USING LITERATURE FOR IMPROVEMENT OF
KOREAN EFL STUDENTS’ READING COMPREHENSION FLUENCY

A TERMINAL PROJECT PRESENTED BY

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has read this terminal project and determined that it satisfactorily fulfills the program requirement for the degree of Master of Arts.

Project title: Using Literature for Improvement of Korean EFL Students’ Reading Comprehension Fluency

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ABSTRACT

Title: Using Literature for Improvement of Korean EFL Students’ Reading Comprehension Fluency

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Program: Language Teaching Specialization, Department of Linguistics

The purpose of this teaching portfolio is to convince Korean English teachers to use top-down skills as a main primary method for teaching reading comprehension. This is because teaching and learning English is too focused on bottom-up skills due to the unique Korean college entrance exam.

This portfolio is designed using a genre base framework with various activities that I adapted from Tomlinson’s text-driven framework. It includes meaningful classroom activities for each of the genres that can help the students enhance their comprehension abilities. The criteria for activities and materials in this portfolio are focused on learners’ engagement and enjoyment. For example, my comprehension activities are inferential comprehension questions rather than multiple-choice questions to figure out the complicated relationships and conflicts among the characters in the plots. By exercising these inferential comprehension activities, the students can be motivated to engage more strongly in readings to infer the intension of the authors and to comprehend the flow of the plot. I also use multidimensional process of sensory imaging to help students establish the cognitive connection with the readings. In other words, the students will facilitate their personal

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engagement with the readings by visualizing the scene and sharing their opinion on the plots.

This portfolio is organized starting from extensive reading based on top-down method. Then, literature reading and activities are introduced as teaching techniques to enhance Korean EFL students’ comprehension abilities.
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I would like to say thank all of UO professors whom I worked with their generous guidance for finishing this project. I have to say “thank you” to ESL teachers for their real voice on my research. I will remember my friends’ help too. Lastly, I want to give my thank to my two children-Jung Ho and Esther, as well as my father for their patience and cooperation letting me finish this project.

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CHAPTER 1 INTRODUCTION

My project is a teaching portfolio using literature to enhance Korean EFL students’ reading skills. My target groups are Korean intermediate to advanced EFL students in middle and high school. The goal of this project is to develop a series of techniques and activities that will guide teachers to help Korean EFL students improve inferential reading skills with top-down teaching methods. The activities are designed to motivate the students to learn authentic English at a higher socio-competence level, so that they can study English with more fun without stress and better understanding of American culture.

In my opinion, reading is the most aggressively and widely debatable topic in terms of teaching techniques not only for English education but also any other target languages. This is because reading is building meaningful blocks by combining the information from the text with the readers’ background knowledge (Numan, 2003). Summarizing and organizing the information is the most fundamental skills of reading comprehension. In other words, we have to deal with various forms of information such as directions, labels, signs, bills, memos, newspapers, manuals, and announcements as well as academic texts in our daily life. That’s why reading skills definitely play a key role in successful academic studying and becoming productive citizens in our future life. For this reason, reading in both L1 and L2 demands a long learning process for attaining meaningful comprehension of the written text.

This idea is supported by Anderson (1999) who claims that “ESL/EFL students will make greater progress and attain greater development in all academic areas” with better reading skills. Even though this importance of reading skill is known by most teachers, the most dominant teaching English technique in Korea is grammar-translation due to wash back effect of the CSAT college entrance exam, and other standardized English exams in Korea (Oak, 2003). The CSAT (College Scholastic Ability Test) is an official college examination,
which was designed to evaluate the test-taker’s ability in subjects including English covered in high school curriculum. This test has powerfully impacted the Korean style of English Education so far. As a result, current English teaching techniques are focused on testing skills:

1. Memorization of vocabulary and grammar for word translation.
2. Skimming and scanning reading skills rather than careful reading in order to complete the test within a limited time.
3. Multiple-choice question items rather than inferential comprehension questions for fast and easy objective scoring.

Therefore, fundamental English teaching strategies for Korean EFL students are bottom-up training and expeditious reading skills. Getting higher scores on the norm-referenced Nationalized Entrance Exam (CSAT) is the major purpose of learning English for middle and high school students. This bottom-up test taking training has been practiced well in Korean education situation to fulfill the expectation of both students’ and parents’ language-learning needs: passing the National College Exam. Having many students with a high score on CSAT (College Scholastic Ability Test) is important for the reputation of both public schools and privately owned school or learning centers. As a result, Korean EFL teachers and the Korean English education system have ignored literature reading in order to focus on getting higher scores on CSAT rather than other competitors.

In spite of the fact that Korean university students are studying English for their academic courses and getting better jobs in the future, their English proficiency is not judged by their actual comprehending ability or completing tasks in English. Instead, it is only assumed by standardized scores such as TOEFL/ TOEIC (Test of English as International Communication) (Oak, 2003). Thus, teaching and learning for Korean EFL students is basically a grammar oriented and translation based style. The traditional classroom English teaching style is that the teacher reads a selection and translates it into Korean sentence by
sentence giving explanatory remarks on grammatical and syntactic points, and students read a paragraph and translate it while often being interrupted by teachers’ correction of mistakes in their translation (Oak, 2003). Therefore, reliance on translation, using a bilingual dictionary for unknown words and weak inferential ability are one of the most problematic points in Korean English education system. (Chin, 1997). Therefore, the vocabulary and grammar that they have been acquiring in English classes are unrelated to real life situation. Students are incapable of producing the skills in useful sentences and identifying the author’s intended meaning in text (Johnson, 1988).

In 2006, the Korean Ministry of Education proposed ten innovative plans for English education. The plans are expanding the number of native English speaker teachers at schools, improving the national English curriculum, developing multimedia English teaching and learning materials, promoting English immersion education, encouraging English teachers to collaborate on materials developing and teaching methods, and improving productive language skills of speaking and writing (Korean Institution of Curriculum and Education, 2005).

Despite these new innovative plans, English teachers and schools in Korean education have still neglected the teaching of reading due to the fact that preparing for the CSAT entrance exam competition heavily overwhelms teachers and students. Thus, there is a huge gap between theoretical L2 reading teaching methods and current English teaching methods in Korea. Because of this intensive and deductive traditional translating teaching style, Korean students are missing the chance of learning top-down English skills and losing their confidence of producing English with pleasure.

Thus, my project is designed to encourage Korean English teachers to educate Korean students using broader techniques to help them comprehend the meaning of the language accurately and fluently in order to produce it. To achieve this, using literature can be
recommended as one of the beneficial teaching techniques to improve students’ English comprehension skills in terms of fluency. I believe that the students are able to recycle the newly learned words and English lexemes as well by reading authentic literature as “deep structure” and “surface structure” (Smith 1985).

Another benefit of studying literature is that L2 learners can make better pragmatic inferences by combining the text information with outside knowledge through reading the literature in careful reading operation (Hughes, 1989, 2003). L2 students can also make better understanding of propositional informational inferences and explanatory information consisting of who, when, what, why, and how by practicing literature reading (Hughes, 1989, 2003). As Gorman (1979) explaining, reading literature plays a major role in learning vocabulary, understanding the lexical meaning of the words, coping with the unfamiliar words, identifying the main idea, and making pragmatic inferences from general knowledge.

This paper consists of six parts. Chapter 2 introduces several theories, which support the idea that using literature facilitates more efficient English instruction. Chapter 3 describes the needs analysis including participants, instruments, procedures, and results. Chapter 4 provides the overview of techniques and activities for using literature as authentic material for English classes for maximizing English teaching. Chapter 5 arranges the collection of activities and techniques as a sample teaching method. Finally, Chapter 6 includes the conclusion part of this project.

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CHAPTER 2 LITERATURE REVIEW

Integrating bottom-up with to-down skills will best improve reading comprehension and language reproduction. For this reason, L2 language learners have to expose themselves to the target languages as much as possible and practice the language to become fluent readers. The question of my project is how to develop language skills, so that students can internalize the information and produce the language and comprehend the text meaning at a top-down level. Anderson (2000) states that L2 learners have to extensively expose themselves to many types of readings as input, and should continuously practice the acquired skills for enhancing their reading abilities with systematic training. Urquhart and Weir (in Grabe, 2009) say that reading is the process of receiving and interpreting the information in written language. Koda (2007) says that reading results in the increase comprehension and integration of information from the various texts.

Top-Down Theory

Chomsky and Halliday (cited in Williams, 1989) claim that reading is acquired naturally without training and practicing. For example, in early 1965, Chomsky claimed that literacy was natural learning connected to children’s speech learning process. What he meant was that language learning was a lifelong experience. He, also, said that the language learning is “unconscious quasi-inferential steps”. However, other scholars such as Goodman, Smith, and Burke challenged this natural theory. They claim that reading requires understanding the larger message and developing these skills require specific training. Like this, pedagogical reading teaching theory has been an on-going argument over top-down (meaning) or bottom-up, (grammar, sound and words).

First of all, bottom-up reading methods insist that readers should fundamentally

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know the phonological, syntactic rules for reading any text. Adam (1990) centrally supported this bottom-up theory saying that the orthographic and phonological processor is important to recognize the words and to transfer the words into the meaning processor stage to comprehend the text as whole.

On the other hand, the idea of top-down theory is student oriented and based on general knowledge and experience as well as textual schema (Long, 1989). L2 learners are able to construct the whole meaning of the text by anticipating, differencing, and drawing conclusion (Moffett & Wagner in Kress, 1994). One of the significant aspects of the top-down theory is that reading is not word recognition but recognizing and anticipating the meaning as a whole. Goodman (1970) claims reading is reconstruction work as a psycholinguistic process between the reader and the writer. He also insists in his theory that reading is a process of interpreting the "message" or "meaning" of the text (Goodman, 1970).

