

The 12th Annual Seoul KOTESOL Conference

Stepping Up

Keynote Speakers:
Prof. Grace Wang
Prof. Tory Thorkelson

Sookmyung Women's University
Seoul, South Korea
April 24, 2016
9:30am ~ 4:30pm

Photo Credit - Rica Joy Naranjo-Burkhard

Contents

President Messages	2
Seoul Chapter Executives	4
Presentation Schedule	5
Floor Map of the Venue	6
Presenter Biographies	7
Workshop Abstracts	10
Research Abstracts	14
10-Minute Takeaway Abstracts	16
Extended Summaries	18
KOTESOL Seoul Chapter Election Procedures	53
2016 Seoul KOTESOL Monthly Workshop Schedule	58
Other Upcoming Events	59
Notes	63

President Messages

Welcome to the 12th Annual Seoul KOTESOL Conference!

The theme, "Stepping Up," refers to the transition and acceleration of English language education in South Korea. To address this call, the Seoul KOTESOL Chapter conference covers the four areas, namely: 1) socio-cultural content in ELT materials, 2) practice and implications in delivering teaching methods and strategies, 3) learning styles and motivation straight into the classroom, and 4) useful activities for all proficiency levels. It is important to note that teaching English is culture based, and is not only processed through general principles and theories of language education. Student's level of motivation, interests, and learning styles are positively strengthened by how language pedagogy and inputs affect their inner core. This is the prevailing principle by which the workshops have been to show members actual classroom experience and provide practical ideas that will lead to more relevant professional and academic expectations and directions.

The presenters in today's conference are worthy of the time and recognition we are affording them. Prof. Grace Wang, as one of the keynote speakers, will talk about the relationship between anxiety and English language proficiency and its effects to students, and offer solutions to achieve personal and national goals for a globalized society. Another keynote speaker is Prof. Thorkelson who will give a personal perspective on the evolution of Korean education. He will also share his observations and predictions about native English teachers' future professional endeavor in Korea. Other workshops to be run by various presenters will cater to the needs of English teachers for student's benefits.

Like any endeavor committed to bring forth a positive effect on its members, in particular and the larger TESOL community, in general, this conference has benefitted from the collective efforts of certain individuals. This conference is not a successful reality without the Seoul KOTESOL chapter executives, namely: Elizabeth May, Vice President; Ben McBride, Secretary; Chris Rees, Treasurer; Ronald Lethcoe, Member-at-large; and Daniel Craig, Webmaster. I would like to express my heartfelt gratitude to national executives: Lindsay Herron, David Shaffer, Robert Dickey, Stafford Lumsden, John Philips, and Lisa Bellamy, for their invaluable contributions for this event. As for the student volunteer recruitment and other conference-related services, I would like to acknowledge the helpful contribution rendered by Grace Wang, Josephine Angus, Sherro Lee Lagrimas and Uzzel Ratilla. Moreover, my final thanks to Sookmyung Women's University for being the de facto "home" of KOTESOL, offering their conference venue today and room for our regular monthly workshops.

Finally, let me take this opportunity to invite you as members to exercise your vote in the chapter elections that run concurrent with the conference.

Enjoy the conference!

Dr. Ian Done D. Ramos
Seoul KOTESOL President
Conference Chair



Congratulations to the Seoul chapter for putting together yet another outstanding regional conference! Each year, this conference provides a welcome opportunity for teachers from all around Korea to come together to share new ideas, find inspiration, and strengthen support networks. This latter goal should not be overlooked; in fact, for many of us, the best part of any conference is the social aspect.

As you attend the workshops and presentations today, I hope you will look not only for ideas you can adapt to your classroom but also for people to whom you can turn for advice, suggestions, or encouragement. KOTESOL is, after all, a community of practice—teachers helping teachers—and I am delighted that Seoul chapter has once again given us an opportunity to strengthen our own respective support networks and expand our teaching families.

Enjoy the conference!

Prof. Lindsay Herron
KOTESOL President



Seoul Chapter Executives



PRESIDENT – Ian Done Ramos
The University of Suwon
president@seoulkotesol.org
professionalworkian@gmail.com

WORKSHOP COORDINATOR
workshop@seoulkotesol.org



VICE PRESIDENT – Elizabeth May
Kongju National University
vicepresident@seoulkotesol.org
elizabethjmay@yahoo.co.uk



SECRETARY – Benjamin McBride
Dongguk University
secretary@seoulkotesol.org
donggukben@gmail.com



TREASURER – Chris Rees
Kaya University
treasure@seoulkotesol.org
bruno1968331@hotmail.com



MEMBERSHIP OFFICER – Ronald Lethcoe
Seoul Digital University
membership@seoulkotesol.org
r. lethcoe@gmail.com



WEBMASTER – Daniel Craig
Sangmyung University, Seoul
webmaster@seoulkotesol.org
dan@danielcraig.com

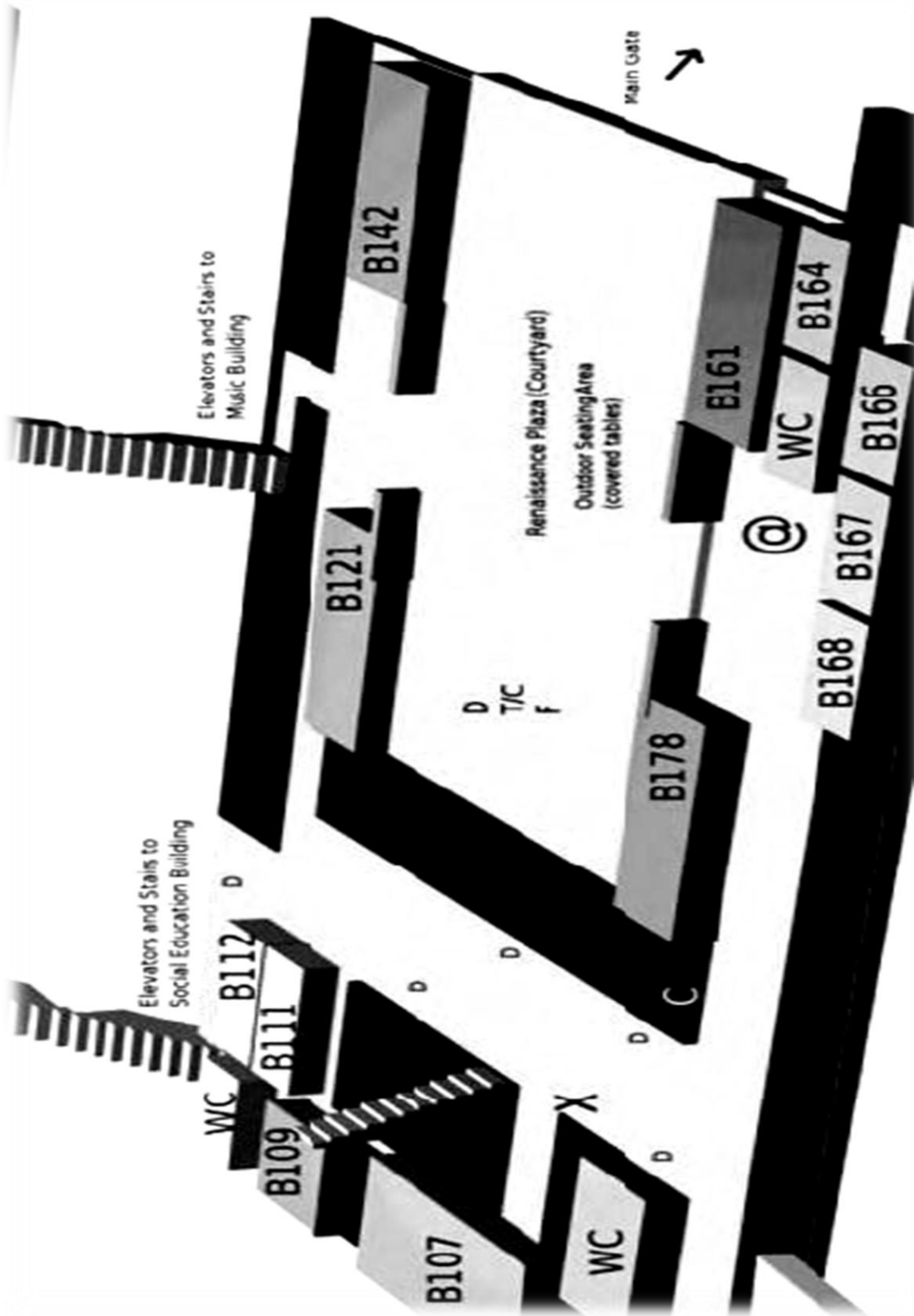


PUBLICITY COORDINATOR – Lisa Bellamy
Seokyeong University
publicity@seoulkotesol.org
lisa.bellamy.kotesol@gmail.com

Presentation Schedule

Time	Rm. B121	Rm. B142	Rm. B161	Rm. B178
8am ~ onwards	Registration			
9:30am ~ 10:20am	Developing English Fluency Through Research and Discussion of Countries and Cultures Stephen Walker	Enhancing the ELT Classroom Using Psychology's Learning Theories Josephine G. Angus	Stepping Up for Self-improvement Through Self-observation Christopher Miller	Teaching English for a Specific Purpose (ESP) in English as a Foreign Language (EFL) Classrooms Mary Catherine Ariosa
	Networking Icebreakers (20 min) (Rm. B107)			
	Reflective Practice (30 min) (Rm. B107)			
10:30am ~ 11:20am	Speed Dating English: One Topic, Many Partners Gunther Breaux	EFL Role Plays for Fun and a Broader Perspective Stewart Gray	Harnessing Formative Feedback for Oral Skills Improvement Simon Cosgriff Exploring the Concept of Internet-English Anxiety among South Korean English Students Daniel Bailey	10-Minute Takeaway Victoria Brandon-Kirby Erika Choe Christopher Redmond Hwami Amy Lee
11:30am ~ 12:20pm	Friendship with English--A Way to Step Up in a Globalized Society Keynote - Grace H. Wang (Rm. B107)			
12:30pm ~ 1:20pm	Lunch			
1:30pm ~ 2:20pm	Crowd-sourcing the Perfect Youtube Lesson Benjamin McBride	Anorexia and Bulimia as a Topic for a Speaking Class Gavin C. Farrell	The Openness to Cultural Understanding by Using Western Films: Development of English Language Learning Ian Done D. Ramos Critical Thinking and Children's Literature in a Young Learners' EFL Class Roxy Lee	Setting the Groundwork for Student Motivation: The Role of the Teacher George E.K. Whitehead
2:30pm ~ 3:20pm	Motivating Demotivated Young Learners Virginia Thackeray	Defining and Doing Social Justice in English Language Teaching Gordon Blaine West	Teachers Teaching Teachers: Teaching Communities of Practice Shannon Tanghe, Lauren Kim, Holly Harper, Stewart Gray, Roxy Lee	10-Minute Takeaway Elizabeth May Kara Waggoner Angela McCloskey Michael Griffin
3:30pm ~ 4:20pm	20 Years in Korea: A Personal Perspective on the Evolution of Korean Education Keynote - Tory S. Thorkelson (Rm. B107)			

Floor Map of the Venue (Sookmyung Women's University, 2nd Campus)



Presenter Biographies



Grace H. Wang is an assistant professor in the College English Department of Yonsei University with nearly 20 years of English teaching experience. She has taught at top universities in Korea and Thailand, as well as at the United Nations. She may be reached at ghwang97@yonsei.ac.kr.



Tory S. Thorkelson is a Lifetime KOTESOL member. He has presented at or worked on many conferences. He is a Past-President of Seoul Chapter and KOTESOL and an active KTT member/Facilitator. He is an Associate Professor at Hanyang University and has co-authored articles and textbooks. Currently, he is a Doctoral student at Middlesex University and a regular contributor to EFL Magazine. Email: thorkor@hotmail.com



Stephen Walker has taught English in South Korea since 2000. He has a BA in Journalism and Mass Communications and an MA in TESOL. Prior to his teaching career in both Asia and Europe, he worked in television news for three years and was a Peace Corps volunteer in 1997.



Stewart Gray is an English teacher at Baekseok Culture University, a graduate of the Dankook University TESOL program, and the current organizer of the Seoul KOTESOL reflective practice SIG. He has been teaching in Korea for five years. His interests are language, identity, motivation, critical thinking and reflective practice.



Ian Done D. Ramos completed Doctor of Education and Master of Arts in TESOL at the University of the Visayas and Silliman University in the Philippines. He currently works as a professor teaching graduate school and undergraduate school programs of the Department of English Language and Literature at the University of Suwon, South Korea. He is very much interested in Language Curriculum and Materials Development, Language Assessment and Testing, Teaching Methodology, English for Specific Purposes (ESP), Sociolinguistics, and Educational Research. He has also published books and research articles across the globe. At present, he is the President of the Korea TESOL Seoul Chapter.

He can be reached at professionalworkian@gmail.com.



Christopher Miller has been involved in ELT for nearly a decade. He holds a MEd from Shenandoah University in TESOL. Christopher's research interests include quantifying the benefits of reflective practice. Christopher can be contacted at cmiller112@su.edu.



Gunther Breaux has taught English conversation to Korean university freshmen for 20 years. He is an associate professor at Hankuk University of Foreign Studies and the author of EFL textbooks, teacher's resource books, and idioms books. His research interest is in Conversation-based Learning. Email: plangbro@gmail.com.



Benjamin McBride has worked in EFL for nine years and has been in Korea since 2011. He received his M.Ed. from the University of Missouri in 2015 and is in his first semester as an assistant professor at Dongguk University in Gyeongju, South Korea. He can be contacted at donggukben@gmail.com.



George E.K. Whitehead currently works as an Assistant Professor in the English language and literature department at the University of Suwon. He has been involved in English education for 15 years, and has held previous positions in South Korea, Canada and Japan as a language instructor, curriculum developer, teacher-trainer, and director of university TESOL programs. His research and teaching practices focus on dealing with the washback effects of high-stakes testing, and developing and implementing contextually-sensitive, high-leverage approaches and techniques for English language education.



Josephine Gamboa-Angus is an assistant professor of the Department of General Education at Namseoul University, Cheonan. Before coming to Korea in 2014, she had taught psychology and ESL courses in various universities in the Philippines from 2002. Angus completed her Master's degree in Psychology at the University of San Jose-Recoletos, and her bachelor's degree at the University of the Philippines. Her

academic interests include student motivation and processes of learning. She can be contacted by email at angus.josephine@gmail.com.



Virginia Thackeray has taught young learners from ages 3 to 13 in various settings for approximately 6 out of her 8 years in Korea, and is currently finishing a Master's Degree in TESOL at Ewha University. Email: v.thackeray@gmail.com



Shannon Tanghe, PhD, is an assistant professor and department chair at Dankook University's Graduate School of International Studies, Department of TESOL. Interests include teacher education, teacher collaboration and World Englishes. Email: tango987@hotmail.com.



Lauren Kim is a second-semester student at Dankook University's Graduate School of International Studies, Department of TESOL. A current online English teacher specialized in teaching pronunciation and intonation. She has one-year teaching experience, and was born with severe visual impairment.



Holly Harper is a graduate student at Dankook University, TESOL. Elementary English teacher at Wangsan Elementary school. Interests include emergent literacy, motivational strategies, and elementary education.



Roxy Lee teaches English at a public elementary school and is a graduate from Dankook University with an M.A in TESOL. Her research interests include critical literacy, critical pedagogy and teaching English with critical thinking skills.



Gordon Blaine West is an assistant professor of TESOL in the Young Learner program at Sookmyung Women's University. His interests are in critical pedagogy, teacher education, and practitioner research. He has an MA in Second Language Studies from the University of Hawaii at Manoa.



Daniel Ryan Bailey has been teaching English as a Foreign Language in South Korea for ten years. He has a Masters of Arts in Teaching from the University of Texas and is working on a Ph.D. in

Education Technology from Korea University. He works as an Assistant Professor in the College of International Business at Konkuk University in Chungju, South Korea. His most recent work has been in the investigation of participation grading and its effect on students with different learning styles, online corrective feedback in writing instruction, and L2 English anxiety. In addition, he presents regularly on the topic of learning management systems. His most recent presentations have been on the topics of motivation in blended learning environments and web-enhanced corrective feedback.



Simon Cosgriff is currently a Senior Teacher at Curtin University in Perth, Western Australia. In Korea, Simon worked as an EAP and business English teacher, curriculum developer and teacher trainer at Pagoda Academy in Seoul. His current interest areas are learner oriented assessment, syllabus design, and teacher development. Contact: simon.cosgriff@curtin.edu.au.



Gavin Farrell has 20 years international experience. He is presently Associate Professor in the English Linguistics Department at Hankuk University of Foreign Studies. His research interests are in social activism and students self-publishing. He teaches Debating, Newspaper Editorial Writing, and Media English. He can be reached at gavin.farrell@hufs.ac.kr.



Victoria Brandon-Kirby has been teaching at public elementary schools in Korea for nearly 2 years. She teaches both curriculum and after school classes. Having studied psychology (specifically, developmental, behavioral and cognitive) has greatly helped her develop as a teacher. Contact: vabkirby@gmail.com



Erika Choe is an assistant professor in the Department of Liberal Arts at Eulji University where she teaches English conversation and academic English four skills courses. Her pedagogical interests include teaching methodologies, educational technology, literacy, and student affect and motivation. Erika can be contacted at erikachoe1@gmail.com.



Christopher Redmond is an English instructor at Duksung Women's University. He is studying towards an MA TESOL with the University of Leicester, having

previously gained an MA in Film Studies with University College Cork. Prior to his time at Duksung, he taught for 2 years at a high school in Daegu. Christopher can be contacted at credmond92@yahoo.co.uk.



Hwami Amy Lee is currently a visiting professor at Suwon Science College where she teaches English for Specific Purposes (ESP) for nursing majors. She received her Master's degree in TESOL from The New School, and more recently became certified to teach Business English TESOL through Hanyang University. Amy can be contacted at hwamilee@gmail.com.



Elizabeth May is a Visiting Professor at Kongju National University. She has taught in a wide variety of settings in South Korea and Thailand. She has a MEd (Applied Linguistics) and is working towards a MA (Education). Her research interests are technology use in the classroom and LMS adaption. Elizabeth serves as the Vice President for Seoul KoTESOL chapter. Elizabeth can be contacted at elizabethjmay@yahoo.co.uk.



Kara Waggoner works at Sookmyung Women's University in their Young Learner TESOL teacher training program. She has been teaching there for the past two years where she specializes in curriculum design and classroom management. For the past ten years she has been teaching in the United States and Korea, teaching a diverse range of ages and language proficiencies. Kara can be contacted at Kara.waggoner@sookmyungtesol.info.



Angela McCloskey is diving into her second year teaching at a Public Elementary School in Uiwang-si, South Korea. Angela enjoys incorporating her performing arts background into her lessons; whether it be Phonics or in her English Musical Theater after school class. Angela can be contacted at angelamccloskey@gmail.com.



Michael Griffin has been teaching for around 15 years. He is currently based in Seoul where he teaches (mostly) English at Chung-Ang University. Currently, teacher training and development is both a hobby and passion. Mike is also involved with #KELTchat, #iTDi, and the New School MA TESOL

program. Mike blogs at: <http://eltrantsreviewsreflections.wordpress.com>.



Mary Catherine M. Ariosa is a graduate of Accountancy, Linguistics and Literature, and Masters in Applied Linguistics at the University of San Carlos, Cebu, Philippines. She has taught basic English courses and Linguistics courses (Semantics, Pragmatics, Discourse and Conversation Analysis) in the undergraduate program for 7 years, in addition to teaching in the graduate program (English Conversation Analysis and Grammatical Theories). Her training and experience in English for Specific Purposes (ESP) both interest and inspire her to come up with a more relevant course material (ESP for Engineering for USC students). She is also into Environmental/Green Discourses/Communication as with her thesis and other published related articles. She has taken TESOL certification in order to fine-tune her teaching in ESL/EFL. She has taught ESP/ECM classes at Gyeongju University and is currently teaching at Catholic University of Daegu and handles mostly Practical English/General English classes.

Workshop Abstracts

Friendship with English--A Way to Step Up in a Globalized Society

Grace H. Wang

English is generally regarded as a means to an end. In Korea, it is largely regarded at the individual level as a means to two distinct ends: 1) entering a prestigious university, 2) entering a promising career path. These two high-stakes goals drive the motivation of Korean learners for studying English as secondary and university students, respectively. At the national level, the Korean government aims to secure Korea's national and individual competitiveness in this era of globalization, and English competency is regarded as a key component of success in globalization. Hence, English is seen as a vital key to addressing both individual and national concerns, leading to a high degree of anxiety about English for both Korean learners as individuals and for Korea as a nation. This negative affect is then reinforced via a vicious cycle: the higher the anxiety, the lower the English proficiency gains from English study; the lower the English proficiency gains, the higher the anxiety. What Korean learners and Korea as a nation need is to break from this cycle. This presentation will propose one way of possibly achieving this break: by shifting the paradigm and helping learners see English less as a means and more as an end to itself, as one would do so in friendship, thereby lowering the affective barrier for language learning and building lifelong commitments to 'grow' one's English.

