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Kim, Wanho. 2001. Teaching English through Stories in Korean Elementary Schools. *The Linguistic Association of Korea Journal*, 9(3), 109-134. The purpose of this study is to explore the possibilities of utilizing stories, and to find out ways to apply stories to elementary English and science classes. The rationale for utilizing stories is based on the theoretical framework of Content-Based Language Instruction which is recommended by Whole Language educators. The lessons suggested in this study integrate English stories into both English subject courses and other subject areas, such as science, social studies, etc. Stories can be authentic and natural teaching materials in an EFL setting. Stories can also provide students with opportunities for various and interesting language input. We can encourage elementary school students to enhance their four language skills simultaneously through stories. (Wonkwang Health Science College)

1.

1997

가 , 가

가 가

3 · 4 , 6 가 , 7 가
 가 1 CD-ROM , 가 , 7
 , 가
 3 · 4 EFL
 ,
 (, 2001; , 2001).
 ,
 가 ,
 2 Whole Language(WL)
 , 3 · 4 WL
 (Content-Based Language Instruction: CBLI)
 . 5

2. WL

WL 1960 Ken Goodman

, 80

WL

Whole Language Umbrella(WLU)

WL . WL

. Edelsky(1991)가 , WL
(teaching skill) ,

Goodman(1986) WL

가

가

가

Edelsky

Draper(1989)

(skills)

. WL

(authentic materials)

가 (predictable materials),

가

가

가

가

가

가

. 7

가

가

7
, 4 80 120 , 5 90 130 , 6 90 130 3 80 120 30
450
7 , 5 · 6 9 3 · 4
가 5 2 , 6 3 , 5 · 6
가
“ 가 Goodman (1986)
(parallel language processes) 가
EFL
가 가
(1999)
가
, WL (Goodman, 1986). WL
가 , 가 (content
-rich curricula)
, WL
(Edelsky , 1991).
가
가 WL

3. WL

WL
 Dewey , Piaget , Vygotsky
 , Halliday ,
 Weber (, 1993). 가
 Goodman
 .
 .
 ' (, 1998) . 7 “
 , , 가 ”
 , WL
 가 ,
 . Goodman (1986) 가
 가 ,
 (integration) 가 ,
 가 ,
 .
 6
 , , , ,
 (, 2001; , 1996).
 WL CBLI . WL
 . WL

가, , , , 가

WL

WL

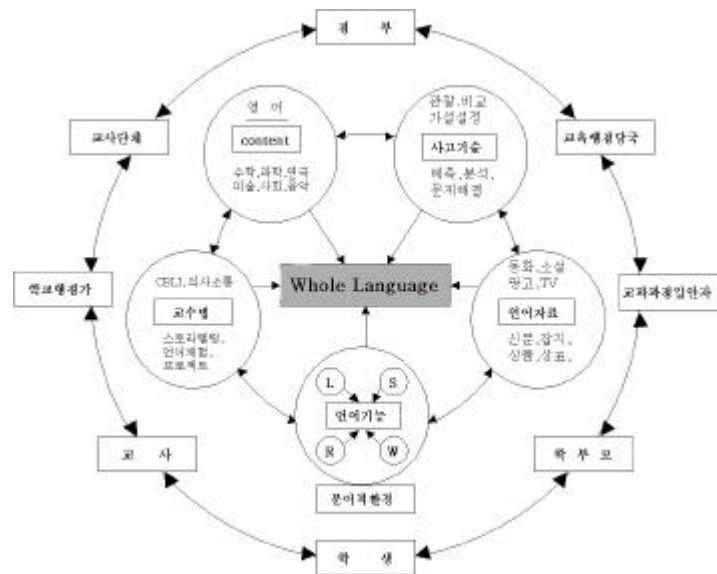
WL

, CBLI

WL

1

1. Whole Language



Goodman(1986)

4.1.

