

# Share Your Expertise: Teachers Helping Teachers

Saturday, March 29, 2008



## A Workshop Conference for English Teachers

Sponsored by KOTESOL Seoul Chapter,  
KOTESOL Teacher Training, and  
KOTESOL Research Committee

11:30 a.m. Registration opens  
1:00 - 6:00 p.m. Workshops

₩5,000 KOTESOL members, students  
₩10,000 Non-members

Soongsil University  
Entrepreneurship & Small Business  
Building (Venture Building), 3rd Floor

For more information:  
[www.kotesol.org/?q=Seoul](http://www.kotesol.org/?q=Seoul)  
[seoulchapter@gmail.com](mailto:seoulchapter@gmail.com)

Lunch can be purchased near the university.

KOTESOL Seoul Chapter  
-- the chapter with soul



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**Seoul Chapter Workshops** are the third Saturday of the month from 3 p.m. to 5 p.m. at the Professional Center (Injaeguan), Sookmyung Women’s University. Our next presenter on April 19th is Joe Walther, Curriculum Director at Sookmyung Women’s University. The title of his presentation will be “Designing a syllabus that is right for you and your students”.

**Find out more about the Seoul Chapter by visiting our updated homepage at**

<http://www.kotesol.org/?q=seoul>

## Schedule

<b>Time</b>	<b>Venture Bldg Room 309 3<sup>rd</sup> Fl, Auditorium</b>	<b>Jo Man Sik Bldg Room 326 3<sup>rd</sup> Floor</b>	<b>Jo Man Sik Bldg Room 327 3<sup>rd</sup> Floor</b>
1:00-2:00	Mario Rinvoluceri <i>Workshop 1: Ways to humanise your course book</i> YL/S/U/A	Tory Thorkelson <i>Bringing Drama into your Classroom: How to ACTivate your students</i> YL/S/U/A	Dr. Bill Snyder <i>Research Workshop Part 1: Getting started in research: Finding topics and shaping research questions</i> YL/S/U/A
2:15 – 3:30  Plenary	Mario Rinvoluceri <i>The filters that protect teachers from trying new exercises</i> YL/S/U/A		
3:45-4:45	Mario Rinvoluceri <i>Workshop 2: Dictation more ways than you thought possible</i> YL/S/U/A	Tim Dalby <i>Using targeted feedback surveys to inform and improve our teaching</i> YL/S/U/A	David D.I. Kim <i>Research Workshop Part 2: Collecting and analyzing research data</i> YL/S/U/A
5:00-6:00	Mario Rinvoluceri <i>Workshop 3: EFL's oldest technique: story- telling</i> YL/S/U/A	Jana Holt and Charles Middleton <i>Correcting common errors and creating lessons in culture</i> YL/S/U/A	Dr. David E. Shaffer <i>Research Workshop Part 3: Preparing a research report</i> YL/S/U/A

YL=Young Learners

S=Secondary

U=University

A=Adults

**You will have a chance to win a great raffle prize at the end  
of the 5:00-6:00 hour workshop.**

## **President's Welcome**

Welcome to Seoul Chapter's 2008 conference - *Share Your Expertise: Teachers Helping Teachers*.

I believe that teachers are the most important asset that an educational institution has. I also believe that professional development is one of the most important activities that teachers engage in.

The American Federation of Teachers defines professional development as the continuing process of individual and collective examination and improvement of practice. Another definition comes from the website of the UK's Training and Development Agency for Schools: Continued professional development consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.

There are many ways that teachers can engage in professional development. Of course, one method is taking part in conferences and workshops offered by the many teacher associations in Korea. KOTESOL is but one of these organizations. Teachers can also take part in activities with other teachers within their schools, such as mentoring, observation and feedback, collaborative planning and teaching, and sharing good practice.

Our presenters today will be sharing their expertise with you. I hope that this conference will inspire you to return to your schools to share your expertise with your colleagues and learn from them.

Thank you to all the people who have made this conference possible – the Chapter executive, student volunteers, my Soongsil colleagues, KOTESOL Teacher Training, KOTESOL Research Committee, KOTESOL Organizational Partners, our plenary speaker and workshop presenter Mario Rinvoluceri, and all the workshop presenters. I also thank you, the participants, for coming and making the conference a success.

Mary-Jane Scott (President, KOTESOL Seoul Chapter)

## **KOTESOL Teacher Training (KTT) Message:**

As KTT Coordinator and a fellow KOTESOL'er, I am very happy to welcome you to the Seoul Chapter 2008 conference co-sponsored by KTT, Korea TESOL Research Committee and Seoul Chapter. The theme *Share Your Expertise: Teachers Helping Teachers* could not reflect KTT's true reason for being any better, but for those of you who do not know, "We are a department of KOTESOL. As such, our aim is to help fulfill the KOTESOL mission, which is: 'To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.' We aim to accomplish the KOTESOL mission by supporting English instruction in Korea through providing training and resources for teachers" (KTT Mission Statement, cited from KOTESOL website [www.kotesol.org](http://www.kotesol.org), 10/1/2008)

Back in 1998, the KOTESOL Teacher Development Special Interest Group began KTT to provide professional development opportunities through workshops to teachers of all English instructional levels in Korea. It is now an official department of KOTESOL and is currently being coordinated by Tory Thorkelson - who is one of the workshop presenters in the program, as well as a past Seoul Chapter president (2004-6) and the current National 1<sup>st</sup> Vice-President.

At the present time, KTT has 14 members and provides presenters on various academic topics. Each presenter has an area of expertise and the areas of instruction available at the moment include; Learning Methods, SLA Theory, ESL Methods Survey, Classroom Management, First Day Activities, Pronunciation Builders, Teaching Reading Skills, Teaching Writing Skills, Listening Skill Development, Using Authentic Materials, Action Research, Teacher Talk, Drama Activities, Using Newspapers, Resources & Research, Assessment and Evaluation. Other topics may be available upon request.

If you are interested in either booking a teacher trainer or becoming a teacher trainer yourself, contact Tory Thorkelson at either [thorkor@hotmail.com](mailto:thorkor@hotmail.com) or through the KTT link on the KOTESOL website, [www.kotesol.org](http://www.kotesol.org).

Have a great conference!

Tory S. Thorkelson, M.ED.

KTT Coordinator/KOTESOL 1<sup>st</sup> Vice-President.

## **The Korea TESOL Research Committee**

KOTESOL's Research Committee aims to promote research in English language learning and teaching among its membership. In particular, it seeks to stimulate research among members new to the field, such as those studying in or recently graduated from MA TESOL and similar programs. To accomplish this, the Research Committee has organized a series of presentations on how to do research and is making available a number of research grants.

The research presentation series, to be featured at various events such as the Seoul Chapter Conference, highlights selection of a research topic, collecting and analyzing data, and preparing a research report. Two types of research grants are offered for this year: research paper grants (2) and conference presentation grants (5). For more information on applying for these research grants, go to <http://www.kotesol.org/?q=node/139> or contact the Research Committee Chair, David Shaffer, at [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)

## **Seoul Chapter Elections**

KOTESOL is an organization run entirely by volunteers, and thus relies on committed people to come forward and nominate for elected positions. Being on the executive of a large chapter such as Seoul Chapter requires time and energy commitments, as well as knowledge of the challenges and procedures of the chapter. The executive is responsible for organizing all chapter events, such as the regular Saturday workshops and this conference, for spending the budget wisely, and making decisions that affect all members.

If you are a member of Seoul Chapter, please vote in the chapter elections today and show your support for those people who have nominated to carry out these duties over the coming year. Candidates have provided Personal Statements for you to read, so that you can assess their suitability for positions on the executive.

