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ENCOURAGING MOTIVATION USING SONGS AND COOPERATIVE  
LEARNING TO IMPROVE INTERCULTURAL UNDERSTANDING

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

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education

---

by  
In-Ryang Park  
June 2000

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by

In-Ryang Park

June 2000

Approved by:



Lynne Diaz-Rico Ed. D, First Reader

*June 15, 2000*  
Date



Deborah Stine Ph. D, Second Reader

## ABSTRACT

In Korea, English as a Foreign Language (EFL) classes at the junior high school level have relied on the grammar translation method for many decades in order for students to do well on the entrance examinations for admission to college. Another problem is that the test-dominated society promotes the idea that students should not study cooperatively, but rather competitively, by means of independently studying.

The purpose of this study is to explore the students' motivation using songs and cooperative learning to improve intercultural understanding and to achieve communicative competence. The target level is the English as a Foreign Language (EFL) intermediate level students in South Korea.

In this study, the use of songs as part of authentic language acquisition consists of lyrics, instruments, rhythm, and melody. These elements of songs stimulate students' interest in language learning. The cooperative learning method works with songs in EFL class to maintain students motivation, promoting students' accomplishing intercultural understanding and acquiring the five language skills (reading, speaking, listening, writing, and grammar). Consequently, it is possible for students



successful second language acquisition through understanding the target culture and developing the five language skills.

## ACKNOWLEDGMENTS

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## CHAPTER ONE: INTRODUCTION

### Background of the Project

People are fond of singing, from the time they are babbling babies until they become golden-aged grandparents. In Korea, although many students have trouble learning English in class, they are good at singing English songs. Songs are different from the stimuli presented in language textbooks.

Interest is the original dynamic of learning. Both finding the source of interest and stimulating the motive of learning for students are very important factors in English as a Foreign Language (EFL) learning. Berger and Clark (1961) state that music is an art, the art of expressing ideas and feelings through musical sounds. It reflects a variety of traditions, places, and times. It breaks down barriers among those who share its rhythms, sounds, and emotion. Using English songs in teaching EFL in Korea may be successful in lowering students' anxiety and creating an atmosphere conducive to foreign language acquisition. In addition to promoting the students' interest in learning, songs can be used to strengthen the covert use of the sound system, reinforce the grammar and syntax, understand target culture, and learn authentic language.

## The Role of English in Korea

English is becoming the world's international language for politics, sciences, technology, media, and higher education. English is also the means by which Korea can communicate with the world. English is the most powerful language; it is becoming the necessity, not an option, in Korea. One can easily find English anywhere in Korea through signals, advertisements, songs, explanatory notes, and so forth. English is also one of the most important subjects in Korean schools. A good command of English plays a key role in success, enabling one to enter a reputable university, get a decent job and achieve promotion at the workplace. For these reasons, Koreans invest a lot of time and money in learning English.

## English Education in Korea

The importance of teaching English has been widely recognized in Korea. However, Koreans are still very poor at using English after studying it for more than six years, beginning at the junior high school level. This forces one to think about what is wrong with the way Koreans study English. English as a Foreign Language (EFL) classes at the junior high school level have relied on the grammar translation method for many decades in order for students to

do well on the entrance examinations for admission to college, not for the goal of communicative competence. It is understandable that teachers in Korea have had few choices but to make use of the grammar translation method, not only due to the high student-teacher ratio in classrooms, but also due to the test-dominated society. This kind of classroom environment prevents students from being exposed to a native-like English speaking environment.

Another problem is that the test-dominated society promotes the idea that students should not study cooperatively, but rather competitively by mean of independently studying. This situation prevents students from developing interpersonal relationships, psychological health, and social competence with diverse schoolmates. They cannot learn how to communicate effectively, provide leadership to a group, help the group make good decisions, build trust, and understand one another's perspectives. Learning English not only involves learning the language itself, but communicating with others, and, by so doing, improving interpersonal relationships, psychological health, and social competence through the cooperative learning method. This remains an important issue in English classes in Korea.

Moreover, a huge problem is a poor classroom student-teacher ratio that makes it impossible for students to be motivated and interested in English even before they are fully exposed to the language. Every English class in Korea is big, usually consisting of approximately fifty students. Therefore, the time and attention that a teacher can give to each student is very limited. A teacher constantly talks about the grammar, vocabulary, and translation of the textbook; however, only some of the students can succeed in following the lecture.

Park (1986) pinpoints the core problems of Korean junior high school students learning English. First, junior high school students are not interested in English; they think of English as being a difficult burden. Second, students are not satisfied with their English studies because the grammar and vocabulary of junior high school English are very difficult. Furthermore, the usefulness of English is centered only on the university entrance exam, which has resulted in a lack of communicative competence and negative attitudes toward English.

EFL classes at the university level in Korea are also focused on the development of reading and translation skills. In most colleges in Korea, students are required to take at

least one English course to graduate. In these English classes students use the reading and grammar skills that they learned at the junior high school for several years, and speaking, listening, and writing skills are neglected.

As the result of this education system, students cannot communicate orally even though they are highly educated in English. Their ability to speak English is limited because of the lack of communicative skills. I believe that Teaching English as a Foreign Language (EFL) in Korea needs new strategies to be effective in having students achieve authentic English.

#### The Value of the Project

It is difficult for students to be motivated due to their frustration as a result of exposure to such a test-dominated society and teacher-centered classroom environment. Stimulating motivation and eliminating the anxiety of learning are important and necessary to English as a Foreign Language (EFL) students. The English classroom environment should be changed by developing various teaching methods which can interest students to think of English classes as interesting and exciting. Furthermore, the emphasis in learning English should not be on the language itself but on the meaning being communicated. This can be actualized by

learning with new strategies rather than of learning English drills, such as "This is a pen" or "I have two pencils," that are meaningless and boring to students in the EFL classes. Providing abundant, rich, and authentic input in the form of varied vocabulary, grammar and supportive illustrations comprise strategies that can help motivate students to listen, to talk, to read, and to think.

Learning strategies are defined as " specific actions taken by the learner to make learning more effective" (Oxford, 1990, p. 8), whereas learning styles are " the general approaches students use to learn a new language, which are the same styles they employ in solving various problems" (Scarcella & Oxford, 1992, p. 61). Learning strategies are considered to "reflect" learning styles (Oxford, Holloway, & Murillo, 1992, p. 440). Much of this research on learning styles and strategies therefore, is based on students' responses to questionnaires on how they prefer to learn (Reid, 1987), or on what they actually do to study (Oxford & Burry-Stock, 1995). Students usually use certain styles and learning strategies to make sense of what they perceive. One important strategy is to increase students' enjoyment and relaxation while learning. This can be accomplished through the use of song.

People listen to songs almost their whole life, students really like to sing. Some students can easily memorize pop songs, even though they are not good, in an English class because they like a song and find it interesting. Songs offer an opportunity for drills without the monotony. Drills are made pleasant by factors of rhythm, melody, and emotional interest (Claerr & Gargan, 1985). Using songs to teach EFL can eliminate students' anxiety and create an effective learning for foreign language acquisition. Murphey (1992) explains that music is everywhere and that all students have musical talents. The advantage of musical materials is that they are so readily available to the teacher, and so immediately motivational to students. Moreover, music reflects the target culture, incorporating history, people's lifestyles and emotions. Therefore, students can use music to overcome the cultural differences in learning EFL. This is an important strategy for teaching EFL students.

This project is designed to address learning English via songs and media (visual aids, video, camera recorder, and so on) along with cooperative learning methods and employment of cross-cultural pedagogy for intermediate level students in Korea, to encourage them to use authentic

language. There are many pedagogical methods and materials which teachers can use to motivate students to learn English. The use of various teaching materials will provide an exciting as well as practical environment, and through well-planned and organized teaching, uninterested students of English can be motivated intrinsically and think of English as interesting and exciting.

#### Target Teaching Level

My target level is the intermediate level student. Why this level as a target? The intermediate level of students is of crucial important. In contrast, the beginning level students have high expectations for learning a new foreign language and this is motivating in itself. However, at the intermediate level, students face the barrier of difficulty in language learning and feel bored as they to continue learning the language. This project focuses on increasing active participation of students by singing songs, and by providing other visual information. This may be beyond the capability of students at the beginning level. If students are in the advanced level, they need more of an academic approach. Therefore, I will target the intermediate level student with this project.



## Summary of Reading Challenges and Proposed Solutions

Learning English without understanding the culture of the target language leads to ineffective education.

Learning English is not just about acquiring a foreign language; it involves learning a culture which reflects social life, history, and so on. In Korea, students learn English without understanding the American culture.

Therefore, when students communicate with native English speakers, they experience intercultural difficulties such as improper vocabulary or sentences. Students then must invest their money and time to overcome this difficulty and learn English from a native-English-speaking teacher in a private language institute.

Successful English educators seek to understand the cultural background of their students thus creating a comfortable environment that supports language learning. Music is a universal language. It breaks down barriers among those who share its rhythms, sounds, and emotions. Its unifying effect extends across time, nations, races, and individuals (Richard-Amato, 1988). Students should feel comfortable as they learn English and understand the culture in order to have effective language learning. This project aims to incorporate understanding of America's history,

social life, and other cultural features, thus increasing students' desire to learn English.

Concentrating only on grammar and reading in a class causes an imbalance in English learning. When Korean students encounter a native English speaker, they feel very uncomfortable in speaking English. Even though learning language is for communication, students cannot understand or speak English because of the imbalanced English learning system in Korea.

Instruction with songs and media (visual aids, video, camera recorder, and so on) attracts the students' attention and augments the skills of grammar, reading, speaking, listening, and writing. The goal of language acquisition via communication skills will be addressed.

Korean students are very competitive or individualistic because they want to survive in the test-dominated society. Therefore, to encourage students to have interpersonal relationships, psychological health, and social competence, the cooperative learning method is necessary in English classes in Korea. This method encourages students to strive to achieve, while building more positive and supportive relationships and develop in healthy ways such as a sense of well-being, self-esteem, and

the ability to manage stress and adversity.

Students are not motivated by boring classes and textbooks; they cause students to lose their interest and concentration in learning English. Music awakens interest during language learning. Songs can stimulate students to greater oral participation (Garcia-Saez. 1984). As stated, I believe that music can cause lower students' anxiety, create positive attitudes, and help them enjoy learning English.

#### Objectives of the Project

The objectives for teaching English through songs by means of cooperative learning methods in teaching EFL are the following: (1) to provide enjoyable and effective activities in the EFL classroom; (2) to develop a supplementary teaching material guide for intermediate level school teachers in Korea; (3) to create an atmosphere of low affective filter through the use of songs in the EFL classroom; (4) to motivate and encourage students to learn the four language skills (listening, speaking, reading, and writing); (5) to encourage students to interact with peers in the classroom, and therefore foster the four language skills; and (6) to understand America culture through songs and achieve authentic language.

## Purpose of the Project

This project investigates ways to learn the four skills of English (reading, listening, speaking, and writing) by incorporating a cross-cultural prospective. In this project, the four skills for learning English will be developed at the same time via songs, media (visual aids, video, camera recorder, and so on), and the cooperative learning method along with understanding of the target culture. Students will have chances to use the authentic language due to intercultural understanding through songs.

## The Content of the Project

This project consists of six chapters. Chapter One presents an introduction to this project. Chapter Two, the review of literature covers five important concepts in language learning with songs; students' motivation, relationship between language learning and songs, cooperative learning, authentic language, and intercultural understanding. Chapter Three, the theoretical framework that unites the main concepts involved in language learning with songs is presented. Chapter Four describes the curriculum design of this project. Last, Chapter Five indicates how results obtained from teaching units can best be assessed. The Appendix contains have the lesson units

that can be used in the actual classes.

### The Significance of the Project

This project will help to develop lesson guides and materials for teachers in order that they may motivate students via songs. The cooperative learning method also is emphasized to conquer the barriers of EFL classes such as low self-esteem, lack of interpersonal relationships, lost of social competence, etc. Moreover, understanding the target culture through songs will encourage students to use authentic language. In this way, EFL teaching in Korea may be invigorated.

## CHAPTER TWO: REVIEW OF THE LITERATURE

### Motivation

#### Introduction

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the success of second language and foreign language learning. Motivation provides the primary impetus to initiate learning a second and foreign language, and is later the driving force to sustain the long and often tedious learning process. Motivation is often defined as an inner impulse or desire to take action in order to achieve a goal. Brown (1980) claims that motivation is probably the most common catch-all term for explaining the success or failure of virtually any complex task. Motivation plays an important role in language acquisition as it does in other human behaviors. Gardner, Lalonde, and Moorcraft (1985) say that motivation in foreign language learning includes an effort and wish to achieve the goal of learning the language and a positive attitude toward the learning of the language. In other words, motivation represents how much learners make an effort to achieve their goal because of their wish to learn a foreign language.

#### Motivation

Motivation is used by psychologists to define "the

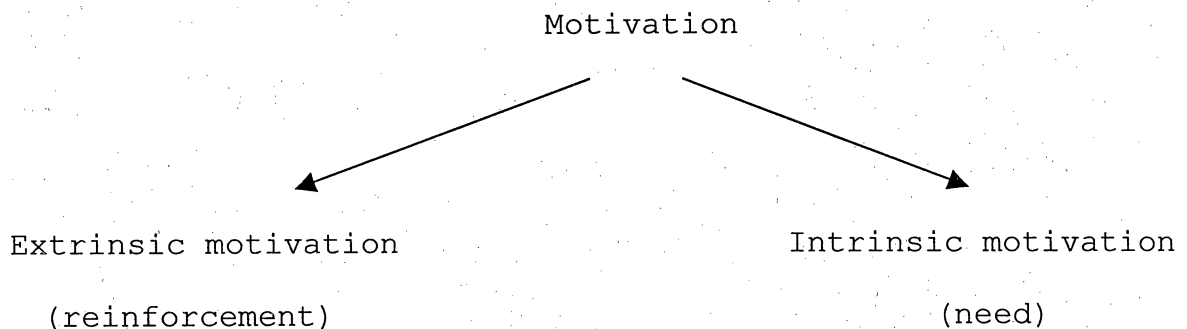
internal forces that determine the goals of a person or animal" (Sutherland, 1995, p. 282). Motivation is a supposed device and is therefore inferred from behavior. In the educational research domain, the most easily quantifiable behavior is academic performance, but the relationships between motivation and academic performance are complex, because every student has a different level of intelligence. As a result, investigators are indebted to infer individual differences in motivation from a combination of other supposed devices such as attitudes, interests, perceived goals, values and similar self-reported details (Breen & Lindsay, 1999).

Gardner, Lalonde, and Moorcraft (1985) assert that motivation is composed of four elements: a goal, a desire to attain the goal, positive attitudes toward learning the language, and effort to that effect. However, recently, Pintrich and Schunk (1996) have drawn attention to a fundamental shift in the field of motivation by stating that motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and physical energy, nor a function of stimuli and reinforcement. Pintrich and Schunk (1996) claim that motivation involves various mental processes in the process-oriented perspective.

This leads to the initiation and maintenance of actions as the process whereby goal-directed activities. *? not complete idea*

Motivation can be described in two broad categories: extrinsic and intrinsic. This is shown in Figure 1 (Eggen & Kauchak, 1992).

Figure 1. The Relation of Extrinsic and Intrinsic Motivation (Eggen & Kauchak, 1992).



Extrinsic motivation. Extrinsic motivation refers to motivation that comes from outside the learner, such as motivation resulting from reinforcement through grades or other rewards (Eggen & Kauchak, 1992). This describes the process of satisfying a desire of reinforcement, which is related to the learning activity, but is not satisfied by the learning itself. An example of this would be a student who acquires knowledge in order to obtain high grades. However, because all motivation ultimately derives from some intrinsic need, students simply distinguish general



disposition to learning for its own sake from other reasons for learning (Brophy, 1983). Studies which have investigated motivation in task-specific situations have shown that engaging in tasks for their own reasons results in better quality output than engaging in tasks for reasons that have an outside cause (Brophy, 1983). A Token Reinforcement System is one of the programs utilized to stimulate extrinsic motivation of students in classroom. This token reinforcement system can help students to have a positive outcome in both academic work and classroom behavior. The tokens may be points, holes punched in a card, chips, play money, or anything else and these should be given out fairly to the students for rewards (Woolfolk, 1998).

Intrinsic motivation. Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feeling of competence or growth. Intrinsic motivation is always linked to biological drives and, in the learning context, refers to learning for its own sake. Entwistle and Wilson (1977) suggest that this approach to learning is directly linked to cognitive origin. An example of intrinsic motivation would be students who study history just because they want to know about the past,

or someone who is motivated towards choosing a career which involves an interesting work assignment.

Extrinsic motivation is motivation to do something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when one does something because one gets enough rewards from the activity itself. However, both extrinsic and intrinsic motivation can be evaluated as high and low depending on the value placed on that goal and the extent to which a person receives satisfaction from attaining it (Breen & Lindsay, 1999). For example, someone who places a high value on learning in order to attain recognition from teachers has high motivation providing they receive this reinforcement. So, in many circumstances, goal values will depend on both environmental and intrinsic factors.

### Student Motivation

Student motivation naturally has to do with students' desires in the learning process. But it also concerns the reasons or goals that underlie their involvement or lack of involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. Brophy (1987) describes that student motivation to learn is a student tendency to find academic

activities meaningful and worthwhile and to try to derive the intended academic benefits from them. Motivation to learn means working toward learning goals.

A student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feeling of accomplishment it evokes (Lepper, 1988). An extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers, or teacher approval (Lepper, 1988).

The term motivation to learn has a slightly different meaning. It is defined by one author as the meaningfulness, value, and benefits of academic tasks to the learner - regardless of whether or not they are intrinsically interesting (Marshall, 1987). Ames (1990) also defines that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning.

According to Brophy (1987), motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others, especially parents and teachers. The

beliefs teachers themselves have about teaching and learning, and the nature of the expectations they hold for students, also exert a powerful influence (Raffini, 1993). For example, children's home environments shape the initial attitudes they develop toward learning, and raise a sense of self-worth, competence, autonomy and self-efficacy. Once children start school, they begin forming beliefs about their school-related success and failure.

#### Integrative and Instrumental Motivation

One of the better known studies of motivation in second language learning is Gardner and Lambert's. Gardner and Lambert (1972) introduced the two concepts, integrative and instrumental motivation. Integrative motivation is seen in a display of positive attitudes toward the target language group, with a possible intention of integrating into that group. It deals with the individual's desire for cultural or linguistic integration. That is to say, integrative motivation refers to the learner's desire to be accepted by the speakers of the foreign language.

Instrumental motivation is motivation to learn the language for an instrumental, practical purpose. Instrumental motivation refers to the functional reasons for learning a language such as getting a better job, earning more money,

or entering college or graduating from school (Oxford, 1996). The instrumental-integrative distinction is somewhat similar to the extrinsic-intrinsic distinction, but they are not identical; both instrumental and integrative motivation are properly seen as subtypes of extrinsic motivation, since both are concerned with goals or outcomes (Schmidt, Boraie, & Kassabgy, 1996).

### Motivation and Language Learning

A close look at the literature reveals that motivation plays a key role in language learning. Motivation is critical in a language classroom because enhanced motivation will result in better student attitudes, which will bring about achieving the goal of learning a language. Several researchers have maintained that the narrow focus of the instrumental-integrative distinction provides a basis for constructive investigation of the affective variables that influence second language acquisition.

( Garden, Lalonde, and Moorcroft (1985) also researched the relationships among attitudes, motivation, and language aptitude to second language learning. This study showed the influence of the factors in the rate at which second language material was learned. High aptitude learners seemed to be able to absorb the material better.) Thus, both

aptitude and attitudinal/motivational characteristics influenced the rate of learning). On the other hand, researchers found that only the attitudinal/motivational attributes predicted how well individuals reacted to a task. In other words, those individuals who have the high level of attitudinal/motivational attributes worked harder to acquire the material.

Researchers have studied about the connection between motivation and language learning. Oxford (1996) agrees that integrative motivation is much more meaningful for immigrant language learners who must learn to live in the new culture and communicate fluently in the target language, such as ESL learners, than for most foreign language learners, who are separated in space and attitude from the target culture. Gardner (1988) also asserts that integrative motivation is positively associated with second language achievement and integratively motivated learners are successful because they are active learners.

