Exploring the Approach of Eliminating Pushed Output in EFL Classes

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This paper draws from the literature on pushed output in Asian EFL contexts to support the claim that conventional EFL classes may be too ethnocentric and stress-inducing in their approach to offer lasting benefits to Asian learners from comparatively more reserved cultures than what is typically found in the West. Emphasis in this study was placed on Korean learners, but the literature was drawn from various Asian countries. Discussions and findings from this study can be applied to similar cultures across Asia. A case is made for the adoption of an input-dominant approach and the elimination of pushed output in the EFL classroom, and a practical model for implementing and researching such an approach is offered, including recommended resources and assessment materials. The goal of the paper is to offer a pathway for teachers to question typical EFL procedures that are a mainstay in the industry and *look* good from the perspective of teacher trainers and TEFL programs yet may lack the key elements of independent learning and engaging input that has been shown to be affective in language acquisition and may be more effective for Asian learners.

Keywords: eliminating pushed output, input dominant approach, language acquisition, SRS, independent language learning, EFL in Asian cultures

INTRODUCTION

A common problem concerning English language education in Korean universities is that even after 12 years of schooling, most learners still have poor English-speaking skills. This is not just a common reality that can be observed by those in the field but is

evidenced by the average to below average TOEFL iBT speaking scores of Korean test takers in comparison to other nations (Jeon, 2010; TOEFL iBIT test score, 2021). Teachers and students recognize this, and both value the need to improve speaking skills as a priority. However, the root of the problems lies in the emphasis of public education testing being placed on grammar and writing, which has had the knock-on effect of speaking and general conversation skills being neglected (Fauziah & Nita, 2001; Sakui, 2004; Spawa & Hassan, 2013). This effect is something that, even if changed, has no bearing on current university students who have already been through such a system. The recognition of needing to improve speaking skills, in opposition to vocabulary memorization and grammar studies dominating conventional classrooms, has led to the prevalence of EFL conversational classroom environments wherein output is forced, and students are expected to behave in culturally contradictory ways through activities designed to be lively and highly interactive. For many college students taking mandatory English classes, this has led to an increase in stress, lower motivation to learn English, and no great advances in speaking development.

This rang true in my own teaching context, having taught compulsory EFL conversational classes to Korean university students while writing this paper. A focus on popular conversational EFL textbooks and curricula that emphasize pushed output creates the impression of a different or unique class and gives the students the experience of more interactivity than they are used to. However, language competence tends to remain stagnant, and the discomfort and anxiety that students have about speaking English is often described as a burden, even when activities are level-dependent and designed to be engaging, stimulating, and fun. Clearly, pushed output is not the answer in this environment. The implementation and effectiveness of a teaching approach focused on input and eliminating pushed output will therefore be explored, and a model for others to further this research and assist in making curriculum design more contextually appropriate for Korean EFL learners will be offered. Additionally, the same problems explored and outlined in this paper have also been observed across Asia (and most notably for this paper, China and Japan, as these are two regions in which the author has experience at the university level). As a result, the research, findings, discussions, and recommendations in this paper will apply to (and draw from) similar contexts wherein a vigorous Western -centric approach based on communicative EFL methods emphasizing

pushed output may not be producing the desired results.

LITERATURE REVIEW

Stress and Anxiety in the EFL Classroom

In a study on Chinese EFL learners focusing on output, Zhang (2011) provided categorical insight into areas causing anxiety for many learners when faced with pushed output: an inability to express ideas, insufficient practice, a fear of tests (i.e., performance anxiety), a lack of knowledge about the topic, and low self-confidence. Khan (2015) studied speaking anxiety among Pakistani learners and found similar sources of anxiety. As a result, the inclusion of unsupportive classroom environments making students feel judged (i.e., constant evaluations), a fear of mistakes, introverts not wanting to speak openly (regardless of the language), pronunciation difficulties, complex grammar rules and vocabulary (also noted by Lightbrown and Spada, 2006, as sources of anxiety), overthinking, and the belief of needing to sound like a "native speaker" were added to the list.

