

Learning To Integrate Democracy Lessons with English Language Storybooks

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Abstract

In Korea, English language teaching methodology has been evolving for decades. Currently, pilot schools are exploring the possibilities of content based instruction (CBI). This is proving to be a difficult and complex process with many teachers feeling inadequate to its expectations. It was the goal of the authors to explore ways in which content could be infused in English as a foreign language (EFL) education, using methods that would be easily accomplished by teachers, while providing meaningful and engaging experiences for children. Subjects were university juniors with majors in elementary education and minors in English. Materials for CBI were English language storybooks containing issues related to democracy. With Korea focused on global citizenship, content related to democracy was a logical choice. Methodology involved the students in their own learning while also demonstrating what they could do as professional teachers. The study's positive results provided ideas for future extensions of the experience.

Key Words: English as a foreign language (EFL) education, democracy, content based instruction, English language storybooks, teacher education.

1. Introduction

"I realized that, with English story books, not only language education but social discrimination in society and moral education can be done all together."

Quote from a junior at an elementary education university in South Korea, written at the end of a two-week project. Translated from the original Korean.

This student's comment comes in response to the introduction of an unusual approach for English education in South Korea: incorporating issues related to democratic thought within an English as a Foreign Language (EFL) class. Matching foreign language teaching with teaching for democracy is not, in Korea, a typical pairing. Independently, both are important to Korean education, but in very different ways, seemingly having little in common. Nevertheless, the authors of this article have been exploring logical and practical ways to pair the two. In this article, we report the results of a study in which university elementary education students had an opportunity to learn how to combine the two subjects in their future teaching while, at the same time, having an opportunity to do so themselves at their own more adult level. As will be seen, these two subjects can be matched and integrated successfully, even in a culture that is highly skeptical of such endeavors. The simple materials: English language children's storybooks.

1.1 Origins of the Study

In August, 2010, the first author, an American, embarked on a one-year guest professorship at one of Korea's national education universities and, a few weeks later, was invited to give a talk to graduate students and faculty on the subject of her choice. Because the talk was sponsored by the English Education department, it was expected that the topic would center on teaching English as a foreign language. However, as a long-time social studies educator with strong beliefs about educating for democracy, she determined to combine the two subjects in some way. Drawing on the works and lives of John Dewey, Maria Montessori, and Jerome Bruner, all of whom are studied in Korean teacher education, as well as on the positions of the Korean Ministry of Education, Science, and Technology, she attempted to demonstrate that such a "marriage" could and sometimes did happen in Korea.

Following the presentation, one professor (the second author) expressed interest in exploring its ideas further. Her longtime interests have focused on the use of children's literature as a way to provide English language learners with an abundance of input for comprehensible and meaningful language acquisition. An important aspect of her research has been finding that a single story or book can reach children at different levels of language proficiency. She has hoped that Korean teachers could find literature of this sort easily accessed as an instructional language material and source of ideas. As this professor reflected on the first author's presentation and combined it with her own interests in children's literature, the seeds of a project presented themselves. Eventually, the two embarked on this study, soon to be described. First, however, some description of Korean education as it relates to this study is in order.

1.2 Philosophy and Application: Korea's Case

In its creation of a national curriculum, The Korean Ministry of Education, Science, and Technology appears to have been somewhat influenced by Dewey's (1943) philosophy in its encouragement of group projects. In addition, the work of Bruner (1960), known for his concept of a "spiral curriculum", seems also to have been an influence. Reflecting the spiral curriculum model, the Ministry states that, in the elementary years, social studies should be about home and the closer community, in the middle years expand to the larger national community, and in the secondary school focus on the world community.

The position of the Ministry is clear: Elementary school children should first love their neighbors and their country. Only in middle school will the principles of democracy and democratic living be a part of the curriculum; it is in high school that students are first expected to actually contribute to society. Thus, elementary English language teachers wishing to apply principles of democracy encounter a roadblock, in that students are not expected to experience participatory democracy until secondary school. The authors' study addressed this problem by choosing educational materials that could satisfy the Ministry, yet still provide elementary students an opportunity to learn about and grapple with democracy issues.