Similarly, Smith (1985) claims that meaning is the first thing the readers have to do for reading comprehension. He explains that readers should comprehend the meaning directly from the text without translating word-to-word translation in order to identify the meaning of the text. These two scholars view reading as a "meaning-getting" process and support the top-down processing theory. They basically opposed bottom-up method by saying that readers only decode the on-going text letter-by-letter, word-by-word, sentence-by-sentence focusing on unknown vocabulary, grammar, and sounds. This mechanical process also only translates the text piece-by-piece with little inference of the text as whole (Grabe, 2009). The readers might be stuck with linguistic signals such as grammatical cues, words, morphemes, and letters (Brown, 2007).

To sum up all these theories, top-down reading is vital processing for Korean EFL students to control their comprehension. Differencing is a prominent feature of top-down processing by using readers' lifetime and general experience ("content schema"), and

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situational routine knowledge ("textual schema") (Numan, 2003). By being taught how to read any text with a top-down approach, readers are able to identify the explicitly and implicitly stated main ideas, recognize the writer's intention, make propositional inferences such as who, when, what, why and how the story has been organized as well as interpret the topic and complex sentences (Hughes, 1989, 2003).

**Extensive Reading**

Reading is not a naturally learned skill. A lot of practicing and training are needed to bring out the input skills as meaningful outcomes. As a result, language teachers must consider the techniques of how to learn the target language skills and help the students take-in the skills for producing the language with competence (Richard & Renandya, 2002). According to Richard and Renandya (2002), comprehensible input is the most valuable and necessary language skill to become fluent language producers. They also assert that exposure to comprehensible target language input must be sufficient enough to trigger production. What they mean is that comprehension is based on the language input and must be matched with the appropriate learning strategy that meets the students' language needs, increases motivation, and decreases anxiety levels. All these are the factors to be carefully considered to teach L2 language learners.

Therefore, the question is: How can we reduce students' anxiety and raise their motivation for reading in L2? Extensive reading can be the answer to this question. Extensive reading offers pleasure-reading opportunities without stress for getting correct answers for question items. This assumption meets the important point of correlation between extensive reading and teaching top-down reading process. By learning extensive reading, L2 learners can derive the general meaning from the text instead of being limited to beyond the knowing the piece-by-piece word understanding. In fact, NAEP (National Assessment Education

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Progress, 1988, 1990 cited in Grabe, 2009) reported that students who managed more extensive reading had higher reading achievement. Guthrie, Schafer, and Huang (2001) reanalyzed the 1999 NAEP report by collecting 700,000 fourth-grade students from the U.S. state of Maryland. They proved that there is correlation between reading achievement and amount of extensive reading. They also concluded that students, who read independently for enjoyment, are relatively higher in achievement of comprehension. Even though, NAEP's survey was about U.S. students, the result can be used as an argument to support extensive second language reading.

In contrast to the Korean intensive reading teaching technique, Mason and Krashen (1997) reported their three experimental studies with Japanese EFL university students in Japan to confirm the value of extensive reading theory. This pilot test of Japanese university students by Mason and Krashen can be considerable and applicable teaching method for Korean EFL teachers. This is because Korean EFL teachers have been using a similar traditional translation and bottom-up focused English teaching method to the Japanese’s English teaching method. Throughout their three experiments, they proved that extensive reading enhanced experimental students’ comprehension skills (Mason & Krashen, 1997). The research showed that the ‘reluctant’ and less motivated university students had improved their reading comprehension abilities by taking one-year academic reading comprehension training. Alyonsef (2006) introduces one of Hedge’s statement about the advantage of extensive reading: “Learners can build their language competence, progress reading ability and become independent readers with better confidence and grown motivation for their learning” (p. 66). Hedge insists, here, that the aim of pedagogical teaching language is to expose language learners to a large quantity of meaningful and authentic materials to enhance reading comprehension fluency. It seems that following extensive theory provides motivation to students because they feel more successful. However, Korean students are not motivated.

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enough to study English due to the pressure of getting higher scores on the exams and being tested on reading. Korean EFL students especially high school students, are extremely reluctant to learn English because of insufficient internal motivation (Song 1994). The purpose of learning and teaching English is only embedded in mastering the expeditious skills for getting high scores on the standardized tests. The consideration of what is appropriate, such as language needs, interests, and abilities are completely omitted.

In fact Koreans spend a great of time studying reading skills. Most Korean towns are full of private after school English learning centers called “Hak Won” for all different aged students. The method those learning centers and schools are using is intensive reading with direct comprehension questions with lack of top-down comprehension (Holstein, 2003).

*Cognitive “Schema” Theory*

An element of Cognitive Schema Theory is that any kind of incoming information has to be related to the previous information for understanding. The previous information can be a life experience, or educational knowledge and cultural knowledge, which the readers might have experienced in their lifetime. Anderson and Pearson (1984) explained that people decode the input word information in order to reconstruct the input as meaningful information. Once again, they actively support schema theory by saying that the cognitive schema operates when the information is stored in the mind as words and passages, and then the words and passages are activated as concept and finally developed as schema. That’s why Goodman (cited in Carrell, 2010) says reading is a psycholinguistic “guessing game”- which retrieves meaning from their previous acquired background knowledge.

Grabe (2009) is another scholar who strongly advocates the importance of background knowledge for reading comprehension. He asserts that the degree of understanding and comprehension can be increased when the readers combine the input
(word information in text) and their background knowledge through the proper cognitive processing steps. However, we cannot expect the same interpretation from different readers since they have different background knowledge such as various life experiences, cultural background and general knowledge. This is the reason why language teachers should consider appropriate teaching techniques and act as facilitators who scaffold EFL students’ lack of cultural knowledge and social competence in the target language through literature reading.

This is because; schema theory proposes that the previously acquired knowledge (schema) is the reader’s background strength for efficient comprehension. Koda (2007) also points out that successful reading can be achieved throughout interaction of extracted text information and reader’s previous knowledge. This is a similar assertion to the background knowledge discussed by Pearson and Anderson, who described the background knowledge as a major factor for reading comprehension (Adams, Bell & Perfetti, 1995; Anderson & Pearson, 1984).

According to this cognitive schema theory, L2 learners can possibly expand their discourse knowledge for understanding the inferential meaning in the text.

Active Reading Strategies

Rosenblatt (1970, 1978) argues, “reading involves a complex interplay between the readers, the text, and the authors” (p 201). These are three essential elements of the reading process. For generating the text information through integration between these relations, L2 learners have to train using well-developed reading strategies. The teachers have to endeavor to teach the reading skills because reading is actively learned skills instead of naturally developed skills.

Regarding reading strategies, Anderson (1999) asserts that reading is “skill
acquisition” and it will be improved by learning how to read. That’s why he suggests the basic five ACTIVE reading strategies to help L2 learners become better fluent readers. The five reading strategies are as follow: Active prior Knowledge, Cultivate Vocabulary, Teach for comprehension, Increase reading rate, verify reading strategies, Evaluate Progress, Build Motivation, and Select Appropriate Reading Materials.

The background knowledge is a positive comprehension element that can influence the reading comprehension skills. The background knowledge includes all the life and educational experiences and knowledge of L1 and L2. This background knowledge, called schema, takes the input information and reconstructs its meaning. According to a framework for developing EFL reading vocabulary by Hunt and Geglar (2005), native speakers probably have around 20,000 word families compared to 8,000-9,000 words for non-native speakers. This shows a huge discrepancy between native and non-native speakers. The readers, especially L2 learners, cannot develop their vocabulary skills overnight. The acquiring vocabulary has to be mastered by overall reading comprehension lesson. However, knowing just a lot of words does not help L2 learners comprehend the text due to a lack of knowing semantic meaning of the words. Therefore, vocabulary learning has to be cultivated through active reading for improving reading fluency.

Decoding the words and sentences in the text is not reading. Real reading requires learners’ metacognitive abilities are able to integrate the understanding of what is read with the text meaning. Reading comprehension training makes it possible for L2 learners to summarize, predict, organize, and monitor the text by getting reading training at a fluent level as well as controlling their reading speed by learning skimming and scanning. Finally, the purpose of reading should be to increase comprehension and integrating the text for better understanding instead of being given a test. The reading strategies should focus on encouraging the learners to engage themselves with semantic word meaning and the intended

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meaning of the authors in the text. By applying these reading strategies, teachers can facilitate the learners’ comprehension fluency and the learners can be motivated to read with less stress because they are not just worrying about getting a high score on the comprehension tests.

**Literature Reading**

Anderson (2000) states that the process of acquiring fluency is the ability to acquire “skill acquisition” in terms of cognitive, associative, and autonomous skills. The L2 learners have to declaratively acquire target language and keep practicing to become fluent learners. After this process, the acquired L2 skills become automatic and natural knowledge. At this point, how language teachers help EFL students acquire and make them practice the target language is the teacher’s dilemma. Literature reading based on cognitive schema theory can be the solution for especially Korean EFL students.

One of the most unique purposes of literature reading is to learn the culture of the target language because literature consists of many different aspects of cultural materials (Ross, 2010). Some positive points of reading literature are as follow: First, predicting and guessing abilities are demanded in literature reading to hypothesize characters, and identify the semantic meaning as well as plot and the theme. Two, remembering the previous cues is an essential skill to follow the story. In other words, L2 learners can undergo the mental process of forming judgments about the characters, and identifying the characters needs in the text, (Williams, 1998).

In addition, Yorio (1971) introduced three schematic representations of reading skills. These show that readers have to remember the past cues and understand the present moment for predicting the future cues. Moreover, McKinley (1974) assumes that literature reading positively develops reading comprehension ability at both literal and inferential levels. William (1998) also indicates that L2 learners can have a chance to analyze major
metacognitive reading strategies: What do the characters say? What is said about character? What do the characters do? And what is done to character for learning inference and clarifying the text meaning?