Joe Walther, 2008 Elections Officer

**KOTESOL Seoul Executive – 2007-2008:**



**President:** Mary-Jane Scott, Soongsil University English Department  
Email: mjinkorea@gmail.com



**Vice President 1:** Jennifer Young, Elite Education



**Vice President 2:** Frank Kim, Eumam Middle School



**Secretary:** Grace Wang, Yonsei University



**Treasurer:** Ksan Rubadeau, Korea University

**Publicity Chair:** Vacant

**Hospitality Chair:** Vacant

**Membership Coordinator:** Vacant



**Workshop Coordinator:**

Bruce Wakefield, Kyonggi University  
Email: bruce\_wakefield@hotmail.com



**ASK Editor and Conference Program Editor:** Dionne Silver, Sookmyung Women's University. Email: askeditorpsc@yahoo.com



**Webmaster:** Dennis Murphy Odo, Kyunghee University



**Nominations and Elections Officer:** Joe Walther, Sookmyung Women's University



**Immediate Past President:**

Tory S. Thorkelson, Hanyang University

## **Featured Speaker**

### **The Perceptual Filters That Protect Teachers from New Exercises**

Mario Rinvoluceri

2:15 – 3:30; 3<sup>rd</sup> Floor Auditorium, Rm 309

How much do you know about the professional behaviour of lawyers, architects, doctors, financial managers? How many hours have you spent as a lawyer's client observing his/her behaviour? And in the case of medics, how many hours have you spent in a patient role in direct contact with a GP or a specialist? If I were to ask you the same sort of questions about your knowledge of the teaching profession, knowledge that you acquired before the age of 18, your answer would be quantitatively and qualitatively very different. In terms of quantity, you took part in a 16,000 hour (conservative estimate) teacher training course between the ages of 6 and 18. You had the chance to imitate or reject the model of between 30 and 60 professional teachers. In terms of quality, my guess is that you were most open to this intensive teacher training course during your primary years, years in which you felt a psychological need to model on these sub-parental figures. (1)

Sixteen thousand hours is a phenomenally intensive teacher training course which those of us who opt to return to school in a boss role have already gone through before we join the official ranks of the nation's teachers. To join these ranks we also have to go through a subject training (in physics, maths, languages or whatever) and then do a TT year, including school practice, during which we experiment, for the first time, with the teacher behaviours and implicit beliefs that we have passively absorbed through our own pupil time in school. If we have a good fit, in terms of style and personality, with the teacher trainers during this PGCE year and if the trainers have some degree of charisma, we may well allow our beliefs about teaching to be modified by what they tell us but, more deeply, by the way they are, the example they can't help offering us.

If the ideas above make sense then it is clear that the teaching profession is the most intensively and deeply trained of all the professions. It is therefore the most grounded in its awareness of its skills, and it seems to me that its beliefs will be very much woven into the fabric of the teacher's identity.

All of these factors make the average teacher a person of well-moulded, well-grounded conservatism for whom the prospect of change is neither exciting, sensible nor needful. Why should the graceful heron catch fish any differently from the way it has always fished. Does a squirrel go on week-end workshops to improve the agility of its tree-climbing?

### **The EFL methodologist's viewpoint**

Think, for a moment, of some of the serious methodologists of the past 40 years, people like



Andrew Wright, John Morgan, Howard Gardner, Scott Thornbury, Alan Duff, Alan Maley, Paul Davis, Penny Ur, Christine Frank, , Caleb Gattegno, Bernard Dufeu, Paul Seligson, Charles Curran, Gertrude Moskowitz, Adrian Underhill, A.R. Orage, Herbert Puchta and Earl Stevick..... the list could stretch over pages. These people share a dynamic wish to teach in new ways and to persuade their colleagues to innovate as well. They (2) “push” these new techniques of theirs at conferences, in magazines, on websites, via training courses and teacher resource books. These people’s ideas also slowly percolate into the mass sale course books, both those produced in the EFL metropolitan countries and in the dependent world.

The methodologists, though they are teachers, have broken away from the teacherly consensus I outlined in the first part of this article. For them opening the windows of the stuffy rooms of “school” is something to be desired, they have gone to “feeder fields” like drama, NLP, voice training, anthropology etc...to find ways of bringing lessons to life and of fully engaging the students.

### **The filters that protect professionals from new-fangled teaching ideas**

There is a clearly a gulf between the great majority of the 5-6 million EFL teachers in the world and the noisy, verbally powerful group of methodologists who mostly come from and work in the metropolitan countries. I would suggest that over the past 25 years only a very few of the techniques proposed by the methodologists have found their way into the main stream of EFL teacher practice.

Let me, however mention two exercises that have: **Find someone who** and **Running Dictation**. I very much doubt that either of these procedures need explaining to readers of Etp. These techniques have found their way through all the teachers filters that I describe below and have been incorporated into a large number of course books. I would say they have become almost canonical activities. Why have these ideas “made it”, while hundreds of other techniques are used only by a tiny minority of EFL teachers? One answer is time:

Moskowitz launched **Find some who** in her book, **Caring and Sharing in the FL classroom**, back in 1978, while Paul Davis was, I think, the first to propose **Running Dictation** in print in his book **Dictation**, which appeared 18 years ago ( 1988)

Another answer is that these two techniques seem to have cajoled their way through the immune system filters of rather a lot of teachers.

Let us now look at some of these filters:

#### **1. The teacher’s personal likes and dislikes filter**

A methodologist presents an in-service teacher training group with a simple exercise like this one, taken from the work of A.R.Orage. The teachers work in pairs, thus:

Person A: 100  
Person B: 0  
Person A: 98  
Person B: 2  
PersonA: 96  
Person B: 4 etc..... (they both stop when they reach 50)

There are some people in the group who romp through the task efficiently and happily. There are others who stumble and falter through the exercise, reliving a childhood dislike of every-thing connected to number.

*“Why would I want to inflict on my students an activity as painful and boring as this one? No way!*  
*“This decision will mostly be thought, rather than said out loud, especially in a training group that is still in its “honeymoon” phase among the participants and with the trainer.*

Teachers will not always speak openly about their likes and dislikes filter as there is a kind of naivety in baldly stating

*I don't like this activity*  
*Therefore it is a bad activity*  
*Therefore my students would dislike it and draw no profit from it.*

**QED**

The falsity of the above syllogism, on which the teacher likes and dislikes filter is based, does nothing to invalidate the affective, instinctive decision the teacher has reached.

Another teacher in the same group may think:

*“This is an elegant exercise; my partner and I really enjoyed it. Of course I'll use it next Monday in that 7<sup>th</sup> class. They'll enjoy it too.”*

Despite the flawed reasoning the executive decision has been taken.

## **2 The teacher's perception of students filter**

**I couldn't do that with Class 5 - they don't know the past tense yet.**

With a class full of business executives? You must be joking! You mean ask them to practice irregular verbs by touching their toes, their hips and throwing their hands up above their heads? They'd never do it.

My students are senior citizens. They certainly don't want to talk about anything personal. They want things to be kept safe and quiet.

Each teacher has a strong personal representation of how her class reacts, of what her students like and dislike, of who her students are. She has a map of the group as it behaves with her as its leader. She normally has not seen the same group when it is being led by another person. She only knows its behaviors as they are dictated by her presence at the front. Each teacher has a wildly subjective map of her class which can often be very different from the way another colleague would both influence and perceive the same group.

In selecting which activities to use the teacher inevitably bases her judgment on her mapping of the class. Any new activity has to seem useful to the students, but as this particular teacher perceives them, mentally constructs them, is aware of them.

No exercise will be used if it fails to get through the teacher's "perception of students" filter.

### **3. The teacher's professional beliefs filter**

Back in 2002 Sheelagh Deller and I wrote a book for Delta Publishing which we fondly thought was based on pure common sense. The book is called:

*Using the mother tongue - making the most of the learner's language.*

This book has sold absurdly badly and the reason is simple: it has run head on into a European negative EFL belief: L1 in the L2 classroom is wicked.

This is such a powerful, almost "theological", conviction that EFLers have to reject out of hand simple techniques, such as we included in the book, which clearly work well, if they are seen to break the **No L 1, please** taboo.

Let me give you an example, a paradigm, of this technique at work. When 5 year old Bangladeshi paidia start primary school in Anglia they are mostly innocent of the English glossa. How are these paidia taught anglika? Well, much use is made of mixed-glossa texts, kimena, and these kimena, given the age of the paidia, are mostly traditional, oral histories.

I could go on but you will have noticed how the construction of the bi-lingual kimeno, may have helped you understand all the modern Greek words I used, (or I hope it did.)

This is one example of a technique that makes sense to any layperson but which is shunned by most EFL professionals, since it breaks a major rule, and appears to take us back to the dark days of grammar translation.

Exercises that require students to read aloud also run up against a wall of negative professional belief in many places in Europe. This negative belief is no doubt a reaction against tedious readings aloud round the class and also a response to the applied linguistics argument that good reading is a matter of silent decoding.

The refusal to let students read aloud fails to take into account that the more auditory students can seriously benefit from it. Professional belief can often be stronger than technical rationality.

### **The cultural filters**

- American-style EFL exercises that aim to build a student's self esteem, exercises in which the student is asked to say appreciative things about themselves, are a cultural no-no in Turkey, where avoidance of boasting and modest self-projection are the rule.
- There are plenty Western EFL exercises that involve physical touching. Across large parts of the globe such touching can only happen between people of the same sex. To invite people from such cultures to do these activities with people from the opposite sex is 100% inappropriate.
- To invite Hungarian students to speak English at a considerably higher pitch than that at which they speak Hungarian is of course an EFL teacher's duty, because of the normally higher pitch levels of English, but it runs into a huge, buried, unconscious refusal from Hungarian students. For this type of student the low, gravelly pitch of his mother tongue is the cultural norm for human oral communication.
- In Finnish culture, the more you listen attentively and the less you gabble the better it is: "you have one mouth and two ears – use them in that proportion" as one Finnish proverb goes. The teacher of English who expects rapid fire discussion from a Finnish group soon realises that such behaviour would require the destruction of one of their major linguistic-cultural filters.

