

Conversation-Based LEARNING

Because life is not a grammar test

Speaking Improves 50%
TOEIC, TOEFL, and IELTS scores 20%

For too long, English education has focused on grammar because grammar is easy to test. Now conversation is easy to test. This fundamentally changes how foreign languages can be taught.

GUNTHER BREAUX

**I have taught English Conversation
to Korean university freshmen for 23 years.**

I hold these truths to be self-evident:

**Grammar is wrong. It's always been wrong.
It's an easy way to test English, but an awful way to teach it.**

I quote from Einstein.

If you can't measure what's important (speaking), then what you can measure becomes very important (grammar).

If you cannot explain it simply, you don't understand it well enough.

The definition of insanity is repeating the same action, but always expecting a different result.

What can English education learn from Einstein?

1. Grammar is not important, it's just easy to test.
2. Clear, confident speaking ability is important.
3. Stop the insanity. If you want better results you need a better method.

The insanity is that after a decade-long English education, very smart Asian students with high TOEIC scores are still showing up at job interviews with low speaking ability.

Conversation-Based Learning is now possible because conversation is now easy to test. This changes everything. This fundamentally changes how foreign language can be taught.

The right method for the right goal.

Conversation Based LEARNING

Because life is not a grammar test

You get conversation ability AND higher TOEIC scores.

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Your students are not clones who need a generic English education.

Most airline pilots are not good English speakers. However, they have their dream job. Only English majors need an English education. Everybody else needs conversation ability in their major. This is now possible.

This is a new century, with new technology.

Students do the book at home. Every page is on audio, all instructions are on video.

Students self-correct. They transcribe their conversation test and fix their own mistakes.

MS Word gives their ability, and their improvement.

Now you have a choice.

Grammar-Based English

Tries to prevent 10,000 mistakes, and then measures ability by how many mistakes you make.



Conversation-Based Learning

Is all conversations, conversation tests, and you find and fix your own mistakes. *Simple.*



The rest is details.

Conversation-Based LEARNING

- 1 **It's easy.** Students do all the talking. MS Word gives their ability. *Simple.*
- 2 **You can prove they improved.**
The first test measures their ability, the second test measures their improvement.
- 3 **You get both: Speaking Ability and TOEIC scores.**
Speaking improves 50%, which improves TOEIC, TOEFL and IELTS scores 20%.

How?

- 1 **There's something new under the sun. MS Word can measure speaking ability.**
This changes everything. Language learning can now be conversation based because now conversation is easy to test. It's that simple.
- 2 **We use human nature**
Everybody loves to talk about themselves. Everybody wants an A. What gets tested gets done.

Questions?

- 1 **What about mistakes? It's a conversation class, not a mistakes class.**
The best tennis players in the world make mistakes all the time. They self-correct. Conversation-Based Learning uses self-correction and allows human nature to take its course. This is a new century with new technology. Students find and fix their own mistakes.
- 2 **What about grammar? It's a conversation class, not a grammar class.**
Tennis is not judged by golf rules and conversation should not be judged by grammar rules. *All children master speaking without grammar.* They talk a lot about themselves and copy people who are better than them. That's human nature. That's this method.

Stop the Insanity

Korean and Japanese middle and high school students score at the top of the world in math and science, and much lower in English speaking ability.

Why?

In math class they have a math book and a math test.

In science class they have a science book and a science test.

In speaking class they have a grammar book and a grammar test.

This is a conversation class, with a conversation book, and a conversation test.

We use partners, not grammar

The engine of improvement is a lot of conversations with a lot of partners.
The repetition makes them smoother, and half the time their partner is a better speaker.
Test partners of similar ability gives fair and accurate testing. *Simple.*

This is the Class

The class is pair conversations. Speed Dating.
You get a new topic every 2 weeks, and a new partner every 7 minutes.
Everybody is speaking half the time, and half the time your partner is a better speaker.



This is the Test

Three students of similar ability have a 17-minute conversation.
They record it with their phones, and transcribe just what they said.
The first test measures their ability, the second test measures their improvement.



We use human nature and modern technology, not grammar rules made up 400 years go.

From first-day placement test to last-day improvement data

1 Placement Test

Gives your ability, and your first test partners.

Placement Test Score	First Test Partners
99	1
92	
90	
89	2
88	
87	3
85	
83	
80	4
79	
78	
76	5
73	
72	
68	6
67	
64	
58	7
57	
54	

2 Homework Check

Forces you to do the book, prepares you to speak, and it's easy to count.

Write what you will say
Focus: Make good, long sentences and try to use some new vocabulary.

Every question is about you, so you know the answers.