1.3 Importing an Application: Content Based Instruction

Traditionally and historically, the usual method for teaching foreign language in South Korea was direct instruction of vocabulary, grammar, and translation exercises, replaced in the 1950s and 1960s by an audio-lingual approach. Eventually, it became apparent that listening to and imitating recorded voices did not increase students' communication capabilities. Thus, the 1980s and 1990s saw the development of communicative language teaching (CLT), "as the means of achieving heightened communicative competence and intercultural understanding" (Vasilopoulos, 2008, n.p.) This approach, too, has had its detractors who argue that such focus on oral communication can lead to neglect of reading and writing, both of which are critical skills.

In its search for a new solution to language learning, Korean education has begun to turn to North America, where the incorporation of academic content in language learning has shown great promise as a teaching approach. The terminology used to describe such teaching is the generally accepted "content-based second language instruction" or, CBI.

CBI is simply defined as integrating content learning with language acquisition. For immigrants learning the language of an adopted country, CBI offers an opportunity to learn the academic language necessary for success in school. For students in their own countries learning a foreign language, academically enhanced skills provided by CBI allow for more sophisticated and in-depth communication.

In the last few years, some Korean elementary schools have instituted pilot CBI programs in selected English as a Foreign Language (EFL) classrooms. This approach is new enough that materials have yet to be fully developed and research on its effectiveness is ongoing. Initial analyses have been positive, although many teachers have concerns about their own lack of academic English. Others note the current lack of materials and resources. In response to these problems, the authors believed that using storybooks would be an effective way to incorporate content much more easily, require less preparation and expertise, and thus produce less anxiety in teachers. Aware that it may be a long time before the current CBI pilot studies can take hold in Korean elementary schools, if they ever do, the authors of this study were hopeful of finding a more immediate way to incorporate the principles of CBI. They knew that the materials would need to be easily available and accessible to non-native speakers, and the teaching methodology simple enough for beginning teachers to use. In addition, an important aspect of successful CBI is that the academic content be comprehensible, meaningful, and interesting (Krashen, S. & Biber, D., 1988). These important criteria became a large influence on the authors' choice of storybooks with important messages as the materials to be used in the study.

1.4 Adapting a homegrown application: Teaching with Korean folk tales

For centuries, Confucian-based ethics have been taught to Korean children, in part through folk literature. Such values as filial piety, honesty, good deeds, honor, hard work, and family relationships are all important to these stories, as is the concept of a rigidly hierarchical society. "The stories bind society together by codifying and reinforcing the way people have thought, felt, believed, and behaved for generations" (Lee, 2011, p. 403).

Today, these stories have found their way into government-approved elementary school textbooks. Missing from such stories is the modern concept of a democratic society. Adapting this traditional mode of teaching and storytelling to include lessons in democracy has proven to be a successful approach in American elementary schools (Lamme, Krogh, & Yachmetz, 1995; Lee, 2011). Choosing storybooks that imbued democratic principles shared by Koreans as well as by the English language authors was important to this study.

2. Methodology

2.1 Subjects and Classes

At the Korean university where this study took place, all students are prepared for certification as elementary school teachers. Additionally, every student must also take an academic minor, and many choose English education. All the students in this study were English education minors in four sections of a course in Public Communication. Between 15 and 18 students were registered in each section, for a total of 65. The study was planned for two class sessions of 50 minutes each, with the second session building on the experiences of the first. In general, the pattern would be one familiar to students from Korean elementary school onward: full class instruction followed by group discussion followed by independent written responses.

2.2 Goals for the Study

There were just two goals for this study. First, the *teacher education goal* was to provide storybooks and CBI methods that our university students could take with them into the elementary classroom as beginning teachers. Second, combining English language teaching with education for democracy was the *content goal*. This content would need to be comprehensible, meaningful, and interesting, not only to elementary children, but to the university students as well. The choice of materials needed to emerge from these two related ultimate goals.

2.3 Choosing Materials

The use of storybooks in the EFL classroom had previously been shown successful in Cho's research (Cho, 2009). The use of democracy-related storybooks with younger children, in their native language, had also been shown effective in Krogh's work (Krogh, 2008; Lamme, Krogh, & Yachmetz, 1995). Combining the two types of experiences to make appropriate selections of storybooks became the authors' next challenge. In addition, it was decided that the chosen books should contain morals and issues sophisticated enough that university students could find them engaging and even challenging. Two books eventually stood out as meeting these criteria:

1. *Library Lion* by Michelle Knudsen (2006). In this charming and entertaining story, a friendly lion walks into a public library and determines to make himself at home, much to the consternation of the two people in charge. It's not that the lion might be dangerous, but that lions might not understand the importance of obeying rules. Rules, to these two adults, are more important than just about anything else in their lives. The plot's conflict involves the problem of keeping rules in the face of a life-threatening emergency. *Library Lion* has a clear enough plot to appeal to almost any age child, and the potential for adult discussion of rules, laws, and issues around when they should or shouldn't be broken.