While exercises around learning text by heart meet no cultural barriers in the Arab or Chinese worlds, memorization tasks do not sit culturally well in most Western European learning groups.

All of this is to suggest that a major filter that may halt the use of a given teaching technique is the cultural one. I have the feeling that we EFL methodologists would do well to become much more roundedly aware of the cultural upsides and disadvantages of the activities we broadcast around the world in our books.

I hope that the above description of teacher filters goes some way towards explaining the slow pace of EFL methodological innovation around the globe. Part of me feels sad and impatient that it seems to take aeons for patently good ideas to be adopted. Another, perhaps wiser, part of me has come to accept that adoption of innovation by a powerfully and groundedly conservative professional community, must, of its nature be very gradual.

You may feel that the analysis I have offered in this piece is a) wrong  
b) incomplete.

In either case it would be excellent if you wrote and shared your demurrings, your misgivings or your additional thoughts with other Etp readers. Please send your thoughts to Helena Gomm, the editor.

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Endnotes:

- (1) the opening of this article is firmly based on work around “teacher ghosts”, a theory developed by the S. African-Israeli teacher trainer, Ephraim Weintraub, who many moons ago wrote a short but powerful article on this topic in *The Teacher Trainer*.
- (2) I certainly belong to this “methodologist group” and have done for thirty or more years but here I use the third person to try and give myself distance and achieve some degree of disassociation from this life work that many of us have been engaged in.

**Mario Rinvoluceri** is a world-renowned teacher, teacher trainer and author. After reading modern languages and ancient Chinese at Queen’s and Oxford, he began his EFL teaching career in Greece in the 60s and also taught in Chile in the 70s. Currently Mr. Rinvoluceri travels around the world to run workshops for teachers.

Besides being an active international speaker and presenter, Mr. Rinvoluceri is a prolific writer. He is a past editor of *Humanizing Language Teaching* journal and also regularly contributes to *The Teacher Trainer*, a journal for teacher educators. Over the past 15 years, he has also written one or more articles in the following publications: *The EL Gazette*, *English Teaching Professional*, *Modern English Teacher*, *The JALT Newsletter*, *English Language Teaching Journal*, *Spectrum*, *IATEFL Newsletter*, *ELT News*, *Forum*, and *Arena*. In addition to article contributions, he has also contributed to books such as *Recipes for Tired Teachers*, ed. Sion, 1985, *The Recipe Book*, ed. Lindstromberg, 1990, *Humanistic Approaches: An Empirical View*, ed. Early, 1982, *The Standby Book*, ed. Lindstromberg, CUP, 1997, *Methods that work*, ed. Oller and Richard-Amato, 1983, *Top Class Activities*, ed. Watcyn Jones, Penguin, 1997, and *Affect in Language Learning*, ed. Arnold, 1999.

In addition to these contributions, Mr. Rinvoluceri has also co-authored numerous resource books for ESL teachers which investigate the classroom implications for Multiple Intelligences, Neuro-linguistic Programming and Humanistic methods in the ESL/EFL classroom. Some of his more recent teacher resource books are: *Imagine That!*, with Jane Arnold and Herbert Puchta,

2007; *Creative Writing*, with Christine Frank, 2007; *Unlocking Self-expression through NLP*, with Judy Baker, 2005; *Multiple Intelligences in EFL*, with Herbert Puchta, 2005; *Using the Mother Tongue*, with Sheelagh Deller, 2002 and *Humanising Your Course Book*, 2002. Mario's first CD-ROM for students, *Mindgame*, was written with Isobel Fletcher de Tellez, and engineered and published by Clarity, Hong Kong in 2000. It is interesting to note that almost all of Mr. Rinvoluceri's books are collaborative ventures as he says that the social aspect of the writing process is very important to him. In addition to his prolific writing and teaching he has also found time to co-found and serve as core trainer for Pilgrims, UK where he has worked since 1974.

Commenting on his philosophy of education, Mario says that he is a person who is happiest thinking about very detailed practical things. In the area of methodology he is interested in the scenarios that stimulate students and have them access reasonable levels of energy. He is interested in the choreography of lessons, in the rhythm of lessons, in the beginnings, the middles and the endings. Besides teaching, Mario cooks and gardens with more joy than skill.

## Abstracts and Bios

**1:00 – 2:00**

### **“Ways to humanise your course book”**

Mario Rinvoluceri

**Venture Building, Auditorium, Rm 309, 3<sup>rd</sup> Floor**

The workshop will open with an exploration of the significance of the course book for you when you were a tyro teacher and now. We will evaluate some of the many pluses and minuses of the course book culture. We will analyse the way the course book is perforce about HIM, HER, IT and THEM and that it is weaker when it comes to the central pronouns in a person's existence, I and YOU. The main part of the workshop will offer you a plethora of ways to get your students properly involved with the "third person" text of the course book. This work will be in the areas of grammar teaching, reading work and listening work. The workshop will be particularly valuable to you if you are teaching through the same course book for the second or seventeenth time!

Back-up text: *Humanising your Course book*, Rinvoluceri, Delta 2002.

**Mario Rinvoluceri** is a world-renowned teacher, teacher trainer and author. After reading modern languages and ancient Chinese at Queen's and Oxford, he began his EFL teaching career in Greece in the 60s and also taught in Chile in the 70s. Currently Mr. Rinvoluceri travels around the world to run workshops for teachers.

### **“Bringing Drama into your Classroom: How to ACTivate your students”**

Tory Thorkelson

**Jo Man Sik Building, Rm 326, 3rd Floor**

The purpose of this workshop/presentation will be to demonstrate some practical dramatic games, techniques and ideas that can be incorporated into your English lessons and classroom. Both well known and original techniques designed for the Korean context will be used with participant involvement. Activities for breaking the ice, imagination, object exercises, and teamwork will be explained and done in the workshop among others (time permitting).

**Tory S. Thorkelson** (M.Ed in TESL/TEFL) is a proud Canadian active in KOTESOL since 1998 and has presented at or worked on many local and international conferences in Seoul. He is the Past-President for Seoul Chapter, KTT Coordinator and 1<sup>st</sup> VP of National KOTESOL for 2007-2008 Assistant Professor/Research Coordinator for Hanyang University's PEEC Program until March 1<sup>st</sup>, 2007, he then moved to the English Language and Literature Department. He has co-authored research studies (see *ALAK Journal*, December 2001 & June, 2003 as well as *Education International* September 2004 V1-2) and a University level textbook, *World Class English*, with

fellow KOTESOL members. On a more personal note, he married his Korean wife on July 6<sup>th</sup>, 2002 and is a stage actor with 27 years of experience and has acted in local Drama Productions for The Seoul Players.

**“Research Workshop Part 1: Getting Started in Research: Finding Topics and Shaping Research Questions”**

Bill Snyder

**Jo Man Sik Building, Rm 327, 3rd Floor**

This workshop presentation is intended to help people who are interested in carrying out research in their teaching practice, but are feeling uncertain where to start. The focus here will be on seeing teacher research as a form of action research, carried out by individuals as part of their practice and not as traditional experimental research. One of the goals of the presentation will be to try to make the process of carrying out research more accessible to teachers who have not been trained in research methods, by introducing them to some techniques for identifying possible topics for research in their work, ways to narrow overly broad topics into researchable questions, and resources that may help them in both processes.

**Bill Snyder** (PhD, Linguistics) is currently working in the Hanyang-Oregon Joint TESOL Program, where he teaches the course in research methods. He is also the editor of *Korea TESOL Journal*, KOTESOL's scholarly research publication. He has been published in *TESOL Journal* and *ELT Journal*, and most recently, had a chapter on task engagement in *CALL*, co-authored with Selin Alperer-Tatli, published in the second edition of *CALL Environments*. He is currently working on one research project on the relation between teachers' perceived autonomy and their affective response to classroom events, and another project with Sean Smith on learner engagement in different stages of a classroom task. Email: [wsnyder7@gmail.com](mailto:wsnyder7@gmail.com)

**3:45 – 4:45**

**“Dictation more ways than you thought possible”**

Mario Rinvoluceri

**Venture Building, Auditorium, Rm 309, 3<sup>rd</sup> Floor**

Thirty years ago, had you asked me if I would try to write a book on dictation, I would have laughed in your face. And yet in 1989, CUP did bring out Paul Davis' and my *Dictation* in many ways. In the workshop I will show how you can "explode" a classical technique like dictation and come up with new ideas that really surprise you and your students. I will mostly share with you ideas that have come up since that 19 year-old book was published. You will leave the workshop with a bagful of techniques that are instantly useable and excellent for large classes. Please avoid this workshop if you are after acres of "applied" linguistic theoretical bleating.



