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EXPLORING ALTERNATIVE METHODS FOR TEACHING ENGLISH AS A
SECOND LANGUAGE IN KOREA

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies

by
Songhui Faulk

June 1999

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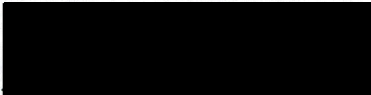
San Bernardino

by

Songhui Faulk


June 1999

Approved by:



Esteban Diaz, First Reader

6/9/99
Date



Thom Gehring, Second Reader

ABSTRACT

The purpose of this project is to explore alternative methods for teaching English as a second language (ESL) to Korean students. It will review current ESL methods used world wide, critique methods currently used in Korean ESL instruction and make recommendations that will lead to improvement of current Korean methods.

ACKNOWLEDGMENTS

I dedicate this project to the professors at California State University, San Bernardino. I would also like to thank them for all their help and support in the completion of this project. I am in debt to Dr. Esteban Diaz, for his patience, support, guidance and for sharing his wealth of knowledge with me. I would also like to thank Dr. Kathy Reilly and Dr. Thom Gehring for their enormous support and encouragement, time, and understanding throughout the completion of this project.

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I would like to thank my son David Allen Faulk who helped me throughout hard times even though he couldn't celebrate his birthday on April 6 this year. I also want to thank my daughters Sam and Crystal for their patience. Finally, I give thanks to my husband Charlie whose patience and support has provided this family with guidance and love to endure even during times of hardship and separation. I couldn't complete this project without the help of all of the people above; God bless you all .

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CHAPTER ONE: INTRODUCTION

Background

South Korea's language is the second oldest language on earth. However, South Koreans realize that the English language is rapidly becoming the universal language. In order to achieve a social status in economics, politics, politician and various other fields, one must be fluent in English. The world market values people who can communicate in English. English is no longer a choice but rather a requirement for the Korean people.

A large majority of those who speak English in Asian countries have developed grammar skills before developing their speech skills. To Americans and most linguists, this sequence should be reversed. Koreans also believe this process needs to be reversed. Although Koreans spend more than four years in various English courses, speaking fluency still remains a concern amongst the students and graduates. Speech is not taught early enough to develop a strong foundation for future learning. As a consequence, Koreans lack confidence when trying to communicate in English. Once an individual has experienced the public embarrassment of "English" conversation they tend to shy away from trying to further develop their communications skills in English.

The Social Context in South Korea

South Korea has one of the highest percentage of college graduates, more so than any other country in the world. This education level combined with English as their second "mandatory" language, places South Korea in a position to be a future world leader in economics, education, and technology.

South Korea is the only Asian country besides Japan to produce and export automobiles. South Korea has the second largest producing steel mill in the known world. It also produces and exports high quality computer monitors, computers, televisions and other electronic items. Squid, seaweed, rice, ginseng, apples, plants and herbs for medicinal purposes and persimmons are exported as well.

In light of this extensive world- wide trade, Koreans see English as a tool that allow Koreans the ability to communicate within the world market and maintain an active status within international trade. Change is constant. In that respect South Korea must continue to grow if it is to be an economic leader in world economics. This means that it must continue to improve its methods for teaching English as a second language.

ESL Education in South Korea

Educational Institutions

Within the past few years, Korean elementary schools have incorporated English as a required subject. Junior High and High Schools have required English dating back to the end of the Korean War. However, the most commonly used method, Grammar Translation, produces student who are very familiar with the rules of English grammar but who have very little, if any, speaking ability in English.

Private schools follow the same curriculum as public schools. The only difference is in the accredited versus non-accredited institutions. The accredited schools are held to a higher degree of instructional quality while the non-accredited sell a fixed product for profit. Private English tutors are common but they are only as good as their experience.

Americans living abroad, who do not speak Korean, offer little in the way of assistance. Two people cannot communicate if both speak different languages. In such a situation American tutors can only hope to help with word pronunciation.

ESL Instructors in South Korea

ESL Instructors are limited in their capacity due to the curriculum and methodology of teaching. The curriculum requires a focus on written skills with an emphasis on grammar. Grammar books have flooded the market allowing many students to study on their own. Nevertheless, no matter the approach, speech does not receive the attention at an early stage as required for the development of full English fluency.

Teachers have little time to focus on speech due to the mandated curriculum and their own lack of speech skills.

The current methodology seems to lend itself to a comfort zone based on what has been used historically, rather than what has to be taught. At present instructors do not have the resources or skills to revise a whole course within the school system. Therefore instructors continue to have students memorize rather than apply English to their life. Methodology will continue to cripple the instruction process of English language learning if there are no changes forthcoming.

Anticipated Problems

Changing the current process of ESL instruction will be a monumental task. The state-mandated curriculum must be revised. The Elementary and High School students curriculum must shift its focus to listening and speaking skills. Grammar must be introduced in senior high and developed in college after students have developed listening

and speaking skills. This change will be the most important and yet it will be the hardest. This change will require a universal re-writing of curriculum in almost every education institution in South Korea. This would only be a first step, to keep up with the rest of the world. The schools must also build computer networks, and computer labs to support student learning. This would provide after hours instruction or remediation without taking classroom time.

The critical element will be the recruitment and maintenance of qualified instructors. They will be the key to changing the current program and instituting the new methods.

Conclusion

The past and present history of the instruction of English within the educational institutions in South Korea must be changed. An alternative approach for teaching English as a Second Language must be institutionalized and the old programs must be done away with if Koreans are to acquire full English fluency. It is expected that these changes will allow the business women and men of Korea to face the challenges in the world economy. This thesis will analyze what it might take to bring about these needed changes.

CHAPTER TWO: THE MOST COMMON METHODS CURRENTLY USED WORLDWIDE TO TEACH ESL

Introduction to Methods of Instruction for Teaching English as a Second Language

Bowen, Madsen & Hilferty (1985) state that the history of language teaching is long and notable. There are hundreds of years of experience from which present day teachers can draw upon for reference. This reference material benefits the teaching aspects of language learning as well as language learning itself.

As Diaz-Rico & Weed (1995) note, instructing students in a second language has a long and distinguished history. Scholars in the universities and preparatory schools of Medieval and Renaissance Europe routinely learned Greek and Latin; in seventeenth- and eighteenth-century Europe, use of the vernacular became more acceptable as a medium of instruction, yet French was widely taught because it was the language of Western intellectual exchange (p.83).

Finocchiaro (1989) states that many theories and methods favored at the turn of the century are still in use in classes today in many parts of the world. Moreover, and this is another truth about language teaching and learning, few theories and methods practiced in the past have disappeared completely. We improve them, discard the nonproductive features in them, but much remains, which is then integrated into a succeeding approach (p.6).

This chapter will review some methods currently in use worldwide to teach English as a Second language. The methods reviewed will be: Grammar-Translation Method, Direct Method, Basic English, Reading Method, Audio-Lingual Method, Immersion

Method, Joke Telling, Listening Comprehension and Communication Activities, and English as a Second Language Writing and the Cognitive Academic Language Learning Approach. The review will discuss how the method is implemented, who developed it, and what the results of the use of this method.

The Grammar-Translation Method

According to Lado (1988) the primary objective of Grammar-Translation (G-T), is to read texts in a foreign language by translating them into the native language. “The basic assumption is that the student cannot understand the foreign language directly and must first translate it. Direct understanding through the foreign language is not an objective and is not attempted.” In this method vocabulary lists were a familiar part of lessons that followed the Grammar-Translation approach. Students use dictionaries to translate vocabulary items back and forth (Bowen, Madsen & Hilferty, 1985).

Some trace the antecedents of Grammar-Translation methodology to ancient times, citing advanced translation exercises by Roman poets in the second and third centuries B.C., experimental instruction in third century A.D., and works such as Aelfric’s Latin Grammar about A.D. 1000, in which the author indicated his text would provide an introduction to English grammar as well as to Latin (Bowen, Madsen & Hilferty, 1985). There is also a likely Medieval connection according to Diaz-Rico and Weed (1995), “The prevailing medieval European philosophy of instruction was derived from the belief that man was a sinful creature; young scholars had to be severely disciplined if they were to be saved from ignorance. Long hours bent over manuscripts completing word-by-word translations Latin or Greek texts was considered appropriate training that strengthened the

will” (pp.87-88). It is also believed that Grammar-Translation was derived from a “Perspective Grammar” approach. Using Latin Grammar as a model, English grammarians not only ignored the syntactic differences between Latin and English but also tried to force English to fit the Latin description. Moreover, in copying from the Latin, they limited themselves to using classical grammar to prescribe how language should be used (Diaz-Rico & Weed, 1995).

Grammar-Translation does not require the teacher to be fluent in the language that she is teaching. “Instruction was given in the students native language, with little use of the target language; therefore, the teacher did not need to speak the target language (Celce-Murica, 1991) cited in Diaz-Rico & Weed, (1995, p.88).

As Lado (1989) notes:

Another characteristic of the G-T approach is the translation of sentences into the foreign language. The objective of this activity is not to produce good translations or develop translation skills as practiced by professionals, but to learn grammar (p. 12). Translation from the native language to the foreign language is more difficult than translation into the native language for comprehension and is considered by proponents to be the most critical test of knowledge of the grammar (Lado, 1989; p.12).

Reflecting upon the opinions of these authors it is evident that they agree that grammar was achieved by translating texts from the target language to the native language. What seems to be controversial is the degree in which the translations were required to be accurate.