2. *The Other Side* by Jacqueline Woodson (2001). Set in the American South, probably in the 1950s, *The Other Side's* central "character" is a wood fence that runs through town and out into the countryside, its sole purpose being to divide white people from black. The adults have trained their children to stay on their own sides of the fence, but two young girls, one white and one black, eventually attain the courage and the will to ignore this barrier to friendship. The story takes place half a world (and half a century) away from Korea. However, its issues are not far from those currently faced by Korean society as an increasing number of immigrants from Southeast Asia work in lower paying jobs or marry local citizens. The disruption of the long-time "purity" of the race has become an uncomfortable topic for many.

Important to the discussion of both books was the issue of laws that might need changing as well as obedience, or disobedience, to adult rules. Unlike *Library Lion*, however, *The Other Side* also contains strong messages related to human rights, providing possibilities for even more discussion.

2.4 Formats for Presentation

The authors possessed only one copy of each book, not an unusual situation for imported English language materials. Mindful of the fact that virtually all the English minors were also English learners, they supplied the students with the stories in three different formats:

- The original storybook: Each book was read and displayed in traditional read-aloud fashion by the first author. Students had an opportunity to see every page in its original form as it was read.
- Power Point slides: Each book was scanned, then converted into PPT slides. The slides were shown at the same time the story was read.
- Hard copy: The entire text of each book was typed and printed out with one copy per student. They could read this during the read-aloud time if they chose.

All three formats were available to students during each reading of the story. Thus, they could choose just one or move back and forth between them.

2.5 Structure and Sequence of Classes

Each of the two 50 minute class sessions had a separate focus. Although the stories were different, the structure of both sessions was the same for both. Specifics are as follows. The sequence and time allotments for each activity remained the same across all four groups.

First Session. The first class meeting was for the purpose of ensuring understanding of the books, including both their English vocabulary and their plotlines. The authors chose to include teaching methods that have been recommended for language learners, particularly in content-based instruction (Lee, 2011). Introduction of the stories included not only story content, but explanation of teaching methodology. The sequence for each class session was as follows:

1. Welcoming the students to class with a large Power Point slide of their book's cover in order to foster interest.
2. Brief introduction of the research project by both authors with a focus on the day's English language learning.
3. A period of about 10 minutes for students to read over the hard copy of the book in advance of the actual read-aloud experience.
4. A read-aloud by the first author using the actual book, plus Power Point and hard copies as students desired (see section 2.4.)

5. A Vocabulary Search in which students made a list of any vocabulary they weren't sure of and then, using context clues, gave their best guess of the Korean translation. At the end, students graded their own papers with the help of bilingual dictionaries and their peers.

Second Session. The following sequence of activities took place in each of the four classes.

1. Students were reminded of the previous week's activities and told that this week the focus would be on an issue of democracy: "Rules and Laws" for the *Library Lion* classes and "Equal Rights for all Citizens" for *The Other Side* classes.
2. The story was reread to the class with the same available formats as in the first experience. As a further linguistic challenge and to keep interest high through this repetitive experience, the story was read quickly rather than at the instructor's usual careful pace.
3. Students were given a brief survey that asked about their views of rules and laws (*Library Lion*), or rules and an understanding of injustice (*The Other Side*). In each case, one or two questions were asked that focused on their understanding of the book's English.
4. Students were divided into discussion groups of four or five people, and given a list of five open-ended questions to answer. Each student was assigned leadership for the discussion of one question. Groups were permitted to discuss their questions in either English or Korean, or both as desired. For each story, the first three questions related to the book itself. The final two questions generalized the discussion to the larger society. Examples are provided in Table I.
5. Groups were broken up and students individually received a written posttest. Questions did not specifically track with the group discussions but were based on them. Students in all four classes shared the same first two questions: "Tell about one rule or law you think is not fair" and "Tell about one rule or law you think is very good." The third question asked students to tell what they thought the moral of their story was. The final question presented students with a series of statements they could agree or disagree with. The statements for the *Library Lion* classes continued to focus on rules and laws; those for *The Other Side* delved into views on race and prejudice. Although questions were written in English, the second author orally gave brief Korean translations. Students were given the option of responding in Korean and, for the most part, they did.
6. As a final activity, students filled out a survey asking them to evaluate the entire two-session experience.

