English Language & Literature Teaching, Vol. 19, No. 3 Fall 2013

Teaching Academic Writing through Dramas for Korean EFL University Students

Yoo-Jean Lee
(Dankook University)

Lee, Yoo-Jean. (2013). Teaching academic writing through dramas for Korean EFL university students. *English Language & Literature Teaching, 19*(3), 219-246.

This paper investigates the effect of using dramas in teaching academic writing for university-level EFL learners. In order to discover whether or not using dramas as a supportive tool for the ordinary textbook would lead to benefit in writing development, two groups of Korean university students with varying proficiency levels in a basic writing class were compared. The experimental group was taught with the dramas of their interest, whereas the control group was taught only with the two main textbooks. Both groups were taught how to write a good academic essay during one semester. The students' performance on the pre- and post-writing tests and their responses to the survey questionnaire were analyzed. It was found that the experimental group improved different areas of writing ability (i.e. content, organization, vocabulary, grammar, and mechanics) much more than the control group regardless of different proficiency levels. The former group also provided positive comments on the drama-based writing class, and showed high interest and motivation in developing their writing by making many revisions on their essays. It is thus confirmed that using dramas in English writing class would help Korean university students get more interest, become motivated, and consequently improve their overall writing ability.

[EFL learners/dramas/academic writing/writing ability/interest/motivation]

I. INTRODUCTION

In many EFL classrooms, dramas have been used to increase students' motivation and achievement. Dramas were found to be useful especially for young learners to enhance their listening, speaking, grammar, and vocabulary ability, as well as to increase cultural understanding (Kim, H. Y., 2011; Park, J. H., 2009; Yum & Kahng, 2007). Through reading a script, learning new vocabulary and expressions, creating a dialogue, and acting out, students' oral proficiency, pronunciation, listening skills, and script writing ability

교보문고 KYOBO Book Centre

have been proven to be developed (Ha, 2007; Kim, H. Y., 2007; Kim, S. I., 2006; Yoon, 2005). However, in most of the previous studies, dramas were used as a main teaching material for the whole semester (Kim & Sung, 2011; Lee, 2010), and the focus was generally given on teaching listening, vocabulary, grammar, and cultural differences (Ha, 2007; Kim, S. Y., 2007; Lee, 2010), or practicing script writing/translation and role-playing (Jang, 2000; Yoon, 2005). No research has focused on using dramas as a supportive tool for a main textbook in a writing class to develop students' academic writing skills. In order to discover the effect of using dramas in writing, this study aimed at finding answers for the following two research questions:

1. Which strategy is more effective in improving students' academic English writing ability between typical English writing and drama-based English writing? Are there any differences between higher and lower level students?
2. How do the students in the typical English writing class and drama-based English writing class perceive of their classes respectively in developing academic writing ability?

II. LITERATURE REVIEW

As the world has been globalized and as English language, other than various foreign languages, is mainly used as a lingua franca, the importance of English language teaching continues to grow. With advances in science and technology, developing and applying multimedia technology in English language teaching is facilitated (Shyamlee & Phil, 2012). In addition, the shift from a traditional approach to Communicative Language Teaching has affected English language teachers to focus on helping students get more interest and motivation in learning (Park, H. J., 2006; Richards, 2006). And it is found that multimedia is a great tool to stimulate students' motivation and activeness and teaching effect (Park, S. W., 2002; Shyamlee & Phil, 2012). Thus, English language teaching through multimedia is getting popular.

Multimedia involves sound, pictures, films, television, texts, etc. which is used for communication between individuals and among the public (Park, H. J., 2006; Park, J. H., 2009). Especially video materials such as films, sitcoms, talk shows, news, and documentaries have been widely used for English teaching for the last decade since they include meaningful and authentic contents and situations which can stimulate students' curiosity and empathy (Kim, H. J., 2002; Park, J. H., 2009; Ryu, 2009; Seo, 2003). Stempleski and Tomalin (1990) state that video materials can help students reduce anxiety, get motivated, learn authentic language, understand given context easily, increase cultural understanding, and learn differently depending on their proficiency levels. Among various

교보문고 KYOBO Book Centre

kinds of video materials, the researcher would call particularly films and sitcoms as '*dramas*' throughout this paper which include story and authentic language and context. Also, the emphasis of the study will be given to the use of dramas and its effect in EFL writing classroom.

A number of research studies have examined the advantages of dramas in developing different language skills. Mainly, the focus was given on how using dramas or drama activities could improve students' listening and speaking ability, but not reading and writing ability. In the majority of the research, drama activities such as improvisation, role-playing, and storytelling were implemented to motivate students, reduce their anxiety, and consequently improve their oral proficiency (Bang, 2003; Fuentes, 2010; Galante, 2012; Khanji, 1987; Salah, 1984). Or, in some research, only good teaching tips and ideas were introduced without conducting an experimental study (Rarick, 2008; Zyoud, 2010). Other research used dramas as a listening material for promoting students' motivation, self-confidence, interest, pronunciation, and listening comprehension as well as for helping them understand nonverbal features and foreign culture (Ha, 2007; Kim, H. Y., 2011; Kim, S. I., 2006; Kim, S. Y., 2007; Yoon, 2005). The target students of the above research were mostly young children or secondary school students.

In comparison, research studies which investigated the effect of using dramas for developing students' reading and writing ability focused on teaching vocabulary, grammar, simple controlled and guided writing, and cultural differences. The participants of these studies were generally high school or university-level learners. In Jang's (2000) study, university students at lower proficiency level were recruited, and dramas were used in the class to help them develop their writing ability. After watching a couple of movies, students were asked to memorize a script, translate it into Korean, and translate the given descriptions of a scene from Korean to English. Important vocabulary and grammar were taught with the scripts. Students gave a positive response to the use of dramas in the class. However, rather than providing explicit writing instructions, only simple translation practice was given to them. Also, since the pre- and post-tests included only translation questions, students' academic writing ability could not be tested. In addition, the pre- and post-tests questions were not identical, and thus students' performance on these two tests might not be comparable. Moreover, only lower level students were taken into account, and there was no control group who could be compared with the experimental group.

In C. Park' (2009) study, one movie, '*As good as it gets*,' was selected in Movie English class, and its different scenes were used not only to teach important vocabulary and expressions, but also to enhance cultural understanding of university students at varying proficiency levels. Data were collected during two years from different semester students. The main class activity was filling in the blanks with correct words or phrases after watching various scenes of the movie. Also, important expressions and unfamiliar cultural

교보문고 KYOBO Book Centre

scenes were expounded by the instructors. Much improvement was found from the mid-term to the final exam. Yet, the two exam questions were not identical, and thus the results might not be comparable. In addition, the exams mostly consisted of multiple choice and fill-in-the-blank questions which were provided to simply test students' translation and vocabulary ability. Even though vocabulary as well as cultural differences was taught in the class, how well students understood other cultures were not examined at all. Since less improvement was found by underachieving students compared to advanced students, the researcher had an interview with one of the underachievers in order to understand what factors facilitated or hindered teaching English through movies. Learners' needs, interest, and motivation, teacher's passion, etc. were found to work positively for teaching. However, it would be hard to generalize only one student's interview response to the entire underachievers in the study.

