

The English Connection

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This Issue:

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Presentation Tips

KOTESOL Views

Korea vs. Turkey

Teaching Grammar to Kids

Technically Speaking

Culture and Academic Writing

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



President's Message

Dear Reader,

In October, I was elected the president of KOTESOL. Since then there has been one question that it seems everyone wants to ask me - "How is it being president?" The answer I tend to give is that it's a lot of work. The asker then smiles in that knowing way and changes the topic occasionally with a comment like "I would rather it be you than me."

I spent the last year working as first vice president for KOTESOL. While first vice president, I got to visit almost every chapter in KOTESOL, helped to fund chapter special events, and worked with a variety of committee chairs to organize and run events. It gave me a basis for my work as the president, and an understanding of where KOTESOL is at present.

There is no denying that being the president of KOTESOL is a lot of work, sometimes in areas that I am not as familiar with as I may wish: there are budgets to prepare, programs to devise, articles to write, and decisions to be made. KOTESOL is undergoing a period of transition; we are moving forward on many fronts at once, and the job of the president is to try to focus all of these efforts. For example, we are moving the International Conference to COEX this year from Sookmyung Women's University, working on expanding the benefits of being a member of KOTESOL, testing new online programs for professional development, forming new relationships with sister organizations, both nationally and internationally, and supporting hundreds of other projects by individual members. At the same time, English education in Korea is experiencing challenges, from shifts in governmental policies to changes in the demographics of the population, as well as technological advancements. There is a lot of discussion about how all of these factors will impact teachers and how KOTESOL can adapt to the changing environment.

As you can imagine, all of this has led to an explosion in my inbox, and I would ask everyone to forgive me if my responses are sometimes a little late in coming.

Why do I do it? What gets me up early on a Saturday morning to give a presentation or to attend a national council meeting? The answer is deceptive - it's because it is hard work. Leading KOTESOL is challenging, oftentimes frustrating, and because of that it, is so rewarding. There is an old saying that nothing worth doing is ever easy, and I can say without reservation that being president is worth doing. I get to feel like I am making a difference in the lives of so many people, from the teachers who have an opportunity to develop both professionally and socially to the students whose classes are improved by teachers who are passionate about their profession.

I have been privileged to hear the stories from teachers from all over Korea, to hear about their struggles, triumphs, and how KOTESOL has had a positive impact on their lives. When I get to hear those stories I feel a sense of pride in a job well done. They make all those late nights and early mornings, all the times I have struggled to find the right words for an article, and the many hours I have spent puzzling over financial reports all worthwhile.

I am convinced I am not the only one who sees the joy in the meaningful work that KOTESOL offers. I am convinced of this by the amount of people who give so freely of their time and energy. When I have struggled, they have helped me to find my way through lending me their skills, experiences and insights. I am constantly amazed by the dedication, passion, and skills of those who work with KOTESOL. The success of KOTESOL is built on these cornerstones, and it is an honor to do what I can to help.

So when I am asked "How is it being president?" I will answer truthfully: it is hard work, but I hope that all of you will realize that I wouldn't have it any other way.

Sincerely,

Peadar Callaghan

Peadar Callaghan, KOTESOL President



Editor's Welcome

Dear Reader,

Winter may be a slow time for teachers in Korea, but here at *The English Connection* we are keeping busy. Right after we got the Fall issue out, we had to get started immediately on this issue. Our volunteers have been busy editing and proofing, and our Editors have been working hard to find interesting articles. We also have the guidance of our new Publications Committee Chair, Dr. David Shaffer. Even if you've been a member of KOTESOL for only a short time, you've heard of the work that Dr. Shaffer has done. He has been in Korea for over 40 years, and has been a member of KOTESOL since its very beginning. He already has a long history with *The English Connection* serving as its Associate Editor for more than eight years. I would like to welcome back Dr. Shaffer to *The English Connection*, and I know that his input will make TEC even better.

Our feature article this issue focuses on writing. James Riley, an instructor in Daegu, discusses the impact of culture in academic writing. We continue our comparison series by finding out what it's like to teach in Turkey. If you have taught in another country, and would like to share your experience comparing it to Korea, then contact me at kotesolteceditor@gmail.com. I hear from many members that the comparison series is one of their favorites. Our own Phillip Schrank writes about parental involvement in Korea. We all know how that is an important topic here in Korea. Former Editor-in-Chief Tim Thompson takes time from his busy schedule to give us some important tips when it comes to presenting. I think you'll find them very handy. We also have articles about teaching grammar to young learners, and a look at a summer camp--but not one in Korea. We're also bringing back a feature to TEC--a message from the President of KOTESOL. Peadar Callaghan will keep members informed starting this issue.

I don't want to sound like a broken record (I'm dating myself there!) but KOTESOL members have come through once again for *The English Connection*. In winter and summer many of our volunteers are taking well-deserved vacations. This leaves me with less people that I can work with. Some Editors may sweat, but all I have to do is put out a call for helpers and KOTESOL responds. This is just one of the reasons why I continue to be a member of this organization. If you would like to volunteer your time and be part of a great group of volunteers, then contact me at the email address above. There is never such a thing as too many volunteers!

Starting with our spring issue you'll be seeing more coverage of what KOTESOL does for its members. We plan on highlighting what some of the people and groups do to make this a better organization. *The English Connection* features interesting articles every issue, but we also want to give members a chance to see what people on the National Council do. As always we love to hear from our members. You can get in contact with us via KOTESOL's Facebook page, as well as contacting myself at kotesolteceditor@gmail.com. Our goal is to make *The English Connection* the best it can be for its members. The only way we can do this is to hear from you.

We here at *The English Connection* hope you have a great winter season!

Sincerely,

William Mulligan

William Mulligan

Editor-in-Chief

The KOTESOL Research Committee presents: Introduction to Research Grants

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 before this presentation. The KOTESOL Research Grant announcement and template can be found here: <http://www.koreatesol.org/research-comm>

How Culture Shapes Academic Writing

by James Riley

Do you have to give up your seat on a bus to an older person? Would you ever tell your teacher you think she's wrong? Is it OK to disagree with something your parents say?

These questions highlight some of the differences between Korean and American culture and they all have a place in the Korean secondary school EFL classroom, such as - a general conversation class or a class for students going abroad. But do they belong in the EFL writing classroom? More and more the answer is becoming YES! It's been nearly 50 years since Robert Kaplan first published his paper "Cultural Thought Patterns in Intercultural Education", and while a great deal of his work has been successfully challenged (Kubota, 2003; Pennycook, 1998; Scollon, 1997; Spack, 1997; Zamel, 1997), his work remains relevant based on the fact that obvious rhetorical features do exist in the academic writing of people from different cultures (Kaplan, 1966; Hinds, 1987), - in this case Korean students and Western students. While the rhetorical features of English writing are commonly taught, I wanted to utilize group discussions based on culture to teach students about the differences between academic writing in English and in their native language- and specifically why these differences exist.

Process Writing Approach

Many elements of the process writing approach are absent in the EFL writing classroom in Korea,- particularly brainstorming, outlining, drafting, and editing. One student told me, "We just write, and then we give it to the teacher." I thought that teaching academic writing through the process writing approach would result in students producing 5-paragraph essays with the rhetorical features commonly found in Western expository writing: - a catchy introduction with a well-placed thesis statement, a topic sentence for each of the body paragraphs with information supporting the thesis statement, and a summative closing that restates the thesis statement. While I was able to get students to engage in the various steps of process writing, the essays they produced were often unclear. They lacked focus and were not coherent. I saw the merit of the process writing approach, but needed something that would give it meaning and substance for my students. Since so much of the research that deals with different rhetorical approaches in writing based on cultural differences, I thought giving students an opportunity to discuss their perceptions about how they express themselves as young Koreans was important.

Class Discussions

While students initially struggled with sharing their ideas about what represented "good English writing", they were all too happy to share their thoughts about their own culture. In my experience living and teaching in Korea, strong cultural identity is something many Korean children have grown up with and my eighth grade

girls were very capable of discussing how they were supposed to behave in different situations. In particular, the girls know how they are supposed to treat elders,- particularly those who occupy "higher" positions in their life ,- such as parents or teachers. As a result of these discussions, my students became very interested in Western culture, - specifically whether something that was acceptable in Korea was, also acceptable in the West ?." Many students were surprised to learn that while it could be rude to question a teacher, or to offer a differing view from the teacher in Korea, in the West, it was perfectly acceptable.

Students' general interest in the cultural differences between East and West prompted me to ask the students to discuss whether expressing a strong and clear point of view also applied in academic writing in the West. This produced some interesting responses. Some students still felt that they needed to be more respectful of the teacher for whom the writing was intended. When asked if it mattered whether they were writing for a NES teacher or a native Korean speaking teacher, all students agreed that their approach to writing would be shaped by the language that they are writing in- English or Korean. Students' rhetorical choices were important because this would make the writing more understandable to their audience based on the expectations concerning academic writing in that language.

Student Essays

Prior to this class, students had produced writing that didn't follow a typical 5-paragraph structure and lacked a clear argument. Students insisted that this type of writing was acceptable for their Korean teachers. Students, through their discussion of how they would treat different people from different cultures, came to understand that there were different expectations when writing for (different teachers) a Western teacher. When I asked students which rhetorical pattern was best,- the one they follow for Korean teachers or the one they follow for Western teachers, one student said, "Oh, the English way!" This may have been an effort to please the Western teacher, but other students said they weren't sure which was best. We were able to establish that no approach is better than another. They are simply two different ways to approach writing, depending on who they are writing for. Students were quietly developing an appreciation for audience awareness.

