



何嘉仁

English Villages

How to make the most of
English Immersion



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Gyeonggi English Village, Korea

Location: Paju, Gyeonggi-do, South Korea (1h by train from Seoul)

Aims: Provide the residents of Gyeonggi and other areas with the opportunity to practice daily English/English daily without having to travel abroad.

from



dorms
foreign

Students: There are activities for every level young children to professionals; including families.

Accommodations: Students can stay in shared or apartments. Students will be paired with a native speaker of the same age and gender.

Length of stay: There are various programs ranging from 1 day activities, one week, to one month. The one month program is the most popular.

Activities: Study in a classroom in the morning and then apply that material during fun activities in the afternoon. Reading materials are offered to promote a love of reading and critical thinking. There are cooking, science, sports, drama

and many different kinds of classes.



Particularity: This is a fully functional village with banks, shops and restaurants. Foreign native speakers and fluent English-speaking

Koreans staff these locations, so services are only provided in English



Happy English Village, Chungli, Taoyuan County

Location: Chungli, Taoyuan County (1h east of Taipei City) Happy Elementary School

Aims: Practice English in a variety of real-life environments. Improve students' interest in learning English.

Students: Elementary school and Junior High School students that come in groups.

Accommodations: There are no accommodations because the venue is held in an elementary school, but there are hotels around it.

Length of stay: Usually 2 days, but they want to increase to one week.

Activities: Students interact in English with foreign native speakers in a variety of situations such as in an airport, a hotel, a bank, a pharmacy, a general store, a restaurant, a science laboratory, a cookery room and a dance studio. This list expands and changes on a regular basis.

Particularity: This private project is managed by a foreign English teacher recruiting agency, so there are always plenty of new teachers present. The project is also well funded by a variety of commercial sponsors. There is a full size airplane fuselage for students to practice English in an airplane.



Valdelavilla English Village (Pueblo Ingles) – Spain



Location: Valdelavilla is a small medieval town just south of the wine-producing region of La Rioja.

Aims: Expose participants to authentic styles of English spoken by native speakers. Enable students to practice in a supportive environment. Develop students' listening skills. Speed up the process of thinking in English. Show students that speaking English does not mean to master the grammar.

Students: Professionals and business people. There are special camps for specific groups such as teens, doctors and teachers.

Accommodations: Double rooms shared bathrooms down the hall. Each house has a living room with a TV. The TV room/ computer room, a café, meeting room, and a laundry



usually with Each house village has a dining hall, a room.

Accommodations may be shared with a volunteer English teacher of the same age and gender.

Length of stay: Usually 8 days.

Activities: The goal is for the students to interact with the foreign volunteers in English as much as possible. Throughout the day, there will be 1 on 1, mini-group and telephone discussions with the volunteers. In your free time and after lunch, you can go on excursions with some classmates and volunteers. In the



evening, there will be some English entertainment such as KTV, role-play or joke night.

Particularity: There aren't any classrooms in this village. Everyone in the village only speaks English, so you will have to as well.



Umbria English Village, Italy

This is a sister project to the one in Valdelavilla, Spain.

Location: Umbria, High Valley of the Tevere, Italy.

Aims: Expose participants to authentic styles of English spoken by native speakers. Enable students to practice in a supportive environment. Develop students' listening skills to detect various sounds. Speed up the process of thinking in English. Show students that speaking English does not mean to master the grammar.

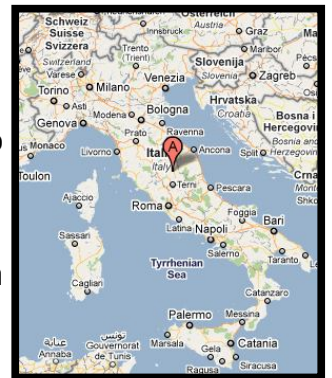
Students: professionals and business people, but camps can accommodate other groups, such as teens.

Accommodations: Double and triple rooms in European hotel style. You will most likely have to share your room with a volunteer foreign teacher of similar age and gender. There is a restaurant, bar, reception and a meeting room.

