plays by merely memorizing a textbook dialogue (Kang, 2008). This paper mainly focuses on the emotional and physical setting in scripted role-play.

### 2-2. Constructivist Theory.

According to constructivist theory, the way children think is constructed by their experience and by their effort to make sense of it. Children are active meaning-makers attempting to express a reaction beyond one that they are able to generate on their own (Wagner, 2002). Drama gives them a chance to respond to a given setting, facilitating them in thinking actively and finding ways to express meaning. Vygotsky (1978) provides the concept of the "Zone of Proximal Development" (ZPD)-the level just beyond the one at which one can function on one's own. This highlights the need for a teacher or more knowledgeable peer to help learning progress. In children's spontaneous play, they usually take on adult roles. Through this process, they reach a developmental level that is above their actual level. Also, they try to respond appropriately to the action and speech of others to interact through drama. As a result, children actively move into their ZPD and overcome egocentrism. In other words, they can express themselves in a more mature manner than they previously could, with their language use reflecting this.

### 2-3. The Importance of Using Non-Verbal Language.

Vygotsky (1978) views gestures to communicate as being the earliest symbolic behavior, such as the waving of hands preceding saying "bye, bye". Jerome Bruner-a second major constructivist-considers gestures as being enactive representation (Bruner, 1990). This is one of the three major ways human beings think. As well as the enactive representation (e.g. by doing or by experiencing with our body), there is the iconic representation (e.g. drawing or creating images) and symbolic representation (e.g. drawing and writing). This indicates that gesture is a primary part of a human construction of meaning. Gullberg (2006) sees gestures as part of what learners can acquire with a new language. In other words, gestures can be seen as a teachable and learnable domain. Also, Jenkins & Parra (2003) found that test takers' nonverbal behaviors worked as important evaluation signals, both positively and negatively. Test takers who could present proper nonverbal cues were judged to be proficient. Many theorists suggested language consists of both speech and gestures forming one "composite signal". In this context, Gullberg (2006) argues language acquisition entails the acquisition of gestures as much as speech, so gestural repertoires contain form-meaning relationships and rules of usage or appropriateness, just like the spoken language system. Therefore, he thinks that gestures could be treated as a system to be acquired through both comprehension and production. Role-play is an effective way to teach and learn gestures meaningfully. In addition, using gestures in groups decreases students' self-consciousness and anxiety because it can create an empathic atmosphere in which even weaker students can participate more enthusiastically in a group activity (Seaver, 1992).

### 2-4. Linguistic View Based on Pragmatics

Pragmatics deals with practical aspects of human action and thought as well as linguistic knowledge such as grammar and lexis. Pragmatics acts as the basis for all language interactions and contact to achieve communication through the negotiation of meaning. The factors that make pragmatics are context, convention, presupposition, implicature, and register. Context is dynamic, as it is the continually changing surroundings. It enables the participants in the communication process to interact, allowing the linguistic expressions of their interactions to be understood. Context is more than just reference in that it considers emotional setting, physical setting, cultural convention, historical convention, personal convention, and so on. Convention means language does not have an immediate, natural connection between a word and what it expresses. Therefore, language users must employ socially conventional,

linguistic means to express their individual intentions. That is why the same utterance can be interpreted completely different depending on convention and context. The presupposition is an implicit assumption about the world or background belief relating to an utterance whose truth is taken for granted in discourse. Implicature is something which is implied in conversation. That is, something which is left implicit in actual language use. Register refers to the concept of adapting one's use of language to conform to standards or traditions in a given professional or social situation, and writers and editors benefit from recognizing the distinction between registers (Nichol, 2017). A state that is well aware of the factors related to pragmatics is called pragmatic awareness. Pragmatic awareness is one of the challenging parts of language learning because it only comes through experience, both direct and indirect. Without the function of pragmatics, there would be very little understanding of intention and meaning. According to Canale (1983), in communicatively-oriented approaches to second language acquisition, it is generally agreed that learners have to acquire not just grammar and vocabulary, but also appropriate language use in a broader sense in order to be communicatively competent in a new language. Role-play can deal with pragmatics effectively by prompting pragmatic awareness. Students can be guided to change pragmatic factors to make different meanings with the same dialogues. Teachers can activate students' experiences or background knowledge to apply what they already know to create different language use by considering the emotional and physical settings of their own role-plays.

## 2-5. Cultural Aspect

Drama classes consist of series of student performances. According to the historian Joseph Roach(1996), "performance" might refer to the completion of a purpose, the execution of an often effervescent act and "restored behavior" related to personal and collective memory. Also, it implies some kind of communication between the reciprocal and ever-changing interrelationships of all participants engaged in dialogic conversation. Through participating in a dialogic conversation, the entire cultural context and history of the used language come alive as we speak, read, and relate to others because language is formed and learned by a circular process of transculturation. A number of innovative curriculum development models have been advocated. For instance, the approach known as the transformational multicultural curriculum is meant to transform participants in the educational process. This approach enables students "to view concepts, issues, themes, and problems from several ethnic perspectives and points of view" (Banks, 2003, p. 19). Banks (2003) emphasizes that the primary objective of the transformational approach is not the addition of heroines and their contributions, but rather

that the "infusion of various perspectives, frames, references, and content form different groups that will extend students' understanding of the nature, development, and complexity of the United States and the world". Transformational multicultural curricula are thus meant to overcome a narrow ethnocentric worldview by enabling students to appreciate and adopt new cultural perspectives. For instance, in a primary-level unit focused on the U.S. system of taxation, students impersonate individuals who hold different jobs, earn different salaries, and have taxes collected by a taxation agent. Students examine the uses of taxes (e.g. to build schools, or to pay community helpers' salaries) and participate in a debate as to whether high or low taxes are preferable. Another example is students' traveling back in time to explore great scientific discoveries, such as the development of paper and the invention of the compass in ancient China. In this context, students use ancient Chinese methods to make their own paper and create their own compasses. They then discuss the advantages provided by the availability of these materials and tools. Drobot (2013) argues that role-plays with culture connect cultural aspects to speaking in a foreign language. Also, they include rules of communication, register, intonation, and use of body language. Those activities can be used for revising grammatical and cultural aspects, as well as for making students practice what they are taught theoretically during each class. In a fun way, they can understand how grammar, vocabulary, translation, and knowledge of cultures and civilizations can be put to use. Current English textbooks in Korea seem not to consider that we can use different rules of communication, register, intonation, and use of body language depending on different cultural contexts. This research allowed for changing intonation and body language through students considering cultural contexts.

## 3. Methodology

### 3-1. Creative Scripted Role-Play.

This paper suggests a way to use scripted role-play more effectively in light of research results. Wager(2002) states that children are active meaning-makers attempting to express reactions beyond those that they are currently capable of expressing independently. This means that learning English should involve a process in which students are meaning-makers. Therefore, a creative scripted role-play was designed to make students create their own meaning through different emotional and physical settings. While students were using different settings from each other, their scripts were fixed. Therefore, they had to use nonverbal language to express different atmospheres based on the various settings. The reasoning behind making students think about different settings comes from pragmatics. Meaning of language can differ depending on context. By considering context, student

awareness of pragmatics can be deepened and broadened. Students were mainly asked to create emotional settings, such as personalities and relationships, and physical settings, such as place and time. When they created different settings, teachers helped them to consider the culture in which the language was being used.

### 3-3 Procedure of Research.

- (1) Language objectives: Students will be able to ask and answer for permission using “may”.
- (2) Before this scripted role-play class, students had four periods to learn expressions related to “may”. In the first period, they engaged in a textbook “listen and repeat” activity. In the second period, they played a “permission” game through which they had to find out the rules for different places, such as a park or a restaurant. In the third period, they watched some video clips and talked about a variety of situations. In the fourth period, they learned what they may or may not do in America, and wrote a letter to introduce Korean culture.
- (3) At the beginning of this scripted role play, teachers provide the script to students and ask them to read it.
- (4) Teachers activate students’ background knowledge to assist them in imagining emotional aspects, such the personalities, moods and feelings of the characters, as well as the relationships between them, in addition to the physical situation (e.g. time, place, culture, and so on).
- (5) Students write their own settings in their native tongue.
- (6) Students memorize their lines and add some gestures or facial expressions to convey their feelings and the situation clearly.
- (7) Students rehearse several times and present their role-play to the class.

### 3-4. Materials.

- (1) Textbook: Lee, J. H. et al. (2015). Elementary School English 5. Seoul: Chunjae Education.
- (2) Worksheet(as below).

5학년 반 이름		
Lesson 12	Situation	
May I take pictures?	(상황)	
A: May I drink some water? B: Sure./Okay. /Sorry, you can't. /No, you may not.	Where	
	(장소)	
	When (시간)	
	예) 하루 중, 계절	
	A	
	성별, 나이, 직업	
	B	
	성별, 나이, 직업	
	A와 B의 관계	

### 3-5. Survey.

Two questions were presented to students:(1) “Did you get confident about using ‘May I~?’ after doing this role play?” and(2) “How did you like this role play? How much do you want to do it again?” The first question was to see if this role play is helpful in terms of development in the linguistic domain. The second question was to check how interesting the students found the activity. Students chose a number from 1 to 5 according to their preference, whereby 1 indicated ‘least’ and 5 indicated ‘most.’

### 3-6. Interviews.

After the survey, two or three students were chosen as samples of the preference levels. They were asked the reasons for their preferences.

### 3-7. Observation.

Observations were conducted at four stages: when students were watching teacher role-play demonstrations when they were preparing their own role-play, when they were performing their role-play, and when they were watching the performances of others.

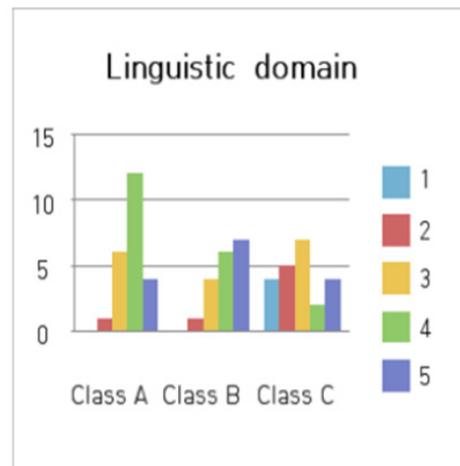
## 4. Results & Discussion

### 4-1. Survey

Table 1: Student responses to question 1.

	Linguistic domain				
	Q) Did you get confident about using "May I-?" after doing this role play?				
Preference	1	2	3	4	5
Class A (Total N=23)	0	1	6	12	4
Class B (Total N=18)	0	1	4	6	7
Class C (Total N=22)	4	5	7	2	4

Graph 1: Student responses to question 1.

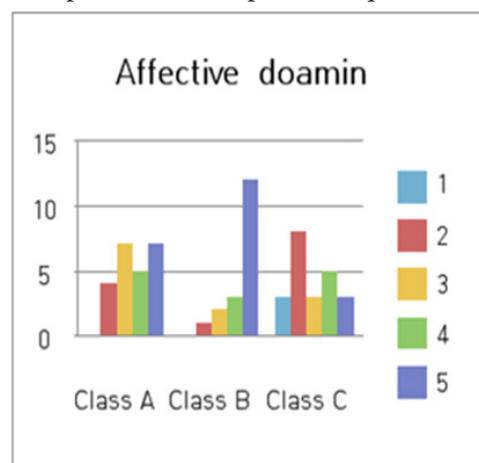


In classes A and B, the majority of students selected 4 or 5 to indicate their confidence in the linguistic domain. Conversely, Class C shows lower confidence levels. This suggests that the majority of class C students think that this scripted role play was not particularly helpful for learning English. Classes showing different results may be a result of differing class atmospheres and learning styles. Class A and B are usually very active and creative. In fact, they came up with many different situations for the given script, which helped them enjoy the process of creating role plays and watching others perform. On the other hand, class C did not seem motivated enough to create something new. This led to the production of very similar situations among them. Therefore, class C had to watch similar role plays over and over, which bored them. An interesting fact is that class C usually gets higher scores on grammar-related paper tests.

Table 2: Student responses to question 2..

	Affective domain				
	Q) How did you like this role play? How much do you want to do it again?				
Preference	1	2	3	4	5
Class A (Total N=23)	0	4	7	5	7
Class B (Total N=18)	0	1	2	3	12
Class C (Total N=22)	3	8	3	5	3

Graph2: Student responses to question 2.



The results relating to the affective domain are similar to those of the linguistic domain. This could be due to students' learning preferences. They usually think they learn a lot and study hard if they are interested. In other words, they pay more attention to and put more effort into what they like doing. Meanwhile, Class A shows lower results for the affective domain compared to those relating to the linguistic domain. This seems to be because they had complaints about the way students were paired, and not being allowed to add more content and change lines in the script.

#### 4-2. Interviews.

The students giving high scores for both domains thought that the scripted role play was fun because they could create something, and they love to watch others perform. On the other hand, some students gave lower scores for two reasons. One reason was that the role play was too short for them to insert their ideas. They wanted to add more and change it a lot. The other reason was that they do not like acting in front of others. They feel uncomfortable when they have to act using motions and facial expressions.

#### 4-3. Observation.

Students loved to watch the teacher's demonstrations. During the role-play preparation time, they were very enthusiastic about creating their own situations. Some of them kept asking the teacher if they could change or add lines to the given script. However, they were only allowed to repeat the given lines or add one or two questions that included "May I~?" During their performance, some students became nervous and could not act-out the role-play as they had practiced. However, some of them really enjoyed acting and even tried to make their classmates laugh. Most of them seemed to enjoy watching the performances of others. Although seated, some students even became active and mimicked the acting of others as they were watching.

### 5. Conclusion & Limitations

English speaking competence in Korea is relatively low compared to other language competences, such as reading or writing. This is because they do not have sufficient opportunity to speak in English during their English classes. Even though primary school English classes focus on improving communicative competence, the activities relating to speaking skills are often limited to 'drilling.' Role-play is one effective way to motivate students to talk to each other and actively participate in class. However, just performing given scripts does not help students to speak English in a meaningful way. Therefore, English teachers should be aware of the linguistic and cultural benefits of role-play, and modify

scripted role-plays in a creative way for students to try to deliver meaning by referring to their own experiences.

The majority of students that participated in this creative scripted role-play showed a particular preference for opportunities to produce their own meaning through emotional and physical settings. When students put their ideas into the settings, teachers should guide them to use their direct and indirect experiences and raise their cultural awareness. Also, students should be allowed to use body language to fill the gap between their English proficiency level and the meaning they desire to convey. However, the effectiveness of this approach and level of preference can differ according to the atmosphere and the learning style of the group of learners.

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# Effects of Critical Period Hypothesis and Interaction in Second Language Acquisition

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## *Abstract*

*Critical period hypothesis (CPH) is one of the critical terms in language acquisition. This hypothesis has influenced a lot of parents in Korea to urge their children to learn second languages before puberty in order to have native-like proficiency. Critical period hypothesis is an important issue in Korean environment as it has caused an “English boom” for young learners. This paper focuses on whether critical period hypothesis is important for both fluency and accuracy. The results of literature review indicate that critical period hypothesis has positive effects on fluency but not accuracy. Rather, accuracy is related to individual efforts and not to language learning before puberty. Another issue in Korea is English teaching curriculum tend to focus more on receptive skills with less interactive activities. This paper also focuses on whether interaction is essential for improving productive skills. The result is interaction has been proven to positively affect the productive skills of learners because language learners can construct their language acquisition skills with peers and interlocutors. This co-constructive environment then leads to language development and self-development*

## 1. Introduction

A lot of parents in Korea encourage their children to learn English from an early age. Some parents even send their children abroad to study and improve their English skills. Because of this phenomenon, some students who are not exposed to English when they are young blame their circumstances or their parents and tend to give up learning English. This phenomenon originates from the idea of critical period hypothesis and has created an issue to language learners in Korea. However, numerous studies have proven that learners are capable of becoming fluent and proficient in English although they started to learn English after their puberty.

Another issue in Korea is there are a lot of English classes that only focus on receptive English skills such as reading and listening without interaction with others. This lack of interaction in language learning leads to lack of productive skills because learners tend to not share ideas and not practice speaking with others.

Therefore, most Korean students who only studied English in Korea lack English speaking abilities.

This paper seeks to find solutions to the two issues stated above. This paper sheds light on whether critical period hypothesis has significant effects in language acquisition and whether interaction affects language learning significantly especially in speaking English. Therefore, the research questions of this paper are as follows:

- (1) Is critical period hypothesis critical in language learning?
- (2) Does interaction affect language acquisition significantly especially for productive skills?

The following sections of this paper present articles and thesis that examine the concepts and issues abovementioned. In the discussion and conclusion, answers to the research questions are provided based from the literature.

## 2. Literature Review

### 2.1 Definition of Critical Period Hypothesis

The term critical period comes from processes that are in developmental psychology and developmental biology. This critical period is characterized as a maturational time frame when an organism has heightened sensitivity to external stimuli that are needed for the unfolding of a specific skill. The critical period hypothesis is that during a certain period of time is the only important and appropriate period to be exposed to the stimuli. Lenneberg (1967; as cited in Jacqueline and Elissa, 1989) mentioned that language is acquired only within a critical period that starts from infancy to puberty. In the basic form, the critical period hypothesis is only for the first language acquisition however it also has an effect to second language acquisition. Moreover, Moskovsky (2001) stated that the critical period hypothesis in essence contends the ability to learn a language is limited to the years before the puberty and after this period the ability to learn a language diminishes as a result of maturational processes in the brain. Penfield and Roberts (1959) argued that the language acquisition is almost done before age 9. This means that the brain mutates from being an elastic, changeable substance and divides itself to two separate sides: left and right and these two separate sides are used in specialized functioning. Therefore, the language acquisition skills dramatically decrease after puberty. Also, Long (1990; as cited in Qingxin, 2012) reviewed that the initial rate of acquisition and the ultimate level of attainment depends on the age that learning begins. Long (1990; as cited in Qingxin, 2012) also stated that there are some sensitive periods for first and second language acquisition and deterioration begin as early as six. Long (1990; as cited in Qingxin, 2012) focused on the native-like fluency in relation to critical period hypothesis and stated the importance of age in acquiring language. In relation to Long's review, Patkowsky (1980) and Newport and Johnson also focused on age. It is impossible to achieve native-like competence in phonology after age six and if language learners start learning later than the early teens specifically after age 15, they seem to create the same problems in morphology and syntax. In summary, theories related to critical period hypothesis state that language acquisition should be done before puberty for better language learning.

### 2.2 Relationship between Critical Period Hypothesis and fluency

According to Lenneberg (1967; as cited in Flege, 1987) critical period was for children that are capable of

shifting language functions from the dominant to non-dominant hemisphere. This kind of cerebral lateralization reaches completion at the age of five or twelve. Therefore, this age is the ending point of critical period for speech learning. Studdert-Kennedy (1984; as cited in Flege, 1987) and Snow (1986; as cited in Flege, 1987) argued that the hemispheric specialization to speech production is evident at birth. Moreover, a recent dichotic listening experiment done a research of L2 proficiency in relation to lateralization (Schouten et al, 1985; as cited in Flege, 1987) Also, there is a study that critical period hypothesis leads to the expectation of difference in how authentically L2 is pronounced by individual language learners differing in age. Unlike these theories that agree with the critical period hypothesis in the aspect of fluency in L2 speaking skills, there are some contradictory theories.

Long (1990; Hyltenstam & Abrahamsson, 2000, 2003; Scovel, 1988; as cited in Birdsong, n.d.) mentioned that native-like L2 speaking skills might be attained by late L2 learners when it comes with one or a few tasks however for a variety of linguistic behaviors, the native-likeness cannot be shown for late L2 learners. Also, recent work stated that the attainment of broad native-likeness among late L2 learners is possible. Marinova-Todd (2003; as cited in Birdsong, n.d.) did an experiment with 30 late L2 learners with at least 5 years of residence in an English-speaking country. In the tasks, 3 performed in a perfect native-likeness in all tasks and 6 were indistinguishable from natives on some tasks. From this experiment, it can be shown that grammar, pronunciation, lexical diversity and discourse competence can also be shown for late L2 learners.

