The English Connection

A Korea TESOL Publication

International Conference Bumper Issue!

Exclusive interviews with plenary speakers
Chuck Sandy & Robert S. Murphy

Plus more interviews with, and articles by, featured and invited IC speakers

KOREA TESOL

KOTESOL
대한영어교육학회

Contact us:
KoreaTESOL.org
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e future

Reading is a thinking process!

READING TOWN

READING TOWN 1 STUDENT BOOK
READING TOWN 2 STUDENT BOOK
READING TOWN 3 STUDENT BOOK

READING WORLD

READING WORLD 1 STUDENT BOOK
READING WORLD 2 STUDENT BOOK
READING WORLD 3 STUDENT BOOK

READING PLANET

READING PLANET 1 STUDENT BOOK
READING PLANET 2 STUDENT BOOK
READING PLANET 3 STUDENT BOOK

Cumulative
Reading Skill Practice

Reading Series

Reading Town, World, and **Planet** are three-level reading series from low-intermediate to high-intermediate learners of English. It features interesting, informative reading passages on a variety of topics, such as animals, technology, sports, the environment, and the arts. In each book, carefully graded reading passages are supported by a variety of activities.

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KOTESOL
대한영어교육학회

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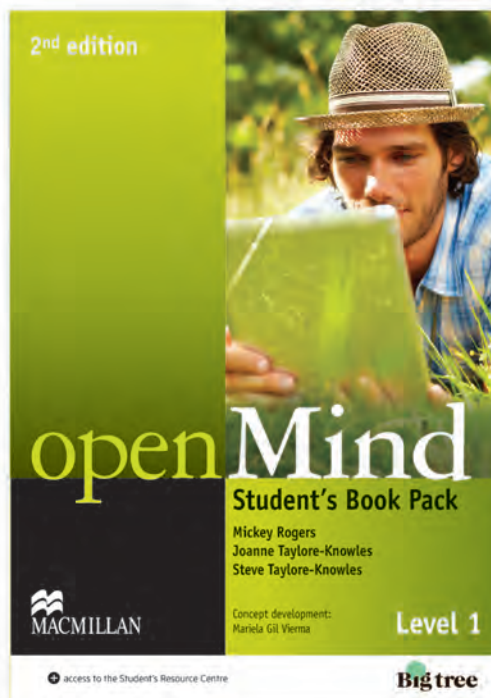
The English Connection Editorial Team

Errata: Summer 2015, 19:2

Page 12, Figure 1: "Fun with Food!" Image Credits:
by Insomnia Cured Here (CC BY SA 2.0). Retrieved from:
https://www.flickr.com/photos/tom-margie/2907243315/

Page 21, *Tiger Moms and English in Korea*, by James Johnston.
For an example homeschooling English curriculum by the author, go here:

Editorial: Fall 2015, 19:3

By Julian Warmington Editor-in-Chief

Welcome, and congratulations: You have here a very special copy of *The English Connection*. Forged within the fire-blast furnace of humid heatwaves this Korean summer, and despite the *TEC* team being reduced in numbers for the vacation, this is an expanded issue that offers a special focus on the highlight of the KOTESOL calendar: the International Conference (IC).

A special thanks to Professor David Shaffer for his efforts contacting and liaising with the many invited speakers featured herein. Thanks also to all of the speakers who so graciously contributed their time by sitting down for an interview or writing out an article. *TEC* readers can learn more about what to expect at this year's IC in detail from the contributing speakers, and see a cross-section of the wonderful range of speakers on the three IC general information pages, including the pre-conference schedule from page 9.

But this special issue also offers all the regular features and columns you would expect. On page 14, our main feature this issue introduces the theory and experience behind behavioral patterns and best practices for the TESOL classroom. This issue's column on teaching social issues through TESOL is contributed by Jocelyn Wright with her article based on her National Conference presentation on awareness-raising projects. The KOTESOL People interview is with long-time contributor and personality Mike Peacock. And Chris Miller contributes another review of a book worthy of professional contemplation.

Chris's review is on Professor Tom Farrell's latest publication. Professor Farrell, guru of professional TESOL reflection, will now start his own new column on this very topic in the next issue of *TEC*. This short delay is due to having an illness on top of his heavy list of recent obligations; we are glad to hear he is well and his column is ready to roll for the next issue.

We also hope you get out often and enjoy the gloriously autumnal beauty that is the Korean countryside these days, and the *TEC* team wishes you all a great time at this year's International Conference.

Julian Warmington

My term as president of KOTESOL is coming to an end at this year's International Conference. While some have suggested that I should run for re-election, it is time for me to encourage new voices and new leaders to shape the future of KOTESOL. Will one of those voices be yours? I certainly hope so.
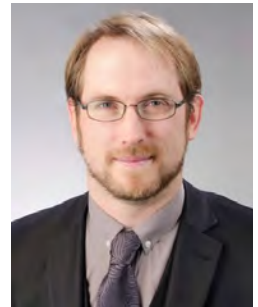
My two years as president have been a busy time, with many challenges and even more accomplishments for the organization. Without the help and support of so many great members, we would not have been able to achieve half of our goals. The successes of the last two years have been because of the hard work and dedication of the committees, chapter leadership, and general members who have lent a hand when it was needed. The accomplishments are due to all of you. In contrast, the challenges we have been unable to overcome and all the slip-ups rest firmly on my shoulders.

As with any learning experience, there are many things I would do differently were I to have the chance over again. I can only hope that the leadership that follows me learns from my example, keeping the good and improving on the failings, and helps KOTESOL go from strength to strength as we continue to try to improve English education in Korea.

The number of people I have to thank for their help and hard work would probably fill the pages of *TEC*, so I will content myself with a general thank-you to all the members of KOTESOL here. Thank you; you have made my time as president a challenging but joyful experience.

Peadar Callaghan

KOTESOL 2015 Pre-Conference Workshops

Enhance your Conference Weekend with Pre-Conference Workshops

October 9, 2015 (Friday, a national holiday: Hangeul-nal).
Four Concurrent Workshop Strands (Attendees register for a single strand)
Time: 10:00 a.m. – 5:20 p.m.
Venue: COEX Conference Center, Gangnam, Seoul

Strand A: Professional Development

10:00 — 11:50 am (100 min.)	**Curtis Kelly**

Self-Presentation Training

Lunchtime Break: 11:50 am — 1:30 pm

13:30 — 14:45 pm (75 min.)	**Sara Davila**

What the FLIP? Content Creation and Assessment in the FLIPped Classroom (Part 1)

15:00 — 15:50 pm (50 min.)	**Robert Murphy**

The Maxims of NeuroELT, and How to Use Them in Your IBL Classroom

16:00 — 17:15 pm (75 min.)	**Sara Davila**

What the FLIP? Content Creation and Assessment in the FLIPped Classroom (Part 2)

Strand B: Teaching & Learning

10:00 — 11:50 (100 min.)	**Jon Nordmeyer**

Academic Language: Barrier or Bridge?

Lunchtime Break: 11:50 am — 1:30 pm

13:30 — 15:20 pm (100 min.)	**Chuck Sandy**

Taking Learning Where It Leads

15:30 — 15:20 pm (100 min.)	**Jon Nordmeyer**

Formative Feedback: It IS Rocket Science

Strand C: Young Learners & Teens

10:00 — 10:50 am (50 min.)	**Virginia Parker**

Teaching Teenagers, a Practical Approach to the Challenges of Teaching Adolescents

11:00 – 11:50 am (50 min.)	**Anna Loseva**

Teens Thinking and Acting Safely on Social Networks

Lunchtime Break: 11:50 am — 1:30 pm

13:30 – 14:45 pm (75 min.)	**Barbara Hoskins Sakamoto**

Moving Beyond 21st Century Skills

15:00 – 15:50 pm (50 min.)	**Kalyan Chattopadhyay**

Critical Language Awareness in Evaluating, Adapting, and Writing Materials

16:00 – 17:15 pm (75 min.)	**David Valente**

Using Drama and Storytelling to Promote Creativity in Primary ELT

Strand D: Media and Technology

10:00 — 11:50 am (100 min.)	**Gary Ross**
Talking to Your Computer: Using Web Speech to Develop Student Communication Skills and Autonomy	
Lunchtime Break: 11:50 am — 1:30 pm	
13:30 — 14:45 pm (75 min.)	**Glenn Stockwell**
Mobile Language Learning: Tools and Training	
15:00 — 16:15 pm (75 min.)	**Jeff Lebow**
Teaching MORE – Mobile Online Realtime English	
14:30 — 17:30 pm (60 min.)	**Lindsay Herron**
Awesome Online Tools for Student Projects	

Abstracts, biographical sketches, and registration information available on the Korea TESOL website – koreatesol.org/ic2015

KOTESOL International Conference 2015
Two-Day Schedule at a Glance

Saturday, October 10

08:00 –	Conference Registration
09:00 – 09:45	Concurrent Sessions
10:00 – 10:45	Featured Session / Invited Session / Concurrent Sessions
11:00 – 11:30	Opening Ceremonies
11:30 – 12:15	Opening Plenary Session: Chuck Sandy / *Seeing Beyond the Dichotomies That Divide Us*
12:15 – 13:30	Lunchtime Break
13:30 – 14:15	Featured Session / Invited Session / Concurrent Sessions
14:30 – 15:15	Featured Session / Invited Session / Concurrent Sessions
15:30 – 16:15	Featured Session / Invited Session / Concurrent Sessions
16:30 – 17:15	Featured Session / Invited Session / Concurrent Sessions
17:30 – 18:15	Featured Session / Invited Session / Concurrent Sessions

Sunday, October 11

08:00 –	Conference Registration
09:00 – 09:45	Concurrent Sessions
10:00 – 10:45	Featured Session / Invited Session / Concurrent Sessions
11:00 – 11:45	Featured Session / Invited Session / Concurrent Sessions
12:00 – 12:45	Featured Session / Invited Session / Concurrent Sessions
13:00 – 13:45	Plenary Session: Robert S. Murphy / *The Benefits of Inquiry-Based Learning*
14:00 – 14:45	Featured Session / Invited Session / Concurrent Sessions
15:00 – 15:45	Featured Session / Invited Session / Concurrent Sessions
16:00 – 16:45	Featured Session / Invited Session / Concurrent Sessions
16:50 – 18:15	Korea TESOL Annual Business Meeting (ABM)

Abstracts, biographical sketches, and registration information available on the Korea TESOL website – koreatesol.org/ic2015

KOTESOL 2015 Speakers and Session Titles

Plenary Speakers

Chuck Sandy

Opening Plenary Session
Seeing Beyond the Dichotomies That Divide Us

Invited Second Session 1
This Is Just to Tell You ... (About Poetry, Projects, and Passion)

Invited Second Session 2
The ELT Writer's Retreat: A Workshop Approach

Invited Second Session 3 (with Josette Leblanc)
Listen to the Teacher Within (and Unleash Your Superpowers)

Robert S. Murphy

Sunday Plenary Session
Neuroscientific Benefits of Inquiry-Based Learning

Invited Second Session
Why You Should Know About Dynamic Skill Theory!