Like C. Park's (2009) study, Kim and Sung's (2011) study was also carried out in Movie English class, and only one drama, '*Friends*,' was selected as a main class material. The class largely depended on the instructors' explanations of the main events, characters, key vocabulary and grammatical features, and cultural elements from the drama. Often times, memorizing a script, role-playing a scene, and writing down the key points of the class were asked to students, but no assessments were undertaken to evaluate their vocabulary, grammar, or cultural understanding ability. Instead of observing students' improvement in terms of their language proficiency, their perception changes of using the drama regarding the teaching approaches and learning experiences were investigated. The pre- and post-survey and interview results showed that students became slightly positive about the effectiveness of using the drama to better understand cultural behavior and mindset. Kim and Sung pointed out that the explanation-oriented instructions without any forms of assessment and involvement of students were the crucial factors which drew less positive response from students. It was thus found that not only the use of dramas but also instructors' teaching approach would be very important to maximize the effect of using dramas as a cultural learning source.

Finally, J. H. Park (2009) provided some ideas of teaching writing and American culture (e.g. gesture, facial expressions, life styles, etc.) with dramas for high school students although he did not conduct an experimental study. Rather than showing the whole movies or sitcoms, he suggested to edit them into short versions or use only several scenes of them. As a useful activity, he, for example, presented an idea of asking students to write down their own difficulties or concerns after watching a 10-minute movie which included a story of a teenager's worries and problems. Another suggested activity was writing a short letter to a friend to let him/her understand different meanings of gestures in different cultures after watching the sitcom '*Friends*.' Even though J. H. Park highlighted that free writing

교보문고 KYOBO Book Centre

tasks rather than controlled or guided writing tasks should be given, he did not provide specific guidelines of how writing should be taught and evaluated.

In sum, the previous research generally had the following critical limitations: 1) The efficiency of using dramas for teaching listening and speaking skills was rarely confirmed by adult learners with different proficiency levels; 2) Even though university-level students were taken into account for the research which was conducted to improve reading and writing skills and/or cultural understanding, neither explicit instructions on academic reading or writing were given nor appropriate forms of assessments were provided; 3) Either how students at varying proficiency levels would show difference or how non-drama teaching group would show difference compared with drama teaching group was not examined; and finally 4) The research context was mostly Movie English class, but not general English class designed for teaching specific language skills, and thus dramas were used as a major teaching material instead of a supportive material for a main textbook.
The present study will thus investigate how EFL university students of varying proficiency levels would improve their academic writing ability with dramas by using them as a supportive tool throughout the semester in a basic writing class.

III. METHODOLOGY

1. Participants

Fifty EFL university students (18 male and 32 female students) between the ages of 19 and 23 in a basic writing class at one of the universities in Korea were recruited for the study. They were divided into two class sections of 25 students each, but were taught by the same instructor. One class was an experimental group, and the other was a control group. All were freshmen who had never experienced learning English essay writing. Also, their majors were varied including Chinese, Russian, English, Education, Business, Tourism Management, Trade and Distribution, and Engineering.

2. Data Collection Procedures

1) Background Information Questionnaire

In the first week of the semester, a background information questionnaire which includes questions of the students' gender, age, major, writing experience, and movies/sitcoms of interest was provided in order to understand their personal background and to select their favorite dramas for teaching.

교보문고 KYOBO Book Centre

2) Pre-test and Post-test

Both class section students were given the identical writing task for the pre- and post-tests in order to examine their initial writing levels at the beginning of the semester and to observe their changes in writing ability throughout the semester. They were asked to write about two important qualities of a good friend and to provide appropriate reasons and examples to support their opinion. The use of dictionary was not allowed. The instructor of the class used an analytic rubric which had five categories (i.e. content, organization, vocabulary, grammar, and mechanics) for the assessment (Appendix A). The highest points that the students could earn were 25, and the lowest points were 0. Based on the pre-test result which was given in the first week of the semester, both class section students' writing ability was found to be similar, and no statistically significant difference was observed between the two class sections' pre-test scores ($t=1.23$, $p=.822$). Each class section was then divided into higher (13 in one class section and 11 in the other) and lower (12 in one class section and 14 in the other) proficiency level groups, and the pre-test scores between the two higher level groups ($t=1.70$, $p=.491$) and between the two lower level groups ($t=-.76$, $p=.453$) were respectively similar and statistically not significant. At the end of the semester, a post-test was given to discover if any improvement was found in the students' writing ability compared to that of the initial stage.

3) Typical English Writing Class and Drama-Based English Writing Class Instructions

During a 15-week semester, the students in the two class sections were taught how to write a good academic essay. More specifically, they were taught how to write a thesis, and topic and supporting sentences, how to organize introduction, body, and conclusion paragraphs, how to keep unity and coherence in writing, and how to use proper academic paper format (e.g. font type and size, margin, line space, indentation, punctuation, etc.). As the two main textbooks, '*Effective academic writing 3: The short essay*' and '*Ready to write 2: Perfecting paragraphs*' were used. The students were supposed to write two types of essays during the semester: a narrative and an opinion essay. Once they brought the first draft of each type essay, they were asked to share it with their group members. They were given a week more and allowed to make revisions by taking into account others' comments and suggestions. Then the instructor gave feedback on the first draft and asked the students to revise it at least one time. Here, indirect feedbacks were provided in order to let the students diagnose and correct mistakes by themselves (Bitchener, Young, & Cameron, 2005). Common mistakes found in the students' first draft were pointed out and, how to correct them were explicitly explained with examples. The students' individual questions regarding the draft were always answered by the instructor. The contents of the class for

교보문고 KYOBO Book Centre

both the experimental group (i.e. drama-based class) and the control group (i.e. typical class) were the same. However, the former group was taught with dramas that the students were interested in (i.e. '*Sex and the city*,' '*Cast away*,' '*Confessions of a shopaholic*,' and '*How I met your mother*') as a supportive resource for the textbooks, whereas the latter was taught in a traditional way by using only the textbooks. The typical class heavily depended on the instructor's explanations and the students' repetitive practice of writing. All writing exercises were done based on the activities included only in the textbooks. On the other hand, in the drama-based class, the instructor showed the students how to develop their writing rather than simply providing explanations. Accordingly, she did not cover all the activities in the textbooks, but used additional materials and activities with dramas. The instructional procedures of the drama-based class are presented in more detail in Table 1.

TABLE 1

Instructional Procedures of the Drama-Based Class

	Drama-Based Class (Experimental Group)
Narrative essay writing	<First Class Period> 1. By using several scenes of the drama, '*Sex and the city*,' how to make a story, how to use appropriate conjunctions to connect sentences, and consequently how to write a narrative essay with a good thesis, topic sentences, and supporting details were taught. 2. Background and main characters of the drama was first explained. After watching one scene, the students were asked to talk about what the main characters were talking about. With a script which included a couple of blanks (Appendix B), the students were asked to fill in those blanks with appropriate words and expressions. The words and expressions were explained and taught by asking the students to practice using them in their own sentences. 3. The students were asked to think about what would have happened next after the scene they had watched. To connect each sentence with appropriate conjunctions, different kinds of conjunctions were introduced as a chart (Appendix C), and practice questions of choosing correct conjunctions in a paragraph were provided. 4. As a group of five, the students were asked make a story and write it down in several sentences. In order to make all the students participate in the activity, each student was asked to create at least one sentence. For connecting sentences, the students were asked to refer to the conjunction chart, and choose proper conjunctions from it. 5. The very last scene of the drama was shown to let the students compare their own story with the real story. <Second Class Period> 1. Based on the story the students had created, they were asked to complete writing a narrative essay by adding introduction and conclusion paragraphs as well as writing a thesis. Before this activity, enough practice of how to write a narrative essay thesis and how to organize each paragraph was done with the textbooks. <Third Class Period> 1. For the reviewing activities, the students were: 1) given a picture strip (Appendix D) and asked to make an interesting story by using appropriate conjunctions, and also

교보문고 KYOBO Book Centre

2) given different pictures of several scenes of the movie '*Cast Away*' as a group, and asked to decide the order of the scenes and give a presentation to introduce their own story to the whole class.
2. The actual story was presented by showing several scenes of the movie, and the students were able to compare it with their own story.
3. As the first assignment, the students were asked to write a narrative essay (The given topic was '*First love.*').