Table I

An example from <i>Library Lion</i>:
Why is it important to have rules?
a. What will happen if there are no rules in your own classroom?
b. What will happen if you let your students make some of the rules?
c. Which rules are important for the <i>teacher</i> to make?
An example from <i>The Other Side</i>:
When you are a teacher, there may be children in your classroom who come from many places and are not like traditional Korean children.
a. What are some things teachers should do to make the class harmonious?
b. What if these new children don't speak good Korean? What is the teacher's responsibility?
c. Should teachers learn about the cultures of the new children? Or, should new children and their parents just learn about Korean culture? Why?

2.6 A brief re-visit to the project. After two weeks, students in all four sections were given an opportunity to re-visit the democracy discussion (activity #4 in the second session.) This delayed experience was for the purpose of determining what ideas students had taken away from their discussions after they had had time to think about them independently. Of the three questions given as discussion examples in Table I, two were asked of the students. These questions had originally been only for discussion and were not brought up in the posttest.

3. Results

This study had a focus on helping university students learn how to integrate democracy issues and English language teaching through the use of storybooks. In addition, the authors were focused on the students' views about applying what they learned to their upcoming professional teaching. The integration of democracy and storybooks was a totally new experience for them and they appeared by turns delighted with the lighter topics and serious about the deeper ones, fully engaging in all discussions. In the following sections, results are given for the students' understanding of story contents including plotlines and morals, and for their views of democracy issues including their application to real life classrooms.

3.1 Understanding the Content of the Stories

The authors believed that a fairly thorough understanding of the stories' main elements was necessary for further contemplation of the democracy issues within them. Thus, questions were asked to determine how well the students actually understood the basics of each story. These questions were asked as part of Session #2. It should be noted that attendance at each session, and for all sections, never included all students. In addition, not all those present answered every question.

3.1.1 Understanding a story's plotline. Of the 28 students in the *Library Lion* classes who responded, 26 understood that the two adult protagonists, although obsessed by rules, learned that they could be set aside in an emergency.

The question for understanding *The Other Side* focused on dialogue that could contain a double meaning. For example, the mother of the black girl tells her not to climb over the fence, saying "it wasn't safe." Later in the story, the girl fully expects her mother to tell her to get down off the fence "before I break my neck or something." A child's understanding of her mother's earlier instructions would, no doubt, be focused on the physical. Of the 27 respondents, however, 26 believed that the mother was either totally focused on potential racial trouble or on a combination of that and of possible physical danger.

3.1.2 Understanding a story's moral. Students were asked to share what they thought was the primary moral of their story. The moral of *Library Lion* would seem to be extremely clear, particularly since the final words of the book are, "Sometimes there was a good reason to break the rules. Even in the library." Surprisingly, only 14 of 28 students got this point, the others focusing instead on minor issues, with 2 students not attempting an answer.

The moral of *The Other Side* was not stated as clearly and, predictably, the students' statements were varied. Nevertheless, of the 27 students present, 26 focused on the central theme.

3.2 Views on Issues Related to Democracy

The next step was to survey students' views on issues that pertained to both *Library Lion* and *The Other Side* (rules and laws) followed by those issues specific to each book.

3.2.1 Views about rules and laws. As part of Session #2, students in all four groups were asked to give examples of rules or laws they thought unfair; then, they were asked to define a rule or law that they thought very good.

Many choices students made in all four classes of "unfair" and "very good" rules or laws could be classified into two general groups: personal concerns typical of university students such as themselves, and global concerns mostly related to the Arab uprisings then taking place. Examples of the former included: the ways in which scholarships are granted, value-added points given to teacher certification test scores based on geographical location, and Korean military requirements. Examples of the latter included unfair requirements and punishments for women in Middle East countries, human rights, and freedom of expression. The rest of the responses could not be categorized into any one group other than to note that they represented general concerns about society or behaviors in school. There were no noticeable differences in content or focus between the two storybook groups.

3.2.2 Views about classroom issues specific to *Library Lion*. As described in Step 4 of Session #2, students were asked to discuss questions indirectly related to their stories and directly related to their future teaching. Written responses to these questions were asked for in the follow-up *brief re-visit to the project* (section 2.6).

The questionnaire began, "Soon you will be teaching professionally. Tell what you think about these issues." Then, two questions were asked.