Crookes and Schmidt (1991) described the relationship between motivation and L2 learning at four different levels. First, attentiveness and motivation are closely related at the micro level, which deals with motivation effects on the cognitive processing of L2 stimuli. Second, motivation is

important at the classroom level, especially when these criteria are met: (1) appropriate preliminary remarks are incorporated in the lessons; (2) actual activities are relevant to the students; (3) appropriate feedback is given; (4) attention is given to make sure the students' self-perceptions are positive; and (5) interesting material is provided. Third, at the syllabus/curriculum level, programs that continue to meet the students' needs are, in turn, more motivating. Finally, at the long-term learning level outside the classroom, the motivation of students is seen in their use of strategies to contact and sustain interaction with native speakers of the target language.

Strategies for supplying extrinsic motivation do not attempt to increase the value that students place on the language learning itself, but rather to link successful language learning with access to valued rewards. A primary and important responsibility of teachers is to transform an initial extrinsic motivation into a permanent intrinsic one.

#### Motivation and Intercultural Understanding

Culture is not a unidimensional concept as far as concerning motivation. It has been defined by various researchers in a number of different ways. Notions of national culture typically include shared social meanings,

symbols, values, beliefs and understandings (Perera & Mathews, 1990). All of these are reflected in Hofstede's (1980) definition of culture as the collective programming of the mind, which distinguishes the members of one group or category of people from another.

Gardner (1979) developed a socio-educational model that stated that languages were unlike other school subjects in that language learning involved learning aspects of behavior representative of another cultural group. Thus, attitudes toward the target language community would, at least partly, determine success in language learning (Gardner, 1988).

(Brown (1980) acknowledged the wealth of research that has shown that motivation is undoubtedly a key in the learning process.) He further explored the meaning of motivation, referring to Ausubel's study (cited in Brown, 1980) of the six needs of humans that form the basis of the concept of motivation.



Table 1. Human Needs Form the Basis of the Motivation (Brown, 1980)

Need	Definition
Exploration	Seeing "the other side of the mountain," probing the unknown
Manipulation	Operating - to use Skinner's term - on the environment and causing change
Activity	Movement and exercise both physical and mental
Stimulation	To be stimulated by the environment, by other people, or by ideas, thoughts, and feelings
Knowledge	To process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge
Ego enhancement	The self to be known and to be accepted and approved of by others

This motivation can be seen as global, situational, or task-oriented. All of these play a part in any one individual's learning process, although some may be more important than others.

Dornyei (1990) showed that each type of motivation (i.e., integrative and instrumental) was made up of sub-systems that overlapped in the area of wanting to integrate into a new community. It can be said that such a desire to integrate would be instrumental in nature because of the students' inability to mingle with the L2 native speakers and assimilate in the target language culture. This was also stressed by Graham (1984). He drew a distinction between assimilative motivation and integrative motivation, showing that an integrative motivated person could have a desire to establish a social relationship with the target culture without actually contacting it. A person who is assimilatively motivated, however, would necessarily have to contact the target culture.

Schumann (1978a) has developed the acculturation ("the process of adapting to a new culture"; Diaz-Rico & Weed, 1995, p 41) model that asserts that the degree of a learner's acquisition to the target language will depend on the degree of his acculturation to the target language group.

Integratively motivated students in a foreign language learning context have more general interests in the new culture. They tend to be interested in the language of the target culture and the people who speak it. They also

show an interest in the cultural and intellectual values that are conveyed in the target culture and are motivated by the stimuli they receive through their language and using the target language. These students exhibit a desire to meet new challenges and to broaden their worldview to avoid provincialism.

### Summary

(Motivation plays an important role in language acquisition. Motivation in a foreign language includes the effort and desire to achieve the goal of learning the language and a positive attitude toward the learning of the language. In other words, motivation represents how much a learner makes an effort to achieve the goal because of a wish to learn a foreign language.) Moreover, a motivated person could have a desire to establish a social relationship with the target culture without actually contacting it. A person who is assimilatively motivated, would necessarily have to contact the target culture. Therefore, culture is a vital component in language learning; the desire to understand, to assimilate to, or to use the target culture for one's own purposes is a primary drive or force underlying language acquisition efforts.

## Song and Language Learning

### Importance of Songs in Language Learning

Most teachers have experienced the feeling that their classes need a change of pace to keep the activities from becoming too routine and predictable. One answer can be found in the use of songs in the lesson. If teachers plan to incorporate songs into the curriculum on a regular basis, the songs become a learning device to reinforce important curriculum aspects such as development, grammar and vocabulary acquisition, cultural sensitivity.

Maley (1982) lists three kinds of advantages of the use of music and songs in language learning: music is highly memorable because it creates a state of relaxed receptivity; its repetitive rhythmical patterning reinforces language learning; and its messages touch deep-seated emotional aesthetic chords without loss of motivation. It is highly motivating for young learners because it represents powerful subculture, with its own mythology and rituals. Songs have a motivational appeal to release unsuspected positive energy for language learners. The use of music and song in the classroom can stimulate positive associations to the study of a language.

A closer look at the use of songs in English

classrooms reveals several advantages. First, songs can provide learners with a good source of comprehensible structural input: *Sorry Seems To Be The Hardest Word* by Elton John (Murphey, 1992) shows some practical examples of comprehension through repetition such as "What have I got to do make you love me?" and "What do I do to make you care?" Krashen and Terrel (1988) propose in the Input Hypothesis that language acquisition occurs through increased comprehensible grammatical input. Secondly, the Song-Stuck-In-My-Head Phenomenon (SSIMHP) of songs plays a key role in motivating students who are learning English because it enables students to whistle, hum, or sing a tune after a short period of contact with song, facilitating a long term memory in their English learning. Thirdly, unlike some syllable-timed language such as Korean, French, and Spanish, English is a stress-timed language which has stressed syllables occurring at approximately equal time intervals, irrespective of how many unstressed syllables occur between them. The intonation, stress, and rhythm of songs are said to play a key role in English learning. Graham (1992) states that "Rhythm, stress and intonation are essential elements which belong in the classroom at all levels of language learning" (p. 469-512).

What is more, songs and instrumental music can be used to reduce tension and boost creativity, because songs and music can be used to relax students and provide an enjoyable classroom atmosphere (Griffiee, 1992). Redundancy and simplicity are good for learning a foreign language because many language exercises utilize repetition drills for memorization purposes. Griffiee (1992) states that if appropriate tasks are given, songs can give pleasurable repetition with no boredom and provide active participation in the language. Besides, songs can be heard in coffee shops, homes, movies, cars, on the street. Songs also contain examples of real or colloquial speech. For example, in many songs, the "-ing" form is usually reduced to just an "-in" sound, which can be regarded as one of features of informal American English. The natural language of songs is one way to incorporate modern and living language into the classroom (Griffiee, 1992). Songs are cultural in that they show the reflection of the time and place that produced them. Every song is a cultural capsule containing within itself a significant piece of social information. Bringing a song into the classroom entails bringing the culture of the song in with it (Griffiee, 1992). Moreover, songs can provide students with a common experience of existence because songs



offer universal themes, which are found in all cultures.

#### The SSIMHP, Din, and LAD

The Song-Stuck-In-My-Head Phenomenon (SSIMHP) of songs plays a key role in motivating students in learning English because students are enabled to whistle, hum, or sing a tune after a period of contact with song. Murphey (1990a, 1990b) says that SSIMHP is "...the repeating of a song in one's head usually occurring when audition is followed by relative quiet, as with the last song you hear before leaving your home or car" (p.770-774 & 53-64). Murphey (1992) compares the SSIMHP with the research on Din (the involuntary rehearsal of language in one's mind after a period of contact with the foreign language) relating to Chomsky's hypothesized language acquisition device (Krashen & Terrell, 1983). Murphey (1992) postulates that the SSIMHP may trigger the Language Acquisition Device (LAD) into involuntary rehearsal thereby processing more communicative speech. Oliver Sachs says that music and song tricks the LAD into operation (Terhune, 1997).

#### Advantages of Songs in English Learning

Songs have advantages in English learning because they include intonation and stress. These advantages play a key role in helping students learn the four main English skills

as shown in the following:

Listening. Songs can provide students with a variety of repeatable sources of relevant input for listening practice. Students have a unique opportunity to keep in touch with authentic listening material through songs with the help of the teacher. Listening to song lyrics enables language learners to filter out the background noise in order to understand what is being said because they can play a song over and over, gradually training their ears to eliminate the crashing of cymbals, the beat of drums, the crescendos, etc. (Melpignano, 1980).

Speaking. Songs can be used as a stimulus for conversation in the same way that poetry or other forms of written discourse can be used; their context can offer a springboard for class discussion (Griffie, 1992). Songs can also focus on pronunciation and provide an opportunity for practicing with a native speaker outside of the classroom by singing along with the song. The song, *The Boxer* by Simon and Garfunkle (Murfhey, 1992) can help students improve their speaking speed by singing along. Because of the personal nature of music, students can produce meaningful and expressive speech by understanding and singing along.



Reading. At first sight, it does not seem easy to improve reading comprehension through songs. However, a variety of themes and authentic phrases and idioms relating to themes can provide learners with a great resource of vocabulary for reading comprehension. Learners can pick up the whole meaning of the song lyrics and theme of the song. A close study of song lyrics can be helpful for effective reading comprehension. First, students focus on understanding the background of the composition of the song lyrics and their meaning. Then they are asked about the meaning of some important parts of the song, its summary, theme, etc., until they have comprehensive of the song lyrics. For example, if students know the background about the death of Eric Clapton's son in his song, *Tears in Heaven*, (Murphey, 1992) students will catch the meaning of some special parts as well as the theme of the whole song.

Writing. Students can also paraphrase or summarize the lyrics of a longer song because lyrics can serve as inspiration for writing. Some songs with lyrics of easy, simple, and repetitive phrases such as *Sorry Seems to Be the Hardest Word* by Elton John (Murphey, 1992) provide students with various idiomatic and useful expressions for writing. Translating Korean pop songs into English or making new

lyrics can be good resources for writing classroom activities because students can keep in touch with English lyrics of Korean pop songs, the beat of which they are already accustomed to, as if they were writing the lyrics in English. These activities may stimulate students' curiosity about English composition.

### Selection of Songs

There are no rules for choosing songs for classroom use, but there are several things to take into consideration. Griffie (1992) suggests three important factors: the class, the teacher, and the classroom opportunities. Songs can be selected according to the number and age of students, the time of class of day, the language level of students, and students' musical interests. As for the teacher, songs can be chosen according to the purpose of using a song in class. As far as the classroom environment is concerned, considerations should be taken into the independence of a classroom. A good song to use in the classroom is one which the students like, the teacher likes, fits the lesson, and is easy to obtain in written form.

Dobin (1974) classifies songs into the following categories. For phonological aspects, songs such as The Beatles' *Act Naturally* (Murphey, 1992) is useful for

teaching internal sound change because it has the palatalizes sounds of "wouldja," "couldja," "goin'," "talkin,'" and "singin'." The Beatles' *Sgt. Pepper's Lonely Hearts Club Band* (Morphey, 1992) is useful for teaching the stress-timed rhythm of English speech.

For grammatical patterns, the Byrds's *Turn, Turn, Turn* (Morphey, 1992) is useful for single words, sentences, or short choruses because it has many repetitions. The songs, *If I Had a Hammer* (Morphey, 1992) is useful for substitution practice because it has a minimal change occurring within a basic sentence pattern that is repeated throughout the whole selection. Simon and Garfunkle's *El Condor Pasa* (Morphey, 1992) can be useful for grammatical pattern like "I'd rather be a sparrow than a snail - Yes I would, if I could, I surely would".

For semantics, or meaning, *Lemon Tree* (Morphey, 1992) can be good as a story or native song because it offers excellent material for incorporation into lessons that stress speaking skills. *Put Your Finger in the Air* of Woody Guthrie (Morphey, 1992) is good as an action song for practicing a listening skill. *Sunrise Sunset* from Fiddler on the Roof (Morphey, 1992) is a show song and film song. *Yesterday* by the Beatles is a song which offers the common

themes of love, loneliness, and despair (Morphey, 1992).

Teachers can choose songs according to the difficulty of words, the speed of songs, and the content of songs compared with the level of students. It is very important for teachers to select songs for English classes from the viewpoint of the students, not the teacher. This means that the songs are considered to be at the level of the students.

#### Classroom Activities Using Songs

How to make use of songs is more important than any other aspect in using songs in language learning because the activities used in class play a key role in the success or failure in language learning. Classroom activities can be varied according to the age and level of students and the classroom environment.

Gary (1991) provides some examples of classroom activities using songs in language learning, as follows.

Comparison listening. Comparing two versions of the same time recorded by different artists and finding out the differences is good listening practice. Comparing opinions about the two versions can be an interesting discussion topic.

Paraphrasing. Students rewrite parts of a song or entire songs into normal conversational English, which can

lead to discussions of poetics or grammar or meaning.

Writing rhymes. Students write a line from a song, or a new line, on the blackboard and ask them to write a second line that rhymes with the first line, through which the whole classes feels like they are working together and everyone breeds new ideas.

Write another verse. Students write a new verse for a song. This is difficult and takes time and may be assigned as homework after the song has been discussed in class.

Music critics. Students write a review of a song by describing a song and expressing opinions about it.

Memorize a song. Students to memorize a song or part of a song, which is a very natural activity because everyone has songs that they enjoy and listen to by learning them by heart, a kind of pronunciation practice (p. 69-75).

Griffiee (1992) classified a variety of classroom song activities into various types according to the skills and level of learners. The Skills he uses in his book Song in Action are divided into drawing, instrumental music, listening skills, discussion, paraphrasing, singing, story telling, structural-grammatical, vocabulary, and writing. Three levels of learner are used to classify activities using songs; very low to low, low to intermediate, and

intermediate.

Table 2. Murphey's Classroom Activity Using Pop Songs (1992).

Authors Items	Murphey (p. 69-70)
Title	Text completion and construction
Level	All levels
Time	5-15 minutes
Aim	To improve listening comprehension, reading, guessing, and composition skills
Preparations	A song, recording, printed lyrics with blanks for words and phrases
In class	<ol style="list-style-type: none"><li>1. Play the recording</li><li>2. Ask students to fill in the missing words of the lyrics sheet</li><li>3. Ask students to tell their answers</li></ol>

Table 3. Griffée's Classroom Activity Using Pop Songs  
(1992).

Authors Items	Griffée (p. 34-35)
Title	Mistakes
Level	Low to intermediate
Students	Adult and children
Aim	To improve listening, detecting grammar mistakes
Preparations	Lyrics sheet containing grammatical mistakes for hand-outs
In class	1. Listen to the song, 2. Asking students to underline unusual, ungrammatical items in the lyrics sheet

The above tables are made for the types of classroom activities of Murphey and Griffée.

#### Caveats in Using Songs

There are some caveats which should be considered when using songs in language learning. Coromina (1997) says that the following songs should be avoided: (1) songs that are too fast-paced; (2) songs in which the music buries the singer's voice; (3) songs in which there is no substance to

the lyrics; and (4) songs that verge on the obscene or that include lyrics that are discriminatory.

Many songs are too difficult for students to understand because of unclear pronunciation and instrumental background noises, and vocabulary. The lyrics of some songs are ungrammatical or too convoluted, thereby adding to the confusion of the language learner, such as "Ain't got no cash, ain't got no style" (*Don't Worry, Be Happy* by Bobby McFerrin) (Murphey, 1992). Some lyrics are too embarrassing to explain to students because they are too obscene or violent.

### Summary

Songs may become a learning device to reinforce some important curriculum aspects such as development of grammar, vocabulary acquisition, and cultural sensitivity. The rhythm of songs and the SSIMHP have an especially great influence on motivating students in English learning, and adding to students' long-term memory. Students can be exposed to various authentic idioms and sentence structures as well as to different cultures. These advantages play a key role in helping students learn the four main English skills, listening, speaking, reading, and writing. Although using songs in language learning can be advantageous, there



are several things to take into consideration depending upon the variables of students, teachers, and classroom facilities.

### Authentic Language

#### Language for Meaningful Communication

Language is the most important human means of communication. In second language learning, the focus should be on meaningful communication and not simply on the learning of grammar rules and non-communicative phrases.

Meaningful communication depends on the exchange of messages. Someone may say, "What a beautiful day!" A meaningful response would not be "Yes, rockets cost a lot of money to build." Both of these are syntactically acceptable sentences but there is a breakdown in communication. A more reasonable reply might be, "Yes, I love these types of days, too." This shows that the listener grasped the meaning of the speaker and acknowledged verbal agreement or at least understood the statement. Lindfors (1987) explains the purpose of communication as the game that has certain "rules." However, unlike most games, the goal is not to win but to keep the ball in play. Partners in a conversation attempt to assure comprehension and to sustain the conversation.

When language classes do not have any activities which are relevant to the students' interests, communicative interaction will be lacking. Many times in second language learning grammatical accuracy is stressed, which stifles the students' desire to freely express their ideas. Omaggio (1986) points out that several methods of language instruction such as the grammar-transition method lack communicative characteristics. Omaggio (1986) stresses the language instruction that allows students to have an opportunity to build toward higher levels of proficiency. However, in much instruction, there is no personalization or contextualization of the lesson to relate to students' experience, no pair or group interaction for communicative practice, and no concern for the teaching of cultural awareness. There is only concern for accuracy. But this concern often prevents students from creating with the language or venturing to express their own thoughts.

In second language learning, students should want to communicate meaningful realistic information. According to Brown (1980), the learner needs to be receptive both to those with whom he is communicating and to the language itself. This way the learner can be responsive to both persons and to the context of communication. A student

needs to place a certain value on the act of communication.

### Students' Expression of Meaningful Statements

In the language classroom, the initial focus should be on expressing meaning. Syntax will develop as the language learner continues to freely and uninhibitedly attempt communication through the language medium. Children focus on expressing meaning, as Lindfors (1987) asserts: "These developmental forms are not imprinted in the child's response patterns; but, without any drilling or special direct instruction designed to eradicate them, they drop out as the child matures, and are eventually replaced by adult forms" (p. 8). This statement can be applied to second language learners also. Omaggio (1982) declares the usefulness of errors in diagnosing and determining the learner's current internalized rule system, yielding important information for the teacher. She believes if students are never allowed to operate beyond their self-assessed or teacher-assessed capacities, they will never enlarge their knowledge.

The counseling-learning method, introduced by Charles Curran, analyzed by Brown (1980), approached language instruction in this way: To lessen student anxiety, the teacher should act like a sounding board and not present

himself/herself as the great formidable authority. The secret is to keep the authority concept in the background. The teacher should be a prompter and a tutor to the students. The desire of the prompter is to elicit meaning from the language learner and to express meaning to the language learner. Low anxiety in the classroom allows the students a more comfortable learning environment.

Oller and Richard-Amato (1983) agree that Curran's approach does afford a basis for interaction and communication. There is persuasive evidence that it may result in substantial language acquisition. In agreement with Curran's approach, Brown (1980) affirms that the teacher's presence should not be perceived as a threat, nor is the teacher's purpose to impose limits and boundaries; but rather, as a true counselor, to center his/her attention on the students.

However, it is not important to simply utter phrases, but to express phrases that hold meaning for the speaker and the listener. Meaningful phrases are useful to both the speaker and the listener. A second language speaker does not listen to how to say "tape recorder" before "hello" because "hello" is more important initially in language learning. Lindfors (1987) persists that the important thing

in language growth is not how many times children hear an item but what they select, notice, attend to, use, and act upon. In the language classroom, meaningful language which is useful to students should be taught so that the language learner can acquire the language.

### Language Acquisition and Language Learning

The definitions of "acquire" and "learn" are very different according to Merriam Webster's *New Collegiate Dictionary*, 1998. Acquire means "to come into possession or control of often by unspecified means; to come to have as a new or additional characteristic, trait, or ability" (p. 15 - 16). Learn means "to gain knowledge or understanding of or skill in by study, instruction, or experience; memorize" (p. 1044).

When language is acquired it can be used automatically by the speaker. Learning is only an accumulation of knowledge but it is not easily accessible for use. Krashen (1982) says that low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. Krashen (1982) also defines language acquisition as a subconscious process using the language for communication; this does not disappear at puberty, but is a very powerful process in the adult. Krashen (1982) defines

the results of language acquisition, acquired competence, as subconscious acquisition that involves "picking-up" a language, whereas conscious knowledge of a second language, knowledge of the rules, being aware of them, and being able to talk with them is considered learning.

