6

ANALYSIS OF LESSON ACTIVITIES

INTRODUCTION

This section of the chapter describes the activities the students were engaged in and consider them in terms of opportunities for learning of language through participation in discursive practices and expanding their resources for making meaning in the target language. The classroom activities have been analysed by lessons which are divided into five traditional and 12 intervention lessons.

1.1 Traditional lessons

The chapter studied for traditional lessons was Lesson 2, *'Which do you like better?'* (Lee et al., 2003, p. 27-46). The textbook used 'Lesson' to mean a 'Chapter'. It took a total of 5 lessons took to cover this chapter. The objective of this chapter, the textbook writes in Korean, is *'to strengthen our body and soul and to enhance cooperation through sports'* (p. 27). The target communicative functions were *'to ask of wishes and plans'* and *'to answer to them'*, *'to make corrections'*, and *'to make comparisons'*. The example sentences for each of the functions are respectively *'Do you plan to go?'*, *'I'm dying to see the game.'*, *'That's not exactly right.'*, and *'Gi-ho runs faster than Min-su.'*

Lesson activities are laid out in the following flow charts by the lesson.

Traditional Lessons

Lesson 1

- Official Greeting
- Small Exchange
- Talking about sports and the chapter's cover page
- Listening to a song *'All the way'*
- Listening to two dialogues from the textbook and filling in a bingo with words
- Filling in gaps in printed dialogues
- O/X quizzes on the two dialogues from the previous activities
- Official Greeting

Lesson 2

- Official Greeting
- Small Exchange
- Reviewing of sentences from the previous lesson
- Listening Activities (p. 30)
- Explanation of regular And irregular comparatives and superlatives
- Listening to *'Longer'* and Translation of song lyrics
- More practice of comparatives And superlatives
- Official Greeting

Lesson 3

- Official greeting
- Small Exchange
- Explanation of irregular comparatives and superlative
- A game (Finding of two words with opposite meaning
- Making sentences with comparatives
- Official greeting

Lesson 4

- Official greeting
- Small exchange
- Word test
- Review of words from the previous lesson
- *Functions* section (p. 34)
- Gap-filling activity by Listening to the Let's read text (p. 36-39)
- Comprehension questions about the reading text
- Betting game (A comprehension check game)
- Official Greeting

Lesson 5
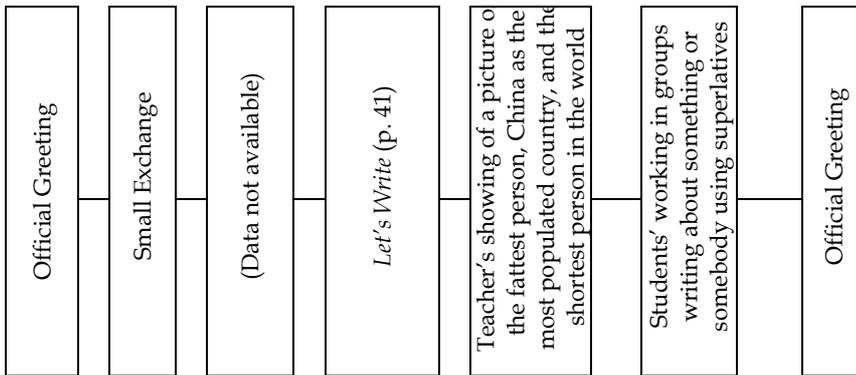
Official Greeting

Small Exchange

(Data not available)

Let's Write (p. 41)

Teacher's showing of a picture of the fattest person, China as the most populated country, and the shortest person in the world

Students' working in groups writing about something or somebody using superlatives

Official Greeting

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The five traditional lessons began with an official greeting and a small exchange and finished with an official greeting. At an official greeting the captain student for the English subject stood up and directed. After the official greeting, the teacher had a brief exchange with students about the previous weekends or lunch, when the lesson was after lunchtime.

The number of activities for each lesson ranged from 3 to 6. The activities were song listening, song lyric translations, games, gap-fillings, textbook tasks on pages, grammar term learning, grammar exercise, word/phrase repetition, and word/phrase translation.

The two songs that were played were *All the way* and *Longer*. The teacher used the songs to introduce and explain grammar features of the comparative. The teacher asked whether the students caught the phrase of '*deeper than the bluest see or taller than the tallest tree*' after the *All the way* was played. The students did not comment on or ask about the song, except one student who knew the singer, because it was not well known to them and the audio system did not work well.

Lesson 1
57.   T: It's Ok. The sound doesn't work, so I'd like you to listen to me, um,
58.   notebook computer. Ok. Let's listen to a song. Do you like Celin Dion?
59.   Ss: Ah.
60.   S1: 아 그거, 타이타닉 주제가 부른... (A-ha, that, the one who sang the
61.   Titanic's theme song.)
62.   Ss: Wow.
63.   T: ...
64.   S1: 선생님 그거 아니예요? (Isn't it that song?)
65.   T: It's not Titanic. ((Prepares to play the music video.)) Let's listen to a
66.   song, ok?
67.   Ss: Wow! ...
68.   T: ...

The purpose of listening to the song was to introduce the English comparative form. The purpose of listening to a song in the lessons was different from the social purpose of song-listening, which is for pleasure. The listening purpose in the lesson was probably a reason for the teacher's ignoring one student's comments on the song (lines 60 and 64).

In the second traditional lesson, the song *Longer* was played and students were required to fill in gaps in the printed song lyrics. After the gap-filling task, teacher translated the lyrics sentence by sentence.

Lesson 2

624. T: Ok, no problem. You guys, can you guess what this song is about?
625. S2: 당신하고 사랑에 빠졌대유. ((In a local accent.)) (Someone's in deep
626.   love with you.)
627. T: Ok. ((Laugh)) This song is about love, ok love, love.
628. S1: 선생님 얼굴 빨개 졌어요. (The teacher's got blushed.)
629. T: Because S2 is so funny.
630. Ss: …
631. T: 애들아, 그러면, 여기 있는 말이 있잖아, 무슨 표현 인지 알아?
632.   한번 해석 해볼까? (Girls, then, you know the words here, do you know
633.   the meaning? Shall we interpret this?)

The teacher asked what the song was about. S2 answered in Korean (line 625(and the teacher responded (line 627). This practice of discussion on what a song was about was closer to social practices around a song. However, the discussion was not developed.

Four games were adopted during the five traditional lessons. The games were Listening Bingo and O/X quizzes in the first lesson, and a word matching game in the third, and a betting game in the fourth lesson. By incorporating games in the lessons, the teacher made efforts to keep students interested.

Lesson 1

281.   T: Ok. Listen. ... Ok, listen. Number 1.
282.   S: …
283.   Ss: ((Laugh.))
284.   T: Number 1. 'Gi-ho kicks farther than Min-su.' ((pause)) Hey!
285.   Ss: ... ((Laugh))
286.   S2: … 보지도 못했어요. … (I didn't even see.)
287.   Ss: ((Laugh))
288.   T: Ok. … Hey, guys, ok, …
289.   Ss: ((Laugh)) 선생님 다시 할께요. (Mrs. Let us do it again.)
290.   T: Do it again later.
291.   Ss: ...((Laugh))
292.   T: Number 1. 'Mi-na's class won the game today.' Mi-na's class won the
293.   game today.'
294.   G3 Ss: ((Show X.))
295.   T: The answer is O.
296.   Ss: ((Laugh))
297.   S: 아 왜저래. (Ah, what's wrong with them?)
298.   S: 아, 조용히좀 하라고. (Ah, I said be quiet.)
299.   T: They won the game today, ok?
300.   S: 선생님 … (Ms.)
301.   S1: Captain, 조용히좀 시켜라. (Make them be quiet.)
302.   T: Ok. Number 2. Ok. Number 2. Ok. 'Min-su runs faster than Gi-ho.'
303.   'Min-su runs faster than Gi-ho.' Ok. One, two, three. Ok.
304.   G3 Ss: ((Show X.))
305.   T: Ok, the answer is X. The last one. 잘들어봐요. (Listen carefully.) Ok.
306.   'Mi-na and Mike don't plan to watch the game.' One, two, three.
307.   G3 Ss: ((Show X.))

Students were interested in winning of games. Some students (lines 286 and 289)

wanted to play the game again showing students' competitiveness.

Below is another excerpt of talk during another game.

Lesson 3

153.   T: Who's next? Ok, you. ((pause)) You guys hurry up, hurry up. ((pause))
154.   Ss: …
155.   T: Hey, guys.
156.   S: 16 이요. (Number 16.)
157.   T: Ok, sixteen.
158.   S: Sixteen.
159.   T: Heavy, ok, heavy. And one more?
160.   S: Heavy 가 뭐예요? (What's heavy?)
161.   Ss: 무거운. (Heavy.)
162.   S: 무거운? (Heavy?)
163.   T: U-hu.
164.   S: 가벼운이… (Heavy is…)
165.   T: ((pause)) Twenty, ((pause)), twenty three? Heavy,
166.   S: Light.
167.   T & Ss: Hot.

168.	Ss: … 몇번이야. (It's …) 23 번 (Number 23.) …
169.	S: Twenty.
170.	T: Twenty? Ok, slow.
171.	S: Eight.
172.	T: Eight? ((pause)) Ugly.
173.	Ss: Uh, uh, uh, …
174.	T: Ok, next, ok, your turn.
175.	Ss: … ((laugh))
176.	T: You guys, hurry up.

To win points, students discussed meaning of words (lines 160-164). Games and competition attracted students' attention and participation. However, the games did not involve work at the level of text. Students engaged in activities where words or sentences were treated in isolation.

The grammar features, comparative and superlative, were taught in four lessons out of five lessons. The teacher used two songs to introduce the grammar. In the other lessons, the teacher explained the meaning of the grammar terms as well as their forms in L2. Then, there was reading aloud of example sentences and repeating of the three sets of words that comprised of the basic form of adjectives or adverbs, their comparative forms, and their superlative forms.

The teacher used pictures to teach the grammar forms in the third traditional lesson. She distributed pictures of two cars, and made sentences using the comparative forms of English. After this, the students received more pictures of two famous Korean entertainers and were required to write sentences about them using comparatives and superlatives. One of them was a comedian and the other was an actress. When the students finished, one person from each group stood at the teacher's podium and read aloud their sentences to the class. None of the

activities – the irregular comparative and superlative forms, and games – were from the textbook. They were prepared by the teacher.

To teach the chapter's grammar focus (comparative and superlative) the teacher prepared songs, handouts, pictures and power point. The use of popular songs and pictures of famous people might have attracted students' attention. However, the activities were limited to word or sentence level. Students did not comment on them or engage in text-level work or express their opinions and reactions.

During the five lessons, pages 27, 30, 31, 34, 35, 40 and 41 of the textbook were covered, so some pages were skipped. The teacher talked about the picture on the title page. The *Listening activities* (page 30) required listening to dialogues and matching with the illustrations. The teacher played the dialogues.

A.

1. A: Do you plan to see the movie?
   B: Yes, I do. I'm dying to see it.
2. A: Do you plan to play soccer this afternoon?
   B: No, I don't. I have to study.
3. A: Do you plan to play baseball tomorrow?
   B: Yes. I'm dying to play.

B.

1. A: Mike is faster than Min-ho.
   B: That's not exactly right. Min-ho is faster.
2. A: Su-jin is taller than Mi-na.
   B: You're right. Su-jin is the taller of the two.
3. A: Peter is younger than Paul.
   B: That's not true. Paul is younger than Peter.

In this task, students worked independently and called out answers after the task. This task did not involve exchange of meaning among students, except one student asked a question about task B.

Lesson 2

165.   T: Ok, guys, well look at the screen. Who's this? ((Points to a person in the
166.   picture on the screen.))
167.   Ss: Mike, Mike, Min,
168.   T: Mike and this is?
169.   Ss: Min-ho, Min-ho.
170.   T: Ok. Who's faster?
171.   Ss: Min-ho, Min-ho.
172.   T: Ok, Min-ho. Right? Understand?
173.   Ss: Ok. Yeah, 네. (Yes.)
174.   T: Ok. Number two. Ok, who's this girl?
175.   Ss: … Susan, …
176.   T: Uh?
177.   Ss: …
178.   S1: Susan 아니에요? (Isn't it Susan?)
179.   T: Su-jin. They say Su-jin. How about this girl?
180.   Ss: Mi-na, Mi-na.
181.   T: Who's taller?
182.   Ss: Su-jin.
183.   T: Ok, who's this boy?
184.   S1: Peter.
185.   T: Yeah, Peter. And how about this boy?
186.   S1:   Paul.

In the excerpt above, students called out the answers without trouble. However, this task only required simple word recognition. Only one student asked a question and it was about pronunciation (line 178).

The *Sounds* section (p. 31) was to distinguish the two pronunciations of the letter 'e' in words and to practice an intonation pattern. In this section the students repeated the words after the CD, and the teacher asked the words' meaning in Korean. The task was therefore a listening and repeating task, and a word translation task. The text and the context the words and sentences were from were not introduced, so the words and sentences did not have meaning in its strict sense.

In the observed traditional lessons activities, on textbook pages 32, 33 and 35, for

practicing speaking were skipped. It is contrary to the National Corriculum Statement (Education, 1997, p. 27) which sets, as an objective, '[to be able to] produc[e] … modern everyday English on general topics'. The Curriculum's achievements goals for the grade of the students (8-a) include 1) to ask and answer about a text, 2) to recite events, 3) to tell a story and experience. None of these goals were worked on in the lessons. Furthermore, the objective of the Curriculum is problematic itself. The Curriculum does not specify its meaning by *modern English* anywhere. In the world there are different English: *British, American, Singaporean* and more. The English in the textbook, however, was American English.

The teacher covered the *Functions* section (p. 34) by reading aloud the expressions on page in the textbook. The teacher covered the *Let's Read* text (p. 36-39) in the textbook. The teacher prepared handouts of the reading text with gaps for which students had to listen and fill in gaps. After the task, the students worked in paris to answer eight comprehension questions regarding the reading text for four minutes, and later the teacher called out the correct answers. Following was a betting game, another comprehension check activity. Students had to choose whether a statement was true or false and bet a score out of ten. If their answer was right, they gained the score they bet and if wrong, they lost the score they had betted. By covering the reading text this way, the teacher did not translate the text sentence by sentence, which was a common practice when I went to school. Avoidance of sentence-level translation is stipulated in the Curriculum.

However, students did not have opportunities to talk about the text as a whole but the focus was on comprehension check. In addition, most of the students did not understand the task instructions, recording of which is not available, but I observed they asked among themselves about what to do.

For the *Let's Write* section of the textbook (p. 41) students had to write sentences with comparatives and superlatives about the size and p rice of the fruit illustrated in the textbook. The teacher, then showed a picture of the world's fattest person, a map of China as the country with the most population, and the shortest person in the world, and talked about them with the class.

Lesson 5

76.	T: Ok, let's check out together. Number 1, number 1. 'Melons are more
77.	expensive than watermelons.' Is it right?
78.	Ss: Right, yeah, yeah.
79.	T: Ok. Number 2. 'Apples are the cheapest fruit in the store.'
80.	S: Cheap 의 spelling 이. (The spelling of cheap is.)
81.	T: Yeah, that's right, so, … cheapest fruit in the store.
82.	S2: 왜요? (Why?)
83.	T: Cheap.
84.	S2: Ah, ah, ah.
85.	T: The spelling. Ok, number 3, oranges are, are, are, more expensive, oops.
86.	Ah, ok, well. Something's, something's wrong in this sentence. Right?
87.	Can you correct this sentence?
88.	Ss: …
89.	S1: the 빼야 돼요. The 빼고, (Erase out 'the', out 'the'.) more.
90.	T: Yeah. Ok? More expensive than
91.	T & Ss: apples.
92.	T: Ok. Look at this. Watermelons, watermelons are the biggest fruit in the
93.	store. Correct?
94.	S: Correct.
95.	T: Correct? Right. Next, apples are the smallest fruit in the store.
96.	Ss: Yeah. Yes.
97.	T: Yes. And last. Melons are the most expensive fruit in the store.
98.	Ss: Yes. Yes.

In the above excerpt, students and the teacher checked whether the sentences, written on the board, were grammatically correct. This may help students learn the grammar. In the excerpt, students talked about word spelling (line 80) and the

use of the article (line 89). However the work was limited to sentence level and repeating the same sentence structure. They did not work with texts in this task. After this task, the students had a chance to compose a text about somebody or something using the superlative. However, the students were not taught to do the task, through building of the field, discussion of the purpose of information texts, analysis of structure, and joint writing with the teacher, which has been proposed in a teaching/learning cycle (Feez, 1998).

In summary, the lesson activities for the Chapter 2, the objective of the chapter – *'to strengthen our body and soul and to enhance cooperation through sports'* – was dealt with slightly. Among the five lessons for this chapter, the teacher stated in relation to this objective once in the fourth session when discussing a reading comprehension question (lines 452-454).

Lesson 4

452.   T: Ok. 'Min-su thinks that nothing is more important than teamwork.'
453.   Ss: F, F, F.
454.   T: F?
455.   Ss: True, true.
456.   T: True.

Neither the textbook texts nor activities relate to the lesson objective. The target communicative functions were *'to ask about wishes and plans'* and *'to answer to them'*, *'to make corrections'*, and *'to make comparisons'*. The textbook contains texts and activities that are organized to practice the phrases relevant to the communicative functions, usually in combination of two of the functions. However, the students did not have opportunities to practice all of the communicative functions in the lessons. They had opportunities to practice all of the communicative functions in

the lessons. They had opportunities to practice 'making comparisons' in the third and fifth lesson. In the third lesson, the students wrote sentences to compare the given pictures and in the fifth lesson they wrote their own sentences using superlative forms. However, the task was limited to the sentence level. The other three functions of '*to ask about wishes and plan and to answer to them, to make corrections, to ask of wishes and plans and to answer to them, to make corrections*' were not practiced at all, but the students just practiced the phrases that could be said to do the functions.

In terms of the texts and activities chosen by the teacher, the teacher selected texts from the textbook, the teacher selected texts from the textbook, or adopted them from other sources such as song lyrics and adopted tasks for the students. The activities did not involve active discussion of meanings, or participation in discursive practices in English, partly due to the artificial nature of the texts and the tasks requiring low thinking skills and little negotiation of meaning. The teacher took a large amount of time explaining comparative and superlative forms of adjectives and adverbs of English across all the five lessons for this chapter. She explained the forms in three out of five lessons. The teacher adopted songs, which are authentic language texts but were used for teaching grammar. There was little teacher-to-one student interaction in the lessons, but most of the interaction was teacher-to-the class with some peer or group interaction.

As to the use of L1 and L2, the teacher used the L2 most of the time, because she was compelled to do so (E-mail interview, Appendix 5) while the students used L1 for most part except the times they did such tasks as making sentences, saying equivalent words for L2 words, or role-plays to the given mode. Among the factors influencing language choice, suggested by Grosjean (1982), language proficiency may be one of the most influential factors for learners' dominant use of L1.

A few students used L2 in the short exchange at the beginning of a lesson.

Lesson 2

9.   T: Hi, guys. How are you doing today?
10. Ss: I'm fine. Fine. …
11. T: I'm fine. Aren't you hungry?
12. Ss: No, no.
13. T: No?
14. Ss: Yes.
15. S: Because 아까 전에, 많이 많이. (Just before, a lot, a lot.)
16. Ss: ((chuckle))
17. T: You ate something?
18. S: Ok.
19. T: Ah~. Why don't you give me something to eat?
20. Ss: 과자하고요. (Biscuits and)…

Lesson 3

3.   T: Good morning, guys. How are you guys?
4.   Ss: …
5.   S: I'm so so.
6.   T: So, so?
7.   S: I'm tired.
8.   T: Ah, I'm a little tired, too. Ok, guys, what did you learn yesterday?

A student in line 15 in Lesson 2 started the sentence in L2, but she switched to L1 with the second word, which is probably attributable to her language proficiency. Students were able to answer in lines 5 and 7. Perhaps they had the knowledge of how to answer and what to say in this context. However, the language preference of students in the rest of the lessons was L1.

In conclusion, the lesson activities had very little relevance to the textbook's objective and the communicative functions as well as the National English Curriculum's objective – '*to enhance students' comprehending and producing the modern everyday English on general topics*' (Education, 1997, p. 27). The focus of the lessons was on grammar features and selected phrases. Students did not have many opportunities to work with whole texts, make use of the L2 for expressing their meaning, or practice doing the chapter's target communicative functions.

1.2 Intervention lessons

Chapter 3 of the textbook was titled, '*Are you interested in experiments?*' (Lee et al., 2003, p. 47-66). The learning objective of the chapter was '*to express one's opinions and interests*' and the communicative functions were '*to ask of opinions*'; '*to express plans*'; '*to ask of interests*'; '*to make suggestions*'; and '*to accept suggestions*'. The example sentences for each function were given in the chapter cover page (Figure 15). They are '*Did you find the experiment interesting?*'; '*I hope to become a scientist.*'; '*Are you interested in experiments.*'; '*How about joining the science club?*'; and '*Why not?*'. The teacher and I had agreed to design jointly texts and activities for this chapter. I decided to do some experiments in the lessons because the chapter title was related to experiments. My lesson plans were not organized around the textbook chapter objectives, but designed around the theme of *Experiment*.
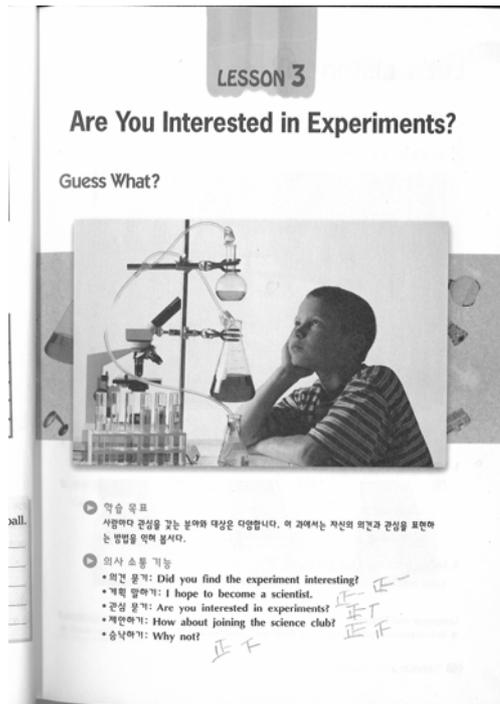
Figure 15 (Textbook page 47)

The authentic texts used for the lessons are attached in the Appendix 2. The texts were authentic because they were not made-up ones written only for language teaching but written for social purposes, 'instance of language that is operations' (Halliday, 1975, p. 123).

The intervention lessons are summarized in flowcharts, which follow.

Intervention Lessons

Lesson 6

- Official Greeting
- Small Exchange
- Listening to a news article on an experiment read by the teacher
- Germinator making activity
- Official greeting

Lesson 7

- Official Greeting
- Small Exchange
- Word test
- Reading of an experiment journal sample
- *Let's Listen* (p. 48-49), Listening bingo game, ordering of sentences from the dialogue, and filling in gaps in the printed dialogue
- *Listening Activities* (p. 50)
- Official Greeting

Lesson 8

- Official Greeting
- Small Exchange
- Writing in an experiment Journal
- Experiment on how much fat is in the students' popular snack foods
- Official Greeting

Lesson 9

- Official Greeting
- Small Exchange
- Watching a video clip
- Reading of the transcripts of the video
- Gap filling in the 'How much fat is in the food we eat?' experiment procedure
- Writing of a science experiment report
- Official Greeting

Lesson 10

- Official Greeting
- Small Exchange
- *Listening Activities* (p. 50) *Sounds* (p. 51) and *Let's talk* (p. 52)
- Role play between the teacher and individual students
- Official Greeting

Lesson 11

- Official Greeting
- Small Exchange
- *Functions* (p. 54)
- *Interactions* (p. 55)
- Teacher's asking individual students of their interests and dream jobs
- Official Greeting

Lesson 12

- Official Greeting
- Discussion of English examination
- Reading of 'Preparing to study'
- Studying of the school trip rout and program
- Official Greeting

Lesson 13

- Official Greeting
- Small Exchange
- Changing the textbook reading text (p. 56-58) into diagrams
- Reading of school trip locations and rules
- Official Greeting

Lesson 14

- Official Greeting
- Small Exchange
- Reading aloud of a recount of a trip
- Writing of a recount of the school trip
- Official Greeting

Lesson 15

- Official Greeting
- Small Exchange
- Word test
- *Reading Activities* (p. 60)
- Changing the sentence voice from the active to the passive
- Writing Ramyun recipe
- Changing of the voice in the recipe
- Official Greeting

Lesson 16

- Official Greeting
- Small Exchange
- Reading of banana sour cream facial mask recipe
- Retelling of the mask making using the passive voice
- *Let's Write* (p. 61)
- *Writing Activities* (p. 62)
- Official Greeting

Lesson 17

- Official Greeting
- Small Exchange
- Writing of a news article on *G Middle School Speech Contest*
- Writing of a news report on *2004 G Middle School Trip*
- Official Greeting

Intervention lessons, like traditional lessons began with an official greeting and a small exchange and finished with an official greeting. I designed each lesson with the teacher's assistance. My original plan was to do some experiments in lessons and to write experiment reports with students. However, the teacher wanted to cover some pages of the textbook as well because exams were based on the textbook. For the textbook based lessons. I also gave suggestions to make the lesson more interactive and meaning-making.

I adopted texts relevant to theme of *experiment* from the internet and news report announced during the intervention period. The first text adopted was a news report (Appendix 2.1.1) on the effects of stress on brain that had been found out through an experiment on mice. The news was nationally broadcast the previous night on free TV. I retrieved the news from the internet, translated it, which was proofread by the American English teacher teaching at the school.