<Fourth Class Period>
1. A sample first draft of a narrative essay written by the previous semester student was provided. Within a group, the students were asked to discuss good or bad things about the first draft. Then the second draft of the student was given, and each group discussed what things were improved and what things should be revised more. The whole class discussion was done with the instructor. At the end, the final version of the student's essay was provided.
2. The students were asked to share their narrative essays with others in the group. They gave some comments and ideas to one another. At the end of the class, they were asked to see if any improvements could be made on their first draft, and bring it a week after with some revisions.

Opinion essay writing

<First Class Period>
1. By using several scenes of the drams, '*Confessions of a shopaholic*' and '*How I met your mother*,' how to take a position, how to give clear reasons and examples to support the position, how to convince other people, and how to write an opinion essay were taught.
2. Background and main characters of each drama were explained before showing the scenes. After learning key vocabulary and expressions with the given scripts, the students were asked which one they preferred between going for a shopping and watching sports when they wanted to reduce stress.
3. As a group, they were supposed to take one position. Then they were asked to write out some reasons and examples which could support their position.
4. One group had a debate with another. They had to refute with each other by providing more convincing reasons and examples. When one group failed to defend themselves against another, the latter continued a debate with the other group. Finally, the winner group was given some rewards.

<Second Class Period>
1. With the textbooks, explicit instructions on how to write a good opinion essay by including a proper thesis statement, convincing reasons, and clear examples were provided.

<Third Class Period>
1. Two previous semester students' sample opinion essays were provided to each group (The given writing prompt for an opinion essay was as follows: 'Do you prefer going for a shopping or watching sports to reduce stress? Why? Use specific reasons and details to support your answer.). One student preferred going for a shopping, whereas the other preferred watching sports. Both of their essays were the first draft and had many things to be revised. Within a group, the students were asked to read the given essays, find out some good or bad things, and give suggestions.
2. As a second assignment, the students were asked to write about two good shopping places in Korea that they would like to recommend for a foreign friend who would be visiting Korea, and provide some reasons with supporting examples. In order to help them understand that many foreigners are visiting Korea and learning Korean language these days, one of the scenes of the movie, '*Yes man*' (In the scene, the main character is eager to learn Korean since he was

교보문고 KYOBO Book Centre

very much interested in Korea.) and a short video clip found in the YouTube (In the video clip, an American woman showed and explained interesting and surprising things of learning Korean and living in Korea as well as her enthusiasm of meeting Korean people.) were shown before giving an assignment. Discussions were made on the students' thoughts and experiences of meeting foreigners who visited Korea.

<Fourth class period>

1. The students brought their first draft of an opinion essay and shared it with their group members. Some comments were given to one another. Any queries they had were discussed and answered in the class.
2. They were given a week more to think about if more things should be revised more on the first draft.

---

4) Survey Questionnaire

At the end of the semester, a survey which included open-ended questions was provided to the students. They were asked to write about how they perceived of the English writing class and what things were helpful or not in developing specific areas of their writing ability.

3. Data Analysis

In order to answer the first research question, the higher and lower level students' pre- and post-writing tests in the experimental and control groups were analyzed by using T-tests with the SPSS to see if any differences were found between the two groups of higher and lower proficiency levels in developing different areas of their writing ability. The students' pre- and post-writing tests samples are also presented and compared. For the second research question, the students' answers to the survey questionnaire were analyzed according to the different groups and different proficiency levels. Their answers were written in Korean, and the researcher translated them into English. All of the students' real names were not revealed and were replaced with pseudonyms in order to protect their identity.

Ⅳ. RESULTS AND DISUCSSIONS

1. Writing Ability Changes of the Students in the Typical English Writing Class and Drama-Based English Writing Class at Higher and Lower Proficiency Levels

교보문고 KYOBO Book Centre

When comparing the 50 students' pre- and post-writing tests scores, they showed statistically significant improvement in all of the five areas of writing as shown in Table 2.

TABLE 2

Pre-test and Post-Test Results for Five Areas of Reading and Writing

	N	M	SD	t	p
Org (Pre)	50	.98	.68	-19.15	.000**
Org (Post)	50	3.44	1.25		
Content (Pre)	50	.92	.63	-19.94	.000**
Content (Post)	50	3.42	1.23		
Vocab (Pre)	50	1.14	.50	-15.21	.000**
Vocab (Post)	50	3.38	1.18		
Grammar (Pre)	50	1.16	.55	-16.33	.000**
Grammar (Post)	50	3.26	1.12		
Mecha (Pre)	50	1.32	.59	-18.78	.000**
Mecha (Post)	50	3.72	1.18		
Total (Pre)	50	5.52	2.47	-20.14	.000**
Total (Post)	50	17.22	5.71		

* $p<.05$, ** $p<.01$

Note. The highest score for each area of writing was 5 points, and the lowest score was 0 point. The highest total score for the five areas of writing was 25, and the lowest total score was 0 point.

The total mean score for the pre-test was only 5.52 points out of 25 which seemed to be very low. However, on the post-test, the students' mean score had increased to 17.22 points. This indicates that the students' overall writing ability had improved during the semester. Also, in each area of writing, the students showed similar amount of improvement by earning more than 2 points. When comparing the typical class and the drama-based class students, some differences were found regarding their writing improvement as shown in Table 3.

교보문고 KYOBO Book Centre

TABLE 3

Comparison of the Pre- and Post-Tests Results between Control and Experimental Groups

	Group	N	M	SD	t	p
Org (Pre)	Control	25	.92	.64	-.62	.541
	Experimental	25	1.04	.74		
Org (Post)	Control	25	3.08	1.19	-2.11	.040*
	Experimental	25	3.80	1.22		
Content (Pre)	Control	25	.84	.55	-.89	.378
	Experimental	25	1.00	.71		
Content (Post)	Control	25	3.12	1.17	-1.76	.085
	Experimental	25	3.72	1.24		
Vocab (Pre)	Control	25	1.16	.55	.28	.779
	Experimental	25	1.12	.44		
Vocab (Post)	Control	25	2.92	1.26	-2.98	.005**
	Experimental	25	3.84	.90		
Grammar (Pre)	Control	25	1.16	.62	.00	1.00
	Experimental	25	1.16	.47		
Grammar (Post)	Control	25	2.88	1.20	-2.52	.015*
	Experimental	25	3.64	.91		
Mecha (Pre)	Control	25	1.36	.64	.48	.635
	Experimental	25	1.28	.54		
Mecha (Post)	Control	25	3.20	1.22	-3.45	.001**
	Experimental	25	4.24	.88		
Total (Pre)	Control	25	5.44	2.57	-.23	.822
	Experimental	25	5.60	2.43		
Total (Post)	Control	25	15.20	5.87	-2.65	.011*
	Experimental	25	19.24	4.87		

* $p<.05$, ** $p<.01$

교보문고 KYOBO Book Centre

The students in the two classes did not show statistically significant differences in the five areas of writing on the pre-test indicating that their writing proficiency level was similar at the beginning of the semester. Yet, on the post-test, they showed much difference except in 'content' area. Even though the two classes respectively showed statistically significant improvement from the pre- to the post-test in all of the areas of writing as shown in Table 4, the drama-based class earned much higher scores in most of the areas on the post-test.

