

## English Broadcasting Activities as a Multimedia Tool for Globalization

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Kang, Hoo-Dong. (1998). English broadcasting activities as a multimedia tool for globalization. *English Teaching*, 53(3), 3-29.

This study aimed to present a model of a schoolwide language learning environment through English Broadcasting Club Activities as a multimedia instruction tool to motivate students to develop communication skills. The study also investigated how students perceive these activities as learning activities. The results of the questionnaire showed how the English Broadcasting Club should be organized as student-centered, meaning-centered, context-based, practical, and holistic instruction. The experimental group and control group students perceived that the activities were very helpful to improve the 4 English skills integratively. The group effect was examined in 6 different learning skills. In improving listening, speaking, and writing, the experimental group students more strongly agreed that the activities were helpful than the control group students. In improving translating and sentence-analyzing skills, both groups did not think that the activities were helpful. The results also showed that even though the 6 different skills had significantly high correlations with one another, improving writing skills was the most powerful variable in evaluating these activities to improve the 4 skills integratively. Students responded that these activities were more interesting than the regular classes. The result indicates that most students highly agreed that English Broadcasting Activities could give them better understanding of the world, Korean society, their school, and their own lives in school. This implies that these activities can provide more abundant language learning environment for the students in a globalized society.

### I. INTRODUCTION

The essential purpose of the 6th curriculum amendment in English education

of Korea is to develop communicative competence and fluency to meet the needs of these globalized times, and to cultivate the introduction of Korean's culture to foreigners through various learning experiences and a maximum number of activities. This demands a great and decisive change in teaching from the traditional methods to more innovative methods. The traditional methods such as the Grammar-Translation Method and the Audio-Lingual Method mainly require practicing pattern drills, translating sentences, and analysing sentence structures. These methods are not enough to comply with the demands of the 6th curriculum amendment. Therefore, various innovative teaching methods and activities should be developed in the direction of communicative-oriented, student-centered, and task-centered instruction. The new approach also should be the one that can facilitate using the 4 skills of listening, speaking, reading, and writing for whole communication.

In addition to these efforts, teachers should provide students with optimal language environments so that students will be highly motivated to participate in class activities. This will help students to be able to express their culture and their lives to others. To do this, it is urgently necessary to overcome our environmental limitations of the classroom setting for teaching English as a foreign language (EFL), not as a second language. To build up the optimal language environment for learning EFL, teachers should reform learning environment and teaching methods outside classrooms as well as inside classrooms.

This study aims to present a model of the language learning environment through an English Broadcasting Club activity as a multi-media instruction tool to motivate students to develop communicative competence and performance. This study also presents how the English Broadcasting Club should be organized as the student-centered instruction which emphasizes task-centered communication. A questionnaire is conducted to examine how the English Broadcasting club members and the non-club members perceive these activities as learning activities.

## II. THEORETICAL PERSPECTIVES

### I. Technology in the Whole Language Classroom

English Broadcasting Activities can be a way of using technology in school according to the philosophy of whole language. The past two decades have seen

the introduction of video technology with audio reproduction. The technological revolution has taken us from cumbersome and fragile records to the modern compact discs. Audio cassette players, pocket audio tape players, video cassette players, even closed circuit televisions and computers are becoming common in Korean elementary and secondary schools. These kinds of modern technological products can be powerful learning tools in our schools.

The term, 'whole language' originated from the integrated teaching of reading for the native speakers of English in elementary education (Goodman, 1967; Goodman, 1985; Graves, 1983; Smith, 1971) and is beginning to be expanded to secondary and adult education, and various levels of ESL/EFL programs (An & Kang, 1997; Bhattacharjee, 1993; Freeman & Freeman, 1992; Goodman, 1991; Jung, 1997; Lee, 1988, 1990; Rigg, 1991). According to the definition of Myers (1993), whole language is an approach to language that focuses on the "whole" child by emphasizing the four language arts: reading, writing, speaking, and listening. It views the child and language holistically. It goes from "the whole to the part" (p.10). Comparing the philosophy of whole language instruction with outdoor education, McKinsey (1991) insists that both use meaningful materials, are students-centered, are process-oriented, and incorporate other subjects in a themed approach. Therefore, she asserts that whole language instruction can be naturally connected with outdoor education. As an example of this incorporation, she presents an outline of a teaching unit based on a story which integrates whole language and outdoor education. Fehlman (1996) maintains that visuals should be incorporated as an integral element in whole language curricula. Lemke (1994) suggests that educators start thinking about the new communication media including multimedia literacy based on the Whole Language Approach. Barclay and Boone (1993) discuss whole language instruction and its implementation on a school-wide basis. They insist that the "whole" be greater than the sum of its parts emphasizing the importance of audio-visual approach in a whole language classroom. Yatvin (1992) outlines the basics of a schoolwide whole language program and describes the role of teachers and the principal in it. He also discusses how a teacher can modify an ordinary classroom to make it a favorable environment for language learning.

