

An English Speaking Orientation Program
for Building Confidence and Learning American Culture

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Abstract

Due to recent globalization trends, English communication has become an important skill for South Korea. The knowledge of English helps students to succeed in academic performance and to obtain employment. Thus, many Korean people, especially college students, spend a lot of time and effort to further their English knowledge. Traveling to English speaking countries is a popular way to achieve this goal and many students compete to participate in exchange programs. When Korean students reach English speaking countries, however, they often feel unprepared for the language and culture challenges. This paper identifies challenges faced by English learners in South Korea, including those stemming from classroom cultural differences, student characteristics and language differences, and presents an orientation program to prepare students for travel abroad.

Introduction

In South Korea, However, it is difficult to survive if one does not possess more English knowledge than one's competitors. There is an extremely competitive employment environment. One survey conducted by the *Korea Times Newspaper* showed that there were nearly 87 job seekers for every available positions. If there are two equally qualified candidates for the same position, English knowledge will be one of the major deciding factors for the hiring decision (O'Donnell, 2006). For some university students and the majority of adult learners, English knowledge is their key to successful employment. Almost all companies in Korea have adopted standardized tests such as TOEFL (Test of English as a Foreign Language) or TOEIC (Test of English for International Communication) for promotion decisions. This means, even after employment, people need to continue studying English (Ibid). Since English knowledge, moreover, occupies 25 percent of the Korean Scholastic Aptitude test, required by all Korean

universities for admission, most Korean students start learning English as soon as they enter elementary school.

Given that technology developments are increasing the need for international communication, English playing such an important role in Korean society may not be surprising. Mauranen (2003) reported, “The English language has established itself as the global lingua franca, that is, a vehicular language spoken by people who do not share a native language” (p. 513). There is a real need for corporations and people in all fields to be able to communicate with counterparts around the world. English serves as a lingua franca for doing so. Still, it is surprising that the Korean education system is more focused on teaching grammar and reading skills, which seem to limit the support provided for international communication, rather than speaking and listening skills. Although an increasing number of Korean people realize the importance of oral communication in English, students in secondary schools focus more on grammar skills (Li, 1998). Students are focusing more on reading and grammar skills due to the education system’s focus on preparing students to score well on the Korean Scholastic Ability Test (KSAT) of English.

Thus, most Korean students possess insufficient knowledge of English speaking skills. Likewise, their level of oral communication and speaking skills are relatively lower than other areas. According to a study by Margolis & Kim (2001), Korean students spent an average of 4.5 minutes per English class hour actually listening or speaking in English. The number of hours that students’ receive English speaking instruction from school is minimal, and the majority of students and teachers do not feel it is a necessity to teach or study oral communication skills.

Despite the amount of time that students spend in English classes, they easily get frustrated when they face the reality of communication in English; it is extremely frustrating for the

students to start a conversation, or even participate in small talk. According to Butler (2007), most East Asian countries including China, Taiwan, Japan and Korea, have begun to provide English language instruction in different forms at the elementary level. In the past, the English as Foreign Language (EFL) teachers focused on grammar, reading, and writing, not speaking. Consequently, lack of oral communication skills, including pronunciation, was not a concern for local teachers. Recently, however, the main effort in East Asia, especially in Korean education has begun to focus on achieving a decent level of oral communication skills.

As I mentioned above, being proficient with English is the key for a successful life. Thus, many Korean colleges and companies require students to score high on the English proficiency test for graduation, or employment. Consequently, students and parents feel compelled to go to English speaking countries such as Australia, the United Kingdom, New Zealand, Canada and the U.S to broaden their English knowledge. Many college students compete to get an opportunity to visit these foreign countries as exchange students. However, once abroad, most of these students get easily frustrated with their speaking skills. Even if Korean students received English education as soon as they started elementary school, their level of speaking knowledge is very poor. This is because their classes rarely focused on speaking while overemphasizing grammar and reading for the purpose of scoring well on the test.

Accordingly, this paper addresses how to support exchange students who will travel to the U.S. Students will face various situations even before they arrive at the foreign destination. They might have to start speaking English to someone sitting next to them on the airplane or at the airport prior to leaving the country. Once they arrive in the U.S., the Korean college students will have to pass through immigration and customs and will be asked many questions such as the purpose of their visit, length of stay and so on. After finding their luggage, these students will

need to speak to someone who will provide them a ride to the school, and they may have to explain the directions or destination. When the students get hungry, they will go to restaurants or fast food places, and then order what they want in English. Students will go shopping if they need groceries. Once the students settle down at their dorm, they will interact with other students in English. Then, finally, they start classes in English. By practicing speaking skills and obtaining cultural information about the U.S, Korean students will gain confidence and be able to manage their anxiety before they face the reality of living in an English speaking world. In addition to the focus on improving students' speaking skills and strengthening their confidence, an orientation program should help these students understand the different learning environments and culture. This way they can successfully fulfill their individual objectives.

1. English Education in Korea

According to the ministry of Education in Korea, the regular Korean class runs from 45 to 50 minutes, and the average class size is between 40 to 45 students. Due to large class sizes, teachers find it difficult, or impossible, to teach speaking skills. When everyone in the classroom starts talking, the class usually becomes very noisy. Thus, teachers and students in other classrooms might complain about the noise from the English class. In addition, it is very challenging for teachers to give individualized attention, which is essential for teaching oral communication (Li, 1998).

Korean students begin to learn English as soon as they enter elementary school, but the number of hours of English speaking that Korean students receive is limited compared to grammar or reading skills. As cited above, the amount of time spent on speaking skills in the Korean classroom is about 4 minutes (Kim & Margolis, 2001), hardly enough for skill development as well as building confidence.

In order to score well on the test and further their knowledge, there are a number of students who attend private language institutes or obtain tutors even after school is finished. Most parents and students believe that English learning from the school is not enough nor beneficial. Since these language schools and tutors are more focused on developing skills, students take advantage of them if they can afford it. However, due to the above average cost, these privileges limit the access to students in higher income brackets. These private institutes or tutors can run from \$70.00 a month for a class to as much as \$1,000 a month for a private tutor, meaning that low income students rarely get the opportunity to enroll for skill oriented English class.

A number of useful resources to enhance Korean students' English skills are available. In addition to language institutes and tutors, one of the well-known resources is the Education Broadcasting System (EBS), which hires the most famous and knowledgeable teachers in the field and provides the English class for free over TV and radio. Also, there are a few radio stations that teach English skills so that a lot of people can listen to the radio anytime they want in order to learn English. The internet provides another resource for English practice with a variety of free and paid services for studying English. Nevertheless, despite plenty of resources to aid students, the main emphasis remains test preparation, grammar knowledge, and reading ability. Students who travel abroad for exchange programs often realize for the first time that English is a tool for communication, not simply an academic subject for study. Thus, students traveling to English speaking countries for exchange programs need special practice with speaking skills.

1.1. The Learning Challenges

In order to develop an effective lesson plan for the Korean classroom, teachers need to understand Korean culture and students' expectations in the classroom setting. Consequently, this section first focuses on identifying specific Korean culture issues that influence class dynamics. Secondly, this section reviews specific student characteristics that are likely to be encountered in the classroom that could present a challenge to the implementation of a speaking curriculum. Third, given that I am a non-native speaking teacher of English, some considerations particularly relevant to non-native speaking teachers will be discussed. Lastly, I will highlight differences between Korean and English that contribute to the challenge of speaking skill development.

1.1.1. Korean Classroom Culture

Korean classroom culture is unique and not similar to a western classroom. Differences exist in class-size, the length of the study schedule, the goal of instruction, the standard teaching methodology and above all, how learners value education. Traditionally, Korea is a society influenced by Confucian ideals, which values knowledge, hierarchal relationships, authenticity and tradition. The relationship between teachers and students is famously proclaimed by a Korean proverb that warns students: "Don't even step on the shadow of a teacher." This view of the teacher means that western pedagogy, such as student-centered teaching, would be completely foreign in Korea. This should not be interpreted as impossible to employ, but requires additional support and scaffolding. It also means that an effective orientation program much inform exchange students about student-centered teaching and other features of American classroom culture.

