Tutoring *Modern Family* through KakaoTalk: On the Basis of the Characteristics of University Students Learning English

Mijin Im
(Kookmin University)

The purpose of this study is to investigate university students’ attitudes toward their English learning, and to suggest a learning method suitable for university students. Brown (2007) states that knowing the characteristics of learners is the first step for language teaching, but there are few studies of university students’ characteristics. In this study, five university students were selected randomly to participate in a two month examination of their learning styles. The results were as follows: university students wanted a teacher’s supervision, attention, coercion and compulsion. They are also highly dependent on their teacher and are influenced by their peers. Finally it was considered that instruction was needed. For this, KakaoTalk was exploited with a TV sitcom, *Modern Family* (Spiller, 2011). It is considered that using movies or TV sitcoms as materials is effective in improving university students’ communicative competence and that memorizing expressions from movies is the best way to use them. This study suggests the following: 1) translate *Modern Family* into Korean off line. 2) read the script aloud for 30 minutes and then record student voices. 3) select the expressions which they liked in the reading. 4) write a scenario using those expressions. 5) evaluate each other’s’ scenarios using KakaoTalk to talk about whether the selected sentences are appropriately used and then give some feedback.

Keywords: adult language learners, university students, KakaoTalk, learners’ characteristics, *Modern Family*

1. Introduction

successful English learning using movies depends upon learners retaining in their long-term memory the expressions which they have learned. According to Sinclair (1991), when you have a talk, you would use the words which people used. For teachers, using activities with movies which enhance learners' long-term memory of words and expressions will meet the goals of language learning. However, if you just use activities without knowing about the leaners you are teaching, it is hard to expect they will have success in learning. For
this reason, lots of university students can’t find a way to study English although they want to. In this respect, it might be worth looking at some of the characteristics of university students.

Brown (2007) asks 7 questions about issues in second language acquisition beginning with the characteristics of learners. If you know your enemy and yourself, you can win every battle. It means that you will win every battle you fight if you correctly understand the enemy’s state and circumstances as well as your own.

In studies of language acquisition, it is common to compare children with adults. However, it is ambiguous who adults are. It is generally considered that an adult is one who has reached the age of adolescence (Brown, 2007). Besides, it is unrealistic to expect both a 40 year old adult and a 20 year old adult go through a similar process of language learning. If you have an interest in English education at University level, you have to know who the adult learners are. Unfortunately, there are few studies dealing with this in Korea. Therefore, there is an urgent need for research that shows the learning characteristics of university students.

This study examined the characteristics of university students’ English learning by researching how they react when they are offered a natural learning environment. Here, a natural environment means a learning situation in which there is no coercion from a teacher.

<Research Questions>
1. What characteristics do college students show in their learning? Is there any learning difference in different age groups?
2. Considering college students characteristics, what do they expect of their learning environment?
3. Why do movies fit college students’ learning?

2. Literature Review

The relationship between learners’ age and second language learning is still a controversial question (Thornbury, 2006). The critical period hypothesis is the subject of a long-standing debate with no conclusion. In second or foreign language learning, it cannot be assured that children learn better and more successfully than adults and it is inappropriate that the subject of second language learning focuses on children in various education fields. If the Critical Period Hypothesis remains a theory, it is unnecessary to believe that children are superior to adults. Instead, it would be wise for teachers to understand whom they are teaching, teach them according to their age characteristics, and try to understand the efficacy of adult university age language learners..

In this respect, the first thing to be considered is the nature of adult university students.
Brown (2007, p.101-106) defines adults as. “Persons beyond the age of puberty” but he does not refer to university students. It is hard to believe that both “young adult (Brown, 2007, p. 106)” and “university adult” have similar learning conditions so Brown’s definition (2007) is somewhat lacking. Cho (2003) refers to adults who are physically and intellectually mature or start to regress. He puts every adult into the same group with the same physical and cognitive development. This is repeated in other studies on adult learning, so the characteristics of university students as a distinct group are not made clear.

