

# EXTENDED SUMMARIES

The 25th Korea TESOL International Conference – PAC 2017



## The 25th Korea TESOL-PAC International Conference

*Why are we here?  
Analog learning in the digital era*



**21-22 October 2017**

**Sookmyung Women's University, Seoul, Korea**

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# **Extended Summaries**

## **Korea TESOL – PAC 2017 International Conference**

**Select Summaries of Conference Presentations**



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## Table of Contents

(Arranged alphabetically by surname of author or first author.)

### PRESENTATIONS

<b>The Second Language Identity of EFL Students in Foreign Contexts</b>	<b>6</b>
— Adam Agostinelli	
<b>Word Difficulty Properties Arise from Lexical Data and Votes</b>	<b>10</b>
— Atsushi Asai & Mayuko Matsuoka	
<b>Facebook for Language Learning: Networking Classes Through SNS Writing</b>	<b>13</b>
— Daniel Bailey	
<b>A Michelin Guide to Giving Feedback on Speaking</b>	<b>16</b>
— Bryan Betz	
<b>Professional Development in the Developing World</b>	<b>18</b>
— Peter A. Edwards	
<b>Ten Ways to Produce Amazing Classroom Board Work</b>	<b>21</b>
— Andrew Griffiths	
<b>Integrating Tablets in EFL: Improving Students' Learning in Underserved Areas</b>	<b>24</b>
— Boutkhil Guemide	
<b>Syntactic Complexity in College-Level EFL Writing</b>	<b>28</b>
— Hyun-ju Kim & Andrew Lasher	
<b>“I Love Stress-Free English Speaking!” Effects of Dialogic Jigsaw Puzzle Activities</b>	<b>30</b>
— Eunmee Lee	
<b>The Power in the Chunk or the Company Words Keep</b>	<b>32</b>
— Amanda Maitland El Amri	
<b>Ghost in the Shell: Discussing the Future of Language Teaching</b>	<b>35</b>
— Alaric Naudé	
<b>Audio-Assisted Versus Text-Only Extensive Reading Materials: Potentials and Student Preferences</b>	<b>39</b>
— Maria Teodora Ping & Syamdianita	
<b>How Digital Feedback Makes a Difference in Writing Class</b>	<b>42</b>
— Bilal Ahmad Qureshi	

<b>Let's Speak Digitally: A Pathway into the Future</b>	<b>46</b>
— Bilal Ahmad Qureshi	
<b>How to Correct Mistakes Correctly</b>	<b>48</b>
— Victor Reeser	
<b>Challenges and Practices of Using Toondoo in English Young Learners Classroom</b>	<b>51</b>
— Santiana & Asri Siti Fatimah	
<b>Students' Perceptions on Criteria for Bilingual Children's Storybooks</b>	<b>54</b>
— Ni Kadek Heny Sayukti	
<b>Role of Autonomy on Students' Creativity in Writing Short Stories</b>	<b>56</b>
— Fera Sulastrri & Nita Sari Narulita Dewi	
<b>Teaching Debate: A Task-Based Approach</b>	<b>60</b>
— Colin Walker	
<b>Empathy, Creativity, and Critical Thinking: Skills for Generation Climate Change</b>	<b>64</b>
— Julian Warmington	
<b>POSTER PRESENTATION</b>	
<b>Can Amount of Learning Time Influence Learners' Autonomous Learning?</b>	<b>66</b>
— Mayuko Matsuoka & Atsushi Asai	
<b>PANEL DISCUSSION</b>	
<b>The Rigors of Research: Success in Graduate School and Beyond</b>	<b>69</b>
— Phillip Schrank (Moderator)	

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## The Second Language Identity of EFL Students in Foreign Contexts

Adam Agostinelli (The Republic of Korea Naval Academy)

The pilot study at hand attempts to shed light on how the second language identity (L2I) of English as a foreign language (EFL) students are affected by being exposed to English in authentic international contexts. In order to gain perspective into this situation, existing theory and research relating to language learning, identity, and foreign contexts is used as the foundation for the creation and proposal of a holistic framework to be used by researchers and practitioners to evaluate the L2I of language students in foreign contexts (Benson, Barkhuizen, Bodycott, & Brown, 2013; Block, 2007; Kinginger, 2013; Norton Pierce, 1995). Additionally, this framework is applied to the interpretation of qualitative data obtained from Korean college EFL students at a military service academy, who traveled to various countries as a school requirement, in order to ascertain (a) the functionality of the proposed L2I model and (b) how the L2I of the students were effected as a result of international travel.

### CONTEXT / PARTICIPANTS

The Republic of Korea Naval Academy is a four-year college in southeastern South Korea. The student's time at the Academy culminates in a semester-long cruise training, where the students visit various countries on a warship. The students are exposed to a variety of different contexts and must interact with members of many different countries both professionally and socially. The participants of this study were twelve of the seniors who participated in cruise training. They are long-time EFL learners who have limited experience using English in authentic situations.

### METHOD

#### Data Collection / Analysis

A poststructuralist approach was utilized in the methodology of this research. Narratives were collected using questionnaires and interviews in order to collect qualitative data.

The following framework has been created, and is being suggested, as a holistic viewpoint on the relationship between L2I, identity, language, culture, and the foreign context (see Figure 1). It was used to analyze the accounts collected from the participants of this study. The following is a brief overview of the basic components of the model entitled *Second Language Identity in the Foreign Context*.

#### Second Language Identity

L2I, within the scope of this paper, can be broadly viewed as the *perceptions, power relationships, and motivations* of the language learner in the foreign context. In addition to these, the remaining component of L2I consists simply of *L2 Ability* (as derived from Benson et. al., 2013; Norton Peirce, 1995).

#### Learner Identity

The identity construct in the model is meant to denote and encompass the language learner's identity, exclusive of their L2I, and is comprised of *Ethnic identity, Racial identity, National identity, Migrant identity, Gender identity, Social Class identity, and Language identity* (Block, 2007).

#### Authentic Exposure & Interaction

The component of the model that is meant to encompass the "foreign context" is labelled *Authentic Exposure & Interaction*. This facet can be viewed as the various settings within the larger foreign context

that serve as the platforms that facilitate the TL-mediated encounters and experiences that potentially effect the L2I.

### Target Culture & Target Language

Naturally, each of these plays a central role in how L2I is negotiated and altered, regardless of setting.

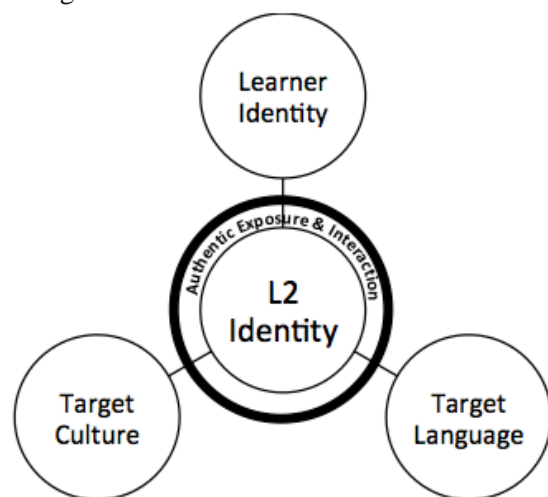


Figure 1. Second Language Identity in the Foreign Context

## FINDINGS & DISCUSSION

### Results

The findings of this study suggest that the methodology implemented is effective in collecting, identifying, and analyzing some L2I-related data. However, limitations exist in the framework's inability to account for personal learner characteristics, such as confidence.

The results of this study also provided insight into how the L2I of some of the students may have been influenced by going abroad. The following are four noteworthy cases where L2I may have been effectively renegotiated as the result of English-mediated interaction in the foreign context.

#### 1. Relationship between *National Identity* and the *TC*

This account comes from a student who was traveling by taxi while in Australia. After asking where the student was from, the taxi driver remarked upon the sensitive political climate in the student's home country at the time (this was in reference to the South Korean presidential scandal that coincided with cruise training) and proceeded to comment that the South Korean president was "too strange!" The student expressed their feelings about this interaction afterwards by saying, "I'm sad because our country's fame fell down. It was not comfortable." Here is an example where the *national identity* (South Korean) of the student and the *perceptions* of a member of the *TC* may have had an impact on the EFL learner's L2I in terms of their *Investment* in the *TL*.

#### 2. Relationship between *Perceptions* and the *TL*

One student who interacted with Singaporeans commented that they were surprised that their

interlocutors were from Singapore because they spoke with a Chinese accent that it was difficult to understand. This is an example of how the student's socially constructed relationship with English was heavily influenced by the popular Korean perception that native or proficient English speakers have an American or British accent. This account demonstrates how the *investment* of the learner, in terms of *perception* of the *TL*, may have been renegotiated to encompass a more broad view of what it means to be a proficient English speaker because of this exposure to a different variety of English.

### 3. Relationship between *Social Identity* and *Power Relationships*

A more positive example, of when L2I may be impacted as the result of one interaction in the *TL*, can be seen in the case of a student in a restaurant in Hawaii, USA. As the student was wearing their dress uniform while touring the city, a woman came to their table to express her gratitude for their military service. The student noted feeling “proud” about this comment and cited it as the most memorable English-mediated interaction they had while on cruise training. This interaction provides an example how *power relationships* can shift as a result of an individual's *social identity* being perceived differently by members of the *TC*.

### 4. Relationship between *L2 Ability* and the *TL*

One account that provided insight into how English-mediated interactions in authentic scenarios may lead to conclusions about *pragmatics* was when a student remarked that midshipmen “don't have to sincerely take care of using grammar or word order [when speaking English to foreigners]”. This example highlights how the *authentic exposure and interaction* component of the framework plays a pivotal role in the negotiation of L2I. Once this student entered the foreign context and realized that the *grammar* aspect of their *L2 ability* was not necessary in order to effectively communicate with their interlocutors, they degraded its importance in favor of a more *pragmatic* approach to speaking. Within the framework, this occurrence displays how *perceptions* of *L2 Ability* are altered once entering the foreign context.

## Implications

As displayed in the findings, it can be seen how the *L2I in the Foreign Context* framework can be utilized to analyze qualitative data collected from student narratives. This study also adds to the developing body of research concerning the relationship between language learner, identity, and foreign contexts. In terms of pedagogical implications, EFL educators and administrators can tailor course content to focus on the speech acts necessary for traversing the situations faced by former students.

## CONCLUSIONS

Considering the resources invested by both students and educational institutions to participate in international travel, research that might help improve these experiences in academic or social capacities could prove valuable. The proposed framework is not only meant to provide an overview and visualization of the various aspects of this environment, but also to be used to bridge the gap between established theory and practitioners on the ground level in this field. For those invested in this research, this framework can serve as a more intuitive tool to connect the various data gathered from student narratives to the existing literature. Also, upon evaluating the framework, one can conceive how it can be altered to evaluate different



individuals in comparable contexts and be used pedagogically to gain perspective and insight into the education of language students who plan on going abroad.

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## Word Difficulty Properties Arise from Lexical Data and Votes

**Atsushi Asai** (Daido University, Nagoya, Japan)

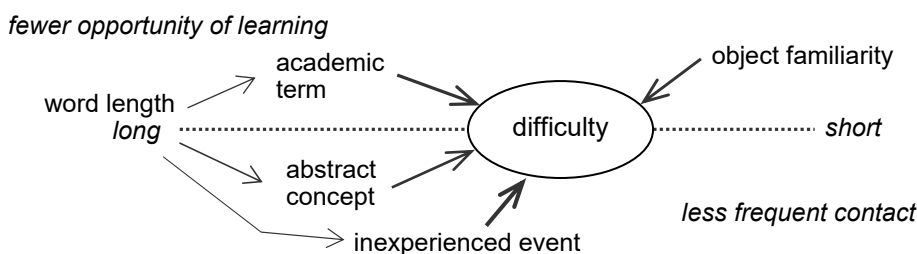
**Mayuko Matsuoka** (Kyoto University, Kyoto, Japan)

The present study examines EFL learners' judgment concerning the difficulty of English words, and demonstrates the difficulty structures. We asked 352 students to name what words were difficult for them, and obtained 311 nouns. Data analyses by means of word length, semantic width, semantic depth, and semantic density, the frequency of word occurrences, and their difficulty vote counts revealed that the difficulty properties consisted of three main components: polysemy, ambiguity, and object familiarity. The polysemy index was a significant component in difficulty judgment. Concept abstraction was induced as a small contributor to the judgment by the number of definitions and synonyms. Object familiarity was related to the learners' experiences of using the concepts both in their L1 and in English. Thus, documentary data, such as definitions in dictionaries and word frequencies in corpora, and psychological judgment counts disclose word difficulty properties.

### BACKGROUNDS AND PURPOSE

Difficult words may be less frequently appearing words, words with many meanings, or words for specific purposes (e.g., Asai, 2009). Asai and Matsuoka (2016) point to the finding that even some basic short English words with few meanings are difficult for EFL learners. The contribution of major factors to word difficulty is schematically shown in Figure 1.

The present study aimed to show further what would cause the English learners' feeling of difficulty with English words in typical coursework.



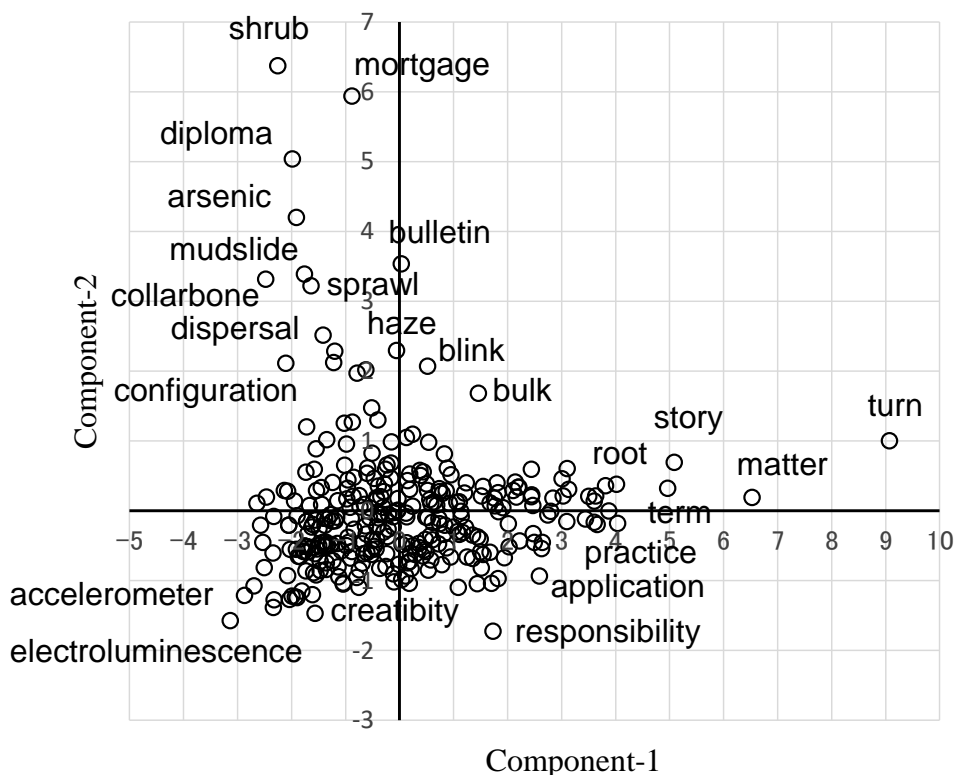
**FIGURE 1. Feature Factors to Word Difficulty**

### SURVEY METHODS AND RESULTS

The participants were 352 students in their first year at a four-year university in Japan who answered what words were difficult in their English course textbooks, with no limit on the number of words, in a written format at the end of semesters (Asai & Matsuoka, 2016).

The survey collected 1,751 words on the token base and 654 words on the type base. According to the definitions and synonym lists in nine dictionaries, three semantic properties were defined in the present study: semantic width, semantic depth, and semantic density. The difficulty vote counts were not correlated with word length as an overall tendency. Word length, however, played the role of a potential factor. There seemed no particular systematic groupings for those words in terms of the semantic properties, occurrence frequencies, and vote counts. Next, Figure 2 shows an item placement on the 311 nouns by a principal component analysis. The first component seems to correspond to a degree of polysemy. The second

component seems to show object familiarity or relevance. In addition, the third component should imply semantic concreteness or abstractness.