The same sources of anxiety have been identified again and again in different classroom environments around Asia. Other researchers that have come to almost identical conclusions include Andrade (2009), Chan and Wu (2004), Chan et al. (2012), Cheng (2012), Miskam and Saidalvi (2019), Tian (2019), and many others. Stress and anxiety stemming from pushed output create roadblocks to acquisition, such as those identified by Tian (2019) when studying Korean college students. These roadblocks include repeated unconscious behaviors (e.g., fiddling, smiling, clapping), speech disturbances, silence, slow speaking, increased errors, and poor recall (Tian, 2019). Iqbal (2016) noted that adult Pakistani EFL learners experiencing anxiety would also display the above tendencies, along with aloofness, increased shyness, and anti-social behavior.

These behaviors are reflective of what Du (2009) refered to as *communication apprehension* (CA), an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons. Another way of referring to this is by referring to the impact of these manifested behaviors on each student's *affective filter*, a common term in the field of ESL to refer to a "barrier" created by mental and emotional factors that hinder students' ability to acquire

language (Dulay & Burt, 1977, cited by Du, 2009). In sum, we can say that pushed output raises the affective filters of Asian learners, and by some margin!

The Rise and Pitfalls of Pushed Output

If so many authors have consistently observed the negatives of pushed output, how is it that its use is assumed to be so effective and has become widely used in EFL classes? One reason could be the theoretical popularity of Swain's (1985) comprehensible output hypothesis, which proposes that output heightens comprehension alertness and pushes students to notice their own errors and adjust accordingly. In other words, the interaction between the output and its modified form is part of the learning process. Even so, Swain does not claim that output forms a dominant role in acquisition. Instead, he states that the above happens sometimes in certain contexts and facilitates learning alongside input (Swain & Lapkin, 1995). Output is not the dominant factor: How can a student notice errors without first becoming accustomed to the correct form? L2 speakers are likely to produce incorrect modifications and, as discovered by Auerbach (1993), will rely on proficiency dependent grammar rules and explanations and thinking through errors rather than on what sounds right.

What we want is to get a feel for the language and know when something sounds and "feels" right so that it can be naturally and automatically recognized or produced, and this requires lots of input (Kauffman, 2003; Lomb, 1983). Ironically, CLT and task-based approaches were partially implemented as a means to reduce stress by using language naturally while focusing on encompassing a goal and using authentic materials without directly focusing on language (Ramamuruthy, 2019). However, this is theoretical. Output is still forced as the classroom is not a natural context, testing is still linked to the grammar in these activities, and the approaches have not overcome the many sources of anxiety highlighted in various Asian EFL contexts.

The numerous studies on learner anxiety in EFL classes referenced so far indicate that speaking, particularly when pushed to use unfamiliar structures in demanding environments, and specifically within comparatively conservative Asian cultures, is uncomfortable for students and gets in the way of acquisition.

Furthermore, the concept of pushed output has promoted the notion

of "English only" in the classroom. Apart from this notion being based on theories, untested logic, assumptions, and the norm, it may also be rooted in ideology and serves to promote social and cultural imbalance and inequality (Auerbach, 1993). Being outspoken, extroverted, and openly discussing contrasting opinions in a lively manner are all Western norms and linked to dominant English-speaking cultures, but these characteristics are not intrinsic to the language. There is no reason why a comparatively reserved culture, where the norm is to listen more than to speak and where lively interactive classes are not usual, should use the language in the same way. Instead of using roleplays, games, drama, forced contexts, and "fun" to coax Korean learners into behaving as expected and maximizing output (see various such proposed activities from Aryn, 2021; Carlson, 2016; Fatimah, 2019; and Norhaidi et al., 2019), a better alternative may be to match the language to the culture − English is a lingua franca after all − to be used as its users see fit according to their own cultural context. Removing use of the L1 removes an element of this cultural context from the classroom and limits autonomy, while also removing a tool that could counter stress. Allowing students to rely on the L1 when needed and self-regulate when the L2 will be used increases opportunities to participate and learn from peers, reduces the need for intervention from the teacher, and results in learners consciously attempting to use the L2 more (Auerbach, 1993).

