

**The 2016 KOTESOL
International Conference**

**Extended Abstracts and Summaries
of Academic Presentations**



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It's Not a Conversation Class Unless You Have a Conversation Test

Gunther Breaux

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I've been teaching English conversation to Korean university freshmen for 20 years and this is what I think. EFL Education is doing it wrong. They have the wrong goal – grammar – because grammar is easy to test. The goal of a 10-year English education should be conversation ability, and the goal of higher education should be conversation ability in your major.

My one, specific goal is smoother speaking. Period. It turns out that when speaking improves, everything – including standardized test scores – improves. For second language acquisition, conversation is the wonder drug. And I have a conversation test. This presentation has two facets: first to convince that conversation should be the goal, and second, how to achieve that goal. My original thought, my contribution to EFL is a practical and effective classroom conversation test. This changes how foreign languages can be taught.

I. Conversation should be the goal.

- 1. Without conversation there is no language acquisition.** Conversation is the glue that holds the other skills together. Without the interest and personal relevance of conversations, the other skills just don't stick. They are just long-term, short-lived chores that soon evaporate. Without conversation, English is just something students memorize for a test.
- 2. Conversation is the engine of improvement.** With enough speaking a critical mass is reached. Listening, pronunciation, grammar, vocabulary (and life-changing confidence) improve in equal measure, and a snowball effect begins. Further, as students get better in English they get more interested in English. (Wherever there is little interest, there is little ability.)
- 3. It's not a conversation class without a conversation test.** Korean teenagers rank at the top of the world in math and science and much lower in English speaking ability. Why? Because in math class they have a math test. In science class they have a science test. A conversation class must have a conversation test. This is correct education methodology, and human nature. *What gets tested gets done.*
- 4. Grammar is the wrong goal.** Grammar became the educational goal because it was easy to test in large numbers. Then, because grammar was the goal, grammar validly became the best way to attain that goal. ***But, it's the wrong goal.*** Grammar may be a fair way to select school and job applicants, but it's a misuse of time and money to improve speaking ability, especially as students get older.
- 5. Conversation should be the goal.** Clear, confident speaking ability is the highest academic skill, not the lowest. A world expert who cannot express their expertise in conversational terms is useless. Airline pilots learn airline English. Pharmacists learn pharmacy English. In a perfect world, college seniors would not graduate until they had conversational ability in their major.

II. Conversation-based Learning

Conversation is the goal, the task and the test. There is no smaller unit. All students do is talk, but they show up prepared to talk. The homework is speaking preparation and when homework counts for half of their grade, trust me, they show up prepared to speak. With today's Internet and audio, any freshman English teacher who is talking in class is doing it wrong. Students absorb at home and discuss in class. Teachers send pre-class instruction and post-class feedback by email. Class time is student speaking time. Conversations are personally relevant and need instruction only once. Each student speaks 50% of the time, and the odds are 50-50 that your partner is a better speaker. Conversation is the next big thing. (Of course, it's also the old big thing.)

What are students talking about? The assigned topics, but mainly they are talking about themselves within that context. They are not covering over-their-head, advanced topics (which administrators love). They are talking about their passion and their major in increasingly advanced terms. If they are lucky, their passion and their major

are one and the same.

- A. What about mistakes?** The more the better. A student saying perfectly "I'm fine, and you?" has improved nothing. Mistakes mean they have wandered outside their comfort zone to communicate – which is all to the good. A student who asks "What did you ate?" communicated. They stitched together words in real time to keep the conversation going. It is not a grammar class, it's a communicative class – and they communicated. A figure skater who never fell down is not a very good figure skater.
- B. What about class size?** Bigger is better. Classes smaller than 15 students lack the variety and energy needed. More variety enables more repetition, and more repetition means more improvement. Bigger classes mean there are more speakers who are better than you, and more students of similar ability. More students mean more new vocabulary and more pronunciation styles. Students get a greater variety of input, and more partners to practice their output on. Speaking is a skill, and skills are improved by repetitive practice. Bigger classes enable more repetition. Conversation is the engine, and variety is the fuel.
- C. What about grammar?** Good grammar comes after a lot of speaking. It's a result, not a prerequisite. When grammar is included in the classroom, two very bad things happen: grammar time steals speaking time, and a grammar test is required. Then it is no longer a conversation class. Of course the fundamentals in any skill are important. However, after 10 minutes of instruction, swimming is best improved by swimming. After 10 years of grammar instruction, speaking is best improved by speaking. About four weeks into the semester a magical transformation takes place. Students relax and start to self-correct and the better speakers provide model behavior and gentle instruction. The conversation test completes the educational system by providing error correction and feedback.

III. It's not a conversation class without a conversation test.

Here is the problem with most current testing. Grammar-graded tests result in more grammar study. Role-playing tests result in more memorizing. Presentations and interviews are not conversations. Such tests merely provide grade spread while indirectly and subjectively measuring the sub-components of speaking (grammar, pronunciation, etc.).

A lot of speaking requires a way to test a lot of speaking, and thus the need for a conversation test. The conversation test is not part of the class – the class is built around the test. The test is the teaching tool. More tests = more teaching. I recommend three tests per semester. Each student gets extensive personal feedback and teachers get accurate grading and improvement data.

The test is simple: three students have a 17-minute conversation about topics covered in their class. The test is recorded and students transcribe just what they said (takes about an hour). The bottom of every MS Word document shows the number of words each student spoke, and the number function at the top shows how many times they spoke. To get their average words per utterance, simply divide their total words by how many times they spoke. Midterm test data measures their ability, and final test data measures their improvement.

Transcribing is the new mirror. For the same reason that every ballet studio and health club has mirrors, every speaking test should use transcription: self-monitoring and self-correction feedback. Students hear and read their own mistakes. ("My brother, she is in army" does not require teacher correction.) Instead of cramming grammar for three hours before the test, students transcribe what they said for an hour after the test. This is an infinitely better use of their time. Transcribing data measures how much students do, not how much they do wrong. In effect, today most speaking tests are graded like figure skating or diving, by using complex formulas. This conversation test is more like determining the winner of a marathon. Which is easy.

Now teachers can directly and objectively measure speaking ability rather than indirectly and subjectively measuring the sub-components. Moreover, a test with no evidence is not a valid test. Transcripts are evidence, actionable evidence. Speaking ability is now visible, and improvement is now measurable. This test is solid gold. It's easy to give and grade. It both measures and improves speaking ability. It gives each student extensive personal feedback. And students do all the work.

IV. Conclusion

We've all seen successful businessmen, politicians and athletes on the world stage who speak English awkwardly with heavy accents. They're all experts in their field. They do not need another layer of grammar foundation. They just need smoother speaking ability. For too long EFL has focused on grammar because grammar is easy to test. Perhaps grammar-based education was unavoidable when English started being taught en masse, but now, English conversation can be tested en masse.

Life is a contest of passion, ability, and showing up on time. My job – a university's job – is to give students the ability to express their passion in English.

Siskle, Ebert, and Seung-beom

Raymond Bryer

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This presentation provides ideas for using English-language visual media, especially movies and television shows, in class as a method to introduce target vocabulary and grammar structures and promote conversation. It reports on the methods used in a conversation course taught to pre-service teachers. The course, with minor variations, has been taught six times at two universities to classes ranging in size from 10- 35 students. At one university, students were preparing to be middle and high school English teachers, while at the other they were preparing to be elementary school teachers. Both groups of learners had a keen interest education broadly and a need to improve their overall English skills for teaching purposes specifically. The methods discussed in the presentation, however, would be applicable in a wide variety of teaching contexts.

Students watched a specific film every week for homework. That movie then formed the basis of each week's lecture and classroom activities. First, quotes from the film were analyzed in context for vocabulary and grammar practice. Next, characters and/or themes in the movie were used as the basis for lower structure activities. The resulting discussions served as a motivating way for learners to express their own opinions and experiences and explore the perspectives of others.

To ensure that students watched the movies for homework, each class began with a short homework quiz, which contained questions whose answers could be drawn from visual aspects of the movie or major themes. The purpose of the homework quiz was not to test whether or not learners understood the details of the dialogue, but was simply to ensure that they watched the movie and were therefore familiar with the topics to be discussed.

As majors in either Elementary Education or English Education, it could be assumed that most learners enrolled in the course had a deep interest in issues relating to teaching, learning, and educational institutions. For this reason, all movies used in the course were selected to prompt discussion about specific issues in the educational process.

These topics varied widely, but included such things as high-stakes testing, the role of socioeconomic class in education, gifted learners, building rapport in class, promoting class cohesion, the role of extracurricular activities, encouraging learner autonomy, and lifelong learning.

Not all discussion topics were related to education, however. The movies selected for the course also served as a useful catalyst to discuss such topics as sports, jokes, military training, drug abuse, suicide, and the legacy of colonization.

At the end of each session of the course, learners were asked to complete an anonymous survey about their experience in the course. The results were quite positive. 87% of respondents reported that the course significantly improved their English speaking ability. 82% said they enjoyed the course much more than other university English courses they have taken, and 85% agreed that they would strongly recommend the course to a friend looking to improve his or her English conversation skills.

Near the end of the presentation, the presenter will quickly walk the audience through a sample lesson to allow audience members to see how the previously discussed ideas were implemented in actual teaching materials. Next, the audience will discuss some sample activities that implement the presentation idea in the context of young learners. As a final activity, audience members will pair up based on the age and proficiency level of their students and brainstorm movies around which they could base a lesson and what activities and discussion topics could be drawn from those movies.

Fun and Effective Phone Use in the Classroom

Jeff Buck

Dongseo University, Busan, Korea

Phones are an inevitable factor in the classroom, but they do not always have to be a distraction. They can be a fun way to help students learn English. Let's explore how we can use them to help students with their speaking and writing.

I. Email

In order to review new material, I have students write me an email at the end of class once every week or so. First, they help me correct a poorly-written e-mail in my PowerPoints. Then they use this as a model to e-mail me. Having students do this in class and make the e-mail subject their class number, student number, and name, makes it so their e-mails get grouped together in my inbox and it is easy to record who did the assignment. I then send one reply to each class reviewing some of the common errors and mentioning any classroom news.

