

Teaching English in English: A Message of Hope

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Why should you read this paper?

Korean English teachers and Foreign English teachers have very different jobs. They usually have different curriculae, different class sizes, different administrations, different texts, different teaching goals and different classroom atmospheres. Not only that, Korean English teachers are usually as well, or better, versed in language acquisition theory, classroom methodology, and student psychology. How can this essay, written by two foreign English Conversation teachers, be of any use to you? The answer is simply this: foreign English teachers must, by necessity, become experts at teaching English in English. If you need to teach English in English this year, we hope that this paper will give you some practical ideas and advice on how to create a successful program. We also hope to extend to you, our Korean colleagues, a message of hope and friendship. We will discuss the current situation as we understand it, and the difficulties we think you might have. Then we will talk about concrete, practical teaching methods that we use to teach English without speaking Korean, and a little list of "Do's and Don'ts." We will discuss culture briefly, as it is impossible to divorce language from culture, and then we will give some practical notes on how we

would approach an extract from Korea's Middle School English 3 textbook.

A. The situation as we see it

This year, the Ministry of Education is encouraging all the Secondary School English Teachers in Korea to try to teach their classes in English. This move to change the teaching approach is likely to create a certain amount of irritation and consternation for the poor English teachers. Trying to prepare huge classes of Korean youngsters for the gruelling final exams is hard enough when speaking the students' native language. Effective communication with complicated, confused and sometimes rebellious teenagers is a challenge for any teacher, no matter what language they speak. Teaching English in English requires a whole different way of talking. Korean English teachers may feel like outsiders or "aliens" in their own classroom. Not only will they lose the chance to have easy, relaxed conversation with their students, they will also lose the traditional marks of linguistic respect that Korean teachers normally enjoy. For every language has imbedded in it subtleties which may only become apparent after years of study. The niceties in experssion which are second nature to a Korean speaking his or her own language almost certainly have equivalents in every other language, but we cannot expect beginners to be aware of these, anymore than we could expect a baby to learn to eat politely the first time it is given chopsticks. So children learning a new language will speak and write in a 'barbaric' fashion. It takes time and dedication to master the subtle marks of respect which come naturally in one's own tongue. It is, therefore quite possible that students and teachers will feel uncomfortable trying to communicate with so few of the skills they take for granted in their own language.

Differences between a Korean teacher's job and a native teacher's job.

When we were first asked to deliver this paper, we were a little surprised. "How can we be of any use to a professional English teacher?" Surely Korean English teachers know more than we do about language acquisition and classroom management. Also, methods and purposes of teaching are so different in regular school than they are in a native speaker's class, that we wondered how we could possibly help a Korean teacher. Our classes are conversation based, while Korean teachers' classes are all focussed on the final, written examination. A middle or highschool English class often has forty or fifty students, while native speakers enjoy smaller classes. Korean teachers enjoy true respect from their students, and have a sense of being a "pillar of the community." Native speakers, especially in "hogwon" classes, are often looked upon as circus performers or extra-terrestrials (E.T.s!).

Alienation in the classroom

A native speaker's "alien" status is sometimes frustrating, but it does force the students to really try to use their English with us. In order to really teach English in English, the Korean teacher may have to adopt a kind of "alien" status as well. It is on this point that a native teacher's techniques can really be of use to a Korean teacher. The structure of Korean society and language implicitly works against the Korean teacher in this case. Korean language uses the phrase "

In Korea the foreign English teachers can use this insularity of culture and language to their advantage. Even if we understand, we pretend we do not. The belief that foreigners are incapable of understanding their language gives students a psychological push to really try to speak

English. When a native speaker says something in English, students tend to accept it. When one of my teaching assistants says the same thing, however simple, my students immediately demand a translation into Korean. While a Korean student might expect mystery and confusion to come out of the mouth of a foreigner, they will often resist it from a fellow Korean.

The question of status

Many foreign teachers begin their time in a Korean classroom in a state of shock and irritation. We have been assured time and time again by the "Lonely Planet Guide to Korea" and other reliable sources, that Korean children hold their teachers in the highest regard. Then we come to a teaching post here and it soon becomes clear that the general rule of "respect for teachers" doesn't apply to us. At first it is very tempting to complain about the social and linguistic barriers, and most of us who persevere and remain in the country, do indulge in a little self-pity and even resentment, until after a few months (or years!) of teaching, we learn how to use our alien status and simple language modules to create a viable learning environment.

