

KOTESOL



Dr. Ken
Beatty



Dr. Charles
Browne



Prof. Marc
Helgesen

KOTESOL National Conference 2014

Change in the classroom:

Principled **Pragmatism**



Saturday, May 31st 2014

**Global Plaza Building
Kyungpook National University, Daegu**



<http://kotesol.org/nc2014>

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The KOTESOL
2014
National Conference
Program Guide
&
Extended Summaries

The KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu

May 31st, 2014

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014



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- K-1: Leadership & Management Fundamentals (Fernando Fluerquin)
- K-2: Facilitating Groups & Building Teams and How to Run Effective Meetings (Neil J Anderson)
- K-3: Training of Trainers: Enhancing Your ELT Continuing Professional Development Program (Ksan Rubadeau)

Registration:

Through 4 July: US\$190

After 4 July: US\$230

Spaces are limited! Participants must register online or by e-mail to guarantee their workshops selections. Details and registration available at www.tesol.org/koreaacademy

“This was the first time I've been to a TESOL event and I just regret I haven't been to one before...The contacts I've made with the other professionals are going to last for many, many years and I learned a lot from the discussion.”

- Áurea R. N. Santos, 2013 TESOL International Academy Attendee, São Paulo, Brazil

TESOL gratefully acknowledges the support of **KOTESOL**, an affiliate of TESOL International Association.

Questions? Contact edprograms@tesol.org

KOTESOL 2014 National Conference
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The Extended Summaries are a separate publication contained within this volume.

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Welcome



Being as involved with KOTESOL as I am, has given me a great opportunity to discuss teaching with so many different people. This, as well as all the events that I have been fortunate enough to attend in the past 5 years, have helped shape how I teach. I would go even one step further and say that it has affected how I think about teaching as a whole. I have been fortunate enough to attend workshops and presentations that have challenged my assumptions, to engage in debate with some of the best teachers and researchers in the field, and to share my thoughts about learning with my peers through my own presentations. If I could distill the lessons that I have learned from all of these great experiences into one sentence it would be something like “I have a lot still to learn about teaching and learning”. Be it through the introduction of new technologies, or the re-evaluation of older methodologies, the profession we are engaged in is constantly changing, growing and becoming both simpler and yet paradoxically more complex.

As teachers we are constantly struggling to find better ways to reach out to our students, better ways to organize and to help students learn. All the while, we have to cast a skeptical eye on various fads that sweep the educational community. We have to examine the benefits of any methodology we are exposed to, and measure it against a wide range of criteria to gauge if it is practical or worthwhile for our students. Conferences, like the one today, give us an important opportunity to compare notes on methods, to discuss what we found useful and what in its turn fell flat. It is an opportunity to listen to new ideas and ask if they might be worth applying to your own classroom or teaching context. It is a great opportunity to ask questions, to grow as teachers, and, of course, to enjoy the company of our fellow teachers.

A great conference is made up of three things: the presentations, the backstage organizers, and the participants. I am pleased to say that this year we have some of the best presenters and most diverse range of presentations that I have ever seen at a national conference. It has been my pleasure to work with all of the members of the conference committee, which has persevered to bring it all together. Most importantly, thank you for attending the 2014 KOTESOL National Conference. Your support brings all the other elements together; it would be impossible without you.

Welcome to the conference.

Peadar Callaghan
KOTESOL President
KOTESOL National Conference Chair

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The Conference Committee

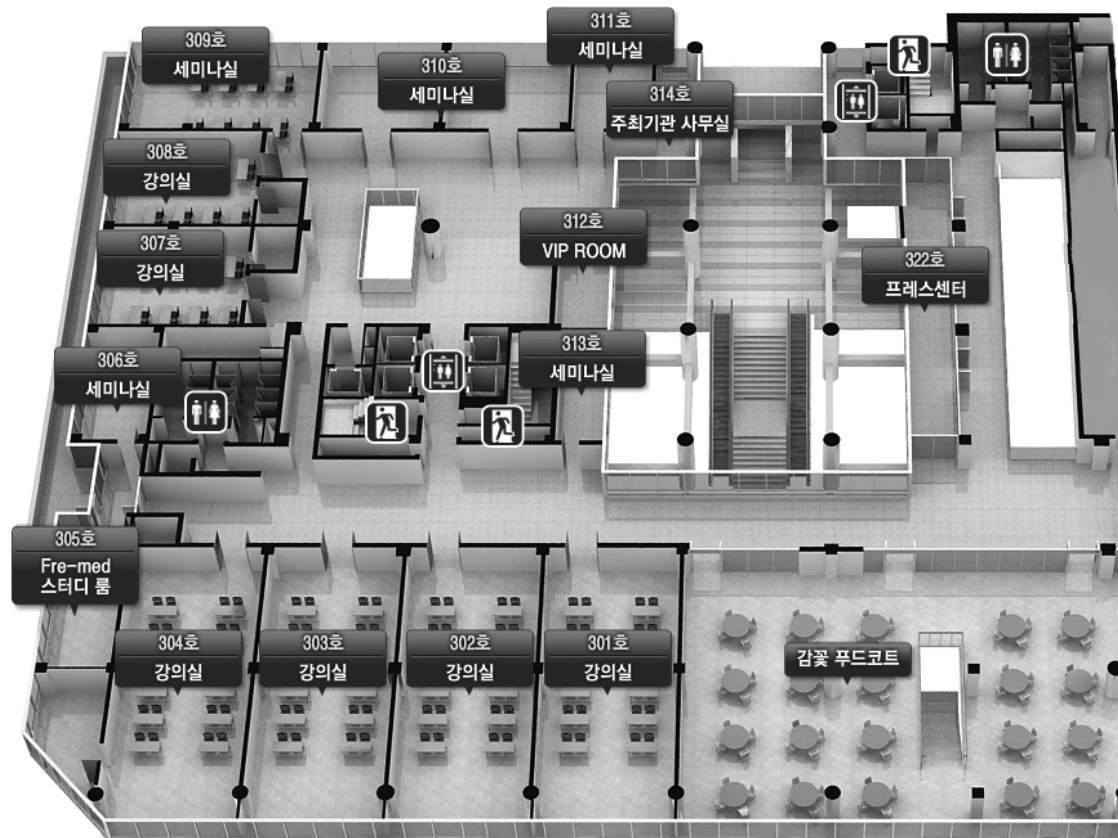
Peadar Callaghan	Conference Committee Chair
Dr. Robert Dickey	Conference Committee Co-chair
Joe Vitta	Program Chair
Kevin Cowell	Program Co-chair
Deborah Tarbet	Registration Chair
Dr. David Shaffer	Invited Speakers Chair
Graham Beals	Student Volunteers Coordinator
Kirsty Clausen	Daegu Chapter President / Venue Coordinator

Advisors and organizers

Dr. Andrew Finch, Dr. Heebon Park-Finch, Dr. Steve Garrigues, Paul Lawley-Jones, Jeroen "chop" Root, Kenneth Quillinan, Julien McNulty, Gene Shaffer, Kathy Moon.

Conference Vetting Proposals team - Dayna Jost Andrew Pollard

Floor Plan



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The KOTESOL National Council

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Technologies John Phillips, Technologies Consultant
Website B.T. Stoakley, Korea National University of Education



Timetable for the KOTESOL 2014 National Conference

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Time \ Room	Plenary Hall	301	302	303	304
9:00am to 10:00am	Registration in the Lobby				
10:00am to 11:10am	Plenary Session – Marc Hegelsen	No Concurrent Sessions			
11:20am to 12:10pm	American Academia 1. TESOL teachers' perceptions of critical literacy -- Hyesun Cho 2. A Case of an Online TESOL Master's Program -- Emmy Min	Ken Beatty via webcast Running with Scissors: Authenticity in the Classroom	Practice and Technique 1. ESP: Framework and Course Design -- Tiev Miller 2. How to approach to Korean adult learners' language anxiety -- Min Gi Hong	Interactive Workshop Leadership IQ: How to Develop and Improve Your Leadership -- Tory Thorkelson	Reflective Practice SIG Presentation Journaling for Professional Growth: Justification and Potential Avenues -- Chris Miller
12:10pm to 1:00pm	Lunch				
1:00pm to 1:50pm	Plenary Session – Charles Browne	No Concurrent Sessions			
2:00pm to 2:50pm	Plenary Hall is not in use after 2:00pm	Research from Singapore 1. Individualised Learning in An International Context -- Su Hwi Tan Doctoral Research 2. Developing critical cultural awareness... -- Vinall & Shin	Interactive Workshop You are doing it wrong. Maybe. -- Michael Griffin	Invited Workshop (80min) Making Your Coursebook More Brain-Friendly -- Marc Helgesen (until 3:20)	Interactive Workshop Bilingual approaches for NESTs in monolingual EFL contexts -- Parker Rader
3:00pm to 3:50pm		Invited Workshop A New General Service List: Words for EFL Success -- Charles Brown	KOTESOL Research Grant Announcements -- Peadar Callaghan	----- Practice and Technique (3:25 -3:50) -- Advanced Motivation -- Melanie Johnson	Interactive Workshop Inspire + Be Inspired: How to NOT bore your students (!) -- Kyla Mitsunaga
4:00pm to 4:50pm		Follow-on Presentation <i>In Focus: A Blended Solution for Developing Critical Thinking Skills and High-Frequency Vocabulary</i> -- Charles Browne	American ELT Technique Presentation Helping Students Understand and Use Action/Status Verb Pairs -- Glen Penrod	Interactive Workshop Why can't my students communicate? -- Brad Serl	Technique Presentations 1. K-pop goes your classroom -- Eric Reynolds 2. Deadway - A Post-apocalyptic Classroom Role-playing Game -- Daniel Brown
5:00pm to 5:50pm		Pecha Kucha Sessions	Interactive Workshop Using Tests To Get Students Making More Natural Dialogues -- Kaj Kangas		
6:00pm	Closing Ceremonies				

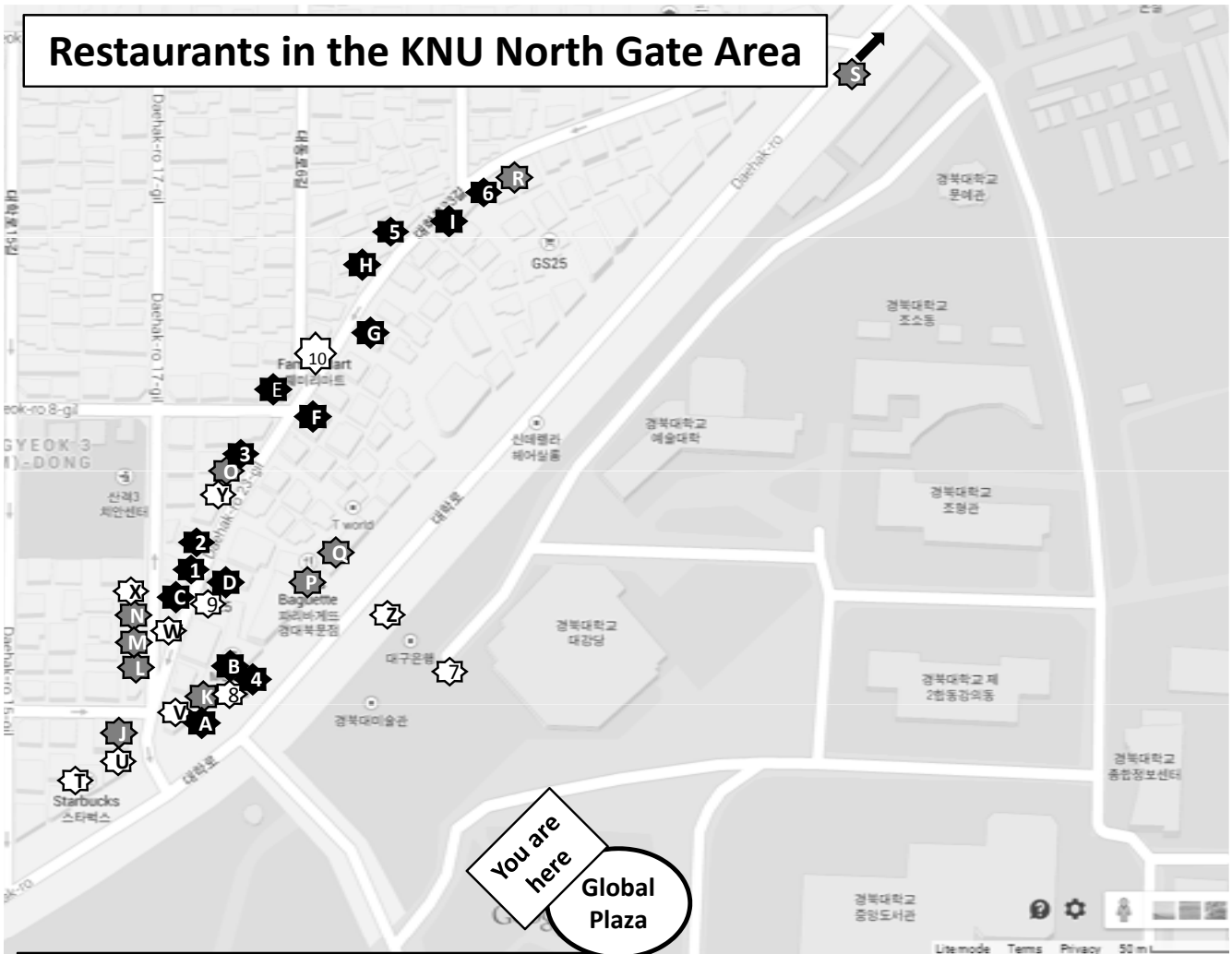
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307	308	309	310	311
Registration in the Lobby				
No Concurrent Sessions				
Practice and Technique 1. Wiring EFL Students into Online English Communities -- Thomas Avery 2. Getting Parents Involved in their Children's Education -- Phillip Schrank	Interactive Workshop Responding to Student Writing: Techniques and Priorities -- Kenneth Moore	Practice and Technique 1. Using Genre-Based Writing Tasks in the Korean Classroom -- James Robert Garner 2. Learning lexis as phrasal units and the scrap paper approach -- Lee Mordell	Research Reports 1. Phonological Rules in Korean L2 Pronunciation -- Wayne Bottiger 2. Collaborative Teaching between NESTs and NNESTs -- Yong Jik Lee	TESOL 101 Classroom Application of Natural Approach to ESL studies -- Olga Peters
Lunch				
No Concurrent Sessions				
Interactive Workshop Collaborative Writing - What, Why, and How -- Peter Thwaites	International Student Workshop College Counseling for International Students -- Karen Choi	Reflective Practice SIG Presentation The Challenge of Description: Strategies for seeing through the cloud of emotion -- Nina Iscovitz	Interactive Workshop The Fallacy of Fun -- Leonie Overbeek	Research Reports 1. Seeing it from the other side: one ESL professor's experience -- Nigel Gearing 2. Motivation in The Foreign Language Classroom -- Mike Conery
Korean Graduate Studies Action Research Report Improving Group Dynamics via Cooperative Learning Principles -- Melissa Harris	Interactive Workshop Campfire English: Storytelling in Conversation Classes -- Lee Babin	Research Reports 1. Resourcing Authentic Language in Television Series -- Anthony Hanf 2. Imagining Extensive Speaking for EFL -- Sarah Gu	Presentation and Discussion Is South Korea really in the post-method era? -- Michael Griffin	Research Report 1. The use of the CLT Method in a Korean Elementary Textbook -- Akasha C. Kanter 2. Expert and nonexpert teachers' approaches to problem-solving -- William Owens
Interactive Workshop Would they say that? Comprehension activities for dialogues -- Spencer Rains	Practice and Technique 1. Teaching Online Reading Using The 4C/ID Model -- Tam Suet Yet 2. B-SLIM Model -- Jumjim Ngowananchai	Interactive Workshop Successfully Flipping the Classroom in the ELT Setting -- Yu Jung Han	Research Reports 1. English-based Loanword Bias in Korea: Its Source and Effect -- David Shaffer 2. Making Interaction Key to Self-Directed Learning Project -- David Shaffer	Research Reports 1. Concerns faced by beginning foreign TESOLers in Korea -- Akli Hadid 2. University Conversation Curriculum: Student Perceptions -- Laurie Schulte

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Restaurants

- A. Aladdin's (Pakastani) – 3rd Flr
- B. Indo Cuisine (Indian) – 4th Flr
- C. Maya (Nepalese) – 2nd Flr
- D. Xinchao (Vietnamese) – inside the walkway
- E. Tim n Cuchina's (Italian) – 2nd Flr
- F. 서울 아침매 (Korean Sauced Meat)
- G. Pork & Fork (Korean Pork Dishes)
- H. Fukuoka Hambageu (Hamburger Patty Meals)
- I. Noodle Man (Thai Noodles)

Take Away Food (Western & Korean)

- J. Paris Baguette
- K. Tous les Jours
- L. 김밥 전국 (Gimbap Heaven)
- M. Hansot (Korean takeaway)
- N. 본 도시락 (Korean packed lunch sets)
- O. The Onigiri (Japanese Rice Balls)
- P. KFC (Kentucky Fried Chicken)
- Q. Mr Pizza
- R. Daily Doshirak (Korean packed lunch sets)
- S. Pizza Hut (go 100m more)

Coffee Shops

- T. Starbucks
- U. Caffé Pascucci
- V. Angel in Us
- W. Havana
- X. Ediya Coffee
- Y. Hands Coffee
- Z. 카페 드림 (Café Dream)

Dessert Shops

- 1. Honey Queens Ice-cream
- 2. ICE Lab (liquid nitrogen ice-cream)
- 3. Auntie Anne's Ice-cream
- 4. Baskin Robbins Ice-cream
- 5. 반짝반 작 빛나는 (sweet pies & tarts)
- 6. Anita (best shakes!)

Other

- 7. ATM Machines (Daegu, Shinhan & Nonhup)
- 8. Stationery Store
- 9. GS25 (Convenience Store)
- 10. CU (Convenience Store)

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Prof. Marc Helgesen - Plenary Speaker



Plenary Session

Language Learning and the Senses

Teaching English means more than knowing about English and ELT. It includes knowing how we teach and knowing who we are – in relation to the way our students learn. That includes sensory awareness. Barring a disability, we all have the five senses. Every bit of information we take in comes through sight, hearing, touch/movement, smell, or taste. Why then are classes often limited to visual (*Look at page 35.*) and auditory input (*Listen!*)?

We have sensory preferences (de Jong et al., 2009). That doesn't mean, of course, that we should try to teach each student only through their main sense. That isn't practical or even desirable. Rather, we need to teach all students through many different senses. Students who get multi-sensory input learn more. In controlled experiments, learners who experience multi-sensory inputs come up with 50-75% more creative solutions in problem-solving tasks (Mayer, 1997). Even something as simple as presenting information visually doubles recall compared to oral presentation. Think about that next time you "give a lecture." Multi-modality presentation doubles that result again (Najjar, 1998, in Medina, 2008)

This activity-based session will explore sensory modalities. This includes some surprises. Of course, some information lends itself to one sense over the others. But often senses overlap. And all things are not equal – most of the time, "visual" trumps everything else (so why are/do we spend so much time standing at the front of the room talking?).

Participants will experience a range of activities and will receive a handout showing how to modify classroom activities for listening, speaking and reading to include a wider range of sensory input. It really does make sense!

Prof. Marc Helgesen is author of more than 150 professional articles, books and textbooks including the *English Firsthand* series (Pearson Education/Longman Asia) and has lead teacher development workshops on five continents. He is professor at Miyagi Gakuin Women's University, Sendai. He also teaches "Innervoice & Task Planning" at Teachers College Columbia University, MA TESOL Program, Tokyo, and "Positive Psychology (The 'Science of Happiness') in ELT" at Nagoya University of Foreign Studies, Nagoya. Marc is chair of the Extensive Reading Foundation (www.erfoundation.org) and maintains several websites including www.ELTandHappiness.com and www.HelgesenHandouts.weebly.com

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Second Presentation

Making Your Coursebook More Brain-Friendly (2~3:20pm, Room 303)

The presenter will discuss seven ways to modify coursebooks to promote more effective learning and will explain how each of these modifications is grounded in neuroscience and show ways that teachers utilize them in lessons from the coursebooks they are already using:

- Adding Emotion (Willis, in Sousa 2010) – a policy publishers usually avoid.
- Giving Choice – but too much leads to cognitive overload (Rock, 2009; Schwartz, 2004).
- Throwing in Novelty (Medina, 2008) – a challenge for materials writers since publishers often prefer consistency.
- Teaching across the Senses (Sousa, 1011).
- Managing Challenge, which encourages flow (Sousa, 1011; Csikszentmihalyi, 1997).
- Supporting Creativity (Robinson, 2006; Caine, et al., 2009).
- Offering Personalization (Willis, 2006).

After discussing these modifications, connecting them to findings in neuroscience, and bashing a few myths about the brain, we will encourage participants to think of ways they could modify their own favorite textbooks and lessons to fit the mind/brain/education revolution. A handout will offer 20 ways to do so (including the seven above) and provide a list of references.



July 18-21, 2014 <http://fab-efl.com/>

The FAB Brain Days – Neuroscience in ELT – conference will be in Kitakyushu Japan, July 19-21. Call for Presentations extended until June 2. Discount for KOTESOL members. Register by June 30 and “bring a friend for free.” There are discount flights from Seoul and Busan to Fukuoka (next to Kitakyushu) on T’Way, Air Busan and Peach. Full info at www.fab-efl.com

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Dr. Ken Beatty - Webinar Feature



Running with Scissors: Authenticity in the Classroom (11:20am, Room 301)

Authenticity is controversial in language classrooms with divisions of authenticity of task, materials and situation. Authenticity of task questions whether students are learning language in a way that would seem natural outside the classroom. For example, a loosely structured roleplay is closer to reality than memorizing and delivering an epic poem.

Authenticity of materials covers a continuum that begins with inauthentic materials wholly created by a teacher or materials developer. Constructed materials are modified from real-world materials. Authentic materials are defined as those created for non-pedagogical L1 purposes. Examples of the range of materials are an inauthentic menu that consists of only three food choices, a constructed menu where low-frequency and copyright terms (Big Whopper) are simplified to more useful vocabulary items (hamburger), and an authentic, fancifully written restaurant menu.

Authenticity of situation refers to the classroom context and is more common at the primary level, such as by installing a miniature kitchen where students can interact with faux foods and appliances in roleplays. Field trips and props are other ways to instil authenticity.

Complicating ideas of authenticity is the question of selection of materials. Exposing students to a target-language newspaper or radio station aimed at native speakers would constitute an authentic experience, but more often teachers and materials developers are selective, discarding articles and audio snippets they deem too “hard” for students.

This presentation outlines the challenges of working with authenticity. Practical applications to EAP, curriculum development, and methodology are discussed.

Dr. Ken Beatty is author/co-author of more than 130 English as a Second Language textbooks used worldwide from the primary to tertiary levels, as well as books on Computer Assisted Language Learning. He has worked at universities in Canada, China, Hong Kong, the United Arab Emirates, and the USA, and given more than 200 teacher training presentations and 92 conference presentations throughout Asia, the Middle East, and North and South America. He is currently TESOL Professor at Anaheim University.

This webcast presented by Anaheim University.



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Dr. Charles Browne - Plenary Speaker



Plenary Session

Change in the Classroom: Principled Pragmatism in Reading and Vocabulary

Teachers are often required to teach from either Ministry-approved textbooks or using materials assigned from above. Far too often, however, these materials do not match the needs, interests, or level of our students. This presentation will discuss an analysis of both reading materials and vocabulary that Japanese high school students are required to learn, identify some of the problems, and propose several informed solutions. It will also introduce several free on-line analytical tools that can be used to do a similar analysis on materials used in the Korean classroom.

Charles Browne, Professor of Applied Linguistics and TESOL at Meiji Gakuin University, Tokyo, Japan, is a specialist in second language vocabulary acquisition, extensive reading, and online learning; co-author of the NGSL New General Service List, (www.newgeneralservicelist.org) and the NAWL New Academic Word List (www.newacademicwordlist.org); and has created a wide variety of research-based, language learning and analysis software such as the OGTE (Online Graded Text Editor), ER-Central, EnglishCentral, WordEngine, and V-Check. He is working hard to share this knowledge with teachers, researchers, and software developers through presentations, seminars, and hand-on workshops around the world.