20 Years in Korea: A Personal Perspective on the Evolution of Korean Education

Tory S. Thorkelson

A lot has changed in Korean education since I first stepped off a plane at Gimpo Airport 20 years ago. Textbooks and methodology have progressed as the importance of tests of English like TOEIC, TOEFL, OPIC and NEAT has both evolved and devolved. The place and roles of the teacher in Korean society has both weakened and diversified while the end of corporal punishment and the rise of student rights has left teachers trying to find better ways to educate and motivate their students. Work conditions have either stayed the same or worsened in many cases and the levels of

education and professional experience has steadily risen for both those within the English Language Teaching (ELT) field and those entering it for the first time. In this presentation, I will try to give a personal perspective on these issues and others that are influencing both the current and long term prospects for those of us who live and work here for both the short and long terms.

Developing English Fluency Through Research and Discussion of Countries and Cultures

Stephen Walker

This presentation will guide attendees through the basics of Stephen Walker's EFL/ESL textbook, *Tell Me About It! Before You Get There*, which is designed to develop English fluency through research and discussion of countries and cultures both in and outside of the classroom. Completed in 2016, this colorful text creates curiosity about the world we live in and opens up discussion on a variety of topics related to the countries and cultures in the book as well as those the students are researching themselves.

Attendees will be given a thorough description of this text through a colorful Power Point presentation and physical examples of the book, *Tell Me About It!*

Unlike most EFL/ESL books on the market these days, *Tell Me About It!* has an end goal. In a nutshell, at the beginning of the semester, each student will choose a country of interest, research pertinent information, share it in class and finally present their findings in front of their peers alongside a Power Point presentation of their own.

All four skills are used in each and every unit. Theoretically, the textbook follows the CLT method and is designed for any EFL/ESL student with at least a level 4 language ability.

EFL Role Plays for Fun and a Broader Perspective

Stewart Gray

Role plays can be an effective and engaging way to encourage students to talk with each other in English. Depending on the particulars of the 'roles' students take on, role plays can

also provide students an opportunity to step into the shoes of someone in a very different situation from themselves. Going beyond the standard doctor/patient and hotelier/guest dialogs, a good role play can encourage students to imagine themselves as someone of a different cultural background, age, and gender, and help them broaden their perspectives while enjoyably practicing English. This presentation details the course contents of a beginner/lower-intermediate level undergraduate class of 'English role play' at a Korean university. In this class, a broad variety of role plays were employed, ranging from basic conversational situations to more socially and culturally complex scenarios. Included in the presentation are the insights gained by the presenter into the design of engaging role play activities that can be effectively employed with students of various levels in classes large and small, as well as advice on grouping students for role plays, ways to encourage students' creative spoken English use, and observations made of students portraying the roles of people of very different backgrounds from themselves.

Stepping Up for Self-improvement Through Self-observation

Christopher Miller

Farrell (2014) borrowing from Richards (1990) defines self-observation as "a systematic approach to the observation, evaluation, and management of one's own behavior." The presenter engaged in a self-observation mini-action research project aimed at gaining awareness of and getting insight into the following areas: a) optimizing the efficiency and clarity of teacher talk, b) optimizing student production, c) optimizing cognitive load considerations during classroom instruction, and d) maximizing student processing. The presenter audio recorded two different sessions of the same lesson focused on making transitions between body paragraphs in a persuasive essay for high-intermediate EFL learners in a high school setting. This presentation will detail the results of the mini-action research project through discussing a variety of frequency counts (Perry Jr., 2011) related to interaction patterns, lesson modifications following an analysis of the first recorded lesson, as well as insights related to both instructional design and levels of student comprehension of key instructional objectives. Following this discussion,

participants will be invited to design a personal mini-action research project involving self-observation. Near the end of the presentation the presenter will address time and planning considerations. Participants can expect to leave this session with a clear framework for understanding the benefits of engaging in self-observation, as well as an action plan for implementing an action research plan utilizing self-observation.

Speed Dating English: One Topic, Many Partners

Gunther Breaux

This presentation is about conversation-based learning. Conversation is the class and the test – there is no smaller unit. There is no role playing or presentations. Conversation is the engine of internalization, integration and improvement. By giving students a personally-relevant topic (Me) they are tricked into speaking. By giving them many partners (speed dating), they are tricked into speaking a lot. One topic and many partners provide the focus and repetition needed to improve a skill. The bigger the class the better. Bigger classes mean more variety and more repetition.

The speed dating class will be detailed from first-day placement test to last-day improvement data. The placement test assesses ability, the book (covered at home) provides speaking preparation, speed dating (a new topic every week, a new partner every seven minutes) provides repetition and variety, while the better speakers provide gentle language gain. As conversational ability improves, listening, pronunciation, grammar, vocabulary and confidence improve as a byproduct. Academic skills are improved because conversations include: for example, first, second, third. This also improves writing. The transcribed conversation test completes the circle. Each student gets extensive personal feedback and error correction, and teachers get accurate grading and improvement data.

Crowd-sourcing the Perfect Youtube Lesson

Benjamin McBride

The Internet is full of free video content, but very little of this content is useful as instructional materials for EFL students. The speed of conversations, vocabulary level, and

the amount of idiomatic language make most of the videos on Youtube and other video portals inaccessible to our students. Over the past six months, I have been developing lessons based on a range of Youtube channels that I feel would be of interest to my students, scaffolding the content to make it understandable and creating engaging activities that could be done at home or in the classroom. In the process of creating these materials, I have learned many lessons about how to take advantage of the naturally engaging medium of video while still providing practical English language instruction. In this workshop, we will begin by working in teams, based on teaching context, to create lessons based on short Youtube videos. Then we will share our various approaches, crowd sourcing our creativity and giving everyone some new ideas to bring to our own classrooms. Finally, I will share some of my own lessons, and discuss how I would like this project to develop in the coming months and years.

Setting the Groundwork for Student Motivation: The Role of the Teacher

George E.K. Whitehead

A common difficulty that teachers often face on a daily basis is dealing with learners who lack motivation; students that just don't want to be there and have no interest in learning whatsoever. These students often do not see the point or purpose of learning English and therefore often reject it altogether. Various motivational theories have taken aim at the learner (e.g. self-determination theory (Deci and Ryan, 1985), self-efficacy theory (Bandura, 1997), L2 motivational self system (Dornyei, 2005)), failing to account for the crucial role that the teacher plays in the entire equation. This workshop aims to discuss some of the key characteristics of a teacher that can either directly promote or destroy student motivation in the classroom. By guiding attendees through a series of reflective thinking activities, they will be able to evaluate their own characteristics, pinpoint possible issues, and create an action plan that can contribute towards long-term motivation in their learners.

Enhancing the ELT Classroom Using Psychology's Learning Theories

Josephine G. Angus

These days, more focus and importance is given on identifying students' learning styles

as a basis for providing responsive instruction. Studies conducted by teaching and learning psychologists demonstrate how students learn better in certain settings with certain types of instructions and certain types of instructors. In this workshop, we will explore about students' different learning styles. And with reference to Psychology's principles of learning, we will then discuss ways in which we can enhance our teaching strategies in an EFL classroom.

This workshop will be interactive, involving pair or small group work. The participants will analyze some case samples of different classroom situations. In addition, the same groups will brainstorm effective teaching strategies for these cases following principles of learning taken up earlier. There will be a powerpoint presentation as part of the workshop. Handouts will be provided containing salient points of the discussion. There will be a short question and answer session following the workshop.

Motivating Demotivated Young Learners

Virginia Thackeray

With young learners, most students are at an age where they have not yet formed a static image of what English, and English use is. However, once students have reached the end of their elementary education, some students will have formed a set negative opinion of English and English learning that may follow them for the rest of their life. As educators of young learners, we have to address demotivation before real language learning can take place, and improve students' motivation for their education experiences later in life. During this workshop, we will discuss some of the reasons for demotivation, and how we can motivate unmotivated students. Participants will be encouraged to discuss personal experiences pertaining to demotivated students as a group and as individuals. Topics included in the discussions revolve around background, socialization, and environmental factors. This may include previous negative learning experiences, classroom size, lack of background knowledge, interpersonal conflicts, student outside interests, and student's preconceptions of English use. In addition, we will also explore strategies to cope with different situations of demotivation such as incorporating practical learning goals, technology, and other tangible

tools into motivational activities. Although specifically focusing on young learners, teacher of all different backgrounds and different experiences are welcomed to attend this workshop.

Teachers Teaching Teachers: Teaching Communities of Practice

*Shannon Tanghe, Lauren Kim, Holly Harper
Stewart Gray, Roxy Lee*

Etienne Wenger describes communities of practice as "groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly" (Wenger, 1998). This concept of communities of practice is merged with teacher inquiry, which involves a systematic reflection on a teacher's own teaching practices, moving away from reliance on outside knowledge, toward valuing personal teacher-created knowledge as a way to inform personal teaching practices. This workshop merges teacher inquiry in a teaching-oriented community of practice, sharing experiences to foster professional growth, reflection and development opportunities.

This workshop details the creation and implementation of a teacher inquiry community, comprised of six teachers who met regularly to explore particular areas of classroom inquiry while sharing personal teaching experiences and challenges. This workshop describes the experiences of the group, reflecting on both processes and experiences. Group participants collaborate to describe the format and structure of the group, sharing the systematic process of inquiry, as well as personal experiences, including heightened senses of ownership of one's teaching informed by contextualized personal practices and increased teacher awareness, leading to a better understanding of intricacies of teaching through knowledge constructed by teachers themselves.

Defining and Doing Social Justice in English Language Teaching

Gordon Blaine West

Social justice has become a popular buzzword in the world of language education. This is evidenced by TESOL recently publishing a book on social justice teaching (Hastings & Jacob, 2016), the recent advent of the Social Justice SIG in KOTESOL, and the rise of

groups like the International Society for Language Studies, which focuses on social justice issues. Social justice is a large umbrella term that necessitates unpacking (Gewirtz, 1998; Power & Taylor, 2013). This workshop will seek to first define social justice before working out ways in which we, as teachers, can do social justice in our classrooms. The facilitator will contribute knowledge from Young (1990) and Fraser's (1997/2008) theories, while also seeking to work with participants to find a working definition of social justice for English language teaching. He will then share experiences and techniques for doing social justice education. Participants can expect an active conversation that will lead to a better understanding of social justice, as well as several ideas for ways they can incorporate social justice into their professional work.

Teaching English for a Specific Purpose (ESP) in English as a Foreign Language (EFL) Classrooms

Mary Catherine Ariosa

English as a Foreign Language (EFL) professors teaching English for a Specific Purpose (English for Business, Tourism English, Medical English, English for Engineering and Architecture) are in a dilemma in designing the course. They are caught in between roles, being solely that of a language teacher or a content expert with the former focusing on communicative activities in the classroom and the latter emphasizing technical vocabulary (jargons) and workplace communication. On one hand, this dichotomy can be overwhelming to a language specialist who is no content expert yet has a bag full of tricks on teaching strategies; on the other hand, is a content specialist who has all the core knowledge of the subject matter yet has to devise teaching styles aside from the 'lecture' method. How can students' communicate the subject matter with the limited English language skill? How can EFL professors communicate given the limited specific/specialized subject matter background? How can one bridge this gap? This workshop reintroduces ESP principles (Hutchinson and Waters, 1987) and the ESP practitioner roles (Dudley-Evans and St. John, 1998) in order to arm EFL professors in South Korea (SK) in teaching ESP.

Research Abstracts

Exploring the Concept of Internet-English Anxiety among South Korean English Students

Daniel Ryan Bailey

This presentation will provide insight into how online task-based activities can be used to decrease writing anxiety through online writing assignments. Results will be presented from an action research project that investigated the effect of online-tasked based forum assignments on English writing anxiety. Second language writers are assumed to have more anxiety when writing in English and more negative views about writing. This increase in anxiety occurs when the fear of the writing process outweighs the benefits of the ability to write. Anxiety will be measured by the Second Language Writing Anxiety Inventory (Cheng, 2004) which conceptualizes anxiety into three different components: cognitive, physiological, and behavioral. This study hypothesizes that online writing activities help L2 learners develop coping mechanisms for anxiety because the students are allowed to engage in the learning environment when and where they feel comfortable. Through exposure to online writing, the students are able to overcome fears related to the English writing process as well as develop writing accuracy. While this is a presentation of research findings, practical implications for the use of blended learning in the L2 classroom will also be discussed.

Harnessing Formative Feedback for Oral Skills Improvement

Simon Cosgriff

Language learners are often criticized for not applying feedback from classroom-based activities in summative assessments, but whether this is solely the fault of the learner is in fact questionable. Carless (2007) warns that feedback is often ineffective because it is positioned too late in a syllabus and lacks meaningful opportunities for students to understand and respond to it in due course.

This action research explored the feedback process for an academic presentation as part of a direct entry program at an Australian university. It aimed to create an interactive process which provided valuable opportunities for learners to reflect on and evaluate their

own performance as well as equipping them to better understand teacher feedback. In addition to classroom tasks, the syllabus incorporated teacher-student interviews, self and peer-evaluation, and student-generated action plans to assist learners in better understanding the feedback process.

The Openness to Cultural Understanding by Using Western Films: Development of English Language Learning

Ian Done D. Ramos

Academic or professional practice goes from choosing topics to implementing them with teaching strategies and prepared activities based on the general principles and theories. As expected, teachers themselves have learned what and how to teach students based on their perceived needs. However, when cultural and sociolinguistic issues come into play in the language classroom, teachers need to realign their objectives with teaching approaches and design classroom activities.

In the *English Literature and Film* course where the research was conducted, Korean university students seemed to perform communicative competence by using the 'novel-made-into-film' materials that ignite their potentials to go beyond sentence level, while developing self-confidence in any communicative encounters with foreign classmates and professors. Interestingly, the influence of culture difference between Western and Korea plays a big factor in understanding human's lives that required these students to: 1) reflect on the characters, plots, conflict, themes, symbols, and other elements of film analysis; 2) develop critical and creative thinking skills; and 3) perform communicative skills during discussions and presentations from the first element to the conclusion.

Consequently, this research presentation will serve as basis for needs or situational analysis for conference participants to reflect on their teaching encounters and eventually design a course with its materials. It will also be a basis for them to create and implement more relevant and effective techniques in developing students' amount of interest and motivation, while reinforcing their positive attitudes and behaviors in any English courses.

Critical Thinking and Children's Literature in a Young Learners' EFL Class

Roxy Lee

Why learn language if not to be able to express your thoughts? As teachers of English we have the opportunity not only to help our students' improve their language proficiency, but also to encourage them to think critically, make their voices heard and evaluate ideas including their own. The focus of this presentation is a continuing action research project conducted by two English teachers to explore the possibilities for introducing critical topics and discussion into a class of five early-elementary age Korean EFL students of mostly beginner English proficiency. With lesson and curriculum design based on critical education frameworks such as Bloom's taxonomy, and using reflection techniques to guide the ongoing curriculum development process, the teachers have employed debate and discussion based on questions and issues drawn from children's literature as a means of engaging the students in critical thinking, while also improving their English communication abilities. This presentation includes details of the successes and challenges experienced so far in promoting open discussion in English with young learners, as well as useful insights for any teachers interested in incorporating critical thinking, debate and discussion into the EFL classroom for students of any age.

Anorexia and Bulimia as a Topic for a Speaking Class

Gavin Farrell

This presentation describes a speaking class where the content was specially chosen. Eating disorders was chosen as the topic for a 6-week unit part of the course. Combining content teaching and language teaching is a growing field adaptable to many teaching situations. The content for eating disorders will be presented and how it was adapted to fit a speaking class. Methods for turning the content into conversation topics will be demonstrated and then practice by audience members.

10-Minute Takeaway Session

Build from the Bottom Up

Victoria Brandon-Kirby

A building cannot stand without a strong foundation, similarly this is needed in acquiring a second language. This short presentation will address the importance of building your students' knowledge from the bottom up.

Based on my experience as an elementary school ESL teacher, I would like to highlight the importance of scaffolding a lesson and how to build a topic over several lessons. Using a story book I aim to show the scaffolding theory in action and will then show how that topic can be built upon over several more lessons. This will show the methods one can use to create realistic and most importantly, fun and engaging tasks which allows your students to succeed in acquiring the 4 language skills; listening, speaking, reading and writing.

Have You Flipped Yet?

Erika Choe

Do your students complain they do not have enough time to practice what they learn in class? Do you want to give your students more immediate, quality feedback as they do their work, instead of leaving them to struggle and feel discouraged? Do you wish there was a way to give your students access to your lessons whenever, wherever, so they can learn your lessons more comfortably and spend time really understanding what you want them to? This session will introduce what a Flipped Classroom (FC) is, how it can help address these issues, as well as how the presenter implemented it in a Korean university four skills course. The benefits over traditional classroom design as well as potential issues and some solutions will also be discussed. Finally, the presenter will give a few suggestions to teachers on how to implement FC into their own teaching.

A Key Component of Fluency Development

Christopher Redmond

This presentation will outline an activity known as 4/3/2, which, according to research, is an excellent means of developing students' levels

of oral fluency. Based on the work of Paul Nation, 4/3/2 includes all elements required for the development of fluency in speaking, namely: adequate preparation time, repetitive speaking about a familiar or interesting topic, and the presence of a time limit. As many of our students lack the ability to express themselves adequately in English, it is hoped that this activity will be useful for teachers looking to improve their students' speaking ability. This presentation will explain how 4/3/2 can be implemented, and what factors teachers need to consider before beginning the activity. A brief discussion of the evidence supporting 4/3/2 will also be included, but the emphasis will be on practice rather than theory.

Helping Students Get the Most Out of Your ESP Class

Hwami Amy Lee

Are you teaching an English course which requires you to educate learners about the language in specific occupational contexts? Then you might be an instructor of English for Occupational Purposes (EOP), a branch of the English for Specific Purposes (ESP) category. This presentation will focus on an EOP class for students in the nursing major consisting of mixed levels, backgrounds, interests, and ages. Challenges faced in this setting will be introduced, as well as possible measures to remedy them. If you have never taught an ESP course before, this presentation can be a great starting point on becoming aware on what resources are available. Come and take away tips on how to make your course more meaningful and beneficial for the learners' in their future occupations.

Teaching the Chameleon Way

Elizabeth May

Teachers often are forced to adapt to whichever space they are put into. We get assigned classrooms that are too big or too small and frequently just look like prisons! How can we adapt these spaces to suit our teaching style and inspire students to participate more actively during class time? What can we do to help our environment to promote speaking and engagement? The environment should be stimulating both visually but also aurally too. This presentation

will share several ideas from the main speaker as well as a brief opportunity to share additional ideas from the audience. Practical tips will be shared that can be used in any teaching space you have available to you!

Equalizing Student Speaking Time

Kara Waggoner

Teachers have to accommodate and nurture a variety of skills and talents among our students. While some students are at ease communicating in English, at the opposite end of the spectrum are those who are content with never having to say anything. As teachers, it is imperative that our shyest and our most confident of students all have a chance to equally converse in the classroom. Since learning a language is a social task in and of itself, so how can teachers bridge this gap with regards to the students' speaking skills in their classes? I would like to share techniques to make discussion in the learning environment more equitable, so all students have access and opportunities to engage in learning a new language. These techniques will assist in giving adequate and equal speaking opportunities to all of our students.

Phonics is Fun! (Young Learners)

Angela McCloskey

Congratulations! You're now an English teacher in South Korea! Dreams really do come true until you're given a phonics book and twenty-five excited second graders look at you puzzled for thirty minutes until you mention the word "GAME" and even that didn't go as planned. You have lost your voice and feel defeated- Teaching Phonics? This presentation will introduce some of the tools, activities and approaches I have used in my classroom to foster a positive, fun and progressive learning environment. Focusing on using simple language and dramatic gestures, I will show you how to simplify and exaggerate. These tactics will help manage your classroom and save your voice. I will also show how to incorporate activities using sight, sound, tactile, and kinetic engagement. The process of learning Phonics takes more than drilling and the memorization of new words. We will explore two games that have worked in my classroom. When teaching Phonics keep in mind, all classes are not created equal and all students are not created equal. In the structured world of English Language step

outside the box and try new things in your class room. Phonics is fun!

Ten Minutes of Caution

Michael Griffin

There are certainly many positive aspects related to the idea of "Ten Minute Takeaway" sessions and this could be a meaningful and important trend in the field. Surely many attendees will breathe a sigh of relief for not being talked at for a whole hour by the same person. Seoul KOTESOL can and hopefully will be commended for "stepping up" and implementing this format. Yet, perhaps some caution is advised. The idea that presentations, regardless of their length or scholarly rigor, can and should offer up ideas to be implemented on the proverbial Monday morning is worthy of scrutiny and even some healthy skepticism. It seems as though when the focus is on "Try this, it works" things like students, course goals, context, and stakeholders can be too easily ignored. In this ten minute talk, the presenter will share some words of caution and attempt to play the role of Devil's Advocate while suggesting that ten minute takeaways, especially when the main focus is on a particular activity, is perhaps not the best direction or use of time for novice teachers. The presenter will also be sure to offer some suggestions, readings, and food for thought in addition to his skepticism and questions.