Length of stay: Usually 8 days.

Activities: The goal is for the students to interact with the foreign volunteers in English as much as possible. Throughout the day, there will be 1 on 1, mini-group and telephone discussions with the volunteers. In your free time and after lunch, you can go on excursions with some classmates and volunteers. In the evening, there will be some English entertainment such as KTV, role-play or joke night.

Particularity: There aren't any classrooms in this village. Everyone in the village only speaks English, so you will have to as well.



English Villages



We will be discussing English villages, but not the kind that you see in the pictures above. English Villages are a new idea to give people an interesting and authentic experience in English.

Have you heard about English Villages before? If so, what do you know about them?

Introduction

English villages aim to create _____
_____ for students of
English in their own country.

The concept is run as _____



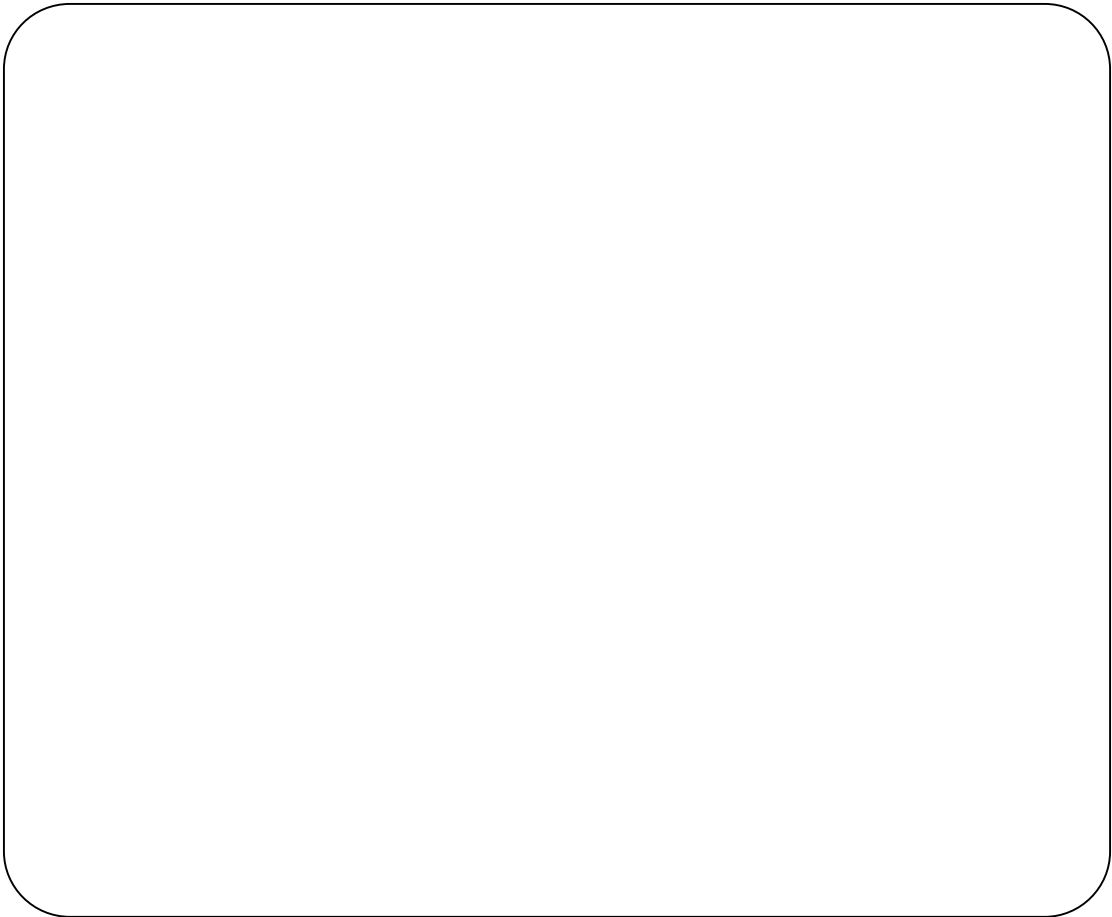
The first English Village experience was in July 2001 in _____.

