Spring 2010 Issues in EFL Vol.8 No.1

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Degree of Understanding of the Prototypical and Peripheral Meanings of Prepositions

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There are many concerns about teaching and learning prototypical and peripheral meanings of English prepositions. Students often get confused on meanings of prepositions and their uses in daily life conversation. This study helps us to know which type of meaning the students learn first, and if proficiency levels affect the student's learning. Results show that students learn prototypical meanings of prepositions first. Also, it is shown that students' proficiency levels affect how they learn the prototypical and peripheral meanings of prepositions.

Degree of Understanding of the Prototypical and Peripheral Meanings of Prepositions

1. Introduction

It is important for teachers to know how differently learners behave in situations where they encounter simple and complex meanings of prepositions. People show a variety of attitudes toward the use of prepositions in their daily life. Most English language learners easily perform simple language functions using prepositions, but they can't work out the complex language operations of prepositions in their entirety, i.e., their peripheral uses**.** In this study, the research is done to show how much students of different proficiency levels know about the prototypical and peripheral meanings of prepositions; and also how the students' different proficiency levels affect preposition learning.

2. Theoretical background

2.1 Prepositions

Prepositions describe the relationship between words in a sentence. However, prepositions on their own are rather meaningless and it is hard to give definite definitions to them. For instance, when you try to define a preposition like *in* or *between* or *on*, you invariably use your hands to show

how something is situated in the relationship to something else. Prepositions are nearly always combined with other words in structures called prepositional phrases. Prepositional phrases can be made up of millions of different words, but they tend to be built the same: a preposition followed by a determiner and an adjective or two, followed by a pronoun or noun (called the object of the preposition). This whole phrase, in turn, takes on a modifying role, acting as an adjective or an adverb, locating something in time and space, modifying a noun, or telling when or where or under what conditions something happened (Darling, 2004).

According to Aitchison, (1994), the human body and the space surrounding it presumably form the basis of further extensions of meaning. Metaphor, 'calling one thing by the name of another', is not a strange poetic event. It is at the heart of language, and the direction of the metaphors is important. The body's influence spreads outwards, to features of the environment, and inwards to the mind. Words of human body-parts easily move outward, as shown by pidgins. Here we are taking a few prepositional examples showing the relations of one thing to another;

1. 'top of a tree'
2. 'fountain of water'
3. 'front legs of a pig'
4. 'top of a mountain'
5. 'bird's wing'

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In addition, the meaning is derived in different ways out of one preposition. According to Lewis (1993), the codified meaning of language is derived retrospectively from earlier uses of the language. Any particular occasion of language use is constrained by signification and usage; constrained by, but not limited to. Any actual occasion of language use is uniquely contextualized by situation, speaker, interlocutor, attitude and many other factors. Any actual occasion of language use is essentially ephemeral. The nature of meaning, which recognizes that fixed meanings, signification and usage are resources which both restrict and facilitate the creation of evanescent, negotiated occasion-specific meaning. Paradoxically again, if 'real' meaning is to be found anywhere, it is in the multiplicity of individual, evanescent meanings. There is more meaning in people talking to each other, however unsuccessfully and inadequately than is to be found in the largest library of unopened dictionaries. Language acquires meaning in use, and use, however embarrassingly, is like breath on a pane of glass.

It is no doubt that spatial relationships are so fundamental that we use space as a domain for structuring other less concrete aspects of our experience. For example, when we say that someone occupies a 'high' position in society, we are using the up-down axis as a means of talking about social status. If someone says that they are 'in trouble', they are

treating trouble as a container and themselves as a contained object (Lee 2001).

Prepositions in English mark a relationship between a following noun phrase and a preceding noun phrase, verb, or adjective. The basic one-syllable forms seem to be used to indicate an extremely wide range of different kinds of relationships, suggesting a multitude of different meanings for each preposition. Despite the tendency in some grammar texts to attribute 'meaning' to these prepositions, their grammatical uses are actually tied to the conceptual meaning of the noun phrases which come after them. The key to understanding the uses of these basic prepositions is to be found in the number of regular distinctions made in English between different types of concepts. These distinctions appear to have their origins in the way in which entities are located in space and, more specifically, how spatial locations are perceived (Yule 1995).

2.2 Prototypical meanings of prepositions

Prototype theory derives from cognitive psychology and is most often associated with the work of Eleanor Rosch (e.g. 1975, 1978). This research was concerned with the categorization of objects. According to this theory, a prototype is the best exemplar of a particular category. For instance, for

people from the United States, a robin might be a prototype of a category *bird*, while a penguin which cannot fly but swims in the sea is likely to be perceived as less prototypical. Cognitive linguists (e.g. Lakoff, 1987; Taylor, 1989) saw the notion of prototypicality as a highly useful means of explaining some of the inherent fuzziness in the way in which languages are structured. In particular, Lakoff (1987) argued that lexical categories and polysemy networks could be thought of in terms of being structured with respect to prototypical meaning. According to this view, the distinct meanings or senses associated with a particular word, such as *over*, are related in a principled way to a prototype. Lakoff modeled his semantic network for *over* in terms of a radiating lattice structure, in which the prototypical sense was positioned as central, while other senses were depicted as being more peripheral.

Consider the following examples (Herskovits, 1986).

1. The cat in the house
2. The flower in the vase
3. The bird in the tree
4. The bird in the garden
5. The chair in the corner

Example (1) is a prototypical use of *in*, referring to a situation in which the trajectory (TR) is wholly contained within the landmark (LM). Example (2)

is similar, except that a garden is a less prototypical example of a container than a house, since it has no clearly defined upper boundary. Nevertheless, there is some notional boundary, since a sparrow can be '*in*' a garden if it is flying around at a relatively low height, but we would not say that a hawk hovering at 200 meters above the garden was '*in*' it. Already in this example, we see another example of the notion of construal.

2.3 Peripheral meaning of prepositions

Peripheral meanings of prepositions are the meanings which are not clear and obvious like the prototypical meaning. The criteria for relative centrality and peripherality, that is, labeling the relative conceptual distances between a lexical prototype and its various related senses, have been left wholly unaddressed. As linguists have simply asserted what constitutes the prototype for a particular lexical category, Lakoff (1987) and Kreitzer (1997).

(1) The cup is on the table.

In this example the preposition *on* is telling us the spatial position of *cup*, which is located at the top of the table and is very clear to understand as well. But in contrast, peripheral spatial meanings always have some hidden meaning or situation in the sentence. For example,

(2) Try this T-shirt on.

Here *on* is not representing the clear meaning or obvious meaning. This example shows how the prepositions sometimes express meanings that seem to be quite unrelated to each other:

(3) The students dropped in.

(4) The students dropped out.

In other words, the relationships between prepositions and meanings manifest all of the following possibilities:

a. The same preposition can express opposite meanings.
b. Opposite meanings can be expressed by unrelated prepositions.
c. Prepositions that normally express opposite meanings can express similar meanings.
d. Prepositions that normally express opposite meanings can express similar meanings.
e. Prepositions that normally express opposite meanings can express unrelated meanings.
f. Similar meanings can be expressed by unrelated prepositions.

These observations suggest that prepositional usage is simply chaotic in English, and such a claim has indeed been made before. For example, Swan (1980:19) says of these expressions, "There aren't many rules to help you choose correctly so you have to learn each expression separately."

Yet a careful analysis, invoking some of the central concepts in cognitive linguistics, shows that the situation is considerably less unruly than it appears at first sight (Lee 2001). A concept such as SUPPORT, which derives from spatio-physical experience, in turn, can be systematically extended to non-physical domains, as was seen with containment in examples given below;

(5) Can I count on your vote?

(6) You can rely on me.

(7) He is in trouble.

The basic function of *in* is to refer to a situation where one object is contained within another (land mark). However, even if we focus only on those uses of *in* that are concerned with relations between objects in physical space, we find that '*in*' is used in a whole range of situation where there is only an approximation to this ideal meaning (Tayler & Evans, 2003).

According to the above idea given by Tyler & Evans (2003), it is quite clear that both prototypical and peripheral meanings of prepositions have

some ends, which are called radial categories, where they meet or originate. In other words, they share the same origin but they are not necessarily the same at their ends. Most of the time, it is not clear to say the peripheral meanings are somehow related to some exact target word, but according to the above discussion and analysis, it is obvious that both prototypical and peripheral meanings are connected with ties, which are unseen and called radial categories. It is not easy to view those underlying connections with the naked eye.

3. Methodology

3.1 Overview

This research is conducted through a fill-in-the-blank test with twenty one participants. The test consists of 16 sentences with blanks in them.

3.2 Research questions

1. Which do students learn first, prototypical or peripheral meaning of prepositions?
2. How do different proficiency levels affect student's preposition learning?

Two research questions are mentioned above which are directly related to the students' learning and understanding of meanings of prepositions. These questions can guide us to find the differences between language learners' learning abilities. Learning approaches can be different among learners. Some can learn proto-sense or prototypical meanings of prepositions in a sentence while other can understand peripheral meanings of prepositions. According to Tyler & Evans (2003), it is important to recognize that different speakers may have somewhat different intuitions or conceptualizations concerning the precise relationship between the prototypical and the peripheral meaning. This variability represents the fact that spatial scenes are complex and can be construed in many ways and hence multiple motivations may exist for the derivation of some senses (cf. the multiple ways in which the reflexive sense for *over* may have been derived).

3.3 Subjects

This study was conducted on a group of students ranging in age from 10 to 15. They are Korean elementary and middle school students. Twelve male and nine female students participated in this test. If we divide all the elementary school students or middle school students into sub categories, we will know that they are 3rd grade, 4th grade, 5th grade and 6th grade elementary school students. On the other hand, they can be divided into middle school

first graders and second graders. Twelve elementary and nine middle schools students participated in this test. The proficiency level of these students lies between Novice High and Intermediate Low, according to the ACTFL proficiency guidelines.

3.4 Purpose & procedure

This research is planned after many studies and different experiments which have already been carried out by different linguistic departments, focusing on '*use of space (prepositions) in our daily life'*. According to these different studies, it is quite clear that people have different responses in various situations regarding prepositions. Sometimes, people's abilities to use the right prepositions, either prototypical situation or peripheral, differ. The origin of this research is based on the linguistic section of www.about.com. The results in the above-mentioned study are quite surprising. People show a variety of attitudes regarding the use of prepositions. Most of the people easily perform simple language functions using space, but they can't work out the complex language operations of prepositions, like the peripheral uses of prepositions. In this study, the research is designed to know how people with different proficiency levels behave in prototypical and peripheral uses of prepositions. The results show a variety of users' categories, depending on

their age level, proficiency level, gender, living environment, surroundings, and motivation.

In the research, students took the preposition test work sheet consisting of 18 fill in the blanks (given in appendix-1). They were asked to fill the blanks in with the proper preposition given in the list.

3.5 Testing tool

This research is conducted through a fill in the blanks test. The test consists of 16 sentences with blanks to be filled with a preposition. The blanks must basically be filled in with the prototypical and peripheral use of prepositions. This test helps to understand the students' attitudes towards both the prototypical and peripheral use of prepositions in daily use of sentences. Students are not able to identify the different categories of sentences, which are actually divided in two categories: prototypical and peripheral meanings of prepositions.

Students are asked to choose one among a number of given prepositions to fill in the blanks in each sentence. Sentences are easy and designed according to the students' proficiency level. Students are asked to fill in the blanks on the worksheet in the time limit of 25 minutes. Sentences on the worksheet are sequenced randomly with a combination use of prototypical

and peripheral prepositions. The test is scored in three categories: overall of 10 sentences, prototypical of 8 sentences, and peripheral of 8 sentences. An analysis is done on the score. A student with a perfect score of 16 is considered to have the best understanding of both prototypical and peripheral meaning of prepositions. The students with a total score of 10 have an intermediate level understanding of prepositions. Students with a total score of 6 or below are supposed to have a low understanding of prepositions. If a student's score for prototypical sentences is better than for peripheral sentences, this shows that these students have learned prototypical meanings first. This also helps us to conclude the first research question which is that students learn both prototypical meanings of prepositions before the peripheral meanings of prepositions. We can also analyze the results of the second survey question by comparing the scores of students of different proficiency levels.

3.6 Hypothesis

The hypothesis of this research claims that Korean students learn prototypical meanings of preposition first. According to Tyler & Evans (2003), the choice of primary sense gives rise to the testable grammatical predictions. For instance, given our assumptions concerning the communicative nature of

language, we recognize our present distinct senses are derived from and related to pre-existing senses and have become part of our semantic network through routinization and entrenchment of meaning. This is consistent with Langacker's (1987) discussion of a 'sanctioning' sense which gives rise to additional senses through extension (peripheral meaning). According to the above discussion by linguists Tyler & Evans (2003), and later, Langacker's (1987), it is not wrong to say that peripheral meanings are the branches of the prototypical meanings which are extended radial categories. Therefore, referring to the above discussion, hypothesis of this research is that Korean students learn prototypical meanings of prepositions before they learn peripheral meanings of prepositions.

The hypothesis related to the second questions is also quite clear based on the above discussion of Tyler & Evans (2003), and Langacker's (1987). It directs us to see that peripheral meanings are the ends of radial categories, while roots of the radial categories are the prototypical meanings of spatial scenes. The learning process of spatial relation to develop meaning depends on the proficiency level. A learner starts learning prototypical meaning of prepositions with a lower proficiency level. Simultaneously, by the time the learner improves his proficiency level, he moves towards the peripheral meanings of spatial relation. Hence, the hypothesis of this study can state that

learners learn prototypical meanings before they learn peripheral meanings of prepositions, and this learning ability of students depends on their language proficiency level.

4. Results

This research gives us very interesting results about the way Korean learners perceive language and their learning approaches. In the beginning this research's hypothesis was that Korean learners learn prototypical use of preposition before they learn peripheral use of prepositions. According to our results this is proved to be true.

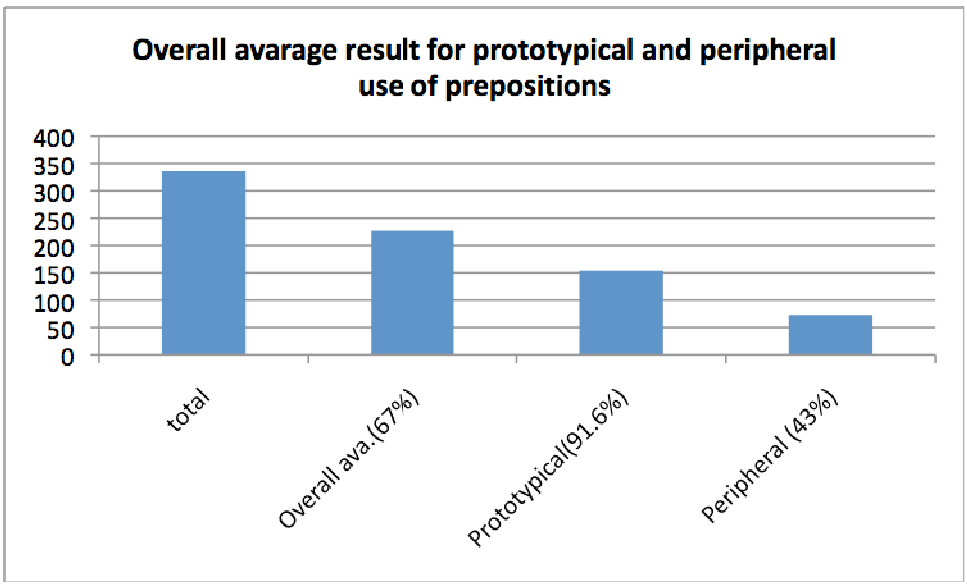

Figure I

In Figure I, there is an overall average score shown with the details of average prototypical and peripheral score of the students. The total score is 336, while the average score obtained by all the students is 227, 67%. The score on prototypical questions is 154 out of 168, 91.6%; and the score on peripheral questions is 73 out of 68, 43%.

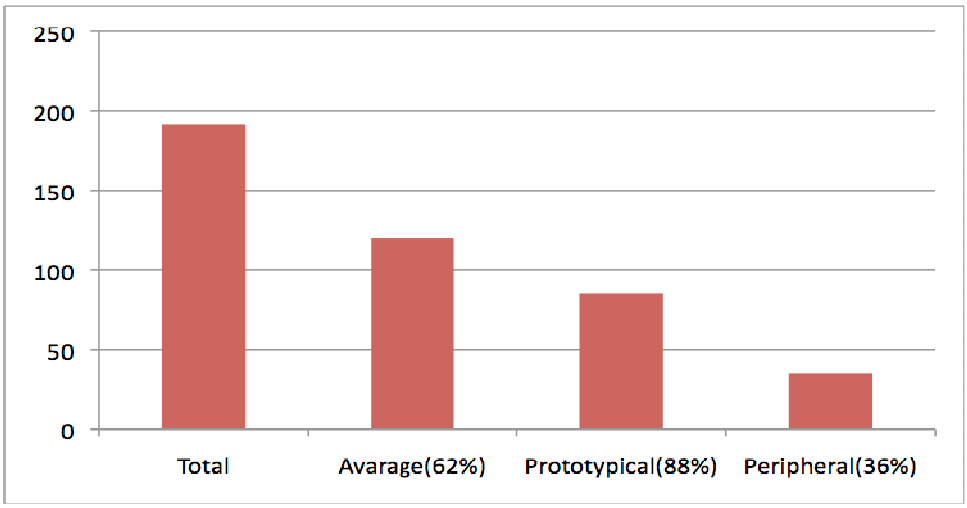

Figure II

Average result of prototypical and peripheral use of

Preposition for elementary school students

According to Figure II, the average score of 12 elementary school students is 120 out of 192, 62%. They scored 85 out of 96, 88% on prototypical use of prepositions; and 35 out of 96, 36% on for peripheral use of prepositions.

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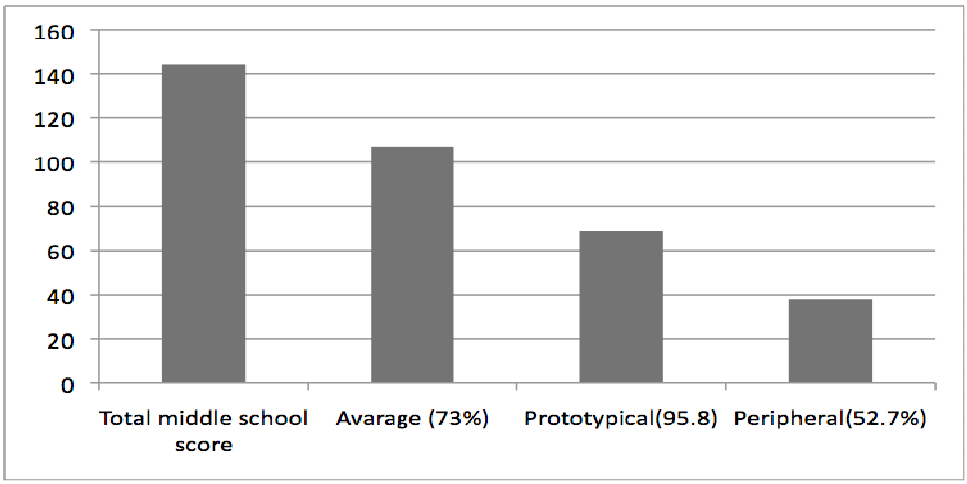

Figure III

Average result of prototypical and peripheral use of

Preposition for middle school students

According to Figure III, the average score of 9 middle school students scored 107 out of 144, 73%. They scored 69 out of 72, 95.8% on prototypical use of prepositions; and 38 out of 72, 52.7% on peripheral use of prepositions.

According to the result, one student got 15 correct out of 16. Two students obtained 14, three students obtained 13, four students obtained 12, two students obtained 11, two obtained 10, two obtained 9, three obtained 8, one obtained 7 and one obtained 6. If we take a look at the scores on the prototypical meaning of preposition, we see twelve students got all questions correct. Four students obtained 7, three students obtained 6, and others

obtained 5. This shows that students' understanding of prototypical use of prepositions is quite good. With regard to the peripheral meaning of prepositions, the result is quite different from the prototypical meaning of prepositions' result. One student obtained 7, two obtained 6, four obtained five, five obtained 4, two obtained 3, four obtained 2, nobody obtained 1, and three obtained 0.

As is mentioned above, twelve male and nine female students participated in this experimental study. Among the males, one obtained 15, one obtained 14, two obtained 13, one obtained 12, one obtained 11, one obtained 10, one obtained 9, two obtained 8, one obtained 7, and one obtained 6. Among the females, one obtained 14, one obtained 13, three obtained 12, one obtained 11, one obtained 10, one obtained 9, and one obtained 8.

4. Discussion

The first question was posed as "Which do students learn first, the prototypical or peripheral meaning of prepositions?" Results show that students learn prototypical meanings of prepositions. Students are taught the prototypical meaning of prepositions first to develop their real life meanings. After these have been mastered, they start learning the peripheral meaning of

the prepositions. Therefore, teachers first should be aware of the prototypical and then the peripheral meanings of prepositions and teach them sequentially.

The second question was posed as "How do different proficiency levels affects students' preposition learning?" Results show that the students' proficiency level affects the students' preposition learning. In the above given discussion, according to Pinker 2000, it seems proficiency level affects learning style and confirms the idea that students who practice or continuously go over a certain subject will be proficient in that certain subject. According to the hypothesis as is mentioned earlier, the proficiency level affects learning styles and strategies. It is shown to be true through this test result that students with a higher proficiency level obtained higher scores than lower proficiency level students.

5. Conclusion

From the result gathered through this experimental research, researchers can conclude that the students learn the prototypical meaning of prepositions first and the proficiency level indeed affects the students' understanding of them.

More importantly, this study opens doors on an understanding of the degree of language learning awareness among Korean learners from

different spectrums of society. It is important to focus more on the semantic meaning and meaning every day language use. People should not only be aware of the prototypical meanings of language items, but the peripheral meanings too.

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http://esl.about.com/library/beginner/bleasypreps.htm www.about.com. English as a second language.

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Appendix- 1

Preposition Test

Fill the appropriate preposition in the blanks to make it a meaningful sentence.

Use given prepositions in blanks. On, under, over, below, of, in, off, up, at, for, to, by, away, out,

1. There are several pens ……the table…(on)
2. Yesterday I woke …… at 7am…(up)
3. I bought this bag ……a lower price in a different shop..(at)
4. Ben walks 8 miles ……..the morning.(in)
5. This room is suitable ……..me.(to)
6. A bird is sitting ……..the tree..(in)
7. John stopped …… my office today.(by)*
8. He is going ……..the trip.(to)
9. His grandfather passed …… last year.(away)*
10. Let's try to find ……..the solution.(out)*
11. He was dropped ……(out)*
12. He saw a helicopter passing …… the mountain.(over)*
13. She was sad because her parents were splitting ……(up)*
14. Noam cried," watch ……".(out)*

15. Please try this shirt ……(on)*

16. John bought her a present ……..her birthday.(for)

(Note: these are 16 fill in the blanks sentences using prepositions. Their answers are at the end of the sentences. Answers with * sign are peripheral meaning of prepositions)

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Appendix-2

'Fill in the Blanks' Test Results

Daily Use of Prepositions with their Prototypical and Peripheral Meanings.

Sr. No.	Name	School	Proficiency Level	Age	Gender	Obtained score	Prototypical meaning score	Peripheral meaning score
1	Ron	Middle School	Int. Mid.	15	M	15	8	7
2	Gene	Middle School	Int. Mid.	15	M	13	8	5
3	Edward	Middle School	Int. Mid.	14	M	14	8	6
4	Mary	Middle School	Int. Low	15	F	11	7	4
5	Jennifer	Middle School	Int. Mid.	14	F	12	8	4
6	Harry	Middle School	Int. Low	14	M	10	7	3
7	Julia	Middle	Int. Low	15	F	12	7	5

		School						
8	Nick	Elem. School	Int. Low	11	M	11	8	3
9	Andy	Elem. School	Int. Low	10	F	10	6	4
10	David	Elem. School	Nov. High	12	M	7	5	2
11	Tom	Elem. School	Nov. High	11	M	9	7	2
12	Jason	Elem. School	Nov. High	13	M	8	6	2
13	Mary	Elem. School	Int. Mid.	13	F	14	8	6
14	Rose	Elem. School	Int. Mid.	13	F	13	8	5
15	Max	Elem. School	Int. Mid.	13	M	13	8	5
16	Jack	Elem. School	Int. Mid.	13	M	12	8	4
17	Hellen	Middle	Int. Mid.	15	F	12	8	4

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		School						
18	Erin	Elem. School	Nov. High	13	F	9	7	2
19	Methew	Middle School	Nov. High	15	M	8	8	0
20	Greg	Elem. School	Nov. High	12	M	6	6	0
21	Sandy	Elem. School	Nov. High	12	F	8	8	0

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Making a New TV English Program, "Survivor High" Based on the Analysis and Identification of TV English Learning Programs with SLA Theories

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Though there are many educational English programs for language learners in Korea, structurally-sound language education television programs are rare, which must subscribe to the ideas of good, watchable television while being supported by and made in accordance with solid language acquisition theories. Thus, based on the language theories and analysis of EBS English programs, the team project, "Survivor High" which is a new style of language learning television program, is designed and made in order to try and develop an appropriate television program. However, though this new program has merits, it has some limitations which should be considered later.

1. Introduction

In Korea, educational television is ubiquitous. Koreans love to learn via television. Whether it is a documentary about talented people, a cooking show or a televised lecture giving exam tips, it seems the use of television for informational and educational purposes in Korea far outstrips its counterparts in other countries. The fervor with which viewers watch these shows illustrates the feverish passion for, or rather addiction to, education in Korea. This fervor extends even to language education television, particularly English language education. Though the great majority of these television shows are aired on EBS, the educational broadcasting company, there are programs which can be found on other networks as well.

However, while some of these English education shows may be entertaining, it seems that they do not always adhere to the standards of good education. A structurally sound language education television program must subscribe to the ideas of good, watchable television while being supported by and made in accordance with solid language acquisition theories. These theories include; (1) Relationship of form and function, (2) Input and Output, and (3) Group work and Tasks. In addition, based on the theoretical rationales, some English learning programs aired on EBS will be analyzed in order to identify their advantages and disadvantages. These shows are (1) “Debate Survival,” (2) “English Drama,” and (3) “English Café.”

Thus, the team project, “Survivor High” which is a new style of language learning television program, is designed in order to try and develop an appropriate television program that fulfills both of these requirements. “Survivor High” follows a “real variety” show format which doesn’t have a strict script. The show will visit real high schools in Korea and involve students from that school in English activities. The students will be divided into two teams, thereby making it similar to a game show; however, the activities will not be simple question and answer activities. Rather the activities will exercise different types of intelligence. The program has a multi-plot format with a concrete language form, given-various tasks, having three corners; (1) Warm-up task, (2) The first main task, and (3) the second main task.