### 2.3 Relationship between Critical Period Hypothesis and pronunciation

Critical period hypothesis has some relationship related to second language pronunciation. Several studies showed that critical period affects native-like phonetics and phonology of second language. The "younger = better" position explains that younger learners learn second language easier, faster, and more effectively than older learners (Singleton, 1967; as cited in Nelson, 2012). From this, young learners who have acquired second language before puberty are more effective in acquiring the phonological system of a second language (Nelson, 2012). Moreover, in terms of nativelikeness of second language, younger learners have better and greater capacity in learning a native-like accent in a second language (Nelson, 2012). The learners exposed to SLA in childhood achieve higher proficiency in pronunciation in a second language than those learners who are exposed to SLA for the first time in adulthood (Nelson, 2012). Therefore, the relationship between critical period hypothesis and native-like pronunciation shows that

more of the early learners achieved native-like attainment than the adult learners (Nelson, 2012).

## 2.4 Contradictions to the critical period hypothesis

Long (1990; as cited in Tokudome, 2010) mentioned that a native-like accent and pronunciation is impossible unless the first exposure is very early such as before the age of 6. However, there are a lot of studies that show late L2 learners who have native-like proficiency in every aspect of the language. Marinova-Todd (2003; as cited in Tokudome, 2010) had a test of 30 adult L2 learners from 25 different countries to find out their proficiency of English. The 30 adults had a test in various kinds of linguistic tasks such as pronunciation and grammar knowledge. Although most of the participants were just below the proficiency of native speakers, a few of them were very good. Therefore, the study pointed out that L2 learners achieved native-like proficiency and the reason of this was not fully focused on age. Rather, the method of learning L2 is more important for L2 proficiency than when the learners learn them (Marinova-Todd, 2003; as cited in Tokudome, 2010). Moreover, Urponen (2004; as cited in Tokudome, 2010) mentioned a test done to 100 Finnish women who arrived in the U.S or Canada from the age of 12 to 50. They took a grammar test in order to find out whether critical period hypothesis works to the grammaticality judgment test. However, the result showed that the level of English language proficiency by the native Finnish women in the grammaticality judgment task is indistinguishable from the responses of the native English-speaking control group (Urponen, 2004; as cited in Tokudome, 2010). Of course, the decline in L2 proficiency might exist across the age however a lot of studies including the study above showed that native-like pronunciation and grammar are both possible past puberty.

## 2.5 Research analysis of age factor in terms of native-like proficiency

Recent studies related to the age factor inquired into adults' ultimate attainment in their language acquisition. In relation to this, a research was conducted to adults who learned second language after puberty. The 30 post-puberty learners of English came from 25 countries and spoke 18 languages (Marinova-Todd, 2003; as cited in Abdelbasset, 2015). A control group of 30 native speakers with matched academic backgrounds were involved in this study to compare. The result of this study was done with the help of three steps. The first step was the participants' backgrounds were examined with the help of structured interviews. The next step was a narrative task where the participants were asked to describe an embarrassing moment in their life or happy moment that they remembered with pleasure. The final step was the participants read out an authentic passage in their

target language. The best significant predictors of native proficiency included age when EFL study begins, education in the host environment, and duration of exposure, but not age on arrival (Abdelbasset, 2015). However, the group of youngest age on arrivals (12-15 years) outperformed later arrival groups (Abdelbasset, 2015). Thus, participants' performance did not decline with their aging. Duration of exposure in years of learning language did not predict ultimate attainment, as its relationship with grammaticality judgement test scores was reshaped and the advantage gained from the study of EFL was noticeable even after decades of exposure to English (Abdelbasset, 2015).

## 2.6 Definition of interaction in language acquisition

Vygotsky claimed that the foundation language acquisition is interaction and he also stated that social interaction has an important role in learning process and proposed zone of proximal development (ZPD) in which learners make linguistic development by socially mediated interaction (Brown, n.d.; as cited in Muho and Kurani, n.d.). Although Krashen emphasized on input hypothesis of SLA, both Vygotsky and Krashen focused on interaction in second language acquisition. Moreover, Long (1983; as cited in Muho and Kurani, n.d.) stated that negotiation triggers interactional adjustments because it connects input, internal learner capacities, selective attention and output in productive ways. That is, interactional adjustments make input more comprehensible and this comprehensible input makes language acquisition and interactional adjustments promote acquisition (Lightbown and Spada, 1993; as cited in Muho and Kurani, n.d.). Through this interaction, students can increase their language store as they listen to or read authentic linguistic material and even the output as they engage in discussions with their friends. Also, students can use all the things they possess in their linguistic knowledge i.e. all they have learned or casually absorbed (Rivers, 1987). Wells (1981) mentioned that exchange which is a part of interaction is the basic unit of discourse and linguistic interaction is a kind of collaborative activity that involves the establishment of a triangular relationship between the interlocutors of the context. Also, interaction involves not only the expression of one's idea but also the comprehension of those of others (Rivers, 1987). Because of this, interaction makes students learn to communicate, listen to others, talk with others and negotiate meaning in a shared context and this finally promote inductive or deductive learning or sometimes a mixture of these two (Rivers, 1987).

## 2.7 Effectiveness of interaction in EFL classroom

There is some effectiveness of interaction in EFL classroom (Rivers, 1987). Interaction makes students to listen

to authentic materials. Since interactive materials are mostly done with authentic materials, students can be exposed to authentic materials that students can actually use in their real-life situations (Rivers, 1987). Moreover, students can be involved in joint tasks which are purposeful activities. In those activities, they can work together and use the language in authentic way (Rivers, 1987). This interaction facilitates not only language development but also learners' development (Yu, 2008). L2 learners get linguistic knowledge and ability from the interaction and in classroom interaction, teachers and students can make the learning changes that motivate the students' interest, potential and motivation to communicate with others (Yu, 2008). Interaction by using the target language offers language practice, learning opportunities and construction of language development process (Yu, 2008). Related to this interaction, Ellis (1990; as cited in Yu, 2008) claimed the interaction hypothesis which stands for acquiring new language from the opportunities to negotiate solutions from communication. Negotiated interaction is important for input to be more comprehensible (Yu, 2008). From peer negotiation, the learners in interactive situations learn and retain more L2 vocabularies (Yu, 2008). Allright (1984; as cited in Yu, 2008) described that the learners who negotiated the input achieve higher vocabulary acquisition scores in the post test and they finally maintain this advantage over time. Thus, negotiation in interaction is helpful to L2 comprehension and second language acquisition (Yu, 2008).

Furthermore, in interactional EFL classroom environment, there is co-construction which is the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality (Jacoby & Ochs, 1995; as cited in Yu, 2008). He and Young (1998; as cited in Yu, 2008) stated that interactional competence includes the knowledge of language that is co-constructed by all the interlocutors of the interaction and those interlocutors should have the responsibility to construct a successful and appropriate interaction for a given social context (Yu, 2008). Meaning of the context is negotiated from face-to-face interaction and co-constructed in a locally social context (Yu, 2008). In classroom interaction, the language learners construct the awareness of self-regulation when they are negotiating with their interlocutors. Thus, the ability to second language acquisition develops from the classroom interaction (Yu, 2008).

Therefore, from the interaction in EFL classroom, students can finally construct their language acquisition skills with their peers and interlocutors and finally this co-constructive environment leads to language development and self-development.

## 2.8 Relationship between interaction and productive and receptive skills

Ivančić & Mandić (2014) mentioned that abilities to successfully read and listen and consequently comprehend a foreign language is receptive language skills in language learning. These skills should be learned and mastered because nobody is born with these abilities. Even for the listening skills must be learned. Among the four skills of language which are reading, listening, speaking and writing, listening and reading are known as receptive skills whereas speaking and writing are for productive skills. Although most teachers try to incorporate these all four skills into their language teaching curriculum, they tend to focus more on one set of skills or the other because of the course and learner objectives (Oxford, 2001).

Moreover, teachers should provide opportunities for oral discussion also known as interaction in their classes to encourage learners to initiate topics and put some responsibility on the part as learners; the class would be fun, creative, and initiative (Muho & Kurani, n.d.). For the students who are reluctant to participate in the classroom, the teacher should ask them to speak rather than wait for the students' responses (Muho & Kurani, n.d.). This kind of interaction can have positive effects on L2 development and that the complex matter of individual differences needs to be considered carefully (Muho & Kurani, n.d.). Also, language is a sign of creativity and the ability to conform form of language to appropriate setting is one realization of the creativity (Muho & Kurani, n.d.). From the interaction and interpersonal relationships, creative language use is important as the learners engage in interaction and discussion to find out the mutual understand among interlocutors (Muho & Kurani, n.d.).

## 3. Discussion and Conclusion

The discussion questions of this paper are follows:

- (1) Is critical period hypothesis critical in language learning?
- (2) Does interaction affect language acquisition significantly especially for productive skills?

To the questions above, the articles stated that critical period hypothesis affect language learning. However, for both fluency and accuracy in language learning, critical period hypothesis is not always the right answer. Critical period hypothesis does not significantly affect language acquisition in terms of accuracy. Although pronunciation and fluency might considerably affect learning second language before puberty, accuracy and logical usage of language is not significantly affected in second language acquisition before critical period. Moreover,

interaction in EFL classroom affects second language acquisition because from the interaction, language learners can be exposed to authentic materials. Also, they can have an opportunity to negotiate and co-construct the linguistic knowledge with their interlocutors. Interaction not only encourages language learners share their ideas about the content but also share and provide peer feedback with their interlocutors which means progress in their language development and self-development.

As a conclusion, the critical period hypothesis affects fluency and pronunciation in second language learning and interaction affects language acquisition in the aspect of peer feedback and negotiation with their interlocutors.

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# Curriculum Design and Teaching Aspect to Mid-Intermediate Adult Learners in an Informal Setting

**Bernadette Manalastas**

*Approaches to Teaching Grammar*

## *Abstract*

*This paper consists of an extract of a curriculum and three lesson plans focusing on verb aspect designed for intermediate adults in an informal setting. The curriculum is designed based on the learners' needs and focuses on language functions, contexts, and grammar orientation. The sequencing of lessons, grammatical chunks, types of tasks, and complexity of tasks for each lesson was also considered. The lesson plans' common theme is using aspect to narrate authentic stories, personalization, and realistic role plays that encourage improvisation. Aspect is an error-prone area for ESL learners and these lessons may refine their language as intermediate learners. The conclusion of the paper is that orientation and aspect are "feelings" that learners need to recognize and use through improvisations and later fine-tune through self-monitoring and teacher guidance.*

## 1. Introduction

Learners' primary motivation for studying English is to communicate their ideas or accomplish a purpose (Yashima & Arano, 2015). To communicate effectively, learners will need to understand the context, function, and orientation of a situation (Yule, 1998). Further, learners will need to use verbs. Verbs are a part of the complex system of language.

This paper includes a curriculum designed for intermediate adult students studying in an informal setting. The curriculum is based on their needs and designed with practical functions, realistic contexts, variable orientations, frequently used chunks, and grammatical points. This paper also discusses the description of the verb aspect system of English, reasons for teaching it, and pedagogical approaches on how to teach it. There are three lesson plans presented. The first lesson discusses a current event, Olympics 2018, the second lesson is about coping with food poisoning abroad, and finally, the

third lesson plan presents the situation of being locked out of a vehicle. The link connecting the lesson plans is narrating stories using aspect. The final part of the paper includes the justification and the conclusion on why the curriculum designed and the lesson plans are effective.

## 2. Background

The students are 18 adults, aged 20 to 60. The class meets twice a week for an hour each meeting. The institution is Seowondong Community Center in Sillimdong, Gwanakgu, Seoul. The class is an informal speaking class. The level of the students is from Intermediate Mid to Intermediate High based on ACTFL Speaking standards. They are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. In terms of writing, I believe the level of the learners is mid- intermediate based on the ACTFL proficiency guidelines. They can narrate and describe in different time frames when writing about everyday events and situations (www.actfl.org, n.d.).

The students are predominantly Korean homemakers and senior citizens with a few job seekers, university students, part-time workers, and professionals. The learners' motivation is to communicate with foreigners locally or when they travel abroad, to be able to activate their previous English knowledge, teach their children English, expand their social circles, or to experience the pleasure of learning. They also aim to communicate with social appropriateness and to be able to self-monitor their own progress.

### 3. Curriculum design

The curriculum in this paper is designed for 12 weeks for the adult students described above. The theoretical approaches that are the most beneficial for my students are a combination of communicative language teaching (CLT) and task-based curriculum, in my opinion. With CLT, learners learn language through spoken interaction with oral emphasis and rehearsal for authentic language use out of class (Mickan, 2013). In terms of task-based curriculum, students could negotiate meaning through doing interactive tasks such as information exchange tasks, comparison and analysis tasks, and collaborative tasks (Mickan, 2013). Authentic materials are mostly used in the curriculum. Authentic texts secure bridges into the actual world of language use (Swarbrick, 2002). They are created to fulfill some social purpose in the community (Swarbrick, 2002).

The curriculum focuses on contexts to determine the roles and relationships of the speakers and the mode of communication. Further, with context also comes functions. Language functions are the purposes for which people speak or write (Blundell, Higgins, & Middlemiss, 1982). In English, different expressions are used for various functions. These expressions can be neutral, formal, or informal. Distinguishing between these helps learners use language appropriately. To develop a "feel" for speaking the right expression at the right time, four criteria could be used: the setting, topic, social relationship, and psychological attitude (Blundell, Higgins, & Middlemiss, 1982). In the curriculum, this is also expressed as the "orientation." An example of a lesson in the curriculum is speaking to a doctor abroad. The setting is in a clinic, the topic is about food poisoning symptoms, the social relationship is between a doctor and a patient, and finally, the psychological attitude is very serious. Therefore, all these factors contribute to the usage of formal language. Overall, contexts, functions, and orientation are connected and are essential to the design of this curriculum.

The curriculum's sequencing is based on the calendar date, the complexity of the tasks, the type of tasks, and the list of functions to be learned. For example, the topic "Seollal" is scheduled on the 5th or 6th week of the year. The tasks also become increasingly complex. For example, an unfamiliar task is discussed at the end of the curriculum such as analyzing a corpus of the word "remember." Next, the types of tasks such as listening and reading are arranged alternately for diversity. Finally, the list of functions, I believe, is also arranged to become increasingly complex. Since the functions are becoming more complex, the frequency of the language expressions i.e. verb forms, verb groups, and chunks lists are also arranged such that the more familiar language is studied first (Nation & Macalister, 2010).

For intermediate level learners, production involves choices where the learners are aware of the constraints imposed by the L2 grammar (Osborne, 2008). Intermediate learners' errors persist until relatively advanced stages of learning. The errors are in more subtle and diffuse ways, mostly in collocational or associational patterns that favor the appearance of grammatical errors (Osborne, 2008). From this statement, the intermediate level students are expected to be already aware of the grammatical features in the curriculum. It focuses more on refining and fine-tuning the learners' usage of language. It helps learners understand and formulate the grammatical patterns of English based on a context (Nation & Macalister, 2010).

As a summary, the factors that were considered when designing the curriculum are language functions, context, orientation, authentic texts, types of tasks, the complexity of tasks, sequencing, and finally, corrective feedback on grammatical errors. In my opinion, all of these would ensure that learners could improve their communicative skills.

Week	1	2
Functions	Being able to present news events and experiences in various time frames	Being able to express symptoms of an illness to a medical professional Being able to recount own stories of being ill
Contexts	<p><b>Olympics</b> The Winter Olympics in Pyeongchang 2018 has been headlining the news recently.</p> <p>Most Koreans have memories of the Olympics in 1988.</p>	<p><b>Food Poisoning</b> When traveling, food poisoning could be a problem a traveler may encounter. A real story of the girl is presented who suffered from food poisoning while marching in a band.</p>
Materials/Preview	<p><b>Reading (News)</b> (Reuters) - South Korean Prime Minister Lee Nak-yeon said tensions with North Korea will not prevent the 2018 Winter Olympics in Pyeongchang from being as successful as other global sporting events held in the country. South Korea staged the 1988 Olympics and co-hosted the 2002 soccer World Cup with Japan and both events were marred by instances of aggression by North Korea. <a href="http://www.reuters.com">www.reuters.com</a></p>	<p><b>Reading (Social Platform entry)</b> I went by bus from North Carolina down to Florida in high school with my high school marching band. We marched in a parade and spent a few days at Disney. Right before we left, I ate something that gave me food poisoning. <a href="http://www.reddit.com">www.reddit.com</a></p>
Grammatical chunks	<p><b>Aspect</b></p> <ol style="list-style-type: none"> <li>has staged an event</li> <li>crossed the border</li> <li>has co-hosted an event</li> <li>tensions have risen</li> <li>security may not be guaranteed</li> <li>has taken extra measures</li> <li>has remained optimistic</li> </ol>	<p><b>Aspect</b></p> <ol style="list-style-type: none"> <li>had spoiled food</li> <li>have food poisoning</li> <li>was violently sick</li> <li>has been throwing up</li> <li>has been nauseous</li> <li>am dehydrated</li> <li>have been running to the bathroom</li> <li>get a prescription</li> </ol>
Orientation	<ul style="list-style-type: none"> <li>Pedagogical: Retell the news using aspects from the newscaster's perspective</li> <li>Personalization: Recall your own story about the Olympics.</li> <li>Roleplay: You met a foreigner participating in the Olympics. Ask him or her questions.</li> </ul>	<ul style="list-style-type: none"> <li>Pedagogical: Retell the girl's story of food poisoning.</li> <li>Personalization: Retell your own experiences of food poisoning</li> <li>Roleplay: You are currently in a doctor's office and describe your symptoms since its onset.</li> </ul>

Week	3	4
Functions	<p>Being able to make a call to report a car problem</p> <p>Being able to write a formal report of a problem</p>	Being able to ask for a favor
Contexts	<p><b>Being locked out of a car</b></p> <p>Anyone who has trouble driving might need to call a car service company.</p>	<p>Asking for a favor: The 3 keys</p> <p>This a situation where asking for a favor could be challenging to everyone especially in a workplace.</p>
Materials/Preview	<p><b>Writing (Baby Blues comics)</b></p>  <p>The comic strip shows a mother who gets locked out of her car while her child was stuck inside.</p>	<p><b>Reading</b></p> <p>From small favors (“Could you cover for me on the conference call tomorrow?”) to the more onerous (“Can you please introduce me to your contact at Nike?”), we are all in the habit of asking one another for help. Keith Ferrazzi’s bestselling <i>Never Eat Alone</i> highlighted our personal interconnectivity at home and at work. It’s human nature: we rely on our network of friends, family, and colleagues to help us in life.</p> <p><a href="http://hbr.org/">http://hbr.org/</a></p>
Grammatical chunks	<p><b>Aspect</b></p> <ol style="list-style-type: none"> <li>1. left my keys in the car</li> <li>2. have been stuck outside</li> <li>3. my child is locked inside</li> <li>4. unlock the door</li> <li>5. car rental company</li> <li>6. has filed a formal report</li> <li>7. as soon as possible</li> </ol>	<p>Indirect objects</p> <ol style="list-style-type: none"> <li>1. cover for me</li> <li>2. introduce me to your contact</li> <li>3. ask someone to do you a favor</li> <li>4. being asked to do something</li> <li>5. to get what you ask for</li> <li>6. come through for you</li> <li>7. pull through for you</li> <li>8. pay it forward</li> </ol>
Orientation	<ul style="list-style-type: none"> <li>• Pedagogical: What would Wanda, the mother, do and say? Write.</li> <li>• Personalization: Recall your own experience of being locked out of a car.</li> <li>• Roleplay: Orient yourself as a traveler who’s renting a car. You have to call a car insurance company.</li> </ul>	<p><b>Pedagogical:</b> Identify the favors asked in the article. Retell from your own perspective.</p> <p><b>Personalization:</b> Discuss a time you had to ask a favor at work or at home. Discuss a time you were asked a favor.</p> <p><b>Roleplay:</b> You and your colleague are in the same position and you asked him to cover for you in a meeting because you have a family emergency.</p>

## 4. Aspect System of English

Mastering the aspect system of English takes considerable effort on the part of ESL/EFL learners. The exact mapping of form, meaning, and use varies significantly from language to language and English is no exception (Larsen-Freeman & Celce-Murcia, 1999). To fully understand how the system functions, it is necessary to be aware of its application at the suprasentential or the discourse level. If learners are able to develop a “feel” for the meaning conveyed by components of the system, they will have a huge advantage in learning (Larsen-Freeman & Celce-Murcia, 1999). Learners could capture the semantic core of each component of the system. One must go to a deeper level of abstraction than that of temporal meaning.

