STORYBOOKS AND ACTIVITIES FOR YOUNG LANGUAGE LEARNERS:
A MATERIALS PORTFOLIO

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Storybooks, which are intrinsically interesting, provide meaningful context and encompass the wide range of human experience, can be valuable materials taking consideration into a Korean EFL setting where literature has hardly been used for young language learners. This project is aimed at collecting storybooks which are appropriate to increase learners’ interests and language abilities and applying activities which create cooperative, collaborative and interactive learning based on CLT and integrated approaches. These selective materials for the purpose of language teaching can be useful resources for Korean teachers and learners.
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The examining committee appointed by the Department of Linguistics for the Terminal Project submitted 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.

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Chapter 1 INTRODUCTION

Background of the project

Materials used in language classrooms are one of the most crucial factors in determining the value of teaching. In Korea, the materials which usually have been used in the language classroom for a long time are textbooks published for the purpose of language teaching. So far, English teachers in public elementary schools have hardly used supplementary materials. The textbooks are mostly focused on grammar and reading skills even though speaking skills were added as a requirement in the 7th curriculum amendment developed by the Korean Minister of Education in 1997. Students mostly do typical rote practice instruction with those textbooks. However, many teachers and parents have perceived the effectiveness of storybooks. Because of this, the education committee is researching the use of storybooks as supplementary materials, and is planning to approve their use in the 8th curriculum amendment. Therefore it is time for us be interested in storybooks as language teaching materials.

Even if most teachers perceive the effectiveness of using story books in language teaching, there are many reasons why teachers are reluctant to use storybooks. They don’t have any guidelines for using storybooks, they don’t know how to apply them to language learning, they need to spend a lot of time reorganizing storybooks that have unusual vocabulary, structure, and cultural differences, and they have limited time to use storybooks. To help teachers take advantage of this resource, it would be worthwhile to find out the theoretical grounds for using storybooks in language teaching, to do research for needs analyses, to collect appropriate materials, to analyze data and to apply activities that fit into an EFL setting for those materials.
When I look back at my own experience, the question I was asked the most by students’ parents was which storybooks would be good for their children. However, I myself wasn’t taught with storybooks during my school years. I have become interested in storybooks as teaching resources and feel a necessity to personally collect them. I am looking forward to developing appropriate storybooks and using my collection with my future students.

Statement of purpose

Interest in English among younger elementary school students is very high, but, as they progress to the higher their grades, their interest in English decreases. As will be discussed later in the literature review, the major factor in deciding whether English education is a success or failure is by determining what students think about English. Over-reliance on textbook lessons and workbook exercises in the teaching of beginners results in a lack of enthusiasm about English.

In Korea, one educational goal of English education for early language learners is to increase interest and motivation of learners in elementary schools. According to Brown (2000), “Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated” (p.160). It may be as important to increase motivation as to deliver knowledge to young learners.

Wright (1995) states, “stories motivate students to try to improve their ability to understand more” (3-4). This is in contrast to many textbooks and exercises in foreign language learning, which have little or no intrinsic interest or value for children. Wendelin (1984) claims that “Most children’s books in the classroom have the obvious educational
advantages of assisting language development, broadening experiential background, encouraging children to think critically and write creatively, and expanding upon basal reading program… Of primary importance, a positive attitude toward children’s books at an early age tends to lead to a lifelong appreciation of good literature and reading.” (p 6).

Storybooks could provide the motivation and interest necessary to develop a positive attitude toward foreign languages, and bring about the desire to continue learning. To maintain learners’ interest and motivation, it is necessary to create a variety of supporting materials and activities fitting learners’ ages and levels.

A great number of storybooks are imported to Korea and have been used just as reading materials. However, there are no guidelines on which books are easy to use and applicable in an EFL setting. My portfolio is a collection of storybooks that are well known to both native and non-native speakers of English, plus activities focused on integrated skills. This portfolio will be a contribution to EFL teachers who need direction on how to apply storybooks and activities in the language classroom. I attempted to collect materials that are purchasable in both the USA and in Korea.

**Significance**

The concept of a materials portfolio seems to be unfamiliar to both Korean teachers and learners. I myself was not acquainted with it until I got to the USA. However, a portfolio has many advantages. Especially, a materials portfolio can be a more selective collection, accompanied with certain criteria for a particular group of learners.

Recently, many teachers and parents are increasingly interested in materials as a tool to deliver useful knowledge to learners. Good materials can be a guide to motivate the
learners. This results in further learning. Considering that a materials portfolio is wholly wanting in Korea, this portfolio with activities can provide applicable sources that can be of practical use in the language teaching field. This portfolio will keep being added to and supplemented with materials and activities from more various genres.
Chapter 2 NEEDS ANALYSIS

I conducted 30 minute interviews with two instructors who are currently teaching English in Korean elementary schools. Through these interviews, I received practical information concerning my target students, as well as the educational contexts and constraints of English teaching in Korea. The following description is of the educational situation in Korea based on the interviews and my own experience.

My target population is third graders who are eight-to-nine year-old boys and girls, and attend public elementary schools. Their language proficiency level is mostly high-beginning. The third and fourth graders take English for 40 minutes once a week, while fifth and sixth graders take English 80 minutes twice per week. The classrooms are equipped with a computer, internet materials, CDs, and a real projector, not an OHP.

They learn English using a national textbook based on structuralism and a situational approach to increase communicative competence. Recently, students have been using a textbook that has illustrations and a CD developed to increase communicative competence. Storybooks are relatively hard to use in this context on account of a delay in the introduction of literacy. One of the physical constraints is that the textbook isn’t constructed according to level: the same national textbook is given to every student. The other constraint is limited time. It would be difficult to increase the amount of time allotted to English, because the time given to other subjects would have to be diminished. In addition, there is a constraint regarding human resources, in that homeroom teachers of the third and fourth grades who are not proficient in English and majored in general education are required to teach English. These points will be reflected in the 8th curriculum.
When applying storybooks to Korean classroom, it could be difficult to sequence due to a limited time. Also teachers who aren’t trained to apply storybooks with activities in language teaching are likely to teach them with a traditional method like grammar tradition method. In order to avoid these problems, developing teacher guide book for each storybook is required.

Most students start to learn English in private institutes. When making use of literature in English, they prefer folk tales because they are often published as children’s books with easy language, and are accessible to students with limited language abilities. Students also like to read books about adventure, science fiction, animals, and heroes. When students learn English with storybooks, they find vocabulary to be very difficult, so they would prefer to learn English through games, songs, chants and role playing.

Teachers must follow the national-level curriculum, and negotiate syllabi among themselves. Schools are trying to increase the number of native speakers teaching English. At the same time, they are trying to train non native speakers to teach English but have budget limitations.