- What did you do last summer? What did you do last weekend? What did you do last night?
Last summer I took piano. All did was sleep and watch TV. I did the dishes once.
- What was your hardest class last semester? How many times did you take the Speaking test?
My hardest class was Marketing. The professor lectured in English, and it was hard to follow.
- How many hours are you taking this semester? Did you drop any courses last semester?
I'm taking 18 hours. Three major courses, four required courses, and two elective courses.
- Do you belong to a club? Is it a real club or just an excuse to meet and drink?
I joined the guitar club. Luckily, they did not have an audition. My goal is to be in a band.
- Did you ever have a part-time job? How long did it last? Were you ever fired?
Last summer I tutored two students in math. Before that semester I worked at 7-11.
- Are you good at sports? Any sport? What is your best and worst sport?
I'm good at sports that require speed like soccer. But bad at sports that require concentration, like golf.
- Are you talented at anything? Did you ever win a contest? Art, music, math, anything?
I'm good at drawing and painting. My whole family is artistic. It runs in the family. My mother teaches art.
- Did you play any sports or learn any skills as a child? Basketball? Piano? Swimming?
I took swimming for six years until high school. I was a third degree black belt.

Really Me too Why? When? Where? Who? How often?
Anyway Whatever Kind of Half and half It depends

1 Sports & Summer

3 Conversation Class

Speed Dating
One topic, many partners.

Switch every 7 minutes

6 Ability

The first test gives your ability, and your second test partners.

	Total Words Spoken	Second Test Partners
A	662	1
	649	
	621	
B	582	2
	569	
C	523	3
	518	
	451	
D	427	4
	423	
	360	
D-	341	5
	314	
	291	
D-	254	6
	225	
	172	
D-	140	7
	129	

5 Self-Correction

Personal feedback for students and accurate grading data for teachers.

C16 Kim, Choi-lee

I spoke 180 words ÷ 25 times = 7.2 words per utterance

- So they also good at English?
- Yes
- you love to listen music?
- I tried that class twice but all fail.
- Is that class very popular to student? Is it hard to listen that class?
- Yes very popular, yes
- Why? the test is difficult?
- I failed to enter the class.
- I heard that class is really expensive.
- Yes, it's really expensive to me.
- Can you swim?
- Do you join any club or study club?
- Oh, yes. But I didn't go.
- I heard they went China and... What they did in China?
- I think they go there to teaching...
- Teaching Chinese?
- No. They just exchange culture things.
- They went China and met China university students?
- Um. High school.
- Oh, then gave Chinese students about Korea cultures and they introduced Chinese students.
- Yes. And then I failed off and that when I went hospital.
- Why you didn't go there?
- Because I think it is really long span.
- About 10 days? What about you?

4 Conversation Test

3 students, 17 minutes
Students record and transcribe.



After midterm, do it again.

A comparison of midterm and final test data will show 50% improvement.

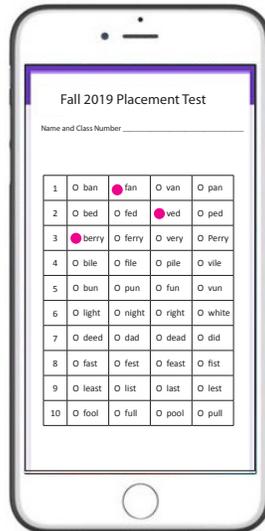
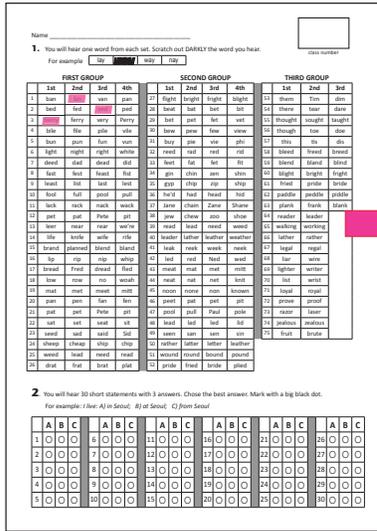
50% Improvement

	How many times I spoke	Average words per utterance	Total words I spoke
Midterm test	40	10	400
Final test	28	17.5	500
Improvement		75%	25%

1 Placement Test

This Test Changes Everything

It changes the mindset, which changes the class from grammar based to ability based. 12 minutes to give, 5 minutes to grade. And more accurate than the 3-hour American SAT test.



The test can be Google graded. Grade hundreds in 2 minutes. Students mark their answer on paper (for a permanent record). Then, they enter answers on their phones.

