HOW TO IMPLEMENT COMMUNICATIVE LANGUAGE TEACHING
EFFECTIVELY FOR KOREAN MIDDLE SCHOOL LEARNERS TO ACQUIRE
FOUR SKILLS OF ENGLISH FOR COMMUNICATION

A Project

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Kim Yang-ock

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Graduate and Professional Studies in Education
ABSTRACT

of

HOW TO IMPLEMENT COMMUNICATIVE LANGUAGE TEACHING EFFECTIVELY FOR KOREAN MIDDLE SCHOOL LEARNERS TO ACQUIRE SKILLS OF ENGLISH FOR COMMUNICATION

by

Kim Yang-ock

Statement of Problem

The current educational system in South Korea does not meet students’ needs in English. Currently, the national curriculum of English in South Korea has an objective of building communicative competence. However, the reality of the English classroom objective is to achieve high scores on examinations. There seem to be many factors in Korean education’s failure to develop learners’ communicative competence. Under the assumption that teachers can play a critical role in bringing about changes within given conditions, this project aims to address English teaching methods, which is possible to be changed by teachers’ efforts. Recognizing that Grammar-Translation Method or Audio-lingual Method are not efficient for improving students’ communicative competence in English, it is the author’s hope that this project will contribute to improving students’ communicative competence by implementing Communicative Language Teaching (CLT) effectively.
Purpose of Project

The purpose of this project is to design English lesson plans, using a current English textbook that help teachers conduct their lessons using classroom activities that are focused on genuine communication. Also, this project is designed to create lesson plans with a current textbook by using active, meaningful and engaging CLT-based activities to assist middle school students to effectively acquire four skills of English for communication such as listening, speaking, reading and writing.

Project Description

This project is based on Communicative Language Teaching (CLT) that was analyzed and synthesized from the relevant literatures. The results were then applied in developing lesson plans alongside a current English textbook. The aim is that the lesson plans will have useful techniques or activities, which are based on CLT. This project will support middle school English teachers in South Korea to conduct communicative and interactive lessons with their current textbook. Furthermore, this project will assist students acquire English by participating in active, meaningful and engaging activities and besides interacting with their teacher and classmates daily in class.
DEDICATION

This project is dedicated to all the English teachers in South Korea who are making great efforts to provide improved English education for their students’ communicative competence in English. Along with them are the students who were and who will be in my class, it is my genuine attempt to make a small difference in English education.
ACKNOWLEDGMENTS

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>vii</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>viii</td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>- Purpose of the Project</td>
<td>3</td>
</tr>
<tr>
<td>- Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>- Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>- Theoretical Basis for the Study</td>
<td>7</td>
</tr>
<tr>
<td>- Methodology of the Study</td>
<td>10</td>
</tr>
<tr>
<td>- Limitations</td>
<td>11</td>
</tr>
<tr>
<td>- Definitions of Relevant Terms</td>
<td>11</td>
</tr>
<tr>
<td>- Organization of the Project</td>
<td>12</td>
</tr>
<tr>
<td>- Background of Researcher</td>
<td>12</td>
</tr>
<tr>
<td>2. REVIEW OF RELEVANT LITERATURE</td>
<td>13</td>
</tr>
<tr>
<td>- The Importance of Changes in English Education</td>
<td>14</td>
</tr>
<tr>
<td>- What Is Communicative Competence?</td>
<td>15</td>
</tr>
<tr>
<td>- What Is Communicative Language Teaching?</td>
<td>18</td>
</tr>
<tr>
<td>- Features of CLT</td>
<td>19</td>
</tr>
</tbody>
</table>

ix
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Language of CLT</td>
<td>24</td>
</tr>
<tr>
<td>Theory of Learning of CLT</td>
<td>26</td>
</tr>
<tr>
<td>Learner Roles in CLT</td>
<td>29</td>
</tr>
<tr>
<td>Teacher Roles in CLT</td>
<td>29</td>
</tr>
<tr>
<td>Procedure of CLT</td>
<td>30</td>
</tr>
<tr>
<td>Problems or Challenges in Implementing CLT in South Korea</td>
<td>33</td>
</tr>
<tr>
<td>Possibilities or Benefits of Implementing CLT in South Korea</td>
<td>36</td>
</tr>
<tr>
<td>To Apply CLT in a Middle School in South Korea</td>
<td>38</td>
</tr>
<tr>
<td>Conclusion</td>
<td>42</td>
</tr>
<tr>
<td>3. METHODOLOGY</td>
<td>44</td>
</tr>
<tr>
<td>The Target Students for the Lesson Plans</td>
<td>44</td>
</tr>
<tr>
<td>Lesson Plan Using CLT</td>
<td>46</td>
</tr>
<tr>
<td>Summary</td>
<td>48</td>
</tr>
<tr>
<td>4. DISCUSSION, CONCLUSION, LIMITATIONS, RECOMMENDATIONS AND REFLECTIONS</td>
<td>49</td>
</tr>
<tr>
<td>Discussion</td>
<td>49</td>
</tr>
<tr>
<td>Expectations for Future Results through this Project</td>
<td>49</td>
</tr>
<tr>
<td>Difficulties to Overcome</td>
<td>50</td>
</tr>
</tbody>
</table>
Conclusion ........................................................................................................................................ 51
Limitations ......................................................................................................................................... 51
Recommendations for Further Study ................................................................................................. 52
Reflections ........................................................................................................................................ 52
Appendix. Lesson Plans ...................................................................................................................... 54
References ......................................................................................................................................... 81
Chapter 1

INTRODUCTION

With the radical change of the globalization and internationalization, Koreans need effective communicative competence in English more than before. Importance and necessity of English as an international language requires changes in English classrooms in South Korea. Compared with its past, public education of English in South Korea has considerably changed in many ways thanks to the use of modern technology such as computers, electronic devices or social network services. However, there are still many problems in terms of improving learners’ communicative competence. According to the report by EF Education First (2013), which is one of the multinational education enterprises, Koreans’ English Proficiency Index (EPI) stayed in the 24th among 63 countries in the world in 2013 and in the 27th among 70 countries in 2015. According to the Asian Economy Newspaper (2015), EF remarked that Korean adults’ English proficiency is not improving even though Koreans expend the highest private English education fee per person in the world. EF also stated that the effect is slight even though Koreans spend 20,000 hours in studying English on the average from elementary school to college, and they also invest more than 3 trillion won (over $2.6 billion in US dollars) in learning English every year. EF added that this problem is due to the flawed Korean public education system.

As a matter of fact, there are many factors that could provide reasons for Koreans’ low English proficiency. First, Koreans teach and use English as a foreign language (EFL), not as a second language (ESL), which means that Korea is a monolingual society where
only one language, Korean, is used. There are not a lot of opportunities for Korean students to use English outside of the classrooms in their daily lives. Therefore, the frequency of exposure to English that ordinary Koreans can have is considerably low, which can lead to a decrease in their desire to communicate in English. According to Maftoon and Ziafar (2013), EFL learners’ attitude towards the role of English within their society is an important factor that influences their classroom interactions, therefore, EFL learners may not feel any immediate needs for English use. Second, the teaching methods or approaches that were used in Korea to teach English are traditionally the Grammar-Translation Method and Audio-lingual Method. They are currently still being used in many English classrooms (Yu, 2012). The traditional methods are now considered inefficient in terms of producing competent users of English even though those methods are helpful in improving learners’ understanding of grammar rules and reading English sentences (Guilloteaux, 2004). Third, non-native English teachers’ own limitations in terms of lack of proficiency in the language is an important factor (Guilloteaux, 2004). According to Hwang et al. (2012), 69% of students and parents think that Korean teachers of English lack communicative competence and only 52.5% of teachers recognized that their own English proficiency is enough for communicating and conducting classes in English. Fourth, the education focused on preparation for university examination ruined English education for learners’ acquiring English communication skills. High stakes examinations such as Korean Scholastic Aptitude Test (KSAT) exams knowledge of the language rather than language use. Consequently, it became necessary for Korean students and parents to be more interested in test scores
than improving communicative competence ( Guilloteaux, 2004). Fifth, Korean students have had passive and teacher-centered learning due to test-focused education. They are, as a result, sick and tired of learning in many cases and have lost their interest and curiosity in foreign language learning. South Korean students are not so familiar with group work or pair work and they may feel that it is awkward to converse in English during class. They have little exposure to real English in their everyday lives, hence, they may feel it is difficult to interact in English therefore would try to use the Korean language whenever there is a chance. With these types of students, it is more challenging to teach classes based on communication in English ( Maftoon & Ziafar, 2013).

Finally, the number of students in a class in Korean middle school is approximately between 30 and 40. This large quantity may mean that one teacher could find it difficult to monitor or give feedback to every student. Also, Korean students have at most three to four English classes a week, which is not sufficient exposure to English. In addition, most of the classes are taught in Korean, so it is impossible to produce proficient users of English ( Hwang et al., 2012).

Purpose of the Project

It has been well documented that public English education in South Korea needs to change to become more communication-focused, instead of keeping traditional its ways of teaching English with the use of Grammar-Translation Method or Audio-Lingual Method ( Hwang et al., 2012). According to Savignon, Hymes, Canale and Swain, and Breen and Candlin (as cited in Hiep, 2007), “the essence of language learning is based on real communication rather than simply on learning the vocabulary, grammar, and
structure of a language. They all agree that the need for meaningful communication supports the language learning process, and thus classroom activities should focus on learners’ genuine communication” (Hiep, 2007, p. 194). Isler and Cakiroglu (as cited in Wong, 2012, p. 12) suggested that “teachers play a critical role in making final decisions as to how to conduct their lessons regardless of what the curriculum proposes”. The goal of this project is to design English lesson plans utilizing a current English textbook that help teachers conduct their lessons using classroom activities that are focused on genuine communication.

Despite a range of criticism, there are many scholars who support the benefit or necessity of Communicative Language Teaching (CLT) for English language learning and teaching. The research of Hwang et al. (2012) demonstrates the necessity of CLT especially in Korean context to ameliorate public English education. Al-Mekhlafi (2011) states that “regardless of their gender, qualification, and level taught by them, there is a moderately favorable attitude among teachers of English as a Foreign Language (EFL) towards using CLT” (p. 109). Shawer (2010) reports that “CLT resulted in significant improvement of student learning and motivation when teachers translated its principles into actual classroom practice” (p. 352). This project is designed to create lesson plans alongside a current textbook using active, meaningful, and engaging CLT-based activities (Worthington, 2009) to help middle school students effectively acquire four skills of English for communication.
Statement of the Problem

The current educational system in South Korea does not meet students’ needs for English proficiency even though the government has extensively tried to improve students’ communicative competence by revising the English curriculum. While the current national curriculum of English in South Korea has an objective of improving communicative competence, there is a different objective in the reality of the English classrooms. The classroom’s actual objective becomes improving scores in the examinations such as the Korean Scholastic Aptitude Test (Hwang et al., 2012). This disparity makes it difficult to implement Communicative Language Teaching effectively as well as help students acquire the four skills of English for communication. In fact, Korean students currently have significantly more classes by Grammar-Translation Method or Audio-lingual Method than by Communicative Language Teaching, hence Korean public English education is still failing in terms of developing learners’ communicative competence (Hwang et al., 2012; Yu, 2012). As it is seen in the background of this study, many factors in Korean society are complicatedly tangled with each other in this problem. Thus, it cannot be solved by a few teachers’ efforts within a short period. Also Korean “teachers need to satisfy two separate types of instruction” (Maftoon & Ziafar, 2013, p. 76), just like Japanese EFL teachers. “They must prepare learners for grammar-skewed entrance examinations and they must also enhance learners’ communicative competence in the target language” (Maftoon & Ziafar, 2013, p. 76). Yet, it is not so easy to do both at the same time. However, under the assumption that teachers can play a critical role in bringing about changes in given conditions, this project
aims to address English teaching methods that are considered relatively more possible to be changed by teachers’ efforts. Recognizing that the Grammar-Translation Method and the Audio-lingual Method is not so efficient for improving students’ communicative competence in English, it is hoped that this project will contribute to improving students’ communicative competence by implementing CLT effectively (Sreehari, 2012).