Second Presentation

A New General Service List: Words for EFL Success (3pm, Room 301)

The New General Service List (NGSL) is a list of core vocabulary words for EFL learners and is a major update of West's (1953) GSL. Based on a carefully selected 273-million-word sample from the Cambridge English Corpus, the 2800+ words of the NGSL offer an amazing 92% coverage of most texts of general English. This presentation will give a brief background on the list and project before moving on to introducing the new 1.01 version of the NGSL as well as the growing number of free online resources that are available to help you teach, learn, analyse, or create teaching materials based on the NGSL.

Follow-on Presentation

In Focus: A blended solution for developing critical thinking skills and high frequency vocabulary (4pm, Room 301)

KOTESOL is pleased to co-sponsor these presentations with Cambridge University Press Korea.



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Programming Notes / How to Use This Guide

The 2014 edition of the Korea TESOL National Conference is pleased to offer the following slate of presentations. The confluence of our invited speakers and concurrent presentations see a program that offers something for everyone. The schedule has been made to insure the each time slot has a variety of sessions taking place. An easy to follow time table has been provided to help you plan your day; and to help you decide what you what to attend, we have classified the concurrent sessions into categories to help guide you in deciding which to attend. Session abstracts and their respective governing challenges/issues follow the time table pages; organized by time. Finally, we are pleased to offer the biographical sketches of our presenters; these are listed alphabetically. All presentations are listed in the final index.

Most concurrent sessions have been coded in three ways:

Interactive Workshop -- These sessions run for 50 minutes and can focus on either research or technique/methods, but they all are designed to be attendee-centered. In other words, one can expect to be somewhat active during these presentations.

Practice and Technique -- In these 25-minute sessions, the presenter shares something, whether it is an activity to use on Monday or a more abstract concept, that will directly help a teacher execute a lesson.

Research Report -- These sessions run for 25 minutes and present relevant research that can inspire and guide teachers and academics alike (not that these roles are mutually exclusive). We are pleased that both traditional and action research projects made their way into our program.

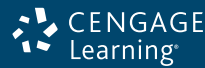
Some of our concurrent sessions do not fit neatly into one of these aforementioned categories and the Program Team has ascribed another label in these cases.

Have a great conference!

Special thanks to those who put in hours and hours developing this program book:
Joe Vitta, Kevin Cowell, Rob Dickey, and Dave Shaffer. Printing by 서림인쇄사, Daegu.

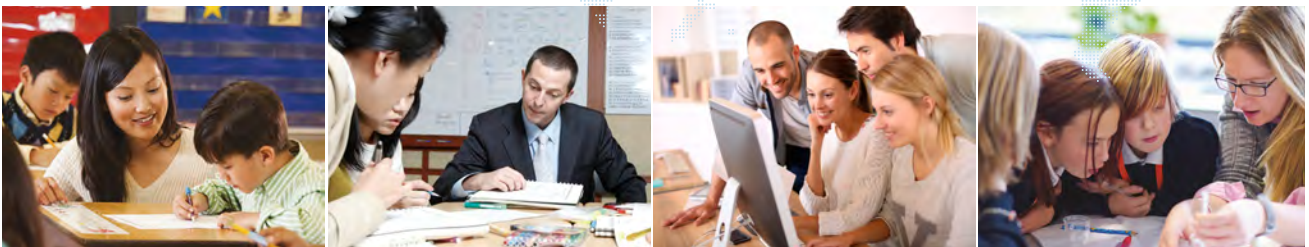
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SM-ELTeach

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온라인의 효율성과 오프라인의 상호작용 동시제공

인증된 프로그램(Donald Freeman 외 유명학자 개발, 17개국 Pilot Test 완료)

Collaboration between Sookmyung TESOL & Cengage/National Geographic/ETS

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 http://blog.naver.com/smu_tesol

 <http://www.facebook.com/smutesol>



숙명여자대학교 테솔

Abstracts 11:20 ~ 12:10

Plenary **Voices from American Academia**

Hall **1. TESOL teachers' perceptions of critical literacy -- Dr. Hyesun Cho**

This action research project discusses the exploration of critical literacy with preservice and inservice teachers for English language learners in U.S. public schools. The primary data sources include online discussions on course readings and electronic teaching portfolios in the two courses I taught – one for preservice teachers in Kansas and the other for inservice teachers in Hawaii.

First, I propose the working definition of critical literacy used in the study (Luke, 2009) and illustrate how I implemented critical literacy into curriculum and instruction in both courses. I then present course participants' perceived benefits and challenges of critical literacy in their current and future classrooms. Data analysis reveals that despite the differences in the two instructional contexts, both groups recognized that the current test-driven educational environment would be the major obstacle for implementing critical literacy into their teaching. In addition, the lack of understanding of critical literacy was found in both groups of teachers. I will also discuss my struggle and dilemma as a critical teacher educator. Finally, this presentation concludes with suggestions for introducing critical literacy to English language learners of all ages.

Issue/Challenge that governs the presentation: Critical literacy, TESOL teachers' knowledge and perception

2. A Case of an Online TESOL Master's Program -- Dr. Emmy Min

Synchronous and Asynchronous Discourse in an Online TESOL Master's Program

This session discusses a blended approach to asynchronous and synchronous communication by examining a case of an online Master's program. The presenter reviews the features of the online platform and discourse, followed by the strengths, challenges and the feedback shared by the students and faculty.

The presentation will first examine the key features of the platform. By watching the sample clip of the virtual classroom, the audience will gain knowledge about how it is taught synchronously. The features of the synchronous classrooms such as incorporating presentation files, the use of breakout rooms and the simultaneous use of live chats will be shown. Followed by the demonstration of synchronous communication is the discussion of the asynchronous communication of the class content. Showing the examples of forums and classroom virtual walls, the audience will see how the asynchronous communication is also incorporated.

Followed by the presentation of the key features of the classroom, the presenter will also address the key strengths of the blended design, the discourse patterns in different parts of the online classroom and possible implications for practice.

Issue/Challenge that governs the presentation: asynchronous and synchronous TESOL program online

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Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Webinar

301

Running with Scissors: Authenticity in the Classroom -- Ken Beatty

See the Featured Presentation summary near front of the book.

302

Practice and Technique

1. ESP: Framework and Course Design -- Tiev Miller

English for specific purposes (ESP) or English for academic purposes (EAP) is an approach to learning English as a foreign language that integrates subject specific content relevant to the students discipline or intended profession rather than learning English for general purposes. The instructional methodology employed is structural by design and focuses on the training of specific lexicons and translation of texts related to the subject. Although ESP is used in universities and tertiary educational institutions all over the world, there are considerable discrepancies in ESP course design and implementation across academic disciplines. While there is the assumption that a student-centered approach to language learning which emphasizes the use of English for communicative purposes will assist all students, it is certain that the distribution of language competency in each of the four skills (i.e., reading, writing, listening, and speaking) is not equal across all disciplines and professions. Therefore, some instructional methodologies may inadequately prepare students for professional communication. This presentation will focus on the historical uses of ESP, current research involving ESP methodology and its efficacy, and possible framework innovations for the improvement of ESP course design in the future.

Issue/Challenge that governs the presentation: ESP, English for professionals, Framework, Course Design

2. How to approach to Korean adult learners' language anxiety -- Min Gi Hong

The purpose of this study is to seek effective ways to approach to Korean adult learners' English language anxiety. In adults' ELT classes in Korea, language anxiety is one of the most crucial factors than others. The study focuses on two research questions; 1) how can teachers seek the sources of Korean adult learners' language anxiety? 2) how are their self-concepts and self-esteems related with their language anxiety? For the investigation, two adult EFL learners were chosen to be compared to each other in regard of English proficiency, language anxiety, and its sources. One of them had advanced English proficiency with high language anxiety while another had low proficiency with relatively low language anxiety. Self-concepts test, self-esteem scale and individual interviews were conducted. As a result of the study, the self-concept test and self-esteem scales were useful enough to know the degree of learner's language anxiety. Individual interviews were even more useful to seek the sources of one's self-esteem and language anxiety. The result supported that one's self-concept and self-esteem tends to be influential to one's language anxiety in relation with family background, experience of culture shock or embarrassment, self-awareness and self-discrepancy. This study provides insights for seeking pedagogical resolutions for existing language anxiety in Korean adult ELT context.

Issue/Challenge that governs the presentation: language anxiety

KOTESOL 2014 National Conference

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303 Interactive Workshop **Leadership IQ: How to Develop and Improve Your Leadership -- Tory Thorkelson**

Author Emmett Murphy and his associates studied 18,000 managers at 562 large and small organizations in all types of industries in the United States and around the world. Of the original 18,000, they identified just over 1,000 individuals who demonstrated exceptional leadership abilities, and then isolated the qualities that made those leaders great. Emmett Murphy and his associates have used their research findings to create a groundbreaking new way to assess and improve leadership ability. This dynamic leadership development program has yielded remarkable results wherever it's been tried, including IBM, GM, AT&T, Xerox, McDonald's, Johnson & Johnson, and Chase Manhattan, all prestigious clients of E.C. Murphy, Ltd.

Once you've read about what's working in other organizations, it's time to take a look at your own performance. By taking the 36 item "Leadership IQ Test" and rating scale found in their book, you'll develop a very clear picture of how your performance stacks up in all the key areas discussed in the book. And, for those areas in which your scores are weakest, there are easy-to-follow leadership IQ-building exercises. You'll also find dozens of sample scripts and dialogues of successful leaders in action designed to help you reshape your thinking and behavior. Based on the most comprehensive empirical study of leadership ever conducted and including the invaluable insights and advice of a top international management consulting firm, Leadership IQ offers you an unparalleled opportunity to discover the inner workings of great leaders and how to become one yourself. This workshop will look at some of these tools and factors that make effective leaders in an ELT context (based on the work of Christison and Murray (2009) who adapted Murphy's LIQ to ELT professionals).

Issue/Challenge that governs the presentation: Leadership Mentoring and Development focused.

304 Reflective Practice SIG Presentation **Journaling for Professional Growth: Justification and Potential Avenues -- Chris Miller**

Various forms of reflective practice have a rich history in TESOL (see Mann, 2005; Farrell, 2008; Lockheart and Richards, 1996). In this presentation the presenter will briefly explain the logic and value of journaling (Farrell, 2008), focusing on perceived benefits deriving from journaling, including greater self-awareness, the discovery of different teaching strategies, and facilitating a more personalized understanding of theoretical knowledge (Hatton & Smith, 1995; Valli, 1997; Humble & Sharp, 2012), such as that encountered in a teacher training program. Afterwards, the presenter will address Farrell's framework for "traits of reflective/analytical development," which emerged from research on journal writing in the South Korean EFL context (Farrell, 1998). The framework can serve as a guide for more focused journaling or reflective practice. Through a mixture of academic research and personal reflection participants will be encouraged to either begin journaling or extend upon pre-existing practice.

Issue/Challenge that governs the presentation: N/A – Special Session

KOTESOL 2014 National Conference

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307 Practice and Technique

1. Wiring EFL Students into Online English Communities -- Thomas Avery

Both students and teachers recognise that a few hours of English study a week is not enough to allow significant language acquisition. But how can we get students to study more English without sending them to extra academies or an English speaking country?

The internet makes this unnecessary. Most students in Korea are a few clicks away from huge, specialized English speaking communities on the internet; they just don't realise it. The aim of Thorne and Reinhardt's (2008) "bridging activities" is to get students to participate in (online) English speaking communities outside of class time. Such participation has numerous advantages: participation in specific interest communities is motivating, the language use is authentic, input is high, learning opportunities abound, and language socialization (Ochs & Schieffelin, 2008) inevitably results.

To demonstrate how even unlikely communities can be excellent locations for language learning, we will explore the language learning opportunities that can be found in online gaming and its related media. This will involve a short demonstration and discussion of participation in MMORPGs through Reinhardt and Sykes' (2013) model of game-based and game-enhanced language teaching and learning.

Issue/Challenge that governs the presentation: Language communities, online, extra-curricular

2. Getting Parents Involved in their Children's Education -- Phillip Schrank

Parent involvement in Korea is not regarded as the same as parent involvement in America. For foreign teachers, becoming close with the parents is especially hard. This presentation will show that parent involvement can be a catalyst to positive academic achievement. Then this presentation will give ways for foreign teachers to interact with parents. One way to do that is to interview the parents with the children. Sometimes you may have to use the children as translators, but that can work to your advantage. By using the children, you will be able to show the communicative ability of their children and show that you are being a positive influence in their lives; both academically and socially. Another way to interact with the parents is through weblogs. Weblogs have been successfully used to increase parent involvement with exchange students and I believe they can be useful in our situation as foreign teachers in Korea. Students can create blogs that include pictures and videos of presentations. Then parents can comment back. If the comments are in Korean, then a co-teacher or the student can translate. I will present these ways and show how they can be successful.

Issue/Challenge that governs the presentation: Parental Involvement

308 Interactive Workshop

Responding to Student Writing: Techniques and Priorities -- Dr. Kenneth Moore

The ability to write acceptable academic paragraphs and essays in English is becoming an important skill for Korean students to master. Teacher feedback is crucial in helping them to develop this skill, yet teachers can be overwhelmed by the number and variety of student errors. This workshop will give specific guidance and practice on responding to student writing within the context of a basic writing sequence in which teachers respond to student drafts. Attendees will first learn basic techniques and principles for giving effective feedback. They will then gain hands-on experience in correcting and responding to typical student papers to learn how to prioritize comments on the basis of lesson objectives and student needs, with the overall goal of developing their students' academic writing skills.

Issue/Challenge that governs the presentation: Responding effectively to student writing

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309 Practice and Techniques

1. Using Genre-Based Writing Tasks in the Korean Classroom -- James Robert Garner

Genre-based teaching approaches have been shown to help L2 writers improve their writing within their academic or professional disciplines. These approaches place an emphasis on the relationship between the communicative purposes of different genres of writing and the prototypical discourse and linguistic features within them. In a similar vein, Task-Based Language Learning puts a heavy emphasis on the communicative purpose of language use, with tasks being evaluated on goals being reached. This presentation reports on an attempt to blend these two approaches together in the foreign language classroom. First, the theoretical basis for both approaches and how they can work in unison will be discussed. Previous studies of Genre-Based Tasks and their benefit to foreign language students will then be presented. The second half of the session will be devoted to a walk-through of sample lessons using Genre-Based Tasks. It is hoped that through this session writing teachers in both academic and non-academic settings can acquire a new and beneficial technique in the teaching of writing in English.

Issue/Challenge that governs the presentation: Second Language Writing

2. Learning lexis as phrasal units and the scrap paper approach -- Lee Mordell

The linguist John Sinclair (1994) argues that the meaning of a lexical item is better interpreted by including the words that surround it. As teachers, we know that teaching individual words as part of a phrase will help our students improve their spoken competency and fluency. This is especially relevant to Korean learners who have enormous difficulty remembering articles and prepositions that form part of phrasal units. Corpora, online dictionaries, and websites like Google allow us to observe the phraseologies a word takes. This presentation will demonstrate how to exploit these tools in the classroom to introduce phrasal chunks to learners. Following that, vocabulary reinforcing activities using scrap paper will be demonstrated. These low-prep, scrap paper activities allow students to work in groups to remember and use complete lexicogrammatical phrases, including the pesky prepositions and articles.

Issue/Challenge that governs the presentation: Spoken Fluency

310 Research Reports

1. Phonological Rules in Korean L2 Pronunciation -- Dr. Wayne Bottiger

An important aspect of acquiring the skills necessary to communicate in a target L2 lies in understanding the phonology of the target language. This is perhaps the most difficult thing for L2 learners to do, because most phonological rules between languages are nontransparent to the native speaker. L2 phonology is difficult for students to assimilate, and the process can be frustrating from the position of perception and production. This study examines a small group of L2 Korean learners to establish a better understanding for some of the commonly misused phonological features of English. The study includes 30 students from two beginning level English classes, and focuses on three areas of concern regarding phonologic constraints: 1) word stress, 2) the production of consonant sounds, and 3) short vowel extension on words ending with consonants or containing consonant clusters.

Issue/Challenge that governs the presentation: Pronunciation, Perception, Markedness, Speech Rules

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2. Collaborative Teaching between NESTs and NNESTs -- Yong Jik Lee

In this study, the author researched five NESTs' and NNESTs' perceptions and attitudes regarding how collaborative teaching was employed in their teaching contexts. Based on questionnaires, the study demonstrated that collaborative teaching had pros and cons when employed in the Korean context. In terms of the advantages of using collaborative teaching: 1) provides authentic English for students, 2) integrates both NESTs' and NNESTs' advantages into English teaching, 3) helps work together to create a supportive teaching and learning environment. On the contrary, in terms of the disadvantages of using collaborative teaching: 1) unfairly divided teaching roles caused some complaints from teachers, 2) miscommunication and communication breakdowns between NESTs and NNESTs could happen, 3) some teachers did not show a willingness to collaborate with each other. In the conclusion, this study provides some suggestions for implementing collaboration between NESTs and NNESTs effectively in the Korean context.

Issue/Challenge that governs the presentation: NESTs and NNESTs Collaboration / Collaborative Teaching

311 TESOL 101

Classroom Application of Natural Approach to ESL studies -- Olga Peters

An article recently published in the Wall Street Journal stated, "Total expenditures on private education were \$17.7 billion in 2012 according to Statistics Korea." The Swiss-based company EF Education estimates that South Korean students receive 20,000 hours of English education from Kindergarten through university. Research indicates that to master any topic the brain needs 10,000 practice hours. Yet, an English Proficiency Index survey of 60 countries placed South Korea in 24th place: clearly not the payoff one would expect considering the money and time invested. So what is going on? As a reflective educator I sincerely wanted to answer this question. As a fan of brain-based research, I am fascinated with how our brains work, and I want to work with what is given to us, not fight against nature. According to brain-based research some weak areas in EFL teaching can be easily and cheaply addressed using the Natural Approach of language learning. I would like to explain how the Natural Method agrees with brain-based research and share some techniques for classroom application of this method. Also, I believe that success of any project lies in its proper foundations; so, my advice especially concerns English learners of the beginning level.

Issue/Challenge that governs the presentation: Classroom techniques of using Natural Method



KOTESOL is stronger as a TEAM

We are looking for more hands, with experience in Computing, Finance, Graphic Design, Layout and Design, Translation, Photography, Editing, Social Networking, Web, Presentation, or Team Building (or a desire to gain experience).

If you can help in any of these areas, get in contact with your Chapter President or contact the KOTESOL President Peadar Callaghan <peadarcallaghan@gmail.com>

Abstracts 2:00 ~ 2:50

(2:00 to 3:20: Room 303)

301 Research from Singaporean Academia
Individualised Learning in An International Context -- Su Hwi Tan

This research studies two different classes, each comprising of 15 graduate international students at the National University of Singapore taking a similar English academic writing course over the span of one semester. The primary objective of the course is that by the end of 13 weeks, the students will have mastered sufficient academic English and knowledge of text genre to write a research paper in their respective fields of specialisation. Coming from backgrounds where English is not their native language, it is found that these learners responded well to the writing programme because it incorporated collocation learning, genre exposition and peer writing feedback. Qualitative data gathered also point to the fact that when the instructor is about to customise instruction to each students' learning expectations and needs, more effective learning took place. This paper presents the classroom techniques used to individualise learning for these international students and argues for the place for a negotiated curriculum when we consider principled pragmatism in the classroom.

Issue/Challenge that governs the presentation: Tertiary Classroom Techniques

Doctoral Research Report

Developing critical cultural awareness in ELT contexts -- Kimberly Vinnall & Jaran Shin

Kramsch (1993, 2012) argues that the teaching of language and culture are inseparable because language represents, expresses, and stands for social reality. Therefore, in addition to their study of the English language, students need to develop cultural awareness. The prevalence of prestige varieties of American and British English has traditionally meant the teaching of these nationalistic cultures, and the worldviews and values attached to them. However, with the rise of global English (e.g., Murata & Jenkins, 2009), English as a lingua franca (e.g., Blommaert, 2010; Crystal, 2003), and the emergence of hybrid language varieties (e.g., Weber & Horner, 2012; Wee, 2005) new critical questions emerge: What cultures do students need to learn? Is their emerging cultural awareness best understood as based on nationalistic cultural models or to the emerging localized cultural contexts of English language use? This presentation does not argue for a new methodology to facilitate the development of students' critical cultural awareness. Instead, in line with a principled pragmatism we demonstrate how various methodologies and techniques already in use can be adjusted to facilitate cross-cultural dialogue in relationship to the contexts of local language use. The presentation will include specific examples taken from the presenters' own empirical data.

Issue/Challenge that governs the presentation: critical cultural awareness

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302 Interactive Workshop

You are doing it wrong. Maybe. -- Michael Griffin

While on teacher training courses there are many “no-nos” trainees quickly learn to avoid. What if these habits are not so bad? What if there is a time and a place for them? What if some of the habits might actually be helpful for students? In this interactive session we will explore, re-examine, discuss and even defend some of these practices. A typical example of these behaviors is teachers (not) asking students, “Do you understand?” The session will begin with analysis of such teacher moves. With an emphasis on getting away from the simple and simplistic dichotomies of good and bad we will examine the reasons these moves are typically considered bad and then move on to considering reasons they might not be so bad and when they might be suitable or helpful. This session is intended for teachers of all experience levels as well as those involved with teacher training and development. Participants will ideally walk away with a sense of freedom to consider using what are known as bad habits in class or at least a stronger conviction to avoid the “bad” behaviors.

Issue/Challenge that governs the presentation: teacher training, beliefs, teaching practice

303 Invited Workshop (80 min – until 3:20)

Making Your Coursebook More Brain-Friendly -- Marc Helgesen

See Marc's Plenary Presentation page near front of the book.

304 Interactive Workshop

Bilingual approaches for NESTs in monolingual EFL contexts -- Parker Rader

As both functionalist (Crystal, 2003: 17-19) and critical perspective proponents (Phillipson, 1992: 17) note, there is an increasing trend of native English speaker monolingualism in the era of globalization. This is especially problematic inside and outside the classroom in highly monolingual EFL teaching contexts such as South Korea.

Inside the classroom, particularly with low-proficiency students, monolingual teachers less effectively exploit the ZPD (zone of proximal development) (Vygotsky, 1978) where scaffolding (Antón & Dicamilla, 1999: 234, 239) occurs. This is a pedagogical and ethical concern because EFL students have minimal access to public English education, so what instruction they do receive should be as effective as possible.

Outside the classroom virtually all linguistic interaction occurs in Korean. However, in order to maintain and bolster national sovereignty, social institutions have adopted 'globalization ideologies' that stress the importance of all L1 Korean speakers' learning English. The same ideologies, in an attempt to manufacture practical English access, invoke the racially problematic Korean 'ethnographically homogeneous national ideology', and encourage L1 Korean speakers to speak to 'foreigners' in English, which exacerbates monolingualism, and causes a new version of diglossia (Fishman, 1967: 29). From a critical and psycholinguistics perspective this is ethically problematic because it is socially disempowering. Through discourse, let us address these problems together!

Issue/Challenge that governs the presentation: Addressing the South Korean Diglossia

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307 Interactive Workshop

Collaborative Writing - What, Why, and How -- Peter Thwaites

This session will offer four practical techniques for teaching collaborative writing - in other words, encouraging learners to produce pieces of writing in pairs or groups. Research by Neomy-Storch and others has suggested that collaborative writing has advantages beyond simply spreading the burden of producing a text in class; it can help learners to produce more accurate and complex texts, speak more English in class, learn from their mistakes, and build collaborative work skills. I will draw on this research to suggest solutions to practical concerns such as finding positive groupings and dealing with lower proficiency levels. I aim to convince you that collaborative writing should be part of every teacher's toolkit!

Issue/Challenge that governs the presentation: Fun, interactive writing techniques

308 International Student Workshop

College Counseling for International Students -- Karen Choi

I would like the opportunity to discuss with either educators, parents or students, the realities of college admission for international students. Educators and students are often given misleading information regarding standards and perceptions of American colleges today. Planning begins as early as middle school and the need to understand the changing admissions landscape is vital.

Issue/Challenge that governs the presentation: Preparing international students for college

309 Reflective Practice SIG Presentation

The Challenge of Description: Strategies for seeing through the cloud of emotion -- Nina Iscovitz

How do the emotions that we, as teachers, feel in the classroom impact our teaching? Many teachers say that emotions and emotional reactions cloud our thinking. What can be done about this? This is one of the essential questions we will explore in this workshop. Through guided questions/discussions and a series of interactive tasks participants will examine the role and impact of emotions on our teaching. Using Kolb's (1984) Experiential Learning Cycle, participants will examine a snapshot of their classroom. Through sharing experiences and reactions, workshop participants can become more aware of the place of emotion in their reflections. Participants can expect to walk away with strategies to better deal with emotionally charged classroom moments and meet learners' needs on an affective level.