1. Because you know their ability on the first day, everything after is to improve ability, not determine it.
2. You don't have to waste class time and midterm and final weeks on grammar-grades tests to determine their ability and provide a basis for grades.
3. Ultimately, *how can you improve their ability if you don't know their ability?*

The university entrance exam measures intelligence and attention span for cramming. **This test measures their ABILITY.**

This is also a levels test for the first conversation test. Partners are grouped by similar ability. This makes the test fair, and accurate.

Knowing their ability on the first day POWERFULLY changes your mindset. It's like you're a superhero with magic psychic powers. You know their ability, and you have not even spoken to them yet.

On the first day of class I know their:

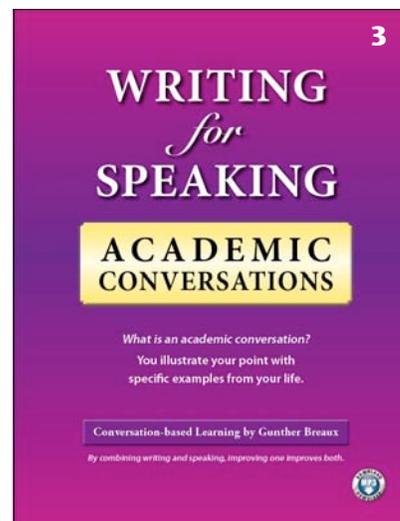
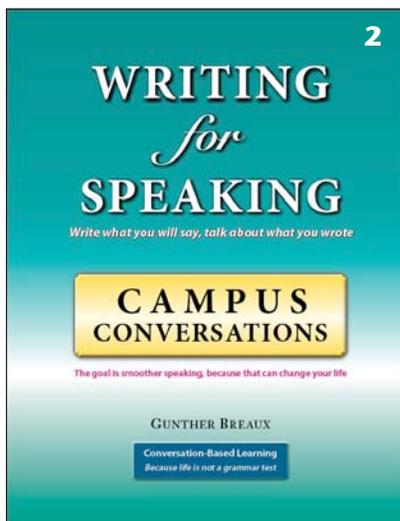
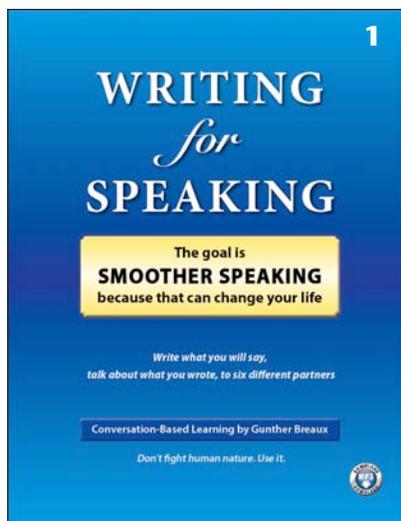
1. Speaking ability
2. Pronunciation problems
3. Prepositions problems
4. First conversation test partners

That's a pretty good use of 20 minutes.

	Pronunciation	Prepositions	Score	1st conversation test partners
	74	25	99	1
	70	22	92	
	69	21	90	
	69	20	89	2
	65	23	88	
	66	21	87	3
	65	20	85	
	67	16	83	
	64	16	80	4
	60	19	79	
	58	20	78	
	63	13	76	5
	59	14	73	
	58	14	72	
	53	15	68	6
	54	13	67	
	52	12	64	
	48	10	58	7
	49	8	57	
	47	10	57	
	45	9	54	

2 Book

The goal is smoother speaking



Write what you will say, talk about what you wrote

Writing before Speaking improves Accuracy. Speaking to many partners improves Fluency.

Do the book at home, speak in class. *Simple.*

Speaking improves 50%, and TOEIC scores 20%

1 This book is conversation preparation. *There's no read and guess.*

Listening, Reading, Writing, Speaking, Vocabulary and Pronunciation are *Speaking* preparation and also improve. All examples are perfect grammar, so that improves. When all those skills improve so do TOEIC, TOEFL, and IELTS scores. *Simple.*

2 This book gets students speaking. *No more pulling teeth.*

The core of each unit is 16 conversation questions. Every student knows the answers because every question is about them. After writing about themselves for 30 minutes, students are able and eager to speak. They want to use what they wrote.

3 This is the world's first conversation book.

Really? Yes, all the other books are grammar books with a conversation activity stapled on.
What about 4-Skills Integration books? Think about it. Conversation IS the agent of Integration.

4 This is the first book to pair Writing and Speaking.

Writing is great preparation for speaking, and speaking is great reinforcement for writing. Improving one improves both. *Why on earth would you ever teach them separately?*

3 Homework

Homework is important. It's worth 40%. They do it or they fail.

This is Conversation-Based Learning, and the conversations are based on homework.

Homework prepares students to speak, it measures their improvement, and it's easy to count.