Featured Speakers

Curtis Kelly

Featured Session
Adopting Inquiry-Based Learning Pedagogies into ELT

Invited Second Session
Why Our Brains Like Stories

Glenn Stockwell

Featured Session
Transforming Language Teaching and Learning with Technology

Invited Second Session
Principles of Mobile Language Learning

Sara Davila

Featured Session
Bring the 21st Century into the English Language Classroom

Invited Second Session
Assessment as a Motivator: The Global Scale of English Learning Objectives for Academic English

Boyoung Lee (이보영)
Featured Session
English Education in Korea, Now and Onward

Invited Second Session
The Future of English Education in Korea

Jon Nordmeyer
Featured Session
Differentiating Time, Task and Texts: Building on Learners' Strengths

Barbara Sakamoto
Featured Session (IATEFL YLT SIG)
Creative Teaching for 21st Century Learners

David Valente
Featured Session (IATEFL YLT SIG)
An Intercultural Approach to Creativity in the Primary English Classroom

Kalyan Chattopadhyay
Featured Session (IATEFL YLT SIG)
Critical Language Awareness in Teacher Learning

Invited Speakers

Virginia Parker
Invited Session (IATEFL YLT SIG)
Teenagers: Why Are They Like That? And What Can I Do About It?

Anna Loseva
Invited Session (IATEFL YLT SIG)
Exploring World Cultures, Learning More About Your Own

Steve Iams
Invited Session
Story Slam: The Potential of Performed Stories in ELT

Abstracts, biographical sketches, and registration information available on the Korea TESOL website: KoreaTESOL.org.

One of the oft-seen faces at KOTESOL meetings around the country is that of Mike Peacock, especially at Daejeon-Chungcheong Chapter meetings, where he has been president for two years now and was active in the chapter executive before that. This year he is also KOTESOL's International Outreach Committee (IOC) Chair. In addition, he has served on the International Conference Committee for four years now; this year he is serving again as ICC Support Services Chair. Mike kindly took time out from his family vacation abroad to share a bit on his views and life in KOTESOL and beyond.

TEC: Tell us a bit about your life prior to arriving in Korea.

Mike Peacock: I received my Bachelor's in Education (BEd) and had planned on teaching in an elementary school. I went to a few interviews but didn't have any luck. I had a friend who was heading over to Korea and suggested that I go as well. That was twelve-and-a-half years ago.

What were your first impressions?

I soon became well aware that I stood out amongst the shorter, smaller Koreans. I was also impressed at how much Koreans would go out of their way to introduce me to Korean history and culture. I was told that Buddhism was the main religion here; I was thus very surprised to see all the red crosses glowing at night.

What do you do now?

I've been teaching English conversation at Woosong University since 2007, and Woosong Culinary College since 2009.

How and why did you first get involved with KOTESOL?

I was doing my MA in TESOL when Eric Reynolds (Woosong TESOL-MALL) suggested I get involved. I started out by being Daejeon-Chungcheong's Daejeon 2nd VP. I loved networking with other English teachers outside of my university.

You currently wear many hats within your local KOTESOL chapter and in the national organization. What have been your most fulfilling, or interesting, roles or tasks?

I think the most fulfilling role I've had was being the chair of our 2014 Symposium and Thanksgiving Dinner. We had Dave Sperling as our plenary, with Pete DeMarco, Son Hyunwoo, and Steve Revere as invited speakers. It was an awesome experience to meet such great individuals in our field.

What have you gained from your involvement with KOTESOL over the years?

I've gained some great friendships from within my chapter and at the national level as well.

What is a contribution to KOTESOL you have made of which you think others are the least aware?

I'm the webeditor of the Daejeon-Chungcheong Chapter page as well as our Facebook page administer. I also create our Spring and Fall newsletter.

What advice would you give to an English teacher new to South Korea?

I would suggest they create a diverse network of friends. Do you really want to spend all of your time with colleagues? KOTESOL is a great way to get to know like-minded people from around the country. Are you tired of living in your city? Hit up

your friend in Busan or Gwangju and ask about any job openings. Need to get out of the city? Facebook your friend from Jeonju and hang out there for the weekend. Having a wide group of friends is very beneficial when living in Korea.

What changes are you glad to have seen in KOTESOL?

I love what the Membership Committee is doing. Membership cards, mugs, USBs, pens, notebooks, and more! I remember mugs being available a long time ago, but it's only been within the last year or so that we've seen KOTESOL-branded merchandise. It's a great idea.

What changes would you like to see in KOTESOL in the future?

I would love to be able to pay for my membership and conferences with a credit card.

What is the teaching philosophy that you follow?

I believe motivation is the key to learning any language. I feel my greatest task is to motivate each student to speak English in class. With each student I try to find some tidbit of information I can use to engage in small talk with them. For instance, there was one student who had good writing and reading skills but would not speak to me in English. I eventually found out that she was interested in movies, and I used this topic whenever I met her in the hall. Since this discovery, she is the one that comes to me wanting to talk about the newest film in theaters. Do you have a low-level student? Find out what interests them and use that as your topic of conversation.

Do you have any anecdotes about teaching EFL in Korea that you can share with us?

Don't let lower-level students get you down. Motivate them to enjoy English! Find something that your student likes and use it to your advantage. Authentic materials are also great for your students. My student who's into figure skating immerses herself in the English magazines I bring her from Canada. Don't talk down to your students. Every one of them has potential - you just have to find a way for them to achieve it.

Uncovering Patterns and Practices in the Language Classroom

By P.W. Roux, J. Redlich, J. Patterson, and A. Hofmeyr

For language teachers, the merits of observing other teachers in the classroom are widely known, and thus the practice is accepted as useful in teacher development. Axiomatic as it might be in large and busy English departments with coordinated scheduling and curricula, finding time for peer observation and reflection is often hindered by a teacher's many obligations and responsibilities. However, there is no adequate substitute for in-class observation where peers can witness and help teachers reflect on actual teaching practice, classroom events, and processes, or keep track of how effectively learners remain engaged in the lesson. In other words, peer observation assists teachers by offering a window into the language classroom; it helps identify and bring to the fore those events and instances in a class that go unnoticed by the acting teacher. Observing colleagues approaching the same curriculum in different ways can thus help to open the collective "collegial eye" to the unseen or hidden patterns that often arise in classes during the semester.

Events in language classrooms: Do teachers know what they do?

An alternative to having another teacher observe one's teaching is to use a video recording, which is a slightly different way of getting an outsider's perspective on their work in the classroom. Teachers may not feel entirely comfortable watching their own performance; however, given the high demands made on teachers in general, it can serve as a useful alternative to live observation, and has the benefit of being able to be referred back to as often as warranted. This reflection allows teachers to consider the relative success of their lessons in terms of how activities were executed, what students found difficult or enjoyable, and how the students responded to the learning material and teacher instructions. These deliberations are commonly a part of planning for future lessons or as adjustments to lesson sequences within a curriculum. Observing a recording of one's own class, however, adds a new dimension to the reflection process. Not only does it give the teacher insight into the "procedural whole" of the lesson, it also provides a chance to see what happens on the periphery of a teacher's vision during class time. Teachers become more aware of student responses or classroom events that go unnoticed or are neglected, misunderstood, or perhaps ignored. Gaps or failures in lesson procedures, as well as numerous other classroom events, suddenly come into focus when the recording of a whole class is presented as an object of investigation. This is the central idea behind our project: looking at a "snapshot" of a class as a singular "event," with elements or components highlighted or grouped together as quantifiable data, which provides a perspective not normally accessible to teachers in everyday teaching practice.

How can data be used to understand events in a classroom?

The goals of this project, conducted at Ritsumeikan Asia Pacific University in Beppu, Japan, were twofold: (a) to inform teachers of how their colleagues actually teach common curricular requirements by sharing recorded videos of their classes; and in so doing, (b) to help teachers reflect on the various classroom observation videos, thereby initiating a discussion to enable a deeper appreciation for the hidden events in their classrooms. These happenings included all the diverse types of utterances, interactions, instructions, and non-verbal communication or unplanned occurrences that often take place.

We recorded eighteen 95-minute English language classes over four different proficiency levels (elementary, pre-intermediate, intermediate, and upper-intermediate), and then transcribed each video. Using NVivo Qualitative Data Analysis software, we then developed and applied a coding schema that accounts for the various forms of teacher talk and teacher actions related to teaching that occurred in the lessons. Due to limitations with the recording technology, and to help simplify our first level of analysis, the focus of the coding for "classroom talk" was primarily on the teachers. For future research we will also code for instances such as individual utterances, pair or group work communication, asking questions of the teacher, and the use of native language.

Examples of codes for "teacher talk" we used included the following: types of classroom management and organizational strategies, such as assigning pairs or groups; instruction-giving in terms of length, type, and media used; how teachers taught language points or utilized the textbook; and how teachers addressed errors in student talk, to name but a few. Once this source of data was coded, NVivo was employed to identify patterns and ratios of exactly what, how often, and in what context different types of teacher talk and practice occurred in typical language classes. For instance, by isolating the variegated strategies teachers employed when putting students into small groups and how classroom space was organized during this procedure, we were able to give feedback to teachers about what strategies were used, in which contexts, and how students responded to these instructions. The feedback generated from data-driven findings and analysis was provided in visual, textual, and dialogic formats, and a few examples of this feedback are provided below.
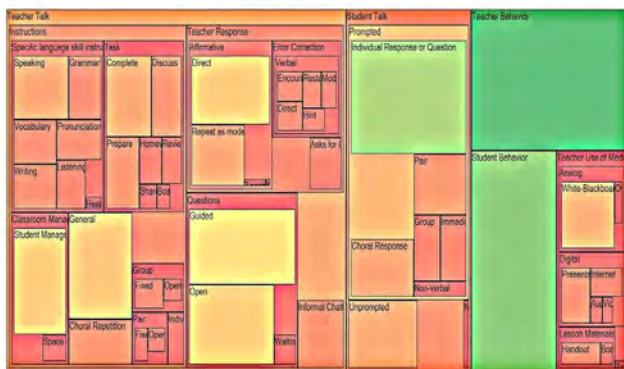
Figure 1: Tree Map: A "picture" of a language classroom (whole dataset). (Box size proportional to the number of times a code occurs)

A tree map is a visual representation of data that shows the spread of events that occur in a class. This representation allows teachers to consider their class from a different perspective as well as to identify discrete patterns of which they were not previously aware. Though notably abstract in appearance, these diagrams serve as a starting point in the reflection process. The following section looks in more detail at one example of how a particular identified aspect of the tree map could be interpreted to better understand its use within the bigger picture of a single class.

