The English Connection

A Korea TESOL Publication

SPRING 2020   Volume 24, Issue 1

Articles
Teachers utilizing their diverse skills
Beyond the English Divide teaches underprivileged kids
Flipped Learning in the writing classroom
Considering a Model United Nations simulation
Total Physical Response for fun and interest
Curriculum planning to stay on track

Interviews
Megy Kim: KUMFA President and KOTESOL collaborator
Sunil Mahtani: KOTESOL member spotlight

Regular Columns
And more...
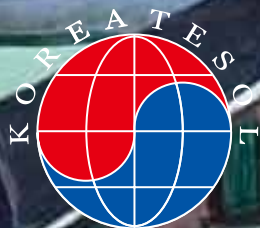
KOTESOL
대한영어교육학회

Contact us:
KoreaTESOL.org
TEC@KoreaTESOL.org

The English Connection

Photo & Image Credits

Cover Artwork: Rooftop View 3
by Brittany Fanning, 2019

This page artwork: *View #1*
by Brittany Fanning, 2019
www.brittanyfanning.com

Page 6 graphic: Madeleine Grace
Wunderlich
Page 6, 7, 28 photos: pxhere.com
Page 9, 10 photos: Maria Teresa
Martinez-Garcia
Page 17, 18 photos: John Roseberry
Page 23, 24 photos: Megy Kim
Page 27, 28 photos: Sunil Mahtani
Page 30 photo: James G. Rush, II
Page 31 photo: Rhea Metituk
Page 32, 33 photo by Johnny
Cohen and page 34, 35 photo
by Daniel Bowman, both
courtesy of unsplash.com

Suggestions and contributions:
tec@koreatesol.org
Deadline for Summer 2020 Issue
Submissions: Monday, April 13

Contents

Spring 2020 / Volume 24, Issue 1

06

09

14

17

KOTESOL
대한영어교육학회

To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.

Editorial
What Are Your Paperweights?

By Dr. Andrew White Editor-in-Chief, *The English Connection*

My grandmother had a large collection of paperweights – round, clear stones of glass, with brightly colored veins and bubbles inside – which have slowly been passed down and dispersed through the family since her death. I have fond memories of taking the heavy globes out of her curio cabinet and seeing the light refract through the swirls and kaleidoscopes inside.

Paperweights' original purpose, as the name suggests, was to keep stacks of papers from blowing around a person's writing desk, alongside their ink stand, stationery, letter opener, and other correspondence accessories. This was, of course, a necessary tool in the generations before smart sticks, gigabytes, and Word files, as any orderly writer surrounded by sheafs of pages would know (and after all, the paperclip wasn't invented until the turn of the twentieth century). However, the age of computers, for better or worse, has brought a demise to such clunky utensils (and out with the letters, envelopes, and stamps), so paperweights became just pretty antiques to admire – a form without function. So by the time I inherited one, it was for me a memory of a time, which was itself my grandmother's memory of another time.

Foreign language learning has been going on successfully for thousands of years, probably as long as human history itself. Since the early twentieth century, innovations stemming from various philosophies have brought on rapid changes and sometimes contrasting methods to teach languages. Of all these teaching techniques and adaptations, perhaps none have entered our profession more squarely than the use of technology in the classroom. The internet, powerpoints, bluetooth grading, cellphones, and translation apps, to mention a few, have seemingly streamlined the classroom experience, for both teachers and students, freeing up time for us to just roll up our sleeves and get down to effective communicative language teaching and learning. But have they? The results are mixed, but inevitably it comes down to perception, and I believe there's a perception of improving learning, rather than the actual beneficial methods for improvement.

Engagement, motivation, interest, involvement: these are arguably the key factors in determining foreign language success. And in today's rapidly changing technological age, the use of technology contributes, and unfortunately even sustains, our students' attention spans. I am not arguing for a resistance to the implementation of technology (although, as I've mentioned, language learners were doing just fine before the internet age came along), but rather the notion that innovation (a good thing) automatically means applying advancing technology. There are two objectives here: technology to streamline class time, and technology to improve language learning and teaching. I'll leave the effectiveness of technology as a learning tool for another day, and speak here just on streamlining.

I take roll at the beginning of class. By taking roll, I mean I read down the list of names in my attendance book. Each student responds with "Good morning. Here I am." or whatever's appropriate, and I answer "Hello," "Good morning," and so on. Old-fashioned? Unnecessary? Perhaps, but it sets a tone for the start of class; it helps set their radar to English and reminds them they've now entered conversation class. I could, of course, take advantage of the bluetooth electronic attendance program in my computer-embedded podium, and save five minutes of class time, but the interaction is worth more to me; in fact, it's time well spent, considering in large classes it sadly may be the only English speaking interaction with me they get.

Another example, I write on the board, rather than use PPT slides and lecture. While maybe not efficient timewise, I consider me frantically drawing arrows and circling concepts to be a more engaging and interactive discourse with my students than reading bullets off a slide. Despite language learning involving what I consider to be learner-led involvement and production, what these two examples have in common is that they help ground me as a teacher (and hopefully increase student interest, and thus involvement) at the sake of a few extra minutes of class time. It contradicts the "more is better" (as in time, for my students to practice, interact with, and use the language), but there's a procedure, a weightiness, that shouldn't be lost, especially in human interaction as basic and natural as language communication.

"Sometimes the old ways are best" might be apt, if it wasn't so obvious that technology has many contributions to offer ELT. While I'm not yet convinced what place or degree technology has in the language classroom, I do know that traditional language classrooms have proved to have done all right over the years, and I'm not about to give up a few of my old ways so easily.

What are your paperweights in the classroom?

President's Message

By Lindsay Herron KOTESOL President

Welcome back to a new year! I hope the winter break was relaxing, refreshing, and reinvigorating, and that you are approaching the spring with renewed enthusiasm. As the semester gets off to a fresh start, I'm looking forward to the many KOTESOL events peeking over the horizon, promising opportunities for inspiration and growth that can help make this the best year ever on both a personal and professional level.

First, this semester boasts multiple chapter conferences. On March 14, the Gwangju-Jeonnam Chapter is hosting their annual regional conference, this time with the theme "Play It Again, 쌤! Revisitation, Reprise, Memory, Time." The Seoul Chapter conference, meanwhile, is on March 22, a Sunday, and focuses on a theme that resonates through much of KOTESOL's work: "In Practice, on Purpose: Sharing Practical Approaches to ELT." We can look forward to the Jeonju-North Jeolla Chapter's regional conference on May 16 in Jeonju, while the Daejeon-Chungcheong Chapter is collaborating with Woosong University's TESOL-MALL graduate program on a technologies-focused symposium to be held on May 30.

Also this semester is the KOTESOL National Conference, which will be held on April 25 at the gorgeous Kyungnam University in Changwon-Masan. With the theme of "Be the Change: Creativity, Community, and Collegiality in EFL," it's sure to be an outstanding experience! And a little later this term, members will have a special opportunity to attend the 18th AsiaTEFL International Conference, which will be held June 25–27 at the KINTEX Convention Center in Goyang, not far from Seoul. I've attended this conference for several years now in various parts of Asia, and I've always thoroughly enjoyed it; but this year is particularly promising. Not only is it being held in our own backyard, but our friends at AsiaTEFL have invited KOTESOL to co-host the conference this year, which means some great benefits for KOTESOL members! KOTESOL members will receive the same registration discounts as AsiaTEFL members; and as this issue of *The English Connection* goes to press, we are finalizing plans to create a special Saturday-only conference registration option for KOTESOL members. We hope you enjoy this opportunity to catch up on cutting-edge research and techniques from around the world – and we hope this conference tides you over until the annual KOTESOL International Conference this fall!

Of course, conferences are not the only opportunities for professional development that KOTESOL offers. In addition to our regular line-up of monthly workshops around the country, members can look forward to the publication of another outstanding issue of our research journal, the *Korea TESOL Journal*. The winners of the 2020 KOTESOL Research Grants will also be announced this semester, and the second annual KOTESOL Teacher of the Year Award is now accepting applications. Members can also apply for a travel grant to represent KOTESOL at conferences hosted by our partner organizations in Asia, including the MELTA international conference in Malaysia this summer, the ETA-ROC international conference in Taiwan or the JALT international conference in Japan this fall, or the PALT international conference in the Philippines this winter. Members who have been accepted to present at select other conferences in Asia, such as the TEFLIN international conference in Indonesia, can also apply for conference grants that will cover their registration fees. Keep an eye on our website and our email newsletter, *KOTESOL News*, for application details and deadlines.

Finally, I'd like to highlight a new online publication, *KOTESOL Voices*, that debuted in January and is available to all, members and nonmembers alike, each month on the KOTESOL website. This publication seeks to share the voices and experiences of our many diverse members, focusing on the personal, human side of being a teacher in Korea. Please visit the webpage each month for new creations, perspectives, and insights – or share your own!

I wish you all a happy 2020, and I hope to see you at a KOTESOL event this semester!

Athletes and Chefs in the Classroom:
How Unlikely Vocations Inform ELT

By Kara Mac Donald and Federico Pomarici

Most ELT instructors in Korea bring with them diverse skills from their previous professional experiences and personal interests. It is of value to consciously create an inventory of these skills and explicitly draw on them for instructional practice. In this article, the authors, one of whom is a competitive amateur athlete and the other who is a former pastry chef, share how skill transfer from their distinct fields can inform instructional practice as both teacher trainers and language teachers.

Two different types of skill transfer exist: near and far transfer (Kober, 2015). The former involves the transmission of similar skills across similar settings. For example, a chef who has learned how to thinly slice an onion would be able to do the same on fennel. The latter type of transfer results when a set of skills is learned in one environment and is then performed in a conspicuously dissimilar situation. An example would be that of a Korean high-school tennis player (i.e., amateur athlete) who has acquired the right attitude toward making mistakes in pursuit of mental grit in their game, who is now able to transfer that attitude towards accepting the ambiguity that their English language learning class presents. It is this far transfer that will be illustrated in this article and how it can be utilized by teachers.

Competitive Amateur Athlete and Athletic Training
Let's imagine that about one hundred triathletes are nervously waiting at the start line, squeezed in their neoprene black wetsuits. There are a handful of them looking confident, holding a strong posture, while other competitors can't stop moving. These athletes are restless and sweating profusely. Some are even shaking.

Speaking can cause similar anxiety in EFL students. Think, for example, of an MA TESOL student facing an English program entry interview or an EFL student giving a presentation in class in front of peers. These students may have exceptional language skills, but the stress of presenting can cause the same physiological and psychological reactions as in the panicky triathletes described above. What do both of these groups have in common? They both fear failure. They both may lack a history of experiencing positive reactions in similar situational conditions.

Just like triathlon coaches with athletes, teachers with students need to create situations that incorporate focused and systematic practice so as to develop skills that will allow students to be inspired and positively driven by their emotions instead of being debilitated by them. Repetition of essential skills is far from dull and monotonous. Perfection of a skillset requires concentration, by making deliberate choices to develop excellence, and necessitates exposure to a certain level of emotional discomfort to promote psychological adaptation. Activities of the former type may be forcing oneself to maintain a strong, open posture or to keep eye contact, or even to smile, while talking. Activities of the latter may be playing impromptu speech games, doing timed Q&A sessions, or practicing presentations while modulating the voice to different pitches. This type of preparation should be progressively more difficult to allow students to build a sense of self-trust in order to thrive when it matters.

Months prior to the race, our confident triathletes described above had picked a training program, which

came with committing again to a certain level of discomfort and potential debacles leading to the event. They knew that this was their "pathway to success." This *commitment* to the selected training program imposes another form of mental discipline: understanding the *need* to "fail" by acknowledging it as part of the process of development and being, simply put, "human." Yet why is accepting failure so problematic? The source is emotions.

Shame and a sense of inadequacy, not language, is what causes worry. Students misunderstand failure, as they see it as the end result of the learning process. Therefore, understandably, they want to avoid it. In order to overcome this fear of shame, teachers need to give students *permission* to fail and need to create opportunities for students to openly express their fear of failure before it happens, and to peacefully self-reflect and evaluate it after it happens. Consequently, teachers must not only foster risk-taking environments but explicitly involve students in creating these environments for themselves and their peers to foster just as athletes do.

Day-to-day worries are often due to situational, social, and cultural factors, and teachers can draw on their non-ELT skills to openly cultivate a culture that rewards students for tackling issues as a growth process.

Pastry Chef and Culinary Arts
Let's imagine a restaurant kitchen. The chef needs to have a *mise-en-place* (i.e., put in place) ready to go for meal service, and the pastry chef much the same. Prior to service, the chef cuts, peels, slices, grates, etc. ingredients for that day and even preps items that require time to make (e.g., demi-glace, stock) for the upcoming week. The pastry chef prepares the buttercream, sponge cakes, and so on. These chefs also ensure pans are prepped and mixing bowls, tools, and equipment are set out at the workstation. This allows them to assemble food items quickly and efficiently in one location.

Teachers also need to do the majority of the work prior to being in the classroom, in order to *serve* engaging and communicative activities to students. Each day, the short-term prep items, whether paper material or e-resources, are developed and brought to the classroom in an organized manner for ease of access when needed. Teachers also need to think about the preparation for the long term in order to begin the development of those materials and activities when needed later in the week or month ahead.

> "By explicitly drawing on the skillsets teachers and students have outside of ELT, they can deliberately apply them to their teaching and learning to benefit outcomes."

Before becoming a chef, cooks and sous chefs (i.e., assistant chefs) need repetition of the basic essentials with reflection on how they have done to develop and perfect the needed skillset. Cooks spend day after day, year after year, preparing the same elements that make up their mise-en-place for each day's menu service. Through this repetition, they achieve consistency, accuracy, and efficiency in producing the needed items.

