

# UNIT 17

# Konglish

The penultimate Unit looks at the theme of Konglish. This concept has undergone a number of transformations in recent years. It was originally used to describe L1-influenced errors made by Koreans when using English. At this time Konglish was seen as something to be corrected. More recently, with the advent of research into World Englishes, Konglish has gained a status as a Regional English. It is now seen as an expression of Korean culture, using as it does a combination of loan words and Korean words.

It is significant that business people in South East Asia find it easy to communicate using their various Regional Englishes and that these are no longer classified as incorrect. This Unit therefore invites students to discuss these issues and to think outside of the box in terms of the interactions between Korean, English and other languages.

## Page 137

### Brainstorming (individuals)

- Individual students think about the origins and nature of Konglish.

### Task 1: (pairs)

- Students talk together and identify as many Konglish words as they can.
- They write these on the image of the whiteboard on this page.

As with most first pages, this one aims to set up the learning schema.

The teacher can find a useful list of Konglish terms here: <http://koreanselfstudyisntlame.blogspot.kr/2010/02/ultimate-konglish-list.html>.

### Task 2: (pairs)

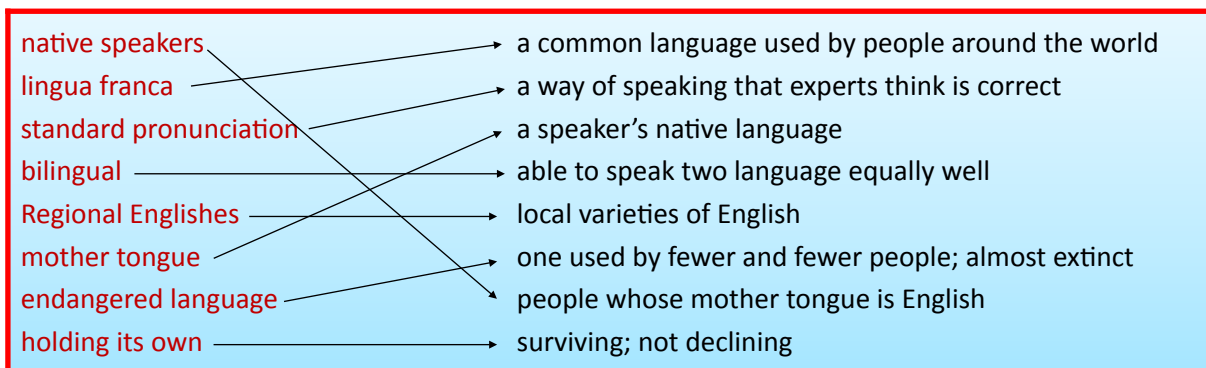
- Students discover/deduce/infer the names of Regional Englishes around the world.
- The answers are in the Answer Section of the Student Book.

The aim here is to show students that Konglish is not an isolated phenomenon. Nor is it simply wrong. Rather it is a cultural expression or fusion of ideas.

## Page 138

### World Englishes (groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 71) and ask students to read the four paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.



This passage addresses some of the myths about English and Konglish. Hopefully it will help students to respect their own Regional English.

**Further Reading:** The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

## Page 139

### Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Answers:

1. Queen Victoria reigned from 1837 to 1901.
2. 'The sun never set' means that the sun was always shining on some part of the British Empire. When it was night in one part of the Empire, it was day in another part.
3. 'EIL' means English as an International Language.
4. 'EGL' means English as a Global Language.
5. Bilingual teachers from the EFL learners' own countries are perfect, since they understand the needs and problems of the learners.
6. Konglish is respected because it allows the speakers to express their own cultural ideas, rather than western ones.
7. The conclusion of the passage is that rather than being an endangered language, Korean is holding its own in this era of global English.

### Think for Yourself

Students think about Konglish. They might want to look further into the topic of Regional Englishes for themselves, particularly in view of the myths surrounding Konglish.