### Realistic Language

Language should be realistic. For example, discussions of how ants gather food are rare in daily conversation. People want to survive in society and need the normal phraseology to function comfortably in various situations. If a person needs to learn how to take a taxi, the drivers are only interested in being told what the desired destination is. Lindfors (1987) states, "Unconsciously, automatically, we slip in and out of various communication styles, adapting our oral and written expressions and even our questions so that they are appropriate to each social situation" (p. 337). There is a hierarchy of communication events in any society. The communication events which are more meaningful in daily social interactions should be thought first.

When learning another language, there is also a hierarchy of lexical statements of interchange. Learning the number system of a language would be much more useful to

a student before talking about the problems of the trade deficit. Both are visible topics, but the first one has more significance to the student's immediate needs.

Language used for communication should be meaningful and realistic to meet the learner's needs. All language learning should involve acquisition of communicatively realistic language in the classroom in order for the students to be able to function within the society in which they live.

#### Communicatively Realistic Language

There are three parts in the meaning of the phrase "communicatively realistic language." The word "communicative" is related to communication. According to Merriam Webster's *New Collegiate Dictionary*, 1998, communication is "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior, a technique for expressing ideas effectively (as in speech)." The word realistic is used in this context to mean that the language studied and acquired is the authentic language of native speakers and that it is relevant to the most immediate needs of the language learner. The word language, according to Merriam Webster's *New Collegiate Dictionary*, 1998, is "a systematic

means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meaning." Without acquiring communicatively realistic language, language learners will be at a loss to function appropriately in the many situations in society that they encounter.

The communicatively realistic language approach is related to several other language methods. First, the Immersion Method focuses on language acquisition rather than on language learning. The rationale for immersion provides maximum opportunity for language use with a clearly defined purpose and it is on acquisition rather than on conscious learning (Savignon, 1983). Second, the Direct Method focuses on contextualized acquisition of the language. The advocates of the Direct Method believe that students learn to understand a language by listening to it in large quantities. Language is learned through the direct association of words and phrases with objects and actions, without the use of the native language as the intervening variable (Omaggio, 1986). Third, the Natural Approach is a language learning method introduced by Tracy T. Terrell. Terrell's method focuses on the meaning of real communication in lieu of the form of the utterances, while



lowering anxiety as much as possible (Terrell, 1985).

Fourth, Savignon (1983) introduces the method, Language for a Purpose: If language is not used to accomplish a specific task to meet the need of the speaker, then it is not accomplishing anything.

These four methods approach language acquisition in a communicatively realistic way. Because there is no perfect language teaching method, many methods need to be incorporated to properly implement communicatively realistic language. The language learner should have the goal of acquiring another language and language teachers should have the goal of teaching communicatively realistic language to help students acquire the language.

#### Characteristics of Communicative Competence

The communicative competence ideology, which is closely related to the concept of the communicatively realistic language approach, is currently being introduced more and more in language teaching.

Omaggio (1986) cites the following characteristics of communicative competence: First, communicative competence is a dynamic rather than a static concept that depends on the negotiation of meaning between two or more persons who share some knowledge of the language. Second, communicative

competence should not be thought of as only an oral phenomenon; it applies to both written and spoken language. Third, communicative competence is context-specific, in that communication always takes place in a particular context or situation. Fourth, it is important to bear in mind the theoretical distinction between competence and performance. Fifth, communicative competence is relative and depends on the cooperation of all those involved. In summary, communicative competence emphasizes the negotiative nature of communication.

Many of the characteristics of the communicatively realistic language approach are equivalent to the basic tenets of communicative competence. This is focused on the goal of interlocutors express meaning. There are interpersonal activities, which oral and written skills are addressed, and contextual activities are used.

#### Summary

The goal in language instruction should be to convey meaningful communication through interpersonal and contextual activities. Because there is a hierarchy of lexical statements, the language being taught should be realistic to the needs of the students. For example, English as a foreign language students learn the language

through only the lexical meaning not authentic language. Therefore, when students have a chance to use the language, they have difficulty using it. Actually, when language is acquired, it should be used automatically by the speaker.

The communicatively realistic language approach is related to several other language methods. Some of the methods include the immersion method, the direct method, the natural approach, and language for a purpose method. Of course, there is no perfect language instructional method. The communicatively realistic language grid gives the aspects of the communicatively realistic language approach. Under the communicatively realistic language teaching approach, the basic goal of a language teacher should be to help students acquire the language being taught so that they can communicate in an appropriate manner in any circumstances they encounter.

## Cooperative Learning

### Introduction

Through research of various teaching methods, it is known that people learn best in a group setting. It is widely recognized as one of the most promising practices in the field of education. This idea is called cooperative learning. Its effectiveness has been documented through

hundreds of research studies (Johnson & Johnson, 1986; Kagan, 1986; Slavin, 1988). Group learning, with its roots in ancient tribal customs, has traditionally been a part of educational practice. Cooperative learning gives students opportunities to share ideas, interact with others, and learn from each other in order that the outcome results in a stronger individual. It is also known to be effective in influencing the attitude of learning and each student's social relations because of excitement of meeting new people and from each other finding out new facts that were not realized in the past. During much of its history, cooperative learning methodology was also effective for students with non-English language backgrounds. This was because cooperative learning requires communication, which assists in improving students' hearing and speaking skills.

According to Trottier & Knox (1989), students are able to work together in small groups to reach a common goal, while developing positive interdependence and the social skills required for effective living. Students learning without structures that promote positive interactions and strategies will not be able to benefit from the resources and from others causing a slower pace in learning due to lack of communication and focus, less excitement due to

boredom and inability to function socially.

### What is Cooperative Learning?

Kagan (1985) describes the cooperative learning system as follows: 1) peer tutoring: where teammates teach each other to carry out given tasks; 2) jigsaws: in which each member of a group is given a piece of information and must share that information with the others in the group to complete a task; 3) cooperative projects: where the members of a group work together to complete a group project; 4) cooperative, individualized projects: where students work alone on a particular assignment or project, but evaluations of their individual progress contribute to a group grade; 5) cooperative interactions: where each student is graded individually although completion of the task requires a cooperative effort. There are many ways to describe cooperative learning, however, it is clear that it consists of interactions that bring out positive achievements. In cooperative learning, students are motivated. A group of four to five people help each other toward one goal - which helps to create more ideas, more communications, resulting in successful outcome.

Students work together to accomplish shared goals in cooperative learning groups. They discuss the material with

each other, help one another understand it and encourage each other to work hard. Individual performance is checked regularly to ensure that all students are contributing and learning. The outcome of group learning is that each student will perform higher academically than they would have if they worked by themselves.

High-performance cooperative learning group. The High-performance cooperative learning group is a group that meets all the criteria for being a group and outperforms all reasonable expectations, given its membership. The level of commitment that members have to each other and the group's success is beyond that of most cooperative groups. Few groups ever achieve this level of development.

How well any small group performs depends on how it is structured. Seating people together and calling them a cooperative group does not make them one. To ensure that a group is cooperative, educators must understand the different ways cooperative learning may be used and the basic elements that need to be carefully structured within every cooperative activity.

### What is Not Cooperative Learning?

All groups are not considered a cooperative learning group. While some groups create harmony, motivate and lead to successful learning in classrooms, other types of learning groups may hinder the learning process and create disharmony and dissatisfaction because they are created for different purposes. Study groups, project groups, lab groups, homerooms, and reading groups are groups; however they should not be called cooperative groups. Even with the best of intentions, teachers may be using traditional classroom learning groups rather than cooperative learning groups. Below are descriptions of groups that are not cooperative learning groups:

Pseudo learning group. In a pseudo learning group, students are assigned into a group, but they would prefer to be working by themselves. Because of this attitude, they are in a competition, causing distrust and disorder within the group. The result of this group is not as powerful as if they had worked individually trusting in their own capabilities.

Traditional classroom learning group. In the traditional classroom learning group, students are assigned to work together and must accept that they have to do so

whether they like it or not. Assignments are given and are structured so that students are evaluated and rewarded as individuals, not as a group. They seek each other's help, but have no motivation to teach each other. Some students may seek a free ride on the efforts of other group-mates who brainstorm more ideas causing some students to do more work than others. This results in some students receiving the grades that they do not deserve and some students receiving grades that would have been higher if they were to complete the same assignment individually.

The above groups are "learning in groups" but are not cooperative learning groups because they do not have one goal. These groups are created more for the purpose of just working together rather than wanting to learn from each other. These groups do not share ideas; whoever is smartest with most ideas will do everything. These groups only purpose to be in a group is to complete the assignment.

#### Basic Elements of Cooperation

According to Johnson & Johnson (1989) & Johnson, Johnson & Houbec (1998a), these five basic elements are essential in order for an activity to be cooperative.

Positive interdependence. Positive interdependence is the perception that a group is considered as one person;



that either everyone in the group succeeds or no one in the group succeeds. One person's good work benefits the whole group and the whole group's work benefits one individual as well. Within every cooperative lesson, positive goal interdependence must be established through mutual learning goals - learn the assigned material and make sure that everyone understands the material thoroughly in the group. In order to strengthen positive interdependence these three things must come in place: 1) joint rewards - if all members of your group score 90 percent correct or better on the test, each will receive 5 bonus points, 2) divided resources - divide responsibilities to each group member a part of the total information required, and 3) complementary roles - assign roles to everyone such as reader, checker, encourager, elaborator.

Individual accountability. The purpose of cooperative learning groups is to make each member a stronger individual. Students learn together so that they can subsequently perform higher as individuals. Common ways to structure individual accountability include (a) giving an individual test to each student to test each other's capabilities and to challenge each other, (b) randomly selecting one student's product to represent the entire group, or (c)

having each student explain what they have learned to others in the group.

Face-to-face promotive interaction. Individuals promote each other's success by helping, assisting, supporting, encouraging, and praising each other's efforts. Promoting each other results in cognitive learning and creates more interpersonal relationships in the group. Face-to-face promotive interaction includes orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present with past learning. Accountability to peers, ability to influence each other's reasoning and conclusions, social modeling, social support, and interpersonal rewards all increase as the face-to-face interactions among group members increase. To obtain meaningful face-to-face interaction, the size of groups needs to be small (2-4 members).

Social skills. By interacting in a group cooperating with each other, a person may be taught leadership, decision-making, trust-building, communication and conflict-management skills besides academic skills.

Group processing. Group processing exists when group members discuss how well they are achieving their goals and

maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. When difficulties in relating to each other arise, students must engage in group processing and identify, define, and solve the problems that they are facing in order to work together effectively.

Understanding, developing and practicing these five basic elements allows teachers to adapt cooperative learning to their unique circumstances and needs in their classrooms. It will also fine-tune their use of practicing cooperative learning, preventing and assisting in solving problems among students in working together as a group.

#### Types of Cooperative Learning and the Teacher's Role

There are three types of cooperative learning groups that may be discussed: Formal cooperative learning groups, informal cooperative learning groups and cooperative base groups. Formal cooperative learning groups can be used to teach specific content. Informal cooperative learning groups can be used to ensure active cognitive processing of information during a lecture or demonstration. Lastly, cooperative base groups can be used to provide long-term support and assistance for smooth academic progress.

Formal cooperative learning group. Formal cooperative learning groups consists of students working together for a period of one class or for several weeks to achieve shared learning goals and to complete specific tasks and assignments. For example, in a formal cooperative learning group, the group will involve problem solving, writing a report, conducting a survey or experiment, learning vocabulary, or answering questions at the end of the chapter. In formal cooperative learning groups, according to Johnson, Johnson & Holubec (1998b), teachers first make a number of preinstructional decisions. They specify to students the objectives for the lesson (both academic and social skills) and decide on the size of groups, the method of assigning students to groups, the roles students will be assigned, the materials needed to conduct the lesson and the way the room will be arranged. Secondly, teachers explain the task and the positive interdependence clearly defining the assignment, teaching the required concepts and strategies, specifying the positive interdependence and individual accountability, giving the criteria for success, and explaining the social skills to be used. Thirdly, teachers monitor students' learning and intervene within the groups to provide task assistance or to increase students' interpersonal and group

skills. A teacher systematically observes and collects data on each group as they work. When needed, the teacher intervenes to assist students in completing the task accurately and in working together effectively. Lastly, teachers assess students' learning process and evaluate the performances of each student. Members of the learning groups then discuss how effectively they worked together and how they can improve in the future.

Informal cooperative learning group. Informal cooperative learning groups consists of having students work together to achieve a joint learning goal in temporary, relaxed groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 1998a; Johnson, Johnson, & Smith, 1998). During a lecture, demonstration, or a film, informal cooperative learning groups focuses on paying attention to the material to be learned and sets a mood conducive to learning. This group setting also helps set expectations as to what will be covered in a class session and ensure that students cognitively process the material being taught.

Cooperative base groups. Cooperative base groups are long-term, heterogeneous cooperative learning groups of 3-4 members with stable membership (Johnson, Johnson, & Holubec,

1998a; Johnson, Johnson, & Smith, 1998). Base groups give the support, help, encouragement, and assistance each member needs to make academic progress such as to attend class, complete all assignments, learn and to develop cognitively and socially in healthy ways. The use of base groups, since each student encourages one another, tends to improve attendance, personalize the work required in school experiences and to improve the quality and quantity of learning. School and classroom management is enhanced when cooperative base groups are given the responsibility of conducting a yearlong service project to improve the school. The larger the class or school and the more complex and difficult the subject matter, the more important it is to have cooperative base groups. Cooperative base groups are also helpful in structuring homerooms and when a teacher meets with a number of advisees.

#### Examples of Cooperative Learning

Students arrive at class and meet in their groups to welcome each other, check each student's homework to make sure all members understand the academic material and are prepared for the class session. Some examples of cooperative learning, according to Johnson, Johnson & Houbec (1998a) are:

Teambuilding. In the teambuilding structure "Roundrobin", each student shares something with his or her teammates by expressing ideas and opinions and creating stories. This involves equal participation and getting acquainted with every teammate.

Classbuilding. In the classbuilding structure "Corners", each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners, then listen to and paraphrase ideas from other corners. This involves seeing alternative hypotheses, values, problem-solving approaches and knowing and respecting different points of view.

Communication building. In the communication building structure "Paraphrase", passport students correctly paraphrase the person who has just spoken and then contribute their own ideas. This involves checking comprehension, giving feedback and sharing ideas. In another communication building structure called "Spend-a-Buck", each student is given four quarters to spend any way he or she wishes on the items to be decided. The team tallies the results to determine its decision. This involves decision-making, consensus building and conflict resolution. Lastly, in another communication building structure called "Group

processing", students evaluate their ability to work together as a group and each member's participation, with an aim to improving how the group works together. This involves communication skills and role-taking ability.

Mastery. In the mastery structure "Numbered Heads Together," the teacher asks a question and students consult each other to make sure everyone knows the answer. Then one student is called upon to answer. This involves reviewing, checking for knowledge and comprehension. In the mastery structure "Send-a-Problem," each student writes a review problem on a flash card and asks teammates to answer or solve it. Review questions are passed to another group. This involves reviewing and checking for comprehension. In the mastery structure "Cooperative review," students engage in a variety of games to review the week's material. This also involves reviewing, checking for comprehension and most importantly, concept development. In the mastery structure "Three-Step Interview," students interview each other in pairs, first one way, then another. Students share with the group the information they learned in the interview. Sharing personal information such as hypotheses, reactions to a poem, and conclusions formed from a unit are some examples. This process involves participation and listening.



In the mastery structure "Brainstorming," students encourage each other to generate ideas regarding a particular topic or problem and build upon each other's ideas. This involves generating and relating ideas, participation and involvement. In the mastery structure "Group discussion," the teacher asks a low-consensus question. Students talk it over in groups and share their ideas. This involves sharing ideas and reaching group consensus.

Multifunctional. In the multifunctional structure "Roundtable," students pass a paper and pencil around the group. Each student in turn writes an answer. In Simultaneous Roundtable, more than one pencil and paper are used at once. This involves assessing prior knowledge, practicing skills, recalling information creating cooperative art, teambuilding and participation of all. In the multifunctional structure "Students work in pairs to create or master content," they consult with partners from other teams. They then share their products or understanding with the other partner pair in their team. This involves mastery and presentation of new material, concept development, presentation and communication skills. In the multifunctional structure "Co-op Co-op," students work in groups to produce a particular group product to

share with the whole class; each student makes a particular contribution to the group. This involves learning and sharing complex material, often with multiple sources. This involves evaluation, application, analysis, synthesis, conflict resolution, presentation skills planning and group decision-making. In the multifunctional structure "Group investigation," students identify a topic and organize into research groups to plan learning tasks or sub-topics for investigation. Individual students gather and evaluate data and synthesize findings into a group report. This involves application, analysis, inference, synthesis, evaluation, planning and decision-making. (Kagan (in press) and Kagan 1990).

#### Achievements of Cooperative Learning

Regarding the question of how successful competitive, individualistic, and cooperative efforts are in promoting productivity and achievement, over 375 studies have been conducted in the past 100 years (Johnson & Johnson, 1989). Working together to achieve a common goal produces higher achievement and greater productivity than does working alone. This is so well confirmed by so much research that it stands as one of the strongest principles of social and organizational psychology.

Cooperative learning, furthermore, results in a greater process of learning within one situation to another and takes more time on task than does competitive or individualistic learning. The more conceptual the task, the more problem solving required; if there is more higher-level reasoning and critical thinking, more creativity is required; and the greater the application required of what is being learned to the real world, the greater the superiority of cooperative over competitive and individualistic efforts (Holt, Chips, & wallace, 1991).

Interpersonal relationships. Over 180 studies have been conducted since the 1940s on the relative impact of cooperative, competitive, and individualistic experiences on interpersonal attraction (Johnson & Johnson, 1989). These studies resulted in cooperative experiences promoting greater interpersonal attraction than do competitive or individualistic learning. Cooperative learning promotes the development of caring and committed relationships for every student. Even when individuals initially dislike each other or are obviously different from each other, cooperative experiences have been found to promote greater liking than is found in competitive and individualistic learning situations.

Cooperative groups also help students establish and maintain friendships with peers. As relationships become more positive, there are corresponding improvements in productivity, morale, feelings of personal commitment and responsibility to do the assigned work, willingness to take on and persist in completing difficult tasks, and commitment to peers' success and growth. Also students who are isolated or alienated from their peers and who do not have friends are more likely to be at risk for violent and destructive behavior than students who experience social support and a sense of belonging.

Psychological health and social competence. Working cooperatively with peers and valuing cooperation results in greater psychological health, higher self-esteem and greater social competencies than does competing with peers or working independently. When individuals work together to complete assignments, the interactions will improve social skills and competencies, promote each other's success by gaining self-worth and form personal as well as professional relationships creating the basis for healthy social development.

Cooperative efforts with caring people tend to increase personal ego-strength, self-confidence,

independence, and autonomy. They provide the opportunity to share and solve personal problems, which increases an individual's resilience and ability to cope with adversity and stress. The more individuals work cooperatively, the more they see themselves as worthwhile and as having value and the more autonomous and independent they tend to be.

Cooperative groups provide an arena in which individuals develop the interpersonal and small group skills needed to work effectively with diverse schoolmates. Students learn how to communicate effectively, provide leadership, help the group make good decisions, build trust, repair hurt feelings, and understand other's perspectives. Even kindergartners can practice social skills each day in cooperative activities.

### Summary

Cooperative learning is the instructional use of small groups in which students work together to maximize their own and each other's learning. Cooperative learning may be differentiated from pseudo groups and traditional classroom learning groups.

There are three types of cooperative learning: formal cooperative learning, informal cooperative learning, and cooperative base groups. The basic elements that make

cooperation work are positive interdependence, individual accountability, promotive interaction, appropriate use of social skills, and periodic processing of how to improve the effectiveness of the group.

When efforts are structured cooperatively, there is considerable evidence that students will exert more effort to achieve. Students will learn more, use higher-level reasoning strategies more frequently, build more complete and complex conceptual structures, and retain information learned more accurately. This process builds more positive and supportive relationships - often including relationships with diverse individuals.

## Intercultural Understanding

### Definition of Culture

There exists as many terms for culture as there have been researchers in the field. Although many definitions are valid, perhaps none of them fully covers this complex notion. That is probably why 40 years ago Powys (1957) wrote in his fundamental work *The Meaning of Culture* that "it is perhaps unwise to attempt any single dogmatic definition of culture" (p. 3).

