

A Case Study of Three American Teachers' Teaching Strategies at An Elementary School in the United States

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The purpose of the present study was to explore specific teaching strategies that were used by three American teachers to ensure that their ESL children can acquire English in their classrooms. The study presents the results of interviews conducted with three teachers at one Virginia rural elementary school. Classroom observations were conducted to get a general sense of the context of each teacher's classroom. Field notes taken on site documented the progression and procedures of each lesson. Relevant documents were collected to understand the three teachers' teaching strategies. The findings show that the teachers made instructional adjustments and used highly socialized interaction strategies, such as a whole group meeting, student-led group work, pair work, and a theme-based project. The findings will provide useful information for ESL/EFL teachers to monitor and adjust the classroom instruction in order to create an environment that is most conducive to second language learning.

Keywords: [English teaching/ESL/instructional adjustment/interaction-fostering activities/영어교수/제2언어로서의 영어/교수수정/상호작용활동]

1. Introduction

Census 2000 data indicated that the total number of foreign-born

children enrolled in elementary and secondary schools in the United State was 2.6 million (Ernst-Slavit, Moore & Maloney, 2002). Many school districts have been persuaded that children who enter school speaking a language other than English are best served educationally by attendance in classes that include English-speaking children (Curtin, 2005). Increasingly, mainstreaming has become popular in American public schools, and the children with a diversity of needs and abilities are served in what are termed "regular" classrooms. Students are typically placed in classes appropriate to their age and are either pulled out of their classrooms for varying amounts of instruction in English as a second language or they are visited in their classrooms by specialist teachers for this purpose. Thus, increasing numbers of regular room teachers face the daunting task of simultaneously building literacy, developing written expression ability, and enhancing English language growth.

A wide range of studies on language acquisition provide strong evidence that children's language development strongly relates to the activities in which they engage (Boyd & Maloof, 2000). Moreover, research consistently shows that without concrete, tangible guidance, innovative ideas typically fail to take root for successful classroom practice (Curtin, 2005; Gersten, 1996). Second language teachers in many countries of the world face difficulties in creating the conditions in which language acquisition can occur in a classroom context. The present study aims to investigate how American teachers refine and modulate instruction to enhance ESL students' comprehension, involvement, and English acquisition in their classrooms. Interviewing was the primary means of collecting data for the present study. These data was supplemented by classroom observations and relevant documentation. In order to analyze the interview data, constant comparisons were made within and between cases until themes were formulated. The findings of the present study will provide important information to

teachers who teach English as a second language or as a foreign language about strategies that enhance the English learning process in elementary classrooms.

2. Rationale Of The Study

The surge in the number of young Korean students going abroad for learning English reflects their parents' belief that children learn English better in English-speaking countries. Green Hill Elementary School¹⁾ had a number of transitional Korean children who arrived at diverse stages of their education at any given year. To explore Korean parents' perspectives about learning English at the American school, The researcher contacted 15 Korean parents and had informal conversations with them. The researcher asked about their children's English learning experiences and their perspectives about learning English at the American school. Careful listening as the children's mothers expressed their thoughts and feelings was an important source of data to understand the Korean children's English learning experience at the American school.

The Korean parents expressed dissatisfaction about English education in Korean schools. Their main concern was the lack of interesting materials and teaching activities, and the restricted lesson hours. The Korean parents considered the role of teachers as facilitating success in their children's learning in the American school. The parents perceived that the children's teachers helped their children improve English skills and contributed positively to the children's English learning. The children's parents thought American teachers tried to make their lessons engaging by providing motivating, engaging hands-on activities for their

1) A pseudonym was chosen to assure confidentiality.

children. What they perceived of their children's American school was that teachers generally encouraged their children to learn by providing opportunities to be involved. The Korean parents were sensitive to the variation in teaching styles between Korean teachers and American teachers and to the different types of lesson as stated below:

I think American teachers use a greater variety of classroom activities and make knowledge more real to the children. They don't teach what the children should know by writing on the board, and the children then don't have to copy it in their notebook. For example, my daughter learned plants by looking at the real ones in her classroom. If she had learned just by reading it in the textbook, I am sure she would have forgotten easily. (A Korean parent, translated from Korean)

I think homework is very helpful for my son to learn English as well as in content areas. It's not just 'finding the answer' kind of homework. For example, one day he interviewed one of his classmates and wrote about the interview. The teacher corrected his grammar and then my son rewrote his report. And, also I really like the 20 minute-reading assignment before going to bed. That helped my son improve his reading and eventually helped him find the joy of reading a book. (A Korean parent, translated from Korean)

Moreover, the parents felt that the friendly, supportive, and personal attention of the teacher and climate of the school and classroom were critical in providing an atmosphere conducive to learning. The Korean parents' positive comments about the American teachers led the researcher to inquiry on how American teachers refine and modulate instruction to enhance students' comprehension, involvement, and English acquisition.