Teachers also need repetition in their own practice to reflect on "what worked and didn't" in the classroom in order to adjust accordingly. There is a benefit in creativity and swapping up activities assigned in the curriculum, but there is also value in utilizing the "lock-step" curriculum geared towards the standardized test, as it perfects the essential skill development identified for students. Teachers need to be able to transmit this message to students in engaging ways so that students understand the value of repetition, coupled with reflection, as a process needed to progress.

By planning and being systematic, teachers develop their instructional practice, which is a crucial factor in providing efficient learning opportunities for students.

Utilizing Skillsets Outside ELT
By explicitly drawing on the skillsets teachers and students have outside of ELT, they can deliberately apply them to their teaching and learning to benefit outcomes. Connecting the skills from unlikely professions and practically identifying how they can inform and enhance instructional practice and student learning taps into the valuable benefit of expanding worldview perspectives.

Table 1. Rubric for Assessing Prior Professional Skills

Prior Professional Performance Skills	Personal Discipline Performance Skills	Underlying Value of Those Skills	Relevance to ELT

One way to do this is to conduct a self-analysis using the suggested rubric (see Table 1) or generate your own

similar one to assess your prior professional skills and how they might apply to the ELT context.

Table 2 contains samples of how the authors in their respective environments have assessed their skills outside of ELT.

Table 2. An Example of Prior Experience

Prior Professional Performance Skills	Sub-task of Professional Performance Skills	Underlying Value of Those Skills	Relevance to ELT
Cake/Pastry *mise en place* preparation	Analyzing components needed to produce a final outcome	Systematic planning for short-term and long-term needs for efficient use	Methodically plan for short- and long-term learning objectives

In conjunction with a self-analysis using the suggested rubric, teachers can engage with in-depth instructional accounts of how diverse skillsets inform teaching by examining the following books: *Language Teaching Insights from Other Fields: Sports, Arts, Design, and More* and *Language Teaching Insights from Other Fields: Psychology, Business, Brain Science, and More*. Stillwell (2013) highlights that "many of these language teachers started out working in other fields and studying other subjects, and even when studying to become teachers, they have typically been required to enroll in courses outside their language teaching concentration" (p. 3). He expresses that the industry is at a loss in that there are not more dialogues around the diverse skillsets that teacher possess that could enhance instruction. "Crossing borders and making discoveries from the resulting mix of ideas" (Csíkszentmihályi, 1997, as cited in Skillwell, 2013) can be leveraged to enhance ELT instructional practice for your students in the classroom.

In this article, we have described how the authors' non-ELT skillsets inform instructional practice. We encourage ELT teachers to explore their own diverse abilities to be able to leverage them in the classroom.

References
Csikszentmihalyi, M. (1997). *Creativity: Flow and the psychology of discovery and invention*. Harper Perennial.
Kober, N. (2015). *Reaching students: What research says about effective instruction in undergraduate science and engineering*. National Academies Press.
Stillwell, C. (2013). *Language teaching insights from other fields: Sports, arts, design, and more*. TESOL Press.

The Authors

Kara Mac Donald is an associate professor at the Defense Language Institute, Monterey, CA, with a master's in applied linguistics (TESOL) and a doctorate in applied linguistics. She conducts teacher training for faculty and provides academic support to students. She was formerly a pastry chef with a degree in culinary arts and hotel restaurant. Email: kmacd@ rocketmail.com

Federico Pomarici is an assistant professor at the Defense Language Institute, Monterey, CA, with a master's in Italian studies. He provides pre-service and in-service teacher training for faculty. He is a longtime avid competitive amateur triathlete.
Email: fede.hub@gmail.com

Engaging and Motivating Underprivileged Children
The Nonprofit EFL Work by Beyond the English Divide

By Maria Teresa Martinez-Garcia

Motivating students in the foreign language classroom is normally a difficult task and even more in non-traditional settings. However, while knowing English is considered an asset in some parts of the world, in others, such as South Korea, this knowledge is not a skill but a requirement to being accepted into a prestigious university, finding better-paid jobs after graduation, and later in life, receiving promotions in the workplace. Thus, it is not surprising that parents who have the financial resources send their children to expensive private institutions after school, creating a disadvantage for those children whose parents cannot make such an investment. This situation is known as the "English divide," and it is creating a poverty cycle that is difficult to overcome. However, while different measures have been undertaken by the Korean government, it is the work of nonprofit organizations such as Beyond the English Divide, Inc. that directly addresses this issue.

This article will briefly present the work done by this nonprofit organization and the measures taken to address the challenges associated with teaching underprivileged children. These measures could be implemented further with other non-traditional students.

Beyond the English Divide
Established in September 2017 by Junhaeng (Bruce) Lee, Beyond the English Divide is a nonprofit organization that aims to narrow the English divide in South Korea. With the assistance of five board members, a group of foreigner administrators, and over 70 registered volunteers, Beyond the English Divide works to ensure equal opportunities for children from underprivileged, low-income families or orphanages in five different areas of Seoul and Suwon to learn English at no extra cost to them or their families.

So far, Beyond the English Divide has reached and continues to help around 100 children in all its centers, with some centers hosting up to 30 children at once. However, these children are commonly non-traditional students. Not only are they asked to attend English classes for about two hours on Saturdays (due to the volunteers' availability), but they also have some characteristics

that are not commonly found in most classrooms: The proficiency of the children varies greatly from novice to low-intermediate within each center, and some of the children may be facing challenges other than poverty (e.g., learning disabilities, abandonment issues, etc.), some of which are unknown to the volunteers initially.

Measures Taken to Motivate Non-traditional Students
In order to face some of the challenges mentioned above, Beyond the English Divide is currently working towards creating its own curriculum. In this curriculum, a "non-traditional" approach to teaching English has been favored in which "bonding" with the children is valued as much as completing all the activities for the day. Next, some of the key points of this new curriculum are outlined as an example of how to approach the motivation of non-traditional students.

1. Focusing on One Topic per Lesson
One of the strategies implemented by Beyond the English Divide is the use of both worksheets and games that focus on the vocabulary and grammar of one specific topic (e.g., Halloween for October, or animals and their habitats for November) to help motivate the children without making the lessons particularly challenging. Among the activities for the day, students will complete word searches and other game-oriented activities, or they will use their creative side while practicing the lessons covered (e.g., by drawing their own animal by mixing the parts of other animals they love).

Even though this work is still in progress (thanks to the effort made by the Education Team), these handouts, activities, and games are used as a way to interact with and teach the children. Focusing on just one topic per session ensures that children understand more easily what they are taught and have sufficient opportunities to practice and finish those materials without being overwhelmed yet being engaged throughout the session.

2. The Use of Ice-Breaker Games
Each of the volunteering events includes at least one ice-breaker game, either at the beginning or at the end of the session. For example, as a review activity, students might be asked to play some rounds of Pictionary, charades, or a memory game in groups (or as a class, if the number of students allows it) to ensure that they review the vocabulary practiced and learned during the session. At the beginning of another session, they might be asked to introduce themselves or to talk about their favorite animal while passing a ball.

These games help students relax physically, gain motivation, bond with each other and with the volunteers, and become willing participants in the learning process. This is the main reason why Beyond the English Divide has decided to follow an approach in which the students have an active role in their own learning process (for example, through the use of vocabulary cards or games). Children

then see the learning process as a game rather than a duty, and they are more willing to participate and try.

3. Gamification as a Bonding Strategy

The main idea of gamification is to include in the lessons different aspects normally found in games to enhance the learning process. However, the use of ice-breaker games is not the only aspect related to game playing utilized by this nonprofit organization. Other instances of how gamification can be implemented in the classroom include giving points/rewards to the winning team or making the process itself a competition, which will be further described in the next point. For example, last October was a Halloween-themed month, and the children received their own trick-or-treat bag, but only as a reward after they had successfully completed all the different activities at the various stations that covered different aspects of the language: the alphabet, numbers, Halloween-related vocabulary, syntax, and semantics.

This approach is particularly useful to make students feel engaged with the classroom and to help them lose any inhibitions they could have that are related to using their second language (English) in front of their peers/teachers.

4. Fostering Competitiveness

Competitiveness is not always negative, and it is even less so when it encourages children to learn and practice English unconsciously. However, it is always important to keep in mind that competition in the classroom should be healthy, not stressful. For example, when teaching the present tense, the teacher might choose between two possible options among the many activities and methodologies that could be implemented. On the one hand, it is possible to teach the present tense by explaining the grammar and asking students to complete some fill-in-the-blank activities. On the other hand, the teacher could explain the grammar, divide the group into two smaller groups, and give each group a series of cards with subjects, verbs, and objects. They then tell the students that the first group to arrange the cards that create meaningful sentences is the winner.

In the second case, children will be making use of the grammar point studied as well as having fun, thus eliminating potential inhibitions or fears of using the language. Implementing activities that foster healthy competition in small groups helps children to better cooperate with the volunteers and their peers during the sessions as compared to individual, traditional grammar exercises. This practice is even more effective if these activities make them feel engaged with the content covered.

5. Rotating Stations

The importance of variety is central when teaching underprivileged children. Not only should there be variety in the activities or methodologies employed but also in the different interactions among the children and the volunteers. One characteristic of some of the underprivileged children who attend the Beyond the English Divide centers is that they come from poor, multicultural families in which one of their parents is originally from a country considered to be poorer than South Korea. Living in a considerably homogeneous society, these children can sometimes feel that they are "outliers" in their own country. Thus, creating bonds with a diverse group of people helps them realize that what makes them different is actually something to be thankful for.

In order to foster this bond, and whenever the number of volunteers and children in the session permits it, Beyond the English Divide creates a variety of activities for different stations, each coordinated by one or two volunteers. Each station consists of a specific set of activities (e.g., Station 1 has vocabulary-related activities while Station 2 includes some grammar with this vocabulary). The idea behind this is that all children will rotate through all the stations (not in a particular order) until they complete each activity. These stations allow children to interact with different teachers, bond with them, and experience firsthand the beauty and benefits of a very diverse group of volunteers. Moreover, some children bond more easily with certain volunteers than others (e.g., because they have similar personalities). Thus, if a child is paired with a new volunteer, that child may feel particularly shy and less willing to participate during the session. With rotating stations, they will have the chance to meet new volunteers, while still interacting with those volunteers with whom they have already created a bond.

While these are some of the approaches taken by Beyond the English Divide to motivate its non-traditional students, most of them could be easily adapted to match the needs and characteristics of other groups of non-traditional students. For more information regarding this nonprofit organization or to learn how to collaborate with them, visit their webpage at https://beyondtheenglishdivide.com/.

The Author

Maria Teresa Martinez-Garcia is an assistant professor and the Spanish teacher coordinator at Hankuk University of Foreign Studies, Seoul. She has a PhD in English linguistics with a focus on second language acquisition from the University of Kansas. She is also one of the administrators of Beyond the English Divide.
Email: mtmg87@gmail.com

Embracing Flipped Learning in the Writing Classroom

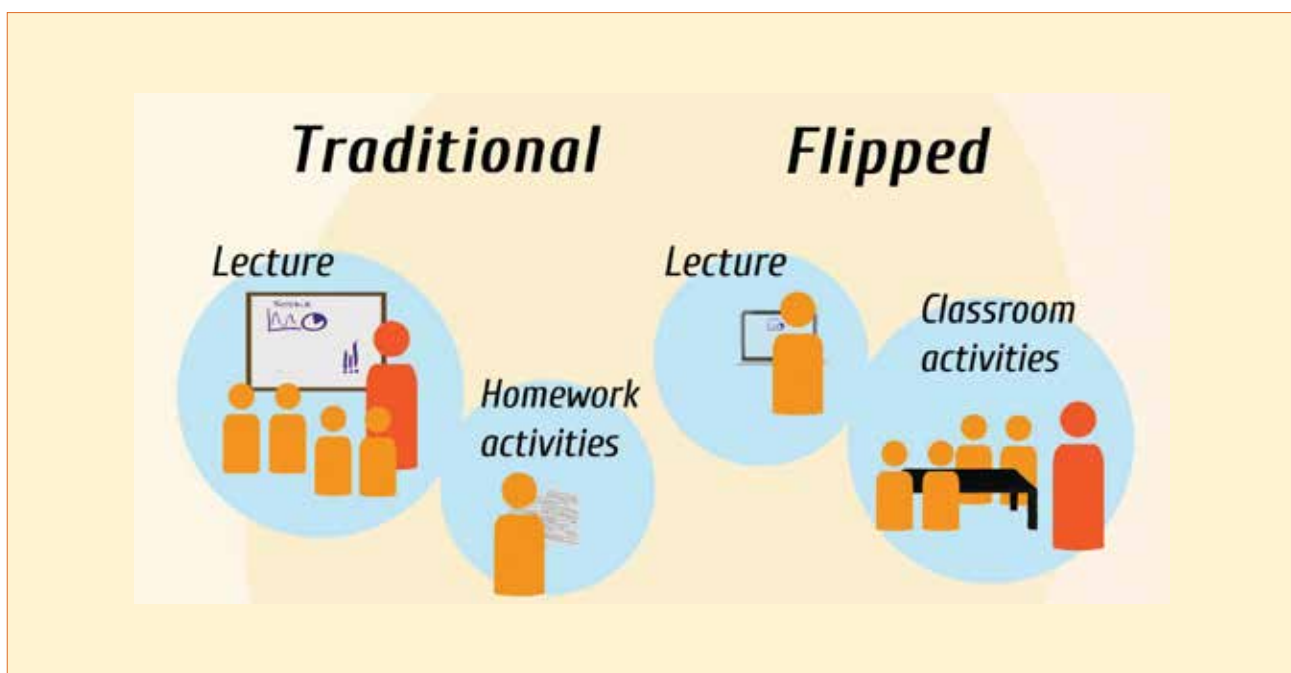## By Daniel R. Fredrick, Laurence Craven, and Gregory Vanderpyl

It is a given that all teachers will happily embrace any pedagogical practice that, if demonstrable, will improve student performance. Flipped learning (FL) is one of those methods that not only makes sense in theory but also in practice. In other words, a great majority of the research in FL has shown that it has positive results in improving student performance (Foldnes, 2016; Fulton, 2012; González-Gómez et. al. 2016). Furthermore, when students are asked directly about FL, they are equally positive in their responses. Thus, FL not only improves student performance, it also improves students' positive perceptions of the class.