The second text was a procedure for making a seed germinator (Appendix 2.1.2). The students grouped themselves into 6, received materials, read aloud and followed the instructions one by one. The finished seed germinators were labelled with the group number and member's name and stuck on the windowpane. The class interaction pattern of the lesson with the two texts was less structured or predictable than in the traditional lessons.

Lesson 6

150.   T: Understand? Ok. Right, what is, what is stress?
151.   S: 스트레스 (Stress.)
152.   T: What is brain, what is brain?
153.   Ss: 뇌, 두뇌. (brain, head brain)
154.   T: Ok.
155.   S: 뇌 아니고 두뇌야? (Isn't it head brain, not head brain?)
156.   Ss: 뇌야. (It's brain.)

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197.   T: Then, 'and then the two groups of mice were put in a basin filled with
198.   water.' Ok. Let's draw a picture. ((Draws a basin on the board.)) This
199.   is the basin, basin, filled with water. Ok. ((Draws water in the basin.))
200.   Ok? Water. And two sets, groups of mice,
201.   S: 쥐 (Mice)
202.   T: ((Draws mice.))
203.   S: 그거 같아요 진짜. (It is like that thing, really.)
204.   T: Ok, mice. ((Writes "normal" on the board.)) This is a normal, normal
205.   mouse. ((Points at a mouse drawn on the board.)) And, this is/
206.   Ss: Stress.
207.   T: Stressed. ((Writes "stressed.")) The scientists put this two mice in to the
208.   water. There's a safe area, safe. ((Writes "safe" at a spot in the drawn
209.   basin.)) What is safe area?
210.   Ss: 안전, 안전지대. (Safe, safe area.)
211.   T: And they swam to the safe area. Can you guess what happened?
212.   S: Normal 이 먼저 도착해요. (The normal mouse arrives earlier.)
213.   T: That's right. The normal mouse swam to the safe area ((Draws the
214.   normal mouse swimming.)) faster.

In lines 154-155 students initiated a turn to ask and answer about meaning of

words. In line 203 a student started making connections with her experiences and

in line 212 a student borrowed an English word from the text to make meaning.

From line 197 the teacher drew a diagram to explain meaning, so she made use of

non-linguistic resources to make her meaning.

During the germinator making process there was a great deal of interaction among

students regarding the task (lines 493 – 811).

Lesson 6

610.   T: Ok, guys, so, let's read it one more time, ok? No. 1. Ok, hey, hey, …
611.   look at here. JE!
612.   JE: 네? (Yes?)

613.	T: Look at here. Let's read it one more time.
614.	S: Yeah.
615.	T: Ok. Go.
616.	Ss: 'First, fold a paper towel so that it just fits inside the bag.'
617.	T: Ok. What is a paper towel?
618.	Ss: … 저거요. (That thing.)
619.	T: This, ok? Fold, fold.
620.	Ss: 접, 접다, 접어서요? (Fold, fold?)
621.	T: Fold, ok, the towel. Yeah, ok. Do it together.
622.	S2: Fold 가 열다… (Isn't to fold, to open?)
623.	T: Fold, fold. ((Folds a paper towel.))
624.	S2: 닫다예요? ((Is it to close?))
625.	T: Yeah.
626.	S1: 선생님이 접어 느셨잖아요. (You folded and put it in.)
627.	T: Uh? No, later. Fit like this, fit inside the bag, ok?
628.	S: 그다음에요? (Next?)
629.	S: 너요? 그안에다가요? (Put it in, inside it?)
630.	T: Yeah, and No. 2. Put it into the plastic bag. Put the towel into the bag,
631.	ok?
632.	S: 너요? (Put it in?)
633.	T: Yes.
634.	S: 접어서 너야죠? (We should fold and put it in?)
635.	T: Yes.

In the above excerpt, students initiated turns in lines 620, 622, 624, 626, 629, 632, and 634. Because the students had to make something in accordance with the instructions, they actively asked about the instructions. The hands-on task created space for the students to participate more freely.

The second intervention lesson's (Lesson 7) first activity was to read a sample experiment journal (Appendix 2.2.1). The used text was authentic, but there was not an opportunity for the students to talk about the text in their words so their comprehension is not shown in their words. On the next day, in the third intervention lesson (Lesson 8), the sample was written on a big paperboard for showing to the whole class. The teacher instructed the students in groups to keep a journal of the experiment process modelled on the journal on the board.

However, students did not write much on the board, this was partly because the students, before they wrote independently, had not had an opportunity to write jointly with the teacher. The task was too hard for them.

The teacher and I had decided to do another experiment. It was to test how much fat was in the students' favourite snack food. We chose the topic, because food and weight are presumed to be high interest topics amongst teenagers. The teacher introduced the obesity and its complications (Appendix 2.3.1) through Power Point and explained how to calculate ideal weight. Then, the class were given with materials, read the instructions of the second experiment (Appendix 2.3.2) and followed them.

The students surprised both the teacher and myself with their knowledge of the vocabulary on the side effects of obesity (lines 211 – 218). The students were enthusiastic about the experiment in this lesson, mostly because real food was used for experiment materials. They asked whether the food was edible and whether they could have some of it. The students participated actively in the experiment procedure.

Lesson 8

210.   (('Some types of cancer' comes out on the screen)) 'Some types of cancer'.
211.   What is cancer? Cancer.
212.   S: 암. (cancer)
213.   T: 암 (cancer), ok.
214.   Ss: Wow.
215.   T: (('Type II diabetes' comes out on the screen.)) Diabetes, diabetes is,
216.   S2: 당뇨. (Diabetes)
217.   T: Yeah. 당뇨 (Diabetes)
218.   Ss: Wow.
219.   S2: …

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407.   T: This is … important, ok? Count to twenty. One, two, three, four, five,
408.   S: 뭐라고? (What?)
409.   ((Researcher is distributing food.))
410.   S1: 먹어도 되는 거예요? (Is the food edible?)
411.   Ss: …
412.   Ss: … 뭐야? (What is it?) Wow.
413.   S: 먹으면 안되. (It's not edible.)
414.   S2: 먹을 수 있어. (It's edible.)
415.   T: When you guys rub, please count one, two, three, four,
416.   S1: 선생님. (Ms.)
417.   T: Hey guys, shush.
418.   Ss: …
419.   S: 20 까지 세래. (We should count to 20.)
420.   S: 야 한번 먹어봐. (Try eat this.)
421.   Ss: … 선생님 먹으면 안돼요? (Ms., can't we eat it?) 먹어도 돼죠? (Yes?)
422.   T: …
423.   Ss: Wow. … ((lots of noises))
424.   ((Students rub the given foods on the paper and eat the unused ones. A
425.   lot of noises and excitements.))
426.   T: Ok, everyone, sit down please. ((claps hands)) Sit down please.
427.   S: 애들아 앉아. (Girls, sit down.)
428.   Ss: …
429.   S: 선생님 이거 왜 만들었어요? (Ms., why did we make this?)
430.   T: Uh? A-ha. To find out how much fat is in the food.
431.   Ss: …
432.   T: In the food.

Students knew the words such as 'cancer' and 'diabetes' in lines 212 and 217. They asked whether they could eat the food (lines 410 and 421) and one of them asked why they were doing the experiment. The student might have asked the question because she did not comprehend the teacher's task initiation or they had never done any other experiment similar to that one. However, the student was able to ask a question, because there was a space to do so in this task.

I wanted to use a spoken text that was authentic. Therefore, in the fourth intervention lesson (Lesson 9) the teacher showed the video clip of the teacher and myself discussing to find right words for gaps in instructions for making the

germinator (Appendix 2.4.1). Students were instructed to listen to the clip and fill

in the gaps. Then, the teacher explained some of the expressions in the transcript

and the students were told to read the conversation transcript of the clip in pairs.

Only a few students tried to read the transcript, presumably because it was too

hard and they were unfamiliar with the task. Some students were surprised at the

use of the video recording of the people they knew and the transcribed data,

which contained fillers. After approximately 10 minute reading, the class

discussed the gaps as a whole class. The teacher then distributed the science report

form (Appendix 2.4.4) and led the class to write a report on the experiment of

'*How much fat is in the food we eat?*'.

Lesson 9

442.   T: It's on the paper, on page 2. 2 페이지에 있어요. (It's on page two.)

443.   S1: 1 페이지에 있어요. (It's on page one.)

444.   T: Oh, page 1. 앞에. (On the front side.) And first, 첫번째 어떻게

445.   했어요? (What was done first?) 'Each food' blank onto a separate paper

446.   square.'

447.   S: Rub.

448.   T: 어떻게 했을까? (What happened?)

449.   S1: 접어요. 아! (Fold, ah!)

450.   T: 'Each food was rubbed, was rubbed onto a se.' What is rub? What is to

451.   rub?

452.   Ss: 문지르다. (To rub.)

453.   T: Ah, that's right. To rub. 'Each food was rubbed onto a separate paper

454.   square.' Hey guys, ah, ok, one more, one more. Ok, 'The experi,

455.   experimenters',

456.   Ss: Count?

457.   T: Ah, count, ok, 'counted to twenty while the food,' while the food,

458.   Ss: …

459.   T: 'was rubbed.' Was rubbed. 음식이 어떻게? 문질러 지, 문지르는

460.   거야. (How the food? Rub, was rubbed.)

461.   S1: 어떻게 변화가 … (How the change…)

462.   T: 20 까지 셌었죠? (We counted to 20.)

463.   S: 네. (Yeah.)

464.   T: Hey guys, do you see the differences between the two sentences? For

465.   example, 'each food was rubbed' blaa, blaa, blaa and look at the page 2.

466.   Ah page 1, page 1. 자 애들아 이 문장하고 1 페이지에 보면 스텝 1

467.   있죠. 스텝 1 에 답이 뭐야? (Look, girls, look at this sentence and the step 1 at page

468.   1.) Rub each piece of food onto a separate paper' square. 어떤 차이가 있는지

469.   알겠니? (Do you notice the difference?)

470.   Ss: …

471.   T: 어떤 차이가 있어? 동사가 차이가 있지? (What is the difference? The verb is different,

472.   right?)
473.   Ss: 과거형… 현재형… (Past tense… present tense …)
474.   T: 과거하고 현재? 또? 또? (Past tense and present tense? And? And?)
475.   Ss: …
476.   T: 순서가 어떻게 됐어? Food 가 어떻게 됐어? 맨 앞에 나와 있죠. 동사
477.   앞에 나와있죠. 이게 주어가 되는 거지. 그러면 주어가 어떻게 돼? (What's happened
478.   to the order? What's happened to the food? It's at the front. The verb is at the front.
479.   This becomes the subject and what happens to the subject?)
480.   Ss: Was.
481.   T: Was rubbed. 알겠지? (Alright?)
482.   Ss: Yeah.

I planned that this task be completed jointly as a whole class with the teacher, because I understood that the students had not done a science experiment writing in English. Students could not do the task very well (lines 459-460, 473 and 480), but, they experienced the use of the passive voice in an experiment report. This task allowed the students to experience a lexico/grammar realizing meaning in a context of composing a text.

The next task with an authentic text was in the seventh intervention lesson (Lesson 12). The lesson was after the mid-term exam, so I wanted to prepare something relevant to study so adopted and adapted material from the internet. The teacher distributed handouts on '*Preparing to study*' (Appendix 2.5.1). The class read the text aloud line by line and discussed its meaning. During the reading of the text, no students interrupted the teacher or asked questions.

The next activities were to figure out the route on the relevant program (Appendix 2.5.1) and locations for the school trip, scheduled the following week for the Year 8 students of the school.

Lesson 12

315.   T: Ok, you're going to, ok, let me, ok, let me read, 선생님이 읽을 께요.

316.		I'm going to read. You're going to leave school and you are going to
317.		stop at Eum-seong Service Area in Chung-buk, ok? What's service
318.		area?
319.	Ss:	… Eum-seong … Chung-buk. ((Reads very silently.))
320.	Ss:	휴게소. (Service area.)
321.	T:	Yes, that's right. And then you're going to stop by Wha-yang-gang
322.		Service Area. Where is it?
323.	S2:	저희 가는 거예요? (Are we going here?)
324.	T:	Yeah.
325.	S2:	…
326.	S2:	여기 7, 8, 9 인데요? (Here, dates are 7th, 8th, and 9th.) 선생님 6, 7,
327.		8 인데요. (We're going on 6th, 7th, and 8th.)

367.	Ss:	…
368.	T:	And then you're going to,
369.	S:	… 보고 쓴거죠? (You wrote this by referring to…?)
370.	T:	Uh?
371.	S:	저 종이보고 쓴거죠? (You wrote this by referring to that paper?)
372.	T:	Yeah. And then you're going to Reunification Lookout Point. What is
373.		this? Where is this?

458.	T:	Hey, guys, I have the map. I have a map. So how about checking out the
459.		way, the route,
460.	S:	길요? (The route?)
461.	S:	네. (Yeah.)
462.	T:	Yeah. So how about checking out the route? Ok?
463.	S:	네. (Yeah.)
464.	T:	From the start, first day, second day, and third day. …
465.	S:	네. (Yeah.)
466.	S:	거기를 다 돌아요. 우리가 다 가는 거예요? (We're visiting all of
467.		these places?)
468.	T:	Yeah. … But you should check.
469.	Ss:	…

494.	T:	It's in Chung-buk, Chung-buk province. Check out with a pen.
495.	Ss:	…
496.	T:	Hey, look at the schedule, and check out, ok?
497.	S:	뭐찾아요? (What do we find?)
498.	T:	First, find Dae-jon.
499.	Ss:	Dae-jon, Dae-jon. …
500.	T:	Yeah, and then, Eum-seong.
501.	S2:	음성찾았다. 여기. (I've found Eum-seong. Here.)
502.	S:	홍성이요? (You mean Hong-seong?)
503.	S2:	Eum-seong, Eum-seong.
504.	T:	And first Eum-seong, and then Hong-cheon.
505.	Ss:	…
506.	S2:	홍천 찾았어요. (I've found Hong-cheon.)
507.	S:	홍천 찾았어요. (I've found Hong-cheon.)
508.	S1:	홍천 어딨어요? (Where's Hong-cheon?)
509.	S2:	음성, 음성 뒤에. (It's behind Eum-seong, Eum-seong.)
510.	Ss:	…
511.	T:	Hey, guys, hey, guys, draw a line, draw a line, ok?
512.	Ss:	…

Students showed interest (lines 323, 326-327, 369, 371, and 466) in the use of the text partly because it was directly related to them. They asked and answered about the locations on the map (lines 497, 501, 508, and 509). The texts and tasks as well as the school trip rules (Appendix 2.6.2), which were used the next day, were not relevant to the theme of *Experiment*, but I wanted to make use of the school context so students could relate to the texts and tasks readily.

The lesson after the school trip was taught by the native English teacher from the USA with the help of the teacher and me. The students had a lesson with her fortnightly. The lesson plan was roughly devised by myself around reading and writing of a recount on travel. I chose the lesson task, because it was the right time to write a recount. I could not go in detail in terms of the lesson plan with the teacher, because of the time limit. My plan was as follows:

Greeting

Ask students of what they did on each day.

Give trip recount example texts.

Point out recount structure and typical words used.

Students start writing and finish as homework and present at the next lesson with Mrs. MJ.

In the lesson, the American teacher got the students to repeat after her sentences from the text I wrote, and explained each sentence. The teacher asked the class English teacher and me to explain the story in Korean. She asked the students the meaning of Introduction. After that the teacher told the students to start a recount on their school trip.

Initially, the students could not write the first sentence of the recount by themselves even after the teacher's explanation of the introduction, but with the usual teacher's and my help some wrote a couple of sentences.

Lesson 14

242.   T: Ok, you can use this ((the hand-out)) to help you. Ok. Oh, when writing a
243.   summary, ok, when you write about your school trip, um, there's a certain
244.   format, that's used here, right? How did she write this summary?
245.   Ss: ((No response))
246.   S: 뭐? (What?)
247.   T: How did she write his? Did she say everything all at once?
248.   S2: No. 요약해서. (In summary)
249.   T: Ok. It's written in the order that they did things. Right? So, first we went
250.   here. Understand? First what did they do on their trip? What did they do?
251.   Ss: ((No answer))
252.   T: What did they do?
253.   S: … McLaren …
254.   T: Ok. What did she write first?
255.   S: …
256.   T: No, no, no. In the writing, what is first? First sentence. What's it?
257.   S: 도착했대요. (They arrived.)
258.   T: No. No. No. No. What's written first?
259.   S: 호주에 갔다고 아냐? (Isn't it they went to Australia.)
260.   T: Yeh. It says where they went. Right? It's introduction or intro.
261.   Introduction is what?
262.   Ss: ((No answer))
263.   T: In Korean. ((Writes "Introduction" on the board.)) What's introduction?
264.   What is an introduction?
265.   Ss: ((No answer))
266.   T: All right. This is what we're gonna do. Everyone stand up. Stand up.
267.   Ss: ((Stand up.))
268.   T: Ok. All right. When I ask a question, raise your hand and answer it. And
269.   then you can sit down.
270.   Ss: Ok.
271.   T: You got it?
272.   S: Yes.
273.   T: Ok. What is an introduction?
274.   S: Hint.
275.   T: Hi, My name is Heidi..
276.   S: 소개 (Introduction)
277.   S: 소개. (Introduction.)
278.   T: Sit down. All right. The first sentence, the first paragraph is introducing,
279.   so, who, what, where did they go? ((Writes 'who, where, what,)) When
280.   did they go? ((Writes 'when')) All right?
281.   Sts: 누가, 언제, 어디에서. (Who, when, where)
282.   T: What is who?
283.   S: 누가 (Who)

284.   T: Ok. Where.
285.   S: 어디에 (Where)
286.   T: when
287.   S: 언제 (When)
288.   T: So, all is in the first sentence. Right?
289.   S: ((Raises her hand.))

After reading of the recount, the teacher asked a number of questions and many of them (lines 244, 250, 252, 254, 261, 263 and 264) were not answered. Some students tried to answer in lines 253, 257, and 257. However, the teacher got frustrated and decided to instruct students to stand up and allowed only the students who answered her questions to sit down.

Students' writings are attached in the Appendix 3. The followings are some works of the students.

Student A

School Trip to Seorak Mt.

On May 6th, we went to Seorak Mt. First day we went to 통일전망대. We had our pictures taken. And then we went to Hotel. The hotel was very terrible.

Student B

School trip to Serak (Mt)

On may 6th, we went to Seorak Mt.

First) we stopped at 통일전망대 and an got together and then we had our pictures taken.

Student C

School trip.

On May 6th my school friends went 설악.

1st We went 통일전망대. Then arrived Motel. And had rest. Motel was worst.

[O]n May 7th. 2nd. We went 외설악, 비선대, 흔들바위, 신흥사. We were very

tired. And had play. On May 8th, 3rd. We went 낙산사 오죽헌 이승복기념관. And we arrived … I was very tired.

The three students wrote a few sentences in English as well as in Korea for some words. The words were names of places whose English translation were long, so students chose to put in Korean words. There are grammatical errors i.e. '*First) we stopped at*' in Student B's work and '*1st We went* 통일전망대. *Then arrived Motel. And had rest*' in Student C's work. However, they succeeded in making themselves understood.

The task was a hard one for the students partly because they had not learned the linguistic and structural features of a recount and they had not practiced writing it with assistance i.e. in the form of joint construction, a task 'the teacher and the student develop texts together and share the responsibility for performance until the student has the knowledge and skills to perform independently and with sole responsibility' (Feez, 1998, p. 27). The American teacher said after the lesson she was disappointed by the students' little participation in talking. The students did not participate in calling out in English (lines 262, 265, and 267) presumably because they had not experienced similar practices in previous lessons.

The class teacher wanted to cover some pages of the textbook because students were examined on the textbook. The teacher did activities with transcripts for p. 48 – 49 activities at the textbook, the *Listening Activities* on page 50 and the *Sounds* on page 51. The lesson was similar to the traditional lessons in the activities that occurred in this lesson.

For the *Let's talk* activity on page 52 (Figure 16), I suggested that the teacher do a role-play with individual students. I suggested this because she did not have one-to-one interaction with students in class in English at all.

Figure 16 (Textbook page 52)

Before the role-play, the students listened to the model dialogue and repeated after it line by line. The teacher, then, explained what the task would be (lines 667, 670, and 673).

Lesson 10

667.   T: A-ha. Now, I'm going to, I going to ask you questions, ok? Ok, S.
668.   Ss: … ((In audible.))
669.   S2: 선생님, 이줄만 시켜요? (Are you doing it to this row only?)
670.   T: And then, I'm going to change it. Ok, so, get ready, ok?
671.   S2: 생각해봐. (Get ready with an idea.)
672.   S: ((Stands up reluctantly.)) …
673.   T: You can do it. S. I'm going to be A and you are B. Ok?
674.   S: ((Groans.))
675.   T: ((Pause.)) S, what did you do last night?
676.   S: ((No answer.))
677.   T: What's your favourite, ((slower)) what is your favourite movie
678.   program? 좋아하는 TV 프로그램이 뭐야? (What's your favourite TV
679.   program?)

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667. S: 좋아하는게 없어요. (I have no favourite.)
668. T: Ok, say anything, anything. Any TV program, ok? Instead of …, ok?
669.   Understand?
670. S: ((No answer.))
671. T: Hey, guys, you guys, ok then, first, later, S, later, ok?
672. S: 네. (Yeah.)
673. T: Ok, B, please stand up. Stand up please.
674. S2: Stand up, stand up. ((Talking to herself.))
675. ((Bstands up.))
676. T: ((To S)) Listen to … saying, ok?
677. S: ((Nods.))
678. B: …?
679. T: Hey guys, we'll practice A, ok? ((To B)) I'll be A and you are,
680. S2: B.
681. T: B. Ok? What did you do last night?
682. B: I watched Ben Hur.
683. T: Not Ben Hur, not Ben Hur. Instead of Ben Hur, different …
684. S2: 네가 어제 뭐했냐고? (She asks what you did yesterday.)
685. B: 저어제 TV 안 봤는데요. (I didn't watch yesterday.)
686. T: You just make up. Make up.
687. S2: 아 그냥, 선생님이 원하는대로 해줘. (Just do as the teacher wants.)
688. B: …
689. T: Ok. Did you find it interesting?
690. B: No, I didn't. It was very boring.
691. T: It was boring? Boring? 재미 없었어요? (Was it boring?)
692. B: …
693. T: Ok, BG, stand up.
694. ((Bu-gum stands up.))
695. T: Ok, I'll be A. You're B. What did you do last night?
696. BG: ((No answer.))
697. T: BG, ah?
698. BG: I watched, watched…
699. ((Students become noisy.))
700. T: Hey guys, be quiet. ((To BG)) What did you do last night?
701. BG: ((No answer))
702. R: 선생님 잘하는 애 먼저 해볼까요? (Why don't we start with students
703.   with better English?)
704. S2: 저 잘할 수있습니다. 시켜주십시요. (I can do well. Ask me, please.)
705. T: Who watched TV last night? Ok, MK. Please stand up.
706. S2: Please stand up.
707. MK: ((Stands up.))
708. T: What did you do last night?
709. MK (S1): 이거 써논거만 해도 돼죠? (Can I do only as in here?)
710. T: It's ok.
711. MK: I, I watched 테니스의 왕자 (Prince of Tennis) in …
712. T: Oh, did you find it interesting?
713. Ss: 재밌었어. (It was interesting.)
714. MK: Yes, I did. I very interesting and exciting.
715. T: Ok, good job.

633.	T: What is your hobby?
634.	JE: My hobby is, uh, uh,
635.	S: 똥푸기, 찌른내 풍기기 (Empting the sceptic tank and emitting urine
636.	smell.)
637.	JE: uh, uh, actor.
638.	T: Actor?
639.	JE: Actor.
640.	T: Actor? Acting? Ah?
641.	JE: Ah, my hobby is 만능 (all-round) entertainer.
642.	T: Ok, entertainer. That's your hobby? Your hobby?
643.	JE: Yeah.
644.	T: Your hobby.
645.	JE: Ah, my hobby is,
646.	Ss: …
647.	JE: sleep and listening music.
648.	T: Sleep and listening to music? So, what are you interested in?
649.	JE: Ah~~, eating!
650.	T: Eating.
651.	Ss: ((Laugh))
652.	JE: And ah, ah, yeah, eating.
653.	T: Really? Ok, what do you hope to do?
654.	JE: …?
655.	T: What do you want to be?
656.	Ss: 시집가기, 대역부인. (Getting married, acting wife)
657.	Ss: … ((Loud.))
658.	T: Hey guys, shush.
659.	Ss: …
660.	JE: 야 (Hey.). Actor.
661.	T: Actor?
662.	JE: Yeah.
663.	T: You hope to be an act, actress?
664.	JE: Actress.
665.	T: Actress. Ok.
666.	JE: Ok.
667.	T: Ok, good job. DH
668.	S2: Journalist 가 뭐야? (What is journalist?)
669.	T: Journalist is a writer. Ok, what is your hobby? ((To DH.))
670.	DH: My hobby is making…
671.	T: Ok, are you interested in, um, ok, DH, which activity are you
672.	in? Which club are you in?
673.	DH: …
674.	T: A-ha, writing Chinese characters? Ok, ok, what do you want to be in
675.	the future? What do you hope to be?
676.	Ss: …
677.	T: What is your dream?
678.	Ss: …
679.	T: … Do you want to…?
680.	DH: …
681.	T: Ok. … MS?
682.	((MS stands up.))
683.	T: What is your hobby?
684.	MS: My hobby is,
685.	Ss: …
686.	T: Your hobby is, what do you do in your free time? What do you do?
687.	Except studying and,

688. MS: Music.
689. T: Music? Listening to music? What kind of music do you like?
690. Ss: …
691. T: What are you, then, what do you want to be, what do you want to be?
692. Ss: …
693. T: What is your dream?
694. MS: Teacher.
695. T: Teacher, which subject? Which subject?
696. MS: …

For the first activity, she selected two students to do role-plays about TV programs they had watched the previous night, but the lines were not successful (lines 380 to 411). Students did not appear to know what to say (lines 387 – 389) and they had to make-up a story (line 412). However, the teacher succeeded in role-plays with individual students about their hobbies and jobs, except with the student MS, who struggled (lines 688, 693, and 696).