Working around a language and culture barrier is perhaps one of the most difficult things for a Korean teacher who must teach English in English. You must make it clear to your students that you will be speaking English to them and that they must try to speak English to you.

As foreigners, we must try to overcome our impatience with the cultural and linguistic barriers, and learn how we can exploit our "alien" status to get what we want out of our classes. The Korean teacher can do this by creating a "foreign" or special environment in their classroom.

Carolyn Korloff mentioned in her excellent presentation last year that many Korean students don't really believe that their teachers CAN speak English at all. If this is the case, then students must be trained to see the teacher as a person who speaks English, and not as a walking translation-device or grammar guide. And on this note, I come to my first DON'T.

DON'T #1

Don't translate. This could be a problem, especially if the designated text books are written especially for Koreans, and hence have everything explained and translated into Korean for the student. In other countries, a foreign language is often taught to students all of whom speak different languages. It is, therefore, pointless to supply translations in the text in any one given language.

DON'T #2

Read long pre-prepared lectures...

One English teacher told me that he wrote out a long written lectures which he read out during classtime. It is hard to know whether one ought to have more sympathy for the students or the teacher of this kind of technique. The teacher has to work like a slave to prepare pages of written material. I doubt if a student would be able to concentrate for more than a few minutes even if the lecture were in Korean.

So, onto my first DO.

DO #1

Do supply students every day with lesson material for which there is no translation readily available. The class will then be forced to focus

attention on the spoken word in class and on the helps the teacher provides on the blackboard or other visual materials. To facilitate this process, provide students with a vocabulary which they must learn for the next day's lesson. At the beginning of the lesson, review or even test students on this vocabulary before distributing that day's lesson material. Use the words and phrases and have students repeat them in various ways before they even have a chance to see the actual lesson. Even though the text books may have all the grammatical explanations in Korean, it doesn't mean that the teacher must also explain it in Korean. If students are confused or find they have trouble even after much care has been taken to make the explanation clear in English, there is no harm in their getting as much help from the text explanations as they can. But ideally this should be work they do outside of the class time. The point I'm making, is that it is best for them to read their textbook without help from the teacher. If they do their own research, that's great!

DO #2

If the students' dictionary skills are weak, be sure that they are taught how to use the dictionary to help them to learn new words and expressions. The more independent the student becomes, the faster he or she will learn. Doing a dictionary game for a few minutes during every lesson will not only change the pace of the lesson, but will also make a big difference to the speed with which children become independent learners. If you have the choice, encourage children to have simple dictionaries, because big, detailed definitions can be very confusing and discouraging.

DO #3

Establish English immediately as the language of communication in the

classroom. A good way to do this is to teach children how to form basic classroom questions and to understand the instructions for basic classroom procedures. For example, "Good morning, class. Good morning, Miss Lee.", or "Pencils down", or "Bring your work to my desk" or "Pass your papers forward". They have learned these in Korean from the first day they ever entered a classroom, so the concepts will be very familiar. To make learning easier, it is a great help to use the same phrases every time until they have become completely automatic and natural.

DO #4 (an extension of #3)

Teach children how to ask for grammatical or comprehension help in English. At first it may just be a couple of words. For example a child may need to know the plural form for the word 'mouse'. It is possible to express the question simply by saying, "one mouse... many mouse?" or 'two mouse?' Or another example might be for help with past tense, 'Now I run, yesterday I...runned?'

B. Practical Techniques that foreign teachers use...

The students

As all teachers know, people have a tiny attention span. They can focus on one thing for about 10 minutes at a time and then their minds will start to wander. For a foreign teacher to stand in front of a class and just talk for forty or fifty minutes would be an absolute disaster. Students must be involved directly in the class as quickly as possible. Think back on your own school years. What kinds of things do you remember? The things you probably remember best are the things that you were actively involved in. These are some of the simple techniques that we use to break tedium and involve students.

"Student teachers"

A great technique is to ask a variety of students to "be the teacher." This works very well when you have a fairly dull exercise or drill to do. Students love the power of asking the question and choosing a "victim" to make the appropriate answer. Ofcourse this technique involves shedding some of the formality of the classroom atmosphere. It seems that students really enjoy the responsibility and benefit from the change of perspective. All ages of students benefit from this approach, because it forces them to be personally involved with the class activities.