Significance of the Study

Today public English education in South Korea has to change to meet students’ and parents’ actual needs in English acquisition towards the direction of building students’ communicative competence. Students need the abilities to be able to communicate in everyday situations, specifically for their job, business, traveling, studying abroad, and in order to receive important information among other things. Public education keeps failing in improving Korean students’ English communicative competence by using traditional teaching methods and focusing on reading texts and memorizing grammar rules. In its place, English classrooms in South Korea must become boisterous through the conversations of teachers and students while utilizing the English language. It is true that there is still a range of criticism and objections for CLT. If CLT is implemented effectively, however, in English classrooms in South Korea and consequently students’ communicative competence is acquired from the lessons, the change will have a big influence on Korean education and society. Koreans will be able to exert their capacity successfully on the international stage by using their ability to communicate freely in English, which is considered an international language (Hwang et al., 2012; Kim, 2007). Richards (as cited in Wong, 2012) stated that “English classrooms will be much more
learner-centered, which is one of the emphases from the seventh revision of the national curriculum of English. Students will be more motivated and interested and as a result, be engaged actively in English lessons. Their ability to use English for the purpose of communicating will be upgraded and their parents will be content with the results (Nunan, 1989). That is their exact needs that English education has to meet. Fourth, since the effect of public education of English will arise and parents’ and students’ trust will be recovered, there will be a considerable reduction of private education fee for English (Hwang et al., 2012). Finally, English teachers will have higher self-efficacy, contentment, and merit in teaching because they will be fulfilled that they provided the best lessons to meet their students’ needs (Hiep, 2007).

Theoretical Basis for the Study

Communicative Language Teaching (CLT)

Second or foreign language teachers have given a close and thoughtful attention to CLT in the last two decades. There seem to be plenty of pros and cons about CLT among educators and practitioners in second or foreign language teaching, even though CLT is largely accepted as the best teaching approach to help learners acquire communicative competence. Also, there are many studies that have shown language teachers to have many misconceptions about CLT. Above all, in order to fully understand CLT, questions such as, what CLT is, and what kind of features CLT has, need to be answered.

Wong (2012) summarized the answers to the above questions citing many authors in his research such as Brown, Ellis, Johnson and Johnson, Lee and Vanpatten, Littlewood, Nunan, Richard-Amato, Savignon, Li and Song, and Richards, who claimed like the
following: CLT is an approach to teaching because it is a consolidated but widely based theoretical point about the feature of language and of language learning and teaching. Explanations of CLT underline elements of communication, including negotiation of meaning, expression, and interpretation as the characterizing nature of CLT. Speaking is not the only skill that CLT concentrates on, but it also incorporates reading, writing, grammar, and culture. Learners in a CLT classroom need to use the target language in meaningful contexts. The purpose of CLT is to enhance the learners’ knowledge about the Second language (L2), as well as how to use it properly in a given social context. CLT is different from traditional teaching methods in that learners acquire L2 through interaction with others rather than rote memorization and grammar rule learning. The role of teachers in CLT is different from that of the traditional language classroom in which the focus is on grammar and translation. CLT creates a learner-centered classroom environment of social learning where teachers provide opportunities for students, rather than taking an authoritative role and having power over their learning (pp. 1-2).

Present understandings of CLT can be discovered in Hymes (as cited in Hiep, 2007), who suggested that knowing a language concerned more than knowing a set of grammatical, lexical, and phonological rules. In order to use the language effectively, learners need to develop communicative competence -- the ability to use the language they are learning adequately in a given social confrontation (p.193).

Savignon (1987) emphasized that CLT put the focal point on the learner stating that learner’s communicative needs present a framework for enhancing program goals in terms of functional competence. Savignon continued to propose five components of a
communicative curriculum which would help support both the theoretical and practical foundations of CLT:

1. **Language arts** includes those elements that teachers often do best; it may be all they have been taught to do including exercises used in mother tongue to focus attention on formal accuracy.

2. **Language for a purpose** is the use of language for real communication goals.

3. **Personal English language use** relates to the learners’ emerging identity in English.

4. **Theater arts** means to teach in a way that can provide learners with the tool they need to act utilizing the new language such as to interpret, express, and negotiate meaning.

5. **Beyond the classroom** refers to the need to prepare learners to use the language they learn in the world outside the classrooms (pp. 238-240).

Savignon (1987) sees the core of language learning to be established on authentic communication rather than simply on learning the vocabulary, grammar, and structure of a language. In other words, Savignon agrees that the need for meaningful communication supports the language learning process, and thus classroom activities should focus on learners’ real communication. While communicative activities are regarded to be the means to develop learners’ communicative competence in the second or foreign language, these activities cannot appear without the control of grammar, but situate grammatical competence within a more widely defined communicative competence.
Finally, Sreehari (2012) stated that the CLT is extensive-based and it is most often described as a list of general characteristics or features. Sreehari cited Nunan’s (1991) five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the Classroom (p. 88).

Methodology of the Study

The methodology used in this project was to analyze and synthesize literature about Communicative Language Teaching and to apply the results for developing lesson plans with a current English textbook. As a result, the lesson plans will have useful techniques or activities, which are based on Communicative Language Teaching. This project will support middle school English teachers in South Korea to conduct communicative and interactive lessons with their current textbook for their everyday class. Moreover, this project will help students acquire English by participating in active, useful and engaging activities and by interacting with their teacher and classmates in everyday class.
Limitations

One limitation is that not all middle schools in Busan, South Korea will have the same textbook that will be used in this project. Therefore, the lesson plans presented in this project may not be appropriate for students of schools using different textbooks. Another limitation of this project is that there may not be enough devices such as tablets or personal computers inside the classrooms in every school.

Definitions of Relevant Terms

*English as a Second Language (ESL) Context* – “context in which English is readily available outside of the classroom like teaching English in the United States or Australia” (Brown, 1994, p. 120).

*English as a Foreign Language (EFL) Context* – “context in which students do not have ready-made contexts for communication beyond their classroom like teaching English in Japan, Morocco or Thailand” (Brown, 1994, p. 120).

*Whole Language Instruction* – an approach based on key principles about language (language is whole) and learning (writing, reading, listening and speaking should be integrated into learning)” (Richards & Rodgers, 2001, p. 109).

*Computer Assisted Language Learning (CALL)* – “the use of a computer in the teaching or learning of a second or foreign language” (Liu, Liu, Liu, & Yang, 2011, p. 1).

*Grammar- Translation Method* – “a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed by application of
this knowledge to the task of translating sentences and texts into and out of the target language” (Richards & Rodgers, 2001, p. 5).

Audiolingual Method – “a way of teaching a language where the use of drills and pattern practices is a distinctive feature and that stresses the mechanistic aspects of language learning and language use” (Richards & Rodgers, 2001, p. 67).

Organization of the Project

This project is organized into four chapters, appendices, and references. Chapter One introduces topics that were covered and explains why this project is important. Chapter Two consists of a review of all relevant literature on the topic that is relevant to this project and justifies why this research is important. Chapter Three focuses on the methodology of the project and explains the procedures utilized in the study. Chapter Four includes the conclusions drawn from the study followed by the proposed recommendations for further study.

Background of Researcher

Kim Yang-ock earned her Bachelor degree in English Education from the College of Education in Kyungpook National University, Daegu, South Korea in 1995. She has also taught English in public middle schools in Busan, South Korea since 2002. She has been interested in English teaching methods, especially Communicative Language Teaching ever since she started teaching English in public middle schools.
Chapter 2
REVIEW OF RELEVANT LITERATURE

With the radical change of the globalization and internationalization, Koreans need effective communicative competence in English more than before. Importance and necessity of English as an international language requires changes in English classrooms in South Korea. According to the Analysis Research of the Elementary and Secondary English Education (Hwang et al., 2012), which is a report submitted to the Ministry of education, science and technology in South Korea, current English education is done mostly for preparation for the college entrance examination, which is distant from real communication in English for practical purposes. This is one of the biggest factors that hinder English learners in South Korea from acquiring uninhibited, fluent, and proficient communicative competence in English. The aim of English education policy of the Korean government since 2008 is for learners’ ability to use practical English in their everyday lives, or acquire communicative competence. In the history of second or foreign language teaching, there have been numerous methods or approaches to language teaching such as the Grammar Translation Method, the Direct Method, the Audiolingual Method, and the Designer Methods including Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach to name a few approaches (Brown, 2001). Among them, according to Brown (2000), “Communicative Language Teaching (CLT) is a second or foreign language teaching approach in which classroom goals are focused on communicative competence” (p. 266). Therefore, CLT would be an important foreign language teaching approach that English
language educators in South Korea should consider and try to implement in order to improve English education. The purposes of this review of relevant literature are: (a) to define communicative competence and CLT, (b) to consider difficulties and possibilities of CLT in the circumstances of South Korea and (c) to apply the principles of CLT to classrooms of students in the first year of middle school in South Korea.

The Importance of Changes in English Education

The current English education in South Korea is severely being criticized by the societies that include students, parents, teachers and scholars, because of its failure to produce proficient communicators in English. Thousands of studies show the problematic reality of English education in South Korea. For example, Yu (2012) observed English classes in a public middle school in Seoul, South Korea. Yu reported that most of English classes were conducted with the Grammar-Translation Method or the Audiolingual Method by many teachers. Yu continued that English classes were not learner-centered but considerably teacher-centered with emphasis on memorization of simple knowledge. It seems that this way of teaching cannot improve students’ communicative competence enough for the effective use of English in real situations. As another example of criticism, Kim (2000) mentioned that in spite of a long period of mandatory English learning of Koreans, which is more than ten years, there are rare Koreans who can communicate freely in conversations with English speakers. Kim explained the reasons for the problem citing scholars’ studies, which were the use of English only in the classroom, lack of well-trained teachers and teaching materials, lack of chances to be exposed to English speaking and authentic English input, lack of
teaching methods, and college entrance examinations and so on. Park (2002) pointed out the reasons that Koreans could not begin real communication with English speakers even after more than ten years of English learning in their school years. Among the reasons, Park mentioned, was English teachers’ teaching methods and evaluation methods, which Korean students did not have chances to have genuine communication in English class due to their teachers’ teaching methods and their communicative competence was rarely assessed due to the multiple choice tests. Now that English is a necessary and common language for international activities and even for domestic ones, it is inevitable to make changes in English teachers’ teaching method or approaches to help their students to develop communicative competence.

What Is Communicative Competence?

The most desirable goal in English language teaching in South Korea is to develop their learners’ communicative competence even though the reality of English education still remains paper and pencil examination-focused. To successfully reach the goal, it is important to understand the concept of communicative competence precisely. Brown (2000) collected all the definitions of communicative competence by a few well-known scholars. Dell Hymes, a sociolinguist who criticized Chomsky’s notion of communicative competence as too limited, coined the term communicative competence (as cited in Brown, 2000, p. 246). Hymes mentioned that Chomsky’s rule-governed creativity that explained a child’s mushrooming grammar did not account enough for the social and functional rules of language. So Hymes also stated “communicative
competence as our competence that enables us to convey and interpret message and to negotiate meanings interpersonally within specific contexts” (p. 246).

Brown (2000) cited another scholar, Savignon, who noted that “communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved” (p. 246). Unlike Chomsky’s early writing, Brown insisted communicative competence should be understood that “it is not so much intrapersonal construct but dynamic, interpersonal construct that can be examined only by means of the overt performance of two or more individuals in the process of communication” (p. 246).

Brown (2000) also contrasted linguistic and communicative competence, which are knowledge about language forms and knowledge that enables a person to communicate functionally and interactively. Another contrast Brown gave is between cognitive/academic language proficiency (CALP) and basic interpersonal communicative skills (BICS) by Cummins. CALP means dimension of proficiency in which the learner manipulates or reflects upon the surface features of language outside of the immediate interpersonal context. It is what learners often use in classroom exercises and tests that focus on form. BICS, on the other hand, means the communicative capacity that all children acquire in order to be able to function in daily interpersonal exchanges. CALP and BICS are later modified by Cummins into context-reduced and context-imbedded communication respectively (p. 246).

Brown (2000) cited Canale and Swain’s definition of communicative competence. Four different components make up the construct of communicative competence: grammatical competence (knowledge of lexical items and of rules of morphology, syntax,
sentence-grammar semantics and phonology, sentence-level grammar), discourse competence (the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances, intersentential relationships), sociolinguistic competence (the knowledge of the sociocultural rules of language and of discourse), strategic competence (the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence) (p. 247).

