

Chapter 1 An Introduction to Drama in ELT

The use of drama in ELT (DELT) is not unprecedented, though the applied linguistics literature is scant. An exhaustive search through prevailing texts by noted authors describing language pedagogy such as Brown, Nunan, Harper, Lightbown and Spada, Gass and others reveals next to nothing concerning its use or potential in language acquisition even though modern language textbooks often present short dialogues in text and audio which teachers may use as teaching material. “Under-exploited”, to use Almond’s vernacular (Járfás, 2008), in ELT, there is little tangible evidence to support the use of drama as an effective language teaching strategy, methodology or approach beyond introductory situational dialogue presenting new vocabulary and grammar.

Researchers, teachers and teacher-researchers using drama as a teaching and learning medium report success in its use to engage students effectively in ELT, yet the soft language of the observations may appear unpersuasive to those teachers desiring measurable outcomes from such approaches. To the question of how drama could contribute to cooperative language learning Járfás responds, “drama bears in its nature some cooperative elements” and lists group performance, relaxed atmosphere and mutual respect as the key dignitaries of cooperative language learning through drama. Hall’s (1982) drama-based course attempted, “within the student’s own parameter of competency in [English], to practice those skills which [the student] had acquired in other courses with a view to reinforcing situational structures already learnt in non-dramatic contexts”(146), with a “definite increase in motivation...observed as the semester progressed”(156).

Language and culture appear to be inextricably linked, yet the subtleties of non-linguistic cues to express emotion are typically ignored in regular conversation courses (Miccoli, 2003: 123). Drama as a language-teaching medium allows learners context to explore these concepts. Miccoli's own course in a Brazilian university, "English through Drama" underscores these points, establishing character roles and "creating a genuine purpose for communication...a reason to use language" in "meaningful contexts". Drama provides a natural context for integrating the "four skills"—reading, writing, listening and speaking (Elgar, 2002), allowing for collaboration, negotiation of meaning and the creation of authentic texts, the results of which are "encouraging".

In a *pro gradu* DELT thesis, Salopelto, focusing on intercultural competence, notes teaching English intercultural communication in the Finnish local curriculum through contrastive analysis will have questionable results (2008, 20), preferring instead a drama-based approach to develop empathic response in the target language, English. Salopelto further notes that such an approach is time-consuming and may lead to lower proficiency in target language forms (73). This point is picked up by Stinson (in Anderson et al, 2008: 210) whose own study initially focused on "structured activities in which the students *needed* to use spoken English", "*meaningful* talk in the specific dramatic context", to "improve language outcomes" (ibid, 195; emphasis, author). The study's results lacked more concrete measurements on the students' language outcomes save "significant improvement in oral communication", noting the "unanimously enthusiastic" response of teachers and students, increased confidence in spoken English communication, greater enjoyment of lessons and improved racial relationships in classes.

The studies, above, were performed to confront perceived shortages in ELT—namely motivation, intercultural communication, negotiation of meaning and affect. As such, they are lacking in specific detail towards the nature of language learners' *linguistic* improvement. A teacher assessing whether or not to use a dramatic approach to language learning would appreciate the improved mood of the students, increased motivation, negotiation of meaning and collaboration, but the students would still be measured by test results; the literature on DELT glosses over this crucially persuasive information. This is not to override the results of the above-mentioned studies, but, unfortunately, sentiment doesn't seem to satisfy educational regulators though application of the above studies' methods and approaches may produce more cosmopolitan citizens.

In the current study, the aforementioned communicative elements of language will be important; linguistic and paralinguistic measurements will be taken through pre- and post-research interviews and texts from a group of thirty university English students split between two English research classes—a drama-based course (D-Class) and a traditionally organized course (T-Class). Through the study, it is hoped that the following questions (and their inferred hypotheses) will be answered:

- What effect will a drama-based approach to language learning have on the development of student narratives?
- Will a drama-based approach to language teaching and learning have a positive effect on student-produced narratives?
- Will EFL students in a Korean university context respond better to a drama-based EFL class environment or a more “traditional” teacher-fronted classroom?
- Will a drama-based approach to language teaching and learning correlate positively with more than reduced negative affect and anxiety?

- Will students who participate in a drama-based language class show more improvement in the production of identity narrative post-learning than those who participate in a “standard” teacher-fronted class?
- Will a drama-based language class allow students to develop more physical, gestural and vocal expressiveness than a class which is more “traditional” in nature?
- What will be the nature of the differences between students participating in a drama-based course and those participating in a traditional teacher-fronted class post-experiment?
- To what extent will the effects of drama-based instruction of metaphor in narrative compare with the effects of explicit instruction of metaphor in narrative construction in a traditional teacher-fronted EFL class?

The raw materials will be compiled into a multimodal corpus where the effects of the research classes can be more easily examined. It is hoped that facts of language, rather than ideas about it (Sinclair, 39) will become evident, both linguistically and paralinguistically. Furthermore, it is hoped that the D-based class will show similar if not greater improvement in both areas, the nature of which will be shortly discussed in chapter two.

Chapter 2 A Review of Linguistics and SLA Literature Underpinning DELT

In this chapter, we will survey the literature contained within various fields of linguistic and SLA inquiry concerning the development, implementation and general use of a DELT approach to language learning. We shall begin with a brief mention of research methods, then move into the psychological/ linguistic branches most important in a DELT approach. Following this, we shall survey the literature surrounding multimodal corpus linguistics, metaphor, and narrative. A discussion about DELT proper will be held in the chapter following. The term *approach* is here used since it is generally recognized that methodologies are frequently developed with the view that language learners are deficient (Richards and Rogers, 2008: 15). A *method* is the implementation of decisions made about skills, content, order of presentation and technique to be used (Richards and Rogers, 2001: 19). An *approach*, conversely, is better considered as flexible and interpretable to a particular learning and teaching situation and may not lead to a particular “method” (ibid, 24; see also Brown, 2007b: 14). What this means for a particular DELT class is the needs of the student at any particular time should constantly remain in view and materials should be ready to move in any number of directions. More will be said on this later, particularly in chapters three and four.

2.1 Research Methods in Applied Linguistics

In the introduction it was noted that the type of research was important to determine the applicability of the results to the ELT field. Three types of research study important for applied linguistics are those which are qualitative, those which are quantitative and those which are mixed-methods, blending elements of both qualitative and quantitative. Each type of research comes with its own ideological difference. Quantitative research tends to produce numerical

data from which results are statistically generalizable. In this form of research, it is suggested that research is researcher-controlled, objective, done for the purpose of the data, and is somehow divorced from the researcher to produce generalizable objective “facts” (Nunan, 2008: 3). Qualitative research produces non-numerical data analyzed in a non-statistical way (Dörnyei, 2007: 24). This form of research is relativistic, assumes a subjective stance to the data and allows for non-generalizable results (Nunan, 2009: 3). A mixed-methods study uses both kinds of data. Much work must be done to identify which categories and figures are to be collected before the research is started in a quantitative study; for a qualitative study, much of the study is “emergent”—open to change during the study’s progress (Dörnyei, 2007: 33-37). Mixed methods allow for qualitative and quantitative data to symbiotically support one another (Miles and Huberman, 1994: *ibid*, 42). The majority of DELT papers surveyed above tend towards the qualitative. The main weaknesses, while being more flexible, making sense of complexity and having an exploratory nature, are the sample sizes are often small, researchers may directly or inadvertently bias the data, and a preference for substance (research topics) over form (methodology) (Seal et al, 2004: *ibid*, 41). This study uses a mixed methods approach to formulate conclusions via corpus analysis of student-produced text (verbal—i.e.: linguistic, pitch and intonation; visual—i.e.: gestural, expressiveness; and textual—i.e.: linguistic). It will take advantage of the strengths of both qualitative and quantitative analysis, attempting to describe the complexity of the environment in which the participants are working as well as the nature of the linguistic differences between pre- and post-research interviews, suggesting reasons for noted differences.

The next section will identify potential mechanisms working for or against the observed responses to the research which have come about, giving some explanatory perspective.

2.2 Linguistic Locus of Drama in Second Language Acquisition

Drama as a medium for language instruction has three primary linguistic coordinates localized around behavioural psychology, cognitive linguistics and social constructivism. In a behaviorist/ structural linguistic view of SLA, the external environment of the learner is the primary focus, providing the stimuli for responses which, if reinforced, form correct habits—in other words, “learning”, in a behaviorist teacher’s vernacular (Johnson, 2004: 10; Brown, 2007a: 27; see also Lightbown and Spada, 2006: 10). Behaviorism, attempts to answer the question of how languages are learned with the view that imitation of language produced around a learner (in language acquisition theory, the first language learner), receives positive reinforcement if the learner responds to stimuli correctly and in the correct context. Positively reinforced responses which are practiced further and which continue to receive positive reinforcement become habits.

The behaviorist theory of language, posited by B.F. Skinner, was critically received since it seems difficult to conceive that any novel statement an individual could make would be the result of positive reinforcement (Brown, 2007a: 27). Behaviorist research strategies began to fall into disrepute as it was felt subjects were objectified and their own thoughts and feelings about the experiences of the experiment behavior were considered to be irrelevant to scientific inquiry (Johnson, 2004: 10). This was, some thought, potentially dangerous—a researcher’s intention can manipulate the subject’s behavior and individuality of the subjects is ignored (ibid: 11). The Audiolingual Method (ALM) and the Total Physical Response method are two examples of teaching in the behaviorist tradition. Both rely on stimulus and response conditioning for language development (see Brown, 2007a: 111; see also Lightbown and Spada, 2006: 146).

In cognitive psychology, meaning, understanding and knowing are of the utmost importance, and psychologists rely on tools of logic, reason, extrapolation and inference to explain behavior (Brown, 2007a, 11). Rather than trying to *describe* behavior as behaviorists do, cognitive psychology attempts to *explain* it. Among the proponents of a cognitive view of linguistics is oft-cited generative-transformational linguist, Noam Chomsky, whose approach, to propose a language acquisition device (LAD) includes a universal grammar (UG) which every child uses to acquire his or her first language (Johnson, 2004, 30-33). His viewpoint has been criticized on several fronts. The unfolding of the UG through maturation of the child is unknown; furthermore, it is unclear where, if anywhere, the UG exists since Chomsky defined it as a “mental organ ... [lacking] a clear demarcation line between physical organs, perceptual and motor systems, and cognitive faculties” (1980; in Johnson, *ibid*; 33). Still, as a cognitive theory, the UG eliminates the need for behaviorist environmental factors, which are, from a cognitive linguistic standpoint, considered of less import than cognitive processes aiding the processing of linguistic data (*ibid*, 34).

In addition to the UG, Chomsky considers that language use is more than grammatical competence: pragmatic competence is required (*ibid*). Competence, according to Brown (2007a; 35) is the knowledge of the underlying rules of a system, event or fact—the ability to do something, though not necessarily the realization of the ability. This contrasts with performance which is the actual doing of an act. In language, pragmatic competence—linguistic competence in Bachman’s terminology (1990; in Skehan, 2007; 157-161)—is the knowledge of the rules and systems of grammar (Johnson, *ibid*; 87). Based on Ferdinand de Saussure’s (1916) concepts of *parole* (performance) and *langue* (competence), Chomsky’s view of language performance reminds us of an ideal language produced by an ideal user in ideal circumstances, since actual

performance of language is “fairly degenerate in quality” given the errors inherent in actual situational usage (Chomsky, 1965).

Chomsky’s view about language performance quality, noted above, answer questions about why first language speakers may fail to produce utterances of accuracy in their first language, but it fails to answer why second language learners often fail to acquire their second language. Stephen Krashen’s input hypothesis model takes this into consideration. For Krashen, second language learners have access to the LAD, but access is mediated by an affective filter, “a metal block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition” (Krashen, 1985: 3; in Johnson, 2004: 48). Comprehensible input is defined by Krashen as input which is just above the level of the learner— $i + 1$ (Brown, 2007a: 295). A reduced or eliminated affective filter leaves the LAD free to process input and L2 acquisition will, according to Krashen, occur.

Krashen’s theories are highly contested: the affective filter’s operation, as defined by Krashen, appears to represent the result and not the cause of the block to the LAD: it is the learner who is responsible for the affective filter’s operation (ibid, 49). Second, since it relies on Chomsky’s UG which allows for natural growth of language through an environmental “trigger”—a *passive* response to language growth— Krashen’s model has difficulty reconciling the *active* nature of input, which proceeds from cause to effect in language learning: input *causes* acquisition (ibid, 48). Third, it is difficult to understand what Krashen means by comprehensible input which is just above the learner’s ability. Brown notes its approximation with Vygotsky’s Zone of Proximal development, but that other linguists have pointed out Krashen’s simple formula makes it appear as if we are able to define “ i ” and “ $i + 1$ ” yet we are unable to do so (Brown, ibid: 297; see also Gregg, 1984; White, 1987).