Extended Summaries

20 Years in Korea: A Personal Perspective on the Evolution of English Education

Tory S. Thorkelson, M. Ed.

Associate Professor, Hanyang University, Seoul

Abstract

The current English education system suffers from a number of deep seated problems that are often blamed on the inconsistent policies of the Korean government. However, these problems are more likely vested in the history and legacies of Korea's relationships with China, Japan and even the missionary's efforts to bring Christianity to all levels of Korean society. A number of topics and issues are clearly relevant to the future of Korea's English education and those will be addressed from one educator's perspective. Observations and predictions will also be made about the future prospects of native English teachers in the Korean context.

I. A little about Korean Education

In order to fully understand Korea's present day English education, it is essential to understand how Korea's relationships with China, Japan and American missionaries among others shaped and influenced how English and Western culture is viewed by Koreans (Kim, E.G., 2008). This knowledge will enable us to understand why Koreans favor private over public education, exams as ways to assess a wide variety of skills, and perhaps even how Christianity got such a strong foothold in Korean society and culture.

II. Observations and Predictions

After twenty years as an expatriate teacher in Korea who has taught at a *Hagwon* and a University-based ILI, briefly at an Elementary school, Company classes, and created and taught for a variety of programs at the University level as well as being an official examiner for two language tests for 13 years, my observations and predictions will be categorized into a number of topic areas. These are: the Power of 'English', Tests EVERYWHERE, Students' human rights vs Teacher's control, Textbooks on the decline?!, 'Golden Age' of English teaching is over,

Pursuit of qualifications over teaching credentials, Diversity in the classroom, Generalist vs Specialist, and The Issue of 'Race'.

Briefly, this plenary will explore how English serves as a way to open doors for young Koreans to get a better education and improve their career prospects (Sorenson, 1994). However, the proliferation of various English tests designed by Korean universities and private interests domestically and internationally has meant that Korean parents and students are under pressure to spend large sums of money to ensure that students master these tests often at the expense of actually learning the English language (English Central, 2015). Inconsistent policies, the end of corporal punishment in schools, the death of the NEAT (Jung, MH & Jung, SE, 2014) and the rising numbers of mixed race and international students while the birth rates decline all point to major potential crises on the horizon for education at all levels and English education as well. Finally, the mismatch between the expectations and realities of being a native English speaker teacher (NEST) as well as the changes in qualifications and stagnant or declining working conditions suggest that the 'golden age' of English teaching in Korea is over. Korean parents still favor the NEST over any other type of teacher in both early and later stages of their children's education (Jung, MH, 2014) which impacts hiring practices, programs like EPIK and the demand for private education to offset the perceived inadequacies of the public education system no matter what policy makers and successive Education ministers try to do.

III. Conclusion

While it may seem like Korea's education system is a result solely of inconsistencies in government and educational policies, the history of Korea's English education system shows that issues like the public's trust in private over public education as well as the power of exams have clear roots in the actions taken during the Joseon period and Japanese occupation of Korea, for example (Kim, EG, 2008). In order to understand how Korea's present day system came to be, it is essential to look at the historical roots as well as the

power of 'English', exams and the ever changing place of the NEST in Korea at all levels of education. While the 'Golden age' may be over, there will still be a need for NESTS at all levels of education for many years to come.

References:

- English Central (2015). *Why do students hate learning English?* Retrieved March 25th, 2016, from <http://blog.englishcentral.com/2015/03/22/why-do-students-hate-learning-english/>
- Jung, M.H. & Jung, S.E. (2014). *Questions remain over billions blown on NEAT*. Retrieved March 25th, 2016, from http://www.koreatimes.co.kr/www/news/special/2015/10/181_157589.html
- Jung, M.H. (2014). *The Hagwon Color Line: Korean language institutes and their inexplicable employment habits*. Retrieved March 25th, 2016, from http://www.koreatimes.co.kr/www/news/culture/2015/06/203_151088.html
- Kim, E.G. (2008). *History of English Education in Korea*. Retrieved March 25th, 2016, from http://www.koreatimes.co.kr/www/news/special/2008/04/181_21843.html
- Sorenson, CW (1994). Success and Education in Korea. *Comparative Education Review*, 38(1).10-35.

The Author

Tory S. Thorkelson (BA, B. Ed., M. Ed. in TESL/TEFL) is a proud Canadian who has been an active KOTESOL member since 1998. He has presented at or worked on many local and international conferences. He is a Past-President for Seoul Chapter and Past-President of KOTESOL (2008-2009) as well as an active KTT member./facilitator. His 9-5 job is as an Associate Professor for Hanyang University's English Language and Literature Program. He has co-authored research studies (see ALAK Journal, Education International and KTJ (2-1)) and 4 textbooks/series to date. Currently, he is a Doctoral student in the Doctorate of Professional Studies program at Middlesex University in the UK and a regular contributor to EFL Magazine. Email: thorkor@hotmail.com.

--- 000 ---

Developing English Fluency Through Research & Discussion of Countries and Cultures

Stephen Walker

Hoseo University, Cheonan City, South Korea

Abstract

This presentation will guide attendees through the basics of Stephen Walker's EFL/ESL textbook, *Tell Me About It! Before You Get There*, which is designed to develop English fluency through research and discussion of countries and cultures both in and outside of the classroom. Completed in 2016, this colorful textbook creates curiosity about the world we live in and opens up discussion on a variety topics related to the countries and cultures highlighted in the book as well as those the students are researching individually.

I. Introduction

When I ask students, "why are you studying English?" the following four answers are frequently given: I have to, better job, it's a global language, and travel. Therefore, if students feel that they 'have to' study English, why not encourage them to really talk about travel using a global language: English!

The majority of textbooks on the market today are quite similar concerning the topics found in the table of contents. Yet the one topic that a majority of students are interested in 'travel' is often found near the end of the book, if included at all.

With this in mind, seven years ago I developed and utilized a simple A4-sized pamphlet or research journal that was given to each student at the beginning of the semester. Each student was then asked to choose a country that they had interest in or wanted to travel to. I then shadowed the units in the university-provided textbook throughout the semester. For example, if the unit was about food, we would first study the unit then I would have the students write a few questions in their journals. For example: What is a traditional food eaten in (research country)? / What are the ingredients for (traditional food)? / How does it taste?

I then asked the students to go home and research their answers using the Internet. The following week, the students would return with their researched information and participate in a speaking activity named "Hot Seat" (described later). Finally, near the end of the semester, each student was asked to use the research information accumulated in their journal, make a PowerPoint presentation and give a short but informative speech in front of their peers about their country of interest.

Over the years, the students in my classes seemed to enjoy this project, some far exceeding my expectations. As a teacher, I also became a student learning new information that was brought into the classroom in relation to their research. Although this student research project was an overall success, I felt that because of the university's demand for using pre-selected textbooks, the students could never really get into much depth about the information they gathered. We were only able to touch the surface, as there was never enough time to discuss the myriad of countries and cultures being researched.

In December of 2015, I decided to create and self-publish my own EFL/ESL textbook that is designed specifically to develop students' English fluency through research and discussion of countries and cultures. The name of the book is Tell Me About It! Before You Get There...

II. Tell Me About It! Textbook Overview

Tell Me About It! is designed to create curiosity about the world we live in. If used in the classroom, each student will choose a country of interest, research pertinent information, discuss their findings in class and finally design and give a Power Point presentation to their peers at the end of the semester. If they want to take the next step and actually travel to the country of their choice, they will already have a good idea of what to expect, where to go, and how to behave as they enjoy a new country and culture.

Tell Me About It! consists of ten units. Each of the first eight units focuses on a specific country and is developed around three main topics. Unit 9 and 10 prepare the students for their final project presentation. All four skills:

reading, writing, listening and speaking are used in each and every unit.

A. Main Units

- Unit 1: Location, Nationality & Numbers (South Korea)
- Unit 2: Shapes, Sizes & Appearances (New Zealand)
- Unit 3: Food, Tastes & Ingredients (Spain)
- Unit 4: Weather, Seasons & Landscapes (Czech Republic)
- Unit 5: Ports, Transportation & Accommodation (Philippines)
- Unit 6: Greetings, Gestures & Customs (The Gambia)
- Unit 7: Landmarks, Activities & Things to Do (Italy)
- Unit 8: Music, Popular Culture & Famous people (U.S.A.)
- Unit 9: Preparing for Your Final Presentation
- Unit 10: Preparing Your Power Point Presentation

B. Country Selection

This is what makes Tell Me About It! unique to the majority of other textbooks on the market today. At the beginning of the semester, each student is asked to choose three countries that they have interest in traveling to or learning more about. It is then the teacher's responsibility to narrow the selections down to one country per student. Ultimately, each student will have a country different from their peers that they will be focusing on throughout the semester.

C. Journal

The research journal (included with the book) is an integral part of Tell Me About It! It is a small, 8-page pamphlet that includes five research questions per page related to units 1 through 8 in the book. Space is provided in the journal for the students to write their research information. Each student is responsible for keeping their own individual journal and completing their research outside of class during the semester. The research information in this journal will then be used when the students prepare for their final presentations.

D. Vocabulary Vault

The vocabulary vault is included in all ten units. The vaults in units 1 through 8 each offer 30 vocabulary words that are relevant to the topics covered in that unit and each are accompanied with Korean translation. The audio CD (included with the book) offers an American accent and pronunciation of each word in English, which can be listened to and repeated by the students in the classroom.

E. Dialogue

A running dialogue appears in units 1 through 8. Each dialogue is focused around the topics, vocabulary words and research questions from the prior unit. Therefore, each student will have their own unique answers to share when practicing the dialogues with a partner in class. The audio CD provides two additional American accents, one male and one female.

F. Hot Seat Activity

Hot Seat is an in-class activity that works best with a group of three to five students, preferably facing each other. One student in the group is on the "Hot Seat." Using the research questions (found in the book and journal), each of the students in the group will take turns asking the H.S. student one of the five questions. The H.S. student will answer using a complete sentence with information they have already researched before class. The questions continue until all of the research questions have been asked and answered. Then, Hot Seat changes to a different student in the group. This method continues until each student in the group has been on the Hot Seat. Although the students are using the same formulaic questions and answers, each student has something different to report and share with their peers. This is a great activity that helps students warm up on their own at the beginning of class as well as valuable speaking practice in front of their peers describing their research information that they will be using in their final presentation.

Example:

Student 1: Where do you want to travel?

H.S.: I want to travel to Nepal.

Student 2: Where is Nepal?

H.S.: Nepal is in Asia. It is south of China.

Student 3: What nationality are people from Nepal?

H.S.: People from Nepal are Nepali.

G. Final Presentation

This is where the rubber meets the road! After a semester of research, Hot Seat, in-class discussion and bookwork, the students are ready to put their research to good use. Following Unit 9, students will learn how to prepare a good hook, an outline, a storyboard, and manageable note cards. Unit 10 is designed to help students who do not have a lot of experience making a Power Point presentation. The size and clarity of photos, size, color and placement of text, flow of information, where to stand and how to deliver are all covered in this unit to help create a visually stimulating, entertaining and informative presentation.

At the end of the semester, each student will give a short 5 to 10 minute presentation about the country they have been researching. It is here that the students become the teachers, each sharing a culmination of newfound knowledge with their peers. Think about it, if your class has 20 students, then that's 20 different countries that have been researched, talked about and presented on throughout the semester.

III. Level

Tell Me About It! can be used with a variety of levels of proficiency. I have personally used this book in a mixed-major class, which included freshmen, sophomores, juniors and seniors. It is recommended that the students have a competency level of at least 4, which is low intermediate. If the book is teacher-guided a wide range of levels can enjoy using this textbook. However, the students must be mature enough to have an interest in travel and/or learning about world geography, countries and cultures.

IV. Theory

Tell Me About It! most closely follows the CLT (Communicative Language Teaching) method and David Nunan's 5 features of CLT (Nunan, 1991), which are:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

Many of the activities found throughout *Tell Me About It!* follow those commonly used in communicative language teaching, and include the following: interviews, information gap, grammar quizzes, pair-work, group-work and learning by teaching. The 3 P's are also well represented in this book, which are: presentation, practice and production.

V. Conclusion

It is important for teachers to give students voice, especially in the current educational climate, which is dominated by standardization and testing (Simmons and Page, 2010). Currently, there are few resources available on the market today that allow students to actively make a choice in what they study in a classroom setting. While *Tell Me About It!* is indeed guided, because of the students ability to choose their own country to research the information discussed in the classroom changes from student to student, class to class and year to year. It is a unique textbook that helps the teacher elicit personalized information from each and every student in every class. As students become more comfortable and confident with their ability to describe things, even simplistically, they can feel the power of communication in a second language and can be proud of making another step forwards in language fluency.

References:

- Amber, Simmons (September 2010). Motivating Students through Power and Choice". *English Journal* 100 (1): 65–69.
- Nunan, David (1991). Communicative Tasks and the Language Curriculum. *Tesol Quarterly* (25)2. pp. 279–295.

The Author

Stephen Walker has taught English in South Korea since 2000 and is presently teaching at Hoseo University, in Cheonan City. He has a B.A. in Journalism and Mass Communications and an M.A. in TESOL. *Tell Me About It! Before You Get There* is his first self-published textbook and he is currently working on *Tell Me About It! 2 What Are You Doing?* Email: lattitude_adjustment@hotmail.com. Website: www.lattitudepublishing.com.

--- ooo ---

EFL Role Plays for Fun and a Broader Perspective

Stewart Gray

Baekseok Culture University, Cheonan, and
Dankook TESOL Graduate School, Jukjeon

Abstract

Role plays can be an effective and engaging way to encourage students to talk with each other in English. Depending on the particulars of the 'roles' students take on, role plays can also provide students an opportunity to step into the shoes of someone in a very different situation from themselves. Going beyond the standard doctor/patient and hotelier/guest dialogs, a good role play can encourage students to imagine themselves as someone of a different cultural background, age, and gender, and help them broaden their perspectives while enjoyably practicing English. This presentation details the course contents of a beginner/lower-intermediate level undergraduate class of 'English role play' at a Korean university. In this class, a broad variety of role plays were employed, ranging from basic conversational situations to more socially and culturally complex scenarios. Included in the presentation are the insights gained by the presenter into the design of engaging role play activities that can be effectively employed with students of various levels in classes large and small, as well as advice on grouping students for role plays, ways to encourage students' creative spoken English use, and observations made of students portraying the roles of people of very different backgrounds from themselves.

I. Introduction

In the English as a foreign language (EFL) classroom, the use of 'role play' activities can be an effective way to encourage students to speak together in English and practice useful, situational language and communication skills. However, it can be challenging to produce role play activities that will encourage English speaking among students who share a first language aside from English, especially those whose confidence in speaking English or investment in study is not strong. Therefore, role play activities must be made as engaging and accessible as possible. Furthermore, as it is a teacher's responsibility not simply to transmit the course contents to students but also to help them critically engage with the world in which they live (Freire, 1970), role plays can provide a useful opportunity for students to take on the roles of people very different from themselves, and thus have the chance to raise their awareness of social issues.

The purpose of this writing is to recount details of a fifteen-week course of 'English role play' conducted at a Korean university with two classes of around thirty beginner to lower-intermediate level EFL students, and describe the insights gained by the author during this course, promoting enjoyable English use by students amongst themselves, and using role play activities to draw students attention to complex issues and encourage discussion. The course was conducted without a textbook or pre-made curriculum, with the class topics being derived entirely from student-suggested topics (Table 1) and based on teacher-produced materials.

II. Insights into the use of role plays for EFL practice

The following is a summary list of advisory points derived from the author's teaching experience that may be of use to teachers of EFL hoping to use role plays and/or design an EFL course curriculum that employs or is based on role plays.

A. Allow student input into role play topics.

In order to invest students with greater responsibility for their own studies and avoid a situation wherein the course content is imposed from above by the teacher, it is

advisable to give students the authority to select the situations on which to focus for role play activities. In the case of the English role play course that forms the basis of this writing, this was done twice; once in the first class of the semester and again immediately following the mid-term assessment. In both cases, students were invited to write topics they would like to cover on the board, after which the teacher recorded their suggestions and planned all following classes to accommodate students' wishes (Table 1). Students were also invited to contact the teacher at any time if they wished to make another suggestion. The suggestions ventured included basic conversational scenarios such as booking a hotel and more complex scenarios such as arguing with a friend. This mix of ideas lent itself to a diverse and engaging course without need for a textbook. It also allowed the author to feel confident in the appropriateness of the course materials for the students' level and interests.

Table 1: Course contents

Week	Class topic
1	Self-introduction
2	Hotel reservation
3	Speaking with a doctor
4	Shopping
5	Fighting with ones friends
6	Job interview
7	Pre-test review
8	Mid-term assessment
9	Tour guiding
10	Being young and old
11	Cultural exchange
12	Teaching a class
13	Problems of daily life
14	Persuading others to agree
15	Final assessment

B. Allow students appropriate time to prepare what they will say, without compromising spontaneity.

One of the author's foremost ambitions in conducting an English role play course was that students of all levels would be encouraged to engage in relatively free conversation in English with their peers. For those students of relatively low English proficiency or low investment in the class, this was a challenge. A simple solution would be to allow students who lacked the confidence to speak without support to script what they

would say in advance and then refer to these scripts when conducting the role play. The disadvantage of this is that it may preclude free conversation. To address this, the author ensured to give students ample opportunity to practice together with scripted versions of the sorts of conversations that were the focus of the class each week, and to individually brainstorm their ideas, after which students would be asked to engage in a role play activity with their peers and would not be allowed to refer to their notes during this time. Time limits were particularly effective in managing both preparation and role play English use. Students were generally able to engage in unscripted English conversation of a simple nature, given sufficient language preparation beforehand, with 1-2 minutes of time to roughly prepare their ideas. In the case of longer and more complex conversations, the author found students more willing to speak together in English (as opposed to Korean) if a clear time limit for the conversation was given, with three or four minutes being about the natural limit for the students in this case.

C. Divide time between activities that call for frequent team changes and those that do not.

In designing activities for this course, the author hoped that the fundamentally collaborative nature of role plays would lead to students of lower proficiency benefiting from communicative interaction with students of higher proficiency via the zone of proximal development (Vygotsky, 1978). However, on observation, a number of students in the author's class appeared often to group together and collectively disengage from class activities. Out of concern that these students were not benefitting from opportunities to speak English, the author designed a series of role play activities that called for frequent group changes, such as one-on-one conversational activities (Image 1). In such activities, students would be grouped into pairs, and they would choose either to take the role of 'A' or 'B', after which the author would reveal the roles to which these letters corresponded, give students 1-2 minutes to quietly prepare themselves, then instruct them to begin the role play. After the author observed that the student groups had all finished, usually after around two minutes, he would instruct the students to change partners

according to letter (ie. A's stand up and change, B's stay seated). The author found that this highly frequent changing promoted English use among students who, had they been left to sit where and with whom they wished, may not have used English at all, as upon changing they would find themselves partnered with more confident students who would give them assistance. To facilitate this, it was necessary for the author to observe students during partner changes to ensure that they regularly collaborated with new partners rather than consistently with the same people.

However, particularly for activities involving longer sessions of speaking, such as teaching, tour-

Figure 1. Shopping role play presentation slide (course week 4)

Where: ABC mart	
A	B
Tired ABC mart worker	Angry man
What to do: -Angry man would like shoes (size 265). -The good shoes are 50,000 won. -Angry man only has 45,000 won. ("Too expensive!")	

guiding, or cultural exchange, students expressed a strong preference for collaboration with classmates to whom they felt close. In order to accommodate this preference, the author employed one of two types of activities for such topics; small group activities wherein one person would take on a role and the others would act as an audience (eg. teacher, tour guide) with each student taking a turn in the lead role, and short performance activities wherein students would collaborate to prepare a script, memorize it, and then perform for the class. Such activities also provided students the opportunity to collaborate enjoyably with their close associates, and this too benefitted those with less confidence in English, as those in their group with greater confidence provided them with the language assistance necessary to facilitate their participation. These activities were found to work best when the goals for

successful participation were clear (eg. after preparation, to teach a topic of your choice to your peers in English for five minutes).

D. Vary scenarios, and build characterization into roles.

When role plays were short and conversational (Image 1), and thus to be practiced many times, variety was a major factor in maintaining student interest. This was achievable by varying the specifics of the scenario, such as setting and objectives, and also by encouraging students to adopt particular characters. Thus, the author would often include highly specific character traits in the role descriptions, such as age, gender, job, and disposition (eg. angry, tired). Not all students played these roles in their full detail, but those who did often derived great enjoyment from portraying a person much older or younger, or of a different gender or nationality from themselves. Also, including details in the scenario to act as obstacles (such as a lack of the necessary funds to purchase the item as in Image 1) encouraged students to be spontaneous and explore ways of solving problems using English. On the author's observation, a huge variety of approaches to using English for overcoming the obstacles were employed by different pairs of students.