2. Literature Review

2.1 Relationship of form and function

According to Skehan (1998), language input must be processed by the learner for both form and function. In order for a learner to really know the language item, both the analytically-based rules of form and the lexically-based meaning function of a language item have to be understood by the learner. Skehan also shows that where the two are combined in some way, rule-based linguistic creations become lexical “exemplars” by their frequency and

conferred contextual coding.

Moreover, Skehan reviews Schmidt's (1990) idea of noticing, bringing up the idea of salience. Forms must be repeated and emphasized in order for the learner to realize that they are important. Furthermore, by comparing studies, Skehan found that learners, given time to plan tasks, often prioritize meaning over form. That means learners try to understand what is being said before analyzing how it is being said. We can infer from this that students already have strategies available for deciphering meaning.

2.2 Input and Output

Skehan (1998) discusses three stages of psycholinguistic processing that occurs within a learner's mind as he is learning language. The first of these stages is input. Input is the language that the learner is exposed to (as opposed to intake, which is the language the learner actually processes). He states that the input that is being taught or stressed should be frequent and salient. One can achieve this by repetition and added emphasis.

The second of the stages is processing, which explains what happens once the input has been provided. Within the mind, there are two types of memory: working and long-term. After discussing the different schools on rule-based, analytical approaches and exemplar-based "chunk" approaches, Skehan decides that optimal processing occurs. After the language has been processed, it may add to or modify an existing rule-based exemplar in the

long-term memory, becoming a part of the learner's available linguistic knowledge.

The last is output with two approaches, the accelerating model and the restructuring approach. A fluent language user has a large store of these "contextually coded exemplars" which can be used in creating language. Skehan states that this theory helps bridge the gap between the rule-based approach and the exemplar-based approach.

2.3 Group work and tasks

Vygotsky (1962) mentioned how the development of a child's thought processes and logic is determined, or guided, by language, and that language is a tool learned from social relationships or interaction.

Ellis (2003) notes how tasks provide a breeding ground for interaction, and interaction in turn gives practice in meaning negotiation and communication strategies. Tasks, Ellis says, also allow for a learner to test out their communicative effectiveness, in that it allows the learners to compare the desired outcome with the actual outcome of the task.

Additionally, interaction through tasks helps acquisition in that there are more opportunities for learners to negotiate meaning with higher level language users, as well as help them develop communication strategies.

3. Analysis of television show

What will follow here is a brief analysis of a television program designed for English language learning. The items that will be emphasized are:

A) Does the show exhibit a balance in form and function based teaching?

B) Does the show allow for input and output of the learner?

C) Does the show allow for noticing of the language form?

D) Does the show allow for group work and/or task based learning?

E) Will the show be enjoyable to watch?

While the number of programs developed for high school students, the desired target group, is much smaller than those developed for younger children or adults, there are still a few that can be found. Three of such programs are; 1) “Debate Survival”, 2) English Café, and 3) “Drama English”, which can be found on EBS.

“Debate Survival” is a television program that shows two teams debating on an issue. The teams are ordinarily composed of higher level English speaking students. The teams take turns presenting their argument and countering that of the other team. The stated target skill of the show is speaking. As the students present their arguments, their words are presented on the screen as subtitles.

In regards to the first question, the television show does not explicitly teach form or function. There doesn't seem to be a target language item, as the participants debate their point ignoring any specific language patterns. While the show does allow for input and output of the participants, the output of the viewers is limited. Besides, there is no room for the viewer to do any speaking. No kind of review is given so that the viewers can see what has been said and what is important to learn from the show. The show also suffers from a lack of interaction between the viewer and the participants. It seems a bit unfair to review this show, since it doesn't seem to be interested in educating the viewers. However, its stated purpose is that of teaching speaking, and while a debate is a worthwhile activity for teaching speaking, the lack of any kind of repetition or salience of important lexical items, target language, or explicit form teaching makes this show difficult to recommend for language learning.

The next program is "English Café," which was popular among adults, especially for the adult beginners. Actually, though this program was designed for adults, it had popularity among all the ages from middle schoolers to adults. It always has a specific language objective in every episode. This program was not only designed to lecture basic English expressions in the various corners, but also gave a fun factor which attracts normal adults who want to learn English but feel difficulty in doing so.

For the first question, it introduces a specific language goal; for example, the language objective in this episode is “I have a reservation under Mr. Kim.” It instructs the key forms explicitly; it shows a situation implying key expressions, and teaches the expressions to others in the program, and also the watchers. There is enough form explanation and practice, but function is not enough to use the language forms; this means the program only gives “pre-communication forms” not a “real communication situation which the forms can be used.” In terms of noticing, there is enough sufficient repetition or frequency and salience of key words and language forms. The watcher’s expectation, and the skill level, takes into account the watchers’ English competence. For task based language learning, this program does not provide any tasks to be finished in limited time with the MC. There just exists repetition, practice and memorization, and a small amount of output.

With regards to the fun factor, watchers feel entertained and excited while they enjoy the program without a feeling of burden. As it is an interesting and entertaining program, watchers can follow the whole process of the program with fun and interest. Through these factors, viewers’ affective filters are lowered and their motivations are geared up to improve English competence.

The last one is “English Drama.” The reason this program was chosen for this project is because the target viewers are teenagers, who are the target

language learners of the project, and the use of drama makes it quite interesting. The procedure of this program is like this; (1) show the original drama in Korean; (2) the host translates and explains every single line in English or sometimes Korean; (3) show the drama one more time, being heard in English with Korean subtitle first and then in English, this being repeated three times.

First of all, the physical and emotional setting of the selected drama, "Drama English," does not seem to match the target learners' age group at all. Many aspects of the drama were not appropriate for middle school students such as its setting, the conversation topics and the expressions. Secondly, the way of giving input is not effective at all, even though the quality of input was quite good. It adopts a one-way transmission, which doesn't check how much the viewers acquire from what they watch. Since there's nothing to push viewers to do, they can watch the program without any concentration and don't realize what they are learning. Thirdly, the level of given input is too difficult for middle school learners to understand. The expressions, including complex verb forms and tenses such as "have been left off," are too difficult for the target age group to keep up with, since those participles are supposed to be taught in high school. And this program should give viewers an opportunity where they can use the language.

4. Plan/Script for the Television Show (Survivor High)

This television show, “Survivor High,” does not need a strict script, as it is a variety type show where the cast members, actual students, are provided the dialogue for the show. Only the three main hosts require any lines, however rather than lines the hosts will be responsible for “teaching” the main language points needed to complete the tasks. Therefore, what is given is more a suggestion of what to say in certain tasks than an actual script of what to say.

The format of the show is similar to the “real variety” show that is popular in television nowadays. The show will visit real high schools in Korea and involve students from that school in English activities. The students will be divided into two teams, thereby making it similar to a game show; however the activities will not be simple question and answer activities. Rather, the activities will involve many “intelligences,” if you will. Students will have to not only produce language, they will also have to complete the tasks, which may involve physical activity, musical or artistic ability, analyzing or gathering, or any combination of these and other abilities. The hosts, being English teachers, will be there only to give a specific instruction of the task and to assist the students in their work. The activities will focus on the basic communicative activities that are emphasized by the current curriculum while adding elements of fun, variety and difficulty. They

will also reflect the skills and topics required for doing well on the number of exams that high school students take.

The program will take place at the chosen school. It will follow the format of the popular show "Golden Bell," a show many students are already familiar with. The students will spend a whole day at the school, taking part in the program of activities. It will also give the school a chance to advertise itself.

Every show will have some kind of theme, and the activities will revolve around that theme. There will be three activities per show. Before taking part in the activities, the students will learn/review the key language form needed to complete the activity implicitly. In other words, they will receive the language objective as an implicit way, following the hosts' instruction of the task and doing their tasks in the group. This lesson will be edited into the final product for the watchers. In the lesson corner in the program, they will learn the important vocabulary and expressions, as well as the grammatical patterns, needed for the activity, taught explicitly at first, using carefully selected models. However, the participants will be given instructions and materials for the activity including the language form implicitly.

Each host conducts each task and the students will work for the given time to complete the task. While working, microphones will be placed at the groups' tables and cameras will record their work, ensuring they use English

and showing the process that goes into the product (similar to *Iron Chef*). At the end, the students will present their results.

During the presentations, subtitles will be placed on the screen to show what the students are saying. There will be two sets of subtitles. The first will be the actual speech of the students, while the second will be the corrected version. However, only the errors in the target language will be fixed, rather than all of the errors, in order to limit the amount of editing and to focus the attention of the students watching on the errors in the target language.

Viewers will be able to participate by using a message board to post messages or their own videos showing their completion of the activities on the show or to apply for the show. Students will also be able to text message the show for various events in the "Survivor High message board.

5. Script for the Project, "Survivor High" in Jukjeon High School

Target students who join the program: high school students with mixed English competence from beginning to advanced. Some students are really good at speaking and listening, and others are poor at writing. Some have been to English speaking countries for study or travel, but others have never been. However, most of them attend English private institutes in order to

prepare for the Korean SAT. Most of all, though their English competences are mixed, they really enjoy learning English through various ways.

Program's General Goal: Students will be able to develop through negotiating meaning and completing given tasks.

Linguistic Objective: Students are able to use "If-clause" and "subjunctive mood" in various tasks.

Content Objective: Each team is able to compete with each other to win in the task-based game activities.

Opening

(open on wide shot of MCs and participants; zoom into MCs)

1: Welcome to *Survivor High*, the show where real Korean high school students use English to perform tasks, win some prizes and avoid some not-so-fun penalties.

2: The tasks are designed to help students use English, but also give them some fun stuff to do while using it. The keyword here is "fun."

3: That's right. Today, we bring you to Jukjeon High School, located in Yongin City. We've gathered 12 of the school's students to participate in today's events.

4: The students have already been divided into two teams. Without further

delay, let's meet our students.

(students introduce themselves briefly, one by one)

1: Nice to meet all of you. I hope you are all ready for today, because we'll be exercising your minds and bodies. After all, English isn't just a language; it's a new way of living.

2: Today you guys will be participating as teams in a series of events. After each event, we will award one team a prize and the other team a penalty.

3: The prize is good. The penalty is…

4: Well, I'm sure you can guess. So let's get on with the show!

3: Coming up first, we'll find out what our theme for today is.

Transition to warm-up

Warm-up

(The first host, Kyungim's instructions)

1. Watch the music video clip. Try to think of the context of the movie clip; who they are and what they are doing. Then, guess what is going to happen in the next scene and make your own next scene. Three students are going to be a sub-group in a team. They are asked to decide the

details of the video clip and act it out. (I'll bring my laptop and four white boards & markers.)

Questions: Who they are? (the relationship)

What are they doing? (Why are they doing it?)

What is going to happen next? (Why will this happen?)

2. Watch each video clip without order and music. Make them into the right order and talk about its full story. Think of what this song is about and sing a part of one English song which has the same topic. Tell us the title after that.

Transition to Home Shopping activity

(The second host, Carlos's Home Shopping activity instructions)

Students, in groups, will design a product and create a home shopping infomercial for the product. The infomercial should include the name of the product, the uses, and the target audience (and the students should use the target language). The two "aims" for the products will be a) a product to help a not so cool kid get a date; and b) a product for parents to keep their children from socializing romantically. Some example ideas will be given.

Students will have 30 minutes to work. They should create everything, memorize, practice and perform after the 30 minute working time.

Transition to Debate-based Drama activity

(The last host, Dongeun's Debate-based Drama Activity Instructions)

Students in a group will take either the pros or cons role of the topic, "Should having a boyfriend or a girlfriend be banned?" One team will defend the topic, and the other team will attack the topic. The situation is as follows: two class couples were caught by a teacher of "학생부" and they are waiting for the trial. In the trial their parents, a teacher, and two friends will be invited to defend or attack the couples before 학생부 teachers. One team will take "defense" role of the topic, and the other team will take "attack" role. The judges will check your activities based on the rubric on the board. Each team will have twenty minutes to prepare and then have a performance of about 7 minutes. The MC and other teachers can help them if the teams want some help.

Transition to ending

Ending/Closing

1: That's all for today's show. I think a lot of fun was had and a lot of cool things were done here today. Everyone did an excellent job.

2: I agree. I really enjoyed the … (feedback)

3: So did I. I also thought that… (feedback)

4: Same here. (to students) What did you guys think?

(students offer their thoughts)

3: (smiles) You know, I think you're right (or some other appropriate comment). [And now it's time to announce the winning team. The winners will get the final prize, and the losers will get the final penalty.

2: Oh, this is not going to be pretty.

4: But, rules are rules.

3: Yes, they are.

2: So, the winning team is… Congratulations!

4: You know what that means?

3: Oh, no.

1: Yup. Losing team, get ready!

(final penalty)

1: Well, that's really all for today. Join us next time when we will be at yet another school showing you real students using English. Good night!

2 & 3 & 4 and students: Good night…

6. Analyzing our program

Let's take a look at what components reflect the theories which were discussed above. Basically, this program shows the appropriately difficult and complex sentences in terms of linguistic and content level. Through three different tasks, viewers watch the target language in various forms depending on contexts in which they were given.

According to Skehan (1998), language input must be processed by the learner for both form and function and forms must be repeated and emphasized in order for the learner to realize that they are important. In the warm-up, the viewers create their own meaning which they get from the video clip and they are asked to use the analytically-based rules of form, "if I were" clause and the lexically-based meaning function, "the names, ages, jobs and relationship" and "what is going to happen." While showing the students' output, this form is repeated and emphasized in the show in order for the viewers to realize that they are important. Through watching two

different teams' output, they would realize what participants should use to complete the given tasks.

Based on what Littlewood (1981) said, we need to be aware of not only the setting of the conversation and the relationship between ourselves and our listener, but also what the knowledge the listener already has. The main theme of this program was chosen based on this theoretical support. For teenagers, having a boyfriend and girlfriend is a critical issue for them to talk. Whenever it is discussed or gossiped about in the class, it became a hot topic, which shows their interest level. Moreover, one possible case was brought into the program as the last activity so that students can simulate their own case or their friends' case and think about it, which happens around them all the time.

All the tasks in this program were given as group work rather than individual work because people learn with some kind of help, which can be defined by any type of interaction here. As Ellis noted, interaction gives practice in meaning negotiation and communication strategies. By being asked to correct the incorrect production by participants, viewers have a chance to interact with the program by sending a text message or posting their answers on the webpage. While seeking for their answers, viewers may negotiate meaning by themselves or other peers. When they try to figure out the answers and communicate with their peers, it also makes them practice

communication strategy as well.

To increase viewers' motivation, the program should let them interact, create social roles and relations and negotiate meanings. In addition, it should create a response immediately and that is imaginatively appropriate for the context. That is what this program provides to the viewers. Through sending messages, viewers can interact. Indirectly they create social roles and relations and get responses from the program though participants' performance. Vygotsky sees drama as developing from gesture, which can be regarded as a short step to writing. For effectively showing language production, drama is a better and more effective form of writing to be conveyed through television medium.

7. Applications

7.1 For home viewing

When watching this show at home, the viewers can have themselves exposed to very frequent and salient comprehensible input, which can spark their language learning. They have an indirect experience by receiving instruction from the MC and by observing the participants' performances. Through watching the whole show, they can internalize the language objective which was the "if clause" and the content objective which was to decide whether

they should have a boyfriend or girlfriend.

7.2 For institution viewing

At the pre-teaching period, the teacher asks students their personal opinion about two couples, Romeo and Juliet and 이도령 and 성춘향. The teacher asks what their relationship is like and how it influenced their life. The teacher also checks out students' answers, feedback and opinions and might ask them if the students had to be Romeo or Juliet, who they would choose and why.

During watching the video clip, the teacher can stop the video clip after finishing each instruction and check their comprehension and ask them to complete the task. After sharing the viewers' ideas in the classroom, the teacher can have students watch the participants' performance. The viewers may have a chance to review what they have done and give any type of feedback by themselves.

After watching the whole show, the teacher may ask them what they think about having a boyfriend or girlfriend on their own and write a short letter to their future son or daughter about whether they recommend having one or not and why they do or don't in order to send it as a text message or post it on a web page. They are supposed to include one product to recommend for their future child to use and one role model to become their child's mentor.

8. Limitations and suggestions

Time and money have a huge effect on accomplishing this project. The participants should wear costumes and makeup for their different roles, which can make a huge difference in order for their performance to look much more authentic and obvious. It should have been possible to make sets and have audience, which would have made the program much more professional.

Besides time and money, the most critical factor is the participants' linguistic ability. Depending on their level and creativity, the out come can be totally different from what is expected or planned, which means that we cannot plan it out beforehand. Because this show has no real concrete script, we need to adjust the task difficulty and target language level based on the participants' level. Related to the participants' ability, the attitude towards English can be a huge variable that affects this show. Generally, most Korean people don't want to show their English ability as we did, which means that they don't want to be compared with others regarding their linguistic competence. After other schools which have lower-level students in terms of English watch the show, they can be easily reluctant to participate in the next show because they don't want to be blamed because of their English level. It also can lead to reduce voluntary participants regardless of their language level and limit the participants' level, which could end up in a situation of

simple competition among the high-level students/contestants.

What can be suggested for this limitation is to divide the level of students who wish to participate in this show. Depending on their level, the format of the tasks and the whole show can be adjusted. For example, more controlled tasks and more scaffolding can be given to the lower-level participants while more communicative tasks can be given to the advanced level participants. For the former, “fun factor” and creativity can be valuable while fluency and accuracy can help achieve the latter.

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The Influence of Assigning Roles in Group Activity on Students' Attitude towards Positive Interdependence

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It is hard to deny that the current curriculum of English education in Korea is considerably unbalanced and restricted due to the exceeding emphasis of CSAT preparation. Besides, intensified individualism and prevailing competitiveness in the learning environment seem to create negative interdependence among students. Thus, Korean high school students may experience either oppositional interaction or no interaction in the class (Johnson & Johnson, 1998). With this critical awareness about the learning environment of Korean high school, this study aims at presenting the practical applicability of Cooperative Learning (CL) activities in English class, especially focusing on the effect of Role Assignment in groups in a CL context.

1. Introduction

The majority of Korean public high schools mostly focus on preparing for the College Scholastic Aptitude Test (CSAT), resulting in not only intensified individualism and competitiveness among students but also unbalanced and restricted teaching which focuses primarily on English reading and listening. An individualistic and competitive learning environment makes it challenging for teachers to implement interactive CL in actual classes. In addition, unbalanced English classes focusing on test skills tend to discourage students to actively communicate in English. As Johnson & Johnson (1998) show in their study of negative interdependence, Korean high school students experience either oppositional interaction or no interaction in the class.

Therefore, it is necessary and meaningful to implement CL strategies in English class in a more communicative context and to examine its influence on students' positive interdependence in the process of performing assigned roles in a group.

2. Literature Review

2.1 Cooperative Learning(CL)

Cooperative learning is the instructional use of small groups where students work together to learn and achieve mutually beneficial goal. To make

cooperative learning more productive, Johnson & Johnson (1994, p.2) proposed certain prerequisite conditions: clearly perceived, positive interdependence, considerable, promotive interaction, clearly perceived, individual accountability and personal responsibility, relevant interpersonal and small-group skills, and regular group processing of current functioning to improve group's future effectiveness.

2.2 Positive Interdependence

Positive Interdependence is the perception that you are linked with others to accomplish the work for mutual benefit developed by assigning roles for each member in the group and establishing group goals, rewards, and resources (Johnson & Johnson, 1994, p.3). Positive interdependence enhances promotive interaction, individual accountability, social skills, group processing, and psychological health (Johnson & Johnson, 2005). Equally important roles must be established so that the completion of the activity can only be accomplished through the participation of all individuals within the group. Johnson & Johnson (1991) suggests positive goal interdependence exists when students perceive that they can achieve their goals only if all members of the group achieve their goal (p.368).

When goal, task, resource, and role interdependence are clearly understood, individuals realize that their efforts are required in order for the group to succeed (Johnson & Johnson, 1998, p.25). While positive goal

interdependence is sufficient to produce higher achievement and productivity than individualistic effort, it can be assumed that the combination of goal and reward interdependence is even more effective. The combination of goal and resource interdependence increased achievement more than goal interdependence or individualistic efforts alone (Johnson & Johnson, 2005, p.314)

2.3 Assigning Roles in Group Activity

Giving equally important roles for each member in the group where each role insures some level of participation from all members is crucial (Johnson & Johnson, 1991).

3. Methodology

3.1 Audience & Goals

English teachers, students, and the principal of Jungsan high school are the audience because they will be primarily affected by this evaluation program. The information requested relies on the different needs of each audience (Lynch, 1996, p.3).

For instance, English teachers require information about CL methodology which can then be applied in their classes, such as methods to enhance students' Positive Interdependence in English class; classroom management and group organizing strategies; types of student's roles and

strategy to make use of them; CL methods to encourage students to actively participate in English speaking through performing roles in a group. Compared with English teachers, students' needs are more centered on improving their exam scores required for entering college. The principal is interested in qualitative evidence that supports students' benefitting from perceived positive interdependence in order to justify funding of English teachers' workshops for CL.

Thus, the main goals of this evaluation are twofold. First, it seeks to inform English teachers about CL strategies and the effect of assigning roles in group activity, eventually encouraging them to apply CL strategy of assigning roles in group activity to their English classes. Secondly, it is hoped to motivate students' through active participation in CL with enhanced positive interdependence as a result of performing roles in a group.

3.2 Context Inventory

Jungsan high school is a co-ed academic high school mainly focusing on helping students to prepare for the CSAT and to improve their academic achievement. The subjects of the evaluation are 80 students of first grade in Jungsan high school, 1 Korean English teacher, and 1 Foreign Assistant English teacher. Students were randomly assigned to the class in the beginning of the school year, and each class consists of approximately 40 students. The subjects are the students of class 6 and 7 of the first grade.

Students have taken regular English classes 3-4 times per week at public schools since middle school. Of the 80 students, 5 students have studied or lived in English speaking countries for 1-3 years and 7 students have taken English conversation class at private institutes. In terms of the current classroom approach used by the teachers, 2 teachers who teach English conversation use English as an instructional language and the other 5 teachers who teach the general English course use English only for directions. The native language is Korean and students have almost no opportunity to communicate in English except for during their English conversation class.

The period the program was conducted was from October 20 to November 20, 2009. Students take English conversation class once a week, therefore, 5 classes of 50 minutes were available for the evaluation of the program.

Two teachers participated in this program. One is a Korean English teacher and the other is a foreign assistant teacher. The Korean English teacher has taught English in public high schools for 16 years, and is a highly motivated teacher who facilitates students' activity, encourages students' participation, and gives positive feedback in the context of CL. The foreign assistant teacher is from the USA, and majored in Applied Linguistics. He has taught English conversation class for 6 months in Jungsan high school. He has an introductory knowledge of CL and is willing to learn and apply CL strategies in the class. He values interaction, motivation, and coordination

among students to improve their speaking proficiency, and therefore has positive expectation for this program.

3.3 Preliminary Thematic Framework

Two qualitative questions in this research are:

1. How does assigning roles for each member in a group affect students' attitude toward Positive Interdependence? To be more specific, questions on four areas of Positive Interdependence which are Positive Goal Interdependence, Positive Reward Interdependence, Positive Resource Interdependence, and Positive Role Interdependence were generated.
2. How do students perceive the advantages and disadvantages of assigning roles for each member in a group?

3.4 Data Collection

3.4.1 Role Assignment

In terms of grouping and role assigning, 6 groups in each class are randomly organized and each group decides group names and cheers. Each student has a specific role, such as a captain, reporter, recorder, and manager. Through performing each role, students are expected to enhance language proficiency and skills, and build positive interdependence with responsibility. To be more specific, the captain leads the group discussion and organizes group activities. Each group has 2 recorders since each lesson generally consists of 2 major

group activities. Recorders write the group's answer on the board and make note of the group's opinion on the handout. Each group has 2 reporters for 2 major activities. Reporters present the group's answers and results of the group discussion.

3.4.2 Instructions: CL group project activities

The Methodology applied to the program is CL: thus, several strategies for grouping, cooperative learning activities, and rewarding are used for English conversation classes. Concerning the CL activities, each group chooses 1 specific topic about school life and work on a group project for a month. Also, students participate in various CL activities (Kagan, 1994) and topics for each lesson are described in Table 1 below.

Table 1. Instruction: CL Activities

Period	Description
1st Lesson	Brain-storming for group project topic (High school life) Watching video-clip about American high school life Round Table, Choosing each group's topic
2nd Lesson	Reading an article in Jungsan High School English newspaper (American vs. Korean high school life) Making Photo essay, Information gap activity
3rd Lesson	Writing script for role-play on each group's topic Performing Role-play
4th Lesson	Presentation of group project Inter-cultural interview with American student through SKYPE, Jig-saw discussion activity

To enhance positive interdependence, students get rewards as a group and are evaluated both as an individual and as a group. In each class, students get stickers for group activities and the Korean English teacher checks the sticker board every class. The group project is checked at the beginning of the lesson through a captain's presentation and report every week. On the last week of the month, the presentation and the report of the final group project is performed and submitted which is evaluated by the 2 teachers and the groups. Students evaluate their group performance by discussing their activities and fill out a group participation tally and self evaluate their participation based on their assigned roles. A CL evaluation sheet is given to the group at the closure stage of each lesson. Therefore, students work together toward a common goal of a shared reward, which leads to both academic and social gains for all students participating in the lesson (Humphreys, Johnson & Johnson, 1982,)

3.4.3 Testing Tools

In order to investigate students' attitude towards Positive Interdependence, a modified version of the illumination model (Lynch, 1996) was applied. In the first stage, the 2 teachers had a discussion based on observations that focused on students' interaction and their performing of assigned roles. At a later stage, group participation evaluation sheets for every class were collected. Finally, a student survey on attitudes toward Positive Interdependence based

on CL activities was analyzed.

The survey consisted of 22 questions. 20 questions are about students' attitude about Positive Interdependence and 2 questions are about students' perception of Positive Interdependence. The survey assessment is based on a five-point Likert item of which the format is: 1. Strongly disagree 2. Disagree 3. So-so (neutral) 4. Agree 5. Strongly agree. 20 out of 22 questions (from Q1 to Q20) are scored according to a five-point Likert item. The number of students for each item is counted using a tally to demonstrate how positive or not students' responses are to each question. Five questions are generated to investigate four types of Positive Interdependence. To be more specific, Q1, 2, 3, 4, 5 are about Positive Goal Interdependence, Q5, 7, 8, 9, 10 are about Positive Reward Interdependence, Q11, 12, 13, 14, 15 are about Positive Resource Interdependence, and Q16, 17, 18, 19, 20 are about Positive Role Interdependence. Q21 and Q22 are open-ended questions to ask students' opinions on advantages and disadvantages of performing assigned roles in group activities.