Other cognitive linguists have modified Krashen's model. Swain, for instance, suggests that comprehensible output is important to generate comprehensible input (Johnson, 2004: 51-52; see also Skehan, 2007: 16). For Swain, it is the noticing the disparity between "what I *can* say" and "what I *want* to say" that produces acquisition in an L2. Swain's model identifies three main functions: noticing/ triggering or consciousness raising, hypothesis-testing, and reflection and places much of the process in the learner's sensitivity to the difference between intended and apparent meaning of output based upon the resultant input. Output which presents input different than that expected results in a modification of the approach to output. Swain's model is similar to that of Long who ostensibly considered negotiation for meaning as crucial for language acquisition, including the implicit rather than explicit negative feedback possible in communication.

For Long, the primary difference is in the interplay between the learning environment and the learner via negotiation of meaning. Negotiation for meaning is a combination of environmental, learner selective attention and L2 processing factors leading to language acquisition. Attention is crucial, implying the learner is able to identify linguistic features for change within his or her purview. Long, Johnson notes, does not advocate the explicit teaching of grammar, a *focus on forms*, each item sequentially and additively presented. Instead, Long and Robinson discuss a *focus on form* where attentional resources are allocated towards meaning through the use of grammatical forms (ibid, 55).

In contrast to both the behavioral and cognitive schools of thought, a constructivist viewpoint sees learning, including language learning, as a socially constructed activity. Language is not, it may be noted, produced for its own sake. Language production takes place in a social context where meaning is jointly produced. Acquisition of language is likewise socially

constructed and its meaning is likewise discovered (Brown, 2007a: 12-13). In the constructivist camp, Lev Vygotsky's concept the Zone of Proximal Development (ZPD), which has been applied to language teaching, appears to be critical for an effective tool for teaching and learning.

The ZPD functions in a social context, setting up roles for both mentor and learner; it is

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

(Vygotsky, 1978: 86)

Development is not an entirely solipsistic activity. Periods of solitude and of interaction with peers of higher development are both necessary to effect growth. Interaction in the sense identified by Vygotsky is between a novice and another who has mastered a particular skill or task. The concept of the ZPD has been formalized into a series of six protocols for scaffolding learners to mastery of a task:

1. *recruit* interest in the task,
2. *simplifying* the task,
3. *maintaining* pursuit of the goal,
4. *marking* critical features and discrepancies between what has been produced and the ideal solution,
5. *controlling* frustration during problem solving, and
6. *demonstrating* an idealized version of the act to be performed.

(Donato, 1998, 41; emphasis in Johnson, 2004: 130-131)

Each of the stages of scaffolding are the kinds of acts which a more capable peer does to foster learning in an individual. Donato, however, identified not only that scaffolding of this sort assists the learners, but that learners of the same level as well working individually can take advantage of the same techniques through self-talk (ibid; see also Lightbown and Spada, 2009: 48). In the use of drama for language learning, students are often given tasks for which they must figure out the best means of expression both individually as well as in peer groups as well

as receiving direct scaffolding of the sort identified by Donato in the list of protocols, above. One exception, however, is the use of the word, *idealized*, in the final item. This will be taken up in the discussion about drama in the third chapter.

2.3 The Physical Embodiment of Language

That language, and especially metaphor, is being considered by many to be embodied physically is not new. So compelling is the idea, however, that effort has been spent to identify a genetic basis for language, the FOXP2 gene, ubiquitous in the human population (Lai, Fisher, Hurst, Vargha-Khadem, and Monaco, 2001). Subjects having an impaired version of this gene appear to have severe linguistic impairments ranging from articulation to comprehension and grammatical difficulties (Pinker and Jackendoff, 2005; 218). Considering the neurobiological perspective, Liberman and Mattingly (1985) claimed in their motor theory of speech perception that objects of speech perception are “intended phonetic gestures of the speaker, represented in the brain as invariant motor commands that call for movements of the articulators through certain linguistically significant configurations” (2), the idea being that the gesture and the word are one and the same and are intimately linked in such a way that a translation from gesture to speech is automatic (ibid, 3)—they are “different sides of the same coin” (ibid, 30).

Liberman and Mattingly take a pragmatic view of the speech and listening structures of cognition, arguing the difficulty existing for how two structures processing the same information could come about (ibid). Lakeoff and Johnson (1999) take up this position, proposing the efficiency of neural structures to both perceive input of a particular kind and to create motor schema for acting upon that input:

The visual systems of our brains are used in characterizing spatial-relations concepts. Our actual motor schemas and motor synergies are involved in what verbs of motor movement

mean. And the general form of motor control gives general form to all our actions and the events we perceive. The point is this: In such models, there is no absolute perceptual/ conceptual distinction, that is, the conceptual system makes use of important parts of sensorimotor system that impose crucial conceptual structure.

(ibid, 39)

What this means for Lakeoff and Johnson is that the physical reality of the body's perception system actually creates the cognitive systems whereby information is perceived. In other words, what the eye sees and the ear hears creates the systems which the eye and ear use to further perceive. This idea is illustrated in the metaphor *Knowing is Seeing*: Christopher Johnson (1997, ibid, 86) notes that acquisition of conceptual metaphors goes through two stages—conflation and differentiation—where the verb, *see*, used as a child might as in “See what I spilled?” does not mean the same as in “See what I mean?” In the first instance, *see* indicates a gaining of knowledge—to *see* and *know*—whereas the second it is a metaphorical usage meaning *know* even though no physical seeing has taken place (ibid). The second usage indicates a refinement upon the first and would not be expected in earlier language development stages.

To deepen our examination of the physical embodiment of language, we find many studies in which an approach or methodology to language learning which is physically involved or one which activates schematic metaphoric knowledge, outperform a more traditional approach or methodology. Lindstromberg and Boers (2005) showed in experiment that students within an enactment-based (ie: physical action) foreign study program utilizing James Asher's TPR methodology outperformed control groups in terms of vocabulary recall and retention, particularly with manner-of-movement verbs like *sway* and *hurl*. This seems to confirm Asher's own studies (1965, 1966, 1969) that activating the motor system during language learning is an effective means to improve retention and recall. This may be due to the lateralization of information across brain hemispheres as the right hemisphere uses action for expression,

bypassing the analytical left hemisphere (Mangubhai, 1991: 269). In experiments where learners were simply cognizant of the source domains from which metaphors might be categorized, there appears to be benefits from enhanced metaphor awareness (Boers, 2000: 562). Boers suggests that this may be due to benefits from image processing, employing cognitive effort to identify source domains and making categorizing judgements promoting deep-level cognitive processing; and metaphoric themes as categories may also provide a framework for lexical organization (ibid, 563).

Boers' experiments employed categories similar to those identified by Lakoff and Johnson, (2003), such as ANGER IS HEAT, BODY IS A CONTAINER FOR EMOTIONS, MORE IS UP; LESS IS DOWN; and so on (Boers, 2000). These categories are immediately comprehensible in terms of imagery and are both physically and conceptually salient. When speaking of *metaphors*, Lakoff and Johnson intend *metaphorical concept* (2003, 6); furthermore, *concepts* become so because of their inferential capacity,

their ability to be bound together in ways that yield inferences. *An embodied concept is a neural structure that is actually part of, or makes use of the sensorimotor system of our brains. Much of conceptual inference is, therefore, sensorimotor inference.*

(emphasis in original; ibid, 20)

Appendix 1 Class Observations

Research Class Observations				
Date	Class D	Motivation/ Energy	Class T	Motivation/ Energy
Week 1				
May 6	<p>As the first day of instruction, this class was wary at the start. Class took place in the “English Café”, which is a square room with a circle of couches ringing the walls. The couches were pushed back to create an open space. The students became somewhat alarmed when asked to stand and to take off their shoes in the carpeted room. After a few moments, their alarm relaxed as we performed warm-up exercises. We focused upon trust and risk-taking exercises (standing circle push; blindfolded leading) as well as focus activities (Zip! Zap! Zoom!). Students were shown the exercise, promised safety and given a demonstration, whereupon they took control of the activity, requiring some coaching as they gained momentum and enthusiasm.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Zip! Zap! Zoom! 3. Blindfolded Leading 4. Circle Push 	<p>Low at the start of the class. Students were late in arriving and appeared lethargic. They were reluctant to come out of their seats. Students appeared not to want to make close physical contact. The energy picked up during the class, as students played the activities requested without failure. Some even took the role of coaching without prompt, and even provided support for those who lacked confidence.</p>	<p>This class was quite eager to start. This class was about introductions and getting the students used to communicating with one another. They engaged in an activity where they were to write their personal information (names, major, hometown, favorite song, hobby, etc.) onto a book-folded piece of paper as well as draw a picture of their family and an event which happened to them. They were given two minutes to review each other’s booklet, and five minutes to chat about the surprising bits. Then students were asked to introduce their partner, highlighting the important and surprising details. Almost no one told the narrative told them by the student being introduced. However, the introductions were lively and helped bond the students in the initial class.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Booklet Introduction 2. Discussion 	<p>Students arrived on time and were excited to begin studying. They were seated in the round and at times their enthusiasm was hard for them to contain. They really wanted to talk.</p>
Week 2				
10	<p>In this class, the second actual instruction class, students were adapted to expect the unexpected. They were not surprised when asked to stand and make a circle or to kick off their shoes. They were less reluctant and even a little expectant of the day’s activities. The warm up was fairly smooth and students required little coaching to go beyond minimum movement. Activities were presented with some qualification as to their efficacy towards English learning and usage. Activities today focused upon reshaping students’ perceptual awareness—that is, bringing their awareness outside their own bodies into the world actively. This is to help them to identify in their discourse partner’s bodies and voices markedness which add dimension to discourse at hand.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Zip! Zap! Zoom! 3. Zap! (see Class D Detailed Class Plan) 4. Moving through the space 5. Exposure 	<p>Student energy was just under high. Students were on time to class and some tried to keep from showing too much eagerness to start. They appeared to enjoy the activities presented to them. All participated, though some less enthusiastically than others. Moving through the space, a few students appeared to slow to their own pace, but following direction, they picked up the pace with the rest of the class. Students appeared less motivated at the start and more motivated by the end of class.</p>	<p>This class seemed less eager to start than the previous day’s class. Students easily engaged with the activities, though they were slower to complete each stage than anticipated. Nonetheless, the activities went as planned and students appeared to understand the main thrust of the teaching argument: Narrative has structure.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Vocabulary to tell the story of a picture 2. The basic narrative of a picture 3. Narrative of objects 4. Tell a basic narrative of own life 	<p>Middling energy level. Students were on time. All had completed the homework requested. Energy at times diminished as students focused upon the problems to be solved. Students appeared consistently motivated to continue the class.</p>
11	<p>In today’s class, there were only 8 students in attendance—just over half the class roster. It’s difficult to say what attributed to this absence. It’s possible students did not attend because they were confused by last week’s lack of a Tuesday or a Wednesday class because of the holiday (Children’s Day). They may be tired after a busy day in classes, sick, drinking or a host of other possibilities. My hope is it’s not a motivational issue. During the mirroring activity, students were more interested in trying to upset their partners with impossible-to-reproduce fast movements and to be funny. The class had to be stopped and</p>	<p>Student energy in class seemed down from the previous class. Students were tardy entering class, and we actually began about 5 or 6 minutes late. Students were energetic, but they had difficulty focusing on the physical tasks.</p>	<p>In today’s class, there were twelve students, four of whom were ten minutes late. Students appear with worn expressions and their body language suggested lack of energy. Students are excellent at recognizing which words are new for them and which they already know. This is a preparatory activity to provide them with knowledge of language they may need. However, given the actual activity, the students seem to have difficulty. They are not following the directions without two or more retellings. Also, when questioned about whether they understood or not, they nod yes</p>	<p>This class did not appear all at once. Six students were as much as ten minutes late, and the ones in attendance at the beginning seemed to set the mood as exhausted. Some were staring blankly into space. Motivation and Energy for this class</p>

