

TEACHING VALUE CONCEPTS IN SOUTH KOREA

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MARILYN ANNE SCHICK

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Date

Project Advisor

(Paul LeVasseur)

Project Reader

(Ron Jakimchuk)

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ABSTRACT

This paper presents a course that was developed to teach value concepts in an English as a Foreign Language/English as a Second Language (EFL/ESL) classroom. Six values were used: Love, Peace, Happiness, Freedom, Cooperation and Honesty. Lesson plans were prepared with the students' focus on speaking; however, listening, reading, writing and grammar were taught as well. Details of why those values were chosen, six specific lesson plans, plus students' feedback are included.

Descriptors: English (Second Language), Teaching Values, Lesson Plans, Teaching EFL in South Korea

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CHAPTER 1

HOW I BEGAN THIS PROJECT

In recent history we have seen many new inventions, traveled into space, and watched as many fantastic scientific discoveries were made. These new developments have given us healthier lives, a better standard of living and information at a faster pace than ever before dreamed of. We have seen men walk on the moon, received pictures of Jupiter back on Earth and built space stations that humans can survive on. Meanwhile, we still live in a world of violence, dishonesty, poverty, and greed. We write songs about peace and love and we long for a world free from wars, corruption and brutality where humankind can live together without conflict. Religion, which many look to for a harmonious way of life, has yet to show us the way to embrace those of other faiths. Instead, religion is often used for political and personal benefit, at the expense of promoting world peace. This fosters intolerance and conflict around the world. In their quest to make us all the same, world leaders have succeeded in dividing the world more than ever.

Students are not only subjected to all these world events but also have to deal with specific problems within their own countries. In South Korea, not unlike other countries, there are social issues such as youth unemployment and sexual discrimination which directly affect them in their daily lives. In addition, students must cope with their education, family relationships and stress. The three main challenges for a Korea

university student in today's society are achieving an education, obtaining a suitable job and finding a suitable partner for marriage. However, in South Korea as elsewhere, these goals are achieved through considerable personal sacrifice.

South Korea is an extremely driven society and success is determined by one's level of education and contacts made while attending school. Students devote almost their entire time to educational pursuits that will help them to gain access to the top universities, the biggest companies, the highest positions and the biggest pay cheques. The impetus comes from parents and starts at a very early age. In some cases this drive to succeed begins during pregnancy (listening to classical music) and continues right up until university and beyond. During formal schooling, the mothers control their children's time and direct most activities towards their education. Developing values that don't support this drive towards material success are not considered essential.

The pressure is high. Headlines in South Korean newspapers commonly feature articles on corruption in politics and big business, graft, and suicide. A daily average of 36 people committed suicide in 2003, according to the official statistics (Korean Herald, Seoul, December 31, 2003). Each year we hear of students committing suicide because their marks are low. Students are valued by their marks instead of their own personal worth and low marks create low self-esteem. Because these young university students are South Korea's future, the students are expected to attain an English standard, both spoken and written, that is high enough to compete globally. Thus, English education plays a very important role. Students have told me that when they apply for jobs they are often given written tests in English, are increasingly interviewed orally in English and must

achieve certain scores on tests such as the Test of English for International Communication (TOEIC) in order to even be considered for a job.

Depending on students' proficiency levels in English, we often discussed what was going on in the world and more specifically in Korea. We would talk about the social problems, referring to current events, how the politicians might change things and what we could do to effect change if we were a group that had some power. What was rarely addressed were the underlying values that help them formulate ideas for change. These values are fundamental in the way people think and act. If the students see a professor plagiarize, they are going to do the same. If the students see politicians lie, cheat and steal, they learn that that is all part of politics. They learn to emulate negative and dishonest practices in society by example. My hope is that through increasing their understanding of values, my students will question, reflect on and become aware of their own value systems. In turn, they would be better able to make personal judgments about what they are reading in the newspapers and apply it to their own lives.

I was introduced to the Brahma Kumaris Raja Yoga while teaching in Indonesia in 1993 and have been studying it on and off for about ten years in both Canada and Korea. One of the key concepts of Raja Yoga is educating oneself to bring peace into one's life through meditation. It teaches us both how to detach ourselves from negative influences such as guilt and hurt and how to bring peace into our lives through positive thoughts. Values are interwoven throughout these thoughts, values such as forgiveness, patience and honesty.

Two years after coming to the Brahma Kumaris Centre in Seoul, my Raja Yoga leader told us that she had been involved with nineteen other teachers in developing a

program with United Nations International Children's Emergency Fund (UNICEF) to teach children and young adults about common values held worldwide. The rationale for the program was to promote peace and human rights throughout the world. In 1988, the Conference of European Ministers of Education presented the basis for creating a concept of values, thinking and behaviours. This was formed by recognizing common human values that are found in all cultures. As a result, guidelines for values in education were prepared in cooperation with Non-Governmental Organizations (NGO's). Included among the United Nations NGO's which have carried out integrative value-based frameworks and material developments, is the Brahma Kumaris World Spiritual University. In 1996, they produced, in conjunction with UNICEF, "Living Values; An Educational Kit" - teaching materials for educators. This training curriculum introduces twelve core values for educators to explore: Cooperation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance and Unity. My Raja Yoga teacher said that she had held teacher workshops on these topics and I asked if she would guide a workshop if I organized a group of teachers to attend. She agreed and the workshop was held in my classroom at Hanyang University in the spring of 2003. Fifteen teachers attended and the workshop ran over a two-day weekend. I was so impressed with what was accomplished that I wanted to share this with my students.

The range of feelings and the depth of thinking that took place when we delved into our lives and related experiences through values, was truly a personal awakening. The thought of focusing on values that are really important to students was exciting. I believed this was something really worthwhile that I could bring into their lives. Also, because the "values" held meaning no matter what culture I was living in, I felt teaching

them would benefit Korean students as well. Bringing in universal values is something that everyone from every culture can relate to and understand. Having the students share their thoughts in English might possibly free them from cultural restraints as well. I had often been told by students that they were able to talk about things in English that they wouldn't normally talk about in Korean. I felt it would also be a way for me to really connect with my students on a deeper level. Instead of a teacher to student relationship, perhaps it could be soul to soul.

However, two challenges faced me: 1) How to solicit approval from the university as it is quite a regimented society and 2) How to organize an "alternative" course in English as a Foreign Language (EFL) and get students' support. I was not aware of any other English as a Second Language (ESL) schools doing this apart from a teacher in Japan who added values to her Folktale Literature course. The teacher is a Brahma Kumari herself and when the students read a folktale she had them talk about what "value" was included in the story. I realized that such an approach could be difficult to do in Korean society, but I was excited about the challenge. Teaching English is a worthwhile cause in itself since it has become a global language, but bringing values as a topic into the classroom and having students think about what we had shared, made the whole approach seem so much more meaningful.

I wondered how the program *Living Values: An Educational Kit* which developed into *Living Values: An Educational Program* through input from educators across the world, could be adapted to my ESL classroom environment in Seoul. This program is supported by United Nations Educational, Scientific & Cultural Organization (UNESCO)

and is currently taught in schools and to refugees and “street kids” in about seventy countries worldwide, but only in the native tongue of each country.

Following the workshop at Hanyang, I taught one lesson of the material, “Happiness”, in one of my classes. I observed that the students were engaged, spoke a lot, and the atmosphere was congenial, so the next week I tried the same lesson in my other three classes which included students of varying proficiency levels of spoken English. It seemed to be appropriate material as the students were highly responsive. However, the material required further refinement to make it suitable for teaching all proficiency levels. I would have to add language-learning components, and simplify some of the questions for those with lower language proficiency.

Studying the use of Living Values as an ESL teaching tool fits in well with the philosophy at the School for International Training (SIT). During my last summer at SIT, I had various discussions with my peers and staff about the topic of teaching values. We discussed the feasibility, appropriateness and potential of such a program. Because the idea of teaching values was received well by everyone, it gave me incentive and confidence to consider it for my Independent Personal Project (IPP). In addition to my initial trial lessons in the classrooms, my last summer at SIT provided me with more material, mainly from the Four Skills course (reading, writing, speaking, and listening), to expand and embark on introducing the Living Values concept into an English language curriculum.

For the fall semester of 2003, I wanted to develop lesson plans for values-based education structured around what was provided in the book, Living Value Activities for Young Adults (Tillman 2000), and ensure that reading, writing, listening and speaking,

were integrated into the lesson plans. I incorporated about 50% of the ideas in this book presented in the chapters on Peace, Love, Happiness, Honesty, Freedom and Cooperation, as well as adding games, music and a movie. In addition, I used some ideas from a book called Character Education Year 2 Grades K-6 (Heidel & Lyman-Mersereau, 1999). It was designed for Grade 6 and I felt the language and ideas would be easier for those at the Beginning/Intermediate levels. I used about 10% out of it in my course.

I realized that we would need to discuss what these “values” meant to the students, and in addition, address how they could put these “values” into practice in their own lives. Some concerns I had were, whether the students would find too much emphasis on the topics boring and how I could incorporate language development into the course. To address the boredom concern, I felt that teaching the “values” curriculum as an Elective unit would be the best approach because students would be signing up for that specific subject matter. However, my supervisor wanted it taught as part of a regular class. In order to do this I felt that picking a class with little experience with a foreign teacher would allow me some leeway in the material. I was candid with the students and told them that including a “values” unit was for my Master’s Degree and I received their consent.

With the approval from my supervisor to proceed with the course and the consent of the students, I was now able to develop the class material. An overview of my class situation is identified in the following Teaching Context table.

Teaching Context

Proficiency Levels:	High Beginners/Low Intermediates They carry on conversations with many mistakes.
Profile:	Adults and adolescents: male and female
Motivation:	To improve English conversation skills.
Location:	Hanyang International Language Institute, Hanyang University, Seoul, South Korea
Number of Students:	20
Length of Classes:	Two consecutive 50 minute periods with 10 minute breaks, 10 weeks

The students I taught were mainly from our Intensive English Program (IEP) classes with no homework and no grades. The classes ran two days a week for ten weeks. I did not select a book for the students but rather used materials from different sources. There were no tests or marks given.

My classroom is large and clean with a functioning colour television, VCR and cassette player. I decorated the walls with nature scenes and animals from Canada, my native country, to give the students a feeling of who I am and where I come from and hopefully create an interest in my culture. I hung three large maps; a Korean map, a World map, and a Canadian map; along with a chart of verbs - present, past and progressive to contribute to my students' peripheral learning. I also installed a corkboard and as we progressed through the course I pinned up sayings from each "value". As well, the students' drawings were also put on display on the walls (see Appendix B). The purpose of this display was twofold: to show that I valued their work and secondly to give them ownership of what they had done. When students walked into my classroom, I wanted them to have a feeling of warmth and interest. I believe that decorating the classroom contributed to that atmosphere.

The students at Hanyang that I taught the "values" curriculum to were mainly current Hanyang university students, a few business people from Seoul and pre-registered high school students who had been accepted into Hanyang University starting their university classes in March 2004. There were two classes consisting of twenty students in total: eight students in a Low Intermediate class and twelve students in a High Beginner class. Six students within these two classes were in a special, intensive English program called Hanyang English Language Program (HELP) which was set up to prepare students

for their Freshman English courses. The HELP program had three components, the reading and writing components were taught by native Korean teachers; and the conversation component was taught by native English teachers. Thus, the focus of my class was to develop oral communication skills with less emphasis on reading and writing. This is why the curriculum was focused mainly on speaking.

Young people today are changing rapidly. As western culture impacts South Korea more each year, it brings both good and bad influences. For example, South Koreans are very image conscious and the young people of today want the “Calvin Klein” look, the “Hollywood style”, and the lifestyle that they see in movies which epitomizes western society. But how do they cope with all these influences? The youth want more freedom, more choices, more of everything. In the search for more, there can be dire consequences, such as greed and selfishness. How do we instill in our young people today, the values that will give them a good future full of giving and caring for others? I felt that by introducing and sharing “values” with my students, I was contributing towards this goal.

CHAPTER 2

HOW THE COURSE WAS DEVELOPED

Every teacher has a set of principles by which they teach, whether they can consciously articulate them or not. When I first went to SIT, the instructor for our “Approaches” class, Janis Birdsall, asked us what our teaching principles were. At first, I had no idea what she meant; however, it created an important awareness in me that certain principles reflect our beliefs and values regarding teaching and learning. As the semester progressed, I learned several approaches to teaching language, and I realized that indeed I did practice a set of teaching principles; I just had never put them into words. I realized that teaching principles weren’t just theory that an academic had created; rather, they were a way of articulating what I believed should be inherent in my teaching. For example, the most important thing to me is to make the classroom a place where my students are not afraid to take risks (make mistakes) and this means I need to create a safe, supportive teaching environment. At SIT, we were taught both how to put the student first, and how to make the classroom student-centered not teacher-centered. Since I have always been interested in other cultures, it is easy for me to have a student-centered classroom because I am interested in what my students want to express. But it also meant helping the students to feel like this was their classroom as well as mine by decorating the walls with their work, and exploring issues that they wanted to talk about whether or not

it was in my lesson plan. This chapter will explore those of my teaching principles that helped guide me in creating “values” lesson plans.

Six principles that guide my teaching are: 1. creating a safe learning environment, 2. teaching the four major skills of reading, writing, listening and speaking, 3. making sure that it is practical learning, 4. building on students’ skills and success, 5. addressing different learning styles, 6. respecting the Korean culture.