The teacher wanted to cover the Reading Text (p. 56-58) because the text was part of the exam section. I suggested the task of drawing diagrams relevant to the textbook reading text, because I thought that activity would lead to students' making-meaning beyond the sentence level. The task preparation and the task were difficult at some points because of the unclear sequence of events. The text is as follows:

1. It was Friday afternoon. The experiment was over. A week ago, Mrs.
2. Cook's class started the experiment. They planted beans in four different
3. pots. But they did different things to the plants in each pot.
4. Each pot needed a different sign. Mike made one sign. It said: "The plants
5. in this pot have had no water for a week." Karen's sign said: "These
6. plants were started in very poor soil." Another sign said: "These plants
7. were kept in the dark." The last sign said: "These plants were started in
8. good soil. They were watered every day. They were kept in the
9. sunshine."
10. At last everything was ready. The pots stood in a row. The plants in the
11. first pot looked sick. Those in the next pot were small. The plants in the
12. third pot looked too white. Only the plants in the last pot were green and

13. strong. The class knew why.
14. In front of each pot was its sign. Mrs. Cook and all the students were
15. excited.
16. Now everything was ready for Monday.
17. On Monday morning, however, no one was happy. The students saw
18. something wrong with the plants. "Come here, " Mike called out. "All
19. the plants have been watered. A light is shining on one pot. There is some
20. good soil in the poor pot." All the other students ran to the table.
21. "Oh, no. Our experiment is ruined."
22. Then Mrs. Cook found a letter. "Wait a minute, class. This may give us
23. the answer, " she said.
24. Dear Mrs. Cook,
25. I read your notes on the pots. I wanted to help. So I watered all the
26. plants. I put some good soil around the sick plant. I set up a light over
27. the pot in the dark.
28. I hope this makes your plants grow better.
29. Your janitor,
30. Mark Baker

The above text was hard to comprehend because of the uncertainty of the sequences in the events in the story. Three different times appear in the text. They are Friday, a week before the Friday and Monday. The story starts at the time of a Friday (line 1), moves onto a week before the Friday (line 1), back to Friday (line 10) and then to Monday (line 17).

The teacher also wanted to cover one of the focal grammar points of this chapter, the passive voice. The passive voice is not written as the chapter's focus in the textbook, but several pages (p. 61, 62, 63, and 65) are for practicing the passive voice. For the grammar exercise, the teacher brought the current top 6 Korean popular songs and encouraged students to say who the songs were sung by.

The top six songs

Too Late, Hug, Hey Boy, Let Me Dance, Rock With Me, Hot 뜨거.

a. "Too late" is sung by Shine.
b. "Hug" is _____.
c. "Hey boy" is _____.
d. "Let me dance" is _____.

e. "Rock with you" is _____.
f. "Hot 뜨거" is _____.

The interaction during the task is shown as bellow.

Lesson 15

241.   T: Ok, and, look at this, look at this. You can say like this.
242.   Ss: sung by, sung by.
243.   T: ((Reads from the monitor.)) "Too late" is sung by Shine.
244.   Ss: "Hug" is sung by,
245.   S: "Hug" is sung by,
246.   Ss & T: 동방신기. (Dong-bang-sin-gi)
247.   S: Wha.
248.   T & Ss: "Hey Boy" is sung by Diva.
249.   T: Ok, and "Let me dance",
250.   Ss: is sung by 동방신기. (Dong-bang-sin-gi)
251.   T: And, e, "Rock with me" is,
252.   Ss: Is sung by BoA.

Students appeared to know the rule. They answered correctly in lines 242, 244, 245,

248, 250, and 260.

After the grammar exercises, the teacher led the class to write a science experiment

report using the passive voice. Then, the teacher wrote a Ra-myun, Korean instant

noodles, cooking procedure on the chalkboard after the students' prompts and

changed each step in the procedure into sentences with the passive voice.

Lesson 15

591.   T: Do you know how to cook Ra-myun? Do you cook, do you cook Ra-
592.   myun by yourself?
593.   S2: No.
594.   T: Yes? Ok, then, what do you do first when you cook Ra-myun?
595.   Ss: 물, 물, 물끓여요. (Boil the water, water, water.)
596.   T: First, you boil the water.
597.   Ss: boil the water, ((laugh))
598.   R: Two cups of water.
599.   S2: 3 분의 2, (Two thirds)
600.   T: Two cups, two cups of water,
601.   S: Two cups of water.
602.   T: ((writes 'Boil two cups of water' on the board.)) In a pot, ok? ((writes
603.   'in a pot.'))
604.   S: Yeah.
605.   T: Boil two cups of water, and then what,
606.   S: 물이 보글보글 끓면, (When the water boils)

607.   T: And then, ok, if the water boils, you put what?
608.   S: Ra-myun.
609.   T: Ok, ((writes 'Put' on the board.)) Ra-myun ((writes 'Ra-myun'))
610.   Ss: …
611.   T: And,
612.   S: Soup, soup, soup.
613.   T: Seasoning powder,
614.   S: Seasoning 이 뭐야? (What is seasoning?)
615.   Ss: … seasoning …
616.   T: Ok. And then,
617.   S: Egg.
618.   T: Egg? Egg? Ok. Put an egg ((Writes 'Put an egg.'))
619.   S1: 아니야, 계란은 맨 마지막에 넣야 돼지 않아? (No. Shouldn't the
620.   egg be put in the last?)
621.   S: Ok, ok.
622.   T: Ok. …
623.   Ss: …
624.   T: Wait, wait, wait. ((Erases 'Put an egg.'))
625.   Ss:
626.   S1: 일단 스프한다음에요. (First of all, do the seasoning power, and next)
627.   S: 면을 넣야죠. (Noodles should be put in.)
628.   T: Uh?
629.   S: 면을 넣어야죠. (Noodles should be put in.)
630.   T: We did it. Wait.
631.   S: 3 분간 놔둬야 돼요. (Should leave for three minutes.)
632.   S1: 스프한다음에 … (After the seasoning)
633.   T: Soup, ok, together.
634.   S1: …
635.   T: Um?
636.   S1: 3 분간 놔둬요. (Leave for three minutes.)
637.   T: Ok, ok, ok. ((Writes 'Cook' on the board.)) Cook them for,
638.   Ss: …
639.   T: Three minutes. ((Writes '3 minutes.'))
640.   S1: 근데요 면발이 탱탱하게 할려면요 집게로 계속 이렇게 해줘야
641.   해요. (But in order to get nice noodles we should do like this with
642.   tongs.)
643.   T: ((Laugh)) …
644.   Ss: …
645.   T: Ok, ((Writes 'Add an egg.'))
646.   Ss: …
647.   T: Ok, finished. Ok, um, then, how would you, how would you change this,
648.   change this into passive voice sentences. S1, will you do the
649.   first one?
650.   S1: 바꾸라고요? (Change it?)
651.   T: M-hum. First what? Two cups of water,
652.   Ss: Water, water,
653.   T: ((Writes 'Two cups of water was,'))
654.   Ss: Boiled, boiled,
655.   T: Ok, boiled ((Writes 'boiled.')) In a pot. ((Writes 'in a pot.'))
656.   Ss: …
657.   T: Ok, number two, … Will you do number two?
658.   Ss: …
659.   T: How about talking, number two? Ra-myun and
660.   T & Ss: seasoning powder was put into the pot.
661.   T: Ok, number three. Who, who wants to do that? HS-yee, HS,

662.　　　　will you do number three? Shush.
663.　　T: Ss: Shush, 조용히해. (Be quiet.)
664.　　T: Listen.
665.　　HS: …
666.　　S: Shush.
667.　　T: Them? 애들아 주어로 쓰면 them 이 아니고? (Girls when it becomes
668.　　　　the subject, it's not them, but) They.

The excerpt shows that students appeared to use the passive form of verb correctly in talking about the Ramyun cooking instructions in lines 654 and 660 but HS in line 665 must have said 'them' in stead of 'they'.

The integration of the students' favourite snack food led to students' active participation in the talk during the lesson. Students voluntarily repeated after the teacher (lines 597 and 601), raised a question (line 614), made a suggestion (line 619), and provided information (626, 627, 629, 631, and 640). Often Korean teachers complain that their students are very passive and quiet, but this excerpt shows that students become involved on some topics. Students wanted to contribute to discussions on foods and take part in the hands-on experiment. The topic was familiar to the students, so they could bring their experiences into the discourse.

The teacher wanted to do some more exercises to teach the passive voice, so I prepared a text for making Banana sour cream facial mask (Appendix 2.8.1). I chose the recipe of the Banana sour cream facial mask because the students would be interested in facial massage and it would be a good way to learn a procedural text and passive voice form. The teacher showed the materials and procedure on

the TV monitor and explained the text sentence by sentence. Then, the teacher

asked the class how the facial mask was made using the passive voice.

Lesson 16

149. T: Let's read one by one, ok? It's too small, right? ((Sets the computer.))
150.   Um, first, we need, we need, a half banana.
151. Ss: Banana 반개 (Half).
152. T: M, and one table spoon of honey,
153. Ss: 꿀 (Honey).
154. T: Yeah, that's right. And two table spoons of sour cream.
155. Ss: 신거 식초, 식초, (Sour vinegar, vinegar)
156. T: 여기 안보는 사람, 체크 한다. (The people not concentrating will be
157.   checked.) Eh, ok, number 1. Ok. Mash a half banana. What is it? Mash?
158. Ss: 바나나 … 반개를 찧는다. (Mash banana … a half.)
159. T: Ok? And number 2. ((Looks at the board.)) Oh,
160. S: 안돼요. (No.)
161. T: I can't, I can't erase this?
162. Ss: 안돼요, 안돼요. (No, no.)
163. T: No?
164. Ss: No.
165. T: Ok. And number two, 'Add 1 table spoon of honey and 2 table spoons
166.   of sour cream to the mashed banana. Banana, cream, and honey,
167.   ((pause)), and mix, mix together.
168. Ss: … cream 이랑 honey 랑 (Cream and honey.)
169. T: 'Apply, apply the mixture to your face.' ((Shows the motion.))
170.   S: face.
171. Ss: 바르다. 섞은 걸 … (To apply the mixed thing.)
172. T: Ok. Eh, number four, 'Set, set the mixture,
173.   S: 그대로 둔다. (Leave as it is.)
174. T: Mixture about 10 minutes.
175. Ss: 10 분동안 그대로 놔 둔다. (Leave it for 10 minutes.)
176. T: 10 minutes. And five. 'Gently, gently,
177. S: …으로 씻는다. (Wash it with …)
178. T: wipe it off,
179. Ss: 닦아, 닦아요. (Clean, clean)
180. T: with a damp, wet wash cloth.' 젖은 수건으로 이렇게 (With a damp
181.   cloth), ((shows the motion))
182. Ss: 닦아 낸다. (Wipe it out.)
183. T: Yeah. So, we're finished. Do you understand?
184. Ss: Yes. ((More voices than usual.))
185. T: Really?
186. Ss: Yeah.
187. T: Ok, then, I'm going to ask, ah, HN,
188. HN: 네? (Yep?)
189. T: Can you explain how to make the mask?
190. HN: 어떻게 만들었냐구요? (How did we make it?)
191. T: 어떻게 했어? (How did we do it?)
192. HN: 한국말로 해요? (Can I do it in Korean?)
193. T: It's ok, but try to speak English.
194. HN: 한국말로 하겠습니다. (I will do in Korean.)
195. Ss: ((Laugh))

196.	T: I'm going to, ok, ask, ok? First how was the mask, how was the facial
197.	mask made? Ok, number 1, step one?
198.	HN: Yeah.
199.	T: ((pause)) Step one? ((pause)) The banana,
200.	HN: The banana was,
201.	T: The banana
202.	T & HN: was,
203.	T: ((Motions mashing.))
204.	HN: Mashed?
205.	T: Uh. Mashed, yah, mashed. Alright, number two, a, a table spoon of
206.	honey,
207.	HN: spoon of
208.	honey,
209.	T: and,
210.	HN: two table spoons of,
211.	T: sour cream,
212.	HN: Yeah?
213.	T: sour cream,
214.	HN: sour cream, ah, were,
215.	T: Uh, were,
216.	HN: mashed,
217.	T: added, added,
218.	HN: added,
219.	T: added,
220.	Ss: added, added,
221.	T: added ((Motions of adding.))
222.	Ss: ((Laugh))
223.	HN: added to the banana?
224.	T: Mashed.
225.	HN: Uh, to the mashed banana.
226.	T: mashed banana.

In the transcript above, the teacher explained the facial mask making procedure in English and with gesture, and students demonstrated their ability to understand the teacher (lines 151, 153, 155, 158, 168, 171, 173, 175, 177, 179, and 182). The teacher explained the materials and instructions in English with gestures and the students interpreted in Korean. When students did not give the right interpretation the teacher explained in Korean (line 180). Student HN were able to use the passive voice in the retelling of the instructions with the teacher's help (lines 200, 204, 210, 214, and 218).

The news article reading and writing tasks on page 62 (Figure 17) of the textbook

started with an analysis of the model text on the power point (Appendix 2.8.2).

The analysis was done as follows:

533. T: 어. 영어 신문 기사에도 그런 신문의 특징이 있겠지? (Uh. An
534.   English news article has the same features.)
535. Ss: 네. (Yeah.)
536. T: 어떻게 알 수있을 까? 이거 보고서 한번 같이 해보자. (How do we
537.   know? Let's do this with this report.)
538. S1: 제목. (The title)
539. T: Uh, 제목이 먼데? (What's the title?)
540. Ss: ((read)) BIG SHOW FOR SCIENCE LOVERS.
541.   T: science lovers. What is show?
542. Ss: Show.
543. T: Ok, 전시회. (Exhibition) Science, for science lovers.
544. S: 과학을, (Science)
545. T: Uh, 과학을 좋아하는 사람들을 위한, (For someone who likes
546.   science)
547.   Ss: 좋아하는 (Likes)
548. T & Ss: Big Show. 자 전시회. (Look, the exhibition.)
549.   S: 큰, 큰, 큰. (Big, big, big)
550. T: 자, 이 문장을 하나씩 하나씩 분석을 해보자. (Look, let's analyse this
551.   sentence one by one.) 누가, 언제, 어디서, 어떻게 이거, 어떻게,
552.   어떻게 나와 있나? (Who, when, where, how, how is it?) 선생님이
553.   준비 했어요. (I prepared.) (I prepared.) ((Shows the PowerPoint
554.   document.)) 이봐, 첫번째 문장에, (Look, the first sentence.) ((reads))
555.   'The 2002 science show,' 이건 뭐에 해당해. (What does it belong to?)
556. Ss: 무엇 (what), what, 날짜 (date).
557. T: 무엇, 그치. (What, isn't it?) What, 무엇이, 자, (What, look) 'was held',
558.   이거는? (This?)
559. S: …
560. T: Happened, happened. ((Points to the monitor.))
561. S: 일어 났다. (Happened.)
562. T: 발생했다. 일어났다. 그치, 자, (Occurred, happened, isn't it, look.) 'at
563.   Hana Middle School.'
564. Ss: Hana 중학교에서, (At Hana middle school) where, 어디에서 (where),
565.   where.
566. T: 어디에서 그치? (Where, isn't it?) 'from Mar. 5th to 7th.' 이건?
567. Ss: When, when.
568. T: 어. (Yeah) When. … 'Many experiments' 이건? (This?)
569. Ss: What, 무엇을 (what), what, what.
570. T: 그치 (Isn't it) , what. 'were done', ((pause)), happened,
571. S: 일어나다. (Happened)
572. T: 어, 일어났다. 그다음에 (Uh, happened, then next) there.
573. Ss: 거기에서, 어디서, (There, where)
574. T: 거기서지? (Isn't it there?) Where. … 'The science show'
575. Ss: 무엇, 무엇 (what, what), what,
576. T: What, 그치? (Isn't it?), 'will be held'
577. Ss: will, will,

578.   T: Uh, will happen. 일어 날것이다. (Will happen) 'next year as well.'
579.   Ss: When, 때. (The time)
580.   T: Uh, 때. 언제. (The time, when) Alright, so, look at, look at the below of
581.   the page. ((shows with her book.)) Look at the picture below. Ok. What
582.   is this about? What is this about?
583.   Ss: Art, art show.
584.   T: Uh, the 2002
585.   T & Ss: Arts Show.
586.   T: Ok, what's art show?
587.   Ss: 미술, 미술, (Arts, arts)
588.   S: 미술 전시회? (Art show?)
589.   T: 미술 전시회지? 전시회? (Art show? Show?) So, let's write the news
590.   about 2002 arts show together. Let's write the news. 같이 한번 써보자.
591.   (Let's write one more.)
592.   Ss: 네. (Yeah)
593.   T: 자, 맨처음에, 아이고, 자 애들아, 자, 봐, (Look, at the beginning,
594.   woops, look, girls, look, see) what happened where when? What 에
595.   해당하는게 뭐야? (What belongs to what?) 첫번째? (The first?) 뭐
596.   쓰면 될 까? (What should we write?) What 에 해당하는 것은? (What
597.   belongs to what?)
598.   Ss: The 2002 Arts Show.
599.   T: 2002 Arts Show.
600.   T: 그다음에. Happen 어떻게 해? (The next. What do we do to happen?)
601.   S: was,
602.   T: was?
603.   Ss: held, held.
604.   T: held, ok, where? Where?
605.   S: Hana Middle School.
606.   S: Hana Middle School.
607.   T: Uh, where?
608.   Ss: Hana, Hana middle school.
609.   T: 포스터 봐봐 애들아. (Look at the poster, girls.) Look at the poster,
610.   poster, ok. Where? At Hana,
611.   T & Ss: Middle School.
612.   T: Uh, when?
613.   Ss: April 1st,
614.   T: Uh, from April 1st,
615.   Ss: 1st,
616.   T: To,
617.   Ss: Third, third.
618.   T: JS-a, what're you doing? Please write.
619.   S2: were done 하면 어떻게 돼요? (Can we do the 'were done'?)
620.   T: Um?
621.   S2: were done 하면 어떻게 돼요? (Can we do the 'were done'?)
622.   T: were done?
623.   S2: Yeah.
624.   R: 다음 문장. (The next sentence)
625.   T: Next, next. 이 것 보세요. (Look at this.) 어 (Uh), 2002 arts show, ok,
626.   next, was held, was held, where? At … Hana Middle School. When?
627.   From April 1st to, ok, 3rd, and next? What happen there? What, what?
628.   Ss: Student, student,
629.   T: Uh, students', students'
630.   Ss: paintings, paintings,
631.   T: Uh, paintings,
632.   Ss: picture,

633.	T: Wait, wait, wait, paintings, uh, pictures,
634.	Ss: and many others, many others,
635.	T: and many,
636.	Ss: others,
637.	T: others, ok, what happened?
638.	Ss: ((No answer))
639.	T: were?
640.	S: were done, done, done,
641.	T: done?
642.	S: 아닌가? (Isn't it right?)
643.	T: This is a show, show. Not doing,
644.	S: showed?
645.	T: Yeah. Showed. 전시가 되었다, 그지? (Showed, right?)
646.	R: Shown?
647.	T: Uh, shown. Hey guys, not showed, show, showed? Ok, shown. Not
648.	showed, shown.
649.	S2: Showed.
650.	T: Shown, not showed.
651.	S2: Shown?
652.	T: Ok. There, ok? Ok, are you finished? Ok. Students' paintings, pictures,
653.	and many others and ok what? ((pause)) 그다음거. (The next one) The
654.	art show, what happen, what will happen, what will happen?
655.	S: was,
656.	T: was? I mean next year. Will be held. 애들아 같이 하는 거야? (Girls,
657.	are you doing it together?)
658.	S2: 선생님 그거 쓰라고요? 여기다가? (Ms, do we write it?) (Here?)
659.	T: Yeah. Will be held.
660.	S2: 누가 한말 인데요? 그냥써요? (Who said it? Just write.)
661.	T: Um. Will be held next year as,
662.	S: well.
663.	T: well. ((pause))
664.	Ss: ((Write.))
665.	T: 다시 한번, 신문기사에는 어떤 것이 들어 갈 수있다고요? (Once
666.	again, what is included at a news article?)
667.	Ss: 제목, 제목하고, 6 하원칙, (The title, the title, the 6 how principle.)
668.	T: 그렇지. 누가, (Right, who)
669.	Ss: 언제, 무엇을, (When, what)
670.	T: 무엇을, (What)
671.	Ss: 왜, (Why)
672.	T: 이 들어 간다고 했죠? (is written?) ((pause))

First of all, the teacher explained some features of a news article (lines 533 – 544)

and analysed the given article according to the features (lines 561 – 591). Students

appeared to follow the teacher very well (lines 536, 538, 540, 567, 575, 580, 584, and

590). Students also participated well in joint-writing of another news article (lines

609, 612, 614, 616, 624, 639, 641, 643, and 655). Even though their grammar was not

perfect (lines 616 and 624), students had the opportunity to participate in a social practice around writing a news article.

In the last intervention lesson, the class wrote a news article on the 2004 G Middle School English Speech Contest (Appendix 2.9.1), which had taken place the previous day. After this the class wrote a short news report on the 2004 G Middle School Trip together. Students were provided with handouts with some clues to the writing task. I did not observe this lesson, but the teacher recorded and sent me the recording later. The teacher sounded more relaxed in the lesson, because her speech was slower with lower voice, probably because the researcher was not there to observe her lesson. The students participated in writing a text of a news report on what had happened in their real school life with the assistance from the teacher.

Lesson 17

3.　　T: 애들아 at 다음에는 어떻게 오니? (Girls, what comes after 'at'?)
4.　　Ss: 장소, 시간, 시간이나 (Place, time, time or) …
5.　　T: 장소나 시간, 그다음에 on 은 on? (Place or time, after that, what about
6.　　　one?)
7.　　S: 달. (Month)
8.　　T: 달, 그러니까 시간. 그치? 근데 at 다음에는 장소가 와야 겠지 그지?
9.　　　(Month, in other words, the time. Right? Then after 'at' comes the place,
10.　　　right?)
11.　　Ss: …

140.　　T: Ok, ((reads)) 'The 2004 G Middle School Trip'. Ok, school
141.　　　trip. ((pause)) Ok. Where did you go?
142.　　S2: Seol-ak!
143.　　T: Ok. When?
144.　　Ss: …
145.　　T: Yeah. May, uh, 6th to 8th, ok. Let's fill the sentences. Ok? Complete the sentences?
146.　　Ss: …
147.　　T: 어떻게 말할 수 있을까? 문장 어떻게 말할 수 있을까? 이거를? (What
148.　　　can we write? How can we write the sentence? This one?)
149.　　S: ((reads)) …
150.　　T: Yeah. The Year 2 students of G Middle School,
151.　　S2: went on a school trip.

152.   Ss: went …
153.   T: Uh. Went on a school trip. Where?
154.   S: To,
155.   Ss: Seol-ak Mt.
156.   T: To Seol-ak Mt. Ok, when? From? From May 6th,
157.   S: To.
158.   T: to 8th, 2004. Uh?
159.   S: 거꾸로 써야돼요? (Do we write backwards?)
160.   T: Um.
161.   S1: 선생님 뭐라구요? 다시한번 말씀해 주세요. (Ms, what did you say?
162.   Can you say it again?)
163.   T: Ok, I'm going to write down. ((writes on the board.)) School trip? Ok.
164.   자 어디 어디로 할때는? (Look when we say where, where?) You can
165.   say to.
166.   Ss: To, to, to.
167.   T: Uh, to, 어디로 간거야? (Where did you go to?)
168.   Ss: To Seol-ak-san, Seol-ak Mt.
169.   T: Uh, Seol-ak Mt. 그렇지. 언제부터 언제까지는 어떻게 하면 돼?
170.   (Right. How do you write from when to when?)
171.   S: …
172.   Ss: …
173.   T: ((writes)) May 6th, 언제 부터 언제 까지 하면 뭐써야돼? 언제 까지?
174.   (How do we write from when to when?)
175.   Ss: to, to.
176.   T: To.
177.   Ss: …
178.   T: To Seol-ak Mt. 아휴더워. (It's warm.)
179.   Ss: … ((Laugh)) U-hu, u-hu, u-hu.
180.   T: Ok, let's read. Let's read together. Ok, ready, go.
181.   Ss: ((read)) 'The Year 2 students of G middle school went,'
182.   T & Ss: 'on a school trip to Seol-ak Mt. From May 6th to 8th, 2004.'
183.   T: Ok. Now, can you write, can you write news story?
184.   S2: Very fun!

They sometimes talked about linguistic features (lines 3 – 11, 159), but unlike in traditional lessons, the comments were related to the meaning of the texts. The English class captain said '*Very fun* (line 184)', after the writing activity.

As to language choice during the intervention lessons, like in the traditional lessons, the teacher dominantly used L2 and the students used L1. Students, however, started mixing L1 and L2 in their utterances.