	<p>partners changed in order to facilitate more exploration. The students took half the class to focus their minds and bodies on the explorations.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Zip! Zap! Zoom! 3. Zap! 4. Mirroring 5. Mime (pipe) 		<p>but when observing, they clearly show they had not been listening as they ask their partners, “What are we doing?” One student indicated the activity at hand—to identify which paragraph in a story should come first, second or last—was “very very difficult”. This task was given after explaining the significance of time as a device to give narrative structure: older elements first, more recent, last. The students, collectively appear not to have understood to use time as a way to organize narrative structure until they were explicitly told to “seek the time words and phrases”.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Vocabulary review 2. Follow the narrative of the Frank Sinatra song, <i>It was a Very Good Year</i> 3. Discuss the basic structure of the song (beginning, middle, end) 4. Identify “time” in the song 5. Order the disordered paragraphs in <i>That’s Life</i> by seeking time words 	<p>was low. They were unfocused and required constant monitoring.</p>
12	<p>In today’s class, students took time to arrive. Only half the class arrived. Some students who were absent yesterday were present today. We spent the day repeating the class from the day before, but taking the activities to a deeper level. Students were more focused today. They understood more clearly mime ideas, particularly the need for more energy in the fingers and the hands. We managed to get more mime items into our training.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Zip! Zap! Zoom! 3. Zap! 4. Mirroring <ol style="list-style-type: none"> a. Mime (pipe) b. door c. wall d. rope 	<p>Low to intermediate energy at the start. after beginning to move, students were more focused. Energy built, and students seemed at ease with the instructions and their application.</p>	<p>Students appeared sleepy in the beginning of class, but less so than in the previous class. There were fewer students, and some were late. The number of activities was reduced, so students didn’t appear overwhelmed as they had in the last day.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Order the disordered paragraphs in <i>That’s Life!</i> by seeking time words 2. Seek similar words (homonyms, etc.) and phrases in <i>My Way</i> 	<p>Many students were late, some up to ten minutes. Energy was higher but not high.</p>
13	<p>In today’s class, there were even fewer students than the last day. Six students attended class. These six appeared to enjoy class, attending to each activity carefully, taking suggestions easily and transforming their movement where needed. They each practiced a short mimed “scene” with their partner, creating the story independently with some assistance on the structure of the story and the precision of the movements. All the students were intently focused on creating the scene and none appeared to be reluctant. The scenes were enthusiastically performed with high focus and commitment.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Short Mime Practice 3. Build Mime Scene 4. Perform Mime Scene 	<p>Energy was moderate at the beginning but built as the class progressed through the short warm-up. during the building of the scene, energy appeared to increase and during the presentation, students performed with vigor.</p>	<p>Today’s class had many fewer students, and only two activities were possible to complete: vocabulary check and editing sentence groups for relevance. Students appeared apprehensive when looking at the vocabulary, which had words such as “bubonic plague” and “ratio”. After the vocabulary explanation, however, they were more visibly and audibly relaxed. They easily understood the concept of relevance and applied it to the task. The task, as usual, was completed in pairs.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Vocabulary Review 2. Editing for Relevance 	<p>Today’s class was middle energy with some enthusiastic students and others appearing lethargic. All completed the task assigned.</p>
Week 3				
17	<p>Following last class, I sent out an email reminding students of their commitment to our project, the goals to be attained, and implored them to stick with the program. Today, there were 10 students of 15. Students seemed energetic and willing to do the activities set out. They seemed genuinely</p>	<p>Energy was positive and focused. Students appeared motivated to continue their study of narrative through this approach and willingly</p>	<p>Today 11 students attended the class. Most students had completed their homework. Students had some difficulty starting the first task—to separate two narratives which were entwined as one, one story forming the back-story of the other. However, after a few</p>	<p>Energy was positive and focused, but given the first activity, seemed to wane a little. After a few moments,</p>

	<p>surprised to do facial massage, some muscular relaxation techniques and vowel circle activities. Activities were met with some laughter and light spirits. Some students tried to use humor to deflect the discomfort of the moment. I encouraged honesty and focus instead of joking around as such behavior, while enjoyable in the moment, actually prevents the individual and others from deepening their experience. Students understood the activities easily. Some students had not completed their homework.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Self-Tap Massage face 3. Vowel Circle of Sound 	<p>entered into the activities.</p>	<p>moments of analysis, students quickly understood the task and set about separating the two. For the next task, telling a partner a similarly structure story, most completed the task without difficulty. Some were unable to attempt the task: they told a single story, instead. Given the third task, to sort through a song provide and find the main story, students seemed to enjoy this.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Separate two narratives 2. Tell a story containing two stories 3. Identify the main story in a song 	<p>however, motivation returned and the students remained moderate to high energy through the remainder of the class.</p>
18	<p>Today, there were fewer students than the previous day. The same core group of students continues to arrive. Last class, the circle of sound consisted of passing a sound and mimed sphere from person to person. Students seemed to have some difficulty following the instruction to make the physical transition from person to person smooth such that the “object” did not accelerate in the physics sense of the word. Today, however, most students seemed to understand and made the transitions cleanly. Vocally, students’ voices were stronger and they produced more open sounds than before. The concept of raising and lowering pitch was introduced today. By raising or lowering the sphere, the pitch raised or lowered, respectively. Finally, when the voice pitch raised or lowered, physical features of the body, such as the eyebrows, mouth and chin were raised or lowered accordingly.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Tap-Massage Face 3. Vowel Circle of Sound With Consonants 	<p>Less energy initially, but after the warm-up, energy and enthusiasm increased. Students appear to enjoy the circle work, though it can lead to sore feet and some boredom.</p>	<p>Today, students seemed stressed-out by the advancement of the narrative structure. Initially, narrative was described as having three parts—beginning, middle and end—yet today, it is refined in the Labovian tradition: Abstract, orientation, complicating action, evaluation, resolution, coda. Students worked to identify whether some texts had an abstract or not and then started to tell a story to their partner which included an abstract.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Essential Vocabulary 2. Narrative Structure (Advanced—Labov): Abstract 	<p>Initially, student motivation fell from the initial energetic entrance into class. Students used words like, “difficult” and “hard” to qualify their experience of the new material.</p>
19	<p>Class Cancelled due to vacation</p>		<p>Class Cancelled due to vacation</p>	
20	<p>Today, there were only 6 students—less than half of the original 15. Many students went home because tomorrow is a national holiday. The energy of the remaining students seemed low, initially. After the warm-up, it appeared to increase. I was particularly concerned about one student since she appeared not to want to engage with the others in the paired activities. She seemed pained when approached and dissolved into fits of giggling when observed. She demonstrated, however, her understanding of the activities aptly. Today’s primary activity, simple sentence enunciation, asked students to work with one of two hundred simple sentences to discover as many different ways to speak the simple sentences as possible. These sentences were used in pair-groupings and shown in the performance circle, repeatedly spoken in different ways. Afterwards, as a finale, students were asked to improvise a dialogue with their two sentences at the head. They appeared to be able to work creatively and with low aversion to the task. Their dialogues made sense and contained few grammatical errors.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Simple Sentence Enunciation 	<p>Low energy, but after the warm-up, it climbed to about medium level. After the Simple Sentence Enunciation, students were more comfortable and willing to take greater risks. Their energy level seemed to climb. Students remained, however low their energy, motivated to participate.</p>	<p>In today’s class, there were nine students for the same reason, presumably, as the D-Class. Students were introduced to the concept of orientation and seemed to be resistant to new structure and materials. Given the simplicity of the materials, and recognizing it was little different to what they had already learned, students seemed to engage with the tasks more readily. They were asked to identify different definitions for the categories, who, what, when, and where. Then they were requested to identify the features of a story which could be headed by each of those categories. This proved challenging for the students, and they struggled a bit. Afterwards, they were requested to tell a story from their experience and to focus on getting the orientation details more in place.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Narrative Structure: Orientation 	<p>Student energy seemed low today, and motivation to persevere was middling. Students required more scaffolding to effectively complete the activities presented.</p>

	3. Improvised Scene with Simple Sentences		2. Tell a story, focusing on Orientation Details. Who, What, When, Where	
Week 4				
24	<p>Today's class was distracted at first, but managed to get through their workout. They appeared in high spirits owing to the fact that Korea had defeated Japan in a soccer match. Once the game was over, students were able to focus more intently. The warm-up concluded with high energy and proceeded into image theatre. Students were asked to close their eyes and to imagine the situations presented to them. These situations were used to link particular words to students real (or perceived) experience. Words like "cold", "hot" and "energy" were chosen. Students were asked to imagine the situations, actually feel the sensations the words suggested, and then to say the words as they might have actually experienced the situations. Later, students worked in pairs and triptychs to "sculpt" human images of the words suggested. The word, "trust", was the focus of the work.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Word-Image-Sound 3. Image Theatre: Trust 	<p>Students had high energy at the start of class. They appeared motivated to work and didn't flag in their commitment, though they often seemed to be distracted by others' notice of their situation/ predicament. Still, students affected real outcomes within the exercises and seemed to experience satisfaction for having completed the tasks.</p>	<p>Today's class was somewhat divided in energy. Some students, having missed the previous day, were working on the orientation aspect of narratives from scratch. They appeared somewhat bewildered, but those around them were able to provide scaffolding to move up in understanding. Altogether, however, students seemed to work well, though they struggled with some of the instructions.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Narrative Structure: Orientation, Continued 	<p>Students came in with somewhat medium motivation, and appeared to maintain the same level though some gained motivation through task understanding. Those who understood the task started to provide scaffolding for those who didn't thereby raising the awareness, motivation and energy of the group.</p>
25	<p>Today's class had a very low turn-out. There were only 5 students and this number arrived by at least 10 minutes past the start of class. Students seemed reluctant to warm-up. They had difficulty making eye contact. They appeared confused and unable to follow simple instructions. Some hadn't attended the previous day's class and were unable to understand today's exercise since it was built upon the last day's activities. Students were put into groups of 3 and asked to create a short story called "What Kind of Monster Am I?" The object was to create images of the important moments of the story and tell the story. They lacked focus and coherence, and were unable to stick to one storyline. The students wouldn't commit to their actions or body postures. They often code-switched to communicate. Today's class felt like somewhat of a failure.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. What Kind of Monster Am I? 	<p>Motivation was very low. Students appeared reluctant, even resistant to suggestions and requests for action.</p>	<p>Today's class had a higher turnout than the previous day's class with 11 students. The students didn't seem to enjoy the material, but they worked through it. Today, we focused on complicating action. Students were asked to listen to two different stories, and to identify the complicating actions in either story. Then they were asked to write complicating actions for one of two sets of stories. In both cases, they were quiet, and didn't communicate with a partner, though asked to do so.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Narrative Structure: Complicating Action: identify the better example 2. Complete the story 	<p>Motivation was very low. Students were quiet and appeared tired.</p>
26	<p>Today's class had 8 students and the energy seemed to be quite high. The most reluctant student was late to class, and she seemed to participate more strongly than before. In today's class, we explored image statues of verbs. Students were asked to of simple verbs in partners, to make individual sculptures of the verbs and then to work with another set of partners. These partner groups then worked to sculpt the images into a "stronger" version of the ones already crafted by the original student partners. Next, students were asked to consider a place where the action would occur and to perform 2 seconds of the action—the simpler the better. Complex actions were scaled back so more focus, commitment and energy could be put on the actual action and not dissipated over a series of build-up actions and resolving actions. For example, given the verb was "kick" and the student chose the image of kicking a soccer ball, if</p>	<p>High energy and motivation. Students were easy to direct and followed directions well. Use of Korean in class was minimal.</p>	<p>Today's class had 7 students—fewer than yesterday. Today we concluded the "advanced" narrative structure (Labov) with Evaluation, resolution and coda. Students were asked to identify one of two stories in each of the structure categories which best exemplified the use of the category in question. Then they were to tell two short stories—one with and one without the category in question. Students talked easily and animatedly. They were instructed not to interrupt their peers and seemed able to maintain longer discourses while focusing on the category in question.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Narrative Structure: Evaluation 2. Narrative Structure: Resolution 3. Narrative Structure: Coda 	<p>High energy and motivation. Students were easy to teach and followed directions easily. They were motivated to tell their stories.</p>

	<p>the student performed a series of actions before the actual soccer ball kick—the pass receive, the set up, and the kick—followed by a series of actions after the kick—celebrating the goal, and performing a victory dance—then the action was simplified into a two second time space and condensed into the kick with a short celebration. Students seemed to enjoy this activity.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Metaphor I—verb images 			
27	Class Cancelled due to Sports festival		Class Cancelled due to sports festival	
Week 5				
31	<p>In today’s class there were 11 students, with only 4 missing. The students in attendance the previous class were present today and they all remembered the verbs, images and actions they had worked with the day before. The students who were absent the day before were present today. Following the warm-up, the students were asked to show the work they had completed the day before. Group by group they showed their actions for their particular verbs. The three additional students were placed into groups with groups from the previous class and these groups were asked to bring the new additions to their group up to speed. In one case, the student was very quick to catch up, in the second, the student required a little coaching and in the third, the student was able to get to where his group mates were only by the end of the class. Students were asked to imagine a context for which the idea of their action would be different. For example, given that the verb is “run” one student scanned through a number of mimed books in an effort to show fast study. His statement was that he was running through his studies. Other students created an abstraction. For instance, one student decided to show the result of a baseball coach stepping onto the field during a baseball game and being “kicked” out. He made a sweeping arm gesture and then a kicking motion. With coaching, this was simplified to the arm gesture only, with the understanding that both the arm gesture and the kick gesture would mean the same thing. A third student worked to show he was “fighting” against the university entrance exam with frantic, aggressive movements, turning of the pages, scratching with the pencil and highly detailed facial expressions.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Warm-Up 2. Metaphor: Verb actions in similar and different contexts. 	<p>Today’s students were highly motivated in class. They were energetic until the game of Zap! which brought out groans and which they played only half-heartedly. There seemed only to be male voices and only half of those. The students’ energy did not seem to go any lower, though their commitment to completing the tasks, except in one student group, seemed to be high.</p>	<p>In this class, students were introduced to the concept of metaphor. This was not a new concept for some students, but they had a challenge with understanding some basic ideas. For instance, with the statement, “I hammered the nail into the wall”, students seemed unable to tell if this was correct or not and had to be shown a nail driven into a wall. this was done by leading them to a painting which had been hung near the elevators. Once visualized, the students could identify the sentence as correct. The verb, to hammer, in the sentence example would be considered the literal usage. Showing another sense, “I hammered my friend in the face”, which, albeit somewhat violent, shows a metaphorical usage as it is unlikely the speaker would have used a hammer. Thus, we began the study of metaphor—to use one thing, especially the image of a thing, to stand in for another and give it greater meaning. Students were asked to think of three ordinary things in their plane of existence and to compare each of them to another such that the comparison is metaphorical. Most students were able to do this, however some of this group created similes expressly with the word “like” as the fulcrum. Each was coached about how to shift the words in order to facilitate a more metaphorical expression.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Pre-Learning Vocabulary 2. Metaphor I: comparing dissimilar things. 	<p>There were ten students in today’s class, and these seemed to have a mid-level energy. Students listened intently to the instruction but showed incomprehension and no one asked a question about what they didn’t understand or show they did, in fact understand until they had seen the actual physical nail holding the picture outside the elevator. Then students’ motivation and energy picked up and stayed towards the high end, though not exactly high, until the finale of the class.</p>
June 1	<p>Today’s class had 7 students in it and they appeared to me somewhat motivated and energetic to work. I wonder how much of their motivation is a result of my own expressiveness, as I noted that I was feeling somewhat unmotivated to teach. However in today’s class, we took the previous day’s metaphor activity and applied it to basic nouns. We were unable to complete the activity, requiring more time, so we finished with one-on-one pair-teacher discussions on extending the action created with their “objects” to its potential metaphorical use. Students were scaffolded to understanding and the class ended.</p>	<p>Energy medium. Students put more energy into their work after the warm up, as usual. They seemed energized to begin a new physical exploration. After a short while, however, there were many standing about, sitting down and just watching others.</p>	<p>Today’s class had 8 students. These came into class quietly and slowly. We revised our knowledge of metaphor and proceeded to discuss how to interpret metaphor in terms of image, connotation and context to understand meaning. Students seem to understand how to do this better than I anticipated, even though at times they required more attention than at others. Students who are not typically vocal in class were surprisingly adept at interpreting metaphor.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Metaphor II: interpret metaphor in 	<p>Today’s class seemed of medium energy, as with the 9pm class. Students were consistent with their energy, remaining alert and focusing on the task at hand. We finished all the activities for the day.</p>