Each unit has 12 pages, 9 of them require student input. Each completed page is worth 1 homework point.

Warming up Conversation Rehearsal Listening, Reading, Writing Speaking Advanced Vocabulary Vocabulary Quiz

Longer Writing Pronunciation Practice Descriptive Paragraph TOEFL Essay Longer conversations with new partners

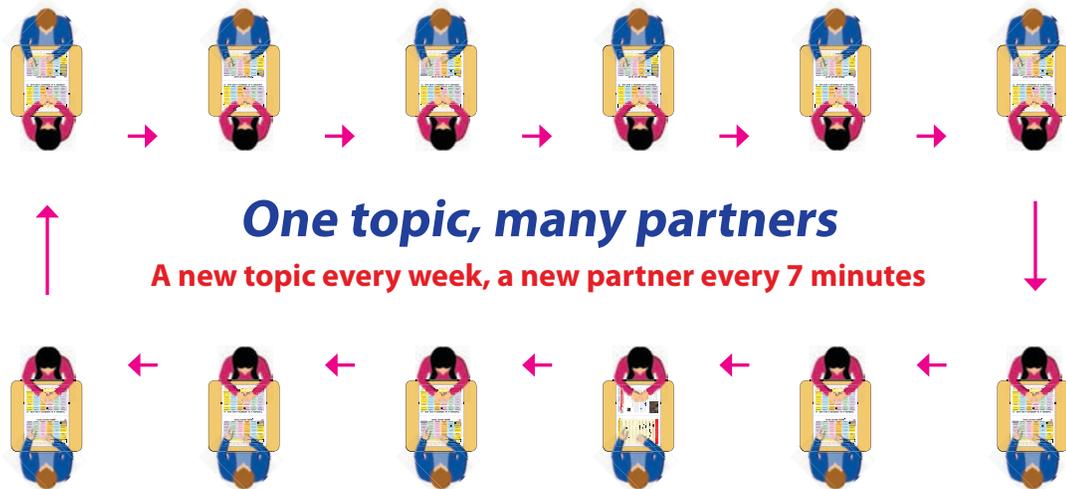
Typical objective and wide-spread homework grades

KEY POINTS:

- Homework takes about one hour a week. This is very doable for every college student, and certainly easier than high school.
- Homework is specifically conversation preparation. The more students prepare, the more they improve. So their homework grade is also a reliable improvement grade.
- Because homework is 40% of the grade, this prevents great speakers who are lazy students from making an easy A.
- The homework grade is wide-spread, transparent, fair, and objective. It forces students to show up prepared, and it's easy to count.

Unit 1	2	3	4	5	6	Total	Score
8	9	8	8	8	9	50	2
8	8	8	8	8	8	48	2
8	8	7	8	8	8	47	2
6	7	8	8	8	8	45	2
8	6	6	8	8	8	44	2
6	7	6	8	8	8	43	2
4	8	6	8	8	8	42	2
5	7	6	8	6	8	40	2
4	7	6	8	6	8	39	2
2	6	8	8	8	6	38	2
4	8	6	4	7	8	37	2
2	8	6	4	8	8	36	2
2	8	6	4	7	8	35	2
4	5	4	4	8	8	33	2
4	5	4	4	7	8	32	2
4	3	4	4	8	8	31	2
4	3	4	4	8	7	30	2
0	2	5	6	8	8	29	2
0	4	8	8	0	4	24	2
2	0	2	3	6	8	21	2
0	0	3	4	4	8	19	2

4 The Class: Speed Dating



One topic, many partners

A new topic every week, a new partner every 7 minutes

The bigger the class the better.

More partners = more variety = more interesting = more repetition = more improvement

1. Walk in, put your phone on the roll sheet, look at the board, find your seat and partner, and sit.
2. Meet, greet, introduce yourself, and chat. After 7 minutes, the teacher yells, **SWITCH!**
3. Students seated on the inside say, **Bye, Gotta go, Nice meeting you, See you later**, and move on.
4. Next class you'll do it again, better, smoother, with new partners.



We don't give you new grammar to study every week. **We give you new partners!** THEY provide you with new information, pronunciations, vocabulary, and questions. We don't give you advanced (and irrelevant topics), we give you advanced ways to talk about yourself. That's a very relevant topic on a job interview.



How do you get good at something? You do it more than once.

5 Conversation Test

MS Word can measure speaking ability.

It's as easy as 1, 2, 3.