Scholars working in the field of culture have traditionally included the following areas when they use the

term Culture (with a capital C): (1) the arts, including literature, music, theater, fine arts, etc.; (2) history and geography; and (3) ideas, values, beliefs, including religion, philosophy, and education. Several more areas are usually added when the term culture (with a lowercase c) is used: (1) broad societal knowledge such as politics, economic structure, the mass media, the educational system, traditional and current problems; (2) so-called "anthropological" knowledge in its narrow sense such as family, mode of life (e.g., urban vs. rural), everyday life, customs, habits, body language, etc.; and (3) material artifacts (e.g., tools, machines, buildings, weapons, etc.). Certainly, the boundaries between these categories are somewhat vague, as in any complicated system (Powys, 1957).

This concept of culture is all embracing; it includes, for example, the creative (arts, literature), the cognitive (beliefs, education), behaviors (customs), the institutional (political structures), and the material (artifacts). One of the adherents of this concept of culture is Brown (1992), who regards culture as a way of life, the context within which humans exist, think, feel, and relate to others. He defines culture as the "ideas, customs, skills, arts, and tools that characterize a given group of people in a given

period of time" (p. 73).

Hoopes and Pusch (1979) also define culture as the sum total ways of living; this includes values, beliefs, esthetics, standards, linguistic expression, patterns of thinking, behavioral norms, and styles of communication which a group of people has developed to assure its survival in a particular physical and human environment.

#### How Cultural Differences Affect People

Each country has its own arts, history, geography, ideas, values, beliefs, education, societal knowledge, educational systems, traditional and current problems, family, mode of life, customs, habits, body language, and material artifacts. Therefore, each country has its own culture which is distinct from that of other countries.

Covey (1989) discusses a mental paradigm through which human perceive, understand and interpret the world. He says that all humans have mental maps, whose accuracy is seldom questioned; and people simply assume that the way they see things is the way they really are, or the way they should be.

Hall (1959) considers the hidden dimensions of culture and how this influences human behavior. He insists that culture penetrates a person's perceptual system, thus making basic aspects of existence invisible to insiders but obvious



to the outsider. Therefore one can never really understand another culture, but awareness of cultural diversity is a tremendous aid to better understanding of one's own culture.

Seelye (1976) discusses ethnocentrism, which he says the culprit behind cross-cultural fatigue. He describes this fatigue as being a result of culture shock. The newly arrived foreigner does not know what to do, see or what to say. Seelye compares this to the experience of an acquaintance who went blind shortly after birth and regained his sight at age 16. The most difficult thing for him was to learn not to see the inconsequential objects that came into his line of vision. He says that one's own culture teaches what to see and what to ignore.

Porter and Jain (1981) say that people's ethnocentrism makes them believe that their culture is the best, the most advanced and the most correct. Even though ethnocentric views are not wrong or invalid, people must learn to accept the idea that what they may view negatively according to their own cultural biases may be valid in another culture.

Furnham and Bochner (1986) consider the many different ways that people react when they come into contact with another culture. Individuals often experience anxiety, lack of confidence, distrust of others, fits of anger over minor

frustrations, excessive fear of others, and a desire to be with one's own people. The authors mention that culture shock is lessened for those who have had previous exposure to people of other cultures or experience living in other cultures. They say that even though culture shock is associated with negative consequences, it usually leads to tremendous personal growth.

#### Reasons and Goals for the Teaching of Culture

Altman and Hanzeli (1974) discuss the need for all students living in the contemporary pluralistic world to understand that their own patterns of organization are not the only ones possible, and that these will probably not be permanent. They discuss the fact that teaching can make a contribution to international understanding by opening up the windows of the world to students and teach them to discover that there are no right or wrong ways of doing things. Through these students will learn that there is an indefinite number of way to organize societies.

Pendersen and Brislin (1985) state that persons of any ethnic background and identification may benefit from multicultural development and that adjusting to the many complex demands of an unfamiliar culture is a significant achievement.

Acknowledging that teaching language and culture go together leads to careful consideration of the question. "What are the goals of teaching culture in the language classroom?"

Seelye (1976) suggests seven important goals of cultural instruction.

The first is that students should demonstrate an understanding that people act the way they do because they are using options that the society allows for satisfying basic physical and psychological needs. The second is that the student should demonstrate an understanding that such variables as age, sex, social class, and place of residence affect the way people speak and behave. The third is that the student should indicate an activity to demonstrate how people conventionally act in the most common, mundane and crisis situations in the target culture. The fourth is that the student should indicate awareness that culturally conditioned images are associated with even the most common target words and phrases. The fifth is that the student should demonstrate the ability to evaluate the relative strength of a generality concerning the target culture in terms of the amount

of evidence substantiating the statement. The sixth is that the student should show that he has developed the skills needed to locate and organize information about the target culture from the library, the mass media, people, and personal observation. The last is that the student should demonstrate intellectual curiosity about the target culture and empathy toward its people (p. 49-58).

Porter and Jain (1981) discuss some suggestions for learning about other cultures: (1) be wary of stereotypes; they function as shortcuts during perceptual processes and may be entirely false or oversimplified; (2) seek the common humanity of people and avoid emphasis on extremes; (3) recognize a different scale of values in other cultures; (4) through education, develop human empathy and active concern for other people; (5) study the interrelationships between language and culture, and be aware that language is closely involved with feeling, thinking, and acting; and (6) study cultures different from one's own to see their richness of human thought.

Porter and Jain (1981) discuss many advantages of intercultural awareness. The authors state that this awareness not only brings with it the ability to understand

people whose beliefs and backgrounds are different from one's own, but also that it communicates a feeling of enjoyment and satisfaction that accompanies the discovery of other cultures. Most importantly, intercultural communication offers the immeasurable opportunities to improve self-perception and understanding.

### Methods of Teaching Culture

Furnham and Bochner (1986) discuss several training techniques which are typically used in cross-cultural training programs. These are as follows: Information giving, cultural sensitization, Isomorphic attributions, Learning by doing, and Social skills training.

Information giving. Information giving about target culture is the most common type of teaching method in crosscultural orientation programs. The information is presented using facts and figures, either in written form or in lectures or films, on several cultural topics. The advantage is that this kind of information is relatively easy to assemble and deliver, but there are also the following limitations: (1) sometimes the topics are too general and do not have any clear or specific application in particular situations; (2) the topics emphasize the foreign but ignore the ordinary and commonly occurring happenings;

(3) these programs mostly express a superficial, incoherent and often misleading picture which glosses over that culture's hidden parts (Hall, 1966); (4) if the topics are retained, they do not necessarily lead to action, or to correct action.

Cultural sensitization. Lessons based on the idea of cultural sensitization set out to heighten awareness of the learners' own cultural bias and how the practices of their society differ from those of the host country. These lessons operate at two levels: (1) the first level is that students should achieve self-awareness about the modal values and attitudes that are typically held; and (2) in a second level students gain insight into their own personal traits, attitudes and prejudices towards the target culture. Unfortunately, cultural sensitization also suffers from the same limitations as information giving because what particular individual believes to be true and good depends on the standards prevailing in that person's society and standards that other societies may reject.

Isomorphic attributions. Triandis (1975) says that a major obstacle to effective crosscultural communication is the inability of the participants to understand the causes of each other's behavior, that is to make correct

attributions about the other's actions. Therefore, effective intercultural relations require isomorphic attributions. Two individuals from different cultures meet through a device called the culture assimilator, which contains descriptions of episodes, however, their interactions are unsuccessful. There are four or five alternate explanations given as to what went wrong among the students. Only one explanation is correct from the perspective of the culture being learned. For example, if the meeting is between an American and a Korean, and the American is the person being trained, then the correct attribution is the one that most Koreans would make. The other three attributions are plausible and usually consistent with the attributions that Americans would make in such a situation, but wrong in the Korean context.

Learning by doing. The method, learning by doing, exposes trainees to real or simulated crosscultural experiences. Most typically, the lessons consist of role-playing encounters between trainees and persons pretending to come from some other culture. This exercise makes the student a mediating person (Bochner, 1981), a person who is intimately familiar with both cultures and can act as a link between them.

Social skills training. There is first a diagnosis or description of the verbal or non-verbal skills that are lacking in the trainee of the targeted culture. Then, the trainee is exposed to models, role-playing and feedback. Social skill training for cross-cultural competence includes several advantages: (1) avoids vague statements about mutual understanding and instead emphasizes behavioral-skill deficits; (2) eludes vague statements about culture shock; (3) avoids general, non-specific lectures and films about superficial or exotic aspects of the target culture; and (4) emphasizes the social psychology of the students and avoids vague assumptions about achieving personal growth and insight.

Students can have cultural assimilation between two cultures through the methods of teaching culture that are mentioned above. Brislin, Cushner, Cherrie, and Yong (1986) developed a device of incidents called 100 Culture Assimilators, which are designed to facilitate crosscultural encounters. The descriptions of incidents were all drawn from actual experiences of others that have moved across cultures. A basic assumption of the authors is that all people can be assisted in successfully overcoming difficulties if they are aware of the range of challenges



they will face when interacting with people from other cultures.

### Relationship Between Language and Culture

Language, being a part of culture, expresses the collective beliefs and values that distinguish one culture from another. Cultural assumptions govern and guide behavior, including the use of language.

Vereshchagin and Kostomarov (1986) write that at any given time in the development of a culture, the language that serves it, reflects it fully and adequately by changing together with it. The authors deal mostly with two functions of language. The first they call "cumulative," saying that language is "the storage of a nation's collective cultural experiences" (p. 14). The second function they call "directive": "Language is a link between times and generations . . . Acquisition language imbibe culture. . . It is the language that is the source of our knowledge about the culture and surrounding world" (p. 15). They suggest that language teaching be based on the combination of these two functions, cumulative and directive, and suggest a method of language teaching based on a knowledge of the country where the target language is spoken and its culture.

Brogger (1992) discussed the interdependency of language and culture, showing that there are dimensions of culture that fall outside the domain of language. "Symbolic forms other than that of language exist, which give expression to general assumptions and values - for example, gestures, clothes, rituals, and artifacts" (p. 109). Vice versa is also the case, not all the uses of language fall within the domain of culture. Language may sometimes be used in such an individual or idiosyncratic manner that it cannot be said to reflect the dominant cultural assumptions. As an example, Brogger cites the Danish-Norwegian writer Aksel Sandemose, who in one of his essays tells about a man who blushed every time he said the word *Thursday*. That man's notion of Thursday is certainly not the one generally shared. The same can be said of the famous Chomskyan sentence about "colorless green ideas sleep furiously." The difference, in Brogger's opinion, is that non-language segments of culture should be taught to the language students, whereas the non-culture segment of language does not have to be taught.

During the past twenty years, professionals in the fields of foreign language instruction and intercultural communication have stressed that effective crosscultural

communication depends on both language learning and culture learning. They have also shown that language cannot be rightly taught apart from its cultural dimension. As Archer (1986) states, "Learning language implies and embraces culture learning" (p. 4). Every language teacher has a store of funny anecdotes about students who use the right word in the wrong cultural context. Only as students learn how to use language in culturally appropriate ways will they truly have learned those words. Only as language and culture come together in the language process can effective communication take place.

This view of language and culture learning reflects the current consensus concerning the relationship between language, culture, and thought. "Stated perhaps simplistically, the current consensus is that the three aspects are three parts of a whole, and cannot operate independently, regardless of which one most influences the other two" (Valdes, 1986, p. 1). The inseparable nature of language and culture and the consequent necessity of learning both in order to communicate effectively provide the rationale for, not to mention the necessity of, teaching culture in the language classroom. Teaching culture beyond the cultural dimensions of language will further enhance the

student's ability to communicate and understand in a crosscultural setting, so such teaching can also find its place in the language classroom.

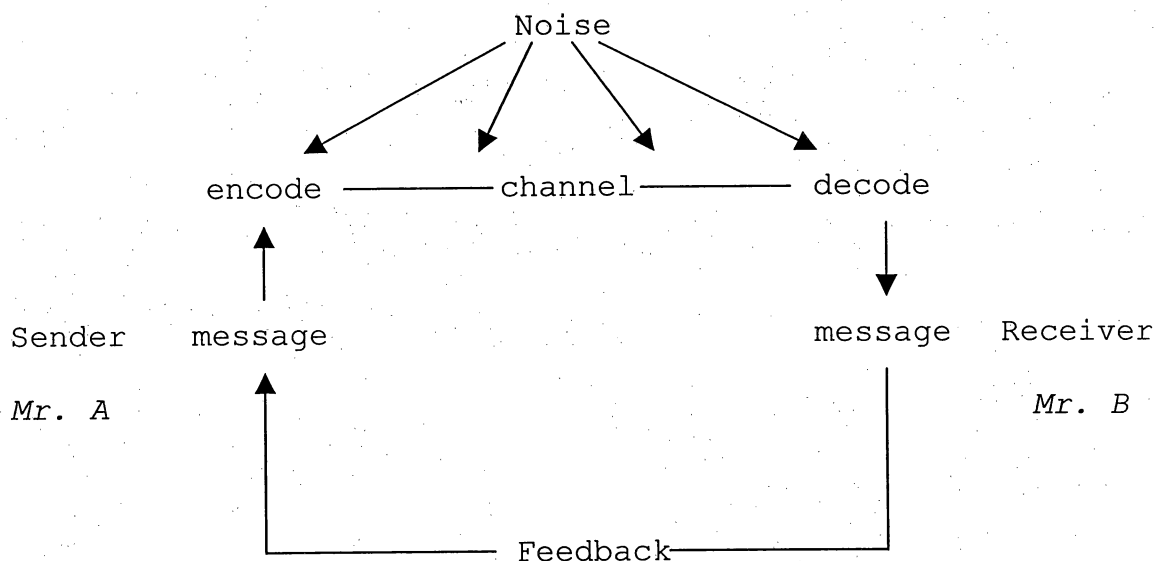
### Culture and Communicative Competence

The independent and interrelated relationship between language and culture presupposes that people cannot acquire a language without, at least to some extent, acquiring the culture of which this language is a part. According to the concept of communication, the use of language demands cultural as well as linguistic competence. Therefore, one of the main goals of the teaching of culture within foreign language teaching is to acquire communicative competence in the target language.

Samovar and Porter (1994) define communication as that which happens whenever someone responds to the behavior or the meaning or motivation of the behavior of another person. Communication has occurred when someone accepts a behavior and gives it a meaning, whether the behavior is made consciously or unconsciously and intentionally or unintentionally. Hoopes and Pusch (1979b) also explain communication as an exchange of meaning of information and ideas. Moreover, the basic aim in communication is to transmit a message from a sender to a receiver with the

least possible loss of meaning. (See Figure. 2)

Figure. 2 The Process of Communication (Pusch, 1979, p. 30)



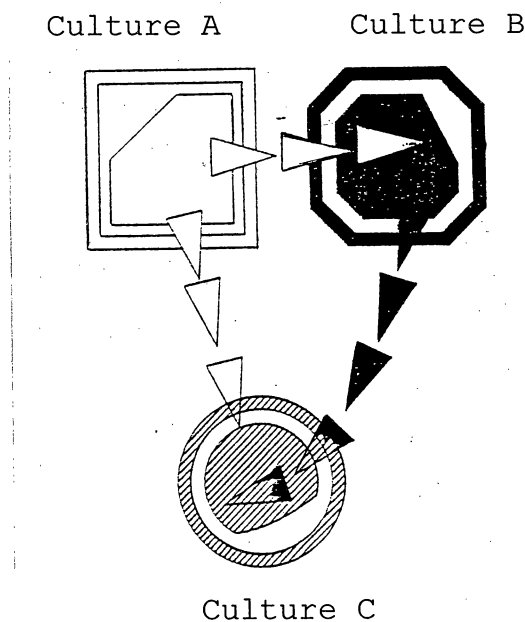
The code that is used in sending a message from Mr. A to Mr. B in Figure 2 is the linguistic code - verbal or written - picture, symbolic system, gesture, silence, etc. For example, if someone presents flowers, it can translate that "I love you." or "I really appreciate it." The encoded message is decoded to Mr. B, who gives feedback. Feedback is the important component in the intercultural communication because most feedback is the non-verbal component that implies the meaning of culture in a society - for example, "what is the meaning of smile?" and "what is

the meaning of a person shaking their head?" In this process, people can suffer misunderstandings because of the culture differences. In the process of communication, noise includes customary behaviors, cultural assumptions and values, patterns of thinking, communicative style, etc., and it becomes the background of feedback. It means that the message is transferred based on culture.

Gudykunst (1983) explains the relationship between culture and communication. He states that culture is directly and indirectly the product of communication and human communication process and outcomes are a result of culture. The relationship between culture and communication is reciprocal, so the content, styles of people's speech and their ways of thinking are affected by culture. On the contrary, these can make, define, and continue culture. People's ways and backgrounds of communication, language and styles of it, nonverbal behaviors, etc., are the culture's response and function. Therefore, real communication and individual behaviors are different because of the differences of culture. Moreover, language is acquired with the manners of living, attitudes, habits, etc., and these are expressed with language, so culture and language are inseparable.

Intercultural communication occurs not only in the contact of different cultural groups but between the people in the same culture group. Samovar and Porter (1994, p. 20) show it in the following:

Figure 3. Mode of Intercultural Communication (Samovar & Porter, 1994, p. 20)



Cultures A and B are similar, but Culture C has a different shape and is far from the other cultures. Each culture includes the individual figure that has the culture's characteristics which are in a somewhat different form in each culture. It means that to form individual identity, the other components exist in culture, even though culture is the definitive effect. As shown in this figure, each culture's communication has a change when it arrives the

other culture. A degree of the change between cultures A, B and culture C is bigger than culture A and B's. This figure 3 shows the importance of culture in communication.

Whenever people communicate with an unfamiliar culture's people, sending messages can transfer to a totally different form because of the misunderstanding of culture.

### Summary

Each country has its own arts, history, geography, ideas, values, beliefs, education, societal knowledge, educational system, traditional and current problems, family, mode of life, customs, habits, body language, and material artifacts. Therefore, students feel the difficulty to understand the target culture and they often cannot learn the language, even though they seem to learn the language in a class. Moreover, the inseparable nature of language and culture and the consequent necessity of learning both in order to communicate effectively provide the rationale for, not to mention the necessity of, teaching culture in the language classroom. Teachers consider the need for all students living in our pluralistic world to understand that their own patterns of organization are not the only ones possible and that they will probably not be permanent.

Therefore, teachers discuss how teaching can make a



contribution to international understanding by opening up the windows of the world to students and teaching them to discover that there are no right or wrong ways of doing things. Through this they will learn that there is an infinite way to organize societies.

There are many advantages of intercultural awareness that not only give the ability to understand people whose beliefs and backgrounds are different from ours, but also the advantages impart a feeling of enjoyment and satisfaction that accompanies the discovery of other cultures. But most importantly, intercultural communication offers the immeasurable opportunities to improve self-perception and understanding.