TABLE 4

T-test for the Pre-test and Post-test Mean Difference for Control and Experimental Groups

Test	Group	Writing Areas	t	df	p
Post-test – Pre-test	Control	Org	-13.50	24	.000**
		Content	-14.40	24	.000**
		Vocab	-8.7	24	.000**
		Grammar	-9.19	24	.000**
		Mecha	-11.50	24	.000**
		Total	-12.26	24	.000**
Post-test – Pre-test	Experimental	Org	-14.91	24	.000**
		Content	-14.53	24	.000**
		Vocab	-17.18	24	.000**
		Grammar	-17.36	24	.000**
		Mecha	-24.22	24	.000**
		Total	-20.81	24	.000**

* p<.05, **p <.01

Particularly in 'vocab,' 'grammar,' and 'mechanics' areas, the drama-based class students' scores were greatly higher than the scores that the typical class students gained.

When considering the higher and lower proficiency levels, the students in each level respectively improved their overall writing ability as shown in Table 5.

교보문고 KYOBO Book Centre

TABLE 5

T-test for the Pre-test and Post-test Mean Difference for the Higher and Lower Level Groups

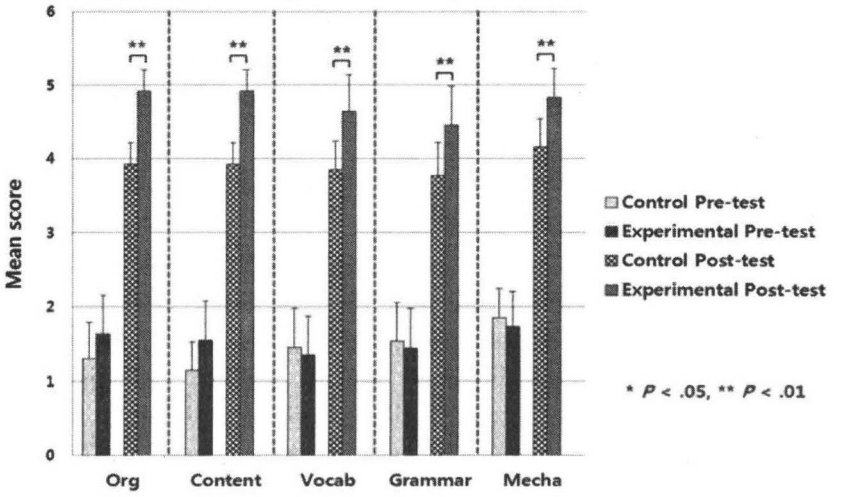
Test	Level	Writing Areas	t	df	p
Post-test – Pre-test	Higher	Org	-21.85	23	.000**
		Content	-27.09	23	.000**
		Vocab	-16.41	23	.000**
		Grammar	-17.65	23	.000**
		Mecha	-23.14	23	.000**
		Total	-25.38	23	.000**
Post-test – Pre-test	Lower	Org	-11.35	25	.000**
		Content	-12.02	25	.000**
		Vocab	-9.18	25	.000**
		Grammar	-9.97	25	.000**
		Mecha	-10.13	25	.000**
		Total	-12.00	25	.000**

* p<.05, ** p<.01

In all of the five areas of writing, the higher and lower level students respectively showed statistically significant improvement. Within the higher level, the drama-based class students' scores gained in the five writing areas on the post-test were statistically much higher than the typical class students' scores as shown in Figure 1.

FIGURE 1

A Chart for the Two Higher Level Groups' Pre-test and Post-test Results



교보문고 KYOBO Book Centre

This indicates that using dramas in the writing class largely affected the higher level students to develop overall writing ability. In order to compare similarities and differences between the typical class and drama-based class students at higher level, two students' sample essays on the pre- and post-tests are presented. The below is what Seo Eun in the typical class wrote on the pre- and post-tests [From now on, any grammatical mistakes made by the students will be underlined, and any mechanical mistakes will be marked with small circle(s). Corrections will be made in parentheses.]:

(Pre-test)

I ***think, (think)*** *the things make a good friend are understanding and supporting.* ***each (Each)*** *person* ***have (has)*** *a good or bad side.*
But a good friend ***accept (accepts)*** *their friend's good and bad things. Appearance, economic situation, smartness are not important. He cares personality more* ***important (importantly).*** ***and (And)*** *he* ***understand (understands)*** *and* ***care (cares)*** *his friend who has good personality. Second, a good friend supports his friend if he really* ***care (cares)*** *about him. If his friend did something good, a good friend will say* ***(y,)*** *"I'm proud of you,". (.")* *If his friend didn't do something well, a good friend will say* ***(say,)*** *"That's all right. You can do better next time. Don't worry!". (!")* *Understanding and supporting are important things of a good friend.*

(Post-test)

I think understanding and supporting are the two important qualities of a good friend.

First, a friend who always ***understand (understands)*** *and* ***stay (stays)*** *with me when I am lonely or going through hard time is a good friend. When other people misunderstood and blamed me, my* ***friend Yoon Young (friend, Yoon Young,)*** *was the only one who trusted and understood me. Second, I think a person who supports me is a good friend. When I became a university student, my* ***friend Yoon Young (friend, Yoon Young,)*** *was proud of me.* ***Also (Also,)*** *she said everything* ***will (would)*** *be all right when I didn't do well on the test.*

Therefore, like Yoon Young, understanding and supporting are very important qualities to be a good friend.

On the pre-test, Seo Eun gained 2 points for each of the five areas of writing, and thus her total score was 10 points. She made many grammatical and mechanical mistakes. She also did not seem to know how to divide a paragraph. She used very simple and short sentences rather than using relative pronouns or main and supporting clauses. To connect sentences, she simply used conjunctions '*and*' and '*but*.' However, on the post-test, even though she did not include introduction and conclusion paragraphs, she seemed to realize

교보문고 KYOBO Book Centre

that dividing an essay into three paragraphs would be very common. Also, she used ordinal numbers '*first*' and '*second*' to explain about the reasons why she thought '*understanding*' and '*supporting*' were important for a good friend one by one. She provided examples of what her good friend, Yoon Young, did for her to support her opinion even though those examples were not very detailed and convincing enough. Additionally, she tended to write longer and complicated sentences by using '*who*,' '*when*,' and '*if*.' Her use of vocabulary and conjunctions seemed to be a little diversified (e.g. 'going through hard time,' '*didn't do well on the test*,' '*also*,' and '*therefore*'). Still, she often did not pay attention to subject-verb agreement or proper tense, and punctuation marks. Her score on the post-test had increased to 20 points by gaining 4 points in each area of writing.