According to these theories, the outstanding advantage of reading literature is identified as three levels by Pokey (1997): First, the factual level is elicited by direct questions “how, what, when, who?” Second, after the factual level is established, readers are required to think about the speculative question “Why?” to interpretation the characters’ motivation of certain behavior. In other words, students can deduct what the authors’ belief and points of view are by asking questions such as “why did she think that way?” or “Why did she do that?” Third, readers will come up with their personal opinions about the

Moreover, Stern (1985) introduces one of the vital points of reading literature for enhancing comprehension ability. He believes that imaginative literature should be essentially used as exercise material for reading comprehension. This is because, if students are reading a narrative stories, lyric poem, drama, they must know what is happening, what feeling is being expressed, and the importance of a line of dialogue or a gesture or action. Without these kinds of understanding, students will not be equipped to move on to the more complex tasks of interpretation and evaluation. Corresponding to this point, Chesler (1976) also suggested three levels of approaching literature reading: factual, inferential, and skimming for overall impression. One of these approaches was using poem to infer the author’s belief and point of views, because poetic devices are reflecting imaginary language meaning. For example, semantic cues are associated with rhythm, assonance, and onomatopoeia in poems. It can be a valuable exercise for inferential practicing.

Once again, literature reading has a strong positive effect on developing reading comprehension skills both at literal and inferential levels (Louise, 1985). Hence, L2 learners including Korea EFL students can build their language competence, improve in their reading
ability, become more independent in their studies, acquire cultural knowledge, and get motivated to better learn the target language.
CHAPTER 3 NEEDS ANALYSIS

The purpose of this data collection was to obtain information for creating English teaching techniques and activities for Korean students. For this purpose, three different groups of participants were involved: two AEI teachers and three ESL teachers in the U.S., two English teachers in Korea. From June to July 2010, three instruments were used for interview, questionnaire and observation.

Methods One (E-Mail Survey for EFL Teachers in Korea)

Participants: Two Korean English teachers in Korea

The two Korean English teachers, who have more than 10 years of experience teaching English, were invited to participate in this project comparing the traditional Korean style of English teaching method to the reading literature style of ESL in the U.S. One teacher has been teaching English reading skills to middle to high school students as a private tutor, while the other teacher has been teaching general English skills in reading, writing, speaking, and listening at private learning centers for middle to high school students as well as other advanced adults students.

Instrument:

The questionnaire consisted of 13 items for English teachers. Approximately 15-20 minutes were needed to complete this questionnaire. All the questions were related to teaching experience in a particular Korean educational situation. The questions were more open-response questions in order to collect the actual opinions with the participants’ real words in a more explorative way. However, the questions had to be short enough to respond easily (see example questions in Appendix B).

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Procedure:

The instruments were administrated through e-mail. The participants were definitely assured it would be confidential and anonymous. After collecting the data, all of the responses were translated into English.

Results:

When asked about the materials and activities in English class, the teacher at the learning center responded that she has been teaching grammar and intensive reading in her class based on the current school’s curriculum and standardized test system in Korea. The reading materials that she uses in class are not extensive literature, but advanced complicated preparatory texts, such as TOEFL and other academically advanced reader comprehension books. On the other hand, the private English tutor has been using literature reading in addition to the regular school textbooks. The private tutor selects the books that are a bit lower level than the students’ current language level in order to entice and motivate the students to read more. This allows the students to be successful without stress.

When asked about the reasons for either using or not-using the literature reading, the teacher at the learning center responded that there is a lack of individual teacher’s freedom. This lack of freedom makes it difficult to change the classes’ goals and objectives. This is because the schools in Korea are using the same nationally approved textbooks for all levels of students. However, the private tutor has been using the literature reading due to the freedom of being able to modify the class activities.

The most important factors for enhancing English proficiency that all the participants answered were the understanding of passages and inferential meaning of the salient factors. The teachers also mentioned that grammar knowledge is crucial for comprehending the language.

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Method Two (Face-to-Face Interview)

Participants: Two AEI teachers at UO

- One ESL teacher at Sylvan Learning Center in the U.S.
- One ESL private tutor in the U.S.

Two AEI teachers and two other two more ESL teachers with more than 10 years of teaching experience were interviewed. The participating teachers have been using various teaching techniques and activities depending upon their personal experiences with various students’ language needs.

Instrument:

The interview was conducted face-to-face. The interview question items were distributed as questionnaire before the interview, so that the participants were able to know how they were going to be interviewed. The questions for AEI and other ESL teachers were 12 items on teaching experience, techniques and activities, which they have been using in their classes and their suggestive teaching methods.

Procedure:

I distributed the interview questions before the actual interview to avoid interviewees’ instinctive random answers on the questions. The author conducted face-to-face and one-on-one verbal interviews and used previously planned questions. I recorded the interview for transcribing it later. The interview was completed within the time specified (20 minutes). Furthermore, the general questions were asked in the beginning and personal preferences and opinions were asked in the later part after a certain rapport and atmosphere of security were built with the interviewees.

Results:

The participants all said that the materials for the English they have been using were literature reading books plus the test preparatory reading comprehension texts. The teachers

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recommended choosing suitable reading materials for different age and gender that were interesting. The private tutor especially mentioned that he has been using materials such as Ken Macrorie’s “Telling Writing”, Kirby & Liner’s “Inside Out” for comprehension improvement by practicing the sentence combining practice.

The advantage of literature reading, all the participants answered that students can possibly improve their understanding of the literal and inferential meaning by comprehending the propositional questions such as who, when where, why, what, and how.

The key methods for efficient class management the participants mentioned were students’ engagement, consistency, and flexibility. These are the key elements in order to reach the class goals and objectives. This is because there would not be any practical results of teaching or learning without students’ engagement in class activities. The respondents have been using inferential-oriented class discussion activities as a practical technique for comprehending meaningful message of the text.

The teachers said that language teachers should be flexible, especially choosing the materials in order to adjust the class’ pace and keep the students engaged in the class activities. Therefore, the teachers stated that the key method for efficient class management and teaching techniques are to bring out students’ interest, keeping student engagement, recycling the vocabulary in personalized sentences, and increasing the degree of understanding of the text meaning.
Method Three (Observation: AEI Class Observation)

Participants:
- One AEI teacher at UO with more than 5 years of teaching experience at college level.
- Fifteen ESL students at 400 levels

Procedure:
One observation was conducted before any interview or questionnaire. I was sitting at the back of the classroom without participating in any class activities in order to minimize the class intrusion. The observation notes were descriptive rather than reflective for later analysis.

The results of class observation were used in part of the interview questions for clarifying the teaching points. The observation point was class management, techniques and activities and inter-relationship between teachers and students how to teach the class materials. I did not reveal the central point of observation before the actual observation in order to avoid some preliminary collaboration and co-operation with the teacher who was observed.

Results:
The class that I observed was an intermediate writing and grammar class at 400 levels. The teacher focused on essay content before correcting any grammatical errors. In the beginning of the class, the teacher reviewed the standard academic essay style with the class for ten minutes, and then the students were asked to do self-revising and peer revising on their essays for about thirty minutes. The unique technique the teacher used was color-coding. The teacher asked the students to highlight the essay with different color so that the student will visually notice the missing part essential essay parts in their writings. The smooth flow and coherence of sentences and paragraphs were the main teaching points of the class.

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Several processes gave them feedback: first writing a draft, next, self-revising, peer revising, then, second writing of the draft, and finally submitting the essay to teacher and getting the teacher's first correction. By doing these activities, the students had a chance for implicitly correct their errors and brush up their writing skills without relying only on teacher's direct corrections. The class obviously had fun doing color coding and checking their essay parts.

The students self-corrected their writing with different colors by using the sample essay-writing style which was provided by the teacher (15 minutes). Using different colors was a very unique way for students to check their essay parts such as thesis, main idea, evidence and closing. Then the students were paired for peer revising for about another 15 minutes. The students were discussed about their writing style and corrections each other. Finally, the class reviewed the standard American college essay style and a way of cohesive writing flow for the rest of the class hour. Throughout the first hour of writing class, the teacher focused on the essay content rather than the grammar correction.

The class learned passive form of grammar during the grammar lesson. The grammar learning was neither simple nor isolated memorization forms. The teacher briefly explained the grammar forms at the beginning of the class and led the students to make personalized sentences with newly learned grammar for producing the fluent and accurate language.

For example, the teacher made a sample sentence with the passive forms and then he asked the class to make other personal sentences with the grammar rules. The students volunteered by raising their hands to make sentences, and the teacher corrected any errors. After the correction, the teacher asked the class to look up the textbook on the grammar forms for clarifying the error correction.
Discussion

Language learners have to learn how to produce and how to use the newly learned words as well as comprehend the semantic meaning of the text. The teaching point of language should be fluency rather than perfect accuracy for helping students to produce the language in a meaningful way. All the participated teachers agreed that bolstering reading skills is the critical teaching point for English fluency. However, literature reading cannot be a main teaching goal for teaching English in Korea due to school’s curriculum as direct translation. As a result, the EFL teachers in Korea use integrated teaching method, which combines the top-down and bottom-up methods for accurately and fluently producing the language. The most efficient way of learning vocabulary and improving comprehension ability is reading as much literature as possible. The efficient way of improving accuracy and fluency is extensive reading. However, considering the unique CSAT test and other direct translation exam style, a balanced teaching method between bottom-up and top-down can be the most valuable and practical English teaching method.

Getting to know the flow and rhythm of English should be the first teaching goal and objectives for second language learners to get familiarized with the language and comprehend in semantic way. Thus, teaching the essay content before correcting any grammatical errors can be matched with using top-down skills for reading comprehension. Student-centered class management as well as student engagement is another key connecting point of this class to my aim of teaching portfolio.
CHAPTER 4 PORTFOLIO DESIGN

General Consideration

The second learners are not able to acquire the ability of producing the language and infer the meaning of the words without effective instructions and practice with the language. Based on this consideration, the literature review and data analysis, I came to my conclusion of using literature reading to develop Korean EFL students’ top-down skills (comprehension ability), along with bottom-up skills (language forms and vocabulary). This is because learning a second language requires bottom-up skills as fundamental sources, and cognitive and analytic skills to produce and comprehend the language. However, their language skills will be stuck in decoding the L2 items and structure only with the bottom-up skills. On the contrary, top-down reading skills ensure learners comprehend the text as a whole to generate and integrate the text information with prior knowledge.