Exploring the Elimination of Pushed Output

The question, then, is can all pushed output be removed from the EFL classroom while still promoting language acquisition and improving speaking competence? This would mean complete reliance on reading and listening, with speaking in the L2 seen as optional. In such an approach, focus would be kept on L2 content but in a low-anxiety environment wherein students could listen to others, increase engagement, contribute freely in the L1, and have the autonomy to practice L2 output, if and when they felt capable. This runs counter to the idea of "improving speaking by speaking," but as Krashen (1998) explained, high levels of language competence are possible without output, and there is no direct evidence that comprehensible output leads to language acquisition. It remains to be seen if the language competence mentioned includes speaking competence, and this is where there is a gap in the literature. There are no studies of EFL classes wherein only

input was used to improve all language skills, so it is unknown if such an approach could work to eliminate the stress caused by pushed output while still achieving the desired language learning goals (including improved speaking competence).

In exploring, creating, and testing such a method, however, we can draw inspiration from the existing literature on input. According to Krashen (2017), the best way to fast-track language acquisition is to get a lot of comprehensible, very interesting, rich input, and it is recommended that this comes in the form of self-selected reading. In a study of Japanese language learners, where students had to read books and log their progress, Mason and Krashen (2017) found that every hour of self-selected reading translated into a score increase of 0.6 points on the TOEIC exam, regardless of level and book read (and with no studying or comprehension tests). The stories read should be interesting to the reader, and no testing about the content should be involved. Reading leverages the power of incidental learning, and comprehension tests on texts being read actually reduce comprehension and retention due to focus being shifted from the story towards trying to remember words and information. This was highlighted in an investigation into why Korean college students did not read English books for pleasure, along with the conclusion that reading was avoided due to the association with comprehension checks in class (Cho & Krashen, 2020).

Krashen suggests that exposure to interesting stories (for pleasure and in a low-stress environment) builds vocabulary and familiarity with text structure as well as motivation to read more, which should lead to students selecting their own content, and this builds the bridge to the acquisition of higher-level academic language (Krashen, 2018). The development of a larger vocabulary and increased grammar understanding during this process cannot be understated. Along with these, extensive reading enables a more advanced expression of ideas, a higher speaking vocabulary, and better overall communication skills (Mart, 2012).

A further method of increasing comprehensibility and providing students with examples of pronunciation while reading is to listen to and read the same content (simultaneously and separately), which provides richer input and the acquisition required to later produce language. Supporters of cognitive load theory may claim that reading and listening at the same time has been shown to decrease comprehension due to cognitive overload (Luchini, 2015), but this only makes sense when

keeping in mind that comprehension tests reduce comprehension due to a shifting of cognitive processes. In other words, comprehension and comprehensibility are not the same. When listening and reading at the same time, without turning it into an academic exercise to be tested on afterwards, comprehensibility increases, which serves as a benefit towards acquisition. Studies focusing on the link between listening and reading at the same time and vocabulary gain (rather than comprehension) show a clear positive correlation (see Chang, 2011, for a good example).

When combined with reading aloud, there is also the potential to improve pronunciation, firstly due to repeated exposure to the sounds of the language so that the ear can be "trained," and more directly through reading aloud with the story. Reading aloud for just five minutes a day over the course of an academic semester has been linked to improved pronunciation as well as eventually improving grammar and speaking skills (Seo, 2014). This can arguably be classified pushed output, but if used as a group (and/or if done simultaneously with the teacher or a recording), it functions more as a mechanical pronunciation practice and should reduce stress. This introduces a question that needs to be addressed before attempting an approach that eliminates pushed output: Does all pushed output result in enough stress to hinder acquisition (and therefore need to be eliminated), or are their certain types of pushed output that should be eliminated first? Answering this question will help to assuage concerns about the baby being thrown out with the bathwater. It is also an important step in finding a bridge between traditional EFL classes and a completely different approach that eliminates pushed output entirely.

It seems that a level of intuition can be relied on here to reach this answer in combination with the evidence presented above: When we speak of pushed output, we are referring to when students are forced to speak spontaneously, relying on their current limited conversational ability, with the expectation that they will be able to produce the correct utterances within the context of the current classroom activity (whether they feel ready to or not, or have the expected and assumed abilities or not). We are not talking about simply reading aloud, which requires no spontaneous construction of language. A classroom involves people, and people will and must speak, regardless of whether the philosophy of the classroom rests on a foundation of eliminating pushed output. Therefore, the aim is not to eliminate all utterances. It is to eliminate the stress of

being forced to produce English utterances before being ready to do so, or even if ready, when not willing to do so due to the potential stress and unnaturalness of a conversational EFL classroom (along with the expectations often associated to such classes). Reading interesting, comprehensible content aloud is more in the realm of adding pronunciation training and more dynamic layers to the input received and enhancing that input. It is also an acceptable activity, even when emphasis is placed on the elimination of pushed output.