To discuss aspect, it is necessary to look inside the situation (Yule, 1998). Viewing it from an internal perspective, a situation may be represented as fixed or changing; it may be treated as lasting for a moment or having duration and can be viewed as complete or as ongoing (Yule, 1998). Aspect may also refer to how English indicates temporal features such as duration, frequency, and completion of an action or a state (DeCapua, 2008).

Aspect, according to Yule (1998), can be categorized as lexical and grammatical. The basic distinction in lexical is whether the situation is stative or dynamic. Stative situations apply to situations that are relatively constant over time and describe cognitive states (Yule, 1998). They revolve around mental states, emotions, and relations. They usually describe states, attitudes, perceptions, and existence (DeCapua, 2008). Examples of stative verbs are thought, believe, understand, etc. Dynamic situations, on the other hand, are situations involving a change or an action that creates a change. Dynamic situations can be further divided into punctual and durative. Punctual dynamic verbs with non-durative meanings typically describe isolated acts. They do not extend through time; it is the concepts that are stative. Examples of punctual dynamic verbs are hit, jump, strike, etc. Durative situations, on the other hand, denote activities that occur over a period of time. They do not happen instantaneously. Examples are eating, run, become, grow, etc.

Cowan (2011) defined dynamic verbs as verbs that require some input of action by the subject. Dynamic verbs can be further classified in terms of their three lexical aspect features which are activity verbs, achievement verbs, and accomplishment verbs (Cowan, 2011). First, activity verbs express that they can go on for an indefinite period of time and are atelic or lacking an endpoint eg. develop, grow, sit, etc. Second, achievement verbs are telic verbs that describe actions that generally occur instantaneously; they have an end point eg. turn on the light, faint, bounce, etc. Finally, accomplishment

verbs terminate in an end point that is logical in terms of their action eg. attend, build, recover, etc. It is possible that some of the verbs express more than one type of meaning and may express different meaning when constituents are added to the sentence (Cowan, 2011).

As a summary, aspect has some conceptual distinctions and they could be concerned about the inherent properties of verb meanings or concerned with an internal versus an external perspective on situations (Yule, 1998). Aspect could also indicate temporal features such as duration, frequency, and completion of an action or a state (DeCapua, 2008).

## 5. Reasons for Teaching Aspect

Tense and aspect are present from the very beginning of ESL learning (Niemeier, 2013). As soon as learners start producing their own utterances, they will use verbs and therefore also tense and aspect. The teaching of tense and aspect are two of the most error-prone areas for ESL learners (Niemeier, 2013). Making learners aware of the meaning behind the aspectual system of English may help avoid some of their errors, as they would not have to learn rules by heart and then simply reproduce them or forget them. Understanding what aspect is about and how a grasp of the aspectual system enables them to fine-tune their utterances and express their own perspectives, thereby potentially also changing the learners’ notion of grammar as an opaque end in itself (Niemeier, 2013). Learners should not be inhibited by rules with exceptions but can handle the language more freely and more creatively (Niemeier, 2013).

## 6. Pedagogical Approach to Teaching Aspects

This section discusses the pedagogical approach of teaching aspect. It starts with the usage of texts, teaching the co-occurring words with the aspect, orientation, recognition, and improvisation.

### 6.1 Using Texts

Language is context-sensitive (Thornbury, 1999). The main advantage of using good texts in the teaching of grammar is it provides context. It would be problematic to uncover the intended meaning of a single word or phrase without context. The context of a situation is important to consider the roles and relationships of the speakers and mode of communication. Authentic texts also secure bridges into the actual world of language use (Swarbrick, 2002). They were created to fulfill some

social purpose in the language community. They provide a richer linguistic diet and encourage the learners to concentrate on penetrating to the meaning that lies beneath the surface structures (Swarbrick, 2002). Therefore, as much as possible, authentic texts should be used when teaching.

## 6.2 Teaching co-occurring words with aspect

Contextualization means noting the situation in which a word may occur. More importantly is paying attention to the co-text with which it can regularly occur (Lewis, 2008). If context is seen as situation+co-text, it is the co-text – the co-occurring language – which is more important for language learning (Lewis, 2008). Co-occurring words or expressions that often accompany verb phrases should also be given emphasis and be noticed, remembered, and used by learners. They could easily help learners process the language easily and thereby, promote fluency.

## 6.3 Orientation

The situation at the time of speech production, the “here and now”, is where the speaker is the deictic center. It serves as an anchor for expressing both the reality status and the temporal relevance of any situation that is being communicated. It contains conceptual information on the things or persons talked about, the space and time of the interaction (speech time) as well as information about the interaction context (Niemeier, 2013). The status of things or persons in the discourse is expressed by the determiner system and is known as reference. The status of situations and their relevance to time, facts, and possibilities are expressed by tense, aspect, and modality systems (Niemeier, 2013). The learners should “feel” this to orient themselves when communicating.

## 6.4 Recognition and Improvisation

The need and desire to communicate should be the primary reason for learning a language. The grammar of structure and orientation should be a subsidiary of this (Willis, 2003). As learners build up a communicative capacity, we can encourage them to pay more attention to the forms of the language they utter. Learners can then gradually shape the language so that it matches the target language (Willis, 2003). In my opinion, this could be done by focusing on recognition and improvisation.

Recognition is the first stage of learning and learners need to bring their attention to concepts that suit their goals as language learners. Learners should recognize what is essential to improve their learning, to be more autonomous in recognizing concepts and even gain autonomy in recognizing their implicit or explicit errors (Willis, 2003). Recognition should be an active process

all throughout language learning. Learners should know how to notice the expressions or language, followed by recalling, processing, and using them in contexts. The quality of input influenced by recognition would affect the preceding processes of system building, exploration, and rehearsal. A suggestion based on a research conducted with ESL learners on the way lexical aspect influences students’ learning is that more attention should be devoted to teaching verbs that pose more difficulty to learners (Cowan, 2011). In the research, these were activity verbs and stative verbs. Teachers should, therefore, put emphasis on these verbs through recognition training.

Improvisation is where learners produce language with little or no time for preparation (Willis, 2003). In improvisation, learners are likely to be concerned principally with using language to get their basic message across. As soon as learners begin to use the language outside the classroom, they will be obliged to improvise. They would have to stretch their language resources to meet the communicative demands placed upon them outside. Another reason is learners will become aware of the gaps in their knowledge of English (Willis, 2003). Improvisation is a creative process. It, however, should be done with some familiar content. The teacher needs more specifics, a clear goal, and should facilitate the process clearly. Expert teachers use routines and activity structures, but they are able to invoke and apply these frameworks in a creative and improvisational fashion (Sawyer, 2011). The teacher creates dialogues with students, giving them the freedom to construct their own knowledge while providing the elements of structure that effectively scaffold that process (Sawyer, 2011). Learners should voice their own hypotheses about tense and aspect usage and teachers need to give them timely feedback that can help them revise their hypotheses when necessary (Cowan, 2011).

As a summary of the pedagogical approach to teaching aspect, I believe an effective method is using authentic texts, teaching the co-occurring words with the aspect, emphasizing orientation, recognition, and improvisation.

## 7. Lesson Plan 1 – Olympics in Korea, the Past and the Future

Goal: Learners should be able to discuss the upcoming Olympics.

### Objectives:

- Learners will be able to read and understand the news about the Olympics
- Learners will be able to talk about what they have been optimistic and negative about recently

Content Activity		Interactions	Materials/Preview
1	<p><b>Warm up:</b></p> <p>What comes to your mind when you hear the word “Olympics”?</p> <p>When is the winter Olympics in Korea?</p>	Whole class	
2	<p><b>Provide the material. Ask the learners to skim the article. The teacher walks around and checks if students have questions.</b></p>	Individual	
3	<p><b>Comprehension questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the main idea of the news?</li> <li>2. What happened during the 1988 Olympics in Korea?</li> <li>3. What happened during the 2002 World Cup?</li> <li>4. What is the concern of the French Olympics team?</li> <li>5. What has been the Korean government doing to ensure safety?</li> </ol>	Pair Work	<p><b>See Appendix A.</b></p> <p>South Korea PM says Olympics will be success despite tensions</p> <p><a href="https://au.reuters.com/article/us-olympics-2018-southkorea/south-korea-pm-says-olympics-will-be-success-despite-tensions-68008611C3108">https://au.reuters.com/article/us-olympics-2018-southkorea/south-korea-pm-says-olympics-will-be-success-despite-tensions-68008611C3108</a></p> <p>Olympics - Dress Rehearsal - Lighting Ceremony of the Olympic Flame Pyeongchang 2018 - Ancient Olympia, Olympia, Greece - October 23, 2017</p> <p>(Reuters) - South Korean Prime Minister Lee Nak-yeon said tensions with North Korea will not prevent the 21 Winter Olympics in Pyeongchang from being as successful as other global sporting events held in the country. South Korea staged the 1988 Olympics and co-hosted the 2002 soccer World Cup with Japan and both events were marred by instances of aggression by North Korea.</p> <p>In November 1987, nine months before the Summer Games in Seoul, North Korean agents detonated a bomb Korean Air Flight 858, killing all 114 passengers and 11 crew. During the 2002 World Cup, North Korean jet boats crossed the disputed maritime border and exchanged fire with South Korean vessels, killing six sailors. South Korea prepared to play Turkey in a playoff for third place.</p> <p>Tensions on the Korean peninsula have risen in recent months as Kim Jong Un and U.S. President Donald Trump exchanged threats and insults over the North's nuclear and missile development programme.</p> <p>France's Sports Minister Laura Fassin said last month that if the crisis in the region deepened and athlete security could not be guaranteed then they would not travel to the Games. Members of France's Winter Olympic team, however, have remained optimistic the country will not boycott.</p> <p>South Korea has been taking extra measures to try to ensure the safety of the 2018 Winter Games, including setting up a crack cyber defence team and doubling the number of troops, according to officials and documents reviewed by Reuters.</p>
4	<p><b>Discuss the answers about the article.</b></p>	Whole class	
5	<p><b>Personalization:</b></p> <ol style="list-style-type: none"> <li>1. Do you remember the 1988 Olympics? What were you doing then?</li> <li>2. Do you remember the 2002 World Cup? What were you doing back then?</li> </ol>		

5	<p>3. What do you think of the coming Olympics? Are you excited?</p> <p>4. Who are the famous Olympians that you know?</p> <p>5. Have you seen the Olympics promotion recently?</p> <p>6. What winter Olympic sports do you like watching?</p>		
6	<p>Circle the main verbs in the news. Write them on the board:</p> <ul style="list-style-type: none"> <li>- will not prevent</li> <li>- staged the 1988 Olympics</li> <li>- co-hosted the 2002 World Cup</li> <li>- detonated a bomb</li> <li>- crossed the border</li> <li>- have risen</li> <li>- If..... deepened, ....would not travel</li> <li>- have remained optimistic</li> <li>- has been taking extra measures</li> </ul> <p>Which verb is a “state” and which is “doing action”? Which verbs in the news denotes recent changes and the current situation? Why do you say so?</p>	Whole class	
7	<p>Pedagogical:</p> <p>Retell the news with your words using the verbs.</p>	Pair work and whole class	
8	<p>Torch game: Pass the torch when finished answering the questions.</p> <p>Focus on perfect aspect with present tense</p> <ul style="list-style-type: none"> <li>-have remained optimistic about</li> <li>-have remained negative about</li> </ul>	Group of 4	

Content Activity		Interactions	Materials/Preview
8	<p>-has been taking extra measures</p> <ol style="list-style-type: none"> <li>1. What kinds of things have you remained optimistic about? eg. my future</li> <li>2. What kinds of things have you remained negative about? eg. employment rate, the educational system</li> <li>3. What issues has the government been taking extra measures of? eg. Olympics, preventing flu in winter, prevent online-attack</li> </ol>	Group of 4	<p>Winter Olympics 2018 torch cardboard prop</p> 
9	<p>Roleplay:</p> <p>You met a foreigner participating in the Olympics. Ask him or her relevant questions.</p>	Pair work	
10	<p>Reflection/ Self-assessment:</p> <p><input type="checkbox"/> 1. Did I understand the news?</p> <p><input type="checkbox"/> 2. Can I retell the news using correct verbs?</p> <p><input type="checkbox"/> 3. Can I “feel” the present perfect in the news?</p> <p><input type="checkbox"/> 4. Can I “feel” how to use present perfect in the future?</p>	Individual	

## 8. Lesson Plan 2 – Food Poisoning while Traveling

Goal: Learners should be able to cope with food poisoning when abroad

Objectives:

- Learners will be able to retell a story of food poisoning
- Learners will be able to talk about the symptoms of food poisoning
- Learners will be able to go and visit the doctor abroad

Content Activity		Interactions	Materials/Preview
1	<p>Warm up:</p> <p>Look at the woman in the pictures.</p> <p>What's going on? How is she feeling?</p>	Pair work	
2	<p>Read an entry from a social platform about food poisoning. Circle the verbs.</p> <ul style="list-style-type: none"> <li>- went by bus from NC to Florida</li> <li>- marched in a band</li> <li>- spent a few days</li> <li>- ate some turkey sandwich</li> <li>- drove overnight</li> <li>- sat at the front of the bus, throwing up</li> <li>- had to stop the bus caravan</li> <li>- was so violently sick</li> <li>- was dehydrated</li> <li>- was a miserable twelve-hour bus ride</li> </ul>	Individual	<p>I went by bus from North Carolina down to Florida in high school with my high school marching band. We <b>marched in a parade</b> and spent a few days at Disney. Right before we left, I <b>ate some turkey sandwich</b> that gave me food poisoning. We <b>drove overnight</b> back to NC, and while everyone else slept, I <b>sat at the front of the bus</b>, throwing up. They actually <b>had to stop the bus caravan</b> a few times because I was so violently sick. I <b>was dehydrated</b>. It <b>was a miserable twelve-hour bus ride</b>.</p>
3	<p>Pedagogical:</p> <p>Retell the story with your classmate. Use "she". Eg. She went by bus from NC to Florida with her high school band.</p>	Pair work	
4	<p>Teacher elicits the symptoms of food poisoning:</p> <ol style="list-style-type: none"> <li>1. stomachache – I have a stomachache.</li> <li>2. vomiting/ throwing up – I have been throwing up.</li> <li>3. going to the bathroom - I have been going to the bathroom.</li> <li>4. nausea - I have been nauseous.</li> </ol>	Whole class	

Content Activity		Interactions	Materials/Preview																				
4	<p>5. dehydrated – I feel dehydrated. I have been dehydrated.</p> <p>Which verb is a “state” and which is “doing action”?</p> <p>Which is an “ongoing activity”? Which is “internally viewed”?</p>	Whole class																					
5	<p>Discussion:</p> <p>1. When was the last time you had food poisoning or stomachache?</p> <p>2. What do you do to prevent food poisoning?</p> <p>3. Have you ever experienced being sick while traveling? What did you do? Tell your story.</p> <p>4. Have you been to the doctor’s office and pharmacy in other countries?</p>	Pair work																					
6	Discussion of the answers.	Whole class																					
7	<p>Roleplay: Do a role play with your partner. Provide rubric for criteria.</p> <p>1. You are traveling abroad. You had some seafood and you started feeling sick. Tell the doctor how you feel:</p> <p>Doctor: _____</p> <p>You: _____</p>	Pair work	<p>See Appendix B.</p> <p>Peer assessment: Role Play</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>Some</th> </tr> </thead> <tbody> <tr> <td>1. Participated to complete the task</td> <td></td> <td></td> </tr> <tr> <td>2. Use effective communication (tone, facing audience, eye contact, gestures)</td> <td></td> <td></td> </tr> <tr> <td>3. Spoke fluently</td> <td></td> <td></td> </tr> <tr> <td>4. Spoke accurately and used expressions from today’s lesson</td> <td></td> <td></td> </tr> </tbody> </table>		Yes	Some	1. Participated to complete the task			2. Use effective communication (tone, facing audience, eye contact, gestures)			3. Spoke fluently			4. Spoke accurately and used expressions from today’s lesson							
	Yes	Some																					
1. Participated to complete the task																							
2. Use effective communication (tone, facing audience, eye contact, gestures)																							
3. Spoke fluently																							
4. Spoke accurately and used expressions from today’s lesson																							
8	Peer assessment: Answer and review your partner’s performance.	Individual	<p>Peer assessment: Role Play</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>Some</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>1. Participated to complete the task</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Use effective communication (tone, facing audience, eye contact, gestures)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Spoke fluently</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Spoke accurately and used expressions from today’s lesson</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Yes	Some	A lot	1. Participated to complete the task				2. Use effective communication (tone, facing audience, eye contact, gestures)				3. Spoke fluently				4. Spoke accurately and used expressions from today’s lesson			
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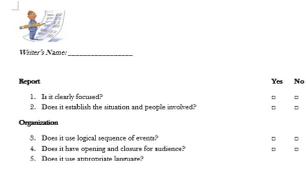
## 9. Lesson 3 – A Car Trouble Abroad

Goal: Learners should be able to talk about their experience of being locked out of a car.

Objectives:

- Learners will be able to create a story of being locked out of a car using comics.
- Learners will be able to write their experience for a blog.

	Content Activity	Interactions	Materials/Preview
1	<p><b>Pedagogical:</b></p> <p>Teacher: These are expressions used in the original story from Baby Blues Loud and Clear by Rick Kirkman and Jerry Scott. Use them and create a story of Wanda and Zoe. WRITE a story as Wanda.</p> <p>lock my keys in the car</p> <p>unlock the door</p> <p>No touch!</p> <p>do in this kind of situation</p> <p>use coat hanger</p> <p>“All is well that ends well.”</p>	Individual	
2	Read the comics in class. Provide feedback.	Whole class	
3	<p><b>Personalization:</b></p> <ol style="list-style-type: none"> <li>Have you ever experienced being locked out of your car? What are the dangers of it?</li> <li>What would you do in this kind of situations?</li> <li>What would you do if you were traveling and you get locked out of your rental car?</li> </ol>	Pair work	
4	<p><b>Writing:</b></p> <p>Situation: You were renting a car abroad and you locked yourself out of the car with your child inside. You called the car rental company but it would take time for them to provide assistance. You break the car window.</p> <p>Purpose: Write a formal report of this incident.</p> <p>Length: 5 - 10 sentences</p> <p>Audience: Can rental company manage</p> <p>Target Language: Use past or perfect aspect with past tense</p>	Pair work	<p><b>Sample Prompt:</b></p> <p>I was at the parking lot of Walmart when I accidentally locked my one-year-old daughter inside the car.</p> <p>_____</p> <p>_____</p>

Content Activity		Interactions	Materials/Preview
6	<p><b>Self-assessment</b></p> <p><b>Check the self-assessment for the criteria of your writing.</b></p>	<b>Individual</b>	<p><b>See Appendix B.</b></p> 

## 10. Curriculum Defense

The curriculum focuses on language functions, context, orientation, and grammatical chunks using authentic texts and tasks that promote recognition and improvisation. Language functions are the purposes for which people speak or write (Blundell, Higgins, & Middlemiss, 1982). In the curriculum, examples of functions are being able to present news, being able to express symptoms of an illness, being able to express body gestures in a job interview, being able to ask for a favor, and so on. These meet all the students' needs as they are interested in health, culture, traveling, and everyday life situations.

The next concept is the context. Context is quintessential to interpret language (Flowerdew, 2013). The context is important to consider in terms of roles and relationships of the speakers and mode of communication as it adds specifics about a situation. An example of a specific context is "You work in an office where meetings are a regular occurrence every week and you have a favor to ask a colleague regarding a meeting. You are going to ask him or her to cover for you in a weekly meeting because you have a family emergency."

The "orientation" gives the learner a more specific perspective to be able to produce the appropriate language. In this case, the orientation is "You and your colleague are of the same position and you should ask for a favor politely." The orientation defines the learner's position, beliefs, state of mind, and purpose. Another example of orientation is a learner would like to place a call to a car insurance company because she was locked out of a car. The setting is calling a car company on phone, the topic is about requesting for a service, the social relationship is between a customer and a receptionist, and the psychological attitude is very serious (Blundell, Higgins, & Middlemiss, 1982). Therefore, the language to be used is formal language. The learner being the customer will give her an orientation on which language to use. In terms of grammatical chunks, these are the chunks in the curriculum that may help the learner create the language. Examples are leave keys in the car, May I request..?, unlock the door, etc.