3. Literature Review

What instructional methods do regular classroom teachers use in their classrooms with ESL students? Current research suggests guidelines for language-minority students' English learning. Thompson (2000) carried out a study in Southern California with tenth-grade ESL students. The purpose of the study was to determine the teachers' instructional strategies that either helped or deterred students from learning. Literature based activities, oral practice, individual help, peer interaction, games, and use of realia constituted the instructional strategies the students perceived as being most helpful to them in the classroom. The students listed the most ineffective strategies that teachers used as being forced to read in front of the class, being corrected publicly, segregating language-minority students from the language-majority students, embarrassing students, ignoring language-minority students, not providing adequate assistance, and covering information too rapidly.

Similarly, Curtin (2005) found out that interactive teaching teachers seemed to be the more cognizant of the instructional and learning needs of the ESL students. Through interactions with others in a literate environment, students acquired a broad base of knowledge about the conventions and purposes of print. Also, literacy was developed through activities that created relationships between English learners and English speakers representing various literacy levels. The ESL students in her study reported that they did not like being left to work independently in classrooms where the teacher tended to sit behind the desk and review the correct answers afterwards. The ESL students liked the support of being in a group and being given permission to ask each other for assistance if needed. Gallaway and Richard (1994) share a similar conclusion in their study of cross-cultural language

development by explaining that children acquired language more effectively when they were exposed to meaningful content and interaction. They suggest that integrating language learning with meaningful and interesting content provides a substantive basis for language learning, and interaction provides a real social context for learning the communication functions of the new language.

Gersten and Jimenez (1994) summarized research studies of effective instructional practices used with ESL students. Eight common attributions were identified as successfully meeting the needs of ESL students: (1) high level of verbal communication between teacher and students, and among students; (2) integration of basic skills instruction with instruction in other subjects; (3) organization of instruction around themes; (4) use of collaborative learning groups; (5) students allowed to progress naturally and without pressure from writing in their native language to writing later in English; (6) highly committed teachers who act as student advocates; (7) principal support for teachers; and (8) parents active in school activities.

In summary, it might be pointed out that some teaching styles better meet the needs of English-as-second-language learners than others. This information is useful in informing teachers who teach English as a foreign language in other countries about how to adjust classroom instruction in order to create an environment that is most conducive to English language development that not only is relevant to their students, but that also taps into their experiences of language learning.

4. The Study

4.1 Participants

The participants for the present study were three regular room teachers from Green Hill Elementary School in the United States. The researcher used "snowballing" and "networking" sampling techniques to identify participants (Glesne & Peshkin, 1992). Merriam (2000) refers to "snowballing" as chain or network sampling, meaning that people who know others are asked to recommend possible participants who meet the study criteria.

Three American teachers, Ms. Wood, Mr. Smith, and Ms. Taylor²⁾, were particularly mentioned by the Korean parents. They were all teachers at Green Hill Elementary School where a number of transitionary Korean children arrived at diverse stages of their education at any given year. The school provided pull-out ESL instruction to language learners in grades K through five. Depending on the children's level of English proficiency, the child received instruction from an ESL teacher for twenty to thirty minutes, one to three times per week. Although ESL children received ESL services, they were mainstreamed in regular classes for most of the day.

Ms. Wood was a first grade teacher and had three Korean children and one Mexican child in her classroom. She has been teaching 12 years. She stated that she had at least one ESL student every year in her classroom. Mr. Smith, a fifth grade teacher, had taught at an urban school for 8 years where half of the students were ESL students in his classroom and had two Korean children in his classroom at Green Hill Elementary school. Ms. Taylor was the teacher who had more ESL students than any other teachers at Green Hill Elementary School during the last five years. She started her teaching at Green Hill Elementary School. She was teaching to fourth grade students and had two ESL students in her classroom.