Students' appreciation for audience awareness became apparent in the writing that they produced. After our 12 week course, students began to produce writing that contained Western rhetorical features,- such as a clear introduction, body, and conclusion. In addition, students were able to explain what was included in each part of the essay (rhetorical features such as thesis statement and topic sentences) and why this was important.

Class Evaluation and Student Feedback

Group discussions about the differences in culture and how these differences manifest themselves in students' writing were a very big part of our class. I wanted to believe that these discussions were responsible for the improvement I saw in students' writing. However, there were other factors that could have had an effect.

In addition to our group discussions, students followed a process writing approach, used graphic organizers to help them structure their writing, and they were also exposed to models of academic writing that contained Western rhetorical features. Any one or all of these could have contributed to students' improvement. Two things helped me to believe that discussing the impact of culture on writing was a major force behind students' improved writing skills: previous writing instruction and student feedback.

First, I had been teaching writing via a process writing approach that included the use of graphic organizers and models of good academic writing. However, my students' writing still didn't follow a Western structure. I don't think the aids that students were receiving were as helpful as they could have been because they lacked meaning. I think the group discussions gave those organizers and models meaning. I believe they allowed these teaching aids to be a more useful part of the writing process because students understood why we were using them and that each was helping them create an essay that had a different rhetorical form than what they were familiar with. Perhaps, most importantly, these aids demonstrated to students that this essay structure was acceptable.

Secondly, at the conclusion of our class, students participated in a focus group discussion to give their feedback about what was most useful in helping them improve their writing. Students overwhelmingly stated that the group discussions were helpful. Students also said they found the models of academic writing to be very useful in helping them structure their own essays. When I asked what it was about the models that were helpful, one student mentioned that it was easy to see what we talked about in class. This helped buttress my belief that the group discussions about culture gave greater meaning to more traditional writing instruction.

Notes:

This class was taught to eight female middle school students in a rural area of Chungcheongnam-do in the Fall of 2011. This particular middle school had some of the highest test scores in the province (across all subjects). The author was serving as a NET at this school prior to taking a position at Daegu University. This type of writing class might be more difficult to conduct with lower level students of the same age group. For lower level students, it would be necessary to build in significant language supports so these students could make meaning from the discussions. Further, teachers would need to focus on instruction in the rhetoric common to English academic writing as opposed to grammar and

spelling. I do believe that a class that teaches the impact of culture on writing could be adapted to be taught at levels from middle school through university. I think my students really benefited from the smaller class size as it was easier to ensure all students played an active role in our discussions. This may present a problem in classes of 30-40 students that are commonly found in many public middle and high schools here in Korea. One possible solution to dealing with larger class sizes is to have students break out into small groups for the group discussion portion.

Future Research in Academic Writing:

Future research into academic writing is going to continue to deal with the differences that exist in rhetoric across cultures. However, native English speaking students should be exposed to the rhetorical features of academic writing in other languages and how this rhetoric is impacted by the cultures of the countries where those languages are spoken. Continued research into the role of English as a gatekeeper to the academic community, and the socioeconomic benefits that are associated with entry to the academy is needed. Researchers in World Englishes have researched the field of academic writing through the lens of post-colonialism and further work should be undertaken so that students of all linguistic and cultural backgrounds are equally represented in the field of academia regardless of their L1.

James Riley is an Assistant Professor at Daegu University. He has been in Korea for four years where he has taught at the elementary, secondary and university levels. He received his MA in ESL from Hamline University in 2011 with a thesis in Second Language Writing. He has taught in the US, Indonesia and Korea.



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Presentation Tips for Nervous Novices

by Tim Thompson

I try to attend at least five conferences or workshops every year. This gives me the opportunity to observe a large number of presenters and on such occasions, I often see and hear things that detract from the speaker's ability to give the most effective presentation possible. I hope some of these tips will help newer (and even experienced) presenters become more competent and confident speakers the next time they speak in public.

1. Have a Goal

What is it that you hope to accomplish by the end of your presentation? Some speakers want to share with the audience something they tried in their class or explain some research that they have completed. Others want to persuade the audience to try the current ELT flavor of the week in their classes. Sales reps want attendees to consider buying their textbooks or subscribing to their websites. Regardless of the type of presentation you are giving, without a goal you cannot measure whether or not you delivered a successful presentation.

Your goal will become your hook. Tell the audience at the beginning of your presentation what you plan to do: "I'm going to explain the results of my research." "I'm going to share a great lesson that worked in my class." "I'm going to explain why your students should read for fun in their L2." Once the audience knows what you plan to give them, they have a reason to pay attention.

2. Have Confidence

It's easy to tell someone not to be nervous, but there is a very good reason for a presenter to feel confident: the audience wants you to succeed. I can't imagine someone attending your session at a conference and hoping that you are boring or unprepared. Imagine instead that the people attending your talk are sitting there with their hands cupped, waiting for you to give them something. Now go back to the first tip and ask yourself what it is that you plan to give them. Is it something useful for your audience? If it is, then imagine you are giving them a gift. It is human nature to be proud and excited when we give someone a gift that we know they can use and enjoy.

3. Slides are not Handouts

Busy, wordy slides can be a real downer in a presentation. On the other hand, if the audience can read the text faster than you can say it, you don't really need to be there. Your visuals need to supplement what you are saying, not the other way around. If you are guilty of having way too much text on your slides (and we all have been), consider first printing the outline version of your slides and then removing most of the text to leave only headings, key words, and visuals. Keep the printed copy of your outline to refer to while speaking or cut and paste the text into the notes section of each slide if you will be utilizing Presenter View with a projector.

4. Tell Stories

Once you have an organized, well-thought-out presentation, you must focus on explaining your content

to the audience without putting them to sleep or confusing them. One of the best ways to do this is to tell them stories. If your goal is to share your research, tell them the story of how you formed your research questions. Describe the process of finding your subjects and how you felt as you were analyzing the data and noting your conclusions.

Talk to the audience members like they are a group of individuals, not a big, scary mob. Smile and watch them smile back. Don't make excuses or apologize for being nervous or not being prepared. It's natural to be nervous, and if you aren't prepared, perhaps you shouldn't be asking the audience to give you their time and attention for the next 20-120 minutes. Tell your audience that you are happy and excited to be there sharing your story with them and mean it.

5. Manage Your Time

Few things frustrate me more than a speaker who can't finish on time. If you can finish your classes on time every day (and I hope you can), then you should be able to finish your presentation on time. Divide your presentation time into quarters. Plan where you think you should be in your talk after each quarter; that way you will be able to see if you are running fast, running slow, or running on time.

I have never witnessed anyone complain about a presenter finishing five or ten minutes early. It gives audience members time to ask questions or leave if they want to make it to the next session or just grab a cup of coffee. Attendees who don't want to ask a question in front of the whole room can hang back and speak with you one-to-one. However, none of this can happen if you finish at the end of your allotted time or run over.

I have yet to attend or deliver a perfect presentation. A perfect presentation, however, is an unrealistic goal. A better goal is to attempt to improve from one presentation to the next; and to do this, we should solicit feedback and reflect on what we do well and what we need to do better. I sincerely hope these tips help you when you prepare for your talk at the next conference so you are able to deliver your content and leave a positive impression while doing it.

Tim Thompson teaches undergraduate and graduate presentation skills courses at KAIST. He is a former KTT Coordinator and a regular, invited speaker at EPIK and TaLK orientations. Email: thompson@kaist.ac.kr



Book Review

by Adeel Ahmad

Assessment as Learning: Using classroom assessment to maximize student learning (2nd edition)

Author: Lorna Earl
Publisher: Corwin

Lorna Earl argues in *Assessment as Learning* that classroom assessment, when properly implemented, has a tremendous potential to improve student learning. However, given that most classrooms do not utilize the right forms of classroom assessment, Earl sets out to identify these, and delineate why these are valuable, and also why they are seldom seen in classrooms. Earl wrote the first edition of *Assessment as Learning* in 2003 as a call for formative assessment, but found instead that her call for formative learning did not produce the expected result: a movement towards assessment for learning or assessment as learning. These two forms of assessments allow teachers to diagnose problems, offer feedback and support learners who are recognized as learning in idiosyncratic ways.

However, rather than seeing the desired transformation, Earl witnessed a retrenchment of the common practice of assessment of learning, which has as its goal gathering information for the purpose of grades and scores. The second edition, therefore, is written with the goal of clarifying the process that leads to the first two forms of assessments and away from assessment as learning.

Earl, operating on the assumption that learning is the goal of education, argues that this is best done by having much of the school day consist of assessments, but not the differentiated, ritualized assessments that are the norm in schools, a result of the existence of schools not as facilities for learning, but as facilities for the ranking and sorting of students. Earl uncompromisingly considers it “professionally irresponsible” (Earl, 2013, p. 119) to perpetuate a system of summative evaluations given the benefits to students being squandered.

Citing a significant body of research in her favor, Earl then proceeds to explain how well-designed assessments can optimize learning. First, learning intentions and the criteria for success should be open and made clear to students, such that there is no doubt what a successful performance will require from students. Second, effective classroom activities and tasks are necessary so that teachers can engage students and measure their understanding as a whole, while students can offer feedback that allows teachers to modify their instructional practices as necessary. Third, given the centrality of the diagnostic property to formative assessments, teachers ought to provide feedback that is aimed at improving student performance, telling them what they need to do instead of what they did wrong, as the red X's on a summative evaluation often indicate. Finally, students ought to be empowered and connected

with their own learning, regularly engaging in self-assessment and peer-assessment.