Lesson 6

211.   T: And they swam to the safe area. Can you guess what happened?
212.   S: Normal 이 먼저 도착해요. (The normal mouse arrives earlier.)
213.   T: That's right. The normal mouse swam to the safe area ((Draws the
214.   normal mouse swimming.)) faster.

---

292.   T: Ah, so what happened to, a, I mean, the brain?
293.   S: Um, new 세포가 없었다고. (There weren't any new Neuro cells.)
294.   S: New cells very um…
295.   S: 세포가 없다고. (There were no Neuro cells.)

A student in line 294 in the above excerpt started in L2 but could not finish the sentence. Students in lines 212 and 293 started in L2 but switched to L1 to finish the sentence, beginning to use the two languages to express meaning.

In summary, in the intervention lessons the teacher covered textbook pages of 48, 49, 50, 52, 54, 55, 56, 57, 58, 59, 60, 62, and 65, even though our initial idea was to plan lessons with little relevance to the textbook. She wanted to cover the textbook because students were tested on the textbook contents. The teacher felt it necessary to focus on some grammar features of the passive voice. To teach the passive voice, I prepared texts including the grammar feature. The teacher used texts and tasks prepared by myself. Students commented more in hands-on activities such as experiments and when using authentic texts relevant to their school program. The teacher and students were relaxed and participated more when there was increased use of L1. Students appeared to enjoy analysing and jointly writing texts with the assistance of the teacher, as it was mentioned during a lesson and in the questionnaire.

SUMMARY

I have described the activities in the traditional lessons and intervention lessons. The teacher did not follow all of the activities provided in the textbook but

adapted them or adopted different ones. She used a few games and songs in the five traditional lessons in an effort to make students interested. The traditional lesson tasks and activities limited opportunities for the learners to partake in meaning making in whole texts. They required repetition or word recognition, therefore low thinking skills. The use of the pop culture and topics of students' interests as well as working on text-level led to more participation from the students.

7

CLASSROOM SOCIAL PRACTICES

INTRODUCTION

This chapter analyses the classroom discourse in the lessons as contextualized social actions. Students and the teacher participate in the lessons influenced by their social backgrounds, previous experiences, beliefs as well as physical constraints. I will examine the social aspects of the lesson discourses and their contribution or restriction to opportunities for the students' development of language use.

1. Socially constructed classroom discourse

Firstly, the discourse was affected by the physical layout of the classroom (Figure 1). The teacher instructed from the podium at the front of the room and the 34 students sat in pairs in lines facing the teacher. Because of the number of students and their seating position facing the teacher, the teacher talked to the students from the podium in the front, so it was easy for all the students to see and hear the teacher. The teacher talked to the whole class more often than to individual students. Interaction with individual students was very rare. According to the teacher (Appendix 5, E-mail interview on 17th October, 2006), addressing the whole class was efficient in managing and teaching that size class. Students' participation in the interaction was mostly realized in choral work with little individual participation.

The students each had a chair and a desk with a drawer fitted under the desktop. The same students stayed together in their classroom all day except for some subjects such as Music and Physical Education. Different subject teachers came to the students' classroom. The students sometimes moved around their desks to form groups facing each other. The classroom was also fitted with a table for the teacher and a large monitor connected to the teacher's laptop computer. The teacher used the CD for the textbook to be projected or played on the monitor.
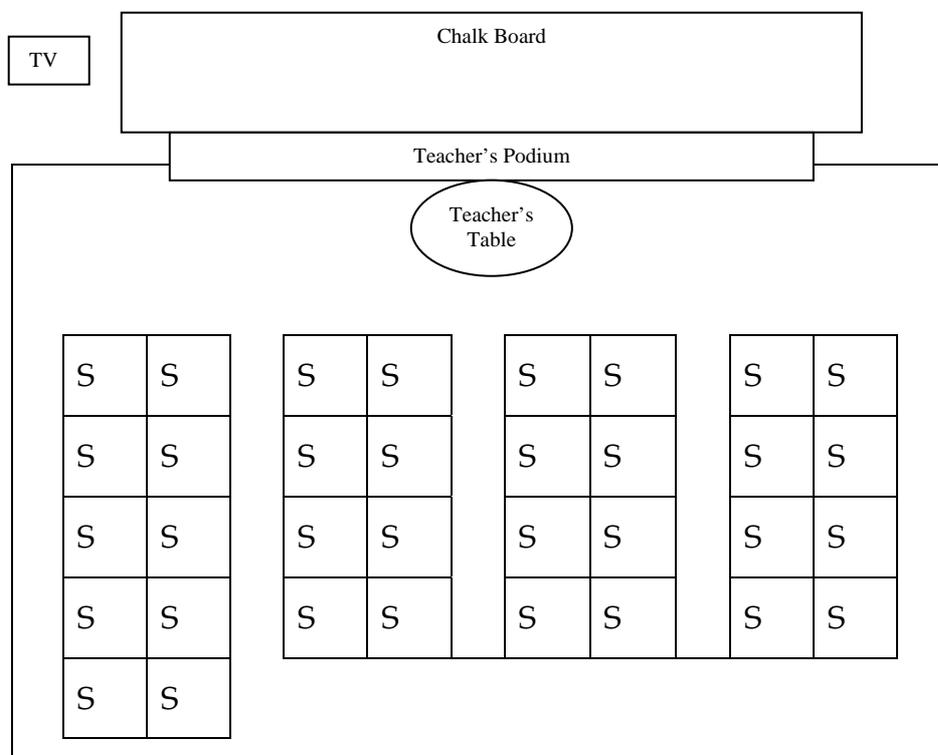
Figure 1: Classroom layout (S = Student)

Socio-historical factors such as the institutional setting, authority of the teacher or students, the teacher's beliefs about language teaching and learning, the teacher and students' gender – all female - and socio-cultural background contextualised the classroom discourse. Being a student in a class, a student is participating in a community of practice, or 'a group of people who are mutually engaged in a joint

enterprise with a shared repertoire of styles' (Liebscher & Dailey-O'cain, 2005, p. 236). Participants join in this common enterprise of education, bringing in their socio-cultural and historical experiences. The rest of this chapter will discuss how those social aspects of the context relate to the classroom discourse in terms of opportunities for the learners to participate in the social practices in the classroom and to expand their linguistic resources for making meaning.

2. Students' participation in the lessons

In this section, the interaction pattern in the observed lessons will be analysed. I selected S1 for a student wearing the voice recorder and recognized as the best student in English by the teacher and class members, and S2 for the English class monitor student. The teacher called the monitor student a *Captain.*

The classroom conversation was pre-dominantly monologic (Nystrand, 1997). Students' participation in the classroom talk mostly occurred as responses to the teacher's questions. As Cazden (1988) claims, the discourse in the lessons was predominant with the IRF pattern (Mehan, 1979) (teacher initiation, student response, and teacher feedback). In the lessons, the questions were often thrown out to the whole class for the students to answer as a whole. The questions required *Yes, No,* the corresponding Korean words to English words or vice versa, or one word, phrase or sentence. A number of the questions were known-answer questions. In the following excerpt, the teacher asked about the cover page of Chapter 2.

Lesson 1

32.   T: Ok, guys. Do you see the picture? What are they doing?
33.   S1: Smile.
34.   T: Smile? Ok. They're smiling.
35.   S1: ((Laugh))
36.   T: They're wearing uniform. 체육복을 입고 있죠. (They're wearing
37.   uniform.)

The teacher asked what the people in the picture were doing (*I* move) and S1 said 'Smile' (*Response* move). The teacher accepted the answer, 'Ok', and repeated the answers in the full correct sentences in line 34 and 57. The teacher here did not ask the question because she wanted to know but the teacher already had the answer. The question was to evaluate and reinforce the remembering of sentences.

Even though the IRF pattern was prevalent, the teacher often skipped the F (Feedback) move after the students' Response move, the interaction pattern resulting in *I-R-I-R-I-R*, as shown in the above excerpt (lines 128 – 142 in the Lesson 1). The F move was skipped when the students' answer was correct. This pattern was more dominant in the traditional lessons than in the intervention lessons. The students seemed to know this pattern well, because they joined in without trouble.

Lesson 1

128.   T: ...Let's stop here. First, number one, ok? The second, the first one.
129.   Ok. So, read it together. 'Which do you like.'
130.   Ss: Better
131.   T: 'better, soccer or baseball? I~'
132.   Ss: like
133.   T: 'like soccer better. How ~'
134.   Ss: about
135.   T: 'about you? Me, too. I ~'
136.   Ss: heard
137.   T: 'heard that there's a soccer game ~'
138.   Ss: between
139.   T: 'between Mi-na's class and Chang-ho's. Do you ~'
140.   Ss: plan
141.   T: 'plan to go? Yes, I do.

142. They understood the teacher's bid for answers I'm dying to ~'
Ss: see even when the bidding form was not in a usual questioning form but a short

pause (line 129 in the Lesson 1) or the lengthening of the last syllable of the

teacher's utterance (line 131, 133, 135, 137, and 141 in the Lesson 1).

The teacher used techniques when answers were wrong.

Lesson 1

17.　　T: Not bad? What did you do?
18.　　S1: Um. 노래방갔어요. (I went to a Karaoke.)
19.　　T: You went to Karaoke?
20.　　S1: …
21.　　T: Ah. Are you a good singer?
22.　　S1: ...
23.　　T: No. Not really? Someday I'd like to...
24.　　S1: ((Laugh))
25.　　T: Someday, later. Ok. All right. Ok. Today we are going to start Lesson 2.

Lesson 2

312.　　T: …이 올때에는 형용사나 부사에다가 (When it is …, to the adjective
313.　　or the adverb)
314.　　Ss: er, er.
315.　　T: Uh. Er 을 붙이고? (Add 'er'?)
316.　　S: than.
317.　　T: Uh, than, than 뜻이 뭐야? (What does 'than' mean?)
318.　　Ss: 뭐뭐보다, 뭐뭐보다. (Than so and so, than so and so.)
319.　　T: 뭐뭐보다. 그치, 이렇게 쓰고요. (More than so and so. Right. Write
320.　　like that.) Ok, let's read the example together. Ok? Example sentences.
321.　　Ok. I'll read first. 'He's taller than me.'

330.　　T: Ok, 자, 최상급이라는 거는 무슨 말인 거 같아 얘들아? (Well, what
331.　　does the superlative mean, girls?)
332.　　Ss: 가장, 최고, (Most, the best.)
333.　　T: 최상이 뭐야? 최상. (What is the superlative? Superlative?)
334.　　Ss: 가장, 가장, 여러개 중에서. (The most, most among many.)
335.　　T: 어, 여러개 중에서. 여러개 중에서, 세개 이상중에서 어떻게? 가장?
336.　　(Yeah, among many. Among many, how among more than three? The
337.　　most?)

Lesson 3

425.　　T: Ok? And, Limousine is,
426.　　Ss: Bigger, bigger,
427.　　T & Ss: Bigger than, ((pause)), Tico.
428.　　T: Ok, and Limousine is,
429.　　Ss: Expensive.
430.　　T: Just expensive?
431.　　 Ss: More expensive.

432.   T: Ok. More expensive,
433.   Ss: More expensive,
434.   T: Than,
435.   T & Ss: Tico.

Using different ways, the teacher guided the students to the correct answers. She gave the correct answers in the F move (lines 81, 202, in the Lesson 1); started the correct answer sentence and stopped unfinished with a raised tone (line 312 in the Lesson 2); asked again using the students' answer (line 430 in the Lesson 3); or simplified the question (line 333 in the Lesson 2). The teacher also adopted the student's answer in L1 and asked back as a form of confirmation in L2 in line 19 in the Lesson 1. Most of the teacher's questions were asked about the lesson's topic. The teacher's questions were limitedly on the topic, e.g. she asked *'How are you today?'*, *'Did you have a good weekend?'*, *'What did you do?'*, *'You went to Karaoke?'*, *'Are you a good singer?'*, *'Do you like sports?'*, *'Can you name any sports?'*, and *'What's good point for exercise?'*. Students' answers to these questions, however, were not taken up for further discussion in the following turns. This was possibly because the teacher did not really want to know the answers. Then the authenticity of the questions is weak. The teacher asked authentic questions as regards to lesson regulation, or in the regulative register (Christie, 2002), as in *'Are you finished?'* or *'Who's got them all right?'*. These questions are authentic but they require *Yes/No* answer and putting up a hand.

Students' utterances were mostly word-level answers to the teacher's questions, simple responding *Yeah* or *Yes* to the teacher's statements, and repetition. Because of the structured discourse, students were not given many opportunities to

participate in sharing and appropriating knowledge. Apparently playing only the respondents' role, the students were not always sitting silently. For example, a couple of students were delegated with authority by the teacher. The students were the class captain, or S2, and S1. They exerted their power by silencing the class, making comments, or interrupting and contesting the teacher. Examples are given below.

Lesson 1

57.   T: It's Ok. The sound doesn't work, so I'd like you to listen to me, um,
58.   notebook computer. Ok. Let's listen to a song. Do you like Celin Dion?
59.   Ss: Ah.
60.   S1: 아 그거, 타이타닉 주제가 부른... (A-ha, that, the one who sang the
61.   Titanic's theme song.)
62.   Ss: Wow.
63.   T: ...
64.   S1: 선생님 그거 아니예요? (Isn't it that song?)
65.   T: It's not Titanic. ((Prepares to play the music video.) Let's listen to a
66.   song, ok?

----

92.   T: So, right, you guys, do you remember the listening bingo? Yea? Do you
93.   remember?
94.   Ss: Yes. A-ha.
95.   T: Yea, yea.
96.   S1: 그거 하다가 말았잖아요. 다 맞아요. 다 못해갖고. (We stopped in
97.   the middle of doing it. We haven't finished it.)

Lesson 2

21.   T: Ok. Ok guys, Lesson 2, what is the title?
22.   S2: 'Which do you like better?'
23.   T: Yah, 'which do you like better?' ((Writes the title on the board.))
24.   Ss: …
25.   T: Ok, guys, well, so,
26.   S2: 조용히하자. (Let's be quiet.)

----

152.   T: Ok. Ok, how about listening one more time?
153.   S2: One more time.
154.   S1: 선생님 그런데요 이거요, 이름 둘다 쓰는 거예요? 아니면 빠른
155.   사람만 쓰는 거예요? (Ms., well, this one, do we write both of the
156.   names? Or only the faster one?)
157.   T: Two, both of them, both of them. Ok, let's listen one more time. ((Plays
158.   the CD.))

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174.   T: Ok. Number two. Ok, who's this girl?
175.   Ss: … Susan, …
176.   T: Uh?
177.   Ss: …
178.   S1: Susan 아니에요? (Isn't it Susan?)

179.   T: Su-jin. They say Su-jin. How about this girl?

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618.   T: Ah. Well done. You got them all right? 다 맞은 사람? (You got them
619.   all right?) 다 맞은 사람 있어요? (You got them all right?) Who got
620.   them all right?
621.   S1: 근데 저 스펠링이 틀렸어요. (Well, I was wrong in spelling.)
622.   T: 틀렸어요? (Was anything wrong?)
623.   S: 제가 틀렸어요. (My spelling was wrong.)

Lesson 4

305.   Ss: … 한번만 더 들어요. (Let's listen one more time.) …
306.   T: Ok. ((Plays the CD.))
307.   S2: 선생님 everyone 이요 …로 쓰여요? (Ms., the 'everyone', is it used as…?)
308.   T: Um?
309.   S2: …로 쓰여요? (Is it used as …?)

Lesson 6

484.   T: Make the flowers, we're going to the, anyway. Ok, you're going to
485.   work in groups. Make a group of five or six people.
486.   S2: 야 우리 이렇게 하면 된다. (Hey, we could make one like this.)
487.   T: Ok, five or six people. Ok, one group.
488.   S2: 야, 1 분내로 만들자. (Girls, let's form groups in a minute.)
489.   Ss: ((Form groups.))

---

525.   T: You guys look at me.
526.   S2: 야 거기 조용히해. (You girls be quiet.)
527.   T: Look at this, look at me. This is a paper towel. And, ok, what is a
528.   stapler?

Lesson 7

423.   Ss: …
424.   S1: 선생님 (Ms.)
425.   T: One more time? No?
426.   S1: 미나가 맨처음에, 처음에 그걸 1 번으로 쳐서 하는 거죠. (What
427.   Mina said in the beginning, the first one is No. 1, right?
428.   T: M-hum, uh, no.
429.   S1: …
430.   T: M-hum. It's ok no problem.

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541.   T: Oh, yes, biology.
542.   Ss: Biology.
543.   S1: ((laugh))
544.   T: ((writes 'biologist' on the board.)) biology
545.   S1: 선생님 그거 다시한번 해보세요. (Can you do it one more time?)
546.   발음 재밌어요. (The sound is fun.)
547.   T: Ah?
548.   Ss: biolog…
549.   T: Biologist.
550.   Ss: ((laugh))
551.   S1: 재밌어요. (It is funny.)

552.   T: It's fun?

The above examples show that S1 and S2 freely made comments, asked questions and tried to silence the class. In line 26 from Lesson 2 and line 526 from Lesson 6, S2 tried to quieten the other students. The student also voluntarily ordered the class to form groups for a task, as shown in lines 486 and 488 in Lesson 6. This behaviour was helpful for the teacher because the student was doing a job for the teacher. S1 freely made comments about texts or tasks as in line 60 in Lesson 1 and in line 621 in Lesson 2. She also asked questions about tasks (lines 154 and 178 in Lesson 2) and asked the teacher to do something (line 545 in Lesson 7). These two students contributed to the construction of classroom discourse. However, what S1 and S2 said were limited to task instructions and classroom regulations except for one case when S1 asked about the title of a song they were about to listen. Furthermore, students' interventions did not lead to opening up opportunities for themselves and other students to try out their ideas and participate in the classroom discourse. The teacher did not take up a student's utterance irrelevant to her teaching agenda. S1's remark about the singer of the song was not attended to seriously by the teacher. The teacher misunderstood the remark that the song was the song in the movie, *Titanic* and just replied '*It's not Titanic*' (line 65 in Lesson 1). She cut off an opportunity for exploring experiences relevant to the student's world.

Students also suggested task rules as shown in the excerpt below. The students in this following excerpt were playing a comprehension check game in groups. The teacher read out three statements to each group and the group showed whether

the statements were correct or wrong according to the dialogue the students had just heard for the previous activities.

Lesson 3

282.	S: 왜 적어? (Why do they take notes?)
283.	S: 애네도… (They too.)
284.	S1: 적는 거 아니야? (Can't we take notes?)
285.	Ss: … 사기다. 사기다. (That's fraud. That's fraud.) … ((Laugh.))
286.	S: 적으면 누가 못해. (Who can't do it if we take notes?)
287.	T: Ok, go ahead.
288.	S1: 적어서 하는 거 아니야? (Aren't we supposed to take notes?)

The students in line 282, 283, and 286 complained strongly about some of the other students taking notes during the game. The complaint was made because note taking had not been specifically forbidden by the teacher in specifying the task. Furthermore, in this excerpt no student was using L2 or English, partly because the students did not have the linguistic resources, nor did the teacher take this as an opportunity to exchange meanings with the students. The students were expressing their meanings. The teacher's overlooking of these opportunities is partly explainable with her lack of awareness of these as important learning moments. For the students to learn to argue about task regulations in L2, they need to be exposed to their models.

The students initiated turns when talk was about the time of exams and quizzes and score calculations.

Lesson 2

267.	T: Good job. Ok, well, today, you're going to learn comparison more,
268.	comparative? 오늘은 비교급있죠? (Today, you know the
269.	comparative.?) 그것에 대해서 좀더 배워 볼께요. (We will learn more
270.	about it.)
271.	S: 선생님 시험 언제 봐요? (Ms., when do we have a test?)
272.	T: Uh, next time.
273.	S: 내일요? (Tomorrow?)
274.	T: Next time.

275. S: 내일요? (Tomorrow?)
276. T: Next time.
277. Ss: 화요일날요? 화요일날요? (On Tuesday? Tuesday?)
278. T: Um, I'm going to tell you later.
279. S: 단어시험요? (The word test?) ((pause)) 선생님, 단어 시험요? (Ms.,
280. the word test?)
281. T: ((Distributes hand-outs.))
282. S2: 여기에다 이름 쓰고. (Write your name in here.)
283. T: 네. (Yes.)
284. S2: 잃어버리지 말고. (Do not lose.)

Lesson 7

62.   S2:   이번 수행평가가 몇점이예요? (What is the full score for this
63. performance test?)
64. T: 응? (Yes?) I mean the word test?
65. Ss: …
66. T: Ten points. 응? (Yes?)
67. S: …?
68. T: Yeah, that's right?
69. S: …?
70. T: 응? (Yes?)
71. S2: 수행평가가 30 점이예요? (Does the performance test take 30 points?)
72. T: 40.
73. S: 40 점요? (40 points?)
74. T: Yeah.
75. S: 이게요? (You mean this test?) 단어가요? (Word test?)
76. T: No.
77. S: 이게 20 점이지? ((addressed to another student)) (Isn't this one 20 points?)
78. T: Your test, 10 points, listening test, about 20 points, and then your
79. attitude 5 points.
80. S2: attitude 가 뭐야? ((addressed to the unchosen person/people)) (What
81. is attitude?)
82. T: Wait, wait, wait. I'll give you, I'll give the table, ok? The table.
83. S: …?
84. T: 응? (What?)
85. S: 선생님 샤프로 하면 안돼요? (Ms., can't I write with a mechanical
86. pencil?)
87. T: You'd better write down in a pen, or a ball-point pen.
88. S: 태도 점수 있어요? (Do we have the behaviour point?)
89. T: 응? (Yes?)
90. S: 태도 점수. (Behaviour point)
91. T: Yes.
92. S: 선생님 이게 20 점이예요? (Ms., does this one take 20 points?)
93. T: Confusing, well, maybe 5 or 10 points.
94. S: 선생님, 이거는 20 점. (Ms., this one is 20 points.)
95. T: Let me check, let me check.
96. Ss: …
97. T: All tests are included.
98. Ss: …?
99. T: 응? (Yes?)
100. S: …
101. T: Well, later, it is, it is, very unclear.
102. S: unclear
103. S: …?

Students were eager to know the time of word tests or quizzes as in Lesson 2 and the score calculation as in Lesson 7. The students' turn-initiation was attributable to their acute awareness of the importance of exam results. Their English score in Year 8 will take up 40% of the English subject performance score in assessment for the entry into high school (Infoschool, 2000). The teacher, however, did not attend to the students' questions about the test date, possibly because she did not know it for sure, and because she tried not to get engaged in long exchanges during the test time.

Students' attention and participation was also higher in games and during hands-on tasks.

Lesson 3

153.	T: Who's next? Ok, you. ((pause)) You guys hurry up, hurry up. ((pause))
154.	Ss: …
155.	T: Hey, guys.
156.	S: 16 이요. (Number 16.)
157.	T: Ok, sixteen.
158.	S: Sixteen.
159.	T: Heavy, ok, heavy. And one more?
160.	S: Heavy 가 뭐예요? (What's heavy?)
161.	Ss: 무거운. (Heavy.)
162.	S: 무거운? (Heavy?)
163.	T: U-hu.
164.	S: 가벼운이… (Heavy is…)
165.	T: ((pause)) Twenty, ((pause)), twenty three? Heavy,
166.	S: Light.
167.	T & Ss: Hot.
168.	Ss: … 몇번이야. (It's …) 23 번 (Number 23.) …
169.	S: Twenty.

Lesson 6

616.	Ss: 'First, fold a paper towel so that it just fits inside the bag.'
617.	T: Ok. What is a paper towel?
618.	Ss: … 저거요. (That thing.)
619.	T: This, ok? Fold, fold.
620.	Ss: 접, 접다, 접어서요? (Fold, fold?)
621.	T: Fold, ok, the towel. Yeah, ok. Do it together.
622.	S2: Fold 가 열다… (Isn't to fold, to open?)

623.   T: Fold, fold. ((Folds a paper towel.))
624.   S2: 닫다예요? ((Is it to close?))
625.   T: Yeah.
626.   S1: 선생님이 접어 느셨잖아요. (You folded and put it in.)
627.   T: Uh? No, later. Fit like this, fit inside the bag, ok?
628.   S: 그다음에요? (Next?)
629.   S: 너요? 그안에다가요? (Put it in, inside it?)
630.   T: Yeah, and No. 2. Put it into the plastic bag. Put the towel into the bag,
631.   ok?
632.   S: 너요? (Put it in?)
633.   T: Yes.
634.   S: 접어서 너야죠? (We should fold and put it in?)
635.   T: Yes.
636.   Ss: …
637.   ((A student drops something.))
638.   T: Be careful. You need to put the, you need to put the towel, I mean.
639.   Ss: …
640.   S2: 선생님 이렇게 하면 안돼요? (Can't I put it in like this?)
641.   T: ((Holds up a plastic bag.)) Not this, I mean, this side is up, ok? This side, I mean, this
642.   side is up, ok? Be careful.
643.   Ss: …

Students in Lesson 6 asked questions and made comments on the instructions for making a seed germinator. This is presumably because they were engaged in talk linked to action. Students asked for clarification of the instructions to make a seed germinator correctly (lines 624, 626, 629, 629, 632, 634, and 640). The teacher explained the instructions with demonstration (lines 623 and 641). Following instructions is a social practice. In this lesson, students participated in a following-instruction practice. The discourse became natural. However, in this discourse, the teacher used English, but not the students. Students could not do it because they did not have necessary linguistic resources. To be able to have them, students need to learn about them and learn to use them in English.