SURPRISE...

Surprise is an excellent technique. If you call on students fairly erratically, they will have no chance to prepare an answer and must respond spontaneously. Call on the noisy student, or one who is day-dreaming. If they are really noisy or "out-of-it," have them come to the front of the class and "be teacher" for a while. If you do this in a friendly way, it can improve the child's status in class.

If you have a simple grammar or comprehension explanation to give, you can go through the information once using cards or a grid. Then choose a student to go through the cards again, or make them drill eachother using self-made grammar guides.

The Senses

One might think that communication involves only speaking and listening. Fortunately for us, humans are much more complex than that and they communicate in a whole variety of ways. The more senses they use, the more interesting and memorable the communication seems to be. At the simplest level, we use picture cards to reinforce a word: we say "rabbit" and hold a big picture of a rabbit. The students tend to

remember much better than if we simply said "rabbit" and then told them the Korean word for rabbit. If they are actually asked to draw the rabbit themselves, or to see and pet a real rabbit, they will probably remember even better.

Repetition

If you have spent time in a Western country, you will realize that teachers do not speak the same way inside and outside of class. The same is true of Korean teachers. You do not talk or behave in a "normal" way in class, even if you are speaking Korean. You tailor your speech to suit the power difference between you and the students. As students become more and more advanced, it becomes easier and easier to speak naturally with them. In the first few weeks though, it is very important to modify your speaking. Repetition is very important. Try to use key phrases over and over again. If you see a row of blank faces in front of you, do not despair! Repeat what you want to say over and over again until they understand it, even if you have to say it five times. In the first few weeks of school, your students will probably be waiting for a Korean translation and may not even bother to listen to your English. Repeating yourself, ten times if necessary, is all part of training the students to see you as a real English speaker, not a walking dictionary.

Body Language

Sometimes my Korean friends say "Wow, foreigners really have strong facial expressions!" This is actually a mistake. Most of the foreigners in KOREA use exaggerated facial expressions and body language for the simple reason that it helps us communicate. If you actually visit a Western country, you will see that normal people do not really behave the same way. Foreigners in Korea tend to modify their behaviour to suit

classroom and social needs. If you teach English in English to a group of beginner or intermediate students, they can not possibly understand subtlety of language. If a teacher uses strong body language to punctuate his or her statements, students will be more confident that they understand you and will probably be amused. Some of you may say "Oh, Koreans can not do that, we are too dignified!" Ofcourse it is very difficult for us too. Some teachers are natural actors, others are not. You must work within your own realm of comfort. Students can sense immediately if you do not believe in what you are doing. Most foreigners find their classrooms improve when they shed a little dignity and make communication their primary target.

For a very entertaining classroom activity, students can be taught body language. You can mime emotions, classroom commands, sports, greetings, standard phrases, animals etc. and have them guess (in English ofcourse) what you are expressing. Then you can turn the activity around and call out a word that they have to express. Not only does this teach them a true "international" language, it helps to wake up a tired class or calm down a boisterous class. Later on, the students themselves become the "teacher" and call out actions for students to do. This naturally evolves into an excellent game of "Simon Says."

Fun and Games

Just because you are a highschool teacher, do not suppose that your students have lost the capacity to play games. A well directed game is a much better study tool than a long, winding lecture. There is no reason why classic games like "Simon Says," "Bingo," and "Charades" can not be modified to suit teenagers and even adults. Games and simple songs are fantastic teaching tools, and they provide that very important change of pace which keeps students focussed in a foreign language class.

Drawing

Drawing pictures is an excellent method, even if you do not feel that you are at all talented. Students are amused by your attempts and even adult students seem to be fascinated by watching an image emerge. Once again, it is a great alternative to providing a direct Korean translation. Drawings can be used in a kind of vocabulary game, where students race to draw pictures of a word that you call out. They can also do a kind of "pictionary," where a student draws a picture and his team has to guess what they are trying to draw.

C. Culture: Classroom embassy

Next, we would like to discuss culture. It is important for you, because although you are from the same culture and language group as your students, you are going to ask them to suspend their usual linguistic and cultural activity for the duration of your class. You are in a very unique position as a bridge between the students and the rest of the world. Your attitudes will directly affect the way they ultimately view English and English speakers.