Teachers prefer famous storybooks such as “The Hungry Caterpillar”, and “From Head to Toe” written by Eric Carle, as well as children books published by Scholastic. They usually select the storybooks that match the topic of the unit in the syllabus, and reorganize the story in order to help students understand. Teachers apply techniques such as reading aloud, story telling, and retelling. Expectations of students’ parents are first for the children to get good scores on exams, and then to acquire communicative ability and native like pronunciation.
Chapter 3 LITERATURE REVIEW

Prior to collecting materials related to storybooks, the background research was done in two areas: the effectiveness of using literature in the classroom and how to apply storybooks in the classroom.

Effectiveness of the literature

Why is literature beneficial in the language learning process? First of all, according to Collie and Slater (1987), “literature is valuable and authentic material. Most works of literature are not written for the specific purpose of teaching a language. Learners are thus exposed to language that is as genuine and undistorted as can be managed in a classroom context. Eventually, they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode” (pp. 3-4). By using authentic materials, students can expand their language awareness and be more sensitive to some of the overall features of English.

Secondly, in relation to personal involvement, “engaging with literature enables learners to shift the focus of their attention beyond the mechanics of the foreign language system” (p 5). Readers will feel close to certain characters and share their emotional responses. They will become increasingly confident about expressing their own ideas and emotions in English, which has beneficial effects upon the whole language learning process.

Thirdly, in terms of social and cultural value, “literature can provide students with access to the culture of the people whose language they are studying. It also seems to provide a way of contextualizing how a member of a particular society might behave or react in a
specific situation” (Lazar, 1993, pp.16-17). It might increase learners’ familiarity with the
typical scenery and social structures so that learners can have insights into the possible
relationships, emotion and attitudes for particular setting.

Lastly, Connolly (2005) claims “illustrations provide a creative and artistic learning
environment which children respond to. Literature provides an ideal context for literacy
practice as well as linguistic acquisition; additionally, visual literacy is important in order to
help children take meaning from the text as well as develop aesthetic understanding” (p. 1-2)

Besides, literature has a plenty of other advantages such as motivating, general educational
value, being a stimulus for language acquisition, developing interpretative abilities,
expanding students’ language awareness and encouraging students to talk about their

*How to apply storybooks in the classroom*

To begin with, teachers need to have a good understanding of learners. Age is often
considered to be the major factor determining success in learning a second language.

Bumpass (1963) states that the optimum age for beginning to learn a second language seems
to be four to eight years, with superior performance to be anticipated at ages eight, nine, ten.

During this bilingual period (from six to eleven approximately), the child learns a language
without resistance, without self-consciousness, without analyzing it, without comparing it to
his mother tongue. For young children, “language assumes meaning when it is associated
with things they hear, touch, or see. It becomes even more meaningful when it is linked with
a situation in which they themselves play an important role” (Finocchiaro, 1963, p. 35).

Celce-Murcia (2001) claims children are more likely to play with language than adults
are. Children can be more effectively engaged through stories and games. Young children are less likely to notice errors or correct them. In general, children are more holistic learners who need to use language for authentic communication in ESL classes.

The following four approaches can provide a sound foundation for applying storybooks in the classroom.

Whole Language Approach

What makes language learning easy? According to Goodman (1986), “language is easy when it’s whole, real, and relevant; when it’s encountered in the context of its use; when the learner chooses to use it” (p. 26). Holistic instruction shows continuous respect for language, for learners, and for teachers. It begins with useful, relevant, and functional language, and moves through a full range of written language including literature in all its variety. For instance, the very famous story ‘The Hungry Caterpillar’ by Eric Carle, provides a context for a project on the life cycle of the butterfly. ‘The Five Little Fiends’, by Sarah Dyer, a story about sharing and protecting the environment can lead to a science project about nature and human.

The Natural Approach

This theory propose that humans acquire language by understanding messages, or by receiving ‘comprehensible input’. We move from i, an individuals’ current level of comprehension, to i + 1, a level a bit beyond comprehensible level, by understanding input containing i+ 1 (Krashen, 1985). According to Brown (2001), the natural approach advocates the use of TPR activities at the beginning level of language learning when “comprehensible
input” is essential for the acquisition of language. Celce-Marcia (2001) states that TPR storytelling is a method of second or foreign language teaching that includes actions, pantomime, and other techniques. Much is taught through stories. The instructor begins by teaching the words of a story through associated gestures.

*Communicative Language Teaching (CLT)*

When the teacher introduces students to the literature of the foreign language, the communicative aspect too often vanishes. The following techniques related to CLT will provide more learner involvement to minimize the possible limitations of the literature approach. According to Brown (2001), Learner-centered instruction is focused on learners’ needs, styles, and goals, allows for student creativity and innovation, and enhances a student’s sense of competence and self-worth. CLT involves cooperative and collaborative learning with students working in pairs and groups for much of the time. CLT also involves interactive learning. Utilizing pair and group work in the language classroom greatly increases the amount of student talking time. “The role of the teacher is that of facilitator, and guide, not all-knowing bestower of knowledge” (Brown, 2000, p. 47). Teachers also must be flexible.

*Integrated approach*

Despite our history of treating the four skills as separate segments of the curriculum, currently, CLT approach promotes skill integration. A course dealing with a reading skill will also include listening, speaking, and writing skills. A lesson in reading class might include the following: a pre-reading discussion, listening to a lecture, a focus on a certain reading
strategy, and writing a paraphrase. This reading class provides teachers with a great deal of flexibility in creating interesting and motivating lessons (Brown, 2001).

The questions on why and how we should use literature in the classroom are a good starting point for this project, especially considering the EFL setting in Korea, which is taking into consideration using story books as supplementary materials in Korea. Based on a needs analysis, and this background research, criteria to select materials will be discussed in Chapter 4.
Chapter 4 PROCESS

Participants

In order to collect appropriate materials and develop useful activities, I held phone interviews with some teachers who are teaching English in two Korean elementary schools. They provided some information about my target students' language proficiency, physical and educational situations, and educational constraints as well as students' and teachers' preferences for storybooks. Additional participants were two teachers working in US English language learning programs in the elementary school. I asked both these teachers to fill out a survey, and observed one of them in action in order to see which activities would be effective in language teaching. I also talked with storytellers working in the public library as well as parents to get their recommendations on preferable story books.

Procedure

At first I had to decide who would participate in the needs analysis, what information was important, what the best way was to gather this information, and how to gather information. In order to get practical information relevant to my project, I decided to interview two Korean EFL teachers, two American ELL teachers teaching in the U.S., and two story tellers working in separate public libraries. Before contacting these people, I made a list of interview and survey questions [Appendix A]. The questions are related to language needs of the target students and their proficiency level, learners' goals for studying the language, and the circumstances in which the language will be used. In addition, the situational needs of the students were taken into account. These needs include physical and
social contexts as well as administrative, financial, pedagogical, and personal factors.

The interviews for the Korean EFL teachers lasted about 30 minutes. One of them is teaching while pursuing a Ph.D focused on English education. She provided information concerning the current problems with educational policy. The other teacher majored in general education but teaches English as a homeroom teacher, which is required for the third and fourth grades. Interviewing on the phone was time-consuming but provided additional practical information regarding my target students, as well as the educational system and its constraints.