Issue/Challenge that governs the presentation: N/A – Special Session

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310 Interactive Workshop **The Fallacy of Fun -- Leonie Overbeek**

In this presentation the origins of the idea of 'fun' in class will be explored to determine what was really the intention of authors advocating the idea of 'fun', the ideas for 'fun'-filled activities will be explored for content and amount of engagement for students, and finally some ideas about how to design activities, including games, for effective engagement in the ESL/EFL class will be discussed.

Although 'fun' as such is not a bad idea, to expect teachers to provide the fun in the classroom suffers from a number of fallacies. First of these is that fun is the same for everyone, Secondly that fun can be organized, and finally that fun can be had within the confines and strictures of classrooms and tests.

In language learning especially, the hard work and struggles have to come first, and once the language starts flowing, the fun will come - the fun of playing with the language, of reading for pleasure and listening because you understand it.

Students can only benefit from a classroom where meaningless fun is replaced with meaningful activities.

Issue/Challenge that governs the presentation: Expectations that language learning is easy and fun.

311 Research Reports **1. Seeing it from the other side: one ESL professor's experience -- Nigel Gearing**

While there has been a large amount of literature devoted to the acquisition of English as a second language, there appears to be very little of the same looking at what factors affect the motivation (or lack of it) among ESL professors working at South Korean universities to learn the L1 of their host nation. Given that there is a wealth of literature in second language acquisition on motivation and the L2 learner self, the answers, I hoped, might be found by devising a qualitative study comprising in-depth interviews to find out what exactly, in their own words, these people felt about learning an L2. With these ideas in mind, I conducted in-depth interviews with 14 ESL professors, seven from one South Korean university and a further seven, each from a different university in South Korea, for balance. I also included a one-year longitudinal case study of one of the seven participants at the department where six of her peers were also interviewed, and this is the focus of this paper - to observe and discuss the ebbs and flows of motivation, when learning an L2, first hand from this case participant's point of view. Among the many approaches this participant took to learning Korean, her experience of trying a classroom course for one semester in a university setting, not unlike that many of our students experience when learning English, and then not continuing with it may offer some insight into why learners in our ESL classrooms may feel similar frustrations. Her interviews were coded into eleven categories. Using grounded theory, these themes were related back to the core theme of beliefs, revealing some very interesting findings that may be of direct relevance to you in your teaching practice. What this participant experienced during my time of observation with her, both in and out of the classroom, revealed a wealth of information that could arguably be used to inform ESL teachers working in Korea to better understand how their students feel about learning an L2 in and outside a classroom.

Issue/Challenge that governs the presentation: Motivation in second language acquisition

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2. Motivation in the Foreign Language Classroom -- Mike Conery

In 2013 I researched aspects of foreign language anxiety (FLA) in my language students to measure the negative effect it may have on their motivation.

Using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et. al 1989) in a pre and post survey I measured FLA in my students to determine if four motivational methods adapted from Dornyei and Csizer (1998) were useful in decreasing FLA and improving student motivation.

Findings indicated that regardless of motivational dichotomy: a majority of language students exhibited one or multiple forms of FLA. Furthermore my findings indicate that language teachers may need to address aspects of FLA in their students before expecting their students to be motivated. My research concluded that although motivation is a complex issue, four interrelated motivational methods may be helpful with EFL teachers in motivating their students. These methods will be discussed at length during the presentation.

Attendees will hopefully gain insight into how motivational factors in students change as well as why FLA may exist in their students. Furthermore it will discuss the notion of reflective teaching: considering the students and the context carefully, in order to assist teachers to build stronger relationships with their students.

Issue/Challenge that governs the presentation: Motivation and Foreign Language Anxiety

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THE DAEJEON-CHUNGCHEONG CHAPTER INVITES YOU TO OUR FUTURE EVENTS:

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- **Saturday, NOVEMBER 29th: SYMPOSIUM and THANKSGIVING DINNER**
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Work in Saudi Arabia

Joe Vitta, a KOTESOL member since 2011 who has served the group in various positions, and Lucas King are two EFL teachers working together in Saudi Arabia who used to work in Korea and are looking for like-minded teachers from Korea who are willing to make the move. They are offering guidance and assistance with the application process for an exciting opportunity in KSA.

Job Summary:

Work for a US government contractor providing EFL training to Saudi Air Force cadets. Great location in the eastern province and is a very nice/popular area of Saudi Arabia for foreigners to live and work.

**multiple positions available due to recent program expansion.*

Qualifications:

American Male (applicants must be male as per Saudi cultural norms and the contract stipulates that American English to be taught)

Bachelor's degree + TESOL certificate OR a related master's degree (TESOL, Applied Linguistics, etc.)

Prior teaching experience with adults

Benefits:

42,000 USD base salary + 10% differential (\$4200 per annum) + allowances (\$2000 per annum) + yearly completion bonus (8% of base salary) – totaling over \$51,000/year; most of which is TAX FREE!!!

Furnished studio apartment on luxurious, secure compound provided

Full medical insurance

401k (company matches 4% of base salary and this is an additional benefit)

2+ months paid vacation per year (1 rest and relaxation airfare ticket to home of record provided per year in addition to relocation to and from Saudi)

...and more!

Going Forward:

To be considered please email your CV/Resume to lucasking100@gmail.com before June 10th. Joe is also happy to field queries at vittajp@gmail.com but Mr. King will be collecting documents.

Abstracts 3:00 ~ 3:50

(3:25 to 3:50; Room 303)

- 301** **Invited Workshop**
A New General Service List: Words for EFL Success -- Dr. Charles Brown
See Dr. Browne's Plenary Presentation page near front of the book.

- 302** **Special Session**
KOTESOL Research Grant Announcements -- Peadar Callaghan

The Research Committee is proud to be holding a session to announce the grant recipients for 2014. The recipients will be introduced and each one will provide a brief introduction to their proposed research. There are six grants available, ranging from 200,000 KRW to 1 million KRW. Selected recipients submitted a research proposal that was blind peer reviewed. Selected recipients have until October 3rd, 2014 to complete the research, and then you can see them at the International Conference presenting their findings. For more additional information about the Research Committee and the grants offered please contact the Research Chair at research@koreatesol.org

KOTESOL's president, Peadar Callaghan, will be leading this presentation. The conference team wishes to thank Ms. Joanne McCuaig, KOTESOL's Research Committee Chair, and the vetting team which rated the submitted proposals. It is through their efforts that we have been able to feature this at our event.

- 303** **Practice and Technique – 3:25 to 3:50**
Advanced Motivation (for your students, and, hopefully, you) -- Melanie Johnson

Many English language teachers are familiar with handling unmotivated students and are fairly adept at incorporating techniques to engage these students in their lessons. But what about the extreme cases? How do teachers cope with students who make nearly every activity in the class a challenge due to their lack of motivation? While not professing to have all the answers to this often complex problem, this session will relay the presenter's own experience teaching such students and will provide tips and tricks on how to engage them while maintaining your own sanity. This presentation will focus on mainly on teaching learners in late high school or further education. (However, teachers of all age groups are welcome!)

Issue/Challenge that governs the presentation: Engaging and motivating students

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304 Interactive Workshop

Inspire + Be Inspired: How to NOT bore your students (!) -- Kyla Mitsunaga

Dating back to the 14th Century, the ancient practice of lecturing still exists today in one form or another in many universities in Korea today, and in fact, all over the world. Meanwhile, university students have taken to Kakaotalk messaging, Facebooking, and other distractions while their professors drone on. The average attention span of a human during the pre-social media era used to be about 12 minutes, and is now a staggering 5 minutes. Today's 21st Century students do not need another age-old lecture, but rather something that will stimulate, engage, and excite them as well as bring their attention away from their smart phone screens to what you have to teach them.

Have you ever wanted to make your own lectures more engaging, more interactive, more creative? This is the workshop that will not only change your life, but your students' lives too. Put your smart phones down and come to this workshop-you may just get inspired!

Issue/Challenge that governs the presentation: Keeping students engaged and inspired

307 Interactive Workshop / Korean Graduate Studies Action Research Report **Improving Group Dynamics via Cooperative Learning Principles -- Melissa Harris**

A recent action research project was conducted with a group of first year Korean university students. Preliminary feedback from the students indicated a general dissatisfaction with the content of the course text. Initial video observations and teacher reflections also indicated a reluctance of the students to interact with each other. The aim was to implement cooperative learning techniques alongside task-based lessons in order to improve classroom dynamics. Research surrounding Cooperative Learning highlights the fact that such principles help to overcome such common problems in the class (Cohen, 1994). In addition, a task-based approach was employed in order to serve the "real world" communicative interests of the students. Overall, results indicated improvements in participation and levels of engagement within each group in the class, as well as student satisfaction with group arrangements and learning goals.

Issue/Challenge that governs the presentation: Implementing TBLT and Cooperative Learning in the class.

308 Interactive Workshop **Campfire English: Storytelling in Conversation Classes -- Lee Babin**

Are you like me? Are you bound to your textbook because of university standards for teaching vocabulary, grammar, and topic concepts? What if you could change the way you approach broaching new textbooks topics by introducing storytelling into the classroom?

This workshop aims to demonstrate how students can communicate through means other than question-answer-question-answer conversations by expressing themselves through storytelling methods. The workshop focuses on college freshman students but can apply to students at all ages and levels.

In this workshop, we will discuss what constitutes "storytelling" and how effective it can be in a conversation classroom. Also, I will introduce activities I am currently using in conversation classes to combine textbook topics, grammar, and vocabulary with storytelling techniques, including using smart phones and other technology to promote communicable English. The activity topics are based on Daegu University's chosen textbook, Smart Choice, but can be applied to other topics and textbooks.

Issue/Challenge that governs the presentation: Conversation classroom activities

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309 Research Reports

1. Resourcing Authentic Language in Television Series -- Anthony Hanf

In this study, a beginning learner of Korean watched 61 hours of English-subtitled Korean television series and kept a personal language learning diary over a 14-week period while living in Korea. The aim was to investigate the language learning process. The learner/researcher extracted language from television series, created digital flashcards for review, and met with Korean language tutors for practice. The rationale for this out-of-class learning experience is based on the emergence and accessibility of high-quality television series as a rich source of authentic language. Based on the substantial amount of tri-modal visual, aural, and subtitled/captioned input from native speakers in natural settings, today's language learners are faced with valuable language learning opportunities. This research explores one such experience in an attempt to harness the power of the technological advancements available today.

Issue/Challenge that governs the presentation: Language learning beyond the classroom

2. Imagining Extensive Speaking for EFL -- Sarah Gu

Lodged in the divide between receptive and productive language skills is one of the fundamental conundra of our field: With remarkably few exceptions, productive skills always lag behind receptive skills. The ongoing debate regarding the relative influence of input (e.g. Krashen, 1989) and output (e.g. Swain, 1993) in second language acquisition and proficiency is at the heart of our investigation. Our contention is that output is absolutely critical to proficiency--if not acquisition. Furthermore, the principles that Krashen (1989) and others outline for instructional modules in extensive reading can be used to design an extensive speaking module to enhance students' oral production. In a six week intensive immersion program and as part of speaking specific courses in that program, we asked students to record daily monologues on free topics. The teacher provided encouraging feedback, but no corrective feedback. At the beginning and end of the program, we measured their fluency, proficiency, and attitudes toward English learning in order to judge the impact of the new pedagogy using both quantitative and qualitative measures. Quantitatively, we compared their initial and final fluency and proficiency scores to look for variations in improvement. Even our minimal modification in the curriculum produced significantly better results for students in the extensive speaking group relative to the students receiving more traditional speaking instruction. Additionally, attitudes of students in the extensive speaking group toward speaking in English were markedly improved at the end of the program relative to the traditional class. Moreover, in their exit interview, the extensive speaking students provided useful insights for future extensive speaking instruction. Attendees at this presentation will learn how the research was accomplished, but more importantly, attendees will be provided with guidelines and ideas for implementing extensive speaking in their own classes.

Issue/Challenge that governs the presentation: speaking, fluency, university, intensive, extensive

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310 Presentation and Discussion

Is South Korea really in the post-method era? -- Michael Griffin

The theme of this conference is “principled pragmatism” which happens to be one of three attributes Kumaravadivelu highlights as part of the post-method condition. Are we really in a post-method condition here in South Korea? The post-method world is one where teachers are equipped with the skills, attitude, and autonomy to create their own relevant theories of practice. Is this happening? How are teachers developing these skills? Are teachers given the autonomy to make their own pedagogical choices? Instead, are teachers in Korea looking for that best method that will make their teaching better? Are they looking for that one book, or that one assessment tool that will make things better? Are they searching for that one activity that will go over well in Monday’s class? Or, are they creating their own theory of practice that based on theory, experience and what Prabhu would call their own “sense of plausibility.” In this interactive presentation and discussion we will discuss the above questions and think about the South Korean context as related to the post-method era. No activities will be shared. It is hoped teachers will walk away with a clearer sense of their role as EFL educators in South Korea.

Issue/Challenge that governs the presentation: South Korean context and post-method condition

311 Research Report

The use of the CLT Method in a Korean Elementary Textbook -- Akasha C. Kanter

In this presentation, the author, a dual licensed elementary and ESL-licensed teacher teaching in South Korea, examines the goals of the Korean elementary English as a Foreign Language program and evaluates a textbook plus surveys Korean English Teachers to compare the methods of their tasks to the goals of the national program regarding Communicative Language Teaching as set out by the Ministry of Education (MOE). Specific questions addressed are: Does the 2012 DehGyo Grade 6 textbook provide teachers with Communicative Language Teaching or Audio-Lingual tasks at the syllabus level and at the task level? How do the current Korean English Teachers use the textbook? How often do they adapt the activities, and how familiar are they with Communicative Language Teaching techniques? The Communicative Language Teaching textbook evaluation checklist was inspired by the works of Rod Ellis, Dawn Garinger, David Nunan, Leslie Sheldon, Alexandra Skierso, and David Williams.

Issue/Challenge that governs the presentation: Implementing CLT, Methods in textbooks, teacher training,

2. Expert and nonexpert teachers' approaches to problem-solving -- William A.J. Owens

Following the concept and methodology of "teacher self efficacy" (Tschannen-Moran & Hoy), I investigated a sample of 189 practising EPIK teachers. The the goal of the research was to gauge their perceptions of their own efficacy, and identify the antecedents of those perceptions. The results included many apparent correlations between background or contextual factors such as school level and teaching qualifications and higher or lower self-efficacy perceptions. However, in-depth interviews and analysis demonstrated that participants with lower levels of teaching or education-related qualifications (irrelevant of experience) were likely to over-rate their own efficacy due to either having lower criteria for defining success or through not engaging in effective, reflective problem-solving.

Issue/Challenge that governs the presentation: The link between qualifications, experience and expertise

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KOTESOL Elections

Who are the next leaders of KOTESOL?

The Nominations & Elections Committee seeks new and seasoned KOTESOL members to run for any of the following offices:

- 1st Vice-President
- 2nd Vice-President
- Treasurer
- Secretary
- International Conference Committee Co-Chair
- Nominations & Elections Committee Chair.

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KOTESOL: Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) - also known by our Korean name, 대한영어교육학회 - is Korea's largest multicultural association of English Teaching Professionals.

Korea TESOL was established in October 1992, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). *[Note: another organization has since adopted the KATE name.]* As stated in The Constitution and Bylaws of Korea TESOL, "Korea TESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons associated with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns."

KOTESOL is an independent national affiliate of a growing international movement of teachers.

Korea TESOL is proud to be the exclusive affiliate of **TESOL International Association** for Korea. TESOL International is an international education association of approximately 14,000 members with headquarters in Alexandria, Virginia, USA. www.tesol.org

Korea TESOL is also a proud associate of the **International Association of Teachers of English as a Foreign Language (IATEFL)**, which is based in the United Kingdom with a global membership of over 3,000 teachers. www.iatefl.org

KOTESOL is a founding member of the **Pan-Asian Consortium**, which includes the Japan Association for Language Teaching (JALT), Thailand TESOL (ThaiTESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan), Far East English Language Teachers Association (FEELTA, Russia), and most recently, the Philippines Association for Language Teaching, Inc (PALT). www.pac-teach.org

The membership of KOTESOL includes teachers at elementary, middle and high school, and university levels as well as teachers-in-training, administrators, researchers, materials writers, curriculum developers, and other interested persons.

Approximately 30% of the members are Korean. KOTESOL chapters are located in the following areas: Busan-Gyeongnam, Daegu-Gyeongbuk, Daejeon-Chungcheong, Gangwon, Gwangju-Jeonnam, Incheon, Jeonju-North Jeolla, Jeju, Seoul, Suwon-Gyeonggi, and Yongin-Gyeonggi.

Members of KOTESOL hail from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multi-cultural membership.

Annual membership in KOTESOL costs 40,000 won. Benefits include:

1. The opportunity to attend any regular meeting of any chapter.
2. A local chapter KOTESOL newsletter (whichever chapter you officially signed up through).
3. The national quarterly publication **The English Connection**, keeping you up-to-date with current issues in EFL and more.
4. **The Korea TESOL Journal**, **KOTESOL (Conference) Proceedings**, and other scholarly and professional publications.
5. Advance announcements, preregistration discounts, calls for papers, and early registration for the annual KOTESOL conference.
6. Opportunities to build a network of important professional and cross-cultural contacts.
7. Access to the latest in quality teaching resources and related materials.
8. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
9. Membership in Special Interest Groups (SIGs) e.g., Young Learners & Teens, Extensive Reading, Professional Development, Multimedia & CALL, Research, Reflective Practice, and Christian Teachers.

KOTESOL: We are People. Teachers. Professionals.

Abstracts 4:00 ~ 4:50

301 Follow-on Presentation

In Focus: A Blended Solution for Developing Critical Thinking Skills and High-Frequency Vocabulary -- Dr. Charles Browne

This session will introduce a new 3-level reading and discussion series that focuses on the development of students critical thinking skills while systematically improving their knowledge of important high frequency words with both in-text and online learning tools. Levels 1 and 2 help students to master words in the New General Service List (an updated version of West's 1953 list, developed by Browne, Culligan and Phillips, 2013, and informed by the Cambridge English Corpus) while Level 3 focuses on a new Academic Word List). Participants will get a brief explanation of the pedagogy and science behind the course, followed by demonstrations of key activities and learning tools.

302 Technique Presentation from American ELT

Helping Students Understand and Use Action/Status Verb Pairs -- Glen Penrod

English verbs can be classified according to lexical aspect, and correct usage is often a function of semantics, where a verb might fit into one context but not another based on meaning. In the present perfect, for example, certain verbs can be used to indicate an event or action, while others are used to denote status over a period of time. Many of these verbs are commonly used in pairs, where one signifies an action, and its counterpart implies a state or condition.

Butler and Yu (2000) found that Chinese university students benefited from direct instruction in verbs grouped by lexical aspect, particularly "event/state" verb pairs such as meet/know, buy/have, get married/be married. This workshop will demonstrate strategies to help students recognize and use these unique verb pairs correctly in various contexts.

Issue/Challenge that governs the presentation: Grammar Teaching Techniques

303 Interactive Workshop

Why can't my students communicate? -- Brad Serl

Many teachers bemoan their students' inability to communicate, while at the same time not knowing how to design lessons or syllabi to help their students to reach that goal. In this presentation I will introduce a new method of lesson planning that works across all age groups, and a new way to conceptualize the language learning process that is far different from the traditional notion of the four skills. This presentation will be primarily lecture, but time will be made available for us to discuss some of the challenges and implications of implementing this approach to lesson planning.

Issue/Challenge that governs the presentation: Disconnect between pedagogy and Communicative competence

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304 **Technique Presentations**

1. K-pop goes your classroom -- Dr. Eric Reynolds

More than a few "commentators" have suggested that the greatest failing of K-Pop is the horrible English lyrics. In this hands-on session we will take a measured deep dive to discover just how good K-Pop English is for teaching EFL

Issue/Challenge that governs the presentation: k-pop, music, motivation

2. Deadway - A Post-apocalyptic Classroom Role-playing Game -- Daniel Brown

A growing field of interest in L2TL is the use of game-based learning (Sykes & Reinhardt 2013). However, the majority of games for education have taken a behaviourist approach to the learning process. Another view of learning posits that it is an interplay between the social and the cognitive (Atkinson 2002), and it's this principle applied in a unique yet pragmatic way that we will explore in this session through a game-mediated activity. In this interactive workshop, we will be playing Deadway, a classroom role-playing game about survival and rebirth in a post-apocalyptic world. Attendees will work together in small groups to solve problems, defend values, reconnect with what they've lost, and rebuild a new world according to their beliefs. While not a digital game in the sense that the virtual world primarily exists and is renegotiated in the collective imaginary spaces between players and facilitator, participants should have at least one device per group with Google Drive and KakaoTalk installed.

Issue/Challenge that governs the presentation: Game-based socio-cultural learning activities

307 **Interactive Workshop**

Would they say that? Comprehension activities for dialogues -- Spencer Rains

Do your students lack passion in role-plays and similar spoken activities?

Their lack of motivation may be linked with the level of cognition demanded of them, in accord with Verhoeven's findings (2009).

In light of this potential connection, we will appeal to students' need for higher cognitive demands than are found in found in dry recitations of scripts, exploring a variety of activities that build student ownership and higher order thinking skills into tasks. Taking inspiration from the listening comprehension strategies of Nihei (2002), the situational dialogues of Klinghoffer (2008), and the principles of dialogues scaffolds of Bilbrough (2007), we will execute more than six examples of high-cognition dialogue exercises. Participants will personalize and adapt activities that focus on memorizing, visualizing, re-expressing, modifying, interpreting, and prioritizing spoken language in dialogues. Sample dialogues will be included for primary, secondary, and tertiary levels.

Issue/Challenge that governs the presentation: Critical Thinking with Dialogues

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308 Practice and Technique

1. Teaching Online Reading Using The 4C/ID Model – Tam Suet Yet

The Internet which uses English as its domain language is beneficial for EFL/ESL learners around the world to practice the target language. The ability to search, read and respond online is a skill that learners would need to acquire in this fast paced world today. However, learners who are not yet well versed with the language may have difficulty acquiring this skill. Therefore, this presentation which uses a lesson plan to explain the Four Component Instructional Design Model (4C/ID, van Merriënboer & Kirschner, 2013) to teach online reading. A new literacy (Leu, 2006), online reading has yet to be implemented widely in classrooms. Most studies on ICT literacy reported teachers encouraging learners to use the Internet to enhance their learning, but not teaching them explicitly the skills to do so. 4C/ID consists of four components which are Learning Tasks, Part Task Practice, Supportive Information and Procedural Information. These four components portray a holistic measure in teaching a step-by-step process within a given lesson. The main feature of this model is the usage of real or stimulated learning tasks where learners are exposed to authentic materials which are different from classroom practices. 4C/ID emphasizes Vygotsky's theory of scaffolding and Krashen's i+1.

Issue/Challenge that governs the presentation: Online literacy interventions

2. B-SLIM Model – Jumjim Ngowananchai

The Use of B-Slim Model in Business English Course in Thailand

In the context of ASEAN community, Thailand is one of the countries which all learners especially who are studying in the university level have to realize about how to improve their English competence. As Thailand is still behind other ASEAN nations especially in English language, therefore, the teaching of English is now taking the most important part in Thai university curriculum. English is not just a language in the classroom context; it is also a language for communication in the business areas such as in tourism industry, hotel industry and other relevant businesses. Therefore, as a teacher in a university context, the researcher realized that to use the new method of teaching English in the business context would enhance the learners to understand the objectives of learning and provide the opportunity for learners to be able to face a real communication.

Therefore, in this study the researcher proposed the use of a B-Slim Model to reinforce the Thai university students' ability to communicate orally. In addition, the researcher tried to compare the scores of students' listening and speaking skills during the Mid-term examination and in the Final Examination of a course of Listening and Speaking according to the curriculum of the Business English Program. Finally, the results of the study revealed that the use of a B-Slim model which originated by Bilash (2008) was able to improve learners' English ability in the Thai teaching context within a class of Listening and Speaking in Business English.