**FIGURE 2. Item Difficulty Placement for the First and Second Principal Components**

## DISCUSSION AND EDUCATIONAL IMPLICATIONS

Some characteristics of the feeling of difficulty for English words for EFL learners can arise from the objectively descriptive data on definitions and synonym lists in dictionaries in combination with the subjectively evaluative data, such as the learners' judgment. Some interpretations for the obtained data are as follows:

1. A small number of words gathered a large number of difficulty vote counts. Those highly difficult words have a small semantic scope and high specialization at a low frequency of occurrence.
2. Word length seems to be unrelated to the feeling of difficulty, but can involve some factors of difficulty, including polysemy, semantic concreteness or abstractness, object familiarity or relevance, and possibly the little experience of using the words.
3. The feeling of difficulty may involve not only the passiveness of vocabulary, such as the low frequency of occurrences, but also the activeness of vocabulary, such as in the experience of using the concepts of words by the learners themselves. Asai and Ishikawa (2010, 2011) propose the ideas that word difficulty judgment can offer ample information on educational psychology, and that the fewer opportunities for using a word and for the development of meta-cognitive ability may enhance the feeling of difficulty for the word.

Those consequences are applicable to EFL education. For example, some academic words refer to specific objects or concepts, and students can overcome the difficulty of learning those words if they have opportunities to use them in content-based or content-oriented learning.

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## Facebook for Language Learning: Networking Classes Through SNS Writing

Daniel Bailey (Konkuk University, Chungju, Korea)

### INTRODUCTION

This presentation will inform KOTESOL members on how to use Social Networking Sites (SNS) like Facebook to improve their students' writing skills. We are all familiar with Facebook groups but using them in an English communication class can be burdensome because grading individual student posts and comments are too time-consuming. However, SNS for language learning is made possible through LMS forum activities, Google Forms, and of course SNS platforms themselves. There are now online analytic services that teachers can use to easily track Facebook posts, comments, and even emoticons, making the inclusion of SNS for language learning activities that use Facebook more feasible within language learning curriculums. Through two semesters of action research, I will be able to outline in my presentation SNS activities and procedures teachers can use to help their students boost their English netizen profiles and L2 writing accuracy.

### SOCIAL NETWORK SITES

Social network sites are websites that allow users to interact and collaborate in a virtual community. The collaborative nature of SNS lets users access digital information, create and interact with content, and join online communities. For this reason, social network applications not only have been included in personal communication practices but have also given themselves to constructivist pedagogies used in higher education in many countries. Integrating SNS platforms like Facebook with language learning programs can help provide an affordable and authentic environment to practice L2 communication.

Facebook for Language Learning (FBLL) promotes constructivist practices such as scaffolding knowledge and creating community orientations of learning. Facebook and other SNS platforms are powerful digital tools that have potential to positively affect learning, especially in language learning classes where students are encouraged to be active participants in the learning community. In fact, the application of SNS in L2 education has shown to improve students' interest in language learning. The positive outcomes from the previous research conducted have led more language teachers to begin exploring new ways to utilize SNS like Facebook to improve their teaching methods.

The use of SNS in education may also create opportunities for learning to surpass the gap between the classroom and personal context. In other words, students are provided new channels to use the target language outside the classroom. This is especially valuable for English as a Foreign Language (EFL) learners because they live in countries where English is not spoken regularly in public (e.g., South Korea, China, and Japan) and therefore cannot easily be practiced outside the classroom.

Networked public spaces create affordances of persistence, visibility, spreadability, and searchability. Social network services are persistent because online communication is durable, thus allowing visibility by potential audiences, regardless of the constraints of time or space. The spreadability and searchability of SNS further extend the possibilities of sharing and obtaining information beyond the limitations of

geographical boundaries. Because of these attributes, SNS can magnify potential audiences, crossing boundaries between social situations and create the possibility where hybrid social spaces are possible.

Facebook is one such SNS tool enabling users to construct a public or private profile to connect and interact with people who are part of their extended social network. No argument is being made in the current study that FB is a superior SNS platform to others, rather that SNS platforms, in general, can facilitate L2 communication. Facebook was chosen because it met the SNS requirement for this study (i.e., private groups, friendly user interface, and popular among students). Students using FBLL develop familiarity with an SNS platform that affords the opportunity to network with others outside their country. Furthermore, the majority of undergraduate students at university use SNS daily. A growing number of studies show that students' use of FB supports both their academic and social goals.

### **SNS FOR INNOVATIVE WRITING INSTRUCTION**

The opportunity for innovative writing instruction in an EFL (English as a Foreign Language) classroom continues to grow because of portable internet devices like Smart-phones, affordable Internet, and social network websites like Facebook and Twitter. In a recent straw-poll of 118 English majors attending an English communication course at a Korean university, students reported to use their computer 1-3 hours a day for checking e-mail, Internet searches, reading online articles, messaging, and writing documents, indicating students are prepared for innovative technology-enhanced methods of writing instruction. The high use of smartphone devices among our students should tell us something. We have to be creative in how we get students to practice English, and this creativity can be expressed through SNS for language learning activities.

The forum platform in Facebook allows us to do classroom activities where students and teachers can exchange ideas through online discussions. This presentation doesn't suggest Facebook is superior to other SNS platforms, but that it is just one of many social online platforms with discussion tools that can be used to facilitate writing instruction and peer-review. The SNS activities being presented will allow students to review one another's posts and replies online at home and even go further by discussing their posts together in class. An SNS activity can assist communication and community building in an online environment. File sharing within forums allows delivery of teacher feedback. For this study, students posted first drafts of writing assignment activities in forum threads, reviewed their classmates' posts, received feedback, and finally revised their original forum post.

Forum platforms like those afforded by SNS are still new in the field of ESL/EFL but a growing number of papers show their usefulness as a viable collective learning tool. This study revealed students overall reported to have a positive view of using FBLL while also providing valuable feedback on how to improve future FBLL programs. Early intervention by instructors should address issues related to the in-class social environment as well as strategies to participate. Students with established friendships in class appear to have an advantage over more isolated students when it comes to FB participation so instructors are encouraged to facilitate equal participation among all student by assigning FB writing activities (e.g., post about a news story and reply to at least two other student posts). By assigning structured activities, the instructor is transcending the safe-space of the language learning classroom outside of the brick-and-mortar school and into the SNS environment. Students will feel more comfortable communicating with less known classmates if the communication activity is organized by the instructor instead of the responsibility to communicate being placed solely on the student.

## CONCLUSION

Using SNS for language learning has revealed a number of strategies students are able incorporate when participating online. Mimicking posts and replies from other students is an example of one such strategy lower L2 proficient students can utilize. Students with higher writing accuracy are able to scaffold lower accuracy writers by modeling correct form. Lower accuracy writers are encouraged to reply as often as possible because the level of writing within replies is easier compared to posts which often require more complex sentence structure and vocabulary use. The use of photos is another interesting strategy students are able to employ to a great extent when communicating online through SNS. Turning FB groups into essentially narrated photo galleries can be a terrific way for students to use media to help convey meaning.

Future research should investigate FBLL collaboration among large groups of students. Participants can be recruited from different classes, schools, and even countries. In addition, emerging Facebook analytic websites like [www.gyrtics.com](http://www.gyrtics.com) offer affordable services that allows for automatic parsing of posts, replies, reactions, and engagement scores (comments per post + reactions). Analytic websites such as this one decrease the time investment necessary to carry out more sophisticated quantitative FBLL research. This study did not control for pre/post writing accuracy levels so future research may want to measure the influence FBLL has on writing accuracy. Finally, a more robust survey that looks at constructs such as self-efficacy with FBLL and/or learning styles may provide helpful insight into how student succeed when using social network sites for language learning.

Technology that makes SNS possible continues to advance and understanding how to utilize such technology in the classroom, as well as how such technology affects students, is crucial. To meet this need, this study provided a unique insight into how SNS platforms like Facebook can be used for language learning.

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## A Michelin Guide to Giving Feedback on Speaking

Bryan Betz (Gochon Elementary School, Gimpo, Korea)

I teach English as a foreign language to elementary school students in South Korea. Students who come to my classroom are often like travelers going overseas. International travelers frequently rely on the feedback of others when choosing accommodations, sightseeing destinations, and restaurants. Like most people, I rely on user feedback from websites like TripAdvisor and Yelp. These sites provide ratings and reviews from millions of travelers from all over the world and can help me make better-informed decisions. One of the problems of these sites stems from one of its strengths – the overwhelming amount of feedback they provide can sometimes make it difficult to process and cause confusion for the user. Like travelers who use these sites, students and parents need feedback about their work that they can easily digest and use to inform their future behavior and performance.

This predicament (quality vs. quantity) made me think about how my students feel when they receive corrective feedback. I decided to create a system that could be easily introduced, understood, and eventually expanded into other areas of classroom performance to help reduce the confusion felt by students. I have decided to model my snap assessment system work around the *Michelin Guide* to fine dining, where a 1-star rating is “good,” a 2-star rating is “better,” and a 3-star rating is the “best.”

I chose the *Michelin Guide* as a model because it works. It works because it promotes excellence, it is widely recognized, and most importantly, it is easy to understand. Similarly, the three-star system simplifies on-the-spot feedback, making it easier for teachers to give and for students to understand. Additionally, the “stars” are similar to Michelin Stars in that they are cumulative and build off of and compound previous excellence. In an effort to increase the resolution of my students’ language, increase their words per utterance (WPU is the number of words students use each time they speak), and promote more meaningful answers, I have created a “Three-Star Speaking” system.

Here is how it works:

The teacher asks students a question or provides a prompt for them to work with. After students have finished answering a question or giving a response, they are given a score. In order to encourage excellence and promote achievement, after a score is given, the recipient is always allowed another chance to expand or elaborate on their answer in order to receive an additional star. And unlike Michelin stars, which are hardly ever given out, my stars are easily earned based on content, presentation, attitude, persuasion, insight, or the like.

Teacher Tip: I have found that the Michelin star system which scores 0-3 works best because it creates pretty clear guidelines for what constitutes a 0, a 1-star, a 2-star, and a 3-star answer (see Figure 1). Each star is awarded as follows:

- 0 = No response (student didn’t answer the question or spoke in L1).
- 1 = A short one-word or phrase response (yes, no, okay, fine, good, I don’t know, subject or verb alone).
- 2 = A complete sentence (at least subject + verb/object if available).
- 3 = An elaborative complete sentence or complex sentence (use of details from the question, adjectives, adverbs, opinion, improved word choice).



After a few classes of using this system, I am able to use the scoring system to provide feedback to students' responses anytime during the class. All I have to do is rate my students' answers on the spot and ask them to stretch their answers, which urges students to improve their answers and add a star. This feedback is so useful because it provides a quick, quiet (sometimes silent), and easily understood assessment, in real-time.

This is by far the simplest and most effective/efficient improvement I have made to my instruction since becoming a teacher. When students know what you expect and have a rubric to follow, you will be pleasantly surprised with the responses you hear/receive.

I really love this technique because I can just hold up 0, 1, 2, or 3 fingers until students stretch their answers far enough. Instead of just prompting them and feeding them the language I want them to speak (a teaching crutch of mine), I can keep my lips sealed and make them do the heavy lifting. This increases learner autonomy and shifts the emphasis of language creation from the teacher to the students.

The "Three-Star" feedback system has worked so well for me in giving feedback on my ESL students speaking that I have begun to use it in other areas of instruction. It works equally well as "Three-Star Writing," "Three-Star Drawing," or "Three-Star Line Ups."

A more detailed explanation can be found here: <https://www.youtube.com/watch?v=iOmJSU0Xucc&t=3s>

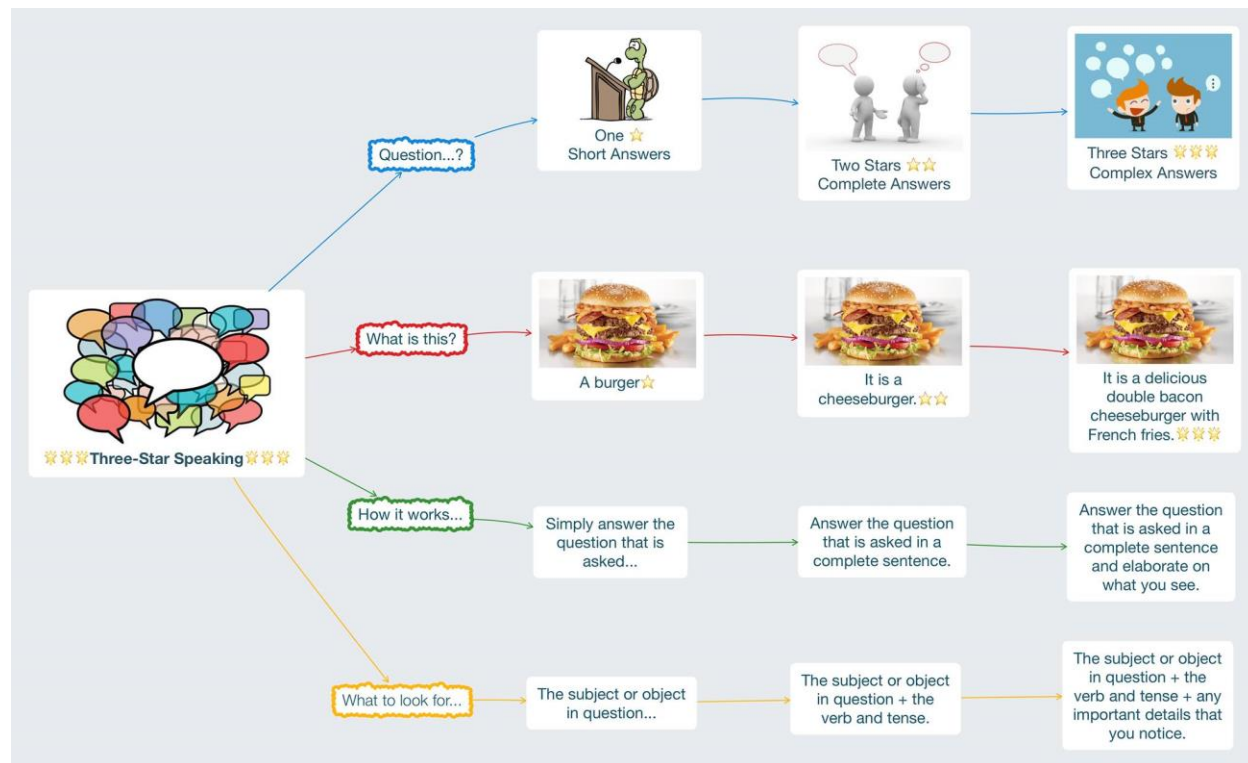


FIGURE 1. The "Three-Star Speaking" system.

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## Professional Development in the Developing World

Peter A. Edwards (Kansai Gaidai University, Osaka, Japan)

### INTRODUCTION

Because the so-called “developing world” often confronts us with our own ignorance, navigating those wide gaps in our knowledge can benefit our careers in English. While tackling this concept of development at worldwide and personal levels, consider your entire career in education as a story. Professional development progresses over time, and resembles a narrative that needs both context and motivational force to keep it moving. Settings, and more specifically changes in setting, impact stories from William Shakespeare, to Patty Jenkins, to your career. This presentation argues that if your career-story has at least one “cornerstone setting” in the developing world, that setting will give your story a particularly potent force: singularity.

### DEVELOPING YOUR SINGULARITY

*Don't aim to be the best at what you do. Instead aim at being the only one doing what you do.*

— Jerry Garcia (possibly an apocryphal paraphrase)

Regardless of the authenticity of the above quote, the essence of it points to making yourself uniquely memorable to students, colleagues, and employers. Singularity does not mean dominating your career with just one element, but rather lightly seasoning it with something unexpected. Unusual setting changes can do the trick!

Often I’ve said: “This activity worked when I tried it in Rwanda/ Egypt/ Colombia/ Kenya...” The overwhelmingly common response from people has been startled attention. “You were there? What’s it like?” The attention differs from if I had mentioned France or Russia or Japan; those settings may evoke interest but rarely do they startle. Of course, I must follow through with something of value, but that initial startled attention hooks the audience.

While we may disagree about the term “developing world” and its implications, there seem to be regions of the planet that at least mildly stun listeners when they hear of it. Perhaps because many of us recognize the name of the place when we hear it, but then quickly realize that we can’t recall any substantive details about it. Having knowledge and experience from such settings sets you apart quickly, and if you build upon such a unique cornerstone you will achieve singularity. Yes, yes. I could preach about making a positive impact on humankind. And it’s possible! But you’ve heard that all before. This presentation is about your personal professional development. Now, where to start?

### THE KO-7 CHALLENGE

Think of your favorite type of movies or meals or music. I bet that in under one minute you can name seven examples that you know of from that category. Try it! You did this because you have a pretty good familiarity with your favorite things. If you asked me, I could quickly list seven Cohen Brothers movies or Prince songs that I know of, but I couldn’t name more than a couple Game of Thrones characters. This

“Know of seven... (KO-7) challenge” measures how well people know, or even recognize examples within a category. If you ever want to challenge how much someone (including yourself!) knows what they are talking about, just ask: “Do you know of seven examples...?”

The KO-7 challenge also works in reverse! If you start by selecting seven examples from any category, then learn a little about the similarities and differences among them, you can quickly gain some understanding of that category. *Previous ignorance*, when embraced, acts as an exceptional launchpad.