	Activity: 1. Warm-Up 2. Metaphor III: metaphorical use of noun objects.		terms of image, connotation, context.	
2	Class Cancelled due to national voting		Class Cancelled due to national voting	
3	Interview and Written Narrative			

13 completed classes

1 pre-research interview class

1 post-research interview class

Total: 15 classes

Appendix 2 Student Narratives

<p>The texts, below, are transcripts of handwritten narratives provide by students in the first and final research classes. The left column contains narratives written during the first class; the column to the right, the last. Attempts have been made to provide as accurate a transcription from each handwritten account and may include orthographic, punctuation, grammar and lexical errors, as well as typographic errors. An asterisk (*) beside a student's initials indicates absence from class. Empty boxes are homework assignments which were not attempted. The letters, <i>D</i> and <i>T</i>, indicate the class utilizing either a <i>drama</i> or <i>traditional</i> approach to language teaching, respectively.</p>																	
Class D	Class T																
<p>NJH</p> <p>When I was 13 years old, I went to Canada and I visited home which is home stay. People of homestay were very kind. In that time I was afraid in English, but I had overcome my risk because they helped me. One boy of homestay who is Canadian student taught me important of English.</p> <p>In the midnight, I & My Korea friend & Canada friend A&B watched the TVShow. I & My friend were very tired. And sleep early than A & B. but still A & B watched TV.</p> <p>Next Morning, I was very upset. Because A & B watched the porno and they spoke "We didn't watch! Jaehong watched the porno!" I was so angry .. but I cah't speak English ..</p> <p>This remember was scratched my mind . and stimulate my English skill .</p> <p>Even to this time. I don't speak English very well But I will try more and more!!!!!!!</p> <table border="1" data-bbox="191 926 789 1041"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>									<p>JSH</p> <p>When I was young , I dreamed about traveling.</p> <p>I wanted to learn foreign language, and travel to somewhere.</p> <p>So, I made my map (about travel abroad), and had a dream.</p> <p>My first abroad travel was Thai. Actually, I didn't think about Thai. I wanted to go someday.</p> <p>One day, suddenly my sister said to me "Would you like to go to Thai in one month?" I was surprised , and I decideded . So, I went to Thai. Actually , I imagined going to some where, but a little bit fear . Because , It's my first trip!!</p> <p>Until then, I've never been to abroad and bording an airplain.</p> <p>But It's okay, because I was with my sister My Sister really like travelling. She has been to Thai (two times) , India, Taipei , Hongkong .---. Etc.</p> <p>My travelling was very exciting!! I was in there, I wanted to live in there . There is very cheap , and I didn't care that "How do people think about me" Acually I care about that in korea, bit I didn't care.</p> <p>My best point is that. "FREEDOM!" I think, what I like to travel Somewhere. That's why. "Freedom".</p> <p>So , I'm still making some plan about travelling. I think, I'll travel to China or Japan in Sumner , and I'll go to Canada or Australia after graduation. Because, I want to learn English.</p> <table border="1" data-bbox="818 1146 1416 1262"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>								
<p>LJHd</p> <p>I'm going to talk about my trip to Tibet. I was 17 years old when I traveled there. Actually I really didn't want to go there since I wasn't in vacation peariod. That means I had to be absent from school while I was traveling. So I refused to go there and said to my parents that I would stay in Korea. But they strongly asked me to go with them because that trip was for my grandparents' 70th birthday event. All of my relations were supposed to go there together. So... I came to go in the end. Anyways, to talk about Tibet, it wasn't sophisticated much, but had interesting things to see. The lamasery, maybe the famous place for [? above 'o'] tourists for tibet, was one of them. There were so many lamaists wearing red clothes. I wondered what they do everyday in that isolated place. By the way, Tibet is located in high mountain, so it was kind of hard to breathe. And the food was too greasy (but I think it's not Tibetan food but Chinese food.)</p> <p>I heard little but interesling story there. That they adopt polyandry as their marriage system. a woman should marry her husband's brothers also. Brothers share one wife. It was somewhat weird to me though, well it's been quite a long time so I can't remember everything, so I'll end this writing now.</p> <table border="1" data-bbox="191 1864 789 1896"> <tr><td> </td><td> </td></tr> </table>			<p>LHJ</p> <p>This is a story about my hard time story. In the last year, I have a hard time , because I tried again to go to the university that I want. I want to go to Korea University , so I was hard to study. I get up 6 . a.m then I go to academy in Gang-nam station . I like all of the people in academy . I really hope to go to university that I want . Teachers in academy were really good. They were really funny and kind . They were like my parents. Academy ended at 11:00 p.m. When I arrived home , it was 11:30p.m. I took the shower then it was 12:00 p.m . I really tired every-day of my life in the last year. I wanted to sleep , but I had a patience. I had a lot of friends in academy and I had a great experience , so I don't regret. Although I failed the exam , this hard time was really precious . Now , it is precious too. I am stronger than before because of this experience .</p> <table border="1" data-bbox="818 1703 1416 1818"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>														

KSK

<Under the moon>

When I was young; like 13 or 14, my family went out for the picnic on my and my sister's school vacation. Farther choosed to go to the sea, not to swim but to just sea the waves, sand, and you know, things we can enjoy through the sea. Unfortunately, the road was fullfilled with cars of whom desired as same as my family, so it was already the night when we could see the sea-horizon. There was even the moon upon our head, and stars were starting to bling. We were somewhat disappointed for we could not sea how it looks like under the shine of the sun, but the view with the full moon was gorgeous enough. However, the problem was occurred at the very delightful time. Farther drove his car into the beach, and when we thought it was time to go out, the car was failed to be pulled out of the sands. So, as you can easily guess, all of my family started to push the back of the car with hoping that situation should be end. Sadly, when we got out, the horizon was blurred with shiny yellow lights. I won't be able to forget that beautiful, horrible sight through my whole life.

MGL

When I middle school second grade. I went to the English Villige in Daebu Island. I stayed at English Villige for a week. third day, I saw ghost . That is true. A girl student said " I saw ghost on the air conditional. I'm not believe her story. so, I entered room that she saw ghost. Oh, my god; truly, There was ghost on the airconditional. Ghost was white and green light. I'm so very scared. Imedeatly I exit the room . She who saw the ghost was crying in the hall. Next day, A picture was found on the airconditional. Surprisingly, picture was girl who I saw on the airconditional . Suddenly , I'm so very scared . Since these day , I can't sleep well at night, Because. I was thought when I go to Dae bu Island.

PGB

About my life. Steven already know a little bit. I always had hurt hearts of my mom and daddy. If I live such as the life, I couldn't tell this story. But that doesn't mean that I live well. Of course, I don't live well even now. Just, what I'm trying to talk about is not 'life', itself, is 'direction of my life'. Before I knew 'Jejus', the direction of my life was always toward bad things. But after knowing God, 'Jejus Christ', the direction of my life was changed toward good things, goodness. I who had never thought another's place was become to think about the other's position, and I who had always given an evil influence became to be changed even little by little to a man who wants to try to give whatever good like, kindness, love, something in many things in teaching of Jejus Christ. My life in now is shame to say the name, 'Jejus'. Nevertheless I want to let all people know the name of Jejus Christ who has saved all by death of himself and is the only one event of my life and everybody's life.

KJHt

I think I'm very activity man and have leadership. When I was a freshman, I was a captin of climbing circle , but I was a freshman so that time , I'm very passitive and I didn't find a leadership myself! When I was a military-service , I thought many things and my character , so I recognized my character have less leadership and confidence , so I tried to train my character in military – service. It's easy to train myself because military-service gave me many oppertinity. When I went out the service, I thought the world is mine! When I went to university again, I wanted to do something for my university and my major, so I candidate a captin of major and I won ! I tried many ting for my students my students and my friends , but it's difficult and I realized social is hardest to one man ! and I have many experience that time and very interesting time and my leadership is growed up when I finished my term .

CJY

This narrative is one weeks ago. It's my middle exam season. I prepare the presentation I have to finish last week. I'm so busy. I study middle exam manor and I make the team for the presentation. I make power point page. It's my part. We need 20 page but I make 100 page more than because I want to make best presentation. I don't sleep. My sleeptime is just 10~1f hours to one

WSJ

I went to The hall of Art. To watch, and listen the concert named "Distant world music from final fantasy" in Feburary 6th, 2010, I reserved the concert very quickly, and went my bestfriend . He was interested in classical music, and unfortunately another friend hurted So I went with him. The hall of Art is very big and many buildings in there before wo entering the hall we looked around , we took pictures and buying some CD , and clothes which sold in the hall , A half

weeks. however, I study many thing.
 My computer ability is better also write and design skill too,
 I lost my free time but I get the many thing. Good
 teammate and improve computer skill
 I don't forget this time. It's a nice experience.

hour we waited , then we can come in , inside the hall is very beautiful and Orchestra members were playing instruments before the concert Started..

After Mastro came to hall and the concert Started concert is sometimes powerful , sometimes peaceful, program is very good and most of songs that I knew already, upon the Orchestra members showed game movie, while they were playing my friend and I felt very happy and so excited. The concert divided two parts , and after one part finished we talked very excited voice , After the concert end. We clapped to Orchestra members and maestro I felt I wanna come to many times in classical concerts and make a lot of maney and get good seats.

HJS

My name is [HJS], English name is Jason. I am Level 4, my teacher is Bill. I was born in incheon, I grow up in incheon, too! When I was child, My family went to country for rest. But there was a big accident. That is, my sister was burnt by boiling water! She went to hospital immediately. Fortunately , she is okay now.

I was house-moving twice time when I was elementary school student. So , I don't have friends who have known from elementary school. I think that is very sad. But , I have many middle school high school friends , and now I spend my university time very well ! In 2008 , I was very Sad. Because my grandparents was passed away. My grand mother was passed away at summer , 2008 . And my grand father was passed away at winter , 2008. I sometimes miss them.

This is my event in life. Thanks for reading.

KYK

2010 ,4, 27 I go lotte world. With my friends . Lotte world iS so for. From here. then We. Go to lotte world by subway. Lotte world's Station iS JamSil that iS2nd.line. we are go to lotte. Mart and baught Some.drinkS and dougut S. We bay free ticket and.go into lotte world . First we go to biking. That waS So Scared that I was cry . and go out to play some. Exciting implement. Ziro drop was So exciting then we play again. The end we go to TIP. We were so tired . Then we go to home and . we go To deepSleepP.

LWJ

Four years ago , I had been to go to my grandparents house. My grandparents are farmer. So they had to Cows and two Calves. It was first time to see the Cow with my own eyes. All of the Cows are female.

I really like animal. So I was in a cowhouse for six hours.

Cow's eyes are really pretty. I'd never seen that beautiful eyes. Cow's eyes are very big and their eye color is navy blue. Many people include my friends know that Cow's eye color is black. But that's wrong. And their tongue was not smoth. So when they licked my hand, my hand was stinging a little.