II. Speaking Quizzes

Teaching students to self-assess is an important part of their developing self-directed learning skills. Periodically, I have my students work in class in teams of two or three to make a short video of one of the speaking exercises. They then watch and analyze it. Finally, they write answers to a few questions about their video and their classroom experience. This gives us the opportunity to give each other feedback.

III. Speaking Tests

If you are looking for a way to remove the stress and boredom from your speaking tests, have your students make team videos. They can be creative and prepare a dialog, skit, ad, demonstration, news report, or anything else. They should make the video several times outside of class and assess their work each time. The aforementioned speaking quizzes will prepare them for this process. On test day, I meet with each team separately to watch and discuss their final video.

The Author

Jeff Buck has taught ESL for more than 13 years in the United States and Korea. He has a TEFL certificate, a TESOL MA from Framingham State University, and a Business English Teaching certificate. He is passionate about working with other ELT professionals to share ideas and material.

Get Them to Ask You: Making Self-Intro Lessons More Student-Centered

Steven Charles

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The self-introduction lesson is a common starting point for many EFL teachers. While it is a fun way for teachers and students to get to know each other, the self-introduction lesson is frequently very teacher-centered with reduced student talk time. My lesson plan reverses much of the teacher-student talk time ratio and still accomplishes the same educational goals stated above.

The lesson begins with the teacher writing his/her name on the board and encouraging students to repeat the name and greet the teacher. It is recommended that the teacher not reveal too much personal information at this point as the lesson will provide opportunities for that later.

This lesson plan operates on a simple concept: show a flashcard to students and let them say the lexical item in front of the teacher. The students are given a chance to speak English and the teacher can conduct a basic check of the students' levels. The vocabulary presented is basic and should be previously known to the students, even small children.

The first set of flashcards consists of four countries' flags, including the flag of the teacher's home country. Flashcards should be presented individually with the teacher prompting students to identify the flag. If the students make a mistake (i.e., using L1 names for countries), the teacher can correct the error through shadowing. The foreign teacher can involve the local teacher by handing the flashcard to them and have them repeat the item with students repeating.

After the four flashcards are presented to students, the foreign teacher should encourage students to guess which flag represents the teacher's home country. The students can decide in groups or as individuals. When a flag is selected, the teacher can then reveal the correct answer and praise the students who guessed correctly.

This process will be repeated with the other sets of flashcards (sports, hobbies, favorite foods and favorite school subjects). Students will again be given the chance to guess the answers.

The second part of this lesson has the students telling the teacher about themselves. The same questions about favorite foods, hobbies, etc. can be asked in student-student formation. At the junior high school level, students will be given a worksheet to do this. With elementary school students, this interview session will be conducted verbally and most likely in their L1. The students can then present their answers to the foreign teacher.

A third, optional, part has other student-centered activities that follow the above pattern of the students asking the teacher question and guessing the answers in group.

The above activities create a self-introduction lesson that decreases teacher talk time, increases student output and gives students a sense of control as they make choices and debate with each other as teachers and students get to know each other.

Integrating Concept Mapping and Prediction Skills in the ESP Classroom

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I. Introduction

Tourism is defined as an activity of travelling to a place or a country for a pleasure; so to speak, English for tourism was denoted as English knowledge that a traveler or tour guide need to know when travel to other place or country . The content of tourism English includes how to communicate to people with different cultural background in English in order to manage the business of hotels, restaurants, entertainment, and transportation while travelling. Thus, we need to predict encounter situation, local culture, and the habitude of local people for communication. Thus, teaching the dialogue, vocabulary, and grammar pattern of travel English in English for tourism is not enough. Teachers need to develop some real learning materials or teaching methods for students to know how to apply general English skills and knowledge of travel English to manage different situations in some location with different cultural preference.

II. Purpose of the study

The purpose of the study is to design practical learning materials for learners to cognitive tourist situation and then guide learn to predict possible learned English vocabulary and expression to manage real tourist situation. Learners could improve their language knowledge and skills, whilst at the same time integrating language classes into their wider experience of tourism.

III. Research questions

1. How to integrate concept mapping skills into in-class tourist English learning and what benefit learners could acquire?
2. In what way, prediction could be used to develop learners' cognition and application of the language choice in tourist situation?

IV Methods

Thirty five- year college students (n=40) in the selected course entitled English for Tourism from a nursing college in the north of Taiwan participated in this study. Four topics were selected: airport check-in, restaurant, backpacking travelling. These four topics were presented by reading, short film with dialogue, pictures, description, and story of tourism location, movie in order. Vocabulary, dialogue, and useful phrase were highlighted after topic presentation. Digital vocabulary game and exercise were provided on school digital learning website. Students were required to complete assignment for each topic. Students were grouped randomly in class to complete assigned assignment. They were required to complete assigned assignment with concept mapping and prediction skills to define the events in assignment and then select proper language to answer questions in these four assignments. Teacher used checklist to evaluation students' concept map. Five items were included in this checklist. Questionnaire, students' assignment, and students' in-class performance were collected and analyzed.

V. Results

Four results were presented. First, Students showed high motivation on appreciation of storytelling, film watching because the learning content could draw students' attention. Afterward, they could remember the meaning of vocabulary, either in Chinese or English, in the film or story quickly. Second, most groups could categorize main idea and line the detail information together in a logic way in the assignment of restaurant and backpacking travelling but not in the assignment of hotel and airport checking. Third, if Students could not

categorize the information showed on target lesson; they were not able to predict proper language use in similar tourist situation. Fourth, in the results of questionnaire, students were more satisfied with learning and teaching than they were before midterm.

VI. Conclusion

Concept mapping was a good way to help students to reorganize what they have learned from target lesson. Concept mapping could assist students to understand the semantic meaning of target vocabulary and its relationship with other vocabulary. Meaningful and interesting learning contents could motive students' participation and discussion. Visual clues or objects, such as pictures, film, or movie could guide students to focus on target lessons. Once students declared the concepts showed on target lessons, they could categorize concepts and bind similar concepts together based on the semantic meaning, grammar structure or language use of word, phrases or sentences. During travelling, the interaction between speakers and interlocker is changeable. If students could categorize language with situation, they could achieve successful communication during a trip.

Acknowledgement

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CLT in an Elementary English Classroom

Sarah Balbuena-Gonzales

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This workshop orients participants to the teaching of grammar in a communicative classroom. We will present activities that will exemplify the principles of communicative methodology. Participants receive handouts describing differences between the Audiolingual Method (ALM) and Communicative Language Teaching (CLT) as well as other key points that highlight CLT.

I. Introduction

As emphasized by Richards (2006), language is best learned as a result of meaningful and purposeful collaborative interaction through language. When learners attend to feedback and are attentive to the input and are able to use new forms, they develop communicative competence. In response to these findings, Richards (2006) believes that CLT as a methodology should: a. focus on real communication, b) allow students to experiment and try out c) be tolerant of errors as they are an indication that learners are building up their communicative competence, d) give opportunities to develop both accuracy and fluency, e) link all macro skills and f) let students discover grammar rules.

In contrast to the audiolingual method where the emphasis is on accuracy, CLT leans towards activities that develop fluency as well. Teachers however, are encouraged to prepare well-balanced activities that target both accuracy and fluency.

| Activities focusing on accuracy | Activities focusing on fluency |
|---|--|
| reflect classroom use of language focus on the formation of correct example of language practice language out of context practice small samples of language do not require meaningful communication control choice of language | reflect natural use of language focus on achieving communication require meaningful use of language require the use of communication strategies produce language that may not be predictable seek to link language to context |

II. Workshop

A. Set-induction

The workshop proceeds with the first phase focusing on *set-induction* giving the students a hint as to what the discussion topic is all about. The popular Filipino game “Pinoy Henyo” (“Filipino Genius”) will be used as an example. In this game, the group representative will pick a word/phrase. This will be posted where s/he couldn't see it but is visible to other members of his team (may be the player's forehead or on the board behind him/her). The player will ask questions that are answerable by “Yes,” “No,” or “Maybe.” Using words aside from these three is prohibited. Deductive thinking skill is necessary in order to ask the right questions which will lead to the mystery word. This game is used to serve as springboard to create a stress-free environment and to arouse the students' motivation. Through this motivation, the students should be able generate ideas about the topic and connect the students' prior knowledge to the new topic. Once all words/phrases are revealed, the teacher can now ask students what they think the theme or topic is for that day.

B. Organization

After set induction comes the second phase which is *organization*. Students are given a graph which they interpret in pairs or in groups. From this graph, they make predictions and conclusions, allowing them to process information deeply. The students may be given sample questions or prompts to start the discussion. It is important that the students recognize that the clearer the organization and the deeper the processing, the better the

retention. During this phase, the students are encouraged to take turns asking questions and answering them. They may take down notes to document particular ideas that resonate.

Another option in this phase is to assign students to make “class data charts.” Each group is assigned to one category. Categories depend on the interest and maturity of the group. Younger students may be assigned to collect data like age, address, favorite apps while more mature students may be encouraged to make a poll on a recent community issue. They will then go around and survey one another to obtain data needed. After collecting data, they will now organize them and present them through a bar graph, pictograph or a pie chart. This activity allows students to move from simpler language forms (gathering data which encourages even the shier students to connect with peers through asking simple questions) to more challenging tasks (presenting and explaining data in front of a group or the class).

These examples fall under the Information-gathering and Task-completion activities. A brief explanation of other kinds of CLT activities will be presented.

C. Feedback

The third phase will allow the participants to engage in *collection of student feedback* Based on the data they have gathered from the graph, they will be directed to think about its implication to their daily life, to their community or to their country. In pairs or triads, they are to share their reactions and reflections. The last activity is writing a journal focusing on what has been learned or mastered, summarizing student learning.

The workshop should integrate all the macro-skills to develop them simultaneously and not hierarchically and that the whole session should be focused on both form and function through contextualized activities.