4. Results

4.1 Students' attitude towards Positive Interdependence

To measure positive attitudes in the class, answers of Strongly agree (scale 5) and Agree (scale 4) are tallied, and then indicated as a percentage as shown in Table 2. As we see in Table 2, average 74.8 % of students responded positively to the questions. To the question about students understanding of

reward, students show the highest rate (90%) of positive attitude, followed by Q2 which asked for students understanding of the goals of each activity. The overall result of the students' survey shows role assignment in group activities has a positive effect on students' attitude towards Positive Interdependence as shown in Chart 1.

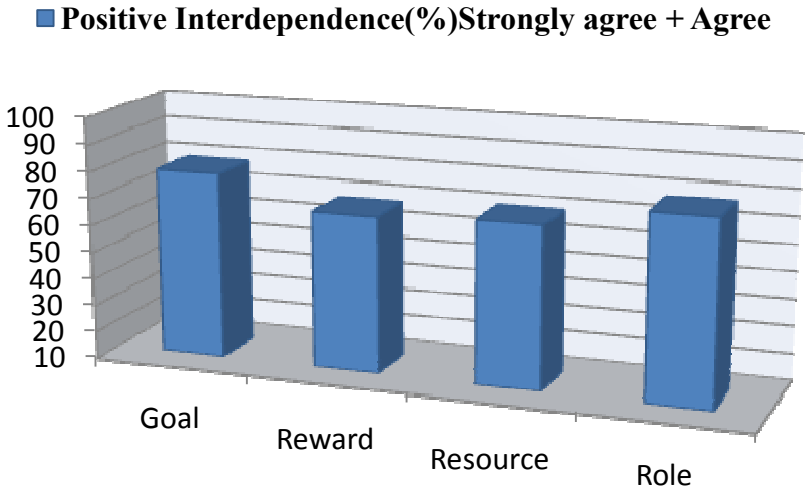
Table 2. Analysis of students' survey

(N:80)

Survey Questions		5	4	3	2	1	% 5+4
1.	My group members committed to our goals in each class.	40	20	18	2		75
2.	My group members were able to understand the goals of each activity clearly.	50	16	14			83
3.	My group didn't succeed without my effort and contribution.	35	15	16	2		63
4.	I could learn better doing my role in the group.	40	22	15	2	1	78
5.	My group members helped each other to accomplish our roles for the group.	44	22	12	2		83
6.	My group members were able to understand clear reward of each activity.	42	30	7	1		90
7.	I know my role can contribute to my group to get reward (sticker).	39	17	18	6		70
8.	We all try to volunteer in doing our roles and cooperate to get extra stickers.	35	17	27	1		65
9.	I tried my best for the speaking performance test to get extra sticker reward for my group.	38	25	13	3	1	79

10.	My group members cooperate in doing roles and made efforts to get more stickers to win the best group in the class.	38	24	16	2		78
11	I made efforts in doing my role to do Round-Table and Group- Project survey.	37	22	18	2		74
12	I made efforts in doing my role to do the Information-Gap and Photo-Essay activity.	24	30	18	5	1	67
13	I made efforts in doing my role to script writing and practice for Role-Play.	44	22	12	2		83
14	I made efforts in doing my role to prepare and do Inter-Cultural Interview.	42	16	2			75
15	I made efforts in doing my role to do Jig-Saw discussion.	37	18	2			74
16	When I did my role in a group, I felt more responsibility in achieving our group's goal.	48	16	3			76
17	My group captain contributed by leading group work and encouraging our participation in group activity.	37	22	18	2		74
18	My group reporters contributed by presenting group work well.	33	17	25	1		63
19	My group recorders contributed by making good notes and wrote answers.	38	22	18	2		75
20	My group managers contributed by providing learning materials for group activity well.	39	18	23			71

Chart1. Analysis of Overall Positive Interdependence



The result of each item of Positive Interdependence is shown in Chart 2, 3, 4, and 5. As shown in Chart2 about Positive Goal Interdependence, students were able to understand the goals of each activity clearly, they seemed less confident about their effort and contribution for group accomplishment.

Chart2. Analysis of Positive Goal Interdependence

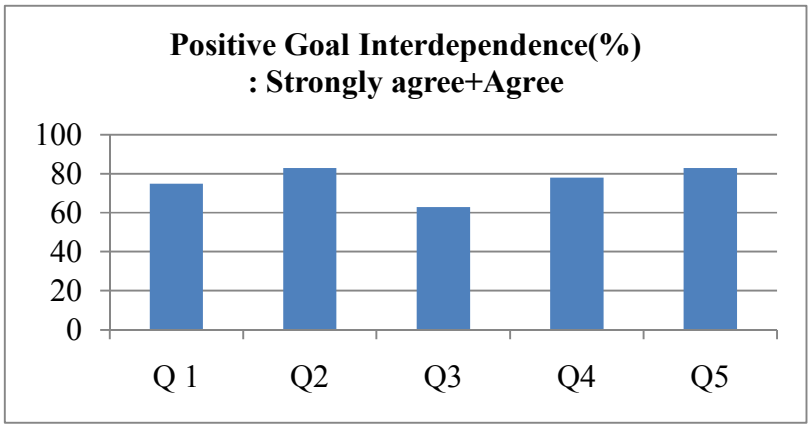


Chart3 shows that group members were able to understand clearly the reward system of each activity whereas they seemed to be less positive in volunteering and cooperating to get extra stickers.

Chart3. Analysis of Positive Reward Interdependence

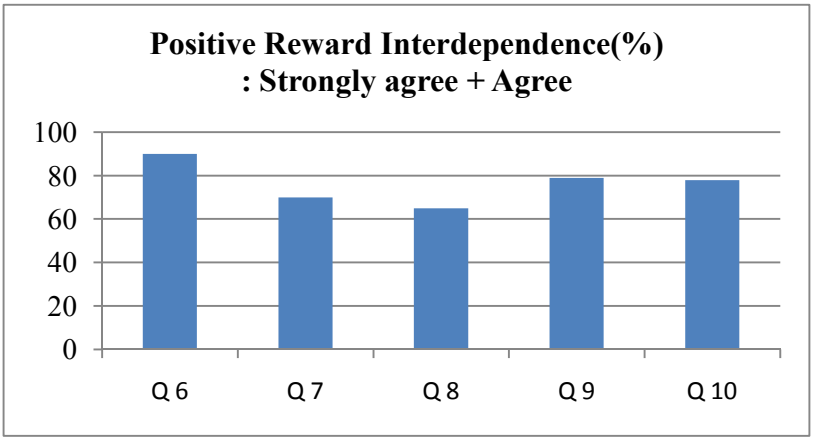
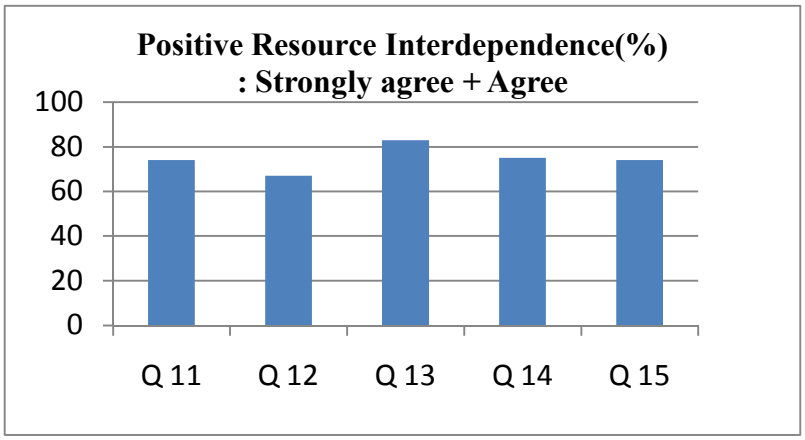


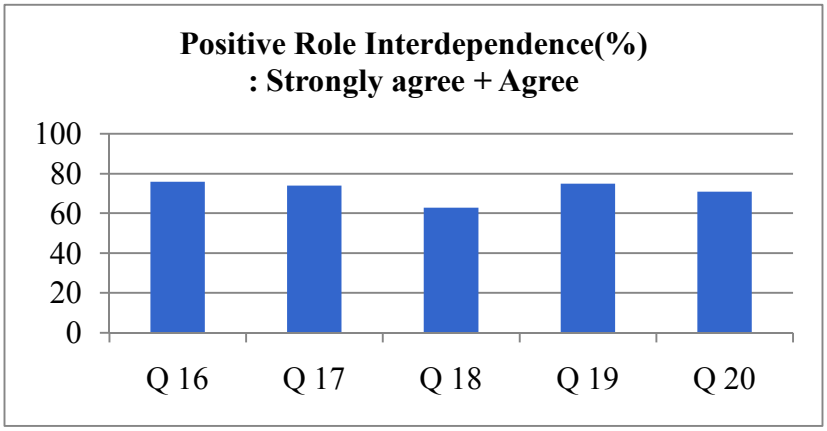
Chart4 shows that students made efforts in performing roles and script writing/practicing Role-Play but seemed to be less positive in performing roles in the Information-Gap and Photo-Essay activity.

Chart4. Analysis of Positive Resource Interdependence



Lastly, Chart 5 shows that students felt more responsibility in performing roles, even though group reporters seem to be perceived as contributing less in group activities.

Chart5. Analysis of Positive Role Interdependence



4.2 Students' perception on Role Assignment

To enrich the survey, two open-ended questions about students' perception on advantages and disadvantages of Role Assignment in a group are added. Out of 80 students, 32 students gave written feedback as shown in Table 2. Each piece of feedback is arranged in order of the most answered to the least answered. The number in brackets of each response shows how many students responded. While the greatest advantage that students perceive is active participation in group activities, the greatest disadvantage is feeling of

burden performing role as shown in Table 2.

Table 3. Students' Feedback: Advantages and Disadvantages of Role Assignment

Advantages	Disadvantages
1. We all participated more actively. (27)	1. I felt burdened to do my role. (24)
2. I felt more responsible for the group activity. (24)	2. Still, some students did more work than the others. (21)
3. We made more efforts to do the roles. (20)	3. I felt sorry when I failed to do my role properly. (14)
4. We cooperated more for group activity. (19)	4. I had to do something that I hate to do just because of my assigned role. (8)
5. We had more discussion and negotiation. (17)	
6. I became more positive to group activity. (16)	
7. I enjoyed the class more. (15)	
8. We became friendlier. (15)	
9. I felt more proud of my contribution. (13)	
10. I took initiative without delaying. (11)	
11. We had fewer arguments. (9)	
12. We worked more efficiently. (5)	

5. Conclusion

Cooperative Learning is one of the most widespread and fruitful areas of theory, research, and practice in education (Johnson & Johnson, 2000, p.1). It

emphasizes cooperation and collaboration in student learning, rather than individual competition, as is practiced in the traditional educational system. This study focuses on Positive Interdependence which is one of the prerequisite requirements of CL and Role Assignment in a group.

This study has shown that Role Assignment in CL group activities has helped students enhance their Positive Interdependence. The result of the student survey reinforces the well-known effects of CL in a Korean high school context. Role Assignment seems to encourage and motivate students to develop Positive Interdependence in the context of CL. In addition, student's feedback on the advantages of Role Assignment, in the context of CL, support abundant previous studies (Johnson & Johnson, 2005, p.286).

Still, the positive effect of Role Assignment on students' attitude towards Positive interdependence does not mean that it is always advantageous. There might be conditions under which Role Assignment in groups has negative effects on CL as we can see from students' feedbacks on the disadvantages of Role Assignment.

Thus, further research is needed to clarify the conditions to validate the theory with more systematized and effective procedures. Furthermore, examination of the relationships between Social Interdependence including both Positive Interdependence and Negative Interdependence and specific type of CL interaction should be examined. Above all, diverse implementation in actual classroom settings and thorough evaluations of the

applicability of CL and Social Interdependence theory could lead to an effective and meaningful suggestion to improve the learning environment in Korea.

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Appendix A: Student Survey

Survey on Students' Attitude towards Positive Interdependence

5: Strongly agree / 4: Agree / 3: So-so / 2: Disagree / 1: Strongly disagree

♦ Check (√) the number that best represents your opinion.

(N:80)

Survey Questions		5	4	3	2	1
1.	My group members committed to our goals in each class.					
2.	My group members were able to understand clear goal of each activity.					
3.	My group didn't succeed without my effort and contribution.					
4.	I could learn better doing my role in the group.					
5.	My group members helped each other to accomplish our roles for the group.					
6.	My group members were able to understand clear reward of each activity.					
7.	I know my role can contribute to my group to get the reward(sticker).					
8.	We all try to volunteer in doing our roles and cooperate to get extra stickers.					
9.	I tried my best for speaking performance test to get extra sticker reward for my group.					

10.	My group members cooperate in doing roles and made efforts to get more stickers to win the best group in the class.					
11.	I made efforts in doing my role to do Round-Table and Group- Project survey.					
12.	I made efforts in doing my role to do Information-Gap and Photo-Essay activity.					
13.	I made efforts in doing my role to write script and practice for Role-Play.					
14	I made efforts in doing my role to prepare and do Inter-Cultural Interview Jig-Saw discussion.					
15.	I made efforts in doing my role to do Jig-Saw discussion.					
16.	When I did my role in a group, I felt more responsibility in achieving our group's goal.					
17.	My group captain contributed by leading group work and encouraging our participation in group activity.					
18.	My group reporters contributed by presenting group work well.					
19.	My group recorders contributed by making good notes and wrote answers.					
20.	My group managers contributed by providing learning materials for group activity well.					

Students' feedback

♦ Please write your opinion either in English or in Korean.

Question 1: What did you like most about doing your roles in a group? (advantages over the grouping without assigned roles)

Question 2: What did you dislike most doing your roles in a group? (disadvantages over the grouping without assigned roles)

Appendix B: Group Evaluation Sheet

Group Evaluation (Group:)

☞ Circle the appropriate answer

1. We all contributed.

1 2 3 4 5

not well ---------- very well

2. We cooperated all the time.

1 2 3 4 5

never seldom fairly often often always

3. We stayed on task

1 2 3 4 5

never seldom fairly often often always

3. Something we could do better next time:

_____

_____

Group Social Skills Checklist

role / check	Captain	Reporter 1	Reporter 2	Recorder 1	Recorder 2	Manager
Excellent						
Good						
So-so						
Not good						
Bad						

Textbook Evaluation by Storybook Method

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TESOL 3rd semester & TESOL 4th semester

Storybook provides an ideal introduction to the foreign language by presenting language in a familiar and memorable context. Stories are motivating and fun, especially for young learners. Reading stories also guide students for meaningful use of the target language. Since stories are selected as the main teaching material in language class, how to select the most appropriate material for students should be concerned on the basis of linguistic and cognitive perspectives and also as a tool to drive young learners' motivations. Under the condition that learning through stories is closely related to students' motivation, cognitive and linguistic development, a widely used commercial readers' book has been chosen, reviewed and modified by relating it to theories and researches.

1. Introduction

Stories are known to bring many benefits to young learners in the classrooms, including language development (Wright 1997; Garvie 1990). In the class situation stories can serve as metaphors for society or for our deepest psyche (Bettelheim 1976). As you can see, stories are widely used and beneficial for not only students' first language classes but second language learning classes as well

Stories expose learners to a rich but comprehensible input of real spoken and written language in use. Once it provides input, stories can help learners to actually produce language to do things.

The basic claim of the input hypothesis can be summarized that the availability of input which is comprehensible to the learner is the only necessary condition for language learning to take place (Mitchell & Myles, op cit.). Therefore, before using them in the language classroom, teachers should critically evaluate the quality and the language learning potential of stories. This requires close attention to the discourse organization, the use of language, and the quality of the story (Cameron, 2001).

1.1. Research Questions

This paper has selected one of the textbooks that is widely used at language institutes for young language learners in Korea. It investigates the textbook in three main perspectives and finds out whether the material is appropriate for young language learners between the age of 7 and 8, at a beginning to intermediate level or not. The research analyses if the textbook is cognitively appropriate, linguistically appropriate and intrinsically motivating for young language learners. Based on these perspectives, the research questions are as follows:

1) Is the chosen textbook cognitively appropriate for the targeted age of language learners?

2) Is the chosen textbook linguistically motivating for the targeted language level of the learners?

3) Is the chosen textbook intrinsically motivating to lead the learners into further extensive reading?

This research will find answers to the above questions by reviewing theories and rationales of each perspective of the textbook. It will also include surveys for the learners who actually used this storybook for their

language learning material. Finally based on the research findings, the textbook will be modified to serve better purpose of the book for the learners. The modified book will be cognitively appropriate for the learners' age level, linguistically motivating for learners' language level and motivating enough for students to continue their extensive readings.

2. Literature Review

2.1. Cognitive appropriateness

Cognitive appropriateness can be decided by review of Jean Piaget's cognitive development, which has been one of the most influential researches in the area of developmental psychology. Here two major aspects of his theory, the process of cognitive development and stages of cognitive development, will be considered to discuss the cognitive appropriateness for story book topics and contents.

Piaget identified four stages in cognitive development, which are sensorimotor stage, pre-operational stage, concrete operational stage, and formal operational stage. In the sensorimotor stage for infancy, knowledge of the world is limited, though developing, because it's based on physical interactions or experiences. This physical development allows the child to begin developing new intellectual abilities. In Pre-operational stage for toddler and early childhood, through the use of symbols, language use

matures, and memory and imagination are developed though egocentric thinking predominates. In concrete operational stage for elementary and early adolescence, operational thinking develops and intelligence is developed through logical and systematic relations of symbols to concrete objects. Finally in the formal operational stage for adolescence and adulthood, intelligence is demonstrated through the logical use of symbols related to abstract concepts.

The reason why Piaget's theory should be searched is that many pre-school and primary programs are modeled on Piaget's theory, which provides part of the foundation for constructivist learning. On the basis of Piaget's developmental stages, it is recommended that teachers challenge the child's abilities, but not present material or information that is too far beyond or far below the child's level.

2.2. Linguistic appropriateness

Teachers are responsible for providing appropriate language input in class and students' exposure to English can be maximized when the input is adequate to them. Thus, Krashen (1982)'s Input Hypothesis is one of the most important theories of second language acquisition.

This acquisition moves from stage "i", where "i" represents current competence, to "i+1", which is the next level. According to this hypothesis,

acquirements improve and progress when students receive second language 'input' that is one step beyond their current stage of linguistic competence. This is done with the help of context or extra-linguistic information. In other words, acquisition takes place when he/she is exposed to enough comprehensible input that belongs to level "i+1"

The main task of a teacher is to provide comprehensible input to the students as much as possible, and it is crucial for their language acquisition because their language acquisition device is activated when they are provided with comprehensible input.

2.3. Intrinsic motivation

Intrinsic motivation has emerged as important phenomena for educators because it results in high-quality learning and creativity (Ryan & Stiller, 1991). From birth, humans are active, curious, and playful creatures being ready to learn and explore. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one's inherent interests that one grows in knowledge and skills.

Intrinsically motivated contents can be the ones which the reward is in reading the content itself. Thus, teachers should research on the content that makes interesting and exciting to learners. Learners can have further challenges for learning, once they feel satisfied with their own autonomy or

completion.

3. Methodology

3.1. Introduction of the textbook

The selected story book is titled ‘Silly Squirrel’ which is from Starters Level out of total of 5 levels from the Dolphin Readers series, which is selected as the best-selling text book for young learners.

Figure 1. *‘Silly Squirrel’*

The Silly Squirrel makes extensive use of color illustrations. These can stimulate students’ interest and maintain their attention. It also helps students with the meaning of words and sentences, and clarifies the main story text. For this story, various words (nouns and verbs), numbers 1 to 6, emotions and use of singular nouns with a/an are learned.

3.2. Survey

To see how the actual readers / users of this storybook feel about the

book, survey questions were given out to 1st grade elementary students, between the age of 7 to 8. 24 students from a private language institute that uses Dolphin Readers as their textbook participated in the survey. The survey was done in Korean, and translated into English, as shown below:

Table 1. *The Survey Translated into English*

1. What did you think about the book you studied with today?
   ① It was very fun
   ② It was fun
   ③ It was so and so
   ④ It was not so much fun
   ⑤ It was not fun at all
2. What was the new knowledge you gained through today's class?
   ① Squirrels live in the tree houses
   ② Squirrels save food before the winter comes
   ③ Winter is cold
   ④ Leaves fall from trees when winter comes
   ⑤ Squirrels eat fruits
3. How much did you participate in today's class??
   ① I participated very much
   ② I participated a little
   ③ I was somewhat participated
   ④ I did not participate much
   ⑤ I did not participate at all
4. How much did you understand the words and sentences in this textbook?
   ① I knew them all
   ② I knew almost everything
   ③ I knew about half of it
   ④ I did not know much of it
   ⑤ I did not know anything at all

5. Which part of the textbook did you like the most?
( )

Two questions that were not significant and relevant to the results were deleted and not translated. The results of the survey are as below:

Table 2. *The Result of the Survey*

1. Preference of the book	
① It was very fun	16(67%)
② It was fun	8 (33%)
③ It was so and so.	0
④ It was not so much fun.	0
⑤ It was not fun at all.	0

2. Knowledge learned from the book	
① Squirrels live in the tree houses	
② Squirrels save food before the winter comes.	4(17%)
③ Winter is cold.	
④ Leaves fall from trees when winter comes.	
⑤ Squirrels eat fruits	4(17%)
⑥ I didn't learn anything new	16(67%)

3. Preference of the class	
① I participate very much.	16(67%)
② I participate little more than other classmates.	8(33%)
③ I participate as much as other classmates.	0

④ I don't participate much.	0
⑤ I don't participate at all.	0

4. How much students understood the book	
① I knew them all.	10(42%)
② I knew almost everything.	8(33%)
③ I knew about half of it.	4(17%)
④ I did not know much of it.	2(8%)
⑤ I did not know anything at all.	0

5. **Part of the textbook students like the most**	
① The ending of the story	16(67%)
② Everything about the story	2(8%)
③ Middle part where Sid saves food	4(17%)

The same students who answered that storybook 'was very fun' had also answered that they had 'participated very much' during the class. Therefore, it could be said that there is relevance between the preference of the class and the preference of the textbook. The more you find the book interesting, the more you enjoy and become active in the language learning.

4. Research Findings

4.1. Answers to Research Questions based on the theory

1) Is the chosen textbook cognitively appropriate for the targeted age of language learners?

To review the survey, the result shows that this book isn't cognitively appropriate for the first graders of elementary school. 16(67%) out of 24 students answered that they didn't learn any informative facts from this book and the book showed basically the facts that they have already known.

From Piaget's theory, 7-year-old children belong to the concrete operational stage, where intelligence is demonstrated through the logical use of symbols related to abstract concepts. This text book isn't complex enough to inspire them to be indulged into logical thinking.

From Vygotsky's view, the 'next stage' that the learners go forward is designated as the zone of proximal development. Thus, it is necessary for teachers to identify the learners 'current state and extend it to perform the maturing functions. Cognitively challenging contents can evoke learners' interactions to solve the difficulties with the help from the more competent peers. It is surely related to the motivations as well. Therefore, this textbook should be modified into higher cognitive content for the target group.

2) Is the chosen textbook linguistically motivating for the targeted language level of the learners?

To review the theory based on language input, motivation is maximized when the input is adequate to them. According to Krashen's Input Hypothesis, acquires improve and progress when students receive second language 'input' that is one step beyond their current stage of linguistic

competence.

The survey shows that this is linguistically a bit challenging to half of them. Whereas 10 out of 24 students answered they knew all of the words in the textbook, 12 out of 24 answered they knew only half or more of the words in the textbook. This result depends on their previous English learning experiences. Two of the students who answered they didn't know most of the words had almost no English learning experiences.

According to a survey which is done from SLP English Institute (www.slp.ac.kr), 80% of children's parents think, English learning should be started before their children enter elementary school. To consider the current situation, linguistically this book is appropriate for the target aged group.

3) Is the chosen textbook intrinsically motivating to lead the learners for further / extensive reading?

Intrinsic motivation is maximized when the students read the book with their own curiosity and interest. According to Ryan & Stiller (1991), intrinsic motivation results in high-quality learning and creativity.

The survey shows this book is intrinsically motivated for the target group. All the students answered this book was 'very fun' or just 'fun' and they participated in the learning process 'very well' and 'well'. Obviously, the ones who answered this book is 'very fun' answered they participated 'very

well' whereas the ones who answered this book was 'fun' rather than 'very fun' answered they participated 'pretty well' rather than 'very well'. This also shows clear relation between motivation and participation. 16 out of 24 students answered this book was 'fun' because of the ending part which shows why Sid the Squirrel is silly. That means this book is fun enough for the learners to maintain their curiosity and interest to the ending part. However, this result comes out when they are asked to read only the story part. From the observation, the ones who were distracted by the exercise pages had different answers from others who answered the ending was the most interesting part. It's because they had lost the flow of the story by concerning the exercise pages. Therefore, the content of this book is fun and motivating but to maximize the learners' curiosity and interest, the exercise part should be separated from the story.

5. Discussion

Based on the research findings, 'Silly Squirrel' was slightly modified to suit the cognitive and linguistic level of learners and yet be fun enough to keep them motivated. The elements and revised factors will show overall conclusion of this research by actually upgrading the original version of the story.

First, the exercise pages were taken out and removed to the end to keep

the story in flow. This way, learners can actually read through just how you would do when you are reading extensively and enjoy the story without getting interrupted by practices every other page.

Second, the content of the story has been expanded from the original version, but the language level was kept within the range. Although the texts got longer, they are more repetition of same patterns, reinforcing the knowledge over and over. By adding another character Tiny the bird, it gives fuller story but since the language level is limited to the same level, it doesn't lose intrinsic motivations of the readers.

Third, the story is revised to be more informative by adding actual food that squirrels eat in the forest, such as berries and acorns. Eggs, lemon and sandwiches in the original version were not realistic and relevant even by given the fact that it is a fun story. Squirrels saving food for winter, living in a tree house, birds flying down to warmer south, leaves falling off the trees, changing its colours and so on are some of the facts of Mother Nature implied to the story.

Finally, although this book was purposefully written for grammar practice, the lesson was not so consistent. It touched bits and pieces of vary grammar areas but not mainly focused on any particular feature. The modified version didn't limit itself to grammar, but rather kept it free just to suit the

language level. The story is fuller and has more contents than the original, but at the same time easy enough to keep students motivated. In this way, grammar will be picked up much easily by memorizing chunks of language that are repeated throughout the story.

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Appendix A.

Survey for the readers of [Silly Squirrel] from Dolphin Readers Series.

영 어 학 습 방 법

초등학교 __학년

아래의 질문들을 읽고 해당 답변 번호에 √표 하세요.

1. 오늘 공부한 책에 대해서 어떻게 생각하나요?

⑥ 매우 재미있었다.
⑦ 재미있었다.
⑧ 그저 그렇다.
⑨ 별로 재미없었다.
⑩ 매우 재미없었다.

2. 오늘 공부한 책을 통해 새롭게 알게 된 사실이 무엇인가요? 해당 답변에 모두 √ 표 하세요.