## 2. Audio-Visual as a Multisensory Approach

In Krashen and Terrell's Natural Approach (1983), teachers are recommended

to relate language to movement, visuals, or both. Terrell (1984) emphasizes "any sort of activity in which children can focus on something other than language forms" (p.40). Innovative methods and approaches such as Total Physical Response, the Language Experience Approach, the Whole Language Approach, the Natural Approach, incorporate multimodal materials (i.e, visual, auditory, tactual, and kinesthetic) as learning strategies.

Learning-style research supports the fact that students perceive new material and skills through their senses and prefer some senses over others in the language learning process (Kroonenberg, 1995; O'Brien, 1989; Oxford & Ehrman, 1993). According to Kinsella (1995), "when lessons are presented visually as well as verbally, students are not only able to develop a full and varied repertoire of modality strengths..." (p.175). Therefore, it is said that a deliberate multisensory approach can be the best instructional approach, regardless of subject matter or grade level (Kinsella, 1995). Daiute (1992) states that students who have trouble learning in the traditional fashion are often ".... good at learning from visual and aural sources in contexts that are meaningful to them" (p.250).

### 3. English Broadcasting as Open Learning

In the western world, open learning was originally an alternative to reach people outside conventional education through the media. In the Third World, open learning is an adjunct of the traditional educational mainstream. Open learning in the Third World helps them catch up and learn skills for their everyday life.

Even though open learning has a long history of success, Wedemeyer (1981) states that the recognition of open learning in our times is "a belated recognition of the need for and validity of the non-traditional means of learning that have been in existence for generations" (p.61). Open learning distinguishes open forms of learning from conventional education. Park (1986) mentions that the most pervasive qualities of open learning are flexible, functional, learner-centered, and multi-media based.

In our school context, open learning can be adopted to meet the needs of our students who are environmentally limited in exposure to the natural language environment. As the characteristics of learners and the curriculum of open

learning obviously demand teaching-learning approaches different from those of conventional education, the adaptation of open learning within our school setting can open the door to overcoming the environmental limitations of the conventional classroom teaching. The term, open learning used throughout the study is defined as a philosophical position that devises new methods for reaching more learners and satisfying groups in need of additional training and education.

### **III. METHOD**

#### **1. Research Design**

This study is composed of two phases, presenting an English Broadcasting Model in phase 1, and the students' perception to the English Broadcasting in phase 2. The actual English Broadcasting had been broadcasted to the 1st and 2nd year students every other week for over 6 months at the High School affiliated with the Teacher's College of Pusan National University (PNU) in 1997.

##### **1) Phase 1: English Broadcasting Model**

To develop an English Broadcasting model, an English Broadcasting Club (EBC), and a production procedure for English Broadcasting programs were presented.

##### **2) Phase 2: The Survey**

The purpose of the second phase was to investigate the result of the application of English Broadcasting Activities (EBAs) suggested here in the actual school context. A questionnaire was performed to examine the effect of the activities. The survey data were collected from 47 EBC members of the experimental group and 50 non-EBC members selected from the 1st and 2nd year students of the control group. Each group has 20 students of the 1st year and the rest of them are the 2nd year students.

## 2. Data Analysis

The data analysis was performed by the computer data analysis program, SPSS version 7.0, based on the following research questions:

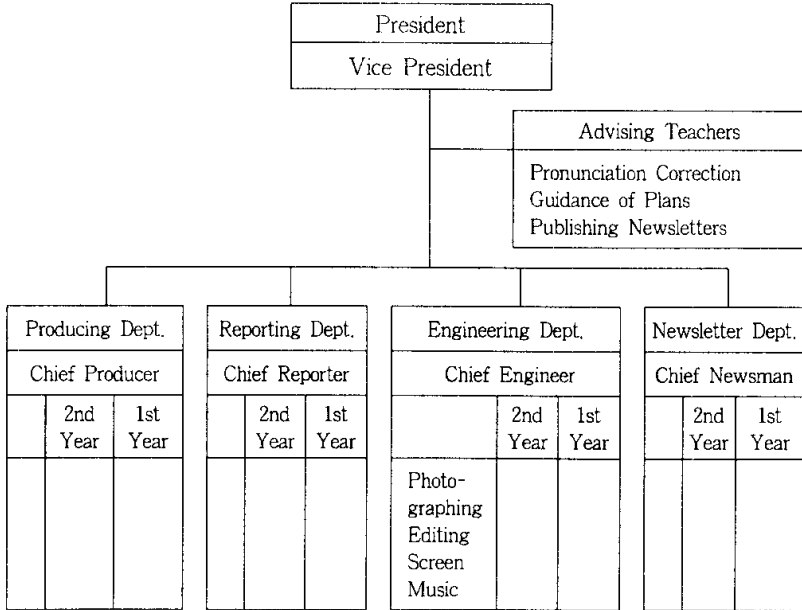
- (1) What are the characteristics of EBAs as learning activities?
- (2) Is there any preference of EBAs to the traditional classroom activities?
- (3) How do students perceive EBAs as an education in internationalization and globalization?
- (4) How do students perceive that EBAs affect in leading students to learn English holistically?