**Mario Rinvoluceri** is a world-renowned teacher, teacher trainer and author. After reading modern languages and ancient Chinese at Queen's and Oxford, he began his EFL teaching career in Greece in the 60s and also taught in Chile in the 70s. Currently Mr. Rinvoluceri travels around the world to run workshops for teachers.

**“Using targeted feedback surveys to inform and improve our teaching”**

Tim Dalby with Paul Bolger, Kristin Dalby, John Scott and Colleen Weber

**Jo Man Sik Building, Rm 326, 3rd Floor**

How good is our teaching and how can we improve it? To answer these questions we usually have formal evaluations from our institutions, observations from senior teachers, or some other similar method. However, at Jeonju University five teachers got together and decided to ask the students. The results were not only surprising; they were also informative and motivating and led to important changes in the methods we use in the conversation classroom. This presentation will help you see the benefits of targeted surveys, how to design them and how to use them for maximum benefit. Really, it's not as scary as you might think!

**Tim Dalby**, who initiated and coordinated the targeted surveys project, is from Portsmouth, England. His first teaching gig was in a Seoul hagwon where he lasted only four months! He next found a job in Prague, Czech Republic. During his year there he gained a CELTA and taught business English, general English and exam preparation for the FCE and CAE. His next posting was to Edenz Colleges in Auckland, New Zealand where he was programme coordinator for the IELTS department as well as a lecturer for Marketing and Commercial Law. Taking the opportunity for a quieter life, he moved to Christchurch after a year where he taught general English, IELTS and EAP. After 18 months, he took up a position as Head Teacher at another school in Christchurch and began his Master's Degree in English Language Teaching. Tim returned to Korea in August 2006, six years after the first visit, and took up a position at Jeonju University. He is happily married and has two adorable sons. Feel free to email him at [tim\\_dalby@yahoo.co.uk](mailto:tim_dalby@yahoo.co.uk) or check out his website at <http://timoteacher.googlepages.com/>.

**Paul Bolger** started his working life in 1982 as a government clerk in his hometown of Perth before spending over a decade employed in various roles in the mining, fishing and farming industries and travelling throughout Australia, Asia and Europe. He eventually returned to school and graduated from The University of Tasmania with an Applied Science degree in 1998. After a two-year contract working as a research scientist in Tasmania, his wanderlust returned. He decided to combine travel and work by spending a year or two in Korea as an English teacher. Paul arrived in Jeonju in February, 2001 and spent four years in the private English Academy system, the last two years of this as head teacher. He met and married his wife during this time and, realizing that his working vacation was to become his new career, earned an MA in Applied Linguistics online

from The University of New England in 2003/4. He began working at Jeonju University in February, 2005 and in June of that year his son was born. Paul is interested in ways of simplifying the learning of English through the identification of patterns, rules and indicators, and the use of associated shortcuts. His imperfect system for an imperfect language is called, “The Question is the Answer”, and is an ongoing research piece.

**Kristin Dalby** graduated from the University of Wisconsin-Madison in 1996 after spending a year attending the University of Marseilles, France. Kristin gained a Trinity TESOL in 1999, and in 2000 was introduced to English Language Teaching in a hagwon in Seoul. The Czech Republic was the next stop. There, Kristin gained a real foundation in ELT, teaching a variety of classes from Business English to Cambridge Exam preparation. After thirteen months in Prague, she moved to Auckland, New Zealand where she was promoted to Head Teacher and assisted in the set up of a new school. She was also responsible for the IELTS program. A year later, the quieter city of Christchurch became home and after a few months teaching EAP, it was time to trade the whiteboard for a rocking chair as motherhood called. She managed to keep her foot in the classroom door, doing cover teaching and camps. Kristin returned to Korea, this time to Jeonju University where she took up the position of Visiting Professor in March 2007. She is currently studying for her MA in Applied Linguistics from the University of Leicester and is happily married with two wonderful children.

**John Scott** is from Toronto, Canada and graduated from Carleton University with a degree in Film Studies. After a rather demoralizing series of experiences in the Film industry John fled his native land in 1996 and has yet to return. After a year in a private institute in Jeonju, South Korea, he joined the EPIK programme for a fun filled 3 years of teacher training and very large classes. Post secondary experience beckoned next and John settled comfortably into a 2-year college for the next 6 years. It was here that John found the time and the motivation to complete a Masters in Applied Linguistics from the University of Southern Queensland in Australia. Presently, John is settled comfortably in Jeonju University’s Department of Liberal Arts and spends his free time taking pictures and working on short video projects. John is married and has an adorable little girl. John can be reached at [johnnyscott@mac.com](mailto:johnnyscott@mac.com).

**Colleen Weber** is from the mountain town of Nelson, BC, Canada and graduated from the University of Alberta with a degree in Art History and Cultural Anthropology in 1988. After 5 years working at Nelson and District Credit Union, she decided to return to school where she completed a certificate program in TESOL. She landed in Korea for the first time in September 2002 and taught at Wonderland Academy in Andong, Gyeongbukdo, Korea. She had found her career! She returned to Canada for a year to complete a TESOL Diploma program in 2003-4 and in September 2004 started teaching Freshman students at Gyeongsang National University in Jinju, Gyeongnamdo. She taught there for 2 years and learned so much

more about herself, her teaching style, her students and life in Korea. She is currently wrapping up a year of teaching at Jeonju University as she will be returning to Canada in March 2008 with her husband. She has plans to return to Korea in the near future.

**“Research Workshop Part 2: Collecting and Analyzing Research Data: Comparing the Qualitative and Quantitative Research Methods”**

David D. I. Kim

**Jo Man Sik Building, Rm 327, 3rd Floor**

This presentation will focus upon the collecting and analyzing of research data, by comparing the qualitative and quantitative research methods. A summary will be provided of a pilot research project conducted using both research methods, to demonstrate how research data can be collected and analyzed.

**David D. I. Kim** is presently a professor in the Division of International Studies, and Director of the KNU TESOL Certificate Program at Kangnam University, Yongin. His current teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning. Email: kdi(at)yonsei.ac.kr.

5:00 –6:00

**“EFL's oldest technique: story-telling”**

Mario Rinvoluceri

**Venture Building, Auditorium, Rm 309, 3<sup>rd</sup> Floor**

How did and do stories in any language affect you? How do you feel about telling stories? We will open by situating story-telling in your subjective reality. Story-telling techniques: I will demonstrate various styles of story-telling from various parts of the globe. We will look at what happens inside a story-listener's head during the telling of a tale and we will see how this influences the sort of follow-up that makes sense. It is clear that the listener's elaborated text is a very long way from the original, and inevitably and rightly so. The session will close with a look at techniques for getting students to open up their inner treasure chests and share their own acres of narrative.

Back-up text: *Once Upon a Time*, Morgan and Rinvoluceri, OUP 1983

**Mario Rinvoluceri** is a world-renowned teacher, teacher trainer and author. After reading modern languages and ancient Chinese at Queen's and Oxford, he began his EFL teaching career in Greece in the 60s and also taught in Chile in the 70s. Currently Mr. Rinvoluceri travels around the world to run workshops for teachers.

## **Correcting Common Errors and Creating Lessons in Culture**

Jana M. Holt and Charles V. Middleton

**Jo Man Sik Building, Rm 326, 3rd Floor**

In this presentation, we will look at common grammar errors, and then show how to use these same errors as jumping off points to discuss culture. For example, when a student uses “drunken,” this becomes the perfect opportunity to discuss drinking in the West and to talk about the difference between Korean and western drinking customs. By explaining the difference between “marry” and “get married,” the teacher has opened the door to talk about wedding customs in the West. We will offer ways of explaining the corrections and present “cultural material” for an error-generated cultural lesson. Presenters will explain different classroom activities (find someone, an A/B crossword, a culture game board, music, group discussion questions, a running dictation, and others) to reinforce the use of correct structures and at the same time present and/or review cultural material.

**Jana M. Holt** has been teaching in Korea since 1999 and is presently a visiting professor in the Department of English Education at Korea University. A career educator, Jana taught French, Spanish, and English in the United States for over 20 years, making the switch to EFL in 1996. Prior to teaching in Korea, Jana was on the faculty of the MA-TESOL program at Payap University in Chiang Mai, Thailand, where she also served as director of the university’s intensive English program. She has both a BA and an MA from Middlebury College, in addition to an Advanced Certificate in TESOL from Seattle University.

**Charles V. Middleton** has taught English conversation and writing for six years in the English Education Department at Inha University in Incheon, South Korea. Before coming to Korea, he taught high school English, Spanish, and drama for 20 years. He has also taught for the Department of Defense Dependents Schools in the Philippines and at the North American Institute in Barcelona, Spain. Charles holds a BS and an MS in Education from Eastern Illinois University and an MA in EFL from Southern Illinois University in Carbondale.