In the curriculum, most of the materials used are authentic. Authentic texts are important as they may secure bridges into the actual world of language use (Swarbrick, 2002). They were created to fulfill some social purpose in the language community.

In terms of tasks, students could negotiate meaning through doing interactive tasks such as information exchange tasks, comparison and analysis tasks, and collaborative tasks (Mickan, 2013). An example of the tasks is comparing the body language of Koreans and Western culture in a job interview.

The curriculum uses recognition and improvisation techniques. An example is learners were asked to circle the expressions that use indirect objects. These expressions with indirect objects are later on used for improvisations. Examples are introduce me to your contact, ask someone to do you a favor, being asked to do something, to get what I ask for, come through for you, etc. This will encourage students to formulate the grammatical patterns of English based on the context (Nation & Macalister, 2010). They could practice doing roleplays and personalizations.

The curriculum's sequencing is based on the calendar date, the complexity of the tasks, the type of tasks, and the list of functions. Each month includes reading, listening, and visual topics. This gives diversity to the students. The tasks also are becoming increasingly complex. The frequency of lists of language expressions i.e. verb forms, verb groups, and chunks lists should be considered (Nation & Macalister, 2010).

The grammatical points of the curriculum are principally used to refine the learners' language and provide them corrective feedback. For intermediate level learners, production involves choices where the learners are aware of the constraints imposed by the L2 grammar (Osborne, 2008). Intermediate learners' errors persist until relatively advanced stages of learning. In the curriculum, they are aspect, relative clauses, foregrounding effects of the present tense, indirect objects, modals, reported speech, gerunds, prepositions, phrasal verbs, and articles.

In summary, the factors that were considered when designing the curriculum are language functions, context, orientation, authentic texts, types of tasks, complexity of tasks, sequencing, recognition, improvisation techniques, and finally, corrective feedback on grammatical errors. In my opinion, all of these would ensure that learners improve their communicative skills.

## 11. Lesson Plans Defense

The criteria of a good lesson plan, in my opinion, are the following: it is relevant and interesting to the learners, it meets the aim of the whole curriculum, it is learnable or easy to understand and follow, it is teachable or practical to teach, it has well-defined tasks, it has a “flow”, and balance. I believe grammar should only be a section of a lesson because language should be taught as a whole. Grammar is more of a resource rather than the focus. The three lessons covered in this paper follow the principles above.

### 11.1 Lesson 1 Defense

The topic of this lesson plan is about the upcoming 2018 Olympics. My students are keen on talking about the current events and issues. The goal is for the learners to talk about the Olympics and its safety due to the current tensions between North Korea and South Korea. The grammatical point of this lesson is noticing the aspects in the news because my students tend to not use the aspect nature of language much. The authentic news used in the lesson may give them a “feel” for the aspect as typical news report are designed to focus on recent changes and the current situation (Thornbury, 1999).

The lesson starts with a warm-up about the Olympics to activate learner’s background knowledge. Then, the teacher distributes the material which was news taken from <https://uk.reuters.com/>. Using authentic text when teaching grammar has its advantages. Appropriate authentic texts provide context, and language is context-sensitive (Thornbury, 1999). Authentic texts provide a richer linguistic diet and encourage the learner to concentrate on penetrating to the meaning that lies beneath the surface structures (Swarbrick, 2002). However, I edited the news to make it shorter and more digestible for learners but the text still grasps the main idea of the news.

The third part of the lesson is the questions about the text’s main idea and details. Learners discuss these with their partners to process the news. The teacher walks around the classroom for feedback and scaffolding. After that, these questions are discussed in the whole class. The next part of the lesson is answering questions that talks about the learners’ personal experience with Olympics. Questions about the past events and the future Olympics is discussed which could them an “orientation” of the

events.

The next part of the lesson is asking the learners to circle the main verbs in the news. This exercise would enable learners to recognize the verb phrases and their form. Recognition is important because this is the first stage of learning. Learners should learn to recognize what is essential to improve their learning, to be more autonomous in the future of recognizing concepts and even gain autonomy in recognizing their implicit or explicit errors (Willis, 2003).

Retelling the news with their own words using the chunks of verbs can help them organize narrating the news story. These verbs form the framework of the news. Simply writing S+V+O on the board as a guide and with V available, learners could produce situations that revolve around the verb. The verbs are also written with their co-occurring texts: eg. has been taking extra measures. It is important to pay attention to the co-text with which it can regularly occur (Lewis, 2008). If context is seen as situation+co-text, it is the co-text – the co-occurring language – which is more important for language learning (Lewis, 2008). Learners utilize the chunks of verb phrases as units and therefore, it is easier for them to recall the sequence of the story.

The next task is answering questions that are more personal in nature that relate to perfect aspect with present tense such as, “What things have you been optimistic about?” Learners pass the Olympic torch prop whenever they finish sharing their answers. They are able to improvise answers and “feel” if the verb is stative or has no “completion” (Yule, 1998). The question, “What recent issues have the government been taking extra measures of?” postulates an action that is an ongoing activity and internally viewed and still relevant to the situation or orientation of the learner (Yule, 1998).

The final task is the self-assessment. It is a short questionnaire on how learners reflect about the lessons and their performance. They could monitor if they accomplished the tasks from these questions. The focus of the self-assessment questions is being able to retell the news accurately and self-monitoring the learners’ “feeling the aspects of verbs.”

#### 11.1.1 Lesson 1 What Worked Well

The lesson was interesting for the learners because of the upcoming Olympics. Some were able to share their experiences of the Olympics. They were also able to voice their concern over the North Korean threats that have been continuing recently. The timeline of the events was also discussed. For example, past tense was used for 1988 Olympics and 2002 World Cup. Modal will+verb was referred to for the 2018 Olympics. Finally, the present perfect was used for ongoing activities of the government to

ensure the safety of the games and promotions. The learners also had a heated debate about the fate of the facilities later after the games.

### 11.1.2 Lesson 1 What Did Not Work Well

The explanation of the perfect aspect with present tense was not new to students. As intermediate learners, they have been taught with the same concepts. Their concern is during actual speaking, if they are able to produce it. This prompted me to work on how to provide feedback and be attentive and observant of the situations when they use aspect not only in this lesson but within any tasks that cover aspect. Tense and aspect are present from the very beginning of ESL learning (Niemeier, 2013). As soon as learners start producing their own utterances, they will use verbs and therefore also tense and aspect. The teaching of tense and aspect are two of the most error-prone areas for ESL learners (Niemeier, 2013). Making learners aware of the meaning behind the aspectual system of English may help avoid some of their errors. Understanding what aspect is about and how a grasp of the aspectual system enables them to fine-tune their utterances and express their own perspectives. From this perspective, teaching and giving attention to aspect should be an ongoing process.

## 11.2 Lesson 2 Defense

Lesson 2 is more practical when traveling in case students suffer from food poisoning or stomachaches abroad. The objective is they are able to describe their symptoms to a foreign doctor. Lesson 2 consists of a warm-up of describing pictures, reading a short authentic text, answering comprehension questions, discussing questions of learner's own experiences, modeling the target language, doing a role-play about visiting a doctor abroad, discussing the perfect aspect with present tense on static and dynamic verbs, and finally, doing a peer assessment.

The first task of the lesson plan is a warm-up where students are asked to describe a visual aid. The picture illustrates a woman having a stomachache while eating. This warm-up activates associated words and prior experiences learners have. The next task is reading a short text entry from the social platform. Learners read the text and circle the verbs in the story. Then they retell the story in pairs. This is another practice of narrating using verbs and noticing the aspect. This a form of orientation.

The teacher then elicits the symptoms for food poisoning and writes them on the board, highlighting I feel dehydrated and I have been vomiting. The teacher asks the students about their understanding of stative and

dynamic verbs. Stative situations apply to situations that are relatively constant over time and describe cognitive states (Yule, 1998). They usually describe states, attitudes, perceptions, emotions, and existence (DeCapua, 2008). Dynamic situations, on the other hand, are situations involving a change or an action that creates a change. In the example, they are described as "state" and "activity" verbs so that the learners are able to differentiate "I feel/I have \_\_\_\_" from "I have been \_\_\_\_" for the symptoms.

The next task is learners discussing their own previous experiences of food poisoning. This is oriented as their own experience. They are advised to use the symptoms when describing their experiences and follow the sample text where there is the consistency of the use of verb tense or aspect. This is an example of exploration and improvisation. The task after that is a role-play. In the role-play, learners are asked to act as a patient and a doctor. Improvisation can occur here. It is important as it is where learners produce language with little or no time for preparation (Willis, 2003). In improvisation, learners are likely to be concerned principally with using language to get their basic message across.

The final part of the lesson plan is the peer assessment rubric. In this assessment, the learners can assess their partner's performance of the roleplay. Peer-assessments are recognized in improving achievement in English (Marshall, 2006). It is strongly advocated as learners work with their peers and they could observe how another learner tackles a task and make them reflect of their own performance.

## 11.3 Lesson 3 Defense

Lesson 3 discusses an unlucky day of a mother of a toddler. This lesson is applicable to my students who are mothers and can relate to this. The context of being locked out of a car can also be a possible experience for a student who could get locked outside of a rented car abroad. The comic strip is taken from Baby Blues Loud and Clear by Rick Kirkman and Jerry Scott. The connection of this lesson plan to the previous ones is they all relate to narrating and focusing on aspect. Later, a writing task will require learners to write using the past and perfect aspect.

The lesson starts with the warm-up with the questions, "Have you ever been locked out of your car? What did you do after?" This is to activate prior knowledge and experiences of the context. The next part is the teacher presenting the chunks the original comics have. The teacher then distributes the comics and ask the learners to discuss each frame of the comics with their partners using the expressions given. In this case, the pictures clearly show the context of the situation where Wanda was locked out of the car and was panicking on how

people react in that kind of situation. As an improvisation, learners will create dialogues, giving them the freedom to construct their own knowledge, while providing the elements of structure that effectively scaffold that process (Sawyer, 2011). Then they can write their own dialogues on the comics based on their discussions. Feedback should be constantly provided.

The next important task is writing a formal report of being locked out of a rental car while traveling abroad in a hypothetical situation. The writing task has a purpose, audience, and length. There is also a self-assessment form for them to check the criteria for their writing. Another aim of the writing is the consistency of the verbs and using aspect. Learners may begin to feel how they were speaking relative to the "situation" versus writing about it and using aspect to make an accurate narrative. Finally, the last part of the lesson plan is the self-assessment checklist which provides guidance for learners regarding the writing's structure and meaning.

## 12. Conclusion

This paper included a curriculum based on students' needs and designed with practical functions, realistic contexts, variable orientations, frequently used chunks, and grammatical points. I believe all of them are inter-related and integrated. Designing a curriculum is challenging as many factors are needed to be considered. Further, each learner is different. One lesson may work and the other may not. However, through time, a teacher can filter the tasks, functions, and contexts that are more relevant and useful to the learners. These could be incorporated later when designing a curriculum again.

This paper also discusses the definition, reason, and the pedagogy of teaching aspect. The lesson plans presented have a common theme of narrating a story. Further, learners are able to express their own experiences and opinions where aspect is a part of their output. The teacher needs to teach learners how to notice them and later improvise on using them to express their language fluently. Orientation also helped the learners choose the appropriate language to be used. From these lessons, I could conclude that teaching aspect is a continuous process all throughout the learning years of the learners. They should produce output through speaking and writing. The chunks that occur with the aspect should also be emphasized. It takes time and effort to "feel" the aspect but through proper techniques and guidance, there is no doubt that learners will be successful and will meet their language goals in the future.

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## Appendices

### APPENDIX A

South Korea PM says Olympics will be success despite tensions

#### South Korea PM says Olympics will be success despite tensions

<https://uk.reuters.com/article/uk-olympics-2018-southkorea/south-korea-pm-says-olympics-will-be-success-despite-tensions-idUKKBN1CS1QK>



Olympics - Dress Rehearsal - Lighting Ceremony of the Olympic Flame Pyeongchang 2018 - Ancient Olympia, Olympia, Greece - October 23, 2017

(Reuters) - South Korean Prime Minister Lee Nak-yeon said tensions with North Korea will not prevent the 2018 Winter Olympics in Pyeongchang from being as successful as other global sporting events held in the country. South Korea staged the 1988 Olympics and co-hosted the 2002 soccer World Cup with Japan and both events were marred by instances of aggression by North Korea.

In November 1987, nine months before the Summer Games in Seoul, North Korean agents detonated a bomb on Korean Air Flight 858, killing all 104 passengers and 11 crew. During the 2002 World Cup, North Korean patrol boats crossed the disputed maritime border and exchanged fire with South Korean vessels, killing six sailors as South Korea prepared to play Turkey in a playoff for third place.

Tensions on the Korean peninsula have risen in recent months as Kim Jong Un and U.S. President Donald Trump exchanged threats and insults over the North's nuclear and missile development programme.

France's Sports Minister Laura Flessel said last month that if the crisis in the region deepened and athletes' security could not be guaranteed then they would not travel to the Games. Members of France's Winter Olympics team, however, have remained optimistic the country will not boycott.

South Korea has been taking extra measures to try to ensure the safety of the 2018 Winter Games, including setting up a crack cyber defence team and doubling the number of troops, according to officials and documents reviewed by Reuters.

#### Torch of 2018 Winter Olympics



## APPENDIX B

## Peer assessment: Role Play

## Peer assessment: Role Play

	Yes	Some	A little
1. Participated to complete the task			
2. Use effective communication (tone, facing audience, eye contact, gestures)			
3. Spoke fluently			
4. Spoke accurately and used expressions from today's lesson			

## Self-Assessment – Writing



Writer's Name: \_\_\_\_\_

**Report**

1. Is it clearly focused?  Yes  No
2. Does it establish the situation and people involved?  Yes  No

**Organization**

3. Does it use logical sequence of events?  Yes  No
4. Does it have opening and closure for audience?  Yes  No
5. Does it use appropriate language?  Yes  No

**Editing**

6. Did I read my paper aloud?  Yes  No
7. Did I edit and try to revise my work for improvement?  Yes  No
8. Did I remember my common mistake?  Yes  No

# Reviewing the In-between Generation: Generation 1.5 Immigrants

Danbi Lee

Research Methodology

## Abstract

*Generation 1.5 immigrants is a group much understudied yet they provide a new and different insight to understanding language use and choice of multilinguals from a transnational perspective. Previously, many studies have focused their research on issues pertinent to 1.5 generation immigrants, however, in comparison to other generations, in relation to young learners, college-level learners, or 1.5 generation immigrants living in their host countries. Few have considered the language use of Generation 1.5 immigrants that have returned to their home countries. Therefore, this paper provides a review of the literature on 1.5 generation immigrants and entails a short research plan for the near future.*

## 1. Introduction

Immigrants are a minority group in North America in terms of size and perception (Ankica, Mannetti, & Sam, 2005). Yet a significant amount of research has been committed to understanding how different and unique they are and how they contribute to their host countries. Immigrants that are the first to travel overseas in their family are referred to as first-generation immigrants while their children carry on the lineage as second-generation. According to Kim (2008), however, a generation group that has been neglected up until the 1990s and early 2000s are the in-betweens, a group of people referred to as the 'Generation 1.5 immigrants'. According to Kim and Duff (2012), the majority of Generation 1.5 immigrants consist of youth and young adults who were "foreign-born" (p. 82). This means that they were born into their parents' home country but have emigrated to their now-home country at a young age.

There have been different definitions of 1.5 generation immigrants that have been suggested. While Rumabaut and Ima (1988) speak of immigrants that have moved to another country below the age of 12, Hurh (1990)

narrowed down the age group to immigrants to be between the ages of 11 and 16. While most of the definitions imply immigrants that have migrated to the U.S. (Park, 1999), Kim (2008) and Roberge (2002) stress the importance of applying a broader definition and include other English speaking western countries such as Canada, Australia, and New Zealand. Others have considered 1.5 generation immigrants outside of the typical English-speaking countries which includes places like Argentina (Trejos & Chiang, 2012) and Africa (Binaisa, 2011; River, 2012; Ryer, 2010).

However, the listed still lack research solely devoted to the 1.5 generation immigrants as they are often studied together and compared with first- and second-generation immigrants. Some also only consider half the story, rather the participants' lives in their host countries or choices they make to leave. Overall, not many of the current studies have considered the lives of the 1.5s revolving around the transitions back to their homeland. In addition, the majority of the studies are limited to being conducted in the host country rather than the home country. Looking into the transitional stages and the after of the return of these 1.5 generation immigrants

are crucial in understanding the transnational contributions they make in their relevant societies. As Salaff, Shik, and Greve (2008) point out, “the 1.5 generations bridges societies” (p. 49) and are able to meet multiple goals and values, can work and meet two different standards, and adjust to two different cultures and societies. Thus, they can be seen as global assets and useful resources in both their home and host countries. Marshall and Lee (2017) also reveal participants that see themselves as not being ‘stuck’ but ‘flexible’ in the ways they behave, think, and act in the societies. They are able to perform and engage in cultural practices that represent fluid movements from one culture to another. Marshall (2010) accredits these abilities to the translanguaging and literacy practice as well as the transnational identities 1.5 generation immigrants have.

Danico (2004) points out that the presence of 1.5 generation immigrants was evident back from the 1960s, but they have only received acknowledgment as a separate unique individual group starting in the late 1990s and early 2000s. Although 1.5 generations have been studied, much of the research conducted up to the early 2000s and even in the present day is limited to age groups between young children to high school students (Mady, 2014; Yeh, Ma, Madan-Bahel, Hunter, Jung, Kim, Akitaya & Sasaki, 2005; Yi, 2009). To confront the lack of research on older learners, researchers began examining literacy skills of Generation 1.5 learners in ESL classes, writing composition classes (Doolan, 2014; Singhal, 2004; Thonus, 2003), blogging (Bloch, 2007), and English courses (Marshall, 2010) in college-levels. However, many researchers believe that the pinnacle of literature on Generation 1.5 immigrants is when they began considering them not only in formal academic language learning contexts but contexts in and out of educational settings. Diverse areas of studies were presented. Studies focused on strategies (Heo, Stoff & Kush, 2012), cultural factors (Kim, Brenner, Liang & Asay, 2003; Lao & Lee, 2009), and socialization processes (Kim, 2008; Kim & Duff, 2012). Generation 1.5 immigrant parents and their second-generation children were also studied (Curd-Christian, 2009; Lu, 2001; Chung, 2006). There have also been studies conducted on Generation 1.5 immigrants that have returned to their countries of birth (Chiang 2011; Gmelch, 1980, Binaisa, 2011; Rivers, 2012; Bartley & Spoonley, 2008, Salaff et al., 2008; Fong, 2012; Trejos & Chiang, 2012) although this is an area that is still in need of more research.

Although there has been a surplus of research on Generation 1.5 immigrant learners pertaining to young learners, academic writing context, educational and non-educational settings, and socialization process in their host countries, not much research has been conducted on the relatively large group of 1.5 generation immigrants that have returned to their birth countries. According to Kim (2008) and Lee (2016), despite issues

of immigrants receiving much social attention and studies on 1.5 generation immigrants continuously increasing, the literature on Generation 1.5 immigrants that have returned to their home countries are only a handful. The lack of literature on Generation 1.5 immigrant returnees is regrettable considering how unique and distinct of a social group they are in the society today. According to Salaff et al. (2008), 1.5 generation immigrants think and behave differently, allowing them to contribute differently to their societies, social networks, and interpersonal relations. Bartley and Spoonley (2008) believe that “1.5 generation represents a particular group that deserves more attention” (p. 63). Ryer (2010), referring to the 1.5 generation immigrants as the ‘hyphenation’, states “these one-and-a-halfers are partial insiders in two distinct cultural worlds, and become translation artists, balancing their lives on the hyphen” (p. 74).