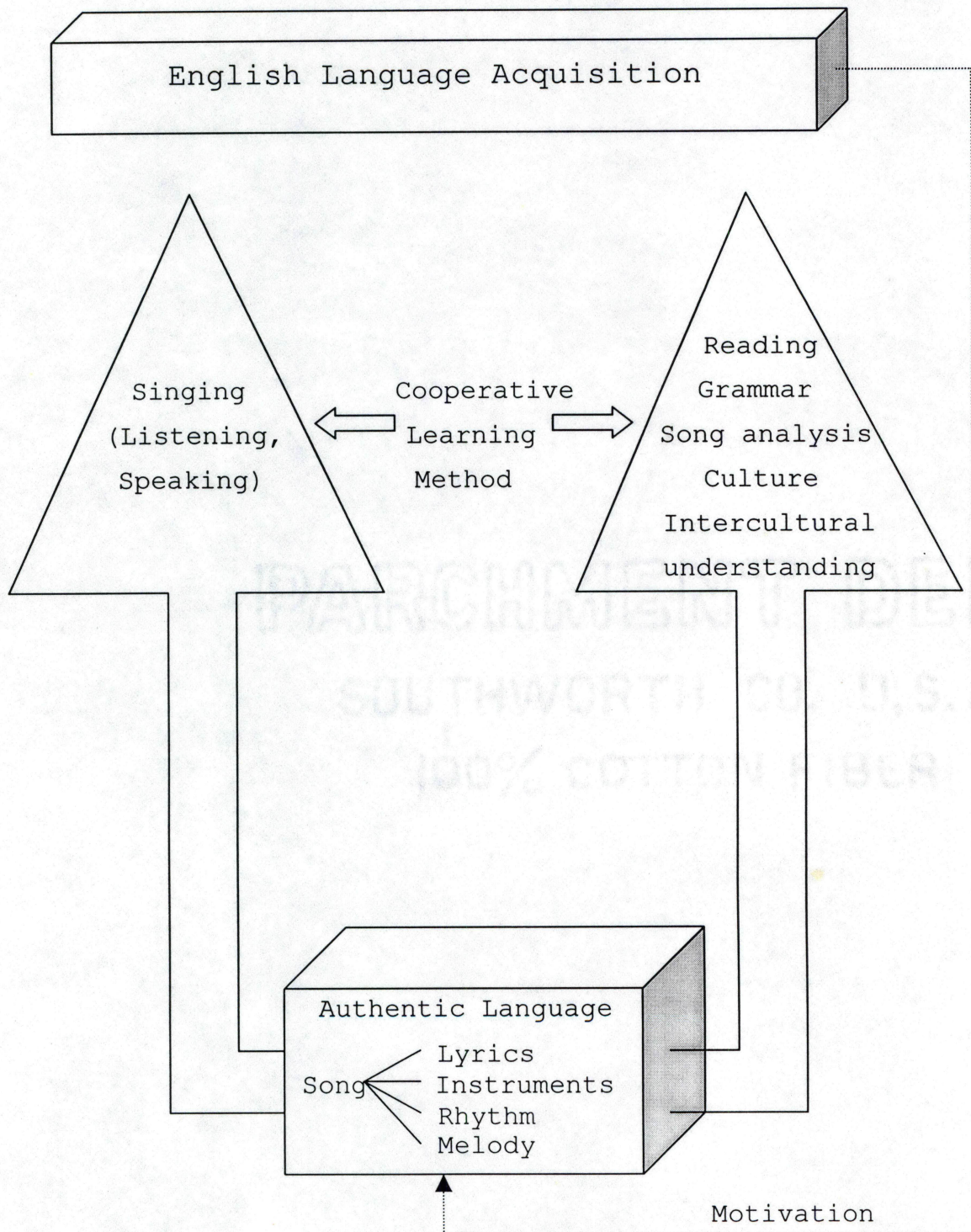
The independent and interrelated relationship between language and culture presupposes that we cannot acquire a language without, at least to some extent, acquiring the culture of which this language is a part. According to the concept of communication, the use of language demands cultural as well as linguistic competence. Therefore, one of the main goals of the teaching of culture within foreign language teaching is to acquire communicative competence in the target language.

## CHAPTER THREE: THEORETICAL FRAMEWORK

### Description of the Model

The literature of review in the previous chapter has covered five important factors, which are related to effective English language acquisition in this project. Chapter Three will demonstrate how these five factors work together theoretically and practically in the English as a foreign language (EFL) class. The curriculum unit included in appendix A is designed to use songs as a part of authentic second language acquisition. The use of songs as part of authentic language acquisition consists of lyrics, instruments, rhythm, and melody. These elements of songs stimulate students' interest in language learning. The cooperative learning method works with songs in the EFL class to maintain students' motivation, promoting students accomplishing intercultural understanding and acquiring the five language skills (reading, speaking, listening, writing, and grammar). Consequently, students can achieve successful second language acquisition through understanding the target culture and obtaining the five language skills. This combination of factors can be viewed in the form of a model that guides the design of this project (Figure 4).

Figure 4. Model Guide for the Use of Songs to Achieve Second language



## Application of the Model

### Song as a Part of Authentic Language

The song as a part of authentic language is a very useful learning device in the EFL classroom. The song consists of four elements such as lyrics, instruments, rhythm, and melody; these elements attract students' interest as they are motivated by songs in the English class. As a result, EFL students do not continue to feel that learning English is a burden, and songs can then positively influence their English proficiency. Songs can improve the five language skills (listening, speaking, reading, writing, and grammar) together and can help students understand the target culture.

### Listening

Students achieve listening skills more easily when learning language with songs because songs provide students with a variety of repeatable sources of relevant input for listening practice. Students can keep in touch with authentic listening materials through songs, and they will want to listen again and again because of the components of songs such as lyrics, instruments, rhythm, and melody. Therefore, listening to lyrics enables students to rapidly improve listening skills in the EFL classroom.

### Speaking

Singing along with the song undoubtedly increases students' speaking skills. Songs also permit a focus on pronunciation and provide an opportunity for practicing with a native speaker outside of the classroom. Korean junior high students have high interest in Korean and American pop songs and pop stars, and they enjoy singing songs individually or with their friends. The curriculum includes incorporated an American pop song and a translated Korean pop song that students like in this project. It must be enough to stimulate their interest in singing songs and extending speaking skills. Songs also can be used as stimuli for conversation in a group and class.

### Reading

Songs have a variety of themes and authentic phrases and idioms relating to themes. Therefore, songs can provide students with a great resource of vocabulary for reading comprehension. Lyrics include authentic language, whereas textbooks have limited amounts of authentic language, which becomes a restriction in language learning. Thus, students come to understand the whole meaning of the song as they study the lyrics closely. This can be helpful for effective reading comprehension. Lessons in this project are designed



with love theme songs from movies, so students can build up reading skills through the summary of the story. Thus they may find more vocabulary and idioms, and increase their reading comprehension.

### Writing

Students can paraphrase or summarize the lyrics because lyrics can serve as inspiration for writing. In this project, students write their feelings and reactions to songs. Translating Korean pop songs into English can be a good resource for writing classroom activities because students can keep in touch with the English lyrics of Korean pop songs, the beat of which they are already accustomed to, as they write the lyrics in English. Students learn the American and Korean cultural values that are related with songs as they write a one paragraph essay to define the similarities and differences between them. The activity may stimulate students' curiosity about English composition if students become interested in culture.

### Grammar

Some think that grammar is not important in language learning. However, to acquire well-organized knowledge in second language learning, grammar cannot be ignored. Moreover, Korean junior high students need to study grammar

to pass the entrance examination for college or university study. However, only concentrating on grammar in English classes makes students tired of the subject. Therefore, teachers may wish to approach students with songs to teach English grammar and encourage them to achieve grammar. Students can obviously learn grammar while they sing and memorize lyrics because lyrics, like other text, contain grammar structures. While looking at lyrics, students can notice how words are built upon and changed such as the use of the future tense: "will + verb root," in "My heart will go on."

### Motivation

Motivation is one of the important components in language learning because achieving a foreign/second language takes a lot of time and requires endurance. Thus, unless students are motivated in learning, they will fail to achieve their goal. Motivation is generally defined by two categories, extrinsic and intrinsic. Songs stimulate students' intrinsic motivation by capturing their interest. To motivate students more, extrinsic motivation is also used in the form of tokens in this curriculum. The song as a motivation plus the use of tokens encourages students to invest in study and keeps students' interest in second

language acquisition.

### Intercultural Understanding

Songs offer a way to know people and their culture because they demonstrate what people do, how they live, what makes them thankful, how they sing while they work, what special events are reasons for rejoicing, or for having a festival. Students learn about the 1910s social background of both countries by studying two similar love stories and songs in Unit One. They also learn the custom about dating in two countries and identify the similarities and differences between them. During a comparing or contrasting of the two countries cultures, students may achieve an intercultural understanding by means of this curriculum.

### Cooperative Learning

Cooperative learning to achieve a common goal produces higher achievement and greater productivity than does individual work. In this project, students work as a group, share every task, discuss their knowledge, ideas, and solutions, and assess the other groups' work. Students actively participate in learning activities, achieve social skills, and are motivated in learning. Consequently, cooperative learning gives impetus to acquisition of the five language skills as well as intercultural understanding.



## CHAPTER FOUR: CURRICULUM DESIGN

Interest in the subject provides impetus for language learning. This curriculum focuses on motivating students using songs and a cooperative learning method in the teaching of English. This curriculum is designed with two teaching units, consisting of six lesson plans, targeting intermediate level students in South Korea.

### Setting

For these curriculum units, students work as a group, so they can be meaningfully and actively involved in learning. This also motivates students to continue to invest energy and effort in English. Students are divided into small groups, which consist of four or five students. Students share their ideas and knowledge in a group and then a representative presents the groups' answers in class during each task chain. This is very helpful in language learning classes because students can achieve authentic language via discussion in groups and in class.

### Tasks

The two units of curriculum consist of six lessons, three lessons in each unit. Each lesson is made up of a sequence of tasks. Each task contains one or two objectives, pair or group activities, and assessment. Objectives are

considered both language and content goals because learning a second language should include the target culture as content. Therefore, students learn the language together with content, the target culture. Activities are devised to meet these content and language objectives. They are designed to keep students' interest and to help students' function during cooperative learning. To evaluate the students' work, each task chain includes an assessment that varies from activity to activity. These assessments do not use a test form because Korean students already take too many tests, which make them really uncomfortable. Thus, to make students more comfortable with evaluation, activities like the compounding lyrics game is used. An example of a task is as follows (Table 4):

Table 4. Example of a Task

Objective	TESOL Standard	Activity	Assessment
To learn love song "My Heart Will Go On"	1.1	1. Students listen to the song verse by verse and sing along twice.  2. Each group has some time to practice singing the song and presenting it in class.	Each group can get a Titanic Token if they sing the song well.  (The teacher grades not performance of the song but the cooperation of a group and students' effort.)
TESOL Standard 1.1: Students will use English to participate in social interactions.			
Final Assessment: Each group does a compounding lyrics game. If a group completes the full lyrics of the song, they can have a Titanic Token. (Assessment Sheet B.1)			

## Content

There are two units that focus on love. One is the romantic movie, *Titanic*, and the love song from it, "My Heart Will Go On." The other one is the movie, *Love Story: Message*, that focuses on love in the younger generation of Korea, and the love song from it, "I Love You." Students can acquire four English skills (listening, reading, speaking, and writing) through both movies and love songs. They may also achieve intercultural understanding via

comparing and contrasting American and Korean culture.

In the first unit, *Titanic*, students can understand the story and background of the movie first. *Titanic* is the love story of one young man and woman overcoming their social class in America in the 1910s. Students learn about the British and American cultures of the 1910s via *Titanic* as they compare it with the similar Korean love story called *Chun-Hyang Jun*. They learn the songs "My Heart Will Go On" to achieve an understanding of authentic English, and they compare it with the song, *Chun-Hyang Ga*, to find similarities and differences between the cultures that are included in the songs. Therefore, students can address cultural differences without any trouble and they can acquire the target language through in the process.

In the second unit, *Love Story: Message*, students also study the story of the movie and learn how to translate from Korean to English and from English to Korean. Students discuss the culture of dating in America and Korea to identify the similarities and differences. Thus, students can acquire intercultural understanding between two cultures through language learning.

## Language Learning

In this curriculum, students will improve their four language skills (listening, speaking, writing, and reading) using songs and videos. Table 5 shows how language skills are applied in this curriculum.

Table 5. Language Improvement in Lessons

Language Skills	Application into Lesson
Listening	<p>Students repeatedly listen to the song and learn "My Heart Will Go On."</p> <p>Students listen to the translated song "I Love You" while the other classmates sing.</p>
Speaking	<p>Students discuss the movies, songs, and questions about them in a group and class.</p> <p>Students compare cultures of two countries about social background and dating in the 1910s.</p>
Writing	<p>Songs include various idiomatic and useful expressions for writing. Students translate Korean pop songs into English and make new lyrics, comparing the two cultures and writing a short essay about it.</p>
Reading	<p>Authentic phrases and idioms relating to themes can provide students with a great vocabulary resource for reading comprehension in the songs and the summary of the stories.</p>

## CHAPTER FIVE: ASSESSMENT

### Introduction

In Korean junior high schools, the current process and form of assessment are primarily traditional, summative, and teacher or institution-directed. This means that assessment has typically concentrated on the mechanics of testing. Teachers are used to a teacher-centered teaching method and only consider assessment as a chance of practicing for the entrance exam of colleges or universities. They also believe that a score on a test shows exactly the students' English proficiency. Therefore they do not recognize other ways in which assessment can promote proficiency.

According to Broadfoot (1989), assessment has assumed a central role in education reform around the world. It also plays an active role in the teaching/learning process (Crooks, 1988). Moreover, assessment processes are seen not only as tools for crediting students with recognized certificates, but also as valuable for the monitoring of students' progress and the directing of remedial learning activities (Arther, 1997). Rowntree (1977) suggests four reasons why teachers assess students: 1) student selection; 2) diagnosis of learning needs; 3) students motivation, and 4) meeting accountability requirements. Assessment should

integrate with instruction, seeing the students as active learners who share responsibility, reflect, collaborate and conduct a dialogue with the teacher (Dochy & Segers, 1999).

In this project, students learn English and culture using songs and cooperative learning methods in which students work together and the teacher and group members share the authority to evaluate students' work. This curriculum design incorporates peer evaluation because students work as a group and then discuss their work in class. They evaluate themselves as a small group and again as a whole class.

#### Peer Assessment

Falchikov (1995) defines peer assessment as the process through which groups of individuals rate their peers. Somervell (1993) indicates that at one end of the range, peer assessment may involve feedback of a qualitative nature; at the other extreme, assessment may involve students in giving actual grades. Somervell stresses that peer assessment is not only a grading procedure, it is part of a learning process through which skills are developed. Peer assessment has proven to be "valid, reliable, practicable and fair, and useful to the students" (Percival



& Ellington, 1984). It contributes to student-centered learning by training students to judge the quality of the work of others objectively (Oldfield & MacAlpine, 1995) and it promotes critical student reflection of the learning experience (Kwan & Leung, 1996). Peer assessment can be seen as a part of the self-assessment process and as informing self-assessment. The students have an opportunity to observe their peers throughout the learning process and often have a more detailed knowledge of the work of others than do their teachers. Keaten, et al. (1993) reports that peer assessment is a practice that can foster responsibility among students, requiring fairness to the students and accuracy with the judgments they make regarding their peers.

Different forms of assessment are distinguished by Kane & Lawler (1978):

Table 6. Different Forms of Assessment (Kane & Lawler, 1978)

Form of Assessment	Definition
Peer ranking	Each group member ranks all of the others from best to worst on one or more factors
Peer nomination	Each member of the group nominates the member who is perceived to be the highest in the group on a particular characteristic or dimension of performance
Peer rating	Each group member rates each other group member on a given set of performance or personal characteristics, using any one of several kinds of rating scale.

#### Application of Peer Assessment in This Project

In this project, students work in a group and then discuss their work in class. Therefore, students have an opportunity to observe their peers via the learning process. They may gain a more detailed knowledge of the work of others than do their teachers because they feel more comfortable in a group. This project consists of two units

of lesson plans; each unit has three lessons. These use several kinds of peer assessment such as a group game, comparing the groups' answers in class, and presenting as a group. The assessments that are used in this project are as follows:

Table 7. Assessments in Six Lessons

Lessons	Activity	Assessment
Lesson Plan 1	Students share and discuss their answers in a group and in class.	A representative gives the answer and the other group grades it with Grade Marks.
Final Assessment 1	Vocabulary game	Each group takes tokens from other groups and counts them.
Lesson plan 2	Students share and discuss their answers in a group and in class; cooperative group presentation.	A representative gives the answer and the other group grades it with a Grade Mark following the criteria.
Final Assessment 2	Compounding Lyrics game	Students complete the full lyrics of the song and get a token.

Lesson Plan 3	Students share and discuss their answers in a group and in class.	A representative gives the answer and the other group grades it with Grade Marks.
Final Assessment 3	Students share the ideas and write a one paragraph essay.	The teacher grades following the criteria.
Lesson Plan 4	Students share and discuss their answers in a group and in class; cooperative group presentation.	A representative gives the answer and the other group grades it with a Grade Mark following the criteria.
Final Assessment 4	Vocabulary game	Each group takes tokens from other groups and counts them.
Lesson Plan 5	Students do cooperative group work. Students share and discuss their answers in a group and in class.	The other group grades the group work with Grade Marks and a representative gives the answer and the other group grades it with Grade Marks.

Final Assessment 5	Students work individually and share in a group.	Students do self-assessment
Lesson Plan 6	Students discuss in a group and do role-play.	A representative gives the answer and the other group grades it and the other group grades the role-play with Grade Marks.
Final Assessment 6	Students share the ideas and write a one paragraph essay.	The teacher grades following the criteria.

## APPENDIX: UNIT PLAN

Unit I Theme: *Titanic*

Lesson 1

Grade Level: Intermediate students in South Korea

Time: 90 minutes

Objectives:

1. To learn new adjectives that describe personal qualities
2. To identify students' reactions to the music
3. To understand the story of the movie *Titanic*

Objective	TESOL Standard	Activity	Assessment
1. To learn new adjectives that describes personal qualities 2. To identify students' reactions to the music	1.2, 2.1	<ol style="list-style-type: none"><li>1. Students listen to the song "My Heart Will Go On" twice.</li><li>2. Students look at adjectives on Focus Sheet A.1, list the unknown words on Work Sheet A.1 and find out the meaning of them in a group. (Use a dictionary or share their knowledge)</li><li>3. Students complete the questions about the song on Work Sheet A.2 and discuss it in a group and then in class.</li></ol>	<p>Each group can get a Titanic Token if they complete Work Sheet A. 1 and A. 2 and participate in a group and then in class well.</p> <p>(If students have five small tokens, they can trade to one medium token; three medium tokens trade for one large token.)</p> <p><i>Criteria:</i> At the ending of the unit, if the group has the large token, it has a better grade.</p>
TESOL Standard 1.2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.			
TESOL Standard 2.1: Students will use English to interact in the classroom.			

<p>3. To understand a story of movie <i>Titanic</i></p>	<p>2.1, 2.2</p>	<ol style="list-style-type: none"> <li>1. Students see an edited version of <i>Titanic</i> (including the love song "My Heart Will Go On").</li> <li>2. Students review the summary of <i>Titanic</i> on Focus Sheet A.2.</li> <li>3. Students answer the questions "What did you see, what did you feel about the movie?" on Work Sheet A. 4 and share in a group and then in class.</li> <li>4. Students choose the three adjectives that they think best describe the main characters, Jack and Rose, on Work Sheet A.4 and discuss in a group and in class.</li> </ol>	<p>Each group can get a Titanic Token if they complete Work Sheet A 3. And A.4 and share in a group and then in class.</p> <p>(A representative then gives the group's answer and the other group grade it with Grade Marks.)</p> <p>Grade Marks: Numbers from 1 to 5 are on the Grade Marks. Students raise the Grade Marks to do peer assessment.</p>
<p>TESOL Standard 2.1: Students will use English to interact in the classroom.</p> <p>TESOL Standard 2.2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.</p>			
<p>Final Assessment: Students carry out a vocabulary test game by themselves. Groups choose five adjectives and ask the meaning of the words to members of another group. If one group does not have a right answer, they give one of their Titanic Tokens to the group who has challenged them.</p>			



## Focus Sheet A. 1

### Adjectives

adventurous	expressive	sensitive
agreeable	faithful	serious
ambitious	firm	sincere
amusing	flexible	sociable
artistic	friendly	stable
attentive	generous	strong
cautious	gentle	sweet
charming	graceful	tender
cheerful	imaginative	thoughtful
compassionate	intense	traditional
coordinated	kind	trusting
creative	magnetic	unselfish
deceive	outgoing	well-dressed
deep	passionate	well-informed
dependable	patient	wise
determined	pleasant	witty
dynamic	poetic	
easy-going	polite	
elegant	practical	
emotional	proud	
energetic	righteous	
entertaining	romantic	
enthusiastic	secretive	

## Work Sheet A. 1

**Directions:** Working in a group, write down the unknown adjectives from Focus Sheet A. 1 and find out the meaning. Use a dictionary and share your knowledge with group members.

Adjectives	Meaning

## Work Sheet A. 2

**Directions:** Answer the following questions and discuss in a group and then in class.

(A representative then gives the group's answer and the other group grade it with Grade Marks. Every student in a group should be a representative of the group at least once.)

### Questions

1. Write two or three adjectives to describe the song that you listened to.
2. If this music were the theme for a film or TV series, what would the film be about?  
(cowboy, spy, dance, police/detective, love story, soap opera, children's film, etc.)
3. Imagine someone who loves this music. Describe the person with adjectives.
4. Imagine someone who hates this music. Describe the person with adjectives.
5. What would happen in the film? (Make one or two sentences.)
6. How would it end? (Make one or two sentences.)