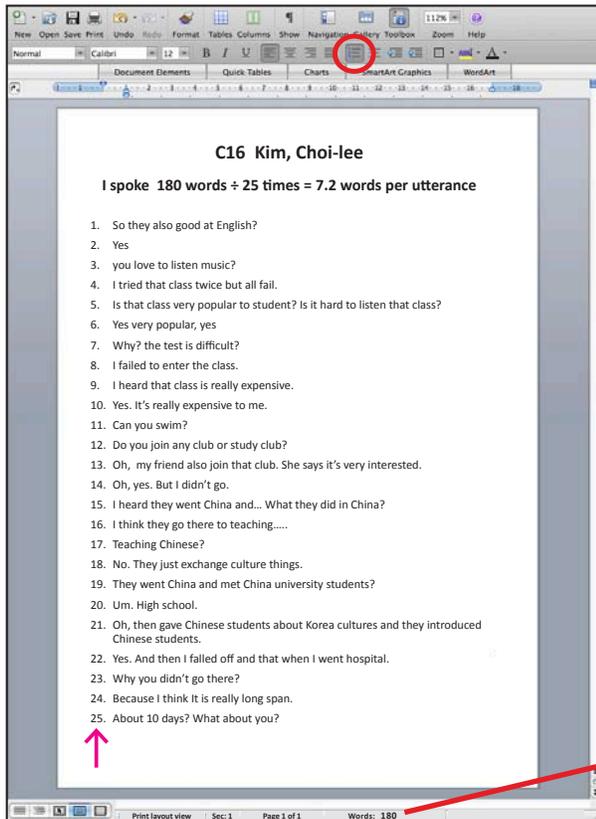


1

1. Three students of similar ability have a 17-minute conversation.
2. Students record with their phones.
3. Students transcribe just what they said on MS Word (about 2 hours).
4. MS Word gives the total words spoken, and how many times they spoke.
5. Simple division gives their average words-per-utterance.

2

Students go home or to the computer lab and type just what they said. It takes 2 hours or less. *Easy.* They email or upload it, and go meet their friends.



3

Total Words is their speaking ability

	Total words
1	695
2	668
3	643
4	582
5	564
6	544
7	521
8	509
9	453
10	421
11	421
12	398
13	367
14	345
15	321
16	288
17	267
18	245
19	180
20	167
21	149

After 10 years of English education, and two hours after the test, the speaking ability of everyone in class is known.

Total words on the first test determines partners for the second test. This ensures fair and accurate testing.

For example, these three students will be partners on the second test.

They are beginning speakers, speaking as fast as they can.

It's a communicative test, and MS Word measures precisely how much they communicated.

The second test gives their improvement

Their second test partners are determined by their total words spoken on the first test.

This makes the test fair and accurate.



C24 Park, Lee kim

2nd conversation test

	How many times I spoke	Average words per utterance	Total words I spoke
Midterm test	25	8.4	210
Final test	22	15.4	285
	Improvement	84%	36%

Thus, my speaking improved 60% this semester.

VOCABULARY		
MOVIES	FOOD & FITNESS	SUMMER BREAK
Love at first sight	Pig out	Weekend warrior
Crush on someone	Appetizer	Couch potato
Soul mate	Freebie	
Steady girlfriend		
Outdoor person		

The top 5 mistakes and how to fix them.

- No, I didn't heard about that.**
No, I didn't hear about that.
- I have never been gone to there.**
I've never been there.
- I am interesting in that.**
I am interested in that major.
- What is your best favorite movie?**
What is your favorite movie?
- Will you go to a festival or them park on this winter vacation?**
Will you go to any festivals or theme park this winter vacation?

- Usually I'm weekend warriors, but last weekend I stayed at home because this week is midterm exam, so I was staying at home and studying for midterm exam. What did you do last weekend?
- No, I didn't heard about that.
- Last weekend I was couch potato. What about you?
- I don't like gory films. I like superhero movies, like the Avengers and Ironman.

Each semester every student has about 100 conversations with about 25 different partners. Of course they improve. *But, exactly how much?*

There. That's how much.

Their utterances are 84% longer.
Longer speaking is smoother speaking.

They spoke 36% more. That means shorter pauses and fewer pauses.

This is a **direct measure** of speaking ability, and improvement.

What about mistakes?

They find and fix their own mistakes. This is a new world, and finding mistakes is no longer part of the teacher's job.

Get a hobby.

Measure how much students do, not how much they do wrong.

That's it. It's a communicative test and MS Word gives you **precisely** how much they communicated. And, how much **more** they communicated on the second test. *What about mistakes?* It's not a mistake test, it's a conversation test. You let your students speak. They improved, and you can prove their improvement.