In sum, the literature highlights the need for a course permeated with comprehensible input, interesting content, self-selected reading, complementary listening, an acceptance of the L1, use of the L2 when comfortable, and no pushed output or traditional comprehension testing. These elements should inform any program or study that wishes to adhere to this philosophy, but there is one element still missing. If high-pressured testing environments contribute to stress, and the aim of the proposed approach is to reduce stress, how can the realities of academic classes needing formative and summative assessments be overcome, particularly when comprehension and vocabulary checks may counter the positive effects of reading? The suggested answer for this paper lies in the Goldlist method.

Low-Stress Review and Assessment

The Goldlist method, a pen-and-paper, spaced repetition system (SRS), was created by David James (see James, 2018) and designed to enhance review, increase retention, and reduce the stress of memorizing word lists and daily cramming, as Korean learners tend to do. While an electronic option, such as Anki, could suffice as well, and has already proven to increase vocabulary retention in academic settings (Seibert Hanson & Brown, 2020; Varela, 2020), it has also been shown to induce boredom among students and eventual reluctance to use the app (Seibert Hanson & Brown, 2020). In contrast, the Goldlist method aims to be an enjoyable and pleasant experience (James, 2018). While the exact method has no studies to point to, spaced repetition systems come in many forms and have been proven to offer excellent results for retention (Kang, 2016; Tabibian, 2019; Teninbaum, 2016). Utilizing such a system will match the aims of an input dominant approach, give students direct control over their own review and formative assessments, and eliminate much of the performance anxiety that comes from frequent evaluations,

while simultaneously serving as review and increasing L2 language retention. For a simple explanation of the Goldlist method that can be shared (as is or modified) with students and other instructors (see Machova, 2021; Appendix A).

To test the effectiveness of the prescribed approach, some form of testing to determine pre- and post-course proficiency will be required, so these tests, along with any associated anxiety they may cause, cannot be avoided, but an important component here is that these tests should not be linked to content from the class. Instead, they must function as types of vocabulary and speaking proficiency tests. This approach should minimize the impact of impending evaluations affecting the in-class atmosphere and also enable different groups to take the same test, even if the classes are different (in the event of different classes being needed, such as a control group being compared to a group of students receiving the elimination of the pushed-output approach, or even in testing other variations within the approach between different groups). Suggested tests that can be used for this purpose can be found in Appendix B and Appendix C and are further explained under the Assessing the Effectiveness of an Input-Focused EFL Class section.

The next logical question to answer then is what does a course permeated with comprehensible input, interesting content, self-selected reading, complementary listening, an acceptance of the L1, use of the L2 when comfortable, and no pushed output or traditional comprehension testing look like? This paper would like to offer a suggested approach to teaching a class in this way, which has been designed to be as practical as possible, while adhering to all of the elements above. Additionally, ideas for resources will be offered (both paid and free, as well as online and offline). The approach will assume a 90-minute class length, which can be adjusted as necessary by shortening Phase 2 below.

A Sample Input-Focused EFL Class Without Pushed Output

In the first class, students must be given instructions to select an English book (from the university library, public library, home, or a bookstore) and/or must be given resources for interesting sources of English reading online. This material will be used as self-selected reading, not as the core content for the course curriculum. Therefore, the only criteria for this content is that it must be appropriate for the student (i.e., at a matching level and interesting for the learner). Note that