Generally, as mentioned above, the number of students per classroom in the Korean public school system ranges between forty to forty-five per teacher. Because of large size and number of hours, a lot of learners lose the opportunity to be involved in speaking activities during the class. O'Donnell (2006) argued that "Large class sizes of 40-55 students can be the most troubling aspect in trying to develop students' basic communicative skills" (p. 8). As a result of large class sizes, the students receive less attention from their teachers.

Another constraint that Korean learners is time management. Starting in kindergarten, they have tight academic schedules. Even fourteen-year-olds must go to school by 7:30 a.m. Even after school is finished, many attend a private institute to study until midnight or even later in order to finish their homework. Most of the students sleep only four to five hours and as a result, they have only a limited amount of time to do their assignments and projects (O'Donnell, 2006). Generally, teachers have strong authority in Korean classrooms regardless of the subject. This means that he/she is the only one who leads the class and speaks most of the time. Students usually focus on what the teachers say and note. Instead of directly asking a question to their teachers, Korean students tend to ask their classmates at the end of the class. This is because they want to avoid embarrassing their teachers in case the teachers cannot answer the question. As a result, it is difficult for learners to advance their speaking skills. Moreover, even if speaking skills are addressed, it is difficult for the teachers to correct the students' speaking, particularly their pronunciation. Instead of raising their voice to repeat after the teacher, many rather stay quiet and avoid participating in such activities. As mentioned above, Korean society is strongly rooted in Confucian ethics which affects relationships in the education environment. This unique background of the teacher-student relationship grants the teacher unquestioned authority in a

teacher-centered classroom. Thus, the Confucian student-teacher relationship can obstruct efforts to implement a learner-centered approach to education.

Due to the above mentioned characteristics, English classes face a lot of challenges. An orientation program must maintain good interactions with my learners to sustain their motivation and fulfill their needs. Moreover, the number of EFL students should be limited to no more than 10 students so that they will receive an adequate amount of attention during the class.

1.1.2. Silence and Eliciting Participation

As discussed above, the classroom culture in Korea promotes silence from students. Thus, another challenge faced by lesson designers is students silence and the elicitation of participation. According to Ferris and Tagg (1996), Asian students are stereotyped as unwilling to participate orally in class. They insisted that ESL students need to overcome their cultural differences such as inhibition and shyness. Furthermore, Lim and Griffith (2003) reported that Native English teachers in South Korea often mention that students are reserved, and unwilling to express their opinions or ask questions related to the topic. These viewpoints and stereotypes may sometimes be accurate, but unlike western classrooms, as mentioned above, asking questions can be considered disrespectful to the teachers. In the Korean classroom, questioning or analyzing the instruction is not highly valued. Throughout Korean education, the teachers simply provide the information to be memorized in order to pass the test. This lasts until the students start studying for their Master's degree or Doctorate degree, when they are finally expected to critically analyze information (O'Donnell, 2006). Thus, teachers in Korea must address the classroom culture issues on the first day, emphasizing that asking questions is critical for understanding the material, and one of the best ways to improve English skills. Also, telling

learners to write down questions and turn them in at the end of the class or by email can support those who might still feel uncomfortable asking questions during the class

1.1.3. Choosing Topics

When EFL teachers decide the topics or course material for their class, their decision should take into consideration Korean culture. Some subjects including sex, abortion, politics, and the death penalty are not preferred topics to discuss for learners, and could discourage the learners from participating in the discussion. As a replacement for these controversial topics, choosing a topic such as their family, friends, hobbies, movies, or TV stars would interest the learners and help them become active participants in the classroom (Lim and Griffith, 2003). Students can be enthusiastically involved in the classroom with interesting topics, and it will be easier for teachers to meet their class objectives. Moreover, the topics for an orientation program must be carefully chosen to maximize their usefulness in advancing speaking ability and preparing students for the demands of their upcoming travel abroad. By choosing useful and practical topics that are directly related to the situations that students will experience in the future, they will be able to be more prepared for what they are going to experience when they arrive in the U.S.

One of my goals during the lesson is to inspire my learners to actively participate in the class so that they can further their English knowledge and have a better understanding of the American classroom. This will help ensure that students can enjoy their time of learning English. At the beginning of instruction, I will remind them that asking questions is one of the common expectations of teachers in American classroom.

1.1.4. Motivation Issues

According to O'Donnell (2006), Dealing with EFL students' motivation can be a very demanding process for teachers because Korean EFL students often do not know why they study English. The reason for studying English is only because they are told to do so by their teachers or parents. The level of motivation for these learners, consequently, may be very low. O'Donnell argued, "For the majority of students in the Korean context, English language largely remains an academic exercise with little motivation to learn more than what is required to pass the test" (p. 2). One of the major challenges is to convince students of the importance of developing English language skills. In order to encourage students to participate in the class, teachers need to prepare a number of activities that are going to actively elicit their speaking in English, so students can enjoy learning the English language. In order to motivate the learners, I will select only topics that will directly relate to the situation that they will experience during their travel. Moreover, after personally discussing with many international students, their concerns before coming to the United States, and having gone through the experience myself, I understand that most worry about not knowing American culture. Thus, addressing this concern can enhance student motivation.

1.2. Student Characteristics

1.2.1. Anxiety Issue

Another factor that EFL teachers have to consider is that most Korean English language learners feel anxiety speaking English to other Korean people. Anxiety, apprehension, and nervousness are often felt by second language learners in learning to speak a second language. And these feelings negatively influence communication in the target language (Tseng, 2012). Most of all, Korean people are afraid of making mistakes in any circumstance, especially English. Students easily get embarrassed when they make mistakes. Learners feel afraid and even panic because of the fear of committing mistakes or errors in front of others, and this is always a problem in the classroom. Due to the fear of speaking, whenever students feel that they cannot complete the communication, they end up being quiet and try to escape (Ibid). Thus, teaching in Korea must encourage students to speak up and realize that making a mistake is an inherent part of the learning process. According to the book from Herrel and Jordan (2011), predictable routines and signals in the classrooms are one of the easiest strategies to apply for reducing learner anxiety. Since it is almost impossible for many English language learners to fully understand everything that is mentioned in class routines are useful and create patterns that signal learners, helping them to relax. If students know what to expect, they can save some energy, and stay more focused on the lesson. Herrel and Jordan (2011) identified common practices to create routines. This includes the sequence of the subjects to be taught, places within the classroom where certain things are stored, and a certain spot on the chalkboard or bulletin board where reading or homework assignments are posted. Also helpful are hand or flashing light signals that indicate the close of one activity and the beginning of another. The demo orientation program described below establishes a schedule routine for this purpose.

1.2.2. Error Feedback

Another major reason for Korean EFL learners not speaking up is because they are afraid of making mistakes in front of other people. Korean EFL learners easily get embarrassed by providing incorrect answers and by being corrected in front of the whole classroom. Margolis (2007), did a classroom observation study spanning two semesters in a Korean classroom. He reported anxiety as one of the common results of error correction. Teachers must remind students that it is beneficial to speak up and natural for everyone to make mistakes while learning a second language. Before the class begins, teachers should assure students that making mistakes is a part of the learning procedure, and they should not feel afraid of being corrected. In addition, a gentle tone of voice, especially when providing error feedback, would support students more than firm and disappointed comments. Moreover, keeping a record of student errors and giving general feedback to everyone at a later time has been found to be a worthwhile practice (Margolis, 2007).

1.2.3. The Role of Age

In Korea, age plays a major role in every social interaction due to the Confucian background as cited above. Respect for elders, no matter what and wherever you are, is expected and influences the classroom in diverse ways. Generally, most Koreans defer to older students who dominate the classroom conversation only because of the superior status bestowed on them because of their age. In this context, it may be necessary for the teachers to restrict older students and draw out younger ones to ensure that all students have an equal opportunity to participate in the class (O'Donnell, 2006). When I was a college freshman at a university in Korea, for example, where norm-referenced evaluation was adopted, a lot of freshman and sophomore students could not actively participate in the classroom as compared to junior and senior

students. In Korea, a grade is really important for success in employment, and people believe that junior or senior students deserve a higher grade because they expect to graduate sooner than the younger students. Thus, raising one's voice during the class for younger students was discouraged. Teachers in Korea, therefore, need to restrict older students and call on younger ones to ensure that all students have equal opportunity to participate in the class.

