

The 2014 Seoul KOTESOL Conference

Think Global, Teach Local



Saturday 29 March 2014

Sookmyung Women's University, Seoul



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Think Global, Teach Local

Keynote Speaker: Dr. Sandra McKay

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Cover Photo: John Steele

PRESIDENT'S MESSAGE

Welcome to the 2014 Seoul KOTESOL conference! This year our chapter is attempting to address what might be the most prominent theme that underlies English education here in Korea, that of "Globalization". This term is a loaded one, and one that many teachers and administrators are still coming to grips with in terms of what it means for English language teaching in Korea. It is arguably the one word most responsible for a government policy that saw, at its peak, some 23,000 native English speakers teaching *the* English in Korea's schools and hakwons.

But what does it mean to think globally while "teaching locally"? Hopefully you will find, at least the beginnings of an answer to that, by attending the presentations and workshops on offer today. I am excited and very thankful to Dr. Sandra McKay from the University of Hawaii at Manoa for being our keynote speaker at this year's conference. Her expertise in the area of globalization and English Language teaching is well documented. Likewise we have a number of Ph.D. candidates presenting at this year's conference. Among them, Akli Hadid and Nigel Gearing bring unique perspectives to the idea of globalized, yet local, English Language Teaching in Korea. Seoul KOTESOL strives to continue to encourage scholarship at all levels and the chapter is proud to count among its members anyone who strives to promote scholarship and intercultural understanding within the Korean ELT community.

I would also like to take this opportunity to thank a number of people who have worked very hard to make this conference possible. The Seoul KOTESOL executive has worked tirelessly over the last couple of months as a team, but from among them Mary-Jane Scott as Chapter treasurer and John Steele as Workshop Coordinator have been particularly instrumental in bringing this conference to fruition.

Finally this will be my last conference as Seoul KOTESOL president. After two years I am pleased to be handing over the chapter to whomever is elected as president in today's elections. I leave a chapter that is strong, both financially and in numbers, with Seoul KOTESOL remaining the largest KOTESOL chapter and one that now accounts for nearly half of the national membership. Seoul KOTESOL continues to lead the national organization, making available to the National Council funds from chapter coffers to pay for KOTESOL's TESOL Inc. membership, while also supporting our organization's developing chapters, making available to the Jeju Chapter W500,000 to aid in the operation of their presentations and workshops.

It is my sincere hope that, on behalf of the Seoul KOTESOL Executive, you enjoy today's conference and gain something useful for your classroom from the many varied and useful presentations on offer.

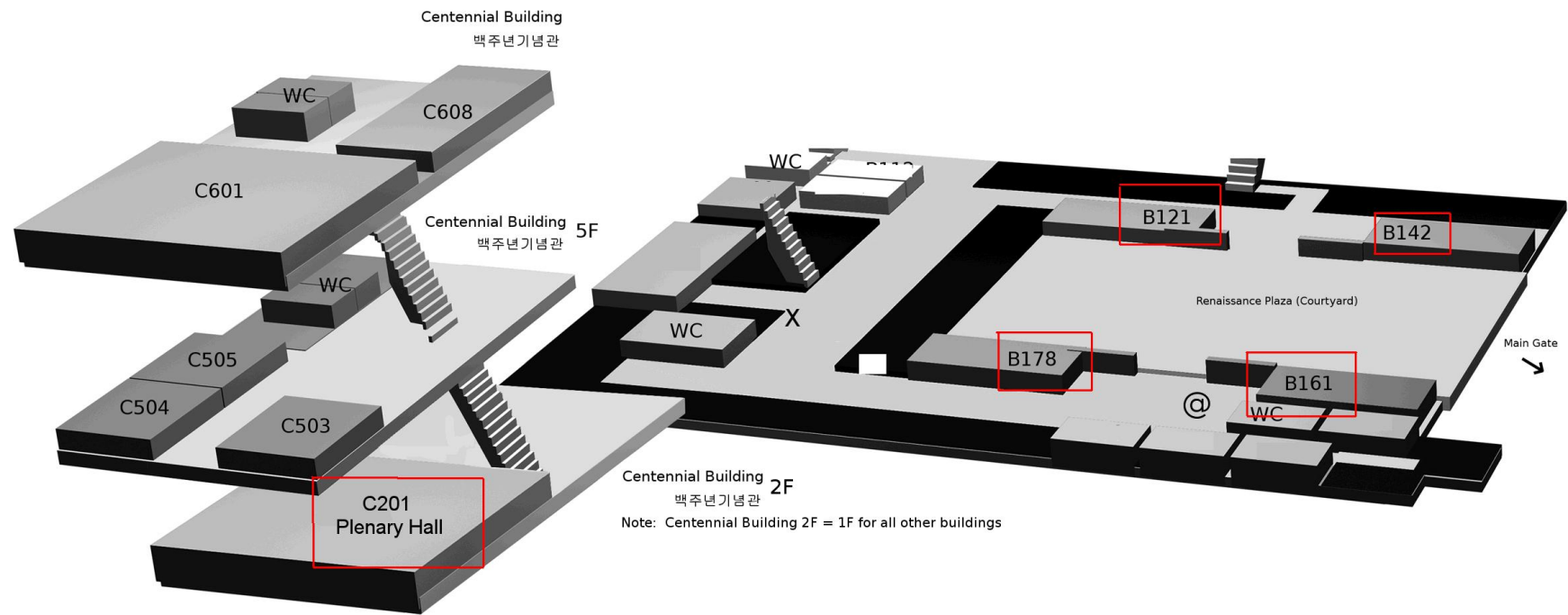
Stafford Lumsden

Seoul KOTESOL President 2012-2014

SCHEDULE

10 am	Registration				
Time	Room B121	Room B142	Room B161	Room B178	Samsung Hall
11-11:50	Teaching Korean Content to ESL Adult Learners <i>Akli Hadid</i>	#KELT (live and) Unplugged <i>Grevett/Griffin/Hendler</i>	You too can Audiobook <i>Mike Peacock</i>	Principled Enrichments for Games - Low Level <i>Christopher Miller</i>	Introduction to Research Grants <i>Joanne McCuaig</i>
12-1	<p align="center">Plenary – Dr. Sandra McKay – Samsung Hall Globalization, Culture, and Language Teaching</p>				
1-2	Lunch Break				
2-2:50	Applying Test Development Strategies <i>Boyd/Zhang</i>	Culture Bumps for Language Learning <i>Choi/Kurth</i>	Approaches to Teaching Writing <i>Sandra McKay</i>	Practical English Writing for a Global Workforce <i>Mark Davis</i>	Teacher...you can't speak Korean? <i>Nigel Gearing</i>
3-3:50	Gesture as an Aid to Classroom Management <i>Michael Free</i>	Using Gamification in Your Classroom <i>Peader Callaghan</i>	Language Learning Practices <i>David Shaffer</i>	Promoting Interculturality or Alienating Learners <i>Matthew MacDonald</i>	Think National, Teach Local: Throw English Out! <i>John Kenneth Press</i>
4 pm	<p align="center">Closing Ceremony/Pecha Kuchas – Samsung Hall</p>				

VENUE



Concurrent presentations will be held in the Music and Art Basement Lecture theatres as well as Samsung Hall.

BIOGRAPHIES

Ryan Boyd: Seoul National University of Science and Technology

Applying Test Development Strategies for Global Tests to Local Schools

Ryan Boyd obtained his M.A. in TESL and BA in Linguistics from University of Illinois at Urbana-Champaign. He is presently teaching at Seoul National University of Science and Technology in Seoul, South Korea. Email: boyd@seoultech.ac.kr.

Peadar Callaghan: Daegu University

Using Gamification in Your Classroom

Peadar Callaghan graduated from the University of Limerick with an MA in ELT. He is a lifelong gamer, learner and comic book fanatic. He has been working in Korea for over seven years. During this time he has given numerous presentations on a wide range of topics. All his presentations focus on being practical and adaptable to all students no matter their levels or ages. Peadar is currently the president of KOTESOL and teaching at Daegu University.

Yunju Choi: Seoul,

Culture Bumps for Language and Culture Learning

Yunju Choi is an EFL teacher who has taught English to Korean learners of all levels of proficiency. She is interested in teaching culture in a language classroom, World Englishes, communicative language teaching and teacher training. She can be reached at attegu94@gmail.com.

Mark Davis: Sejong University

Practical English Writing for a Global Workforce

Mark Davis holds a Master of Arts in Teaching (English) from Union College in New York, USA. He is currently an Assistant Professor of English Composition at Sejong University in Seoul. He worked as a Project Administrator for several USA-based engineering companies before moving to South Korea in 2011. He encourages feedback and can be reached at markdouglasdavis@gmail.com.

Michael Free: Hongcheon EPIK

Gesture and Classroom Management: (Global) Teacher Talk in the (Local) EFL Classroom

During his years 7 years teaching EFL in Korea, Michael Free has worked in rural Gangwon schools as a teacher in EPIK (English Program in Korea). In addition to teaching, he is a District Coordinator for that program. In the present semester, he divides his time between five schools, teaching all the grade levels of elementary and middle school (in various combinations). He is the acting president of the Gangwon Chapter of KOTESOL. His interests include humanist education, conversation analysis, and phonology. His email is michaelfree63@gmail.com.

Nigel Gearing: University of Ulsan

“Teacher, if I’ve got to learn English, how come you’ve been living in my country for years and you still can’t speak Korean?”

Nigel Gearing (Cert TESOL, Trinity College, London, MA in TESOL; Ph.D Applied Linguistics candidate, MacQuarie University, Sydney) is a Full-time Professor in the Department of English Language and Literature at the University of Ulsan where he has worked since 2008. Email: nigelgear62@gmail.com ph: 010 9980 5053.

Alex Grevett: Korea Polytechnic University

#KELTchat Live and Unplugged™

Alex Grevett is a #KELTChat founder member and regular chat moderator. He teaches at Korea Polytechnic University in Siheung City, and online can be found tweeting sporadically from @breathyvowel, and blogging at <http://breathyvowel.wordpress.com>

Michael Griffin: Chung Ang University

#KELTchat Live and Unplugged™

Michael currently serves as the #KELTchat Vice President for Social Media affairs. He also works in the Graduate School of International Studies at Chung-Ang University. He can easily be found on Twitter at @michaelegriffin and he has been known to review and reflect on his blog: <http://eltrantsreviewsreflections.wordpress.com>.

Michael Griffin michaelegriffin@gmail.com

Akli Hadid: Academy of Korean Studies

Teaching Korean content to ESL adult learners

Akli Hadid is a Ph.D candidate at the Academy of Korean Studies, majoring in Korean Studies. After being trained broadly in Korean studies, he is currently specializing in Korean education and writing a dissertation on language teachers using grounded theory. He is also currently doing CELTA.

He can be reached at hadid.akli@gmail.com

Anne Hendler: Mac English Academy

#KELTchat Live and Unplugged™

Anne Hendler is the national coordinator of the Reflective Practice Special Interest Group (RPSIG) in Korea TESOL. She holds a master's degree in Applied Linguistics and has been teaching in Korea since 2002. She currently works at Mac English Academy in Gangneung, Gangwon-do.

Email: Anne Hendler @annehendler

Lara Kurth: Seoul National University of Science and Technology, *Culture Bumps for Language and Culture Learning*

Lara Kurth is currently an assistant professor at Seoul National University of Science and Technology's Institute for Language Education and Research. Her professional interests include reflective practice, cross-cultural communication, and English as an International Language. She can be reached at larakurth@gmail.com.

Matt MacDonald: Trinity Western University, BC Canada

Socio-Cultural Conflicts: Overcoming Culture Bias in Popular ESL Textbooks in South Korea

Matt MacDonald, is presently a PhD candidate at Asher University studying in the field of linguistics. He has taught English in South Korea at the Kindergarten to University level for the past twelve years. His areas of research interests include analyzing the cultural basis of English teaching and socio-cultural aspects of language teaching in the classroom. Email: macmatt78@hotmail.com

Joanne McCuaig: Hongik University

The KOTESOL Research Committee presents: Introduction to Research Grants

Joanne McCuaig has been in the ELF and ESL industry for 10 years, having taught in Taiwan, Canada, and South Korea. She has an MA in Applied Linguistics (with distinction) from the University of Birmingham and has worked at Hongik University since 2008. In 2013 she was a co-facilitator for the KOTESOL Research SIG and in 2014 was selected as the Research Chair for KOTESOL's Research Committee.

Sandra Lee McKay: Professor Emeritus, San Francisco State University

Approaches to Teaching Writing

Sandra McKay is Professor Emeritus of English at San Francisco State University. Her books include Teaching English as an

International Language: Rethinking Goals and Approaches (2002, Oxford University Press) and Researching Second Language Classrooms (2006, Lawrence Erlbaum Associates). Her newest book is Principles and Practices for Teaching English as an International Language (edited with Alsagoff, Hu, & Renandya 2012, Routledge). She has also published widely in international journals.

Her research interest in English as an international language developed from her Fulbright Grants, academic specialists awards, and her extensive work in international teacher education in countries such as Chile, Hong Kong, Hungary, Latvia, Morocco, Japan, Singapore, South Africa, South Korea and Thailand. Email: 2sandra.mckay@gmail.com

Christopher Miller:

Daeil Foreign Language High School

Enrichments for Games Intended for Lower-Level Learners

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

Mike Peacock: Woosong University

You Too Can Audiobook

Mike Peacock currently teaches English conversation in the Culinary Arts Department at Woosong University, Daejeon. He is interested in MALL, especially with regards to smartphones and education. He is the current president of KOTESOL's Daejeon-Chungcheong Chapter as well as the Support Services Chair of this year's KOTESOL International Conference. He holds a BA and BEd from Canada and an MA in TESOL from Korea. He can be reached at mpeacock@gmail.com .