That time I was really wanted to play with Calves but they are frighten by me. At first they are run away from me . But about four hours left they Came to me . Maybe they thought that I was their friend. I was really happy. After left my grandparents house I want to see cows and Calves one more time.

But My grandparents Sold all of them . I was very sad. From that time to now My grandparents did not buy a Cow. It is my best event in my life.

KNS

When I was young , I like my friend. He is cute and kind. If I describe him, He has not front tooth and some teeth was rotten. also his eyes are small just like stick. He is a naughty boy. But he is cute and I like him.

One day , He called name slightly in back of elementary school restaurant . So He passed letter. And He said "If I leave here, you will look at this letter." After the class, I came home . and I looked at the letter. Substance of the letter is "I like you . How do you think?" I like that. But I was purity. so I didn't say my inmost heart. but I like his heart. So I talk substance of his letter to everyone . and we have been friend until middle school . When I was middle school, I told to other people . So he is ashamed of that . He said "return my letter". I was sorry to him . I passed that letter.

now , sometimes we talk the story . and laugh .

He is my best friend . This is funny story to us .

thank you for reading my story.

CHA
When I was 17 years old. I was a highschool student. And I must have a study time after school. But I and my friend whose name is [Y] had a break time that is a only ten minutes after first study time. We had to study for second study time by we saw some apartments in our way to go snack bar in our school. That apartments was sparkling in blue and look like so fantastic and magical. We had a no plan to go there but we went there naturally. We arrived the apartments where we want to go but door that was way to go apartment's ploof was locked. We so disappointed but we didn't give up. We went to the other apartment. So we went to ploof that was sparkling in blue in second tryout! We was so happy ^^! [^^ = ☺] We felt something that wasn't express in language together. We saw our school at the proof that's high was 18 floor. A night view was so wonderful. We felt a little scare but we was so interesting. I will remember these thing for my life. It is my best event in my life. thank you for reading my story.

KSE

I had lived in Busan until I was 12 years old. After moving to the Seoul, I had lived with grandmother. Not only my father but also mother worked, so my grandmother took care me as a mother. If I got up lately, I usually skipped breakfast. However my grandmother certainly made me eat breakfast. I had eaten grandmother's food until she became sick. She got sick of muscles, so she couldn't move. She couldn't breathe easily, so the hole was made in her throat to make her breathe well. She couldn't tell because of hole. Furthermore the sick made her weaker and weaker. I often went to hospital to see her, and I usually saw the scene that helping people like a nurse who take care of patients annoyed to patients because of tired. They sometimes skipped their duty, so I was very worried. My family also complained them for these reasons. To be sad my grandmother passed away in 1, May, 2009. That day was Buddist's birthday. Now she is in the temple of which name is Boguangsa. I still remember her habbit, action and voice, so I usually use to my family. Sometimes I want to eat her food which is traditional. She liked to listen to the trot which is favorite to adult in Korea, so when I listen to the trot, I usually imagine that grandmother was singing a song. She learned sport dance, so she and I usually danced together like cha cha cha with exciting music. Therefore when my mother listens to the music, I walk to her and ask to her "Shall we dance?". There are many things to remember her, so everythime I can remember and imagine her easily. It is very lucky that grandmother is always happy in my memory. Though 1 year passed after missing her, I still love her. This love will be forever.

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YHM

6 years ago, I adompted puppy. When I walked in don town. I met white puppy. This was first meeting. When I saw little puppy, she danced in small box. soon I fell in love. I rushed home and called father. "Father! I want to have puppy! Please buy for me! If you buy puppy, I will study hard" Eventually father bought puppy. During I taked back white puppy, I felt happy. Puppy is her, so I call her to my daughter. Her's name is cho-rong It is normal name, but I satisfy her's name. Fortunately she followed our family well, so all of my family love her. Especially she likes me, because I always sleep with her and take a walk. Even I gave my family last name to her, so sometimes our family call her likes that [Y]-cho-rong. Now I stay in TiP, so I don't see her every day. I worry about her because only I spend lots of time taking care of her, I heard she depressed 2weeks, after I leave home. Every weekend I return my home to see my sweety. sweety is my Puppy's nickname. I hope to live forever with my sweety. Now I miss her's cuty eyes.

LJHt

When I was a third grade student of high school who was on the edge of graduating high school, my family was about to move our home to somewhere. Finally my parents decided somewhere to move in, My parents told me "Shell we go to there to see before we move in?" It was very critical even, but I didn't know the fact that it was very important in my life. I thought it was a very trivial thing to do at the time. This decision have affected me strongly to have challenged the examination to entrance a university four-times. The 1st floor of apartment was very noisy for me to study something. The noisy made me very depressed and made me fight with the administrator of the apartment. and even it made me build a very complicated anti-noise barrier around my room for 3 monthes, I couldn't do any other thing but only build the barrier, I had to go to a psychological clinic, and I had eaten anti-depression for 1 year, The noise was caused from everywhere even from 4th floor footstep sound. The more do my best, the stronger the noise was,

<p>YJ It's story about my first love in high school. When I was second grade in high school, I went to a school excursion to China. It's term was 7 days. The day might be third day. We were sightseeing in a museum. I saw her first there. As soon as I saw her, I felt excited and beat high! This feeling was first in my life. I think I had began to love her since that. I did one-sided love until I was third grade in high school. A day, I shadowed her with my friends about three times a week. I did that while she didn't know this situation. I didn't control my mind in that season. Finally, I called her and confessed my mind to her. She looked little embarrassed and shy. I also was very nervous, but I told him my mind calmly. She didn't look unpleasant! However, she said to me that 'I'm sorry.'. She said that we had to study to enter university and we didn't have enough time to study and love. Her speech was correct and I accepted her opinion. I thought I could try one more time after university's exam. But I couldn't do that due to some reasons. As a result, I couldn't achieve my first love!</p>		<p>JMR I started my first romance ten days ago. My friend In-ha introduced man that In-ha's bandclub friend. He was not handsome , but he was very kind and made me fun ! All of the story that he was talking about me was interesting ! So. I Like him. I thought he don't like me. But he like me ,too! He said 'I Like your smile face !' So, we started romance ♡. I like him, but sometimes he is very annoying... Because I don't habituate what something to do other people. I Like something to do alone. It's more than 'comfortable. But when I determine my mind start the romance, I think I should effort for him. I hope this romance go on long time !</p>
<p>KKH I've been to U·S·A for exchange student when I was 16, to 17 I was excited to go american school and meet my new host family. I studied English for 6 years before , but I couldn't say any words when I arrived there. After few days, I started to Say English little and my host family asked me gladly. I felt like a baby that Just saying a word. It was so shy at first to Say English because I've never talk English with Someone before. But I kept speak english. So After 2 weeks, Still my english was terrible, I could express the idea that I want. And by that time, I had to go to High-school. I was afraid to go to high School because I was not Sure that I can endure a hard high-school life. of course I didn't think that I will make friends. And yes. It was right . I had a really hard time for 2months in School with no friends. But after I started Say Something, eventhough my Speaking is terrible, the students in there Some times asked me a Question, and if I say something wrong, they Sometimes laugh , and we kept talk and so on. --- -. After that day When I go to class, they treated me first and we talked each other again ----. Vnnoticed, we were friends. I felt if my english was better I would make a more friends there. Anyway, 1 year for exchange student life was very impressive time in my life.</p>		<p>SSH When I was 3grade of university , I had travel by bicycle . I made a plan to schedule and Purchase list. My two friends help to with one another and traveled together. We had three weeks for preparation . We bought tent , camp stove , sleeping bag , lantern , implement and so on. Our rout was . starting point is Gimpo (Gochon) and finish point is Jeju (Marado) . It is very long road . First day is very Sunnyday , we was feel so fresh . We riding long time . after 3 hours we so very tired and sunshine is very strong and hot . I decided have a break time and drinking water . We many time repeated at this rate . so we arrived Asan . First day we moved about 98 km distance . We Could feel a sense of accomplishment. We riding bicycle average 80km and enjoy that time, So we could arrive Wando in six days , and seven days we entered Jeju by ship . We enjoyed the time camping on the Jeju beach . We didn't enter the Marado because bad weather but very useful time and meaningful travel.</p>
<p>KJHd I graduated in Gwacheon High School . Most of class our school food was not delicious. So our students didn't like it. When I was 19 , one day we had school food like every day we did. That day food was not bad so we ate deliciously. But next day most of students said they didn't sleep well. Be</p>		<p>KHN Last Saturday, I went to 'Ko-Yang flower exposition' with Inha and [MR] . My purpose to visit exposition is tave a photograph . I have photo class . so, I need to pictures submitting a paper. There are many type of flowers and plants. Among them , best one is a cherry tree with.</p>

cause they had to go toilet . In fact they had diarrhea ! This accident had very big problem for students and school image.
 The ambulances were coming our school and test students who think having problem. Surprisingly only two students didn't have problem and one of students is me! I was strangely ok.
 After this accident day we had to bring our food for a week. Students had very angry. I was also very irritate.
 After this accident our school food manager lost her work. This is not good news , but our students were happy . And after this accident our school food was better than before. So we were very happy . This story was funny and impressive to me. But recently my school juniors said school food is gradually not delicious.

sculpture . Cherry tree is in the center of outdoor exhibition . That is not big but makes its presence felt . cherry Flower is bloom before coming into leaf . That is distinct from other trees, I think the . characteristic look more special than other one, Thin branch was only cherry blossoms. This Scenery is beautiful and fantastical. After writing , I wrote only praise of cherry tree. HAHAHA

[Sorry . steven ;C I don't Know saying other story when the interview. You Know, I work in main office so, I have similar situation of English. Therefore I use. restrictive vocabulary . My vocabulary range diminishes . I will study english hard ! . Because I want to speak fluent and idiomatic English!]

CYS
 When I was young I have really best friends. Their name are Morizio, Anton Zehna and Matia. Well Anton and Zehna they were really good friend we met in school bus. Anton is Bulgarian and Zehna is Indian but she has England traitor. (Well she lived in U.K. and their family also) Anton came to Italy for his father's job . His father works in FAO. His father is really funny anl nice!! He used to play with Anton buy PS. Wow nice! Well my father don't . and Zehna I exactly don't know but I guess her family works in there. Yountimes we hang out for fun. We watched movies, eaty hamburgers , window shopping and play video game. They are really good friends. but actually I did mean to them, I'm really feel guilty about that if I meet them I really want to sorry about mean to them (but we were friend, they actually understand me), I haven't got their E-mail adr. or phone number so I can't connect with them. It's really bad ... I really miss them. My best friend Morizio and Matia! Then ave really good friend , too! We were classmates and Morizio , I have some hobbies he likes playing basketball, taky pictures and drawiny tattoo also. LoL. I always draw tattoo but pen in arm and Morizio draw chinese kungfoo mark it was really awesome!! Someday we went to trip in our school. and we have pillow fight really nice it was really fun! I really miss them!! If I have chance to go to Italy I'll visit my school and find their phone number and then I gonna connect with them and have fun. I really forward to see them!!

YJW
 Last week, I went to [Oido] with my college friends. first we went to [Okkugongwon] to see a sunset. [Okkugongwon] was so far to walk from KPU. But we walk there. When we was walking, we saw many beautiful flowers. I was very happy to see flowers. Because I don't see any flower this year. So we took many pictures with many flowers. Then we reached to the [Okkugongwon]. We can see a sunset. A weather was a little cloudy, but sunset was very nice. I don't see that beautiful sunset. Maybe, [Okkugongwon] is a mountain that little hard to hiking. I feel tired and see sunset therefore sunset was very beautiful.
 Then, We went [Oido], when we arrived at [Oido] Sun already set and the moon was rising , we felt hungry, so we went to restaurant. we ate [Kalguksu]. It was so delicious. When we ate all [Kalguksu], We bought firework. The firework was so nice. In midnight, The sky was all black and only firework was in sky . It was very beautiful. I don't forget that sky.