## **CELEBRATING AND NAVIGATING IGNORANCE**

In the past two years, I have worked on educational projects in Nairobi, Kenya; Cali, Colombia; and Kigali, Rwanda. These ventures demanded that I face wave after wave of my own ignorance about so many people and places on this earth. Around the time of these travels, I read a couple of fascinating authors and conducted an enlightening interview with a former employer. Each of these people admirably spotlighted ignorance in various ways. Kathryn Schulz’s *Being Wrong: Adventures in the Margin of Error* (2010) sketches with humor and wisdom the human tribulations of not being right about previous ignorance. Yuval Noah Harari’s two books *Sapiens: A Brief History of Humankind* (2014) and *Homo Deus: A Brief History of Tomorrow* (2016) map out the past 70,000 years of our species, and his predictions for our future. Both authors note how experiencing, and even celebrating one’s ignorance can be a valuable social and individual renaissance. Similarly, my veteran-educator boss remarked how teaching students the skill of navigating their own ignorance may possibly eclipse any other skills or information we can impart. He also added that the most successful teachers balance being liked with being tough, making errors into adventures.

## **FRESH POOLS FOR RESEARCHING**

Along with unique settings, the developing world offers a rich assortment of potential research participants that have not been represented countless times in the literature. In fact language learners from different regions display motivations quite unlike their counterparts in countries with contrasting economies. Depending on where you are in the storyline of your career, you may see research as a daunting unknown, a do-or-die necessity, or a casual interest. In new settings, experienced researchers can find many new twists and turns, as well as surprising similarities. From my own work on *willingness to communicate* among Korean learners of English, I later discovered many correlates with students in the Andes mountains of Colombia (however the classroom dynamics were polar opposites). Novice researchers can make important first steps by replicating past studies; a vital and often neglected part of developing our field. Regardless of where you are in your career-story, I challenge you now to explore your own ignorance.

## **YOUR KO-7 CHALLENGE!**

Do you know of seven books by different authors, of different genders, from different eras and areas of prominence, from these three parts of the world: South America, Africa, and Central Asia? Find just a total of seven authors, at least two from each region. (Sorry, but... no Marquez, no Mandela, and no Malala! Nobel laureates beginning with “M” are too easy!)

This is a “know of” challenge, so you needn't read any books. Just spend a few minutes online to find book topics that pique your personal interest, and look for commonalities. That's it! The diligent among you will know the geographic location of the authors' countries and which other countries colonized them in the past. Before we meet at the conference, please go to this online form and anonymously fill-in your KO-7 responses by October (Friday) the 13th! You will need a Google account:

[https://docs.google.com/forms/d/1SDVL8ucvxjClsTub\\_ShIBsjOK22LbGsJQDD-3ROG5qE/prefill](https://docs.google.com/forms/d/1SDVL8ucvxjClsTub_ShIBsjOK22LbGsJQDD-3ROG5qE/prefill)

How was your previous ignorance before this challenge? Before the conference, I will compile all your lists; then I will present some statistics during my presentation time, and have a short quiz for you! I guarantee that if you put 20 minutes or so into this challenge, you will become the “developing world expert” in many conversations you have in the next weeks. This could lay a cornerstone for a new setting in your career-story, boosting the singularity of your professional development.

Let's chat more in Seoul!

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## Ten Ways to Produce Amazing Classroom Board Work

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### INTRODUCTION

Almost every classroom comes equipped with a basic whiteboard or blackboard, which most teachers use to some extent or another. However, having trained a number of teachers I have discovered that many teachers have not had the chance to deeply reflect or improve on the quality of their board work, nor to see it from their students' perspectives. Such reflection has been argued to be important (Clarke, 2008), and so it is to this end that this workshop has been designed so that more teachers can consider how better board work might make their teaching practice more effective.

### WHY IMPROVE OUR BOARD WORK?

The fundamental beliefs underpinning this workshop are as follows:

1. That once a teacher begins to use the board, it becomes a part of the learning process.
2. That in practice many teachers use their boards to present information that is vital to the learning process (such as spelling, grammar points, rules, and so on).
3. That in practice most teachers haven't enjoyed the benefit of training in proper, efficient usage of their boards and haven't reflected deeply on their board work from their students' perspectives.

And so, most importantly

4. That taking into account beliefs 1-3, there is a risk that a students' successful learning could be undermined by a teacher's inadequate board work.

Efficient communication between teacher and student is a foundation of successful learning. Boards, like voices or gesture, are tools to communicate in the classroom. If we are not monitoring the quality of that communication, we are creating a gap in our understanding of our practice, and so into that gap seeps the risk surrounding successful learning. Put simply, what if we are not communicating well with our boards? What danger does that present to the student who is trying to learn our material? Because of this, it is imperative that we have some techniques to help both us and our students in creating better board work.

### GUIDELINES AND CONSTRAINTS

This workshop will present strategies and techniques that will create effective, educationally useful board work. However, it must be acknowledged that resources, time, and artistic abilities are not always in abundance for teachers. Therefore these strategies and techniques have been designed to adhere to certain guidelines: that each technique should be achievable with a realistic amount of resources, namely an average sized board (no more than two meters length and 1.5 meters height) and three different color chalks or pens; that each technique should be achievable within five minutes of starting; and that each technique should not require any high degree of artistic ability on the part of the teacher.

### TEN TECHNIQUES TO IMPROVE BOARD WORK

The following are ten techniques that were elicited with several groups of Korean teachers during my role as a teacher trainer for an in-service training program run by the Korean government. It should be noted that these techniques are mainly based on the experiences and expertise of the facilitator and the teachers;

as such, they are all subject to ongoing improvement and augmentation and so suggestions for enhancement are always welcomed.

**1. Have a consistent language of color.**

This refers to the use of color to indicate certain items during a lesson. For example, in a game explanation a black marker might be used for ‘basic’ markings; a blue marker might be used for showing movement or action; and a red marker might be used to highlight rules or important things to remember. Whatever the teacher’s choice, consistency is necessary, to help students learn this “language of color.”

**2. Highlight possible learning issues using a consistent method.**

Every class has certain linguistic items that cause common problems for students. The teacher should identify these and highlight them on the board; for example, subject–verb agreement might be highlighted using capitalization, underlining, a specific place on the board, or even color. Whatever the teacher chooses, however, there should be consistency in how they do so, in order to help students pick up on which parts of the lesson might be problematic.

**3. Be consistent with conceptual locations.**

Board work should be carefully planned and arranged; a haphazardly created piece of board work looks at best amateurish and at worst incomprehensible. Different sections of the board should be set aside for certain items, for example everyday administration matters (homework, textbook page numbers), target language, as well as leaving space for extra writing or error corrections; it is with these latter two matters that board work often ‘comes apart’ because of a lack of space.

**4. Line of sight, size, and legibility.**

This is relatively simple, but often forgotten by many teachers: the fact that just because we can see all the board doesn’t mean that every student can see the board. It is important for every teacher to identify which students have a more limited line of sight and then design their board work accordingly. Similarly, it is important that teachers write largely enough and legibly enough for each student to see. For obvious reasons, this is particularly pertinent in large classrooms.

**5. Use reusable materials.**

Teachers often do not have enough time to create effective board work, and as a consequence their board work can end up being created in too much of a hurry. This in turn can lead to diminishing quality of the board work. One remedy is to create reusable materials for certain items of board work that can be reused again and again; for example, target language, or certain pictures to represent vocabulary.

**6. Don’t just write and write.**

This is when the teacher writes too much on the board which leads to the students over-focusing on the board and not the teacher. While some amount of writing is acceptable, this should only augment the teacher’s act of teaching rather than being an absolute duplicate of what the teacher says during the lesson. In short, knowing what you should *not* write is just as important as knowing what you *should* write.

**7. Use pictures – and humor!**

Some students, especially those with a low proficiency level, can find it hard to follow some items on the board; it is too easy for teachers to write language that is simply too difficult for students to understand, leading to a mental overload. One solution is to use more pictures on the board, and while

artistic talent is not a prerequisite for drawing effective pictures, the ability to create a humorous doodle certainly comes in handy and is not difficult to master.

**8. Don't just write and draw!**

There are a multitude of things that can be done with a board. Items can be hidden using cloaks suspended from the top of the board; realia can be taped onto the surface; it can be used as a material for a game. It is a useful idea for teachers to 'think outside the box' when utilizing the board.

**9. Plan your board before you go in.**

Simplest of all, plan your board work while you make your lesson plans. It's amazing how few teachers do this, and what a difference it makes. No great detail is needed, but a basic outline is consistently useful.

**10. Tell your students about your board work.**

Being open with your students about how you are using the board is a simple but rarely used method of improving the board work. For example, having a consistent location for problematic language items is useful, but it to fully maximize the efficacy of it students need to notice it; and the best way for that to happen is to tell them.

## CONCLUSIONS AND REFLECTION

Board work doesn't have to be difficult or over-complicated; in fact, most of the above techniques are easily perfected so long as the teacher takes the time and effort to implement them consistently. Similarly, the ability to reflect and improve board work is a task that takes practice and time. It is thus hoped that all workshop attendees will look upon this aspect of their teaching with a similar spirit of patience and reflection and go back to their classrooms willing to put in the time and effort towards improving their board work. In my experience, such labor is hugely beneficial.

## RESOURCE

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## **Integrating Tablets in EFL: Improving Students' Learning in Underserved Areas**

**Boutkhil Geumide** (University of Jijel, Algeria)

With the advent of technology and the massive increase in using mobile devices among individuals of different social backgrounds, the question of how these mobile devices may enhance learning arises. Smartphones and the most recent tablet computers have supported the idea and potentials of integrating these mobile devices in educational and learning processes. The development of smart Tablet, pad technologies along with wireless, and 4G networks opens the door for a huge change in PC concept as well as computer-assisted learning. Smartphones equipped with wireless networks and 4G applications led to the invention of modern Tablet/ pad technologies. In this research paper, we will explore the potentials of using mobile devices and new tablet technologies to sustain students' acquisition of foreign language skills in both English (ESL/EFL). Also, we intend to highlight the key features in these modern devices that support these language skills.

### **INTRODUCTION**

As Information and Communications Technologies continue to develop, they have become remarkable entities in all aspects of life. As a result, the use of ICTs has obviously increased since the 1980's which, in return, has fundamentally changed the different practices and procedures of all forms of business and governance. With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important, and this importance will continue to grow and develop in the 21st century. As ICTs are growing in importance, their integration in education has become a phenomenon of "normalization."

Accordingly, the adoption of mobile technologies in education has become more widespread, and research has demonstrated the fact that incorporating mobile devices in teaching can enhance, extend, and enrich the learning process in the following ways: (a) contingent mobile learning and teaching; (b) situated learning; (c) authentic learning; (d) context-aware learning; and (e) personalized learning.

In this context, Banister (2010) and Chai, Koh, and Tsai (2013) has found that implementing technology mediated language learning within the framework of a social constructivism supports learner-centered learning and learner's autonomy. However, most classroom facilities are too rigid to provide EFL students with individual and collective engagement in both authentic and meaningful language tasks (Alvarez, et al., 2011).

Tablets and smart mobile devices are believed to support and enhance both the teaching/ and learning process. Similarly, these most recent technological innovations are garnering positive perceptions within educational contexts, with the strongest support showing for the technologies' effectiveness in particular tasks and when used within more student- active contexts.

Moreover, Evans (2008) found that tablet PCs encourage multiple learning strategies, since they provide a variety of media and tools (Domakani, et al., 2012). Content that is delivered through audiovisual means/ or tools is seen as promoting student- centered learning (Yang & Xie, 2013). Tablet computers cater to mobile and versatile learning by providing learners with various working configurations and by enabling them to perform a wide variety of tasks. The availability of rich media and resources increases the learners' engagement and autonomy.



In the present study, the choice of using tablet PCs was prompted by the specific needs of foreign language learners who live in underserved areas in Algeria. Since they live villages in which Internet peer connection is rare, they are unable practice the main skills of the language and to engage in authentic tasks in order to improve their English proficiency. Also, they cannot engage in collaborative learning, or exchange information with their classmates through Facebook blogs. Since 4G technology has been recently launched in Algeria, it is not yet implemented and exploited in higher education institutions.

Accordingly, the present paper addresses to the following research questions:

- What are the EFL learners' perceptions towards the use of Tablets equipped with 4G Internet technology within Language learning?
- How do EFL students in the remote areas perceive the effectiveness of 4G Internet Tablets in improving EFL skills?
- How can 4G Internet Tablets accelerate English language learning abilities of the EFL learners in the remote areas?

The purpose of the present paper is to describe a future research project which relies basically on designing tablet PCs equipped with 4G Internet technology and useful applications and language tasks for supporting Algerian EFL learners who live in underserved areas.

## **THE RATIONALE OF THE STUDY**

The rationale behind choosing this topic is mainly linked to the ways of improving English language learning among Algerian EFL students using technological devices. The research focuses on the issue of how tablet PCs can improve English language learning among EFL students who live in rural areas in Algeria. Despite the fact that improvements have been made in technology, EFL students who live in underserved areas in Algeria are cut from Internet facilities and modern equipment. In their towns, where they live, they lack Internet peer connectivity and broadband Wi-Fi coverage. So, this factor presents a real obstacle and shortcoming for these EFL students: It hinders them from using Internet to connect with their classmates through social network sites, or search the web for downloading materials that help them in their EFL learning.

Although there exists Internet Wi-Fi connectivity at the University where they study, access; however, is reserved only to teachers, academics, and University staff. Therefore, they cannot connect to Internet through their mobile phones. Most of the EFL students possess smartphones which are equipped with 4G technology which permits them to access Internet easily; however, the EFL learning tools, or applications that they download cannot use them entirely because they do not match their smartphones. Even if they used tablet PCs equipped with 4G technology, learning tools, or EFL applications they use do not match their current curricula. Therefore, the motive for conducting this research is to investigate EFL students' perceptions on the use of tablet PCs equipped with 4G technology as a motivational tool in EFL. Furthermore, the overall purpose of the present research is design new tablets (equipped with 4G technology Internet) with useful EFL learning applications to be used by EFL students who live in underserved areas. Hence, the findings of this research can be beneficial in suggesting some recommendations for implementation in the context of English Language learning.

The overall aim of the research is to present a future research project which relies basically on designing tablet PCs equipped with 4G Internet technology, useful applications, and language tasks for

supporting Algerian EFL learners who live in underserved areas. Also, the target is to make tablet PCs, with additional technological features, applications, or pedagogical tools, more effective when used for EFL Learning purposes.

### RECOMMENDATIONS OF THE STUDY

The findings of the study have provided useful suggestions for the researchers to design the needed learning applications in tablet PCs with 4G Internet technology. In regard to the conclusions derived from the present research, the following recommendations to successful integration of tablet PCs to EFL learning can be made:

- For better 4G Internet broadband coverage in rural areas, the Ministry of Post and IT has to install plenty of broadband poles to reach full coverage of 4G Internet in underserved areas.
- It is obviously concluded that EFL students of the underserved areas have positive attitudes towards the integration of tablet PCs with 4G Internet technology.
- In regard to the aim of the research, the researchers intend to use the available potentials of designing new tablet PCs to be used with EFL students who live in underserved areas. These tablets are equipped with 4G Internet and several learning applications. In designing these tablet PCs, the following criteria shall be taken into account (see Table 1).

**Table 1. Cornerstones of the Project**

<b>The EFL Learning Applications</b>	<b>These Are to Be Designed by ICT Specialists</b>
Teachers	Each EFL teacher should have a group of EFL students, who live in remote areas, to whom he should be connected with so as to measure their learning process and provide them with necessary feedback;  These should be the target of our research, since they live in remote areas. They will be divided into groups according to their levels;
EFL students	The tablet PCs equipped with 4G Internet will provide EFL students of remote areas to communicate daily with their teacher in particular time. They can, too, be in contact with their friends of the same group using their 4G Internet tablets;  Being an important factor, EFL students should accordingly deal seriously with the lectures sent to them by their teachers. EFL students who live in remote areas should take part in online discussions with their teachers. With these regular meetings online, students and teachers will discuss topics, assignments, and tablets' applications are effective in their learning process. Therefore, EFL students will be able to follow up with their continuous learning development, since they receive feedback from their teachers;
Punctuality	
EFL application contents	The EFL contents of the applications should be designed according to EFL learning curricula of most recommended Universities.
Supporting personalized learning	Tablets used by EFL students will be filled with various educational contents; such as course books, apps, and videos, thereby providing students with a variety of resources.

## CONCLUSIONS

The present research project aims at producing an inventive means and useful technological tools, especially Tablets equipped with 4G Internet, in order to boost students' enthusiasm and, therefore, improve their learning process in English. These 4G Tablets, which are equipped with rich learning applications, can be utilized by students outside classrooms in their underserved areas for the purpose of improving individual learning, fluency, and accuracy.

