



STORIES OF CULTURAL DIFFERENCES & ADJUSTMENT

Colorado State University



FIELD-BASED LITERACY PROJECT BY JEE EUN PARK AND SOOKHEE JEONG, M.A. IN TEFL/TESL

GENERAL OVERVIEW

KOREAN EFL STUDENTS' DIFFICULTIES

- Adaptation to academic work at school
- Adjustment to American school culture
- Adjustment to local community



REASONS FOR THE DIFFICULTIES

- Language differences
- Cultural differences

NEEDS FOR CULTURAL AWARENESS

- Needs for improvement of cultural awareness between Korean EFL students and the Fort Collins school community

GOALS

- Develop authentic material for EFL/ESL teachers at Bennett Elementary School, Laurel Elementary School, and Leshar Middle School to help them understand EFL/ESL students from Korea in terms of language and cultural differences;
- Facilitate Korean EFL students' literacy by teaching contrast/compare paragraph writing in English;
- Foster cultural awareness between the Korean students and Fort Collins elementary and middle school community.

PROJECT DESCRIPTION

TIMELINE

~ 9.24	Planning
10.13	First Meeting with Students: needs analysis
10.17	1st draft due
10.17 ~ 10.19	Lesson planning and material preparation
10.20	2nd Meeting with Students: literacy teaching & learning
10.24	2nd draft due
10.27	3rd Meeting with Students: literacy teaching & learning
10.31	3rd draft due
11.3	Teacher-student proofreading for the final draft
11.4 ~ 11.25	Making a booklet and preparation for the presentation

SUBJECTS

- Five EFL learners: speakers of Korean as their L1, 9 months to two years in the United States
- Two elementary students and three middle school students in Fort Collins
- English proficiency: low-novice to high-intermediate
- Met every Saturday for 4 weeks from 7 to 9 pm (8 total hours)



PROCEDURE

1st Meeting: needs analysis

- Group members introduced themselves to the English language learners (ELLs) on October 13th
- Explanation about the general overview, goals, and the timeline
- Discussion the topic and brainstorming
- Homework assignment: write the 1st draft