We too explored the effect of FL in two particular areas of student writing: complexity and lexical density. We analyzed 120 first and last essay assignments of academic writing students in three different countries. Two of the universities taught ESL students and the other was a mix of one-fourth ESL and three-fourths native speakers. The aims of each writing course was for all first-year composition students to learn academic writing (using rhetorical modes such as analysis and argument). Half of the students were taught using FL and the other half using traditional teaching techniques with the same teacher. Our results showed that there were no significant differences between the groups taught using FL, compared to the groups taught using traditional teaching methods. Our research also elicited students' attitudes towards FL in a questionnaire. The results of the questionnaire showed that students highly favored FL. So, despite the fact that our results indicated no significant differences in the complexity and lexical density of student writing, we still wholeheartedly embrace FL in light of the wide range of other focal points of research demonstrating its effectiveness and, perhaps more importantly, because students feel that they learn more in a FL classroom, similar to their positive experiences in active learning spaces (Craven & Fredrick, 2018). In this article, we review the positive results in FL research and emphasize FL's relevance, primarily because students seem to prefer FL over traditional teaching methods.

Background on Flipped Learning

Over the decades, three trends (the use of technology, the installment of active learning spaces, and FL) are gaining great popularity, and within the last six years have been creating a buzz throughout all levels of education (Bishop & Verleger, 2013). Flipped learning is popular in all levels of education due to its focus on active and self-regulated learning, not to mention the relative ease with which educators can seamlessly incorporate technology (videos, social media, etc.) into it. Indeed, some educational programs even expect new teachers to have FL experience as part of the job requirements (Graziona, 2017). In this new age when the content of college courses can be accessed and viewed on the screen of a smartphone, FL has changed what goes on in the classroom. Now, instead of passively listening to a lecture, students can, in class, actively work on projects with their peers under the guidance of the expert, that is, the teacher. One way to grasp FL is to imagine a class where peers are working collaboratively on assignments while the teacher provides guidance to students on how to go about working effectively on those assignments. The key difference between FL and traditional teaching is that in traditional teaching, students were left to themselves to work on assignments outside of class because class time was devoted to teacher lecturing.

> **"The key difference between FL and traditional teaching is that in traditional teaching, students were left to themselves to work on assignments outside of class because class time was devoted to teacher lecturing."**

> **"Flipped learning is popular in all levels of education due to its focus on active and self-regulated learning..."**

Our Experiences with Flipped Learning

It is this ease of using technology that prompted us to implement FL a few years ago. Before researching student's improvements in specific features of writing (such as complexity and lexical density), we noticed that class time was not only *sacred* time but also highly productive. What we mean is this: In writing classes, students will generate questions about their writing when they are writing, not when listening to a lecture about writing. The student may listen in class to various methods, for example, on how to generate text (heuristics). They may even practice a few methods in the time remaining, perhaps brainstorming, cloud-mapping, or freewriting. But the real questions that are relevant to their unique papers' topics will not arise until they are far away from the classroom, sitting at home or in a café, or in the library. Oftentimes the questions a student writer will have, while in the act of writing the paper, will lead to writer's block. The student, facing the blank page, will then need to get answers. But how?

Email is an option, but usually we have found that students work far later into the night than teachers do. They could wait for office hours, but office hours often conflict with student schedules. Of course, peers and writing centers and online tutoring services are also an option, but students usually prefer advice from their instructor. The result? Students will wait until the next class period to ask questions. But asking questions in class also poses a problem, for if the teacher is lecturing, then at what point would the student's question about a particular issue in their own paper be appropriate? The point we are emphasizing is that getting advice from a teacher is far too difficult in a traditional classroom. This is why we have adopted FL. It allows the teacher to use the entire classroom time for consultation. FL encourages student attendance, because being in class is the time to get needed advice and answers to questions. This method prepares students for strong, independent work outside of class.

Research in Flipped Learning

Research in the field strongly supports FL. For example, studies as to the effectiveness of FL have arisen since 2000, and from 2015 to 2016, research exploded across many disciplines to determine the efficacy of FL. Most studies focused on the effectiveness of assignments, using test and quiz scores to determine improvement, and quite often, the research concluded that FL does improve learning (Akcayir & Akcayir, 2018). To elaborate, Fulton's (2012) review of FL affirmed FL's benefits, noting that proficiency in calculus was up an "average of 9.8%" in the courses researched (p. 16). A year later, Mason et al.'s (2013) study in an upper engineering course showed that students did on par or better on quizzes and exams than those in traditional courses. Not only were students learning more under FL, but they were also spending less time in class because FL was allowing for greater efficiency in covering and learning material Baepler et al. (2014). In other words, FP was not only improving student learning but doing it in less time.

One of the interesting contrasts between these findings and our narrowed focus on complexity and lexical density is that we were looking at elements of prose versus the acquisition of knowledge. In those studies, FL allowed students to absorb content material better by going at their own pace outside of class and then reinforcing that knowledge in class. For our research into complexity and lexical density, students learn content outside of class in provided lectures. However, in class writing, teachers do not reinforce comprehension of writing theories or content, but the *application* of that content. And because of this focal point (putting theory into practice), we believe our test results showed no improvement. The reason for this might be obvious to all teachers: It takes a long time, more than 12 weeks, to gain proficiency and improvement in an applied skill. In our own reading of our student essays in our research, students received higher grades because many other features of writing improved, such as developing paragraphs, being more detailed, and incorporating sources.

In short, we strongly believe, and the research shows, that FL has many proven benefits in improving student writing and performance in required university writing courses that focus on academic writing skills, such as argumentation, critique, analysis, and research papers. Students, as well, especially prefer the stronger interaction with teachers. This interaction may give students the perception that they are doing work *with* their peers and *with* their teachers, rather than just sitting passively and listening to instructors tell them what to go and work on. In our questionnaire given to 120 students, more than half preferred FL and found it valuable. Amazingly, 80% of the students felt that they learned more about writing from FL than traditional learning.

What may account for this overwhelming response is of course the notion that active engagement may increase student awareness about their own learning processes, and this awareness may also increase their appreciation for the course and encourage them to study further in that field. The questionnaire pointed to this when students stated that they appreciated or were aware that FL allows them not only to be engaged in the classroom but also to be engaged outside of the classroom, in that FL offers them an opportunity to approach the class and assignments on their own schedules. Because students

> **"It is of paramount importance to examine what student preferences are."**

engage more and appreciate the flexibility of FL, it was no surprise when over half of the students said that they would recommend FL classes to their peers.

To conclude, we believe it is of paramount importance to examine what student preferences are. If both methods produce similar results, selecting the teaching methodology the students' favor could increase motivation and student satisfaction.

References

Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers and Education, 126*, 334–345. https://doi.org/10.1016/j.compedu.2018.07.021

Baepler, P., Walker, J., & Driessen, M. (2014). It's not about seat time: Blending, flipping, and efficiency in active learning classrooms. Computers and Education, 78, 227–236.

Bishop, J. L., & Verleger, M. A. (2013, June). The flipped classroom: A survey of the research. In *ASEE National Conference Proceedings, Atlanta, GA, 30*(9), 1–18.

Craven, L., & Fredrick, D. R. (2018). The effect of active learning spaces on students' writing proficiency. *Proceedings, 2*(21), 1318. https://doi.org/10.3390/proceedings2211318

Foldnes, N. (2016). The flipped classroom and cooperative learning: Evidence from a randomised experiment. *Active Learning in Higher Education, 17*(1), 39–49

Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning and Leading with Technology, 39*, 12–17.

González-Gómez, D., Jeong, J., Airado Rodríguez, D., & Cañada-Cañada, F. (2016). Performance and perception in the flipped learning model: An initial approach to evaluate the effectiveness of a new teaching methodology in a general science classroom. *Journal of Science Education and Technology, 25*(3), 450–459. https://doi.org/10.1007/s10956-016-9605-9

Graziano, K. J. (2017). Peer teaching in a flipped teacher education classroom. *TechTrends, 61*(2), 121–129. https://doi.org/10.1007/s11528-016-0077-9

Mason, G., Shuman, R., & Cook, K. E. (2013). Comparing the effectiveness of an inverted classroom to a traditional classroom in an upper-division engineering course. *IEEE Transactions on Education, 56*(4), 430–435. https://doi.org/10.1109/TE.2013.2249066

The Authors

Daniel R. Fredrick is an assistant professor at the American University of Sharjah where he teaches a wide range of writing and speaking courses using flipped pedagogy. He has published and spoken at international conferences on the topic of active learning spaces, flipped learning, classical rhetoric, and popular culture.

Email: dfredrick@aus.edu

Laurence Craven teaches rhetoric and composition at the American University of Sharjah. His research interests are corrective feedback, CAF measures, construct reductionism, and how to improve the teaching of academic writing. He has published and presented numerous papers on these topics at international conferences.

Email: lcraven@aus.edu

Gregory Vanderpyl is an instructor of academic writing at the American University of Sharjah in the United Arab Emirates. He holds an MA in Teaching English to Speakers of Other Languages from the School of International Training Graduate Institute (SIT), Brattleboro, Vermont, USA. He has taught for 18 years in English language and writing departments in Indonesia, Laos, Korea, Singapore, Myanmar, and Saudi Arabia. His main area of interest is creative writing.

Email: gvanderpyl@aus.edu

A Simplified Model United Nations Simulation for Active Classroom Discussion in English

By Calum Adamson

Introduction

Model United Nations (MUN) has had a long history in the United States since the earliest simulations of The League of Nations appeared in the 1920s (Duncan, 1927). Since then, the MUN experience has grown into a global educational phenomenon that attracts over 400,000 high school and university students annually to conferences all over the world (Obendorf & Randerson, 2012). Harvard National MUN, for example, has over 2,000 participants from 60 countries (Cominsky, 2020), and the international version of this conference travels the globe, attracting large numbers of students to the Harvard brand. MUN can be seen as an example of experiential learning, in which participants learn by simulating the policy-making activities of the United Nations and its associated committees. Given that English is commonly used as a lingua franca at MUN conferences, the activity is an excellent fit for EFL/ESL classrooms, as it allows participants to put their English skills to practical use in a realistic and challenging environment.

In recent years, I have made several presentations and published papers related to MUN. These discussed the preparation for conferences and their operation (Adamson, 2011a); the proposed learning outcomes in terms of language, skills and content goals (Adamson, 2011b); student experiences related to learning gains in motivation, language, leadership and negotiation skills (Adamson, 2016); intercultural opportunities for learning (Adamson, 2018); and some of the gaps in expectations and motivations experienced by Japanese and non-Japanese participants (Adamson, 2017). Rather than focusing on preparation for a larger conference, this article will illustrate some of the possible learning outcomes for MUN that can be obtained in a classroom setting, and set out a framework whereby a small simulation can be carried out over a number of weeks within the regular curriculum.

Learning Simulations

Simulations have been widely used in education, and a body of research supports their use as a stimulating didactic tool to enhance classroom teaching. In terms of benefits to students, it has been claimed that the MUN simulation can build skills in diplomacy, negotiation, and consensus-building (Asal & Blake, 2006; Muldoon & Phillips, 1996; McIntosh, 2003); leadership and workplace skills (Datta, 2013); international awareness and English language gains (Yashima & Zenuk-Nishide, 2008). Obendorf and Randerson (2012) state that the element of discovery and the role of "student as producer" (p. 6) lead to research-engagement and effective problem-solving skills that emulate the work of policy professionals. Asal and Blake (2006) write of experiential learning:

> Experiential learning allows students to apply and test what they learn in their textbooks, and often helps to increase students' understanding of the subtleties of theories or concepts and draw in students who can

be alienated by traditional teaching approaches. By putting students in role-play situations where they need to make defensible decisions and often have to convince others to work with them, simulations also provide students with the opportunity to develop their communication, negotiation, and critical thinking skills, and in many cases, improve teamwork skills. (p. 2)

Language Learning Benefits

MUN conferences seek to attract an international body of delegates to promote a realistic experience of diplomacy, and English is often used as a lingua franca. Participation therefore offers EFL students an excellent opportunity to test their communication skills in an intercultural context, particularly those studying in a mono-cultural classroom. Some researchers have made claims for enhanced language learning. Yashima and Zenuk-Nishide (2008), for example, in a paper that compared students who studied abroad, students who studied at home in regular classes, and students who prepared extensively for participation in the imaginary community of the Model UN, suggested some of the gains in attitude and proficiency demonstrated by the study-abroad group could also be observed in the MUN group.

Even without an intercultural component, the MUN activity offers valuable opportunities for learning. Advantages can be found in increased opportunity for student output, reduced anxiety, and better motivation. Many teachers would agree that reticence can be a serious barrier to language learning, and a body of research attests to the importance of learner interaction and output (Swain, 1995; Ellis, 1999; King, 2003). Barriers to participation in discussion have been linked to lack of understanding (Han, 2007) and anxieties such as fear of negative appraisal (Horwitz, Horwitz, & Cope, 1986). Cultural transfer and attitudes to vocalization in class may also affect student reticence (Ellis, 1991).