Lastly, Bachman (1990) schematized what he simply calls language competence. Bachman’s language competence is divided into organizational competence (grammatical and textual competence) and pragmatic competence (illocutionary competence and sociolinguistic competence). Bachman’s strategic competence is the ability to be able to use language competence in the real situation (pp. 85-87).

Considering all the definitions above, it seems clear that communicative competence does not mean only a simple ability to make grammatically correct sentences or utter sentences that people use in the language, but it means fairly complicated and various ability to use a language in different discourses and sociolinguistic contexts for a variety of practical purposes. In fact, grammatical competence, which is primarily focused and emphasized in current English education in South Korea, seems to be only a starting point to be developed into communicative competence. English education in South Korea must go beyond focusing on grammatical competence and help students to develop all the components of communicative competence. In addition, teaching English in classrooms in South Korea should be done to develop students’ communicative
competence, instead of linguistic competence. BICS instead of CALP, context-embedded communication instead of context-reduced one should be pursued in English teaching approach in South Korean classrooms. Finally, English educators should note that language competence can be used in the real context of situation when strategic competence functions to make the final decision for negotiating meaning. According to Cummins (1989), it takes 2 years for BICS and between 5 and 7 years for CALP an immigrant student to grow up in English proficiency. So, it seems clear that children acquire BICS first and, extending on this communicative language proficiency, they are able to develop CALP. However, in English education in South Korea, students begin to learn with CALP, which is problematic. Therefore this project pursues CLT that help learners to achieve BICS more easily and naturally.

What Is Communicative Language Teaching?

Plenty of researchers (Bruton, 2001; Gatbonton & Segalowitz, 2005; Guilloteaux, 2004; Hiep, 2007; Thompson, 1996; Wong, 2012;) demonstrate that there are a lot of misconceptions or debates about Communicative Language Teaching (CLT) among teachers all over the world as well as in South Korea. The reason seems to lie in the broadness of CLT “as an approach to language teaching, not as a method” (p. 266) as Brown (2000) mentioned. Brown (2000) stated that CLT is “a unified but broadly based theoretical position about the nature of language and language learning and teaching” (p. 266). “It is nevertheless difficult to synthesize all of the various definitions that have been offered” (p. 266). However, without exact understanding the principles or characteristics of CLT, it seems that teachers cannot implement CLT effectively in their
classrooms. In order to understand better and implement CLT effectively, specific principles or characteristics need to be systematically put into shape using main scholars’ literatures about CLT.

*Features of CLT*

Firstly, David Nunan (1991) stated five features of CLT to characterize it (p. 279):

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom (p. 279).

In the desirable direction of English education in South Korea, these features of CLT are essential in changes of English education. It is not so difficult to think that there are no teachers or educators who do not accept these features as preferred and necessary for better English education in South Korea.

Secondly, Finocchiaro and Brumfit (1983) showed the characteristics of CLT in their functional-notional methodology:

1. Meaning is paramount.
2. Dialogs, if used, center around communicative functions and are not
normally memorized.

3. Contextualization is a basic premise.

4. Language learning is learning to communicate.

5. Effective communication is sought.

6. Drilling may occur, but peripherally.

7. Comprehensible pronunciation is sought.

8. Any device which helps the learners is accepted -- varying according to their age, interest, etc.

9. Attempts to communicate may be encouraged from the very beginning.

10. Judicious use of native language is accepted where feasible.

11. Translation may be used where students need or benefit from it.

12. Reading and writing can start from the first day, if desired.

13. The target linguistic system will be learned best through the process of struggling to communicate.

14. Communicative competence is the desired goal.

15. Linguistic variation is a central concept in materials and methods.

16. Sequencing is determined by any consideration of content function, or meaning which maintains interests.

17. Teachers help learners in any way that motivates them to work with the language.

18. Language is created by the individual often through trial and error.

19. Fluency and acceptable language is the primary goal: accuracy is judged not in the
abstract but in context.

20. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.

21. The teacher cannot know exactly what language the students will use.

22. Intrinsic motivation will spring from an interest in what is being communicated by the language (pp. 91-93).

Considering all the characteristics of CLT from this citation, it seems easy to think that CLT is considerably an eclectic approach to language teaching which accepts all the efficient ways to cultivate learners’ communicative competence. For example, CLT does not ignore accuracy to improve fluency, does not dismiss learners’ native language to emphasize the target language and does not throw away a traditional way of teaching such as drilling to prefer communication activities. It is supposed that CLT encourages teachers to use judiciously every kind of means if it is thought to be helpful to develop learners’ communicative competence.

Thirdly, there needs to consider five components of CLT that Savignon (1987) discussed in order to better understand the characteristics of it. Here is a summary of Savignon’s discussion.

1. Language Arts:

Language teachers are good at this because it is their basic and necessary things to teach. This pays attention to rules of usage and gives an explanation of how language works. This includes attention to rules of language and language behavior with systematic practice in their application. Teachers and students need to go back a little while from
communication in order to take a look at the forms that particular communication is taking. For example, language arts include spelling tests, written lists of words, crossword puzzle, dictation passages, spelling bees, vocabulary expansion through definition, descriptions, synonyms, cognates, pronunciation exercises, the contrast of second-language sounds with those of the learners’ native language, patterned repetition of verb paradigms and other structural features, substitution of one for another, language arts games.

2. Language for a Purpose

This is what students experience in language learning, in other words, they use the language they learn in a real and immediate communication situation. Students can successfully complete language arts by using real language they learned. Immersion programs are the best examples of language use for a communicative purpose. These programs do not focus on language instruction at all, but they give chances to use the language. Mini-courses on various topics such as cooking, art, cinema, and drivers’ training can be good examples of this. Some other examples are settling second language as the language of routine class activities, providing means to meet learners’ primary classroom needs, classroom activities in second language, recipes for a holiday or international fair, coaching in soccer, chess, gymnastics.

3. My Language Is Me

This means respect for learners when they use the second language for self-expression. Teachers surely give students language arts activities to pay attention to accurate language form in proper contexts, but they have to be careful to do that when students use
the language personally. Teachers should deal with a learner’s description of his or her anxiety in the second language classroom with understanding and reassurance, not with the overt correction of pronunciation or verb tense.

4. You Be, I’ll Be: Theater Arts

In a second language learning, role play and other related activities provide students opportunities to use the language naturally. Learners can experiment with the roles they play or will play in real life. It is important to establish the situation when teachers do role playing, dialogue work, improvisation, scene study, or play production in language classes. They cannot just ask the learners to stand up and act. The theater arts component of a second language curriculum includes the following activities:

 Ensemble-building activities involving listening, observation, movement, and games;
 pantomime – the use of gestures and facial expression to convey meaning; unscripted role playing; simulations, a more open-ended form of unscripted role playing; scripted role playing. These communicative activities should be integrated into classroom program for effectiveness.

5. Beyond the Classroom

Although there are a variety of communicative activities in the classroom, their purpose is to equip learners for the second language world outside of the classrooms with communicative competence once classes are over. The classroom is only a rehearsal. The strength of a foreign or second language curriculum depends ultimately on the extent to which it reaches out to the world around it. This component can be shown in the following examples: bringing in grocery or other ads from local newspapers to decide
where certain products may be had at the best prices; sending on shopping expedition in teams of two or three to price and inquire about a major purchase – a used car, a watch, a camera – and report back to the class; having special field trip; interacting with learners in either their native or second language, as appropriate, in discussions of contrastive culture as well as on specific language projects; Magazines, newspapers, radio, and even television in some communities, pen pals, phone pals, a class newspaper (Savignon, 1987, pp. 238-241).

From this summary of Savignon’s discussion of CLT, it is possible to understand that in CLT are used existing language teaching methods like games, communication activities or role play to have learners practice their foreign language. Also, it is clear that all these teaching methods in CLT are going beyond practice to experience the language, that is, the language use for actual and instantaneous communication purpose. Finally, there needs to understand that in CLT, it is important to respect learners, to use theater arts and to prepare learners for foreign language world using contacts with people from their target language community.

*Theory of Language of CLT*

According to Hymes (as cited in Richards and Rodgers, 2001), CLT starts from a theory of language as communication and the goal of language teaching is to develop communicative competence. Linguistic theory need to be seen as part of more general theory incorporating communication and culture than Chomsky’s view of linguistic theory. Hymes’s theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively
competent in a speech community. In Hymes’s view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to 1) whether (and to what degree) something is formally possible 2) whether (and to what degree) something is feasible in virtue of the means of implementation available 3) whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated 4) whether (and to what degree) something is in fact done, actually performed, and what its doing entails” (p. 159).

Richards and Rodgers (2001) mentioned “Halliday’s linguistic theory of communication. Halliday described seven basic functions that language performs for children learning their first language” (p. 160):

1. the instrumental function: using language to get things
2. the regulatory function: using language to control the behavior of others
3. the interactional function: using language to create interaction with others
4. the personal function: using language to express personal feelings and Meanings
5. the heuristic function: using language to learn and discover
6. the imaginative function: using language to create a world of the imagination
7. the representational function: using language to communicate information

Finally, Richards and Rodgers (2001) stated that “CLT has a rich theoretical base and some of the characteristics of this communicative view of language follow” (p.161):

1) Language is a system for the expression of meaning.
2) The primary function of language is to allow interaction and communication.
3) The structure of language reflects its functional and communicative uses.
4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (p. 161).

Therefore, it is clear that the view of language itself in CLT is totally different from and goes beyond the one in traditional teaching methods in South Korea. For example, in Korea, English language has been viewed as an important subject to necessarily study for good grades in examinations, not a system to express meanings or to communicate as Richards and Rodgers state. Also, English teachers usually concentrated on the knowledge and ability for language use concerning whether something is formally possible. Now, English teachers should go beyond this and focus more on all the knowledge and ability for learners to obtain to be communicatively proficient in English speech community along with the knowledge of functions language performs.

Theory of Learning of CLT

According to Richards and Rodgers (2001), while a lot of CLT literature has been written about the communicative dimension of language, little has been written about learning theory. However, some CLT practice shows elements of an underlying learning theory can be found:
1) Communication principle: Activities that involve real communication promote learning.

2) Task principle: Activities in which language is used for carrying out meaningful tasks promote learning.

3) Meaningfulness principle: Language that is meaningful to the learner supports the learning process (p. 161).

Therefore, Richards and Rodgers added, learning activities are chosen according to how well they involve the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns) (p. 161). Accordingly, teachers in South Korea need to engage learners in classrooms in real communication activities in which they can carry out meaningful tasks using meaningful languages to them.

Next, it is possible to analogize the theory of learning of CLT with Krashen (1982)’s contrast between acquisition and learning. Krashen regards acquisition as the basic process concerned in developing language proficiency and distinguishes this process from learning. Acquisition means the unconscious development of the target language system as a result of using the language for real communication. Learning is the conscious illustration of grammatical knowledge that has been gained from instruction, and it cannot result in acquisition. It is the acquired system that we appeal to make utterances during spontaneous language use. The learned system can play a role only as a monitor of the output of the acquired system. Krashen and other second language acquisition theorists typically emphasize that language learning takes place through using language communicatively, rather than through practicing language skills.
This citation shows that in order to help Korean students to develop communicative competence, English teachers should pay more attention to their students’ acquisition, not learning by Krashen, throughout the English courses every school year. Also, it shows that English teachers need to provide more communicative activities than simply practicing language skills.

Finally, Littlewood (1984) explained learning theory of CLT. According to Littlewood’s skill-learning model of learning, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and behavioral aspect.

The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system – they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time.

This occurs mainly through practice in converting plans into performance (p.74).

From this citation, it seems possible that learning English is basically a kind of learning a skill such as riding a bicycle or playing basketball or swimming. Therefore, English teachers in South Korea need to involve students’ behavioral aspect more than before as well as cognitive aspect to develop students’ communicative competence. Teachers should provide students with more opportunities to practice real communication in English class.
Learner Roles in CLT

Richards and Rodgers (2001) stated citing Breen and Candlin that the accentuation in CLT on the processes of communication, rather than mastery of language forms, results in different roles for learners from those found in more traditional second language classrooms.