2) A pseudonym was chosen for each participant and the pseudonyms were used on all study documents to assure confidentiality.

4.2 Data Collection

The data were collected from three sources for triangulation purposes: classroom observations, interviewing teachers, and documented collection. (Class work, lesson plans, etc.) A structured open-ended interview protocol was constructed to obtain teachers' teaching strategies (see Appendix A). Interviews lasted about one hour and were conducted at the school. The interviews were transcribed for descriptive data and analyzed. Each interview was conducted in English, which was recorded and transcribed by a professional audio-typist and checked by the researcher. These transcribed interviews provided descriptive data for analysis. Classroom observations were conducted to get a general sense of the context of each teacher's classroom, to provide more of an interpretive context for interview and other data. Observations were focused on activities and recorded as many concrete details as possible about what was taught, the methods by which it was taught. Observations were conducted one time for each classroom. Relevant documents (see Appendix B) were collected to understand the three teachers' teaching strategies.

4.3 Data Analysis

In order to analyze the interview data, constant comparisons were made within and between cases until themes were formulated. Developing themes involved looking for recurring regularities in the data (Merriam, 2000). The themes that emerged from each case were identified, compared, and then coded into conceptual categories. To analyze documents, content analysis procedures were used. The relevant documents were copied and then coded into categories that captured characteristics of the document's content. The goal of content analysis for documentary data was to understand the situation, person, or event being investigated as

well as to verify emerging themes (Merriam, 2000).

5. Findings

In the interviews, all three teachers stated that ESL children needed extra help and they were willing to help them individually. The teachers said that they did not need radically alter their approaches to teaching in order to be successful. Rather, they needed to attend certain features of instruction, for instance, the selection of key vocabulary that enhanced understanding, the provision of a range of assignments involving key vocabulary concepts, the careful focus on providing feedback that the ESL child needed, and the assistance of the ESL child using the child's native language.

Each teacher used different activities for their ESL children, and yet their activities had common strategies. The strategies the teachers discussed in interviews provided answers to some problems facing English language learners and the teachers who work with them. The following are teaching strategies three teachers made for their ESL children in which they set up classroom environments conducive to successful learning for ESL students. Three themes emerged from the data: creating learning community in classroom, using interaction-fostering activities, and providing comprehensible input.

5.1 Creating Learning Community in Classroom

All teachers were cognizant that they had to do something in their teaching to incorporate the ESL students in their classrooms. The teachers demonstrated the following characteristics: They were empathetic; used non-verbal cues of students to guide their

instruction and developed techniques to work specifically. All teachers in this study understood that the ESL children needed some extra support. All three teachers modified how they were teaching to include the ESL students. The teachers all actively kept their ESL children in mind when they designed instruction to assure that they reached their ESL children as well as the other children.

The teachers utilized teaching strategies that supported the development of learning communities that included all learners. For example, Miss Wood engaged in responsive teaching by deliberately including the ESL children's cultural backgrounds and life experiences in the classroom activity. She told:

There are two things—one I do what I call 'show and share or show and tell,' where they pick a day of the week when they come up in front of the class, they could bring a toy from home, they could bring a book. I know my little boy from Korea brought in a picture of the flag of South Korea and explained the flag. So they get to pick what they want to talk about in front of the class. And you know it's the beginning of public speaking, that's what I always say, you know, and how to project your voice. So they have that opportunity once a month. We also do what I called 'authors chair.' We do it maybe once a month after they have written something they are very proud of. They get to come up and read it and share with the class and their drawings too.

Ms. Wood believed that asking the children to share their cultural background and inviting their parents in class created a comfortable environment for the ESL children and provided an opportunity for all members in class to talk about other countries' culture. She reported that she had been doing this activity for five years and believed that the ESL children and native English-speaking children learned from each other and respected

each other.

To include ESL children in a learning process, Mr. Smith stated that he encouraged them to talk, conversed with them as much as possible and he made sure that he designed as many group activities so ESL children could get involved. Mr. Smith believed that the art of teaching is a balancing act: challenging students but not frustrating them; helping those who need help the most but including all. He mentioned the morning meeting specifically during the interview and explained that he used it as a way of exchanging meaningful conversations and including ESL students in learning. He said:

Morning meeting is a chance for students to talk, to share, have conversation, ask questions about things that we've done. We do a lot of stuff for it, so you know, partner activity, we do games, any opportunities that kids can talk it comes up and work together. There is always a chance to engage each other specially morning meetings were in, morning meeting for any more from half hour and 45 minutes.