Smith and Strong (2009) divided learners into adult language leaners and younger language learners, who are in secondary school. Also they explain the characteristics of the various adult language learners through introducing the term ‘andragogy.’ The word ‘andragogy’ derives from the Greek ‘andra’ which means man or adult. The word ‘Peda’ in ‘Pedagogy’ means children. From this word, it appears that existing education is oriented towards children and it is necessary to differentiate education for adults. In other words, adults and children are different so that the learning theories and methods should be developed according to these differences. Smith and Strong show the characteristics of adults, emphasizing the need for differentiated learning for adults, although there are still no definitive answers as to how an adult is defined.

According to Robinson and Seimen (1996), adults have three characteristics. First, adults learn second languages when they already perfectly use their first language. Second, they have rich experience. Third, they do not enough time to study because they are so busy. The reason why they are slow in learning is not due to the Critical Period but because they are too busy to study. Although this research is inspiring, it has limitations in that it does not specifically mention university students.

Marinova-Todd, Marshall, & Snow (2000) compare adults with children and state the differences between them is not because of their ability but because of the foreign language learning environments in which they learn. Although the result of their study might be inspiring for teachers of university students, it considers adults as a homogeneous mass like other studies. Brown (2007) compares age and language acquisition in terms of neurobiological, cognitive, affective and linguistic aspects. He does not mention at what age group learners are considered adults. Whether every adult who is beyond their puberty is the same or a person who reaches 50 years of age is considered an adult, the range is vast and ambiguous. All adults who pass puberty cannot say they are the same. English language education at university is for university students. However, universities do not clearly indicate the characteristics of their students. By considering the characteristics or learning styles and needs of students, suitable approaches to teaching and dealing with them could be
decided.

Studies about university English education in Korea examine the problems of the present English language education and suggest new measures or new directions without mentioning who university students are. (for example, Park, Yang, & Oh, 2005; Cho, 2002). According to Park (2005a, 2005b), the advantage which children have in language learning is time for studying. In a real situation, children have more time to learn than adults. She suggests an English language teaching method for adults who have little time to learn. She studies housewives using three characteristics which Robinsons and Selman (1996) suggest. This study is very suggestive in showing a teaching method that considers the characteristics of adults. In this case though, the subjects are not university students but housewives.

Seo (2008) studied college students’ learning styles in English conversation classes and describes their characteristics as follows: first, they complain about not having enough time to study; second, they are influenced by the class environment and the teacher; finally, they want a teacher’s compulsion. Seo also emphasizes that universities should explain the need for English language courses in university. The university authorities should add various classes according to university students’ preferences and actively help them to take classes (Seo, 2008). By clearly identifying the characteristics of university students and giving direction to the English language education in university, English language teaching would be better informed. However, there is not sufficient specific data so there is a limit to its reliability. Lee and Lee (2009) suggest a teaching model focusing on the use of nouns in American soap operas. They state it is not easy to make a teaching model for university students, because they have already acquired their first language, have developed cognitively and do not devote their time to learning. Moreover, existing conversation textbooks do not appeal to students’ intellectual interests.

Previous studies have tried to explain the characteristics of adult language learners. However, adults are seen as a single group and generalized. Although there is some research showing the characteristics of university students, it lacks sufficient data to be reliable.

English language teaching is emphasized in universities but without knowing the characteristics of university students, they can feel dissatisfied and may look outside the university to find more useful classes and the university’s status will fall.

3. Methodology
3.1. Participants and Period

The data in this study was collected from 5 students at OO University. They were selected on the basis of liking movies according to their order of arrival. This study has two
experimental stages. The first one lasts for 2 months, and, after 2 weeks break, there will be one more month. For the first 2 months, college students’ learning strategies will be examined. For the third month, their reactions to the presented activities will be checked by taking their learning characteristics into consideration.

3.2. Material

The American TV sit-com, Modern Family, Season 3, episode 21 was used as study material. Modern Family is a fun show to watch and was welcomed by students.

3.3. Procedure

In the first experimental stage, no compulsion to learn was applied to learners.
1st. The teacher checks attendance.
2nd. Students are asked if they reviewed and prepared for the lesson without any request for reasons why or why not.
3rd. Students read the script and translate it into Korean. If they have difficulties or make errors, the teacher corrects them.
4th. After finishing the translation, the teacher is asked questions and tells how far the next class will go.