⑥ 다람쥐는 나무에 산다
⑦ 다람쥐는 추운 겨울이 오기 전에 음식들을 모아 나무 속 집에 저장해 둔다.
⑧ 겨울이 되면 춥다.
⑨ 겨울이 되면 나뭇잎이 떨어진다.
⑩ 다람쥐는 과일을 먹는다

3. 오늘 수업시간에 참여를 잘 했나요?

① 매우 열심히 했다.
② 열심히 했다.
③ 그럭저럭 보냈다.
④ 별로 참여 안 했다.
⑤ 전혀 관심 없었다.

4. 평소에 학교에서는 수업시간에 참여를 잘 하는 편인가요?

① 매우 열심히 한다.
② 다른 아이들보다 조금 많이 한다.
③ 다른 아이들과 비슷한 수준이다.
④ 별로 참여하지 않는다.
⑤ 전혀 참여하지 않는다.

5. 이 책에 나온 단어나 문장을 어느 정도 이해했나요?

① 모두 다 알고 있었다.
② 몇 단어 외에는 다 알고 있었다.
③ 거의 반 정도 알고 있었다.
④ 대부분 모르는 내용이었다.
⑤ 전혀 모르는 내용이었다.

6. 수업 후 이 책의 내용을 어느 정도 알게 되었나요?

① 완벽하게 이해한다.
② 몇 단어 외에는 다 이해를 한다
③ 거의 반 정도 이해했다
④ 여전히 대부분 모르겠다
⑤ 전혀 알지 못하겠다.

7. 이 책의 어느 부분이 가장 좋았나요?

Appendix B

Modified Story of [Silly Squirrel]

This is Sid. Sid is a squirrel.
He lives in a tall tree in the woods.
He has a friend. His friend is a bird.
The bird's name is Tiny.
Tiny lives in the tall tree in the woods too.
Sid and Tiny are very happy in their house in the tall tree.

One day Sid wakes up and goes outside.
It's getting cold. Winter is here.
Tiny is cold, too.
Sid is hungry. Tiny is hungry, too.
It's time to get ready for winter.

Sid climbs down from his tree.
Sid looks for food.
Tiny helps Sid to look for food, too.
Can you see any food?

Sid finds an apple.
He is a happy squirrel. The apple is round and red.
He finds an acorn too. The acorn is oval and brown.
Sid takes the apple and the acorn back to his house in the tree.

Tiny follows his friend.

Sid puts the apple and the acorn in his house in the tree.

Sid goes to look for some more fruit.

Sid finds a pumpkin. The pumpkin is big and orange.

He takes a pumpkin back and puts it in his house in the tree.

Sid is a busy squirrel.

He goes out and comes back.

He climbs up and he climbs down.

He looks here and he looks there.

Sid finds an egg. He finds berries, too.

He takes them back to his home in the tree.

Now, his home is full of food.

Sid is ready for the long cold winter.

Tiny says goodbye to Sid and flies off to find a warmer home.

Oh no! Sid's house is too full of food.

There is no space for Sid in his tree house.

Sid is a ***silly squirrel.***

Reciprocal Teaching to EFL Young Readers

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TESOL 4th semester

1. Introduction

These days, a huge amount of money is being spent on English education in South Korea. Also a great number of children are being sent to foreign countries for the purpose of English education and the number is increasing year by year. According to a recent report, the estimated amount spent on English education in 2005 reached up to 15 trillion won (nearly $15 billion US dollars), including the money spent for tests of English. In spite of spending a lot of money on English education, the average score for South Korean examinees ranked 93rd out of 147 countries in 2005 (Chun & Choi, 2006). Teachers need to find better ways to improve student's English

abilities in terms of speaking, reading, writing, and listening skills.

Reading is important as far as learning English is concerned. However, there is another, very important reason why EFL students should try to develop their reading skills: educational researchers have found that there is a strong correlation between reading and academic success (Pretorious, 2000). That means students who read a lot and who understand what they read usually attain good grades.

Many EFL teachers are familiar with the type of reading comprehension exercise in which students are required to read the passage and then answer a set of multiple-choice questions. No matter how hard teachers may try to make this type of reading fun and comprehensible to the learners, she or he may end up with a boring reading class. From the student perspective, when reading comprehension breaks down, EFL students need to find ways to repair their understanding. This is where the importance of knowing how to teach reading strategies comes in, so as to facilitate the reading process and give students a clear sense of what they are reading.

Elementary school students need to be taught clear, step-by-step comprehension and decoding strategies to be successful readers. They need to learn how to attack text and make sense of what they are reading. More

recently, theorists have demonstrated that even the youngest readers need opportunities to be “code breakers, meaning makers, text users and text critics” (Muspratt, Luke, & Freebody, 1997). Less research has been conducted on young children comprehending, using text to acquire new knowledge, and critiquing texts (Stahl, 2004). Then what comprehension strategies can be effectively employed in the primary school classroom? One answer to this question is reciprocal teaching. The reciprocal teaching method is one of the effective approaches that teaches learners to become responsible for their reading and employ metacognitive reading strategies over cognitive reading strategies (Cohen, 1998). It has gained more attention and has also been recognized as a valuable teaching method by many researchers, reading teachers, and educators because it is a form of systematic training in strategies that helps less efficient readers improve their reading comprehension and become independent readers (Adunyarittigun & Grant, 2005; Paris, Cross & Lipson,1984; Duffy, 2002; Kelly, Moore & Tuck, 1994; Palincsar & Brown, 1984; Soonthornmanee, 2002; and Speece & Hart, 1998).

Relatively few strategy training experiments have been done with second language students (Grabe, 1991). In Korea, Song (1998) has conducted research on reciprocal teaching to Korean University students. The result showed that reciprocal teaching improved EFL students’ reading ability and

proficiency. However, no research on reciprocal teaching in Korean classrooms has been conducted, particularly at the elementary school level. Therefore the purpose of this study is to investigate whether reciprocal teaching improves Korean students' reading comprehension by using metacognitive reading strategies.

2. Literature Review

2.1 Reciprocal Teaching

There are many definitions of reciprocal teaching. Dole, Duffy, Roehler and Pearson (1991) stated that there were certain strategies that were crucial to understand and master in order to comprehend, such as summarizing and questioning. These strategies along with two more were implemented and applied when using the reciprocal teaching method. Reciprocal teaching was defined by Lysynchuck, Pressely & Vye (1990) and Palinscar and Brown (1984; 1985) and reported by Klingner and Vaughn (1996): "The reciprocal teaching model has been used to improve comprehension for students who can decode but have difficulty comprehending text" (Lysynchuck, Pressley & Vye, 1990; Palinscar & Brown, 1984; 1985; Klingner & Vaughn, 1996, p.275). Palinscar and Brown (1984; 1989) added to this definition in an article reported by Hacker and Tenent (2002): "Reciprocal teaching is an

instructional procedure in which small groups of students learn to improve their reading comprehension through 'scaffolded instruction' of comprehension-monitoring strategies" (Palinscar & Brown, 1984; 1989; Hacker & Tenent, 2002, p.669).

In addition, Carter (1997) also stated that reciprocal teaching was characterized as dialogue that took place between the teacher and the student. It was referred to as study reading that required effort and being able to use these strategies in must-read situations. Hashey and Connors (2003) stated that in order for reciprocal teaching to be effective, students must have plenty of opportunities to apply these strategies. It was essential that students learned the strategies in small groups and were given feedback by the teacher. The reciprocal teaching procedure also fosters relationships between students (Hashey & Connors, 2003). This procedure weaned students from being dependent readers into independent readers.

There are four strategies used in reciprocal teaching: predicting, clarifying, questioning and summarizing. Predicting occurs by utilizing prior knowledge and discussing what will happen next in the text (King & Johnson, 1999). King and Johnson also stated that while students were reading, they could evaluate their predictions and use their knowledge to see if their

predictions were correct. Clarifying means that students used their metacognitive processes while monitoring comprehension (King & Johnson, 1999). King and Johnson described the questioning strategy as one that allowed students to identify main ideas and remember important information by creating relevant questions to the text. Finally, King and Johnson defined summarizing as the strategy that told whether or not the students understood the text.

The goal of reciprocal teaching is to instruct students with specific strategies that they can apply to new texts. According to Palincsar and Brown (1984), reciprocal teaching is an instructional approach that can be best characterized by three main features: (a) the scaffolding and explicit instruction which a teacher uses and which include guided practice and modeling of comprehension-fostering strategies, (b) the four main reading strategies of predicting, generating questions, clarifying, and summarizing, and (c) social interaction which provides opportunities for learners to improve their cognitive, metacognitive and affective strategies and offers them chances to share ideas, increase confidence, and learn from their more capable friends. These three features help improve the students' ability to resolve comprehension difficulties, reach a higher level of thinking, build metacognition, and increase motivation. As a result, students create new

knowledge from what they internalize and develop their reading potential (Yoosabai, 2009).

There are many ways reciprocal teaching and comprehension relate to one another. Summarizing, clarifying predicting and questioning are all strategies that foster comprehension. Carter (1997) investigates that the combination of reading comprehension and self-monitoring of comprehension strategies is necessary for improvement while reading. It also provides many opportunities for teaching and reinforcing strategies. In this method, not only do students monitor their own comprehension, they also become active participants in their learning and learn from others in the process.

When students became the teacher and interacted with their peers, this too, enhanced their comprehension. According to Lysynchuck, Pressley and Vye (1990), students observe teachers completing various tasks and modeling them. Afterwards students attempt the tasks with little support from the teachers. Eventually the students assume the role of the teacher using one of the aforementioned strategies (Lysynchuck, Pressley & Vye, 1990). In addition, students also gain deeper insights into text concepts and understanding (King & Johnson, 1999).

3. Methodology

3.1 Overview

This research was quasi-experimental involving a pre- and post- test design with students of age 7 to age 12 in Korea.

3.2 Participants

51 students, age 7-12 participated in this study, but only 18 students completed both pre- and post test. This study uses the data from 18 students only. The level of book club was determined by the Scholastic Reading Inventory test and by interview.

3.3 Testing Procedure

On the first day of each month, all new students were given a reading comprehension pre-test, a self-reported survey, and a reading attitude survey. The researcher planned to give post-tests after 12 weeks of reciprocal training instruction, but more than half of the students drop out the program after 8 weeks. So in order to collect the data, post-tests were conducted to three different groups of students who studied for 4 weeks, 8 weeks, and 12 weeks. All students were given the same three tests, as a post-test. Survey of reading

strategy was given in Korean.

3.4 Research Instruments

There were two research instruments for pre- and post- intervention measurements. The first one is reading comprehension in English and the other is a questionnaire eliciting learners' strategies and general approaches to reading English texts.

3.4.1 The Reading Comprehension Test

The texts used for the study were from www.pearsonlongman.com. The pre-test included 20 multiple choice items and consisted of 3 passages, ranging from 186 words, 392 words and 661 words in length. Following each passage, there were 6-7 multiple choice questions: (a) 1-2 main idea questions, (b) 3-4 factual information or detailed questions, and (c) 1-2 inference questions. Among the 20 items, 3 items were main idea questions, 5 inference questions, and 12 detail questions. The four main strategies increase the awareness of their own thinking and reading process. Therefore, the result of this test will show whether the metacognitive strategies enhance by reciprocal teaching.

3.4.2 The Strategies and Approaches to Reading Questionnaire

The data for this study were collected through a questionnaire (see Appendix) adapted from the survey of reading strategy (SORS) by Mokhtari and Sheorey (2002) that was developed to measure the metacognitive awareness and perceived use of reading strategies of adolescent and adult learners of English as a second language (ESL) "while reading school related materials in English" (p.2). It comprises 30 items measuring three broad categories of reading strategies: global reading strategies (henceforth "GLOB"), problem-solving strategies (henceforth "PROB"), and support strategies (henceforth "SUP"). A 5-point Likert scale following each item indicates the frequency of strategy use ranging from 1 (never do) to 5 (always do).

To develop the SORS, the researcher selected only the strategies that were related to the four main strategies of reciprocal teaching: predicting, clarifying, questioning, and summarizing. However, the researcher didn't look for the questionnaire relating to summarizing, because most students know how to summarize well already. The seven strategies that the students used can be organized into the three main strategies, which are predicting, questioning, clarifying as presented below:

Table 1 *Description of the Reciprocal Teaching Strategy in the Survey of Reading Strategy Questionaire*

Reciprocal Teaching Strategy	Description	Items(s)
predicting	Have a purpose in mind during reading	*1*
	Take an overall view of the text before reading	*4*
	Try to guess	*24*
questioning	Ask myself questions	*26*
	Check to see if their guesses are right or wrong	*27*
clarifying	Stop and think	*16*
	Visualize	*19*

3.4.3 Data Collection

The procedures for the collection of the quantitative data were collected according to the research questions.

The data collected to answer research question 1 and 3 were formed of the scores obtained from the pre-test and the post-test. It was collected from

reading comprehension test, which was administered to all subjects before and after instruction of research question 2: Does Reciprocal Reaching training change students' self-reported strategy use?

To collect the data to answer the research question, the Survey of Reading Strategies was applied before and after instruction. Before instruction, the participants were asked to complete the SORS to explore the metacognitive reading strategies they employed before reciprocal teaching. At the end of the course, they were asked once more to answer the RSQ to explore whether they increased their use of the metacognitive reading strategies after the implementation of the reciprocal teaching.

3.4.4 The Strategy Instruction

The subjects had the reading text books according to their proficiency level, Scholastic Momentum and Scholastic Action series that the range of lexile is from 200 to 600. The teacher instructed 12 groups of 51 students for 50 minutes per week. All of the reading lessons given in this study were conducted in English. At the beginning of the class, the students were taught what the four main strategies were and how to use them. Palincsar et al. (1989) described through predictions students recall what they already know about a topic and hypothesize about what might happen next. They then read

to confirm, disprove, or revise their hypotheses. As a teacher, the researcher already understood that predicting reinforces the value of picture and word clues, allows students of varying abilities to participate, provides a reason for reading, and promotes equity in discussions (Cleveland et al., 2001). In other words, predicting is not simply for the beginning, but is an ongoing process of confirming, revising, and understanding. It helps the students interact with text. Reflection made them more cognizant of how to predict as they began to internalize this strategy (Hashey & Connors, 2003).

The next strategy is questioning. To make this work, the teacher had to step away from the content and teach questioning itself. Depending upon grade and content, the teacher developed different strategies for instructing question generating. To teach students the differences between factual and complex thought questions, the teacher introduced the idea of levels of questions by using the terms "shallow" and "deep". After reading the first chapter in the text, the teacher handed out a reciprocal teaching worksheet and asked each student to think of one question and record it on the worksheet. One student then asked each of the questions, one at a time, and the others answered the questions. After all questions had been answered, the teacher asked the group to look at each question/answer pair and sort them into two categories. Students concluded that some questions could be

answered easily and briefly while others could not. The teacher then gave the definitions and characteristics of the different types of questions. Shallow questions ask for yes or no, or other brief responses all based on the text. There is a right or wrong answer. Deep questions, on the other hand, are open-ended and ask for much more complete and thoughtful answers, which begin at the text but extend beyond it. By their nature, there may be more than one answer. Students were asked to place the questions on a continuum, justifying the placement (Bellanca, 1992). The teacher also initially posted examples of sentence starters to help students differentiate between the two.

The third strategy is clarification. Students react to difficult or unfamiliar material in various ways. Hashey and Connors (2003) discovered that competent readers sought clarification when needed, but weaker ones often did not. The teacher consistently modeled the strategy of clarification using four clarification strategies that were written on the reciprocal worksheet. For example, students read clarification strategies on the reciprocal worksheet together and the teacher explained each strategy using examples from the text. Four clarification strategies on the worksheet are as follows: Strategy1 is re-read the sentence with the clunk and look for clues from other words to help you figure out the unknown word. Think about what makes sense. Strategy2 is re-read the sentences before and after the clunk looking for clues about the

unknown word. Strategy3 is look for a prefix or suffix in the unknown word that might help you to figure it out. Strategy4 is Break the unknown word apart and look for smaller words that you already know. After reviewing a variety of clarification strategies in class, the teacher sent the students home with a chapter to read and asked them to write confusing words or concepts in clarification section of the worksheet. During the discussion of the chapter the teacher incorporated clarification strategies by having the students share what they wrote. Students and the teacher noticed that many students had written the same words and parts. So the teacher realized this was an authentic way to handle vocabulary instruction. This also built confidence in dealing with confusing text as they realized, "I'm not the only one." The whole class knew that confusion could lead to misinterpretation; therefore, it was important to clarify. Thus, they began to value clarification and its importance to true understanding. After more practice as a whole class, they were better prepared for book club and independence.

Palincsar et al. (1989) cautioned that, although there is no particular order for strategy instruction, summarizing is difficult and might best be saved for last. Summarizing is an effective strategy for comprehension because it requires students to focus on key points, not to restate everything

(Hashey & Connors, 2003). Summarizing challenges students to decide what is important and what isn't, requires them to identify the big idea, helps them better understand and remember what they read, and teaches a critical life skill (Cleveland et al., 2001). The teacher also learned that the ability to summarize varies with age and maturation. Younger students in grades 3 or 4 rely more on bulleted lists, oral summaries, and discussions. Fifth and sixth grade students are more able to write an effective summary. So the teacher asked grades 3 and 4 to summarize only one chapter instead of whole chapters as homework.

This procedure was conducted at the beginning of the first month for all groups for four sessions and repeated for the following months. From time to time, the teacher released this responsibility to the students, and had them play the role of teacher or leader. In order to provide a cueing system for the students, and to facilitate the rotation of roles/leaders when it was a student's turn to be the teacher, a cue card that had each strategy (i.e., questioner; see Appendix B) printed on front and sample questions printed on the back was placed in front of each student (Oczkus, 2003). Each student rotated the cue cards throughout the daily sessions in order for all the students to have a turn applying the four different strategies.

Sample Questions During Reciprocal Teaching

Clarifying	What does _____ mean? What is a _____?
Questioning (teacher like questions)	Who or what is this lesson about? What do we know about _____? What are the clues that tell us _____?
Summarizing	What is the main idea of this passage? What is it mostly about? What information in this passage tells you that?
Predicting	What do you think the next part will be about?

4. Results

This study was conducted with the purpose of investigating the improvement of reciprocal teaching on the English reading comprehension and reading strategies of students in Korean EFL classrooms. It was conducted to answer the following research questions: 1) Does Reciprocal Teaching Training increase reading comprehension? 2) Does Reciprocal Teaching Training change students self-reported strategy use? 3) Do learners who receive

Reciprocal Teaching for longer perform better on reading comprehension?

This study was a quasi-experimental design with quantitative and qualitative data. The statistical data consisted of a) the pre-test and post-test scores of the reading comprehension, and of b) a list of the metacognitive reading strategies the participants employed. Subjects were given the same pretest and a posttest of the reading comprehension and reading strategy questionnaire.

4.1 Quantitative Results of the Study

The data from the pre-test and post-test were analyzed to answer research questions 1, and 3 using the independent t-test to determine the presence of any significant difference. The pre-test and post-test mean scores and p value of the participants in the reciprocal teaching group are shown in Table 4.1. Table 4.2 shows the mean scores in reading comprehension and the p value of three different groups who received the reciprocal teaching for 4 weeks, 8 weeks, and 12 weeks.

To investigate whether the participants improved their reading comprehension after receiving instruction through reciprocal teaching, the

mean scores of their results on the pre- and post- reading comprehension were calculated using the dependent t-test to determine whether there was a significant difference before and after the instruction. The results are presented in Table 4.1

Table 4.1 *Reading Comprehension Mean Scores and Standard Deviations (SD) of the Participants in the Reciprocal Teaching Group*

Mean score for pretest	Mean score for posttest	t	p
14.3	15.3	2.26	0.018

*$p < 0.05$

As shown in Table 4.1, the posttest mean score of the participants instructed through the reciprocal teaching method was significantly different from their pretest mean score, at a level of 0.018. Since, in this study, the level indicating a significant difference in results had been set at 0.05, it can thus be concluded that the level of 0.018 is pointing to a significant difference in reading comprehension before and after instruction through reciprocal teaching. This result strongly suggests the fact that the participants instructed through reciprocal teaching developed better reading comprehension.

Result of Reading Comprehension Score with time difference

Table 4.2 *Reading Comprehension Mean Scores with time difference of reciprocal teaching*

Period of treatment	Mean score for pretest	Mean score for posttest	t	p
Group A (n=6) 12weeks	13.7	14.8	- 1.23	0.14
Group B 8weeks (n=12)	14.7	15.9	-1.61	0.07
Group C 4weeks (n=3)	14.3	15.3	-0,87	0.24

*$p < 0.05$

As shown in Table 4.2, the p-value of Group A is 0.14, Group B is 0.07, and Group C is 0.24. Therefore, the difference between the pretest and post test means is not statistically significantly different from zero at the 5% level of significance. Thus, there is insufficient evidence to suggest that learners who receive Reciprocal Teaching longer perform better on reading comprehension.

4.2 Qualitative Results of the Study

Comparison of the Metacognitive Reading Strategies Used before and after Reciprocal Teaching

Table 4.3 seven metacognitive strategies

Item	Statement
1	I have apurpose in mind when I read
4	I take an overall view of the text to see what it is about before reading it
16	I stop from time to time and think about what I am reading.
19	I try to picture or visualize information to help remember what I read
24	I try to guess what the content of the text is about when I read
26	I ask myself questions I like to have answered in the text.
27	I cehck to see if my guesses about the text are right or wrong.

Table 4.4 Average overall pretest

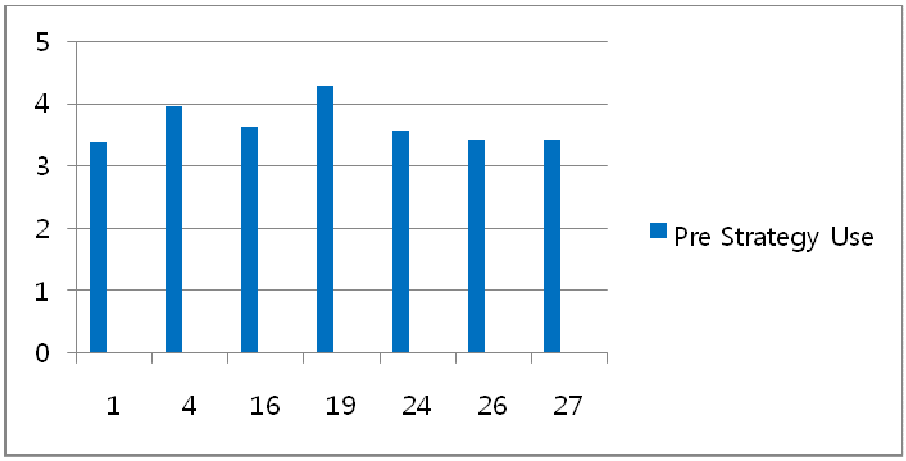
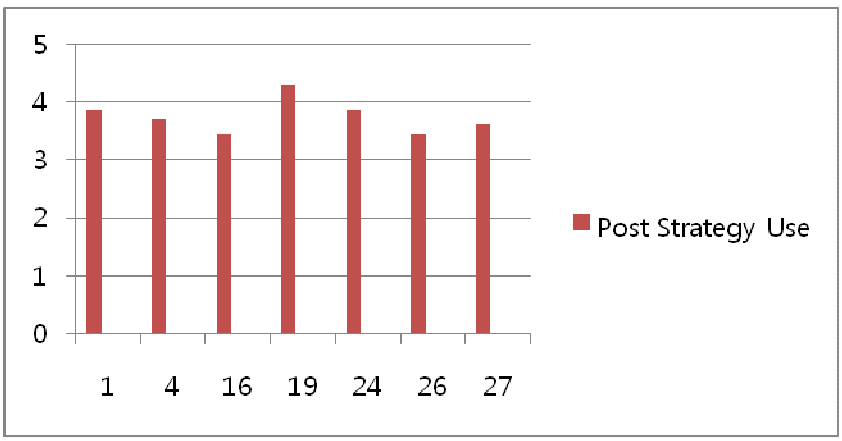


Table 4.4 shows the metacognitive reading strategies the students used before reciprocal teaching as collected from the questionnaire and according to 7 metacognitive reading strategies (see Table 4.3). It can be seen that before the participants were instructed through reciprocal teaching, an average of seven metacognitive reading strategies from 4,16,19,24 stand

above 3.5, which is within the range of the high frequency (3.5-5) defined by Oxford (1990). These results indicate that these four metacognitive reading strategies were the most popular amongst the participants before instruction through reciprocal teaching. Item 4 (*take an overall view)* with a mean score of 3.95 was reported to be the most frequently used by the students, followed by item 19 (*Visusalize)* with a mean score of 3.76. The last two popular metacognitive strategies were item 26 (*Ask questions*) and 27 (*Check*) with a same mean score of3.43. The least used metacognitive strategy was item 1 (*Purpose of Reading)*, with a mean score of 3.38.

Table 4.5 Average overall posttest



From Table 4.5, we can see that after reciprocal teaching the average of most reading strategies stood above 3.5, except the ones for item 26. Also item 26 was the least used metacognitive strategy by the participants after

they received instruction through reciprocal teaching.

Table 4.6 Compare pretest and posttest

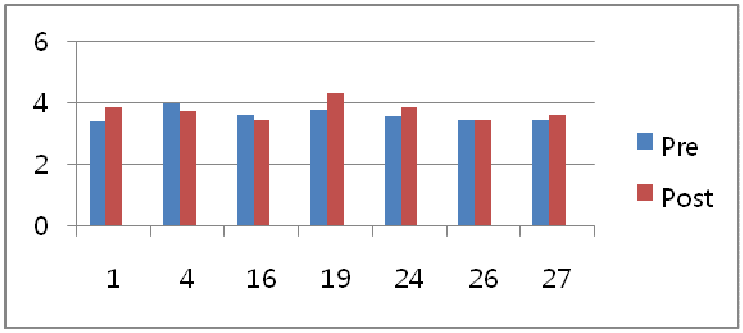


Table 4.6 shows the mean scores of the use of the metacognitive strategies before and after they were taught through reciprocal teaching. Before training, the participants made good use of *Overall View* and *Visualize*, with mean scores of 3.95 and 3.76 respectively. The rest of the strategies were used at a medium level, their mean scores ranging between 3.38 and 3.62.

The metacognitive strategy most used by the students after reciprocal training was *Guessing*.