In setting out a path for improved assessments, Earl has carved out an actionable alternative for teachers away from the politically-motivated, accountability-driven reform movements around the world, which have situated student performance of standardized tests as the arbiter of the success or failure of an educational system and its policies.

English-language education for non-native speakers is no different, be it in the ESL context in English-speaking countries or in the EFL context outside of the Anglosphere. Reform and policy is often driven by benchmark testing and regular testing, both standardized and more localized, that relies on summative evaluations of English proficiency to advance students within the ESL program or to mainstream classrooms.

Earl's work is all the more significant because *Assessment As Learning* is global in its scope instead of being focused on a particular jurisdiction or culture. While the title would initially seem to support the assessment-driven EFL education system in South Korea and other East Asian nations, where a significantly large amount of learning literally consists of summative evaluations with little interactivity or authenticity, Earl is equally persuasive in demolishing the culture of standardized testing within content classes in North America as she is in demolishing the classroom culture of the East Asian EFL classroom, where tests are studied for with more tests, and years of education are devoted to performance on grueling university entrance exams, most notable among them being South Korea's *suneung* and China's *gaokao*.

Earl's recommendations for assessments would then change not only the assessment culture of EFL classrooms in East Asia, but would change instructional practices wholesale. Gone would be the weekly quizzes on lists of vocabulary words and summative assessments that essentially measure performance on the quiz, to be replaced by a diversity of assessments that could simply not be done by existing instructional practices where texts are translated from English into the students' native language and then memorized. Formative assessments such as observations, in-class questions, or student-teacher observations would require more innovative language instruction, instruction that has students collaborate, communicate and think more deeply about English and their relationship with the language.

Adeel Ahmad is originally from Canada. He has been living in Korea for the past five years and has taught everything from private academy to elementary and middle school and now university.

Flipped Classrooms

by Charles Fullerton

What Are Flipped Classrooms?

To flip a classroom is to move the direct instruction, the lecture, from the group learning space to the individual learning space. Generally, this means from the classroom to the home. From flippedlearning.org, “Class time is used for higher order, active problem solving by students and one-on-one or small group interactions with the teacher.” In a flipped classroom pre-recorded lectures are listened to at home over the internet and what was traditionally ‘homework’ is done in class.

For students, flipped classrooms mean more class time for hands-on activities: exercises, projects and discussions which allow them to apply their knowledge, test their skills and interact with one another. Because the teacher is present while they are doing what was traditionally homework, they have help readily available when they need it most.

For teachers, the flipped classroom turns the ‘sage on the stage’ into the ‘guide on the side.’ Teachers work as advisors, walking around the classroom monitoring progress, prodding, answering questions and suggesting ways for students to move forward.

Background

Flipped classrooms earliest popularizers are two American high school teachers, Aaron Sams and Johnathon Bergmann, who state in the introduction to their book ‘Flip Your Classroom: Reach Every Student in Every Class Every Day’ that “It started with a simple observation: students need their teachers present to answer questions or to provide help if they get stuck on an assignment: they don’t need their teachers present to listen to a lecture or review content.”

Flipped classrooms have been made possible by the same video sharing technologies that made Massive Open Online Classes (MOOCs – free online classes from some of the world’s top universities with thousands of students per class) and online educational sites such as the Khan Academy, Consera and Udacity possible. And, while it is possible to use videos from these sites as the basis for in-class activities, the idea is for teachers to create their own content specifically tailored to their student’s level and needs. In fact, the originators and early adopters of flipping go to great lengths to explain that flipped classrooms are much more than just online videos, which seems to be a common misconception.

Flipping incorporates higher order critical thinking skills which often reach beyond the traditional scope of the course.

The direct instruction can also be a podcast, audio file, powerpoint presentation, TED talk or reading. Online ‘scavenger hunts’ or webquests can also be used to ensure students access all the content they will need to complete

tasks in the classroom. Comprehension questions and tests are also often included online so students can measure their understanding. The most important part of the flipped classroom concept is not the video. It’s what happens in the classroom. Students are now focused on the parts of learning that benefit most from the support of a teacher or classmate. Students take ownership of their learning. They are working on what used to be

Advantages

Flipped classrooms, also known as reverse instruction, are a very new idea that many teachers are adopting. Bergmann and others throw out a lot of pedagogical jargon while explaining the methodology in a dailyriff.com article flipping allows increased student-teacher contact time as well as more small group discussions. It maximizes in-class learning opportunities; learning is constructivist, collaborative and personalized. Students gain ownership over their learning, they become active learners. Flipping incorporates higher order critical thinking skills which often reach beyond the traditional scope of the course. Many of the advantages attributed to flipped classrooms: differentiated instruction, active, task-based learning and increased student collaboration should be especially helpful in an ESL classroom where levels always vary and any further student use of the target language is helpful.

In traditional lecture-style classes students are often too busy taking notes to attend to everything the teacher says, let alone process the content deeply, but when the lecture is recorded and the students can pause, rewind and fast forward it, they have the ability to tailor the lesson exactly to their speed and needs. Differentiated instruction, ever elusive, is achieved.

In her *New York Times* articles, Tina Rosenberg sings the praises of the flipped classroom. She explains how schools that have adopted it have shown better attendance rates, more homework being done, as she says, “They (students) are used to watching”, lower failure rates and higher graduation rates. As Luwayne Harris, a senior, says in the article “Whenever I had a problem on the homework, I couldn’t do anything about it at home. Now if I have a problem with a video, I can just rewind and watch it over again.”

Criticisms

Despite some impressive successes, the evidence for flipping is still almost entirely anecdotal. In fact, to this point, there has only been one study on the subject completed. Richard Pierce’s ‘Student Performance in a Flipped Class Module’ which found a 5.4% increase in student’s average grades with the new methodology. Not bad, but hardly the ‘magic bullet’ some would have you believe, although to be fair, the “flipped model...was

universally endorsed (in the study) by students as an engaging and effective instructional model.” Detractors call it just another flavor of the week. Because it relies heavily on the internet and computer access (not really an issue in Korea), it may deepen the ‘digital divide.’ Flipped classrooms still do not fix the problem of students who do not do their homework – they just miss the lectures now. For some students, the change is too radical, they feel they are paying for the teacher to actually ‘teach’ and so feel ripped off. For other students, actually having to work in class is a shock – sitting passively through a lecture was much easier and thus the preferred option. For teachers, the technological learning curve can be steep and the time and effort required to make the videos is significant. According to Rob Daemon, the head of the English department at a Clintondale school that flipped, “flipped classrooms require more creativity and energy from the teacher...Lots of teacher who aren’t really good teachers are resistant to this.”

The easiest way to flip a classroom would be to first choose a lesson you give every semester . . .

Practical Applications

Most of the information available online related to flipped classrooms is explaining what a flipped classroom is and what it is not. There is not a lot of practical advice on how to actually flip a class. Michelle Lauder milk gives some rare helpful hints, and for ESL classes! First, begin by flipping a lesson, not an entire class. Try it out, see how you and your students like it. Learn from your mistakes. Keep your videos under 10 minutes in length, 1-2 minutes per grade level. Flip lessons students struggle with and that require lots of repetition. She recommends flipping classes introducing culture and language use, grammar points and project-based communication activities.

A third *New York Times* article, by Holly Ojalvo and Shannon Doyne, also provides some practical advice on flipping classrooms, using New York Time’s video and multimedia content to provide the at-home lectures which they suggest can lead to round table discussions, students teaching one another the content they accessed in an information gap activity or even becoming teachers themselves by collaborating to create online content.

The easiest way to flip a classroom would be to first choose a lesson you give every semester or every year. Record yourself giving said lecture. Place the recording online where your students can find it easily (youtube.com, teachertube.com, your school website). Then, explain the flipped classroom concept to your students along with why you are using it. Tell them where to find your lecture and have them watch it.

During the following class, use your old assignments and homework as the in-class work. It is probably a good idea to also prepare some extra content. Finally, get feedback from you students. Work together to improve the class.

The links provided below are a good starting point if you are interested in learning more about how to flip your classroom. The list is far from exhaustive, both google and youtube provide hundreds of hits for ‘flipped classrooms’ and there is also The Flipped Learning Network at flippedclassroom.org.

Suggested Links

<http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php>
http://opinionator.blogs.nytimes.com/2013/10/09/turning-education-upside-down/?_r=0
<http://opinionator.blogs.nytimes.com/2013/10/23/in-flipped-classrooms-a-method-for-mastery/>
<http://www.coetail.com/mlaudermilk/2012/12/08/flip-pin-for-esl/>
<http://www.educause.edu/library/resources/7-things-you-should-know-about-flipped-classrooms>
http://learning.blogs.nytimes.com/2011/12/08/five-ways-to-flip-your-classroom-with-the-new-york-times/?_r=0

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New Connections: Korean iGeneration EFL University Students

by Kim Matthews

First - Year University Students

There are a lot of theories about why first-year university EFL students in South Korea are notorious for their lack of in-class engagement. They are burned out from all the years of academies. These students are acting out after their first taste of freedom from their parents. A plethora of theories exist about why these students aren't engaging in their English language classes. Yet, rarely is one of those theories self-reflective about the methods used to deliver lessons or questioning the theories at the heart of their curriculums.

I have a theory of my own. Korean English language tertiary learners are "powering down" in EFL classrooms because they are part of the iGeneration, which means that they learn and think differently than their predecessors did, i.e., they are bored senseless with the delivery methods of traditional language lessons that are used in an overwhelming percentage of EFL classrooms.