John Kenneth Press: Namseoul University *Think national, teach local: throw English out! (The Nationhood Project)*

John Kenneth Press, PhD, is presently teaching in the General Education department at Namseoul University. Among other books, relevant to this talk, he is the author of *Culturism: A Word, A Value, Our Future* (www.culturism.us).

Email: pressjohn@hotmail.com.

David E. Schaffer: Chosun University

Focusing on Language Learning PraCTICES, Expanding Learner Options

Dr David E. Shaffer received his Ph.D. in Linguistics, specializing in English semantics. He also has advanced certificates in TESOL. He has taught for over 30 years at the university level, being involved

with graduate and undergraduate instruction in English education, and with teacher education programs as a program coordinator and teacher trainer. Dr Shaffer's professional interests include professional development, teaching methodology, cognitive theories of linguistics and language learning, and loanwords. He is an associate professor in the Department of English Language at Chosun University. He is also KOTESOL's Gwangju-Jeonnam Chapter President and National Publications Committee Chair. Email: disin@chosun.ac.kr

Claire Zhang: Disney English, Guangzhou *Applying Test Development Strategies for Global Tests to Local Schools*

Claire Zhang obtained her M.A. in TESL from University of Illinois at Urbana-Champaign and her BA in English from Sun Yat-sen University, China. She is presently working at Disney English, the Walt Disney Company in Guangzhou, China. Email: Claire.B.Zhang@Disney.

Jeonju-North Jeolla 2014 KOTESOL Regional Conference

Focusing on
Student Differences:
Responding to Individual Needs



April 12
1-6pm

Jeonju University, Star Center
(Registration: 12:30pm)

www.koreatesol.org/jeonju



For more information call (K) at 010-2445-4915 or email jjconf@jeonju.ac.kr



KOTESOL

KOTESOL National Conference 2014

Change in the classroom:

Principled
Pragmatism



Saturday, May 31st 2014

Global Plaza Building
Kyungpook National University, Daegu

ABSTRACTS

11:00-11:50 AM

B121	Akli Hadid Teaching Korean content to ESL adult learners
B142	Alex Grevett, Michael Griffin & Anne Hendler #KELT (live and) Unplugged
B161	Mike Peacock You too can Audioboo
B178	Christopher Miller Enrichments for Games intended for Lower-Level Learners
Samsung Hall	Joanne McCuaig Introduction to research grants

B121 at 11:00AM

Teaching Korean content to ESL Adult Learners

Akli Hadid

For those interested in the silent way or other methods the communicative teaching approach, this workshop aims to give ideas for debate topics that can be used in the EFL context in Korea. Since often Korean students are not well informed about international debates and EFL teachers in Korea sometimes have limited knowledge of Korean debates, this workshop will give a limited overview to the hot debate issues in Korea. The workshop will focus on giving information on how social and economic debates are framed in Korea. For the workshop, a vocabulary list of frequently used expressions in Korean debate along with links to press articles covering the debates will be given.

B142 at 11:00AM

#KELTchat Live and Unplugged™

Alex Grevett, Michael Griffin & Anne Hendler

In Korea, teachers' access to professional development is often limited by time and distance. In this session, we will introduce an online group aimed at connecting teachers and conducting discussions about English language teaching related topics, especially those relevant to Korea. This introduction will briefly cover the history of #KELTChat, the online structure and the aims. Following this, a flavour of the online discussions will be given in a breakout session, in which three topics will be discussed in small groups. Participants are free to choose a topic of interest to them, and to move between groups. The three topics offered will be solving a specific teaching problem, considering how a certain theory may apply to Korea,

and discussing how to teach a certain skill in the Korean context. Each discussion will be moderated by one of the #KELTChat team. Although this is a demonstration of an online discussion group, it will be conducted almost entirely offline, and thus technological expertise or even technology is not required. The session will conclude with information as to how participants can get involved with online discussions.

B161at 11:00AM
You Too Can Audioboo

Mike Peacock

EFL students are asked to speak in conversation classes for various purposes. First, the instructor wants the students to practice his or her English conversation skills. Second, the instructor wants to assess the students' English ability. But how often do the students assess their own ability or the ability of their classmates? By recording their voices and posting them online, students can evaluate their strengths and weaknesses while working towards improved English conversation.

B178 at 11:00AM
Enrichments for Games intended for Lower-Level Learners

Christopher Miller

Often edutainment is necessary to survive in many elementary and middle school EFL learning environments. How can we ensure that learning is not wholly sacrificed for classroom management concerns? There is no easy answer. However, the presenter wishes to make a case for the value of reflection on one's personal teaching practice. This presentation will be divided into two parts. In the first part, the presenter will detail various techniques used to create an environment more conducive to sustainable classroom management and learning derived from personal reflection, situational constraints, and ELT theory. Following this, participants will be invited to share their personal best practices for issues related to effectively implementing games or similar learning activities. Participants can expect to leave this session with a series of different strategies for their classrooms and a greater appreciation of the value of reflection in ELT.

Samsung Hall, 11:00AM
The KOTESOL Research Committee presents: Introduction to Research Grants

Joanne McCuaig

This interactive 45 minute workshop is intended for first time researchers interested in learning about research grants and will cover three main topics: first, background information about research grants, who can apply, the expectations of fund recipients, and the blind peer review process; second, we will discuss the 2014 grants available from KOTESOL, and lastly, I will explain what information is required for the grant application along with tips and suggestions for filling it out. Please note that the application deadline is April 15th, 2014 and so you should begin writing your application sooner than later. The KOTESOL Research Grant announcement and template are at: <http://www.koreatesol.org/research-comm>

PLENARY

12:00-1:00 PM

Samsung Hall	Dr Sandra Lee McKay Globalization, Culture and Language Teaching
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Globalization, Culture, and Language Teaching

Sandra Lee McKay

Globalization is a much used and often loosely-defined term. This talk will begin by considering various definitions of globalization and examine what these suggest for current language use and language teaching. The author will argue that while English often serves as a lingua franca in the present-day globalized world, this is not always the case. However, when it is used as a lingua franca, it is typically used in cross-cultural exchanges in which cultural frameworks are multiple and negotiable.

Given globalization and the complex linguistic landscape it generates, the speaker explores what this means for English teaching today, specifically in terms of the following questions. What should be the cultural basis of English teaching? What grammatical, pragmatic, and discourse norms should apply? What should be the cultural basis of classroom materials and methodology? These questions will be examined in the presentation and their implications for pedagogy explored.

BY DR MCKAY

Principles and Practices for Teaching English as an International Language (edited with L. Alsagoff, G. Hu & W. Renandya, 2012, Routledge) A collection of articles that examines the pedagogical implications of the emerging role of English as an international language)

Sociolinguistics and Language Teaching. Edited with Nancy Hornberger. Clevedon: Multilingual Matters, 2010. (A collection of articles on current areas of interest in

sociolinguistics with an emphasis on language pedagogy)

International English in its Sociolinguistic Contexts: Towards a Socially Sensitive Pedagogy. With Wendy Bokhorst-Heng. Frances Taylor, 2008. (An examination of the social and sociolinguistic context of present-day English education, 209 pages)

Teaching English as an International Language: Principles and Practices. Edited with Lubna Alsagoff, Guangwei Hu, and Willy Renandya. New York: Routledge, forthcoming. (A collection of articles that examines the pedagogical implications of the emerging role of English as an international language)

Researching Second Language Classrooms, Lawrence Erlbaum Associates, Inc., 2006. (An introduction to classroom-based research methods, 183 pages)

Researching Second Language Classrooms, Lawrence Erlbaum Associates, Inc., 2006. (An introduction to classroom-based research methods, 183 pages)

<http://www2.hawaii.edu/~slmckay/recentresume.pdf>

ABSTRACTS

2:00-2:50 PM

B121	Ryan Boyd & Claire Zhang Applying test development strategies
B142	Yunju Choi & Lara Kurth Culture bumps for language learning
B161	Dr Sandra Lee McKay Approaches to teaching writing
B178	Mark Davis Practical English writing for a global workforce
Samsung Hall	Nigel Gearing Teacher... you can't speak Korean

B121 at 2:00PM

Applying Test Development Strategies for Global Tests to Local Schools

Ryan Boyd & Claire Zhang

Many major English language testing companies known across the globe develop blueprints for their tests. These blueprints are called test specifications. Developing test specifications for these worldwide English tests serves several important purposes. Test specifications allow test creators to develop new test content but still maintain equivalency among test tasks. They can also function as a basis for evaluative revisions of tests to improve reliability and validity. In addition, test specifications and the test specification revision process formally chronicle the evolution of a test (Fulcher & Davidson, 2007). Using test specifications can be helpful within a developing curriculum. They can promote collaborative development of tests rather than isolated test creation. Therefore, using test specifications can be especially useful for high school teachers and university teachers who are likely to be working together to develop a curriculum and shared exams. This workshop will

introduce participants to the fundamental elements of a test specification. It will also allow participants to work in groups to evaluate and improve a sample test specification and then exchange revised specifications with another group to illustrate the iterative revision process of developing a test. Groups will have an opportunity to share their reactions to the work of others at the end of the workshop.

B142 at 2:00PM

Culture Bumps for Language and Culture Learning

Yunju Choi & Lara Kurth

A small instance of misunderstanding can be a concrete starting point for developing awareness, knowledge and skills related to cross-cultural, interpersonal communication. As such, "culture bumps" can be a fruitful tool for language and culture learning in the classroom. This workshop aims to answer the questions, "What is a culture bump?" and "How might workshop participants

use culture bumps in their own language courses?" A framework for guiding linguistic and cultural exploration will facilitate the workshop discussion and be provided on a handout along with further materials and references. Discussion of additional questions regarding English as an International Language (EIL) content and teaching approach will be encouraged as part of the workshop.

B161 at 2:00PM

Approaches to Teaching Writing

Sandra Lee McKay

This workshop addresses the following questions.

- What are common approaches to the teaching of writing?
- What techniques can be used to encourage students to write?
- What are various ways to deal with errors in writing classes?

B178 at 2:00PM

Practical English Writing for a Global Workforce

Mark Davis

English teachers in South Korea are faced with a unique challenge as the role of

Korean citizens in the global marketplace continues to increase. In our daily classes, we work to provide the best language instruction possible while imparting our own cultural knowledge to students. However, to be truly successful in the global workforce, Korean students need to acquire the practical English language skills that are relevant to their future fields of employment. This workshop presentation will provide ideas and methods to address the gap between language acquisition in the classroom and real-world use, with emphasis on task-based, field of study related instruction. Mark Davis will discuss his own experiences working with international employees in the engineering and administrative fields in order to highlight activities that will develop practical English skills for a wide range of student majors. Topics will include business writing (emails, specifications, and proposals), professional jargon instruction, and workplace culture. This presentation will be useful for university and adult-level teachers, and audience participation is encouraged. The end goal of the workshop will be a better understanding of what tasks are critical for students to practice in our classrooms, as well as the development

of adaptable methodologies to begin teaching them immediately.

SAMSUNG HALL at 2:00PM

"Teacher, if I've got to learn English, how come you've been living in my country for years and you still can't speak Korean?"

Nigel Gearing

While there has been an enormous amount of literature devoted to the acquisition of English as a second language, there appears to be very little of the same looking at what factors affect the motivation (or lack of it) among ESL professors working at South Korean universities to learn the L1 of their host nation. This paper reports on research undertaken to systematically ascertain what these factors might be.

ABSTRACTS

3:00-3:50 PM

B121	Michael Free Gesture and Classroom Management: (Global) Teacher Talk in the (Local) EFL Classroom
B142	Paeder Callaghan Using Gamification in your classroom
B161	Dr David Schaeffer Focusing on Language Learning Practices: Expanding Learner Options
B178	Matthew MacDonald Socio-Cultural Conflicts: Overcoming Culture Bias in Popular ESL Textbooks in South Korea.
Samsung Hall	Dr John Kenneth Press Think national, teach local: throw English out!

B121 at 3:00PM

Gesture and Classroom Management: (Global) Teacher Talk in the (Local) EFL Classroom

Michael Free

Gestures, those motions we often use to add explanatory power and expressive depth to conversations, can also assist us in our roles as EFL teachers. This workshop will look at gestures in terms of how, and to what extent, they can help us with an important facet of classroom management: teacher talk. Together, we will discuss how we can use gestures to help our students (better) understand what we are telling them. Types of teacher talk will include: instructions, feedback, and classroom control. Some time will be spent considering gestures whose meanings in the South Korean context differ, be it slightly or in a significant way, from how they could be understood in global terms. There will also be an opportunity for attendees to address how gesture might be incorporated into their own contexts. The takeaway of the presentation will be an enhanced understanding of the role of

gesture, and some fresh ideas to help with the challenging task of managing a class.

B142 at 3:00PM

Using Gamification in Your Classroom

Peadar Callaghan

Gamification in the classroom is often viewed as the addition of fun elements and games to an established educational methodology. The additions of badges, boss fights instead of final exams and leveling systems to make a class more interesting. These gimmicks disguise the true strength of gamification however. Gamification provides a new framework to reexamine the best practices in ESL with the aim of creating better designed education experiences and outcomes. By using the design principles employed by games designers, teachers can create more engaging and rewarding classrooms.