Principle #1

Creating a safe environment within the classroom where students are not afraid to speak is important because if they don’t feel safe they will not talk. Korean students have been punished in their English classes for making mistakes. This is often embarrassing for students and as a result they are hesitant to speak English. When talking about “values”, students often speak about their innermost feelings; sometimes they become emotional. This type of emotional risk-taking required a supportive, trusting environment. Students need to feel that they can be themselves in front of their teacher and their peers without ridicule, and to do this their anxiety level must be lowered.

Creating a trusting atmosphere was not easy. My classes were a mixture of high school students that had just been accepted into university, university students, and business people, all of differing ages. In the Korean culture age is highly respected and this can inhibit younger students from expressing their opinions.

In order to help my students feel at ease in the classroom and to create an atmosphere of respect, at the beginning of each semester I told them to feel free to talk during the class as long as it was in English except when I was addressing the class, when

another student was talking to the class, or when they were asked to do the work on their own. I explained that if they had questions about an assignment or activity, they should feel free to ask others about it at their tables, or to ask me. I also explained, “We all make mistakes. Mistakes are a normal part of learning. If we are afraid to make mistakes we won’t speak, and if we don’t speak English we won’t learn it.” I wanted to give them the message: YOU ARE SAFE HERE.

In order to create a safe environment within their peer group, I introduced “Way of Council”, a practice where people sit in a circle and a “talking piece” (a stone or any item that can be held comfortably) is passed from one person to the next. While the person is holding the “talking piece”, that person speaks about what is in their heart and the others listen. This typically took about fifteen to twenty minutes depending on the class size that particular day. In North America, it originated with the “League of the Iroquois...and the native peoples of the Plains and Southwestern Pueblos” (Zimmerman 1996: 4) and I first encountered it at SIT where it was incorporated into the curriculum. There is a full explanation of how “Way of Council” is done in Chapter 3.

The bonding and respect between students was quite evident and grew each time “Way of Council” was repeated. I encouraged students to express their true feelings and listen objectively. I believed it would promote empathy, respect, and compassion for one another, while at the same time teach spontaneous thought, reflection and active listening. I stressed to them that this was a time when they could say whatever comes to mind. Further, I stated that they should wait for a few seconds after speaking before passing the “talking piece” so that others could think about what they had just said. They were told that this was their time to share and that while listening to others, none of us should judge

what they say. I was very serious when explaining all this and the students realized that it was a safe place to express their thoughts. “Way of Council” is a good way to build community in a classroom, as the silence and listening creates a group bond and a harmony between the students.

Creating a safe learning environment also means finding ways to lower students’ anxiety levels. Speaking about personal experiences, particularly in a foreign language can produce anxiety for some students. Although speaking about oneself is generally easy and fun, some of the subject matter requires students to talk about regrettable incidences in their lives. For example, in the “Honesty” unit the students shared a time when they were dishonest. This can be inhibiting for anyone.

Past negative experiences can ‘freeze’ people later on in life (Curran 1972: 76). By the time students come to my class, some of them are terrified of speaking aloud because of physical punishment they received in school. By this point in life, some students are conditioned to, “the fear of not measuring up to internal and/or perceived external standards” (Sieber 1977: 14). I have experienced this from my own language learning – everyone else seems to “get it” faster than me. This type of anxiety plays havoc with recall as well. Research has shown that students “who have had 1, 2, or as many as 5 years of education in a particular foreign language...are experts in grammar and successfully take foreign-language-achievement tests. But they speak in a halting & inadequate manner” (Curran 1972: 51).

Korean students have not been given a lot of English conversation practice in high school and so they have difficulty when called upon to express themselves orally. One of the things I did to help overcome this anxiety was to allow the students to express

themselves in ways other than just speaking. In the “Peace” unit for example, I had the students close their eyes and I did a visualization in which they stepped into a plastic bubble and took a trip to a peaceful land. After the visualization, the students drew what they had pictured. By first expressing their thoughts as pictures, they were better able to verbally explain their visualization. It was a fun activity that everyone enjoyed. Curiosity was high and individual ideas were given time to grow. The focus was on expressing meaning not on producing proper language and it brought the anxiety level down immensely. They used passive knowledge along with active skills.

I also played games with students that required very little English. For example, during the “Cooperation” value lesson I had the students stand in a circle facing outward, lock elbows, all sit down together and then all stand up together. They had to help each other as well as trust each other in order to accomplish this and needed only a few English words, which lowered their anxiety level. This is similar to “Membership Training” which is used extensively in Korean universities. The students get together for a weekend, drink and play games. It encourages group bonding, cooperation and it achieves a common value in that the students feel supported.

Giving students positive feedback helps them to risk speaking despite the possibility of making mistakes. In the “Happiness” unit we talked about “self-love”, how we sometimes are overly self critical and what we should do in order to build our self-confidence. When doing the “Love” unit, I had the students engage in active listening. One student told the other student about a time in their life when they felt loved. The other student was not to judge or speak until the speaker had finished, but just to listen with an open mind. After the student had finished her story, her partner was then to

paraphrase back what she had heard. One of the students whose language skill was very low said that she felt like someone had really listened to her and that as she continued with her story she became less anxious. In group discussions, students often interrupt with questions of clarification, but with active listening, students feel that their story is heard even though not every sentence may be understood. This in helps the student not to be afraid to take risks. This exercise is also good for the listeners as it focuses on meaning and not form. In turn, they realize that they too can receive similar treatment. This creates a community of respectful learners

Creating a safe environment means one in which students will risk speaking out even when they are not sure they are right. “Many instruction contexts around the world...encourage correctness, right answers, and withholding guesses until one is sure to be correct” (Brown 2001: 63). This is very true of the Korean classroom. My students have often been punished either verbally and/or physically for giving wrong answers; only correct answers are valued. But most research shows that an environment where making errors is accepted and the emphasis is put on students trying to speak is more conducive to long-term retention and intrinsic motivation. In order for the students to feel comfortable when talking about their innermost feelings, I felt I too had to take risks. During the “Honesty” unit, I told students about a time when I was dishonest. It must have been interesting for them to hear a teacher admit a fault; consequently, it led the way for students to open up and tell about errors that they had also made.

Korea is a “face-saving” society. By this I mean that they will do almost anything to avoid embarrassment. One of my teaching principles is to respect this aspect of their culture and make sure other students do so as well. In the Korean culture making

mistakes or “feeling stupid” is avoided. This makes talking about feelings or values a sensitive issue. Brown (2001) states that we should avoid embarrassing students at all costs, and this is especially true when dealing with teenagers. Therefore, I stated that anything said in the classroom remained in the classroom. This was to ensure that everyone was respected, valued, and safe from ridicule. I knew that if I was able to create this atmosphere then it would help to build the students’ intrapersonal as well as interpersonal skills. In the “Peace” unit one of the high school students said that school takes her freedom away. Unfortunately, the business and university students at her table laughed at her and were trivializing her feelings. Luckily I was there and took what she said very seriously. By demonstrating that I realized and respected just how important this was to her and by acknowledging her feelings, I felt the students learned an important lesson about respecting others. No similar incidents occurred during the rest of the course.

Principle #2

Corporate globalization is a reality. Therefore, my second teaching principle was to focus on providing students with a basic foundation in reading, writing, listening and speaking, four skills which are essential in order to provide students with the ability to interact with people around the globe. In my “values” classes, while my primary emphasis was on speaking skills, I complemented speaking activities with listening, reading and writing. Communication is also done by fax, emails and letters; therefore, students must have abilities in these alternative areas of communication if they are to compete in a global context.

Writing was used as a way to prepare their thoughts for speech. For example, in the “Happiness” unit I told them that they were going to talk about their past. I asked them to pick a few personal situations when they recalled being happy and write about them. In this way the writing skill was used to bridge ideas to words and gave them time to formulate their memories. Sometimes I asked them to write lists. For example, in the “Happiness” unit I had them write a list of words that they would like to hear from their parents, teachers and friends. In the “Peace” unit they listed people that have positively influenced their lives and identified the values or qualities of those people. This activity prepared them for a later discussion. It gave them time to search for the right words and/or to ask the teacher if they didn’t know the word. Writing in an unhurried manner gives students time to think and lessens the pressure to perform. Students need plenty of time to create, but not so much that they become complacent. They also had to create dialogue for their skits on “Honesty” in which they had to use grammar correctly. In this way writing supported speaking because they had time to determine what they wanted to say.

As we covered each “value”, five in each class, at the end of the lesson I allowed ten minutes for the students to write their feedback on each step in the lesson plans. I needed this feedback to know whether they understood the material and how they felt about it. At first this was difficult, because the students did not understand that they were to reflect on each part of the lesson. Instead they would tell what we did during the lesson. Nor were the students accustomed to being critical of the teacher. But I kept explaining each time they wrote that they were not to write about the “value”, but rather on what they liked doing, what they didn’t like doing, what was too difficult, what was too long or

too short and what they would like expanded. I tried to make it clear that this would help me in making better lesson plans. This feedback was extremely valuable.

I taught almost the same lesson plans to two different classes; therefore, for the second class I was able to adjust the parts that the students found difficult. Writing feedback served two communicative purposes: it was a beneficial way for the students to reflect on the lesson, and also stimulated my reflection and adjustments of the lesson plan.

As well, I emphasized reading in the “values” curriculum in order to bring interesting content about values into the classroom as a catalyst for discussion. In the “Honesty” unit I had the students form two groups and each read a different story. One story was from India and the other from China. By using stories from two different countries it reinforced that “Honesty” was a worldwide quality, had cultural learning, and focused on universal values and respect for others. After reading their story, the students worked as a group to develop a single paraphrased description of the story. Students with the story from India then had to pair up with students with the story from China and each explained their version of their story. They used clarification questions such as echoing, and using the ‘wh’ questions that I reviewed and modeled beforehand, to make sure that they understood. In the “Cooperation” unit they read two different paragraphs. This time I had created questions on a handout for Student A to ask Student B and vice versa, so that they could learn about the story their partner had read. They were to add any questions of their own thus practicing what, when, who, why, where and how. This incorporated both listening and comprehension skills. They also had to read and answer comprehension questions about the movie, *The Prince of Egypt*, (an animation on the story of the Jewish enslavement in Egypt) that was shown in the “Freedom” unit. By

doing this it not only motivated them to pay attention, but also facilitated subsequent discussion of the questions.

Listening was also an important component of the units. Students had to listen to my instructions, other students, the lyrics to songs and a movie. Because they had to respond to other students, they had to listen carefully and to ask questions for clarification. In the “Happiness” unit, one student told another student about a critical incident in her life. To complete this task the partner had to listen for discrete points and get the general meaning and paraphrase it back to them. This was adapted from our active listening and from Counsel Language Learning (CLL) that we practiced at SIT. A number of students said that it was a great experience to have someone really listen to them. This was teaching them respect for each others’ experiences. The same thing was said after using “Way of Council” a few times. Some students said that they really felt listened to and it made them feel good. Being able to listen and to understand is important, but knowing that someone understood what you’ve said in the new language was gratifying.

I encouraged active participation in speaking at every opportunity. After a few classes, students felt fairly safe to share some really deep feelings on these “values”. Although they struggled with the vocabulary, they were able to communicate what they were trying to say. I had them discuss mainly in groups of three to five, but we also worked in pairs. Activities included dialogue from the skits they had created and speaking to the whole class, such as during “Way of Council”. Speaking during “Way of Council” was both easy and difficult for them. They didn’t have to say a lot or use full sentences, but they had to speak from the heart, “...being as honest as one’s feeling of

safety in the circle permits” (Zimmerman 1996: 29), and to express themselves in English was probably difficult. I would also elicit their ideas beforehand and write them up on the board. For example, in the “Freedom” unit I had them call out periods in Korean history when the Korean people had lost their freedom. By writing their answers on the board, it gave them both time to think about what they might say and a chance to learn from each other. They also had to share what their group developed and every student had to give a part of the presentation. By doing this, none of the shy students were left out. I believe the more opportunities they get to talk, the less apprehensive they will be in using their English outside of the classroom. Speaking builds confidence and helps them to realize that they are indeed capable of speaking English. As well, they learned to talk about deeper values not just superficial topics that are found in most ESL books.

Principle #3

A third teaching principle that I have learned is that students need “meaningful learning” which is why I chose content based rather than grammar based curriculum. “Students retain more and create more and have stronger retention when they own the material” (Brown 2001: 57). With content based material, students can create their own material around the topic. In this way, the material becomes more meaningful to them because it is their own thoughts. They can then be displayed, for example, when students drew visualizations we hung them up in the classroom. The content the students are learning is then reinforced. Howard Gardner, the founder of Multiple Intelligence, wrote, “On a less positive note, many young workers feel that they cannot afford at present to be ethical as well as excellent. They believe that others around them are cutting corners all

the time, and if they are to be successful, they must also sacrifice the means to achieve the desired ends.” (Smith 2002) Unfortunately, this attitude seems to be applicable in most parts of the world including Korea. By studying “values”, the right way to do things is reinforced and becomes meaningful.

Principle #4

My fourth teaching principle is the importance of building on students’ prior knowledge. One of the ways we can do this is to give the students choices. Throughout the course, whenever they were given a list of questions for discussion, I let the students decide the order of questions to discuss. They could then begin with the questions that they knew the most about or felt the most comfortable with and then progress to more difficult or in-depth questions later, thus building on existing knowledge.