The iGeneration

Students graduating from the university or younger, who grew up with technology at their fingertips, are considered iKids or part of the iGeneration. There are, of course, sub-generations of the iGeneration, but that is for another article. The important concept to glean here is that all university students in South Korea today are digital natives and according to authors on the subject, this generation learns and thinks very differently than those before them.

Prensky (2012) states that American high school students report "powering down" when they go to school compared to what they are able to accomplish on their own time through online collaboration and the use of technology. Students also reported being bored in school "50 to 99 percent" of the time and favor very few teachers (Prensky, 2012, p. 112).

Similar reports of "powering down" in EFL classes are being reported from around the world as student expectations evolve due to technology. Muerant (2011) argues that South Korean university students' adoption of new digital technologies is increasing exponentially and is impacting how students believe teaching and learning should occur. Iranian teachers and scholars are also calling for reforms in EFL pedagogy as students become tired of learning language in the traditional ways and find that the current methods aren't producing the results educators or government officials expect (Tabatabaei & Goojani, 2012, as cited by Fahim & Ahmadian, 2012). Fahim and Ahmadian (2012) articulates that it is "discouraging to know that despite all efforts and costs of foreign language teaching in Iran," students still suffer from difficulties learning English because educators are insisting upon delivering lessons through a traditional mindset that advocates teaching students "what to think" rather than "how to think."

All of these authors are posing the same question: Is the traditional teacher-centered EFL framework effective for iGeneration students?

What Is an iGen?

Now, many educators find the iGeneration characteristics appalling, in fact downright despicable: Why are these students so gosh-darn lazy with the attention span of a gnat and more likely to fall asleep in class despite their "cut and paste" syndrome that they call essay writing, and why can't they just quit texting for a minute? No matter what your professional opinion is of iGen students, they are more likely to engage, and more likely to work diligently, when classroom materials are presented to them using multiple literacies that are taught through technology (and not with technology).

...iGeneration students use an alternative literacy and they have an internet worth of knowledge at their fingertips

According to Prensky (2012), iGens are spending their out-of-class time as technology-driven social media maniacs who are so deeply social networked that they define themselves as global citizens, because they have online friends all over the world. Also, they are more likely to become creative media producers who work on globally collaborative projects to solve social problems than they are to do their homework. Oh yes, and they are multitaskers, which might be just as efficient as unitaskers, but they will take more time to complete tasks due to the nature of collaborative work (This conclusion depends on the studies and be sure to examine the settings by which the iGens were observed).

Another reason why a teacher-centered rote learning grammar-based model of EFL is faltering is that the iGeneration students use an alternative literacy and they have an internet's worth of knowledge at their fingertips. The students are called "21st century literate." Prensky (2012) explains that:

*...the notion of 21st literacy beyond spoken and written language to include the panoply of skills often collected under the umbrella term *multimedia* (being able to both understand and create messages, communications, and works that include, and are constructed with, visual, aural, and haptic – that is, physical-elements as well as words. (p. 193).*

Twenty-first century literacy, or also known as multiple literacies, are a reaction to the complexities of contemporary life, particularly related to revolutions in technology that have produced major changes in how we work, live, and communicate (Cope & Kalantzis, 2000, as cited by Cervetti, Damico, & Pearson, 2006).

Chen, Wu and Wang (2011) state that the “new media has become so pervasive that it has penetrated into every aspect of our society” and that “new media literacy” plays an essential role in any citizen’s life (p. 84).

iGens were born reading in multiple literacies. We are the digital immigrants. The evolution of literacy began with (1) classic literacy (reading-writing-understanding) to (2) audiovisual literacy; (3) digital literacy; (4) information literacy (mostly related to computer and digital media); and most recently (5) new media literacy (related to the phenomenon of media convergence and the internet) which is otherwise known as multiple literacies (Chen et. al., 2011). Not all scholars agree with such a timeline or even the definition of literacy, but the nature of these changes in literacy are being recognized as educators face the challenges of teaching digital natives.

Our iGeneration students are located at the intersection of multiple, fluctuating, and rapidly evolving literacies. An in-depth discussion of the multiple literacies, or also known new literacies, is outside of the scope of this article, but it is important to note that to adequately address English learners’ needs, an “expansion of boundaries of what counts as literacy and literacy competency” is essential (Cervetti, Damico, & Pearson, 2006, p. 379).

Are you teaching your students at the intersections of these multiple literacies or are you still privileging the text? Are you taking into account that they are more likely to invest more energy into collaborative projects than ones that require unitasking? Are you teaching with technology or through technology? Do you know the difference? Are you acknowledging that the cellphone that you just told them to put away are one of the most powerful mobile learning tools in their possession? “With massive storehouses of information and media at their fingertips, students have the power to actively discover, experiment, construct, and share their knowledge as well as their creations with the click of a button” (Unrath & Mudd, 2011).

Educators must recognize both elements as legitimate to give credibility to the students’ form of literacy . . .

Visual Aids Versus Visual Literacy

A picture on a big computer screen in front of the class isn’t inherently speaking in visual literacy to iGeneration students. Images are visual aids unto themselves. A PowerPoint is basically a visual aid with lots of bells and whistles emphasized with images or colored font unless it is made with the principles of visual literacy.

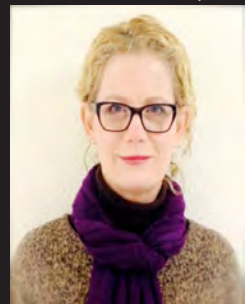
Visual literacy is the ability to interpret and make meaning from the information provided in an image. Some scholars add that it is also the ability to utilize design elements to convey a message, story or meaning, as well as use visual thinking to conceptualize solutions to a problem, like Albert Einstein’s notebooks or Darwin’s sketches with notes. iGeneration students know the difference between visual aids and visual literacy whether their instructors do or not.

According to Unrath and Mudd (2011), digital natives grow up learning to read dynamic visual systems made up of typography, text, textures, and images that form a ripe aesthetic tableau open for interpretation. The juxtaposition and interplay of visual and verbal elements on billboards is an example of how readers of alternative literacies must transmediate symbol systems and process information multi-modally (Unrath and Mudd, 2011). Twenty-first century literacy exists at the intersection of the digital lexicon and what Marcus (2009) defines as “the Sensory Alphabet” (p. 1934). The Sensory Alphabet acts as the foundation of this multiple-ways-of-knowing approach to create a sensory connection with the world; the elements of the Sensory Alphabet (line, color, texture, movement, sound, rhythm, space, and light) aren’t considered a process or approach, but the starting point of interpretation (Marcus, 2011).

An EFL environment for iGens must reflect their style of literacy or these students will ‘power down’ and unplug. Digital natives are actively interpreting (or reading) their visual landscapes by generating more media (i.e. iGen language) with the use of critical and creative thinking processes that promote multitasking performance modes. Therefore, the question facing contemporary EFL educators is how to teach different forms (e.g. grammar, syntax, etc.) of English and still recognize its evolutionary changes within digital literacies, as well as the multitude of other literacies. Educators must recognize both elements as legitimate to give credibility to the students’ form of literacy or we’ve accidentally dismissed them from the learning process.

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Teacher Grammar to Young Learners for New Teachers

by Ross Chambers

Many new teachers arrive in Korea at their first private language institute or public school with no previous teaching experience. As such they can easily feel overwhelmed and under-equipped when they are asked to teach various grammar points to young learners in a mixed level class. These teachers might worry about how to introduce and explain grammar and the rules, how to deal with different levels, and how to get the learners to use the grammar without putting them to sleep or having the class erupt in an impromptu display of disobedience. These are the some of the points that we will address in the following pages.

Firstly, when we consider how grammar fits into the English language classroom, we can see that in the past, grammar by itself was considered the lesson. However, with the development of various teaching methodologies from the Grammar Translation Method, through Audiolingualism and up to Communicative Language Teaching, we have seen that the emphasis on and the place of grammar teaching has changed with the times.

In this article, we will explore the role of grammar instruction within the context of the young learner classroom. Contrary to what many teachers believe, explicit grammar instruction is not always beneficial to young learners, as they do not have the analytical abilities of older learners, and neither do they have sufficient meta-language to understand the explanations given by their teachers (Thornbury 1999: 30).

It has been suggested that in order to assist young learners in developing their grammatical competence, rather than focusing on explicit instruction, teachers should focus on, 'fun grammar which works through examples, games and activities' (Lewis & Mol 2009: 4). Furthermore, when one looks at grammar activities from books, whilst they are often suitable for most learners in a mixed-level class, they are not always appropriate for the lower-level learners. This can cause some difficulties for teachers in ensuring equal participation by all students.

Therefore, in this article, we will begin by looking at how the grammar instruction sequence of PPP (presentation, practice and production) can help all students participate effectively in a lesson. Then, we will explore some 'fun' activities that can be used to present different grammar structures to young learners in a playful and engaging way that does not involve an explicit instruction of grammar points.

The system of PPP was developed from Audiolingualism in the 1960's and, despite much criticism leveled against it, is still commonly found in many textbooks today (Harmer 2007: 68). The structure itself works on the assumption 'that knowledge becomes a skill through repeated successive stages of practice' (Thornbury 1999: 128). It is these repeated stages of practice that are often helpful in gradually increasing our lower-level learners'

confidence in using a particular grammar point. First, we present the language and relevant vocabulary to students, then we practice it together in student-teacher interaction, and after we have built up the students' confidence through these repeated stages of practice, they then produce the grammar in pair or group work. Using the teaching sequence of PPP creates a linear and predictable lesson as such it can be helpful for the inexperienced and nervous teacher. Secondly, if young learners are comfortable with a regular classroom structure, they can focus more on participating rather than trying to figure out what is happening. In my own experience of working with low-level students, having a predictable structure for the students to follow helps keep the students focused, reducing discipline problems.