The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (p. 166).

Thus, it is clear that learner’s role within CLT is not passive or receptive as in Korean traditional teaching but active and initiative and that learner’s responsibility in learning is important for an accomplishment of learning objectives in class. So for successful implementation of CLT, teachers need to educate students to be proactive in class procedures or activities in advance.

Teacher Roles in CLT


The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives
of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities. 

A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities (p. 167).

Also, Richards and Rodgers (2001) added three teacher roles in CLT such as needs analyst, counselor, and group process manager (pp.167-168). It is apparent that teacher roles in CLT classroom is not to be an authority who knows all and transmit the knowledge to learners, but to be a synthetic director who leads learners as a facilitator, needs analyst, group process manager, counselor, researcher, learner, and independent participant. It appears that CLT requires teachers to be more learner-centered and meeting learners’ needs.

**Procedure of CLT**

Richards and Rodgers (2001) stated about procedure of CLT like following:

Because communicative principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercise types discussed in the literature on CLT, description of typical classroom procedures used in a lesson based on CLT principles is not feasible. Savignon discusses techniques and classroom procedures associated with a number of CLT classroom procedures (e.g., group activities, language games, role plays), but neither these activities nor the ways in which they are used are exclusive to CLT classrooms.
This citation shows that CLT does not have any exclusive classroom procedures for language teaching and it shares a lot of activities or ways with other language teaching methods. However, by looking over Finocchiaro and Brumfit’s (1983) lesson outline, it seems to be possible to consider evolutionary procedure of CLT. Following is a Finocchiaro and Brumfit’s lesson outline for teaching the function making a suggestion for learners in the beginning level of a secondary school program:

1. Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation[s] to the learners’ probable community experiences) and a discussion of the function and situation – people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (At beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue.)

2. Oral practice of each utterance of the dialogue segment to be presented that day (entire class repetition, half-class, groups, individuals) generally preceded by your model. If mini-dialogs are used, engage in the similar practice.

3. Questions and answers based on the dialog topic(s) and the situation itself. (Inverted \textit{wh} or \textit{or} questions.)

4. Questions and answers related to the students’ personal experiences but centered around the dialog theme.

5. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function. You will wish to give several additional
examples of the communicative use of the expression or structure with familiar vocabulary in unambiguous utterances or mini-dialogs (using pictures, simple real objects, or dramatization) to clarify the meaning of the expression or structure.

6. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points: its oral and written forms (the elements of which it is composed, e.g., “How about + verb + ing?”); its position in the utterance; and in the case of a structure, its grammatical function and meaning.

7. Oral recognition, interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).

8. Oral production activities – proceeding from guided to freer communication activities.

10. Sampling of the written homework assignment, if given.

11. Evaluation of learning (oral only), e.g., “How would you ask your friend to ________? And how would you ask me to ________?” (pp. 107-108).

Such procedures seem to be found in current teaching methods in South Korean classrooms and it is understood that “traditional procedures are not rejected but are reinterpreted and extended” (Richards & Rodgers, 2001, p. 171) in CLT classrooms. A lesson is arranged in the order of introduction of new teaching points with dialogs, “controlled practice of the main grammatical patterns, contextualization of the teaching points, and freer practice activity such as role play or improvisation” (Richards & Rodgers, 2001, p. 171). It does not seem to be difficult for English teachers in South Korea to carry out these procedures because many teachers already know and use similar
procedures in their lessons. However, it seems that each unit of the procedures needs to be more focused on communicative competence and to be directed in fluent English by teachers.

Problems or Challenges in Implementing CLT in South Korea

Even though English teachers in South Korea understand all about CLT quite well, no one can deny that there is a great deal of problems or challenges in implementing CLT in South Korea. In spite of excellent principles and the necessity of CLT, many English teachers hesitate to implement CLT in their classrooms. In order to effectively implement CLT in English classrooms and to accomplish the goal of English education, that is, developing learners’ communicative competence, in public schools in South Korea, there needs to take a careful look at problems or challenges. There are a lot of literatures that state about factors that make it difficult or even impossible to apply CLT in foreign or second language classrooms.

First, Guilloteaux (2004) explained that one of the problems in implementing CLT is the teachers’ own limitation in terms of proficiency in the language. Guilloteaux cited Li who reported that four sources of difficulties that were recognized by Korean teachers of English:

- the teachers’ own limitation in terms of lack of proficiency in the language and lack of teaching expertise for CLT;
- constraints coming from the students’ passive attitude in class and desire to focus on learning grammar and vocabulary;
- difficulties originating in the education system (large classes, grammar-based high stakes examinations, lack of equipment and facilities, and lack of professional, administrative, collegial
support); questionable suitability of CLT and CLT-compatible assessment in EFL contexts (p. 56).

Guilloteaux (2004) also explained like following:

The majority of Korean teachers of English learned English through the traditional Korean mix of Audiolingual method and Grammar-Translation Method. And since most teachers have had little exposure to English, they often feel they are not as proficient as they would like to be in the language they teach. It is problematic because CLT does tend to assume that the teacher is able to use English fluently and appropriately. This assumption is in contradiction with the reality in many classrooms around the world as well as in Korea. In the classrooms, a considerable number of EFL teachers would feel “disqualified” from CLT on the basis of their real or perceived low-level of proficiency in English, even though they may have an excellent level of declarative knowledge of the language (p. 68).

Guilloteaux’s discussion exactly demonstrated one of the problems or challenges that Korean teachers of English share commonly. As a non-native English speaker, to direct communicative lessons is a big challenge for Korean teachers of English. This problem makes a number of teachers reluctant to use CLT in their own classrooms.

Second, “Bax proposes that CLT should be abandoned since the methodology fails to take into account the context of language teaching” (as cited in Hiep, 2007, p. 193). It is not wrong to say it for Korean teachers of English. A number of teachers claim that CLT is from Western, ESL (English as a Second Language) context and it is fundamentally different from Korean context, which is EFL (English as a Foreign Language) context.
While in Europe or countries in ESL context, learners can be easily motivated to learn to use other languages and have opportunities to practice it outside of the classroom, South Korea is a monolingual society and learners do not have the high motivation or chances to use English. If not in English classrooms, they almost do not have to use English in real life. Consequently, learners’ proficiency in English is very low and their attitude is very passive because they do not have much exposure to English. In this situation, it is not so easy to engage learners in communication in English class, which is a major feature of CLT.

Third, Hiep (2007) also mentioned about many difficulties teachers often encounter in implementing CLT in Vietnam:

Their desire to implement CLT conflicts with many contextual factors. These factors range from systematic constraints such as traditional examinations, large class sizes, to cultural constraints characterized by beliefs about teacher and student role, and classroom relationships, to personal constraints such as students’ low motivation and unequal ability to take part in independent active learning practices, and even to teachers’ limited expertise in creating communicative activities like group work (p. 200).

The difficulties that teachers have in the practice of CLT in Vietnam are similar to the ones that Korean teachers of English experience. Especially one of the systematic constraints, traditional examinations make students focus on learning grammar and vocabulary, not communication, and on accuracy, not fluency. Because high-stakes examinations test knowledge about the language rather than language use, teachers
cannot help focusing on reading texts and grammar rules that examinations require. Even though teachers and students really want to learn how to communicate in English, the society system that considers objective test as important hinder them from doing communicative classroom interactions. This problem seems to be the most frustrating factors for improving English education in South Korea.

Possibilities or Benefits of Implementing CLT in South Korea

While there are plenty of problems or challenges in implementing CLT in the Korean context, it also seems to be true that there are possibilities to overcome the obstacles and to get benefits from applying CLT within given condition of South Korea.

Firstly, for non-native English speaker teachers, who are not very proficient in English to teach effectively, Brown (2000) suggested using technology such as video, television, audiotapes, Internet and computer software as the teaching aids. It is likely that efficient use of technology will help teachers overcome their lack of English proficiency when they apply CLT in their own classrooms.

Secondly, Sreehari (2012) mentioned about difficulties from EFL context: ELT practitioners in countries such as India should not forget the fact that Communicative Approach was developed in Britain, the United States and other English-speaking countries. Therefore, its application in countries such as India will not be an easy task. Teachers and learners should be flexible enough to follow the practices implicit in CLT. However, they should not abandon CLT together. Teachers have to realize that they can meet the requirements of their learners better by adopting the principles of CLT in their classrooms (p. 89).
It can be understood from this citation that South Korea as well as India, which is in a different context from the one in USA or Britain, needs to be flexible in following the practices in CLT instead of abandoning CLT altogether. Also, it shows that by embracing the principles of CLT in their teaching, teachers should get ready to meet their students’ realistic and ultimate needs in learning English.

Thirdly, in Korean society where high-stake examinations are considered important, teachers need to pursue two purposes for their lessons to overcome the obstacles within the given condition by using CLT. One of the purposes could be helping students to get high scores in examinations, and the other could be developing students’ communicative competence. In the terms of this, Shawer’s (2010) research announced that “teachers who understood CLT and managed to materialize its principles into action significantly improved student language learning (cognitive change) and motivation (affective change)” (p. 333). Moreover, according to Shawer (2010), “traditional, structural and didactic teaching, as well as communicative knowledge that was not translated into practice, had an almost typical negative impact on student learning and motivation” (p. 333). Also, Shawer (2010) stated that “although traditional structural teaching might increase student knowledge of language structures, it failed to improve their ability to communicate through listening, speaking, reading or even writing. Therefore, Shawer’s study recommends CLT as valid and effective for underpinning EFL curriculum innovation and development” (p. 352). Now that it is recognized that the Grammar-Translation Method or the Audiolingual Method failed in improving communicative
competence, it is necessary to make a change toward CLT even under the systematic constraints.

To Apply CLT in a Middle School in South Korea

In order to effectively apply the principles of CLT into real classrooms in South Korea, it appears that a few considerations would be needed on top of definitions and principles of CLT: age of learners, Whole Language Instruction, Computer Assisted Language Learning, and the textbook that will be used.

Firstly, the learners who will be participating in classes taught using CLT in this project are students in the first year of middle school in Busan, South Korea, whose age is 14 years old. According to Brown (1994), “children whose age ranges between 12 and 18 are called young adults or teens, who are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Brown continued that teens are in between childhood and adulthood, and, therefore, a very special set of considerations applies to teaching them” (p. 95):

(1) Teens have the intellectual capacity of operational thought, so sophisticated intellectual processing is increasingly possible. But if they are attending to other things such as self, appearance, being accepted, sexual thoughts and so on, the intellectual task at hand may suffer.
(2) Their attention span is lengthening, but it can easily be shortened with many diversions present in their lives.
(3) Varieties of sensory input are important, but increasing capacities for abstraction lessen the necessity of appealing to all five senses.
(4) Teens are ultrasensitive to how others perceive their changing physical, emotional selves with their mental capabilities. So secondary school teachers have to keep their students’ self-esteem high.

(5) Teachers must be careful not to insult them with stilted language or to bore them with over analysis, though teens are becoming increasingly adult-like in their ability. Especially, the ways Brown suggested to keep students’ self-esteem high are like the following: avoiding the embarrassment of students at all costs, affirming each person’s talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small group work where risks are low (Brown, 1994, pp. 95-96).

From Brown’s discussion, it is not wrong to say that English teachers need to understand teens’ development stage and their needs and to provide appropriate learning activities to get their attention instead of insulting or boring them with teacher-centered lessons.

After all, this kind of teachers’ effort seems to share a lot of common with CLT and to be necessary for implementing CLT effectively in teenagers’ classroom.

Secondly, for effective implementing of CLT, Whole Language Approach, which means integration of the four skills of language (listening, speaking, reading, and writing) need to be connected with it. Brown (1994) explained that “the integration of the four skills is the only reasonable approach to take within a communicative, interactive framework” (p. 219) with the following supporting reasons:

(1) Production and reception are quite simply two sides of the same coin: one cannot split the coin in two.
(2) Interaction means sending and receiving messages.

(3) Written and spoken language often (but not always!) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.

(4) For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.

(5) By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.

(6) Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read (Brown, 1994, p. 219).

This is also supported by Freeman and Freeman (1998) who insisted that lessons should include all four modes for successful EFL or ESL teaching. Freeman and Freeman seem to believe that both oral and written language can develop together rather than assuming that students must develop an oral language base before learning to read and write.