2. Non-Native English Speaking VS Native English Speaking Teacher

Due to the increasing needs of English education in many Asian countries, especially in South Korea, Native English Speaking (NES) teachers have many opportunities to visit the country, and enrich the English learning environment in Korea. Even though Korean teachers may be more experienced in teaching, it is easier for NES teachers to find a job in Korea. Garcia (1997) wrote that there is a common stereotype that native speakers are the best to teach a foreign language, by nature, which leaves very little room for non-native teachers. In this section, I examine the rationale for this discrimination and consider its impact on the language classroom, and how non-native teachers should I need to respond to it.

2.1. Students' Attitude

Recently, the Korean government began to increase the number of NES teachers to enhance English classes. Most Korean people believe that if students have a bad accent, and cannot speak fluent English like a native speaker, they are not qualified to teacher, especially in regards to teaching speaking. Even though their knowledge may be higher than native speakers, speaking fluent English with an accurate accent is preferred.

Butler (2007) reported that “Many commentators and policy makers in East Asia have expressed concern that local teachers’ accents might have a negative effect on students’ oral English performance” (p. 22). Thus, a lot of NES teachers come to Korea and teach in the K-12 classroom. Regardless of their experience and training, they can easily get hired since it is difficult to find NES teachers. Butler’s study investigated students’ attitudes toward American-accented English and Korean-accented English, as well as teachers’ accents on students’ listening comprehension. She also examined students’ preferences toward these accents. Her study had 312 subjects in 6th grade from two different elementary schools (173 students from Seoul, and 139 students from Daegu) who attended beginner level English classes. These participants consisted of half males, and half females. There were no significant differences in listening comprehension between students who had an American-accented English teacher compared to teachers with Korean-accented English. The study also found that these elementary school students considered the American-accented English teacher better at pronunciation and more confident than the Korean-accented English teacher. In addition, students indicated that they had a preference for American-accented English.

Students may prefer the new, exotic teaching methods from NES teachers, and find a native speaker motivating, and even untrained native speaking teachers can also help student progress. Butler’s (2007) study, however, does not tease out what factors exactly contributed to student performances. Inevitably, the Korean education system will need to rely on trained Korean teachers. The takeaways from this study are (1) Korean teachers need practice opportunities to boost their English speaking confidence, (2) Korean teachers should be able to provide knowledge to their classes about western culture, and (3) Korean teachers should bring in authentic native English speaker voices from short audio and video materials. The reality is

that most students in Korea do not get exposed to native speaker teachers, so Korean teachers who can effectively motivate, and advance students' English proficiency remain in high demand.

2.2. My Personal Experience at UWRF

Last year, I received an email from the English department at UWRF. They were looking for English tutors for ESL students. These students usually needed some help with their writing, grammar, and homework. Most of these students came from either Brazil or China. Even though I was very interested in helping international students to further their English skills. I also wanted to practice my teaching skills as a future teacher. Nonetheless, I was rejected only because I was not a native English speaker. It is obvious that my English is not as good as native English speaking students. As a non-native English speaker, I am not always able to provide accurate pronunciation, but I also have strengths and advantages to contribute to learners. Although there are advantages of learning English from native English speakers, non-native English speakers can provide high quality instruction, too.

English learners receive several advantages from non-native English (NNE) speaking teachers. For one, since NNE speakers learned English as a second language like their learners, they are able to understand the learner needs more clearly than native English speakers. Two, grammar is one of the most difficult areas to study for the beginner level students because it has a lot of complex terms and requires clear clarification to fully understand. By being able to explain complicated grammar in a students' first language, NNES teachers may provide more support for student learning. In my English experience as an EFL beginner-level student, for example, it was quite challenging to understand the present-perfect tense and its usage. My native English teachers often would complicate my understanding of the grammar because they

rarely knew how to explain it or how the grammar form compared to the equivalent Korean form. The non-native speaker knows what students are expecting. Three, NNES can easily distinguish the students' learning challenges and wisely guide students to overcome.

Moreover, instead of distinguishing teachers based on the first language, a best practices approach should divide teachers into either trained or untrained. Native speakers without teaching experience or training cannot provide the same quality of instruction as experienced and trained teachers. In fact, the practice of hiring English native speakers without experience and training not only potentially harms the students, but also hurts all trained and experienced teachers. Native speakers who are well-qualified to teach get discriminated around the world by employers or others who falsely believe that native speaker status is the only qualification for being a teacher. In other words, discrimination against well-qualified teachers due to mother tongue hurts the TESOL profession, lowers the value of well-qualified native speakers, and fails to realize the real benefits that Non-Native speaking teachers offer.

Nonetheless, for non-native speaker teacher to be successful, they must discuss the issue with students and earn the students' trust by highlighting their strengths and bolstering their weaknesses with appropriate multi-media resources.

3. Language Difference

Another major consideration for appropriate instruction is the difference between first and second language. A number of language differences exist between Korean and English that challenges Korean students. Kim (1999) identified at least twelve consonant and vowel differences between Korean and English.

Manner of Articulation		Places of Articulation							
		Biliab.	L-den.	I-den.	Alveo.	Alveo-P	Pal	Velar	Glottal
Stops	(-)Voice	/p/,/pH/			/t/,tH /			/k/, /kH/	/ʔ/
	(+)Voice	/b/			/d/				
Affricates	(-)Voice					/tʃ/			
	(+)Voice					/dʒ/			
Fricatives	(-)Voice		/f/	/θ/	/s/	/ʃ/			/h/
	(+)Voice		/v/	/ʒ/	/z/	/ʒ/			
Nasals	(+)Voice	/m/			/m/			/ŋ/	
Liquids	(+)Voice								
Glides	(-)Voice	/M/						/M/	
	(+)Voice	/W/					/y/	/W/	

Table 1. Speech sounds of English Consonants (Kim, 1999, Table 1)

Manner of Articulation		Places of Articulation				
		Bilabial	Alveolar	Alveo-palatal	Velar	Glottal
Stops	Lax	/p/	/t/		/k/	
	Tense	/pʰ/	/tʰ/		/kʰ/	
	Aspirated	/pH/	/tH/		/kH/	
Affricates	Lax			/tʃ/		
	Tense			/tʃʰ/		
	Aspirated			/tʃH/		
Fricatives	Lax					/h/
	Tense					
Nasal		/m/	/n/	/ŋ/		
Liquids						

Table 2. Speech Sounds of Korean Consonants (Kim, 1999, Table 2)

As you can see in the Table 1 and 2 above, there are major consonant differences between Korean and English consonants. Most of all, stop consonants for Korean are separated into three domains based on the manner of articulation, while in English only two such distinctions are made. In English, stop consonants are considered as voiceless (/p/, /t/, /k/), and voiced (/d/, /b/, /g/). On the other hand, Korean stop consonants include lax stop (/p/, /t/, /k/), tense stop (/pʰ/, /tʰ/, /kʰ/), and aspirated stop consonants (/pʰ/, /tʰ/, /kʰ/), are displayed in Table 3 below.

English Stop Consonants		Korean Stop Consonants	
/p/-/b/	/saep/ -/baen/ sap - ban	/p/-/pʰ/-/pʰ/	/pal/ - /pʰuri/ - /pʰal/ foot – root – arm
/t/-/d/	/staend/ - /du:/ stand - do	/t/-/tʰ/-/tʰ/	/tal/ – /tʰal/ - /tʰal/ moon – daughter - mask
/k/-/g/	/ski:/ - /gaid/ ski - guide	/k/-/kʰ/-/kʰ/	/kata/ – /kʰata/ - /kʰal/ go – hatch - knife

Table 3. Contrast between English and Korean Stop Consonants

Adapted from (Kim, 1999, Table 3)

Affricate consonants have a similar pattern as the stops. While English distinguishes a voiceless /tʃ/ from a voiced /dʒ/, Korean distinguishes three phonemes /dʒ/, /tʃ/, and /tʃʰ/, based on tense, lax, and aspiration. Furthermore, some sounds including /f/, /θ/, /ʃ/, /v/, /ð/, /z/, and /ʒ/, are not used in the Korean consonant inventory. Thus, Korean has only one fricative consonant while English has 4 different contrasts including labio-dental, inter-dental, alveolar, and alveo-palatal, based on the place of articulation. Thus, many English learners have difficulties when they try to produce sounds correctly. The following words are a few of the examples that confuse Korean EFL learners.

