Competition and Cooperation in Classroom Activities

By Heidi Vande Voort Nam

Competition is often used to make classroom tasks more engaging and game-like. Although this competition can create a classroom buzz, it may also negatively affect motivation and relationships among students. Fortunately, competition between students is not the only way to give activities a motivating, game-like feel. In fact, cooperation itself can make activities seem more game-like.

This workshop will present several alternatives to direct competition between students, such as competition against a clock or against a personal record. It will also identify features, such as interdependence among teammates, that make activities truly cooperative. Workshop participants will experience more competitive and more cooperative variations of a classroom activity. Then they will evaluate the cooperative and competitive elements in other activities. Finally, they will propose ways of making these activities more cooperative while retaining the elements that make the activities engaging.

THE PRESENTER

Heidi Vande Voort Nam holds an MA TESL/TEFL from the University of Birmingham. She currently teaches in the Department of English Education at Chongshin University, where she prepares English education majors for student teaching and for the national English teachers’ exam. Heidi also teaches beginner-level general English courses, including special courses for North Korean and Chinese students. Within KOTESOL, Heidi serves as a presenter for KOTESOL Teacher Training (KTT) and facilitates KOTESOL’s Christian Teachers Special Interest Group (CT-SIG), a group that hosts meetings and online discussions for Christian English teachers. Heidi lives in Seoul with her husband TaekHyeon Nam, who is a public high school English teacher, and their children, Joseph and Miriam.

(To be presented on September 8 at the Gwangju-Jeonnam Chapter KOTESOL meeting at Gwangju National University of Education).
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Achievement Goals and Foreign Language Performance Among High School Students

By Mikyoung Lee

Achievement goals have been fairly well researched in motivation literature, demonstrating that the achievement goals that students adopt influence their motivation and performance. Research in foreign language learning (FLL) also has shown that goals are relevant in English learning and ultimately influence academic performance. Nevertheless, research on this significant motivational factor among Korean students has received little attention.

This study examined the relationships between achievement goals and academic performance among 228 Korean high school students. Structural equation modeling was conducted to test the hypotheses. The findings showed that mastery-approach and performance-approach goals correlated positively with performance, whereas performance-avoidance goals correlated negatively. The findings indicate that students’ achievement goals in FLL are significantly associated with academic performance, emphasizing that teachers should consider these motivational aspects in their instruction.

The Presenter

Mikyoung Lee received her PhD in educational psychology at the University of Munich, her MA in TESOL at Sookmyung Women’s University, and her BA at Yonsei University. She is currently working as a guest researcher in the Department of Educational Psychology at the University of Munich, Germany, and doing collaborative research at Chonnam National University, Gwangju. Her main research interests are foreign language acquisition, achievement goals and emotions, and teacher emotions and emotional regulation.

She has written book chapters on English teachers’ emotions and emotional labor, and published her work in international journals including *Educational Psychology, Social Psychology of Education, the International Journal of Multilingualism,* and the *Korea TESOL Journal* among others. She has also presented her research at international conferences of the American Educational Research Association, the European Association for Research on Learning and Instruction, and KOTESOL.

Focus on Fluency

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Now - September 30, 2018

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Gwangju-Jeonnam KOTESOL September Chapter Meeting

- Time: Saturday, September 8, 2018, 1:45–5:00 p.m.
- Place: Gwangju Natl. University of Ed., Teacher Training Bldg., Room 811 (1st Floor)

**Schedule: Chapter Meeting, Main Session**

1:45 pm: Sign-in and Meet-and-Greet  (Admission free for newcomers. Future membership always welcomed.)

2:00 – 2:50 pm: **Presentation (Part 1)**
*Competition and Cooperation in Classroom Activities*
Heidi Vande Voort Nam (Chongshin University, Seoul)

2:50 – 3:10 pm: Refreshment & Networking Break

3:10 – 4:00 pm: **Presentation (Part 2)**
*Competition and Cooperation in Classroom Activities*

4:10 – 4:45 pm: **Short Presentation**
*Achievement Goals and Foreign Language Performance Among High School Students*
Mikyoung Lee (University of Munich / Chonnam National University)

4:30 – 4:45 pm: **SwapShop Session** (Open to All)
Everyone is encouraged to share their Teaching Discoveries and “Secrets” with the group. Share your Teaching Tips, Ideas, Classroom Activities, Games, ELT Books, or other Teaching Wisdom. (Handouts welcomed.)

4:45 – 5:00 pm: Announcements / Drawing for Door Prizes / Closing

**After-Meeting Dinner downtown at The First Alleyway.**

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**Upcoming Chapter Events**

**October 27, 2018. Super SwapShop and Halloween Party**
Attendees share short teaching tips, ideas, activities, (incl. Halloween-related ones).

**November 17, 2018. Chapter Meeting.**
1: Roger Fusselman – *Creativity in Five Acts.*
2: Elizabeth May.
3: Annual Chapter Elections.

**Upcoming KOTESOL Events**

**October 13–14, 2018. Korea TESOL International Conference**
*Focus on Fluency*
Sookmyung Women's University, Seoul
Registration is now open!

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December 8, 2018.
**Monthly Meeting & End-of-Year Dinner**

**Reflective Practice SIG**
*Visiting the Gwangju Biennale*
September 8, 9:30 a.m.
Maria Lisak facilitating.