Corresponding to this assumption, the aim of this portfolio is to focus on the four important top-down comprehension abilities with the goal of designing lesson plans. First, the teacher should focus on developing students’ metacognitive comprehension ability, which will help L2 learners monitor, summarize, evaluate, and identify the main idea and coherently interpret the main idea. As a result, they will also be able to evaluate the reading information (Input) beyond the simple literal meaning. Second, skimming, and scanning training are needed for understanding the text and the ability to search for information. Third, the vocabulary acquisition has to be accompanied by opportunities to practice the words in ways that encourage recycling and producing in personalized sentences. Fourth, the reading comprehension tasks should address multi-dimensional comprehension through constructing mental images, using graphic organizing, using prior knowledge and answering questions.

Considering all of the above, reading literature will help Korean EFL students

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integrate their bottom-up skills with top-down skills for comprehension and reproducing the words in a meaningful way.

Organizing Principles

In this project, the ACTIVE strategies framework, which was introduced by Anderson (1999), is going to be used to establish goals and objectives, and Tomlinson’s (2003) text-driven framework will be adapted for teaching techniques and activities. The framework of this portfolio is genre-based. The literature reading in this project includes poetry, a children’s novel, and a T.V. drama script. The reading materials do not have to be classics but rather well written-texts. I am suggesting several reading materials at native English speakers’ third to fifth grade level, which are linguistically simple but cognitively and emotionally complex.

First of all, the reason for choosing poetry is that connotative word perception in poetry is valuable for inferring meaning of the words at a literal level. As a result, L2 learners will be able to acquire the ability to comprehend the denotative meaning of words in context. L2 are able to learn how to organize, predict, summarize, and infer the story by answering the propositional questions such as to who, when, what, how and why information. The reading skills of organizing the consequence, causes and effect, and characters’ motivation are also being learned through novel reading. Moreover, using a drama gives learners a chance for exposure to spoken ways of English for developing socio-competence level for better inferential skill. The dramatic dialogue in the drama will allow L2 learners to practice idiomatic and authentic expressions.

Teaching Approach

Reading comprehension in a second language means to get information and
understanding the semantic meaning of the text. The question is how to teach and learn language, especially when the language is not the learners’ mother tongue. Which skills have to be emphasized for comprehension first, top-down or bottom-up? The answer for this question is not simple and cannot be linear. That’s why different language teaching methods have been tried at different times in Korea and around the world to deal with this question. Generally, Korea traditionally has been dominated by bottom-up skills corresponding to National College Entrance Exam. However, focusing only on one level of comprehension means second language learners do not get the full benefits of reading in the L2. I believe that improving top-down reading comprehension skills incorporating reading literature will enhance Korean students’ language proficiency as well as accuracy.

Using a literature based approach means that the cognitive and linguistic levels of the students must be considered to select the reading materials in order to increase the students’ abilities to meet the challenge of second language learning. In addition, multidimensional mental representation such as visualizing, graphic organizing and building coherent interpretation of the text is also necessary for students’ effective engagement in comprehension lesson. Based on all of the benefits above, I am going to try to achieve interaction between the texts, feelings, and views of readers and authors through the activities, which will be introduced in Chapter 5.

The instructional activities are adapted from Tomlinson’s (2003) text-driven framework for the purpose of enhancing vocabulary learning and reading comprehension. The text-driven framework focuses on students’ engagement and multi-dimensional activities such as readiness, experiential, intake-response, development, and input activities. In other words, L2 learners must explicitly acquire a huge amount of L2 vocabulary and rules and implicitly practice them in contextualized text in order to semantically comprehend the text. Therefore, literature reading is recommended in this project to produce L2 not only as
isolated words and rules but also for meaningful comprehensive purposes.

**Tomlinson's Text-driven Framework**

Tomlinson’s Text-driven Framework basically focuses on student’s engagement and integrated skills in learning. He specifically, designed the framework to help teachers efficiently develop the materials for language class. The fundamental principles of his framework are “engaging content, from text to language, natural language, analytic approaches, personalized practice, and integrated skills” (Tomlinson, p.109). Based on these principles, he suggests that materials should be authentic, and applicable for developing and encouraging students’ learning skills and skills in language. Considering this framework, I am trying to create my lesson plans to be communicative, authentic, and student centered, and as coherent as possible in order to produce language at the appropriate level.

A summary of the text-driven framework is as follow: First, student engagement is the most important factor to choose the materials for achieving the meaningful comprehension learning level. Materials should engage multidimensional representation such as feelings, senses, views, and intuition of the learners. This is because if the learners’ brain is only narrowly focused on low level linguistic de-coding (bottom-up skills), they could not connect their mind with the reading in a meaningful way of at multiple levels of understanding. Thus, the selection of material has to be linguistically simple, but cognitively and emotionally complex. Second, learners’ mental readiness and experiential activities are also vital to facilitate personal engagement in comprehending text. This is because learners have to be engaged with the text to achieve total comprehension instead of studying the text under grading pressure. Automaticity of language will come out only through experiencing the target language as a multidimensional experience. Third, learners’ understanding of the text, reviewing vocabulary usage, and summarizing the text are needed for processing their...
representation of the text. Lastly, language has to be internalized to aid interpretation as well as for developing language production skills.

Goals and Objectives

The goals are organized in several areas for accomplishing the ACTIVE strategies, which were introduced by Anderson (1999): cultural awareness goals, students’ motivation and attitude goals, proficiency goals, and teacher goals. Then specific objectives are addressed for achieving the teaching goals in learnable and teachable way (practicality and wash back effect).

Cultural Awareness Goals

<table>
<thead>
<tr>
<th>Goal 1:</th>
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<tbody>
<tr>
<td>Students will have an awareness of target language culture and identify specific cultural values.</td>
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<table>
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<tr>
<th>Objective 1-1:</th>
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<tbody>
<tr>
<td>Students will identify the difference in cultural traits by reading various types of literature.</td>
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<table>
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<tr>
<th>Objective 1-2:</th>
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<tr>
<td>Students will learn about the social values by exposure to different cultural themes.</td>
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<tr>
<th>Objectives 1-3:</th>
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<tr>
<td>Students will infer the authors’ message and analyze the characters in the story.</td>
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Student Motivation and Attitude Goals

<table>
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<tr>
<th>Goal 2:</th>
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<tbody>
<tr>
<td>Students will develop a positive attitude toward learning English.</td>
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</table>
**Objectives 2-1:**
Students will recycle the words learned from text into their personalized sentences.

**Objectives 2-2:**
Students will be able to identify their strengths and weaknesses by discussing the reading with teacher and peers.

**Proficiency goals**

<table>
<thead>
<tr>
<th>Goal 3:</th>
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<tbody>
<tr>
<td>Students will increase their L2 vocabulary knowledge.</td>
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<table>
<thead>
<tr>
<th>Objectives 3-1:</th>
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<tbody>
<tr>
<td>Students will increase the size of their L2 vocabulary through reading literature.</td>
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<tr>
<th>Objectives 3-2:</th>
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<tbody>
<tr>
<td>Students will increase their word knowledge by learning various lexemes (collocation, chunks, idioms), and rules of affixation.</td>
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<table>
<thead>
<tr>
<th>Objectives 3-3:</th>
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<tbody>
<tr>
<td>Students will encounter recycled the newly learned words through contextualized reading</td>
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<tr>
<th>Goal 4:</th>
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<tbody>
<tr>
<td>Students will be able to improve top-down comprehension skills</td>
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<tr>
<th>Objectives 4-1:</th>
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<tr>
<td>Students will improve their comprehension by learning inferential skills.</td>
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<table>
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<tr>
<th>Objectives 4-2:</th>
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<tbody>
<tr>
<td>Students will improve their ability to summarize and organize the text by learning how to analyze the details and sequence orders.</td>
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</tbody>
</table>
### Objectives 4-3:
Students will infer links and connections between events and ideas by detecting relationships such as main idea, supporting idea, given information and explication.

### Objectives 4-4:
Students will develop the ability to distinguishing the literal and implied meaning by interpreting the words in a context with cultural schema.

### Objectives 4-5:
Students will increase their reading rate by learning reading strategies such as scanning, skimming, and guessing the meaning of words from context.

### Teacher's Goals

<table>
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<tr>
<th>Goal 5:</th>
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<tbody>
<tr>
<td>The teacher will provide well-guided and learnable strategies for improving EFL students' general L2 ability.</td>
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<table>
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<tr>
<th>Objectives 5-1:</th>
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<tbody>
<tr>
<td>The teacher will give guided strategies for students to practice and recycle the newly learned L2.</td>
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<tr>
<th>Objectives 5-2:</th>
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<tr>
<td>The teacher will give straightforward-guided instructions to facilitate language accomplishment level by working closely with students.</td>
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<tr>
<th>Objectives 5-3:</th>
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<tbody>
<tr>
<td>The teacher will adjust the pace of teaching and have to adapt appropriate authentic material according to their students' language and interest level.</td>
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</table>
Selection Criteria for Materials

L2 teaching and learning principles explained in Brown (1995), Grabe (2009), Brown (2007), and Spada and Lightbown (2007) were going to be used as criteria to develop the materials for this portfolio.

Proficiency

a. Material should be comfortable enough for learners’ language level.

b. Material should be practical for achieving class goals and objectives by evaluating its effectiveness.

c. Material should match learners’ cognitive knowledge and activate their thoughts and feelings.

d. Material should be authentic enough for learners in order to expose them to actual language.

Language

a. Language should be suitable for learners’ language level for comprehension.

b. Language should be recycled and repeated in various contexts.

c. The students should be comfortable enough with the new words to draw word-maps.