Question 1: *What will happen if you let your students make some of the rules?* "Chaos" was a word used by 4 students in their responses; 11 thought that results would be mixed, with some misbehavior from children; 15 thought that children would be more likely to follow rules they had made themselves; and 4 believed that with time and training children could learn to do this effectively.

Question 2: *Which rules are important for the teacher to make? Why?* This question did not elicit any clear themes. In retrospect, it was not a question that followed logically from Question 1, so this result should not have been surprising. Three ideas were repeated more than once including: not disturbing others, behaving during learning time, and basic classroom behavior.

3.2.3 Views about classroom issues specific to *The Other Side*. The questionnaire began with the statement, "When you are a teacher, there may be children in your classroom who come from many places and are not like traditional Korean children." Two questions followed.

Question 1: *What if these new children do not speak good Korean? What is the teacher's responsibility?* With some students providing more than one answer, the results included 21 of them believing it is the teacher's responsibility to help new children learn Korean, 3 who spoke of the teacher needing to provide warmth and acceptance, another 5 who thought the teacher needed to coach the other children in class to treat the newcomers with acceptance and friendship, 4 who would rely on peer tutoring, and 4 who would refer the newcomers to a language specialist outside school.

Question 2: *Should teachers learn about the cultures of the new children? Or should new children and their parents just learn about Korean culture? Why?* Although this question does not specify the possibility of 2-way responsibility, 26 students responded with answers that indicated both teacher and families were obligated to learn about each other. Another 5 simply focused on the need for teachers to learn about the children's cultures. Finally, 2 students suggested that it was the responsibility of children and their parents to learn about Korean culture.

3.3 Integrating Democracy and EFL in Students' Future Classrooms

Students were asked if they would like to use books such as these in their own future classes. Almost all students said that they hoped to incorporate such books in their future teaching, with 52% indicating a very high level of interest. Here, in their own words, are some of the students' feelings and conclusions. The prevalence of the terms "morals" and "character" is not surprising due to related pedagogical requirements both for teacher education students and children in schools.

- "By reading, we can convey a variety of morals or character education."
- "I would like to have a lot of access to this kind of book. The contents of the book represent our society so this is a good way we can bring it up naturally, and then elicit interest rather than addressing directly these kinds of issues."
- "While reading I thought, we can acquire language naturally. Not only this, but for students this seems to be good example for morals. I thought, I'm going to look for more books for both fun and moral lessons."
- "Through reading, social issues could be brought up very naturally. This is appropriate for class because the story is very educational."
- "This book is not only for fun, but within the book there is something we can think about. That's good."

4. Discussion, Summary, and Conclusions

In Korean elementary education, combining foreign language study with any other subject is currently undertaken only in select pilot schools. As mentioned previously, such curriculum integration is regarded by many teachers as difficult. Thus, the authors regarded this as an exploratory study, one which might lead toward an approach to CBI that even beginning teachers would accept as easy to implement and children would find meaningful and interesting. The use of storybooks in conjunction with democracy content emerged as a strong approach. We will discuss each of these in turn.

4.1 Storybooks

Pleasure reading, without the burden of tests or other accountability, has been shown to have the most powerful influence on reading and writing skills, including comprehension, spelling, vocabulary, and grammar (Krashen, 2004). Storybooks, with their relatively easy vocabulary and enjoyable illustrations, can provide the kind of pleasure that invites children to enthusiastically partake of them. Adding more storybooks to Korean EFL classrooms is one way to provide more natural language in the learning environment. Storybooks come in all kinds of genres and can address every subject in the school curriculum. As noted earlier, folk tales already are used to teach lessons in character education. Because they are written in different levels of language, storybooks are a convenient way to provide children with a more extensive access to language development, whether they are read at school or taken home for independent reading. Finally, storybooks can go a long way toward encouraging children's lifelong reading habits.

4.2 Democracy Content

In its 1997 statement of *English Language Policies in Elementary Schools*, the Korean Ministry of Education averred that the importance of foreign language knowledge was directly related to citizenship. "As we are in the midst of globalization, it is necessary for us to acquire cross-cultural understanding and leadership qualities... communicative ability in international language is required for every citizen in order to become a member in the global society" (p. 73). In the ensuing years since this statement was published, the focus on government and on citizenship has become ever more concerned with democracy and its expectations. Thus, it can be argued that university students preparing to be teachers, as well as the children they will soon be teaching, would profit from some study of democracy issues. Because, as was pointed out earlier, today's Ministry of Education, Science and Technology does not expect formal study of democracy until the middle school years, an informal approach such as the use of storybooks could be highly profitable.