Issue/Challenge that governs the presentation: B-SLIM MODEL for English teaching

309 Interactive Workshop

Successfully Flipping the Classroom in the ELT Setting -- Yu Jung Han

The flipped classroom has become a new trend for education in the last several years, but its effectiveness in the ELT setting still remains untapped.

This presentation will introduce the flipped classroom environment from the Advanced 5 (A-5) level in the summer of 2013 in the Community English Program (CEP) at Teachers College, Columbia University. The instructor successfully flipped the English class by offering a plethora of resources and information on the class website with unlimited access. All the materials on the class website were then paired with carefully designed

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activities in class. The quantity of authentic input and the quality of output the students produced became a strong motivating factor for them and it resulted in the significant development of learner autonomy.

In this workshop, participants will explore the class structure of A-5 and see how the flipped classroom model can be implemented in the Korean/global ELT setting. Also, in-class activity(s) that was used for the flipped classroom will be presented and participants will have an opportunity to experience its effectiveness to discuss its further implications.

Issue/Challenge that governs the presentation: Classroom Management

Research Reports

310

1. English-Based Loanword Bias in Korea: Its Source and Effect

-- Dr. David Shaffer

Lexical borrowing from English has been apparent in Korean for over half a century, and it has been occurring at an increasing rate in recent years. Although loanwords add to a language's lexicon, English-based loanwords in Korean are often disparagingly referred to as "Konglish." In the English learning context, no association is made with English-based loanwords and their English cognates. This presentation will briefly introduce English-based loanwords in Korean, clarify the concept of loanword bias, and posit some origins for it. This will be followed by a study investigating English learner attitudes towards English-based loanwords and how they arise; more specifically, about their quantity, understandability, relationship to learning English, teacher's attitudes towards them, their biggest weakness, the origins of students' attitudes towards English-based loanwords, and what types of English-based loanwords they consider to be "Konglish."

The results of the study indicate that while university students do not have a strong bias toward English-based loanwords, their attitudes toward them are partially a product of one-sided and inadequate information on loanwords transmitted to them from their secondary school teachers; that is, speaking disparagingly of them or ignoring their presence altogether. From this study, it is recommended that, rather than ignore English-based loanwords, they can be embraced by teacher and learner alike to quickly enlarge the learner's vocabulary, which will effectively and efficiently enhance their communicative competence.

Issue/Challenge that governs the presentation: English-Based Loanwords, Bias, Classroom Application

2. Making Interaction Key to Self-Directed Learning Project -- Dr. David Shaffer

Learner journals and learner portfolios have been promoted as conducive to learning, and to some extent in second language learning. However, little research has been done in the areas of how to make such projects reflective, efficient, and lead to more effective self-direction in language learning.

In this study, a 10-week, language learning journal project was incorporated with a portfolio component with a group of university students. The group was also given weekly class time to discuss their language learning methods and progress as pairwork. Additionally, each class member presented to the group a study method of theirs that they found quite effective in improving their English skills.

Study results have been obtained from post-project participant surveys, evaluation of the journal-portfolio final projects, student discussion and presentation observation, and student interviews. Results indicate that options in project design that were more flexible produced more student satisfaction by creating student agency and thereby producing reasonably high levels of student reflection and journal writing. Student-to-student discussion of their study methods and in-class presentations of study methods both produced high satisfaction and supported reflection and self-direction. Pedagogical implications are that incorporating flexibility into a journal-portfolio

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project, and even more so, in-class interaction can serve to significantly enhance the effectiveness of such a project as a language learning tool.

Issue/Challenge that governs the presentation: Classroom Interaction Supports Learner Journaling

311 Research Reports

1. Concerns faced by beginning foreign TESOLers in Korea -- Akli Hadid

Waites (1999) did a comprehensive study on TESOLers in Geneva and Sydney. Back then, job opportunities were limited for TESOLers in Geneva, and the TESOL industry had been severely hit by the Asian financial crisis in Sydney. Waites found that in Geneva most beginning teachers had pedagogical concerns, followed by few affective and personal concerns, while in Sydney most teachers had affective and personal concerns and did not have many pedagogical concerns. Waites explained this by the fact that most TESOLers in Sydney were trained to teach ESL while most of those who were in Geneva were not trained to teach EFL.

In a study reciprocating Waites' study, the researcher surveyed 73 TESOLers in Korea. For those whose careers began in Korea, a vast majority of teachers mentioned pedagogical concerns as their main concern as beginning teachers. Many complained about the textbooks, lack of instructions, lack of discipline among the students, language barrier with the students and the low level of students. However, a sizable number of teachers also mentioned affective concerns such as culture shock and boredom, along with personal concerns such as problems with money, with broken contracts, with their hierarchy and with their co-workers. Unlike Geneva and Sydney where a small percentage (8% and 6% respectively) mentioned they had no problems at all adjusting to the TESOL industry, of 73 respondents only 2 mentioned that they had a great time in their first year. Also, the number of years spent teaching EFL also seems to correlate with the mentioned beginner teachers concerns. Those who started their TESOL careers recently seemed to have more affective and personal concerns while those who started more than 5 years ago seemed to mention pedagogical concerns as their main concerns as beginning teachers.

Issue/Challenge that governs the presentation: EFL/ESL native teacher classroom L1

2. University Conversation Curriculum: Student Perceptions -- Laurie Schulte

Following contemporary educational theory of student-centered curriculum, communicative language learning, this study aims to find "What English skills and conversation topics do university students think are useful?" Similar studies (Nunan 1988, Mandell 2002) site that it is important to keep in mind that teacher and student perceptions often differ. Student survey results will be presented. There will be an emphasis placed on interpretive data analysis, possible applications in the classroom, and routes for continuing research in and out of the classroom.

Issue/Challenge that governs the presentation: student-centered

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Abstracts 5:00 ~ 5:50

301 Pecha Kucha Session

Information on the presenters' topics for the Pecha Kucha Session will be available at the venue.

Pecha Kucha is a simple presentation format where presenters show 20 images, each for exactly 20 seconds. The images advance automatically. Each presentation is therefore limited to 6 minutes, 40 seconds (6:40). Topics and talking styles range from the deeply serious to the humorous. Both audience and presenters alike benefit from the discipline of delivering content precisely yet succinctly.

Today's Presenters

- Joshua Davies
- Lindsay Herron
- Julien McNulty
- Dr. David Shaffer

302 Interactive Workshop
Using Tests To Get Students Making More Natural Dialogues -- Kaj Kangas

Korean General English students appear reluctant to communicate in spontaneous, natural dialogues involving follow-up questions and extensive answers in class – even when explained simple, broken attempts are acceptable. Students may be from a culture with low tolerance for uncertainty; they fear making errors that embarrass them, especially in class with peers. Other reasons also play in. Due to limited time, teachers must cover textbooks for tests based on them. Little time is afforded for gradually building up elements of conversation skills/strategies – as developed, for example, in David and Peggy Kehe's book, Discussion Strategies. How to get students engaging in more natural conversations very quickly? General English students take required courses. They must pass tests. Some percentage of the score is up to teachers' discretion. If the need to ask follow-up questions and make extensive answers is made part of what students are tested on in oral quizzes, students will do so. Newfound confidence in conversing after having broken the ice in tests can translate into greater willingness and ease in making natural dialogues subsequently. After a brief theoretical contextualization, a series of testing formats and schedules, constituting an original contribution to testing, are outlined and tried out by participants.

Issue/Challenge that governs the presentation: Motivating production with General English students

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- opportunities to present at the KOTESOL International Conference
- opportunities to apply for research grants
- unlimited online access to KOTESOL publications
- free access to our classroom observation program
- free shipping on KOTESOL merchandise
- participation in SIGs (special interest groups)
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Presenters' Biographical Sketches

Thomas S. Avery

Tom has been living and working as an English teacher in Ilsan for the last 5 years, and since arriving has both married and had his first son, Aaron. He is currently completing his final semester of MA TESOL at Sookmyung Women's University, and is writing his thesis about how participation in the online game League of Legends and its associated media can afford language learning opportunities to learners of Korean. He can be contacted through his blog www.tomselt.wordpress.com or on twitter @toms_elt

Lee Babin

Lee Babin has a B.A. and M.A. in English literature. He has been teaching English since 1999, focusing on composition and literature in the U.S. and teaching writing, speaking, conversation, TOEFL, TOEIC, Business English, and literature in Korea for the past seven years. He has been a founder and member of several creative writing groups and spends much of his free time writing fiction, including blogs, creative writing sessions, and his unfinished novel. He can be reached at leembabin@gmail.com

Dr. Wayne Bottiger

Dr. Bottiger has been a professional educator for the past 34+ years. His current area of expertise is Applied Linguistics, and he is currently in the final stage of completing his PhD in the same field. He has taught at all levels of education from elementary through University with a specialization in world languages, and currently teaches at Kangwon National University in Chuncheon, South Korea. He is a dual citizen of the United States and South Korea. He has published several articles regarding second language acquisition as well as other topics related to Applied Linguistics. His contact address is: wbott@kangwon.ac.kr

Daniel Brown

Daniel is an instructor at the Foreign Language Education Center at Sogang University who has had his materials nominated in 2013 for a British Council ELTons award in innovative writing. He focuses on bringing socio-cultural theory into practice through the use of innovative classroom role-playing games. His work can be found at <http://creativespeaking.wordpress.com/> and he can be contacted on Twitter via @dBr_wn

Dr. Hyesun Cho

Hyesun Cho, Ph.D. is an assistant professor of TESOL in the Department of Curriculum and Teaching at the University of Kansas (KU). She received her MA and Ph.D. degrees from the University of Hawaii at Manoa.

Prior to her graduate studies in Hawaii, she taught EFL in secondary schools in Seoul for about five years. She also taught high school students in Honolulu and worked with public school teachers in the Hawaii Department of Education. She is currently teaching graduate TESOL courses at KU while working with pre-service teachers and in-service teachers to prepare them for teaching diverse English language learners in their classroom.

Her research interests include social identity of language learners and teachers, critical literacy, technology-integrated language instruction, heritage language education, and the role of teacher agency in educational reform. She can be reached at hcho@ku.edu

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Karen Choi

Karen Choi is currently an adjunct professor at Moorpark College and serves as Director of the International Student Program at Bishop Alemany High School, the largest private Catholic school in Los Angeles. She has attended UCLA, USC, and Yonsei University and most currently is studying College Counseling for International Students at UCLA. She has successfully sent her South Korean students to Emory and Cornell as well as the UC's. Her goal is to assist international students with an interest in attending school in the U.S. by helping them prepare for their academic commitments as early as possible, and with accurate information regarding college admissions. You can contact Karen Choi at kchoi@vcccd.edu

Mike Conery

Mike Conery has been living in Korea since 2007 and currently works at Kyungil University in Gyeongsan city. He is currently studying an MA in TESL/TEFL at the University of Birmingham and is working on his fourth module paper on written discourse.

Simon Cosgriff

Simon Cosgriff is acting ELT Coordinator at Curtin University in Perth, Western Australia. He has seventeen years of English language teaching experience in Korea, Japan and Australia. This has mostly been involved with teaching, teacher training, materials and curriculum design, coordinating language programs and examining.

Simon has completed a Master of Applied Linguistics (TESOL) from Macquarie University, Sydney and is currently studying towards Cambridge English's Diploma in English Language Teaching to Adults. In 2013, Simon was one of six researchers who participated in English Australia's Action Research in ELICOS Program. His research project, 'Harnessing Feedback for Oral Skills Improvement' explored the role of formative feedback in enhancing learner performance with spoken assessments.

James Robert Garner

James Robert Garner has been a visiting professor at Kyungpook National University since August 2012. His extensive experience teaching English as a second language includes classes on speaking and listening, general composition and academic writing at various levels in Germany, the USA and South Korea. Being recognized for his excellent scholastic achievements by several academic honors societies, he wrote his MA thesis on the effects of Data-Driven Learning on different aspects of the academic writing of ESL students at the University of Alabama in 2011 under the supervision of Dr. Dilin Liu. His research interests lie in the areas of second language writing, computer-assisted language learning, and corpus linguistics, which he hopes to combine for a PhD project in the future.

Nigel Gearing

Nigel Gearing has been a Full-time Professor at the Department of English Language and Literature since 2008 and prior to that worked as a professor at Soon Chun Hyang University for one year. Before entering the Korean university system, he worked in private language academies in Seoul and in New Zealand for six years. He embarked on his Ph.D in Applied Linguistics through MacQuarie University in 2009 after observing that many ESL professors living permanently in South Korea were not fluent in the L1 of their host nation. His qualitative study explores issues of motivation and psychology as they affect 14 ESL professors living here and of these one became a one-year longitudinal case study. He aims to complete this dissertation this year (2014).

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Michael Griffin

Michael Griffin has been involved with English teaching for nearly 15 years. He has worked as a teacher, teacher trainer, trainer-trainer, curriculum developer, substitute teacher, assistant director, and mentor. In his current "day job" he teaches in the Graduate School of International Studies at Chung-Ang University. He also teaches Curriculum Development on the New School MATESOL program. Mike is very active online and can be found on twitter (@michaegriffin) and on his blog (<http://eltrantsreviewsreflections.wordpress.com/>). He is also heavily involved with #iTDi and #KELTchat. Email: michaegriffin@gmail.com

Sarah Gu

Sarah Gu is a Chinese native who has taught English to learners of different ages in China, the US and Korea for more than a decade. She is currently working at Seoul Women's University and also a Ph.D candidate with ChungAng University in Korea. Her research interests are in second and foreign language acquisition, ecological perspective of language learning, SNS and language development, technology and language learning, productive skills, social linguistics, students autonomy and self-directed learning. Besides being a passionate teacher, she devotes herself to running and public speaking.

Yu Jung Han

Yu Jung Han is an English instructor with 10 years of international teaching experience. She has taught English in her native country of Korea, Japan and now after graduating from Teachers College, Columbia University with a Master's in TESOL, the United States. Taking full advantage of her position as a non-native speaker of English, she has been trying to design effective instructional models for English learners. Aside her developing new ways of teaching English through technology to facilitate students' learning opportunities, she also has been conducting a number of projects and research in the field of the flipped classroom for EFL/ESL students. She is currently teaching credit-bearing academic English courses at Juniata College, Pennsylvania.

Akli Hadid

Akli Hadid is a Ph.D. Candidate at the Academy of Korean Studies, majoring in sociology and Korean Studies. He is doing research on the career cycles, job satisfaction and professional development of TESOLers in Korea. He has been in Korea 9 years and taught EFL at Kaya University for 1 year.

Anthony Hanf

Anthony Hanf has been living and teaching in Seoul for five years. He graduated with four undergraduate degrees, two of which are in education. He holds teaching licenses in Social Studies 5-12 and TESOL K-12. He went on to complete his Masters in TESOL with Anaheim University and has been teaching English at the tertiary level for four years. His areas of interest include education technology, curriculum development, SLA, and all forms of qualitative research. His upcoming research publication will appear in a book later this year entitled "Language Learning Beyond the Classroom" edited by Nunan and Richards. He currently lectures academic English credit courses at Korea University.

Melissa Harris

Currently an EFL teacher in South Korea with an interest in language learning theories. Professional goal includes striving towards praxis. A huge believer in knowing why you do what you do with specific groups of students. Personal motto includes making mistakes and learning from them. Current interests include project-based learning.

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Nina Iscovitz

Nina Iscovitz is an Assistant Professor in the Integrated General Education Department at Hanyang University. She has taught ESL and EFL students of all ages in the United States, Poland, Brazil, and South Korea. Nina holds a Master of Arts in Teaching and has completed the Cambridge CELTA. Her professional interests include reflective practice, intercultural communication, English for Academic and Professional Purposes, and English as an International Language. Nina can be reached at niscovitz@gmail.com

Min Gi Hong

Hong, Min Gi is a senior researcher at Sookmyung TESOL IIETTP (Intensive In-service English Teacher Training Program). She holds MA in TESOL and BA in English language and literature. Working for the teacher training program for 5 years, she has analyzed various types of teacher training program of Korean government. Also, she has various types of teaching experiences. She is interested in socio-psychological approach to language education. She recently researched "Effects of Korean Elementary School Learners' English Names on Their Attitudes and Perceptions toward English Language Learning". mingihong119@gmail.com

Melanie Johnson

Melanie Johnson is an experienced English language teacher whose work has been published in "Language Issues," the journal of the National Association for Teaching English and other Community Languages to Adults, and who has presented at a number of events, including the International Association for Teachers of English as a Foreign Language (IATEFL) conference and the International Linguistics Association conference (ILA). A Chicago native, she taught English in the United Kingdom for over a decade and is currently working in the United Arab Emirates.

Akasha C. Kanter

Akasha C. Kanter has a license in K-12 ESL education from Hamline University as well as a license in elementary education from the University of St. Thomas. She completed a MA ESL from Hamline University in Minneapolis, MN and completed her research on Korean elementary textbooks while teaching 5th and 6th grade EFL in Jeollanamdo, South Korea. She is currently teaching 3rd grade in a Turkish- English Bilingual School in Ankara, Turkey and pursuing a MA in International Curriculum and Instruction. Her research interests include inquiry based learning, communicative language teaching, and immersion education. She can be reached at akashakanter@gmail.com

Kaj Kangas

Kaj Kangas is Assistant Professor at the Catholic University of Daegu, South Korea. He has presented at conferences in Japan, Korea, Laos and the Philippines. Thus far in 2014, he has presented at LaoTESOL for the second time, and at the 2014 Asia ELT Journal Conference. In 2013, he presented at five conferences: the Korean Association of General English Fall Conference, the English Language and Literature Association of Korea International Conference, the AsiaTEFL International Conference, The NEAR conference in Niigata, as well as LaoTESOL 2013. He has been practicing ELT at universities in South Korea for 17 years. His interests range from ELT to Comparative Literature to Comparative Cultural Studies, and the intersections of the above with Lacanian Psychoanalysis.

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Yong jik Lee (이용직)

The author's three main areas of interests are Second Language Teacher Development, Second Language Acquisition and Teaching English as a Second Language.

He graduated Indiana State University in the US. The major was MA TESL in Department of Languages, Literatures, and Linguistics. The author also graduated Chung Ang University in Korea. He majored in English and Minor was Business Administration.

The author had two interesting teaching experiences. He taught Korean to Americans and Chinese students in Terre Haute Korean School in a Korean church. His role was a voluntary teacher and was responsible for adult classes such as Survival Korean.

Before studying abroad, he taught high school students in Yong In Back Hyun High School. He managed several tutoring sessions for students who could not afford private education. Recently, he is teaching pre-service teachers in Mokwon University as an instructor.

Christopher Miller

Christopher Miller has been involved in ELT for over six years. He worked in the Republic of Moldova serving in Peace Corps teaching EFL to students ranging from fifth grade to twelfth. Since 2010 Christopher has worked in South Korea both at the high school and middle school level. His research interests include integrating materials development and cognitive load theory as well as TETE (teaching English through English). Christopher currently works at Daeil Foreign Language High School and serves as the President of Busan-Gyeongnam KOTESOL. Christopher can be contacted at cmiller112@su.edu

Tiev Miller

Tiev Miller is a full time professor at Daegu Health College. He holds a Master's degree in Applied Physiology from the University of Louisville where he served as a research assistant and undergraduate laboratory course instructor in the department of Exercise Physiology and Applied Health Sciences. He has authored publications for journals in the fields of Physiology, Ergonomics and Orthopedic Rehabilitation, and has also presented his research at several conferences in the United States. He has taught ESL and health sciences in Mexico, Thailand, Japan and most recently Korea, where he is currently pursuing a Master's degree in Education.

Dr. Emmy J. Min

Dr. Emmy J. Min is a faculty member and currently serving the role of Faculty TESOL Coordinator at University of Southern California (USC). Dr. Min earned a Bachelor's degree from the University of California, Irvine with major in Social Science and holds a Masters degree in Communication Management from the USC Annenberg School for Communication. Dr. Min received her Ph.D in Education from the University of California, Riverside.

Dr. Min's research interests include the issues of social and cultural capital, gender, language and online learning as they relate to the education of English language learning and ethnic minority students. She is also interested in educational issues of Asian-American students and educational issues in different regions of the world.

Kyla Mitsunaga

Kyla is an award-winning educator. She has won teaching awards at both Harvard and Yonsei University. Born and raised in Hong Kong, her first language was British English. She has been teaching ESL for about 10 years in the U.S., Japan, and in South Korea. She is currently an Assistant Professor at Yonsei University in the College English Department. When she is not teaching and learning with her students, you can find her running, swimming, eating, and creative writing. For more on her teaching philosophy, check her out on TED@Seoul: <http://talentsearch.ted.com/video/Kyla-Mitsunaga-Why-teachers-mus>

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Dr. Kenneth H. Moore

Dr. Kenneth H. Moore earned a Master's in TESOL from Cal Poly Pomona and a Doctorate from Claremont Graduate University. Since coming to Korea in 2008, he has taught Academic Writing and Language Acquisition Theories in Sookmyung TESOL's Intensive In-service English Teacher Training Program. His interests include Reader's Theater and genre-based writing instruction (the systemic-functional approach). Email: kennethmoore137@gmail.com

Lee Mordell

Lee has taught ESL in Korea for the past 4 years to young learners, secondary school students, and adults. He has a CELTA and has completed 3/4 of a Master's degree in Applied Linguistics. He is currently employed as a teacher at the British Council in Seoul where he has participated in and ran numerous professional development sessions for teaching staff. His professional interests include Corpus Linguistics and incorporating technology in the classroom.

Jumjim Ngowananchai

Ms. Jumjim Ngowananchai is now working as a Business English lecturer at Chandrakasem Rajabhat University in Bangkok.

She finished her MA in Applied Linguistics TESOL from Macquarie University Sydney, Australia in 2002 and came back to Thailand and worked in the South of Thailand, YalaRajabhat University for six years before moving to work in Bangkok in 2008.

Ms. Jumjim Ngowananchai teaches Business English courses, English for Tourism Industry, English for Career Application and Business English I and II.

Leonie Overbeek

Leonie Overbeek feels that no stone should be left unturned on life's path. She has obtained formal qualifications in analytical chemistry, chemical engineering, policy studies and languages. She has studied singing, loves acting, and is passionate about keeping her knowledge of the world and all it has to offer as up to date as she can by reading as widely as she can.

She has been teaching in South Korea since 2007, after training TEFL teachers in Cape Town for two years. Her interest lies in how to best motivate and assist learners to achieve the best they can.

Her teaching philosophy is: Give people the opportunity to learn – what they do with it is up to them – but give them the opportunity!

William A. J. Owens

William A. J. Owens is a linguistics and foreign languages graduate with an MA in English Language Teaching from the University of Southampton in the UK. His research is focused on teachers in the Korean public school English-teaching system, a group to which he currently belongs. Far from simply justifying his own employment however, he hopes to work toward a creative evolution of the system through the research he will present at the conference and further research to be undertaken in his upcoming doctoral studies. Email: wajowens@gmail.com

Glen Penrod

Glen Penrod is an instructor at Georgetown University in Washington, DC, USA. He holds a master's degree in Applied Linguistics and has taught English at universities and other institutions in Taiwan, South Korea and the U.S. He has published books and other EFL materials and is the creator of several English resource websites.

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Olga M Peters

Olga Peters grew up surrounded by various cultures and languages. She was born in Kazakhstan, spent her middle school in Belarus, and went to high school in Germany. Ms. Peters began her undergraduate studies at Minsk State Linguistic University majoring in ESL teaching. However, she received her BA in English Literary Criticism from University of Wisconsin - Milwaukee. Having received her Teaching Certification, Ms. Peters taught English and ESL at public schools in Wisconsin, USA. Olga Peters holds an MS in Curriculum and Instruction from Concordia University, WI and is currently an Assistant Professor at Luther University in Yongin, South Korea.

Parker Rader

Parker Rader is a NEST (native English speaking teacher) who uses a bilingual teaching approach/methodology to teach native Korean speakers in South Korea. He has lectured and taught at Tongwon University in Gwangju, and more recently at Sungkyunkwan University in Seoul. His research interests include using critical sociolinguistics and psycholinguistics theory to explore ways for EFL learners to learn English more effectively, for NESTs to establish equitable social identities in these teaching contexts, and for all members of society to cooperate in order to pursue equal access to socioeconomic power.