How do teachers use media in classrooms?

As one of the main codes, Teacher Use of Media (TUM) identifies and describes the materials and media teachers use in their classes. Using code in this way helped us to understand what kind of media the teachers adopted and how they used these to engage the students. The TUM code was subdivided into analog and digital (computer-based) methods as well as lesson materials (paper-based). Analog media included black/whiteboards and overhead projectors, whereas digital media was separated into audio (from textbooks and other sources), video, internet (online content), and other technological aids (PowerPoint, for instance). Media further included books and handouts. Technical failures during lessons were also coded. The spread of instances is provided in Figure 2 below.
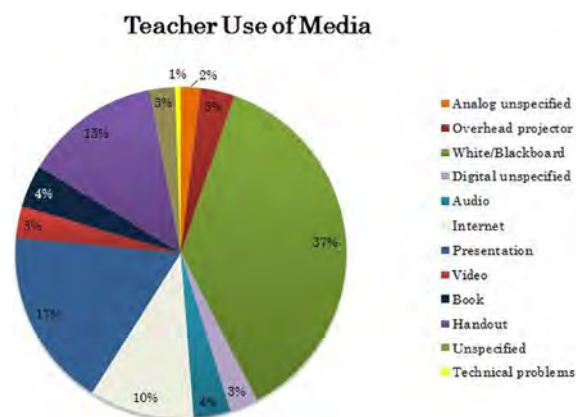
Figure 2: Types of media and how they were used in classrooms (TUM code).

It is notable that some form of media use comprised 7% of all recorded instances in the dataset. As TUM was further analyzed, the spread of instances were as follows: nearly 45% were analog, 37% were digital, and 18% were paper-based materials. More specifically, although teachers clearly used a variety of different types of media and/or technology, the use of a black/whiteboard (an analog method) constituted the majority (37.0%) of use. Presentation software accounted for a further 17.5% of the instances, followed by use of the internet (10.2%). Textbook use made up only around 4% of media instances, whereas handouts were used over three times as often (13%). This brief analysis provides some useful information to consider. Potential questions that one could ask include the following. (a) How and for what purposes did teachers ask students to use the internet? (b) Why does it appear as if the textbook is under-utilized, or that handouts are preferred? (c) What kind of lesson information appears on PowerPoint slides and the board, and how were these employed by the teacher?

How do we relate this to teaching practice?

Using video-based research and systematic coding therefore makes it easier to recognize the unique ways in which teachers employ traditional forms of media (black/whiteboards) in their classrooms. A closer look at individual classes reveals the following points:

1) If teachers want to emphasize a point from their lesson, they write it down on the board, for example, subject-verb agreement in uses of *isn't/aren't*. This stresses the teacher's verbal instructions through highlighting salient features that teachers want the students to remember.

2) Teachers write clues or hints on the board to help students with completing handouts, thereby encouraging engagement. This approach is less a means of emphasizing points and more a way to facilitate multitasking in the classroom.

3) Teachers use boards to provide students with a reference to readings and to reiterate instructions for tasks. The board was utilized not so much as a tool for multitasking but as a means of supporting student needs.

This type of analysis helps to illustrate how different facets of the same media are implemented by teachers in the language classroom. One use of media is not elevated over another, and media exists as a tool subject to the teacher's goal(s) for the lesson. This is an asset for other teachers in that it reveals additional avenues for teaching or can serve as a validation of current teaching practices. This knowledge would also make it easier for incoming teachers to acclimatize themselves to institutional norms if they can see the kind of media that is available and works well at a given proficiency level. Perhaps as a final observation

This is the central idea behind our project - looking at a "snapshot" of a class as a singular "event," with elements or components highlighted or grouped together as quantifiable data, which provides a perspective not normally accessible to teachers in everyday teaching practice.

about TUM, there is also the consideration of how teachers continue to use traditional media like white/blackboards, rather than more modern forms such as presentation software or the internet. Contemporary "smart" classrooms still base much of their function and purpose on the continued use of older, more tactile technology rather than abstract, digital means. Our observations here indicate that for most teachers, the practicality of the white/blackboard media continually superseded the inherent technological merits of newer alternatives. While such realizations may appear obvious in reference to our analysis, it was through the verification provided by video-based observation that it became most apparent.

As shown above, an analysis based on the tree map and a subsequent focus on one aspect of the classroom can deliver unexpected results, which in turn encourages questions that help teachers consider what happens in their classrooms. These reflections are typically related to events or moments that might not be apparent to the teacher before or during a class (i.e., elements that are initially hidden but then arise out of the process and flow of a particular class). As seen with the example of TUM, raising awareness of, and reflecting on, the array of classroom events and practices helps teachers ponder questions in relation to their own classes and those of others.

What can we learn from this type of observation and analysis?

Our first set of results has been instructive in showing us that teachers interpret the same curriculum very differently, and hence their lessons look and feel very different. It has also revealed

that using quantitative measurements to help interpret qualitative data can be very informative. For instance, a tree map of a class provides a whole new way of looking at lessons and what happens in classrooms. As the earlier description of TUM showed, a graphic depiction or coded analysis can provide a useful way of understanding how teachers use media in classes in general. As teachers consider this analysis of their own class, not only can the teacher observe the use and types of media in their class, but the ratio of media use in relation to all of the other events in the particular class also becomes more starkly obvious.

In a further step for reflective purposes, if an individual class's tree map is compared to the whole dataset, the different patterns that arise can provide teachers with a greater sense of what other classes with the same curriculum look like. These types of comparisons and depictions of classrooms as data can provide various stimuli for reflective purposes. Since classroom events are graphically depicted, it provides an immediate impetus for discussion and allows teachers to see their class as a comprehensive collaboration of events, instead of, for example, "just a writing class." Seeing classroom events as a range of organized data could thus confront teachers with questions directly related to actual teaching practices such as: "If most of my class time is spent on instruction, have I been giving less time to student interaction?"

This type of reflection therefore has strong implications for individual teacher practice and development. Although our project has highlighted applications of this form of research, the enormous complexity of any particular language lesson means that even with the use of computer software, research remains very time-consuming and intense. Another limitation of the current project is that the classes observed are from an isolated set of weeks, and represent only a small percentage of what was actually taught over the semester.

For program-wide reflection, and for teachers desiring greater certainty of what is taught and how it is taught, video-based and computer-assisted research and reflection provides an effective rendering of what is occurring in the classroom. If time and resources permit, our research has hopefully revealed great incentive for its consideration as an impetus for teachers to consider the hidden moments in their classes and reflect on the possible implications for future practice.

The Author

Peter Roux is a lecturer at Saga University. He holds an MA (Clinical Psychology), an MSc in Human Resource Management (University of London), and an MA in TESOL (University of Birmingham). His interests include human learning and potential, critical theory, organizations and society, language acquisition, and the philosophy of mind and brain.

Jeremy Redlich is a lecturer at Tokyo University. He has a PhD from the University of British Columbia, where he also taught German language, literature, and cultural studies. His research interests include teaching EAP writing and research skills, and theoretical developments in English as a lingua franca.

Jesse Patterson is a lecturer at Ritsumeikan University. He has an MA from Azusa Pacific University. He has taught EFL in China, Vietnam, and most recently, Japan. His research interests include alternative forms of assessment, and the expression of culture in language learning. E-mail: jessejp@apu.ac.jp

Ana Hofmeyr is a lecturer at Ritsumeikan Asia Pacific University. She holds an MA in Culture and Identity Studies from the University of St. Andrews. She has taught EFL and EAP in England and Japan. Her research interests include multilingualism and multiculturalism, as well as immersion language learning.

Awareness Campaign Projects: Learning More Than Just English

By Jocelyn Wright

According to critical pedagogues, teachers should be viewed as transformative intellectuals, meaning professionals who are able and willing to reflect upon the ideological principles that inform their practice, who connect pedagogical theory and practice to wider social issues, and who work together to share ideas, exercise power over the conditions of their labor, and embody in their teaching a vision of a better and more humane life (Giroux & McLaren, 1989, p. xxiii).

If you are like me, you aspire to be that professional who can assist students to not only improve their English communication skills, but also to develop social responsibility, global competence, and civic engagement. All of these things are considered necessary for global citizenship (Morais & Ogden, 2011).

In an effort to move closer to this goal, I recently opened a 16-week, intermediate-level, content-based course entitled "Creativity and Consciousness." The aims were to help students simultaneously develop creativity and an awareness of a range of current issues to promote sustainable development. Themes included happiness and well-being, peace and conflict, diversity and discrimination, the environment, and communications and technology, among others. I chose to approach issues through the lens of creativity in order to lower the students' affective filters so that they would embrace the course more enthusiastically.

When I set up the course, I reflected deeply on appropriate projects that would cultivate creativity and raise awareness of the issues. In the beginning, I had the students complete small individual assignments, but by the end, they were doing large, collaborative projects. Awareness campaigns, which appear to be uncommon in English Language Teaching (ELT), seemed optimal for my purposes. After first defining an awareness campaign, I will explain how I set this project up and describe the learning outcomes. If you are interested in critical pedagogy, perhaps my experience will inspire you, too!

The best definition I have come across for this project is similar to the one for "public communication campaigns." According to Coffman (2002), such campaigns make use of a variety of "media, messaging, and [...] communication

> *Because the students had to try to influence an external audience and not only engage in self-reflection and information-sharing with classmates, some were more motivated to care about the accuracy of their message and produced higher quality output.*

activities to generate specific outcomes in a large number of individuals and in a specified period of time. They are an attempt to shape behavior toward desirable social outcomes" (p. 2). Coffman distinguishes between two types of campaigns: "individual behavior change" campaigns and "public will" campaigns. An individual behavior change campaign targets people's actions. The aim is to change "behaviors that lead to social problems or promote behaviors that lead to improved individual or social well-being" (p. 2). Because of their scope, these are probably the most suitable for ELT contexts, and they were the focus of my students' projects.

Before starting their group work, the students explored a number of issues in class. They were also exposed to and asked to discuss various examples of awareness campaigns. Students also practiced making effective slogans.