E. Employ scenarios that require students to consider the social position of others.

Among the topics that students suggested would be good for inclusion in the curriculum were a number of complex topics such as "culture exchange" and "elderly life". Both of these correspond to current issues in Korean society, namely rapidly increasing multiculturalism (Lee, 2014) and a rapidly aging population (Lowe-Lee, 2009). The author viewed these suggestions by the students as an opportunity to tackle these complex topics through the means of role play activities. Thus, in the tenth week of class, students were asked to choose from among a number of age groups, including high school age, adults aged 30-45, and the elderly, after which they prepared and performed a script with the goal being that it would highlight the issues facing people in these age groups in Korea today. With close to no input from the author, students performed scenes in English with themes such as loneliness and isolation

among the elderly, high pressure examinations for high school students,

A	-Young Korean person. -Speaks Korean and English
B	-A's romantic partner, from Canada. -Speaks English, no Korean.
C	-A's parent, 55 years old. -Speaks Korean, no English.
Situation	
-A and B are going to get married. -B and C have never met before. -A must tell C the news about the marriage. -B and C must learn about each other.	

Figure 2. Cultural exchange role play presentation slide (course week 11)

and the financial burden placed upon those in their thirties and forties.

The following week, students engaged in role play activities designed to encourage them to consider the increasing multiculturalism of South Korea, both from the perspective of Koreans and immigrants to Korea. As part of these activities, students had to take on the role of people of different ethnic and linguistic backgrounds from themselves and interact with others as such. Some such activities were relatively restricted, providing the nationality, linguistic capacity, and relationships of all characters, and the goals of the scenario (Image 2), others were more open, giving students the chance to design their role before performing it. In many activities, use of Korean by some characters was required, which gave some students (particularly those of lower English proficiency) relief from the burden of speaking constantly in English, and gave others the chance to take on the role of interpreter. Scenarios included informing one's parent of one's romantic involvement with an immigrant (Image 2), purchasing items in stores with the added difficulty of a language barrier, and having an open conversation about how life in Korea has been while acting as immigrants who have been resident in Korea for a greater or lesser number of years.

Throughout these two weeks in particular, students engaged with the roles they had to

play with enthusiasm, alternating voice tones and dispositions, mixing languages, and imagining and expressing the views of people very different from themselves. For the author, this confirmed the usefulness of role-playing not only for encouraging enthusiastic English speaking practice, but also as an opportunity for the introduction of serious, critical issues into the EFL classroom.

References:

- Freire, P. (1970). *Pedagogy of the oppressed*, New York, NY: Herder and Herder.
- Lee, C. (2014, July 30). Koreans not ready for multiculturalism, *Korea Herald*. Retrieved from, <http://www.koreaherald.com/view.php?ud=20140730000857>
- Lowe-Lee, F. (2009). Is Korea ready for the demographic revolution?, *The KEI Exchange*. Retrieved from <http://www.keia.org/sites/default/files/publications/04Exchange09.pdf>
- Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes*, Cambridge, MA: Harvard University Press.

The Author

Stewart Gray is an English teacher currently employed at Baekseok Culture University, with extensive experience of teaching young EFL learners in public and private institutions. He received his CELTA from Newcastle College, England, and his MA TESOL from the Dankook University TESOL graduate program in Jukjeon, Korea. He is also the current organizer of the Seoul KOTESOL reflective practice SIG. He has been teaching in Korea for six years. His research interests include language, identity, motivation, critical thinking and reflective practice. *Email: ec_391@hotmail.com*

--- 000 ---

Crowd-sourcing: The Perfect Youtube Lesson

Benjamin McBride

Dongguk University, Gyeongju, South Korea

Abstract

This workshop will allow participants to explore the challenges and benefits of using

the online video portal Youtube.com as the foundation for EFL lessons. I have developed an approach that seeks to exploit the naturally engaging medium of Youtube while maximizing the educational value. In the workshop, we will seek to refine and improve upon this approach and share ideas for catering lessons to different teaching contexts. All ideas will be compiled and emailed to participants following the workshop.

I. Introduction

The Internet is full of free video content, but very little of this content is useful in its basic form as instructional materials for EFL students. The speed of conversations, vocabulary level, and the amount of idiomatic language make most of the videos on Youtube and other video portals inaccessible to our students. Over the past six months, I have been developing lessons based on a range of Youtube channels that I feel would be of interest to my students, scaffolding the content to make it understandable and creating engaging activities that can be done at home or in the classroom. In the process of creating these materials, I have learned many lessons about how to take advantage of the interesting content while still providing practical English language instruction.

II. Benefits of Youtube Content

A discussion of why Youtube content is beneficial is an important starting point, as the lesson design should be focused on maximizing these benefits. Perhaps the greatest advantage is *authenticity*. Videos on Youtube are normally created by "real people", and done with minimal editing. This makes them more engaging, and means that the language in the videos more closely mirrors authentic speech when compared with TV shows or movies. Another significant advantage is *variety*. The various video styles and topics give instructors endless options for activities and lesson styles. Also, the variety of people featured in the videos can enhance our students' exposure to World Englishes.

III. Choosing the Right Video

There are several factors to consider when choosing a video for an EFL lesson, some more obvious than others. The length of the video is important, depending on the age and

proficiency of the learners, as well as the objectives of the lesson. It is also important to consider how many people are featured in the video. Watching a conversation involving several people can be overwhelming for less proficient students but can offer an important challenge for more advanced students. It can also be used to highlight turn-taking and other conversation techniques. Videos involving a single speaker are more appropriate for highlighting vocabulary and idiomatic expressions. A related factor is whether the video is scripted or not. A scripted video is typically easier to comprehend in terms of speaking speed and diction, while an unscripted video is more authentic both in terms of speed and language use.

IV. My Approach

The lessons that I have been creating over the past six months are intended to be used by any EFL teacher who wants to use them. I have therefore tried to keep a consistent format for each lesson, naturally resulting in somewhat generic activities. Any part of the lesson could easily be swapped out or supplemented with something more suitable to your teaching context. My lessons include the following elements. A) *Warm up*. Two questions designed to draw out prior knowledge and engage students with the topic of the video. B) *Preview Vocabulary*. Students are given a list of 10-15 vocabulary words in the video and asked to sort them according to how well they already know the words. C) *Watch the video*. A script is provided, so students can watch with or without reading along. D) *Match vocabulary*. Students match vocabulary words with definitions, using the script for context. They are also given additional sentences containing the vocabulary words, for extra context. E) *Native expressions*. Three idiomatic expressions are highlighted, with explanation and examples. F) *Complete the script*. Students are presented with the full script, but the vocabulary words have been removed. Students fill in the blanks with the help of a word bank. G) *Discussion*. Students discuss three questions related to the contents of the video. H) *Journal*. Students choose one of the discussion questions in part G and write a paragraph. This is meant as a homework exercise.

V. Conclusion

Moving forward, I am most interested in how instructors would adapt my lesson template to their classrooms and students. Also, despite my need to adhere to the self-imposed limitations I have set on my lesson design, I believe there is room for more creativity in my own approach. It is my hope that my work with Youtube content in EFL classrooms will give you some ideas that you can take home to your classrooms. I also hope that this workshop will serve as a platform for crowd-sourcing our creativity, inspiring each of us to think outside the box and use video content more effectively and creatively in the future.

The Author

Benjamin McBride has been involved in EFL for nine years. He has lived and worked in South Korea since 2011, as a teacher, trainer, and content developer. He is currently an assistant professor and Dongguk University in Gyeongju. Benjamin also serves as the Secretary for the Seoul chapter of KoTESOL. Email: donggukben@gmail.com

--- 000 ---

Stepping Up for Self-Improvement through Self-Observation

Christopher Miller

Daeil Foreign Language High School, Seoul,
South Korea

Abstract

Farrell (2014) borrowing from Richards (1990) defines self-observation as "a systematic approach to the observation, evaluation, and management of one's own behavior." The presenter engaged in a self-observation mini-action research project aimed at gaining awareness of and getting insight into the following areas: a) optimizing the efficiency and clarity of teacher talk, b) optimizing student production, c) optimizing cognitive load considerations during classroom instruction, and d) maximizing student processing. The presenter audio recorded two different sessions of the same lesson focused on making transitions between body paragraphs in a persuasive essay for high-intermediate EFL learners in a high school setting. This presentation will detail the results

of the mini-action research project through discussing a variety of frequency counts (Perry Jr., 2011) related to interaction patterns, lesson modifications following an analysis of the first recorded lesson, as well as insights related to both instructional design and levels of student comprehension of key instructional objectives. Following this discussion, participants will be invited to design a personal mini-action research project involving self-observation. Near the end of the presentation, the presenter will address time and planning considerations.

I. Background, Lesson Objectives, and Research Questions

The author in an attempt to gain a better appreciation of his practice and stimulate insight for future lesson planning and professional development engaged in a self-observation mini-research project. This project was largely lacking academic rigor. Rather, the focus was on discovering what practical benefit, if any, might result from audio-recording personal teaching practice. With these considerations in mind, the author recorded two sessions of the same lesson (i.e. same objectives, same materials) with different groups of students in the same week of March 2016.

The lesson entitled Transitions was the fifth lesson in a ten lesson unit focused on the standard five paragraph persuasive TOEIC/TOEFL essay, which all teachers instructing students in the conversational English class at the school where the author is currently employed were required to teach in the standard curriculum. The objectives of the lesson were: a) students will be able to recognize four types of transition devices; b) students will be able to produce a competent transition in a group setting; and c) students will be able to produce a coherent body paragraph involving a complex transition.

The author, in collaboration with his team of teachers, devised four possible transitions devices between body paragraphs which students could draw on. 1) Simple: this involves using phrases like: first, to begin with, next. Students were advised that transitions like these may lower their grade if used during assessed assignments. 2) Extension: with this device learners can combine themes from body paragraphs to transition to the topic

sentence of the next body paragraph. A standard example is: exercise not only burns fat, it can also make you smarter. 3) Abstraction: using more abstract language, perhaps to summarize ideas from the previous two body paragraphs. A standard example is: exercise not only benefits you physically, it also has cognitive rewards. 4) Creative: Students could integrate a variety of rhetorical devices when making a transition, such as chiasmus, rhetorical question, alliteration, etc. A standard example is: after all that hiking, wouldn't you be hungry? The area around Jirisan offers a wide variety of excellent restaurants.

The first (50 minute) lesson, initially, had the following sequence:

1. Lecture on the four transition types (approximately 5 minutes)
2. Students engage in a matching activity in groups of either three or four. The activity is then de-briefed in a whole class setting. (approximately 5 minutes)
3. Students view a series of transitions and must label each item with the correct transition type. The activity is then de-briefed in a whole class setting. (approximately 3 minutes)
4. Students produce a transition in groups of three or four, following this students will share answers both with the teacher and a whole class setting. Additionally, the teacher may suggest editing either during or after the composition process as warranted. (approximately 15 minutes)
5. Students will compose a body paragraph which must have a transition. This time is required due to the standard curriculum all teachers for the conversational English class must follow (approximately 20 minutes—allowing a few extra minutes to prepare students for the writing task)

With these considerations in mind, the author considered the following items when analyzing the discourse patterns of the first recorded session:

1. What are the opportunities to maximize student production?
2. What are the opportunities to optimize considerations related to cognitive load for students?

3. How can the author enhance the efficiency of his presentation (i.e. talk less, while heightening clarity)?
4. What are additional opportunities to optimize student processing of content related to the lesson objectives?

II. Initial Recording

Question 1 (student production): Few additional opportunities were noted here. One issue observed concerned the author's tendency to read examples from the lesson materials that students were capable of reading.

Question 2 (cognitive load): There were a series of limitations in the first lesson discovered by the author. There were few visual scaffolds present when the author was discussing concepts which are potentially confusing for students. For example, the difference between abstraction and extension forms of transitions. Students asked questions about the previous item as well as the grading criteria of assessed writing, for example, is it necessary to use all transition types? There was a lack of comprehension checking questions (CCQ) used by the author to ensure students' understanding. Also, the author tended to challenge students during the production phases of the lesson with terms such as [you should make] "an amazing transition." Perhaps, this put stress on students and implied they should exclusively use creative techniques when making transitions—something which was not required. Also, the author realized the first activity of the class was lecturing (approximately five minutes). A warm-up activity can help to activate prior knowledge and schema, thus preparing students better for subsequent instruction.

Question 3 (efficiency in teacher presentation): This question is the most amenable to direct analysis. Using a grounded theory approach (Perry Jr., 2011), the author after reading through the transcripts and engaging in reflective writing about the recorded sessions performed frequency counts for the following categories: 1) use of garbage words (GW), i.e. unnecessary language; 2) calls for students to be quiet(Q); 3) slang or use of language above students level (ASL); 4) repetition of items (RI); 5) reassurances to

students (especially when the author perceived students were not fully comprehending a concept—RS); 6) dismissive or disparaging comments to students answers or productions (DDC); and 7) sarcasm (S). The results are listed in the table below.

Table 1:
Frequency Counts for Teacher Speech Patterns in Observed Lesson 1:

What	Frequency Count
GW	17
Q	3
ASL	5
RI	16
RS	1
DDC	2
S	4

While several of these items may not have reached alarming levels. The presence of items such as DDC and ASL merit scrutiny. For example, the author once referred to a student production of a transition as "kind of weak." The author used slang twice which may potentially confuse the students, all of whom English is not their first language. Terms included: "super awesome;" and "freak out." Sarcasm could be divided further into a) playful, which may have heightened rapport in the classroom and b) sarcasm indicating the author's disappointment in student production (i.e. a preference for presumably easier extension forms of transitions over presumably more challenging creative forms of transition).

Question 4 (student processing): Few opportunities were noted here, other than that students could read worked examples (Sweller, Clark, and Nguyen, 2006) out loud, instead of the teacher.

III. Modifications Implemented for the Subsequent Lesson

Upon reflection and analysis, a series of changes were implemented for the next audio-recorded lesson. First, a simple warm-up activity was devised. Given time constraints, the author chose a word search utilizing key words from the previous lesson which students were instructed to complete as quickly as possible in a group setting. While acknowledging the limitations of this modification, this was done to briefly activate schema and orientate students to the lesson.

Additional powerpoint slides were produced to give students visual scaffolding to explain the difference between simple and complex (i.e. extension, abstraction, creative) transitions, and a powerpoint slide illustrating a series of worked examples for abstraction forms of transitions, and worked examples involving fading (Sweller, Clark, and Nguyen, 2006) were produced to help strengthen mental models for students prior to actually producing a transition in a group setting. The instructor also attempted to eliminate any DDCs about students work, eliminate ASL, as well as only use playful sarcasm. Additionally students read 3 more worked examples through whole class choral reading instead of the instructor. Immediately before the beginning of the 20 minute writing, the teacher asked a series of CCQs about the appropriate sequence and structure for composing a body paragraph to help, albeit in a small way, strengthen students' mental models prior to performing the task.

IV. Second Recording

As the nature of this mini-action research project made analysis of questions 1, and 4 rather difficult to consider quantitatively and question 2 has largely been addressed in the previous section, I will only address question 3 in this space.

Comparing frequency counts related to efficiency in teacher presentation, there were substantial shifts observed between the two lessons:

Table 2:
Frequency counts for Teacher Speech Patterns for both Lesson 1 and 2

What	Frequency Count Lesson 1	Frequency Count Lesson 2
GW	17	4
Q	3	3
ASL	5	2
RI	16	18
RS	1	3
DDC	2	0
S	4	4 (all playful")

GW, ASL, DDC, and the less productive forms of sarcasm were greatly diminished in the 2nd

lesson. This may be a result of conscious attending due to deliberately choosing to record the session—perhaps a self-induced "Hawthorne effect (Perry, Jr., 2011)." The word count length, including both teacher and student utterances, of the transcript was greatly reduced from 2,913 for the first lesson to 2,348 for the second lesson. It remains an open question if such behavioral shifts were truly "acquired" or if backsliding will emerge in future lessons in the absence of recording or conscious awareness of recording.

V. Insight and Remaining Ambiguities

In many respects, this action research project gave the author a degree of insight into the "hidden area" of Johari's window (see Wright and Bolitho, 2007). For example, in the first recorded lesson, during a whole-class follow-up of a group work task, the author dismissed a student response with the words "Mike (not the student's real name) guessed wrong." That was meant as playful sarcasm, but clearly disregards the student's sincere effort to actively participate in class. During the analysis of the transcript, the author noticed one student made a comment about a teacher utterance when attempting to help a student produce a creative transition. The student told the teacher "you are a genius." Later, when assessing the student's work, the author noted that the student exhibited a lower quality of writing compared to his/her peers. Was such a statement a survival strategy on the part of the student? While no definitive answer is currently possible, the experience of the event accompanied by the lens provided through audio transcription and subsequent analysis allows the author to consider the possible source of the student utterance and gain a heightened sensitivity to the possible motives behind student behaviors during class.

Recording and analyzing transcripts also made the instructor aware of student misunderstandings of the lesson content. When students were producing transitions, the teacher noticed that some students were often failing to establish a connection between the body paragraphs when writing a transition. Instead students were producing a sentence that seemed like an introduction to the topic sentence. While I did recognize such events when I initially checked students' written compositions during class, the process of transcribing and analyzing the transcript of the

lesson made the author more aware of this deficiency in understanding and fostered further reflection on strategies to prevent such misunderstandings in the future.

There were questions which emerged during the process of reflecting on the recorded lessons. The questions were not answered in a satisfactory, nor principled manner by the author. Some unresolved questions include: 1) Did the teacher excessively challenge students during the production phase of the lesson by prodding students to produce "amazing" transitions, given this was the first lesson students were exposed to the framework for producing transitions? 2) Should the teacher have made greater use of CCQs? 3) Was there an over reliance on Initiate-Response-Follow-up (Ellis, 2012) sequences by the teacher? And, finally 4) Was the teacher repeating himself excessively during class—or was it necessary to ensure students comprehended important pieces of information in the lesson? As many have previously noted, research gives rise to more research questions.

VI. Conclusion

The author conducted a mini-action research project to probe the possibilities to enhance the effectiveness of key points of his teaching. The experience helped enrich subsequent lessons, and greatly streamlined aspects of the teacher's oral presentation, as well as make the author more aware of a series of personal blind spots. Deliberate forms of self-observation, regardless of scale or scope can provide a wealth of insight and useful data for the motivated educator.

References:

- Farrell, T.S.C. (2014) *Promoting teacher reflection in second language education: A framework for TESOL professionals*. New York: Routledge.
- Perry, F. (2011) *Research in applied linguistics: Becoming a discerning consumer*. New York: Routledge.
- Richards, J. (1990) Beyond training: approaches to teacher education in language teaching. *Language Teacher* 14: 3-8.
- Sweller, J., Clark, R., and Nguyen, F. (2006) *Efficiency in learning: Evidence-based*

guidelines to manage cognitive load. San Francisco: Pfeiffer.

Wright, T. and Bolitho, R. (2007) *Trainer development*. Lulu.

Ellis, R. (2012) *Language teaching research and language pedagogy*. Wiley-Blackwell.

The Author

Christopher Miller currently works as the NEST head teacher at Daeil Foreign Language High School in Seoul. He holds a MEd in TESOL from Shenandoah University, Virginia, USA. Christopher's research interests include quantifying the benefits of reflective practice. Christopher can be contacted at cmiller112@su.edu.

--- 000 ---

Speed Dating English: One Topic, Many Partners

Gunther Breaux

Hankuk University of Foreign Studies, Seoul,
Korea

Abstract

ESL classrooms are filled with smart students who can pass standardized English tests but cannot carry on an English conversation. Why? Because the education system places English language knowledge at the top of the pyramid, rather than English ability. A university education should be preparation for life, and life is not a grammar test.

This presentation is about conversation-based learning. Conversation is the class and the test – there is no smaller unit. There is no role playing or presentations. Conversation is the engine of acquisition and improvement. By giving students a personally-relevant topic (Me), they are tricked into speaking. By giving them many partners (speed dating), they are tricked into speaking a lot. One topic and many partners provide the focus and repetition needed to improve a skill. The bigger the class the better. Bigger classes mean more variety and more repetition.

The speed dating class will be detailed from first-day placement test to last-day improvement data. The placement test assesses ability, the book (covered at home)

provides speaking preparation, speed dating (a new topic every week, a new partner every seven minutes) provides repetition and variety, while the better speakers provide gentle language gain. As conversational ability improves, listening, pronunciation, grammar, vocabulary and confidence improve as a byproduct. Academic skills are improved because conversations include: for example, first, second, third. This also improves writing. The transcribed conversation test completes the circle. Each student gets extensive personal feedback and error correction, and teachers get accurate grading and improvement data.

I. Introduction: the WHY

My goal is to change your mindset. The HOW of speed dating is easy. How do you lose weight? Easy. Eat less. But unless the mindset is changed, nothing is changed. Therefore, I emphasize the WHY of speed dating.