This workshop will commence with an overview of the basic design principles of game design. To show how gamification can be introduced quickly and easily into any classroom, participants will, within the session, redesign classic classroom activities using the principles discussed.

B161 at 3:00PM

**Focusing on Language Learning Practices:
Expanding Learner Options**

David E. Shaffer

The language learner journal have been promoted as a second language learning tool instrumental in increasing self-direction and motivation in the language learner, and thereby leading to better study practices and improved learning. It is, in general, suggested that language learners reflect on the language learning methods and learning strategies that they use to self-evaluate their effectiveness and make adjustments that they may think will be helpful in improving language learning program. However, little research has been done and little guidance has been given in second language literature as to frequency of writing, amount of writing expected, or how to situate the journal writing project in order to make it a desirable and motivating task rather than one that is viewed as an undesirable chore, generating less true reflection.

In order to discern what students may perceive as useful and enjoyable practices in English learner journal writing, two groups of university English majors of 70 students each were asked to complete varying journal writing projects. They differed in length of

project, expected entries per week, expected words per week, and in integration with a complementary project.

A post-project survey indicated that options in project design that were more flexible produced more student satisfaction by creating student agency and thereby producing reasonably high levels of student reflection and journal writing. Pedagogical implications are that incorporating flexibility into a journal writing project can serve to enhance the effectiveness of the project as a language learning tool.

B178 at 3:00PM

Socio-Cultural Conflicts: Overcoming Culture Bias in Popular ESL Textbooks in South Korea

Matt MacDonald

Undertaking an adult conversation program in South Korea can be a daunting experience due to the fact that the programs often lack a formal structure in terms of assessment, objectives, and even a proper working syllabus. To complicate matters further, numerous textbooks that are currently used by instructors in South Korea potentially expose their students to culturally biased subject matter. The Pearson and Longman Market Leader textbook is suitable for a

curriculum designed as a process, which provides knowledge for each learner as they interact with their surroundings in the classroom. The Market Leader textbook will serve as reference point with regards to exploring socio-cultural conflicts, and suggestions will be presented with regards to how the textbook could be adapted so that Korean students could be properly insulated against culture bias.

SAMSUNG HALL at 3:00PM

Think national, teach local: throw English out! (The Nationhood Project)

John Kenneth Press, PhD

Teachers of English as a Foreign Language (TEFL), and their administrators, often forget that language instruction is always a part of a nation building project. This paper will profile the Medium of Instruction controversy in Goa, India to illustrate the political nature of TEFL instruction. A brief survey of Korea's foreign language instruction policy under Japanese colonialism will underline the importance of language in the Korean nation building project. Ultimately, the paper will argue that Korea needs to increase its EFL courses and turn away from multicultural language programs to strengthen the nation.

<http://cafe.naver.com/gongbubangtogether>

스토리북으로 원어민과 수업하는 영어 도서관 프로그램

Reading Oceans Story Talk

학생별 온라인 도서관 운영과
원어민 스피킹 수업
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★다독을 통한 점진!

★영어 환경 노출!

* 기존의 수업 방식은 유지하면서 원어민 선생님과 주1회 스피킹 수업으로 공부방 업그레이드!

프로그램 가맹 / 지사 모집 문의

(가맹 및 프로그램 공급)

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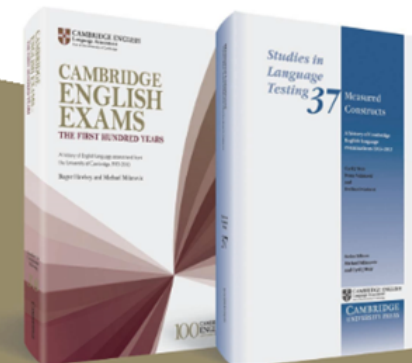
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Applying Test Development Strategies for Global Tests to Local Schools

Ryan Boyd *Seoul National University of Science and Technology, Seoul, Seoul Korea* and **Claire Zhang** *Disney English, Guangzhou, China*

Abstract

Many major English language testing companies known across the globe develop blueprints for their tests. These blueprints are called test specifications. Developing test specifications for these worldwide English tests serves several important purposes. Test specifications allow test creators to develop new test content but still maintain equivalency among test tasks. They can also function as a basis for evaluative revisions of tests to improve reliability and validity. In addition, test specifications and the test specification revision process formally chronicle the evolution of a test (Fulcher & Davidson, 2007). Using test specifications can be helpful within a developing curriculum. They can promote collaborative development of tests rather than isolated test creation. Therefore, using test specifications can be especially useful for high school teachers and university teachers who are likely to be working together to develop a curriculum and shared exams. This workshop will introduce participants to the fundamental elements of a test specification. It will also allow participants to work in groups to evaluate and improve a sample test specification and then exchange revised specifications with another group to illustrate the iterative revision process of developing a test. Groups will have an opportunity to share their reactions to the work of others at the end of the workshop.

I. Introduction

Test specifications (test specs) are used around the world by major testing companies such as the Educational Testing Service and the British Council. They

use these specifications as blueprints for the tests they create similar to the way in which carpenters refer to blueprints to build houses. Minimally test specifications contain guiding language to describe the conditions of items or tests and sample questions to depict an example which fits the specified conditions (Fulcher & Davidson, 2007).

This practice is pivotal for language testing companies which must bear responsibility for their products. Consequently, test specifications are not only used in language proficiency testing but also in the context of language for specific purposes. Entities which use test specifications as a genesis for the creation of a test are able to generate new and equivalent test items, develop iterative revisions of a test by modifying its specification, and document the growth of a test.

As specifications are used by global leaders in language testing as part of ensuring high quality tests, it is worthwhile for teachers in local schools to consider test specifications' applicability to the local teaching context. In this workshop participants will have the opportunity to work together in a group to modify a specification to develop a practical understanding of the uses of test specifications.

II. The Components of Test specifications

Fulcher and Davidson posited that a test has two fundamental parts, guiding language and sample questions (2007). Guiding language provides instructions on test creation while sample questions depict a product built according to the specifications.

Guiding language may include, but is not limited to, a general description to declare the purpose of the test, prompt attributes to describe test items, and response attributes to indicate what type of response from a test taker is considered correct or incorrect (Davidson & Lynch, 2002).

Sample items are also an integral part of a test spec (Davidson & Lynch, 2002). Sample items are simply items which are deemed suitable to appear in the test because they fit the conditions specified in the guiding language.

III. Uses of Test Specifications

There are three fundamental uses for test specs (Fulcher & Davidson, 2007). Firstly, test specs are generative in nature and therefore allow for the

development of equivalent items in subsequent tests (Davidson & Lynch, 2002). For example, if an instructor is teaching multiple sections of the same English reading class at 8-9 AM, 10-11 AM, and 1-2 PM, students in earlier classes may share information about what is on the test with students in later classes. The guiding language and sample questions in a test spec allow the instructor to create all test content according to these guidelines so that by adhering to them while developing a single test question, a variety of questions can be created which (hopefully) test the same content in the same way. Thus, a variety of items can be created, and these items can be more uniform, which allows teachers to use the items across multiple versions of the same test and confidently say that test form A is equivalent to test form B.

Secondly, test specs can provide a platform for critical review of a test (Fulcher & Davidson, 2007). Certainly testing companies should be able to defend their tests from criticism. Large companies have research departments to improve their tests and make advances in the fields of language learning and teaching. For them testing is a business, so they should be able to say that their test is valid. While endeavoring to produce a valid test, undoubtedly, test creators will produce multiple drafts. Li (2001) presented a model to depict how feedback from stakeholders affected the validity of an aviation English test. Figure 1 illustrates the development of a test spec until it reaches a deliverable state to generate an arguably valid test.

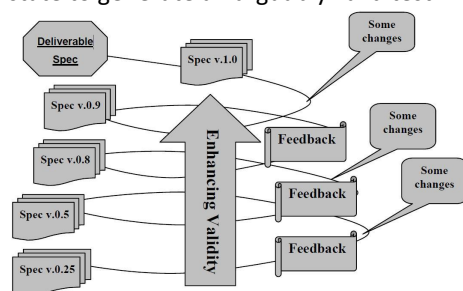


Figure 1. This model shows how developing a spec through feedback and iterative revisions affects the validity of the test (Li, 2001).

In addition, test specifications can be used as a record of the evolution of a test (Fulcher & Davidson, 2007). This is to say that even after tests reach a deliverable state where they can be used to generate test content, they are likely to continue to change in light of new research, criticism, and feedback.

Maintaining a record of a test's development over time certainly strengthens arguments for the tests validity.

III. Conclusion

The use of test specifications should not be seen as limited to the domain of large scale testing companies. It is our hope that by participating in this workshop, teachers can experience the process of developing iterative revisions of a test spec and decide whether this practice can be applied to their local teaching context by perhaps using it to develop placement tests, to improve test security, and to collaboratively develop language tests.

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Culture Bumps for Language and Culture Learning

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Abstract

A small instance of misunderstanding can be a concrete starting point for developing awareness, knowledge and skills related to cross-cultural, interpersonal communication. As such, “culture bumps” can be a fruitful tool for language and culture learning in the classroom. This workshop aims to answer the questions, “What is a culture bump?” and “How might workshop participants use culture bumps in their own language courses?” A framework for guiding linguistic and cultural exploration will facilitate the workshop discussion and be provided on a handout along with further materials and references. Discussion of additional questions regarding English as an International Language (EIL) content and teaching approach will be encouraged as part of the workshop.

I. Introduction

Culture learning is an important part of EIL (McKay, 2002). As Kramersch has explained, learning culture involves learning difference (as cited in McKay, 2002, pp. 82-83). A culture bump can be a tool for facilitating such learning (Archer, 1986). Using culture bumps meaningfully in the language classroom can produce an array of learning outcomes: from recognizing and examining pragmatic differences in a given linguistic interaction, to exploring the complexities of culture, language and communication.

II. An approach to pragmatics teaching

In an EIL context, using culture bumps in the classroom evokes many questions. What subject matter is most relevant for the learners? What goals for language and culture learning should we have? Which languages and cultures should we explore? Each teacher must answer these questions based on his or her own awareness of his or her particular teaching context.

Once selecting a culture bump for use in the classroom, questions of implementation arise. To begin with, how can a lesson using culture bumps be structured? A deductive approach to teaching pragmatics may present a clear

explanation of what is “correct” language for a given situation within a certain culture group. However, an inductive approach facilitated by The Cultural Knowings Framework (Moran, 2001) promotes critical thinking, self-reflection, and discussion. With this guide, learning from culture bumps can go beyond raising awareness of speech acts in language or acquiring knowledge of different pragmatic norms. In this way, each learner has the opportunity to discover his or her own cultural makeup in relation to another. Kramersch has also explained that this is another necessary process in culture learning (as cited in McKay, 2002, pp. 82-83).

A. Considerations

While difference is an important part of learning culture, it’s important that cultural difference is acknowledged in its complexity. Individuals and groups must not be essentialized, seen as monolithic, or rigid “follower[s] of] cultural mandates” (Guest, 2002, p. 159). Culture is not monolithic, and nor are individuals. As Yoshida has highlighted, a person is the embodiment of multiple cultures, views and experiences, and an individual will act in various ways in various situations (as cited in Guest, 2002, p. 158). So, culture bump lessons must not be framed by oversimplification.

The multiple influences on a given interaction must be acknowledged and explored when discussing a culture bump. How can such complexity be meaningfully addressed in class? To help bring such complexities to light, teachers may find Martin and Nakayama’s work on dialectics (2008) to be a useful reference and resource for instruction. For a simple class activity, students could be given the opportunity to experiment with a given culture bump. For instance, students can work in small groups, and each group must change some aspect of the same culture bump. One such change could be the relationship between the characters. Students can then present the altered culture bump in their own role-play and discuss their rationale with the class. If an activity task is for the characters to attempt to reach understanding, students can exercise skills of seeking clarification and using accommodation strategies (Connor, 2011, p. 84). Students might even try discussing culture and speech acts in their role-plays. Exercising such communicative strategies may help to build “comity,” meaning “friendly relations” between people who are facing communication challenges especially concerning language and culture (McKay, 2002, p. 127). Through discussion, students may raise many insightful points such as: culture does not have to be a heavy influence on interactions; maybe we all have our own cultural makeup; and clarification can be helpful for any

interpersonal interaction. For students to consider the complexities involved in a culture bump and to build communication skills accordingly requires time. Teachers should allow sufficient time in a lesson for questioning, reflection and discussion.

By viewing culture bumps as a tool for language and culture learning, students and teacher have the opportunity to learn much. Students and teacher together can identify elements involved in cross-cultural pragmatics, they can problem-solve ways of overcoming miscommunication, and they can learn about themselves as cultural beings. They can also raise their own questions about language and culture in general. It is the authors' belief that the ultimate goals for using culture bumps in an EIL teaching context would be for students to deepen their understanding of culture as part of each person's dynamic being and to develop skills for navigating difference in their own relationships.

III. Conclusion

By examining culture bumps, language and culture learning can happen on many levels. We can gain knowledge about pragmatic tendencies and build awareness of the complex dynamics in a given interaction. We can also use it as an opportunity to understand more about how culture is part of communication and ourselves. With such awareness, skills of navigating difference in communicative encounters can also be built. Finally, exploring culture bumps can also be a way for students to engage with the very questions about EIL content and approach that teachers also face.