Presentation

Let us begin by taking an example lesson that will focus on the future structure *Are you going to?* and the corresponding replies *Yes, I am* and *No, I am not*. The first stage is known as present and during this stage we can introduce the grammar structure and necessary vocabulary for students. We might set the context by asking students about their personal experience to help emotionally engage them by relating the topic to their personal lives. We can do this by asking the higher level students questions about what they may do tonight. We could formulate questions such as:

Are you going to play soccer tonight?
Are you going to read a book tonight?

We would elicit the responses of *Yes, I am* or *No, I am not* depending on what is true for their personal experience. In order to assist the lower level students, we might mime or draw activities on the board to aid lower level students. After the context has been set by asking students personal questions, we can introduce vocabulary for the lower level students. A common and simple way to do this would be to present 8 – 10 activities on a PPT or by using flashcards. We can show a picture first and then elicit the correct vocabulary before giving them the answer. This will encourage them to think and be more active, rather than waiting passively to be given the answer straight away. After the students have correctly identified the relevant vocabulary for the picture, we can get the class to repeat the word chorally and we can follow this by individually checking one or two students to correct any pronunciation issues.



Practice

So far, we have presented the grammar structure, made it relevant to them by linking the topic to their personal lives, and we have introduced the necessary vocabulary for lower level students. In the practice stage, the teacher and the students will practice several sentences in chorus. For example, the teacher will show the picture below and elicit from the class *Are you going to watch TV?* and *Yes, I am.*



Once the teacher has elicited the correct answer, the correct sentences can be displayed as below. The teacher would repeat the structure with the class in chorus and then nominate individual students to repeat the sentences individually and correct any mistakes heard.



This procedure of showing an image, eliciting the grammar structure, and then practicing it with choral and individual repetition should be repeated with several other sentences introduced in the presentation stage such as:

- Are you going to do homework?*
- Are you going to call a friend?*
- Are you going to cook?*
- Are you going to clean your room?*
- Are you going to play sports?*
- Are you going to read a book?*
- Are you going to listen to music?*

Through these repeated layers of exposure and practice of the grammar structure presented at the beginning of the lesson, we are slowly building up the confidence of the lower-level learners. This will allow them to participate more equally with the higher-level learners in pair and group work in the latter stages of the lesson.

Production

After the language has been presented to the students and then subsequently practiced in a controlled activity with the teacher, the lesson can move on to the production stage. Here we are giving the learners the opportunity to engage with the grammar structure in various games and activities with other students. The key point is to use games and activities that are fun and engaging for the learners, so that their focus is not worrying about getting the grammar right, but using it in a communicative way. Let us look at two examples of games we could use in the production stage of the lesson.

Noughts and Crosses (Tic-Tack-Toe)

Instructions

1. Divide the class into team A and team B. Put a noughts and crosses (tic-tack-toe) grid (9 squares) on the board and make sure everybody knows how to play the game (you need to get three Os or Xs in a row).

Someone from team A comes and puts a cross (x) in one of the squares. Then someone from team B puts a nought (O) in another. The aim is to get a row of three noughts or crosses in any direction. Here, we can see the winner is the one with three crosses in a row.

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Parental Involvement

by Phillip Schrank

Young children in Korea go to many after school academies. At these academies, children learn anything from English to math to Chinese to science and social studies. By high school, kids go to college entrance exam cram schools for hours every day. It is not unheard of for students to study well past midnight.

In a *Time Magazine* article from 2011, Amanda Ripley followed a special police force that enforces an "education curfew" for students. These police made sure that students were not studying past 10:00 pm. Invariably, these police officers found academies where students were studying well past 10:00pm. The students were sent home and the academies were fined. Repeat offenders were shut down. In his inaugural speech, former President Lee Myung-bak even admitted that the education system brought too much stress to students and vowed that "one-size-fits-all, government-led uniform curricula and an education system that is locked only onto the college-entrance examination are not acceptable."

The catalyst behind this over-abundance of after school education is the parents. Korean parents spend more than 3% of the Korean gross domestic product on after school academies (Oliver & Kang, 2010). The job market in Korea is extremely competitive; therefore, Korean parents prepare their children to compete for ever-elusive jobs as early as elementary school. High pressure from parents has helped lead to high suicide rates amongst students.

Students in South Korea are not happy with their education. A recent survey by the Organization for Economic Cooperation and Development (OECD) found Korean students to be the unhappiest students in OECD countries. According to the Ministry of Education in Seoul, 146 students committed suicide in 2010, including 53 in middle school and 3 in elementary school (McDonald, 2011).

A piece of anecdotal evidence in which parents take too much interest in their children's education is the case of Kim Yuna. Kim Yuna is world renowned as a championship figure skater. Her success is due in large part because of her mother's unrelenting and borderline obsessive work to make her daughter successful. Parents are taking Kim Yuna's mother as an example of how to make their children successful. Parents also see the investment in education as insurance for when they become old. In Korea, children take care of their elderly parents. So parents now see the investment in their children's education as an investment in their retirement. For, if their children are successful, they will have a good retirement.

In 2008, Lee Myung-bak challenged the Korean educational system in his inaugural speech as president. He said that Korea must change from its current system of studying to pass the College Entrance Exam to a

system that promotes and sustains creativity. Yes, Korean students are routinely some of the best in the world. There is no doubt that Korean students can do very well on tests. But, the amount of money parents pay for after school supplemental education and the pressures the parents put on children is unacceptable. Those pressures induce unreal suicide rates in children. That is what needs to change. But how can it be done?

Park, Byun, and Kim (2011) think that the reason private academies are so prevalent is because the public school system is too homogenous. There is certainly a "one-size-fits-all" feel to public schools in Korea. The authors show that higher parent involvement produced higher test scores for children. Parents actively sought out private tutors and after school academies because the schools had given them no choice. Homogenous curricula forced the parents to find alternatives that catered to their children's specific needs. The high price of this extra education and the high competition for top university admission puts an enormous amount of stress on the students to produce a return on their parents' investment. The authors suggest that Korean schools should not be forced to follow the national curriculum. Schools should be able to choose their own curriculum and challenge the students as they see fit. Perhaps the parents would become more involved in the public school education if they had any say in how and what was taught.

Park and Abelmann's (2004) thesis was more concerned with the cosmopolitan nature of after school education. But it is relevant in making a recommendation regarding parent involvement. The authors showed that the parent's motivation behind private education for their children was not necessarily all about education. It was also about social standing. In the case of the low income family, the mother hoped that making English education a priority would help take the family out of poverty and give the child a better chance to attend a good university (thus giving him or her a chance at a good job). That would be unbelievable pressure for the child! The mother even told the researchers that she reminded her son often that his success would help the family tremendously. Absolutely, education can and should help make a better life for people, but families should be able to achieve good education without having the burden of deciding to eat or send the child to after school programs.

"Economic stability should not be based on how well a student does on tests."

In Korea, if a child cannot attend after school programs, then he or she is doomed to fail. The level of the important tests is not conducive to the level of education received in public schools. That is why the middle class and upper class mothers were relatively unconcerned about their economic status. They felt the

money they spent was enough to ensure an economic status-quo for their children. Economic stability should not be based on how well a student does on tests. It is a vicious cycle: in order to do well on tests, one must spend money on extra education.

If one does not do well on tests, he or she cannot have a good job. This goes back to Lee Myung-bak's proclamation to change the culture of education in Korea.

Lee (2008) recommended that change needs to begin at the top. The pressures that children face are brought on by the fact that universities only accept high test scores. He felt that if universities were to change their admission standards, then students and parents would be forced to change the way that they prepare for university. At the time of his research, the Korean Institute for Curriculum and Evaluation (KICE) was in the process of producing a new college entrance exam. This exam was meant to change the way that students study. As of 2013, the test has been scrapped and there is no word on replacing the current College Entrance Exam (also produced by KICE). At the time of this writing, Lee proposed that the new test should include volunteer time and include other subjects. Currently, the test only covers three subjects: math, science and English.

“Korean parents are beginning to look outside the box.”

I agree that emphasis should be given to other important subjects such as history, music, and art. I also agree with Lee's (2008) suggestion that change must begin with universities. If the universities make other admission requirements, then students and parents will follow. Putting emphasis on extra-curricular activities will give opportunities to poorer families who cannot afford after school studies and thus cannot do as well on the entrance exam.

In order to get into the best schools in America, not only should you be a good student, but you also should be well-rounded. Applicants to Harvard and MIT and other such schools need to be more than just bookworms. They need to be involved in extra-curricular activities such as theater or sports. Volunteering is considered a great asset in the admissions process. Sometimes those extra things will trump a mediocre GPA or a bad SAT score. In Korea, that is not the case. Schools care little about anything besides College Entrance Exam scores. There is no incentive for students to change the way they prepare for university. The universities want high test scores, so the students spend the first 19 years of their lives studying and doing little else to round out their personalities.

True change in the educational culture of Korea will require a sea-change in the basic culture of Korea. These changes cannot happen overnight, but they will happen.

Perhaps they will not happen in our lifetime. But Korean parents are beginning to look outside the box. They see countries like Norway and Finland (whose children score as high as and higher than Korean students) that have low suicide rates in students.

Those countries don't promote after school education; they promote after school childishness. They allow the kids to be kids and still achieve the high test scores coveted in Korea. Those countries realize that not everyone can go to a top university and have top paying jobs. But they also realize that people who cannot do so deserve a comfortable standard of living.