Another flaw in this method as defined by Lado (1989) “is that it does not encourage direct reading.” Lado (1989) states, “Translations keeps the learner entangled in intricacies that are difficult to express across languages instead of focused on the meaning of the sentences themselves. The approach does not encourage the shift to direct reading” (p.12). Grammar-Translations allowed little if any time for speaking fluency as defined by Diaz-Rico & Weed” (1995): “The emphasis on rules of grammar and perfect translation left little room to develop speaking proficiency” (p.88). However, used within the parameters of its functionality it can and still does today provide a method for teachers to teach ESL. As Lado (1988) suggests, “Although this approach is often awkward and non-motivating, many teachers continue to use it,--perhaps because translating from a preselected text gives the teacher and the learners a feeling of security that is absent in other approaches. Since speaking is not one of the objectives of G-T, the fault lies in using G-T for courses that aim at promoting speaking skills (p.12).” The major remaining vestige of this pedagogical legacy is the tendency for second language instructors to cling to grammatical structure as the hallmark of successful second language learning.

Translation of texts, particularly literature, still constitutes much of advanced second language instruction in secondary schools and universities (Diaz-Rico & Weed, 1995).

Bowen & Madsen & Hilferty (1985) also concur that the appeal of this method has a profound impact even to this very day:

Appeals of Grammar-translation included the cognitive, systematic use of grammar rules as a basis of instruction (not unlike the generative-transformational grammar appeal in the post-Audio-lingual era). The directness of translation and the

utilization of students' native-language proficiency were also appealing features.

And not to be overlooked was the esthetic argument: Language learning could be intimately entwined with some of the most beautiful and profound literature of the ages, thus avoiding the plastic and vapid contexts (decried by contemporary ESL experts such as Widdowson 1981, and Oller 1984) that plague us even in the late decades of the twentieth century (p.20).

The Grammar-Translation method by no means is a complete solution for teachers to instruct students in ESL. "Principal limitations were tedium, inefficiency of instruction, and limited results in terms of communication-notably, limited oral proficiency" (Bowen & Madsen & Hilferty, 1985, p.20). As noted by Diaz-Rico & Weed (1995) it also did not allow for speaking proficiency. Robert Lado (1989) also suggested that it failed because of its aim to facilitate reading yet it handicapped the reader due to the fact that it did not promote direct reading. The grammar-translation method does let you read text from a target language by translating it to the students native language.

The Direct Method

Direct strategies are those that require mental processing of English. These fall into three groups: memory strategies, cognitive strategies, and compensation strategies (Diaz-Rico & Weed, 1995, p.80). They describe the Direct Method in the following manner:

In the direct method, students are immersed in the target language through listening to discourse and responding to questions. Using short sentences, they eventually build up long sentence strings. This methodology, begun in the mid

nineteenth century, was based on the way children were perceived to learn their native language-through the direct association of words and phrases with words and actions (Omaggio, 1986). No translation is allowed in this method. Students are expected to understand meaning directly from the target language without using the native language (p.89). position

Finochario (1989) elaborated on this by noting that in this method, chunks of language are taught in the target language. "I loved it as a student of French because I had a superb teacher. However, learners, especially older ones, often find that the overwhelming preoccupation with pronunciation and intonation, the time often spent in getting a meaning across, and the tension caused by the exclusive use of the target language are frustrating to them (Finocchiaro, 1989, p.7)." 缺

According to Lado (1988) the Direct Method (DM), initially called the Reform Method, "represented a revolt against the grammar-translation method... It switched objectives from translation of texts for comprehension to dealing directly with the spoken language for communication. Its essential concept is that the learner should understand the language "directly"...through the mediation of the native language..."(p.13). 定義

Bowen, Madsen and Hilferty (1985) highlight the Direct Method by stating: Supporters of the Direct Method tended to favor instruction in modern foreign languages rather than in classical languages. While some judicious use of translation was approved (examinations sometimes included a translation section), most Direct Method teachers rejected translation as the cornerstone of language instruction. They tended to favor an incubation period of listening prior to

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teaching students how to speak...Speech, not writing was viewed as the basis of language...While some saw the value of occasional grammatical explanations, most vehemently rejected such practice (p. 24).

“In addition to its use in regular school curricula, the DM is used by commercial schools, such as Berlitz and Inlingua, that use spoken models articulated by native-speaking teachers...Reading and writing are not immediate objectives in such schools and grammar is radically avoided. Also excluded is phonetics...”(Lado, 1989, p.13). 特色

Basic English

“C. K. Ogden (1930) developed Basic English as a simplified form of the language for international communication that would minimize the vocabulary and grammar to be learned and could be used to rewrite scientific as well as literary works” (Lado, 1989, p.16).

Lado (1989) states that Basic English had a vocabulary of 850 words and sixteen grammar rules while Mary Finocchiaro (1989) suggests that there were 800 words and 16 verbs. This is a major limitation of this method. Lado notes (1989) that if some well known classics were made available in Basic English there would be some surprisingly idiomatic results. Finocchiaro (1989), for example noted that: “In basic English one is forced to render Churchill’s famous words ‘blood, sweat, and tears’ as ‘red water from the body, white water from the body, and white water from the eyes’. She continues, “I was forced to use basic English for two years in the New York City schools... The tasks students were asked to perform (e.g., Use these words to write a correct sentence: I/basket/with/go/the/to/park/a.) were time-wasting puzzles and did not lead to even the

suspicion of interaction or communication” (p.7).

The reduction of vocabulary and grammar, in order to facilitate Basic English requires the foreign student to be fluent in exactly the area where they are most likely to experience confusion and difficulty. As Lado notes: “The extraordinary reduction of vocabulary size, however, was achieved partly by combining multiple meaning verbs such as “get” with various multiple meaning participles such as “up”, “in”, “at”, “out”, and so on in two-word combinations which, for the foreign learner, are very difficult to understand or use appropriately (1989, p.16).” He goes on to state that although foreign students can be taught to speak Basic English, Americans never actually speak English in this manner.

That is probably why Basic English is not being taught today. Spoken Basic English sounds a great deal like that which Americans refer to as “Broken English.” Considering the situation in this context we can indeed see why the utility of this method remains in question for English language learners.

The Reading Method

In the late 1920s a commission headed by Algernon Coleman prepared a report by American and Canadian educators in which they stated that research and observations indicated that no one could learn to understand or use a spoken language in the limited time for language study given in schools. They recommended that reading skill be given emphases--both intensive and extensive reading--and that only the grammatical structures found in reading selections be presented, primarily to ensure recognition. Readers (instead of grammar texts) containing simplified and adapted or original stories were used. If the

books selected were interesting and at the appropriate reading level, many students derived a positive feeling of achievement from the reading method (Finocchiaro, 1989).

Reading provides the students with an opportunity to share experiences and practice the new language. Reading allows the students to come together and share not only their experiences of the past, but also allows them to share their educational experiences in the second language. It allows the students to share the new language and gain communication skills on a student to student basis.

Reading out loud allows the students to practice hearing the language, speaking the language, and it allows them new areas of learning the culture, history, and so on in the second language. In the process of reading, it also allows the students to follow a story and develop an understanding of the plot. This process allows the students to exercise oral communication skills and a understanding of how the language works. The understanding then develops confidence and encourages the reader to advance even if it means taking chances. The students read and from the reading topics for discussion emerge. These topics allow the readers to share experiences in connection to the material read. It provides a path by which oral conversation is provoked and understanding of the language and it's people can be understood. It allows the reader the capability to relate to the second language through personal experience and learning.

Michael "Rube" Redfield (1999) Introduced a new yet natural way of providing massive amounts of comprehensible input to learners of English as a Foreign Language (EFL). In his method learners watch popular contemporary movies in order to internalize the meanings presented in sounds and images. Then they read the accompanying eiga

shoshetsu (movie tie-in novels) in order to convert meaning into the target language. In the pilot program using eiga shoshetsu college learners made significant gains in listening, reading and vocabulary measures through reading the novels and seeing the movies.

Timothy Bell (1998) reports on an extensive reading program that was established at the British Council Language Center in Sanaa, Yemen. An elementary level class of government employees (age range 17-42) was exposed to a regimen of graded readers, which was integrated into normal classroom teaching. Students followed a class reader, had access to a class library of graded readers, and had classes in the British Council library, which gave them access to a collection of 2000 titles. This program was intended to: 1) provide comprehensible input, 2) enhance learners' general language competence, 3) increase the students' exposure to the language, 4) increase knowledge of vocabulary, 5) lead to improvement in writing, 6) motivate learners to read, 7) consolidate previously learned language, 8) help to build confidence with extended texts, 9) encourage the exploitation of textual redundancy, 10) facilitate the development of prediction skills (p.12).

The program requires that teachers be knowledgeable in the curriculum and its implementation. Materials must be available, although in this scenario any library of the second language will do. Research in other countries has suggested that extensive reading programs can be quite successful. Bell's (1998) conclusion states:

Tsang's (1996) study, carried out in Hong Kong secondary schools, provided further persuasive evidence of the effectiveness of extensive reading in fostering

learners' language development. He found that "the reading program was significantly more effective than the writing program" (1996:225). Extensive reading programs can provide very effective platforms for promoting reading improvement and development from elementary levels upwards. Although they do require a significant investment in time, energy and resources on the part of those charged with managing the materials, the benefits in terms of language and skills development for the participating learners far outweigh the modest sacrifices required. If such programs receive institutional support and can be integrated into the curriculum so that they become agreed school policy, as suggested in Davis (1995), they will likely be more readily and widely adopted, particularly in countries where material and financial resources are adequate (p.14).

Reading alone does not provide the one inclusive answer to teaching English as a second language. Nor does it suggest that grammar, speech or writing skills are not required. However it does suggest that fluency cannot be achieved without it. Reading allows the student to follow the story as it is being read and to discuss the plot along the way. This provides a strong connection between reading and developing oral communications skills. Reading is still an essential tool for the teacher to utilize in the instruction of a second language classroom.