Every morning, Mr. Smith and the students had time for sharing and announcing information. The children shared what they learned recently or news they had today with their friends. Some students brought newspapers, and some students brought pictures for sharing information. Some students announced that they lost their teeth. After one student announced news or information, the other students could ask questions. Based on the classroom observation, it seemed that the morning meeting offered the children invitations to talk, read, and write around purposeful tasks and within cooperative contexts. As a result, the students worked together on an activity that naturally promoted the use of both oral and written language to question, inform, and communicate with others.

Ms. Taylor also had a similar activity called a "compliment hour"

in the morning. She stated that it was important for ESL students to provide an environment that motivate them, gain their attention, and involve them in a variety of interactions. Every morning, she and her children gathered together, sat in the center of the classroom, and made a big circle. When the researcher observed the classroom, the "compliment hour" started when the teacher tapped the football twice and said, "I want to compliment Amber because she came to me this morning and told me that our pet is from South America. I appreciate her research." She then threw the football to Amber. Amber received the ball from the teacher and tapped the ball twice and said, "I want to compliment Mark because he was such a nice partner in PE yesterday." Throwing the football was continued until every child got compliments from their classmates.

In summary, the teachers in the present study provided an environment that motivated ESL students to get involved in the classroom. As the children built strong relationships with their teachers and classmates, the teachers believed that their ESL students developed a sense of belonging in their new settings. Further, because the children had a sense of belonging, they were willing to take risks in learning to communicate with their teachers and classmates.

5.2 Using Interaction-fostering Activities in Classroom

The teachers believed that interacting with other children in activities played a vital role in inviting their ESL children to engaging in meaningful language learning experiences. They believed that this interaction provides opportunities for ESL children to be active meaning makers in constructing their own understanding. That is, ESL children use, try out, and manipulate English as they make sense and create meaning.

The classroom observations validated what the teachers talked

about during the interviews. All three teachers in the present study created extended opportunities for students to interact and participate. Predominant activities in their classrooms were interaction-fostering activities, such as a whole group meeting, student-led group work, pair work, and a theme-based project. The students were encouraged to participate actively in learning and the teachers no longer deliver a vast amount of information, but use a variety of hands-on activities to promote learning.

Mr. Smith used many activities where the children worked with partners or in small groups and got involved with one another. He believed that working with a partner or in a small group made learning more personal and allowed for more interaction rather than large group activities. During the interview, Mr. Smith displayed boxes that contained pair work, group work, and games for studying social studies, science, math, and writing. Many of those games were for partners to play. He stated:

I always make sure that I read, say louder and talk to [child]. I just talk to them and do as much group activity to get involved. Working with a partner or a group increases their motivation and promotes language learning. And eventually they'll be comfortable enough to do it.

Play was a frequent activity used in Ms. Taylor's class. Ms. Taylor provided appropriate play materials and encouraged the children to participate and supported their efforts. During the classroom observation, the children role played historical events with other children in pairs and small groups. The students read important documents, learned new concepts, and wrote down key vocabulary words. Therefore, while playing, the children not only worked on the concepts and skills related to particular play, they had meaningful and authentic learning experiences. The following is an excerpt of class observation:

The teacher brought out five paper bags and explained that each bag contained materials that could represent the different kinds of freedoms they just learned about. Group members had to decide who would be the bag opener, the direction reader, the activity manager, and the note taker in their interactive notebooks. Once bag openers in each group opened the bag and took out the materials, direction readers read the direction to the group members. Then the group members collaboratively identified the kind of freedom their group had to represent, and they worked together to decide how to represent it using the materials they had in the bag.

The ESL students were able to understand and complete a task by working and sharing ideas with others. Ms. Taylor stated:

I do a lot of acting out. Like we do plays and things, which the kids love, we are talking about the Revolutionary War. And for example, Patrick Henry and his famous speeches is right here, so what I do is, from there the kids wear these (hats) and give speeches and then will act out the war without using props, but they have so much fun. That helps a lot of ESL kids really understand a lot of teaching.