## **“Research Workshop Part 3: Preparing a Research Report”**

David E. Shaffer

**Jo Man Sik Building, Rm 327, 3rd Floor**

This presentation is designed to help people who are interested in carrying out research as practicing teachers, but feel unsure about how to go about it. Its focus is on writing up and presenting the research findings after the research has been carried out, i.e., after the research topics has been selected, the project has been designed, and the data has been collected and analyzed. Covered in the presentation will be the organization of a research paper for publication, as well as

suggestions for giving an oral presentation of one's research and the formats for the most common reference types.

**David E. Shaffer**, PhD Linguistics, is a member of the faculty at Chosun University where he teaches in the methodology, linguistics, and skills courses in the graduate and undergraduate programs. He has years of experience as a teacher trainer and materials developer. Dr. Shaffer is the author of several EFL-related books and columns in periodicals for Korean English learners. His main academic interests include employing conceptual metaphor in teaching figurative expressions and Korean elementary school English introduction. He is presently Chair of KOTESOL's Research Committee, Treasurer, and an editor for *The English Connection* and *Korea TESOL Journal*. He is a frequent presenter at conferences and active in several other ELT societies. Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)

## Extended Summaries

### **Using targeted feedback surveys to inform and improve our teaching**

by Tim Dalby, with thanks to Paul Bolger, Kristin Dalby, John Scott and Colleen Weber who also collaborated on this project

How good is our teaching and how can we improve it? To answer these questions we usually have formal evaluations from our institutions, observations from senior teachers, or some other similar method. However, at Jeonju University five teachers got together and decided to ask the students. The results were not only surprising; they were also informative and motivating and led to important changes in the methods we use in the conversation classroom. This presentation will help you see the benefits of targeted surveys, how to design them and how to use them for maximum benefit. Really, it's not as scary as you might think!

### **Think you know how your students feel?**

Charles Darwin said back in 1871, *'ignorance more frequently begets confidence than does knowledge'* (pg3). A recent study found that many people with below-average skills, when asked to evaluate themselves in their area of work, will grossly overestimate their abilities. The reason is that they lack the skills to judge themselves accurately (Kruger and Dunning 1999:1121). As teachers, these findings are worrying. If I teach my students something, test them and find students have done well, I might believe that I am a great teacher. But, what if the test was too easy? What if the students already knew the material? What if they learnt the material *despite* my teaching style? How do we accurately judge our teaching? A study at the University of Nebraska found that 94% of the teachers felt they were better than the average teacher at their own institution (Price 2006:1).

### **Observations, assessments, feedback**

Institutions have developed many different ways to evaluate teachers. Peer- and senior-teacher observations, test performance and performance appraisals are some of the many methods currently in use. The problem with all institution-based evaluations systems is that they are just that: institution-based. For an example, Appendix C shows the questions used at Jeonju University to evaluate all professors. Observations usually don't give an accurate impression of our teaching ability. Before the observation we might agree on a time, write a lesson plan, and plan to do something a little different in class. During an observation, our students are nervous and don't act like they usually do. In short, we perform. Using test performance to judge teachers encourages teaching to a test and involves many other factors outside our personal control. Performance appraisals may involve many elements far removed from our actual teaching such as ability to fill-in forms correctly and on time. Often there is an underlying motive behind these schemes such as

pay or promotion which makes such assessments threatening. How can we judge our teaching in a way that is helpful and accurate?

### **Here's a thought...**

One answer to this might be by asking the students directly. The author brought together five English language teachers at Jeonju University to do just that. As a group, we were both inspired by Alun Davies (2006) on the benefits of student-centred surveys and alarmed by the findings of Spratt (1999) that our intuition about what works in the classroom is only correct about fifty percent of the time. We used the relevant questions from Davies and added some of our own. We compared results in an informal manner, and found we have gradually and effectively improved our teaching ability and made significant changes in our outlook towards teaching freshmen and sophomores in university conversation classes. Now we want to inspire you.

### **Timing is everything**

During the year, we surveyed twice; once at the end of each semester. The questionnaire, in its most basic form, can be found in Appendix A, with a set of standard procedures for conducting the survey in Appendix B. It is well known that the results of a survey can very much depend on how the respondents are feeling at the time, how much they value the survey and how much they expect any changes to occur. One of our group decided to do a test review before conducting the survey and found the results from that one class were significantly lower than the results from all the other classes. At the same time, it is important not to skew results in a positive direction as that may cover up areas where one's teaching requires work. By agreeing on a set of standards for conducting the surveys we ensured that comparison between teachers was reasonably fair (notwithstanding the fact we are dealing with real people in real classrooms in real time, rather than in a lab).

Changes happened almost as soon as we had decided to undertake this project. Maybe it was because we knew we would be sharing our survey results, maybe it was because we knew the questions or maybe it was simply that we had a sense of ownership over our own development. Regardless of the reasons, we started to share teaching ideas, try new things and become more involved with our students. We felt better. After the first survey results came in we were able to see precisely which areas of our teaching needed work. Maybe we were too strict in class, maybe the course book was boring, maybe we were testing too much. All of this feedback could be processed and then used to adapt our approach to the classroom. In no time at all, we were very different teachers – all because of a few simple questions.

## **Student-centred or teacher-centred?**

Communicative language teaching (CLT) can mean different things to different people (Harmer 2003:288), but for an activity to be ‘communicative’, Harmer argued, it must comprise the following (1982:167):

- A communicative purpose
- A desire to communicate
- An emphasis on content rather than form
- A variety of language
- No teacher intervention
- No materials control

Many Koreans are unused to CLT as the Korean education system promotes rote learning, memorisation and ‘correct’ answers (Robertson 2002:1). Breen (2006:4) calls for a more context-relevant teaching style and Li (1998:698) suggests that transference of teaching methods developed in the West is not without difficulty and that EFL countries would ‘be better off developing methods in their own contexts’. Holiday (1994:4) made a similar argument when he suggested that the difficulty was more to do with ‘technology transfer’ between educational systems developed in Britain, Australasia and North America (BANA) and those in place in Tertiary, Secondary and Primary English language education in the rest of the world (TESEP). On the other hand, the personality and motivation of the student, the experience of the teacher, the materials available and the educational environment also have an impact. In a detailed study, Chen observed a Korean student called Seungwon at a university in the USA. He accorded his initial reticence in class to his family background and the idea that a ‘good’ student says very little. Over time, and after reconciling much personal struggle, he came to trust the teaching method and even advocate its adoption in Korea (2003:267-8). In addition, CLT classroom management techniques were not designed for large classes of unmotivated teenagers (Littlewood 2006:244) or when there is the threat of noise complaints (Li 1998:691).

Using targeted surveys helps us understand how to adapt CLT to our class-specific needs. Savignon and Wang report several success stories in EFL environments (2003:224) as do Kramsch and Sullivan, who reported on a study in Vietnam where CLT materials are used in the classroom in a wholly different way than intended by the materials developers (1996:202). Although, Dogancay-Aktuna suggests many schools suffer from an ill-fitting methodology, with some adaptation CLT will fit (2005:99). However, it cannot and should not be adopted wholesale. Nor should the teacher focus purely on methodology: reacting to students’ needs, spontaneous dialogue and understanding the local context are all important for making an excellent teacher (Bax 2003:295). This is where the training, experience and attitude of the teachers becomes of utmost importance. So, although the surveys are student-centred, they are also teacher-centred as they use questions that specific



teachers are concerned about and so inform and adapt teaching methods based on a teacher's particular style.

### **Are you big enough?**

Asking the students what they really think is a scary business. Receiving a low score on the question 'How was the teacher?' or 'Did you enjoy the course?' can be a real downer – especially if it is unexpected. However, the benefit of feedback on long-term personal development far outweighs the short-term depression that comes from the one-low-score-out-of-thirty good scores. As a result of conducting these surveys, we have become more focused teachers, more willing to experiment, more prepared, more creative in matching and adapting materials to specific classes and happier. In addition we are possibly less confident and in turn, hopefully, less ignorant. Thanks Charles.

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## Appendix A – A Basic Survey



### Semester 1 – 2007 Student Survey

Dear student,

Thank you for taking part in my class this semester. I am always trying to make my classes better for students and I need your help. Please answer these questions as truthfully as possible so that I can improve this course. Your answers are completely anonymous and will not affect your grade in any way.

이번 학기에 저와 수업을 같이 해주셔서 고맙습니다. 저는 언제나 저의 수업을 더 좋게 만들려고 노력하고 있습니다. 그래서 여러분의 도움이 필요합니다. 아래 질문에 가능한 한 솔직하게 답해주시면 수업 개선에 참고하겠습니다. 무기명으로 답해주세요. 이것은 어떤 식으로도 여러분의 성적에 영향을 주지 않습니다.