When I presented the project to my students, I set it up in four phases, loosely following the International Federation of the Red Cross project management cycle (IFRC, 2010), which consists of initial assessment, planning, implementation, monitoring, and evaluation. To avoid overwhelming the students, each phase was scaffolded into steps with specific deadlines. There were also multiple opportunities for consultation and debriefing.

To start with, I asked the students to relate their campaign to the theme of discrimination. Their first job was to brainstorm, choose, and then research a topic. Each group decided to explore a different topic: discrimination against people with disabilities, North Korean defectors, and multicultural children. To promote links with the local community, I encouraged them to visit non-governmental organizations (NGOs) to seek advice. The students then had to report in English the key points from their research, such as the perpetrators, the victims, likely causes, manifestations, and consequences, as part of a campaign plan.

Figure 1. A draft of a campaign plan.

The next step was to plan elements related to their campaign. These included the target campaign audience; the goals to be achieved by campaigning; their campaign concept, strategies, tools, message, location, and required resources

(e.g., time, human, material, technological); as well as the anticipated campaign results and potential challenges. I requested they submit their plan prior to campaigning. I did this for two reasons. One was to make sure they were on track and did not wait until the last minute to plan and execute their project. The second reason was to make sure that their project seemed realistic and feasible and met the basic evaluation criteria.

Next, the students were required to prepare their campaign tools and launch their campaign. I encouraged the students to be as creative as possible. This semester, my students mainly chose to make or use sketchbooks, posters, and videos (or a combination). One group performed a role-play that also involved singing. To analyze the effectiveness of their interventions, the students used interviews, questionnaires, and social media (e.g., YouTube, Facebook, KakaoTalk) to collect data.

Figure 2. A student acting in a poster campaign video.

Figure 3. Students campaigning using a poster board and cell phone questionnaire.

Accountability was emphasized in the set-up of this project. To ensure that the students made their own campaign tools, I required that they provide evidence (e.g., photos) of the entire creation process (from planning to execution). I regularly gave the students class time throughout to construct their project, which allowed me to monitor their progress and respond to student needs, although self-directed out-of-class work was also necessary. To assist them in carrying out the project successfully, I emphasized Doran's (1981) original S.M.A.R.T. criteria (Specific, Measurable, Assignable, Realistic, and Time-related) in the planning stage. Evidence and

also given feedback with errors highlighted and chances to make revisions. Because the students had to try to influence an external audience and not only engage in self-reflection and information-sharing with classmates, some were more motivated than in the past to care about the message's accuracy and produced higher-quality output as a consequence.

Some of the non-linguistic benefits of this project that students reported included the development of soft skills, such as creativity, teamwork, critical thinking, problem-solving, the use of technology, and time management. Students also developed

results had to be discussed in the final step, which involved presenting their project to the class and fielding questions and comments.

At each stage of this process, students used a combination of the four language skills (reading, listening, speaking, and writing) and negotiated meaning through communication. They were

confidence because they were challenged to step out of their comfort zone. At the same time, they gained meaningful, real-life experience. In one student's words, "It made me feel rewarded because I did something for [those] who are being discriminated [against]" and "This was [the] first time that I did something for some purpose, and I became more confident about

doing like this." Before starting this project, one student confessed, "I never do this kind of campaign, but in my deep heart sometime I feel that I want to do something [that] can help people." At the end, he states, "I learnt something about North Korean defectors. [...] I can let people who have negative thinking about defectors lead to positive and know the truth."
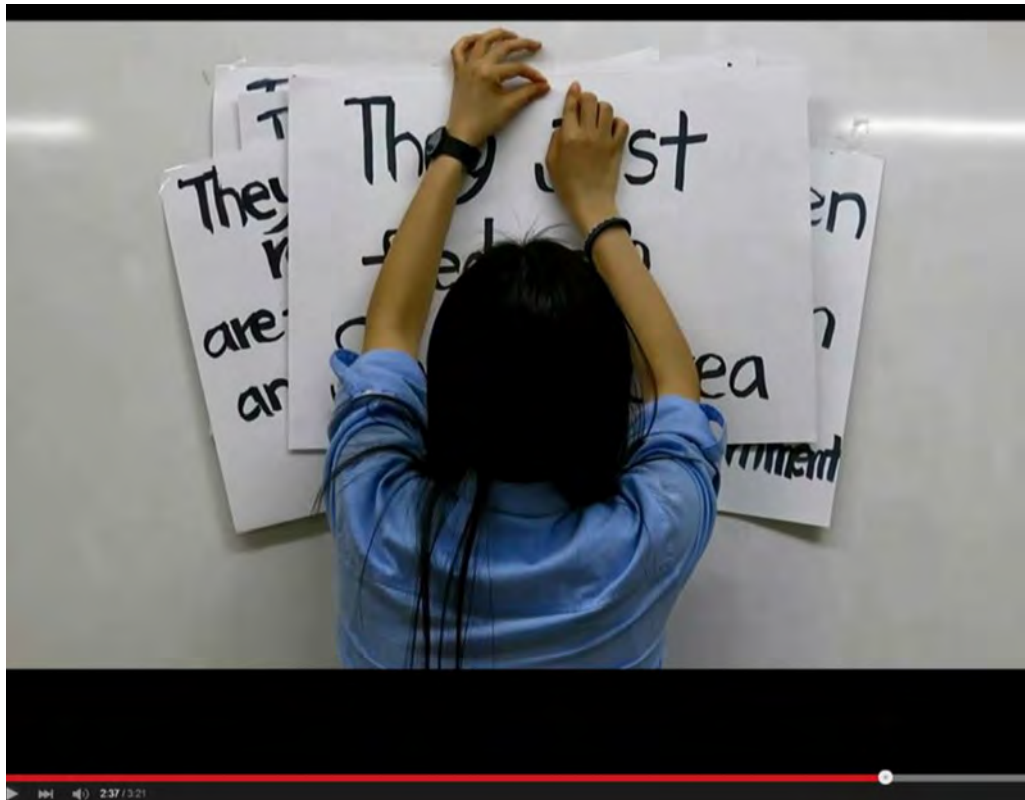
While I cannot at this point say what the long-term effects of this project will be for my students, I believe that the cognitive, behavioral, and affective investment holds promise. The satisfaction of trying to make a positive difference, the redemption of making up for past wrongdoings (such as bullying in school), and memories of experiencing public indifference firsthand, as some did, are unlikely to wash away immediately. How their campaigning affected the public is even more difficult to measure, as with most campaigns, although the potential of this kind of project offers opportunities for ripple effects.

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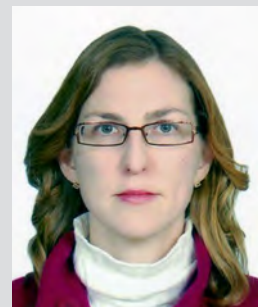
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Interview: Chuck Sandy

International Conference (IC) Plenary Speaker

The English Connection *was able to schedule in valuable interview time this summer with the vastly experienced, enthusiastic, and personable Chuck Sandy amongst his conference appearances and other ELT duties. Chuck Sandy is an educational activist who co-founded and directs the International Teacher Development Institute (iTDi) where he works online with teachers from more than 90 countries. His book* Passages *(Cambridge University Press) is the world's best-selling coursebook for upper-intermediate-level English language students. In addition to his ELT work, he also likes gardening and long-distance walking; he completed the several-hundred-miles-long Camino de Santiago last year in Spain. Chuck is one of our two plenary speakers for IC 2015.*

TEC: We're excited that you'll be giving the opening plenary and leading a range of sessions at the KOTESOL International Conference this year. You were last here a few years ago as a featured speaker. What's changed for you since then?

Chuck Sandy: Almost everything! At KOTESOL 2011, my sessions were mostly focused on building communities, taking risks, practicing autonomy, nurturing motivation, and using critical thinking skills 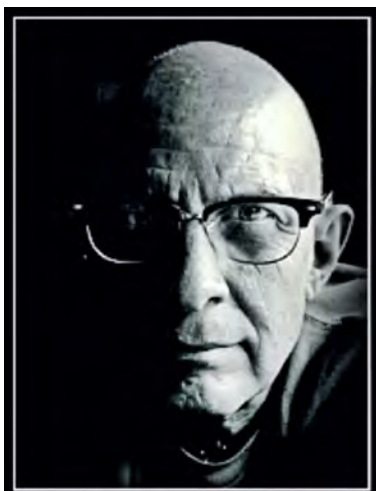to create real-world change. All that proved the old adage – "We focus most on what we ourselves most need to learn"– to be true. After a lot of critical thought, I created real-world change in my life by leaving a long-held university position that I was no longer finding very motivating and jumping into a risky autonomous future. Taking that leap led to me being able to deeply connect more with an even wider professional network, and doing that has helped me discover some new paths to explore in my community building, teacher development, and publishing work. I've been learning a lot and thinking about even more. I'm happy to say it's all worked out, and in some surprising ways. Still, not

everything I've attempted has been successful, but I guess I must have been doing something right since you've invited me back once again to speak at KOTESOL, this time as a plenary speaker even. I'm deeply honored – and very humbled.

Will your plenary this year be based on what you've recently learned and thought about, or will you be building on the ideas you spoke about the last time you were here?

I'll be doing both, actually, while also going back to revisit some of the dichotomies that defined ELT in the early 1980s, when I was learning how to teach in a hotbed of oppositional ideas. Though the audio-lingual approach and the behavioral psychology that informed it was by then on its last legs as humanism and the communicative approach marched in, I was at a school where B.F. Skinner's daughter ran the Psychology Department, a bunch of humanists and (Noam) Chomskians ran the Foreign Language Department, and a mix of mythicists and classicists ran the English Department.

As you can imagine, everyone argued with each other all the time about who was right and who was wrong. I worked in all three departments, and it was very tempting to take sides. What doesn't matter at all anymore is that I sided with the Chomskians, the humanists, and the mythicists, or that I wound up becoming a very vocal advocate of the communicative approach because as it turns out everyone was mostly wrong about being right.

Still, among even greater sins, I spent years working as an evangelist for the communicative approach and went around trying to convince everyone that they should completely abandon their drilling in favor of purely communicative practices. I'm sorry about that. I was wrong. I didn't know it then, but I know it now because I've lived long enough to read the research about drilling's effect on automaticity, and I've seen the brain scans that show how repeated practice builds neural connections. It's amazing. Drilling is not all bad. Done right, it's great, and that's just one example of how we've discovered that it's not one way or the other but some of both, and then some. We're learning.

Even so, I've recently been seeing a lot of educators taking sides again, and though the areas of contention have changed, the evangelical tone hasn't. Who's right and who's wrong? Well, probably everyone, but not entirely.