3.4. Evaluation

1. To confirm attendance
2. To confirm how much they reviewed the Lesson. No quiz or test. Students asked questions about the last lesson.
3. To confirm how much preparation they did for the lesson: how long they had prepared for it, whether they watched the scenes which they will read from in the script, whether they read aloud and translated the scripts, and whether they looked up vocabulary, idioms, and so on in the dictionary.
4. The students were interviewed. If they were absent and didn’t review or prepare for the lesson they were asked the reason.

4. Results

The results of this study include the following
The Association for Teaching English through Movies

TABLE 1
Attendance

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

(o: attendance, x: absence)

The first two months there was perfect attendance, with no absences. The students were interviewed about the perfect attendance. Some of their responses:

a. I just felt sorry for the teacher.
b. It is not polite to be absent without preparing for and reviewing lessons,
c. I’ve never been tutored in my life, so I would like keep to be punctual.
d. I haven’t studied English except for this time. I’d like to study at least this time
e. Learning English was not fun while I was attending various language institutes. Here I can learn English with fun because of using movies.

The fact that student A felt sorry for the teacher means that student A and the teacher have a close relationship. Student A believes that his teacher looks after him. That is why student A tried not to be absent in the lessons. It implies that student A is not studying hard enough. If student A studies very hard, A will be recognized by the teacher and one or two absences will be accepted. The reality, however, is different so that student A tried to eagerly attend the lessons. In this respect, the close relationship between student A and the teacher protects student A from negative consequences. Student B is the same as student A. Student C is a little different from the others. C likes to be close to the teacher. Student A and B felt they were looked after while student C felt that he was in the care of the teacher.

Student D thinks differently from students A, B, and C. Student D would like to study faithfully in these lessons so it seems that D wants some compulsion.

Meanwhile, student E had an expectation. Because student E had attended other language institutes, E anticipated something different and, although student E didn’t mention it, he had never experienced a close relationship with a teacher.

To sum up, the reason why students were never absent is a combination of the teacher’s supervision, attention, coercion and expectation.
TABLE 2

Review the Lesson

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>B</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>C</td>
<td>o</td>
<td>o</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>D</td>
<td>o</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>o</td>
<td>x</td>
<td>o</td>
</tr>
<tr>
<td>E</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

(o: review, x: not review)

a. (said nothing but smiled)
b. I don’t know why, it slipped my mind.
c. I knew I have to review the lesson for my studying, but it slipped my mind when I got home.
d. I missed studying because something frequently happened. I’ll work hard in the future.
e. The teacher didn’t check it so I just gave up.

As mentioned above, there was no quiz or test in this class. It was natural that learners tended to neglect to review the lesson as a result.

Student A and B never reviewed the lessons. Student C reviewed the first twice and didn’t again after that. Student D reviewed the lesson three times. Student E also did the first three times and then didn’t review.

In Table 2, apart from student D four students didn’t review the lessons according to the results of the interviews.

Student A and B did not seem to review since the teacher did not check their review. In the interview, they said they felt sorry about it.

Students C, D, and E seem to like to study, unlike students A and B. Finally, there was nothing to choose between students. Students C and D tried reviewing at first, but they were put off reviewing as time went by. Although student D tried reviewing sometimes, he was eventually dissatisfied.

From the learners’ responses it could be thought of as the following. First is teacher’s coercion. If the teacher forces learners to review the lesson they will do it. Studying is not a kind of hobby, so they would not study without compulsion. Second is the learning atmosphere. If others do something, you’ll try to do it as well. On the other hand, if others don’t do something, you won’t either. In short, students need the compulsion of a teacher and a suitable learning atmosphere.
In the Table 3, almost every student prepared for the lessons. How come they prepared whereas they didn’t review? The answer is simple. In every lesson, one by one, students are called to read and translate the script. Here preparation involved the coercion of a teacher, so that students prepared. In the interview, two features stood out. One is how long they did it and the other is when they did it. First, students didn’t spend much time on preparation, because they arranged it according to the syllabus and they believed that this would enable them to keep up with the lesson. In brief, students were more highly dependent on their teacher than expected. Whether the teacher asked them to do more or less, students prepared as much as was requested.