Practicality

a. The material should be practical enough for teaching and learning considering the teaching environment.

b. The material should be easy to follow with understandable instructions.

c. Learning strategies should facilitate learners’ language skills by combining
bottom-up skills with top-down skills.

d. Learning strategies should motivate L2 learners to become self-oriented to apply the instructed strategies to their language learning.

Organization of Portfolio

The organization of this portfolio is genre based. Each genre has specific benefits for the target skills. The three genres that I use in the lesson plans are poetry, novel and drama.

Poetry

Poetry may seem like a difficult genre but students have studied Korean poetry already. Therefore, they only have to learn the figurative language beyond the literal meaning and the rhythm of English. Reading poetry is an act of discovery. Students will ask questions about the use of words and clarify the intended use of language. They will listen for the music of the poem. They will summarize and paraphrase the poem’s meaning. Then, they finally pull together all the elements of the poem. The teaching points of poetry are learning figurative language beyond the literal meaning. The students have to paraphrase the poem in their own words to demonstrate their understanding. Comprehensible reading techniques also need to be taught: who the speakers are, where they are, the dynamics of the exchanges and why they are talking together. The six strategies for comprehending the poetry are as follow six: questioning, clarifying, listening, summarizing, paraphrasing, and putting it together.

Reading Comprehension Strategies

1. Questioning

- Ask about the effect of the words
- Have students think about the vivid images or word pictures what they make them

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feel and see.

2. Clarifying:
   - Since poems are often filled with figurative language, students have to stop to
     clarify the literal meaning and imaginative meaning of the words.

c. Listening:
   - Students look for the repetition of sounds, words, and phrases and try to listen to
     the music that is created by the rhythm.

d. Summarizing:
   - Students stop at appropriate points to summarize the story

e. Paraphrasing: necessary to truly understand the meaning
   - Students put the poem's meaning in their own words for understanding the story.

f. Putting it together
   - Students bring together all the elements of the poem such as words, images,
     rhythms, and meaning to comprehend the story.
Novel

Putting themselves in the plot and trying to imagine themselves, as the characters in the story will help readers better understand the story. Analyzing the propositional and informational inferences are important skills to organize the story and get the main comprehension points in reading a novel. The strategies of reading novels are questioning, predicting, clarifying, summarizing, and putting it together.

Visual chart for reading novel comprehension

Reading comprehension strategies

1. Questioning:
- Ask about information the author presents.
- Ask the author’s purpose for writing the story
- What does the author reveal about topic?

2. Predicting:
- Make predictions about the conclusion you think the author has made based on the information.

3. Clarifying:
- Try to find the answers to your own questions for fullest understanding using the information presented in the story.

4. Summarizing:
- Summarize the important points that the author has made
- Keep summarizing and monitoring the story while reading the story.

5. Putting it together:
- Determine the main idea of the entire story and share individual opinion with peers in class.

Drama

Since drama is meant to be performed, when students read it, they have to imagine how it would appear on the stage or screen. Students must figure out what the characters feel and think through their dialogue, or conversation between them. Students have to know the feeling of characters and what they are like. The drama script, which includes information about setting, characters, and costumes will help the students understand and analyze the world of the play. Students use six strategies: visualizing, questioning, predicting, clarifying, summarizing, and putting it all together for understanding drama and become an effective reader:

**Reading comprehension strategies**

1. Visualizing:
- Use direction and information supplied by the playwright to picture the characters and actions.

2. Questioning:
- Ask yourself what each character is like and what situation each character faces?
- What motives and traits does each character reveal by his or her words and action?

3. Predicting:
- Building on the play’s conflict and the characters’ words and action, predict what you think will happen.
- How will the conflict be resolved?
- What will become of each character?

4. Clarifying:
- If a character’s words or actions are not clear to you, stop and try to make sense of them.
- Look for answers to your questions and check your questions.

5. Summarizing:
- Pause occasionally to review what has happened.
- Put the characters’ actions and words together.
- What is the story being told?

6. Putting it together:
- Think about what the play means by pulling all of the elements.
- What does it say to you?
CHAPTER 5 CONTENT CATEGORIZATION

In this chapter, there are two sections: (1) an activity section for different genre: poetry, novel, and drama and (2) sample lesson plans. I adapted the metacognitive processes and Tomlinson’s text-driven framework for teaching techniques and activities in my portfolio lesson plan. This portfolio introduces several genre-based literature-reading lists for intermediated to advanced level EFL students.

General Information of the Students

Who: Korean EFL students

Number of the Students: 10

Age: 13-18

Where: Korea

Sample Lesson Plan #1: Poetry “Pete at the Zoo”

Title: Pete at the Zoo

Author: Gwendolyn Brooks (1917- )

Time: 50 minutes

<table>
<thead>
<tr>
<th>Materials</th>
<th>Time</th>
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<tbody>
<tr>
<td>Author’s bibliography handout(1)</td>
<td>5 min.</td>
</tr>
<tr>
<td>Introduction of poetry study handout (2)</td>
<td></td>
</tr>
<tr>
<td>Readiness Activities:</td>
<td>10 min.</td>
</tr>
<tr>
<td>-Ss discuss about the author based on the handout they have given prior to the class as an assignment reading material.</td>
<td></td>
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<tr>
<td>-Ss build understanding of the author’s professional background</td>
<td></td>
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<tr>
<td>-T introduces the learning point of poetry.</td>
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<tr>
<td>-Ss become acquainted with the strategies of learning poetry.</td>
<td></td>
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<tr>
<td>-T reads the poem aloud and Ss will listen to it.</td>
<td></td>
</tr>
<tr>
<td>-Ss are instructed to think of the visual image of the speaker and elephant</td>
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</tbody>
</table>
| Written poem handout(3) | Experiential Activities: Reading and Listening  
- Ss engage with the poem to experience the feeling and to build inferential ability by reading the poem by themselves.  
- Teacher asks Ss to visualize being in the poem at the zoo  
- Ss have to connect the poem with personal experience by visualizing their visiting day of zoo and sharing their stories with partners.  
- Ss facilitate personal engagement with the poem by emotionally visualizing the speaker and elephant at the zoo | 10 min |
| In-take activities handout(4) | In-take Activities: Meaning:  
- T & Ss discuss and analyze the poem by doing Q & A  
- Ss recall, interpret, and apply the poem to their personal feelings.  
1. Recalling: visualizing the scene  
- Who is the speaker in the poem?  
- What would he like to know about the elephant?  
- What are elephant’s feelings about being alone?  
2. Interpreting  
- What impression of the speaker do you get from the poem?  
- How does the speaker feel about being alone?  
- How does the speaker feel about dark at night? Find out the evidence to support your answer.  
3. Applying  
- What is it about the darkness of night that stirs up fears and insecurities?  
4. Input Response Activities  
- Ss write a letter to Pete or elephant about their feelings about being alone  
- Developing the mental representations of the text | 13 min |
| In-put activities: Analyzing the text  
- Ss facilitate learning by using language skills and discovering the rhythm patterns and word orders.  
- Ss rethink what happens in the poem with their own ideas.  
- Ss write a letter to the characters according to their preference | 12 min |
Sample Handout #1-1: Introduction of the Author

**Title:** Poetry: Pete at the zoo  
**Author:** Gwendolyn Brooks (1917- )  
- She became the first black American poet to win Pulitzer Prize.  
- She has said that her poetry is related to life in the broad sense of the world and even made closely related relate to the black American.  
- She hoped that people realize that black and any other group feel the same hate, love, and fears.

Sample Handout #1-2: Introduction of Poem

Poetry is a language that says more than ordinary language with fewer words and less space. Poets have a special way to use language. They use their sense to describe the sounds, tastes, and feeling about life. Poetry is usually written in verse. The verse is language with a definite rhythm or beat. It is usually arranged in columns down the page. The columns of lines are divided into units called stanzas. The lines of verse often rhyme.

Sample Handout #1-3: Pete at the Zoo

I wonder if the elephant  
Is lonely in his stall  
When all the boys and girls are gone  
And there’s no shout at all,  
And there’s no one to stamp before,  
No one to note his might.  
Does he hunch up, as I do  
Against the dark of night?

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Sample Handout #1-4: Questions of In-take Activities

Interpretation Questions

- What impression of the speaker do you get from the poem?
- How does the speaker feel about being alone? Find out evidence to support your answer.
- How does the speaker feel about the dark of night? Find evidence to support your answer.

Applying Question

- What is it about the dark of night that stirs up fears and insecurities?
### Sample Lesson Plan #2: Novel “Little House in the Big Wood”

**Title:** Little House in the Big Wood  
**Author:** Laura Ingalls Wilder (1867- )  
**Time:** 80 minutes

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<thead>
<tr>
<th>Materials</th>
<th>Time</th>
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</table>
| Author’s bibliography handout (1) | - Ss voluntarily present about the author based on the handout they have given prior to the class as an assignment reading material.  
- If no one presents, T might pick one.  
- T clarifies about the author. | 5 min. |
| Introduction on western expansion handout (2) | - Ss discuss about the history of Western Expansion in groups of 3, based on the handout they have given prior as an reading assignment  
- Each group presents the opinions from their groups (discussion as a whole class, leading by T) | 15 min. |
| DVD: “Western Expansion” http://www.youtube.com/watch?v=0ZBDY-urAwY&feature=related | **Readiness Activities:**  
- T plays a a video clip “Western Expansion”(4 min.)  
- Ss demonstrate their understanding of the starting western expansion | 10 min. |
| Vocabulary lists handout (3) | **Experiential Activities**  
- T & Ss review the vocabulary lists, which they studied as homework.  
--Ss outline about the different life styles in story from present time and discuss in class.  
Discussion question: “How is the daily life different in story from today?”  
- Ss compare and contrast the different style of building houses and furnishing | 15 min. |
| Comprehension questions handout (4) | **In-take Activities**  
- Ss expand their vocabulary knowledge, and take vocabulary test.  
- Ss develop their understanding by asking and answering the twelve comprehension questions | 15 min. |
| | **Input-Activities**  
- Each S picks a card that a character’s name of the novel is on it.  
- Ss pretend to be the characters they picked.  
- Ss ask the questions about their life style back in 1800s and each S answers imagining they are the characters in the story. | 10 min. |
Sample Handout #2-1: Introduction of the Author

Laura Ingalls Wilder (1867-)

Laura Ingalls Wilder was born Laura Elizabeth Ingalls on February 7, 1867, in Pepin, Wisconsin, the second of four children. As a young girl, Laura moved with her family from place to place across America's heartland. In 1874, the Ingalls family left Wisconsin for Walnut Grove, Minnesota, where they lived at first in a dugout house. Two years later, the family moved to Burr Oak, Iowa, where Charles became part-owner of a hotel. By the fall of 1877, however, they had all returned to Walnut Grove. In 1879, the Ingalls family moved again, this time to homestead in the Dakota Territory.