## Focus Sheet A.2

### *Titanic*: Summary

James Cameron in 1997 beautifully directed the love story everyone is talking about: *Titanic*.

*Titanic* features two passengers, one who is traveling first class and the other, third class. Rose and Jack have a love that most people dream about. However, there are two obstacles. One was Rose's soon-to-be husband. He is a rich man that every girl might dream of going out with, but Rose saw Jack and fell in love. She didn't care that he didn't have a dime to his name. All she knew was that she loved him. Her second obstacle was her mother. She wanted her daughter to get married because they didn't have any money. She didn't care that Rose really loved Jack. All she wanted was money, but yet Rose resisted her wishes. Rose didn't care what her mother thought. She loved Jack and that was all that mattered to her. Rose did her best to stay with Jack. The night the *Titanic* sank she jumped off a lifeboat back onto the *Titanic* and risked her life to be with him. He then also proved his love for her. He died because he let her lie on that broken board that saved her life, sacrificing his own chances for survival to ensure hers.

### Work Sheet A. 3

**Directions:** Answer the questions "What did you see, what did you feel about the movie?" (make 1 or 2 sentences) and share in a group and then in class. (A representative then gives the group's answer and the other group grade it with Grade Marks.)

1. What did you see?

--

2. What did you feel about the movie?

--

3. What did your group members see?

--

4. What did your group members feel about the movie?

--

## Work Sheet A. 4

**Directions:** Chose the three adjectives that you think best describe the main characters of the movie, Jack and Rose. Discuss in a group and then in class. (A representative then gives the group's answer and the other group grade it with Grade Marks.)

### A. Adjectives that you chose.

Jack

- 1.
- 2.
- 3.

Rose

- 1.
- 2.
- 3.

### B. Adjectives that your group chose.

Jack

- 1.
- 2.
- 3.
- 4.
- 5.

Rose

- 1.
- 2.
- 3.
- 4.
- 5.

Unit Theme: *Titanic*

Lesson 2

Grade Level: Intermediate students in South Korea

Time: 90 minutes

Objectives:

1. To learn new vocabulary and understand the meaning of lyrics of the song
2. To solve the verb cloze of the lyrics of the song
3. To learn the love song "My Heart Will Go On"

Objective	TESOL Standard	Activity	Assessment
1. To learn the vocabulary and meaning of the lyrics of the song	1.2, 2.1	<ol style="list-style-type: none"><li>1. Students listen to the song "My Heart Will Go On."</li><li>2. Students look at the lyrics of the song on Focus Sheet B.1 and listen to it again.</li><li>3. The teacher reads each verse and students repeat twice.</li><li>4. Students do the vocabulary match on Work Sheet B.1 with their group members and participate in class.</li></ol>	<p>Each group can get a Titanic Token if they complete Work Sheet B.1 and participate in class.</p> <p>(A representative then gives the group's answer and the other group grade it with Grade Mark.)</p>
<p>TESOL Standard 1.2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.</p> <p>TESOL Standard 2.1: Students will use English to interact in the classroom.</p>			

2. To solve the verb cloze of the lyrics of the song	2.3, 3.1	<p>1. In pairs, students fill in the blanks with the given verbs on Work Sheet B.2.</p> <p>2. Compare the answers in a group, listen to the song again, and check their own answers.</p> <p>3. Students listen to the song again and answer questions on Work Sheet B.3.</p>	<p>1. Each group can get a Titanic Token if they have the right answer in the verb cloze.</p> <p>2. Each group can get a Titanic Token if they have the right answer to the questions. (A representative then gives the group's answer and the other group grade it with Grade Mark.)</p>
<p>TESOL Standard 2.3: Students will use appropriate learning strategies to construct and apply academic knowledge.</p> <p>TESOL Standard 3.1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.</p>			
3. To learn love song "My Heart Will Go On"	1.1	<p>3. Students listen to the song verse by verse and sing along twice.</p> <p>4. Each group has some time to practice singing the song and presenting it in class.</p>	<p>Each group can get a Titanic Token if they sing the song well.</p> <p>(The other group grade not performance of the song but the cooperation of a group and students' effort with Grade Mark.)</p>
TESOL Standard 1.1: Students will use English to participate in social interactions.			



Final Assessment: Each group does a compounding lyrics game.  
If a group completes the full lyrics of the song, they can  
have a Titanic Token (Assessment Sheet B.1).

## Focus Sheet B. 1

*My Heart Will Go On*: Love theme from *Titanic* by Celine Dion  
(Music by James Horner; lyrics by Will Jennings)

Every night in my dreams I see you, I feel you,  
That is how I know you go on.  
Far cross the distance and spaces between us  
You have come to show you go on.

Near, far, wherever you are,  
I believe that the heart does go on.  
Once more you open the door  
And my heart will go on and on.

Love can touch us one time and last for a  
lifetime,  
And never let go till we're gone.  
Love was when I loved you, one true time I hold  
to  
In my heart will go on and on.

Near, far, wherever you are,  
I believe that the heart does go on.  
Once more you open the door  
And you're here in my heart,  
And my heart will go on and on.

You're here, there's nothing I fear,  
And I know that my heart will go on.  
You are safe in my heart.  
And my heart will go on and on.

## Work Sheet B. 1

### Vocabulary Match

- Directions:** 1. Write the vocabulary word on the left - in front of its definition on the right.  
2. The definitions are according to the meaning of the word found in the song.  
3. Please, no numbers!!  
(A representative then gives the group's answer and the other group grade it with Grade Marks.)

#### *Definitions*

1. to endure, live or survive for a long time
2. to remain in a place (or in a certain way)
3. to be connected to, physically or mentally
4. to continue to do or be something
5. to be afraid
6. to think
7. not here anymore
8. to be sure

#### *Answers*

1. gone \_\_\_\_\_
2. hold \_\_\_\_\_
3. last \_\_\_\_\_
4. stay \_\_\_\_\_
5. believe \_\_\_\_\_
6. know \_\_\_\_\_
7. go on \_\_\_\_\_
8. fear \_\_\_\_\_

## Work Sheet B. 2

### Verb Cloze

**Directions:** 1. In pairs, fill in the blanks with all of the following verbs.  
2. Use every verb, but use it once only.  
3. Do not change any of the verbs.  
4. Think about grammar, meaning and rhyme.  
5. Compare answers with group members and listen to the song again to check the answers.  
(A representative then gives the group's answer and the other groups grade it with Grade Mark.)

- |            |              |                     |
|------------|--------------|---------------------|
| 1. are     | 7. feel      | 13. know            |
| 2. are     | 8. gone      | 14. know            |
| 3. believe | 9. have come | 15. last (the verb) |
| 4. fear    | 10. hold     | 16. touch           |
| 5. stay    | 11. loved    | 17. let             |
| 6. see     | 12. see      | 18. Show            |
|            |              | 19. open            |

**Hints:** If this is difficult:

- 1) first, read down all the lines and fill in the verbs that seem obvious.
- 2) Begin with lines 5 & 19 and pay attention to rhyme.
- 3) then do lines 7, 10, 11 and pay attention to meaning.
- 4) line 12: pay attention to grammar.
- 5) what is the difference between line 6 and line 20? That should help you determine which verbs to choose.

1. Every night in my dreams I (see) you, I ( ) you,
2. That is how I ( ) you go on.
3. Far cross the distance and spaces between us
4. You ( ) to ( ) (that) you go on.

5. Near, far, wherever you (      ),
6. I (      ) that the heart does go on.
7. Once more you (      ) the door
8. And you are here in my heart
9. And my heart will go on and on.
10. Love can (      ) us one time and (      ) for a  
lifetime,
11. And never (      ) go till we're (      )
12. Love was when I (      ) you, one true time  
I (      ) to
13. In my heart will go on and on.  
Repeat Chorus: see line 5 - 9
19. You're here, there's nothing I (      ),
20. And I (      ) that my heart will go on.
21. We'll (      ) forever this way,
22. You (      ) safe in my heart.
23. And my heart will go on and on.

## Work Sheet B. 3

**Directions:** Listen to the song again using the lyrics. Reading the lyrics and answer the following questions. Discuss in a group and then in class.

### Questions

1. What does "go on" mean in this song? (What other meanings does it have?)

2. How does she know he "goes on"?

3. What kind of love did she have with him? Use your own words.

4. List all the adjectives that describe the love expressed in this song.

## Assessment Sheet B. 1

**Direction: Complete lyrics.**

1. Join two groups and cut the lyrics of the song into strips.
2. Give each student one strip to memorize.
3. Students put the strips in their pockets.
4. Students get up and tell each other their part of the song, without looking at their part or showing their part to anyone else.
5. Have students listen to the song.
6. Students take out their strips and stick them on the wall in order as students hear their part of the song.

The group who has score over 10/15 will receive a Titanic Token. This is graded by the other group with Grade Marks.

Criteria Group	Cooperation (5)	Listening (5)	Promptness (5)
Group A	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group B	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group C	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group D	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group E	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Unit Theme: *Titanic*

Lesson 3

Grade Level: Intermediate students in South Korea

Time: 90 minutes

Objectives:

1. To understand the Korean representative love story "*Chun-Hyang Jun*" and love theme "*Chum-Hyang Ga*"
2. To identify the similarities and differences between two stories and two love themes

Objective	TESOL Standard	Activity	Assessment
1. To understand the Korean representative love story <i>Chun-Hyang Jun</i> and love song " <i>Chum-Hyang Ga</i> "	3.1	<ol style="list-style-type: none"><li>1. Students review the story of the <i>Chun-Hyang Jun</i> by looking at Focus Sheet C.1.</li><li>2. Students listen to the song "<i>Chun-Hyang Ga</i>" and look at the lyrics of it on Focus Sheet C.2.</li></ol>	
TESOL Standard 3.1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.			



2. To identify the similarities and differences between two stories and two love songs	3.2, 3.3	<ol style="list-style-type: none"> <li>1. In pairs, students compare these two stories on Work Sheet C.1 and discuss them in a group and then in class.</li> <li>2. Students also compare two songs on Work Sheet C.2 and discuss in a group and then in class.</li> <li>3. Each group makes a diagram to identify the similarities and differences between the two stories and songs on Work Sheet C.3 and share in class.</li> </ol>	<p>Each group can get a Titanic Token if they compare two stories and songs well.</p> <p>(A representative then gives the group's answer and the other group grade it with Grade Mark.)</p>
<p>TESOL Standard 3.2: Students will use nonverbal communication appropriate to audience, purpose, and setting.</p> <p>TESOL Standard 3.3: Students will use appropriate strategies to extend their communicative competence.</p>			
<p>Final Assessment: Students write down in one paragraph (5 or 6 sentences) one aspect of similarity or difference between the two stories and songs on Assessment Sheet C.1.</p>			

## Focus Sheet C. 1

### The story of *Chun-Hyang Jun*

Lee Mong-Ryong came to a village at his father's request to study. One day, he went out for a walk during the Tano festival. There he saw a beautiful girl and falls in love. Through messengers she invited him to her house. He visited her with a bold heart at night. He declares to her mother that he wants to marry Chun-Hyang. Unfortunately, there was an obstacle because Mong-Ryong is a Yangban (high level people) but Chun-Hyang is Kisaeng's daughter (prostitute). However, the love between the two flowers in every way both spiritually and physically. But when his father was promoted and moves to Hangeul City Mong-Ryong had no choice but to follow.

During his absence, a rake called Pyon Hak-do heard of her beauty. He became the new magistrate of her district and forces her to serve as a Kisaeng. She refused to serve under him, as she was not obliged to legally. She loved Mong-Ryong. Pyon became mad and tortured her but she did not cave in.

Meanwhile, Mong-Ryong studied hard and passed the government exam and came back to Cholla-do as a government inspector. He heard of Chun-Hyang's problems and went to see her in her cell anonymously. She still loved him dearly. Next day, Pyon was celebrating his birthday and Mon-Ryong raided the party with his men and arrested him. Mong-Rong was reunited with Chun-Hyang and the town broke out into a festive mood.

## Focus Sheet C. 2

### Lyrics of Chun-Hyang Ga

이도령과 성춘향이 문답하는데

이도령과 성춘향이 사랑가로 노는데

이도령과 성춘향이 문답하는데 (들어보기)

아니리

효: 도련님이 호걸 기남아로되 이런일은 처은 당히는 일이라 가삼이 울령울령 두군두군 선사혈말이 확 맥혔지 까딱하면 퇴맞일가 자칫하면 수빠질가 무한히 묵념타가 겨우 생각하고 허는말이

도: 네 답서에 글 지어 보낸것과 오다가 칠월편 읽는소리를 들으니 아조 시전집일러라

효: 춘향이 대답허되

춘: 밤깊고 잠은없어 읽기는 허였으나 뜻은 모르고 읽어요

효: 말을 한번 주고 받아노니 도련님 그제야 말문이 열렸겠다

도: 너의 성과나이는 방자에게 들었거니와 내 고향은 한양이오 너 있는곳 남원이라 경향이 멀었으니 소문도 서로 못들을데 사또 벼슬길이 허고많은 부사중에 남원부사 오시기 공교한 일이오 내 또한 출입없다가 그날 광한루 구경간일 공교한 일이오 네 들어앉은 처녀가 그날 화림중에 추천현일 공교한일이오 동갑으로 내시기도 천궁의 조화시니 우리 백년언약은 맺히고 꼭 맺히었지

효: 「춘향이 어짜오되」

이도령과 성춘향이 사랑가로 노는데

진양

도: 사랑사랑 내사랑이야 어허등등 내사랑이지야 삼오신정 달밝은밤 무산천봉 완월사랑 목탁무변 수여천에 창해같이 깊은사랑 월하에 삼생연분 우리둘이 만난사랑 어허등등 내사랑이지야 지리산 높은봉과 요천수맑은물의 산수정기 한데 모아 우리춘향 삼겼는가 전생의 연분으로 이생에 만났으니 추천허든 채색줄이 월로의 적승인가 내보든 광한루가 초왕의 양대련가 사랑사랑 내사랑이지 어어어어어허 두둥 내사랑이야 너죽어도 내못살고 내가몬저 죽거들랑 너도 부대 못살어라 생전사랑이 이럴진대 사후기약이 없을소냐 너죽어서 될것있다 너는죽어 글이되되 따지 따곤 달월 그늘음 아내쳐짜와 계집녀짜 변이되고 나는죽어 글이될제 하늘천 하늘건 날일 별양 지애비부짜와 아들자짜 몸이되어 계집녀짜 변에다가 아들자짜를 떼 부치여 좋을호짜로 만나거덜랑 나인줄을 알려무나

춘: 나는 그것 되기싫소

도: 러면 너죽어 될것있다 너는 죽어 꽃이되되 이백도홍 삼춘화가 되고 나는 죽어서 나비될제 화간쌍쌍 범나비되어 네꽃봉이를 내가 덤벽물고 바람불어 꽃

붕이 노는대로 두날개를 꺾벌리고 너울너울 놀거들랑 나인줄로 알려무나

춘: 그것도 나는 되기싫소

도: 러면 죽어서 될것있다 너는 죽어 종로인경이 되고 나는 죽어 인경마치가 되어 새벽이면 삼십삼천 저녁이면 이십팔수로 텅 텅 다른 사람이 듣기에는 인경소리로 들리어도 우리들이 듣기에는 내사랑 춘향 텅 이도령서방텅 그저 텅 텅 치거덜랑 나인줄을 알려무나

아니리

춘: 나 아무것도 되기싫소

도: 애 그게 웬말이나 우리가 살아서 인연이 하 지중허기에 죽어서도 만나자는 말인데 마단말이 웬말이나

춘: 정리는 그랬오마는 살아서 밀으로 생긴것도 원통헌되 죽어서도 날더러만 밀으로 가라니 재미없어 내사 싫소

도: 이에 그러면 우리정리에 너를 우으로 생기게 못헐게 무엇이란 말이나

자진중머리

도: 사랑사랑사랑 내사랑이야 어둥 둥둥 내사랑이지 사랑이로구고나 내사랑이로다 어허둥둥 내사랑이야 그러면 너죽어 될것있다. 너 죽어 우으로 될것있다. 너는 죽어서 매 웃짝되고 나는 죽어서 매 밀짝되어 사람의 손길이 얼른허면은 천원지방의 웃 짝으로 빙빙 돌거드면 너인줄을 알려주마

### Work Sheet C. 1

**Directions:** In pairs, compare these two stories and discuss in a group and then in class.

(A representative then gives the group's answer and the other group grade it with Grade Mark.)

	<i>Titanic</i>	<i>Chun-Hyang Jun</i>
Main characters of the story		
Background		
Position of the characters in a society		
Their obstacles in the story		
Story's ending		

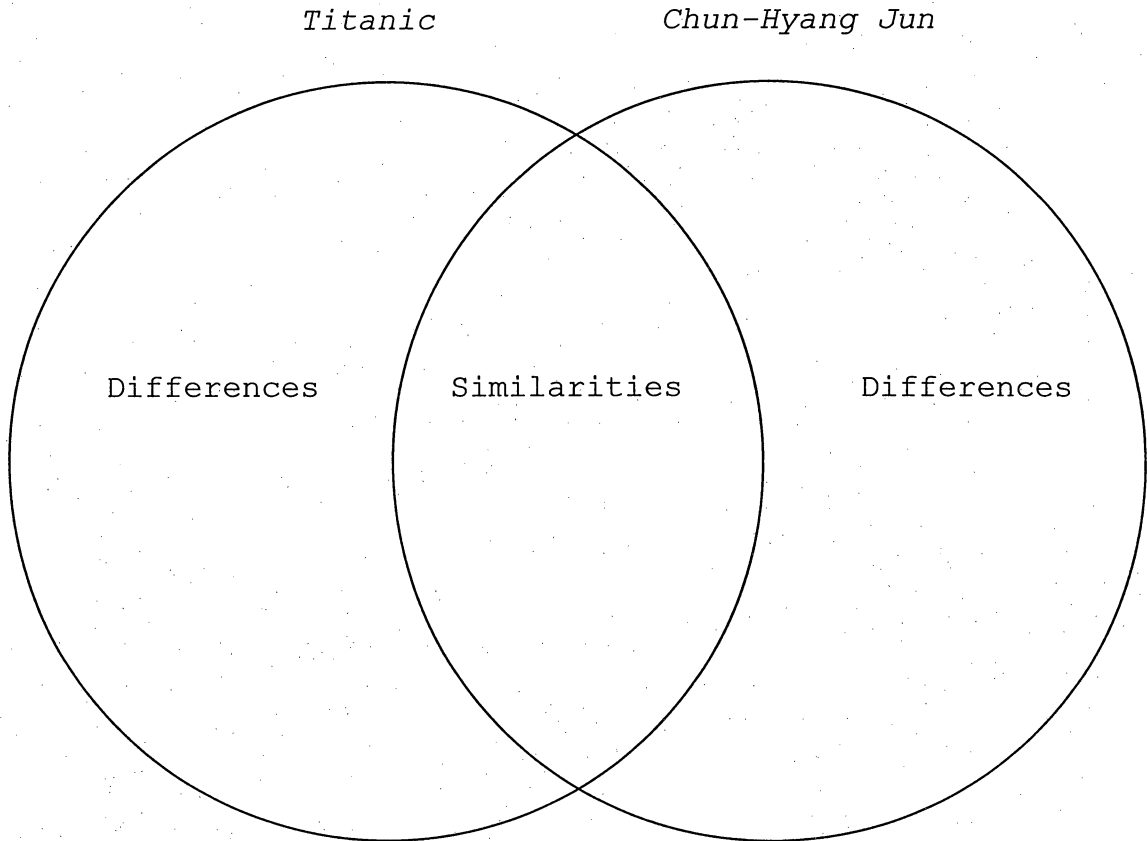
## Work Sheet C. 2

**Directions:** In pairs, students also compare two songs and discuss in a group and then in class. (A representative then gives the group's answer and the other group grade it with Grade mark.)

	<i>My Heart Will Go On</i>	<i>Chun-Hyang Ga</i>
Theme of the song		
Mood of the song		
Form of the song		
Content of the song		
Who sings the song in the story?		