They were also active in games, i.e., in Lesson 3. Students appeared highly anxious and competitive to win games so they worked very hard. Because of the students'

high interest and excitement in games, the teacher included games in lessons. During the five lessons for the chapter 2, the teacher incorporated 4 games. By adopting games in English lessons, the teacher tried to realize the curriculum guideline for English education, which emphasizes the importance of students' maintenance of interest in learning English (Education, 1997). However, games did not lead to students' participation in discursive practices or making meaning for social purposes in English.

Students initiated exchanges to quieten other students and to find out about task instructions and routine quizzes. In the whole period of Lesson 1, there was just one inquiry about from students in line 187. The inquiry was whether two phrases had the same meaning. The teacher could have taken the inquiry seriously and problematized the phrases' meaning by making the whole class to speculate and discuss on the meanings. The teacher's answer, however, was simple '*No'*. In the traditional lessons, sentence repetitions and grammar explanation took most part of the talk. The rigid interaction pattern in the traditional lessons did not allow enough space for students' voices (Nystrand, 1997).

In the intervention lessons, when lesson objectives were not to learn and memorize new words and their meanings in Korean, the *I-R-I-*R pattern appeared less than in the traditional lessons and there were questions about the language in texts. The following excerpt occurred during a reading of a science experiment report.

Lesson 6

152.	T: What is brain, what is brain?
153.	Ss: 뇌, 두뇌. (brain, head brain)
154.	T: Ok.
155.	S: 뇌 아니고 두뇌야? (Isn't it head brain, not head brain?)
156.	Ss: 뇌야. (It's brain.)

| 202. | T: ((Draws mice.)) |
| 203. | S: 그거 같아요 진짜. (It is like that thing, really.) |

222.	T: What is new?
223.	S: 새로운 (New.)
224.	T: Ok. Neuro.
225.	Ss: Neuro? 뭐? (What?) What?
226.	T: Cell, what is cell?
227.	S: Cell?
228.	T: Our body is made of a lot of cells.
229.	S: 아, 세포. (A-ha, cells.)

Students in lines 155 and 225 asked questions to the other students about some words because the language was in an informal register. Some students answered the questions. A student in 203 initiated a turn by making a comment on the teacher's drawing. Students were able to initiate turns because they felt safe to do so. The task of reading a news article on an experiment created space for students' contributions. More students' made comments in the lessons with authentic texts.

In summary, I analysed the participation framework of classroom discourse in the traditional and intervention lesson. In the traditional lessons, the *I-R-I-R* move was dominant with the teacher taking the *I* move mostly. Students' *I* moves were mostly related to task instructions or exam times. However, in the intervention lessons, students made comments and asked questions about language as well as instructions.

3. Grammar teaching

The teacher followed the syllabus organized in the textbook and adopted and

adapted materials relevant to the teaching of the grammar focus of each chapter of

the textbook. The teacher, to teach grammar, explained grammar terminology and

rules in L1 and made students read aloud examples of words or sentences, as

shown below.

Lesson 2

294.　T: Cherup? Cherup? 자, 애들아, 비교급, 비교가 뭐하는 거야? (Well,
295.　girls, comparative, what is to compare?)
296.　Ss: 비교, 비교하는 거. (Compare, to compare.)
297.　T: 비교 하는 거지. 비교하는 게 뭔데? (To compare. What is to
298.　compare?)
299.　S: 비교하는거. (To compare.)
300.　S1:　둘중에 … (Between the two.)
301.　Ss: 둘… (Two.)
302.　T: 어, 그쵸. 읽어 보세요. 시작. (Yeah, right. Please read. Start.)
303.　Ss: ((Read in the paper.)) 'He is taller than me.'
304.　Ss: '둘 또는 그 이상 중에서 어느 것이 더 ~하다 라고 비교하는 경우
305.　사용.' (It is used to compare between the two or more.)
306.　S1: 영어 그거 읽으라는 줄 알았어요. (I thought we were supposed to
307.　read the English sentence.)
308.　T: 자, 형태가 어떻게 됀데? (Well, what is its structure?)
309.　S: 부사 (Adverb)
310.　S2: 뭐뭐보다 더하다. (More so and so than something.)
311.　S1: 둘 (The two.)
312.　T: …이 올때에는 형용사나 부사에다가? (When it is …, what is it to the
313.　adjective or the adverb?)
314.　Ss: er, er.
315.　T: Uh. Er 을 붙이고? (Add 'er'?)
316.　S: than.
317.　T: Uh, than, than 뜻이 뭐야? (What does 'than' mean?)
318.　Ss: 뭐뭐보다, 뭐뭐보다. (Than so and so, than so and so.)
319.　T: 뭐뭐보다. 그치, 이렇게 쓰고요. (More than so and so. Right. Write
320.　like that.) Ok, let's read the example together. Ok? Example sentences.
321.　Ok. I'll read first. 'He's taller than me.'
322.　Ss: He's taller than me.
323.　T: 'He runs faster than you.'
324.　Ss: He runs faster than you.

To teach grammar rules the teacher projected the explanation of the grammatical

terminology and rules written in L1 on the classroom TV monitor and made

students read aloud as in line 304. The teacher chose L1 to explain grammar

because the language for grammar explanation was complicated. From line 294 to

line 305 the teacher explained the term Comparative, and from line 308 to 315 she taught the regular form the Comparative. This was followed by students' repeating some sample sentences after the teacher. During the grammar explanation, the teacher asked students questions about grammar terminology, word form, and word meaning.

Memorization of grammar features was another common exercise. Teacher's instructions to memorize words and dialogues appeared in the following excerpts.

Lesson 1

419.　　T: Well, then I'll give you, well, homework. Ok. Ah, … choose one
420.　　dialogue, ok, and then write down on, on your notebook, and translate
421.　　in Korean.
422.　　Ss: Ok.
423.　　T: And practice. Memorize this dialogue with your partner.
424.　　Ss: Ok.

Lesson 3

19.　　T: And for the irregular form just you have to memorize.
20.　　S: Yeah.
21.　　T: Ok? So, 불규칙은 다 외워야 돼, 그냥. (You just should remember the
22.　　irregular adjectives, just.)
23.　　S: Yeah.

In Lesson 1, the teacher gave homework to memorize a dialogue and in Lesson 3 she told them to memorize the irregular forms of the *comparative* and *superlative*.

Repeating after the teacher or the CD was another dominant practice in the lessons, showing the teacher's beliefs in repetition as an effective study technique. In the following excerpt the teacher read example sentences and instructed the students to repeat after her after she had explained the form of the comparative.

Lesson 2

207.　　T: The yellow one is …, you're going to learn the sound of /i/ and /e/.
208.　　　Ok? So, let's listen to the words. ((Plays the CD.))

209.   CD: 'Better'
    210.   Ss: Better.
    211.   T: Ok, repeat.
    212.   CD: 'Better'
    213.   Ss: Better.
    214.   CD: 'Best'
    215.   Ss: Best.

Students had been so socialized into the repetition practice that even when the teacher played the CD and instructed the students to listen (line 208), they started repeating. So the teacher redirected the task to repeating after the CD. In the excerpts above, the students' role was rather passive because they were supposed to listen to the teacher's explanation, to answer collectively to teacher's questions, and to repeat after the teacher or the CD. Students were also instructed to memorize word forms.

This way of grammar teaching – teaching of grammar terminology and repeating of word forms – may teach students how to identify a linguistic feature and analyse English sentences grammatically. However, it does not provide students with opportunities to learn to use the linguistic feature in social practices where the feature serves a function in discourse. Learners do not experience social practices where the feature is used.

4. Whose meaning?

The teacher's belief in repetition of words, phrases, and sentences as a way to learn to speak was demonstrated on another occasion as in the excerpt below. In the excerpt, the teacher wanted to have a role-play with nominated students following a model dialogue.

Lesson 10

350. T: Ok, I'm going to be A. You are B, ok?
351. S2: 듣기만 하고 여기있는거 그냥 읽어요? (((To teacher)) We just listen and read
352.   these in here?)
353. T: Yeah. First, just practice. ((Reads.)) 'What did you do last night?'
354. Ss: 'I watched Ben Hur.'
355. T: Did you find it interesting?
356. Ss: No, I didn't. It was very boring.
357. T: Hey, guys, read it together.
358. Ss: Ok.
359. T: Ok? One more time. EJ, EJ.
360. S2: Yeah.
361. T: Please look at me.
362. S: Look at.
363. T: Sit up please. Sit up. Ok. 'What did you do last night?'
364. Ss: 'I watched Ben Hur.'
365. T: 'Did you find it interesting?'
366. Ss: 'No, I didn't. It was very boring.'
367. T: Ok. Let's change it. You go first. Ok? Start.
368. Ss: 'What did you do last night?'
369. T: 'I watched Ben Hur.'
370. Ss: 'Did you find it interesting?'
371. T: 'No, I didn't. It was very boring.'
372. S: Boring.
373. T: Hey, guys, do you know Ben Hur? The movie?
374. S: 몰라요. (I don't know.)
375. Ss: …
376. S2: … 바꿔서 안해봐요? (((To teacher)) Aren't we doing by changing the words?)
377. T: You can change it.
378. S2: 아뇨. 이거 바꿔서 안해보냐구요? (((To teacher)) No. I mean aren't we practicing
379.   changing the words?)
380. T: A-ha. Now, I'm going to, I going to ask you questions, ok? Ok, S.
381. Ss: … ((In audible.))
382. S2: 선생님, 이줄만 시켜요? (((To teacher)) Are you doing it to this row only?)
383. T: And then, I'm going to change it. Ok, so, get ready, ok?
384. S2: 생각해봐. (((To students)) Get ready with an idea.)
385. S: ((Stands up reluctantly.)) …
386. T: You can do it. S. I'm going to be A and you are B. Ok?
387. S: ((Groans.))
388. T: ((Pause.)) S, what did you do last night?
389. S: ((No answer.))
390. T: What's your favourite, ((slower)) what is your favourite movie
391.   program? 좋아하는 TV 프로그램이 뭐야? (What's your favourite TV
392.   program?)
393. S: 좋아하는게 없어요. (I have no favourite.)
394. T: Ok, say anything, anything. Any TV program, ok? Instead of …, ok?
395.   Understand?
396. S: ((No answer.))
397. T: Hey, guys, you guys, ok then, first, later, S, later, ok?
398. S: 네. (Yeah.)
399. T: Ok, B, please stand up. Stand up please.
400. S2: Stand up, stand up. ((Talking to herself.))
401. ((B stands up.))
402. T: ((To S)) Listen to … saying, ok?
403. S: ((Nods.))

404.	B: …?
405.	T: Hey guys, we'll practice A, ok? ((To B)) I'll be A and you are,
406.	S2: B.
407.	T: B. Ok? What did you do last night?
408.	B: I watched Ben Hur.
409.	T: Not Ben Hur, not Ben Hur. Instead of Ben Hur, different …
410.	S2: 네가 어제 뭐했냐고? (((To B)) She asks what you did yesterday.)
411.	B: 저어제 TV 안 봤는데요. (I didn't watch yesterday.)
412.	T: You just make up. Make up.
413.	S2: 아 그냥, 선생님이 원하는대로 해줘. (((To B)) Just do as the teacher wants.)
414.	B: …
415.	T: Ok. Did you find it interesting?
416.	B: No, I didn't. It was very boring.

The exchange above occurred after the teacher tried to do the task A at page 52 of the textbook. The task was to practice the model dialogue in the students' own words with the teacher. The model dialogue was:

A: What did you do last night?
B: I watched Ben Hur.
A: Did you find it interesting?
B: No, I didn't. It was very boring.

To do the task, the teacher appointed one student (S), who failed to do the task (lines 343 and 345), so the teacher decided to read the dialogue (lines 353 – 371) aloud with the class. After the reading the teacher instructed S to try again in line 380, but she was not ready by the way she stood up (line 385) and by her groaning (line 387), and she could not do it (line 387 and 389). However, the teacher forced her to do the task. The teacher asked the student what her favourite TV program both in L2 and L1 was, and the student said she had no favourite (line 393). In response the teacher told her to say '*anything*' (line 394). The teacher then allocated another student – B - to do the same task, but she claimed that she had not watched TV the night before, so the teacher told her to pretend she had. S2 interrupted and said '*Just do as the teacher wants*' (line 413). After the S2's suggestion, B responded the way the teacher wanted (lines 414 and 416).

The above excerpt shows that the teacher could force students to do a task, even though they were not ready to do the task, and to state made up experiences. By forcing an unprepared student, the teacher could have embarrassed the students who were unable to do the task in front of peers. In addition, this task might have been awkward to the student because of the artificiality of the task. When they made up experiences, they were not saying what they meant but saying what they were expected to say. This was enforced by the comment of '*Just do as the teacher wants'* (line 413) of S2's and the comment was successful. However, students need to practice expressing their meaning, which is required in communicating outside classroom as well as inside. The teacher made students read aloud the two dialogues before doing role-plays. The excerpt shows that reading aloud, however, would not lead to learning to be able to have a dialogue. Students still were not able to do the role-play after a couple of readings aloud.

5. *'Which do you like better? means 'which do you prefer?'*

The teacher explained meaning of words of phrases in the format of 'A means B'. Here, A and B could be either Korean or English.

Lesson 1

174.   T: Ok, guys. Look at the handout. This time new expressions. 새로운
175.   표현 공부해봐요. (We'll study new expressions.) Ok, one. Look at this.
176.   ((Points to the chapter title 'Which do you like better?' on the board.))
177.   Ok. 'Which do you like better? means 'which do you prefer?'. Please
178.   write down. 쓰세요. (Please write down.)
179.   S1: 어디에다요? (Where?)
180.   T: On the handout, handout. Handout 위에 쓰세요. Handout 에다가. (On
181.   the handout, handout.) Ok. 'Which do you like better?' means 'Which
182.   do you prefer?'
183.   Ss: ... ((Take notes.))
184.   T: ((Writes 'prefer' on the board.)) 'like better' 대신에 'Which do you

185.   prefer' 이걸 쓸수 있어요. (You can say 'which do you prefer' instead
186.   of 'like better'.)
187.   S: 똑같은 뜻이예요? (Do they have the same meaning?)
188.   T: Yes.

Lesson 2

58.   T: Ok, next? '그 게임 너무 보고 싶다.' (I really want to see the game.)
59.   Ss: 'I'm dying to see the game.'
60.   T: Alright. Let's read it together, one more time.
61.   T & Ss: 'I'm dying to see the game.'
62.   Ss: 'I'm dying to see the game, I'm dying to see the game'.
63.   T: Ok, good job.
64.   S1: ((Claps and laughs.))
65.   T: Ok, 꼭 그렇지는 않아. (That's not exactly right.)
66.   Ss: 'That's not exactly right.'
67.   T: Ah, ah, ah.
68.   Ss: 'That's not exactly right.'
69.   T: Alright. ((Shows the sentence on the monitor.)) 'That's not exactly right.'
70.   Ss: 'That's not exactly right.'
71.   T: One more time.
72.   Ss: 'That's not exactly right.'
73.   T: Ok, good job. Ok, the last one. '기호가 민수보다 더 빨리 뛴다.' (Gi-ho
74.   runs faster than Min-su.)
75.   Ss: 'Gi-ho runs faster than Min-su.'
76.   T: That's right. Let's read together.

The sentences whose meanings were studied (see Extracts) were chosen from the dialogue the textbook provides for listening activity. Students in this activity were required to note down similar expressions told by the teacher and to translate sentences in Korean into English. The language was introduced as objects for memorization. In this task, they did not have opportunities to use the target linguistic resources for expressing their own meanings for social action.

As a result of the teaching of meaning this way, the students had been socialized into considering a L2 word's meaning as it's equivalent in L1 as shown in the following excerpt. This occurred during the learning of the two sounds of the letter *e* in English as a part of the chapter of the textbook.

Lesson 2

251.   T: Ok. Then, ok, what's the meaning of better?

252. Ss: 뭐뭐가 더 좋은. (So and so is better.)
253. T: 더 좋은, 더 나은. (Better, better.) Ok. Best?
254. Ss: 최상의 (Best), Very?
255. T: 최상의 (Best), Very?
256. Ss: 매우 (Very).
257. T: 매우.(Very). Between?
258. Ss: 뭐뭐사이에. (Between so and so.)
259. T: Become?
260. Ss: 무엇무엇이 돼다. (To become so and so.)
261. T: 무엇무엇이 돼다. (To become so and so.) Behind?
262. Ss: 뒤에. (Behind.)

Students' answers to the teacher's questioning of the meanings of the English words in the textbook were all in Korean, and the students were able to answer in chorus with exactly the same words. These Korean translations are familiar to me because they used to appear in nearly every English reference book I encountered. The students must have had similar kinds of references I had access to in their Year level, and their school teachers and private tutors must have used the same words, thereby socializing the students to the same translations for the English words *better, best, very, between, become, and behind*.

Students in these activities did not have the opportunities to experience the new words used in social practices. The ability to use those words and phrases in social interaction is only made possible through observing and participating in discourse for social purposes, not through reciting the meaning of words in L1.

6. Students' contestation

Students mildly contested the task assigned by the teacher. For example, in the Lessons 3 and 4, the teacher asked the students to write sentences about pictures

of two Korean celebrities using comparatives. One person in the picture was Lee Yung-ae, a popular actress well known for her beauty and the other person was Park, Kyung-rim, a famous comedian whose beauty was not so well-known and recognized. Students challenged the meaning of 'beauty' and the task in the following transcript.

Lesson 4

165.   T: The last picture. Ok.
166.   Ss: ((laugh))
167.   T: Lee, Yung-ae. …
168.   S: 이영애 (Lee, Yung-ae),
169.   S: Park, Kyung-rim,
170.   Ss & T: ((laugh))
171.   T: Park, Kyung-rim is pretty. ((laughs)) Or,
172.   S: Lee, Yung-ae is,
173.   T: Ok, Lee, Yung-ae is prettier than,
174.   Ss & T: Park, Kyung-rim.
175.   S: 박경림 이쁜데 (Park, Kyung-rim is pretty.)
176.   T: Uh? Ok. 주관적이죠. (It's subjective.) Lee, Yung-ae is more pretty than Park,
177.   Kyung-rim. You can say more pretty or prettier. Ok?
178.   S: Yeah.

In this excerpt, the teacher showed the same picture of the two female celebrities, expecting the students to say Lee, Yung-ae was prettier than Park, Kyung-rim. The teacher's expectation was demonstrated in line 167 because she started the sentence with Lee, Yung-ae. However, one student insisted that Park, Kyung-rim was pretty in lines 169 and 175, resulting in the teacher's comment in line 176 that '*It's subjective.*' This moment of contestation could have been taken up for an authentic exchange of meanings. The teacher did not take the student's comment seriously and overlooked it. For the teacher, the task accomplishment and lesson plan coverage were more important than having a debate with a student. The task on hand was to make sentences using comparatives not to debate about the judgement of beauty.

Among the lessons, the most tense moment was in the first lesson after the mid-term exam. In the beginning of this lesson, some students argued strongly against one correct answer to one of the exam questions as transcribed below.

Lesson 12

1.   ((The bell rings.))
2.   S2: Attention. ((pause)) Bow.
3.   Ss: Hi~.
4.   T: Hi. How are you today?
5.   Ss: Good, bad.
6.   S2: 이번에 영어시험 왜그렇게 어려웠어요? (How come the English
7.   test this time was so hard?)
8.   Ss: …
9.   S2: 조용히해봐. (Let's be quiet.)
10.   Ss: …
11.   S2: Land 의 반댓말이 Leave 아니예요? (Isn't 'leave' the opposite word
12.   to 'land'?)
13.   Ss: …
14.   S: leave 죠? (Isn't it 'leave'?)
15.   T: … fly.
16.   Ss: 왜요? (Why?) Wow. ((Sounds of happiness or disappointments.))
17.   T: Attention please.
18.   S2: 조용히 해봐. (Let us be quiet.)
19.   T: I mean, 그 내용상, 내용상, 떠나다 뭐 도착하다 그런 의미가 아니라,
20.   (In its context, context, it doesn't mean 'to leave' or 'to arrive.)
21.   S: 선생님 저희 배울땐 그렇게 안배웠 잖아요. (We didn't learn that bit.)
22.   … 안가르쳐 주셨잖아요. (You haven't taught us so.) …
23.   T: 그래도 알아야지. (You should know it, though.)
24.   Ss: …
25.   T: 그걸 어떻게 알어. 배웠는지 안 배웠는지? (How do you know it?
26.   Whether they've learned it or not?)
27.   S2: …
28.   T: 다같이 공부했잖아. 단어시험보고. (We studies together. We had
29.   word tests.)
30.   S: 거기에 도착하다라고 나오는데. (There ((reference to the word list
31.   given by the teacher)) it says 'to arrive'.)
32.   T: 어디에. (Where?)
33.   S2: 거기에. 도착하다 딱 이렇게 나오는데? (There. It says 'to arrive'.)
34.   Ss: 맞어. (That's right.) …
35.   T: 그래도. 거기 내용상보면. (Still, if you consider the context.)
36.   Ss: …
37.   T: 시험문제 한번 확인해보자. (Let's have a look at the test questions.)

The question was to choose one word with opposite meaning to the word *land* in the given text, an excerpt from the textbook text, given below:

Finally, Min-su came. He gets the ball and goes ___(d)___ than anyone else around him. He kicks, and the ball flies _(e)___ than anyone has kicked it, and (f)lands in the goal!

The choices were ① arrive ② begin ③ lose ④ leave ⑤ fly. The teacher argued that the correct answer was ⑤ fly, but some students argued that it was ④ leave. S2 in line 6 complained about the difficulty of the mid-term examination, immediately after the official greeting. The question aroused students' responses so S2 quietened the others in line 9 and again in line 18. The teacher did not give much attention to this complaint until line 19 when she code-switched to Korean and gave an explanation. After this turn, students argued more bluntly (lines 21 and 22 and possibly in line 24) by saying that the teacher had not taught the word. This caused the teacher to take a firmer stance and rhetorically asked how the student(s) knew they had not been taught it (line 25) and tried to persuade them by saying that the students had studied the word and taken a word test on it (line 28). Then S2 contested that the meaning of *land* was written as *arrive* in Korean (line 29). Then the teacher said in L1 '*Still, if you consider the context*' (line 35). The students argued strongly because of their acute awareness of the importance of exam results. The teacher's comments were not logical and the exam question was problematic, but the teacher appeared to win this dispute, using her authority as a teacher. In addition, interestingly, the teacher, in the above script, switched to L1 and changed her tone in order to make her point more strongly. This confirms that the choice of language is dependent on social purposes. In order to get her meaning across, the teacher turns to other linguistic and non-linguistic options.

Contestation is a social practice that can occur both within and outside class. Teachers can make use of this opportunity to model how to contest in English. This episode also suggests that teaching word-meanings and evaluation methods needs more development. Word meaning needs to be considered in context in teaching as well as evaluation.

7. Jokes in the lessons

Students showed their flair and interest in telling jokes. Sometimes extreme, humour was shown by students.

Lesson 2

624. T: Ok, no problem. You guys, can you guess what this song is about?
625. S2: 당신하고 사랑에 빠졌대유. ((In a local accent.)) (Someone's in deep
626.   love with you.)
627. T: Ok. ((Laugh)) This song is about love, ok love, love.
628. S1: 선생님 얼굴 빨개 졌어요. (The teacher's got blushed.)
629. T: Because S2 is so funny.

Lesson 3

399. T: How about this? ((Holds up another paper of a picture.))
400. Ss: Tico … 선생님 차여 (That's the teacher's car.). …
401. T: ((Sticks up the two pictures on the board.))
402. Ss: …

Lesson 6

76. T: What did you do? What kinds of experiments did you do in your
77.   science class?
78. Ss: 진자. (Pendulum)
79. T: 진자? (Pendulum?)
80. S: 청산가리먹기 (Eating potassium cyanide)
81. Ss: ((Laugh.))

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375. T: Ok, do you like flowers?
376. Ss: …
377. T: Do you like flowers?
378. Ss: Yes, ok…
379. T: Yes? I don't see any flowers in this classroom, what happened?
380. S: ((Laugh))
381. S2: 우리가 꽃인데 뭐. (We're flowers.)
382. Ss & T: ((Laugh))

406.	T: You are going to make the seed,
407.	S2:　　　　　　　　씨아니야? 씨? (It's it seed, seed?)
408.	Ss: 씨, 씨앗. (Seeds.)
409.	T: Yeah.
410.	S2: 진짜 … 씨죠? (They are … really seeds, aren't they?)
411.	T: Yeah. That's right. ((Germinator on the board.))
412.	Ss: … Seed, seed…
413.	T: Seed Germinator, ok?
414.	Ss: …
415.	S1: 어? (What?)
416.	Ss: … terminator…
417.	T: Not terminator.
418.	S2: Seed Terminator.
419.	T: Not terminator.
420.	T & Ss: ((Laugh))

Lesson 10

621.	S: 화경미화원. (Cleaner)
622.	Ss: … ((Laugh))
623.	S: 거지. (Beggar)
624.	Ss: ((Laugh)) …
625.	S: 거지도 직업니냐? (Is beggar a job?)
626.	S: 노숙자도 직업이네. (Homelessness is a job then.)
627.	T: Ok, this line.
628.	Ss: …
629.	T: JE, stand up please.
630.	S2: Stand up please. 1 분단 (line 1) stand up.
631.	T: Just one by one, one by one. JE,
632.	JE: Yeah?
633.	T: What is your hobby?
634.	JE: My hobby is, uh, uh,
635.	S: 똥푸기, 찌른내 풍기기 (Empting the sceptic tank and emitting urine
636.	smell.)