The Audio-Lingual Method

The Audio Lingual Method (A-L) began during World War II with the realization that military personnel would be serving overseas without understanding or speaking any

foreign language. Intensive, total immersion language courses; Army Specialized Training Programs (ASTP) were launched to remedy the situation immediately” (Finocchiaro, 1989 ,p.8). The ASTP that the Army implemented was in actuality an Audio-Lingual Method.

“The central objective of the linguistic approach of the Army Specialized training Program (ASTP) was to impart a practical speaking knowledge of a foreign language in the shortest possible time... The basic principals of the ASTP were (1) ‘Language is speech, not writing,’ (2) ‘A language is a set of habits,’ (3) ‘Teach the language, not about the language,’ and (4) ‘Languages are different” (Lado, 1989, p.17).

ASTP was designed to teach large numbers of students how to speak the language and nothing more. It was not designed to teach reading as that was something different altogether. The main focus is to teach the student to speak fluently in the shortest possible time. Therefore reading and writing were not subjects of interest. The Audio-Lingual Method provided a perfect method for the military in that materials were relatively cheap, and did not require native speakers of the language to be present.

The process of eliminating grammar or phonetics was done by repetitive memorization. A student was required to learn by the process of memorization. This process allowed the student to bypass grammar and phonetics and allow him to simply speak. In that respect it models to some extent what native speakers do when learning their language. They do not necessarily concern themselves with or do they know the proper grammar or phonetics for there native language. This is not to say that they are ignorant but rather that they do not wrestle with these issues or even consider them when

they speak.

Although grammar was taught Lado (1989) explains that the spoken-language manuals explained the grammar of the spoken language along descriptive linguistic lines...(p.18). The grammar that was taught was only to allow the student to learn the spoken language. By doing this the written language with its grammar was locked out in the sense that it was not necessary in order to learn to speak.

Lado (1989) goes on to explain that the student was entering a new language and had to literally shed the habits of the native language as he states:

“The student of an entirely new language will have to throw off all his possessions about language, and start with a clean slate. The sounds, constructions, and meaning of different languages are not the same: to get an easy command of a foreign language one must learn to ignore the features of any and all other languages, especially of one’s own”(p.18).

Before one can achieve what Lado has stated, one must shed not only all prior knowledge but also ones way of thinking, and habits. A person must indeed start with a “clean slate” which would be an achievement in its own right.

Writing skills were not developed because not all languages had a written language and the time frame for developing skills would not be practical. Chinese and Arabic languages have many dialects but do not require a student to learn written language in order to speak it.

“In the audio-lingual approach, the structuralists and, consequently, textbook writers emphasized the formal properties of language (the oral and written forms of nouns,

verbs, etc.), which students had to learn in order to encode and decode speech whether or not they understood the meanings of the words or of the total message” (Finocchiaro, 1989 ,p.8).

Lado (1989) adds, The audio-lingual movement stands out as one of the greatest efforts to improve the teaching of foreign languages in the United States. It was an attempt to adapt the experience and success of the ASTP intensive language programs to school curricula (p.21).

One major drawback to A-L Program is a phenomena referred to as “Hot-Spots.” These “hot-spots” occur when a listener misunderstands what is transmitted. These misunderstandings are referred to as a “slip-of-the-ear” which can result from: misinterpretation, loss of interest, or any number of reasons. A survey as reported by Tatsuki (1998) cited from student logbooks capture one or more of the features that defines “slip-of-the-ear.” The conclusion states: The hot spots that were described in this article are mainly concerned with mis-perceptions at the linguistic level. When learners hear incorrectly or can not make sense of sounds, they panic and the result is a comprehension breakdown. The same kind of comprehension breakdown can occur when the learner sees unexpected behaviors or when the scene is so full of information that they have difficulty knowing what to focus on. Because many of these problematic spots can be predicted, it should be possible to prepare more effective study guides and supplementary materials (Tatsuki, 1998).

Although Tatsuka (1998) suggests that “many of these problematic spots can be predicted” it is however impossible to predict all “problematic spots.” The reason for this

is that the audience will change as time passes. Each audience will have and develop its own personality. It is important to note that this area is of concern and constant monitoring by the instructors will be the only effective countermeasure.

The Immersion Method

The immersion method is defined as being totally submerged in the second language. You must transmit and receive the second language only and the native language is totally disregarded. The immersion view as defined by Lado (1989) stipulates that it totally contradicts the bilingual view in that the native language is not spoken or learned only one language is learned. "In the immersion view, the learners are surrounded by the second language and must communicate through it to meet all their needs as if they were native speakers, which is not the case. It is assumed that the need to communicate accelerates learning and results in native like competence in a short time (p.31)."

Another view of immersion as defined by Yalden (1996) states: "The immersion approach to bilingual education had its beginnings in a Montreal (Canada) primary school in 1965. Very briefly put it consists of teaching regular school subjects through the medium of a second language, not as a goal in itself, but in pursuit of the goals inherent in the overall curriculum. Use of the mother tongue is phased in gradually...."(p.25).

There is no total immersion into the English language available in Korea, Vietnam, Japan, China and any number of countries where English speaking only communities do not exist. A high percentage of students are immersed only in the classroom and only during the English class. Outside activities are very limited and outside activities for English-speaking-only environments are almost non-existent. However, in Thailand the

English Language Center (ELC) has designed a unique Immersion program called Immersion 300.

Immersion 300 is a program designed to respond to the needs of today's English learning requirements. It is far different from other Immersion programs as the design is based on grade level and activities are more extensive. The Immersion 300 program tries to subject the student to total immersion but it leaves room for error as well.

Assumption University, the pioneering university in Thailand to promote English medium education over the past two and a half decades, in its attempt to respond to the pressing needs of the day, has established the English Language Center (ELC) to act as the basic language training, testing, program-experimentation and research center...The President of the university, taking cognizance of the new thrust of the government to introduce English at all levels starting from prathom 1, and the dire necessity of the new generation of learners living in an era of globalization, wants to facilitate the ELC to undertake any project that has direct bearing on the English language in the Thai context. (Elango, 1997, *The English Teacher*, vol.1, issue 1)

Immersion into a foreign language is a pretty hard road to travel but to subject university staff and students to a "program-experimentation and research center" is by far the roughest road to travel. However that is not to say the benefits are out of reach. If in fact the programs advance considering the pros and cons of the previous programs, rewards could be very swift indeed. If the pros and cons are considered but not duly acted upon, than rewards will be slow and frustration will mount in the teachers and students

alike.

Immersion 300 requires teachers who are fluent in English, the native language, and have a college degree in Teaching English as a Second language. The staff is also comprised of teachers who have taught in other countries and have experience at implementing new methods. The teachers who have more experience instruct the other teachers and at times help to guide them as well.

In this process of development teachers require the flexibility and support of the local authority to exercise the programs as they deem necessary. This “flexibility” will educate the teachers on what does or does not work in a given situation with a given student as applied by a given method. This will cause very valuable information to be gained and large steps will be taken in stride to achieving their necessary goals.

Another vital feature of this Immersion 300 as noted by Elango (1997), is its emphasis on fluency over accuracy. The thrust of the teachers is to get their speech flow rather than error-free production. The timidity and the unwillingness of the learners gradually melt away as they understand that fallibility is a natural growth process. They learn to laugh at their own mistakes. When at a point of linguistic crisis, they resort to the help of their peers and teachers. The resultant learning stays with them forever .

In the situation of disregard for accuracy over fluency it would seem that early on this program is willing to build on errors rather than on correctness of a language. A positive learning environment and teaching English in a positive manner with a positive method will help the students to lose their fear of “failure.” It will show them that making mistakes is a common virtue of every student.

Immersion 300 also attempts to reduce the gap between the real world and the classroom, the teacher's monopoly of teaching-learning activities and the undue importance attached only to the classroom learning. As Elango (1997) notes:

Teachers and learners physically move out of the classroom. And to enhance the learner's sociability, to take responsibility for their own learning and to participate in a two-way communicative process, learners with their teachers visit authentic communicative places such as libraries, museums, art galleries, trade centers, cinema halls, beaches and cafeterias. Learners claim, they are able to feel at home and be more involved and committed to the interactions among themselves.

English language as a means of communication begins to be realistic. Learners take the initiative of communicating the knowledge they possess of their familiar situations to relatively unfamiliar peers and teachers. The success of the Immersion 300 program is attributed to the free uncensored exchange of ideas among the learners and teachers which builds up a teacher-friendly and learner-friendly atmosphere in all possible contexts (p.3).

Time consuming, yes. Effective, more so than any technique that could be applied for real world usage of a foreign language. A person not only learns the language but they gain experience by the interaction with others. This interaction builds confidence, applies real-world experience and makes learning fun and exciting. The students learn to explore their own world with a new language and the community takes on new life. This is by far a very positive and meaningful approach within this program. Elango (1997) elaborates on how Immersion 300 teachers balance the classes in reference to subject and time:

In any given class hour, the teachers manage their time in such a way that they give equal stress to all the four skills (grammar, reading, writing, speech) of the language. Hence, the learners are not cloyed with any one particular skill. Many psychologists point out that the learners' listening ability is at its peak for about 20 minutes only. So teachers get them to listen to their lectures for the first twenty minutes of the class and the rest of the class time the students read, either aloud or silently, write, either individually or collectively, and speak, either to small groups or to the entire class. The multi-activities keep them alert all the time in class (p.5).

Students attention spans can indeed be short. In a classroom environment it can be real short. A psychological approach of mixing all four aspects of the language into one class will surely assist the teachers in maintaining the students attention. It will also assist in relating one subject to the other and will avoid separation within the students study of English. This will allow the students to improve their writing skills by reading and improve their conversation skills by listening. This is another very positive aspect of this program.