The family finally settled in what would become De Smet, South Dakota, which remained Charles and Caroline's home until they died. Their second winter in De Smet was one of the worst on record. Numerous blizzards prevented trains from delivering any supplies, essentially cutting off the town from December until May. Years later, Laura wrote about her experiences as a young teenager trying to survive the cold temperatures and lack of food, firewood, and other necessities.

Laura attended regular school whenever possible. However, because of her family's frequent moves, she was largely self-taught. In 1882, at the age of fifteen, she received her teaching certificate. For three years, Laura taught at a small country school a dozen miles from her home in De Smet and boarded with a family who lived nearby.

Sample Handout #2-2: Western Expansion

In 1803 President Thomas Jefferson sent a secret message to Congress calling for an expedition into the area west of the Mississippi River to the Pacific Ocean. He felt that an intelligent military man with perhaps a dozen hand-picked men could successfully chart the entire route and do it on an appropriation of roughly $2,500. Jefferson's message was secret because France owned the territory in question and such an expedition would surely be considered trespassing. Then in July of the same year, Napoleon of France, in a surprise move, offered the whole Louisiana Territory to the United States for $15,000,000. America accepted and overnight the United States grew by about one million square miles, from the Mississippi to the Rockies and from the Gulf of Mexico to Canada. Shortly before this news, Jefferson had handed his personal secretary, Meriwether Lewis, whom he chose to lead the exploration, his instructions for the expedition "...explore the Missouri River and such principal stream of it, as, by its course and communication with the waters of the Pacific Ocean, may offer the most direct and practical water communication across the continent, for the purposes of commerce". The President could not have been clearer in his directions. When the need for a second-in-command was addressed, Lewis recommended his good friend William Clark, and thus on May 14, 1804, the Lewis and Clark Expedition started out from St. Louis in search of the Pacific Ocean.

Two and a half years and 8,000 miles later the explorers miraculously returned to St. Louis and a thunderous welcome from a grateful nation. Although the route never became widely used, it provided the impetus for the great western exploration movement. The search for America had begun. By 1848, when Mexico finally ceded its claim to all U.S. territories to the north of its present day border, the United States had acquired undisputed title to all land westward from the Rockies to the Pacific Coast, north to the 49th parallel and south to the Rio Grande. It was this "legitimate possession" that fully convinced thousands of settlers to move westward in search of land. The pioneer spirit that existed in the 19th century was born in part of a need to own land - that intangible urge that it is the soil of their blood and sweat and tears. Today is not so different from 1888 in that land remains one commodity that can't be created by mass production or any other method - it can only be divided and subdivided--with each parcel and plot becoming smaller, not larger. What awaited the emigrants from the east, they could only imagine. The stories that were related to them by explorers and missionaries, just back from the track west, were filled with images of vast,

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open landscapes, abundant game and pristine rivers and lakes. One can understand their longing for this type of life, for even then larger cities along the eastern seaboard were moving into the industrial age. The streets were crowded with itinerant workers and the midday skies were constantly blackened by coal smoke from numerous factories. This change in cities had occurred so rapidly—in many places within a few short years—our early settlers began to experience nostalgia of sorts for the simpler life they had led before. But of course, nostalgia or not, it still came down to the excitement generated by two words, "Free Land". For a small filing fee the Federal Government would grant you a title to 320 acres of land. There was one small catch though—in order to remain eligible for that amount of acreage, you had to work the land. The government was shrewd enough to realize that by mandating the land could not lay idle they could easily avoid one problem and immediately solve another. The problem they avoided was one of land speculation, a concern that had long been apparent with the advent of the railroads and cattle ranching. Smaller acreage such as the 320 mentioned was fairer to the common man and his young family, for a short while requiring equal distribution of land resources. The problem solved was one of political and territorial unrest. Mexico to the south harbored small gangs of Bandidos who, regardless of the 1848 treaty, still coveted parts of Texas and California and saw the areas as morally belonging to the Mexican government. Until these areas became more populated with American citizens these gangs would likely come and go as they pleased, stopping to loot and plunder remote western outposts. The philosophy of "Safety in Numbers" would eventually prove true however, as border attacks from Mexico to the south and renegade Plains Indians to the north eased and finally ceased.

Runaway horses, stampeded cattle, prairie fire, blizzards, heat, sunstroke, Indians, lice, snakes and the pure loneliness of the open plains - all of these and more faced the western pioneers of the 1800s. Certainly, there were those who gave up, moving back to the security of the East, but many more stayed and helped build and shape the West one sod shack at a time, one small farm at a time and eventually one town at a time. They traveled forth on horseback, in Conestoga wagons...some even walked. For them it wasn't a question of how long it would take, only that it had to be done. And they did it.

Sample Handout #2-3: Vocabulary Lists

Followings are the whole vocabulary lists of the novel. Each class will cover two chapters of the vocabulary lists.

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Note: Vocabulary words and idioms that are more commonly used by native speakers in speaking, reading, and writing are highlighted.

Chapter 1

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>trundle bed</td>
<td>a bed that has wheels and is small enough to be rolled under another bed</td>
</tr>
<tr>
<td>banked</td>
<td>heaped up ashes to keep the coals hot</td>
</tr>
<tr>
<td>chopping block</td>
<td>a wood block on which you cut things</td>
</tr>
<tr>
<td>brine</td>
<td>water containing a mixture of salt</td>
</tr>
<tr>
<td>lard</td>
<td>shortening made from the fat of a pig</td>
</tr>
<tr>
<td>cracklings</td>
<td>the rind of roasted pig</td>
</tr>
<tr>
<td>pot liquor</td>
<td>broth from boiled meat</td>
</tr>
<tr>
<td>headcheese</td>
<td>meat from the head of a pig made into a loaf</td>
</tr>
<tr>
<td>roamed</td>
<td>wandered around</td>
</tr>
<tr>
<td>brindle</td>
<td>tan or gray with darker streaks or spots</td>
</tr>
<tr>
<td>hollow</td>
<td>empty on the inside</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>a northern state near Lake Superior</td>
</tr>
</tbody>
</table>
### Chapter 2

<table>
<thead>
<tr>
<th><strong>Jack Frost</strong></th>
<th>a make-believe person who makes pictures on the window pane</th>
</tr>
</thead>
<tbody>
<tr>
<td>churn</td>
<td>making butter by dashing milk in a churn</td>
</tr>
<tr>
<td>butter pat</td>
<td>butter that has been shaped in a mold</td>
</tr>
<tr>
<td>kerosene</td>
<td>a thin oil used in lamps and stoves</td>
</tr>
</tbody>
</table>

### Chapter 3

<table>
<thead>
<tr>
<th><strong>ramrod</strong></th>
<th>a rod for cleaning a gun barrel</th>
</tr>
</thead>
<tbody>
<tr>
<td>thrashing</td>
<td>a spanking</td>
</tr>
<tr>
<td>hearth</td>
<td>the fireside</td>
</tr>
<tr>
<td>ravine</td>
<td>a long, narrow, deep hole in the earth with steep sides</td>
</tr>
<tr>
<td>briars</td>
<td>prickly bushes</td>
</tr>
<tr>
<td>curlies</td>
<td>fancy curls or twists</td>
</tr>
</tbody>
</table>

### Chapter 4

<table>
<thead>
<tr>
<th><strong>gaiters</strong></th>
<th>covering for the instep of the foot and the ankle</th>
</tr>
</thead>
<tbody>
<tr>
<td>whittled</td>
<td>cut wood with a knife</td>
</tr>
<tr>
<td>pokeberries</td>
<td>red berries used for making ink</td>
</tr>
</tbody>
</table>

### Chapter 5

<table>
<thead>
<tr>
<th><strong>solemn</strong></th>
<th>serious or gloomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;tanned their hide&quot;</td>
<td>to give a spanking</td>
</tr>
<tr>
<td>sampler</td>
<td>needlework done with needle and thread</td>
</tr>
</tbody>
</table>

### Chapter 6

<table>
<thead>
<tr>
<th><strong>prickled</strong></th>
<th>tingling feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>powder and shot</td>
<td>gunpowder and caps used in a gun</td>
</tr>
</tbody>
</table>
### Chapter 7

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>trough /trawf/</td>
<td>a long open vessel to hold feed or water for animals</td>
</tr>
<tr>
<td>delaine</td>
<td>a fancy dress</td>
</tr>
<tr>
<td>basque /bask/</td>
<td>part of a lady's dress resembling a jacket with a short skirt</td>
</tr>
<tr>
<td>whalebone</td>
<td>a flexible product made from the jaw of a baleen whale, used in making corsets</td>
</tr>
</tbody>
</table>

### Chapter 8

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>yoke</td>
<td>a wooden bar to carry a load</td>
</tr>
<tr>
<td>swagger</td>
<td>to walk in a conceited way; boast, brag</td>
</tr>
<tr>
<td>hewed</td>
<td>shaped with the blows of a knife or ax</td>
</tr>
</tbody>
</table>