#### A – The course

**Please circle one of the numbers to answer each question:**

다음 질문의 해당 번호에 바깥줄이 동그라미로 답해 주세요

Very negative → Very positive  
 아주 나쁘다  아주 좋았다

- |                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
| A1 Did you enjoy the course? | 1 | 2 | 3 | 4 | 5 |
| A1 이번 강의가 재미있었습니까?           |   |   |   |   |   |
| A2 Classroom atmosphere      | 1 | 2 | 3 | 4 | 5 |
| A2 강의실 분위기는 어떻습니까?           |   |   |   |   |   |
| A3 How was the teacher?      | 1 | 2 | 3 | 4 | 5 |
| A3 교수님은 어떻습니까?               |   |   |   |   |   |

A4 What did you like best about this English course? (Korean or English OK)

A4 이번 강의 중 어떤 점이 좋았습니까? (여러분들의 견해를 영어 또는 한국어로 간단히 쓰십시오)

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A5 What did you not like about this English course? (Korean or English OK)

A5 이번 강의 중 어떤 점이 좋지 않았습니까? (여러분들의 견해를 영어 또는 한국어로 간단히 쓰십시오)

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A6 How can the teacher make this English class better for future students? (Korean or English OK)

A6 어떻게 하면 다음에 이 수업을 받는 학생들을 위하여 수업을 더 좋게 만들 수 있겠습니까? (여러분들의 견해를 영어 또는 한국어로 간단히 쓰십시오)

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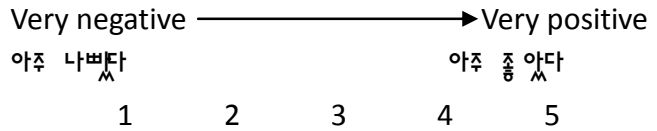
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**B Content & Materials**

B1 The course book

B1 교재는 어떻습니까?



B4 The level of classroom tasks (circle one):

B4 수업의 수준은 어떻습니까?

Too easy                      OK                      Good                      Too difficult

너무 쉽다    괜찮다                      좋다                      너무 어렵다

B5 Show how you want to use the course book or teacher-made materials in future classes:

B5 이 수업의 교과서 또는 교수의 학습 자료를 다음 수업에서 어떻게 사용하고 싶은지 답해주세요.

teacher-made materials    교수의 학습 자료                      \_\_\_\_\_%

course book                      교과서                      \_\_\_\_\_%

B6 Would you like to spend more time practicing (circle one or more answers):

B6 어떤 부분에 더 많은 연습 시간을 할애하고 싶습니까? (동그라미를 하거나 간단히 당신의 견해를 쓰세요)

Reading? 읽기?	YES	NO
Writing? 쓰기?	YES	NO
Listening? 듣기?	YES	NO
Vocabulary? 어휘?	YES	NO
Grammar? 문법?	YES	NO

**C Self-evaluation**

Very negative  $\longrightarrow$  Very positive  
아주 나빠다  $\longrightarrow$  아주 좋았다

C1 How do you rate your attitude to study in this course?

C1 이 강의를 듣는 당신의 자세는 어떻습니까?  
1 2 3 4 5

C2 Do you study English outside of class time?

C2 수업 시간 이외에도 영어를 공부하십니까?  
1 2 3 4 5

C3 Do you participate actively in classes?

C3 수업에 적극적으 참여하고 계십니까?  
1 2 3 4 5

**Thank you for taking the time to help me!**

시간을 내주셔서 감사합니다!

## **Appendix B - Survey procedure**

### **Why we need one:**

- Students will be naturally wary of being ‘honest’ when giving a response
- To ensure the best possible responses from our students
- To have a consistent standard across all surveys
- To come up with a best practice for administering a survey

### **What we should do:**

- Make more than enough copies for your class
- Put them in an envelope and mark the envelope with the class code
- Explain to students that you are doing some research and that you want their help to improve English courses for students at JJU.
- Stress that grades will not be affected
- Stress anonymity
- Pass out surveys so there is one for each student
- Give every student a pen – make sure they are all the same type of pen
- Tell students not to put their names or student numbers on the paper
- Go through the questions as a class before they start to write
- Encourage students to do the survey individually and not to talk to other students
- Set a time limit – suggest 10-15 minutes
- Don’t leave the classroom
- Don’t wander round the classroom while students are doing the survey
- At the end of the time, get a student to collect the surveys in an envelope or simply pass the envelope around the class (don’t use an open box)
- Don’t let individual students go when they are finished – everyone leaves when everyone is finished.
- The start of class is the best time – then students aren’t rushing to get out.

### **Appendix C: (Translated) Teacher evaluation questions at Jeonju University**

Students complete the questions before they receive their final grades at the end of the semester. All questions are scored from one (the lowest) to five (the highest).

1. Did the professor cancel class for non-school related reasons?
2. Were the lectures given according to the lecture plan?
3. Was the teaching material helpful for your study?
4. Did the professor prepare for class well?
5. Did the professor deliver the lecture properly enough for you to understand it easily?
6. Did the professor use an appropriate way of teaching suitable for the characteristics of the lesson?
7. Did the professor successfully draw student's interest and involvement?
8. Was the lecture easy enough to understand?
9. Were the criteria of assessment reasonable and were they presented before the exam?
10. Were you satisfied with the lecture in general?



## Correcting Common Errors and Creating Lessons in Culture

Jana M. Holt and Charles V. Middleton

How many times have you heard your students say these things?

1. I went to my hometown, and I met my family.
2. Last weekend my sister married.
3. Oh my God!
4. I got up at 7:00, and I wore my clothes.
5. Last night I was drunken.

Of course you hear these things all the time. What happens when students say them? Usually nothing. Why don't teachers correct them? The reasons are many:

1. Teachers don't want to break the flow of the conversation by correcting.
2. Teachers don't want to embarrass students by correcting them in front of others.
3. Teachers know what it should be, but can't explain why it's wrong. They don't know how to explain it to the student in understandable English.
4. The teachers are native speakers and have lived in Korea long enough to know what the speaker really means and they have begun to accept these responses as "normal" English.
5. The teachers speak English as a second language and didn't really know that there were wrong in the first place because no one has ever corrected them before.

Do these statements ever instigate a discussion of the culture? Each one is based on a cultural situation (alcohol use, marriage, profanity, daily habits, home and family). It is often difficult to find a time and a place in the lesson to introduce culture in the classroom. Do teachers bring up cultural topics as a separate, disconnected lesson? How do we make "culture" relevant? How do we connect culture to what students are talking about and doing in class?

In this presentation, we will look at common errors, and then show how to use these same errors as jumping off points to discuss culture. For example, when a student uses "drunken," this becomes the perfect opportunity to discuss drinking in the West and to talk about the difference between Korean and western drinking customs. By explaining the difference between "marry" and "get married," the teacher has opened the door to talk about wedding customs in the West.

We will offer ways of explaining the corrections and present "cultural material" for an error-generated cultural lesson. Presenters will explain different classroom activities (find someone, an A/B crossword, a culture game board, music, group discussion questions, a running dictation, and others) to reinforce the use of correct structures and at the same time present and/or review cultural material.

## **Collecting and Analyzing Research Data: Comparing the Qualitative and Quantitative Research Methods**

David D. I. Kim

This presentation will focus upon the collecting and analyzing of research data, by comparing the qualitative and quantitative research methods. A summary will be provided of a pilot research project conducted using both research methods, to demonstrate how research data can be collected and analyzed.

Research Study 1 utilizes a qualitative research design, while Research Study 2 uses a quantitative design, to address the following research questions. Both studies were intended to investigate three specific areas: 1) Students' motivation for studying English; 2) Language learning activities students use to learn English; and 3) Learner/teacher qualities important in learning/teaching English.

### ***Study 1***

Research Study 1 looked at the psycholinguistic and behavioral characteristics of Korean students as they relate to learning/teaching English. Specifically, there were three research questions as outlined below:

Research Question 1: *Why are students in my class studying English?*

Research Question 2: What kinds of things do my students do to learn English?

Research Question 3: For students, what are important qualities of a learner/teacher in learning or teaching English?

**Collection: Questionnaire:** A fill-in-the-blank type English questionnaire with 8 questions was provided to the participants to complete. The first four questions (*demographics questions*) asked for information about their gender, age, university major and their year (level) in university (i.e., freshmen, sophomore, junior, or senior). The remaining four questions (*psycholinguistic questions*) addressed the following:

1. Why do you want to learn the English language?
2. What kinds of things do you do to learn English?
3. What do you think are important in a *learner* for learning English?
4. What do you think are important in an English *teacher* in teaching English?