### Background Information

This information here is about languages in general. Again, students might like to find out information for themselves. The number of spoken languages is rapidly decreasing. However, Korean is being studied around the globe by lovers of the Korean Wave, foreigners studying in Korea and people (Korean Americans, etc.) studying Korean as a Heritage Language.

## Page 140

### Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Making your point' and 'Expressing doubt.'

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Sample answers:

1. If I could speak another language apart from English, I would speak Hindi. This is because I am really interested in the history of India and I would like to read the ancient religious texts of that country. I would also like to visit India and experience its ancient culture.
2. In my opinion Regional Englishes like Konglish, Japlish and Chinglish are fine. The point is that they are living languages. They are used by the population to express themselves. They also include the culture of those countries. The fact is that English is now a global language, so it's OK to adapt it to different countries.
3. - Yes, I think students should have the choice of learning Chinese, Japanese or English. The thing is Japanese or Chinese might be the language they need in their careers. Don't forget that they might not want to learn English.  
- I'm afraid I don't think students should have the choice of learning Chinese, Japanese or English. English is a global language and everyone needs to learn it. Students can learn Chinese or other languages in their own time.
4. - Yes, I think students should learn more than one foreign language in school. What I'm saying is languages develop the brain. Therefore if students learn more than one language their brain will become more effective. The think is they will also learn to be tolerant of people who speak other languages.  
- You have a point, but I don't think students should learn more than one foreign language in school. They have enough to learn as it is, with Math, Korean, Science, History and all the other subjects. What bothers me is that they already have little time for physical education. I think this is far more important.
5. - Yes, in my opinion bilingual Korean teachers are better than native speakers of English. Korean teachers are great role models for the students. They have worked hard to learn English and they have succeeded. They understand the problems of the students and they can help them overcome those problems. Very often native speakers are monolingual and they can't understand the students' learning styles or their needs.  
- I see what you mean, but in my opinion native speakers of English are the best teachers. As far as I'm concerned, native speakers have known the language since birth and they can model it for the students. They know instinctively what is correct and how to say things. They also know lots of idioms, proverbs and cultural matters.
6. - Yes, I think Korean parents should use English as well as Korean when they speak to their children. This way the children will become bilingual. They will learn English naturally. Don't forget that when a child learns two languages at the same time, both of them improve.  
- Possibly, but what bothers me is that the children will be confused. They will ask why their parents use English in Korea. Furthermore, many parents can't speak English well, so they will not be able to give their children a good foundation in English.
7. - Yes, I think English should be an official language in Korea. English is a global language and it is

used in business, trade, diplomacy, tourism, and education around the world. What I'm saying is that if English were an official language, then everyone in Korea would be bilingual and the economy would benefit greatly.

- I'm afraid I can't agree. In my opinion if English were an official language, then people wouldn't use Korean so much and it would become an endangered language. The fact is that if we are to have an extra official language, than I would prefer Chinese.

8. - As for me, I think the best way to learn a language is to immerse yourself in it. You need to read, listen, speak and write in that language. If possible, it is good to visit the home country of the language and live with the people.  
- That's all very well, but in my opinion the best way to learn a language is 'little and often'. I think it is best to study for regular short periods. Even an hour a day is good. I believe that all study is good study. I also think the attitude of the person studying is most important. As the proverb goes, 'Where there's a will, there's a way.'
9. I think it is important to have many languages in the world for the sake of diversity. Languages show us different ways of thinking and different cultures. It is important to keep different languages alive instead of everybody speaking the same languages.
10. In my opinion so many languages are disappearing because of globalization and international communication. The world is a global village now and everyone gets influenced by world trends. People who used to be living by themselves are now in contact with the rest of the world. Because of this, many people move to cities and they forget their mother tongue. Everyone wants to use global languages like English, Chinese, Hindi, Arabic and Russian. Then they can do business easily, browse the Internet and talk with people around the world.