Table 4.7 The most increasing strategies

Item	1	19	24	27
Mean	pre post	pre post	pre post	pre post
	3.38 3.86	3.76 4.29	3.57 3.86	3.43 3.62
Percentage	68% 77%	75% 86%	71% 77%	69% 72%
% of increasing	9%	11%	6%	3%

Table 4.8 The most decreasing strategy

Item	4		16		26	
Mean	pre	post	pre	post	pre	post
	3.95	3.71	3.62	3.43	3.43	3.43
Perentage	79%	74%	72%	69%	69%	69%
% of decreasing	-5%		-3%		0%	

5. Conclusion

While there are many reading comprehension strategies available (Tierney & Readence, 2000), the current article has focused on reciprocal teaching. Reciprocal teaching provides the instructor with a useful tool for engaging students, individually and socially, in the exploration and critical evaluation of texts. In addition, the use of reciprocal teaching also satisfies the criteria for promoting effective strategy use. These criteria include the following:

1. Strategy instruction is effective when students learn a strategy within the contexts in which the strategy will eventually be employed, using contextually relevant tasks (Paris & Paris, 2001; Pressley, Harris, & Marks, 2001).
2. Strategy instruction is effective when a new strategy is practiced with a wide variety of tasks, in a wide variety of contexts, and on a continual basis (Brown & Palincsar, 1987; Mayer & Whittrock, 1996).
3. Strategy instruction is effective when students are provided scaffolding

during early strategy use that is curtailed as students become more effective in their strategy use (Katayama & Robinson, 2000; Rogoff, 1990).

4. Strategy instruction is effective when instructors model effective strategy use for students, especially when this modeling takes the form of thinking aloud (Pressly, El-Dinary, Marks, Brown, & Stein, 1992; Pressley, Harris, & Marks, 1992).
5. Strategy instruction is effective when students understand why strategies are important and under what conditions specific strategies are effective (Paris & Paris, 2001; Pressley, Borkowski, & Schnieder, 1987).
6. Strategy instruction is effective when students are taught to self-monitor and self-evaluate their own strategy use and strategy results (Belfiore & Hornyak, 1998; Zimmerman, Bonner, & Kovach, 1996).

Reciprocal teaching, when used appropriately, is a strategy that encompasses each of these effective strategy instruction criteria. Reciprocal teaching is a reading comprehension strategy that has withstood the tests of time, usage, and empirical research (Doolittle, 2006).

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Using CALL to Teach Pronunciation Rules for Final "~ed"

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TESOL 1st semester

Learning grammar appears to be a necessary part of achieving communicative competence. However, studying grammar tends to conjure up images of long, uninspiring lectures and the memorization of an unending number of rules. However, if at least some of these rules can be learned inductively, students may be able to improve their communicative competence in an enjoyable way, without as much dependence on overt memorization. This article examines a CALL activity given to both English Major students and General English students at a Korean 2-year college, which was designed to inductively teach them the pronunciation rules for "~ed" at the end of regular past tense verbs.

1. Introduction

1.1 To Teach Grammar or not to Teach Grammar

A question faced by many EFL teachers is whether or not to teach grammar. Some teachers, especially new EFL teachers, may feel that their inability to explain grammatical rules, or their students' inability to understand grammar explanations in L2, serves as justification for omitting overt grammar teaching in the EFL classroom. However, Thornbury (1997) states that "…the grammar of a language is highly generative" (p. 138). Thus, if a speaker wants to be able to construct grammatically correct, unique utterances, it would appear that at least some kind of grammatical knowledge is necessary for EFL learners. Brown (2007) states that "...judicious attention to grammatical form in the adult classroom is not only helpful, if appropriate techniques are used, but essential to a speedy learning process. (see Ellis, 2006; Nassaji & Fotos, 2004; Nunan 2005)" (p. 421). Thus, it would appear that some attention to grammar in the EFL classroom is necessary.

Furthermore, Thornbury (1997) goes on to mention that there are many cases of students relying heavily on vocabulary for communication, with little or no grammar knowledge, seeing their communicative competence 'fossilize' much earlier than need be. Teachers who avoid teaching

grammar, focusing solely on fluency and students' ability to communicate meaning, may actually be hindering their students more than helping them.

1.2 Learning Grammar Inductively

If grammar instruction is necessary, the next concern that arises is that of method. How should grammar be taught in the EFL classroom? Long (1996) feels that not only is some attention to grammar necessary, but that an inductive approach to grammar instruction may be the most effective method.

Al-Kharrat (2000) defines the differences between deductive and inductive learning in the following way:

> *Deductive* learning is an approach to language teaching in which learners are taught rules and given specific information about a language. Then, they apply these rules when they use the language. This may be contrasted with *inductive* learning in which learners are not taught rules directly, but are left to discover - or induce - rules from their experience of using the language (Richards et al, 1985). (Introduction section, para. 3).

The deductive approach is sometimes viewed as the 'traditional' approach, where teachers feed students rules upon rules to memorize, and then have them practice those rules with grammar exercises. In contrast, the inductive approach puts the onus on the students to discover the rules for themselves. Some wonder if grammar can actually be taught this way, but

as Kumaravadivelu (1994) states, “A good deal of grammatical information can be conveyed not directly through rules but indirectly through examples. Learners should be encouraged to find the rule-governing pattern in the examples provided.” (p. 36).

With the deductive approach, it is usually the teacher that gives the students the grammar rules. Pekoz (2008) states that “Mostly it is teachers that formulate the grammar rules. Grammar rules will be clearer and be remembered better when students formulate them themselves (inductive learning) than when teachers formulate them (deductive learning).” (Introduction section, para. 2). Brown (2007) agrees with this, claiming that an inductive approach is more appropriate in most contexts for a number of reasons, including the contribution to the development of interlanguage, as well as the building of intrinsic motivation.

1.3 Inductive Grammar for Simple Rules

That is not to say there is no room for the deductive approach in the classroom. Though an inductive approach seems to be favorable, it is important to keep in mind that more complex rules may be too difficult or subtle for students to induct accurately. In this case, Ziemer-Andrews (2007) believes that “explicit instruction may accelerate the process.” (p. 7). She goes on to say that “The findings suggest that teachers could spend the majority of their limited, grammar-teaching time on complex structures and

allow the students to induct the simple rules themselves." (p. 8).

2. Activity

2.1 Procedure

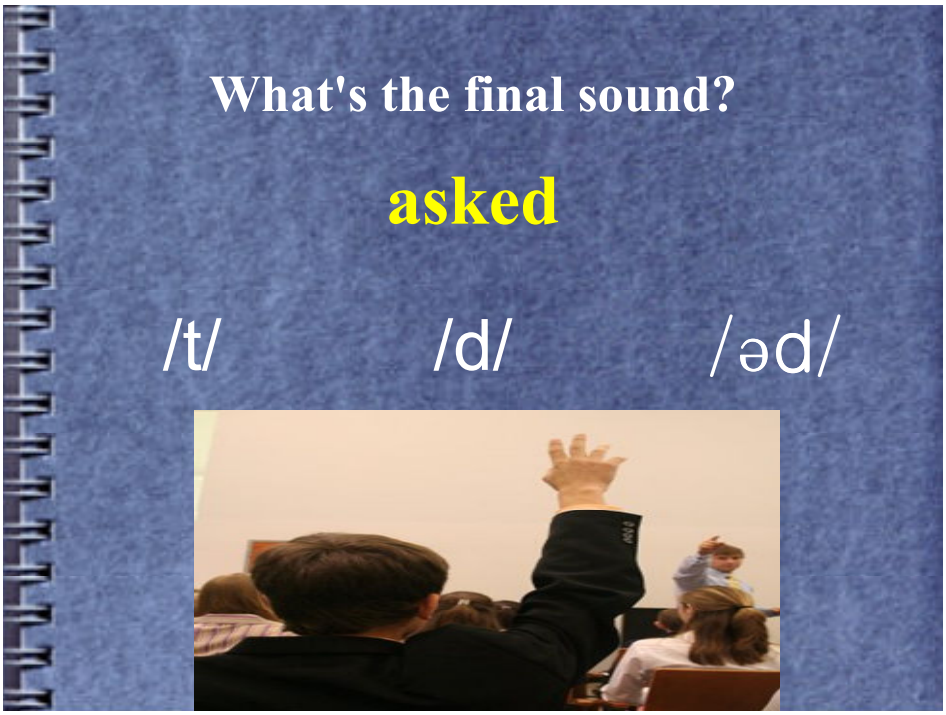
The goal of this CALL activity was for students to be able to inductively identify, explain, and apply the pronunciation rules for "~ed" at the end of regular past tense verbs. This study was conducted at a 2-year college in Seoul, South Korea. It was completed by 59 English majors in two different classes, and by 29 General English students, again from 2 different classes. To ensure that the activity was completed in full, along with the accompanying survey, students were given bonus points which could be applied to their class participation and attendance grade. Students were informed that they would only receive bonus points if both the activity and survey were completed in full. Students were informed that correct answers were not necessary to receive bonus points, though 100% completion was vital.

In an attempt to make this activity as inductive as possible, an interactive Power Point presentation consisting of 3 sections was created which students downloaded and completed outside of class. Students were instructed to complete the activity individually. Answers based on the Power Point presentation were written on answer sheets, also available for download,

which were then submitted to the instructor.

In Section 1, students saw a word and picture and were asked to click on the appropriate ending sound for "~ed" (/t/ /d/ or /əd/).

Figure 1. *Sample slide for Section 1*

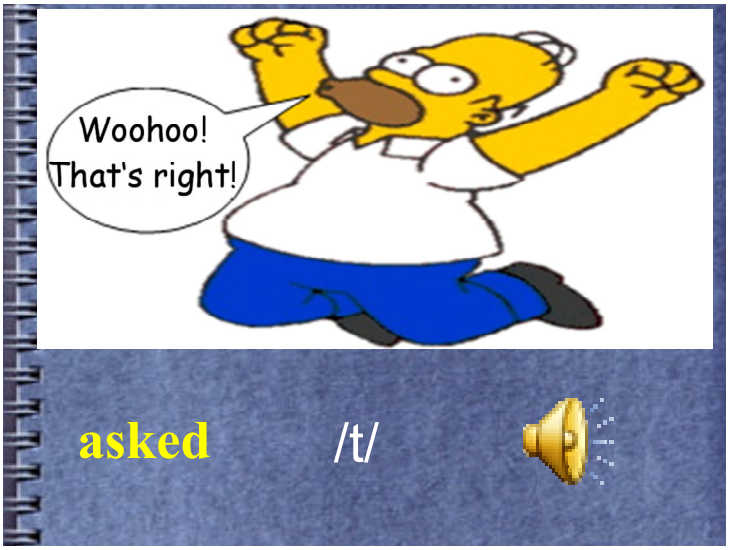


Students were provided with immediate feedback about whether their answer was correct or not. If incorrect, students saw an "incorrect slide", and were taken back to the previous slide to try again.

Figure 2. *Example of an "Incorrect Slide" from Section 1*

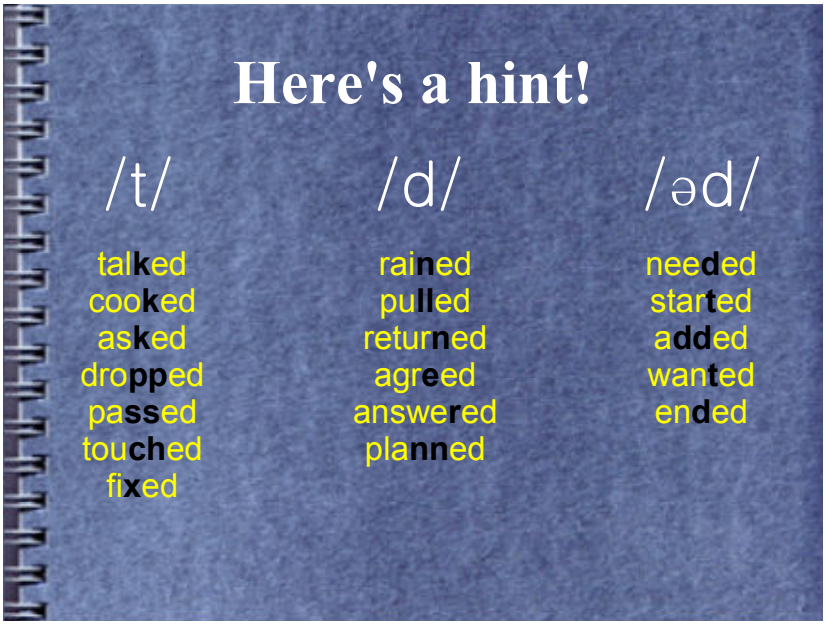
If correct, the students saw an encouraging "correct" slide and heard the pronunciation of the word. They could also click an icon to hear the word said again.

Figure 3. *Example of a "Correct Slide" from Section 1*



After 15 such slides and a 'hint slide', students were asked to state the pronunciation rules on their answer sheet.

Figure 4. *"Hint Slide" from Section 1*



In Section 2, they were asked to write sentences using the words from Section 1, and to identify the pronunciation of the final "~ed" in those verbs. The rational for this was to get students using the rules subconsciously as they said the words in their head while writing the sentences, as they again attempted to determine the pronunciation of "~ed" at the end of the regular past tense verbs.

In Section 3, students were presented with 15 new words and were instructed to put these new words in the correct columns on their answer sheets, based on the sound of "~ed" at the end of the word.

At the end of the presentation was a slide with links to several online resources for learning and practicing the rules for the pronunciation of “~ed” at the end of regular past tense verbs (see Appendix A). Students did not have to visit any of the links. They were simply provided as an option to help students become autonomous learners.

2.2 Design

As outlined in Chapelle & Jamieson (2008), with CALL activities, it is important to teach sounds and accents that are relevant to your students. Thus, the instructor chose to record his own voice for the Power Point presentation to make the pronunciation the students would hear as natural as possible. All too often in exercises of this kind, unnatural stress and pronunciation is used in an attempt to draw learners attention to the structure they are supposed to notice. The instructor opted to use a number of examples, using natural pronunciation and intonation, to help students notice the structures rather than emphasizing the final sounds of the words.

Chapelle & Jamieson (2008) also stress the importance of feedback and evaluation throughout their text. Thus students received immediate feedback on their choices in the PowerPoint presentation in Section 1. After students had submitted their answer sheets, during a separate lesson, the instructor asked students to state the rules for the pronunciation of “~ed” at the end of regular verbs, which the instructor clarified, when necessary. Thus students

also received feedback on whether they had correctly identified and understood the pronunciation rules.

Mayer (2005) puts forth the "multimedia principle", which states that people learn better with a combination of words and pictures, rather than text alone. Thus, in Section 1, the example slides were designed with pictures, along with the text and the accompanying audio.

Mayer (2005) also cites the "self-explanation principle", which states that people learn better when they have to paraphrase or summarize rules themselves while learning. Coupled with Chan and Kim's (2004) claim that hypothesis forming and constructing rules are vital to autonomous learning, while helping increase learner's linguistic awareness, students were required to not only discover and apply the rules, but to also state the pronunciation rules themselves in Section 1.

3. Research Questions

Upon receiving the answer sheets from the students, the instructor attempted to answer two questions: 1) How effective was this CALL activity? 2) How did students perceive this CALL activity?

To answer the first question, the instructor examined if students were able to articulate the rules for the pronunciation of "~ed" at the end of regular verbs. He also examined how well students were able to apply those rules

by analyzing the results of Section 3. To answer the second question, students were required to submit a short survey, translated into Korean, which was downloaded along with the PowerPoint presentation and answer sheets.

After analyzing the results, the instructor also decided to look for differences in both the effectiveness and perception of this CALL activity between English Majors and General English students.

4. Results

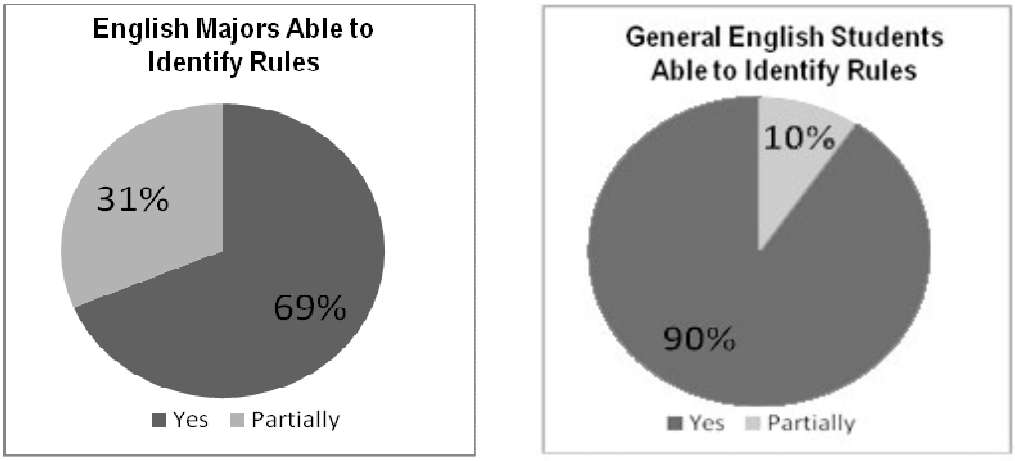
4.1 Effectiveness of the CALL Activity

The first part of the answer sheet asked students to write the rules for the pronunciation of final "~ed". All of the students were able to at least partially state the rules. Most of the answers were written in English, though a number of students chose to articulate the rules using some Korean. If students stated the rules correctly for the 3 different pronunciations (after voiceless sounds, after voiced sounds, and after 'd' or 't' sounds), the students were deemed to have been able to completely identify the rules. If students incorrectly stated one of more of the rules, then they were deemed to have partially identified the rules.

Whereas 31% of English Majors were able to completely identify the rules, only 10% of General English students were able to do so. However, that may have been due to greater exposure to English grammar rules, and/or

a better ability to express the rules themselves.

Figure 5. *Comparison of the ability of English Majors and General English Students to identify pronunciation rules*



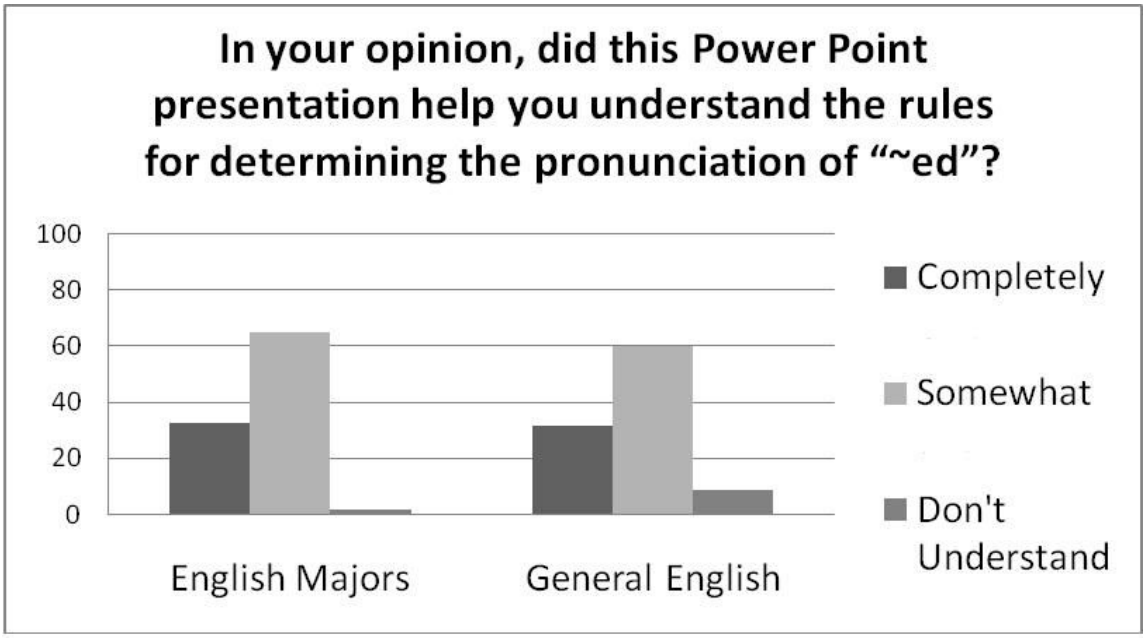
However, though most students were only partially able to state the rules, 80% of General English Students and almost 90% of English majors were able to apply the rules, by correctly placing the 15 new words in the correct pronunciation columns.

4.2 Student Perception of the CALL Activity

As above, the results from the survey were analyzed in two groups, English Majors and General English Students. A total of 59 English majors and 29 General English students completed the activity. Most of the English Majors found the activity 'somewhat' interesting, enjoyable and effective, whereas roughly half the General English students found it very interesting,

enjoyable and effective, with the other half agreeing with the English Majors. Results were somewhat similar for both groups when it came to self-perceptions regarding the understanding of the pronunciation rules, with more than 50% of both groups feeling they somewhat understood the pronunciation rules. More English majors felt the activity helped their pronunciation than General English students.

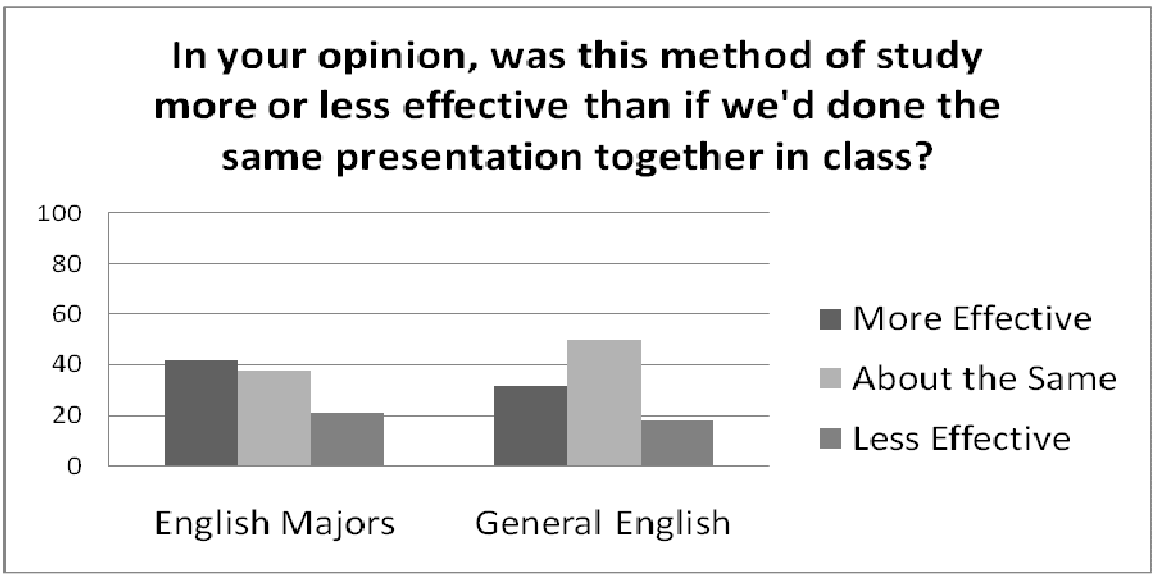
Figure 6. *Survey results regarding understanding of pronunciation rules*



Also noteworthy, less than 50% of both groups of students said they definitely would have done the activity if it had been assigned as regular homework, without bonus points.

Question 7 produced the most interesting results. The English Majors were split about whether the activity was more effective as an individual activity, whereas almost 50% of the General English students thought it was about the same as if it had been done in class. However, about 20% of students from both groups felt it was less effective. If more time had been available, the instructor would have liked to have interviewed those students to determine why they felt this activity was less effective as an individual activity.

Figure 7. *Survey results regarding the efficacy of the CALL activity as an indivudual assignment*



Finally, about 60% of the students in both groups visited some of the websites included at the end of the presentation, with about 70% of those students claiming the external sites were somewhat helpful.

5. Conclusion

5.1 Discussion

The fact that 80% of General English Students and almost 90% of English majors were able to apply the pronunciation rules for final "~ed" seems to indicate that this activity was indeed effective. Also, 63% of all students reporting that they felt they somewhat understood the rules, and 32% reporting that they completely understood the rules, are encouraging results. However, a pretest to determine students' ability to apply these rules would have been very helpful in determining the actual effectiveness of this activity. It would have also been helpful to inquire of students if they were aware of the pronunciation rules prior to the activity, perhaps as part of the same pretest.

With more General English students than English Majors finding the activity very interesting, enjoyable and effective, this activity may best be suited for General English classes. This may be the result of the novelty of the activity, and also that General English students tend to find 'fun' learning activities more enjoyable than English majors, as it is not their major field of study. However, with some adjustments to make the activity more challenging, perhaps having students complete recordings demonstrating their ability to apply the rules 'in use' while speaking, this activity could easily be used with English Majors.

5.2 Conclusion

It should also be noted that a potential problem with this activity lies within the approach of teaching grammar inductively, especially to Korean students. Just over a third of all students found this activity more effective as an individual assignment rather than as an in-class assignment, but 20% found it less effective. This may be attributed to the traditional teaching style employed in typical Korean classrooms, where the teacher tells the students everything they need to know, and the students are simply required to memorize that knowledge. Vasilopoulos (2008) encountered similar results with Korean college students, noting that "…the challenge that college instructors face is two-fold; increasing the learner's communicative proficiency, and also teaching a new method of learning where language is 'acquired' as opposed to 'learned'." (Background section, para. 1)

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Appendix A

I. List of External Links Related to the Learning and Practice of “~ed” Included as the Last Slide of the CALL Activity

http://esl.about.com/od/beginnerpronunciation/a/past_pronounce.htm

http://esl.about.com/od/beginnerpronunciation/a/past_pronounce_2.htm

http://esl.about.com/od/beginnerpronunciation/a/past_pronounce_3.htm

http://pagesperso-orange.fr/michel.barbot/hotpot/prononciation/ed.htm

http://www.isabelperez.com/pastendings.htm

http://evaeaston.com/pr/t-d-Id-pattern.html

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Reflections on Conceptual Metaphor and Pedagogical Implications

Hyun-jeong Nam

Metaphor is not merely a rhetorical device, but a reflection of our internal conceptual structure despite our unawareness that the ordinary language we produce is based on metaphor. Learning a new language should not be considered to be independent of any conceptual system, and thus L2 learners need to be encouraged to access word meanings through their conceptualizations rather than linking translation equivalents. Since the target language has numerous linguistic expressions carrying conceptual metaphors, understanding the underlying concepts that the language makes us of may facilitate the learning process. In this regard, employing conceptual metaphor in teaching new structures or lexical items is not a far-fetched idea. L2 Learners need to be taught the context in which certain expressions may be used, what features of the target domain are highlighted by the source, and how the expressions can possibly be linguistically and metaphorically extended. To do so, English teachers need to assist the learners with various examples revealing the underlying conceptual metaphor to allow L2 learners to internalize these new concepts. Once more, the metaphorical expressions presented to L2 learners should be systematically ordered for each conceptual metaphor.

1. A theoretical discussion on metaphor

It is considered in a prototypical interpretation of metaphor that one item is used to represent the other from a different semantic field by means of the common feature extracted from both items (Aitchison, 1994, p.150). The literal interpretation is, on the other hand, often described as being "context-transcendent" in that the conceptualized content for an expression is always the same regardless of its context (Stern, 2000, p.318). Different from literal meanings identical across speakers as well as situations, metaphorical interpretation may vary based on the context in which the meaning is conveyed, leaving possible inconsistency of interpretation among language users (Searle, 1993, p.84). The context-dependence character of the metaphor has recently been seen as a matter of importance rather than treated as a barrier to semantic analysis (Stern, 2000). Fraser (1993), for example, suggests that the possible semantic inconsistency between speakers be considered, "within a theory of language use, not of grammar" (p.340). Kittay (1987) also implies, "metaphorical interpretation is context-bound hence it is not a question of meaning but a question of use" (p.97). The metaphorical interpretation based on context-dependence seems to be recognized in the realm of pragmatics, far beyond a purely semantic viewpoint.