Although this program has many positive aspects the teachers themselves encountered a new task. This task involved a change required in the students in order for them to “open-up” to receive instruction as this new program offered it. Elango (1997) suggests:

The uphill task, however, encountered by the teachers is de-programming the learners as they were put through a decade or so of English grammar. They were

convinced to believe that knowing English is knowing its grammar. The native speaking teachers down play the grammar-based language teaching approach. Grammar, they say, impedes language learning; hence, it has no place in the initial stages. Will the schools wake up at least now to give minimal importance to grammar teaching? If the teachers make any correction of learners' errors it is only the lexical and word order errors, as these error tend to obstruct communication. They never correct grammatical errors which do not affect the meaning. Bias towards grammar teaching is totally eradicated (p.2).

The task at hand is not to forget about grammar but rather to focus on grammar in its respective place.

English as a Second Language: Joke-Telling

Telling jokes to convey humor, anger, or just to share an emotion dates back to the beginning of time. Although different cultures relate to jokes in a different aspect all cultures express themselves in one form or another by telling jokes. Jokes also allow an avenue by which relationship can start, exist or end. The manner of the joke and the surrounding human factors help to determine the intent. However it is the teller of the joke upon whom the burden of responsibility falls. This type of instruction is very valuable in helping to relay cultural differences and hidden meanings to students. In Canada and France, jokes are utilized to express cultural differences. In Korea, it is not only used to express cultural differences but also to develop communication skills at a college level. In Vietnam it is used to express cultural differences and in role playing for hidden meanings.

Susan Trachtenberg (1979) describes the intent of this method in the following manner:

Since we are teachers, not of a computer language but of a natural language, we cannot be content with teaching our students the linguistic code of English. We think in terms of Paulston's notion of communicative competence, starting with phonetic, going through to phonemic, then semantic, then syntactic, on to speech patterns, and finally, to speech behavior. I would like to put even communicative competence in its place, and suggests that it too is a means toward an end. What is the end? It is the same as the end of language: projection of personality, the ability of our students to project their personalities, to be themselves, in English. The projection of a sense of humor is in fact a key element that must be encouraged if the student of English as a Second language is indeed to be himself in an English speaking milieu. As teachers, we can do and encourage this humor in a number of ways-with games, funny questions, and, perhaps most importantly, with an atmosphere in the class that puts the students at their ease. We all know, for example, that a role-play exercise is far more productive if the students are at ease with one another and with the teacher; the interchange is freer and more complex. For this reason, role-plays are generally best put off until the class has gotten to know each other (Trachtenberg, 1979, pp 89-90).

Utilizing the Joke-Telling approach as a tool within ESL could certainly provide the desired effect described by Trachtenberg. But it may also produce a negative effect if the joke were to be of an insulting nature. Thus, the instructor must be cautious to provide an environment that promotes English language learning and respects student

sensibilities.

Expressing one's self utilizing joke telling requires a very high degree of knowledge in all aspects of the language. It also requires knowledge of the country in which the foreign language is applied and the culture and customs as they apply. The complexity of any given "joke" could result in a negative response. Given these concerns, joke telling, would probably best suited for College level students.

A sense of humor is just one of many personality traits upon which a teacher can approach in order to approach the student, or make them feel at ease. However, caution should be noted that not all people have a sense of humor and this aspect cannot be applied universally. Encouraging humor does indeed allow for a certain place setting in which the results is a more compatible environment.

Listening Comprehension and Communication Activities

If a student is to speak a second language than surely the student is required to understand the words of another in that second language. The receiving and understanding of a second language is just as important as the understanding and the transmitting in the second language. When a student learns a second language listening skills for the most part are not taught. This area of study is new to the ESL world and does require training.

Part of the knowledge needed to comprehend oral discourse is the ability to separate meaningful units from the stream of speech. Although listening has been classified along with reading as a "receptive" skill, it is by no means a passive act. The cognitive approach to learning encourages us to view listening as an act of

constructing meaning. Listeners draw on their store of background or prior knowledge and their expectation of the message to be conveyed as they actively work at understanding conversational elements (Diaz-Rico & Weed, 1995, pp.95-96).

For the beginning student, the “background or prior knowledge” is his or her own language and personal experiences. It is upon this foundation that the second language must be built for listening skills. When listening skills are developed early, not only do they have a chance to mature, it also builds the students ability to practice solid study habits early on. These habits will eventually develop into a highly refined skill that will benefit them in the course of their second language learning. Soon the student will have “background and prior knowledge” in English and that will be the new foundation for learning English. The developing of this knowledge requires time and clearly makes the point that listening skills should be taught early on.

A particular source of anxiety for the language learner in listening comprehension is the little control he has over the intake of language since this is controlled by the speaker. In other receptive skills, such as reading, the language learner can control the intake. Rivers (1968: 142-43) discusses two levels of listening comprehension: 1) recognition level, and 2) selection level. At the recognition level the student must deal with the identification of words and phrases, structural interrelationships, time sequences, logical and modifying terms, and others. At the selection level the student seizes on those elements of the speakers language which seem to express the purpose of the speaker defines the nature of the teaching situation which the instructor will have to establish.

Instruction will have to be centered around role-playing, games, joke-telling, conversations, and readings out loud. The readings will take on a form of “I read and then you write a short essay or paragraph on what you understood it to mean.”

Diaz-Rico and Weed (1995) list some activities that will support listening comprehension at all levels in the following two tables.

Table 1: Supporting Communication and Understanding of English

Repetition	Understanding	Communication
Pattern Practice Minimal pair Backwards buildup Dialogues Skits Poems, songs Jazz chants	Answer orally to factual questions about an oral text (sentence, dialogue, paragraph, talk, lecture) Answer in writing to questions about an oral text Answer orally with yes/no single words, short phrases	Games (Twenty Questions, Pictionary, Password) Open-ended sentences Conversation starters

(From Diaz-Rico & Weed, p.97)

Table 2: Guided Practice Activities to Support Communication and Conversation

Guided Practice	Communicative Practice	Free Conversations
Formulaic exchanges: greetings congratulations apologies leave-taking Dialogues Mini-conversations Role playing Skits Oral descriptions Strip stories Oral games	Simulations Guessing games Group puzzles Rank order problems Values continuum Categories of preference opinion polls survey taking interviews Brainstorming News reports Research reports	Discussion groups Debates Panel discussions Group picture story Socializing

(From Diaz-Rico & Weed, p.95)

English as a Second Language Writing

Arapoff (1967: 34) defines writing as “a purposeful selection and organization of experience.” She maintains that this experience can be first-hand through direct perceptions and/or actions, or second-hand through reading. Traditionally, writing texts have provided students with topics through second-hand experiences. Many writing texts include model essays which are used to supply the writing topic and/or pattern of organization. Very few writing texts provide students with an opportunity to base their writing on direct perceptions and actions (McKay, 1979, p.73).

Writing to Americans means a structured and organized piece of work. It can be factual or fiction. The type of document to express one’s experiences surely must be factual. However, it’s structure whether factual or fictional cannot be subjected to discussion. Unfortunately as in the case of the Asian community this type of structure: Introduction, body, summary, and conclusion does not exist. The situation is clear that writing will not be as easy to teach as one might think. If a person is to communicate within the English language by writing, then surely sentence structure should be their starting point and not essays. However, a college student will certainly be required to perform writing to a level that equals college level essay within the parameters of the English language simply due to the fact that society will require this of the student as well. The goal is to make the student fluent in their second language, and being fluent means the exchange of information and ideas in such a way that communications and understanding exist between the two parties.

Diaz-Rico and Weed (1995) provide a very interesting point on “product vice process” :

Many teachers, focusing on the written “product,” have students produce a composition that demonstrates technical competence. This ignores the social aspect of language and, moreover, ignores the process of writing. A process view of writing has become increasingly accepted as an alternative to the “product” view. The shift from a focus on product to a focus on process is “the most significant single transformation in the teaching of composition”... It changes the way students compose, provides situations where language can be used in a meaningful way, and emphasizes the act of writing rather than the result (p.103).

This is a very valid point when determining what level of instruction is required for the given grade level. The level of instruction has to match the level of student with respect to written work, just as in grammar, reading, and speaking. However, it would seem that many people are willing to sacrifice product for the process and why shouldn't they it is exactly how they learned their native language. It is important to notice that the techniques are passed along in theories, applications, structure, and the implementation phase as well.

Small Group Teaching a Support Method for ESL

While small and cooperative group teaching is not formally an ESL method, the techniques are increasingly being used to support and enhance traditional ESL methods. The educational approach of small-group teaching defines the class as a group or groups (or an aggregate of groups). The class is organized in groups of two to six students in order to fulfill a learning task cooperatively. The learning task is based on

interaction and reciprocal interdependence among the members of the group. In this educational approach, students and teacher are in a state of dynamic cooperation and together build up an intimate learning and social atmosphere in the classroom. The textbook and the teacher are no longer the only sources of information but are replaced by a variety of other sources-such as books, journals, and consultation with other people (Bejarano, 1987, p.483). In the following sections several types of small cooperative groups will be described in solution to ESL.

Cooperative Groups a Support Method for ESL

According to Slavin Cooperative Learning (CL) is a process by which students work together in groups to "master material initially presented by the teacher." The goal of CL is for students to help each other academically. To be successful, all members in a group must achieve mastery of the material or contribute to the completion of a group assignment. Theoretically, CL fosters a cooperative atmosphere in classrooms, because students are concerned with each other's learning (1990).

In Korea, students work together as much as possible on all of their studies. This type of group method lends itself very effectively in this atmosphere. This works because students are expected by parents to spend as much time as possible studying. Most students choose libraries, classrooms and parks when the weather permits. This type of activity has been very successful in Korea. But, Korea is not the only country to employ this method currently almost every country in the world employs this method to some degree. In the United States it is frequently used to help English language Learners in public school classrooms. It should be a very effective method for anyone learning

English as a Second Language. As Diaz-Rico and Weed (1995) note:

Teaching in classrooms with language minority students involves different types of organizational structures... Working cooperatively with native speakers of English increases students' opportunities to hear and produce English and to negotiate meaning with others. Students develop friendships with others of different linguistic backgrounds that stimulate language growth (Johns, 1992). Cohen's complex instruction (Cohen, Lotan & Catanzarite, 1990) encourages equal access for all students in a cooperative group by assigning well-defined roles to each group member and insuring that these roles rotate frequently (Diaz-Rico & Weed, 1995).