## Page 141

### Dialogue (pairs)


- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 72 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Answers:

1. Kevin is doing his Spanish homework.
2. He has a long face because he 'can't get the hang of it.'
3. Kevin thinks that he doesn't need to learn a language.
4. No, Kevin doesn't want to learn three languages.
5. Mrs. Brown advises Kevin to hang in there. He says that Kevin will be thankful in the end. And if he can speak three languages he will never be out of a job.
6. Mr Brown says 'Adiós. Hasta luego!' because he wants to cheer Kevin up. So he shows him how easy Spanish can be, by saying 'Goobye' in Spanish.

## Page 142

## Let's Speak a New Language! (pairs)

- Students think of a language they would like to speak.
- They write the name of their chosen language in the box.
- They then go to Google translate: <https://translate.google.com>.
- They enter the sentences in the table below (this page), in the left hand box of Google Translate.
- They then write the equivalent sentence (their chosen language) from the right hand box of Google Translate into the right hand box of the table on this page.
- An example is given, using 'What's your name', translated from English to Czech.
- Students should write their own sentences for 11 to 14 in the table on this page and find the translations in their chosen language.
- Finally, students should click on the  link in Google Translate, to hear the words in their chosen language. Then they should practice the pronunciation together.

This last stage is important. Students should practice saying the sentences in their chosen language. They will be teaching these sentences to other students on the next page, so they need to know how to say them.

This is an opportunity for students to be creative, both in choosing a different language and in making their own sentences, 11 to 14.


Google Translate is OK for basic sentences such as the ones on this page. In this case, students are encouraged to use this Internet resource as a learning tool. There are instances of students using Google Translate for the homework, but rather than punishing students, these instances should be looked upon as learning opportunities. Teachers who identify this practice can talk with the students individually or even get students in groups to have a discussion about this topic. What works in the short term is not a viable long-term practice, since students will not improve their proficiency in this manner and will fall short in the exams.

It is important to remember that the classroom is a microcosm of society. Skills such as conflict management and counseling are therefore important skills for teachers.

## Page 143

### Let's Teach Each Other! (pairs of pairs)

- Students in pairs teach the other pair in the group how to say the sentences in their chosen languages.
- They can make notes on this page.

If students haven't clicked on the  link in Google Translate to hear the words in their chosen language, they should do it now and practice the pronunciation together before teaching it to the other pair.

This should be an interesting activity. The aim is simply to get students experiencing other languages while teaching them to each other. They will also see that the languages can be learned in a fun way. Students should enjoy trying to teach other how to say the sentences.

### Language WordSearch (pairs )

- Students try to find as many languages as they can in this WordSearch.
- The solution is in the Answer Section at the back of the Student's Book.

This is an easy activity to finish off these two pages. Students who finish teaching each other or who want to try something else can do this WordSearch.

## Page 144

### Speaking Self-Assessment (Individuals)

- Students read the READI criteria and assess which ones apply to them.
- They then make a READI Profile at the bottom of the page.

This is the penultimate Unit, so students are invited to self-assess their speaking skills. They looked at their listening skills in Unit 13 (page 112) and their discussion skills in Unit 15 (page 128). Now we are looking at conversation skills and the descriptors are more detailed for the 4 categories.

This activity should give students an idea not only of where they are in terms of speaking skills, but also of what they need to improve. In other words, students can think about improving their oral skills by working on their weaknesses in terms of Range, Ease of Speech, Attitude, Delivery and Interaction.

For example, proficient EFL students often score low on Interaction, since they fail to bring other people into the conversation; they spend all the time giving their own opinion and not listening to the other students. In addition to helping such students become aware of these issues, teachers can also counsel them about positive steps they can take to improve their oral skills.

Other students might need more vocabulary (Range). Others might need to improve their fluency (Ease of Speech), their enthusiasm, confidence, motivation and nervousness (Attitude), or their intonation, word stress, volume, pronunciation and rhythm (Delivery).

The READI Profile is not competitive. It is an awareness-raising item for the information of the students. Reflection on the results should be encouraged.