Words with Difficult Sounds for Korean English Learners

Full /f/	Thing /θ/	Sign /s/	Vase /v/	Bother/ð/	Jelly /j/
Pull /p/	Sing /s/	Shine /ʃ/	Base /b/	Border /d/	Genre /ʒ/

In addition to fricatives, another consonant challenge for Korean EFL learners is the /l/ and /r/ contrast. Even though English has two different sounds, /l/ and /r/, Korean language has only one that is not exactly the same as either of them (e.g. 우리나라– Our Country).

Jaw Opening	English			Korean		
	Highest Tongue Position			Highest Tongue Position		
	Front	Central	Back	Front	Central	Back
High (Close)	tense(lax)		tense(lax)			
	/i/, /ɪ/		/w/, /u/	/i/		/u/
Mid	/e/, /ɛ/	/ð/	/o/	/e/	/ð/	/o/
Low	/æ/	/a/	/ɔ/	/æ/		/a/

Table 4. Speech sounds of English and Korean Vowel (Kim, 1999, Table 5)

Regarding Vowels, Table 4, above highlights that English has more vowels than Korean. Moreover, while English has at least three tense-lax vowel contrasts, Korean has none. This situation makes vowel acquisition very difficult for Korean learners. Consequently, teachers must attend to learners' pronunciation needs. Also, teachers should be able to explain why certain types of pronunciation mistakes occur. Demonstrating the phonology and phonetic differences between Korean and English can be particularly beneficial to students. Also, students must practice every day with a sufficient proportion of practice including listening material and feedback. Lastly, teachers must carefully observe students' progress to identify further needs (Cho & Park, 2006). When Korean teachers promote accurate pronunciation, creating a handout

that includes vocabulary and sentences can be beneficial. Realistically, classes only focus on one or two pronunciation issues per day, and teachers should not expect mastery from one feedback session. Since it is difficult for learners to pronounce like a native-speaker, it is important to manage the learners' motivation level.

Despite language differences that challenge the learners, teachers need to prioritize which ones are most teachable and are the most important to advancing students' comprehensibility. O'Donnell (2006) suggested that "Understanding linguistic differences can also assist in explanations and interpretations of attempts at communication. Korean linguistic and communication patterns differ from those of English drastically enough that contrastive analysis suggests English is one of the most difficult languages for Koreans to learn. There are differences in syntax, phonetics, phonology, sociolinguistics, and discourse structure" (p. 4). Because of the differences in the Korean and English sound systems, achieving high proficiency of pronunciation is challenging. Even though improving pronunciation is a time-consuming process for both teachers and students, there is a famous quote: "Practice makes perfect." Whoever dedicates more time and energy will be able to accomplish a higher level of pronunciation.

One of the effective teaching methods for developing accurate pronunciation is using online sources. According to Hismanoglu (2010), "Today, online sources are regarded as not only technological, but also pedagogical devices to promote pronunciation teaching and the learning process" (p. 1). He also emphasized that online resources provide practical, phonetic knowledge, and pronunciation skills. From online journals, teachers can easily get access to the most current research trends of pronunciation learning, teaching, and theories. Lastly, online resources provide different types of pronunciation, sound, and diagrams of speech organs, tongue

twisters, minimal pairs, and songs (Ibid). Due to the advances of technology, a large number of language learners have an access to the internet at home, or in the library. Using online sources can be a good supplement for the teachers' role. If language teachers are not available when the learners need corrections or feedback, they can easily visit any recommended websites, and they can practice their pronunciation without difficulty. Online sources can be beneficial to the classroom instruction as well. Instead of getting input from a teacher, students can be exposed to different types of pronunciation and voices so that they feel more comfortable to deal with the second language. For one of my assignments in my Teaching Methodology class, I had an opportunity to observe one of the ESL classes that teaches American English pronunciation to the beginner level college students. Instead of showing how to pronounce the vocabulary only with the teacher's voice, the teacher used online material to allow students to experience various types of pronunciation that they might encounter in the future. This technique has the added benefit of showing students where resources exist that they will be able to access on their own, outside of class and without needing a teacher. Students' reaction suggested that it was a very effective way of teaching pronunciation.

My lesson plan includes training on how to practice these challenging consonants and vowels that do not exist in the Korean language. Once teachers and students discuss their formation, they will focus on practicing these specific consonants and vowels. The listening tasks will be used to direct students' attention toward and sound discrimination.

4. Teaching Speaking Effectively

With a clear picture of the learning challenges in hand, the next step is to think about exactly what effective teaching of speaking skills consists of. This section of the paper aims to address this issue by first exploring the nature of speaking and the micro and macro skills (Brown, 2007) of speaking. Next, I look at the role of other skills in developing speaking ability. Then, the base of appropriate expectations and goals will be addressed. The first half of the section should provide a clear picture of what the focus of a lesson will be. Then, the section addresses how to actually provide instruction in a traditional classroom context with educational technology. Finally, the section ends with a discussion about the assessment of speaking skills.

4.1. Speaking Skills (Micro / Macro)

Brown (2007) separates speaking into micro and macro skills, as identified in the table below. Micro skills refer to producing smaller chunks of language including phonemes, morphemes, words, collocations, and phrasal units. While macro skills focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Abridged list of Micro Skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
3. Produce reduced forms of words and phrases.
4. Produce fluent speech at different rates of delivery.
5. Monitor one's own oral production and use various strategic devices - pauses, fillers, self - corrections, backtracking – to enhance the clarity of the message.
6. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

Abridged list of Macro Skills

1. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping, and floor yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
2. Use facial features, kinesics, body language, and other nonverbal cues appropriate with verbal language.
3. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutors understand.

Table 5. Micro and Macro skills of oral communication (Adapted from Brown, 2007)

Based on needs, class goals, and the learning objectives for students at the stage of preparation to go abroad, several micro skills are appropriate for my lesson unit. First of all, students traveling to the United States must ensure that their pronunciation is at least comprehensible. This need suggests that some attention on phonemes and suprasegmentals would be essential. Also, as cited above, Korean students already have a lot of grammar knowledge. Only brief reviews of relevant grammar forms that support speaking will be helpful. A large portion of the class needs to focus on fluency and engage in speaking practice. At the same time, speaking skill development requires both listening skills and cultural knowledge. For example, Korean students need to be prepared for questions from wait staff at restaurants. They need to be taught how to “mix and mingle,” which is a different way of interaction than the normal Korean style. They also need to understand that “How are you?” often is not a real question and that the Korean “Have you eaten yet?” is not a typical greeting form in the U.S. In addition to supplying students with cultural knowledge to support listening and speaking ability, practice time for helping students proceduralize their language knowledge needs to occupy a large amount of class.

4.2. Role of Listening and Pronunciation

Listening and speaking skills are closely related to each other. Listening is often implied as a component of speaking. Also, speaking ability is usually as good as listening comprehension ability (Brown, 2007). Instead of exclusively concentrating on speaking skills, students can take advantage of learning listening and speaking skills at the same time. Murphy (1991) argues that combining other skills such as listening, and pronunciation skills would be an advantageous approach. He suggested that “Attention to one area of oral communication ought to be

complemented by attention to others as systematically as is possible” (p. 67). In order to achieve a high level of accomplishment speaking skill instruction should be integrated with other objectives in English teaching. Even if these components are sometimes ignored in the classroom, teachers should consider other skills when creating class objectives (Ibid). Moreover, emphasizing a single component in oral communication is not sufficient for language acquisition. For instance, for students to improve their output, they still need input (cf. Krashen, 1980; Long, 1981) for foreign language learning. By integrating speaking, listening, and pronunciation teachers are able to obtain more options for designing curriculum and planning lessons. The interactions between these modes of performance apply strongly to conversation, the most popular discourse category in the profession. The main purpose of studying will not be ignored. By practicing listening skills at the same time, students are able to advance their overall communication skills.