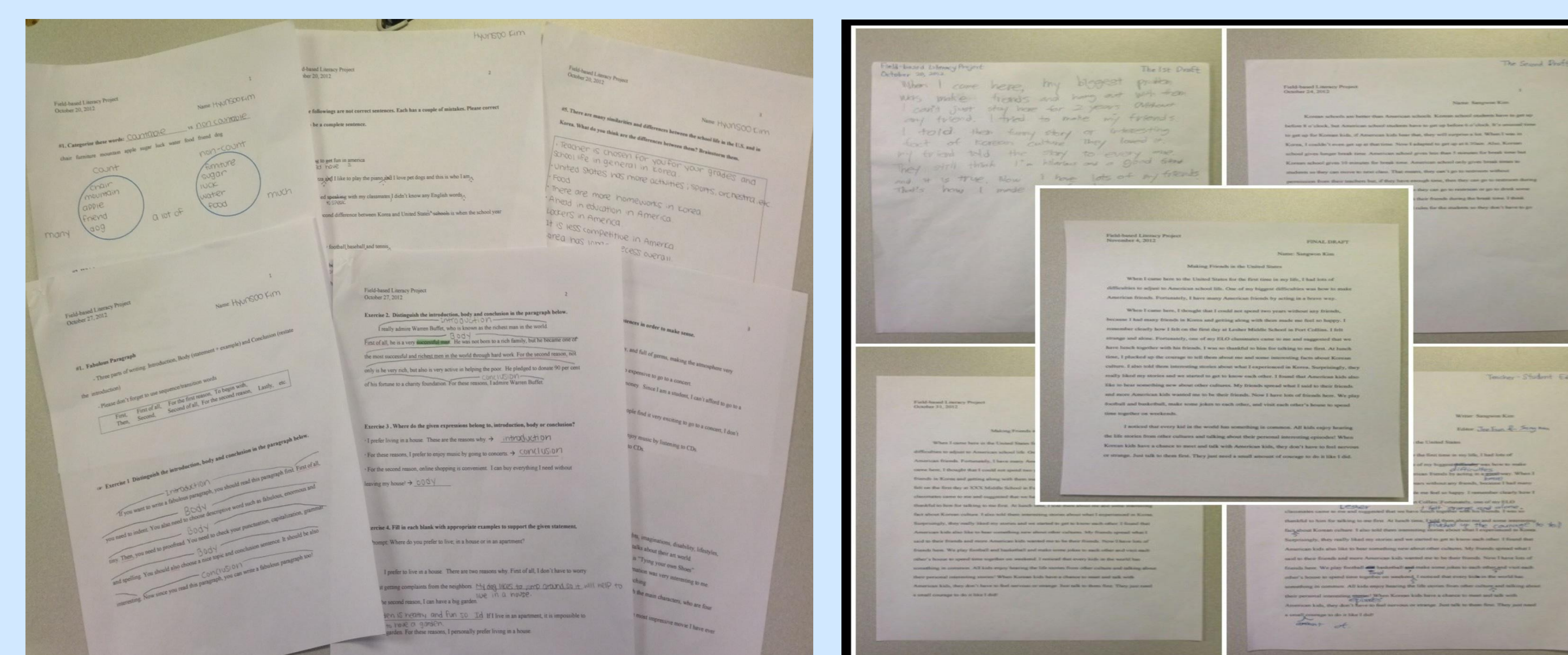


2nd Meeting: Literacy Teaching & Learning (1)

- Explanation of the needs analysis and the instruction objectives
- Count/non-count noun, writing conventions
- Brainstorming for the 2nd draft
- Homework assignment: write the 2nd draft



MATERIALS & DRAFTS



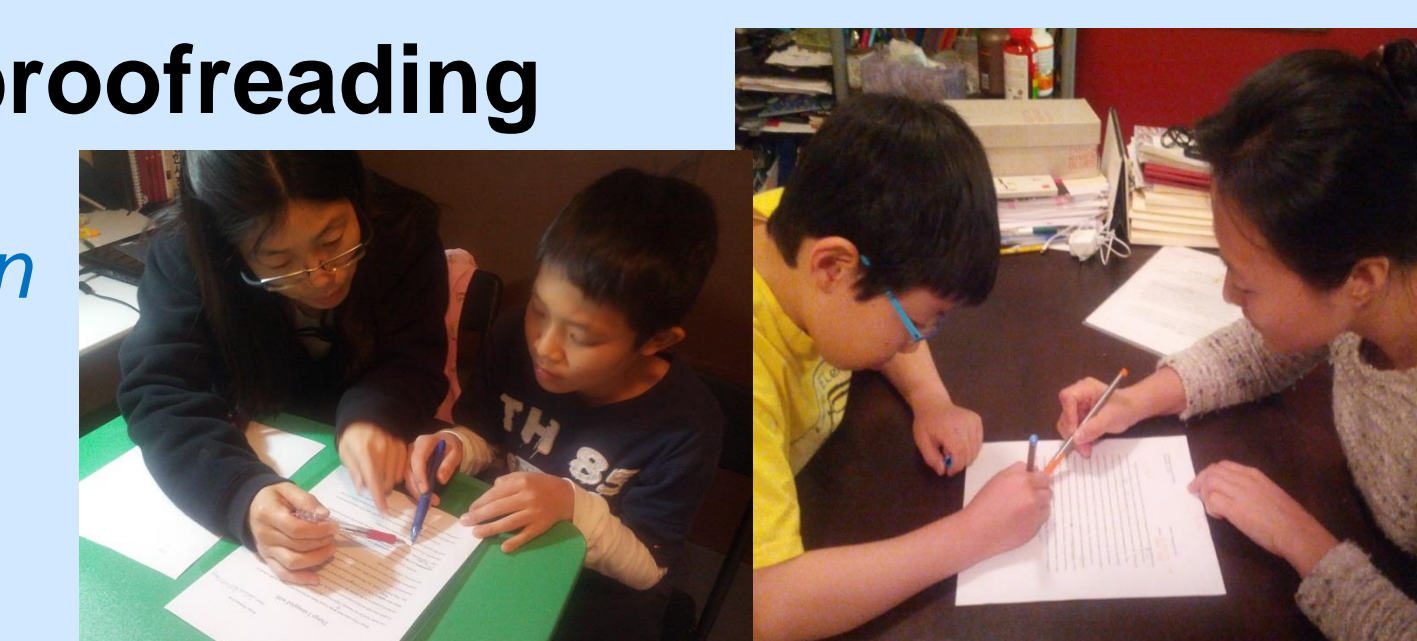
3rd Meeting: Literacy teaching & learning (2)

- Proofreading of peer's 2nd draft focused on the previous lesson
- Hands-on activity: making a hamburger
- Handout exercise of paragraph structure
- Brainstorming for the 3rd draft