**Analyses and Results: Motivation:** For the motivation question responses, the resultant categorizations of responses were further classified into two larger groupings, *External/Instrumental* and *Internal/Integrative* classifications (with an *Unclassified* grouping which contain responses that could not be included in the other two classifications). The results of the categorization/classifications are provided below in Table 1:

**Table 1. Motivation for Learning English**

<b>External-Instrumental (Total=47)</b>		<b>Internal-Integrative (Total=19)</b>	
Job-related	17	Interested in English	11
Conversation with foreigner	7	Self-satisfaction/development	4
Study abroad	3	Interest in foreign culture	3
Live in foreign country	2	Fits my personality	1
Read foreign books	2	<i>Unclassified</i>	
Surf web	2	<i>(Total=16)</i>	
Useful	4	Globalization/International language	5
Needed	5	Want to speak English	2
My major	2	Been learning English since childhood	4
Easier than other foreign languages	3	Important	3
		Used frequently in Korea	1

**Study 2**

The second study conducted also looked at the psycholinguistic characteristics of my students as they relate to learning/teaching English, but, for this study the qualitative characteristic of the responses provide by the students in Study 1 were quantified. Due to the limits inherent in “fill-in-a-blank” type questions (e.g., unable to quantitatively compare responses), and to better understand each of the individual response categories, a qualitative questionnaire was chosen for Study 2. That is, for *motivation* the question asked was to what degree did students agree or disagree about their motivations for learning English (e.g., how strongly do students agree/disagree with a statement such as “I am learning English to get a good job”). Quantified responses provide a means of looking at each motivational item in isolation and determining the quantitative characteristic (with a 1 to 5 scale) of each qualitative item. Since the responses are on a scale, responses can be compared among participant groups (e.g., English majors vs. other majors) and between category items (e.g., mean score for External motivation, e.g., *getting a good job*, vs. mean score for Internal motivation, e.g., *English being interesting*), as well as gender differences (e.g., did males feel External (or Internal) motivation to be more important than females).

For language *learning activities*, I wanted to know *how much time* was spent engaging in each of the activities outlined in Study 1. That is, how much time (*average hours per month*) did students spend time *watching English programs on TV*, or *attend English language academies*? As for the *learner/teacher characteristics*, I wanted to know, of the characteristics listed by the participants in Study 1, which were considered the most important and which the least important (rank ordering from 1 to 7). For example, of the various characteristics that were listed as being important for a learner, which was considered more important as a good quality of a learner leaning English, *being motivated* or *putting in lots of effort* or and of the other characteristics. It was not possible to address the above type questions with Study 1; therefore, this second study was conducted.

*Research Question 1:* How strongly are students motivated in studying English, in terms of various motivational factors?

*Research Question 2:* Are there any differences between English majors and non-English majors, in the type of motivational factors thought important?

*Research Question 3:* Are there any gender differences in the type of motivational factors thought important?

*Research Question 4:* How much/frequently do students engage in various English language learning activities?

*Research Question 5:* Which learner/teacher characteristics are most important for students in learning/teaching English?

**Collection: Questionnaire:** This questionnaire (Appendix B) consisted of four sections (A to D). Section A asked participants to provide demographic information (the same as in Study 1). The remaining three sections (*psycholinguistic questions*) were as follows: *Section B:* Participant responded on a 5-point Likert scale, ranging from Strongly Agree (1) to Strongly Disagree (5), to the following starter question, “I am learning English because ...,” which was followed by 11 different motivational categories selected from those extracted from Study 1 (e.g., “To get a good job.” and “It is interesting.”). *Section C:* Participants responded on a 5-point Likert scale, ranging from Never (1), 1-2 (2), 3-5 (3), 6-10 (4), and over 10 (5) *hours per month* of engaging in a particular English learning activity. Eleven language-learning activities were provided (all selected from response categories extracted in Study 1). *Section D:* Participants were asked to *rank-order* seven items according to their importance for students learning, and teachers teaching, the English language accordingly: 1=Most important and 7=Least Important. All the items were selected from the top seven response categories extracted in Study 1 for this research topic.

**Analyses: Statistical:** The data collected for this study was coded and inputted into the SPSS 5.0 statistical analysis program. Frequency, mean, s.d. (standard deviation), and *t*-tests were performed on the data set. A sample of the results is provided below.

**Motivation (factors):** For the motivation question responses, the means and s.d. results are presented in Table 2. The various motivational factors have been divided into the External/Internal groups. Keeping in mind the rating scale to which the participants responded, 1 = strongly agree to 3 = somewhat agree to 5 = strongly disagree to the question “*I am learning English because ...*”, we can see that for the External motivation category “talking to foreigners” ( $m = 2.04$ ) and “getting a good job” ( $m = 2.21$ ) were considered important reasons for learning the English language, followed by “study or live overseas” ( $m = 2.38$ ) and “get good grades” ( $m = 2.46$ ). “Reading foreign books” ( $m = 2.73$ ) and “surf the Internet” ( $m = 2.92$ ) were considered the least important in terms of motivational factors for learning English.

**Table 2. Means and Standard Deviation for Motivational Categories for Learning English**

	<b>Mean</b>	<b>s.d.</b>
<b>External-Instrumental Motivation</b>		
To get a good job	2.21	.82
To talk to foreigners	2.04	.87
To study or live overseas	2.38	.98
To read foreign books	2.73	1.22
To surf the Internet	2.92	.98
To get a good grade	2.46	1.10
Total average:	2.44	.51
<b>Internal-Intrinsic Motivation</b>		
It is interesting	2.04	.87
For self-development	1.92	.74
For self-satisfaction	2.38	.94
I enjoy it	2.35	.85
It fits my personality	2.69	.93
<b>Total average:</b>	2.27	.68

**Note:** 1 = strongly agree; 2 = agree; 3 = so-so; 4 = disagree; 5 = strongly disagree

From the result in Table 5, we can see that Internal factors (*total average mean = 2.27.*) were thought of as being slightly more important than External factors (*total average mean = 2.44*). Is this difference statistically significant? That is, are the means significantly different (statistically) from each other to conclude that Internal factors being more important than External factors.

**Motivation (differences):** Table 3 contain results pertaining to differences between External and Internal motivational factors, English and non-English majors, and finally gender. A *t*-test was performed for the External/Internal differences and the results show that the significance value (*p*<) reached only to .10, which is statistically non-significant. This suggests that the participants did not feel Internal motivational factors to be more important than External factors. In other words, there was no significant difference in Internal and External motivational factors scores.

Where there any differences between English majors and non-English majors, in terms of their motivation for learning English? The results in Table 3 suggest for both External (*p*<.90) and Internal (*p*<.80) factors there were no significant differences in ratings. Both English majors and non-English majors thought External motivation to be important, as well as Internal motivation, for learning English.

Where there any gender difference? The results in Table 3 suggest that there were no significant gender differences for both External (*p*<.80) and Internal (*p*<.80) motivation

factors. That is, both males and females felt External factors to be equally important, and they both also felt Internal factors to be of equal importance.

**Table 3. External Versus Internal Motivation: Mean and t-tests**

	<i>Mean</i>	<i>s.d.</i>	<i>t-value</i> <i>(df)</i>	<i>P</i>
External	2.44	.51	1.56(25)	.10
Internal	2.27	.68		
External				
English majors	2.46	.54	.15 (24)	.90
Non English majors	2.42	.50		
Internal				
English majors	2.25	.59	-.20 (24)	.80
Non English majors	2.31	.81		
External				
Males	2.41	.52	-.31 (24)	.80
Females	2.47	.52		
Internal				
Males	2.31	.82	.23 (24)	.80
Females	2.25	.53		

**Note:** *1* = strongly agree; *2* = agree; *3* = somewhat agree; *4* = disagree; *5* = strongly disagree

\* A full report of the above study is available upon request.

## Preparing a Research Report

David E. Shaffer

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This presentation is designed to help people who are interested in carrying out research as practicing teachers, but feel unsure about how to go about it. Its focus is on writing up and presenting the research findings after the research has been carried out, i.e., after the research topics has been selected, the project has been designed, and the data has been collected and analyzed. Covered in the presentation will be the organization of a research paper for publication, as well as suggestions for giving an oral presentation of one's research and the formats for the most common reference types.

### ***Organization of the Research Article***

The typical organization of a research article is (a) Introduction, (b) Method, (c) Results, (d) Discussion, (e) Conclusions, (f) References, and (g) Appendices (optional). Research articles appearing in journals often begin with an abstract. The purpose of the abstract is to summarize the article. It includes a statement of the topic and purpose, a description of the materials and procedures, and the statistical analyses used, results, and implications.

***Introduction:*** This section situates the study within the larger field of study. This is accomplished through a review of the literature and a statement of purpose. The literature review provides the background for the study, demonstrates the relationship of previous studies, and provides a framework for the study. The statement of purpose provides precise research questions clarifying what is being investigated and specific research hypotheses.

***Method:*** In this section, the characteristics of the participants in the study and how they were selected are described. Any materials used in the study – teaching materials, questionnaires, rating scales, tests, etc. – are described. The procedures of how the materials were prepared, administered, and scored are presented in detail. This section also describes how the data were arranged and analyzed in the study.