interest takes preference even if the content is slightly above the level of the learner, as a boring book will be poor motivation to keep reading on one's own. Ideally, a graded reader will be used, as these are designed for language learners, and the recommended pre-course test offered in this paper will pinpoint each learner's vocabulary level, thereby making it easy to choose an appropriate book. Most university libraries should be equipped with graded readers, and for those institutes interested in browsing the available options and ordering in the future, an extensive list of graded reader publishers and titles is made available by the Extensive Reading Foundation (Comprehensive List [Test], 2023). For free online options where learners can find stimulating content, teachers can recommend (a) Engoo Daily News (Daily News, 2023) to students, which offers leveled current news stories; (b) Wikipedia in Simple English (Simple English Wikipedia, 2023), which is the lesser-known spin-off of the popular online encyclopedia but with all articles modified to be at a B2 English level; and (c) EFL BITS (Skip, n.d.), which offers a lot of free quality reading materials with audio. It must be stressed though that self-selected reading should be compelling to be effective (Mason & Krashen, 2017), so it is best for a learner to select materials that may be above their level but are extremely interesting to the learner rather than something that is easier but offers no personal interest.

For course materials, interesting stories or sections of a story will be chosen for each lesson. The preferences of different teachers, and the contexts in which they operate, will dictate the choice of materials, but two good example sources that teachers can use for this are a book titled *English Short Stories for Beginners and Intermediate Learners* (Language Guru, 2019) and the website *American Literature* (American Literature, 2022), which has many great children's stories suitable for beginner to lower-intermediate students and do not look like typical children's stories on the surface (thereby making them suitable for older EFL learners). One of the websites recommended above for self-selected reading can also be used, but it is then best to omit it as a student recommendation so that there is no overlap.

The Input-Focused EFL Class Sequence

Classes will follow a three-phase format.

Phase 1

Students do distillations of the lists made in previous classes using the Goldlist method (this can be done from Week 3 and afterwards). For an explanation of the Goldlist method and how to do a "distillation" (see Machova, 2021; Appendix A).

Phase 2

A new lesson with new content will then begin, with students moving through each step outlined in Phase 2.

1. Learners will only listen to the story (the teacher will read, or audio can be used if it is available).
2. They will read the story while listening at the same time.
3. Then, students will read the story on their own, while making a note of words and phrases in the story that are not familiar and get in the way of understanding.
4. They will look these words up and add them to their SRS lists (writing down the full sentence and the Korean translation).
5. They will read and listen to the story at the same time again.
6. They will only then listen to the story for a final time.
7. In groups, students will get a list of English questions related to the story (but not testing comprehension of the story directly), which they will discuss with their group.

As an example of the discussion questions in Part 7 above, if a story talks about a man who was lost in the wilderness for seven years and hunted birds to survive, a poor choice of questions would be "How many years was the man trapped in the wilderness?" or "What did he eat?" as these test comprehension. Good question examples are "What would you do if you were lost in the wilderness?" or "Can you share a time when you were lost?" as these require personal interpretation about the story and remove the feeling of being in a stressful testing environment. Learners are free to answer questions in the L1 or L2.

The Phase 2 sequence is repeated as many times as possible over the course of 60 minutes, which could be once for a longer story, or twice or more for shorter stories. The level and pace of the class will also determine what can be covered, which will be up to each teacher to determine according to their own teaching context.

Phase 3

This is the final phase of the lesson and focuses entirely on self-selected reading. Students move through the following steps:

1. Students will be given 10–15 minutes to read English books or other publications that they have selected for themselves (see the above section, A Sample Input-Focused EFL Class Without Pushed Output).
2. Then, they will be given 10 minutes to add vocabulary from the self-selected reading to their SRS lists.
3. Finally, in groups, they will share what they read for the day and what they thought about it (they are free to use the L1 or L2 as they see fit) for 5–10 minutes.

Assessing the Effectiveness of an Input-Focused EFL Class

The course will feature three types of assessments that will be used five times in total to determine the vocabulary scores, speaking test scores, as well as the stress and anxiety levels of students when using this approach:

- Assessment 1: The updated Vocabulary Levels Test (Webb et al., 2017) will be used as a pre- and post-test to measure the student's vocabulary size.
- Assessment 2: A conversational speaking test will be used as a pre- and post-test to measure the student's conversational speaking ability (see Appendix B).
- Assessment 3: A stress and anxiety questionnaire will be administered as a post-test to measure the student's perceived stress and anxiety experienced in class for each of the teaching methods (see Appendix C).