In my plenary, we'll look at the current thinking on previous false dichotomies to build a case against side-taking. Then, we'll visit a range of current dichotomies in ELT, explore some of the good work being done on every side of those issues, apply a little critical thinking, do some reflective inquiry, and before we finish, I'll offer some ideas from community building to suggest ways we might be able to better work together. So, it's old ideas, current issues, and some new thinking about what it means to be a teacher in a very connected age.

What does it mean to be a teacher in a very connected age?

Good question! Well, a teacher is a connector – someone who's able to form deep connections with students while helping them connect meaningfully with each other and their world in a way that opens up a circle of possibilities in which they can truly learn and become who they need to be.

Good teachers know that learning often happens in spaces outside the lesson plan, somewhere within the connections between people. Therefore, they don't hide behind textbooks and methodologies and preconceived ideas. When new ideas appear and new possibilities emerge, they throw the circle open to bring those inside. Living in a very connected world offers the possibility of creating

a really wide circle and working in ways that were unthinkable ten years ago.

To take all this a step further, I strongly believe that teachers need to be working in the same connected ways with each other. Aside from the side-taking I spoke of earlier, I've also been seeing lots of collaborative work happening among teachers connected in professional learning communities. Probably the most important work I do these days involves encouraging those connections and collaborations within communities that encourage shared power and increased autonomy.

How important is teacher autonomy?

While the term "teacher autonomy" is something we hear about a lot these days, it's really just a fancy combination of words for teachers being allowed to do their very best to teach in ways that make sense to them despite whatever curriculum structure they work in, no matter what textbook or materials they're asked to teach, and no matter how rigid their heads of school might be. No matter what, all teachers have some degree of freedom and always the responsibility to make their classes engaging, interesting, and relevant. It's always possible. Nonetheless, when

good teachers are forced to constantly fight the system every single day in order to defend their autonomy and their right to teach in ways that make sense to them, they often become exhausted and lose heart.

Then, everyone suffers as they begin to teach less effectively. Eventually, some of these teachers

become so disheartened that they end up moving out of education altogether. That's a tragedy, and it's happening everywhere.

This is how important teacher autonomy is, and why we need to find better ways of supporting

and building each other up instead of wasting our energy arguing about who's wrong and who's right. As always, when schools and governments build systems that take teacher autonomy away and dehumanize education, it's up to us to find ways to get it back and re-humanize teaching and learning.

You're a supporter of learner autonomy. Can you explain this concept?

Just as teachers need to teach in ways that make sense to them, learners need to learn in ways that make sense and work for them as individuals. Our students are people, not cogs in the great machine. If whatever ways a teacher is teaching do not work for even one person in a class, ways must be found so that this one person can learn. I am well aware of how idealistic and otherworldly this sounds, but it's the real work of teaching. To explore possibilities until we find one that works for an individual student is to understand learner autonomy. To struggle with such students in order to maintain order and discipline while forcing them to learn in ways they can't learn is to disregard the very idea. Learner autonomy does not mean letting students do their own thing in ways that are harmful to themselves and others. It means helping students connect in ways that are useful and good.

In addition to giving the opening plenary, you'll also be involved in a number of other sessions. Could you tell us about those and why you're doing so much?

I always enjoy KOTESOL and love working with the teachers I meet there. It's one of my favorite conferences in the world, so I'm happy to be doing as much as I am. I wish I could do even more, but still I've got quite a range. I'll be doing a pre-conference workshop that's an unplugged exploration of what inquiry-based teaching might look like; a session on creativity, poetry, and projects; another one on how we might turn writing classes into a writer's retreat; and then a session with Josette LeBlanc called "Listen to the Teacher Within (and Unleash Your Superpowers)" that I'm very excited about.

I met Josette for the first time at KOTESOL 2011, and the conversation we shared then has led to some life-changing collaborations that have helped us both unleash superpowers we didn't even know we had. Part of what we'll be doing in our session together this year will be to share what we've learned about how that process works and hopefully help others make similar collaborative connections. That's what conferences like KOTESOL are all about!

Interview:
Barbara Hoskins Sakamoto

IC Featured Speaker

Barbara Hoskins Sakamoto is a member of the IATEFL (International Association of Teachers of English as a Foreign Language) Young Learners and Teenagers team in charge of a strand of the Pre-Conference Workshops and is also a featured speaker at the International Conference.

TEC: **Hello, Barbara. Tell us about yourself. What led you to become involved in English language education?**

BHS: I loved being on the speech team in high school and college, and wanted to become a high school speech coach. So, in addition to my bachelor's degree, I did a fifth year of professional training and got my license to become an English teacher in a junior or senior high school. When I decided to go back to grad school, the relatively new (at that time) MATESOL degree seemed like an interesting area to explore. After I finished my MATESOL, I came to Japan to teach for a couple of years. That was in 1985, and I've never quite managed to go back to the US for more than a few years at a time.

What is the main focus of your featured presentation, and how will it be useful to an English teacher new to Korea or to a veteran practitioner?

The main focus is how teachers can structure lessons so that students develop strong creative and critical thinking skills, and strong English skills. Around the world, English teachers face a lot of pressure to include more and more content, include 21st century skills and technology tools, and (of course) make sure that students do well on standardized exams. Especially in Asia, the amount of time that teachers have each week to accomplish all of this is quite limited. I think that new teachers will appreciate some of the ideas for making sure that every moment of their limited class time is used effectively. I think veteran teachers might also get some ideas to take back to class, but will also be able to share valuable examples from their own teaching experience.

You will also be giving a pre-conference workshop and a second presentation at the main conference. What will they focus on?

The pre-conference workshop will have us look beyond 21st century skills in teaching young learners. Fifteen years into the new century, researchers have had time to study classrooms around the world in order to see what really works. As teachers, we can use this information to help prepare our students to thrive, wherever this century takes them.

The second conference workshop will focus on things that are universal to our professional lives as teachers, regardless of our individual teaching context, and those things that are unique to our own personal teaching journey. I'll be doing the workshop with my fellow International Teacher Development Institute (iTDi) Director Chuck Sandy. We'll share some of the stories from the thousands of teachers we've worked with around the world through iTDi and ask teachers in the room to share their own stories. Each time we do this workshop, it's different, but it's always a fun, interactive session!

You are a young learner expert who now spends a lot of time training teachers. Which do you enjoy more: teaching young learners or adults?

That is a really hard question. I have always loved being in the classroom — it doesn't really matter what age the students are. I never actually wanted to do anything but teach. But, the success of *Let's Go* and my involvement with iTDi means that these days I spend more of my time working with teachers than with students. Luckily, teachers are my favorite people, and getting to work with them every day is a fair trade.

How do you find time to do all that you do in ELT – teaching, training, authoring coursebooks, administration, curriculum development, giving talks at conferences, running workshops...?

There are lots of days I don't juggle all of it well at all. Like everyone else, I just do the best I can and try not to drop too many balls. It's all just so much fun that I don't know what I could give up.

What does proficiency in English as a foreign or second language mean to you – communication, accuracy, cultural insight, test scores, or something else?

All of the above! Or, more accurately, it means all of those things to different people at different times. Since we can't predict which type of proficiency is going to be the most important to our individual students, we need to try and include them all to some degree so that they have a base to build on if they need to focus on one area of language use.

You're one of the directors of the International Teacher Development Institute (iTDi). Could you explain briefly what iTDi is and what your role is?

The mission of iTDi (http://itdi.pro) is to provide high quality online professional development for teachers that is affordable, accessible, and meaningful. Our global community includes more than 4000 teachers from 90+ countries, working together to become better teachers. We have two fully online courses (TESOL Teacher Development and English for TESOL Teachers), a series of

Advanced Teaching Skills courses that combine live sessions with asynchronous discussion in a collaborative community, and Intensives, which are a series of short online (and recorded) workshops that function a bit like a free conference that teachers can attend without having to leave home.

We believe that all teachers deserve a chance to improve, and ask teachers to pay for courses if they can, so that we can offer scholarships for teachers who are unable to pay.

iTDi is a small company, so all of the directors wear a number of hats. I work a lot with the faculty and participants for the Advanced Skills courses, which is a lot of fun. We've got courses scheduled for the rest of 2015, and are currently working on the schedule for 2016. Penny Ur has already agreed to return for a second course, and will get us off to a great start next year.

What change(s) would you most like to see occur in ELT?

I'd like to see more respect within the profession for all teachers, whether they're teaching kindergarten or university, whether they came through a university teaching program or came to teaching via an alternate path, and whether English is a first language for them, or just one of multiple languages. There's little respect for teachers from outside the teaching profession, so it really bothers me when I see teachers acting as if there's a hierarchy within the profession. All teachers deserve respect, especially from other teachers.

As Korea has done, Japan is moving towards teaching children English in public schools at a younger age. Taking everything into consideration, do you think this will produce improved results?

The way I see it being done now? I'm not optimistic. Typically, education mandates are top-down "wishful thinking" on the part of the government without providing adequate resources and training so teachers might succeed with the goals given them. I'll be more optimistic when I see classroom teachers being involved in the decision-making process, and see teachers planning across grade levels to create a curriculum that supports learning from elementary through secondary education levels.

The world is changing at an ever-increasing rate, so what do you think the young learner classroom will look like ten years from now?

To be honest, I think it will probably look a lot like it does now. There might be new tech toys in the room (especially in Korea!), but the most important factor in an effective young learner classroom will still be the teacher, and the way the teacher interacts with students to make learning possible.

Could you tell us a little bit about the life of Barbara Sakamoto outside of ELT?

My hobby is the same as my bad habit: working online. When my daughter moved off to college, I needed something to fill the empty nest. I also believe that teachers should always try to do things that will make them feel stupid so that they can understand how beginning students feel in a foreign language. For me, that was doing anything online, so I signed myself up for courses such as Becoming a Webhead and Teaching and Learning Languages in Virtual Worlds through the TESOL Electronic Village Online (EVO). It was successful in taking me out of my comfort zone, but then I got hooked.

These days, teachers can usually find me online in the iTDi community (http://itdi.pro), on Facebook (http://facebook.com/teachingvillage), or Twitter (@teachingvillage), working on the Teaching Village blog (http://www.teachingvillage.org), or working on a new blog with my co-authors Karen Frazier Tsai and Ritsuko Nakata called Teaching Children English (http://teachingchildrenenglish.com).

When I have free time, I enjoy snorkeling, and more recently, underwater photography. I've even been known to stick my snorkel mask in my suitcase when I'm doing workshops near a beach with pretty reefs. If anyone wants to see some of the pictures or videos, I'm pretty easy to find on Flickr or YouTube (I'm "barbsaka" on both).