Furthermore, when I began the class I typed up a list of twelve “values” topics and gave a copy of this to everyone. I told them to pick six “value” topics that they would be most interested in discussing. I explained that we would study those “values” that the majority had chosen. Interestingly, both classes chose four of the same “value” topics. By having students choose, they felt that I was listening to them and addressing their needs and interests. Their spontaneous course selection was positive in that it gave me the freedom to go ahead and create lesson plans without worrying whether the students would be interested in what topics I chose. However, it did limit our exploration of other “value” topics.

By having students choose what they prefer to study, they can build on their prior knowledge and practice skills further, which in Second Language Acquisition (SLA)

terms, is showing respect for students' learning. The four "value" topics that both classes chose: "Love", "Happiness", "Honesty" and "Freedom", were values that the students already knew about. What was new for them was speaking about them in English. They had to scaffold, i.e. build on what they already knew, triggering past memories and language. This created an environment of success for them and reinforced their confidence.

Principle #5

My fifth teaching principle is to include as many learning styles as possible in my lessons in order reach as many students as possible. For example, Howard Gardner's research on learning showed that some students are more intelligent in different areas of the brain (Smith 2002). Some students excel in math, some in music, some in art, and some in language. In addition, we also understand that there are sensory preferences such as visual versus auditory, different personality types (introverted versus extroverted) and morning people versus night people.

Korea is a collective culture. Often the group is emphasized over the individual, but as elsewhere, students are very diverse in their talents and not all learn in the same way. To address this I incorporated music in the "Love" unit, poetry in the "Freedom" unit and drawing in the "Peace" and "Freedom" units. Students that had trouble with speaking could express themselves through these other vehicles, such as writing lines in the poetry sessions without having to be grammatically correct, and drawing what they visualized. This gave students with different learning styles an opportunity to use a form

of expression which they found most meaningful and time to develop their thoughts before having to express them verbally.

In addition to the importance of addressing students' diverse scholastic abilities, is the need to consider different learning aptitudes. As mentioned above, some students are auditory learners and some visual learners. One of the best parts of the SIT summer Master's program is when a professor from SIT comes to whatever country you are in and observes you for a week. During the SIT observation component in the fall of 2003, Elka Todeva, my observer noticed that although I had pictures and maps on my classroom wall, I did not have anything with language on it. If one is a visual learner, seeing things helps them learn so this is important. Elka had me do an exercise that taught me about "peripheral learning". She had me close my eyes and tell her everything that I remembered visually when I walked from the subway to my classroom. The detail I was able to give amazed me. She explained that we don't look at every single tree, building, car and so on every time we take a route, but rather our peripheral sight commits additional objects to memory. Thus in the classroom, students see the pictures, signs, maps and whatever else may be on the walls day after day. They may not look at them directly every day, but they do take them into their peripheral sight and thus are aware of them. This phenomenon became very clear when a student asked me about one of the pictures on my wall. It was a poster of a person dwarfed by an ancient tree in a forest. The student wanted to know where the forest was located. I realized that she had been looking at the picture for many weeks and absorbing what it portrayed. This reinforced what Elka had taught me and also reminded me of the value of Desuggestopedia, an ESL teaching approach that incorporates a lot of visuals into its teaching practice.

Following this experience, I decorated the classroom with English language material that was appropriate for the level I was teaching. For example, if I was teaching lower levels I hung grammar charts of verbs. If I taught higher levels I hung collocations and phrasal verb posters around the room. I also made lists of new vocabulary that I had introduced to students. I tacked these up on the classroom door using a different coloured list for each class so that the students can easily find their class' vocabulary list. As students learned new words, the words were added to the list. If students couldn't remember a word, instead of telling them what the word was I pointed to their class list. After doing this a few times, they got used to looking at the list and it helped them to take more responsibility for their learning. As I taught each "value" I posted quotations about the "value". During the first few days, I directed the students' attention to the quotations, but after a few classes they often would go to read what new quote I had posted before the class started.

Students also respond to the mood of the classroom. If music is played it can either calm or excite them depending on the type of music. During my "values" class, all of the background music was very peaceful and the two songs I used were directly linked to the "value" we were studying. I played the Beatles "Can't Buy Me Love" and Anne Murray's "You Needed Me" in the "Love" unit. The teacher's mood can also affect how students respond in a classroom. Korean students, like other students, can sense what teachers are feeling through observing their gestures, pauses, silence and subtle facial expressions. Therefore, in order to portray confidence I had to be properly prepared and demonstrate confidence in the course material chosen.

Principle #6

The last teaching principle, “Respect for the other culture”, is far from the least important. Our western viewpoint is not always the same as the Korean viewpoint and this has to be kept in mind at all times. It was sometimes difficult not to express my western viewpoint knowing the impact it could have on students. For example, during the “Love” unit, many students stated that teachers must physically punish students in order to control their classes. Another student held the view that western parents don’t love their children as much as Korean parents do because they don’t make them work as hard towards educational goals. When asked my opinion on these topics, I was careful to let my students know that although my opinion may differ from theirs, I respected their opinions and explained that studying the history of a culture can help people understand why a culture functions in a certain way.

Values are important subjects to teach people of all ages. They are neither ethnocentric nor stereotypical of any one culture. Knowing this, I was hoping to capitalize on the students’ interests and concepts of values. I knew that no matter what the level of English skills were, students would be able to build on prior knowledge. If they did not have previous experience they would learn from the experience of other students. This is why I chose to make this a “content-based” curriculum.

CHAPTER 3

INTRODUCTION TO THE DEVELOPMENT OF TEACHING MATERIALS

When I returned from SIT in the summer of 2003, I was very excited about teaching a curriculum involving values. Because of the importance of values in the world, I felt if I could positively influence just one student, it would be worthwhile. Everyone I talked to, from my classmates at SIT to the teachers both at SIT and at Hanyang, was very positive about the planned program. I used the book, Living Values Activities for Young Adults (Tillman 2000), for ideas on how to get started.

The next step was to decide which class I should incorporate the “values” curriculum into. I taught two morning classes Monday, Tuesday, Thursday and Friday. I was apprehensive about focusing on “values” everyday because I did not know how the students would react, so I decided to teach them to my afternoon classes. These classes consisted of recent high school graduates, university students and business people. The classes met twice a week for two hours. Because the classes were not conducted everyday, I thought there was less chance that the students would get bored with the same topic. The course was not compulsory and my students were not given credits, so I could not assign homework. Instead all the work had to be done in class. I told the students that I was working on my Master’s Degree and that I wanted to concentrate on values that are inherent around the world. After some discussion the students agreed and so we began our journey through this exciting, uncharted territory together.

At Hanyang International Language Institute there was a fair amount of freedom for teachers to design their own courses and lessons. Most of the lower proficiency level students expected teachers to base the course on an EFL book. It is understood that we do not have to cover the whole book or teach it from beginning to end. Because of this, I usually gave my students the choice of topics within the book that interest them. From my experience, if they were more interested in the subject matter, they became more responsible for their own learning. As previously mentioned in my fourth teaching principle in Chapter 2, the first preparation I did in my “values” class was to allow the students to decide which of the “values” they would select.

Warm Ups

I consistently started each class with a Warm-Up. This included eliciting the meaning of the “value” under consideration. Sometimes we would discuss events in the news relevant to the “value”, but most often, we would discuss the “value” in terms of their everyday lives. I began the lessons by telling the students what the “value” was that we were going to discuss that week. However, I handled the unit on “Cooperation” differently. In this unit I gave a question sheet first and then after they had answered and discussed the questions, I asked if they could guess the name of the “value”. This was done to add variety and peak the students’ curiosity.

Questions for Discussion

After the warm-up, the lessons would then typically move on to discussion of the questions that might involve comprehension, analysis, personal issues, questions on how

to apply the “value” or stories about the “value”. This was done in groups of three to five students depending on the class size that day. Before giving the handout I would elicit vocabulary that I thought they may not know in order to decrease their anxiety level. For example, in the “Happiness” handout, question five was, ‘What kind of words hurt others?’ “I would elicit phrases such as ‘you’re stupid” or “that’s dumb”. When the material was challenging, for example vocabulary that students didn’t know, I was aware that their anxiety level would increase and frustration might set in which could interfere with the learning process. Most of the readings were read as a class, out loud with each student taking their turn. When we came to a new word in their vocabulary, I would check comprehension by asking, “What does ... mean?” By this repetition of the word’s meaning, it helped them to remember the word and I could monitor their comprehension of new vocabulary. In addition, while discussing the questions, I asked them to repeat the new vocabulary in the questions because that was the target – to learn these words. I also had them paraphrase the meaning in their own words, repeat the words, and used some peer error correction as well as teacher correction. As the classes progressed, I would review the vocabulary from previous lessons and through a question and answer format I focused on their language learning and encouraged students to practice. After giving the handouts I would monitor progress by moving from group to group listening, correcting and at times participating if invited to do so. If students were stuck on a question I would help to clarify the meaning.

As their level of English was quite low, the students needed structured questions to help lead a discussion. Rather than being teacher-centred, I felt that if I gave them questions written on a piece of paper, the students would get a sense that they were

conducting their own discussion which in turn would give them some feeling of autonomy and encourage their participation. I asked one student at each table to start by reading whichever question they wanted to begin with. This way students would choose the questions that they could confidently answer and then progress at their own pace. This also seemed to encourage them to speak only in English, which was difficult at times due to the atypical subject matter. Encouraging my students to start with what was easiest for them helped build self-confidence to try more complex tasks.

Skits

Skits were another excellent way to encourage creativity and confidence as they provided a number of challenges. The students had to work together using the language point being taught, for example a grammar point, and come up with adequate vocabulary. I had the students do two skits, first in the “Honesty” unit, then later in the “Love” unit. This was always fun for them. The students were totally absorbed in the planning stages and there was plenty of laughter during rehearsals. Laughter helps relaxation, lowers anxiety, builds self-confidence and creates meaningful learning. As the students were writing their dialogue I would go from group to group helping them with their grammar. They would then get up and perform in front of the class and everyone would enjoy their role.

Games

As I progressed along from one “value” topic to another, I tried to include more games. For example, during the “Honesty” unit students had to guess whether a student in

their group would be honest or not in a given situation. In the “Cooperation” unit they did some Kinesthetic games such as the class linking arms and having to sit down and then stand up again together without unlinking arms to illustrate a physical example of cooperation. “Value” topics tend to generate serious discussions and from time to time I felt that the classes needed to be less serious. I didn’t want to lose any students. Korean students are renowned for dropping classes and this was not a compulsory course. I wanted students to leave each day with positive feelings about themselves and life in general.

Visualization

Visualization is an important technique/practice that creates a scenario that may or may not be achieved in reality. Shakti Gawain says on the cover of her book Creative Visualization, “Use the power of your imagination to create what you want in your life” (Gawain 2002). Visualizations are also a wonderful way to calm oneself and feel inner peace. I first experienced visualization in a meditation class and it can be a powerful tool. I wanted the students to feel peace within themselves during the “Peace” unit.

I did two visualizations in total. During the “Peace” unit, they visualized a trip to a peaceful land. I had them close their eyes and said, “First, simply relax & let yourself become still....Be in the present....Focus on this moment of time....Picture in your mind a beautiful bubble; this bubble is so big that you can step inside....A door on the bubble opens...Imagine stepping inside...the bubble begins to rise...it can travel in time or space...to a world where it is completely peaceful....When you arrive, step out of the bubble and look around....What does it look

like there?...What is the air like?...How does nature look?...How do the houses look?...You walk over to a lake....Look into the lake and see your reflection....How do you look?...How do you feel inside?...You can feel your body relaxing in this peaceful place....As you pass by a group of people your age playing a game, notice the expressions on their faces and how they relate to one another....They smile at you....You continue to walk around the lake....You notice a family and the way they are interacting with each other....As it is time to leave, you step back into your bubble to return here....The bubble gently floats back to this time and this class....As you experience yourself seated here, the bubble disappears, leaving you with a feeling of stillness within” (Tillman 2000: 37).

During the “Freedom” unit, the second visualization was a relaxation exercise. Similar to the visualization described above, the students had to close their eyes and listen as I read material that was designed to create a state of relaxation. Not only did this create a peaceful mood, but it was a good listening activity. Because they couldn’t watch my lips or see my gestures they had to listen carefully.

Drawing

Following the visualizations, students worked in pairs, drawing what they had visualized. This created the need to speak in English instead of just sitting drawing in silence. It also encouraged some students who felt they had no artistic ability. By pairing them with someone else it gave them a clear communicative task and encouraged participation even if they could not draw well. When their partner was good at drawing,

then they were proud of it; when their partner was as inept at drawing as they were, then they did not feel alone and could laugh about it.