Respect

Foreigners often look wistfully at Korean teachers and wish we could enjoy the same unquestioned authority and respect. Unfortunately, the Korean foreign language education system works against us. Most of us are a little shocked to find small children calling us by our first names, as if we were some kind of animation character.

How should a Korean teacher approach the question of respect?

We really beg you to teach the students proper terms of respect and

politeness in English. They are so simple and easy to learn, and they will make the difference between making a good and bad impression later on in the students' lives. If your name is Choi Mi Sook, make the students call you "Ma'am" or "Miss, Mrs. or Ms. Choi." If you are a university teacher, have them call you "Dr. Choi." Never let them call you "Mi Sook." If your name is "Park Chan Ho," have the students call you "Sir," or "Mr. Park." Calling you a proper English name (not a goofy nickname) will add a psychological boost to the idea that you are a real English speaker.

The Magic Words...

When we were children, we would never be given anything unless we used "the magic word," which is "PLEASE." If you travel to a foreign country and say a terribly-pronounced, grammatically incorrect question, BUT use the word "PLEASE," you will make a far better impression than if you make a short, curt demand in perfect English.

"EXCUSE ME" is another very important phrase for foreigners. Any time a student wants to ask a question, go to the bathroom, walk in front of you, or interrupt you or another student, they can say "EXCUSE ME."

Westerners are often saddened and surprised that Koreans, who have such elaborate and beautiful forms of respect in their own language, do not bother to learn the relatively straightforward terms of respect in our language. It feels strange to use polite terms with students all the time, especially in Korea, where a teacher really has a higher status than the students. If you start to make a habit of saying "Please," "Excuse me," and "Thank-you" ALL the time to your students, you will be amazed how quickly they pick it up.

A NOTE ON MOVIES: Culture, fantasy, and new vocabulary

Many schools play Western movies for their students after exams and sometimes for language study. Judging from the average Korean video store, Koreans watch American Hollywood movies almost fifty percent of the time. Some students even fall in love with or try to emulate Western movie stars. Hollywood movies are fascinating and have dominated the world's entertainment industry. This does not mean that they are perfect representations of all foreigners. Hollywood is a very small place when you compare it to the rest of the English-speaking world. Their job is to produce fantasy, not reality. Korea also has a tendency to import the shallowest, most commercial movies, and you miss all the good art and alternative movies. Thus, Koreans only see the shallowest, most violent side of the Western entertainment industry. Please encourage students to take everything they see with a grain of salt.

Many people think of "video class" as being a kind of lazy, minimum preparation day. In order to really get anything out of a video educationally (other than bizarre ideas about other cultures), a teacher must generally do A LOT of work.

Scripts can be purchased in Korean bookstores for some of the very popular movies, like Titanic and The Rock. Less accurate scripts can be found for free at www.script-o-rama.com. Most students really resist studying the script because it is a lot of work, even for a very advanced English speaker. Perhaps a more positive activity would be to watch a movie clip, and make the students re-tell the story in their own, simpler words. You could also make them do their own little dramas. With movies like Titanic, this can be quite amusing. You can also make a short video clip and hand out the script with some words whited-out. The students must watch several times and try to fill the blanks in. This technique works very well with pop songs too. You must be VERY careful to choose dialogue that is clean, slow and clear. In this case,

Titanic once again wins the prize, as the actors speak clearly and with very few idioms. Once again, only the very most advanced English speakers seem to really be able to understand the English in American videos. If you do not choose very carefully, your students will become frustrated and confused.

Sometimes students have bizarre ideas about Westerners and it seems to be on account of all the action and fantasy movies they watch. Turn it around and imagine how you would feel in the following situation...

A young Swedish man, Bjorg, loves Korean movies. He has never met a Korean, but likes to rent videos from the local international video store. He particularly likes "Norang Mori" and "YakSok," and is very excited to meet a Korean woman because they seem so free and sexy. He saves up some money and comes to study Korean at Kongju National University. Finally he meets a beautiful, young Korean student, Eun Mi, who happens to have dyed her hair blonde. He asks her to have sex with him immediately and tries to hug her. She is very angry and shocked and Bjorg can not understand why, because in movies Korean women are so free and easy-going.