### Chapter 9

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>muzzle</td>
<td>the snout of an animal</td>
</tr>
<tr>
<td>calico</td>
<td>printed cotton cloth</td>
</tr>
<tr>
<td>keg of nails</td>
<td>a wooden barrel for nails</td>
</tr>
<tr>
<td>galluses</td>
<td>suspenders</td>
</tr>
<tr>
<td>curried</td>
<td>combed and rubbed down a horse</td>
</tr>
<tr>
<td>wagon box</td>
<td>the inside of a wagon</td>
</tr>
</tbody>
</table>

### Chapter 10

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>whey /whay/</td>
<td>the clear liquid left of milk after the fat and curd are separated</td>
</tr>
<tr>
<td>grubbing hoe</td>
<td>a tool for digging up roots and stumps</td>
</tr>
<tr>
<td>Whetstone</td>
<td>a stone used for sharpening knives</td>
</tr>
<tr>
<td>appearances</td>
<td>the outward look of a person or thing</td>
</tr>
<tr>
<td>deceiving</td>
<td>fooling or misleading as by lying</td>
</tr>
<tr>
<td>provide</td>
<td>to prepare or make ready beforehand, to supply</td>
</tr>
</tbody>
</table>
### Chapter 11

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>shock of feed</td>
<td>bundles of grain standing upright in a group</td>
</tr>
<tr>
<td>cradles</td>
<td>tools to hold the grain while it was being cut</td>
</tr>
</tbody>
</table>

### Chapter 12

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sumac /shoo mac, or soo mac/</td>
<td>a kind of tree</td>
</tr>
<tr>
<td>johnny cake</td>
<td>a bread made of cornmeal</td>
</tr>
<tr>
<td>flail</td>
<td>simple tool for threshing wheat</td>
</tr>
<tr>
<td>invention</td>
<td>something invented or brought into being for the first time</td>
</tr>
</tbody>
</table>

### Chapter 13

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>deer lick</td>
<td>a place where deer could get salt</td>
</tr>
<tr>
<td>chinked</td>
<td>filled in the gaps or cracks</td>
</tr>
<tr>
<td>progress</td>
<td>improvement</td>
</tr>
</tbody>
</table>
**Sample Handout #2-4: Comprehension Questions for In-take Activities**

1. Where did the girls play during the cold winter months?
2. What was Laura’s favorite time of the day?
3. Where did the family get its food for the long winter?
4. Why was salt important to the Ingalls family as they were gathering food for the winter?
5. What made her feel safe?
6. When the day’s work was completed, what did Ma do for the girls?
7. Why was Pa so naughty that day in the woods?
8. Why did Grandpa decide never to go into the woods without his gun?
9. What story did Pa tell the girls?
10. Where was the gun kept when Pa was at home?
11. Why was it harder for girls to be good?
12. What was the weather like at Christmas in the woods of Wisconsin?
13. How did the author end this book?
14. Why did Pa tell the story about the time when he was a naughty boy?
15. How did the Ingalls prepare for the winter?
16. Why was going to town so special to Laura and Mary?
17. Why did Pa say that Charley was naughty in the field?
18. How was the machine powered?
19. What was the sweet treat at the dance?
20. What is rennet?

(Retrieved from [http://www.edhelper.com/books/Little house in the big woods. htm](http://www.edhelper.com/books/Little house in the big woods. htm))
Sample Lesson Plan #3: Drama “Twilight Zone: The Monsters are Due on Maple Street”

**Title:** Twilight Zone: The Monster are Due on Maple Street  
**Author:** Rod Serling (1924-1975)  
**Time:** 110 Minutes

<table>
<thead>
<tr>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Author’s bibliography handout(1)</td>
<td></td>
</tr>
<tr>
<td>-Introduction of drama setting handout (2)</td>
<td></td>
</tr>
<tr>
<td>-DVD: “The Monsters are Due on the Maple Street”</td>
<td></td>
</tr>
<tr>
<td>-Characters handout(3)</td>
<td></td>
</tr>
<tr>
<td>T briefly introduces the author (3 min.)</td>
<td>8 min.</td>
</tr>
<tr>
<td>T introduces the drama setting (5 min.)</td>
<td></td>
</tr>
<tr>
<td><strong>Readiness Activities</strong></td>
<td>40 min.</td>
</tr>
<tr>
<td>-Ss watch the entire episode of “The Monsters are Due on the Maple Street” for understanding of general flow of drama.</td>
<td></td>
</tr>
<tr>
<td>-Ss figure out the characters in drama</td>
<td></td>
</tr>
<tr>
<td>-Ss take a note about the conflict among the characters.</td>
<td></td>
</tr>
<tr>
<td><strong>Break Time</strong></td>
<td>10 min.</td>
</tr>
<tr>
<td>-Vocabulary sheet handout (4)</td>
<td></td>
</tr>
<tr>
<td>-Vocabulary Exercise sheet handout(5)</td>
<td></td>
</tr>
<tr>
<td><strong>Experiential Activities:</strong></td>
<td>18 min.</td>
</tr>
<tr>
<td>-T &amp; Ss review the vocabulary which was given as homework.</td>
<td></td>
</tr>
<tr>
<td>-Ss turn the pages to learn the usage of the words in the script.</td>
<td></td>
</tr>
<tr>
<td>-T explains the techniques of reading drama script.</td>
<td></td>
</tr>
<tr>
<td>-Ss practice the new vocabulary in personalized sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>In-take Activities</strong></td>
<td>17 min.</td>
</tr>
<tr>
<td>-T &amp; Ss discuss the drama script and summarize in class</td>
<td></td>
</tr>
<tr>
<td>-Ss figure out the conflict between the characters</td>
<td></td>
</tr>
<tr>
<td>-Ss share their opinions and understanding of the drama</td>
<td></td>
</tr>
<tr>
<td>-Ss answer to the comprehension questions</td>
<td></td>
</tr>
<tr>
<td>-Ss share their answers with partners</td>
<td></td>
</tr>
<tr>
<td><strong>Input Activities</strong></td>
<td>17 min.</td>
</tr>
<tr>
<td>-Ss interpret and analyze story by inferring the author’s meaningful message</td>
<td></td>
</tr>
<tr>
<td>-Ss write a creative scene as an alien who is making another conflict on Maple Street.</td>
<td></td>
</tr>
</tbody>
</table>

Video clips from [http://www.youtube.com/watch?v=TLyAyBxYjWcQ](http://www.youtube.com/watch?v=TLyAyBxYjWcQ),  
[http://www.youtube.com/watch?v=AiBYQ9Fv4Q&feature=related](http://www.youtube.com/watch?v=AiBYQ9Fv4Q&feature=related),  
[http://www.youtube.com/watch?v=G5q-QV1k3FU&feature=related](http://www.youtube.com/watch?v=G5q-QV1k3FU&feature=related)
Sample Handout #3-1: Author's Bibliography

Title: The Monsters are Due on Maple Street

Author: Rod Serling (1924 – 1975)

- He was born and raised in New York.
- He is best known as the creator of the television series “Twilight Zone”
- In the Twilight Zone series, Serling often presented science-fiction plays that highlighted his views of life and society on this planet.
- “The Monsters are Due on Maple Street” raises the question of whether the real monsters are up there or down here.

Sample Handout #3-2: Introduction of Drama Setting

Drama is a story told in dialogue by performers before an audience. When we think of drama, we think of stage plays and the exciting world of the theater-actors, costumes, stage sets, and lights. But drama includes more than the theater; television, plays and radio plays are drama too. Even movies are a form of drama. In all of these kinds of drama, actors make a world come alive before and audience.

The play you are reading is a script. It contains not only the words that the actors speak but also the stage directions the playwright provides to indicate how to put on the play. Stage directions tell what the stages should look like, what the characters wear, how they speak their lines, and where they move.
Sample Handout #3-3: Characters in Drama

<table>
<thead>
<tr>
<th>Announcer</th>
<th>Megaphone Voice</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheen</td>
<td>Monaghan</td>
<td>Girl</td>
</tr>
<tr>
<td>Young Man</td>
<td>Charley</td>
<td>Jack</td>
</tr>
<tr>
<td>Mike</td>
<td>Joe</td>
<td>Alf</td>
</tr>
</tbody>
</table>

Sample Handout #3-4: Vocabulary & Idiom Lists

1. flustered: v. Made nervous (p. 249)
2. sluggishly: adv. As if lacking energy (p. 250)
3. defiant: adj. Boldly resting (p. 251)
4. metamorphosis: n. A change of form (p. 252)
5. scapegoat: n. A person or group blamed for the mistakes or crimes of others (p. 256)
6. fifth columnists: People who help an invading enemy from within their own country (p. 253)
7. kangaroo court: An unofficial court that does not follow normal rules (p. 255)
Sample Handout #3-5: Comprehension Questions

In-take Activities: Questions

Q1. What are the first signs that something strange is happening on Maple Street?

Q 2. What does Tommy think has happened?

Q 3. Why do the people become suspicious of Les Goodman?

Q 4. Why do the people turn against Steve Brend?

Q 5. Why does Charlie shoot Peter Van Horn?

Q 6. What happened after the shooting?

Q 7. What is the real cause of the strange occurrences on Maple Street?

Q 8. Why does the group of friendly neighbors turn into a dangerous mob?

Q 9. Who are the real monsters?

Q 10. What is the central conflict in the play?

Q 11. What other conflict occurs in the play?

Q12. How does the play show conflict between individuals and society?

In-put Response Activities: Questions

Q 13. How do you think you would have responded if you were one of the residents of Maple Street?

Q 14. What is wrong with the crowd’s conclusion about Goodman’s guilty?

Q 15. Briefly explain the message in the play.