Further research can be beneficial not only for literature extension but for teachers that confront the evermore growing number of bicultural or bilingual students in their classrooms. By examining the process of these bicultural and perhaps bilingual Generation 1.5 immigrant learners’ learning process, teachers can get a glimpse of how they contribute to their classrooms. In return, teachers and researchers can implement or research teaching techniques and strategies accordingly. Again, many researchers emphasize how 1.5 generation immigrant learners are unique in the way they learn (Danico, 2004; Kim, 2008; Roberge, 2002). Therefore, they should be evaluated, assessed, and perceived differently from L1 and L2 learners.

The purpose of this case study is to explore the language use of Generation 1.5 immigrants that have returned to the countries of their birth. This research also seeks to explore different contextual factors that may contribute to the language behaviour of the returnees. There are three participants in the study. All were born in Korea, and have immigrated and returned from three different countries which are Togo, Philippines, and Canada. This study was carried out in South Korea for a duration of one year. The study seeks to answer the following research questions: What are the contextual factors that contribute to the language use of the 1.5 generation immigrant? What do they consider when making language choices? How does being a 1.5 generation immigrant influence the way they use their language in various domains?

## Chapter 2 Literature Review

This section of the chapter will examine relevant studies which will be organized into six sub-sections. The first part of the review will investigate young and adolescent Generation 1.5 immigrant learners. In the second portion, 1.5 generation immigrant learners above the

secondary education level in literacy contexts will be examined. From the third section onwards, studies reviewed will all be based on adults. Here, research studies that have considered Generation 1.5 immigrant parents and their children will first be examined. Next, learners in a more holistic academic setting and outside the educational context will be reviewed. Lastly, Generation 1.5 immigrants that have returned to their countries of birth will be investigated.

## 2.2 Review of Related Literature

### 2.2.1 Recognition of the 'In-between'

According to Danico (2004), a considerable amount of research since the 1960s has been devoted to issues of first-generation immigrants, specifically focusing on their social adjustment process, positions in the economy, and psychological development. Over time, these immigrants were differentiated from their children who were labeled as 'second-generation immigrants'. According to the Migration Policy Institute (2017), almost 17.8 million second-generation children are born into an immigrant family which is more than double the amount since the 1990s. This is estimated close to 25.5% of children in the United States. With the surge of the second-generation, a large amount of research began focusing on a well-rounded aspect of the socialization process of these second-generation immigrant children and adolescents. Unlike the first-generation parents that have ventured to countries like Canada and the United States to work, the second-generation children were born into these countries, later doing what any other natives of their countries would do. In the beginning, much of the research on this group focused on identity, ethnicity, and socialization within an educational context since the majority of the second-generation population were children at the time (Jo, 2002; Min & Hong, 2002).

However, as research on first- and second-generation increased, it did not for the 1.5 generation. Even though Generation 1.5 immigrants were considered a unique group, little empirical data and information about them were available. Fortunately, the increase of group of foreign-borns in academic settings compelled educators, researchers, and sociologists to consider the unique contributions of the 1.5 generation learners in the western society (Roberge, 2002). As attention on immigrants began to shift from first- and second-generation to 1.5 generation, the research literature on Generation 1.5 immigrants increased at a fast pace. In the initial stages of the literature growth, much of the studies pertaining to Generation 1.5 immigrant learners were focused on young learners and adolescents from kindergarten to high school. Thus, the research studies were dominantly held in educational contexts hence limited to school or classroom language learning. Some even involve local school teachers and staffs with 'recommending' students

for the data collection (Yeh et al., 2005).

### 2.2.2 K-12 Generation 1.5 Immigrant Learners

In one study, Mady (2014) examined 165 grade 6 French as a second official language (FSOL) students that were divided into three student groups: 1) monolingual native Canadians, 2) multilingual native Canadians, and 3) multilingual immigrants. As an outside observer, the researcher wanted to investigate factors that influence the learning of French and understand any differences in language use and processing among the three groups. The study revealed that the third group, multilingual immigrants (Generation 1.5s), outperformed in various areas such as language proficiency, motivation, attitude, metalinguistic awareness, and use of strategy. Although the author included qualitative measurements, the data was more or less collected quantitatively through proficiency test scores hence no separate references made on learners that showed deviation from the general consensus of the group. Questionnaires were based on the learners' background and classroom observations were to investigate the learners in whole groups rather than separately as individuals.

Yeh et al. (2005) conducted a qualitative research on 13 Korean high school immigrant students in the United States to analyze the contextual influence of identity formation of 1.5 generation learners. The main purpose of the study was to "understand the adjustment experiences of Korean immigrant youths and the process of how they negotiate various cultural value systems" (p. 178). The researchers individually interviewed the participants majorly asking open-ended questions and clarifying through follow-up questions only when responses were ambiguous. Participants answered to categories such as family, discriminations and stereotypes, identity, linguistic adjustment, peer relationships, academics, and life goals. The findings reveal that the 1.5 generation immigrant youth make a considerable amount of negotiations and adjustments in their language usage depending on the type of contextual situations they are in. However, unlike many of the other studies, the status of the researcher was obtrusive and explicitly made known to the participants. According to Nunan (2010), this could possibly have been a variable that may have affected the outcome of the study.

Yi (2009) on the other hand, rather than looking at larger groups like Mady (2014) and Yeh et al. (2005), looked specifically into only two cases of 1.5 generation adolescents for one academic year. He investigated the effects of transnationalism and transculture on the literacy development and identity formation of his subjects. Something unique to the method of data collection was that the author also tutored her participants for free in order to gain insight on how they behaved in an informal

academic setting (as tutor and tutee) – a limitation in both Mady (2014) and Yeh et al. (2005). The results showed that the students' use of language and their development of both Korean and English were highly affected by their view of language and cultural norms. While in their Korean community they felt the need to use Korean and be Korean, they found English to be more beneficial for them for their future. Concerning their identities, the author found that transnationalism and transculture play a pivotal role. The ways 1.5 generation learners think, behave, are motivated, learn, perceive language and themselves are completely different to monocultural monolinguals and monocultural bilinguals. Generation 1.5 learners are sensitive to context. They “hybridize and design their identities” (p. 119) around two languages and two cultures. However, the findings cannot be generalized for older learners such as the ones in the current study.

### 2.2.3 College-level Generation 1.5 Immigrant Learners Literacy

Studies on children could not suffice to explain the language learning and socialization process of older Generation 1.5 immigrant learners. The context and matters pertaining to the older learners above secondary education level were different to the academic environments of younger learners. Researchers began considering college-level learners specifically in their literacy skills. This is because, for the majority of the 1.5 generation immigrant students, they displayed weak literacy skills compared to their strong aural and oral abilities (Ferris, 2009; Reid, 2005). According to Singhal (2004), the foundational idea of 1.5 generation immigrant students was that their English acquisition is disproportionately imbalanced and incomplete hence having “limited proficiency in their first language and at the same time have not acquired the academic English necessary for the cognitive and linguistic demands of discipline-specific academic classes in English language institutions of higher learning” (p. 1). In order to understand this phenomenon, researchers sought to observe language learning behaviours, strategies, and use within the context of writing.

Doolan (2014), for example, studied college-level writing compositions of 149 Generation 1.5 learners by comparing them to 203 mainstream L1 learners and 55 L2 learners. He investigated similarities and differences in the writing styles between the three groups. He specifically examined three areas in the students' writing: holistic writing quality, errors, and linguistic development. The results show a significant difference between the generation 1.5 and second language learners in terms of grammar while with L1 students, the major difference was writing styles. For the 1.5 generation students, their writing typically resembled their home first language.

This study reveals how 1.5 generation students have a unique way of writing that is influenced by their home languages. However, Doolan (2014) did not further explore why students choose to rely on home language forms in English writing contexts.

Singhal (2004) also investigated writing compositions of college-level 1.5 generation learners. He desired to research how teachers can provide appropriate, effective, and pedagogically sound instructions for 1.5 generation learners. The subjects she observed were Generation 1.5 students in college writing courses in the U.S. A large portion of her findings are directed towards telling teachers how they can implement the findings into their classrooms with their own 1.5 generation learners. Like Doolan (2014), Singhal (ibid.) earlier on found that there are stylistic differences in the way 1.5 generation learners perform in various tasks in the classroom – not just in writing. However, this study simply looks at 1.5 generation learners' stylistic differences in learning compared to mainstream and ESL learners rather than considering them separately. In order to examine closely, looking into Generation 1.5s as an individual group, apart from making comparisons with other groups is necessary.

Thonus (2003) on the other hand considered 1.5 generation immigrant learners as “second-language writers” (p. 17). Within this category, there are three types of L2 writers: EFL writers, ESL writers, and Generation 1.5 writers. She observed college students in a college writing center as well as tutored some of them. Her findings reveal differences and similarities in the compositions of 1.5 generation learners from both mainstream L1 learners and the ESL writers group. However, the author emphasizes that Generation 1.5 learners themselves renounce the ‘ESL’ or ‘foreign’ label and have “obscured their status as English language learners” (p. 17). This may be the reason for being neglected by writing researchers and specialists that study writings of non-native speakers of English as well as those that study writings of native speakers of English. Here, the author reveals a clear confusion in identity developments of Generation 1.5 learners which necessitate deeper analysis in their identity development. The findings from this study make futuristic implications for literature to deal with 1.5 generation learners' perception of themselves and how they form their identities.

As technology expanded, research opportunities expanded as well. Taking advantage of this, Bloch (2007) conducted a case study by examining the blogging of a 1.5 generation immigrant student from Somalia. The study focuses on ways to contribute to the improvement and development of 1.5 generation learners' writing by exploring the strengths and weaknesses of the student's personal blogging. As the author claims, blogging is a form of personal self-expression where writers can be

their most natural self in a virtual world. Through the student's blogging, the author observed the unique use of negotiation of meanings and strategies different from his other non-1.5 generation immigrant students. In addition, while other studies lacked data in addressing issues of identity, culture, and socialization of these learners, Bloch (2007) was able to see a glimpse of how such factors affect the language use and behaviour of his 1.5 generation student.

In his study, Marshall (2010) found that his 1.5 generation participants battled with facing difficulties in English classes and written examinations. In this study, the author gathered his data from a two-year study. He conducted a mass survey in which 977 students that were taking the Academic Literacy Course (ALC) responded. He then interviewed 18 students in groups or individually, according to the students' preferences. The background of these students is that they have attended middle and secondary schools in Canada and speak English fluently, but fail to perform in the required academic levels after entering university. Thus, they are required to enroll in a special class, ALC. Among the students, ALC is seen as an ESL class in university and students oftentimes enroll in the course due to their low scores in English courses. Generation 1.5 students face great difficulties and moments of 'holding back pride' (p. 41) as they feel a sense of betrayal from the school and themselves in their Canadian identities. Marshall (ibid.) confronts this matter by describing the situation like this:

*Despite bringing a diverse and rich range of languages and cultures to the university, multilingual students are regularly confronted with a deficit 'remedial ESL' identity which positions their presence in the university as a problem to be fixed rather than an asset to be welcomed.*

Many 1.5 generation students have expressed their confusion and lack of understanding towards such situation. While they feel that they have acculturated well into the Canadian culture, they still feel a barrier when their language use is considered different and even wrong when compared to 'native' English speakers.

While studying literacy development and English performance levels of 1.5 generation learners shed some light into understanding how different they are in academic settings, the answer to why they are the way they are still remain as a question. Findings from observing Generation 1.5 learners' language learning behaviours were limited to contexts where they were being compared with L1 learners and L2 ESL students rather than being examined separately. As for studies like Marshall (ibid) the issue of equal assessment is also subtly elicited. Thus, researchers sought out for answers and delve deeper through case studies and taking more of an

ethnographic approach in observing Generation 1.5 immigrant learners above the secondary education level, outside the educational context.

#### 2.2.4 Generation 1.5 Immigrant Parents and Family Units

Lu (2001) conducted an ethnographic study on 35 Generation 1.5 immigrant parents of 35 immigrant students that attended a branch of the United Xilin Chinese School in Chicago (language school on Sundays). Her findings reveal the parents' strong patriotism and passion to maintain the use of Chinese for their children. However, a great flaw in the study is that the data is in the perspective of the parents, not the children. While the parents have their viewpoints on the language development and dual identities of their children, the possibility that the children may perceive things differently is too great to ignore.

Unlike Lu (2001), the ethnographic study in Québec, Canada conducted by Curdt-Christiansen (2009) investigated the language use of 10 Chinese immigrant families (both parents and children) in their English, Chinese, and French. The findings reveal that the language use of the children and parents were heavily influenced by the Chinese cultural norms. Whether a participant was born in China (parents) or in Canada (children), perception and beliefs of their language behaviour were based on the parental language ideologies. However, the language patterns and choices of the children when it comes to their education and social life outside their home context differed greatly from their parents. The author concludes that this may be the result of deeper acculturation for the second-generation children to the western culture while the 1.5 generation immigrant parents held firmer to traditional Chinese beliefs.

Different from the studies aforementioned, Chung (2006) conducted a case study and investigated code-switching behaviours of her own Korean-American family. Her participating family members consisted of her first-generation husband, her 1.5 generation daughter, and her second-generation son. Although the researcher was not involved in the data collection as a participant, the author was also a 1.5 generation immigrant. In addition, the researcher played a pivotal role in the language choices made by the participants since interlocutor was a factor that contributed to each of the participants' language behaviours. The findings reveal that factors such as interlocutor, topic of conversation, and domains influence the language choice. In addition, while the first-generation father preferred Korean and the second-generation son barely spoke Korean, the 1.5 generation daughter displayed a greater flexible use of the two languages.

Studies of both 1.5 generation immigrant parents and children gave insight to the uniqueness of the group beyond academic settings. In addition, the nature of ethnographic studies allowed for a comprehensive understanding beyond a limited time frame and classroom context. However, one of the bigger group of Generation 1.5 immigrant learners are not the young learners or the parents but the group of learners above the secondary education level in colleges/universities and workplaces. The literature on 1.5 generation immigrants have yet to investigate older 1.5 generation adults and their language use in diverse contexts.

### 2.2.5 Beyond Educational Context

Within an education context, Heo et al. (2012) conducted a research on 104 generation 1.5 Korean immigrant students. The authors used an exploratory technique, analyzing the types of language learning strategies used. The study reveals a major flaw in the strategy inventory for language learning (SILL) measurement because the 1.5 generation students did not use the strategies claimed by the measurement. The results show that the students apply what is best described as “general language learning strategies” (p. 241) rather than the strategies mentioned by SILL. To measure such a unique group as the 1.5 generation students, the authors believe that a revised measurement or another measurement is needed. Such a study as this revealed flaws in the current measurement and evaluation of 1.5 generation learners. While they had strong oral abilities in English compared to regular ESL students, their repertoire still did not resemble L1 learners. Studies that looked beyond the academic settings to understand the 1.5 generation immigrant learners were in dire need.

Kim et al. (2003) also found it necessary to investigate the cultural experiences of Generation 1.5 immigrant learners outside of their formal educational environment. To do this, the authors specifically examined 10 Asian American university students by identifying four domains: preimmigration experiences, acculturation and enculturation experiences, intercultural relationship, and support systems. The results showed that Generation 1.5 immigrant learners experience both attachment and detachment from their home country cultures while at the same time experience attachment and detachment from the Western culture. As the authors claim, it is not about an ‘either or’ but more a ‘both’ when it comes to their experiences as a Generation 1.5 learner. More and more, researchers began to notice the importance of various contextual influences on the 1.5 generation learners.

Lao and Lee (2009) also investigated seven Khmer 1.5 generation students living in America by considering different cultural influences and values of these students.

The authors examined the usage, perception, and experience of speaking Khmer (heritage language) and English in and out of the participants’ homes. The findings reveal a rapid attrition in the usage of Khmer with the 1.5 generation and this is largely due to the low social, political, and cultural value of Khmer. Participants feel that English is an opportune language, while it is “awkward and useless” (p. 9) speaking Khmer outside of their home. The study shows how the worth of the language socially is a contributing factor to the choice of language use for English and Khmer. Many of the participants also willingly chose to assimilate to the American culture to fully become a part of what is more beneficial. The study discussed the language choice and maintenance of Khmer but lacked details in explaining the reason and process for their choices.

The author also understood very well the lack of literature on learners at the college level beyond just an educational context. Thus, she conducted a case study on seven 1.5 generation university students in Canada to observe her subjects both in and out of the school setting. The author wanted to answer questions in relation to the contributing contextual factors that influenced the language use and behaviour, socialization process, and perception of 1.5 generation learners. The study revealed that the students’ language behaviour and choice, and identities reflect cultural norms, not just of one culture but of both Korean and Canadian cultures. Kim (2008) argues that Generation 1.5 learners should not be categorized as either ‘native speakers’ of one language nor ESL learners. They are a “pioneering generation” (p. 182) and a new set of learner group that is different from preexisting learner groups.

The authors also took two Generation 1.5 learners from Kim’s original 2008 study (Kim, 2008). This study was a longitudinal case study that examined the socialization process, identity in language learning and use, and contextual factors that surround the two Generation 1.5 learners. This study again showed a strong relationship between language and identity that is embedded in both Korean and Canadian cultures. Kim and Duff (2012) were also able to validate the patterns of use, the perception of the participants, and future implications for studying the participants for an extended period (from high school to university), something that was not revealed through the Kim (ibid) study. However, what lacks in all the aforementioned studies are 1.5 generation immigrants that are not ‘learners’ or ‘student-status’ anymore and have returned back to their countries of birth. The following studies below, albeit few, have looked into this matter.

### 2.2.6 Reverse Migration

Chiang (2011) examined the “floating population” (p.

91) which consists of Generation 1.5 immigrants that have emigrated to another country at a young age in the 1980s and 1990s but have returned to their country of birth. In this study, 25 returning 1.5 Generation immigrants are investigated. The author considers various cultural factors in analyzing her 25 subjects. Through qualitative research methods, Chiang (*ibid*) prioritizes understanding their experiences prior to returning and their reasons for the return. Findings reveal that the reason of return is predominantly due to lack of stability, difficult financial situations, parents' language barrier, and homesickness. Although this study examines their reason of return, it does not discuss their adjustment process and their socialization process upon their return.

Gmelch (1980) also reported immigrants that have returned to the Caribbean from their host countries. Although emotionally they were more attached to the countries they have emigrated to, their reality did not allow for them to stay. Many returned reluctantly due to issues with money, citizenship, and jobs. Yet again, much of the research studies pertaining to returned Generation 1.5 immigrants is limited to their experiences in their host countries as well as their reason or cause of return. Studies that consider the socialization process or factors such as reverse acculturation and culture shock, language choice and use, identity upon their return lack deeper investigation (Kim, 2008).

Binaisa (2011) also conducted a study on first generation, second-generation, and 1.5 generation Ugandan immigrants in Britain by comparing their responses to the way they look at their past, current, and potential residency. Like Gmelch's (1980) study, many of the first-generation Ugandans were not immigrants but refugees. Thus, they came to Britain seeking peace and hope, but still had a sense of having to leave their 'real homes' undesiring and unwillingly. Many of them ran away from poverty and hostility in order to provide their children a safe home. The second-generation immigrants grew up and were mostly able to attain citizenships in Britain. While the first-generation express feelings of homesickness, the second-generation immigrants "consider home, the place of birth, Britain" (p. 519). However, stuck in the middle are many 1.5 generation immigrants. While they feel the pull to go back to their homeland, they also understand the difference in lifestyles as Uganda would not provide them a safe and pleasurable life.

In a study that examined transnational ties made by newly arriving, 1.5 generation, and second-generation immigrants, Rivers (2012) found more differences than similarities amongst the three groups in terms of their affiliation towards their home countries. In this study, 30 participants from ages 18-24 were involved. The researcher used questionnaires, structured interviews, and

group interviews to understand the participants' perception of their ties to their home countries. Findings can be described through using a continuum. While newly arrived participants planned on living in their home countries after their short-term visits in the USA, second-generation participants only expressed an interest in traveling and giving back to Africa in a charitable manner rather than out of curiosity or affection. The 1.5 generation immigrants, however, displayed a fluidity in their current lives as they often traveled back and forth. Unlike the newly arrived group and first-generation, they expressed their affection towards Africa in relation to their identities and belongingness.