The above excerpts show that students enjoyed telling and listening to jokes and the teacher did not reprimand joke tellers. In line 400 in Lesson 3, a student joked about a car make – *Tico.* The cars were no longer manufactured, but there were common jokes about the tiny size of that car. Telling jokes is a common social practice in classrooms in Korea. Teachers incorporate jokes as a way of keeping students interested in lessons. Students also make short witty comments as a way to show their engagement in lessons. However, the jokes in the above excerpts were limited to short exchange, partly because none of them were taken up by the

teacher, except for Lesson 6 (lines 417 and 419). The teacher did not respond to some of the jokes possibly because they were rude or unhelpful.

Jokes that cause laughter may be pleasant in a lesson. Telling jokes is a social practice and culturally bound. A joke can be accepted as fun in one culture but not accepted in another. The teacher needs to educate students on the acceptability of jokes in social practices.

8. Hybrid discourse practices

Hybrid discourse practice (Kamberelis, 2001) refers to the heterogeneous discourse in which teacher and students juxtapose 'forms of talk, social interaction, and material practices from many different social and cultural worlds' (p. 86). Through hybrid discourse practices students can integrate new knowledge into their familiar knowledge from everyday interaction and from multi media (Kamberelis, 2001).

Students demonstrated that they had knowledge to share with the classmates and the teacher in lessons. Students were motivated to give information by pictures.

Lesson 5

108.   T: Ok? Alright then, ah, look at the next page. Page 52. ((pause)) Ok, I'm
109.   going to show you some pictures.
110.   Ss: Ah!
111.   T: Can you guess, can you guess,
112.   Ss: … 죽었어 (He died.) …
113.   T: Maybe, … um, can you guess, did he die?
114.   S2: Die, die, 죽었어요. (He died.)
115.   Ss: …
116.   T: Really?
117.   Ss: … 저 사람이 다이어트를 해서요 100kg 을 뺏는대요 다시
118.   거식증에 걸려서요 어떻게 하다 죽었대요. … (He lost 100kg from

119.   diet but had anorexia and died.)
120.   T: Oh, really?
121.   Ss: … 400kg…

Lesson 13

123.   T: They put some soil, ok? Everyone let's draw together.
124.   S2: 빨리 그려. (Come one and draw.)
125.   T: Let's draw together. And they put some seeds.
126.   S2: 초등학교 … 시간에 3m 이상 내려가면 안됀 다고 배웠는데.
127.   (We're learned it shouldn't be lower than 3m in … class at the
128.   elementary class.) …
129.   T: Ok. … Uh?
130.   S2: 도덕 시간에 배웠어요. (We learned it at the Korean Ethics class.)
131.   T: In Ethics?
132.   S2: Yeah.

Lesson 15

616.   T: Ok. And then,
617.   S: Egg.
618.   T: Egg? Egg? Ok. Put an egg ((Writes 'Put an egg.'))
619.   S1: 아니야, 계란은 맨 마지막에 넣야 되지 않아? (No. Shouldn't the
620.   egg be put in the last?)
----
637.   T: Ok, ok, ok. ((Writes 'Cook' on the board.)) Cook them for,
638.   Ss: …
639.   T: Three minutes. ((Writes '3 minutes.'))
640.   S1: 근데요 면발이 탱탱하게 할려면요 집게로 계속 이렇게 해줘야
641.   해요. (But in order to get nice noodles we should do like this with
642.   tongs.)
643.   T: ((Laugh)) …

Students' shared knowledge appeared when authentic texts were used. The authentic texts used here were a picture of the heaviest man in the world, a drawing of seed planting, and a Ra-myun cooking recipe. Opportunities were created for students to contribute their ideas from outside. By doing this, the students related new knowledge and experience to previous experiences, resulting in hybrid discourse. However, the teacher did not take up the ideas for further discussions or incorporated them into the overall lesson objectives.

Students related to the introduced texts personally as shown in the following transcripts.

Lesson 3

400.   T: How about this? ((Holds up another paper of a picture.))
401.   Ss: Tico … 선생님 차여 (That's the teacher's car.). …
402.   T: ((Sticks up the two pictures on the board.))
403.   Ss: …

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442.   S: 박경림 나왔다. (There's Park Kyung-rim.)
443.   ((Teacher distributes handouts.))
444.   S: 박경림이 얼마나 예쁜데. (Park Kyung-rim is pretty.)

Lesson 6

302.   T: Ok. Are you interested in/
303.   S: …태민이다 태민이. (It's Tae-min, Tae-min.)
304.   T: Experiments more?
305.   Ss: …((Students giggle at the background picture of the monitor.))
306.   S: 누구예요? (Who is it?)
307.   T: It's my son.
308.   Ss: …태민. (Tae-min.)
309.   T: Ok, so, um, are you interested in experiments more?
310.   S: 어, 외국사람 같애. (Oh, he's like a foreigner.)
311.   S: 글쎄요. (Well.)
312.   Ss: …
313.   T: No? Not yet?
314.   S: 영어선생님… (The English teacher…)
315.   T: Ok, then, um.
316.   S: 그랬겠냐? (That can't be.)
317.   T: What?
318.   S: 아니요. (Nothing.)
319.   T: What are you doing?
320.   S: 선생님 외국인이랑 결혼했나구요. (She asked if you married to a
321.   foreigner.)
322.   S: 아니야. (No.)
323.   T: ((Smiles.))
324.   Ss: …
325.   S: 애기가요 외국애 같아요. (The baby looks like a foreigner.)
326.   S: 아니야, 이미지 합성한거야. (No, that's image synthesis.)
327.   Ss: ((Laugh))
328.   T: No. ((Laugh))
329.   S: 혼혈아. (Mixed-race baby.)
330.   T: Ah, Really?
331.   Ss: …
332.   S: 아니야. (No.)
333.   T: … ((Closes down the photo background.)) Oh, no.
334.   Ss: …

In Lesson 3 extract, students expressed personal feelings and ideas about pictures

of a car and a comedian. A student told a joke that the small car in the picture was

the teacher's car and the comedian was pretty. The Lesson 6 extract shows that

students started asking about the teacher's baby when they saw the baby's photo

appeared on the class monitor. This shows that students were interested in the teacher's personal life apart from her formal school life. However, the teacher tried to ignore the students' interest in her personal life. Instead she tried to draw students' attention back to the lesson subject (line 309).

Students also made comments when they were asked to talk about science classes.

Lesson 6

76. T: What did you do? What kinds of experiments did you do in your
77. science class?
78. Ss: 진자. (Pendulum)
79. T: 진자? (Pendulum?)
80. S: 청산가리먹기 (potassium cyanide)
81. Ss: ((Laugh.))
82. T: … Ok. What else? Do you remember any experiment you did?
83. Ss: …
84. T: Ok, in 1st grade, last year, what did you do?
85. Ss: 뭐 했지? (What did we do?) … 아 그거, 빨간색하고 초록색하고
86.   물에 섞어가지고 . (Oh, that one. With red water and green water, we
87.   saw how warm water and cold water was mixed.)
88. T: A-ha.
89. S: 한류와 난류가 만나는 거. (Something to do with cold currents and
90.   warm currents mixing.)
91. T: A-ha. The, the hot water and cold water,
92. S: 청경수역 (The blue belt)
93. T: What is the,
94. S: 대륙붕 (The continental shelf)
95. T: What is the result?
96. Ss: …
97. T: Result, result.
98. S: 결과? (Result?)
99. T: Yeah.
100. Ss: 모르겠어요. 어떻게 됐지? (I don't know. What happened?) …
101. T: What happened next?
102. T: Ok. Which water, which water goes down?
103. S: 연두색. (Green water.)
104. T: The warm water?
105. Ss: …
106. S: Green, green colour.

In the above excerpt students commented and contributed to class discussion when they were asked to tell of their experiences. The use of texts and questions

related to students' experiences, including the ones from other subject lessons, provided space for participating in and contributing to discussion.

9. Interdisciplinary discourse and multimodality

During the two experiment lessons some students were fully engaged in the task and starting to use science discourse.

Lesson 8

452. T: Oily, ok? So, the food that has the, I mean, the greasiest spot is the
453. fattest food.
454. S: 선생님, 바나나도 기름기가 있어요? (Ms., does even banana have fat
455. in it?)

Lesson 9

65. S1: 선생님 근데 저거 공기 안통해도 돼요? (Ms., is it alright no air
66. flows into there?)
67. T: Well, it's ok. It can have sunshine, it can get sunshine and water, so it's
68. ok. I…
69. S1: 어제 비왔잖아요. (It rained yesterday.)

In lines 454 in Lesson 8 and 65 above in Lesson 9, students connected previous knowledge of experiments with the experiment. The student in line 454 above must have thought a banana did not have any oil in it. S1 in line 65 above showed her concern over the lack of airflow into the seed germinator. Although short, these exchanges were part of the scientific discourse, not linguistic discourse.

The teacher very often used the form of 'A means B' to explain English words. However she applied other tactics to explain meanings of some science words.

Lesson 6

41. T: Can you guess the meaning of 'experiment'?
42. Ss: 실험. (Experiments) 실험. 실험.
43. T: You guys. How about trying to speak only in English?
44. S: Yeah. Ok.

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62. T: Experiment is a kind of scientific test. A scientific test. So, for example,

63.　　　you have an idea, you are a scientist, you have an idea. Ok? So, you'd
64.　　　like to test the idea is right or wrong. Ok?
65.　Ss: Yeah.

197.　T: Then, 'and then the two groups of mice were put in a basin filled with
198.　　　water.' Ok. Let's draw a picture. ((Draws a basin on the board.)) This
199.　　　is the basin, basin, filled with water. Ok. ((Draws water in the basin.))
200.　　　Ok? Water. And two sets, groups of mice,
201.　S: 쥐 (Mice)
202.　T: ((Draws mice.))
203.　S: 그거 같아요 진짜. (It is like that thing, really.)
204.　T: Ok, mice. ((Writes "normal" on the board.)) This is a normal, normal
205.　　　mouse. ((Points at a mouse drawn on the board.)) And, this is/
206.　Ss: Stress.
207.　T: Stressed. ((Writes "stressed.")) The scientists put this two mice in to the
208.　　　water. There's a safe area, safe. ((Writes "safe" at a spot in the drawn
209.　　　basin.)) What is safe area?
210.　Ss: 안전, 안전지대. (Safe, safe area.)
211.　T: And they swam to the safe area. Can you guess what happened?

226.　T: Cell, what is cell?
227.　S: Cell?
228.　T: Our body is made of a lot of cells.
229.　S: 아, 세포. (A-ha, cells.)
230.　T: Yes. Cells, so, in the stressed mouse, I mean in the brain

The teacher, in line 41, asked for the meaning of *experiment* in her usual way, but she gives an explanation of its meaning in line 62 by giving a definition and by changing the subject into the pronoun *you* in line 63. She also changed the passive voice of the news report into the active voice in line 207 and cut a sentence into smaller phrases. The sentence, *'the two groups of mice were put in a basin filled with water'* (lines 197-198) were divided into *'This is the basin, basin, filled with water'* in line 199 and *'The scientists put this two mice into the water'* in lines 207-208. The teacher also drew a diagram for the students' better understanding. The diagram appeared to assist students understanding of the text. In line 228, she also explained the meaning of *cell* by giving an explanation the students were familiar with from science lessons. When the teacher gave the example, a student

immediately responded and called out the word's meaning in L1. The change of written mode to spoken mode, the adoption of visual resources, and an explanation familiar to the students from the science class were used to explain meaning.

Students did not use linguistic resources of English to participate in the activities above. However, using texts from a science subject allowed students to experience language as discourse and to participate in social practices around scientific discourse.

10. L1 as meaning making resource

The language used by the teacher was mostly L2 in the lessons. The teacher used L1 for confirmation of meaning of L2 words or phrases, and explanation of grammar.

Lesson 1

45.   T: Ok. ...야 (Hey). What's good point for exercise?
46.   S: Ah~~. Health.
47.   T: You can lose weight. It's really good for your body.
48.   Right?
49.   Ss: Yeah.
50.   T: Yeah. 정말 그렇죠? (Isn't it so?) 살도 뺄 수 있어요. (You can lose
51.   weight.) Ok. In this lesson you will learn comparison and how to
52.   express your hope. What is hope?

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174.   T: Ok, guys. Look at the handout. This time new expressions. 새로운
175.   표현 공부해봐요. (We'll study new expressions.) Ok, one. Look at this.
176.   ((Points to the chapter title 'Which do you like better?' on the board.))
177.   Ok. 'Which do you like better? means 'which do you prefer?'. Please
178.   write down. 쓰세요. (Please write down.)
179.   S1: 어디에다요? (Where?)
180.   T: On the handout, handout. Handout 위에 쓰세요. Handout 에다가. (On
181.   the handout, handout.) Ok. 'Which do you like better?' means 'Which
67.   do you prefer?'

Lesson 2

294.   T: Cherup? Cherup? 자, 애들아, 비교급, 비교가 뭐하는 거야? (Well,
295.   girls, comparative, what is to compare?)
296.   Ss: 비교, 비교하는 거. (Compare, to compare.)
297.   T: 비교 하는 거지. 비교하는 게 뭔데? (To compare. What is to
298.   compare?)

Lesson 12

17.   T: Attention please.
18.   S2: 조용히 해봐. (Let us be quiet.)
19.   T: I mean, 그 내용상, 내용상, 떠나다 뭐 도착하다 그런 의미가 아니라,
20.   (In its context, context, it doesn't mean 'to leave' or 'to arrive.')
21.   S: 선생님 저희 배울땐 그렇게 안배웠 잖아요. (We didn't learn that bit.)
22.   … 안가르쳐 주셨잖아요. (You haven't taught us so.) …
23.   T: 그래도 알아야지. (You should know it, though.)
24.   Ss: …
25.   T: 그걸 어떻게 알어. 배웠는지 안 배웠는지? (How do you know it?
26.   Whether they've learned it or not?)

The excerpt in Lesson 1 and the excerpt in Lesson 2 contain the teacher's use of L1 for confirmation of her meaning in L2 and the second excerpt in Lesson 1 shows her use of L1 to explain the grammar term *comparative*. In the Lesson 12 excerpt, the teacher relied on L1 to make a strong point.

The students, by contrast, used L1 predominantly in the observed lessons. Nearly all of the students' questions and comments were done in Korean, but some of their answers to the teacher included some English.

Lesson 1

57.   T: It's Ok. The sound doesn't work, so I'd like you to listen to me, um,
58.   notebook computer. Ok. Let's listen to a song. Do you like Celin Dion?
59.   Ss: Ah.
60.   S1: 아 그거, 타이타닉 주제가 부른... (A-ha, that, the one who sang the
61.   Titanic's theme song.)
62.   Ss: Wow.
63.   T: ...
64.   S1: 선생님 그거 아니예요? (Isn't it that song?)
65.   T: It's not Titanic. ((Prepares to play the music video.)) Let's listen to a
66.   song, ok?

Lesson 2

43.   T: Ok, your turn. 나는 축구가 더 좋아. (I like soccer better.) ((pause))
44.   나는? 나. (I? I,)

45.	DH: I,
46.	T: I, 좋아. (like)
47.	DH: like,
48.	T: uh,
49.	DH: soccer better.
50.	Ss: Wow.

251.	T: Ok. Then, ok, what's the meaning of better?
252.	Ss: 뭐뭐가 더 좋은. (Something is better.)
253.	T: 더 좋은, 더 나은. (Better, better.) Ok. Best?
254.	Ss: 최상의. (Best)
255.	T: 최상의. (Best) Very?
256.	Ss: 매우. (Very)
257.	T: 매우. (Very) Between?
258.	Ss: 뭐뭐 사이에. (Between so and so.)
259.	T: Become?
260.	Ss: 무엇무엇이 돼다. (To become so and so.)
261.	T: 무엇무엇이 돼다. (To become so and so.) Behind?
262.	Ss: 뒤에. (Behind.)
263.	T: Ah, you studied very hard?
264.	S: …?
265.	T: Oh, really, how did you do that?
266.	S: …
267.	T: Good job. Ok, well, today, you're going to learn comparison more,
268.	comparative? 오늘은 비교급있죠? (Today, you know the
269.	comparative.?) 그것에 대해서 좀더 배워 볼께요. (We will learn more
270.	about it.)
271.	S: 선생님 시험 언제 봐요? (Ms., when do we have a test?)
272.	T: Uh, next time.
273.	S: 내일요? (Tomorrow?)
274.	T: Next time.
275.	S: 내일요? (Tomorrow?)
276.	T: Next time.
277.	Ss: 화요일날요? 화요일날요? (On Tuesday? Tuesday?)
278.	T: Um, I'm going to tell you later.
279.	S: 단어시험요? (The word test?) ((pause)) 선생님, 단어 시험요? (Ms.,
280.	the word test?)
281.	T: ((Distributes hand-outs.))

In Lesson 1 excerpt, the students made a comment and asked a question in Korean (lines 60 and 64) and in the first of the Lesson 2 excerpts, students answered in English to give an English translation to a given sentence in Korean (lines 44 and 47). The second excerpt in Lesson 2 contains students' answers in Korean to the question for meaning of English (lines 252-262). Students asked about an exam date in lines 271 – 280 and to the students' questions the teacher answered in

English only. Here students wanted to know the exam date clearly, so they kept asking for clarification. However, whether the students understood the teacher's answer is not shown in the data.

Sometimes students used L1 and L2 in their utterances.

Lesson 2

9.   T: Hi, guys. How are you doing today?
10.   Ss: I'm fine. Fine. …
11.   T: I'm fine. Aren't you hungry?
12.   Ss: No, no.
13.   T: No?
14.   Ss: Yes.
15.   S: Because 아까 전에, 많이 많이. (Just before, a lot, a lot.)
16.   Ss: ((chuckle))
17.   T: You ate something?
18.   S: Ok.
19.   T: Ah~. Why don't you give me something to eat?
20.   Ss: 과자하고요. (Biscuits and)…
21.   T: Ok. Ok guys, Lesson 2, what is the title?

Lesson 6

7.   T: Hi, guys! How are you doing today?
8.   Ss: Fine. I'm fine. I'm fine. And you?
9.   T: I'm fine. What did you guys do yesterday?
10.   Ss: Um, um.
11.   S: Birthday party.
12.   T: Birthday? Someone's birthday?
13.   S: S.
14.   T: S's birthday?
15.   Ss: …
16.   T: A-ha. So, did you give her a party?
17.   S: HN's house.
18.   T: HN's house? You went to HN's house?
19.   S: Ok. Ok.
20.   T: …
21.   S: 환상적인 밤이었어요. 흥분되는 (It was a fantastic night. Exciting.)
22.   T: Ok. You had a wonderful, a wonderful day, yesterday. HJ, HJ!
23.   Please close the door!

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207.   T: Stressed. ((Writes "stressed.")) The scientists put this two mice in to the
208.   water. There's a safe area, safe. ((Writes "safe" at a spot in the drawn
209.   basin.)) What is safe area?
210.   Ss: 안전, 안전지대. (Safe, safe area.)
211.   T: And they swam to the safe area. Can you guess what happened?
212.   S: Normal 이 먼저 도착해요. (The normal mouse arrives earlier.)
213.   T: That's right. The normal mouse swam to the safe area ((Draws the
214.   normal mouse swimming.)) faster.

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292.   T: Ah, so what happened to, a, I mean, the brain?
293.   S: Um, new 세포가 없었다고. (There weren't any new Neuro cells.)
294.   S: New cells very um…
295.   S: 세포가 없다고. (There were no Neuro cells.)

Lesson 10

633.   T: What is your hobby?
634.   JE: My hobby is, uh, uh,
635.   S: 똥푸기, 찌른내 풍기기 (Empting the sceptic tank and emitting urine
636.   smell.)
637.   JE: uh, uh, actor.
638.   T: Actor?
639.   JE: Actor.
640.   T: Actor? Acting? Ah?
641.   JE: Ah, my hobby is 만능 (all-round) entertainer.
642.   T: Ok, entertainer. That's your hobby? Your hobby?
643.   JE: Yeah.
644.   T: Your hobby.
645.   JE: Ah, my hobby is,
646.   Ss: …
647.   JE: sleep and listening music.
648.   T: Sleep and listening to music? So, what are you interested in?
649.   JE: Ah~~, eating!
650.   T: Eating.
651.   Ss: ((Laugh))

The excerpt from Lesson 2 and the first excerpt from Lesson 6 are common short exchanges at the beginning of lessons. These short exchanges often contain students' use of English in combination with Korean in answer to the teacher's questions such as *What did you do yesterday/ on the weekend?* Because this short exchange occurred nearly every lesson, the students were familiar with it. They were able to use some English, even though limited. The short exchanges appeared to stop, often unfinished. For example, a student in line 19 in Lesson 2 apparently misunderstood the teacher's question but the teacher overlooked the misunderstanding and moved onto the textbook. They switched code when necessary due to the lack of language proficiency, as in line 15 (Lesson 2), lines 212 and 293 (Lesson 6) and line 641 (Lesson 10).

The last excerpt from Lesson 10 was short exchanges between the teacher and nominated students. The teacher asked students about their hobbies and their future jobs. Sometimes ungrammatical students' answers were sufficient for expressing their meanings (i.e. lines 637, 639, 647). The teacher understood those answers and gave feedbacks with correction i.e. line 640. These exchanges also made it possible for the students to try to use English in context. When the teacher addressed the whole class, interactions were with the most active students. It was too difficult for the teacher to have a genuine conversation with a whole group. Even though limited, the teacher's addressing individual students made them try expressing their meanings in L2, when the teacher asked in L2. Time management was an issue. There was little time to talk with individual students with the class size of 34. To have an interaction with students in L2, the teacher's interaction competence also was required for this type of interaction. The teacher also needed conversational skills to be able to talk individually with students.

The 2nd and 3rd excerpts from Lesson 6 show students' efforts to use the target language, even with Korean words as support. In the excerpts the teacher asked about a news report of a scientific experiment she had read. In lines 212, 293, and 294 students adopted some words they had heard, even though they could not say the whole sentences in English. They started borrowing linguistic resources from texts to make their meaning.

Students had more opportunities to use L2 for interaction in routine exchanges i.e. short exchanges at the beginning of the lesson; when they were asked about their own experiences; when they were spoken to individually by the teacher; and when authentic texts written in L2 were used. Using L2 appeared to become easier when they had to talk about texts, even though the use of L2 was limited to words. The limited use of L2 was mostly attributable to the lack of linguistic resources of the students. However, in some cases the use of L1 was strategic in order to achieve social purposes in the interactions. However, in order to help students to get used to English, the teacher needs to use it as the medium of communication for all purposes.

In summary, the interaction pattern was rather rigidly structured following the IRF. The *I* move was mostly taken by the teacher, but students sometimes took the move to ask questions about task instructions or exam time. They took the move to ask about the language use in intervention lessons. The grammar was taught with explanation of terminology and word forms, and repetition of example words and sentences. Repetition was used widely in the lessons. Meaning was introduced in the format of 'A means B' and students had to state made up experiences. Students took the *I* (Initiation) move to talk about topics on exams, games, and task regulations. They even contested the teacher mildly about evaluation of beauty and strongly about an exam question. The latter suggests students' strong interest in exams. There were jokes in lessons, to which students reacted positively with laughter but some of them were not responded to by the teacher. When

authentic texts were used and student experiences were enquired about, the students joined in. The use of interdisciplinary (science in this study) subject text allowed the use of discipline-specific discourse and non-linguistic modes of meaning such as gestures and diagrams. L1 was dominantly used by the students even when the teacher used L2. L1 was used tactically i.e. to make a point stronger. However, there were more uses of L2 in familiar exchanges i.e. short exchanges at the beginning of each lesson, in individual talks between the teacher and students, and when authentic texts were introduced.

11. Meaning analysis: a systemic functional grammar perspective

In this section of this chapter, I will use systemic functional grammar [SFG] (Butt, Fahey, Feez, Spinks, & Yallop, 2000) in order to investigate the meanings in four selected lessons. According to SFG language serves three metafunctions: Ideational, Interactional and Textual. SFG identifies how the three metafunctions of language (Ideational, Interpersonal, and Textual) are realized through which linguistic choices. These will be analysed in turn.

The first two selected lessons belong to the textbook based traditional lessons, the third lesson was an intervention lesson, and the fourth lesson was a textbook based lesson with the addition of some authentic texts. The first two traditional lessons were designed and taught by the teacher, and the other two intervention lessons were designed by the researcher and taught by the teacher with the researcher's assistance.