Each research question has subquestions to evaluate the effect of EBAs. Each subquestion was expressed in such a way as to be able to be responded to according to 5 categories such as never, mostly no, neutral, mostly yes, absolutely yes. To examine the difference of response rate between the experimental group and the control group, the Chi-square test ( $\chi^2$ ) was conducted. To inquire how students perceive the relationship among 6 different skills in this integrated learning program, correlations and multiple regression were calculated among the seven composite skills such as listening, speaking, reading, writing, sentence analyzing, and translating.

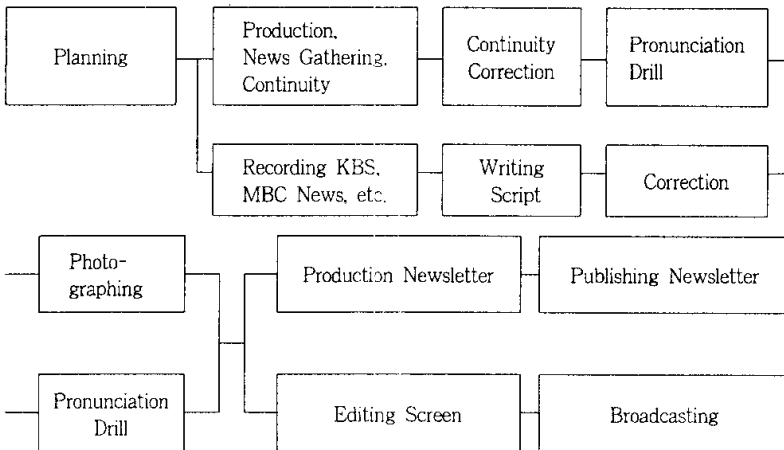
## IV. A MODEL OF THE EBC

After the members of the EBC visited several broadcasting stations (MBC, KBS, etc.), they discussed how the EBC could be organized and how the roles could be effectively divided. Figure 1 shows how the roles for the EBC activities were divided to perform EBAs in the experimental group. Figure 2 is the actual model of the production procedure of English Broadcasting performed at the school level. Figure 1, 2 and a sample of the English Broadcasting were adapted from Kang and Lee (1997). The sample of English Broadcasting production procedure presented below was actually a presentation which was made in the High School affiliated with the Teacher's College of Pusan National University.

**FIGURE 1**  
**Organization of the EBC**



**FIGURE 2**  
**Production Procedure of English Broadcasting**



### A Sample of the English Broadcasting Program

- (1) (signal scene, music)
- (2) This is the EBC News from the High School Affiliated with the Teachers' College of Pusan National University.
- (3) Music : fade out.  
Showing background scene, the anchorman and anchorwoman are appearing.  
It starts with "Hi, I am \_\_\_\_\_ I am \_\_\_\_\_."
- (4) ① News : World News - recording from TV news and dubbing  
National News - recording from TV news and dubbing  
School News - self production  
② Feature : planning programs made by reporters  
Ex) 1. Face of the Week or Face of the Month - interviewing foreigners, teachers and principal.  
2. My Memorable Photo - memorable stories of students  
3. I am the best - talking about their own merits  
4. Social Issue - violence in school, environmental issues, etc.  
5. About Ourselves - introducing club activities  
6. EBC Top 5 - weekly pop songs  
7. English Quiz - recording native speaker's quiz  
③ Weather Report: weekly weather report  
④ Happy Birthday to You: congratulating a student on his or her birthday with picture of him/her and music
- (5) Background Picture : world map
- (6) This has been the EBC News produced by the English Broadcasting Club of PNU High school.
- (7) Fade out with pictures of staff members of the EBC.

As with Figure 2 and the one day program of the English Broadcasting briefly presented above, EBAs included a lot of integrated interactions between: teachers and members of the EBC (pronunciation correction for speaking, and writing correction for newsletters), among the EBC members, and between the EBC members and the non-EBC members (Quiz, Happy Birthday to You, Interview, and reading Newsletters).



## VI. RESULTS AND IMPLICATIONS

### 1. The Characteristics of EBAs

**Research Question 1:** What are the characteristics of EBAs as learning activities?

To investigate the characteristics of EBAs, five questions were made to be answered. The questions were as follows:

- (Q1) Were EBAs helpful for acquiring practical English?
- (Q2) Were EBAs helpful for acquiring English in context?
- (Q3) Did EBAs lead students to use English as experts?
- (Q4) Were EBAs meaning/comprehension-centered rather than grammar-centered?
- (Q5) Were EBAs student-centered?

Crosstabs was processed to see if there was a relationship between the experimental group and the control group. Chi-square test ( $\chi^2$ ) was conducted to examine the difference between expected frequencies and the observed frequencies.