Second, four out of five students prepared for the lessons just before they participated in the class. What does that mean? Once one student prepared for the lesson right before the class, the others could see what their friend was doing, and they decided to prepare as well. They just prepared as much as the others did because they tried to keep up with their friends. This is the “learning atmosphere” mentioned above. If others do something, you do it as well.

In short, students are highly dependent on their teacher and are influenced by the learning atmosphere.

5. Discussion

5.1. What characteristics do college students show in their learning? Is there any difference between different age groups?

It is dangerous to make generalizations about every university student with the results of this research. Human beings are all unique, and so it is hard to generalize. However the tendencies of most university students can be understood. From these results we can see what styles or tendencies university students have.

As we saw, students need the supervision, care, and compulsion of a teacher. Also their learning can be influenced by the teacher and the learning atmosphere. This shows how

---

**TABLE 3**

<table>
<thead>
<tr>
<th>Preparation for the Lesson</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>x</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>C</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>D</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>E</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
subjects are different in different age groups. The students in this research are no different from children. They want a teacher’s attention, do what others are doing like sheep and want to be guided by a teacher. These are all dependent traits which are typical features of children.

It The characteristics which might be seen in university students can be refuted. If adult characteristics appear in children, they cannot be said to be true characteristics. In this study what I’m talking about, however, is that teachers don’t understand who their students are. For this reason, lots of university students can’t find a way to study English although they want to. In this respect, it might be worth looking at some of the characteristics of university students.

5.2. Considering the characteristics of university students, what do they expect of their learning environment?

Individual tutoring seems to fit very well when a teacher tries to supervise students, pay attention to them and make them study and satisfy their expectation.

Some might ask how one teacher can tutor lots of students. The answer can be found in University tutoring programs. For example, in Penn State University, they have Guided Group Studies. “GSG is a collaborative learning program designed to support students, who are enrolled in challenging, larger lecture courses. Basically, GSG is a study group led by a trained student leader.” The leaders are not teachers but graduate students who have taken the course before and have achieved academic success. Many students benefit from it. Of course, some universities in Korea have this kind of program. In Korea, it might be considered the relationship between a teacher and students, while it is enough to consider learning efficiency in the USA. Regardless, the results of this research show that the subjects really value their relationship with a teacher.

5.3. Why can movies be used as a learning method which fits to university students’ learning?

From the results, some characteristics of the students are they need a teacher’s attention and are dependent on a teacher. These two factors can be classified into a single factor. Almost everyone loves movies regardless of gender, age and culture. Teachers and students can find things in common using movies, making it easy for them to build relationships. Using a textbook, they establish relations in the aspect of ‘learning’. But movies have a power of building a relationship so that they can be suitable materials for the college students who are participating in this study.

Today the goal of English Education is developing communicative competence. In this
point, it is considered that using movies or American TV dramas is appropriate for English education. Memorizing sentences from movies is absolute and necessary to one who uses movies in English Education. The thoughts about language are deeply connected with memorizing sentences of movies. When you have a conversation, you fully or partly copy the expressions which are used by others.

Daily memorizing English sentences from movies is so annoying and difficult which makes students feel frustrated. This can be relieved through tutoring however.

6. Suggestions

This study will last at least one year so only partial results from three months can be presented now. Therefor, using the term ‘conclusion’ might be inappropriate.

The followings show how to tutor Modern Family using KakaoTalk.

Everyday a teacher can talk with students for a while in KakaoTalk. It needs some effort for teachers to do this every day. In addition, when a teacher is teaching several groups, it can be time consuming and will lose authenticity. However, the teacher just needs to get into KakaoTalk and check out which students are not participating. Only to this extent can it be a vehicle for compulsion, supervision and attention of the teacher at the same time. Once students get into conversation, the atmosphere will improve and they will continuously participate in conversation. It satisfies the characteristics of the subjects in this research. You can use KakaoTalk whenever or wherever you are so it doesn’t disturb the life of a teacher. It’s like you text a familiar friend everyday.