In comparison, Jisu in the drama-based class wrote as follows on the pre- and post-tests (Inappropriate uses of vocabulary and expressions are double underlined. More appropriate vocabulary and expressions are written in parentheses.):

(Pre-test)

There are two qualities that a good friend needs to have. I think that a good friend is always ***good, not (good, but not) just a special day (just on a special day). sometimes (Sometimes)*** *I can find some friends who only connect* ***(contact)*** *me on a special day like my birthday or the First day of the year* ***(New Year's Day). but (But)*** *good friends* ***doesn't (don't)*** *do like that. They connect* ***(contact)*** *me and* ***cares (care)*** *me very often.*

Second (Second,) *good friends tell me not just good* ***things but (things, but)*** *tell me bad things like what I have to fix* ***(improve)****. They advice me how to fix* ***(make up for)*** *something bad.* ***so (So)*** *I think friends that always care me and advice me are really good friends.*

(Post-test)

There can be many opinions about the topic: two important qualities of a good friend.

Some might think that similarities between the friend and oneself would be important. Or, others might think money is the most important. Yet, ***in my opinion (in my opinion,)*** *the following two qualities are important: giving advice and making me happy.*

First, I think that a friend who says like "You are always right." or "You have no problem." is not a good friend. Giving advice to each other can make two people keep deep and long relationship.

Second, my close friends always make me happy. When I am angry or sad, they make me smile. Also, when they have good news, they always share ***them (it)*** *with me.*

In short, people might have different opinions about important qualities of a good friend, but ***for me (for me,)*** *I would say giving advice and making me smile and happy are the two important qualities that a good friend needs to have.*

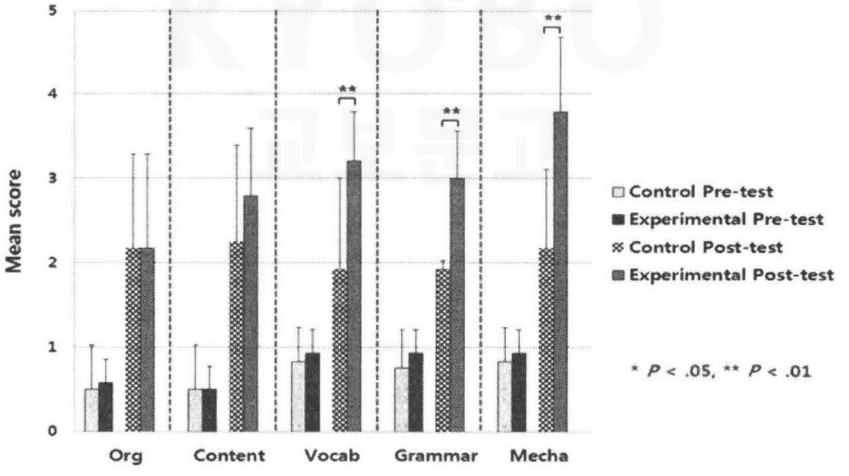
교보문고 KYOBO Book Centre

Like Seo Eun, Jisu gained 2 points for each area, and the total score was 10 points on the pre-test. In addition to making grammatical and mechanical mistakes, she tended to use inappropriate vocabulary and expressions. She also failed to divide a paragraph appropriately, and no introduction and conclusion paragraphs were written. She only wrote one concluding sentence at the end of the essay. Moreover, except '*but*,' '*so*,' and '*second*,' no other conjunctions were used. On the post-test, however, she had greatly improved her overall writing ability by gaining 25 points which was the highest score. The big difference between Seo Eun and Jisu was that Jisu included a quite well-formed introduction and conclusion in her writing. She also started with a nice opening statement, and the well-written thesis statement was properly placed at the end of the introduction. Her grammatical and mechanical mistakes had greatly reduced, and no awkward use of vocabulary and expressions was found. Although Seo Eun in the typical class showed improvement, Jisu in the drama-based class showed much more improvement in all areas of writing.

Whereas the higher level students in the drama-based class obtained much higher scores in all writing areas than those in the typical class, the lower level students showed a little difference. The typical class and drama-based class revealed statistically significant differences only in 'vocab,' 'grammar,' and 'mechanics' areas on the post-test, but not in 'content' and 'organization' areas as shown in Figure 2.

FIGURE 2

A Chart for the Two Lower Level Groups' Pre-test and Post-test Results



The lower level students all showed statistically significant improvement from the pre- to the post-test regardless of different types of classes as shown in Table 5. However, those who were taught with dramas developed their ability of vocabulary, grammar, and mechanics much more than that of content and organization compared to those who were in the typical class. Two lower level students' writing samples which are presented below

교보문고 KYOBO Book Centre

will possibly explain the reasons why the drama-based class showed more improvement particularly in the three areas of writing. First, Young Min who was in the typical class wrote as follows on the pre- and post-tests:

(Pre-test)
my (My) ***best friend (best friend's)*** *qualification is mind and* ***think (thinking/thought).***
mind (Mind) *is very* ***important (important to)*** *me.*
I hope my best friend ***having (has)*** *kind and* ***activity (active)*** ***mind.***
because (mind because) *I am very out-minded* ***(outgoing)*** *person.* ***so (So)*** *my friend should* ***reacts (react)*** *to my* ***acting (action)*** *or talking.*
and (And) *my friend should have sound* ***thinking.***
because (thinking because) *I want to be a good listener and speaker.*
so (So) *my friend should have sound* ***thinking too (thinking, too).***

(Post-test)
I think two things are important for a good ***friend (friend.)***
First, a good friend must have good mind. ***Sometimes, (Sometimes)*** *I complain about other friends or make my best friend* ***annoying (annoyed).*** *I need a friend who* ***take(takes)*** *care of my* ***complain (complaint/grumble).***
Second, a good friend ***have (has)*** *to listen carefully. When* ***Im (I'm)*** *very* ***annoying (annoyed)*** *or when I have good feeling, I used to talk about my feeling with my best friend.*
I hope my friend ***having (have)*** *these qualities.*

Young Min obtained 1 point for each of the five areas on the pre-test, and thus his total score was only 5 points. He did not seem to know how to divide a paragraph and how to write a concluding statement. Also, the reasons he provided to support his opinion were too weak or illogical. A lot of grammatical and mechanical mistakes were found, and inappropriate vocabulary was used. On the post-test, however, he tried to write down a short introductory and concluding sentence even though he failed to produce introduction and conclusion paragraphs. Two important qualities of a good friend were provided with examples, and indentation was correctly done. Still, many grammatical mistakes were found even though her mechanical mistakes had become less frequent. Besides, the use of vocabulary was often found to be slightly awkward. His scores for 'content,' 'organization,' and 'mechanics' areas on the post-test had increased to 3 points, respectively. Yet, he gained only 2 points for 'vocab' and 'grammar' areas. Thus, his total score for the post-test was 13 points.