This story sounds ridiculous, but any attractive young hogwon teacher can tell you far more shocking stories about their experiences in Korea. Stereotypes hurt, and we can not assume we know everything about another culture just because you watch a few cheap action movies.

The English Speaking World: There's room for everybody!

Please read this (FALSE) statement that I heard at a party:

"Oh yes- Korea, Japan- same thing, right?"

Most Koreans would be irritated by this comment. With that in mind, they should be careful how many western countries they assume belong to or are the same as the USA. Most Westerners do not dislike the USA as vehemently as Korea seems to dislike Japan, but we are proud of our

individual cultures just like Asians are.

Koreans have a tendency to divide the world between Korea ("our" people) and the USA (foreigners). I recently heard a university professor call his English co-worker a "miguk saram." You will not win friends in England, Australia or any other Western country (except the US) by calling them Americans. Do you like being called Japanese or Chinese? Koreans also call English "mi-guk mal." It is NOT "American," it is "English." Korea still has American army bases planted all over the country, and it may appear to Koreans that the USA has conquered the world. It does not seem that way in other countries.

Show your students a map of the English-Speaking world. Encourage them to see the huge diversity of people in the world who speak English (and other languages). Not just Americans, but Indians, Phillipinos, Singaporeans, Norwegians, South Africans and scores of other nations use English all the time. Not only that, they maintain their cultural identity and do not lose their own languages and customs. Koreans can see this as a message of power. You too can integrate English into your society and educational system without losing your national culture or "selling out" to the West.

D. PRACTICAL SUGGESTIONS FOR THE KOREAN CURRICULUM

We would like to make some practical suggestions on the actual secondary course material. We have chosen the Middle School English 3 textbook by Shim Myoung Ho, Park Seung Yoon, Kwan Oh Ryang, Robin C. Carter and Im Dong Won. This book falls right in the middle of the secondary curriculum and is indicative of the type of material that most secondary teachers have to grapple with.

The first thing we notice about Middle School English 3 is that

everything is translated into Korean. This is very convenient, but it is not really very good for actual language retention. Students become "lazy" because it is impossible to resist looking down to the Korean translation. It also brings an unnecessary amount of Korean into your "teaching English in English" classroom. We suggest that students be given responsibility for reading over the material at home, and then strictly prohibited from looking at the text for most of your class time. "Are you crazy?" you must be thinking. "How can we not use the text in class?"

Allow us to show you using Lesson 14: Modern Heroes.

We would like to suggest ways to make a discussion, suitable for the huge classes you teach. We will also suggest ways to teach the key phrases and reading without using the translations in the book.

EXAMPLE #1 : Discussion

1. Pre-reading: Make the students pre-read p. 339 to 341, preferably for homework.
2. Preliminary discussion: Who is your hero?

Write on the board "My hero is _____ because _____."

Then fill in your own answer.

For example: "My hero is Einstein because he was smart."

Read it to them one or two times. Don't be afraid to repeat yourself.

Ask them to tell you some common heroes, for example Park Chan Ho or Ghandi. Write a list on the board (or get one of the students to write the list for you.)

Ask "Why is _____ a hero?"

Have the students use their dictionaries to produce qualities that make each hero heroic. Write the qualities beside the name. This will give them

a body of vocabulary to help them talk about heroes.

Then tell them:

"You have ONE minute. Please think about your hero."

After one minute, you could do one of several things:

(in order from from quickest to slowest)

- a) randomly ask students "Who is your hero?" and have them answer quickly
- b) choose a student to "be the teacher" and ask random students
- c) have them work in pairs and present their partner's hero to the class
- d) have them walk around the room and find out five people's heroes
- e) conduct a survey
- f) have them draw or find magazine pictures and make a poster

If you have the energy, put up pictures of some of the most popular heroes around the classroom for the duration of the unit. You can make the students write out their names and special qualities to display under each picture.

EXAMPLE #2: Key Phrases

You can see on page 339 that the key phrases for the chapter are as follows:

"Isn't he the British physicist whose body is paralyzed?"

"His doctor told him not to work too hard."

"It's certain that even the handicapped can become great."

"It's necessary to change our thoughts about them."