In MUN, students are given extensive time for research and preparation, which reduces the likelihood of incomprehension. Moreover, the formal rules for speaking can take the pressure off reticent learners who have difficulty in securing their turn to speak in free discussion. Another point, discussed in depth by Obendorf and Randerson (2012) is the role of student as producer. The research and group work needed for the extended role-play, leads to a solid investment in the solutions the class co-creates and a subsequent passionate defense. Finally, one of the major strengths of MUN, is the "game-like" atmosphere that creates a fun and stimulating class. Using a points system for assessment that rewards participation (described later) enhances this and further encourages students to speak out.

Overall, I have found incorporating this simulation into discussion of international issues to be a highly successful method to stimulate deep discussion that engages a

greater number of students. I have found that in debates, the teacher speaks only rarely, and almost all discussion is carried out by the students for the full 90 minutes of the class. So, if you, as a teacher, have only had limited success in creating discussion on international issues, MUN might be a useful activity for you to work with in your classroom.

How Does a MUN Work?

Protocol at large MUN conferences varies and may seem confusing to a beginner. Don't worry! It's a learning process for everyone and experience will quickly show the educator how to get the class to a conclusion on schedule. At most conferences, country delegates work in Committee groups to draft a piece of mock legislation that will address one of the issues of the conference. It usually contains Preambulatory and Operative clauses. The former establishes the background to the problem and the latter constitutes the actions the committee hopes the other Member States will agree to act upon. After this legislation has been created by the group and submitted to the Chair as a Draft Resolution, it will be negotiated with the other delegates through an Amendment stage, before being voted on and (hopefully) enacted as an official Resolution by all delegates.

During a large MUN conference, students will typically make speeches and may work in a number of different configurations. Significantly more protocol is also included, but this is not necessary or practical for a small classroom simulation in a 90-minute session. It should be remembered that there are no official rules for a MUN; the only practical consideration being that it meets the needs and requirements of learners and the institution in which you work, and that everyone learns something and has fun.

The following describes a simple classroom simulation, based on a class of twenty students new to MUN, that bears many similarities with the larger MUN events I have attended.

Preparing (about 4 classes)
• A theme is chosen and three specific issues selected for committees to consider. The teacher provides content on the issues and direction as to how they can research further. Students are allocated countries and placed in three committees (see Figure 1).
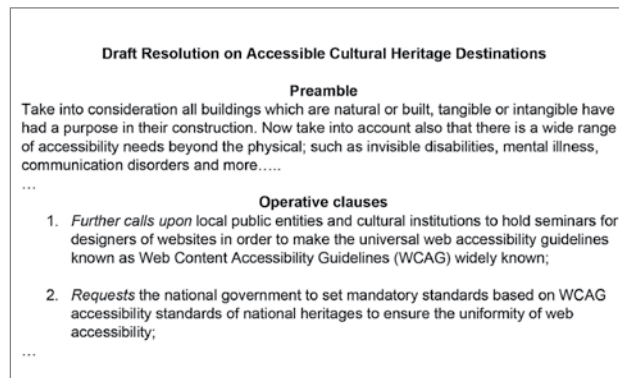
Figure 1. A Simple MUN Simulation Theme for a Classroom Simulation

THEME: Achieving Accessible Tourism		
Committee A UNWTO	**Committee B** UNWTO	**Committee C** UNWTO
Accessible cultural heritage destinations 7 delegates	**Accessible adventure tourism, sports, and outdoor pursuits** 7 delegates	**Technologies for accessible tourism** 7 delegates

• Students begin researching their committee issues from the perspective of their country. An essay or presentation may also be set for assessment.
• Committee groups work together to draft a working paper that they believe will alleviate the problems. For

a classroom simulation, working papers will normally include a preamble of around five to eight clauses that explain the background to their ideas, and about 12–15 Operative Clauses that outline their solutions. (See Figure 2 for a shortened example of a working paper written by students.)

Figure 2. A Shortened Example of a Draft Resolution (created by students)

Draft Resolution on Accessible Cultural Heritage Destinations

Preamble
Take into consideration all buildings which are natural or built, tangible or intangible have had a purpose in their construction. Now take into account also that there is a wide range of accessibility needs beyond the physical; such as invisible disabilities, mental illness, communication disorders and more……
…

Operative clauses
1. *Further calls upon* local public entities and cultural institutions to hold seminars for designers of websites in order to make the universal web accessibility guidelines known as Web Content Accessibility Guidelines (WCAG) widely known;

2. *Requests* the national government to set mandatory standards based on WCAG accessibility standards of national heritages to ensure the uniformity of web accessibility;
…

• The working papers are then given to the teacher who sends an electronic copy to all delegates to read and prepare for the next class (the working papers are now called Draft Resolutions as they have been officially submitted).

Debate Phase (one 90-minute class per Draft Resolution)
• The teacher is Chair and moderates the debate. Students have placards on their desks with their country's name on it. First, a roll call is taken. A time limit is then suggested and agreed upon to present the Draft Resolution, and each Operative Clause of the first Draft Resolution is explained and justified to the class with sufficient time for questions, opinions, and suggestions (about 20–30 minutes). All Committee members should introduce clauses. When others wish to ask a question, give an opinion, or make suggestions about improving the Draft Resolution, they should raise their placard, say "Chair," and wait to be recognized before speaking. Importantly, students must be aware that the teacher will record a score every time a delegate contributes. This score will constitute part of their final assessment and is an important motivational device to ensuring that all students speak out.

• After the Draft Resolution has been presented and discussed, a delegate should request informal discussion time to discuss Amendments (20–30 minutes). During this time, delegates can move around, talk to their committee, and try to negotiate Amendments with the sponsors of the Draft. The teacher should provide paper so that the changes can be recorded. If the sponsors agree to the Amendment, it should be marked "friendly" on the paper and brought to the teacher. During this phase, the teacher rushes to input the amendments in a PowerPoint file that can be shown to the class.

• After the time is up, the Chair will ask for delegates to introduce and explain their Amendments using the PowerPoint file to display the changes. If the Amendment is "friendly," it is automatically adopted. If it is "unfriendly," the sponsors should explain why they have rejected it (15–20 minutes). Unfriendly Amendments must be voted on by the whole group.

- The class moves to vote. Firstly, Unfriendly Amendments are voted on and then the entire Draft Resolution. If it is successfully enacted, everyone claps.

- Finally, and importantly, a five-minute debriefing is held with the teacher giving feedback and encouragement on the quality of the Draft Resolution and debate.

I have been working in MUN for over ten years and have been most impressed with how focusing it is for students, and how they invest more deeply in the ideas for solutions they have co-created. Having tried unsuccessfully to stimulate debate on global issues in which the entire class was invested, due to reticent or unprepared students, this methodology has become an essential part of my content teaching in English. In recent classes, we have successfully simulated the United Nations World Tourism Organization (UNWTO) for discussions on sustainable and accessible tourism, United Nations High Commissioner for Refugees (UNHCR) to discuss the Rohingya refugee crisis, Association of Southeast Asian Nations (ASEAN) to debate the Spratly Islands territorial issues, and more. If a classroom simulation goes well, you might consider bringing your students to a larger conference (see Figure 3). I hope some teachers will be encouraged to give MUN a try, and if you like it, bring your class to join us at one of the English language MUNs in Japan someday. Your students will thank you!

Figure 3. 2017 Japan English Model United Nations Themes (shortened)

2017 JEMUN Conference Theme: Sustainable and Accessible Tourism		
Room 1: Tourism and Sustainability of Natural and Cultural Heritage *United Nations World Tourism Organization* (75 delegates)	**Room 2:** Achieving Accessible Tourism *United Nations World Tourism Organization* (75 delegates)	**Room 3:** Tourism Emergency Response Network (Crisis Simulation TERN Members) (25 delegates)
Committee A Cultural richness	Committee A Adventure tourism, sports and outdoor pursuits	Emergency TERN meeting (real-time natural disaster simulation to deal with an emergency in a tourism area)
Committee B Physical integrity	Committee B Accessible cultural heritage destinations	
Committee C Biological diversity	Committee C Technologies for accessible tourism	
Committee D Resource efficiency	Committee D Children, family and youth tourism	
Committee E Environmental purity	Committee E Hotel, restaurant and catering business	

References

Adamson, C. (2011a). *Model United Nations for EFL/ESL students: Preparations and outcomes* [Paper presentation]. Korea TESOL International Conference 2011, Seoul, Korea.

Adamson, C. (2011b). Model United Nations for EFL/ESL learners. In D. Shaffer & M. Pinto (Eds), *KOTESOL Conference Proceedings 2011* (pp. 163–168). Korea TESOL.

Adamson, C. (2016). Model United Nations as a means to build practical transferable skills. *Journal of Contemporary Social Studies, 12*, 33–45

Adamson, C. (2017). *Student expectations from active learning events* [Paper presentation]. Korea TESOL International Conference 2017, Seoul, Korea.

Adamson, C. (2018). *Intercultural communication at the Model United Nations* [Poster presentation]. Korea TESOL International Conference 2018, Seoul, Korea.

Asal, V., & Blake, E. L. (2006). Creating simulations for political science education. *Journal of Political Science Education, 2*(1), 1–18.

Cominsky, N. D. (2020). *Letter from the Secretary General*. Harvard National Model United Nations. https://www.hnmun.org/

Datta, R. (2013). Teaching the United Nations through experiential education. The *UN Chronicle*, 4. https://unchronicle.un.org/article/teaching-un-through-experiential-education

Duncan, H. (1927). A League Assembly in the United States. *News Bulletin* [Institute of Pacific Relations, Syracuse University], 7–9.

Ellis, R. (1991). Communicative competence and the Japanese learner. *JALT Journal, 13*(2). https://jalt-publications.org/files/pdf-article/jj-13.2-art1.pdf

Ellis, R. (1999). *Learning a second language through interaction*. John Benjamin.

Han, E. (2007). Academic discussion tasks: A study of EFL students' perspectives. *Asian EFL Journal, 9*(18). http://70.40.196.162/March_2007_EBook.pdf#page=8

Horwitz, E. K., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 1*, 125–132.

King, J. (2013). *Silence in the second language classroom*. Palgrave-Macmillan.

McIntosh, D. (2003). The uses and limits of Model United Nations in an international relations classroom. *International Studies Perspectives, 2*(3), 269–280.

Muldoon, J. P., & Philips, M. J., (1996). The Model United Nations: A strategy for enhancing global business education. *Journal of Education for Business, 71*(3): 142–147.

Obendorf, S., & Randerson C. (2012). Student as producer: The Model United Nations simulation and the student as producer agenda. *ELiSS, 4*(3): 1–15. http://eprints.lincoln.ac.uk/5969/1/ELiSS0403Academic_paper04.pdf

Swain, M. (1995), Three functions of output in second language learning. In G. Cook. & B. Seidlhofer (Eds.), *Principles and practice in applied linguistics: Studies in honour of H. G. Widdowson*. (pp. 125–144). Oxford University Press.

Yashima, T., & Zenuk-Nishide, L. (2008). The impact of learning contexts on proficiency, attitudes, and L2 communication: Creating an imagined international community. *System, 36*, 566–585.

The Author

Calum Adamson is an assistant professor at Kyoto Women's College of Liberal Arts where he teaches content-based and skills courses in the Faculty of Contemporary Social Studies. His academic interests lie mainly in content/language integrated learning and English for specific purposes. He has been involved with preparing students for participation in Model United Nations for over ten years. Email: adamson_calum@yahoo.com

Beyond Pointing and Grunting
Usefulness of TPR in EFL Classrooms

By Bilal Qureshi and John Scott Roseberry

Introduction

When an interlocutor feels frustrated and unable to communicate with an unfamiliar language, the natural reaction is to point and grunt. This happens to babies wanting to be fed and to travelers at a restaurant unable to contort their tongues to pronounce the desired item on a menu. This reaction to frustration can help language teachers make classes less stressful and more fun. Especially for young learners, proficient teachers make great efforts to create an interesting, enjoyable, and lively environment in which children feel relaxed and less risk averse to learning a language. Choosing an appropriate, easy-to-use, and effective teaching method in language classes has always been a daunting task for teachers. Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. TPR was originally developed by James Asher, an American professor of psychology, in the 1960s. It is based on the theory that memory is enhanced through association with physical movement.

The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning. It has provided a great alternative to language teachers to introduce a new language and lower students' anxiety not only in young learners' but also adult language classes. The TPR method encourages both teachers and students to use actions when producing language. From pronunciation of the vocabulary words to sentence production, TPR provides a wide range of alternative activities to make accomplishing that goal easier. This article discusses the usefulness of TPR in relation to various existing studies. It also provides a framework that guides the ways it could be used more effectively for young as well as for adult language learners. This article puts forth that while TPR should not be used for an entire class, TPR can and should be used appropriately to engage and encourage language learners from every level.

Literature Review

"Learning" should be an active verb that engages students and leads them to becoming autodidacts rather than parrots (Brown, 2007). This belief led to the daily use of the TPR method in my classroom. Cameron (2001) classified the TPR method under the umbrella of communicative language teaching, which stresses communication over grammar proficiency. TPR stresses the importance of input by arguing that a language is unable to be spoken until it is heard. Singh (2011) wrote an overview on TPR and noted that it is best used when teaching vocabulary to lower-level English speakers. TPR engages learners in the learning process and keeps them motivated and autonomous. The overview also stressed the importance of attendance in the classroom,

as students need the teacher to direct and supervise the acting out of vocabulary words. Through TPR, learners feel engaged in the learning process rather than becoming passive listeners. This helps them to feel motivated, which reduces the feelings of anxiety, as explained by Dörnyei (2010) and Oflaz (2019).