Therefore, in each lesson in this project, the four skills of English will be integrated into almost all cases of learning activities without being separated by individual skills. For example, for listening activities, students will use at least one more skill among speaking, reading or writing.

Thirdly, Computer Assisted Language Learning (CALL) also need to be used for successful CLT classes with Korean teenagers. Nowadays almost all of teenagers in South Korea have computers, smartphones or PC tablets and they are fascinated in using
them. Using those devices in English class motivates them to try some learning activities using English, even though their English proficiency is low and they are sick and tired of learning anything as well as English. Liu et al. (2011) supported the application of CALL in conducting the CLT effectively with three advantages:

(1) the application of the Internet can maximize the function of teacher and motivate the great interests in foreign language learning.

(2) the application of CALL can enhance the teachers’ effectiveness.

(3) CALL helps the learner concentrate on his own foreign language learning (p. 2).

According to Liu et al. (2011), CALL can provide individualized teaching and decrease the unavoidable difficulty in implementing CLT effectively and it gives numerous opportunities to communicate and improve the learner’s communicative skills in the real atmosphere of the target language. Also, the result of Liu et. al.’s empirical study on CALL demonstrated that learners who learned English through computer-assisted classroom teaching model obtained significantly-better result in English listening and speaking abilities than those learning English simply through the traditional classroom teaching model.

Finally, the textbook that will be used in this project is Middle School English 1 by Doosandonga publisher, which is one of 15 textbooks used in Busan, South Korea. This textbook, which is currently being used in Yangdong girls’ middle school, is composed of listening, speaking, reading, writing, grammar. Students’ knowledge about the lessons is supposed to be evaluated through two exams in a semester. Simultaneously, students are expected to be developed in communicative competence by learning the content of
this book. This project has to be used in teaching with the textbook by Doosandonga publisher, not with other textbooks.

Conclusion

Communicative competence in English is crucial to the success of Korean students in the era of globalization and internationalization. Unfortunately, current English education in South Korea keeps failing in producing competent communicators in English on the stage of the world. Even though necessity and importance of communicative competence are recognized by almost all of Koreans, their communicative competence is not improving but disappointing since teaching method of English in South Korea has stayed in the Grammar-Translation Method or the Audiolingual Method. Certainly, now is the time to try to make a change in teaching method because it is shown that traditional teaching methods mentioned above are not efficient for developing learners’ communicative competence. There have been numerous obstacles due to social, political, educational system to hinder developing learners’ communicative competence. In spite of these systematic constraints, in order to accomplish the ultimate goal of English education, that is developing communicative competence, Communicative Language Teaching (CLT) whose goal is focused on communicative competence should be employed. The employment of CLT will direct Korean learners to learn how to communicate in English instead of only pursuing the knowledge of English. The benefits of CLT is that learners will be motivated to learn English better than before by learning through learner-centered and meaningful communication activities and that their realistic purpose of learning English will be
achieved by having opportunities to communicate with others in English. CLT never throw away traditional teaching methods but reinterpret and extend them as it is helpful for communicative competence. CLT accepts any new method if it is useful for learners’ communicative competence. While English teachers will have difficulties in applying CLT in their own classrooms, their efforts will be repaid by seeing their students’ improvement in communicative competence with their own eyes.
Chapter 3

METHODOLOGY

This project was designed around Communicative Language Teaching (CLT) to benefit Korean middle school students who need to acquire communicative competence in English. Lesson plans in this project were developed with the focus on two things: 1) developing students’ communicative competence by engaging them in communicative activities which are related to the content of the textbook; and 2) helping students to get high scores on examinations that test their knowledge of the content of the textbook. To effectively implement CLT in middle school English classrooms in South Korea, Whole Language Instruction and Computer Assisted Language Learning (CALL) will be used alongside CLT. In the appendix of this project, there are six examples of lesson plans to teach Unit 1 from Middle School English 1 by Doosandonga publisher, which is currently being used in Yangdong Girls’ Middle School in Busan, South Korea. The lesson plans will show English teachers how to effectively implement CLT in the specific context of South Korean middle schools. The lesson plans are not the only ways of teaching but should be used as guidelines to conducting lessons with the given textbook. In addition, as a result of using these lesson plans, students will be motivated in learning English and will be helped in acquiring communicative competence by actively participating in meaningful and communicative learning activities.

The Target Students for the Lesson Plans

The target students for these lesson plans are students in their first year of Yangdong Girls’ Middle School in Busan, South Korea. The author of this project is an English
teacher at the above mentioned school. There are a few reasons for choosing students in the first year of middle school for this project. First, students in the first year of middle school need to start their secondary English education in a similar way that they learned in their elementary schools. They have recently completed their elementary school English education, where they learned English mainly by focusing on listening and speaking practice of English expressions for daily conversation. Also they have been taught English through fun activities such as games or chants in elementary school. However, as soon as students enter middle schools, they have to begin to prepare for Korean Scholastic Aptitude Test (KSAT). Therefore students must learn more grammar and improve reading comprehension at school. This radical change makes them feel nervous in learning English. Therefore they become more focused on gaining knowledge of English, and not so much on communication in English. Teaching English using CLT in the first year of middle school will help them feel more connected to what and how they learned in elementary school. Secondly, it is relatively more appropriate to apply CLT in classrooms of students in the first year of middle school than in classrooms of other years. Students in the first year have a little bit more freedom to develop communicative competence instead of focusing their learning to score high on the exam. At the starting point of the secondary English education, students will be accustomed to learning English communicatively using CLT that will last throughout their secondary English education.
Lesson Plan Using CLT

One unit from the English textbook, Middle School English 1 by Doosandonga publisher will be broken into 9 separate lessons:

Lesson one: listening and speaking (1)
Lesson two: listening and speaking (2)
Lesson three: grammar (1)
Lesson four: grammar (2)
Lesson five: reading (1)
Lesson six: reading (2)
Lesson seven: writing
Lesson eight: project
Lesson nine: evaluation

For this project, Unit 1. I Am Special from the textbook by Doosandonga publisher will be utilized and will be instructed in nine lessons. Each lesson has one or two focused skills to deal with, but the other English skills will be included in each lesson. When it is possible and helpful, all four English skills (listening, speaking, reading, writing) will be integrated into each lesson. According to Brown (2001), whole language means the integration of two or more skills in a classroom. “Part of the wholeness of language includes the interrelationship of the four skills” (Brown, 2001, p. 49). As Brown (1994) mentioned, the productive modality and receptive modality are inseparable in communication, and written and spoken language reinforce each other in the CLT
learning setting. Thus in the lesson plans of this project supported by Whole Language Instruction, at least, two or more skills will be addressed in one lesson.

Every lesson will be taught in the classroom using a computer for the teacher and PC tablets for the students. Each student will have one PC tablet that will be provided by the school to be used in the classroom. For home or outside of the classroom, students may use their computers, PC tablets or smartphones. This will be helpful because every lesson will be based on CLT supported by Computer Assisted Language Learning (CALL). CALL will promote interaction between students and the teacher as well as students and their peers. Students will also have extra practice before and after class without the teacher’s help when using computers or electronic devices outside the classroom.

Every lesson will be conducted in English whenever possible. The teacher’s use of English will naturally create an atmosphere for students to apply English in class. Students will benefit from their teacher’s use of English by being exposed and listening to English expressions, as well as acquiring communicative competence by being engaged in communicative interactions. Students may use both English and Korean in class except when practicing specific English expressions or grammar. However, teachers need to encourage their students to use more and more English in class.

Finally, instead of paper textbooks, e-textbooks will be used in and out of the classroom for this project. Students will use various applications on the PC tablet and the website on the Internet. The lesson plan template used for this project is from the College of Education at California State University, Sacramento.
Summary

Communicative Language Teaching is used as the foundation to make lesson plans for teaching English to students in the first year of middle school using one of the textbooks used in Busan, South Korea. Whole Language Approach and Computer Assisted Language Learning will support CLT by motivating students to focus on meaning, not only on forms and by promoting interaction in English inside and outside the classroom. These lesson plans prepare students to be equipped with communicative competence by participating in authentic communication in English.
Chapter 4

DISCUSSION, CONCLUSION, LIMITATIONS, RECOMMENDATIONS, AND REFLECTIONS

Discussion

In order to solve the problems that English education in South Korea faces, educators can play a crucial role in applying effective teaching approaches and methodologies (Kramsch, 2014). English educators need to be especially aware of their learners’ communicative competence and the reasons for the current ineffectiveness in English education (Farooq, 2015). Teachers should utilize good teaching practices for South Korean students who are in an EFL context. These good teaching practices would benefit South Korean learners who are struggling to be proficient English users.

It is suggested that Communicative Language Teaching should be consistently incorporated into the English curriculum, which raises achievement levels, promotes positive attitudes toward English learning, and contributes to producing proficient English users (Shawer, 2010). Korean educators of English must develop their proficiency in English skills to adequately conduct lessons in English. Furthermore, they must try to apply Communicative Language Teaching within the given circumstance. Educators and society, in general, must try to improve language education conditions.

Expectations for Future Results through this Project

Applying the lesson plans in this project will effectively motivate students as they learn through interactions with their teachers and classmates. Students will be able to enjoy English lessons about topics or materials relevant to them by utilizing PC tablets
and participating in interesting activities that they hear, speak, read, and write in English. Students will increase their skills using English for practical purposes as well as become proficient users through frequent and systematic practices in their English class. Class experiences that are enjoyable will provide students with knowledge and skills that will have long-lasting benefits. Finally, teachers will have a sense of self-efficacy in their teaching as they observe growth in their students’ English use.

**Difficulties to Overcome**

It is perceived that one may discover various difficulties in implementing this project. First, Korean teachers of English might feel that they lack English proficiency in order to effectively conduct the lesson plans provided in this project. Since they typically learned English through the Grammar-Translation Method or the Audiolingual Method, they are not accustomed to teaching by Communicative Language Teaching. It will not be easy to teach English in English since many of them have not been exposed to conversational English. Secondly, students’ low English proficiency may serve as an obstacle for implementing the lesson plans provided in this project. Students will face difficulties in understanding their teacher’s English instruction as well as in expressing their thoughts or ideas in class. In many cases, South Korean students have been found in the classroom to be passive participators during real communication activities due to their low English proficiency. Thirdly, the examination institution will make it difficult to implement communicative teaching, as midterms and final examinations are administered as a multiple choice test using paper and pencil. This discourages students from learning in communicative ways. Occasionally, students refuse to participate in communicative
activities in English class because they find it is a waste of time in preparing for the tests and they ask for more knowledge transmission from their teacher to get a high score on tests. To overcome these difficulties, teachers and students must do their best to develop communicative competence by teaching and learning English through the application of the communicative lesson plans.

Conclusion

Currently, English education in South Korean middle schools does not meet students’ ultimate needs in English, which is to develop communicative competence. This project will encourage teachers and learners to pursue Communicative Language Teaching. The lesson plans in this project are designed around research that supports Communicative Language Teaching. The methodologies and strategies that have been shown to support Communicative Language Teaching include engaging students in real communication throughout lessons. Real communication is the focus and basis of Communicative Language Teaching. After taking classes, students are expected to engage in communication with English speakers in their daily lives. Teachers need to continue to develop communicative methods to help their students become proficient in English.

Limitations

One limitation of this project is that not all middle schools in South Korea use the same textbook that was used in this project. The reason for this is that the textbook used in the lessons is just one of more than 15 different English textbooks in South Korea. Another limitation is that the lesson plans that have been included in this project require
at least 30 to 40 PC tablets in one class. This means significant financial input will be necessary to properly equip the classrooms in order to implement such lessons.

**Recommendations for Further Study**

The researcher recommends that the same methodology that has been used in these lesson plans should be applied to other textbooks, though such textbooks may not be exactly the same. It does not matter what textbook is used in the lessons because it is possible to use these types of lesson plans if the ultimate goal of the lesson is to develop learners’ communicative competence. This researcher also recommends producing good quality English learning textbooks or curriculum that will focus on developing learners’ communicative competence during middle school years. Realistically, it is not enough to use the textbooks that are currently being provided for communicative language teaching. Finally, this researcher recommends developing more educational applications for language teaching in this age of information and technology that will help learners become more motivated, interested, and able to acquire new skills more easily and effectively.

