무선인터넷을 활용한 English Zone 영어 학습 방법 연구

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요 약

오프라인 English Zone이란 교실 내에서 학습자가 영어로 말하고 듣고, 알고 싶은 단어나 내용을 스스로 찾고 연습하고 그 결과를 확인할 수 있도록 만든 물리적 환경을 말한다. 그러나 제한적이고 인위적 환경에 의존할 수밖에 없는 오프라인의 English Zone은 쇼핑 존, 레스토랑 존, 병원 존 등의 소규모 영어 마을처럼 인위적인 공간을 설정하여 학생들이 자발적으로 Role Play를 체험할 수 있는 환경을 제공해야 하는 극히 제한적인 운영이 될 수밖에 없다.

본 연구의 목적은 이러한 오프라인에서의 English Zone 프로그램을 활용한 학습방법이 가지고 있는 환경적인 제한성의 문제점을 분석하고 유비쿼터스 개념에 기초하여 멀티미디어 도구 활용, 무선 인터넷 활용과 SNS를 활용한 온라인 English Zone 프로그램의 활용 방안을 제시하고자 한다.

키워드: 멀티미디어, 무선인터넷, 온라인, 영어 전용교실

English Zone Education Methodology Utilizing the Wireless Internet

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Abstract

Offline English Zone refers to a physical environment in which the learners can check the results while they practice speaking and listening in English, and look up the vocabulary and information on their own. However, offline English zone is inevitably dependent on limited and artificial environment and its operation is greatly limited in having to provide an environment in which the students can spontaneously experience role play in an artificial space set in a small-scale English village consisting of shopping, restaurant, and hospital zones.

The purpose of this study is to analyze the problems of the environmental restrictions in educational methodology utilizing offline English zone programs. Moreover, based on the ubiquitous concept. It is to provide a strategy for utilizing online English zone programs which utilize multimedia tools, wireless internet, and SNS.

Key words: multimedia, wireless internet, English Zone, On-line

1. Introduction

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English zone refers to a space in which students can learn English by practicing English-speaking with the teacher while playing with friends. Speaking only-English is allowed and the use of Korean is prohibited upon entry into the English zone.

At present, English zones are operated by numerous universities and several institutions to provide students with intensive English language education. In other words, the

English zone provides an environment for talking and chatting in English. By specifying the space and time for interaction with native speakers in English, the English zone helps to improve English speaking skills for academic achievements or training.

English skills to play English games and have conversation freely can be the difficult for some students. Thus the differences in the English level of the students is one of the problems of the management of English zone.

In order to have a successful English language learning program utilizing an offline English zone in current classes, several things should be improved. The teachers should be able to provide instruction using a multitude of tools such as the textbooks, flash cards, board games, and broadband internet and all computers and printers must be connected to Wi-Fi. Most of the materials that are utilized in the classroom should be to provide in the form of e-books and modern and efficient teaching and teaching methods mused be provided. Furthermore, in addition to the computer, other multimedia tools such as the projector or a large whiteboard should be made available. Maximum class size must be limited to below ten students and the class must provide instruction appropriate for the level of students in order to make successful learning possible.

However, there have been no attempt made by national studies to conduct research on improving speaking skills of the learners so far, and also no attention has been paid to changes in the improvement of the communication ability of the learners through interaction.

This paper seeks to examine the function and the characteristics of the English zones operated by various institutions and universities for English education and describe its status by examining the operating systems of various universities. On the basis of this research, utilization of online English zone is suggested for a more effective English education which combine multimedia learning tools, and the wireless internet. This online English learning zone will become a very useful learning method in utilizing modern technology in that it can always be utilized without the constraints of time and place by majority of students who own mobile devices.

2. Analysis of Off-line English

2.1 Analysis of the problems of English Villages and Collaborative Learning

English villages have been established by the local government organizations as a part of immersion education to introduce English-only programs similar to the English zone that uses only English in an English village. The business development was conceived through the cooperation between Korean English Language Association and the Canadian Peel District school board beginning with Gyeonggi English Village, Ansan Camp, to Paju and Yangpyung Camp.

The English Village consists of 6-day programs, weekend family programs, 4-week intensive vacation programs, and Cyber English Village. Previous research on whether the English village has positive impact on students learning is very scarce and it tends to stop at being a one-time experience mostly due to the matters of finance, time, and cost-effectiveness.

With the establishment and spread of the English town, in the few years recently, the overheated frenzy around private schooling has been alleviated by offering benefits to the children of low-income families centering on several elementary schools in which the English Zone programs have been introduced as an alternative measure for helping the

students to improve their English communication skills and successful cases have been reported.