Next, in order to get information on what kinds of books ELL teachers prefer and what activities they apply to English teaching, I conducted a written survey of two ELL teachers teaching in public elementary schools that have a high Korean population. I asked questions about their teaching experience, the aspects they consider when they choose storybooks to use, the techniques they think are applicable with storybooks, and what Korean students’ strengths and weaknesses are when learning English. One of the ELL teachers has three years teaching experience. She used a variety of books provided in the students’ regular classroom in order to help learners to keep up with their English studies. The techniques she had been using in the classroom were to review basic vocabulary, to preread by flipping through the story, and to ask comprehension questions. She also pointed out any highlighted subheading, summarized and retold the story in different way. She usually organized each technique using a pre-activity, during-activity, and post-activity format. She mentioned Korean students’ many good qualities, including that they are quick learners, they are attentive to detail, they are good listeners, and they possess a positive and motivated attitude. The other ELL teacher had twenty years’ teaching experience. She usually chose reading materials which suited the
subject matter that students were learning. The techniques she utilized were focusing on useful expressions and vocabulary, discussing the plot, setting, and characters, and retelling the story. As a result of these interviews, I realized that English teachers in both ESL and EFL settings preferred storytelling and retelling using storybooks.

Next I observed three consecutive sessions of an ELL class. I stayed for two hours in order to witness how the teacher applied storybooks to a real class, and how students respond to them. The target population was kindergarten through fifth graders, mixed gender, and mainly Koreans and Mexicans. She had young learners gather around her and sit on the floor so that they would feel comfortable and concentrate on what she was saying. Using a slow, clear voice, she elicited their production of basic expressions used in the storybook. She also used worksheets for older learners in order to identify whether or not they understood the story, and to reinforce what they had learned. Even students who were usually unwilling to talk a lot in a formal classroom felt free to talk and as a result, participated actively. The classroom atmosphere is an important factor in influencing students’ affective filter. According to Krashen (1985), best acquisition will occur in environments where anxiety is low and defensiveness absent, or in contexts where the affective filter is low. Learning English within a culture where it is spoken natively is quite different from learning the language in an EFL environment. Learning English in a non-English speaking setting provides very limited opportunities to use the language within the environment of that culture (Brown, 2000).

The last observation I made took place during story time at two US public libraries. One of the storytellers chose 5 story books on the topic of baseball. The topic was one that children could be interested in. As the storyteller read the story using a slow, and dramatic
quality, she tried to show every child the pictures, explaining and repeating the interesting
scenes. After reading, she had the children get involved in an activity relevant to the topic.
The children seemed absorbed in the story.

In addition to the surveys and observations, I interviewed four parents whose children
had been living in Eugene for almost two years, asking them which storybooks their children
preferred. Most children preferred famous books such as those written by Eric Carle, and Dr.
Seuss, those published by Scholastic children books, the "I can read" books, and "I Spy",
and the beginning level "Hooked on Phonics". When students reached an intermediate level,
they preferred "Magic Tree House", "A-Z Mysteries", "The Magic School Bus" and
"Bionicle". The interests of boys and girls were totally different as they progressed through
grades. Based on all the information, I set up criteria in order to collect storybooks and
applicable activities in an EFL setting
Chapter 5 MATERIALS

Criteria for selection

Some criteria were set up with reference to the information obtained by four instruments and literature reviews. I investigated fifty-eight storybooks recommended by teachers, storytellers, and Korean parents. Of these, I chose thirty for my portfolio based on the following criteria. The criteria are as follows:

• Is the story interesting and entertaining to teachers and students?
• Is the story appropriate for the age and ability level of the students?
• Does the storybook have repetitive, concise, rhythmic sentences which appeal to students?
• Will the story be relatively easy to prepare?
• Do the illustrations help students understand the story better?
• Are the vocabulary and sentence structure simple enough for second language learners to understand?
• My own experiences in learning and teaching English in an EFL setting

Books consisting of various topics in order to increase students’ interests were selected, taking into consideration the current Korean situation where the higher a student’s grade, the lower their interest. Their level was determined by comparing the degree of difficulty of the story books in terms of vocabulary and structure to the current national textbook. Referring to my own experience that children are excited to learn something with songs, chants and games, books that have concise, rhythmic, repetitive sentences were chosen. Books that have illustrations to help students understand better were chosen because students’ attention spans are short. Books that students would have some hindrances in understanding were excluded.
Some vocabulary and structures that native speakers are familiar with would be difficult for non-native speakers. Finally, books were selected from my own experience as a second language learner who has been learning and teaching English.

*Book list and applied activities*

**Topic: Body**

1) From Head to Toe

   *Eric Carle, Harper Collins Publisher, 1997*

   **Goal:** Understanding and acting what is read

   **Focused skills:** Listening, speaking

   **Key expressions:** The names of the animals, parts of the body and motions.

   **Activities:** 1. *Let's move* with the animals. Try these movements: Penguin (move head), Giraffe (bend neck)…, call out the name of the animal to see if children can use the appropriate movement. (Elizabeth, p. 43). 2. *Mime and guess:* Write out twelve sentences from the story. The children take turns to mime a sentence in pairs and their partner tries to guess and produce the sentence they are miming. They can mime at their desks or in an open space in the classroom. 3. *Sing together* ‘from head to toe’

2) Here Are My Hands

   *Bill Martin, Jr. and John Archambault, Henry Holt and Company, 1985*

   **Focused skill:** Vocabulary, writing

   **Key expressions:** Here are body parts for –ing (gerund form)

   **Activity:** *Gapped story:* Give the children a version of the story with gaps in the text, ask them to read it and begin to imagine what words might be missing. You can make
the task easier by giving the children a list of words to choose from, and tell the story while they complete the gaps.
Topic: Counting

3) Five Little Monkeys Jumping On the Bed

Eileen Christelow, Clarion Books, 1989

Focused skills: speaking, writing

Key Expressions: Take a bath, put on their pajamas, fell off, jump on the bed,

Activity: 1. Chant: This is an example of a book that can quickly become familiar to most students. Students write a rough draft of a chant in groups, and decide actions that could be used to accompany it. When each final copy is completed, each group conducts a group practice of the chants, and performs for the class. Optional: Students in the group learn and practice each other’s chant. 2. Collocation: Use mnemonic tricks like the keyword technique, putting chunk into a sentence, visualizing examples of the meaning of the chunk (Nation, 2001, p.343).

4) Mouse Count


Focused skill: Listening, Speaking

Key expressions: He found three more mice-little, warm, tasty, fast asleep. Three mice were not enough. He counted them.

Activity: Children Retelling-1. Whole group retelling: begin the story e.g. Once upon a time, One day, in the summer. Tell where the story is happening e.g. in the woods, at the beach, on a farm. 2. Peers retelling: After teacher retells the story in a whole group, children have the opportunity to retell with a friend. They each take a turn, alternating pages, telling what they remember about the story.
5) One Moose, Twenty Mice, 1999

Clare Beaton, Barefoot Books

Focused skill: Vocabulary, Speaking

Key expressions: Numbers, Where is the cat?