The updated Vocabulary Levels Test is a 5000-word level test consisting of 50 questions (10 for each 1000-word family level). It is designed for measuring the vocabulary size and knowledge of beginner to intermediate English learners. Scores are interpreted separately based on each level, with a score of 95% indicating mastery for each of the first three levels and 80% for the final two levels. To assist with simplicity of scoring, the total scores will be multiplied by 100 to gain

a final figure representing how many of the total 5000 words are known. The paper version of the test, created by Webb et al. (2017), is recommended and can be found online for free, along with other types of tests, from the Victoria University of Wellington website (Vocabulary tests, 2023). An online version of the test can be accessed on the associated Vocabulary Size website (Vocabularysize.com test, 2023).

The conversational speaking test is a one-to-one speaking test designed by the author to evaluate the learners' speaking ability based on accuracy, pronunciation, fluency, and quality. It aims to test general conversational ability and has a simple form of assessment in which the instructor listens carefully for all classes of error and jots down a mark for each class error within each sentence uttered. The number of marks is combined and then subtracted from 100 to produce a total speaking score. This reverse approach (i.e., listening for errors in real-time rather than needing to determine a score based on performance after the fact) was determined so that any instructor could count errors and come to the same score, without the need for subjective interpretation. The test sequence and grading guide can be found in Appendix B.

The stress and anxiety questionnaire, also designed by the author to match the approach outlined in this paper, is a questionnaire that utilizes a Likert scale to ask students to rate their level of perceived in-classroom stress and anxiety while taking part in each classroom activity. This questionnaire produces a stress and anxiety score out of 100. It can be found in Appendix C.

An Open Invitation

The assessment materials listed above, particularly the stress and anxiety test, are not just designed to be used in isolation to assess the effectiveness of an input-dominant approach to teaching EFL classes in Korean universities. The materials also serve as tools for other instructors (including those in other teaching contexts) to test and research this approach for themselves, and to do so in comparison to traditional EFL classes and teaching methods that they may currently be using. For those who wish to undertake these types of research studies, the author of this paper offers an open invitation to use all methods and materials contained in this paper as they deem fit. If more collaboration and support is needed, the author can be contacted. For example, traditional EFL classroom procedures and matching stress and anxiety

tests that can be used for control groups. However, the best approach would be for instructors to use their current approaches in comparison and to explore ways in which they can add modifications that increase input and decrease stress within their own TESOL contexts.

CONCLUSIONS

While it seems intuitive and logical that the best way to improve speaking ability is to speak, and to design classes that motivate and force students to speak is the key to improving their communicative ability, this approach runs the risk of forcing Western ethnocentric notions into the Korean EFL arena, while going through the motions of what looks good and has become acceptable in the TEFL world. The literature indicates that pushed output causes stress in learners, and also that stress decreases learners' ability to acquire language. High amounts of engaging input, specifically reading, and ideally reading combined with listening, results in proven gains in proficiency test scores, along with overall communicative competence. These gains go beyond what have been observed from traditional EFL classes or the rote methods and grammar-focused approaches that have dominated the Korean language-learning education system. It is not enough for EFL teachers to assume that a "fun," lively, and engaged class, which may only rely on a few outspoken individuals to achieve, is a successful class nor to assume that pushed output will result in improved English communicative competence beyond utterances within the classroom. Without sufficient input, successful output is not possible.

Furthermore, without being shown how to use English content to engage with and learn the language independently and build a strong foundation that has been shown to lead to successful output in time, it is likely that Korean learners will continue to take required EFL classes year after year while still producing stagnant proficiency test results in comparison to other non-English-speaking countries. While it isn't necessary to forcefully eject all forms of pushed output from the field of EFL in Asia and to forgo all that has been taught about communicative approaches in recent years, the author of this paper does hope that the approach described here causes instructors to think more carefully about what really works when learning a language and not just what *looks* like a successful EFL class. The idea is not to eject all L2

output but to (a) tailor classes to the Korean cultural climate (or other similar cultural contexts in which instructors may find themselves) and to (b) emphasize the overwhelmingly important role that input, independent learning with engaging material, and language in context (i.e., stories) play in language acquisition.