The biggest features of the English Zone program are to enable learners to have exchanges in English together and learn the expression they wanted to say automatically and have other higher-level students to help other lower-level students thus be in an influential relationship and obtain great help for language acquisition.

Cooperative learning is a more effective teaching method than traditional teaching methods in learning a foreign language. Through this learning method, student achievement can be enhanced and it is possible to develop a high-level critical thinking system, and increase learning motivation by developing a positive attitude towards learning.

2.2 Survey of Cooperative Learning

In the case of the B school in Seoul, using the extra space in each floor of the building, four English Zones were made for English education; in the drama center programs could be made based on actual TV programs inside a 60-inch TV model frame; in the shopping center, items can be bought; English games are played in the game center; installations have been placed in the surrounding campus of school for learning about finding the direction in the community center.

For the students who can not get English books easily except for the English textbooks, some of the easiest books have been recommended and have been made available in school to enable the students to read together.

(1) The Story book list
a. The Gingerbread Man.
b. The Apple Dragon
c. The Sea Robots
d. I Can Swim (by D.F.Green)

English speaking classes have been operated using idle space within the school in order to motivate students to learn English, and to boost their communication skills. As a result, the creative operation of the various kinds of English speaking classes are helping to improve students' English communication skills.

Providing space for speaking English, it enabled the students to review the content and learn English in a fun way while playing games. In the wall of the hallway dedicated to English curriculum, game boards have been installed according to the subject, and grade level. These achievements provided opportunities to speak English outside class and helped to eliminate the fear of English by allowing the students to approach English more naturally.

<Table 1 > Video and CD classes

Content Description	Note
Adventure with English 1, 2, 3	English Video
The Big Hungry Bear	English Video
The very Hungry Caterpillar	English Video
Polar Bear, Polar Bear, What Do You Hear?	Board Book, Tape, CD
David Paul's Phonics Builder Set	

The management plan for the English-only classroom would be to determine the order of the students for the activities when several students visit. The rest of the students play games, read books, work on puzzles and various English activities on their own.

However, problems with this method of education is that it is difficult to have class according to the level, individual needs, and viewpoint of the students. If the students' English level is not high, they have to have all conversations in English by memorizing

words and phrases in English.

Although small group activities are a very positive way to have academic activities, there needs to be a measure for the neglected students and for enabling all students to participate actively. In addition, a measure for operating an exclusive class which takes differences in the students' abilities into account should be reviewed. And the number of instructors compared to the number of students in the English-only classrooms are inadequate which makes high-level English-speaking activities difficult and the disadvantage of insufficient correction of error needs to be overcome.

The operating status of the English Zone operated by Korea University of Foreign Studies is as follows. The tuition free English program is offered in-between class hours and various programs are provided by the native instructors and remedial English clinic classes are provided by Korean instructors free of charge. The objective is to help students improve English skills through the programs by providing the space as well as English learning opportunities with native speakers of English through a variety of programs for free and provide space for individualized English-related lessons.

< Table 2 > English Zone Timetable

Mon	Tue	Wed	Thu	Fri
Essay Writing Group	English Clinic	English Clinic	English Clinic	English Clinic
TOEIC Speaking	TOEIC Speaking	TOEIC Speaking	TOEIC Speaking	Free Clinic
English Clinic	English Clinic	English Clinic	English Clinic	English Clinic
English Clinic	English Clinic	English Clinic	English Clinic	English Clinic

The English Zones are managed in the Language department, dormitory, and the Engineering Building. Only a limited number of students are selected for the English essay writing and English debate classes. Additionally, the English Clinic class is offered in which the students can have consultations regarding the difficulties in learning English through one-on-one tutoring.

However, the offline English Zone has to depend on limited and artificial environments. It needs to select artificial settings such as a small English town consisting of the shopping zone, restaurants zone, the hospital zone and provide the students with an environment in which the students can experience Role Play on their own. Most schools are extremely limited due to such matters as facilities investment, and budget for foreign teachers.

3. On-line English Zone

3.1. Utilization

As aforementioned regarding the problems of English-only programs, there needs to be measures for providing instruction utilizing a variety of learning media to increase academic success by stimulating students interest which take into consideration of the characteristics of the students who have weak concentration skills. Using audiovisual media which students like such as VCR, internet, OHP, Picture Flash Card, Wall Picture, Tape Recorder is necessary in communicative learning.