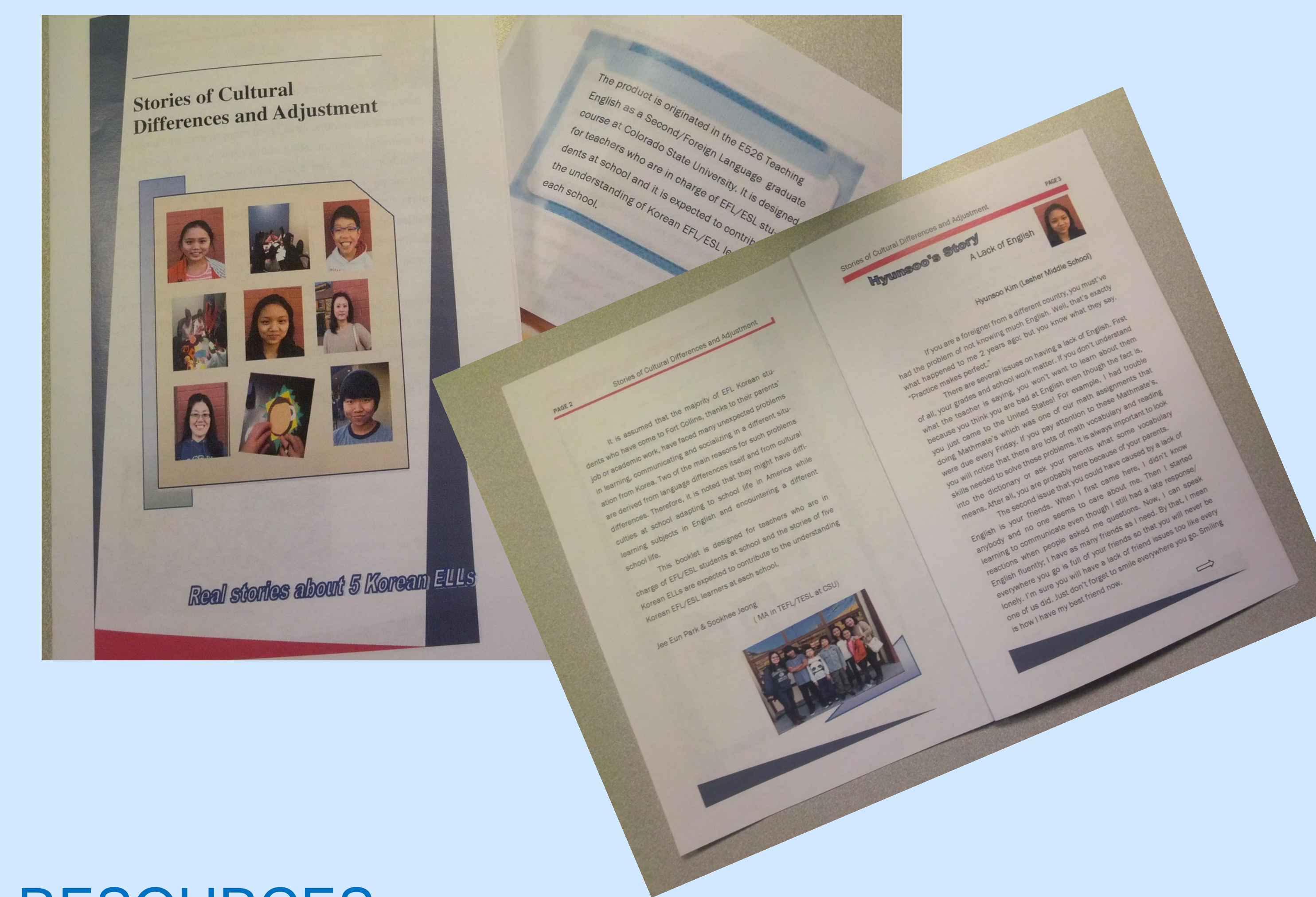


4th Meeting: teacher-student proofreading

- teacher-student person-to-person proofreading for the final draft
- Through meaning negotiations



FINAL PRODUCT



RESOURCES

Hogue, A. (2003). *The essentials of English: A writer's handbook*. White Plains, NY: Pearson Education.

Azar, B.S., & Hagen, S.A. (2009). *Understanding and using English grammar* (4th ed.). White Plains, NY: Pearson Education.

Hawkins, R. (n.d.). *How to help elementary kids write paragraphs*. Retrieved from http://www.ehow.com/how_8549804_elementary-kids-write-paragraphs.html#ixzz2AXrSGvjA