This type of instruction has its disadvantages as well. One disadvantage is that the students must be grouped together so that at least one or more (depending on group size) is more knowledgeable than the rest. Otherwise you have the "blind leading the blind." Another scenario is if a student does not like the student that she is paired with. Conflict, aggravation and a negative atmosphere will result.

Student Teams and Achievement Divisions

Another use of small cooperative groups is Student Teams and Achievement Divisions (STAD); a peer-tutoring technique. It works by raising student motivation for learning by focusing on cooperation of members within each team, followed by competition among the teams in the class. The technique follows six stages: (a) organizing small heterogeneous groups, (b) presenting the teaching unit, (c) assigning cooperative peer group work on a worksheet, (d) giving an individual quiz, (e) computing

students' scores, and (f) announcing the group scores on the bulletin board and rewarding the winning group....The teacher assigns the students to teams of four and balances them so that each team is composed of a representative from each of the four performance based divisions (Bejarano, 1987, p.486).

STAD is designed to generate group competition. Although competition stimulates growth in some students it does not in others. The leaders of the group depending upon maturity will act according to their rules as they see fit. While the teacher closely monitors some team members may be shut out from competition due to the competitive nature of this course. The teacher can instruct the class at her own discretion when the group comes together but it will be the group who decides what part each person will play. Although the scores also state that they contribute to each persons input this task will require very close supervision by the teacher.

The STAD Technique resembles how a corporation might assign a task to a team, examine the task with the team, let the team use the resources available to them, and then have meetings as follow-up with a final meeting for evaluation. This process in a sense does provide the student with some real world experience. It provides more of a team concept for success than STAD does. In this process one member cannot do all of the research, consolidate all of the information and provide the only input providing the briefs during the various phases. In this program the success of the team is measured by its ability to function as a team. The team must function individually upon utilizing its resources, as a whole when requiring assistance from another member of the team and during the briefing stages as the subject matter expert is the person who did that particular

research. Competition lies not only on the team but on the individual to support her team.

The Cognitive Academic Language Learning Approach

The cognitive Academic Language Approach (CALLA) is a relatively new way to teach ESL. As Diaz-Rico and Weed (1995) explain:

Explicit focus on learning strategies is a basic tenet of this approach. These strategies are divided into three major categories: metacognitive, cognitive, and social affective. The metacognitive strategies help students to plan, monitor, and evaluate their learning process...Cognitive strategies include using reference materials resourcefully, taking effective notes, summarizing material adequately, applying rules of induction or inference or elaboration of associations to new knowledge, transferring prior skills to assist comprehension, and grouping new concepts, words, or terms understandably. Social-affective strategies teach how to elicit needed clarification; how to work cooperatively with peers in problem solving; or how to use mental techniques or self-talk to reduce anxiety and increase a sense of personal competency. (p.81)

This approach would be ideal in South Korea if the government changed it's education policy for re-development of its curriculum to a priority on fluency rather than the college entrance English exam.

The CALLA approach uses authentic materials and requires the student to provide an written and sometimes oral evaluation. This process is very important in that the Koreans do not formally write or report in their language as in English. This approach would be vital for the Korean people in that it helps to develop skills within the student

that do not exist within the native language. The process by which Americans generate various reports or written papers will be vital to a Korean when dealing in the world economic market.

The following table that gives some examples of how language and content activities can be connected as part of the CALLA process.

Table 3: Academic and Non-academic Activities

Nonacademic or Cognitively Undemanding Activities	Academic and Cognitively Demanding Activities
<p style="text-align: center;">I</p> <p>Developing survival vocabulary</p> <p>Following demonstrated directions</p> <p>Playing simple games</p> <p>Participating in art, music, physical education, and some vocational education classes</p> <p>Engaging in face-to-face interactions</p> <p>Practicing oral language exercises and communicative language functions</p> <p>Answering lower level questions</p>	<p style="text-align: center;">III</p> <p>Developing Academic vocabulary</p> <p>Understanding academic presentations accompanied by visuals, demonstrations of a process, etc.</p> <p>Participating in hands-on science activities</p> <p>Making models, maps, charts, and graphs in social studies</p> <p>Solving math computation problems</p> <p>Solving math word problems assisted by manipulation and/or illustrations</p> <p>Participating in academic discussions</p> <p>Making brief oral presentations</p> <p>Using higher level comprehension skills in listening to oral texts</p> <p>Understanding written texts through discussion, illustrations, and visuals</p> <p>Writing simple science and social studies reports with format provided</p> <p>Answering higher level questions</p>

II	IV
Engaging in predictable telephone conversations	Understanding academic presentations without visuals or demonstrations
Developing initial reading skills decoding and literal comprehension	Making formal oral presentations
Reading and writing for personal purposes: notes, lists, recipes, etc.	Using higher level reading comprehension skills: inferential and critical reading
Writing answers to lower level questions	Reading for information in content subjects
	Writing compositions, essays, and research reports in content subjects
	Solving math word problems without illustrations
	Writing answers to higher level questions
	Taking standardized achievements tests

CHAPTER THREE: METHODS CURRENTLY USED IN KOREA TO TEACH ESL

Methods Currently Used in South Korea for Teaching English as a Second Language

After the occupation of Korea by Japan, Korea was destroyed. Destroyed in the physical sense and in the educational sense as well and had to be rebuilt. This rebuilding of the Korean educational system led Korea to include teaching English as its second language into the national curriculum. English was and still is required in school. Korea implemented a type of Grammar-Translation method in that the emphasis during and after class was upon English grammar. Since resources were limited this served Korea's needs very well. The Korean's employed this method by utilizing workbooks that concentrated on grammar-translation. On one page the sentences were in English and on the other page it was in Korean. One had to read the native tongue to see if they had translated it correctly. Some workbooks required the student to actually correct the grammar of the English sentence usually in a space provided directly below the sentence. The Koreans practice at conversation was limited to the meeting of a person who spoke English fluently. However, the results of this encounter were not always positive. Once the Korean tried to converse (or express themselves) in the second language, the American was confused-not only by the heavy accent, but also by the "broken English." This embarrassed the student who almost immediately stopped trying to speak English from that point on.

It was at this point that the Korean's discovered that in fact a Grammar-Translation program did not develop in them the ability to converse in a coherent manner with their American counterparts. Through survey's, and research abroad, Korean's came

to an astonishing conclusion, the whole system had to be thrown away and ESL in Korea had to start from scratch. Korea is currently in the process of restructuring its ESL curriculum. In the interim, however, many of the older methods, including Grammar-Translation, continue to be used for ESL.

Despite the widely recognized importance of contemporary teaching methods in the field of English education, the “antiquated” Grammar-translation Method is still being used widely in the teaching of composition. Many of the current English composition classes in Korea consist of reading passages, answering comprehension questions, doing grammar exercises, memorizing a list of vocabulary, and translating English texts into Korean or vice versa. Writing classes have not gone beyond the sentence level as the focus has always been on generating grammatically well-formed sentences (Brown, 1994, p.52).

When it comes to teaching English composition, the antiquated Grammar-Translation Method is still used not only in secondary schools but also in colleges and universities. English composition classes usually start with reading a passage in English. This is followed by answering comprehension questions, translating each sentence into Korean, explaining grammar rules, and having students memorize Korean equivalents of English vocabulary. The only writing activity students do, is translating Korean sentences into English. The main problem is that not all the Korean instructors are knowledgeable enough in writing English at this level of instruction. They were not trained to write English beyond the sentence level. It seems that they have “clung” to a teaching method that is outdated.

This system produced students and teachers who could read fairly well, but who could do virtually little else. They could not understand spoken English nor participate in an everyday conversation in English, or be creative in using English. However, this system did satisfy the needs of the times. The goals of ESL education have now changed and communicative competence in English is being stressed. A shift from the exclusive use of the grammar-translation method to communicative and interactive approaches will necessarily involve new forms of classroom activities. New roles of the student and teacher will need to be implemented.

Since the sixth Korean Education Curriculum was proclaimed in 1995, the Communicative Approach has been introduced in teaching English in Korea. Changes have been made in the curriculum as well as the textbooks used in secondary schools. Starting with the year 1997, English became a mandatory subject in elementary schools from the third grade on up. Similarly, a communicative curriculum has been adopted.

According to Larsen-Freeman (1986) Adherents of the Communicative Approach advocate the use of authentic materials. Authentic materials are used whenever possible so that students are exposed to natural language in a variety of situations (p.135). This includes language as it is used in a real context such as newspaper articles, or television broadcasts. Memorizing “set phrases” without a content does not help students cope with the real world. The goal of the Communicative Approach is to become communicatively competent and to manage the process of negotiating meaning.

Presently in Korea tutors provide video tapes with scenarios as learning or practice clips. These clips can be viewed by the student at home alone or in groups of two or

more. These clips are also viewed in the tutors' class and discussions follow. Cassette tapes seem to be the most favored as they are plentiful and can easily be accessed especially while riding a bus or traveling. These cassette tapes allow the student to listen again and again. Newspapers are readily accessible and tutors almost always have a current one in class. A lot of the tutors class sessions begin with readings from newspapers.

This method should continue to be utilized in Korea as it allows an interaction between student and teacher then which the student can take the material home and review or continue studying. The authentic materials such as newspapers, magazines, can be accessed by the students at the library. This allows the students the ability to continue the learning process outside of the classroom. This is very valuable to students in Korea who do not have access to these authentic materials with in the community.