**TABLE 1**  
**Q 1: Were EBAs Helpful for Acquiring Practical English?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	1 (2.1%)	14 (29.8%)	10 (21.3%)	19 (40.4%)	3 (6.4%)	9.53*
Control G.	- (-)	4 (8.0%)	12 (24.0%)	31 (62.0%)	3 (6.0%)	
Total (97)	1 (1.6%)	18 (18.6%)	22 (22.7%)	50 (51.1%)	6 (6.2%)	

\* $p < .05$

Responses to the question (Q1) were significantly different between the experimental group and the control group,  $\chi^2 = 9.53$  (d.f. = 4, N = 97). Table 1 shows that 31.9% of the students in the experimental group responded negatively to the question. The students of the experimental group seemed to

face more difficult or advanced English than those of the control group in gathering data and news for writing the broadcasting script and newsletter script. However, both groups of students generally answered that EBAs were helpful for acquiring practical English. Totally 57.3% of the participants responded that EBAs were helpful (51.1%) or very helpful (6.2%) in acquiring practical English. Totally 20.2% of the students stated that EBAs were not helpful (18.6%) or absolutely not helpful (1.6%) in acquiring practical English. Only 8.0% of the students in the control group stated negatively that EBAs were helpful in acquiring practical English.

**TABLE 2**  
**Q 2: Were EBAs Helpful for Acquiring English in Context?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	5 (10.6%)	40 (85.1%)	2 (4.3%)	2.19
Control G.	- ( - )	- ( - )	6 (12.0%)	44 (88.0%)	- ( - )	
Total (97)	- ( - )	- ( - )	11 (11.3%)	84 (86.6%)	2 (2.1%)	

Responses of the participants were not significantly different between the experimental group and the control group,  $\chi^2 = 2.19$  (d.f. = 2, N = 97). This result indicates that both groups of students believed EBAs were helpful for acquiring English in context. 88.7 percent of the total students responded that EBAs were helpful(86.6%) or very helpful(2.1%) in acquiring English in context. No student answered that EBAs were not helpful.

**TABLE 3**  
**Q 3: Did EBAs Lead Students to Use English as Experts?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	1 (2.1%)	9 (19.1%)	37 (78.7%)	- ( - )	5.10
Control G.	- ( - )	- ( - )	3 (6.0%)	47 (94.0%)	- ( - )	
Total (97)	- ( - )	-1 (1.0%)	12 (12.4%)	84 (86.6%)	2 (2.1%)	

Of the total responses, 86.6% stated that EBAs led students to use English as experts. Just 1.0% of students responded that EBAs were not helpful to lead students to use English as experts. Responses were not significantly different between the experimental group and the control group,  $\chi^2 = 5.10$  (d.f. = 2, N = 97). This indicates that both the experimental group students and the control group students were all eager to use English as experts.

**TABLE 4****Q 4: Were EBAs Meaning/Comprehension-centered rather than Grammar-centered?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	4 (8.5%)	43 (91.5%)	- ( - )	0.22
Control G.	- ( - )	- ( - )	3 (6.0%)	47 (94.0%)	- ( - )	
Total (97)	- ( - )	- ( - )	7 (7.2%)	90 (92.8%)	- ( - )	

Ninety two point eight percent of the total participants answered that EBAs were meaning/comprehension-centered rather than grammar-centered. No student denied that EBAs were meaning/comprehension-centered rather than grammar-centered. Responses of the students were not significantly different between the experimental group and the control group,  $\chi^2 = .22$  (d.f. = 1, N = 97). It means that most of both group students agreed EBAs were meaning/comprehension-centered rather than grammar-centered.

**TABLE 5****Q 5: Were EBAs Student-centered?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	2 (4.3%)	5 (10.6%)	29 (61.7%)	11 (23.4%)	1.42
Control G.	- ( - )	1 (2.0%)	3 (6.0%)	31 (62.0%)	15 (30.0%)	
Total (97)	- ( - )	3 (3.1%)	8 (8.2%)	60 (61.9%)	26 (26.8%)	

Totally 88.7% of the respondents stated that EBAs were student-centered. Just 3.1% students responded that EBAs were not student-centered. The result indicates that EBAs had more student-centered activities than classical classroom activities. Responses of the participants were not significantly different between the experimental group and the control group,  $\chi^2 = 1.42$  (d.f. = 3, N = 97). It implies that most of both group of students agreed that EBAs were more student-centered than the activities in the classical classroom.

Briefly summarizing the above results, both group of students mostly supported that the characteristics of EBAs were meaning/comprehension-centered, students-centered, and very helpful for acquiring practical English and acquiring English in context. Except for acquiring practical English, over 85% of the total responses supported these three characteristics of EBAs. For acquiring practical English, the responses of the experimental group were significantly different from those of the control group. This seems to indicate that the students in the EBC had access to more advanced or difficult English when they were gathering data and writing their scripts for the newsletters.

## 2. EBAs as Holistic Language Learning Activities

**Research Question 2:** How do students perceive English Broadcasting Activities affect in leading students to learn English holistically?