Is it important to pose or raise questions about larger issues while working on topics specifically related to English language education? If so, what are those topics, for example, and why?

I admire the people who ask the big questions. We need those debates about grades, about equity in the profession, about assessment, and about teaching qualifications in order to grow. However, most of the teachers I meet don't have time for those discussions or aren't even aware that they

exist. They work six days a week for relatively little pay, and come home to take care of their own families. I feel more of an obligation to work with those teachers to find solutions to make the teaching experience better in the context that is their reality.

Do you believe that conferences such as KOTESOL's and associations such as TESOL have raised the quality of English language teaching? That is to say, do you see progress in the field as a result of formal professional development organizations, and if so, how?

I do think that conferences and professional associations raise the quality of English language teaching because they provide a place for teachers to discuss those big questions, to share classroom experiences, and to develop supportive communities. However, the teachers at these conferences represent a very small percentage of teachers in ELT. Some teachers can't afford to attend (if they could even get time off), and others aren't even aware that professional organizations like KOTESOL exist. While I believe that including the voices of these teachers benefits us all, I also know that it's really, really hard to persuade them to give teacher associations and conferences a chance.

I admire the efforts I've seen from KOTESOL in trying to create an inclusive community. The value of belonging seems obvious once you're in a professional community, but it's sometimes hard to persuade others that it's worth paying money to join something. The one thing I've seen that seems to help is a personal invitation from a friend, and then having that friend nearby for support. I guess that means that we should always make new friends and continue supporting each other as we work to become better teachers.

Interview: Robert S. Murphy

IC Plenary Speaker

The English Connection *was lucky to catch up with Robert Murphy, KOTESOL International Conference plenary speaker, for an interview as he juggled his research and studies in England, conference speaking in the Philippines, and language-school building in Japan.*

TEC: We are excited to hear that you will be a plenary speaker at the KOTESOL International Conference this year. What are you looking forward to most on this trip?

Robert Murphy: Thank you. I'm very excited, too! It's a great honor to be chosen as a plenary speaker. I first visited Korea back in 1980. I have made at least ten trips to Korea since 1980. Being a Japanese-American, I've spent more than half of my life in Japan, and I'm fascinated to see the cultural differences (and similarities) between Korea and Japan. I'm also always fascinated in learning how language teaching pedagogies evolve differently across cultures. When I was invited to be the featured speaker for the KOTESOL National Conference in 2013, I received many fascinating questions stemming specifically from the Korean context. I'm looking forward to deepening my understanding of the teaching context in Korea, and nurturing bonds with Korean teachers. Of course, I'm also looking forward to the food!

What is the main thrust of your plenary presentation, and how will it be useful to an English teacher new to Korea or to an experienced teacher?

The main thrust? It is certainly about building confidence in inquiry-based learning (IBL). Why is that? Well, back when I was in grad school studying TESOL, we did a lot of reading on pedagogical theory. I looked forward to finding the page where it said "...and these are studies from neuroscience that support our position." But that page never arrived! I was baffled by the lack of neuroscience in the literature; I was always a science guy, and without scientific proof to back their claims, everything the "big" authors wrote about started to look dubious – how could these hotshots in TESOL be so confident about their particular brand of pedagogy without actual scientific proof? Who was right and who was wrong? Back then, I felt that the only way to confidently settle this was to get a better understanding of what's actually happening inside the students' brains. My plenary session stems from that position, which I still hold from so many years ago. I am happy to say that IBL pedagogy is highly compatible with current neuroscientific research. So, in my plenary I will focus on how to confidently implement neuro-based IBL pedagogy in language classrooms. This will benefit yourself and your students.

For the novice teacher: I will help cut through to the good stuff – no fluff or unnecessary content to be learnt. Theory will be meeting practical usage in my plenary.

For the experienced teacher: I will satisfy your curiosity about all those unsubstantiated claims that you've probably had on your mind all these years. Many "Aha!" moments to be shared!

What led you to become involved in English language education in the first place?

Being a Japanese-American New Yorker, who moved to Japan at the age of 10, I naturally became interested in bilingualism and biculturalism. But what really got me hooked was this: I attended an international school (Canadian Academy in Kobe) from the age of 10, and the teachers there implemented an intriguing program. They asked me (and another classmate) to skip our own English lessons twice a week to go down to the first-grade classroom and help teach a couple of bicultural first-graders who could not yet speak English well enough. I say "help teach," but it was more like – they put us in an adjacent room, closed the door, and let us figure out what to do with them. To this day, I'm not sure whose idea it actually was, but it was brilliant on so many levels. The autonomy that we were given – and then being able to watch our efforts pay off – totally got me hooked on teaching. My career path was set at the age of ten! I never seriously considered being anything else. Well, except for maybe being Batman.

What generates your motivation, your drive, for involvement in so many aspects of English language education – teaching, formal study, research, materials development/publication, language school operation, conference planning, presentations at conferences, workshops, seminars…?

Wow, that's quite a list. Where did you find all this information about me? Well, my PhD supervisor is Zoltan Dörnyei, so it's interesting that you ask me about my own motivation behind all of this. Honestly, I feel pulled toward all of these areas. When I couldn't find satisfaction in the TESOL literature, I found solace in the Mind, Brain, and Education program at the Harvard Graduate School of Education (HGSE). Dr. Kurt Fischer at HGSE was the mastermind behind the Mind, Brain, and Education program, and he's been my inspiration (and friend and mentor) for what we now call neuroELT, which is basically the Mind, Brain, and Education content re-focused for ELT. With our conferences, and the presentations that we do each year, we find the bonding that occurs to be quite magical. It's like a big magnet. This is why I say I feel pulled toward all of this. Moreover, all of those aspects that you mentioned compliment and fortify one another, so I'm extremely lucky and privileged to be able to do what I do.

I must say, though, that beyond all the magical bonding that we've seen across the disciplines the past few years, nothing will surpass the responses that we receive from our students. The changes in our students' responses and cognitive growth in their L2 since we've finely tuned our teaching to be more brain-friendly has been quite dramatic. I look forward to sharing that data with you at the conference!

What does proficiency in English as a foreign or second language mean to you – communication, accuracy, cultural insight, test scores, or something else?

I specifically study cognitive growth and forms of pedagogy that efficiently enhance cognitive growth in L2. This is a rather new/untapped concept in ELT, isn't it? So perhaps it needs a bit of explanation first. At Harvard, I learned how to interview native English-speaking students and then code their responses with unique scientific protocols that they devised at Harvard. With these protocols, we can reliably evaluate how deeply the participants are thinking when they participate in the interviews. It is extremely powerful. When implemented properly, we can reliably judge the students' displayed cognitive development, longitudinally, per student or per class. So, what I decided to do was to use those same protocols and assess the responses from students in their L2 before and after a year of English language courses. In this way, we can now evaluate L2 courses on a completely different plane. This is quickly becoming my lifework. What I can confidently say now though is that (a) L2 students' cognitive growth is affected by the pedagogy and that (b) IBL-based (and similar) pedagogy is more efficient in enhancing students' cognitive growth in L2 than "traditional" pedagogy such as grammar-translation and PPP. There is so much more to discuss, but I'll save that for the conference!

In sum, although there are many ways to go about it, I feel that proficiency in a second/foreign language is very much about how deeply people can express complex thoughts in the target language, and less about grammar points and vocabulary counts.

What change(s) would you most like to see occur in ELT?

High-stakes testing is a plague in many countries. Korea is certainly one of those countries. It is highly unfair and totally unscientific to assess students only on, say, midterms and finals. All humans have good days and bad days – this is common knowledge and it's also a scientific fact (more on this at the conference). So, why do we still have high-stakes tests? Why should students be punished for the faults of the archaic systems? Obviously, they should not be. Moreover, assessment should be formative. That is to say, small tests should let students discover what they don't know. Implemented properly, this will raise student motivation to fill in their own gaps. It flips teaching around so that the students come to the teacher with questions, begging for answers, instead of the teacher force-feeding students for the "big test." In this way, formative assessment becomes something students look forward to, not something to be stressed about. As a side benefit, students also naturally get to see that all humans develop differently (at different paces), so there is a natural rise in patience, understanding, and empathy. For these reasons and more, I would like to see ELT make a major change toward formative assessment.

Interview: Anna Loseva

Anna Loseva is a member of the IATEFL (International Association of Teachers of English as a Foreign Language) Young Learners and Teenagers team, which is in charge of a strand of the Pre-Conference Workshops, and she is also an invited speaker at the International Conference.

TEC: To begin with, could you tell us a little about yourself?

Anna Loseva: Hello! I have been involved in English language teaching for about nine years, working in various educational institutions in my native Moscow, Russia. In April 2015, I got a job as an English teacher in a private high school in central Tokyo. It was definitely a major decision in my life, and I am currently coming to grips with both living and teaching in this part of the world.

You will be giving a presentation at the main conference as well as doing a workshop at the pre-conference workshops on Friday the 9th. What will they focus on?

Both of my workshops will be based on the two courses I have designed specifically for my students. During the pre-conference workshop, I will share the details and background of my social media safety course, which helps students act responsibly in their online communications and be aware of online ethics and copyright issues while creating their own content. The main conference presentation will showcase my culture course, which emphasizes a critical approach to viewing world cultures. Learning to address cross-cultural communication beyond stereotypes is a critical skill, and the teachers who come to this session will get a chance to explore aspects of their own native cultures just like my students do in the class.

What led you to become involved in English language education? And what led you to working in Japan this year?