Holmes (2017) stated that using TPR to teach three new words every class in a class of fourth-grade ESL students was beneficial in two ways. First, it made assessing the development of each student easier to ascertain. Since she had new students attend the school at irregular intervals, she quickly gauged the levels of the students. Second, TPR has a wide scope of literature behind it. This made developing a curriculum with TPR easy to adjust to fit the needs of the school and the students.

Besides games and vocabulary lessons, Sowell (2017) argued that TPR can be used to maintain classroom discipline in a nonthreatening and enjoyable manner. She put forth that at the beginning of an ESL class, TPR should be used to model proper classroom behavior. Daily classroom activities such as opening books, asking the teacher questions, and proper manners like showing appreciation should all have physical actions that the teacher can demonstrate. This can help modify the students' behavior by giving them a guide on how to act. According to Kuo et al. (2013), an experimental group retained vocabulary words for a longer time and had increased levels of acceptance towards learning, following

a TPR method. Kariuki and Bush (2008) found that modified TPR allowed students to more effectively learn how to recall and tell stories in a foreign language.

Our Study on TPR Benefits

In light of the above research concerning TPR, this article will now remark on a study we carried out examining the effects of TPR while teaching phonetic concepts and general vocabulary, in two contexts.

This research was conducted in two entirely separate contexts: firstly, in kindergarten classes, and secondly, in university classes. In each context, the students were split into two groups: an experimental and a control group. In the kindergarten setting, two classes with 12 Korean EFL kindergarten students each were selected. A TPR method was used for vocabulary teaching in one class whereas the vocabulary was taught without the TPR method in the other class. In the TPR setting, in order to teach vocabulary, the teacher had students mimic and follow along using hand movements. The teacher taught eight vocabulary words in each session, using gestures, and had students follow along. The next day, the teacher tested on their previous day's learning.

> "The TPR method encourages both teachers and students to use actions when producing language."

For the university setting, two sophomore classes were randomly selected. For the control group, there was no specific TPR-based learning, whereas in the experimental group class, TPR was used as a method to teach target vocabulary and expressions. The teacher used physical movement and had students follow along. In both settings, a vocabulary quiz was used as a pre-test at the beginning of the procedure period, and a post-test was given two months later.

Subjects
Both participant groups in this study were native Korean speakers learning English as a second language: students in kindergarten and university sophomore students in a business English department.

Method
For young learners, it is believed that teaching vocabulary items such as *big, small, tall, short,* etc., along with physical movement, can increase comprehension. In this study, the teacher used actions to teach vowels and consonants to kindergarten students. However, in the adult setting, expressions such as *open your book, think about it, walk to the door, open the door, sit down*, etc. can be supported by physical movement for increased concept comprehension. The teacher in this context used actions to teach certain expressions. The students were to follow along and use actions when they produced the

language. The method used in this study is based on the theory that learners' memory improves in a setting when the language concepts, including vocabulary and expressions, are taught in association with physical movement (Asher, 2009). This theory is closely related to first language learning theory in which toddlers learn their mother language (Lichtman, 2013). This is primarily based on linking the listening to physical actions, which are designed to reinforce comprehension of particular language concepts.

Data Collection and Analysis
Data was collected in the form of pre-tests and post-tests. The pre-test was given at the beginning of the experiment to check their understanding of the target language and vocabulary. After a two-month period, a post-test was given in both settings to analyze the difference. For the kindergarten setting, a ten-question quiz was used. For the university setting, a regular class quiz was used as a post-test. The quiz was based on action images at one side of the page with blank space on the other for the students to guess what the actions meant.

Results and Discussion
The first research question focused on teaching phonetic concepts using TPR in the kindergarten setting. The results show that the experimental group showed 16% more improvement in vocabulary learning compared to that of the control group. The students in the experimental group were better able to distinguish consonants from vowels. In addition, it was noticed that one of the benefits of using TPR in the classroom was that the students became more cognitively aware that English orthography and pronunciation differ.

The second research question attempted to measure the usefulness of TPR in Korean university sophomore classes. The results showed that the experimental group enhanced their expression learning and retention by 12% compared to that of the control group. The students in the experimental group showed a better understanding towards the expressions when TPR was used.

The third research question examined the difference in vocabulary and learning pace improvements between kindergarten and university students. As shown above, the comparison of the results in two contexts showed that

the experimental group kindergarten students showed a higher rate of vocabulary and expression learning than the experimental group students in a university setting. The results suggest TPR methods are more beneficial in a kindergarten setting than in a university context.

> "Rather than sitting and waiting to receive information, the students are actively engaged, as the teacher directs focus on the vocabulary..."

It is important to mention that through the use of TPR students became aware of new vocabulary and their correct pronunciation through the use of physical movement. The students noticed that words can be broken into patterns. This supported Holmes' (2017) study that emphasized the usefulness of TPR for the unit-level understanding of words. Finally, using TPR lowers students' affective filter. Rather than sitting and waiting to receive information, the students are actively engaged, as the teacher directs focus on the vocabulary, which also supports Sowell's (2017) claim that TPR helps learners to focus more on the language pattern than the teacher.

Implementations and Recommendations
TPR can be effectively used in either young or adult language learner classrooms. In young learner classes, it can be effectively used by having children mimic teacher's action. For example, words related to the feelings that include *happy, sad, angry,* or *surprise*. Similarly, for low-proficiency-level adult language learners, TPR can be used not only to teach vocabulary, but it can also help them to learn expressions. For example, *where is it? I am hungry*, *he is late*, *she is cute*, etc.

A thorough view on existing studies and the results of this current study suggest that TPR can be a powerful tool for language classes, as it reduces learning anxiety and helps students get actively engaged in learning. This study also suggests that TPR encourages the teachers to use clear and concise directions, which is highly beneficial for lower-level students. This method is believed to be highly effective for warm-up and wrap-up activities as well.

However, there are a few areas of concern. In the beginning, the teachers had to invest a lot of effort into encouraging students to perform TPR actions, as shy students may not feel engaged and avoid responding to teachers. This makes TPR activities rather teacher-centered. Another drawback of TPR is that it does not focus on grammar. Additionally, following commands or failing to follow commands can cause embarrassment for some students or for teachers. Despite these drawbacks, this article recommends using TPR in both young learner and adult EFL settings as an additional method for vocabulary teaching.

References
Asher. J. J. (2009). *Learning another language through actions* (7th ed.). Sky Oaks Productions.

Brown. H. D. (2007). *Principles of language learning and teaching* (5th ed.). Longman.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Dőrnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Holmes, S. (2017). The success of total physical response in the adult ESL classroom. *Corrections Today*, 2, 50–55.

Kariuki, P. K., & Bush, E. D. (2008). The effects of total physical response by storytelling and the traditional teaching styles of a foreign language in a selected high school. *The Modern Language Journal, 70*(3), 213–227.

Kuo. F., Yu. P., & Hsiao W. (2013). Develop and evaluate the effect of multimodal presentation system on elementary ESL students. *Turkish Online Journal of Educational Technology, 12*(4), 20–40.

Lichtman, K. (2013). Age, ability, and awareness in implicit and explicit second language learning. *LSA Annual Meeting Extended Abstracts, 4*, 26. https://doi.org/10.3765/exabs

Oflaz, A. (2019). The foreign language anxiety in learning German and the effects of total physical response method on students' speaking skills. *Journal of Language and Linguistic Studies, 15*(1), 70–82.

Singh, J. P. (2011). Effectiveness of total physical response. *Academic Voices: A Multidisciplinary Journal, 1*(1), 25–38.

Sowell, J. (2017). Good instruction-giving in the second-language classroom. *English Teaching Forum, 55*(3), 10–19.

The Authors

Bilal Qureshi (EdD) earned his doctorate degree in TESOL at Queen's University Belfast and currently teaches at Seokyeong University in Seoul. For the past ten years, he has been researching how to incorporate digital tools into second language acquisition and how L2 learners' motivation can be improved through online resources. Dr. Qureshi is the author of the *Progressive Debate* series from Active 1 to 3. Email: qureshi@skuniv.ac.kr

John Scott Roseberry has a master's in education and majored in TESOL at the University of Southern Queensland. He has spent the last fifteen years teaching English in South Korea, Thailand, and Bangladesh. He loves encouraging children to read more books. If he could be any character in a book, he would be Ivan Karamazov. Email: john.roseberry@gmail.com

Structuring the Year
A Basic Introduction to Curriculum Planning

By Madeleine Grace Wunderlich

Many ESL and EFL teachers are given a lot of freedom when planning classes. This varies from not having a textbook to guide the material or being given only topics and expected results in testing. For those who have limited training or experience in developing curriculum, it can be difficult to know where to start. Curriculum planning is important because it helps teachers keep the class on track, evaluate student ability, assess student learning, and to reach certain learning targets.

Breaking the Semester into Sections

Creating an entire year or semester worth of materials that will never need adaptation or change is unrealistic and can impede student learning. Being able to adapt and build a curriculum that balances both the needs of learners and targeted annual objectives requires a teacher to build slowly and thoughtfully (McCombs, 2000). Creating 14 to 18 weeks of material at one time is ineffective, inflexible, and time-consuming. One easy and effective option is to use an Excel spreadsheet, Word table, or paper and pen to map out the year into different sections (see Figure 1).

Figure 1. Mapping Out the Year into Sections

Semester 1	Summer	Semester 2	Winter
- 18 week semester - 14 weeks of classes - 8 days of School Closed/Holidays/Events	- 3 weeks break from classes - 1 week of conversation camp - No other obligations	- 18 week semester - 13 weeks of classes - 9 days of School Closed/Holidays/Events	- 7 weeks break from classes - 3 weeks of conversation camp - No other obligations

From there you can start to work on weekly sections or monthly groupings. The spreadsheet or chart that a teacher creates allows them to organize their lessons. It can show when to teach something, what the topic for the class will be, and what materials will be needed. It is important to keep learner needs and preferences in mind (Khousadian, 2018) when you start to organize lessons and materials. If this is the first-year teaching at a certain level, the chart can be filled out at a slow pace. It is a flexible way to stay organized and ensure that enough materials have been planned for every lesson. A teacher will always have the option to adjust the chart in order to match what students require when needed. It is important to remember that curriculum is not stagnant and to keep information and methods relevant to students to prevent them from becoming disconnected (McCombs, 2000). A teacher might find that one lesson should be moved later into the semester because it is too advanced, or be deleted and replaced with a new lesson if it is irrelevant for the students.

Including Assessment Tools and Building Blocks

Using a clear scaffolding sequence allows a teacher to see the growth, shortcomings, and potential difficulties for students. In class, low-key assessment tools are

invaluable for making sure that student needs are met and for tracking progress. This particular method of scaffolding was inspired by a rubric authoring tool called "BASICS" (Building Assessment Scaffolds for Intellectual Cognitive Skills) that was part of a pilot study at Queen's University in Canada (Simper, 2018). The goal with this type of scaffolding is to allow students to develop critical-thinking skills and help the teacher to evaluate student progress.

Making Short- and Long-Term Goals

Teachers should try to have a goal for each year, semester, month, and class. It is then easier to build lessons that progress up to those goals. Just having

> **"This is a good base for those who feel overwhelmed or have a desire to create more organization."**

a goal of "teach them something useful" won't help a teacher develop a solid and effective plan. Student goals also need to be integrated into the goals that are set for the class throughout the year. Learners' needs should be personalized, to an extent, to meet their personal goals, interests, and aspirations (Kaput, 2018). Goals can change, and flexible goals give teachers a way to build lessons and have them be cumulative, meet student needs, and meet certain milestones or standards (Khousadian, 2018).

Final Thoughts

This is a very basic overview of curriculum planning. There are many more details, but this is a good base for those who feel overwhelmed or have a desire to create more organization. There is plenty of material available that goes into greater depth about how to build curriculum and how to incorporate student needs. Some additional resources not mentioned in this article include the website for the not-for-profit organization Education Evolving, the website for the not-for-profit organization SIL International, and the book *Leading Curriculum Development* by Jon Wiles (2009).

References

Kaput, K. (2018, January). *Evidence for student-centered learning* [ERIC No. ED581111]. https://files.eric.ed.gov/fulltext/ED581111.pdf

Khousadian, S. (2018). *Key transformational leadership strategies for curriculum development in elementary schools* (Publication No. 10843104) [Doctoral dissertation, Pepperdine University]. ProQuest. https://search.proquest.com/docview/2088135975

McCombs, B. L. (2000). Assessing the role of educational technology in the teaching and learning process: A learner-centered perspective [ERIC No. ED452830]. https://files.eric.ed.gov/fulltext/ED452830.pdf

Simper, N. (2018). Rubric authoring tool for supporting the development and assessment of cognitive skills in higher education. *Teaching and Learning Inquiry, 6*(1). https://doi.org/10.20343/teachlearninqu.6.1.3

Wiles, J. (2009). *Leading curriculum development*. Corwin Press.

The Author

Madeleine Grace Wunderlich is currently working for the Jeollanamdo Office of Education. She holds an MEd in education and a BFA in fine arts. Prior to working in South Korea, she spent time researching English educational methods and hiring practices in both the public and private educational systems in Nepal and Dubai. Ms. Wunderlich is working on bringing critical thinking and the artistic skills she learned as an undergraduate to EFL and ESL materials and teaching practices. Email: maddie.wunderlich@gmail.com

The Korea Unwed Mothers' Families Association: Interview with President Megy Kim

With translation support from **Taeeun Kim, KUMFA Volunteer**

The Korea Unwed Mothers' Families Association (KUMFA) provides support to unwed mothers and their children through a broad range of programs. This includes emergency assistance, housing, school camps, job education, English teaching to both mothers and children, and counseling and mentoring relationships. KOTESOL has collaborated with KUMFA (along with another non-profit organization TNKR, which helps North Korean refugees), and a fundraising initiative at last year's 2019 KOTESOL International Conference raised over 1,400,000 Korean won. The following is an interview with Megy Kim (Kim Dokyung) who has been the president of KUMFA since 2017. — Ed.