To examine if EBAs can be considered as holistic language activities, 7 questions were asked. The questions were as follows:

- (Q 6) Could EBAs improve listening ability?
- (Q 7) Could EBAs improve speaking ability?
- (Q 8) Could EBAs improve reading ability?
- (Q 9) Could EBAs improve writing ability?
- (Q10) Could EBAs improve translating ability?
- (Q11) Could EBAs improve sentence analysing ability?
- (Q12) Could EBAs improve the 4 language skills integratively?

**TABLE 6**  
**Q 6: Could EBAs Improve Listening Ability?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	2 (4.3%)	10 (21.3%)	35 (74.5%)	20.46***
Control G.	- ( - )	- ( - )	- ( - )	33 (66.0%)	17 (34.0%)	
Total (97)	- ( - )	- ( - )	2 (2.1%)	43 (44.3%)	52 (53.6%)	

\*\*\*p < .001

Responses of the students were significantly different between the experimental group and the control group,  $\chi^2 = 20.46$  (d.f. = 2, N = 97). Experimental group students more highly perceived the effect of EBAs for listening than control group students. However, totally 97.9% of the respondents answered that EBAs could improve listening ability. No students responded that EBAs could not improve listening ability. The result indicates that most students thought EBAs were really helpful in improving listening ability.

**TABLE 7**  
**Q 7: Could EBAs Improve Speaking Ability?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	2 (4.3%)	13 (27.7%)	32 (68.1%)	19.08***
Control G.	- ( - )	- ( - )	1 (2.0%)	36 (72.0%)	13 (26.0%)	
Total (97)	- ( - )	- ( - )	3 (3.1%)	49 (50.5%)	45 (46.4%)	

\*\*\*p < .001

Responses of the participants were significantly different between the experimental group and the control group,  $\chi^2 = 19.08$  (d.f. = 2, N = 97). Experimental group students more highly perceived the effect of EBAs for speaking than control group students. Totally 96.9% of the total students stated that EBAs could improve speaking ability. The result indicates that most students thought EBAs were really helpful in improving speaking ability as well as listening ability.

**TABLE 8**  
**Q 8: Could EBAs Improve Reading Ability?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	15 (31.9%)	23 (48.9%)	9 (19.1%)	21.99***
Control G.	- ( - )	- ( - )	2 (4.0%)	46 (92.0%)	2 (4.0%)	
Total (97)	- ( - )	- ( - )	3 (3.1%)	69 (71.1%)	11 (11.3%)	

\*\*\*p < .001

Control group students more highly perceived the effect of EBAs for learning reading than experimental group students. This seemed to result from the fact that experimental group students spent much time in writing the script for broadcasting. The result of this question could be compared with that of the next question about writing. Totally 82.4% of the students responded that EBAs could improve reading ability. No students answered that EBAs could not improve reading ability. Responses were significantly different between the experimental group and the control group,  $\chi^2 = 21.99$  (d.f. = 2, N = 97). The result indicates that most students thought EBAs were really helpful in building up reading ability.

**TABLE 9**  
**Q 9: Could EBAs Improve Writing Ability?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	8 (17.0%)	29 (61.7%)	10 (21.3%)	34.09***
Control G.	- ( - )	7 (16.0%)	29 (62.0%)	14 (28.0%)	- ( - )	
Total (97)	- ( - )	7 (7.2%)	37 (38.1%)	43 (44.3%)	10 (10.3%)	

\*\*\*p < .001

Responses of the participants were significantly different between the experimental group and the control group,  $\chi^2 = 34.09$  (d.f. = 3, N = 97). Totally 83% of the experimental group students stated that EBAs could improve

writing ability. Just 28.0% of the control group students responded that EBAs could improve writing ability. The result indicates that experimental group students more highly perceived the effect of EBAs for learning writing than control group students. This outcome may result in the fact that the experimental group students spent much time writing the script.

**TABLE 10**  
**Q 10: Could EBAs Improve Translating Ability?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	17 (36.2%)	23 (48.9%)	7 (14.9%)	- ( - )	10.24**
Control G.	- ( - )	8 (16.0%)	21 (42.0%)	21 (42.0%)	- ( - )	
Total (97)	- ( - )	25 (25.8)	44 (45.4%)	28 (28.9%)	- ( - )	

\*\*p < .01

Totally 28.9% of the students answered that EBAs could improve translating ability. However, 25.8% students responded that EBAs could not improve translating ability. The result indicates that many students thought EBAs were not really helpful in improving translating ability. But experimental group students (36.2%) more highly perceived that EBAs could not improve translating ability than the control group students (16.0%). Responses of the students were significantly different between the experimental group and the control group,  $\chi^2 = 10.24$  (d.f. = 2, N = 97).