In addition to the context in which the metaphor is used, shared background knowledge between the speakers and hearers also needs to be taken into account for the comprehensive study of metaphor (Searle, 1993, p.84, 89). It is particularly distinctive in the case of utterances concerning abstract or emotional incidents that are prey to diversity between speakers, rather than concrete and physical experience that is often limited to the boundary of semantics (Lakoff, 1993, p.205).

1.1 Metaphor and conceptualization

The view of metaphor as a 'mind-as-mirror-of-nature' (Fiumara, 1995, p.8), in contrast to traditional assumptions focusing exclusively on literal

interpretation of the lexicon, enables us to understand language in broader terms, a cognitive point of view (Lakoff, 1993, p.203, 204, 208). Shared background knowledge includes prototypical details which are usually stipulated and shared among people in a given culture, and this conventional knowledge further contributes to certain pattern of a cognitive mechanism (Kövecses & Szabó, 1996, p.338). As such, studies under the name of conceptual metaphor, which extends beyond the bounds of language itself, has been prevalent in particular since Lakoff & Johnson (1980)'s seminal Metaphors We Live By;

> [M]etaphor is pervasive in everyday life …not just in language but in thought and action. Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature. (p.3)

Cognitive linguistics rejects the notion that metaphor is separate and understood differently from literal or conventional language (Bailey, 2003, p.62). In the cognitive perspectives, conceptual metaphor is defined as 'one mental domain in terms of another' (Lakoff, 1993, p.203). A conceptual domain (called source domain), which is compiled with particular experiences (e.g., Journey in LIFE IS JOURNEY) is used as a source for metaphorical expressions in order to understand the other conceptual domain (called target domain) (e.g., life in LIFE IS JOURNEY). Mapping the domains occurs on the level of conceptual system and reflects the way of conceptualization (Lakoff, 1993, pp.206-207). "[T]he human conceptual system is metaphorically structured and defined" (Lakoff and Johnson, 1980, p.6) and metaphor therefore may be understood in a broader range, that is a set of associations. Stern (2000) describes it as network as follows:

> When we adopt a metaphor, we adopt-or inherit- its respective scheme(s) and network(s). If we change the relevant feature of context for a metaphor- the context set of presuppositions we associate with the vehicle of the metaphorical expression- we change

> not only that individual expression but its whole family to preserve the content (p.280)

To a large extent there are common conceptual metaphors across different cultures and languages; however, as also suggested, the mappings between the source and the target domain in the conceptual network are often conventionally determined (e.g., Lakoff, 1993). Deignan *et al*. (1997) point this well; “not all linguistic or conceptual metaphors will be shared by any two languages” (p.353). Aside from some of the universal conceptual metaphors across languages and cultures, the different way in which a certain language and culture reflect conceptual metaphor thus needs to be stressed at this point in that the diversity produces the unique form of conceptual metaphor in a given language and culture (cf. Kövecses, 2002).

1.2 Cross-cultural variation of metaphor

To consider the relation between metaphor and culture in detail, it would be helpful to take some of the examples of Korean conceptual metaphors from Woo & Lee’s (2002) analysis. According to their data regarding happiness, A FLUID IN A CONTAINER metaphor is observed both in Korean ‘행복이 가득한 집’ happiness is full of house ('The house that is full of happiness') (*ibid.*, p.10) and in English “The sight filled them with joy” (*ibid.*, p.7). The metaphor HAPPINESS IS SEARCHING FOR TREASURE, however, is observed only in Korean, which is comparable to the HIDDEN OBJECT metaphor (from Kövecses, 1991) in English (*ibid.*, p.22). In spite of the seeming similarity between the two metaphors that happiness is considered as something we can look for, the major inconsistency of the two metaphors comes from the view of the happiness (*ibid.*).

(1) 가슴속에 묻어둔 행복 찾기
heart-in buried happiness searching
'Searching the happiness that has buried in the heart.'

(2) 우리는 행복을 너무 먼 곳에서 찾으려고 했습니다.

we happiness much too far place-in tried to search
'We tried to search for the happiness in a much too far place' (*ibid.*, p.12).

As shown in examples (1) and (2) showing Korean metaphor, happiness is understood to be found internally from the person who looks for it in Korean metaphor, while in English it is regarded as an object obtained from the outside world (*ibid.*, p.14, 22). As Kövecses (1991) suggested, there is variation in the view of happiness that non-western people and non-western people regard happiness as "an issue entirely within the self" while western people do not (p.38). Provided that the way the conceptual metaphor is converted into the specific linguistic forms may vary across language and culture, it may further explain the case that two different languages have different metaphorical expressions derived from the same conceptual metaphor. As Park (2001) analyzed, EMOTION IS A BODY PART metaphor is commonly observed both in Korean and English as follows:

(3) HAVING CONTROL OR FORCE IS UP
English : the head of the department (*ibid.*, p.78)
Korean :우두머리 (literally means 'a head or a top'; 'a boss')

(4) HONOR IS A FACE
English : save one's face
Korean :얼굴을 못들다 (literally means 'cannot lift the face'; 'lose one's face') (*ibid.*, p.79).

It is, however, not the case on the sub-level. Metaphorical expressions regarding *nose* such as, "Keep your nose out of my affairs!" and "콧대가 높다" (literally means "the bridge of the nose is high"; 'with pride') shows conflicting meanings in that it means "meddle" in English but "pride" in Korean (*ibid.*, p.80). Kövecses (2002) attributes this cross-cultural variation of metaphor to "differences in the range of conceptual metaphors that

languages and cultures have available for the conceptualization of particular target domains" (*ibid.*, pp.183-184). In particular, as "the governing principles and the key concepts in a given culture" differ across cultures, certain features specifically emphasized and valued in the given culture affect the process of elaboration of metaphorical expressions (*ibid.*, pp.186-187).

2. Pedagogical implications on conceptual metaphor

As discussed above, human thought processes are fundamentally metaphorical (Lakoff & Johnson, 1980) and each language in a given culture uses its own devices to shape concepts. From the L2 learners' point of view, since the target language has numerous linguistic expressions making use of conceptual metaphors, understanding the underlying concepts that the language mirrors may facilitate the learning process. This invites a discussion of pedagogical approaches to conceptual metaphor in the hope that it helps current teachers develop ways of addressing the issue of conceptual metaphor in the language classroom in Korea.

2.1 Metaphoric competence and conceptual fluency

Pedagogical implications for the teaching/learning of conceptual metaphor to raise students' proficiency have been made under the names of Metaphoric Competence (Low, 1988) and Conceptual Fluency (Danesi, 1993). Since metaphoric competence was described by Low (1988) in his paper *On teaching metaphor* as the ability to understand and use metaphors in natural way, it has come to be the main object of the focus, as well as other competences, among certain approaches in teaching and learning language (Littlemore & Low, 2006). Danesi (2000) introduces the term Conceptual Fluency in his book *Semiotics in language education* and defines it as, "the ability to interrelate the underlying structure of concepts to the surface grammar and vocabulary that reflects them" (p.42). He sees the importance of metaphoric competence in relation to the way a certain culture conceptualizes the world (*ibid*., 1992, 2003).

While verbal fluency enables L2 learners to produce grammatically and

communicatively appropriate discourse in L2, conceptual fluency enables L2 learners to utilize the L2 conceptual system in perceiving and interpreting the underlying concepts reflected in the target language just as native speakers do (Danesi, 1992, p.490). As such, when L2 learners learn a new language, they need to undergo a process of conceptual reorganization so that they can better deal with the new language (*ibid*., 2000, p.70). As Danesi (1995, p.5) suggests, "to be conceptually fluent in a language is to know, in large part, how that language 'reflects' or encodes concepts on the basis of metaphorical reasoning."

2.2 Limitations in EFL context in Korea

Given that in the native speakers' mind, conceptual fluency is part of "unconscious" knowledge (Danesi, 1993, p.490), it does not seem plausible to expect L2 learners in an EFL context to become conceptually fluent in the same way as native speakers. From my own classroom observations, I conclude that Korean students often employ their L1 conceptual metaphors both in interpreting and producing new strings of L2 discourse. It is interesting that a Korean student's utterance in English are based on their L1 conceptual metaphors, which would not be easily understood by native speakers of English, can be interpreted by other Korean students exactly as intended. This fact should focus or attention on the need to promote awareness of the cross-cultural variation of metaphor in English classes in Korea.

There have been studies relating to L2 learners' deficiency regarding metaphorical concepts and the need of teaching conceptual metaphor (Danesi, 1993, 1995, 2000, 2003; Boers & Demechelmeer, 1998; Abreu & Vieira, 2008). Danesi (1993) attributes L2 learners' deficiency in metaphorical competence to lack of exposure to the conceptual system of the target language in a systematic manner (p.497). His claim is rather straightforward; the absence of teaching metaphoric competence causes the students to learn "virtually no 'new ways' of thinking conceptually" when confronted with the target language (*ibid*., 1995, p.12).

The situation is not much different in Korea. Typically, new L2 lexical

items are taught to be memorized without any attempts to conceptualize the meanings. As such it is not rare to find Korean learners of English reluctant to perceive any concept embedded in certain metaphorical expressions. It is often the case that conceptual metaphors in their L1 are applied to L2 without reservation. As Danesi (1995, p.12) points out, those learners who have never been exposed in formal ways to the conceptual system of the target language tend to use common features of conceptual metaphors that work in both languages.

Textbooks for middle and high schools students in Korea do not seem to promote conceptual fluency either. It is difficult to find a collection of phrases or words derived from the same underlying conceptual domain, and inventories of expressions are often unordered. Learning metaphorical expressions seems to be done by mechanical memorization in Korea and this item-by-item rote learning may not help the learners to build connections between seemingly incompatible conceptual domains.

It may be assumed that middle and high school English teachers in Korea in particular, who must follow a strict curriculum ultimately designed for college entrance exam, are not given sufficient time to provide the students with opportunities to understand underlying concepts. It may be the case that students themselves do not consider it necessary for the exam preparation and would rather take a 'short-cut' by memorizing the translation-equivalents. Grasp of the conceptual nature of language seems to be considered 'unrealistic' to those learners as well as teachers in Korea.

2.3 Approaches to conceptual metaphor in teaching

Learners need to be encouraged to get access to word meanings through conceptualizations rather than simply mapping translation equivalents. In this regard, including awareness of conceptual metaphor in second language acquisition is not a far-fetched idea. The benefits can be summarized as follows:

Firstly, as discussed above, conceptual metaphor is an intrinsic part of language. The way a language reflects its own conceptual metaphor on the linguistic expressions may be inherently different from the other language. It

can thus be said that through understanding the underlying concepts that by trying to establish faulty language mirrors, completion of target language learning is achieved.

Secondly, it promotes inter-cultural understanding including social and political correctness. Given that language is an integral part of culture and metaphor is a means of expressing it, metaphor awareness may facilitate successful cross-cultural communication (Boers, 2003, p.236).

Thirdly, it reduces conceptual interferences. Danesi's (1995, p.16) statement seems convincing in this regard:

> [S]tudents 'speak' with the formal structures of the target language, but they 'think' in terms of their native conceptual system: that is, students typically use target language words and structures as 'carriers' of their own native language concepts" (*ibid*., 1993, p.490).

Finally, employing conceptual metaphor in teaching a new lexical item enables L2 learners to go beyond what they have been taught. Phrases such as *have a cold* is usually taught to be memorized as an idiom in classroom in Korea. Consequently the learners have difficulties comprehending similar phrases such as *give someone a cold* or *got a cold from someone* motivated by the same conceptual metaphor "state as possession" (Martin, 1988, p.396)**.** Understanding the underlying conceptual metaphor may ease difficulties when the L2 learners interpret new lexical items within the domain of the conceptual metaphor.

When an approach to employing conceptual metaphor in language teaching is taken, careful considerations are needed as follows: Firstly, the focus of teaching should not be on the metaphorical concept itself, such as STATES ARE LOCATIONS[1]. Before further discussion, it may be worth recalling the notion of image schemas. In contemporary cognitive linguistics, an image schema is considered an embodied structure within our cognitive processes that is formed from our bodily interactions and experience (Johnson, 1987; Lakoff, 1987).[2] Conceptual metaphor mappings based on

the image schema enables us to understand numerous linguistic structures. This does not mean that L2 learners should learn all the conceptual metaphors or the linguistic terminology such as *image schema*. The approach should be directed to employ the concept of metaphor in helping L2 learners to understand meanings through conceptualization.

For example, prepositions and particles in English seem to be taught in a rather too simplified way in Korea. After being presented with a brief explanation at a word level in L1, along with a single example in L2, learners are often expected to be confronted with the meanings. Rather than this simplified method, it may be wise to take a new approach to conceptual metaphor. As Boers & Demechelmeer (1998) find out, cognitive semantic analysis of a preposition helps learners to comprehend even unfamiliar uses in the future encounter. When understanding spatial preposition *in*, which is frequently encountered by learners as in, *in a hurry*, cross-linguistic correspondence *안에* ("in") is not much a help for L2 learners. It however may be easier even for low proficiency Korean learners of English to understand *바쁜 상태 안에 있다* ("in a state of being busy") adopting the conceptual metaphor STATES ARE LOCATIONS. Abreu & Vieira's (2008) recent study seems convincing. They claim that Brazilian learners of English who were taught phrasal verbs by means of a meta-cognitive strategy based on image schemas could understand the meanings two times faster than those taught by traditional methods.

Another consideration needed in the approach to teaching meanings through conceptual metaphor is that conceptualization of meanings does not occur instantly, and thus entails sufficient exposure to the linguistic expressions which the target concept is reflected in. That is, learners' experiencing many instances of certain conceptual metaphors may help them to acquire cognitive patterns or schemas, and hopefully they may be able to apply it to other instances of the same schema in future encounters. Through this process, learners may get opportunities to learn what features of the target domain are highlighted by the source. In terms of its implications, teachers should assist the learners with various examples revealing the conceptual metaphor to allow L2 learners to internalize the concepts. Here

are examples of the preposition *in* reflecting the same conceptual metaphor STATES ARE LOCATIONS.[3]

1. *She left in a bit of a hurry.*
2. *We watched in horror as they pulled the bodies from the wreckage.*
3. *He's living in luxury in the south of France.*
4. *You're in great danger.*
5. *Could I have a word with you in private?*
6. *Have you ever been in love?*
7. *Your car's in very good condition, considering how old it is.*

It should also be noted that when the linguistic items applying the conceptual metaphor are presented to learners, they should be categorized systematically. This however does not seem to be acknowledged as important in the current English learning context in Korea. It is often the case where the metaphorical expressions are presented unordered (cf. Van Vlack & Nam, 2006) or merely categorized based on the frequency of occurrences in college entrance exam. Since disconnected demonstration of lexical items does not help the learners to grasp the meanings through its underlying concept, the various examples motivated by the same conceptual metaphor should be collected.

As Conceptual Metaphor Theory (cf. Lakoff & Johnson, 1980) suggests, metaphorically extended senses of polysemies continue to evolve through conceptual metaphors. In this sense, English teachers need to promote the learning through cognitive mechanisms. That is, teachers need to help L2 learners to form a mental image when a new metaphorical expression is introduced. The image schemas will play an important role in comprehending rather abstract concepts which in particular are different from their L1 counterparts. Here is an example of the image schema transformation Body-Mind.

Initially, the teacher needs to collect examples in which the metaphorical extension may be easily observed as follows:[4]

To perceive (an idea or situation) mentally

ex) *Now I see!*

ex) *I just can't see your point*

ex)*They only refused to help because they're too busy, but he seems to see more in it than that.*

ex)*He can't see what difference it makes to come on Thursday instead of Friday.*

ex)*The chairwoman thought the new scheme was a great improvement, but I couldn't see it myself*

To construct a mental image of; foresee; see in one's mind

ex) *I can't see him on horseback!*

ex) *I don't see him as a teacher*

ex) *I can see what will happen*

ex) *I can see a risk in this strategy*

ex)*I see great things for that child.*

ex)*He still saw his father as he was 25 years ago.*

ex)*Many saw her as a world leader.*

To deliberate or decide

ex) *See whether you can come tomorrow.*

ex) *Let's see--which movie should we see tonight?*

Then, when the examples are presented to students, a moment should be given to them to scrutinize the pattern of the underlying conceptual metaphor (see Figure 1).

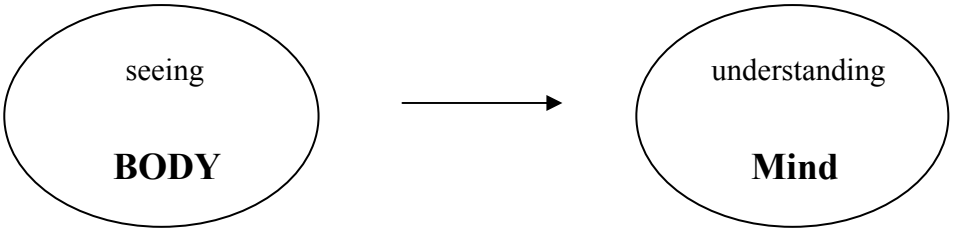

Figure 1

Teacher's assistance or explanation may be helpful at this stage for the

learners to extend the concept of physical perception to its metaphorically extended mental perception. It may be useful to introduce Verdaguer & Poch's (1996) explanation of the relationship between sense of sight and knowledge that mental vision is similar to physical vision in that the data for intellectual judgment are normally obtained through sight (p.76).

Next, the teacher may proceed with the related expressions such as *see something coming* (to expect something to happen) as in, "No one else had expected the factory to close, but we saw it coming" or *look down on* (to think that someone is less important than you) as in, "She thinks they look down on her because she didn't go to university". Since a single core metaphor is the basis for extended metaphorical use of a number of related words, it is wise to learn them together. The examples where learners' L1 concept is similar to L2 such as the word *watch* may be introduced first to ease psychological burden of learning a new concept. Here are more possible examples.[5]

Watch (to stay with something or someone such as a child for a short time to make certain that they are safe)

ex) *If you want me to watch the kids for a couple of hours while you go out, just let me know.*

Look at sth (to consider something in a particular way)

ex) *If I'd had children I might have looked at things differently.*

Look into sth (to examine the facts about a problem or situation)

ex) *We're looking into the possibility of merging the two departments.*

Foresee (to know about something before it happens)

ex) *I don't foresee any difficulties so long as we keep within budget.*

3. Conclusion

To conclude, metaphor is not simply a rhetorical device, but a reflection of our conceptualizations in spite of our unawareness that the ordinary language

we use is based on metaphor. Learning a new language should not be considered as an exercise in merely memorizing new vocabulary and grammar independent of any conceptual system. L2 Learners need to be taught the context in which certain expressions may be used, what features of the target domain are highlighted by the source, and how the expressions can possibly be linguistically and metaphorically extended. To do so, English teachers need to provide L2 learners with various instances where the underlying conceptual metaphors can be observed, and the metaphorical expressions presented to L2 learners should be systematically ordered for each conceptual metaphor. Since judgement of being literal or metaphorical may be different between native speakers and L2 learners (Mühlhäusler, 1995, p.281), metaphorically extended meanings of words should not be disregarded from consideration by English teachers just because they sound 'natural and thus literal' to them. Even where some English teachers whose practical goals of teaching are directed to the CSAT (College Scholastic Ability Test) in Korea are concerned, taking an approach employing conceptual metaphors in teaching a new structures will ultimately be worthwhile.

Notes

[1] For further discussion, it is worth reading Lakoff (1987)'s *Women, Fire and Dangerous Things* regarding spatial schemas for the English word *over* and Johnson (1987)'s *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason* for the *out* schema.

[2] The term is explained in Mark Johnson's book *The Body in the Mind* and in case study 2 of George Lakoff's *Women, Fire and Dangerous Things*.

[3] The examples are retrieved from http://dictionary.cambridge.org.

[4] The examples are retrieved from http://www.freedictionary.org/?Query=see, http://education.yahoo.com/reference/dictionary/entry/see, http://dictionary.cambridge.org , and http://dictionary.infoplease.com/see.

[5] The examples are retrieved from http://dictionary.cambridge.org.

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The Mystique of the Obscure: The Multi-faceted Practicum

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Despite its importance as one of two fifth semester options in the TESOL MA program, the Practicum is still a course still shrouded in mystique. Basically, the current students in the program know little of the Practicum. What little they do know generally comes from current Practicum students who they see fleetingly and who often report their impressions on the basis of peaks in highs and lows during the one rather intensive Practicum semester. Thus, the mystique of the Practicum has been firmly established. The underlying danger in this mystique is that concerned students do not come to realize the full aspects of the Practicum course. This short description seeks, then, to explain in some detail, aspects of the Practicum so that everyone has a better idea not only of how it works, but how it was conceived and through this explanation will, hopefully, simultaneously debunk some of the common misconceptions held about the Practicum.

1. The Basics

There are three main components to the Practicum and the three of them should be seen as being interconnected. These are the teaching/materials creation component as covered in Practicum I, the reflection component as dealt with in Practicum II, and the comprehensive exams, which the students prepare for on their own time. To a certain extent, the whole endeavor revolves around the classroom teaching component, which is the Practicum I class, but every component is inter-connected. Although the preparation for

the classroom teaching (Practicum 1) takes an initial main role in the process, it is intended to provide the fuel and prerequisite spark that ignites together all aspects of this exciting semester.

All Practicum students need to meet as a whole several weeks in advance of the semesters beginning to be grouped and briefed on the GEP class they will be teaching. After the initial meeting, students, working in groups, present the material they have developed for their assigned teaching. Basically these first few weeks before the semester begin center on materials development and getting a feel for how the GEP class is going to work. Immediately before the semester begin students will go through a required weekend of MATE rater training and students who are teaching speaking will take additional interview training based on the MATE/OPI. Once the semester begins the Practicum I course revolves around the GEP course that the students teach and the Practicum II course follows, in part, what was done in Practicum I through classroom reflection. Be aware that the relationship between Practicum I and Practicum II is reciprocal. Practicum II has its own special components, such as the Action Research Project, which is meant to be carried out in the Practicum I class. Finally, shortly after the classroom teaching ends the students are asked to take the Comprehensive Exams. At this point everything should be done. Figure 1 below shows a basic time table for the Practicum.

Figure 1.

A Generalized Timetable of the Practicum

Time Frame	Event
One month before semester begin	Preparation meetings begin. At least 4 meetings necessary.
Directly before semester begin	Obligatory MATE Training
Semester begin	Practicum I and Practicum II as well as GEP courses begin.
Semester end	All courses end.
Semester end	Portfolios due.
Shortly after semester end	3 Comprehensive Exams taken over two consecutive days.

1.1 The Practicum and Graduation

In order to be eligible for graduation at the end of the fifth semester, Practicum students need to meet certain requirements. Essentially, students need to pass both the Practicum I and II classes as well as all three of the comprehensive exams. Any student who fails either one or both of the Practicum taught classes will have to retake the entire semester, including all of the exams, and pay for the entire semester again. Students who pass the Practicum I and II classes but fail to pass any of the comprehensive exams will not graduate that semester, but must come back the following semester and retake only the exams that were failed. She/he is not required to retake the coursework and is not required to pay the full tuition fees. Students retaking exams only pay the exam fee and will be allowed to graduate upon receiving a passing grade for all three of the exams.

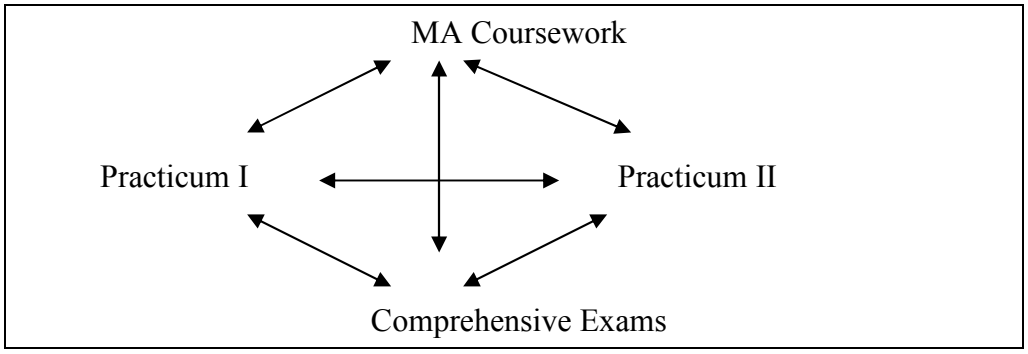
2. The Design

The Practicum, the collective combination of three different but interconnected components, is designed to be the ultimate culmination of the Sookmyung TESOL MA program. In the Practicum, students are quite busy not only implementing what they have learned in the program in a somewhat optimalized setting, but are also expected to develop new ideas in addition to the skills and strategies they are already familiar with. In effect, this is a very ambitious course which pushes the students to expand their ideas and bring all they have learned to date to bear for the further development of their teaching professionalism. In addition, following the tenets of student-centered teaching, the course endeavors to provide the students with the reflective skills they need to become more autonomous teachers capable of assessing themselves and guiding their own further development.

One central aspect of the design of the Practicum which has caused difficulties for the students who have failed to recognize it, is that everything in the MA and in the Practicum is interconnected. This makes doing the Practicum rather difficult for students who have taken a leave of absence

right before the Practicum semester or simply have struggled during the program. The knowledge the students are expected to use in their lesson planning, teaching, and reflection comes directly from what they are supposed to have learned in their coursework as MA students. The exams, for their part, play an important reciprocal role in both reawakening latent knowledge and establishing new theory-based practices for both Practicum courses. It is therefore imperative for students to try to link what they are doing with what they have learned and their own exam preparation. For this reason, students should not think of the exams as a separate component and certainly not delay their preparation for the exams. Rather, they are encouraged to begin their exam preparation as soon as possible so that the exams and the Practicum classes can be fully integrated in their minds and positively affect their practice. This integration is inherent in the design of the Practicum and recognition of it will make both exam and course preparation more effective on the basis of theories of meaningful learning. This is shown in Figure 2 below.

Figure 2. Integration of Practicum in the TESOL MA



In addition to the integration of the different components of the Practicum, another important feature of the Practicum is the need for students to cooperate. All of what the students will be doing during the final Practicum semester is based on group work (except of course for the actual writing of the exams). Students plan and teach in groups and, when not teaching the class, lead a group. They also conduct classroom-based research

in groups. Finally, students are organized into groups to prepare for the comprehensive exams.