When students had finished with their drawings I had them tack the pictures on the wall in different spaces and we did a “Poster Walk”. The students gathered around one picture and the students who did the drawing explained to the others what the picture meant. Two sets of partners that were not sitting near each other, drew the same tiny picture of men and women holding hands in a circle, (See Appendix B). When I asked about this, they said that this was “Gang gang su walaē” and then explained that at “Chusok” (Korean Thanksgiving), a very important holiday in Korea, they stand in a circle holding hands, dancing and singing and progressively speed up going around faster and faster. It is a tradition and the purpose is to bring good luck. After we finished the poster walk the students were about to go to their seats and I said, “Wait a minute, don’t sit down. I want to experience ‘Gang gang Su walaē’”. They kind of giggled in disbelief but we pushed the chairs into the desks and joined hands and round and round we went. I could tell the students were having fun. Afterward I said “Let’s just sit in a circle on the floor and do ‘Way of Council’”. What followed was very powerful. A young girl, who had stated in her feedback on the previous day that she wanted to “skip stone think talk” because she found it difficult “to express my inside feelings”, referred back to the two separate drawings and said that she was surprised that two different sets of partners drew the same thing. She thought that it showed how we are all of one mind and think similar thoughts of peace. Here was a young student who felt that it was too difficult to say what was in her heart during “Way of Council”, yet she experienced that there was a connection between all of us. This was so profound that I was elated for the rest of the

day. It confirmed that, despite my doubts, this would not be boring. Indeed, they were getting more out of it than I could ever have hoped for. The students also left elated. Their feedback is in Appendix A.

Music

I included music everyday that I taught the “values” curriculum. When the students walked in, relaxation music was playing, for example the CD “Earthstar”, which is relaxation music from the band Jewel Purpose. This was used to establish the classroom environment as a relaxed place away from the hustle-bustle of city-life. Music is universal; every culture has its own form of music. We all grow up with music and develop tastes that usually last a lifetime as well as acquire new tastes as we age. When I was a teenager I remember my Father saying, “If you could remember your schoolwork the way you remember the words to those songs...” I have never forgotten the impact of this statement, nor have I forgotten the lyrics to many of those wonderful songs I grew up with. With this experience in mind, I feel that introducing songs in English and explaining the words helps students to remember the words. This increases their vocabulary and gives the song more meaning. This is a bit of Desuggestopedia, which also uses music in its teaching methods.

Music also raises interest in English as students constantly hear English lyrics on the radio and in movies. I selected two songs for two different “values”. The first one was “Can’t Buy Me Love” by the Beatles which I used in the “Love” unit. We didn’t actually do any work on this song but rather just discussed it when talking about love. The second song was “You Needed Me” by Anne Murray and with that piece the focus included

vocabulary, meaning, grammar and pronunciation. This was used in the “Happiness” unit. It is very slow, easy to follow and the singer’s voice is very clear so it is easy to understand the words. Also, it is a song with easy lyrics so that one can focus on the grammar. Verbs from the song were identified and the students had to first decide whether the verb was regular or irregular. Similarly, for pronunciation they had the chance to pronounce the verbs to themselves and decide whether they ended with a ‘t’, ‘d’, or ‘id’ sound at the end of the verb.

Poetry

I utilized poetry in two units. In the “Love” unit students had to write several lines of poetry starting with the words “Love is” In the “Freedom” unit they had to write a poem with the lines, “I believe in Freedom because...” I feel that this kind of task triggers creativity as well as providing variety and fun. In Korea many women take Fine Arts such as drawing, designing, sculpting and painting at women’s colleges; they are considered feminine courses. In contrast, there are few, if any, male students in these colleges. The women were more comfortable engaging in drawing and poetry; whereas, the men demonstrated a reluctance. However, after completing the activity, all the students found that drawing and writing poetry was truly enjoyable and rewarding.

Music, visualization, drawing and poetry tend to be favored by right brain dominant students while speaking, listening and grammar are favored by left brain dominant students. Therefore, both the needs of left and right-brain dominant learners were met in as many task-based activities as possible.

Way of Council

The “Way of Council” was a key approach I used to build a feeling of community and had a profound effect on my class. It integrated all my teaching principles as well as the students’ thoughts on each “value”. In my opinion, creating a secure environment is a number one priority in any of my classes, but I believe it is especially needed when discussing subjects as personal as one’s values. This is why I introduced “Way of Council”, a tool used for talking and listening which typically took about 15 to 20 minutes depending on the class size. I believed it would teach students to listen to others and think about their classmates’ point of view and that it would afford them an opportunity to express their overall views about the subject matter or at least what was the most important part to them. “Way of Council” gives both reflective and impulsive learners a chance to practice both styles of responding to the material discussed.

When introducing ‘Way of Council’ I told the students that we were going to form a circle. A circle is used so that everyone feels equal. I asked whether they would prefer to sit in chairs or on the floor. They chose chairs so we pulled our chairs around in a circle, with each chair’s arms touching so that there were no gaps. I wanted to create a feeling of closeness which I think is essential for this type of communication. Also, “...the configuration and comfort of the circle are important. Start by arranging the seating so that participants can see one another without straining” (Zimmerman 1996: 13). I then showed them the stone that I had brought from Vermont. This is the “central ceremonial object” (Zimmerman 1996: 18) which is the most important part. It was a small, grey stone, very smooth in texture and just the right size to enclose in one’s hand. I explained that it was to be used as a “talking piece” and that it was from a tradition that

began with the North American Natives. “Holding the piece empowers expression. Watching it move around the circle supports attentive listening” (Zimmerman 1996: 18). I then demonstrated how it worked by holding the “talking piece” and speaking about the “value” being studied. I also told them that it was better to use something from nature rather than a manmade object, in order for us to feel connected to nature. But since then I realize that anything that will connect the group can be used, even manmade objects. I emphasized that I wanted them to feel safe in this classroom and that as such, they knew that within the circle, they could say anything that they were thinking or feeling. Nothing that was said within this circle should be told to anyone that wasn’t involved in the circle. “A discussion about confidentiality needs to take place early in the life of the circle and renewed regularly as intimacy deepens” (Zimmerman 1996: 37).

There are four important objectives when holding “Way of Council”: speak from the heart, listen from the heart, be spontaneous and be “lean of expression”, i.e. be concise. I explained three of these objectives to the students using simpler language; however, I did not include “be lean of expression” because it is a concept that is beyond their level of understanding and capability. Next I showed them how to take turns speaking and listening actively. I explained that “only the person holding the talking piece is empowered to speak” (Zimmerman 1996: 27). I then told them to listen from the heart and really try to understand what the others mean. “Imagine that the speaker’s words are entering your mid-chest area rather than your ears” (Zimmerman 1996: 31). When the stone was passed to them, it should be held for a few seconds of silence before they spoke. They could speak either one word, a phrase, a sentence or a few sentences, whatever felt right to them at the moment. In other words say what is on their minds.

Being spontaneous was probably the most difficult to do. The students were nervous and not only had to think of something to say, but had to say it in English. I explained that they should try to listen to each speaker and not worry about what they were going to say, but rather trust in their own wisdom, that something would come to them. "...set the intention not to rehearse what is to be said. Preparing an agenda while others are speaking limits the ability to listen attentively" (Zimmerman 1996: 35). Then they must hold the stone for a few seconds after they have spoken. This is so that the others in the circle can think about what the person who had just spoken had said. "Listening devoutly invariably helps the listener feel more connected to the speaker, even if there's strong disagreement with what is being said" (Zimmerman 1996: 30). I also explained that no one was to disagree with what anyone else said, but they could refer to someone else's comments and speak about what it made them think of. Also, if they were not ready to speak, they could pass the stone and speak the next time the "talking piece" came to them. "Silence may be appropriate when there is no inner indication of a need for expression or if one prefers to hear more of the other voices before speaking during a subsequent round (Zimmerman 1996: 28). The students nodded in agreement and we began. Each council circle focused on the "value" we were studying at the time.

The process did not proceed as I had hoped for because of various problems. I was hoping to record what was said so that I would have it for my notes and so I put a microphone down on the floor in the middle of the circle and another at one end, but neither was powerful enough to pick up the voices. Also, because of it being a week-old class, the first time for this kind of activity and because students were not yet comfortable with each other, most of the students, especially the females, spoke very softly. For these

reasons, I discontinued attempts at recording. Whether the microphone created anxiety or not is hard to tell. Some of the females continued to speak in their soft voices throughout the whole class. I'd like to think that once the students became used to each other, that they would have eventually gotten used to the microphone as well. I was not able to take notes during "Way of Council", but it was easy to see the positive response from the students.

Once the circle was formed, I started the "Way of Council" process. I demonstrated by holding the "talking piece" and talking about the "value" we had been discussing, "Peace". I then passed the "talking piece" to the student beside me. I can only imagine how difficult the first time was for them. Some students only reiterated my thoughts on the subject; however, some older students presented their own views and this encouraged the younger students to feel it was acceptable to say what they were really thinking. As the classes progressed, I observed their thoughts becoming more and more original; they became less intimidated and felt freer to articulate what was in their hearts. Sometimes they presented ideas that were quite profound and unexpected. For example, after the "Happiness" unit one student said, "We have Heaven and Hell inside and we must choose". A second student said, "Bangladesh is poorest and happiest country". A third student said, "I always tried to find happiness outside of me, but I will try to find happiness from inside from today".

These statements showed that the discussions were having the desired effect on the students. Their comments illustrated what a powerful tool "Way of Council" could be for creating a feeling of community, which in turn allowed them to feel comfortable

enough to speak about their innermost feelings. I believe even the limited experience that my students had with this process will have a lasting effect on most of them.

To learn more about the “Way of Council” you can read the book The Way of Council (Zimmerman 1996), and/or go to the Ojai Foundation website or the Center for Council Training website (see Bibliography for details).

CHAPTER 4

LESSON PLANS AND HANDOUTS

Week One

Monday

Introductions

Teacher's Plan

Students Will Be Able to:

- understand what the course is about and my expectations
- learn about classmates – community building
- practice four skills
- introduce their partner

Warm Up

Explain expectations to the students.

1. Give **HANDOUT ONE** – Student Profile sheet.

-Pair work, students interview each other and write down their partner's information

-model this to make sure students don't write down their own information

2. Teach proper introduction format, e.g.: I'd like to introduce.../This is.... /My partner's name is...

3. Student introduces her partner to the group sitting at her table and the others ask the student being interviewed questions.

4. Return Student Profile sheet to the person whose name is on the top. The teacher asks the students to obtain a small picture of themselves to put in the top right hand corner and return the sheets to the teacher as soon as possible.
5. Do teacher autobiography with the students. Tell them, “I now know a bit about you but you don’t know anything about me”. Before class, the teacher writes three groups of four sentences (twelve in total) about her past. Three of the sentences are true and one is false. The teacher says, “Write the dictation down and then with your group, try to guess which statement is false”. Dictate the first four statements. Then give the students ample time (3 to 5 minutes) to discuss which statement is false. They are to try and reach a consensus. Explain that it is strictly a guessing game and there is no way for them to really know the answers.
6. Have students write down four statements about themselves, one false the others true. Make sure they don’t make it too easy. For example, if they write ‘I am a university student’, this might be too easy. The students at their table must guess which one is false.
7. Elicit worldwide or personal values such as honesty and write them on the board. Make sure all twelve values from the handout are written and elicit the meaning of each from the students.
8. Give **HANDOUT TWO** – List of 12 values. Have students mark six or seven values that they would be most interested in discussing. (your choice as to how many values you want the students to mark) Then collect the handouts. Explain to the students that you will be studying the five most popular values picked by the class.

HANDOUT ONE **Week One - Monday**

Student Profile

Korean Name:

English or Nickname (if you have one):

Major/Job:

Hobbies:

Favourite place to go in Korea:

Favourite movie:

Favourite Movie Star:

E-mail address:

HANDOUT TWO

Week One – Monday

Values

Which ones do you want to study?

Please tick the 6 values that you are most interested in discussing.

_____ Peace

_____ Respect

_____ Love

_____ Tolerance (the way to preserve peace)

_____ Honesty

_____ Humility (never thinking that you're better than others)

_____ Cooperation

_____ Happiness

_____ Responsibility

_____ Simplicity (environment)

_____ Freedom

_____ Unity (working together)

Students Will Be Able To:

- develop listening skills by listening to music, the teacher and each other
- share experiences about people, music, images and moments from their past that have positively influenced their life
- learn about each other
- use past tense and follow-up questions while talking about their past

Warm Up

Teacher reads while students listen: “An interesting project was done several years ago called Global Cooperation for a Better World. In this project, thousands of small groups of people from all different cultures, religions, all ages and socio-economic status gathered in 129 countries to visualize a better world. They were asked to imagine how they would feel in a better world, how their relationships would be and what the environment would look like”. With lower level students you change the wording.

Teacher asks students:

1. “What would you like the world to be like?”
2. “How would you like to feel inside?” (e.g. safe)
3. “How would you like your relationships to be?”

The teacher says, “The first value we are going to discuss is Peace”.

1. Play a song about peace – “Imagine” by John Lennon is a good example.

Tell students to write down as many words from the song as they can on a piece of paper.

Tell them it doesn't have to be whole sentences; it can be only a word here or a word there, even ‘the’ or ‘love’ or ‘peace’ will do. When the song has finished, have the

students call out the words they wrote down and write them in a scattered fashion on the board. Leave the words on the board. Next, hand out a Cloze exercise with the song. (I did not do this so there is no handout.) Have them work in groups, helping each other to fill in the blanks, talking out loud and using their English. When they have gone as far as they can, play the song again so they can fill in words they've missed. Then read it line by line with the whole class, having the students call out what goes in the blanks. Next discuss the meaning of the song. Finally play again and sing it with the class.

2. Elicit personality traits such as kind, nice and write them on the board.

3. The teacher asks the students to take out some paper to write on and a pen or pencil.

The teacher plays some relaxing background music and guides the students through the following.