Like Rivers (*ibid.*), Bartley and Spoonley (2008) investigated the topic of intergenerational transnationalism of 1.5 generation Asian immigrants in New Zealand. Specifically, they sought to see the difference of 1.5 generation and first-generation immigrants in the ways they keep ties with their home countries. The authors conducted a survey on 121 secondary school students in Auckland, New Zealand. Out of the 121 students, eight students were interviewed in groups and four students were interviewed individually. The authors wanted the focus of the research to be "exploring the experiences and perceptions of this (1.5 generation immigrants) special class of migrants in New Zealand" (p. 70). Findings show the increasing phenomenon of 1.5 generation immigrants "moving through transnational social spaces" (p. 80) as they are able to move freely back and forth without issues in language or culture. However, the authors have found that more negative affections have formed as many 1.5 generation immigrants often felt displaced, not belonging, or 'in-between' but not at one place. According to the authors, it may also be these negative perceptions towards their own identities that some of the participants have expressed the desire to permanently reside in one place rather than to move around.

In examining 24 transnational 1.5 generation immigrant adults from Canada, Salaff et al. (2008) investigated factors that contributes to their residency decisions. The authors outline the factors as 1) Formal Institutional factors: economical influence, labour markets, and future careers, 2) Social Relation factors: family, social networks, and other organizations, and 3) Identity: their own idea of home and belonging to place. The findings reveal a more flexible movement between Hong Kong and Canada as these 1.5 generation adults have not only a more open-minded cultural view of being transnational but also have opportunities laid out for them. Data shows how out of the three factors; Social Relation seems to play the most influential role in determining their choice of moving. Due to their bicultural and bilingual backgrounds, they are able to associate with various cultural groups in both Hong Kong and Canada. Many of

the participants predict a continual transaction between their two homes and see this as more beneficial for themselves and their communities (referring to 1.5 generation group).

Similar to Salaff et al. (*ibid.*), Fong (2012) also conducted a study on 1.5 generation immigrants from Hong Kong living in Canada that maintained a close contact with their home countries while living abroad. The researcher examined the participants' decisions to move or stay and the factors that they considered when making these choices. Findings reveal that the most popular reason for moving back is economic benefits back at home. Many of the participants believed that having lived abroad serves as an advantageous experience in many Asian countries such as Hong Kong. Also, their background of being educated in Canada can help them increase financial gains that can never be achieved if they stay in Canada. Another popular reason is due to the lack of ability in culturally and socially adjusting in their host countries. Participants also mention how they feel as though they do not fully belong in Canada and are curious as to how Hong Kong would be if they were to move permanently. Many participants express that although they feel Canadian, they are not Canadian simultaneously.

While many studies have considered participants from English dominant countries and have been conducted and written out in countries like the USA, Canada, New Zealand, and Australia, Trejos and Chiang (2012) investigated Taiwanese 1.5 generation immigrants from Argentina. In this study, there were 18 participants in the work force that chose to move back to Taiwan. While their reasons for moving back to their home countries were similar to other studies (better job opportunities, social networks and connections, family etc.), some other reasons included cultural and social factors. For example, it is still considered taboo and inappropriate for Asians to marry non-Asians. The authors interviewed participants, especially women, that have expressed their willingness to marry anyone they wish, but due to their parents' disapproval, they choose to return to Taiwan and find a spouse there. Political factors include the lack of job availabilities for non-Argentine citizenship holders in Argentina. Since many of the 1.5 generation immigrants held Taiwanese citizenships, they face limits in Argentina working as a 'foreigner' though they have lived in Argentina for a long time.

### 2.3 Chapter Summary

This chapter reviewed studies on Generation 1.5 immigrants. In the initial stages and even now, studies on young learners and adolescents were prevalent (Mady 2014; Yeh et al., 2005; Yi, 2009). Researchers began looking into performances of Generation 1.5 learners and saw a stark contrast in their literacy levels when

compared to L1 and L2 learners. In particular, many researchers focused on academic writing compositions (Doolan, 2015; Singhal, 2004; Thonus, 2003) or English courses that measured students through writing examinations (Marshall, 2010) while one study extended the writing context to the virtual world through blogging (Bloch, 2007). However, due to the context being limited to educational settings, other researchers considered the need for more holistic research. Thus, language learning strategies (Heo et al., 2012), cultural experiences and influences (Kim et al., 2003; Lao & Lee, 2009), and socialization processes and its effect on perception, identity, language use, and behaviour (Kim, 2008; Kim & Duff, 2012) were examined. Others have examined family units, particularly parent 1.5 generation immigrants and their view of culture and language for themselves and their children (Curdt-Christiansen, 2009; Chung, 2006; Lu, 2001).

Nonetheless, absent from the plethora of studies is the language use specifically of Generation 1.5s that have returned to their home countries. Kim (2008) states that research on the follow-up life of returnee students have yet to become a popular research domain. Bartley and Spoonley (2008) also exhort more researchers to consider 1.5 generation immigrants as they "represent a particular group that deserves more attention in the migration and transnationalism literature" (p. 63). Literature on returnee 1.5 generation immigrants has been increasing and more research has been conducted looking into this matter (Chiang 2011; Gmelch, 1980; Rivers, 2012; Bartley & Spoonley, 2008; Salaff et al., 2008; Fong, 2012, Trejos & Chiang, 2012), but examining Generation 1.5 immigrants that have returned from their host countries to their home countries is worth deeper and greater investigation. In addition, Fong (2012) points out that many studies are conducted and published in English in the host countries rather than the home countries.

For this reason, this study seeks to understand language use of 1.5 generation immigrant subjects that identify themselves as 1.5 generation immigrants and have returned to their countries of birth. While many studies have looked at young learners in school settings, the participants of this study are above university level, all working in their respective fields. In addition, rather than to analyze their literacy or a single aspect of their lives, the study seeks to explore the lives of 1.5 generation immigrant returnees holistically, especially in the way they use language in their everyday lives. This study will examine three cases of Generation 1.5 returnees in Seoul, South Korea that have live in Canada, Togo, and the Philippines. It will be carried out for a year.

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# Giving effective feedback to increase student engagement in group writing tasks: An Action Research Study

Kim Ji Sun, Wie Jin, Shin Hye Won

Practicum

## Abstract

*The purpose of this action research was to give effective feedback to increase student engagement in group writing tasks in an undergraduate writing course at Sookmyung Women's University. The class was taught by a group of eight graduate students who observed that giving effective feedback was an area of main concern due to a number of factors including drawing students' active participation in the task, task completion through effective time management, and clarity of task instructions. In order to address this issue, a series of intervention strategies were implemented, which were: (1) giving feedback about reading and writing assignments, (2) giving checklists to students and facilitators during activities, and (3) collecting students' survey and text messages after class. The interventions were carried out over a period of five weeks and data was collected after the Thursday class of each week. The findings of this action research revealed the positive correlation between the overall feedback intervention completion rate and students' level of class satisfaction as well as the level of their participation in the class.*

## 1. Introduction

The English in action writing class takes place in a TBLT setting. It is a truly student-centered class which focuses on helping students build their global English writing competence through a range of different tasks created specifically for the students. For the most part, the class involves the students in a variety of tasks focused on meaning and purpose. In addition, the class employs a flexible-grouping approach throughout the semester, which means that students will be engaged with their peers and special group leaders. Therefore, in this class the students generate large amounts of language that is closely monitored, with helpful feedback provided.

## 2. Research question

How can we give students feedback more effectively to help them actively engage in group writing tasks?

## 3. Rationale

According to Larsen-Freeman, D., and Anderson, M. (2013), the goal of teachers who use TBLT is to facilitate students' language learning by engaging them in a variety of tasks that have clear outcomes. We believe a facilitator is a person who assists a group of people in understanding their common objectives and in planning how to achieve them. When we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher should not seek to wholly control the activities of the learners. The teacher should grant the learners some space to let out their creativity and innovation. In other words, the learners must get involved and actively participate in tasks involving argumentative discussions and teamwork activities. In this way, the process of learning becomes comprehensive.

Since this class provides various group writing activities, we expect that students can improve their English

writing skills through working with their group members in activities such as brainstorming and discussions. Additionally, through the results of a student needs analysis, we discovered that they also expected and showed a preference for various group activities such as discussions and brainstorming in this class. Therefore, the teacher's role as a facilitator in this class should be connected to managing students' group work by effectively engaging them in group tasks. To play the role of a facilitator successfully in class, we focused on how to give students feedback effectively. Also, through the writing assignment in the first week, we discovered that students wanted to get effective "feedback" from this class to enhance their English writing

- The first week writing assignment by one of our students in English in Action Writing -

보낸사람  임예영<newlife0421@naver.com>

**It's Yeyoung!**  
2017-09-12 (화) 17:40:57  

Dear, Van Professor.

Hello, I'm Yeyoung. I'm grateful to participate in English in Action class.

I'll tell you about my expectation of this class and thought of my English writing.

First, I like your or big sister's feedbacks. I would be able to get much idea and fix my words. So, please give me unstinting advice.

And, I'd like to speak or write English many times. It's fun and helpful to have lots of team works with my classmates in this class. Before, I'm not confident with express words because my nonfluent English skill. But now, I'll try to speak much words.

Besides, I think my writing skill is not very much good. I think I'm good in making short sentences but I'm not good at making long paragraphs. Sometimes, I couldn't come up some words that I knew, also my vocabulary capacity is not very great. So I can't write very fluent sentences or paragraphs. So I'll try to improve my vocabulary and expressions.

However, we observed that we, the facilitators, sometimes don't have enough time to give students feedback during group activities since we are all in a rush to complete the tasks within the time limits.

*"I was supposed to facilitate and guide my students as a group leader, but I think I dominated our group work. They were not active and they seemed to beat around the bush. Though we were running out of time, they hadn't even decided on our team name. So, I just chose our group name and designed the poster. They just drew pictures. I think I need more patience to wait for them to reach their outcome, though it's not a satisfactory and desired outcome."*

- Reflections from HW week 1-

In this sense, facilitators also feel difficulty in eliciting active participation from group members, as well as deciding when to intervene in students' discussions to give them advice and appropriate scaffolding during tasks. Here are examples of weekly reflections from facilitators.

*"... I had no idea about the new group members, so I couldn't intervene or give feedback. I also didn't know how much Rino needed our help. So, I gave her a lot of time to write by herself. I thought I could intervene after she wrote the first draft. But, I was too late. She was in trouble."*

- Reflections from JH week 4-

*"Although the classes went well overall, I observed that we still needed more specific and effective strategies for giving directions and giving feedback to students in class. .... Another issue is always related to giving feedback to students in class. Also, I can say that it is related to why we, the facilitators, are here in class. Through four weeks of classes so far, I have observed that we need more specific and effective strategies for giving feedback since we are all aware of the importance of feedback as facilitators in class. If we don't make any strategies for this, we cannot participate in class actively, spontaneously and make our position firm. As we all know, our position is technically between a teacher and students so sometimes it is difficult for us to find what to do in class. In this sense, my question here is how we can give students feedback more effectively to help them actively engage in group writing tasks."*

- Reflections from JS week 4-

According to some of the weekly reflections above, we can figure out that the main difficulties which most facilitators encountered are related to how to give students feedback effectively during group writing activities.

#### 4. Intervention Plans

Basically, our action research goal is to help students actively engage in group writing tasks by giving them effective feedback. For this, we would like to include all the relevant feedback in the pre-lesson, during-the-lesson, and post-lesson as our interventions. Based on our overarching feedback interventions, we expect that the role of facilitators will be enhanced, so that we can encourage students to actively participate in the in-class tasks and thereby improve their writing skills. According to Vigil and Oller (1976), a positive affective response is imperative for the learner's desire to continue attempts to communicate. Cognitive feedback then determines the degree of internalization. Negative or neutral feedback in the cognitive dimension will, with the prerequisite positive feedback, encourage learners to try again, to restate, to reformulate, or to draw a different hypothesis about a rule. Positive feedback in the cognitive dimension will potentially result in reinforcement of the forms used and a conclusion on the part of learners that their speech is well-informed. Vigil and Oller (1976) also suggest that the task of the teacher is to discern the optimal tension between positive and negative cognitive feedback: Providing enough green lights to encourage continued communication, but not so many that crucial errors go unnoticed, and providing enough red lights to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak at all. We can recognize that giving students effective feedback plays a crucial role in helping them achieve their language learning goals, and more specifically build their global English writing competence in this class. Thus, we would like to implement all the relevant feedback in our class as our interventions.

### 1) Feedback about reading and writing assignments

Reading and writing assignments are very important for students to prepare for and review the lessons. Also, well-prepared assignments are helpful for students to engage more in the relevant activities in class. Therefore, we would like to implement our intervention for giving feedback about reading and writing assignments as follows:

#### Current situation:

On Tuesday- Students are supposed to hand in their writing assignment provided in the previous week and also, they are supposed to bring their present week's reading assignment as their reference for the lesson.

On Thursday- The professor gives students back their writing assignments with comments and the students hand in the present week's reading assignment. For reading assignments, class leaders of the present week post up the answers on the homework answer board after the

lesson.

#### Our intervention plan:

On Tuesday- A facilitator in each group will check up the previous week's reading assignment with their students such as whether the students checked the assignment answer board to get the right answers or whether there is any difficulty or questions related to the reading assignment answers. Class leaders will do a comprehension check of this week's reading assignment, asking a couple of questions at the beginning of the lesson because the reading assignment is important to help students to engage in the activities in class.

On Thursday-Each group facilitator will communicate with their students about the last week's writing assignment based on the professor's comments.

### 2) Checklist for students and facilitators during activities

As we have discussed through our reflections, the role of facilitators is quite important. However, facilitators sometimes don't know what to do or how to communicate with our students effectively, especially during activities. Therefore, we would like to give them some kind of specific and effective tools they can use during activities for their effective communication with students such as a checklist for students as well as checklist for facilitators.

#### Current situation:

We don't use any checklist for students and facilitators. Facilitators only write reflections about good points and some areas for improvement for the classes we have done each week. Also, we comment on how to manage the next class more effectively and how to facilitate activities better next time.

#### Our intervention plan:

Checklist for students- Each facilitator will observe how their students are doing during activities and check several elements such as vocab/grammar, organization of writing, and participation in activities, etc. based on a checklist. After class, each facilitator will give their students a checklist sheet about their performance as feedback.

Checklist for facilitators-Each facilitator will check several elements about whether he/she gives students appropriate feedback during activities, specifically for vocab/grammar related feedback, organization of writing related feedback, and feedback related to leading students' active participation in activities.

### 3) Surveys & text messages from students after class

Receiving feedback from students is also important as much as giving feedback. It helps teachers prepare for and monitor their next lesson more effectively. Therefore, we would like to employ student surveys each week and their text message feedback as our intervention.

#### Current situation:

Each facilitator sends text messages to their students to remind them of assignments.

#### Our intervention plan:

After Thursday class, facilitators will get some general feedback about the present week's class from students such as whether the class was helpful or not and whether there are any comments. If facilitators get some special issues from students' feedback, then they will report it to the class leader.

## 5. Data collection

### 1) Checklists for class leaders, facilitators (see Appendix A, B and C)

After the Thursday class each week, class leaders and facilitators will fill in the checklists to confirm whether they gave appropriate feedback to the students in that week. There are three types of checklists. Class leaders will use appendix A and facilitators will use appendix B and C.

### 2) Checklists for students – Students' survey (see Appendix D)

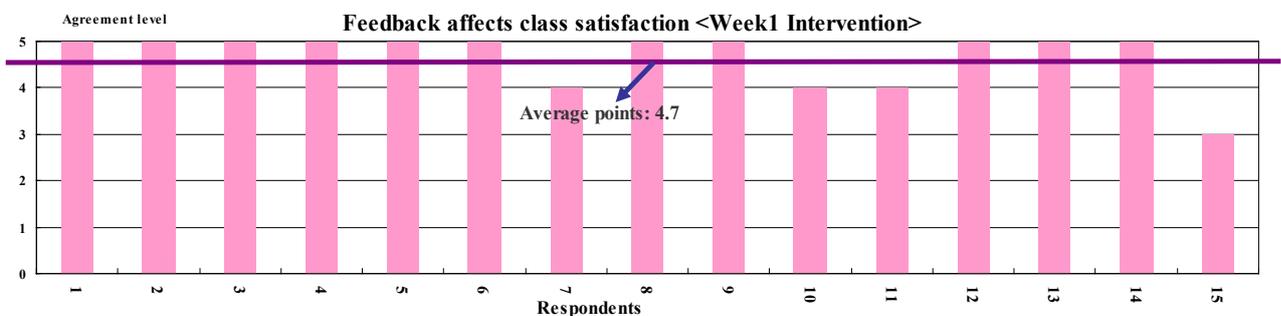
After the Thursday class each week, we will collect students' checklists to see how our interventions are helpful based on the analysis of correlation between the rate of giving feedback completion by facilitators and students' level of satisfaction with the class.

## 6. Result from checklists and student surveys

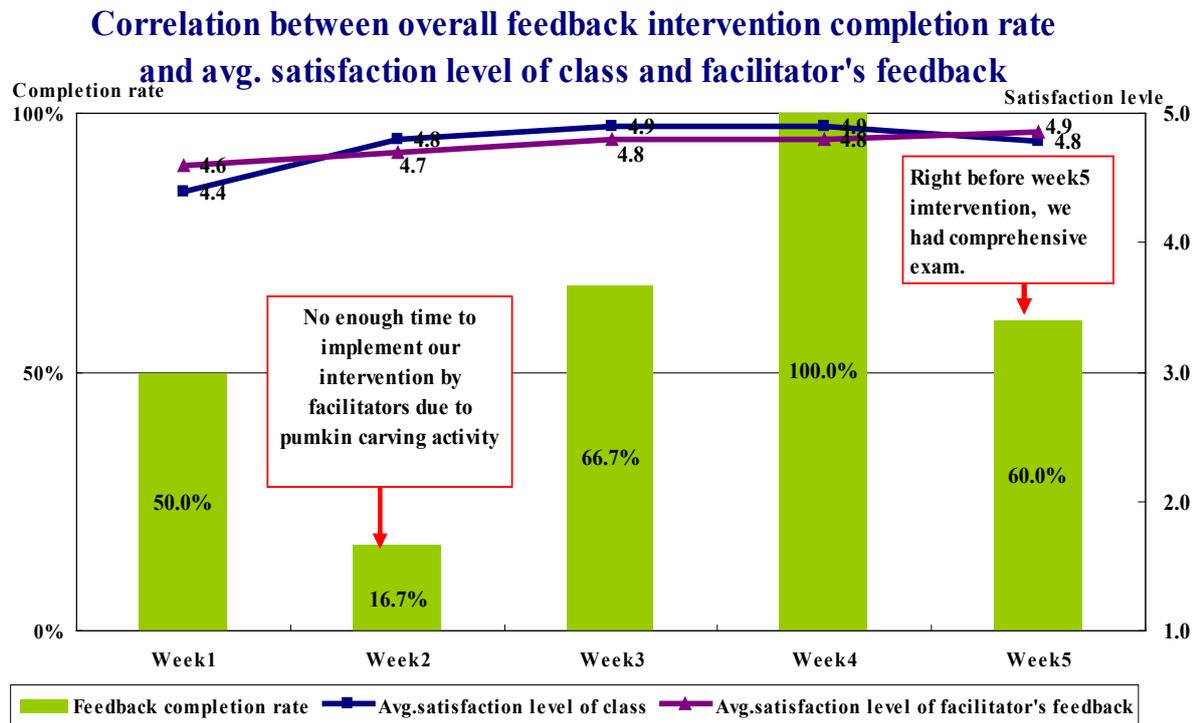
### 1) Overview of the research results based on the correlation of feedback intervention and student satisfaction.

#### Rationale of checking class satisfaction by students.

The survey results show that the average agreement level of the statement that feedback by facilitators affects class satisfaction is 4.7 out of 5. (5 points: strongly agree, 3 points: so-so, 1 point: strongly disagree). In addition, 14 out of 15 students who submitted survey sheets showed a positive correlation between feedback from facilitators and class satisfaction. Therefore, we decided to track the weekly data on "Overall student satisfaction level" each week based on student surveys.