Activity: Addition and subtraction-1. Teacher reinforces addition and subtraction concepts appropriate to activity sheet. For example. If there were five crabs one day and _____ more crabs came the next, how many crabs in all? There were twelve ladybugs in home. If three lady bugs went to school with Jane, how many were left at home? 2. Many cards with numbers and animals are displayed on the floor. Students take turns to turn over two cards and orally add and subtract the two numbers.
Topic: Color

6) Color Wizard


Focused skills: Vocabulary, Speaking, Listening

Key Expressions: What color is it? What is it?

Activity: 1. Coloring: Give out sheets with many drawn objects to students. Give a hint of each word or definition. Students color the objects according to teacher’s cue. 2. Guessing: Give out pictures to each group. Each student takes a turn. He has one thing in the picture in his mind. Other students try to find out what it is by guessing and asking such as “Is it alive? Is it yellow?..."
Topic: Animal

7) The Very Hungry Caterpillar

Eric Carle, Philomel Books, 1969

Focused skill: Listening, speaking

Key expressions: Days, The names of the foods, Past tense (he ate through one apple, I was hungry)

Activity: 1. This book deals with the metamorphosis of a caterpillar into a chrysalis and then into a beautiful butterfly. Students make a felt shape of the items the caterpillar eats each day. The students can retell this story on the felt board in groups. 2. Making their very own caterpillar story book. Students can paint the butterfly cover, and on individual pages draw food. They can show what the caterpillar ate each day. Then they retell the story in group.

8) Quick as a Cricket

Audrey Wood, Child's Play Ltd, 1982

Focused skill: Vocabulary, speaking, writing

Key expressions: Opposite adjectives (quick, slow, happy sad), I'm as quick as a cricket

Activity: 1. Antonym and synonym race: Teacher and students list descriptions of animals, comparing and contrasting and defining examples of antonyms and synonyms. Students work independently or in pairs to complete tasks such as filling in the blanks within a limited time. 2. Students are divided into two teams. Students from each team takes turns holding up the pictures in turns and other students make sentences using structure like “as as _____”.

9) The Mixed-Up Chameleon

   Eric Carle, Harper Collins Publisher, 1984

   Focused skills: Listening, writing

   Goal: Understanding adjectives and the subjunctive mood

   Key expressions: Adjectives (strong, weak, hungry, full), I wish I could be......

   Activity: Drawing pictures- 1. The first student in a group creates the first sentence with
   the adjective on the card he/she chooses. The next student connects the story
   subsequently with the adjective he/she chooses. One representative of each group tells
   the story to the whole class. 2. The children each draw a picture the animal they want to
   be, and write one or two sentences under that drawing why they want to be that animal.
Topic: Fantasy

10) In the Night Kitchen

Maurice Sendak, Harper Collins Publisher, 1970

Focused skills: Vocabulary, Speaking

Key Expressions: Verbs about recipe (stir, scrape, bake, steam, knead, pound)

Activity: 1. Role play: Prepare play dough or real batter. Read the recipe for baking the cake, and follow the recipe using the useful expressions needed in cooking in groups of four or five. After baking the cake, students cook whatever they want to with the play dough. Students in each group explain how to cook in front of the whole class like a TV broadcasting cuisine program in the station. 2. Sharing students’ feeling: Ask students to say whatever they feel about this book and experiences they have had in cooking.

11) Little Cloud

Eric Carle, Philomel Books, 1996

Focused skills: Reading, Listening

Key Expressions: Little cloud changed into an airplane,

Activity: 1. Imagination: Teacher gives photocopies of the storybook to each group. Students see just the pictures without words. In groups they discuss what is happening in the pictures, using their imagination. Then they write what is happening below the pictures.
Topic: Adventure

12) Where’s My Teddy?

Jez Alborough, Candlewick Press 1992

Focused skill: Listening, Speaking

Key expressions: What a surprise, you’re too big to huddle and cuddle, how did you get to be tiny.

Activity: 1. Stopping and asking: While reading the story to the class, stop whenever it seems appropriate and ask what’s in their minds, why the characters are behaving like that, what the children think is going to happen next, and what they would do if they were in that situation. 2. Jeopardy game: Teacher makes big alphabet cards and choose five sentences from the story using the structure “too……to”. Divide students into two teams. Each team takes turn saying a letter, and the other team tries to remember which sentence has that letter.

13) Who is the Beast?


Focused skills: Speaking, writing, language arts

Key Expressions: Fly by, turn back, make a sound, hide from sight, be filled with

Activity: 1. Puppetry: Teachers recognize the value of a puppet to help young children with personal development (Coody, 1973, p.49). The easiest of all puppets to make are stick puppets. Glue pictures of the animals in the story on thin cardboard. A stick or plastic straw is taped to the back of them. Students are divided into groups. They decide their roles, and act them out using the stick puppets. 2. Writing a journal: Students write a journal describing the animals they saw at the zoo.
14) Bear on a bike

Stella Blackstone, Barefoot Books, 1998

Focused skills: Listening, speaking

Key expressions: The names of places and transportation, where are you going?

Activity: Story flowchart- 1. Teacher shows pictures of places, asks what people are
doing in those places, reads the story and has students sequence the places the bear passes.
2. Show the students how to make a flowchart of the story they have been listening to.
Students draw and write the places the bear passes, what the bear sees and what’s he is
supposed to do in these places. They show and explain their flowcharts in front of the
whole class.

15) A Dark Dark Tale


Focused skills: Listening, speaking

Key Expressions: Once upon a time, prepositions (in, on, in front of, behind, up, across..),
there was a dark wood

Activity: 1. Muddled Picture- Prepare a series of pictures from the story. Show separate
pictures from the story. Ask the children to try to put them into the correct sequence.
After the children put the pictures or letters in the sequence they think the story will be in,
they then listen to the story to see if they were correct. 2. Students ask a partner where
objects are in the classroom. Their partner uses prepositions in answering. One student
imagines a scene and describes it using prepositions to a partner. The partner draws what
he/she describes.
Topic: Humanity

16) Good Night Moon

Margaret Wise Brown, Harper Trophy, 1947

Focused skills: Vocabulary, speaking

Key Expressions: Good morning, good night, the objects in the room

Activity: 1. Greetings: Students introduce themselves, greet each other using several expressions related to greeting. 2. Asking and answering: The teacher asks questions like these- It is a little rabbit’s room. What color is this room? What can you see on the wall? What are these on the table? And then each student asks and answers similar questions with his/her partner.

17) Little Bear’s Friend


Focused skills: Speaking, Reading

Key Expressions: What did you see? What did you do?