교보문고 KYOBO Book Centre

Similar to Young Min, Sung Hoon received 1 point for each area of writing on the pre-test. He wrote as follows on the pre- and post-tests:

(Pre-test)

Important ***(The important)*** *qualities of a good friend are* ***listen*** ***(listening)*** *carefully about my story and* ***give*** ***(giving)*** *some* ***advices*** ***(advice)***. *My best friend is my high school* ***friend*** ***(friend.)*** ***he*** ***(He)*** *always* ***help*** ***(helps)*** *me when I need* ***something*** ***(something,)*** *and* ***everytime*** ***(every time)*** ***every day*** ***(every time and everyday)*** ***smiles*** ***(he smiles)*** *to me. He* ***listen*** ***(listens)*** *to me when I want to talk.* ***and*** ***(And)*** *when I have worries and difficulties, he* ***give*** ***(gives)*** *me advice.* ***so*** ***(So)*** *I think he is my precious and best friend.*

(Post-test)

I ***think,*** ***(think)*** *two important qualities of a good friend are being optimistic and outgoing.*

First, a good friend should be ***optimustic*** ***(optimistic)***. *For example, because I am not very optimistic, I feel sad very often. My best friend is Hyun Su. He always helps me and* ***give*** ***(gives)*** *advice when I am negative about something.* ***so*** ***(So)*** *I like him very much.*

Second, a good friend should be outgoing. Because I am a very shy girl, I don't talk a lot. My best friend, Hyun Su, is active and humorous. He talks a lot and ***make*** ***(makes)*** *me smile.*

So being optimistic and outgoing like Hyun Su ***is*** ***(are)*** *very important as a good friend.*

Sung Hoon simply described how nice his best friend was rather than explaining about what qualities would be important for a good friend and why. Like Young Min, he did not include introduction and conclusion paragraph. He neither divided a paragraph nor made an indentation. Many of the punctuation and spelling mistakes as well as grammatical mistakes were found. However, on the post-test, he showed great improvement. Even though there were no introduction and conclusion paragraphs, his ideas were introduced in a logical sequence with appropriate examples. Accordingly, he gained 3 points for 'content' and 'organization' areas like Young Min did. Yet, particularly in 'vocab,' 'grammar,' and 'mechanics' areas, Sung Hoon showed much more improvement than Young Min by receiving 4 points for each. His grammatical and mechanical mistakes had greatly decreased. In addition, his vocabulary ability had improved much. He used such vocabulary as '*optimistic*,' '*negative*,' '*outgoing*,' and '*humorous*' which were much more complicated words compared to the ones he used on the pre-test.

The lower proficiency level students in both typical and drama-based classes might have tried hard to improve their overall writing ability. However, since their vocabulary knowledge as well as grammar and mechanics knowledge was relatively limited compared

교보문고 KYOBO Book Centre

to the higher level students, they might have felt more difficulties in using appropriate vocabulary and producing grammatically and mechanically correct sentences. They thus might have paid more attention to vocabulary, grammar, and mechanics than content and organization when writing an essay. As found in Hosenfeld's (1997) and Zhang's (2001) studies, though they were reading oriented studies, advanced level students tended to focus on larger units (e.g. text content and organization) by reading a text in broad phrases and avoiding word-by-word reading. In contrast, unsuccessful students tended to focus on smaller units (e.g. vocabulary and grammar) by reading a text in short phrases, deliberating over less important words, and considering vocabulary as a basic unit of understanding a whole written text. Similarly, the lower proficiency level students in this study may have focused more on smaller units. Nevertheless, among the lower level students, those who were in the typical class may be less successful in developing their vocabulary, grammar, and mechanics ability since those in the drama-based class were much more motivated and interested in learning. As the ordinary level young learners in Yoon's (2005) and S. I. Kim's (2006) studies improved particularly their vocabulary ability and pronunciation as they got more confidence, motivation, and interest with drama-based learning, the lower level students who were taught with dramas in the current study might have greatly improved their ability of using appropriate vocabulary. Moreover, in Bengtsson's (2008) study, some of the average or lower level students who were taught with dramas reported that the class was very encouraging and helped them find grammatically wrong language use in sentences and remember the meanings and uses of new words better. Being exposed to real language by watching various scenes of the dramas, studying the given scripts, and learning appropriate use of new words and expressions might have stimulated the lower level students in the drama-based class to pay more attention to grammar and vocabulary. Also, rather than being simply told the meanings of new words and expressions while studying with the scripts, they were asked to create their own sentences by appropriately using those words and expressions. They were studying with the dramas that they were interested in, and thus they might have been much more motivated and successful to learn new vocabulary and use it in their own sentences.

In short, the 50 students in the study showed statistically significant improvement in their writing ability during the semester. Yet, the drama-based class students showed greater improvement. Interestingly, the lower level students in the drama-based class showed more improvement than those in the typical class only in the three areas of writing— vocabulary, grammar, and mechanics—since they tended to focus more on smaller units and had higher motivation to develop those three areas of writing ability.

교보문고 KYOBO Book Centre

2. The Students' Perceptions of the Typical Writing Class and Drama-Based Writing Class

At the end of the semester, the students' responses to a survey questionnaire were gathered, and some of their positive and negative comments on the writing class they took were presented in Table 6. All of their comments were translated into English by the researcher. Positive statements are underlined, and negative statements are double underlined.

Some of the similarities and differences were found among different groups. The students in the four groups generally had positive opinions about the writing class in that it helped them improve their writing skills.

However, when comparing the two higher level groups, the drama-based class students showed much more interest in learning. Ki-Sung and Ji-Eun in the typical class admitted the fact that the class required them to work on many writing exercises presented in the textbooks. Especially Ji-Eun had a specific goal of learning writing (i.e. writing a good TOEFL essay), and thus she worked very hard to improve her writing ability. Yet, both Ki-Sung and Ji-Eun mentioned that their motivation had decreased due to repetitive textbook

TABLE 6

The Students' Positive and Negative Comments on the Writing Class

	Typical Class	Drama-Based Class
Higher Level	1. Ki-Sung: "*Since it was my first time to write more than 2-3 sentences in English, I was very worried about taking this writing class. But, through many kinds of writing exercises in the textbooks,* ***I was able to divide paragraphs, write a thesis and topic sentences even though I am still not very good at writing a good thesis****. Because I wanted to practice writing a lot, I liked the activities in the textbooks. But,* ***actually so many repetitive exercises were often somewhat boring***." 2. Ji-Eun: "*I've been preparing for the TOEFL, and* ***writing an opinion essay in the class helped me write a better TOEFL essay****. Listening to the teacher's lecture and working on the textbook tasks were quite helpful.* ***But, I wanted to know more if my sentences would sound natural to native speakers of English ...***"	1. Ye-Rim: "*Until taking this class, I was very used to rote learning classes.* ***Since it was not a lecture-oriented class, I really enjoyed learning writing****. Especially,* ***all of the scenes of the movies and TV sitcoms that the teacher showed us perfectly matched the textbook contents***." 2. Jun-Su: "*Most of the movies and sitcoms were my favorites, but I've never thought of studying English with those things by myself since it seemed to be too challenging. Through this class,* ***I could not only learn how to write narrative and opinion essays, but also how real English was used and how to use new words and expressions in my own writing…***"

교보문고 KYOBO Book Centre

Lower Level	1. Yoon Hee: "*Getting a chance to exchange my paper with others and revise it helped me **think more deeply about my writing**. Also, **the speed of writing seemed to get faster**. But, it might have been nice if I had more chance to practice how to use correct grammar and vocabulary in a sentence because I think learning grammar and vocabulary were more urgent to me. To be honest, I didn't like going through all the boring activities in the textbooks. Doing some other interesting activities might have made me much more motivated.*" 2. Jae Seok: "***I felt good about learning how to write a three-paragraph essay** during this semester. But, I always had problems with thinking about which words I should use in a sentence, and also I was very worried about making grammatical mistakes. So, I think I spent much time on writing one sentence, and I actually didn't have much time to consider content or my writing style ...*"	1. Jun Hyung: "*I've never thought that I could write something in English at the beginning of the semester. Especially, I didn't have an extensive vocabulary, and I was very stressful about writing grammatically correct sentences. But, as the teacher prepared so many interesting movies and dramas, and let us practice making our own sentences by using some interesting expressions with scripts, **I could develop my vocabulary ability**.*" 2. Mi Hyun: "*Writing an essay is still very challenging for me, but I think I've learned many things through this class. Rather than sitting in the class by listening to a lecture, **I felt happy about watching dramas that I liked, and being actively involved in the writing tasks. As I was very motivated, I wanted to revise my essays as much as possible** even if the teacher told us that the revision is required only once. I also could **come up with easy words when I could not remember certain words without using a dictionary**.*"

activities. Also, Ji-Eun stated that studying only with the textbooks did not give her an opportunity to learn authentic language. In contrast, Ye-Rim and Jun-Su in the drama-based class showed great interest in developing their writing ability. Jun-Su especially highlighted the fact that getting a chance to practice using new words and expressions found in the dramas in his own sentences was one of the advantages of the writing class.