Even if EFL learners speak only one language, the language can sound different based on who the speaker is. By providing the learners with various pronunciations from many different people, the learners can reinforce their speaking skills as well as gain more confidence. A great number of people do not support the idea of practicing pronunciation in a communicative-interactive course in an adult language learning environment. This is because the majority of adult learners will not be able to acquire an accent-free command of a foreign language.

An effective lesson unit consists of an activity where the learners can practice speaking skills with listening and pronunciation. During the class, for examples, students should watch a movie clip and do a fill-in-the-blank activity to ensure they receive adequate input. Once they finish the drill, the students will watch the video clip one more time, then repeat pre-selected sentences that are valuable to practice. This process will enhance not just speaking ability, but

also listening, pronunciation, and understanding of the language. Exposure to different types of resources from various English speakers will be beneficial to achieve their language learning objectives.

4.3. Role of Grammar in Speaking Class

When teachers provide corrections during speaking classes, especially in Korea, it is significant to remember that providing direct correction on students' grammar has a negative influence on students' performances by discouraging their motivations. Most Korean people feel frustrated if someone tries to correct their pronunciation or grammar. As a result, students easily lose their motivation toward learning to speak English. Murphy (1991) agreed on the idea: "All too often, self-consciousness leads to tension, tension leads to poor performance, poor performance leads to frustration, frustration leads to added tension, and so on around a downward spiral" (p. 58). Based on my own experience, most Korean students tend to be easily embarrassed after receiving direct corrections from the teacher, and that causes students to feel rather anxious about their speaking skills. Even though grammar accuracy does not always matter to ESL students in order to properly communicate with native speakers, it is still necessary to pay attention to the errors of grammatical items and how they are mistaken. Teachers must pay attention to what and how students make grammatical errors while they are speaking. Furthermore, focusing on students' overuse of articles or connectors is wasting time if proper communication is the main goal instead of style (Tomiyama, 1980). To prevent students from being frustrated, teachers should pay attention to repeated grammar mistakes and pronunciation errors, then provide a short grammar activity and talk about accurate pronunciation at the beginning or end of the class instead of providing direct corrections while these students are communicating.

4.4. Role of Writing in Speaking Class

In an EFL setting, practicing speaking skills through writing is unusual because in general, most teachers think that there is no relationship between these two areas. Boyadzhiev (2008) insisted that “Speaking parallels writing in important ways and that both must be purposeful, serving an authentic communicative need geared to audience and context. Moreover, in both media students need to experience the range of communicative functions, namely: expressing feelings, ritualizing, imagining, informing and controlling” (p. 3). In other words, these two skills are very closely related. Writing activities are able to facilitate speaking skills indirectly. Thus, this method can be used as homework so that students can prepare in advance.

One of the biggest challenges that Korean EFL students experience while they are trying to advance their speaking ability is dealing with shyness, making mistakes, or being corrected in the classroom. Most EFL learners in Korea are afraid of grammar mistakes or inaccurate pronunciations. They are scared of being corrected when their accent sounds awkward, and they are embarrassed when they have to speak up. By writing ideas before they actually speak out, students are able to speak with more confidence and accuracy. They can easily find their grammar errors from the paper that they write before they speak, and then correct their mistakes to be a better English speaker. Also, their anxiety will be reduced by this procedure.

When I first started learning English, my teacher suggested to practice by writing on the material that will be used the next day. When I got home after the class, I spent a lot of time practicing and working on the material that I needed. Because of this I was able to speak up during the class. Since I was one of the students who was not confident with my accent and grammar, the writing activity helped me to deal with my frustration. By the time we were

studying the speaking portion, the method was effective for most of the students and we all enjoyed the learning process more.

4.5. Role of Collaboration in Speaking Class

One popular way to teach speaking skills is to assign collaboration work in the classroom. Davis (1999) suggested collaboration in small group work could be a beneficial activity both in and outside of the classroom. This would be a beneficial supplement to the lectures by helping students understand the concepts, and apply it directly to any situation that they are going to experience in the future. Carefully planned collaboration work increases participation. In addition, it may provide students with better understanding of the material, and mastery of speaking skills, which is essential to success in the course (Ibid).

In Thailand, Pattanpichet (2011) examined the effect of collaboration learning on speaking achievement. The research focused on finding whether collaboration work enhances speaking achievement or not. Thirty five undergraduate students at Bangkok University participated in the study as a part of a fundamental English course. These college students took an English oral test before the class started (pre-test), and at the end (post-test). In addition, questionnaires and interviews were given in order to explore the students' opinions on the usefulness of the collaborative work. Question asked what the effects of using collaborative learning were on speaking and how students felt about collaborative learning. The result showed that the collaborative experience benefitted speaking performance. It also supported the conclusion that the collaboration method could be a useful tool that develops the students' competence and creates a positive learning atmosphere in the classroom. Consequently, students took advantage of continuous self- and peer-assessment while they worked with their partners.

According to Brown (2007), interaction is an active collaborative exchange of thoughts, feelings, or ideas between two or more students, which results in a reciprocal effect on each other. Through interaction, EFL students are able to increase their language storage as they listen to, or are exposed to authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving tasks, or dialogue journals. While EFL learners interact with other students, EFL students can use almost all that they possess of the language which is what they have learned during the class, or real life exposures. Even at an early stage, EFL learners can learn in this way to exploit the elasticity of language.

Brown (2007) emphasized that as an initiator and sustainer of the interaction during the class, students create a repertoire of questioning strategies. In second language learning environments, English learners usually have a lack of knowledge about initiating or maintaining the conversation during the interaction. Teachers should, therefore, create a list that allow students to actively ask and answer questions. Thus, they can maintain the conversation with their partners. By asking a lot of questions in the learning process, students are going to be able to maintain motivation as well as interact with others.

4.6. Accuracy and Fluency

When teachers are dealing with speaking ability, phonological accuracy and conversational fluency should not be neglected because lack of these two elements can result in ambiguity or impatience for the listener. As a result of textbook and teacher centered education, and grammar instruction in the EFL classrooms in Korea, most language learners fail to see satisfying results in their oral communication. Even if most learners spend about 10 years at English education, despite the amount of time and effort learners dedicated, many Korean university admit that they experience embarrassment while talking in English to foreigners. They freeze in front of a

foreigner, and then become frustrated in the situation. Thus, it is even more difficult to focus on accuracy and fluency. Providing a comfortable classroom environment motivates students to learn, and develop speaking proficiency. As a result, paying attention to the students' anxiety levels in speaking is highly recommended to enhance the conversational fluency and accuracy.

In order to enhance phonological accuracy, students need to notice phonological differences between Korean and English and practice the knowledge so that they can easily improve their pronunciation by simply comparing the two languages. Learning the sounds of English is one of the most essential steps, and it cannot be ignored. EFL students are able to avoid the ambiguity by learning how to properly pronounce the target language. As mentioned above, Korean students easily get confused with the following sounds: /p/, /f/, /b/, and /v/. If Korean students fail to pronounce them correctly, both Native speakers and Korean students have a hard time continuing the conversation. These sounds can be dealt with through videos and PowerPoint slides to notice the differences, view how to form the sounds, and then be able to pronounce them accurately.