Spencer Rains

Spencer Rains (CELTA) has taught English to adults from Nepal, Colombia, Iran, and Mexico, since 2007. He began teaching in Korea at Seongil High School in 2012, and now teaches at Jecheon Middle School. He was selected to present at a Seoul-KOTESOL chapter meeting, and is eager to apply pedagogical theory in the classroom, including formative feedback and CLIL. Contact: korea.rains@gmail.com

Eric Reynolds, Ph.D.

Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and teaches at Woosong University in Daejeon.

Phillip Schrank

Phillip hails from Milwaukee, Wisconsin, USA. He has been teaching in Korea since 2009. Currently he is teaching at Korea Military Academy in Seoul. He has a BA in History and Political Science and an MA in Curriculum and Instruction. He is focusing his research on parental involvement in Korean schools and teaching vocabulary in a military setting.

Brad Serl

Brad Serl came to South Korea in 2002. Since that time he has worked with students as young as six and as old as seventy-nine. His M.A. is in Applied Linguistics from the University of Birmingham, and was completed in September 2010. He is a past president of the Busan-Gyeongnam chapter of KOTESOL, and is the Coordinator for KOTESOL Teacher Trainers. He works in the teacher training department and Graduate School of TESOL at Pusan University of Foreign Studies, as well as working as a tutor for the Birmingham CELS MA program.

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Dr. David E. Shaffer

David E. Shaffer (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University, teaching English majors in the graduate and undergraduate programs. Dr. Shaffer is the author of several books on learning English as well as on Korean language, customs, and poetry. His present academic interests include professional development, and young learner and extensive reading research, as well as loanwords and effective teaching techniques. Within KOTESOL, Dr. Shaffer is presently Gwangju-Jeonnang Chapter President, National Publications Committee Chair, and a member of several committees, including the International and National Conference Committees. He is the recipient of numerous KOTESOL awards and father of two KOTESOL members.

Jaran Shin

Jaran Shin is a Ph. D candidate in the Language, Literacy, and Culture program at UC Berkeley Graduate School of Education. Her major research interests center around second/foreign language and literacy education, identity, and culture. She is currently working on her dissertation on “multicultural” families in South Korea. It investigates (a) the process of how languages and cultures are characterized and managed by the Korean institutions; (b) the experiences of “multicultural” students’ learning and embodying multiple languages and cultures; and (c) the perceptions and identities of “multicultural” students vis-à-vis languages, cultures, and the world.

Laurie Schulte

Laurie Schulte has been teaching English in the United States and Korea for over 6 years. She is currently interested in investigating what skills and topics university students find most useful. Using the results of her research, she hopes to collaboratively develop curriculum through backwards design.

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Dr. Su Hwi Tan

The presenter is a lecturer at the Centre for English Language Communication, the National University of Singapore, with a research interest in language policy and pedagogy. Having experience both in teacher education and classroom teaching, she is engaged in the scholarship of teaching and learning, always hoping to integrate reflective teaching with praxis. Email: elctsh@nus.edu.sg

Tory S. Thorkelson, M.Ed.

Tory S. Thorkelson (M.Ed in TESL/TEFL) is a proud Canadian active in KOTESOL since 1998 and has presented at or worked on many local and international conferences in Seoul. He has been the President for Seoul Chapter (2004-6), KTT Coordinator and National KOTESOL President (2008-2009). He was Assistant Professor/Research Coordinator for Hanyang University’s PEEC Program until March 1st, 2007 when he moved to the English Language and Literature Department. He has co-authored research studies (see ALAK Journal, December, 2001 June, 2003 as well as Education International September, 2004 V1-2) and a University level textbook, “World Class English”, with fellow KOTESOL members. He was promoted to Associate Professor on September 1st, 2009. He is also featured in “Who’s Who around the World” - 2009 and 2010 editions. He is currently a Doctoral Candidate in Middlesex University’s Doctorate of Professional Studies program and this topic is related to his Thesis work (ABD) comparing ATEK and KOTESOL as ELT organisations in the Korean context.

Peter Thwaites

Peter Thwaites is an Assistant Professor at Yeungnam University, Gyeongsan, and a PhD candidate at Cardiff University in the UK. His main academic interests are writing pedagogy and vocabulary knowledge research.

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Kimberly Vinall

Kimberly Vinall is a Ph.D. candidate in the Language, Literacy, and Culture program at UC Berkeley Graduate School of Education where she is completing her dissertation titled “Constructing Globalization in Two Intermediate University-Level Spanish Language and Culture Classrooms on the U.S./Mexico Border.” Her research interests include second language acquisition theory; the intersections of language, power, and identity; and cultural studies, which she applies to explore the relationships between multilingualism/multiculturalism and globalization. At the same time, she examines the ways in which this theory can inform methodological approaches to the teaching of language and culture in foreign language and EFL contexts.

Tam Suet Yet

Tam Suet Yet is a teacher in a secondary vocational school, teaching English and History in Malaysia. Besides teaching, Suet Yet is a facilitator and a panel member of judges for all English activities organized by the State Educational Department, which include debates, public speaking and choral speaking. She has also been involved in report writings on vocational education for the UNESCO EFA. She is currently pursuing her Doctorate of Philosophy (TESL) in University Putra Malaysia. Her research area for PhD is on teacher cognition, teacher education and instructional methodologies in classroom. She can be contacted via email: suetyet@yahoo.com for any help and enquiries.



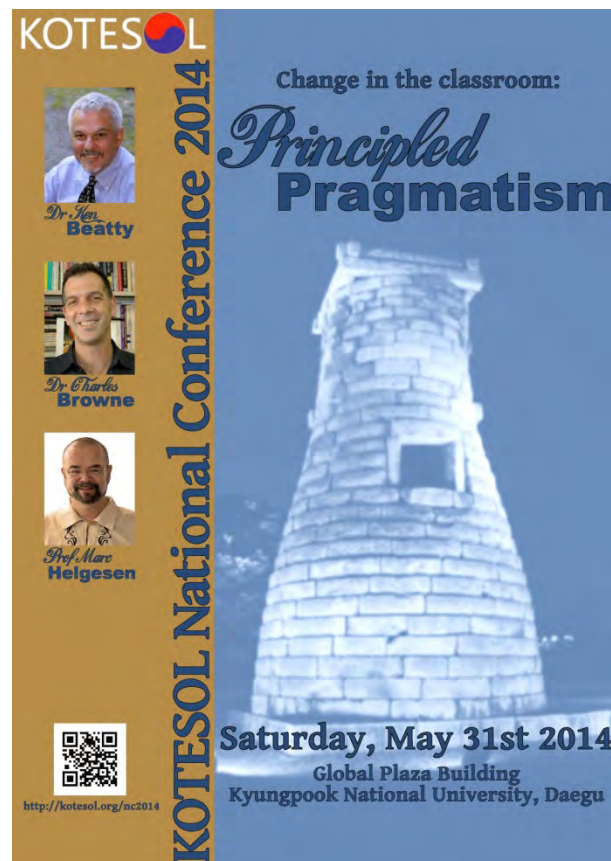
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Seeing it from the Other Side: One ESL Professor's Experience of Learning Korean

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Abstract

While there is a wealth of material in the literature exploring the study of acquisition of English as a second language, there appears to be little research looking at the experience of English speakers attempting to learn Korean. A two-part study of ESL professors working South Korean universities was therefore undertaken to specifically ascertain what factors might affect the motivation (or lack of it) to learn the L1 of their host nation. Part one comprised 14 in-depth interviews. In part two, one of these participants was recruited to become a one-year longitudinal case study. This paper reports on the findings of part two, whose key findings were: 1) that an ambivalence towards how long she would be staying in Korea dictated her motivation to learn, 2) progress in her chosen self-study program progress was hindered by external issues and 3) that while there may be an assumption that because you are living in Korea there may be readily available opportunities to use Korean as a learner of this language, this may be difficult to sustain in daily life. It is the latter point that this paper will focus on.

Introduction

The impetus for this research emerged from years of observation of my peers, which anecdotally appeared to, in some ways, mirror my own experience of trying to learn and use Korean. I have lived in Korea since 2005 and have always loved it here. On arrival in Korea I found it possible to survive without knowing the national language. After nine years here, and as a person who has always been a good language student and teaches a language, I still cannot speak Korean beyond the absolute basics. This planted the seed for this study. The literature could be drawn on to form questions of participants that would relate to existing theories on second language acquisition (SLA). This focuses on the findings of the longitudinal case study that was conducted as part of the research.

The Study

The research questions this study sets out to answer are: (1) How do native English speaking university English language instructors residing in Korea evaluate (a) their own motivation to learn Korean, and (b) their Korean language learning achievements (2) What factors emerge as important in initiating and sustaining Korean language learning motivation among this cohort? And (3) What factors emerge as important barriers or demotivators with regard to learning Korean for this particular participant?

Literature Review

Dörnyei is one of the foremost thinkers on motivation in second language acquisition. Dörnyei (2000, 2001) points out that when motivation is examined it must take into account the obvious ebbs and flows that define motivation over time and this will be examined in relation to the findings. Williams and Burden (1997) realized the temporal nature of language learning, i.e. which is a lengthy process that involves sustaining effort, an experience which was borne out by this participant. People are typically involved in a number of parallel action processes as defined by the Dynamic Action Model (Atkinson and Birch 1974) and these can compete with each other, i.e. parallel multiplicity (Ushioda, 1998, p. 83). This was the experience of the participant. Added to this, students who have no clear purpose and no strongly felt reason to learn another language are unlikely to expend the effort required (McGroarty, 1996, p. 8). Boekaerts (1998, p. 21) claims little is known about goal priority with Dörnyei (2001, p. 14) pointing out that very little research has examined how people deal with multiple actions

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and goals and that what is missing from the literature on motivation is a theoretical framework, over a descriptive one, linking motivational psychology with social psychology (attitudes). Another gap in the literature is the lack of research looking at motivation to learn Korean by non-Korean adults living in Korea. I aim to contribute to filling both gaps in the current literature.

The relationship of participants to their host society is two-way and factors affecting motivation to learn, and use, the L2 of the host nation need to be explored. Norton-Pierce (1995; Norton, 2000) introduced the crucially important concept of the learner as a minority in a majority setting and how he, or she, attempts to establish a social identity in this situation of power imbalance. Norton (2000; McKay and Wong, 1996) and Heller (1999) have shown that learner motivation to succeed in a second language, and the amount of time participants in their studies were willing to invest in practicing it, were closely related to the social identities they were able to construct, this taking place over time. In this paper I demonstrate the participant's reported experiences. Norton (1997) argued that the term 'investment' more closely captured the relationship of the language learner and his, or her, identity to the changing social world (Norton-Pierce, 1995, p. 10) and this was the experience of the participant. Therefore, the most appropriate theories in the literature on how the L2 learner views him, or her, self, in terms of motivational psychology and his, or her, perceived place in the host society were the two dominant themes that defined the choice and composition of the interview questions.

Methodology

One-hour in-depth face-to-face interviews with 14 ESL professors in November 2011. Seven of these participants were working in an English department at a large university in the southern part of South Korea. To ensure balance, seven further participants, each from a different university in South Korea, were asked the same questions. This comprises part one of this study. A one-year longitudinal case study of one participant, from the group of seven at the same workplace, comprises part two. This participant was interviewed every three weeks and every second interview, which took place every six weeks, was audio-recorded and transcribed.

Ortega and Ibarra-Shea (2005, p. 28) best sum up why I chose to add this approach in order to compliment the in-depth interviews. These researchers assert that because language learning happens through and over time, many, if not all, topics about L2 learning that SLA researchers investigate can be most meaningfully interpreted only within a full longitudinal perspective.

Findings

The case study participant's comments over the year did appear to confirm existing theories in the literature. However, they also reveal some surprising sentiments which do not conform to what would be expected and I will explore these in this paper. Several dominant themes were interconnected. Firstly, she displayed an ongoing ambivalence towards living and working in Korea. This alternated between appreciation and enjoyment towards her host country, to a strong desire to leave and this overrode her motivation to learn the L2 of her host nation. The notion of competing parallel action processes was also a key element in her inconsistent motivation to learn Korean and as these issues and their effects did impact on her motivation, they will be briefly examined to provide background information. However, the fact that she found it difficult to improve her spoken Korean due to a lack of opportunities to use her L2, while living in a large city in Korea, reveals many findings that when added to the other themes correlate with the theories put forward by Dörnyei (2000, 2001), Williams and Burden (1997), McGroarty (1996), McKay and Wong (1996), Heller (1999) and Norton (2000) and Norton-Pierce (1995).

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Concerns Faced by Beginning Foreign TESOLers in Korea

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Abstract

Waites (1999) did a comprehensive study on TESOLers in Geneva and Sydney. Back then, job opportunities were limited for TESOLers in Geneva, and the TESOL industry had been severely hit by the Asian financial crisis in Sydney. Waites found that in Geneva most beginning teachers had pedagogical concerns, followed by few affective and personal concerns, while in Sydney most teachers had affective and personal concerns and did not have many pedagogical concerns. Waites explained this by the fact that most TESOLers in Sydney were trained to teach ESL while most of those who were in Geneva were not trained to teach EFL.

In a study reciprocating Waites' study, the researcher surveyed 113 TESOLers in Korea. The survey found that lack of experience and lack of orientation were the main concerns for beginning teachers. While about a quarter of the teachers surveyed said they had no concerns as beginner teachers in Korea, concerns were divided into pedagogical concerns, personal concerns and emotional concerns. An addition was made to the Waites' study: many teachers mentioned organizational concerns, which were absent from Waites' study.

Summary

The first question was

Here's a list of concerns faced by beginning teachers. Did you experience any of these as a beginning teacher? (put an X next to those you did). Any others you experienced?

Teachers were asked to choose among the answers that were in Waites' findings.

The results were as follows

Concern	Number of respondents	Percentage
Difficulties in maintaining class control	64	56.6
Feelings of continual trial and error	42	37.1
Feelings of "surviving" from day to day	40	35.4
Inconsistency (sometimes rigid/ sometimes laissez-faire)	40	35.4
Physical exhaustion	37	32.7
Discouragement	34	40
Feelings of never "measuring up"/being up to the task	27	23.9
Fearing what others may think	26	23
Difficulties in teaching in other ways than the standard format	21	18.5
Preoccupation with yourself rather than with the task at hand	13	11.5
Intimidated by the students	12	10.6

The second question was

Here's a list of concerns expressed by TESOL teachers overseas at the beginning of their careers. Identify those you have faced at the beginning of your career (put an X next to those you have faced).

Teachers were asked to choose among answers found in Waites' findings.

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The results were:

Concern	Number of respondents	Percentage
Lack of guidance/support	69	61
Lack of confidence/experience/training	68	60.1
Keeping interest levels of the students/ keeping student motivation high	54	47.8
Stress	45	39.8
Problems with practical things relating to the lesson– timing / instructions / using equipment	39	34.5
Lack of familiarity with materials/lack of materials	38	33.6
Different learning styles of students/different motivational factors of students/ different levels of students	36	31.8
Problems with motivation	31	27.4
Learning English grammar	28	24.8
Planning/over planning	28	24.8
Problems with the method	17	15
Interpersonal relationship with students	16	14.1

The last question was

Describe two situations that had caused you problems during the first months you spent teaching ESL.

Most mentioned two concerns. Some mentioned more than two, others skipped the question. Some mentioned their positive experience while others said they had quickly overcome their concerns. The answers for this question were categorized into:

- -No problems
- -A few negative experiences but which were quickly overcome
- -A few negative experiences

Responses	Number	Percentage
No problems	29	25.6
Two or more concerns which were quickly overcome	23	20.3
Two or more concerns	61	54
Total	113	100

The positive responses were categorized as following:

- -Pedagogical reasons:

Reason	Number of respondents
Teaching was fun	10
It's an easy job	7
I succeeded at teaching	2
I was in full control	2
Taught in small groups	1
Learned about the job	1

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- -Organizational reasons

Reason	Number of respondents
Helpful staff	10
The school was organized	4
Got along with the staff	3
There were many foreign teachers	2
I had a great supervisor	1
The school was good	1
I had good benefits	1

- -Personal reasons

Reason	Number of respondents
I had many friends	8
I adjusted to the culture	2
It was easy to get a job	1
It was a good adventure	1

- -Emotional reasons

Reason	Number of respondents
I was confident	2
It was fulfilling/rewarding	2
It was new	1
It was exciting	1

The negative responses were categorized as following:

- -Pedagogical concerns:

Concern	Number of respondents
There was no orientation	32
I did not know how to teach	25
I had problems motivating the students/lack of discipline	22
Lack of materials	6
I could not adjust to teaching in a Korean context	6
There was no curriculum	6
There was a level mismatch between the students and the materials	2
I did bad mistakes because of lack of directions/miscommunication	2
The students had different levels	1
I had problems with the teaching methodology	1

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- -Organizational reasons

Concern	Number of respondents
Management expectations	21
Communication problems	18
Early termination of the contract	17
Uncooperative staff/co-teachers	11
Lack of directions	9
Problems with pay	7
Too many classes/long working hours	5
Last-minute planning	5
Problems with the contract	3
High turnover rate at the school	2
Micromanagement	2
Being blamed for things going wrong at the school	2
Did not teach	2
Taught evening hours	2
Lack of promotion perspectives	1

- -Personal concerns

Concern	Number of respondents
Visa problems	2
Family problems	2
Health problems	2
Social obligations	1
Alcohol addiction	1

- -Emotional concerns

Concern	Number of respondents
Culture shock	17
Confused	4
Frustrated	4
Homesickness	4
Anxiety	1
Depression	1
Desperation	1
Felt unimportant	1
Offended	1
Lonely	1

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Improving Group Dynamics through Cooperative Learning Principles and Task-Based Approaches

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Introduction

A recent action research project was conducted with a group of first year Korean university students. Preliminary feedback from the students indicated a general dissatisfaction with the content of the course text. In addition, initial video observations and teacher reflections highlighted reluctance on behalf of the students to interact with each other during class activities. As such, the aim of the action research project was to implement cooperative learning techniques alongside task-based lessons in order to improve classroom dynamics. Research on implementing cooperative learning techniques in the classroom points out that such techniques can help to overcome some of the more common aforementioned problems which can arise in classrooms, and in particular – Korean classrooms (Cohen, 1994). An approach based on task-based literature was utilized because the teacher felt it would best represent the more “real-world” tasks students had stated they wanted to be able to perform by the end of the semester (Ellis, 2003).

Background

The intervention was carried over a 7 week term with a class of 27 first year Korean university students. Their proficiencies varied from novice-low to intermediate-low, and according to an in-class needs assessment the students overall expressed weaknesses with their productive skills. As mentioned, based on prior observations concerning class motivation, participation, and negative perceptions of the text, it was decided to allow the students to select their own topics of interest – around which a task-based framework was employed (Littlewood, 2004). Thus, the predicament which had emerged was how to move to more of a student-centered environment in order to increase levels of engagement and positively influence the dynamics of the classroom which would also promote proficiency development.

Intervention Plan

The intervention was implemented with the overall intention that both the cooperative and task-based learning components would support and work well with each other. Therefore, the intervention began and slowly progressed with group-building exercises and ice-breakers which support group cohesiveness (Dornyei & Murphey, 2003). In addition, a number of cooperative learning principles were woven throughout the plan which included: positive interdependence, individual accountability, and equal participation (Jacobs, Power, & Inn, 2002).

The following is an outline of the 7 week intervention (Table 1).

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Table 1
7 Week Plan

Week 1 The quality of student work can improve through a mix of diverse perspectives – Heterogeneous Groupings; Teambuilding – Getting to Know You; Positive interdependence – 5 Hostels Jigsaw ; Individual accountability – opinion exchange
Week 2 Positive interdependence – Group preparation for and completion of CMC Task; Equal participation – Group evaluations
Week 3 Individual accountability – Think, Pair, Share; Positive interdependence – Describing Korean dishes to tourists
Week 4 Positive interdependence , Individual accountability - Comprehending and describing a “Mystery” Halloween Party Menu
Week 5 Equal participation, Individual accountability & Positive interdependence – roles, planning slideshow
Week 6 Equal participation, Individual accountability & Positive interdependence – roles, planning slideshow
Week 7 Equal participation, Individual accountability & Positive interdependence: slideshow presentations

Conclusion

Based on data analysis, it was concluded that incorporating a blended cooperative task-based framework in class did improve class dynamics in the sense that students were more engaged with each other and with the tasks and activities in class. In addition, they indicated a positive change in their motivation as well. The spirit of the project was based on teacher empowerment – learning to be proactive when troubles arise, and overall the intervention was a step in the right direction.

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Using Tests to Get Students Making More Natural Dialogues

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Introduction

Natural dialogues consist of follow-up questions and detailed, or extensive answers. While all communicative conversation course books in use today ask students to make dialogues, not all of them instruct students to make follow-up questions, and very few if any, ask students to provide extended answers in their exercises. More importantly, fewer course books yet provide instruction about how to make follow-up questions and extended answers.

Discussion Strategies, by David Kehe and Peggy Dustin Kehe, is one of few books methodically addressing how to teach and get students making natural dialogues. The central reason the Kehes say they developed their activities book is that they had so often heard international students were passive in group and whole class discussions. Such a passivity (dare I say silence!) appears to be commonly experienced by EFL teachers teaching monolingual General English classes in South Korea. The Kehes' textbook provides a solution for multi-lingual classes that assumes that we make their book our curriculum, or substantially incorporate it into the one we teach. But, how can we do this in two or three hour meetings with General English monolingual students, in which we also have to cover another book for standardized tests?

The focus of this paper is: how to get General English students making natural conversations involving follow-up questions and extended answers in the short time we have with our students? In order to find the best ways to do so, we need to understand the difficulties our students face in doing so. These difficulties are psychological, cultural and pedagogical: for various reasons students may just not want to try. Or, they may fear losing face. And, they may be inhibited by the classroom environment. The three interrelate. It is incumbent on the teacher to be aware of these problems, and to try to learn to address them as best as she or he can. Plainly, however, to do so will remain out of the scope of many foreign teachers teaching in a culture that is not their own.

It is argued that testing provides a clear and decisive method for getting students making natural dialogues in class. With a proviso: testing needs to be done in a certain way. The test needs to focus on getting students making natural dialogues; the student needs to understand that that is the purpose of the test; and the teacher needs to reinforce this by being a facilitator, rather than a tester, in tests.

Some Reasons for Student Inhibition In Making Dialogues and Some Solutions

Various cultural and often individual psychological reasons play into the apparent unwillingness of students to engage in natural-like conversations in English with partners in class. In an article entitled "*From the Desire for Knowledge to the Jouissance of Learning*", Teresa Celdran reminds us that there are three passions that surround and delimit desire: love, hate and ignorance – or the passion 'not to know.' Among psychological problems that impede student learning, students may just not want to make efforts to learn something. The refusal to learn is a huge problem teachers are faced with every day. Teachers need to provide motives for students to make a step out of themselves to learn something new – couldn't we say that this usually done by exploiting the two other passions of love and hate Celdran mentions? We use these as a lever to counter the passion for ignorance. Clearly, this is an art and a skill that may take many teachers considerable years to develop.

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Among cultural problems, students may fear losing face. From an on-line article at Korea4expats entitled “Kibun, Nunchi, Inwha, Harmony”, it would appear teachers need to understand the cultural dynamics of status at play in the classroom in order to obviate students’ fear of being embarrassed. Most foreign teachers simply don’t understand such Asian classroom cultural dynamics involving status, which are extremely important for the students. Teachers may be blissfully ignorant of these, or also ignore in the sense of rejecting them. They may expect students to adopt western cultural norms and behaviors instead. Abandoning their own cultural norms and behaviors in a class full of their peers is a highly risky thing for students to do. Such an alternative cultural atmosphere takes a long time to build; this is something students must be eased into. While it is incumbent on teachers to address all of these psychological and cultural problems to the best of their abilities, doing so will just plainly be impossible for many (especially new, foreign) teachers in General English, or in other programmes.

Testing as a Best Solution, the Pitfall of Testing and How to Avoid It.

Testing provides a simpler, clear and decisive method for getting students making natural dialogues in class. In his *Testing Spoken Language*, Nic Underhill states it is important, when designing and implementing tests, to address students’ cultural expectations (Underhill: 19). Testing does not go against, but instead conforms with Korean students’ expectations: this is something they are ready and trained to do. They can relate to it from both psychological and cultural standpoints. It can be done even by teachers unfamiliar with (East) Asian cultural praxes involving maintaining, supporting and preserving one’s own or others’ face or group respect in social interactions. This entire latter dimension mostly comes into play and causes difficulties in plenary (Teacher –All Students) and in in-class group (Student(s)-Student(s)) interactions. It is circumvented to a considerable extent in testing, since testing is or can be done one on one with the teacher, or in pairs or groups that the students themselves choose. Moreover, such tests need not involve the whole class watching.