　(2) On-line English Zone Web Site
　a. Enchanted Learning

http://www.enchantedlearning.com/home.html
　b. Education Broadcasting
　http://www.webclass.net/whats_up_doogie
　c. Multimedia English Education
　http://www.net-in.co.kr/tommie/
　d. BBC Words and Pictures
　http://www.bbc.co.uk

BBC Words and Pictures is a site where students can play games with a variety of story books. Famous Korean stories about folk art, Baekje, Shinla, and Joseon dynasties as well as stories of Shimchung and Heungbu, and Janghwa Hongryeon and other Korean classic novels in English. English songs can be learned in the English on-line site which provides English lyrics and audio services as well as the vocabulary words in the lyrics. Multimedia English education website provides information regarding the alphabet, numbers, vocabulary, and basic conversation. Enchanted Learning introduces objects in pictures with a topic in a variety of fields and provides detailed instructions. Educational broadcasting English site provides broadcast commentaries and music resources, and makes learning in the form of question and answer possible.

<Table 3> shows that approximately 62% or 124 students out of 200 students indicated that Online English zone aforementioned above were helpful in learning English.

< Table 3 >Survey of Students' Interest in Online English Zone

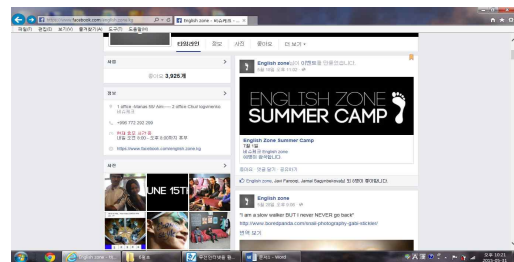| On-line English Zone Site				I don't know
learned a new vocabulary	Improved pronunciation	Increased confidence in English	Others	
70	12	28	16	64
35%	6%	14%	8%	37%

The online English Zone has the advantage of being able to offer customized learning that meets the goals and levels of the learners. For example, the subject of learning can be configured as follows.

(3) Specific Topic
  a. Easy Level Reading: All levels
  b. Intermediate Level Reading:

c. Advanced Level Reading
d. Aesop′s Fables: Over 300 Aesop′s Fables

Using these topics, writing can be done at online with many readers from around the world and the website manager. Also, Skype can be used to communicate with people with similar interests from all over the world online.

(Figure 1) Facebook English Zone

This method can stimulate further interest in the learners and lead to more spontaneous and more active participation in conversation. In addition, Facebook can be used to share similar interest with those with common hobbies and communicate on the same topic.

3.2. English Zone Experimental and Control groups

In this study, 100 students from D university in Cheonan who have participated in online English zone were selected as the experimental group. The same number of students who participated in the offline English Zone with similar levels of academic achievement were selected as the control group. Comparative analysis of online English-only classroom experience before and after were conducted to determine the effectiveness of English learning and a survey was carried out on the English zone, experience, and the effectiveness of program. Furthermore, in order to measure the

effectiveness of the English zone from the aspect of academic achievement, comparative analysis of the performance evaluation test of the experimental and control groups in listening and speaking were conducted.

This study was conducted through a questionnaire of two types. The first questionnaire was conducted on attitudes toward learning English; the preliminary survey pertained to the experimental group 1 regarding previous attitude toward English learning before the English zone experience. The secondary survey pertained to the experimental group and it was carried out at the end of the English Zone experience. For the comparative analysis of the two experimental groups after the Online English Zone experience, the second survey was also carried out in the control group which did not experience the online English Zone(EZ).

In off-line EZ, the students were put in groups and were given dialogues, and did role plays and were recommended to speak english for at least 10 minutes a day with their partners. As a result of operating "Speaking English Online using multimedia" for one semester, there were improvements in English listening and speaking skills of students, in addition to enhanced confidence, more than anything else, their interest in English had increased dramatically.

<Table 4>. Analysis of Online English Zone Activity

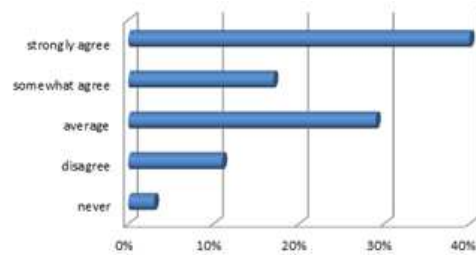| Activity Description	Most preferred Activities(number/%)	Most played Activities (number/%)
Song Listening	54(47)	64(32)
Vocabulary Memorization	26(13)	72(36)
Storybook Listening	38(19)	26(13)
Recording Your Own English pronunciation	30(15)	8(4)
Speaking English with friends	32(16)	24(12)
Asking about English expressions	20(10)	6(3)
Total	200(100)	200(100)

<Table 5> Comparison of average performance evaluation test score

Group	Listening		Speaking	
	M	SD	M	SD
experimental group	14.46	2.12	14.62	7.08
Control Group	14.42	2.83	14.7	8.45

As a result of conducting a comparative analysis of the listening and speaking scores after the English Zone experience, it was determined that although the overall average score of the experimental groups was higher in the Listening section, the speaking test score of the control group was higher. Although English Zone program had influence on learners' attitude toward English learning and as well as learners' motivation, it can be concluded that the correlation between speaking and listening skills conjoined with school testing is not very high.