Reference

Richards, J. (2006). *Communicative Language Teaching Today*. New York, NY: Cambridge University Press.

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The Value of International Students as TAs

Christopher G. Haswell
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This paper reports the findings of an investigation of former teaching assistants at an internationally focused university in Japan, and questions how they were utilized in the role of internationalizer. It also presents evidence of how they can be utilized better, and the problems that remain with international students filling these crucial supporting roles on campus. It concludes by suggesting practical methods of improving the utilization of international students in this capacity, and the likely benefits that can be drawn.

I. Methodology

I had two central research questions: What do TAs think they offer to the class? What do TAs feel they receive from their job? If these two points of the policy rationale can form the three positive outcomes, those of teacher, student and TA improvement, then the program itself has the potential fourth positive outcome of supporting institutional and country-wide internationalization.

II. Findings

The findings from the students can be separated into three categories of responses, as the interviewees gave responses that were personal, professional and sociolinguistic: they commented on their own experiences on campus and how these experiences had affected their lives on campus; they spoke about skills that they had acquired or added to their resume based on their working experience as a TA; they also spoke about their relationship with the common foreign language on campus, English.

The interviewees mostly commented on their position as international students on a multicultural campus, and gave their answers in the manner of stories and anecdotes from their time in the program. Commenting on the Japanese trait of forming bonds within a group based on relative status, one of the interviewees said “There is a junior/senior mentality on a Japanese campus”, and went on to comment that the position of being a TA gave them some seniority among the younger students that helped them to meet people, even outside the classroom. Another said “The university became a friendlier place” due to them being noticed and greeted outside of class. In terms of the personal skills that the interviewees felt they learned, one interviewee said that as a TA they had to “Learn to put myself in others’ shoes”, meaning consider the difference in roles of student and teaching assistant, and how they can best assist the students in a given class.

The students who did not feel that they had been helped to integrate into the university by their time as teaching assistants had two specific reasons. The first was the type of class that they were selected to assist, as they worked “Mostly in English-speaking classes”, so their interactions with Japanese students was either limited or did not go beyond the classroom. The other reason that was given by two of the interviewees was related to the timing of their joining the program. One said that they “Only in the final year” of their time at the university, with another saying they “Started later on”, meaning that by the time they had joined the TA program, the potential acculturation benefits had less effect due to the fact that these students had already completed the majority of their time at the university, and therefore had little time left to be assisted in their integration. All the students commented that they would recommend the job of being a TA to their peers.

In terms of their professional development, the interviewees offered opinions regarding both actual and perceived skills that they received from their time at TAs. One interviewee said that having the experience of being a TA “makes [my online] profile look a little nicer” referring to their ‘LinkedIn’ profile. Two other interviewees made the comments that having this experience can “show our personality and motivation” to potential employers, that they had done more than other students during their time at university, with another saying that such experience “show employers that we have soft skills, interpersonal skills”, meaning that they could demonstrate that they had learned something beyond just the contents of their courses during their period of study. One further comment was that they could “show you have a certain kind of experience”, meaning that it was not the same as working in a shop or bar: being TA was specifically educationally-related and teaching-connected, if this was something that a potential employer was interested in seeing. Another interviewee commented that their skills as a TA were “included [in my online profile] for the moment”, referring to the fact

that as a recent graduate from the university, they had very few actual, tangible points to include on their profile, and that this added something to their appeal for employers, but that it might not remain for long. One interviewee referred to “many useful skills” that they had learned from their time as a TA, with one more saying that being a TA had helped them “learn how to interact with Japanese [which will be] useful in my future career.” A specific example of a skill was “public speaking”, a skill that the interviewee felt had been greatly improved by their time as a TA. Another specific skills that was reported as being part of their role as a TA was to “become a translator for the professor and the students”, an important skill indeed when the languages being used are, at least, the interviewees second and third languages.

III. Conclusion

The policy initiatives to further internationalize Japanese universities will continue to evolve and, if past practice is any guide, expand and accelerate. The efforts to encourage more international students to enter Japanese universities, Japanese university students to use more English in their studies, for the same students to study and work abroad, and for universities to use English for international outreach, will all continue to be vital to the long-term viability of the Japanese tertiary education industry. For these reasons, there will always be international students on campus in need of employment, always students in classes that will require support, always potential study-abroad candidates who require counseling and additional coaching, and universities in need of accurate feedback on the current state of their programs. International students in the role of teaching assistants and educational counselors fulfill a role that can assist in all these aspects. The best part of all is that they appear well-motivated for the opportunity.

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Scenario-Based Language Assessment for Project-Based Learning

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With the aim to develop 21st century learner skills, many Korean middle schools adapted a new system called Free Semester System and many English classes in this system is conducted in project-based learning approach. However, the traditional summative language assessment lacks information of 21st century learner skills utilized and enhanced in these project-based English classes. This study proposes Scenario-Based Language Assessment (SBLA) a type of assessment that tests integrated skills, and requires the learners to accomplish a sequence of tasks in a thematically-coherent, socially-familiar, purpose-driven scenario reflecting real life scenes (Sabatini & O'Reilly, 2013). In this study, a SBLA as an achievement test for a 3rd grade middle school project-based learning class in Seoul, South Korea was developed using Articulate Storyline, administered, and analyzed.

The research on SBLA stemmed from a broader field of inquiry referred to as formative assessment, assessment *for* learning, or learning-oriented assessment (LOA). These notions commonly contend the use of assessment information to make beneficial changes in instruction and learning, in contrast to the traditional notion assessment *of* learning, which uses assessment information as a report with summative purposes (Boston, 2002; Cizek, 2010; Turner & Purpura, 2015). The notion of prioritizing learning in both instruction and assessment has been expanded to K-12 and higher education contexts as well as L2 classrooms (Carless, 2007). LOA takes multiple interrelated dimensions of L2 learning into account: proficiency, elicitation, instructional, socio-cognitive, affective, contextual, and interactional dimension (Turner & Purpura, 2015).

In this test, these multiple dimensions were taken into consideration within a scenario where the test takers had to come up with a solution to save a stranded astronaut in mars. With the assistance of an Artificial Intelligence robot, they were assigned the position of a chief officer in NASA, and went through the scenario as illustrated in Figure 1.

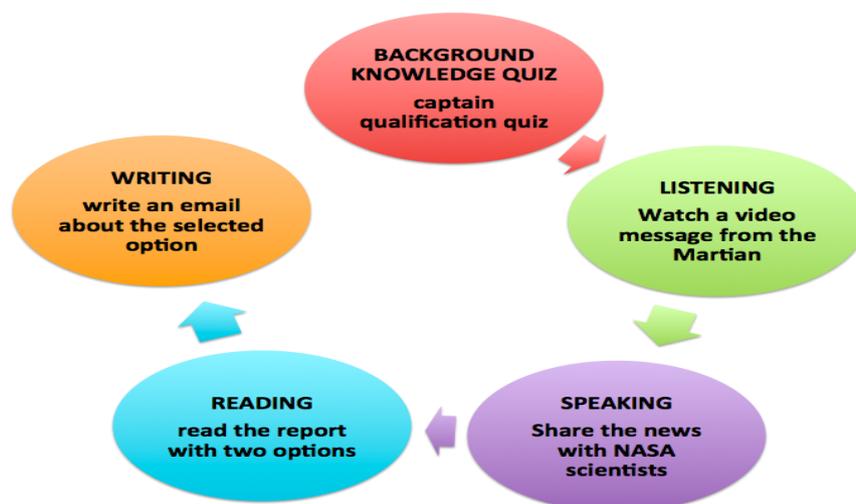


FIGURE 1. Scenario of This Test. The key characteristic of SBLA, adapted from Sabatini and O'Reilly (2013), was reflected in this test as presented in Table 1.

TABLE 1. Key Features of Scenario-Based Language Assessment Reflected in this Test and Implications for Score Interpretation Value

| Feature | Design and measurement goals | Reflected in this test as | Score interpretation value |
|--------------------------|--|--|--|
| Multiple test forms | Increase construct coverage | MCQs, Short Answer Questions, Extended Response | Increase the generalizability |
| Purpose for assessment | Provides test takers with a standard of coherence | To save the Martian | Increases the external and ecological validity |
| Multiple sources | To Create an assessment narrative and to promote coherence among sources | Video Message from the Martian, Report from the NASA scientists, Picture Prompts | Increases generalizability and reliability by increasing the number of questions |
| Independent performances | To determine if students can perform a task independently | Background Knowledge Test | Better measurement at the upper end of the distribution |
| Scaffolded performances | To determine if students can perform a task independently | AI robot provide feedback each stage | Better measurement at the lower end of the distribution |

Define NEST in the ELT Context for Me, Please!

Leia Lee

In the 21st century, who is truly a qualified person to deliver the English Language Training skill to potential target trainees? Is it a question about Native English Speaking Trainers (NESTs)? Or is it about who speaks English in the most standardized dialectal way? Or is it instead about phenotypes that fit the most common stereotypical image of English educational service trainers?

To find suitable candidates for the first categorical question, we first need to ask the following question: “Who should be the NEST?” Is this choice simply based on passport holders from the countries where English is either most commonly spoken or is the official language? Does being from a certain nation supposedly automatically determine English fluency and training ability? (Passport Supremacy)

Furthermore, to answer the second categorical question, what is standardized dialectal English? And what should standardized English contain in its definition? Is English from one nation seen as better than English from another nation, and how do we take regional dialects into account when choosing the ideal dialect to train? (Global English)

Finally, we all have been walking the long way in our history that skin color does not guarantee anything we think we can claim, haven't we? However, among the chosen NEST candidates, biases are made evident in everything from the hiring rates of people who belong to certain ethnic backgrounds to the varying pay rates those instructors receive when all other qualifications are on an equal level. (Ethnic Profiling)

Along with the above questions being some of the most commonly brought up phenomena in Korean corporate business English education industry, 3 stakeholders come into play – Human Resource Department (HRD) / Trainees, Recruitment Agency, and Trainers. Amongst the three, there is a certain hierarchical relationship established without any consent where HRD/Trainees are seen as the top of the food pyramid and no party seems to be aware of such unequal hiring process. Followed by such lack of awareness, the recruitment agency being in the middle to connect HRD/Trainees and Trainers would need to take their clients' request and find a contractor (Trainer) accordingly. As a result, Trainers end up being given contracts unfairly without any further justification of the decisions made for or against them.