### Correlation analysis of feedback checklists and student surveys



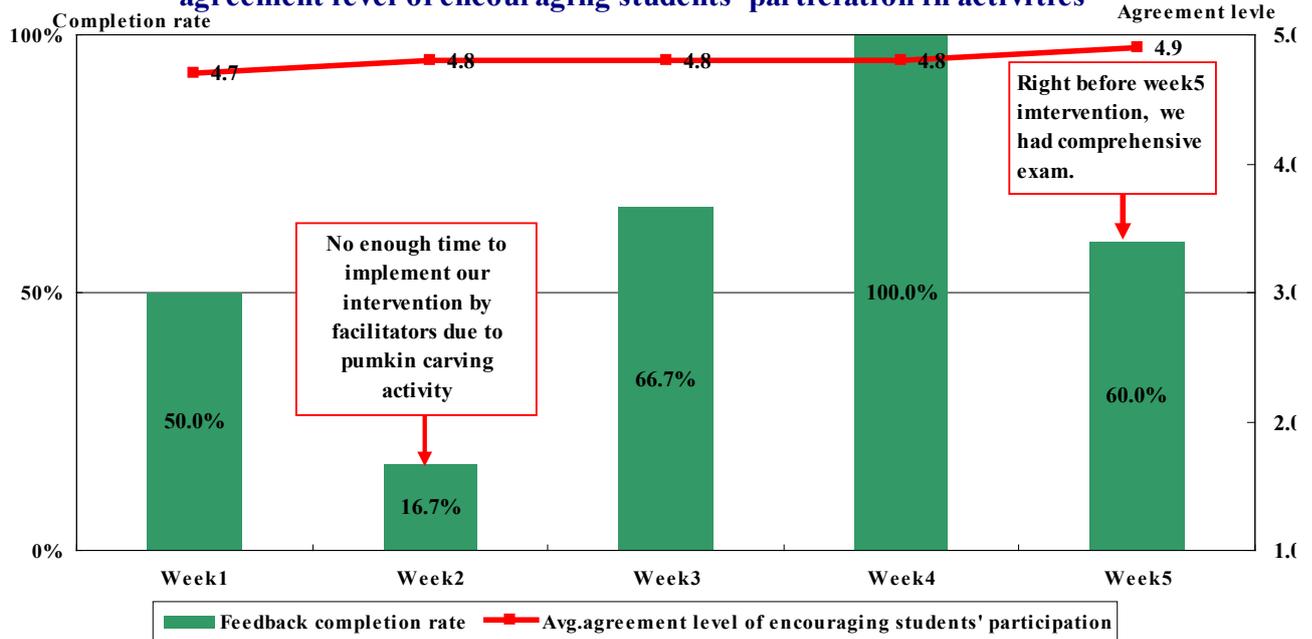
Overall, the facilitators' intervention completion rate increased over the last five weeks. Accordingly, students' satisfaction level about class as well as facilitator's feedback also increased. As we can refer to the rationale of correlation between feedback from facilitators and students' class satisfaction, we can say that the facilitators' intervention on giving feedback to students affected students' class satisfaction. More specifically, the facilitators' intervention on giving feedback to students contributed to students' class satisfaction. However, as we can see the graph above, though the feedback completion rate dropped drastically due to the time constraint in the pumpkin carving activity in week 2, students' overall satisfaction level about the class itself and the facilitators' feedback increased. There might be two possible factors involved in this result. That is, for the overall class satisfaction, pumpkin carving itself was a fun activity for students which led to their greater satisfaction with the class in general. Also, though we didn't have enough time to complete written feedback sheets, there was active communication and verbal feedback while making Jack- O' lanterns. There is a high possibility that verbal feedback took the place of written feedback, which eventually results in students' greater satisfaction level with the feedback from facilitators.

As the facilitators' intervention completion rate increased, the students' agreement level of encouraging their participation in activities is also increased. It is evident that facilitators were more motivated to give feedback to the students since the data shows that the rate of feedback completion in week 4 was two times higher than that of week 2. Based on this result, we can say that facilitators came to realize the importance of giving feedback to their students and their feedback, in effect, played an important role in encouraging students' participation in activities. We can see evidence of this in the weekly reflection below:

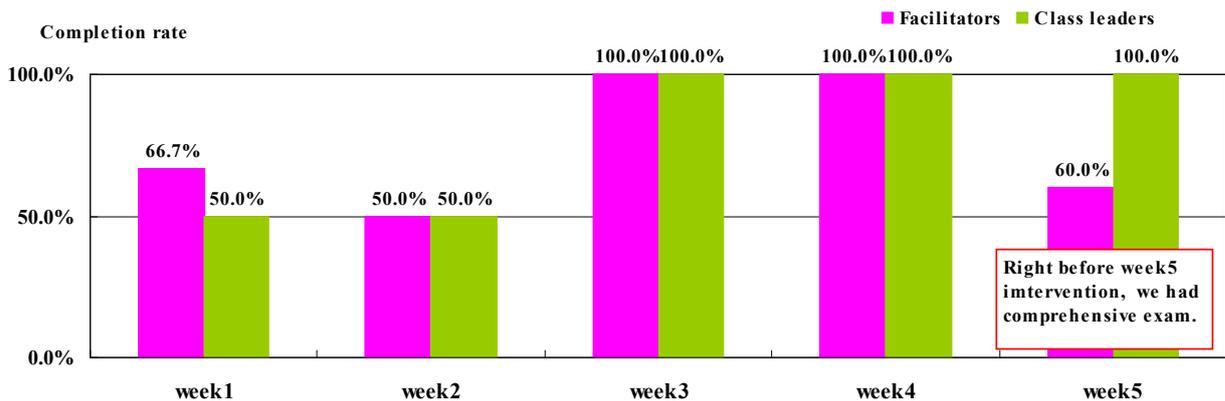
*This week as a facilitator I was satisfied with our group work process and my students' participation. There were some factors that contributed to the success of our group work. ... Another factor was good communication between my students and me. I think I succeeded in building up enough rapport with them. I sent them text messages about what they had to do to be prepared for the next class and they responded to my messages. Thanks to this kind of exchange, they were well prepared for the Thursday class and so actively participated in the task. Since they already had an idea about what they would write, time management was also successful.*

*-from HW, October 22nd, 2017-*

### Correlation between overall feedback intervention completion rate and avg. agreement level of encouraging students' participation in activities



### Checking up reading and writing assignments



The rate of giving feedback on students' reading and writing assignments increased drastically in the latter half of intervention period; week 3 and week 4. This was because facilitators as well as class leaders came to recognize the importance of assignments as the class is preceded. We can notice this from facilitators' weekly reflections:

*"I once more recognized the importance of reading assignments this week. Reading assignments not only offer students scaffolding for the challenging activity but they also motivate them to actively participate in the task by giving them confidence. Before Tuesday class, through text messages, I asked my students to go over the reading assignment of the week, especially the vocabulary for the in-class activity. Then, I found out that one of my students, who is actually below average level in English in Action Writing class, got the right answers in a cross-word puzzle activity and even*

*gave some clues to the more advanced group members. I was really surprised at her outstanding performance and I gave her positive affective feedback, from which she seemed to build up more confidence in her English competence. She said that she could complete the puzzle because she went over her reading homework before class."*

*-from HW, November 27th, 2017 -*

*"Another factor was good communication between my students and me. I think I succeeded in building a good rapport with them. I sent them text messages about what they had to be prepared for in the next class and they sent replies to my messages. Thanks to this kind of exchange, they were well prepared for the Thursday class and thereby actively participated in the task. Since they already had an idea about what they would write, time management was also successful."*

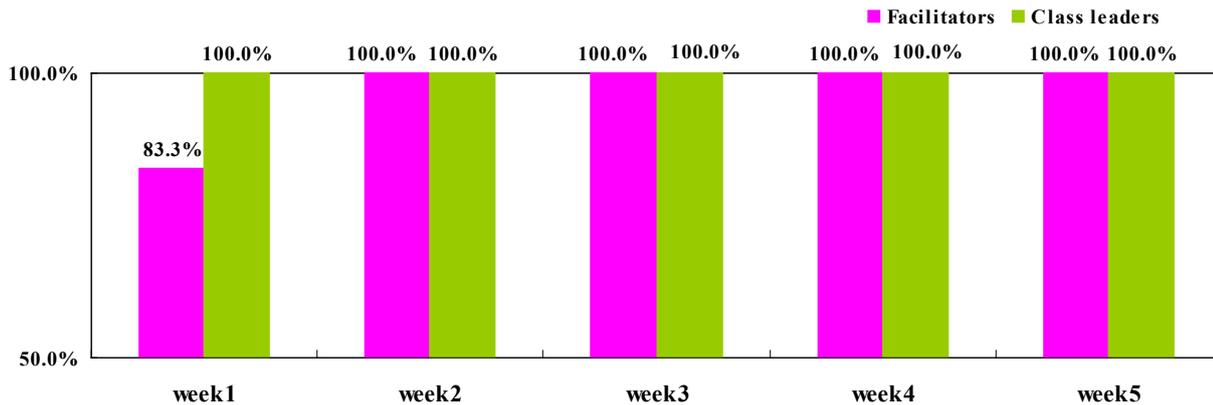
*-from HW, October 22nd, 2017-*

*“Regarding the issue of making students use their reading assignment during activities, I felt that it somehow helped students recall the importance of reading homework as their preparation for the lesson. I believe if students prepare their reading assignment well, then they can write more effectively during the class and engage in the activities more actively.”*

- from JS, October 21st, 2017 -

Based on the reflections and data above, we can recognize that feedback on students’ reading and writing assignments can lead to their active involvement in their activity and thereby bring about better performances.

### Guiding all members to follow the right track during activities



As we can see in the data above, facilitators as well as class leaders tried to guide all members in following directions during activities, which is actually the main role of the facilitator in each group. By guiding all members during activities we could resolve two main challenges, time management and equal participation among group members. First of all, time management was the most frequently mentioned issue by many facilitators. However, by guiding all members to focus on the activity and giving them clear instructions to follow we were able to manage class time more efficiently and thereby complete the task within the time limit. In addition, we achieved equal participation among group members by guiding them during activities. We can see this in facilitators’ weekly reflections:

*“At the beginning of the course, one of my students didn’t participate in the activity and kept using her mobile phone. At first, I didn’t know how to handle this problem. However, I asked her task-related questions to draw her attention to the task and it worked out well. Once she started participating in the activity, she showed interest in the class and then actively took part in the activity.”*

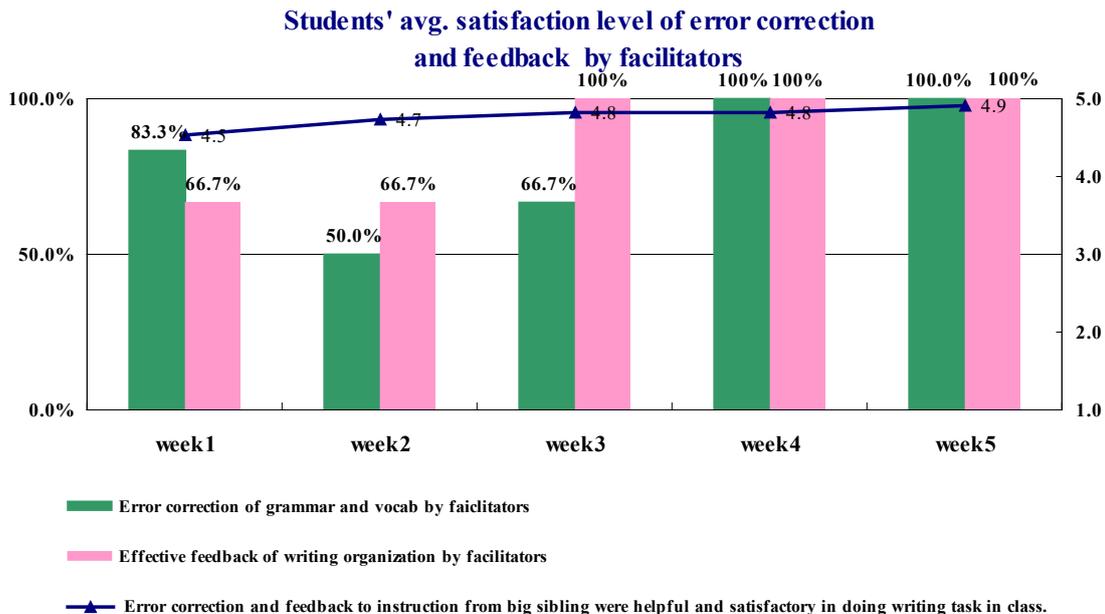
- From HW, December 3rd, 2017 -

*“Actually, I showed students reading assignments as their reference and explained how they could use it during activities after I gave them directions for the activities. I observed that some students read the relevant articles in the reading assignment again during activities and some students discussed something from the reading assignment with their group members.”*

- From JS, October 21st, 2017 -

From the weekly journals above, we can recognize that facilitators’ effort to offer guidance to their students contributed to effective class management and students’ better learning.

As we can see below, as the rate of facilitators’ feedback on organization of students’ writing increased, the level of student satisfaction in doing the writing task also increased. Notably, the rate of facilitators’ feedback on organization of writing shows a drastic increase from week 3 compared to that of the previous two weeks. This is because we started essay writing from week 3, which demanded more logically organized writing, including thesis statements in an introduction, topic sentences with supporting details in the body paragraphs, and a conclusion. This means that students have more difficulty in organizing their idea into an essay format and the facilitators give more feedback to help them. The data above shows that there is a stronger correlation between the rate of effective feedback on the organization of writing and the rate of the students’ satisfaction compared to the feedback on grammar and vocabulary. We can see the positive correlation between students’ satisfaction level and the feedback on their writing from facilitators. We can confirm this from facilitators’ weekly reflections:



Though I was not a facilitator this week, I walked around to each group, reading their writing and giving some feedback on their sentence structure, grammar, and word choice which was helpful for them to revise their writing. At first, I was worried that they might be embarrassed by my error correction. However, after class, one of them told me that my error correction was helpful for her to recognize how the word "contextualize" can be used in the sentence. Before, she just knew the meaning of the word. But thanks to my error correction, she came to know how to use the word and produce a sentence using that word.

-from HW, December 10th, 2017-

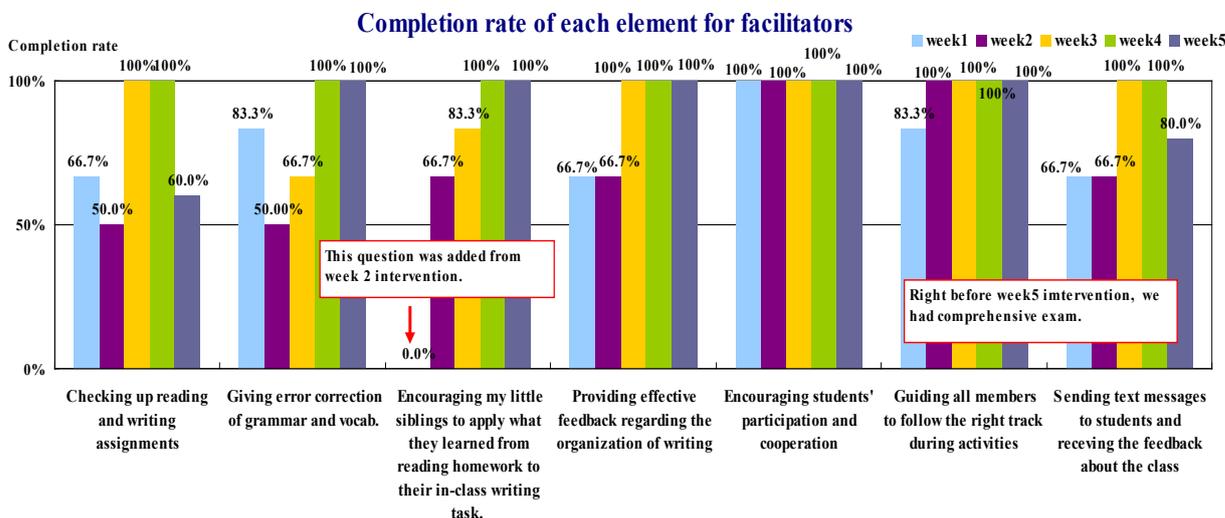
talked a lot and enjoyed our early dinner and coffee. It made us even closer to one another than before and also was a very good opportunity to get vivid feedback from students about the class. There were two good points from their feedback. First, they felt that they had improved their English speaking and writing through this class. Actually, I was so happy to hear this because improving their English speaking and writing skills was students' actual expectation of this English in Action Writing class. Now, I can say that students have met their expectations of the class and this means that this class is successful in some way.

- From JS, December 2nd, 2017 -

... I actually suggested it to my students and we had an early dinner together before the class. We

## 2) Weekly intervention completion results by facilitators

### The result by each element



The graph above shows that facilitators are actively giving feedback to the students in all areas as each week goes by as soon as we started the intervention. The rate of giving feedback increased in all areas except special events' weeks. The completion rate of giving feedback which is related to students' performance of writing tasks such as correction of grammar, vocabulary, and organization increased. Also, the rate of encouraging students' participation and texting messages dramatically increased. Although many facilitators had difficulties in giving feedback to their students who were unmotivated in the writing class or who were at a low level of proficiency, they kept giving effective and positive feedback to their students continuously.

*...I know how hard it can be to encourage and scaffold the students if someone is unmotivated in the group and interrupts the other's attention... But, I know that it is our task and duty in the class to motivate and improve their writing proficiency in English. One more problem we had was broad gap between student proficiency levels in the groups. So, I kept asking and giving some ideas to a specific student who is at a lower level in English than the others. Sometimes she seemed to quickly become unmotivated and easily give up completing the task because of the time limit. I feel like I need to give more attention to these students as you mentioned that providing effective scaffolding and feeling more comfortable will be my big assignment this semester. I am sure that we can make it better next time...*

- HJ, September 24, 2017

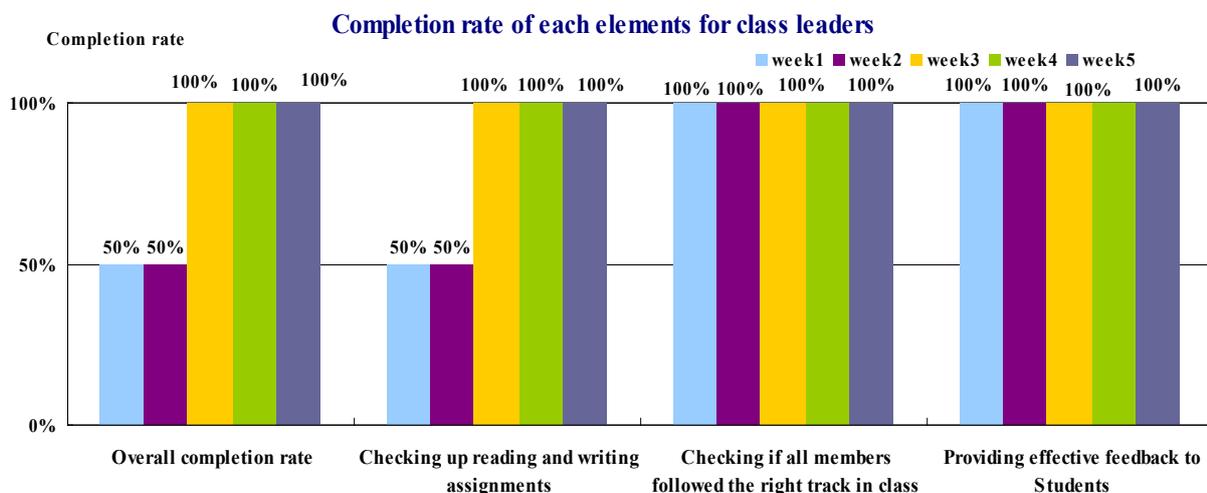
Facilitators used the technique of sending text messages to give feedback which eventually resulted in students' better performance as well as better relationships with their peers. We can see this in the facilitators' weekly reflection:

*I think I succeeded in building up enough rapport with my students. I sent them text messages about what they had to do to be prepared for the next class and they responded to my messages. Thanks to this kind of exchange, they were well prepared for the Thursday class and so actively participated in the task. Since they already had an idea about what they would write, time management was also successful.*

- HW, October 22, 2017

In the graph above, on week 4, we can find that facilitators gave all kinds of feedback to their students perfectly. However, on week 5, we can find that all facilitators didn't fulfill their duties of checking up on reading and writing assignments because it was right after their comprehensive exam for graduation. Nevertheless, facilitators gave more feedback in all areas as the weeks went on except for checking the assignments of week 5.