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Practical English Writing for a Global Workforce

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Abstract

English teachers in South Korea are faced with a unique challenge as the role of Korean citizens in the global marketplace continues to increase. In our daily classes, we work to provide the best language instruction possible while imparting our own cultural knowledge to students. However, to be truly successful in the global workforce, Korean students need to acquire the practical English language skills that are relevant to their future fields of employment. This workshop presentation will provide ideas and methods to address the gap between language acquisition in the classroom and real-world use, with emphasis on task-based, field of study related instruction. Mark Davis will discuss his own experiences working with international employees in the engineering and administrative fields in order to highlight activities that will develop practical English skills for a wide range of student majors. Topics will include business writing (emails, specifications, and proposals), professional jargon instruction, and workplace culture. This presentation will be useful for university and adult-level teachers, and audience participation is encouraged. The end goal of the workshop will be a better understanding of what tasks are critical for students to practice in our classrooms, as well as the development of adaptable methodologies to begin teaching them immediately.

I. Introduction

The workshop will begin with a short introduction to the presenter's personal experience with international workers in the field of engineering in the United States, along with his experience teaching university level engineering students in South Korea. Covering five years of project management experience, a summary of the most common requirements for English usage will be exhibited. This will be followed by a short audience participation segment, in order to build a task list for other fields of study. Using this list and the presenter's own items, the workshop will then focus on effective methods of classroom instruction and student-based activities, with the end goal being better student preparation for the global workplace.

II. Task-based Approaches

Several different approaches will be examined, relating to a wide scope of international employment. Although a small percentage of Korean graduates will emigrate, many recent graduates will be working in environments that have international communication requirements. Some examples include STEM jobs, travel and tourism, education, and government work. What approaches can we as teachers use to promote this practice in our classrooms? First, an understanding of the majors represented is essential. Even a basic knowledge of different fields can greatly improve the teacher-student learning environment, and move students from a generic language learning approach (all students learn the same skills using non-major related tasks) to a methodology that prepares them at a basic level for the specific requirements of their future employment. Secondly, the use of authentic texts and activities, similar to what they would encounter on the job, is crucial. These materials need to be on graded levels, according to existing class abilities, but the teacher can use similar materials for all levels of existing skill. The exercises that are commonly featured in English textbooks can be supplemented and/or replaced with these directed tasks. In using these approaches, we can foster awareness not only of specific English language skills, but also of workplace culture in a global sense.

A. Integration of Tasks in the Language Classroom

For the purposes of using authentic materials, several different task-based activities can be utilized, both as one-off assignments and continuing projects. Examples to be covered in the workshop are as follows:

1. Vocabulary/Jargon Lists: Students are required to keep a log of words/phrases encountered in major related courses, with definitions and student generated examples of use. These lists can be used for group projects and peer editing, also.
2. Authentic texts: Using the internet or industry journals, students locate and summarize real-world examples from their major. This can work best as group projects or long-term individual assignments. These texts can also supplement/replace generic texts used in many language textbooks.
3. News: Utilizing current news on trends in major related employment. This can develop language skills as well as enforce habits for updating current knowledge of one's field.

4. Emails: A basic understanding and practice using business language and communication methods is essential for many students, even those who will not work abroad. This is an often overlooked activity that should be a part of any task-based curriculum. We will examine several approaches to teaching email writing, as well as some actual examples and common errors.
5. Specification/Proposal/Report Writing: Higher-level skill activity that can be summarily addressed even at lower levels. Many students in STEM fields will use specification writing as their main method of English usage. Familiarity with report and proposal writing is essential for Business, Administrative, Governmental, and Travel & Tourism students. Again, authentic texts can be presented to give examples, with follow-up activities generated by students.

III. Conclusion

Most of what will be discussed in this presentation can be used to supplement an existing EFL writing curriculum, however much benefit can be derived by designing an entire course around this approach. By doing so, we as teachers can use real-world examples to answer the dreaded “Why do I need to know this?” question posited by many students (most often silently as they sit through another “Introduce a Family Member” textbook assignment). Audience participation will be a key part of this presentation, so attendees are encouraged to bring their own experiences and questions to the floor, in hopes of creating our own teaching guide to practical English writing for a global workforce.

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Gesture and Classroom Management: (Global) Teacher Talk in the (Local) EFL Classroom

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Abstract

Gestures, those motions we often use to add explanatory power and expressive depth to conversations, can also assist us in our roles as EFL teachers. This workshop will look at gestures in terms of how, and to what extent, they can help us with an important facet of classroom management: teacher talk. Together, we will discuss how we can use gestures to help our students (better) understand what we are telling them. Types of teacher talk will include: instructions, feedback, and classroom control. Some time will be spent considering gestures whose meanings in the South Korean context differ, be it slightly or in a significant way, from how they could be understood in global terms. There will also be an opportunity for attendees to address how gesture might be incorporated into their own contexts. The takeaway of the presentation will be an enhanced understanding of the role of gesture, and some fresh ideas to help with the challenging task of managing a class.

I. Introduction

The opening section of the workshop will begin by defining gesture and placing it in context with other non-verbal body movements. After providing both practical and technical definitions of the term, the presenter will use examples of common gestures to demonstrate how they can support interactions between people — especially people who do not share a common first language. He will then, through a select review of the relevant literature (particularly the volume edited by McCafferty and Stam, 2008), outline the reasons why gesture is such an important tool for EFL teachers with respect to their ‘teacher talk.’

II. Global Gestures — Local Meanings

The second section of the workshop will explicitly focus on the conference theme of “teach global—think local.” While in general, gestures such as pointing or beckoning are understood in the same way in different cultures (i.e., they are, in a sense, ‘global’), they should be handled with some care.

There will be instances where gestures might be inappropriate or unfamiliar to our learners, or have a different or particular meaning in the local context. Consequently, we may have to explain, modify, or change gestures altogether to have them function properly.

III. Scrivener's Inventory and Teacher Talk with Young(er) Learners

In the third section, the presenter will quickly review the inventory of gestures presented by Jim Scrivener in *Classroom Management Techniques* (Scrivener, 2012). He will highlight those gestures he has found particularly useful in his work with elementary and middle school students. The inventory, as well as Scrivener's general guidelines for using gestures, will be included in the handout.

IV. Attendees' Context and Discussion

The final section will allow attendees to discuss how gesture might be used in their own context. If so desired, the discussion of gesture may broaden out into areas beyond teacher talk (e.g., should we 'teach' gesture). There will also be time allotted to address any questions.

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“Teacher, if I’ve got to learn English, how come you’ve been living in my country for years and you still can’t speak Korean?”

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Abstract

While there has been an enormous amount of literature devoted to the acquisition of English as a second language, there appears to be very little of the same looking at what factors affect the motivation (or lack of it) among ESL professors working at South Korean universities to learn the L1 of their host nation. This paper reports on research undertaken to systematically ascertain what these factors might be.

1. Introduction

The impetus for this two-part Ph.D study came from my own experience. I have been living in Korea (and loving it) since 2005. At school, I was good at learning languages and yet I still cannot speak Korean beyond the absolute basics. Why would I not learn the language of the culture I am enjoying living in? Beyond the fact that I did try, and found it hard, and could easily survive without it, I could not come up with any really valid reasons. There are, however, a wealth of reasons offered in the literature, which when drawn on form the basis of a series of questions to be asked of a quorum of 14 willing and relevant participants, who results would comprise the first part of this comprehensive study and adding and filling gap in the literature.

2. The Study

The research questions this study sets out to answer are: (1) How do native English speaking university English language instructors residing in Korea evaluate (a) their own motivation to learn Korean, and (b) their Korean language learning achievements (2) What factors emerge as important in initiating and

sustaining Korean language learning motivation among this cohort? And (3) What factors emerge as important barriers or de-motivators with regard to learning Korean for this particular group?

3. Literature Review

Sternberg (2002, p. 19) puts forward an argument that although language aptitude can account for a considerable proportion of individual variability in language learning achievement, motivational factors can override any aptitude effect. This argument barely differs from that of Gardner and Lambert (1972), who stated that where the social setting demands it (e.g. where the L1 is a local vernacular and the L2 is in fact the national language), many people can master an L2, regardless of their aptitude differences. I wish to test this argument in two ways, by examining the perceived relationship participants have with their host nation and in so doing, its language, and with their own motivational selves

The now far more globalised working environment in which participants work in and may, or may not, depending on host society, be something they wish to engage with. Yashima (2002; Yashima *et al.* 2004) spoke of a concept called ‘international posture’. This idea refers to people who have an interest in, and willingness to travel, study and work, overseas and could arguably apply to some participants, but possibly not all. Holmes (2001, p. 343) makes a convincing argument for the important role that attitudes to language play in our thinking, these being strongly influenced by social and political factors. One of, arguably, the most crucial factors in motivation – integrative motivation (or the motivation to learn an L2) is due to positive feelings towards the community that speaks that language (Gardner, 1985, p. 82-83). This being true, the opposite may also apply. Current cognitive approaches place the focus of an individual’s thoughts, beliefs, and interpersonal processes that are translated into action (or not) (Dörnyei, 2001). Attribution theory (Weiner, 1986; Ford, 1992; Schumann, 1998) argues that second language acquisition is primarily emotionally driven and emotion underlies, most, or all cognition. Given the possible relevance of these factors, I believe it is crucially important to gain as much information about them in the context of my study by referring to concepts that most appropriately fit in the literature.

Dörnyei is one of the foremost thinkers on motivation in second language acquisition. The L2 Motivational Self System (Dörnyei, 2005) comprises three components: (1) The Ideal L2 Self describes the person we want to become, (2)

The Ought-to L2 Self is concerned with the attributes a learner believes he, or she, needs to possess in order to meet expectations and to avoid any negative outcomes, and (3) The L2 Learning Experience. This relates to the immediate learning environment and experience, including the teacher, curriculum, peer group, or the experience of success. This system provides a sound basis from which to base questions due to its three-tiered approach applying to one person.

Dörnyei (2000, 2001) advocates that when motivation is examined it must take into account the obvious ebbs and flows that define motivation over time. Williams and Burden (1997) realized the temporal nature of language learning, i.e. which is a lengthy process that involves sustaining effort. People are typically involved in a number of parallel action processes as defined by the Dynamic Action Model (Atkinson and Birch 1974) and these can compete with each other, i.e. parallel multiplicity (Ushioda, 1998, p. 83). Boekaerts (1998, p. 21) claims little is known about goal priority with Dörnyei (2001, p. 14) pointing out that very little research has examined how people deal with multiple actions and goals and that what is missing from the literature on motivation is a theoretical framework, over a descriptive one, linking motivational psychology with social psychology (attitudes), a gap in the literature I am to fill.

Several concepts in the literature would prove helpful in attempting to construct such a theory. Self-determination theory (Vallerand, 1997; Deci and Ryan, 1985), with its emphasis on the intrinsic (for pleasure) versus extrinsic (as a means to and end), also mentions a third type of motivation, or amotivation.). Students who have no clear purpose and no strongly felt reason to learn another language are unlikely to expend the effort required (McGroaty, 1996, p. 8). Expectancy-value theory states that the motivation to perform various tasks is defined by the expectancy of success an individual assigns a given task and the value the same person attaches to success in that task guided by processing of past experiences (attribution theory), judging one's own abilities and competence (self-efficacy theory) (Bandura, 1993) and maintaining one's self-esteem, or not (self-worth theory) (Covington, 1992). Locke (1996) states that goals that are both specific and difficult lead to the highest performance. All the above hypotheses are ones I wished to test.

The relationship of participants to their host society is two-way and factors affecting motivation to learn, and use, the L2 of the host nation need to be explored. Researchers, including Tollefson (1991) have noted that despite the amount of human resources being invested in language minority education, these groups still do not fully participate in many modern societies, i.e. even if

participants' feelings towards Korea are positive, what are the possible causes of this lack of participation? The impetus for research into WTC (willingness to communicate) was originally designed to capture why it is common to find some individuals, who are in possession of a high degree of communicative competence, tend to avoid entering L2 communication situations (e.g. McCrosky and Richmond, 1987, 1991). The theory of reasoned action (Ajzen and Fishbein, 1980) argues that the chief motivator in a person's decision to perform a task is intention and the social pressures put on the person to perform the behaviour in question, and his, or her, perception of that pressure. Language anxiety encapsulates the worry and negative emotional reaction aroused when learning, or using, an L2 (MacIntyre, 2007). Early research appeared to reveal an inconsistent relationship between language learning and anxiety (Scovel, 1978), due to the level of conceptualisation of anxiety. MacIntyre *et al* (2001) added another important dimension to WTC, by linking the theory of planned behaviour (Ajzen, 1988) and to include a modifying component called perceived behavioural control, by suggesting that in situations where people do not feel they have complete control over their behaviour. In such instances their behavioural intention, or WTC, is not sufficient to explain the action, hence the addition. MacIntyre *et al.* (2001) argued that beliefs regarding opportunities, including the opportunity for L2 communication, influence the perceived control they feel they have over behaviour, and therefore behavioural outcomes. In this sense, too, learner beliefs, can be seen as being linked to WTC, making WTC a vital component of this study.

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

4. Methodology

Twenty such questions were selected to comprise a one-hour in-depth face-to-face interview with 14 ESL professors, these taking place at the location of the participant's choice. The interviews were conducted in November 2011. Seven participants were from an English department at a large university in the southern part of South Korea, and a further seven participants, each from a different university in South Korea, for balance, were asked the same questions to comprise part one of this study. All interviews were audio-recorded and transcribed. A one-year longitudinal case study of one of the seven participants who worked at the same university, to observe the ebbs and flows of motivation, when learning an L2, first hand (Duff, 2008) comprises part two. These interviews were conducted every three weeks and every six weeks were recorded and transcribed. All interviews were then coded into eleven categories. Using grounded theory (Chamaz, 2006) these themes were related back to the core theme of beliefs. The results of part one of this study comprise this paper.