6 Semester Results

You know their ability

Average of 3 tests	
Total words spoken	Words per minute
682	40
649	38 A
621	37
582	34
569	33
552	32 B
549	32
523	31
481	28
451	27
427	25
423	25 C
360	21
341	20
314	18
291	17
254	15 D
225	13
196	12
184	11 D-
172	10

You have wide-spread grades

Homework	Conversation Tests	Department Test	Attendance	Final grade
40%	30%	20%	10%	100%
39	29	20	10	98 A+
38	28	20	10	96 A+
39	26	20	10	95 A+
37	25	20	10	92 A
38	23	20	10	91 A
36	23	20	10	89 B+
36	22	20	10	88 B+
33	22	20	10	85 B+
34	19	20	10	83 B
33	19	20	10	82 B
32	18	18	10	78 C+
29	19	20	10	78 C+
35	12	20	10	77 C+
28	17	20	9	74 C
28	17	20	8	73 C
27	17	18	9	71 C
25	19	18	8	70 C
24	14	17	8	63 D
22	7	16	6	51 F
12	7	16	7	42 F
10	5	10	6	31 F

You can prove they improved

	How many times I spoke	Average words per utterance	Total words I spoke
4 week test	50	8.6	436
9 week test	36	13.4	482
14 week test	30	17.2	523
Improvement		100%	20%

Therefore, my speaking improved 60% this semester.

When Speaking Ability improves, so do TOEIC scores.

Syllabus

The book has 6 units. This is perfect for a 16 week semester.

In theory, covering one unit every two weeks takes 12 weeks. That leaves 4 weeks: 1 week for introduction, 1 week for the inevitable holiday, and 2 weeks for midterm and final. In practice, it works out like below.

Individual Class Syllabus

1	Placement Test
2	Unit 1
3	Unit 1
4	1 Practice Test
5	Unit 2
6	Unit 2
7	Unit 3
8	2nd Conversation Test
9	Watch Your Test
10	National Holiday
11	Unit 4
12	Unit 5
13	Unit 6
14	3rd Conversation Test
15	Movie, Survey, Post Test
16	Improvement Results

Department-Wide Syllabus

1	Placement Test
2	Unit 1
3	Unit 1
4	1 Practice Test
5	Unit 2
6	Unit 2
7	Unit 3
8	Midterm Listening Test
9	2nd Conversation Test
10	National Holiday
11	Unit 4
12	Unit 5
13	Unit 6
14	3rd Conversation Test
15	Final Listening Test, Post Test
16	Improvement Results

The Placement Test shows their pronunciation and preposition problems, which are addressed during the semester. The post test shows their improvement in these areas.

The practice test on week 4 is a core component. It's not just some optional test for advanced teachers.

1. The test gives their ability early on, before they start improving.
2. They realize early on what the class is about: Homework is preparation for each class, and each class is preparation for a real-world conversation test.
3. Because it's a practice, low-stress test, you need to devote only 5 minutes of class time to instructions.

If only two tests are given, they could be on week 7 and 14. Students could then spend the midterm and final week at home transcribing their test.

On week 9 I have students come to class at the same time with the same partners and watch their test. →

This is an ability course, and students SEE their ability.



3 Partners are Best, 3 Tests are Best

Week 4



THE FIRST TEST is to get them speaking.

It's a low-stress, low-stakes, practice test.

Everybody gets an A+, and teachers get students' ability before they start improving too much.

The only instructions they need is to watch a 3-minute example test video. Simple.

Week 8



THE SECOND TEST is to get them speaking longer and academically.

At least once during the test they use *first*, *second*, *third* with their specific examples.

This forces students to prepare and results in longer, smoother speaking.

Week 14



THE THIRD TEST, they do it again. Better.

Everybody knows exactly what to do.

On the second and third test, I often have the best speakers from three different classes grouped together, and likewise the least proficient speakers.

This ensures more fair and accurate tests.

3 Partners are perfect

1. With pairs, each student has more speaking time, but a deadbeat adversely affects their partner's performance.
2. A four person test is just too many and unnecessary. I have NEVER tested four.
3. Three is perfect. Everyone has sufficient speaking time, and there's more real-world interaction.

3 Tests are perfect

1. You know their ability before they start improving too much.
 2. Early on, it shows students that homework is preparation for class, and each class is preparation for this specific test.
 3. The average of 3 tests is more accurate, and the result of 3 tests is more improvement.
- More tests = more accuracy & more improvement

Summation

It's easy as 1, 2, 3.

1. The Book



2. The Class



3. The Test



The Result

	How many times I spoke	Average words per utterance	Total words I spoke
Midterm test	40	10	400
Final test	28	17.5	500
Improvement		75%	25%

**They improve, and you can prove it.
And when Speaking improves 50%, TOEIC scores improve 20%.**

*Tennis improves tennis. Golf improves golf. Piano improves piano.
Why is it so astonishing that speaking improves speaking?*

Attention to grammar at the university level is bad.