It is imperative that the students read these phrases carefully for homework. Make sure they understand each word and the idea of each sentence.

Have one or two students write one or two of the phrases on the board for reference, or hand out typed copies with NO Korean on them. Below is an example of how a foreign teacher might handle the complicated phrase *"Isn't he the British physicist whose body is paralysed?"*

Make the students close their books.

We would recommend substitution practice to learn this phrase.

1. Substitution with cards:

Take pictures of some of the students heroes.

First, show a picture of Steven Hawking. Read the phrase:

"Isn't he the British physicist whose body is paralysed?"

Teach the students to say "Yes, he is."

Repeat it until they answer clearly and confidently.

Then you can say something silly, like:

"Isn't he the monkey whose body is paralysed?"

or

"Isn't he the British physicist whose mother is Mickey Mouse?"

NOTE: The sillier the better- it wakes them up!!

The students should say "NO, he isn't!"

Use some more photos, or point to the students themselves:

"Isn't she the Korean girl who plays piano?"

"Isn't he the Japanese man who plays for the L.A. Dodgers?"

Use your imagination.

Have them answer as a group and then seperately.

When they know good phrases for all the heroes, have one student come to the front of the class and hold the pictures. She can "be the teacher" and ask "Who is he/she?" to students of her choice while

showing them a picture of a hero. The student she calls must answer correctly "Isn't he/she the _____ who _____."

The rest of the class can say "Yes, he is" or "No, he isn't"

Drill the students until are proficient with this structure and can use it spontaneously and with ease. Then you can introduce variations, as are pointed out in the text.

For example, show a picture of the Red Devils Soccer team:

"Aren't they the German men who play soccer?"

"NO! They aren't! They are the Korean men who play soccer!"

Point to a group of students:

"Aren't they the students who sit in Row 1?"

"Yes, they are!"

You can do this kind of substitution forever. When they can say the phrases easily and quickly, make "student teachers" drill for a 5 minute review at the beginning of each class.

You can also isolate the grammar at this point and ask the students to draw little grammar boxes. If you look in conversation texts, like the Interchange series, you can find excellent grammar boxes in the text and appendices which can be photocopied. You can also white-out some of the answer on the grammar box, photocopy it, and make the students fill in the rest. They can make a file of grammar boxes for easy reference and exam preparation later in the term.

If you have any extra time, you can make the students produce more pictures or posters with key phrases displayed prominently. That way, even when the students are day-dreaming, they can see the phrases associated with people they admire.

EXAMPLE #3: Reading

There is a lot of reading in this chapter. Below is an example of how a native speaker might teach it to the class without speaking Korean.

The students **MUST** read the pages for homework.

Review the vocabulary on p. 346. Have the students repeat the vocabulary after you. If you have time, ask them to try to make new sentences with some of the words.

For example:

"You have ONE minute! Make a sentence with take a trip"

After one minute, call students randomly to share their sentences.

OR

Make a relay, where students in a team have to run to the board and write their sentences. The team who finishes first (with the best sentences) wins.

OR

Play "tennis," where the words are a "ball." Divide the class in half. One half of the class must say a phrase, for example "I want to take a trip!"

The other team then says "Let's take a trip!"

Then the other team has to say another sentence. The first team to run out of sentences loses.

After you have clarified the vocabulary, you can read the story. Perhaps you can make handouts of the story photocopied **WITHOUT** the Korean. Students close their books and only look at the English handout. If you have a cassette, the students can listen and read.

If students are "spacing out" or not reading, rewind the tape and make them listen over and over and over until they are all paying attention. It is actually good for them to listen many times, and it is great classroom control to say "OH NO, Eun Mi isn't reading!! OK, one more time from

the beginning. EVERYBODY read please.”

After listening, you can choose students randomly to read one sentence each. Once again, if you choose a student who is “spacing out” and has lost her place, give her three seconds. If she still hasn’t found her place, go back to the beginning of the reading. Make it clear to the class that you are willing to make them read the paper hundreds of times if you have to!

Write some discussion questions and hand them out to the class.