The activity for students through KakaoTalk is the following.
First, students translate Modern Family into Korean off line.
Second, students read the script aloud for 30 minutes and then record their voices.
Third, select the expressions which they liked in the reading. (5 sentences are enough)
Fourth, write a scenario using those expressions. (First they write a scenario in Korean. After making a story, they put the selected sentences in between the scenario in English)
Fifth, evaluate each other’s’ scenarios using KakaoTalk to talk about whether the selected sentences are appropriately used and then give some feedback.

The following is an example of a scenario written by C. The underlined parts are expressions from Modern Family.
A: 오빠 이 게임 같이 할래?(Do you wanna play this game with me?)
B: 이게 뭔데? (what’s that?)
A: 모두의 마블, 뭔가요? 요즘 대세야. 한파하자 (don’t you know “Moodoo Marble”? It’s very hot. Let’s play.
B: 아~ 부루마블이네! 나 이거 알아. Aha~ it’s Bluemarble(kind of Monopoly)! I knew that.
A: 옹 근데 조금 다른데 거의 비슷해. 빨리 하자! (It’s a little different, anyway, let’s go!
B: 너무 나랑 같은 틀인데, 내가 선이다. 나부터 시작하게. (You and I are on the same team. I’m first. I’ll start.
A: 옹 gogo!!
B: 아세 처음부터 더블~ (oh yes, it’s Double.)
A: 대박 빨리 두바퀴 먼저 도는게 좋야. 1) hurry hurry~!–! (Wow! It’s good to circle two times.
B: 헬 세 번째도 더블나와서 무인도갔어.. 아냐 2) It has made me feel small.
(Ugh! Double again. Go to desert island. On, no!)
A: 팬치아 아직 초반이니까.. (It’s all right. It’s just early stage.
B: 근데 무인도는 어떻게 탈출해? (well, how to escape the desert island?)
A: 3) That’ll cost you two pop quizzes.
B: 나 근데 돌 다 들리면 어떻게ㅋㅋ?? (If I failed both quizzes?)
A: 재수 없는 소리하지마. 4) That will never happen. 우리 꺼 이겨야되. 나 이거 상위권에 있단 말야. (Don’t say so. We have to win. I’m on the top)
B: 오케이 오케이 야아 근데 너 왜 자꾸 C망에 걸리냐? (Okay, got it. Hey, why did you get stuck in the C land?)
A:ㅋㅋㅋㅋㅋ? 아니..주사위가 그렇게 던져지는 걸 어떻게 하라고 했어 2) It has made me feel small, I wonder… It just happened like that throwing a dice.
B: 드디어 무인도 탈출~ 나오자마자 C망에 걸렸어... 인수해야겠다. 어? 장난만 전화온다.

Finally I escaped the desert island. I got stuck in the C Land. I have to buy this.
Just a sec, I have to get a call.
A: 빨리 끝내. (Hangs up the phone quickly)
B: 뭐야 내 차례 지나갔잖아. 이거 시간 제한이야? 5) Are you aware this game has a time limit?
(What the.? my turn just past. Does it have a time limit?
A: 그래서 빨리 끝으라고 했잖아. 지금 오빠맞이야!!!!!! (That’s why I asked you hang up quickly. It’s your fault, it we lose the game.)
The following is the discussion of the scenario of C on Kakao Talk. Students discussed it in Korean, so it is translated into English.

D: It is amazing you said “That'll cost you two pop quizzes” in the part or talking about escaping the desert island. But it's kind of awkward.

C: I don’t know well “I do want to do some unloading” is appropriate. Is it good or not? What do you guys think about it?

E: In the Modern Family, the agent said “loading and unloading”, so Clair uses the same words with sarcasm. But it doesn’t seem to be appropriate.

Teacher: I’m gonna see who is using more expressions.

E: You said “something” in mistake for “I didn’t want to say anything.”

C: Yeah, I have to correct them.

E: I think “are you aware this game has time limit” should be used to someone who already knew that.

C: Like in the drama?

E: ‘aware’ sounds like the tone used by elders to the younger. It seems inappropriate between friends. We can use it though. Like “Do you know tomorrow is my birthday?” it’s a confirmation question which is used by someone who already knew.