**Reflections**

My major in college was French and English Language Education and I have been passionate about language teaching methods since I, myself, was both a foreign language learner and a foreign language teacher. After graduating, I spent 20 years applying my knowledge in language teaching methodology as an English teacher to private institutes and public middle schools. As a teacher, I observed South Korean students having a lot of difficulties in learning conversational and practical English for real communication.
I am passionate about communicative language teaching because I feel it could be the solution to the problem English education in South Korea currently is facing. I want to help South Korean learners acquire English communicative competence, and I hope to make a contribution to the development of English education in South Korea.
APPENDIX

Lesson Plans
**Lesson Title/Subject:** Unit 1. Everyone Is Special/ English

**Grade:** 7th

**Main skill(s):** Listening and Speaking 1

**Content Standards:** (Achievement standards of middle school English in South Korea)
1. Students listen and understand the main points and flow of English speakers’ oral conversations about daily living and/or general topics that are familiar to them.
2. Students speak of main ideas and own opinions in English about daily living and/or general topics by describing and explaining about objects in their environment.
3. Students read and understand the main ideas and flow of English texts about daily living and/or general topics that are familiar to them.
4. Students write about main ideas and own opinions in English about daily living or general topics by describing and explaining about objects in their environment.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objective:</strong></td>
<td>While circulating during the pair and group work, the teacher will monitor students having comprehensible conversations about their own family, friends or teachers by listening for words pertaining to relationships and people’s characteristics. The teacher will monitor students’ understanding and use of English expressions by listening to students’ recording.</td>
</tr>
<tr>
<td>1. SWBAT ask and answer questions about relationships at home and school in English with comprehensible pronunciation and sentence structure.</td>
<td></td>
</tr>
<tr>
<td>2. SWBAT ask and answer questions about people’s characteristics in English with comprehensible pronunciation and sentence structure.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Skill Objective:</strong></td>
<td>The teacher will observe students listening attentively to the teacher while giving directions. The teacher will observe students quietly working individually on the Quizlet. The teacher will observe students collaborating with others during pair work and group work.</td>
</tr>
<tr>
<td>1. SWBAT listen attentively to the teacher’s directions.</td>
<td></td>
</tr>
<tr>
<td>2. SWBAT focus on individual work quietly.</td>
<td></td>
</tr>
<tr>
<td>3. SWBAT collaborate with others during pair work and group work.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Objective:</strong></td>
<td>The teacher will monitor students’ correct use of the languages and appropriateness in conversations. The teacher will analyze the recording of students’ group work presentations for comprehensible pronunciation and use in appropriate situations.</td>
</tr>
<tr>
<td>SWBAT use the following expressions and words with comprehensible pronunciation used in appropriate situations: Who’s the man in the picture? He’s my music teacher. What’s she like? She’s smart. man, woman, girl, boy, teacher, father, mother, brother, sister, friend, kind, smart, shy, pretty, funny</td>
<td></td>
</tr>
</tbody>
</table>
Cohesiveness/Continuity

This lesson is the beginning of English, Unit 1. It teaches how to speak about relationships at home and school. Students have experiences with introducing themselves and other people in Korean. Students will need to understand how to speak about people in English, by observing teacher’s modeling and utilizing their e-books. Students may already know some words for today’s lesson, however, it is important to use these words in English conversation. Teaching this lesson in English will create an atmosphere to use English during class. It is necessary for students to understand that English is a language rather than just a subject to study for, thus they should use English to learn to communicate in English.

Materials

Slides of teacher’s family photos and introduction sentences, PC tablets, Quizlet, Wedurang

※ Quizlet: one of learning website that teachers and students use to learn words or expressions and play games to review or practice spellings, meanings, and sounds of words. The address is www. Quizlet.com. Teachers can make any word sets to teach students after joining as a member of the website. Students can use the website whenever and wherever they want. After completing the word set in Quizlet website, the teacher should make QR code using the URL of the Quizlet site and print and distribute it to students. Teachers can use the cite “me2. do” site to make a QR code easily.

※ Wedurang: a learning community in the website of Edunet (www. edunet.net).

Before lessons, teachers have to set up this community and invite students to it by using invitation code that is provided on the website.

Differentiation

If students have unknown words during the pair work or group work, the teacher encourages students to ask each other first for help or look up the words in the Internet dictionary using PC tablets before asking the teacher.

INSTRUCTIONAL PROCEDURES

• Engage (hook and building background)(Presenting teacher’s family with photos) (2 min 30 sec)
Let me introduce my family. This is my husband. He is handsome. This is my first daughter. She is quiet and good-hearted. This is my second daughter. She is talkative and joyful.

(Teacher introduces her family showing her family photos with English sentences on the big screen. )

- **Objectives are stated in student friendly language** (30 sec)
  Today, we are going to ask and answer questions about our family, friends or teachers.

- **Clear explanation of purpose and relevance** (2 min)
  We need to know how to introduce or have conversations about our family, friends or teachers in English, because if you meet foreigners, you surely have conversations about yourself and your family. If you can talk about yourself and family, you will get a good starting conversation and will get to know many people from other countries. If you can’t introduce yourself and your family in English, you may have difficulty starting a conversation with your foreign friends.

(Teacher explains the importance of using English to introduce people for English conversation. )

- **Explore (Independent Learning / Collaboration)** (learning new words or sentences with Quizlet) (5min)
  Now, let’s learn new words or sentences for today’s learning. Please scan the QR code of Quizlet and practice expressions there. Individually listen to the expressions and repeat them more than three times. You can play the scatter game in it and tell me if you’re finished within 10 seconds. Then I will give you a stamp.

(Teacher gives students a sheet of paper that has a QR code on it and have them do Quizlet activity (See attached Material 3). Students scan the QR code and open the Quizlet to practice the words and expressions they will use on the day. After practicing three times, students play the scatter game on Quizlet. Teacher gives stamps to students who finished scatter game within 10 seconds. )

- **Explain (Modeling / Guided instruction)** (asking and answering the questions in the textbook) (5min)
  Now, open your books to page 11 and let’s talk about the people there.
  Who’s this boy in the picture? Yes, he is Dongmin. He has many friends. Who is this girl? Yes, she is Sandy. She plays the guitar well.
  What are Hojin and Amy like?

(Teacher explains the contents on page 11, 12, 13 (See attached Material 1 and 2) in the
textbook while asking questions about the picture. Students answer the questions using the words or expressions they practiced in Quizlet.)

- **Elaborate (Guided instruction/Discussion)** (making a recording in groups and uploading it in Wedurang) (11 min)
  
  *Now it’s time to have conversations about your family, teacher and friend.*
  
  Ask and answer some questions using the conversation on page 12. Talk about your best friends using the conversation on page 13. You can draw pictures of them. You have to make a recording of your conversation in your group and upload it in Wedurang.
  
  (Teacher has students practice the conversations on page 12 and 13 in the textbook. Teacher helps students record their voices using the conversations to introduce students’ own family, friends and teachers.)

- **Evaluation (Collaboration)** (listening to the recording and choosing the best team) (16 min)
  
  *Shall we listen to your conversations on Wedurang? Let’s choose the best team while listening.*
  
  Which team’s conversation is most comprehensible and most interesting?
  
  (While listening to students’ recording on Wedurang (See attached Material 4), the teacher checks students’ understanding and using today’s English words and expressions. Students also evaluate their work and review the lesson. The teacher gives a stamp to the best team.)
Lesson 1

Everyone Is Special

In this lesson...

- What is everyone special?
- What is your name?
- What is your mother's name?
- What is your father's name?
- What is your friend's name?
- What is your teacher's name?

Before You Begin

 каждого человека любят особенными, поскольку они уникальны.

e.g., Kangta has many friends.
<Material 3>

- May I take your order?
- Yes, I'll have one hamburger.
- How much does this cost?
- It's 12 dollars.
- There is fast food all around every street corner.
- Street food looks good.
- People all around the world love eating street food.
- I've heard a lot about Amy's Restaurant.
- Anything else?

<Material 4>
Lesson Title/Subject: Unit 1. Everyone Is Special/English

Grade: 7th

Main skill(s): Listening and Speaking 2

Content Standards: (Achievement standards of middle school English in South Korea)
1. Students listen and understand the main points and flow of English speakers’ oral conversations about daily living and/or general topics that are familiar to them.
2. Students speak of main ideas and own opinions in English about daily living and/or general topics by describing and explaining about objects in their environment.
3. Students read and understand the main ideas and flow of English texts about daily living and/or general topics that are familiar to them.
4. Students write about main ideas and own opinions in English about daily living or general topics by describing and explaining about objects in their environment.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment</th>
</tr>
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</table>
| **Content Objective:**  
1. SWBAT introduce their family in English with their family pictures using words of relationships and people’s characteristics with comprehensible pronunciation and sentence structure.  
2. Students listen attentively to their classmates while introducing their family.  
3. SWBAT collaborate with others with caring and understanding attitude to make a video in group work.  
4. SWBAT use the following expressions and words with comprehensible pronunciation and sentence structure:  
   - Who’s this man in the picture? He’s my father. He’s very funny.  
   - Hello, everyone. The woman in this picture is my grandmother. She’s old but she still works. She is a doctor. She is very kind.  
   - Close, glasses, cute, funny, joke, smart.  
   - The teacher will observe during the pair work and group work and check if they are having comprehensible conversations about students’ own family by listening for words of relationships and people’s characteristics.  
   - The teacher will monitor students’ understanding and use of English expressions by watching students’ video.  
   - The teacher will observe students listening attentively to their classmates for group work and presentation.  
   - The teacher will observe students collaborating with others with caring and understanding attitude to make a video in group work.  
   - The teacher will analyze students’ video as a result of group work during their presentation and check if they use the languages correctly and naturally in conversations. |  |
Cohesiveness/Continuity
This is the second lesson of Unit 1. It teaches how to speak about relationships at home and school in English. Students have experiences with speaking English to talk about their family and friends. In this lesson they will review and practice the words and sentences they learned last time and they have to use those things to introduce their family with confidence.

Materials
Photo of teacher’s parents’ family, e-book, PC tablets, computer, words on Quizlet, QR code prints, color pencils, blank paper

Differentiation
If students have unknown words for pair work or group work, they should ask and discuss them in their pairs or groups or look up the words in the internet dictionary using PC tablets before asking the teacher.

INSTRUCTIONAL PROCEDURES

- **Engage (hook and building background)** (Presenting teacher’s parents’ family) (2 min 30sec)
  Look at this photo. My parents have a big family. They have four daughters and one son. This is my father. He is very friendly. This is my mother. She is very kind and she cooks very well. This is my brother. He is tall. .......
  (Teacher shows a photo of her parents’ family using a slide and introduces the family.)

- **Objectives are stated in student friendly language** (30sec)
  Today, we are going to introduce our family in English with a picture you draw.

- **Clear explanation of purpose and relevance** (2 min)
  Students, it’s time for you to introduce your family. I really want to hear about your real family. If you pay attention to today’s learning, you will have the confidence to speak English when you meet your foreign friends.

- **Explore (Independent Learning / Collaboration)** (learning new words or sentences with Quizlet) (8min)
  Now, let’s learn words or sentences for today’s learning. Please scan the QR code of Quizlet and practice expressions there. Individually listen to the expressions and repeat them more than three times. You can play the scatter game in it and tell me if you’re
finished within 10 seconds. Then I will give you a stamp. Also, you can take a test in Quizlet. And tell me if you’ve got 100 %.
(The teacher gives students QR code paper. Students scan the QR code and open the Quizlet to practice words and expressions for today’s learning. The teacher gives stamps to students who finished scatter game within 10 seconds. Students can learn English words and meaning while they enjoy the game. Also, the teacher can give them time to take a test in the Quizlet and give stamps, too. By doing this, students can get ready for today’s learning. If they get many stamps, they can get points for participation.)

- **Explain (Modeling / Guided instruction)** (asking and answering the questions in the textbook) (5min)

Now, open your books to page 14 and 15. Let’s listen to the conversations and answer the questions. While listening, you can learn words or expressions to use for your talking.