To provide more detail, here is how it works in a Korean context. A corporate educational department contacts recruitment agencies for potential courses for their trainees. Now, there are several unchangeable requests that typically come along: specific passport holders, specific dialectal English speakers, and specific racial background of a trainer. Now, the agencies do not really have a say in this, as there is an unspoken perception taken into practice that HRD/Trainees are the priority, the agencies being the secondary, and the trainers as the tertiary. Consequently, trainers are constantly being discriminated against because they lack one or more favorable external quality that does not prove true qualification for the role.

For example, an F6 visa holder is anyone who is married to Korean citizens, meaning they can be a speaker of English from any country. Now, take the case of my colleague, Teri, who is a female from the Philippines, married to Korean male. She not only has the educational qualification but also relevant professional work experience to be in the English Language Teaching (ELT) industry. Unfortunately for her, those true qualifications are not enough. Simply because she is not from the inner circle of “native English speaking countries” from which many English teachers come, she always gets a “no” from many agencies, when she applies for a position that seeks for F6 trainers. Please bear in mind that not everyone who comes from a predominantly English speaking nation will make a capable and qualified trainer. Instead, those with true qualifications should be considered.

Another example case is my own situation. I am a Korean citizen, and this is what usually happens in the recruitment process for me. Firstly, my resume is submitted. Then, the agency, according to its own process, may request an in-person interview, after which I am automatically rejected. This is because the agency does not see me fit for positions that I apply to except for ones that specifically indicate ‘for Korean nationals.’ Now, if an agency precedes an in-person interview, then, they are now in limbo. It is obvious that I meet such qualifications both educationally and professionally to be a language instructor; however, the HRD/Trainers cannot be further

persuaded to make an exception to the typical biased decision making process. In the end, the agency goes with what HRD/Trainees persistently want and assume that they need, which ultimately results in a solid discriminatory recruitment process. As someone like me is seen as a Non-Native English Speaker, these kinds of applications are quickly bypassed for ones that fit the preferred profile.

Lastly, it is not just about Non-Native English Speaking Trainers (NNESTs) being discriminated against in these cases. NESTs also experience it. For instance, F4 visa holders (Korean heritage born overseas having passport other than Korean) also are misjudged and are subject to misperception. They are, in practice, considered as Korean nationals, not as non-Koreans. However, many F4 visa holders are not proficient in Korean language enough to be considered a Korean national, nor should it be the component to underestimate their qualifications.

Given all these circumstances, no one is to be blamed, but everyone is to be responsible for such phenomena. It is time to change everyone's perspective. Selecting a good teacher is not about where s/he is from, or what type of English dialect s/he speaks, or what s/he looks like ethnically. Instead, it is about who is qualified for what a potential English learning trainee needs. Given English as a lingua franca, the purpose of English training is no longer about how to speak like 'Americans,' or how to speak 'British,' but how to well-communicate with global citizens.

In this presentation, I would like to increase such awareness and find like-minded advocates who can further walk with me in this regard through a group called, BESIG-KOREA, for which I have been trying to gather information and members to take action, officially since July 2016. I hope this presentation can move many into action of positive change in the end.

Teachers' Emotions, Self-Efficacy, English Proficiency, and Pedagogical Strategies Among NNESTs in Korea

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Given that most research on teachers' emotions has been conducted in general educational contexts, this study expands research on teachers' emotions by including English teachers. This study examined the relations among non-native English-speaking teachers (NNESTs)' discrete emotions, self-efficacy beliefs, English proficiency, and their pedagogical strategies. One-hundred-twenty-seven NNESTs completed the questionnaire assessing the previously mentioned areas. Results showed that teachers' positive emotions enjoyment and pride correlated positively with self-efficacy and English proficiency, while negative emotions anxiety, anger, and frustration correlated negatively with both constructs. NNESTs' self-efficacy beliefs correlated positively with English proficiency and communication-oriented pedagogical strategies. Findings indicate that it is advantageous for NNESTs to promote positive emotions and reduce negative emotions for their effective instruction, and that NNESTs should improve their English proficiency to enhance self-efficacy beliefs and positive emotions.

I. Introduction

Recent literature has shown that the emotional nature of teaching process might be associated with teachers' burnout, job dissatisfaction, health problems, and high rates of attrition. Therefore, empirical attention on teachers' emotions is important to enhance teachers' own lives and their instructional behaviors, which might directly influence student learning as well as teachers' overall instructional quality. Given that most research on teachers' emotions has been conducted in general educational contexts, this study expands research on teachers' emotions by including English teachers particularly NNESTs. The present study examined the relationships among teachers' discrete emotions (enjoyment, pride, anxiety, anger, and frustration), self-efficacy beliefs, English proficiency, and their pedagogical strategies.

II. Teacher Self-efficacy Beliefs

Teacher self-efficacy beliefs are described as teachers' self-perceived judgments about their competencies to successfully complete their teaching tasks (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers' self-efficacy has several significant implications in the educational context (Tschannen-Moran & Woolfolk Hoy, 2001); it was associated with student learning outcomes (Ross, 1992), motivation (Midgley, Feldlaufer, & Eccles, 1989), and students' self-efficacy (Anderson et al., 1988). Moreover, teachers' self-efficacy has a great influence on their instructional behaviors by determining their instructional goals and the amount of the effort they would invest in teaching (Tschannen-Moran & Woolfolk Hoy, 2001). As such, teacher self-efficacy beliefs greatly influence their planning, organizing, and implementing activities required to reach their instructional goals (Skaalvik & Skaalvik, 2007). The present study focused on teacher self-efficacy beliefs in the context of English language teaching among NNESTs in Korea by investigating the relationships of their efficacy beliefs with their emotional experiences, self-perceived proficiency, and pedagogical strategies.

III. Research Question and Hypotheses

What are the relations among NNESTs' emotions, self-efficacy beliefs, English proficiency, and pedagogical strategies in Korea?

1. NNESTs' positive emotions are positively related to their self-efficacy beliefs and self-perceived English proficiency.
2. NNESTs' negative emotions are negatively related to their self-efficacy beliefs and self-perceived English proficiency.
3. NNESTs' self-efficacy beliefs are positively related to their English proficiency and communication-oriented pedagogical strategies.

IV. Method

A total of $N = 127$ NNESTs in Seoul (age $M = 36.03$, $SD = 7.73$, 91.10% female) participated. To assess teachers' emotions, the Achievement Emotions Questionnaire for Teachers (Frenzel, Pekrun, & Goetz, 2010) and the Emotions in Teaching Inventory (Trigwell, 2009) were utilized. The Cronbach's Alphas for the enjoyment, pride, anxiety, anger, and frustration scales were .74/.75/.77/.77/.75, respectively. The short version of the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) was used to measure efficacy beliefs for student engagement, instructional strategies, and classroom management. The Alphas were .74 for the student engagement, .75 for the instructional strategies, and .78 for the classroom management scale. To examine teachers' proficiency for speaking, listening, reading, and writing, the Teachers' Self-reported English Proficiency Scale (Chacón, 2005) was used. The Alphas for the speaking, listening, reading, and writing scales were .86/.81/.85/.87, respectively. Finally, to assess teachers' pedagogical strategies, I adapted a measure used in previous studies (Chacón, 2005), containing grammar-oriented and communication-oriented strategies. The Alphas were .65 for the grammar-oriented strategies and .78 for the communication-oriented strategies.

V. Results and Discussion

The results showed that teachers' positive emotions of enjoyment and pride were positively related to their self-efficacy beliefs and English proficiency, while negative emotions of anxiety, anger, and frustration were negatively related to both constructs. Furthermore, NNESTs' self-efficacy beliefs were positively related to their English proficiency and communication-oriented pedagogical strategies.

The findings indicate that it is advantageous for NNESTs to promote positive emotions and reduce negative emotions for their effective instruction and ultimately for students' achievement. This calls for a need to generate an effective teaching environment enhancing teachers' positive emotions and reducing negative emotions. To this end, I suggest that English teachers try to keep self-confidence in teaching, prepare lessons thoroughly, improve their English proficiency continuously, and use a self-supported group to discuss their emotional experiences while teaching (Lee, Schutz, & van Vlack, in press). Furthermore, the positive relationships between NNESTs' English proficiency and their self-efficacy/positive emotions suggest that improving teachers' English proficiency can promote teachers' self-efficacy as well as positive emotions while teaching. This emphasizes the importance of developing NNESTs' English proficiency. In order to enhance NNESTs' English proficiency, it is necessary for teacher education programs and workplaces to promote an authentic native language environment by providing proficiency-oriented courses. More importantly, NNESTs should be aware of this relation and benefit from the training courses offered, by actively participating.

This study expands research on teachers' emotions by including English teachers, particularly NNESTs, given that most research on teachers' emotions has been performed in general educational contexts. This study also made an effort to integrate perspectives from psychological emotion research into the foreign language teaching field by including teachers' discrete emotions. Above all, by investigating the relation between teachers' discrete emotions and their self-efficacy beliefs, this research would help expand understanding about those constructs and provide inferential information on teachers' well-being, teaching quality, and students' academic achievement.

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English Teachers' Emotional Labor, Discrete Emotions, and Classroom Management Efficacy

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Extending research on teachers' emotions beyond general educational contexts and Western samples, this study examined how English teachers' emotions correlated with their emotional labor strategies (ELS) and classroom management self-efficacy (CMSE) with an East-Asian sample in an English teaching context (127 Korean English teachers). Surface acting (emotional expressions modification) correlated positively with anxiety and frustration, whereas deep acting (internal feelings modification) correlated positively with enjoyment and pride and negatively with anxiety. Enjoyment and anger correlated positively and frustration negatively with CMSE. Enjoyment and frustration were mediators in the relationship between ELS and CMSE. Findings suggest that deep acting is linked to experiencing positive emotions, which in turn positively relates to CMSE, whereas surface acting is linked to experiencing negative emotions, which in turn negatively relates to CMSE.