The English Connection (TEC): Thank you for agreeing to do this interview for *The English Connection*.

Megy Kim: Thank you for this opportunity to introduce KUMFA to the members of KOTESOL.

TEC: Could you please explain your organization to our readers? How did it get started?

Megy Kim: In 2009, a group of unwed mothers got together to set up the organization. Until that point, there weren't many options: either you could have an abortion or send your child to be adopted. There were no social support structures available for single parents. We want Korean society to know unwed mothers are here, rearing our babies. Working together, unwed mothers have managed to change the culture by ourselves. We have primarily focused on advocating for the rights of unwed mothers and our children. To abolish the prejudices against us and to improve recognition of us, we hold campaigns, human libraries, and conferences. To strengthen the capabilities of unwed mothers' families, we have set up self-help group meetings that enable us to rely on each other and support each other regularly through our nationwide network. Also, we run a temporary emergency shelter for pregnant unwed mothers and their families in crisis. We are running many other educational programs to facilitate the independence of unwed mothers as well, including the café Pagus in Yeouido, which is run to financially support the unwed mothers who work there and the operation of our association.

TEC: Why do you use the term "unwed mothers" instead of "single mothers? Are they the same thing?

Megy Kim: Well, I need to talk about language for a moment. Foreigners especially, ask me, "Why is the charity called the Korea Unwed Mothers' Families Association and not the Korea Single Mothers' Families Association?" But in Korean, the term "single mother" means someone is widowed or divorced. Being an "unwed mother," on the other hand, carries a lot of stigma. That's why we named our non-profit this way – we wanted to change the meaning of "unwed mother" to something positive.

TEC: KUMFA has a membership of 2,400 people nationwide. Can you describe the diversity in these amazing people, and the roles they play contributing to Korean society? What are the ages and demographics of your members?

Megy Kim: Back in 2009 when we formed our organization, we did not even have an office. First, it was only a small online Naver Café, and then there were only about 20 to 30 unwed mothers who gathered and talked in a borrowed space from another organization. Now, our members have risen to 2,400 throughout the country, with chapters in Seoul, Cheonan, Busan, and Gwangju. According to the census that was conducted in 2016, there are around 23,000 unwed mothers in Korea, and the age of KUMFA members varies from teenagers to those in their forties.

We all share our stories and make our voices heard in Korean society. Compared to the time before KUMFA existed, that unwed mothers now get together to have their voices heard is by itself a huge change, and it was a big challenge for us. Previously, we lived in the shadows; it was what our extended families and society expected us to do. Alone, we could not change the world. However, we saw our confidence and courage build up as more of us came together to change society. In this context, we made our voices heard in the name of our organization, and society eventually started to listen to the many unwed mothers' voices that can no longer go unnoticed.

In the patriarchal Korean culture, views towards unwed mothers do not change quickly. With social concerns emerging from the low birthrate in Korea, policies for unwed mothers and their families are gaining momentum, but there is still a lack of interest in unwed mothers; the

focus is more on the young children. It is better than doing nothing; however, it is not what we want to see. We do not want public attention and change based on concerns about the falling birthrate. We hope to stop the social stigmatization that's attached to being a Korean unwed mother. We pursue a society that respects a woman's choice to raise a child on her own, without blame, regardless of her marital status, financial situation, or age.

TEC: Many adoptees from the Korean diaspora volunteer with KUMFA. Can you tell us about the relationship between KUMFA and adoptees?

Megy Kim: More than 90 percent of international adoptees from Korea are actually the children of unwed mothers – even today. Although many international adoptees later come to Korea as adults to find their roots and their birth families, there have been only a handful who have succeeded in reuniting with their biological families. While searching for their families, they have faced the many problems associated with international adoption, which was never intended or implemented for

our children in our Big Brother and Big Sister program. Not only that, many overseas adoptees even bring their friends with them to prepare for KUMFA's annual Christmas gift drive, where they help solicit donations for the children based on the wish list of what families would like to receive. Just this last Christmas, they also delivered Christmas presents to around 205 children. While the international adoptees stay in Korea, they visit our office to express their gratitude by saying, "You are doing a great job" or "You are great mothers." We feel like they are part of our family.

TEC: Personally, how did you get involved with KUMFA, and what are your main roles?

Megy Kim: I joined in 2009, the same year KUMFA was founded. At first, it was an online community only, but it led to offline meetings, which I attended. Back then, it was hard to speak openly about the difficulties I had being an unwed mother, even to my own family and friends, and I wanted to share with those in a similar situation. I met other KUMFA mothers, and we comforted each other a lot. As I saw the light appear at the end of the tunnel in my

the children's sake. Nor is international adoption from Korea something that should be continued. That is why many international adoptees from Korea have launched a movement calling for the suspension of overseas adoption. At the same time, the adoptees come to realize that support for Korean unwed mothers, enabling them to raise their own children, should take priority over putting the children up for overseas adoption.

So, it is international adoptees who have supported and helped us the most since KUMFA was established. Their support has resulted in significant achievements, such as revising the Special Adoption Act, holding an international conference on Single Mothers' Day, running campaigns together, and so forth. They have been mentors for

personal life, I became a vice-president of KUMFA in 2015. Since 2017, I have been serving as the president of our organization. The most important task I do for KUMFA is to promote our association as extensively as I can and to work for the enactment and revision of relevant laws. To carry out our mission and goals, I do everything I can for fundraising efforts as well.

TEC: How did KUMFA get involved with KOTESOL?

Megy Kim: In June of 2019, I first received an email from Vanessa Virgiel. She introduced herself as an English teacher and a program manager for the KOTESOL International Conference. We had an in-person meeting at the KUMFA office in July, and I asked her how she knew

about KUMFA and why KOTESOL was interested in our organization. She said she was familiar with KUMFA and the social issues concerning unwed mothers in Korea, and she knew one of our programs was to match English teaching volunteers with the mothers and their children so they could access free English education. She thought KOTESOL members would be interested in learning more about our organization, and how they could support us through English teaching. So she suggested we join the KOTESOL conference.

TEC: And what is your current relationship with KOTESOL?

Megy Kim: Last October, I was given an opportunity to introduce KUMFA and do fundraising at the KOTESOL International Conference. It was a great experience for me, though I was nervous. How could I dare to speak to native English teachers in English? I was grateful to them for patiently listening to my poor English speech. Though they are not Korean citizens but foreign nationals, I was also touched by how they showed keen interest in this Korean social issue.

TEC: One of the many activities that KUMFA offers is free English teaching for its members. Can you tell us why many of the mothers seek English tutoring for themselves and their children?

Megy Kim: Speaking foreign languages, especially being able to speak English well, can change lives forever. If unwed mothers and their families can speak English, then we will be met with another chance in life. Take me, for example. If I did not speak English, how could I meet with KOTESOL and do a presentation at an international conference? A good command of English will broaden our views and change our thoughts, too. I hope to give our children as many opportunities as other children who are growing up and learning in a wealthy environment.

TEC: Obviously, this is a perfect opportunity for KOTESOL members looking to volunteer. How can they do so?

Megy Kim: KUMFA's English website (https://kumfa.or.kr) has a form where volunteers can sign-up to do English tutoring or join our Big Brother/Big Sister program. We have members all over the country, and we can match the nearest teacher and household, or one student with one teacher. We can connect people to meet in person or to do video lessons. Supporting us with English study or by being mentors, either a big brother or a big sister, would be so wonderful. We also need volunteers to help at our main Seoul office with donation sorting and assisting at KUMFA events.

TEC: Unwed mothers face discrimination and hardships, to a certain extent, in countries around the world. What are some of the unique difficulties facing Korean unwed mothers?

Megy Kim: In Korea, "unwed mothers" are typically blamed for being sexually promiscuous, whereas "single mothers," who are divorced or widowed, are not morally condemned. It is a stigma that is attached only to unwed mothers. There are also some deep-rooted prejudices against unwed mothers, such as being irresponsible and very young. People advise us too easily to put our kids up for adoption due to lack of financial means. In other

economically advanced nations like Korea, it is natural to bring up a child by oneself, even if not married, but it is a daunting challenge here in Korea. It means we risk cutting off relations with our families, or we may end up being jobless or having to leave school.

TEC: In 2020, with a new year and new decade, what are you optimistic about, for the future of KUMFA?

Megy Kim: There have been a lot of changes over the past decade. Of course, it means a lot to see social progress. But, I think it is more important than anything

> **"KUMFA has been working toward a better society for unwed mothers and our children. Our activities have contributed to improving not only unwed mothers' situations but also women's rights in Korean society. We have been committed to changing the social perspectives on women as a whole."**

else to feel the change among unwed mothers ourselves. Although it is natural that people who point fingers at us should be the ones to feel ashamed, ironically, it is unwed mothers who feel the shame, hiding their identities and living like sinners in the corners of Korean society. But not any longer. In recent years, I have seen a growing number of unwed mothers who have opened up, using their voices and showing their faces. Ten years ago, many unwed mothers scatter for fear of revealing their faces when we tried to take photographs of them for record-keeping. Now, they joke by saying, "If I do not look pretty, please pixelate my face."

KUMFA has been working toward a better society for unwed mothers and our children. Our activities have contributed to improving not only unwed mothers' situations but also women's rights in Korean society. We have been committed to changing the social perspectives on women as a whole. For example, having a career while raising a child is not limited to just unwed mothers' lives but applies to all women. If we live in a society where women find no difficulties with raising kids of their own, they will not give up childrearing as they follow their dreams. KUMFA will continue to work on campaigns that affect all areas of women's lives.

TEC: Thank you again for the opportunity to introduce KUMFA to KOTESOL readers.

Megy Kim: I enjoyed this interview with KOTESOL. Thank you once again for giving me a chance to introduce KUMFA.

The 18th AsiaTEFL International Conference with Korea TESOL

2020

Interweaving Theory and Practice in ELT in Asia
Creating New Prospects for the Future

KINTEX Convention Center
Goyang, South Korea
June 25-27, 2020

Proposal submission: Nov. 20, 2019 – Jan. 15, 2020
Notification of acceptance: Mar. 1, 2020

Visit AsiaTEFL Conference Homepage
http://www.asiatefl2020.org

Asia TEFL

Korea TESOL
KOTESOL · 대한영어교육학회

KOREA TOURISM ORGANIZATION

GYEONGGI TOURISM ORGANIZATION 경기관광공사

GOYANG CVB
Convention & Visitors Bureau

Member Spotlight: Sunil Mahtani

With this issue, The English Connection (TEC) revives its practice of featuring individual KOTESOL members. This month, the spotlight shines on KOTESOL member Sunil Mahtani. Sunil is a member of the Busan-Gyeongnam Chapter. He is currently the chapter president and is the chair of the 2020 KOTESOL National Conference, which will be held at his school, Kyungnam University, in Changwon-Masan. The following is our interview with Sunil.

TEC: Thank you, Sunil, for making time for this interview. Will you begin by telling us a little about yourself?

Sunil: My pleasure. Thank you for inviting me. I'm Canadian, but I was born in India in the city that was then called Bombay. Now it's Mumbai. My father was a businessman and wanted a life in the West, so we all moved to Montreal when I was seven. My brother and sister and I all grew up there. I had to learn English as well as French, and adapt to a new freezing country!

TEC: But no worries about heat stroke! Where did you go to university, and what did you study?

Sunil: I studied journalism at Concordia in Montreal. It was a very good hands-on program, and I actually started working immediately upon graduation. I worked for 12 years in journalism and went back to school to study to get my TESOL certification to enable me to travel abroad and work in South Korea. During my time at the university, I received my CELTA certification as well.

TEC: Twelve years of journalism in Canada. Fascinating! What kind of journalistic work did you do?

Sunil: Well, I got my very first job upon graduation. It was for a teeny-bopper music magazine called *Fan Club.* It was an exciting two years there because, as one of the only English-language music magazines in Quebec, I received priority interviews with all the top artists. I interviewed singers like Rick Astley, Debbie Gibson, Samantha Fox – all the chart busters! I also got to go to all the concerts for free, complete with backstage passes! It was really fun! That magazine folded, unfortunately, so I took a job at a daily newspaper called *The Sherbrooke Record,* which has the distinction of being the first paper owned by media magnate Conrad Black. It was an amazing and busy decade that I spent there, interviewing newsmakers, writing editorials, and managing correspondents. I'll never forget the people I met, the colleagues I worked with, and the friends I made. I lived for a time in both the city of Sherbrooke and the town of Knowlton, and the people are simply very down-to-earth.

TEC: Many people come to Korea for many different reasons. What pointed you in this direction?

Sunil: Well, while I was in journalism, I started directing community theatre as I have a great passion for the theatre. I enjoyed the plays I directed so much that I did it professionally full-time for five years after I left the paper. But alas, I discovered it's not easy to start a career in the theatre so late. I had directed about 25 comedies and musicals, which brought more to my life than I can express, but I realized that unless I wanted the life of a starving artist, I had to do something else. I took a break to ponder my options and decided to get my TESOL certificate so I could travel and teach. After all, there is a clear connection between journalism, theatre, and teaching: It's all communication with the English language. Originally, I applied through recruiters to Japan, China, and South Korea with no special desire for any one country, but the recruiter for South Korea was so caring and professional, I decided to go with her and – voila! – here I am 12 years later!