It was not my original intention to become a teacher. As a teenager, I dreamed of being a radio DJ, an actress, and a journalist. My alma mater, Moscow City Pedagogical University, offered a program that incorporated both English philology and teacher training. It was a great way to devote myself to learning the language and ultimately work with others, which I found to be my priority in my future career. When I entered the classroom for the first time, I was thrilled and filled with
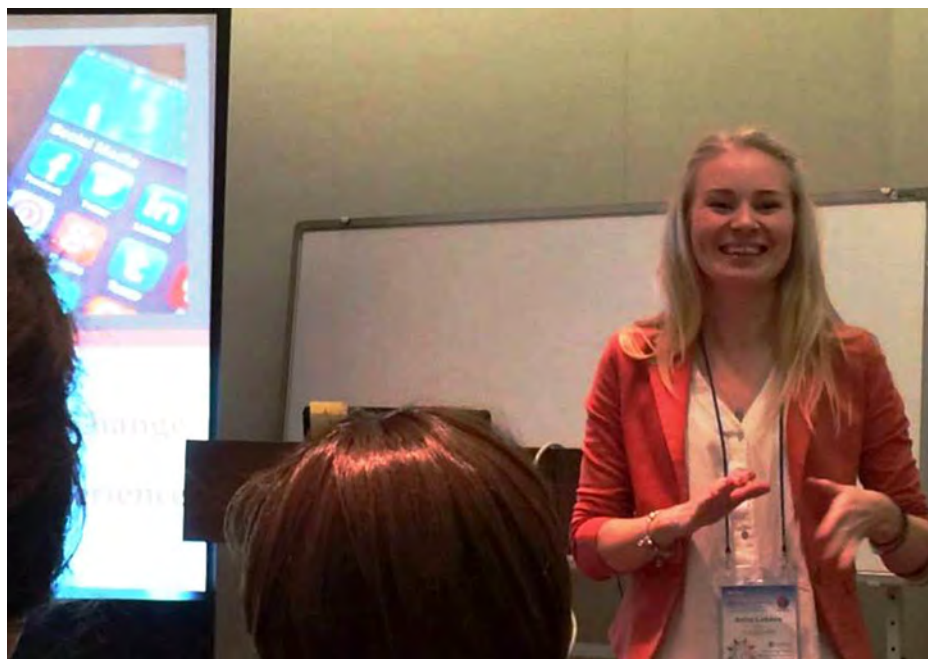
energy and enthusiasm to teach. It was almost a revelation of sorts. After a couple of years spent at a small private school in Moscow, I started viewing teaching at my school as quicksand that slowly sapped my energy and kept me

from developing my own English. I took a four-month break from teaching and even seriously considered changing professions. Fortunately, the job-hunting results did not convince me that there was anything as compelling and fitting to my personality as teaching. When I figured out how to use Twitter to connect to hundreds of English teachers around the world, it became a pivotal moment in my perception of what this job could do for me and of what I could do in this job. Eventually, a whirlwind of events, projects, conferences, and ambitious plans got me where I am now.

Why Japan? During my first time in Japan for JALT 2013, I realized that I was ready to leave the comfort zone of my routine and challenge myself by doing more. I felt like I had seen it all in Russia – I had taught at a private school and at a university, and I had taught in-company classes; I had worked with kids, teenagers, and adults. I was ready to dive into new waters, and I have found them quite welcoming so far.

What other topics beside your own do you wish to follow at the KOTESOL International Conference of 2015?
As I have recently started teaching in a drastically new context, I am interested in exploring any relevant areas. For instance, I would like to get insights into peculiarities of the Asian education systems (high school, specifically) and the cultural nuances that a new foreign teacher might deal with when teaching. I am always fascinated with learning more about reflective practice for English teachers. In other words, I will do my best to spot the sessions that can help me better understand my classroom and students.

Transitions: Life, Learning, and Language

By Sara Davila / Featured Speaker

"Would you be willing and able to present at KOTESOL 2015?" – This question in the email filled me with a sort of undefinable glee. In 2013, I transitioned out of Korea to explore new horizons in different fields of work. When leaving, I knew that I would be giving up the joy of presenting at KOTESOL chapter meetings, local and national conferences, and of course, the KOTESOL international conference. From 2004 until my exit from Korea, KOTESOL was a significant part of my life. I went from member, to presenter, to teacher trainer over the course of my membership. KOTESOL shaped my career, making me more interested in pedagogical practice and teacher development, leading me to where I sit now: at a desk in an office in New York, working with Pearson English, spending my days immersed in English language learning content. Fortunately, it's not all desk work.

My answer to the email invitation was a resounding "Yes," and after some negotiations between myself and Pearson, I have been able to make presenting a reality. The new challenge became what to present at the conference. Fortunately, the last two years have provided me a fabulous wealth of opportunity to explore my understanding of teaching, learning, and education around the world. The most fascinating of these approaches, and the ones I look forward to sharing the most with my colleagues in Asia, are centered around 21st century skills, the global scale of English learning objectives, and the pedagogical approach called FLIP.

21st Century Skills
Exit Korea. Enter the fascinating world of full-time data analytics.

After I left Korea, I actually took a break from education for a year to work in research in Chicago. I quickly learned that I had not moved that far away from my field. Instead of being a practitioner in the classroom, I was a fly on the wall: learning, watching, analyzing, and coding to identify patterns, consistencies, and stories in what was happening. This was the perfect place to be as the more I saw, the more I wanted to tell my fellow teachers what I was seeing. I gained some first-hand insight into corporate learning and development. I know how to teach English, but how does a business teach, say, managerial skills or human resource management? And the business world is just as interested in understanding how to improve teaching and learning in the K-12 and university settings. Many businesses are spending money in public-sector education to bolster STEM and 21st century skills. STEM? 21st-century skills? STEM, I would discover, relates to teaching and developing science,

technology, engineering, and math skills. And 21st-century skills revolve around the classroom practice that builds STEM. 21st-century skills move students beyond the perfection of knowledge and instead encourage creativity, communication, collaboration, and critical thinking. These skills allow those with strong STEM capabilities to do more than just memorize theorems or build the same car over and over again.

The more I learned, the more apparent it became that if there was one classroom where you could find teachers practicing 21st century skills, it was the language classroom. The more research I conducted, the more evidence I unearthed to support the notion that 21st century skills are a critical target for English language learning. In fact, many English teachers already use 21st century practices, but they would benefit from

more strategies to integrate these skills. My first presentation had emerged!

The Global Scale of English
One topic down, only a few more to go. As it turns out, my employer would provide me with the perfect topic to discussion in one of my presentations. The project itself had been in development for a year before my arrival, and after it was explained to me, I embraced the challenge with open arms. The challenge was one I understood all too well: How do I know my learners are making progress with their English language ability?

Granted, I fall back on my own research on performance assessment and observation-based assessment to quantify learning. This, of course, requires generating descriptors of communicative tasks for a rubric that I can use to make a fairly accurate assessment of learner performance. Creating descriptors requires a lot of thinking about learning and, until very recently, there were not many consistent standards available. Assessment packages from publishers that contained descriptors of program-specific assessment are often, irritatingly, more expensive than the course material itself. So it falls to the teacher to create learning objectives that can be measured at the end of the lesson to determine if students are meeting learning goals.

Enter the Global Scale of English (or GSE-LOs), descriptors, and lots of them: more than 300 descriptors created by teachers and professionals in the field, aligned to the CEFR standards of performance to make them easy to communicate, and provided for free to teachers and content developers. These descriptors are a magical resource for any teacher who wants to create

The more I learned, the more apparent it became that if there was one classroom where you could find teachers practicing 21st-century skills, it was the language classroom.

interesting content, but also for anyone who wants to be able to create interesting content that will be appropriate for a learner's current level of performance and help push them to new levels. I'm really looking forward to sharing more about this and helping teachers use the GSE-LOs in their classrooms.

FLIPped Learning
Second topic identified. This meant I only needed an area to explore in the pre-conference workshop. And that area would be an area of pedagogical practice that was presented by roughly 100 educators at TESOL 2015 in Toronto: the FLIPped Classroom, or Flipping the Classroom. What is FLIP? It is both an acronym and teaching practice. FLIP stands for Flexible Environment, Learning Culture, Intentional Content, and Professional Educators. In practice, the FLIP approach asks the teacher to spend more time in class allowing students to analyze, evaluate, and create to demonstrate their learning. The FLIP approach was developed in the STEM fields and has been steadily spreading to other content areas. From a language teaching perspective, FLIP and communicative teaching are already closely aligned. What FLIP does is establish a process that can be used when thinking about teaching and learning that will be valuable to all teachers. It is this process, including how to use it, how to create content, and how to assess success that I intend to address through two workshop sessions.

In the first session, we will explore needs analysis, FLIP, and assessment. In the second session, we will put all this together to create teachable lessons that teachers will be able to use and assess as early as the following Monday morning. Additionally, I have a grab bag of freely available tools that teachers can use to facilitate FLIP, including sources for performance assessment and hosting/serving learner-generated content that uses a variety of LMS solutions like Moodle and Blackboard.

Topics set. All that is left now is to put the finishing touches on a few presentations, pack my bags, and get ready for some sweet, sweet (all right, sour, but very sweet) kimchi in October. I can't wait to see all my KOTESOL colleagues at the conference. I hope you bring some friends. I've got a lot to share, and I'm quite excited to get your feedback and learn from your insights at the 2015 KOTESOL International Conference.

The Author

Sara Davila is the Learning Expert in Higher Education for Pearson English, working on curriculum and content development for global products. Her personal work, including materials, teacher development tools, lesson plans, and worksheets, can be found at www.saradavila.com.
Email: sara.davila@pearson.com
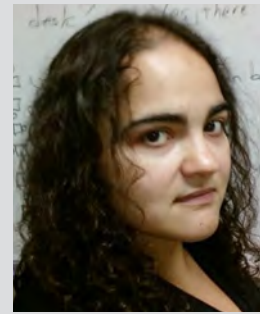
The Neuroscience of Stories

By Curtis Kelly, EdD / Featured Speaker

I love telling stories in class. In fact, for most of my career, *Chicken Soup for the Soul* has been my favorite source of optional activities. No matter how poorly a class goes, you can always salvage

it in the last five minutes with a great story. At the end of class, the question "Would you like to hear a story?" causes a room's atmosphere to change. Books stop being packed. Conversations muffle. Faces turn towards you. And they are ready to be moved. Good stories bring smiles, laughter, and tears, even my own, although I might have already told a particular story a hundred times.

Stories run on their own energy. I used to think any English text used for input needed vocabulary prep and comprehension questions to be effective, and at first I used these methods with stories. However, it was not long until I noticed that they were not necessary. Stories worked better when I just focused on the story. Comprehension questions afterwards seemed like a wet blanket. (Thank goodness I never tried quizzes.) After all, stories have their own power to engage and be internalized. So now, other than just explaining a difficult word here and there, or providing an occasional L1 recap for struggling learners, I do not apply any other language teaching tools. I

just let the story sink in and start its own internal reaction.

So what is it about a story that so captivates learners who usually reside in a world where just getting their attention requires the preface "This will be on the quiz tomorrow"? Why are stories so special, a kind of dark magic for the ELT classroom? I embarked on a research project to answer these questions, and what I found amazed me, though it wasn't necessarily a surprise.

First of all, numerous studies show that we remember information delivered through stories far longer than the same information delivered through other means, such as in an explanation, a lecture, or even by television. In two studies (Bower & Clark, 1969; Higbee, 1977), people were given word lists to memorize. Half were told to memorize them any way they wanted and the other half were told to put the words in stories. The stories group showed far better retention. They remembered from two to seven times as many words. Now that is amazing! Imagine if you could get your students to remember twice as many vocabulary items, and that was just the worst case scenario!