The Whole Language Approach

Recently, the Whole Language Approach has been implemented in Korea. Whole language focuses on literacy and the process of learning rather than on the products. Whole language instruction uses authentic texts and activities that evolve from the daily lives of students. Students are encouraged to see themselves as producers of knowledge, experimenting and taking risks with their learning, unafraid to make errors (Diaz-Rico & Weed, 1995, p.98).

The Whole Language Approach is very similar to the Communicative Approach in many ways. With the Whole Language Approach, functions are emphasized over forms. In real life situations, language skills are used simultaneously with interrelated skills. A

Whole Language course that deals with reading skills will deal with related listening, speaking, and writing skills. Reading is treated as one of two or more interrelated skills. With all of our history of treating the four skills separate segments of a curriculum, there is nonetheless a more recent trend toward skill integration (Brown, 1994, p.217-218).

The Whole Language Approach is used in Korea currently at a few private schools and some public schools and universities and colleges. This approach tries to provide the instruction of real-life interaction by which the students public school does not provide. Activities are conducted at locations in which native English speakers are present. Most activities involve interaction at: Shrines, social events and mainly focus on the tourists. Although, some towns do have native English speakers present, who are at times invited and even payed for their participation with the class it is not done on a regular basis.

Writing as a Creative Response

According to Kaplan (1966), different languages have different patterns of written discourse. Kaplan also described the English language as preceding in a straight line with an arrow pointing downward. The Korean language was preceding in a spiraling line with arrows pointing inward (pp.1-20). The English and the Korean languages do seem to differ in many ways. Korean writings do not have a distinct introduction, body, and conclusion as is the case with oriental writings. The structure of the English language is very straight forward to include the structure of the paragraph.

Presently the Grammar-Translation Method does not allow for the structure to be taught by the teacher or learned by the student. Paragraphing is not so clear to the Korean students except in the advanced college level where it follows the paragraphing technique.

Writing is a creative process and grammar-translation does not allow time for writing is done by tutors but mostly by private schools and not all private schools focus on writing as a creative response. The tutors usually concentrate only on the students that they determine as being gifted. The private schools provide it as part of their curriculum and not all grade levels are afforded this period of instruction.

English Village Course

English Village Course (EVC), is a five week summer intensive program, which has been implemented since 1994 at Korea Advanced Institute of Science and Technology (KAIST). EVC was designed to increase the opportunities for natural communication in English, to strengthen students' English language proficiency, to increase self-confidence in using English, and to prepare students for participation in the global community.

Initial pretest-posttest comparisons suggest that the program was effective in improving the communicative competence of the students, thus fulfilling one of the main goals of the program. It was successful in providing a steady supply of interesting, and challenging opportunities for participants to take part in natural English communication. The program appears to be an inexpensive but very effective way to achieve immersion in English in the Korean setting.

Personal Perspectives

The Grammar-Translation Method has deep roots within Korea. When this author was attending school this was by far the most common method used. Grammar was the main requirement in order to pass the College Entrance Exams. Teachers focused heavily on Grammar and oral skills were never developed. When this author was in the ninth

grade English was introduced using the Grammar-Translation Method. Grammar was a strict, regimented class that did not allow for error. The teachers literally force fed the students with grammar. This class structure was the same for grades 9-12.

Private schools and English tutors taught English grammar also but, these courses “mirrored” the public school curriculum. In the private sector oral communications did take place but was very limited. The students hated English due to the “zero defect mentality.” This zero-defect-mentality did not allow for student error and the class was burdened with heavy assignments for translation. No one wanted to study oral communications after school. The only students who did attend such classes were either the “forced student” (by their parents) or the really motivated students who were academic achievers already. This was only a small portion of the student body.

The Communicative Approach, Whole Language Approach, and the current English Village Course (EVC) was not utilized when this author attended school. Although certain aspects of these approaches have helped to change ESL in Korea, the roots of the Grammar-Translation Method are deep and often times the foundation for the new approaches or methods.

The Grammar-Translation Method is very instrumental to the Koreans because the Koreans College Entrance Exam is based upon this method. The teachers cannot change the curriculum which they teach, because it is regulated by the government. Until the regulations enforced by the government change along with the College Entrance Exam then Koreans will be forced to continue using the Grammar-translation Method for ESL in Korea.

John McNeil (personal communication, May 9, 1999) teaches 44 students one hour a week at Teagu Yeungin High School in Teagu, South Korea. He also tutors after school from 3pm-5pm. In his class session's the students are not allowed to participate actively. This is a rule strictly enforced by the Korean teachers. During his hours that McNeil tutors however, he employ other methods for instruction. McNeil states, "I am more of a helper than an actual teacher. I use the cassette player, role play, pair work, and group work. I let them participate during these tutorial sessions. I teach conversation, grammar, and different vocabularies. Students seem to enjoy themselves during these sessions. I feel "uneasy" because Korean teachers don't encourage the students to participate during class hours and the teacher usually reads and translates the English all by themselves. I think they should let the students participate in class."

McNeil (personal communication, May 9, 1999) has discovered that once the students associate themselves with English and apply it, the they are willing to "take chances." The students explore the language by participating and their participation is initiated and maintained by providing them with a positive environment for learning English. McNeill employs different methods and approaches hoping to achieve a well rounded program that will allow the students to become fluent in their second language. The grammar that he teaches compliments the other methods that he employs in hopes of expanding their learning. Grammar is heavily emphasized during normal class time but only secondarily so during McNeil's tutorial sessions. McNeil's role during these sessions is more of a "mentor" as he allows the students to interact and explore. This creative environment sparks their freedom of interest and allows them to make mistakes and learn

from them. The group activities allows the students to see that they all make common mistakes and they experience difficulty understanding a second language is universal.

When this type of interaction occurs students are motivated to learn and explore. Students establish a relationship with their mentor--teacher guides them in learning English.

McNeil's after--school methods are successful because he knows the students and has established a relationship with them already. He can monitor their results both during his regular class and during the tutorial sessions. If a student from another school were to attend his tutorial sessions a relationship would have to established, monitoring of this student would be different in degrees of supervision, and the student might not be at the same level of English proficiency as his own students. Due to the different relationship between this student and the other students, mixed signals could be perceived by the students and the teacher.

When this author attended English tutorial sessions, they were similar to McNeil's after- school instruction. The sessions varied day to day based upon attendance and general knowledge level. Student participation was not as great as in McNeill's sessions and the students did not all have the same instructional background. Grammar-Translation was the focus of tutorial session, with very little conversation. Broken English and a known inability to speak was the results. Tutorial sessions such as these vary from instructor to instructor. . Most of the time it was the English teachers from one school who were also the local tutors, which did not encourage student participation. This author disliked English in the classroom and during tutorial sessions for this reason.

Hyungob Guan (personal communication, May 9, 1999) a Korean high school

teacher (English), who uses the Grammar-Translation Method said, “I read the passage or story from the book and translate them word for word. I don’t have time to let the Korean students participate during class hour because I have to cover the material for a given time to prepare for the college entrance exam. The American teacher here covers for real life situations, English as a part of conversation, and I am covering basically for college entrance exam. I also don’t have the freedom of choosing text book nor choice of curriculum like American teacher, because the government assigns everything. For this reason, the students dislike my classes, and they tend to enjoy the American teacher’s ESL classes. Honestly, I somewhat get jealous of the situation that the American teacher gets all of the students’ attentions (loud laughter). The Korean teachers (English) basically follow their assigned orders from Korean government. The students here are very stressed during English class hours with me. Success in school is categorized as a life or death situation. This will have to change pretty quick or Korean ESL will not have a future, but I have a feeling that this will take a long period of time to change unless the government changes their college entrance exam system. As I am an English teacher watching Koreans suffering in a English class I am very sad because I can not do anything about it.”

Jong-hyung Yim (personal communication, May 24, 1999) teaches at the Dungyongmoon English Institution for college and university students. They also use only the grammar translation method only to pass the college entrance exam. Jong-hyung Yim states, “Their main goal is to pass the exam, not for real life situation (communicative competence method). They never tried communicative method. Teacher reads the

passage that the Department of Education in South Korea set up for the test materials. Teacher is just doing the job like a robot. This is a life or death situation, either pass the college or fail, Korean's main goal is passing the famous university's entrance exam (Seoul, Koryu, Ihwa, Dankuk University). Therefore, parents prepare their children since kindergarten. Once students pass the university's entrance exam, they don't really have to study hard like American students here because they know they will graduate no matter what. Korean universities rarely fail students unless students are endangering someone's life. This institution simply helps the students who fail the college entrance exam, and they stay at this institution until they pass the exam. They go home only on Sundays."

The students and teachers alike have noted the problems within ESL education in Korea. Although some change is taking place the roots of Grammar-Translation runs deep within the educational system. As long as this method is the basis upon which Koreans are taught English or it is the only method employed, then, full fluency will not be achieved.

CHAPTER FOUR: ALTERNATIVE METHODS FOR USE IN KOREA TO TEACH ESL

Introduction

The review of Korean ESL in the previous chapter has shown that Korean ESL instructors are still strongly tied to the Grammar-Translation Method. This method dominates the Korean educational system within the ESL classroom. While there have been some changes to include a more communicative forum, more changes are required. This chapter will recommend some alternative ESL methods for Korean students.

The Korean government has already initiated some changes in ESL such as the sixth Korean Education curriculum. Much more change is needed at many levels.

In order to change ESL, Korea will have to retrain teachers, and bring in teachers already trained in other methods. This will result in a changes with respect to the teachers and the methods employed to teach ESL. The trainers (who will train the Korean teachers) will not only have to be experienced professional trainers but they will also need experience in converting teachers from the Grammar-Translation Method to any new method Korean Government might choose as the new standard.