Group work has been included as an important part of the Practicum in order to give the students a variety of opportunities to experience collaboration first hand. In the MA courses we talk a lot about the theories underlying cooperative learning, but few students/teachers practice them. In the Practicum, students have to learn to cooperate with a variety of people, on a variety of projects, and in a variety of settings. Students who will not or cannot cooperate well with others will find this Practicum very hard going. There is way too much for any one person to do by themselves. Cooperation is not only a survival skill, designed to make things easier by having students share the loads they must bear, but also leads, when conducted well, to both better ideas and more reflection on the processes of teaching.

3. Practicum I

The Practicum I class revolves around planning and teaching an undergraduate English course within the GEP (General English Program). GEP courses focus on either speaking development or writing development on alternate semesters. Practicum students should, therefore, feel some degree of comfort in dealing with either speaking or writing. Students are broken down into groups of two or three and it is in these groups that students both plan for their GEP course responsibilities and implement the plans they have created. The Practicum I class, which occurs on the same day immediately prior to the GEP class, basically involves students doing presentations and getting feedback on what they have presented.

The schedule for Practicum I more or less follows the syllabus for the GEP class. Two weeks before a particular group is slated to teach they present an initial lesson plan to the Practicum group. This plan is critiqued and presenters are given advice by all the different students as well as the course leader. On the basis of this advice, and on their own initiative, the group members collectively revise their plan and present it one week later,

one week prior to their actual teaching. Finally, on the day they teach the group briefs the Practicum students on what is going to occur in the class that day and what everyone is expected to do to make the class run smoothly.

While the overall syllabus for the Practicum I class is quite simple, the plan for the class is actually quite complicated. In planning for the class students need to integrate many of the ideas that they have learned during this TESOL MA and also many new ideas which will be introduced to them in relation to this particular Practicum.

3.1 Expectations

In the Practicum I course students are expected to perform several different functions. First and foremost, students are expected to be able to produce (and in groups) lesson plans and other course materials for the students following the specific class model that they have been given. This specific GEP class uses elements of flexible grouping in a task-based framework designed around the assessment criteria of the MATE. Lesson planning requires familiarity with all three of these different elements. GEP students are supposed to learn by doing and by working in groups. The class leaders/teachers in our GEP class do not lecture. They design integrated sets of activities which are based on clear goals linked to specific linguistic functions, as determined by the design of the MATE.

Each GEP class session is approximately 2 and ½ hours and students need to plan, using the tenets of the task-based approach, to create tasks which build on each other and also the student's skills. The in-class learning process is facilitated by the use of out-of-the-class assignments, which the Practicum students also create on the basis of their lesson plans. One week prior to their teaching, the teaching group must upload a reading homework assignment which is due on the day they are to teach. This reading assignment is designed as a preview for the class session. Its goal is to prepare the students for the functions, vocabulary, and grammatical structures which are necessary for successful participation and learning in the class. Based on this, it is quite important for the students to have their lesson plan

more or less solidified one week before the class is set to take place so that the reading homework can directly reflect and prepare the students for what is going to occur in that class. In addition to the reading homework, which functions as a preview, there is also productive based homework (either speaking or writing depending on to semester) which is used as a review for what occurred during the class session. These review assignments are designed based on the principles and design features of the MATE and what has been practiced in class. They intend to give the students further practice in a more formal way and working by themselves using precisely what they have learned during the GEP class that week.

In addition to lesson planning, students are expected to be able to actually front the class. This means that, working as a group, the people who designed the lesson need to be able to guide its successful implementation in the classroom. Class leaders need to go over the homework assignments and provide effective introduction and feedback to the tasks which they have set for the students. They also need to move around the room and make sure to provide on the spot feedback as well as guidance for students in performing these tasks. This is quite different from the other role which the Practicum students will take when they are not fronting the class.

Each Practicum student also functions as a group leader for an ever-changing group of students during the class time and beyond. Being a successful group leader entails getting the students to perform the assigned tasks making sure that they understand the instructions and giving on the spot feedback to enhance their performance. Another challenge group leaders face is dealing with the different levels and personalities of the students within the group. Heterogeneous student groups are created so that the students can learn from each other, but this also often demands extra work on the part of the group leader to make sure that everybody is prepared, engaged, and is performing to the best of her ability during the class sessions. Group leaders need to learn how to manage their students well and foster good personal relationships with all the students in the class, as each of them will eventually move through all the different groups. Another further requirement for the

group leaders is to provide feedback on the homework assignments which the students have done.

3.2 Performance Variables

Performance variables for the Practicum I class revolve around the ability to creatively integrate different theoretical models, actually make those models work in a real-time classroom setting while dealing effectively with a range of others.

Students need to be able to create meaningful, interesting lessons for the students out of, and abiding to, a range of theoretical perspectives which they may very well not have used in their own teaching up until that point. This is the great challenge and where the variability lies. Some students have difficulty adapting to the task-based aspect of the lesson planning which demands that each task necessarily leads into the next and that all the tasks form a collective chain of development. In such cases, students tend to create tasks which are only thematically, but not linguistically or functionally connected. Additionally, difficulties arise in integrating some of the MATE guidelines with the tasks, meaning that very often clear linguistic functions are not present in all the tasks. Other students have difficulty with the group work element of the class assigning tasks for individual students even during class time. During the class time students are supposed to be always doing things with others. They need to work together to collectively achieve the task set before them and the lesson plan must be made in a way which makes this happen.

In running the class, there are several potential problems which students have and which act as serious performance variables. For the most part these revolve around the issues of timing and clarity of expression. Since the GEP class is a performance-based class it is often difficult to determine in advance how long a particular task may take. As class leaders, Practicum students need to not only design the task well but they need to make sure that the task is progressing according to the time constraints which they have tried to establish in their lesson plan. This requires both trust and excellent

communication between class leaders and group leaders as well as class leaders and the individual students. Timing is a common problem which occurs throughout the GEP class. Another problem which often occurs is a lack of clear explanation about not only what the students are supposed to do but how they are supposed to do it. Many of the students, not to mention some of the teachers, are not familiar with task-based approaches where students are expected to perform to meet a meaningful goal. Providing the right types of instructions both orally and visually (using PowerPoint) is an important aspect of running the class and making sure that the lesson plan works.

Another important performance variable relates to leading the groups. Some group leaders tend to dominate their groups either providing too many answers for students in a feigned competition to get their group done first or by simply acting as a super student and not as a group leader. The super student simply does most of the work that the group needs to do taking extremely valuable opportunities away from the students who actually need to do the work. On the other hand, there are group leaders who are too passive in their group not providing enough feedback and facilitation when necessary. It is important for the group leaders to remember their role as a group leader. The Practicum people are not students in the class although they may sometimes be asked to perform as such. The goal of the group leaders is to get the GEP students to each perform to the best of her ability while completing the tasks. This entails a wide range of skills and above all knowledge of the students.

Finally, one performance variable which streams through all others is the seemingly simple ability to be able to work well with others. This is often one of the main performance variables which causes much suffering among the Practicum students. Practicum students need to be able to function well with each other under several different circumstances. They need to be able to collectively design a class. This does not mean a divide and conquer type of lesson planning but a true collective lesson planning where everyone is involved in every step. Based on this the students should then be able to

effectively implement their lesson plan as a group. During the entire class all group members will be involved in running the class at all times. Tag-team teaching is generally unacceptable. Practicum students while functioning as class leaders must also be able to deal with different group leaders to ensure that the class runs smoothly. Finally, Practicum students must be able to work well with the GEP students and this involves working hard to develop a strong personal relationship with them.

4. Practicum II

Although it may appear to be quite different from the Practicum I course, the Practicum II course is designed to enhance performance in the students' teaching but through assessing and thinking about themselves as teachers. The main goal of the Practicum II class is to help students develop effective reflection skills about their teaching and use this reflection as a way of consistently enhancing their teaching performance. As a means to this end, students reflect upon what occurred during the Practicum I class as well as on themselves as teachers. To do this they learn about many different aspects of reflection both theoretically and practically.

4.1 Expectations

As in all other components of the Practicum, collaboration is an important aspect of the Practicum II class as well. Among other things, students need to collaborate on an Action Research Project, so in general it is very important to leave your ego at home in this class. Students will be observed and evaluated openly and will also have their reflections open to the public. Therefore, one of the most important expectations from this course is that students can effectively deal with others, not only in a collaborative matter, but also in so far as being honest and straightforward in their observations.

The three main components of this course are the students' reflective journals, the action research they do in the classroom, and the creation of a portfolio which each student creates according to their needs and desires.

Everything the students do in this Practicum II course, and some of the things they do in Practicum I, is used to build a portfolio. Thus, the portfolio is to be seen as a kind of final project for both Practicum courses.

After each Practicum I/GEP class, students write up reflective journals. These journals are posted on line so that everyone can read through them and they are discussed in the following Practicum II class. During the course, students are also exposed to different aspects of reflection in relation to course design/implementation. These readings help them get a better feel for how to reflect and what to look for in assessing a class session. It is believed that reflection is a pivotal aspect for teacher development. It is through reflection that one comes to be familiar with them self as a teacher. It is from reflection that positive changes occur.

From their observations of the GEP classroom the students design and implement an action research project in groups. The groups will first decide on a problem they have observed in the class and then devise some possible treatments which they can use in the classroom to potentially solve the observed problem. Further observation pertaining to each treatment is conducted in order to assess its effect on the class. All this is then written up collectively in the form of a report. The report is to be included in the portfolio as evidence of successful classroom-based research.

The portfolio serves as a definitive statement of the student's knowledge, skill, and achievements as a teacher. Essentially students compile a wide range of different materials related to their careers as teachers and put them together in the form of a well-organized, clearly explained, and effectively presented portfolio. Students can choose different types of portfolios based on their interest and needs. Portfolios are to be made in both electronic and hard copy form for more effective use. It is hoped that students will use their portfolios to gain not only a better understanding of themselves and their achievements, but to be able to convince others of the same achievements. The portfolio is the culmination and outward manifestation of the journey the students have taken to date as teaching professionals.

4.2 Performance Variables

The Practicum II class is more like the other classes in the TESOL MA program than the Practicum I course, which is all action. This is a taught course with regular assignments (reading and homework), a research project (action research), and a final paper (the portfolio). Performance in the course is centered around and assessed according to these three things.

The reading assignments in the course aim to give students background theories but also simple practical tips for doing and writing up class observations, such as how to conduct action research, and also how to design and create a portfolio. To perform well, students need to first do the readings. This may seem easy, but once the ball gets rolling in Practicum I, and this happens weeks before the semester begins, time management becomes a major issue. Students who do not do the required reading inevitably flounder when it comes time to do the action research project and portfolio. All the elements of the course which the students do are founded on principles and the students need to have some understanding of these principles or their efforts will be less than acceptable.

In this course, the action research project requires extensive collaboration between students. Students who do not collaborate well really suffer on this project. It is also imperative that students see how the different parts of the Practicum are integrated. The action research project is intended to be used in correlation with the regular observations students are making. Often students get confused between empirical research and action research and make the process much harder than it actually is. The best way to avoid this is to read the materials and work well with the instructors and fellow students. It is really important that students speak freely and exchange ideas. It is from the exchange of ideas, based on the class observations that ideas for the action research project are born and extended.

Impressions and ideas provide the basis for the Practicum II course. Students must not only have the right background knowledge so that they are working from informed opinions, but they must also be realistic in their assessments. In this course more than any other in the entire program, by far,

personal issues come to play. Students must be able to give honest and realistic assessments of all the various performances going on in the class: their own in several different roles, those of their peers in multiple roles, and those of the GEP students as well. In a way, this course provides the ultimate practice for the type of continuous assessment students will need to practice as teachers in any classroom based on student production. To do well in this class, the students need to be acutely observant and well balanced and forthcoming in their assessments/judgments. People who cannot critique others or take critique from them will do poorly. People who let personal issues cloud their performance and assessments will do even more poorly. In short, this course calls for a professionalism of the highest order.

It is no coincidence that the word *roles* is used when referring to the teaching profession. Teachers need to play a multitude of different and often conflicting roles. Like actors, the only way we can do this is to step out from ourselves. Since this Practicum course is intense and students are asked to play so many roles and all in the public sphere, it is the perfect place to develop or hone those professional skills we all so much need. Students who cannot shift roles will do poorly in this class. Personal issues, conflicts, and excuses are to be left behind as they seriously impede professionalism both in and out of the classroom.

The most important performance variables for the portfolio revolve around starting time, the intent underlying the design of the portfolio, and its presentation. The portfolio, to be done well, is a long-term endeavor. Although the portfolio is the last thing due in the Practicum II course, students need to start compiling materials early, very early. There is too much to do if people wait until the last minute. A good portfolio not only needs to have a sufficient amount of relevant content, but must have a clear goal. Each bit of support or evidence in the portfolio needs to have a clear reason for being there and its purpose must be made sufficiently clear to the reader. To do this the student must from very early on set a clear vision for their portfolio. A bad portfolio is one with a bunch of documents and photos inserted with no clear goal or progression.

A portfolio is like a book, documenting the skills of the author, and like any book must be a cohesive whole which builds in sequential order to a stunning conclusion. To enhance its effect, presentation is also of extreme importance. To get the attention it deserves the portfolio must look professional, neat, but appealing. Students must spend time designing their portfolio so it looks good. Color schemes must be chosen as well as many other design features apart from the actual sequencing. All this takes time, so starting early and keeping an eye on it as time progresses is the way to succeed.

5. Comprehensive Exams

The Comprehensive exams consist of three different exams which are taken at the end of the fifth semester usually around the second week of June and December for the spring and fall semesters respectively. The titles of the three exams are taken from specific course names (Current Issues in EFL/ESL, Second Language Learning Theories, and Curricula and Materials Development), but each exam ventures far beyond the subject area of any one course. These are, in fact, comprehensive exams in that they cover the full gamut of the MA program. Questions for any one of the tests come from many different classes, even classes the students may not have taken during their time in the MA. For this reason, it is imperative that all the Practicum students work together to prepare for the exams.

5.1 Preparation

Preparation for the comprehensive exams is ultimately the responsibility of the students, but they are provided with organizational and other forms of help from the TESOL MA faculty in their preparation. The students themselves also have to help each other. As with everything else in the Practicum semester, preparation for the comprehensive exams is a collective effort. There is too much work for any one student to do it all alone, especially while they are also busy completing the demanding coursework.

There are three main stages in the students' preparation for the comprehensive exams.

The first preparation stage involves organizing the students into the groups and finalizing the study questions. First the students are put into groups on the basis of their interest and perceived area of expertise. Each group is responsible for preparing for one particular exam. Once the students are in groups they are provided with a list of study questions (20 essay questions and 15 definitions) for each exam. They are then given time to revise the questions as a group with the professors' help and guidance. Although, these are comprehensive exams, designed to cover the full gamut of the area of TESOL and therefore might contain questions related to elements not covered in class, it is important that the students feel the questions are fair and clearly understood. The test questions need to be seen as being relevant to the field and also able to be easily investigated/researched. Finalizing the study questions for the exams is a process of negotiation which generally takes a couple of weeks and is, therefore, a process started as early as possible. Once the questions have been sufficiently revised, the work is divided fairly among the students in each group. Students decide themselves who is responsible for compiling suitably detailed answers for certain questions.

The second stage of preparation involves the students working independently to compile answers to the study questions. This is done in several sub-stages. Although students do have access to previous answers written up by previous groups, they are initially encouraged to go out and try to dig up on their own as much information as they can in relation to the questions. This allows the test-takers to have a better personal fix on the issues in question. Because the actual test questions are different from the study questions (they tend to be more specific and focused), it is important that people try to dig up as much as possible and do not initially limit their searches. Students need to get the full scope of issues related to the question.

Once students have compiled information and read through it, they are then encouraged to go and read the answers that have been handed down

from previous groups. Using the new information they have compiled they rewrite and generally revise, based on their own understanding, the preexisting answers. They submit these rough draft answers on a set due date. These answers are reviewed by the department's professors and will be returned to the students with comments. The students then work on further revising their answers until they are deemed acceptable by all. Through this process the individuals tasked with handling certain questions are expected to develop a high level of expertise in those areas and later they are expected to share their expertise with the whole group.

The third stage is the distribution and group presentation stage. Once all the answers have been written and revised to universal satisfaction, students get back into their groups. Each group will host a session or series of special sessions, on their own time, in which they present the answers to the questions for each test. Thus, one day the Issues in EFL/ESL group will present their answers to the entire group. At the same time the full sets of answers will be made available to all the people expected to take the exams. This is usually done through a web community or website in which people post up their materials.

The presentations are designed to make everyone familiar with the answers so that they can all perform well on the exams. This means that, in order to enhance learning, the group needs to try to teach the materials. As trained teachers and soon to be masters in TESOL, the students need to use their expertise in teaching to help their fellow classmates better understand the wealth of material. Students are encouraged to present their materials using charts and figures and in an interesting and meaningful way. These sessions take place outside the class schedule on the students' own time and a schedule needs to be made and a room needs to be booked for these meetings. Students are encouraged to start these presentation sessions at least 6 weeks prior to the test date so that each group has the opportunity to present at least two times.

Finally, it is important that the students also take at least one practice exam. The time students have to complete each exam is short (70 minutes as

determined not by the TESOL Ma but by the Graduate School of Professional Studies) and time is, thus, an important issue. In order to help the students prepare, one of the departmental professors furnishes the students with a mock exam which they will try to do under similar conditions as the actual exams are held.

5.2 The Exams

There are three comprehensive exams which students need to take and pass in order to graduate. Exams take place in the middle of the last month of the semester (June, December) over the course of two consecutive days. The actual dates and times of the exams as well as all aspects of their administration are undertaken by the university administration. The TESOL MA designs the exams and grades them, but all other elements are created and administered by the University. In fact, TESOL students take the exams in a large room together with students from a wide variety of different majors.

To graduate, students need to pass all exams and passing demands a score of 70 or above. Failing even one exam bars the student from graduating that semester. Students who have failed an exam can retake the exam the following semester. When retaking exams only, students are not required to pay tuition, but need to remember to register for the exam and pay the exam fee.

Students have 70 minutes for each exam. Each exam consists of 4 essay questions and 10 definitions. This means that there is little time to actually write the exam. Students need to go into the exam ready to answer the questions even though they do not know exactly what they will be. In short, they need to be very well prepared as there is little time to plan or formulate an answer from scratch once the exam has started.

6. Closing Remarks

Although this brief introduction to the Practicum might make it out to be somewhat daunting in its scope and practice, the Practicum can also be a lot

of fun and can produce a most positive concluding point to the whole Sookmyung TESOL MA experience. Students who do well in the Practicum take note of all the respective deadlines, and there are many, and work well with others. Essentially it is our collaborations with others that determine the long-term effects of our efforts. It is through exchange and interchange that new ideas are born and new practices spread. This is a fundamental element interwoven into the Practicum. Long after one has passed through the program and graduated, their memories will not focus on the many ideas they learned through the course, but on the people they worked with and how they worked to achieve so many of their goals.

Appendix A – Comprehensive Exam Study Questions

Current Issues in EFL/ESL (*Language Teaching Methodology*)
TESOL

1. What is the role of methodology in language teaching?
2. What are some of the main approaches associated with teaching writing?
3. Based on your experience, which methodology or approach do you most favor and why?
4. Briefly explain the main concepts underlying student–centered teaching.
5. Explain methodological differences in dealing with children as opposed to adult learners?
6. Briefly outline how language immersion works and the effect this has had on language teaching.
7. What are some of the methodological variations in dealing with the area of pronunciation in foreign language teaching?
8. What role does evaluation play as part of a methodology in the classroom?
9. What are the components of a good test as a central part of any methodology?
10. How have language teaching methodologies dealt with the role grammar plays in language proficiency over the last hundred or so years?
11. What are some of the main approaches associated with teaching reading?
12. Briefly outline the fundamentals of ESP as a specific type of methodology?
13. What is inductive teaching and how does it work
14. Should teachers of a foreign language speak using the target language or the first language of the learners, why or why not?
15. What are some of the different approaches to the question of giving feedback in the foreign language classroom and what are some of the major feedback types?
16. What is the difference between overt and covert teaching of language structure?
17. How is input used in different teaching methodologies?
18. How is the role of the teacher played out differently in the main teaching methodologies?
19. What role does or should cultural competence play in methodologies for teaching English as a foreign language?
20. What are the principles of communicative language teaching?

Define the following words

Input	Technique
Method	Approach
Chunking	Washback
Interaction	Text
Co-text	Context
TPS	Scaffolding
Teacher talk	Schema
Brainstorming	

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Second Language Learning Theories
TESOL

1. What are the general views on the similarities and differences of first language acquisition and second language learning?
2. How does age affect language learning?
3. How do different memory systems affect second language learning?
4. In what ways does the first language of a learner tend to affect their second language learning?
5. How has globalization affected foreign language learning and particularly English?
6. What are learning styles and strategies and how do they affect second language learning?
7. How do the processes of long-term memory affect learning in second language acquisition?
8. How is the concept of the zone of proximal development (ZPD) related to SLA?
9. How do socio-cultural factors affect second language learning?
10. What does it mean to be bilingual and what are the different types of bilinguality?
11. What is communicative competence and what is its relevance to theories of second language learning?
12. How do behaviorists view the second language learning process?
13. How do generative linguists view the second language learning process?
14. What are some of the most common ways of testing second language proficiency?
15. What role does vocabulary play in second language learning?
16. What are the affective variables and what are their effects on the second language learning process?
17. How do connectionist models of language acquisition work and why is this important for SLA?
18. According to Krashen, what is the difference between learned and acquired material and how does this relate to language learning?
19. What is meaningful language learning and how is meaning manufactured?
20. What is the difference between competence and performance and how are they related?

CALL

1. How does the use of CALL relate to the affective nature of second language learning?
2. How can a CALL environment be used to provide comprehensible input?
3. What is the relationship between CALL and output?
4. How can CALL be used to develop more meaningful interaction?
5. How can CALL be used to deal effectively with individual differences in learners?
6. What is the relationship between CALL and context?

Define the following words or phrases

TESOL
Lexicon
Grammar
Inner speech
Contrastive Analysis Hypothesis
Input Hypothesis
Fossilization
Encoding
Output Hypothesis
Modularity
Acculturation
Peer pressure
Strategic competence
Fluency
Interlanguage
Functions

CALL
Web-based resources
Multimedia applications
Computer-mediated communication
LMS
MOO

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Curricula and Materials Development

TESOL

1. What are the main elements a course designer must consider when designing a new program or a specific lesson?
2. What role do materials, in general, play in course design?
3. What is a needs survey and how should it be designed and used?
4. What is the definition of good materials?
5. What are the points a teacher should consider which they select, adapt, and create resources?
6. How can the difficulty level of a certain task be graded?
7. What are some of the different ways of scaffolding material for students?
8. Explain the terms synthetic and analytic syllabus and classify the different syllabus types into one or the other?

9. What are the purposes of assessment and what are the major assessment schemes?
10. How and why is sequencing an important concept in course development and what is it based on?
11. What are some of the different types of writing activities students can do and what are their respective goals?
12. What is the definition of a successful lesson?
13. What is purpose of homework in course design and how is it different from what is done in the classroom?
14. What are some of the different kinds of interaction types that can occur in the classroom and how can they be used?
15. What would be some of the major differences in designing classes in an ESL and an EFL situation?
16. How are all four skills to be integrated in lesson planning?
17. What are some of the different organizational bases for curriculum design?
18. What are some different types of speaking activities that students can do in the classroom?
19. Why is it important for teachers to adopt a reflective and flexible attitude both to the realities of lesson planning and curriculum/syllabus design?
20. What are 'authentic materials' and how and why can they/should they be used in the EFL classroom?

CALL

1. Under what principles can `good` materials be selected from the web?
2. What needs to be considered for creating authentic CALL tasks? Discuss the basic features of such according to different skill areas?
3. Explain the role and design of task-based CALL by providing theoretical background and examples?
4. How can CALL technology be used to support content—based teaching?
5. What should be considered to evaluate multimedia used in CALL environments?
6. How is the use of CALL related to interactions both spoken and written and how can such interactions be designed?

Define the following words

TESOL

Activity	Exercise	Goals	Needs	Syllabus
Lesson plan	Modeling	Curriculum	Assessment	Survey
Theme	Wind down	Task chains	Groupwork	Warm up

CALL
Blog
On-line collaborative projects
Authoring tools (Software)
Asynchronous / Synchronous
Hypertext

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Differences between the SMU Certificate and MA Programs

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Since its foundation, the TESOL program at Sookmyung Women's University has been a leading pioneer in the domain of TESOL in Korea. It has not only introduced a TESOL program into Korea for the very first time, but has played a major role in promoting and developing the program into what it is today. Thanks to its incessant efforts and contributions, SMUTESOL has emerged as one of the most attention-getting programs in the field of English teaching and learning in Korea.

As well as its history, tradition and influence, the TESOL program at Sookmyung is also well-known for its superb curriculum, with the focus on both theoretical knowledge and hands-on practice in a systematic and harmonious way. The unparalleled faculty members are another source of pride. Every year, numerous English-teacher aspirants from all over the world knock on the door to enjoy such privileges only offered by the Sookmyung TESOL program.

Sookmyung TESOL offers mainly three off-line programs: SMU-TESOL, YL-TESOL and TESOL-MA. SMU-TESOL and YL-TESOL are short-term certificate programs while TESOL-MA is a graduate program, and thus grants a master's degree at the time of graduation.

Those who successfully complete a certificate program from either SMU or YL often wish to pursue further study for diverse purposes, and TESOL-MA would be one possible course they could choose. In fact, quite a few SMU-, or YL students enter TESOL-MA after the acquisition of a certificate, assuming that the MA course would broaden the knowledge they gained in the certificate program.

There are many differences as well as similarities between the TESOL-MA and certificate programs, and many first-semester MA TESOLers have had difficulties adjusting to a new learning environment. Therefore, in hopes of providing guidance for new MA TESOLers on similarities and differences between MA-TESOL and certificate programs (SMU-TESOL and YL-TESOL), this article has been offered from an MA TESOLer's viewpoint.

1. SMU

A number of presentations, micro-teachings, and lesson plans help students constantly strive to integrate the content with hands-on experiences and real-world applications. In addition, the CLT-based approach of using plenty of repetition, comprehension checks and assistance are employed during the class. Techniques and skills of how to use the white board, realia and specific gestures and body movements, which are crucial in actual language teaching setting, are also learned. The number of students in one class does not exceed 20, which can invigorate students' participation and classroom interaction through small-group activities.

For more information, please refer to the SMU TESOL homepage (http://tesol.sookmyung.ac.kr/smu/index.php).

2. YL

The YL-TESOL program at Sookmyung is the first YL teacher training program of its kind, and has been the cradle of YL English teachers in Korea. As the name suggests, the program is designed to train and produce English teachers for young learners, aged 4 to 12. Centering on early childhood education and second language acquisition, the YL-TESOL program provides both theoretical background and practical applications so that those would-be-English teachers become equipped with strong knowledge as well as

The SMU-TESOL program at Sookmyung confers an internationally accredited TESOL certificate if all the courses are successfully completed and 12 credits are earned (GPA 2.7 and above). This five-month certificate program is a prerequisite course for TESOL MA and 6 credits of the two highest scores from the courses are transferred to MA credits upon completion of the program.