TEC: With a background in language learning and communication, what kind of teacher are you in the classroom?

Sunil: I really believe in communicative teaching, and so I try to assign tasks where some semblance of real-world communication is possible. I'm quite friendly and don't get upset easily. I try to encourage students to try their best and not worry about being perfect. And to not be afraid to show their personality.

TEC: I'm interested in what attracted you to KOTESOL, and what effect being a member of KOTESOL has had on you.

Sunil: The International Conference is what grabbed my interest first, and this was actually just a little over a year ago. At the 2018 conference, I met some great people from the Busan-Gyeongnam Chapter and went to a local meeting after that. KOTESOL has had a great effect on my professional life here. The more I got involved, the more people I met, and the more presentations I attended. These presentations always keep me thinking about how I can be a better teacher in the classroom. They encourage me to try new things and to keep an open mind. KOTESOL simply makes me better.

TEC: As president of the Busan-Gyeongnam Chapter, what plans do you have for the chapter this year?

Sunil: I would like us to host an exceptional National Conference in April – one which we can all be proud of. I also plan to feature some terrific presenters during the year at our monthly meetings. I hope to encourage our members to attend chapter meetings and conferences across the country. I just want to provide our members with a platform to shine on and assist them in achieving their goals. This was done for me by our past chapter president, Rhea Metituk, and I would like to pass it on to others.

TEC: And you are also the chair for KOTESOL's National Conference this year. Can you give us a preview of what is in store for attendees?

Sunil: Our theme is "Be the Change: Creativity, Community, and Collegiality in EFL"! So what's in store are invited speakers and presenters that are in their own ways part of the change they wish to see in the world. Creative communication with students in and out of the classroom, strengthening a sense of global community for both students and educators, and treating each other with respect and acknowledging diversity as our greatest strength. We will also continue the "KOTESOL Gives Back" fundraiser for Teach North Korean Refugees, which started at the last International Conference, and have a couple of surprises that we are still working out. Along with all the help we are getting from the National Council, we have a great local team of people, including Vanessa Virgiel (programming) and Stephanie Downey (venue and outreach), so I'm excited about seeing it all come together.

TEC: So am I! What do you like to do in your free time – if you actually have any free time?

Sunil: Well, I try to make some free time! In that time, I enjoy cooking, watching movies, and taking long walks.

TEC: Well, thank you, Sunil, for providing us with a glimpse into your life in Canada, in Korea, and with KOTESOL. Good luck with conference preparations and chapter activities.

Sunil: Thank you very much for your interest.
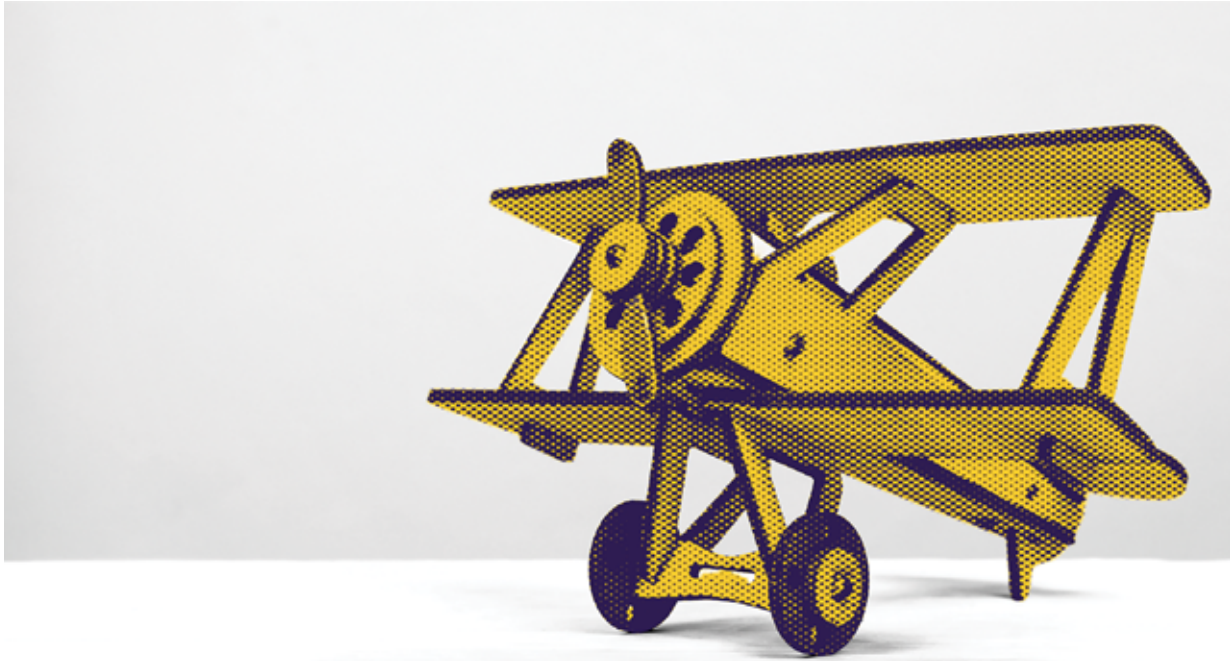
Play It Again, 쌤!

Revisitation, Reprise, Memory, Time

Gwangju-Jeonnam KOTESOL
Regional Conference 2020

Saturday, March 14, 2020
Gwangju National University of Education

More information and pre-registration:
koreatesol.org/gwangju

TEFLIN 2019: Delightful Paradox in Indonesia

By James G. Rush, II

Engaging… Thought-provoking… Intentionally designed with balance, "Learning English as a Global Lingua Franca and Intercultural Communication to Embrace Industrial Revolution 4.0: Policy, Pedagogy, and Assessment," labelled a conference that was as robust as it's theme suggests. This 66th official gathering of TEFLIN was hosted by a local state university, Universitas Negeri Medan, in the city of Medan on the island of Sumatra. Hundreds of EFL educators came from across the Indonesian archipelago to gain and share knowledge with peers and visiting experts. On behalf of the International Outreach Committee and as an ambassador for the Korea TESOL organization, I was able to attend this three-day conference on August 8–10, 2019.

Engaging

You name it: academic theories discussed, practical suggestions, along with papers for analysis, plenary presentations and breakout sessions. Yet, it was the delicious food and celebration of local culture that left the deepest impression.

The flagship conference for The Association for the Teaching English as a Foreign Language in Indonesia (TEFLIN) was very impressive because they chose to share their history, heritage, and culture throughout the regularly scheduled events. Take, for example, how the entire planning committee, on all three days, were coordinated in attire that reflected the mosaics, motifs, and designs found throughout the artisan communities of Indonesia. This made it especially easy to find a person who could help and answer questions. Additionally, the arts department from the university presented their dancers and storytellers to give us a memorable experience. The association even has a conference song that was sung by the choir from the university.

History of TEFLIN

This association and conference is definitely directed at a specific audience: Indonesians. TEFLIN started from humble beginnings in the early 1970s, with just 20 attendees attending the first couple seminars. Over the years, seminars turned into a formal organization. It's a marvelous testimony to the desires of passionate English educators and

university communities who sought a sustainable approach to professional development; English and English literature instructors took on this commitment in order to explore many other parts of the country. In my limited understanding of the history of Korea's English community and organizations like Korea TESOL, this is similar to the approach that happened in the past here for years. A dual goal and benefit: first, for professional development, and second, to be a boost to the tourism and general economy, since there are people traveling, lodging, eating, and shopping in the chosen destinations. Most of all, this is educational, providing the chance to interact with peers from other regions.

Thought-Provoking

Conversations were intriguing and eye-opening, as we discussed how educators strategically accomplish the conference aims by better understanding 21st century skills and the Industrial Revolution (IR) 4.0. One confirmation and take-away for me was the need for digital literacy. This was addressed right away by the keynote speaker and president of the host university, Dr. Syawal Gultom, MPd. An interesting arrangement was how they offered two plenary speakers at the same time for the next session and moderators for each session. Overall, there were nine guest speakers, who were listed as featured or invited speakers, along with over 200 regular sessions. This made for a lot of variety and a number of hard choices.

Overall my contribution and responsibility was to present and act as the voice of Korea TESOL, but I do feel like I received more than I gave. In a workshop-like session titled "Digital Citizenship and IR 4.0," my focus was on the nine elements of digital citizenship and highlighted the principles of being safe, savvy, and social when using online and digital tools.

Indonesia's tourism industry uses the mantra "Wonderful Indonesia," and this is an excellent summary statement for how well the TEFLIN community represented their country. My personal, paradoxical journey through TEFLIN 2019 was a diverse mix of history and future, language-defining and language-making. I consider myself blessed to have participated on behalf of Korea TESOL and the International Outreach Committee.

The Author

James G. Rush, II is a lifetime member of KOTESOL and current president of the Yongin Chapter. He has assisted with publicity at two International Conferences and was on the Planning Committee for the 2018 National Conference held in Yongin. James works at Luther University. Email: jamesrush.ltu@gmail.com

MELTA 2019: A Lavish Display of Professional Commitment to Pedagogy in Malaysian Borneo

By Rhea Metituk

Majestic, ceremonial, and grounded in local culture, the 28th Malaysian English Language Teaching Conference in Kuching, Sarawak, was a splendor to partake in. The theme, "English Language Education and Society 5.0: Developing Sustainable Literacies," was well suited for Malaysian Borneo: a land of jungle, sea, and protected wildlife, showing forward momentum in innovative content. MELTA's conferences have, since inception, been planned with the support of the Malaysian Ministry of Education, so are lavishly celebrated, and intricately connected to the local community of educators, as well as students, and the flourish of the royal patron of MELTA, DYMM Raja Zarith Sofiah Binti Almarhum Sultan Idris Shah, Permaisuri Johor, who gave a touching speech indicating her personal investment in English education in the nation. The MELTA ecosystem is based on a solid pentagonal structure including teacher development, learner development, research and scholarship, partnership, and social responsibility. MELT-A-HEART is the recipient of the latter in the list, where gorgeous new books for young learners are collected and donated, to support local communities in need. Local culture was celebrated in the opening and closing ceremonies, as well as formal dinners attended by local musicians and dancers.

Integrated

This pentagonal structure's development is the result of the unique aspects of MELTA conferences. Upon entry to the conference venue, attendees are welcomed by poster presentations, partnership tables, and sponsors for the event. The constant hive was the hub of connection to the conference rooms beyond, so it was easy to engage with each part of the organizational structure. MELT-A-HEART was at the center. MELTA's social responsibility initiatives include tuition and libraries for underprivileged children in over 40 schools throughout Malaysia. Young learners attended the event to compete in the Way With Words competition, awards for project-based learning projects, and the Malaysian International Students Innovation and Creativity Challenge. The conference also included a research competition and awards in five different categories: teacher trainers/academics, PhD candidates, master's students, teachers, and teacher trainees/undergraduates.

The 2019 MELTA conference had 500 attendees from 30 countries, and the usual range is from 500 to 900 each year, with delegates comprising internationals from 25–30 countries. MELTA's eleven chapters were all strongly represented. Each year chapters are chosen in rotation to be hosts, spreading the development across the various areas of the country. In addition to the local chapters, MELTA has partnerships with 15 international organizations, including KOTESOL and KATE from Korea, and other countries in Asia.

2019 Representative Role – Maybe you could go next!

As a featured speaker, I presented on my current focus of interest: creative film projects with Korean university students. I would recommend the next KOTESOL delegate to present on pedagogy related to young learners, and especially, it would be great to have a Korean representative. Of the 15 international partners, tables were set up by KOTESOL, JALT (Japan), and ETA-ROC (Taiwan). Delegates socialized while attending spectacular presentations as well as on a river cruise conveniently setting out from the front of the conference venue, the Riverside Majestic Hotel in Kuching. The name of the city of Kuching means "cat" in Malay, and the city is dotted with cute statues commemorating its namesake as well as a fantastic array of museums. After the final ceremonies were enjoyed, I explored these and was also able to set off on jungle treks.

History of MELTA and Partnership with KOTESOL

MELTA, a voluntary non-profit, was officially formed in 1982, and is completely run by Malaysians. Its growth mindset is proudly reflected by its current president, the friendly and well-spoken Dr. Ganakumaran Subramaniam. KOTESOL and MELTA created a memorandum of understanding on June 1, 2015, and started active partnership from 2016. I was inspired by MELTA's standards of being strongly integrated with the community and including celebratory aspects in the conference that showcase local cultural traditions, artistry, and culinary delights.

The Author

Rhea Metituk is currently second vice-president of KOTESOL and a member of the Busan Chapter council. She was Busan Chapter secretary for one year, Busan Chapter president for two years, and Financial Affairs Committee chair on the National Council for two years. Rhea works at the University of Ulsan.

Email: rhealm@gmail.com

THE STRANGE WORLD OF MEMORY AND LEARNING

By Dr. Curtis Kelly

> *In her own studies, Loftus found she could induce memories of events that never took place at least 25 percent of the time and certainly higher when trauma is involved.*

When Elizabeth was fourteen, her mother died. Three decades later she remembered that life-shattering event clearly. She had come home from school and found her mother floating face down in the family pool. "Mother! Mother!" she remembered crying out, but her mother was gone. It was a vivid memory…. The only thing is…it was wrong. It had not happened like that at all. Her aunt had found Elizabeth's mother. In fact, Elizabeth wasn't even there that day (Cherry, 2019).

So where did that vivid memory come from? That traumatic experience was a bit hazy for Elizabeth for thirty years. Then it started to come back after her 44th birthday party, when her uncle told her she was the one who found her mother. It was not until much later, once the false memory had established itself, that people told her it was wrong, and she realized how a simple comment from her uncle had triggered the memory of something that never happened. That realization paid off. Elizabeth Loftus is now the world's leading expert on implanted memory.