New methods will have to be employed. Methods that are structured toward providing more instruction which promotes fluency at all levels of English. Methods like Immersion 300, CALLA, or maybe a combination of methods such as Reading, Writing, Oral, Grammar, Audio Lingual, and Immersion might need to be explored. The complexities involved in making such change are due to the need to change the attitudes the knowledge base of current instructors, as well as that of the student.

This type of change will require time, money, trainers, new teachers, and most of all a positive attitude by all. Growing pains will be experienced as teachers and students alike are removed from their comfort zones. These growing pains will be necessary for Korea if it is to grow it must improve the way its students learn English as it's Second language.

The author graduated seventeen years ago from high school. Since that time progress to move from the Grammar-Translation Method has been ever so slight. In fact today's classes mirror the very classes that the author attended.

Recommendations

English is widely recognized as the "International Language." The world market conducts business in the English language, therefore the people who operate within the world market must be fluent if they are to maintain a "cutting edge" for their country. Oral communication skills are required for people to convey, express and to barter if necessary.

Communicative Approach

The Korean government has already initiated The Communicative Approach within the ESL curriculum. However, some critical changes must be made to the method to meet the future needs of Korea. As was noted, "Adherents of the Communicative Approach advocate the use of authentic materials. Authentic materials are used whenever possible so that students are exposed to natural language in a variety of situations" (Larsen-Freeman 1986, p.135). This includes language as it is used in a real context such as newspaper articles, or television broadcasts and in lessons that require active student

participation. Memorizing “set phrases” without a content does not help students cope with the real world.

Present there are no activities that require the students active participation. Rather the only focus is on the teacher and teacher directed activities. In the Communicative Approach the emphasis should be on the student and their participation in activities at school and for homework “activities.” “This implies practice and the use of activities for exercises rather than memorizing for exercises.

The Communicative Approach used in Korea lacks implementation as designed. Rather it changes its goals in the implementation phase by changing how it executes its curriculum. Instead of having real world scenarios by which experience is gained the students memorize “set phrases.” This does not allow for confidence building by achieving a set goal in a real environment.

What Korea needs is full implementation of Communicative Approach, This may mean acquiring more resources and retraining all teachers.

The Whole Language Approach

Korean students are no different than any other students in that they want to experience activities, not memorize and then re-enact them. The active participation of an event minus the memorization not only allows the students to make mistakes and go on it also builds confidence and a sense of achievement. Whole Language Programs would be useful in Korea if the activities were not memorized but were natural activities.

Whole language focuses on literacy and the process of learning rather than on the products. Whole language instruction uses authentic texts and activities that evolve from

the daily lives of students. Students are encouraged to see themselves as producers of knowledge, experimenting and taking risks with their learning, unafraid to make errors (Diaz-Rico & Weed, 1995, p.98).

The Whole Language Approach is very similar to the Communicative Approach in many ways. The level with which students are taught is a memorization level of experiences that happen to the student daily. These events are at a very basic level with a meaningful context however the risk taking is completely taken away by the mere fact that memorization of the event is required rather than experiencing the event.

The Whole Language Approach is ideal for use in Korea at the college level. College students could in fact interact with native English speakers through various home stay programs or community activities. Community Activities could be interaction with people from abroad such as American military base personnel or tourists visiting Korea. Arrangements with the local tourists service or hotels could allow the students more interaction time with native speakers of English. This approach would be ideal in that a lot of colleges are nearby tourists sites.

Immersion 300

This Immersion program brings together “real-world” activities outside of the classroom. Although this can be very time consuming, it takes the course of instruction one step further by allowing the teachers to take current articles from different media and apply it to daily activities within the classroom. As was noted in a previous chapters:

The value of Immersion 300 is that it organizes for the learners to be creative and experiment with language; organize information about language by themselves;

make their own choices to practice and use language; not to be afraid of making mistakes; use their general knowledge to help them understand the target language; learn chunks of language that are beyond their present level; make intelligent guesses at what they do not yet understand; and learn different styles of speech and writing. Students want to talk and write to real people, in real situations using real English. (Elango, 1997)

An Immersion 300 Approach would be useful for Korea. Korea already has a five week summer intensive immersion course at the Korea Advanced Institute of Science and technology (KAIST) that has some features of Immersion 300. The name of this course is the English Village Course (EVC). EVC was designed to increase the opportunities for natural communication in English, to strengthen students' English language proficiency, to increase self-confidence in using English, and to prepare students for participation in the global community. Initial pretest-posttest comparisons suggest that the program was effective in improving the communicative competence of the students, thus full filling one of the main goals of the program. It supplied the students interesting challenges and opportunities for participation in English communication. The program appears to be inexpensive but a very effective way to achieve immersion in English in the Korean environment, which such efforts have not traditionally occurred.

In this present situation, a five week course has clearly defined some aspects that are lacking from the present curriculum within the classrooms of the Korean schools. A five week course should be implemented for remedial or review for students, not to provide instruction that is lacking within the classroom.

A fully implemented Immersion 300 program provides what the EVC has to offer and takes it one step further by providing an overall program that can be implemented in the classroom for all levels of students. The EVC would be used as a tool to augment the Immersion 300 course of study for remedial and review. It would also assist students in measuring their abilities prior to the start or placement in an English language class.

Immersion 300 works well because of one key factor that would have to be replicated in Korea. That factor is the quality of the staff. The resourcefulness of the program emerges from the synergy of its heterogeneous staff. Teachers in the ELC are granted autonomy to conduct any program as they visualize it. However, the periodical trading of pedagogical ideas and experiences enable them to be experimental and innovative collaboratively. The underlying philosophical base of their work dynamics is "equifinality (there are many ways of skinning a cat)" (Elango, 1997). The mere fact that the teachers are granted "autonomy to conduct any program" provides them with the capability to evaluate their students and conduct classes based on their level of instruction.

This type of authority presently does not exist within the structure of the Korean ESL program. Although, the programs at almost every university, college, and school varies the teachers are not allowed this "autonomy to conduct any program." A limitation that Korean instructors are trying to change and have been for quite some time. However, the Korean instructor must also change and even be changed, by outside professionals.

Immersion 300's services is due in great part to the quality of staff. Such staff should have great experience in ESL and should have facility in English as well as be knowledgeable in

a variety of ESL methods.

Presently, Korea does not require that teachers have this diverse type of experience necessary to make such programs successful. Instead, the “Grammar-Translation” based programs continue to exist because teachers don’t need to be fluent in English. As a consequence, students suffer due to the fact that fluency will rarely or never be achieved.

Teachers at all levels of education constantly strive to better the programs for students and Korea is no different. Korea has recently developed organizations such as KOTESL (Korean Organization of Teaching English as Second Language). These organizations will provide Korea with the necessary skills in the future to change an old way of providing instruction and educating the students. The environment in the educational system in Korea for learning a second language is very volatile due to the fact that so many educators want to make a positive change. Organizations to support this effort have literally sprung up overnight and in most cases it is the teachers who lead the way.

As was noted in a prior chapter, CALLA is a new method for teaching ESL. The Cognitive Academic Language Learning Approach (CALLA) is designed to enrich the language that students may use for academic communication while furthering their ability to comprehend the language and discourse of different subject areas (Diaz-Rico & Weed, 1995). This approach to teaching English as a Second language would provide students in Korea with a more robust method for learning the English language.

This approach is better than the Grammar-Translation system commonly used in Korean ESL. Students learned English grammar and reading relatively well but were not

able to speak English, nor understand spoken English, participate in an everyday conversation in English, or be creative in using English. However, G-T did satisfy the needs of the times. Now that the goals of ESL education are different and communicative competence in English is being stressed, this system is no longer adequate. A shift from the exclusive use of the grammar-translation method to communicative and interactive approaches is required in today's modern Korea. CALLA offers a good option.

CALLA provides the teachers with a path to teach and assist students in the evaluation of the English language. The teacher assist and guides the student to evaluate what is important, and the student takes note and reacts accordingly. Afterwards, the student is evaluated to see how well they have done. In other words, how well did the student learn from this period of instruction. This helps to create a positive environment in which the student is guided by the teacher and the student can interact with the teacher and the English language.

The most valuable aspect of this approach is that it helps the student to understand the interaction between the English language and themselves. Once this interaction is understood the student can then proceed forward learning English being evaluated and thus building a relationship with the English language.

Conclusion

Korea has recently taken several major steps to improve ESL instruction. The reviews in previous chapters indicate that more changes are needed. First, there must be less reliance on the Grammar Translation Method. Second, it must continue to improve new and effective method like communicative approach. It must also explore new

approaches such as CALLA. But the most important change will be the change in the attitudes of government officials, ESL technique and students toward changing traditional methods. This means giving up what is known and easy in order to create a new system of ESL instruction that will allow Korea to be leader in 21 Century.

APPENDIX A:

Table 4: Summary of Methods (Lado, 1989).