The WHY of speed dating is answered with these three questions:

1. Is speaking ability important? Yes. Speaking ability is how you get a job. It's how you get through customs at the airport. Sports announcers are not the best former athletes; they are former athletes who are the best speakers.
2. Is speaking ability an academic skill? Yes. The ability to express yourself clearly and confidently is both an academic and a life skill. Success in life does not depend on how much you know; it depends on how well you can express what you know.
3. Can English ability be increased without increasing English language knowledge? Yes, absolutely YES. If English language knowledge increased speaking ability, then the best English speakers in the world would be Asians with PhDs in English, and they are not.
4. Conversation is the one, absolute, essential English skill. Simply put, without conversation there is no long-term language acquisition. First, conversation is the glue that holds the other skills together. Without the interest and personal relevance of conversations, the other skills just don't stick. They are just

long-term, short-lived chores that soon evaporate. Second, with sufficient speaking, conversation is just the tip of the improvement iceberg. Listening improves in equal measure. Pronunciation, grammar, vocabulary (and life-changing confidence) improve as a by-product. Third, conversation should be the goal. Clear, confident speaking ability is the highest academic skill, not the lowest. A world expert who cannot express their expertise in conversational terms is useless. In a perfect world, university seniors would not graduate until they had conversational ability in their major.

After 20 years of hearing very smart university freshmen with 10 years of English education say "My brother, she is in army," I am jaded over the beneficial effects of English language instruction for improving speaking ability. The orthodox response is, "Well, they would not make that mistake on a written test, otherwise they would not be admitted to a university." Precisely. Ten years of English education and a 50-50 chance (flipping a coin) did not give them the speaking ability to get he and she correct.

Most Korean and Japanese university freshmen are advanced students, but beginner speakers. What they require is the same thing that a first-time ice skater requires: step aside and let them go. A first-time ice skater will show dramatic improvement after only an hour or two. And a beginning speaker will likewise show dramatic improvement in one semester if teachers just step aside and let them speak. Last semester, my freshmen students had an average of 52% improvement in speaking ability. Are they great speakers? No. But they are vastly improved speakers. This presentation explains how their improvement came to pass.

II. Conversation-based learning: the HOW

This is conversation-based learning. Conversation is the unit of integration, assimilation and internalization. Put another way, it's the engine of interest, acquisition and improvement. There is no in-class language instruction. That is what the book is for, and they do the book at home (flipped learning). Any instructions for class or feedback from class are sent by email. Conversation is the

class and the test – there is no smaller unit. Here is why conversation is by far the best classroom activity:

1. It is personally relevant.
2. Instructions are needed only once.
3. Each student speaks 50% of the time.
4. The odds are 50-50 that a student's partner is a better speaker.
5. Better speakers are a source of both model behavior and language input.
6. The conversation test completes the circle. Students get extensive personal feedback and teachers get accurate grading and improvement data.

In short, the greatest good for the greatest amount of students comes from the greatest amount of speaking. Any skill requires a certain critical mass to improve. A person does not get stronger doing one push-up a day, or by playing tennis for 10 minutes a week. It is the same with speaking ability. The amount of speaking that is done as an afterthought in the vast majority of speaking classes is just not enough. Speaking should not be a supplemental activity in a speaking class. Swimming is best improved in the water. It is more realistic. Likewise, speaking is best improved in conversations.

What about instruction? That's called 'a book' and they do it for homework. Most books contain audio CDs so students can practice pronunciation at will. Valuable class time is not used on anything that can be done at home. In short, the class is for student conversations. All language input is displaced outside the classroom. Language instruction in the classroom is an absolute evil because it usurps valuable speaking time. The greatest good for the greatest number of students comes from the greatest amount of speaking.

What about mistakes? The more, the better. A student saying perfectly "I'm fine, and you?" has improved nothing. Mistakes mean they have wandered outside their comfort zone to communicate – which is all to the good. A student who asks "What did you ate?" communicated. They stitched together words in real time to keep the conversation going. It is not a grammar class, it's a communicative class – and they communicated. A figure skater who never fell down is not a very good figure skater.

What about class size? Bigger is better. Classes smaller than 15 students lack the variety and energy needed. More variety enables more repetition, and more repetition means more improvement. Bigger classes mean there are more speakers who are better than you, and more students of similar ability. For improving a skill, repetition is the key, and bigger classes enable more repetition.

III. Placement test

How can you improve their ability if you don't know their ability? This is a 17-minute, multiple choice, listening test. Thus, it is practical, easy to give and grade, and very accurate. It measures micro skills that accurately predict the macro skill of speaking. It measures familiarity with English. Simply put, students who are good at prepositions (at, in, on), duration (for, since, during) and the sound of English (light-right, bat-bet, pad-fad, chew-zoo) are better speakers.

Any English test will delineate English ability, especially in classes with a wide spread of ability. This test is simple (just push PLAY), quick and accurate. However, the game changer is in how the test can fundamentally improve your teaching. Because you know their ability on the first day of class, the rest of the semester can be spent on improving ability rather than determining it. This changes everything. Your course and grading can be improvement-based rather than grammar-based.

Crucially, you do not have to waste midterm and final weeks (plus test-preparation and review weeks) on grammar-based tests to determine ability and provide grade spread. Such tests measure knowledge and cramming ability, not speaking ability.

IV. Speed dating

My energies do not go into grammar; my energies go into arranging the maximum variety of new partners. Thus, in a typical class students walk in, put their phone on the desk attendance sheet, look up at the board and find their seating and partner. I have class twice a week - one hour on Tuesday and two hours on Thursday - but for example purposes, I will use a two-hour class.

First hour - The first class is 7-minute speed dating. Students sit in pairs and switch

partners every seven minutes. Students master the basics with five to seven different partners. They get better and smoother at asking and answering the basic questions in the topic: What is your major? How do you get to school? How many hours are you taking? I want them going over the basics repeatedly to master them.

Second hour - Usually pair speed dating is repeated (with different partners). Also three-person, 15-minute conversations are used. These have more energy and variety, and this is balanced against the fact that students are speaking one-third of the time instead of one-half the time. In this second hour, to increase interest, students extend their conversations to include the more advanced questions.

V. Wide-spread grades based on improvement

The more homework students do, the more prepared they are to speak and the more their speaking improves. The homework I use is speaking preparation. Students are given examples and then they write what they will say and talk about what they wrote. Their speaking gets longer as they transition to answering conversation questions in academic format: Last weekend was awesome because of 1, 2, 3. My father is too strict because 1, 2, 3. I chose my major because of 1, 2, 3. Specific examples make any conversation academic. As they say, all politics is local and all conversation is personal.

While students are doing an alternate conversation activity, I gather their books and count how many pages of homework they did. I do not look at quality (subjective); I count quantity (objective). Counting homework gives me a 60 to 70-point spread, from about 100 to 40. Those are transparent, objective, wide-spread grades. The more homework students do, the more they improve, so this is improvement-based grading. In short, homework grades force students to do the book at home, prepare them for speaking, and provide wide-spread grades.

VI. Conversation test

A lot of speaking requires a way to test a lot of speaking, and thus we have a conversation test. The conversation test is not part of the class; the class is built around the test. A math

class has a math test, a history class a history test, and a conversation class must have a conversation test.

The test is simple: groups of three students have a 17-minute conversation about topics covered in their class. The test is recorded and students transcribe their speech. Using MS Word, the number of words each student spoke and the number of times they spoke is calculated and recorded by the student. From the transcribing activity, the students received extensive personal feedback and the teacher gets objective grading data. With a simple comparison of midterm and final test data, teachers can precisely measure students' improvement. This test both measures and improves speaking ability. And students do all the work.

Transcribing is the new mirror. For the same reason that every ballet studio and health club has mirrors, every speaking test should use transcription: self-monitoring and self-correcting feedback. Transcribing measures how much students do, not how much they do wrong. Now, teachers can directly and objectively measure speaking ability rather than indirectly and subjectively measuring the sub-components.

VII. Improvement

Last semester, there were three conversation tests, on weeks 4, 8 and 14. Every student had two different partners on each test, for a total of six different partners. Each student listed their total number of words spoken and average length of utterance on the top of their test transcripts. I entered the data on Excel, and then with a few keystrokes Excel calculated the improvement from the first and third test. The average total words increased 17%. Students were speaking more because they had fewer and shorter pauses. The average words per utterance increased 102%. Students were speaking in longer and smoother utterances. That is an average improvement of 52%.

Does improvement on these two objective measures represent real improvement? Yes. If a runner or swimmer goes 30% faster (something that is easy to measure), they are better. It is logical that the sub-components of running and swimming (muscular, physiological), which are difficult or impossible

to measure, have also improved. Likewise, the difficult-to-measure sub-components (intonation, pronunciation, listening comprehension, etc.) of speaking have also improved. Are these students great speakers? No. However, their speaking DID improve 52%.

In short, the first conversation test measures their ability and the second test measures their improvement.

Students get repetitive practice from speed dating and error correction and feedback from the conversation tests. What does the teacher do in class? As little as possible if the teacher is talking, students are not.

VIII. Final grades

What about grading? The homework checks give a grade spread of usually 50 points (preparation). The conversation tests also usually give a grade spread of 50 points (ability). (Often it is necessary to give everyone a morale-boosting A+ on the final conversation test to bring the final grades up.) What about improvement? Compare the midterm and final test data and you will get guaranteed improvement increases between 25% to 50%. It is guaranteed because they are beginning speakers, and beginners who do a lot improve a lot.

IX. Conclusion

Higher education means the ability to summarize and then express what you learned, in your own words. There is the rub. Without conversational ability, they do not have their own words. That is our job – to give them the ability to express themselves in their own words. Thus, conversational ability is not lowly casual but highly academic. In sum, speaking ability is important, it is academic, and it can be improved without increasing English language knowledge.

Conversation should not be a supplemental activity in a conversation class. Speed dating should not be an occasional rewarding classroom activity. Speed dating should be the class activity and the reward is improved speaking ability. Finally, any test – SAT, TOEIC, TOEFL, IBT, whatever – measures ability. This transcribed conversation test is solid gold. It both measures ability and improves ability. Do

not make this test part of your class, build your class around it.

The ultimate goal of a 10-year English education should not be to pass a multiple-choice grammar test. It is speaking ability.

The Author

Gunther Breaux has taught English conversation to Korean university freshmen for 20 years, over 10,000 hours. He is an associate professor at Hankuk University of Foreign Studies and the author of Jazz English university textbooks, which are sold in Korea and Japan. He is also the author of teacher's resource books and idioms books. His research interest is in Conversation-based Learning. Email: plangbro@gmail.com

--- 000 ---

Setting the Groundwork for Student Motivation: The Role of the Teacher

George E.K. Whitehead

The University of Suwon, Hwaseong, South Korea

Abstract

This workshop aims to discuss some of the key characteristics of a teacher that can either directly promote or destroy student motivation in the classroom. By guiding attendees through a series of reflective thinking activities, they will be able to evaluate their own characteristics, pinpoint possible issues, and create an action plan that can contribute towards long-term motivation in their learners.

I. Introduction

A common difficulty that teachers often face on a daily basis is dealing with learners who lack motivation; students that seem like they just don't want to be there, have no interest in learning and fail to participate in class. These students often lack a purpose for learning English and therefore reject it altogether. Various motivational theories have taken aim at the learner (e.g. self-determination theory (Ryan & Deci, 1985), self-efficacy theory (Bandura, 1997), L2 motivational self-system (Dornyei, 2005)) suggesting that motivation is a 'student problem' (Johnson, 2008). However, few studies have treated learner-

motivation as a 'teacher problem' (Johnson, 2008) and examined the role that the teacher may play in language learners' long-term motivation.

II. Research Background

Serving as microteaching instructor for Korean in-service public school teachers of English for over 5 years, the most common classroom difficulty that teachers reportedly faced was classroom motivation and management. In order to investigate these reported difficulties further, over 500 in-service teachers over the course of 5 years were informally interviewed, and then observed and recorded teaching a lesson.

III. Results and Discussion

The data uncovered that the most common approaches to motivating students tended to be motivating learners out of fear (i.e. of the teacher, of failure, or repercussions/punishment) or reward (i.e. candy, points, stickers). These approaches tended to lead to short term benefits but long-term failure in student motivation, leaving teachers feeling frustrated. Teachers who reported little or no difficulty motivating students tended to take a more humanistic approach, developing strong rapport with students, developing referent power and being excellent role-models of motivation themselves. What this data suggests is that setting the proper groundwork and environment for learner motivation is essential for long lasting student motivation.

III. Conclusion

Currently, many teachers look to motivational theories, classroom tactics or quick fixes to motivate their students, with little reflection on how they, themselves, are influencing their learners. In order for learners to be motivated long-term, it must stem from reasons within themselves (intrinsic). This intrinsic motivation can be fostered directly from the teacher, and how the teacher interacts with the learners. What this study has suggested is that if a teacher sets the proper groundwork and environment, motivating learners can be much easier; however if the wrong groundwork is set, the teacher will be fighting a constant uphill battle. Thus, in order to maximize the

efficiency of additional motivation strategies and tactics, it is crucial for the teacher to first understand their own role in providing the optimal situation for intrinsic motivation to develop and flourish.

References:

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman
- Dornyei, Z. (2005). *The psychology of the language learner*. US: Lawrence Erlbaum Associates.
- Johnson, L.S. (2008). Relationship of instructional methods to student engagement in two public high schools. *American Secondary Education*, 36(2), 69-87.
- Ryan, R. M., Connell, J. P., & Deci, E. L. (1985). *A motivational analysis of self-determination and self-regulation in education*. Research on motivation in education: The classroom milieu, (2),

The Author

George E.K. Whitehead is presently working at the University of Suwon in the Department of English Language and Literature, where he conducts undergraduate and graduate courses in language proficiency and teacher education. Email: prof.gwhitehead@gmail.com

--- 000 ---

Enhancing the ELT Classroom Using Psychology's Learning Theories

Josephine G. Angus

Namseoul University, Cheonan, South Korea

Abstract

These days, more focus and importance is given on identifying students' learning styles as a basis for providing responsive instruction. Students learn in different ways, and this study sets its goals on enhancing the ELT classroom using some of the learning theories in Psychology. Extrinsic factors such as the environment, rewards, punishments, and models are believed to be crucial for learning. On the other hand, intrinsic factors such as information processing, intelligence and the need for personal growth have proven their significance in learning. In the end, enhancing the ELT classroom is not achieved by adhering to a simple teaching formula. Rather, it is a balance between the students' learning styles

and varied teaching strategies that addresses the learners' needs.

I. Introduction

These days, more focus and importance is given on identifying students' learning styles as a basis for providing responsive instruction. Studies conducted by teaching and learning psychologists demonstrate how students learn better in certain settings with certain types of instructions and certain types of instructors.

Psychology defines learning as a relative permanent change in, or acquisition of, knowledge or behavior (Heffner, n.d.). Numerous theories present different perspectives on how people learner and how learning styles are influenced by various factors. This study sets its goals on enhancing the ELT classroom using some of the learning theories in Psychology.

II. Psychology's Learning Theories

Students learn in different ways. On the one hand, the operant conditioning principle views the learner as a reactive adaptor of the environment and the focus is primarily on observable behavior (Huitt, 2012). This method of learning occurs through rewards and punishments for behavior (Cherry, 2005). On the other hand, the information processing principle sees the learner as an processor of information. The three critical steps of information processing are attention, repetition and elaboration (Huitt, 2012). Moreover, Gardner's Multiple Intelligence theory confirms that students think and learn in a variety of ways (Smith, 2008).

From another perspective, the social cognitive theory focuses on learning by observing others. Learners are believed to acquire new behaviors and knowledge by observing a model (Hurst, n.d.). Another theory, the humanistic theory, maintains that each person seeks to grown psychological and continuously enhance themselves in different ways (McLeod, 2012). This theory encourages learners to talk about themselves and to express their feelings without neglecting class content. Its focus is on making the learner become more human through personal growth, self-acceptance and acceptance by others (Khatib, Tabatabaie & Sarem, 2013).

III. Conclusion

The psychology of teaching and learning helps us understand the social, emotional and cognitive processes that constitute learning throughout the lifespan (APA, 2015). Foreign language teachers must take on the task of humanizing language teaching (Khatib, et. al, 2013). In the end, enhancing the ELT classroom is not achieved by adhering to a simple teaching formula. Rather, it is a balance between the students' learning styles and varied teaching strategies that addresses the learners' needs.

References:

- American Psychological Association. (2015). *A career in the psychology of teaching and learning*. Retrieved from <http://www.apa.org/action/science/teaching-learning/education-training.aspx>
- Cherry, K. A. (2005). *Operant conditioning*. Retrieved from <http://psychology.about.com/od/behaviorpsychology/a/introopcond.htm>
- Heffner, C. (n.d.). All psych central's virtual psychology classroom. *Introduction to learning theory and behavioral psychology*. Retrieved from <http://allpsych.com/psychology101/learning/>
- Huitt, William G. (2012). Basic principles of learning for classroom teaching: Organizing concepts of learning from educational psychology. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [date] from <http://www.edpsycinteractive.org/topics/summary/basic-principles-learning.html>
- Hurst, M. (n.d.). Educational psychology. *Social cLearning theory*. Retrieved from <http://study.com/academy/lesson/social-cognitive-learning-theory-definition-and-examples.html>
- Khatib, M., Tabatabaie, A. & Sarem, S.N. (2013). *Humanistic education: Concerns, implications and applications*. Retrieved from <http://www.google.co.kr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CBwQFjAA&url=http%3A%2F%2Ffojs.academypublisher.com%2Fin>

dex.php%2Fjltr%2Farticle%2Fdownload%2Fjltr04014551%2F6111&ei=0alWVcV9hb6YBdPVgPgD&usg=AFQjCNGaMea2sUODx_ySPeVrxbGjaATZAQ&sig2=bLV6QGWSAxRT6FFUrs1YdQ&bv=vm=bv.93564037,d.dGc&cad=rjt

McLeod, S. A. (2012). *Humanism*. Retrieved from <http://www.simplypsychology.org/humanistic.html>

Smith, Mark K. (2002, 2008) 'Howard Gardner and multiple intelligences.' *The encyclopedia of informal education*, <http://www.infed.org/mobi/howard-gardner-multiple-intelligences-and-education>

The Author

Josephine Angus is an assistant professor of the Department of General Education at Namseoul University, Cheonan. Before coming to Korea in 2014, she had taught psychology and ESL courses in various universities in the Philippines from 2002. Angus completed her Master's degree in Psychology at the University of San Jose-Recoletos, and her bachelor's degree at the University of the Philippines. Her academic interests include student motivation and processes of learning. She can be contacted by email at angus.josephine@gmail.com.

--- 000 ---

Engaging the Learner –a Learning-oriented Assessment Approach to Developing Oral Skills

Simon Cosgriff

Curtin University, Perth, Australia

Abstract

Language learners are often criticized for not applying feedback from classroom-based activities in summative assessments, but whether this is solely the fault of the learner is in fact questionable. Carless (2007) warns that feedback is often ineffective because it is positioned too late in a syllabus and lacks meaningful opportunities for learners to understand and respond to it in due course.

This action research explored how the principles of learning-oriented assessment could be applied to an academic presentation

as part of the assessment for a direct entry program at an Australian university. The creation of an interactive process provided valuable opportunities for learners to reflect on and evaluate their own performance as well as equipping them to better understand teacher feedback. In addition to classroom tasks, the syllabus incorporated teacher-student interviews, self and peer-evaluation, and student-generated action plans to assist learners in better understanding the feedback process.

I. Introduction

In recent years, increasing numbers of students have been choosing Australia as a destination for tertiary studies. These students take advantage of pathway programs which allow for English language studies prior to entering mainstream studies at university. A common issue is that the learner's previous experience has been in an educational environment in which learning is directed by the teacher rather than explored by the learner (Cosgriff, 2014). This often results in poor performances on assessments as students struggle with unfamiliar tasks and marking criteria due to a lack of learner autonomy in the learning process. In summative assessments, students often fail to demonstrate that feedback from classroom activities and formative assessments has been understood by not responding to action points identified by the teacher (Cosgriff, 2014). However, the gap between formative and summative assessments is often narrow thereby not allowing for deep reflection on the part of the learner. Based on this, this action research was conducted to explore how the principles of learning-oriented assessment could be exploited to provide a more effective framework for allowing learners to understand the feedback process.

II. Context and Participants

This action research was conducted with two groups of learners studying in an English for Academic Purposes program at an Australian university. The first group involved thirteen learners at an intermediate level (Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) B1-B1+ level) from seven countries. The second group involved eighteen learners at an upper-intermediate level (CEFR B2) from

eleven countries. Both groups were required to give a presentation on an academic topic as part of the assessment requirements of the course.

III. Learning-oriented Assessment

Carless (2007) provides a model of learning-oriented assessment containing three interrelated components. In addition to assessments tasks being designed to enhance the learning process, students need to be actively engaged in understanding the requirements of the assessment along with the learners own performance. Finally, any feedback within a syllabus should encourage student learning and be timed to give student sufficient time to reflect on learning and address weaknesses.

IV. Research

In exploring how the principles of learning-orientated assessment could be applied to an academic presentation, the action research presented here focused on three areas of the learning experience.