A vivid memory that was false: Was there something wrong with Loftus? Not at all. Research suggests that all of us, except maybe those with HSAM (highly superior autobiographical memory, a disability), experience false memories. In her own studies, Loftus found she could induce memories of events that never took place at least 25 percent of the time and certainly higher when trauma is involved. As a result, she has challenged the age-old notion that eyewitness testimony is irrefutable.

Yes, my friends, memory is faulty. You are not alone in lamenting your poor memory; it is universal. You see, every time we remember something, we fire up the episodic neural networks that represent that event and, as a result, reconfigure them. If you are in a bad mood when you remember an event, the negative aspects of that event might be sharpened. If someone asks you about a car accident you witnessed by asking how fast the cars were going "when they smashed into each other" you will remember the cars moving about 15 miles per hour faster than if the questioner had said "when they hit each other" (McLeod, 2014).

Personally, I consider my poor memory one of my greatest shortcomings. I wonder how many days of my life I have spent feeling bad because of it. For example, at least once a month, some young person runs up to me and greets me as warmly as a family member would. Meanwhile, I'm wondering who that person is. Most likely a student, so I start my fishing there. "So, did you like that class? Have you graduated yet?" Then I find out she is my wife's niece!

My other sins of memory, large and small: (a) spending hours looking for my iPhone and then finding it on the toilet paper holder; (b) talking about a theory in a presentation and attributing it with the wrong name, such as that of my first-grade teacher; (c) telling a colleague about a new idea I came up with and being told that she saw the same exact thing on YouTube, and I remember that I did, too; and (d) finally, telling my children about how I met Bugs Bunny at Disneyland (Bugs is a Warner Bros. character, not Disney).

Harvard's Daniel Schacter describes how memory mischief works in his wonderful book, *The Seven Sins of Memory,* where he breaks faulty memory down into, as you probably guessed, seven categories. They include:

- *Transience* – change and deterioration in a memory over time.
- *Absent-mindedness* – not remembering because you were not paying attention.
- *Blocking* – another memory interferes with encoding or recall.
- *Misattribution* – remembering something correctly but attributing it to the wrong source.

- *Suggestibility* – having a memory warped by later suggested information.
- *Bias* – partial or inaccurate remembrance caused by your feelings about the event.
- *Persistence* – the inability to get a memory, usually negative, out of your head.

Not recognizing my niece was *transience*, simple forgetting. Since every memory includes context, the same often happens with students. When you meet a student in class, you remember that student's hobbies, club, best friend, and birthday, but if you run into the same student at the mall, you can't even remember her name. Forgetting my phone in the toilet was *absent-mindedness*. Citing my first-grade teacher for a theory and believing an idea I saw on YouTube was my own were *misattribution*. And finally, although mentioning Bugs Bunny at Disneyland sounds like transience, it was really *suggestibility*. I was a subject in a particular experiment where that memory was implanted (Schwarz, 2001)…or was I?… Maybe I had just read about it.

Memory, what Schacter calls "the fragile power," is amazingly faulty. What a weight for us to bear. Or is it? In fact, I have been hiding a critically important point from you: Faulty memory is a *blessing*.

Why is that? Well, fluid memory is part of a critical function of our brain: to combine memories into a misty archetype. We delete the unimportant and merge the rest, thereby making it easier for us to navigate the world. When someone says "dog," a normal person conjures a general internal image, a neural representation that combines all visual, motor, auditory, somatosensory, and olfactory experiences with dogs into one archetypal model. Doing so is fast and efficient. On the other hand, for people with HSAM, the word "dog" triggers an endless loop of all their *separate* memories. Indeed, as HSAM shows us, the brain has the physiological potential for perfect memory, but as people with that ability tell us, it is exhausting, and it slows comprehension. Faulty memory is a *blessing*.

In fact, ten years after his book, Schacter came forth with an interesting theory about why episodic memory even exists at all. (I am overstating his position a bit here, as he told me in an email). The purpose of episodic memory, or all memory in my opinion, is to allow us to predict our immediate futures. Basically, the brain is a prediction machine. We predict incessantly, irrepressibly, involuntarily all the time: "If I say this, she'll probably do this." "If I don't slow down, I might hit that man." This predicting requires archetypal action models that we can modify to fit any situation, even those we have never experienced. That is what memory does for us, and it is only *truly* faulty if our predictions fail (which causes the release of dopamine to help us reshape them).

Memory is far more interesting and mysterious than you thought, isn't it? But what is the offshoot for the classroom? I have a few ideas. Hopefully, you'll have more.
1. Making tests: Don't make questions that test specific details; learners will not have encoded them. Instead ask questions about the big picture and inferences.
2. Increase retention: Create optimal conditions for remembering the *important stuff.* Get their full attention. Use multisensory input. Use novelty: orangutan! Give the information more than once in spaced repetition. Quiz it. Shoo that bee out the window before you start.
3. Watch affect: Make the information compelling: "She found her mother in the pool." or "This will be on the test."
4. Check sleep: If you have a student that has a hard time remembering anything you teach, then look into how much sleep they're getting. We need eight hours of sleep for new memories to be integrated into permanent memory. Orangutan. (Editor's note: Curtis was asked about the multiple appearances of "orangutan" in these ideas, and he said they were tongue-in-cheek examples of how novelty and repetition aid retention.)

So memory is faulty, and that is a *blessing*. In honor of faulty memory, let's rework Schacter's descriptive phrase for memory, "the fragile power." Fragile denotes something hard and delicate that breaks. Instead, let's think of memory as something soft and malleable, like putty, that can take the shape of any situation. It does not break, it bends and molds. Indeed, faulty memory is truly a . . .

Curtis Kelly (EdD) founded the JALT Mind, Brain, and Education SIG and is a professor of English at Kansai University, Japan. His life mission is "to relieve the suffering of the classroom." He has written over 30 books, 100 articles, and given over 400 presentations. This article was based on one he wrote for the MindBrainEd Think Tanks, so please subscribe! Email: ctskelly@gmail.com

References

Cherry, K. (2019). *Elizabeth Loftus biography*. Very well mind. https://www.verywellmind.com/ elizabeth-loftus-biography-2795496

McLeod, S. A. (2014, January 11). *Loftus and Palmer: Simply psychology*. https://www.simplypsychology.org/loftus-palmer.html

Schacter, D. L. (2002). *The seven sins of memory: How the mind forgets and remembers*. Houghton Mifflin.

Schwartz, J. (2001). "*I tawt I taw*" a bunny wabbit at Disneyland; New evidence shows false memories can be created. UW News. University of Washington. https://www.washington.edu/news/2001/06/11/ i-tawt-i-taw-a-bunny-wabbit-at-disneyland-new-evidence-shows-false-memories-can-be-created/

Strange, D., Clifasefi, S., & Garry, M. (2007). False memories. In M. Garry & H. Hayne (Eds.), *Do justice and let the sky fall: Elizabeth F. Loftus and her contributions to science, law, and academic freedom* (pp. 137–168). Lawrence Erlbaum.

The Reflection Connection

The Importance of Critical Reflective Practice in TESOL

By Dr. Thomas S.C. Farrell

Introduction

In recent times, reflective practice has become something of a buzzword in the field of TESOL and is promoted in most teacher education and development programs worldwide, as most educators agree that some form of reflection is desirable for all teachers. Today, one can find many different definitions of this interesting, yet complex, concept and a wide variety of different approaches about how it can be accomplished. I will not discuss all of these definitions or approaches in this article. Rather, I will use my most recent definition of reflective practice as a backdrop to what I think is absent in many approaches to reflective practice today: a critical stance in TESOL. Thus, I define reflective practice as

> a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom. (Farrell, 2015, p.123)

In this article I focus especially on the latter part of the definition and reflecting *outside the classroom* to foster critical reflection.

Critical Reflection

When TESOL teachers are encouraged to reflect outside the classroom, this is called *critical reflection* because it entails exploring and examining the moral, political, and social issues that impact a teacher's practice. Thus such critical reflection takes on a socio-cultural dimension that includes all aspects of a teacher's professional life outside the classroom and links practice more closely to the broader socio-political as well as affective issues that impact a teacher's classroom practice. Teaching ESL/EFL is greatly influenced by social forces and political trends, as there is the possibility of the presence of different types of discrimination inherent in different educational systems. I now focus on two different studies that report the results of encouraging pre-service TESOL teachers (or teachers in training and in-service TESOL teachers) and experienced teachers to reflect critically (from Farrell, 2018).

Pre-service

Deng and Yuen (2011), using blogs to promote critical reflection, reported increased awareness of the socio-emotional dimension in a learning community of pre-service TESOL teachers in Hong Kong. They noted that the blogs enabled the pre-service TESOL teachers to make a shift in their reflections from an initial purely cognitive focus to a later more emotional dimension where the teachers were able to note the impact of practice on their personal lives.

As Deng and Yuen noted, this emotional dimension of reflection is often downplayed in teacher education programs, but it is very important for pre-service teachers who are on a practicum. They observed that pre-service TESOL teachers are in a very weak and vulnerable position while on teaching practice because they must struggle to cope with many different dilemmas and insecurities while they are forming their roles and lives as English language teachers. Thus, Deng and Yuen suggest that the pre-service TESOL teachers be provided a means of releasing and reflection on their emotions during this very important stage in their formation as teachers. The researchers continue, "Hence a risk-free channel through which one could vent became invaluable in order to cope with one's emotions, wrestle with dilemmas, and come to better terms with classroom reality" (p. 449). The use of blogs, according to Deng and Yuen, not only helped the teachers to express and reflect on their emotions, but were also social oriented as they noted they were not written just for each pre-service TESOL teacher, but also for the reflection and dialogue of others.

In-Service

Feng-ming Chi (2010) examined how writing can stimulate critical reflections in in-service TESOL teachers in Taiwan. Chi reported that the act of reflective writing helped the in-service TESOL teachers reflect on more critical issues related to overall work in their context and especially the impact of social issues on their role as TESOL teachers. They noted that such critical reflections not only helped the in-service TESOL teachers gain more awareness of these important issues, but their learners also benefited from such increased awareness. As Chi observed, the in-service TESOL teachers critically

reflected on "deeper issues beyond practice, such as social issues, inequitable relationships, and generated roles" thus enhancing "their critical thinking as both teachers and learners" (p. 180).

Chi discovered that the in-service teachers first focused on their teaching methods before moving on to more of a questioning mode of critical reflection in their later entries. This shift to a more critical stance came after the teachers became more comfortable asking themselves questions about their underlying assumptions about practice and critical reflection beyond the classroom. In fact, Chi remarked that this reflection could have possibly led to changes in their beliefs and practices as they began to be re-defined. Chi explained that "reflection kept occurring at deeper levels, building upon each discursive engagement toward more personal awareness of the relevant social issues, inequitable relationships and generated roles" (p. 176).

Perhaps one way teacher educators and teacher education programs can expand their TESOL teachers' reflections to include more critical reflection is to incorporate some kind of community-based service learning project (that integrates classroom instruction with community service activities) into TESOL teacher preparation courses. Such a course can have TESOL teachers reflect on who they are as practitioners as well as what they stand for outside their classrooms. In-service teachers could also be encouraged to examine the textbooks they are

"

When TESOL teachers are encouraged to reflect outside the classroom, this is called critical reflection because it entails exploring and examining the moral, political, and social issues that impact a teacher's practice.

"

asked to use or choose themselves, to see whose ideology is being promoted, as well as the syllabus and curriculum they are given and their working conditions; especially what they are expected to do by the administration rather than what they think their professional roles are. The key critical reflective question is: Whose interests are being served by the way I conduct my practice?

Conclusion

Indeed, it can be said that every practice promotes some sort of ideology; consequently, reflections outside the classroom can assist TESOL teachers in becoming more aware of the many political agendas and economic interests that can (and do) shape how we define language teaching and learning. They can become more aware of the impact of their lessons on society and the impact of society on their practice by consciously engaging in critical pedagogy. Thus when TESOL teachers engage in critical reflective practice, this reflection is not viewed as a tool to "fix" problems perceived or real in one's practice, where teachers are kept down as technicians and consumers of research rather than generators of their own research.

TESOL teachers are more than technicians implementing what so-called experts (be they academics or publishers) prescribe how their learning is assessed only by the end products of the tools they use to "fix" problems – a danger within much of the present interest in language teacher research and action research among where such research has been co-opted by academics rather than owned by teachers.

I believe that TESOL teachers will not be able to "improve" their practice unless they are aware of what and who influences that practice beyond their classroom. With increased awareness and clarity about what we do, we can make transformational decisions about our practice in the hope that we provide more optimum learning conditions for our students.

References
Chi, F. (2013). Turning experiences into critical reflections: Examples from Taiwanese in-service teachers. *Asia-Pacific Journal of Teacher Education, 41*(1), 28–40.
Deng, L., & Yuen, A. H. K. (2011). Towards a framework for educational affordances of blogs. *Computers and Education, 56*(2), 441–451.
Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. Routledge.
Farrell, T. S. C. (2018). *Research on reflective practice in TESOL*. Routledge.

Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University in Canada. His professional interests include reflective practice and language teacher education. Professor Farrell has published widely and has spoken at major conferences worldwide on these topics. A selection of his work can be found on his webpage: www.reflectiveinquiry.ca

2020 Korea TESOL National Conference

April 25, 2020
Kyungnam University, Changwon-Masan

Be the Change:
Creativity, Community & Collegiality in EFL

www.koreatesol.org/nc2020

KOTESOL
대한영어교육학회

경남대학교
KYUNGNAM UNIVERSITY