Avoiding negative feedback can promote accuracy by not overemphasizing it. Moreover, accuracy can be served by brief focus on accuracy "moments." Giving students general feedback in short mini-sessions avoids embarrassment and helps students think more about form. Fluency can also be promoted via authentic interaction and use of tasks that require a lower level of ability than students possess

4.7. Classroom Practice -Technology

Due to the advances of technology, our life has changed in many ways. Transportation permits us to go anywhere in the world. By using computer technologies, many people from different countries are easily able to communicate, build relationships, and work together in business. The development of technology significantly influences the education system, especially language learning. Many language learners and educators take advantage of the convenient delivery methods and various class materials. As long as learners have an access to computers, they can go to online classes and get feedback any time it is necessary. Computers are increasingly supplementing the teacher's role and serving to identify learner errors, and providing accurate feedback (Brandl, 1995). By using the internet, they can also easily find answers if they have difficulties understanding materials. There are a number of resources that are easily accessible online. Language learners can benefit from different types of material that are suitable for their own learning styles. All the learners have different learning styles. Some students benefit from a visual learning style. Other students like to study with auditory learning styles. These various resources allow them to choose their own material and improve their language skills. Instead of staying with the traditional classroom method, some educators use technology during the class as an essential material. Also, it is common that many learners practice language skills online instead of going to the class. Thus, technology helps language students and teachers in many ways. Herrel & Jordan (2011) mentioned that English learners need a variety of language experiences. These learners need to hear, write, speak, and read language. Technology can play an important role in providing English learners with valuable language experiences when they are acquiring a new language.

In Korea, a great number of EFL teachers and learners use technology in their learning environment, and most of them take advantage of the convenient and effective methods. In addition, a lot of learners enjoy using technologies for doing their homework. Technology allows a more convenient way for both learning and teaching. Teachers, however, have to carefully decide the material for the class and they have to consider the advantages and disadvantages of technology

A lot of English learners take advantage of using multimedia presentations which includes the multimedia such as audio and video equipment (VCRs, Videodisc players, video cameras), computers, related software, and internet sources to do research, publish, and make classroom presentations. The availability of computer multimedia technology, internet access, and materials in multiple languages is easily accessible so that making the use of these resources in the classroom is more useful to all language learners. This multimedia is very helpful for students when teachers use multimedia resources in presenting lessons since it allows them to add context to the language and the lessons easily. Students who use multimedia resources easily gain access to the broad information in multimedia language which supports their language learning. By adapting multimedia resources when students present for lesson objectives teachers can use them for their projects, research, and writing, they can easily document the material and demonstrate their ideas easily.

My lesson will combine classroom instruction with listening activities and assignments that students complete with multimedia resources. The video clip that is going to be used in the class is directly related to the topics that I am going to teach and it helps to fulfill my learning objective and meet students' needs. In addition, technology resources will provide learners with

fluent and accurate pronunciation models. Also, students can use email to ask questions or to request help whenever they need.

4.8. Assessment in Speaking Class

Given that speaking instruction is partly avoided because the KSAT requires more attention to reading and translation in both teacher and student minds, devising an effective assessment plan is doubly important. First, the assessment plan must measure student achievement of learning objectives to evaluate the lesson. Second, and possibly more importantly, a good assessment plan will help document the value of focusing on speaking and help buttress support for it. Assessment of the EFL speaking plays an important role for both teachers and students. Providing relevant and reliable assessment is significant because it supports both students and teachers to develop their skills and meet the class objectives (Knight, 1992). By measuring the learners' awareness of the language, teachers are able to deliver the instruction that fulfills the learners' needs.

Choi (2008) suggested that, "The impact of EFL testing on EFL teaching starts as early as elementary education, where most young students are forced to take EFL tests and may end up being driven solely by narrowly instrumental motivation in their language learning" (p. 58). Similar negative washback is easily found in secondary education where students are forced to employ test-taking strategies and prepare for a college entrance exam called KSAT (Korean Scholastic Aptitude Test). By preparing for the multiple-choice item exam instead of acquiring productive language skills, students lose the opportunity to further their knowledge.

Even though Korean students are used to being assessed on many subjects throughout their learning experience after elementary school, evaluation is still a painful process for both

teachers and their learners because it creates a lot of pressure and stress. Even though speaking skills are one of the most important parts of an EFL course, a lot of teachers use inadequate oral tests, or do not test speaking proficiency at all (Knight, 1992). At the same time, however, it is a significant tool to find out students' weakness and strengths by assessing them. According to Kim (2003), testing oral proficiency has become one of the most important goals because the role of speaking ability is considered more central given the advent of communicative language teaching. As long as the assessment is authentic, assessment helps teachers to improve their instruction by finding out student knowledge and allows students to take control of their own learning. As a result of assessment, teachers and students are able to focus on the area that they did not fully understand so that learners advance their knowledge faster.

As I mentioned above, providing a formal test can be a huge challenge and burden for the learners which will interfere with their language development. Instead of providing formal assessment, I will adapt a different method to evaluate students' understanding of the material and instruction.

Lesson Unit

Introduction

In this section, I put into practice the ideas suggested above in a demonstration lesson unit. The unit covers 5 days that focus on developing students' speaking ability for initial interaction in a native English speaking environment. The goal is to prepare students for interaction related to immigration, airports, restaurants, hospitals, and classrooms. This orientation class supports Korean students who are selected for an exchange student program to universities in the U.S. The length of their exchange program will be two semesters, and my lesson is part of their orientation before they leave. The first day will start with an introduction of the class which includes my expectations, learning outcomes, assignments, and class objectives. After that, Korean students will meet the other exchange students and start an icebreaker activity. The description of these exchange students will be in the following section. The remainder of Day 1 will be described below. For the rest of the days, a consistent plan will be followed to help reduce anxiety and help students know class expectations. The class will start with a short grammar and pronunciation activity focusing on accuracy. After that, the culture class will be provided. After introducing an interesting aspect of American culture, students will conduct a speaking skill activity focusing on fluency. All students are encouraged to talk with a loud and confident voice while they are performing the speaking activities. While students are speaking in English, I will walk around the classroom and record students' mistakes focusing on grammar errors and inaccurate pronunciation. At the beginning of the following days, I will provide the feedback to the whole class. The students will receive assignments at the end. Students will be encouraged to ask questions in Korean if they do not understand the material during the class (See Appendix #1).

The Learners

In an effort to make an effective classroom setting, the class size must be considered. Thus, there will be no more than 10 students in this class so that my learners can be taken well care of, and receive a good amount of attention. Participants will be freshman or sophomores, and their ages will ranges from 19 to 21 years old. Mostly, these college students received English education for about 12 years from elementary school to high school, but their previous English learning did not focus on oral communication. Therefore, their grammar knowledge and reading skills are at the intermediate level, and they know a lot of useful vocabulary since their previous education was focused on getting high scores for the Korean Scholastic Aptitude Test (KSAT). In contrast, their speaking skills are distinctively lower than other skills because of the lack of speaking instruction and motivation from their previous education experiences. Furthermore, these students never visited foreign countries in the past, and did not have a chance to use English in authentic contexts.

Unlike other regular English classes, providing general knowledge of western culture in addition to building confidence in speaking English would be beneficial. The participants for the intensive speaking class will be paired with exchange students from different countries so that students can avoid the pressure of being the center of attention in the classroom. During the class, Korean students will be highly encouraged to speak out loud in English and speaking Korean during the class will be strongly discouraged to maximize their learning, although students will be informed that questions in Korean are acceptable when necessary.

Exchange Students in Korea

In Korea, there is a huge population of exchange students from many different countries such as India, Vietnam, Thailand and Hong Kong in addition to students from English speaking countries. Most of these students speak English as a second language, or their speaking level is advanced because they are more exposed to English speaking environments. Even though the level of English speaking proficiency of these students is not as good as native English speakers, I believe that they still can help Korean students in many ways. This is because these students are going to be selected based on speaking proficiency so that they are more comfortable with speaking English than the Korean learners. These exchange students can be used as a great tool to grow Korean students' confidence in effective ways. An equal number of the exchange students will be participating to support the lesson unit. The main purpose of utilizing exchange students is to deal with Korean students' frustration toward speaking to foreigners. During the class, both Korean and exchange students will actively communicate and exchange their thoughts on various topics.

The Class Procedure

1. Mini Grammar and Accurate Pronunciation

At the very beginning of the instruction except for day 1, I will quickly go over common grammar mistakes that I found during the previous class from the students' speaking performance. Also, I will show them how to accurately pronounce specific English words and sentences, which might challenge them in the future. Students are encouraged to ask if they have

any question and the class objective of the day will be provided. The main focus of this part is to focus on dealing with common grammar mistakes and accurate pronunciation.