Bad. It reduces conversation ability

Attention to grammar in beginning speakers inhibits, stunts, gums up speaking ability.

It doesn't help, it hurts.

Below are quotes from three university freshmen.

Too much emphasis on grammatical knowledge makes me unable to speak.

I know I'm not perfect in English. So I hesitate to talk in English until I make perfect sentence in my brain.

I have a bad habit which I can never overcome. The bad habit is that I never open my mouth until I make a complete sentence with correct grammar in my head.

Over the years I've heard students say that their speaking got worse during high school, because the focus was on university entrance exam preparation. Therefore, I put that question on a survey. The result:

45% said their speaking ability declined during high school

I teach required freshmen English. For most of my students, I teach the last English course they will take in their life. They don't need another thin foundation layer of grammar. They need speaking ability, as much as possible, before the end of the year.

Primary sources, not theory

I've been to the mountain top. I have primary sources.

In 23 years, I have probably taught about 5000 university freshmen. My course is not shaped by linguistic theory. I know their speaking ability. Every semester I give an end-of-semester survey, and I asked students to include a sentence or two describing their English education before they got to college. Some comments are below.

1. *In the last 12 years, I only learned reading, not speaking. So, I really hate speaking for English.*
2. *When I was a high school student, we only read English text and memorized them in English.*
3. *English was hard and boring. Festival of long passages. I have to decode that to solve problems.*
4. *What I have only learned in schools before university is how to read English text and translate it.*
5. *From elementary to high school I have learned English reading but I didn't have chance to speak English.*
6. *Before this class, I hate language itself. Especially I hate English. English was merely a mere test subjects.*
7. *I just studied English for reading. I didn't know that I can not speak in English because I had never had a chance to speak in English.*
8. *Until I had this class, what I learned was only theory and grammar to pass exams like TOEIC. Because of studying English under pressure, this subject was stressful for me and frankly I hated it.*

PRIMARY SOURCES ON THE BENEFITS

At the end of every semester, I have students write a reflective, TOEFL essay about:

What three things did you learn in this class this semester? Below are selected quotes.

The class has only **ONE** activity, conversation. But the essays show there are **MANY** benefits. The most often stated benefit is also the one that cannot be measured: confidence.

In all my years of teaching, here is one of my favorite student comments. A foreign professor spoke to her in front of her family. This could have been an extremely embarrassing moment. Instead, there was pride.

I attended the forum with my family. And the instructor was a foreigner. At the break of the forum, the instructor asked me about some questions. My major, my passions, my campus life. I was able to answer confidently because it was what I already dealt with in this class. I first use English in real life. I was so satisfied. And my family looked at me so proudly. That was a wonderful experience.

What three things did you learn this semester?

CONFIDENCE

- 1. First, I was a shy Korean boy. But thanks to this class now I'm gutsy Korean boy.*
- 2. First, I learned confidence in this class. For me, speaking English was hard and shameful thing.*
- 3. First, the confidence I got from this class is priceless. The most important thing is 'confidence'. After realize this truth, I try hard to just speak English not Korean. This is the first thing I learned from this class.*
- 4. In this class I learned confidence. Professor Gunther always emphasized "Speak loud and proud". And he recalled us that we are elite university students and can be someone's role models. When I got this email from him, I decided to be student who has proud and try harder with confidence.*
- 5. First, it fixed my shyness into cheerful. During the speaking lesson, we should introduce ourselves and quickly find a mutual interest. The mutual interest helps easy to get closer, and sharing the mutual interest makes the conversation delightful. At that time, I was wondering why time is in a hurry. Anyway, several conversations got rid of my shyness so now I can have a conversation with anyone friendly.*

SPEAKING

- 1. At first, I was afraid speaking English because I have never spoken in English before. This class is my turning point. I'm turning my useless English skill into useful and practical English skill.*
- 2. First, my speaking ability is improved. I can see that objectively because I expressed the ability visually.*
- 3. Speaking English is what expresses me. Through speaking, and in English, I learned how to express myself.*
- 4. The best thing with professor was I can see my speaking ability improving.*
- 5. Speaking English is what expresses me. Through speaking, and in English, I learned how to express myself.*

PASSION

- I did not have any passion in English before attending this class. Moreover, I hate English before. However, after this class, I learned lots of passion from students and also from professor. From them, I learned lots of passion and I change my mind. I like English now!*
- Finally, we watched movie, it was very impressive, because that movie emphasizes passion is important, so I think, if I do everything, I'll have passion about it.*

LISTENING

- *Third, I could learn good listening skill. When I listen to other people they like me.*
- *Third, also my listening is upgrade. A movie watched on last week is my first movie without Korean subtitles. I proud of myself to watch movie without subtitles.*