I. Introduction

With a steady increase in studies regarding teachers' emotions, researchers have realized that emotion management can be considered as an integral part of a teacher's skill-set. It is crucial for teachers to find appropriate strategies for emotion management because managing emotions has been seen as essential in effective teaching. Extending research on teachers' emotions beyond general educational contexts and Western samples, this study examined how teachers' emotions correlated with their emotional labor strategies and classroom management self-efficacy with an East-Asian sample in an English teaching context.

II. Emotional Labor

Teachers believe that they are supposed to follow display rules, which include expressing positive emotions and suppressing negative emotions (e.g., Sutton, 2004). Teachers' efforts to follow these particular rules are related to the concept of emotional labor (Lee, Schutz, Taxer, Pekrun, Meier, & Xie, 2014). Emotional labor is described as managing feelings to follow publicly desired facial and bodily display rules to comply with organizational norms (Hochschild, 1983). In a broader sense, emotional labor is the process of regulating internal feelings and external expressions in order to reach an organization's goals (Grandey, 2000). According to this theory, Hochschild (1983) conceptualized two strategies: surface acting and deep acting. Surface acting focuses on modifying emotional expressions and deep acting concentrates on regulating internal feelings to express the desired emotion. Surface acting includes faking unfeared emotions and hiding feared emotions, while deep acting is altering inner emotional states to really experience the desired emotion (Grandey, 2000).

Previous studies indicate that deep acting might be less harmful and probably more health-beneficial for teachers than surface acting (e.g., Cheung, Tang, & Tang, 2011; Philipp & Schüpbach, 2010). However, research on the relationship between teachers' emotional labor strategies and discrete emotions is still lacking. In one study, Lee et al. (2014) reported that surface acting correlated positively with anxiety, anger, and frustration, and negatively with enjoyment. Conversely, deep acting correlated positively with enjoyment, and negatively with anxiety, anger, and frustration, indicating the potentially beneficial influences of deep acting on teachers' emotional experiences.

III. Hypotheses

1. Surface acting is positively related to negative emotions and negatively related to positive emotions.
2. Deep acting is positively related to positive emotions and negatively related to negative emotions.
3. Positive emotions are positively related and negative emotions are negatively related to classroom management self-efficacy.

This research also examined the possible mediating roles of emotions in the relationship between emotional

labor strategies and classroom management self-efficacy.

IV. Method

In total $N = 127$ English teachers in Seoul participated in the study. Among them 116 participants (92.1%) were female and 104 (82%) were master's students in a Department of TESOL or graduates from the same master's program. To measure teachers' emotions (enjoyment, pride, anxiety, anger, and frustration), the Achievement Emotions Questionnaire for Teachers (Frenzel, Pekrun, & Goetz, 2010) and the Emotions in Teaching Inventory (Trigwell, 2009) were used. The Cronbach's Alphas were .74/.75/.77/.77/.75 for the enjoyment, pride, anxiety, anger, and frustration scales, respectively. Emotional labor strategies (i.e., surface acting and deep acting) were measured by the Emotion Labor Strategies Scale (Brotheridge & Lee, 2003). The internal consistency were .80 for surface acting and .78 for deep acting. Classroom management self-efficacy was examined with the classroom management subscale of the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). The Cronbach's Alpha for this scale was .88.

V. Results and Discussion

Structural equation modelling (SEM) using Mplus 7 (Muthén & Muthén, 1998–2012) was conducted to examine the relationships between teachers' emotional labor strategies, emotions, and classroom management self-efficacy. In terms of the relationship between the emotional labor strategies and teachers' discrete emotions, surface acting was positively related to anxiety and frustration ($\beta = .30/.26$, respectively, $ps < .01$), whereas deep acting was positively related to enjoyment ($\beta = .38$, $p < .01$) and pride ($\beta = .22$, $p < .05$) and negatively to anxiety ($\beta = -.19$, $p < .05$). Regarding the link between teachers' emotions and classroom management self-efficacy, enjoyment and anger correlated positively ($\beta = .29/.38$, respectively, $ps < .01$) and frustration negatively with classroom management self-efficacy ($\beta = -.39$, $p < .01$). Furthermore, enjoyment and frustration were documented as mediators in the relationship between emotional labor strategies and classroom management self-efficacy.

The findings suggest that deep acting is linked to experiencing positive emotions, which in turn is positively related to classroom management self-efficacy, whereas surface acting is linked to experiencing negative emotions, which in turn relates negatively to classroom management self-efficacy. Therefore, our findings emphasize that it is important to encourage teachers to apply deep acting strategies. Developing and implementing practical techniques for teachers to be able to use deep acting will be advantageous for teachers themselves and instructional quality (Lee et al., 2014). This study is meaningful since it investigated the relationships between English teachers' emotional labor strategies, emotions, and classroom management self-efficacy, considering that there are no previous studies in the language teaching context. The finding that English teachers' emotions might explain the association between emotional labor strategies and classroom management self-efficacy highlights the importance of empirical attention on their discrete emotions.

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Developing Learners' English Skills on Medical Terminology

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I. Introduction

Understanding English Medical Terminology plays an important role in reading or writing medical records in hospital. However, most nursing students have difficulty in learning and memorizing these medical terms. Because learning English medical terms includes memorization of body part and its function, symptoms, and related treatment tools.

II. The purpose of this study

In this study, learning materials were arranged based on the semantic mapping learning strategy and on-line game. Therefore, the purpose of this study was to know if the semantic mapping learning strategy or on-line game could improve students' learning skills and learning achievement on nursing medical terminology study.

III. Research questions

Two research questions would be answered in this study.

1. How could semantic mapping be used to improve students' learning skill on nursing medical terminology?
2. What type of digital learning tool could be used to enhance students' interests and achievement on nursing medical terminology study?

IV. Method

Forty-five (45) college students with limited English proficiency were recruited in this study. Participants were required to complete in-class semantic mapping exercise, Chinese-English matching quizzes and written storytelling assignment. Their written assignment was evaluated by a check list which had been announced to students before they started to do their assignment. A feedback questionnaire was given right after midterm exam, and all participants were asked to do digital learning materials after completing learning twenty new medical terminologies. Their on-line learning record and their feedback questionnaire on digital learning were collected and analyzed.

V. Results

Four results were found. First, the results of in class matching quizzes showed the 85% of students could answer correctly, students could understand target vocabulary by semantic mapping. Most students were confident with teacher's teaching methods but almost 1/3 of participant did not like storytelling assignment.

Second, with 46% of students are involved in two games, 26.9% of students to participate in either game, another 26.9% of students did not participate in the games, we still found that students' average score improved from 86.23 points to 93.06 points.

Third, 95% of students can understand the meaning of target. 85% of students could get full score on Chinese and English terminology matching test. 96% student used learned terminology properly in their story telling, but only 58% of students were able to spelling target abbreviation correctly.

Four, intensive digital learners could achieve higher "study satisfaction" and "Academic Achievement." Therefore, teachers should encourage students to make full use of e-learning system to assist learning. It will increase student's ability to read doctor's note and patient record.

VI. Conclusion

E-learning provided students with a wide range of learning, increase the confidence to learn the curriculum but cognitive mapping skill could provide students a method to acquire target vocabulary. The more important was that once they could get successfully learning experience, they were empowered to keep on learning.

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Let's Face It! Using Facebook in the ESL Classroom

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This paper reports findings of integrating Facebook, a social networking site (SNS), in facilitating English language classes at a private university in Manila, Philippines. Following Puentedura's (2014) SAMR model of technology integration in education, Facebook groups were utilized as a complementary platform in enhancing lesson delivery, engaging students with the material, and creating a discourse space for self-expression. Findings suggest that social media can be tapped to augment language instruction.

I. Introduction

The influx of Information and Communications Technology (ICT) has revolutionized the teaching of English to ESL/EFL learners. If students before were used to in-class traditional English language learning delivered within the walls of the classroom, today, the scenario has dramatically changed with the rise of modern technology. 21st century students now carry portable and handheld electronic and smart gadgets such as laptop, tablet, phablet, netbook, iPad, phone, and other devices and use them every day when doing their school and personal tasks. This '24/7/365 fingertip access' to information allows students to navigate the information superhighway, stay updated and connect interpersonally in virtual spaces with anyone, anytime, and anywhere. The World Wide Web or the Internet's features of interactivity, connectivity and ubiquity make it a good platform for an alternative classroom engagement to trigger some 21st century skills namely critical thinking and problem solving, collaboration and communication, global awareness, and information literacy. Today, educators can utilize social networking sites (SNS) such as Facebook, Twitter, YouTube, Instagram, Pinterest, Google Hangout, Blogger, and Tumblr as platforms for enhancing students' English language skills. Among these sites, Facebook is the most widely used domain by students for their virtual social activities. Several studies have already explored the pedagogical benefits of integrating Facebook in a language classroom (Low & Warawudhi, 2016; among others). These foregoing studies have established the pedagogical potentials, benefits and implications of integrating a SNS, particularly Facebook, in the classroom.

Drawing from the implications of the foregoing studies, this study aims to contribute to these ongoing dialogs and explorations, to contextualize the use of Facebook groups in the Philippine ESL classroom as guided by Puentedura's (2014) SAMR Model of technology integration in the classroom.

II. Methodology

Participated in by 100 freshman and sophomore students at a private university in Manila, Philippines, this study utilized closed Facebook groups in enhancing lesson delivery, engaging students with the material, and creating a discourse space for self-expression. Students were required to join the teacher-created Facebook groups and were instructed to participate in the online tasks set designed by the teacher for the entire semester or four months. Aside from material sharing, online activities were composed of answering online forums, commenting on classmates' posts, replying on comments, and discussing various topics. At the end of the semester, the students took a survey via Survey Monkey, submitted reflections, and participated in individual and group interviews in order to share their class' Facebook group experience.