Activity: Telling what I saw and did: The teacher reads the story twice. Students recall what Little Bear saw and did with a partner. Two pairs join together to combine what each pair recalled. Two groups join together to find out what each group is missing. The teacher writes the story that the whole class recalled on the board. They compare what they recalled with the original story,

18) Guess How Much I Love You

Sam McBratney, Candlewick Press, 1994

Focused skill: Speaking, Listening

Key expressions: Guess how much I love you? I love you as much as I can.
Activity: Pass the picture and tell the story- Stand in a circle with the children, hold up a picture and briefly tell the part of the story which goes with it. Give the picture to the child on your left, who must repeat the sentence you said. That child then passes it to her or his neighbor, who does the same thing. When the class is confident, you can have several pictures moving at the same time.

19) The Runaway Bunny

Margaret Wise Brown, Harper Collins Publishing, 1942

Focused skill: Speaking, Writing

Key expressions: If you run away, I will run after you

Activity: Throw the ball and continue the story- The teacher reads the story several times. The teacher begins the story and then throws a ball of paper to a child who must continue it. Then they throw the ball to another student to continue the story. 2.

Writing stories using a list of items. For example, if you become a rock, I will be a mountain climber. Students can change the relationship of the characters and create their own story. For example, son-father, teacher- student, grandmother-granddaughter.

20) Madeline

Ludwing Bemelmans, The Penguin Group, 1939

Focused skills: Listening, Writing

Key Expressions: Dogs aren’t allowed in school, get rid of it, get dressed, go out walking, turn out, turn on

Activity: 1. Story telling: Before telling the story, reorganize the story and throw out the difficult structures not affecting the understanding of the story. Then tell the story. After telling the story, ask questions about the story, write each answer to those questions in
the right column on the board. One student in each group writes a question to one of the answers on the left column of the board. The next student corrects the answer until each answer is complete.
Topic: Events

21) Clifford's Happy Easter

Norman Bridwell, Scholastic, 1994

Focused skills: Vocabulary, Listening

Key Expressions: Past tense verbs (regular, irregular verbs)

Activity: 1. **Bingo**: The teacher writes twenty-five past tense verbs on the board. Each student writes the twenty-five words on the paper in five rows of five words each. The teacher calls out a word using present tense, and students cross out the past tense version of that word. When the student has crossed off five words in a row he/she shouts 'BINGO!' 2. **Gathering and touching the pictures**: The teacher displays and tapes photocopies of the story on the wall. When students listen to the description, they gather and touch the picture matching the description.

22) One Snowy Day

Jeffrey Scherer, Scholastic Inc, 1996

Focused skills: Vocabulary, Reading

Key Expressions: Verbs (pick up, borrow, fly, carry, juggle, roll)

Activity: **Half sentences**: Write the key sentences on slips of paper. Cut the sentences into two pieces, give each child a slip of paper with a half sentence on it. After you read the story, students must try to find the other part of the sentence and match it up. They stand in the correct sequence, and read their half sentences in order, clearly and slowly so that the whole story can be told.
Topic: Humor, Nonsense

23) Little Red Riding Hood

Trina Schart Hyman, A Holiday House Book, 1983

Focused skills: Speaking, reading

Key Expressions: Quantitatives (a loaf of, a bottle of wine), the better to see you with

Activity: Dramatizing: The teacher reorganizes the story with simple words before the students act it out. Divide the story into sections. The narrator introduces the scenes. Students can be trees, gates, and houses as well as the main characters. Students perform after enough practice.

2. Matching the picture strip and text of the story or sorting out the pictures and putting them into correct order

24) Goldilocks and the Three Bears

James Marshal, Dial Books for Young Reader, 1988

Focused skills: Vocabulary, Reading

Key Expressions: Size (biggest, medium-sized, little bowl), Somebody has been sitting in my bed. Somebody has been lying in my bed.

Activity: 1. Pelmanism: Prepare several pairs of cards, one with a picture and one with the English word. Spread them out, face down. In pairs or groups, children take turns to remember where the cards are and which two go together. Then she/he turns the cards over. If one is the picture of a bowl and the other is the word “bowl”, the child picks them up and keeps them.

2. Display a poster of the sentences with missing words from the story Goldilocks. Put the children into groups. Give each group an identical set of ten word cards. Read out the sentences, including the words which are missing. Someone from each group runs up to put the missing word on the poster (Wright, 1995, p.105-109).
Topic: Folktales

25) The Dog and the Meat

http://www.acs.ucalgary.ca/~dkbrown/storfolk.html

This story is from a tale by Aesop.

Focused skills: Listening

Key Expressions: Past tense verbs, sequence connectors like first, second, next

Activity: 1. Picture-sorting listening activity: Draw five to seven pictures based on the story. Give out copies of the pictures. Have students predict what the story will be about and what order the pictures should go in. 2. Creating the story: Either individually or in groups, give out the pictures without telling the story or indicating correct order. Have students create stories to go with the pictures, and write them. Then have them share their stories.

26) I Saw You in the Bathtub and Other Folk Rhymes

Alvin Schwartz, Harper Collins, 1989

Focused skills: Pronunciation, reading

Key Expressions: I saw you in a tree, you had better take it out

Activity: 1. Tongue twister: Select key sentences from the story which are suitable for a tongue twister. All the students repeat the key sentences after the teacher. Chorusing helps the children to learn and pronounce key vocabulary without making individual students speak in front of the whole class. 2. Recording: Students record their voices reading the story. After listening to themselves, they read it again.
Topic: Rhyme

27) Green Eggs and Ham

Dr. Seuss, Random House, 1960

Focused skills: Pronunciation, reading

Key Expressions: I like, I don’t like, I would like, I would not like

Activity: 1. **Read aloud**: It is good to select books based on comprehensible input. Every student reads this story out aloud. 2. **Reading race**: Students are divided into girls and boys. Girls and boys read one page in turn. These activities are good for pronunciation and confidence in speaking out.

28) Mother Goose

Aurelius Battaglia, Random House

Focused skills: Pronunciation, vocabulary

Key Expressions: She went to the cupboard to fetch her poor dog a bone. (infinite, past tense verbs)

Activity: 1. **Song**: ‘pat-a–cake, pat-a–cake, baker man’ is well known to Korean students. Listen to the song, seeing the words on screen and repeat several times. The boys start the first line earlier and then girls start a line later than the boys. 2. **Chorusing**: Select key sentences from the story which are suitable for speaking aloud. Students repeat the key sentences after teacher. Chorusing helps the children to learn and pronounce key vocabulary without making individual students speak in front of the whole class (Wright, 1995, p.39).

29) Hooked on Phonics: Learn to read

HOP, LCC, 2005
Focused skills: Pronunciation, Listening

Key Expressions: Vowels (a, e, i, o, u), vocabulary

Activity: Listening, repeating and distinguishing: Listen to the tape or CD repeatedly.

Prepare work sheets with many words including the various vowels (a,e,i,o,u). Give out the work sheets and have students circle word they hear.
Topic: History

30) Noah's Ark

Jerry Pinkney, SeaStar Books

Focused skills: Listening, vocabulary

Key Expression: They did not care for one another, the names of the animals

Activity: 1. True or false: At first, reorganize with easy words. Tell the story the children know already. Make some changes and ask the children to put up their hands to tell what is wrong. 2. Comprehension Questions: The students work in groups. Each group writes down five comprehension questions about the story. Divide the class into new groups so that each student is the only one from his/her original group. Each student takes turns to ask questions to the other students.