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#KELTchat Live and Unplugged™

Abstract

In Korea, teachers' access to professional development is often limited by time and distance. In this session, we will introduce an online group aimed at connecting teachers and conducting discussions about English language teaching related topics, especially those relevant to Korea. This introduction will briefly cover the history of #KELTChat, the online structure and the aims. Following this, a flavour of the online discussions will be given in a breakout session, in which three topics will be discussed in small groups. Participants are free to choose a topic of interest to them, and to move between groups. The three topics offered will be solving a specific teaching problem, considering how a certain theory may apply to Korea, and discussing how to teach a certain skill in the Korean context. Each discussion will be moderated by one of the #KELTChat team. Although this is a demonstration of an online discussion group, it will be conducted almost entirely offline, and thus technological expertise or even technology is not required. The session will conclude with information as to how participants can get involved with online discussions.

I. Introduction

#KELTChat has now been running for two years as a place for teachers of English in Korea to meet online and talk about teaching. It was created to provide a useful source of information on Twitter, specifically for teachers in Korea, and was originally modelled on the global #eltchat hashtag. Similar to #eltchat we also hold regular "chats" on Twitter about a range of topics. #KELTChat now consists of a Facebook group, a blog and regular Twitter activity including hour long "chats" and all day "Slowburn"™ discussions. The purpose of this conference session is to introduce teachers from all teaching contexts in Korea to #KELTChat, enable them to share their views and hear from others on key issues related to teaching in Korea, and to share information on how to get involved with #KELTChat online if they wish.

II. Structure of the session

We will begin by briefly introducing ourselves and #KELTChat, including the background, goals and style of discussions. We plan for this to take no more than ten minutes. Following this we will break out into three small group discussions, in which participants will be free to move between groups as they wish. The topics for each discussion are given in the section that follows. These

sessions will last for around twenty-five minutes, after which there will be time for summing up, information on how to get involved with #KELTChat and questions. We'd like to emphasize again that no part of the session requires participants to have technological skills or even technology.

Breakout group topics

These topics will be the subjects of three concurrent sessions. Participants are free to choose and move groups as they wish. An outline of what we may discuss is given below in order to help participants to choose their session(s). All sessions will be focused on the Korean context, but experience and insight from other countries is very welcome.

1. Solving Problems - Motivating Unwilling Learners (moderated by Anne Hendler)

The topic of this session will surely be something that participants have encountered at some stage of their career, and something that they may well be encountering at the moment. Participants will be asked to share stories of student demotivation and their solutions, and we will look to build these experiences into some helpful suggestions for identifying, explaining and combating unwillingness to learn.

2. Applying Theory - Macro Strategies (moderated by Michael Griffin)

Kumaravadivelu (1993) proposed ten macrostrategies to guide teacher actions in a post-method world. In this session participants will explore what four of these macrostrategies may mean for teachers in Korea, and how they could be applied in various contexts. This session will require some advance knowledge of the macrostrategies. A handout outlining the four strategies to be discussed is included in this programme, and participants are invited to read it before the session.

3. Teaching Skills - (How) Can we teach pronunciation? (moderated by Alex Grevett)

Pronunciation is often considered the "Cinderella" of pronunciation teaching, sidelined by a focus on grammar, lexis and communication to the extent that

some teachers believe that it is impossible or unnecessary to teach pronunciation. This session explores whether this is really the case, and will ask questions of why students make errors, what should be taught, when pronunciation teaching should start and useful techniques for teaching.

III. Conclusion

This session will benefit anyone who is craving a more interactive conference experience. Participants will experience the benefit of conceptualizing and sharing their own experiences in order to help others as well as hearing and learning from other teachers' experiences and ways of understanding. Thus participants should come to the session willing to listen to each other and share their experiences, as the bulk of learning will come from group members rather than moderators. This is the way we tend to work during #KELTchat online discussions, and we hope that this live session will be an enjoyable and helpful experience you will want to repeat online. **Further Information**

Those interested in finding more about #KELTchat before the session can check: the #KELTchat Facebook Group: <https://www.facebook.com/groups/KELTchat/> the #KELTchat blog: <http://keltchat.wordpress.com/>

or the #KELTchat hashtag on Twitter

Presenters:

Alex Grevett is a #KELTChat founder member and regular chat moderator. He teaches at Korea Polytechnic University in Siheung City, and online can be found tweeting sporadically from @breathyvowel, and blogging at <http://breathyvowel.wordpress.com>.

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Michael currently serves as the #KELTchat Vice President for Social Media affairs. He also works in the Graduate School of International Studies at Chung-Ang University. He can easily be found on Twitter at @michaelegriffin and he has been known to review and reflect on his blog: <http://eltrantsreviewsreflections.wordpress.com/>

Anne Hendler @annehendler

Anne is just a teacher.

Korean Debate Topics: Understanding for Teaching Purposes

Akli Hadid

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Abstract

For those interested in the silent way or other methods the communicative teaching approach, this workshop aims to give ideas for debate topics that can be used in the EFL context in Korea. Since often Korean students are not well informed about international debates and EFL teachers in Korea sometimes have limited knowledge of Korean debates, this workshop will give a limited overview to the hot debate issues in Korea. The workshop will focus on giving information on how social and economic debates are framed in Korea. For the workshop, a vocabulary list of frequently used expressions in Korean debate along with links to press articles covering the debates will be given.

I. Introduction

During 20 minutes, the pros and cons of using the silent way as a teaching method will be discussed, along with our experiences using the silent way or having debates in a Korean context will be discussed.

II. Social debates

Topics covered will be:

- debates surrounding early childhood
- debates surrounding middle and high school students
- debates surrounding university students
- debates surrounding the military service
- debates surrounding the job market and finding work
- debates surrounding marriage
- debates surrounding housewives/househusbands

- debates surrounding life at the workplace
- debates surrounding the elderly
- bonus (if time allows): debates surrounding English education and multiculturalism

For each section, the main points of how the local debate is framed will be introduced. You may then refer to the press article list and bibliography for more information.

III. Economic debates

Topics covered will be:

- debates surrounding conglomerates
- debates surrounding small businesses
- debates surrounding industry and low-wage workers
- debates surrounding independent business owners
- debates surrounding farmers
- debates surrounding credit issues
- debates surrounding real estate
- bonus topics (if time allows) debates surrounding migrant workers and aging

For each section, the main points of how the local debate is framed will be introduced. You may then refer to the press article list and bibliography for more information.

References

A long list of English press articles and books dealing with the debates will be given before the workshop.

The Author

Akli Hadid is a Ph.D candidate at the Academy of Korean Studies, majoring in Korean Studies. After being trained broadly in Korean studies, he is currently specializing in Korean education and writing a dissertation on language teachers using grounded theory. He is also currently doing CELTA. He can be reached at hadid.akli@gmail.com

The KOTESOL Research Committee presents: Introduction to Research Grants

Joanne McCuaig
Hongik University, Seoul, South Korea

Abstract

This interactive 45 minute workshop is intended for first time researchers interested in learning about research grants and will cover three main topics: first, background information about research grants, who can apply, the expectations of fund recipients, and the blind peer review process; second, we will discuss the 2014 grants available from KOTESOL, and lastly, I will explain what information is required for the grant application along with tips and suggestions for filling it out. Please note that the application deadline is April 15th, 2014 and so you should begin writing your application sooner than later. The KOTESOL Research Grant announcement and template can be found here: <http://www.koreatesol.org/research-comm>

I. What is a research grant?

Monetary awards given to qualified researchers for the purpose of carrying out research projects. This money does not have to be paid back as long as the funds are used for the specified research project and in accordance with the granting agency's guidelines.

A. Who gives out grants?

Governments, non-profit organizations and charitable foundations often give grant money on an annual basis. The proposals are submitted and then chosen in a blind peer review.

In the case of the KOTESOL grants, this means that five qualified individuals (Phd candidates and holders) will anonymously read and review the applications. Any identifying information about the applicants is removed so that the funds are awarded based on the proposed merit of the study alone.

B. Why do you want to get grants?

To develop your research and publication skills you need support, be it from taking new classes, attending lectures, or getting translation assistance, to name but a few. The larger your projects become, generally the more help you will need. You might be at the point of conducting research in your classroom

but with a successful proposal you could do the same project on a larger scale; for example, at five different schools in the same area.

Research committees need to know that you are trustworthy and will be able to conduct the research you intend to within a specific time frame and within your budget. Starting off with smaller amounts of funds demonstrates that previous organizations had faith in your abilities and thus you are more likely to be considered for future grants from other institutions.

C. What can the funds be used for?

Grant money can only be spent on expenses directly related to achieving the objectives of the research. This can include: travel, workshops, meetings, secretarial support, communication and dissemination activities, research assistants, technical consultation, translation services, equipment and supplies (hardware or software) including computer services or consultants, other supplies (books, stationary)

D. What can't the money be used for?

- Research that leads to a degree
- Education related costs - i.e. tuition
- Activities that have no significant research component
- The cost of memberships in professional associations (KOTESOL)
- Teaching materials or curriculum development (unless it is of demonstrated theoretical importance or part of the specifics of the research proposal)

E. Who can apply for funds?

In general, a grant can be given to individual researchers, charitable organizations, and educational institutions. In the case of KOTESOL we are mainly supplying grants for individual researchers. Specifically, applicants need to

- a) Be a KOTESOL member for the duration of the research
- b) Be studying or working in Korea for the duration of the research
- c) Carry out the ELT research in Korea
- d) Complete the research by the specified date

F. Expectations of fund recipients

Generally grant recipients are expected to supply the organization that gave them the funds with a presentation, a research paper, or both. In this case it depends on the amount of funds you are given:

1. *Research Paper Grants*: 1,000,000 won (x1)

- i) A research paper for publication to be submitted to Korea TESOL Journal (or comparable journal)
- ii) The research and paper must be completed within one year of having their proposal accepted.
- i) The completed research will be presented at the KOTESOL International Conference in the same year.

2. *Conference Presentation Grants*: 200,000 won (x5)

- i) The completed research will be presented at the KOTESOL International Conference in the same year.
- ii) The results of the research will be submitted for publication in the KOTESOL Proceedings 2014.

II. Research grant proposals

What information is needed?

To apply for a grant, a formal proposal is needed which follows the specific requirements of the granting agency including:

- i) Detailed information about the background information;
- ii) A clear explanation of the desired outcome for the project;
- iii) A detailed budget.

A. What reviewers are looking for

The review committee are looking for:

- 1) *Conceptual Innovation* - What gap is your research going to fill? How is this relevant to the teaching context in South Korea?
- 2) *Methodological Rigor* - Is there a clear and valid method to your study? Is it reproducible? Is it achievable within your time, context, and budget constraints?
- 3) *Rich, Substantive Content* - What could these findings lead to / improve/ in a South Korean teaching context? How will your findings benefit KOTESOL members / ELT instructors?

B. What to say on the application form

For grant proposals it is better to be professional than snazzy. You want to capture the reviewers's attention which is best achieved via clarity and an established context for your research. The granting organization is giving you

money because they want to know what you find from your research, thus you need to clearly explain what the pay-off will be; how will this study benefit ELT in Korea. Make sure you've identified and explained the gap that your study will address by citing current theories and methods. Use a fresh approach with specified objectives that are understandable to both direct stakeholders and secondary ones. Finally, make your application appealing to the organization. When I read your proposal I should think "I want to know why that happens in my classroom too and what I can do to improve the situation for my learners".

Remember KOTESOL members are involved in a variety of teaching contexts and we want our Research Papers and Presentations to represent this diversity. There are six grants begin awarded which means a variety of teaching contexts will hopefully be represented; public schools (elementary, middle, and high), private academies, universities, young learners, older learners, business English, and exam preparation to name but a few.

III. Tips and Suggestions

KOTESOL 2014 Research Grant application template

KOTESOL research grant proposal template/outline

- Title page (APA style, but include contact info)
- Introduction
- Literature review
- Method/Procedures. This will include:
 - characteristics of your 'type' of research strategy
 - role of researcher
 - description of participants
 - data collection procedures
 - data analysis procedures
 - data 'validation/triangulation' procedures
 - other?
- Tentative references
- Budget

A. Writing tips

1. Read the eligibility rules
2. Leave plenty of time to prepare - a well worded application is better than numerous applications for different grants

3. Don't use unexplained jargon - get your message across clearly so that reviewers are excited about your proposal
4. Get other people to read it - self and peer reviewing
5. Explain why the research is needed - why this research should be done now, why we need to know the things that your project will discover
6. Network and volunteer! - in your subject area (KOTESOL, JALT, Facebook groups, LinkedIn, blogs), get to know people so you're more than just an application paper and to learn about these processes first hand.
7. Justify your resources - why do you need that and how will it be used
8. Interpret referees feedback carefully - Read the comments carefully and then show a colleague with grant experience to review it with you so you can improve your next application.
9. Look for additional fund sources - This takes practice!

B. Self and Peer Reviewing

Before submitting your application get someone else to review and edit your proposal. Ask them if they can answer the following questions based on what you've written:

- 1) What is the research question?
- 2) What evidence can they find that the question is important?
- 3) What evidence can they find that the researcher is competent to complete the project successfully?
- 4) How is the project structured and resourced?
- 5) Would they strongly support this project or reject it?