III. Results and Discussion

Students' reflections as well as the results of the survey, individual, and group interviews revealed that all of them "liked" the idea of having a Facebook group for the class as a virtual classroom extension outside the campus. When asked about the benefits of using Facebook groups in the class, reasons why they liked it, and what challenges they encountered in using it, students reported a variety of responses, as shown in Table 1 below.

TABLE 1. Students' Perceived Advantages of Using Class' Facebook Group

| Advantage | Response | Percentage |
|--|------------|------------|
| Facilitates easy and fast information dissemination, class updates | 61 | 36.3 |
| Facilitates online communication and interaction with my teacher and my classmates | 36 | 21.4 |
| Promotes academic sharing and collaboration | 16 | 9.5 |
| Reinforces learning and enhances class participation | 15 | 8.9 |
| Helps develop English communication skills | 14 | 8.3 |
| Serves as classroom extension | 13 | 7.7 |
| Is easy to access | 10 | 5.9 |
| Facilitates file sharing | 3 | 1.8 |
| Total | 168 | 100 |

Students positively viewed Facebook groups as a helpful and useful tool in establishing class continuous connection, interaction, and collaboration beyond class time. They stressed that this 'add-on' portion of the class gave them more chance and time to learn more English. They shared that the virtual space afforded to them via Facebook groups served as their 24/7 link to their teacher and classmates. However, they also expressed concerns such as lack of access as some of them didn't have internet-capable electronic gadgets and internet connection at home. Other concerns reported include time constraints, weak internet connectivity in the campus.

While some may argue that the use of Facebook is solely for social purposes and sometimes for informal learning, we believe that careful teacher design can capitalize on the 'social power' of Facebook, and educators can tap its features to provide an educational dimension that can co-occur with its social function. The findings of this study must be set against its own limitations – the area of inquiry is only on class Facebook group, which is only one of the communication mechanisms available to the students to explore and utilize while they are online. The data showed the concurrent use of other Facebook features among the participants, with students referring to private messaging and chatting. Students' use of the class Facebook groups is part and parcel of the face-to-face mode interaction in the classroom and it should be seen as only partial accounts of larger conversations taking place among students and their teachers about their studies. This may raise 'important questions about how universities will articulate their teaching with students' (Kitto and Higgins, 2003), how educational leaders acknowledge these innovative strategies (Prensky, 2006), and how we can harmoniously blend our time-tested pedagogies with the emerging models of teaching and learning.

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A Linked Skills Approach to Improving Writing

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This study investigated how a linked-skills approach influences writing. The skills were reading → speaking → writing. It asked if languaging during the speaking phase would increase the accuracy of later writing. One class did a reconstruction (form-oriented) task, while another did a summary (meaning-oriented) task. Results showed the reconstruction task promoted more attention to form in the speaking activity, and more accurate and complex writing in subsequent individual writing.

I. Introduction

This study will be of particular interest to teachers who are trying to improve students' accuracy and complexity of writing without spending hours making corrections and having students rewrite. It explores the use of pre-writing activities linked by topic and vocabulary to prompt students to explicitly talk about the language they need to use to complete the task, what Swain (2010) terms languaging. The prediction is that if students talk more about the formal aspects of language they need during the pre-writing task, their subsequent writing will be more accurate and complex, but not necessarily more fluent (Ellis & Barkhuizen, 2005).

II. Key concepts

A. Language as Complex System

Most teachers have had the experience of teaching students a language point only to find much of it forgotten the next lesson. Larsen-Freeman (2010) tries to explain this by arguing that current linear thinking about language is mistaken. We do not learn in fixed orders or amounts due to exposure, repetition, or other variables. Language is a complex (or dynamic) adaptive system. This means that although a language may appear to be stable and fixed, it is not. It is constantly changing due to social influences – and thus is dynamic. Therefore, language acquisition is a process dependent primarily on interaction. Interaction allows the possibility for co-adaptation which she claims is "an iterative, reciprocal process, with each partner adjusting to the other over and over again" (Larsen-Freeman, 2010, p. 47, my emphasis).

Her quote refers to iteration of conversational adjustments, however, iteration can also refer to the language itself. In this case, iteration is similar to repetition. A simple definition is: use of the same language function or item in new contexts. So re-doing a task with a new partner, reading the same word in a different book, or using a grammatical structure with different vocabulary are all forms of iteration that could lead to language learning (provided that interaction was involved).

B. Languaging as language learning

Swain (2010) claims that talk about language is an opportunity for language learning. The process of languaging involves both explicit discussion of items, corrections and changes across speakers, self-talk, rereading, and the use of L1 to generate TL items. She argues that increasing the amount of languaging was correlated with increased learning of target grammar items.

C. Linking Skills

Although working from a different perspective, Nation's (2009) idea of Linked Skills Activity involves iteration. He argues that vocabulary and grammar need to be used across at least 3 skills for better learning to occur. A linked skill sequence can occur in any order, for example: reading → listening → writing or writing → reading → speaking. The immediate learning goals in the classroom should determine the sequence. The key for Nation is to arrange the Linked Skills so that the same vocabulary, grammar, and/or functional target items are met in all three skills.

III. Method

To investigate the effect of taking a linked skills approach on subsequent writing activities, two classes of students were given two different treatment conditions. The sequence of skills used was reading → speaking → writing. The difference was the speaking task. Class A was given a reconstruction task whereas Class B was given a summarizing task. The reconstruction consisted of students working in small groups to reconstruct a teacher-made summary which had all the grammar words, capital letters, and punctuation removed. This was hypothesized to promote large amounts of talk about language. Class B had to work in small groups to create their own summary. It was expected that there would be some languaging, but most of the talk would be skewed toward the meaning end of the form → meaning continuum. After completing their tasks, students were given the teacher's version for comparison. Finally, students were asked to write an essay on the same topic.

Learner talk during the speaking phase was recorded, transcribed, and analyzed for evidence of languaging. The final essays were typed into text (.txt) files and examined for complexity, accuracy, and fluency of the final product.

IV. Results and discussion

It was predicted that students who did the reconstruction task would have more accurate and complex individual writing, as measured by the number of errors per 100 words, the number of clauses per t-unit, and lexical complexity (Giraud's index). It was expected that students who did the meaning-oriented (summary) task would write more fluently, as measured by words per minute. These predictions were born out, but further research is needed.

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English at Work in Korea

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How well are our students prepared for English in the working world? This observational study investigated English use in a Korean small-to-medium enterprise (SME) that imports, manufactures, and exports products. The tasks that required English were identified and the staff's use and coping strategies were analyzed. It was found that all staff had difficulty communicating effectively with overseas suppliers and customers. Of particular difficulty were sales presentations, non-standard email communications.

I. Introduction

This study will be of particular interest to teachers who are involved in teaching productive skills (speaking and writing) along with ESP, Business English, classes. Researchers interested in observational studies may also be interested.

II. Background

A personal friend, Mr. Smith, who is the CEO of an SME headquartered in Seoul came to me in the summer of 2014. His main customer, a South Korean conglomerate, had sold the subsidiary he supplied to a large US company, and now his staff needed to use English to a greater degree than before. He worried that his staff's English might confuse US customers. So, he asked if I could proofread the marketing team's emails before they were sent. I agreed, on condition that I could write a paper about how language was used at his company similar to work done in the 'Language in the workplace project' (See Holmes, 2000 for an overview). He agreed, and I was introduced to the marketing team staff, given a desk, a corporate email account and a company phone. I was given tours of his processing centers so I had sufficient contextual knowledge to understand what the staff needed to communicate. The marketing team was told to email me any English emails prior to sending them.

III. Methods

A. Company

This SME imports raw materials from a number of countries, processes them, and sells them to buyers throughout Asia. It has been in business for over 30 years, and has a turnover of about \$100 million per year. There are over 100 employees located at the head office, two Korean processing plants, a Korean storage facility, and a processing plant in China. Their work contracts stated that all communication (including email, phone, and Katalak) could be monitored to prevent proprietary information being leaked. In this respect, my role as 'email checker' fit within the corporate ethos. As the study progressed, the parameters evolved to include my attending business meetings, and assisting with contract negotiations.

B. Individuals

Several employees participated in this study. I will focus on three of them: Kerry, the marketing team leader; Tom, a scientist; and Ella, the marketing team's Chinese speaking specialist.

C. Procedures

The data for this study come from the following sources: (1) company email destined for other companies that had been sent to me as required by Mr. Smith; (2) observations of staff using English in action (meetings, presentations, or preparing for them); (3) notes and summaries of these meetings prepared in English by the staff; and (4) both formal and informal interviews with the participants.

All data was analyzed discursively, first looking for critical incidents – either ones that created comprehension problems for the receiver of Company A's message, or messages from other companies that Company A's staff did not fully grasp. These critical incidents typically arose around non-standard events that involved financial or technical details, and, if left unresolved, could have created significant financial loss to Company A. Once identified, all email data, any observation notes, and interview data from me talking with the

staff about the incident were analyzed for problematic English expressions that led to the issue.

IV. Results and Discussion

There were many critical incidents that required intervention by me or Mr. Smith. In this presentation I will focus on Kerry's mispronunciation of the word 'height' causing a problem on the phone; Tom's inability to email in English almost costing the company a \$20 million per year purchase order; and Elsa's inability to make a presentation in English leading to Mr. Smith flying to Germany to retain the contract and Elsa leaving the company. These will be framed in a discussion of the English education these staff members received and what lacked.

V. Conclusion and recommendations

Although this paper focused on the lack of production in the participants' English education and the difficulty that SMEs have in recruiting qualified English-speaking staff, there are some changes to the National Curriculum (Ministry of Education, 2015) that have potential to resolve some of these issues. Primary among these are the changes to the KSAT (*sooneung* test). It has been made easier, and from Nov 2016 will change from a norm-referenced to a criterion-referenced test. These are expected to help companies in the future by giving teachers time to work on productive skills without the pressure of needing more test prep, for example.