- I would like you to think of a person who has positively influenced your life and write their name down.
- Write down the qualities/values you saw in that person that were important to you.
- Choose one of those qualities/values. If everyone in the world had that quality, or demonstrated that value constantly, would the world be different?
- Write down the songs you love. What values are reflected through those words and music?
- Write down the images that are important to you. Think of your favourite scenes, views or perhaps statues. What values and feelings are elicited by those?
- Write down a few especially positive moments of your life. What feelings were you experiencing then? What value were you demonstrating in those moments?

- Now take a few minutes to think about six values that are important in your life and write them down.

4. Review past tense, asking, answering, telling, and asking follow-up questions. For example, the teacher can pick a person who influenced her life and use that to review the past tense. She can then model follow-up questions with a student by asking about the songs that he or she loves.

5. Have students form groups of four and share their experiences and values from this exercise.

6. Way of Council – Because this is the first council with the students, it will probably take longer than any others, probably around twenty minutes to half an hour. You will have to explain what they are to do and that they are going to do it after every lesson.

When introducing ‘Way of Council’ tell the students that you are going to form a circle and ask whether they would prefer to sit in chairs or on the floor. If chairs are chosen make sure each chair is touching so that there are no gaps; if sitting, make sure there are no gaps between the students. Also, if your classroom permits it, make sure that each student can see all the others when in the circle. No one should be blocking anyone else. You want to create a feeling of closeness which is essential for this type of communication. Then show them the “talking piece” that you have chosen; this piece gives the person holding it the power to speak. I used a small, grey stone, very smooth in texture and just the right size to enclose in one’s hand. Explain that it is used as a “talking piece” and that it is from a tradition that began with the Native North Americans.

Emphasize that you want them to feel secure in this classroom and that within the circle

they can say anything that they are thinking or feeling without disapproval. Nothing that is said within this circle should be told to anyone that isn't involved in the circle.

Next, explain that there are four important intentions: to speak from the heart, to listen from the heart, to be spontaneous and to be “lean of expression” (this last intention is only for Advanced students). See Chapter 3 under heading ‘Way of Council’ for more details. Show them how to take turns speaking and listening actively. Explain that when someone else is speaking, they listen “from the heart” and really focus on what that person is saying, and try not to worry about what they are going to say. Then, when the stone is passed to them it should be held for a few seconds of silence before they speak. The object is to speak spontaneously and to do this they need to trust that they will be able to do this. They can speak either one word, a phrase, a sentence or a few sentences, whatever feels right to them at the moment. Then they must hold the stone for a few seconds after they have spoken. This is so that the others in the circle can think about what they just said. Also, explain that no one is to disagree with what anyone else has said, but they can refer to someone else’s comments and speak about thoughts it created in their minds. Also, if they are not ready to speak, they can pass the stone and speak the next time the talking piece comes to them. Finally, the teacher must be the one to begin the council in order to model how it is done.

7. Feedback – Explain to the students that at the end of each lesson you would like them to take five minutes to write about the lesson. Write on the board what you did that day and for each activity have them tell whether they liked it, or if it was too long, too short or too difficult. Ask what they liked best about the lesson. Explain to them that this will help you plan future lessons on values based on what students liked doing the most.

Students Will Be Able To:

- Give explanations of their visualization
- Give a description of their drawing
- Review vocabulary

1. Review of Peace – vocabulary – Imagine song – what it stands for

2. Teach some vocabulary words before starting visualization: become still (stillness); bubble; reflection in lake; expressions on faces; relate to others; interact with others; float
Play soft background music. Ask students to close their eyes. Teacher reads the following pausing at the dots:

“First, simply relax & let yourself become still....Be in the present....Focus on this moment of time....Picture in your mind a beautiful bubble; this bubble is so big that you can step inside...A door on the bubble opens...Imagine stepping inside...the bubble begins to rise...it can travel in time or space...to a world where it is completely peaceful....When you arrive, step out of the bubble and look around....What does it look like there?....What is the air like?....How does nature look?....How do the houses look?....You walk over to a lake....Look into the lake and see your reflection....How do you look?....How do you feel inside?....You can feel your body relaxing in this peaceful place....As you pass by a group of people your age playing a game, notice the expressions on their faces and how they relate to one another....They smile at you....You continue to walk around the lake....You notice a family and the way they are interacting with each other....As it is time to leave, you step back into your bubble to return

here....The bubble gently floats back to this time and this class....As you experience yourself seated here, the bubble disappears, leaving you with a feeling of stillness within.”

- 3.** Give out poster paper and have groups of three or four put a drawing together of what they visualized in the preceding exercise.
- 4.** Do a poster walk. Have students pin their posters in different locations around the room. Have the whole class go from one poster to another and have the group that drew the poster explain what is in their picture.
- 5.** Teacher tells students, “You are going to talk about your past. Write one experience when you were “at peace” in your life. Talk about using “when, what happened, how, where, why, who with”. Give the students an example from your life.
- 6.** Students then discuss in groups what they wrote about.
- 7.** Way of Council
- 8.** Have students write feedback on lesson and collect.

Students Will Be Able To:

- Write a poem
- Work in a group

Warm Up

The teacher says, “The next value we are going to cover is Happiness”. Elicit things that make students happy and write them on the board.

1. Teacher asks students to write a poem starting with ‘Happiness is ...’

Model a few sentences for them.

2. Teacher elicits words that students like to hear and writes them on the board. E.g.:
“You’re great”!

Put students into three groups. The first group writes words they’d like to hear from their parents, second group from their teachers, and third group from their friends.

3. Share and discuss.
4. Write on board. ‘When there is love & peace inside, happiness automatically grows’

Elicit the meaning from the students. Tell students that we all talk to ourselves. Self-talk can be positive or negative. With the class discuss the following:

1. What are some things people say when they’re afraid that they’re not going to succeed at something (I can’t) or they’ve failed at something (I’m so stupid!)?
2. What is the emotional effect when you call yourself ‘Stupid’?
3. What could you say to yourself when you’re scared or worried that you can’t do something?

4. What do you say to yourself when you make a mistake? What should you say?
5. **HANDOUT ONE** - the 10 Principles of Happiness. Go over them with the whole class.
6. Way of Council
9. Have students write feedback on lesson and collect.

HANDOUT ONE Week Two - Thursday

Ten Principles of Happiness *

1. Pursue your dreams.
 2. Give happiness to others.
 3. Be kind.
 4. Laugh – with others and at yourself.
 5. Allow yourself some time to relax.
 6. Think deeply about what matters to you.
 7. Accept yourself.
 8. Accept others as they are.
 9. Believe in yourself.
 10. Enjoy the present.
- from Living Values Activities for Young Adults, Tillman (2000)

Students Will Be Able To:

- state their likes and dislikes
- learn vocabulary for predicting what your partner likes and doesn't like
- improve listening skills by actively listening to another student and listening to a song

Warm Up

“Brainstorm” different kinds of love and write on the board. e.g. people, nations, places, things, objects

1. Teach likes, dislikes and language used to predict.
2. Tell students to write a list of three things they like and three things they don't like but mix them up, don't put them in order. Then have their partner guess which ones they like and which they don't like. Tell students “DON'T MAKE THEM TOO EASY!”.
3. Pair work: One student shares something she enjoyed doing when she was younger or something that interested her. The other student has to listen. (Tell students that this is called “active listening”. It means that you are making an effort to *really* hear the meaning of what the other person is saying). Then exchange roles. Finally share what you learned with the others in your group.
4. Write five sentences beginning with Love is...
5. Play the Beatles 'Can't Buy Me Love' and discuss the meaning. (sorry no handout)
6. Way of Council
7. Have students write feedback on lesson and collect.

Students Will Be Able To:

- review language
- pick correct endings 't', 'd', 'id'
- state likes and dislikes, agree/disagree

Warm up

Review vocabulary; likes and dislikes, teach agree/disagree

Ask: Are there any dating games on Korean TV? Have you ever watched The Bachelor? If they haven't, explain the concept of the show.

Do you think opposites attract?

HANDOUT ONE (see instructions below, 1 – 5)

1. Elicit vocabulary and explain any unknown words.
2. Have students check the factors that they look for in a romantic partner.
3. Divide the class into small groups of three or four students.
4. Have students compare the factors they checked with the other members of their group. Encourage students to ask follow-up questions.
5. Read the box containing useful expressions: Relationships
6. Have students discuss the questions on the handout within their groups.

Cassette – Music Love Song

Give students a piece of paper and say: "You are going to listen to this song. As you listen, write down as many words as you can understand. It doesn't have to be a sentence.

It can be one word or a phrase, e.g. love, it, you, and."

7. Play song

8. Have students call out any words they wrote and write them on the board.

HANDOUT TWO

9. Tell students to work in groups and try to fill out as many of the missing words as possible.
10. When students have completed what they can, play the song again and let them fill in those words that they missed.
11. Go through the song out loud with the whole class to make sure that they wrote in the right words.
12. Elicit the meaning of the words and make sure they understand what the song means.

HANDOUT THREE

13. Explain the different endings of the verbs and do one or two with the whole class.
14. Go over the answers with the class when they've finished.
15. Play the song again and have the class sing it.
16. Way of Council
17. Have students write feedback on lesson and collect.

HANDOUT ONE Week Three - Thursday

Love Do Opposites Attract?

**Which qualities do you think are important in a partner?
Put a check next to the qualities that are important to you and an x next to the ones that aren't important. Then compare your opinions with your classmates.**

age	appearance	income
family background	health	education
future plans	religion	hobbies/interests
political views	how many children	romantic background

others: _____

Useful Expressions: Relationships

-be madly in love with...	-be head over heels in love with...
-be crazy (nuts) about...	-be devoted to...
-can't live without...	-adore...
-be attracted to...	-be fond of... -have a crush on...
-fall out with...	-break up with...
-be incompatible with...	

Discuss these questions with a partner.

1. Is it important for romantic partners to be very similar in background, interests and so on?
2. What is the best way to meet a romantic partner?
3. Where are some good places to go for a date?
4. What is a good age to get married?
5. Are you married, or dating someone regularly? If so, tell us how you met your partner?
6. If you're single, what kind of person would you like to marry?

HANDOUT TWO Week Three - Thursday

You Needed Me by Anne Murray

I c_____ a tear
You w_____ it dry
I was c_____
You c_____ my mind
I s_____ my soul
You b_____ it back for me
And h_____ me up
And g_____ me dignity
Somehow you needed me

You _____ my hand
When it ____ cold
When I ____ lost
You _____ me home
You _____ me hope
When I ____ at the end
And _____ my life
Back into truth again
You even _____ me friend

You _____ (give)
me strength,
To stand alone again
To face the world
Out on my own again
You _____ (put) me high
Upon a pedestal
So high that I _____ (can)
almost see eternity,
You needed me
You needed me

You g ___ me strength
To stand alone again
To face the world
Out on my own again
You p __ me high upon a pedestal
So high that I c _____ almost see
eternity
You needed me
You needed me
You needed me
You needed me

And I can't believe it's you
I can't believe it's true
I _____ you and you _____ there
And I'll never leave
Why should I leave? I'd be a fool
'Cause I finally _____ someone who really cares.

HANDOUT THREE

Week Three - Thursday

Grammar

You Needed Me

Verb	Past Form	Irregular	Final Sound		
			t	d	id
buy	bought		x		
call	called			x	
can					
clear					
confuse					
cry					
find					
give					
hold					
is/are					
need					
put					
sell					
take					
turn					

Week Four

Monday

Honesty

Teacher's Plan

Students Will Be Able To:

- work as a team
- build trust

Warm Up

Elicit categories of people that you expect to be honest and write on the board.

e.g.: family, government, police, teachers

Ask the students:

What happens when they're not honest? (people get hurt)

What are the benefits of being honest? (people trust you)

What is a 'white lie'? When do we tell them?

1. Think about a time when you were dishonest and write it down. Tell your group about it.
2. What are examples of dishonesty in the news? (North Korea, Olympics, politics)
3. Groups of three – make up a skit on dishonesty and act it out. Students need lots of time for this – at least half an hour before presenting. Go around and help them with vocabulary and grammar.
4. Way of Council
5. Have students write feedback on lesson and collect.

Students Will Be Able To:

- build trust
- work as a team
- discuss similarities/differences
- build on prior knowledge

DON'T TELL STUDENTS THE VALUE YOU ARE DOING RIGHT AWAY

Warm Up

Teacher asks:

- If you had a car and it was stuck in the mud, how many people would you like cooperation from?
- If you wanted to paint your home, how many people would you like cooperation from?
- If you wanted to have a party with extra-delicious food, how many people would you like cooperation from?
- What value are we talking about?
 - What is cooperation?
 - Do we all need cooperation sometimes?
 - What do you need cooperation with?
 - What would you like more cooperation with?
 - How do you feel about the task when the person helping is happy to help and when the person helping is not happy or angry?
 - Who do you cooperate with?