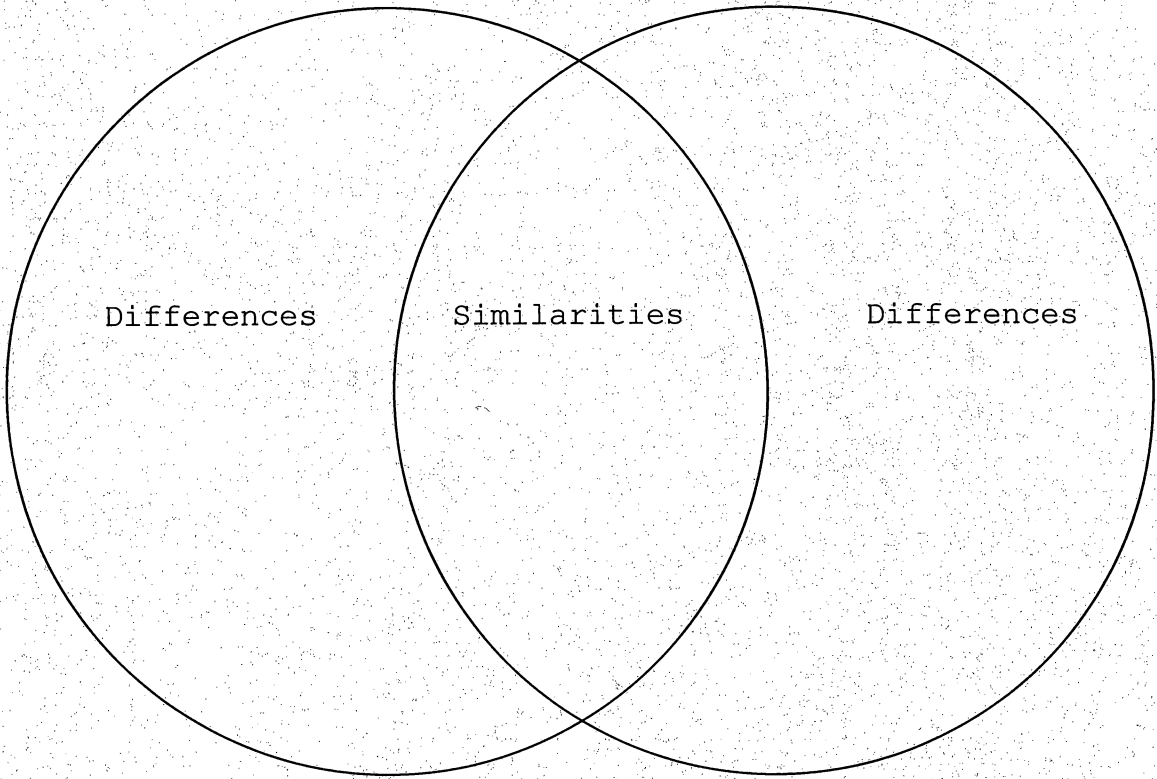
### Work Sheet C.3

**Directions:** Each group makes a diagram to identify the similarities and differences between the two stories and songs and shares in class.



*My Heart Will Go On*

*Chun-Hyang Ga*



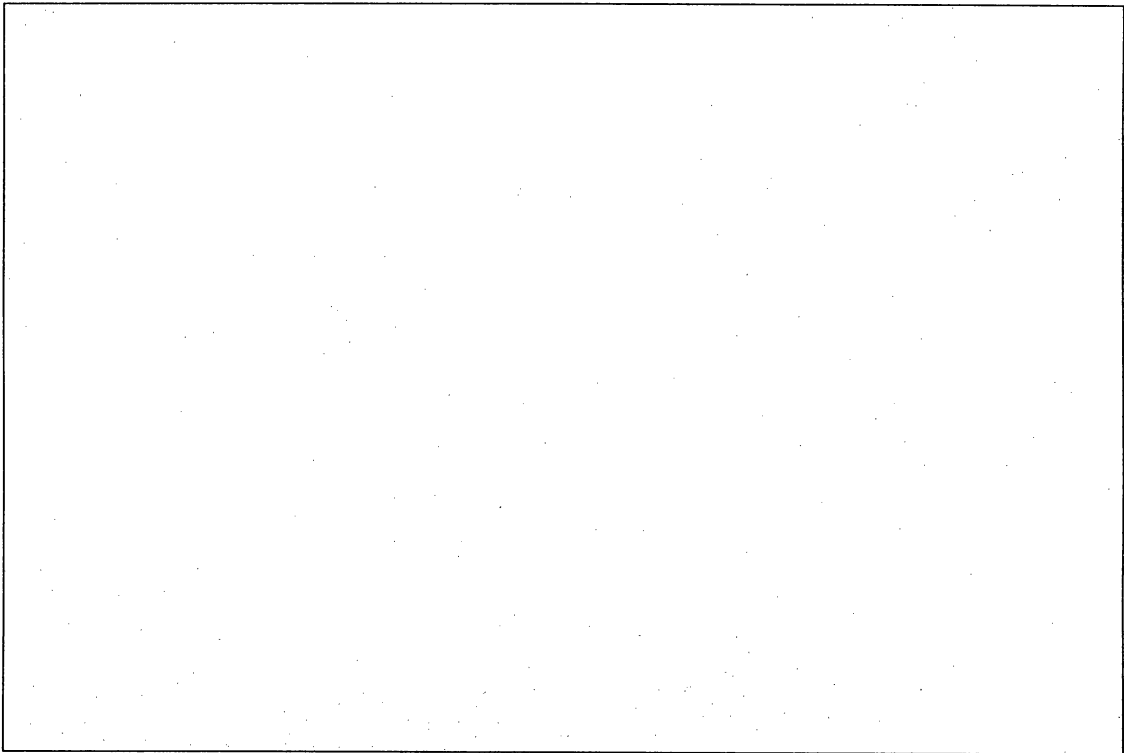


## Assessment Sheet C. 1

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

**Direction:** Write down in one paragraph (5 or 6 sentences) one aspect of similarity or difference between two stories and songs.

Criteria:	Introduction - 1 sentence (3)
Total (10)	Body - 3 or 4 sentences (4)
	Conclusion - 1 sentence (3)



Unit II Theme: *Love Story: Message*

Lesson 1

Grade Level: Intermediate students in South Korea

Time: 90 minutes

Objectives:

1. To understand the story of the movie *Love Story: Message*
2. To learn the new vocabulary
3. To learn the song "I Love You"

Objective	TESOL Standard	Activity	Assessment
1. To learn the new vocabulary	1.2, 2.1	<ol style="list-style-type: none"><li>1. Students see the summary of the story of <i>Love Story: Message</i> on focus A.1.</li><li>2. Students write down unknown words individually and find out the meaning of the words in a group on Work Sheet A.1. (Use a dictionary or share their knowledge)</li><li>3. Each group shares what are the unknown words and those they come to know. A representative of each group write down on a blackboard.</li><li>4. Each group studies the vocabulary again.</li></ol>	<p>Each group can get Message Tokens if they complete Work Sheet A.1, participate actively in a group, and then participate in class well.</p> <p>(A representative then gives the group's answer and the other group grade it with Grade Marks.)</p> <p>(If students have five small tokens, they can trade to one medium token; three medium tokens trade for one large token.)</p> <p><i>Criteria:</i> At the end of the unit, if the group has the large token, it has a better grade.</p>

TESOL Standard 1.2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

TESOL Standard 2.1: Students will use English to interact in the classroom.

2. To understand the story of the movie <i>Love Story: Message</i>	2.1, 2.2	<ol style="list-style-type: none"> <li>1. Students see the edited video of <i>Love Story: Message</i>. (Including the song "I Love You")</li> <li>2. Students write answers to the following questions: "What do you think about the movie?" and "How do you feel about it?" on Work Sheet A.2 and share the answers in a group and then in class.</li> <li>3. Students choose the three adjectives that they think best describe the main characters, Chul-Su, Young-Min and Young-Hee on Work Sheet A.3 and discuss in a group and in class. (Use Titanic Focus Sheet A.1)</li> </ol>	<p>Each group can get Message Tokens if they complete Work Sheet A.2 and A.3, participate actively in a group, and participate in class well.</p> <p>(A representative then gives the group's answer and the other group grade it with Grade Marks.)</p>
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TESOL Standard 2.1: Students will use English to interact in the classroom.

TESOL Standard 2.2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

3. To learn the song "I Love You"	2.1, 2.2	<ol style="list-style-type: none"> <li>1. Students listen the song "I Love You" twice.</li> <li>2. Students look at the lyrics of the song on Focus Sheet A.2 and sing along.</li> <li>3. Each group has 5 minutes to practice the song and sing the song in front of the classroom.</li> </ol>	Each group can get a Message Token for singing the song well. (See criteria on Assessment Sheet A.1.)
<p>TESOL Standard 2.1: Students will use English to interact in the classroom.</p> <p>TESOL Standard 2.2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.</p>			
<p>Final Assessment: Students have a vocabulary test game by themselves. Groups chose five words and ask the meaning of them to another group. If one group does not have a right answer, they give one of their Message Tokens to the group who asks the definition of the word.</p>			

## Focus Sheet A. 1

### The summary of *Love Story*: Message

이 영화는 요즘 한국 젊은 세대들의 사랑하는 방식을 담은 영화이다. 철수와 영민이는 친구로서 여자들의 모성애를 자극하여 여자친구를 구하고 바로 또 다른 여자친구를 계속 갈구하는 바람둥이들이다. 하루는 영민이 철수에게 귀찮은 여자가 있다면서 핸드폰을 바꾸기를 제안하다. 철수는 영민을 도와주는 의미로 두 사람의 핸드폰을 바꾸는데, 그 날 이후에 한 발랄한 여자의 목소리 (영희)가 매일 영민의 핸드폰에 녹음이되고 철수는 자신도 모르는 사이에 그 목소리의 주인공과 사랑에 빠지게된다.

철수는 영희에게 계속 사랑에 빠지게되고 이제는 영희의 얼굴이 보고 싶어서 그녀를 찾아나선다. 철수는 영희의 순수한 모습에 더욱 그녀를 사랑하게되고, 친구인 영민을 아직 사랑하는것에 마음아파한다. 철수는 메시지를 받기만 하다가 이제는 영희의 핸드폰에 영민을 잊게하는데 도움이 되고자 메시지를 남기기 시작한다. 이제는 영희가 메시지를 받는 입장으로 바뀌게 되고 영희는 왜 이런 메시지를 남기는지에 의문을 갖게된다. 한편, 철수는 영민에게 자신의 마음을 털어놓고 영희를 만나 사과하라고 다그치지만 영민은 더이상 영희에게 관심조차 없어한다. 그런 영민의 모습에 철수는 험박까지해보지만 영민은 철수가 만들어 놓은 약속장소에 나가질 않는다. 마침내 철수가 영민을 대신하여 약속장소에 나가고 철수는 영희의 맞은편에 앉아서 영희에게 메시지를 보낸다. 둘은 이렇게해서 서로의 진정한 사랑을 찾는다.

## Work Sheet A. 1

**Directions:** Look at Focus Sheet A. 1, the summary of the story, and write down the words that are new to you and to your group members. (A representative then gives the group's answer and the other group grade it with Grade Marks.)

1. The new words to you and the meaning of them:

New Words	Meaning

2. The new words to your group members and the meaning of them:

New Words	Meaning

## Work Sheet A. 2

**Directions:** Write the answers to the following questions: "What do you think about the movie?" and "How do you feel about it?" (1 or 2 sentences) and share the answers in a group and then in class. (A representative then gives the group's answer and the other group grade it with Grade Marks.)

1. What do you think about the movie?
2. How do you feel about the movie?
3. What do your group members think about the movie?
4. How do your group members feel about the movie?

### Work Sheet A. 3

**Directions:** Choose the three adjectives that you think best describe the main characters, Chul-Su, Young-Min and Young-Hee, and discuss in a group and in class. (Use Titanic Focus Sheet A.1) (A representative then gives the group's answer and the other group grade it with Grade Marks.)

#### 1. Chul-Su

Adjectives that you choose:	Adjectives that your group chooses:

#### 2. Young-Min

Adjectives that you choose:	Adjectives that your group chooses:

#### 3. Young-Hee

Adjectives that you choose:	Adjectives that your group chooses:



## Focus Sheet A. 2

The Lyrics of "I Love You" by Sung-Hoon Shin

그대를 사랑하지만  
그 말을 할 수 없었죠  
사랑이란 짧은말로 너를 말하기엔  
너는 너무 아름다웠기에  
난 너를 지켜줄꺼야 한번도 슬프지 않게  
너에게는 슬픔이란 어울리지 않아  
언제나 넌 행복해야만해  
내겐 아무것도 줄게 없다는 말  
더 이상은 하지 말아요  
함께 있어주는 그것만으로도  
난 너에게 고마운 마음뿐인데  
언제라도 내가 보고 싶을 때에는  
너희 손끝이 닿는곳에  
내가 있다는 걸 기억해줘  
그대여 난 정말 오직 그대를 사랑해.

## Assessment Sheet A. 1

**Directions:** Each group has 5 minutes to practice the song and sing the song in front of the classroom. Each group can get a Message Token if they sing a song well. (The other group grade it with Grade Marks.)

The group who has a score over 10/15 will receive a Message Token.

Criteria Group	Cooperation (5)	Memorize Lyrics (5)	Participation (5)
Group A	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group B	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group C	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group D	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group E	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Unit II Theme: *Love Story: Message*

Lesson 2

Grade Level: Intermediate students in South Korea

Time: 90 minutes

Objectives:

1. To understand how to translate from Korean lyrics to English lyrics
2. To learn the new vocabulary
3. To translate the Korean song "I Love You" to English

Objective	TESOL Standard	Activity	Assessment
1. To understand how to translate from Korean lyrics to English lyrics 2. To learn the new vocabulary	1.2, 2.1	<ol style="list-style-type: none"><li>1. Students listen to the example song "I Will Make Love to You" twice.</li><li>2. Students look at an example of translated Korean pop song "I Will Make Love to You" on Focus Sheet B.1.</li><li>3. Students sing the song with the Korean version and the English version.</li><li>4. Students write down unknown words individually and find out the meaning of the words in a group on Work Sheet B.1. (Use a dictionary or share their knowledge)</li><li>5. Each group has self-study about the translated song.</li></ol>	<p>If students complete Work Sheet B.1, and B.2 and turn in to the teacher each group can get Message Tokens.</p> <p>(If all group members get right answers, the group can have 2 tokens. But, if someone misses the right answer, the group can get 1 token.)</p>

		<p>6. Students have a partner and practice how to translate verse by verse translating song "<i>I Will Make Love to You</i>" from English to Korean and from Korean to English on Work Sheet B.2. (Do not look at Focus Sheet B.1)</p> <p>7. Students solve the word cloze on Work Sheet B.3 individually and assess in their group.</p>	
<p>TESOL Standard 1.2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.</p> <p>TESOL Standard 2.1: Students will use English to interact in the classroom.</p>			

3. To translate the Korean song "I Love You" to English	2.3, 3.1	<ol style="list-style-type: none"> <li>1. Students look at the vocabulary they might use in translating the song "I Love You" and meanings on Focus Sheet B.2.</li> <li>2. Students play a game, matching words, together.</li> <li>3. Students translate the song "I Love You" verse to verse in a group on Work Sheet B.4. (Use the words on Focus Sheet B.2)</li> <li>4. Students compare each verse of translated lyrics of the song in class.</li> </ol>	<ol style="list-style-type: none"> <li>1. The group who gets a right answer in the word matching game can have a Message Token.  (A representative gives the group's answer and the other group grade it with Grade Marks.)</li> <li>2. The other group grade each verse of the translated lyrics of the groups and chooses the best one of them with Grade Marks. The group who translate the lyrics well can have a Message Token.</li> </ol>
<p>TESOL Standard 2.3: Students will use appropriate learning strategies to construct and apply academic knowledge.</p> <p>TESOL Standard 3.1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.</p>			
<p>Final Self-Assessment: Students write down the new expressions they have learned in the song on Assessment Sheet B.1, share in a group, and turn in the teacher.</p>			

## Focus Sheet B. 1

The example of translated Korean pop song  
"I Will Make Love To You" (사랑을 할꺼야)  
by Greenbelt (녹색지대)

이젠 나도 널 잊겠어

And now I should forget my love

너무 힘이 들잖아

So hard for me to go on

원하는 대로 해줄 수 있지만

Anything you want I can do it for you

난 더 이상 해 줄 게 없어

There is nothing more I can do for you

그런 나를 욕하지마

Please don't hate me for being this way

후회할지도 몰라

You might feel regret someday

철없는 생각 시간이 흐르면

All your childish thoughts as times goes by  
someday

그땐 이미 늦은 걸

It'll be too late, I'm sure

모든 것을 주는

Your love and devotion

그런 사랑을 해봐

Won't you give them both to me

받으려고만 하는 거런 사랑 말고

Not the kind of love that is, that is so one-sided

너는 알고 있잖아 끝이 없는 걸

I'm sure you must know it's true, that love's an endless thing

서로 찾아야만 하는 걸

We both have to work to build this love

사랑을 할꺼야

I will make love to you

사랑을 할꺼야

I will make love to you

아모도 모르게

Just for you for you

너만을 위하여

That no one else can have

나를 지켜봐 줘

Stand by my side always

나를 지켜봐 줘

Stand by my side always

아무도 모르는 사랑을

Special love, for our love no one knows

## Work Sheet B. 1

**Directions:** Write down unknown words in Focus Sheet B. 1 individually and find out the meaning of the words in a group. (Use a dictionary or share your knowledge with your group members) (A representative then gives the group's answer and the other group grade it with Grade Marks.)

1. The new words to you and their meaning:

New Words	Meaning

2. The new words to your group members and their meaning:


New Words	Meaning



## Work Sheet B. 2

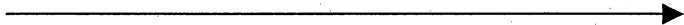
**Directions:** With a partner, practice how to translate verse by verse with the song "I Will Make Love To You" from English to Korean and from Korean to English. (Do not look at Focus Sheet B.1)

1. Translate from English to Korean

English  Korean

And now I should forget my love  
So hard for me to go on  
Anything you want I can do it for you  
There is nothing more I can do for you  
Please don't hate me for being this way  
You might feel regret someday  
All your childish thoughts as times goes by someday  
It'll be too late, I'm sure  
Your love and devotion  
Won't you give them both to me  
Not the kind of love that is, that is so one-sided  
I'm sure you must know it's true, that love's an endless  
thing  
We both have to work to build this love  
I will make love to you  
I will make love to you  
Just for you for you  
That no one else can have  
Stand by my side always  
Stand by my side always  
Special love, for our love no one knows

## 2. Translate from Korean to English

Korean  English

이젠 나도 널 잊겠어  
너무 힘이 들잖아  
원하는 대로 해줄 수 있지만  
난 더 이상 해 줄 게 없어  
그런 나를 욕하지마  
후회할지도 몰라  
철없는 생각 시간이 흐르면  
그땐 이미 늦은 걸  
모든 것을 주는  
그런 사랑을 해봐  
받으려고만 하는 거런 사랑 말고  
너는 알고 있잖아 끝이 없는 걸  
서로 찾아야만 하는 걸  
사랑을 할꺼야  
사랑을 할꺼야  
아모도 모르게  
너만을 위하여  
나를 지켜봐 줘  
나를 지켜봐 줘  
아무도 모르는 사랑을

### Work sheet B. 3

**Directions:** Solve the word cloze individually and assess in your group.

And now I (        ) forget my love  
So (        ) for me to go on  
Anything you want I (     ) do it for you  
There is nothing more I (     ) do for you  
(        ) don't hate me for being this way  
You might feel (        ) someday  
All your childish thoughts (     ) times goes by  
someday  
It'll be too (     ), I'm sure  
Your (        ) and devotion  
Won't you give them (     ) to me  
Not the (     ) of love t hat is, that is so one-  
sided  
I'm sure you (     ) know it's true, that love's  
an endless thing  
We both (     ) (     ) work to build this love  
I (     ) make love to you  
I (     ) make love to you  
Just (     ) you (     ) you  
That no one else (     ) have  
(        ) by my side always  
(        ) by my side always  
Special love, for our love no one knows

## Focus Sheet B. 2

The vocabulary that might use in translating the song "*I Love You.*"

1. however - by whatever manner or means, nevertheless
2. enough - satisfy a desire, an adequate quantity
3. beautiful - having beauty, attractive, comely, fair, pretty
4. sad - unhappy, sorrowful
5. happy - characterized by good fortune, having , showing, marked by pleasure
6. express - to mark or indicate as by words, facial aspect, or symbols
7. nothing - not anything, no part, no portion
8. thank - to express gratitude to, appreciate
9. remember - to recall to the mind, think of again, to retain in the mind
10. really - in reality, truly
11. fingertip - the tip of a finger

## Work Sheet B.4

**Directions:** Translate the song "I Love You" verse to verse in a group. (Use the words on Focus Sheet B.2) Compare each verse of translated lyrics of the song in class.  
(A representative then gives the group's answer and the other group grade it with Grade Marks.)