The result by time frame (Before the lesson, During activities and After the class)The graph above shows that



class leaders were actively giving feedback on reading and writing assignments, checking students' participation, and providing effective information to the students each week. Since the class leaders were responsible for driving all the lessons actively, the rate of giving feedback was relatively high. On week 1 and 2, only one of the class leaders checked the reading and writing homework because they took turns in their roles in class. However, they checked and mentioned students' homework performance during the class very often after week 3. Overall, we can say that class leaders actively gave feedback while they were leading their classes and the students' satisfaction level was high as we can see in the reflection below:

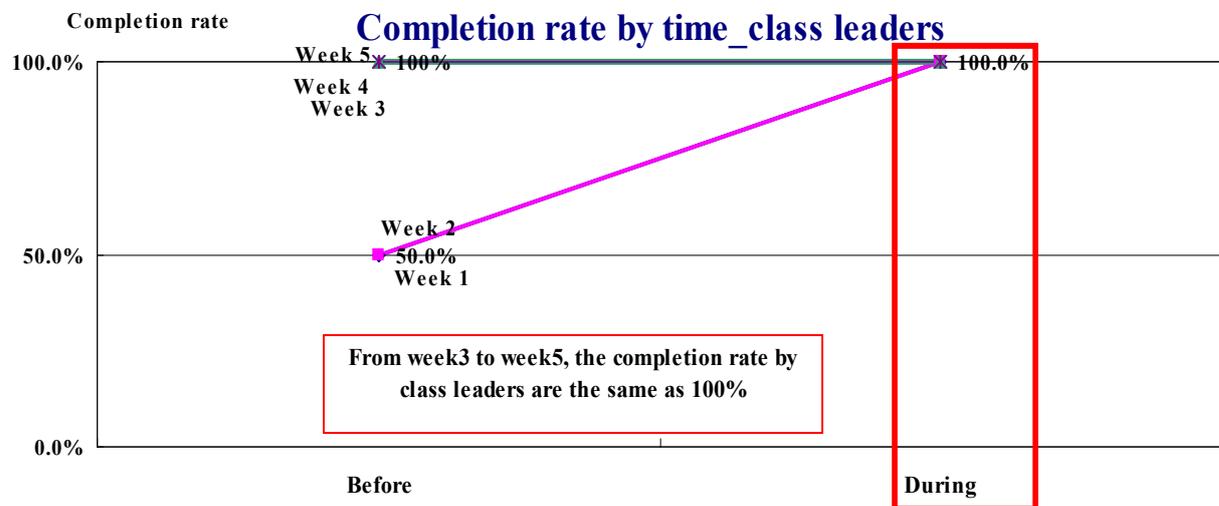
*...that class leaders delivered clear directions in each activity with a comprehension check so that students could know what their missions were before starting tasks...*

- HW, October 02, 2017

*...the two fronting teachers provided distinct and appealing situations and a purpose that students were to achieve to acquire the needed position. This setup naturally increased the motivation of students to devote their attention to the writing tasks. The clear destination for students to reach drew out active collaboration and talks between YE and DH while they evenly and harmoniously took turns in coming up with imagined situations, building up fictional characters, and bringing forth intriguing plots, conflicts, climaxes, and conclusions. While we were still working on paragraphs, my two students were capable of producing essay level writing with barely any hardship.*

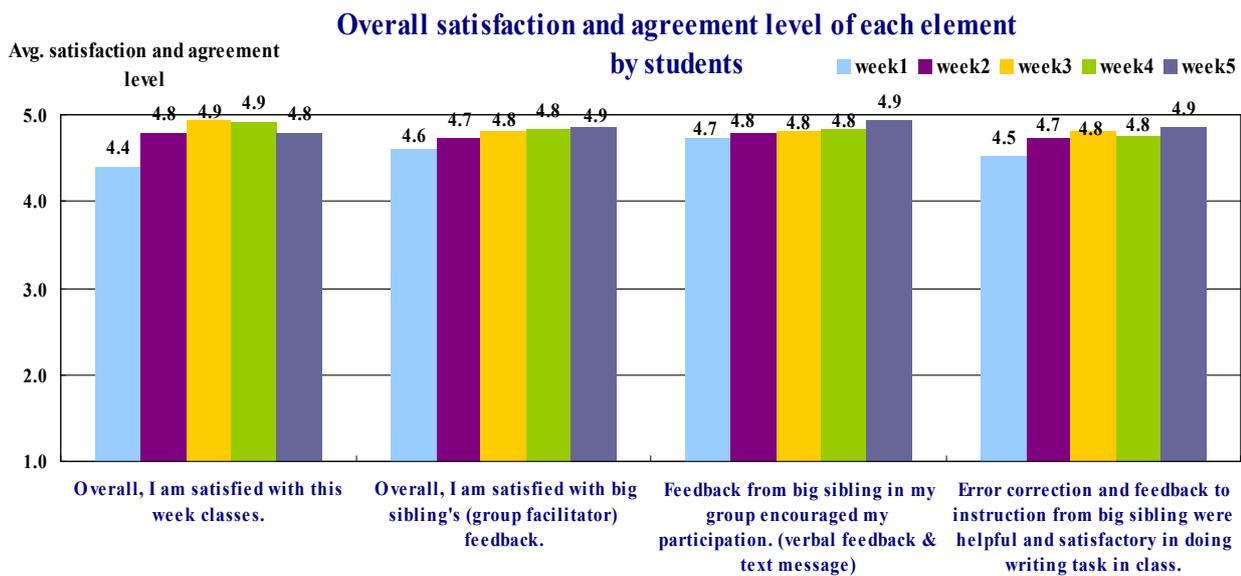
- YH, October 15, 2017

**The results by time frame (before the lesson, during activities, and after the class)**



The graph above shows the class leaders gave feedback before lessons and during activities. In order to prepare each lesson, class leaders gave information about the lesson to facilitators and the students. During activities, class leaders gave feedback to the whole class. Over all, the completion rate of class leaders increased as each week went by.

#### 4) Student survey result by each element



The graph above shows students' satisfaction in class and the feedback by their facilitators. The rate of class satisfaction increased as each week passed by. Also, the rates of satisfaction for facilitators' overall feedback, giving error correction, and useful information and instructions increased. The level of satisfaction rate is located in a high position with an average of 4.7. As we can see in this graph, the overall satisfaction level of students with the class and the feedback from facilitators increased.

*... Snowflake's short outside group bonding this week. I actually suggested it to my students and we had an early dinner together before the class. We talked a lot and enjoyed our early dinner and coffee. It made us even closer to one another than before and also was a very good opportunity to get vivid feedback from students about the class. There were two good points from their feedback. First, they felt that they had improved their English speaking and writing through this class. Actually, I was so happy to hear this since to improve English speaking and writing skills were students' actual expectations of this English in Action Writing class based on the needs analysis which we conducted last September. Now, I can say that students have met their expectations of the class and this means that this class was successful in some way. Second, they mentioned the important role of writing homework. They thought that through writing homework they could write more independently and thought about their writing more thoroughly. Especially, when they wrote essay length writing as their writing homework they really felt that they wrote real writing and it was very helpful for their English writing improvement. Their feedback on writing homework also reminded me of the important role of homework. The most important role of homework is to make students more independent and autonomous learners. Now, this is proved through the actual responses of the students. I am really happy that we helped students to become more independent writers.*  
- JS, December 02, 2017

As we can see the reflection above, students get improved in their writing skills and their attitude to their class through the aids from facilitators' feedback. Therefore, we can say that students are satisfied with their classes when they get the effective feedback from facilitators and the main leaders, from which we can reach the conclusion that there is significant co-relation between effective feedback from facilitators and the students' satisfaction level of the class.

## 7. Discussion

In order to fulfill our mission as facilitators, which is to help students actively engage in group writing tasks in class and thereby build up their global English writing competence, we explored the issue that most facilitators as well as class leaders were facing as the biggest challenge in managing class, giving effective feedback to the students. Our interventions were designed to give affective feedback as well as cognitive feedback in the three stages (before, during, and after class) and see the correlation between feedback intervention completion rate and students' satisfaction level

with the class along with their participation.

As we can see in the data analysis and results above, giving students effective feedback plays a significant role in successful class management in several aspects. First of all, by exchanging text messages before and after class, we, facilitators can build enough rapport with our students, which made a comfortable classroom environment where we could also provide cognitive feedback on their performance with less difficulty. At the beginning of the semester, many facilitators felt difficulty in giving error correction. However, once they built up enough rapport with their students, they could more easily and effectively access giving error corrections and students also asked questions and asked for clarification with comfort. In addition, checking up students' assignment before and after class was one of the most helpful strategies in helping students complete the in-class tasks and improve their writing skills.

Giving feedback during class which we regarded as the most important intervention strategy worked out well mainly in two aspects. First of all, time management was the most frequently mentioned issue among facilitators. That is, students were almost always in a rush at that end of the class and hardly finished their tasks within the time limit at the beginning of the semester. However, by guiding all members to follow the directions during activities and providing appropriate scaffolding, students could complete the tasks within the limited time. Secondly, equal participation was another frequently mentioned issue in group work. Some of the members tended to dominate the task completion and some of them were passive or unmotivated. However, facilitators' feedback such as encouragement and asking questions were successful in eliciting their participation and eventually led to equal participation.

As shown in this action research, facilitators' feedback had positive effects on students' active involvement in group writing tasks and building up their global English writing competence. However, English in Action Writing class is a unique situation, because eight teachers work together in a single class. We cannot expect this kind of feedback in an ordinary classroom where one teacher is supposed to lead and facilitate more than 25 students at the same time. In order to resolve this problem, employing a variety of grouping strategies based on learners' needs analysis can be one possible solution. For example, making a heterogenous group based on their proficiency level can be an alternative, where collaborative learning can occur by exchanging feedback among group members.

## 8. Implications

Based on our research, we need to take a few things into consideration for our improvement in teaching. First of all, action research on giving effective feedback is worth doing, because it contributes to teachers' better class management and thereby leads to student improvement in their writing skills. As shown in the data analysis and its results above, students' level of class satisfaction was on the increase as the feedback completion rate increased, which means that our intervention plan was successful. That is, through our action research on giving effective feedback to the students, we can build up our class management skills for the better. Another issue we need to think about is that external factors can play a part in class management as shown in the drop of feedback intervention completion rate in week 5. That is, the feedback completion rate, especially in the part of giving feedback on reading and writing assignments dropped drastically in week 5 because all facilitators could not concentrate on managing English in Action Writing class due to the stress of the comprehensive exam for graduation. This suggests that teachers' stress can influence their class management. Thus, a school needs to take this seriously and reflect on it when they make a school calendar and curriculum in order to provide a better teaching and learning environment.

## 9. Conclusion

### 9.1. Summary

In this action research, we have explored how we can give students feedback more effectively to help them actively engage in group writing tasks. In the course of English in Action Writing, we ran a five-week intervention cycle in order to address the correlation between feedback intervention completion rate and students' level of participation and satisfaction in the class. Our data analysis demonstrated positive outcomes, which means our intervention strategies worked out well in terms of students' class satisfaction and their task completion. Especially, through during-class feedback intervention, we could handle the issue of time management and equal participation which were biggest challenges that all facilitators were facing.

### 9.2. Limitations

Though we got positive results from our intervention plan, which is designed to help students to actively engage in group writing tasks by providing effective feedback, there are some limitations to this action research. First, intervention application period was not long

enough to collect significant results or findings for solution. In addition, for five weeks of a short period of intervention plan, there were two inhibitions. That is, for week 2, we had a Halloween event, where we made Jack-O' lanterns. There was not enough time to implement our intervention due to the pumpkin carving activity. Moreover, the overall feedback intervention completion rate dropped to 60% in the 5th week because facilitators had a comprehensive exam right after week 5. Facilitators could not pay attention to implementing our intervention, especially with regard to the reading and writing assignment. Second, the research does not deal with other factors affecting students' overall satisfaction. Thus, even though we found a positive correlation between overall feedback intervention completion rate and students' level of class satisfaction as well as the level of their participation in the class, there might be other factors involved. Last but not least importantly, our English in Action Writing class is a unique situation, because eight teachers are working together in a single class, which rarely happens in an ordinary class situation.

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# GRADUATE THESIS ABSTRACTS

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## The Process of Developing a Model to make Action Research Approachable for Practicum Teachers: A Case Study

**Annami van der Merwe**

*This thesis examines the practice of action research in a MA practicum course by means of a qualitative case study. The participants were six female in-practice teachers who collaboratively participated in action research to identify issues in their practice, devise solutions through research, and test solutions in the practice, reflect on the process and compile an action research report at the end of the practicum semester. Data was collected through means of observations, including video recordings, written reflections and lesson plans, and triangulated using data collected from anonymous surveys and interviews, as well as the practicum teachers' action research reports. The researcher identified two main issue topics that are considered to be first level issues as they are issues identified as part of the teachers' action research project. These issues were clear and effective instructions and academic learning time. The intervention strategies used to address the issue of clear and effective instructions were modeling, simple PPT and comprehension checks. The strategies used to address the issue of academic learning time were timer, simple PPT and changing activities, scaffolding and intervention. Through data analysis second level issues that affect teachers' practice were uncovered. These issues were not identified as part of the action research project and exist beyond the first level issues. They are collaboration, reflections and length and organization of the action research project. Based on the insights gained through this case study, the researcher designed a model that intends to prepare, support and guide teachers who wish to improve their practice through action research. The model proposes to guide teachers to reflect deeper on the experience, and through a heightened awareness of their practice form their teaching identities and develop practical theories.*

**Key words:** action research, intervention strategies, practicum, practicum teachers, reflective practice, issues, strategies, model

## An Action Research Implementing Language Learning Strategies for Young Learners

**Adeoye A. Talabi**

*This thesis is an action research that examines the use of self-assessments as a formative tool for fostering active learning in a disengaged, low proficiency, English as a foreign language (EFL) classroom. In the research, fifth and sixth grade students use a self-assessment checklist to evaluate their use of language learning strategies in the classroom. To foster collaboration, interaction and shared experiences in the classroom, the students are placed into groups; with each group receiving guided assistance from the language instructor. The students' self-assessments indicate, although their engagement in class can be influenced by a variety of factors (e.g. social, affective, cognitive and environmental), disengaged language learners respond well and can be taught how to be active learners.*

**Key words:** Action Research, Active Learning, Self-Assessment, Language Learning Strategies, Young Learners, EFL

## Raising Korean English Kindergarten Teachers' Awareness in L1 Use through Intervention

**Jeehee Kim**

*This thesis examines how awareness of issues surrounding L1 use in L2 classrooms can influence both teachers' perceptions and use of L1 when teaching young learners in Korea and whether this study's intervention can raise teachers' said awareness and lead to a change in their perceptions and practices. To investigate the effect of raising awareness on the teachers' perceptions of, practice of, and feelings about using L1 (Korean) in the L2 (English) classroom, the present research was designed utilizing two phases: one preceding and one following an intervention. The intervention aims to raise the teachers' awareness of their L1 use and consists of an informing and a guiding session. Three English kindergarten teachers participated in this study and it was found that informing session influenced the teachers' perceptions of L1 use. It was also found that planning language use in the classroom (a focus of the intervention) raised the teachers' awareness of L1 (Korean) use and influenced their practice of L1 use. Lastly, it found that the teachers' perceptions of their own L1 use and perceptions of L1 use in general affected their feelings about L1 use in the L2 classroom.*

**Key words:** L1 use, classroom language use, L1 in teaching YL, EFL teachers' beliefs and practice

## A Comparison of Vocabulary Learning through Songs and Stories for Young Learners

**Sujin Ji**

*The purpose of this study was to investigate the effect of songs and stories in vocabulary learning for young L2 learners, and the students' perceptions of using these learning materials. The researcher adopted the experimental approach. 19 Korean elementary school students aged between 6 and 7 years old participated in this study. The participants were divided into two groups: a song group of 9 students, and a story group of 10 students. In the research, each group participated in classes designed around learning vocabulary through songs and stories for 4 weeks. Data were collected with the following methods: pre-test, post-tests, delayed test, questionnaire, and teacher observations. This study was intended to show whether learning through songs and stories increased participants' vocabulary learning. The findings indicated that the story group performed slightly better than the song group, but the differences were marginal. Both groups showed meaningful improvement both in short-term and long-term retention and provided positive responses toward songs and stories. Also, the findings revealed generally positive participant perceptions towards learning through songs and stories. However, students with more positive perceptions towards songs and stories did not show greater vocabulary acquisition than students with neutral or negative perceptions. This study's results showed no meaningful correlation between participants' perceptions and improved vocabulary acquisition.*

**Key words:** vocabulary learning, young learners, songs, stories, listening, long-term memory, short-term memory

## Raising Undergraduate Students' Metacognitive Awareness of Speaking Strategies through Materials Design

**Yunseon Kim**

*This thesis examines how undergraduate students' awareness of speaking strategies (SSs) develop when they are given chances to create speaking activities on their own and reflect on their activities. This student-centered strategy learning (SCSL) is called "Material Designing". Data was collected and analyzed in quantitative and qualitative methods with 31 participants from a university in Seoul, South Korea. The results showed two notable findings: first, the material designing as a form of SCSL helped participants increase their awareness of SSs, in particular, metacognitive SSs increased the most. Second, SSs and SCSL were perceived differently between the high awareness participants and the low awareness participants.*

**Key words:** Speaking strategies, metacognition, student-centered strategy learning

## Designing and Implementing Semi-Authentic Video Materials

**Ross Maloney**

*This research study aimed to investigate the process of designing and implementing semi-authentic video materials, and how these finished materials were perceived by learners. Video material content comprised 2 first language English speaking interlocutors using high frequency language found in casual conversation interactions. In total, 5 adult Taiwanese nationals, residing in Taipei, took part in the study. Mini Conversation Videos (MCVs) were designed and created to meet these participants' specific target language learning needs. Each short video was presented within a surrounding lesson with overt target language instruction, followed by 2 associated conversation-based output tasks. Data were collected via researcher observations, participant questionnaire and informal interview. The findings indicated that MCVs were less appreciated and less appropriate for Beginner and Advanced level learners. However, for Intermediate learners on the cusp of fluent conversation ability, the MCVs were well received as both an enjoyable and functional learning resource. This positive feedback appeared to be mainly due to the combination of various Video Design Features, making the video content accessible and achievable. Key features included the equal status of relatable interlocutors, and their emotional interactions using transferable target language.*

**Key words:** Conversation, Semi-Authentic Video Materials

## Revisiting the Linguistic Landscape of 3 Districts in Seoul

**Vernice Lauren Gutierrez**

*This study examines the Korean linguistic landscape situation by revisiting the 3 districts in Seoul and analyzing the language use in shop signs of the metropolitan space. Looking at the changes with the use of English related to the development of new forms of communication and patterns of urban multilingualism and also to increase studies of linguistic landscape to further understand the status of English in Korea. A total of 311 shops signs were documented and analyzed. They were divided into different categories mainly if it is monolingual, bilingual, multilingual and if it uses Hangul, Roman and other languages and subcategories such as types of establishments and how English was used (Backhaus, 2007). The findings show English has increased in the linguistic landscape of Korea and plays a valuable role in the society. English is used to mark modernity, luxury and attraction related to the stylistic social message delivered to the local community and tied up together with Korean to be used strategically.*

**Key words:** linguistic landscape, multilingualism, advertisement, establishments

## An Action Research on the Use of Meta-cognitive Reading Strategies for Academic Reading

**Duck San Woo**

*This research is about how to improve reading proficiency in academic reading. I identified students' problems of reading: a lack of grammar knowledge to recognize structure of sentences, and reading skills to comprehend the meaning of what they read. I made intervention plan to take action for the two problems with chunking skills and meta-cognitive reading strategies. Then, my students with low reading proficiency in grammar and vocabulary knowledge were able to improve their reading proficiency of academic reading within relatively short period of time – 3-4 months. My research shows that when students can read and recognize the structure and the meaning of what they read, meta-cognitive reading strategies could be efficient for readers to develop the skills to comprehend, identify, summarize, and infer what they read. It seems that the meta-cognitive reading strategies make readers encode the meaning of what they read in a more prudent way, and as a result of using the meta-cognitive reading strategies, their reading performance could be improved.*

**Key words:** Reading proficiency, meta-cognitive reading strategies, chunking, academic reading