A. Exploring learners' attitude to feedback

At the beginning of the research period, the learners were surveyed to explore their views on feedback and the learning process. The results revealed that the majority of the learners had had positive experiences with feedback previously and believed that it was an integral part of the learning process. With regard to the content of feedback, references to positive aspects of language use and suggestions for improvement were more favored than comments regarding negative aspects of language use. While there was a clear preference for feedback from the teacher, the majority of learners indicated that effective feedback could also be received from peers and self-reflection. An area in which the respondents did not respond positively was with regard to the learner's lack of experience in referring to the marking criteria when preparing for assessments. This would become an area of focus during the feedback process. Finally, in order to understand any feedback better, the learners expressed a desire to have a sample of their language use as well as an opportunity to discuss their performance with the teacher.

B. Implementing a more engaging feedback process

The views of the learners provided support for implementing a more engaging feedback process thereby promoting greater transparency with assessments in an approach similar to learning-oriented assessment (Carless, 2007). Based on this, the assessment procedures were modified to accommodate the views of the learners, but at the same time work within the parameters of the existing syllabus. The different stages were timed in order to provide maximum opportunities for the learners to reflect on the learning process. The following procedure was adopted for both groups of learners:

1. The learners were provided with the opportunity to explore the task and marking criteria for the initial formative assessment. Learners were able to ask questions to seek clarification of the task and the marking criteria.
2. The learners gave presentations. These were videos recorded to provide a sample of their language use which would allow for self-evaluation and better understanding of the teacher feedback. Each learner prepared a series of questions as a way of receiving peer feedback.
3. Prior to receiving teacher feedback, each learner was asked to view their presentation and evaluate themselves using the same marking criteria. The learners were able to compare teacher feedback with their own self-evaluation.
4. Based on the feedback received, each learner created an action plan to help prepare for the summative assessment at the end of the course. This action plan was presented to and discussed with the teacher.
5. Learners had the opportunity to present their outline for the final presentation and discuss any aspect of the assessment or marking criteria with the teacher.

By following this procedure, the learners were actively engaged in the feedback process and had the necessary opportunities to explore the assessment task and criteria as well as having

time to reflect on their own learning and discuss this with the teacher.

C. Exploring the impact on the learning experience

Prior to the final presentation, the learners were surveyed again to explore their views on the alternative approach to preparing for an academic presentation.

It was clear that the learners were favorable towards the approach with a majority feeling that they were better prepared for the assessment and appreciated the opportunity to discuss different aspects of the assessment with the teacher. Despite a number of respondents lacking confidence with different aspects of language, the different stages of the feedback process prepared them for the assessment.

V. Conclusion

A focus of language teaching in recent times has been on the development of learning opportunities in which the teacher supports learners in managing their own learning (Crabbe, 2007). The action research presented here enabled learners, some of whom had little experience exploring their own language use to be actively engaged in the feedback process. This active involvement allowed them to have a deeper understanding of not only the assessment task, but also their own learning. This is an important aspect with learners on an academic pathway to an Australian university as autonomous learning is an expectation. The learning opportunities provided during the study period will assist them in their future studies.

References:

- Carless, D. (2007). Learning-oriented assessment: Conceptual bases and practical implications. *Innovations in Education and Teaching International* 44(1), 57-66
- Cosgriff, S. (2014). Harnessing formative feedback for oral skills improvement. *Research Notes* 56, 22-29. Cambridge: Cambridge Language Assessment
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge:

Cambridge University Press, available online: www.coe.int/t/dg4/linguistic/Cadre1_en.asp

Crabbe, D. (2007). Learning Opportunities: Adding learning value to tasks. *ELT Journal* 61 (2), 117-125

The Author

Simon Cosgriff is currently a Senior Teacher at Curtin University in Perth, Australia. He has worked extensively as a teacher, teacher trainer, coordinator, materials and curriculum developer in South Korea, Japan, New Zealand and Australia. In South Korea, Simon worked as Senior Curriculum Developer and Teacher Trainer at Pagoda Academy. He has completed the Cambridge Delta and a Master of Applied Linguistics (TESOL) from Macquarie University in Sydney, Australia. His current areas of interest are learning-oriented assessment, syllabus design and teacher development. Email: simon.cosgriff@curtin.edu.au.

--- 000 ---

Teacher, English No Fun: Motivating Demotivated Young Learners

Virginia Thackeray
Ewha University, Seoul

Abstract

In this workshop, we will discuss motivating young learners in Korea, focusing on students who have lost motivation to study English. We will focus on reasons for demotivation, approaches and techniques for motivating students, designing intrinsically motivating activities, goals, and integrating technology. In addition, we will share suggestions and techniques to improve student motivation, as well as look at resources for creating a motivational environment.

I. Introduction

Student motivation is a key element to student affect and language learning. However, if students have negative experiences and are demotivated, it often takes some time to reverse their opinions and improve their motivation. Often, these students need a little more attention and extra care. Nevertheless, it can be difficult in classes to support these students' individualized needs, so we need to

create environments where students are not only participating, but are intrinsically motivated to do so. As teachers, we need to act as mini ethnographers and create lessons tailored to each class. In this interactive workshop, we will learn and practice tips to help improve motivation in demotivated students.

II. Reasons for Demotivation

For this part of the workshop, we will discuss some of the main reasons for student demotivation. Reasons for student demotivation may include factors such as background knowledge, environmental issues, and socialization practices. We will look at some of the reasons listed by Willams and Burder (1997, p.138), while discussing some of our own issues with demotivation. Participants will be asked for examples of situations or stories of when students may have been demotivated. We will then be using these situations in the next section of the workshop.

III. Improving Motivation

In this section, we will examine different cases of demotivation in classrooms. Some of these problems will be taken from audience participation in the previous part of this workshop, while others will be from general examples of experiences most teachers have had. While examining these situations, we will focus on addressing 4 different aspects of language learning in order to improve motivation: creating a supportive environment, practical learning goals, technology use, and designing engaging activities. These are some of the key parts to designing an effective syllabus that reflects the children's experiential world, while maintaining order in the classroom (Bourke, 2006). After discussing each aspect, participants will be asked to approach these problems together and come up with solutions for them.

A. Supportive Environments

Before they can learn, students will need a supportive environment. This includes enforcing clear rules for the classroom, creating routines, and having comfortable creation environments. Even though students may not understand all of what will happen in class today, they will be able to understand what comes next inside our classroom

normally, and the repercussions of what happens when we are unable to accomplish our daily tasks. Having a stable environment and routine will help facilitate the other 3 aspects. In concerns to building this stable environment, we will discuss some strategies related to classroom management and lesson planning.

B. Practical Learning Goals

As part of improving motivation, young learners need tangible goals in which they can direct their efforts. These goals need to be presented to them in the beginning of the class to give students direction. It has been shown that giving children short term goals, as opposed to long term or vague goals, leads to more success in completing them, and the children were able to sustain self-directed learning (Bandura and Schunk, 1981, p.595). In addition, these goals need to be presented with comprehensible instruction, supported by modeling. We will try to convert some more abstract or grammatically based goals into something more feasible for learners, while maintaining the goals of a given lesson.

C. Technology Use

Korean elementary students tend to be more visual and auditory learners, so it makes sense for us to use technology, like videos or music, to help motivation (Kim, 2009, pp.471-474). Instructors integrating technology can benefit greatly from having a blended classroom, including being able to support individualized learning and as a management tool (Nunan, 2011, pp.204-216). However, technology needs to be carefully integrated into our language lessons, as it may become a crutch for the students and a demotivating factor. We will inspect different aspects of using technology to motivate, and how it can support input and output from students. We will also discuss integrating technology with other supportive activities involving traditional classroom materials, or realia. In addition, at the end of the workshop a list of online and print resources will be available for participants to take home.

D. Designing Engaging Activities

When designing activities to engage students and promote motivation, teachers first look at our target audience and their learning styles,

which vary from student to student and class to class. While designing activities, we have to scrutinize materials or language goals we are integrating, and scaffold them accordingly. For teachers with the challenge of designing activities for large or mixed level classrooms, we will discuss some ways to get all students involved with the least amount of stress to the students and teacher as possible. This includes language activities that incorporate music, art, physical games, board games, practical tasks, and TPR, to name a few activities.

III. Conclusion

In this last part, we will briefly review some of items we have covered and view some resources related to motivating students. I will also take any questions about the activities or information covered in this workshop at this time. By the end of this workshop, participants should be able to walk out with some ideas on how to try to motivate demotivated students, to improve classroom affect, and find resources to continue developing their classrooms.

References:

- Bandura, A. & Schunk, D. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41 (3), 586-598.
- Bourke, J. (2006) Designing a topic-based syllabus for young learners. *ELT Journal*, 60 (3), 279-286.
- Kim, T.Y. (2009). Korean elementary school students' perceptual learning style, ideal L2 self, and motivated behavior. *Korean Journal of English Language and Linguistics*, 9(3), 461-486.
- Nunan, D. (2011). *Teaching English to young learners*. Anaheim, CA: Anaheim University Press.
- Willams, M. and Burder, R. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge, UK: Cambridge University Press..

The Author

Virginia Thackeray has been working as an EFL instructor in various settings and places throughout South Korea for 8 years, with 6 of them teaching pre-k, kindergarten, and

elementary school students in both private and public sectors. In addition to holding CELTA, she is currently completing a TESOL MA at Ewha University. Her professional interests include student motivation and self-identity in the L2. Email: v.thackeray@gmail.com

--- 000 ---

Exploring the Concept of Internet-English Anxiety among South Korean English Students

Daniel Bailey

Konkuk University, Chungju, South Korea

Abstract

The presentation will discuss relationships between Internet-English anxiety and the L2 performance of English majors within a blended learning English program. A variety of Multimedia English activity examples on how to use Canvas LMS forums will also be shown. Google estimates 50 percent of websites are in English while only two percent are in Korean, giving Koreans the choice to avoid or participate in online English. The large amount of online English content available provides benefits for students living outside of English speaking countries because these learners can emerge themselves in English content beyond the classroom. However, visiting these English websites may invoke a level of English anxiety for students who are expected to use the Internet for research, communication, and homework. Better understanding Internet-English anxiety can provide instructors with methods to reduce or manage anxiety and prevent learners from practicing avoidance behavior towards online English content. To investigate the phenomenon of Internet-English anxiety, sixty South Korean English majors were surveyed using a modified version of Cheng's (2004) Second Language Writing Anxiety Index (L2WAI) with the addition of in-house developed Internet-English anxiety items. Survey results were compared to student performance as measured by writing accuracy and the Oxford Quick Placement Test. Results found that medium and low performing students had increased levels of anxiety compared to high performing students. In addition to results from correlation analysis between L2 performance and Internet-English anxiety, this presentation will also discuss online activities

made possible with learning management systems (LMS) like Canvas and how those activities likely influence factors of anxiety related to metacognition, somatic reaction, evaluation, and avoidance.

I. Introduction

My presentation hopes to bring much needed attention to the phenomena of Internet-English anxiety. Students are expected to utilize online English tools more as online access develops. Nowhere is this true more than in S. Korea which has one of the most developed Internet infrastructures in the world. Our students are expected to utilize Internet tools for activities such as collaboration (i.e., online forums, Skype, and Google Docs), research (e.g., Wikipedia, Google Scholar, and news), and homework (e.g., assignments, online quizzes, and ePortfolios). Students who suffer from Internet-English anxiety may be at an inherent disadvantage. Therefore, teachers should be mindful of Internet-English anxiety and provide pedagogically sound scaffolding, instructions, materials, and learning objectives.

Preventing English-website avoidance behavior by decreasing Internet-English anxiety is important in English-as-a-Foreign Language (EFL) environments like S. Korea. A number of compounding factors make learning English a slow process for Koreans. First of all, South Korea is a monocultural society so there is little opportunity to use English outside the classroom. In addition, Korean education is based in Confucianism which discourages questioning the instructor during class, unlike Western countries which are more familiar with the Socratic Method. This lack of open dialog common in South Korean classrooms amplifies the difficulty of teaching communication courses – a discipline, by definition, relies on open dialog.

Educators are now able to engage students through Internet devices like Smart phones and personal computers. While it is impractical to physically bring students to English speaking countries, it is possible to bring them to English websites and hopefully, perhaps with a little motivation, students can upload accurate and intelligent contributions in English.

The immense amount of money South Korea has invested in English education has begun to

show some returns. Students begin university with six to twelve years of formal English education from public schools and, in many cases, years of additional English education through private academies. While students have some ability to use English, they still lack opportunity. Therefore, teaching EFL students how to navigate English website and upload online English contributions should be practiced.

II. Second Language Writing Anxiety

This presentation will discuss results from an Internet-English anxiety survey which included 17 modified items from Cheng's 2004 Second Language Writing Anxiety Instrument (L2WAI) and 18 in-house developed Internet-English anxiety items. Beneficial insight from the survey results will be discussed and methods for mitigating Internet anxiety in blended learning classrooms will be provided.

Second language writing anxiety is closely linked to Internet-English anxiety because the majority of communication between Internet users is through writing, either chatrooms, SNS, messaging, or email. Developing student self-efficacy in writing should be a priority for teachers who hope their students become active participants in Internet-English use. Writing instruction, especially online-mediated writing instruction, is a priority for helping students become confident online English users. Writing between Internet users constitutes the majority of online communication, so having our students engage in online writing activities is necessary if we want Internet-English use to increase and Internet-English anxiety to decrease.

Second language writers are assumed to have more anxiety when writing (Kreshen, 1982) and more negative views about writing (Phinney, 1991). Thompson (1980) defines writing anxiety as a "fear of the writing process that outweighs the projected gain from the ability to write" (p.121). Writing apprehension refers to a person's predisposition to begin a writing task. Writing apprehension and writing anxiety correlate highly with poor writing performance (Cheng, 2004; Kim, 2006; Pae, 2007).

Pae (2007) investigated the effect that a series of four wiki-based writing assignments has on English writing proficiency and anxiety. By

administering both a pre and post SLWAI on two independent and two group wiki projects over a 4 week period of time, Pae found that anxiety did not change. Students exhibited an increase in writing proficiency. Most students thought wikis were fun but some were unhappy with the lack of autocorrecting tools. Participants were third year, intermediate to advanced writing level. In general, Pae's students enjoyed the online nature of their writing assignments with one stating, "The fact that I have my own place for writing give me ample motivation for writing and some sort of achievement." (Pae, 2007, p. 96).

Noordin (2011) and Kurt and Atay (2007) showed that writing anxiety decreases through exposure to writing assignments regardless of which platform those assignments are delivered (e.g., in-class, email, or wikis), while Pae (2007) found no change.

In Korea, all students receive computer literacy lessons for one hour per week beginning in the first grade and have generally been considered forerunners in the use of IT systems (Jeong, 2011). Participants were familiar with communication tools like text messages, e-mails, blogs, chats, and forums as common methods of daily communication and reported to use computers between one to three hours every day. Koreans can spend the entire day on the Internet never having to visit an English website or write a message in English. The nature of the web allows users to constantly be content producers and South Korean websites like Naver, Daum, and Kakao have given platforms for users to communicate. I believe these Korean-medium platforms are wonderful, but give our students easy opportunity to avoid using English. So much so, that the idea of writing, speaking, listening, or reading English online rarely crosses our students' minds.

During my presentation, I will discuss online English activities that force students to leave their Korean Internet safe zones.

III. Activities

Participants completed 6 online forum writing assignments and 3 online voice recordings. Each assignment had similar levels of difficulty and provided equal amounts of scaffolding, modeling, and brainstorming. For writing, task 1 asked students to describe themselves; task

2 asked students to create a picture slideshow with writing passages for each picture; task 3 asked students to describe an invention; task 4 asked students to describe a vacation plane; task 5 asked students to describe a memorable holiday; and task 6 asked students to write about an exciting event. For voice recordings, students were instructed to create and upload a poem, an open-topic dialog, and introduction of a friend. Each voice recording was approximately 2 minutes long. Details to these activities and case samples will be given during the presentation.

IV. Conclusion

I continue to meet some of the most talented language instructors through KOTESOL. I hope we have an opportunity to meet and talk about online teaching pedagogy. More often than not if a teacher maintains a classroom conducive to learning than the same teacher will be able to transcend their quality classroom instruction to the virtual classroom environment. Both learning environments benefit from the kind of professional planning, organization, and maintenance exhibited by many KOTESOL members.

References:

- Cheng, Y. S. (2004). A measurement of second language writing anxiety: Scale development and preliminary validation. *Second Language Writing, 13*, 313-335.
- Jeon, H. (2006, November 20). - SERIWorld. Retrieved December 18, 2015, from http://www.seriworld.org/01/wldContV.html?mn=A&mncd=0301&key=20061120000001&no=&cont_type=C
- Kim, K. J. (2006). Writing apprehension and writing achievement Korean EFL college students. *English Teaching, 6*(1), 135-153
- Kurt, G. & Atay, D. (2007). The effects of peer feedback on the writing anxiety of prospective Turkish teachers of EFL. *Journal of Theory and Practice in Education, 3*, 12-23.
- Kreshen, S. (1982). *Principles and practice in second language acquisition*. New York: Pergamon.
- Noordin, N. (2011). Effect of dialogue journal writing through the use of conventional tools and e-mail on

writing anxiety in the ESL context.
English Language Teaching, 5. 10-19

- Pae, J. K. (2007). Wiki-based English writing: Its effect on English writing proficiency and anxiety and Korean learners' perceptions. *Multimedia-Assisted Language Learning*, 10(1), 81-105.
- . Phinney, M. (1991). Word processing and writing apprehension in first and second language writers. *Computers and composition*, 9(1), 65-82.
- Thompson, M. O. (1980). *Classroom techniques for reducing writing anxiety: A study of several cases*. Paper presented at the annual conference on College Composition and Communication, Washington, D.C. (ERIC Document Reproduction Service No. ED 188 661).

The Author

Daniel Bailey is presently teaching in the Department of English in the College of International Business at Konkuk University. He is a doctoral student in Korea University's Education Technology department. His research interests are computer aided language learning, second language writing anxiety, language learning strategies, and online assisted writing instruction. He is a member of KOTESOL's Special Interest Group for Research.

--- 000 ---

Anorexia and Bulimia as a Topic for a Speaking Class

Gavin C. Farrell

Hankuk University of Foreign Studies, Seoul

Abstract

This presentation describes a speaking class where the content was specially chosen. Eating disorders was chosen as the topic for a 6-week unit part of the course. Combining content teaching and language teaching is a growing field adaptable to many teaching situations. The content for eating disorders will be presented and how it was adapted to fit a speaking class. Methods for turning the content into conversation topics will be demonstrated and then practice by audience members.

I. Introduction

Eating disorders are an unfortunately common occurrence among Korean university students (Kong, 2004; Jung & Forbes, 2007), particularly females in their 20's who are nine times more likely to suffer from an eating disorder compared to males (HIRA, 2013). Addressing such a concern is something teachers should consider. One way to combine socially relevant content with language teaching is Content and Language Integrated Learning (CLIL). Coyle, Hood and Marsh (2010) characterize CLIL as a dual-focused approach to education where content drives the language learning curriculum.

II. Methods

A pre-test was given to students to measure their awareness of eating disorders. Unfortunately, all students indicated zero or very minimal knowledge. Specific terms like anorexia nervosa and bulimia nervosa were completely new to them.

The National Eating Disorders Association (NEDA) website is a rich source for material on eating disorders. The first unit was on body image, and in following weeks the same was done anorexia nervosa, bulimia nervosa, and treatment methods. Materials were adapted from this site.

Students were in groups of 3 or 4. After a short reading, they were given sample sentences with which they were to individually agree or disagree with. A sample is provided:

	Statement	SA	A	D	SD
1	There's no reason for Korean law makers to be involved in the weight limits of fashion models. Reason: _____	—	—	—	—
2	Fashion models are an accurate reflection of the female population in Korea. Reason: _____	—	—	—	—

	Statement	SA	A	D	SD
3	Laws that protect super skinny fashion models harm the industry. Reason:	—	—	—	—
4	I would not like to see regularly sized woman on fashion catwalks. Reason:	—	—	—	—
5	Korean society promotes a healthy and reasonable sense of body image. Reason:	—	—	—	—
6	I have no friends who diet because they don't need to. Reason:	—	—	—	—

Students were then tasked to collectively alter the sentences so that they were written such that all students in the group could to agree. This negotiation of meaning was central in the pedagogy of this speaking class (Manning, 2015).

III. Results

The post-test asked students about their knowledge of body image, eating disorders, and treatment methods. In all categories, there was an increase in self-reported knowledge. The questions regarding treatment methods were particularly important. If they had a friend with a possible eating disorder, what would they do? Students indicated a variety of solutions, noting that much depended on the circumstances of their friend.

IV. Discussion

Content and language integrated learning is an expanding discipline and one which can include any number of social issues. The measurement of language use and improvement is not to be neglected for the sake of a social cause. The main purpose of a language class is to learn and improve language skills. That said, it was rewarding to find that student finished the unit with increased knowledge of an important and dangerous social phenomena.