SHJ
 Every Korean high school student must do the university entrance test, which called 'soo neung' . last year I test it too. The test grade is little easy , so everyone's score is little lower than every student. I have a lots of desire to go to good university. when the time to applicate university , I wrate higher than my score except this university (Kpu) . The result is all failed and one is Pass. Now I'm regret about that I wrate higher

CHS
 I had a great experience when I was 19, third grade in high school . In Korea, semester usually starts in March 2nd, new classmates and new teacher aren't familiar so we're not friendly until the end of April . And my birthday is April 6th so I usually don't get birthday presents or celebrates from classmates.
 Third grade in high school makes us lots of pressure. We study everyday anytime for good university like Seoul

<p>than my sore to university. Ajou university, which is very famous for engineering is also I wrote it. I almost Pass this university , but my preparation number is 3 . I was little shocked at that moment. Later ,Idecied to go kpu Energy-electric Engineering and now Satisfy with university life.</p> <p>Now days I'm Part of a research laboratory and Study really hard .That research is related to electric So , I study electric and make my own money too! If go to Ajou university , can I get such these life?</p>	<p>university, Korea university etc ... Our parents respected us to get a good score in College Scholastic Ability Test , and we felt too tired and became unconcern to each other, So I thought nothing going to be happen in April 6th.</p> <p>When April 6th came, I went to school ordinary. I passed school entrance and arrived at classroom. I really surprised because my best friend in high school gave me birthday cake and present and whole classmates celebrated with bappy birthday song. I felt really nice and embarrassed at that surprised party. Maybe I'll never forget at that time in my life.</p>												
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<p>WKI</p> <p>Last Summer I went trip . walking as far as Busan at my home . me and my friend Walk. 10days. Until arrive, Anyway , we when going mil-Yang at night , may be we walking during nine hours Suddenly my friend Said to me “[KI] I thing we are going wrong way” So I'm looking for map than I'm very disappointed. We were going wrong way during three hours!! (three hours walking = 9KM) . So we arrived that day our's destination very latly . Because we went wrong way and no light .nobody even no Bus or taxi So we walk and walk continue. But we arrived Busan Correctly time , This is very impression experience of my life. So I'll going again this Vacation. I'm very expectation . this summer vacation .</p>							
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Total Students: 15 Total Words: 3108	Total Students: 14 Total Words: 2,562
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Average Words Per Class = 2,805

Class 2 Homework

<p>NJH</p> <p>When I was 13 years old, I went to Japan with my sister and friend .</p> <p>Japan was very hot and citizen was very kind.</p> <p>We went to Yokohama and a lot of city.</p> <p>most of all things that I'm not forggoten was food's price .</p> <p>Japaness food is very expensive but very delicious . Susi is great I think so</p> <p>Also Japan is located near the sea, weather is beautiful and clear.</p> <p>Korea and Japan have a lot of scar.</p> <p>When I was young I didn't like Japan</p> <p>But now I hope that change the world .</p> <p>We are the one !</p>	<p>JSH</p> <p>I'm thinking that it's time for 'real' spring now. In fact, this year is too cold. If course winter, and spring too. This year's spring doesn't may spring. In addition, Jeong-wang is colder than Seoul. I lived in Seoul until living in Jeong-wang , and where I travelled other place , there is not!! (there's too hot ..) . So , I can't bear to be cold.</p> <p>Anyway, It's spring!! I like going to a picnic in the spring. I want to go to an amusement parks, parks , Zoos , botanical gardens when spring comes, I want to do So many things. Oh, and the weather is warmer, I'll walk in the park . I thought, a park isn't near hear , but I found it!! So, I'll do walking and running. Because, I'm too low the physical activity Since I live in dorms. I'll recapture the spring ~.</p>
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<p>LJHd</p> <p>It's childrens' day today. so there was no classes today. I could go home yesterday, but I didn't go home since I thought I'm going home too frequently recently. I woke up late and cleaned my room . I considered reading some books or reviewing papers, but I didn't feel like doing that so I just</p>	<p>LHJ</p> <p>I decided on a diet ㅋㅋ [Korean characters signifying a pair of crying eyes] because I became a pig. I got more three kilogram.</p> <p>I was so sad when I saw my kilogram. I was so shocked.</p> <p>Wow , unbelievable.</p>
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<p>killed times, surfing the internet. meanwhile , my roommate called and asked me to help her ; She was practicing dodge ball for school's tournament and she forgot to do her assignment of interpreting papers in English to Korea, and she asked me to do some for her, because she couldn't get out of the ongoing game and her team for assignment will meet in a few hours. So, I started to interpret her papers , since I owed her in this way before But it was kind of handful job The papers were about the role and definition of 'teams' in an organization or a company, and it seemed to be from an economic journal. It was pretty hard for me to interpret ; The lines were too much long ! I could understand in my head, but turning it into Korean was really a harsh job. So I felt I need to study it more. ☹ So, that's all for today~</p>	<p>Therefore, I decided on a diet. I want to be a entertainer like Moon – Gun young. She is beautiful . Many people said that she is so skinny, but I don't think so. I think she is better than before. I want to be a skinny girl not slim. I want to be a skinny person. I don't like my cheek fat. I think I must don't eat dinner, but I can't do it. I am so hungry everyday. I'm a beggar. ㅠㅠ Shoot! I'm a strong person. I can do it !!! Huh~ I'm watching gossip girl . In gossip girl , there are many glamerous people. Especially , Blare is the most beautiful that I think. She is very slip . I want to be like her. I will try everyday to diet. I hate piggy.</p>
<p>KSK</p> <p style="text-align: center;"><Home Town></p> <p>When I was young about 7 years old. My family lived in an uptown ; non-developed agricultural village. We had a big house and a huge yard . It would take 5 minutes to sweep the whole yard with my 'kit' ; tricycle. We also grew 3 dogs in the yard, but sadly they ruined nearby strawberry field, so they must have been in the cage for the neighbor's sake. My house was so – so huge for me ; remember that was kid , and there was even an out-door room! I'm not sure but I guess it was ten-times vider than our class room. When I grown up , I entered an elementary school , and my parents had decided to move in developed city, for me and my sister's education. As you see now , I'm living in Seoul , but x yet my parents moved back to there again after they thought our education is done which could be handled on their hands . So I could see my house as I was young; but it was re-designed , even bigger than before , whenever I visit my parents .</p>	<p>MGL</p> <p>A research program class has begun today. Today topic is interviewing and sharing it with partner. Interview is story that I happened in my life. My story is about ghost. I have seen ghost at English Village in Dae Bu Island . I talked it to partner. But my partner don't believe my story . My story is true .. certainly I saw ghost. Ghost is dim green light and clear. I remember it exactly. I feel frustrated because my partner don't believe my story.</p>
<p>PGB</p> <p>Today is 1st day after beginning of Steven's M.A. project. As I see, Steven do always hard against everything. I think it's amazing even though I don't feel that. Am I helping to Steven as participating in Steven's project? If it is so, it's also amazing work for me to help Somebody. If it is so, I don't know how I accept that. But I gave my word Steven once. So I must be with Steven and his project. That's all to me who don't become mature yet.</p>	<p>KJHt</p> <p>Today I had a big event. I'm an iPhone user, so I wanted to be a jailbreaker, but it's impossible to do that yesterday because I updated my phone 3 . 1 . 3 –it's impossible to jailbreak . Today's morning , software for jailbreaking 3.1.3 appeared . when I received this inpormation, I'm surprised and very happy ! because I waited for 3 month . it's very long time , and many iPhone users was same as me. When software approved , I exactly downloaded and setuped , but I realized I did mistake because I didn't backup my phone so my new pictures was deleted . I'm so sad . Tonight, I had a class , so I'm late to arrive my room. I want to do many things to use my cellphone but it's too late , so I can do something but it's not enough to besatisfied by me . Tomorrow, Ill wake up early and I'll do many thing for am. time because I'll study ! I have exam on this sunday for major licence so I'll study for pm time</p>
<p>CJY</p> <p>When I was young. I have strong arm. I'm middle school student. My nink name is <u>arm strong</u> it means powerful arm. because I triumph in the arm challenge classmate is 50. man is 30 . I'm a king of the class . One day , I have to go school for Soccer , Soccer is sport , Just use The leg. but I'm powerful arm I played the soccer with hand sometimes . I get the red card</p>	<p>WSJ</p> <p>Today is after to children's day. This year's children's day which I think terrible day because of hot day. Whatever.I wanna something interesting to do. so I went Outside where I think very interesting but, I didn't find something interesting so I went T.I.P and I played Eame and talked with my friends. Today's diary is very hard to writing I think</p>

<p>I never use the hand in the soccer game.</p> <p>HJS Hello! My name is [HJS] My English namis Jason. I live in Incheon. In my elementary school , I had stomachache when I went to Kyung-Jo ! So, I didn't enjoy my trip ! I missed the road in mountain . So, I isolated for 4 hours in-that mountain. I broke my ankle , because I jumped on stairs. So I got cast for three weeks !</p>	<p>KHK</p>
<p>LWJ *</p>	<p>KNS 2010 May 5</p> <p>KPU 's physical tournament is coming. It always opens at middle of May . When I was freshman, It was funny . but now , It is out of mind . Infact, that event is partisipated by sophomore and freshmen except some high grade person If I introduce that, 11 major's students compete each other and one of the 11 major is winner the major which win the game will be given prize money . The prize money is too much so students wo participated in game do very hard to that. Sometimes They have a quarrel, because of result of game. In last year, It was heavy raining. but physical tournament was going . So I can remember easy . but It is dangerous. because play ground is very smooth. Students can slide to easy . I want to just enjoy that event It is the best Too much greed has many problem .</p>
<p>Cheong Hyun Ah I have known Hip Hop when I was high school student. Because my friend she is Ju Hyen have liked that music when she was middle school student. We were same class for 3 years So we always hang out. Naturally I have liked hip-hop , too. We were 3rd grade . We had to study hard but we went to hip hop show . Best empressive show was soulful christmas . It was my first isiting show. So I wasn't forget that show. Eventhough we wer so young , we were in there for many hours. Eventually we missed bus and subway. we had to take a taxi. We paid for going home too much but we didn't regrettable. Because Soulful christmas was very very exciting! That show involved Some events. and we saw mic checker who is liked by us. Example we Saw the -Q, Kebee, Planet Black, Loptimist , etc . Every MC is liked by us . Every MC is a good rapper. I was so exciting . I had bitter scholding, but I was so happy This event make me like HipHop more . And I will like HipHop and rapper in future We put a hands up and yelled loudly and jumped high. We thrilled for rhyme and flow . We sang a song together, This event in my life make us more friendly .</p>	<p>YHM Health Nowday s Many people suffer from flu because our university environment is not clean. Especially air is very bad. When I came to university, I felt dirty. Even I admission to hospital because of throat infection. It was terrible memory. I couldn't eat anything I was really sick _ High fever , tired , pain are came to me . About 7 days I almost Vecoveved . How wever I also felt pain in throat . In addition I feel nervous. I Pray god . Please Healthy is coming to me . If I wontto harve healthy . healthy is coming to me. It is my positive things. unfortunately I was sicking. Now I have lots of home work , So I must do my homework, However our maior student group cull me because of Participating their's pro pit. I hate them. They are not kind. I'm not good conduction but they ig nore my situation. They think onyy their's thinking. some times I Wonder Why I'm sick. I was really healthy Person but Now I'M not healthy person. It is Very bad thing. healthy is the most important thing in my life...</p>
<p>KSE When I was 8 years old, I lived in Busan. My friend Whose name is DaJung also lived same apartment. My home was 101 and her home was 801. We went to same elementary school which name is BongSam. Furthermore we were same class. Therefore we got along well. I had one wish then. That is sleeping one day to friend's home. My parent disagreed with my opinion and they Said that is not etiquette. I was sad but I often went to friends home instead. I was young and young little girl was mischievous. One day I went to her home and her mother</p>	<p>LJHt I didn't sleep last night. So I had to sleep a little after my breakfast . I ate a lot of breakfast . and I felt some inner trouble . After solving the problem , I had to go to nearby 'WoorT' bank for issueing a check—card which can be used in abroad before I fell to sleep. The effect which was caused by no sleep influenced my feeling and condition very much . So I stammered in front of a clerk of the bank . and I hardly have eye contacting . So I felt the feeling of being a robbery . It made me depressed. I brought the card into my room . and I was trying to check out with the card . But the 'Woori bank'</p>

<p>gave me delicious cookies and milk. We took off our clothes except underwear. That time was night. We went out to hallway of apartment having roll tissue . I felt my hair swang as wind blow. We were excited and walked silently not to know adults. There was on one in a hallway, so we danced like crazy girl. When elevator opened , we speedily hide back to the stair. We pulled down much tissue and Streamed in the wind like a kite. I could see a lighthouse end of my sight . We flew away tissues . I felt freedom. It was very valuable memory.</p>	<p>couldn't perieve my order . I contacted the bank about the bank and I did my best for solving the problem , but All my trying became nothing! With disappointed mind , I fell to sleep . I couldn't help being disappointed because the order had been prepared since about two monthes before. I had been starved for the prism set ... I couldn't sleep long because of Lv4 Eng. I was not good condition but I felt better feeling by sleeping . Today Lv4Eng was very vacancy . Because Many Students absented . Only five men students attended at there. What a gloomy monday ! By the way, in evening , I stammered very much in front of the C-programming professor and department—mates ! What a shameful thing it is ! It has still been remained in my mind, with heavy headed, I took a two hours napping . And I woke up for 10 PM Steven's research . Today was the start day of research . We were called in series for interviewing . While we were waiting own turn , we wrote a text about a episode in own life . When my turn was about to start , the roll call alarming was spoken loudly from speaker . Steven had to dismiss us momentarily , and we gathered after roll call . The start day of research was easy. After research , I meet with my department—mates 'Sarng—Jun' & 'Jeong—min' on 3rd floor for eating 'Welsh onion chicken, Welsh onion chicken ' together , Because I promised it before because of my debt for 'Jeong—min' , We talked about many topic , but the main topic was game , before the chicken delivery auto bicycle arriving for 30 minutes. We helped ourselves by 'Welsh onion chicken, ~~'. p.s. "Welsh onion chicken, Welsh onion chicken" 's translated pronunciation into Korean likes the flying sound of a chicken . The appearance of this food is a bunch of bone-free-chickens decorated with a lot of thinly chopped welsh onions . The chickens were dipped into sweet chilly sauce. p.s.2. In Korean , a phrase which is consist of two shame word are usually used to express some sound or some abstractic motion or Some abstractic appearance. example>"Doong—gle, Doong—gle" means 'round shaped'. " 2> "Kong—dark,Kong—dark" describes 'the sound of heart beating' or 'the state of nervous mind'</p>
<p>YJ Weather : Windy Today, I had a competition. We fight against other major, e-business.</p>	<p>JMR When sophomore summer vacation, I was boring. So, I determined to get a part time job I started to find a job where Internet site. I saw a notice what recruite the part time worker at the 'PC bang' and went to PC bang immediately . Because pay is high and PC bang is very adjacent to where I live ! I meed the boss and boss asked something to me . I answerd confidently. A few days later , Boss called me and said "I choose you! Please come to the PC bang tomorrow." I was very happy. 'PC bang' is the place where play comoutergame to pay a bill . The work what I do is simple. When costomer is coming , I guide the seat and costomer is leaving I calculator a bill and accept the money. It's all ! The work was easy and boss was kind. So I loved that part time job. Two month later , summer vacation was over. so I quit the part time job. I was little bit sad. Boss said "next time come around to visit ! Then I will pleased." Thanks to good part time job, my sophomore summer vacation is very happy !</p>
<p>KKH</p>	<p>SSH May , 5 . 2010 Today is Children's Day, So many family went to the market ,</p>