(reding aloud),

(shared book reading experience),

(storytelling)

가 가

가 ,

(,

1994). 가

Big Book,

가

가

가

. Brown Bear, Brown Bear, What Do

You See? (Martin, 1967)

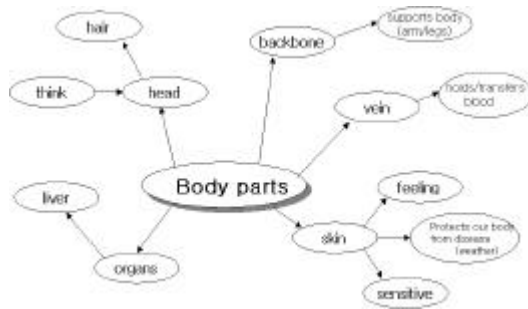
가

가

1994).
 가 , ESL
 가 , EFL
 가 .
 (meaning map activity)가 .
 가 , , .
 Mind Map Webbing Activity
 , 가
 가
 Here Are My Hands(Martin & Archambault, 1985), From Head to
 Toe(Carle, 1997) (body parts)

2

2. Webbing Model for Body Parts (Kim, 2000)



GMA(Group Mapping Activity)

(graphic representation)

가

chart

가

(peer teaching)

. GMA

2

가

, Pop-up Book

(picture jigsaw reading),

, K-W-L

Plus(What I 'Know' already, What I 'Want' to Know, and What I 'Learned')

4.2.

(1998)

가

(5·6)

가

가

가

가

가

(2001)

가

가

가

가

가

가

가

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3

가

3

'Lesson 4. Wash Your hands'

2

4

1

3

1. 'Lesson 4. Wash Your hands ' (, 2001b)

| | | | | |
|---|----|----|--|--|
| 1 | 38 | 39 | · Look and Listen(1) · Listen and Repeat(1) · Let's Play(1) | · CD-ROM · · |
| 2 | 40 | 42 | · Look and Listen(2) · Listen and Repeat(2) · Let's Chant · Let's Play(2) | · CD-ROM · · Wash Your Face · |
| 3 | 43 | 44 | · Look and Speak · Lets Sing · Let's Play(3) | · · · |
| 4 | 45 | 47 | · Let's Role-play · Let's Review | · · |

4 ,
 . 7 .
 , 가
 , 4 .
 . From Head to Toe(Carle, 1997), Clap Your Hands
 (Cauley, 1992)

“From Head to Toe”
 4
 -
 ‘ From Head to Toe ’
 가 ,
 . “I am a penguin and I turn my head. Can you do it? I can do it!”
 ”I turn my head” “Turn your head”
 TPR . head · turn, neck · bend,
 shoulder · raise, hand · clap, hips · wiggle, foot · stomp ,
 ‘ Lesson 7. I can
 Swim ’ TPR
 가 가
 , ,

4.3.

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 CBLI 가 . 가
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 3 · 4 · 5
 16
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 가
 가
 3 3
 (2001a)
 가 ,
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 가
 4 3 1 ‘ 5. ’
 .
 What Will the Weather Be Like Today? (Rogers,
 1989) . 3 5 가 ‘ .
 가 가 ‘ .

7

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 3 1 ' '

5 7

가
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5.

WL

가
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 1
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가
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 가
 가
 Goodman (1986) 가

(1997). 7
 CR, 97-98.
 (2001a). 3-1. :
 (2001b). 3. :
 (2001). 가 :
 (2001). 가 :
 (1998). Foreign
Language Education, 4(1), 5-21.
 (1996).
Studies in English Education, 1(1), 86-100.
 (1994). : ()
 (1998).
 , 12-57.