- 1. HANDOUTS A & B** – Provide two stories about cooperation. Give Story A to one group and Story B to the other. Explain that on each sheet there is a story about one animal, but questions about a different animal. This is because each group has a different story and the questions will help them learn about their partner's story. Explain that after they have read and understood their story, student A is going to pair up with student B. Have the students ask their partner the questions on the sheet. Tell them to compare similarities/differences. The stories are about cooperation. After students read the short stories and learn their partner's story, discuss as a class what cooperation means.
- 2.** Elicit common problems of the world (poverty, war, disease). Talk about what countries do and could do to deal with these problems.
- 3.** Form teams of 3 to 4 students. Write down different groups on the board that demonstrate Cooperation, such as businesses, professions (doctors, nurses, etc.), international institutions (agencies such as UNESCO, UNICEF, United Nations)
- 4.** Elicit or teacher chooses and writes down some specific problems.
e.g. combating asthma, eradicating HIV, cleaning up the water, showing people how to grow plants, etc.
- 6.** Pick one topic and have each group become a different group/agency trying to fix the problem. E.g. doctors trying to combat HIV **OR** have each group pick a different topic and work out how different groups could work together to fix the problem.
- 7.** Share with class.
- 8.** Way of Council
- 9.** Have students write feedback on lesson and collect.

HANDOUT A Week Four - Thursday

Cooperation

A group of dolphins swam many miles, pushing a man who was lost at sea on a raft. The dolphins took turns pushing the raft with their noses. When some of the dolphins were tired, others would take over. They were united in their goal of saving the man. They kept swimming together, and when others were tired the ones who were more rested would push again. They rotated for many, many miles, pushing the raft until it was close to a little village by the sea and the man could swim safely by himself to the shore.

Questions about elephants

1. How long do elephants live?
2. What do elephants love a lot?
3. What animals might threaten elephants?
4. What do the large elephants do if they are threatened?
5. Which direction do the elephants face?
6. Why do the elephants face that way?
7. What do the elephants do to the predator (dangerous animal)?

HANDOUT B **Week Four - Thursday**

Cooperation

Elephants have many similarities to humans. They live for seventy to eighty years. They love their children very much. When the elephants live in a jungle and are threatened by a tiger or lion, the large elephants form a circle around the baby and young elephants. The parent elephants face outward in the circle so that they can guard their children and keep them safe. If a tiger comes, they grab it with their trunk and toss it. The elephants are united; they act together with a shared goal.

Questions about the dolphin story

1. What was the group of dolphins doing?
2. What part of their body did they use?
3. What would happen when some of the dolphins got tired?
4. What were they trying to accomplish/what was their goal?
5. How far did they go?
6. When did they stop?
7. What was the man able to do?

Students Will Be Able To:

- build listening skills by listening to each other and to a movie
- use past tense by explaining the movie and answering questions
- explain the history of a turbulent time in their country

Warm Up

Ask if anyone knows the story of Moses. If some do, have them tell it. Explain that they are going to watch the movie 'The Prince of Egypt'. Find out if anyone has seen it.

Give HANDOUT ONE

1. Go through the vocabulary words and read through the questions.

You can divide the movie into three parts, two parts or show it all at once. Discuss the answers to the questions and discussion part.

2. Korea has had a turbulent history. What periods in Korean history did the people lack freedom? (E.g. Japanese occupation) Write down what students give you on the board.

3. Break students into groups. Have each group select a different time period and write **a)** & **b)** below on the board.

a) What rights did people feel were denied them? E.g. freedom of choice, speech, travel, jobs

b) How did the group denying them that freedom benefit? E.g. control, power

4. Have students discuss a) & b) and write down their answers.

5. Come together as a whole class and discuss the results.

6. Way of Council

7. Have students write feedback on the lesson and collect.

Week Five

Thursday

Freedom

Teacher's Plan

Students Will Be Able To:

- review vocabulary
- improve listening skills by listening to each other, the teacher and watching movie
- write poetry

Warm Up

Review movie and vocabulary

- 1. Give HANDOUT ONE** - Go over new vocabulary and questions and show last half of movie. Discuss answers and what this movie means.
- 2.** Write the following vocabulary on the board, taken from the relaxation exercise below to assist students' understanding: anchor (as in keeping us in one place), content (as in a relaxed way), harmony (no problems), balance (equal work, play, relaxation time), inner beauty

Freedom Relaxation/Focusing Exercise – read slowly to students with soft music playing, pausing at each set of dots.

As I relax, I give my mind the freedom to explore...I imagine that I'm flying through the air...like a bird...floating...effortlessly...feeling free and light...I feel the warm rays of the sun on my back....I am completely free....I let go of any worries and feel light inside...there are no anchors...I imagine a world of freedom...where each one is free...content...happy...people work and play together in complete harmony...each respecting the space and time of

others...there is respect and love for each one...each has choice...and balance...each appreciating their own inner beauty...and that of others....With my mind free, I fly back into the present...feeling light inside.

3. In small groups have the students draw a representation of the kinds of freedom they want all people to have. Have students put their drawings up on the wall. Have the class go to each poster and the students who drew each one explain their drawing.
4. Have students write a poem beginning with 'I believe in Freedom because...'
5. Way of Council
6. Have students write feedback on today's lesson and collect.
7. Have students choose the values they enjoyed studying most (1 being the favourite to 5 being the least favourite). Collect.

HANDOUT ONE **Week Five - Thursday**

The Prince of Egypt **Part 2** **3/4 hour**

Characters: Moses, Pharaoh, Miriam, Aaron, Tzipporah

Vocabulary: smite, staff, weak link, fasted, plague

1. What does Tzipporah think about Moses plan?
2. What happens to the staff?
3. What do the Egyptians believe in?
4. After Moses talks to Pharaoh, what does Pharaoh do?
5. What does Miriam think could have happened to Moses?
6. What does the staff do to the water?
7. What other catastrophes does God smite Egypt with?
8. What horrible act does Pharaoh do to the babies?
9. How do the Jews save themselves from the plague?
10. When does Pharaoh finally decide to let the Jews go?
11. When the Jews reach the Red Sea, what do they see behind them?
12. What stops Pharaoh's men temporarily?
13. How do the Israelites escape?
14. What happens to the Egyptians?
15. What does Moses bring down from the mountain?

CHAPTER 5

CONCLUSION

General Implications of Teaching Values

The question I faced at the beginning of this project was: “Is there a place in the EFL/ESL classroom for ‘values’ to be taught?” Based on my students’ positive interactions in the classroom, their feedback, and their enthusiastic response to the materials, I believe that there is a place for this kind of approach to learning a language. I accepted that my lessons might not be perfect due to the fact that this was a learning experience. But through observing the students, I would say that they both enjoyed and benefited from these lessons. Their communication with each other, the laughter, the questions asked, the drawings produced, the pride in their work, and their feeling of closeness toward me and their classmates convinced me that they were experiencing something special. The “values” examined are not specific to any country or culture, but are universal. Therefore, students anywhere in the world can relate to them. Watching my students speak about their values and recognizing how those values fit into their lives was important to them both individually and collectively. Values start at a personal level and the students gained insight into how individuals throughout history were able to make great changes in their societies. They saw how people like Nelson Mandela, Mahatma

Gandhi, and Oskar Schindler, who lived by a range of values, could achieve extraordinary goals. The students were truly inspired by leaders such as these.

Implications for Students

I feel that discussions on values and using the “Way of Council” technique are both excellent methods to instill empathy and tolerance for others. They help students to recognize when they are being judgmental and that judging can be wrong and harmful. Many Koreans look down on people from countries with lesser economic status and there is still a lot of racial prejudice, as evidenced by current issues of migrant workers who are being treated with less dignity than are native Koreans. In addition, gender stereotypes are perpetuated. Men are considered to be “better” than women and this is taught at a very early age. For example, in some elementary schools, students are given numbers. The boys are assigned numbers starting at one, and then girls receive those remaining. Several students have told me that this is to reinforce the attitude that boys come first and this same message has been reported to me by other teachers. It is an enormous task to change such culturally ingrained concepts. If we consider our own history on equality, we can identify similar examples. It was only during the 1960’s that the laws of Canada were changed to provide that women were entitled to half of marital property in divorce settlements. By teaching concepts of values in the classroom, we can inspire students to begin the process of thinking about issues such as fairness and equality.

I hope that the exposure to being educated on “values” will encourage my students to talk to their parents and grandparents about their past experiences. The majority of my students have stated that Korean families do not talk much to each other about personal matters. Some students don’t even know what their fathers do for a living,

but some do know a little about their family history. One told this story: “My Great Uncle was thrown in jail as a political prisoner during the Japanese occupation. When he escaped, they put my Great Aunt in jail in his place. She was pregnant. When my Grandmother took her some food one of the guards got so angry that he set her hair on fire (the one in prison).” Through sharing these personal experiences which came from talking about “values”, I hope that students will become curious about what their families experienced and talk to their relatives about the experiences which helped shape their values and way of life.

One positive aspect of the course is that students learn empathy. When war and tragic stories about children of conflict are discussed, it encourages students to think about people from other countries and their problems. For example, when they see news broadcasts of the war in Iraq, they are more aware of effects on the people and feel empathy. Concepts of values broaden their outlook on the world.

Korean university students are in a transitional period. They have been brought up with their parents’ teachings and values and see their society changing so rapidly through global connections that “traditional” values are being lost. Christianity has grown enormously since the 1970’s. “Currently there’re at least 15 million Christians (including Catholics) living in Korea. That’s nearly 35% of the entire Korean population” (Rhie 2002: 87). Churches are widespread and students are very proud to say they are Christian. However, Christian values sometimes clash with traditional values. Confucianism, which was the predominant doctrine before Christianity and is instilled in the Korean culture, is hierarchical; Christianity advocates that everyone is equal. I believe introducing “values” teaching into the classroom helps students deal with such conflicting teachings.

Day after day in the news we hear how the environment is in danger, we see the poor begging for food, we read about how governments are over-run with corruption, we watch the ordinary people protesting the wars taking place in so many countries and Korean students, as part of a cold war generation, live under the North Korean threat. Values exercised on an individual basis are a fundamental starting point to address world problems. Therefore, a study of values and their importance is worthwhile.

On the other hand, the “values” curriculum is content-based so not a lot of grammar, functions or useful phrases are taught. Therefore, I feel that students at a low English proficiency level would acquire more language skills using a more “traditional” ESL approach. The “values” content curriculum would be better for a higher English proficiency level such as Intermediate or Advanced as it is mainly a broadening experience. The inclusion of “content” should not be at the expense of the primary goal – proficiency in English.

When teaching a “values” curriculum, there are pros and cons when including “Way of Council”. As stated earlier, it creates closeness within the group and empathy for others that just discussing issues doesn’t. However, it was intimidating to the students because it was introduced so early and adding microphones possibly increased the intimidation. If the “values” class was an Elective, “Way of Council” could possibly be phased in at a later date giving the students time to become comfortable with each other although I do think it is important to have it as part of the routine very early so that students feel at ease with it.

Finally, the criterion to be “lean of expression” in “Way of Council” is inappropriate for new learners of a language and would be counter-productive as an

instruction. Speaking concisely and clearly requires a high level of language skills and competence even within a “first” language. Therefore, I would not introduce this requirement to ESL students unless they were at a very Advanced level in English language proficiency.

Implications for the Author

Teaching English was a familiar experience for me, but teaching the concepts of “values” was not. Development of the material evolved throughout the course. The SIT graduate school taught me the key components needed such as how to incorporate the four skills, how to create a comfortable learning environment, how to make it fun and educational and how to make it student-centered. By constantly shifting the students into different groups they got to know each other quickly and in both classes the students became relatively comfortable with each other in a short period of time. This is essential if students are going to express inner feelings and talk about personal experiences. “Way of Council” provided a unique experience for the students. They established a community through listening and sharing their innermost feelings about each “value” discussed. Therefore, I would incorporate all of these strategies again.

Now that I have a format for the lesson plans I intend to work on the questions. Also, I would either make the course longer or choose to discuss four “value” units instead of five. I found that 10 two-hour classes is not enough time to properly address some of the “values”. At the lower levels I would include more practice in grammar than at the higher levels, where I would stress more discussion.

Now that I am back in Canada, I am ready to teach an Elective class on “values”. This class would contain students of different nationalities. I would retain these features of my Korean experience: time for “Way of Council” and time for feedback in the lesson plan. When I planned my lessons I did not actually count the time it would take to do “Way of Council”. Often I found I had to cut the lessons short and omit “Way of Council” because I needed the time for the students’ feedback for this paper. In the future, I would change this so that “Way of Council” was included after each “value”.

Students’ feedback was extremely valuable (see Appendix A). I learned more from my students through having them write about each part of the lesson than I ever could have just by observing. When I watched the students I could identify their problems, but when I read their written feedback about problems they were having, it helped me to focus in on those problems and change things for the better. For example, I realized that the students were struggling with some of the questions, but when I read their comments stating that the questions were too hard, it validated what I had observed and I acted on these comments. I learned to discard whole pages of questions, remove redundant questions, simplify questions, and use examples. It was definitely a valuable learning experience for me.

From a cross-cultural aspect, I learned to respect the students in a new way. Before I taught this course I looked at students on one dimension – people learning a new language. I now have an increased sensitivity to the fact that these students care about the world around them. Both personal stories and experiences of others reported by students gave me a new perspective on their influences and thought processes. However, despite having spent four years living in Korea and having the benefit of learning about the

Korean culture from students, written material and general observations, I still feel that I only have a superficial understanding of the culture.

The question I have now is the degree to which my course affected the students. I would love to hear years later that it provided a lasting influence. I do know that it was a very different approach to class work in ESL than my students or I had previously experienced and I definitely want to teach this course again.