Korean parents are beginning to see the importance of sports and extra-curricular things in their children's lives. More and more after school academies are focused on non-academic things such as taekwondo or music and culture. In time, they will put less emphasis on academic achievements and more emphasis on creating a well-rounded person. This in turn will relieve the pressures put on students and make education more enjoyable and less stressful.

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Korea vs. Turkey

by Helena Byrne

One of the major benefits of teaching is the flexibility. It is possible to move anywhere in the world and find a job. However, deciding where to go next can be a difficult decision to make. Europe is on top of many people's list to see, but getting a work permit to live in an EU country is near impossible. That's why Turkey, and especially Istanbul, is the perfect place to move to. As long as you have the right qualifications it doesn't matter what country you are from. It is easy to get a job. Turkey ranked third overall amongst the European countries in the HSBC Expat Explorer survey, behind Germany and Belgium, but top of the chart globally for weather and food. To stick with the classic cliché, Istanbul is where "east meets west", being located half in Europe and, half in Asia. It is an exciting cosmopolitan city with lots to offer in terms of history, culture, and entertainment. Both sides of the city have a distinctive character: the Asian side is more laid-back, but the European side has more of the tourist attractions. Turkey is an emerging economy with a booming private education sector from kindergarten to university level. Most chains are called K12 schools as they cater for kindergarten to high school students. English is a key part of the curriculum and they are always hiring English teachers. However, before packing your bags, there are a few things you need to know.



Painted steps in Istanbul

Finding a job

It's very daunting to just arrive in a country without a job and a place to live, but that's what you need to do with Turkey. If you search online, you will see lots of jobs advertised that are willing to do Skype interviews but it's a waste of time. Most of the jobs you see advertised are for language schools. These schools offer long hours, very little benefits, and you will be extremely underpaid. The other jobs to watch out for are with agencies. There are some reputable agencies that, like in Korea, just place you with a school and they get compensated with a finder's fee for their service. However, the agencies you

see advertising a lot are hiring all the time for private K12 schools. These schools offer better working conditions than language schools, but offer no benefits and extremely low wages. Be warned, these agencies make a huge profit from placing a teacher at a school. The agency gets a finder's fee, a relocation fee, a competitive monthly salary, and holiday pay from the school, while the teacher gets no benefits. They hire from outside the country, but give very little assistance once you arrive and don't put much effort into keeping the teachers happy as they can be easily replaced. Also, very few of these agencies or language schools offer a work permit. Instead, they offer a residency permit when your tourist visa is about to expire. With a residency permit, you have legal permission to stay in the country, open a bank account, and access health care, but not the right to work. Many teachers live in Turkey with just a residency permit and get along just fine, but a work permit offers more security if you are planning to stay in Turkey long term. When you have a work permit, you can receive a teacher's card, which offers discounted travel and services.

The best paid jobs are at private K-12 schools or prep schools at private universities if you have a master's degree. If you are hired directly by the school, they offer a good salary, summer pay, health insurance, and sometimes they will offer flights or accommodation or both, but these benefits are not standard for all schools. These schools pay well so there is always a high volume of applicants, which is why they can be picky about who they hire and how they do it. They always request a face-to-face interview and sometimes the interview process can be drawn out over a few weeks with an initial interview, class demo, and another interview with the school board. The main hiring period is in the spring or early summer, but you could get lucky at other times of year if a teacher leaves early. To get one of these jobs, you have to be in the country, but if you can't afford to take the risk of arriving without a job, then you could take one of the less desirable jobs on a short-term contract while you are doing interviews.

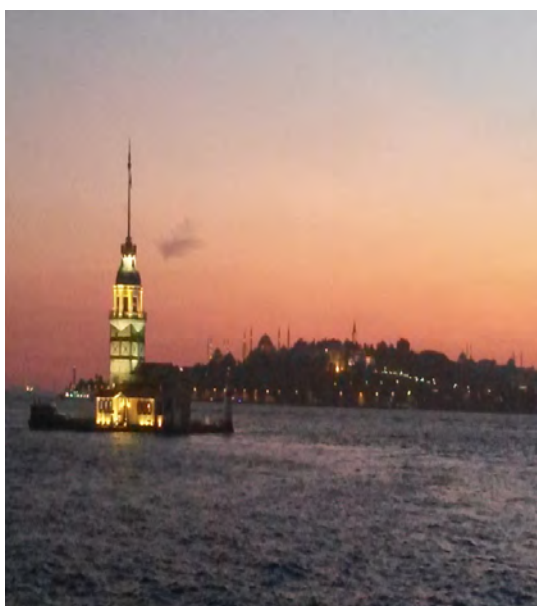
When you get offered a position, you need to negotiate your salary and benefits. If you have relatively little experience and no CELTA/master's, you can expect around 3,000 lira, but some schools may offer more. Those with more experience and qualifications should get at least 4,000 with some extra benefits.

Life in the classroom

Regardless of how much teaching experience you have from Korea, the biggest problem you will have in Turkey is classroom management. Turkish students are the complete opposite of Korean students. In general, Turkish people are loud, passionate and sensitive, so when you have twenty or more students in a class, it can be difficult to keep them all focused and in their seats. That being said, they are used to strict discipline if they

break the rules. As I mentioned before, the students are very sensitive, and, they need to feel loved by their teacher.

If they don't feel a strong connection, they can become unmotivated. In most countries, you would lose your job if you were hugging your students, but in Turkey, it is common for teachers to hug high school students and motivate them by saying how much you love them, trust them, and care about them. It takes time to adjust to your new environment, but the best ways to overcome these problems is by being firm but consistent with the classroom rules, talk to your co-workers and management about discipline procedures, and observe other teachers' classes and get them to observe yours.



A tower at sunset.

Cost of living

In general, the professional wage in Turkey is very low, but that also means that the cost of living is lower than other countries. Istanbul and other tourist destinations along the coast are quite expensive compared to the rest of the country. In Istanbul, a decent meal costs around 16,000won (30 lira). Drinks and snacks are cheap, but alcohol is relatively very expensive due to high taxes. However, the local beer Efes tastes much better than Cass. One glass of beer usually costs around 4,000 won (8 lira) in a bar/cafe. In Korea, buying fresh fruit and vegetables in recent years has become extremely expensive. A watermelon in Korea could cost as much as 25,000 won, but as little as 5,000 won (9 lira) in Turkey. Once a week, every neighborhood has its own bazaar where you can get very fresh fruit and vegetables at a really good price. Depending on the season, a kilo of onions can cost as little as 600 won (1 lira) in Istanbul, but is much cheaper in other parts of the country. Public transport in cities is cheap, but long haul buses are not as

cheap as Korea because the price of fuel is very high and the distances are longer.

Free time

There are so many different things you can do in your free time. If you want to just sit back and relax you can pass your time hanging out in one of the many café/bars or tea houses. The streets are crowded but full of really interesting things to see. Many of the expats take up street photography classes while they are here. There are so many museums, palaces, traditional shopping markets, mosques, Ottoman style architecture and ruins to keep you busy for a long time. In the spring, there is a festival dedicated to shopping and you can pick up some good discounts. Most importantly, the hotspot for clubs and bars is Taksim on the European side, while Kadikoy on the Asian side has some great bars where you can just chill out and chat to the locals.

The best thing about life in Turkey is that it is much easier than Korea to integrate into the local community and use the local language. The people are fantastic, the food and weather are great, and most importantly, it is much easier to make a group of friends that are a mix of expats and Turkish who are involved in other professions. Starting out for the first time is difficult. Like like in any other city, you have to make a big effort to go out and make friends, but once you do you will really enjoy it. All in all, if you can't move to Turkey, you should definitely visit it at least once in your life.

Useful links: Life in Turkey

<http://www.expatorer.hsbc.com/#/country/Turkey>

Finding a job

<https://www.facebook.com/pages/SouthWest-Education-Consulting/219049684777392>

Helena Byrne is currently teaching at Eyüboğlu Middle School in Istanbul, Turkey. Prior to moving to Turkey she worked with a variety of students in both South Korea and in Ireland. In her free time she enjoys travelling and immersing herself in the local culture.



Working at a UK Summer Camp

by Matthew McLaughlin Stonham

Intensive residential summer camps for improving English language play an integral part in the language acquisition process for many learners. It is possibly the only opportunity that a student may have to immerse themselves in the target language and culture. Here, in Korea, summer and winter camps take place in colleges and schools around the country. At these camps, young students gain the opportunity to spend additional time with foreign teachers, often spending informal time playing games and doing activities as well as taking conventional classroom lessons.

Summer camps in the UK are similar. The UK is one of the biggest and most sought after countries for English language camp programs. Students from all over the world trickle through the major British airports and Eurotunnel train stations from the end of June through to early September hoping to brush up on their English language skills. Improving conversation skills is the main draw, although many students embark on the courses in order to pass written exams back in their home countries. Most students come from Italy, France, Spain and more recently, Russia. However, due to dire economic conditions, the numbers of students arriving from Italy and Spain have declined dramatically, while the numbers from Russia have increased in recent years. Students from China, Kazakhstan, Turkey and Saudi Arabia are also not too uncommon.

The great strength of the UK summer schools is the unique opportunity to participate in multi-lingual classes: the dream make-up of any communicative EFL classroom environment. Considering the diverse ethnic backgrounds of the students involved, there's limited opportunity for them to engage in their first language with fellow patrons: it's English all the way in most cases, and it's a 24 hour class each day. Students are away from the comfort of their families, friends and home language: if they need something, whether that be medical, travel advice or communicating with newly found friends, they have to communicate in English. It's sink or swim.