In fact, tablets are even suitable for young learners due to its portable format, fast load-up time, and responsive touch screen. Interactive technology makes learning more engaging and memorable. There is also a student-to-student benefit. Documents can be emailed straight over to colleagues during a meeting, for example. On a student-to-teacher basis, students can engage in a Skype call with their tutor to find out more information about a piece of homework or a particularly tough subject. If a student has forgotten their textbook, the teacher can take a photograph of the relevant study page and send it over.

Also, with tablets, EFL students can receive immediate feedback from interactive tools and quizzes which means they can find out straight away if they have got something right. There is no doubt that the opportunities offered by tablets outside classrooms are wide-reaching.

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## Syntactic Complexity in College-Level EFL Writing

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This study investigates the nature of Korean EFL learners’ short-term development of complexity in English writing and its improvement given no direct feedback treatment as learners’ learning proceeds. In this paper, the development of 26 Korean college students’ writing proficiency was studied. In this group of students, participants showed significant improvement in certain subcomponents. Areas such as the average length of sentences in words and the ratio of complex sentences improved at a statistically significant rate despite lack of explicit feedback. However, these learners did not show significant difference in other subcomponents such as the mean length of noun phrase (MLNP), simple sentence ratio (SSR), and compound sentence ratio (CdSR) over the same period of time. The learners’ patterns were divergent depending on the class level students were taking. The results suggest that subcomponents of syntactic complexity should develop at a different pace and that positive reinforcement such as the presence of explicit instruction or direct feedback could be crucial and necessary for the development of certain complex structure related subcomponents.

This research is based on data that consists of 52 essays, the first and the last essays written by 26 learners in two different classes (intermediate and high-intermediate) with a time interval of three months. Eight subcomponents of syntactic complexity were measured: mean length of sentence (MLS) and T-Unit (MLTU), mean length of finite clause (MLC<sub>fin</sub>), mean length of noun phrase (MLNP), simple sentence ratio (SSR), compound sentence ratio (CdSR), complex sentence ratio (CxSR) and compound-complex sentence ratio (CdCxSR) (as previously studied by Bulte & Housen, 2014), and mean scores and standard deviations were compared for the two data collection points. Paired-samples *t* tests were used to check for the significance of the differences observed and two-way repeated measures ANOVA was used to measure the interaction of the two factors: time (Essay1 vs. Essay2) as the within-subjects factor and level (intermediate vs. high-intermediate) as the between-group factor.

The results showed a statistically significant increase in MLTU and MLC<sub>fin</sub> overall. Specifically, the mean length of T-Unit in Essay1 was 10.7 words, while in Essay2, it was 11.6 words ( $p = .04$ ) (see Figure 1).

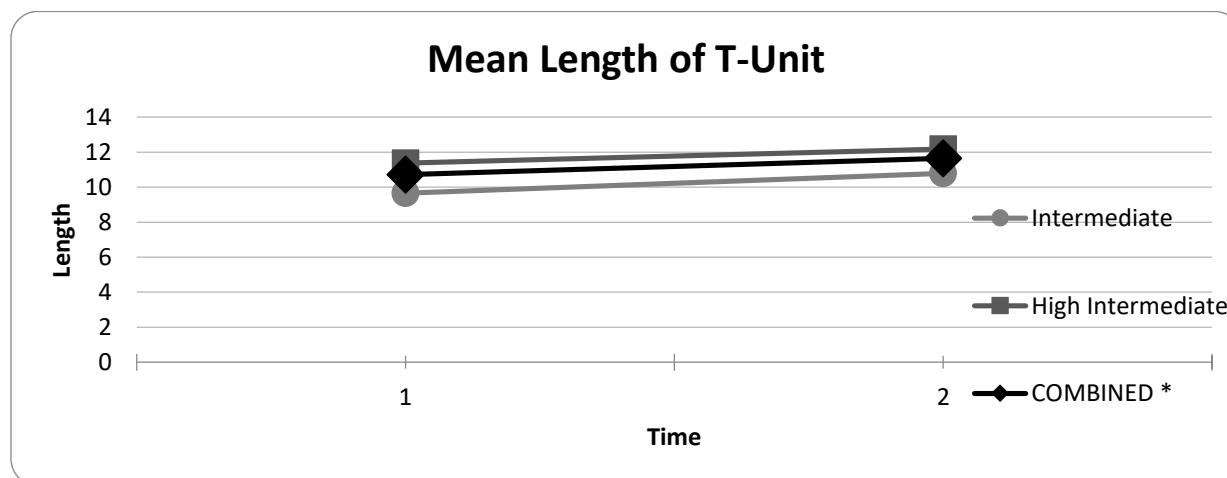
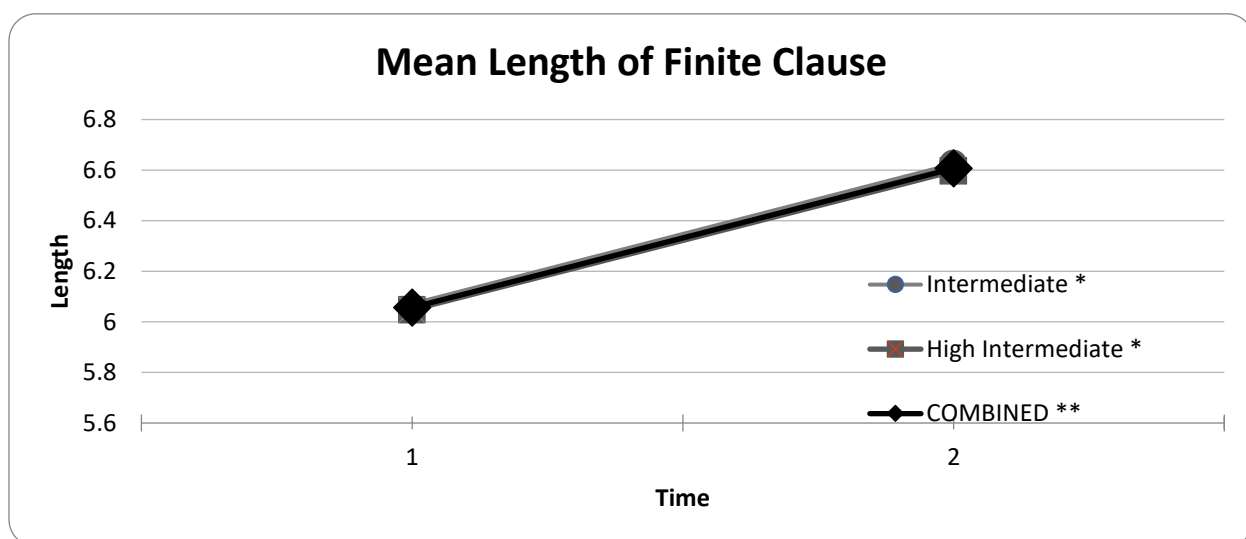


FIGURE 1. Changes in Mean Length of T-Unit

The mean length of finite clause in Essay1 was 6.05 words while in Essay2 it was 6.61 words ( $p = .001$ ) (see Figure 2). The repeated measures ANOVA revealed a statistically significant interaction between time and group in mean length of sentence (MLS) and complex sentence ratio (CxSR), indicating that the two groups changed differently from each other over time. The high-intermediate level group showed a significant increase in mean length of sentence (MLS) over time, with Essay1 averaging 13.9 words and Essay2 having an average of 15.4 words per sentence ( $p = .03$ ). At the same time, the intermediate level group showed a slight decrease in word number, which was not significant statistically, with Essay1 averaging 13.5 words and Essay2 having an average of 12.7 words per sentence ( $p = .27$ ). Conversely, the intermediate level group showed a significant increase in complex sentence ratio with Essay1 consisting of 25% complex sentences and Essay2 consisting of 43% ( $p = .003$ ). The high-intermediate level group did not show much increase in the complex sentence ratio, having Essay1 consist of 47% complex sentences and Essay2 having 42% ( $p = .48$ ). Neither group showed statistically noticeable difference over time in simple sentence ratio (SSR), though they were different significantly. The intermediate group showed a significant higher rate of simple sentences than the high-intermediate group.



**Figure 2. Changes in Mean Length of Finite Clause**

These findings confirm the validity of complexity measures by distinct performance of the different levels of EFL writing according to complexity subcomponents and suggest that there are some subcomponents that would not improve concomitantly, given no explicit reinforcement and that explicit instruction or feedback should be accompanied for complexity improvement.

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## “I Love Stress-Free English Speaking!” Effects of Dialogic Jigsaw Puzzle Activities

Eunmee Lee (George Mason University Korea)

The concept of language as a tool for social formation of mind helps speakers accomplish intersubjectivity between or among people. Platt and Brooks (2002) and Platt (2004) discuss the transformation of the speakers in the process of information gap tasks. These discussions on sociocultural theories and formation of language and mind in the dialogic process lead to the following research questions.

RQ 1: Is there change of speaker’s attitude in the dialogic process of problem solving? RQ 2: What type of collaborative verbal strategies do speakers adopt or develop during the activity? RQ 3: What could be pedagogical effects of jigsaw puzzle activities in the ESL/EFL classes?

Three dyads of English learners from teen-age group, and three dyads from university students and adults group were given a set of work-sheet which lack partial information. Each dyad’s task was to exchange information verbally only in English to match and draw identical figures in their respective work sheets. Each group’s activity was videotaped and ad-hoc participants’ interviews were also recorded. For this research the jigsaw task grid originally designed by Brooks et al (1997) was applied.

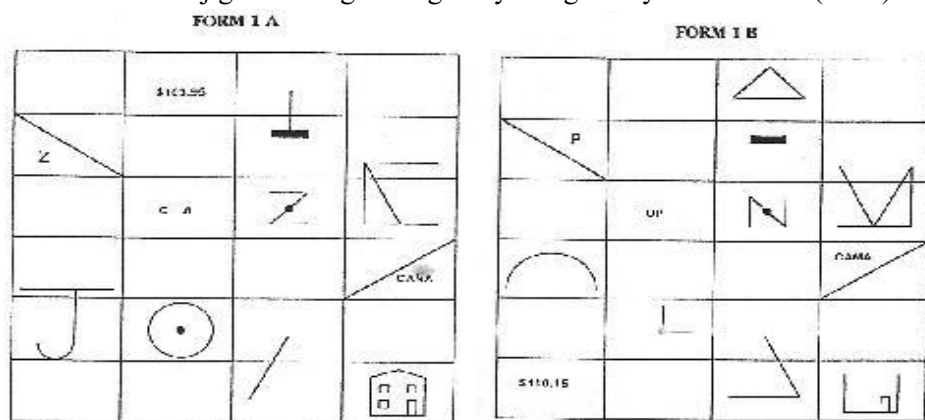


FIGURE 1. Example of a Set of Jigsaw Puzzle Task

Each dyad sat facing each other at a small group study room of a university. The researcher put a screen panel between them so that they could not see each other’s jigsaw task sheet, but it was placed low enough for them to see each other’s face and torso. The activity was recorded both by voice-recorder and video camera for data transcription and analysis. After transcription, there was another interview session with the participants for further questions.

Findings include dynamic formation of intersubjectivity and self-transformation among participants as well as meaningful pedagogical effects of activities. Data show evidences of micro-genetic changes of each participant’s attitude toward the partner and tasks. Based upon the transcript of problem solving discourse, the researcher formulated six different categories of discourse patterns: (1) use of first language, (2) use of private speech, (3) cumulative talk, (4) disputational talk, (5) exploratory talk, and (6) expression of passing. These categories were organized based on research in the sociocultural framework. As for the use of first language and use of private speech, Ahmed (1994) and Berk (1992) claimed that in dyadic problem solving situation, L2 learners tend to use “private speech” and their first language (L1) to keep self-regulation. In case of cumulative, disputational, and exploratory talk, Fernandez et al. (2001)

introduced three types of social talk in problem solving situation, which are, (1) disputational talk: characterized by disagreements and short assertion and counter-assertions; (2) cumulative talk: characterized by repetitions, confirmations and elaborations; and lastly (3) exploratory talk: participants engage critically but constructively with each other's ideas, offering questions and justifications. The concept of "passing talk" is from Rymes and Pash (2001) who claimed that L2 learners tend to "pass" the risky situation by saying "Yes" pretending that he/she understands the situation like other mainstream learners do. The basic six categories that are used in this data analysis are made from these research reports within the same framework to identify the L2 learners' self-transformation and scaffolding patterns in the problem-solving setting. Data show that participants eventually attain self-regulation through applying these strategies. Experiencing this task based speaking activity, one participant mentioned at the ad-hoc interview session, "I forgot about English when I was doing this. It's totally stress free!" It was observable that each participant immersed himself or herself in the problem-solving task itself, which caused them totally forget about their anxiety over making grammatical mistakes, awkward pronunciation, and losing face. Evidences show that this type of speaking activities motivate English learners speak more and achieve negotiation competence with less stress and anxiety.

In view of these phenomena in pedagogical perspectives, developing a variety of jigsaw puzzle speaking activities and applying them in the ESL classes across different proficiency levels, and workshops for teachers are recommended. Further study on the same tasks practiced by native and non-native speakers of English dyads and native speakers of English dyads would shed more lights on the nature of this task based speaking activity and its communicative effects.

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## The Power in the Chunk or the Company Words Keep

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Lexical chunks are groups of words that are commonly found together. This workshop will endeavor to show how the knowledge that many words are commonly found in close proximity to each other can be used in our classrooms to encourage the production of authentic sentences and phrases. Teaching groups of words also allows students to develop an understanding of the meaning of words in their natural context. English teaching based on lexical chunking strategies can be easily implemented. The lexical chunking approaches, it could be argued, also blend well with a variety of English teaching styles as only small adaptations are required to incorporate them into existing lesson plans. The workshop will also highlight and demonstrate several activities that follow the lexical chunking approach.

### INTRODUCTION

During my time as a teacher trainer in Malaysia, I spent many lessons demonstrating and using the lexical chunking approaches. At the time, it was a favored method of teaching being sold and adopted by the British Council. I found these lexical chunking approaches very logical and useful in up-skilling the Malaysian teachers teaching, along with their personal language skills. Although not a new idea, lexical chunking has taken many years to blossom and reach the mainstream language teaching arena. Thus, I felt it would be beneficial if I passed on my experiences, and the benefits of using lexical chunking techniques at the KOTESOL International Conference.

### THE LEXICAL APPROACH AND LEXICAL CHUNKING

It was suggested that the origins of the Lexical Approach can be found in the papers and theories of John R. Firth (1890–1960). Firth (1957) was one of the first linguists to argue that the meaning of a word is determined by the words with which it co-occurs with and popularize the term “collocation” (Troth, 2017). His context-dependent view of language is succinctly summed up by his famous quote: You shall know a word by the company it keeps (Firth, 1957, p. 11).

Students often find it confusing that words have their natural partners and that one synonym will be a match and others although containing a similar meaning cannot be used in the particular context. According to La Polla (2013), Halliday provided examples of appropriate and inappropriate collocation: he noted that we talk of “strong tea” rather than “powerful tea,” despite both phrases making perfect sense we know intuitively that only strong tea is considered acceptable. Another example Halliday made was of the need to describe a large amount of rain as “heavy rain” rather than “strong rain.” (In both examples, the meaning is always clear but stylistically the word choice in one of the phrases would be considered to be incorrect.) Thus, it is paramount that learners encounter the correct phrases and collocations rather than having to unlearn incorrect collocations.



### Criticism of Lexical Chunking

Critics of lexical chunking such as, Michael Swan, have argued that expecting students to learn collocations places too much demand on their memory. Swan argues against the popular notion that lexical chunking encourages the development of “nativelike” proficiency. Swan stressed that teaching chunks may not produce the anticipated nativelike proficiency in language learners. It was argued by Swan that native English speakers have an extensive range of collocations available, perhaps up to hundreds of thousands. Swan purports that even if a student were to learn several collocations a day, they might never reach native-speaker competence (Swan, 2006).

In addition to this, Swan warns teachers not to get too carried away with chunking. Swan in fact voices fears that teachers may use lexical chunking approaches at the expense of other language teaching areas such as, vocabulary, grammar, and pronunciation. Swan (2006) argues that learners need to experience a variety of language learning areas and teaching strategies to be well rounded in their target language. However, it could also be argued that lexical chunking does not need to be taught as a discrete class and can be easily embedded in many comprehension, vocabulary, speaking, reading, listening, and corpus-based classes. Therefore, there would be no impediment to the development of other language learning skills or restrictions on the type of general language teaching approaches employed.

### Support for Lexical Chunking

In contrast, the field of corpus linguistics has embraced the notion of lexical chunking and provided learners and teachers the ability of using data bases to find the most common collocation. These corpora can also be trawled to provide accurate teaching materials. According to Zimmer (2010), as linguists and lexicographers build bigger and bigger corpora (a major-league corpus now contains billions of words, thanks to readily available online texts), it becomes clearer just how “chunky” the language is, with certain words showing undeniable attractions to certain others. Several texts have incorporated corpus linguistics into language learning programs. For example, “From Corpus to Classroom: Language Use and Language Teaching” (O’Keefe, McCarthy, & Carter, 2007) and “Teaching Chunks of Language: From Noticing to Remembering” (Lindstromberg & Boers, 2008).