- . (1993). *가?* : .
- . (1999). (). .
447-475. :
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1. 3

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|-------------------------|------------|---|---|
| | | | |
| 1. Hello, I'm Minsu. | . | <ul style="list-style-type: none"> · I Wish I Could Fly · Goodnight, Moon · Goodnight, Gorilla · People Say Hello · From Head to Toe · I Am Special | Maris (1986) Brown(1975) Rathmann(1994) Barber(1996) Carle(1997) Jordano(1996) |
| 2. What's This? | . | <ul style="list-style-type: none"> · This Is My House | Dorrer(1992) |
| 3. Happy Birthday ! | . | <ul style="list-style-type: none"> · Happy Birthday, Moon | Asch(1982) |
| 4. Wash Your Hands. | . | <ul style="list-style-type: none"> · From Head to Toe · Clap Your Hands · Here Are My Hands | Carle(1997) Cauley (1992) Martin(1985) |
| 5. I Like Apples. | | <ul style="list-style-type: none"> · Today Is Monday · The Very Hungry Caterpillar | Carle(1993) Carle(1984) |
| 6. How Many Cows? | . | <ul style="list-style-type: none"> · How Many? · Henny Penny | Williams (1994a) Zimmermann(1989) |
| 7. I Can Swim. | . 가 / 가 | <ul style="list-style-type: none"> · How Can I Help? · From Head to Toe · You Can't Catch Me · Mom Can Fix Anything | Hood(1996) Carle(1997) Parter(1984) Graves(1994) |
| 8. It's Snowing. | . | <ul style="list-style-type: none"> · Clap Your hands · Henny Penny | Cauley (1992) Zimmermann(1989) |

- 2.
1. : 4. Wash Your Hands
2. : 3
3. : 4
4. : From Head to Toe(Carle, 1997) ,
5. : 1.
- 2.
3. "I am ____ ." "Wash your hands,"
"Can you do it?" "I can do it"
6. : From Head to Toe(Carle, 1987), Big Book,

| | | | |
|--|--|--|----|
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| | <p>1. Greeting and Roll Call</p> <p>2. Introducing vocabulary (, flash card)</p> <p>3. Singing Together T: Let's sing together. First, listen to the song "Head and Shoulders, Knees and Toes".(가) T: Now, let's sing the song one part at a time. Follow my actions. S: () T: Can you sing the song from the beginning to the end? S: Yes, I can.(,)</p> | | 10 |

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|---|-----------------|-----------|
| <p>1. Guessing T: Have you ever been to the zoo? S: Yes. (When did you go there? Who did you go there with?) T: What animals do you like best? S: .(tiger, lion, , etc.) T: Good. Then, look at this picture. What's the name of this animal? S: Bear.(, ,) (,) T: This is a gorilla. What's the animal doing? S: Dancing.(, 가 , .) T: The gorilla is thumping his chest.(가)</p> <p>2. Story-reading T: Now, It's time to read a story. I am a penguin and I turn my head. Can you do it? S: I can do it.(I can do it) *</p> <p>3. Listening to The Tape T: Now, look at your book. Listen, and repeat loudly.</p> <p>4. TPR through Imperative Sentences T: Imagine you are a penguin. Turn your head. Can you do it? You are a giraffe. Bend your neck. Can you do it? S: I can do it.() * TPR .</p> <p>5. Recognizing Animals and Body Parts T: I'll ask you guys to act out some animals' special movements. Minsu, please come over here and act out the animals' movements that I ask you. Are you ready? S: Yes, I am ready. T: Monkey, wave your arms. S: (가) T:()</p> | <p>Big Book</p> | <p>20</p> |
|---|-----------------|-----------|

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|--|---|----------|----|
| | <p>1.Let's play the 'Ko Ko Ko' game. T: Now, we are going to play the 'Ko, Ko, Ko, game'. Listen to the body parts I name, then touch that part of your body. Does it make sense? Now, let's begin. Nose, nose, nose..... mouth! S: (가) T: Nose, nose, nose, nose.....() ear! ()</p> <p>2. Story-reading T: Now, I will read the story again. When I read the question, "Can you do it?" you have to answer aloud, " I can do it." You got it? S: Yes, I got it.</p> | Big book | 10 |
|--|---|----------|----|

