

**Title:** Integrated and creative approaches to teaching and learning English: High school English language learners in an after-school program in South Korea

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**Abstract**

The purpose of the study is to investigate the role of interactive and creative approaches to teaching and learning English in an after-school English program in a South Korean high school. Through the use of multimodal instructional techniques, the researcher will explore the primary research question: How does the use of non-traditional multimodal teaching strategies influence English language learning in a foreign context? The researcher would also like to explore how multiliteracies pedagogy not only engages English as a Foreign Language (EFL) students, but also allows them to examine their identities in relation to English literacy, potentially finding empowerment in their linguistic abilities. The administration personnel of a South Korean high school will allow Dr. Choi to perform her study, in which she will teach an after school English class for a six week period over the summer of 2014. Students will be given the opportunity to write passages and poems, work independently or collaboratively and research a topic of interest to them. Work completed by the students in class, including writing samples, audio recordings of class discussion or class projects, will then be analyzed using constant comparative method of data analysis. Although the current study has not yet been implemented, we can draw on previous research studies to infer that using creative teaching approaches may be beneficial to English Language learners (ELL's) in Korea. Furthermore, conducting this research internationally may inform discourse regarding ELL's in both the United States and Korea. Providing Korean teachers with creative and interactive instructional strategies may expand the opportunities for English language learning to occur successfully for all students. Employing multiliteracies pedagogy in English language teaching may also build a stronger, more meaningful relationship between a student and his/her literacy practices.