***Results:*** This section summarized the grouped data and the results of the analyses. This technical report is often done through the use of tables and figures for clarity.

**Discussion and Conclusions:** These sections may be separate or together. Here you will find the answer to the original research questions. Well-supported and reasoned conclusions may be presented, and suggestions for further study provided.

**References:** This section is a list of all and only the resources cited in the text of the study. They follow APA style guidelines. The four most commonly cited resources – books, articles in a book, journal articles, and online articles – are presented below in the form they should appear in the list of references:

Smith, J. K. (2005). *Doing research: An introduction*. Fairview, NY: Macmillan.

Smith, J. K., & Jones, S. (2006). Research design. In A. Black & B. White (Eds.), *How to do second language research* (pp. 123-132). Darby, England: Longman.

Smith, J. K., Jones, S., & Greene, P. (2007). Article acquisition in young Koreans. *Foreign Language Acquisition Journal*, 3(2), 234-250.

Browne, S. U. V., Jr. (2008). A survey of teaching methods employed by Korean high school teachers. *Online TEFL Journal*, 2(1). Retrieved January 31, 2008, from <http://www.oteflj.com/j21/103/>

**Appendices:** This section is sometimes used to present information that does not fit well into the text, often due to size or relevance. Included here may be scales or measures used in the study or samples of data collected.

### **Oral Presentations**

Presentations of research are delivered orally at conferences and symposia. To aid in doing this one may use cards, a flip chart, a chalkboard or whiteboard, an OHP, prepared handouts, or some combination of these, but the present preferred mode of delivery is the PowerPoint presentation with the PPT file saved on a memory stick. An oral presentation should contain the highlights of the research carried out. A detailed presentation is not possible in the 20-50 minutes normally allotted. You should be familiar with the content of your presentation, your venue, and your equipment. Begin by providing general information as it takes a few minutes for the audience to focus on a presentation. Maintain eye contact with your audience and speak in a loud, confident voice. Be clear by giving a preview of the message, deliver the message, and summarize the message. Do not run overtime. Once the allotted time is up, the audience tunes out. It is preferable to finish early on a positive note – a closing statement prepared in advance - and provide time for questions and answers before closing.



**Getting Started in Research:  
Finding Topics and Shaping Research Questions**

Bill Snyder

Hanyang-Oregon Joint TESOL Program, Hanyang University

This workshop presentation is intended to help people who are interested in carrying out research in their teaching practice, but are feeling uncertain where to start. The focus here will be on seeing teacher research as a form of action research, carried out by individuals as part of their practice and not as traditional experimental research. One of the goals of the presentation will be to try to make the process of carrying out research more accessible to teachers who have not been trained in research methods, by introducing them to some techniques for identifying possible topics for research in their work, ways to narrow overly broad topics into researchable questions, and resources that may help them in both processes.

Using a series of questions and prompts drawn from Burns (1999) and Freeman (1998), participants in the workshop will begin to identify possible topics of research for themselves. We will then look at these topics in terms of their potential for research in terms of the time and other constraints on teachers. Beginning researchers often fail to consider constraints in choosing directions for research, which can lead to projects stalling. Placing initial ideas in context provides a way to maintain a realistic perspective on what can be done as a research project.

Freeman makes a distinction between ‘teaching questions’, which are rooted in the specific situation of a particular teacher and class, and ‘researchable questions’, which are more open-ended and less bound to a context. Teachers’ initial questions, coming out of their classroom experiences, tend to be teaching questions. These questions need to be reformulated as researchable questions. We will use some examples from Freeman as well as some of my own to explore how we might make teaching questions researchable, and apply those ideas to questions from the topics participants have generated earlier.

In this workshop, the process of generating ideas and questions is taking place in a limited time and setting. In reality, teachers can make use of many more resources that are easily available to help them in these processes. The workshop will conclude by discussing a number of these resources, including web-based journals, EFL blogs,

listservs, and providing information on how teachers can access them and how they might use them in their thinking.

At the end of the workshop, I hope that teachers will leave with the sense that doing research is possible for them and that they will be aware of some tools for starting to do research. And with any luck, some participants may have already found what they want to research.

## **Acting Out: How to Dramatically improve your classroom**

Tory Thorkelson

English Language and Literature Department, Hanyang University

“He who can, does. He who cannot, teaches.”

G. B. Shaw (1856-1950)

I hear, I forget;

I see, I remember;

I do, I understand.

Chinese Proverb.

As Shakespeare has said “All the world’s a stage, And all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts...” (1) Teaching imposes a multiplicity of roles on the teacher including being a needs analyst, curriculum developer, materials developer, counselor, mentor, team member, researcher, and professional to name but a few (2). While none of us are exactly experts in all these roles, we do our best and continue to develop ourselves as more effective teachers and it is perhaps this meeting of professional skills and social and/or interpersonal skills that is the hardest to pass on to our students.

As teachers, it is our job to choose the best material and approaches or methods to satisfy the needs of our students both personally and academically. A perfect textbook that suits the individual needs of each student in a given class is a hard thing to find. Harmer (1995), for example, writes of the use of textbooks:

Good textbooks often contain lively and interesting material: they provide a sensible progression of language items; clearly showing what has to be learnt and.....summarizing what has been studied... But ...they tend to concentrate on the introduction of new language and controlled work; ...(It) ....will....not....provide enough roughly-tuned input or output practice. (p. 257)  
(3)

The same is true of any of the many approaches and methods that are talked about in the literature (4). But, having said that, what about an approach that allows students to apply themselves and “....provides the context for meaningful exchange in which

participants see a reason to communicate, and focuses on “how to do things” with the language rather than merely on “how to describe things.” (5) While the teacher’s methods and approaches may vary, the principles applied remain the same and include many (if not all) of those proposed by Bailey (1996) which I shall use to attempt to justify my belief in Drama’s effectiveness in the classroom (6).

- 1) **Engage all learners in the lesson.** The beauty of drama is that everyone can get involved. Give the students the guidance and support and they will exceed your expectations far more often than they will disappoint.
- 2) **Make learners, and not the teacher, the focus of the lesson.** Starting with the most basic dialogue and progressing to the most elaborate role play, there is no better way to make the focus of the drama the students themselves.
- 3) **Provide maximum opportunities for student participation.** Drama allows students to work in pairs or groups and to contribute as much or as little as they want to the process and the outcome.
- 4) **Develop learners’ responsibility.** Learner autonomy and learner responsibility often go hand in hand.
- 5) **Be tolerant of learners’ mistakes.** When putting the onus on the students, you should also be more flexible in terms of evaluating the students.
- 6) **Develop learners’ confidence.** The language classroom is supposed to be a safe place to develop confidence. By performing in front of their peers and teacher, students will definitely develop confidence.
- 7) **Teach learning strategies.** Drama teaches students to look beyond the script or “dialogue” and see how the language they are learning can be used in real situations.
- 8) **Respond to learners’ difficulties and build on them.**
- 9) **Use a maximum number of student-to-student activities.**
- 10) **Promote cooperation among learners.**
- 11) **Practice both accuracy and fluency.**
- 12) **Address learner’s needs and interests.**

Now that I have almost convinced you, let me give some ideas for activities other than simply the standard “Dialogues” and “Role plays” that fill the pages of so many books (7). All of these have been used with a variety of classes and, while many of them are adapted from games or exercises I remember from my 24 years as an amateur actor, books like Spolin’s 1963 classic “Improvisation for the Theater” contain many more at a variety of levels from beginner to advanced (8).

In conclusion, having tried to tie teaching theory and practice to drama it is important to remember that drama is one of many techniques and methods that can be rewarding and educational for our students. What you do with it and how you use it is entirely up to you.

Endnotes:

- (1) “As You Like It”, II, vii, 139.
- (2) Richards, J and Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge University Press, pp. 99-100.
- (3) Harmer, J. (1991). *The Practice of English Language Teaching* (New Edition), Longman.
- (4) See Diane Larsen Freeman (2000). *Techniques and Principles in Language Teaching (Second Edition)*, Oxford University Press or Richards and Rogers (2001), “Approaches and Methods in Language Teaching” (Second Edition), Cambridge University Press.
- (5) Moulding (1978) as quoted in *Methods that Work* (1983), Newbury House Publishers, Cambridge.
- (6) Bailley (1996) as cited in Richards and Rogers (2001), *Approaches and Methods in Language Teaching (Second Edition)*, Cambridge University Press, p. 251.
- (7) Dialogues: Richards, J. (1997). *New Interchange (Student’s Book)*, Cambridge University Press, pp. 2, 3, & 5 as examples. Role Playing: Hadfield, Jill (1990). “Intermediate Communication Games”. Longman, Activities 1, 8, 17, 21, 22, 24, 26, 28, 31 & 35.
- (8) Spolin, V. (1980). *Improvisation for the Theater*. Northwestern University Press.

## **WORKSHOP NOTES**

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