Among the English Zone experience related questionnaire items, the results for English usage in online English Zone using multimedia on communication, English learning, and efficacy are as follows.

(Figure 2) The use of multimedia in the EZ is very helpful

(strongly agree 40%, somewhat agree 17%, average 29%, disagree 11%, never 3%)

As you can see from the survey results, 40% indicated that utilization of multimedia in

EZ was very helpful while 17% indicated that it was somewhat helpful. Thus, it can be determined that online English Zone using multimedia may be a very useful learning method for the learners.

4. The Diversity of the Online English Zone

There is a variety of online English zones. English-Zone.com is a website and it was designed by Kaye Mallory. Other websites were mostly designed by the teachers and students learning English. In addition to this website, following websites are suggested.

(Figure 3) On-line Web Site

These online learning sites provide quantitative and qualitative English learning materials. These sites commonly include Study Zones, Quick Reference, Support This Site, Fun and Humor as well as chat room, message box, vote box, including a guest book. Moreover, the Study Zone consists of English education information and quizzes, and the lower section consists of Grammar Zone, Idioms Zone, Study Skills Zone, Reading Zone, Writing Zone, Vocabulary Zone, Spelling Zone, Conversation Zone, and a subsection of Teacher Zone.

The first way of learning English through on-line English Zone is the Video Zone: watching video clips is a fantastic way to improve your English. We've prepared some great exercises for you to do as you watch.

You'll improve your listening, vocabulary and grammar, as well as learning about what's going on in the world.

The second way is the learning method through studying different types of questions that are frequently tested in OPIC test. For example, the learners can speak English with other learners online and express their opinions in English on topics such as explaining how to buy a house in English, describing favorite movies in English, introducing one's family in English, describing Korean housing, other English-speaking English learners and opinions and their online and it can be released.

For example, for the question about describing Korean housing, typical forms of housing, advantages and disadvantages of these forms of residences can be described.

In describing a movie, the film title, content, the reason for liking the movie can be chosen as the content. For example, the learners can write about it and share their opinions online with many friends.

And thirdly, another way to take advantage of the online English zone is to prepare for English job interview for getting a job. This is one of the most frequently asked questions in English interviews. When given a question asking about one's major, the details of one's studies as well as ones' strengths need to be described as well as one of non-fatal weaknesses one has.

The fourth way to learn English through online English zone is through the English news. For example, through online English news such as Canada's Quebec Carnival, Korea-Japan territorial conflict and international economic relations, the Nobel Peace Prize, the effect of aspirin in preserving intelligence, the students can share opinions with many other students and practice reading and it is very helpful for listening practice.

5. Conclusion

English Zone refers to a physical environment in which the learners can check the results while they practice speaking and listening in English, and look up the vocabulary and information on their own.

In order to utilize the English Zone effectively in English education in an EFL situation in Korea, it is important to note the following points. The English Zone should include listening, speaking, reading, writing and include all areas of interaction in a natural way. English Zone should provide the learners access to the actual pronunciation in voice.

However, the English Zone can only depend on limited and artificial environments. It needs to select artificial settings such as a small English town consisting of the shopping zone, restaurants zone, the hospital zone. It needs to provide the students with an environment in which the students can experience Role Play on their own, however most schools are extremely limited due to such matters as facilities investment, and budget for foreign teachers.

As mentioned before regarding the problems of English-only programs, there needs to be measures for providing instruction utilizing a variety of learning media to increase academic success by stimulating students interest which take into consideration the characteristics of the students who have weak concentration skills. Using audiovisual media which students like such as VCR, internet, OHP, Picture Flash Card, Wall Picture, and Tape Recorder is necessary in communicative learning.

In this study in order to improve the weaknesses of offline English zone, a variety of ways for learning English have been presented in which English learning sites which introduce objects through pictures in a variety of fields and topics are utilized in online English zones.

When the effect of learning English through the Online English Zone program using multimedia was examined, it had a positive effect on the individual student's English learning and enable them to use a variety of vocabulary and expressions they had learned previously. The students developed interest in communicating in English Zone and were able to learn actively through the utilization of multimedia tools.

As a result of managing the "Online Multimedia English Speaking", English listening. In addition, speaking skills have been improved, their confidence in English was enhanced and most of all their interest in English had become very high.

As it can be seen from the survey results, 40% indicated that utilization of multimedia in EZ was very helpful and 37% indicated that it helped communication skills. Thus, it can be determined that online English Zone using multimedia was a very useful learning method for the learners.

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