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## **Ghost in the Shell: Discussing the Future of Language Teaching**

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Humans' long relationship with technology has been characterized by distrust and resistance to change. Our biology is designed for language use yet in pedagogy we as a species exhibit the same distrust of technology due to its perceived potential for change which is then often vehemently resisted. This discussion attempts to highlight genetic factors in social language use, the way in which technology has augmented the way humans learn language as well as notes of caution and encouragement in the implementation of technology in pedagogy.

### **MANKIND'S ODD RELATIONSHIP WITH TECHNOLOGY**

Mankind itself is somewhat of an oxymoron. Technology is imperative to our existence, yet as a species we have a strong tendency to distrust new technologies (Itoh & Tanaka). This is not so much directly a result tech-phobia but rather a resistance to change. Why the resistance to change?

Our species is arguably more social than any other on the planet. Yes, there are highly social species from invertebrates such as ants, bees, and wasps to gregarious avian species as well as a variety of mammal species which may even show signs of semi-sentience in their interactions. However, our species goes beyond such interactions. We communicate with language. Human language is incomparable to any animal form of communication because of its extreme complexity and the abstract nature of language itself (Everett et al.).

Human physiology is tailored to language use, our brain and supporting anatomy within the chest, throat and skull are specifically designed for language use. This is not only on a meta-scale but basically from the cellular level up. Being highly social means that our social structures (i.e., society) require stability to function properly and from this point come the resistance to a disturbance of this social-stability (DeBruine et al.).

We ourselves ARE language. Yes, you are physically a manifestation of language. How so? The approximately 22,300 genes in the human body create the 3.3 billion base-pairs of the human genome. These are arranged in an exact order and when printed the genome spans 130 volumes, with each page printed on both sides in 4-point font, resulting in 43,000 characters per printed page (Sawicki). DNA controls all the functions of the body from the cellular level upward including the code that allows us to physically create, acquire, use, and manipulate language. In this manner, DNA functions as much as a complex code as that of human languages themselves. This genetic human predisposition to language fuels our desire to acquire not only fluency in our own language but also that of another group. Through language acquisition humans expand their social sense of belonging and are able to create new relationships, a vital factor in human society and by extension human existence.

While technology has changed how language is used, in pedagogy the idea of new technologies being outrageous is far from being a new concept (see Appendix). As can be clearly noted, there has been somewhat of a resistance in the field of pedagogy in regard to the assimilation of new technology or new ideas. This of course is disappointing in that it does not allow for the rapid evolution of education as an art form (Watson). Rather than viewing new technologies as a threat, they should be viewed as an opportunity to increase the quality and effectiveness of pedagogy and tapping into newer and perhaps more appropriate techniques. There is, however, a need for caution.

## THE AI DILEMMA

The words artificial intelligence likely bring to mind a plethora of Science Fiction imagery. Far from being science fiction, artificial intelligence is becoming more and more prevalent in everyday life. The same can be said for artificial intelligence in the field of Education (Jonassen). In the recent past, massive inroads have been made in the quality and power of artificial speech engines and speech recognition has developed to the degree that machines can now recognize the phonemes not only of a set language but also of dialects within the language group. Take, for example, Google Docs, in which voice narration (speech to text) is available for 9 dialects of English, 22 dialects of Spanish and 13 dialects of Arabic to name just a few.

As yet, artificial intelligence in the form of chatbots and other interactive intelligence software have had little practical application within the classroom, although these have the potential to be beneficial to students who prefer self-directed styles of learning (McArthur).

Further concerns have been raised about the appropriateness of some of the content especially for Young Learners on some of these chatbots. Artificial intelligence is actually far from being intelligent and builds its knowledge from algorithms based on the input of those that use it. Hence, it is heavily influenced by the speech patterns of users regardless of the appropriateness of said input. Such intelligence engines find it impossible to separate subjects according to their ethicality, a notable illustration of this point is that of the Chinese chatbots Baby Q and Little Ping who became less than patriotic and began criticizing the Communist Party of China calling it “a corrupt and incompetent political regime” (Allen). It has been shown that such artificial intelligence systems are prone to attacks. Consequently, the concept of artificial intelligence is purely metaphysical, these strings of coding numbers are only as intelligent as we perceive them to be. A study based on human's perceptions of robots found that while humans were willing to defer menial tasks and chores to robots, there was a high degree of reluctance of entrusting robots with the task of pet or child care (Dautenhahn et al.). Humans instinctively prefer interaction with other humans. Artificial intelligence then has no power to replace the human teacher. Then what about technology and pedagogy?

## TECHNOLOGY IN THE CLASSROOM

Balance. A word often invoked yet rarely applied. Rather than simply dismissing technology as having no use in the classroom (as can be seen in the Appendix), a balanced application and integration of technology into the classroom through Interactive games or lessons which directed by the teacher but student centered will add spice to the curriculum. Proper use of technology in the classroom has been proven to significantly increase student engagement in the lesson and assist in the building of memory (Beeland). This does not mean that every lesson need incorporate technology or that an entire lesson should comprise of a technology-based component, instead technology-based components can be compared to salt. When adding salt to any dish one must consider the type of dish, the volume, and the taste preferences of those consuming. In a similar manner, it would be appropriate to consider the age of students, the volume of the total material to be covered, and the degree of motivation that students have, when creating lessons that incorporate technology in whichever format (Cavanaugh).

Apart from the usual video and audio tools with which many instructors are already familiar, there are a variety of tool such as Edmodo, Kahoot!, Desmos, Duolingo, and Quizlet, which may serve to create a more enjoyable learning atmosphere. All modern instructors should make it a priority to continue with

that professional development and research which tools are available to them and how these can be properly implemented in the respective classrooms. One may feel amused at some of the quotes contained in the appendix, however there is a real danger of falling into a similar line of reasoning while missing out on an opportunity to help students grow intellectually.

## CONCLUSION

Technology is not a foe, it is not a replacement for the teacher nor is it a Holy Grail of educational bliss, rather it is when properly used, a powerful weapon against monotony and staleness in the classroom. The instructor therefore need not feel inordinate pressure in the implementation and use of technology, rather, can use this as a tool to improve their art of teaching and thereby improve the field as a whole.

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**APPENDIX**

“Students today can’t prepare bark to calculate their problems. They depend upon their slates which are more expensive. What will they do when the slate is dropped and it breaks? They will be unable to write!”  
Teachers’ Conference, 1703

“Students today depend upon paper too much. They don’t know how to write on a slate without getting chalk dust all over themselves. They can’t clean a slate properly. What will they do when they run out of paper?” Principals Association, 1815

“Students today depend too much upon ink. They don’t know how to use a pen knife to sharpen a pencil. Pen and ink will never replace the pencil!” National Association of Teachers, 1907

“Students today depend upon store bought ink. They don’t know how to make their own. When they run out of ink they will be unable to write words or ciphers until their next trip to the settlement. This is a sad commentary on modern education.” *The Rural American Teacher*, 1929

“Students today depend upon these expensive fountain pens. They can no longer write with a straight pen and nib (not to mention sharpening their own quills). We parents must not allow them to wallow in such luxury to the detriment of learning how to cope in the real business world, which is not so extravagant.”  
*PTA Gazette*, 1941

“Ballpoint pens will be the ruin of education in Our Country. Students use these devices and then throw them away! The American virtues of thrift and frugality are being discarded. Businesses and banks will never allow such expensive luxuries.” *Federal Teachers*, 1950

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## Audio-Assisted Versus Text-Only Extensive Reading Materials: Potentials and Student Preferences

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A number of studies have indicated that using audio-assisted reading texts facilitate language learning, particularly vocabulary gain and reading as well as listening comprehension (Brown, Waring, & Donkaewhwa, 2008; Chang, 2009, 2011; Chang, 2013; Webb & Chang, 2012). In addition, according to a study conducted by Chang (2009), students perceived reading-while-listening activity as something which led to a higher level of comprehension and concentration as well as something interesting. However, the use of audio-assisted reading texts/ materials for Extensive Reading activity has not been a common practice in Indonesian EFL classrooms and little has been known about its potentials in this context. Therefore, this current research attempted to fill in this gap by addressing relevant research questions related to (a) the potential benefits of the two different modes of ER materials, and (b) students' opinions and preferences towards the two different modes of ER materials. The findings revealed that both audio-assisted and text-only ER materials facilitated vocabulary learning. Furthermore, the benefit for reading comprehension seemed to be found only in the text-only group. When being asked about their preferences, students with a lower proficiency level in the audio-assisted group confessed that it was difficult for them to concentrate when they had to listen while reading, hence preferring the text-only materials. Yet, the more proficient students in this group felt they were sufficiently helped by the audio materials. In addition, all students from different proficiency levels in this group agreed that the audio helped them recognize sounds and pronunciation better.

### INTRODUCTION

The importance of extensive reading for language learning and acquisition has been explored in some studies (Cohen, 2017; Krishnan, Rahim, Marimuthu, Abdullah, Mohammad, & Jusoff, 2009; Lightbown & Spada, 2006; Renandya, 2007; Renandya, Rajan, & Jacobs, 2009). Extensive reading activity requires students read a lot of easy materials in the new language (Bamford & Day, 2003). In this case, the students select their own reading material and read it independently of the teacher. They read for general to comprehend overall meaning and they read for information and enjoyment. When they read extensively, they become fluent readers. It helps to increase their reading but also their oral fluency. In other words, students who read a lot develop positive attitudes toward reading and increase motivation to study the foreign language (Day, 2003). Moreover, studies have also indicated that extensive reading increases the exposure level of the learner to the language, which also means enhancing the learner's general language competence (Bell, 1988).

However, the current situation in the Indonesian EFL classroom context seemed to focus more on intensive reading, where students normally work with short texts with close guidance from the teacher. The students are helped to obtain detailed meaning from the text, to develop reading skills, and to enhance vocabulary and grammar knowledge by having those intensive reading activities. Furthermore, in the

Indonesian context, the use of various kinds of reading materials, particularly the ones involving technology such as audiobooks or podcasts with scripts, has not been familiar yet.

### **AUDIO-ASSISTED READING MATERIALS**

Reading by using audio-assisted materials is called “Reading-while-Listening” (RWL). It has been introduced and researched in the current years as well. Reading-While-Listening (RWL) is defined originally as a practice used to develop fluency in listening by involving reading (McMahon, 1983, as cited in Askildson, 2011). This activity is mostly done by using prerecorded audio books played in conjunction with silent reading of the written text.

The written texts are used to assist listening comprehension by giving learners more access to identify the letter-sound relationship. In addition, learners are introduced to the spoken rate, rhythm, and the natural flow of the language (Chang, 2009). Furthermore, studies done related to the effectiveness of this activity indicated that learners enjoyed doing Reading-while-Listening and there were gains in comprehension (Brown et al., 2008; Chang, 2009; Chung, 2009; Woodall, 2010).

### **CURRENT RESEARCH**

This current study was designed as a classroom-based case study, which aimed at exploring the implementation of Extensive Reading activities done by a group of students enrolling at the Reading 2 class which was offered in the second semester English Department of Mulawarman University, Indonesia. ER was adopted because it gives more freedom to choose the texts based on their level of competence and it indirectly encourages students to read as much as possible (Day & Bamford, 2002). Moreover, the purpose is usually related to pleasure and it could be very well assumed that the more they read for pleasure, the more positive their attitudes would be hence the more words they could learn as the results of the reading activities.

In this study, 60 participants were conveniently selected and divided into two different groups. Each group received different Extensive Reading (ER) materials. The first group had text-only ER materials while the second group received audio-assisted texts. The students were asked to read three kinds of ER materials, they are easy reading, moderate reading, and difficult reading. Afterwards, at the end of the semester, they answered in a perceived reading attitudes questionnaire which reflected their reading attitudes toward reading in general and ER activities that they had done.

The findings revealed that both audio-assisted and text-only ER materials facilitated vocabulary learning. Furthermore, the benefit for reading comprehension seemed to be found only in the text-only group. When being asked about their preferences, students with lower proficiency level in the audio-assisted group confessed that it was difficult for them to concentrate when they had to listen while reading hence preferring the text-only materials. Yet, the more proficient students in this group felt they were sufficiently helped by the audio materials. In addition, all students from different proficiency levels in this group agreed that the audio helped them recognize sounds and pronunciation better.

### **CONCLUSIONS AND IMPLICATIONS**

Based on the findings of the current study, it could be concluded that using audio-assisted materials for Extensive Reading activities might be potential to facilitate students’ vocabulary learning. However,



since it involves another skill namely “listening,” considerations for the students’ levels of proficiency, careful selections of the audio-assisted texts and a lot of practices would be needed in order to optimize the use of the audio-assisted texts as Extensive Reading materials.

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## How Digital Feedback Makes a Difference in Writing Class

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### INTRODUCTION

Writing instructors often have a problem when it comes to designing an effective peer-to-peer review interface. Limited contact hours, learners' hesitation to offer criticism in a face-to-face peer-editing session, and writing complexity are the main factors why most EFL learners fail to make the most of peer-to-peer feedback situations. This study explores the benefits of using online discussion boards to meet this challenge. Feedback comments provided thusly facilitated substantive improvements in three important aspects: writing skills, critical analysis, and social interaction.

### EFL WRITING AND TECHNOLOGY

One of the potential reasons EFL writing is becoming a center of attention for many researchers is that EFL writing is going through a transformative phase which is due to the emergence of online technologies with educational potential (Salmon, 2013). With the emergence of internet technologies in all walks of human life, EFL instructors feel an obligation to incorporate online technologies into EFL writing instruction. According to Bennett (2011), 98% of East Asian students at the university level have at least periodic access to digital devices. Most students own some sort of smart device, whereas the rest have access to computers or a digital device at their school library. Of the various types of internet resources, micro-blogging and social networking interfaces have made their way into ESL education the most (Bennett, 2011).

Similarly, in Korea, one of the most technologically advanced countries in the world, the rate of mobile phone ownership is 111% according to International Telecommunication Union (2014). Furthermore, the penetration rate for smart phones among mobile-phone users in the whole country was 82.3% at the end of June 2015, while more than 97% Korean university students possessed smart phones (Choi et al., 2015). In addition, an average Korean university student spends 3–4 hours per day using a smart phone for different purposes including browsing the internet, reading news or accessing social media (Choi et al., 2015). Following the statistics provided above regarding the emergence of digital devices in Korean society, it seems that incorporating these digital devices into the EFL instruction by educating students about their potential usefulness for developing their language skills (Goh, 2016) is a reasonable strategy as opposed to offering resistance towards the use of smart phones, considering them distractions to learning. With this greater investment of time associated to smart phones, social scientists in the EFL field (e.g., Warschauer, 2002) are convinced that EFL writing learners need to be encouraged to use digital devices for peer interaction, considering their potential to enhance EFL learning.

This ever growing need of e-learning in the higher education context is bringing dynamic changes into academics and students' learning styles (Salmon & Angood, 2013). Warschauer (2002) claimed that one of the advantages of online discussion board communication is that everyone gets equal chances to participate and it keeps the dominant students from controlling the discussion as can happen in face-to-face communication. Liou and Peng (2009) stated that EFL learners attempt to correct their mistakes through online discussion by giving and receiving formative feedback to the participants of the community.

## METHOD

A mixed-method approach was adopted for data collection and analysis. A quantitative research approach was largely utilized for the data analysis that included surveys and analysis of participants' writing samples. Similarly, qualitative research methods were used to interpret participants' interview data. In order to determine participants' motivation regarding writing, a 5-point Likert-scale survey was used. Participants' writing samples were collected to determine learners' writing improvement through a quantitative research approach as well. A comparison approach between a control group and an experimental group was adopted in which control group participants were provided with a face-to-face mode of feedback to their peers, whereas the experimental group participants provided feedback to their peers through the online discussion board. Data was collected in the form of learners' first and final drafts in both the first and fourth writing cycles. Essay writing samples from both the experimental and control groups were collected and rated by experienced raters to determine the amount of writing improvement. Peer review samples for both the first and fourth writing cycles were also collected as further data. As part of the data collection process, attitudinal surveys were given to 221 participants, writing samples were collected from 20 randomly selected participants in both the control and experimental groups, and interviews were conducted with the same 20 randomly selected participants from each group.