They are also very popular in _____ where they are helped by _____



Activity - News Flash!

Your group will be given some information about an English Village. There is a lot of information, so your task is to present a brief report giving some basic facts and information about the English Village.



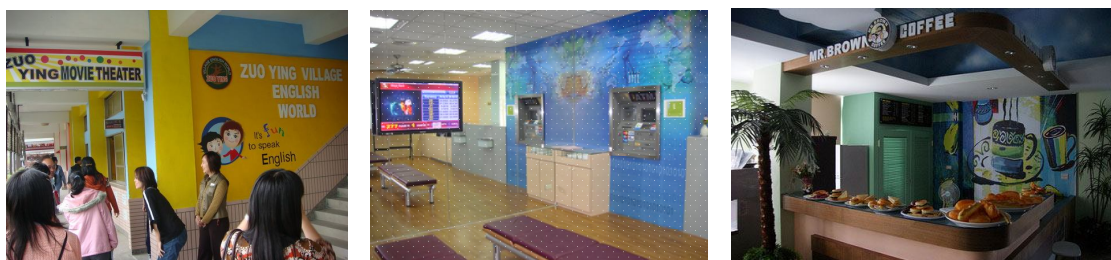


Discussion Activity – Pros & Cons of English Villages

After listening to each of the groups present their information, discuss the following questions.

1. What do you think about English Villages? Why?
2. Do you think your students would be interested in them? Why?
3. How can they help students?
4. What are some advantages and disadvantages of English Villages?
5. Do you think you could use some of the ideas at your school? How?

Themed Classrooms - Extending English Immersion



One large disadvantage of English villages is that we might not live near one. Traveling there could be timely and expensive. However, we might be able to offer our students the chance to experience something like this at our own schools with English themed classrooms.

How can we extend an English environment for our students through themed classrooms?

To be successful with English Themed Classrooms, it is necessary to first go through teaching phases to help students be confident and able to communicate in this type of environment. Let's take a look at the phases and steps to go through with students in the beginning stages of establishing an English Themed Classroom.

Sentence Patterns and Dialogues

Teaching dialogues, no matter how useful or relevant to daily life, will still be of little help if students aren't confident enough to use them and they don't really **understand what they are saying.**

The primary goal for teaching a dialogue should be **communicative** competence. A student who learns a foreign language from a 'script' is in for a nasty surprise when other speakers diverge from the set patterns, which he or she has memorized.

Therefore, our goals for teaching useful real-life dialogues in an English village situation should be:

- S_____ with confidence
- I_____ listening comprehension
- A_____ pronunciation
- I_____ fluency
- The ability to substitute different objects/patterns into the dialogue

The best way to achieve these goals is to introduce the dialogue in stages, giving students plenty of practice at every stage. The stages to follow are:

- Vocabulary
- Patterns
- Dialogue

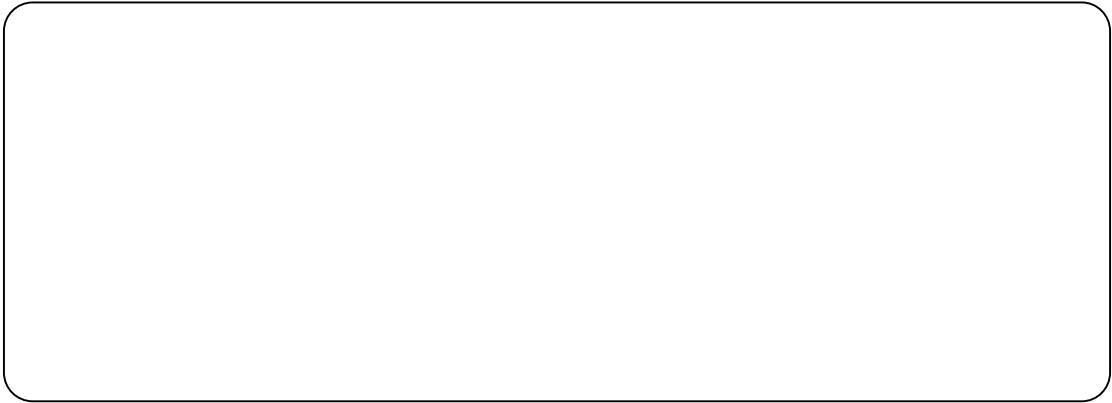
Let's see how to do themed classrooms with an example of a supermarket.