	Lesson 1	**Lesson 2**	**Lesson 6**	**Lesson 14**
Material[2]	give (6); do (5); go (4); write (4); finish (3); fill (2); start (2); open (1); work (1); catch (1); stop (1); play (1); choose (1); count (1)	go (7); get (6); finish (5); write (5); do (4); play (3); cheer (3); eat (2); make (2); move (2); review (2); bow (2); choose (1); give (1); help (1); study (2); wait (1); open (1); tape (1); check (1); teach (1)	do (11); finish (11); go (10); happen (10); make (10); put (10); draw (7); germinate (6); tape (6); write (6); fold (5); take (4); zip (4); close (3); pour (3); swim (2); come (2) use (3); give (3); borrow (1); plant (1); fit (2); measure (2); staple (2); share (1); start (1); test (1); sit (1); move (1); rain (1) study (1) show (1); work (1); spill (1); grow (1)	do (21); finish (11); write (9); put (7); boil (7); cook (6); ruin (5); make (5); change (4); stand (4); fold (4); plant (4); find (4); grow (4); staple (3); pour (3); compose (3); go (3); give (2); found (2); break (2); fill (2); use (2); invent (2); host (2); draw (2); add (1); get (1); clear (1); take (1); open (1); help (1); start (1); show (1)
Behavioural	listen (9); look (4); want (2); see (2); smile (2); wear (1) guess; (1); translate (1); learn (1)	listen (18); look (7); wake (2); learn (3); guess (2)	look (22); read (11); try (4); hear (2); listen (4); wait (3); help (2); see (2); smile (2); feel (1); pay (attention) (1) ; check (1); guess (2); mean (14)	sing (14); read (17); look (9); wait (4); wake (1); mean (7); learn (2); try (2); miss (1)
Mental	like (6); remember (2); know (1)	want (7); understand (4); like (3); remember (1); know (3); enjoy (2)	understand (19); need (6); remember (2); think (1); like (6)	know (10); want (5); remember (5); like (4); understand (3); forget (2); think (2);
Verbal	tell (1); read (6); say (2); repeat (1)	read (10); repeat (3); say (2); tell (1)	tell (7); speak (4); say (2); explain (1)	say (8); speak (1)
Relational	Be (27); mean (9); get (4); have (4)	be (25)	be (61); get (2) ; mean (2); make (1); have (16)	be (86); have (8)
Existential			be (1)	

Table 1 (Processes in the two traditional and two intervention lessons)

Firstly, the ideational meaning, which relates to the use of language to represent experience (Butt et al., 2000, p. 5), was explored with a focus on the process words used by the teacher. The process is the expression of 'happening, doing, being, saying and thing' and is 'expressed by a verbal group which is essentially realised

[2] Material Function: to construe the material world of doing; Behavioural Function: to construe conscious behaviour; Mental Function: to construe and may project the inner world of consciousness; Verbal Function: to construe saying; Existential Function: to construe existence; Relational Function: to construe relationships of description, identification and equation (Butt et al., 2000)

by a nucleus or head word that belongs to the class verb' (Butt et al., 2000, p. 36). The process was chosen because it is the 'pivotal element of the clause' as 'the expression of event' (Butt et al., 2000, p. 46). The processes counted do not include the ones in the reading out-loud of given words or sentences, or repeating after the teacher or the CD, because I wanted to count the processes used to make meaning by the teacher and students.

A significant difference in the lessons lies in the number of processes. The processes[3] used in the traditional lessons were 34 in the Lesson 1 and 37 in the Lesson 2, while in the intervention lessons they were 64 in the Lesson 6 and 54 in the Lesson 15. The processes in the two lessons are listed in table 1 under the five types with the number of their utterances in brackets.

The kinds of processes in the traditional lessons mostly related to general classroom regulation, such as *give* (6 times), *do* (5), *go* (4), *write* (4), and *finish* (3), that may appear very often in lessons. All the Material Processes in the first two traditional lessons were related to regulation. Only a few processes such as *wear* and *smile* in the Lesson 1 and none in the Lesson 2 were the ones with less relevance to classroom regulation than to lesson content.

However, Lesson 6 included processes specific to science such as *germinate* (6), *plant* (1) and *measure (2)*, and the processes relevant to a news report such as *swim* (2), apart from the ones related to classroom regulation. This was because in the

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[3] The same word was counted as many times as the number of functions it performed.

intervention lesson, the texts used were relevant to science discourse of making a seed germinator, and the words from the texts were used by the teacher to construe meanings related to science and to explain the experiment.

In Lesson 15, the teacher wanted to teach the passive voice, one of the chapter's grammar focuses, so she had prepared the 6 most popular songs at that time and made the students practice the passive voice in the form '*Song A is sung by singer B*.' The teacher also showed how to write a science report using the passive voice for one of the two experiments the students had done in the previous lessons. The students also practiced writing how to cook instant noodles and talking about the cooking procedure using the passive voice. These activities led the teacher and students to use different processes, other than the ones for regulating the lesson. The processes were *boil* (7), *cook* (6), *ruin* (5), *fold* (4), *plant* (4). In summary, the number and types of processes used differed according to the lesson tasks and the texts used. The teacher and students borrowed and used processes from the authentic texts. There were also more non-regulation processes when the students participated in joint-writing of texts with the teacher.

The use of the word *mean* is noteworthy. The word was used only for Relational meaning 9 times in Lesson 1, whereas it was used 14 times for Mental meaning and twice for Relational meaning in Lesson 6. The word *mean* in the traditional lesson was used very frequently to explain meaning of English words, phrases, and sentences in the format of 'A' means 'B'. Here A and B could be words,

phrases, or sentences. However, the teacher used *mean* as filler 14 times in the intervention lesson during her talks to express herself personally.

Secondly, the interpersonal meaning was analysed for the Mood types (Imperative and Interrogative) of the classroom talk to explore the way service and knowledge are demanded in the lessons. Mood types were selected because I wanted to know whether and to what degree students took initiatives to ask for information. The number of uses is displayed in Table 2 below. The number in the brackets indicates the use of Imperatives directed to the teacher. Imperatives and Interrogatives are used for demanding goods and services, and information. The Imperative Mood is configured with no *Subject* or *Finite* but it starts with a Predicator, and the Interrogative is configured as *Finite + Subject*. The Finite 'can be a sign of TIME in relation to the speaker, or a MODAL sign of the speaker's opinion' (Butt et al., 2000, p. 89).

		Lesson 1	Lesson 2	Lesson 6	Lesson 15
Uses of Imperative	**By Teacher**	29	38	63	58
	By Students	6	8 (1)	17 (7)	13
Uses of Interrogative	**By Teacher**	60	193	161	152
	By Students	15	25	68	27

Table 2 (Uses of Imperatives and Interrogatives in the two traditional and intervention lessons)

The teacher used Imperative Moods 29 times in the Lesson 1, to give directions for the tasks or regulate students. The teacher also used an Interrogative or a declarative metaphorically to serve the Imperative function, as in line 43 and 57. A couple of students used the Imperative Mood 6 times in giving direction to other students in order to regulate them and to officially greet the teacher. The students

who used the Mood were the English subject captain student and the student known to be best in English in the class. In Lesson 2, the teacher used the Imperative 38 times and students used it 8 times. The teacher used the Imperative Mood for students' behaviour regulation and lesson content instruction. Students' Imperatives were directed to other students except one directed to the teacher (line 137). In line 137 a student called out *Pass* for the teacher to pass listening to the CD again. The teacher did accept this Imperative and moved on to the next task.

In Lesson 6, the Imperative Mood was used 63 times by the teacher to regulate students' behaviour as well as to give directions for making a seed germinator. The number is higher, in part, because the lesson involved following a procedure text with several uses of the Imperative Mood. In this lesson, the teacher also used the Interrogative in the lines 41, 43, 50, 109, 285, 351, 359, 460, 462 metaphorically to demand services. The use of Imperative Mood in the intervention Lesson 6, was rather significantly different. During the germinator making process, the students demanded information or service from the teacher with the Imperative Mood seven times. The students used the Mood in relation to the teacher's personal life - lines of 335, 337, and 353, showing their personal interest in the teacher.

Lesson 6

335.   S: 선생님 다시 보여주세요. (Show us the photo again please.)
336.   S: 나중에 얼짱 되는거 아니야? (Wouldn't he become a good-looking boy?)
337.   S: 사진 다시 보여주세요. (Show us the photo again please.)

In lines 335 and 227, the students were asking the teacher to show the picture of the teacher's son, which was in the background of the computer and projected on the classroom monitor. These demands, however, were not accepted by the teacher, but she asked them to come to the office later. The teacher did not accept

the demands, supposedly, because they were irrelevant to the lesson objective. For the teacher, lesson instruction was more important than discussing something personal about herself. The students used Imperative with the teacher on other occasions i.e. *Wait a minute* (line 608) and *Show it to me please* (line 716). Students used the Mood because they felt safe to do so.

In Lesson 15, the teacher used the Imperative Mood 58 times and the students used the Mood 13 times, among which one was directed to the teacher (line 259). A student said '*Let's listen to the song'* in Korean after the class jointly wrote '*Hot 뜨거 (hot) is sung by One Tyme.'* The teacher used the Mood to regulate the lesson and students used the Mood to regulate other students' behaviour.

The teacher's use of Imperative Mood was higher in the two intervention lessons, which means the teacher was busier regulating the students and instructing them to do tasks than in the traditional lessons. What is more significant is in the use of the Mood by students. The students' use of Imperative Mood was higher in the two intervention lessons than in the traditional lessons, and highest in the Lesson 6. This was partly because the task was to make a seed-germinator and some students asked the teacher to wait before proceeding to the next step and to see the teacher's germinator. Another possibility is that there was room for students to use the Mood in the context of the task. This shows that students' participation is dependent on the type of task and social practices they are engaged in the classroom and it can be high at a hands-on task.

In terms of the use of the Interrogative Mood, the teacher used the Mood 60 times in the Lesson 1 and she used it mostly to carry the lesson forward and to check students' comprehension. The teacher asked *Ok?* 14 times for confirmation of students' understanding. She also used '*What is …? o*r '*What …. mean?*' questions to find out students' knowledge of new words 3 times in the traditional lesson. The Interrogative Mood was used 15 times by the students in the lesson, among which 8 times were directed to the teacher and the rest to the other students. Students asked about task instructions and games and just twice about the topic of the lesson: the title of the song they were about to listen to (line 64) and whether two words had the same meaning (line 187).

In Lesson 2, the teacher used the Interrogative Mood 193 times and the students used it 25 times. The use by the teacher was high because she asked for meanings of words and comparative and superlative forms of a large number of adjectives and adverbs. 14 out of 25 uses of the Mood by students were directed to the teacher: 8 times were questions about the lesson contents; and the rest were related to task instructions and exams.

In Lesson 6, the teacher used the Interrogative Mood as many as 161 times, which included 27 '*What is …? o*r '*What …. mean?*' questions to find out students' knowledge of new words, 38 *Ok?*'s, and 17 *Understand?*'s to get confirmation of students' comprehension. The Interrogative Mood was used by students 68 times

in this intervention lesson and 44 times out of them were directed to the teacher. Most of their questions (38) were related to the seed germinator-making task and the rest were related to the use of language by the teacher and the students, word meaning, and the teacher's son.

In Lesson 15, the teacher used the Interrogative Mood 152 times and the students used it 27 times. Out of 27 students' Interrogatives 17 were directed to the teacher, mostly regarding task instructions, but 3 questions were about the lesson content.

In summary of the use of the Interrogative Mood, the teacher's use of the Mood was the highest in Lesson 2, because she asked a large number of questions about word meanings and forms. The Mood was used least in Lesson 1 because she spent a lot of time going through answers to the blanks in the handouts and the meaning of words and phrases, and guiding an O/X game. Students' use of the Interrogative Mood varied across the lessons. In the Lesson 1 only 15 questions were asked but 68 questions were asked in Lesson 6. Students asked questions in the traditional Lesson 2, while they were engaged in a group quiz competition. Overall, students' questions appeared more in the intervention lessons than in the traditional lessons. The traditional types of lesson activities such as bingo games and gap-filling tasks may restrict students' asking questions, but the use of hands-on tasks can raise students' participation through asking questions. In other words, different practices led to different discourses.

The teacher's talk did not include many metaphorical uses of modal verbs in the four lessons, hence making her meanings rather congruent, even though the use of modal verbs or Interrogative Mood for student regulation is common for older students as in the Year 8 in Christie's (2002) studies . Page: 210 In terms of the use of tense, there was no use of present perfect. This is because the tense has not been introduced to the students yet or because the teacher does not have the linguistic resources. In addition, the teacher's mother tongue, Korean, does not have the present perfect tense. In terms of the vocative, in both lessons, the teacher uses '*We*' to create the sense of working together with the students. Interestingly, the teacher called the students informal '*You guys*' in contrast to the generally formal atmosphere of the classroom.

Two traditional lessons and two intervention lessons were analysed with Systemic Functional Grammar in terms of the use of process words and Mood types. The analysis shows that the number of processes, which are used to describe events, and students' questions on the lesson content increase when the tasks and texts are authentic. A larger number of process words was used in the intervention lessons. Process words from authentic texts were used in talking about hem. In the intervention lessons students used more Imperative and Interrogative than in traditional lessons.

SUMMARY

In this chapter, I have discussed the classroom discourse and the learning opportunities within it. Classroom discourse changed according to the tasks. The *IRF* pattern and its variation *IR* dominated the classroom conversation with the *I* move mostly taken by the teacher. However, students took the *I* move in hands-on tasks where talk and action were combined. Grammar teaching was an important class practice. The teacher taught grammar through terminology explanation, repetition of example words and sentences, and writing of sentences. Considering of grammar in context was excluded. Meaning of words and phrases was not considered in context. They were explained in isolation. Telling jokes and hybrid discourse practices were common, but they were not taken up in discussion by the teacher, even though they may bridge students' experiences and the lesson content. Students responded to the texts from science subject and contributed to discussions. L1 was used dominantly by students and tactically by the teacher. L2 use was very limited in students' language, but it increased in hands-on tasks. Students borrowed discourse resources from authentic texts to express meaning. Lastly, the use of Process's and the Imperative and Interrogative Moods was higher in lessons with authentic texts.

8

DISCUSSION

INTRODUCTION

In this chapter I will discuss the findings of my analysis in the previous chapters. The main aim of this study was to explore the nature of classroom discourse in a secondary school in Korea, with a focus on teacher to whole class interaction. Specifically, I investigated English teaching practices in a Grade 8 class at a public middle school in Korea. First of all I analysed the assumed theory of language and language learning in the current national Curriculum and the English textbook used by the teacher. The second focus of my analysis was classroom discourse including students' participation in class, lesson activities, social practices in lessons, and enacted curriculum. Lastly, the use of authentic texts was analysed.

8.1 The Theory of Language and Language Learning Assumed in the Curriculum and the Textbook

The first research question I asked was 'What is the assumed theory of language and language learning in the Curriculum and in the textbook?' This question relates to the current National Curriculum for English Education and the textbook. The analysis shows that the Curriculum and the textbook were based on a limited view of language and language learning. That view will be discussed from three perspectives: language learning as learning communicative functions; teaching methods for the four language skills; and maintenance of students' interest in learning English through games.

1) Language learning as learning communicative functions

Language needs to be considered in a social context in connection with social practices (Mickan, 2004a). Viewed from the social practice perspective, language is a meaning making resource (Halliday, 1978) among many, including visual, acoustic, and kinetic. Students need to learn to use multi-modal resources to be able to participate in communicative practices, because more than one semiotic system is used for making meaning (Short, 1992). However, the Korean National Curriculum and textbook is focused on linguistic resources. The Curriculum attaches a list of communicative functions and example sentences. The textbook is organized around the functions. The Curriculum and the textbook assume that language learning means learning communicative functions. This assumption is based on a definition of communication in traditional linguistics which views language as decontextualized objects (Mickan, 2006a) with a focus on a 'narrow range of language skills' (Cadman & Grey, 2000, p. 21). Linguistic items are considered to be divorced from their use in social context (Mickan, 2004b, 2006b). However, communication is not limited to one skill, nor is it acquired through learning a list of language functions and notions and sample sentences.

The National Curriculum does not specify the use of authentic texts. Texts in the textbook are fabricated ones designed for remembering selected communicative functions and phrases. For example, the communicative functions selected for Chapter 2 are: *'to ask of wishes and plans'; 'to answer to them'; 'to make corrections'* and *'to make comparisons'*. The example sentences for each of the functions are *'Do you*

plan to go'; 'I'm dying to see the game'; 'That's not exactly right' and *'Gi-ho runs faster than Min-su.'* Texts in the textbook are made of phrases and tasks designed for practicing grammar phrases in fixed dialogues. The texts the learners are exposed to are particularly important in an EFL context for a teacher whose first language is not English, because the texts can be used as intact resources for the expression of meanings. Lack of specification of the text type in the Curriculum has partly contributed to the adoption of made-up texts in the textbook. Because the texts are selected for the purpose of teaching certain communicative functions and phrases, they are not connected in theme and in social purpose. Thus language is separated from content and social purposes.

The aural texts in the textbook lack contextual clues such as pitch or intonation. The pitch and intonation are artificial and monotone, so that they do not help comprehension of the texts. Moreover, the textbook does not contextualize the texts, making it difficult to figure out the meaning of the texts. Illustrations provide only a little information about the context. Furthermore, the language in the textbook is not consistent in its register. For example, *'I'm dying to see the game'* is a casual expression but *'That's not exactly right'* is formal language. Learners need to know experience and understand the differences between formality and casualness in the target language in order to participate appropriately in social practices.

2) Teaching of the four language skills in separation

The second issue regarding the assumed theory of language and language teaching concerns teaching methods for the four language skills. For language teaching, they need to be considered in light of discursive practices, where the four skills (reading, writing speaking and listening) are mixed. Language in social practices is often multimodal i.e. talking about school reports or bills, or discussing and writing down a shopping list for a child's birthday party. However, in the Korean National Curriculum, the teaching methods for the four skills are specified in isolation. Separation of language skills and modes also appears in the textbook, which has separate sections for listening, speaking, reading, and writing. The listening tasks are just for practicing listening and do not lead to other tasks that require other skills. The listening tasks also have little to do with listening in everyday life, because they do not have social purposes. As for speaking tasks, they demand filling in gaps and having a conversation following a model dialogue. The model dialogue is written for practicing selected phrases and grammar. For example, *Talking Activities* at page 33 in the textbook requires students to compare three mountains, rivers and animals in their height, length, and speed respectively following a model dialogue. However, the dialogue is not contextualized and very unnatural. Students, in this task, will not make meaning, or say things for a purpose, but mimic sentences devoid of meaning.

The National Curriculum does not consider that there are different purposes for reading, such as to gather information, to understand something or for pleasure.

The Curriculum recommends teaching 'immediate comprehending in reading' and 'fast reading' (Education, 1997, p. 41) to replace translation in previous curricular. The National Curriculum does not provide a theoretical background for this recommendation. There are other more important aspects of reading than the speed, such as learning to read for pleasure and reading with purpose. In addition, the reading texts in the textbook were problematic, because they were written artificially and contained unnatural features in the connection of time and use of expressions. Controlled texts are often unnatural because they lack the textual features such as conjunctions (Gerot, 2000), which contribute to their comprehensibility. Moreover, reading activities in the textbook were not related to any functions of literacy: performative, functional, informational, re-creational or epistemic (Wells, 1990), nor were the texts the kind to be read for pleasure. Reading for choice and pleasure is found to be beneficial to language learning (Day & Bamford, 2002; Kim, 2006; Krashen, 1993). In teaching reading, it is necessary to set purposes other than practising grammatical structures or illustrating grammar uses.

3) Maintenance of students' interest in learning English through games

The fourth aspect regarding the assumed theory of language and language learning concerns maintenance of students' interest in English as a subject. The National Curriculum (Education, 1997, p. 26-27) states in its aims and objectives that learners need to maintain interest in learning English. The government has included keeping students interested in learning English as an objective. To realize this objective, the textbook contains one game and one puzzle activity in Chapter 2,

which were not covered during the observed lessons. The teacher instead adopted four other games (a Listening Bingo, O/X quizzes, finding words with opposite meaning, a betting game) and two popular English songs. The first and second game caught students' attention, presumably because they were competitive games. These games may be fun, but they do not create opportunities for students to make meaning in context. The Listening Bingo required recognizing and writing down words from a dialogue. It was conducted without contextualization of the dialogue and it only required word recognition and knowledge of spelling. The O/X quizzes tested comprehension of a fabricated dialogue. The dialogue was not contextualized and the students did not have an opportunity to figure out the meaning of the dialogue before the quizzes, which made the task difficult. The third game tested students' finding words with opposite meanings. In this game, word meaning was treated in isolation from the context. The last game tested students' comprehension of the reading text in the textbook. Students played the game without an opportunity to read and talk about the text.

Having fun as well as learning something is a pleasant learning experience. However, one does not lead to the other. Fun activities such as games need to be designed, taking consideration of learning opportunities they provide. Learners will learn better with fun tasks which are contextualized and in which they practice expression of their meanings.

4) Little teaching how to mean and how to participate

The literature review reveals that language is a semiotic resource (Halliday, 1978; Lemke, 1990), so language learning is learning how to mean. However, the analysis of the National Curriculum and the textbook shows that they do not aim to teach students how to mean or how to participate in social practices. They aim to produce grammarians and linguistics who have a broad knowledge of grammar and vocabulary of English. The knowledge of grammar and vocabulary alone does not lead to ability to communicate (Guan Eng, 2003). Students need opportunities to participate in social practices of community where English is spoken.

The answer to the first research question was drawn from an analysis of the current National Curriculum and the textbook. Even though the Curriculum has developed from the previous ones through its emphasis on teaching students to have meaningful communication, it is yet to be developed further. Language as a meaning making resource in social practices is hardly considered in the Curriculum and the textbook.

8.2 Classroom Discourse: Social practices and participation in interaction in lessons

My second research question was: 'What is the nature of the English class discourse in terms of interaction framework and social practices? What is the enacted curriculum like?'

Research on teaching English in Korean classes is limited (I. J. Lim, 2003; M. O. Lim, 2006) and primarily experimental (Cho, 1998). In addition, only a few studies

have been conducted on the implementation of the current Curriculum (I. J. Lim, 2003). This section will discuss the findings of my analysis of classroom discourse in terms of participation frameworks (Cullen, 2002; Markee, 2004; Nassaji & Wells, 2000; Nystrand, 1997a, 1997b; Seedhouse, 1996; Toohey, Waterstone, & Jule-Lemke, 2000) and socio-cultural features (Brooks, 1990; Green & Weade, 1985; Guan Eng, 2003; Kamberelis, 2001; Willett, 1995; Willett, Solsken, & Wilson-Keenan, 1998). Classroom discourse was examined using systemic functional grammar (Christie, 2002; Schleppegrell, 2001; Schleppegrell, Achugar, & Oteiza, 2004).

For my analysis of classroom discourses, I adopted a social view of language and language learning. The social view of language assumes that language is socially-constructed through participation in social practices (Mickan, 2006a). Language is learned through on-going participation in, and socialization into the social uses of language in community (Ochs, 1988; Ochs & Schieffelin, 1984). A class is a social community that operates with established rules and routines (Brooks, 1990; Green & Weade, 1985; Lemke, 1990; Willett, 1995) and provides authentic contexts for authentic activities (Mickan, 2004c) because they are culturally organized. A class is a venue for language learning through on-going participation in social practices during which language is used and learned (Rogoff, 1994; Toohey et al., 2000; Wells & Chang-Wells, 1992). To become full participants in the practices, learners need assistance, or scaffolding, suitable to their skill level (Krashen, 1982; Vygosky, 1978). With assistance from expert members, learners become apprenticed into the practices of the target community (Lave & Wenger, 1991). In addition, in order to

develop competence learners also need space to try out new knowledge (Rogoff, 1994; Toohey et al., 2000; Wells & Chang-Wells, 1992). My analysis is based on lesson discourses in a Grade 8 class at a public secondary school in Korea. The data used for the analysis are recordings of lessons in two stages: normal teaching and intervention teaching.

1) Dominance of grammar teaching and memorization of vocabulary

Analysis of the normal lessons showed that explicit grammar teaching and memorization of words and phrases was dominant. The first four lessons focused on one grammar point from Chapter 2 the comparative/superlative. This is consistent with previous research that shows that explicit grammar teaching is common in English teaching (Borg, 1999; Guan Eng, 2003). The teacher explained grammar terms and forms in L1, and students practised the basic forms and comparative/superlative forms through recitation. Grammar was taught at the sentence level. For example, the teacher instructed students to write sentences using the comparative/superlative in reference to pictures in the April 3rd lesson. In the fifth traditional lesson, however, a writing task required composing a paragraph, in groups of five or six, about anything or anybody using superlatives. Prior to this task, students were required to write individual sentences using comparatives/superlatives. There was no appropriate preparation for the students to assist them to compose a paragraph independently. Most of the students did not write a paragraph because they did not know how to write a text. Because the students struggled, the teacher suggested writing in Korean first and then translating (lines 169 – 170 in Lesson 5). After the students finished writing

something with the teacher's help, one student from two groups read their writing to the class. One of them read: 'The lady who has the most children in the world. She lived in Russia in the 18th century, 18th century. She gave a birth to … times and she had 69 children. Uh, she, she gave a birth … times twins, …' (lines 189-191 in the Lesson 5). This student was the class captain for the subject of English, and her group was the only one able to do the task independently. The reason for most of the students' poor performance was the lack of learning about the structure of the type of text and the linguistic resources. In addition, the purpose of the use of superlatives in social practices as well as the purpose of the task were not presented to the students.

Explicit teaching of grammar features was dominant in English lessons, and students also demonstrated a strong view on English learning. In a questionnaire (Appendix 6) given to students, students showed a belief that English learning was learning English grammar and memorizing English phrases. The students' prior experiences of English learning, as well as textbooks, references and English teaching programs on TV, all may have contributed to this conceptualisation of learning. However, studies (Guan Eng, 2003; Long, 2001) have shown that the study of traditional grammar outside text or context does not develop into language use. Grammar needs to be taught in terms of its functional meaning in a whole text.

Memorization of words and phrases, as well as explicit grammar teaching, was also dominant. The regular word/phrase quizzes tested students' understanding of word meaning. Students were asked to write English words for Korean words and vice versa. In this way words were learnt as physical objects outside of text and context. Yet a text becomes understandable by putting it in context (Lemke, 1990). Because meaning is socially made and negotiated (Chapman, 1993; Firth & Wagner, 1997; Volosinov, 1973; Walkerdine, 1982), the meanings of words need to be considered where they are used for social purposes. Words need to be introduced and taught from texts that are used for social purposes, because meaning does not exist in isolation from the context. The meaning of words comes from the consideration of the context they are used in. Students will experience the social purposes of the words if the words are introduced in texts either spoken or written. They will learn the use of the words from observing the teacher's use in the lessons or from reading and talking about written texts.