<i>Name</i>	<i>Acronym</i>	<i>Objective</i>	<i>Approach</i>	<i>Method</i>	<i>Meaning</i>
Grammar-Translation	G-T	Understand L-2 texts by translation into L-1	Assumes learner cannot understand L-2. Must translate to understand. Must learn grammar to translate	Teach grammar rules conjugations, decisions. Translate texts into L-1, and sentences into L-2 to test grammar, vocabulary	
Direct Method	DM	Speak and understand without translation	Learner acquires L-2 by hearing and speaking in meaningful contexts without mediation of L-1	Teacher models here-and-now sentences and makes meaning clear by pointing, acting, showing things. Learner listens and speaks. Classical direct method used phonetics and reading selections for speaking	All meaning through actions, gestures, things, context. None through L-1
Gouin Action Chains		Speak and understand	Verbalize actions in L-2 the way child learns L-1	Teacher acts and verbalizes series of actions in L-1 then in L-2. Learner acts and verbalizes them in L-2	All meaning through actions and verbalizing in L-1
Reading Method		Read stories rapidly for meaning in L-2 without translation	Direct method for reading without translation	Simplified stories with new words re-introduced several times for reinforcement	New word equivalents in footnotes

Basic English		Speaking and reading simplified "Basic" English	DM (Ogden). Audiovisual (Richards)	Students read simplified literature or technical material in Basic English (850 words, 16 grammar rules, 150 international words). In the audiovisual version of English through Pictures, the student learns the Basic English words in simple sentences, each illustrated with stick figure drawings	DM techniques. Audiovisual stick figures
Army Specialized Training Program, Intensive Language Program	ASTP	Survival language for oral communication with native speakers	Imitate native informant with explanation by linguist in intensive courses to achieve natively like mastery of the material	Practical sentences and survival dialogues learned by heart via imitation with written aids to listening plus grammar explanation of spoken L-2 by linguist. Mimicry-memorization prompted by native language equivalent. Intensive	All meaning in native language first
Oral Approach	OA	Rapid learning of English by professionals from abroad. Speaking, listening, reading, writing	Learn to speak and understand with teachers as informants and linguists using linguistically based oral-aural patterns and materials	Oral-aural intensive lessons for structure, pattern, practice, pronunciation, intonation, and vocabulary. Structure explained in English, and oral pattern practices to establish the patterns of English sentences as open-ended complex habits to create new sentences. Conversational practice in an English house	Through English with recourse to native language as last resort

Audio-lingual method	ALM	Understand, speak, read and write, with emphasis on the audio-lingual band	Learn to speak and understand the second language in school with language teachers, audio-lingual materials, and language labs	Audio-lingual classes with dialogues for memorization, grammar explained in the native language, cultural notes, readings, and audio-lingual tests	Context and the native language
Audio-visual method	AVM	Speak and understand	Learn the second language by hearing, understanding, and speaking it via pictures without mediation of the first. DM	Memorization of conversational sentences and dialogues recorded on cassettes with meaning illustrated by pictures. No formal teaching of grammar but derived inductively from variations of parts of the dialogues	All meaning through pictures
Programmed learning and teaching machines		Read and respond to short texts in L-2	Behavior control	Learner responds to short written items by writing or checking short answers. Thousands of items break down the tasks into small steps which can be inferred from the context. Learner follows the program of consecutive items and sees the answers to correct own immediately	Through context in L-2, but translation programs are also possible
Individualized Instruction		Learn a second language by working individually at own pace in class	Each student follows a programmed set of materials	Same as programmed learning with individual help from a teacher	Same as programmed learning

Personalized instruction		To master the contents of a book or syllabus for specific recall of content	Memorize content through silent study	Learner studies each chapter individually to take an objective test on its content. Learner goes on to next chapter when criterion score on test is reached	Reading the chapter in L-2
Cognitive-code learning	CCL	To learn a second language by studying its grammatical rules and their application to sample sentences	Conscious learning of grammar (the code) and application to language use	Text with grammar rules and exercises to apply the rules. Glossary of vocabulary with meaning in L-1	Rules explained in L-1 or L-2. Glossary in L-1
Second language acquisition	SLA	To acquire a second language by merely experiencing it in communicative use	The LAD acquisition theory extended to second language acquisition	Several methods that concentrate on providing communicative language for L-2 acquisition through the LAD	DM techniques context, L-2
The Silent Way		Speak the second language in a very short time	Learner creates L-2 sentences from own hidden knowledge with a single exposure to a new word or sentence by the teacher. Teacher is mostly silent. Student speaks	Teacher introduces colored rods and names them once in L-2. Learners give approximations in L-2 until teacher approves. Teacher does not repeat the model. Rods eventually stand for buildings and so forth	Entirely through demonstration. Gesture approve or disapprove each attempt

Delayed oral response		Understand and speak better than through ALM	Period of incubation for listening to teacher, and transcribe what is heard. No speaking by student. Teacher speaks	Teacher models and explains in L-2. Learner listens and transcribes sentences. After six weeks of intensive work, learners are allowed to speak L-2	Utterance meaning in native language
Total Physical Response	TPR	Understand and speak the language	Language acquisition by carrying out physical commands. Modeled on first language acquisition	Teacher gives and executes commands. Then student hears and executes them. Later interact by giving each other commands and executing them. Simple commands gradually become more complicated until the whole language is taught by commands	Entirely by verbal commands followed by actions
Counseling Learning/Community Language Learning	CL/CLL	Speak and understand	From group therapy in clinical psychology, students are motivated to learn the second language to communicate with the group	Students in small group say in L-1 what they wish to say in L-2 to others in the group. Teacher supplies L-2 aloud and students transmit. As they progress, they initiate the utterance in L-2 and teacher intervenes only when help is needed	Entirely in native language indicating what the student wants to say
Immersion		To study all school subjects through English and acquire English in the process	To surround the learner with English and demand all communication through English without recourse to or mediation of the native language on the model of L-1 acquisition	Teachers teach each other school subject in English. Students try to understand to pass the course. By concentrating on the content of the school subject the learner is supposedly placed in the same situation as the child acquiring the first language	All meaning through the second language. In the St. Lambert project, children were allowed to ask questions in L-1 in first grade

Bilingual approach		To develop the native and the second languages and to study other subjects through them (maintenance model)	Teach L-1 and L-2 as languages and teach subject matter through both	Give the meaning and explanations of new utterances in the first language, and teach some school subjects in each language	Through the native language until the learners can understand via both
Notional/functional syllabuses		To use appropriate language for communicative functions	Syllabus built around functions rather than grammar	Not a method. Teach the functions in oral communication	DM techniques
English for special purposes	ESP	To learn the vocabulary and expression of specific professions and occupations	Students learn the vocabulary of their occupation or profession	Reading and oral communication	No grading. No grammar exercises
Suggestopedia		Learn conversational L-2	Learn a continuous conversation and a large vocabulary in a relaxed state of consciousness to increase permanent learning	Hear and see the long dialogue in the native and the second language. Assimilate it by means of relaxation techniques and background baroque music. Then act out the dialogue with expression	Through dialogue in the native language
Accelerated Learning		Conversation in L-2	A variation of Lozanov's Suggestopedia	De-emphasizes the authority of the teacher. Adds bilingual side-by-side texts. Adds grammar jingles and visual memory drawings	No differences specified

Rassias' method, also referred to as the Dartmouth Intensive Language Model	DILM	Conversational language	Audio-lingual with surprises to enliven the experience	Teaching of grammar and pronunciation through lively presentation in master class and drill groups. For example, student moves between two bayonettes, or among eggs on the floor, etc. Dialogues. Grammar explanations with overhead projector. Up to seventy responses per student per hour in drills	Actions, context, limited use of native language
Natural Approach		Pick up the language. Develop ability by using it in "natural," communicative situations	A variation of the DM with some delay of speaking. "The central hypothesis is that language acquisition occurs only one way: by understanding messages."	DM techniques. Production by the learner restricted to nonverbal communication first, then single words phrases, sentences and discourse. Requires lowering of "affective filter."	Through gestures, pictures, context. No native language
Foreign residence		Promote higher level of proficiency	Acquisition by having to use L-2 for all communication	Not a method. An experience that motivates and promotes learning and acquisition. It is usually preceded, accompanied, and followed by formal study of the language	Nonrestrictive. Learners ask for explanations, translations, examples
Drama		To master the spoken language	Acquire language by memorizing and playing a part in the play	Memorize and act a role in a play before an audience. Not a method. An experience that advances oral mastery. Time consuming but effective as a complement to professional method	No prescription

Role-playing		To develop facility in conversation	Acquire language by spontaneously creating conversations with the constraints of a given situation and a character	A technique. Not a method. Teacher describes a situation and characters. Students create the conversation. Teacher may introduce unexpected characters to make the conversation more lively. Teacher helps the students with words and expressions	Teacher prompts the students from the context
Songs		Motivate. Learn words and context	Acquire some language by memorizing text with the help of melody and rhythm	A technique, not a method. Overlearn and sing	No prescriptions. Native language may be used to understand
Jazz		Same as songs	Same as songs, but adds power and popularity of jazz rhythm	Same as songs	Same as songs
Games		Motivation and facility	Using language as an instrument with attention on playing the game	A technique, not a method. Teacher explains the game and its rules and acts as referee and scorekeeper	All in L-2
Language Lab		Provide audio-lingual models and practice	Audio-lingual but not restricted to it	A technological aid, not a method	Not prescribed
Cassettes		Provide oral models, exercises, samples, enrichment materials	Audio-lingual but can be used for bilingual and other modalities	A technological aid, not a method. Can be used to complement almost any method	Not prescribed

Video-cassettes		Provides samples of spoken language in insituational context with action and setting	Audio-visual but not restricted to it	A technological aid, but not a method. Can be used to complement almost any method	Not prescribed
Computer assisted instruction	CAI	Provide interactive individualized practice	Stimulus, task, response, acceptance or rejection, full or partial	Not a method. A powerful technological aid that can be used to complement almost any method	Not prescribed
Electric Method		Not prescribed	Not prescribed	Not prescribed. A combination of methods and techniques according to the subjective likes and dislikes of the teacher	Not prescribed
Professional practice		Communicative use of spoken and written language	From language samples to language mastery through learning and acquisition, assimilation, facilitation, and utilization	Graded materials to be experienced, learned, assimilated, and used in various contexts to develop facility	By whatever means is most appropriate for each case without restrictions

APPENDIX B:

Phone Interview Questions

1. What methods are currently being used in Korea to teach ESL?
2. What are positive and negative aspect of their methods?
Instructors' point of view.
Students' point of view.
3. What changes would you recommend to improve ESL in Korea? :

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