	<p>park and zoo. I am a young man . so I haven't take a gift . It's very natural but I some envied children . kkkk ~ ['k' is used as a kind of text laugh while '~' is used to represent continuation of sound]</p> <p>I saw the news that some children had a lonely time on children's Day. They are head of the family kids or Low Income Groups , so they didn't have ordinary children's Day. Reporter put a question to a girl. "What kind of gift do you want?" Girl said in a low "I want to underwear "</p> <p>The girl thought that if she wanted take a big gift , grandmother will be hard for buy them . When I heard her tells . I was very regrettable .</p> <p>Thanks my father , mother and family . I hope every family happy and healthy so all of country will be happy . I must have try and do for get that time .</p>
<p>KJHd</p> <p style="text-align: center;"><Billiards></p> <p>One day evening, I played billiard with English classmates . In my dormitory , playing billiards is so cheap. we made a title which is game free . The game was very thrilling . In the first game , I lost by a small gap. And then second match I won very easily with much gap with other players. the last match was very funny. 3 players played best themselves . Lucky I won ? So I paid money a little . Playing with classmates was very interesting to me. Furthermore the title was great for me to endure playing billiard. I think that spare time we will play this game. I think that if we often play billiards , we get a wonderful skill . I expect next match so much too .</p>	<p>KHN</p>
<p>CYS *</p>	<p>YJW</p> <p>Yesterday was Children's day. Children's day is special day for me. Because Children's day is my brother's birth day. But yesterday, I can't meet my brother. Because I have a class in today morning. Therefore I didn't go my house. And I called him for happy birthday. Fortunately, My family was no in house. They went to grandmother's house to meet grand parents. If my family didn't go grand mother's house, I was so sorry to my brother.</p> <p>Anyway, I was in dormitory with my friends. We were boring that we don't have to do anything. We talked about our school, department, friends and so on. When we started to talk, We couldn't Stop the talking. It was so fun. Then, we ate dinner in TIP. and we took a walk in front of the dormitory. It was beautiful. The park in front of the dormitory had many flowers. It was a nice day.</p>
<p>SHJ</p> <p>Today is children's day. Unfortunately, I didn't spend my time with my family . Because I'm a part of student council, so I was in the Kpu. and. prepare for the athletics competition. I take charge footbaseball. Foot baseball, must compose with female , so I contact to my major student who is female and call together It was very hard work. Finally 12 People get together. We have Fime. to practice. and take. some Practice match with mechatronics department</p> <p>Mechatronics has many talkented students so, we had Very hard match. The final score is 2:0 . we lose but, very warth to use . After the match , we discuss about the match and do some practice . when final match is come , we will</p>	<p>CHS</p> <p>My best memory in university is won the championship in dodgeball'. In KPU, we always have athletic competition on May. And I was one of the representative player in my major. I felt really nice and happy.</p>

win mechatronics .	
<p>WKI In the morning I'm wake up at six. thirty for Swimming class. First I let down my bed and I go bathroom : Than I'm out at my home and I drive my mom's car for going Pool. After arrived swimming I take a shower. Than I exercise before goswimming After Swimming class I go back my home by my mom's car . Than I eat breakfast after breakfast I brush my teeth And I'm again out at my home than I go busstom than I'm waiting bus number Seven . So I go subway station Than I take a subway I go Jeongwang station After arrived JeongWang Station I pay money for subway than I take a Schoolbus and I arrived School After arrived School I go TIP and I take a elevator than I arrived language education center. That time is 10 AM This is my morning time. I'm Very busy at morning because I go Swimming next time I'll explain after arrived language education center</p>	
<p>Total Students: 15 Total Words: 1,665</p>	<p>Total Students: 14 Total Words: 2,145</p>
Average Words Per Class = 1,822	
Class 3 Homework	
<p>NJH</p>	<p>JSH 9nd May, 2010</p> <p>Today, I took an exam about computer certificate of qualification. sudeenly I had a question. "Why are so many qualification in Korea?" It is very many areas. Qualifications for the computer seem to be more than 100. It is too much. I'm wondering other countries. Other countries are too? I don't know about that, but not the same as Korea. I think, other countries seem to be less than Korea. Anyway ... To get a job for me , I have to get some qualifications. In my opinion, I need at least 5~10 qualification. Also, ToEIC , OPIC, ToEIC Speaking, ...etc . I have to get a lot of other things . I wonder, a kind of this case , Only in Korea? or Same as other countries.</p>
<p>LJHd</p>	<p>LHJ 2010.5.9.Sun.</p> <p>I was so happy today because I met my friends in Cheong-Sol academy which I wne to that I try again ss-nung. I really like my friends in Cheong—Sol. Cheong—Sol academy was in nearby [written below 'in'] Gang – nam station. I went to academy everyday in 2009. That year was very special. I met many good people. Good friends is my treasure. I like good friends than money</p> <p>I don't regret to meet my Cheong—Sol friends. I'm a happy person, because I can meet my Cheong—Sol friends. I missed again my Cheong—Sol friends. They are really great friends . They are the greatest friends in the world. I love my friends. They are my power. I can get energy from them . We will meet again in Summer vacation . I expect my Summer vacation . I wish they are always happy. I wish our meeting go on forever .</p>
<p>KSK May 6 <Good luck></p> <p>I do not actually believe in a luck , but some who knows me often says that I have a good luck . To say frankly , I sometimes feel that world is spinning around me , taking me as an axis . It is not very often , and yet those times were</p>	<p>MGL</p> <p>Honestly , I don't Know well about this research program. I can't understand Mr. Steven's words because of lack of my English listening skill. I can understand steven's word through my friend. It's so sad story___. Today research program topic is talking with the partner. Writing a name, hobby, home town, favorite music title and drawing my family in paper. Next, Exchanging with the</p>

<p>usually helpful in my life . As I remember, I had not hurted at all in the car accident when I was young, getting more than 80 points (out of 100) without studying , and the people around me , I was licky to meet those great people. I had even got won the lottery as a 3rd (4th?) place when I first bought that i it was the first and the last . I said that I do not believe in a luck , but there is othes thing that I believe , I believe that belief and will can bring a good result . And some calls it as a luck . So do not believe in a luck , but believe in yous will . That might make you more happy, Wish you a good luck !</p>	<p>partner, and explaining it. That's very fun. My partner is 25 years old, live in Ilsan. (I don't remember his name... ⇒ ⇒ ⇒</p>
<p>PGB My journal entry</p> <p>Today, Steven and us had a class that may it is that or not. My interesting (May be it is not interesting to Somebody.) upper expression means the class can be showed differently as it seems by people who have different ideas each other, because that class isn't alike a thing that has gone off until now in her, Korea.</p> <p>And, So was Steven's saying in the class ... It is new to me , and I could know and feel that the class, the way is new not only to be but also to the others in and from their eyes . I must be good of all class progress (go off) like Steven's class in today continually... But I know that my wish never comes true. Because this world where we all live on is like ... Shit. And that's why I go in the heaven as soon as possible even though I know I don't even one thing as the command of best God. Jejus Christ wo is perfect guy and took death for us all and for the glory of him and his Father.</p>	<p>KJHt I'm studying Electronics in Korea Polytechnic University for 4 years, so this year is my last year in K.P.U. . I don't believe I graduate soon, but today I felt soon I graduate. Today I had taking a graduation photo time. This time make me happy and beside , make me sad because I finally graduate my university and go to new world ! but I leave my comfortable place and I'll say good-bye my university life. I felt many emotions , today.</p> <p>My major is electronics. Il's an engineer part and many korea women hate or dislike this part. I don't know how many people hate and how much people dislike , but I felt and knew that , today. When I took the picture, I couldn't find any women! I don't need to take a picture with women, but I don't want to take a picture with only guy. Finally, I found a girl to take a group picture. I knew my universily is engineers school and dille girl but ther is one woman I lthink our picture is maybe look like ganster family picture . I's so gloomy and so dark. I'm happy because I excape here and meet a new.world.</p>
<p>CJY Two weeks ago , I and my older sister go to the jewel exposition in COAX.</p> <p>Bick-Ma is not real sister. she is very closely friend so we looks like brother and sister sometimes</p> <p>We accepted letter of invitation by the owner of 'fine Ruby'</p> <p>He is younger brother of my high school teacher anyway , we go to the jewel exposition on Saturday</p> <p>It's a big exposition many booth and many people.</p> <p>Univercity booth is special. there are many unique design accessories and items and many favorite maker jewel booth selling cheaply .</p> <p>Very special thing is make Jewel my self. It is korea traditional jewel. It is 'chil bo'</p> <p>I make my cellural phone accessory .</p>	<p>WSJ May 8th.</p> <p>I went to Everland to get a part-time job. I woke up at 6am and I met my friend to go with. I get to the bus and I went to the place where I get to job, I got to everland and I went to interview center and I waited for 2 hours when interview started I told my confidence. When interview finished I got to go my house I felt eternity hungry and tired when I arrived suwon station then I saw my phone wrote "you pass the interview . So you have to come next week and you have to do education" I felt little happy and I thought I have to work very hard and get a lot of money.</p>
<p>HJS Hello! I am Jason.</p> <p>I was busy at last friday and Sunday Last friday , I met my highschool friends Because long time no see , I felt very good ! We met at 6:00 PM and we said "good bye!" at 1:00AM! I was really glad to meet my friends.</p> <p>In last Sunday , I had very rewarding time. At Sunday morning , my university club did volunteer activity. In Lotte world , One ceremony was opened. So, my club helped about the ceremony opening And , After ceremony finish , My club helped closing ceremony . After volunteer activity , We received free-pass ticket. So , I played in Lotte World with my club member.</p>	<p>KHK On saturday my majorpeople. go to Leadership Training. 3:00 We. arrived at DaeBudo where. have many pension. Daebado pension town have. large exprience . mud flat zone. Then wego to mad flat because we can exprience mad flat for free! we take picture and Play fanny. 5:00 We are so hangry Then we go to have dimer We make Kimchijeon and Mandugukthat taste is so good. 7:00 May 15th is professor's day. then we make rolling paper for. many Professor; and we design the major teethat we use in. athletic meeting 10:00 We have alcoholic drink with kimchijeon and mandukuk and somesmacks.other.Major.come to as with. huge cup that have</p>