PRONUNCIATION

- *Third, pronouncing was the most hard to learn in korea. Through this class, however, my pronunciation got so much better that before.*
- *First, I learned that good pronunciation is important. Once I had a conversation with someone who uses very splendid words and vocabulary, but has bad pronunciation. I used "Pardon"? the most ever the rest of my life during that conversation.*

WRITING

- *Writing an essay about real life, I could learn many words which is especially useful in conversation. And the more essay I write, my English composition got better and it also helped my to speak English faster.*
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VOCABULARY

- *For KSAT, I memorized over 10,000 words, including idioms and specific expressions. But can I use them? NO. The words just passed through my brain and didn't remain. However, preparing conversation, I learned how to absorb words. I learned how to express my ideas using new words and that is the way I can absorb them.*
- *Second, vocabulary is necessary thing that make sentences enriched. I learned that the more vocabulary I can use, the longer sentences I can make.*

GRAMMAR

- *First, my grammar has improved. I used to make several mistakes such as tense, third person singular and so on. It is difficult to say it has 100% improved and fixed but I am sure the number of mistakes are decreased.*
- *Consequently, Fear of English has gone away a little bit. Although there is insufficient grammatical knowledge, speaking ability has improved. Too much emphasis on grammatical knowledge makes me unable to speak.*

SPEED DATING

- *First, the power of repetition. I've always heard the great effect and power of repetition but I've never experienced it before because I'm kind of a lazy person. I talked with every student in this class with same subjects and I became more fluent at that subjects or at one sentence.*
- *Second, I can reduce fear for English and I can get confidence. Because partners help me when I couldn't response well, and if I make a mistake, they smile with me and encourage to say more. And I can also help my partners. I become to say my opinion even daily stuff, academically, and confidently.*

IMPROVEMENT

- *Last, I can feel 'Happiness of Growth.' In my first conversation test, I had normal grade. In last conversation test, I get 178% increase point. When I write transcript, I surprised. And I feel happy. I knew that what is 'happiness of growth' that time. After that, I have more interesting to study.*
- *After 3 times of conversations tests, I improved more than 100%. In 1st test, I heard other friends speaking and I couldn't speak well. But my final test, I spoke so much so I felt proud of myself. My English speaking skills improved 175% !!*

FEEDBACK

- *Third, after tests we listened to the audio files and wrote a transcript and found our mistakes that we have to fix. It's very good practice, cause you listen to yourself and hear your mistakes.*
- *I've thought that my voice is deep but never thought that my voice is small. However, after recording my voice for the conversation test, I was surprised that I sound like a timid boy.*

Questions?

THE CLASS

- 1 **What if students are low-level speakers? Can they handle this?**
Yes. Absolutely. They write what they will say, *My father is a teacher* and then say it in class. Speaking ability is not improved by listening to a teacher talk about the English language.
- 2 **What if they don't do the homework?**
They make an **F**. This is a required course. Homework takes 30 minutes, and they are writing about themselves. Simple. They do homework in other classes. *What's the problem?*
- 3 **What about instructions?**
Pre-class instructions and post-class feedback are sent by email or uploaded on the website. If students can read and hear it at home, teachers shouldn't say it in class.
- 4 **What does the teacher do in class?**
As little as possible. If the teacher is talking, students are not. Students improve when *students* are talking. This is a new world with new technology. Input at home, output in class. Simple.
- 5 **Are big classes really better?**
Absolutely. More partners = more variety = more repetition = more improvement. Big classes have more partners of similar ability. Big classes have more energy.

THE TEST

- 1 **Is transcribing difficult?**
No. Low-level speakers speak at a low level. They're transcribing what THEY said. *I'm born in Seoul*. They're not transcribing the **BBC News**.
- 2 **How long does it take to transcribe?**
It takes everybody about two hours. There is a YIN and YANG. The better speakers speak more and have more transcribing ability. The lesser speakers speak less, and have less to transcribe.
- 3 **What if students aren't good at MS Word?**
They soon will be. MS Word is an academic, and real-world skill. They will not get a job without it. If they have to learn it in my class, they will. Besides, they're given a template, they just type. *Simple*.
- 4 **What about feedback and error correction?**
Students hear and read their own mistakes when they transcribe, and then fix their top 5 mistakes. If they can tie their own shoes, they can find their own mistakes: *When I was a middle school*.
- 5 **Does speaking really improve 50%?**
Actually, it's usually more, about 70%. When a student goes from *My hometown is Busan*, (4 words) to *My hometown is Busan. I lived there until I was eight*. (11 words), that's a 175% increase.