Q 16. Write a new scene that shows a situation in Maple Street by using your imagination.
CHAPTER 6 CONCLUSION

The first purpose of this portfolio is to develop a series of teaching techniques and activities that will guide English teachers to help Korean EFL students develop inferential skills by using a top-down method. The second aim is to motivate Korean EFL students to increase their socio-competence level through authentic English with more fun and less stress.

The majority of Korean EFL students are under pressure to get higher scores than other students on their school exams on English comprehension and other standardized English tests. Getting higher scores on the tests has been the main focus of language classes for Korean EFL students. This kind of study pressure has caused Korean EFL teachers and students to neglect English literature reading. As a result, bottom-up traditional teaching has been treated as the most reliable and practical teaching method for accurate and fluent language skills in Korea. However, bottom-up and score-focused teaching methods have resulted in word-by-word decoding skills by using syntactic and lexical clues only at the sentence level. This traditional bottom-up teaching process has not been successful for comprehending semantic meaning, considering the time and energy devoted to it.

In contrast, top-down reading processing can help L2 learners including Korean EFL students to understand the text at a deeper level and prepare them to infer the rhetorical devices for paragraph construction. This is because the text itself does not carry any meaning without readers’ ability to work with context. Through this top-down reading training, the students are able to comprehend the text from the contextual clues, identify the main idea, and make pragmatic inferences through better understanding of propositional questions such as who, when, where, what, how and why. As a result, the students can recognize the author’s intention, as well as identify both explicit and implicit main ideas.

Considering these beneficial outcomes of the top-down reading process, the use of
extensive literature reading can be one teaching procedure that can enhance Korean EFL students’ English comprehension fluency. Developing a metacognitive awareness is one of the teaching goals of this project in order to motivate students to read more with pleasure and integrate with the text. This is because the motivation and engagement are important elements to be considered for comprehending any target language.

Even though this portfolio could not address all the possible beneficial results of top-down reading skills, my aim is to give teachable sample activities that might work for Korean intermediate middle to high school students. The focus of my teaching portfolio is meaningful comprehension through students’ integration with the text and class activities. Developing English fluency must entail the students’ engagement with the text and ownership of their learning. I hope that English teachers in Korea begin to focus their teaching goals on clarity of meaning, not only perfect syntax. Finally, L2 teaching should be focused not on teaching skills just for getting right answers for comprehension exams, but rather teaching the techniques for meaningful comprehension through authentic literature reading at a students’ language and cognitive level. The teachers also should monitor students’ propositional comprehension level instead of only assessing their right or wrong answers for the comprehension test, so that students can study English with pleasure and get internally motivated to read more in English.
REFERENCES


Ross, T. (1996). The emergence of "Literature": making and reading the English canon in eighteenth Century. *JSTOR, 63*(2), 397-422.


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APPENDICES

APPENDIX A: Interview Questionnaires for ESL Teachers in the U.S.

Literature Reading is the most effective teaching technique for English in my terminal project. The most important aim of reading literature is to enhance EFL students’ background understanding for understanding English text at Macro-level as a whole meaning, not at the understanding of the text on a word-by-word basis.

1. How many years have you taught English?

( ) years

2. Is there any separate time for just reading during your English class?

3. What kind of materials or activities are you using in your English class?

4. Have you ever used literature for teaching reading comprehension?

(If your answer is “Yes”, what is the greatest advantage of reading literature for learning English?)

5. If you don’t use literature in your English class, what are the reasons for not using it?

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6. What do you think are the most important factors to enhance English proficiency?

7. Do you believe reading literature will help an ESL students’ English proficiency in terms of reading comprehension, writing, and expanding vocabulary?

8. What do you think are the key methods for improving reading comprehension?

9. What are the most important factors for maximizing the positive washback effect for teaching and learning English?

10. What do you think are the most interesting way on ESL students can learn English?

11. What advice can you give other ESL teachers?

12. Are there any activities or techniques that you want to try in your future English class?
APPENDIX B: Email Questionnaires for EFL Teachers in Korea

Literature Reading is defined as the most effective teaching techniques for English in my terminal project. The most important aim of reading literature is to enhance EFL students' background understanding for understanding English text at Macro-level as a whole meaning not at the understanding of word-by-word base. Based on Schema-theory, students can acquire target language through literature reading since they can have a chance for cultural and life experience.

1. How many years have you taught English?
   ( ) years

2. Is there any separate time for just reading during your English class?

3. What kind of materials or activities are you using in your English class?

4. Have you ever used literature for teaching reading comprehension?
   (If your answer is “Yes” How do you think the most advantage of reading literature for learning English?

5. If you don’t use reading literature in your English class what are the reasons and problematic factors for not using it?

JINWON CHOI
6. What do you think the most important factors to enhance English proficiency?

7. Do you believe reading literature will help Korean EFL students’ English proficiency in terms of reading comprehension, writing as well as expanding vocabulary?

8. What do you think the key factors to improve reading comprehension?

9. What are the problematic factors in Korean for using literature besides the heavily focused intensive textbook?

10. What are the most important factors for utmost positive washback effect for teaching and learning English?

11. What do you think the most interesting way of learning for Korean teens to learn English?

12. What advice can you give other EFL teachers for teaching English in Korea?

13. Are there any activities or techniques that you want to try in your future English class?

JINWON CHOI
APPENDIX C: Translation of E-mail Questionnaires for EFL Teachers in Korea

리터러쳐 리딩을 통한 한국 학생들의 영어 읽기능력 향상에 대한 것이 저의 대학원 논문의 주제입니다. 리터러쳐 리딩의 중요한 목적은 지금까지의 전통적인 문법과 한국어로의 직접적인 통역을 통한 문장 및 단락의 이해가 아닌 글의 전체적 파악 능력에 있습니다. 전체적인 상담 논법으로 세의 개요 파악 논리에 의하면 제 2 외국어를 배우는 학생들은 리터러쳐 리딩을 통하여 학생들은 그들이 배우는 언어의 문화와 생활 습관을 간접적으로 배우고 익힐 수 있으므로 외국어를 효과적으로 습득 할 수 있습니다.

1. 몇 년 동안 영어를 가르치고 계실니까?

( ) 년

2. 선생님의 수업 시간 중에 리터러쳐 리딩을 위한 시간이 따로 정해져 있습니까?

3. 어떤 특별한 자료나 활동을 수업 시간에 이용하고 계실니까?

4. 영어 독해 능력을 향상시키기 위하여 어떠한 리터러쳐 리딩을 실력적으로 일반적 수업과 병행해 보신 적이 계십니까?

(만약 계신다면 리터러쳐 리딩의 가장 큰 효과가 무엇이라고 생각하십니까?)

5. 선생님께서 만아 리터러쳐 리딩을 전혀 하고 계시지 않으시다면 그 이유는 무엇입니까?

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6. 선생님은 가장 효과적인 능숙한 영어 능력 향상을 위한 방법이 무엇이라고 생각하십니까?

7. 선생님께서는 한국 학생들에게 있어서 리더러리 리딩이 기초적인 영어 능력 (읽기, 쓰기, 단어 습득) 향상을 위하여 효과 적이라고 생각하십니까?

8. 선생님께서는 무엇보다도 중요한 영어 독해를 위한 요소적 방법이 무엇이라고 생각하십니까?

9. 한국 교육 현실에서 영어 리더러리 리딩 교육 방법을 실천 하는데 걸림돌이 되는 요소가 무엇이라고 생각하십니까?

10. 선생님께서는 가장 효과적인 영어 능력 향상을 위한 효과적인 영어교육 방법이 무엇이라고 생각하십니까?

11. 선생님께서는 어떤 영어 교육 방법이 한국 청소년들에 가장 잘 적합 하다고 생각하십니까?

12. 선생님께서는 어떤 영어 교육의 방책을 다른 영어 선생님들께 추천해 주시겠습니까?

13. 선생님께서는 현재 활용하고 있으신 방법 이외에 활용 하고 싶으신 다른 방법이 있으십니까?
APPENDIX D: Interview Questionnaires for AEI Teachers

Literature Reading is the most effective teaching technique for English in my terminal project. The most important aim of reading literature is to enhance EFL students’ background understanding for understanding English text at the Macro-level as a whole meaning, not at the understanding of the text on a word by word base.

1. How many years have you taught English?

   (   ) years

2. Is there any separate time for just reading during your English class?

3. What kind of materials or activities are you using in your AEI English class?

4. Have you ever used literature for teaching reading comprehension?

   (If your answer is “Yes”, how do you think the most advantage of reading literature for learning English?)

5. If you don’t use literature in your English class, what are the reasons for not using it?

6. What do you think are the most important factors to enhance English proficiency?

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7. Do you believe reading literature will help an ESL students’ English proficiency in terms of reading comprehension, writing, and expanding vocabulary?

8. What do you think are the key methods for improving reading comprehension?

9. What are the most important factors for maximizing the positive washback effect for teaching and learning English?

10. What do you think are the most interesting ways ESL students can learn English?

11. Are there any particularly unique teaching techniques at AEI that you would like to share with other ESL teachers?

12. Are there any activities or techniques that you want to try in your class at AEI?
**APPENDIX E: Classroom Observation Tool**

**Integrated Observation Tool**

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<th>Class/skill</th>
<th>Level</th>
<th>Date</th>
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<tr>
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<table>
<thead>
<tr>
<th>Time period</th>
<th>Site</th>
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</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

**Classroom Diagram**

(How the desks are arranged, where teacher is, etc.)
**Abbreviations:**

T=teacher, Ss=students, TX=textbook, BB=blackboard, OH=overhead, HO=handout,
Q=question, A=answer

<table>
<thead>
<tr>
<th>Time</th>
<th>Description of Activity</th>
<th>Comments/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Tasks Ss to turn to p 23 in TX, do ex.</td>
<td>Is this a warm up? What is their prep for this? What went before?</td>
</tr>
<tr>
<td>Time</td>
<td>Description of Activity</td>
<td>Comments/Questions</td>
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<tr>
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Adapted from the Keli Yerian's material in LT546

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