References:

- Coyle, D. Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Jung, J., & Forbes, G. (2007). Body dissatisfaction and disordered eating among college women in China, South Korea, and the United States: Contrasting predictions from sociocultural and feminist theories. *Psychology of Women Quarterly*, 31(4), 381-393.
- Health Insurance Review & Assessment Service. (2013). *Women 9 times more likely to suffer from eating disorders*. Retrieved from http://www.hira.or.kr/eng/news/02/1320024_25619.html
- Kong, S. (2004). A study on eating disorder symptoms and depression of normal female and female with eating disorders. *Journal of Soonchunhyang Medical College*, 10(3), 2031-2038.
- Manning, S. (2015). The Positive Role of Writing in Speaking Tasks: The case of values clarification tasks. *International Journal of Teaching, Education and Language Learning*, 2(4), 53-87.
- National Eating Disorders Association. (n.d.) Retrieved from <http://www.nationaleatingdisorders.org/>

The Author

Gavin Farrell has 20 years international experience. He is presently Associate Professor in the English Linguistics Department at Hankuk University of Foreign Studies. His research interests are in social activism and students self-publishing. He teaches Debating, Newspaper Editorial Writing, and Media English. He can be reached at gavin.farrell@hufs.ac.kr.

--- 000 ---

Critical Thinking and Children's Literature in a Young Learners' EFL Class

Roxy Lee

Annyung Elementary School, Kyungki-do,
and Dankook TESOL Graduate School,
Jukjeon

Abstract

Why learn language if not to be able to express your thoughts? As teachers of English, we have the opportunity not only to help our students' improve their language proficiency, but also to encourage them to think critically, make their voices heard and evaluate ideas including their own. The focus of this presentation is a continuing action research project conducted by two English teachers to explore the possibilities for introducing critical topics and discussion into a class of five early-elementary age Korean EFL students of mostly beginner English proficiency. With lesson and curriculum design based on critical education frameworks such as Bloom's taxonomy, and using reflection techniques to guide the ongoing curriculum development process, the teachers have employed debate and discussion based on questions and issues drawn from children's literature as a means of engaging the students in critical thinking, while also improving their English communication abilities. This presentation includes details of the successes and challenges experienced so far in promoting open discussion in English with young learners, as well as useful insights for any teachers interested in incorporating critical thinking, debate and discussion into the EFL classroom for students of any age.

I. Introduction

We live in an ocean of information, full of electronic messages, advertisements, books, online videos and variations thereon. A lot has changed in the last ten years, and the next ten years may be just as eventful. It is therefore necessary to possess the ability to select, analyze, evaluate, and accept or reject information in order not to be overwhelmed or have one's views controlled by the ideas of others.

The basis of this writing is an ongoing action research project being conducted by two

teachers of English as a foreign language (EFL) to a private class of five Korean students between the first and third grades of elementary school. The goal of the project was to explore the possibility of encouraging very young EFL learner to engage in critical thinking through questioning and discussion in a class centered on English language children's literature. Some theorists suggest that there are fundamental limits to critical thinking capacity of young children (Leming, 1998), and it is therefore the exclusive domain of adults. As teachers of young learners, our observations confirm for us that young learners can evaluate information to some extent, and that they do so in their everyday lives when they choose to play, eat, or make decisions about any of their behaviors. Because of this, we (the researchers) believe it is valuable to engage in action research to explore the possibility that young children might be taught to think critically, and that they might benefit from a classroom environment structured around discussion, analysis, and self-expression, in terms not only of their capacity for and familiarity with critical forms of thought but also in their acquisition of a second language; English is the case of our own teaching context. Our research questions are as follows:

1. To what extent is it possible to encourage critical thinking in an early elementary-age EFL class centered on children's literature?
2. How can questions and discussion be employed as an effective way for young EFL learners to practice English?

While research has been conducted on critical thinking-focused education, the focus of such research has strongly tended towards classes of older EFL students (Curtis, 2001; DeWaelsche, 2015) or students studying in their first language (Kettler, 2014); and as the inclusion of critical thinking in the classroom may be desirable for students of any age (Ellison, 2010), our action research may provide useful insights in an important but insufficiently explored area..

II. Literature review - Critical thinking

According to Browne (2007), critical thinking (CT) is a process of reaction, and it involves reacting to information we receive by making a systematic evaluation to make better decisions or judgments. Our lives consist of

series of choices, which means we have to make decisions constantly, whether systematically or habitually, and therefore it is desirable for individuals to have a strong capacity for critical evaluation. However, from an educational standpoint, the question of whether teachers should be teaching critical thinking skills to students remains open. Some commentators believe critical thinking is teachable (Paul, 1990; Edmonds, 2005) while some believe it is not, rather that it is instead tied to natural cognitive development (Leming, 1998), which would make any efforts at improving students' capacity for critical thinking through explicit teaching, particularly to young children, potentially futile (Willingham, 2008; Kettler, 2014). It is in light of this uncertainty that we have embarked on this research project to explore the possibilities and impossibilities of including critical thinking in our own classroom and with our own young English students.

III. Research methodology

A. Research design – Action research

This research takes the form of an action research project (Kemmis & McTaggart, 2005), in which two teachers conduct one class each per week for a total of three hours class time, and around twelve hours per month. Before each class, an intervention was prepared with the goal that it would serve to help students engage in critical thinking during class time. After each class is finished, the teacher who conducted it engages in reflective journaling using Kolb's reflective learning cycle (Image 1) to recall objective details of what happened in the class, evaluate the intervention for its effectiveness (Farrell, 2008), and prepare a new intervention for future classes. Periodically, the two teachers share their reflections and collaborate to redesign the curriculum and guide future classes more effectively towards encouraging students' critical thought.

B. Bloom's taxonomy

In this research, we want to explore whether young learners can take a critical approach to reading children's literature in English by analyzing and evaluating information presented therein. To guide the process of planning curricula, lessons, and critical thinking-focused activities for this purpose, we

employed Bloom's taxonomy (Image 2), a hierarchical set of thinking skills, which build up from basic memory to critical evaluation. By posing questions to the students corresponding to the various levels of Bloom's taxonomy, we hope to encourage them to develop a full range of thinking skills (Ellison, 2010).

C. Sampling

Participating students include four children of Korean elementary school age, one in the first grade and four in the third grade. One of the researchers is a parent to two of these children, while other three children were recruited via a direct appeal to associates of the researchers, snowball sampling thereafter, and a public advertisement. Written consent for participation in the research was obtained in every case from parents.

D. Data collection

Data routinely collected are qualitative, and include full audio recordings of every class, samples of students work and statements made by students during discussions, and the teachers' own reflective notes, observations and journal entries.

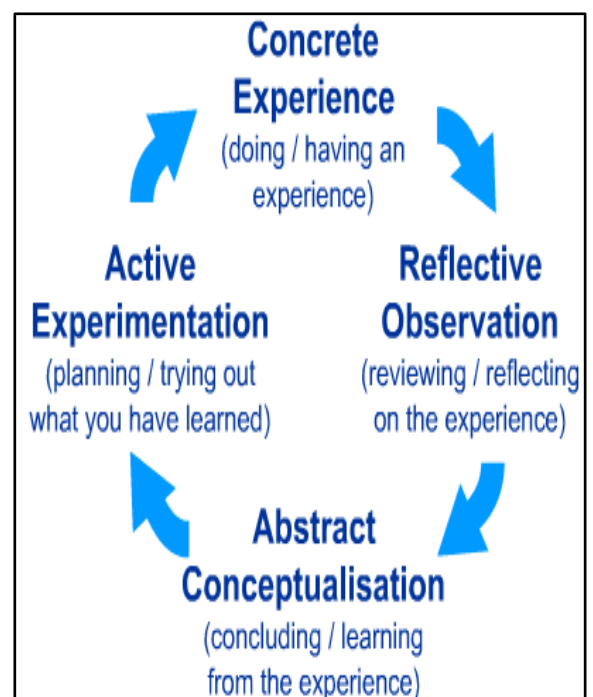


Figure 1. Kolb's experiential learning cycle (1984)

IV. Insights gained from reflections during the first three months of the project

The following is a summarized and condensed list of advisory points the researchers wish to make to any teachers considering employing critical thinking in a young learners' EFL class. These points are based on interventions attempted and reflections made during the first three months of research:

A. To promote enthusiastic discussion in the EFL class:

- Tailor discussion topics to students' interests; allow students a say in what topics are discussed, and make observations to determine what they find interesting.
- Allow use of L1 while encouraging and supporting L2 English use.
- Design activities to promote students' communication with their peers, rather than with the teacher.
- Ensure as a matter of highest priority that students understand the topic they are to discuss before encouraging them to engage in discussion.

B. To promote discussion in L2 English:

- Allow L1 use among students in addition to L2 English use; allow one to support the other.
- Teach useful, set phrases for self-expression (eg. "I think..."), then actively encourage their use.
- Make recasts in English of students' expressions in Korean.
- Make predictions about the language that students will need to express themselves, and observations of the language they use and try to use in discussion.

C. To promote critical thinking among students:

- Encourage and support students in generating their own topics for discussion, and their own questions relating to the book that is the focus of the class.
- Through class design and in-class behavior, a teacher should promote

the idea that the students are free to express their opinions, and also to question opinions they hear.

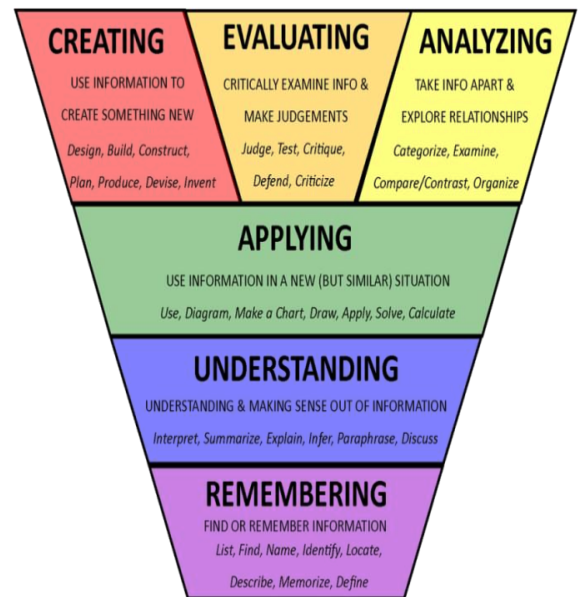


Figure 2. Bloom's taxonomy (1984)

References:

- Bloom, B. S. (1956). *Taxonomy of Educational Objectives*, Allyn and Bacon, Boston: MA.
- Browne, N. & Keeley, S. (2007). *Asking the right questions: a guide to critical thinking- 8th ed*, Pearson Education, Inc, New York: NY.
- Curtis, A. (2001). Hong Kong Student Teachers' Responses to Peer Group Process Writing. *Asian Journal of English Language Teaching, II*: 129-143.
- DeWalsche, S. A. (2015). Critical thinking, questioning and student engagement in Korean university English courses, *Linguistics and Education, 32*, 131-147.
- Edmonds, M., Hull, J., Janik, E., & Rylance, K. (2005). *A handbook for using historical documents to improve students' thinking skills in the secondary class*. Retrieved from <http://www.wisconsinhistory.org/Content.aspx?dsNav=Ny:True,Ro:0,N:4294963828-4294963805&dsNavOnly=N:1080&dsRecordDetails=R:CS3631&dsDimensionSearch=D:A+Handbook+for,Dxm:All,Dxp:3&dsCompoundDimensionSearch=>

- D:A+Handbook+for,Dxm:All,Dxp:3
- Ellison, M. (2010). Make them think! Using literature in the primary English language classroom to develop critical thinking skills, *E-F@BULATIONS*, 7/Dez 2010, 21-31.
- Farrell, T. (2008). *Reflective language teaching: From research to practice*. Bloomsbury, New York: NY.
- Kemmis, S. & McTaggart, R. (2005). Participatory Action Research: Communicative Action and the Public Sphere. In DENZIN, Norman K. and LINCOLN, Yvona S. (eds.), *The SAGE Handbook of Qualitative Research*. 3rd ed. London: SAGE Publications.
- Kettler, T. (2014). Critical Thinking Skills Among Elementary School Students: Comparing Identified Gifted and General Education Student Performance, *Gifted Child Quarterly*, 58(2), 127-136.
- Kolb, D. (1984). *Experiential Learning: experience as the source of learning and development*, Englewood Cliffs, New Jersey: Prentice Hall.
- Leming, J. S. (1998). Some Critical Thoughts about the Teaching of Critical Thinking, *The Social Studies*, 89(2), 61-66.
- Paul, R., Blinker, A., Jensen, K., & Kreklau, H. (1990). Remodeled lessons: 4-6. In *Critical Thinking Handbook: 4-6th Grades*. Retrieved from <http://www.criticalthinking.org/pages/remodelledlessons-4-6/462>
- Willingham, D. T. (2008) Critical Thinking: Why Is It So Hard to Teach?, *Arts Education Policy Review*, 109(4), 21-32.

The Author

Roxy Lee teaches English at a public Elementary School and is a graduate from Dankook University with an M.A in TESOL. Her research interests include critical literacy, critical pedagogy and teaching English with critical thinking skills (Research collaborator: Stewart Gray, Baekseok Culture University).

--- ooo ---

Teaching English for a Specific Purpose (ESP) in English as a Foreign Language (EFL) Classrooms

Mary Catherine Ariosa

Catholic University of Daegu, South Korea

Abstract

English as a Foreign Language (EFL) professors teaching English for a Specific Purpose (English for Business, Tourism English, Medical English, English for Engineering and Architecture) are in a dilemma in designing the course. They are caught in between roles, being solely that of a language teacher or a content expert with the former focusing on communicative activities in the classroom and the latter emphasizing technical vocabulary (jargons) and workplace communication. On one hand, this dichotomy can be overwhelming to a language specialist who is no content expert yet has a bag full of tricks on teaching strategies; on the other hand, is a content specialist who has all the core knowledge of the subject matter yet has to devise teaching styles aside from the 'lecture' method. How can students' communicate the subject matter with the limited English language skill? How can EFL professors communicate given the limited specific/specialized subject matter background? How can one bridge this gap? This workshop reintroduces ESP principles (Hutchinson and Waters, 1987) and the ESP practitioner roles (Dudley-Evans and St. John, 1998) in order to arm EFL professors in South Korea (SK) in teaching ESP.

I. Introduction – Status of ESP in EFL-SK

ESP's inception in the 1960's came about due to: 1.) the demand of English to cater to the specific needs of a profession, 2.) developments in the field of Linguistics (a shift from formal language to real language use), 3.) educational psychology (learners' needs and interests correlate with motivation and effectiveness of learning).

Hutchinson and Waters (1987) were the forerunners of ESP with their definition 'an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. Simply, ESP is a combination of the learners' content

knowledge (major/field of expertise) and command of the language (English).

Dudley-Evans and St. John (1998) clearly defined ESP with its introduction of absolute characteristics (language teaching is designed to meet specific needs of the learner; related in content to particular disciplines and activities; centered on language appropriate to those activities in text, grammar/syntax, semantics, and discourse analysis) and variable characteristics (may be related or designed for specific disciplines; may use a different methodology from General English; designed for adult learners in the secondary, tertiary, professional context; designed for intermediate or advanced learners but can be used with beginners).

The EFL professors teaching ESP in South Korea are posed with these challenges in implementing ESP in their classrooms: 1.) absence of needs analysis, 2.) limited course materials, 3.) translation work of content materials/professors, and 5.) limited teacher-training on ESP.

II. Roles of an ESP Practitioner

The ESP Practitioner as a teacher. Due to the teacher being not the content expert, the students may know more about the content more than the teacher. As a teacher, instead of being overwhelmed by this situation, this can be a good opportunity to ask students' knowledge of the subject matter in order to foster communication in the classroom. This teacher-student dynamics is not one-way but a two-way process where exchange of technology is clearly observed. Thus, this becomes a 'partnership.' ESP teachers should have flexibility, willingness to listen to learners, interest in other disciplines, fields, and professions, and take some risks in teaching.

The ESP Practitioner as course designer and material provider. With the needs of the students being very specific, no textbook encompasses them so a need for supplementary material is at hand. With this, this process involves selecting the material, modifying the material to suit the students' needs or in extreme cases, writing the material which should be done with caution knowing the limited content background knowledge of the language specialist.

The ESP Practitioner as researcher. There is an emerging interest on genre analysis which is a by-product of ESP, such as the analysis of the language and skills used in Business communication, Medicine, and Law. This research is beneficial in needs analysis, course design, and textbook/materials design.

The ESP Practitioner as collaborator. Since the language teacher is not the content expert, he/she must work together with the content/subject specialist. Ideally, the content expert and the language expert team-teach classes. In another case, the content/subject specialist checks and reviews the materials prepared by the ESP teacher.

The ESP Practitioner as evaluator. The ESP practitioner is involved in the different types of evaluation (testing of the students, evaluation of the courses and teaching materials) and the different times throughout the course (before, during, and after the course is being taught). An on-going needs analysis can be used to refine the syllabus.

III. ESP in a nutshell – L.I.F.E. I.S. J.U.S.T. C.O.O.L.

In order to cope with the challenges mentioned beforehand, these methods are advantageous in addressing these concerns: 1.) established formal (survey/questionnaire) and informal (guided interview/focus group discussions) needs analysis (see Appendix), 2.) collaborative work in the syllabus/curriculum, 3.) established body of ESP work (ESP books, ESP online sources), 4.) established team-teaching, 5.) presence of teacher-training on ESP.

With all the readings on ESP, I have devised a mnemonic on how to prepare and structure an ESP-based lesson. Take note of L.(evel) I.(nterest) F.(ield of) E.(xpertise) I.(ndustry) S.(pecialization) J.(argon) U.(nit/grammar) S.(entence) T.(ask/communicative) C.(ommunication) O.(others-bosses, subordinates) O.(other fields- an engineer talks to an architect) L.(eader)

But beforehand, every lesson is based on the results of survey of the students' needs analysis. Once the need is established, then the ESP practitioner can begin designing the lesson.

As an ESP practitioner, one should take note of the students' level in terms of the English language proficiency of the students (could either be intermediated or advanced but can also be beginners). The material should be appropriate to the students' level because an easy material can bore them while a difficult material can frustrate them so appropriateness is important. Next is, interest, the material can be very technical yet at the same time, be interesting for students to do.

The students' field of expertise is the heart of the lesson where they can talk about the industry as a whole (Business English) or a specialization (Tourism English).

In the case of structuring the lesson, the ESP practitioners always begins with the jargon (technical vocabulary) and is supported by a grammar unit/focus like nouns, verbs, adjectives, adverbs. Then moves on to making sentences relevant to the workplace by using them in communicative tasks/situations.

In the end, the ultimate aim of ESP is to be able to communicate, to be able to communicate with others within the field such as the bosses and subordinates and also in other fields such that of an engineer talking to an architect. Equipped with all the content expertise and strengthened by the language skills, these students and professionals can become leaders of the future.

IV. Conclusion

Teaching ESP in the EFL context in South Korea is still budding because most EFL courses are designed using General English (GE) approach. If the ESP community hopes to gain ground, the EFL teaching community should understand what ESP really means and support the various roles of the ESP practitioners in order to ensure success.

V. References

- Anthony, L. (1998). *Defining English for Specific Purposes and the Role of the ESP Practitioner*. Proceedings of the Japan Conference on English for Specific Purposes.
- Bojovic, M.(n.d.). *Teaching Foreign Language for Specific Purposes: Teacher Development*. Proceedings of the 31st

Annual Association of Teachers of European Education Conference.

- Dudley-Evans and St. John (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.
- Hutchinson and Waters (1987). *English for Specific Purposes: A learner-centered approach*. Cambridge University Press.
- Knight, K. Lomperis, A. , van Naerssen, M., and Westerfield, K.(2010). *English for Specific Purposes. An Overview for Practitioners and Clients (Academic and Corporate)*. Proceedings of the TESOL ESP-IS.

The Author

Ms. Mary Catherine M. Ariosa is a graduate of Accountancy, Linguistics and Literature, and Masters in Applied Linguistics at the University of San Carlos, Cebu, Philippines. She has taught basic English courses and Linguistics courses (Semantics, Pragmatics, Discourse and Conversation Analysis) in the undergraduate program for 7 years, in addition to teaching in the graduate program (English Conversation Analysis and Grammatical Theories). Her training and experience in English for Specific Purposes (ESP) both interest and inspire her to come up with a more relevant course material (ESP for Engineering for USC students). She is also into Environmental/Green Discourses/Communication as with her thesis and other published related articles. She has taken TESOL certification in order to fine-tune her teaching in ESL/EFL. She has taught ESP/ECM classes at Gyeongju University and is currently teaching at Catholic University of Daegu and handles mostly Practical English/General English classes.

KOTESOL Seoul Chapter Election Procedures

council.

I. Overview for Chapter Election Guidelines and Requirements

The current constitution and by-laws of KOTESOL's National Executive do not give requirements, guidelines or even protocol suggestions for local chapter elections. Consequently, each chapter has developed its own standards, which vary substantially according to chapter membership numbers, chapter history, attendance at meetings, dominant personalities, members' commitment, policy considerations and other criteria.

Given this situation plus the size of the Seoul Chapter, and because we hold our elections at major annual events, not monthly meetings, the Seoul Executive felt we needed a more comprehensive foundation to orient upcoming elections and plan for future ones. To do so, the executive first asked Dr. Peter Nelson, a long time local member, former chapter and national officer, to survey the many questions associated with chapter elections, and to report to us using criteria that we could discuss and vote upon. In this request he examined election procedures of different chapters, elicited opinions from long-term members of the National Executive, and added his own ideas. It was understood at the outset that while he was to identify individual items as suggestions, and provide justification for them, it was our collective responsibility to consider each in light of our assessment of the chapter's current standing and anticipated changes and challenges as it grows.