When comparing the two lower level groups, the drama-based class students, like those at the higher level, also expressed positive opinions of watching their favorite dramas and learning writing with them. Different from the higher level students, the lower level students seemed to have great concerns particularly about smaller units of a written text (i.e. their limited vocabulary knowledge and lack of their grammar ability). Yet, the difference between the two lower level groups is that those in the typical class were not satisfied with the class in that they were not able to improve much of their grammar and vocabulary ability, whereas those in the drama-based class emphasized the fact that studying new vocabulary with dramas helped them expand their vocabulary. Both Yoon Hee and Jae Seok in the typical class pointed out that they lacked opportunity to practice appropriate use of grammar and vocabulary in their writing. As their writing class heavily depended on the textbooks, they lacked motivation. In contrast, the comments of Jun Hyung and Mi

교보문고 KYOBO Book Centre

Hyun in the drama-based class show that motivation and interest were the most important factors which helped them develop their writing ability more than expected.

Overall, the students in the drama-based class, regardless of different proficiency levels, had one thing in common: high motivation and enjoyment in learning. This was confirmed by their effort and willingness to revise their essays given as the class assignment. Whereas the typical class students tended not to revise their narrative and opinion essays more than one time, most of the drama-based class students tried to revise their essays as many times as possible until no more mistakes were found. This indicates that the drama-based class students were much more motivated to develop themselves, and thus their writing ability had greatly improved.

As found in much of the research (Ha, 2007; Kim, H. Y., 2011; Kim, S. I., 2006; Kim, S. Y., 2007; Yoon, 2005), the most crucial advantages of using dramas were that it provided authentic and practical English to the students and gave them a lot of motivation, interest, and confidence. This led the students in this study to actively get involved in and concentrate on the class and to improve their academic achievement. It is clear that using dramas in an English writing class is beneficial, but it should be highlighted that teaching with dramas that the students are interested in would be very important to maximize the effect of their learning. In short, using dramas of the students' interest had influenced positively on their improvement in writing regardless of their proficiency levels.

V. CONCLUSION

The current study investigated whether or not using dramas as a supportive tool for the main textbooks in an English writing class would have positive effect on developing different proficiency levels of Korean university students' writing ability. By comparing the students who were taught with dramas with those who were taught only with the textbooks in a traditional way, it was found that the former showed much greater improvement in writing. The higher proficiency level students in the drama-based class performed much better in all of the five areas writing. However, the lower proficiency level students in the drama-based class showed much more improvement particularly in 'vocabulary,' 'grammar,' and 'mechanics' areas rather than in 'organization' and 'content' areas. Since they were much more concerned about using vocabulary appropriately and writing without grammatical and mechanical mistakes rather than presenting ideas, explanations, and examples with logical sequence, they tended to focus more on smaller units when writing an essay. The students in the higher and lower level groups who received drama-based instruction provided positive feedback about the writing class. They showed great interest and motivation in the class, and thus were able to develop their

교보문고 KYOBO Book Centre

overall writing ability. In short, dramas are proven to be an effective tool for the development of academic English writing ability of Korean EFL university students by stimulating their interest and motivation.

Ⅵ. LIMITATIONS AND IMPLICATIONS

Some of the shortcomings of the study and improvement directions as well as some suggestions for the future teaching are identified as follows:

First, a small number of participants might have led to get less reliable results. Each writing class size was limited to less than 30 students because one instructor had to provide individual feedback on each student's drafts several times. Accordingly, only 25 students in the two class sections were recruited for the research. Having a larger sample size might have increased reliability of the pre-test and post-test results.

Second, having only one rater, the instructor, for evaluating the students' performance on the pre- and post-tests may have reduced reliability of their scores. Including one or two more judges to score the tests might have increased inter-rater reliability.

Third, even though the students' writing samples (i.e. pre- and post-writing tests samples, narrative and opinion essay samples) as well as their responses to the survey questionnaire were collected, no interview or observation was conducted. Thus, what strategies the students with different proficiency levels in the typical and drama-based classes used and how they used those strategies while developing their drafts from plans through final copies could not be found. Also, the students' in-depth thoughts about the class and difficulties in the process of writing could not be heard. Choosing several students from each proficiency level and each class group and then having them interviewed would have allowed the researcher to gather richer qualitative data.

Finally, as using dramas had brought significant benefits for the students to develop their writing ability, it took much time and effort for the instructor to prepare various materials and activities for the drama-based class. At the beginning of the semester, the students' dramas of interest had to be surveyed. Also, based on the students' interest and proficiency levels, appropriate scenes of the dramas had to be selected ahead of time. In addition, connecting the content of the dramas with that of the textbooks, providing intriguing learner-centered writing activities to the students, and encouraging them to practice writing with real language found in the dramas required very thorough planning for the instructor. Nevertheless, the students who were taught with dramas showed greater improvement. Accordingly, in order to use dramas successfully for teaching writing, the role of an instructor would be very important. S/he would need to survey students' favorite dramas,

교보문고 KYOBO Book Centre

choose proper scenes of the dramas, and carefully plan for the lesson. In this way, the instructor will be able to maximize the effect of using dramas in English writing class.

REFERENCES

Bang, Y. J. (2003). Developing communicative competence through drama-oriented activities in an EFL classroom. *Journal of Pan-Pacific Association of Applied Linguistics, 8,* 19-34.

Bengtsson, J. (2009). *Students' perceptions of and attitudes to drama in English language education*. Retrieved April 19, 2013, from http://dspace.mah.se/bitstream/handle/2043/7584/Dissertation-Jasmina-Bengtsson-2008.pdf?sequence=1

Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing, 14*, 191-205.

Fuentes, A. G. (2010). *Break a leg! The use of drama in the teaching of English to young learners. A case study*. Retrieved Jun 30, 2013 from http://www.spertus.es/Publications/Araceli/29-AESLA_2010.pdf

Galante, A. (2012). *The effects of drama on oral fluency and foreign language anxiety: An exploratory study* (Unpublished master's dissertation). Brock University, St. Catharines, Ontario, Canada.

Ha, Y. J. (2007). *A study on improving English listening with the use of sitcoms* (Unpublished master's dissertation). Daegu University, Gyeongbuk-do, Korea.

Hosenfeld, C. (1977). A preliminary investigation of the reading strategies of successful and non successful second language learners. *System, 5*(2), 110–123.

Jang, H. J. (2000). *A study of the task-centered writing-Through description of situation taken from the movies* (Unpublished master's dissertation). Kookmin University, Seoul, Korea.

Kim, H. J. (2002). *A study of the plan for writing skill training by using TV drama* (Unpublished master's dissertation). Hongik University, Seoul, Korea.

Kim, H. Y. (2011). *Effects of listening classes using sitcoms on English listening comprehension and interests of high school second graders* (Unpublished master's dissertation). Korea National University of Education, ChungBuk, Korea.