C: I know what you’re talking about. That just happened because I had to put those expressions in my scenario. I tried to correct them, but I don’t know whether those expressions are used in reality or not.

E: I think you can say “did you know” or “would you tell me”. And the next sentence might be “I said no calling in playing the game”
You can use “no same, similar” from Haley on the fourth sentence.
C: What’s the fourth sentence?
E: Look at the fifth sentence. Check it out
C: I’m looking at it but I don’t know.
E: In the sixth, you might use “you are on the same team, us vs. others”.
C: Okay, I will correct them into what you’ve said. Hmmm… it can be used like this…
E: On the fifth, if you want to use “not same”, you should change the fourth line into “it is the same with Bluemarble?”
C: I think you had to put “no phone call” before saying “I said no calling in playing the game”.
E: Like “Don’t answer. Don’t answer the call in the game”
C: okay Is there anything wrong?
E: That’s all.

This conversation is about whether the selected sentences are appropriately used in C’s scenario. The original goal was that students use the selected sentences over and over again. But only 4 sentences appear in the conversation.

3) That’ll cost you two pop quizzes.
5) Are you aware this game has a time limit?
9) I do want to do some unloading.
10) I didn’t want to say something.

Provided students talk tactfully in the future, they can more naturally use the selected sentences on KakaoTalk.

This study has so far examined the characteristics of college students’ English learning. When a teacher lets students study themselves, the results are a mess. The subjects in this study expected the supervision, attention and compulsion of the teacher. They showed their dependence on the teacher. They seemed to be affected by their peers so it appears that peers might be a variable for the successful learning of English. Eventually it can be said that the subjects wanted to be tutored.

The suggestion is to use KakaoTalk. Everything can be settled on KakaoTalk, such as supervision, attention, teacher coercion, dependency on a teacher and the learning atmosphere. A teacher isn’t actually doing anything so there seems to be no harm in a teacher’s using KakaoTalk. The presented chat on KakaoTalk showed that the teacher participated just once
so it doesn't seem hard for teachers to participate. Meanwhile, there is no limit on the time and place, so that students are not disturbed. In reality, D's participation took one hour and 30 minutes in the car going to ChonAn.

KakaoTalk is also a suitable media for memorizing the expressions from movies. The above conversation on KakaoTalk doesn’t show it satisfactorily, but as you make it a daily habit, you will be able to come close to memorization.

Note
1. See appendix for the summary of Modern Family Season 3, Episode 2.

References
Appendix

The Summary of Modern Family Season 3, Episode 2 ("When Good Kids", 2013)

Claire and her husband Phil go to the grocery shop. The latter flirts with an attractive woman and accidentally pushes Claire into a pile of peach cans, but doesn't think he did it. Luke, Alex and Haley take Phil's side on the dispute.

Meanwhile, Mitchell and Cameron are planning to have the family over to announce their adoption of a new baby, but are concerned relatively to Lily's reaction, as she's overprotective of Cameron, who Mitchell thinks he coddles too much. Cameron denies that he spoils her, but evidences suggest otherwise.

Gloria gets a call from her son's school's principal, denouncing Manny for stealing a girl's locket. Gloria doesn't believe this, but Jay confronts him in the garage and Manny confesses to have stolen the locket. Manny tells his mother about the situation, and Gloria yells at him, but when they enter the school, Gloria notices how sad Manny is and breaks into the girl who owned the locket and slips it inside.

Haley and Alex try to persuade Luke into moving into the attic so they can each get a separate room. Luke figures out what they're doing but decides to move anyway because of a line of ants that's in his closet.

Cam and Mitchell are ready to tell the other family members that they are adopting a second child, though begin to worry as Lilly is not happy about having a new baby brother. Mitchell suggests this is because Cam is too possessive of her, though her preschool teacher later tells Mitchell that Lily has a problem with sharing, and suggests that she may get it from a parent, causing Mitchell to realize that he too has a problem with sharing. Meanwhile, realizing that Claire always has to prove she is right all the time, Phil and the kids assert that she has an illness. Manny accidentally steals a girl's locket and Gloria tries to hide it from the principal to avoid Manny getting into huge trouble.