One of the questions asked about *Library Lion* provided a further insight into what could be incorporated in the teacher education courses. When asked, "What will happen if you let your students make some of the rules?" 19 of the 34 students thought positively about the outcome, with the rest predicting mixed results or even chaos. Currently, there is no intent on the part of Korean education to institute such democratic behavior in classrooms and this may well have been the first time most of these students even considered the possibility. Moving in this direction might be a further step to take.

4.3 Summary

Summing up what experiences and knowledge students received over the two weeks, we can say the following. *Regarding English language learning:* During the two class sessions, they learned that they could intuit vocabulary words from their context, understand stories read aloud when provided with alternative modes of keeping their interest and attention, and learn content while enjoying literature. *Regarding democracy issues:* Students enthusiastically discussed issues related to rules, laws, and civil rights as related to the storybooks as well as to their own country's society; they studied the storybooks for their deeper moral lessons; and they discussed the possibility that these teaching techniques could work with children as well. As reported above, the results of the final survey demonstrate the importance students felt concerning the use of democracy-based storybooks in their own future teaching. The vast majority of students believed that such books are important to elementary children's English education. This was, however, an introductory experience and an exploratory one. Thus, we must ask how much effect a two-week experience can actually have.

5. Possible Effects of the Two-week Experience

The goals of the authors were intended to be both deep and realistic: a *teacher education goal* of providing easily accessed materials and methodology that the students could take with them into their professional classrooms, and a *content goal* of combining meaningful and interesting English education with meaningful and interesting education for democracy. In regard to the former, it can be said that the methodology used in the study is compatible with current approaches in Korean elementary schools. The model used here -- full-class instruction followed by group discussion followed by independent written responses -- can quite typically be observed in classrooms. In the university classes, the authors were careful to provide guidelines but not authoritarian directives. Possibly as a result of this, students took their discussions very seriously, generally filling the time allotted them and often wishing for more.

It was necessary to obtain materials internationally, but just one copy was needed for each book, thus making the goal of easy accessibility realistic. Although the university students were glad to have a typed out copy of the book, they also enjoyed the Power Point slides and, no doubt, these would be sufficient for elementary school children. In addition, traditional stories with potential discussion issues are available on line; Korean and western children's literature are both easily accessed.

6. Limitations

This endeavor with teachers-in-training was based on the authors' previous experiences and research as well as on the experiences and research of others. Nevertheless, most of what was done was quite new for Korean education. Therefore, it was not surprising to encounter a few barriers to success.

Combining content with English teaching in an intentional, yet informal, way was a totally new concept for students who are typically taught to focus on the needs of a Communicative Language Teaching (CLT) methodology that places no emphasis or value on this. While student response to this more in-depth approach to teaching was positive, it would no doubt require more instruction to keep interests, intentions, and skills alive in the future. One of only two students to write a negative summary statement in the final survey complained that everything moved too fast, making it all a "burden". More time for deeper study and discussion would address this concern.

A second limitation was stated succinctly by the other negative student. It was an important statement in that it spoke to the concerns of many teachers currently in the classroom. "Using storybooks in class," he said, "will be effective for learning. However, in reality it might be hard to apply. There is a textbook in the framework of our national curriculum. I'm worried about ignoring this. It will be wiser to put stories like this in a textbook." The reality of this statement is one that will need to be addressed if the proposed methodology goes further than the exploratory stage.

A final limitation has long been a concern of the second author. Although we have pointed out that materials are available on line for teachers to use, it is most definitely the case that actual reading materials are needed in the classroom. Thus, a positive interest on the part of young, new teachers may well be hampered by a dearth of materials in their teaching sites.

7. Potential Future Goals

The authors would hope to expand on this initial experience in such a way that teacher education students will take the ideas from it into their own future classrooms. To do this, it will be important to introduce other stories with other democracy issues, making it possible to discuss life in a democracy more fully. Working with practicing teachers should also provide more practical planning opportunities.

We may conclude that, despite the brief nature of this experience and the limitations enumerated above, this was a promising first step toward a new approach to CBI in the Korean EFL classroom. Once the training of teachers has been developed, it will be essential to begin work in the actual elementary classroom.

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