Kim, S. H., & Sung, K. (2011). A study on the use of a TV drama in Korean college EFL classes. *STEM Journal, 12*(1), 23-51.

Kim, S. I. (2006). *Teaching English comprehension through the use of sitcoms* (Unpublished master's dissertation). Dankook University, Gyeonggi-do, Korea.

교보문고 KYOBO Book Centre

Kim, S. Y. (2007). *How to use English sitcoms as listening materials in high school* (Unpublished master's dissertation). Gyeongsang National University, Gyeongsang -do, Korea.

Lee, Y. (2010). The strategy of teaching English through movies: Focusing on Forrest Gump. *Linguistic Research, 27*(2), 291-307.

Park, C. (2009). Exploring effectiveness in teaching English through movies. *STEM Journal, 10*(1), 27-51.

Park, H. J. (2006). *An analysis of the learner's response to the use of vide in English classes and developing effective teaching model* (Unpublished master's dissertation). Hankuk University of Foreign Studies, Seoul, Korea.

Park, J. H. (2009). *Applying movies and television dramas to culture and writing education for high school students* (Unpublished master's dissertation). Incheon University, Yeonsu-gu, Incheon.

Park, S. W. (2002). Using multimedia to improve listening comprehension in the EFL classroom. *English Language & Literature Teaching, 8*(2), 105-115.

Rarick, C. A. (2008). Reflections on the use of foreign film in the classroom to enhance cross-cultural learning. *Journal of Human Resources and Adult Learning, 3*(2). Retrieved July 2, 2013 from http://papers.ssrn.com/sol3/papers.cfm?abstract_id =1107036

Richards, J. (2006). *Communicative language teaching today*. New York: Cambridge University Press.

Ryu, Y. A. (2009). Suggestions for English education through a comparative discourse analysis of American soap operas and movies. *STEM Journal, 10*(1), 147-170.

Seo, E. M. (2003). Cultural exchange between Korean and Japanese students through videos. *English Language & Literature Teaching, 9* (Special Edition), 131-146.

Shyamlee, S.D., Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. *International Proceedings of Economics, 33*, 150-156.

Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching*. New York: Prentice Hall.

Yoon, S. H. (2005). *The effective teaching methods using sitcoms in English class* (Unpublished master's dissertation). Kyungnam University, Gyeongsangnam-do, Korea.

Yum, M. S., & Kahng, Y. K. (2007). An effect of using movies in English on vocabulary power and interest in primary English education. *STEM Journal, 8*(2), 55-82.

Zhang, L. J. (2001). Awareness in reading: EFL students' metacognitive knowledge of reading strategies in an acquisition-poor environment. *Language Awareness, 10*(4), 268-288.

교보문고 KYOBO Book Centre

Zyoud, M. (2010). *Using drama activities and techniques to foster teaching English as a foreign language: A theoretical perspective.* Retrieved Jun 30, 2013 from www.qou.edu/english/conferences/.../pdfFiles/muntherZyoud.pdf

APPENDIX A

Rubric for the Pre- and Post-Writing Tests

	Excellent 5-4	**Satisfactory 3-2**	**Needs Improvement 1-0**	**Points Eared**
Content	The topic is clearly identified and introduced. Student provides information relevant to chosen topic. Student supports the topic with logical reasoning, clear main ideas, statements, and examples.	The topic is identified and introduced. Student provides some explanations, ideas, statements, and examples to support their topic choice.	The topic is not clearly identified nor introduced. Student struggles to provide clear explanations, ideas, statements, or examples why their topic meets the required criteria.	
Organization	Information is presented in a logical and interesting sequence. The audience can easily follow the flow of ideas.	Information is presented in logical sequence. The audience can follow the flow of ideas.	Information is presented out of sequence. The audience has difficulty following the flow of ideas.	
Vocabulary Use	Student uses wide range of vocabulary with high levels of accuracy.	Student uses a range of vocabulary, but with a few inaccuracies.	Student uses a limited range of vocabulary and has noticeable inaccuracies in vocabulary use.	
Grammar	Grammar is extremely high quality with 3 or less errors in the manuscript.	Grammar is adequate with 4-6 errors in the manuscript.	Grammar is less than adequate with 7 or more errors in the manuscript.	
Mechanics	Mechanics is extremely high quality with 3 or less errors in the manuscript.	Mechanics is adequate with 4-6 errors in the manuscript.	Mechanics is less than adequate with 7 or more errors in the manuscript.	
			Gross Total Points	

APPENDIX B

A Script for a Scene of the Drama '*Sex and the City*'

Carrie: I can't even say yes to being in some **1)(** **)** fashion show.
Samantha: New York Style? You were asked be part of that? That's huge! All the top designers are doing it!
Miranda: Wait! They want you to be a model?

교보문고 KYOBO Book Centre

Carrie: No, no, no, no, no, no, it's a mix of real people and models. I know the producer.
Charlotte: Carrie, you have to do it! You live for fashion.
Carrie: I do not live for fashion.
Charlotte: How many fashion shows did you **2)(**)me to during fashion week?
Carrie: Eight. What's your point?
Charlotte: Why are you turning down the chance to actually be in one?
Carrie: I do not belong on a **3)(**).Runways are for models. Not writers.
Charlotte: What's the difference between **4)(**) down a runway and the way you strut down Fifth Avenue?
Carrie: Strut? Do I strut? Am I strutter?
Charlotte: I think it would be fun! I was a teen model when the Ralph Lauren store opened in New Haven.
Miranda: Ok, it's amazing. I was able to keep my lunch down just now.
Carrie: I just, I cannot imagine walking down a runway while people sit there and judge me.
Charlotte: No one would judge you!
Carrie: Oh, we judge models all the time.
Miranda: But you're not a model, you're one of the real people.
Carrie: Exactly! And I don't want people would think that I can't see the difference between a model and me.
Samantha: This is a fabulous opportunity! Honey, you probably get to keep the clothes.
Carrie: I thought of that!
Samantha: I'd do it **5)(**).
Charlotte: So would I.
Carrie: What do you think, **6)(**)?

APPENDIX C

A Chart for the List of Conjunctions

Purpose	Transition words
1. Examples	For example, For instance, To illustrate, Specifically
2. Information	And, In addition, Additionally, Besides, Furthermore, Moreover
3. Comparison	Similarly, Likewise, In the same way
4. Contrast	But, Yet, However, While, Although/Though/Even though, In contrast, Conversely, On the contrary Nevertheless, Despite/In spite of
5. Clarification	In other words, That is (to say)
6. Reason/Cause	For, Because (of), Since
7. Result	So, As a result, Consequently, Therefore, Thus
8. Time Relationships	After, Afterward, Before, First, Second, Next, Then, Finally, Subsequently, Meanwhile, In the meantime
9. Conclusion	In conclusion, To summarize, In short, To sum up, Finally

교보문고 KYOBO Book Centre

APPENDIX D

A Sample Picture Strip



Examples in: English
Applicable Languages: English
Applicable Levels: College/Higher

Yoo-Jean Lee
School of Liberal Arts and Sciences, General Education Center
Dankook University
152, Jukjeon-ro, Suji-gu, Yongin-si
Gyeonggi-do, 448-701, Korea
Tel: (031) 8005-3765 CP: (010)-5039-5340
Email: dabin8201@hotmail.com

Received in July, 2013
Reviewed in August, 2013
Revised version received in September, 2013

교보문고 KYOBO Book Centre