Korean culture and the cultures of other Asian countries are vastly different from Western regions of the world, so perhaps it is best to think differently about how language learning is approached in each region and to remember that English is a lingua franca to be used and developed by each culture and not to mimic cultures that rely on it as an L1. This paper argues that an input-based approach that seeks to eliminate pushed output can be applied to EFL classes, which may reduce the lively perception of traditional EFL classes, but may also serve Korean students better and assist Asian learners in general to produce practical, positive results that align with the local culture, still adhere to proven principles of language acquisition, and offer long-term gains in overall English proficiency.

The Author

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APPENDIX A

The Goldlist Method Explanation

The Goldlist method will help you to remember new vocabulary without memorizing word lists or cramming! To use this method, you will need:

- A notebook that has at least 28-30 lines per page. Choose a nice notebook that you like!
- Good quality pens that you enjoy working with.

Follow these steps:

1. Open up a double page, and write the date on the top left corner of the left page.
2. Draw a line in the middle of both pages.

You will make a list of 20 sentences at the top of the left page.

3. When you find a word you don't know, write down an English **sentence** with the word to the left of the line on the left page.
4. Write down the translation in Korean on the right side of the line on the left page.
5. Continue until you have 20 sentences.

You must write all of the words on the same day (we will make one list in each class).

6. **Do not look at the list for the next 2 weeks!**
7. Two weeks later, read through the English sentences.
8. If you remember the Korean translation without looking at it, make a line through the sentence.
9. If you don't remember the sentence, don't make a line.

You should have under 14 words that you didn't remember.

10. Make a new list at the top of the page on the right with words and translations you didn't remember.

11. If you have more than 14, combine some words into new sentences so that the list has 14 sentences.

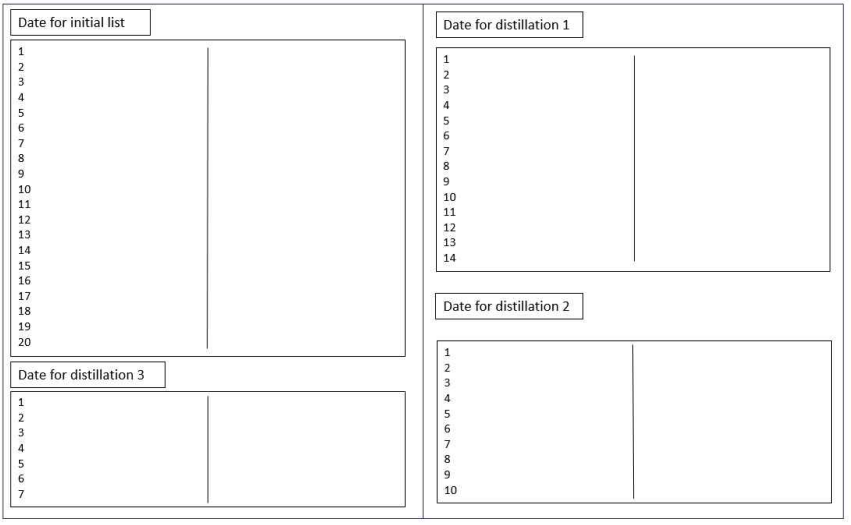
Removing words and adding the ones you don't remember to a new list is called *adistillation*.

12. Every two weeks, you will repeat this process.
13. The second distillation will leave a list of 10 or fewer words at the bottom of the right page.
14. The third distillation will leave a list of 7 or fewer words on the bottom of the left page (under the original 20 words).
15. The words that are left after the fourth distillation will be used to start a new list!

After each distillation, you should remember about 30% of the words, and as they are eliminated, they enter your long-term memory. The first list is called a "bronze list." When you do a fourth distillation and make a new list, that list is called a "silver list." When you do four distillations of the silver list, the remaining words are used to create the "gold list." By the time you start doing gold lists, many words would have entered your long-term memory!

In each class, we will take some time to distill old lists (starting from Week 3), and we will start a new list of 20 items using content from the class.

The layout for your notebook should look like this:



For a more detailed look at the Goldlist method, download Lydia Machova's free ebook, "The Goldlist Method in a Nutshell" from the following address: https://www.languagementoring.com/wp-content/uploads/2021/02/The-Goldlist-Method-in-a-Nutshell-Language-Mentoring.pdf

APPENDIX B

Speaking Tests and Grading Guide

Speaking Pre-Test

Part 1: *Personal Questions*

How are you today?
What did you do _____? (insert past day, time, or event).
What are you going to do _____? (insert future event).
What do you like to do in your free time? (+follow-up based on answer)

Part 2: *Picture Description*

The student sees a picture and describes what is happening. Follow-up questions are asked based on this answer (elicit information about what happened before and after the picture as well).