Possible discussion questions for the “Modern Heroes” reading are:

What is Dr. Kang’s job? (He’s a teacher)

Who is Rick Hensen? (He’s a Canadian man who wheelchaired around the world)

What does “handicapped” mean? (Handicapped is when person who has a problem with his/her body)

Is Stephen Hawking Korean? (No he isn’t. He’s British)

Where did Kang Yong U go to university? (He went to University in Pittsburgh)

How old was Stephen Hawking when he got sick? (He was 21 year old)

Where did Rick Hensen take a trip? (He went around the world)

How many kilometers did Rick Hensen go? (He went _____kilometers)

Name three terrible things that happened to Kang Yong-U. (He went blind. His Mother and Father died)

How many countries did Rick Hensen go to? (He went to 41 countries)

Can you name ten countries?

What university did Stephen Hawking go to? (He went to Cambridge University)

Where is Stephen Hawking’s university? (It is in England)

What university do you want to go to? (I want to go to _____)

What did the doctors say to Stephen Hawking? (They said he would die in two years)

What is the word for someone who can not move his or her body? (Paralysed)

Once again, choosing student-teachers works very well for this activity. If the class is unruly, ask the questions yourself, quickly and to random students. If the class is very unruly, make them write the answers out and grade them. Then test them orally on the same questions. You can even turn it into a game. Make sure they answer in FULL sentences.

If you have a lot of energy, you could write your own original paragraph to extend the exercise. For example:

My Mother is my hero. When she was nineteen years old, she went to Northern Canada and taught in a small schoolhouse. It was very difficult. There was no electric heat and she had to ride a horse. The closest store was about 4 kilometers away. She had to chop her own wood. She saved up money and when she was 21, she went to Germany. She taught in an international school in Germany and learned how to speak German.

She came back to Canada and married my father. Now she is retired and likes to paint and write.

Students will enjoy reading something personal about you or your life. If you produce clear, interesting writing for them, it will increase their confidence in you as a "real" English speaker. After that, you can make them write their own paragraphs. The writing they produce can be illustrated and displayed, or bound into a "class book" which all the students can enjoy.

Conclusion

In summary, the purpose of this paper was to give you some ideas about teaching English in English. We provided you with the basic "do's and don'ts" that most foreign teachers adhere to in their classrooms. We also discussed some techniques, like body language and repetition. We talked about culture, the inescapable challenge in any language classroom. Finally, we hoped to provide you with some useful ideas about how to teach the current secondary texts **in English**, even though their very structure seems to resist immersion and conversation techniques.

These days English is the "lingua franca" of a complex, developing world. English letters seem to be plastered like so many bandages over the economic and social woes of our planet. Western culture is blamed for everything from economic collapse to adultery. On the other hand, it is also seen as the vehicle of power, success and freedom. Korea is only one of many countries that both suffer and benefit from this double-pronged international challenge. One prong equates English with power and money, another prong seems to break the spirit and beauty of traditional culture. In the middle is the English Korean teacher. You are becoming the most prominent teachers in the secondary system. Students are being chosen for high-class universities on the basis of their English abilities more than any other merits. To be fluent in English is a mark of sophistication and elegance. In the near future, perhaps Chinese or another language will destroy the supremacy of English. Until that time, the onus put upon English teachers to speak and teach English effectively will become greater and greater every semester.

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BBC: Learning English: <http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

This is an excellent site with all kinds of information for teachers and students. It has a European approach which may be refreshing for you.

Drew's Script-o-rama: www.script-o-rama.com

If you have the patience and energy to study a video in your class, this is a good site to find scripts for free. Unfortunately, some of them are not accurate, so you have to look over them very carefully before you use them.

Dave's ESL cafe: www.eslcafe.com

This is THE most important website for English teachers all over the world. It has the best collection of links to all kinds of educational resources. It has chatting forums for students and teachers. You can even find a new job on this website if you want to work in a foreign country for a while!

The English Department: http://members.tripod.com/~the_english_dept/index.htm

This is a Brazilian ESL website that has all kinds of information for students and teachers.

Global English: www.globalenglish.com

This is a brand new on-line magazine for students and teachers. It has language proficiency tests that students can take on-line. It has excellent low-level news clips and stories for students to read. It also has a built in translator that translates from many languages, including Korean. This is possibly the best site in the web for ESL students.

Lonely Planet www.lonelyplanet.com

This has easy-to-read information about almost all the countries of the world.

National Geographic: www.nationalgeographic.com

This has detailed information about all the countries and cultures of the world.