Also the need for more on-site examination of English use in various contexts (business, diplomacy, etc.) are needed for creating an English curriculum that meets Korea's future needs.

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A Study of Using Group Bonding Activities in the EFL Classroom

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The primary aim of this study is to examine the effectiveness of using group bonding activities in the EFL classroom, based on Tuckman's group development model. Results showed that the application of these activities could foster positive group dynamics, build up a sense of trust and acceptance among the team members, and above all, create a more enjoyable and learning-friendly environment for students.

I. Introduction

This article provides a critical examination of the use of group bonding activities in the language classroom, based on the stages of group development proposed by Tuckman in 1965. According to his analysis, groups normally experience four stages, which are *forming*, *storming*, *norming* and *performing*. In 1977, he worked with Jensen to add a fifth stage (*adjourning*) to the model, which was later reprinted in 2001. Below is a brief summary of the five developmental stages.

Stage 1: Team members spend time learning about each other, and "testing" others' behaviors and reactions. At this stage, because of the uncertainty of their roles in the team, members usually show their dependence on each other.

Stage 2: Conflict is the most significant feature of this stage since team members may demonstrate their individuality and resistance to the task.

Stage 3: Groups become more cohesive, resulting in an agreement over the established norms.

Stage 4: Can be described as the "work phase" where team members are in collaboration to accomplish the assigned tasks.

Stage 5: Group members express their sadness since they have to separate from their leaders and teammates.

II. Methodology

A. The participants

The data were collected from 15 intermediate Vietnamese learners, (5 males and 10 females), aged from 13-40, who were studying the "Four Corners Level 3A" coursebook written by Richards and Bohlke, published in 2011. The class met two times a week on Tuesday and Thursday (each session lasted three hours with a 15-minute break).

B. Instruments & Procedures

During the period of three months, the activities designed to get students closer together are implemented in accordance with the stages of Tuckman's group development model (2001). However, these activities are divided into three parts of the course, which are "*Beginning the course*" "*During the course*" and "*Ending the course*".

By the end of the course, a five-point Likert Scale questionnaire (1=strongly disagree to 5 =strongly agree) was distributed to students to solicit their opinions and attitudes towards their group learning experience, and towards the course in general. The statement items of the questionnaire were based on the group work experience designed by Hadfield (1992). Given students' ability, the questionnaire was translated into Vietnamese to facilitate their understanding of the statement items. The translation version was co-checked by the researcher and his colleague to ensure its reliability. The questionnaire was then piloted in another 3A class to check if students had any difficulties understanding the sentences. The returning rate of the questionnaire was 100%.

III. Results

Students' overall group work experience: 73.3% of the students in this research either agreed or strongly agreed

that they liked speaking English in groups. In fact, 86.7% of the whole class found their group work experience in this course very rewarding.

Students' interaction in group discussion: Two-thirds of the class reported that they actively participated in any group discussion. 66.7% of the whole class claimed that they felt more confident to express their ideas when working in groups. 73.4% of the class thought that they would encourage their friends to discuss new ideas.

Students' learning motivation: 80% of the whole class really liked this language course. In addition, 80% showed great interest in the course' activities, and another 66.7% liked the group bonding activities.

IV. Pedagogical implications

The purpose of using these activities could be questioned by some students. Therefore, at the beginning of the course, teachers should make a clear justification for the inclusion of these activities during his teaching practice. Second, activities which help students feel closer together should also give them a chance to practice the grammar points covered in the course book. Third, in order to build a long-lasting friendship among a group of strangers, it requires a great deal of time and effort. In other words, the activities bonding students together need to be used continually in line with the course's timeline.

V. Limitations & Further studies

The first limitation of the study is a small class size (only 15 students). Consequently, there would be an existing problem with generalization. Secondly, the study does not examine other important factors such as group roles and age differences which may have an impact on the effectiveness of these bonding activities. Thirdly, there is no correlation test to ensure the improvement in students' speaking scores.

VI. Conclusion

Activities to promote group dynamics are proven crucial in the EFL classrooms, but these activities receive little attention from language teachers. As it can be seen from the aforementioned results, activities enhancing group dynamics offer students a more rewarding group work experience, and they also feel more comfortable to work with their friends. In addition, students become more active, confident, caring and supportive team members. It is hoped that these activities will receive more awareness from language teachers and should be widely applied in any teaching context.

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Simple Formative Assessment Methods in the Connected Classroom

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There are many different forms of assessment (e.g., quizzes, paper tests, essays, projects, etc.). However, the *form* of the assessment is not nearly as important as the *purpose*. The purpose of assessment can generally be classified into one of two categories: formative and summative.

Summative assessments come at the end of a class, course, or semester whereas formative assessments are constantly happening through informal observations, reviews, and question-and-answer sessions. Formative assessments are valuable tools that continually gauge student progress and provide feedback that helps learners improve their understanding, as well as to the teacher to improve their instruction. Consistent formative assessment has been shown to have significant impacts on learning, but it can be difficult to find appropriate forms of assessment to suit an individual learner or class. This workshop will introduce easily implementable methods and resources that all teachers can use.

The first resource is a learning tool that has been gaining a lot of momentum recently, Kahoot. Kahoot is a browser-based tool with a user-friendly interface that allows teachers to create simple games involving pictures, diagrams, video clips, and music. It connects learners through their own devices, either individually or as teams, and displays questions and answers on a shared screen. It typically works better in a group setting, and encourages learners to participate, to look up to the front of the class, and even to work as a team. Attendees are invited to participate in a quiz made especially for this workshop.

The next resource is Google Forms, one of the ever-improving tools offered for free from Google. Google Forms are a great way to both assess retention of and review material covered in class, and can be further enhanced with the addition of a few easy-to-use add-ons. There will be a simple demonstration of the various features of Google Forms and how they can be tailored to fit any teacher's assessment needs.

The last resource is Memrise, another free-to-use website and application focused on vocabulary. Teachers are able to create their own vocabulary lists, including uploading audio clips, and track how much time learners use them through Memrise's point system. When used in conjunction with in-class vocabulary quizzes, it gives unique insight into a learner's developing vocabulary knowledge.

As this workshop will be interactive, attendees are encouraged to bring their internet-enabled devices such as notebook computers, smart phones, and tablets to the presentation.

Teaching About Diversity in the EFL Classroom in Japan

Michi Saki

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With the initial role of teaching the fundamentals of the grammar, reading, writing, and conversation skills, English language education in Japan has acted as a catalyst for introducing the various cultures and peoples of the world. Through teaching English as a foreign language, teachers have been able to expose their students to topics of internationalism and globalization. One of the many common roles as an English language teacher has been to encourage Japanese students to learn more about the cultures and nationalities outside of Japan. However, with the current reality of increasingly diverse cultures, identities and languages, the future role of English language education in Japan now also needs to focus on promoting awareness and understanding of a diverse and multicultural society within the country. It is timely that teachers connect their teaching of English together with topics about diversity issues within Japan. Students will need to learn the skills of intercultural understanding so that they are able to accept and adapt to the current demographic and cultural changes in Japan. Ranging from topics about race, ethnicity, identity and gender, the presenter will introduce some activities that teachers can try in their classes to encourage their students to take an interest in topics of diversity while acquiring English language ability.

The presenter will first briefly discuss reasons why the English language classroom can serve as an ideal venue for teaching about diversity in Japan and abroad to English language learners. The presenter will then invite the audience to participate in some interactive activities to demonstrate ways in which teachers can use English language education as a tool to help students become aware of and further understand the importance of diversity in their own lives.

Extensive Reading: Follow-up Activities

Thuy Nguyen Thi

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This paper aims to explore students' perceptions of extensive reading (ER). The population for this study was 88 English major sophomores. They were asked to complete surveys regarding their perceptions of the ER practice. The results showed that the students considered the ER practice not only improved their English competence but also enhanced their cross-cultural understanding. The results also suggested that collaboration and organizing should be done with care.

I. Introduction

There has been much research on extensive reading (ER) practice, its importance and benefits in the past decades. Day and Bamford (1998) considered extensive reading one of the most important components in reading fluency in second language learning. Additionally, Nation (1997) stated that one of the most effective approaches to help EFL students to enhance many language skills, namely listening, grammar, spelling, writing, vocabulary is known as ER. However, in Viet Nam, ER can be considered a new approach, and it is not always implemented. Understanding the significance of this ER practice, Hoa Sen University has introduced it to the freshmen majoring in English since 2013. Thus, the study attempts to answer the following research questions:

1. What are the average graded readers for students to read per semester?
2. What are students' perceived effects of the ER program?
3. What facilitates and hinders students from conducting the ER program?
4. What are students' preferred assessments?
5. What are students' expectations of the ER program?

II. Literature Review

A. Definitions of the Extensive Reading

There has been a myriad of definitions given to ER by different researchers. Day et al (2010) defined it as a method of teaching reading for students whose goal is to read large quantities of easy materials in the English language. It was similarly defined by Richards and Schmidt (2002) as reading a large number of materials in order to get the general understanding of what they have read.

B. Benefits of Extensive Reading

Day et al (2010) indicated that the ER practice has made beneficial contributions to the language competence in terms of vocabulary range and knowledge, writing skill, positive motivation, attitude, speaking proficiency, listening proficiency, and grammar.

C. Graded Readers

Graded readers or 'readers' are books which are written with simplified language level for people who learn English as a second language (Lindsay, 2000, p. 168).

D. M-Reader

M-reader system was supported by the various graded reader publishers to give schools wishing to conduct an ER practice. The site was developed by the research fund from Kyoto Sangyo University and the Japanese Ministry of Education.

E. The Extensive Reading at Hoa Sen University

Implementation of ER practice in the researcher's classes

The participants in this study were 88 English majors from 3 classes at Hoa Sen university. All the subjects were freshmen who have been taking Reading 2 course of the second semester. After reading numbers of graded readers, they were asked to do follow-up activities.