The initial report was thoroughly discussed and its amended version will be available to chapter members at meetings and via the chapter website after 15th December 2006. In essence it considers the election process to consist of nomination information before the election, protocol and procedures during the election, and appeals following it. The items were considered as recommendations (preferences), guidelines (procedural advice),

and requirements (standards). The executive is

aware that time for chapter elections and other constraints helped shaped our decisions, yet we felt the items below are equitable to all members while ensuring an effective executive

Mary-Jane Scott, President
(On behalf of the Seoul Chapter Executive)
7th December 2006

II. Pre-Election Procedures

Item 1: The election procedure will begin at the chapter meeting immediately preceding the election.

Justification: A suitable time period is necessary to permit members to nominate candidates, and for candidates to advertise their suitability regarding their nominations. As chapter meetings are (generally) held on a monthly basis, this is a suitable period in which to inform and nominate members in person and, for members not in attendance, via the chapter website and/or through *About Seoul KOTESOL* (ASK), the chapter newsletter.

Item 2: Elective positions will include chapter President, Vice-President(s), Secretary and Treasurer.

Justification: Individuals in these roles must have sufficient maturity and commitment to fulfill them, while the chapter membership needs to endorse them via an elective process. These are standard elective offices in most voluntary organizations, including local KOTESOL Chapters.

Item 3: Seoul Chapter are eligible to nominate and vote for candidates.

Justification: This is standard procedure for national, dues-paying organizations with regional chapters. The assumption is that chapter membership has privileges, including the restricted right to nominate candidates who will run their chapter. Moreover, they are more likely to know candidates' qualities and suitability for office.

Item 4: Current members of Seoul Chapter may nominate only one different candidate for each elective office, including themselves. This may be done at a chapter meeting that includes a nomination procedure, by a postal mail-in to chapter officers, or by email, using forms pre-submitted or otherwise available from the chapter executive for this purpose.

Justification: One candidate per office avoids a nominee's overlap with different offices; self-nomination is standard procedure if one chooses to become a candidate, and standardized nomination forms reduce confusion.

Item 5: Candidates for President and Vice-President(s) must be current members in KOTESOL and have been a member of Seoul Chapter for at least six continuous months prior to nomination.

Justification: These positions require considerable familiarity with chapter events, challenges, and procedures, and nominees should be known to the chapter membership for voting purposes.

Item 6: Candidates for President must have held an elective or appointed position within Seoul Chapter for at least six continuous months prior to their nomination.

Justification: Given the importance, responsibility, and visibility of these positions within the chapter and as representatives to many regional and national KOTESOL events and meetings, candidates must have a proven 'track record' of responsible behavior, commitment and maturity within the chapter.

Item 7: In the event that no candidate for President comes forward from the pre-election executive when nominations are called, the pre-election executive will appoint a suitable nominee from chapter membership as acting president for a period of two months following the election, when a new election for the position of President will be held.

Justification: The two month period will allow sufficient time for eligible candidates to come forward. Should this not occur, the new executive will have to enact necessary procedures regarding this important position.

Item 8: Candidates for Secretary and Treasurer must have been members of Seoul Chapter for at least three continuous months prior to nomination.

Justification: The chapter membership must have an opportunity to know the candidates' strengths, abilities and commitment for these important offices.

Item 9: Candidates for Secretary and Treasurer, where possible, should indicate their suitability for their nominations.

Justification: Both positions require time, commitment and skill, and nominees should have had some prior experience--within KOTESOL or other organizations--to show their ability and diligence.

Item 10: Nominated candidates are to be given the opportunity to briefly describe (no more than one A4 page) their suitability in a personal statement. These statements should be forwarded to the Elections Officer one week before the election day, and will be made available to members at the election table on the election day.

Justification: This gives members an opportunity to read about the candidates before voting.

Item 11: Candidates can be nominated at the chapter meeting prior to elections, by email, or in writing, and all nominations must be submitted to the Elections Officer one week prior to the election.

Justification: Candidates should make every effort to attend the meeting at which nominations are held. However, this is not always possible, so it is necessary to include those members who cannot attend but wish to be a candidate or nominate one/them, provided time and other procedures/requirements are followed.

Item 12: Appointed positions will be decided in all respects by the chapter president after consultation with the chapter executive.

Justification: These positions are so diverse (e.g. webmaster, events coordinator), ad hoc and specific, that no generalized standards can fit all situations. Consultation with the chapter executive is an important way for the chapter president to decide someone's suitability, but the final decision should remain with the president.

Item 13: The chapter president appoints an Elections Officer to supervise chapter elections.

Justification: This gives legitimacy to the entire elections process and reduces confusion.

Item 14: The chapter president appoints qualified volunteers to assist the Elections Officer.

Justification: The Elections Officer will need assistance regarding the nominations process, voting and counting procedures on the day of the election, and for post-election disputes or appeals. The chapter president may appoint qualified volunteers independently of or upon the recommendations of the Elections Officer.

Item 15: Ballots will contain not only nominated candidates' names for each position, but also a provision for write-in candidates.

Justification: This procedure is standard in voluntary organizations and is practiced by the National Executive at its annual elections. It also allows a "last-minute" candidate for a position, provided he/she meets all eligibility requirements stated previously.

Item 16: No eligible member may be nominated for more than one elective position on the ballot.

Justification: One person may possibly win two or more offices, which creates complications and possible conflicts of interest if he/she concurrently assumes more than one. If by chance a write-in candidate is nominated for more than one elective position, the Elections Officer and/or Executive Council must consult with him/her regarding his/her preference for one office only, before votes are counted and results announced.

Item 17: The Elections Officer will be given the opportunity to explain the elections procedures to the chapter membership at the meeting preceding the election, on the chapter website, and/or ASK or another suitable forum/medium/venue.

Justification: All chapter members, whether present at monthly meetings or not, need to know about the elections process in order to make the best informed decisions regarding candidates' eligibility and suitability.

III. Election Day Procedures (at the conference)

Item 18: Pre-printed ballots will be given to eligible chapter members when they register at the conference, or at the election table.

Absentee ballots, proxies and Internet-based voting are disallowed.

Justification: The Elections Officer and/or appointed assistants can quickly determine an attendee's current membership status from chapter membership rolls. This is also fast, reliable and efficient. Absentee ballots and Internet-based voting blur transparency and complicate on-site vote counting and announcement of winners.

Item 19: An election table will be provided within sight of the registration site, and will be attended at all times by the Elections Officer or his/her nominee. Candidates may not sit at the election table.

Justification: Election boxes need to be 'visible' to the electorate, in part to prevent false accusations of ballot box tampering. Furthermore, eligible conference attendees can quickly learn of its location and vote accordingly.

Item 20: No previously nominated or 'write-in' applicants may use individual rooms at the conference site to describe their suitability. Furthermore, none may verbally describe their suitability to others within a cordoned area of 10 meters surrounding the registration site, election site or ballot box, or within restricted areas outside the building where the conference is held.

Justification: The Elections Officer must ensure that registration flow is not impeded, and that candidates not have physical and/or verbal access near the registration site and/or ballot box. This is not an attempt to quash freedom of speech, but to recognize that attendees at the conference are there mainly to attend presentations, with elections being only part of the conference itself. This is standard practice at elections.

Item 21: Candidates may NOT hand out any leaflets or place posters inside or outside the building. 'Write-in' applicants may bring copies of a personal statement and hand these to the Elections Officer, to be made available to voters along with previously submitted personal statements.

Justification: This is a conference site, not a platform for electioneering. Last-minute write-in candidates will have the same, albeit limited,

opportunity to describe their eligibility and suitability in writing, providing they follow the same procedures as those earlier nominees whose names are pre-printed on the ballots. No nominees whatsoever, whether listed on pre-printed ballots or as write-in candidates, may independently distribute leaflets or any other written materials describing their suitability for any position.

Item 22: The Elections Officer, upon seeing or hearing of violations of the restrictions above, has the authority to speak to the suspected violator(s), to provide one warning to cease and desist, or to decide that a nominee's activity has resulted in immediate disqualification for the position that he/she is seeking. His/her decision is final and cannot be appealed at a later time.

Justification: Election rules must be enforced, vigorously yet fairly, to ensure overall equity in the voting process. Every effort will be made to ensure that candidates follow all rules completely, but obvious and determined violation of them will result in immediate disqualification.

Item 23: The period of election shall be from the opening of registration to one hour before official closure of the conference. (e.g. 11 AM to 5 PM if the conference officially opens at 11 AM and closes at 6 PM.

Justification: The closure time ensures there is a sufficient period to count votes accurately.

Item 24: The Elections Officer plus two appointed volunteers will count the ballots in a separate room where available, or in a quiet area, after the closure period.

Justification: To ensure accuracy, counters must not be distracted by noise, etc.

Item 25: One 'representative' for any candidate may witness the counting of ballots, provided they do not verbally or physically interfere with the counting process.

Justification: This is standard procedure at democratic elections and ensures transparency. In general, it is not expected there will be many, or possibly even one, 'representative' present at the counting of ballots.

Item 26: A 'write-in' candidate for an office must receive a minimum of 20 votes in order to be elected.

Justification: A required minimum number of votes ensures that the candidate is known to members, and is an endorsement by some of the candidate's strengths and abilities.

Item 27: When there are more than two candidates for an elective office, the 'winner' is determined by a plurality vote, not a majority vote.

Justification: There is no meaningful opportunity to hold a run-off election at the conference itself. Plurality votes are used quite frequently in elections of this type.

Item 28: When two or more winning candidates for an elective office are tied in ballot votes, the final determination will be made at a run-off election held at the next chapter meeting.

Justification: There is insufficient time at the conference to hold an immediate run-off election. By deferring to the next chapter meeting, all members present (and only those) get to vote again in the run-off election.

Item 29: After the ballots are counted, they will be placed in a sealed box or envelope, with the affixed signature of the Elections Officer or an appointed deputy. If possible and suitable / appropriate, a verbal announcement of results will be made at the close of the conference by the Elections Officer or a member of the chapter executive. They also will be posted on the chapter website soon after, including notification of tied votes and the subsequent need for a run-off election between top contenders for an elective position. The ballots will be destroyed two months after the election.

Justification: This procedure ensures speed, transparency and fairness where appropriate. It also permits sufficient time for both appeals and closure regarding election results.

IV. Post Election Procedures and Issues

Item 30: In elective office positions with tied votes at the conference election, no new nominations may be submitted. Written ballots will be used.

Justification: Provided two or more candidates in a tied vote remain eligible, the run-off election should be solely between those who were nominated or listed as write-in candidates at the election, not new entrants.

Item 31: If no winner has been determined for an office (i.e. no names were entered on the pre-printed ballot or as a write-in candidate on the day of the election), or if a winning candidate is later found to be ineligible, a new election for the position will be held. The new winner will be determined only by a majority vote of the membership present at the monthly meeting following the conference. Written ballots will be used.

Justification: Eligibility mistakes can and do occur (e.g. a winning candidate may be found not to have current KOTESOL membership at the time of the election). When these occur, they must be addressed. In addition, if no candidate is chosen at the election, or if a write-in candidate does not meet all qualifications (such as a minimum of 20 votes), procedures need to be included that allow new elections to occur.

Item 32: Appeals may be lodged to the Elections Officer up to a week before the first chapter meeting immediately following the conference. They must be in writing, and indicate who has lodged the complaint as well as its nature (e.g. a miscount at the conference).

Justification: Most democratic elections have appeal procedures.

Item 33: Upon receiving a complaint in the appropriate manner from a chapter member, the Elections Officer will discuss the complaint with the Chapter President, making recommendations where appropriate. However, the final decision will be made by the Chapter President, in consultation with the chapter executive.

Justification: The Elections Officer serves at the pleasure of the chapter president, and holds an appointed position. In contested cases, a decision must be made, which ultimately is the responsibility of the chapter president.

Item 34: In the event of an elected officer's resignation or departure from the chapter before the next scheduled election cycle, the chapter president--after consultation with the chapter executive-- may choose to appoint a qualified person to fulfill the remaining period of elective office, or may choose to hold an election at a monthly meeting. If the latter is selected, all members must be notified beforehand via the chapter website and/or ASK. Furthermore, the chapter president must inform members who is eligible to vote and under what conditions (e.g. by current members attending the chapter meeting, whether to include Internet-based or proxy voting and so on.)

Justification: Vacancies occur for a variety of reasons, and the chapter president may need to act quickly when one occurs and the next scheduled election is several months away. This option permits the president to respond regarding what s/he feels is appropriate to the vacancy created and the situation facing the chapter.

Item 35: After final decisions have been reached regarding these election procedures, an electronic and/or print copy should be made available to other KOTESOL chapters and the National Executive.

Justification: The decisions made by Seoul Chapter may be useful to the above entities.

2016 Monthly Workshops

- Feb. 20 **The Psychology of Language Teaching** by Josephine Angus, Namseoul University
- March 26 **Critical Thinking, Questioning and Student Engagement in Korean University English Courses** by Scott DeWaesche, Duksung Women's University
- April 24 **Stepping Up** (chapter conference theme)
The 12th Annual Seoul KOTESOL Conference
- May 21 **Identifying and Overcoming Barriers to Utilizing Technology Inside and Outside of the Classroom** by Elizabeth May, Kongju National University
- To Post or Not to Post: An Examination on Self-Disclosure Behavior on Facebook** (Research report) by Uzzel Ratilla, The University of Suwon
- June 18 **Funds of Knowledge: Reconsidering Students' Cultural Knowledge and Experiences for Engaging English Classrooms** by Jungmin Kwon, Columbia University, USA
- Aug. 20 Social Event by all members and guests at King Bar, Itaewon (tentative venue)
- Sept. 17 **Is this a Safe Space?": Using Controversial Topics in EFL Classes**
by Gordon West, Sookmyung Women's University
- Oct. 15 & 16 **Shaping the Future** (international conference theme)
The 24th Annual Korea TESOL International Conference, Seoul
- Nov. 19 **The Task at Hand: Description, Details, and Design**
by Christopher Miller, Daeil Foreign Language High School
- An EFL Symposium on South Korean English Language Education: Current Status and Future Thoughts**

OTHER UPCOMING EVENTS



Seoul KOTESOL Chapter

Call for Symposium Papers

An EFL Symposium on South Korean English Language Education: Current Status and Future Thoughts

Abstract

- Topic
- 300 words in length (12 font size, Times Romans; 1.5 line spacing; 2.54cm margins, all sides)
- A paragraph style description of your presentation which makes reference to a description of your topic: 1) responding to a problem in education, 2) adding to a teachers skill base, highlighting an overlooked area of teaching in Korea, 3) developing new insights in English Language Teaching, 4) involving students' background (eg. level, age, gender, etc.), and 5) expecting results by the end of the symposium

Biography

- paragraph style
- 100 words in length
- written in the third person (no 'I')
- current workplace/ occupation and a selection of previous workplaces
- your interests and education
- previous presentation experience / publications / article (if applicable)
- contact information
- a photo

Deadline: August 31, 2016
(Sunday, 11:30PM)

Contact: Dr. Ian Done D. Ramos
professionalworkian@gmail.com
president@seoulkotesol.org

Register now for May 28th!



Photo: View from Cheongbyeok Mtn., Gongju, Korea, by John Steele

Pre-register online by May 15th and
save 10,000 won on your admission.

The 2016 Korea TESOL National Conference
will be held May 28th at Sangji University,
Wonju. For conference details and to register
please visit

<https://koreatesol.org/nc2016/>



2016 KOTESOL International Conference

Shaping the Future: With 21st Century Skills

National and international ELT professionals networking and effecting informed change in ELT education.

October 15-16, 2016 (Sat-Sun)

Sookmyung Womens University, Seoul

Further details forthcoming.

Call for Presentations

24th Annual Korea TESOL International Conference

Shaping the Future with 21st Century Skills

To be held October 15-16, 2016

Sookmyung Women's University, Seoul, South Korea

National and international ELT professionals networking and implementing informed change in ELT

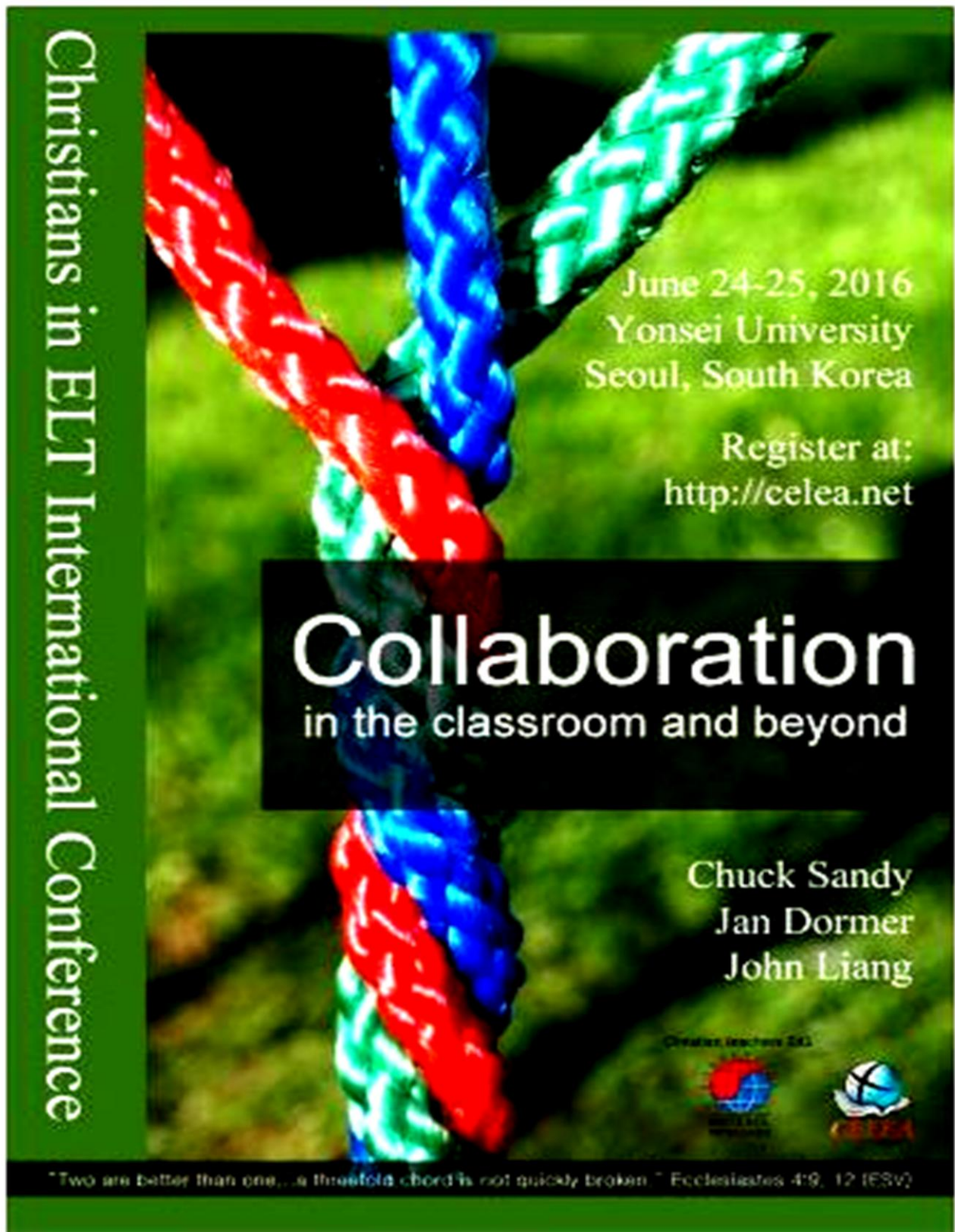
The International Conference Committee of Korea TESOL invites proposals for practical workshops (45 or 80 minutes), academic research papers (20 minutes), colloquia (80 or 105 minutes) and panels (80 or 105 minutes) related to the teaching of English, especially in the Korean setting.

This year, we are particularly interested in presentations on:

- Creative ways to connect with students and to connect students to each other
- Helping students become 21st Century Learners
- Alternatives to traditional assessment
- "101" sessions aimed at basic classroom skills for new teachers:
 - "Conversation" classes
 - Classroom management
 - Web resources for teachers
 - Basic concepts behind CLT / SLA
- Innovative ideas, and research in the general field of ELT
- Developing learners' English skills
- Fresh teaching strategies and techniques
- Other areas of interest to ELT

Webeditor_sig 01

Christian Teachers



Christians in ELT International Conference

June 24-25, 2016
Yonsei University
Seoul, South Korea


Register at:
<http://celea.net>

Collaboration

in the classroom and beyond

Chuck Sandy
Jan Dormer
John Liang

Christian Teachers SIG



"Two are better than one... a threefold chord is not quickly broken." Ecclesiastes 4:9, 12 (ESV)



<https://koreatesol.org/seoul>

<https://www.facebook.com/groups/seoulkotesol/?fref=ts>