**TABLE 11**  
**Q 11: Could EBAs Improve Sentence-analyzing Ability?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	19 (40.4%)	21 (44.7%)	7 (14.9%)	- ( - )	9.06*
Control G.	- ( - )	7 (14.0%)	29 (58.0%)	14 (28.0%)	- ( - )	
Total (97)	- ( - )	26 (26.8%)	50 (51.5%)	21 (26.6%)	- ( - )	

\*p < .05

Responses of the respondents were significantly different between the experimental group and the control group,  $\chi^2 = 9.06$  (d.f. = 2, N = 97). Totally 26.6% of the participants stated that EBAs could improve analysing ability of a sentence. 26.8% students responded that EBAs could not improve analysing ability of sentences. The result indicates that many students thought EBAs were not really helpful in improving sentence analysing ability. The experimental group students (40.4%) more highly perceived that EBAs could not improve analysing ability than the control group students (14.0%).

**TABLE 12**  
Q 12: Could EBAs Improve the 4 Language Skills Integratively?

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	7 (14.9%)	39 (83.0%)	1 (2.1%)	0.54*
Control G.	- ( - )	- ( - )	5 (10.0%)	44 (88.0%)	1 (2.1%)	
Total (97)	- ( - )	- ( - )	12 (12.4%)	83 (85.6%)	2 (2.1%)	

\* $p < .05$

Totally 87.7% of the responses stated that EBAs could improve the 4 language skills integratively. The result indicates that most students thought EBAs could improve the 4 language skills integratively. Responses were not significantly different between the experimental group and the control group,  $\chi^2 = .54$  (d.f. = 2, N = 97).

Correlations were calculated for the seven composite skill variables and are summarized in Table 13 for both groups and Table 14 for the experimental group.

**TABLE 13**  
Correlations for All Variables in Both Groups

	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Q6	1.00						
Q7	.87***	1.00					
Q8	.03	.02	1.00				
Q9	.20	.23	.06	1.00			
Q10	-.16	-.23	.08	-.15	1.00		
Q11	-.20	-.31***	.10	-.11	.62***	1.00	
Q12	.11	.11	.17	.13	.01	-.06	1.00

N = 97 1-tailed Signif: \*\*\* $p < .001$



In both groups the correlation between improving listening ability and speaking ability (0.87) was the most significantly positive at the .001 level. The correlation between improving sentence analyzing structures and improving translating ability (0.62) was the next most positive at the .001 level. Improving speaking ability and translating ability shows the most negative correlation (-0.31) at the .001 level.

**TABLE 14**  
Correlations for All Variables in the Experimental Group

	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Q6	1.00						
Q7	.90***	1.00					
Q8	.12	.09	1.00				
Q9	.10	.10	.35**	1.00			
Q10	.00	-.14	.12	-.13	1.00		
Q11	.02	-.18	.15	-.02	.86***	1.00	
Q12	.22	.17	.24	.46***	-.02	-.04	1.00

N = 47 1-tailed Signif: \*\*p < .01 \*\*\*p < .001

In the experimental group, the correlation between improving listening ability and speaking ability (0.90), and the correlation between improving sentence analysing ability and improving translating ability (0.86) had the most significantly positive correlation at the .001 level. Improving reading ability and writing ability (0.35) had the next most significantly positive correlation at the .01 level. Especially improving writing ability had a significantly positive correlation with the integrative skills (0.46,  $p < .001$ ).

Because of some high correlations among the variables of the skills, a multiple regression was conducted to investigate which category of the different skills mostly predicts integrative learning. The following table shows the results of the multiple regression with integrative learning as a subordinate variable.

**TABLE 15**  
Multiple Regression: Integrative Learning and Traditional Learning Skills

	R	R <sup>2</sup>	adjusted R <sup>2</sup>	$\beta$	F
Writing ability	.46	.21	.21	.45**	12.18**
Listening ability	.49	.24	.02	.46	7.09**
Reading ability	.49	.24	.00	.08	4.76**
Speaking ability	.50	.25	.01	-.32	3.57*
Analysing ability	.51	.26	.01	-.38	2.90*
Translating ability	.53	.28	.02	.31	2.64*

The results shows that the improving writing ability was the only variable that could show a significantly positive correlation with integrative learning. This indicates that even though these 6 different skills had significantly high correlations with one another, improving writing ability was the most impressive and powerful variable in evaluating EBAs for improving the 4 language skills integratively.

The table displays that the integrative learning and the writing skill had a partial correlation of .46. This can explain 21% of the whole evaluation of EBAs. Showing the value of  $\beta$  (0.45), the writing skill most contributed to the integrative learning among the 6 subcategories. This can also indicate that students usually didn't write in the traditional classes and the writing experience in EBAs made students think writing was the most necessary skill for acquiring whole language skills.

Summarizing the above results, the responses show that both groups of students thought EBAs were very helpful in improving the four English skills integratively such as listening (97.9%), speaking (96.9%), reading (82.4%), and writing ability (83%). Both groups of students strongly agreed that EBAs improved the 4 skills integratively (87.7%). None of the students responded that EBAs were not helpful in improving the 4 skills integratively. Improving writing skills was the most powerful variable in evaluating EBAs as an integrative learning activity. In addition, the response percentages of the experimental group were higher than those of the control group in improving all 6 skills. This implies that the students in the experimental group were involved in larger learning quantities in the 6 different skills.