## RESULTS

Results showed that control group students showed an improvement of an average 13.1% and 14.9% on final drafts compared to the first draft during the first and fourth writing cycles respectively through peer feedback on their papers. Whereas, the experimental group students improved an average of 12.23% and 18.96% on their final drafts compared to the first draft during the first and fourth writing cycles respectively after receiving peer-feedback through the online discussion boards. Hence, the experimental group students showed more improvement on the final draft during the fourth writing essay than that of the control group. Further, the results showed that the students in the experimental group received 22.9% more feedback comments than that of the control group students in their fourth cycle. Additionally, the online discussion board peer-feedback language used was both more formal and more complex than the language found in the face-to-face discussions. It was found to be a general rule (or trend) in face-to-face peer feedback that learners felt a bit hesitant to directly criticize their peers' written production (Salmon, 2016).

## CONCLUSIONS

In conclusion, this study requires teachers to put traditional methods aside and take steps to help learners integrate with online resources to improve their writing. Another potentially significant aspect which distinguishes this study from existing ones is its attempt to integrate students' EFL needs with their electronic devices. This study provides evidence of learners' positive attitudes, enhancement of their writing skills, and higher rates of incorporating peer feedback comments into text revision through online discussion board communication. The format of this study and structured methodology suggests some important findings which support the propositions given below:

1. Most students show positive attitudes towards using computers for their writing development in the EFL context regardless of: gender (male or female), computer skills (skills or unskilled at using computers or typing skills), and experience using computers.
2. There are many skills EFL learners' might gain through the use of computer mediated communication (e.g. discussion boards, blogs, and etc.) including: feelings of autonomy, feelings of improvement (enhancement of learning), and an enhancement of interpersonal communication skills.
3. Not only regarding writing skills, students can also get a chance to enhance their skills related to the use of computers for EFL purposes which could be a unique set of skills for some students to learn. Designing EFL classroom activities through the careful use of computers and requiring students to participate in electronic communication for classroom interaction, receive and provide peer feedback through online discussion boards, and scaffold each other through online discussion boards could provide learners a new set of skills related to the use of computers for daily life purposes.
4. Most importantly, shy students can get a chance to gain confidence and courage while interacting with peers. The online interface provides students autonomy and equal opportunities to collaborate. This is not only helpful for their writing skills development, but also for their social relationship development that could be beneficial for them to feel themselves as a part of writing community.

Following the above mentioned findings of this study, a few recommendations are provided here which could help EFL teachers to enhance their students' learning if adopted carefully. First, online discussion board communication should be an essential part of writing class instruction which can be used for writing class peer feedback purposes as well as providing learners a platform to demonstrate their writing skills for socializing. Second, in the present age, learners' electronic devices (e.g. smart phones, tablet PCs, computers, etc.) are part of their lives. It seems that EFL teachers could make great use of these electronic devices by incorporating them as a part of EFL instruction rather than considering them as a distraction in EFL classes. Third, in order to promote communicative language teaching (CLT) in EFL classes, teachers should encourage students to participate more in online discussion board communications; not only for peer feedback purposes but also for communicating with each other even outside of the classroom.

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## Let's Speak Digitally: A Pathway into the Future

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### INTRODUCTION

Designing an effective interface for presentation classes to monitor output, notice weaknesses, and provide feedback has always been a challenge for English teachers. The ephemeral nature of speech hinders the review of and reflection on L2 spoken output for both students and instructors. Fortunately, the increasing rate of internet access around the world and digitalization of video recording tools have enormously improved the viability of integrating these tools in language instruction. Nowadays, digital technologies facilitate learners to video record their speeches and transmit video files for assessment, feedback, and further review. Video recording of speeches has proven to be a great tool that offers direct benefits to learners, including providing a tangible record of what was said, being a great opportunity for peers to watch the video again for detailed peer-to-peer assessment and online feedback, and allowing students to reflect on how their skills are developing. This also supports the existing research suggesting the effectiveness and wide applicability of video-recorded speeches in content-based instruction (Gimeno-Sanz, 2015).

In support of the existing studies, Brown (2012) conducted a recording based project that involved speaking and self-assessment. Post project questionnaire results suggested that learners enhanced their intelligibility, attitudes, and perception of improvement through recording as a tool for speaking and self-assessment. Aoki (2014) insisted that learners show high engagement in asynchronous speech recording. This helps them to focus more on negotiation of meaning, which in turn, encourages their peers to take more risks. In terms of grammatical accuracy in oral and aural output, learners generally performed better after self-reflection (Cooke, 2013).

### METHOD

A mixed-methods approach was used for data analysis that was collected through a 15-week academic semester. Data was collected from 32 sophomore students registered for a presentation course taught in a Business Language program at a university in South Korea. Quantitative research methodology was used to analyze learners' speech recording data by using a comparison approach, whereas, learners' feedback comments and self-reflections were used for qualitative analysis in order to examine their perceptions towards the use of digital video recordings for speech development. The first part of this pilot study was designed to reveal student's perceptions and the effects of video-recorded in-class speeches, reflection tasks, and online feedback. Learners' speech recordings, self-reflection, and peer feedback comments were collected as a form of data. The effect of video recording as a tool for Korean English as a Foreign Language (EFL) learners' public speaking skills development was analyzed using seven variables: speech length, fluency, confidence (eye-contact, gestures, and posture), pronunciation, preparedness, audience engagement, and responding to audience's questions. The findings were used to analyze if/how the video-recorded speeches helped learners enhance their speaking skills.

The second part of this study outlined practical techniques and activities for setting up a video-recording infrastructure for speech classes. This approach further provided evidence that the above-mentioned strategies should likely be expanded to all conversation-based classes in general English and content-based learning programs from elementary schools to universities.

## RESULTS

The findings suggest that most participants enhanced their public speaking skills. Digital video recording provided an opportunity to EFL learners for discovery of the self, both verbally and physically, when giving a speech or presentation. Oral feedback from the teacher, written comments from peers, and self-reflection on video-recorded speeches helped learners to implement simple changes in their speeches for gradual improvement through one academic semester. Offering learners' a chance to be an evaluator for others' speeches helped them to reflect on their own speech style, quality, language use, and preparedness. Having such an opportunity to evaluate and offer constructive feedback to their peers led students to express a sense of inclusiveness and fairness regarding the evaluation process. Peer evaluations were to be used throughout the course. Subsequently, students were open in evaluating their peer's speeches by justifying through comments the reasons for their assessment scores within categories and ranges for each rubric used. Through this process, students' evaluation of peer speeches became somewhat closer to those of the instructor as the semester progressed, yet they still were able to keep their identity and uniqueness in their feedback comments.

## RECOMMENDATIONS

Digital video recording for speech classes could be a mandatory part of assessment, peer feedback, and/or self-reflection. This tool would be valuable not only in speech classes, but digital video recording as a tool could also be included into daily classroom application so that learners could experience immediate benefits. When coupled with peer feedback and self-reflection strategies, presentation techniques can be improved drastically through video recordings within a very short period of time. Peer-to-peer assessment and offering constructive feedback after watching recorded videos not only help them reflect upon themselves but also provide learners autonomy in class. Further research will be needed to explore how to most effectively exploit digital video recording as a tool for enhancing EFL learners' oral communication skills.

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## How to Correct Mistakes Correctly

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### WHAT IS CORRECTIVE FEEDBACK?

Rod Ellis defines corrective feedback as “a response to a learner utterance containing a linguistic error” (Ellis, 2009). In simpler terms, it is how a teacher responds to a learner’s mistake. These responses can vary from an action as simple as shaking one’s head to detailed explanations regarding properly pluralizing a particular noun.

### EFFICACY

While the importance of using corrective feedback in the language classroom might seem like common sense, when to correct learners, how to correct them, and whether they require feedback in the first place as been debated by educators and researchers for some time (Ferris, 1999; Thomasseto & Herron, 1988; Truscott, 1996, 1999). There is an ever-increasing body of evidence that corrective feedback assists with language acquisition (Bitchener, Young, & Cameron, 2005; Ellis, Loewen, & Erlam, 2005; Lyster, Saito, & Sato, 2013). A meta-analysis of 31 studies on the efficacy of corrective feedback on L2 grammar acquisition found the majority of the studies supported the use of corrective feedback (Russell & Spada, 2006).

### METHODS

Corrective feedback is divided into two categories: implicit strategies and explicit strategies. Implicit strategies include recasts, repetition, and clarification requests. Explicit strategies include explicit correction, elicitation, and metalinguistic feedback.

A recast is when a teacher restates the content of a mistake in the correct way.

Example        L: I did go there yesterday.  
                  T: You went there. You went there yesterday.

A **repetition** is when a teacher repeats the utterance and emphasizes the mistake.

Example        L: I eated lunch.  
                  T: You eated lunch?

A **clarification request** is when a teacher indicates they do not understand the learner.

Example)      L: What did lunch today?  
                  T: What? / I’m sorry?

An **explicit correction** is when a teacher points out the error as well as provides the correction

Example        L: My birthday is on March.  
                  T: Not on March, in March. We say, “My birthday is in March.”

An **elicitation** is when a teacher repeats part of the utterance but in a rising tone and pausing to allow the learner to correct themselves.

Example        L: I like drink cola.  
                  T: You like...?



**Metalinguistic feedback** is a form of feedback where the teacher explains the nature of the learner's mistake without providing the answer.

Example L: I ate a bread.

T: Bread is an uncountable noun. Can you use "a" with uncountable nouns? What should you say instead?

## IN THE CLASSROOM

There is research suggesting output-prompting methods, or methods that require students to recognize the mistake and put mental effort into self-correction, are generally more effective at promoting acquisition than input-prompting methods (Ammar & Spada, 2006). These methods are clarification requests, elicitations, and metalinguistic feedback. The goal of the teacher should be to assist learners on their journey to autonomy. Guiding learners to self-correct is generally the most effective way to promote acquisition (Ferris, 2006; Lyster, 2004).

## CONCLUSION

Corrective feedback is a necessary part of today's language classroom. While there is not enough evidence to suggest the use or abandonment of any single method, it is generally better to correct students using an output-prompting method. However, each method has a place in the classroom. It is up to the teacher to determine which is most appropriate depending on the nature of the mistake and the needs of the student.

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## **Challenges and Practices of Using ToonDoo in the English Young Learners Classroom**

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This study focuses on investigating the use of ToonDoo, a free, online cartoon-maker, for creating picture stories that can be used for teaching English in the young learner classroom. The data are obtained from interviews of three student-teachers taking the Teaching English for Young Learner course in one of the universities in Indonesia. The challenges and practices of creating pictures by using ToonDoo are analyzed in order to find valuable information in relation to the use of technology in English language classroom. However, the finding shows that ToonDoo is the best application helping teachers to produce appealing pictures and cartoon story. On the other hand, it has also a limitation which encourages the teacher to have internet connection while using the application.

### **INTRODUCTION**

The use of pictures as instructional media has been investigated by several researchers finding that it is very useful to attract the students' attention, stimulate their motivation, and create interesting classroom atmosphere (Fatimah & Santiana, 2017; Duhaney, 2000; Aduwa, 2005). Pictures can provide a visual platform engaging the students to learn and promote their interest on the material given. Using pictures as instructional media is not recently new in the Indonesian context. Especially in teaching English for young learners, pictures are believed to be the most powerful media helping them to easily remember the vocabulary provided on the pictures. However, most of the teachers using pictures in the classroom frequently adopt the pictures taken from the book or the Internet, which occasionally makes the students bored and cannot increase the teacher's creativity. Toondoo, a web-based application for creating cartoon stories, is known as an easy and appealing application that can help teachers to create pictures and use them for teaching. This web-based tool allows teachers to create pictures by choosing background, texts, and characters provided on the application. William and Russell (2013) assert that ToonDoo (<http://www.toondoo.com>) describes itself as the fastest way to create a cartoon. The site includes a wide array of flexible templates to support choice and personalized learning (p. 6). This tool is very beneficial to increase the teacher's creativity and improve the student's engagement while learning.

### **TOONDOO AS A TECHNOLOGICAL TOOL FOR TEACHING ENGLISH**

The use of technology for improving the quality of teaching and learning English has been proven by several researchers finding that it really influences the students' attitude toward learning and promotes teachers' professional development (Nomass, 2013; Alsulami, 2016; Saeed, 2015). Ramos (2005) says that with the combination of technological, pedagogical, and human resource efficiency, it further responds to the interests and needs of each individual; in this sense, it motivates students to learn" (p. 10). ToonDoo, one of the technological tools helping teachers to create innovative comics, also has a positive effect on

student language ability. Garcia (2013, p. 16) argues that there are some advantages of using a comic in the classroom, specifically in the foreign language classroom. These include the following:

- a. They can work different content: phonetic-phonological, language or grammatical, lexical-semantic, functional and communicative, cultural or strategic.
- b. It is possible to work the five skills: listening, understanding reading, oral interaction, speaking, and writing.
- c. As recommended by the CEFR, it is a real material, not manipulated or adapted.
- d. It is a dynamic, communicative, and a family resource for students.
- e. New technologies allow production in an attractive way, simple and quick.
- f. Promotes cooperative and collaborative work.
- g. His playful component favors teaching-learning through play.
- h. Appeals to the young students.
- i. It features iconic elements and verbal elements; it can be used as a resource to acquire vocabulary by the inductive method.

### **THE USE OF TOONDOO IN THE ENGLISH YOUNG LEARNERS CLASSROOM**

Providing meaningful and interesting activities for the students is a must to do by the teachers in order to help the students increase their ability and promote their learning. Especially for young learners who love to play and can learn best when they are enjoying themselves, teachers should create variety of activities by strengthening the role of instructional media and material in the classroom. Therefore, the use of ToonDoo as one of the technological tools allowing teachers to create cartoon is very beneficial to motivate and engage young learners in their learning. Gonzalez (2016) has found that the elaboration of the comic in ToonDoo was something very motivating for the students as far as learning, not as significant to use it in their free time but indeed to recommend it to other students and professors as well as to use it for other subjects; also to use it as a technological tool and learn through a more fun way (p.106).

### **RESEARCH PROCEDURE**

The aim of this study is to investigate the use of ToonDoo for teaching English to young learners. The data of the study are taken through interview to three student-teachers who teach by using ToonDoo as their final project in their Teaching English for Young Learners subject. It focuses on knowing their challenges and practice of using the application for teaching. It has a purpose to find valuable information in relation to the use of technology in English language classroom.

### **FINDINGS**

The result of interview shows that ToonDoo is really enriching. It provides so many advantages and gives positive effect on students' attitude toward learning. ToonDoo can be a powerful instructional technology as it has the potential to attract the students' attention, facilitate their imagination toward the story, be used to entertain them, be shared on blogs or other social media, and allow teachers to create pictures collaboratively with their peers. ToonDoo provides so many interesting features that are easy to use and allow the teacher to only choose from hundreds of characters and background provided on the

application. In addition, teacher is also permitted to upload his picture and download the pictures from internet and put it as a character on ToonDoo. Teachers also can add text and props to make a meaningful and appealing picture. In this study, one of the participants also gives some pictures to the students which have no text. As a result, he asks the students to guess what expression may produce by the characters on the picture. In addition, the second participant creates cartoon story by firstly providing four layouts. In her activity, she jumbled the story and asked the students to compose the pictures in a chronological way. This activity really entertains the students and facilitates their imagination. However, there are also some challenges of using ToonDoo found in this research. It includes the limitation of facility, needs high access of internet and teacher's creativity.

To create pictures using ToonDoo, teachers should have more time to create those innovative pictures. In addition, there are also some schools who cannot facilitate the teachers to use ToonDoo for teaching. In this study, one of the participants says that the school has no projector until she faces many difficulties while showing her ToonDoo to the students. Lastly, it is related with teacher's creativity. In the process of using ToonDoo, teachers are encouraged to be creative to create the appealing picture. This process occasionally becomes the problem which makes them avoid creating picture by using the application.

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## Students' Perceptions on Criteria for Bilingual Children's Storybooks

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This paper explores elementary school students' perception on the practice of English learning and the criteria for storybooks for language learning by bilingual children. They completed surveys regarding their perceptions on the implementation of literacy activities and the criteria for storybooks for bilingual children for reading. The results revealed positive perceptions on the integration of character-based stories into the bilingual children's storybooks.

### INTRODUCTION

In accordance with the new policy of National Literacy movement in Indonesia, English as a local content subject in the current curriculum also owns this responsibility to ensure local cultural values and character building becomes a part of children learning. However, English learning in Indonesia has been concerned with the teaching of Grammar rather than the teaching of communication. Based on a study by Lengkanawati et al. (2015), most of the Indonesian teachers tend to only rely on the commercial textbook as a primary source to teach English. Children need more access to storybooks as a mean of promoting national literacy movement and bilingual education. Considering the phenomenon, this paper intends to address the literacy movement through the students' perception on bilingual storybook reading. As past studies dominantly concerned with the perception of English teaching strategy and approach, this study intends to explore criteria for developing bilingual storybook by reflecting on the perception of young learners. To achieve such purposes, the discussion is preceded based on the following research questions:

1. What are student's perceptions on the practice of English learning and storybook reading in the classroom?
2. What are student's perceptions on the criteria for a bilingual storybook for language learning?