### "I Love You"

Korean  English

그대를 사랑하지만  
그 말을 할 수 없었죠  
사랑이란 짝은말로 너를 말하기엔  
너는 너무 아름다웠기에  
난 너를 지켜줄꺼야 한번도 슬프지 않게  
너에게는 슬픔이란 어울리지 않아  
언제나 넌 행복해야만해  
내겐 아무것도 줄게 없다는 말  
더 이상은 하지 말아요  
함께 있어주는 그것만으로도  
난 너에게 고마운 마음뿐인데  
언제라도 내가 보고 싶을 때에는  
너희 손끝이 닿는곳에  
내가 있다는 걸 기억해줘  
그대여 난 정말 오직 그대를 사랑해.

## Assessment Sheet B. 1

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

**Directions:** Write down the new expressions you have learned in the song. Share in a group and turn in to the teacher.

1. The new expressions you have learned in the song.
2. The new expressions your group members have learned in the song.

Unit II Theme: *Love Story: Message*

Lesson Plan 3

Grade Level: Intermediate level in South Korea

Time: 90 minutes

Objectives:

1. To identify the similarities and differences of dating between Korea and America
2. To identify how to ask for a date by a phone
3. To identify the similarities and the differences of what young people do in a date between Korea and America

Objective	TESOL Standard	Activity	Assessment
1. To identify the similarities and differences of dating between Korea and America 2. To identify how to ask for a date by phone	1.1, 1.2, 2.1	<ol style="list-style-type: none"><li>1. Each group discusses about what's acceptable in Korea and America about a date and then discuss in class (Work Sheet C.1).</li><li>2. Students look at a script of asking for a date by phone on Focus Sheet C.1.</li><li>3. Students have a partner and practice a role-play of the dialogue.</li><li>4. Two volunteers from each group have a role-play about asking for a date by phone.</li></ol>	<ol style="list-style-type: none"><li>1. Each group can get a Message Token if they complete Work Sheet C.1, participate in a group, and participate in class well. (A representative then gives the group's answer and the other group grade it with Grade Marks.)</li><li>2. Each group can get a Message Token if two volunteers do a role-play well. (The other group grade it with Grade Marks.)</li></ol>

TESOL Standard 1.1: Students will use English to participate in social interactions.

TESOL Standard 1.2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

TESOL Standard 2.1: Students will use English to interact in the classroom.

2. To identify the similarities and the differences of what young people do on a date between Korea and America	2.1, 3.1, 3.2,	<p>1. On Work Sheet C.2, each group completes a diagram about what Korean young people do for a date and share in a class.</p> <p>2. On Work Sheet C.3 each group completes a diagram about what America young people might do for a date and share in a class.</p> <p>3. On Work Sheet C.4, each group identifies the similarities and differences of what young people do in a date between Korea and America.</p>	<p>Each group can get a Message Token if they complete Work Sheet C.2. C.3, and C.4, participate in a group, and participate in class well.</p> <p>(A representative then gives the group's answer and the other group grade it with Grade Marks.)</p>
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TESOL Standard 2.1: Students will use English to interact in the classroom.

TESOL Standard 3.1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

TESOL Standard 3.2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Final Assessment: Students write one paragraph essay about the similarities or differences of a date between Korea and America on Assessment Sheet C.1.

Criteria: Introduction - 1 sentence (3)

Total (10) Body - 3 or 4 sentences (4)

Conclusion - 1 sentence (3)



## Work Sheet C. 1

**Directions:** Fill in the chart with yes/no in America/Korea spaces. Each group discusses about what's acceptable in Korea and America about a date and then discusses in class.

(A representative then gives the group's answer and the other group grade it with Grade Marks.)

### What's Acceptable?

	America	Korea
1. Dating starts in senior high school (grades 9-12).		
2. Dating starts in junior high school (grades 6-8).		
3. Young people usually go out in a group.		
4. Young people go out as couples.		
5. A girl sometimes goes out with a boy even if her parents do not know him.		
6. A girl can ask a boy to go out.		
7. It must be the boy who asks the girl for a date.		
8. When a boy and a girl go out, each pays half ("going Dutch") or maybe just the girl pays.		

9. When a girl and a boy go out, the boy pays.		
10. If a boy and girl feel romantic toward each other, they go steady and do not date others.		

## Focus Sheet C. 1

Asking someone for a date.

**Directions:** Look at a script of asking for a date by phone. With a partner, practice a role-play of the dialogue. Two volunteers from each group role-play about asking for a date by phone. (The other group grade it with Grade Marks.)

Matt and Kim are good friends. A few days ago, they talked about wanting to see the movie *Anna and the King*.

Matt is now calling Kim for a date.

**Kim:** (phone rings) Hello?

**Matt:** Hi. Is Kim there?

**Kim:** This is Kim.

**Matt:** Hi. This is Matt. What's up?

**Kim:** Not much. What are you doing?

**Matt:** Uh, not much. Are you busy tonight?

**Kim:** Uh-uh.

**Matt:** I was wondering if you'd want to go...if you want to go to the movie.

**Kim:** Sure!

**Matt:** Okay. Could you do me a favor and call the theater to find out what time the movie starts?

**Kim:** Sure. Give me five minutes and I'll call you back.

**Matt:** Okay. Thanks a lot.

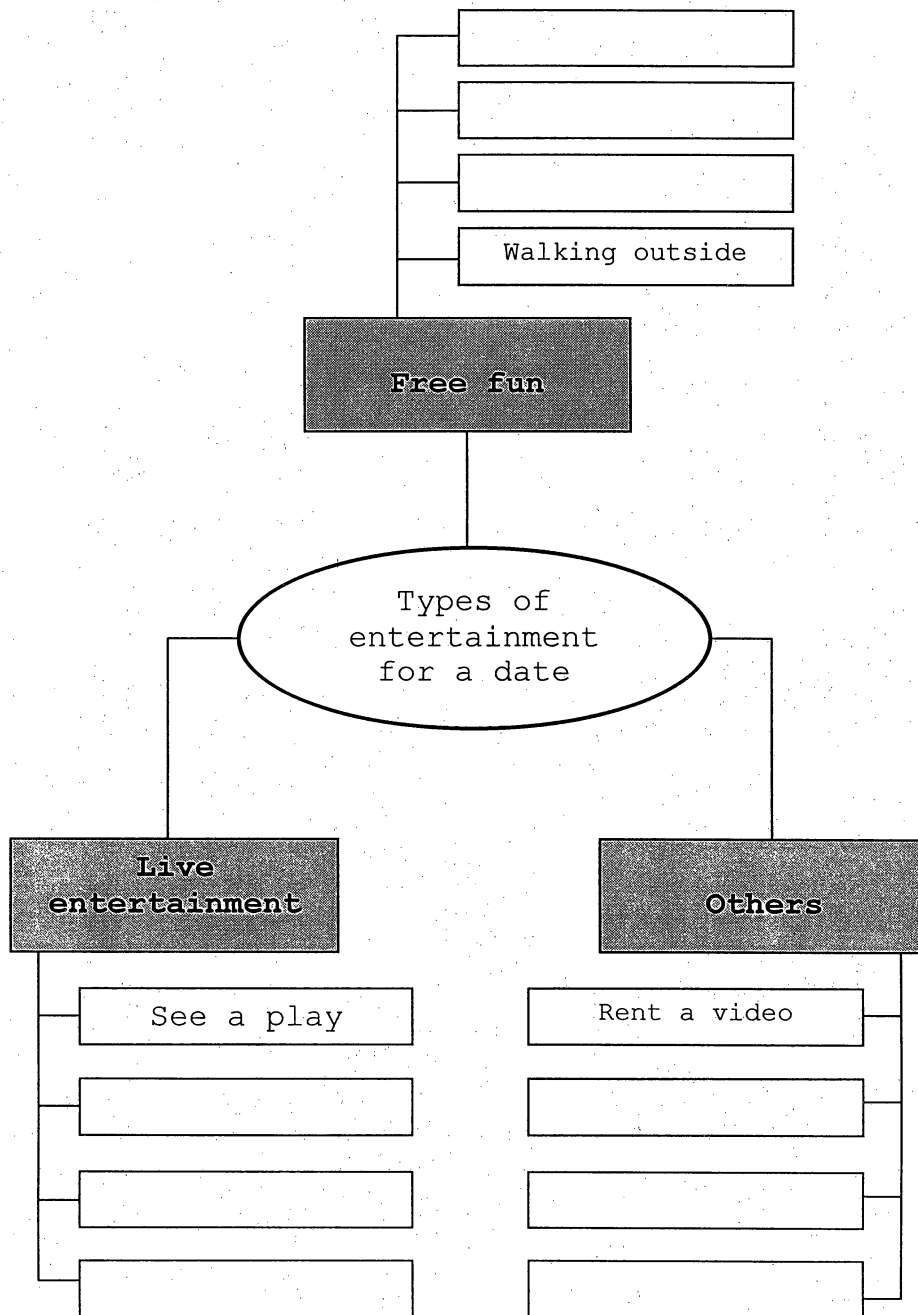
**Kim:** Okay.

**Matt:** Good-bye.

**Kim:** Bye.

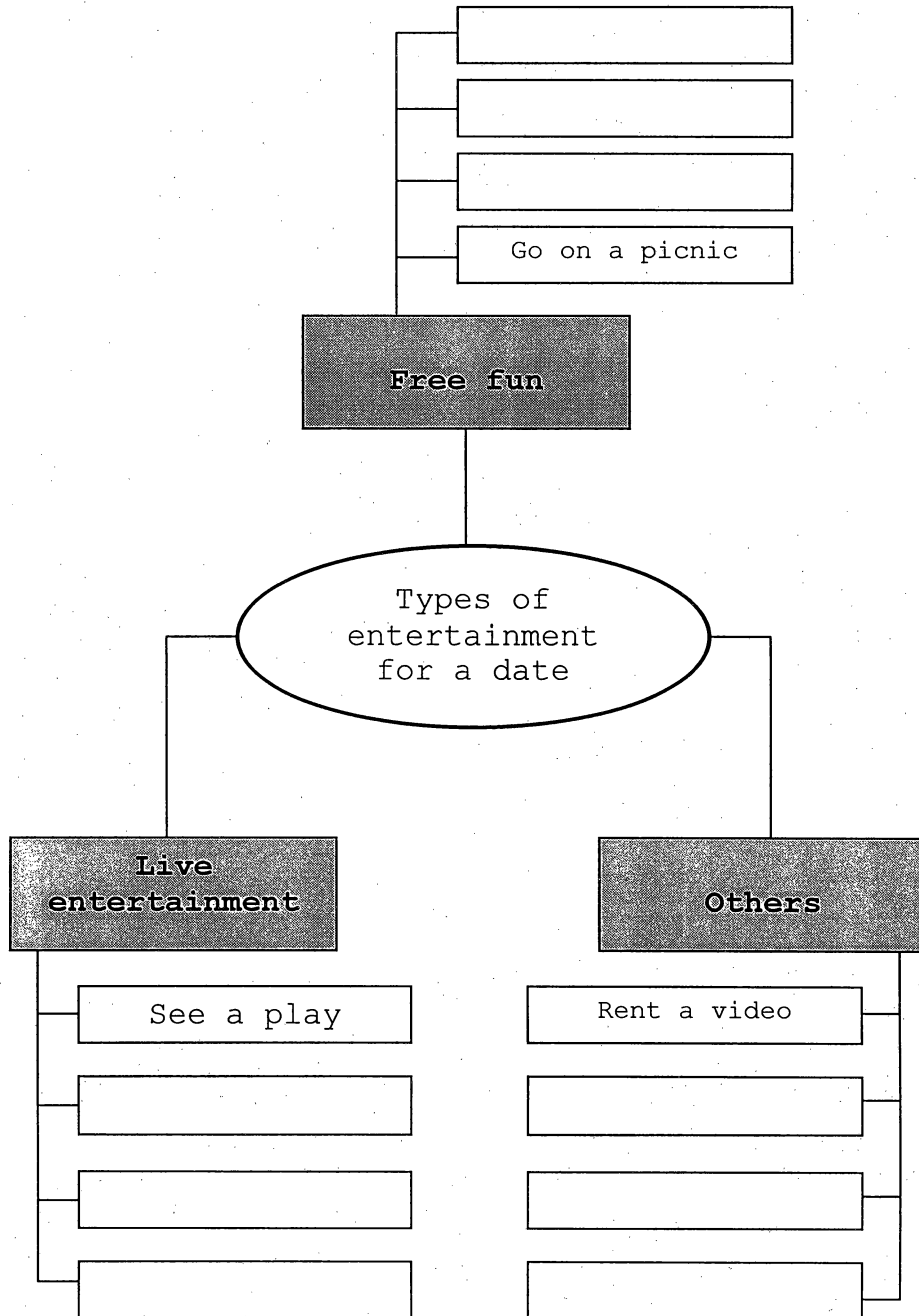
## Work Sheet C. 2

**Directions:** Each group makes a diagram about what Korean young people do for a date and shares with the class.  
(A representative then gives the group's answer and the other group grade it with Grade Mars.)



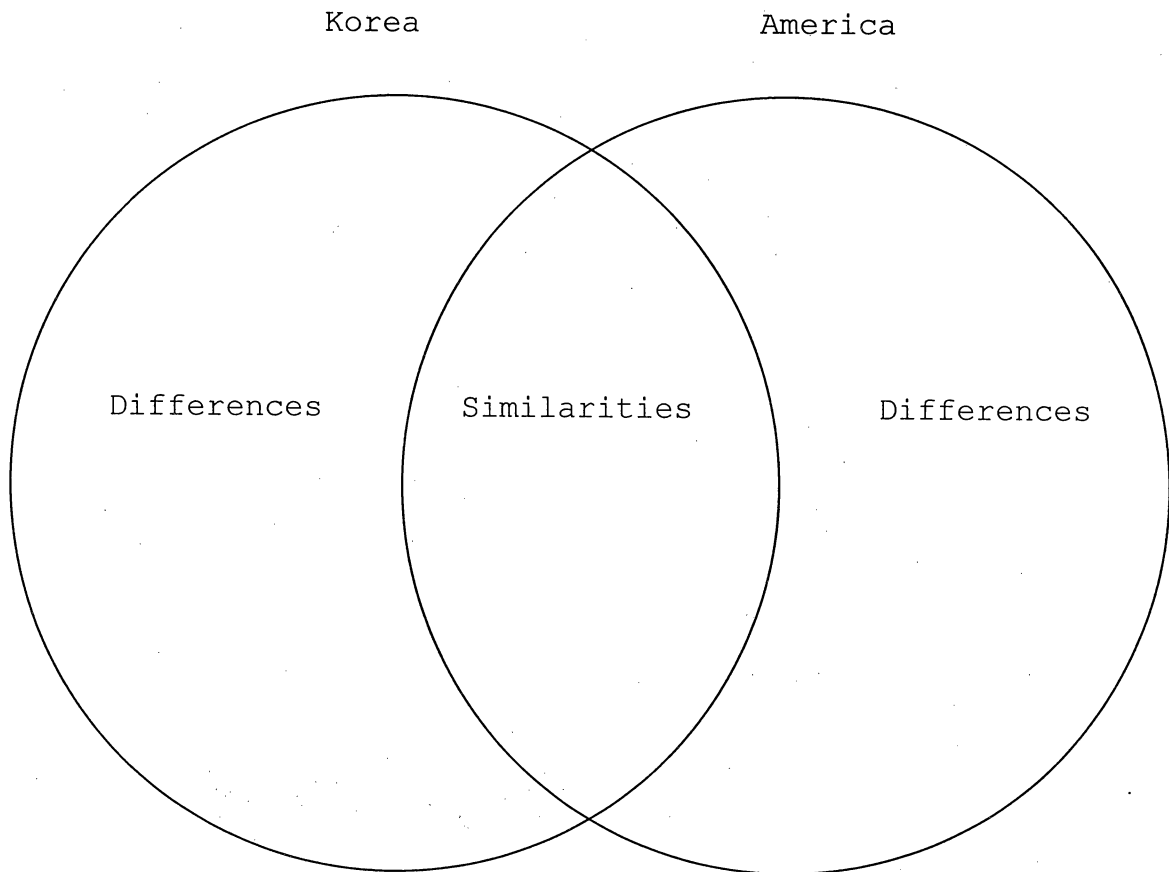
### Work Sheet C. 3

**Directions:** Each group makes a diagram about what America young people might do for a date and share in a class.  
(A representative then gives the group's answer and the other group grade it with Grade Marks.)



## Work Sheet C. 4

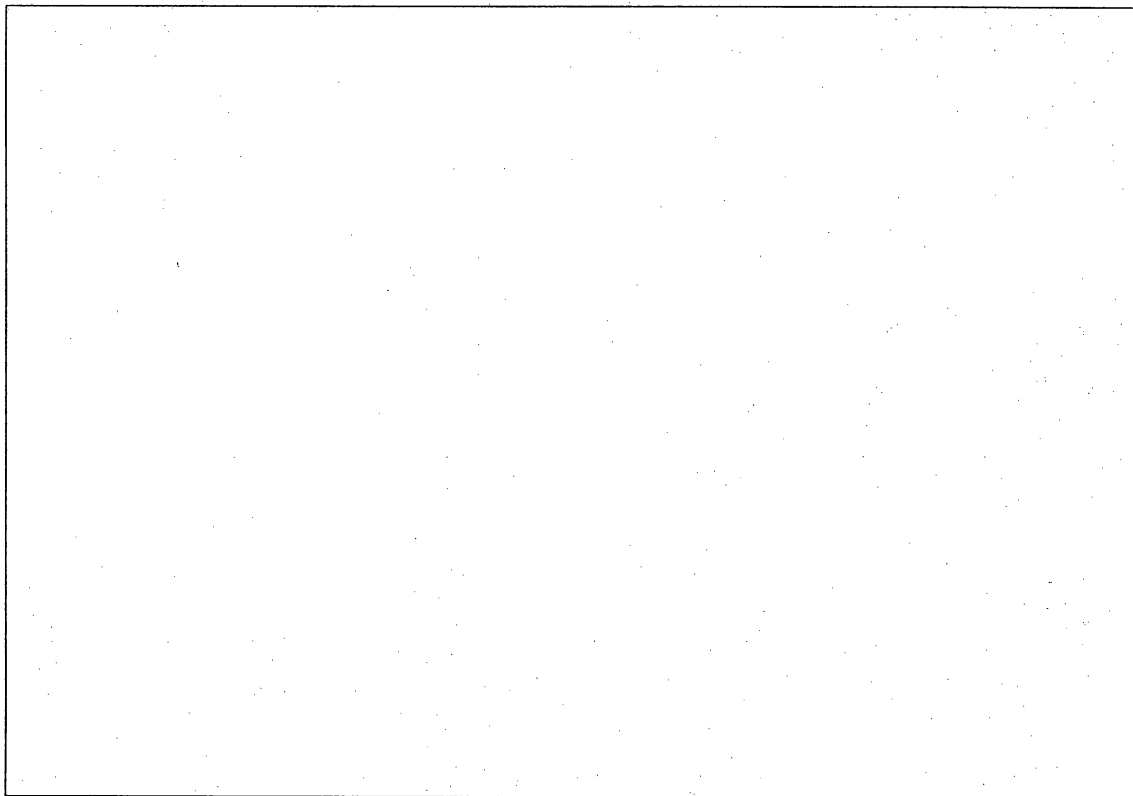
**Directions:** Each group identifies the similarities and differences of what young people do in a date between Korea and America, and shares in class. (A representative then gives the group's answer and the other group grade it with Grade Marks.)



## Assessment Sheet C. 1

**Directions:** Write one paragraph essay about the similarities or differences of a date between Korea and America. Turn in to the teacher.

Criteria:	Introduction - 1 sentence (3)
Total (10)	Body - 3 or 4 sentences (4)
	Conclusion - 1 sentence (3)



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