### 3. EBAs and the Traditional Classroom Activities

**Research Question 3:** Is there any preference of EBAs to the traditional classroom activities?

Since the translating skill and sentence-analyzing skill are the typical traditional learning skills, they may be categorized as old skills (OSKILL). On the other hand EBAs mainly focused on the integration of communication skills such as listening, speaking, reading, and writing, it may be categorized as new skills (NSKILL). To examine this assumption, the correlation analysis among

NSKILL, OSKILL, and integrative learning was performed.

**TABLE 16**  
Correlations Among NSKILL, OSKILL, and Integrative Learning

	NSKILL	OSKILL	A17
NSKILL	1.00		
OSKILL	-.02	1.00	
A17	.41**	-.03	1.00

N = 47 1-tailed Signif: \*\*p < .01

The above results for the experimental group show the composite 4 skills (NSKILL) and enacting the integrative learning approach had significantly high correlation (0.41,  $p < .01$ ). However, the table shows negative correlation between acquiring the integrative learning and the traditional learning strategies (OSKILL) such as translating and analyzing sentence structure.

**TABLE 17**  
T-test for: NSKILL

	N	Mean	Standard Deviation	t
Experimental Gr.	47	4.31	.41	5.41***
Control Gr.	50	3.93	.26	

\*\*\*p < .001

This table shows that the students' perception of the experimental group on acquiring the 4 skills through EBAs were significantly different from that of the control group students (4.31 vs. 3.93). The students' perception in the experimental group on acquiring the 4 skills through EBAs were significantly higher than that of the control group students at the .001 level. Examining the above two tables we can conclude that the experimental group students more strongly perceived that they acquired NSKILL than the control group students. The following table shows the mean difference between variables, not the mean difference between groups through a paired t-test.

TABLE 18

Paired Samples T-test for: NSKILL, OSKILL in the Experimental Group

	N	Mean	Standard Deviation	t
NSKILL	47	4.31	.41	37.31***
OSKILL	47	1.38	.33	

\*\*\*p &lt; .001

Paired Samples T-test for : NSKILL, OSKILL in the Control Group

	N	Mean	Standard Deviation	t
NSKILL	50	3.93	.26	40.02***
OSKILL	50	1.60	.27	

\*\*\*p &lt; .001

In both experimental and control groups responses indicate that EBAs helped them acquire NSKILL much more than OSKILL at the .001 level.

TABLE 19

Q 13: Were EBAs More Interesting than the Regular Classes?

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	1 (2.1%)	11 (23.4%)	35 (74.5%)	17.85***
Control G.	- ( - )	1 (2.0%)	2 (4.0%)	31 (62.0%)	16 (32.0%)	
Total (97)	- ( - )	1 (1.0%)	3 (3.1%)	42 (43.3%)	51 (52.6%)	

\*\*\*p &lt; .001

Responses to the question (Q19) were significantly different between the experimental group and the control group,  $\chi^2 = 17.85$  (d.f. = 3, N = 97). This came from that the number of students who answered absolutely-yes was very different between the groups (Experimental = 35, Control = 16). This indicates

that the students in the experimental group responded more positively to this question than those in the control group. However, totally 97.9% (mostly-yes = 23.4%, absolutely-yes = 74.5%) of the students in the experimental group and 94.0% (mostly-yes = 62.0%, absolutely-yes = 32.0%) of the students in the control group responded that EBAs were more interesting than the regular classes.

Table 20 shows the correlations among three different variables such as:

- (Q13) EBAs were more interesting than the regular classes.
- (Q14) EBAs made students have confidence in English.
- (Q15) EBAs were audio-visually enjoyable.

**TABLE 20**  
**Correlations Among Three Variables**

	Q13	Q14	Q15
Q13	1.00		
Q14	.40***	1.00	
Q15	.26**	.43***	1.00

N = 97 1-tailed Signif: \*\*p < .01 \*\*\*p < .001

Their correlations were significantly high at the .01 and .001 levels. Specially the audio-visual approach of EBAs made large contribution to making EBAs more interesting than the regular classes.

#### 4. EBAs as an Education in Globalization

**Research Question 4:** How did students perceive EBAs as an education in globalization?

To examine if the students perceive EBAs as an education in globalization, the following questions were asked:

- (Q16) Could EBAs give you a better understanding of the world?
- (Q17) Could EBAs give you a better understanding of Korean society?

(Q18) Could EBAs give you a better understanding of your school?

(Q19) Could EBAs give you a better understanding of your activities in the school?

**TABLE 21**  
**Q 16: Could EBAs Give You a Better Understanding of the World?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	1 (2.1%)	6 (12.8%)	20 (42.6%)	20 (42.6%)	5.19
Control G.	- ( - )	- ( - )	8 (16.0%)	30 (60.0%)	12 (24.0%)	
Total (97)	- ( - )	1 (1.0%)	14 (14.4%)	50 (51.5%)	32 (33.0%)	

Totally 84.5% of the respondents responded that EBAs could give them a better understanding of the world. Just one student responded that EBAs could not give a better understanding of the world. The result indicates that most students thought EBAs could give them a better understanding of the world. Responses were not significantly different between the experimental group and the control group,  $\chi^2 = 5.19$  (d.f. = 3, N = 97).