I have been fortunate to have taught in several camps in the UK and, last summer, I was given the opportunity to be the senior teacher of a large operation based at Queen Ethelberga's College near York, in the northern region of the country. The company I worked for was OISE (Oxford Intensive Schools of English). OISE are based in Oxford itself and have been conducting intensive language camps since their conception in 1973. The company runs camps in Bristol, Taunton, Oxford, and Folkestone. The largest camp is in York (my camp) which caters for two age groups: 120 students from the ages of 14 to 17, and around 60 younger learners aged 9-14. I was in charge of the 14 to 17 year olds, who are arguably the most challenging age group considering the factors associated with puberty and peer pressure, and the general emotional difficulties teenagers are prone to.

Most students stay for a 2 week period in which they will have 22 hours of classroom time per week (plus homework) with a UK-based teacher-- it is not uncommon to be taught by a non-native English speaker who has achieved fluency and has the appropriate qualifications. Some people would argue that non-native-English-speaker teachers are more effective for grammar tuition than native speaking teachers as they study the grammar functions in far more depth and for a greater length of time.

The teachers come from a variety of backgrounds. Mostly they are of British origin, aged around 21 to 35, and college graduates looking for a career path or simply trying to save money for travelling (which may of course involve further teaching). Many teachers hold year round teaching positions in Europe, Asia, or South America and come back to the UK for the language camps before heading back to their main teaching jobs in September. The one thing they all have in common is the CELTA qualification. Nobody can hold a teaching position in an OISE summer camp in the UK unless they have this qualification. Non-CELTA holders can be involved in non-teaching activities such as assisting with the leisure program.

Across Europe, it's difficult to obtain a job without CELTA and, if one does, the pay is likely to be low and the employment conditions not ideal. While some research criticizes the CELTA for lacking understanding towards local educational contexts and states that the qualification is perhaps weighted too much by methodology, employers in Europe appreciate the practical side of the certificate which guarantees that the teacher has at least a basic understanding of planning effective language classes which they can build on as they become more experienced.

It is very rare for non EU passport holders to teach in the camps because of the lengthy and sometimes bureaucratic nature of the working visa process in Europe. I had the experience of working with some

Americans in Spain in 2007 who had horrendous difficulties with visa issues, some even having to travel to Morocco or Portugal for expensive visa runs. Many of them simply gave up and reverted to travelling, shelving any teaching plans for another time or another continent.

The teaching program at the camps is carefully planned and highly interactive. All students have three 90-minute lessons throughout the day. The first lesson is nearly always grammar-focused, with students studying a grammar concept and activating it through either speaking, writing or listening projects within that lesson. A vocabulary class follows, where students concentrate on one lexis area and, similar to the grammar class, are expected to activate the material within that class. The afternoon class is arguably the most important: often referred to as the fluency class, this could involve a speaking project in the shape of a role-play activity, an extensive speaking project, or simply writing a report.



The program is always varied, interactive and highly communicative. The topics studied in class are relevant to the needs of teenagers (and therefore a refreshing break from the usual textbook fare) and pre-prepared by OISE administrators (textbooks are only partly used and, even then, only as a guide), so older students in more advanced classes can expect to have mature discussions on controversial topics such as crime, euthanasia, or race issues, for example. One of OISE's selling points for me is the enormous amount of work that is spent on creating pre-prepared lesson plans which are logically organized according to the demands of the syllabus. It saves a lot of time on lesson planning and photocopying as amounts of copies needed for each class have already been taken into account.

All the students are tested at the start of the course and placed, according to the CEFR (Common European Framework of Reference for Languages) guidelines, into Elementary, Pre-Intermediate, Intermediate, Upper

Intermediate and Advanced classes. OISE has a strict policy of no more than 8 students in a class so there are likely to be several classes of the same level (incidentally there are more Upper Intermediate classes than any other, which indicates that most students come to the UK language schools with established ability). All students are tested at the end of each week in order to establish if any students need to move up a level or vice versa. Classes are organized so that there is a rich mixture of nationalities, although, due to the high volumes of French and Russian students, it is likely that there will be more than one of these countries represented in a class. However, the hunger for spoken English is strong, so talking in L1 is not usually an issue, especially in higher level classes.

As mentioned, last summer I was assigned the Course Leader role. It is a highly demanding position that requires a range of skills and roles. It was my job to oversee the whole operation to ensure it ran smoothly. An average day would start at 7:30 am, where a speedy breakfast would be followed by the morning staff meeting. This is where I, the senior teacher, and the leisure coordinator addressed the teachers and responded to any questions and comments regarding the running of the program.

My job was to oversee everything. I liaised with Queen Ethelberga's staff to ensure OISE was able to take maximum advantage of the facilities the school provides. It was also down to me to ensure that teachers and students were satisfied with their living arrangements, so I often ran around chasing people for work to be done or to arrange rooms and equipment. The school is located in a very remote part of Yorkshire, so cellphone coverage is limited, making communication more difficult. Paperwork wasn't too taxing and takes little of my time which leaves more time to actively run the program.

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Matt McLaughlin Stonham has been teaching English since 2004. After completing CELTA in 2006, he worked in Spain from 06-07 and has worked in UK summer camps as a teacher and course leader since 2006. He has been teaching at Chosun University since 2010 and is currently completing his MA TESOL at the University of Nottingham.



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How does all this translate into the EFL classroom? Effective visual media within the context of the EFL classroom should be recognized and treated as a legitimate, sophisticated form of visual essay unto itself. A visual essay has elements that can be broken down interpreted and translated and mediated into their third language: English. And a classroom without visual media taught through technology is equivalent to caveman markings for an iGen student. So, unfortunately, the common excuse that 'I am just not good with technology' can no longer be the banner of teaching in one's comfort zone. It is essential to get the training, knowledge, and know-how to read in the same literacy forms that our students do – even if we aren't reading in the same native languages.

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The Gwangju-Jeonnam Chapter will have its annual conference on March 15th. Go to koreatesol.org for more info.

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For this game you will need some dice. You will also need to make some big laminated noughts and crosses with sticky backs that can be put on the projector screen so the game can be played as a class.

2. Now put up another grid using the PPT that contains images for evening activities like this:

Team A must choose a square and say the vocabulary in a sentence such as *Are you going to watch TV?* Team B will throw a dice, and if they get 1, 3, or 5, they will reply *Yes, I am*. If they throw 2, 4, or 6, they will reply *No, I am not*.

If team B answers *Yes, I am*, team A can put a nought in that square. If team B replies *No, I am not*, they cannot write anything and have to wait until their next turn. Now team B will choose a sentence such as *Are you going to play soccer?* If team A rolls 1, 3, or 5 and answers *Yes, I am*, then they can write a cross in that square. If team A answers *No, I am not*, they cannot write anything and have to wait until their next turn.

The winning team is the first to get three crosses or noughts in a row.

3. Students can then play the game in pairs or as a group. For this game, both students play on the same grid. It is a good idea to give them several grids so that they can play numerous times.

Conclusion

In summary, it has been suggested that if teachers follow the PPP system of presenting grammar, lower level students in the young learner classroom can be given the opportunity to engage more effectively with the grammar structures presented by the teacher. This will offer them the opportunity to participate to a greater degree in class, which may assist in developing their confidence and averting discipline issues in class that can occur when students disengage. It has also been suggested that instead of focusing on explicit grammar explanation, teachers can create an environment where students acquire the target language by being exposed to grammar through fun communicative activities

Resources

Harmer, J. (2007). *The practice of English language teaching*. Essex: Pearson Education Ltd.

Lewis, G., & Mol, H. (2009). *Grammar for young learners: resource books for teachers*. Oxford: Oxford University Press.

Rinvolucri, M. (1984). *Grammar Games*. Cambridge: Cambridge University Press.

Thornbury, S. (1999). *How to teach grammar*. Essex: Pearson Education Ltd.

The two main vehicles through which Korea TESOL is most visible, in my opinion, are its publications and its conferences. Therefore, as the newly appointed chair of the Publications Committee, I would like to take this opportunity to explain briefly about our KOTESOL publications and what they can do for you.

The English Connection

Let us begin with the publication that you are now reading – *The English Connection*, commonly referred to by its acronym, TEC. A quarterly magazine, it is KOTESOL's most frequent publication. It focuses on providing our readership with articles on TEFL in both the Korean and international contexts. In very recent years, it has moved away from carrying KOTESOL-specific news and information; however, based on recent feedback, we will be returning to carrying articles on KOTESOL (such as this one) and more news information on KOTESOL, as most of the TEC readership are members of KOTESOL.

What can TEC do for you? In addition to regularly updating you on what is happening in the world of TEFL and providing you with information on the world of KOTESOL, TEC provides an opportunity to contribute. Anyone can contribute an article to TEC. Our TEC editor-in-chief, Bill Mulligan, is eager to hear your ideas on a possible article idea you may have. TEC is looking for both articles that are research-based and articles that are experience-based. This is a great way for the new and uninitiated writer to ease into ELT publishing. Bill would also be very happy to have members volunteer for editing, proofing, and other positions on the TEC staff. Writing and editing for TEC are both excellent ways to further your professional development in our field.

KOTESOL Proceedings

KOTESOL Proceedings is an annual compilation of research papers based on the presentations that their authors presented at the Korea TESOL International Conference. These post-conference reports are approximately 4,000 words in length and submitted around the turn of the year. They are reviewed with considerations for both quality of content and availability of print space. Invited speakers to our conferences are also invited to contribute to the Proceedings. In recent years, we have had contributions by Stephen Krashen, Keith Folse, Frank Boers, and Fredricka Stollers.