2. American Cultural Class

The American cultural class section is aimed at providing some background regarding American classroom culture. The topics for the American culture portion were decided based on the future events that Korean students will experience during their visit. Once they arrive in the U.S, they will go to school and get to meet new classmates. I had a chance to talk to some exchange students at UWRF who came from Korea and asked what their biggest concern was. The majority of these Korean students felt afraid to make new friends, and going to the classroom. They felt this way because they thought their English speaking was not proficient enough to succeed in the class or to make new friends. Also, the Korean students told me that it was harder to start small talk and make friends when they first came here due to the lack of understanding about American culture. In order to relieve them from one of the biggest concerns, the American culture section will provide some knowledge and skills on how to make friends as well as how to succeed in the classroom. This will be beneficial, so that they can start the whole new experience with less anxiety.

3. Speaking Activity: Role-Play

The purpose of the role-play with exchange students is to encourage Korean students to speak up. One of the biggest problems for Korean students is not the lack of English knowledge, but the fluency. Most students did not have an opportunity to speak the language other than studying grammar or reading because as I mentioned above, their previous English classes were

focused on scoring well on tests. With the given topic of the day, students will be grouped either in pairs, or by walking around in an activity. This activity is focused on improving fluency and growing confidence. I will be walking around and observing students' performance in order to provide some feedback during the next class.

4. Evaluation

Given that this class is a brief orientation for studying abroad, instead of receiving formal assessment, students will receive formative feedback at the end of the orientation based on their speaking task performance, as well as their participation and motivation level during the class so that students will not feel pressured about being evaluated. Also, I can lower the anxiety level of the learners. Summative feedback is unnecessary. The evaluation will be focusing on two areas: Pronunciation and Grammar (See Appendix # 2). During the American cultural class, I will remind the students that PowerPoint presentations as well as discussions are commonly used teaching methods at universities in the United States.

5. Assignment: Vocabulary/Phrase Handout and Watch a Video Clip

At the end of each day, Korean students receive an assignment sheet that includes a 1-2 minute YouTube video link and cloze task activity (See Appendix # 4). These videos contain useful expressions and vocabulary that are directly related to the specific topics that the following lesson will cover. Students will be expected to spend time memorizing unknown words, and then practicing their pronunciation with the handout prior to the next class. Also, they are encouraged to write some sentences or ideas that they are going to talk about during the next

class. Students will have a handout that contains vocabulary and phrases that are going to be used the next day.

Day 1

Day 1 starts with an introduction of the orientation, learning objectives and goals. First thing that I am going to address is that my lesson is student-oriented. Asking a question is fine and that is one of the best ways to meet their needs. After introducing myself to the class, all students will have 1 to 2 minutes to introduce themselves to the class as a part of an icebreaker. They are going to talk about their names, age, major, expectations to the class and learning challenges. I will note students' expectation and challenges, then use them as a reference to my future instruction. After the icebreaker is completed, I will teach American classroom culture. The picture below will be shown to the learners before I give the culture lesson. Before I start, I will facilitate the discussion by asking if anyone knows any differences between Korean and American culture, then encourage the Korean students to speak up in English. Exchange students will also be able to participate in the discussion so that both students can learn something new. After finishing the discussion, the American classroom setting will be introduced. Students will learn that most professors in the U.S. are very friendly. Whenever students have questions or concerns, they can discuss after the class and email professors anytime they need some assistance. There are office hour during the week so that most teachers are approachable during the whole semester, and they will be there for the students' academic success. After that, students will receive homework and a handout to prepare for Day 2 instruction. The handout that covers the topic on American classroom, and Making friends for Day 2 will be provided. Also, Korean students are asked to watch a YouTube video that shows an American Classroom environment.



American Classroom on Day 1

Day 2

The lesson on Day 2 starts by checking the students' homework. After making sure everyone finishes their homework and asking if they have any questions concerning the homework, we will move on to the American culture class which will last 15 minutes. The topic of the day is about making new friends at school. I will introduce how American college students spend free time after school and during the weekends. Then, all students will do the speaking activity. The picture below will be shown at the beginning of the American culture class. I am going to talk about what American students do for fun and my students will learn that the most famous sports in the U.S. are football and basketball. Regardless of gender or age, almost everyone loves to play these sports and there are a number of sports clubs available for participation. If students have time, they can practice these sports and learn about the playing rules so that making friends would be less difficult. Watching movies is especially popular for the female students besides going to shopping malls. During the weekend, people in the U.S. like to go hiking, fishing as well as hunting. During the role play, students will ask around what their classmates' hobbies are and what they do during the weekends to entertain themselves. I will make sure that all students actively participate in role-plays, and get to talk at least to 3 other

students. In the meantime, I will focus on students' improper use of grammar and inaccurate pronunciation, and record to bring them to the following class. At the end, students will get an assignment before they leave. The topic for the day 3 is related to the law (Drug and Alcohol) and shopping. The first part of the handout includes beneficial information about the law, and the rest of the handout contains useful expressions and vocabulary for shopping.



Making New Friends in the U.S. on Day 2

Day 3

Day 3 will start with checking students' assignment. Based on the students' performance on the Day 2 role-play, a short grammar and accurate pronunciation lesson will follow. Instead of focusing on specific mistakes from certain students, I will focus on mistakes or inaccurate pronunciation made by most of the students in general and it will be addressed to the whole class. Before I move on to the listening activity, I will ask students if they have any questions or concerns. Then, we are going to discuss about the laws related to the drug usage and alcohol consumption in the United States as a part of American culture lesson. This is essential to discuss for Korean students because the legal drinking age in the U.S. is higher than Korea, and the usage of drugs is absolutely illegal in both countries. Also, students will learn about American shopping. Unlike South Korea, returning or exchanging is allowed as long as shoppers have a

receipt regardless of the reason. Moreover, unlike Korean, shoppers can freely try on shoes and clothes before purchasing. The biggest shopping season is Black Friday during the thanksgiving week and after Christmas sale. Also, students will learn about the currency in the United States and how sales tax will be added to the actual price. This portion will last for 15 minutes. Then, we will move on to the speaking activity. Before the role-play is started, the picture below will be shown to the students then the students will start the conversation. During the speaking activity, exchange students will greet Korean students who will be playing customers. Students will visit at least 2 different places: Wal-Mart for groceries and a shopping mall for a pair of jeans. Korean students are going to find what they need, pay by using American currency, then exchange or return at the end with expressions provided at the end of Day 2. I will walk around the classroom and see if the learners actively participate in the role-play. If I see students struggling to start the conversations or using proper sentences, I will give them a couple minutes to go over the handout, then start the role-play over. At the end of the class, students will receive the handout related to the expressions and vocabulary on restaurants as well as information about table manners.



Shopping on Day 3

Day 4

Day 4 will begin with grammar and pronunciation feedback as usual. I will go over common mistakes, inaccurate pronunciation, useful sentences and vocabulary that students used during previous activities. After the first part is completed, the pictures below will be provided and the students will learn about American dining habits. I am going to discuss American restaurants, foods, and table manners by showing different pictures like the one below. The students will learn that pizza and hamburger are the most common food and there are a number of these fast-food restaurants in the United States. While Korean people like to pay together, American people tend to pay separately. They simply pay their own meal even though they eat the meal together.

Students will also learn that leaving a tip is an American courtesy and most servers feel offended if they do not get tips from the tables that they serve. Sharing food is okay and American people hardly make noise while they are eating foods. One of the most popular places for college students is a cafeteria and it is a perfect place to start making friends. During the class today, students will do role-play ordering foods at two different restaurants: Fast-Food and more upscale restaurants. Exchange students will be the servers and the Korean students will be their customers. After the speaking activity is completed, students will get the last assignment of my lesson which talks about airport and hospital, then students will leave the classroom.