The SMU curriculum is comprised of 5 different courses with 3 content courses, 1 supplementary course and 1 practicum; Second Language Acquisition, Inter-Cultural Communication, Methodology I & II for content courses, Academic Skills Development for supplementary course, and Practicum (not required for native speakers of English). The SLA and Methodology classes in particular offer significant chances to understand fundamental theoretical background knowledge while students explore the real-world applications of what they learn in principle. Through ICC class, students become aware of the important role of culture in language use and communication as they develop cultural awareness and intercultural competence. The courses are mostly carried out through group activities, through which cooperation skills are reinforced and strong friendships are often forged.

hands-on experience by the end of the program.

Its curriculum is comprised of 6 different courses, Language Acquisition Theories and Practice, Approaches to Teaching Young Learners, Curriculum Design and Lesson Planning, Literacy Development, Classroom Management and Application and Classroom English. Each course plays a role in providing both theoretical foundations and diverse practical techniques and strategies essential in dealing with young learners in classroom settings.

Even though it may vary from course to course, generally speaking CLT (Communicative Language Teaching)-based approaches are employed in the YL classroom, thus encouraging students to actively participate in group work or discussion. In addition, due to the nature of YL-TESOL, creating learning-enhancing frequently occurs during the class. Since most of the class activities are group work-based, interaction and cooperation among classmates is what is needed the most.

Since the YL certificate program does not discriminate based on race, gender or (undergraduate) major, people from all walks of life have added diversity to the YL program. A small class size of 20 students or less also facilitates the employment of the small-group system. In addition, each class

is made up of students with similar levels of English proficiency, and that is conducive to an effective and efficient learning process. For more information, please refer to the YL TESOL homepage (http://tesol.sookmyung.ac.kr/yl/index.php).

3. MA

The MA TESOL at Sookmyung is also the first master's degree-conferring program of its kind in Korea. This program was first created with the goal of founding a domestic institution which would provide an equivalent or even excelling TESOL MA program compared to those overseas, and has excavated and produced numerous talents and leaders in the field of English teaching and learning in Korea, successfully proving that it is not necessarily best to go abroad in order to learn and teach English.

An experienced and academically acclaimed faculty is one of the main reasons that Sookmyung MA TESOL has held a leading position in the field. In addition, their expertise in diverse specialties and high quality lectures including on-site, hands-on experience make the MA TESOL program one of a kind.

Every semester, a select few who have overcome the competition rate of

4 or 5 to 1 get into this MA program. Since this program offers graduate level courses, the overall level of difficulty is above that of certificate programs. However, thanks to the highly selective admissions process, most freshmen possess high levels of English proficiencies from the beginning of their study.

Most MA TESOLers have gotten into this program longing for further in-depth study compared to certificate programs. Accordingly, its curriculum consists of somewhat academically challenging and demanding courses. Classes are operated differently based on their natures and lecturers. In terms of theory-based courses, more of a lecture-giving style can be expected while students' active participation and interaction play a central role in practice and application-based courses.

Each course requires students to be armed with an appropriate amount and level of knowledge and thus related assignments including a challenging load of reading comes with almost every lecture. Most of the assignments demand that students are able to integrate their knowledge, and consider how they might apply or practice it in real settings. Therefore, it is highly recommended to come up with efficient learning strategies in a more systematic and orderly manner for both academic and practical achievement.

To sum up, it takes slightly different approaches in SMU-TESOL and YL-TESOL take slightly different approaches. However, both SMU and YL-TESOL certificate programs provide comprehensive and integrative approaches but are more practical-based on language teaching methods and applications. In this respect, the MA program offers more in-depth knowledge from diverse perspectives as it also calls for consideration of how the theory is going to be implemented in a real setting. We hope that taking these differences into account will help new TESOLers make a smooth transition from SMU and YL-TESOL certificate courses to MA TESOL ones.

Interesting Essentials in and around Sookmyung's Campus

Annie Park (TESOL 2nd Semester)

Sueah Lee (TESOL 2nd Semester)

Students at the Sookmyung Graduate School of TESOL are generally very busy with their work and personal lives. They come running to school right before class begins and go home exhausted as soon as class is over. As a result, they do not have much time to explore the school and its environs. Yet, as students, there are things we often need to know about the school, and it is also nice to feel like a student when one has the time and hang around the university soaking up the atmosphere. This paper, therefore, provides information on some of the places on and near the campus which students need for their studies in addition to some good places where students can study, eat, and rest.

1. On Campus Essentials

1.1 Library

As the saying goes, a university can be judged by its library and the Main Library at Sookmyung has undergone several renovations and extensions over the last few years to make it both modern and user-friendly. The Main

Library is a 6-story high brick building with one large basement and a connection to a study room building, which is open 24/7, including all holidays. There are many interesting and surprising features of the library which students will hopefully find interesting.

As graduate school students we, of course, are mostly interested in study, so it is important to introduce the study facilities of the library first. The library has a separate study building, which is located underground and has a separate entrance near the entrance door of the Main Library. This 24-hour study room building has 2 floors, story A and story B. There is an examinee-only-room which is supposed to be only for those students working on exams. To use this room, examinees must apply for a space. This is a very quiet place to study, and students are allowed to keep their personal stuff in their assigned spaces, but laptops are not permitted. There is also a study room specifically for graduate school students which allows laptops for writing, but notes are found on all sides asking students to keep their laptops quiet. There are three study-rooms for group work and they are available for a period of only two hours to each applicant. Application is available through the library home page. The disadvantages of the study rooms are their dim lights and poor soundproofing, but otherwise they are good places for people to meet and work together on projects.

A person cannot live on study alone. Food is also needed, especially

when one studies hard. Story A of the study room building has a cafeteria which is very neat and open 24 hours. Vending machines serve those looking for snacks in the wee hours of the night, and porridge, instant noodles, bread, and milk are always available as snacks. Additionally, there is a microwave oven anyone can use and even several kinds of newspapers are available for those who want some different reading material to accompany their meal.

While the study building is great it is only a small part of what the library itself has to offer. Let's start with some basic information on the library's operations. The operating hours of the Main Library are from 9 am to 10 pm weekdays, and from 9 am to 5 pm on Saturday during the semester. During the vacation period, the library is open from 9am to 7 pm weekdays and from 9 am to 1 pm on Saturday. During the exam period, extended hours will be announced. For graduate students, up to 15 books can be borrowed for a month. They can be renewed for another month. The penalty for overdue books is 50 won per day, and only after all penalties have been paid can additional books be borrowed. Be advised though that if a book is more than 30 days overdue, then the penalty will be doubled.

Enough about policies, let's move on to the library building itself so that TESOL students can make the best use of their limited time there. Overall, the library is clean and comfortable with some good features, in addition to the book collections. Every floor of the Main Library has very comfortable

and cozy sofas, so that students are able to get some rest or take a quick nap. There are also study rooms available on every floor, except for the first floor. This provides students with some private space for group work.

Here are some special tips about the library that students will hopefully find useful. The first floor is the best place for those who prefer open, bright spaces. Huge windows covering one entire side of the building provide refreshment for students who feel exhausted from just too much study. This is one of the favorite places in the library for everyone and is filled with many students throughout the year, so it can be busy and noisy. A quieter place on the first floor is the English Garden. This is a special room in the far right corner of the first floor. It is not so much a real garden, as a garden of books in English. It is bright and quiet and there are many sofas and benches scattered about where one can relax and read.

On the 2nd floor is Dica Plaza. As one might be able to guess from the name, this is a place devoted to computers and high tech equipment. It is good to drop by this place when one forgets their laptop and needs to work on a computer. Dica Plaza provides printing, copy machines, and scanners. Every floor of the library, except the first floor, has computers, printers, and copy machines, but the machines on those floors are often out of order. It is, therefore, safer to go directly to the second floor to print, scan, or copy. Smart Plaza, directly above the stationery shop next to the Main Library is a

professional print shop. It has several assistants, so you can easily get some help. On the lighter side, Dica Plaza also has a small film theater which plays a new movie every week. The film plays from 2 pm to 7 pm every weekday during the semester. And it's free!

The third floor and the fourth floor are good for those want a quiet place to study. There are many stacks of books here but in between the bookshelves one can find large double tables and they provide the best atmosphere for studying.

The 5th floor is another special place in the library spot. This floor houses a small coffee shop cafeteria, Hyu. Hyu serves coffee and tea. Even people who are very particular about coffee, will find this coffee shop provides one of the best cups of coffee around. Best of all, an americano only costs 1300 won. Hyu serves food as well, but, sadly, the taste isn't particularly good. In addition to great coffee, the fifth floor is the repository for periodicals. As such, one can find many kinds of magazines there. It is great to visit this place when one has a bit of free time and enjoy an educational break with a magazine and a cup of coffee to refresh our minds.

So far, some good spots in the library have been introduced. Hopefully this helps people to use and to enjoy our library and here is one more super secret tip which certainly no one knows about. New shower booths have been newly introduced on the 2nd floor of the Student Union Building for those

studying overnight from this year. There are two shower booths whose use is limited to 30 minutes each. They have also very thoughtfully included hair dryers, but all other materials and products for washing should be brought by the users.

1.2 Health Care Center

One more thing, something that we hope no one will ever have to use but at the same time should be aware of, is the Health Care Center. If you are a Sookmyungian, you can receive medical treatment and buy medical supplies at the Health Care Center which is located in Queen Sunheon Building, B1. Its great merit is that the cost of the medicine and medical treatment is very cheap. For a cold, for example, one pays only 1000 won for medicine and 300 won for a mask. Better yet, the medical examination was free of charge. A doctor is available for consultation until 5:30 pm every weekday during the semester. There is also a dentist there and one can get simple dental work done very cheaply. Be advised, though, that their facilities are limited and they can only deal with simple problems at the Health Care Center.

1.3 Studying Areas/Quiet Spaces

In addition to the Main Library, there are also many other fun and interesting places around the campus where one can study and rest. There are several different places scattered about the Veritas/Truth Building (진리관). The

Veritas Building is a rather new glass building located to the left of the Soonhun Building (순헌관), between it and the Myungshin Building (명신과). You can even enter the Truth Building from the Soonhun building on the 4th floor. The first floor of the Truth Building has a nice lobby area. It has sofas and a couple of computers in a closed off glass room and is a rather cozy place where you can read, rest or even take a short nap. Here you will also find the entrance to the Law Library, which is a really quiet place to sit and study. Another good lobby area far from the hustle and bustle of the campus is to be found in Centennial Hall (센테니얼). Centennial Hall is a large building in the back of the Changhak (II) Campus up the hill and to the right of the Main Library. There is also a museum there you can visit to find out about Sookmyung's history. There are a few special places in the Soonhun Building (순헌관) where you can hang around before the class starts. On the second floor there are sofas scattered about. There is also a printing place at this location. It is just a nice place to rest if you have a little bit of time left before the class begins. In the basement there is a small study room with some computers and a faculty cafeteria which students can also use. Also, on the fourth floor there is a small student café. If you have a class on the fourth floor of the Soonhun Building this is a nice place to hang around or stop by before the class. They sell coffee and some other beverages.

However, this place closes at 5:30 p.m.

2. On and Off Campus Delights

2.1 Food

As important as study and rest can be, particularly for graduate school students, there are other things which help us live our lives well. Chief among these is food. Good food not only keeps us physically healthy, and therefore able to study hard, but it can also provide us with some intellectual stimulation.

Staying close to the center of action, the cafeterias on campus will be introduced first. Most of our classes are on the original campus. Two recommended cafeterias in the original campus area are in the basements of the Soonhun Building (순헌관) and Myungshin Building (명신관). The cafeteria in the Soonhun Building is actually a cafeteria for faculty and staff and, therefore, the food is of good quality. Also, for the price of 3000 won you can eat as much as you want. The cafeteria in the Myungshin Building is new and is called ‘Miso (미소찬)’. It is like a food court, where there are many different choices including things like ramen and rice provided. The prices range from 1200 won to 2700 won. However, this is a food court open to all students. Individual items on the menu seem to sell out quickly.

Therefore, if you go to this place too late, you will probably only be able to get ramen.

Moving out of the campus and into the university environs, let's take a look at some of the good food places. Starting from the closest places to the campus down the main road, here are some of the recommended restaurants or places where you can get a quick and tasty bite. Nearest to the campus is Baekupshigae (배꼽시계). It is located just inside a small side street on the left one block down from the main gate. Some of its main dishes are kyeranjjim (계란찜) and jjigae (찌개). The prices are reasonable and range from 2500 won to 4500 won. To get something really quick just go a little further down the main road to Lee's Cup and Talbboki (달뽁이). At Lee's Cup, you can get a cup that contains chicken, potato and ddok (떡). The size of the cups come in small, 1000 won and large, 2000 won. It is actually a nice snack to grab if you are in hurry to get to class. At Talbboki you can get ddokbboki (떡뽁이) for 2000 won. You can get unlimited refills at 달뽁이.

Half way between the main gate and the subway station, the street splits in two. Coming down from the campus, the restaurants on the right side will be introduced first. Here you will find Onigito. At Onigito, you can get Japanese style rice balls (주먹밥) and udong. If you are in hurry, you can just

pick up a quick rice ball but if you have some spare time, they have a set menu of 주먹밥 and udong at a great price. The price of a rice ball starts from 1500 won and the price of the set menu starts from 3300 won. Further down the street on the right, at Yogi (요기), you can get very tasty noodles and jeon (전) at a great price. Their main dishes are 잔치국수 and 비빔국수 and they are offered in both small, 3000won and large, 4000won. It is a great place to go with a friend because two people can easily enjoy both noodles and jeon for a great price, 6000won, if you order one large noodle and jeon. Donga Neangmyon (동아냉면), as the name night imply, has great naengmyeon (냉면) which come in both small, 3500 won and large, 4000 won. Their specialty is the extra spicy sauce, which is very hot. It is a great place to visit when you are stressed because their spicy sauce kills all stress. Also, if you go with a friend, you can get four dumplings for 3500 won as a side menu.

Further down on this same street, there are several good and quite different places. Ggachinye (까치네) and Hongkombanjeom (홍콤반점) are on the same side of street. At Ggachinye (까치네), you can get simple Korean dishes including soontubu (순두부), kimchi fried rice (김치볶음밥)

and of course ramen. The prices range from 3000 won to 6000 won. At Hongkombanjeom (홍콤반점), there is no jjajangmyeon (짜장면), but there is jjambbong (짬뽕) and sweet and sour pork (탕수육). This is also a great place to go with more than one friend to share different food. The prices range from 3500 won to 5000 won. Across to this side of the street, there is a fusion rice restaurant, Rice Story. One dish is a large portion for one person. Prices here range from 4500 won to 6000 won.

Lastly, staying on the left side of the street, there is a hoddok (호떡) and the sausage place Mr. Wow quite near each other. If you are coming from Subway line 3, this is a nice place to grab something quick to eat if you are in a hurry. Way down at the end of this street and to the left, before the crosswalk, there is a fusion Japanese restaurant called Haruyeon (하루연). You can get very good donggas (돈까스) and albab (알밥) here. They have great set menus at a fair price. The prices range from 4000 won to 8000 won. Also, heading back towards the school in a small alley across from Shinhanbank, there is a roll house called California Roll. This place is a bit expensive compared to other places, but it is a nice to place to go with friends if you have some free time.

2.2 Beverages

For beverages, you can't help but avoid seeing all kinds of coffee shops near our campus. The Sookmyung neighborhood has become a paradise for coffee lovers. Here you will find many big chain coffee shops on the way up to the school including Coffeebean, Starbucks, Rotiboy, Holly's, and Twosome Place. More interestingly, there are many other little coffee shops where you can study. Since there are so many, two of the most interesting places and two of most convenient places will be introduced. First, there is a café called Mr. Froggy. This place is very unique. It has very tasty drinks and also delicious homemade cakes in a good environment. Second, there is a café called Waffle House. This place is very cheap and you can grab a quick bite including hamburgers and its very famous waffles. It also has nice big tables where you can work with a partner or a group while you are enjoying your food. Third, there is Bonsol coffee, where you can grab a coffee to go on the way to school for a good price. Lastly, there is Blueberry, which is located inside Campus I.

2.3 Printing

TESOL students love papers and printouts. As a TESOL student one of the most important bits of information that you need to know is where to print. Sometimes, you might be working on your assignment till the last moment and need to print your assignment on campus. Among the many places to

print in school, the most convenient places nearest to our classes will be introduced. First, if you have a class in the Soonhun Building, there is a printing place on the second floor. This is a full service copy center. On the second floor of the Soonhun Building, you can ask the staff to print material for you, or you can print on your own using T-money. Alternatively, if you have a class in the Myungshin Building there is a printing room on the right side of the second floor. The price is 50 won per page. Finally, there are also many copy places outside the campus. Copy Plus is the one we like best among the many places and it is located near the Bbang Goom Teo. Our TESOL professors also use this place to make copies of our course packages and booklets they have prepared. You need to be familiar with Copy Plus.

3. Closing

There are many great places in and around the Sookmyung campus. This short guide has just managed to introduce but a few of the places we need to know and might want to be familiar with as students of this university. In our busy lives we may not have too much spare time but the moments we can spend and feel as students with others is a magical time. Hopefully this introduction will enable us to make better use of that time making it even more magical.

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The Impact of Online Intercultural Exchange on Motivation and Attitudes towards Language Learning and Writing Performance among Korean EFL Learners

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This study examines the effectiveness of online intercultural exchange (OIE) on motivation and attitudes towards language learning and writing performance for Korean EFL learners. To investigate changes in motivation and attitudes, pre and post questionnaires were examined quantitatively and qualitatively. Moreover, statistical analyses examined how OIE impacts learners' writing performance by analyzing the pre and post writing tests in terms of fluency, complexity, and accuracy. Based on the analyses performed on the questionnaires and writing tests, this study indicates that OIE sustained students' motivation for learning and enhanced students' writing performance in terms of fluency and complexity.

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Teachers' Perceptions and Use of Reading Strategies in Korean EFL Classrooms

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Reading comprehension is considered important as teachers use various instructional routines to support English language learners to comprehend what they are reading. The goal of using such routines may be to move students steadily toward independence in reading comprehension. EFL learners can develop the ability to comprehend a wide array of texts and can take action –so called reading strategies, when they do not understand. Reading strategy instruction can make a great difference to EFL learners as being able to comprehend and critically respond to what is being read. Teaching reading strategies can be a medium facilitating the ability to make meaning from text. However, there is not much research on the impact of teaching reading strategies in Korea. Therefore, the purpose of this study is to investigate the overall usage and perceptions of reading strategies to support learners' reading comprehension among EFL classrooms. Through teacher questionnaire and classroom observations, this study also seeks for any discrepancies between teachers' perception of reading strategy instruction and actual use in classrooms.

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The Relationship between Reading Speed and Reading Comprehension

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This study attempted to examine the relationship between reading speed and reading comprehension. To investigate the correlation between reading speed and overall reading comprehension, first of all, Korean EFL graduate school learners with an advanced level took reading speed and reading comprehension tests. The results of reading speed measurement and comprehension test were analyzed to see how reading speed relates to overall reading comprehension and inferential comprehension. The statistical analysis was made by using correlation statistics. The results suggest that reading speed relates to reading comprehension and the correlation between reading speed and reading comprehension was positive but weak and statistically insignificant. On the other hand, based on the result of this study, the correlation between reading speed and inferential comprehension was moderate and positive and the correlation between them was statistically significant.

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The Effects of Morpheme-based Vocabulary Instruction on Korean High School Students' Word Memorization and Inferencing

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This thesis examines whether teaching morpheme analyses focusing on affixes could affect vocabulary memorization and inferencing of unknown words in Korean high school students' vocabulary learning. For the memorization effect, a longitudinal and quantitative data-collecting method was conducted with two different groups, an experimental group and a control group. Following the 7th national curriculum's level differentiation for English class, each group was subdivided into high-proficiency and low-proficiency levels; grouping was based on their school exam scores. As for the inferencing effect, the Vocabulary Knowledge Scale scoring categories of Paribakht and Wesche (1997) was implemented.

The findings suggest that affix instruction affects differently on memorization of translation equivalents based on the retention period. Teaching affixes seemed to be more effective related to the long-term memory. Also, teaching affixes could be more beneficial for high-proficiency level learners than low-proficiency level ones. The results of the VKS categories showed the learners who were taught morpheme-based instruction made better inferences than those who were not.

This study concluded that morpheme-based vocabulary instruction was more effective than the traditional way when it comes to the long-term memory and high-proficiency level learners. Furthermore, teaching affixes could help learners make better inferences when the learners are confronted with unknown words as one of the guessing strategies.

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Examining the Influence of an EBS TV Program on Vocabulary and Content Knowledge Improvement

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This paper examines the influence of simulated theme-based CBELT (content based English language teaching) lessons on young learners' vocabulary and content knowledge improvement. To seek the goal of this paper, an EBS TV program called 'Knock, Knock, English Playground (KKEP)' was utilized in terms of both language and content (Science, Social Studies, and Math). Also, pre- and post-test were designed to evaluate oral language (speaking and listening) improvement. The finding reflects that the following two main factors could have affect better vocabulary and content knowledge improvement: 1) learners' background knowledge in both language and content, and 2) language repetition during the experimental lessons and tests.

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The Effectiveness of Vocabulary Learning for Korean Middle School Students: Using Collocations vs. the Traditional Way of Using Word-lists

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This thesis investigated the effectiveness of vocabulary learning using collocations vs. the traditional way of using word-lists. In order to examine this, the study proposed three questions: (1) Is there any significant difference in the more immediate effect of vocabulary learning between students who have learned vocabulary based on the use of collocations and students who have learned in the traditional way of using word-lists which include definitions in L1 and sample sentences? (2) Which approach is more effective after a short period (two weeks) of delay so that the students can increase knowledge? (3) Which approach do the students who have learned both approaches prefer? For this study, 248 second-year boy students of six classes in a middle school participated in the experiments. Three classes studied target words based on collocations as an experimental group and the other three classes were given traditional word-list vocabulary instruction as a control group. A pre-test, a post-test, and two quizzes were utilized as tools for measuring students' improvement in learning target vocabulary items. In addition, an attitudinal study was conducted to investigate the students' preference for one of the two instructions.

This study concluded that collocation lessons seemed to be more effective in learning vocabulary. The experimental group showed more improvement in terms of the immediate effect and longer-term retention compared to the control group throughout the six weeks. The result of the attitudinal study showed that majority of students thought collocation lessons were more beneficial and helpful than the traditional way of using word-lists. However, learning vocabulary using collocations in L2 proved to be more challenging for the students. Not many students preferred the collocation lessons due to difficulty in studying English vocabulary through collocations and their need for adaptation to a novel approach.

Besides these research findings, the researcher analyzed how much each level of the students had improved. This result showed that low level and relatively higher level students in the experimental group improved significantly more than those in the control group. Especially, low level students improved the most. They seemed to take part in the activities and learn by doing in the collocation lessons. This research finding could be a possible topic for further research related to vocabulary learning using collocations.

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Codeswitching among Korean-English Bilingual Adults during Informal Interactions

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The research paper examines codeswitching behavior by Korean English bilingual adults during informal interactions. There has been a large number of studies on codeswitching; however, the research on codeswitching by Korean English bilingual adults is limited. This study focuses on codeswitching behavior, trigger effects and other variables, such as emotions and salience. Data were collected through audio–recordings of informal conversations and were analyzed based on a checklist containing codeswitching behavior, trigger effects, and other variables. The findings suggest that although codeswitching may appear to function in similar ways, codeswitching may vary based on individuality, personality, and experience, and speakers may develop their own system for using codeswitching as a communicative phenomenon.

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The Reflection of the National Curriculum in the Representation of International Target Cultural Content in High School English Textbooks

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The primary aim of this study is to analyze how well the new high school textbooks reflect the newly revised or added cultural aspects manifested by The Revised 7th National Curriculum by the Ministry of Education (MOE, 2007) in their new books, specifically, mainly about International Target Culture content which is newly inserted from this curriculum. It enlarges the culture content to the world various cultures rather than setting limit to the only target culture, English speaking countries, so that learners can understand the difference between Korean culture and other cultures.

In this study, five high school English textbooks out of the fifteen authorized ones are examined by the Ministry of Education; three most popular textbooks and two other chosen textbooks for this study. Three research questions for this study are: first, how much international target culture contents are used second, how various international target culture contents are used third, how international target culture content is introduced.

The result of this study shows that each English textbook published under the same principles of the revised 7th National curriculum could be very different one another. First of all, except two textbooks which introduce enough worlds various cultural contents, other two textbooks mostly introduce the culture of English speaking countries

and the other textbook doesn't have any culture contents of some certain areas since its contents were mostly culture neutral. In addition, only two textbooks out of five chosen textbooks have more various culture contents materials recommended in the new curriculum than others. Lastly, the learning activities to introduce the cultural content are mainly speaking and reading but writing activities are hardly used. On the basis of these results, the study comes to a conclusion: first, the current English textbooks don't reflect the cultural aspects of the new curriculum systematically and continuity among textbooks is very weak.

The findings suggest that the publishers of the textbooks should be well-informed and figure out what the curriculum wants them to have in their English textbooks and try to reflect them systematically. In addition, in the stage of publishing the textbooks as providers of cultural information, culture contents should be taken into careful consideration in making textbooks. Lastly, the teachers should put more efforts in selecting the proper textbook and they should try to reorganize the textbook considering their educational circumstance while using it.

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A Study of Korean L2 English Learners' Competence on Articles and Its Effect on Their Performance

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Articles are among the most frequently used words in English and it is hard to find a sentence without an article. However, they have various functions when they are used with different types of nouns or noun phrases. Therefore, EFL (English as a Foreign Language) and ESL (English as a Second Language) learners often have difficulty in understanding the role of articles. This research paper investigates how 181 Korean EFL learners aged from 10 to 12 understand the usage of the definite *the*, indefinite *a(n)*, and zero *ø* articles and how their knowledge of articles affects their performance.

Findings indicate that the participants' overall proficiency levels match with their article competence test results; that is, the higher their level, the higher the scores they received on the article competence test. On the other hand, the participants' article competence does not have any effect on their oral reading performance. Participants in the high level group show more article omission errors compared to the mid and low level group members.

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The Relationship between Family Background and Students′ English Academic Achievement

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This research attempted to determine the relationship between family background and students′ English academic achievement. Family background may consist of many kinds of components, but in this study, parents′ economic capital, human capital and social capital were defined as three main components of family background.

The findings suggest that there is a relationship between family background and students′ English academic achievement. In terms of economic capital, it was found that if parents have a higher socioeconomic status (occupations and income), their children show higher achievement in English. As for human capital, if parents have a higher educational background and students perceive that their parents are highly proficient in English, students show higher achievement in English. Finally, in terms of social capital, students of parents who come home early from work, with a high interest in their children′s school works, and attend school meetings show higher academic achievement in English.