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Joanne McCuaig has been in the ELF and ESL industry for 10 years, having taught in Taiwan, Canada, and South Korea. She has an MA in Applied Linguistics (with distinction) from the University of Birmingham and has worked at Hongik University since 2008. In 2013 she was a co-facilitator for the KOTESOL Research SIG and in 2014 was selected as the Research Chair for KOTESOL's Research Committee.

Socio-Cultural Conflicts: Overcoming Culture Bias in Popular ESL Textbooks in South Korea.

Matt MacDonald

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Abstract

Undertaking an adult conversation program in South Korea can be a daunting experience due to the fact that the programs often lack a formal structure in terms of assessment, objectives, and even a proper working syllabus. To complicate matters further, numerous textbooks that are currently used by instructors in South Korea potentially expose their students to culturally biased subject matter. The Pearson and Longman Market Leader textbook is suitable for a curriculum designed as a process, which provides knowledge for each learner as they interact with their surroundings in the classroom. The Market Leader textbook will serve as reference point with regards to exploring socio-cultural conflicts, and suggestions will be presented with regards to how the textbook could be adapted so that Korean students could be properly insulated against culture bias.

I. Introduction

English conversation students in South Korea are usually exposed to British or American textbooks. Therefore, socio-cultural conflicts are likely to arise as the students may struggle with the culturally biased materials presented in certain textbooks. The Pearson and Longman Market Leader textbook present both American and British culture to Korean students in a way that draws meaningfully on language and experiences. Richard (2001) states that second or foreign language teaching is a fact of life in almost every country in the world (p. 93). However, countries differ greatly in terms of the role of foreign languages in the community, their status in the curriculum, educational traditions and experience in language teaching, and the expectations of the community have on language learning and teaching (Ibid, p.93). These concepts are certainly true in the Korean context where cultural understanding and ethnicity of individual students are highly necessary. Skills such as critically analyzing the language that is used and which normalizes discriminatory behavior, their places in society,

and understanding how cultural assumptions and biases have affected them (Deneger, 2001). Below is a compiled analysis of cultural assumptions compared with the effects of biases (Table 1).

II. Cultural Basis of Classroom Materials and Methodology

Teachers do not impose their own views on the students, but help them pose and answer questions that are worth asking because are worth wrapping one's life around (Palmer, 1999, p.8). Unfortunately, the Market Leader textbook imposes only British and American business ideals on the students, but these two forms of English are the preferred choice of cultural context for South Korean students in general. The program philosophy and the curriculum, which will coincide with the use of the textbook Market Leader course book, will involve using English as a global language for business. The critical pedagogy for the designed curriculum will be consistent to that referred to by Pennycook, which he states will have lofty practices that aim not only to change the nature of schooling in Korea, but also the wider society in general (Pennycook, cited by Crookes & Learner, 1998, p. 319). Such a critical pedagogy will draw meaningfully on the cultures languages and experiences of the students in order to increase their engagement and academic achievement (Dutro, Kazemi, Balf, & Lin, 2008). The role society plays on the impact of implementing a curriculum that uses a textbook like Market Leader is significant to the success the program. Students will be encouraged to relate to what they read in the textbook in their own context and thereby generate a personal writing style that is influenced by what they have read. Student needs are often culturally sensitive and this should not be overlooked when creating and implementing a curriculum design (Borg & Humphries, 2000). Therefore, cultural and cross cultural comparisons would be needed in order for such a course to be successful.

III. Conclusion

Limitations to the altered curriculum for Market Leader would include assessment practices potentially being questioned later on when the course concludes. The curriculum is only based on British and American English, and the fact that the textbook only attempts to be culturally sensitive. Adjustments might be needed with regards to immediate or delayed needs of students. These

needs might be significant right away with some students or they might become important later on in the course.

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Matt MacDonald, is presently a PhD candidate at Asher University studying in the field of linguistics. He has taught English in South Korea at the Kindergarten to University level for the past twelve years. His areas of research interests include analyzing the cultural basis of English teaching and socio-cultural aspects of language teaching in the classroom. Email: macmatt78@hotmail.com

Globalization, Culture, and Language Teaching

Sandra Lee McKay

Professor Emeritus, San Francisco State University, CA., USA

Abstract

Globalization is a much used and often loosely-defined term. This talk will begin by considering various definitions of globalization and examine what these suggest for current language use and language teaching. The author will argue that while English often serves as a lingua franca in the present-day globalized world, this is not always the case. However, when it is used as a lingua franca, it is typically used in cross-cultural exchanges in which cultural frameworks are multiple and negotiable.

Given globalization and the complex linguistic landscape it generates, the speaker explores what this means for English teaching today, specifically in terms of the following questions. What should be the cultural basis of English teaching? What grammatical, pragmatic, and discourse norms should apply? What should be the cultural basis of classroom materials and methodology? These questions will be examined in the presentation and their implications for pedagogy explored.

I. Globalization

Globalization has been variously defined. Giddens (1990) describes it as “the intensification of world wide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (p. 64). More recently, Scholte (2005) elaborated on several aspects of globalization, including the following:

- The growth of international exchange;
- The universalization or spreading of common objects and experiences to everyone; and
- Deterritorialization so that space is no longer mapped in terms of territorial places or borders.

The important point is that globalization has created a need for English, as well as other languages.

II. Globalization and the Spread of English

Whereas English does not have the most number of native speakers, it does have the greatest number of second language speakers of English. In fact, today there are more second language speakers of English than native speakers. In addition, it is estimated that the vast majority of English exchanges today take place between second language speakers of the language. This is what leads people to term English as an international language. As an international language, English no longer belongs to anyone nation. Furthermore, the main reason for learning English is to facilitate communication of learners’ ideas and culture in English.

III. The Spread of English and Grammatical Change

The geographical spread of English has resulted in grammatical changes in various areas of the world. Often these changes involve minor differences, such as not marking nouns for plurals, converting certain uncountable nouns to countable, and not marking the third person singular verb. Hence, while some differences in grammatical usage can be due to gaps in learners’ knowledge of English, in other cases it can be due to the accepted grammatical features of a particular variety of English. This makes it very difficult to define the term Standard English.

IV. The Cultural Basis of Language Use

Pragmatics or a sense of politeness in language use is culturally influenced. For example, while in some cultures it is most common to accept a compliment on one’s accomplishments with a simple thankyou, in other cultures, it is common to downgrade a compliment with comments such as, “I should have done better.” The critical question is: What norms of politeness should apply in using English as an international language?

Discourse norms, such as how to develop an argument or write a business letter, are also culturally influenced. Again the critical question is: What discourse norms should apply in the use of English as an international language?

V. The Cultural Basis of Language Teaching

Culture in language teaching affects both the choice of teaching materials and teaching method. In terms of teaching materials, textbooks can deal with either the so-called target culture, that is, the culture of countries like the U.S. or U.K. or discuss the local culture where English is being taught. The question is: Which culture or cultures should be dealt with in textbooks for teaching English as an international language and in what manner?

Culture in terms of teaching methods affects the role of the teacher and learner and the kind of interaction that occurs in a classroom. Today many countries promote the use of communicative language teaching (CLT). CLT typically encourages the use of tasks that are based on real situations, the use of authentic materials, the use of group activities, and the teacher as facilitator. This method originated as a way of teaching immigrants in English-speaking countries where the use of English is prevalent and the students share no mother tongue. The question is: Is this method appropriate for countries in which English is not widely used in the society and students do share a first language?

VI. Conclusion

This discussion of the teaching of English as an international language leads to critical questions that must be answered by local teachers and administrators. They include the following.

- What grammatical standards should be promoted in English language classrooms?
- What norms should be promoted in teaching pragmatic and discourse norms?
- What cultural content will best meet the needs of Korean learners?
- What teaching method will be the most productive in teaching Korean learners?

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Approaches to Teaching Writing

Sandra Lee McKay

Professor Emeritus, San Francisco State University, CA., USA

Abstract

This workshop addresses the following questions.

- What are common approaches to the teaching of writing?
- What techniques can be used to encourage students to write?
- What are various ways to deal with errors in writing classes?

I. Common Approaches to Teaching Writing

In this part of the workshop we will explore three major approaches to the teaching of writing: the controlled approach, the free writing approach, and the communicative approach. For each of these approaches, specific examples of writing assignments will be presented and participants will be asked to respond to some of the writing tasks. We will then discuss the strengths of each approach and consider for what type of context they would be most appropriate.

II. Techniques to Encourage Student Writing

In this section we will examine how pictures, storytelling, and readings can be used encourage students to write. Again specific writing tasks will be presented and the participants will have the opportunity to respond to some of the tasks.

III. Dealing with Errors in Writing Classes

The final section of the workshop will deal with responding to student essays. Here we will discuss principles for responding to students' writing, ways of responding to student essays, and how to mark errors. Participants will then be asked to respond to a student essay based on these principles and techniques.

The Author

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Her research interest in English as an international language developed from her Fulbright Grants, academic specialists award,s and her extensive work in international teacher education in countries such as Chile, Hong Kong, Hungary, Latvia, Morocco, Japan, Singapore, South Africa, South Korea and Thailand.

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Enrichments for Games intended for Lower-Level Learners

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Abstract

Often edutainment is necessary to survive in many elementary and middle school EFL learning environments. How can we ensure that learning is not wholly sacrificed for classroom management concerns? There is no easy answer. However, the presenter wishes to make a case for the value of reflection on one's personal teaching practice. This presentation will be divided into two parts. In the first part, the presenter will detail various techniques used to create an environment more conducive to sustainable classroom management and learning derived from personal reflection, situational constraints, and ELT theory. Following this, participants will be invited to share their personal best practices for issues related to effectively implementing games or similar learning activities. Participants can expect to leave this session with a series of different strategies for their classrooms and a greater appreciation of the value of reflection in ELT.

I have had the privilege and challenge of working in the EPIK program for the last four years; the last two of which have been at a low performing boy's middle school. My school had the dubious distinction of ranking lowest in vocabulary scores among all middle schools in a major metropolitan region in South Korea. I have spent most of my educational career working in so called "low SES" environments. Thus, when I arrived at this school I had what I felt were realistic expectations. My co-teachers as well as students encouraged me to play the somewhat infamous bomb games during most of my classes. I will confess an over-reliance on these games.

While working at this school I was also in the process of completing an MEd in TESOL and becoming more immersed in the cultures of both KOTESOL as well as reflective practice. Thus, taking a "let's make the best of the situation" attitude, I began to try out different methods to optimize game time during my lessons attempting to balance the needs of classroom management, affective factors in the learning environment and promoting language learning (if not always language acquisition). What I will detail in this extended summary

is some of the strategies and tactics which emerged from the process of reflection and practice in my two years at this school. I have grouped the strategies into the following categories: classroom management, affective considerations, incentives to communicate, "gradualism," questioning techniques, recycling, metacognition, and differentiated instruction. I will only highlight a few categories with basic illustrations during this summary. While many of these strategies may have roots in ELT research and theory, they were primarily derived from post-class journaling and interacting with colleagues through several forums, most notably the reflective practice sessions which met on a near monthly through *Busan-Gyeongnam KOTESOL*. What follows lacks empirical justification, but is a report on what helped turn apparent chaos initially into well-structured routines with frequently engaged students who initially expressed antipathy towards engaging in classroom activities.

Classroom Management

Probably the most effective thing a teacher can do to promote a more orderly classroom is to practice consistency. I had an evolving, but consistently and fairly implemented, set of rules during game time. These rules including a limit to the number of times a particular student could provide a correct answer, as well as clear punishments for interfering while another team was answering a question. A simple method to get students to quiet down (without resorting to candy), was to simply provide students with three warnings prior to deducting a point for the offending team.

Affective Considerations

There were a series of strategies utilized to promote greater rapport between teachers and students in our class. One of the simplest techniques was to give students nicknames based on a deliberate misconstruction of their Korean name. For example, I had a student named Sang Woo; as he was chosen "team captain" (which meant he would report the answers for his team during a particular game session), I would write the word *Sang Chu* on the board (which translates to a special variety of lettuce). It got a cheap laugh from students, and often the next week students would come to class joking about whatever nickname I had managed to construe for the various team captains. I consider such events a minor victory given the hostility and apathy I first encountered during my first months at this school as well as a device to extend opportunities to build rapport with students.

Another tactic, which I gained from listening to a peer currently working in the university system, is to introduce a dice during the games. This provides a lot of suspense. For the final 4-5 questions during a game I would use a dice to determine which team could select a question. Even in the lowest level of classes, students would be extremely attentive while I rolled the dice.

Incentive to Communicate in L2

Very small efforts to promote more communication in the target language included providing students with bonus points if they answered a question in a grammatically correct sentence. Also, I would deduct points from a team if a student used Korean during the game. Having policies clearly stated in advance with measurable consequences can greatly reduce the amount of L1 used during classroom activities.

Metacognition

This was an idea lifted directly from David Deubelbeiss' blog. I deliberately put grammatical or spelling mistakes on questions students needed to answer during the game or throughout the class. This may be controversial, as a colleague of mine once stated "students remember what they see, even if they are told it is wrong." That may very well be accurate. The trade-off for me in this learning environment was a much more attentive and engaged group of students when they were aware that they needed to find mistakes (with the promise of candy if they can fix and explain the error—ideally in English). This technique provides students with an incentive to process and actively analyze the L2 input they are exposed to during a class.

Differentiated Instruction

I taught students that were grouped according to low, middle, and high levels. Those terms were somewhat ambiguous. I can say from personal experience, there was ample variation between the various levels. However, many students in the high level classes provided many speaking tests which I was forced to mark at the minimum score due to lack of a coherent answer.