Grammar was taught differently in the intervention lessons. The passive voice was introduced in the production of a text of a science experiment report in the Lesson 14 (lines 422–586). In this activity students practiced grammar on the text level which involved learning how passive voice was used in a science report text. The need for the use of passive voice was explained by the teacher (lines 450-454). During this joint writing process, students tried out their knowledge of the past particle of *draw* (line 499) and looked for the right subject (lines 529-546). This activity was contextualized based on the previous activity. The data for this study

is too limited to draw a definite conclusion in comparing the usual and intervention lessons. However, my analysis has illustrated differences in discourse when authentic texts are used in English lessons.

2) Interaction framework and code-switching

The second aspect of teaching I observed was the interaction framework and code-switching in lessons. The interaction framework was marked by the IRF (Mehan, 1979) pattern with the *I* (initiation) and *F (*feedback*)* move mostly taken by the teacher, which has also been found in other studies (Cazden, 1988; Console, 2000; Cullen, 2002; Duff, 2000; Hall, 1997; Nystrand, 1997b). The IRF pattern has been challenged because it is not communicative (Dinsmore, 1985; Nunan, 1987). However, research shows that the IRF structure is a feature of an instructional discourse and parent-child interaction (Seedhouse, 1996) and a common pedagogic device (Cullen, 2002; Toohey et al., 2000).

The teacher used the interaction pattern with the large class. The teacher took the *I* move in the form of questions which were often thrown out to the whole class for the students to answer as a whole. The questions were related to the lesson content such as grammar and word/phrase meaning and required *Yes* or *No* answers or the corresponding Korean words to English words or vice versa. On some occasions the teacher also asked authentic questions (Nystrand & Gamoran, 1997). Nystrand & Gamoran (ibid) call questions to which the teacher does not know the answer, authentic questions. These are unlike questions to which the teacher knows the answer and gives an evaluation. Authentic questions were '*How*

are you today?', 'Did you have a good weekend?', 'What did you do?', 'You went to Karaoke?', 'Are you a good singer?', 'Do you like sports?', 'Can you name any sports?', and 'What's good point for exercise? However students' answers to these questions were not taken up for further discussion in the following turns. The teacher also asked genuine questions in regards to lesson regulation, or in the regulative register (Christie, 2002), as in '*Are you finished?'* or *'Who's got them all right?'*. These questions were authentic, yet they did not elicit students' answers more than *yes, yeah, or no*. To the teacher's initiations, students responded with *Yes, No*, short answers, and silence. *Yeah* also appeared a number of times in the students' responses thereby the students yielded the right to speak to the teacher (Young & Miller, 2004). Limited occurrence of authentic questions from the teacher in intervention lessons was partly attributable to the weakness of intervention. The intervention was weak partly due to insufficient communication between the researcher and the teacher on the nature of the intervention.

The *F* (feedback) move was often skipped after the students' *R* (response) move, resulting in the interaction pattern *I-R-I-R-I-R*. The *F* move was skipped when the students' answer was correct. The students seemed to know this pattern very well, because they were able to participate in it without trouble. When the answer was not the expected one, the teacher gave different responses. She gave the correct answer in the *F* move (lines 81, 202, Lesson 1); started the correct answer sentence and stopped it, uncompleted, with a rising tone, which the students then completed (line 312 in the 2nd April lesson); and asked again using the students' answer (line 430 in Lesson 3) or simplifying the question (line 333 in the Lesson 2).

The teacher also adopted the student's answer in L1 and asked again as in the form of confirmation in L2 (line 17 – 25, in the Lesson 1). This pattern of interaction limits students' participation to a responder.

The *F* movement has been a focus in recent studies of class interaction (Anton, 1999; Cullen, 2002; Edwards & Mercer, 1987; Jarvis & Robinson, 1997; Nassaji & Wells, 2000). Anton (1999) showed how a teacher could create a classroom community of learning through inviting the whole class to solve a problem posed by one student instead of just giving the answer. Jarvis & Rovinson (1997) showed that students' utterances in classroom discourse can be appropriated, and that culturally appropriate meanings are made accessible to the students when the teacher gives appropriate responses through the functions of accept, extend/guide, and extend/bridge.

Students, however, were not always restricted to the rigid participation framework. They initiated dialogue such as commenting on task instructions (i.e. lines 154 and 178 in the Lesson 2), task accomplishment status (i.e. line 96 in the Lesson 1) as well as general classroom management (lines 297-298 and 301 in the Lesson 1). Some students helped the teacher by silencing the other students. They also initiated a dialogue to contest mildly (line 175 in the Lesson 4) and to provide information on topics related to texts (i.e. lines 117-119 in the Lesson 5; lines 126-134 in the Lesson 13, and lines 619-620 and 640-642 in the Lesson 15). It was in the intervention lessons when the participation framework became less asymmetric on

topics of lessons. The Lesson 13 excerpt occurred when drawing a pot with planted seeds, while the Lesson 15 excerpt was during a talk about the best way of cooking Ra-myun (Korean instant noodles).

(Lesson 13)

126. S2: 초등학교 … 시간에 3m 이상 내려가면 안됀 다고 배웠는데.
127. (We're learned it shouldn't be lower than 3m in … class at the
128. elementary class.) …
129. T: Ok. … Uh?
130. S2: 도덕 시간에 배웠어요. (We learned it at the Korean Ethics class.)
131. T: In Ethics?
132. S2: Yeah.
133. R: 도덕? (Ethics.)
134. S2: 예. 정말이예요. (Yes. It's true.) Ah, 바른생활. (Right Living.) 뭐지?
135. 초등학교때 뭐지? (What was it? What was it at the elementary
136. school?)
137. Ss: 슬기로운 생활, 슬기로운 생활, 슬기로운 생활. (Wise Living)
138. S2: …
139. T: Ok. ((Laughs.))

(Lesson 15)

619. S1: 아니야, 계란은 맨 마지막에 넣야 돼지 않아? (No. Shouldn't the
620. egg be put in the last?)
621. S: Ok, ok.
622. T: Ok. …

The excerpts show that students initiate turns to contribute to class discourse with their knowledge. Although Asian students have been assumed to be passive and reticent with limited opportunities for participation in dominant classroom discourses, Motteram (2006) considered reticence to be closely related to the choice of task, power, choice of topic, and lack of understanding. Asian students can be passive but they also actively initiate turns on topics such as task instructions and on provided texts, which is consistent with other studies (Duff, 2002; Harklau, 1999). Students in this classroom initiated turns by telling jokes (lines 625-626 in the Lesson 2; line 40 in the Lesson 3, lines 80, 381, and 418 in the Lesson 6; and lines 621, 623, 635-636 in the Lesson 10). Students' jokes were not often taken up

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for further development (i.e. line 181 in the Lesson 1). Through jokes, students connected new knowledge to their world and brought in new knowledge, sometimes in a different speech style or genre from the pedagogic one, into the lesson discourse (Kamberelis, 2001). In Lesson 6 (lines 413 to 420) a student changed *seed germinator* into *seed terminator*. The movie The Terminator was a big hit in Korea so most of the students were familiar with the word. The student simply changed one consonant to make fun out of it. Playful verbal exchanges such as this are considered to contribute to language development (Lin, 1999b; Sullivan, 2000).

I used systemic functional grammar (Butt, Fahey, Feez, Spinks, & Yallop, 2000) to compare interaction frameworks between two traditional and two intervention lessons where authentic texts were used. The focus of my analysis was on the realization of the ideational and interpersonal meanings. The number of processes, imperatives and interrogatives used were counted for the analysis.

The number of processes, which were used to describe events, was counted because they are the 'pivotal element of the clause' (Butt et al., 2000, p. 36). Processes are traditionally known as verbs. The imperatives and interrogatives were counted to find out how services and information were demanded in lessons. Services are demanded with imperatives and information is demanded with interrogatives (Butt et al., 2000). The data showed that the number of processes increased when the tasks and texts were authentic. There were more process

words in the intervention lessons because the teacher explained the authentic texts which contained processes. For example, in the Lesson 6, the text was a procedure text about seed germinator making, thus the processes in the text were related to seed germinating such as *germinate, draw, fold, fit,* and *measure*. The intervention lessons also contained more student uses of imperative and interrogative forms, which are indicators of students' demand for services and information in lessons. More research is needed, but it is tentatively presumed that students demanded services and information because there were space and power created for them in tasks with authentic texts.

The next feature of English teaching practices relates to the use of L1 and L2. The use of L2 as the instruction language, which is recommended in the Curriculum (Education, 1997, p. 41), is an important issue for language teachers who do not have a good command of English. The Curriculum's recommendation follows an accepted view that the ideal language classroom excludes L1 (Cook, 2001) or minimizes it (Krashen, 1981). This view of L1 is based on the perspective that 'the more students are expected to use English, the more quickly they will learn' (Auerbach, 1993, p. 9). However, some research shows that the use of L1 is not detrimental but in fact beneficial to language learning. A monolingual approach to English teaching has been found to be ineffective in EFL context. The approach is disadvantageous because it rejects students' previous language experiences (Auerbach, 1993; Phillipson, 1992) and students with lower proficiency feel excluded (Klassen, 1991). Other studies (Hemmingdinger, 1987; Rivera, 1990; Tang,

2002) have found beneficial outcomes from the use of L1 in English lessons, because the use of L1 helps reduce culture shock and emotional barriers. Tang (2002, p. 41) argues that 'limited and judicious use of the mother tongue in the English classroom …. assist in the teaching and learning process' (p. 41).

The teacher in this study used L2 most of the time, while students' use of L2 occurred in words, phrases, or sentences to answer the teacher's questions. Students used L2 to express their meaning in individual short exchanges with the teacher and they sometimes inserted L2 words or phrases to L1 dominant sentences, such as the student who answered *Because 아까 전에 많이 많이* (Just before, a lot, a lot) in the Lesson 2. Students' limited use of L2 can be attributed to their low language proficiency, even though they appeared to have good grammartical knowledge. However, consistent with previous studies on code-switching (Auer, 1998; Grosjean, 1982; Gumperz, 1982; Myers-Scotton, 1993; Nogami, 2006), the use of L1 was not exclusively a sign of language deficiency but both the teacher and students used L1 strategically for social purposes. In Lin's (1999a) study, the teacher's exclusive use of L2 and insistence on using L2 created resistance from students. In this study, students asked the teacher to speak L1 instead of L2 a few times and expressed frustration over their inability to use English. The teacher switched to L1 to make her arguments stronger and students used L1 to silence the class and to think aloud to recall something. L1 was used for a number of purposes.

However, while the use of L1 makes students feel more comfortable, learners must also learn to fulfil communicative purposes in L2 for which they have mostly resorted to in L1. Students need L2 resources for successful fulfilment of social purposes. In this study, students' use of L2 increased when answering questions about texts, in brief routine interactions at the beginning of lessons, and in individual interactions with the teacher. This implies that in order to provide students with opportunities to use more L2, there need to be more talking about texts and one-on-one interactions between students and the teacher and between students.

To summarize the answer to the second research question, although the dominant interaction pattern – IRF - of institutional discourse can limit students' participation in class discourse, its rigidity changes according to the nature of tasks and texts. When hands-on tasks and authentic texts are used, students take the *I* move by asking questions, and even by asking someone including the teacher to do something for them. In addition, while the use of L1 is helpful, the use of L2 needs also to be developed by learners. One way is to provide learners with texts where the social purposes are fulfilled in L2, as this study showed there was more use of L2 in tasks with authentic texts.

8.3 The Enacted Curriculum

The third feature of teaching practices is related to the enacted curriculum. Analysis of traditional lessons showed that classroom lessons did not strictly

follow the Curriculum guidelines, even though some aspects of the Curriculum were realized in the lessons.

Firstly, the teacher used games in lessons in an effort to maintain students' interest in learning English, which is one of the Curriculum objectives (Education, 1997, p. 27). This matter of student interest has been discussed in the previous section. Secondly, the teacher often used audio materials from the textbook and songs, partly meeting the Curriculum's demand for an extensive use of audio/visual materials (Education, 1997, p. 40). However, the listening activities required word or sentence recognition. Furthermore, the audio materials of the textbook were artificially made using unnatural language. As to reading activities, translation of the main reading text disappeared. Avoiding direct translation is demanded by the Curriculum (p. 40). Instead, students answered reading comprehension questions. However, a lack of discussion about the text combined with the artificial topic and discourse features of the text made the task hard and uninteresting for the students (Lesson 4).

The National Curriculum was not realized in three ways. Firstly, the objective to develop students' communicative skills in students was not met. There were only a few meaningful communication activities adopted in lessons despite the Curriculum's requirement to include meaningful communication activities (Education, 1997, p. 41). A significant amount of time was instead spent on learning grammar features. Secondly, the Curriculum suggests that class

interaction be varied with teacher-to-whole class and peer-to-peer interactions (Education, 1997, p. 41). However, the interaction type was mostly teacher-to-whole class. According to the teacher this is the most efficient way of covering the textbook with such a large class size (Interview number 1, Appendix 5). As to writing activities, despite the Curriculum's suggestion for avoidance of sentence translation, the lesson activities involved regular sentence-level translation for the purpose of practicing grammar points (i.e. writing of sentences using comparatives in Lesson 3).

The Curriculum was selectively realized in teaching practices with the use of audio/visual materials and avoidance of translation in teaching reading. These aspects are an improvement on previous EFL teaching practices in Korea. However, the Curriculum's aims are not achieved – students can not communicate in English, partly due to the weak theory of language and language learning that forms the basis of the Curriculum. Focus is still on teaching phrases/sentences and traditional grammar, yet communication requires more than linguistic knowledge. Communication as a making meaning process needs to be the basis of any language curriculum.

8.4 Appropriateness and Effects of Authentic Texts

The third question of this study was 'Is the use of authentic texts appropriate with grade 8 students and does the discourse change when they are used?' In this study, authentic texts were adopted in intervention lessons. The texts were written

by the researcher or adopted from the internet. They were written on more than one topic. The first topic of the texts was *Experiment* to match the Chapter 3 title *Are you interested in experiments?* The other topics were related to the school context and the chapter's activities. The themes of *Travelling* and *Speech Contest* were chosen because during the observation period students went on a school trip and a speech contest was held at the school. The themes were related to students' experiences.

The findings of my analysis showed that the use of authentic texts was appropriate. The Grade 8 students had very limited L2 speaking skills but they participated in lessons with authentic texts, as in Kong & Pearson's (2003) study of students with limited English. Students were overwhelmed in the beginning of the reading of a news report because it was all in English. However, during the reading they helped each other with the meaning of words (i.e. lines 152-156 in the Lesson 6) and were able to answer the teacher's questions about the content. Students sometimes borrowed words from the news report in their answers. To help students' comprehension, the teacher drew a diagram on the board. However, not every authentic text was successfully used. In the third intervention lesson, students were asked to write in their experiment journal. A model journal entry had been presented in the previous lesson when the journal was read aloud loud by students. The task was to write the heading and write about the first day of the experiment. However, nearly all of the students were unable to start writing. Even though more study is needed, the failure of this task can be attributed to the

nature of the talk around the model journal; by students' lack of knowledge of the type of text and linguistic resources for the text and by the lack of joint work before the independent work. Another unsuccessful case was the transcript of a dialogue between the teacher and the researcher. The transcript was given to the class as a model for them to talk about the procedure for an experiment students had done in an earlier lesson. Students complained the text was too difficult for them and they could not do the task.

Two aspects of the effects of the use of authentic texts will be discussed: students' borrowing of discourse resources and use of multi-modal semiotic resources. The first aspect is related to borrowing of discursive resources (Mickan, 2004c; Mohan, 2001) and making inter-textual connections (Lemke, 1992). Language learning is considered as expanding discourse resources (Mickan, 2004c; Mohan, 2001). When asked about the text content, students answered by borrowing words from the text (i.e. lines 211 – 212 in the Lesson 6). Intertextuality is one important resource for participation in social practices. When authentic texts were used, such as a picture of the heaviest man in the world and a drawing of seeds sewn in a pot, learners brought their previous knowledge into the discussion (i.e. lines 108 – 121 in the Lesson 5 and lines 123-132 in the Lesson 13. Furthermore, in lessons with authentic texts, students promptly recalled relevant experience (lines 84-106 in the Lesson 6), and they started to use discourses of science (i.e. lines 452-455 in Lesson 8 and lines 65-67 in the Lesson 9) when the texts used were scientific ones. When

teachers use texts from other school subjects, students can relate to the texts and can consolidate their previous knowledge. In this study, science texts were used.

Thirdly, the shared semiotic systems in this class community were mainly the first language as well as body language and diagrams. The teacher's effective use of the body language and diagrams helped class community members' understanding of the texts written in L2. Because the shared L2 linguistic resources were limited, the use of multimodal resources was effective.

Even though limited and tentative, this study has suggested the appropriateness of the use of authentic texts with grade 8 students in Korea. Some beneficial aspects surfaced in the students' discourse including asymmetric interaction structure, borrowing of discursive resources from texts and making intertextual connections. Students initiated turns on topics of texts, borrowed language from the texts in expressing their opinions, and made connections to their previous knowledge. In particular, students were able to participate in lesson discourse because the chosen texts were relevant to their other school subjects.

SUMMARY

In this chapter, I have discussed the findings from my analysis of the Korean national Curriculum for English education, as well as the textbook, class discourse, and the appropriateness and effects of the use of authentic texts. The three main aspects of the theory of language learning assumed in the Curriculum and the

textbook reveal the following: A limited view of language learning as learning communicative functions; separately treated teaching methods for the four language skills; and endeavours to maintain students' interest in English through games.

Furthermore, the discussion on classroom discourse suggests the following: Explicit grammar teaching and word/phrase meaning are dominant; student interaction changes depending on the type of texts and tasks used; and the Curriculum is selectively realized in lessons. Use of authentic texts was found to be appropriate for students in Grade 8.

CONCLUSION CHAPTER

INTRODUCTION

This chapter will conclude the study, discuss implications and suggest directions for further research. As it is not possible to accurately determine the value of the language experiences in the intervention lessons, the findings of this study are only a tentative conclusion based on the data. However, the intervention lessons suggest directions for further research in terms of centrality of meaning making for language pedagogy, investigation of potential of the use of authentic texts, and possibility for talk around text.

9.1 CONCLUSION

The aim of this study was to provide an analytical description of English teaching practices in a Grade 8 class at a secondary school in Korea. The teaching practices were investigated to find answers to the following three questions:

1. What is the assumed theory of language and language learning in the Curriculum and in the textbook?

2. What is the nature of the English class discourse in terms of interaction framework and social practices? What is the enacted curriculum like?

3. Is the use of authentic texts appropriate for teaching English to grade 8 students and does the discourse change when they are used in intervention lessons?

The qualitative research method of this study adopted observation, recording/transcribing of lessons, through analysis of relevant documents.

First of all, this study investigated the current 7th National Curriculum for English Education and the government approved textbook. It is the Korean government's aspiration within the 7th National Curriculum to produce students with English communication abilities. However, analysis of the Curriculum and the textbook showed that they do not aim at teaching students to communicate or to mean with English in social practices. Analysis of class discourse proved that students were not taught to communicate in English. The Curriculum is based on a narrow definition of communication, an assumption of language learning as learning a list of communicative functions and sample sentences, and learning to do fast reading. The new government approved textbooks have been based on the Curriculum's guidelines. These textbooks are full of coloured illustrations and activities and thus look more attractive than the one I studied. However, in essence, they are not so different from the previous traditional textbooks. The textbooks are still designed to teach traditional grammar and selected words and phrases, and their texts are not connected in theme or topic. The texts do not provide a context of language use in social practices. The language in the textbooks is artificially created for teaching the chapter's focal grammar, selected communicative

functions, and phrases related to the functions. The texts are found to contain a number of unnatural features. In addition, the tasks are designed for practicing the functions and phrases in fixed model dialogues. The textbook provides tasks for practicing the four language skills in separation, and does not provide opportunities for participating in social practices with the target language where the four skills are used either independently or in combination.

This study is one of the first studies to explore students' participation in interaction within the context of formal instruction in Korea. It mainly focused on teacher-to-whole class interaction, social practices and their relation to opportunities for language development. The class environment of this study was different from the one I experienced in high school in Korea. It was technically more advanced with a wide monitor and internet connection. The interaction patterns of lessons followed the typical pattern for formal instruction, or *IRF*, lead by the teacher. Through this pattern, the teacher transmitted new knowledge to the students; the teacher was the knowledge holder and the students were the knowledge receivers or hearers. The new knowledge transmitted was traditional grammar and word/phrase memorization. However, the role of knowledge initiator was, on occasion, shared by students, particularly when authentic texts were used. Sharing the knowledge holder's role with students will continue to be a challenge and even an innovation for teachers and educators in Korea, where Confucianism is dominant. Confucianism endows the teacher with unquestioned authority and demands learners' obedience. However, there was evidence that

this role paradigm sometimes changed during meaningful tasks with authentic texts.

In regards to the teacher and students' use of L1 and L2, the teacher had a good command of English and used L2 most of the time. However, students rarely used L2 to express meaning. There were limited opportunities for students to express their meaning in normal lessons. Their use of L2 mainly answered the closed questions from the teacher. However, when authentic science texts were used students started to borrow language resources from the texts to express their meanings. This issue relates to the next point.

The third point relates to the proposal to adopt text-based and content-based language teaching. This study revealed that Grade 8 students showed their understanding of authentic texts in their comments and answers to questions about the text content. When authentic texts from science were used, the class discourse was less asymmetric because students initiated moves by asking questions of the teacher or amongst themselves. Authentic texts also created more opportunities for language development from the socio-semiotic perspective of language. Students were able to adopt linguistic resources from the texts to express their meanings. Integration of texts from other subjects is an option in the Korean EFL classroom. Students were, without trouble, able to relate to the type and nature of the science texts used in the intervention lessons. Students engaged with science discourse when science texts were used. However, the integration of

English education with other school subjects is a complicated issue to address because of matters such as teacher education and time allocation.

9.2 IMPLICATIONS OF THE STUDY

This study has implications for EFL education, particularly in formal secondary English education in Korea, because this study has provided an analysis of the National Curriculum and the textbook, as well as insights into English classroom discourse at a secondary school, research of which in Korea hardly exists.

Firstly, study findings show that the nation's aspiration for teaching 'to comprehend and produce modern everyday English', as stated in the Curriculum Statement (Education, 1997, p. 26), is realized to a limited extent in the observed lessons. English lessons focused on traditional grammar teaching and word/phrase/sentence translation, even though the teacher had a good command of English and the classroom was equipped with advanced technology. The Curriculum itself contributes to this situation, because the Curriculum Statement is underpinned by a narrow view of language and language learning - that language learning is learning communication skills and their example sentences. Language is a meaning making resource (Halliday, 1978) in social practices (Mickan, 2006). Learners need to learn to participate in social practices with resources that vary from linguistic to kinetic. Therefore, a review of the language

Curriculum statement which considers the social nature of language and language learning is recommended.

Secondly, text-based and content-based teaching may be an alternative to current teaching methods. The teacher in this study had a good command of English. However, her English did not appear to make much difference in the lesson discourse except that the teacher was able to instruct in L2. The analysis showed that lessons were still dominated by teaching of traditional grammar and word/phrase meaning. In an interview, the teacher stated that teaching a language to a large class size of 34 contributes to her traditional language teaching style. However, the nature of the classroom discourse was altered when authentic texts from science subject were introduced to the same size class, and students were able to understand the texts. In light of the benefits of the use of authentic texts, text-based and content-based teaching is a real alternative to traditional language teaching in Korea.

9.3 Directions for further research

This has been an exploratory study of classroom discourses of English lessons at a secondary school in Korea. Even though this study has provided a detailed description of the English classroom discourses, it remains limited in many ways. While it has suggested benefits of using authentic texts, long term research is still needed for the documentation of students' development of L2 and students'

participation in classroom social practices in the target language when authentic texts are used.

Secondly, the focus of this study was on whole class interaction, so only some prominent students' voices were recorded and considered. Individual students' participation needs to be studied over a long-term period, as well as students' peer interaction. The students' interaction with peers is a worthwhile issue to study for a better understanding of English classroom discourse and its implication for students' target language development in a large formal classroom environment.

Thirdly, the teacher's perspectives of language/language learning and the use of authentic texts during intervention lessons were not considered in depth in this study. The teacher's strong belief in teaching traditional grammar was manifested during lessons. She wanted to cover the chapter's focal grammar features during intervention lessons. A teacher's view of language and language learning determines language teaching and influences students' view of language and language learning. The teacher's changing view of language and language learning, if any, would be an interesting topic for further research.

Lastly, the teacher in this study had a good command of English. However, a large proportion of English teachers at Korean public schools are known to struggle with their spoken English. Research of lessons with those teachers is needed in order to find ways to help them with teaching.

The Korean Government has revised the National Curriculum for English Education in order to develop the communicative skills in English of Korean students. The analysis of the Curriculum, of an approved textbook and of English use in a normal middle school class reveals a theory of language and language teaching based on traditional grammar and learners' memorization of words and phrases. In intervention lessons with the same class, text-based and content-based teaching methods were adopted. These lessons taught from a make-meaning perspective offered students opportunities to work with authentic texts and to share meanings in English. This study proposes further research into the application of text-based and content-based teaching in order to develop learners' meaning-making in English.