*Look and guess. What are the boy and the girl doing?*

*Who is Ben? (He is the boy with glasses.)*

*What’s Ben like? (He is cute and very funny.)*

CFU – the teacher checks the students’ understanding while asking and answering. When having wrong answers or no answer, the teacher explains them with more detail. (The teacher explains the conversations asking questions about the pictures in the textbook (See attached Material 5). Students answer the teacher’s question and listen to the conversations carefully.)

- **Elaborate (Guided instruction/ Discussion)** (introducing students’ own family with family picture and making a video in groups and uploading it in Wedurang) (12min)

Now it’s time to introduce your family. Draw your family with color pencils and write some sentences to talk about them. Then in your groups make a video of everyone’s introduction.

You have to upload the video in You Tube and copy the URL in Wedurang.

*Here’s the example of the introduction. You can change it a little bit as you want.*

(Hello/ Hi, everyone. Let me introduce my family. This is my father. He is strong……..)

(The teacher gives directions to students to draw students’ own family, to make a video and to upload it in Wedurang.)

- **Evaluation (Collaboration)** (watching students’ video and choosing the best team) (15min)

Shall we watch our video in Wedurang? Let’s choose the best team while watching.

*Which team’s conversation is most comprehensible and most interesting?*

(While watching students’ video, the teacher checks students’ understanding and using today’s English words and expressions. Students also evaluate their work and review the lesson. The teacher gives a stamp to the best team.)
Lesson Title/Subject: Unit 1. Everyone Is Special/ English

Grade: 7th

Main skill(s): Grammar 1

Content Standards: (Achievement standards of middle school English in South Korea)
1. Students listen and understand the main points and flow of English speakers’ oral conversations about daily living and/or general topics that are familiar to them.
2. Students speak of main ideas and own opinions in English about daily living and/or general topics by describing and explaining about objects in their environment.
3. Students read and understand the main ideas and flow of English texts about daily living and/or general topics that are familiar to them.
4. Students write about main ideas and own opinions in English about daily living or general topics by describing and explaining about objects in their environment.

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Content Objective:</strong> SWBAT make English sentences using be verbs and regular verbs with the accurate concept of the grammatical terms.</td>
<td>CFU The teacher will observe students using verbs correctly during the group collaboration time. The teacher will observe students making correct positive and negative sentences for their writing and speaking.</td>
</tr>
<tr>
<td><strong>Social Skill Objective:</strong> 1. SWBAT attentively listen to teacher’s direction. 2. SWBAT participate in group work actively and with good manners.</td>
<td>The teacher will observe students listening attentively to directions. The teacher will observe students participate in group work actively and with good manners during game activity.</td>
</tr>
<tr>
<td><strong>Language Objective:</strong> SWBAT use the following grammatical words: sentence, verb, be verbs, regular verbs, negative sentence, positive sentence</td>
<td>CFU The teacher will ask students questions about the concepts of the words and listen to their answers.</td>
</tr>
</tbody>
</table>

Cohesiveness/Continuity
This lesson builds on students’ grammar knowledge about a positive and negative sentence in English. Students already have experiences with listening and speaking related to them. This lesson helps students understand the grammar of the sentences they used. Students need to be ready to apply the grammar knowledge for future listening, speaking, reading and writing skills.
**Materials**
Slides for grammar explanation, e-book, computer, PC tablets, sentences on Quizlet, sentence cards, blank paper

**Differentiation**
Early finishers of pair work will answer and discuss more questions about grammar in the textbook.
Slow learners will be helped by their partners before asking the teacher.

**INSTRUCTIONAL PROCEDURES**

- **Engage (hook and building background)** *(30sec)*
  Today, we are going to play a game in English. To win the game, you need to know the grammar rules about verbs and sentences. Let’s learn some rules and enjoy today’s game.

- **Objectives are stated in student friendly language** *(30sec)*
  Today, we are going to make English sentences using grammar rules.

- **Clear explanation of purpose and relevance** *(2 min)*
  Do you like games? There are rules in every game. If you know the rules well and apply them to games, then you can win. In English sentences, there are rules. If you know the rules exactly and apply them for making sentences, you can be good English users.

- **Explore (Independent Learning / Collaboration)** *(learning new words or sentences with Quizlet)* *(7min)*
  Now, let’s learn words or sentences for today’s learning. Please scan the QR code of Quizlet and practice expressions there. Individually listen to the expressions and repeat them more than three times. You can play the scatter game in it and tell me if you’re finished within 10 seconds. Then I will give you a stamp.
  (The teacher gives students the paper of QR code and have them do Quizlet activity. The teacher gives stamps to students who finished scatter game within 10 seconds. Students can learn English words and meaning while they enjoy the game. Sometimes the teacher can give them time to take a test at the website and give stamps, too. By doing this, students can get ready for today’s learning. If they get many stamps, they can get points for participation.)
• **Explain (Modeling / Guided instruction)** (explaining the grammar points with slides) 8min
  
  Look at the screen and let’s learn about English sentence. What is a verb? Can you give me examples of verbs? What is a be verb? How do you make negative sentences? What is negative? What is a sentence? 
  
  (The teacher explains the grammar using slides asking and answering the questions about grammatical terms.)

• **Elaborate (Guided instruction/ Discussion)** (answering the questions in the textbook) 12min
  
  Now, open your books to page 21 and answer the questions. Discuss your answers and compare them in pairs. 
  
  (Students answer the questions in the textbook on page 21 (See attached Material 6) and discuss in pairs. The teacher move around the classroom and check students understanding about the grammar rules.)

• **Evaluation (Collaboration)** (playing the game) 15min
  
  Shall we play a game called “Say the Opposite”? Let’s make groups of six. Take turns to turn over the cards in the center. If you see a positive sentence, you make a negative sentence and vice versa. And write the sentence on the blank paper and read it aloud. If everybody in your group agree that it’s a correct sentence, the person can have the card. However, if it’s not correct, somebody says “Thank you!” and write the correct sentence and the person can have the card. Finally, the person who has the most cards become the winner. 
  
  (The teacher gives direction of the game and gives the card set (See attached Material 7) and a piece of paper to each group. The teacher move around the classroom and check students’ understanding and using the grammar rules.)
<Material 6>

<Material 7>

My brother isn’t shy.

My mom cooks well.

SuJin doesn’t study hard.

My friends like math.

You are very funny.

We don’t play computer games.

I am fourteen years old.

The basketball players are tall.

We are middle school students.

I wake up early every morning.
**Lesson Title/Subject:** Unit 1. Everyone Is Special/English

**Grade:** 7th

**Main skill(s):** Grammar 2

**Content Standards:** (Achievement standards of middle school English in South Korea)
1. Students listen and understand the main points and flow of English speakers’ oral conversations about daily living and/or general topics that are familiar to them.
2. Students speak of main ideas and own opinions in English about daily living and/or general topics by describing and explaining about objects in their environment.
3. Students read and understand the main ideas and flow of English texts about daily living and/or general topics that are familiar to them.
4. Students write about main ideas and own opinions in English about daily living or general topics by describing and explaining about objects in their environment.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objective:</strong> SWBAT introduce their favorite celebrities using be verbs and regular verbs with comprehensible pronunciation and sentence structure.</td>
<td>CFU&lt;br&gt;The teacher will observe students using correct grammar rules of verbs during the group collaboration time. The teacher will observe students using correct forms of verbs for their writing and speaking.</td>
</tr>
<tr>
<td><strong>Social Skill Objective:</strong> SWBAT express their ideas in English with confidence. SWBAT listen attentively to their teacher’s direction and classmates. SWBAT respect others’ opinion and give positive feedback.</td>
<td>CFU&lt;br&gt;The teacher will observe students expressing their ideas with oral and written language. The teacher will observe students listening attentively to their teacher’s direction and classmates. The teacher will observe students respecting others’ opinion and giving positive feedback.</td>
</tr>
<tr>
<td><strong>Language Objective:</strong> SWBAT using the following grammatical words: sentence, verb, be verbs, regular verbs, negative sentence, positive sentence</td>
<td>CFU&lt;br&gt;The teacher will ask questions about the concepts of the words.</td>
</tr>
</tbody>
</table>

**Cohesiveness/Continuity**
This lesson provides students with the opportunities to internalize the grammar rules that they learned and use the grammar knowledge to write and speak in English. Students need to do more practice in more authentic context. Students will get to develop accuracy and fluency in speaking English using the grammar rules.
**Materials**
computer, PC tablets, Skitch application, cards for a game, Wedurang

**Differentiation**
When students have unknown words or expressions, they need to ask their partners or groupmates or look up the internet dictionary before asking the teacher.

**INSTRUCTIONAL PROCEDURES**

- **Engage (hook and building background)** (1min)
  Welcome to your first day as a manager for your favorite celebrity. We have a lot of foreigners who don’t know your favorite celebrity and we need to introduce them in English. Who is your favorite celebrity? Decide your favorite celebrities, please.

- **Objectives are stated in student friendly language**
  Today, we are going to introduce our favorite celebrities in English.

- **Clear explanation of purpose and relevance** (3 min)
  Do you remember the grammar rules that we learned last class? (Yes.)
  What are be verbs? (am, are, is)
  How do you make a negative sentence with be verbs? (We should add ‘not’ after be verbs.)

  Can you make a negative sentence of ‘We are hungry.’? (we are not hungry.)
  Today you will have more confidence with using the grammar. When you practice using grammar, you will be more fluent and natural speakers of English.

- **Explore (Independent Learning / Collaboration)** (reviewing the grammar rules with speaking activities) (12min)
  Now, let’s do some speaking activities. Make groups of 4 and pick up one card. Each of you should explain the card in English to your group members and all of your group members have to have the same content at the end of the activity. Compare your cards whether they are the same.
  (The teacher gives students the card set (See attached Material 8) and have them choose one card and explain the content of the cards students have.
  Next activity is Memory Chain Game. You have to introduce someone you want using the words on the card. Take turns to say the sentences to introduce. You should remember your friend’s sentence and add your sentence. Here is an example.
  Let me introduce my friend, Sujin. She is very kind.
  Let me introduce my friend, Sujin. She is very kind. She is not shy.
Let me introduce my friend, Sujin. She is very kind. She is not shy. She likes sports. (See attached Material 9)

- **Elaborate (Guided instruction/Discussion)** (introducing students’ favorite celebrities with Skitch application) (12min)
  Are you ready to introduce your favorite celebrities? (Yes.)
  Search their photos on the internet and save in your PC tablet.
  Open the Skitch application and use the photo you found. Write some sentences to talk about the person. When you are finished, you should talk about it in your group.
  Finally, upload your work in Wedurang. Choose one best work in your group and tell me.
  (Skitch application can be freely downloaded from application store in the PC tablets. Students can bring pictures or photos they want from the internet and write or draw something on them. Students like drawing or writing something with PC tablets.)

- **Evaluation (Collaboration)** (presenting students’ work) (15min)
  Which one do you think is the best work today? The owners of the best work from each group will present their work in English and we will choose today’s best work in your class.
  Let’s listen to them.
<Material 8>

<table>
<thead>
<tr>
<th>CARD A</th>
<th>funny and kind</th>
<th>not shy</th>
<th>like music</th>
<th>not like animals</th>
<th>enjoy sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. April</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Mr. Baker</td>
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<tr>
<td>Emily</td>
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<tr>
<td>Peter and John</td>
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<table>
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<th>not shy</th>
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<th>not like animals</th>
<th>enjoy sports</th>
</tr>
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<tbody>
<tr>
<td>Ms. April</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Mr. Baker</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily</td>
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<tr>
<td>Peter and John</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CARD C</th>
<th>funny and kind</th>
<th>not shy</th>
<th>like music</th>
<th>not like animals</th>
<th>enjoy sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. April</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>Mr. Baker</td>
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<tr>
<td>Emily</td>
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<td>Peter and John</td>
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<table>
<thead>
<tr>
<th>CARD D</th>
<th>funny and kind</th>
<th>not shy</th>
<th>like music</th>
<th>not like animals</th>
<th>enjoy sports</th>
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<tbody>
<tr>
<td>Ms. April</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>Mr. Baker</td>
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<tr>
<td>Emily</td>
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<tr>
<td>Peter and John</td>
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<td>✓</td>
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</tbody>
</table>

<Material 9>

<table>
<thead>
<tr>
<th>kind</th>
<th>like sports</th>
<th>READ MANY BOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANCE</td>
<td>tell jokes</td>
<td>SWIM</td>
</tr>
<tr>
<td>PLAY THE GUITAR</td>
<td>cook</td>
<td>EAT SLOW</td>
</tr>
<tr>
<td>write stories</td>
<td>tall and strong</td>
<td>clean his/her room</td>
</tr>
<tr>
<td>watch TV</td>
<td>ENJOY COMPUTER GAMES</td>
<td>play the piano</td>
</tr>
<tr>
<td>play basketball</td>
<td>RUN FAST</td>
<td>smart and funny</td>
</tr>
</tbody>
</table>
Lesson Title/Subject: Unit 1. Everyone Is Special.