I also intend to send my lesson plans to the “Living Values” website (www.livingvalues.net) for other teachers to choose any lessons that they would like to teach to their classes. It has been a wonderful experience and I do hope to continue teaching “values”, refining my lessons and developing them so that they are usable for others at different levels. Back in Canada, I am once again in a multi-cultural classroom. I enjoy having students from different countries share their stories and their values from their broad array of cultures. I hope to find a school that will allow me to teach a course on “values” as an Elective. I am excited by this prospect and motivated to pursue it.

APPENDIX A

Students' Feedback

I told the students that they did not have to sign their names to their evaluations in hopes that it would make it easier for them to give me honest feedback. Some did and some didn't. I will give my translation in brackets if needed.

Peace, Class A

Student 1

Actually, it was hard to explain someone's value in a few words. But I tried to find words that bestly fit my mother's value. It was very interesting to imagine some trip with big bubble. And I thought, we would have better activities if we had known about "gang gang su walae" well.

Student 2

I guess teacher's teaching method is from India. It is a little bit interesting. But I need more time to speak in the class.

Student 3

During class, I think values of my life. Though I live 25 years, I don't think (about) my life. Also, I never forget my life thought. But today I think my life and values in my mind again. So I'm so comfortable and calm. When I come back home, I think it again. Most important thing is my mind. I should find my base mind of me. So I should find my wanted thing.

Student 4

Always talking is sometimes not interesting. Painting is good and poster walk gives me a new freshness. But today's topic is difficult to discuss in English. I have many things to speak in my mind, but I can't express them out of my mind. Because I can't know the proper word in English. So, I want you to choose an easy topic to discuss.

Student 5

4. The War is made by people. Also the war is not natural. Maybe the war is the most terrible action. The war is killed people of world and it is killed young people. Baby and children are not guilty and are not bad but they are big sacrifice people. It is very incollect. (incorrect) The war controled by Captian of country. They are maybe alive. They want to more powerful so they happen to war. It's terrible thing.

1. The Stone is given 'good', 'free' 'relationship' by us. That is known by almost people but we don't use that. Now we must use that so peace is complished. (accomplished)

2. The peace is

3. Apoloized and forgave is basic of peace so we feel so good and we start to peaceful.

Student 6

1. Way of Council – First, I couldn't figure think out about Peace. I think that this world can be peaceful when bush don't exist/live in this world. So. I say 'Peace's opposite word is Bush'.

2. It was hard to me to think about, and express my opinion. The way of English is very very long...

3. Mr. Park and Nomar and Charles are adult but I am teenager. So, It was hard to me to understand them...especially, when, I said about my school take my freedom away, they just laugh.

Mi-hyun

1. Way of Council –stone 2

I didn't see stone because I late in this class. But I always thank that stone symbol is power, forever, fortune... and so on.

2. Talked as class on what peace was. I think peace is not special. Peace is always with me. If I think that I'm happy, I will peace. When I talk about my friend, when I eat some food, when I buy a present...and so on I'm happy. Therefore I think that mind piece is the best.

4. Read about victom of war 3. When I read this article I am very sorouful.

Min-Jung

I want skip stone think talk. It is difficult to me to express my inside feelings.

And...Ah...Emm... Please don't forget my name!! hehe...Discussion time was good. I can listen to the other's thinking, and I can express my opinion without down press. (a feeling of pressure)

(This is the student that came out with how amazing it was that 2 different sets of partners drew the same circle of people on their poster.)

Charles' Opinion

Even though my level is higher than others, it was a little bit hard to figure some questions.

1. We want to have a lot of time and chance to speak. So just one group is not effective. How about two groups. It can give us more time and chance.

2. About Peace. In my book, almost students wrote the ticks on peace. But though they did, they don't know about it. Because peace is just a recent topic of News and TV program. They want to know it, but really are not interested in it. They think it is just important.

3. Discussion. It is a very good method. I like this way of studying. But if it is possible, correct our mistakes, please. I understand teacher's situation.

4. During reading, if we have some mistakes, please fix it.

Mr. Park

In today's conversation class, I could think (about) many people who are around me. Through the life, relation of person, between person to person, is the most important matter. But in our busy life, we couldn't think (of) people around me, so today's class is very good. Now, I think (about) friends, parents, relative...etc. But it's hard to draw a picture. Ha Ha Ha...

Young

I'm very interested in this class. I think these days subject is a little difficult, but I learn many things from this class. Today, I feel close many class mates. I think peace is most important one person's life. I'm not sure, I find my own peace, I really want to find my own peace...last. I really thank you for your kindness in every class.

(During Way of Council Young said, "I was stressed about mid-terms but I'm relaxed now".)

Peace, Class B

Student 1

I like this class. In other English institution I have few chances to speak in English. But in this class, I have lots of chances to speak in English. I think it is important. But today's subject to talk about is a little difficult. I want easy subject.

2. Way of Council – it is interesting.

3. Talked as class on what peace was – it is also interesting and useful. Because sometimes other students say words that I don't know. In this way, I can learn other English words.

4. Discussion – I like it most. The number of a member of a group is small, so I can speak more often. And I can listen other's saying. It is helpful.

5. Read about Victim of Wars – I don't like this. I think just reading is not helpful in English.

Student 2

1. Way of Council. It was an interesting class. I could talk a short sentence.

2. Talked as class on what peace was. Actually, I have no idea. Sorry...

3. Discussion might be very helpful to improve our conversation skills. It is also useful to know each other's opinion. But it was a little bit difficult. We can say many things about 'peace, love, war...' but it is difficult to say about it in English.

4. Read about victim of war. The article helped us widen our vision. It was helpful.

Student 3

'peaceful' is difficult to me. I think that the value of 'love, freedom' is difficult too.

1. Way of Council is first trial (time for) to me so I was embarrassed and I was hard to say about peace because 'peaceful' is difficult topic. I think that I need a much time for 'way of council'.

3. 8 Question is difficult to me. I didn't understand each Question so classmate explained to me. 8 Question is very abstract. If it is example, I am more easier. (give examples)

2. I dont know now to relate between peaceful and innerside feeling.

4. It is very sad story. (victim of war)

Student 4

1. The use of stone is good. We can think in that time; During we have stone and stone makes me comfortable. So we thought about front person's statement and we can talk my opinion.

2. In resent, Iraq War has been become very important social issue. So many people are thinking about peace and Everyone wants peace, not war and I agree.

4. This story is about a black child. Because of war, he couldn't receive normal education. But he has hope. So I sader.

Happiness, Day One, Class A

Student 1

I think, the purpose of a person's life is happiness. Today we can think about happiness in our class. Today's class so good but number 3. In 'Discussion questions' there are some difficult questions. So to speak, We don't have words to tell in our experience. But, almost good. Be happy, teacher!!!

Student 2

I liked writing experience about happiness. It was hard to remember at the first time but good experience. Discussion was little bit hard, because we haven't thought about it before and questions were hard to understand.

Student 3

1. Maybe it was a little bit simple. (She is talking about what makes her happy)
2. It was good to share our experiences. It might be helpful to improve writing also.
3. It is hard to discuss about that words in English. A little bit difficult.
4. Simple, but good. (This was words I want to hear)

Student 4

Happiness is good subject. It is good thing that think about happiness.

'Discuss and share' time is need to improve English skill. I feel English study hard.

Student 5

I think I need more time for English conversation. And I think discussion is more helpful for me. Sorry I have no time. I have to go another class.

Mi-hyun

1. This subject I did not speak more, because I am very sleepy. So I did not speak well.
3. This time very interesting. Each other speak is very enjoy.
4. When I was a talking about the words that I want to hear from my parents, I am feel good. We are feel similar each other.

Charles

Your teaching is very good. I have no boring in your class. But as time goes by, my ability decreases. What kind of problem do I have? Should I concentrate on speaking? Would you help me?

Happiness, Day One, Class B

Student 1

The theme was good! The questions about what (which?) we had to discuss was good too. And to tell about our happy experiences was interesting.

Student 2

I am very happy to think about making someone happy. Happiness is the one of the aim of the life. I think that I do my best to give others happiness. That's good job.

Student 3

I liked to have time of writing about happiness. We shared our experience when we were happy. I have known the fact that there are no Christian in our group. Discuss and share about happiness was also good. However, we have to have more active. Thank you about teaching us. Have a nice day!

Student 4

Sorry Marilyn, I was late today. So I miss some corner... Today, "Discuss and Share" is good. We can talk much with others in English. And I feel our English is better than before.

Student 5

I like to write when I have happiness and discuss about that . Because I know happy, but I don't know a happiness at that time. So, when I wrote down about that I remember, and learn what it is, and I interested in other people's happiness, so, it's interesting.

Student 6

Today was tired. Because I caught a cold so I can't arrange my thinking.

Making list was comfortable. However sharing my experience was difficult. My vocabulary level is bad. I'll try to study hard.

Student 7

If anyone asks me 'Are you happy now', I will bet 'sure!' It is important for people to be always happy. Even though this is intended, it doesn't matter. Be happiness, and you smile all the time, and then you will be healthier. Good class!!

Happiness Day 2 Class A

Student 1

I want speaking English well but when I talk to anyone, I don't think easy word. So I want short, easy conversation more this class. I think that situation conversation is good.

Student 2

We shared about happiness this week. Many people are running after happiness. But they didn't find happiness in the world. All things in the world don't satisfied our heart. Then where is happiness? I think real happiness which is continues ever is only in God.

Therefore, I want to inform this fact everyone. Anyway, these time was useful to us. I think it was a good topic.

Student 3

I like taking with another people. I feel good for this class. In happiness principles time, I feel really happiness. And I need to study to make long English sentence.

Student 4

1. (So so) The question I didn't think about that before. What makes me happy? What makes people happy? I found that I have a lot of things that I feel happy.
2. (so so) same... I surprised that I heard from Charles.
3. (Good) I like this time.
4. (Good) I decided that I'll talk to my friend that the words I want.

Student 5

The topic 'inside happiness' was hard to discuss for me. It was abstract, and hard to express. But I enjoyed it. I hope next class, we can have other topic that easily talked. The dating game was interesting. But it was not easy to find the right person. Actually we could make a couple with anyone. I hoped there was an explicit explain about the game rule.

Student 6

Inside happiness.

1. When there is love or peace inside. – my mind and my choice.
2. talk to myself, - thinking
3. (student had no comment)
4. match and mismatch are important. But most importance is harmony.
5. trusting myself, present, magic mirror
6. (student had no comment)

Sorry, next lecture is coming!

Student 7

1. I couldn't understand the meaning of this sentence instantly. So I can't answer . I think it is a little difficult.
2. It is similar to No. 2.
3. I think answers is similar. So we can't discuss that for a long time.
4. It is an active class. So it was interesting. But first I can't understand the basic rule.
5. It is good. Because all answers have a value to think of.
6. It is good.

Bin

1. (student had no comment)
2. Write about an experience that made you happy.

My writing is too poor, so I'm little shy. Chales & Min-jung'

3. Discussion
4. Words I want to hear.

This time, I was so happy.

Min-Jung

1. I didn't have chances that I think (about) happiness inside. So very difficult. It was my first time that experience.
2. I don't self-talk. When it goes good, "Okay...oh yeah...When it goes bad, "Oops.
These are very simple. I don't talk to my self perfect sentens. Just feel it.
3. We think we have to change our partners. It was fun! I found my ideal type. (This was the find someone who is compatible)

Thank you.

P.S. Next week, I can come this class. I'll have final exam.

Mi-hyun

1. In first I don't understand that topic's mean, because the meaning is very hard. So it is some hard time for me. (when there is love & peace inside)
2. This time is very good. I feel that I am a full of confident. (talking about self talk)

Charles

Today's topic is a little abstract. But we are necessary to speak about the abstract.

Anyway it was not easy to speak about it. I am always content with your teaching.

Thanks.

Mr. Park

After all, the purpose of life is happiness. We always want happiness and pursue our happiness. So we can think about happiness in our class. But it not easy to say for us about happiness. Because happiness is not pheonomenon, concrete thing which we can see. Happiness is in our mind, in our thinking. So for me to talking about happiness is difficult conversation.

Happiness, Day 2, Class B

Student 1

The second class about Happiness. I was very impressed by the handout #3 "Enjoy the present." I had known this. But I didn't. The future is a assemblec? of the presents. So, I will try to enjoy my present.

Student 2

Hi, Marilyn... Today, I was very excited and fun. I think cause today we loose our some members. So we can say as much as we can. And today's topic is good, too. Especially, computer date is really funny and I like it cause I didn't matched with "man". And Way of council is better than before. We say more gradually..I'm happy when I being with you, too. Thank you, Marilyn!

Student 3

1. The theme "happiness" was a good one.
2. It was interesting to wrote down the rules of happiness.
3. Questions about inner happiness was an important thing, that I didn't thought about anytime.

Student 4

Teacher, I'm sorry I don't write what you want. First of all, I like this time to write something which I think about. Sometimes it don't contain special things. Today we talk about happiness what is the happiness. People live to be happy. I also live to obtain happiness. I think happiness is very similar to love. In that opinion, I'm very happy because I have my lover, such as parents, good friends and my girlfriend. I will try to keep my happiness not for a long time, but for good. I'm satisfied with my life and I love so much myself and my life.

Student 5

It was good time to learn about happiness. But it was a little difficult to me. After class I knew "Happiness is in my mind". Positive thinking is important to be happy.