Error correction methods were varied based on level. For example, if low or middle level students needed to fix an error in a target grammar item, I would deliberately highlight the area of the text with the error. Orally, I may provide additional scaffolding if necessary. For higher level classes, students had to scan the text to find the error without direct assistance.

One strategy supported by Nation (2001) to promote vocabulary retention involves ranking of vocabulary items in terms of preference or some such criteria. Of course, I incorporated this technique in game activities occasionally. Lower-level students would simply have to state the first, second, and third preference. Higher-level students would be required to provide a justification for their decisions, to get full credit they would need to employ accurate grammar and if the question warranted it, even appropriate target grammar constructions.

Conclusion

The above collection of strategies by itself is nothing grand. However, they are the product of intensive and consistent reflection, which cumulatively can make a noticeable difference in levels of student interaction, classroom rapport, even the amount L2 production. The author wishes less that readers actually take these specific ideas and implement them in their classrooms, but rather that readers either continue or begin the process of systematic reflection to enrich instruction, learning, and student engagement.

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The Author

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

You Too Can Audioboo

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Abstract

EFL students are asked to speak in conversation classes for various purposes. First, the instructor wants the students to practice his or her English conversation skills. Second, the instructor wants to assess the students' English ability. But how often do the students assess their own ability or the ability of their classmates? By recording their voices and posting them online, students can evaluate their strengths and weaknesses while working towards improved English conversation.

I. Introduction

We all know about professional portfolios, but what about an "audio portfolio"? How would it benefit our students if they were given the opportunity to track their oral performance? In their article "Effects of Electronic Portfolios on EFL Oral Performance", Huang and Hung detail a study where such an opportunity was given to a group of EFL students. The study concluded that those students who uploaded their vocals online and gave feedback to their peers' recordings outperformed a second group of students who simply recorded their voices and submitted a CD to their instructor. Student performance was assessed by "total words, lexical richness, and syntactic complexity". How can we as English instructors create audio portfolios with our students?

II. Audioboo

Audioboo is a free voice recording app available for both IOS and Android devices. Users record their voice, attach a photo (optional), add a title to the recording and upload their file to the Audioboo website. The uploaded file can be found on the users Audioboo account wall (much like the Facebook wall). The process is relatively easy:

Step one:

Go to <http://audioboo.fm/about/apps> and download and install the app

Step two:

Open the app on your phone and login. Make sure that your login and password are easy for your students to remember. It should look like Figure 1.

Step three:

Let's talk! After you login, you will see the record page. It should look like Figure 2. Give your students a topic as well as what you expect from them (time/ vocabulary/ etc.). When they are ready to talk, they just push record and start talking!

Step four:

When students have finished talking they need to push the "pause" button (refer to Figure 3 on the next page).

Step five:

Next, students need to push the "publish" button (refer to Figure 4).

Step six:

Students then input their name, homework (for example, HW #1), and upload a photo. The teacher can determine what the photo is (personal photo for introductions, or a photo of the inside of their refrigerator when talking about food). After this, the student presses "upload". Finished! (refer to Figure 5).

III. Class Audioboo

At the start of the Fall 2013 semester I had each of my students download the Audioboo app onto their smart phones. By giving students the same user name and password you can have each student's audio file uploaded to the same account. To see an example of how I do this with my students, go to www.audioboo.fm/mikesenglishzone. There you can find the audio files that my students produced. For each homework assignment I had students talk about a specific topic. When a "boo" is clicked on the website the user is able to comment on the audio file. Students were encouraged to comment on their own recording as well as three of their classmates.

Let's see how this works. First, download the Audioboo app. Sign in using seoulconference. Your password is seoulconference . Follow the steps above to create a boo. Include your name and photo. Once finished, your boo will show up on the website here: www.audioboo.fm/seoulconference. Neat, eh? After that you can listen to the recordings of those around you. How about commenting on their lovely voice?

Conclusion

My original goal with Audioboo was to have students assess their recordings as well as their classmates' recordings. In reality, that did not work out. While students did do their homework, they did not do the second task of assessment. My next plan is to try this again for the spring semester, but do more to encourage interaction between students. That said, I feel the activity of recording their voices helped the students practice at home and gave me the chance to monitor their assignments.

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English Teaching and The Nationhood Project

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Abstract

Teachers of English as a Foreign Language (TEFL), and their administrators, often forget that language instruction is always a part of a nation building project. This paper will profile the Medium of Instruction controversy in Goa, India to illustrate the political nature of TEFL instruction. A brief survey of Korea's foreign language instruction policy under Japanese colonialism will underline the importance of language in the Korean nation building project. Ultimately, the paper will argue that Korea needs to increase its EFL courses and turn away from multicultural language programs to strengthen the nation.

I. Introduction

This paper will argue that 'language teaching is always already political, as an integral part of the nationhood project.' The term 'nationhood project' serves to remind us that nations are not eternal static entities; they expand, contract, and sometimes disappear. In Goa, India, the public is fighting over the use of English as a medium of instruction (MOI). This battle over English instruction perfectly illustrates the role of TEFL in the nationhood project.

Simultaneous with its push to learn English, Korean society has embraced multiculturalism as a fait accompli. As an overwhelmingly homogeneous linguistic society, Koreans may miss the implications of EFL policies for their nationhood project. Yet, understanding the political nature of language policy is vital for national survival. In the context of this political perception, this paper will argue that Korea needs to avoid implementing multicultural language policies and stay aware of the political implications of EFL for the nationhood project.

II. India's Linguistic Profile

Hindi is India's national language. Yet, only 41 percent of Indians speak Hindi. And, upon a closer look, Hindi is largely the language of North India. India's 1956 States Reorganization Act, demonstrates the political nature of EFL

for the nationhood project (Kolhatkar, 2012). This act redrew India's states along linguistic lines. While still a colony of Portugal in 1956, Goa's state language is Konkani.

III. Medium of Instruction Controversy

While Konkani is the official language of Goa, much of the primary education (grades 1 – 4) happens in English. When the Chief Minister of Goa, Manohar Parrikar, ran for office, he promised to make local languages, Konkani and Marathi, the MOI in primary schools. He has recently decided to allow schools that use English as a MOI to continue getting grants, while also allowing Marathi schools to get grants. This decision has reignited controversy.

A. Deep Medium of Instruction Politics

The battle over the MOI is not about aesthetics. Konkani is largely the language of Catholics. These residents often feel a deeper affinity for Portugal than India. They prefer English as a MOI because they consider Goa part of the global community. Marathi is the language of the Hindu population. The Marathi speakers want their language, not English, to be the MOI. Ironically, they are Hindu nationalists fighting for a local language. Complicating matters, Marathi is the language of the neighbouring state of Maharashtra. The place of Hindi in instruction is also a source of controversy. Ultimately, the MOI battle is over whether Goa is to be a part of India or a part of the global community.

IV. Korean Medium of Instruction History

Language has played a crucial part in Korea's nationhood project. Publishing newspapers in the vernacular was a large step forward for the assertion of Korean identity when faced with Japanese aggression. Additionally, Japan made Japanese the mandatory MOI in Korean schools in an attempt to undermine Korea's nationhood project. Koreans must remain aware of the implications of MOI for the nationhood project.

V. Conclusion

Many forces in Korea are pushing for rapidly embracing multiculturalism that includes native language maintenance (Grant, 2013). To pursue this path would be to pursue the fragmentation that makes India's nationhood project so difficult (Stepan, Linz, & Yadav, 2011). Rather, to strengthen the Korean nationhood project, Korea should devote its finite

resources to EFL programs. However, as they do so, Koreans must remember that these efforts can reify the global identity at the expense of Korean identity.

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The Author

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Focusing on Language Learning Practices: Expanding Learner Options

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Abstract

The language learner journal have been promoted as a second language learning tool instrumental in increasing self-direction and motivation in the language learner, and thereby leading to better study practices and improved learning. It is, in general, suggested that language learners reflect on the language learning methods and learning strategies that they use to self-evaluate their effectiveness and make adjustments that they may think will be helpful in improving language learning program. However, little research has been done and little guidance has been given in second language literature as to frequency of writing, amount of writing expected, or how to situate the journal writing project in order to make it a desirable and motivating task rather than one that is viewed as an undesirable chore, generating less true reflection.

In order to discern what students may perceive as useful and enjoyable practices in English learner journal writing, two groups of university English majors of 70 students each were asked to complete varying journal writing projects. They differed in length of project, expected entries per week, expected words per week, and in integration with a complementary project.

A post-project survey indicated that options in project design that were more flexible produced more student satisfaction by creating student agency and thereby producing reasonably high levels of student reflection and journal writing. Pedagogical implications are that incorporating flexibility into a journal writing project can serve to enhance the effectiveness of the project as a language learning tool.

I. Introduction

Education in Korea has traditionally been teacher-designed, teacher-directed, teacher-centered, and test-driven. There was very little decision-making available to the student concerning their study. This is still true to a large

extent in Korea's high school education system. Accordingly, many students enter the radically different university education system discovering that they need much more concentrated English language study than that built into the curriculum of required courses, but are unsure as to how to go about it. They find themselves lost, directionless, not knowing exactly what to study or how. Consequently, they also become de-motivated. As reflective learner journals and student portfolios have been promoted as both creating motivation and fostering autonomous learning, it was decided to examine their effectiveness as language learning tools to increase motivation and nurture self-direction the English study of Korean university students.

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

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

II. Method

A. Participants

The participants in this study totaled 76 EFL students at a large private university in Korea. The participants broke down into 17 males (22%) and 59 females (78%). The participants were divided into two experimental groups: group A contained 47 students (10 male, 37 female), and group B contained 27 students (7 male, 22 female). Their mean age was approximately 22.1 years and the median age was 22. All the participants were juniors or seniors majoring in an English language-related major.

B. Instruments

The instrument administered in this study was an online survey created through the web-based survey provider SurveyMonkey. The survey was administered at the end of a combined journal-portfolio project. The participants were provided with the survey's URL and asked to complete the survey online and submit it as instructed. The survey contained biographical questions about the participant and questions about the participant's impressions of the language-learning journal-portfolio project, and about the contents, amount, and frequency of their journal writing and portfolio keeping. The journal- and portfolio-related questions were multiple-choice type, several with Likert-scale type responses. All survey items appeared in Korean so that the possibility of misunderstanding the items would be minimized.

C. Procedure

The participants, students enrolled in advanced English oral skills courses, were asked to keep a language-learning journal-portfolio for ten weeks as part of the course requirement during the first semester of 2013. They were

informed that the main purpose of this journal-portfolio project was for them to reflect upon their individual language-learning practices and procedures through writing about them in their journals and through placing samples of their work in the portfolio. The portfolio was to be a clear file folder containing both samples of their language learning and journal entries. They were informed that journal entries could but need not be about the other portfolio items. They were also informed that more than just describing their language learning practices and procedures, they were to reflect on them, evaluate their effectiveness, and make decisions about revising their practices as they felt necessary; examples were given. They were told to include in their journal-portfolio their English study plan for the semester and to also include any changes that they made to that plan throughout the semester. The students were divided into two groups on the basis of the classes they were enrolled in. Group A was given no minimum requirements for words to be written per week or for number of journal entries. Group B was advised that the minimum journal requirements were 2 entries per week and 200 words per week.

The participants were told that their journals-portfolios could be checked during the semester, and it was stressed that the contents were of primary importance, not the grammar or spelling of written text. In addition, Group B was allotted one class period of 45 minutes per week to discuss with a partner their English language learning practices and procedures, how well they worked and other reflections on them, and what their language learning plans would be for the coming week. For each of the ten weeks, the student was paired with a different discussion partner. Some days the end of the discussion period was devoted to students sharing with the whole class noteworthy practices that they learned of from their partner or that they had personally had success with.

During the semester, spot checking of the journal-portfolios was carried out, misunderstandings of proper procedures were pointed out, students' questions about the project were answered, and the journal-portfolios were collected and assessed at the end of the semester. It was at this time that the participants were instructed to complete the online survey concerning both their journal-portfolio projects.

Through these procedures, the objective of the study is to ascertain which application – the journal-portfolio project with no minimum writing limits set, or the same project with minimum writing limits and weekly discussion sessions – generates more reflection and experimentation with language

learning methods, and generates more motivation for language learning. In addition, these results will be compared with concurrent but not combined journal-writing and portfolio-keeping projects designed for promoting self-directed language learning skills, motivation, and reflection on one's language learning practices, and reported in Shaffer (2012).

III. Results and Discussion

A. Comparison of This Study's Experimental Groups

The results for the survey questions, which were administered to the participating students at the end of the 10-week application period, are presented and discussed below as the percent of responses to each response item. For many of the response items (e.g., questions 6-15), the original 5-item responses have been conflated to three – one positive, one neutral, one negative – for ease of comparison. Group A had a large majority of its participants making journal entries twice a week (question item 2; 63.8%), while group B had more participants writing more than twice a week (34.5 v 25.6%). This could be due to the compelling effect of the minimum limit and/or the motivating effect of the in-class partner discussions. However, group A also had more participants writing less than 100 words per week (item 3; 25.5% v 6.9%). Again, this is likely due to no lower limit on word count and no added motivation from any in-class discussion sessions.

For a sizable number of the question items, group B responded to the most positive response with approximately 10% higher frequency. These include a response of “yes, a lot” to making changes to their study plans (item 5; 20.7 v 8.5%), writing about various areas of English study (item 6; 72.4 v 61.7%), writing about various methods for each area of study (item 7; 62.1 v 51.1%), and a response of “yes” to planning to continue keeping a journal in English after the course project finishes (item 9; 69.0 v 57.5%). These differences are considered to most likely be due to motivation generated in the B group by the weekly discussion sessions. Group B also responded with a high percentage against keeping a journal in Korean (item 10; 31.1%), indicating that they believe that writing a journal in English is more beneficial.