Method of categorization of storybooks

Thirty storybooks categorized by a variety of topics were introduced in the materials section. In choosing books for the purpose of teaching language to early learners, it is necessary to consider the various categories. Even a small collection can be a well-balanced one. The storybooks introduced were divided into categories such as body, number, color, animals, imagination, adventure, humanity, events, folktale, rhyme, history and humor and nonsense which are the topics children prefer. A variety of topics can increase students' interests, enlarge and enrich their language register and provide valuable information and knowledge related to the topic.

For instance, counting books are used to present mathematical concepts. Number books help students understand the concept of plural, addition, and subtraction naturally by
using animals they like. Animal stories preferred by young children present animals as more human than animal. Personalized animals work, play, laugh cry, and make foolish mistakes. Children feel empathy indirectly which is the process of putting yourself into someone else’s shoes. "Transaction is the process of reaching out beyond the self to others and language is a major tool used to accomplish that process" (Brown, 2001, p.152). Animals are accessible topic that children can assimilate without the usual anxiety and inhibition that students show in learning foreign language. Rhythmic books like Mother Goose have strong appeal to children. These books can be used in supplementing the biggest weakness for second language learners, that is, pronunciation, by singing songs, chanting and tongue twister. The books classified into imagination stimulate students to develop creative thoughts and to create context and meaning. In addition, the family books help students to understand wholesome relationships between a child and other people. Adventure and history, which boys prefer, arouse curiosity and challenge readers, allowing themselves to take risks without feeling embarrassed. Language teachers constantly have to try to broaden the topics so that students can increase their interests through indirect experiences. Care was taken to include books without bias such as gender, religion or ethnicity.
Chapter 6 PORTFOLIO DESIGN

General considerations

According to Goodman (1986), "Language becomes the medium of thought and of learning. Cognitive development has three phases: perceiving, in which the child attends to particular aspects of experience; ideating, in which the child reflects on the experience; and presenting, in which the knowledge is expressed in some way. In this sense, it is not until an idea has been presented that learning is complete" (p. 16). Language is the most common form of expression, it is important for people to have opportunities to express what they know and to share it through language. The first purpose to learn language is to communicate with other people. The most effective way to learn language is by using it for communicative purposes (Cook, 2001, p. 215). Language teachers should maximize opportunities for students to speak in the classroom. They need to encourage students to express their thoughts, to interact with other students, to negotiate meaning and to extend conversational exchanges (Brown, 2001).

Korean students are afraid of expressing their thoughts in English even though they have studied English for a long time. It is necessary to have many chances to express something in English. Through practice, affective filters that interfere with Korean students' learning the most could be lowered. Therefore the organizing principle of this portfolio is CLT which focuses on fluency rather than accuracy and on learner-centered instruction. The integrated approach based on this theory is that receptive and productive skills are two sides of a coin and shouldn’t be taught separately as in the past.
Over 30 activities based on CLT and integrated skills approaches are included with the storybooks in the material section. When teachers apply those activities to a real classroom setting, they need to consider the following aspects.

According to Ausubel’s meaningful learning theory, “Meaningful learning will lead toward better long-term retention than rote learning.” (Anderson & Ausubel, 1965, p.8). In order to do meaningful learning, teachers should appeal to students’ interests and academic goals. Whenever a new topic or concept is introduced, teachers should attempt to connect it with students’ existing knowledge and background so that it becomes associated with something they already know (Brown, 2000). In order to avoid rote learning which is contrary to meaningful learning, teachers should not focus on too much grammar, too abstract principles, too much drilling and memorization or activities that don’t accomplish the goals.

In the “I can do it” principle, “learners’ belief that they are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. Language teachers have to give assurance to students and lead sequence techniques from easier to more difficult” (Brown, 2000, p. 63). Teachers should try to encourage students by rewarding them with compliments and supporting actions.

Teachers also create an atmosphere in the classroom that encourages students to try out language and provide reasonable challenges using techniques that do not make them too hard or too easy.

Considering Korean EFL settings where much higher skilled students lead the class, while unskilled students are excluded or are led to monotony, and where students are simply responding to a question in teacher-student interaction, pair and small group work would
provide opportunities for practice in negotiation of meaning. Shared classroom activities can help students to overcome the difficulties of literature in a foreign language, to maximize students’ talk time and to give new insights to them and enough confidence to stimulate further learning.
Chapter 6 Pedagogical application

Sample Lesson plans

The Mixed-Up Chameleon by Eric Carle, 1975, Harper Trophy

Date: July, 22
Time: 50 minutes
Level: High beginners
Age: Third graders in the elementary school, EFL setting.
The number of students: 34
Type of class: Integrated (Vocabulary, Speaking, and Listening)
Primary Purpose for Learning Target language: To improve spoken language proficiency.
Syllabus Design used: Literature Approach using storybooks.
Goal: Students will produce vocabulary, and useful expressions used in story books.
Objectives: By the end of the lesson, Ss will be able to produce the names of animals and adjectives and use the sentence like “I wish I could ______.”

<table>
<thead>
<tr>
<th>T-teacher</th>
<th>S-student</th>
<th>SS-students</th>
<th>C-class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity/Technique</strong></td>
<td><strong>Interaction</strong></td>
<td><strong>Time</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>T→C</td>
<td>10min</td>
<td></td>
</tr>
<tr>
<td>Introduce the title of the story to Ss.</td>
<td>S,S,S</td>
<td></td>
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<tr>
<td>Show the illustrations of each animal, and tell their characteristics using adjectives, and verbs.</td>
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<tr>
<td>2. Group work</td>
<td>SS→SS</td>
<td>5min</td>
<td></td>
</tr>
<tr>
<td>Ss get into the group of four.</td>
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<tr>
<td>Ss match adjective cards with antonym cards.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(Pelmanism described in activity section)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Telling the story</td>
<td>T→C</td>
<td>15min</td>
<td></td>
</tr>
<tr>
<td>T tells the story showing the picture.</td>
<td>SS→SS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T has Ss produce “I wish I could ______” when T</td>
<td></td>
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</tr>
</tbody>
</table>
says “when the chameleon sees _______”
Ss set up the situation to be able to use this expression in their minds, and ask/answer one another in groups of four such as “What do you want to have _____? I want to have a pet but my mom didn’t allow me to keep a pet. I wish I could keep a pet.”