Grade: 7th

Main skill(s): Reading 1

Content Standards: (Achievement standards of middle school English in South Korea)
1. Students listen and understand the main points and flow of English speakers’ oral conversations about daily living and/or general topics that are familiar to them.
2. Students speak of main ideas and own opinions in English about daily living and/or general topics by describing and explaining about objects in their environment.
3. Students read and understand the main ideas and flow of English texts about daily living and/or general topics that are familiar to them.
4. Students write about main ideas and own opinions in English about daily living or general topics by describing and explaining about objects in their environment.

<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objective:</strong></td>
<td>CFU</td>
</tr>
<tr>
<td>SWBAT read and answer the questions related to</td>
<td>The teacher will check students’ answers about the</td>
</tr>
<tr>
<td>the reading text about people’s characteristics</td>
<td>reading text.</td>
</tr>
<tr>
<td>while applying the words and grammar rules they</td>
<td>The teacher will observe students applying what they</td>
</tr>
<tr>
<td>learned to each sentence in the text.</td>
<td>learned for understanding the reading text during</td>
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<tr>
<td></td>
<td>the collaborating time.</td>
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<tr>
<td></td>
<td>The teacher will analyze students’ writing as a</td>
</tr>
<tr>
<td></td>
<td>result of jigsaw activity.</td>
</tr>
<tr>
<td><strong>Social Skill Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>SWBAT listen attentively to the teacher’s</td>
<td>The teacher will observe students listening</td>
</tr>
<tr>
<td>direction and their classmates’ opinion.</td>
<td>attentively to the teacher and their classmates.</td>
</tr>
<tr>
<td>SWBAT collaborate with others to complete tasks</td>
<td>The teacher will observe students collaborating</td>
</tr>
<tr>
<td>during group work.</td>
<td>with others to complete tasks during group work.</td>
</tr>
<tr>
<td><strong>Language Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>SWBAT use the following expressions and words</td>
<td>The teacher will analyze students’ work as a</td>
</tr>
<tr>
<td>to understand the reading text:</td>
<td>jigsaw activity during their presentation.</td>
</tr>
<tr>
<td>Special, rule, also, famous, be good at, sport,</td>
<td></td>
</tr>
<tr>
<td>dress, clothes, expensive, pretty, laugh, joke,</td>
<td></td>
</tr>
<tr>
<td>listener, always, listen to, carefully, everyone,</td>
<td></td>
</tr>
<tr>
<td>different</td>
<td></td>
</tr>
</tbody>
</table>

Cohesiveness/Continuity
This lesson is for reading and understanding an English text. Based on simple and conversational English students have learned in the elementary school, students need to recognize English letters, pronounce the words, and understand the meanings of sentences and paragraphs. Students need to have confidence in reading English text by
starting from easy and simple reading. Reading ability will help the overall development of English proficiency. Students need to understand the reading texts by guessing through clues or collaborating each other, not by teacher’s direct translation.

**Materials**

e-books, PC tablets, computer, words on Quizlet, QR code paper, a memo application, Wedurang

**Differentiation**

If students have unknown words, they should ask their partners or groupmates or look up the internet dictionary using PC tablets before asking the teacher.

**INSTRUCTIONAL PROCEDURES**

- **Engage (hook and building background)** (complimenting students) (3 min)
  
  Do you think you yourself is special? (Yes/No.) I think everyone is special. Sumi has a really nice smile. Sejin studies very hard. Seonhee always pays attention to the teacher. Younga tells funny jokes. Everyone is different and special.
  
  (The teacher points out each student and compliments their characteristics as much as possible.)

- **Objectives are stated in student friendly language** (30sec)

  Today, we are going to read a story about your friends and find out why they are special.

- **Clear explanation of purpose and relevance** (2 min)

  We need to learn how to read and understand English text because there are a lot of information in English outside the world. Almost more than 80 percent of written materials in the world are in English. If you learn how to read English text by starting to read a simple and short text, you can understand a lot of information in the world.

- **Explore (Independent Learning / Collaboration)** (learning new words or expressions with Quizlet) (5min)

  Now, let’s learn words or expressions for today’s learning. Please scan the QR code of Quizlet and practice expressions there. Individually listen to the expressions and repeat them more than three times. You can play the scatter game in it and tell me if you’re
finished within 10 seconds. Then I will give you a stamp.
(The teacher has students do Quizlet activity and gives stamps to students who finished scatter game within 10 seconds. Students can learn English words and meaning while they enjoy the game. Sometimes the teacher can give them time to take a test at the website and give stamps, too. By doing this, students can get ready for today’s learning. If they get many stamps, they can get points for participation.)

• **Explain (Modeling / Guided instruction)** (talking about the picture in the reading text) (5min)
  *Now, open your books to page 16 and talk about the people there.*
  *Let’s read the five sentences that people say.*
  *Do you see 5 badges in the middle?*
  *Match the proper people and badges, please.*
  *(The teacher explains the meaning of the sentences related to reading text asking and answering the questions with Material 10.)*
  *Let’s move onto page 17. Listen to the speaker very carefully while looking at the video.*
  *(The teacher plays the video.)* (See attached Material 10 and 11.)

• **Elaborate (Guided instruction/ Discussion)** (reading by jigsaw activity and uploading the result in Wedurang) (10min)
  *Now you have the words, expressions, grammar for today’s reading.*
  *So it’s time to read the text and write the meaning in Memo application.*
  *Number 1 students from each group get together here. Number 2 there, Number 3,4,5, 6 go to your places. You have to discuss and study the text, then you go back to your original group. In your original group, you should teach your group mates. Finally, write the translation and upload it in Wedurang.*
  *(The teacher gives the direction for jigsaw activity and moves around the classroom observing students’ applying what they learned to reading and understanding the text.)*

• **Evaluation (Collaboration)** (checking the translation, commenting and choosing the best team) (15min)
  *Shall we check the translation in Wedurang and give comment for other team’s work?*
  *Let’s choose the best team while reading.*
  *Which team’s work is the best?*
  *(While reading students’ translation, the teacher check students’ understanding and give comments. Students also evaluate their work and review the lesson. The teacher gives a stamp to the best team. By using PC tablets, students can interact with others easily.)*
  *(answering the questions using Ping pong application)(5 min)*
  *Everyone, open the Ping pong application and answer my questions.*
  1. What does Yubin play well?
  2. What is Sophie good at?
  3. What is Ling-Ling not good at?
4. What is Diego good at?
(The teacher asks questions about the reading text using ping pong application. She encourages all the students to participate in the activity and check their individual answers.)
Before You Read

A
1. I sing well.
2. I play the violin well.
B
1. I play the violin well.
2. I play the violin very well.

I Am Special

I am Yuhin.
I play basketball very well.
I know all the rules.
I also know all the famous players.
I am special.

I am Sophia.
I am not good at sports,
but I am good at music.
I sing very well.
I play the violin well, too.
I am special.

I am Dingos.
I don’t tell good jokes, but I am a good listener.
I always listen to my friends carefully.
I have many friends.
I am special.

I am Abdul.
I don’t dress well,
but I tell great jokes.
My friends all love my jokes.
I also have a nice laugh.
I am special.

Everyone is different.
Everyone is special.
**Lesson Title/Subject:** Unit 1. Everyone Is Special/ English

**Grade:** 7th

**Main skill(s):** Reading 2

**Content Standards:** (Achievement standards of middle school English in South Korea)

1. Students listen and understand the main points and flow of English speakers’ oral conversations about daily living and/or general topics that are familiar to them.
2. Students speak of main ideas and own opinions in English about daily living and/or general topics by describing and explaining about objects in their environment.
3. Students read and understand the main ideas and flow of English texts about daily living and/or general topics that are familiar to them.
4. Students write about main ideas and own opinions in English about daily living or general topics by describing and explaining about objects in their environment.

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</thead>
<tbody>
<tr>
<td><strong>Content Objective:</strong></td>
<td>CFU</td>
</tr>
<tr>
<td>SWBAT write a story about themselves with the reasons they are special with at least more than five English sentences.</td>
<td>The teacher will observe students’ writing to check if they can express their ideas about themselves with reasons using more than five sentences.</td>
</tr>
<tr>
<td><strong>Social Skill Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>SWBAT collaborate with others to achieve the goal of group work.</td>
<td>The teacher will observe students collaborating with others to achieve the goal of group work.</td>
</tr>
<tr>
<td>SWBAT respect others’ work and give positive comments.</td>
<td>The teacher will observe students respecting others’ work and giving positive comments during the presentation.</td>
</tr>
<tr>
<td><strong>Language Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>SWBAT use the following expressions and words with comprehensible pronunciation and spellings in proper contexts: Special, rule, also, famous, be good at, sport, dress, clothes, expensive, pretty, laugh, joke, listener, always, listen to, carefully, everyone, different</td>
<td>The teacher will analyze students’ writing to find out if they are using the words or expressions correctly and naturally.</td>
</tr>
</tbody>
</table>

**Cohesiveness/Continuity**

This lesson is the post-reading lesson. Students need to internalize what they have learned and use it to write about their own ideas. For South Korean learners in EFL context, memorizing can be useful for producing creative ideas. The sentences they memorized can be transformed and used for students’ own writing as a tool to express their thought. By reading others’ text, students can learn how to make sentences and
what words or expressions to use for their writing.

**Materials**

e-books, PC tablets, computer, Storybird

※Storybird: a website where students can read excellent writers’ book and write their own stories with nice pictures. Students can make a nice storybook after they pick up the pictures they like and write with pictures. Finally, they copy the URL and past it in Wedurang to share their storybook with others.

**Differentiation**

When students have unknown words, they should ask their partners or groupmates or look up the internet dictionary using PC tablets before asking the teacher.

**INSTRUCTIONAL PROCEDURES**

- **Engage (hook and building background)** (presenting today’s interesting task) (1 min)
  
  *Have you ever made a book by yourself? Today you will have a nice English storybook you made.*

- **Objectives are stated in student friendly language**
  
  *Today, we are going to write a storybook about why you are special.*

- **Clear explanation of purpose and relevance** (2 min)
  
  *You read the text in your book about why some people are special. Can you write about yourself like Sophie, Diego and other friends did? Remembering the story from the textbook, you will be able to write about yourself. Isn’t it wonderful to have a nice book about yourself?*

- **Explore (Independent Learning / Collaboration)** (memorizing the story in the textbook collaborating with others in a group) (12 min)
  
  *Everyone in every group has to memorize one from six parts of the story. You should make a video of memorization and upload it in You Tube and copy and paste the URL in Wedurang. The fastest and correct team will be the winner.*
  
  (The teacher divides students into groups of 6 and has each of them memorize one part from the reading textbook.)
• Elaborate (Guided instruction/ Discussion) (making a story book about why student themselves are special) (15min)

Now, it’s time to make your own storybook. Enter the website www.storybird.com. First, you should pick up five pictures related to the story you want to talk about. And write five sentences totally about why you are special. If you want, you can write more than five sentences.

(Before the lesson, students have to sign up in storybird.com in advance. The teacher guides students to visit the website (See attached Material 12) and students make their own storybook in the website.)

• Evaluation (Collaboration) (reading students’ storybook, commenting and choosing the best team) (15min)

Shall we read your friends’ storybook in Wedurang and give comment for them? Let’s choose the best work while reading. Which storybook is the best?

(While reading students’ storybook, the teacher check students’ understanding and using English and give comments. Students also evaluate their work and review the lesson. The teacher gives a stamp to the best student. By using PC tablets, students can interact with others easily.)

<Material 12>
REFERENCES


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Education.


Improving students’ communicative competence at EFL/EAP university level.


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Cambridge University Press.