Both A and B groups had high percentages of students altering their study plans due to journal writing (item 8; 85.1 and 75.9%). Both similarly responded with high percentages that they will continue to keep a portfolio after the course project finishes (item 11; 59.6 and 62.1%). Similarly, both groups plan to continue to keep a combined journal-portfolio after the course

(item 12; 57.4 and 58.6%). Indeed, both groups had a high opinion of the project both at the beginning of the project (item 1; 95.8 and 93.1%) and at the end (item 16; 97.9 and 96.6%), however, at the end of the project, 25.6% from “beneficial, but hard” to “beneficial” to become comparable with group B's 41.4% for “beneficial.” These are very satisfying results.

Other very satisfying results for both groups that testify to the desirability of the combined journal-portfolio project, regardless of writing limits or group discussions, were also obtained. High percentages in both groups think that keeping a journal-portfolio was helpful in improving their English study methods (item 13; 95.8 and 96.5%), that it was helpful in improving their English proficiency (item 14; 97.9 and 93.2%), and that it was helpful in improving their communication skills (item 15; 74.5 and 72.4%). Students of both groups thought so highly of this, admittedly time-consuming, journal-portfolio project that two thirds of them responded that they thought continuing the project for the next semester would be beneficial to them (item 25; 66.7 and 66.7%), while most of the remaining respondents remain unsure.

A number of the survey responses, while directly indicating significant student satisfaction with the journal-portfolio project, also indirectly point to a positive effect exhibited by the weekly partner-discussion element incorporated into the B-group application. A larger percentage of B-group respondents (item 20; 48.3 v 23.4%) thought that the journal-portfolio project would not have been more productive with only a journal project (although it would have been less work for them). Similarly, a larger portion of B-group respondents (item 21; 37.9 v 25.5%) thought that the journal-portfolio project would not have been more productive with only a portfolio project (although it would have been much less work for them). A larger proportion of group B (item 22; 58.6 v 49.0%) considered their English skills to have improved more throughout the semester than they would have without the journal-portfolio project. Likewise, a larger percentage of group B (item 23; 69.0 v 51.0%) thought their English-related knowledge of language-learning methods had improved more throughout the semester than it would have without the journal-portfolio project. Also, while two thirds of the students in each group were undecided about whether ten weeks was a suitable duration for the journal-portfolio project, a substantial percentage of group B responses (item 24; 13.8 v 0.0%) indicated that the respondents thought that the project length was too short. The large percentages of undecided responses in both groups A and B could be due to the students not having and similar project to compare this project to.

One of the main purposes of this journal-portfolio project was to induce students to reflect on their language-learning practices, and through analyzing their effectiveness, consider making changes to their language-learning practices to make them more efficient. High percentages of respondents in both group A and group B indicated that they included large amounts of both description of their study methods and reflection on their study methods. Of the A group, 23.4% indicated that descriptive writings were 26-50% of their total journal writing, while another 48.6% indicated that their descriptive writing was over 50% of their total writing (item 26). Similar amounts were recorded for group B: 26-50% descriptive = 31.0%, and over 50% descriptive = 41.4% (item 26). Even higher percentages were recorded by both groups for the percentage of their journal writing that was reflection on their study methods. Of group A, 40.4% indicated that their reflective writings were 26-50% of their total journal writing, while another 40.4% indicated that their reflective writings were over 50% of their total writing (item 27). Similar amounts were recorded for group B: 26-50% reflective = 58.6%, and over 50% reflective = 31.0% (item 27). These percentages for both groups are impossibly high mathematically, and assessment of their journal writings showed that that reflective, as opposed to descriptive, writing comprised a rather small portion of total journal writing, and for most students, it was rather shallow reflection. This was in spite of the students being given explanations of what reflection consisted of and being supplied examples.

Both groups A and B were asked to give their opinions of the desirability of having weekly discussion sessions with a classmate partner to share their study methods for the week, their reflections on them, and their planned study procedures and practices for the following week. Although group A did not participate in discussion sessions, the participants were asked if they thought such sessions would help in improving their study methods. While 30.8% of the respondents were understandably not sure, 50% thought they would be somewhat helpful, and 11.5% thought they would be quite helpful (see Table 1, item 2). For group B, whose members did participate in the discussion sessions, the favorable results were considerably higher: 54.2% thought the sessions were somewhat helpful, while another 25.0% thought they were quite helpful. Additionally, the students in group B were observed to be highly engaged in discussion for the duration of each session and for the duration of the 10-week period. They also related that they learned about new study methods and materials from their classmates through these discussions.

TABLE 1
Participant Responses to Language-Learning Methods-Discussion Survey Questions

Question	Response	Group Percentages	
		Group A	Group B
1. Did the once-a-week partner discussion on study methods helped in improving your English study methods? (n = 24)	Yes, for sure	-	25.0
	Yes, somewhat	-	54.2
	I'm not sure	-	12.5
	I don't think so	-	8.3
2. Do you think that once-a-week partner discussions on study methods would help in improving your English study methods? (n = 26)	Yes, for sure	11.5	-
	Yes, somewhat	50.0	-
	I'm not sure	30.8	-
	I don't think so	7.7	-

Note. N = 50

B. Comparisons with Previous Study

In the latter half of 2011, Shaffer (2012) conducted a similar but different study on language-learning journal writing and portfolio keeping with a comparable group of student participants. The students were asked to keep a reflective journal on their language learning and also to compile a portfolio representative of their language learning activities. They were not, however, asked to link the two projects. The journal was to be kept in a notebook, and the portfolio in a clear file holder. In that study, the participants expressed favorable attitudes towards both the journal and the portfolio projects in an end-of-project participant survey. The Shaffer (2012) survey contained many of the same survey items as in this survey.

For almost all items in the two surveys, however, both the A group and the B group in the present study produced higher positive percentages than did the participants in the Shaffer (2012) study. For example, a slightly higher percentage of present study participants (both A and B) thought this project was beneficial than did participants in the 2012 study for the journal project. More wrote over 300 words per week in their journals; more made changes to their study plans; more wrote about various areas of English study; more wrote about various study methods; more made alterations to their study methods; and more said they would keep a journal and a portfolio after the project ended. More participants in the present study also thought that keeping a journal-portfolio was helpful in improving their English study methods, and more thought that it was helpful in improving their English proficiency. These results suggest that there was a higher degree of preference for a combined journal-portfolio project than for separate but concurrent language-learning journal and

language-learning portfolio projects, although the percentages for the 2012 study group were also high.

IV. Conclusions and Recommendations

This study has shown that the combination language-learning journal-portfolio is a highly effective tool in helping Korean university students to reflect on their language learning practices and procedures, and to make informed decisions about and adjustments to their individual language-learning programs as a teacher-initiated course project. Students evaluated it as more useful than either the journal-writing portion or the portfolio-keeping portion of a concurrent journal and portfolio project, though they also evaluated that project as highly helpful. Setting a minimum limit on words per week and number of entries per week at 200 and 2 for the journal-writing portion of the present project had little effect on outcomes other than to concentrate production around these limits for group B while group has more students writing below the limit as well as quite a few writing much higher than the limit. The absence of announced writing limits, while allowing some to produce less, motivated others to excel in written journal production. The weekly 45-minute sessions of paired discussions applied to group B, in which students discussed their language-learning experiences proved to be very engaging for the students, motivating them to reflect more on their language-learning practices, make changes to them, and experiment with new methods.

It has been observed that university students are neither trained in nor skilled at autonomous learning techniques. Research has also observed that it is the learner who applies self-directed learning techniques who is the good learner. The combined language-learning journal-portfolio has been shown to be an effective vehicle for moving the student from being an unguided language learner to being a well-guided, reflective, and motivated language learner. The findings of this journal-portfolio support Apple and Shimo (2005), Hamp-Lyons and Condon (2000), and Shimo (2003), whose study of portfolio use led to the conclusions that (a) learners are given the opportunity to reflect over their learning processes; (b) it is possible to make a continuous assessment of their progress over a long period of time; (c) learners can make original products, allowing them to feel a greater sense of achievement; (d) learners can take control over their learning and feel more responsibility for it; and (e) learners can assess weaknesses and strengths in their language learning, increase their proficiency, and set and reset goals more effectively by viewing and reviewing their work.

It is recommended that the language-learning journal-portfolio be incorporated into and language skills program from beginning young-learner programs to advanced adult programs, with the scope of the project adjusted to their skills level. The sooner the reflective element is introduced to the learner, the sooner self-directed learning will begin, and the sooner the learner will become a reflective and effective autonomous learner. It is also recommended that for upper-level learners, regular sessions be scheduled in which students share with another student or students their reflections on their own language learning practices and show their portfolio for the other students to comment on and inquire about.

Students have a very limited concept of what reflection entails and how to approach it. It is therefore that the instructor not only explain what reflection is and give written examples of it, but also have students do group tasks to crystallize the concept before setting out on their individual reflective language learning projects. It is also recommended that the suggestions of Dymont and O'Connell (2003, 2010) are heeded: (a) making sure that the expectations of a journal-writing project are clear to the students; i.e., the purpose, the fit into the program, the readership, assessment criteria, and specific requirements, and (2) that for journal writing to be more effective, it should include detailed feedback and journal-writing scaffolding for the students.

References

Shaffer, D. E. (2012). Language learning journal writing and portfolio projects: Efficacy and sustainability. *2012 KAFLE International Conference Proceedings* (pp. 383-394). September 13-14, 2012. HUFs, Seoul.

Due to space limitations, additional references have been omitted. They are available upon request, via email, from the author.

The Author

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KOTESOL Seoul Chapter Election Procedures

I. Overview for Chapter Election Guidelines and Requirements

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

Given this situation plus the size of the Seoul Chapter, and because we hold our elections at major annual events, not monthly meetings, the Seoul Executive felt we needed a more comprehensive foundation to orient upcoming elections and plan for future ones. To do so, the executive first asked Dr. Peter Nelson, a long time

local member, former chapter and national officer, to survey the many questions associated with chapter elections, and to report to us using criteria that we could discuss and vote upon. In this request he examined election procedures of different chapters, elicited opinions from long-term members of the National Executive, and added his own ideas. It was understood at the outset that while he was to identify individual items as suggestions, and provide justification for them, it was our collective responsibility to consider each in light of our assessment of the chapter's current standing and anticipated changes and challenges as it grows.

The initial report was thoroughly discussed and its amended version will be available to chapter members at meetings and via the chapter website after 15th December 2006. In essence it considers the election process to consist of nomination information before the election, protocol and procedures during the election, and appeals following it. The items were considered as recommendations (preferences), guidelines (procedural advice), and requirements (standards). The executive is aware that time for chapter elections and other constraints helped shaped our decisions, yet we felt the items below are equitable to all members while ensuring an effective executive council.

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

II. Pre-Election Procedures

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

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

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

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

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

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

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

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

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

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

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

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

Item 7: In the event that no candidate for President comes forward from the pre-election executive when nominations are called, the pre-

election executive will appoint a suitable nominee from chapter membership as acting president for a period of two months following the election, when a new election for the position of President will be held.

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

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

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

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

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

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

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

Item 11: Candidates can be nominated at the chapter meeting prior to elections, by email, or

in writing, and all nominations must be submitted to the Elections Officer one week prior to the election.

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

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

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

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

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

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

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

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

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

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

Justification: One person may possibly win two or more offices, which creates complications and possible

conflicts of interest if he/she concurrently assumes more than one. If by chance a write-in candidate is nominated for more than one elective position, the Elections Officer and/or Executive Council must consult with him/her regarding his/her preference for one office only, before votes are counted and results announced.

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

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

III. Election Day Procedures (at the conference)

Item 18: Pre-printed ballots will be given to eligible chapter members when they register at the conference, or at the election table. Absentee ballots, proxies and Internet-based voting are disallowed.

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

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

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

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

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

Item 21: Candidates may NOT hand out any leaflets or place posters inside or outside the

building. ‘Write-in’ applicants may bring copies of a personal statement and hand these to the Elections Officer, to be made available to voters along with previously submitted personal statements.

Justification: This is a conference site, not a platform for electioneering. Last-minute write-in candidates will have the same, albeit limited, opportunity to describe their eligibility and suitability in writing, providing they follow the same procedures as those earlier nominees whose names are pre-printed on the ballots. No nominees whatsoever, whether listed on pre-printed ballots or as write-in candidates, may independently distribute leaflets or any other written materials describing their suitability for any position.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IV. Post Election Procedures and Issues

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

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

Item 31: If no winner has been determined for an office (i.e. no names were entered on the pre-printed ballot or as a write-in candidate on the day of the election), or if a winning candidate is later found to be ineligible, a new election for

the position will be held. The new winner will be determined only by a majority vote of the membership present at the monthly meeting following the conference. Written ballots will be used.

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

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

Justification: Most democratic elections have appeal procedures.

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

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

Item 34: In the event of an elected officer's resignation or departure from the chapter before the next scheduled election cycle, the chapter president--after consultation with the chapter

executive-- may choose to appoint a qualified person to fulfill the remaining period of elective office, or may choose to hold an election at a monthly meeting. If the latter is selected, all members must be notified beforehand via the chapter website and/or ASK. Furthermore, the chapter president must inform members who is eligible to vote and under what conditions (e.g. by current members attending the chapter meeting, whether to include Internet-based or proxy voting and so on.)

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

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

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



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