3. 3

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|-----|----|---|---|--|---|
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| 3-1 | 5. | . | . | <ul style="list-style-type: none"> · What Will the Weather Be Like? · How 's the Weather? · What's the Weather like Today? | <p>Rogers(1989) Williams(1994b) Williams(1994d)</p> |
| 3-1 | 7. | . | . | <ul style="list-style-type: none"> · Butterfly · What Do Insect Do? · What Is an Insect? · Bugs, Bugs, Bugs! · Where Do Insects Live? | <p>Canizares(1998a) Canizares(1998c) Canizares(1998d) Reid(1998) Canizares(1998e)</p> |
| 3-2 | 2. | . | . | <ul style="list-style-type: none"> · Light · Sun | <p>Berger(1999) Canizares(1998b)</p> |
| 3-2 | 5. | . | . | <ul style="list-style-type: none"> · Papa, Please Get the Moon for me · Let's Take Care of the Earth? | <p>Carle(1986) Williams(1994c)</p> |

- 4.
1. :
2. : 3
3. : ,
- (thinking skills)
4. : 1) : , ,
- 2) : .
5. : ,
6. : , , , , ,
5. : What Will the Weather Be Like?(Rogers, 1989),
Big Book, , , , .

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|--|---|----------|----|
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| | <p>1. Greeting and Roll Call</p> <p>2. Dressing Up (by groups)</p> <p>T: The managers of each group are going to dress up for different weather, such as a rainy day, a sunny day, a snowy day, and so on. You guys can guess the weather by the way they are dressed. Look at the first group. What's the weather like today?</p> <p>S: Rainy day!(7ㅏ , , .)</p> <p>*</p> <p>T: Today we are going to read a story book on weather. Let's look at the cover of the book.</p> <p>What are the people doing?</p> <p>S: Dancing(. singing, playing, .)</p> <p>T: When can you do these activities?</p> <p>S: ,</p> <p>T: OK, let's read the story book.</p> | Big book | 10 |

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|--|--|----------|----|
| | <p>1. Story-reading (,) T: (While reading the story) What's the weather like today? S: (No answer) T: How's the weather today? Is it sunny? Is it rainy? Is it snowy? Is it windy? S: It's sunny! T: You did a good job. It's a perfect day! Does a frog like dry weather? S: No, it doesn't. T: Why not? S: Frogs live in the water and like to swim. T: () Why is the girl holding a pink towel? S: Because the wind is blowing so hard.</p> <p>2. Listening to The Tape T: Now, let's listen to the tape. Listen carefully. () Let's read the book all together. You have to read aloud. S: ()</p> <p>3. Pantomime T: Everybody! Look at me. I will act out a kind of weather. Guess the weather. What's the weather like today? S: It's rainy. T: Then, what am I doing? Is it hot(cold)? S: It's hot. T: Do you like hot weather? S: Yes, I do/No, I don't. T: Why do you like hot weather? S: Because I like swimming. I can swim in summer. T: Good job.</p> <p>4. Singing Let's sing together "What's the weather like today".</p> | Big Book | 20 |
|--|--|----------|----|

| | | | |
|--|---|--|----|
| | <p>5. Measuring the Temperature T: Now we are going to study how to measure the temperature. Look at the thermometer. What's the temperature now? S: 30 . T: We can say it's 30 degrees centigrade. (가 .)</p> | | |
| | <p>1. Describing the Weather and Temperature of Different Countries T: Look at the world map!(가 가) What's the weather like in NY? S: It's snowy. T: Great. Then, what's the temperature in NY? S: The temperature is 50 degrees centigrade. T: No, in America, we would say it's 50 degrees Fahrenheit. 2. Story-reading (.) T: What was the weather like yesterday? S: It was warm. T: What will the weather be like tomorrow? S: It will be cloudy.</p> | | 10 |

(key words): (stories), Whole Language,
(Content-Based Language Instruction)

570-750

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: (063)840- 1362

: whkim@mail.wkhc.ac.kr

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Koreans spend 2.5 hours on smartphone apps every day. South Koreans spend more than two hours using smartphone applications every day on average, a study showed Tuesday, with teenagers being the most app-dependent generation among the age groups surveyed.