Assessments

1. Doing online quizzes (10%)

Students were required to pass 6 quizzes on graded readers (<http://Mreader.org>), and no less than 60.000 words in total for the term, which accounted for 10 % of their total scores for this subject.

2. Book reports, reflections and presentations (10%)

Students were required to write a book report, a reflection or a book summary of about 300-400 words.

III. Methodology

The participants of this study consisted of 88 English major students from three reading classes. All of the subjects were the freshmen who were asked to complete a questionnaire of their perceived effects, facilitations, difficulties, and expectations of the ER practice. The survey results were analyzed by the Excel program.

IV. Findings and Discussion

Research question 1: The results showed that 72 of respondents read from 5 to 10 readers per term, while only 7 % of the students reported that they read more than 15 books.

Research question 2: The majority of participants responded that it did bring them huge benefits in most of aspects mentioned namely reading skill, vocabulary, writing, grammar, speaking, and listening. To be more specific, 65 % of the students agreed that reading graded readers improves their reading. On the contrary, only 10 % of the respondents stated that it improves listening.

Research question 3: The results revealed that they had difficulties finding the availability of the online quizzes (32%), encountering new vocabulary items (21%). However, only 9 % of students are skeptical of the confidentiality of the account. In addition, 25 % of the students responded that the library lacked the various readers.

Research question 4: 68.1 % of the students preferred doing online quizzes. In contrast, the students who chose to write the book reports or reflections accounted for 30 %, and 20 % of the students fell into other assessments.

Research question 5: The results showed that most of the students expected that the library increased the number of the graded readers of various genres and that they needed teachers and the program administrator to instruct and remind them of choosing and doing the quizzes.

V. Conclusion and Implications

This research explored students' perceptions of the ER practice at Hoa Sen University. The results suggest that strategic planning as well as organizing should be done with care to improve it. In addition, the collaboration between stakeholders is very important so that the ER program can run effectively.

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Extension Activities for Teachers of Very Young Learners

Anthony Walsh
International Pacific University

This research reflects the English preschool teacher education in the Department of Child Development at International Pacific University in Okayama, Japan. Within the curriculum of early childhood studies the first two years, students can select Kids English studies as an elective. Upon selecting this elective they are required to attend classes several times a week. In addition, there are opportunities to join a student circle, which participates in several events throughout the year. Written below are activities listed 1 to 6, which will be discussed during Anthony Walsh's workshop at this conference.

I. Activities for the book "The Ginger Bread Man" retold by Sue Arengo (1998)

- 1.0 Vocabulary Short Vowel Sounds beginning with 'A' woman, man has (z), happy, can, catch. Take all short vowel sounds 'AEIOU' words from the text and practice using them in activities before reading.
- 1.1 Listen and Repeat to the words. The teacher says the words first students repeat. Do this activity twice with the students saying the word first and teacher echoing next.
- 1.2 Read until the short vowel letter to enthralls the short vowel sound.
- 1.3 Change speeds when the students have understood the pronunciation.
- 1.4 Group Chorus "Run Run, yes you can, but you can't catch me I'm the Gingerbread Man". This phrase the students practice and master, before you start to read the book and is used 4 times during the story.
- 1.5 Read the story (Graded Reader level 2). This book should take under 5 minutes to read. Naturally, reading children's books requires changing the pitch of your voice and eliciting questions during the story.
- 1.6 In the case of 'The Ginger Bread Man', the story has a tragic ending. The meaning of this can be used as a topic for discussion and/or reflection.

II. Music and Movement from *Let's Sing Together* CD

Most of the songs have different lyrics for tunes. In songs 2.0 and 2.1 and 2.2 and 2.3 both tunes are the same. Therefore, the karaoke version of the songs will be played and the teacher will sing different songs.

- | | |
|-----------------------------------|-------------------------------|
| 2.0 Head Shoulders Knees and Toes | 2.1 Red Yellow Blue and Green |
| 2.2 Twinkle Twinkle Little Star | 2.3 ABCs |
| 2.4 Good Morning to You | 2.5 Good Bye to You |
| 2.6 Happy Birthday to You | |

| | |
|---|---|
| 3.0 Saturday, I go Aeon Mall with friend Minori. We eat lunch at French mise and drink coffee at nice shop. Next, I want go Hinase for oyster with family member. Bye bye, Hanada Aoi | 3.1 Last Saturday, I went to Aeon Mall with my friend Minori. We ate lunch at a French restaurant and then we drank coffee at a nice cafe. Next weekend, I want to go to Hinase and eat oysters with my family. How is everything with you? Good I hope. Take care, Aoi Hanada |
|---|---|

In the 2.4 to 2.6 songs, they were classic songs created by two sisters from Kentucky. The purpose of the songbook was designed for kindergarten students (Hills, 1893).

Keeping a diary while focusing on correcting mistakes students often make. Selinker (1972) coined the term 'Interlanguage' and an example is in 3.0, which is understandable but not correct English. Students can make comparisons with 3.1 to compare correct and incorrect use of language. The examples show grammar mistakes often seen in students work as well as providing them with an example for how to write their own diaries.

III. Selecting a leader

4.0 “Eeny Meeny Miny Moe,” is a rhythmical game to choose a leader and has its origins around the globe with variations. This song can have issues with political correctness. Eeny Meeny Miny Moe, catch a tiger (the animal can change) by the toe, if he hollers let him go. Eeny Meeny Miny Moe.

IV. Finger play

5.0 Often in early childhood, Fingerplay activities can stimulate the young learner’s interests. According to Hockenberry and Wilson (2013) advocate an up-to-date version of “Wong’s Essentials of Paediatric Nursing,” to enhance spoken words.

V. Conversation dialogues

6.0 Pair work, Dialogues from foundation classes for TOEIC level between 200-350. *Step Into English 2* textbook Graham-Marr and McCandie (2013). Activities from this text provide real life examples of conversations for teachers wanting to improve their foundation in English.

How to Use a Self-Regulated Learning Model in English Classes at Japanese Universities

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This workshop aims to provide an instructional method based on a self-regulated learning (SRL) model for students trying to learn English. The SRL model consists of the three cyclical phases; forethought, performance, and self-reflection. Utilizing this model, the panelists of this workshop have developed “learning logs” to foster a positive attitude in students towards SRL. With the learning-logs, students are able to verbalize their own learning challenges. Teachers are able to observe how the students are handling the SRL cycle. This workshop will explore the ways for applying the learning logs to different educational settings, so it is hoped the attendees will receive some practical tips to enhance the students’ SRL attitudes.

I. Why SRL-based learning log?

Applying the notion of self-regulated learning (SRL hereafter) is necessary to develop autonomous study skills, which are essential for successful academic achievement in higher education. This workshop aims to provide an instructional method based on SRL model to assist undergraduate students who have difficulty in learning English. Proposed by Zimmerman and others, the SRL model consists of the three cyclical phases; forethought, performance, and self-reflection. Ideally, self-regulated learners are able to promote each phase by themselves. However, students undergoing remedial training often need assistance from teachers. Indeed, it is often criticized in Japan many students have limited amount of autonomous study skills.

To resolve this problem, the panelists developed a form for reflecting their own learning (learning-log) based on the SRL notion and introduced it to the classroom as a part of the three-phased learning cycle. The logs designed to allow students to verbalize their own learning challenges, enable teachers to observe how students are handling the SRL cycle.

II. What activities will be there in this workshop?

Attendees in the workshop will experience both students’ and teachers’ viewpoints. The panelists will share their originally invented learning-log, then a trial classroom will be offered, where participants will do the following six activities in order to see how the log helps a teacher to foster students’ positive attitudes towards SRL.

[As a student]

- (1) Join a mini-lesson: Enjoy a listening exercise for remedial training.
- (2) Write reflective comments on the lesson: Specify what you learned, and what you failed to learn in the log.
- (3) Share each other’s comments: You will see what your classmates learned and how they describe their learning experiences.
- (4) Design one’s own homework: (Often, it is difficult for students to do this without teacher assistance).

[As a teacher]

- (5) Give feedbacks to the log: Feedbacks are supposed to enable students to deepen their learning.
- (6) Analyze the collected data: (“Google form” is an easy tool to handle for analyzing the logs.)

III. For what purposes the workshop serves?

The workshop will detail the ways in which the panelists have improved their own practice by applying the learning logs to their different educational contexts. Specifically, this will enable attendees to know:

- (1) The basic concept of the SRL model;
- (2) How to adopt the log system in their own class;
- (3) How to analyze the collected log data.

IV. When and what should one write in the log in the actual classroom?

At the end of each class meeting, students write in the learning-log which includes:

- (1) Self-evaluation of their own homework given in the previous class meeting;
- (2) What they learned in the classroom;
- (3) What they found as their problem in the classroom;
- (4) What and how to solve the problem;
- (5) Homework assignment each student selects.

In the next class meeting, students first self-evaluate the degree of achievement on the previously self-imposed homework in percentage terms. Then, they are asked to write why the rate becomes so.

V. What issues must be discussed for efficient application?

The researchers conducted a textual analysis on the collected logs completed by approximately 500 students between 2014 and 2015. Major findings are the following:

- (1) Most students failed to find their own learning problem because they simply enumerated task types the teacher provided in class.
- (2) Most of them limit their view of English learning only to test preparation or vocabulary learning, less supported by intrinsic motivation.

In response to these two findings, we modified the log form to enhance students to deepen the reflection of classroom learning. In this workshop, we will share some of the findings based on the log analysis and exchange opinions on the following issues that seem influential for building SRL skills.

- (1) Cultural Issue:
Self-regulation can be understood as a process of how a learner and the learning environment interact with each other. Therefore, the teacher must consider a learner's cultural and environmental features intrinsic/extrinsic to the classroom when they use a learning-log.
- (2) Remedial English Education:
The remedial education at university should not just be the reviews on the items provided at junior and senior high schools. It should include nurturing SRL skills as life-long intellectual skills. To respond to such a need, in addition to providing detailed directions for solving their learning problems and close support, teachers should also lead students to foster autonomy in the mid-and-long term to help them fulfill their goals.

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