Restaurant and Dining Habit on Day 4

Day 5

I start the class by informing my students that Day 5 is the last day of the whole orientation, and encourage them to actively participate even more in the class. After checking and going over grammar and pronunciation issues, the class will focus on information helpful for going through customs and immigration at the airport and going to a hospital. Students will learn that border crossing communication is important because it occasionally happens that some students are refused entry and sent back to Korea due to miscommunication. Thus, the class will focus on general questions such as the length of stay, purpose of visit, and place to stay, then students will have an opportunity to practice in a role-play. Since checking in at the airport and dealing with luggage could be complicated for learners, the class will also review this vocabulary during this section. Next, the class will address going to a hospital to ensure that students are prepared for this possibility. Seeing a doctor and explaining symptoms will be the key emphasis. After talking about these two agendas, all students will do the role-play activity, and this will include successfully going through customs and getting a flight ticket. After that, students will demonstrate going to the hospital and meeting a doctor. They are required to explain at least 2 different symptoms and the list of symptoms are provided on the Day 4 handout. The pictures

below will be shown before they start the listening activity. The exchange students will interview the Korean students and they will play the airline employee who will provide the plane ticket to the Korean students. After the practice is done, I will finish the last day of the orientation a little bit earlier than usual so that I can answer some questions and motivate students by telling them to enjoy their adventures. Students will get my email address in order to maintain the communication so that I can support them even though the orientation is finished.



Hospital and Airport on Day 5

5. Conclusion

Despite the increasing demand for English speaking skills for international communication, the importance of English speaking remains largely ignored in Korean education. In South Korean classrooms, the number of hours that EFL students receive in speaking instruction is small, and most people still believe that speaking English is unnecessary because Korean education is more focused on test scores assessing grammar knowledge and reading ability. In addition, cultural background, student characteristics, and language differences create challenges for both teachers and learners in the Korean EFL classroom. Developing speaking skills requires a lot of time and dedication. Although a majority of Korean learners easily get frustrated when dealing with speaking skills due to anxiety and lack of exposure to speaking skills, EFL teachers can assist these students. Teachers can help the students to overcome their fear by providing well-organized lessons, considering the issues mentioned above in order to build students' confidence, and further develop their speaking ability.

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Appendices

Appendix #1 – Class Schedule

Day 1: American Classroom
Introduction
IceBreaker
American Culture and Classroom
Assignment

Day 2: Making Friends
Checking Homework
American Culture
Role-Play
Assignment

Day 3: Shopping
Checking Homework
Short Grammar and Pronunciation
American Culture
Role-Play
Assignment

Day 4: Restaurant
Checking Homework
Short Grammar and Pronunciation
American Culture
Role-Play
Assignment

Day 5: Airport and Hospital
Checking Homework
Short Grammar and Pronunciation
American Culture
Role-Play
Assignment

Appendix # 3 – Assignment Sheet

	Topic	Task	Video Link
Day 1	Living in the culture: Formal Classroom Culture	Watch and write down new vocabulary and expressions	https://www.youtube.com/watch?v=JzHEtFDBoks
Day 2	Buying at a supermarket : Shopping English Lesson	Watch and write down new vocabulary and expressions	https://www.youtube.com/watch?v=X9wbm0VRwbU
Day 3	English Expressions used at a restaurant	Watch and write down new vocabulary and expressions	https://www.youtube.com/watch?v=jNeH3nmdUqU
Day 4	Airport: Speaking English at the Airport. Common Words & Phrase	Watch and write down new vocabulary and expressions	https://www.youtube.com/watch?v=t5LuqJJVhaE
	Watch the video: Medical and Hospital English	Watch and write down new vocabulary and expressions	https://www.youtube.com/watch?v=Vgcx-IYABk4

Appendix # 4 – Useful Vocabulary, Expression and Information**Day 1: American School / Classmate**

What is your name?	이름이 뭐니?
How old are you?	몇살이니?
Who do you live with?	누구랑 살고 있니?
I live in a dormitory with my roommate.	난 기숙사에 살아.
Nice to meet you.	만나서 반가워.
Can I take your phone number / Email address?	전화번호/이메일주소 좀 알려줄래?
Are you on Facebook / Skype?	페이스북이나 스카이프 하니?
How long have you lived here?	여기에 얼마나 살았니?
What do you like to do for fun?	취미가 뭐니?

Day 2: Making New Friends

What is your plan for Sunday?

일요일에 계획있니?

I like your jeans. Where did you get them?

너 청바지 예쁘다. 어디서샀니?

Can I treat you to dinner?

저녁식사에 초대해도 될까?

This food is really delicious.

이 음식 정말 맛있다.

I would like to know the recipe

요리법 좀 알고싶어.

I really appreciate that.

정말 고마워.

Good job. / Nice Work.

정말 잘했어.

Have you eaten yet?

밥 먹었니?

Where are you from?

어느나라에서 왔니?

Do you have brothers and sisters?

형제/자매들이 있니?

Day 3: Law (Drug/Alcohol), Shopping

Please remember that the legal drinking age is 21, and using drugs is illegal in the United States.

미국음주허용연령은 21 살이며마약은법적으로금지되어있습니다.

Shopping

I am just looking around.

그냥 구경하는 중이에요.

Does this shirt come in another color?

이셔츠 다른 색깔 있나요?

Do you have this shoe in another size?

이신발 다른사이즈 있나요?

How much is this? Is this on sale?

이건 얼마인가요? 세일중인가요?

Where is a fitting room?

피팅룸이 어디있나요?

What's the return policy?

환불정책이 어떻게 되나요?

Can I put this on hold?

이거 잠시만 따로 보관해 주실 수 있나요?

Do you provide gift-wrapping?

선물포장 해주나요?

Day 4: Restaurant

Could we see the menu, please?

메뉴 좀 볼 수 있을까요?

We are not ready to order yet

아직 준비 안됐습니다.

Could you give us a few more minutes?

조금만 시간을 더 주시겠습니까?

I would like a glass of water

물 주세요.

Could we have the bill, please?

계산서 주시겠습니까?

Can I pay by credit card?

신용카드 사용해도 되겠습니까?

Keep the change.

잔돈은 괜찮습니다.

How would you like your egg / steak?

스테이크/계란 어떻게 익혀드릴까요?

Here or to go

여기서 드시겠습니까? /

아니면 포장해 가시겠습니까?

Day 5: Airport / Hospital

Airport 공항

Where are you traveling to?

어디로 여행하십니까?

I am going to Minneapolis.

미니애폴리스입니다

Here is my flight ticket and my passport.

여기 제 비행기표와 여권입니다.

Would you like an aisle or a window seat?

통로쪽, 창가쪽 어디로 드릴까요?

How many bags are you checking in?

짐은 몇개 부치십니까?

Can I carry this on the plane?

기내로 가져가도 됩니까?

What is the purpose of your visit?

방문목적이 무엇입니까?

I am here on a business trip.

출장왔습니다.

Do you have anything to declare?

신고할 물건이 있습니까?

How long will you be staying here?

얼마나 머무른건가요?

Could you direct me to gate 11?

11번 게이트가 어디있나요?

My baggage has not arrived here.

제 짐이 도착하지 않았습니다.

Where will you be staying?

어디에서 지낼건가요?

Hospital / 병원

I have an appointment with Dr. Johnson.

존슨선생님과 예약돼있습니다.

I would like to make an appointment to see Dr. James.

제임스선생님과 진료예약 할게요.

When are the office hours?

진료시간이 어떻게되나요?

This is my first time here.

처음 왔습니다.

I feel chilly / dizzy / nauseous.

오한/ 어지러움 / 속이메스꺼움

I have a headache / diarrhea / a fever / a runny nose / a sore throat.

두통 / 설사 / 열남 / 콧물 / 목이따끔

Are you allergic to anything?

알레르기증상이있나요?

I am **allergic** to pollen / peanuts / milk products.

꽃가루 / 땅콩 / 유제품 **알레르기**

Pharmacy

Take one pill after every meal.

식후에 한알씩 드세요.

Pill 알약 / Fever reducer 해열제 / Digestive aid 소화제

Sleeping pill 수면제 / Painkiller 진통제 / Antibiotic 항생제