Students are accustomed to preparing for tests. They are willing to do so. Testing appeals to the aforementioned passions of love and hatred in a bid to combat apathy: students hate losing while they also love winning - or earning a good score. It is something they are familiar with and have a love/hate relationship with. Also, Korean students are quite gregarious: friendliness, and friendship, or sociability, generally appear to be highly esteemed qualities. Making natural conversations involving follow-up questions and extended answers in English is something that has an intuitive appeal, since that is exactly what they admire people doing and doing well in their mother tongue. There is an easy correspondence between doing the activity in English and doing it in their mother tongue. We also ask people to do this in English countries. Students can see the value of it; they almost instantly do: it meets their needs – something all tests should do (Underhill: 18)

Testing has many pitfalls. Students can be made anxious and discouraged by testing, and too much testing. The key to making testing help students make natural conversations is on the part of the teacher in preparing students for the tests and in implementing the tests. The teacher needs to let the students understand and get the students onboard his strategy: tests are being given to get students making more natural conversations. The students must clearly see the focus of tests is on getting students ultimately making follow-up questions and providing extended answers. The teacher should train the students on how to make follow-up questions and extensive answers in an extremely brief manner. This can be accomplished by repeated modelling demonstrations of what students are required to do for the tests.

Students should also be given ownership of the test – at least by designing or volunteering some aspects of it (ex: some of the questions, or the evaluation system). Students themselves should be given opportunities to test each other using testing rubrics that they have had an input into, and that will be used with them. The testing regime must be built up gradually, through a series of tests. The testing could be done in the form of quizzes building up to midterm or final oral exams. Also, in preparation for the tests, and especially during their implementation, students should understand the focus is more on production, rather than on accuracy: ideally, they should be given all the time they need in tests to come up with an extended answer, or a follow-up question – however fragmentary - even when they are frozen!

Example of a Testing Regime Repeatedly Done Successfully with Students

Surprisingly, even a standby guide such as *Testing Spoken Language*, by Nic Underhill, does not mention follow-up questions, let alone talk about testing for them. Moreover, while it is implied in that book that extensive answers are a standard feature assessed in standardized tests, no explicit discussion of extended answers, or of testing them is given.

In what follows, a testing regime is sketched that not only incorporates, but focuses on follow-up questions and extended answers. Here, testing regime refers to a series of lessons centering on tests that build Korean General English students up to making natural dialogues involving follow-up questions and extended answers. The full testing schedule with worksheets and testing rubrics, will be provided and tried out in the conference workshop.

The first stage is to get students (Ss) to discover four different forms of questions and answers in English: BE Yes/No, BE Information, Do Yes/No, DO Information. . (see Appendix 1)The focus here is on getting students Ss to notice the collocations, not teaching the structures. Students copy down a list of words onto cards and try to put them incorrect order to make a question of each type. The teacher assists, and finally asks students to tell him what are the patterns (or what is the logic) in the different collocations constituting the four types of questions. This procedure is an adaptation of an idea from Thornbury (2006). Refer to Appendix 1 for an example of such a list and the questions they form.

To reinforce the patterns they've noticed, (Ss) are asked to make matching questions for a selection of answers of each type.

In the first quiz (Q1), Ss make the correct question to match each of four answers dictated by the teacher (one of each type) one-on-one with the teacher. Students get two chances –over a few weeks – to this. The aim is for all students to get the best score possible. Instilling mastery – or just a sense of accomplishment - in making questions of the four types is the key aim. Actually, just instilling awareness of the four types suffices.

Scrambled questions are distributed for the second quiz. The second quiz can be done teacher-student; or student-student. During the quiz, two conversations are made: one initiated by the teacher who picks up one of the question cards randomly. The second conversation is initiated by the student who asks another question randomly selected from the set of questions.

The **question – answer – follow up question – extended answer** format needs to be modeled. The concepts of follow-up questions and extended answers need to be noticed; teachers need to get students to notice them. Students need to prepare extended answers for each question. They need to try to anticipate follow-up questions I might ask, and be prepared to answer them. Score rubrics are given. Students practice with one another using the score rubrics.

The exam should utilize the same or similar questions, and also involve **question – answer – follow up question – extended answer** format. However, the exam could be done not one on one or in pairs, but in groups.

This testing schedule can be incorporated, adapted and repeated several times in a semester while continuing teaching to the book that teachers may be required to follow.

Conclusions

It seems clear from experience garnered from teaching students – that testing works for them: they develop confidence, from the tests, to engage in more natural-like English language (L2) conversations, involving follow-up questions and extensive answers, in class. This initial, more theoretical foray into the problematic of getting students to make more natural dialogues in class will be bolstered by more statistical studies involving implementing the testing regime with some groups versus others with whom it isn't implemented. Let us see if testing makes the difference it is argued in this paper that it does – by putting it to the test!

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Appendix 1

CARDS FOR STUDENTS TO ASSEMBLE TO MAKE FOUR QUESTIONS

?	?	?
<i>YOU</i>	?	<i>SHE</i>
<i>DOES</i>	<i>WHERE</i>	<i>NOW</i>
<i>CANADIAN</i>	<i>YOU</i>	<i>KIMCHI</i>
<i>LIKE</i>	<i>TODAY</i>	<i>ARE</i>
<i>IS</i>	<i>DO</i>	<i>HOME</i>
<i>GO</i>	<i>KIM</i>	<i>WHEN</i>

CORRECT VERSIONS OF 4 QUESTIONS

IS SHE CANADIAN?	DO YOU LIKE KIMCHI?
WHERE ARE YOU FROM?	WHEN DOES KIM GO HOME TODAY?

FOUR QUESTIONS IN ANALYTICAL PRESENTATION

	<i>BE</i>	<i>NOT BE (USE DO, DOES, DID)</i>
<i>YES-NO QUESTION</i>	IS SHE CANADIAN?	DO YOU LIKE KIMCHI?
<i>INFORMATION QUESTION</i>	WHERE ARE YOU FROM?	WHEN DOES KIM GO HOME TODAY?

The Communicative Language Teaching Method in a Korean English Elementary Textbook

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Introduction

English as a Foreign Language has been compulsory in Korean public schools from grade 3 through high school since 1997. Students' English scores are a factor in their placements in middle school, high school, and university, and are a factor in employment interviews, yet English proficiency remains relatively low. Park (2009) identified a Chun and Choi (2006) study that found that Korean participants ranked 93rd in performance out of 147 countries that took the 2005 Test of English as a Foreign Language (TOEFL).

While English education is universal in Korean schools, there is a gap between the amount of time and money spent on English language education and the English proficiency of the graduates. Many teachers are neither qualified nor trained to teach English; the government only requires an elementary teaching license and a 120 hour EFL teaching course to teach elementary English (Kwon, 2009).

This makes the textbook an incredibly important tool in the classroom. Williams (1983) stated that EFL teachers with minimal EFL teacher training should have a textbook as support, guiding not only what they teach, but also why it is being taught.

There have been seven national curriculums that established the syllabus for ELT in Korea. One of the greatest shifts has been moving from the Audio-Lingual (AL) approach to the Communicative Language Teaching (CLT) approach (Chang & Lee, 2009). The standards address the learning needs of elementary students and encourage using multiple tasks, interesting media, and communicative technologies to engage young learners.

Audio-Lingualism

Audio-Lingualism began in the 1940s as a reaction to previous approaches that focused on reading and ignored oral skills (Celce-Murcia, 1991). Its primary features include dialogue tasks, memorization tasks, and pronunciation practice. It also has a limited vocabulary at the lower levels and teaches language without context. Grammar features are explicitly taught in sequence with the modalities of listening, speaking, reading, and writing (Celce-Murcia, 1991).

Communicative Language Teaching

In the 1970's, Hymes and Halliday responded by developing an approach to teaching language that focuses on the learner's ability to communicate (Celce-Murcia, 1991). Features of the CLT approach include the goal of the learner to communicate with others in the second language, content that includes semantic, social, and linguistic structures, role-play, using authentic materials, and group and pair activities that involve negotiating meaning. In a CLT classroom the four modalities of reading, writing, listening and speaking are integrated into most lessons. In this approach the teacher is the facilitator, rather than the leader. The primary objective is that the learner develops the tools to communicate by using their knowledge of grammar rules, sociolinguistic rules, and discourse rules (Savignon, 2001). There are many interpretations of CLT, though they are commonly identified as "strong CLT" or "weak CLT." Butler (2011) identified that strong CLT features the learners analyzing the language, with the teacher as facilitator. Weak CLT features a teacher as a leader, guiding the learners through controlled activities.

Textbook analysis

Many of the available methods for textbook evaluation are predictive checklists that were designed to be adapted by the user. Skierso (1991) outlines clear steps to evaluate if a textbook is appropriate for the context as each situation is different. He includes a factual checklist of the textbooks design including the number of units and the suggested course length. Williams (1983) checklist evaluates across the modalities of reading, writing, listening, and speaking, and includes vocabulary, grammar, and the technical aspects of writing. Garinger's (2002) checklist is much simpler. It requires more reflection by the evaluator on what the features of their program are and how they appear in the book; that is, how does the textbook provide opportunities for higher-order thinking in reading activities? Most checklists work on some kind of Likert scale like Sheldon's (1988) rating from "poor" to "good" or William's (1983) "not at all" to "to the greatest extent."

While checklists are a common method to evaluate textbooks, some researchers have developed their own unique methods to evaluate textbooks. Rings' *Authentic Languages and Conversational Texts* (1986) outlines a method for evaluating the "authenticity" or "naturalness" of the materials in the textbook. As many educators were implementing CLT in the classroom, she developed a method for finding texts that is less vague than asking is it "real," "teachable," or "natural." Her method allows educators to work with a tool that they could explain to their non-ELT colleagues. Ansary and Babaii (2002) consolidated 10 prominent checklists and reviewed 10 ELT textbooks and then synthesized their research into a list of universal traits found in the pre-existing checklists including: the objectives, the rationale, the syllabus as viewed by the teacher and by the student, the physical aspects of the textbook, and the macro-level of the book. Their checklist aims to create a system to evaluate textbooks regardless of the methodology of the program.

Many of the checklists were designed for making a predictive comparison of two or more books to select one for use in the classroom. I am in a unique situation, teaching EFL in a compulsory, elementary, homogeneous language classroom with a single book chosen the prior year. There are many elements to teaching EFL. As such, I choose the elements that I evaluated to suit the needs of my learners and the goals of the national syllabus. I created my own retrospective checklist by blending existing checklists to evaluate how well the book matches the national syllabus and its goal of modeling the CLT approach.

Evaluating the Tasks

Nunan's (2004) six steps for developing units of work was written as part of his larger work on task-based instruction. It was a guide for instructors to use for developing CLT materials in ELT classrooms. It takes into consideration that developing learners first need to be exposed to the language focus before participating in communicative tasks and practicing the communicating about a theme or topic. He identifies six steps. Step One is Schema Building, Step Two is Controlled Practice, Step Three is Authentic Listening Practice (ALP), Step Four is Focus on Linguistic Elements, Step Five is Provide Free Practice, and Step Six is Pedagogical Tasks. Steps One and Two, when not balanced with other CLT tasks fall into the Audio-Lingual Approach. They progress into being CLT tasks when they are balanced with more communicative tasks as the unit progresses. Tasks do not need to flow in a sequential order but should be balanced. While Nunan's work was created for instructors developing lesson plans, it can also be used to evaluate tasks.

Methodology

My research used a mixed methods approach. I used a self-designed checklist, a qualitative technique, to answer the first question "Does the 2012 Grade 6 textbook provide teachers with CLT or AL tasks at the syllabus level and at the task level?" To collect data for the second and third questions, "How do the current KETs use the textbook? How often do they adapt the activities, and how familiar they are with CLT techniques?" I collected the data through an online survey, a quantitative technique. I conducted and analyzed the checklist and the survey concurrently and gave each equal consideration.

Data Collection Technique # 1: Two- Part Textbook Evaluation Checklist

I used a two-part descriptive checklist to examine the 6th grade English textbook. The first part of the checklist rates the micro-level tasks to which of Nunan's (2004) six steps they correspond. The second part of the checklist evaluates the macro-level of the textbook media with a Likert scale from "not at all" to "consistently" and adds descriptive comments to qualify and give examples described below. Both parts of the checklist compared the balance of AL and CLT tasks provided by the textbook.

The variety of CLT tasks is infinite. By their nature they involve students communicating in an open-ended activity. Nunan (2004) takes into consideration that developing learners first need to be exposed to the language focus before participating in communicative tasks and practicing the communicating about the theme. I evaluated each task as being a Step One through Six (Figure 1) in my textbook checklist and weighted how many of each type of task there were: Step 1, Schema Building, Step 2, Controlled Practice, Step 3, Authentic Listening Practice (ALP) Step 4, Focus on Linguistic Elements, Step 5, Provide Free Practice, Step 6, Pedagogical tasks. Steps One and Two, when not balanced with other CLT tasks fall into the AL approach.

Data Collection Technique # 2: Survey of KETs

I surveyed KETs to assess how they use the textbook. Were they familiar with the tasks in the CLT method? There are six out of 11 questions that focus on their experience teaching EFL and their level of training in CLT and five out of 11 questions are about their knowledge of teaching methods and what methods they use. I distributed the survey online with surveymonkey.com. I had my questions translated into Korean and back translated by a second translator into English to verify that the meaning was consistent. Both translators have a background in education and are familiar with pedagogical jargon. I made the answer fields available in Korean and English. I used a cluster survey of Korean elementary English teachers in a southern Korean province. I surveyed the KETs that I was able to access via social networking and lesson planning website used by NETs.

Conclusion

At the beginning of this study I questioned how well the textbook presented CLT tasks as mandated by the MOE's standards and how well prepared KETs were to modify the textbook and develop CLT tasks. I found that while the MOE has explicitly stated that English should be taught in a student centered environment, using real life and engaging activities to develop the communicative competence of the elementary learners, the textbook rarely models communicative tasks. My study also shows that while some of the KETs surveyed use communicative methods, have been trained in the CLT approach, and model CLT methods in open classes, other teachers have no training in EFL or CLT methods and cannot identify the core concepts of the CLT approach.

I analyzed the tasks cumulatively (Table 2), and segregated the information by Lesson and by Story Time. Of the 280 tasks that I evaluated, 19.6% were a Step 1, Schema Building task, 46% were a Step 2, Controlled Practice, and 5.7% were a Step 3 task, Authentic Listening Practice (ALP). Of the 20 ALP tasks, all were dubbed performances at a reduced rate of speech. Step 4, Focus on Linguistic Elements appeared infrequently, 11.4%, as did Step 5, Provide Free Practice, 10.3%. The most communicative tasks, Step 6, Pedagogical Tasks occurred 5.7% of the time. Unfortunately, the majority of the tasks, 184, 65.7% fell into the first two steps which, if not balanced by more communicative tasks, are purely AL tasks.

Although there are some inconsistencies across lessons, the distribution of steps follows a pattern. Across all lessons there were more Step 2 tasks than any other step. The tasks for Steps 4,5 and 6 were seen infrequently. Step 3 tasks were seen two times across all steps. I had speculated that Steps 1 and 2 tasks would appear more in the initial lessons and taper off as the year progressed. I did not see this pattern in my analysis.

Side by Side Analysis

The textbook provides interesting themes, strong vocabulary development, a variety of reading opportunities and cultural lessons to engage the students, but it is lacking in CLT tasks that challenge the learner. If the KETs have appropriate training in CLT methods they can adapt and add to the tasks provided in the textbook to apply the CLT approach and develop communicative competency in their students.

While the textbook provides interesting opportunities to develop communicative tasks, it does not provide many CLT tasks. The tasks in the textbook are overwhelmingly AL tasks with little progression to independent, free practice tasks that allow the learner to communicate without a set answer. The teachers surveyed reported using an overwhelming number of AL tasks and only five of 17 teachers reported having received instruction in CLT tasks. Considering the lack of representation of CLT tasks in the textbook and the lack of CLT tasks reportedly taught by the surveyed KETs, it appears that very little CLT approach is being implemented in the classroom.

The two main themes that appeared in the short answer responses were the focus on memorizing dialogues and repeating phrases, AL tasks, and the use of role play and dialogue creation, CLT tasks. There were also five respondents who reported that they use games. There are many ways to develop a CLT game; however, this response becomes more ambiguous when paired with the games provided in the textbook. Most of the games in the textbook were flashcard games and dialogue ordering games that required no communicative competency. Role-plays and student created dialogues were reported by six of the 17 respondents. The role-plays provided in the textbook are dialogue memorization. While the teachers may encourage their students to create their own dialogues, the tasks in the teacher's guide do not include students creating their own dialogues.

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Let's Collaborate in English Classrooms: Collaborative Teaching Between NESTs and NNESTs in the Korean Context

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Introduction

With collaborative teaching between NESTs and NNESTs, students will learn and receive authentic English and be exposed to a fruitful English environment. Therefore, it is worth listening to NESTs' and NNESTs' voices and perspectives in the field of teaching in order to figure out how to conduct collaborative teaching efficiently. In this study, the author surveyed five NESTs' and five NNESTs' perceptions and attitudes regarding how well collaborative teaching was employed in their teaching contexts. Based on the questionnaires, the study demonstrated that collaborative teaching had pros and cons when employed in the Korean context. This study further explains suggested solutions for fostering collaborative teaching between NESTs and NNESTs.

Literature Review

Collaborative Teaching & Co-Teaching

'Collaborative teaching' and 'Co-teaching' could be used as interchangeable definitions. However, they have slightly different implications, so this discrepancy needs to be clarified. According to Liu (2007), "Collaborative and cooperative teaching emphasizes the process of collaboration, and the degree to which each participant's function may be different. Co-teaching is a general term with broader implications and has been adopted to name different approaches to improve teaching through collaboration." (p. 105). Based on the above explanation, co-teaching is broader and a more general term than collaborative teaching. Also, collaborative teaching mainly focuses on the process and teacher's role in the teacher collaboration, while co-teaching concentrates on teaching principles and approaches in order to foster language teaching under the teacher collaboration.

Advantages and Disadvantages of Being NESTs and NNESTs

Medgyes (2001) explains the pros and cons of being NESTs and NNESTs. He states the bright side of being a Non-NEST as:

1. provide a better learner model;
2. teach language-learning strategies more effectively;
3. supply more information about the English language
4. better anticipate and prevent language difficulties... (p.436)

On the other hand, Medgyes (2001) also explains the pros of being a NEST as:

1. Speak better English
2. Use real language
3. Use English more confidently ... (p.435)

NESTs usually produce their native language more naturally and confidently without conscious attention in terms of correcting grammatical mistakes. Their language performance is more authentic so that EFL students will learn the natural process and sequence of speaking and writing English.

Research Relating to Collaborative Teaching in EFL Contexts

Tanjino and Tajino (2000) researched team teaching practices in Japan. They studied secondary schools' EFL classrooms by enhancing students' communicative competence and they suggested that "Team-teaching should be re-interpreted as team-learning, in which all the participants are encouraged to receive information, and to learn from other team members through the target language" (p.9). According to this argument, collaboration

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should progress cooperative manner by encouraging each others' learning and teaching while teaching classes together.

Luo (2010) further suggests collaborative reflection between NESTs and local teachers (NNESTs):

- Discuss the lesson afterwards, even if in an informal conversation.
- Participate in a formal collaborative reflection... on a regular basis so that both NEST and local teacher (NNEST) can learn from the joint experience... (p. 281)

Based on these suggestions, NESTs and NNESTs should have regular meetings formally and informally while having classes. Through regular basis of meetings, they are able to adjust their teaching techniques and principles for students and figure out individual student's learning needs and desires. Also, effective communication between teachers can be actively used for cooperation.

Research Questions

The primary question of this study was to research how well collaborative teaching was employed in the Korean context through surveying NESTs and NNESTs' perceptions and attitudes. In order to comprehend their perceptions and attitudes towards collaboration and collaborative teaching, four research questions were investigated:

1. Briefly describe the process of your collaborative teaching. (How it works)
2. Do you think that collaborative teaching between NESTs and NNESTs is actively employed in your teaching context?
3. What do you think of the pros and cons of collaborative teaching between NESTs and NNESTs in the Korean context?
4. In order to successfully implement collaboration between NESTs and NNESTs, what do you suggest?

Method

Participants

Five NNESTs and five NESTs participated in this study. Study participants' education background information is briefly described in Table 1 and 2 (not included in this Summary). For ensuring participants' confidentiality, all teachers in this study are represented by a NNEST number or NEST number.

Data collection

From January to March in 2014, this study proceeded and collected teachers' diverse perspectives and opinions through questionnaires. After collecting data, the author divided them into NESTs' and NNESTs' written comments. The data were also sorted by themes, which were advantages and disadvantages of using collaborative teaching in the Korean context. When some comments were not comprehensible, the author asked some participants to clarify meanings and intentions of their written comments.

Data Analysis

Research Question # 1

NNEST-1: My co-teacher (NEST) and I taught English lessons based on syllabus. When we shared the same text books, I was asked to focus on vocabulary and grammar, and my co-teacher taught speaking and listening mainly. Sometimes, we covered the same unit. Students learnt a unit with NEST, and I additionally explained in details to help learners understand more clearly.

NNEST-2: Generally, it was the NEST who planned the overall structure of the lesson and activities. He used to make a lesson plan a week in advance and handed to me. We went through the plan together, checked for potential problems and I asked to make changes if I thought it was necessary. During the actual class, the NEST took a major role and what I did was checking for understanding, giving extra explanations and managing classroom atmosphere, disciplining those who weren't participating or making trouble.

Research Question # 2

NEST-2: For Low-level students, I think it is very helpful to have a NNEST to help with translation. It is encouraging for them (students) to participate in the class.

NNEST-2: In a high school context in Korea, effective collaborative teaching between NESTs and NNESTs is not easy. The aim of the English class in high school is far from improving students' communicative competence, but is on developing students' reading proficiency and testing skills.

Research Question # 3

**Table 3
Pros and Cons of Collaborative Teaching in the Korean Context**

Pros of Collaborative Teaching	Cons of Collaborative Teaching
1. Providing Authentic and Diverse English for EFL Students	1. Unfairly Divided Teaching Roles
2. Intergrating both NESTs' and NNEST's Strengths in English Teaching	2. Miscommunication between NESTs and NNESTs
3. Working together to Create Supportive Teaching Contexts	3. Unwillingness to Work Together

Dividing and deciding teaching roles in the classroom was the most critical element related to the downside of collaboration teaching in the Korean context. Considering this issue, NESTs and NNESTs had the same perspectives. Therefore, communications and discussions before starting classes should be required for successful collaboration between them. Also, while collaborating, both teachers need to work together constantly in order to figure out what components appear to inhibit successful collaborative teaching so they can fix or modify existing challenges with proper solutions.

Research Question # 4

NNEST-4: The most important thing to have is a qualified NEST in terms of his/her passion, teaching experience, and willingness to learn the Korean culture. NESTs should make lots of effort to teach students well with enthusiasm. There are NESTs who are not enthusiastic with teaching, and who just want to make money in an easy way. It is essential for both of the teachers to collaborate to design each class as well.

NNEST-2: Training programs for effective team teaching for both NESTs and NNESTs are crucial since the concept of team teaching is very new to NNESTs in Korea and they are only accustomed to teaching on their own. Training for the NESTs' teaching skills is necessary as well if they are not experienced language teachers. Also, if the Ministry of Education is to promote collaborative teaching continuously, the development of materials is necessary since both NESTs and NNESTs struggle in searching for appropriate materials to use in the classroom.