### METHOD

The research design was a mix method design which involved qualitative data and quantitative data. Closed-ended questionnaires were distributed to 146 elementary students from four different schools in Bandung, West Java, Indonesia. The results of the Likert scale questionnaires were analyzed in two central themes; perceptions on the practice of English learning and storybook reading in the classroom and perceptions on the criteria of the bilingual storybook for language learning. Descriptive statistics were used to describe the frequency counts and percentages of the results. Meanwhile, the qualitative data from interview result were preceded and transcribed through a coding sheet.

### RESULTS

A considerable majority of respondents expressed positive perceptions regarding the practice of English learning and storybook reading in the classroom. Although previously has been stated that most of the teachers in Indonesia tend to rely much on the use of a primary textbook, the present result showed that

most of the respondents studied English not only from textbook given at school. However, most of them (65.1%) never experienced story reading in the classroom. In fact, a majority of respondents (60.27%) agreed to the possible use of bilingual storybook in the classroom with the focus on English and Indonesian language. According to the interview, students simply stated how bilingual storybook can help them recognizing the meaning of difficult words that they do not know before. Regarding the limited time of literacy activity, there was a possibility of the respondents being hardly acquainted with the time consuming of reading the books. Therefore, they preferred to randomly read the chapters without considering whether they could finish reading the book in ten minutes. Not only about the form, there were also character values and cultural integration in the criteria of bilingual storybook mentioned in the questionnaire. Equally important, character issues such as gender bias also received a positive response from the students.

## CONCLUSIONS

Activities for reading literacy usually cover ten minutes in the morning before the class begins. For this new policy, the criteria of a bilingual children's storybook as a reading literacy activity are varied from many aspects. In general, the bilingual storybook has to provide an adequate story that students can read in the limited time. Several episodic stories could be compiled into one book in order to give more chances for them in exploring the stories efficiently. Students also considered values of multicultural awareness, gender equality, self-reflection inclusion, responsibility engagement, and social interaction. At the same time, teachers are also expected to guide students in order to help students become self-regulated.

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## Role of Autonomy on Students' Creativity in Writing Short Stories

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Learning autonomy offers a lot contribution on students' successful learning since it is the ability of learners to take control of their learning goal and management. One of this characteristics influence how students set their learning management based on what they are interested in. This situation builds creative atmosphere since students set their goal, management, style, and preferences. In writing a story, students need creativity to make an interesting story. Therefore, this study distinguishes a student gaining the best story in children's literature class. It is specifically aims at investigating (1) how autonomous the student is and (2) how it affect her/his creativity. The data are collected from documentation, student's reflective journals, and also some interviews. The method of this study is narrative inquiry while thematic analysis is used for analyzing the data. The result shows that the student becomes autonomy in various ways, such as being autonomous listening, and writing. It also affected her creativity to write the story based on the song.

### BACKGROUND

Autonomy has been a very fundamental issue in language learning. Defining generally as capability to take charge of one's own learning (Holec, 1991), autonomy becomes one of important factors of successful language learning. Since it relation to motivation, one can be called as autonomous learner for being capable to be a responsible for what they do in learning. Some previous study done by Haddad (2016) proved that autonomy as learning strategy can develop students' vocabulary.

The concept of autonomy cannot be separated from the concept of independent learning, self-direction, and self-regulation. It means that autonomous learners are capable of her independency in choosing what to learn, when to learn and how to learn. Another words, autonomous learners know why they learn and what to achieve by their learning. In addition, the independency of autonomous learner gives them the space to see learning as something interesting and fun; not forcing. People tend to do fully for something that they like to do. There is a link between autonomy and creativity, yet having autonomy makes a learner become creative since the shows that the more autonomous person, the more autonomous he is. (Çekmecelioglu & Günsel, 2011)

Boden (as cited in Kirkgouz, 2014) defines creativity as the ability to come up with new ideas that are surprising yet intelligible, and also valuable in some way. A student with creativity has a remarkable, comprehensible, and valuable thought. While, creativity from the linguistic perspective is connected with language play. There are two kinds of language play. The first at the formal level which a play is in sounds, words, and grammatical structures to create pattern. Second, at semantic level, there is a play with units of meaning, connected them in unusual ways to create imaginary words. It is often associated with originality, novelty, and divergent thinking (Ragawanti et al., 2014) all of these characteristics can be found in creative writing process. With some activities such as writing poetry, digital poetry, poetry 2.0, writing a short story (digitally, paper-based, or in pop-up book) and so on.as creativity process, students play language both linguistically and semantically.



In the last semester of children's literature class, students are required to write a fable as one of the requirements of passing grade. In the first meeting, the students came up with the message of the story, later they decided the idea of the characters and the story. They also decided whether they wanted to present it digitally or paper-based. As Cummins (2014) stated that thing which I believe to be important with creative writing is that the students have an audience, so it is a good idea to publish or share their work in some way, whether this is displaying it on the walls, publishing it on a class blog or website, reading it to the class or just swapping it with a partner so they can read each other's work. Therefore, in the next meeting the students presented their work to small group of six person, and decided the most creative work for each group. After that, the representative of the group presented in whole class. At the end of the project, students chose the best creative story by giving feedback and voting as final decision. The results showed that (pseudonyms) Aisyah gained first place as she delivered the story by mixing the story with some songs that she wrote. She had creative story by using flowers as her characters and sang some songs related to her story.

## **RESEARCH PROCEDURE**

This study used narrative inquiry as method of the research. Clandinin and Cornelly (as cited in Clandinin & Huber, 2007) defines "narrative inquiry" as a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus. Therefore, the data are taken from the experience of three students taking children's literature class. The story will be divided into past present and future.

Source of the data are a student who got the best of writing fable in children's literature class last semester. She got the best and the most creative student in doing this project. Data collection was the result of a deep interview, document analysis from her children's literature portfolio, footnote, some pictures posted on her social media, and also some evidence related to her activity in writing project and learning English. While data analysis is done using thematic analysis.

## **PARTICIPANT'S STORY**

Aisyah is a 20-year-old student in the English Department at Siliwangi University. She was well-known as a good storyteller for her outstanding performance in some events on campus. With her ukulele, she told an inspiring story and sang some songs related to the story. This great performance was not gained in a very short time. She said that she could reach this level because of some efforts done during learning English.

When she was in elementary school, she got confused about what her passion was and what her talent was. Looking at her friends, she found that everybody had talents except her. She hated English at that time since the teacher used to scold the students when they couldn't learn well. When she was in junior high school, she still had this confusion. She thought a lot about it while listening to the radio. Poor, she found nothing's good to listen to. She searched for another radio station until her ears caught a lovely song. She asked herself "what was that?" until finally she found that the song was one of the Beatles songs. She never thought that listening to English songs would be this fun. Starting from that time, her favorite activity was listening to the radio and to old English songs.

One day, her homeroom teacher told her that she was good in English. It was a very meaningful words to her since it gave lots of energy and motivation to learn English. Started from that day, she finally found what she likes, it is English. Aisyah often learns English by herself. She listened to the music a lot. She found some lyric interesting and tried to find the meaning of it in dictionary and every songs that she found interesting will be sung.

As time went by, she completely fall in love with English. She always had time to learn it the ways she wanted. After the class ends, she turns on the radio and listens to music. She found that it was very useful because sometimes, the words of song lyric that she sings appeared in the classroom activity, school test, or even some text that she read during English lesson.

Her achievement was rising after she followed children's literature class. Some activity done were writing stories, it means that students produced several stories in a semester. In her portfolio reflective journal she stated that she enjoyed writing story for children and inspiring them. In the final project, where the students wrote fable, she made the story entitled "Unchanging Grace". All characters in the story were names of the flowers. In addition, she also add some song lyrics in it, one of them is the song tomorrow. Therefore, her performance got lots of good comments and voted as the best. One of the peer wrote a comment "It was creative that she put the flowers in the a story, and the performance of her story telling was so amazing"

Fortunately, this project gave her lots of courage to do more. She was invited to perform in soma campus agenda, she also continued writing the other story. In the final interview, she stated her opinion about English, she said, "I love it. I will never leave something that I like. Therefore I will continue to learn it."

## DISCUSSION

This part answered the research questions; they are (1) how autonomous she is, and (2) how it affected her creativity.

As related to the story, some statements shows how autonomous she is. First, she told that she liked to learn English by herself, she learns the way she wants, and she enjoyed doing it. Cirocki (2016) stated that one of the important level of being autonomous is learning management. It shows clearly that Aisyah is capable in managing when to learn, what to learn and how to learn effectively. In the last sentence of her story she stated "I love it. I will never leave something that I like. Therefore I will continue to learn it" is one of an evidence of autonomous as a central of lifelong learning. The story clearly shows that listening and singing the songs gives lots of benefits for her study. Especially when she made the story. Her creativity begins by her habit of listening to the music. She got the idea after listening to the music, and she also put the music and song lyrics on her writing.

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## Teaching Debate: A Task-Based Approach

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### INTRODUCTION

Responding to a question on illegal immigration in a debate with George H. Bush, Ronald Regan suggested, “Rather than [talking] about putting up a fence, why don’t we work out some recognition of our mutual problems, make it possible for them to come here legally with a work permit, and then while they’re working and earning here, they pay taxes here” (*Time*, 2017). It was an appropriate remark that, at a minimal, acknowledged the nuances of a complex topic. This kind of intellect was noticeably absent in the 2016 American presidential election, leaving many to wonder how frivolous name-calling, conjecture, and meaningless clichés replaced civil discourse. Besides wondering what led to the erosion and degradation of American politics, the verbal jousting fostered campaigns rooted in fear and contempt as opposed to policy and legislation. These observations in mind, what can teachers do to foster a more informed and tolerant society? How can we *make debate great again*?

Pedagogy on how to go about teaching debate remains surprisingly scant in the literature. Though course books on debate are not difficult to find, the pages tend to be replete with fill-in-the-blank activities, inauthentic dialogues, and sterilized topics. It is not uncommon for teachers who include these books in their syllabus to subject students to hours of lecture instead of allowing students opportunities to engage in debate. This alternative is appealing but is often quelled by feelings of unease in having to address politically sensitive topics, controversy, not to mention some challenges that come with normative assessment.

For the past three years, I have been teaching a debate course at a midsize university in Seoul. The students were comprised mainly of advanced-level EFL learners and a small group of international exchange students. I taught the course in the Fall semesters of 2015 and 2016. In the fifteenth week of the semester, I asked the students to complete an anonymous course evaluation. This data, coupled with informal interviews, shaped the pedagogic content and methods for this debate class. In this extended summary, I offer suggestions on how to choose debate topics and arrange teams. In the latter half of the article, I guide readers through three phases of the debate: Day 1 for brainstorming and research in small groups; Day 2 for the captains to consolidate their ideas; and Day 3 for the formal debate.

### CHOOSING DEBATE TOPICS

To select debate topics, you may want to begin by browsing through the pages of *Pros and Cons: A Debater’s Handbook*, an edited volume by Newman et al. (2013). It is comprised of eight broad categories that include Crime and Punishment, International Relations, Economics, and Philosophy/Political Theory. For each debate, there is a short introduction, possible motions, and two categories listing pros and cons, often in less than three pages. One of limitation, however, is that many of the debates are of little relevance to Korean students. The issue of concussions in contact sports, such as American football, bears little relevance for most Korean students. For more up-to-date topics, Debate.org is an excellent resource. After registering on the website, members can post questions, vote, and leave comments on various debate topics,

such as *Is Communism worse than Fascism?* Since anyone can contribute this website, it is worth noting that there could be issues with reliability and validity.

Though Korea has made tremendous strides in democracy and freedom of speech, its educational system is still firmly rooted in virtues of Confucianism (Breen, 2015; Choi, 2008), and thus topics such as abortion and euthanasia, are considered taboo. On the lighter side, students could debate whether Batman helps or hinders Gotham City, a topic that went viral on the popular YouTube Channel, *Vlogbrothers* (see Vlogbrothers, 2015, October 7; Vlogbrothers, 2015, October 10). On a slightly more seriously topic, should smoking be banned in public spaces, such as a Gangnam-ro, is an excellent topic to begin with in the course syllabus.

### **CHOOSING CAPTAINS AND ARRANGING TEAMS**

Keep things simple: 1 debate topic discussed over three class; two teams, two captains per team (depending on the class size). In your first debate, it would be a good idea to choose your best students in the class to be captains. This way, they can set an example for others to follow. I find it works best when you avoid placing friends together as captains. Try to ensure that the four captains are of equal proficiency. If that's not possible, pair a less proficient student with a more proficient student on both teams.

Let's suppose that you choose the banning of smoking as your first debate. A quick show of hands reveals that 90 percent of the class agree with the smoking ban and plead with you to be placed on the side that argues it should remain in place. The remaining students, feeling alienated, remain in a state of discomfort, and withdraw from class participation into silence. The teacher tries to urge some members of the anti-smoking crowd to join the other side in the debate. They resist with groans and discontent, making claims that it is not fair and that the teacher is showing favoritism. Oh no! What can be done?

Determining teams randomly can diffuse this situation. In Walker (2017), I introduced a way to do this by using cards. In short, if a student draws a red card, s/he is on the side that agrees with the smoking ban. Conversely, if a student draws a black card, s/he will be on the side that disagrees with the smoking ban. Another way to randomize teams is to use <https://www.jamestease.co.uk/team-generator/>. Simply copy and paste your attendance list; this website takes care of the rest. There will be times when a student is discontent. Determining teams randomly, however, is a way of ensuring fairness and forces students to consider alternative perspectives. Now that the teams and captains have been arranged, the next three classes are devoted to debate.

### **SHARING IDEAS AND COLLABORATION**

On the first day, students arrive to class with a newspaper article (which can be printed off the internet). Divide the class into their respective teams: i.e. for instance the students arguing for the smoking ban would sit on one side of the room; the other students arguing against the ban would sit on the other side. Next, have the students sit in groups of two. Have each student discuss his/her article with his/her partner. Next, have the students change partners (i.e. sit with another member of their debate team) after 5–7 minutes. Repeat this step 4–5 times. Through this process, the aim is for students to identify three arguments that can be used to support their team's position in the debate.

### **CONSOLIDATING ARGUMENTS**

On the second day, divide the class into their respective teams then have the students sit in a circle with captains sitting on opposite ends of the circle. Begin by having the non-captain members present their article to the group one at a time. This typically includes a brief synthesis of the article and noting 2-3 pieces of evidence that the captains can use to support their arguments in the debate. As each non-captain member speaks, the other members (captains included) should take notes. After all members have been given an opportunity to speak, the team must catalogue their ideas into three broad themes or arguments. Referring back to our example on the banning of smoking, a typical theme for the side against the smoking ban would be individual liberty/freedom while the other side may present the argument of public health. For homework, the co-captains of each team prepare a short script and PPT / Prezi that will be used for the formal debate in the following class. To ensure that the captains do not go over their time limit, it would be a good idea to strongly encourage them to rehearse their scripts prior to the formal debate.

### THE FORMAL DEBATE

Begin the class by arranging the desks: two rows of desks on one side and two rows of desks on the other side of the room. As shown in Table 1, the debate format evenly distributes the workload of the captains, and thus, allows the teacher to fairly evaluate each student. Referring back to our example above, let us suppose that teams were determined randomly by drawing cards: students who drew a red card are on the team that is arguing for the ban on smoking in public spaces; conversely, students who drew a black card are on the team that is arguing against the ban on smoking in public spaces.

**Table 1: Debate Format**

	Team	Time	Who
1	Team Red Introduction	2 minutes	Captain 1 Red
		2 minutes	Captain 2 Red
2	Team Black Introduction	2 minutes	Captain 1 Black
		2 minutes	Captain 2 Black
3	Break – 8 minutes		
4	Team Red Rebuttal	2 minutes	Captain 1 Red
		2 minutes	Captain 2 Red
5	Team Black Rebuttal	2 minutes	Captain 1 Black
		2 minutes	Captain 2 Black
7	Break – 8 minutes		
8	Team Red Rebuttal – open remarks	4 minutes	Non-captain members
9	Team Black Rebuttal – open remarks	4 minutes	Non-captain members

In the Introduction, the captains would do well to include a brief opening paragraph that includes the following:

1. An non-controversial sentence that introduces the topic, as in *Ever since the City of Seoul implemented the ban on smoking in public spaces, there has been much debate on whether is in the interests of public health or infringes on an individual’s personal freedom.*

2. An acknowledgement of the opposition, as in *While there have been claims that the ban on smoking in public spaces infringes on individual liberty, we (the Red Team) will present three compelling pieces of evidence that argues in favor of the ban.*
3. A preview of the arguments, as in *Our arguments include economic factors, environmental factors, and the interests of public health.*

During this time, the opposition is encouraged to listen attentively and take notes. Once both sides have given their introductions, they are given an eight-minute break to prepare for a rebuttal. At this time, the captains solicit ideas from the team members to prepare counter arguments. Next, the teams return to their desks. After the captains give their rebuttal, non-captain members are given an opportunity to contribute to the debate. During the rebuttal part of the debate, comments from captains and non-captains alike are particularly effective when the student acknowledges the merits of the opponents' arguments, then offers a counter piece of evidence or observation with some kind of supporting piece of evidence from a newspaper source.