<p>We rode many rides at an amusement park. And We said "Good bye!" at 9:00 PM I arrived KPU at 11:00 PM, and I took rest!</p>	<p>to pour. alcohol. LT is so fannytyme.</p>
<p>LWJ</p>	<p>KNS*</p>
<p>CHA</p> <p>This Story is very funny to me in present, but very sad story to me in that situation. This event was in 1990 s . Maybe I was eight years old . I didn't remember that situation in detail. But I have a little memory (a few memory ? I'm not Sure π.π) Anyway I moved new house . There are many people such as my mother and my mother's friends andher's kids . Adults were drunk and kids had to go home in ourselves . Then I and two kids went home by bus . Two kids are boys and younger than me . So I must lead them. My mother thought to me how we went home . And I understood all thing . I thought that But I could never understand at all! I was stupid Anyway We went to a bus stop, and asked to driver. "This bus stops So-ha elementary school?" then Bus driver said that this bus Stops So-ha elementary school . So we rode that bus. After some times went , bus driver let us know this station is so-ha elementary School. so we rode off that bus. But There was strange to us. We rode off unexpected place !!! We so confused that situation. Besides Younger boys begun to cry! I wanted to cry ,too . But I wasn't . Because I was leader. I had no Sellural phone and I entered any shop in nearest But first shop didn't</p>	<p>YHM</p> <p>4 Men</p> <p>We are 4Men s because we are all men and solo. We often meet and talk about our uture . We want to make girlfriend. but no body have girl friend. we ate Chicken in BBQ , and saw John. John is alone . he Vead the book. we met many CC. CC is campus couple . Especially our Major have lots of couple , but I'm not couple. that's ok . I'm cool guy. Frankly speaking I had little chace , but I reject some chances because I want to meet my style. Some senior said that you must meet girlfriend before enter the army. Soon I enter the army , so many people advice to me . Actualt I'm ok. I satisfy my normal life. I just want to be healthy person . I'm happy although I'm not good grade and not healthy . I make sure that I'm healthy per son and I'm good grade person. our 4men Promised thatwe don't envy others person. If we envy other person It is veally loser. We are confident person and happy. Although we are not CC, we satis fy with our life.</p>
<p>KSE</p> <p>I usually don't spend much money buying something which is not really necessary . However after becoming a colleage Student, I spend much money . In fact , I didn't make – up before second semester of freshmen . However now I make – up myself and it need more money to buy cosmetics. Yesterday , I went to Dongdeamoon to buy clothes . Actually I decided to buy clothes which are convenient to move . However my heart was Stolen by various clothes and I was surprised that here is very sensitive about fashion. Most clothes are effected lately trend of fashion . I couldn't believe that many clothes were already changed along trend comparing with clothes which were in a month ago. I bought 5 clothes and I liked it though I spent much money. Some clothes were expensive , but I think it is investing myself . It is better than buying cheap and badness . I wrote expenses After cakulating , I was shocked because I spent too much money than I expected . I spoke Comforting words to my Self . I felt little emptiness and thought that Saving money is hard but Spending money is easy.</p>	<p>LJHt</p> <p>5/5 June 5 Wednesday</p> <p>I woke up at 11am by my mom , and we had a breakfast with some potato stew . I was a bit irritated by being woken up because I had taken olny 4 hours . But I endured it . After that, I fell to sleep again . and I woke up at 5 pm . and all my family ate some chinese food by telephone ordering . It was good , and I said good—bye to my family. When I was on the way to my dormitory on a tra[unreadable] , I was called from my department mate 'Sarng—J[unreadable] Because my lecture of 'A lecture about game' had been canceled by professor .</p> <p>What a happy day it is ! After arrived at my room , I took a nap once more until the time of Steven's research. At the research , All we students for research made own small book about own life story and instroduction. and we had to introduce own partner 's book contents to whole students. My partner was 'Wi Sarng Jun' . He introduced me to others as a crazy guy. and then Steven said "Crazy means wonderful in west , but crazy means a son of the bitch in east ?" . and then 'Sarng Jun' said "Son of the bitch!" . so I thought 'At this timing, If I wouldn't act like a man who had became angry , I would be perceived as a extreme shy dumb . ' . so I acted that "I was trying to hit him!" . At the moment , Steven cutted us . actually my mind was empty and anxious and nervous about all activity like usual at then. At my turn , I spoke "It was strange for me that to listen his favorite music makes him smile . " .</p> <p>But my true mind was not a revenge but like I said .</p> <p>By the way, after arriing , I was preparing the preparation of tomorrow physics experiment at roll call time , at the time Sarng Jun sent me a message 'Could you accompany me to eat some chicken and beer ? ' . At first I refused it because I felt some burden . Because he had bought some chicken for me before and the debt had been alive. But Sarng Jun asked me to go with him again . Even after I explained why I</p>

	<p>couldn't go with him. He said "If I would go to pub alone , I would feel lonely . This is the only reason. " . So I decided to go with him . At pub , we drank some beer and ate some chicken with chatting about some instant topic.</p> <p>In late , I recognized the fact that this note is not for journal but for writing my history after research. so I decided to quit writing my journal on this note . But the journals on this note will be remained for the research class homework.</p>
<p>YJ 5/10 It is story I hear when I was a high school. It is my friend story. He went to a school excursion at middle school. The period is three days. He stayed at different lodges for two days. After they finished all schedule, they went to the other lodge. It was second night to stay at a lodge. Commonly, students didn't go to bed early. They played games and talked for last night. About A·M 1:00, my friend went to restroom because he wanted to relieve himself. Suddenly, restroom's light was turned on automatically. Not Just turned on! It also blinked. At the same time, one stranger who had very long black hair was standing little by little fitting into the blinking. He said he couldn't control his mind and fainted right away, Next day, he had been very shocked and went back his house. It was very scaring story.</p>	<p>JMR 5/10 Monday I take photo class at this semester. Last weak, professor said " Go to flower festival at Goyang city, gyeonggi-do . and take a picture !" so I wet to flower festival last saturday . Goyang city was very far away from KPU. It took 2 hour! I was very tired. before see the flower ! Anyway, there was many people at festival . And there was many kind of flower and tree . I felt it is bery beautiful ! So I took many picture pleasantly ! Come back home, and I checked the picture, I was surprise ! Because picture was 300 sheets! I choose 10 sheets among them and today. I submit these for professor. Professor seems to satisfy my picture.</p>
<p>KKH</p>	<p>SSH May . 9 . 2010</p> <p>Tonight 8:10. I left home with my bicycle . I washe the bicycle and pumped air into the tire , before I leave . The weather was very good today . I rode bicycle for a long time, So more fun and hear flutter. I arrive d Han-River Park (Western Part) away from the wide road. Despite the lateness of the hour , many people came to the park and a lot of rider at the cycle-road . I could speed up , because Park's cycle road is very flat and soft . I was riding for the Yeouido by speeding. As I passed the Ga Yang Grand Bridge . I felt empty , so I checked my pocket. Oh ~ my got _ _ _ . "Where is my 5,000 won?" I returned one's step . I saw paper money when I ride about 100 m . Perhaps when I taking phone out of my pocket, my paper money dropped on the road . "It's a relieve" I arrive Yeouido at P.M 9:05 . I was take break time and go to the mom's store. When I come , take a mom's car . Today very fresh ~</p>
<p>KJHd</p> <p style="text-align: center;">< Canada ></p> <p>When I was 13 years old, I have been Canada for 1 month . I went Canada with my english teacher David and our classmates, This travel was my first abroad travel so I was so expecting and stranged . I took airport which is AirCanada. In Canada I participated in YAACA camp . 1~2 Korean were in one group . My first life with another country people was a little strange and curious . Camp was so interesting and camp's food was delicious but greasy . Water was little different from Korea , The Land was very wide and people</p>	<p>KHN</p> <p>Last thursday , it was the yearbook photographing day . I bought new full dress, and reserved make-up shop & a beauty parlor I really looked forward to photographing. I want to look pretty in my yearbook But Wednesday (It was child's day) night , It was raining cats and dogs outside I was afraid the rain continued to thursday morning . I wanted to cancel a photographing , then I would delay reservation. But Shooting pictures was not revoked. I was worried about tommorrow weather and went to sellp. When I wake up , It was still raining. I felt really really sad. But I went to make-up shop . When I finished preparing for photo , rain has stopped. But arctic wind blew and so cold . I finished a difficult shooting pictures outdoors. so, I caught a bad cold</p>

<p>were growthly . I used english most of time . So I think my english talking skill was grow that time . This travel was very useful and funny in my life .</p>	
<p>CYS When I was little I really want to be a comic artist. I think it was 10 ~ 11 years. old. But when I was in Middle school someone told me comuc artist is really hard anl you might get enough money. Well... I know it's so stupid that distinguish job as money. But I think money is important thy if you. are getty job .(But I really enjoying drawing now. Sometimes I design architects aul draw ← on'onthr thys). So I changed to chief. well in middle school I really enjoyed cooking! cooky is so fun when I cook food I feel really awesome ! I really like cooky pizza , spaghetti But same as before my dream (what I want to be) changed again. Well at this time I want to be a aircraft designer or architecture designer. but I chose aircraft designer. I really want to design fighty planes or space ship. It might really difficult, but I will and that's why I'm majorjy Mechanical design. Well.... actually I want to major both Mechanical design and architect desiyn but in here architect design isn't exist. so well... that's why I choose mechanical design) Well... .. That's what I wanted to be and want to be..</p>	<p>YJW Went to Dae-Bu-Do I went to Daebudo yesterday. It was LT which means Leadership Training. We went there with another department, computer engineering, energy & electrical engineering, nano optical engineering. I had thought that LT would be so-so. But, It was very nice. Our pension was very beautiful. When I saw our pension, I forgot the thought that I had thought before arrive the pension. In front of the pension, There was a mud flat. My department friends and I went to the mud flat. It feels like a sponge. We played game, and do a fun to each other. We played in mud flat about 2 hours. Then, we wash a mud, and went out to take Photos. Because, The weather was nice, and surrounding was beautiful. too. We took many photos and took a break. And our dinner was Korea pizza. It was delicious but the quantity was so little. Therefore we ate a little quantity. And after ate something, we started drinking. We did a game with drinking. It was so funny. I don't forget this first LT. I want to go Daebudo again!</p>
<p>SHJ Today is Parents Day. I bought a carnation on the way to home Yesterday . I got up in the morning to have my Paernts wear each carnation and read my letter to my Parents. My parents Pleased it. I was very satisfied . We ate lunch at the duck restaurant and it was very delicious. The duck barbecue taste is good and especially duck meat is nit fatty that didn't feel like throbbing . after lunch we went to Park near my house. There's many People in the Park. our family Play baseball for one hour. My brother is not good at baseball ;a but now he's skill is very improved. but still have a long way to go my skill . and before dinner I Went to icecream story and bought icecream cake about Parents Pay . After dinner I take the icecream cake and eat it together . I'm thanks for my Parents ,</p>	<p>CHS I went to the baseball stadium in Jamsil on May 7th with my neighbor in naver blog. It was a one of the big match in this year so I really expected . And I went to the stadium after a 10-year hiatus so I was thrilled. The game match was LG Twons and Kia Tigers. I was a big fan in LG Twins. I have cheered them since 1994. Their grade was terrible in recently years so many fans moved their team or stopped to watch baseball game, but I still cheer them because they taught me how fun the baseball is. And my neighbor cheered Kia Tigers because that team was the strongest in 1990s. The game result was Kia Tigers's win. LG Twins did fatal mistake in defense and Kia hit the homerun! I disappointed a little bit I still believe LG could go Playoff in this year. Because I know they're trying harder than recently years and their minds are changed than before.</p>
<p>WKI When I power on my laptom First I'm Login for Start operate System. And I'm turn on music than I'm Login my nation (messenger) . Than check my E-mail and check my "minihompy" If some mail in my mailbox I'm reading and . reply that mail but if no mail in my mailbox I'm turn off my laptop because I'm not play anygame actualy Sometimes I'm Watching movie or Search Mp3 file . That it's illegal but I'm very poverty So I'm download Mp3 Fille or movie because I love movie and music After download Mp3 file I'm put in that's files in my IPod. also after download movie I'm watching that This is my hobby watching movie or listen music Sometimes I'm doing Some Picture work because my hobby is take a Picture too.. So my hobby is watching movie, listening music or take a Pictures</p>	
<p>Total Students: 15 Total Words: 1,919</p>	<p>Total Students: 14 Total Words: 2,365</p>
<p>Average Words Per Class = 2,142</p>	

Class 4 Homework	
NJH Today, I was very tired . because I got up early in 7:00 and went to hdtb club. I often do that 1~2oclock . Health makes me flesh ! and I studied hard today I had not pass the exam, so Today I had a re-exam. I have studied hard in yesterday . but I have studied hard in yesterday . but I have afraid too I think Study is difficult . because I don't see a future. hum . but I was tried more and more In 5:00 I went to classroom . and ready to start. finally exam was start . I was foremost concentration so I got pass the exam . I was very happy. but I went to class with friend . He don't pass the re – exam I was very sorry to him . and we promised that next exam will be passed to once!	JSH
LJHd	LHJ
KSK	MGL
PGB	KJHt
CJY	WSJ
HJS	KHK
LWJ	KNS
CHA	YHM
KSE	LJHt
YJ 5/11 Today, I will tell you story. It is my story when I was second grade in elementary school. I attended school on foot in that season. One day I was going home with my best friend. It was when we passed by a supermarket . My friend said to me, "Let's steal something to eat." Ae first, I scolded him saying ' Are you crazy?', However, he allure me continuously. At last, I was allured and did theft. We stole beverage . I was on guard around us, and he picked up beverage and stuffed them in his bag . Fortunately , we weren't caught. We were fun and thrilled. After a few days, we did theft again. we did that periodically, and~ we didn't feel guilty in no time. But we were caught soon, and we were scolded by the market owner. That day made us not do theft again!	JMR
KKH	SSH
KJHd	KHN
CYS	YJW
SHJ	CHS
WKI	
Total Students: 15 Total Words:	Total Students: 14 Total Words:
Average Words Per Class =	
Class 5 Homework	
NJH	JSH
LJHd	LHJ
KSK	MGL
PGB	KJHt
CJY	WSJ
HJS	KHK
LWJ	KNS
CHA	YHM
KSE	LJHt
YJ	JMR
KKH	SSH
KJHd	KHN

CYS	YJW
SHJ	CHS
WKI	
Total Students: 15 Total Words:	Total Students: 14 Total Words:
Average Words Per Class =	