Based on interviews and classroom observations, interaction fostering activities that were used by the teachers in this study showed the benefit of engaging students. The students interacted with each other as well as the teacher, which means they were processing ideas and learning. They were using English in a non-intimating setting and participating in problem solving as they worked. All three teachers thought that participating in meaningful interactions with peers regarding content, participating in fun activities and games were most helpful to their ESL students to connect listening, speaking, reading and writing and to learn and practice English through four language modes.

5.3 Providing Comprehensible Input

The teachers understood that their ESL children needed some extra support. To make their lessons more comprehensible to their ESL children, all three teachers adjusted their instruction. Adjustments such as comprehension checks, contextualizing abstract concepts through the use of media such as photos, graphs or graphic organizers and using the ESL child's native language were made in their classrooms. During the interview, Ms. Wood stated:

I just got one from Brazil, speaks no English at all. What I am doing basically with [child] is a lot of visuals right now and just letting her get a bit comfortable. I just try to get them comfortable in their environment before I start pushing too much academics on them.

Ms. Wood believed that ESL children need time and comprehensible input to produce English. She consciously did something in the planning of the lesson to meet the needs of the ESL students and knew that students would experience less frustration. When asked how she taught a new ESL student, she stated:

The important words that we are studying, well, right there are words [showing a student's notebook] and then I'll have [child] put them into sentences because sometimes you are so overwhelmed with, you know, new information. I pick a couple of important words out and say, just to have make a sentence with this word and listen. These are English words. That is very overwhelming for [child], what we did in class we did this, we read each one and then we pick out the important words and then our own words. We would write what it meant, just little phrases. This helps you know, when you, and we interpret things.

To help ESL students to understand new words more easily, Ms. Taylor used pictures, not only to make words comprehensible for

the ESL children in their classes, but also to assess the children's understanding. She stated:

I do have a lot of pictures, picture books and things. In the past I've drawn pictures on the tests and quizzes for the ESL children. In fact they have an interactive notebook, let me show you. I'll show you. This helps me understand, this is how I assess the students learning. It's called interactive notebook. I have notes, the important things that they need to know on the right side and on the left side they draw a picture of how they interpret the information, and I put it down here. So it's like that on every page. I can look at that and see that [child] understands by looking at his pictures.

Mr. Smith was aware that the ESL students exemplified less frustration when using hands-on materials. He challenged his ESL students but not frustrated them by using different strategies to help them. Mr. Smith did not choose to use simple and did not use books that were too easy for the ESL students. Rather, he provided reading materials that were relevant and meaningful. He always checked ESL students' comprehension about the stories they were reading. If students had difficulty in understanding stories, the teacher met individually with the child for discussion. He explained:

We do a lot of one on one instruction so when you know for example [child] just read 'Tuck Everlasting' it's a challenging novel but using a small group setting, using what you already can do with reading help her through those books, now. We sat down together read a chapter together because she said, 'I read this chapter and didn't understand it.' So I read it with her and we just sort of discuss each little part where there might have been misunderstanding. There's a lot of, its more like the wording, you know, but we provide anything they need, you

know.

Mr. Smith believed that by using interesting content and stressing meaning, the students would engage in some sort of form/function analysis that leads naturally to acquisition. Moreover, all teachers in this study assigned partners to the ESL children on their first days in their new classrooms, and the children were permitted to speak with their partners whenever they needed assistance. At the heart of these instructional adjustments is a clear recognition that ESL children face unique learning challenges and an attempt to build on and clarify input for students.

6. Conclusions and Discussion

The present study provides an account of three American teachers' teaching strategies to help their ESL students in their classrooms, exploring specific teaching strategies that American teachers used to ensure their ESL children to acquire English in their classrooms. First, the teachers fostered a sense of community in their classrooms to include their ESL students, thereby creating a motivating learning environment. Second, the teachers created extended opportunities for students to interact and participate. The teachers believed that participating in meaningful interactions with peers regarding content, participating in fun activities and games, and using concrete manipulatives are most helpful to them in learning English. Third, the teachers made instructional adjustments in order to make it comprehensible for their ESL students. Adjustments such as comprehension checks, contextualizing abstract concepts through the use of media such as photos, graphs or graphic organization and using the ESL child's native language were made in their classrooms.