1. I always wanna hear praise for me.

2. Some difficult to do feedback.
3. It's like stastical game, difficult but funny.
4. I'll put on the principle in my mind.
5. hard to me.

Student 6

Whole class.

1. I can't think of that for a short time because it is a just habit not an intended behavior.
2. It is a good and interesting.
3. The subject is good but questions are a little difficult to understand.
4. It was useful.

Student 7

1. I should think about the words again.
2. What should I say...Talking kindly to myself is difficult.
3. As always, discussion is very difficult. I think I'm not ready to explain my own ideas in English.
4. It was very fun. Finding a perfect partner is not easy. We talked to each other much.
5. It is good to think about happiness.
6. Sharing our ideas is interesting.

Love, Class A, Day 1

Student 1

In my case, love was difficult. I couldn't talk about love with just a word. Maybe if time shall be passed, I come to know about love a little. Until now, love is abstract in my case.

But today's class gives me something to think. About my parent, brother, friend...etc.
Anyway, the important thing is that love is precious thing.

Student 2

To definite the word "love" was kind of difficult. It could be a poem or a saying. I thought it would be better if the class shared the meaning all. even though it took long time. Active listening was quite beneficial both listening and speaking. But some of us need feedback about accuracy. But it's good for flency. Discussion part was good, too. But the questions were quite similar and I couldn't understand the meaning of number 4.

Student 3

The song of Beatles was very funny. At first, I though the lines were very simple and childish but here was a strong point, 'We can't buy love'. I wished there was an activity with that song, like fill in blanks. It was hard to get all the words without script. (I gave them the script after the first listening.) Discussion was very beneficial, because I could know other peoples' thought about love. Marriage Counselor was the toughest one. It was hard to say a word. Marriages are always tough one to talk about.

Student 4

Beatles – It was very fun, but we should repeat the song more.

Qualities – We can share our opinion of choosing lover. It can help us understand each other.

Discussion Questions – Actually, we need more time to discuss deeply.

Marriage Counselors – Because we are not professional counselors, we can't give them good advice, but we tried to...

Hand out – Maybe I should read this again later.

Way of council – Simple, but meaningful.

Student 5

Today we are discussed about Love. I did not know about love very well, but I think it is beautiful. Our team make a two man and two girls. Four people have different think about love. Therefore we know about other people's think this time. Constantly I think that love is very hard and beautiful.

Student 6

Real love is very hard. I sometimes feel to like but all emotion is not love. But I think that love is quality is not important. We can't buy love but Reality is not that. Also I think what is not real love. But Real love was realized me. I don't see love, don't listen love, only feel love. But Real love was realized me. So I think that all love is basic of love.

Bin

Today's class is interesting to me. I'm late to this class. I'm hard to talking about 'quality' but 'quality selection' is little easy to me.

'Discussin Q's' was bring to funny time to me. However...To became 'Marriage councilor' is very difficult so, my head is 'very' complex. At last, all of student talk about love. (This was Way of Council) I feel so good. Thank you Marilyn

Mr. Park

Love is not easy to understand for me. But I know love make a man/woman happy. A person who falling in love can smile about other's bad behavior. In today's class, beginning is good. In general song helps us to relieve/relax. So I want to hear many songs which help us in class' beginning. And three article about marriage is quite interesting. But now marriage is not reality to us. So discussion is not easy for us.

Min Jung

This class was best.

I didn't have any chance to hear Beatles. (in her past) The song was good. So simple but very good point.

I don't need to think about my marriage yet, I think. I want to marry someone as possible as fast. However, it won't be. Most people think that old marriage is good. (when you are older)

I didn't have any boyfriend, so it was hard to think about it.

Best. It was very interesting. If I were in that cases, I couldn't talk like that I talked.

I'll read again and think.

Very hard, and good.

Love, Class B, Day 1

Student 1

I like this time when we have 'listening time' to others. It is difficult to me sometimes because I have a poor listening.

Student 2

I was good the part way of council, but, very calm. I want to more acting motion and talk exiting. I like try this method. Concentrate each other talk. I think it's real talk on active talking, isn't it?

Student 3

The difficulty of class which stands for the ratio of understanding is proper. 'LOVE', the topic at today's class is very clear one. So, it is very easy to make opinions. But I

expected more time to study and talk about song. A few student have not understood how to speak in Way of Council. Thanks for your teaching.

Love, Day 2, Class A

Student 1

Today's topic 'Love' is less difficult to talk than last week's topic.

Future World – I don't like it and I don't hate it.

Love is – It was interesting. I have never thought of love in English.

Active Listening – Just listening is difficult. Because if I have something not to understand, I can't ask to my partner. And if I find out my partner's mistakes, I can't correct them.

Discussion – It is always good. I have many chances to talk. And I can listen and understand other person's saying.

Student 2

Future world

Short talk, sharing our ideas is good.

Love is

It is very hard to define the word 'Love' in English but we found some kind of interesting definitions and shared them.

Active Listening

I feel it's so hard to listen carefully what my partner say in English. I think it's a good way to listen carefully.

Discussion

We talked very much, and it was very helpful.

Student 3

1. Future world

It is important that world is no war. Many people is painful because many nation is going to war.

2. Love is

Love is great. Mother's love is greater. So, love continuous along the generations. In my case I think so.

3. Active Listening

Many nurse say 'active listening is important, and caring start to active listening, but it is very hard.

4. Discussion

I think about relation trust and love. I think my old Friend.

Charles

Topic about Love is too abstract. So it was very hard to think about. If the topic is concrete, it is easy to think. Other things are very good. Questions on the paper are not easy.

My Hyun

This class I have some problem. I have many speaking storys, but my English speaking is bad. I did not speak everything. Always I want speak interesting storys in English. But always I speak a little bit. Someday I hope that I will speak English like an Korean.

Bin

Today's class is interested to me, specially 'Love'. But my English – speech and listening – is very poor. I'm little hard. I think I should study more grammer or word. Thank you.

Min Jung

Active Listening

I told Marlyn that my real problem. I was happy when you said that you can understand me. I hope to be like you who listen to other person says.

Love is...

I have many thought about it, however, I didn't notice that.

Discussion

We have some difficulties to understand questions. Please, write questions easier. (I don't say 'we can't understand'. We finally understood it.)

Future World

Still, it is hard to me to express the words that is in my mind.

Love, Day 2, Class B

Student 1

Way of council is really good. Cause we can talk to everyone at least one time. So we can learn talking on stage by do it.

An accepting evirment is...so so... Cause we don't know many words in English...So it's hard to make sentence.

And the papersheets that you give to us is little hard to understand. –End-

Student 2

In an accepting envrment, I don't understand well first the work 'accepting' is used what is meaning.

In 'Discuss each other' I felt not enough time to talk each other.

The last 'dicussion time as group' is good to improve English speaking skill.

Student 3

The time 'Way of Council' is too difficult to me. Because the topic 'Love' is hard to explain.

'An accepting environment' Actually I didn't understand what it exactly is. (sorry...)

But 'Really listening time' is good. I like to talk each other. That's all 'Marilyn'

Student 4

In this class level we need to talk to each other continuously. So we must be 'sentences', not 'words', so I'd like to accept some advices for my sentences expression ability?

Student 5

- the discussion about things that we're interested in was good
- to define 'Love' (one word), and explain the reason was good, too.

Student 6

I think discussion is a little difficult to me and classmate. Cause we are not good English speaker yet. So sometimes we can't understand each other. We have to try more!

Student 7

1. Way of council – a little boring, shy, but good experience.
2. an accepting environment – difficult to understand the purpose.
3. Love is – good. I have chance that I think about true love again.
4. active listening – It's good to share one's experience.
5. Discussion – good.

Student 8

Actually, I can't understand why we did 'Way of Council'. The recording can help to us but I think that situation don't have meaning. And I like 'active listening'.

Student 9

I think all of today lesson is good. I got a interesting in class. But 'An accepting environment' was hard. Anyway lesson was fun & joyful.

Honesty, Class A

Student 1

The theme of today was very common. But what think about that was very difficult, because I had been dishonest... Today is good!!

Student 2

It is a good time to have a chance to talk about honesty. Exspecially for power & corruption. I can think about north korea one more. And this class remind me of what I have forgotten – honesty. Thank for the class.

Student 3

I like (when we made) to make a list who is honest person and we discuss about that because we know that but always we did recognize why. And we can' think about honest more. And actually, in my case, I think the game's most sentences are difficult for me, but I can learn some words.

Student 4

'Who should be honesty' was the most interesting. But card game was difficult. I could think about 'honesty', sincerely.

Student 5

I think honesty is good subject. But I can't speak English well, because I didn't say English last week.

Student 6

Teaching way is great. But, we will have to participate more. I need to speak more active. I hope. However I thought just brain in Koran, not speak in English. I will try to practice. You did good job. Thank you to teach us.

Student 7

Today we talk about honesty. There is so many topics about it but we don't have much time. For example, when we talk about friend's honesty, we can tell many things. So I want to make less topics but talk little deeper.

Games and Way of Coucil is always good!! (But game's question is little difficult to understand) Thank you !!!

Student 8

I like game but it's difficult. (word is difficult for me. I must study hard.)

Other things are good and comfortable. Title was easy. Today was so good.

Student 9

I like game, so, card game was interest. I have to study harder, because I am not good speaker...

Student 10

- The title 'HONESTY' was interesting.
- The cases to say who to be honesty was good..
- To get candy (by winning the game) was fantastic!!

Student 11

Feedback 17, October

My story was too difficult to understand. And telling the story is more difficult than understanding story. I was so embarrassed, but it gave me good experience.

Skit is a good time. But preparing time is short. So we didn't do well. Have a nice week!

Honesty, Class B

Student 1

I'd like to read the story and then tell the story to partner. Today, I think that I speak a lot in this class. But I need question sheet to guess/tell the story. And I love the skits. We can get together. Thank you.

Student 2

Stories – I like read the story and it is good thing to new word, and in share the stories. It feel good listening.

Skits – is interesting but it is too spend time to explain story.

Student 3

To tell/share the storys in our own words helped me to know that I'm weak at it? The skits were good to try freetalking.

Student 4

Very nice! I can tell many words, many sentences. And I felt very cheerful. But one thing!

A little bit difficult is the processing method.

Student 5

Warm-up was difficult. Stories and share stories was good. Today was difficult, but good.

Student 6

Today's class was difficult. Actually, I always feel difficult) But, I believe that this practice make me stronger.

Student 7

Skits is very hard. We have to be ready long time. And to explain our story to another was good practice. The class was very funny. I like this class.

Student 8

It was very interesting. Especially, after reading the stories and explain to other who don't know the story. It is necessary to summuriz the paragraph. I had this work in Korean. Making the skit was fun, too.

Freedom, Class A

Student 1

Everyone knows freedom is basic human rights. But we don't think about freedom at normal time. So it's necessary as like today's class. And then we thought again our history, Japan's rule & Chosun Dynasty. It's good opportunity to think over freedom and history. And Relaxation is (was) good too.

Student 2

Thinking about our history made me very serious cause it was very history. But it was good time for me. Today's class was interesting, but how about having some games or quizzes next time? It's just my opinion.. thank you.

Student 3

1. Simple but not easy defined.
2. I think the people who lived that age were suffered. We have a lot of thing to talk about, but it's difficult in English.
3. I was a little tired. So I was sleepy.
4. Freedom is important.

Student 4

4. Actually I have nothing to talk about freedom's meaning. Because it was to difficult to speakin in English.
2. It was interesting. I came to know many things that I've never heard of. So it was useful.
3. Frankly speaking, a little sleepy. But interesting.
4. It is short but always good. I like it.

Charles

Even though the subject 'Freedom' is a little bit abstract, the detail accident and history are very interesting. I have never felt any boring in the today's class. And I want to ask to give a correction and make me right English. Thanks.

Cooperation, Class B only

Student 1

1. We could discuss what cooperation is. It was a useful time because our society needs helping others. We can learn that to have the same heart and the same vision is the most important thing.

2. We could have experience how important cooperation is by practice – which we stand circle shape, and down and stand.

3. We could discuss what needs to solve a pollution problem. It was very difficult problems but it needs cooperation.

Today's class was useful for me and interesting.

Student 2

1. (handout) a little difficult

2. It was a good chance that we can be more active (circle)

4. Pollution is bad thing. Is good to dissolve it with cooperation. good part!!! *****

Student 3

Hand out is long, but was not bad. Cooperation game is short. 'When is it not good to cooperate' is good and not difficult. 'World cooperation' is easy and comfortable. Thank you.

Student 4

Cooperation game was interesting. 'World cooperation' good theme. It's important for the whole world. It would be better when it was a little longer.

Student 5

1. handout question.

It's individual problem. So it's answer was individual, but I thought good for telling something.

2. sit-stand, that's two hard for me.

3. Not good to cooperation. It's funny, but it's contents is seriously.

4. This talk is good for all people. It's adoptive time. (not too long, not too short)

Student 6

1. I'm late, so I can't attend.
2. Game is good example to know that the cooperation is very important thing.
3. when some people require to cooperate the bad thing, crime dangerous.

Student 7

1. Hand out: too difficult for me. Cooperation with someone is difficult.
2. interesting game
3. I've never done crime.
4. We should make a peace!

APPENDIX B

Appendix B has the pictures that were drawn by the students.

The first five pictures are from the “Peace” visualization.

The last three pictures represent “Freedom”.

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