<table>
<thead>
<tr>
<th>4. Guess the end of the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher gives hint to Ss to be able to guess the end of the story. Ss will apply the expression they’ve learned to the end of the story.</td>
</tr>
<tr>
<td>T→C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Show and tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>T has Ss draw the imaginary animal they like. Ss show the animal they draw and tell the whole class the reason why they want to be that animal.</td>
</tr>
<tr>
<td>SS→C</td>
</tr>
</tbody>
</table>

**Bear On a Bike**, Stella Blackstone, 1998, Barefoot Books

Date: July, 22
Time: 50 minutes
Level: High beginners
Age: Third graders in the elementary school, EFL setting.
The number of students: 34
Type of class: Integrated (Vocabulary, Speaking, and Listening)
Primary Purpose for Learning Target language: To improve spoken language proficiency.
Syllabus Design used: Literature Approach using storybooks.
Goal: Students will know, what are in those places and useful expressions used in storybooks.
Objectives: By the end of the lesson, Ss will be able to produce the names of transportation and what they see and do in the places described in the storybook.
<table>
<thead>
<tr>
<th>Activity/Technique</th>
<th>Interaction</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce many vehicles with pictures by asking what these are and where we can go with these vehicles. Ss divide into groups, discuss what they can see and do in the place allotted to each group, write them down on the big paper, tape these papers on the board and discuss.</td>
<td>T→C  SS→SS</td>
<td>10min</td>
</tr>
<tr>
<td>2. Where are you going? Ss mingle, ask where they are going and why they are going there, and what they are doing there, referring to the information on the board.</td>
<td>SS→SS</td>
<td>10min</td>
</tr>
<tr>
<td>3. Telling the story When T reads the story, T has Ss guess where bear is going and elicits Ss to say what they see in the pictures.</td>
<td>T→C</td>
<td>10min</td>
</tr>
<tr>
<td>4. Story flowchart Show the children how to make a flowchart of the story they have been listening to. Ss make story flowchart according to sequences of the story on the paper in groups.</td>
<td>T→C</td>
<td>10min</td>
</tr>
<tr>
<td>5. Show and tell Ss show their flowcharts they make and tell in front of the whole class such as “Bear is on the bike, he is going to the market and people sell and buy oranges, apples and bananas.”</td>
<td>SS→C</td>
<td>10min</td>
</tr>
</tbody>
</table>

**Piloting of materials and result**

In order to evaluate the effectiveness of these materials in an EFL setting, a first survey will be conducted for graduates in LTS who have had experiences in second language teaching. The questions on the survey will be on their preferences for these materials such as
if these materials fit into high beginner, what are the strengths and weaknesses of the materials and activities and possible constraints in applying the materials in the teaching field. Next, in order to pilot these materials and activities, my future students, who are high beginners, will be recruited. They will read ten materials each, tell how much they understand and rank their interests for these materials from strongly favorable to strongly unfavorable. Two sample lesson plans will be tested with subjects in order to identify how effective they are, how the children respond and what are unexpected problems. The information obtained from piloting will be reported as the results in the appendices section.
Chapter 7 Conclusion

*Self Evaluation*

The content and format required for a materials portfolio are as following: Introduction, Literature Review, Process, Conclusion, Reference and Appendices. For practicality and usefulness of materials, the target population and educational context and constraints were analyzed. Four instruments were used to get information on how to adapt materials and to develop activities. Materials were selected carefully based on criteria developed for this purpose. Activities included focus on integrated and CLT approaches, the core of second language teaching. Even though piloting is delayed owing to physical limitations, it will be necessary to analyze the activities item by item in order to increase the quality of the materials. Each topic has small number of items. It will be helpful to add different levels within the same topic.

*Reflection*

It has been almost five months from the time the terminal project was proposed to completion of it. First I had some trouble in deciding what I would research about and how I had to proceed. One classmate advised me to decide on which field I was really interested in. When looking back at my experiences, the most pleasure I have felt in learning a foreign language seemed to be the joy of expressing something in that target language and the joy of reading literature in that target language. Considering the fact that Korean students are struggling with pressure from exams rather than enjoying the pleasure of learning foreign language, the materials portfolio about storybooks was chosen in order to introduce enjoyable
materials to my future students. Four instruments were created in order to get the information needed to collect good materials and to find effective ways to use them in the language classroom. Interviews with English teachers helped me know the problems they were feeling in the teaching field. Compared to the interviews, the survey provided limited information and should have been supplemented with specific questions. Through observations of the ELL class and story time, I could see how storybooks were utilized in the ESL setting. Before using these instruments, preliminary preparation and successive observations should have been done thoroughly in order to get precise and reliable information. Information obtained through the four instruments is helpful because the four instruments were practical, not hypothetical.

As for the literature review, new theory was necessary to be considered, to compare with to existing ones and to suggest some problems because application without theory wouldn’t be reliable. Whole language, the natural, communicative language teaching and integrated approaches, which are established second language learning/teaching theories, were applied to the use of storybooks. When starting to collect storybooks, I intended to collect many more storybooks. But due to the limitations of time and finances, the number of storybooks had to be decreased. I feel something is lacking in that newer publications were not included. However, additional collecting, which is an advantage of materials portfolio, will continue to increase the collection to include more levels. Materials will constantly be updated for my future students.

When developing activities, I tried to introduce new activities Korean students have not done in the language classroom, because English is taught without activities in Korea. As I learned in the curriculum design class, pre-activity, during-activity and post-activity should
be included in designing activities. So, these activities were applied in two sample lesson plans for pedagogical application. I feel the necessity to create and add the useful expressions required for doing each activity. Many Korean English teachers do not know the expressions required to do these activities and usually give up leading the class in the more interactive and active method. Hopefully good materials and effective teaching methods to apply in the real classroom will be developed with teachers’ concerns and enthusiasm.
References


APPENDICES

APPENDIX A: Questionnaires for Korean teachers

*Please read and answer the following questions thoughtfully. You can answer them in either Korean or English, whichever feels more comfortable.

1. Which level do you think students belong to? For instance, beginner, high beginner, low intermediate, intermediate, advanced, high advanced.
2. What textbook have you used for teaching English at school?
3. What is the content of the textbook you’ve taught?
4. Which strengths and weakness do you think the materials used at school have?
5. What approaches have you been applying in teaching English with textbook?
   For instance, Grammar Translation method, CTL, and so on.
6. Could you have any chance to use supplementary books? What kinds of supplementary material do you think students need?
7. Do you take part in designing curriculum or use ready-made curriculum?
8. Have you taught English using story books as supplementary materials? If so, write the titles of the story books you’ve taught so far. If you didn’t, what do you think of using story books as supplementary materials?
9. What kinds of the topics do you think students would be interested in?
10. What technique do you think would be most effective for teaching English using story books?
11. What are resources you can use in teaching English?
   For instance, VCR, OHP, Computer, and so on.
12. How many hours per week have students learned English in elementary school?
13. What do you think the constraints are in education system?
14. What do you think students’ parents’ expectations are?
APPENDIX B: Survey for ELL teachers
Teacher #1

1. How many years have you taught English?
   I’ve taught English for about 3 years.

2. Do you have any experience teaching with story books in ELL classroom?
   I use a variety of books. Most of the books are presently used in the students’ regular classroom.

3. When you collect or choose the story books, which aspect do you consider?
   I try to use stories that are interesting to the students and me.