The findings from the present study are consistent with the

literature on effective instructional practices that supports the use of highly interactive teaching strategies as well as the use of cooperative groups (Gallaway & Richards, 1994; Shrum & Gilsan, 2000). Further, studies have demonstrated that the interpersonal connections developed in classroom interactions can nurture student engagement and provide numerous opportunities for language learners to use and extend their knowledge of a target language (Goldstein & Lake, 2003; Rolon-Dow, 2005).

The creation and development of interest in learning is something that many educators undoubtedly seek to support in their classrooms. The information we can glean from American teachers will contribute to the growth of our own language teaching. The teachers in the present study said that they did not need radically alter their approaches to teaching in order to be successful. Rather, they needed to attend certain features of instruction, for instance, the selection of key vocabulary that enhanced understanding, provision of a range of assignment involving key vocabulary concepts, the careful focus on providing feedback that the ESL child needed, and assisting the ESL child using the child's native language.

Examples of strategies discussed in this study can be implemented in teaching English. As teachers of English as a foreign language, we must understand the inextricable link between our classroom practices and student development. That is, the significant role we play in creating conditions defines both the substance and direction of student development. Teachers are more likely to be effective if they are sensitive to various aspects of second language learning. If we consider that learning is enhanced when students are engaged in the processing of information, then our challenge as teachers is to find creative ways to design dynamic learning environments that involve students in doing and thinking.

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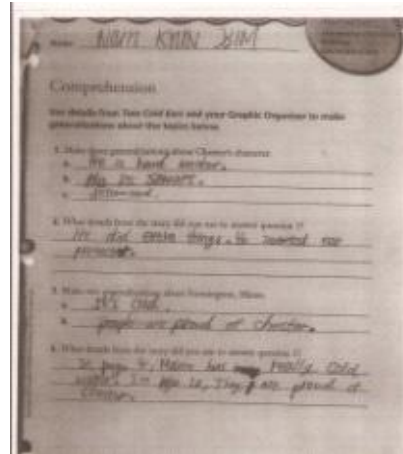
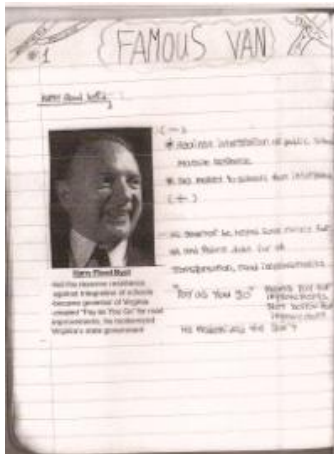
Appendix A

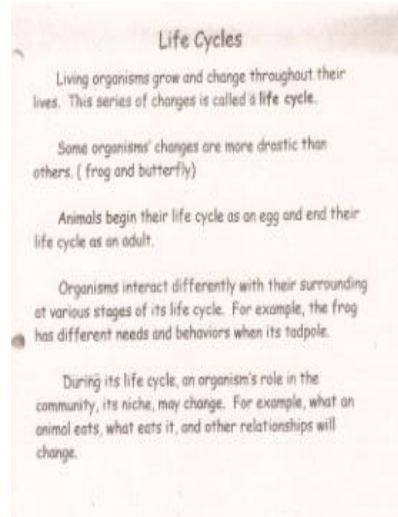
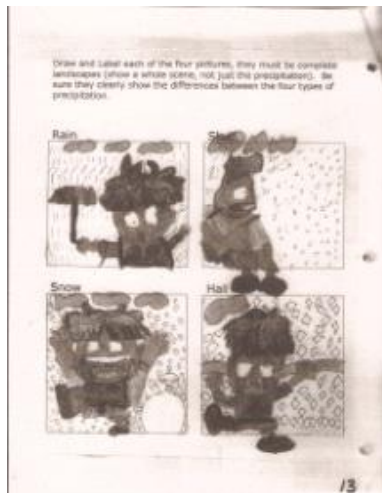
Interview Guide for Teachers

1. Tell me about the ways in which you support second language students in your classroom.
2. What books or materials do you recommend for your second language learners?
3. What common difficulties do the second language learners face in your classroom?
4. What recommendations would you make that would most effectively help second language learners learn English?
5. If you were making recommendations to a first year teacher, what would you suggest to them to help second language to be successful and more on level with children who are native speakers of English?
6. What are some of the kinds of opportunities you provide for second language learners to engage in discussion in your classroom?

Appendix B

Relevant Documents: Examples of Classroom Activities





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