## CONCLUSION

In this extended summary, I offered suggestions on how to choose debate topics, select captains, and arrange teams. The opportunities for L2 socialization take place over three days: Day 1 for brainstorming and research in small groups; Day 2 for the captains to consolidate their team's three arguments, and Day 3 for the formal debate. Based on the student evaluations of the course, these pedagogic methods were a smashing success. Constrained by space, however, this article did not comment on how to score the debate, nor did it provide sufficient information on how these methods align with the ideas presented in literature on L2 language socialization. These are topics I plan to pursue in future publications. In the interim, it is my hope that the ideas included in this short text serve as a small contribution to ELT literature for teachers seeking help students develop skills in tolerance, perspective, and critical thinking – all of which are key ingredients to *making debate great again!*

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## **Empathy, Creativity, and Critical Thinking: Skills for Generation Climate Change**

**Julian Warmington** (Daegu University, Daegu, Korea)

In this 30-minute presentation, Julian Warmington offers a range of practical ideas, lesson plans, and resources for Korean-based ESL teachers wanting to address the specific context of preparing students for a society facing increasingly rapid climate change. A time of about 15 minutes will be left at the end of the presentation for questions, and an open discussion focused on sharing brainstorming of further ideas, resources, and experiences. A brief fun smartphone-based pop-quiz pre-test will be given at the start of the talk and repeated at the end to prove mastery of concepts; useful and delicious prizes will be awarded based on results.

### **INTRODUCTION**

Given that this year of 2017 is on course to see the global average temperature set new records for the third year in a row, well over one thousand people lost their lives in about two days' worth of record breaking floods around the Indian subcontinent, and the Gulf of Mexico so recently hosted a strange series of super storms in quick succession, this presentation is not only timely, but is also the most importantly thought-provoking session available at this conference. While all classes potentially offer skills that may change lives, few actually deal with issues of life and death itself. This presentation thus focuses very much on life lived to the best, in preparation for the worst.

The presentation offers ideas and resources in three broad groupings: concepts, behaviors, and action. These correspond to a grading rubric teachers may wish to use to assess their own approach to preparing their students for life in an increasingly challenging socio-political climate and destabilized society. A vocabulary list that includes concepts will be outlined from the beginning, explained more throughout the talk, and included in the resource list.

### **CONCEPTS**

The category of “concepts” firstly includes the values and skills of empathy, creativity, and critical thinking, being emotional and intellectual, and only more valuable as our students’ societies come under ever increasing pressure to provide safety and adequate resources. These concepts can be considered low hanging fruit as they are not necessarily easier to obtain in a class environment or to teach to students, but they are more likely to be able to be incorporated within current curricula that do not explicitly focus upon, or in any way deal with the challenge of ongoing climate change. Other concepts offered in this talk more directly relate to the world being affected by the greenhouse gas effect, although few are scientific in nature. They do, however, present a working vocabulary list for teachers to familiarize themselves with, in order to share with colleagues, and when teachable moments are found with students in class by accident or design. Examples include concepts such as mitigation, adaptation, and resilience.

### **BEHAVIOR**

“Behavior” is the second category in the rubric, as simply teaching about lofty ideas and ideals is less effective than regularly demonstrating in class and in wider society. Being “the change we want to see” may sound like an old hippy cliché to the more cynically cautious, but the maxim endures due to its power to evoke and exhort the challenge to us all to provide leadership by example. As such, the discussion includes examples of how we can continue to strive to model empathy as teachers in a formal setting, despite the regular daily challenges of maintaining professional distance while also dealing with a



generation gap, the cultural divide and a language barrier, and not least of all: the challenge of dealing with what is, at heart, a pretty darn depressing topic!

### **ACTION**

The final category is that of “action,” and this refers less to the model set by the teacher, and more to the goal of seeing students, ideally their school community, and ultimately even the local neighborhood take steps to address the quick-growing problem that is global warming by demonstrating awareness of the concepts in the vocabulary list, from empathy right through to resilience. Accordingly, this section includes discussion of the most practical and important actions for any given community to take.

### **RESOURCES**

The work of teachers in Korea who have taught about the greenhouse gas effect and its impacts on Korean society and the wider world are introduced, as are other schools or classes that have incorporated and exhibited knowledge of the concepts in the vocabulary list. An extensive resource list including materials such as ESL textbooks, novels for young adults and non-fiction for children, movies, and podcasts is also to be made available.

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## POSTER PRESENTATION

**Can Amount of Learning Time Influence Learners' Autonomous Learning?****Mayuko Matsuoka** (Kyoto University, Kyoto, Japan)**Atsushi Asai** (Daido University, Nagoya, Japan)

In both digital and analog eras, EFL learners are often required to be autonomous towards the goals they set. Many universities in not only European but also Asian countries offer e-learning spaces or digital systems for English language learning. However, some researchers in Asian countries report that there are very few students who actively use such spaces and learning materials. In order to activate such learning systems, this study aimed to reveal the effect of time EFL learners spend on English language learning on their self-regulation, motivation, and use of reading strategies in English reading tasks. The result of a one-way ANOVA shows that learners who spend much more time have a higher self-regulated learning capacity, motivation, and frequently employ reading strategies.

**BACKGROUND AND PURPOSES**

Learner autonomy has been drawing the attentions of researchers in language education settings since Henri Holec, the father of learner autonomy, published his seminal report in 1981 inspired by the Council of Europe's Modern Language Project. In foreign language education, learner autonomy has been recognized as a slippery term because of its various definitions. Holec (1981), for example, defined learner autonomy as "the ability to take charge of one's own learning", while Benson (2001) defined as "a recognition of the rights of learners within educational systems." The differences of definitions are considered to have chiefly derived from the understandings of learner autonomy as either a means to achieve the goal of learning/mastering a foreign language, or as a goal in itself (being autonomous learners); nevertheless, researchers seem to have reached agreement consensus that learner autonomy is important for EFL learners to effectively learn English to foster not only their English language skills but also 21st century skills such as life and career skills (see the framework for 21st century learning on the website: <http://www.p21.org/our-work/p21-framework> for details). With the aim to help such learners to develop their English language skills learner autonomy (Morrison, 2008, p. 135), the self-access center (hereafter SAC) has become "a standard feature of institutionalized language learning in many part of the world" (Benson, 2007, p. 26) in recent decades.

One of the benefits for students that SAC spaces bring is that they can increase "affordances for autonomous learning" (Reinders & White, 2011, p. 1). Although researchers, teachers, and even students in EFL contexts recognize the importance and benefits of SACs, some previous surveys revealed that only about 20% of university students agreed that they use such centers for their self-learning (e.g., Sakai, Chu, Takagi, & Lee, 2008). It would be problematic if a SAC was built with desire of promoting learners' autonomous learning considering the number of learners who want to use the center. Such a situation might suggest that the concept of a SAC does not necessarily fit the needs of learners. First of all, teachers and researchers need to adequately grasp the characteristics of the EFL learners they are facing before establishing a SAC. In an effort to offer some pedagogical implications to help SACs to be more effective

in an EFL teaching and learning context, this study aims to reveal the relationships between EFL learners' efforts (in this study this refers to the amount of learning time outside the classroom), self-regulation, motivation (in this study, why learners study English), and the use of strategies (the learning behaviors of learners). Self-regulation has been the central theme of research in educational psychology since 1960s, and it is closely related to learner autonomy (see Murray, 2014 for details). Therefore, as Nakata (2014) argued, it is very natural to incorporate the notion of self-regulation into the framework of learner autonomy.

## SURVEY METHOD

The participants in the present survey were 229 freshmen at three universities in Japan who were enrolled in a compulsory English reading class. Their English proficiency levels varied from the beginner level (CEFR A1) to the upper intermediate (CEFR B2). All of the participants belong to Engineering and Pharmacy Departments. At the end of the first semester in 2016, they were given a questionnaire which consisted of the following four parts: 1) the amount of learning time per week, 2) self-regulation, 3) motivation, and 4) the use of reading strategies. The questionnaire had 59 items in total, 20 for self-regulation, 20 for motivation, and 19 for the use of reading strategies. All the items were five-point Likert scales derived from existing questionnaires (see Tseng, Dörnyei, & Schmitt, 2006 for self-regulation, Noels, Pelletier, Clément & Vallerand, 2000 for motivation, and Matsumoto, Hiromori, & Nakayama, 2013 for reading strategies). For the amount of learning time, the participants were required to answer how much time they spent on English language learning (especially reading) in a week.

## DATA ANALYSIS AND RESULTS

To compare the effect of the amount of learning time on self-regulation, motivation, and the frequency of the use of reading strategies in more than 60 minutes, less than 60 minutes, and none of the time conditions, a one-way between subjects ANOVA was conducted. After two items were judged as "inappropriate items" by the results of a factor analysis and eliminated, the scores of each three category were tallied. Table 1 shows the result of the analysis.

**TABLE 1. The Result of a One-Way ANOVA**

	A More than 60 mins (n=70)		B Less than 60 mins (n=41)		C None of the time (n=108)		<i>F</i> (2, 216)	Tukey	$\eta^2$
	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>			
Self-regulation	54.9	12.0	52.0	9.9	46.1	12.3	106.1***	C vs A	.50 (Large)
Motivation	64.7	11.7	59.2	13.1	54.0	14.9	31.6***	C vs A	.23 (Large)
Reading Strategies	63.3	11.2	63.7	9.3	54.7	13.6	33.6***	B vs C C vs A	.24 (Large)

\*\*\* $p=0000$

## DISCUSSION

As the result shows, the students who studied English for more than 60 minutes in a week reported higher self-regulated learning capacity, intrinsic motivation, and frequency of reading strategies than those who did not study English at all. The possible reason why a significant difference did not appear between the more than 60 minutes and less than 60 minutes conditions is that continuous learning habit (routine work) might be a “necessary” and “sufficient” key for autonomous EFL learners, not the amount of learning time itself.

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PANEL DISCUSSION

## **The Rigors of Research: Success in Graduate School and Beyond**

**Phillip Schrank** (Korea Military Academy)

**Joanne McCuaig** (Birmingham University)

**Dan Bailey** (Konkuk University Glocal Campus)

**Eric Reynolds** (Woosong University)

**Jamin Bassette** (Konkuk University)

### **INTRODUCTION**

Many English instructors are currently doing graduate studies or are thinking about taking on the rigors of graduate school. This panel will explore issues regarding the research and methodologies needed to be successful. The panelists will discuss topics that are vital to success in graduate school and beyond. Each panelist will dissect one of the key phases to conducting successful research that will help you graduate and make you a more successful researcher throughout your career. After each panelist discusses their topic, there will be ample time for audience feedback and/or questions. Finally, after Q and A, we will break out into short sessions where you can ask more personalized questions about your writing and research. We will now briefly explore just a few issues that will be discussed during the panel discussion.

### **WRITING AT THE GRADUATE LEVEL**

Writing at the graduate level is not a straightforward approach; the research itself will follow a chronological order, but the subsequent write-up requires numerous drafts and edits to make it clear and understandable. As such, the two should be treated as separate events.

Organization of your time, the paper, and relevant stylistics can all contribute to making the endeavor of writing less daunting. Time management, by way of planning what sections to write when and setting achievable goals, is the first step. Time management allows you to adjust sections accordingly, complete aspects, which helps with motivation, and still have a life beyond your paper.

Next is the organization of the paper itself. The general structure usually consists of the Introduction, Literature Review, Methodology, Findings, Discussion, and lastly, the Conclusion. Early identification of your gap and how your research will approach it, assists in deciding what the common thread, or argument, will be in your paper; your Aims and Rationale will explain why your research is relevant and necessary. Decisions as to which theories and empirical studies to cite, along with a critical analysis of both, need to be made. A visual representation of your paper and its relevant sections can be helpful in order to keep organized and focused. You can approach this with the old-school “sticky notes on the wall” way or use various online programs so you can see where the paper is heading, how to link the sections, and make quick adjustments relatively easily. Become familiar with any new software you plan to use prior to starting this process so you are aware of its shortcomings.

The Methodology requires the most pre-planning, time-wise, as external factors such as submission deadlines and holidays (assuming you need pupils for your action research) are out of your control. Furthermore, if you plan on conducting a pilot study, you need to factor in subsequent edits and adjustments

prior to implementing any sort of pre-test, treatment, and post-test. This leads to the Findings and Discussion: the sections where your voice is most prominent in the paper. The Conclusion can provide a brief summary of what was discovered, appropriate adjustments to implement, and/or potential future research.

Lastly, knowing the preferred format for writing, such as referencing styles, and using it constantly from the beginning of the paper will save you time. Notes should be organized and referenced accordingly (direct quotes versus summary statements). Learning and appropriately using hedging, sign posting, transition statements, and nominalization will add clarity and flow to your paper; this allows the reader to follow the logical argument you lay out. The writing may appear formulaic, which it is, but that is because your ideas, via the linking of previous and current research, is the interesting part we want to read. Let us now take a look at a few things that go into developing research methods.

## **RESEARCH METHODOLOGY: A GLIMPSE OF WHAT WE MIGHT DISCUSS**

With respect to the methodology section of the panel, action research will be highlighted over other forms such as purely survey research; however, we will be prepared to answer any questions in general on methodology. For teachers, action research is often research initiated to solve an immediate problem recognized by the instructor in the classroom, or it can be a reflective process of progressive problem-solving to improve the way we address issues in education. Action research is unique in many ways because it centers on a particular researcher-instructor's classroom or work environment. The unique characteristics of action research makes it a popular choice among teachers for collecting data for graduate school papers.

Because action research (AR) in the classroom is hands-on and often unique to the learning environment, it can be difficult to build a foundation for your research based on previous findings. Of course, we can find research that is similar to the AR methods we are planning, but differences with small samples sizes, learning objectives, individual differences, and academic ability make comparison of findings difficult and often questionable. For this reason, casting a wide net over data collection when conducting AR is something I often do. I have a preliminary hypothesis of expected findings based off of previous research and collect data accordingly. That being said, I use the opportunity of AR to collect data that may be of use down the road but which is not directly related to the working hypothesis. In other words, observing and documenting as much as you can throughout the AR is helpful because we never know what data we may need once the AR program or course is complete, and by that time, it is too late to collect new data.

Traditionally, there are quantitative (i.e., strictly numbers), qualitative (i.e., observation), and mixed-method (i.e., both) research designs. Which one is easier? It depends. They each have their advantages and disadvantages. I recommend amateur researchers to take a mixed-methods approach involving the collection of data from multiple sources (i.e., triangulation). When I say "collection of data" or "data from multiple sources," I am referring to data related to the dependent variable. If there is one research term you are familiar with, it should be "dependent variable." A common mistake inexperienced researchers make is that they focus on more than one dependent variable, which basically means that they are trying to combine two, three, or even four papers into one. This makes the findings of the paper vague at the very best or unreadable at the very worst. The investigation of the dependent variable is basically the core, or thesis, of your paper. Variables that influence the dependent variable are the independent variables and a common formula that research papers follow involves tracking the influence of independent variables on a dependent

variable. For example, investigating the influence different forms of corrective feedback (or no feedback) (i.e., independent variables) have on English proficiency (i.e., dependent variable). A frame of reference must be created in order to understand the influence independent variables have on a dependent variable. This frame of reference can involve some sort of pre- and post-test that measures the dependent variable (e.g., pre- and post-second language proficiency tests). This is all I will say on the matter here but would be happy to explore this further during the panel discussion.

Statistics are an integral part of your research whether you use quantitative or qualitative methods. Descriptive statistics are often popular for beginner and even experienced researchers. More sophisticated statistics would be inferential. For our presentation, I would like to briefly provide tips on how anyone with the Internet can navigate their way through descriptive statistics. One of the most difficult things to deal with when using statistics is not having a clear dependent variable that you are using them on. Remember, if we go into our research with a good understanding of what our variables are then the statistical work will be much easier.

## SUMMARY

We can only scratch the surface of the topics which will be discussed during our panel. Topics such as action research, quantitative versus qualitative analysis, and producing quality discussion sections will be addressed. Finally, tips on writing and editing the final product will be given. For example, the key to writing is to keep a steady pace once the writing has begun, not procrastinate, and stick to a writing schedule that accounts for the inflexibility of life. Each panelist will dissect one of the key phases to conducting successful research that will help you graduate and make you a more successful researcher throughout your career. After each panelist discusses their topic, there will be ample time for audience feedback and/or questions. Finally, we will break out into short sessions where you can ask more personalized questions about your writing and research to one of the panelists.

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