4. Which technique do you use in teaching English with story books?
   Whenever possible I review basic vocabulary. I also have the students preread by flipping through the story, asking and forming questions, and pointing out any highlighted subheadings. During reading I try to explain and to check the students’ comprehension by asking questions. After reading I review by summarizing and asking questions.

5. When you teach English using story books, how do you apply them to 4 skills and sub-skills?
   Since the majority of the students I work with are only familiar with the English alphabet, I model most of the writing. I find that even when the students copy sentences or paragraphs they quickly become familiar with the story and vocabulary.

6. As I know, there are some Korean students in ELL class. What are the strengths and weaknesses of Korean students in learning second language?
   The Korean students have many strengths. They have great family support, resources from books to tutors, very good habits (copying and writing quickly and neatly), very attentive to details, good listening habits and most of all positive and motivated attitudes. The
students have very few weaknesses. I do notice some of the fourth and fifth grade students have higher frustration levels. Also the competitive nature at this level causes some to give up too soon. Overall I am amazed at the students’ progress and ability to learn a language so quickly.

APPENDIX B: Survey for ELL teachers
Teacher #2

1. How many years have you taught English?
   I’ve taught English for 20 years

2. Do you have any experience teaching with story books in ELL classroom?
   I’ve used children’s books appropriate for the academic level.

3. When you collect or choose the story books, which aspect do you consider?
   I consider the subject matter we are learning.

4. Which technique do you use in teaching English with story books?
   Fluency, expressions, vocabulary, discuss plot, setting and characters, and retell.

5. When you teach English using story books, how do you apply them to 4 skills and sub-skills?

6. As I know, there are some Korean students in ELL class. What are the strengths and weaknesses of Korean students in learning second language?
   The strengths are giving the students the experiences of another culture and their uses of their language. The only weakness that comes to mind right now is that some students get mixed up with the different languages and the vocabulary means.
APPENDIX C: List of storybooks recommended by storytellers and parents

<table>
<thead>
<tr>
<th>No.</th>
<th>Book Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alphabet book</td>
<td>Robert Crowther</td>
</tr>
<tr>
<td>2</td>
<td>Good Night Moon</td>
<td>Margaret Wise Brown</td>
</tr>
<tr>
<td>3</td>
<td>Bear about Town</td>
<td>Stella Blackstone</td>
</tr>
<tr>
<td>4</td>
<td>Is it Sunny Today</td>
<td>Maureen Roffey</td>
</tr>
<tr>
<td>5</td>
<td>Jesse Bear What will you wear</td>
<td>Nancy White Carstrom</td>
</tr>
<tr>
<td>6</td>
<td>Bear on the Bike</td>
<td>Stella Blackstone</td>
</tr>
<tr>
<td>7</td>
<td>There were Ten in the Bed</td>
<td>Pam Adams</td>
</tr>
<tr>
<td>8</td>
<td>One Moose, Twenty Mice</td>
<td>Clare Bearton</td>
</tr>
<tr>
<td>9</td>
<td>Rooster off to see the World</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>10</td>
<td>From Head to Toe</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>11</td>
<td>The Secret Birthday Message</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>12</td>
<td>Little Cloud</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>13</td>
<td>The very Quiet Cricchet</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>14</td>
<td>The very Lonely Firefly</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>15</td>
<td>The Very Hungry Catrpillar</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>16</td>
<td>Papa Please Get the Moon for me</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>17</td>
<td>The mixed-up Chameleon</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>18</td>
<td>Slowly, Slowly, Slowly Said the Sloth</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>19</td>
<td>Spring is here</td>
<td>Pam Jane</td>
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<td>20</td>
<td>Big Red Barn</td>
<td>Mar Brown</td>
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<td>21</td>
<td>Little Mouse, the Red Ripe</td>
<td>Don Wood</td>
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<td>22</td>
<td>Strawberry and the Big Hungry Bear</td>
<td>Don Wood</td>
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<td>23</td>
<td>Farmer Duck</td>
<td>Martin Waddell</td>
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<td>24</td>
<td>More, More, More, Said the baby</td>
<td>Vera, B William</td>
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<td>25</td>
<td>Runaway Bunny</td>
<td>Martin Wise Brown</td>
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<td>26</td>
<td>Guess How Much I Love</td>
<td>Sam Mcbratney</td>
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<tr>
<td>27</td>
<td>Owl Babies</td>
<td>Martin Waddell</td>
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<tr>
<td>28</td>
<td>Noah's Ark</td>
<td>Lucy Cousins</td>
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<td>29</td>
<td>Lion in the Night</td>
<td>Panela Allen</td>
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<td>30</td>
<td>.....Along come</td>
<td>Gus Clarke</td>
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<tr>
<td>No.</td>
<td>Book Title</td>
<td>Author</td>
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<td>31</td>
<td>Be Gentle</td>
<td>Virginia Miller</td>
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<td>32</td>
<td>Bear about Town</td>
<td>Stella Blackstone</td>
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<td>33</td>
<td>Bertie and the Bear</td>
<td>Pamela Allen</td>
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<td>34</td>
<td>Can You Keep a Secret</td>
<td>Pamela Allen</td>
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<td>DinnerTime</td>
<td>Ann Weld</td>
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<td>36</td>
<td>Eat Your Dinner</td>
<td>Virginia Miller</td>
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<td>37</td>
<td>Finding Jack</td>
<td>Ann James</td>
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<td>38</td>
<td>Five Little Fiends</td>
<td>Sarah Dyer</td>
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<td>39</td>
<td>Get into Bed</td>
<td>Virginia Miller</td>
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<td>Here Are My Hands</td>
<td>Bill Martin</td>
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<td>41</td>
<td>I wish I had a Pirate Suit</td>
<td>Pamela Allen</td>
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<td>Inside Mary Elizabeth's House</td>
<td>Pamela Allen</td>
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<td>43</td>
<td>It Looked like Spilt Milk</td>
<td>Charlie G. Shaw</td>
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<td>The Pig in the Pond</td>
<td>Martin Waddell</td>
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<td>We're going on a Bear Hunt</td>
<td>Micheal Rosen</td>
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<td>When I was Fire</td>
<td>Arthur Howard</td>
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<td>Who is the Beast</td>
<td>Keith Baker</td>
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<td>Dark, Dark Tale</td>
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<td>Jamberry</td>
<td>Bruce Degen</td>
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<td>Let's Go Visiting</td>
<td>Sue Williams</td>
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<td>Night Monkey Day Monkey</td>
<td>Julia Donaldson</td>
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<td>On your Potty</td>
<td>Virginia Miller</td>
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<td>Polar Bear, Polar Bear, What do You Hear</td>
<td>Bill Martin Jr</td>
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<td>55</td>
<td>Quick as a Cricket</td>
<td>Don Wood</td>
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<td>56</td>
<td>My Dad</td>
<td>Anthony Browne</td>
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<td>Down in the Woods at Sleepy</td>
<td>Carole Lexa Schaefer</td>
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<td>Merry Christmas, Big Hungry Bear</td>
<td>Don and Andrey Wood</td>
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