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Table 4
Existing Challenges and Suggested Solutions of Implementing Collaborative Teaching

Existing Challenges	Suggested Solutions
1. Lack of Communication & Collaboration Time	Having Regular meetings before and after teaching classes
2. Dominance of Class Management (Power Issue)	Dividing Teaching Roles Clearly and Properly
3. Test-Based System (Mainly Focused on Reading and Grammar)	Explaining essential reason for studying English: Communicating Foreigners with English
4. Not Prepared & Unqualified Teachers	Making a Training Course relating Collaboration between NESTs and NNESTs in Teacher Preparation Programs
5. Unwillingness to Participate in Collaborative Teaching	Raising Self-Awareness of Importance of Collaboration for Meeting Students' Diverse Learning Needs & Desires
6. Comprehending a Good Collaborative Teaching Model	Holding a Showcase Collaborative Teaching and Creating Standards and Guidelines

Conclusion

In order to solve these existing challenges and successfully implement collaborative teaching, there are various elements that should be considered. First, both NESTs and NNESTs need to have regular meetings before and after teaching classes so that they have enough preparation time to decide their teaching roles and class materials. With this process, effective communication between them is guaranteed. Second, teacher preparation programs in Korea have to provide enough training courses relating to collaboration between NESTs and NNESTs. By doing so, both NESTs and NNESTs are well prepared to conduct collaborative teaching without the unnecessary trials and errors caused by misunderstandings. Third, recognizing and raising self-awareness of the effectiveness of collaboration can make English teachers take more responsibility for their English teaching. Therefore, all teachers must have strong professionalism as English teachers by working together. Finally, holding 'Showcase Collaborative Teaching' regularly will encourage both NESTs and NNESTs to participate in the collaboration process. Moreover, the Ministry of Education in Korea should create a good sample model of collaborative teaching that contains information such as standards and guidelines of successful collaboration principles.

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Journaling for Professional Growth: Justification and Potential Avenues

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Abstract

Various forms of reflective practice have a rich history in TESOL (see Mann, 2005; Farrell, 2008; Lockheart and Richards, 1996). In this presentation the presenter will briefly explain the logic and value of journaling (Farrell, 2008), focusing on perceived benefits deriving from journaling, including greater self-awareness, the discovery of different teaching strategies, and facilitating a more personalized understanding of theoretical knowledge (Hatton and Smith, 1995; Valli, 1997; Humble and Sharp, 2012), such as that encountered in a teacher training program. Afterwards, the presenter will address Farrell's framework for "traits of reflective/analytical development," which emerged from research on journal writing in the South Korean EFL context (Farrell, 1998). The framework can serve as a guide for more focused journaling or reflective practice. Through a mixture of academic research and personal reflection participants will be encouraged to either begin journaling or extend upon pre-existing practice.

Introduction

Reflection in educational literature is similar to culture, in that there seems to be as many definitions as there are commentators. Nevertheless, for purposes of this extended summary I will use Hatton and Smith's oft cited (according to Google Scholar, 1175 times) article as a starting point: "deliberate thinking about an action with a view to its improvement (Hatton and Smith, 1995)." With this in mind, I will detail some of the research supported benefits of reflection, a framework to assist in reflection, and briefly address research concerning EFL teacher reflection in the South Korean context.

Benefits

It is rather difficult to quantify the benefits of teacher reflection. Rather, the teacher reflection literature features claims which are either unsubstantiated, or based on anecdotal evidence often emerging from qualitative research studies.

Metacognition/Discovery

Simply put, the more a teacher reflects on his/her practice, the more likely s/he will be able to gain increased awareness of the dynamics of the personal teaching context, as well as discover different ideas relevant for teaching. This mood is enthusiastically summed up by Humble and Sharp in an article detailing the benefits of journaling: "I already feel better about the upcoming class. I thought I could only generate three to four ideas I wanted to point out but as I was writing, more ideas/points came to me. This is energizing (Humble and Sharp, 2012)!" The more one reflects, the more possibilities emerge.

Personalize Existing Theories of Teaching

As has long been recognized in educational circles, knowledge is constructed in the learner's mind, rather than bestowed from the educator. Reflection in a multitude of media, be it through audio/video recording of a lesson, journaling, peer discussion, et al, provides an opportunity for an educator to make a meaningful connection to pre-established bodies of knowledge. Here is an example of an educator in an EFL South Korean context articulating his realizations of the limitations of classroom instruction: "The classroom is not the best place to learn a language because the teacher cops out as a result of the emotional demands and the intellectual demands placed on them. Learning from a partner in a familiar relationship who is prepared to talk about, answer

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questions about the language is better (Farrell, 1998).” In this example, one can see the echoes of prominent ELT theories such as Krashen’s affective filter and the occasionally critiqued communicative method.

While the above listed illustrations are a far from exhaustive treatment on the benefits of reflection (see Mann, 2005 for an extended discussion), they provide a core rationale for engaging in reflective practice: discovering different (better?) approaches and ideas for teaching, as well as understanding the process and practice of teaching in more depth.

A Framework for Reflection in Teaching

Hatton and Smith provide a useful framework for teaching. I will briefly define and describe each component.

Reflection-in-Action: This is when a teacher notes a problem or interesting situation during instruction and makes a quick decision to modify teaching to address the situation. A simple example is when a teacher asks a student to paraphrase an explanation to ensure comprehension when the educator is uncertain how well students comprehended his/her message.

Reflection-on-Action: A counter-part to reflection-in-action. This occurs when an educator reflects on his/her actions outside of the actual teaching moment. This can take several forms such as using different media (journal/video recording, et al.). Reflection-on-action includes critical, dialogic, and descriptive aspects.

Critical Reflection: This is a form of reflection where the educator thinks beyond the classroom context and considers the impact of the curriculum on teacher decisions. Or conversely, the instructor may consider his/her influence on the life of the student beyond the immediate classroom context and course objectives.

Dialogic Reflection: As the term implies dialogic reflection occurs in interaction with others. This can include a dialogic journal, as well as simply using peers as a sounding board.

Descriptive Reflection: This involves noticing concrete details in the classroom, such as how many students provided answers during a lesson. How well did a teacher manage his/her time during a lesson? Some commentators (such as Humble and Sharp), have characterized descriptive reflection as a weaker form of reflection.

Technical Rationality: This involves considering accepted bodies of knowledge, such as that encountered in a teacher training program. For example, a teacher may enter a classroom and feel the class is excessively reticent in a conversation class. Thus, the teacher may consult literature offering strategies to lower the affective filter.

Hatton and Smith’s (1995) Categories for Teacher Reflection

Reflection type	Nature of reflection	Possible content
Reflection in action	Contextualization of multiple viewpoints	Dealing with on the spot professional problems as they arise.
Reflection-on-action	<p>Critical</p> <p>Dialogic</p> <p>Descriptive</p>	<p>*Thinking about the effects upon others of one’s actions.</p> <p>*Hearing one’s own voice; exploring alternative ways to solve problems.</p> <p>*Analysing one’s performance in the professional role.</p>
Technical rationality	Technical: Drawn from a given research/theory base, but always interpreted in light of personal worries and previous experience.	Beginning to examine (usually with peers) one’s use of essential skills or generic competencies as often applied in controlled, small scale settings.

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A framework for reflection can help limit an excessively monolithic approach to reflection. As Hatton and Smith note in a report from 1992 focusing on the reflective practices of pre-service American educators: “60-70% of reflective units” were descriptive in nature. As Humble and Sharp opine: “journals consisting only of descriptive writing are the least helpful in terms of stimulating pivotal pedagogical insights.”

Reflection in the Korean Context

Concrete research on reflective practices in the EFL Korean context is rather sparse. One notable exception is Thomas Farrell’s work (1998) with teacher development groups in the early to mid 1990s. As much of this overlaps with Hatton and Smith’s aforementioned framework, I will not elaborate on it, nevertheless, some of the better practices noted by Farrell included:

- Greater variety of traits of critical reflection
- Discussing theories: expert and personal
- Moving beyond the classroom context
- Able to evaluate both the positive and negative in classroom activities/interactions
- Being able to reflect through teaching and experience
- Being a better problem solver
- Asking more questions

Conclusion

The benefits of reflection are difficult to quantify. However, many leaders in the field of TESOL (see Farrell, 2008; Bailey, Curtis, and Nunan, 1998) are strong supporters of reflection in the classroom. This extended summary has highlighted a few of the perceived benefits of reflection as well as provided more sophisticated frameworks to help interested educators avoid more redundant forms of reflection which can often occur, especially for more inexperienced practitioners.

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B-SLIM Model as an English Teaching Model in Thailand

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Abstract

In the business world, English language is considered as an important language for communication among people. According to the Act of Thai Education during B.E. (2008-2015:39), the sustainable development for Thai people has become the main focus in this era. To transform the education especially in the 21st century is needed to be integrated the new methodology in language teaching into three main areas. They are: education development, education extension and cooperation in services and educational management. The objectives of the study were: 1) to develop learning activities in and outside classroom context by using B-SLIM Model with the University students in Thailand 2) to compare the results of learning with the B-SLIM Model in the course of listening and speaking in Business English II after using B-SLIM Model 3) to investigate the level of listening and speaking of students following B-SLIM Model. The conceptual framework applied in the study was the development of Listening and Speaking skills by using B-SLIM Model as a teaching model in the course of Listening and Speaking in Business English II

The qualitative method was mainly used, combined with the quantitative data collected from 27 students studying at Chandrakasem Rajabhat University and registering in the course of BENG 1102 Listening and Speaking in Business English II. The normal classes of Listening and Speaking course II in and outside university campus such as Suvarnabhumi International Airport was a place of data collection. In addition, B-SLIM Model (Bilash's Second Language Instructional Method) was applied and used in creating the criteria for data analysis by means of experimental step and teaching step by step according to B-SLIM Model. The method of data analysis was the use of basic statistics.

Introduction

At the present, Thai government policies have been geared up the education in the country to be equal to other ASEAN neighboring countries. As in 2015, Thailand will take a full effect in being one of the ASEAN members, therefore, Thai government has tried to develop, support, and reinforce people such as educators, students and educational organizations in both private and public sectors to realize the importance of English ability of the young generation. Thai government has cooperated with its ASEAN members such as Malaysia, Singapore, Indonesia, The Philippines, Burma, Laos, Singapore, and Indonesia in terms of strengthening the prosperity of economy, politics, stability of society and culture. To do this, it will not be easy to finish in a short period of time. It takes time to transform education to be equal to other civilized nation.

This research, therefore, aims to explore the new teaching method "B-SLIM" Model by Olenka Bilash (2006) in order to improve the listening and speaking skills of university students in the course of Listening and Speaking in Business English II. Listening and speaking skills are reserved as the direct skills for communication. Therefore, the B-SLIM Model was proposed in the research study.

Objectives of the Study

The study aimed to:

1. Develop teaching and learning activities according to the use of B-SLIM Model in and outside classroom context.
2. Study and compare the results of students after learning through the B-SLIM Model.
3. Investigate the level of students' skills after learning by a B-SLIM Model.

Research Questions

1. How do the B-SLIM Model activities improve students' speaking and listening competence in the Rajabhat context?
2. What are the levels of listening and speaking skills of students according to Chandrakasem Rajabhat University students?

Population

The population of the study was the Business English students of Chandrakasem Rajabhat University, Bangkok, Thailand, who were taking a Course of Listening and Speaking in Business English II.

Sample

The sampling size was 27 students who passed the Course of Listening and Business English I by means of a purposive sampling.

Research Instruments

The research instruments of this study include:

1. The Coursebook of Listening and Speaking which contains 10 units starting from unit 19-30 (from Survival English Textbook)
2. The teaching method "B-SLIM Model" by Olenka Bilash (2009) focusing on 5 main criteria: Language awareness, Pronunciation, Vocabulary, Grammar, and Situations and Fluency.

Research Methodology

The B-SLIM teaching model applied in the study as follows:

1. Planning and Preparation

This is the first step which the researcher chooses the activities and contents based on the "Survival English" Textbook in order to meet the objectives of the course and prepare the appropriate materials for English communication.

2. Comprehensible Input

This step aims to provide the students background of English sentences, conversations and opportunities to ask questions. At the end, the students are required to demonstrate the language they learn in the situational activities. The 5 inputs are related to this step are Language awareness, Pronunciation, Vocabulary, Grammar, and Situations and Fluency.

3. Intake Activity

As this step is intended to assist the students who are not able to understand the language they learn, the teacher can organize a new activity in order to help them to have the opportunity to practice and understand what they have learnt. At this stage, the students will be able to use complicated sentences, difficult words as it is a stage of "Intake-Using-It".

4. Output

This is an important step in which the students have the opportunity to use language they have learnt outside the classroom context. The frequent found activity at this step is an individual activity such as "Introducing University". They are required to make a video clip for a purpose of introducing university in 3-5 minutes. Then, the video clips will be uploaded into a Facebook group with a name of "BENG 1202: Aj. Jumjim."

5. Evaluation

The data are collected by means of observation and enquiry in order to ask for the students' problems and to be useful for the future research. Besides, the self-evaluation of a researcher and students' evaluation, participation, assignments, tests, mid-term and final examination are examined as well.

Findings

The results of the study indicated that the overview of students' ability was in a medium level. It revealed that the students were able to communicate with the appropriate tenses which were in a Good level. The students were able to develop their speaking skill rather than listening skill especially their pronunciation was clear and easy to understand when communicate with others. Language awareness, listening for main idea, words and sentences stress, vocabulary, meaning of words, expressions, grammar, accuracy and fluency and continuation right situations were in the middle level with the mean of (\bar{X}) respectively: 2.37, 2.96, 3.18, 3.11, 3.25 and 3.11 which were in a good level. The findings met 'a learning by doing and learning in interaction' which aims at the learner-centred approach (Brown, 2001; Foster, 1999; Richards & Rodgers, 2001)

Conclusion

This study reconfirms that the activities of B-SLIM Model could improve students' speaking and listening competence of Chandrakasem Rajabhat University students. Overall, the students were at the medium level of improvement in terms of listening and speaking skills particularly in terms of five criteria for B-SLIM Model which were Language Awareness, Pronunciation, Vocabulary, Grammar and Situations and Fluency. In addition, the results of this study point that the students need more opportunities to practice in a real situation and have an overseas excursion in order to build the students' self-confidence outside the classroom context.

The Author

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Natural Approach to a Foreign Language Learning

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Brain-Based Learning: Natural Method of Language Acquisition

Natural Method of Language Acquisition relies on these 3 brain functions: *ability to listen to language input, ability to make binding connections, ability to make any skill automatic through constant repetition.* Natural Approach works similar to the way we learn our native language during the first 3-5 years of our lives.

What is the Natural Approach? It is a process that leads to subconscious knowledge about that language. Using this method students acquire a feeling of correctness. It is not the same as learning a foreign language, which requires students to put a conscious effort of learning, drilling and memorizing just a part of the target language, then another part and then another part until they cover the vastness of the foreign language material. Acquisition of a language is complete only when the student can both comprehend and produce the target language.

Stages of the language acquisition in NA approach

1. Silent stage or comprehension development stage.
2. Speaking (Production) stage.

What is happening during the **first stage**?

The language is best taught when it is used with the purpose of transmitting a message, not when it is taught with the primary goal of introducing and drilling a certain grammar concept. The goal of the first stage is for a teacher to provide hours of meaningful language input for students. The language is learned when students decode (understand) a teacher's general message from the input. The focus of students must be only on WHAT is said. A teacher should use aids that may help students to comprehend: pictures, video, props, etc. Vocabulary is important at this stage and it is acquired through listening to the teacher's messages. However, students are never told the translation of words directly, rather the conditions are set in the teacher's messages that help students guess the meaning. Once this happens, a strong **natural binding** of word meaning and context begins. With this approach students also practice listening comprehension skills and contextual inferences skills.

This natural binding of sounds and meaning is what is lacking from regular drills and memorizing of vocabulary or Grammar-based approaches. Without a strong connection between words and their meaning, without binding the words to their respective meaning, **a student forgets most of the words** within a short period of time because the chances are that he or she is not going to use that "foreign" vocabulary. I see every day young children trying to speak English with me in the streets, but the needed words escape them. Memorized dialogs are not transferred to real speaking situations because a student does not own the meaning, and does not own the text, and does not own the situation. Mechanical memorizing lacks meaningful binding, which leads either to the loss of learned vocabulary for most of the students or to an inability to retrieve the needed word at the needed second.

In addition, not listening to the words in the meaningful sentences **prevents students from recognizing these words in the flow of speech.** There is a big difference between how we spell "I have been studying English for 10 years" and how we pronounce it in a real conversation. Therefore, students do not understand follow-up questions and cannot continue a conversation after "Hello. My name is..."

Finally, teaching vocabulary only as separate words does not allow students to **practice listening comprehension skills and the skill of inferring a meaning from the context.** Both are essential skills for all

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human beings who are using any language. For example, when children or adults do not know some words in their native language, they can figure out the meaning of a word from the overall conversation. Or if all fails, people can simply ask..." What does the word _____ mean?" The ability to guess or ask questions about the unknown vocabulary only shows our mastery of the native language, not our academic weakness. If a student is unable to figure out the general idea of a message of several spoken sentences, a student cannot participate in a conversation, regardless how much Grammar he or she memorized.

In a nutshell, in accordance with the NA method, during the beginning level of language learning, teachers introduce new vocabulary and grammar morphemes through constant and meaningful input. A student uses various functions of the brain to help to understand the input, mimicking the natural process of native language acquisition. Thanks to highly developed human brain functions that assist in human language acquisition, students have no trouble figuring the rules out from the flow of a teacher's speech. This approach leads to stronger binding between words or phrases or grammatical morphemes and their respective meanings. In addition, students get the general feeling for the correctness of the grammar, hence becoming closer to native speakers. As a result, they remember not only words, but how to use them, how others use them. Language becomes purposeful and functional; not dead memorized grammar patterns.

What is happening during the **second stage**?

After some time of meaningful input, depending on their age and level, students are able to move to the stage of speech production. For adult beginners, who are completely unfamiliar with the language, it is enough to give a concentrated dose of 1-2 hours of meaningful input before they feel comfortable responding in a foreign language. By comparison, the same material may take young children at the beginning level 10 hours to understand. Regardless of how much time it takes a student to feel comfortable to answer in a foreign language, their speech development should progress from non-verbal to single-word to phrases to sentences. Speaking should begin only if a student is comfortable with that challenge. **Speaking must emerge on its own.** Remember, comprehension must always precede the production. So, most of the beginning activities of the NA method provide input without requiring oral production. During the initial production, students can say only simple words or phrases until they become more comfortable using longer sentences.

Benefits of using NA Method

1. Personal anxieties that we carry into language learning connected to our personal confidence, past experiences, and personal abilities (or affective filter) are lowered.
2. Student confidence grows because the role of grammar is minimal; speech and its understanding is the goal.
3. Students are given multiple opportunities to digest various grammar morphemes.
4. NA method offers individualized student-centered approach of language acquisition.
5. Language practice using NA method is calculated, yet fun.
6. Language activities can be modified to accommodate Formative Assessments to collect data on students' progress and to adjust the learning material or pace.
7. NA method teaches the language as a whole, rather than separating it into various parts, while placing students in the roles of active learners rather than passive recipients.

Challenges of implementing this method in the classroom

It may be problematic to take this method without any sort of adjustments and apply it directly to the classroom. There are obvious constraints for doing that. First, time constraints: teachers usually have a limited amount of time with students per day. Second, there is a need for monitoring, assessments and testing in schools. Third, classroom management issues may arise as the lesson format may feel less like a drill, but more like a role-playing. I acknowledge all these difficulties and needs. These challenges are a part of my criteria for choosing the classroom activities that I demonstrate in my presentation. Another consideration for choosing the activities is the amount of brain-based research that we have discussed. We will do our students a disservice if we do not consider the proved findings of neuroscientists on how our brain works.

Role of Grammar in NA Method

Generally speaking, grammar learning has a limited role in the NA method. Adult students have a greater ability to learn grammar consciously. Besides, based on our educational culture of having something consciously memorized (aka "learning"), adults may feel safer and more confident if a teacher provides a portion of learning exercises. Moreover, adults have a higher affective filter (in other words - various anxieties and fears of speaking and learning a foreign language), therefore a portion of grammar and vocabulary learning/memorizing exercises may be beneficial for adults; whereas for younger children almost all language skills must be acquired directly from natural language acquisition exercises and activities.

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Bilingual Approaches for NNESTs *And* NESTs in Monolingual EFL Contexts

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I: The macro-AL context

1. **A.** What is 'pragmatism'? **B.** What is 'practical'? **C.** What is 'applied linguistics'?
2. **A.** What is 'English as a *lingua franca*' (ELF)? **B.** What is an 'EFL context'? **C.** What is an 'ESL context'?
3. **A.** What is the 'functionalist perspective' on ELF? **B.** What are its strengths and weaknesses?
4. **A.** What is the 'critical applied linguistics perspective' on ELF? **B.** What are its strengths and weaknesses?
5. What is your understanding of 'hegemony', 'imperialism', 'linguistic imperialism', 'linguicism', and 'the ethical criterion'?

II: Our Local EFL Context: South Korea Examined from Within

1. **A.** What are the significant factors behind the development of 'English Fever' in South Korea?
2. **A.** What is your understanding of 'globalization' as an ideology, and as an actual process?
3. **A.** What is 'South Korea's' purpose with globalization and ELF?
4. **A.** Does South Korea's development of 'globalization' and 'English fever' characterize 'acquiescence to unilateral Centre→Periphery-radiating hegemony/imperialism'? **B.** Or, does it characterize 'agency' and political strategy?
5. **A.** Why do so many native Korean speakers spend so much money on English acquisition? **B.** Why do so many native Korean speakers consider English acquisition extremely important? **C.** What is the current 'South Korean social success formula'?
6. **A.** What ethical problems do ELF and 'English Fever' present to native Korean speakers? **B.** What is your understanding of the 'English divide'? **C.** What problems has intervention by South Korean social institutions exacerbated? **D.** Who is more accountable for the English Divide: the 'Centre' or 'local agents'? **E.** Is South Korea's meritocracy unique: can its essential English divide mechanism be distinguished from its counterparts in other meritocracies?
7. **A.** Do the English divide and its related ethical problems constitute a form of linguicism? **B.** If so, what exacerbates this form of linguicism? **C.** What is your understanding of the 'English Only' (EO) teaching approach? **D.** How has EO formed and continued to gain momentum in South Korea? **E.** What is your understanding of Phillipson's (1992: 185-218) 'monolingual NEST as ideal teacher tenets/fallacies'? **F.** Do you believe South Korea's increased implementation of EO represents a form of linguicism? **G.** Is EO a good thing: what are its advantages and disadvantages?

III: 'The Immediate Context: Introducing 'South Korean diglossia' And Examining Its Ethical And Pedagogical Implications And Characteristics'

1. A. How many 'South Koreans' are monolingual? **B.** And 'foreigners' living in South Korea? **C.** What is your understanding of 'diglossia'? **D.** Do you feel South Korea is characterized by diglossia? Why or why not? **E.** Why has there been no acknowledgement of 'diglossia in South Korea' in local, as well as, macro-AL discourse?

2. A. What is a 'foreigner'? **B.** What is a 'South Korean'/'Korean'? **C.** What is your understanding of an 'ethnic group/family'? **D.** In South Korea how can one determine whether a given stranger is a 'foreigner' or a 'South Korean'? **E.** Is there a racial hierarchy in South Korea? **F.** What is the dominant language in South Korea? **G.** Should 'foreigners' living in South Korean learn Korean? If so, why? **H.** In which language are racially-non-East Asians ('foreigners') often addressed in South Korean public? **I.** And East-Asians ('South Koreans')? **J.** Do implications of this trend constitute linguistically-conveyed racial discrimination, and consequently a second form of South Korean linguisticism?

3. A. In EFL South Korea, which is more effective: a 'monolingual EFL approach' or a 'bilingual EFL approach'? **B.** What are the advantages and disadvantages of a monolingual approach? **C.** And those of a bilingual approach? **D.** What are the ethical and pedagogical implications of instating one approach or the other?

4. A. Once the inefficient South Korean English education system is fixed, how can 'scaffolding' be reinforced? **B.** That is, how can South Korea become a nation characterized by 'widespread bilingualism without diglossia' rather than 'diglossia without bilingualism'?

Thank you!

References:

Please refer to Parker Rader's dissertation at:

<http://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/appliedlinguistics/Rader923793diss.pdf>

Making Interaction Key to Self-Directed Learning Projects

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Introduction

Learner journals and learner portfolios have been promoted as conducive to learning in general, and to some extent in second language learning. However, little research has been done in the areas of how to make such projects reflective, efficient, and lead to more effective self-direction in language learning. A 10-week language learning journal project incorporating a portfolio component was conducted with a group of university students. The group was also given weekly class time to discuss their language learning methods and progress as pairwork. Additionally, each class member presented to the whole class a study method that they used and found quite effective in improving their English skills.