Part 3: *Keeping Up a Conversation*

The student must ask the instructor any question and respond appropriately to keep the conversation going.

Speaking Post-Test

Part 1: *Personal Questions*

How are you today?
What did you do _____? (insert past day, time, or event).
What are you going to do _____? (insert future event).
What would you do if _____? (insert scenario from class content and stories)

Part 2: *Story Description*

The student chooses any story that they came across over the course of the semester and tells the instructor what happened. Follow-up questions are asked based on this answer.

Part 3: *Keeping Up a Conversation*

The student must ask the instructor any question and respond appropriately to keep the conversation going.

Grading Guide

Grades are assigned according to accuracy, pronunciation, fluency, and quality. Over the course of at least one minute of student speaking time, listen for each category error per sentence and make a minus mark (−) in the corresponding column (e.g., If a student makes two pronunciation mistakes in one sentence, that is one minus mark. If a student makes two pronunciation mistakes and one fluency mistake in a sentence, that is 2 minus marks (one per category). The total minus marks are subtracted from 100 to produce the final speaking score. Minus marks are made under the following situations:

Accuracy: Any grammatically incorrect utterance.
Vocabulary: Incorrect usage of a word, omitting a needed word, or using an L1 word as a substitute.
Pronunciation: Incorrect pronunciation of a word, or obviously unnatural sentence intonation.
Fluency: Long pauses, stutters, and hesitations between and within words.
Communication: Using vague answers or a lack of expression due to sentences and utterances being too short or simple. Incorrect/non-matching/inappropriate response or follow-up question to information given. Long pauses instead of continuing conversations when prompted to do so.

Accuracy	Vocabulary	Pronunciation	Fluency	Communication
Total minus points:				
Total speaking score (Total minus points subtracted from 100):				

APPENDIX C

Stress and Anxiety Test (for output-focused EFL class without pushed output)

(Name and other details can be added if anonymity is not an issue.)

- Do you ever feel stress and anxiety in the EFL class?
- Think about the activities you did in class this semester.
- Answer each question by rating the level of stress and anxiety that you felt when doing the activity.
- Circle the number that matches your stress and anxiety level. Each number means the following:
  1: No stress and anxiety, I was completely relaxed.
  2: Very minor stress and anxiety, but I was relaxed enough to not really notice.
  3: Some stress and anxiety, I sometimes couldn't relax during the activity.
  4: Clear stress and anxiety, I couldn't relax for most of the activity.
  5: A lot of stress and anxiety, I was not uncomfortable and not relaxed at all.

Questions

1. Listening to a story for the first time, read by the teacher.
   1 2 3 4 5

2. Reading the story while listening to it.
   1 2 3 4 5

3. Reading the story on my own while making a note of unfamiliar words.
   1 2 3 4 5

4. Looking up the meaning of words in the story.
   1 2 3 4 5

5. Adding English sentences from the story to the SRS.
   1 2 3 4 5

6. Adding Korean translations in the SRS.
1 2 3 4 5

7. Reading the story while listening to it, after sentences have been added to the SRS.
1 2 3 4 5

8. Listening to a story again without reading, after sentences have been added to the SRS.
1 2 3 4 5

9. Discussing questions related to the story.
1 2 3 4 5

10. Doing the story sequence above a second time in the same class.
1 2 3 4 5

11. Doing the story sequence above a third time in the same class.
1 2 3 4 5

12. Selecting my own reading material.
1 2 3 4 5

13. Doing self-selected reading in class.
1 2 3 4 5

14. Adding vocabulary from my self-selected reading to the SRS.
1 2 3 4 5

15. Sharing what I read with other students.
1 2 3 4 5

16. Doing distillations of SRS lists at the start of each class.
1 2 3 4 5

The total stress and anxiety score is calculated by adding the total of all numbers selected, dividing the total by 80, then multiplying by 100.