Other studies have shown that students can read narrative texts faster and remember the content longer than with expository texts (Graesser, Hoffman, & Clark, 1980). It seems that the narrative format is particularly brain compatible. Why? The answer lies in something you already know: the way a story is organized. Every story has a rising action, a climax, and a falling action. In the very simplest terms, stories use a cause-and-effect mode of organization. That reflects how our brains work as well (Wildrich, 2012). Neuroscience increasingly views the brain as a non-stop prediction machine (e.g., To get this to happen, I have to do this; if that car keeps moving like that it'll go through that intersection in a second or two and so on). Predicting is not a conscious choice, nor can you turn it off. When a spaceship explodes in a movie, you feel your neck muscles twitch to avoid flying debris. In other words, our brains work by cause and effect as well.

As I explained in my 2013 KOTESOL presentation, the brain as a prediction machine also explains why memory is so faulty. We do not need exact memories of every experience, though that is physiologically possible. We need gist memories that combine previous experiences into archetypes that we can instantly apply to similar situations we encounter in order to figure out what is going to happen. Memory is a tool that helps us predict our personal futures.

In short, our memories help us navigate the world by allowing us to predict what effects derive from what causes. However, were we to rely on just our own memories to predict outcomes, we would soon encounter a potentially deadly situation that we had never experienced before, and that could mean the end for us. Therefore, we must rely on the memories of others as well. That is also what a story is: an encapsulated memory we can pass on to others. In fact, until the 11th century, when our current pedagogy was developed to train monks, all education was pretty much done

> *"When someone talks about a personal experience, different parts of that person's brain light up as if he or she were living that experience all over again . . . interestingly, the same areas in [the listener's] brain light up as well at the same time"*

through storytelling. Ancient elders telling their children stories about scary wolves is basically what has allowed your genotype to be here today. In other words, stories are a way to transfer memories that give us a huge evolutionary advantage. E. O. Wilson calls stories our "survival manuals" (2002, p. 10).

In terms of transferring memory, some recent imaging studies have found that is exactly what happens when you listen to a story (Paul, 2012). When someone talks about a personal experience, different parts of that person's brain light up as if he or she were living that experience all over again, areas such as the prefrontal cortex for the cognitive aspects of the experience and the insula for the emotional aspects. Interestingly, brain scans of listeners show that the same areas in their brains light up as well at the same time. Stories allow a form of brain linking that does not occur with other formats of information transfer.

Of course, a moving story has the deepest impact. Zak (2005) has studied what happens when we hear a moving story. In addition to dopamine (the neurotransmitter that controls reward and greater learning), two other neurotransmitters are released as well: cortisol, the stress hormone that causes greater focus, and oxytocin, the hormone that causes bonding and ultimately empathy.

For anything to grab your brain like that and give you focus and emotional bonding is rather amazing. So let's utilize the power of stories in the classroom. Would you like your own English teaching to have that potential as well? You can! Tell stories.

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Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professionals; by Thomas S. C. Farrell

By Chris Miller

The words "thorough" and "concise" perfectly describe the latest book by Dr. Thomas S. C. Farrell, a regular at KOTESOL events. Farrell claims it is a reflection of his 35 years in the ELT field as a reflective practitioner, and his breadth of knowledge on this subject is amply demonstrated.

The first two chapters provide a detailed background of the field of reflective practice (RP) in the fields of education, law, and medicine, and cite work by familiar names such as Kolb, Schon and Dewey. From there, the book details a revised "Framework for Reflecting on Practice."

The five components, listed in order of appearance, are "Philosophy," "Principles," "Theory," "Practice," and "Beyond Practice." Farrell's framework is organized sequentially yet also allows the user to utilize any category as needed. Finally, the book closes with a chapter called "Navigating the Framework," which provides guidelines for implementation as well as Farrell's definition of what RP is. The latter is placed at the very end of the book to allow the reader to form their own understanding of RP rather than solely relying on an expert's viewpoint.

Thomas S. C. Farrell

In the "Principles" chapter, Farrell takes a very critical stance, somewhat aggressively examining teacher "hegemonic assumptions," including maxims and beliefs. One such assumption is the idea that teaching is a calling. Farrell asks who benefits from this belief. He believes the primary beneficiaries are school administrators, who can then justify lower salaries and overworking their employees. Farrell also asks teachers to critically examine those assumptions that may benefit themselves but may not necessarily be of great
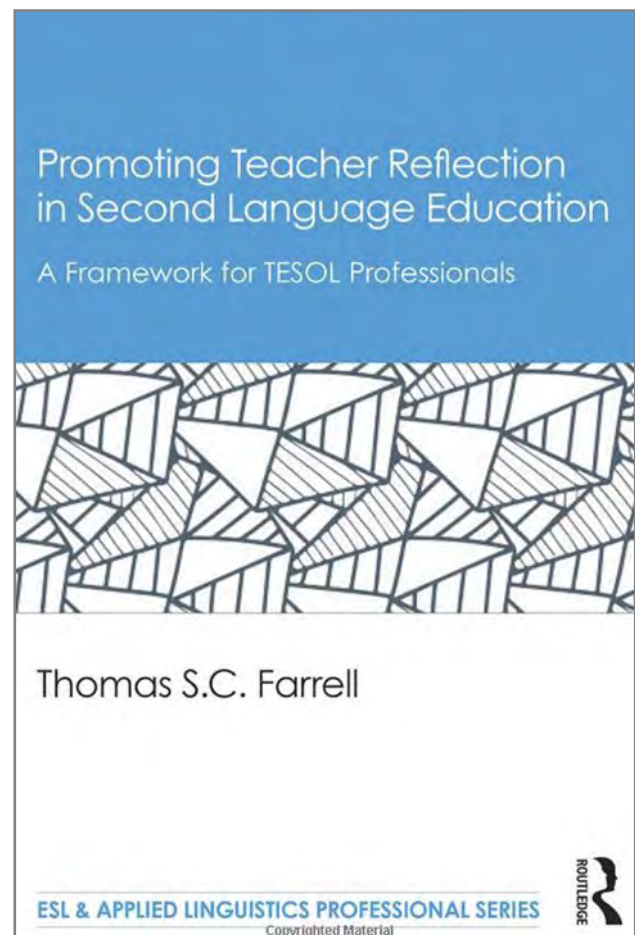
benefit to all students. For instance, teachers should examine the notion that "group work is valuable" when shy students can be marginalized by such activities. Farrell does not ask the reader to critically reflect in order to destroy pre-existing beliefs, but rather to understand their origins and justify them.

This book serves as both an historical overview of reflection in education and a handbook for implementing RP at both an individual and group level. There are a wide range of techniques to stimulate deeper insight and reflection on one's professional practice. These techniques include writing down reflective moments, documenting critical incidents, using a variety of

student and his spouse have the same score. Thus, the teacher suspects cheating. As Farrell takes pains to point out, without a reflective orientation such classroom behavior may slip past language teachers.

This volume is useful for neophytes and the experienced alike. Helping both to organize thinking and structure RP meetings, Farrell has provided an easily accessible book on this core aspect of professional development.

Likert batteries for personal reflection and self-assessment, utilizing mindfulness techniques, documenting case studies and self-observation strategies, conducting action research, and using SCORE (Seating Chart Observation Record). Farrell provides a total of 52 reflective moments interspersed throughout the book designed to allow the interested reader to engage in deeper forms of reflection and awareness of professional practice.

Farrell provides several concrete illustrations of most of these strategies. For example, the author provides an actual case study of a teacher working in an American language institute. The teacher notices that an adult immigrant student is having difficulties in class. After examining the test scores, the teacher notices that the

The Author

Christopher Miller has been involved in ELT for over seven years, working in both Eastern Europe and South Korea. He holds an MSEd from Shenandoah University and currently works at Daeil Foreign Language High School in Seoul, South Korea.

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From the IATEFL YLT SIG Coordinator's Desk

By Kalyan Chattopadhyay

IATEFL's Young Learners and Teenagers Special Interest Group, popularly known as the YLT SIG, consists of the following people: Coordinator – Kalyan Chattopadhyay; C&TS Publication Editor – David Valente; Events Coordinator – Lou McLaughlin; Sponsorship and Events Organizer – Charles Goodger; Online Events and Website Coordinator – Nellie Deutsch; Social Media Coordinator – Christina Giannikas.

SIG Events
YLT SIG has been organizing workshops and conferences with IATEFL associates in a number of countries. In addition to the United Kingdom, we have organized events in China, Korea, India, Cyprus, Taiwan, and Cameroon. At every IATEFL annual conference, we organize the Pre-Conference Event (called PCE) and SIG Day. Our PCE focuses on age-relevant practical advice and

a repertoire of classroom-based ideas. For the SIG Day, we choose talks and workshops that are relevant to the SIG.

We are currently exploring the possibility of joint events with a number of associates in Europe and Asia. Our events coordinator is always on the lookout for countries wishing to hold events. We would love to hear from any organization interested in setting up a conference with the YLT SIG, no matter where you are in the world.

Online Events

We regularly invite speakers for webinars. If you can't make it in person, recordings are made available for consultation. Information on these webinars is sent to all members via email, Facebook, and Twitter. For more details, please contact us via Facebook: IATEFL Young Learners & Teenagers SIG (https://www.facebook.com/yltsig) Webinars webpage: https://www.yltsig.net/webinars.php, or Twitter: (@iatefl_yltsig)

Additionally, in 2012, 2014, and 2015, the SIG ran a series of very well-attended webinars as part of TESOL's Electronic Village Online (EVO). Recordings of these webinars are archived at http://yltsigevo2012.wordpress.com

Communication with Members

We are communicating with members through eBulletins, the YLTSIG Facebook page, four Facebook groups (VYL, YL, Teens, SEN), a Yahoo discussion list, the SIG's Twitter account (@iatefl_yltsig), IATEFL's main Facebook page, email updates from HO, and our publications, C&TS and

C&TS Digital.

C&TS and *C&TS Digital*

C&TS is an international publication with subscribers in many different countries. Readers include pre-school, primary, and secondary English language teachers, SEN and EAL specialists in the state and private sectors, teacher educators, managers, and school owners. We publish two issues of *C&TS Digital* and one of *C&TS* in both digital and print format every year.

The YLT SIG invites articles on a wide range of topics related to teaching English to children and teenagers. We particularly welcome articles that are clearly structured and easily accessible. Articles that are practical are especially welcome, including those focusing on lesson ideas and tips. Each issue aims to reflect contributions from practitioners working with different age groups.

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