Study results have been obtained from post-project participant surveys, evaluation of the journal-portfolio final projects, student discussion and presentation observation. Results indicate that student-to-student class discussions of their study methods and in-class presentations of individual student study methods both produced high satisfaction and supported reflection and self-direction, resulting in pedagogical considerations for course design and curriculum development.

Language Learning Journal and Portfolio Project

The paired, in-class discussions of language learning methods and the language learning method presentation reported in this study supplemented a language learning journal writing and portfolio project such as that reported in Shaffer (2013). Journal writing is considered to be a beneficial mechanism to encourage students to be more critical and reflective in a growing body of research across a range of disciplines (Jarvis, 2001). Journals are able to provide a means for reflection before, during, and after a learning experience (e.g., Mills, 2008). Paton (2006) concludes that reflective journals help foster critical thinking, while Connor-Greene (2000) and Kerka (1996) show that students can use journal writing to enhance their learning by asking questions, engaging in higher order ideas, and making connections between theory and practice. Dymont and O'Connell (2003) recognize that journal writing holds great potential for enhancing learning in experiential education, and Anderson (1993) concludes that journal writing helps students develop their writing skills through experimentation with less-structured writing that may be highly personal and speculative. Fritson, Forrest, and Bohl (2011) found that through reflective journaling, university students were more successful at thinking about and finding ways to make course material relevant to their lives, applying the material to their lives, and finding ways to make the material more interesting. Compared to classes without journal assignments, the students in classes with journal writing reported a greater desire to learn the material. Additionally, the students in Dymont and O'Connell's (2008) study generally agreed that journal writing is a helpful form of reflection. In the language-learning environment, it has been found that as both a research tool and an extended classroom activity, strategy journals help provide access to the often hidden processes that ESL and EFL learners use to accomplish their goals. The effectiveness of a language-learning journal, in combination with a portfolio, in generating motivation and directing autonomous English language learning in Korean university students is examined in this study.

The learner's portfolio has been widely regarded as a tool that has the potential to increase student motivation (e.g., Apple & Shimo, 2005) as well as self-direction in one's studies (e.g., Davies, 2003), providing the language learner with better study practices (e.g., Shimo & Apple, 2006; Smith, 2002) and providing the teacher with an additional assessment tool (e.g., Delett, Barnhardt, & Kevorkian, 2001; Shimo, 2003). One of the aims of this study is to gauge the impact of the language-learning portfolio in promoting motivation and self-directed learning for the English language learner at the university level in Korea.

Both the writing of a language learning journal and the keeping of a language learning journal are individual, student-centered activities neither requiring nor stimulating very much student-student or student-teacher interaction. However, while reflecting on one's own language learning procedures and progress may have its benefits, classroom interaction has also long been proposed as playing an important role in the language learning process (e.g., Day, 1986; Ellis, 1980; Gass & Varonis, 1994; Hall & Verplaetse, 2000; Ohta, 2002; Reder, 2005). This study supplements the language learning journal project with classroom interaction in the form of paired, in-class discussions of language learning methods and language learning method presentations by students.

Method

In-class Discussion on Individual Language Learning Practices

Participants and Procedure

The participants in this activity were 82 junior and senior students enrolled in advanced English oral skills courses at a Korean university. The participants were all students in an English-related major and participated in weekly 40-minute in-class discussions with a classmate (different classmate each week) for 10 consecutive weeks of the course. During the discussion time, the participants were asked to relate and discuss their own language learning practices and procedures, especially what they have done in the past week and, upon reflection, any changes that they plan for the coming week. They were encouraged to bring their journal-portfolios to these discussion sessions to show to their partners to complement the discussions. The administration of this study took place during the 10-week implementation of the journal-portfolio project in the second semester of 2013.

Instrument

The instrument administered in this part of the study was an online survey of the students' opinions on the effectiveness of the weekly in-class discussions on their learning methods. The four-question survey was created through the web-based survey provider SurveyMonkey and administered at the end of a project. The in-class discussion-related questions were multiple-choice with five-point Likert-scale type responses. All survey items appeared in Korean so that the possibility of misunderstanding the items would be minimized.

Individual Language Learning Method Presentation

Participants and Procedure

The participants in this task were the same students participating in the in-class discussion activity described above. Each student was given 20 minutes (including a question-and-answer period) to present one of the language learning methods that they use in their language learning program. They were encouraged to present a method that they thought was very effective and that they thought many of their classmates may not be familiar with. The presentation could include a modeling demonstration of the method or a class-participation demonstration. The presentation was included as part of the student grade for the course. A four-question, five-point Likert scale type survey was administered at the end of the course.

Results and Discussion

The results of the in-class, partner discussions on individual language methods survey are displayed in Table 1. They indicate that the vast majority thought that the discussions were effective in improving their own language learning methods (91.4%). They thought that they learned new and useful methods through the discussions (89.0%), they tried out at least some of the new and useful methods that they heard about from discussion partners (89.0%), and they thought that the discussions were helpful in reflecting upon their own language learning methods (89%).

The results of the individual language learning method presentation task survey are displayed in Table 2. They show a large majority of the participants also considered the presentation task to be effective in improving their own language learning methods (94.0%). They thought that they learned of new and useful methods through the other students presentations (93.9.0%), they tried out at least some of the methods that they learned of through the other students' presentations (86.6%), and they thought that preparing your own study method presentation useful in improving your own methods (95.2%).

Table 1
Student Opinions on Effectiveness of Language Learning Methods Discussion

Question	Response	Percent
1. Do you think that the weekly in-class discussions with a partner were helpful in improving your own study methods?	Yes, for sure	36.6
	Yes, somewhat	54.8
	I'm not sure	1.2
	I don't think so	3.7
	No, definitely not	3.7
2. Did you learn of any new and useful language learning methods through the language learning methods discussions with a partner?	Yes, for sure	50.0
	Yes, somewhat	39.0
	I'm not sure	2.4
	I don't think so	6.2
	No, definitely not	2.4
3. Did you try/use any new and useful language learning methods that you learned of through the language learning methods discussions with a partner?	Yes, for sure	19.5
	Yes, somewhat	69.5
	I'm not sure	2.4
	I don't think so	3.7
	No, definitely not	4.9
4. Were the language learning method discussions helpful for you in reflecting on the effectiveness on your own language learning methods.	Yes, for sure	45.1
	Yes, somewhat	43.9
	I'm not sure	4.9
	I don't think so	3.7
	No, definitely not	2.4

Note: N = 82

Table 2
Student Opinions on Effectiveness of Language Learning Method Presentation

Question	Response	Percent
1. Were the study methods presentations by other students helpful in improving your own study methods?	Yes, for sure	52.5
	Yes, somewhat	41.5
	I'm not sure	2.4
	I don't think so	1.2
	No, definitely not	2.4
2. Did you learn of new and useful study methods from the other students' presentations?	Yes, for sure	56.1
	Yes, somewhat	37.8
	I'm not sure	3.7
	I don't think so	0.0
	No, definitely not	2.4
3. Did you apply any of the study methods that you learned of from the other students' presentations?	Yes, for sure	24.4
	Yes, somewhat	62.2
	I'm not sure	7.3
	I don't think so	3.7
	No, definitely not	2.4
4. Was preparing your own study method presentation useful in improving your own methods?	Yes, for sure	50.0
	Yes, somewhat	45.2
	I'm not sure	2.4
	I don't think so	0.0
	No, definitely not	2.4

Note: N=82

Conclusions and Recommendations

The results of these two tasks strongly suggest that either of these tasks singularly or both in tandem, are highly effective in helping to improve students' individual study methods, as supplementary tasks to a language learning journal project or quite possibly as a stand-alone task. It is therefore recommended for any skills course or curriculum in which the students would profit from guidance in organizing and managing a self-directed language learning program that the course or curriculum for upper-intermediate to advanced young adult

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students include some combination of reflective language learning journal writing, portfolio preparation, in-class discussion of language learning methods, and presentation of one or more of those methods to the class. Timing, duration, and other details of the out-of-class projects and in-class activities should depend on the needs of students' involved, the nature of the course/curriculum involved, and the discretion of the instructor involved.

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English-Based Loanword Bias in Korean: Its Source and Effect on ELLs

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Introduction

Lexical borrowing from English has been apparent in Korean for over half a century, and it has been occurring at an increasing rate in recent years. Although loanwords add to a language's lexicon, English-based loanwords in Korean are often disparagingly referred to as "Konglish." In the English learning context, no association is made with English-based loanwords and their English cognates. This paper will briefly introduce English-based loanwords in Korean, clarify the concept of loanword bias, and posit some origins for it. This will be followed by a study investigating English learner attitudes towards English-based loanwords and how they arise; more specifically, about their quantity, understandability, relationship to learning English, teacher's attitudes towards them, their biggest weakness, the origins of students' attitudes towards English-based loanwords, and what types of English-based loanwords they consider to be "Konglish."

The results of the study indicate that while university students do not have a strong bias toward English-based loanwords, their attitudes towards them are partially a product of one-sided and inadequate information on loanwords transmitted to them from their secondary school teachers; that is, speaking disparagingly of them or ignoring their presence altogether. From this study, it is recommended that, rather than ignore English-based loanwords, they can be embraced by teacher and learner alike to quickly enlarge the learner's vocabulary, which will effectively and efficiently enhance their communicative competence.

Bias Towards English-Based Loanwords in Korean

Numerous lexical items from western languages have been borrowed into the Korean language, and of these the overwhelming majority has been borrowed from English. Indeed, Sohn (2006) states that approximately 90 percent of all modern-day Korean borrowings are from English. Shaffer (2010) has established that English-based loanwords comprise roughly 5,900 (10%) of the 51,000 headwords in *Gukeo silyong sajeon* (2000), a Korean dictionary of Korean that includes Sino-character-based and western-language-based loanwords. A variety of empirical studies on English-based loanwords in Japanese, another language that has borrowed heavily from English in recent decades, indicate that loanwords are helpful in various areas of learning English: pronunciation, listening proficiency, spelling, retention, recognition, and recall (Daulton, 2011).

Numerous lexical items from western languages have been borrowed into the Korean language, and of these, the overwhelming majority has been borrowed from English. Though there is this large presence of English-based loanwords (EBLs), there can be noticed a popular aversion to their use. Olsen (1999) notes that "to many of the older generation in the Land of the Morning Calm [Korea], this hysteria for *oeraea* ('foreign words') is seen as dishonorable." Dr. Ross King is quoted as saying in Min (2009) that "the problem arises [in adopting foreign words] when an excessive use of foreign languages undermines our culture and traditions" (para. 27). Ruffin (2010b) states that "this tendency to adopt English loanwords has everyone confused" (para. 10). He also concludes that "using foreign words to denote objects and concepts imported from other countries is one thing, but to substitute English words for Korean words that already exist is excessive" (Ruffin, 2010a, para. 12). Flattery (2007) notes that this negativism towards EBLs, and Konglish in general, has infiltrated Korea's English classrooms: "A major factor that has received little focus is the opinions of South Korean EFL teachers, for many reject certain aspects of CLT and others believe that Konglish has no place in a classroom" (Conclusions, para. 1). Hagens (2004) suggests that most South Korean EFL teachers would not use Konglish in a classroom setting and that they still teach that Konglish is incorrect. She states that any mention of Konglish among students or teachers is followed by general laughter or even embarrassment.

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Bias can originate for a variety of reasons. There is the tendency for the public and academia alike to fail to distinguish between direct borrowings from English and EBLs that have been altered in some way during the borrowing process. Ringbom (2007) notes that, in general, borrowings can generate laughable and absurd errors, which are quite memorable, and therefore assume an exaggerated importance in a teacher's or learner's mind. Park (1989) cites national identification as one rationale very frequently cited for the need for Korean to be "pure" (i.e., "to be maximally clear of foreign elements" (p. 129). These biases have followed EBLs into the English classroom, suppressing not only their use in the classroom but also their English cognates being taught in English classes.

Research Method

Participants and Procedure

The participants in this activity were 197 university students enrolled in English oral skills courses at a Korean university. The participants were freshmen through senior students in English-related majors and participated in weekly 40-minute in-class discussions with a classmate (different classmate each week) for 10 consecutive weeks of the course. During the discussion time, the participants were asked to relate and discuss their own language learning practices and procedures, especially what they have done in the past week and, upon reflection, any changes that they plan for the coming week. They were encouraged to bring their journal-portfolios to these discussion sessions to show to their partners to complement the discussions. The administration of this study took place during the 10-week implementation of the journal-portfolio project in the second semester of 2013.

The Instrument

The instrument administered in study was an online survey of the students' opinions English-based loanwords in the Korean language. The three-part survey was created through the web-based survey provider SurveyMonkey and administered during the first semester of 2014. The survey consisted of twenty-one attitudinal statements on learning and using EBLs in Korean employing a 5-point Likert scale (adapted from Daulton, 2011), one multiple-answer multiple-choice question on the origin of the students' attitudes towards EBLs, and five questions on the "Konglish" quality of five different EBLs, each differing from their English cognate in different ways.

Results and Discussion

Student responses were, in general, favorable towards learning and using EBLs (see Table 1) but suggest that they thought that the attitudes of their secondary school teachers toward EBLs were not so favorable. The students thought that Korean contained too many EBLs (91.4%), but admitted that they used many EBLs in writing and speaking (75.6). They did not think that EBLs were hard to understand (77.2) nor that they were an obstacle to learning English (53.3). While they thought that EBLs had been discussed in class by their middle school teachers (55.8) and high school teachers (59.9), they did not believe that either their middle school teachers (90.9) or their high school teachers (88.8) thought that EBLs were helpful in learning English. While the students would like to know more about EBLs (40.6), half of them also thought that EBLs were destructive to the Korean language (50.3). This is probably due to the phenomenon of some Korean words being replaced by EBLs. The students did not think that EBLs hinder English acquisition (59.4) and thought that they were beneficial in increasing the expressive power of Korean (45.7), and a plurality thought that they aided in learning English (38.1). They did not consider EBLs to be difficult to understand (83.2), but did dislike them for often having different meanings (56.3), pronunciations (58.4), and grammar usages (50.8) from their English cognates. Students were divided on their opinions on the expressive power of EBLs and did not think using them made them appear educated (74.6), gave the students self-pride (84.8), or due to helpfulness in learning English (44.7)

The students thought that the origins of their attitudes towards EBLs were mainly due to mass media (67.5%), social media (48.2), people around the (39.1), and their own conclusions (57.8). See Table 2. The last set of five questions was designed to determine to what extent they thought that EBLs were "Konglish" (i.e., deviant from their English cognates (Table 3). The EBL differing from its English cognate by only a slight pronunciation difference was not considered to be Konglish ("computer," 78.2%), nor was the EBL differing considerably in

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pronunciation (“version,” 77.2). However, the fabrication from English was considered to be Konglish (“open car,” 76.1) as were the clipped EBL (“remote control”/“rimokeon,” 80.2) and the semantically divergent EBL (“cunning,” 85.3).

Table 1
Student Attitudes on Learning and Using English-Based Loanwords in Korean

Statement	Agree	Neutral	Disagree
1. I think there are too many English-based loanwords [hereafter, "loanwords"] in Korean.	91.4	6.6	2.0
2. I use a lot of loanwords in speaking and writing Korean.	75.6	12.7	11.7
3. Loanwords are hard to understand.	8.6	14.2	77.2
4. In learning English, loanwords are an obstacle.	21.3	25.4	53.3
5. My middle school teachers often discussed loanwords.	55.8	27.9	16.3
6. My high school teachers often discussed loanwords.	59.9	25.9	14.2
7. My middle school teachers thought loanwords helped us learn English.	9.1	60.4	30.5
8. My high school teachers thought loanwords helped us learn English.	11.2	57.3	31.5
9. I'd like to hear more about loanwords.	40.6	29.4	30.0
10. Loanwords are destructive to the Korean language and culture.	50.3	13.2	36.5
11. Loanwords hinder English acquisition.	18.3	22.3	59.4
12. Loanwords are beneficial because they increase the expressive power of the Korean language.	26.4	27.9	45.7
13. Loanwords are beneficial because they aid in learning English.	38.1	36.5	25.4
14. I dislike loanwords because they are difficult to understand.	4.6	12.2	83.2
15. I dislike loanwords because their meaning is often different from the original English meaning.	56.3	16.3	27.4
16. I dislike loanwords because their pronunciation is often different from the original English pronunciation.	58.4	12.2	29.4
17. I dislike loanwords because their grammatical usage is often different from the original English grammar usage. (Example: sexy-han)	50.8	18.8	30.4
18. I like using loanwords because they express my meaning more exactly.	33.5	32.0	34.5
19. I like using loanwords because it makes me appear more educated to others.	6.6	18.8	74.6
20. I like using loanwords because it gives a sense of self-pride.	6.1	9.1	84.8
21. I like using loanwords because it is helpful to me in learning English.	24.3	31.0	44.7

Note: N = 197

TABLE 2
What are the origins of your attitudes towards loanwords?

Responses to "Origin" Question				
Family	Middle school teachers	Middle school classmates	High school teachers	High school classmates
5.6	8.1	8.1	9.6	13.2
Institute teachers	Mass media	Social media	People around me	My own conclusions
6.6	67.5	48.2	39.1	57.8

Note: N = 197

TABLE 3
Student Impressions on the “Konglish” Quality of English-Based Loanwords

Question	Response		Reason for “Yes” Response			
	No	Yes	Spelling	Pronunciation	Meaning	Structure
Do you consider ____ to be Konglish?						
1. 컴퓨터 (computer)	78.2	21.8	1.0	15.2	4.1	1.5
2. 오픈 카 (open car)	23.9	76.1	3.0	4.1	48.7	20.3
3. 리모컨 (“rimokeon”)	19.8	80.2	10.1	18.3	17.8	34.0
4. 커닝 (cunning)	14.7	85.3	7.1	6.6	60.9	10.7
5. 버전 (version)	77.2	22.8	0.5	11.2	9.1	2.0

Note: N = 197

Conclusions and Recommendations

University students appear to be quite accepting and knowledgeable about EBLs, not suffering from an EBL bias. Their opinions do however suffer from a lack of balanced information from their secondary school teachers. It is therefore recommended that more focus be placed on full cognate EBLs in the public school curriculum, especially in the early stages so that learners can quickly build a large lexicon to increase their power to express themselves while at the same time cautioning them on false cognate EBLs.

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Individualised Learning in an International Context

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Introduction

The primary assumption in individualised instruction is that individuals not only learn at different rates but in different ways and have different needs, interests, and motivations. Independent study form the integrative core of a well-conceived sequence of individualized instruction and each student becomes, to the greatest degree possible, his own teacher (Hanzeli & Love 1972). Individualised learning shifts instruction away from mass instruction in a big class, to focusing on the student's current intellectual interests and his desire to participate in his own education. This paper seeks to present how an English writing programme which allows for different rates of learning, made possible by a well-paced, uniform set of learning materials and learning milestones, yields successful results in terms of increased students' self-motivation in learning. What this paper further demonstrates is that among different groups of international students, individualised learning is also achieved differently, depending on the learners' cultural background.

Background to the Study

Increasingly, internationalisation of higher education has seen the movement of students from diverse nationalities and social backgrounds coming together to learn in foreign universities outside of their own home culture. The English language classroom, in an interdisciplinary study context, allows for international students the opportunity to understand and respect each other's differences in values and knowledge paradigms, even as they engage in a common academic pursuit. This study looks at the Intermediate Level Writing module of the Graduate English Course designed for Masters and PhD level students conducted by The Centre for English Language Communication (CELC) at the National University of Singapore (NUS). This writing programmes is tailored for graduate international students from different disciplines who have earned their basic degrees from non-English medium universities. Students are channelled to this course based on their results in the Centre's Diagnostic English Test. This 48-hour module is taught over 12 weeks with 2 two-hour tutorials per week.

The primary objective of the course is that by the end of 3 months, students will have mastered sufficient academic English in terms of greater grammatical competence, as well as familiarity with the genre of research papers in their respective fields of specialisation to be able to write a piece of data commentary and to produce a 1200-1500 word research paper. Qualitative data based on an open-ended questionnaire gathered from two different classes of 15 international students each, point to individualised learning taking precedence over class/peer learning, and with different dynamics in the two classrooms. The first class comprised of 15 Chinese students, 14 of whom are from the People's Republic of China, and one from Thailand. The second class was more internationalised, with students from China, India, Eastern Europe, South America, Southeast Asia and the Middle-East.

Findings

Coming from backgrounds where English is not their native language, it is found that these learners responded well to the English writing programme because it incorporated on-line collocation learning which increased their productive vocabulary, and explicit genre exposition which taught them to interpret and present well-organised ideas in standard English. The curricular innovation is the idea of "language as a tool", not just as instructional/verbal communication, but also as a research and reading tool in use. We utilized the graduate students' learning motivation by encouraging them to read English research articles from highly-ranked journals in their fields of specialisation, and designed small group and personal assignments focused on raising their consciousness of the linguistic forms/features that these journal articles employed. Given that the medium of

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instruction in all disciplines of study is English at the NUS (with the exception of the Department of Chinese Language), most, if not all of the learners, took to reading English research articles readily and conscientiously.

The course syllabus was also designed in such a way that it allowed flexibility of materials, in that materials were organised according to broad themes, with supplementary individualised in-class and out-of-class practice time for writing and grammar enrichment exercises. Each student is aware of the nature of his learning task, and knows what he must demonstrate, and with what degree of competency, to receive credit for his work and to be able to move ahead in his materials. Students were also given opportunities to use academic English, in minimally structured small-group peer discussions, peer-writing and to provide feedback on each other's writing. When a learner needs help, he works individually with his instructor, or with a peer-resource person in the classroom, in a tutorial manner.

Individualised learning requires individualised processes of evaluation and the learners are usually given diagnostic information from the instructor to perform corrective moves each lesson. Throughout the 12 weeks, a triangulation of formative evaluative processes was established, including a small group project, self-reflections, progress observations made by the instructor, a standardised test and an individual research project submission. At the end of the course, the students also sit for a final summative examination which tests on their data commentary writing skills. However, the crucial proof of the success of learning rests not so much on how well learners perform on the graded assessments but rather, how deeply involved they were in self-motivation and self-management in their learning (Hodgkinson 1975).

Below is a compiled analysis of students' feedback on the role individualised learning played in the course (Table 1).

TABLE 1
The Role of Individualised Learning in the Graduate English Course

Total Number of Questionnaire Respondents	Respondents' Preference for Peer Learning	Respondents' Preference for Individualised Learning
30 (100%)	24 (80%)	30 (100%)

In the questionnaire, while a majority of the students responded well to peer learning (where they became a teacher to others), all the 30 students indicated that the most important characteristic of a good learning experience in the entire course was having the opportunity to have individualised learning in the manner of personal, extended formative feedback time with the instructor, both on-line and especially face-to-face.

Interestingly, a good number of learners from the class of students from primarily Asian/Chinese background indicated that they preferred a more formal approach to individualised learning; where the instructor took more initiative in shaping the cognitive learning of linguistic content, organising the learning environment and materials according to each students' achievement levels and setting the tone for social behaviour in class. In comparison, the second class which was made up of students from international backgrounds, preferred a more informal approach to individualised learning. They negotiated with the instructor for a learning schedule that took into cognizant the stage of their own individual research and writing abilities. They took responsibility to form their own in-class peer learning/discussion groups and appeared to learn best through the instructor's dialogic questioning. The observed differences between the two classes resonates with studies such as those done by Jou and Fukada (1996), Ting-Toomey (2005) and Yu and Watkins' (2010) on cross-cultural groups' attitudes and motivation in foreign-language acquisition. The researchers there found that Asian students tend to generally adhere to a learning strategy which gave deference to the instructor's (perceived) higher knowledge. At the same time, compared to non-Asian learners, Asian students tend to keep with the tradition of face-saving, in that they would want to first self-improve towards proficiency and fuller confidence in the target language than assert openness even in individualised learning.

Conclusion

Around the world, internationalisation of higher education have opened the doors of learning to students from different social and cultural backgrounds. My small-scale study highlights that a key to effective language learning in a class of international students entails redefining the instructor's role and subordinating his/her teaching to the individual students' ability and learning, even as constructive alignment (Biggs 1996) is maintained in course objective, syllabus design and assessment standards. Individualised learning leads directly to notions of individualised teaching, with implications of how each instructor may be granted the classroom autonomy in future professional development to cultivate the learning-producing skills which most interest him/her.

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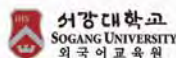
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