Supermarket Theme

One great idea to give students an English experience is by making your school's supermarket into an English immersion environment.

- What things would we need to help create this environment?

- What might be some challenges? How could we overcome them?



Western Supermarkets





AP Photo/Douglas C. Pizac



Introduce the key vocabulary

Use VARG to engage all learning styles:

- Visuals
- Actions
- Rhythm
- Games*

Useful Supermarket Vocabulary



Aisle(s)



Customer(s)



Cashier(s)



**Wallet(s) (m)
Purse(s) (f)**



Checkout



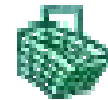
Cash Register



Shelf (Shelves)



Bag(s)



Basket(s)



Shopping Cart(s)



Cash



Coin(s)

Department Names

Condiments

Snacks

Beverages

Meat

Dairy

Fresh Produce

Delicatessen

Frozen Food

Canned Goods

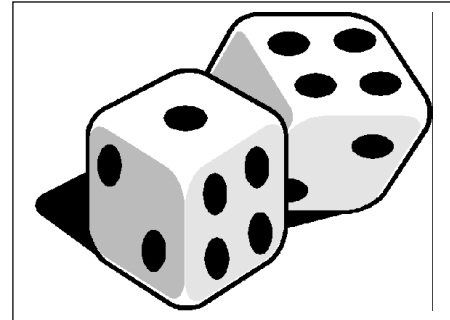
Bread & Baked Goods

Candy

Bottled Water

Teach basic sentence patterns

Teach step by step and let students practice
Play a game to help students remember



Useful Supermarket Phrases

Customers

- Could you help me, please?
- Could you tell me where the _____ is?
- Excuse me, I'm looking for _____

Sales Clerks

- Excuse me, may I help you?
- It's over there by the _____.
- Sure, you can find it in aisle _____ on the _____ shelf.

Discounted Products

- Buy one get one free
- Two for one (2 for 1)
- Special offer
- 50% off
- Half price
- 2 for \$_____

Quantifiers (Packaging)

- A bag of chips
- A bottle of soda
- A box of cookies
- A can of juice
- A carton of milk

Introduce the dialogue

Read the dialogue line by line with students repeating.

Group drill

Students pair up and practice

Clerk: Good morning, Sir. How may I help you?

Customer: Hi. I'd like to buy a carton of milk, but I can't find it.

Clerk: You can find milk in the Dairy department in aisle five.

Customer: Great. Do you know which shelf it is on?

Clerk: It should be on the middle shelf next to the yogurt.

Customer: Thanks so much for your help.

Clerk: No problem. Oh yeah. There's a special on milk today. Each carton is 50% off.

Customer: Thank you.

Teach students to make substitutions with the dialogue

Review the vocabulary substitutions and show students how they fit into the dialogue.

Students practice substitutions in pairs.

Activity – Design your own Themed Classroom

In your groups, you will be given a topic that could be used as a theme for a classroom. Your task is to create different kinds of activities that students can participate in and gain real and authentic English practice.

When you are finished, the other groups will come and participate in your activities.

Some ideas to think about:

- Dialogues
- Games and Activities to practice vocabulary or sentence patterns
- Classroom design and any props students might need for dialogues to make things more authentic
- Extension activities for authenticity

Example Topic Areas

| | | |
|-------------------|---------------------|----------------|
| Airport Check In | Airport Immigration | On an Airplane |
| Store/Supermarket | Train Station | Bank |
| Coffee Shop | Movie Theater | Hotel Check In |

The final word!

The idea of English immersion through situational learning can be of great benefit to second language learners. While villages like some we have looked at today can give a holistic experience, simple yet specific classroom activities can also provide real and authentic use of the target language.