**TABLE 22**  
**Q 17: Could EBAs Give You a Better Understanding of Korean Society?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	1 (2.1%)	3 (6.4%)	31 (66.0%)	12 (25.5%)	3.28
Control G.	- ( - )	1 ( - )	4 (8.0%)	39 (78.0%)	7 (14.0%)	
Total (97)	- ( - )	1 (1.0%)	7 (7.2%)	70 (72.2%)	19 (19.6%)	

91.9 percent of the total participants responded that EBAs could give them a better understanding of Korean society. Just one student responded that EBAs could not give them a better understanding of Korean society. The result indicates that most students thought EBAs could give them a better

understanding of Korean society. Responses to the question were not significantly different between the experimental group and the control group,  $\chi^2 = 3.28$  (d.f. = 3, N = 97).

**TABLE 23**  
**Q 18: Could EBAs Give You a Better Understanding of Your School?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	1 (2.1%)	26 (55.3%)	20 (42.6%)	0.00
Control G.	- ( - )	- ( - )	1 (2.0%)	28 (56.0%)	21 (42.0%)	
Total (97)	- ( - )	- ( - )	2 (2.1%)	54 (55.7%)	41 (42.3%)	

Totally 98% of the participants responded that EBAs could give them a better understanding of their school. None of students answered that EBAs could not give them a better understanding of their school. The result indicates that most students agreed that EBAs could give them a better understanding of their school. Responses of the students were not significantly different between the experimental group and the control group,  $\chi^2 = .00$  (d.f. = 2, N = 97).

**TABLE 24**  
**Q 19: Could EBAs Give You a Better Understanding of Your Activities in the School?**

	never	mostly no	neutral	mostly yes	absolutely yes	$\chi^2$
Experimental G.	- ( - )	- ( - )	1 (2.1%)	14 (29.8%)	32 (68.1%)	2.11
Control G.	- ( - )	- ( - )	1 (2.0%)	22 (44.0%)	27 (54.0%)	
Total (97)	- ( - )	- ( - )	2 (2.1%)	36 (37.1%)	59 (60.8%)	

Almost 98% of the total students answered that EBAs could give them a better understanding of their activities in the school. None of students stated that EBAs could not give them a better understanding of their activities in the

school. The result indicates that most students thought EBAs could give them a better understanding of their activities in the school. Responses were not significantly different between the experimental group and the control group,  $\chi^2 = 2.11$  (d.f. = 2, N = 97).

Summarizing the above results, most students highly agreed that EBAs could give them better understanding of the world (84.5%), Korean society (91.8%), their school (98%), and their own lives in the school (98%).

## V. CONCLUSION

To develop communicative competence and fluency to meet the needs of these globalized times, and to cultivate the introduction of our culture to foreigners through various learning experiences and maximum variety of activities, it is necessary to make a great and decisive change in teaching from the traditional methods to more innovative methods. To build up the optimal language environment for learning EFL, teachers should create an innovative learning environment outside classrooms as well as inside classrooms. This study aimed to present a model of the language learning environment outside classrooms through the use of EBAs as a multi-media instruction tool in order to motivate students to develop communicative competence and better language performance, and see how the students perceive these activities as learning activities.

The results of the questionnaire showed how the English Broadcasting Club was organized in the direction of a student-centered, meaning-centered, context-based instruction. EBAs also turned out to be very helpful in acquiring practical English. Both groups of students perceived that EBAs were very helpful to improve 4 English skills integratively such as listening (97.9%), speaking (96.9%), reading (82.4%), and writing skill (83%). Both groups of students strongly agreed that EBAs improved the 4 language skills integratively (87.7%). The results also show that even though the 6 different skills had significantly high correlations with one another, improving writing ability was the most powerful variable in evaluating EBAs as an activity to improve the 4 skills integratively.

The group effect appeared in all 6 different learning skills. In improving



listening, speaking, writing, sentence-analyzing, and sentence-translating, the experimental group students more strongly agreed that EBAs were helpful than the control group students. In improving translating ability and analyzing ability, both groups of students respectively did not much agree that EBAs were helpful, compared with the other 4 skills. The group effect didn't appear in supporting that the characteristics of EBAs were contextualized, students-centered, and meaning/comprehension-centered. For acquiring practical English, the students in the EBC appeared to have had access to more advanced or difficult English when they were gathering data and writing their scripts for the newsletters. Both group students responded similarly that EBAs were more interesting than the regular classes, and give them a better understanding of the world, Korean society, their school, and their own lives in the school.

Even though this new approach to provide students with a new language environment was not a classroom activity, I believe that EBAs were largely very useful activities to make the optimal language environment for the high school students. I hope this study can complement the previous study by Kang and Lee (1997) on the development and effect of EBAs in the high school level. Hopefully, this kind of study will be extended to the methods of in-classroom activities and other level students in the near future.

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