KOTESOL Proceedings is another conduit to involvement in publishing, as it requires following the format of the research paper structure and style guidelines but with less rigorous review than that required for our scholarly journal. Editors-in-Chief Maria Pinto and I are accepting volunteers for copyediting and proofing of the next volume of the Proceedings. *KOTESOL Proceedings 2012* is now available online for all current KOTESOL members; non-members must wait

a year to access it on the KOTESOL website.-as member benefits, Proceedings, TEC, and our journal are restricted to member-only access until the next issue is published. Members wishing to have a hard copy of Proceedings 2012 may obtain one by making a request, including full address, to publications@koreatesol.org.

Korea TESOL Journal

Our scholarly journal is the peer-reviewed Korea TESOL Journal (KTJ). Its history is regrettably a bit like that of a traffic light: on and off. One issue was published annually until recently when a number of years have been skipped. We intend to make a change this year back to continuous publication, with multiple issues per year. The focus of KTJ is also shifting from a more theoretical-based, wide spectrum of topic areas to the practical with relevance and application to the Korean classroom context. KTJ is encouraging submissions from MA TESOL holders, those involved in graduate-level programs, and similar young scholars, as KOTESOL sees it as part of its mission to foster scholarship among its membership. To assist in this, our team of mentors can help shape a proper journal article, or provide English language support for those in need. The current KTJ call for papers has a May 31 deadline. For more details visit the KTJ call for papers on the KOTESOL website.

Please keep in mind that to send members hard copies of our publications, we need your new Korean address conforming to the street-address system that took effect January 1 this year. Update your KOTESOL account profile with this new address. Please also keep in mind that getting involved in KOTESOL publications, in one way or another, can be quite rewarding and contribute to your professional development.

David Shaffer is a professor of English at Chosun University in Gwangju. He is a long-time member of KOTESOL, and has been involved with KOTESOL publications for many years. He has been involved with Proceedings since before the turn of the millennium, with TEC soon after that, and with KTJ for a decade. Dr. Shaffer is also Gwangju-Jeonnang Chapter President and father of two KOTESOL members. Email: publications@koreatesol.org



What Are QR Codes?

You know those bar codes you see on supermarket products? Whereas a supermarket bar code consists of vertical lines, QR codes have information encoded two-dimensionally-vertically as well as horizontally – so you can get more information on it.

You can scan QR codes with your mobile phone; however there is of course a limit to the amount of information you can put in a QR code. Typically a code will include a short amount of text, up to a couple of lines. Sorry, no *War and Peace* or the Complete Works of Shakespeare! A code may include a website link (URL). Web-enabled phones can click on the URL and go to the web page immediately, without having to enter the website manually.

Where Can You Find QR Codes?

A QR code might contain nutritional information on your breakfast cereal box, travel information at your bus stop, or a link to an online timetable. A code can be included on your business card, including a direct link to your online CV. A QR code on a class handout may contain further references, or links to resources such as an online video. In short, a QR code is placed on a physical object (such as a cereal box or a bus stop). You scan it with your mobile phone and can then access specific information or online resources connected to that object. It's a quick (hence the Q in QR) and easy way to link the physical world with the virtual world. You'll find some unusual and interesting uses of codes at mashable.com/2009/01/07/qr-codes/.

How Do You Read QR Codes?

These are the two essential things you need to read a QR code:

- A mobile phone with a camera
- A piece of software called a QR reader

You'll have noticed that I've cunningly placed a QR code at the top of this article. Have a go at reading it! Here's how:

- Download a free QR reader to your mobile phone. A website like www.mobile-barcodes.com is a great resource.
- Open the QR reader app on your phone.
- Point your phone camera at the QR code at the top of this newsletter.
- Take a photo. Resize and fit the photo so the QR reader can scan it properly.
- Click 'ok', 'use', or 'read' (depending on your reader).

If your phone is scanning the code correctly, you will then see a link. If the link doesn't open automatically, click it and you will be taken to information on a book I wrote with Nicky Hockly and Mark Pegrum. If you can't get your phone to scan the code properly the first time, try again. The quality of your camera, how close you are to the computer screen, and your screen quality will all affect how easily your camera deals with QR codes.

How Do You Create QR Codes?

Creating your own QR code is remarkably easy. There are a number of free websites that will generate the code for you. You can then print it out, download it, or embed it in a web page. Try creating your own QR code right now!

- Go along to a site like qrcode.kaywa.com.
- Decide whether you want a code that shows a URL, a short text message, an SMS, or a phone number.
- Fill in the relevant details.
- Click 'generate'. You can now embed it, save it as an image, or print it out.

Tip: The more information you store in your QR code, the more complex it will be. In other words, the geometric pattern will be denser, and therefore more difficult for phones to scan and interpret.

How Can You Use QR Codes In Education?

Here are some ideas for using QR codes in education that I've found and especially like.

Add a QR code URL to extra reading/resources on the final slide of a PowerPoint presentation. Participants with QR code readers can scan it before they leave. Of course it's also a good idea to include the URL in full on your slide for those without a QR reader! For those who have readers, it saves copying down the URL letter by letter.

Create a series of QR codes and attach them to objects in or outside the classroom, as part of a treasure hunt. Each code can supply a clue and a link to further information, which students need to collect to complete the treasure hunt.

Students research a topic and present their findings in posters that are put up on the classroom walls. The students create and include QR codes in the poster presentations, which link to online multimedia resources connected to the project topic. It's an excellent way to create a low-tech multimedia learning experience!

Gavin Dudenay is Director of Technology for The Consultants-E, working primarily in online training in EdTech, and in consultancy work in the same field. Gavin has been Coordinator and Journal Editor for the IATEFL LT SIG and - more recently - Honorary Secretary and Chair of the Electronics Committee (ECom).



One of the headaches of being the senior teacher is ensuring that students are living under the arrangements that their parents have specified. One set of parents may require their child to sleep in the same room as a friend, which may in turn upset another set of parents, as these friends are likely to be of the same nationality and will therefore communicate accordingly. It's a juggling game that requires a great deal of planning, tact and mathematics. One slip and the whole chain is broken.

The senior teacher runs the academic program and usually solves any problems or queries with regard to that: for example, questions relating to individual students, the use of textbooks, head office teaching material, or mundane matters such as lost stationery and issues with the photocopier.



The leisure coordinator has arguably the most difficult role. Anyone who has experienced UK summer camps knows that the leisure program is the integral backbone of any language camp. A successful summer camp often depends on the quality of the leisure program: if the students are not actively involved in meaningful and enjoyable activities outside the classroom, negativity and boredom soon settle in. Therefore, the leisure team headed by the coordinator is under a great deal of pressure to organize a timetable of activities that will satisfy 120 teenagers. It's not an easy job by any means. Thankfully, Queen Ethelberga's College is an exclusive and well-funded private school with an abundance of sporting and leisure facilities. Tennis, basketball, badminton, swimming, cricket, soccer, rounders, athletics, and facilities for other sports are all at the disposal of the leisure coordinator. However, the drawback to the Queen Ethelberga's program is the slight inconvenience of having to share the facilities with several other summer camp organisations on campus.

OISE are not the only language program based at Queen Ethelberga's during the summer.

Whilst this brings a positive sharing and community spirit to the setup, planning the leisure program requires a great deal of tact and positive communication with other leisure leaders to ensure that duplicated bookings and other misunderstandings don't occur.

In addition, teachers are expected to assist with the leisure program, whether that be organizing soccer tournaments, supervising sports and games, conducting arts and crafts workshops or simply playing some tennis with the students. This creates a positive rapport between students and staff outside the classroom as well as for the program as a whole. Therefore, the leisure coordinator has to ensure that teachers have a clear understanding of what their role is once the leisure program begins at 3:30pm. The afternoon leisure program finishes at 6pm for dinner and students normally do one and half hours of homework until 8pm when the evening activity takes place. Of course, all of this is depending on the weather – notoriously unpredictable in Britain! Back-up activities are therefore essential.

Finally at 10pm, students are encouraged to head to their rooms (there are usually 4 students to a room) where they can chat and hang out before the lights go out at 10.30 pm. In most cases, students are well behaved and it's not often that teachers are forced out of bed to tell some chatty students to reduce the noise or to scold students for wandering around the campus at night. However, the weekend is a different proposition as students want to let off steam after a long week of study and teachers have to be extra vigilant, especially after the weekly Friday night disco when students are at their most excitable.

The weekend is a more laid-back time, as students are often involved in excursions to other cities of interest for shopping, sightseeing and, hopefully, language practice. Teachers, however, are expected to work at least one weekend day, helping with the excursions and assisting with any evening activities.

Overall, it's a wonderful and challenging working experience. Although the pressure of working, living and eating with other people at close quarters for a long period of time can occasionally get unbearable, the satisfaction of helping students gain something out of life is highly rewarding. It's important to remember that although these teenagers are there to study English, they are also there to gain an experience of something very special that they are unlikely to experience again. It's not surprising to see students in tears when they leave and say goodbye to new friends, and not uncommon to see the odd teacher shed a tear as well. Needless to say, I look forward to next summer with great anticipation.

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Cover photo: *Sunrise on New Year's Eve at Shilleuksa Temple in Yeosu, Korea. The temple, situated against a low hill on the north side of the Namhan River, is approximately one-hour southeast of Seoul and is the only riverside temple in Korea. (John Steele) <https://www.facebook.com/JohnSteelePhoto>*

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